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Students' Attitudes towards the Use of Smartphone in Developing Writing Skills in EFL Classes: A Case of Master One Didactics Students at Mohamed El Bachir El Ibrahimi University of B.B.A.

Thesis Submitted in Partial Fulfilment of the Requirement of the Degree for Master in Teaching English as a Foreign Language

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis "Students' Attitudes towards the Use of Smartphone in Developing Writing Skills in EFL Classes" is our own to the limits of our knowledge. This work has not been submitted before to any other institution, university or degree. All sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj, Algeria.

DEDICATIONS

My heartfelt thanks go to my dear parents Abdesslam and Ghania who have not

ceased to advise me, encourage and support everything throughout my studies.

To my dearest sisters Imane, Chaima and my only brother Lahcen who owes all

my respect.

I also dedicate this work to my best friend Sahed Amina who supported and

encouraged me throughout the process of this work.

<div align="right">

Mekideche Insaf

</div>

I dedicate this modest work to my parents who have been my source of

inspiration, support, and guidance. You have taught me to be unique, patient

and strong, you make me believe in myself and my abilities. Your enormous love

encouraged me to overcome my fears and anxiety. I am truly thankful and

honored to have you as my parents.

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supported me in this hard period.

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Rouabah Aya

</div>

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ABSTRACT

Nowadays, information and communication technology have to play an important role in both learning and teaching. In this regard, smartphone technology has advanced significantly enough to be used as an educational tool, particularly when it comes to developing writing skills. It has indeed emerged to handle educational application and to encourage students to be more motivated and foster their acquisition of the written learning experience. Based on the aforementioned arguments, the present research aims at investigating students' attitudes on the impact of using smartphone technology in improving writing skills, at Mohamed El Bachir El Ibrahimi University of B.B.A. The sample of this study consists of thirty EFL master one students from the English department, at B.B.A University. The researchers rely on one method, using a questionnaire. The study examines the students' attitudes and perceptions towards the use of smartphones in EFL classroom. The findings obtained from the data collection tool show that the majority of students have positive attitudes towards the use of smartphone technology in improving their writing skills. In view of reinforcing a wider use of such a technology in different situations, some suggestions and recommendations are put forward.

LIST OF ACRONYMS

EFL: English as a Foreign Language

I.E: In Other Words

ICTs: Information and Communication Technologies

MCSCL: Mobile Computer Supported Collaborative Learning

LCMS: Learning Content Management System

MALL: Mobile Assisted Language Learning

LSS: Learning Support System

LDS: Learning Design System

LMS: Learning Management System

SMS: Short Message Service

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GENERAL

INTRODUCTION

New Tech and the use of smartphone behavior today has shifted from global speed objective to a more meaningful and personalized experience. This has amplified the demand to students' attitudes towards the use of smartphone in developing writing skills in EFL classes, i.e. the reactions of a person to communicative learning spaces of cultural attraction according to their attitudes towards the use of smartphone in developing writing skills in EFL classes to gain new experiences and information for satisfying cultural and learning written expressions needs. Teachers and learners are also seeking transformative written expressions experiences, which lead to positive changes in their values and attitudes. Pine II & Gilmore (1999) have identified students' attitudes towards the use of smartphone in developing writing skills in EFL classes is responding towards fulfilling the transformation needs of writing skills. However, the lack of empirical evidence on the contribution of students' attitudes towards the use of smartphone in developing writing skills in EFL classes in changing the personal learning attributes of both teachers and learners is restricting the formulation of strategies that can boost its growth.

Moreover, researchers have determined that authenticity, awareness, confidence, and satisfaction have a relationship with transformative students' attitudes towards the use of smartphone in developing writing skills in EFL classes. Therefore, these factors may be interlinked. However, despite this, not many academic studies have focused on addressing students' attitudes towards the use of smartphone in developing writing skills in EFL classes impact on the linkage between teaching, learning, and transformative students' attitudes towards the use of smartphone in developing writing skills in EFL classes. This is another critical research gap.

Background of the Study

1. Statement of the problem

English has been spread at many levels in Algeria and all over the globe. English language is taught and learned due to the use of the New Tech. Nowadays generation are very tight to New Tech and mainly to their smartphones to fulfill their needs to basic communication skills in English as a foreign language.

However, the quality of English language teaching and learning is questionable. It might be due to the lack of directing the use of smartphone in developing the four skills of communication competencies.

As a response to such situations, we are conducting this research project study to test the "Students' Attitudes towards the Use of Smartphone in Developing Writing Skills in EFL Classes" in didactic classes at Mohamed EL Bachir El Ibrahimi University in Algeria.

2. The aim of the study

The aim of the study tempts to examine the students' attitudes towards the use of smartphone in developing writing skills in EFL classes at Mohamed El Bachir El Ibrahimi University in BBA. First, at the objectives of exploring the possibility of the opportunity to direct the use of smartphone in teaching and learning written expression skill.

Then, to find out the benefits of using smartphone in developing writing skills in EFL classes and the impact of much more guiding techniques to improve their ability to direct the students' attitudes towards the use of smartphone in developing writing skills in EFL classes. It is also an investigation of proposing some pedagogical suggestions and implications to both teachers and students to help them more profit from their smartphones to develop their writing skills.

3. Research Questions

The thesis would attempt to tackle the following questions:

1. To what extent do students perceive smartphone learning in a writing course?

2. What are the attitudes of students in applying smartphone learning in writing to improve accuracy and fluency?

4. Means of Research

In order to achieve the aims of our research study, we rely on one tool of research, which is a questionnaire.

We propose one formal questionnaire, which is designed for master one students of English (didactics). This questionnaire is used as an exploratory tool in order to investigate the role of smartphone technologies in improving students' writing skills, as well as their perceptions of the use of smartphone devices. The participants are selected randomly from the target population.

5. Structure of the Study

The research is divided into three chapters. The first chapter is related to the theoretical background in which a comprehensive overview of the different variables of the study that are presented in one section dealing with: smartphone technology use in education and students' attitudes to develop writing skills using smartphone. The second chapter is concerned with the research methods and analysis, which are provided in one section that is related to research design, participants, research instruments, data collection and data analysis. The third chapter is devoted to the interpretation and discussion of the main findings, conclusion and some suggestions and recommendations.

6. Limitations of the Study

To promote the teaching learning process in pedagogical research in this thesis, we want to share the experience we applied to test the students' attitudes towards the use of smartphone to enhance its use in developing writing skills.

To do so, we used qualitative method due to the nature of the study. The study investigates a questionnaire case of study, which entails qualitative method approach for data collection and analysis process to an accurate explanation and answer to the research questions.

Student's collaboration; the sample of the present work consists of 30 students chosen randomly from master one didactics students. It is set to provide appointed evidence for both teachers and students to direct the use of smartphone in teaching and learning in general and to develop written expression skills in EFL classes as well.

Theoretical Part

CHAPTER I

LITERATURE REVIEW

Introduction

The present chapter includes different aspects related to the use of mobile technology in improving students' writing skills. It is divided into three items. The first one is about review of theories related to smartphone use in writing; the second is related to different concepts and terms of our study; the last one presents the empirical studies that have investigated our theme.

Theoretical Background

1.1. Review of the Relevant Theories

According to Herrington and Herrington (2007), *"Adopting more recent theories of learning has the potential to exploit the affordance of the technologies in more valuable ways"*. Thus, many researchers have explored the relationship between existing learning theories and smartphone learning. Moreover, Naismith et al (2004) compared mobile learning against learning theories such as behaviorist, constructivist, situated, collaborative, informal, lifelong activities for each theory, where he identifies the theory, its perspectives and some examples of smartphone activities that are illustrated in the table below:

Theory	Theorist	Perspective	Examples of Smartphone Activities
Behaviorisme	Skinner, Pavlov	Activities that promote learning as a change in observable actions	*Drill and feedback *Classroom response systems
Constructiviste	Piage, Bruner, Papert	Activities in which learners actively construct new ideas or concepts based on both their previous and current knowledge	*Participatory simulations
Situated	Lave, Brown	Activities that promote Learning within an authentic context and culture	*problem and case-based learning *context awareness
Collaborative	Vygotsky	Activities that promote learning through social interaction	*mobile computer-supported collaborative learning (MCSCL)
Informal and Lifelong	Emaut	Activities that support learning outside a dedicated learning environment and formal curriculum	*supporting intentional and accidental learning episodes

Table 01: An Activity-Based Categorization of Mobile Technologies and Learning (Adapted from Naismith et al, 2004)

1.2. Terminology and Procedural Definitions

1.2.1 Attitude: "The term "attitude" refers to the learner's relative tendency formed by the accumulation of cognitive and behavioral experiences that can lead to specific responses to individuals and groups negatively and positively towards life" (Majidil and Shura, 2012, pp.23, 24). Other researchers describe attitude as "a proclivity to act toward or against something in the environment, resulting in a positive or negative value" (Bashar, 2012, p. 62). The researcher describes attitude as students' desire to use smart phones to learn English.

