



ISSN 25185985

# ABHAT JOURNAL

**Bi- annual Refereed Academic Journal  
Issued by The Faculty of Arts  
Sirte University - Libya**



**Issue 18, September 2021**

18

# **ABHAT JOURNAL**

A bi-annual Referred Journal Issued  
by the Faculty of Arts-Sirte University, Libya

National Books House  
Benghazi-Libya  
Legal Standard Number 2015-393  
ISSN 2518 5985

**All Copy Rights Reserved**

**All researches and opinions published in Abhat magazine expressed only the viewpoint of its owners and does not represent the opinion of the magazine's editorial board.**

**Issue No: (18), September, 2021**

# ABHAT JOURNAL

A bi-annual Referred Journal Issued  
by the Faculty of Arts-Sirte University- Libya  
**Issue No: (18), September, 2021**

**General Supervisor:**  
Dr. Farha M. Abdallha

**Editor-in-chief:**  
Dr. Salah M. Ejbara

**Editorial Board:**

Dr. Ibrahim M. Faraj	Dr. Hnan M. Shaban
Dr. Latifa O. Abdulsalam	Dr. Salem M. Driag

**Advisory committee:**

Dr. Mohammed O. Ramadan	Dr. Hisain. M. Abomadina
Dr. Saad. O. Abdulaziz	Dr. Mohamed. E. Isbei

All emails should be addressed directly to the Editor-in-chief:

Tel: +218 54 5260361

Email: [Abhat@su.edu.ly](mailto:Abhat@su.edu.ly)

<http://journal.su.edu.ly/index.php/ABHAT/index>

شروط النشر:

- تعنى المجلة بنشر البحوث في مجال العلوم الانسانية والاجتماعية.
- لغة المجلة هي اللغة العربية، كما تقبل المجلة بحوثاً في تخصص اللغتين الانجليزية والفرنسية.
- يجب ألا يكون البحث قد سبق نشره أو الدفع به لأية مطبوعة أخرى أو مؤتمر علمي.
- أن يكون للبحث ملخص باللغة التي كتب بها لا يتجاوز 250 كلمة وعدد من الكلمات المفتاحية لا تتجاوز 5 كلمات.
- أن تكون للبحث مقدمة تثار فيها الإشكالية التي يرغب الباحث في تناولها بالدراسة والتحليل، وكذلك تحتوي على أهمية البحث وأهدافه وفروضه والمناهج المتبعة في البحث العلمي.
- أن يكون العمل ذا قيمة علمية (يتم تحديدها من قبل لجنة علمية مختصة).
- أن يكون البحث مراعيًا للأصول العلمية في البحث العلمي والتوثيق.
- ينبغي ألا تزيد عدد صفحات البحث عن (30) صفحة.
- يطبع متن البحث بحجم (14) ويخط (Traditional Arabic) للبحوث باللغة العربية، و (Times New Roman) للبحوث باللغة الانجليزية والفرنسية.
- تعطى الاقتباسات والتعليقات والهوامش أرقاماً متسلسلة في متن البحث.
- تلحق الهوامش بآخر البحث بحجم (12)، على النحو الآتي: اسم المؤلف، عنوان الكتاب، دار النشر، الطبعة، مكان النشر، سنة النشر، الصفحة.
- تخضع البحوث التي ترد إلى المجلة للتقييم من قبل أساتذة متخصصين، وذلك وفقاً للأسس المتبعة. وقد يعاد البحث إلى كاتبه لإجراء بعض التعديلات النهائية حسب رأي المقيمين.
- على الباحث الالتزام بالتعديلات المطلوبة سواءً كانت من لجان التحكيم أو لجان التدقيق اللغوي أو لجان المراجعة الفنية والإخراج.
- يرسل البحث على البريد الإلكتروني للمجلة [Abhat@su.edu.ly](mailto:Abhat@su.edu.ly) أو يقدم على قرص مضغوط (CD) إلى مقر المجلة بكلية الآداب بجامعة سرت. بصيغة word ونسخة بصيغة pdf

- يكتب الباحث اسمه، وبريده الإلكتروني ورقم هاتفه وجهة عمله، وعنوان البحث على واجهة البحث.
- يرفق مع البحث السيرة الذاتية للباحث للمرة الأولى.
- البحوث المقدمة إلى المجلة لا ترد إلى أصحابها سواء أنشرت أم لم تنشر.
- ترسل إلى صاحب البحث المنشور نسخة من العدد الذي نشر فيه البحث. إذا كان الإصدار ورقي.
- يشترط في قبول البحوث التزامها بالشروط السابقة.



2021م

## المحتويات

الصفحة	عنوان البحث
37-9	الأثر الفني لأسلوب الشرط في تشكيل الصورة البلاغية د. خالد إبراهيم أحمد أبو النجا
67-38	واقع ممارسة عمليات إدارة المعرفة وأثرها في تحقيق الأداء المؤسسي المتميز لدى أعضاء هيئة التدريس بأكاديمية الدراسات العليا فرع إجدابيا د. سليمان مفتاح الشاطر / أ. نصر إدريس عبد الكريم / أ. خالد محمد فرج
91-68	اتجاهات الشباب الليبي نحو الهجرة غير الشرعية "دراسة ميدانية ببلدية حي الأندلس، طرابلس" د. نجية علي عمر المنشيري
112-92	الحملة الإيطالية على فزان 1913م-1914م أ. عائشة الجروشي علي
134-113	الخمريات عند ابن زيدون أ. مرعي أرحومة جمعة الجالي
165-135	مبادئ دعوة الرسول - صلى الله عليه وعلى آله وسلم - كما تقرها سورة الأنبياء دراسة موضوعية أ. م. د. حسن ناصر أحمد سرار / أ. م. د. أحمد محمد قاسم مذكور
192-166	المنهج العلمي عند عبد الرحمن بن خلدون في دراسة التاريخ "أسسه ومصادره ونتائجه والنقد الموجه له" د. إسماعيل سالم فرحات / أ. سليمان محمد قرقد
213-193	المستشرقون وموثوقية النص القرآني ريجيس بلاشير في كتابه (القرآن نزوله وتدوينه وترجمته وتأثيره) أمودجاً د. سوف أبو القاسم الرحبي / أ. علي يوسف خليفة لقع
240-214	السائكة والسكن في عمالة وهران أثناء الاحتلال الفرنسي (1870-1939) د. بختاوي خديجة
261-241	سياسة الدولة العباسية مع الإمارة الأموية في الأندلس (138 هـ - 232 هـ / 755 م - 846 م) د. امبارك محمد فرج

