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**MASTER IN
«Language and Communication»**

**The Excessive Use of Smartphones by University Students and its
Impact on the Teachers' Role in the Classroom:**

A case study of EFL students of Master 2 language and
communication

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Abstract

Nowadays, mobile devices and new technologies have developed, and the use of these tools in the EFL classroom is no longer a luxury but a mandatory one. In our study we wanted to study the excessive use of smartphones in the classroom, how this could disrupt teachers' lessons or educational lessons, and how are teachers' attitudes towards this excessive use, a mixed-methods study was conducted. The research tools used were a questionnaire sent to M2 English students and an interview with teachers of language and communication master in the English Department at Abd El Hamid IBin Badis University. To this end, the purpose of this research is to study the effects of excessive use of mobile phones on learners' awareness and the role of teachers in the classroom. The results indicated that students use their smartphones excessively not as a learning tool but as a distraction, and also revealed that teachers' behaviours and attitudes were very distracting due to the excessive use of smartphones. As a result, practitioners of English as a foreign language in Algeria should be aware of this behaviour and try to adopt new methods to improve the learning process.

Key Words: Smartphones, excessive use, learning process, teachers' attitudes

Dedications

To my parents, sister who somehow managed to be nothing but supportive, to my brothers, friends, and classmates,

To all my teachers,

I dedicate this work.

Acknowledgments

First and foremost, praises and thanks to God, the Almighty, for His showers of blessings throughout my research work to complete the research positively.

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GENERAL INTRODUCTION

General Introduction

Nowadays, the use of digital devices in the EFL classrooms is no longer luxury but rather compulsory. The use of smartphones in the classroom is not limited to positive; the cell phone use by students during class time is a distraction to the learning process and has an impact on the teachers' role in the classroom. Furthermore, many researchers such as Nicolas Carr who wrote a pertinent book in which it describes our connectivity and addiction to our smartphones. Cell phones can disrupt cell concentration as well as classmates and instructors. When a student uses a smartphone outside of the educational context, such as texting, playing games, chatting, communicating or even taking photos, they usually have difficulties in the learning process and miss opportunities for assimilation. Other classmates may face the same problem that they are affected and distracted using other people's smartphones, as well as the teacher's course objectives. "Students can use cell phones inappropriately to cheat" (Pickett and Thomas, 2006; St. Gerard, 2006). Students may inappropriately use phones to cheat by searching the Internet and searching for answers. Thus, it prevents curiosity and independence.

This research aimed to establish students' opinion on the cell phone use and perceived disruption in the classroom and to examine the effects of the overuse of mobile phones on learners' awareness. To conduct this study, we selected a sample of master2 language and communication at the university of Abd El Hamid Ibn Badis, Mostaganem. This research also discussed the chosen topic by following a set of procedures. The first step is to provide readers with EFLT smartphone dispersion proof. It also gives teachers of English as a foreign language possible solutions when interacting with learners. To investigate this study, we formulated the questions below:

GENERAL INTRODUCTION

- What is the motivation or the need for students to use their smartphones in the classroom?
- Does the overuse of mobile phones affect learners' knowledge or the learning process and if it has an impact on the role of teachers in the classroom?
- To what extent does excessive use of smartphones contribute to the unawareness of learners?

Based on these questions, our hypotheses were formulated as follows:

- 1) The excessive use of the smartphones contributes to the students' unawareness.
- 2) The excessive use of the smartphones in the classroom is considered as a distraction to the teachers' course objectives

To obtain good results, an online questionnaire was sent to M2 students and an online interview with their teacher, in the English department of Abd El Hamid Ibn Badis University, and due to the closure of universities under COVID-19.

Our work is divided into three chapters. The first chapter presents a detailed summary of our main topic, including some definitions, underlying theories, opportunities and challenges. As for the second chapter, it describes in-depth the methodology used, the data collection instruments we followed to accomplish the study goals to fulfil the research. Finally, the last chapter tackles the data analysis and the discussion of the results we obtained throughout our data collection.

CHAPTER ONE: OVERVIEW

1. Introduction

This chapter presents previous research related to our current research work. It is divided into five sections. The first section deals with the diversity of mobiles, the second part derogates from the importance of the use of smartphones. The third and fourth sections provide a global history of the smartphone and the impact of smartphones on learner development (positive and negative aspects). At the end of this chapter, we would like to highlight the main points related to the use of the smartphone in the classroom and how they could be used positively.

1.2. The Diversity of Mobile Technology

Throughout its history, telephony has evolved, new methods of communication have been invented, new models have been introduced to meet the changing demands of society and to generate unimaginable needs before that date. Besides, mobile technology has been developed from a basic telephone messaging and calling system into a multi-tasking application used for GPS navigation, Internet search, games, instant messaging, etc. Mobile technology is becoming more and more popular thanks to tablets and laptops.

Twenty years ago, mobile technology was mysterious, but it is now a need for rural and urban areas. Besides, mobile technology started as a revolutionary success in the world of technology, but today, thanks to its various new features, transforms it into user-friendly technology. The mobile phone was first used for phone calls, messaging or simple games. But it's now a digital world that makes life and business easier; traders can now sell their products using mobile technology. This mobile device even allows you to transfer data and other files via Bluetooth and wifi. Also, the mobile phone is equipped with internet connectivity, which makes easy for the users to download files from the internet and also to make Video call conferencing. Besides, the students adopted the Smartphone information about their studies

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and even make notes of the lectures, etc. Smartphones ensure protection. Families would connect easily when abroad. Mobile technology has a range of features here to stay, and it can meet even the most basic needs in the future and make life much better.

1.3. The Rapid Evolution of Mobile Phones

After the Second World War, the first cell phones appeared at the end of the 1940s. They were highly expensive and big they were used by a small minority of people in vehicles. Bell Laboratories in 1982 developed the device known as the first mobile generation (1G). About a decade later, the second generation phones were introduced in 1990. They were less expensive and smaller and were based on the Global Mobile Communications system (GSM), which provides digital cells, enhancing the efficiency and protection of voice transmission. This invention has simultaneously allowed the transmission of many conversations over a single channel, dramatically reducing the price of lines and encouraging their incorporation into the business environment. Therefore, the society began exploring the need for multimedia transmission. And so the so-called Third Generation (3 G) began in March 2003, it was launched in Italy and the UK by the three/Hutchison group, on WCDMA. Then, it was replaced by the fourth generation phones (4G) in 2007, which was an initiative by academic, R & D labs to move beyond the limitations and problems of 3G. Furthermore, in 2020 the Telecommunication Technology Committee published about the next generation called the 5G; it tends to cover high speed, high capacity of connection and ultra-highreliability.