1.2.2. Smartphone: "Smartphones are a type of mobile phone as well as a type of multipurpose mobile computing device." They differ from feature phones in that they have

more powerful hardware and more comprehensive mobile operating systems."(Rahman, 2019, p.17). Others define a Smartphone as a "small device that contains advanced and developed functions beyond making phone calls and sending-receiving text messages; they typically have a touch screen, interface, an operating system, and an internet access system to download different applications" (Rahmani & Mezreg, 2018). According to the expert, smart phones are instructional tools that can be used to improve the learning process.

1.2.3. **Writing:** writing is an essential skill in English teaching. It has always been a part of most English language courses. According to (Meyers, 2005), writing is a mean to product language, which you do naturally when you speak.

Writing is a type of interpersonal communication. Writing is another activity that entails discovering and organizing your ideas, writing them down, and then reshaping and editing them. According to (Harmer, 2004), writing is frequently temporally restricted in the same way that speaking is. When writing, students usually have more time to ponder than when speaking. They can review what they already know and even consult dictionaries, grammar books, and other resources.

1.2.4. **Types of Writing:** the genres of writing must be specified by the writers. The forms of writing are generally classified as informative, persuasive, and expressive/narrative. These three categories of writing forms describe the types of writing that will be assessed based on the grade level of the classroom. On the other hand, the genre is associated with the various writing duties assigned, such as essays, stories, emails, reports, recounts, journals, and so on. The subject is chosen in accordance with the teacher's writing instructions (McKay, 2007).

1.2.5. **EFL Writing Skills:** writing is an important skill to develop when learning the English language. It is regarded as one of the most challenging of all skills. However, it has the ability to engage students' academic success because writing allows for the reinforcement

of grammatical structure, the enhancement of students' vocabulary, the shaping of the scientific structure of human life either verbally or in writing form, and the assistance of other language skills such as listening, speaking, and reading (Javed, Juan, & Nazli, 2013).

1.2.6. **Online Learning:** according to Ally (2008), "Online learning is defined as the use of the internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, construct personal meaning, and grow from the learning experience". (p.7).

Empirical Studies

1.3. The Major ICTs in Education:

In recent years, there has been a rise of interest in how computers and the internet may be utilized to improve the efficiency and efficacy of education at all levels and in both official and non-formal contexts. Older technologies, such as radio and television, are getting less attention these days, despite having a longer and deeper history as educational instruments. The incorporation of technological tools, particularly smartphones and tablets, into educational environments has shown a variety of positive benefits on learning, including increased learner autonomy and improved learning skills.

Common types of ICT used in education:

1.3.1 E-learning:

Even though mainly connected with higher education and corporate training, e-learning encompasses all levels of learning, both formal and informal, which utilizes an information network—the Internet, or an extranet (WAN)—to deliver, interact, and/or facilitate courses. Some individuals prefer the term "online learning." Web-based learning is a subset of e-learning that involves learning through the use of an internet browser (such as Netscape or Internet Explorer).

1.3.2 Blended Learning:

Blended learning is a teaching method that mixes traditional classroom education with e-learning solutions, allowing students to be assigned print-based and online materials, participate in online mentoring sessions, and receive face-to-face training.

1.3.3 Open and Distance Learning:

The Commonwealth of Learning defines open and distance learning as "a method of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact and the possibility of occasional face-to-face meetings."

1.3.4 Learner-centered Environment:

Learner-centered environments are those that prioritize learners' knowledge, skills, attitudes and beliefs. Constructivism is a learning theory that sees education as a process in which humans "construct" meaning according to existing knowledge and experience. The importance of classmates, educators, parents, and other community members in assisting learners to master concepts is emphasized in social constructivism.

1.4. Students' Attitudes toward Productive Skills:

Productive skills: is the term for speaking and writing skills, where students actually have to produce language themselves (Harmer, 2007).

1.4.1 Students' Attitudes towards Speaking:

Speaking has a tremendous influence on an individual's educational, training, professional, and social aspirations, and it plays a crucial part in one's personal and social worlds. According to prior evaluations, there is a category of pupils who refrain from verbal expression due to emotions of self-consciousness and uncertainty, defined by a limited lexicon

and a lack of advanced oral communication abilities. Nonetheless, the dynamic interaction and reflection fostered between professors and students, as well as among students themselves, have a positive impact on the development of their speaking abilities, allowing them to become individuals who appreciate varied ideas. Furthermore, students' responses and attitudes regarding speaking ability include their preferences, feelings, beliefs, convictions, prejudices, and opinions of this talent. In this context, "attitude" denotes an individual's aptitude to recollect intangible and mundane elements, encompassing thoughts, collectives, individuals, and objects (Guvey Aktay, E., & Mermi, F. 2022).

1.4.2   Students' Attitudes towards Writing:

Writing is a tough and complex element of language acquisition that necessitates the use of a range of cognitive, memory, linguistic, motor, and affective systems. Success with this operation in a foreign language may be related to writing attitudes, writing apprehension, and self-efficacy. Preferences, likes and dislikes, traits, preparedness, and ideas that influence behavior and thinking are all related to attitudes. Previous studies have revealed that a group of students has negative views toward writing due to a lack of confidence, educational approaches, and translation.

Positive attitudes toward language acquisition, on the other hand, are associated with greater performance and self-confidence. Furthermore, students of the same gender, academic level, affiliation with academic institutions, and high performers in writing were more fearful than low achievers. In addition, students that excel academically have favorable attitudes toward writing and are more concerned with form than content (Oqab Jabali, 2018).

1.5. Students' Attitudes towards Using Smartphones and Portable Devices for Studying Writing:

Since its launch in late 1979, when the internet had both positive and negative effects on human life in general, mobile learning has inspired a wide range of scholars. Many researchers have demonstrated the usefulness of MALL in terms of writing correctness, fluency, and structure. Similarly, another study was undertaken to investigate the efficacy of mobile-assisted language learning (MALL) in terms of text genres and features in the second language, and the results revealed that the learner improved grammar and vocabulary, as well as motivation. In addition, researchers evaluated the efficacy of mobile-based video learning in the writing process and discovered that students significantly improved their writing skills. Obviously, SMS systems benefitted learners in the end in acquiring academic vocabulary. (Le, M. T. 2021).

1.5.1 Attitudes towards Smartphones in the Classrooms:

Supporters of smartphone use in classrooms back up their claims by citing the various benefits that these devices provide. These include the ease with which they may be carried, the desire for learning they produce, and the ease with which the keypad can be used. Another study describes essential characteristics of these devices, concentrating on their ease of use, potential for promoting student engagement and cooperation, and potential to bridge the gap caused by a shortage of smartphone devices in schools. Moreover, the argument refers to the usage of video clips on smartphones to enhance student's participation, collaboration, concentration, and the development of learner's autonomy. Researchers also found that "mobile technologies have the potential to make learning even more widely available and accessible than we are accustomed to in existing e-learning environments." Many scholars feel that mobile technologies will create new opportunities for both traditional classroom learning and lifelong learning outside of the classroom (Boudjelal, 2022).

Although many studies have shown positive results, yet there is a group of students who showed the opposite. Even though, distraction is mostly related to the teaching process, researchers discovered that smartphones are frequently chastised for providing significant distraction in classrooms; as a result, most schools prohibit their use due to their potential for distraction. Allowing students to cheat on tests and exams is another disadvantage that necessitated strict instructions and changes (Boudjelal, 2022).

