



Sudan University of Science and Technology
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Effectiveness of Smart Phones on Improving the Autonomous Oral Performance among EFL Learners (A cause Study of Second Year of Secondary Schools Students at Omdurman Locality)

فاعلية الهواتف الذكية في تحسين الأداء الشفهي الذاتي لمتعلمي اللغة الإنجليزية لغة اجنبية
(دراسة حالة طلاب الصف الثاني الثانوي بمحلية امدرمان)

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Dedication

I would like to dedicate this Research to my parents, who exert all their efforts, faculties and energies to educate me.

To my brothers, sisters and my lovely wife.

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Abstract

This study investigated the (The Effectiveness of Smart phones on improving the autonomous oral performance among of EFL Learners). The study adopted an experimental methodology, which combined both qualitative and quantitative analysis. Two instruments were used for data collection. One was questionnaire for English language teachers (30) teachers. And the second instrument was a test for secondary school students. And (100) secondary schools students were chosen to represent the whole population. The data obtained from the sample of teachers and students provided answers to the questions concerning the effectiveness of smart Phones on improving the autonomous oral performance of EFL Learners. The data were analyzed using SPSS program. It provided percentile results for questionnaire and the test. The study revealed some of the important results. And one of the significance results is that, the Smart phones can help secondary schools students to improve their autonomous oral performance. Secondary schools students can Learn and improve their English language independently by using their Smart Phones as tools for learning English language. And also many of secondary school teachers have positive attitudes toward using Smart phones to improve autonomous performance. The study also offered some recommendations. And the most important recommendation is to concentrate on speaking skills. Because one of the fundamental reasons of studying any language, is how to speaking that language. Moreover the study gave some suggestions for further study.

Abstract in Arabic Version

مستخلص البحث

سعت هذه الدراسة للتقصي في فعالية الهواتف الذكية في تحسين اداء الدارسين للغة الانجليزية كالغة اجنبية في المدارس الثانوية . اتبعت الدراسة المنهج التحليلي والذي زاج بين نوعي التحليلي الكيفي و الكمي. استخدمت الاستبانة أداة لجمع البيانات التي كانت أستفتاء للمعلمين (30 معلم). والاختبار لى (100) طالب من المدارس الثانوية. اعطت البيانات التي توافرت من عينة المعلمين والطلاب اجابات لاسئلة الدراسة الخاصة بفعالية الهواتف الذكية في تحسين اداء الدارسين للغة الانجليزية كالغة اجنبية . حلت البيانات باستخدام برنامج SPSS ونتج عن ذلك نتائج في شكل نسب مئوية للإستبانة و المنوال للمعلومات الشخصية. ومن اهم النتائج التي وصلت لها الدراسة ان طلاب المدارس الثانوية يستطيعون تعلم و تحسين اللغة الانجليزية لوحدهم اذا استخدمو الهواتف الذكية بطريقة فعالية. وايضاً من اهم النتائج التي توصلت لها الدراسة, ان بعض معلمي اللغة الانجليزية في المدارس الثانوية لهم نظرة ايجابية تجاه استخدام الهواتف الذكية في تحسن اداء الدارسين للغة الانجليزية كالغة اجنبية . كما ان الدراسة خرجت بتوصيات من اهمها التركيز علي مهارات التحدث. وكذلك طرحت الدراسة موضوعات للبحوث المستقبلية في المجال.

Chapter one

Introduction

1-0 Overview

This introductory chapter provides description of the theoretical framework of the study. It focuses mainly of the study problem, objectives, questions and significance.

1-1 Background

Teaching is a noble profession, and teaching English is not an exception from it. Thus teaching English has become one of the most sought-after professions today. But the approaches, methods and techniques of teaching and learning English language are needed to be searched and examined in order to find the modern and the best methods of teaching and learning. Consequently these methods are the most discussable topics among English language teachers, scholars and language institutions, because we live in a constant and rapidly changing world, in which everyday improvement for better is too much required in all fields, therefore the researcher hopefully claims that, it is very necessary to seek for the new approaches and methods of how English language is better taught and learnt.

The ability to speak a foreign or a second language without hesitation is something highly appreciated and praised above all skills. It doesn't matter for what reasons people studying or learning languages, but at the end of the day, they may come and speak with it, or communicate with it. However speaking is one of the fundamental skills in language learning.

The current study is trying to investigate the effectiveness of Smart phones in developing and improving autonomous performance of EFL learners in today's world. It is an attempt to find out the features and factors that are related to this issue. Furthermore; it tries to provide the significance of Smart phones in enhancing the ability of practicing English in widespread context, and its ability to foster the learners' autonomy. And also tries to find out some obstacles, such as the inability of learners in using Smart phones positively and effectively, unawareness of teachers on the significance of the

Smart phones as a powerful helper in the field of language learning. The inconvenience of the environment under which English is taught, so learning to speak English has become increasingly important, due to the large numbers of people who want use English spontaneously for communication purposes, and also nowadays we live in an interdependent global village, in which English is the dominant language in many fields. At the time when many people from many walks of lives have come to depend on English language for their will being, but still now the situation is unsatisfying about the performance of Sudanese learners of English language. That is why in this study the researcher tries to investigate the effectiveness of Smart phones in developing and improving autonomous performance of Sudanese learners of English language in today's world. The fact of the matter is that, today the Smart phone has become the second teacher, second university and second school for learners, because all necessary equipments of learning are there. Although Smart phones continues in making the difference especially in language learning in today's world, by providing all language skills in huge volume , such as electronic-dictionaries, sounds with transcription, Apps containing all communication skills, conversations skills, vocabulary and grammar and so on. Therefore the logical question is that do all language learners use this greatest tool effectively to enhance their performance and to develop their autonomous or not.

To make the point clear let us see how (Sandell 1982) has explored the history of EL teaching in Sudan, since the Anglo-Egyptian condominium period and outlined the motives of present-day Sudanese learning EL as:

...although the desire to get a governmental job, is highly incentive to boys to get into intermediate school in order to learn English, there is new genuine to be in contact with the idea of written word through medium of English, colloquial Arabic is the language of home, classical Arabic is the language of inherited culture and religions, but English is the language by which a Sudanese can get to know the West and its culture and by which he can meets many ideas and specially in science and technical subject, not available through Arabic book.(Sandell 1982- 12).

It is clear that the importance of English language has been explained and determined in the past and long time ago; therefore today English is a lingua franca of the global village, because of its statue around the world. Again

and again this research paper argues that the Smart phones can play a vital role in the process of developing the learners' autonomy and improving the performance of Sudanese learners of English language in today's world.

1.2 Statement of the study Problem

The central aim of this thesis is that to investigate the effectiveness of Smart phones on improving the autonomous performance among EFL learners. Although English is the language of many fields around the globe, in Sudan still now the secondary schools students not utilize the effectiveness of Smart phones to improve their autonomous oral performance. Which means learners can take the responsibility of their own learning, because learning English has a lot to do with time, and continuous practice will lead to the perfection or betterment of the performance.

In this thesis the researcher argues as mentioned earlier that the effectiveness of Smart phones can be taken as a powerful tools in developing and improving autonomous performance of EFL learners, especially secondary schools students. To make this point clear is that the teacher should be a real coach with special charisma to conduct the instruction in a clear way that the Smart phone is not only for making phone calls or receiving calls, but there are others advantages on it, for example Apps of all English programs and another great advantage is to practice speaking, in which sounds can be recorded and listened for many times to correct the pronunciations which is considered the biggest problem that face Sudanese learners' of English language. The level of inhibition is one of the greatest factors that can determine the success of language learners. Once again the biggest responsibility in teaching English is that students need to be engrossed or encouraged to utilize the Smart phones effectively and positively. It has to be known that the use of Smart phone can be fun and helpful tool of learning language.

1.3 Significance of the Study

The significance of this study is arising from the topic it tries to address. And there was a great wisdom which says "if you speak people will know

you, if you don't people won't know you". The wisdom tells us how important is to speak than any other skills.

This study is significant because it tries to find out the effectiveness of Smart phones in developing and improving autonomous performance of EFL learners. It is an attempt to find out the obstacles that prevent secondary school students to implement the Smart phones effectively to develop and improve their autonomy. Therefore it is looks to enable learners to speak the target language not only in the classroom, but how important is to learn to speak outside the classroom. And also tries to provide some techniques that work with the use of Smart phones to enhance their performance of being autonomous.

Really teaching speaking skills are the most challenging tasks that the teachers most do. This study is significant because it can stimulates and strongly motivates learners to learn, once again it is also requires a teacher to be enthusiastic and optimistic person, and must be absolutely convinced that his/her learners are capable of understanding whatever the complexity of the subject that he/he teaches. So the secret of successful way of learning to speak is lies in respecting and being affinity with your learners.

The value of this study, is trying to states that, how importance is to utilize the Smart phones effectively in today's world in developing and improving autonomous performance, because it can be considered as continuous learning in strengthening all skills. So learners need to be aware that, whatever they learnt must be practiced, either inside the classroom or outside the classroom.

1.4 Objectives of the Study

1- To investigate the effectiveness of Smart phones on improving autonomous oral performance among EFL learners.

2-To investigate the secondary school teachers' attitudes toward using the Smart phones in developing and improving the autonomous oral performance among EFL learners.

3-To investigate the reasons and causes, which preclude, secondary school teachers in utilizing Smart phones effectively and efficiently in developing and improving autonomous oral performance.

1-5 Questions of the study

This research attempts to answer the following questions:

1-To what extent are Smart phones capable in improving autonomous oral performance among EFL learners?

2- What are the secondary school teachers' attitudes towards using Smart phones to improve the autonomous oral performance among EFL learners?

3- Why do not Secondary schools teachers utilize the Smart phones efficiently to improve the autonomous oral performance among EFL learners?

1-6 Hypotheses of the Study

1- Smart phone can improve the autonomous oral performance among EFL learners.

2-Secondary schools teachers have positive attitudes towards using Smartphone in improving the autonomous oral performance.

3- Secondary schools teachers do not use smart phones to improve the autonomous oral performance among EFL learners.

1-7 Methodology of the Study

This study is an experimental and analytical in the nature; it attempts to investigate how, and why to utilize the smart phones effectively to enhance the performance and develop the autonomy among EFL learners.

The data will be collected through the questionnaire and tests. The data will be analyzed by using SPSS program. The resulting data will be analyzed in order to provide for the research questions and to verify the hypotheses.

1-8 Delimits and Scope of the study

Because of the scope of the study in terms of time and space of the study, the researcher will take samples of Omdurman secondary schools students, second year students in 2020 locality of Dar-al-Salam, and English language teachers to represent the whole population of the study. Once again as mentioned earlier this thesis will argue that the utilization of smart phones effectively will develop and improve the autonomous oral performance among EFL learners. Therefore in chapter one will speak about the introduction of study. And in chapter two will speak about the theoretical framework in which all theories, ideas, conceptions and previous studies can be elaborated and stated. And then chapter three will explain the methodology of the study. It describes the methods, techniques, the instruments, the population, the samples and the procedures of data analysis. And chapter four is about data analysis discussion, and also this chapter will presents and analyzes the data collected through the questionnaire and tests. Finally in chapter five, will talk about the conclusion and recommendations of the study. The results will be used to provide answers to the research questions.

Chapter Two
Literature Review

Chapter Two

Literature Review

2-0 Overview

The main purpose of this chapter is to review literature and previous studies related to the study, under the investigation (The Effectiveness of Smart phones on improving the Autonomous Performance among EFL Learners).

2-1 Background

It is clear that everyone owns Smart phone, even though it was not long ago that the technology was first introduced to human being. With advanced computing capabilities and others features. The first concepts which led to the invention of Smart phones date back to the 1970s. However in (1992) that IBM(International Business Machines, a leading American Computer Manufacturer) came up with prototype mobile phone that incorporated PDA (Personal Digital Assistant)features. In 1994 Bellsouth came up with more refined version of the mobile phone and called it, Simon Personal Communicator. This is the first device that could really be referred as Smart phone. The Simon Communicator was able to make and receive calls send faxes and Emails.....etc.

But what more astonishing about Smart phone is that, has come to be a fountain of knowledge producing all kinds of learning in huge volume especially in learning English language. Not only producing knowledge or one can say: knowledge presenter, but also as a teacher, tutor, and professor to many learners around the globe. Its capability in explaining materials with theirs examples, its potentiality in giving an immediate answer to any question related to the subject, its portability of being easily carried to anywhere and in anytime. And one more thing is that; its significance of being a crucial part of our daily life, where no one will be able to leave his/her home without carrying Smart phone. It is true that the initial idea about having or owning Smart phone is to make phone calls and sends and receives messages, E-mails and communicates with folks around the world. But step by step Smart phone has started to surprise human race and

challenging them in all fields of knowledge. Its capacity in carrying huge amount of knowledge, its ability in telling exactly what is correct and what is not.

2-2 The Release of Smart phone

In 1999, A Smart phone was released by QUALCOMM, the worldwide company that specialized in wireless and cellular telephony (centered in San Diego, California, USA. The PDQ Smart phone as it was called (Pretty Damn Quick) these advances in technology brought about the introduction of iPhone, android operating systems and more. In (2007) January- Steve Jobs of apple introduced the iPhone which he refers to as (revolutionary and magical product).

Certainly today Smart phone continues to astonish us with its great potentiality, and it should be considered as one of the most versatile and ingenious developments of modern technological age. Really the sophistication in Smart phones had reached the point, where one is not able to tell whether you are talking to man or machine. Because in the area of language learning and teaching, Smart phones had come to produce output that really mimics the human mind. So this is the greatest advantage to anyone who wants learn English language in today's world. Actually Smart phones provide the most sufficient programs of communications, such as sending, receiving calls, messages and E-mails. According to what have been mentioned above about the Smart phones and facilitation in learning English language, the researcher wants say; that the Smart phone is the second teacher to anyone who wants to learn English language and the first teacher to any advanced learners. But the logical question that spring up into my mind is that, do all of these learners are aware about the potentiality of the Smart phones or carrying them for the sake of making phone calls only. Therefore the Smart phone should be considered as the greatest tool of developing and improving the autonomous' performance among EFL learners. It is well-known that the job of learning any language may not be finished by the formal period of learning; the fact of the matter is that, learning language is a continued journey that goes beyond the formal times

of learning. Therefore the Smart phone should be considered as the effective teacher of the period that follows the formal times.

2-3 The Definition of the Autonomy (Learners' Autonomy).

According to Brian Kariger(1995) and Daniel Fierro(1995) Dictionary.Com. defines the word autonomy as independence or freedom, as of the will or one's action, the condition of being autonomous; self-government or the right of self-government, self-governing community. But Oxford Living Dictionaries, states the autonomy as the right or the condition self-government, the capacity of an agent to acts in accordance with morality rather than under the influence of desire. The origin of the word comes early 17th century from Greek *autonomia*, from *autonomous* having its own law's from *autos* - self and *nomos*' law. In 1995, Cambridge Dictionary states the word autonomy as the right of an organization, country, and region to be independent and govern itself, or the ability to make your own decision without being controlled by anyone else. Actually autonomy is a situation in which learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions. Also autonomy is your capacity to take responsibility for and control of your own learning whether in an institutionalized context completely independent of a teacher institution (Thornbury.2006:22) in contrast to tradition lockstep's learning in which learners doing the same thing at the same time, in the same way and all expected to achieve roughly the same results. Therefore autonomous learning starts from the premise that the individual has potential to take responsibility for everything in their own life, including learning. While in the past what the learner should do and how to do it was typically decided by authority figure, i.e. teacher is the director of studies or education department, then notion of autonomous has gained popularity since the (1980s). It is clear that anyone who has attempted to learn a new language knows that language learning take relatively long time, and the learner may not wants, or be able to enroll in teaching program in such long duration. Therefore anyone who wants learns English language and can't be able to attend physical classroom, Smart phone is the solution, for being able to play the role of most sophisticated teacher or most efficient and sufficient tool of learning languages.

2-4 Autonomous Learning Create Opportunities

According to Benson (2007) “there is no one way to learn language”. The key benefit of learning autonomous is that the autonomous learners will take more responsibility for learning and are likely to be more effective than learners who are overly-reliant on the teacher. So the arouse of the believe that they can learn independently of the teacher and the classroom setups is an amazing facts, as soon as they gained the idea of autonomous learning, they will be more realistic and willingness to learn insatiably. Autonomous is generally characterized of adults; independent learning doesn't mean solitude, but can ensure that the learners will continue to acquire the second language after formal studies ends. Accordingly to Field (2007) “Our job is to create learning opportunity not to impose one method”. It is true that learning any language needs multitudes of approaches, because of many reasons but most of these reasons have to do a lot with learners. Such as individual differences and so on. Thus the ability to be able to use your Smart phone effectively to learn English language will develop and improve the autonomy and the performance.

2-5 Autonomy is A Critical Thinking

According to (1992 cited in Benson & Voller 1997 p.2) associates “autonomy” with the idea of learning alone “independence” with active responsibility for one's own learning.

Everyone knows learning must be serious and difficult, and you must remain seated at all times, no fun allowed, you may learn, but you may not enjoying it , or not to be excited about learning, but being an autonomous learner, learning may includes enjoyment, fun, enthusiastic and so on. Accordingly to Kupfer(1990) “one who choose for himself what to thinks and what to do is also defined as an autonomous learner”. Autonomy is a capacity for detachment, critical reflection, decision making, and independent action (Little -1990). Holec(1981) states that: if democratic states are to develop flourish as democracies, they must undertake education measures calculated to develop the capacity of their citizens to think and act as free and self determining individuals. In the field of second language or foreign language education, there has been shift in focus from the teacher to the learner, from

exclusive focus on how to improve teaching to an inclusive concern for how individual learners go through their learning (Gremmo, 1995). “From the idea of a man is a product of his society” moves to the idea of a man is a producer of his society, (Janne-1977:15, cit- Holee, 1981:3). In the field of higher education learner autonomy is particularly important, because the learners may have limited classroom interaction for learning English, but they need to increase their knowledge and skills. Therefore it is important to them to become self-reliant language learners who can continue learning efficiently outside classroom. Autonomous learners must have a lot of strategies, in which they are able to apply flexibility in different context.

2-6 Learning English Through Smart Phones

According to Pavlik (2015) emerging technology have brought about, major change in teaching and learning process especially in the field of language. Smart phones have positively contributed to the fields of language learning in many different ways. Firstly Smart phones help to improve literacy and numeracy skills, and to recognize their existing abilities. Secondly it can used to encourage both individual and collaborative learning experience. Also it can help learners to identify the areas where they need assistance and support. Ultimately; it helps to raise self-esteem and self-confidence. Attewell (2004) states that; Smart phone is one of these technologies had led to a proliferation of studies that explores their use in education. Language teaching and language learning studies and practice have also been affected from this tide of change as well. (Stockwell, 2010) states providing, flexible practical and personalized opportunities of the use in and outside the classroom. Mobile-learning challenges the conventional ways of teaching remarkably, especially with Smart phones that have come with powerful hardware and software, which makes them as capable as computer, so learning on Smart phones had become more and more convenient. Thus with Smart phone one can listen to hundreds of listening lessons and practice it, not only what you have been taught, but from many websites, or organizations and institutions that can only produce programs in English language; as well as speaking skill which is considered to be one of the necessary skills of the citizen who lives in 21century. It is true that Smart phone can provide a useful platform for students to fulfill autonomous

learning, because one of the many definitions of Smart phone learning is that any sort of learning that happens when the learner is not at a fixed or predetermined location, or learning opportunities offered by Smart phone, that is free from the constraint of time and space.

2-7 Smart Phones and Its Potentiality

According to Stockwell (2005) highlighted that; the big and touch-sensitive screen of today's Smart phones offer great advantages in contrast to pre-Smart phone mobile devices used in several studies(Hayati et all,2013,Lw 2008,KuKulska-Hulme,2010;Thornton and Houses;2015). Actually Smart phones could open new doors with their unique qualities such as accessibility, personalizability and portability. It is well-known that learning a language needs a long time, and sometimes the amount of time that one spends at university may not be sufficient enough to enable the student to perform well in English language. Therefore the effectiveness of Smart phones on improving the autonomous performance among EFL learners must be highly considered; because it is one of the greatest opportunities of learning languages, for being able to provide and introduce application programs in which all language features are presented separately and distinctively; that enables everybody to use it easily and effectively to improve their performance. Listening and speaking are considered to be the most important skills in learning English language.

(Brown Collins and Duguid,1989;Lave and Wenger,1991) stated that; one of the most powerful affordance of Smart phone is situated learning. (Traxler,2011) says; today Smart phone embedding activities in language learning in real world environments, with a great potentiality that makes language learning more meaningful and memorable. There are many ways in which Smart phone has come to encroach on our ability to enjoy some quiet times with good book or even replaced the pulp in our life all together.

2-8 Autonomy Approaches in Language Teaching and Learning

According to liberal philosophers, (Raz, 1986=369) because we are capable for acting of acting for reasons, and because we are capable of reflecting upon the reasons for our actions, we attach a particular value to the free

choice of goals and relations as essential ingredients of individual well-being. Since its inception over the three decades ago, the autonomy approaches in language teaching and language learning, has fostered a powerful investigation drive that has led to questioning and revision of an ever increasing number of pedagogical tenets, assumptions and evidence at all levels of the learning and teaching process. Combined with concomitant challenging of prior theories and practice brought by fundamental shifts in the pedagogical foci from linguistic to communicative competence, from behaviouristic to cognitive description of the acquisition process, from priority to teaching and teacher to learning and the learner. At all levels of investigation into the autonomy approaches, care will have to be taken to avoid looking for monolithic and stable answers. Instead conditions of plurality and parameters of variability will be sought after. As the concept of autonomy defines the sense in which the liberal society should value and protect the individual freedom and must be based on the idea of the autonomy is the characteristic of the individual lives. An autonomous learner is a learner who charts his own course of learning through fashioning his character by self-consciously by choosing materials and assuming commitments from a wide range of eligible alternatives. And making something out of his own learning according to his own understanding of what is valued and worth doing. So described autonomy is a distinctive ideal, it applies to a learner's whole life to large stretches of it.

2-9 Autonomy and Freedom in Learning

According to (Young, p: 19:1986) autonomy doesn't imply the freedom on any given occasion, but rather a more general idea that the individual should "free direct of his/her own life". Young (p:76: 1986) put an assumption that; autonomy must be achieved and maintained over the course of the individual's life. This assumption suggest that, an education system which has geared to promote wide spread autonomy amongst its pupils would provide an environment which stimulates critical self-awareness, a desire to question received wisdom, and self-directness; and must schools are unable to provide this kind of environment. According to Erin Lowry senior English language fellow Center, Colombia American Armenia, November 25 (2008) "you cannot teach a man anything; you can help him to find within himself"

As mentioned earlier by (Hole 1981) the main idea behind learners' autonomy is that student should take more responsibility for their own learning, rather than be dependent on the teacher.

There is a need for learners training as autonomy does not happen overnight. Teacher, class and the school are still part of learning to improve. Furthermore; a learner may develop skills of autonomous learner; this doesn't preclude them from participating in the class lessons. Learning through Smart phones could be a great advantage because learners will learn through discoveries, which enhance the side of being independent and gaining self-esteem.

2-10 Mobile Learning or E-Learning

According to KuKulsKa-Hume -Traxler and Pettit (2007) Mobile learning challenges the conventional ways of learning and teaching remarkably, especially with Smart phone that comes with powerful hardware and software, which makes them as capable as computers.

Mobile learning undergone rapid evolution, early generation mobile learning projects, tend to propose formally-designed activities carefully crafted by educators, and technologists. And they will be able to use technologies that were not widely accessible or well understood. Currently, widespread ownership of mobile and wireless devices means that learners are increasingly in a position to take the lead and engage motivated by their personal needs and circumstances of use. Including, those arising from greater mobility and travel.

