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The Importance of Using Mobile Learning in Supporting Teaching and Learning of English Language in the Secondary Stage

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Abstract
The aim of this study is to recognize the importance of using mobile learning in supporting teaching and learning English among students at secondary stage through the identification of potential uses for smart phones and tablets, and the roles it can play in assisting the teaching and learning of English among secondary school students in the city of Mecca, from the viewpoint of the supervisors and teachers of English, also aimed to find out the presence of statistically significant differences between the mean responses of members of the study population due to the variables: nature of work, academic qualification, years of service, and number of training courses. The researcher used the descriptive survey, and the questionnaire was its tool, and was applied to all members of the study population in the city of Mecca for the first semester of the year 1435 AH, and 210 responded, by 195 teachers and 15 supervisor. After using the suitable statistical methods study reached to the following conclusions: there is a strong approval on the feasible uses of mobile learning and roles in supporting the teaching and learning of English at the secondary stage from the viewpoint of the supervisors and teachers of English, no statistically significant differences between the mean responses of study sample on possible uses for mobile learning and roles in supporting teaching and learning of English among secondary school students due to (nature of work, academic qualification , years of service), while statistically significant differences is found between the mean responses of the study sample on possible uses of mobile learning and roles in supporting the teaching and learning of English among secondary school students is due to number of training courses; in favor of members attended 16 training course of more; where the arithmetic mean of their responses is the highest. In the light of the results of the study, the researcher suggested a number of recommendations including: activate the use of mobile learning devices, and urge students to take advantage of them to support the teaching and learning of English in various stages of education, establish training courses for supervisors and teacher of English in communications and information technology and its role in supporting teaching and learning of English language.

Introduction

Our present era is characterized by constant change and rapid development in various aspects of life, including scientific knowledge and facts that evolve rapidly; because of the explosion of knowledge and new successive discoveries and advanced technology, and with the advent of portable computers and phones individuals are able to obtain the desired data from databases by direct contact (Online) at any time and place.

Salem (2006:201) described the impact of information and communication revolution that did not stop an e-learning model that uses wired technologies in education, but has produced a new model that is considered a new quantum leap after e-learning, which is mobile learning; that depends on applying wireless technologies in education, such as Mobile phones, Personal Digital Assistants (PDAs) and Tablet PCs.

Mobile learning is seen as a massive and unprecedented evolution towards the availability of teaching and e-learning for students through the most commonly used means of communication among learners a the mobile phone; due to the possibility of the acquisition of the majority of learners in all grades from preparatory school to university for mobile devices forms and models and multiple applications (Lal & Aljundi, 2011:161). Mobile learning is considered as a form of distance learning; it includes Wi-Fi, it does not follow a predetermined location; which refers to the appropriateness of the teaching and learning of languages, especially since it includes audio and mobile effects help in acquiring English skills; which is the primary language in the technology system and wireless communications.

Mobile devices exceed the range of PDAs and smart phoned to include players (MP3), laptops and wireless devices, and (ecollegefinder, n.d.). By extrapolating the reality of teaching and learning of the English language at secondary stage, we find a remarkable weakness in students' achievements for the English language, in terms of the ability to use the English language skills, and knowledge of the rules necessary, and grasping the meanings of word,maybe one the reasons for this remarkable weakness the methods of teaching this course, lack of applications help to acquire the skills in functional way , which requires the availability of practical , exciting and stimulating situations to learn English.

Smart phones and Tablet PCs are considered the most popular devices for the time being, we find secondary stage students have these devices, and actively use them to communicate with relatives and friends at any time and place, to emphasize on the importance of activating these devices in teaching and learning, especially with the existence of numerous applications available in electronic stores created by the manufacturers of smart phones and tablets to deliver applications and various useful programs in teaching and learning English language; we find the online store for Apple provides several applications in foreign languages, especially English language; to its important as a first language in the world.

It is noticeable in the Kingdom of Saudi Arabia the demand growth for the use of networks connecting to wireless internet, and the high growth of the number of users, whether by chips or internet packages. Perhaps the largest segment of society has learning mobile devices such as smart phones (iPhone, Galaxy, Blackberry, etc…) are high school students and many of them having tablets such as iPad or Galaxy Tab and other computers, these modern devices have attracted the attention of a lot of University students and accompany them most of the time.

