



Barriers Hinder Using Mobile Phones in English Language learning among English Language Learners Bahri Ahlia College- Sudan

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Abstract:

Objectives: This examination aims to identify these barriers and explore suitable approaches for leveraging these smart devices to enhance students' language acquisition and facilitate their understanding.

Methods: This study employed a descriptive research methodology, which involved the direct explanation, analysis, and description of a specific phenomenon without any interference from the researcher.

Findings: The examination revealed many findings as the rapid and radical development of mobile systems left some EF learners behind other peers with more modern tools. Furthermore, some English language instructors still do not trust the technology and insist on traditional methods. Therefore, they banned the use of mobile in their lessons which hinders and limits the engagement of the students in their learning process, and further limits access to essential rich and valuable interactive online resources.

Research implications: The study found that the size of the screen represents a serious problem and even causes some eye aches and reduces the interest in using the device in activities and tasks.

Keywords: Barriers; Hinder; Attitudes; Mobile phones; English language learning.



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1 Introduction

M-learning is an important emerging educational form that impacts our daily studies. The widespread adoption of various web-based tools has led to the global trend of e-learning in education (Yuen et al., 2009). Consequently, the researcher aims to identify the barriers that prevent learners from adopting mobile learning in English language studies. Ultimately, this study seeks to understand learners' attitudes toward using mobile devices for English language learning. (Ellen D, 2005).

Mobile growth continues to expand. It's evident everywhere you look, with a clear mark of mobile penetration: mobile phones, PDAs, MP3 players, portable gaming devices, handhelds, tablets, and laptops are all prevalent. This phenomenon is undeniable. From children to the elderly, people are consistently connected and engaging with each other in ways that would not have been possible just a few years ago. (Ellen D, 2005). Chen (1999) noted that modern technologies offer the opportunity to enhance tools for gathering, storing, and organizing various types of information in digital formats. With rapid technological development, Sudan has a strong capacity to provide improved infrastructure and essential resources for higher education. Mobile learning is considered a promising approach, as it enables students to communicate with qualified and skilled teachers.

Recently, mobile technologies have been increasingly combined into learning. The wide use of smartphones and other moveable and wireless devices have been meaningfully remodeling the ways of learning in many contexts, including language learning (Kukulka, 2008). Though mobile devices have come into every feature of our lives and have been used in supporting a wide range of learning events, there is inadequate understanding of the factors that affect the deployment of mobile learning in higher education. In addition to that, there is a shortage of resources available for all M-learning stakeholders on how to organize and support M-learning in university education (Litchfield et al., 2007; Cherian and Williams, 2008). Moreover, there is a lack of research on how mobile devices will be used to enhance the learning process. There are many English language learners who do not cope with these changes in mobile learning. Mobiles are not sufficient and not well used in the learning process, Georgiev et al., (2004).

M-learning is one of the important new

educational forms that influence our daily study. The adoption of a wide range of web-based tools has given rise to the trend of e-learning in education worldwide (Yuen et al., 2009). Therefore, the researcher is trying to identify barriers that hinder learners from the adoption of mobile learning in the English Language. Finally, this study aims to identify learners' attitudes of using mobiles in English language learning.

1.1 Research Problem

Although mobile devices have become integral to our lives and support a variety of learning activities, there has been limited research on how these devices can enhance the learning process. Additionally, many English learners are struggling to adapt to these changes, and their use of mobile devices has not been sufficient or effectively integrated into their studies. The investigator aims to understand students' perceptions of using mobile devices for English language learning at Bahri Ahlia College- English Program. This study will also explore the reasons behind the limited use of mobile phones in the English learning process and assess how learners utilize their devices in their educational pursuits.

1.2 Objectives of the Study

This study aims to:

- To identify the barriers obstructing English language learners from the adoption of mobile learning.

1.2 The Research Question

This study attempts to answer the following research question:

- What are the barriers obstructing English language learners from mobile learning adoption in their learning process?

