



# **STUDENTS' ATTITUDE TOWARDS USING SMARTPHONE IN DEVELOPING LISTENING SKILLS OF EFL LIBYAN STUDENTS**

A final project submitted in partial fulfillment of the requirements for the degree of bachelor in the English language with a focus on applied linguistics

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To the Faculty of Sebha University:

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

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## **Acknowledgment**

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## **Dedication**

We dedicate this project to our parents, sisters, brothers, and our friends who have encouraged us on this way.

## **Abstract**

The technological age has seen a great advance in the world of smartphone technology. Smartphone gadgets have now become an integral part of everyday life. Where technology and the smartphone can have a positive and negative impact, if we plan carefully, we will use them to achieve the desired learning outcomes. Numerous studies show that the use of smartphones in developing listening skills, such as university students. This study attempts to study and explore the use and practices of smartphones in improving English as a foreign language by Sebha University students. The paper explains the actual practice of smartphones by students, so it also tends to explore the students' attitude towards their trends and the problems they may face in using their smartphones in developing listening skills at Sebha University. A questionnaire and an interview study were planned for a sample of 30 students of the English Department.

The results of the questionnaire and the analysis of the interviews show that the use of smartphones in developing the skill of listening was effective to a large extent. The results also showed that Libyan students in English as a foreign language showed positive perceptions towards the use of smartphones in developing listening skills.

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# Chapter one

## Introduction

Every technology has its good and bad effects. We need to recognize them and tap them for good ends. The smartphone also has its good and bad effects.

If we brilliantly plan, we shall use them for learning and evaluating the learning the listening skills. Proper planning and judicious use of the smartphone will bring about desirable learning outcomes.

Smartphones are a type of mobile phone with multipurpose computing with many features like high hardware and operating system, software, internet and Multimedia functionality with basic phone functions and many more up-gradation. Smartphones come with all features and are everywhere in every part of the world nowadays every person is using a mobile phone comes with a variety of features and different prices. In short mobile phones are taking over our lives. But many people have this question in mind that is, can a cell phone be an educational tool? Yes if used in the right way. Mobile phones are one of the technologies that have made their mark and it's been used for higher education.

We realized that studying with the help of smartphones can enhance the improvement and development of their listening skills and overcome the difficulties in terms of improving pronunciation

The developing listening skills with help of smartphones outside the classroom. We have realized that our students' understanding of what is being presented, or further contextualizes the language to improve their ability to use it in developing listening skills. To study English supposes this process to be non-durable, not only in the classroom under the guidance of the teacher. So to study with the help of smartphone technologies and handheld gadgets is a good opportunity to develop the quality and effectiveness of listening skills.

### 1.1 The problem of the research

There are many common problems that may face by EFL students in listening such as in the order frequency, quickly forgetting what is heard, not recognizing the words they



know, understanding the message, neglecting next part while thinking about meaning, enabling to repeat what is heard. So, this research is a descriptive study that the researchers want to explore students' attitude towards the use of smart phone in developing listening skills or might find any problem faced when they use it.

## **1.2 The Aims of Research**

This study aims to investigate Libyan student's attitudes towards the use of a smartphone to develop Listening skills.

## **1.3 The questions of research**

- 1- How do Libyan students use their mobile phones in developing listening skills?
- 2- What is students' perception about the use of smartphones in learning a language?
- 3- Does the use of mobile phones improve student motivation to learn to listen?

## **1.4 The Significance of Research**

The significance of the present study stems from the fact that our world is changing and technology is affecting everything around us. The using smartphone is effective in our lives today. The spread of this handy device surely has implications and effects on students' lives. This study is an attempt to shed light on the use of smartphones by Libyan EFL university students developing listening skills investigating students' attitudes towards the use of smartphones listening as a learning device since this issue is new. The present study is an attempt to fill the shortage of research regarding this issue in Libyan.

## **1.5 Organization of the research**

The Research is divided into five chapters. The first chapter introduction includes the problem, research question, research aim, and significance, and organization of the research. The second chapter is a literature review, which includes previous studies about the research; the third chapter describes the research methodology. The fourth chapter is about data analysis, and the fifth chapter is about the conclusion.

# Chapter two

## Literature Review

### Introduction

This chapter previous studies on using smartphones in developing listening skills as a foreign language. We will present in this chapter on review of literature related to the topic of the research.

This literature review will be about defining: Attitudes, smartphones, educational technology.

According to **Pinar Kasapog Lu\_Akyol**, his research interviews show that ESL students believe that using technology especially using technology tools helps them to develop their both language and communication skills.