Currently, in line with Pęcherzewska and Knot's findings (2007) concerning m-learning in general, the majority of MALL activities appear to make use of mobile phones. Although Collins (2005) outlines very clearly how such activities could take advantage of what these devices offer, the most frequently-suggested seem to employ text messaging for vocabulary learning (Andrews, 2003; Levy & Kennedy, 2005; McNicol, 2005; Norbrook & Scott, 2003; Pincas, 2004), and quizzes and surveys (Tomorrow's Professor Listserv, 2002; Norbrook & Scott; 2003, Levy & Kennedy, 2005; McNicol, 2005). Stockwell

(2007) links the use of mobile phones for vocabulary learning to an ‘intelligent tutor system’; learners complete vocabulary activities either via their mobile phone or via desktop computer. The intelligent tutor system creates a profile of each learner and then delivers activities according to the areas they find most difficult. Such approaches support one-way teacher-to-learner communication and use the mobile device to deliver content rather than encouraging learners to communicate with each other or with their tutors. Some studies, however, do promote learner-learner interaction. For example, Dias (2002a, 2002b) set up a web-board accessible by mobile phone for purposes such as providing links to English language learning websites. Accessing the web-board via mobile phone, learners could also interact asynchronously with each other, their teachers and any guest lecturers. Dias (ibid) also set up a mobile-phone accessible mailing list to communicate to students administrative issues such as room changes. Again, these activities are solely text-based.

“Media board” (similar to a web-board but supporting MMS as well as SMS) and supplied learners of English as a Second Language (ESL) with mobile phones with inbuilt cameras and voice recording facilities. Learners were required to obtain specific information, either oral or visual, from the immediate locality and to send it to the media board for access by other learners as well as tutors. Here, learners took part in activities that could only be carried out because of the portability of the devices; they had to visit certain locations in order to obtain the information they needed.

2-11 Mobile Assisted Language Learning

Although mobile phones were developed to allow oral interaction, MALL rarely seems to make use of this affordance, at least in published research. Exceptions are found in a study at Stanford University (Tomorrow’s Professor Listserv, 2002) and in the learning and teaching of Irish as a Second Language (ISL), as reported by Clooney & Keogh (2007). In the Stanford research, native speakers of the target language (L2) coached learners via mobile phone. This approach was abandoned when scheduling difficulties intervened. A second activity requiring oral interaction was also tested at Stanford University, where learners used their mobile phones to take part in automatic voice-controlled grammar and vocabulary quizzes. Although these were accessible at any time and from any location (provided there was mobile phone network coverage), the activity was abandoned, primarily because of problems with voice recognition software. Although this study promoted oral production, like many other documented MALL activities, it used the mobile device to deliver materials, albeit materials to

which the learner could respond rather than receive passively. The Irish study describes the use of mobile phones and iPods to support ISL at secondary level. Cooney & Keogh describe a five-week pilot study whose aim was, "...to facilitate school-based oral assessment and students' self-assessment, increase students' communicative competence and motivate students to learn Irish with the fun and familiar props of a mobile phone and web-chat." (2007:1). In this instance, everyday tools (mobile phones and iPods) were chosen specifically because of their familiarity to learners. Having logged into a voice response system, learners used their mobile phones to listen to and record their answers to a series of questions on different topics. The answers were saved by the system as .wav files and teachers were then able to listen to and mark these responses either online or by downloading the answers in the form of a podcast, whose content could be listened to and marked in the teacher's own time. Students could also download and listen to podcasts containing model responses. As well as this, laptops were provided to enable learners to take part in text chat sessions whose aim was to offer monitored communication by, and support from, teachers. In this case, mobile phones used voice rather than text input to support formal learner assessment.

2-12 Handheld Computers in Developing Language Skills

According to Samuels (2003), reports on the use of wireless-enabled, handheld computers by languages students, for written Web-based activities such as grammar drills, adding diacritics to Latin texts and participating in synchronous chat. Audio activities included listening to digitized recordings of Latin poems while following the text on screen. Here, we find a mixture of drill-like activities coupled with activities that allow learners to communicate directly with each other. Rather than concentrate on using them only as deliverers of content, then, tutors for this project made use of the multimedia opportunities presented by the devices to offer audio and text-based materials as well as encouraging synchronous interaction in L2. (Kukulka-Hulme, 2007). Whilst, in the past, mobile learning has often been defined in terms of its use of mobile technologies, more recent thinking has foregrounded the mobility of the learner (Sharples, 2006). Often, the informal aspects of m-learning are also emphasized (e.g. Masahita, 2003, Fallahkhair et al., 2007). While it could be argued that m-learning involves the use of any portable learning material, so includes books, audio-cassettes, audio-CDs, and portable radios and DVD players, for example, m-learning usually concentrates on the most recent technologies. Trifanova et al. (2004:3) define mobile devices as "...any device that is small, autonomous

and unobtrusive enough to accompany us in every moment”. Typically, m-learning is identified both by being available “anywhere, anytime” (Geddes,2004) and by the tools used: mobile learning can perhaps be defined as “any educational provision where the sole or dominant technologies are handheld or palmtop devices”(Traxler, 2005), although in reality it is more usually confined to being one aspect of the provision. For our purposes, then, ‘mobile learning’ refers to learning mediated via handheld devices and potentially available anytime, anywhere. Such learning may be formal or informal.

2-13 Mobile Learning and its Multitude Usage

According to Laurillard (p:156: 20017), has pointed out that “a typical m-learning activity could build in more opportunities for digitally-facilitated site-specific activities, and for ownership and control over what the learners do”. As access to wireless networks expands and ownership of devices that can communicate with such networks increases, the use of Smart phone to support language learning becomes ever more common. MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use. In general, MALL would be expected to use technologies such as mobile phone, MP3/MP4 players, PDAs and palmtop computers. An investigation of the MALL literature reveals that it is, indeed, these devices that research in the field has tended to employ. The Academic Search Complete database and Google Scholar were also queried to search for literature in this field, whether this was published in the area of CALL or in more general e-learning journals. Furthermore, several relevant papers presented at mobile learning conferences are included. While the overview presented here is not – and, because of the rapid rate of publication of MALL-related articles cannot be – comprehensive, it identifies current trends in the use of mobile devices to support language learning.

2-14-1 Design-Related and Approaches to Mobile Assistant Language Learning

According to Kukulska-Hulme (P:274:2007), points out that some Studies appear to be divided between those that are content-based (i.e. the development of activities and learning materials) and those that concentrate on design issues related to developing learning materials and activities for mobile devices. While studies that are related to content development, usually focus on more formal contexts that are associated with learning courses rather than independent language learning. Therefore; investigations

in the area of designing issues, tend to refer to the “informal” nature of many manifestations of mobile learning.

2-14-2 Content-Related Mobile Assistant Language Learning Studies

As noted above, studies that address the development of activity types and learning materials often focus on more formal language learning contexts. Although there are some exceptions, this type of study often employs mobile devices as a means of delivering content to learners. As Petersen & Divitini (2004:169) remark: “Little or no emphasis is given to providing learning support where the learner is able to interact with other learners or parties that can support the learning process”.

2-15-1 Self –Determination Theory

According to (Deci and Ryan 1985-2000) Self- determination theory is a macro theory of motivation explaining the relation of human needs for autonomy, competence and relatedness to self-determined motivation and self-regulated behavior. According to self-determination theory, when three innate psychological needs are satisfied, people take in social values and intrinsic contingencies and progressively transform them into personal values and self motivation, which generates positive self-related behavior and well-being, whereas thwarting the needs will lead to diminished motivation and well-being.

2-15-2 Autonomy Support four Dimensions

According to Hartman- Fuqua and Hartman(1983) points out that supporting students’ autonomy or learners’ autonomy during learning activities supports learners’ intrinsic motivation and internalizations.

1- Nurturing inner motivational resource.

2-Relies on information and language.

3-Promotes values.

4-Acknowledge and accept negative affect as valid reaction to constraint.

2-16 Smart Phones are the Dynamic Tools of Improving Learners

According to Bruce and Hogan (1998:270) is Smart phones learning is a phenomena; that a occur gradually such as corn growing in the summer or a city expanding over the course of ten years, are considered unremarkable and unproblematic to the most of the people, because everything is changeable and learning English is not an exception. According to Goundar (2011) stated that; a skilled teacher is aware of the ways utilize technology that helps learners to progress in their educational path. According to Gliksmun (2011) points out that, Education software companies, teachers, researchers, have to coordinate and develop digital content for successful learning outcomes for making teaching learning process effective and resourceful.

Smart phone is a supper comfortable device, because there are plenty of benefits in employing it as a tool of language learning, for example if one adores English but can't find time to practice or his/her nearest English school is so expensive or far away, then learning from home is for him/her. However today learning English does not necessarily mean sitting over textbook, there is a whole a lot of resources available that can be used to guide the learners to the right path. So if anyone studies English with right attitude and resources, one will be on the right path to fluency and proficiency. Adult's learners in high learning institutes especially are fond of using Smart phones, so often learners become more passive in the classroom, as they are glued to their Smart phones, because today technologies transforming all of us from many walks of life regardless of age in various fields especially in Language learning. New inventions of devices or tools increase as technology gets advanced. This advancement filled with opportunities and challenges especially in education. And also new technology promotes new learning skills and English language teaching and learning. Hence the novel methods are replacing the grammar-translation method, the direct-method the audio-lingual method, the silent-way, the desuggestopedia, communicative language learning, total physical response and communicative language teaching methods which were practiced by teachers in the 19th and 20th (Dincay, 2010). However the availability of language learning software programs, portability, speed, audio

output and visual features in the latest mobile phones makes it an important tool for EFL learners to learn English. Ally (2009) has an opinion that people across the world wish to access learning materials on mobile phones rather than requiring another technology to receive learning materials.

2-17 Affordability of Smart Phones among EFL

According to Ellie Walburg on August 14(2018) says that: the invention and popularity of Smart phones has dramatically changed the way people communicate and gain information. Therefore; the numbers of Smart phones across the world have already suppressed the number of computers and other electronic gadgets, and it is indeed an opportunity for English language teachers to innovate methods and materials for interactive and enjoyable sessions to motivate learners in the classroom. In regular classroom, EFL learners often complain that they learn vocabulary, but find it difficult to remember. Hede (2008) states that there has been a greater awareness concerning vocabulary learning in recent years and it is the responsibility of researchers and materials designers and teachers to increase the pace using the latest technology in the classroom. In this era of technological advancement, the majorities of learners possess latest Smart phones and using it for a wide variety of purposes. Considering the educational values most of the learners depend too much on these devices for electronic dictionaries. And also it is the most convenient to read from portable Smart phone screen and decipher the meaning of unfamiliar vocabulary. As technology embed themselves in everyday discourse and activities, a curious things happens, the more we look, the more they slip into background. Despite our attention we lose the sight of the way they shape our day lives. According to Bruce and Hogan (1998) points out, important things occur is expectation about the abilities learners have to acquire to be successful language users. The abilities' by the English language users should be directly relevant to English language teachers. However the bond between technology and language use in modern world should prompt all language professionals to reflect on the ways in which technology changing the profession of English language teaching. Therefore the pervasive influence of Smart phones has contributed to the acceptance of the data as the basis of thought. The main stream images of Smart phone mediated-communication

as the panacea of E-Learning wherein learners expand their socio-cultural horizons as they learn through collaboration.

2-18 Autonomous Learning is Innovation Learning

According to Trilling and Fadel (2009) pointed out “ *The world of works, demands experts with the high level of critical thinking, imagination, the ability to respond to complex communication continually invent new ideas, products and services for the global marketplace and demonstrate the ability to work effectively and respectively in diverse teams*”. In order to amplify students’ ability to think, create, communicate and collaborate, information has to be accessed efficiently and effectively. One of the requirements of the autonomous learner, is the critical thinking in which all kinds of questions maybe asked and answered, especially the questions that related to the improvement of the proficiency and communication skills. It is clear that one of the basic requirement of 21th century skills is that self-taught which has something to do with the autonomous learning. So often people say that; ‘curiosity has killed the cat’ this saying sometimes prevent students not to ask too much questions, that may not let them to be independent learners or critical thinkers, that will be considered as a crucial part of learning. In the other hand, some people use to say; curiosity is the mother of all knowledge, so in this saying everyone can be motivated to ask as much as he/she wants to ask. Therefore it could be taken as a positive attitude toward learning and improving the autonomy side.

2-19 Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning, despite the fact that revisions for term are suggested regularly (Chapelle, 2001, p.3). Computer assisted language learning (CALL) may be defined as the search for and study of applications of computer in language teaching and learning (Levy, 1997,p.3). Given the breadth of what may go on in computer assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a

result, improve his/her language (Beaty, 2003,p.7). However CALL has come to encompass issues of materials design, technologies, and pedagogical theories, and modes of instruction. Material for CALL can include those which adapt existing computer-based materials, video and other materials (Beaty, 2003, pp.7-8).

2-20 Types of CALL Programs

CALL programs/materials include (from ICT4LT Module 1.4):

(A) CALL-specific software:

Application designed to develop and facilitate language learning such as CD-ROMs, web-based interactive language learning exercise/quizzes.

(B) CALL-generic Software:

Application designed for general purposes, such as word-processors (word), presentation software (PowerPoint) and spread sheet (excel) that can be used to support language learning.

(C) Web-based learning programs:

Online dictionaries are the most popular and exciting programs. Online encyclopedias, online concordance, news/magazines sites, e-text, web-quests, web publishing, blog, wiki, etc.

(D) Computer-Mediated Communication (CMC).

This type of program includes, program such as synchronous, and online chat; asynchronous, email, discussion forum, and message board.

2-21 Role of Computers in Language Learning and Teaching

There are many roles that computer can play in a language learning and teaching English, however computer can be as a tutor for language drills, or skills practice and it can be as a tool for writing, presenting, and researching, moreover computer can also be as a medium of global communication.

2-22 Creating Attractive Environment

The learning environment can be seen as one of most decisive factors, to the contribution of success of autonomous learning in education (Kesten, 1987, Ryan, 1991, Lynch, 2000, Lamb, 2006, Kesten (1987) asserts that teachers often play an important role creating, facilitating, and providing a supportive environment, because these factors will encourage students' motivation, self-confidence, curiosity and desire to learn. This leads to the question of what teachers can do to create a supportive learning environment? Or which factors construct learning environment? Partially answer to these question can be found in Ryan (1991)'s work. He points out several factors which facilitate supportive learning environment such as concrete support through the provision of help and resources. Moreover as pointed out by Ryan opportunities for making choices and freedom from a sense of being controlled by external agents are most likely to support a good learning environment which enables teachers to create and construct a productive learning environment, in which teachers and students share power in learning rather than that traditional one, teachers as experts model (Lynch, 2000:1) however a productive learning environment, does not mean a totally free environment in which students do whatever they want.

2-23 Good Environment Support Autonomous Learning

According to Lamb (2006) supposes that the purpose of fostering autonomous learning environment at university is not creating environment without regulations. Structure is essentially for providing students with information and possibly options to support their own learning process. Lamb argues that an environment that support autonomy offer the possibility of personal choice while providing structure that support an individual's effectiveness. In brief, establishing a productive learning environment which is mentioned often by scholars, is one of the critical things, that teachers need to do to promote autonomous learning in higher education, nevertheless autonomous learning does not take place in isolation, therefore it need the presence of teacher. As (Plato) stated that "The direction in which education starts; a man will determine his future in life. It is true that a good direction will determine the

future of learners; where they will be able to learn the language independently, if they are directed well, and being told that Smart phone is their most sophisticated teacher, that work tirelessly and without limitation. So in this era of relentless change, explosion of information and proliferation of technological advancement, it is very easy to think that teachers can teach their students everything they need to know in their lifetime. But at the same time we live in the world filled with problems that require complex solutions and many other issues that are not documented in books and manuals, but in Smart phones. As mentioned earlier that there are many events are not documented on books, but in Smart phones because of being flexible, portable, and crucial part in our daily life. If teachers teach, content and routines that become absolute or impart skills that are not transferable, then we are doing disservice to our students. But also teach them, that whatever teacher do is not quite enough unless they have some strain to do so.

2-24 Flexibility and Elasticity of Smart Phones

According to Lynch (2000) “we teach a passive learner to become independent learners” and also there is saying going on that “you can bring horse to the river but you can’t force him to drink. Actually in teaching, learning can only happen, if learners want to learn, or strong desire to gain the language. Despite all materials and input provided by teachers. (Thornbury, 2000) claims that; the horse might remain thirsty standing by the river and might wait patiently for this thirst to go away.

Educator in twenty first century must strive to develop learners so that they are willing to question and find connection, create and push the boundaries, and innovate and seek out solutions. It must engage learners and empower them, so that they can take responsibility for their own learning, and have the drive to create their own future. As much as “education is a lighting a fire” motivation is the torch that lights and sustain the fire. Moreover understanding the role of motivation in human behavior is especially important as we educate our children and prepare them for to be self-directed and lifelong learners of twenty first century. They must be engrossed to utilize the Smart phones effectively to develop their own autonomy. However; there are still gaps in understanding of what to catalyze

motivation in schools, classrooms, and many other arenas, in which Smart phone is the greatest helper. Furthermore; passion is defined as strong inclination for self-defining activity that we love, value, and spend considerable amount of time on, under the right conditions, therefore a lot of learners are able to motivate themselves to learn. Autonomous learning is highly developed approach in promoting students to learn willingly without complaining. But it is less likely successful in every learning context and every student, unless there is flexibility and elasticity where everyone can free to learn as much as he/she can, if rigidity and flexibility exists in the teacher's approach when promoting learning autonomy, Smart phone will play a significant role in being flexible, elastic in doing so. In accordance with (Thornbry, 2000), the success of autonomous learners, learning is not based on imposition and forcing students to learn. Instead, the techniques of motivations and encouragement needed to be used. But the model of autonomous learning cannot be expected to work productively and effectively in every learning context. (Dam,2001) affirms that, in an attempts to enhance learners' autonomy in Aisha do not necessary involve imposition of Western society individual values. Thus; autonomous learning does not need to be totally based on the believe of excluding values, and this is the quite evident that, in order to have successful learning environment, human values must be included.

2-25 Smart phones Provide Unquenchable Learning

It is true that today we live in modern technological age, where many new things come to exists, and many others services have been provided by technology that help us in many fields. But in the field of education, and especially the field of language teaching and learning, technology has an indelible impact on language learning and language learners. The point that the researcher wants stress is that Smart phone is not only a tool for obtaining information, making phone call, and so. But it is the fascinating tool of learning insatiably, because once you switch on your Smart phone to do one thing, automatically and smoothly will take you to another thing in a very nice way. For example if you want practice listening skill, you may need to listen from native speaker, here all you have to do is to go on the internet, and click on your favorite speaker and listen, but during listening

you may run into a new word, or some strange sound, in which you can't figure out the meaning of the context or the situation which you were hearing, unless you do some check of the meaning and pronunciation, you cannot understand but Smart phone is always there for your help. Because Smart phones are provided with the most sophisticated dictionaries, that are capable of presenting any language in detailed way. However; the term unquenchable in learning means, "*More you learn, more you want*". Thus learning with strong motivation is one of the factors that will determine learner's success.

2-26 Insatiability in Learning

The fact of the matter is that, English language is an evolving language in which learners may learn everyday new words, expressions, or continues leaning is also a pivotal part which can lead to the professionalism and outstanding in language. One more important thing is that hungry to learn or thirsty to learn is too much acquired to be an excellent English speaker. As the saying going on motivating language learners to learn the language insatiably "more you read, more you gain" it is the most beautiful saying that encourage learners to learn willingly as long as s Smart phone has become their life-long friend, that exerts its capacity for the sake of the learners, to be autonomous learners and goal-directed learners, in which a promising future is included, and if they wanted any kind of help, Smart phone is always in their pockets or bags to be used.

To be honest, it is too much important to share some of my personal experiences, when I was at El-fasher University in 2009 at the second grade, faculty of education department of English language, I asked one of my favorite teachers, about how to be a better English speaker, he told me that "if you want be a better English speaker, you must be hungry to learn English, really his words; made me more serious than I was ever before. You see how much words are powerful, and people use to say words can move mountains, for having strong effect to anyone who receive them. Somehow; some learners are well-motivated and well-directed to learn the language with enthusiastic and strong admiration; where they are able to build and support communicative side, in the search of being better or active learner;

they automatically will become autonomous learners. Twenty years ago the computer lab was a place for peers at universities to meet and work on computers, but in the modern days; there are many tools of communication and collaboration among peers at their universities.

2-27 The Internet is the Real Facilitator of Learners

A study conducted in the late 1990s offers some insights into motivation of ESL learners as it related to the Internet communication by providing an in depth look at how one learner was afforded opportunities for success use of English through technology. In these new versions of technology; learners are not required to meet in physical location, the Internet is the host to new spaces in which learners communicate through chat-rooms, E-mail and discussion groups. According to (Lam p467,2000) described the ESL learner (Almon), in US who began to use the Internet as a means for developing his interest in Japanese singer:

“After attending an introductory on E-mail and browsing for information on the Web in high school from which he would soon graduate, he continued to look up Websites for tutorials on how to make personal home pages and conduct on-line chat. In 1997 when he began his studies at local junior college, he had almost completed a personal homepage on Japanese pop-singer, had compiled a long list of on-line - chat-mates in several countries around the world, and was starting to write regularly to few E-mail pals”. However; having the credentials, that technology and English hand in hand, were the tools needed to accomplish what is needed to be done.

2.28 Acceleration of Smart Phones in Providing Materials

According to Prenski, 2015 cited in Taleb and Sohrabi 2012, the Smart phone is the portable and compatible device, and it could be carried everywhere. This may lead to the motivations and encouragements of the students to learn the language willingly in anywhere and in anytime. According to Hock 2012 Smart Phone is the highly liked device with the applications of improving languages.

It is true that the statue of English language around the globe has forced many learners to learn the languages seriously. In order to be updated or one must be left behind the times. Its impression on our daily lives; had let

people to pick up any vocabulary that related to the language or evolving the English language, every second or minute there are new comers to the world of English language. Whether; they wanted it for enjoyments, academic or political purposes and so on. Thus; the most common and difficult question at the same time that one could receive from those learners is that, how to be a better English speaker and when? But unfortunately there are many answers to this question. Therefore; one of the most common answers is that, practice every day and in anyplace and anytime, nevertheless this assumption depend on many others factors, such as how many times do you practice every day, with whom you practice or who will correct you if you are mistaken. Moreover; do they need to practice to all skills together at the same time or separately? In the last three decades those question were too much difficult to be answered, but today with advance of Smart phones many of these questions have been answered or nearly all of those questions were answered directly and immediately. For example the question of with whom students will practice? In Smart phones; there are many talking dictionaries, online translators, online teachers, online learners, online scholars from all over the globe, and they are ready to help anyone who wants to learn or wants improve his/her level, or give instant responds to any question that related to the learning. And this is one of the greatest benefits that one could receive from anybody in learning English language. But the most beautiful things about Smart phone is that not only giving constant responds, but in a very attractive or engrossing way, so sometimes; if you are using your Smart phone in learning, you may forget the time of breakfast, or forget to do any other things, because of being too much engaged with what is presented in your Smart phone, and specially Internet. So Smart phones; are the beautiful tools that continue in astonishing us in every minute, and if you start to use your Smart phone, sometimes it is difficult to leave it quickly, because all materials are presented in colorful way or decorated in a very nice and enjoyable way. Therefore; taking the advantages of these beautiful materials that are introduced by Smart phone, can lead any learners to be an autonomous learners, where they can learn to be self-dependent learners, in the journey of seeking for knowledge. As mentioned earlier that learning any language may not be completed in the formal time which was set by universities or language institutions.