2 Literature Review

Donald P. (1990, 1999) showed that the existence of certain conditions tends to facilitate the teachers' implementation of an innovation. These conditions are: Dissatisfaction with the status quo: an emotional discomfort that results from perceiving the current method as inefficient or ineffective. This condition does not have as much influence as the other seven (Ely 1990, 1999); knowledge and Skills: an assessment of the current level of skills and knowledge of good users. Ely states that this condition consistently ranks as one of the most influential conditions among the eight Ely (1990,

1999); adequate Resources: the number of resources available to gracefully implement the innovation. Resources include finances, hardware, software and personnel Ely (1990- 1999); time: adequate time and remunerated time for users to become educated and proficient in how to use the innovation. This condition refers not only to the organization's willingness to provide time but the users' willingness to dedicate learning time for implementation Ely (1990, 1999); rewards or Incentives: the existence of incentives that motivate users to employ the innovation or rewards provided by the organization for those who do use the innovation (Ely 1990, 1999) ; participation: the involvement of key stakeholders in decisions that relate to the planning and design of the innovation. The condition refers to all stakeholders but emphasizes the participation of product users (Ely 1990, 1999); commitment: the perception by users that the power advisers of the organization (i.e. Presidents, CEO, and Vice-Presidents) actively support the implementation of the innovation Ely (1990-1999). Finally, Leadership: an active involvement by immediate supervisors in assisting the users in implementing the innovation (Ely 1990-1999). Ertmer, (1999) identifies two types of barriers that prevent any technology implementation efforts in the classroom. First of all, extrinsic barriers include a lack of access to technology, insufficient time to plan and inadequate technical and administrative support. Secondly, intrinsic barriers include teachers' beliefs about teaching, computers, classroom practices, and confidence in skills (Ertmer, 1999).

First-order barriers, when eliminated, can lead to an "adjustment" of current practices, which can lead to a more effective way to teach but do not change teaching practices or adjust any underlying beliefs held by the teacher. While first-order barriers (access, support, and time) seem manageable to address, technology integration cannot be sustained without confronting the second-order barriers.

Teachers' attitudes and beliefs towards technology need to be addressed during professional learning in order for technology integration to occur in classrooms. Bandura, (1997) identifies achieving success as the most effective way to shift one's beliefs. But, how do technology trainers get teachers to take a risk with technology in order to achieve success, start with removing first-order barriers?

2.1 Innovation and English language learners

According to Warschauer (2004), the innovative growth and fast spread of the ICTs have caused ten vital shifts in our daily lives associated with computer-assisted language learning: a change (the first change) from phone-based to wireless communication. According to Warschauer (2004), the innovative growth and fast spread of the ICTs have caused ten vital shifts in our daily lives associated with computer-assisted language learning: a change (the first change) from phone-based to wireless communication. A second change involves transitioning from dial-up Internet connections to permanent, direct online connections. A third change pertains to moving from primarily using personal computers to utilizing portable devices such as laptops, personal digital assistants, and cell phones. A fourth change reflects the shift from narrowband to broadband. A fifth change indicates the move from costly personal computing systems to widely affordable computers and other hardware. A sixth change transitions the perspective from viewing the Internet as an exclusive medium of communication and information to recognizing it as a universally accessible form of communication. A seventh change highlights the shift from text-based communication to audiovisual formats of information and communication. An eighth change suggests the transition from using English as the primary online language to embracing multilingual Internet use. A ninth change notes the shift from non-native to native users of information technology, such as children who grow up with digital media and acquire native-like fluency in online communication. A tenth change describes the move from the language laboratory to the classroom due to the widespread availability of computers and wireless access.

According to (Warschauer, 2000b) these shifts and developments of ICT have brought five major changes in the English language teaching

- These developments of ICT are important factors helping to change the entire contexts of English teaching,
- The emergence of important new literacies,
- The importance of teaching new types of writing through electronic communication can also be illustrated by a situation that occurred in an ESL writing course (Warschauer, 1999),
- The increased importance of online communication is also contributing to new kinds of identities,

- The progress of CALL has been based on evolution from the mainframe computer to the personal computer to the networked, multimedia computer, and corresponding changes have occurred in CALL-based pedagogy in the field of English language teaching (Warschauer, 2000b).

