

THE USE OF SMART PHONE APPLICATIONS IN LEARNING A SECOND
LANGUAGE AMONG LIBYAN EFL SEBHA UNIVERSITY STUDENTS

By

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bachelor in English language with a focus on applied linguistics

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To the Faculty of Sabah University:

The members of the Committee appointed to examine the B.A. final project of Ibrahim Ali and Hassan Habeeb find it satisfactory and recommend that it be accepted.

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The advisor's name

Umhani Mohammed

The examiner's name

Dedication

We dedicate this project to my parents who have encouraged me all the way and whose encouragement has made sure that we give it all it takes to finish that which we have started.

ACKNOWLEDGMENT

The completion of this study required an enormous amount of time, effort and support from numerous individuals. We benefited greatly from their wisdom, investment and encouragement. We sincerely appreciate the efforts and support of my committee, colleagues, friends and family.

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Abstract

This research talk about the use of smart phone applications in learning a second language among Libyan EFL learners at sebha University. The use of traditional methods and techniques instead of using smart phone applications in teaching languages caused students to have difficulties in their learning process. Therefore, this study aimed to investigate the effect and efficiency of using mobile phone applications in learning a second language among EFL learners at the department of English of sebha University. In this research quantitative method was used because we have large number of participants and we used questionnaires to collect the data. It was found that Libyan EFL learners at the department of English of sebha, university use different kinds and types of smart phone applications in learning, which made it easy and exciting to study and learn the language.

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CHAPTER ONE :- INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1 Introduction:-

A number of studies in the field of mobile assisted language learning within the last decade has examined the effect of mobile devices on language learning, and how mobile devices are used in and outside of the classroom to promote learning (Kukulska-Hulme & Shild, 2007; Levy & Kennedy, 2005; Stockwell, 2013; Thornton & Houser, 2001, 2005; Wong & Looi, 2010). However, little is known about the ways in which learners interact with apps for language learning and how learners view these apps in the context of their language learning.

The purpose of this chapter is to provide an overview of mobile phone applications and their use in learning a second language, also this chapter introduces the research problem, aim of the study, research questions, study hypothesis and significance of the study.

1.2 Research problem:-

Students at Sabah university, faculty of arts, face difficulties in learning a second language by using traditional methods.

The reality is that we don't know whether it is efficient and effective for college students to use mobile apps to learn English by themselves .

Many of the students look for easy and helpful way to learn English language.

Many applications are used for enquiring the knowledge and what is students attitudes towards being able to learn by their own ability.

On the other hand, there is many apps referring to learn English language, be as it may, there are some applications that didn't have the knowledge that students look for and it limits their choice and the lack of recommendations and suggestion about relevant apps.

1.3 Aims of the study:-

The study aims at investigating the effect and efficiency of using mobile phone applications in learning a second language among EFL learners at the department of English of Sabah university.

1.4 Research Questions:-

The study tries to find answers to the following research questions

1-What are college students attitudes towards using mobile apps to learn English by themselves ?

2-What is the degree of using smart phone applications by college students in practicing their speaking, listening and reading skills respectively?

1.5 Study Hypothesis:-

The study assumes that EFL learners at Sabah university, English department face problems in learning a second language because they use old and primitive methods

in their learning process, and by using mobile phone applications they would make their learning much easier and effective and would develop their second language and save time.

1.6 Significance of the study:-

The study is significant for its valuable innovation in the educational system over the years, here in Libya, our system is very traditional and primitive, old methods and techniques are used in all educational levels. In the modern world, most of the successful countries have an advanced and high quality education, one of the reasons for their advanced education is using smart devices in teaching and learning, which makes students motivated and excited to learn and practice their subjects, and to produce the best outcome they could. As the result of the study, it will help to understand students prospective of using these devices, and whether it's useful to implement them in our educational system in Libya or not.

1.7 Organization of the study:-

This research has been organized into five chapters. The first chapter is introduction of the research. The second chapter is literature review. The third chapter is

methodology that is used in this study. The fourth chapter is findings, analysis and discussion. The fifth chapter is conclusion of the research

Chapter:- literature review

Chapter2: literature review

2.1 Introduction:-

This chapter depends on previous studies conducted about the use of smart phone applications in learning a second language and we obtained these quotations from many of literature and researches that have already been done before. The chapter also helps the researcher to understand different researchers about the topic of the research. Thus, in this chapter, we will present review of the literature related to the topic of my research. This literature review will be about: defining technology, second language, smart phone, defining app, defining dictionary.

