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Students' Perceptions and Implementation of Mobile Assisted Language Learning: Two Universities in the Amhara Region of Ethiopia in Focus

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Abstract
This study assessed EFL students' perceptions and practice of mobile-assisted language learning with reference to two government universities in the Amhara region of Ethiopia. The study employed a descriptive survey design in which data were gathered from 95 EFL English major students from Debre Markos and Injibara universities. A questionnaire of 29 items (26 closed-ended and 3 open-ended) was employed to collect the data. Both descriptive and inferential statistics were employed for data analysis. The quantitative data were analyzed using descriptive statistics, one sample t-test and Pearson correlation coefficient whereas the qualitative data were analyzed through narration. The results revealed that English major EFL students have a positive perception on the use of mobile phones for assisting language learning. The one sample t-test result showed the grand mean of participants' perception was significantly higher than the population mean (t (.503) =8.87, $p<.05$). The sample mean of 3.50 (SD=.55) was significantly greater than the population mean (3.00). The result also revealed that students' practice of mobile phones to assist English language learning was significantly high (t (.247) =3.75, $p< .05$). The sample mean of 3.25 (SD=.641) was significantly higher than the population mean (3.00). However, Pearson's correlation analysis showed the relationship between the student's perception and practice of mobile-assisted language learning was weak that was not significant (r (93) = .139, $p>0.05$); the participants' perception was not related to their practice of mobile assisted language learning. The qualitative data analysis finding also supported the quantitative one and pinpointed different challenges attributed to the low-level use of mobile-assisted language learning: lack of ICT knowledge, interest, training and the unaffordability of smartphones. Recommendations were forwarded to different bodies based on the findings.

Keywords
Students' Perception, Mobile Assisted Language Learning, Students' Practice

1. Introduction
The various assistances technology offers for education, particularly for language learning is becoming more and more vital. As a result of its multifaceted benefits, the rapid advancement and proliferation of this technology is obligating teachers and students of this era to think and act differently from what they used to do when the support they used to obtain was very minimal. Therefore, the present educational setting requires having different schools, teachers, students and general environment to be compatible with the existing reality of technological developments. Rahimi and Pourshahbaz (2019) in this regard substantiate,

Computer assisted language learning (CALL), has been integrated and employed in the teaching and learning of languages since the 1970s. CALL is a process of language learning in which learners use computers to improve their language proficiency, to facilitate their language learning (Beatty, 2003). Computer in this definition refers to all types of technologies that can function in the process of language teaching and learning. Gamper and Knapp (2002), on the other hand, define CALL as a research field which explores the use of computational methods and techniques.

CALL has a great contribution for effective language instruction (Rahimi and Pourshahbaz, 2019). It helps learners to pick up language knowledge or skill faster and with less effort, retain language knowledge and skill longer, make deeper associations and learn more of what they need. Not only these, it also provides learners access to get materials or experience, offers convenience for learners to study and practice with equal effectiveness across a wider range of places and times, and increases learners' engagement as they are motivated and enjoy the language learning process (ibid).

Research shows that the integration of technology can help language learners develop their language skills, such as listening, speaking, reading, and writing. It is, for instance, proved that computer programs can help students' reading

skill by controlling what the readers see and how long they see it in order to promote reading strategies and automaticity, by providing comprehension and other exercises, and presenting glosses and other comprehension aids (Rahimi and Pourshahbaz, 2019). Many technological affordances such as multimedia, digital storytelling, video conferencing and chatting can provide students with authentic aural input which provides students with comprehensible input and extensive listening for out of classroom times.

As the affordance of new technologies rapidly grows, students' employment of technological products plays a crucial role for enhancing effective language learning. With easily available technological devices, language teachers can make the learning process more engaging and interesting. An instance of such easily accessible and functional technological devices is a mobile phone. Mobile assisted language learning (MALL) is an emerging technology which has been shown to have a significant influence on EFL learning in general (Taj et al ,2016) in aspects of maximizing learners' autonomy (Khan et al, 2018), independent learning and learning motivation (Alrefaai, 2019). It is an element of computer assisted language learning (CALL) which refers to the integration of technological devices, such as mobile phones, tablets, PCs, MP3/MP4 players, PDAs and palmtop computers into language learning (Bezircilioğlu, 2016; Kukulska-Hulme & Shield,2008; Khan ,2018).