## المحتويات

الصفحة	عنوان البحث
281-262	مستوى الأخلاقيات الطبية المهنية لدى أعضاء هيئة التدريس وطلبة الامتياز بالكليات الطبية بجامعة سرت د. عبد الحكيم سعد غيث/أ. نزهة أغنيوة الصغير/ أ. مفتاح علي مفتاح
308-282	الإعلام والتنمية التأثير والتأثر والأدوار المتبادلة د. المبروك محمد أبو القاسم/ د. أحمد عمر جبريل
331-309	دراسة تحليلية لبعض الظواهر الأسلوبية في قصيدة " وقف عليها الحب" للشاعر الليبي الراحل د. خليفة محمد التليسي د. محمد أبو شعالة صالح/ أ. إبراهيم الصديق احريز
366-332	توجيه علل البناء والحذف عند الهُرمي في كتابه: الخمر في النحو د. عبد الله راجحي محمد غانم/ د. يوسف حسن حسن العجيلي
394-367	الصورة الذهنية للهجرة والمهاجرين غير الشرعيين بالمجتمع الليبي دراسة وصفية بالجنوب الليبي. د. يوسف محمد أبو القاسم الصيد/ د. منيرة محمد فرج التويب
415-395	الرحلات العلمية الأندلسية إلى مصر (ما بين القرنين الثالث والخامس الهجريين) أ. صالح الفيتوري امهلهل/ أ. محمد محمد المسعودي
443-416	دوافع وأثار الاستهلاك التفاخري: "رؤية سوسولوجية" دراسة تطبيقية على عينة من الأسر بمدينة طبرق د. محمد شعيب محمد عقوب
471-444	التحليل الجغرافي لأثر العوامل الجغرافية على نشأة وتشغيل ميناء سرت التجاري د. حسين مسعود أبو مدينة
493-472	الأسس العامة لفلسفة هوبز السياسية (دراسة تحليلية) أ. نعيمة أبو القاسم الجابري
520-494	الضغوط النفسية لدى أولياء أمور أطفال اضطراب طيف التوحد (أطفال اضطراب طيف التوحد بمركز فزان نموذجاً) د. نادية علي المهدي عبد النبي
546-521	<b>Enhancing Libyan EFL Undergraduate Students' Awareness of Mobile Applications for Learning English in the English Department at Sirte University</b> Sumaia.O.Alzarga/ Mabroka.M.Blead/ Teles.A.Rajab

## الافتتاحية

## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين عليه نتوكل وبه نستعين، والصلاة والسلام على أشرف المرسلين، وعلى آله وصحبه أجمعين.

تستمر معركة الفكر والوعي التي يخوضها فرسان الكلمة، لأجل الوصول إلى أعمال علمية قيّمة، تُميط اللثام عن جهل، فترسم طريقاً وتُنير درياً، فالبحث عن الحقيقة العلمية ليست بالأمر الهين، يخوض فيها الكاتب صراعاً فكرياً قاسياً تكون نتائجه عملاً علمياً يمكنه من امتلاك زمام المعرفة، إلا أن ذلك الجهد يظل صامتاً ما لم يجد طريقه إلى النشر.

مجلة أبحاث تسير بخطى ثابتة مستمرة في إرساء ثوابت النشر العلمي المحكّم، وتساهم بعناية في مجلة أبحاث تسير بخطى ثابتة مستمرة في إرساء ثوابت النشر العلمي المحكّم، وتساهم بعناية في إظهار تلك الأعمال، حيث شمل هذا العدد واحد وعشرون بحثاً في رؤى متعددة للعلوم الإنسانية والاجتماعية، تضمنت قيماً علمية عالية، حتماً سيكون لها دوراً فاعلاً في خلق مجتمع المعرفة وستساهم في سمو المجتمع وتبوؤه مكانة علمية متقدمة.

خلال هذا العدد أيضاً سنستمر في تضمين شهادات معامل التأثير العربي Arcif التي تحصّلت عليها مجلة أبحاث خلال الأعوام 2018/2019/2020م، ويأتي هذا التضمين دعماً لأولئك البعثات الذين اختاروا مشكورين نشر أعمالهم العلمية والفكرية عبر مجلة أبحاث.

سنستمر في قبول ملاحظاتكم وآراءكم أيضاً والعمل بها؛ قصد الرفع من الفاعلية المحلية، والإقليمية، والدولية للمجلة، وتحسين جودة الأداء، مجددين شكرنا لكل البعثات الذين اختاروا مجلة أبحاث لنشر إنتاجهم الفكري. وإلى كل المحكّمين الذين تكبّدوا عناء تقييم تلك البحوث.

كما أود أن أتقدم بجزيل الشكر ووافر الامتنان للسادة أعضاء هيئة التحرير وللسادة أعضاء الهيئة الاستشارية، ولفريق التدقيق اللغوي بالمجلة والسادة بمركز التوثيق والمعلومات، لجهودهم الحثيثة في دعم الانتاج المعرفي عبر تجويد العمل بمجلة أبحاث.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

رئيس هيئة التحرير

01 سبتمبر 2021م



التاريخ: 2018-12-27

الرقم: L18/0244 IF

سعادة أ.د. رئيس تحرير مجلة أبحاث المحترم  
جامعة سرت / دولة ليبيا  
تحية طيبة وبعد،،،

نتقدم إليكم بفائق التحية والتقدير، و تهديكم أطيب التحيات وأسمى الأمانى.

يسر قاعدة البيانات العربية الرقمية " معرفة " للمحتوى العلمي إعلامكم بأنها قد أطلقت **معامل التأثير و الاستشهاد العربي " ارسيف Arcif Arab Citation & Impact Factor**. في 16 ديسمبر 2018، في عمان - المملكة الأردنية الهاشمية.

وكما هو معلوم أن معامل التأثير لمجلة علمية (أكاديمية) أو بحثية، هو مقياس يستخدم للإشارة للأهمية النسبية للمجلات العلمية المحكمة و تأثيرها ضمن مجال حقلها، و يعكس مدى ارتباط الأبحاث الجديدة بالأبحاث التي نشرت سابقاً في تلك المجلة، والاستشهاد بها ضمن فترة زمنية معينة.

ومن الجدير بالذكر بأن قاعدة "معرفة" قامت بالعمل على جمع ودراسة بيانات ما يزيد عن 4000 عنوان مجلة عربية علمية أو بحثية في مختلف التخصصات، منشورة باللغة العربية، أو الإنكليزية أو الفرنسية أو متعددة اللغات، والصادرة عن أكثر من 1400 هيئة علمية أو بحثية في 20 دولة عربية، ( باستثناء دولة جيبوتي وجزر القمر لعدم توفر البيانات) . ونجح منها 362 مجلة علمية فقط لتكون معتمدة ضمن معايير معامل التأثير و الاستشهاد العربي " ارسيف Arcif " في تقرير عام 2018.