That is to say, recent technological revolution allows both language learners and teachers to have "multi-tasking experiences, involving in its fullest form four modes: listening, speaking, reading and writing" (Crystal, 2004, p. 93). Learners of English as a foreign language have had opportunities to practice English and engage with authentic real-world contexts of language use by making the most of new emerging technologies (Kramsch & Thorne, 2002).

According to Rogers (2010, p.169) "Formulated the innovation- decision process theory according to which there are five distinct stages to the process of diffusion:

- Knowledge occurs when an individual (or other decision-making unit) is exposed to an innovation's existence and gains an understanding of how it functions.
- Persuasion occurs when an individual (or other decision-making unit) forms a favorable or unfavorable attitude toward the innovation.
- Decision takes place when an individual (or other decision-making unit) engages in activities that lead to a choice to adopt or reject the innovation.
- Implementation occurs when an individual (or another decision-making unit) puts a new idea into use.
- Confirmation takes place when an individual seeks reinforcement of an innovation-decision already made, but he or she may reverse this previous decision if exposed to conflicting messages about the innovation. (Rogers, 2010, p. 169).

According to Rogers (2010), this five stage process of distance learning is the progression in which an individual, over time, evaluates the new idea/program/product, forms an opinion, and decides whether to embrace or exclude the innovation in future practice. This process which an individual follows informed the study as to how and why certain actions were employed (or not employed) during the implementation of the new reverse transfer.

2.2 Mobile learning and language learning

Chen et al. (2020) stated that mobile learning is across multiple contexts through social and content interactions, by personal electronic devices. The greatest advantage of m-learning is that it takes place in real-time to enable greater personalization and socialization of learning. Furthermore, Rajendran and Yunus (2021) mentioned that over the last decade, a significant amount of research has been conducted to understand the role of m-learning in the educational process. Al-Johali, K. Y. (2019) investigated mobile applications to teach vocabulary. In addition to the abovementioned studies Alfawareh, (2014) examined the mobile learning adoption from students' perceptions and challenges. These studies have led to an increased understanding of both the possibilities offered by m-learning, including enhanced educational processes, and the barriers to its implementation.

3 Materials and methods

3.1 Methodology

This study employed a descriptive research methodology, which involved the direct explanation, analysis, and description of a specific phenomenon without any interference from the researcher (Cooper and Schindler, 2014). This methodological approach facilitated the researcher's ability to identify and articulate the distinctive characteristics of the study population as well as to analyze the complex relationships that exist among its members.

3.2 Research Population

In this study, were all undergraduates' learners from English language learners at Bahri Ahlia College- English Program consists of different levels, where the systematic random approach was applied.

3.3 The Sample of the Study

The study consists of 40 students. Ten students, representing 25% of the participants, were from each level. The information gained from the questionnaires was analyzed using medium, frequency, and percentage analysis. After interpretation of the results, the conclusion and recommendation are drawn.

3.4 The Research Instrument

The questionnaire consisted of nine statements. The focus of the statements is the barriers which obstruct English Language learners from the

adoption of mobile learning in their language learning process. The Questions measured by a 5-

point Likert scale 1(strongly disagree) 5(strongly agree). Gao et al., (2007).

3.5 Validity of the Questionnaire

Barriers of using a mobile phone	
19	0.646**
20	0.484*
21	0.554**
22	0.790**
23	0.538**
24	0.353
25	0.845**
26	0.416*
27	0.790**

**Correlation coefficient is statistically significant at the (0.01) significant level.

*Correlation coefficient is statistically significant at the (0.05) significant level.