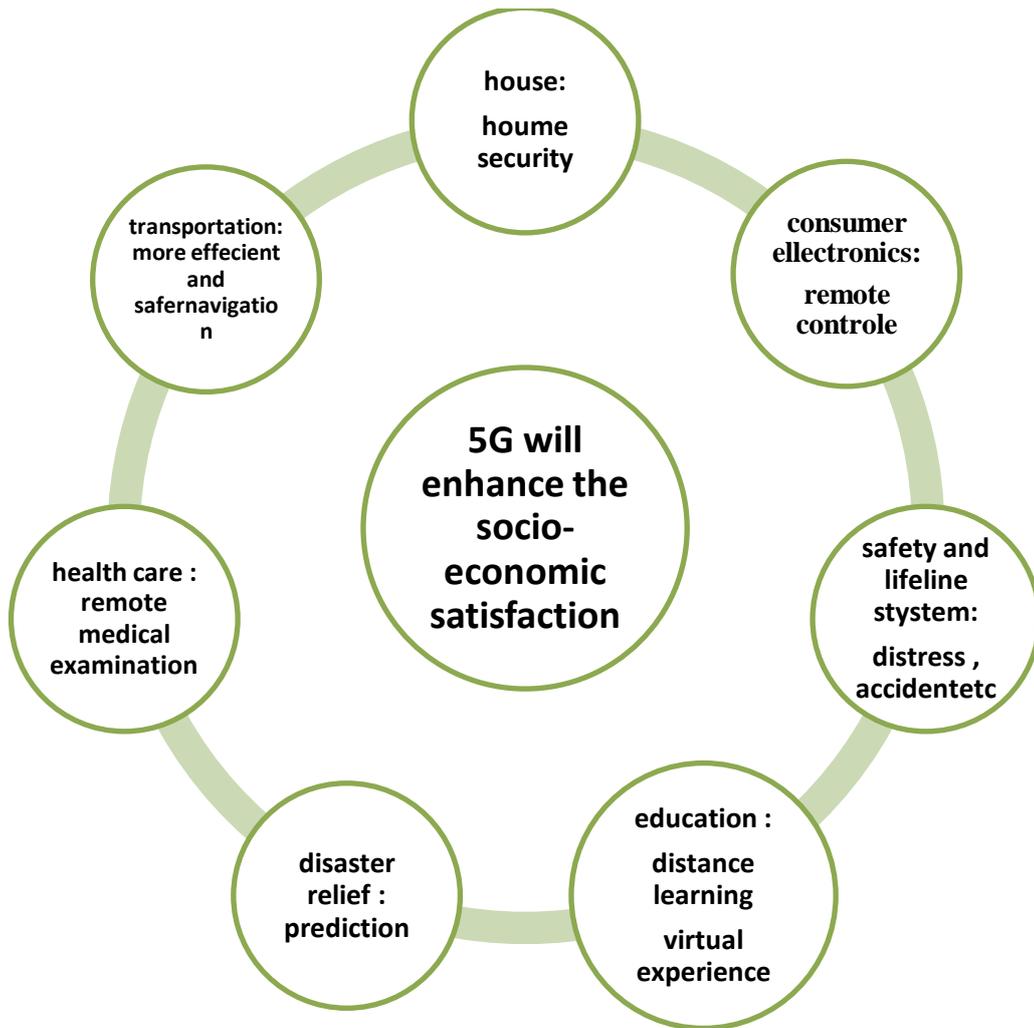


Figure 1: Examples of 5G Use Case

This diagram emphasized the examples of the five (5) cases and requirements taken from a white paper published by ‘2020 and Beyond Ad Hoc group’ of the Association for Radio Industries and Businesses (ARIB) in 2014. The figure above shows how the fifth generation will enhance the social-economic satisfaction.

1.4. Opportunities and Challenges of the Smartphone in the Academic Learning

At present, education is moving towards the use of more technology in classrooms, ranging from elementary to college level. In secondary schools and colleges, devices being used most commonly for educational purposes are tablets (iOS/Android), smartphones (iOS/Android), and laptops (Windows/Macintosh) (Dietz & Henrich, 2014). Such tools are used to improve the

CHAPTER ONE: OVERVIEW

overall educational performance of students; students use apps for tasks such as answering questions, analyzing visualizations, taking notes, studying and interacting (e.g. email). Although the intended purposes of these devices are to improve educational experiences for the student, there have also been negative consequences from the introduction of modern technology in the classroom (Junco, 2012).

Several studies have highlighted the effects of mobile phone use on students in the classroom, but ignoring the inclusion of teachers as an essential part in the same context regarding excessive mobile phone use by their students. In this study, we would like to reveal how teachers can be affected negatively by students' use of mobile phones. Therefore, the following paragraphs discuss the challenges and opportunities involved in a smartphone and its impact on teachers and students and how it can be a distraction and a way to interact.

1.4.1. The Challenges

Dietz and Henrich (2014) found that there has been an increased evidence of a decline in overall grades and a decrease in seatwork since the rise in technology in the classroom (e.g., cell phone use). “The increase in student cell phone use in classrooms has led to a decrease in academic performance and satisfaction with instruction”(Dietz &Henrich, 2014).

Additionally, awareness has also decreased as students are using electronic devices for non-educational purposes. Alarminglly, studies show that even students who are close to other students using this technology are less likely to work in the classroom even if they don't use it themselves. “When looking at why students use cell phones for non-educational purposes, it was found that students find their devices more exciting and stimulating than what is happening in their class” (Sana et al., 2013); students tend to use cell phones for non-pedagogical purposes in the classroom, although they are conscious that cell phone use hurts both teachers and students in the classroom. Studies by Sana, Weston and Cepada discovered

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that students at university graduates were "multitasking" at 42 per cent of class time in 2013 (e.g., social networking students, gaming), another explanation why students use smartphones. Another analysis carried out by Wood et al. (2012) found that Facebook students had substantially lower scores in their assessment of content than students who only use paper and pencil notes. Also, the use of technology can foster cheating in the classroom; or in other words, the students become more dependent on the internet and just copy-paste the results or information without being aware of their critical thinking and their response.