وبهذا الخصوص يسر قاعدة بيانات "معرفة" إعلامكم بأن مجلة أبحاث الصادرة عن جامعة سرت ، قد نجحت بالحصول على معايير اعتماد **معامل التأثير و الاستشهاد العربي " ارسيف Arcif "** المتوافقة مع المعايير العالمية، والتي يبلغ عددها ما يزيد عن (31 معياراً)، وللاطلاع على هذه المعايير يمكنكم الدخول إلى الرابط التالي: <http://e-marefa.net/arcif/criteria>

و كان معامل تأثير " ارسيف Arcif " لمجلتكم لسنة 2018 (لم نرصد أية استشهادات)، على أمل حصول مجلتكم على معامل تأثير متقدم في تقرير 2019

وتفضلوا بقبول فائق الاحترام والتقدير

أ.د. سامي الخزندار

رئيس مبادرة معامل التأثير و الاستشهاد العربي

" ارسيف Arcif "



التاريخ: 2019-10-13

الرقم: L19/475 ARCIF

سعادة أ. د. رئيس تحرير مجلة أبحاث  
جامعة سرت، كلية الآداب / ليبيا  
تحية طيبة وبعد،،،

نتقدم إليكم بفائق التحية والتقدير، و نهديكم أطيب التحيات وأسمى الأمانى.

يسر معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية (ارسياف - ARCIF)، أحد مبادرات قاعدة بيانات "معرفة" للإنتاج والمحتوى العلمي، إعلامكم بأنه قد أطلق تقريره السنوي الرابع للمجلات للعام ٢٠١٩، خلال الملتقى العلمي "مؤشرات الإنتاج والبحث العلمي العربي والعالمى في التحولات الرقمية للتعليم الجامعي العربي" بالتعاون مع الجامعة الأمريكية في بيروت بتاريخ ٣ أكتوبر ٢٠١٩.

يخضع معامل التأثير "ارسياف Arcif" لإشراف "مجلس الإشراف والتنسيق" الذي يتكون من ممثلين لعدة جهات عربية ودولية: (مكتب اليونيسكو الإقليمي للتربية في الدول العربية ببيروت، لجنة الأمم المتحدة لغرب اسيا (الإسكوا)، مكتبة الاسكندرية، قاعدة بيانات معرفة، جمعية المكتبات المتخصصة العالمية/ فرع الخليج). بالإضافة للجنة علمية من خبراء وأكاديميين ذوي سمعة علمية رائدة من عدة دول عربية وبريطانيا.

ومن الجدير بالذكر بأن معامل " ارسياف Arcif " قام بالعمل على جمع ودراسة و تحليل بيانات ما يزيد عن (٤٣٠٠) عنوان مجلة عربية علمية أو بحثية في مختلف التخصصات، والصادرة عن أكثر من (١٤٠٠) هيئة علمية أو بحثية في (٢٠) دولة عربية، ( باستثناء دولة جيبوتي وجزر القمر لعدم توفر البيانات). ونجح منها (٤٩٩) مجلة علمية فقط لتكون معتمدة ضمن المعايير العالمية لمعامل "ارسياف Arcif" في تقرير عام ٢٠١٩ .

ويسرنا تهنئتك وإعلامكم بأن **مجلة أبحاث** الصادرة عن **جامعة سرت، كلية الآداب**، قد نجحت بالحصول على معايير اعتماد معامل "ارسياف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها ٣١ معياراً، وللاطلاع على هذه المعايير يمكنكم الدخول إلى الرابط التالي:

<http://e-marefa.net/arcif/criteria>

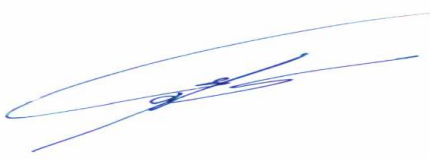
و كان معامل "ارسياف Arcif" لمجلتكم لسنة ٢٠١٩ (لم نرصد أية استشهادات)، و صنفتم في تخصصها ضمن الفئة (الرابعة Q4).

و نأمل حصول مجلتكم على معامل تأثير متقدم في تقرير عام ٢٠٢٠.

و بإمكانكم الإعلان عن نجاحكم في الحصول على معايير اعتماد معامل "ارسياف Arcif" العالمية سواء على موقعكم الإلكتروني، أو على مواقع التواصل الاجتماعي، و كذلك الإشارة في النسخة الورقية لمجلتكم إلى معامل "ارسياف Arcif" الخاص بمجلتكم.

وتفضلوا بقبول فائق الاحترام والتقدير

أ.د. سامي الخزندار  
رئيس مبادرة معامل التأثير  
" ارسياف Arcif "



التاريخ: 2020-10-24

الرقم: L20/310 ARCIF

سعادة أ. د. رئيس تحرير مجلة أبحاث  
جامعة سرت، كلية الآداب، سرت/ ليبيا  
تحية طيبة وبعد،،،

يسر معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية (أرسيف - ARCIF)، أحد مبادرات قاعدة بيانات "معرفة" للإنتاج والمحتوى العلمي، إعلامكم بأنه قد أطلق التقرير السنوي الخامس للمجلات للعام 2020.

يخضع معامل التأثير "أرسيف Arcif" لإشراف "مجلس الإشراف والتنسيق" الذي يتكون من ممثلين لعدة جهات عربية ودولية: (مكتب اليونيسكو الإقليمي للتربية في الدول العربية ببيروت، لجنة الأمم المتحدة لغرب اسيا (الإسكوا)، مكتبة الاسكندرية، قاعدة بيانات معرفة، جمعية المكتبات المتخصصة العالمية/ فرع الخليج). بالإضافة للجنة علمية من خبراء وأكاديميين ذوي سمعة علمية رائدة من عدة دول عربية وبريطانيا.

ومن الجدير بالذكر بأن معامل "أرسيف Arcif" قام بالعمل على فحص ودراسة بيانات ما يزيد عن (5100) عنوان مجلة عربية علمية وأبحاثية في مختلف التخصصات، والصادرة عن أكثر من (1400) هيئة علمية أو بحثية في (20) دولة عربية، (باستثناء دولة جيبوتي وجزر القمر لعدم توفر البيانات). ونجح منها (681) مجلة علمية فقط لتكون معتمدة ضمن المعايير العالمية لمعامل "أرسيف Arcif" في تقرير عام 2020.

ويسرنا تهنئكم وإعلامكم بأن **مجلة أبحاث** الصادرة عن **جامعة سرت، كلية الآداب، ليبيا** قد نجحت بالحصول على معايير اعتماد معامل "أرسيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (31) معياراً، وللاطلاع على هذه المعايير يمكنكم الدخول إلى الرابط التالي: <http://e-marefa.net/arcif/criteria>

و كان معامل "أرسيف Arcif" لمجلتكم لسنة 2020 (0.037). مع العلم أن متوسط معامل أرسيف في تخصص العلوم الإنسانية (متداخلة التخصصات) على المستوى العربي كان (0.076)، وقد صنفت مجلتكم في هذا التخصص ضمن الفئة (الثانية Q2) وهي الفئة الوسطى المرتفعة.

و بإمكانكم الإعلان عن هذه النتيجة سواء على موقعكم الإلكتروني، أو على مواقع التواصل الاجتماعي، و كذلك الإشارة في النسخة الورقية لمجلتكم إلى معامل "أرسيف Arcif" الخاص بمجلتكم.