1.6. Students Vocabulary Enhancement:

Numerous studies acknowledged the role of smartphones in enhancing vocabulary notably Moradi and Hosseini (2023) who conducted a study to examine if using a smartphone device while studying improves student vocabulary development. The participants in this study were 40 male EFL students aged 18 to 30, enrolled at the Shiraz branch of Islamic Azad University (IAU). To assess consistency, the researcher employed an ability exam. They were placed into two groups: an experimental and a control. The experimental group received the therapy of having and using smartphones during class while focusing on memorizing words and their meanings, as well as sentences in which the vocabularies were employed, whereas the control group had no treatment but was permitted to access a dictionary. It was increased to two sessions per week for four weeks per month. The research's findings became known that when students utilized smartphone devices, they memorized and remembered significantly more words.

1.6.1   Academic Vocabulary:

Ghoues, 2023 conducted a study that examined the importance of using a mobile app to teach academic vocabulary. It also examined the role of a mobile app in promoting awareness among Algerian PhD candidates about the importance of using mobile apps to improve their vocabulary, specifically academic vocabulary. As instruments, quizzes and surveys were utilized. The participants were chosen at random to study academic vocabulary on their own

for a set period. According to the findings of the study, participants expressed good acceptance and enthusiasm for utilizing mobile apps to learn academic vocabulary, specifically terms and expressions that they may use while writing or speaking.

1.6.2   Collaborative Writing:

Gasmi, (2022) conducted a research on the effectiveness of online writing workshops in enhancing teamwork and writing abilities among EFL learners. An experimental training group of 30 Algerian students from Laghouat University was organized, and they led the experience of generating essays (anonymously) using the Moodle platform. The results of both tests were compared. The data showed that online collaborative writing workshops considerably benefited students in terms of motivation, writing improvement and decreased fear and shyness. The general finding was that involving students in anonymous online writing workshops assisted them in overcoming psychological hurdles, promoted student collaboration, and results in increased writing output.

1.6.3   Motivation:

Saidouni and BahlouL (2018) delivered a questionnaire to thirty Master 1 students at random, followed by a structured interview with four Mostefa Benboulaid professors at Batna University. This study centered around the impact of MALL on learners' motivation to learn English as a Foreign Language (EFL). According to the findings of the study, students typically believed that this new wave of technology will enhance their language skills. Second, both teachers and students believed that introducing mobile devices into EFL courses boosts students' interest and readiness to study. As a result, it is essential to incorporate handheld devices into Algerian EFL lessons in order to meet the challenge of technical and pedagogical developments occurring in the teaching profession.

1.7. Mobile Learning in High Education:

According to prior study, students used their mobile devices for learning objectives, whether casually or in collaboration with professors and administrators (in a formal manner). Mobile learning can benefit all levels of education, including primary, secondary, and high schools; however, higher education is more suited to integrate student-centered mobile learning. Mobile devices can be used to give formative evaluation and feedback, enhance face-to-face classes, and facilitate administrative chores such as tracking attendance and learning progress (Ghrieb, 2015).

1.7.1 EFL Learners' Perspectives on the Use of Smartphones in Higher Education Settings:

Numerous studies have been conducted to explore EFL students' attitudes and perceptions of cellphones in the EFL classroom. Learning a language with smartphone apps significantly enhances language skills, work completion, and personal study. In fact, a subset of learners demonstrated favorable attitudes and openness to mobile learning, boosting learners' autonomy and collaboration. Furthermore, they are more motivated and less worried than non-cellphone users. In addition, tablets and smartphones were scored favorably for increasing study motivation and strengthening reading comprehension, spelling, and vocabulary.

The emotional attitudes of students toward smartphone activities differ from those toward paper-based activities, indicating more task involvement. However, attitudes regarding utilizing smartphones for learning have gradually improved (Mteruk, 2020).

1.8. The Benefits and Challenges of Online Learning for EFL Learners

E-learning has been implemented successfully in a variety of contexts, and there are various benefits to introducing it into higher education. E-learning is defined as the ability to tailor instruction to individual students' needs, enabling for more effective information transmission in the digital age. Goals can be fulfilled quickly, and users have equitable access

to information regardless of ethnic origin, race, or age. E-learning has a favorable influence, according to studies, with more adaptive learning methods, interactive video elements, and enhanced contact between students and instructors. Online degree courses allow part-time and full-time students from any area or place to actively participate, making it a convenient resource for experience and learning for people who are traveling or moving. Learning Content Management System (LCMS), Learning Support System (LSS), Learning Design System (LDS), and Learning Management System (LMS) are the four categories of e-learning systems. LMSs are used to handle user interactions with e-learning content, whereas LSSs are effective at controlling time and making it easier to manage courses, teachers, facilities, and reports. Because of its modular design and user interface, Moodle is one of the most prominent learning management system technologies. Because of its modular architecture and user interface, it has a higher usability rating than its competitors, and its simple installation and maintenance procedures help to increase usage (Alaa Zuhir Al Rawashdeh et al 2021).

Nevertheless, students should be informed of the risks associated with this technique. These include small-screen sizes, data storage and battery life limits, financial considerations, estrangement or unfamiliarity with mobile technologies, language content available online and accessing online dictionaries despite a test prohibition. Furthermore, some professors may be alienated or unfamiliar with the use of mobile devices, and linguistic content available online may appear tough for students with little language skills. Likewise, some teachers expressed worries about the language content available online, which they believe may prevent students from utilizing the language (Thedpitak & Somphong, 2021).

Conclusion

As a conclusion, the current chapter interviewed the use of smartphone technology in improving students' writing skills in education in general and foreign language in particular. It showed the impact of the use of smartphone and its really positive role on students' writing and their behavior in which teacher should take advantages of this effective tool and use it into their teaching of English because this tool is more motivating and useful for students in their learning writing process.

It is obvious that smartphone technology brings something new to both the study and teaching of foreign languages, necessitating new roles for both students and teachers. Thus, adopting this type of technology results in new educational changes that create new pedagogical roles.

The chapter thoroughly demonstrated the positive feedback to the usage of mobile learning as a popular learning tool in the writing process and as a valuable teaching method. The use of this tool helps students to be more motivated and helps them to develop their writing skills as well. It is also important to encourage teachers to support their students in using the smartphone as a learning tool, for example, students can use their smartphones as a dictionary to check the definition of new words and use them in a variety of contexts.

Practical Part

CHAPTER II

RESEARCH

METHODOLOGY

Introduction

The widespread of mobile devices (particularly mobile phones) among public in general and students in particularly and the emergence of the new approach-Mobile Assisted Language Learning (MALL) are the motivating forces of this study. Therefore, the main aim of this study is exploratory. It seeks to survey students' attitudes towards the use of smartphones for learning purposes, specifically in enhancing writing skills in the context of Mohamed El Bachir El Ibrahimi University.

2.1. Research Design

We used qualitative method to study the students` attitudes towards using smartphone in developing writing skills. The objective of this study is to investigate the attitudes of Mohamed El Bachir El Ibrahimi EFL students towards employing smartphones in the EFL settings. The subjects was given sets of statements via the research tool questionnaire, which was distributed electronically using Google Form. The participants were asked to choose one of the five options: strongly agree, agree, neutral, disagree, strongly disagree or never, rarely, sometimes, often, very often or depends on the format of the given questions. After the data were obtained, they were analyzed, interpreted and a conclusion was drawn.

2.2. Research Participants

2.2.1. Student's profile:

This study targeted in the first place the students of English as a foreign language at Mohamed El Bachir El Ibrahimi University. The questionnaire was administered to Master One students of English language. The rational which drives the selection of Master One students is the enough experience these students have in both learning English and interacting with smartphone devices due to the Covid -19 pandemic, Thus, we assume that they have enough knowledge on MALL. Their answers on the questionnaire would be based on their perception as well as on their experience. The number of students participated is 30 students. The response

rate of the questionnaire is 100%. The participants were informed that their names would remain omitted to ensure anonymity.

2.3. Research Instruments

2.3.1. Students' Questionnaire

The data were obtained through a questionnaire that concentrated on the attitudes of Mohamed El Bachir El Ibrahimi University EFL students towards the use of smartphone in developing writing skills in the second semester of the academic year 2022-2023. Hence, the study uses the questionnaire as its instrument for gathering both quantitative and qualitative data, since the questionnaire is considered one of the most common instrument used in second language research for gathering attitudinal data. The final version of the questionnaire, which was administered through Google Form, comprised of sets of statements (the statements were carefully chosen in order to answer the research questions). In total, 19 statements were interpreted accurately.