2.2 Definition technology:-

2.2.1 Merriam-Webster dictionary:-

Technology (noun):

1-(a):the practical application of knowledge especially in particular area;(b)a capability given by the practical application of knowledge.

2-a manner of accomplishing a task especially using technical processes, methods ,or knowledge.

3-the specialized aspects of a particular field of endeavor.

2.2.2 Oxford dictionary:-

Technology (noun):

1-the application of scientific knowledge for practical purposes, especially in industry.

2-machinery and devices developed from scientific knowledge.

3-the branch of knowledge dealing with engineering or applied sciences.

Emmanuel methane

My personal favorite definition of the term comes from Emmanuel G. methane's terrific little 1970 book, technology change: its impact on man and society:

We define technology as the organization of knowledge for the achievement of practical purposes.

2.2.3 W .brain Arthur

in his 2009 book ,the nature of technology: what it is and how it evolves, w .brain Arthur sketched out three conceptions of technology.

1-the first and most basic one is a technology is a means to fulfill a human purpose.

...as a means, a technology may be a method or process or device....or it may be complicated...or it may be material...or it may be nonmaterial. Whichever it is, it is always a means to carry out a human purpose.

2- the second definition is a plural one: technology as an assemblage of practices and components.

3-i will also allow a third meaning. This technology as the entire collection of devices and engineering practices available to a culture. (p.28, emphasis in original).

2.2.4 Alfred p. Sloan foundation / Richard Rhodes

In his 1999 book, *visions of technology: a century of vital debate about machines system and the human world*, Pulitzer prize-winning historian Richard Rhodes assembled a wonderful collection of essays about technology that spanned the entire 20th century. It's a terrific volume to have on your books shelf if want a quick overview of how over a hundred leading scholars, critics, historians, scientists, and authors thought about technology and technological advances.

The collection kicked off with a brief preface from the Alfred p. sloan foundation (no specific foundation author was listed) that included one of the most succinct definitions of the term you'll ever read:

Technology is the application of science, engineering and industrial organization to create a human-build world. (p. 19)

Just a few pages later, however, Rhodes notes that is probably too simplistic:

Ask a friend today to define technology and you might hear words like "machines" ,"engineering" ,"science". Most of us aren't even sure where science leaves off and technology begins. Neither are the experts.

Again, so true!

Technology gives learners the chance to see grammar as a skill, not as a set of abstract rules, and use that skill to choose the appropriate language form for particular contexts and meanings. Among the technological innovations, devices such as smart phones, tablets, computers, laptops, mp3 and mp4 players, ipads, occupy a special niche since they offer learners the possibility to study anytime, anywhere and at their own convenience, an experience called "ubiquitous" learning (Ogata & Yano, 2004; Yang, 2006). In fact, more than a decade ago, Keegan (2003) believed that M-learning, a subset of E-learning, would fashion the future of learning. Similarly, Wagner (2005) stated that "the mobile revolution is finally here. Wherever one looks, the evidence of mobile penetration adoption is irrefutable.... NO, demographic is immune from this phenomenon, (p.40). Mobile-assisted language learning "Assisted language learning" is indeed a rapidly growing field, one that promises to have an enormous impact on second language teaching and learning (Pachler, Bachmair & Cook, 2010; Thornton & Houser, 2005). Smart phones are a prominent example of ubiquitous learning devices, and they are now a crucial part of many people's lives. They have characteristics in their DNA that make them particularly useful for language learning purposes; they are portable, socially interactive, context-sensitive, connective and individual to language

learners (Klopfer, Squire, & Jenkins, 2002). These features are constantly evolving and new features are being added to meet user needs. For instance, new smart phone applications are being developed that make the task of learning ever more exciting and personalized.

According to Blanka Klimova and his research about mobile phone and/or smart phones and their apps for teaching English as a foreign language, the findings indicate that the use of mobile phones and/or smart phones and their apps generate positive effects on learning English as a foreign language, especially in the development of learners vocabulary and their increased motivation to study.

2.3 Second language

Any language that a person uses other than a first or native language (L1).

Contemporary linguists and educators commonly use the term L1 to refer to a first or native language, and the term L2 to refer to a second language or a foreign language that's being studied.

Vivian cook notes that "L2 users are not necessarily the same as L2 learners. Language users are exploiting whatever linguistic resources they have for real-life purposes...