وتفضلوا بقبول فائق الاحترام و التقدير

أ.د. سامي الخزندار  
رئيس مبادرة معامل التأثير  
"أرسيف Arcif"



## Enhancing Libyan EFL Undergraduate Students' Awareness of Mobile Applications for Learning English in the English Department at Sirte University

### **Sumaia Omran Alzarga**

Department of English –Faculty  
of Arts Sirte University- Libya  
[sumaiaonran@gmail.com](mailto:sumaiaonran@gmail.com)

### **Mabroka Masoud Bleed**

Department of English -Faculty  
of Arts Sirte University- Libya  
[mabrokawm@gmail.com](mailto:mabrokawm@gmail.com)

### **Teles Abd Alnabi Rajab**

Department of English -Faculty  
Of Arts Sirte University- Libya  
[Telesasheek357@gmail.com](mailto:Telesasheek357@gmail.com)

### **Abstract**

To master any language, the most important and effective method is to practice it endlessly. The purpose of this research is to investigate whether students are aware of using mobile applications (apps) for learning English. Furthermore, this study aims to evaluate the extent to which students are using mobile applications for learning English. The participants of this study were 20 students from the English department at Sirte University. A semi-structured questionnaire adopted from Mospan (2015) was used to collect the data. This research used both quantitative and qualitative research designs; the quantitative data was analyzed manually, and content analysis was applied to the qualitative data. The results of the study revealed that a vast majority of participants reported that they are motivated to use mobile applications for learning English. Participants were also aware of autonomous learning (self-study). However, there were some hinderances preventing students from using mobile apps for learning English.

**Keywords:** Computer-Assisted Language Learning (CALL); Mobile-Assisted Language Learning (MALL); applications software (apps); mobile devices learning (M-learning); electronic devices learning (e-Learning); iPhone mobile operating system (iOS).

## Introduction

In this technological era, almost everyone has their own handheld mobile device, and it has become very common to connect mobiles to the internet to interact with people from anywhere in the world. Irrespective of time and place, people chat and exchange information with one another. The term “mobile” stands for mobility — the ability to move freely and easily from one place to another. Mobile learning refers to the use of mobile devices in any branch of study. The features of mobile technology, such as the portability and accessibility of information, play a major role in the enhancement of English language teaching and learning (El-Hussein & Cronje 2010.p, 242). According to the relevant research, Mobile-Assisted Language Learning (MALL) can not only enhance students’ English skills, but also increase students’ learning motivation. As a result, the rapid development of app technologies has made these English learning applications capable of integrating different media. For example, it is possible to text pictures, animation, audio, and videos to create multimedia instructional material, as well as prompt students’ interest in studying. Application software, known as apps, is usually downloaded from app stores such as the App Store, Google Play, Windows Phone Store, and BlackBerry App World. The statistical data of mobile apps reflects the rapid progress of numerous apps

being developed and downloaded every year by people around the world (Minding, 2016, p, 88).

There are various English learning apps available in the app stores, and choosing the right app can certainly be a tiresome job (EL-Hussein & Cronje, 2010 .p, 242).

### **3. Theoretical Review**

#### **3.1 Integrated Mobile Applications for Language Learning**

The definition of mobile learning (M-learning) is a debatable issue among scholars. According to Kim and Kwon (2012 .p, 32), “new technologies such as social networking, podcasting, or speech recognition embedded in mobile applications accelerate the changes occurring in MALL environments by extending opportunities and reshaping learning styles.”

Chu (2009.p, 8) and Rao (2011.p,10) stated that a mobile app is a computer program designed to run on mobile phones, tablet computers (like iPad), and other mobile devices. ‘App’ is an abbreviation of the term ‘application software’, and the term ‘mobile’ needs to be understood not only in terms of spatial movement, but also as the way in which such movement may enable time shifting and boundary-crossing (Kukulka-Hulme, 2010.p, 108-109).

According to Chu (2009), “there are two main app stores: Google Play for Android and Apple App Store for iOS. Google Play, known as Android Market, is an international online software store developed by Google for Android devices.” (Chu, 2009.p, 10).

Furthermore, Kuklska-Hulme (2009) stated that “nowadays mobile technologies have been gradually integrated into learning contexts. The wide use of smart phones and other portable and wireless devices has been significantly changing the way of learning in many contexts, including language learning.”.( Kuklska-Hulme, 2009 .p.33).

Therefore, no one could deny the fact that the whole world is using mobile devices. The widespread ownership of mobile phones and other portable and wireless devices has been changing our learning communication, and even lifestyles, dramatically. The use of these mobile apps turns out to be well-aligned with educational goals such as extending learning opportunities, improving student achievements, supporting differentiation of learning needs, goals, and learning styles, and delivering authentic learning materials to students who would otherwise have no access to them (Kukulkska-Hulme, 2009, p, 24).

Chen and Hsu (2008) also claimed that mobile applications help learners to enhance their vocabulary, which subsequently helps promote reading comprehension. (Chen and Hsu 2008, p, 9)

Omari, Bourekkadi, Slimani, Khoulji, & Kerkeb (2017) and Nation (1993) also proposed that advancing reading skills is beneficial for developing knowledge of the world, and simultaneously increases basic academic and technical vocabularies.( Omari et al 2017.p,10 & Nation, 1993.p,7)

Smart phones and tablet PCs have invaded markets, homes, and schools. It is necessary to take advantage of these modern techniques to benefit children and students in their

educational achievements, especially if the learners are motivated to learn (Ali, 2009 ,p, 14).

### **3.2 Mobile-Assisted Language Learning**

Traxler defines mobile learning as “any educational delivery where the sole or prevailing technologies are handheld or palmtop devices” (Traxler 2005.p, 262).

Georgiev, Georgieva, and Smrikarov (2004) describe mobile learning as “the ability to learn anywhere at any time without permanent physical connection to cable networks”. (Georgiev et al 2004.p,28)

Ally (2009) claims that mobile learning refers to “the process of using a mobile device to access and study learning materials and to communicate with fellow students, instructors or institution”. (Ally 2009.p,58)

In this respect, mobile learning refers to the use of mobile devices as educational tools to access learning materials at any time and any place (Batna et al., 1997.p, 20).

The proliferation of mobile technologies generates a new approach in the field of language learning and teaching known as mobile-assisted language learning (MALL).

Kukulska-Hulme and Shield postulate that “MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use” (Kukulska-Hulme and Shield, 2008.p, 273).



Palalas states that “mobile-assisted language learning (MALL) can augment second language teaching and learning by taking it into the real world” (Palalas 2011.p, 71).

Miangah and Nezarat state that “MALL deals with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are” (Miangah and Nezarat 2012.p, 313).

There is a rapidly growing body of literature on the field of mobile learning, which reflects the increasing use of mobile technologies for learning and teaching practices. Stockwell and Hubbard posit that “research has for the most part shed a very positive light on the potential of the role that mobile devices may play” (Stockwell and Hubbard 2013.p, 2). Stockwell and Hubbard go on to claim that “mobile-assisted language learning is quickly securing its place in language learning contexts, and the availability of the powerful tools that learners possess makes it an attractive supplement to other forms of teaching and learning a second language” (Stockwell and Hubbard 2013.p, 11).