2.4. Data Collection

To easily communicate with the participants, a questionnaire through Facebook in the participants' main page "Master One EFL students" was created prior to the conduct of the study to consider students' attitudes towards using smartphone in developing writing skills. Afterwards, data gathering was done by answering the given questions by selecting answers up to each one experience and opinion. At the end by using Google Form, the answers were presented in form of pie charts divided to percentages to be accurately analyzed and interpreted. Hence, we determine the validity of this research.

2.5. Data Analysis

2.5.1. Analysis of Students Questionnaire

In order to analyze the data, we have selected the descriptive statistics because it shows the most popular category in each question, hence the resulted percentages will directly address the research questions.

. Analysis of the Questionnaire

. Section 01: General Information:

. Questions 1 and 2: specify your age and gender.
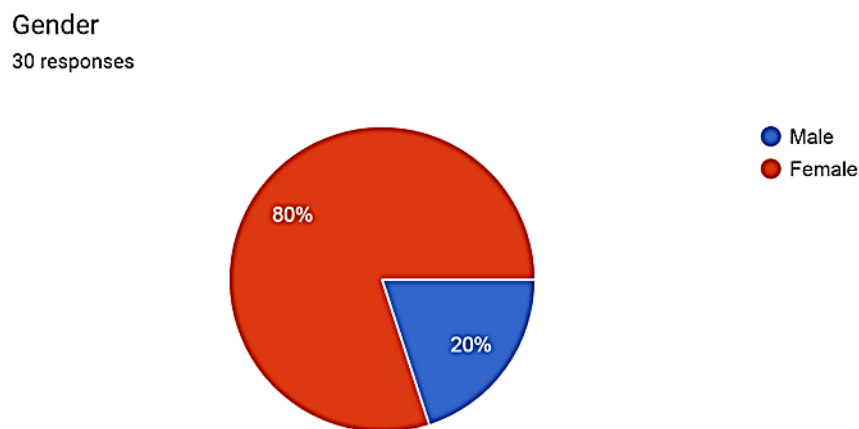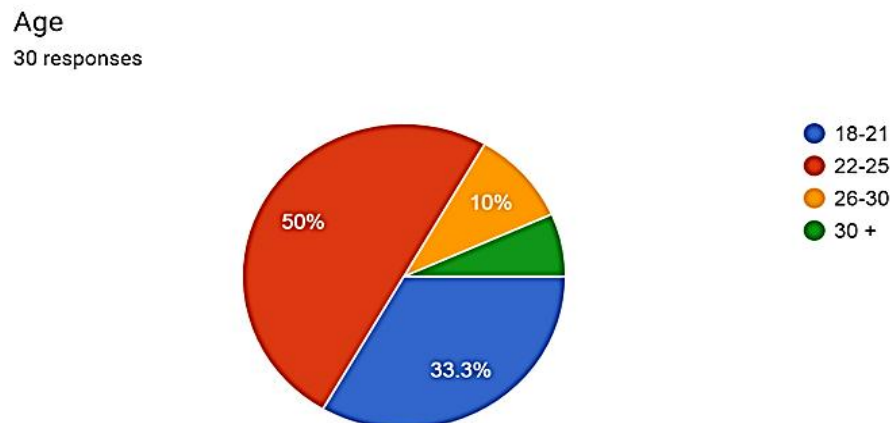
Figure 01: Student gender

Figure 02: Student Age

The finding of this section showed that the age of students' participants ranged from 18 years old to 30 years old. The students aged from 22-25 were (50%), students aged from 18-21 were (33,3%), students aged from 26-30 were (10%), and only (6,7 %) present students aged 30 years old . As far as gender is concerned, females predominantly outnumber the males, females who were reported in the questionnaire consists of (80%) and only (20%) male students.

. Section 02: smartphone technology use in writing

. Question 01:

Figure 03: The use of smartphone for writing

How often do you use your smartphone for writing?
30 responses
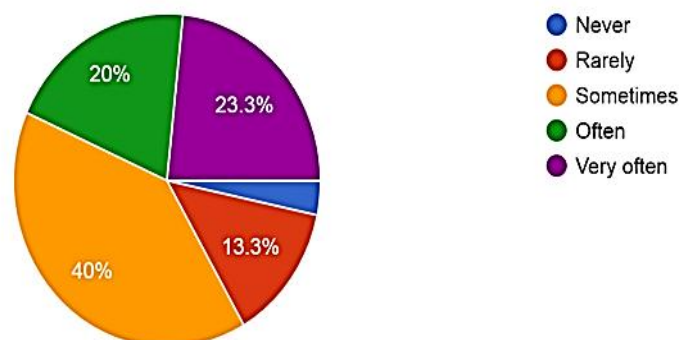
The majority of students (40%) use their smartphones for writing at least sometimes.

Question 02:

Figure 04: The belief of using smartphone can improve writing skills

Do you believe that using a smartphone can improve your writing skills?
30 responses

○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

50%

33.3%
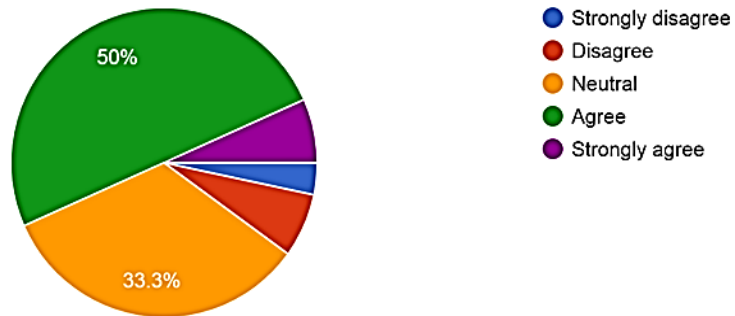
Students believe that using smartphones can improve their writing skills (56.7%).

Question 03:

Figure 05: The belief of effectiveness of smartphones in improving writing skills

How effective do you believe smartphones are in improving your writing skills?
30 responses

○ Not at all effective
○ Slightly effective
○ Moderately effective
○ Very effective
○ Extremely effective

30%

36.7%

20%
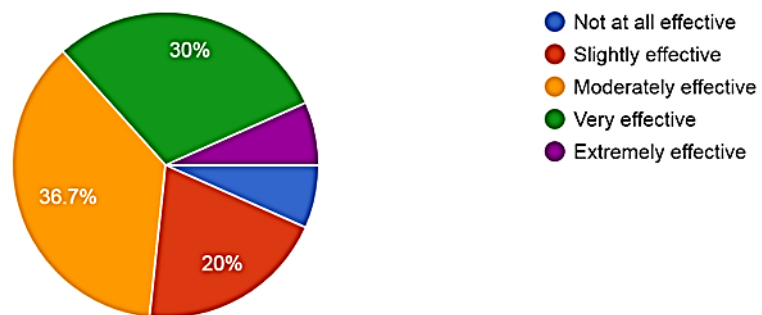
Students agree that smartphones are improving their writing skills (30%).

Question 04:

Figure 06: The rate of typing speed on smartphone

How do you rate your typing speed on your smartphone?
30 responses

- Very slow
- Slow
- Moderate
- Fast
- Very fast

33.3%
33.3%
30%
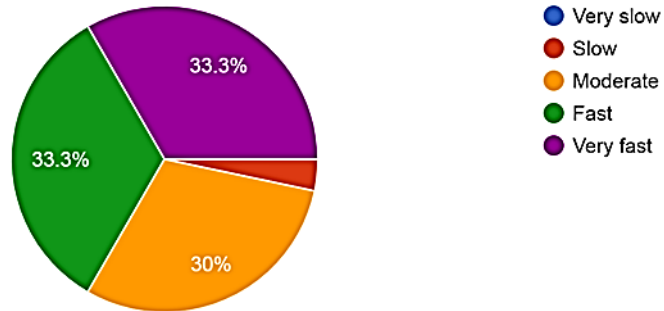
Student are fast on typing while writing on their smartphones (66,6%).