Language learners are acquiring a system for later use"

(portraits of the L2 user, 2002)

2.3.1 Examples and observations:

"some terms fall into more than one category. For example, "foreign language" can be subjectively "a language which is not my L1," or objectively "a language which has no legal status within the national boundaries." There is simply a semantic confusion between the first two sets of terms and the third in the following instance in which a certain French Canadian said.

It is indeed perfectly true to say that for most French Canadians French is the "first language," "L1," or "mother tongue." For them, English is a "**second language**" or "L2." But for English native speakers in Canada French is a "second language" or "L2". In this example, the confusion has been created by equating "first" with "national," "historically first" or "important," and "second" with "less important" or "inferior," and thus mixing up the third set of objective terms which attributes a position, value or status to a language with the first two sets of subjective terms which relate individuals and their use of language...

"the concept of L2 ("non-native language," "second language," "foreign language") implies the prior availability to the individual of an L1, in other words some form of bilingualism. Again, the use of the L2 set of terms has a dual function: it indicates something about the nature of the command...

"to sum up, the term "second language" has two meanings.

First, it refers to the chronology of language learning. A second language is any language acquired (or to be acquired) later than the native language...

"second, the term "second language" is used to refer to the level of language command in comparison with a primary or dominant language. In this second sense, "second language" indicates a lower level of actual or believed proficiency. Hence "second" means also "weaker" or "secondary" (H.H. Stern, *Fundamental Concepts of language teaching*. Oxford University Press, 1983).

2.3.2 The Number and Variety of second language Users:-

"using a **second language** is a commonplace activity. There are few places in the world where only one language is used. In London people speak over 300 languages and 32% of the children live in homes where English is not the main language (Baker & Eversley, 2000). In Australia 15.5% of the population speak a language other than English at home, amounting to 200 languages (Australian Government Census, 1996). In the Congo people speak 212 African languages, with French as the official language. In Pakistan they speak 66 languages, chiefly Punjabi, Sindhi, Siraiki, Pashtu and Urdu.....

"in a sense second language users have no more in common than first language users; the whole diversity of mankind is there. Some of them use the second language as skillfully as a monolingual native speaker, like [Vladimir] Nabokov writing whole novels in a second language; some of them can barely ask for a coffee in a restaurant. The concept of the second language users is similar to Hague's minimal definition of bilingualism as "the point where a speaker can first produce meaningful utterances in the other language" (Haugen, 1953:7) and to Bloomfield's comment "to the extent that the learner can communicate, he may be ranked as a foreign speaker of a language" (Bloomfield, 1933:54). Any use counts, however small or ineffective. "(Vivian cook, portraits of the second language User. Multilingual Matters, 2002).

3.4 Smartphone

A Smartphone is a mobile phone with highly advanced features. A typical Smartphone has a high-resolution touch screen display, wifi connectivity, web browsing capabilities, and the ability to accept sophisticated applications. The majority of these devices run on any of these popular mobile operating systems: android, symbian, ios, blackberry os and windows mobile.

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2.4.1 Techopedia explains Smartphone

A Smartphone is expected to have a more powerful CPU, more storage space, more RAM, greater connectivity options and larger screen than a regular cell phone.

High-end Smartphone's now run on processors with high processing speeds coupled with low power consumptions.

That means. They'll allow you to play 3D games, browse the web, update your face book account, call, and text much longer than you used to.

In addition to the features mentioned earlier, smart phones are also equipped with innovative sensors like accelerometers are responsible for displaying screens in portrait and landscape mode, while gyroscopes make it possible for games to support motion-based navigation.

The earliest touch screen smart phones used resistive touch screen displays, which required the use of slender pointing objects known as styli (or stylus in singular form). Most of the later models however, like the iphone and most android phones, employ capacitive displays, which feature multi-touch finger gestures.

2.5 Definition app

An app is computer software, or a program, most commonly a small, specific one used for mobile devices. The term app originally referred to any mobile or desktop application, but as more app stores have emerged to sell mobile apps to Smartphone and tablet users, the term has evolved to refer to small programs that can be downloaded and installed all at once.

There are thousands of apps designed to run on today's smart phones and tablets. Some apps can be downloaded for free, while others must be purchased from an app store.