### **3.3 Advantages of Using Mobile Applications for Learning English**

Firstly, mobile applications provide new opportunities for learning: learners can choose the materials and the way to learn those materials. Moreover, using mobile applications promotes independent learning, because the Internet is a treasure of information; practically anything one needs to know can be found online. Thanks to the Internet, learners can download special applications for learning and improving their English skills, which can serve as an

educational resource for students. Even without the help of teachers, students can search for their lessons online. Unlike regular textbooks, e-books and the contents of the materials are updated in real time, providing students the latest information which helps them become more familiar with the English language.

Taking education into account, the majority of the EFL undergraduate students rely a lot on their mobile phones for online dictionaries and hardly ever use hard copies of English dictionaries. Moreover, students find it suitable and convenient to read from the screens of transportable mobile and translate the meaning of unknown words (Nalliveettil & Alenazi 2016; Yaman, Senel and Yesilel, 2015; Alsied, 2019.p,9).

In addition, teachers' mobile applications allow them to create a new way to educate students. With technology integrated into education, teaching tools are not limited to books and blackboards; teachers can incorporate images, videos, and other graphics when delivering lessons. Specific websites, apps, and programs also enable teachers to vary how they provide instructions. This creates an exciting learning environment and promotes interest in education in general .“Given that substantial changes may have to be made to incorporate mobile learning into teaching, many educators cite time pressure as limiting their adoption of mobile learning” (Crompton 2013.p,90).

There are many educational apps that use online quizzes to keep track of students' progress (daily, weekly, or monthly). The learning material is presented in such a way that it

attracts students; games and quizzes encourage students to perform better than their previous score.

As discussed above, solving quizzes, puzzles, or riddles helps students expand their knowledge. Apart from just study material, there are different types of quizzes, puzzles, multiple-choice questions, etc. available on the Internet; by playing these games, students can test their knowledge and even increase their IQ (James 2019.p, 10).

In addition to course creation and content delivery, learners see mobile learning applications as a tool for referencing. Course accessibility through mobile devices allows learners to access authentic and useful information.

### **3.4 Disadvantages of Using Educational Mobile Apps for Learning English**

There are also some drawbacks to using educational mobile apps for learning a foreign language. First, Downey et al. (2000.p,60) argue that one of the main disadvantages of using mobile learning is that at times the convenient small screen on mobile phones can be a big disadvantage, as reading documents on a small screen can lead to eye strain. Another drawback is that some devices are small which means they can be easily lost or stolen, so students might miss something important. Second, learners might encounter difficulty writing on mobile devices due to the limited size of their input tools. Third, some educational applications demand fees to access them, incurring costs for learners. The cost of purchasing devices for use by staff and students can be prohibitive (Crompton 2013.p,12).Fourth, mobile applications do not have direct interaction with learners

while learning in traditional ways offers opportunities to communicate with the teacher, so that learners can communicate, exchange information, and receive support (Hammer et al. 2013.p, 34).

Interaction is a principal objective of any instructional process; it plays a fundamental role in students' retention and their perception of the effectiveness of the course and instructor. The physical separation of distance learning contributes to students' feelings of isolation and disconnectedness, which can lead to reduced levels of motivation and engagement.

Mobile technology develops very quickly and is thus difficult to follow. In only a few years, the mobile market has changed drastically with the advent of smart phones with Android operating system and Apple products such as iPad and iPhone with iOS.

In addition, the number of people who own these kinds of devices is growing at a high rate, especially among young people. Moreover, devices and apps have become a tool that English teachers and students can use to practice English through translation, vocabulary, and other communication skills. The use of social media apps has also contributed to developing language skills by allowing English teachers and students to interact with native English speakers.

Chang and Hsu (2011) stressed that learners' attitudes towards using mobile apps had a fundamental role to play in determining the effectiveness of such technology for learning purposes. The majority of studies (e.g. Abdous, Facer, & Yen, 2012; Alsied, 2019; Cheng, Hwang, Wu,

Shadiev, & Xie 2010; Fallahkhair et al., 2007; Hsu, 2012; Liu, Yu, & Ran 2008; Oberg & Daniels, 2011; Petersen & Markiewicz, 2008; Rosell-Aguilar, 2007) had showed positive attitudes of learners concerning mobile technology.

Beres (2011) indicated that mobile apps learning technologies are great tools that can create enormous opportunities for learners, supporting learning beyond the classroom environment. Another study by Burston (2011) reported positive perceptions of learners regarding mobile learning, which can have great advantages particularly in acquiring vocabulary, pronunciation, grammar, spelling, reading, and listening skills. (Burston.2011.p,23)

Ababneh (2017) examined the awareness of Jordanian students of using mobile apps for learning English. The findings showed that students manifested positive awareness of using their mobile phones. In the same line, White and Mills (2014) explored the attitudes of Japanese learners concerning using smart phones for learning. It was found that students had positive perceptions of smart phone technology for language learning, which provides

Students with adequate opportunities for exercises that include the main language skills. White and Mills (2014.p,9)

It should be pointed out that there is a paucity of research on the issue of mobile phones utilization for learning English in Libyan EFL classroom settings. The current study is of great significance for both teachers and students, as it sheds light on the main role mobile technology plays in education and how effective it can be when applied appropriately in the classroom context. This study is also helpful since it has

many benefits for teachers and students: by using technology, students can feel more interested, independent, motivated, and active in learning the language.

The teachers can also use the findings of this study in developing their teaching methods and materials as well as adopting and integrating technology in their classrooms. As a result, students' language proficiency will improve and their learning capacity will increase. Furthermore, teachers' methods and approaches will be valuable, interesting, and more advanced.

## **Methodology**

### **4.1 Research Questions**

This study aims to answer the following research questions:

1. To what extent do students use mobile applications for learning English?.
2. Are Libyan EFL undergraduate students aware of the importance of using mobile applications for learning English?.

### **4.2 Research Design**

As previously stated, the present study applied a mixed-methods research design, as both quantitative and qualitative approaches were used. The quantitative data collected from the questionnaire was analyzed manually, and content analysis was applied to the qualitative data. The study population was limited to students at the English department at Sirte University.

### 4.3 Participants

No.	Nationality	Mother tongue	Age	Gender		Sample	Student level
				F	M		
1	Libyan	Arabic	21-26	10	10	Students	Undergraduate students in their sixth, seventh, or eighth semester

The sample in the present study consisted of students at the English department at Sirte University who are in their sixth, seventh, or eighth semester. Non-random sampling was used to select the study participants. Participants were supposed to have completed a full course in writing, speaking, and Grammar, which enabled them to understand the content of the questionnaire and answer the questions in a clear and comprehensible language.