"Are smartphones a distraction in the class?" a Facebook post in Hillsborough county public schools posted about a math teacher that asked her students to put their phones on the corner of their desks, and each time they received a notification they mark it on the board. Below is the final version of the board after 30 minutes of putting notifications marks:

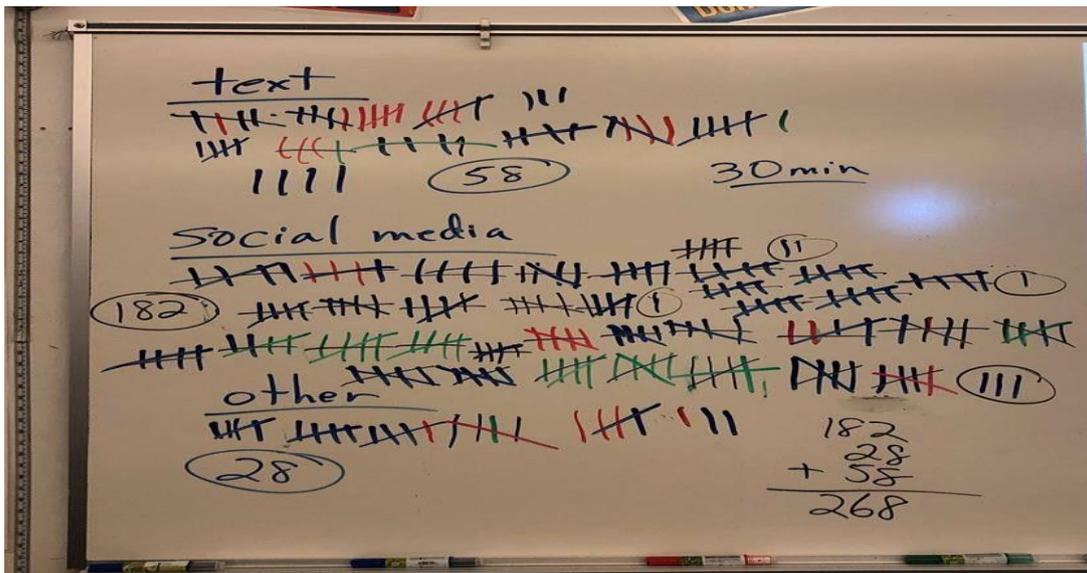


Figure 02: Smartphone notification marks at Hillsborough county public schools

According to the UNESCO study (in 2013), mobile devices include all portable electronics related to them, including simple mobile phones, smartphones, e-readers and net books. Marc (2001) stated that now, students, have been rendering almost a part of their lives by using video games, video cameras, digital music, cell phones, laptops, and all the toys and devices

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of the digital age. He also said that mobile learning is today a need, but not a want. It is believed that by letting students to use mobile phones in the classroom, they are motivated to learn and increase their ability to do so (Kunzler, 2011). “We are at a point in the evolution of technology where the personal tablet device postulated by Hepple (1998) is becoming a reality. However, we have not yet understood how access to and use of these devices will change learning and teaching. Without such understanding, we left with an inadequate analysis that creates the conditions for ill-informed policy decisions at both school and national level and a self-sustaining cycle of misunderstanding and doubt». Without such understanding, we left with an insufficient analysis that creates the conditions for ill-informed policy decisions at educational institutes. It is of vital importance for teachers to augment or change the way they teach to entirely educate students and prepare them for scientific and technological global competitiveness for the 21st century. The article "iPad Drops off as Tablets Continue Gains Propelled by Education Spending" by David Nagel in 2014 shows how much public schools are investing in tablet computers. Over the past couple of years, lower price tablets produced by Samsung have exceeded Apple's iPad formerly the first choice for most school systems (2014). This may be great news for lower-income educational institutions since they are likely to follow suit to remain competitive.

Another interesting piece was the article “Technology in the Classroom Helpful or Harmful” by Samantha Cleaver (2014). She is speaking about how technology may assist a student to personalize learning. "An interactive game is more engaging than a book, so technology often promotes more practice and review in areas that require memorization, such as spelling, math and geography" (2014, p. 1) Cleaver, Samantha (Sept 15, 2014). “Just as Sesame Street helped transform television into a revolutionary tool for learning among young children four decades ago, advances in mobile technologies are showing enormous untapped educational potential for today’s generation” (Shuler, 2009, p.4).

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Surprisingly, each of the articles I have scanned indicates that there is a real need for technology inside the classroom. Teachers should be obliged to understand how scientists are engaged and are allowed to do so in their learning.

In 2015, it was possible to calculate that 80% of all smartphone users have access to the Web (Johnson et al., 2012), and 67% of all high school students have access to smartphones with Web access (Project Tomorrow, 2010). Smartphones provide educational tools that will become essential for learning in our colleges. Certain applications and options may benefit the teacher and the student in class. Smartphones are often good devices for receiving rich educational content, and these smartphones are now able to handle transmission content. Smartphones will receive and produce transmission information flexibly and economically.

For instance, lecturers will use a video to clarify a thought, or teachers will send teaching materials in video formats creating teaching materials accessible by students through their smartphones. Besides, smartphones are smaller and lighter than laptops or desktop computers. Additionally, “many useful Apps can be downloaded and installed easily as operating systems for smartphone adopt the plug and play method”, (Carlson and Schrader 2012). As a result, they become multi-function devices that may perform several operations easily, together with learning. Smartphones might become smart academic aids as they enable students to perform numerous tasks handily.