Question 05:

Figure 07: The use of autocorrect or other AI tools when writing on smartphone

How often do you use autocorrect or other AI tools when writing on your smartpho
30 responses

- Never
- Rarely
- Sometimes
- Often
- Very often

16.7%
10%
40%
10%
23.3%
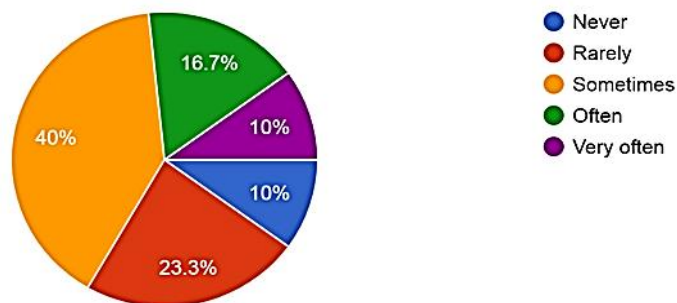
Students find that using autocorrect and other tools is helpful when writing on smartphones (66.7%).

Question 06:

Figure 08: The use of dictionary or thesaurus app on smartphone when writing

How often do you use a dictionary or thesaurus app on your smartphone when writing?
30 responses

- Rarely
- Sometimes
- Often
- Very often

30%
10%
13.3%
46.7%
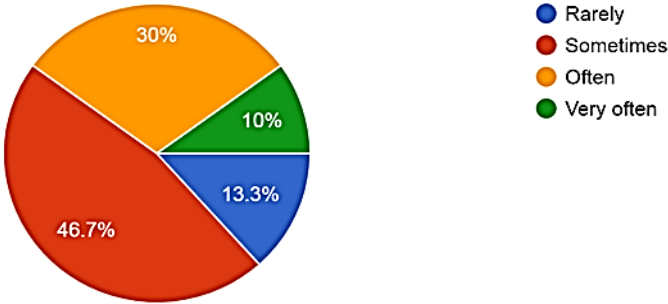
Students use dictionary and thesaurus apps from time to time (46.7%).

Question 07:

Figure 09: The reliance on grammar and spell check when writing on smartphone

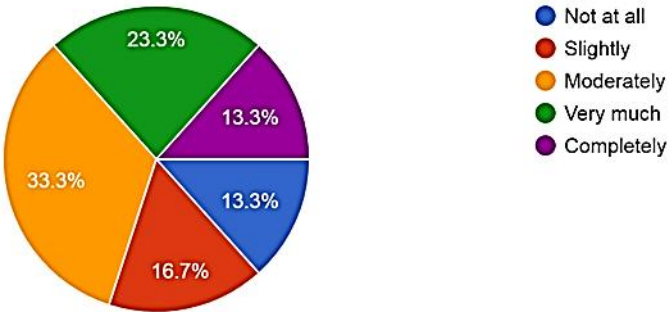How much do you rely on grammar and spell check when writing on your smartphone?
30 responses

- Not at all
- Slightly
- Moderately
- Very much
- Completely

23.3%
13.3%
33.3%
13.3%
16.7%

Students rely on grammar and spell check apps moderately (33.3%).

Question 08:

Figure 10: The comfort writing on a smartphone compared to a computer or pen and paper

How comfortable are you writing on a smartphone compared to a computer or pen and paper?
30 responses

- Not comfortable at all
- Slightly comfortable
- Moderately comfortable
- Very comfortable
- Extremely comfortable
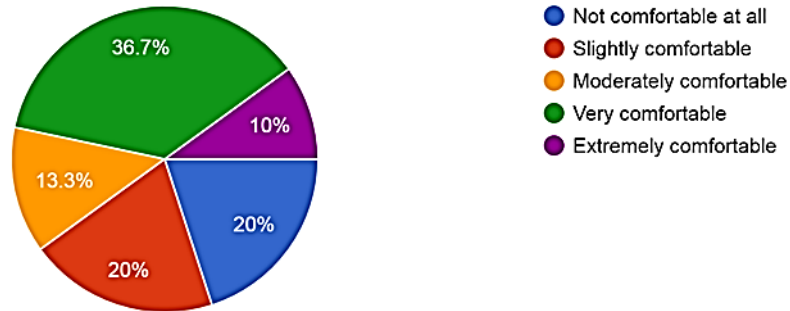
Students are very comfortable writing on smartphones compared to computers or pen and paper (36.7%).

Question 09:

Figure 11: The use of writing apps specifically designed for improving writing skills on smartphone

How often do you use writing apps specifically designed for improving writing skills on your smartphone?
30 responses

- Never
- Rarely
- Sometimes
- Often
- Very often
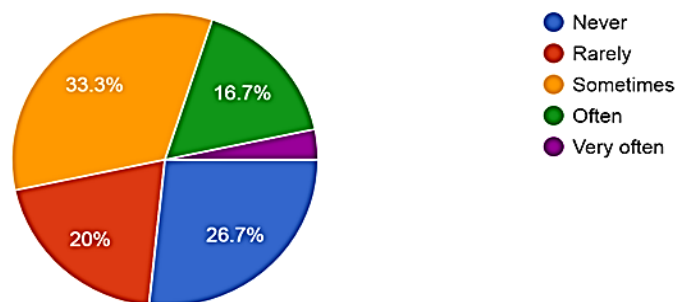
Students use writing apps specifically designed for improving writing skills sometimes (33.3%).

Question 10:

Figure 12: The agreement with the statement: "Smartphones are useful tool for improving writing skills"

How much do you agree with the statement: "Smartphones are a useful tool for improving writing skills"?
30 responses

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

53.3%

10%

26.7%
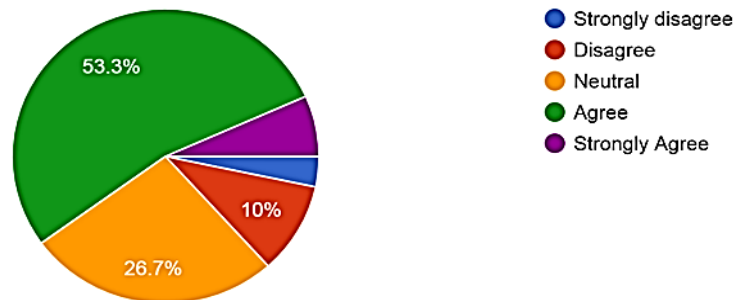
Students agree that smartphones are useful tools for improving writing skills (53.3%).

Question 11:

Figure 13: The types of writing activities students do on smartphone

What types of writing activities do you typically do on your smartphone? (select all that apply)
30 responses

Activity	Count
Taking notes	17 (56.7%)
Brainstorming ideas	16 (53.3%)
Writing essays	12 (40%)
Writing emails	19 (63.3%)
Writing social media posts	15 (50%)
Writing affirmations, to-do list, s...	1 (3.3%)
	1 (3.3%)
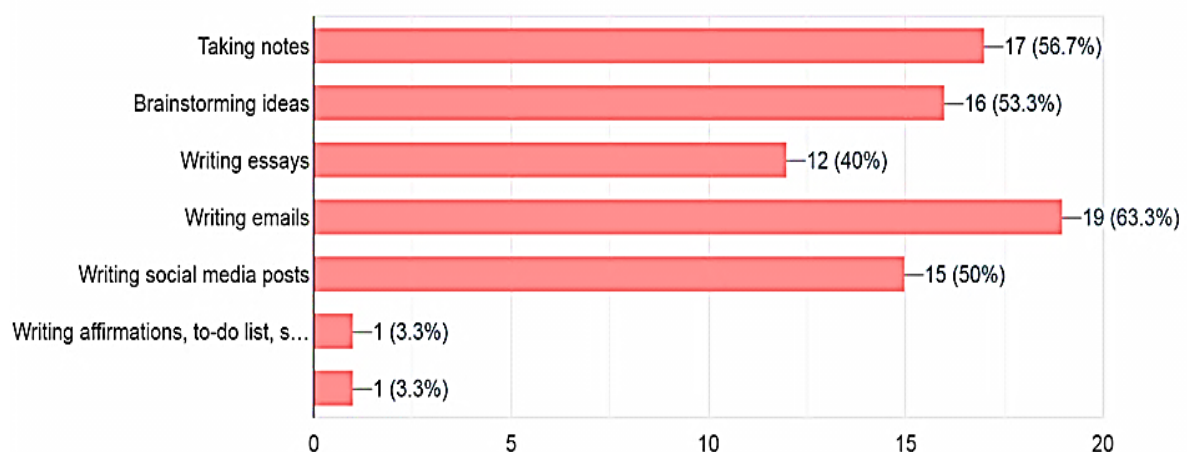
The most common writing activities done on smartphones are writing emails, taking notes, brainstorming ideas, writing social media posts, and writing essays.