They use technology tools both outside and inside of the classroom to practice and learn more about listening skills. Ex:- listening to the radio and watching TV in English helped them in their listening and communication skills.

### 2.1 Definition terms, attitudes smartphone, educational technology.

#### Definition smartphones:

Jubien 2013 defined the smartphone as a handheld computing device that can perform functions such as telephone calls, cellular and wireless internet connecting and downloading installing and running applications. These technologies and new forms of mobile communication and collaboration have been widely adopted by young people and integrated into their everyday lives (mild, spikol 2007, p .62). According to the world report ninety population has access to mobile technologies and networks (gedi hanci - kara demirci, kursum, cagitay, 2012) As a result the smartphone is a steadily emerging technological tool that is being utilized in educational environments to support and enhance the learning process (clough, jones, mcandrew, Scanlon 2007) The rapid proliferation of mobile phone among students is generating a novel platform for the development of technology-supported learning experiences "(Echeverria, et al. 2011, p, 351)

the smartphone ability to shift between a multitude of built-in and downloaded applications and functions allow it to be a versatile educational tool (jubien 2013).

### **Definition Attitude:**

An attitude is a constant group of feelings, beliefs, and behavioral trends towards socially important objects, groups, events, or symbols (gilakjani & leong 2012). So this study uses these terms to refer to the degree that the participants achieved on both tools that were developed for this study.

### **Definition Educational Technology:**

Educational technology refers to the use of tools, technologies, processes, procedures, resources, and strategies to improve learning experiences in a variety of setting such as formal learning, informal learning, non-formal learning, lifelong learning, learning on demand, workplace learning, and just in time learning. Educational technology approaches evolved from early uses of teaching tools and have rapidly expanded in recent years to include such devices and approaches as mobile technologies, virtual and augmented realities, environments, collaborative learning, social networking, cloud computing, flipped classrooms, and more. (introducing educational technology ).

## **2.2 The use of technology smartphone in education**

Technology in education and the right devices in students' hands help prepare them with the career and technical skills they need to be successful today and in tomorrow s workforce. relevant learning experiences in STEAM can inspire creativity, help students apply meaning to their learning, and prepare them for future career opportunities and jobs that haven't even been created yet. specific skills in coding, programming, physical computing, and computational thinking have become common requirements in the workforce. Through making, students can gain these skills and hone their problem-solving and critical thinking skills for the 21<sup>st</sup> century. learning by doing with maker mindsets and environments can be very engaging when designed and integrated with the right technology. Mobile technology offers a wide range of possibilities to enrich educational content and invent new forms of learning whether in the classroom, at home, or during school trips. Successful mobile learning experiences reveal the following key benefits: easier access to course content, more interaction with other students and with

another teacher, ability to get more information about the topics studied, improved quality of work, increased motivation

The use of smartphones in learning has become the latest trend in higher education where an individual may not necessarily need a computer set to access electronic learning materials. The phenomenal roles of the smartphone in learning have been revealed by numerous authors such as in the works of Valk, Rashid & Elder 2010, that, smartphones have made learning more flexible, easy and have helped to reduce the ultimate inherent conventional classroom learning. For instance, a smartphone makes it possible for students to access educational materials at any time, anywhere and it is highly cost-effective since this opportunity is just a function of smartphones. Kumar (2011) also brought to bear that smartphone users can download recorded online lectures, and electronic books to enhance learning. According to Norrie's et al. (2011), smartphones.

### **2.3 The impact of using technology in ELT**

EFL learners tend to have positive attitudes towards technology use for their learning. Dang and Nguyen (2014) in their exploratory study of ICT (information communication Telecommunications) use among 149 EFL university students in Vietnam found that the majority of students (82.6%) reported positive attitudes toward ICT (information communication Technology) use in EFL learning.

Similarly, in Luis (2009) study on the ICT (information communication technology) attitudes of 140 non-English major college students in China, students were fully aware of and generally positive about the potential of ICT (information communication technology) in their development of EFL learning. Their attitudes were greatly influenced by their perceptions of ICT attributes, including relative advantage, compatibility, simplicity, and observability (Liu, 2009). While most students have reported positive attitudes toward ICT (information communication technology) in EFL learning, some have negative attitudes. In Luis (2009) study with EFL students reported negative feelings toward ICT (information communication technology) use in EFL learning. These students reported that they were not prepared to utilize available ICT (information communication technology) for language learning in and outside of the classroom due to the lack of actual use of ICT in their English classroom. This finding is consistent with other studies suggesting that lack of experience using ICT in EFL classrooms can lead

to negative ICT (information communication technology) attitudes in EFL learners (Dang & Nguyen 2014).

