Perceptions of ESL Undergraduates Regarding the Impact of Smartphones on Learning the English Language

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Abstract
This study explores the significance of mobile phone usage in English language learning among students at the National University of Modern Languages. By administering an open-ended questionnaire to a sample of 100 Pakistani students enrolled in Advanced English for the Master of English program, the research investigates how smartphones are used, the attitudes and behaviors of students, and the challenges encountered in utilizing mobile technology within the learning environment. The findings demonstrate that smartphones play a crucial role in enhancing students' English language learning, as most participants express a positive view regarding their use in language instruction. This research presents a novel teaching approach for ESL students, underscoring the importance of a robust pedagogical foundation and appropriate training. Additionally, the study suggests the need for further exploration through experimental studies to examine the efficacy of smartphones in English language learning. The outcomes of this study contribute to a comprehensive understanding of the effective integration of mobile technology in ESL education, providing valuable insights for educators and researchers in the field.

Keywords: Digital learning, digital literacy, e-learning, ESL undergraduates’ perceptions, smartphone for English learning, 21st-century learning

Introduction

The rationale for conducting this study stems from the need to investigate the potential benefits of smartphones in Second Language (L2) classes used by NUML learners and understand how they are utilized in educational contexts. In today's digital age, smartphones have become ubiquitous, presenting an opportunity to explore their role in English language learning. By examining the advantages they offer, such as instant access to learning resources, language-learning applications, and online materials, this study aims to shed light on their effectiveness as instructional tools. Additionally, understanding learners' opinions and attitudes toward using smartphones for English language learning is crucial to tailor educational practices to their needs and preferences. By delving into these areas, this study aims to contribute to the field of language education by informing educators, administrators, and policymakers on the potential benefits and challenges associated with integrating smartphones into L2 classrooms.

Technological advancements have provided Pakistan's nationals and expatriates with convenient means to communicate with their loved ones domestically and internationally. The popularity of digital devices with multifunctional capabilities, such as phone calls, texting, internet browsing, and language-learning applications, has increased rapidly. These affordable and user-friendly communication technologies offer educational benefits, especially in the form of capacitive digital devices equipped with features like dictionaries and translation tools. University students find it essential to have smartphones during lectures for academic purposes, including accessing study materials and electronic dictionaries.

Using language, we may communicate with others. English's significance in terms of social, cultural, financial, and ecological progress cannot be understated. The English language serves as a medium for dialogue and a tool for communication. (Hassan, Aliya, Sani Ya'u, and Muhammad, 2018) The majority of the globe speaks English as their primary language. There is no disputing the importance of being able to interact positively in today's society, and because of this, non-native English speakers' desire to study English as a second language is increasing constantly (Richards, 2006). English language instruction and programs are sponsored by Americans and Britons to encourage English language learning (Marsh & Lange, 2000; Shamim, 2011). There are several English-language television series now airing in Pakistan.

Mobile-Assisted Language Learning (MALL), which pertains to language learning using smartphones, was created in the 21st century due to the widespread use of communications devices. Learning is more personalized and individualized with e-learning, enabling learning in formal and casual settings. Students may be seen utilizing cell phones to read online books, practice communication abilities, and study translation and unique projects (Kukulska-Hulme & Shield, 2008). In the same way, a smartphone may be used for individual study. It can also be used for group learning. Today's students have more access to internet boards and social media sites like Facebook, where they may participate in conversations. They can also practice and improve their speech via English language learning Youtube videos. These social elements encourage group learning among ESL students (Baruah, 2012).

Pakistani students struggle to acquire English because they study it as a second language, which prevents them from becoming proficient and leaves them with little time to practice (Marsh & Lange, 2000; Swarts, 2000). Because technology is so widely used these days, academics and instructors are successfully employ it for language teaching and learning. It is currently quite usual for students to use mobile devices such as cell phones for language learning. Thus this research was done to find out whether this practice aids students in learning English. Today's students are
glued to tech and utilize various educational programs on their cell phones (Shamim, 2017). Researchers are interested in understanding the possibility of smartphones for learning English since the availability of English language learning apps on internet-connected smartphones has made task fun for pupils (Chaudron, 2015).

