

## Exploring EFL Graduate Students' Attitudes toward, and Use of, Mobile Phones in Language Learning

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### Abstract

Mobile phones offer unique opportunities for learners of English as a foreign language (EFL) to boost their language skills. Many studies have investigated the use of mobile applications in language learning, but little research has dealt with EFL graduate students. This study is an attempt to explore graduate EFL students' attitudes toward the use of mobile phones in language learning and to shed light on the problems students face when using their mobile phones for language learning. For data collection, a 25-item questionnaire was developed and circulated online to 70 graduate EFL students at King Khalid University, Saudi Arabia. The results showed that students' attitudes were positive, and there was a significant difference in attitudes in favour of female students. Also, the results revealed that most of the informants frequently use mobile phones, and also, there was a significant difference in favour of females. Additionally, the results showed that some students use smartphones effectively without facing any problems, whereas the majority of students face various challenges such as technical difficulties, the small size of the screen, distraction, becoming less patient, and getting tired. The findings indicated that further research is needed to scrutinize all these problems, with particular emphasis on health problems and distraction.

**Keywords:** attitudes, EFL, Saudi graduate students, mobile devices, mobile learning

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## Introduction

The theoretical framework for this study lies within the field of Mobile Assisted Language Learning (MALL), which is a subset of mobile-learning (m-learning). Crompton (2013) defines M-learning as "learning across multiple contexts, through social and content interactions, using personal electronic devices" (as cited in Niño, 2015, 75). Lan and Sie (2010) define mobile learning as "a new type of learning model which allows learners to receive learning materials without limitation of time and place through a wireless telecommunication network and the Internet." (as cited in Hilao and Wichadee, 2017, p. 68). Research on using mobile phones in language learning (Rosell-Aguilar, 2007; Yang, 2012; Hsu, 2012; Kee & Samsudin, 2014; Ghrieb, 2015; Gomes et al., 2016; Nikolopoulou and Gialamas, 2017 & Fernandez, 2018) show that students have positive attitudes towards the use of mobile phones in language learning. Moreover, mobile phones can be used in various ways. They can be utilized for content delivery. For example, through text messages, it is possible to provide vocabulary items, quizzes, and surveys (Hayati, Jalilifar & Mashhadi, 2013 & Siddique, Nair, 2015). In addition to content delivery, mobile devices can promote learner-learner interaction and bridge the gap between formal and informal learning. Reinders (2010) suggest numerous ideas for the use of mobile phones in language learning such as using the camera to take pictures; recording conversations and language from various sources; using the text messaging feature to reinforce vocabulary learning, writing skills, and tandem learning; using mobile phones for social networking and blogging; distributing listening and reading materials; playing games; checking students' comprehension; as well as researching and data collection. (Reinders, 2010).

When using mobiles in language learning, the features and applications of mobile phones are the crucial factors that make interaction and collaboration possible in different ways and various contexts. Ogata & Yano (2005) state that mobile learning has four main features: accessibility, immediacy, interactivity, and situating of instructional activities (Ogata & Yano, 2005). According to Marzouki (2013) and Sung (2015), m-learning has the following five principal characteristics:

1. Portability: It is possible to use a mobile phone anywhere.
2. Accessibility: Information can be accessed anywhere and anytime.
3. Personalization: Every person can adapt and use mobile phones according to his/her needs.
4. Social connectivity: This increases communication and collaboration between several learners.
5. The use of mobile phones increases learning motivation, both in formal and informal contexts. (Marzouki, 2013 & Sung, 2015).

In addition to the features mentioned above, MALL has many advantages, such as the ability to use language-learning resources anytime and anywhere, and the ability to communicate with classmates and instructors. Also, MALL helps students become active participants in the process of language learning, and makes language learning a student-centered process, where learners build their knowledge through interaction with other people via mobile devices. Students cited in various studies (Kukulka-Hulme, 2005; Kukulka-Hulme and Pettit, 2009 & Kukulka-Hulme & Shield, 2008) pointed out that flexibility, portability, and access to learning resources are the major advantages of mobile learning. Bachore states that "the advantages of mobile-based language

learning are derived from the two main characteristics of mobile devices: portability and connectivity” (2015, p. 51).

## **Advantages and Disadvantages of MALL**

### **Advantages**

MALL has many advantages, the most important of which are the following:

#### **Multimedia Ability**

Mobile phones have multimedia capabilities that can be used to improve language learning. To enhance their pronunciation and speaking skills, for instance, learners can easily record their voices and playback the recordings. Also, they can watch videos, create, and listen to podcasts.