The effectiveness of mobile phones as an aid in language learning comes from their ability to facilitate educational activities for instructors and learners and that they are portable, user friendly, readily accessible, and affordable. Researchers of MALL have found that due to the ease of communication with instructors and classmates, mobile phones are being increasingly used for educational purposes. These capabilities of mobile phones have led EFL researchers to promote the use of these technological products as a way of improving the processes and quality of language teaching and learning (Khan, 2018).

Mobile phones with high capabilities are outspreading into all areas of human life and they are becoming accessible for urban as well as rural areas of most countries in the world (Miangah and Nezarat, 2012). For these reasons, current language research is giving more attention for the practical application and integration of MALL in the conventional EFL classroom environment due to the vast diversity of learning opportunities and applications that mobile phones can provide for EFL learning proficiency. Despite the multifarious function of mobiles for language teaching and learning, very little, if not at all, is known concerning students' perception, practice and challenges of implementing mobile assisted language learning.

Following the rapid growth of technology, the availability of technological devices that supplement language teaching and learning is also growing. Everyday observation shows university students are among the most frequent users of these technological products, such as smartphones, laptops, palm-tops, mp3/mp4 players, etc. It is very uncommon in today's universities to see students without smartphones. This is due to the obvious reason that mobile phones have come up with tremendous functions among which the major ones being creating easy, fast and convenient communication amongst people around the globe.

In the Ethiopian context, however, these easily accessible technological products do not seem to be used for assisting the instructional process; they rather seem to be assumed as obstacles. They are even understood as causes of social conflict, sound pollution, academic dishonesty, etc. The researcher's everyday informal observation illustrates that university students frequently use mobile phones for cheating during examinations, communicating on social media like Facebook, watching movies and listening to music for entertainment. As the students' use of mobiles for such purposes in and around the class affects the teaching- learning process, instructors repeatedly warn students to switch off their mobile phones before the process of teaching and learning begins or during examination sessions, let alone using them for supporting language teaching/learning.

With all these problems, however, very few global as well as local researches were undertaken about mobile-assisted language learning due to its recent emergence.

To mention a few global studies, Shaheen (2024) studied effects of mobile assisted language learning (MALL) attitude and practices in university students found that students have a strong belief that mobile devices are highly effective for language learning, high frequency of mobile use and positive attitude towards the role of mobile phones in their foreign language development. Similarly, Nuraeni et al (2024) found that the majority students had positive perception on the usage of MALL to support classroom activities, especially in learning English language; however, it was also reported that students faced internet connectivity problems for using MALL in English language classroom. Another study by Saidouni and Saidouni (2016) showed students of the English language have positive attitudes toward the effectiveness of mobile-assisted language learning (MALL). In this study, students exhibited their agreement on the potential of MALL as a promising approach for teaching and learning foreign languages. Moreover, Triyoga, Rizaldy and Wijayati (2023) investigated students' perception of the use of mobile assisted language learning to learn English and found the respondents demonstrated a favorable opinion of using MALL to learn English.

In the local context, Berhane, Deepanjali and Ataklti (2019) investigated EFL majoring students' attitudes and beliefs towards the role of technology-assisted language teaching (TALT) in minimizing students' foreign language anxiety and their actual practice. While the descriptive analysis of the quantitative data revealed students' strong belief in and a positive attitude toward the role of TALT in minimizing foreign language anxiety, the qualitative data result revealed the students' very low and discouraging actual practice.

Thus, the global as well as the local studies conducted so far are scanty, and more research has to be conducted to know the general tendency and establish the level of practice and perception among students in general. Hence, to fill this gap, the present study explored EFL students' perceptions and practice of mobile-assisted language learning focusing on two universities in the Amhara region of Ethiopia. Hence, this research would answer the following basic questions:

1. What are EFL students' perceptions on the use of MALL for learning English?
2. To what extent do EFL students use mobile phones for language learning?
3. Is there a match between students' perception and practice of MALL?

2. Research Methodology

2.1 Design

This study employed a survey research design to collect data on participants' perceptions, practices, and challenges related to utilizing mobile phones to support English language learning. The survey was suitable for gathering data from EFL students across three government universities in Amhara region, Ethiopia. Given the large number of participants and their spread across different locations, other research designs would have been more challenging to implement and impractical.

2.2 Samples and Sampling Techniques

For collecting the data, a total of 95 English major students were taken as subjects from two universities in Amhara region: Debre Markos and Injibara universities using comprehensive sampling technique. All the available students from all batches (second year up to fourth year) were included because the number was manageable. They filled in the questionnaire which comprised twenty-six close-ended and three open-ended items.