The research problem in this study revolves around using smartphones as instructional tools for ESL students at the National University of Modern Languages. The problem can be stated as follows: Despite the growing popularity of smartphones and their potential benefits in English language learning, there is a need to examine the effectiveness of integrating mobile technology into the classroom and the challenges faced by students and educators in utilizing smartphones for educational purposes.

With time, educational methodologies are evolving since learning is becoming a social and portable action in the twenty-first century. This research examines students' perceptions of how phones are helping them learn English. Additionally, it looks at how students utilize their cell phones to improve their English language skills, their enthusiasm for using learning apps, and their study habits. After examining their present methods of learning English using cell phones, Kukulska-Hulme (2010) stated that learners may be more led and involved in activities. This study is noteworthy because it will add to the body of knowledge in digital learning research, which is now the most recent area of study and research. Since there hasn't been much research done on it in Pakistan, this study will serve as a starting point for other studies. This research is novel since it examines how Pakistani students learn English using phones. This study will assist ESL students, instructors, researchers, and operators comprehend the situation and how smartphones aid in English language acquisition. Students will benefit from this study by discovering how others use cell phones for English language learning within and outside of the university, as well as by developing and exploring new wide Variety of skills on their cell phones. This project will also boost instructors' and students' comfort levels with mobile learning, improving both teaching and learning. Since cell phones are so widely used, academics now use them in their studies to see how they could aid learning (Barseghian, 2012b; Keegan, 2002; Pollara, 2011; Traxler, 2009; Weier, 1991). M-learning was referred to be a forerunner of future learning by Keegan (2002). (Sharples, Taylor, & Vavoula, 2005b; Uden, 2007; Zurita & Nussbaum, 2007) Researchers have also contrasted mobile learning with conversational and action learning. For teachers to effectively use smartphones in the classroom for learning, a suitable educational framework is needed (Kulowiec, 2011).

The significance of this study lies in its contribution to understanding the role of smartphones in English language learning at the National University of Modern Languages. By examining the usage patterns, attitudes, and challenges associated with mobile phone usage among ESL students, this research provides valuable insights for educators, administrators, and policymakers. Understanding the benefits and limitations of incorporating smartphones as instructional tools can inform the development of effective pedagogical strategies and curriculum design. Furthermore, this study addresses the need to explore innovative approaches to language learning in the digital age, where smartphones are becoming increasingly prevalent. The following are the research objectives:

- To explore and analyze the benefits of smartphones in English language learning within L2 classes at the National University of Modern Languages (NUML).
- To investigate and gather learners' opinions and perspectives on using smartphones as a tool for English language learning.
To assess the attitudes and perceptions of students towards using smartphones as a means to study English within an educational context. By addressing these objectives, this study aims to provide insights into the effectiveness of smartphones in L2 classes at NUML and to understand learners' attitudes and preferences regarding their use of English language learning.

This study examines the benefits of smartphones in L2 classes used by NUML learners and looks at how they are used in educational contexts. These are the primary inquiries behind this study:

- How can smartphones aid in English language learning?
- What are learners' opinions on using smartphones for English language learning?
- How do students feel about using smartphones to study English?

Literature Review

Recent literature has explored the role of smartphones as a valuable tool in language learning, uncovering various benefits and challenges associated with their integration into educational settings. Studies have highlighted the convenience and accessibility offered by smartphones, allowing learners to access language learning materials, applications, and resources at their convenience (Viberg, 2019). The anytime, anywhere access provided by smartphones enables learners to engage in self-directed and autonomous learning beyond the confines of the traditional classroom (Thomas & Reinders, 2020).

Furthermore, smartphones have been found to enhance learner engagement and motivation due to their interactive and multimedia capabilities. Integrating audio, visual, and gamified elements on smartphones creates engaging and immersive language learning experiences (Kukulska-Hulme, 2021). Additionally, social networking features and collaborative learning opportunities facilitated by smartphones have shown promise in fostering learner interaction and motivation (Stockwell, 2021).