#### **Internet Access**

Through the internet, students access YouTube, online dictionaries, thesauruses, digital libraries, and a vast number of websites that help them improve their language learning.

#### **Social Networking**

By using Facebook and Twitter, students can share information, thoughts, and ideas on various subjects. The use of such websites might be very advantageous for shy students who rarely participate in classroom activities. Subsequently, their performance may improve considerably in a social networking environment. Also, the use of multimedia and social networks can create real situations for learning, and as a result, language learning becomes more active. “It is generally believed that language learning can be most effective when language practice occurs in real and meaningful conversations instead of isolated linguistic settings.” (Gomes, et al., 2016, p. 190).

#### **Immediate Feedback**

Through the use of mobile phones, students can receive immediate feedback about their performance. Also, students can complete questionnaires, do exercises, quizzes, and tests. Some systems can immediately calculate scores and send the results to students and their instructors.

#### **Increasing Students' Motivation**

Students use mobile phones as a means of communication. If this communication is utilized for educational purposes, it can increase students' motivation (Kukulka-Hulme, 2009). Additionally, El Hariry (2015) listed the following advantages of mobile phones:

1. Personalizing learners' environment.
2. Providing learning experience outside the classroom.
3. Making learning enjoyable by recording.
4. Helping in boosting the morale of the learners.
5. Providing means of accessing materials and knowledge besides the PC.

Even though mobile phones have many merits, they also have their disadvantages.

#### **Disadvantages of MALL**

##### **Technical Problems**

When students use mobile phones for language learning, they face many technical problems such as network failures, a slow internet connection, and difficulties in downloading certain files.

The results of the current study revealed that 34.28% of the students frequently face such technical problems.

### **Distraction**

While students use mobile phones for language learning, they find themselves watching videos, playing online games, and using social networks for purposes unrelated to language learning. Many studies (Li, Benzimra, & Kay, 2017; Jawarneh, 2017 & Fernandez, 2018 ) report that distraction is one of the severe problems students face when using mobile phones for language learning. The findings of the current study also show that 14.28% of the students are easily distracted when using their mobile phones for language learning.

### **Cheating**

Cheating is another problem which might be caused by using mobile phones. Students can look at dictionaries, or search for translations and answers during a quiz or a test.

### **Social Isolation (Disconnecting)**

The overuse of digital devices may contribute to social isolation, where students feel that they are disconnected from the community around them. According to Jawarneh (2017), “the excessive usage of such devices not only affects the social life of an individual but also reveals a negative impact on the health of the user” (p. 44).

Furthermore, El Hariry (2015) listed the following limitations of mobile phones:

1. Small screen size
2. Limited memory size
3. Small keyboards
4. Limited battery life
5. High cost
6. Possibility for mobile devices to be stolen or corrupted
7. Difficulty to use mobile phones in a noisy setting
8. Communication failure due to poor network connectivity

### **Statement of the Problem**

With the unprecedented and widespread use of smartphones, it has become necessary to investigate how students use their mobile phones to promote their language studies. This study aims at exploring the attitudes of graduate EFL students at King Khalid University, Saudi Arabia towards the use of mobile phones for language study, and at describing how these students use their mobile devices for language learning. Also, this study explores the differences in attitudes to, and usage of, mobile phones between male and female students, and the problems and difficulties students face when using their mobile phones in language learning.

### **Study Questions**

This study aims to answer the following questions:

1. What are students' attitudes toward the use of mobile phones in language learning?
2. Is there a significant difference between the attitudes of male and female students toward the use of mobile phones in language learning?

3. How do graduate EFL students use mobile phones for language learning?
4. What are the differences between male and female students in the use of mobile phones for language learning?
5. What are the problems and difficulties students face when using their mobile phones for language learning?

### Review of Related Literature

Al-Fahad (2009) examines students' attitudes and perceptions towards the effectiveness of mobile learning. The sample involves 186 female undergraduate students at King Saud University, Saudi Arabia. The results reveal that mobile technology could enhance teaching and learning. Mobile phones can be used anywhere, anytime, and mobile learning systems can improve communication and enrich students' learning experiences.

Khrisat & Mahmoud (2013) study the impact of using smartphones on the achievement of foundation-year students at King Abdul-Aziz University (KAU) in General English. The sample consists of 40 students who are divided into two equal groups: the experimental group and the control group. The findings show that the impact of using mobile phones on achievement is not statistically significant. On the other hand, the results show that students have positive attitudes toward using mobile phones in the EFL classroom.