### 4.4 Research Instrument

Data was collected using a questionnaire. The questionnaire consisted of 14 items, and included both open questions (6 items) and closed-ended questions (8 items) to fulfill the aims of the research. Responses to questions 1, 2, and 3 were rated on a 4-point Likert scale, where 1 means “I always use at all times inside or outside the classroom,” 2 means “I sometimes do this in my free time or for learning purposes,” 3 means “I often use on different occasions (about 50% of the time),” and 4 means “I rarely or never use it.” For questions 4, 5, 6, 7, and 8, participants answered “yes” or “no” regarding the availability of educational mobile apps to use for learning English.

### 5. Results

To what extent do students use mobile applications for learning English?

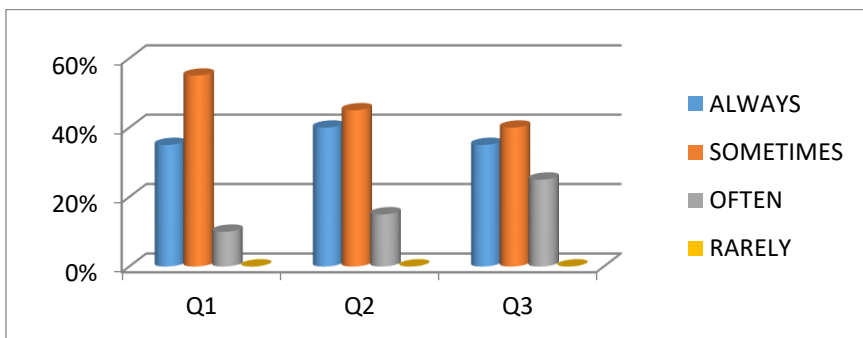
**Table 1**

**The frequency of using mobile apps for learning English**

ALWAYS	SOMETIMES	OFTEN	RARELY
Used anywhere inside or outside the classroom	Used during free time or for learning purposes	Used generally	Used infrequently

The purpose of this section is to find out to what extent participants use educational mobile apps for learning English. It also intends to analyze the frequency in which students use their mobile devices for learning English, and shows how interested they are in accessing downloaded apps.

**Figure 1: The frequency of using mobile apps for learning English**



It was found that the majority of participants use educational mobile apps to learn English. The mobile apps make learners more active inside and outside the classroom, helping them develop their English language skills and giving them a chance to practice. When participants were asked how often they access their devices and use

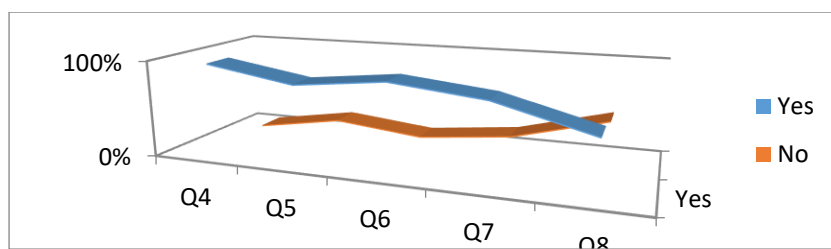


educational apps for learning English, 55% reported that because learning English plays an important role in their daily life, they sometimes access learning via mobile apps. Furthermore, 35% of participants claimed that they always use mobile apps for learning English in different situations, and 39% reported that they always download apps to their mobile devices for learning purposes such as grammar, pronunciation, vocabulary, and other language skills. About 45% of participants, as illustrated in Table 1, sometimes use apps for learning English.

The questionnaire intended to focus on students' interest in using mobile applications for learning purposes. 35% of participants were always interested in using the apps, nearly 40% were sometimes interested, and 25% of participants were often interested in using the apps.

### Availability of Educational Mobile Apps for Learning English

Figure 2: Availability of educational mobile apps for learning English



It was noted that 95% of students have mobile apps installed on their smart phones. As shown in Figure 2, 95% of participants have mobile apps on their own tablet and smart phone to use for learning English. Moreover, 80% of participants practice English language skills using mobile

apps, so students might prefer to learn alone without sharing things with others. Moreover, when participants were asked “Are you practicing language skills by using mobile apps?”, 20% reported that they do not practice language skills by using educational mobile apps because some technical problems may arise during class such as network failures.

In response to the question “Do you use mobile apps in the classroom?”, 90% of participants preferred to use mobile apps such as dictionaries in the classroom to make them interact more. When asked “Do you believe that using mobile apps for learning English on a regular basis can contribute to your language skills?”, 80% of participants said they use mobile apps for learning English on a regular basis, which contributes to improving their English language skills. Therefore, 55% of students like using educational mobile apps as part of their practical English classes on a periodic basis. On the other hand, 45% of students do not use mobile apps for learning English. Responses were based on the results presented in Figure 2 above.

### **Open-Ended Questions**

As presented in Table 3, to obtain additional specific information, participants were asked about the time slots when they use mobile apps for learning English. 35% of participants said they have no specific time for using the apps. 15% stated that they use the apps mostly at night, 10% in the evening, 5% in the afternoon, 5% in the morning, and 30% of respondents did not answer the question in the required sense.

**Table 3**  
**Time spent by students using mobile apps for learning English**

Time slots	No.	%
Have no specific time	7	35%
At night	3	15%
In the afternoon	1	5%
In the evening	2	10%
In the morning	1	5%
Respondents did not answer the question in the required sense	6	30%

**Table 4**  
**Time spent learning English using mobile apps**

Time devoted to learning English using mobile apps	No.	%
Half an hour	9	45%
2 hours and more	6	30%
Free time	5	25%

Furthermore, participants were asked how much time they devote to learning English using mobile apps. As can be seen in Table 4, 45% of students spend half an hour a day learning English using mobile apps, 30% spend more than 2 hours a day, and 25% of participants use mobile apps in their free time to improve their English vocabulary and pronunciation.

**Table 5**  
**Place where students use mobile apps the most for learning English**

Places where mobile apps are mostly used by students	No.	%
At home	5	25%
At university	15	75%

It was interesting to find where educational mobile apps were mostly used by students for learning English. As shown in Table 5, only 25% of participants use their mobile apps mostly at home, while the majority of students 75% reported that they use mobile apps at university more than at home. Based on the data obtained, it can be argued that using mobile applications for educational purposes has great potential due to the fact that the places where the students use those most frequently are convenient places for learning.

**Table 6**

**Language skills most practiced by students through mobile apps**

Language skills	No.	%
Speaking	11	55%
Listening and speaking	2	10%
Reading	2	10%
Grammar	1	5%
Vocabulary and translation	4	20%

Participants were asked about the language skills they practice most using their mobile apps. This question was of a particular importance, as it aimed to find out what types of skills students like to practice most using mobile apps. As shown in Table 6, 55% of participants reported that speaking is the skill they practice most using mobile apps. Almost 20% of students practice vocabulary and translation the most, 10% use mobile apps for practicing listening, 10% use apps to practice speaking, 10% practice mostly reading, and only 5% of participants practice mostly grammar. This implies that most of the students are interested in improving their speaking skills more than other skills.