2-29 Motivations in Autonomous Learning

One of the common and most interesting expressions, about language learning and language learners; is that “learning a language is a cumbersome journey where majority of learners cannot reach the desirable destination”. It tells us that, it is very long journey in which a lot of efforts should be exerted, and a lot of money to spent, in which only the luckiest one can gain the advantages to do so, whereas the rest may not reach the desirable destination. But that does not mean they cannot pursue their dreams as learners, because at the same time there are a lot of incentive expressions or motivating expressions such, “if you are willing to learn nobody will stop you”, but if you are not willing to learn nobody will help you” this is a beautiful expression where anyone can be motivated to learn more and more. Moreover; there is a proverb about the treasure of learning it says: learning is the treasure that follows its owner everywhere. Actually such expression is so wonderful and powerful in encouraging and inspiring students to learn without limitation.

To provide students attention for their classroom achievement is important for several reasons. One of the major purposes of success is to gain attention. We all need attention and recognition for our accomplishments and effort. It is a basic human need, if students cannot get attention for their classroom achievement, or for their conversation abilities, they will find another way to obtain the attention they need. In the other hand; a positive attention and recognition from their teachers will help them to build self-esteem, or self concept. So by this way they will be able to hold short everyday conversation wherever they go, and automatically will become autonomous learners.

2-30 Learning is a Continuous Job

The fact of the matter is that teaching and learning English is one of most debatable issue among language teachers and scholars, despite the fact that the linguistic and researchers have left no stone without being turned, but still now the situation is not satisfying, therefore the researcher hopefully stressing the effectiveness of Smart phones in developing and improving

autonomous performance among secondary school students, because it can be taken everywhere and can be used anytime.

Actually learning to speak English language will need a time and step by step from zero to hero, or from nothing to big thing, that is the reason why the researcher focuses on the effectiveness of Smart phones in developing and improving autonomous performance, which can serve many things directly. First of all, it can help learners to build and foster the side of self-esteem and self-confidence. Secondly it can be considered as the process of continuous learning, which is the helpful way of enhancing the performance. Thirdly it will stress the importance of practicing everyday, which is so necessary to develop any acquired skill. To clarify the point of continuous learning and everyday practice, the former means always learn new things, and the latter means to reinforce and boost what is being learnt, so both of them would be considered as a powerful ways of improving the performance and developing learners' autonomy.

2-31 Students from all over the world use Smart phones to learn English



It is an amusing when you use smart phone in learning English. The above picture shows that; learners are very happy when they are learning through Smart phones which is considered as motivating tool of learning English language.



Showing enthusiastic and feel confident when using Smart phone in learning English language.



The above picture shows the collaboration in learning with Smart phone.



[Concordia University-Portland College of Education.](#)
The above shows that; learner can learn alone with strong motivation.



2-32 The Study (1) by Lesley Shield

This study was carried out in 2008 by Lesley Shield. The researcher investigated (Mobile Assisted language learning from Content to Supported Collaboration and interaction. The study was carried out in the institute of education technology at the Open University U.K.

The objectives

To find out the effectiveness of mobile phones in learning English as an assistant tool.

To investigate the Mobile assisted language learning from content to supported collaboration.

To investigate the reasons behind using Mobile phones as an effective tool of learning English language.

The Methodology

The researcher used the experimental method of data collection. And then analyzed the data collected through SPSS.

Population

The population of this study is the teaching staff, including lecturers, teachers, of English language, as well as students.

Sampling

The total sample was stratified as the following:

There are 60 staff members, distributed as 30 secondary school teachers and 30 university lecturers.

-And 100 secondary school students

The tools

The researcher used test and questionnaire, which were divided into personal questions, curriculum questions and question related to teachers and students.

The main findings

-The findings of the research are that devices such as digital recorders that might appear to be more suited to individual learning activities.

- Clearly the way in which the mobile technology can be employed by different pedagogical approaches and in different more or less formal learning context requires further investigation. -

Finally, then, MALL seems to be in its infancy, until relatively recently, MALL activities rather mirrored early CALL were electronic quizzes, grammar drills and vocabulary lists dominated. -

Overall the survey revealed that although there are currently reported occurrences of speaking and listening activities employing mobile devices, the range of approaches and learning activities using MALL is developing very quickly, expanding in the space of two or three years from purely teacher-learner, text based to one that is beginning to support speaking and listening activities and to allow learners to construct knowledge to solve problems fill the information gaps.

The study is similar to the current study in a number of aspects such as using mobile devices to learn a language especially English, that can support and help students to learn independently in which they can gain full self-access to the material that lead them to be autonomous learners.

The only differences between this study and the current one is that the former uses mobile phone as a tool of language learning, and the latter uses smart phones as the tool of improving autonomous oral performance among EFL learners.

2-33 The Study (2) by Coa Thanh Nguyen

This study was carried out in 2012 by Coa Thanh Nguyen, the researcher investigated the (Role of teachers in fostering autonomous learning at the University level) and the research was carried out in La Trobe University VIC 3086 Australia.

The objectives

To find out the role of teachers in developing autonomous and fostering it among English language learners at universities.

To investigate the importance of autonomous learning and being autonomous learners.

The Methodology

The researcher used the descriptive analytical method to analyse data collected.

The population

The population of this study is the university staff, including professors, lecturers, as well as teachers.

The Sampling

The total sample of this study is about 90 individuals were divided as the following:

-50 teachers.

-20 professors.

- Finally; 20 lecturers of English language at university levels to represent the whole population.

The tools

The researcher used only questionnaire to collect the data of the study, in which there were many questions related to teachers and students on how to develop autonomy in learning.

The main findings

-The study found out that although the essence of autonomous learning is to require students to learn independently, the assistance of teachers to student's learning cannot be absent which means that students need to be guided and instructed to learn how to be an independents learners, in order to keep the continuity of learning.

- Sooner or later students must be autonomous learners.

-Furthermore; the study has shown that how much is important to be an independent in learning as they prepare themselves for whole life, nevertheless teachers will remain the corner stone of this great movement in which they learn how to be autonomous learners so as to pursue their dreams.

The similarity between this study and the present study is that on how to be an autonomous learner. This study tells us the role of teachers in playing a significant role on how and why students must be autonomous learners. Finally; being an autonomous learners, is so important for any language learner, for the sake of improving the language skills.

2-34 The Study (3) by Al-Amri- Kamla Suleiman

This study was carried out in 2011 by Al-Amri- Kamla Suleiman. The researcher investigated the (The use of Mobile phones in learning English at the university of Qaboos University).

The objectives

To investigate the use of mobile phones in learning English language.

To find out the problems that faces and prevents teachers to use mobile phones effectively in learning English language at university levels.

To investigate the teachers' attitudes, towards using mobile phones in learning English language.

The Methodology

The researchers used experimental and analytical methods to analyse the data collected.

The population

The population of this study is a university students and English language teachers.

The Sampling

The sample of this study is about 100 participants divided as the following:

-70 university students of English language of second year.

-30 teachers of English language

The Tools

This researcher used two instruments to collect data as follows:

-Questionnaire for English language teachers.

-Interview for the students

The main Findings

-The findings are practices, attitudes and challenges, of using mobile phones in learning English.

-Suggested has been proposed to overcome the barriers that students may face in using mobile phone including reconsidering its importance in

learning and explaining to both students and teachers alike the merits of mobile phone in classroom to gain confidence in using it in the classroom respectively.

-Some of the findings of this study; are taken from the students, that they are nonusers of mobile phone in the classroom because of their teachers. And to put it clear, some teachers do not support and encourage students to use mobile phone in learning English but at the same time, some teachers supports and encourages their students to use mobile phones to learn English.

- In addition to this some students still feel that they do not know all the “saints” of mobile phones in learning English language, that they needed someone to teach them the benefits of mobile phones in learning English language.

The similarity between this study and the current one is that the mobile phones or Smart phones which are considered as the most effective tool of learning and improving oral performance among EFL learners.

2-35 The Study (4) by Abduljail Nasr Hazaea and Ali Abbas Alzub

This study was carried in 2016, by Abduljail Nasr Hazaea and Ali Abbas Alzub. The researcher investigated the (The Effectiveness of Using Mobile on EFL learner’s reading Practice at Najran University, Saudi Arabia).

The objectives

-To investigate the use of mobile phones applications such as whatsApp, online and off line dictionaries, mobile camera online resources, and memos in EFL reading practices.

-To find out the effectiveness of using Mobile phone in reading practices.

The Methodology

The researcher used experimental and analytical methods to analyses the data collected.

The Population

The population of this study is university students of second year learning English language and teachers.

The Sampling

The total sample of this study was about 60 participants were divided into two groups as follows:

- 40 students of English language learners.
- 20 teachers of English language.

The Tools

The researcher used two types of tools to collect the data.

- Questionnaire for English language teachers.
- Test for the university students.

The Main Findings

-The finding from the tests analysis revealed that the reading of students was evidently improved.

- And this is could be attributed to the effect of mobile online and mobile offline dictionaries such as Google translate; Alwafi-Webster.

- Another finding in this research is that the uses of mobile features and applications, the participants have improved their English. Because the participants utilized mobile to reflect on the self-study parts with their classmates and teachers.

-In the classroom the participants are no longer ask about word meaning, parts of speech, pronunciation, as well as teachers save more time efforts than the traditional ways of learning.

The similarity of this study and the current one is much greater, because both of them utilizing mobile phone in improving English language.

Both of them use mobile phone as a powerful tool of learning English.

2-36 The Study (5) by Sana Ababneh

This study was carried in 2017, by Sana Ababneh, under the title (Using mobile Phone in Learning English at Jordan University).

The Objectives

To investigates the use of mobile phones in learning English among Jordanians EFL learners.

The methodology

The researcher used experimental analytical method to collect the data.

The population

The population of this study is the university staff teaching, including teachers, instructors and professors, as well as students.

The Sampling

The total sample of this study is about 100 participants were divided as the following:

-60 university students.

-40 university teachers.

The Tools

This researcher used two types of tools.

-Questionnaire for teachers.

-Test for students.

The Main Findings

-The finding of this study can be summarized in the following points first; Jordanian EFL learners display a high use of the mobile phone in learning English outside classroom.

-Students learnt that using mobile phones outside classrooms are more important than using inside classrooms, because inside classrooms students may have limited time or not have enough time to practice what -Students have learnt and improved very well; therefore it is very important to use mobile phone as an effective tool of learning English language.

-The results represent a call from the students to the teachers and from curriculum designer to shift from traditional curricula to include new technology in the teaching process.

-And mobile phone is considered today as the window through which the young generation is looking for knowledge and information.

- Students demonstrated high positive attitudes towards using mobile phones in learning English.

The similarity of this study and the current one, is that both of them use Mobile phone as a tool of learning and improving. Therefore Smart phone is well acknowledged today, that the information which can lead to new knowledge and improvement for the betterment. And communication technologies have a positive enhancement on learning especially English language.

2-37 The Study (6) by George Mathew Nalliveetti

This study was carried out in 2016 by George Mathew Nalliveetti and Tala Hail Khaled Alenazi under the title “The Impact of mobile phones on English Language Learning: Perception of EFL undergraduates” in Aljouf University Kingdom of Saudi Arabia, department of English language.

The Objectives

To investigate the impact of mobile phones on undergraduates’ students who use mobile phones for communication.

To investigate the reasons and problems face undergraduates in using mobile phones for learning English.

The Methodology

The researcher used descriptive and analytical method to analyze the collected data.

The population

The population of this study is the undergraduates’ students of Aljouf university Kingdom of Saudi Arabia.

The Sampling

The total sample of this study is about 52 undergraduate students studying English language as their major level. All students are native of Saudi Arabia and Arabic is their mother tongue.

The Tools

The researcher used one two types of tools as follows:

-A test for undergraduate students,

-Questionnaire was used to elicit English language teachers opinions about the effectiveness of mobile phones to improve undergraduate students.

The Main Findings

-The findings of the study indicates that 75% of students possess Smart phones while the remaining 25 % of them possess others electronic gadgets, like iPads, tablets, and Smart watch.

- It is found that 60 % of the students scan study-related reading materials on their mobile phones while 46% of the students read notes from their mobile phones during exams.

- Also the findings suggested that many students use mobile phones that come with English software like English dictionaries so as to look up for unfamiliar words.

- Furthermore; most of the students who use mobile phones have only limited knowledge about the features of mobile technology. English language teachers and students' awareness of navigational issues, file formats, the size of the files, types of the files, memory cards and the effectiveness of operating systems can lead to successful outcomes.

- Finally they found that; in EFL classrooms students are often frustrated with traditional teaching Methodologies, and it is time for English teachers to try and test the mobile technology integrated activities to help students develop a positive attitude towards language learning.

The similarity between this study and the current one is that, the use of mobile phones in both studies. And in both of them the effectiveness of mobile phones or Smart phones are playing a significant role in helping students to improve their English language specially in side of speaking.

2-38- Study (7) By Shaista Rashid and Kevin Waston

This study was carried out in (2017).by Shaista Rashid and Kevin Waston under the title (Task-based Language Teaching and Learning by Smart phones). PhD thesis in Curriculum development. University of Canterbury New Zealand.(2017)

The objectives

To investigate the impact of ubiquitous of the Smart phones on Pakistan's students of English language learners.

To explore the perceptions and motivations of teachers and students on learning English using Smart phones in order to improve their performance.

The method

The researcher used an experimental method to analyze the collected data.

The Population

The population of this study was the Pakistani's students who study English at secondary level.

The Sampling

The total sample of this study was about 80 participants, divided into two groups as follows:

- 60 secondary school students.
- 20 English language teachers.

The tools

Two tools were used to collect the data

- Questionnaire for teachers.
- Test for students.

The Main Findings

It is found that using Smart phones on learning English can create attractive environment of learning English language.

And also it is found that smart phones can help students in many ways, such as checking up a new word, recording sounds and listen to it....etc.

Finally students need to be encouraged by their teachers to use smart phones on learning

The similarity between this study and the current one is that both of them speak about the important of the Smart phones on improving and learning languages. And also there is a similarity in the tools of data collection.

2-39-The Study (8) by Shahid Naz and Tahir Rasheed.

This study was carried out in (March 2019) by Shahid Naz and Tahir Rasheed under the title (The Role of Smart Phones on learning English). At Northern Border University-Rafha-Saudi Arabia.

The objectives:

To explore students perspectives about smart phones are playing an important part in learning English.

To investigate how learners are using smart phones for developing proficiency in English.

To explore students' interest in using smart phones Apps to learning English Language.

The method

The researcher used a descriptive method to analyze the collected data.

The population

The population of this study was the university students, who study in higher institutions.

The Sampling

The total sample of this study is about 48 students, studying English in final years. They were selected form 6 universities.

The Tools

Data were collected through questionnaire, which was designed after reviewing already designed and tested questionnaires. After changing them according to the setting and the nature of this study.

The Main Findings

Findings show that, smart phones can help students in learning English.

And also it is found that students had positive attitudes regarding the use of smart phones for learning purposes.

And another finding shows that, smart phones due to its size and internet connectivity, makes learning easy for students.

Finally students as an independent learners, can learn English with fun and without limitation of time and place, by using these online learning materials such as, smart phones learning Apps, YouTube as well as channels for learning English.

The similarity between this study and the current one is that, both of them stress the effective and important of using smart phones in learning and improving the level of students. The difference between this study and the current one is that this study was used only one tool to collect the data which is questionnaire. But the current one used two tools to collect the data.(test & questionnaire).

2-40-The Study (9) by Karoslav Kaveet

This study was carried out in (2019) by Karoslav Kaveet under the title (The use of Smart phones' Applications in learning English Language, challenges for foreign language education). University of Hardeck Kralov- Czech Republic.

The objectives

To investigate the use of Smart phones' application in learning English language as a tool of improving oral performance.

To investigate the importance of using Smart phones' application in learning English language.

The Method

The researcher used an experimental method to analyze the collected data.

The population

The population of this study was the secondary school students and English language teachers.

The Sampling

The total sample of this study is about 139 secondary school students chosen from 248 participants to represent the whole population.

The Tools

The researcher used one tool to collect the data which is test.

The Main Findings

- The finding shows that, mobile learning is a great opportunity.
- Using mobile phones in learning English is too much accepted by learners.
- The portability of Smart phones makes learning very easy to learn from anywhere and anyplace.

The similarity of this study and the current is that learning English through smart phones. They are similar in the methods and the tools of data collection.

2-41. The Study (10) by Nicolas Gromik.

This study was carried in (2017) by Study by Nicolas Gromik under the title (Smart phones- based learning in Japanese learners of English). At Cambridge university (2017).

The Objectives

- To investigate the use of cell phone technology to verbally communicate an opinion in a target language.
- To understand the impact that technology can have students' learning outcome is a warranted research.
- Centered to these objectives is to understand how technology can be utilized to engage Japanese undergraduate learners to deepen their ability to communicate.

The Methodology

The researcher used a mixed method of single case study is used to explore the use of the cell phone video recording features by Japanese undergraduate learners of English language. The single case study is conducted with four classes of second year students each with verifying participant numbers.

The population

The population of this study was the undergraduate learners of English language.

The Sampling

The total sample of this study was about 69 participant are between 19-21 years old have similar educational background.

The Tools

The researcher used one tool to collect the data through observation.

The Main Findings

- Finding shows that, students can learn through interaction
- They improved their oral proficiency by using recording videos.
- Students can learn through motivations, by using smart phones.

The similarity between this study and the current study is that the use of Smart phones.

2-42 Summary

This chapter talked about the literature review, as well as the previous studies which are related to this thesis.

Chapter Three

Research

Methodology

Chapter Three

Research

Methodology

3.0 Introduction

This chapter involves the methodology of the study and the research design. It describes the methods and techniques that were adopted, the instruments that were used in collecting the data. As well as the population, samples. Finally; the procedures of data analysis.

3.1 Research Design

This study is an experimental in its nature. This study will attempt to investigate and evaluate the effectiveness of Smart phones in improving the autonomous performance among EFL learners.

According to C.R.Kothari (2004) “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. (p.31).

3.2 Population and Sampling

The targeted population of this dissertation was secondary school students and secondary school teachers. The setting of this study is Omdurman locality, especially Dar-Al-Salam locality

According to (Gay1989, p104) , “a random sample is the best single way to obtain a representative sample”.

30 secondary school teachers were randomly selected for the questionnaire to represent the rest of the population.

100 secondary school students (second year) were chosen to represent the population.

3.3 The Instruments of Data Collection

Two instruments were used in the study for the purpose of data collection, a test for students and questionnaire for teachers.

3.3.1 Teachers' Questionnaire

“A questionnaire is much more efficient in that it requires less time, and it is less expensive and permits collection of data from much large sample”. (Gay, 1987,p,195).

The questionnaire has two sections. It used a five –point Likert scale. The respondents were presented items to which they were requested to choose one of five options: Agree, Strongly Agree, Neutral, Disagree and Strongly Disagree.

(a) Section one

This section focused on the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners.

(b) Section two

This section focused on the attitudes of secondary school teachers on using Smart phones to improve autonomous oral performance.

(c) Section Three

This section is focused on why secondary school teachers do not use Smart phones to improve autonomous oral performance among EFL learners.

3-3-2 Pre-test and posttest design

This study was aimed to describe and evaluate the pheromone of Smart phones usage to improve the oral performance. The formulation of the experiment was a true experiment with pre-test-posttest procedures.

According to Issac et al (1987:52;53) “*The purpose of a true experimental research are to investigate possible cause and effect relationships, by exposing one or more experimental groups to one or more treatment conditions, and comparing the results to one or more control groups not receiving the treatment*”.

According to Johnson and Christensen (2004) stated that:

“The experimental design conducted by taking a group of learners and does something special with /to him, while measuring their progress. Then compare their results with the data obtained from another group that is similar in every respect to the first group, except for the fact that they did not receive special treatment. If there is any discrepancy in the results of two groups, these can be attributed to the only difference between them, the treatment variable” (Johnson Christensen, 2004, p, 284).

3-3-3 Experimental and control group

As mentioned above in this chapter, quality of good experimental research is the control that the researcher has over the situation and the people over it. According to Bein and McCathy(2012) several of the threats to the internal validity pertain to the characteristic of the research sample. Therefore, the researcher avoided these threats by identifying in advance and had control over them. These threats are:

-Selection: random selection and assignment of the students to the experimental and control group. This threat reflect the fact that if the researcher compares two groups with predetermined characteristics, the groups may not start at the same time.

-Maturation: this is also another problem. Children mature physically and intellectually in difference ways. Which mean any psychological changes, including fatigue, boredom, resentmentetc. this experiment lasted for 72 hours the time between a pre-test and a post-test, nevertheless there is a little threats that the result was the outcome of maturation.

-Attrition: is the third threat, it is also called subject morality. It means in testing people over time, some may return for the later tests. So the researcher designed the group over 50 in case of sickness or other excuses.

3.4 Procedures for Data Analysis

The data collected through the questionnaire and test will be tabulated and treated statistically by the (SPSS) program. The results in percentile form will be used to answer the relevant study questions.

3-7 Validity and Reliability

To determine the validity and reliability of the data collection instruments (questionnaire and the test). The researcher consulted more than four Assistant professors. Firstly, doctor Al-shareef Mohammed Musa the head of English department faculty of Arts in Omdurman Islamic University. Secondly; doctor Hillary Marino in Sudan University of Science and Technology. Thirdly; doctor Asladig Osman in Sudan University of Science and Technology. Fourthly; doctor Khalid Ahmed Hassan Ahmed in Omdurman Islamic University. All of them were emphasized that the given questions were quite enough for data collection of given name, and they advised the researcher to adopt it as a reliable instrument.

“The reliability of a questionnaire is difficult to establish and quite often ignored, the usual procedures for calculating questionnaire are obviously inapplicable”. Mouly (1978). After all investigations about the required validity and reliability, the researcher began distributing the questionnaire.

The following table will show the names and the academic positions of the Professors who examined the tools of data collection:

| The Name | Academic position | Academic institution |
|--|----------------------------|-----------------------------|
| 1-Dr. Al-shareef Mohammed Musa | Assistant Professor | Omdurman Islamic University |
| 2- Dr. Hillary Marino | Assistant Professor | SUST |
| 3-Dr. Asladig Osman | Assistant Professor | SUST |
| 4-Dr. Khalid Ahmed Hassan Ahmed | Assistant Professor | Omdurman Islamic university |

4.1.1 Reliability and Validity:

Stability means that measure gives the same results if used more than once under the similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. And calculate in many ways represents the easiest being the square root of the reliability coefficient.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity:

| | |
|-------------------------|----------------------|
| Questionnaire | |
| Reliability coefficient | Validity coefficient |
| 0.85 | 0.725 |

Source: prepared by researcher, using SPSS, 2020

Notes; from the results table, shows that all reliability and validity coefficients for questionnaire are greater than (50%), and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

This chapter presents and analyzes the data collected through the questionnaire and the test. Two instruments were used to collect the data. Questionnaire for English language teachers, and the test for the secondary school students. Secondary school students were the subject of the study. The number of respondents was thirty secondary school teachers and 100 secondary school students. The questionnaire consisted of three sections and fourteen statements. And also the test was consisted of three sections and fourteen statements. The data of the research were analyzed by SPSS program and tabulated by the researcher.

4.1 Qualification and Experience of the Subject

The questionnaire consisted of three of three parts; the first part was about the effectiveness of Smart phones on improving the autonomous oral performance. The second part was about the teachers' positives attitudes toward using Smart phones to improve autonomous oral performance. And the third part was about the teachers' negative attitudes toward using Smart phones to improve autonomous oral performance of EFL learners.

4-2 The test

The test consisted of three parts; with fourteen statements. The first part was about the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. The second part was about the teachers' positive attitudes toward using Smart phones to improve autonomous oral performance among EFL learners, and the third part was about teachers' negative attitudes toward using Smart phones to improve autonomous oral performance among EFL learners.

4.1.1 Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - Charts.
- 2 - Frequency distribution of the answers.
- 3 - Percentages.
- 4 - Alpha equation, to calculate the reliability coefficient.
- 5 - Median.
- 6 - Chi-square test for the significance of differences between the answers.

To get the results as accurate as possible, SPSS statistical software has been used, which indicates a shortcut to Statistical Package for Social Sciences.