Kee and Samsudin (2014) conduct a study to understand how often teenagers use mobile devices, the mobile device usage pattern, and teenagers' attitudes toward using mobile devices in learning. Six teenagers participate in this study (3 males and 3 females), and data is collected through semi-structured interviews. The results show that participants have positive attitudes towards the use of mobile phones in learning. Moreover, the findings reveal that teenagers use mobile phones for a variety of purposes such as social networking, gaming, searching for information, and ubiquitous learning. Also, it has been found that female participants use their mobile devices more than males in ubiquitous learning.

Brick and Cervi-Wilson (2015) study how language learners, taking an Italian course at Coventry University, use their digital devices to reinforce their language learning. Learners are observed in the classroom, and they also complete a questionnaire. The findings show that students frequently use mobile phones in language learning. Learners also express a desire for blending mobile language learning with their current academic settings.

Dashti and Aldashti (2015) investigate EFL college students' attitudes toward mobile learning. The sample consists of 300 female EFL undergraduate students. A questionnaire is used for data collection, and the results show that the majority (80.3%) of the students have positive attitudes towards the use of mobile devices in e-learning and teaching.

Demouy, et al. (2015) study how distance learners use mobile devices for language learning. This study examines the learners' motivation for using mobile devices and the emerging practices of mobile language learners. An online survey and semi-structured interviews on Skype are used to collect data. The sample consists of 269 adult students (175 females and 54 males). The findings show that distance learners are aware of how to use their mobile devices, and of the importance of

this in learning the target language. In most cases, students use their mobile phones for listening to the target language. Moreover, students use mobile phones to access their courses and to download audio-visual resources.

Ghrieb (2015) investigates the attitudes of students and teachers towards the effectiveness of mobile-assisted language learning. The findings reveal that both students and teachers have a positive attitude towards mobile-assisted language learning. Listening, speaking, reading, and vocabulary are the language skills most suited to teaching through mobile phones. Also, students express their willingness and motivation to use their mobile devices for language learning.

Niño (2015) studies language learners' perceptions of, and experiences in, the use of mobile applications for independent language learning in higher education. The sample consists of 286 language students at the University of Manchester. This study explores how students use MALL, students' perspectives regarding the usefulness of MALL, integrating MALL in language learning, and future implications. The results show that students use mobile phones for different purposes, the most frequent of which are: looking up words, phrases, idiomatic expressions; translating words/phrases into their mother tongue and vice versa; listening to how words are pronounced; looking for definitions in the target language; and revising and practicing vocabulary. Additionally, participants indicate that mobile phones are useful in learning writing, speaking, pronunciation, vocabulary, grammar, and assessment.

Kétyi (2015) explores the impact of integrating mobile devices in language teaching practice on students' language learning efficiency. This study is conducted at the Budapest Business School. The mobile language learning application that is chosen for the project is Busuu (<https://www.busuu.com/enc/>). The sample consists of 49 students who are studying four different foreign languages (German, English, Spanish, and Italian). The findings show that there is a significant difference in favor of the experimental group in the language test results. Besides, the results show that female students perform significantly better than male students.

Calabrich (2016) investigates English language learners' perceptions of mobile-assisted language learning. The results reveal that students' perceptions are generally positive. Most of the students believe that they get the utmost benefit in their language learning when the information is provided on paper. Distraction is one of the serious problems students face when using mobile devices in the language classroom. The results also reveal that individual differences and learning styles should be taken into consideration when introducing mobile technology to language learning and teaching settings.

Nalliveettil & Alenazi (2016) conduct a study at Aljouf University, Kingdom of Saudi Arabia, to explore the impact of mobile phones on English language learning. The sample consists of fifty-two male undergraduate EFL students and five teachers. The findings reveal that English teachers and most of the students think that mobile phones can accelerate students' English language learning. Also, teachers are of the opinion that mobile phones can improve students' pronunciation and communication skills and help them become autonomous learners. The results also suggest that using a mobile phone for an unlimited number of hours a day may cause health problems and increase the potential for stress.

Hilao and Wichadee (2017) compare how male and female students use mobile phones to learn English. The sample consists of 108 students (65 females and 57 males) enrolled in a fundamental English course at a private university in Thailand where the course is provided for first-year students. The findings show that male and female students did not differ in their use of mobile phones, or attitudes toward their use, for language learning. Also, the major difficulties students faced were the small screen, keyboard, and limited memory of the mobile phone.