2.3 Data Collection Instruments

In this study both quantitative and qualitative data were gathered using a questionnaire consisting of 26 close-ended and 3 open-ended items. While the close-ended questionnaire served as the major data gathering tool, the open-ended one played supplementary role to exploit more data and triangulate the data obtained from the close-ended one.

The purpose of the questionnaire was to collect data related to EFL students' perception, practice and challenges of using mobile phones for supporting English language learning. Among the total of 29 questionnaire items, ten of them sought to know the participants' perception, sixteen of them related to their degree of practice and the other three open-ended questions were related to perceptions, practice and challenges of using mobile phones for language learning. For the close-ended questionnaire, related to perception a five point Likert scale ranging from 1(strongly disagree) to 5(strongly agree) were used whereas for the practice questionnaire, another five point frequency scale ranging from 1 (rarely) to 5(always) was applied.

2.4 Data Analysis Techniques

In this study, quantitative data were analysed using descriptive statistics, such as mean, percentage, and standard deviation, and inferential techniques, including a one-sample t-test and Pearson correlation coefficient using SPSS version 23. Meanwhile, qualitative data from open-ended questionnaire responses were examined through thematic categorization and narrative analysis.

2.5 Validity and Reliability Issues

To ensure the validity of this study, the data gathering instrument, questionnaire, was given to colleagues for evaluation and revised according to the comments and feedback. Additionally, the questionnaire was pilot tested with a small number of individuals having similar characteristics with the main study respondents and who were not included in the main study to solve problems connected with comprehension and ambiguity. After the piloting, the responses were statistically analyzed through Cronbach's alpha to check the internal consistency which was found to be 0.82, considered as a very good level according to the conventions.

3. Results and Discussion

3.1 Students' Perception on the Use of Mobile Phones

This section deals with the data on participants' perception on the use of mobile phones for English language learning.

Table 1 Students' Perception on Mobile Assisted Language Learning

No.	Items	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	mobile phones provide easy access to realistic ESL/EFL materials and situations	1	1.1	19	20	14	14.7	53	55.8	8	8.4	95	3.51
2	different English language skills can be learned using mobile phones	5	5.2	4	4.2	4	4.2	66	69.5	16	16.8	95	3.88

3	using mobile phones for English language learning is time saving	5	5.3	15	15.8	25	26.3	45	47.4	5	5.3	95	3.32
4	using mobile phones for English language learning is cost effective	10	10.5	21	22.1	23	24.2	33	34.7	8	8.4	95	3.08
5	mobile phones provide me opportunities to study English at any time and place.	6	6.3	7	7.4	11	11.6	53	55.8	18	18.9	95	3.74
6	mobile phones give me access for applications and software beneficial for learning English language	4	4.2	3	3.2	14	14.7	62	65.3	12	12.6	95	3.79
7	mobile phones can connect to the internet at anywhere and any time	10	10.5	27	28.4	12	12.6	37	38.9	9	9.5	95	3.08
8	mobile phone usage can facilitate English language learning activities	4	4.2	11	11.6	14	14.7	55	57.9	11	11.6	95	3.61
9	mobile phones can support interactive English language learning activities	4	4.2	6	6.3	14	14.7	65	68.4	6	6.3	95	3.66
10	mobile phones can help me learn English independently	6	6.3	16	16.8	17	17.9	50	52.6	6	6.3	95	3.36
Grand mean													**3.5**

All the statements in the above table seek EFL students' views on the importance of implementing mobile assisted language learning for learning English language skills. The statements require respondents to express their level of agreement on the stated ideas. For analysis, the agreement scale from strongly disagree (1) to strongly agree (5) has been regrouped into three levels: strongly disagree (1) and disagree (2) added together represent *disagreement* (negative perception), *undecided (3)* represents being neutral (undecided agreement), and agree (4) and strongly agree (5) added together represent *agreement* with statements related to the benefits of mobile assisted language learning and teaching. Thus, the above data demonstrates the majority of respondents agreed with almost all of the statements (see the descriptive statistics for items 1-10 in Table 1 above) about the importance of mobile assisted language learning. Additionally, the grand mean of students' perception (3.5) reveals positive perception of the participants, which is greater than the population mean (3.0) by .5. Hence, the descriptive statistics above generally shows EFL students have positive perception on the importance of mobile assisted language learning.