1.4.2. Opportunities

21st-century students are digital citizens, were born with technology and are intimately linked in their lives. The technology is one of the skills that schools need in the 21st century. But computer technology is not just a digital tool in the classroom; Everything about everything that facilitates interaction between the teacher and the student. Learners challenge endless transfers of cell phones, tablets and laptops. In schools, technology can be seen as the

CHAPTER ONE: OVERVIEW

culprit and can be used to improve student participation and performance. “Digital education generates new learning opportunities as students engage in digital environments on the Internet and teachers change their teaching practices through the use of blended courses, personal instruction, new forms of collaboration and a wide range of innovative and engaging learning strategies, Director of Academic Technologies and Information Services, Oregon State University, Campus Technology. In other words, with the use of technology, you can experiment more with pedagogy and get immediate feedback. Besides, Gerlich et al. (2010) found that many university students use their smartphones for study assistance. Students now have easy access to the Internet to new information and knowledge that can help their learning experience. They can also participate in social networking conversations and get quick responses from friends, teachers or even professionals. Also, Classroom technology allows students to grasp and interact in-depth on subjects that interest them and to guide their learning. Therefore, it increases student engagement. Today's students are digital natives; they grew up with technology. We should use technology instead of viewing it as a threat.

1.5. The Impact of Smartphone Addiction on the Academic Performance

Due to the educational and entertainment options of many applications, the use of smartphones has become densely populated for the younger generations. The Smartphone is used more and more by students. Excessive use of smartphones generally motivates students, affecting users' academic performance, daily activities, physical and mental health and social relationships. Smartphone users typically surf the web, check email, social media pockets, and send large tactile text messages. However, excessive use of smartphones has negative effects on addicted users all the time. Addiction to smartphones, computers and even the Internet has proven to be more serious. Smartphones are generally used by young students who study in high schools and universities.

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Students seem vulnerable to excessive use of technology because of their development dynamics, their freedom and their lack of responsibility towards society and the family (Candel, 1998). Also, HISCOCK 2004, SELWYN, 2003 and others believe that the use of smartphones has resulted in people being neglected and triggered thousands of dangerous behaviours. It is also unfavourable for jobs, social models and educational results. Students engage in web browsing, social networking, and text messaging, so less attention is paid to their lessons in the classroom (HISCOCK, 2004; SELWYN, 2003).

1.5.1. How Smartphones Hijack our Minds

“The smartphone is unique in the annals of personal technology,” says Nicholas Carr in this Wall Street Journal article. Technology and mobile phones can adversely influence sleep, communication, discomfort and stress. What makes the Smartphone so captivating? Also, smartphones can promote fear and reduce performance. “[E]ven hearing one ring or vibrate, produces a welter of distractions that makes it harder to concentrate on a difficult problem or job,” says Carr in his article ‘What Smartphones are doing to our minds’ in 2017.

"The division of attention hampers logic and performance." Research has shown that if the loop or vibrations do not respond, blood pressure, rhythms and problem-solving ability will increase. Nicolas Carr wrote an article entitled "How smartphones hijack us". The Wall Street Journal provides an impressive summary of the latest research on iPhone science in neuroscience on its front page. He claims that the devices are simply aimed at addiction, hence "I-ZOMBIES". Nicholas Carr (2017). Besides, he wrote a related book called "Shallow" in 2010. This worries us about the use of smartphones and explains in his book the idea of what the Internet does with our minds.

CHAPTER ONE: OVERVIEW

1.6. Conclusion

This chapter laid out the main key concepts related to the smartphones' overuse, starting with the diversity of mobile technology and its rapid development. It also covered both its pros and cons, as well as the potential challenges of this mobile technology. We also included the effects of the smartphones' overuse on the teachers' course objectives. Furthermore, a part of this body emphasized smartphones addiction and what smartphones are doing to our brains.

CHAPTER TWO: RESEARCH METHODOLOGY

2. Introduction

This chapter deals with the research methodology used for this study. It includes the research method, the procedure, the context, and the selected participants. It elaborates on the data collection tools in which questionnaires and interviews conducted in the department of English at AbdelhamidIbnBadis University.

2.1. Research Method

Every researcher's ultimate goal is to conduct a study that provides data to strengthen and advance certain areas of knowledge. To rigorously obtain meaningful outcomes, the use of testing methods rationalized on consistent grounds plays a vital function. On this presumption, we followed a mixed approach of investigation to better gather knowledge validating or invalidating the hypotheses previously mentioned. Quantitative work at the macro-level is the compilation and review of data intended for numerical representation in sequential levels. In the contrary, qualitative research involves "a process of building a complex and holistic picture of the phenomenon of interest, conducted in a natural setting" (Abawi, 2008, p. 5); it dives further into the observed examples, and find a variety of potential viewpoints from its participants.

Quantitative and qualitative paradigms were interrelated in this research, building upon the strengths of each one of them in presenting a full account of the question under analysis. Saunders (2003) notes that almost all research will involve some sort of numerical data or even contain data that could be quantified so that the researchers respond to their research questions and meet the objectives of the study.

CHAPTER TWO: RESEARCH METHODOLOGY

2.2. Procedure

To investigate the excessive use of smartphones in the classroom, we conducted a mixed-methods research with second-year master students of language and communication in the department of English language at Abdelhamid Ibn Badis University. To get the appropriate outcomes of the research study, the researcher used an online questionnaire for the students and an interview conducted with the teacher.

2.3. Context

This study was conducted in the department of English language at Abdelhamid Ibn Badis by the researcher because her selected participants are familiar with the research topic.

2.4. Participants

As previously mentioned, the selected sample was first-year master students of language and communication from the department of English language of Abdelhamid Ibn Badis University. They were 45 participants in both blended learning and HRD courses. Also, the researcher selected them for their developing acquaintance with educational technology and their interests in revolutionizing EFL teaching and learning.

2.5. Data Collection Instruments

In a case study and throughout conducting this study, three distinct data collection instruments were employed. They were students' questionnaire, teachers' interview.

2.5.1. The Students' Questionnaire

“The questionnaire has become one of the used means of collecting information. If well-constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner” (Anderson, Nancy Arsenaul, 2005, p.170). The questionnaire is the first instrument for which we have opted to collect both quantitative and

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qualitative data. The goal is to disclose the views of the students on the topic of the research via collecting students' answers which were analyzed eventually. The questionnaire contains eight questions.