Botero et al. (2018) study the actual use and the acceptance of mobile-assisted language learning (MALL) by higher-education students. The results show that performance expectancy, social influence, and facilitating conditions influence students' attitudes towards using MALL. Also, the study concludes that students in higher education in developing countries such as Colombia have a positive attitude towards MALL.

Walsh (2019) studies the role of smartphones in communication language teaching (CLT). The findings show that it is possible to use phone devices for communicative purposes in the EFL classroom, and smartphones provide opportunities to implement the communicative approach more successfully. Additionally, most of the students think that MALL classes are enjoyable, exciting, and motivating.

### **Limitations of the Study**

Like any piece of research, this study has some limitations. First, this study explores EFL graduate students' attitudes and use of smartphones in an online language learning environment; it does not explore how students use their smartphones for non-academic purposes. Second, students rarely use their smartphones in traditional classes. Subsequently, this area was not included in the current study. Third, this study only pinpointed some of the serious problems students face when using smartphones for learning. It does not delve deep into the causes and treatment of these problems; further studies are needed in this area.

### **Rational of the Study**

The Faculty of Language and Translation, King Khalid University incorporated e-learning in the teaching-learning process in 2007 (Al Zumor et al., 2013, 95). Graduate students take more than 50% of their classes online. Consequently, they have the chance to use their smartphones to interact with their tutors and classmates in many different ways such as sending and receiving emails, participating in online discussions, attending synchronous online sessions, raising and responding to questions, giving presentations, sharing academic papers. The rationale for conducting this study can be attributed to several reasons. First, as a teacher of graduate students, I noticed that they frequently use their mobile phones when taking online courses. Therefore, it becomes necessary to understand how they use their smartphones in language learning and their perceptions about this device. Second, technology is not a panacea that will solve all our pedagogical problems. Consequently, it is imperative to figure out problems and difficulties students face when using smartphones in an online learning environment.

## Methodology

The author of this study employed the descriptive analytical method. This research design was used to collect both quantitative data from the Likert scale items as well as qualitative data from the open-ended question included in the questionnaire.

## Instrument

Based on many studies in this area, a questionnaire was developed to explore three main aspects: (1) EFL graduate students' attitudes towards the use of smartphones for language learning; (2) how students use smartphones for language study; (3) difficulties and problems students face when utilizing smartphones in language learning. The questionnaire consisted of four parts. The first part involved items related to specific variables such as sex, academic level, and field of study. The second part included ten 5-point Likert scale items aiming to investigate students' attitudes towards the use of smartphones for language learning. The third part involved twelve 5-point Likert scale statements related to how students use smartphones for language study, and the last part was an open-ended question which aimed at pinpointing difficulties and problems students face when utilizing smartphones in language learning.

## Questionnaire Validity

The questionnaire was sent out to four professors in applied linguistics to evaluate its validity. In the light of the feedback given by the reviewers, some items were reworded, others were modified or deleted, and an open-ended question was included to explore problems and difficulties students face when using mobile phones

## Questionnaire Reliability

The questionnaire was given to 30 graduate students to calculate their reliability. Cronbach's Alpha was computed by the use of the Statistical Package for Social Sciences (SPSS), and as shown in table (1) below, Cronbach's Alpha was 0.892. This high value indicates that the questionnaire is reliable for data collection.

Table 1. *Reliability of the Questionnaire*

No. of Items	No. of Participants	Valid cases	Excluded items	Cronbach's Alpha
25	30	30	0	0.892

## Participants

As shown in table (2) below, the number of students enrolled in graduate programs at the Faculty of Languages and Translation, King Khalid University in the second semester of 2017/2018 was 101 (23 males and 78 females). Seventy students (14 males and 56 females) agreed to participate in this study and completed the survey. The total percentage of participants was 69.30%; the percentage of male students was 60.86%, whereas the percentage of female students was 71.79%.



Table 2. Description of the Study Sample

Program	Year and Level	No. of Students	Male	No. of Female Students	Total
MA in Translation	First year (level 2)	6		22	28
	Second year (level 4)	5		20	25
MA in Applied Linguistics	First-year (level 2)	7		23	30
	Second year (level 4)	5		13	18
Total		23		78	101
No. of Participants		14		56	70
Percentage of Participants		60.86%		71.79%	69.30

### Data Collection

The questionnaire was circulated via email to all MA students in the Faculty of Languages and Translation, King Khalid University. Seventy three students agreed to take part in this study, but only 70 of them (14 males and 56 females) were able to complete the questionnaire successfully. The Statistical Package for Social Sciences (SPSS) was used for data analysis.