4.1.2 Testing hypotheses:-

To answer the questions of the study and verification of hypotheses will be calculated median for each of the phrases in the questionnaire and which show views of individuals, the study which was given Grade (4) as a weight for each answer "Strongly agree", and grade (3) as a weight for each answer "agree" grade (2) as a weight for each answer "disagree ", grade (1) as a weight for each answer, " strongly Disagree".

To know the Trends answer, by calculated median. And then Chi-square test will be used to know the significance of differences in answers.

The following are the fourteen tables showing the analysis of the data obtained by questionnaire:

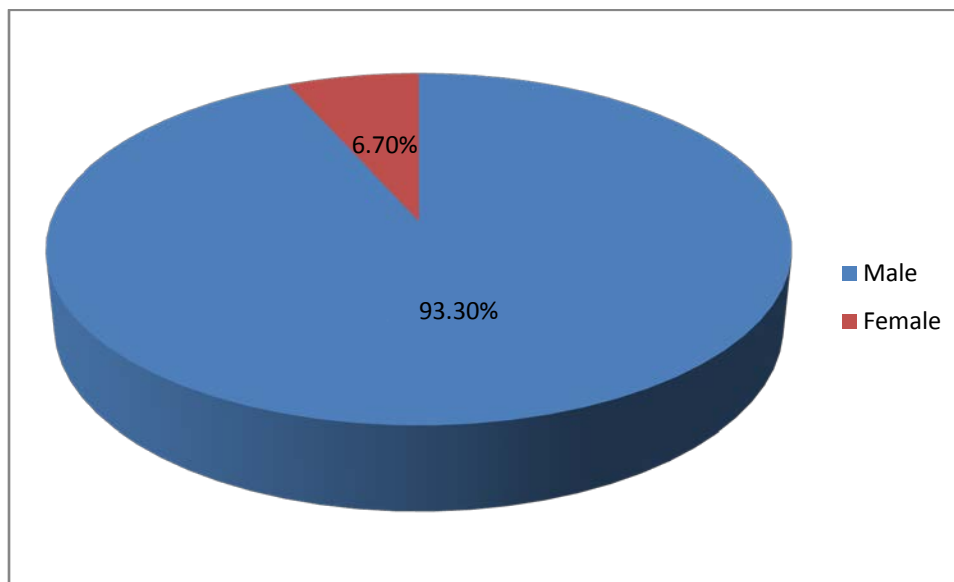
1- Gender:-

Table (4-1): Shows the frequency distribution of the gender.

| gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 28 | 93.3% |
| Female | 2 | 6.7% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2019

Figure(4-1)



Source: prepared by researcher, using Excel, 2019

From table (1) and figure (1) we note that the gender of most of the individuals study are (Male) by (28) and with (93.3%) while the total number is (Female) by (2) and with (6.7%).

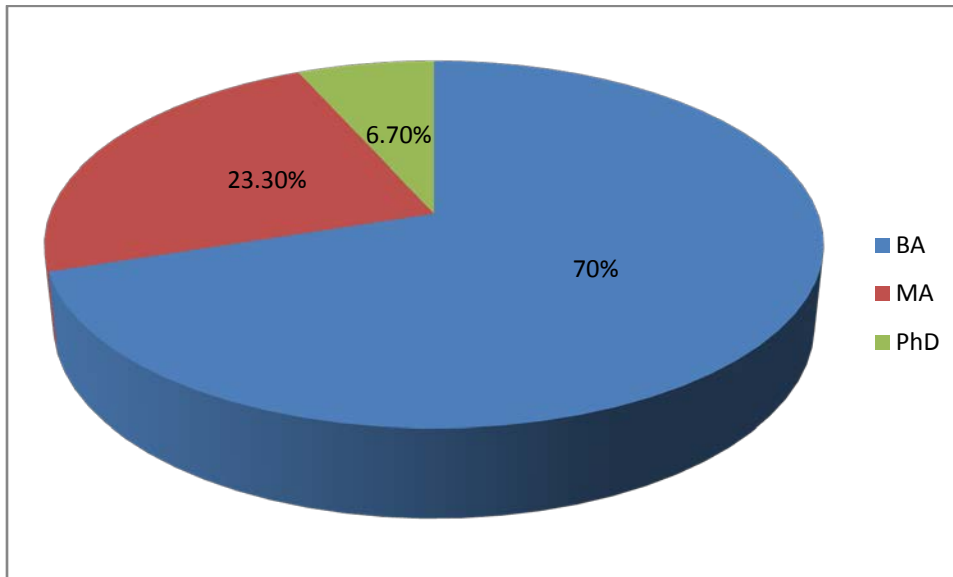
2- Diploma:-

Table (4-2): shows the frequency distribution of the level.

| Diploma | Frequency | Percentage |
|---------|-----------|------------|
| BA | 21 | 70% |
| MA | 7 | 23.3% |
| PhD | 2 | 6.7% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-2)



Source: prepared by researcher, using Excel, 2020

From table (4-2) and figure (2) we note that the Diploma of most of the individuals study are (BA) by (21) and with (70%) while the total number is (MA) by (7) and with (23.3%).

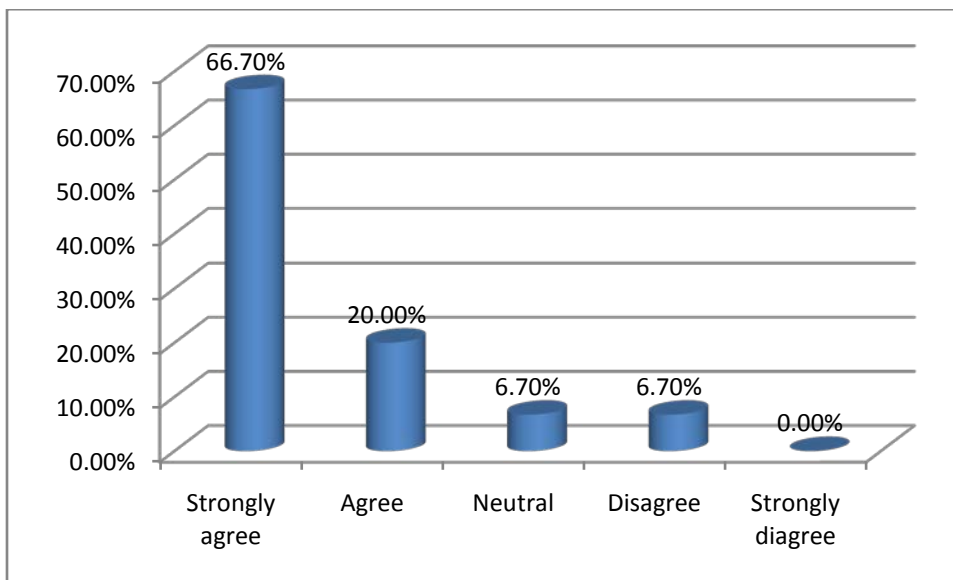
1-Smart Phones can improve the Oral Performance of EFL Learners.-

Table (4-3) : Shows the frequency distribution of the phrases Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 20 | 66.7% |
| Agree | 6 | 20.0% |
| Neutral | 2 | 6.7% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure(4-3)



Source: prepared by researcher, using Excel, 2020 From table (1) and figure (1) we note that the phrase Answers of most of the individuals study are (Strongly agree) by (20) and with (66.7%) while the total number is (agree) by (6) and with (20%).

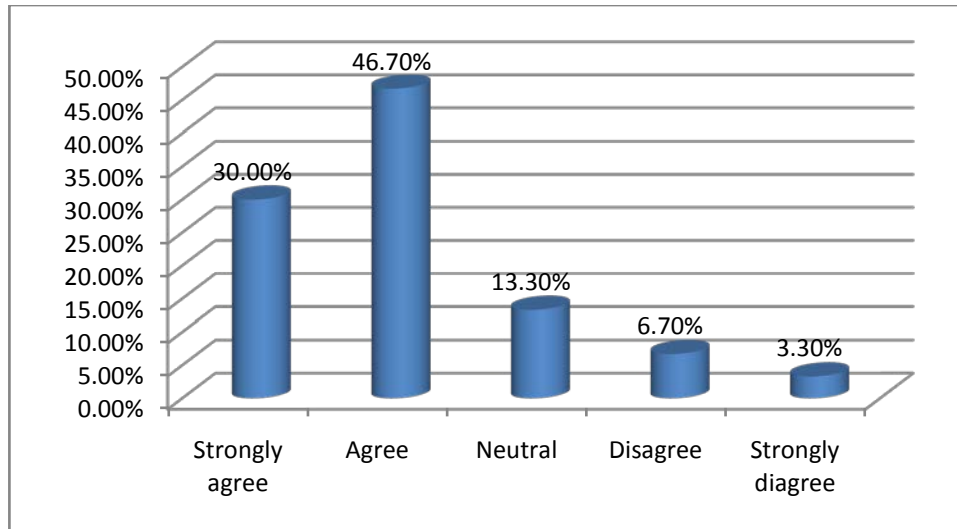
2-Every day secondary school students use their Smart phones to learn English language..

Table (4-4): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 9 | 30.0% |
| Agree | 14 | 46.7% |
| Neutral | 4 | 13.3% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure(4-4)



Source: prepared by researcher, using Excel, 2020.

From table (4) and figure (4) we note that the phrase Answers of most of the individuals study are (Agree) by (14) and with (46.7%) while the total number is (Agree) by (9) and with (30%).

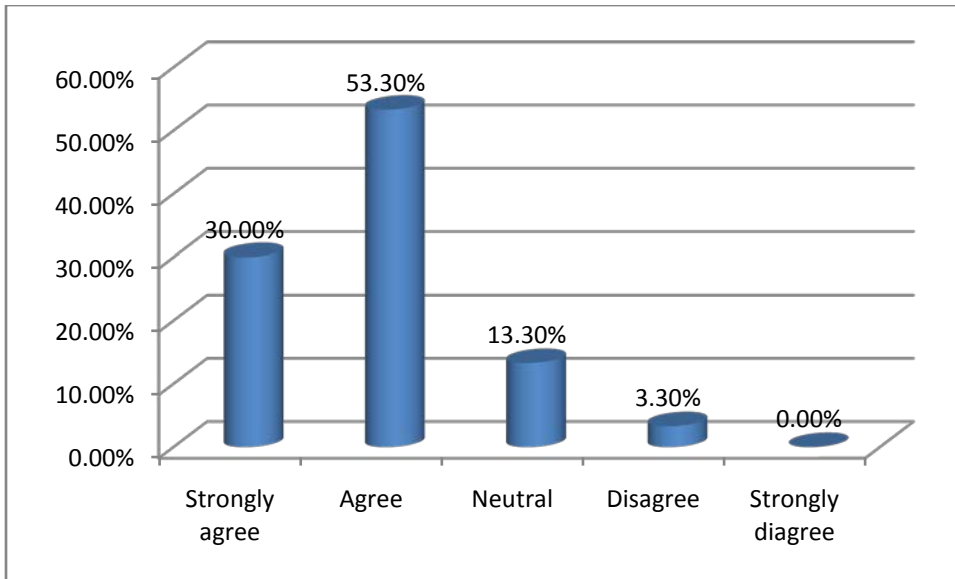
3-Smart phones are the best second teacher of learning English language

Table (4-5): Frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 9 | 30.0% |
| Agree | 16 | 53.3% |
| Neutral | 4 | 13.3% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-5)



Source: prepared by researcher, using Excel, 2020

From table (5) and figure (5) we note that the phrase Answers of most of the individuals study are (agree) by (16) and with (53.3%) while the total number is (Strongly agree) by (9) and with (30%).

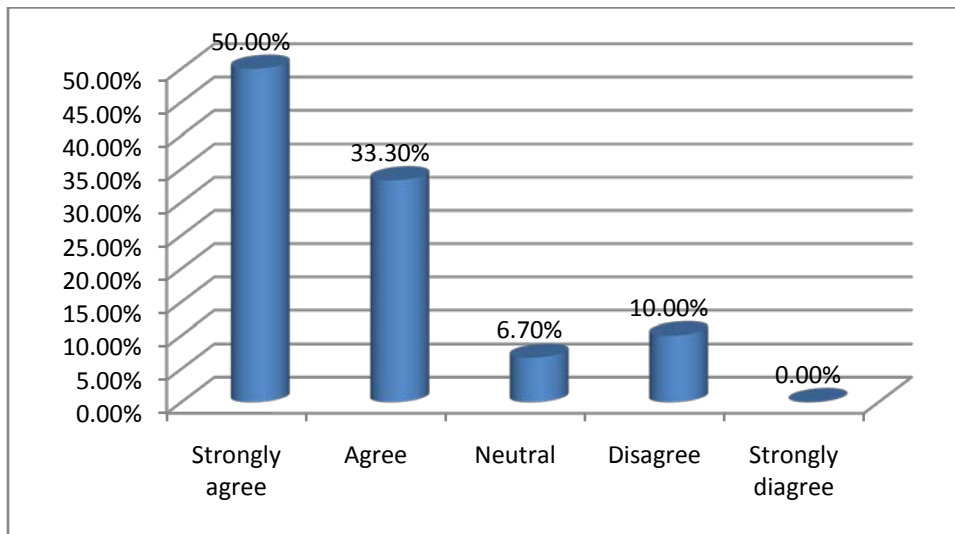
4-Secondary school students can learn English alone if they have Smart phones.

Table (4-6): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 15 | 50.0% |
| Agree | 10 | 33.3% |
| Neutral | 2 | 6.7% |
| Disagree | 3 | 10.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-6)



Source: prepared by researcher, using Excel, 2020.

From table (6) and figure (6) we note that the phrase Answers of most of the individuals study are (Strongly agree) by (15)and with (50%)while the total number is (Agree) by (10) and with (33.3%).

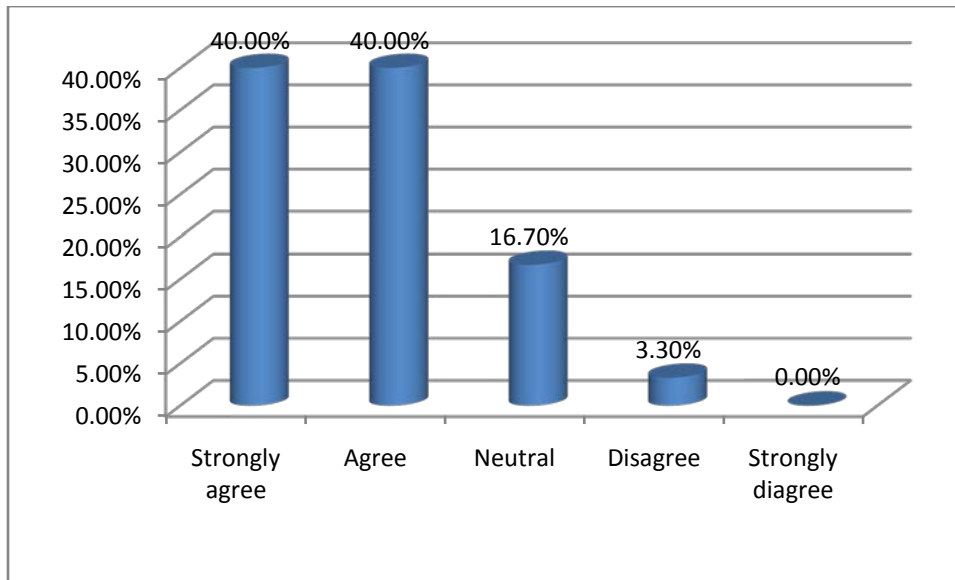
5-Smart phones motivate secondary school students to learn English language properly.

Table (4-7): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 12 | 40.0% |
| Agree | 12 | 40.0% |
| Neutral | 5 | 16.7% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-7):



Source: prepared by researcher, using Excel, 2020

From table (7) and figure (7) we note that the phrase Answers of most of the individuals study are (Strongly agree) and (Agree) by (12) and with (40%) while the total number is (Neutral) by (5) and with (16.7%).

4.2.1 Question One and Hypothesis One

QI: To what extent Smart phones are capable in improving autonomous oral performance of EFL learner?

H1: Smart phones can improve the autonomous oral performance among EFL learners.

The answer to question one comes from the first five questions in the questionnaire which concerning the question of to what extent are Smart phones capable of improving the autonomous oral performance of EFL learners? So, the answer is that; there is a great advantage in using Smart phones to improve autonomous oral performance among EFL learners. All participants highly expected that Smart phones can improve the autonomous oral performance according to their answers, because most of them in a favor of strongly agree and agree. The data collected from this section was

summarized in Table (4.3), (4.4), (4.5), (4.6), (4.7) which show that the all answers for question one, confirming the hypothesis one.

This means that the first question was answered and the first hypothesis is accepted.

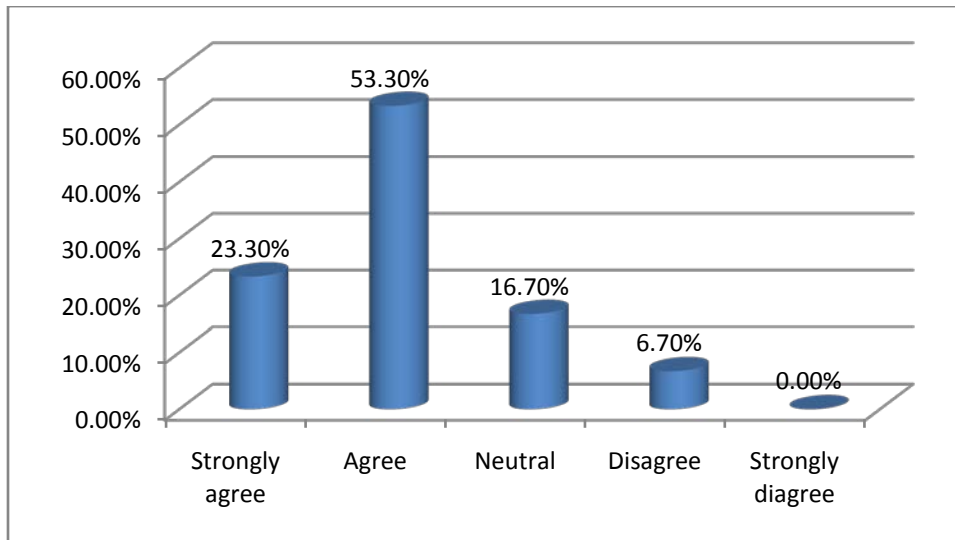
6-Secondary school teachers have positive attitudes towards using Smart phones because it improves oral performance:-

Table (4-8): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 7 | 23.3% |
| Agree | 16 | 53.3% |
| Neutral | 5 | 16.7% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-8):



Source: prepared by researcher, using Excel, 2020.

From table (8) and figure (8) we note that the phrase Answers of most of the individuals study are (Agree) by (16) and with (53.3%) while the total number is (Strongly agree) by (7) and with (23.3%).

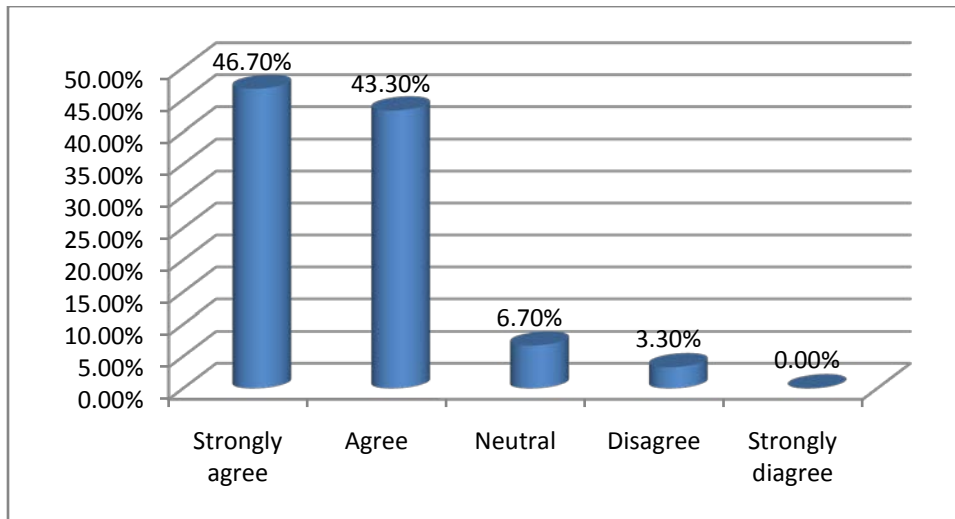
7- Secondary school teachers motivate students to use Smart phones to improve their oral performance:-

Table (4-9): Shows the Frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 14 | 46.7% |
| Agree | 13 | 43.3% |
| Neutral | 2 | 6.7% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-9):



Source: prepared by researcher, using Excel, 2020

From table (9) and figure (9) we note that the phrase Answers of most of the individuals study are (Strongly agree) by (14)and with (46.7%)while the total number is (Agree) by (13) and with (43.3%).

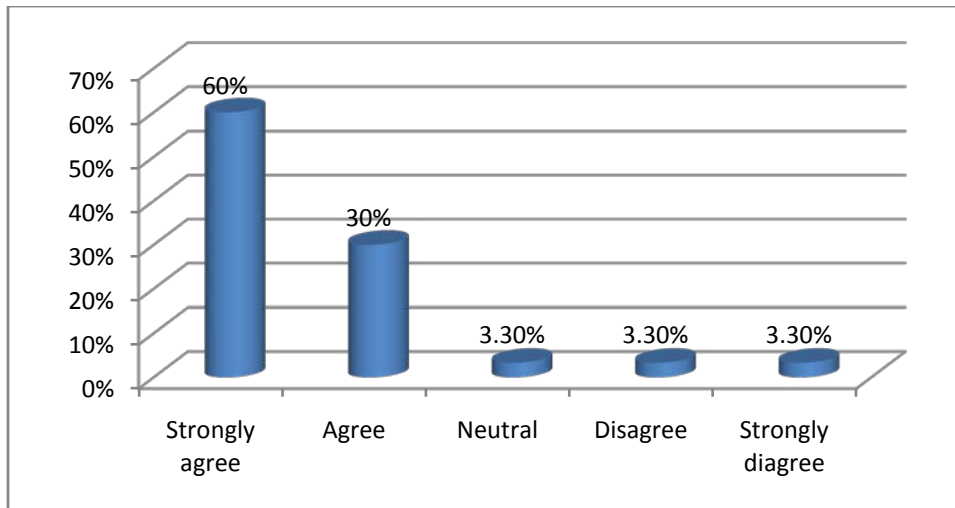
8-Secondary school teachers usually advise students to use Smart phones to improve their oral performance:-

Table (4-10): Frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 18 | 60% |
| Agree | 9 | 30% |
| Neutral | 1 | 3.3% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-10):



Source: prepared by researcher, using Excel, 2020

From table (10) and figure (10) we noted that; the phrase Answers of most of the individuals study are (Strongly agree) by (18) and with (60%)while the total number is (Agree) by (9) and with (30%).