Section 03: Smartphone Technology Role in Writing

Question 01:

Figure 14: The use of language translation apps when writing on smartphone

How often do you use language translation apps when writing on your smartphone?
30 responses
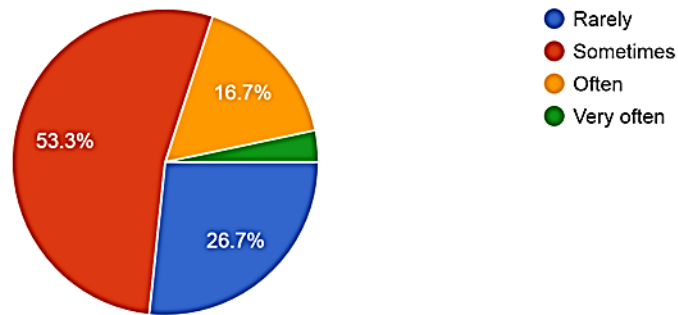
Students use language translation apps sometimes (53.3%).

Question 02:

Figure 15: The agreement with the statement: "Using a smartphone for writing can improve one's vocabulary and grammar"

How much do you agree with the statement: "Using a smartphone for writing can improve one's vocabulary and grammar"?
30 responses
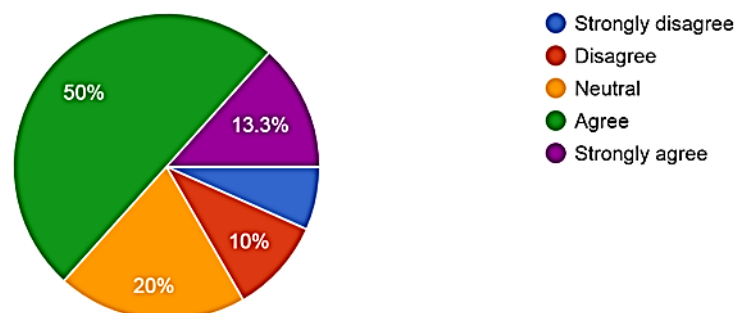
Students agree that using a smartphone for writing can improve one's vocabulary and grammar (50%).

Question 03:

Figure 16: The use of note-taking apps on smartphone for writing down ideas

How often do you use note-taking apps on your smartphone for writing down ideas?
30 responses
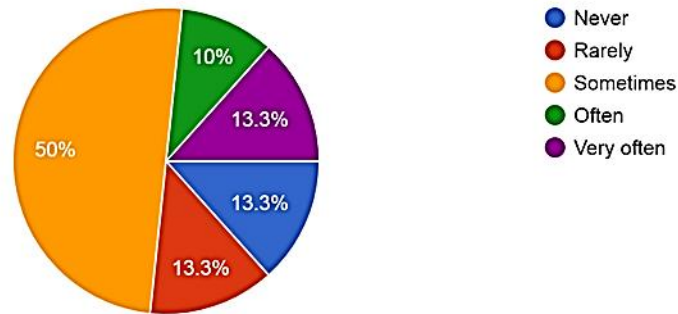
Students use note-taking apps sometimes (50%).

Question 04:

Figure 17: The use of grammar and writing style checker apps on smartphone when writing

How often do you use grammar and writing style checker apps on your smartphone when writing?
30 responses
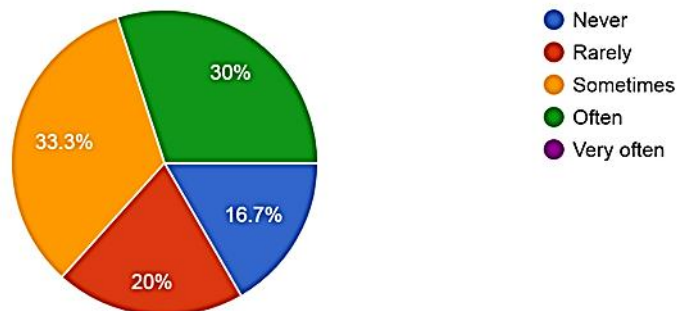
Students use grammar and writing style checker apps sometimes (33.3%).

Question 05:

Figure 18: The engagement in metacognitive activities while writing on smartphone

How often do you engage in metacognitive activities (e.g. reviewing, revising, editing) while writing on your smartphone?
30 responses

- Never
- Rarely
- Sometimes
- Often
- Very often
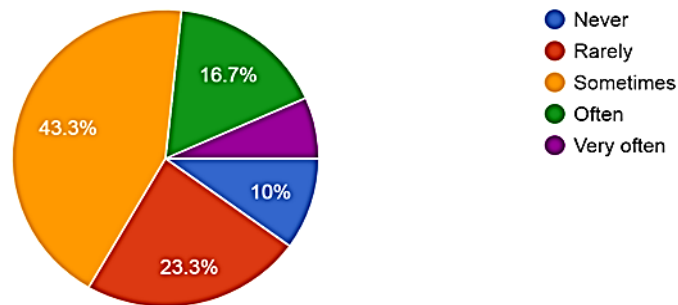
Students engage in metacognitive activities (e.g. reviewing, revising, editing) sometimes (43.3%).

Question 06:

Figure 19: The use of smartphone to research and gather information when writing

How often do you use your smartphone to research and gather information when writing?
30 responses

- Never
- Rarely
- Sometimes
- Often
- Very often
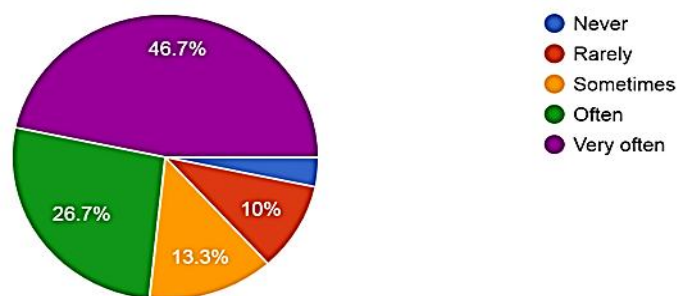
Students use their smartphones to research and gather information when writing very often (46.7%).

Question 07:

Figure 20: The agreement with the statement: "Using a smartphone for writing can help improve one's time-management skills"

How much do you agree with the statement: "Using a smartphone for writing can help improve one's time-management skills"?
30 responses
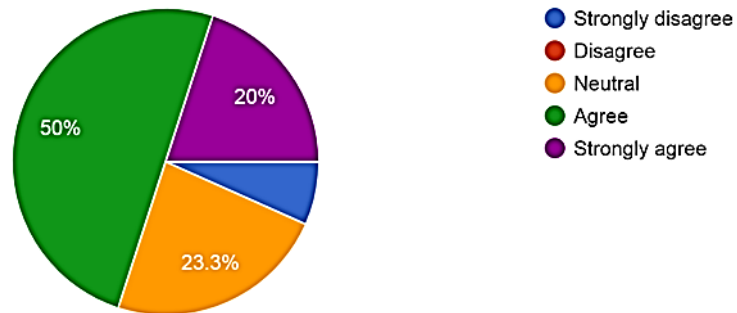
Students agree that using smartphones can improve one's time-management skills (50%).

Question 08:

Figure 21: The agreement with the statement: "Smartphones can be a useful tool for brainstorming and generating new ideas

How much do you agree with the statement: "Smartphones can be a useful tool for brainstorming and generating new ideas"?
30 responses
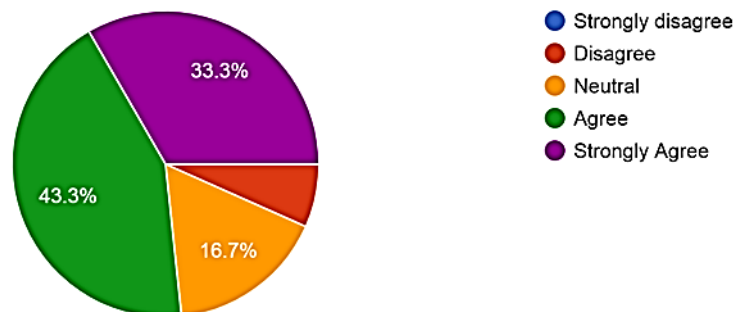
Students agree that smartphones can be useful tools for brainstorming and generating new ideas (43.3%).