It was clear from the results in the above table, that the majority of questionnaire items are positively correlated with the dimension to which they

related, and it was noticed the correlation coefficient values extend between 0.353- to 0.790, and all the values are statistically significant.

3.6 Reliability statistics

To examine the questionnaire **reliability**, Cronbach's Alpha coefficient was run and the result demonstrated in the table below:

Dimension	Number of items	Cronbach's Alpha
barriers of using a mobile phone in English language learning	9	0.764

The results in the table showed that the overall questionnaire reliability is reaching (0.764), which indicated that the questionnaire used for data collection achieved a very high reliability. Thus, it could conclude that the questionnaire as a method for data collection is sufficiently suitable to collect the needed data that contribute to achieving the research objectives.

4 Results and Discussion

4.1 Research Question: What are the barriers that obstruct English language learners from mobile learning adoption in their learning process?

To examine the students' perceptions regarding the barriers that obstruct English language learners from mobile learning adoption in their learning process results presented in the table below:

The following table showed students' perceptions' regarding the barriers that obstruct English language learners from mobile learning adoption in their learning process in frequencies, percentages and average mean (M).

Statements			Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	M	Ranking
1	Lack of internet coverage in some classrooms deprives me of using mobile devices in the learning process.	F	43	36	11	0	0	4.36	3
		%	47.8	40.0	12.2	0.0	0.0		
2	English Language teacher prevents me from using a mobile in the classroom.	F	60	24	6	0	0	4.60	2
		%	66.7	26.7	6.7	0.0	0.0		
3	The high cost of a mobile hinders me from using it in the classroom.	F	33	34	14	9	0	4.01	8
		%	36.7	37.8	15.5	10.0	0.0		
4	The major and rapid development of mobile devices hinder my chances from using updated ones in the classroom.	F	57	30	3	0	0	4.60	1
		%	63.3	33.3	3.3	0.0	0.0		
5	Inadequate teacher knowledge about technology and experience with limits my mobile usage in the classroom.	F	52	14	14	5	5	4.14	5
		%	57.8	15.6	15.6	5.6	5.6		
6	Small screen and memory size hinder my mobile usage in the classroom.	F	47	30	7	5	1	4.30	4
		%	52.2	33.3	7.8	5.6	1.1		
7	The unrestricted use of mobiles (by not being timetabled) in the classroom, hinders me from using one in the classroom	F	1	9	13	31	36	1.98	9
		%	1.1	10.0	14.4	34.4	40.0		
8	Short battery life and small and limited keyboard hinder my mobile usage in the classroom.	F	34	41	9	3	3	4.11	6
		%	37.8	45.6	10.0	3.3	3.3		
9	Being easy to lose, misuse and get damage are some obstacles to using mobiles in the classroom.	F	38	30	12	7	3	4.03	7
		%	42.2	33.3	13.3	7.8	3.3		
Overall mean								4.01	

The results presented in the table above illustrate the responses of the study participants regarding their perceptions of the barriers that hinder English language learners from adopting mobile learning in their educational process. The statistics indicate that the overall mean value is 4.01, suggesting that the majority of the students surveyed agree that there are significant challenges preventing learners from embracing mobile learning.

The results in Table 1 indicate that one of the most significant barriers preventing English language learners from adopting mobile phones for their learning is the rapid and substantial development of mobile devices. The mean value of the sample responses reached 4.60, with 63.3% of participants strongly agreeing and 33.3% agreeing, while only 3.3% were unsure.

Furthermore, the results presented in this table 3 indicate that the second barrier preventing English language learners from using mobile

phones for language study is their beliefs about mobile usage in the classroom. A significant majority of participants, 66.7%, strongly agreed that their teachers discourage the use of mobile phones during class, while 26.7% agreed, and 6.7% remained unsure. This suggests that a total of 93.4% of participants believe that English language teachers are a significant barrier to using mobile phones for learning English. Additionally, this finding is supported by an overall mean value of 4.60. The third barrier that prevents English language learners from adopting mobile devices is the lack of internet coverage in some classrooms. Approximately 47.8% of participants strongly agreed with this statement, while 40.0% agreed, and 12.2% were unsure. Therefore, it can be concluded that the majority of learners who participated in this study believe that the lack of internet coverage in certain classrooms limits some students' ability to use mobile devices in their learning process. These high and positive

responses are further supported by a mean value of 4.36.