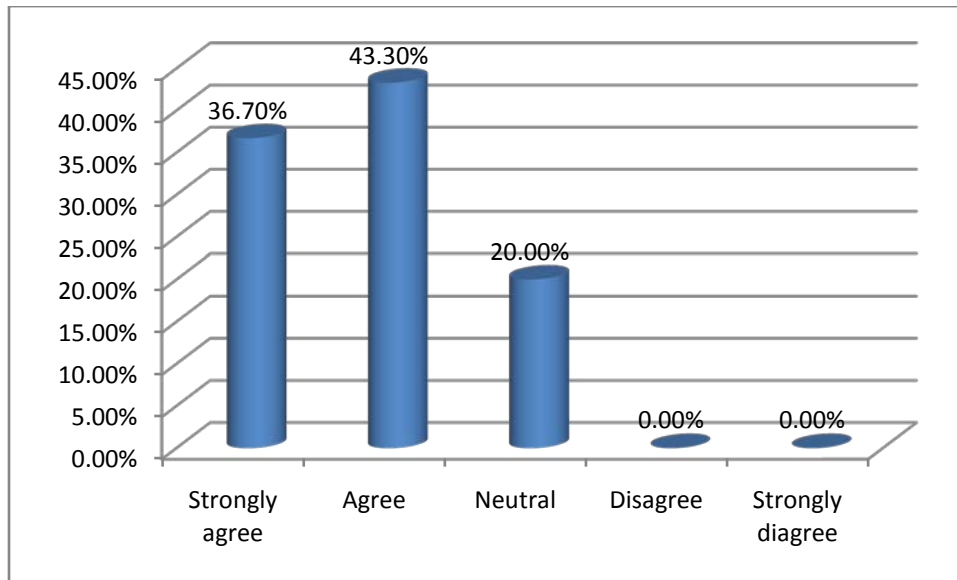
9-Secondary school teachers use Smart phones in classrooms to improve oral performance:-

Table (4-11): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 11 | 36.7% |
| Agree | 13 | 43.3% |
| Neutral | 6 | 20.0% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-11):



Source: prepared by researcher, using Excel, 2020

From table (11) and figure (11) we note that the phrase Answers of most of the individuals study are (agree) by (13) and with (43.3%) while the total number is (Strongly agree) by (11) and with (36.7%).

4.2.2 Question Two and Hypothesis Two

Q2: What do secondary school teachers' attitudes toward using smart phones to improve autonomous oral performance among EFL learners?

H2: Secondary school teachers have positive attitudes toward using Smart phones to improve autonomous oral performance among EFL learners.

The answer to question two and evidence for the hypothesis two comes from number six to nine sections of the questionnaire. And the results are shown in tables (4-8) - (4-9)- (4-10) -(4-11). The data from this section revealed the following:

1. Most of the Secondary schools' teachers have positive attitudes toward using Smart phones to improve autonomous oral performance among EFL learners.

2. Some secondary schools' teachers have negative attitudes toward using smart phones to improve autonomous oral performance.

3- And a few of them are in between.

So, the second question is answered, and the hypothesis two is verified. In sum, all the questions have been answered positively and all hypotheses have been verified by data from the questionnaire.

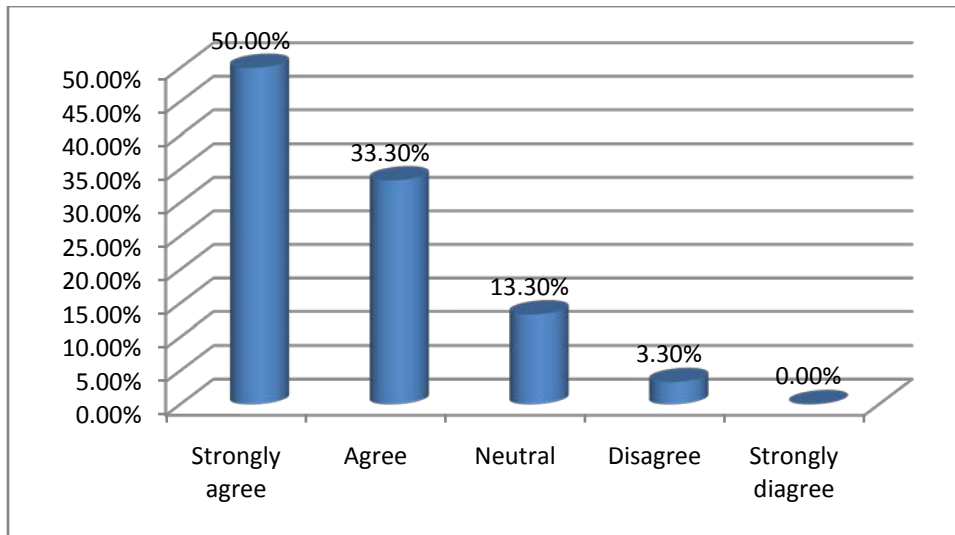
10-Secondary school teachers do not use Smart phones to improve EFL learners' oral performance:-

Table (4-12): Shows the Frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 15 | 50.0% |
| Agree | 10 | 33.3% |
| Neutral | 4 | 13.3% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-12):



Source: prepared by researcher, using Excel, 2020

From table (12) and figure (12) we noted that; the phrase Answers of most of the individuals are (Strongly agree), by (15) and with (50%). while the total number of (Agree) by (10) and with (33.3%).

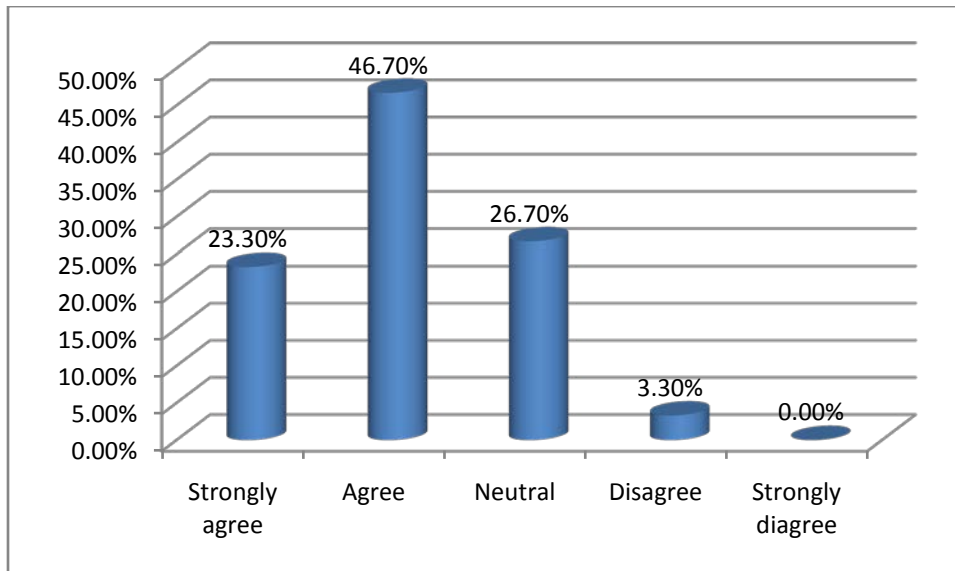
11-Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners:-

Table (4-13): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 7 | 23.3% |
| Agree | 14 | 46.7% |
| Neutral | 8 | 26.7% |
| Disagree | 1 | 3.3% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-13):



Source: prepared by researcher, using Excel, 2020

From table (13) and figure (13) we note that the phrase Answers of most of the individuals study are (agree) by (14) and with (46.7%) while the total number is (Neutral) by (8) and with (26.7%).

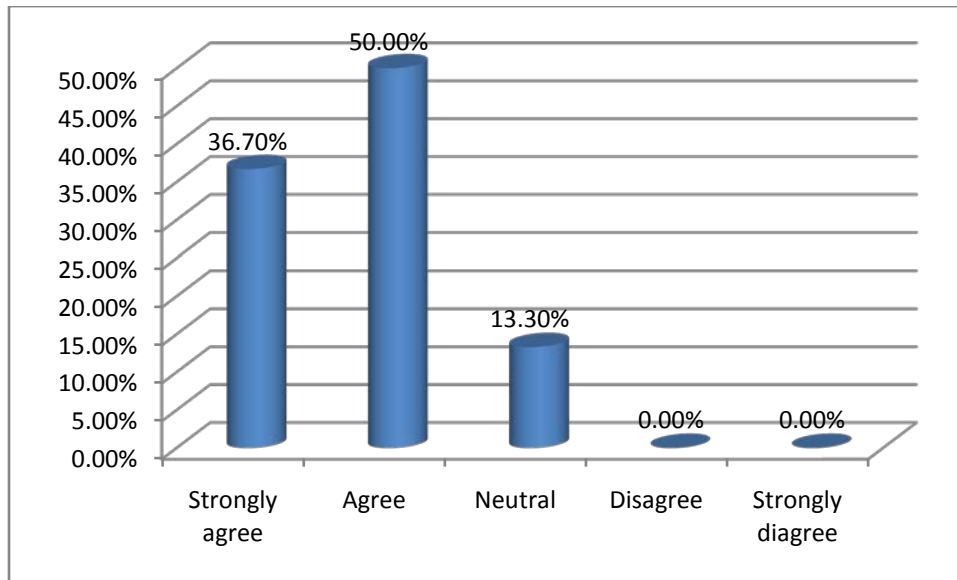
12-Secondary school teachers do not encourage students to use Smart phones on improving autonomous oral performance.

Table (4-14): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 11 | 36.7% |
| Agree | 15 | 50.0% |
| Neutral | 4 | 13.3% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-14):



Source: prepared by researcher, using Excel, 2020

From table (14) and figure (14) we note that the phrase Answers of most of the individuals study are (agree) by (15) and with (50%) while the total number is (Strongly agree) by (11) and with (36.7%).

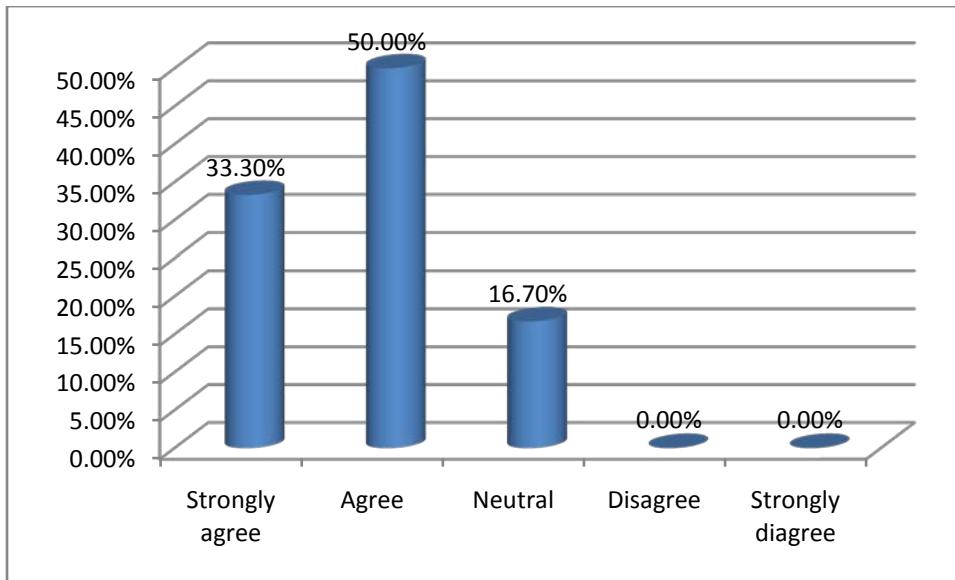
13-Secondary school teachers do not allow students to use Smart phones inside classrooms to improve oral performance:

Table (4-15): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 10 | 33.3% |
| Agree | 15 | 50.0% |
| Neutral | 5 | 16.7% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-15):



Source: prepared by researcher, using Excel, 2020

From table (15) and figure (15) we note that the phrase Answers of most of the individuals study are (agree) by (15) and with (50%) while the total number is (Strongly Agree) by (10) and with (33.3%).

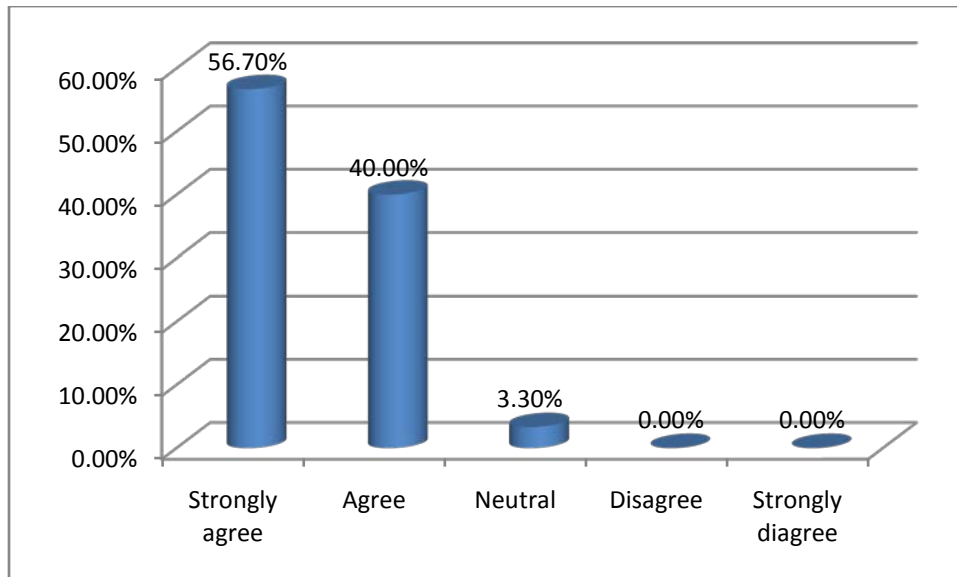
14-Secondary school teachers have no idea about using Smart phones to improve autonomous oral performance among EFL learners.-

Table (4-16): Shows the frequency distribution of the phrase Answers

| Answer | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 17 | 56.7% |
| Agree | 12 | 40.0% |
| Neutral | 1 | 3.3% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-16):



Source: prepared by researcher, using Excel, 2020

From table (16) and figure (16) we note that the phrase Answers of most of the individuals study are (Strongly agree) by (17)and with (56.7%)while the total number is (Agree) by (12) and with (40%).

4-2-3 Question Three and Hypothesis Three

Q3: why secondary schools' teachers do not utilizing Smart phones to improve the autonomous performance among EFL learners.

H3: Secondary schools' teachers have negative attitudes toward using Smart phones to improve autonomous performance among EFL learners.

The answer to question three and the hypothesis three comes from the last section of the questionnaire from number (4-12)(4-13)(4-14)(4-15)(4-16). So the answer to the last question is stated in following:

1- Most of the teachers are in a favor of strongly disagree, which mean the answer is too much significant.

2- Some teachers are in favor of agree, which indicates that really some teachers have negatives attitudes toward using Smart phones to improve autonomous oral performance among EFL.

Table (4-17):Chi-square test results:

| No. | Phrases | Chi-square value | P-value | Median | Trend |
|-----|--|------------------|---------|--------|----------------|
| 1 | Smart phones can improve the oral performance of EFL learners. | 29.200 | 0.000 | 5 | Strongly agree |
| 2 | Every day secondary school students use their Smart phones to learn English language. | 19.667 | 0.001 | 4 | agree |
| 3 | Smart phones are the best second teacher of learning English language. | 17.200 | 0.001 | 4 | agree |
| 4 | Secondary school students can learn English alone if they have Smart phones. | 15.067 | 0.002 | 5 | Strongly agree |
| 5 | Smart phones motivate secondary school students to learn English language properly. | 11.867 | 0.008 | 5 | Strongly agree |
| 6 | Secondary school teachers have positive attitudes towards using Smart phones because it improves oral performance. | 14.533 | 0.002 | 4 | agree |
| 7 | Secondary school teachers motivate students to use Smart phones to improve their oral performance. | 19.333 | 0.000 | 4 | agree |
| 8 | Secondary school teachers usually advise students to use Smart phones to improve their oral performance. | 38.000 | 0.000 | 5 | Strongly agree |
| 9 | Secondary school teachers use Smart phones in classrooms to improve oral performance. | 2.600 | 0.273 | 4 | agree |

| | | | | | |
|-------------|--|--------|-------|---|----------------|
| 10 | Secondary school teachers do not use Smart phones to improve EFL learners' oral performance. | 15.600 | 0.001 | 5 | Strongly agree |
| 11 | Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners. | 11.333 | 0.010 | 4 | agree |
| 12 | Secondary school teachers do not encourage students to use Smart phones on improving autonomous oral performance. | 6.200 | 0.045 | 4 | agree |
| 13 | Secondary school teachers do not allow students to use Smart phones inside classrooms to improve oral performance. | 5.000 | 0.082 | 4 | agree |
| 14 | Secondary school teachers have no idea about using Smart phones to improve autonomous oral performance among EFL learners. | 13.400 | 0.001 | 5 | Strongly agree |
| all phrases | | 16.897 | 0.000 | 4 | agree |

Source: prepared by researcher, using SPSS, 2020

From the table above:

1. The value of chi-square for the phrase is (29.200) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Strongly agree **Smart phones can improve the oral performance of EFL learners.**
2. The value of chi-square for the phrase is (19.667) with (p-value=0.001 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Every day secondary school students use their Smart phones to learn English language.**

3. The value of chi-square for the phrase is (17.200) with (p-value=0.001 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Smart phones are the best second teacher of learning English language.**
4. The value of chi-square for the phrase is (15.067) with (p-value=0.002 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree **Secondary school students can learn English alone if they have Smart phones.**
5. The value of chi-square for the phrase is (11.867) with (p-value=0.008 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree **Smart phones motivate secondary school students to learn English language properly.**
6. The value of chi-square for the phrase is (14.533) with (p-value=0.002 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Secondary school teachers have positive attitudes towards using Smart phones because it improves oral performance.**
7. The value of chi-square for the phrase is (19.333) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Secondary school teachers motivate students to use Smart phones to improve their oral performance.**
8. The value of chi-square for the phrase is (38.000) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree **Secondary school teachers usually advise students to use Smart phones to improve their oral performance.**
9. The value of chi-square for the phrase is (2.600) with (p-value=0.273 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals and in favor of strongly agree **secondary school teachers use Smart phones in the classroom to improve the oral performance.**
10. The value of chi-square for the phrase is (15.600) with (p-value=0.001 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Strongly agree **Secondary school teachers do not use Smart phones to improve EFL learners' oral performance.**

11. The value of chi-square for the phrase is (11.333) with (p-value=0.010 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners.**
12. The value of chi-square for the phrase is (6.200) with (p-value=0.045 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree **Secondary school teachers do not encourage students to use Smart phones on improving autonomous oral performance.**
13. The value of chi-square for the phrase is (5.000) with (p-value=0.082 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals and in favor of agree **secondary school teachers do not allow students to use Smart phones inside classroom to improve oral performance.**
14. The value of chi-square for the phrase is (13.400) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree
15. **Secondary school teachers have no idea about using Smart phones to improve autonomous oral performance among EFL learners.**

Value of chi-square for all phrases (16.897), with (p-value =0.000 < 0.05) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

Following are the analysis of pre-test and post-test of the students:

Group (A)

Statistical methods used:-

To achieve the objectives of the study and to verify the hypotheses, statistical methods were used in the following statement:

- 1 - Frequency distribution of the answers.
- 2 – Percentages.
- 3 - Charts.
- 4 - Median.

To get results as accurate as possible, the researcher has used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Draw a circle round the best answer:

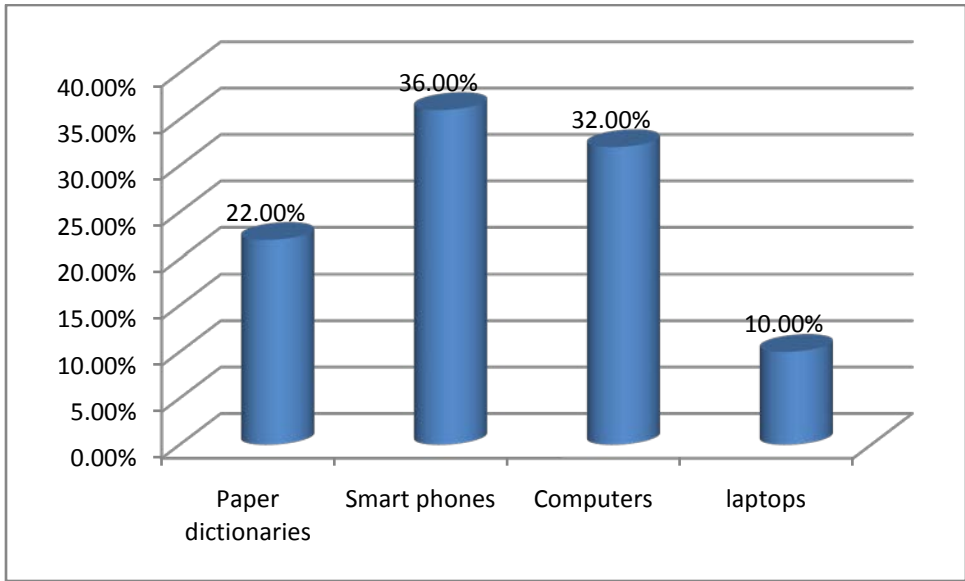
Section (A)

- 1- can help secondary school students to improve their oral performance.

| Table (4-18) | | |
|--------------------|-----------|------------|
| Answer | Frequency | Percentage |
| Paper dictionaries | 11 | 22.0% |
| Smart phones | 18 | 36.0% |
| Computers | 16 | 32.0% |
| laptops | 5 | 10.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2019

Figure (4-18):-



Source: prepared by researcher, using Excel, 2019

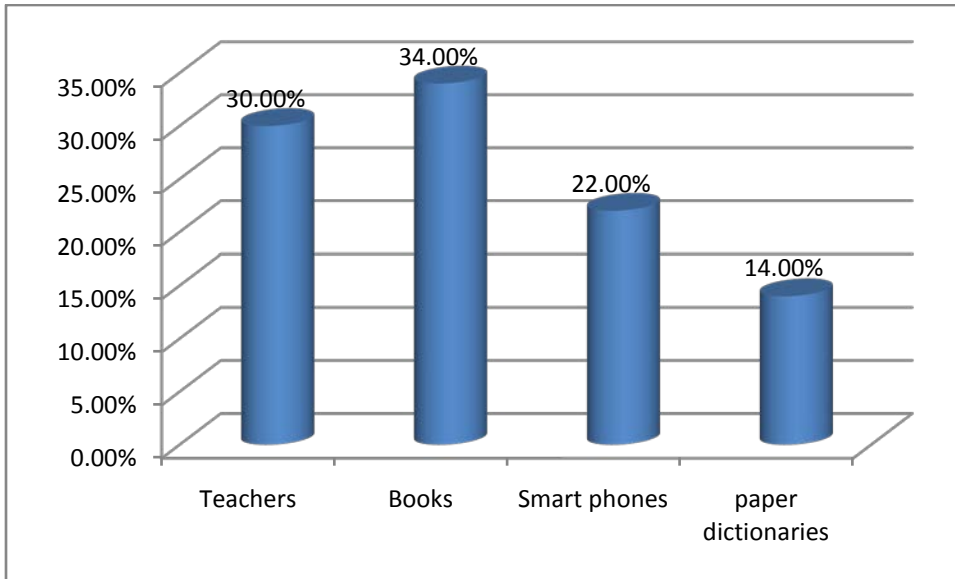
From table (4-18) and figure (4-18) we note that the Answers of most of the individuals study are (Smart phones) by (18) and with (36%) while the total number is (Computers) by (16) and with (32%).

2-..... are the best second teacher to improve oral performance.

| Answer | Frequency | Percentage |
|--------------------|-----------|------------|
| Teachers | 15 | 30.0% |
| Books | 17 | 34.0% |
| Smart phones | 11 | 22.0% |
| paper dictionaries | 7 | 14.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020.