The responses from open-ended questions also adhere to this finding. For example, for a question that sought the respondents' perception concerning the importance of mobile phones to facilitate English language learning, almost all of them expressed their positive perception. The following responses from participants confirm this. For example, a respondent said, "Yes, use mobile phones is facilitate learning because it we can use everywhere and time. So it is very nice to me." This respondent perceives that using mobile phones provides an advantage to facilitate English language learning at preferred time and place. Another one replied that "Using mobile phone in this time makes everything easy for learning English Language." This respondent is also positive about the convenience of mobile phones for English language learning. A third respondent mentioned not their positive perception about using mobile phones for language learning, but also the level of practicing it as " … I use my smart phone for developing my English skills and to improve vocabulary, pronunciation, words dictionary through mobile."

Generally the responses revealed not only that they are positive about the function of mobile phones to speed up their learning of English, they also mentioned they use them for learning different aspects of English, such as vocabulary, grammar, pronunciation, etc. Moreover, many of them wrote that they are not using their mobile phones for developing English Language to the level expected, which points out the weak match between their perception of using mobile phones for language learning and the level of actual practice. This weak correlation was confirmed through Pearson's correlation analysis. The result of the descriptive analysis and the qualitative finding was also confirmed through the use of one sample t-test inferential statistics as shown below.

Table 2 One-sample t-test for Students' Perception of Mobile Assisted Language Learning

One-Sample Test									
	Test Value = 3								
	N	Mean	t	df	Std.	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Perception	95	3.50	8.87	94	.55	.000	.503	.3905	.6158

As indicated in Table 2 above, a one –sample *t*-test compared the mean perception of the sample (3.5) to a population value of 3.00. Accordingly, a significant difference was found (*t* (.503) =8.87, *p*<.05). The sample mean of 3.50 (SD=.55) was significantly greater than the population mean (3.00).

3.2 Students' Practice of Mobile Assisted Language Learning

Here participants' perception of using mobile phones for English language learning is dealt.

Table 3 Students' Practice of Mobile Assisted Language Learning

No.	Items: I use my mobile device	Responses										N	Mean
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	to facilitate my English language learning	7	7.4	14	14.7	44	46.3	17	17.9	13	13.7	95	3.16
2	for learning English vocabulary	3	3.2	8	8.4	38	40	26	27.4	20	21.1	95	3.55
3	for learning English grammar	0	0	14	14.7	34	35.8	22	23.2	25	26.3	95	3.61
4	for developing my listening skills in English	4	4.2	18	18.9	32	33.7	17	17.9	24	25.3	95	3.41
5	for developing my reading skills in English	11	11.6	21	22.1	27	28.4	21	22.1	15	15.8	95	3.08
6	for developing my writing skills in English	17	17.9	20	21.1	39	41.1	13	13.7	6	6.3	95	2.69
7	for developing my speaking skills in English.	8	8.4	21	22,1	43	45.3	13	13.7	10	10.5	95	2.96
8	to make calls and send messages in English	8	8.4	15	15.8	27	28.4	11	11.6	34	35.8	95	3.51
9	for reading different texts to improve my English	6	6.3	10	10.5	35	36.8	27	28.4	17	17.9	95	3.51
10	to record audio of me or other people speaking in English	15	15.8	22	23.2	31	32.6	11	11.6	16	16.8	95	2.91
11	to access the internet for improving my English skill	6	6.3	7	7.4	45	47.4	27	28.4	10	10.5	95	3.29
12	to post information in English to a social media	14	14.7	18	18.9	30	31.6	16	16.8	17	17.9	95	3.04
13	to listen to songs in English	17	17.9	12	12.6	34	35.8	15	15.8	17	17.9	95	3.03
14	to use electronic dictionary for meaning /pronunciation	2	2.1	12	12.6	29	30.5	30	31.6	22	23.2	95	3.61
15	to download and watch videos in English	4	4.2	11	11.6	28	29.5	32	33.7	20	21.1	95	3.56
16	to interact with English speaking people to improve my linguistic knowledge	9	9.5	19	20	32	33.7	21	22.1	14	14.7	95	3.13
Grand mean													**3.25**

Table 3 presents statements that need respondents to express the frequency of practicing mobile assisted language learning in different ways. The mean response for all the items in the table is higher than the population mean (3.0), except for items 6, 7, and 10 for which case the mean is a bit lower than the population mean. Moreover, the grand mean (3.25) is higher than the population mean (3.0) by .25.