Overall, the results of this study suggest that students have a positive attitude towards using smartphones for writing. They believe that smartphones can be helpful tools for improving their writing skills, and they use a variety of smartphone apps and features to support their writing.

Conclusion:

This study survey EFL students' attitudes towards using smartphone in enhancing writing skills at Mohamed El Bachir El Ibrahimi University. In this chapter, the results of participants were analyzed according to 19 questions divided into three sections, the first section was about general information about the participants, the second section tested smartphone technology use in writing and the third one tested the role of smartphone technology in writing.

CHAPTER III

DISCUSSION OF THE

RESULTS

3.1. Discussion and Interpretation of the Main Results

The results of this study are consistent with previous research on the use of smartphones for writing. They suggest that students have a positive attitude towards using smartphones for writing as well as they believe that smartphones can be helpful tools for improving their writing skills such as using a variety of smartphone apps and features to support their writing.

The goal of using smartphone technology in writing is to provide a new manner for students to learn written expression better. The integration of this kind of tools will inspire new ways of learning and teaching writing skills. First, the teacher can use smartphone devices as a teaching tool to help his students improve their writing skills and draw their attention. To assist students, teachers should select the appropriate materials for successful integration. The teacher should select the right internet application with activities that assist learners in mastering their writing abilities; for example, there are several applications that assist students in improving their writing skills, such as "Receiving Word of the Day notifications", "Pro-Writing Aid", and "Focus Writer".

Learning writing in foreign language is not an easy task because learners have to enhance and develop their abilities, so that, the use of smartphone technology in the language classroom is very useful for EFL learners. Students, on the other hand, must learn how to use smartphone tools and the internet in order to get efficient result in their writing development. For example, they can use the internet to gain inspiration to write better through social media, relying on a Note Taking Platform or taking online writing courses.

Learners can use smartphone technology in order to develop their knowledge about writing. For example, the student can have different activities that can be automatically corrected. Smartphone devices give the students the opportunity to select which activity they need based on their abilities. Finally, the use of technology makes the learners access to writing

and reading materials using computer and internet or other tools such as tablets and smartphones (Grace and Kenny, 2003).

3.2. Suggestions and Recommendations

Smartphone technology is influential in any domain in our lives, especially in education. It is an important part when it comes to learn writing skills. It provides the necessary support for efficient language teaching and learning. However, when this technology is employed in the classroom, students' writing skills improve since it allows them to interact and collaborate with their classmates on anything, at anytime and anywhere. Therefore, smartphone devices improve both the learning and teaching processes, leading to a higher achievement.

The results have implications for educators in several ways. First, educators can use the results of this study to help students understand the benefits of using smartphones for writing and provide them with guidance on how to use smartphones effectively for writing. We can teach students how to use smartphones, guide them, assist them, in this digital world because after all these students belong to the Z-generation or digital natives. Second, educators can encourage students to use smartphones for writing by talking to students about the benefits of using smartphones for writing and by providing them with guidance on how to use smartphones effectively for writing. Third, educators can provide students with access to smartphone apps and features that can help them improve their writing skills: these apps and features can include autocorrect, dictionary, and thesaurus apps, as well as apps that can help students research and gather information. Finally, educators can create assignments that require students to use smartphones for writing: these assignments can help students develop their writing skills and their ability to use smartphones effectively for writing.

Conclusion

This chapter sought to provide and discuss the significant findings from the students' questionnaire. The questionnaire's findings were discussed and interpreted.

According to the conclusions of this study, most students support the use of smartphone technology as an effective technique of enhancing writing abilities. Furthermore, the majority of them thought smartphone technology was beneficial to students' writing development. They believed that utilizing smartphone devices would significantly affect their willingness to grow their writing and capacity in many ways, just as they believed that their writing skills would be improved.

GENERAL

CONCLUSION

The present research work has investigated the effect of smartphone technology on students' development of writing skills in EFL classroom. The case study involved master one didactics students in the department of English at B.B.A. It proposed the premise that students may positively make their smartphone everyday beneficial to their written skills learning experience, which will have a good effect on their enthusiasm to learn and make the necessary efforts. The study's major goal is to shed insight on the effect of smartphone technology in developing students' writing skills.

The present investigation relies on one methodology based on qualitative method; consequently, to gather and to collect a valid data, one research tool that is students' questionnaire has been used.

The questionnaire provides quantitative data about students' attitudes and opinions regarding the use of smartphone technology to improve writing abilities in EFL classes. Furthermore, data analysis revealed a favorable outcome for the usage of smartphone technology in increasing students' writing during the teaching and learning processes. Furthermore, the data collected demonstrated that the participants use smartphones in their writing learning experience. They all believe that smartphone technology is a valuable tool that can help them improve their writing skills and achieve more success, and they all have favorable attitudes toward this new instrument.

Accordingly, the findings obtained from the research tool answered the study questions. That is, the usage of smartphone technology has a significant impact on students' writing growth, making the learning process more active and effective. As a result, it is a valuable method that facilitates learning and teaching and should be employed efficiently for educational purposes.

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APPENDICES

. APPENDIX 01 : Students Questionnaire

Dear Students,

This questionnaire is a part of our research work. It aims at investigating the role of using smartphone device in improving students' writing skills. We would be grateful if you could answer the following questions.

Please, use a cross to indicate your choice and give a full statement when necessary.

Thank you in advance for your collaboration.

Misses: Mekideche Insaf / Rouabah Aya

Department of English

Faculty of Letters and Languages

Mohamed El Bachir El Ibrahimi

University of B.B.A

Section 01: Personal Information

1. Demographics

- **Gender:**

o Male ☐

o Female ☐

o Other ☐

- **Age:**

o 18-21 ☐

o 22-25 ☐

o 26-30 ☐

o 30 + ☐

Section 02: Smartphone Technology Use in Writing

1. **How often do you use your smartphone for writing?**

o Never ☐

o Rarely ☐

o Sometimes ☐

o Often ☐

o Very often ☐

2. **Do you believe that using a smartphone can improve your writing skills?**

o Strongly disagree ☐

o Disagree ☐

o Neither agree nor disagree ☐

o Agree ☐

o Strongly agree ☐

3. **How effective do you believe smartphones are in improving your writing skills?**

- o Not at all effective ☐
- o Slightly effective ☐
- o Moderately effective ☐
- o Very effective ☐
- o Extremely effective ☐

4. How do you rate your typing speed on your smartphone?

- o Very slow ☐
- o Slow ☐
- o Moderate ☐
- o Fast ☐
- o Very fast ☐

5. How often do you use autocorrect or other AI tools when writing on your smartphone?

- o Never ☐
- o Rarely ☐
- o Sometimes ☐
- o Often ☐
- o Very often ☐

6. How often do you use a dictionary or thesaurus app on your smartphone when writing?

- o Never ☐
- o Rarely ☐
- o Sometimes ☐
- o Often ☐
- o Very often ☐

7. **How much do you rely on grammar and spell check when writing on your smartphone?**

o Not at all ☐

o Slightly ☐

o Moderately ☐

o Very much ☐

o Completely ☐

8. **How comfortable are you writing on a smartphone compared to a computer or pen and paper?**

o Not comfortable at all ☐

o Slightly comfortable ☐

o Moderately comfortable ☐

o Very comfortable ☐

o Extremely comfortable ☐

9. **How often do you use writing apps specifically designed for improving writing skills on your smartphone?**

o Never ☐

o Rarely ☐

o Sometimes ☐

o Often ☐

o Very often ☐

10. **How much do you agree with the statement: "Smartphones are a useful tool for improving writing skills"?**

o Strongly disagree ☐

o Disagree ☐

o Neither agree nor disagree ☐

o Agree ☐

o Strongly agree ☐

11. What types of writing activities do you typically do on your smartphone? (select all that apply)

o Taking notes ☐

o Brainstorming ideas ☐

o Writing essays ☐

o Writing emails ☐

o Writing social media posts ☐

o Others …...