2.5.1.1 Description of Students' Questionnaire

The survey includes eight (8) questions: five of which are multiple options; 3 open-ended questions students can answer in a broader context to express more and develop their answers freely. The number of open-ended questions aims to help the researcher reach an in-depth contextual perspective behind each answer.

- The first question is simple; the aim was to know if each student possesses a Smartphone.
- Question two (2) and three (3) aim at investigating how much students use their smartphones and how they are using them in the classroom.
- Question four (4) seeks to discover the informants' typical status of the phone during the lecture.
- Question five (5) and six (6) seek to scrutinize students' attitudes towards the use of Smartphone in the classroom.
- Question seven (7) is an open-ended investigation of the participants' observation about whether their teachers been distracted by the overuse of the smartphone during the classroom and also to dig deeper on the teachers'behaviour towards the excessive use of smartphones.
- Question eight (8) it is a multiple-choice question, tries to reveal students' opinions towards multitasking and their perspective about how people multitask.

CHAPTER TWO: RESEARCH METHODOLOGY

2.5.2. The Teachers' Interview

Interviewing is the most widely used form of data collection in qualitative research (Creswell, 2007). Since interviews are the most used form of data collection in qualitative research (Creswell, 2007), and another necessary form of data collection tool, which is particularly useful for obtaining the story behind the participants' experiences, the researcher decided to seek in-depth information on the given subject to discover the point of view of the participant, the selected teacher. The interview aimed to discuss the subject in detail.

2.5.2.1. Description of the Interview

The interview was conducted by the researcher for understanding and assessing the teachers' attitudes and behaviour towards the smartphone usage and how it may disrupt them. The choice of our E-learning teacher of language and communication master was on purpose because she had a significant experience of teaching and also was interested in technology learning. The interview was conducted online due to the pandemic COVID-19.

The interview consists of four (4) questions.

- Question one (1) aims to reveal what the teacher thinks about using mobile in the classroom.
- Question two (2) attempts to determine whether the smartphone usage disrupts the learning process. The suggested responses to a direct yes or no question and then to explain how it can be a distraction.
- Question three (3) aims at understanding the teachers' attitudes and behaviour towards excessive smartphone use during the course.
- Question four (4) aims to know about the teacher's experience when her students were allowed to use their smartphones during their exams.

CHAPTER TWO: RESEARCH METHODOLOGY

2.6. Conclusion

This chapter presented the research methodology. It discussed the research method, the context, and the selected participants for this study. In this chapter, the researcher also described the questionnaire and the interview conducted with second-year master students of language and communication and their E-learning and HRD teacher.

CHAPTER THREE: DATA ANALYSIS AND RESULTS

3. Introduction

This chapter presents the results and analysis obtained from the online survey. A total of 30 responses were received from 47 respondents, representing a response rate of 63.8% for the survey of 30 respondents.

3.1. Data Description

This section describes the data obtained. First, it provides a brief description of the respondents' backgrounds. Then describes the student questionnaire and the interview with the teacher. Finally, we will analyze and discuss the final results collected.

3.2.1 Background of the Respondents

The survey targeted 47 respondents in the classroom of English (speciality, language, and communication) in the university of Abd El Hamid Ibn Badis of Mostaganem. However, only 30 participants responded to the invitation to participate in the questionnaire and interview.

Section one: Student's attitude towards smartphones use in the classroom

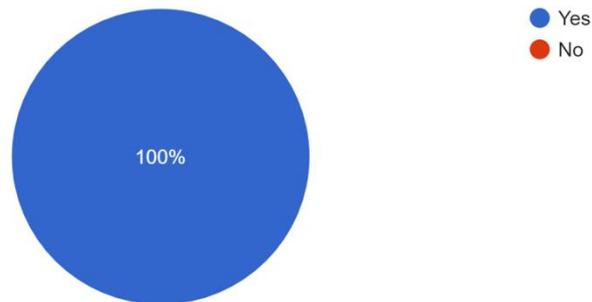
3.2.1.1 Analysis of the Students' Questionnaire

As explained in the description of this questionnaire, we tried to investigate students' awareness of the excessive use of smartphones in the classroom, and how this could disrupt the objectives of the teacher course. For this purpose, we decided to approach (to address a study) the analysis of a variety of their responses by classifying them in the focused elements of our hypotheses. Data were obtained from a self-managed questionnaire, completed by 29 (n = 29), with a response rate of 61.7%.

CHAPTER THREE: DATA ANALYSIS AND RESULTS

The diagram below is a numerical description of the first question related to the process. The figure illustrates the participants' answers to the possession of the smartphone in the classroom. (See appendix1, question 1).

do you have a smartphone ?

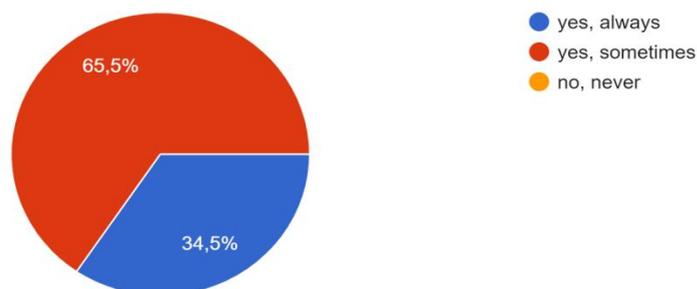


Graph 1: Students' smart phone possession

Graph1 shows that 100% of the respondents answered YES for having a smartphone, which means that the majority own a Smartphone.

The graph below displays an analysis of the second question concerning the Smartphone use during the lecture. (See appendix, question 2).

do you use your smartphone during the lecture ?



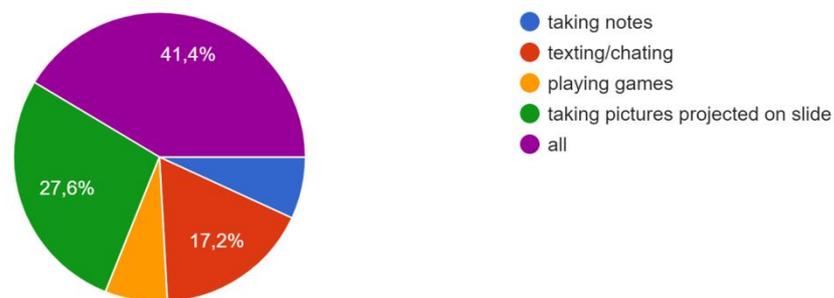
Graph 2: Smartphone usage during the lecture

CHAPTER THREE: DATA ANALYSIS AND RESULTS

Graph 2 shows that 65.5% often use their smartphones, while 34.5% always use them. The results also demonstrate that 0% of them never use their smartphones during the lecture.