## **2.4 Students attitudes towards using technology in learning English**

Mcmeninman and Evans (1998) as mentioned in Bordbr, (20 10:30-31) concluded that language teacher changes their presented with the evidence that shows positive impacts of the new method of teaching on quality of learning outcome and develop expertise in the new method. That means, many teachers do not always know how to make this happen in the classroom. Even one educational technology course may affect students' attitudes toward technology providing them with more confidence and convincing them that technology is a valued means. Students' attitudes towards the use of smartphones are strongly related to their success in the right use of technology with their teacher's guides. students with positive attitudes toward technology feel more comfortable with utilizing it and generally integrate it into their teaching. Any successful transformation in the educational setting needs the development of the positive attitudes of the user towards the new technology and it should be by their teachers. Developing positive attitudes toward technology is considered as a key factor not only for enhancing education for avoiding teachers' resistance to educational technology use. kim (2008) holds the view that most teachers agree on the importance of integrating educational technology into their curriculum.

## **2.5 Examples of mobile applications for English language learners**

There are many kinds of listening applications provided in the play store. They can be used by all people from different English levels; basic until advance. Most of this application consists of many audio and exercises. These applications provide more opportunities for students in practicing listening. Listening skills can be developed by practicing, the more the student practice their listening skill, the more their listening skill developed.

English pronunciation a useful application regarding phonemes in the English language, It is useful in improving the pronunciation and how the sounds are produced (the exits of the letters in English). It is indeed useful for most of those who study phonics in an academic study, but it is presented in an easy way that benefits anyone who wants to improve their pronunciation and learn phonemes to pronounce correct English words. In

addition to what has been mentioned, there are other applications to practice the skill of listening that are not educational programs but can be used for learning such as:

- 1- BBC There are many political, sports, economic news .....etc. You can choose the field you want to listen to, and here you can bridge the gap between what the educational curricula contain and reality.
- 2- Sound Cloud This site Provides a cloud storage service for audio where you can create your audio channel you can also search for channels that contain educational clips and audiobooks in English and listen to them and search by the name of a specific book to access it.

## Chapter Three

### METHODOLOGY

#### Introduction

This study aims to find out the using smartphone in developing listening skills. this chapter includes the methods used in collecting the data and the population of the sample, what type of sample that we have selected, and the collection of data. That what is going to discuss in the next chapter.

#### 3.1method of data collection:-

we used different methods to collect the data. The two methods that were applied to collect the data which were a questionnaire and an interview. This study is a qualitative research method for the reason that it would provide the researcher with a chance to explore more about the research questions.

#### 3.2 participants of the study:-

The study was carried out at Sabah University in Sabah city, Libya at the department of English. We chose the first, second, and third semesters students. Where questionnaire students were the same student's interviews, because the target students might have more explanation about the target questions and because the time was not enough to ask more students. The sampling technique used to select the sample is stratified random sampling where a sample of 30 students was chosen on the ground of availability. The participant's ages varied between 18 years old to 24 and there are 27 females and 3 males.

the table below is provided with basic information about the participants

Semester	Ages	Students' number	GANDERFEMAIL/MALL
First year	18-19	8	0 male - 8 female
Second-year	19-20	10	1 male - 9 female
Third-year	20-24	12	2 male - 10 female
Total number	/	30	

### **3.3 Tools and techniques used for collecting data:**

#### **3.3.1 questionnaire:**

A questionnaire was designed and distributed to a sample of 30 students from different semesters at the Department of English. Most of the questions were 'close-ended. The first section of the questionnaire questions has collected some information about the participants such as age and gender. The second section of the questionnaire was asking about use and practices. Then the rest of the questionnaire questions were about students' attitudes towards the use of the smartphone in developing listening skills in using mobile phones in learning.

#### **3.3.2 interviews:**

The interview includes the researcher and the sample members to obtain deep information in using a smartphone to develop the listening skill, and this is done directly without an intermediary. The results are more reliable. The interviews are recorded by mobile phone because it's an easy way to record data for the researcher after taking the license from the participants. The interview method is one of the most reliable study tools.

### **3.4 procedures of the data:**

The complete data collection of the research went through the following stages:

Firstly, the researcher asked for permission from the department of English at Sabah University, which makes the study official and legal. Then the researcher started to distribute the questionnaire to the students and clarify some points for some students to make the data clear. After the questionnaire process has finished, the researcher started making the interview so that fruitful information could be gained. The interview consisted of two main open-close questions. A mobile phone voice recorder was used to record their answers. After collecting the required data, the data were arranged systematically and they were analyzed carefully one by one with the aims of the study. The details of the data analysis, the finding, and the discussion of the findings are presented in the next chapter.