The fourth barrier that hinders learners from using mobile devices to learn English is the small screen size and limited memory. This point is supported by the sample responses collected. Specifically, 52.2% of participants strongly agreed, while 33.3% agreed, and 7.8% were uncertain. Those with negative attitudes comprised 6.7% of the total sample in this study. The mean value of the sample responses was 4.30, indicating that the majority of participants believe that the small screen and limited memory are significant obstacles when using mobile devices for English language learning.

In the current study, participants were asked to share their thoughts on the following statement: The high cost of a mobile phone hinders students from using it in the classroom. The results showed that 36.7% of participants strongly agreed, while 37.8% agreed. Additionally, 15.6% were not sure, and 10.0% disagreed. Overall, this indicates that the majority of students believe that the high cost of mobile phones inhibits their use in the classroom. This strong positive response is further supported by a mean value of 4.01. When participants in the study were asked to respond to the statement: the unrestricted use of mobiles (without scheduling) in the classroom hinders ability to use one for learning, the results showed that only 1.1% strongly agreed and 10.0% agreed. Meanwhile, 14.4% remained neutral, while a significant 74.4% expressed negative perceptions, including 40.0% who strongly disagreed. This indicates that the majority of the student sample did not believe that unrestricted mobile phone use in the classroom prevents them from utilizing a mobile device for learning the English language. In conclusion, regarding the students' attitudes toward the key barriers that hinder the adoption of mobile phones for learning English in the classroom, the most significant barriers include:

- The major and rapid development of mobile devices hinders the students' chances of using updated mobiles in the classroom.
- English Language teacher prevents students from using a mobile in the classroom.
- Lack of internet coverage in some classrooms deprives students of using mobile devices in the learning process.
- Small screen and memory size hinder my mobile usage in the classroom.

Therefore, the above barriers are regarded as the most important barriers that hinder the students to get benefits of using mobile devices to learn the

English language in the classroom. Hence, these obstacles need to be resolved as quickly as possible to open the way for new and advanced methods that contribute to the improvement of English language learning. In addition to that, the results indicated that English language teachers should be at the top of those who are required to change learning methods for the English language, not to become among the barriers that stand against the development and improvement of learning the English language.

4.2 Findings

Based on data analysis, the study identified several significant barriers that hinder English language learners from adopting mobile learning in their educational experiences. When participants were asked about their perceptions regarding these barriers, the following outcomes emerged:

The examination revealed many findings:

- The rapid and radical development of mobile systems which left some EF learners behind other peers with more modern tools.
- Some English language instructors still don't trust the technology and insist on traditional methods. Therefore, they banned the use of mobile in their lessons which hinders and limits the students' engagement in their learning process and further limits access to essential rich and valuable interactive online resources.
- The participants of the study found that the size of the screen represents a serious problem and even causes some eye aches and reduces their interest in using the device in their activities and tasks.

5 Conclusion

In conclusion, this research began by identifying the research problem through a review of the relevant literature. We formulated research questions that addressed this problem and developed a questionnaire for data collection. After collecting and analyzing the data, we were able to answer these questions. This study investigated the barriers that hinder the adoption of mobile learning among English language learners, drawing on insights from prior literature. Ultimately, the findings of this research can be generalized to all universities and educators, helping them recognize the factors that need to be considered when implementing new mobile learning initiatives.

5.1 Recommendations

- A mobile training program that enables the successful integration of mobile phones into the classroom should be available to English language instructors.
- Before technology is used in educational institutions, it is curtailed to raise awareness among societies.
- To guarantee that mobile is fully incorporated into English class procedures, the space should be furnished with the newest technology and internet access.

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