Next, the graph below is a numerical presentation of the responses we obtained from question 3 (see appendix). The participants were asked to identify which of the activities they do with their phones during the lecture.

what do you do on your phone during the lecture?



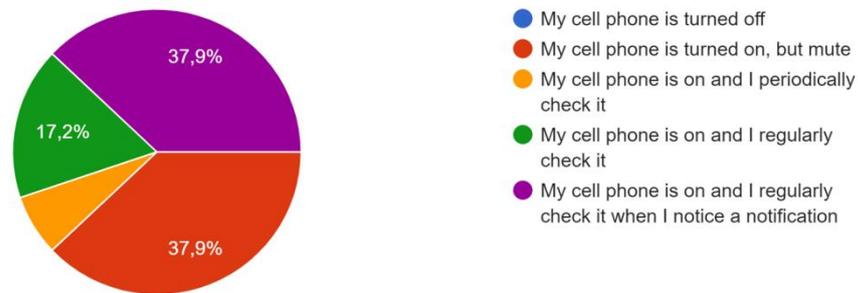
Graph 3: Understanding what the students do with their smart phones during the lecture

We notice that the majority of 41.4% reviews make all the points specified in the reply options. 27.6% of them take pictures displayed on the slide, while 17.2% of respondents responded via text message or chat. When reading the graph, attention can be drawn to two percentages of 6.9% representing contrasting variations; one aspect of selection involves taking notes from the conference, while the other side deals with games.

In the figure below, as answers to a multiple-choice (See appendix, question 4), we present the participants' typical status of their smartphones in the classroom.

CHAPTER THREE: DATA ANALYSIS AND RESULTS

When you are in class, what is the typical status of your smart phone?



Graph 4: The Typical status of the smartphone during the lecture

The gathered data shows that 0% of the respondents' smartphone is turned off. 37.9 % of the respondents' typical status is on, but mute, while other 37.9% of the participants are on and regularly check it when they notice a notification. 6.9%, their phones are on and periodically check it. Lastly, we remark that 17.2% of the respondent's smartphones are on and regularly check it.

Regarding the results of the answers to the yes or no questions with an option for those who have not yet decided, we sought to find out through the fifth question (5) (see annexe) the student's opinion on whether students should be allowed to use their smartphones during class, and to explain the reason. 46.8% answered yes, they should allow the use of smartphones, while 8.5% have a contrary opinion, and 4.2% have a fixed opinion. The students developed their choices in the following terms:

"Yes. Because it can be useful sometimes. Maybe we think that it causes lack of concentration, but even without our phones we can be easily distracted"

"Yes. Because sometimes students need cell phones to check an information concerning the lesson, to take the education to the next level which is the electronic learning, which keep the

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learners concentrate more on the lesson rather than the other aspects like, texting or playing games, etc.”

“Yes. Because in my case I use it to take notes I even write the whole lesson I think it’s better and safer than writing on a random sheet of paper that I can lose.”

“Yes, because it should be seen as a necessary part of 21st-century education”

“Yes, because the use of the cell phone allows the students to take a break when they cannot focus during the class. By using it, they kind of refresh their ability to focus”

“Yes, cell phones should be allowed during the class because it is helpful to check information during the lesson to participate or discuss it with the teacher.”

“No, because using a phone in the classroom is destructive and makes us lose attention to study.”

“No. The use of smartphones in the classroom can disrupt not only the teacher but also the classmates as it can be a tool of distraction.”

“Depends on the lecture, some lectures students need their phones to take pictures and type fast to keep up. In other lectures, it can be a distraction”

“It depends, if it is at the higher educational level, they are mature enough to realize the consequences, and smartphones are also much needed in higher educational levels to take notes, or to dig for information online that is related to the class.”

These qualitative reflections show that the majority of our respondents see that the use of the Smartphone should be allowed but only for study matters and they are mature enough to know how to use it, on the opposite side only a few others see it as a distraction and they should not be allowed.

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In the reflections below, we tried to ask a related question (See appendix, question 6). This open-ended question aimed to realize the student's opinion about the use of the smartphones in the classroom. Some of the revelations are as follows:

“Smartphones are inseparable parts of 21st learners. Banning them completely is not a wise choice. So teachers should raise awareness about the appropriate use of phone in the class.”

“If the teacher aims to integrate it as a tool of technology to get students more interested.

“Then it is good. Otherwise, it is disrespectful and should be prohibited.”

“I think it is good if well used, of course.”

“I am with the use of cell phones because it is something which is already implemented in our lives, so we should make use of it; and not consider it only as a distraction.”

“I don't like it, it is disrespectful.”

“It has to be controlled.”

“Sometimes, it is necessary to use smartphones in the classroom.”

“I'm okay with it, even if it is used to chat or something else, I use my phone in class for about 2 minutes or so when I am feeling a bit bored, it would help to focus for the rest of the class.”

“It is okay. It shouldn't be seen as a gimmick or as a sign that modern students are lazy or incapable. I use it in the classroom just for educational staff. so that savvy teachers might take advantage of the cell phones.”

“It is useful to use the phone in the classroom.”

“I do agree with the cell phone in the classroom but only if the usage of it is to gather more information or check the ideas or words that the students could not understand and felt shy may be to ask about its meaning.”

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“It is okay to use the cell phone from time to time when you have something urgent, or you lost your focus and want to have a break of one or two minutes. yet, the excessive use of it can be a source of distraction.”

“I think that it can be useful yet distractive sometimes.”

“It may be tolerable to use it in what concerns the lessons such as checking some information.”

“It’s modern. Perhaps an approach to learning.”

“It has to be controlled.”