The findings and recommendation of many previous studies have confirmed the effectiveness and importance of adopting technologiesof mobile devices and integrate it into the educational systems or individual level, as formal or informal learning, and one of these studies (shih, 2007) which revealed that the readiness of the learner for mobile learning and his desire to use a new method for learning plays an important role in achieving the best results in the field of teaching and learning English language though using mobile technologies. The study of (Fallahkhair, Pemberton & Griffiths, 2007) designed a useable, beneficial and desirable educational environment of the English language; by using a mobile phone and interactive TV supported in their design on considering that the student is the center of learning and teaching process, and learners responded to it positively. The study of (Hayes, 2010) pointed out the need to include video files in teaching the correct pronunciation , that bring the image on the lips, tongue when pronouncing words, and recommended curriculum designers and teachers to focus on the development of activities based on the student; so that he starts the conversation, and manage when using mobile phone in teaching. The study of Rima Al Jarf (Al-Jarf, 2012), which focused on measuring the impact of the MP3 program on listening and speaking in English based on self-learning to support learning in the traditional classroom, the results proved the effectiveness of using MP3 program in self-learning to develop listening and speaking among first year students in translation department at King Saoud University, and the results confirmed the importance of mobile technology in increasing the chances of language learning outside the classroom. The study of (Cruz, M. 2012) showed that the majority of learners preferred using mobile devices as an useful addition provided them with unique ways that enabled them to study at any time and in any place.

Plenty of applications and programs for English are available in electronic stores, including custom applications to broadcast audio and video files applications Podcasts in a series of lessons to learn English, and there are several websites that assist English language learning which helps exercising basic English language skills (listening, reading, speaking and writing) in addition to vocabularies and English grammar, that needed by students to enhance the learning of English, which may not have a chance to learn and practice in secondary school; because of the nature of the course, and method of teaching used, and the large number of regulations and instructions facing teachers in their practice teaching.

As the mobile devices a major part of students' lives at the secondary grade; therefore it is suitable to activate them to support the educational needs of students in the field of teaching and learning of the English language, and make use of its advantages in bridging deficiencies resulting to narrow of the time taught in the school program. And thus the problem of the current study is determined in the following main question: what is the importance of using mobile learning in supporting teaching and learning of English language at the secondary stage in the city of Mecca? Branching from the main question the following questions:
1 –What are the possible uses of mobile learning to support teaching and learning of English among students at the secondary stage from the viewpoint of the supervisors and teachers of English in the city of Mecca?
2 –What are the roles of mobile learning in supporting teaching and learning of English among students at the secondary stage from the viewpoint of the supervisors and teachers of English at the city of Mecca students?
3 – Are there statically significant differences between the mean responses of the supervisors and teachers of English due to the variables: the nature of work, academic qualification, number of years of service, and number of training courses?

Purpose of the study:
The present study aims to identify the importance of using mobile learning to support teaching and learning of English in the secondary stage through the following:

1 – Determine the possible uses of mobile learning in supporting teaching and learning of English in the secondary stage.
2 – Determine the roles of mobile learning in supporting teaching and learning of English in the secondary level.
3 –Identify the statistically significant differences between the mean responses of the supervisors and teachers of English due to the variables: the nature of work, academic qualification, number of years of service, and number of training courses.

The importance of the study:
The importance of the study due to the following:
1 – It benefits curriculum planners and developers in the Ministry of Education and Ministry of Higher Education; to adopt a project for mobile education, supports the teaching and learning of the English language, with the launch of software and applications in the electronic stores help learning and teaching English in the Kingdom of Saudi Arabia.
2 – Encourage secondary stage students to activate mobile learning devices (smart phones and tablets) they own; download applications that are available in electronic stores that support teaching and learning English, and take advantage of them at any time and in any place where wireless networks are available (Wifi, 3G, 4G).
3 – Assist in transforming traditional teaching and learning in the local community to mobile teaching and learning, that enable teachers and supervisors in the field of teaching English to get an effective education, and helps them access to the world of mobile teaching, and evaluate the performance of their students in light of the extent that they benefit from its advantages.
4 – Help secondary stage students to get what they need of information in learning and acquisition of English language skills; at any time and any place as is the case in developed countries.
5 – Assist families in the provision of educational materials for their children through their mobile devices (smart phones-tablet PCs), and so can support teaching and learning at any time and in any place.

Limits of the study
The current study was limited to determining the significance of the use of mobile learning: smart phones and tablets to support the teaching and learning of English at the secondary stage; from the viewpoint of teachers and supervisors of English language in the city of Mecca; for the first semester of the academic year 1435AH.

Mobile learning M-learning
"It is any kind of learning that takes place when the learner is not in a fixed and predetermined place, or it is learning that happens when the learner takes advantage of learning opportunities offered and provided by mobile technologies "(O'Malley et al., 2003, p.6). The researcher defines itprocedurally: the type of e-learning that depends on mobile devices technology, which use wireless networks to access the internet and obtain the desired learning by the learner, and effective education by the teacher.