**Table 7**

**Students' language learning enhanced by using mobile apps**

	No.	%
Positive	14	70%
Not much	2	10%
Negative	4	20%

Furthermore, participants were asked whether they found that their language learning was enhanced by using educational mobile applications. 70% of participants responded positively that their language skills were improving, while 20% responded negatively, and 10% claimed that there was not much improvement in their language learning. This shows the potential of using mobile applications for educational purposes.

**Table 8**

**Educational mobile apps as an effective way to learn English**

	No.	%
Effective way	15	75%
Not effective way	5	25%

In addition, participants were asked whether they think that the use of educational mobile applications is an effective way to learn English. The majority of students 75% said it was an effective way to learn, while 25% reported that it is not an effective way. This shows that students are aware of the importance of these mobile applications in the process of learning the English language.

**Discussion**

The results of the current study demonstrate that using mobile apps is very effective for language learning by undergraduate students. These findings are in line with

Xuan's (2014) study which revealed that the majority of students want to learn English by using mobile apps as a new tool for learning. A vast majority of students said they use mobile apps to learn English in their free time, especially in the evening, and they use a dictionary app in the classroom to translate new words and stay interactive during lessons. Similar studies (e.g. Abdous, Facer, & Yen, 2012; Alsied, 2019; Cheng, Hwang, Wu, Shadiev, & Xie 2010; Fallahkhair et al., 2007; Hsu, 2012; Liu, Yu, & Ran 2008; Petersen & Markiewicz, 2008; Oberg & Daniels, 2011; Rosell-Aguilar, 2007) also showed that mobile phones are efficient and valuable tools for learning. The results of the present study are similar to those that found that the new learning approach was effective and helpful for college students who improved their English using their mobile devices, and that undergraduate students were willing to use mobile apps to learn English using a self-regulated learning approach instead of a traditional learning approach.

Similar studies (Ababneh, 2017; White and Mills, 2014) showed that students are aware of the importance of the using mobile educational apps and that they can be used to engage in a variety of academic activities in and outside the classroom context. The findings of the present study reveal that nearly all the Libyan EFL learners utilized their mobile phones to achieve three common purposes, namely checking the meaning of English words via an online dictionary, listening to English songs, and developing reading, listening, speaking, and writing skills, which is similar to the results found by Chen and Hsu (2008).

These findings echo with Dang's (2013) and Nalliveetil's & Alazani's (2016) investigation which showed that nearly

all Vietnamese students stressed that they used their mobile phones frequently to translate the meaning of words via an electronic dictionary. Yaman, Senel, and Yesilel (2015) also reported that a large number of Turkish students looked up the meaning of new lexical items in the dictionary on their mobiles. In the same vein, Liang, Liu, Tsai, and Lin (2014) found that looking up the meaning of words using a dictionary was the most common use of mobile phone applications for learning by Taiwanese learners.

The findings of this study are in line with what was previously found by Omari, Bourekkadi, Slimani, Khouliji, and Kerkeb (2017), who stated that most Moroccan students reported that they used their mobile phones mainly to listen to songs.

## **Conclusion**

Based on the results of the present study, it is clearly deduced that the use of mobile phones has a positive and effective impact on learning English among Libyan EFL students. In fact, all the Libyan learners agreed that mobile applications are indispensable tools that should be integrated into educational settings to make learning faster, easier, and more interesting. Therefore, from the Libyan EFL students' viewpoint, mobile applications are regarded as an integral part of their university studies where they can be used to engage in a variety of academic activities in and outside the classroom context. Since the findings of the present study do not represent all the undergraduate learners in the English department, it is recommended that further research uses a larger sample of students to generalize the findings of this study. More research is also needed to further

investigate the use of mobile applications in the Libyan context, as there is a lack of studies in this area. It is also suggested that future research explore the influence of gender as a main variable on the use of mobile technology in EFL classrooms, which would be worthy of investigation. To yield comprehensive and inclusive results in future, it would be appropriate if interviews were conducted with EFL teachers to gain clear insight into their perceptions of the use of mobile phones for learning English.

## REFERENCE

- Alazzam, F. (2017), *the use of smart phones in education (field study from educational technology student's point of view in Jordanian private universities)*, Amman: Jordan Retrieved from [https://meu.edu.jo/libraryTheses/5a1032bea1caa\\_1.pdf](https://meu.edu.jo/libraryTheses/5a1032bea1caa_1.pdf)

Alsied, S.M. (2019). *The Role of Mobile Phones as Effective Tools for Language Learning by Libyan EFL Learners*

- Badr, A. (2009) *Learning Mobile Technology, research submitted to the second forum of the teacher Faculty of Basic Education, Kuwait under the title "A new vision towards the development of teacher performance"*.

Retrieve from <https://meu.edu.jo/libraryTheses/5a1032bea1caa-1.pdf>

- Baumfield, V. (2006). *Tools for pedagogical inquiry: The impact of teaching thinking skills on teachers*. Oxford Review of Education, 32(2), 185-196. Retrieved from <http://www.tanfonline.com/doi/abs/10.1080/0305498060045362>

Dang, T.H. (2013). Towards the use of mobile phones for learning English as a foreign language: Hesitation or welcome. *Language in India*, 13(10), 461-472.

- Cambridge Dictionary. <https://dictionary.cambridge.org>



- Cowan, M .R. (2015). *The projected use of mobile applications for adult English language learner's in class instruction Thesis*. Indiana University of Pennsylvania. Retrieved from <http://www.Knowledge.library.ub.edu/atd/1298>
- Dawson, C.(2002). *Practical research methods: Auser – friendly guide to mastering research*. (1st ed.),UK: 3 Newtec place , Magdalen Road , Oxford OX4 1 RE. Retrieved from [www.modares.ac.ir/uploads/Agr.Oth.Lib.21.pdf](http://www.modares.ac.ir/uploads/Agr.Oth.Lib.21.pdf)
- ELHussein & Cronje (2010). *Defining Mobile learning in the Higher Education Landscape, Educational Technology & Society*, 13(3), pp.12-21. Retrieved from <https://pdfs.semanticscholar.org/.../bc155c09f11c92ebbb9f847bc94>
- *English oxford living dictionaries*. <https://in.oxforddictionaries.com>
- Gafni , R. ,Achituv , D. B. , & Rachmani , G. J.(2017). Learning foreign languages using mobile applications. *Journal of Information Technology Education: Research*, 16 301-317. Retrieved from <http://www.infromationgsience.org/publications/3855>
- Kim, H., & Kwon, Y. (2012). *Exploring smartphone applications for effective mobile-assisted language learning*. *Multimedia-Assisted Language Learning*, 15(1), 31-57. Retrieved from <http://kmjournal.bada.cc/wp-content/uploads/2013/05/15-1-2Kim.pdf>
- Kennedy, C., & Levy, M. (2008). L'italiano al telefonino: Using SMS to support beginners' language learning. *ReCALL*, 20(3), 321-327.
- Kim, J., Ilon, L., & Altmann, J. (2013). Adapting smartphones as learning technology in a Korean university. *Journal of Integrated Design & Process Science*, 17(1), 5–16.
- Kristoffersen, S., & Ljungberg, F. (1998). Representing modalities in mobile computing, In *Proceedings of Interactive applications of mobile computing*. Fraunhofer: Institute for Computer Graphics, Germany

Kukulka-Hulme, A. (2009). Will mobile learning change language learning? *ReCALL*, 21(2), 157–165.