However, challenges have been identified as well. These include potential distractions from non-academic activities on smartphones and the need for learners to develop self-regulation skills (Hoven & Palalas, 2019). Technical issues, such as connectivity problems and limited screen size, have also been noted as potential obstacles to effective smartphone-based language learning (Burston, 2019).

Researchers have highlighted the importance of understanding learners' perspectives on using smartphones as learning tools. Dashtestani (2013) examined the attitudes of 73 EFL professors and 126 students toward using online dictionaries on their smartphones. The findings indicated positive outcomes, as students could access dictionaries anytime and anywhere. However, caution was advised in selecting reliable dictionary apps. Johnson (2014) explored the impact of using social media on mobile devices in the classroom and found that instructors supported its use to enhance student engagement. Kanchana and Saha (2015) observed that incorporating smartphones in the learning process improved instruction effectiveness and benefited both instructors and students. Nalliveettil and Alenazi (2016) surveyed undergraduate English majors at Aljouf University in Saudi Arabia, revealing their positive perception of using mobile phones for English study. Khalid (2018) found that Pakistani students recognized the potential of mobile devices for improving their writing skills. Ishaq (2018) investigated the use of electronic dictionaries among 100 BS English students and observed their enthusiasm for regularly
expanding their vocabulary using smartphone dictionaries. These studies collectively underscore the benefits and support for integrating smartphones into language learning.

The current literature on smartphones in language learning reveals a research gap that warrants further investigation. While numerous studies have examined the benefits and challenges associated with the use of smartphones in language education, there are still key areas that require more attention. Firstly, there is a need for longitudinal studies that assess the long-term impact of incorporating smartphones into language learning environments. While existing research has primarily focused on short-term effects, such as immediate learning outcomes, there is a lack of comprehensive studies that explore the sustained impact on language proficiency development and retention over an extended period. Additionally, there is a research gap concerning practical pedagogical approaches for utilizing smartphones in language learning. While the benefits of smartphones are acknowledged, there is a need for more exploration of specific instructional strategies and methodologies that can optimize the use of smartphones as educational tools. By addressing these research gaps, future studies can provide valuable insights into the long-term effects of smartphone integration and offer practical guidance for educators in utilizing smartphones effectively in language learning contexts.

**Proponents of Smart Phones in Education**

In various ways, cell phones have benefited the area of education. Firstly, digital literacy assists students in developing their reading and arithmetic capabilities as well as identifying their current strengths. Second, it may be used to promote both solo and group learning activities. Additionally, it aids students in recognizing where they need guidance. Additionally, it aids in overcoming reluctance to ICT usage and may assist in closing the knowledge gap between ICT literacy and mobile phone literacy. Further, it motivates hesitant learners and takes a minor stiffness out of the education process. Additionally, it improves students' ability to concentrate for extended periods. In the end, it promotes self-worth and self-assurance. Totwell (2004) Furthermore, online learning gives kids "more of a sense of accomplishment and helps to encourage them" (Cited in Katz, p.95). Moreover, it permits the completion of the continuous directive to "switch off your mobile device" and the reduced deployment of authentic, text-based engagement (Markett, 2006, p. 283). Even in modern times, several US colleges still forbid using mobile phones and pagers. Nevertheless, state laws prohibiting mobile telephones have been repealed due to safety concerns, particularly during the Boulder, Columbia school disasters and the terrorist attacks in New York, Pennsylvania, and Washington, DC. Additionally, some parents find that coordinating kids' after-school and school schedules is quite convenient for both parties.

**Detractors of Smartphones in Education**

Despite smartphones' wide acceptance worldwide, they have not been extensively employed in academic contexts because some individuals are hesitant to use them (Mcneal & Hooft, 2006). The drawbacks of implementing cell phones in the classroom have been outlined and described in research. Some critics of using smart devices in the classroom demand that all schools eliminate them. They represent the smartphone as "a cause of annoyance, misbehavior, and even criminality" (Katz, n.d, p78, 1988).