The above comments show that the majority of the participants find that the use of smartphones is a necessity and that they should take advantage of it as illustrated by one of the answers rather than a handicap when it comes to the learning process.

Next, a yes or no question (see appendix. Question 7) was asked with giving the freedom to explain how the teachers’ attitude was. By this, we ought to know the teachers’ attitude and behaviour towards smartphone use during the lecture. 38, 2% confirmed that their teachers are distracted from the use of smartphones, 6, 3% mentioned the contrary and only a few of them said that it differs from one another. Students addressed the forthcoming aspects of their choices:

“Yes. The teacher was distracted and angry.”

“We have only one teacher who does not like when one of his students uses his phone during his lectures, and he does not allow us to use it.”

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“Yes, they were, the teacher was nervous, and not accepting the idea of using a cell phone at class at all, thinking that the only things that we do with the phones is:” texting, playing games, taking selfies.”. And not for education matters.”

“Yes, he asked the student to put his phone in the pocket.”

“Yes, just with a simple warning.”

“Yes, the teacher got a bit mad but just asked the student to hide the phone because that scene is a lot more common these days so he can't blame the student enough for something that almost every student is doing.”

“Yes, more than I can remember. In the secondary school, teachers were hostile against the use of smartphones, so they would take your phone and kick you out of the class, which is pretty stupid in my opinion since it is a personal property. In higher educational level class, teachers seem to be less aggressive towards such incidents; they would just crack a joke like: “Hey! X, texting again?” with a smile on the face, either way, teachers will always be distracted by a student using a cell phone, the reaction would differ.”

“Yes, but only a minority, I remember the teachers' behavior towards a student, she asked her to get away from the phone and gave her a lesson in morals. Another teacher why most of us use our phones to take notes, and it was weird for him, he even forced us to write down on papers believing that it is the best way.”

“Yes. The teacher simply asked the student to stop using the phone if he/she was not doing something important and focus with him/ her.”

“Yes of course, the teacher gets annoyed he did not like and he asked us all to switch our phones off.”

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“Yes, she was obliged to stop, and we lost a few minutes on the case.”

“No, they are okay with it.”

“I do not remember that one of our teachers have been distracted.”

“It differs from one another.”

“Yes, of course, the teacher gets annoyed he did not like, and he asked us all to switch our phones off.”

We noted that the majority of responses show that some teachers are distracted and that the act of using the smartphones in the classroom is not acceptable, a few others indicated that teachers are distracted and differ from teacher to teacher.

The last finding to be analysed about this study through question 8 (see appendix), the students' point of view on multitasking and whether people can focus only on one thing or the opposite. This question aims to find out if students can concentrate in class while using a smartphone. The figure below shows their responses:

Please indicate which of the multitasking statements below you agree with most by selecting the appropriate numbers (1,2, and 3):



Graph 5: The student's perspective about multitasking

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The collected data showed that 13.8% believed that people could only focus on one thing at a time, this shows that when students use their smartphones, they only focus on one thing. 86.2% indicated that some people could focus on several things, while others did not.

Section II: The Teachers' attitude towards the smartphone use

3.2.1.2 Analysis of the teachers' interview

The interview with the teachers aims to understand their position on the use of smartphones in the classroom, and because we went through difficult times during COVID-19, we did the interview online. Only one teacher participated in our interview.

The first question of the interview aims at understanding the teachers' point of view about mobile learning. The teacher quoted:

“Mobile learning can often be an effective way to modernize the classroom and respond to the needs of 21st-century learners by personalizing the learning process.”

The second question was intended to know whether Smartphone use may disrupt the learning process. The teacher responded by:

“Yes, it “Yes, it may disrupt the learning process when learners are not mature and ready to use their own devices for learning purposes. Also, access to the internet makes it easy for learners to be disrupted by social media notifications.”

Next, the third question tries to reveal the teachers' behavior towards the excessive use of smartphones and know their reaction. The following quote is what the latter stated:

“I often get annoyed and nervous. At this moment, I may ask students to put aside their devices, or may embarrass the disrupted learner with a succession of questions but in a funny way.”

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The last question aims to understand the teacher's intention regarding the use of smartphones, in the classroom, during the exam. This experience gave the students the freedom to use their phones for academic purposes during the exam. Also, the teacher wanted to know how much her student rely on their phones excessively. The interviewee explicitly stated:

“Allowing you to use your mobile phones during the exam was a first experience to see how students would handle an unlimited number of sources they could get access to via google. This experience confirmed one of the biggest issues of the Age of Information: the issue now is not to be informed; the issue is rather how to be informed. Students who relied on their savoir were the most likely to respond cleverly to my questions. I did not find it a problem when some students added quotes from a google search. However, when observing the students, I knew that those who were surfing the net to look for the right answer were rather wasting their time. Eventually, were those who got lower scores?”

The above-mentioned quotes indicate an overall opinion of the teacher regarding mobile learning in the classroom. Interestingly though, an overview of the responses related to the question do you think that the smartphone usage disrupts the learning process refers to the concept of the smartphones as a disturbing tool, the answers revealed that teachers are disrupted. Furthermore, the interviewee stated that he/she gets annoyed when the use is excessive. As a result, the excessive use of the smart phones and internet decrease the student's criticality.

3.3 Discussions of the results

The results of this study confirmed that the use of smartphones is now necessary in today classroom, but its excessive use is a distraction that affects the role of teachers in the classroom. It would appear that in many interviews and questionnaires, smartphones were not

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considered as distraction and used only for academic purposes. However, in almost all the responses, we analysed that excessive use of smartphones has an impact on the objectives of teachers' lessons. Besides, certain attitudes of teachers showed that the use of smartphones could disrupt the learning process and often manifest a negative attitude, which made the teacher annoyed and nervous.

The study findings described the perceptions and experiences of the Master2 students and teachers at the department of English, according to the main categories that emerged during questionnaires and interviews. The themes, categories and subcategories for assisting in the process of incorporation were identified from data analysis, according to a certain group of population. They have been analyzed based on the identified perceptions and experiences of participants.