-Mpason, N. (2015) *MOBILE TEACHING AND LEARNING ENGLISH\_A MULTINATIONAL PERSPECTIVE*. Ukraine. Teaching English with Technology, 18(4), pp. 105-125. Retrieved from

<http://www.tewtjournal.org> Motiwalla, L.F. (2007). Mobile learning: A framework and evaluation. *Computer & Education*, 49(3), 581-596.

Muhammed, A.A. (2014). The impact of mobiles on language learning on the part of English Foreign Language (EFL) university students. *Procedia - Social and Behavioral Sciences*, 136, 104-108.

Nalliveettil, G.M., & Alenazi, T.H. (2016). The Impact of mobile phones on English language learning: Perceptions of EFL undergraduates. *Journal of Language Teaching and Research*, 7(2), 264-272.

- Minding, M (2016). *Apps and EFL: A case study on the use of smart phone apps to learn English by four Japan University students*. *Jaltcalljournal*, 12(1), pp 3-22. Retrieved from <https://www.files.eric.edgov/fulltext/EJ1107946.pdf>

-O'Malley, C., Vavoula, G., Glew, J. P., Taylor, J., Sharples, M. & Lefrere, P. (2003). *MOBILearn WP4 – Guidelines for learning /teaching/tutoring in a mobile environment*. Retrieved from <http://www.mobilearn.org/download/results/guidelines.pdf>

Oberg, A., & Daniels, P. (2011). Analysis of the effect a student-centred mobile learning instructional method has on language acquisition. *Computer Assisted Language Learning*, 26(1), 177-196.

O'Malley, C., Vavoula, G., Glew, J., Taylor, J., Sharples, M., Lefrere, P., Lonsdale, P., Naismith, L., Waycott, J. (2005). *Guidelines for learning/teaching/tutoring in a mobile environment*. Retrieved from <https://hal.archives-ouvertes.fr/hal-00696244/document>

- Omari,O., Bourekkadi,S., Slimani, K., Khoulji, S., & Kerkeb, M. L. (2017). Investigating undergraduate students' attitudes towards English mobile learning. *Transactions on Machine Learning and Artificial Intelligence*, 5(4), 381-394.
- Pachler, N. (2007). *Mobile Learning*. WLE Center. London. Elanders Hindson co. ltd
- Park, Y. (2011). A pedagogical framework for mobile learning: Categorizing educational applications of mobile technologies into four types. *International Review of Research in Open and Distance Learning*, 12(2), 78-102.
- Petersen, S. A., & Markiewicz, J. K. (2008). PALLAS: Personalised Language Learning on Mobile Devices. *Fifth IEEE International Conference on Wireless, Mobile, and Ubiquitous Technology in Education*. 52-59.
- Rahimi, M., & Miri, S.S. (2014). The impact of mobile dictionary use on language learning. *Procedia - Social and Behavioral Sciences*, 98, 1469-1474.
- Rajasekar, S. (2006) *RESEARCH METHODOLOGY*. E-book <https://er.scribd.com/doc/133967941>
- Rosell-Aguilar, A. (2007). Top of the pods: In search of a podcasting pedagogy for language learning. *Computer Assisted Language Learning*, 20(5), 471-492.
- Rueckert, D., Kiser, R., & Cho, M. (2012). Oral language assessment made easy via Voice Thread! *Proceedings from TESOL International Convention and English Language Expo*, March 28-31, Philadelphia, PA.
- Sharples, M. (2003). Disruptive devices: Mobile technology for conversational learning. *International Journal of Continuing Engineering Education and Lifelong Learning*, 12 (5/6), 504-520.
- Stockwell, G. (2008). Investigating learner preparedness for and usage patterns of mobile learning. *ReCALL*, 20(3), 253–270.

Stockwell, G. (2010). Using mobile phones for vocabulary activities: examining the effect of the platform. *Language Learning & Technology, 14*(2), 95-110.

Stockwell, G. (2013). Tracking learner usage of mobile phones for language learning outside of the classroom. In P. Hubbard, M. Schulz & B. Smith (Eds), *Learner-computer interaction in language education: A festschrift in honor of Robert Fischer* (pp. 118-136). San Marcos, TX: CALICO.

Şad, S. N., & Göktaş, O. (2013). Preservice teachers' perceptions about using mobile phones and laptops in education as mobile learning tools. *British Journal of Educational Technology, 45*(4), 606-618.

Saran, M., Seferoglu, G., & Cagiltay, K. (2008). Use of mobile phones in language learning: Developing effective instructional materials. *5th International Conference on Wireless, Mobile and Ubiquitous Technologies in Education* (pp. 39-43). Los Alamitos, CA: IEEE Computer Society.

Tennant, R. (2008). On the move with mobile web: Library and Mobile Technology. *Library Technology Report, 44*(5), 1-48.

Tindell, D. R., & Bohlander, R. W. (2012). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. *College Teaching, 60*(1), 1-9. *JEELS (Journal of English Education and Linguistics Studies), 6*(2), 135-163.  
163.

Umam, C., Aini, N., & Rahayu, W.S. (2019). Indonesian EFL Learners' Perception on the Internet Use in Language Learning. *ELITE JOURNAL: Journal of English Linguistics, Literature, and Education, 2*(1), 55-65.

Vyas, N., & Nirban, V. (2014). Students' Perception on the Effectiveness of Mobile Learning in an Institutional Context.

*International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*. 3(1), 26-36.

Wu, Q. (2014). Learning ESL vocabulary with smartphones. *Procedia - Social and Behavioral Sciences*, 143, 302-307. doi: 10.1016/j.sbspro.2014.07.409.

Walliman, N., (2011). *RESEARCH METHODS THE BASICS*. New York. ISBN 0-203-83607-3 Master e-book ISBN

-YOUR DICTIONERY. <https://www.dictionery>.

Yaman, I., Senel, M., & Yesilel, D. (2015). Exploring the extent to which ELT students utilise smartphones for language learning purposes. *South African Journal of Education*, 35(4), 1-9.

Zou, B., & Li, J. (2015). Exploring mobile apps for English language teaching and learning. In F. Helm, L. Bradley, M. Guarda, & S. Thouëсны (Eds), *Critical CALL – Proceedings of the 2015 EUROCALL Conference*, Padova, Italy (pp. 564-568). Dublin: Research-publishing.net.

18

# مجلة أبحاث

## ABHATH JOURNAL



<https://su.edu.ly/colleges/arts>



[Abhat@su.edu.ly](mailto:Abhat@su.edu.ly)