For easier analysis, the frequency scale from never (1) to always (5) has been regrouped into three levels: never(1) and rarely (2) added together represent *rarely* (low level of practice), *sometimes (3)* represents moderate level of practice, and usually (4) and always (5) added together represent *frequent* (high) level of practicing mobile assisted language learning. Subsequently, the grand mean of practice (3.25) reveals the respondents' high level of mobile assisted language learning practice as it is greater than the population mean (3.0) by .25 mean differences. This result of the descriptive analysis was triangulated with one sample t-test inferential statistics as presented below.

Table 4 One-sample t-test for Students' Practice of Mobile Assisted Language Learning

One-Sample Test									
	Test Value = 3								
	N	Mean	t	df	Std.	Sig. (2 tailed)	Mean Difference	% Confidence Interval of the Difference	
								Lower	Upper
Practice	95	3.25	3.75	94	.641	.000	.247	.116	.377

A single sample *t*-test compared the mean practice of the sample (3.25) to a population value of 3.00. A significant difference was found (*t* (.247) =3.75, *p*< .05). The sample mean of 3.25 (SD=.641) was significantly higher than the population mean (3.00).

After examining the respondents' level of perception and practice on mobile assisted language learning, the correlation between the two variables was calculated as below.

Table 5 Correlation of Students' Perception and Practice of Mobile Assisted Language Learning

Correlations			
		Perception	**Practice**
Perception (M= 3.5)	Pearson Correlation	1	.139
	Sig. (2-tailed)		.180
	N	95	95
Practice (M=3.25)	Pearson Correlation	.139	1
	Sig. (2-tailed)	.180	
	N	95	95

As both variables (perception and practice) were measured on interval scales, Likert scale and frequency scales, respectively, and they were normally distributed**,** the Pearson correlation coefficient was calculated to determine the relationship between the participants' perception and practice of mobile assisted language learning. Thus, a weak correlation that was not significant was found (r (93) = .139, p>0.05); the participants' perception was not related to their practice of mobile assisted language learning.

3.3 Results of the qualitative data

Qualitative data were gathered from participants' answers to three open-ended questionnaire items focusing on the participants' perceptions, usage, and challenges regarding the implementation of mobile-assisted language learning: (1) Do you think that you as a student can use mobile phones for facilitating your learning of English language? Why or Why not? (2) How do you evaluate the level of your use of mobile phones for learning (improving) your English language? (3) If you are not effectively using your mobile phone for facilitating your English language learning, specify the reasons/challenges briefly.

Most responses of the first question which is related to students' perception on the use of mobile phones to learn English language highlighted that using mobile phones can be very useful to improve English language. They pinpointed that especially when there is internet access, mobile phones can facilitate English language learning in numerous ways; for instance, they can be used to download information so as to use it anywhere and anytime, to search ideas from internet to boost knowledge of vocabulary, pronunciation, accent and grammar. For instance, a respondent in this connection articulated, "Yes because of it is different idea to search in the internet of give me knowledge." This respondent's view is that mobile phones can be used to get access to internet and use different sources of knowledge. Similarly, another respondent confirmed the benefit of mobile phones for learning English and justified, 'I get so [many] information from internet about English language.' Likewise, another respondent expressed his positive perception on the use of mobile phones as '… I use my mobile phone to download and watch ideas in English for learning English grammar, vocabulary and listen to English songs and movies. As a participant mentioned, these days, everything is online and if any student wants something, they can use their mobile phones and get it easily.

In conclusion, respondents are positive with regard to their perception on the use of mobile phones to facilitate English language learning. They reported that mobile phones can help to assist English language learning in so many ways. They think that mobile phones are basically used to get access to information through internet and augment their vocabulary, pronunciation, grammar, accent and above all, to get authentic language learning resource from the native speakers of the language. This qualitative data finding is in direct alignment with the descriptive and inferential statistics results of the quantitative data.