### Results

Concerning the attitudes of EFL graduate students towards the use of mobile phones for language learning, table (3) below shows that the average mean score for students' responses is 3.9314. This result indicates that graduate EFL students, in general, have a very positive attitude toward the use of mobile phones in language learning.

Table 3. General Description of Students' Attitudes Toward the Use of Mobile Phones in Language Learning

Attitudes	No.	Minimum	Maximum	Mean	Std. Deviation
	70	2.00	5.00	3.9314	.68303

Furthermore, the mean score was calculated for all items that gauge students' attitudes. Table (4) below shows that the calculated mean ranged from 3.04 to 4.05; this means that the level of agreement is high for all items on the questionnaire and the most preferred items for students were: The mobile phone makes learning language easier (4.2571), the use of mobile phones in language learning helps students become active learners (4.1143), learning on the mobile phone develops students' language performance (4.0143), and learning on the mobile phone encourages students to learn English (4.00).

Table 4. Detailed Description of Students' Attitudes Toward the Use of Mobile Phones in Language Learning

Statement	No.	Minimum	Maximum	Mean	Std. Deviation
Learning on the mobile phone creates a cheerful learning environment.	70	1.00	5.00	3.9000	.93483
Learning on the mobile phone gives me more control over my learning.	70	1.00	5.00	3.6143	1.08070

Learning on the mobile phone enables me to accomplish learning tasks more quickly.	70	1.00	5.00	3.8714	1.07571
Learning on the mobile phone helps me develop my language performance.	70	1.00	5.00	4.0143	.94013
Learning on the mobile phone makes learning language easier.	70	2.00	5.00	4.2571	.79282
I think learning on the mobile phone is useful for my language studies.	70	1.00	5.00	3.9286	.93749
Learning on the mobile phone encourages me to learn English.	70	2.00	5.00	4.0000	.96309
The use of mobile phones in language learning improves my thinking skills.	70	1.00	5.00	3.6571	.91502
The use of mobile phones in language learning helps me become an active learner.	70	2.00	5.00	4.1143	.80834
The use of mobile phones in language learning helps me become an autonomous learner.	70	2.00	5.00	3.9571	.92369

Concerning the difference in attitudes towards the use of mobile phones for language learning between male and female students, table (5) below shows that there is a significant difference in favor of female students ( $p=0.001$ ;  $p < 0.005$ )

Table 5. Gender Differences in Attitudes Toward the Use of Mobile Phones for Language Learning

Sex	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Male	14	3.3857	.61626	.16470	.001
Female	56	4.0679	.63306	.08460	

As for the use by graduate EFL students of mobile phones for language learning, table (6) below shows that the use of mobile phones is very high for almost all items on the questionnaire. Furthermore, table (7) below shows that the mean score for students' use of mobile phones was 4.098. This result means that the frequency of use of mobile phones for language learning was high among EFL graduate students.

Table 6. Detailed Description of Students' Use of Mobile Phones for Language Learning

Statement	No.	Minimum	Maximum	Mean	Std. Deviation
I search and download information from websites using my mobile phone.	70	1.00	5.00	4.0571	1.03400
I use LMS (Blackboard) on my mobile phone for my studies.	70	1.00	5.00	3.2429	1.24453
I use my mobile phone to watch authentic videos and TV to improve my listening and speaking skills.	70	1.00	5.00	4.0857	1.17637

I use my mobile phone to record language from media outlets.	70	1.00	5.00	3.4857	1.25966
I use my mobile phone to learn English independently.	70	1.00	5.00	4.1429	1.10710
I use my mobile phone to share information resources.	70	1.00	5.00	4.2857	.98013
I send SMS to my teachers and classmates to deal with my study (e.g. sending and asking about assignments)	70	1.00	5.00	4.3143	1.01500
I check my e-mail using my mobile phone.	70	1.00	5.00	4.5143	.81192
I use my mobile phone to take photos and record information for my study.	70	2.00	5.00	4.4000	1.02717
I access online dictionaries using my mobile phone to look up new words.	70	2.00	5.00	4.4571	.97335

Table 7. General Description of Students' Use of Mobile Phones for Language Learning

N	Minimum	Maximum	Mean	Std. Deviation
70	1.33	5.00	4.098	1.0629

As for the differences between male and female students in the use of mobile phones for language learning, table (8) shows that there is a significant difference in favor of female students;  $p=0.002$ ;  $p < 0.005$ .