Section 03: Smartphone Technology Role in Writing

1. How often do you use language translation apps when writing on your smartphone?

o Never ☐

o Rarely ☐

o Sometimes ☐

o Often ☐

o Very often ☐

2. How much do you agree with the statement: "Using a smartphone for writing can improve one's vocabulary and grammar"?

o Strongly disagree ☐

o Disagree ☐

o Neither agree nor disagree ☐

o Agree ☐

○ Strongly agree ☐

3. **How often do you use note-taking apps on your smartphone for writing down ideas?**

○ Never ☐

○ Rarely ☐

○ Sometimes ☐

○ Often ☐

○ Very often ☐

4. **How often do you use grammar and writing style checker apps on your smartphone when writing?**

○ Never ☐

○ Rarely ☐

○ Sometimes ☐

○ Often ☐

○ Very often ☐

5. **How often do you engage in metacognitive activities (e.g. reviewing, revising, editing) while writing on your smartphone?**

○ Never ☐

○ Rarely ☐

○ Sometimes ☐

○ Often ☐

○ Very often ☐

6. **How often do you use your smartphone to research and gather information when writing?**

○ Never ☐

o Rarely ☐

o Sometimes ☐

o Often ☐

o Very often ☐

7. **How much do you agree with the statement: "Using a smartphone for writing can help improve one's time-management skills"?**
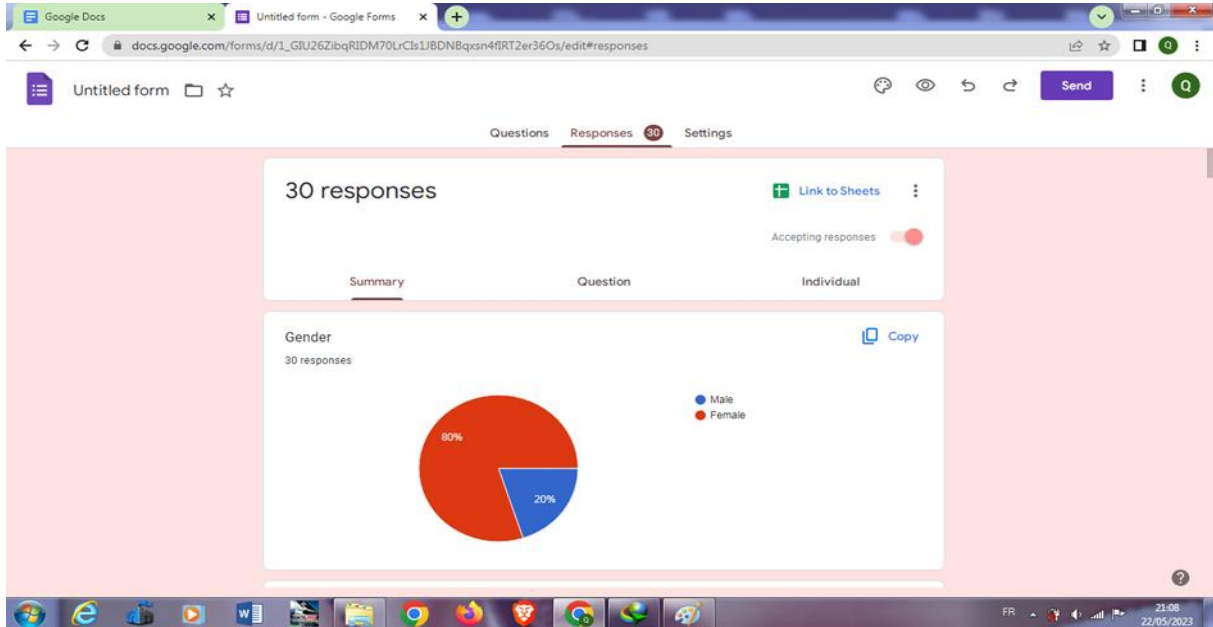
o Strongly disagree ☐

o Disagree ☐

o Neither agree nor disagree ☐

o Agree ☐

o Strongly agree ☐

8. **How much do you agree with the statement: "Smartphones can be a useful tool for brainstorming and generating new ideas"?**
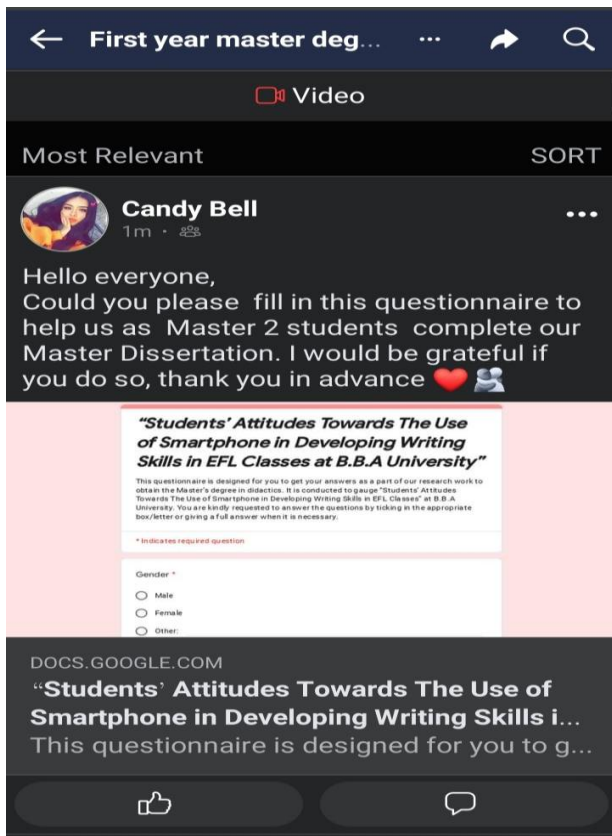
o Strongly disagree ☐

o Disagree ☐

o Neither agree nor disagree ☐

o Agree ☐

o Strongly agree ☐

. APPENDIX 02 : The Questionnaire Link

. https://forms.gle/haLSZEmwnpLmELMj8

. APPENDIX 03: Screenshot of the Questionnaire Distributed to the Sample of "Master One Didactic Group" on Facebook Page

ملخص:

في الوقت الحاضر، يجب أن تلعب تكنولوجيا المعلومات والاتصالات دورا مهما في كل من التعلم والتعليم. في هذا الصدد، تقدمت تكنولوجيا الهواتف الذكية بشكل كبير بما يكفي لاستخدامها كأداة تعليمية، لاسيما عندما يتعلق الأمر بتطوير مهارات الكتابة. لتشجيع الطلاب على تحسين كتاباتهم، ظهر التعامل مع التطبيق التعليمي. بناء على الحجج المذكورة أعلاه، يهدف البحث الحالي إلى التحقيق في تأثير استخدام تكنولوجيا الهواتف الذكية في تحسين مهارات الكتابة لدى الطلاب، في جامعة محمد البشير الإبراهيمي في برج بوعريريج. يتكون مجتمع هذه الدراسة من طلاب ماجستير واحد في تدريس اللغة الإنجليزية بجامعة برج بوعريريج. وهي تتألف من ثلاثين طالب اول ماجستير من قسم اللغة الإنجليزية شاركوا في هذا التحقيق. من المفترض، في هذه الدراسة، أن الطلاب قد يكونون قادرين بشكل إيجابي على جعل الهاتف الذكي مفيدا يوميا لتجربة تعلم مهارات الكتابة. لاختبار هذه الفرضية اعتمدت الباحثة على طريقة واحدة من خلال استخدام الاستبيان. تبحث الدراسة في مواقف الطلاب وتصوراتهم اتجاه استخدام الهواتف الذكية في فصل اللغة الانجليزية كلغة أجنبية. تظهر النتائج التي تم الحصول عليها من أداة جمع البيانات أن غالبية الطلاب لديهم مواقف إيجابية اتجاه استخدام تكنولوجيا الهواتف الذكية في تحسين مهاراتهم في الكتابة. من أجل تعزيز استخدام أوسع لمثل هذه التكنولوجيا في مواقف مختلفة، يتم تقديم بعض الاقتراحات والتوصيات.