Figure (4-19):-



Source: prepared by researcher, using Excel, 2019

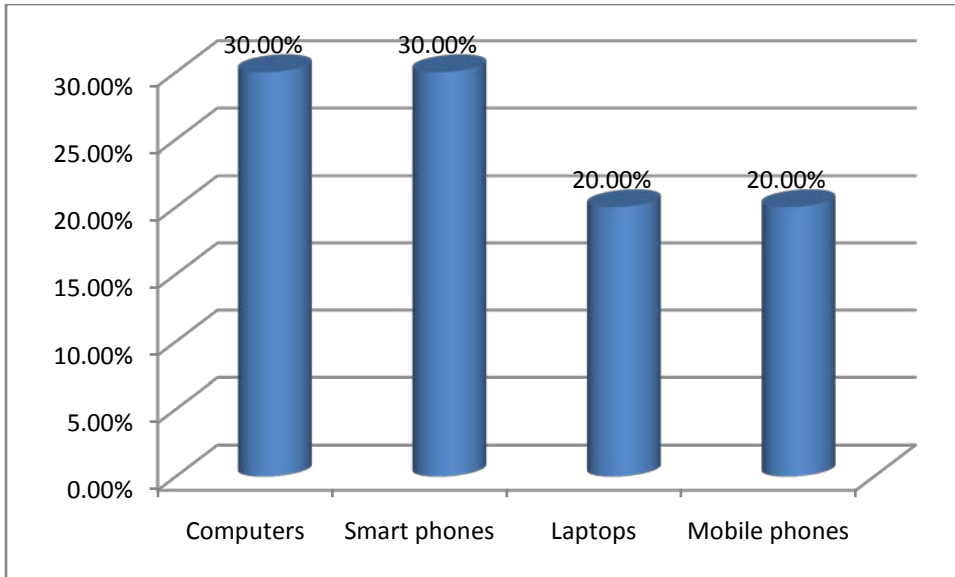
From table (19) and figure (19) we note that the Answers of most of the individuals study are (Books) by (17) and with (34%) while the total number is (Teachers) by (15) and with (30%).

3-Secondary school students use to communicate with people:-

| Answer | Frequency | Percentage |
|---------------|-----------|------------|
| Computers | 15 | 30.0% |
| Smart phones | 15 | 30.0% |
| Laptops | 10 | 20.0% |
| Mobile phones | 10 | 20.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020.

Figure (4-20):-



Source: prepared by researcher, using Excel, 2020

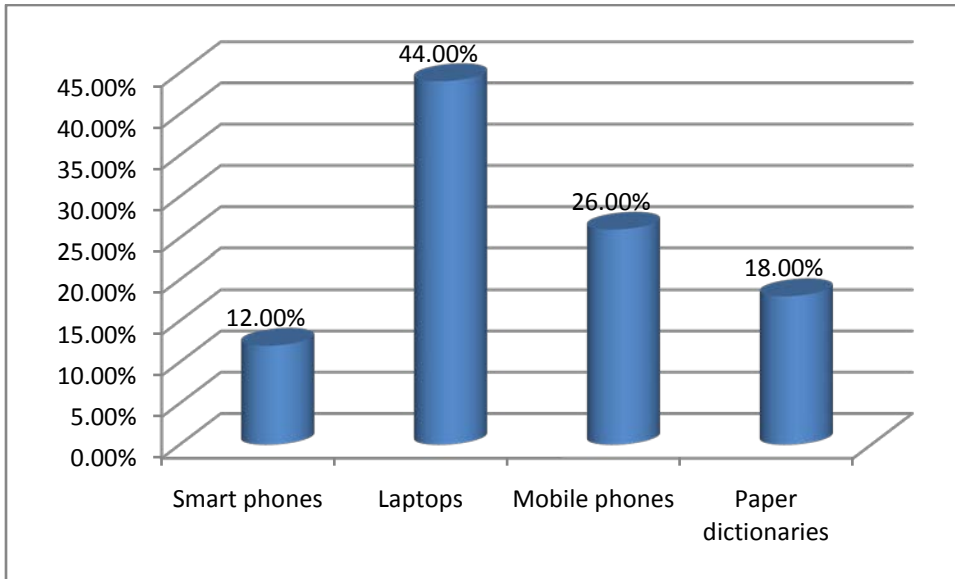
From table (20) and figure (20) we note that the Answers of most of the individuals study are (Computers) and (Smart phones) by (15) and with (30%) while the total number is (Laptops) and (Mobile phones) by (10) and with (20%).

4-..... are the effective tools of improving oral performance among EFL learners:-

| Table:(4-21) | | |
|--------------------|-----------|------------|
| Answer | Frequency | Percentage |
| Smart phones | 6 | 12.0% |
| Laptops | 22 | 44.0% |
| Mobile phones | 13 | 26.0% |
| Paper dictionaries | 9 | 18.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020.

Figure (4-21):-



Source: prepared by researcher, using Excel, 2020

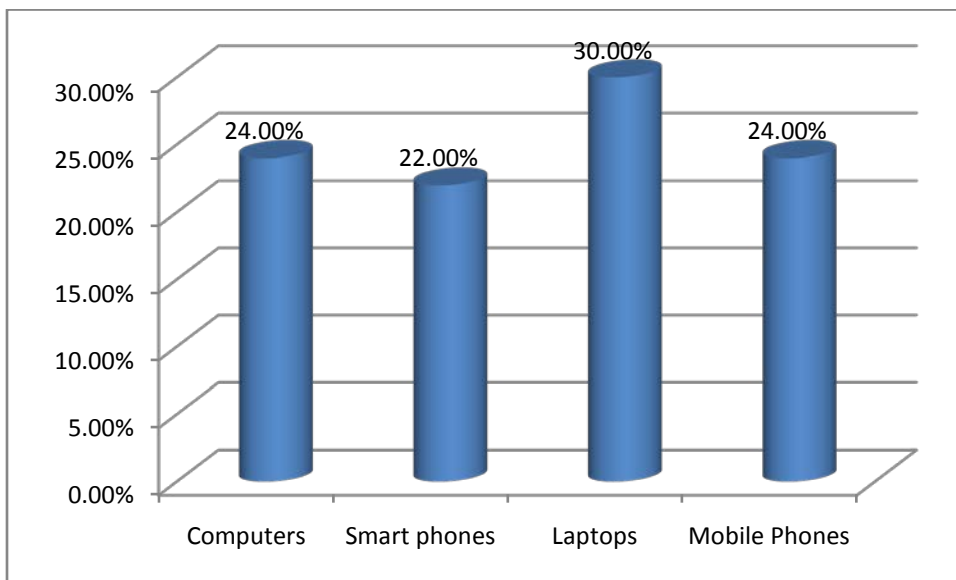
From table (21) and figure (21) we note that the Answers of most of the individuals study are (Laptops) by (22) and with (44%) while the total number is (Mobile phones) by (13) and with (26%).

5-..... are motivating secondary school students to improve their oral performance.

| Table:(4-22) | | |
|---------------|-----------|------------|
| Answer | Frequency | Percentage |
| Computers | 12 | 24.0% |
| Smart phones | 11 | 22.0% |
| Laptops | 15 | 30.0% |
| Mobile Phones | 12 | 24.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020.

Figure (4-22):-



Source: prepared by researcher, using Excel, 2020

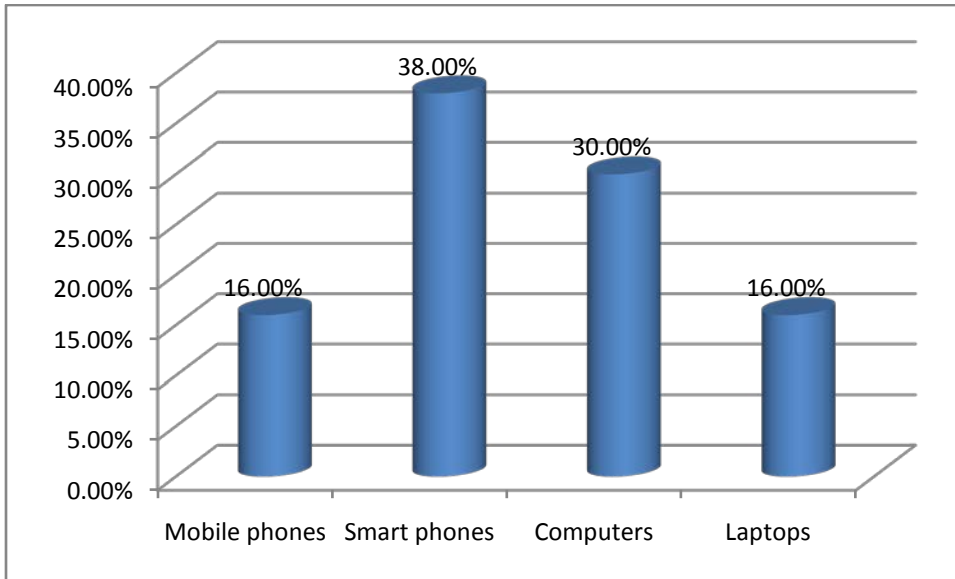
From table (22) and figure (22) we note that the Answers of most of the individuals study are (Laptops) by (15) and with (30%) while the total number is (Computers) and (Mobile Phones) by (12) and with (24%).

6–Secondary School students are encouraged to use..... to improve their oral performance:-

| Table:(4-23) | | |
|---------------|-----------|------------|
| Answer | Frequency | Percentage |
| Mobile phones | 8 | 16.0% |
| Smart phones | 19 | 38.0% |
| Computers | 15 | 30.0% |
| Laptops | 8 | 16.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020.

Figure (4-23):-



Source: prepared by researcher, using Excel, 2020

From table (23) and figure (23) we note that the Answers of most of the individuals study are (Smart phones) by (19) and with (38%) while the total number is (Computers) by (15) and with (30%).

YES, NO Questions; please answer it with yes or no only: Section (2)

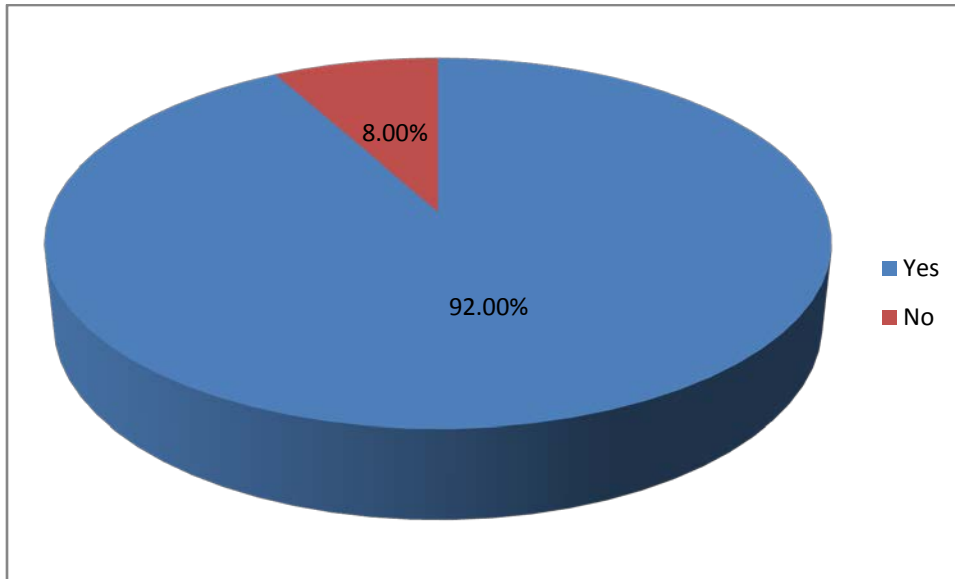
1-Secondary school teachers have positive attitudes towards using Smart phones to improve autonomous oral performance.

Table (4-24)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 46 | 92.0% |
| No | 4 | 8.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-24)



Source: prepared by researcher, using Excel, 2020

From table (24) and figure (24) we note that the Answers of most of the individuals study are (Yes) by (46) and with (92%) while the total number is (No) by (4) and with (8%).

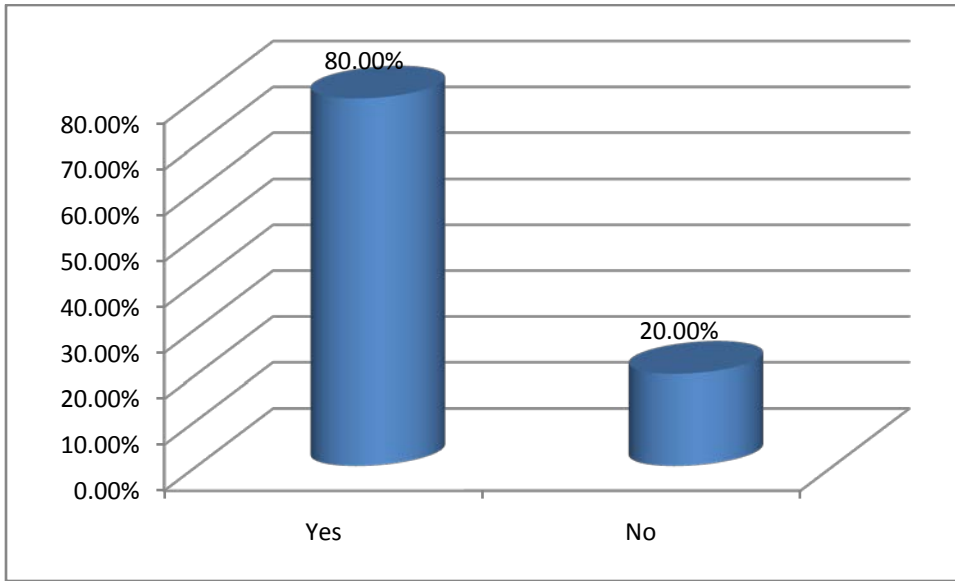
2-Secondary school teachers usually advise students to use Smart phones to improve their oral performance.

Table (4-25)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 40 | 80.0% |
| No | 10 | 20.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-25)



Source: prepared by researcher, using Excel, 2020

From table (25) and figure (25) we note that the Answers of most of the individuals study are (Yes) by (40) and with (80%) while the total number is (No) by (10) and with (20%).

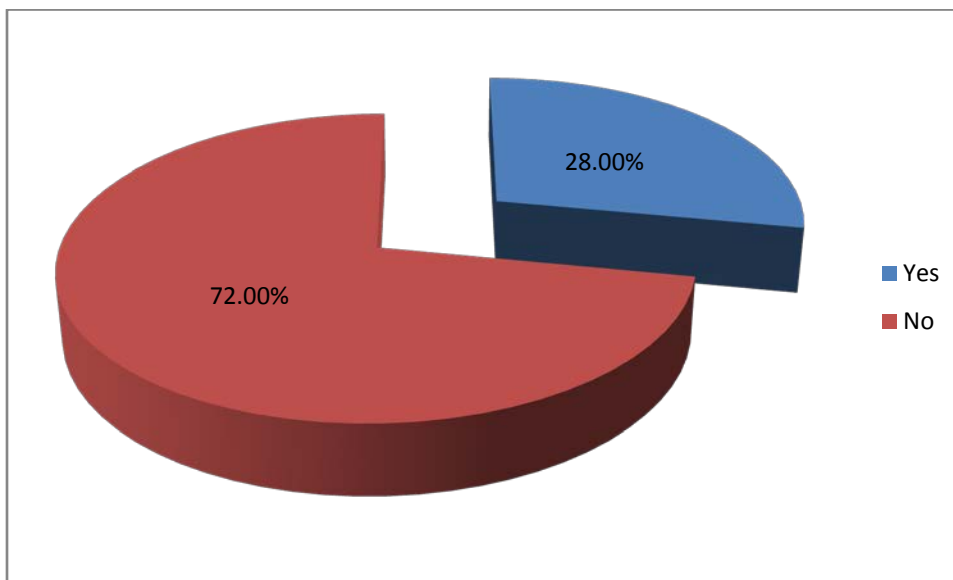
3-Secondary school teachers use Smart phones in classrooms to improve oral performance.

Table (4-26)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 14 | 28.0% |
| No | 36 | 72.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-26)



Source: prepared by researcher, using Excel, 2020

From table (26) and figure (26) we note that the Answers of most of the individuals study are (No) by (36) and with (72%) while the total number is (Yes) by (14) and with (28%).

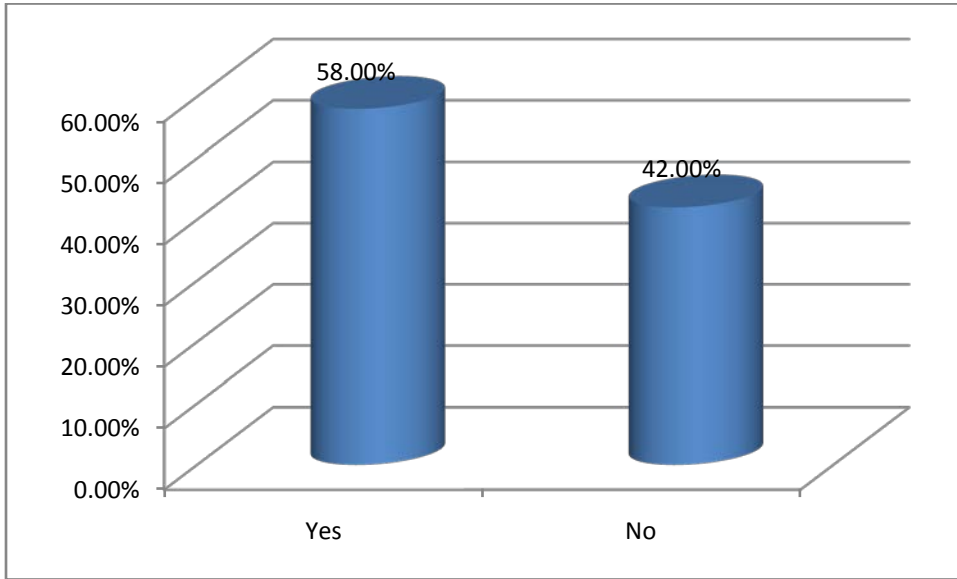
4-Secondary school teachers do not use Smart phones to improve oral performance.

Table (4-27)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 29 | 58.0% |
| No | 21 | 42.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-27)



Source: prepared by researcher, using Excel, 2020

From table (27) and figure (27) we note that the Answers of most of the individuals study are (Yes) by (29) and with (58%) while the total number is (NO) by (21) and with (42%).

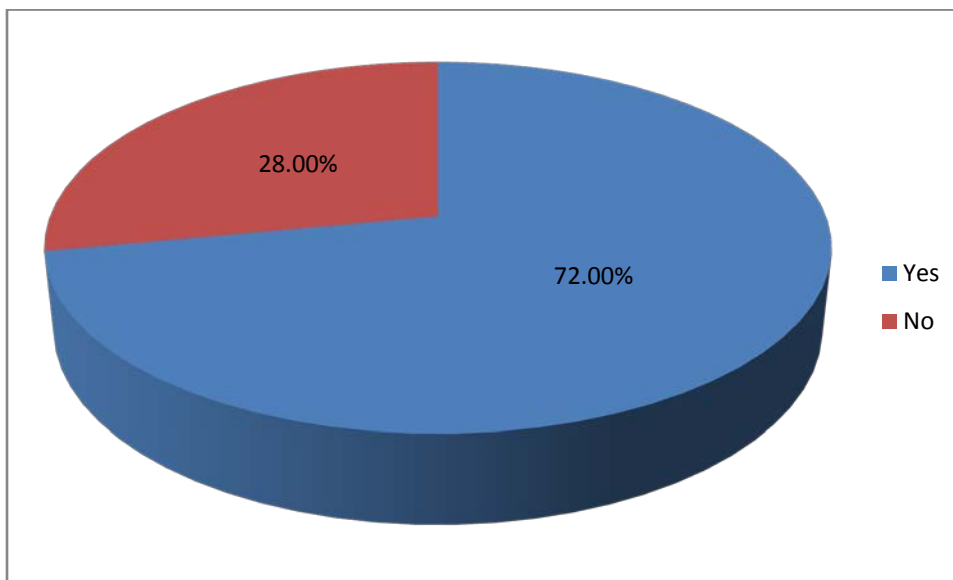
5-Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners

Table (4-28)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 36 | 72.0% |
| No | 14 | 28.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-28)



Source: prepared by researcher, using Excel, 2020

From table (28) and figure (28) we note that the Answers of most of the individuals study are (Yes) by (36) and with (72%) while the total number is (NO) by (14) and with (28%).

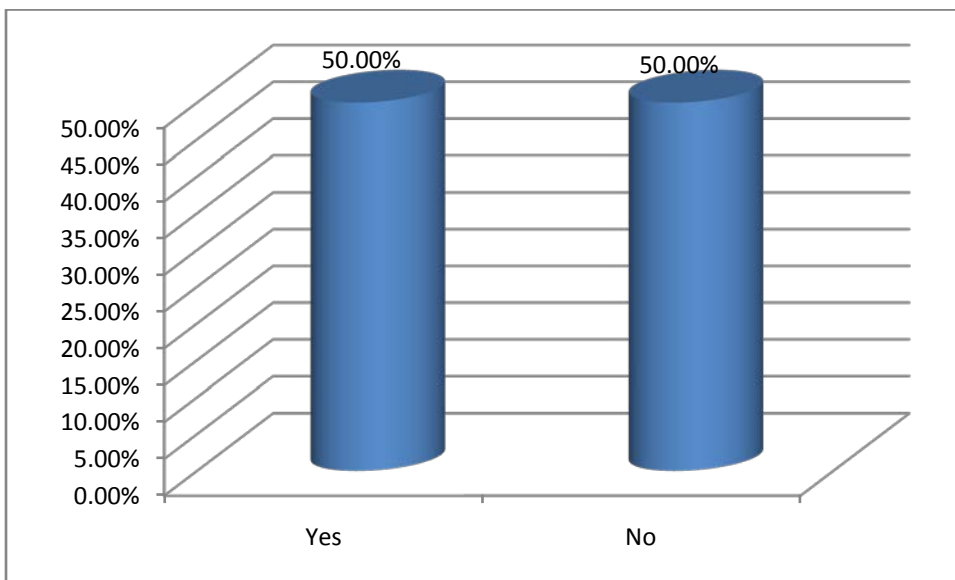
6-Secondary school teachers do not encourage students to use Smart phones to improve oral performance

Table (4-29)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 25 | 50.0% |
| No | 25 | 50.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-29)



Source: prepared by researcher, using Excel, 2020

From table (29) and figure (29) we note that the Answers of most of the individuals study are (Yes) and (No) by (25) and with (50%).

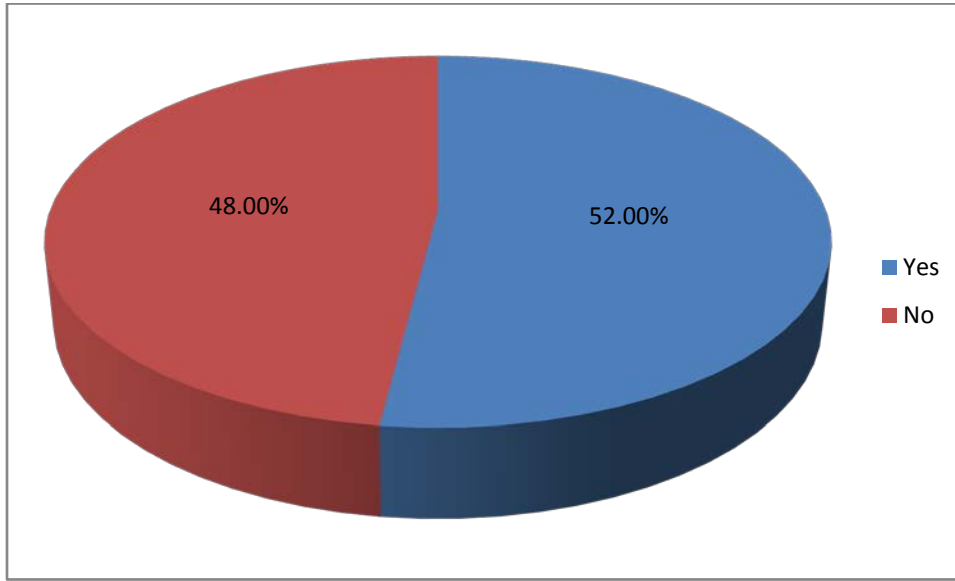
7-Secondary school teachers do not allow students to use Smart phones to improve their oral performance

Table (4-30)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 26 | 52.0% |
| No | 24 | 48.0% |
| Total | 50 | %100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-30)



Source: prepared by researcher, using Excel, 2020

From table (30) and figure (30) we note that the Answers of most of the individuals study are (Yes) by (26) and with (52%) while the total number is (No) by (24) and with (48%).