The purpose of the study was to collect the perceptions and experiences of different students and teachers in the University of Abd El Hamid Ibn Badis, Mostaganem, Algeria to obtain information and to investigate the excessive use of smartphones in the classroom, and how it may be a way of distraction to the teachers' lessons objectives or tutorials. Also, it seeks to understand the behaviour of teachers towards the use of the smartphone and comments on it disturbs them. In the end of this study, our main aim is to contribute to the quality of education in our context regarding the proper use of smartphones

3.4 Conclusion

This chapter gave a thorough description of the results of our research. We discovered through the questionnaire that the overuse of smartphones could be a distraction. Also, we reported that the teachers' course objectives could be affected by the excessive use of smartphones during the lecture. At last, we revealed how and what the teachers think about this phenomenon, and how it affects negatively the teachers' role in the classroom.

GENERAL CONCLUSION

General Conclusion

Today, in the era of globalization, technology has been radically modernized and developed. The smartphone is one of the most important technological devices, and is a new invention to improve people's ability to communicate and communicate easily and quickly. However, it has many drawbacks, affects social, and family relationships, poor academic performance, and even causes addiction-related health problems. It also tends to cause mood disturbances in students. To solve this problem, parents and young people need to know and learn the consequences of using smartphones. And also, teachers should pay particular attention to the use of smartphones by students in the classroom when allowed.

In delivering this research study, we tried to draw attention to how students use their phones and their impact on the teachers' role in the classroom, and how they can cause many failures in academic performance. After studying the main theoretical foundations related to this work as well as understanding the point of view of students and teachers regarding our subject at the University of Abdel Hamid bin Badis in Mostaganem, Algeria, we deemed it necessary to bring our conclusions with some recommendations in the hope of extending and examining this phenomenon in the context of EFL.

Results revealed that teachers agree slightly more than students that cell phones should not be used during classes. Some teachers have mentioned being interrupted by students using their phones, while only half of the students believe that their teachers have been distracted. The rapid evolution of technology and as today's' students are millennial, made them dependants to their devices, particularly, handheld devices (HHD) (smartphones, cell phones, and mobile devices, etc.). The research objectives of this study unveil: the extent of using smartphones by students in the classroom, what is the impact of such behaviour on the

GENERAL CONCLUSION

teachers' role in the classroom. The purpose was also to analyse the students' perspective on the use of smartphones in the classroom.

By analysing our results, we found that students are not aware of the excessive use of the smartphone which affects their learning process and the objectives of the teachers' course, also affects the physical and mental health of learners and teachers. Apart from that, the teachers were fully aware of the possible use of the smartphone during the conference. In the end, we also highlighted how much active students were attached to their smartphones.

We expected that the overuse of the smartphone could disturb the learning process and the teachers' course objectives, as well as the students' unawareness of such act. However, we cannot say that it is confirmed, because there could be possible that in a future experiment will prove the contrary. Truthfully, the main aim is to raise awareness among students about the excessive use of smartphones in the classroom.

Finally, according to the COVID19 epidemic and forced foreclosure in Algeria, we faced many problems in the conduct of the study. The following section discusses some limitations we found during our journey:

Limitations of the study

At the stage of conducting our research, we had trouble with the COVID19 pandemic. As a result, we were unproductive (unproductive) and exhausted. Besides, the research work could not be easy to conduct when you are alone; Since we were looking, we had to seek the advice of our friends and family, but due to the terrible epidemic, people were not really in the mood for help. Also, the student's questionnaire and teacher's interviews were conducted online rather than in a closed environment. Correspondingly, as far as the number of students' participation was limited to only one classroom and only 29 respondents out of 47 were collected, and the interview conducted with only one teacher.

GENERAL CONCLUSION

Recommendations for Future Research

After studying the perspectives of the participants, M2students and the teacher regarding the use of smartphones in the classroom, the researcher would like to suggest several points worth deepening:

- It is also necessary to conduct a large sample study in different educational contexts to increase validity and add value to research results.
- Research can be done on the use of smartphones to reduce student motivation in the learning process.
- Teachers should think about how to involve smartphones in their learning and keep them engaged.
- Other questions asked: Do students understand the negative educational implications of smartphones? Is this knowledge enough to them? Answering these questions will help teachers better understand and provide them with a lot of information about student behaviour and attitudes regarding smartphone use in the classroom.

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APPENDICES

Appendices

Students' Questionnaire

Dear students,

This questionnaire aims at collecting data to investigate the excessive use of smartphones in the classroom and how it may be as a way of distraction to the teachers' lessons objectives or tutorials. Simple and honest answers will greatly contribute to the credibility and accuracy of the research. All responses will be kept confidential.

Do you have a smart phone?

Yes

No

2) Do you use your cell phone during the lecture?

Yes, always

Yes, sometimes

No, never

3) What do you do on your phone during the lecture?

taking notes

texting / chatting

playing games

taking pictures that are projected on the slide

all

4) When you are in class, what is the typical status of your cell phone?

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My cell phone is turned off

My cell phone is turned on, but mute

My cell phone is on and I periodically check it

My cell phone is on and I regularly check it

My cell phone is on and I regularly check it when I notice a notification

5) Do you think students should be allowed to use cell phones during class? yes or no , why?

Yes no

Why?

.....
.....

6) what is your opinion about cell phone use in the classroom!

.....
.....
.....

6.a) Have any of your teachers ever been distracted by a student using a cell phone while they were teaching? If yes, how did the teacher behave?

.....
.....
.....
.....

APPENDICES

7) Please indicate which of the multitasking statements below you agree with most by selecting the appropriate letters (a,b, and c):

People can only focus on one thing at a time

Some people can focus on multiple things, while others cannot

Everybody can multitask

Thank you

Appendix B: Teachers' Interview

Objective:

To understand the teachers' behavior and attitude toward the smartphone usage and how does it disrupt them.

Questions:

1) in your point of view, what is your opinion regarding mobile learning in the classroom?

2) do you think that the smartphone usage disrupts the learning process?

If yes or no!How?

3) when the smartphone usage is used excessively, what would be your reaction or behaviour?

APPENDICES

4) in the case study you did; during the exam where we were allowed to use our smartphones. What is your opinion towards those who used the phone a lot? I remember that you mentioned that they lost their attention. Would you please elaborate more?

Thank you for your collaboration and help