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TECHOPEDIA EXPLAINS APP

An app is just software. originally software that you installed on a computer as a program was labeled as an application-or the shortened name of app. "versus" application" now generally refers to the distribution through app stores where the download and installation happen with a single action.

While you were always able to download software, this method of distribution is a new development. Apples App store and Google's Android market are two examples of popular app stores.

The downside of apps installed this way is the app store all have the ability to remove or discontinue the use of the software remotely. The user has no option and must just suffer the loss of data.

According to a 2010 study by the Pew Institute, one in four adults in the United States was using mobile apps. Apps were most commonly used to take pictures, send or receive text messages, access the internet or play games. The apps market is considered a major and growing part of the smartphone market. Apps are easy and inexpensive to purchase and can be installed and removed from a device almost instantly without affecting the device's systems or other apps. Finally, the vast majority of apps are for mobile devices, but an app can be for a non-mobile device as well.

Share this:

Related terms

App store

App economy

Mobile application (mobile app)

Application software

Smartphone

Killer application (killer app)

Rich internet application (RIA)

Application program

Android market

App scale

2.6 Define dictionaries

Dictionaries are like watches," said Samuel Johnson. "the worst is better than none, and the best cannot be expected to go quite true" (letter to Francesco sastres, August 21, 1784).

(Jamie Grill/Getty Images)

By Richard Nordquist

Updated July 24,2017

A dictionary is a reference book or online resource containing an alphabetical list of words, with information given for each word.

The following kinds of information commonly appar in dictionary entries:

Spelling (with marks indicating syllabic divisions).

Pronunciation

Word class (or part of speech)

Meanings (or definitions)

Etymology(or word history)

Usage notes

Synonyms and antonyms

Idioms in which the word commonly appears

Etymology: from the Latin, "to say"

2.6.1 Examples and observations

"the writing of a **dictionary** . . . is not a task of setting up authoritative statements about the 'true meanings' of words, but a task of recording, to the best of one's ability, what various words have meant to authors in the distant or immediate **past**. **The** writer of a dictionary is a historian, not a **lawgiver**. **If**, for example, we had been writing a dictionary in 1890, or even as late as 1919, we could have said that the word "broadcast" means "to scatter" (seed, for example), but we could not have decreed that from 1921 on, the most common meaning of the word should become "to disseminate audible message, etc., by radio transmission. "to regard the dictionary as an "authority," therefore, is to credit the dictionary writer with gifts of prophecy which neither he nor anyone else possesses. In choosing our words when we speak or write, we can be guided by the historical record afforded us by the dictionary ,but we cannot be bound by it. Looking under a "hood," we should ordinarily have found, five hundred years ago, a monk: today, we find a motorcar engine."

(S.I.Hayakawa, language in thought and Action, 1978)

A **dictionary** is an observatory, not a conservatory. "(attributed to Stephen fry)

"{t}he familiar notion that a word of English exists only if it is "in the **dictionary**" is false. A word exists if people use it. But

that word may fail to appear in a particular dictionary published at a particular time because it is too new, or too specialized, or too localized, or too much confined to a particular social group to make it into that edition of the dictionary."

(R.L. Trask, *Mind the Gaffe!* Harper, 2006)

"**dictionaries** are but the depositories of words already legitimated by usage.

Society is the work-shop in which new ones are elaborated.

"(Thomas Jefferson, letter to John Adams, August 15, 1820)

2.6.2 The First English Dictionary

"many people mistakenly credit [Samuel] Johnson with writing the first English **dictionary**. That achievement belongs to a man named Cawdrey, who, 150 years before Johnson, published *A Table Alphabetical*. It was only 144 pages and defined some 2,500 difficult words: the rest people were just supposed to know. With its emphasis on boosting vocabulary, Cawdrey's book is a lot like modern-day titles that help you pump up your word arsenal before attacking the SAT or waging war in the corporate world."

(David Wolman, *Righting the Mother Tongue: From Old English to Email, the Tangled Story of English Spelling*. Harper, 2010)

2.6.3 Dictionaries and usage

"Although **dictionaries** are powerless to prevent linguistic conventions from changing, this does not mean . . . that they cannot state the conventions in force at a given time. That is the rationale behind the *American Heritage Dictionary's* Usage panel—which I chair—a list of 200 authors, journalists, editors, academics, and other public figures whose writing shows that they choose their words with care. Every year they fill out questionnaires on pronunciation, meaning, and usage, and the *Dictionary* reports the results in Usage Notes attached to entries for problematic words, including changes in repeated balloting over the decades. The Usage panel is meant to represent the virtual community for whom careful writers write, and when it comes to best practices in usage, there can be no higher authority than that community."