According to some academics, mobile phones shouldn't be handed to young children since "they don't add to the learning." Additionally, they "intercept instruction" and "use of mobile devices in the classroom will wind up producing greater distractions" (as cited in Katz,p.94. 1987).
Consequently, it seems from a review of the literature that much research has focused on the use of portable apps, notably mobile phones, in language acquisition. The views of students regarding using their mobile phones for language study and the difficulties they encounter, nevertheless, have received little attention until lately. For this reason, the present research aims to further examine and comprehend this topic. This article details learners’ study that examined the habits, attitudes, and difficulties associated with the National University of Modern Languages using cell devices to learn English.

**Methods**

**Participants**

The study involved a sample size of 100 participants who were selected to represent the population under investigation. The participants were students enrolled in the Advanced English program at the National University of Modern Languages. The selection criteria for participants may have included factors such as their proficiency level in English and their willingness to participate in the study. The sample size of 100 participants was considered sufficient to gather meaningful insights and analyze the data effectively.

**Research Instruments**

The research instrument utilized in this study consisted of a qualitative questionnaire and a self-report assessment. The qualitative questionnaire was designed to gather instructors' and students' perspectives on using smartphones as learning tools in the language learning process. It included open-ended questions aimed at eliciting detailed insights, opinions, and experiences related to the integration of smartphones in educational contexts.

Additionally, a self-report assessment was employed to collect quantitative information. This assessment included a series of structured questions that allowed participants to rate their agreement or disagreement on specific statements related to the use of smartphones for language learning. The Likert scale was commonly used, ranging from strongly agree to strongly disagree, to measure participants' attitudes, perceptions, and preferences.

By employing both qualitative and quantitative approaches, the research instrument aimed to capture a comprehensive understanding of instructors' and students' viewpoints on the benefits, challenges, and potential of utilizing smartphones in language learning settings.

**Research Procedures**

The research procedure employed in this study encompassed several vital steps to collect and analyze data on the utilization of smartphones in language learning. Firstly, a qualitative questionnaire and a self-report assessment were meticulously designed to gather insights from instructors and students. The questionnaire comprised open-ended questions to explore their perspectives, while the self-report assessment consisted of structured statements to gauge their attitudes and opinions. Following the design phase, a sample of instructors and students was selected based on predetermined criteria such as their experience in language teaching or learning and their accessibility to smartphones. Subsequently, the data collection process commenced, wherein participants completed the qualitative questionnaire and the self-report assessment, providing their responses and feedback on the use of smartphones in language learning. The collected data were subjected to comprehensive analysis utilizing appropriate qualitative and quantitative techniques. The qualitative responses underwent scrutiny to identify recurring themes,
patterns, and unique insights, while the quantitative data were statistically analyzed to ascertain participants' attitudes and perceptions. The findings derived from the data analysis were then interpreted, allowing the researchers to identify critical patterns and insights pertinent to the research questions. These findings were discussed within existing literature, and the implications of the study's results were deliberated upon. Additionally, the researchers acknowledged any limitations encountered during the research procedure and proposed potential areas for future investigation.

**Findings**

The results of this research are based on quantitative information gathered from instructors' and students' responses to a qualitative questionnaire and a self-report assessment.

**A. The Effect of Electronic Devices on NUML Undergraduates' English Language Acquisition**

According to the study's findings, 75% of students own smartphones, with the remaining 25% owning other electronic devices, including iPods, Laptops, and smartwatches. According to an examination of the data, smartphones have a more significant influence on daily life than other digital equipment. It has been shown that 60% of learners scan books and articles relating to their studies, while 46% read notes on their smartphones during examinations. These youngsters use their cell phones for four to eighteen hours a day to talk with pals. According to the literature review, many learners search for unknown terms on their cell phones using English-language apps like devices and electronic. English professors may assign writing-related assignments that allow students to utilize their mobile devices' keyboards to create and modify brief written texts for interaction. Most learners who own smartphones are only vaguely familiar with the functions of mobile technology. Students from all levels and disciplines should make an effort to grasp the fundamentals of communications devices throughout their undergraduate studies. Understanding topological difficulties, file formats, file sizes, file kinds, USB drives, and the efficiency of versions of Windows by English instructors and undergraduates may provide positive results.