Table 8. Gender Differences in the Use of Mobile Phones for Language Learning

Sex	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Male	14	3.2738	.90902	.24295	
Female	56	4.2396	.60283	.08056	.002

As for problems or difficulties students face when using mobile phones for language learning, the results revealed that 17.14% of the students face no obstacles. One of the students wrote: "Actually, I haven't really faced any problems worth mentioning; it just makes learning and contacting my classmates and instructors easier and saves time. In other words, I completely rely on my phone for everything that is related to learning, except attending online classes, for which I use my laptop". Additionally, 5.71% of the students stated that they did not rely on mobile phones for learning. One of them said: "I primarily use a phone that only has calling and texting functions - not a 'smartphone' to connect to the internet. Most of my internet activity is on my desktop and laptop".

Also, 34.28% of the students reported that they frequently face technical problems such as network problems, a slow internet connection, and difficulties in downloading certain files, and 18.57% of the students think that the small size of the screen is a serious problem. One student wrote: "A small screen causes me to have eye strain, which is the only drawback that limits my use of the mobile phone for learning."

Moreover, 14.28% of the students are easily distracted when using their mobile phones for language learning. A student said: "I strongly believe that the main problem associated with the use of mobile phones for learning is the easy distraction caused by it. When I use it while studying to look up words or take pictures of some pages, I am always distracted and tend to go to other social applications; consequently, I waste time that should be devoted to study."

Finally, 10% of the students reported a variety of other problems such as the accuracy and authenticity of the information, health problems, becoming less patient, and getting tired. One student wrote: "I feel tired after spending many hours on my phone; that does not happen with books."

## Discussion

Like many other studies (Khrisat & Mahmoud, 2013; Kee & Samsudin, 2014; Dashti & Aldashti, 2015; Brick & Cervi-Wilson, 2015; Nalliveettil; Alenazi, 2016; Botero et al., 2018 & Walsh, 2019), the current study reveals that EFL graduate students have a positive attitude toward the use of mobile phones in language learning. This result can be attributed to the vast number of advantages of using mobile phones in language learning. Unlike Hilao and Wichadee's study (2017), this study shows that there is a significant difference in attitudes towards the use of mobile phones for language learning between male and female students in favor of female students. The reason behind this result might be attributed to the fact that female students, in King Khalid University, take more online courses than male students. Consequently, this may have a more positive effect on their attitudes.

Also, similar to other studies (Al-Fahad, 2009; Kee & Samsudin, 2014; Demouy et al., 2015; Niño, 2015), the present study shows that EFL graduate students are high-frequency users of mobile phones for language learning. Unlike Hilao and Wichadee's study (2017), which showed that male and female students did not differ in their use of, or attitudes toward the use of, mobile phones for language learning, the current study shows that there is a significant difference in the use of mobile phones for language learning between male and female students in favor of female students. This result is in line with Kétyi's study (2015), which showed that female students performed significantly better than their male counterparts.

Like other studies (Nalliveettil & Alenazi, 2016 ; Hilao & Wichadee, 2017), the findings of the current study show that the majority of students face many problems when using smartphones for language learning, such as technical problems, the small size of the screen, distraction, accuracy, and authenticity of information, health problems, becoming less patient and getting tired. These results lead us to stress the fact that, although mobile phones have many advantages when used in language learning, they also have their disadvantages. The way smartphones are being used is a crucial factor.

## Conclusion and Suggestions

The current study reveals that graduate EFL student has a positive attitude toward the use of mobile phones in language learning. Also, this study shows that there is a significant difference in attitudes towards the use of mobile phones for language learning between male and female students in favor of female students. Moreover, the present study shows that graduate EFL students are high-frequency users of mobile phones for the purpose of language learning and that there is a

significant difference in the use of mobile phones for language learning between male and female students in favor of female students.

Furthermore, the findings of the current study show that students face many problems when using smartphones for the purpose of language learning, such as technical problems, the small size of the screen, distraction, the accuracy and authenticity of information, health problems, becoming less patient, and getting tired. As mobile technology is developing, it is possible to find practical solutions for these problems. Since these problems might have a very negative effect on learners, further research is needed to examine these problems with special emphasis on individual differences, learning styles, distraction, isolation, and health problems. To conclude, the use of mobile phones in language study involves a number of factors, the most important of which is the motivation and the will of the learner to use mobile devices as a means to improve his/her language skills.

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