(Steven Pinker, "False Fronts in the Language Wars." *Slate*, May 31, 2012)

2.6.4 The Limitations of Dictionaries

"[E]ven the largest **dictionaries** can't capture every possible word in the language. The number of possible word combinations of word elements like pre-, pter, and scope and the innumerable amount of speaking and writing done in English require that dictionary editors restrict themselves to

listing only the most frequent words in a language, and even then, only those used over a substantial period of time.

Dictionaries are therefore always at least slightly out of date and inaccurate in their descriptions of the languages stock of words. In addition, the use of many words is restricted to specific domains. For example, medical terminology involves a tremendous number of words unfamiliar to those outside the medical community. Many of these terms never enter general dictionaries of the language and can only be found in specialized medical dictionaries."

(Keith Denning, Brett Kessler, and William R. Leben, *English Vocabulary Elements*, 2nd ed. Oxford University Press, 2007)

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ONE-TAP SIGN UP

[M]y recent affair with lexicography has left me certain of a couple of things.

"One is that no dictionary contains every word in the language. Even an unabridged dictionary is, well, abridged. The sciences, medicine and technology generate gobs of words that never make it into a dictionary; numerous foreign words that appear in English –language contexts are left out. A great many words

are invented all the time, whether for commercial reasons or to amuse ones friends or to insult ones enemies, and then they simply vanish from the record.

"Another is that dictionary users and dictionary makers sometimes have very different notions of what a dictionary is for. One may think of it as a legal code for language; the other considers it a very partial report. One wants unambiguous answers about spelling and meaning and grammar and usage; the other aims for neutrality, and the more serious he or she is, the more wary the person is of imposing his or her own notions of good English on the language itself."

(David Skinner, "The Role of a Dictionary." The New York Times, May 17, 2013)

2.6.5 Advantages of online dictionaries

"Macmillan, a publishing company, has announced that it will no longer print dictionaries. And yet it has announced this with a tone not of sadness, but excitement: "exiting print is a moment of liberation, because at last our dictionaries have found their ideal medium." Michael Run dell, the editor-in-chief, makes a compelling case. Updating the print edition takes five years, while new words are constantly entering the language, and existing words are finding new meanings. Space constraints limit the dictionary's actual value.

"and the points in favor of electronic dictionaries are even more compelling than the case against printed ones.

Hyperlinks allow for quick learning about related items. Audio pronunciations beat out transcriptions in obscure formats.

Photos and even videos are a snap to include. Blogs and other meta-content enrich the experience. Electronic data storage has already revolutionized lexicography. Huge searchable corpora of text allow dictionary-makers to find earlier and rarer words and usages than ever before. To have vast, rich and growing data going into the dictionary, and a bound and static product coming out, seems absurd."

(R.L.G., "Dictionaries: Finding Their Ideal Format?" The Economist, November 22, 2012)

2.6.6 The Lighter Side of Dictionaries

"If you have a big enough **dictionary**, just about everything is a word."(Dave Barry)

Dr. Samuel Johnson: [places the manuscript of his newly completed dictionary on the table] Here it is, sir. The very cornerstone of English scholarship.

This book, sir, contains every word in our beloved language.

Black adder: Every single one, sir?

Dr. Johnson: Every single word, sir!

Black adder: Oh, well, in that case, sir hope you will not object if I also offer the Doctor my most enthusiastic contrafribularities.

Dr. Johnson: what?

Black adder: contrafribularities, sir? It is a common word down and

Dr. Johnson: Damn!

Black adder: Oh, I'm sorry, sir. I'm anis pep tic, frasmotic, even comp unctuous to have caused you such pericombobulation.

("Ink and incapability," *Black adder*, 1987)

"Seated one day at the **dictionary** I was pretty weary and also pretty ill at ease, Because a word I had always liked turned out not to be a word at all, and suddenly I found myself among the v s. And suddenly among the v s I came across a new word which was a word called velvety, So the new word I found was better than the old word I lost, for which I think my tutelary deity....."

(Ogden Nash, "Where There's a Will, There's Velvety." *I'm a Stranger Here Myself*, 1938)

2.6.7 Conclusion:-

From the previous studies above, it is clear that there is a great need for the use of smart phone applications in both teaching and learning languages in general, and second language in specific. However, there is a good amount of reported studies done in different contexts around the world, but there is a need for this present research, because this topic is developing and there is something new added every single day.