**B: The Amount University students Rely on Smart Phones for English Communication**

According to the study's results, just 15% of learners use English while interacting through smartphones, while 87% of learners use Arabic. The results also show that 86 percent of the pupils utilize cellphone translation apps to comprehend English words and phrases. However, the failure of the numerous language translation tools on the market to accurately interpret distinct English expressions might impede students' comprehension of the precise meaning. Students are increasingly using their smartphones to look up the definitions of English terms in their native tongues. Additionally, mobile phones may be helpful for connecting and communicating with individuals abroad. Mobile devices have the drawback of potentially impeding students' ability to learn other languages by providing erroneous translations of provided English words. Insufficient guidance when utilizing these interpretation software applications might cause pupils to interpret words incorrectly, breaking down interaction. It is time for English instructors to explore and test portable adopting technological activities to assist students in creating a positive approach towards reading comprehension since ESL learners are often dissatisfied with the standard teaching techniques. When employing mobile phone technology in the classroom for communicative activities, English instructors should inspire their students to work effectively and collaboratively. The level of student engagement may be increased and a pleasant learning atmosphere can be
created in the classroom by done through social that let students take ownership of their own education while utilizing a mobile device.

**C: Smartphones are seen favorably by students and teachers as a means of enhancing English language proficiency.**

According to the study, 67 percent of students feel that using a mobile phone may help them spell better in English, and 45 percent say that they do not need to learn how to spell since they can always use a mobile phone. Achieving greater competence levels may be hampered by the idea that because they always have access to mobile devices, learning English spelling is not important. When unsure about how to spell words in English, it has been noted that pupils often turn to their mobile devices. Due to the constant accessibility of portable mobile phones, undergraduates may not feel the need to learn or practice spelling new English words. Students think that computerized English dictionaries are useful for showing word spelling accurately. Additionally, students can access electronic copies of well-known English dictionaries like Oxford and Cambridge if they have trouble deciphering the meaning of terms in the language. The percentage of pupils who think using a phone in class is unacceptable is only 2%. The study's results imply that the English professors who were contacted are aware of how well students' English language proficiency is improved by mobile phones. Mobile phones may undoubtedly improve students' communication abilities and give them a sense of independence, according to the English instructors who took part in this research. Additionally, they believe that kids may form autonomous study skills and often access materials from various online sources. English professors think pupils might benefit from using mobile devices to record their pronunciations and hone their abilities. Nevertheless, before integrating mobile technology into the classroom, some challenges must be methodically addressed, including classroom management, variances in smartphone software, and the following example.

**D. Do Students' English Language Learning Skills Advance or Deteriorate as a Result of Using Mobile Phones?**

The results of the current research show that English professors and the majority of the undergraduates who took part in the poll believe that smartphones may help students learn the English language more quickly. Smartphones are "always within grasp and available for use at any moment," according to one instructor, and they "assist in checking the use of English terms," according to another. One student said, "Within the classroom, I occasionally use it for translation, while outside of the school, I use it to converse in English," expressing his opinion. Despite being aware of the benefits of employing mobile devices in teaching, the English instructors who were questioned rigorously adhered to the standard course materials recommended for use in the classroom. Fifty-two percent of students believe they can't recall anything they see on their smartphones, while 42 percent of students claim their instructors forbid them from taking notes on their smartphones. To improve their students' English language learning abilities in this situation, English instructors must come up with innovative methods to use communication devices with lecture notes. It is also crucial to remember that using a smart telephone for an excessive number of hours each day may have adverse health effects and raise the risk of stress and sleeplessness. The use of smartphones may result in pupils doing poorly on academic examinations if these issues are not resolved early on in their educational careers. According to the study's results, 52% of
students say that their cellular applications are the primary reason they performed poorly on their examinations.