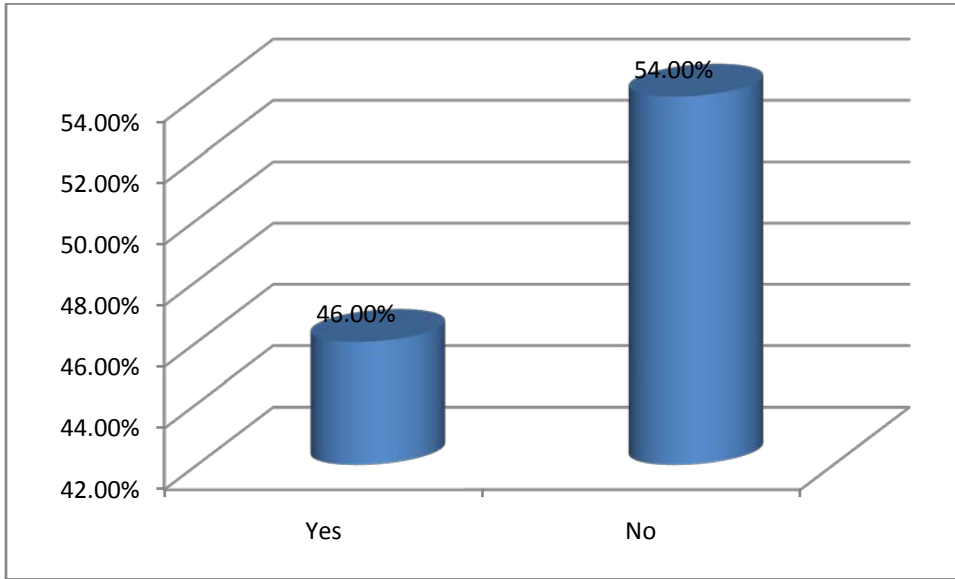
8-Secondary school teachers have no idea about the effectiveness of Smart phones on improving oral performance

Table (4-31)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 23 | 46.0% |
| No | 27 | 54.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-31)



Source: prepared by researcher, using Excel, 2020

From table (31) and figure (31) we note that the Answers of most of the individuals study are (No) by (27) and with (54%) while the total number is (Yes) by (23) and with (46%).

Group (B)

Statistical methods used:-

To achieve the objectives of the study and to verify the hypotheses, statistical methods were used as the following:

- 1 - Frequency distribution of the answers.
- 2 -Percentages.
- 3 -Charts.
- 4 - Median.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Draw a circle round the best answer:

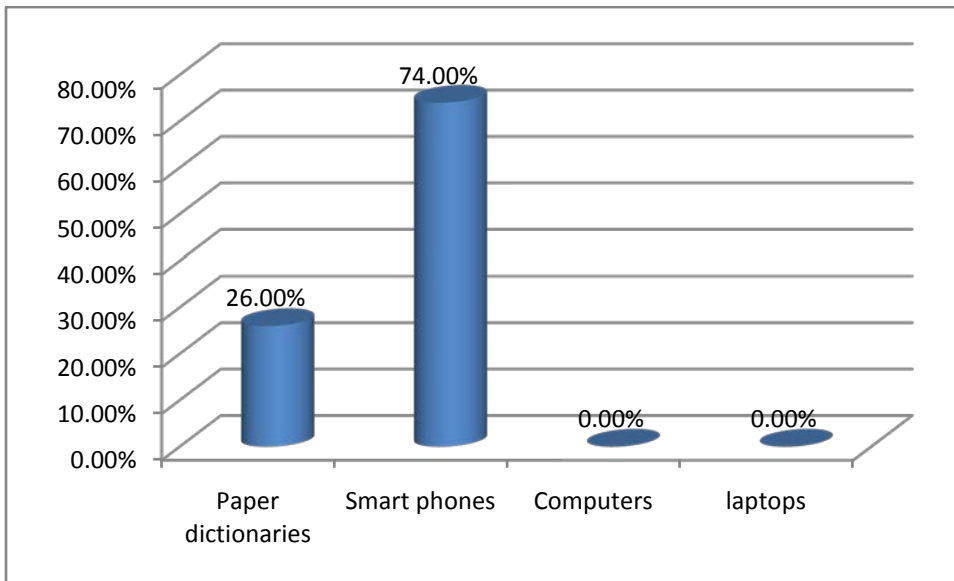
Section (A)

1- can help secondary school students to improve their oral performance.

| Answer | Frequency | Percentage |
|--------------------|-----------|------------|
| Paper dictionaries | 13 | 26.0% |
| Smart phones | 37 | 74.0% |
| Computers | 0 | 0.0% |
| laptops | 0 | 0.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure(4-32):-



Source: prepared by researcher, using Excel, 2020

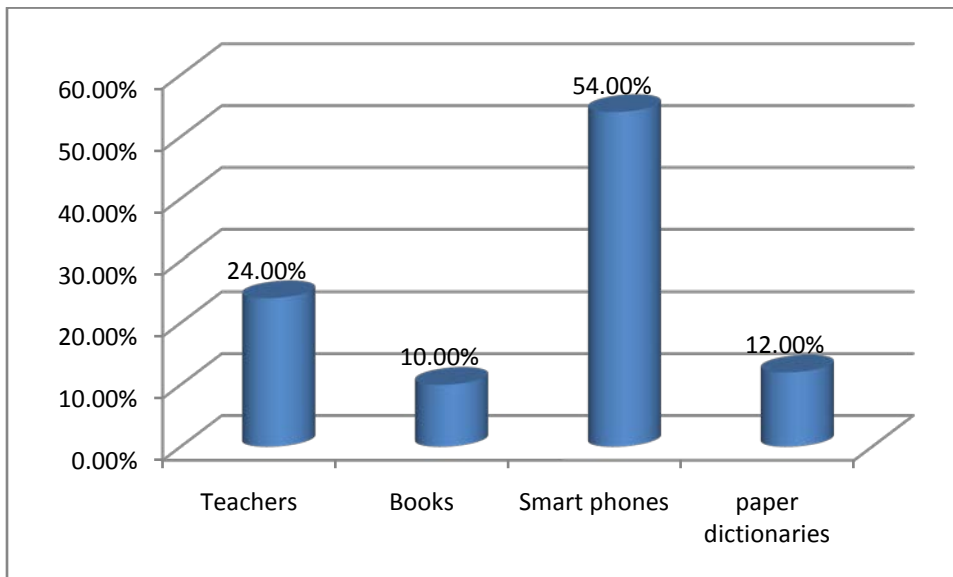
From table (32) and figure (32) we note that the Answers of most of the individuals study are (Smart phones) by (37) and with (74%) while the total number is (Paper dictionaries) by (13) and with (26%).

2-..... are the best second teacher to improve oral performance.

| Table (4-33) | | |
|--------------------|-----------|------------|
| Answer | Frequency | Percentage |
| Teachers | 12 | 24.0% |
| Books | 5 | 10.0% |
| Smart phones | 27 | 54.0% |
| paper dictionaries | 6 | 12.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-33):-



Source: prepared by researcher, using Excel, 2020

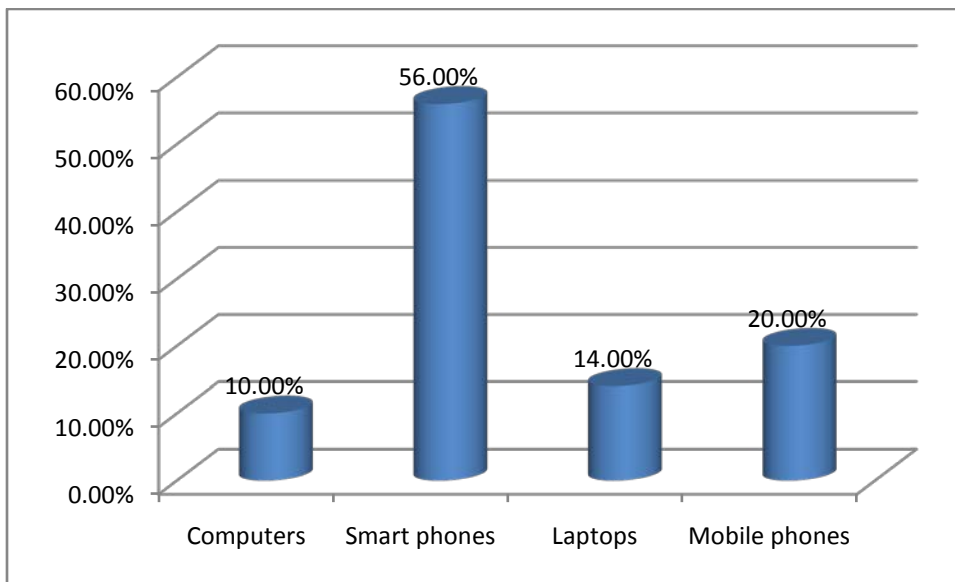
From table (33) and figure (33) we note that the Answers of most of the individuals study are (Smart phones) by (27) and with (54%) while the total number is (Teachers) by (12) and with (24%).

3-Secondary school students use to communicate with people:-

| Table:(4-34) | | |
|---------------|-----------|------------|
| Answer | Frequency | Percentage |
| Computers | 5 | 10.0% |
| Smart phones | 28 | 56.0% |
| Laptops | 7 | 14.0% |
| Mobile phones | 10 | 20.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-34):-



Source: prepared by researcher, using Excel, 2020

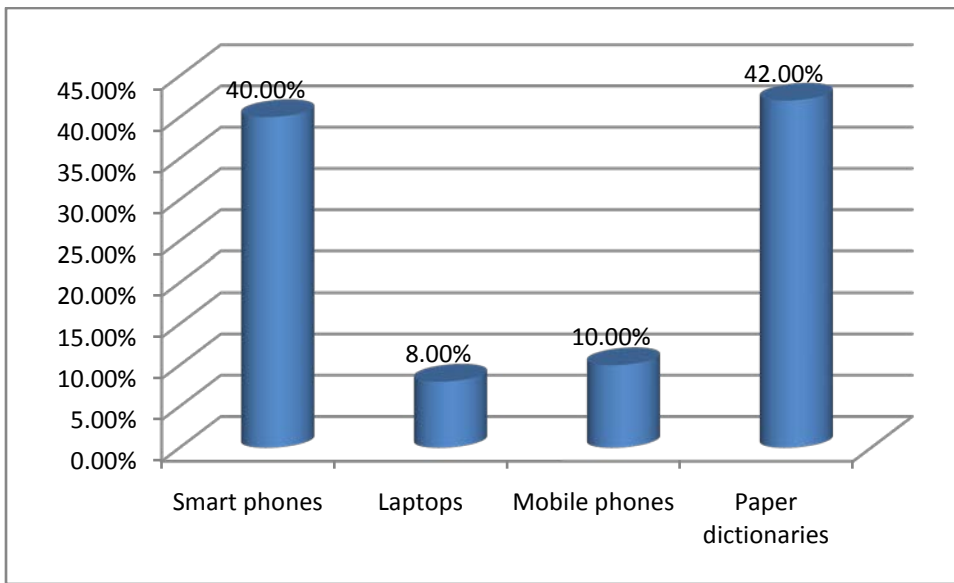
From table (34) and figure (34) we note that the Answers of most of the individuals study are (Smart phones) by (28) and with (56%) while the total number is (Mobile phones) by (10) and with (20%).

4-..... are the effective tools of improving oral performance among EFL learners:-

| Table:(4-35) | | |
|--------------------|-----------|------------|
| Answer | Frequency | Percentage |
| Smart phones | 20 | 40.0% |
| Laptops | 4 | 8.0% |
| Mobile phones | 5 | 10.0% |
| Paper dictionaries | 21 | 42.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-36):-



Source: prepared by researcher, using Excel, 2020

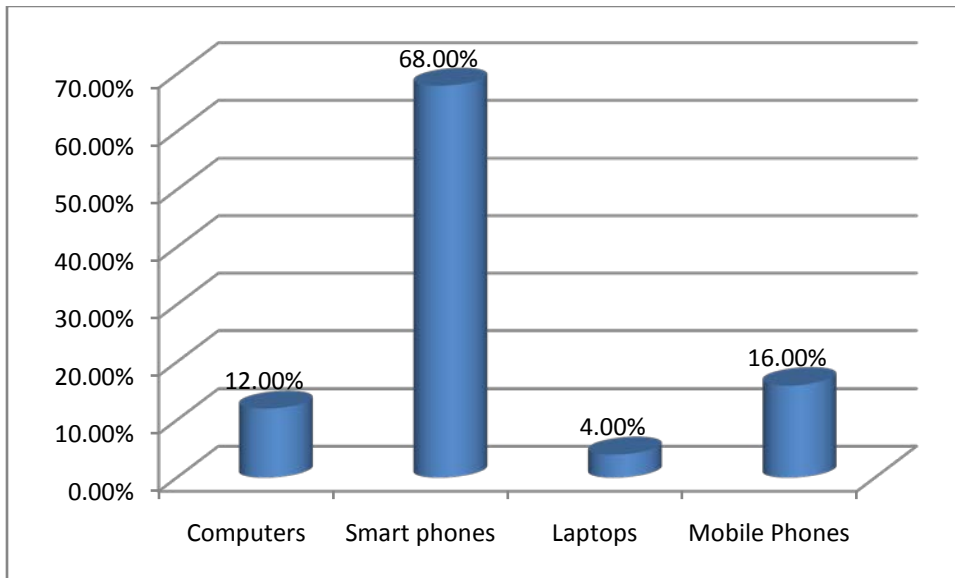
From table (36) and figure (36) we note that the Answers of most of the individuals study are (Paper dictionaries) by (21) and with (42%) while the total number is (Smart phones) by (20) and with (40%).

5-..... are motivating secondary school students to improve their oral performance.

| Table:(4-37) | | |
|---------------|-----------|------------|
| Answer | Frequency | Percentage |
| Computers | 6 | 12.0% |
| Smart phones | 34 | 68.0% |
| Laptops | 2 | 4.0% |
| Mobile Phones | 8 | 16.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-37):-



Source: prepared by researcher, using Excel, 2020

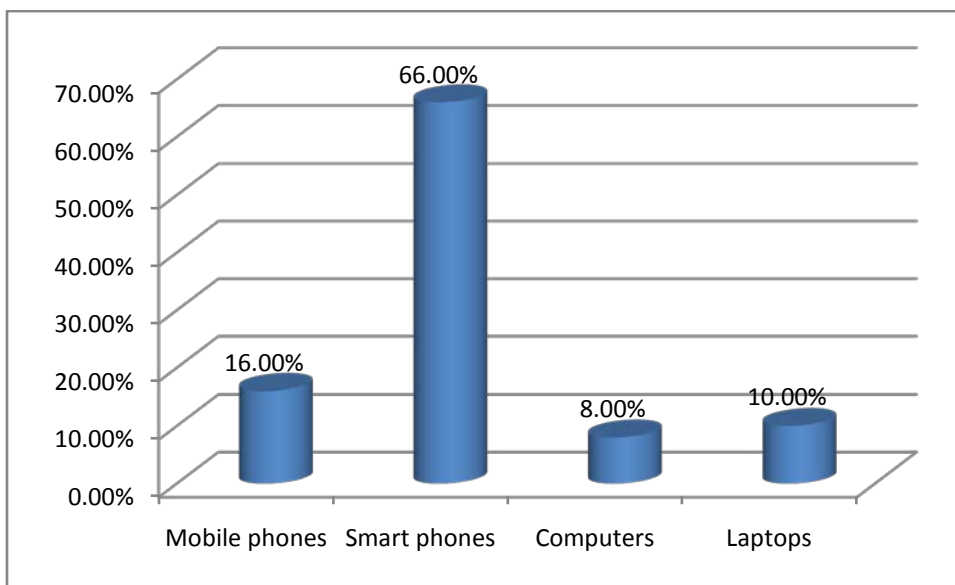
From table (37) and figure (37) we note that the Answers of most of the individuals study are (Smart phones) by (34) and with (68%) while the total number is (Mobile Phones) by (8) and with (16%).

6–Secondary School students are encouraged to use..... to improve their oral performance:-

| Table:(4-38) | | |
|---------------|-----------|------------|
| Answer | Frequency | Percentage |
| Mobile phones | 8 | 16.0% |
| Smart phones | 33 | 66.0% |
| Computers | 4 | 8.0% |
| Laptops | 5 | 10.0% |
| Total | 50 | 100% |

Source: prepared by researcher, using SPSS, 2020

Figure (4-38):-



Source: prepared by researcher, using Excel, 2020

From table (38) and figure (38) we note that the Answers of most of the individuals study are (Smart phones) by (33) and with (66%) while the total number is (Mobile phones) by (8) and with (16%).

YES, NO Questions; please answer it with yes or no only:

Section (2)

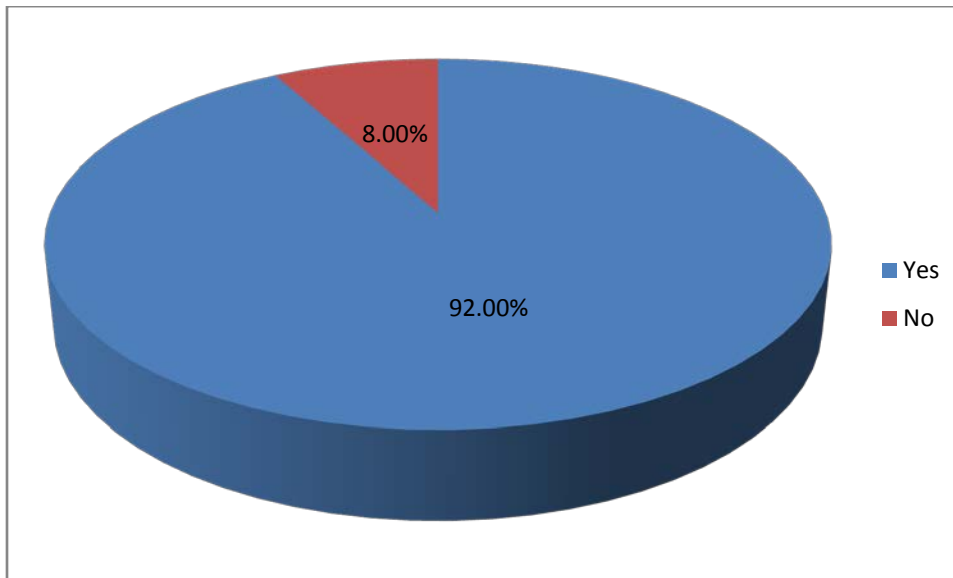
1-Secondary school teachers have positive attitudes towards using Smart phones to improve autonomous oral performance.

Table (4-39)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 46 | 92.0% |
| No | 4 | 8.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-39)



Source: prepared by researcher, using Excel, 2020

From table (39) and figure (39) we note that the Answers of most of the individuals study are (Yes) by (46) and with (92%) while the total number is (No) by (4) and with (8%).

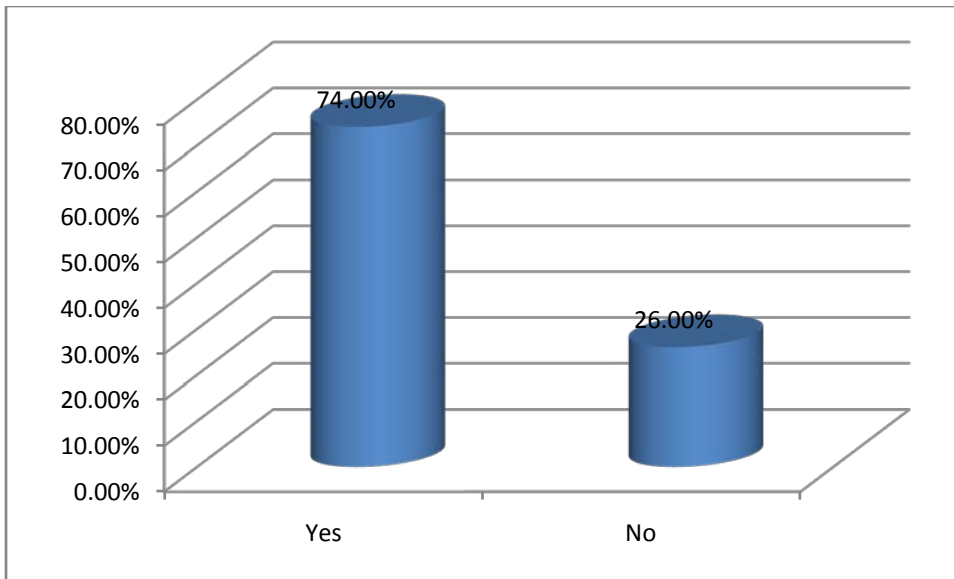
2-Secondary school teachers usually advise students to use Smart phones to improve their oral performance.

Table (4-40)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 37 | 74.0% |
| No | 13 | 26.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-40)



Source: prepared by researcher, using Excel, 2020

From table (40) and figure (40) we note that the Answers of most of the individuals study are (Yes) by (37) and with (74%) while the total number is (No) by (13) and with (26%).

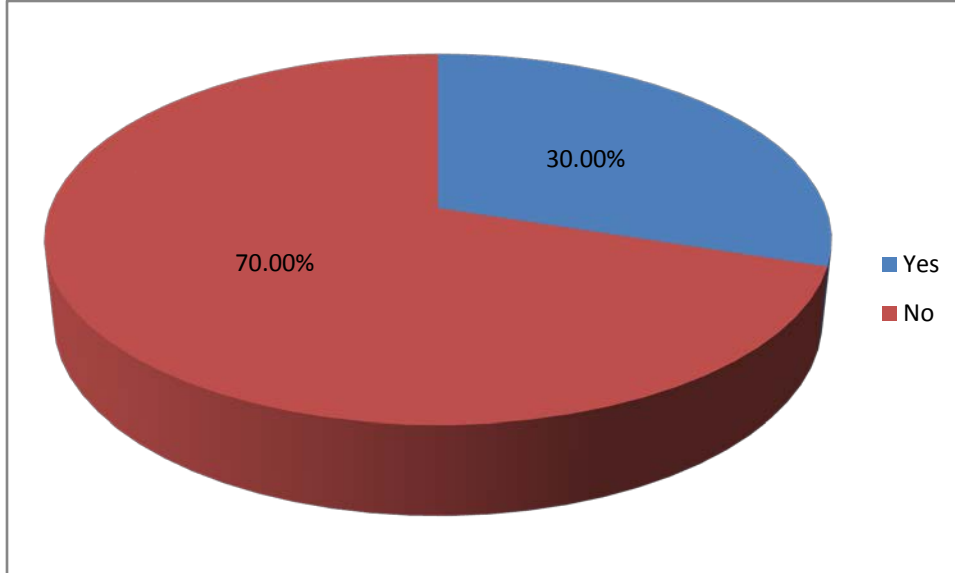
3-Secondary school teachers use Smart phones in classrooms to improve oral performance.

Table (4-41)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 15 | 30.0% |
| No | 35 | 70.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-41)



Source: prepared by researcher, using Excel, 2020

From table (41) and figure (41) we note that the Answers of most of the individuals study are (No) by (35) and with (70%) while the total number is (Yes) by (15) and with (30%).