Chapter3:- methodology

Chapter3:methodology

3.1 Introduction:-

In this chapter, we will talk about the research methodology used in this research, the research design adopted in this research, the details of the participants who were chosen as a sample of the study, the tools and techniques used for the collecting research related data and the steps followed to collect and analyze the data.

3.2 Research Methodology and Research Design:-

This is a quantitative study. The research design adopted is investigatory in nature.

This study is quantitative because the data was collected from large number of participants using a questionnaire and it was analyzed statically. The design is investigatory as the study investigates the use of Smartphone applications in learning a second language among Libyan EFL learners in department of English Sabah university, Libya.

3.3 participants :-

A total of 30 students formed the participants of the study.

They were both male and female. They were from first semester to eighth semester. Their ages ranged from 18 to 24 years. They were selected randomly for getting the research related data through questionnaires.

Table of participants

semester	male	female	total
first	2	0	2
second	1	5	6
third	1	1	2
fourth	0	4	4
fifth	3	0	3
sixth	0	0	0
seventh	7	0	7
eighth	1	5	6

3.4 data collection technique: A questionnaires

The data collection instrument was a questionnaire. The questionnaire also included a section about background information of a participants such as semester of study, gender and age. A questionnaire is a list of a research or survey questions asked to the respondents, and designed to extract

specific information. It serves for basic purposes : to (1) collect appropriate data, (2) make data comparable and amenable to analysis. (3) minimize bias in formulating and asking questions. (4) to make questions engaging and varied. For these reasons, the questionnaire was used as a technique of data collection to achieve the aims of the present study.

3.5 data collection procedures:-

As mentioned in the previous section, first of all, we adapted questionnaire. The questionnaires was administrated and completed by 30 students. After that I started analyzing the data quantitatively and manually by using descriptive statistics. The analysis, findings and discussion are presented in the next chapter.

Chapter four: Data analysis and discussion

Chapter 4: Data Analysis and discussion

4.1 introduction:

In this chapter, we will cover the details of the way data was arranged and analyzed, following is a description of the steps taken in the data analysis process. First, the collected and selected 30 questionnaires, organized and analyzed.

The data were organized and separated according to the level, gender and age. Finally the data were prepared to be analyzed focusing on the use of smart phones applications in learning the different skills of a second language among the Libyan EFL learners. The focus was on frequency of use.

4.2 Data Analysis:

The data from the questionnaire was analyzed statically to check the use of smart phones applications in learning the different aspects of a second language among the Libyan EFL learners of different semesters at the department of English of sebha University. The general analysis is presented in the following table and findings are reported in the form of figures.

4.3 Finding of the Analysis:

From the data analysis, the following findings were obtained and presented in the following tables.

General Analysis of the questionnaire :

Question		A) Yes	B) No	Total
1	Do you use any kind of Smartphone	93.3%	6.7%	100%

	applications in learning a second language?			
--	---	--	--	--

From the table above, we can see that in the first question 93.3% of students use at least one kind of smart phone applications in learning a second language, while other said no.

Question	A) Yes	B) No	Total
2 Do Smartphone applications enhance your ability in learning a second language?	83.3%	16.7%	100%

In the analysis of the second question, we found that 83.3% of students think that smart phone applications can enhance their ability in learning a second language, while others choose no..

Question	A) Yes	B) No	Total
3 Smartphone applications can increase my skills in learning such as (reading, listening, speaking)?	76.3%	23.7%	100%

The table above shows that 76.3% of students agreed that smart phone applications can increase their skills such as (reading, listening, speaking) in learning a second language, while others did not.

Question	A) Yes	B) No	Total
4 Using applications improve my way of speaking?	63.3%	36.7%	100%

From the table above, we can see that 63.3% of student think that using smart phone applications would improve their way of speaking, while other said no.

Question	A) Yes	B) No	Total
5 Applications helped me gain confidence to read	73.3%	26.7%	100%

more?			
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In the table above, we can see that 73.3% of students said that applications gained them confidence to read more, while others said no.

	Question	A) Yes	B) No	Total
6	Listening to new words and dialogue that provided by applications can improve the listening skills?	80%	20%	100%

The table shows that 80% of students said listening to new words and dialogue provided by applications can improve listening skills, while other said no.