## Chapter Four

### DATA ANALYSIS, FINDINGS & DISCUSSIONS

#### Introduction

The research will provide the EFL student's attitude towards their usage of their smartphone in developing listening skills. The researchers collected data applying questionnaires and interviews to the students. The data of each type were analyzed carefully. After covering all the general discussion of the findings.

#### 4.1 Analysis of the student's questionnaire.

Here is the analysis of the student's answers to the questionnaire:-

**Q1** -Do you have a smartphone?

Yes ( 97%)                      No ( 3%)

**Q2**- Do you use a smartphone to develop listening skills?

Yes (80% )                      No (20%)

**Q3**-Do you use a smartphone to listen to songs in English?

Yes (85 % )                      No (15 %)

**Q4**-Do you use a smartphone to learn the correct pronunciation?

Yes ( 75 % )                      No ( 25 %)

**Q5**- Do you encourage the use of the smartphone to teach listening skills?

Yes (90%)                      No (3%)                      Did no mention (7%)

**Q6**- How many hours per day you use your smartphone to listen?

Less than an hour (18%)                      Three hours – six hours (68%)                      More than six hours( 14% )

**Q7**- What is the effect of smartphones on the process of learning listening skills?

Positive effect( 85)                      Negative effect (10%)                      Did no mention(5%)

**Q8-** To what extent do you agree on the academic effect of using a smartphone in improving listening skills?

Agree (70%)                                      Disagree ( 30%)

**Q9-** What are the purposes of using your smartphone?

Communicating with others (30% )                                      educational purposes (65%)  
(5%)entertainment

**Q10-** What are the most used applications on your smartphone?

social networking applications(60%)                                      entertainment applications (5%)  
audio applications (35%)

## **4.2 Finding of the student's questionnaire**

**Q1-** Nearly most of the Sabah university students own a smartphone.

**Q2-**The result in the second question, indicates that 80% of the participants use the smartphone to develop the skill of listening, while others are of little use and absolutely some indicate 20% do not use it to develop the skill of hearing. In their study, Darmi & Albion ( 2014 ) review previous studies about the use of mobile phones in language learning contexts. They assert that the integration of mobile phones in second language teaching is acceptable to learners and has a significant role in improving listening skills and related language areas.

**Q3-** The conclusion that can be drawn from the third question, is that the participants in a certain percentage use smartphones to listen to English songs, and some of them did not use to listen to English songs.

**Q4-** Whereas the result of the fourth question, was that the participants use the smartphone to correct their speech with an average high of their positivity, and some do not use it.

**Q5-** The result of encouraging the use of the smartphone in general to teach the skill of listening, as the students were able to improve their skills by a large percentage, and there were some of the participants who were not encouraged to use it. Jones, Mcandrew Scanlon (2007) The rapid proliferation of mobile phone among students is generat-

ing a novel platform for the development of technology-supported learning experiences (Echeverria, et all, 2011, p, 351) the smartphone ability to shift between a multitude of built-in and downloaded applications and function allow it to develop listening skill.

**Q6-** the result shows the sixth question, most of the students use a smartphone to listen between three hours to six hours, while some of them use it for less than an hour, and few of them have more than six hours to listen.

**Q7-** In general, the results of the study revealed the seventh question that the participants have positive attitudes towards using the smartphone in the process of learning listening skills, and some of the participants had negative results or did not mention their positions.(source:second language listening: Theory and practice. John Flowerdew page 182) Using technology, for example, a smartphone could be an effective way to develop students listening skills and build up students' confidence in listening since they did not have sufficient access to native speakers.

**Q8-** In addition, the respondents responded by a large percentage of 70% agreeing to use smartphones to improve the skill of listening, while others disagree and did not mention their position.

**Q9-**As explained in the ninth question, the participants answered that they use a smartphone for Educational purposes and a small percentage to use communicate with others and for entertainment.

**Q10-** Most of the participants use social media and educational applications when asked which applications they use most often. Moreover, researchers in the field, like Mason (2006) emphasized the idea that researchers might be able to make use of social sites to improve education in knowledge and skills through motivating students to be positive inside the classroom.

### **4.3 Analysis of the student's interviews**

**Q1-** What's the attitude of students university towards using a smartphone to developing listening skills?

Many students, in general, had a positive attitude towards the use of the smartphone to developing listening skills, the smartphone is now considered as the window through which the current generation is looking for knowledge and information. Like technology

(smartphone), language learning is always evolving, especially regarding the teaching of ESL / EFL. In the teaching of ESL, mobile-assisted developing listening skill is rapidly developing as one of the most applicable domains in technology-supported learning (Uznboylu, uzdamu,2011, saran seferoglu; and cagiltary 2012; as cited in Huseyin .2014)

According to Li (2008 as cited in EkINCI, 2017), mobile-assisted develop listening skill focuses on the mobility of the learning practice and emphasizes the interaction between the learner and learning content, peers or instructors, which can improve effectiveness; flexibility, and convenience of learning. Furthermore, mobile-assisted listening skill helps people to learn a language by using a mobile device (miangah & nezarat, 2012).