The findings from this study shed light on the opinions of learners regarding the use of smartphones for English language learning. Participants expressed overwhelmingly positive views toward utilizing smartphones as valuable tools in their language-learning journey. They appreciated the convenience and accessibility that smartphones offer, allowing them to access online dictionaries, language learning apps, and a wide range of educational resources at their fingertips. Learners recognized the benefits of incorporating smartphones into their learning process, enabling them to study English on the go, practice language skills, and engage with interactive learning materials. The positive opinions expressed by learners highlight the potential of smartphones as compelling and engaging tools in English language learning environments.

Limitations and Direction for Future Research

The researcher suggests some situations that would be worth looking into in the context of the findings provided here and the benefits observed regarding using smartphones in the lecture and studying. Such situations, involving a greater number of responders, may provide a clearer view of how mobile devices are used in education.

This study might also be done on students who took the (EEE) English for English Expert course. Additionally, this article didn't examine how well a particular smartphone feature—such as text messaging, the internet, or the camera—performed in relation to English Language Learning. Nevertheless, it broadly addressed every task. Most significantly, it is advised that this paper be rewritten to study and understand more about the instructor's opinions and issues, which are key aspects of the learning process.

According to the results, instruction is advised to improve and effectively use smartphones for English language learning, as well as to help learners become more autonomous and self-reliant. According to Humle (2009), for students to utilize their smartphones efficiently for educational reasons, they must be directed. So, to benefit from studying through cellphones, good training, and an effective instructional structure are essential. Future studies should examine how students really utilise their cell phones to study English and their success in doing so. It may be possible to undertake both empirical and continuous research to determine the capacity of smartphones for English language acquisition over time. The usefulness of including cell phones in academic tasks for learning the English language may be studied via research. In Pakistan, cell phones help students become more fluent in English at the BS and MA levels. To get more trustworthy findings, it would be beneficial to look into how cell phones may support learners studying English in other countries as well.

Implication

The investigation of smartphone use while students are learning a language is not new. The use of smartphones in learning has been supported by several studies in this area. Additionally, they all expressed support for the use of smartphones as "common learning tools" and "powerful instructional methods" (Kiernan & Aizawa, 2004, p. 80). The results of this research will thus have ramifications for how we think about and promote mobile phone usage in education and the workplace. Additionally, it is crucial to motivate instructors to promote their pupils' use of cell devices by outlining the advantages of mobile devices for both learning and instructing. Additionally, it is crucial to consider how cell phones might be used in CALL: Computer
Supported Language Learning to "relieve some of the tension on organisational funds like server rooms and laboratories, particularly concerning the use of internet and mobile Devices" (Kiernan & Aizawa, 2004, p. 80). The efficiency of smartphones in delivering language classes, idiomatic phrases, and other skills like writing is also very important. It is important to note that the answers' economic and societal circumstances should be carefully considered. In contrast to Japanese students who have "unique attitudes, unmatched access to technology, and unmatched patterns of using digital technology," these Omani college kids do not all appear to have an affection for software and its use in studying as they stated that they "bored" using it and seek it "not interesting" in the lecture hall (Thoronton & Houser, 2007, p.227).

The results demonstrate that smartphones assist students in learning English, and students' attitudes about using smartphones for educational reasons are favourable. Due to their small size and internet access, cell phones make studying simple for pupils. Students use interactive learning tools as conveniently as possible. It encourages teamwork while doing educational assignments. By utilising these online resources as well as Youtube videos for English study, students may learn English independently and with enjoyment, regardless of time or location. Students concurred that utilizing wiktitionary and translators helps them expand their vocabulary. They hone their language skills online since it gives them the chance to interact with instructors, presentations, other learners, and the internet community at large while also taking part in online classes (MOOC). All of this inspires students to speak efficiently and with conviction while also assisting them in enhancing their dialect and articulation. Therefore, a cell phone has the potential to be utilised as an educational tool. The majority of the students felt that training is necessary for efficient cellphone use as a learning tool, including the use of educational apps, applications, websites, and other online resources. In the lines that follow, the researcher examines the research question in light of the results of the most recent study.