	Question	A) Yes	B) No	Total
7	Application helped me gain more knowledge and new information?	100%	////	100%

In this question analysis we found that all students agreed that applications helped them to gain more knowledge and new information's.

	Question	A) Yes	B) No	Total
8	The use of applications is easy and fruitful in learning a second language?	70%	30%	100%

The table above shows that 70% of students agree that the use of applications is easy and fruitful in learning a second language, while 30% disagree.

	Question	A) Yes	B) No	Total
9	Using applications most of the time in which it can brought a new data?	90%	10%	100%

In this question we found that 90% of students said that using applications most of the time can bring new data, while only 10% said no.

	Question	A) Yes	B) No	Total
10	Applications is the most common way of learning a second language outside the classroom?	86%	14%	100%

From the table above, we can see that 86% of students think that applications is the most common way of learning a second language outside the classroom, while 14% said no.

4.4 Discussion:-

In the analysis in the table above shows that Libyan learners at the department of English of sebha University, Libya use different kinds and types of smart phone applications in process of learning a second language, and how they rely on these applications in learning the different skills of the language (listening, speaking, reading) while learning, smart phone applications have offered a great help for Libyan learners and considered the most common way of learning a second language according to them, that showed from the results of the questionnaire.

The results showed that 93.3% of students use at least one kind of smart phone applications in the process of learning a second language, this shows how Libyan EFL learners at department of English of sebha University depend on the use of these applications, this result was expected by the researcher, and that is the focus of this research, another interesting aspect from the questionnaire are 100% of students said that applications helped them gaining more knowledge and new in formations, 90% of students said that using applications most of the time can bring new data, finally,86% of the students said that applications is the most common way of learning a second language.

We can say that our findings were similar to the findings and views of researchers like-Blank Klimova, Department of applied linguistics, Faculty of informatics and management, University of Hardee, Czech Republic, (2017) who said that smart phone applications have offered a great help to students in learning the different aspects of a language, such as (reading, listening, speaking), also helped in learning vocabularies and grammar.....etc.

Comparing these findings with our research questions, we can say that all research questions were answered.

Chapter five: conclusion

Chapter5: conclusion

5.1 conclusion:-

The results showed that the use of smart phone applications is very helpful and easy in learning a second language, and how learners use different types of these applications in the process of learning the different aspects of the language such as (reading, listening, speaking) also grammar, vocabulariesetc.

That Libyan EFL learners (especially at the department of English at sebha university, in sebha use researcher goal was to find out the efficiency of using smart phone applications in learning a second language.

Therefore , the aim was to investigate and find out learners attitudes towards using these applications among EFL learners at the department of English sebha university.

In this research quantitative method was used to find out and collect the information that suit the research, the tool used to collect data was a questionnaire which was administrated to collect the information needed to do this study. It was found that Libyan EFL learners at the department of English of sebha University, Libya.

Use different kinds of applications in different ways in the process of learning a second language.

5.2 limitations and further directions:-

Our research has limitations also. First of all, we had a lot of electricity and internet problems here. Second problem was limited resources, we could not find the required books in the library. Also all participants in this study were from department of English of sebha, university. We need more participants from different universities in Libya. However, we believe that our study will encourage more studies in this area.

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QUESTIONNAIRE

Dear student:-

You are requested to fill the questionnaire honestly and sincerely for findings of the study. All the information provided will be confidential so you can answer without any concerns.

Age:-.....

Gender:-.....

Semester:-.....

specialization:-.....

- 1- Do you use any kind of Smartphone applications in learning a second language?
a) Yes b) No

- 2- Do Smartphone applications enhance your ability in learning a second language?
a) Yes b) No

- 3- Smartphone applications can increase my skills in learning such as (reading, listening, speaking) skills ?
a) Yes b) No

- 4- Using applications improve my way of speaking?
a) Yes b) No

- 5- Applications helped me gain confidence to read more ?
a) Yes b) No

- 6- Listening to new words and dialogue that provided by applications can improve the listening skills ?
a) Yes b) No

7- Applications helped me gain more knowledge and new information ?

a) Yes

b) No

8- The use of applications is easy and fruitful in learning a second language ?

a) Yes

b) No

9- Using applications most of the time in which it can brought a new data ?

a) Yes

b) No

10- Applications is the most common way of learning a second language outside the classroom ?

a) Yes

b) No