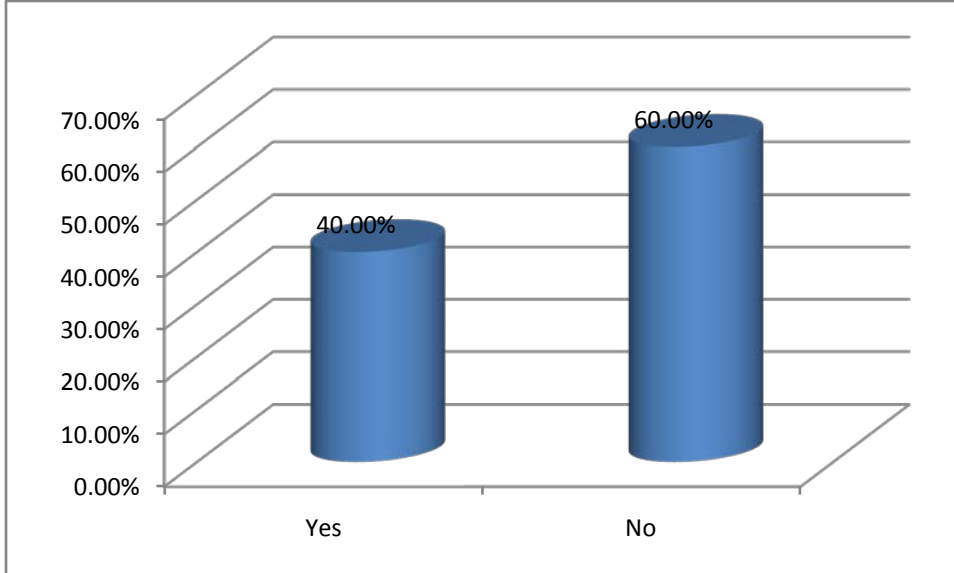
4-Secondary school teachers do not use Smart phones to improve oral performance.

Table (4-42)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 20 | 40.0% |
| No | 30 | 60.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-42)



Source: prepared by researcher, using Excel, 2020

From table (42) and figure (42) we note that the Answers of most of the individuals study are (No) by (30) and with (60%) while the total number is (Yes) by (20) and with (40%).

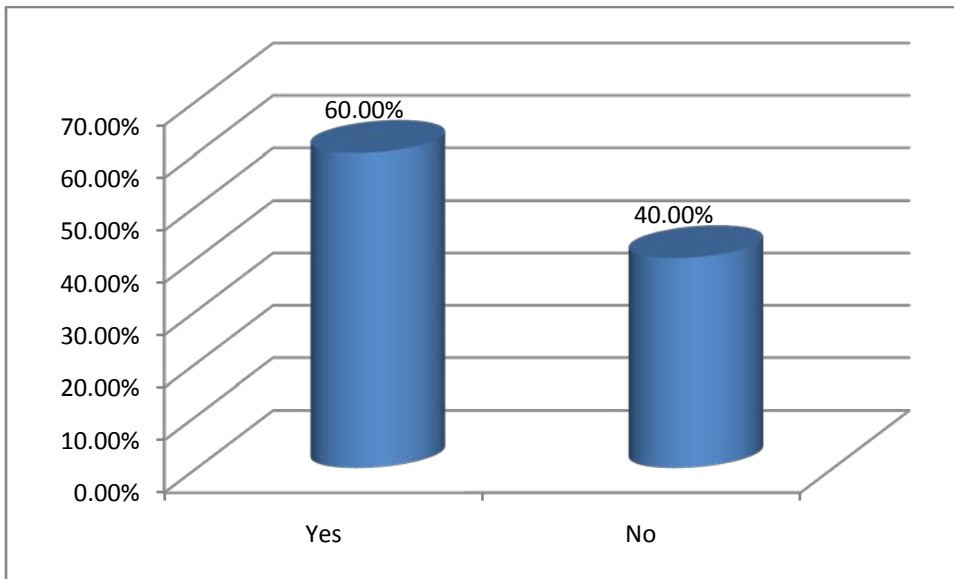
5-Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners

Table (4-43)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 30 | 60.0% |
| No | 20 | 40.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-43)



Source: prepared by researcher, using Excel, 2020

From table (43) and figure (43) we note that the Answers of most of the individuals study are (Yes) by (30) and with (60%) while the total number is (No) by (20) and with (40%).

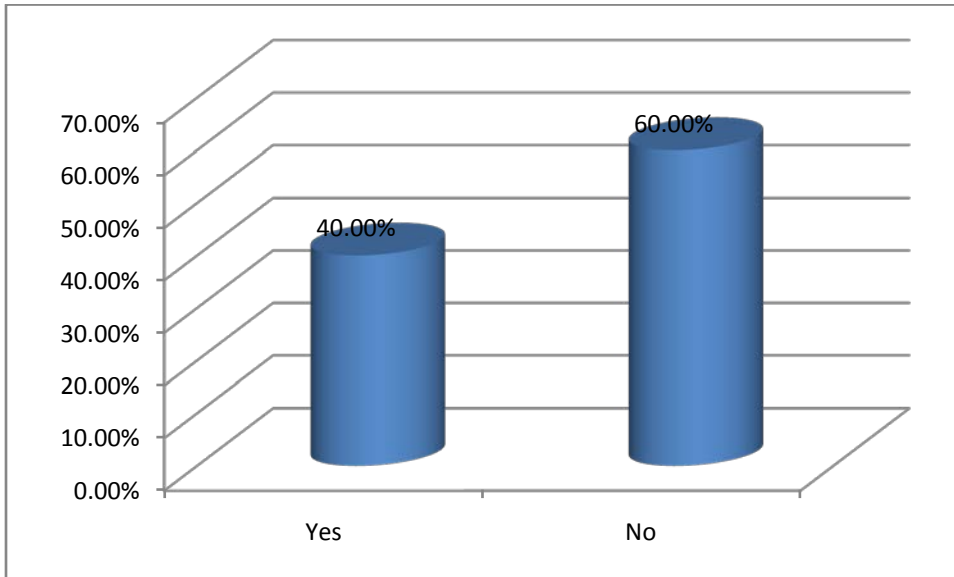
6-Secondary school teachers do not encourage students to use Smart phones to improve oral performance

Table (4-44)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 20 | 40.0% |
| No | 30 | 60.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-44)



Source: prepared by researcher, using Excel, 2020

From table (44) and figure (44) we note that the Answers of most of the individuals study are (No) by (30) and with (60%) while the total number is (Yes) by (20) and with (40%).

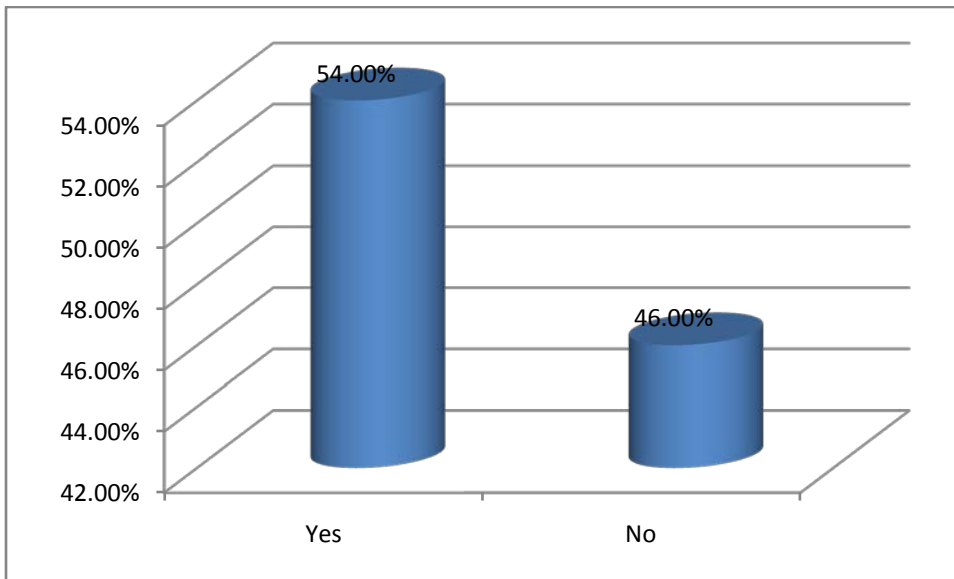
7-Secondary school teachers do not allow students to use Smart phones to improve their oral performance.

Table (4-45)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 27 | 54.0% |
| No | 23 | 46.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-45)



Source: prepared by researcher, using Excel, 2020

From table (45) and figure (45) we note that the Answers of most of the individuals study are (Yes) by (27) and with (54%) while the total number is (No) by (23) and with (46%).

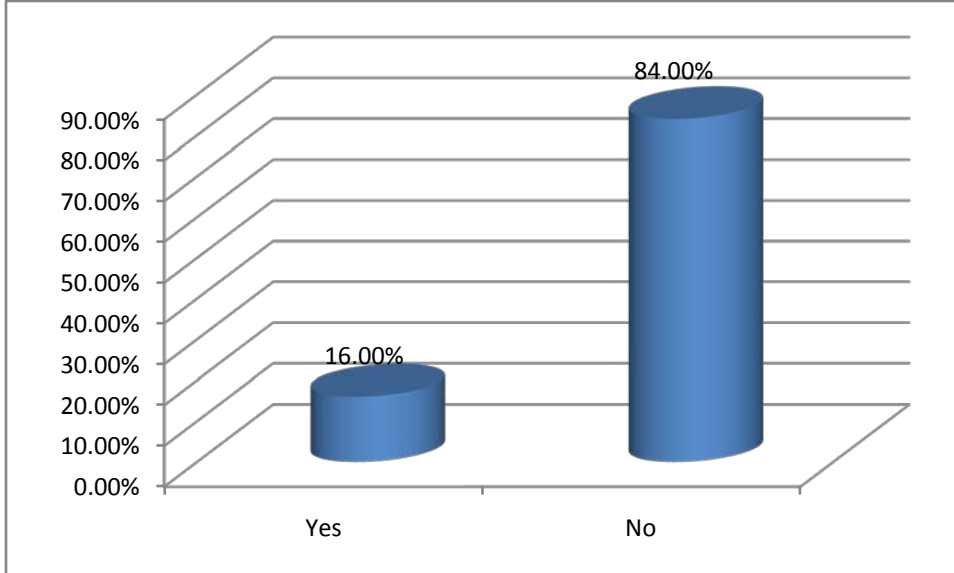
8-Secondary school teachers have no idea about the effectiveness of Smart phones on improving oral performance.

Table (4-46)

| Answer | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 8 | 16.0% |
| No | 42 | 84.0% |
| Total | 50 | % 100 |

Source: prepared by researcher, using SPSS, 2020

Figure (4-46)



Source: prepared by researcher, using Excel, 2020

From table (46) and figure (46) we note that the Answers of most of the individuals study are (No) by (42) and with (84%) while the total number is (Yes) by (8) and with (16%).

4.3 Summary of the Discussions of the Results:

This study investigated the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. The results of the study revealed that, Smart phones can improve the autonomous oral performance, and it can help students to learn and improve their performance in many ways. As mentioned earlier that there are two types of instrument were used for data collection. One is the questionnaire which was used for English teachers and the second is the test for students. Firstly let us discuss the results of the questionnaire. The questionnaire was consisted of three parts; the first part was about the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. The most of the individuals' answers were strongly agree. This is indicated that; there is a great significance in using Smart phones to improve autonomous oral performance among EFL learners. Therefore the first question of the study was answered and the first hypothesis was verified. And the second part of the questionnaire which was about the teachers' positives attitudes toward using smart phones to improve the autonomous oral performance, most of the individuals' answers were agree. And the final part of the questionnaire was about the teachers' negative attitudes toward using Smart phones to improve autonomous oral performance among EFL learners. Most of the individuals' answers were between, which indicated that really there are negative attitudes toward using Smart phones to improve the autonomous oral performance among EFL learners. Finally; the results of the pr-test and post-test. Also the test was consisted of three parts in accordance with the questions and the hypotheses of the study. And there were two groups of students were exposed to the test. Each group was consisted of fifty students. In the first section of the test which was about the effectiveness of the Smart phones on improving the autonomous oral performance, the highest point scored by the controlled group is about 38%, while the highest point scored by the experienced group is 68. There is a big difference in the results of the two groups; this also indicated that the Smart phones can improve the autonomous oral performance. So this means that the first question was answered and the first hypothesis was verified too. And the second part of the test was about the teachers' positive attitudes toward using Smart phones

to improve the autonomous oral performance. The highest point was scored by controlled group is about 92% and the highest point scored by the experienced group is also 92%. In the second part the both sides were equal. But in the final part of the test which about the teachers' negative attitudes. And the answer is either to be (yes or no), the highest score of the controlled group was about 72%, while the highest score of experienced group was about 60%. Here also there is significance between controlled group and experiences group. The experienced group had done better than the controlled group.

4-4 Summary of the chapter

This research investigated the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. And in this chapter the data were presented and analyzed by using SPSS program. And finally; the data were interpreted.

Chapter Five

Conclusion

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestion for Further study

5.0 Introduction

This study has investigated the Effectiveness of Smart phones on improving autonomous oral performance among EFL learners.

This chapter concludes the study and it contain the findings of the research, recommendation and suggestions of the potential area for further study.

5.1 Main Findings

This research investigated the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. And the findings of the research were presented in the following statement:

1-The finding of the research revealed that the Smart phones can improve the autonomous oral performance.

2-Also the findings of the study showed that 53% of the secondary school teachers have positive attitudes toward using Smart phones to improve the autonomous oral performance among EFL learners.

3-Although 53% of secondary school teachers have positive attitudes toward using Smart phones to improve autonomous oral performance, but only 47% teachers motivated secondary school teachers to use Smart phones to improve autonomous oral performance.

4- As mentioned earlier that 53% of secondary school teachers have positive attitudes toward using Smart phones to improve autonomous oral performance, nevertheless 50% of secondary school teachers do not use Smart phones to improve autonomous oral performance among EFL learners.

5-The findings showed that only 23% of secondary school teachers have negative attitudes toward using Smart phones to improve autonomous oral performance.

6- And also the findings of the study showed that 40% of secondary school teachers' have no idea about the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners.

7-Also 33% of secondary school teachers' do not allow secondary school students to use Smart phones to improve autonomous oral performance.

8- The findings of the study showed that 68% of secondary school students were improved after being taught by Smart phones, by comparing to the controlled group. Because in controlled group the improvement was only36%. This mean there is significance in using Smart phones to improve autonomous oral performance.

9. And the greatest advantage is that 92% of secondary school students have positive attitudes toward using Smart phones to improve autonomous oral performance.

10- And also the findings showed that 8% of secondary school students have negative attitudes toward using Smart phones to improve autonomous oral performance.

11- Although that 92 % of secondary school students have positive attitudes toward using Smart phones to improve the autonomous oral performance, but most of them said that they don't know how to use Smart phones effectively to improve their learning.

12- Also the findings showed some problems were stated in the following:

1- One of the biggest problem is that face secondary school students, that not all of them own Smart phones.

2-Some families do not allow students to carry Smart phones with them, during the time of learning.

3-And also some schools do not allow their students to carry with them Smart phones in the school.

4- Some students prefer social sides such as, Face book, WhtasApp.....etc. more than learning when they carry Smart phones.

5-Many of the secondary school students said that; Smart phones are somehow time killer. Because most of the students, spent their times on the social sides more than learning.

13-Finally; secondary school students were enjoyed when they introduced to the Smart phones as effectiveness tools of learning English language.

5.2 Conclusions

This study investigated the effectiveness of Smart phones on improving the autonomous oral performance among EFL learners. The results of the study revealed that, Smart phones can improve the autonomous oral performance, and it can help students to learn and improve their performance in many ways. As mentioned earlier that there are two types of instrument were used for data collection. One is the questionnaire which was used for English language teachers and the second is the test was used for secondary school students. Firstly the results of the questionnaire showed that 53% of secondary school teachers have positive attitudes toward using Smart phones to improve autonomous oral performance. And 47% of secondary school teachers motivate students to use Smart phones to improve autonomous oral performance among EFL learners. Although 53% of secondary school teachers have positive attitudes toward using Smart phones to improve autonomous oral performance but 50% of secondary school teachers do not use Smart phones to improve autonomous oral performance. This is indicated that; there is a great significance in using Smart phones to improve autonomous oral performance among EFL learners. Therefore the first question of the study was answered and the first hypothesis was verified. And the second part of the questionnaire which was about the teachers' positives attitudes toward using Smart phones to improve the autonomous oral performance, most of the individuals' answers were agree. And the final part of the questionnaire was about the teachers' negative attitudes toward using Smart phones to improve autonomous oral performance among EFL learners. Most of the individuals' answers were in between, which indicated that really there are some negative attitudes toward using Smart phones to improve the autonomous oral performance among EFL learners. Finally the results of pre-test and post-test. Also the test was consisted of three parts in

accordance with the questions and the hypotheses of the study. And there were two groups of students were exposed to the test. Each group was consisted of fifty students. In the first section of the test which was about the effectiveness of the Smart phones on improving the autonomous oral performance, the highest point scored by the controlled group is about 38%, while the highest point scored by the experienced group is 68. There is a big difference in the results of the two groups; this also indicated that the Smart phones can improve the autonomous oral performance. So this means that the first question was answered and the first hypothesis was verified too. And the second part of the test was about the teachers' positive attitudes toward using Smart phones to improve the autonomous oral performance. The highest point was scored by controlled group is about 92% and the highest point scored by the experienced group is also 92%. In the second part the both sides were equal. But in the final part of the test which about the teachers' negative attitudes. And the answer is either to be (yes or no), the highest score of the controlled group was about 72%, while the highest score of experienced group was about 60%. Here also there is significance between controlled group and experiences group. The experienced group had done better than the controlled group, which means that there was much significance in this study.

5.3 Recommendations

Based on the data analysis and the discussion of the results, the researcher offers the following recommendations:

- 1.** English teachers should concentrate more on using Smart phones to improve autonomous oral performance among EFL learners.
- 2.** Secondary school students should use Smart phones daily to improve their autonomous oral performance.
- 3-**To practice speaking skill easily, secondary schools students need to use their Smart phones to check their pronunciation so as to do well.

4. Secondary schools' teachers should use Smart phones inside the classrooms to tell students how to use them effectively to improve their autonomous oral performance.

5. Secondary schools' Teachers should tell their students that they can learn to improve their performance independently if they use their smart phones efficiently.

6- As we live in the global interdependent village, therefore; secondary schools' students must be heavily introduced to the Smart phones and its effectiveness in helping them to learn.

7-Finally; I strongly recommend the ministry of education to provide secondary school by Laps of languages; so as to contribute in the learning and improving English languages effectively. .

5.4 Suggestions for Further Research

Throughout this study, the researcher has noticed that the following areas need to be researched:

1. Smart phones can solve the problems of speaking English fluently.

2. Smart phones can improve the oral communication skill.

2-Learnig English through Smart phones.

4-The importance of Smart phones in learning and improve English language.

5-Smart phones are the quickest tools of learning English language.

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Appendixes

Appendixes

Teachers' Questionnaire

Dear teacher, you are kindly requested to respond to the PhD thesis, under the title “The Effectiveness of Smart phones on improving the autonomous performance of EFL learners”. The researcher will assure you; these responses are confidentially used for the purpose of the research only.

Gender. Male () female ()

Diploma () BA () MA () PhD ()

| | | Strongly agree | Agree | Neutral | Strongly disagree | disagree |
|---|--|----------------|-------|---------|-------------------|----------|
| 1 | Smart phones can improve the oral performance of EFL learners. | | | | | |
| 2 | Every day secondary school students use their Smart phones to learn English language. | | | | | |
| 3 | Smart phones are the best second teacher of learning English language. | | | | | |
| 4 | Secondary school students can learn English alone if they have Smart phones. | | | | | |
| 5 | Smart phones motivate secondary school students to learn English language properly. | | | | | |
| 6 | Secondary school teachers have positive attitudes towards using Smart phones because it improves oral performance. | | | | | |
| 7 | Secondary school teachers motivate students to use | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | Smart phones to improve their oral performance. | | | | | |
| 8 | Secondary school teachers usually advise students to use Smart phones to improve their oral performance. | | | | | |
| 9 | Secondary school teachers use Smart phones in classrooms to improve oral performance. | | | | | |
| 10 | Secondary school teachers do not use Smart phones to improve EFL learners' oral performance. | | | | | |
| 11 | Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners. | | | | | |
| 12 | Secondary school teachers do not encourage students to use Smart phones on improving autonomous oral performance. | | | | | |
| 13 | Secondary school teachers do not allow students to use Smart phones inside classrooms to improve oral performance. | | | | | |
| 14 | Secondary school teachers have no idea about using Smart phones to improve autonomous oral performance among EFL learners. | | | | | |

Students' Test

Dear student, you are kindly requested to tell us your views point/s, on the effectiveness of Smart phones on improving the autonomous performance of EFL learners. Please be realistic and natural in your response. The researcher assures you; that responses are strictly confined to the purpose of the research only.

Age ()

Gender. Male () female ()

Section (1)

Draw a circle round the best answer: Section (A)

1- can help secondary school students to improve their oral performance.

- (a) Paper dictionaries (b) Smart phones (c) Computers (d) laptops**

2-..... are the best second teacher to improve oral performance.

- (a) Teachers (b) Books (c) Smart phones (d) paper dictionaries**

3-Secondary school students use to communicate with people.

- (a)Computers (b) Smart phones (c) Laptops (d) Mobile phones**

4- are the effective tools of improving oral performance among EFL learners.

- (a) Smart phones (b) Laptops (c) Mobile phones (d) Paper dictionaries.**

5- are motivating secondary school students to improve their oral performance.

- (a) Computers (b) Smart phones (c) Laptops (d) Mobile Phones**

6- Secondary School students are encouraged to use..... to improve their oral performance.

(a) Mobile phones (b) Smart phones (c) Computers (d) Laptops

YES, NO Questions; please answer it with yes or no only: Section (2)

1- Secondary school teachers have positive attitudes towards using Smart phones to improve autonomous oral performance. ()

2-Secondary school teachers usually advise students to use Smart phones to improve their oral performance. ().

3- Secondary school teachers use Smart phones in classrooms to improve oral performance.().

4- Secondary school teachers do not use Smart phones to improve oral performance. ().

5-Secondary school teachers have negative attitudes towards using Smart phones to improve oral performance among EFL learners.().

6-Secondary school teachers do not encourage students to use Smart phones to improve oral performance. ().

7- Secondary school teachers do not allow students to use Smart phones to improve their oral performance. ().

8- Secondary school teachers have no idea about the effectiveness of Smart phones on improving oral performance. ().

Some of the pictures that are shown to students on how Smart phones can contribute on improving English language.



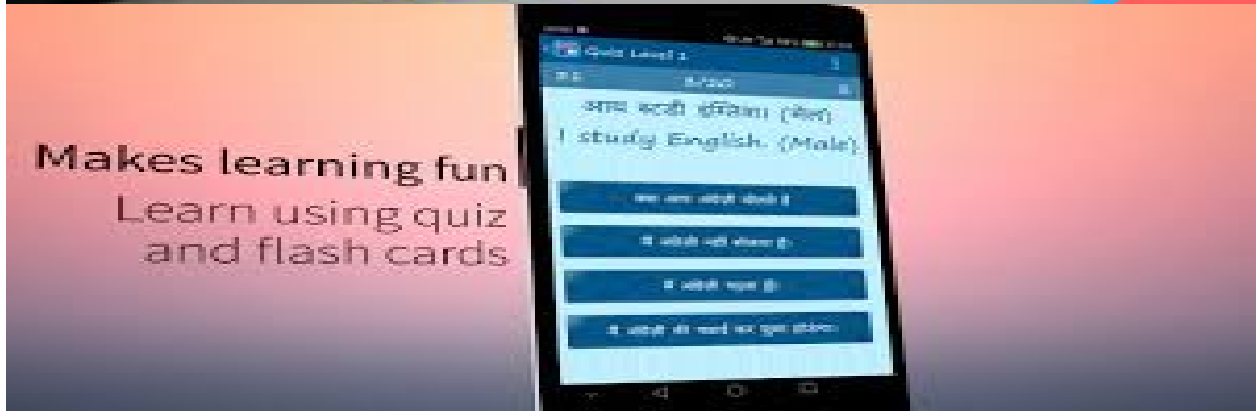
<https://www.google.com-Images-> the conversation- mobile devices- in the classroom- really improve learning.



<https://www.google.com>. Smart phones, in learning English language, can improve speaking skills.



The above picture shows learning English with your smart phone wherever you are



Makes learning fun
Learn using quiz
and flash cards



<https://www.google> –images –learning English with your smart phones, will makes learning fun.