The participants' were also inquired to reflect their appraisal of their level of using mobile phones for language learning. The responses show that students use mobile phones for educational purposes to some extent. A participant mentioned the following: 'I decide the level of mobile phone by moderately means in medium usage'. What can be learnt from the excerpt is that the student uses mobile at moderate level. This is similar to the experience of other participants who reported as 'I use my mobile phone for learning is less' and 'It is intermediate level to use my mobile to improve my English language.' Moreover, a respondent reported as' My level of using my phone to learn English language is in very low level.' Thus, the responses related to the participants' evaluation on the level of their mobile usage for the purpose of learning English is limited which ranges from low level of practice to moderate level. This finding is in congruent with the finding from the descriptive statistics of quantitative data which was expressed as 3.25 grand mean, lower level compared to the grand mean of the participants' perception (Mean=3.5).

The last question forwarded to the participants was concerned with challenges. They were asked if there are setbacks that obstructed their use of mobile phones for learning and improving their English. Participants mentioned numerous reasons. They reported that they want to use their time for studying the courses offered to them in the department. They also add that they lack skills and awareness to use mobiles effectively. As a participant mentioned, limited internet access, high cost of internet and skill shortages are major impediments of mobile assisted language learning as illustrated below,

"Network, cost, most of the time we do not [now] how use our mobile phone to learn English language."

The following response presents additional challenges for the use of mobiles for language learning,
"I have different reason for instance, lack of free time, focus to learn EFL, connection, awareness about the importance of using mobile phone to learn English as a foreign language."

The above extract presents a number of challenges for the use of mobile phones to learn English language, such as shortage of time, giving priority to subject area study, skill, awareness as well as internet connection problem.

According to another participants' response, internet connection and phone quality are problems encountered related to the use of mobile phones for learning language,
"Sometime most of the student are not effectively using phone because, some are not good phone like smart phone. Sometime the connection is a problem"

The script highlights students' practice of using mobile phones is affected by so many factors, such as size or quality of the phone and connection problem which means that internet access is not easily available. In this connection a respondent said that they do not always use their mobile phone for learning purpose due to lack of Wi-Fi in the university.

4. Discussion of Results

Results of the close-ended questionnaire data showed that EFL university students have positive perception on the importance of using mobile phones for facilitating language learning (t (.503) =8.87, p<.05). This result matches with the participants' responses for open-ended questions which showed that using mobile phones is vital to facilitate English language learning. The participants reported that mobile phones can be used for a wide range of functions in language learning. As they explained, mobile phones can be used to learn pronunciation, vocabulary, different accent in using English and also to learn grammar. On the other hand, the qualitative data showed that though participants have positive perception concerning the benefit of mobile phones for learning English, they listed numerous challenges that affect their practice. Among the challenges, low internet access, lack of awareness and skill to effectively use them, small sizes of the phones are common. The finding is generally consistent with Saidouni and Bahloul' (2016), and Triyoga, Rizaldy and Wijayati's (2023) who found that students have a positive attitude towards the importance and effectiveness of mobile assisted language learning in fostering language teaching and learning.

This study's result on the students' practice of mobile assisted language learning revealed that EFL students' implementation of mobile assisted language learning is high (t (.247) =3.75, p< .05). The sample mean of 3.25 (SD=.641) was significantly higher than the population mean (3.00). In this regard, the qualitative finding showed that most participants asserted they moderately use mobile phones for English language learning purposes due to skill and awareness deficiencies, shortage of internet access in their university and their preference to invest more of their time on studying different subjects rather than frequently working on English language learning. This finding is also in line with Berhane, Deepanjali and Ataklti's (2019) finding that students have strong belief in and a positive attitude toward the role of TALT in minimizing foreign language anxiety, but very low and discouraging actual practice.

In this study the correlation between the students' perception and actual practice of mobile assisted language learning was calculated using Pearson's correlation analysis. Accordingly, a weak correlation was found (r (93) = .139, p>0.05). The rationale for the mismatch between participants' positive perception and low level practice of mobile assisted language learning was disclosed in the qualitative finding. Accordingly, it was highly impacted by skill and awareness deficiencies, shortage of internet access and shortage of time to spend much time on studying English. .

5. Conclusions

It can be concluded from the findings of this study that English major university students have a positive perception regarding the importance of mobile-assisted language learning, but their level of practice was low. The low level of mobile assisted language learning implementation was attributed to a range of setbacks including skill and awareness deficiencies, shortage of internet access as well as shortage of time. Additionally, it was found that there is a mismatch between students' perception and practice of mobile-assisted language learning. Therefore, to help university students benefit from the best of mobile-assisted language learning, the universities need to give awareness and skill training to students, encourage them to adapt themselves to the demands of the technology era, and expand internet access in the university campuses.

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The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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