**Q2-** what are suggestions for making use of smartphone technology in the process of developing the listening skill?

An individual can develop the skill of listening through a smartphone using the application anytime, anywhere, and even without an internet connection. In addition, we can hear some free application, but the main advantages are to give the individual a real opportunity to interact with people from other culture, in addition to an opportunity to learn about their civilizations or cultures; but the development of smartphone technology today has made the process of learning a new listening skill much easier and faster than ever before.

#### **4.4 Finding of the student's interviews**

The main purpose form applying interviews is to get more explanation about some information that the students provided, so from the analysis of the interviewees.

Smartphone helps students in learning a developing listening skill and the students had a positive attitude towards using the smartphone. They mentioned that smartphones have positively contributed to learning as EFL. **Moreover**, the effectiveness of smartphones from the point of view of EFL language learners the point that may strengthen this finding is the fact that various skills and systems of English language, including listening skill and the used by the learners using these applications to develop listening skill (Hockly ,2012)

#### **4.5 Discussion of the general findings**

In general, this study aims to answer the following research questions: how do Libyan students use their mobile phones in developing listening skills? Does the use of mobile phones improve students' motivation to learn listening? What is students' perception

about the use of smartphones in language learning? all questions have been answered and analyzed. The research found that the use of a smartphone can be very effective and useful in developing listening skills in learning as EFL. For novice students, you can choose apps that focus on developing listening activities. To conclude this section, the researchers will argue that the use of a smartphone that is often in the hands of students can develop the learning of listening as EFL. Where students had positive attitudes towards using the smartphone to develop listening skills, and smartphones are a window through which the current generation searches for knowledge and information, giving the individual a real opportunity to interact with people from other cultures. The students emphasized that smartphones have positively contributed to developing listening skill.

## **Chapter Five**

### **Conclusion**

In conclusion, this paper attempts to study the use of smartphones in developing the listening skill of Sabah University students. Practices, attitudes, and challenges Educators should encourage students to use their smartphones to develop their listening skills. Technology provides powerful learning and teaching tools that require new skills and understanding from learners. The researchers found that smartphone technologies are being used by them for various purposes in terms of learning and practicing listening.

The results of the current study can be drawn in the following points: First, Sabah University students generally had a positive attitude towards using smartphones to develop the skill of listening.

Moreover, the research collected data for a questionnaire application and interviews for students, and data from each type were carefully analyzed. After covering all the general results. The most obvious results were that students were used in listening applications at a high rate that helped in developing the skill of listening. The smartphone has now become the window through which to develop listening skills, and the researchers conclude by saying that the use of smartphone applications has many advantages for students. The advantage of using smartphones to develop listening skills encourages students to use their smartphones in the teaching process to improve their pronunciation.

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## APPENDIX

### Appendix1: Questionnaire form

Age : (        )                                         gender : (                    )

**Q1.** Do you have a smartphone?

A] Yes                                         B] No

**Q2.** Do you use a smartphone to develop listening skills?

A] Yes                                         B] No

**Q3.** Do you use a smartphone to listen to songs in English?

A] Yes                                         B] No

**Q4.** Do you use a smartphone to learn the correct pronunciation?

A] Yes                                         B] No

**Q5** Do you encourage the use of the smartphone to teach listening skills?

A] Yes                                         B] No                                         C] Did no mention

**Q6.** How many hours per day do you use your smartphone to listen?

A] Less than an hour                         B] Three hours – six hours                         C] More than six hours

**Q7.** What is the effect of smartphones on the process of learning listening skills?

A] Positive effect                                         B] Negative effect                                         C] Did no mention

**Q8.** To what extent do you agree on the academic effect of using a smartphone in improving listening skills?

A] Agree                                         B] Disagree

**Q9.** What are the purposes of using your smartphone?

A] Communicating with others                         B] educational purposes

C] entertainment

**Q10.** What are the most used applications on your smartphone?

A] social networking applications

B] entertainment applications

C] audio applications

## **Appendix 2:**

### **Appendix2:students' interview**

**Q1.** What's the attitude of students university towards using smart phone to developing listening skill?

**Q2.** what are suggestion for making use of smart phone technology in the process to developing the listening skill ?