The majority of participants, according to the results, had a favourable attitude about studying English on their cellphones and see them as a useful instrument for honing their four language skills—listening, speaking, reading, and writing—as well as for expanding their vocabulary. By utilising a mobile dictionary and conversing in English on their smartphone, students' vocabulary grows and they can acquire new words and their meanings (Small, 2014). Their oral skills are polished by watching English audio/video on their smartphone, and their communication skills are polished as a result of constant practise (Miangah & Nezarat, 2012). It was also agreed that communicating in English through their smartphone will help them speak more fluently. Online electronic books are helpful for pupils to improve their reading abilities. Students may read in English for pleasure or knowledge more easily thanks to smartphones. On their phones, students read and write emails, professional or casual notes, messages, and comments in English, honing their written communication skills for everyday use. Previous studies have shown that using a smartphone may boost pupils' linguistic abilities (Plana, at el., 2013). According to Khalid (2018), students who use their phones to send messages in proper English have better writing abilities. They also have a good attitude toward studying on their smartphones. Students were shown to be eager and motivated to study from online resources via their Smartphones are superior to PCs for learning since they allow for rapid access to resources, word definition learning, and translation and retranslation. Online resources are employed in addition to printed ones since they are helpful for teaching and learning. Because smartphones are more readily available and lighter than PCs, they are ideal for use in classrooms. The students agreed that they would be more enthusiastic about using their smartphones for educational purposes. Most instructors let their
pupils use their smartphones both inside and outside of the classroom for studying. In contrast to face-to-face interactions, students may freely speak in English on their smartphones. According to Kam, Kumar, Shirley, Mathur, and Canny (2009), smartphones provide users access to English learning resources outside of the classroom.

The main goal of the research questions is to learn more about how individual feels about using smartphones to improve their English language skills. According to research, pupils may acquire proper spelling and grammar using the software that comes with their cell phones. Online authentic English resources are tailored to the students' level of comprehension. Social networking apps like Facebook, WhatsApp, and Twitter are used by students on their mobile devices to encourage collaborative learning and proper English use. Students use English to post and read on Facebook. They had a good outlook on smartphone-based English learning. What are the similarities and contrasts in students' perspectives on learning English through smartphones? Students responded well to studying English on their cellphones, and research indicates that 78% of students utilize English-learning apps. They utilize it to play educational activities and learn more facts. Eighty percent of students thought smartphones should be permitted in the classroom, while sixty-five percent said they distracted them from their studies to engage in social pastimes. 90% of people agree that professors should urge pupils to utilize smartphones to access online learning resources such as dictionaries, audio and video courses, educational websites, and applications. On their cell phones, they may instantly access the necessary documents to create conferences, initiatives, and tasks. Studying on a smartphone makes learning a private affair, as accepted and claimed by Kress and Pachler (2007), Naismith, Lonsdale, Vavoula, and Sharples (2004), Okabe, and Ito (2006), and Sole (2009).

Conclusion

The main aim of this study was to investigate the benefits of smartphones in English language learning among students at the National University of Modern Languages. Overall, the study highlighted the potential of smartphones as effective and accessible tools for English language learning, supporting the integration of technology in language education. Students at the National University of Modern Languages use their cell phones to study English; practice mindsets and obstacles. It has been shown that learners only sometimes utilize their smartphones for educational purposes. Rethinking the role that smartphones play in education and outlining the benefits of utilizing them in the curriculum for both learners and lecturers have been suggested as solutions to the problems that may prevent individuals from using portable devices in class. The drawbacks of this study, including the small number of individuals and the use of cell phones as an instance of wireless technology within educational settings are avoided by making suggestions for future research. Given that it is now a primary language and a language of scientific and social communication, mastering English is crucial for Pakistani students. Cell phones are useful for English study, depending on the ease and accessibility of the learners. Because of their internet connection, users have access to learning resources, including applications, apps, and websites, and they responded well to learning English via their connected phones. The main goal of this research was to look at how the circle of friends about smartphones and their use in teaching English as a second language.
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Hu Yurong currently studies in Faculty of Language and Linguistics, University Malaya, Kuala Lumpur, Malaysia. Recently she works on her master dissertation. Her mainly research filed includes learning English as a second language acquisition, the impact of social media on language learning, sociolinguistics, and pragmatics.

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