Teaching and learning assisted by mobile devices (MALL) Mobile-Assisted-Language-Learning
"It is an approach to teaching and learning of the English language that is promoted and aided by the use of a mobile handheld device, it is a branch of teaching and learning assisted by the computer" (Valarmathi, 2011).
The researcher defines it procedurally as "teaching and learning of English language depending on mobile phones and wireless devices such as: smart phones (IPhone, blackberry, Galaxy) and tablets (Ipad, playbook by Blackberry and Galaxy tab), and who benefits from teaching and learning English language applications available in electronic stores for manufacturers of these devices, and uses these devices to access the internet sites; to support teaching and learning of the English language.

Smart Phones
"Smartphone is a portable mobile phone that includes advanced functions beyond making phone call and sending text messages, many of these smart phones has the ability to display photos and play videos and check and send e-mail plus browse the internet, modern smart phones such as the iPhone and phones depending on the Android operating system that can operate application of a third party which provides limitless functionality (Techterms, n.d.). the researcher defines it procedurally as : those mobile phones that combine between the characteristics of mobile phones and properties of wireless computers and can download applications and browse the web.

Tablet PCs
"Are computers for general purposes joined in a single panel, and its distinctive characteristic is the use of touch screen as input device, and modern computer tablets is operated by the fingers, and the pen (Stylus) just an option after it was earlier an essential requirement"(PC Mag, n.d.).

It is defined procedurally by the researcher as: tablet computers that are portable by hand and move with it easily, and screens operate by touch or by a special pen, and supported by wireless networks Wi-Fi and third generation network 3G and fourth generation 4G, and can access internet through it, download applications and browse the web.

First: Teaching English language

Teaching English in the Kingdom of Saudi Arabia went through many stages, developments and changes in the number of hours and scheduled classes, and in all stages of education, and in this regard (Al-HaJailan, 2003, p: 23) pointed out that the number of English classes has been reduced in the Kingdom of Saudi Arabia in 1400 AH for the middle and secondary stages to four classes a week, and through the history of English teaching in the Kingdom of Saudi Arabia two documents of English curriculum had been prepared to define the general objectives and goals of each stage, the first document was prepared in 1408AH, and was the basis of all courses of the English language, and in 1421AH prepared a second document as a result of the need to keep up with modern time and edit textbooks.

The goals of teaching English at the secondary stage in the Kingdom of Saudi Arabia

The educational policy of the Kingdom of Saudi Arabia outlined the educational process, the supreme policy for education allocated twelve paragraphs to indicate the general objectives of teaching English in the Kingdom of Saudi Arabia, and deriving from the general objectives of teaching English in the Kingdom of Saudi Arabia thegoals of teaching English at the secondary stage, which is as stated in the document of English curriculum as referred in (Al-Hajailan, 2003, p.26) focuses on the use ofthe scheduled structures of the English language and analyze it and to understand the relationship between them, and learn vocabulary, idioms and scheduled methods of expression and understand their meanings through context, listening to and understanding English texts, differentiate between the different tones of voices, and participate in dialogues and discussions in correct English language, read and understand English tests, writing free topic consists of three paragraphs in correct English language, translate English texts into Arabic, realize the importance of English language in the local labor market, proficiency of English language to defend Islam, and valuing the importance of the English language –as the language of international communication-in order to educate others about Islam and our cultural achievements, and to take advantage of other cultural gains in line with our religious values, through texts representing different life situations.

Maybe the mobile devices can support learning all the basic skills in teaching and learning of the English language, grammar and vocabulary, at this present time there are many programs and applications available in the electronic stores to manufacturers of smartphones and tablets, and also sites for teaching and learning of the English language that can be accessed through a browser on a mobile device. The Ministry of Education can adopt launching applications and websites including activities consistent with the curriculum of the English language at the secondary stage, and thereby support the teaching and learning of the English language, and the achievement of the objectives of teaching in secondary stage.

Second: Mobile learning

Definition of mobile learning differed and varied and in this regard (Kukulsks-Hulme, 2009) stated that “there is no agreed definition for mobile teaching and learning for two reasons: first, this field is rapidly evolving, and the second reason: the ambiguity of the term mobile and whether is it associated with mobile technologies or is it linked to the most comprehensive theory which says that the learner himself mobile. (Quinn, 2000) defines mobile learning as “e-learning through mobile computer devices such as: Palms, Windows CE Machines, and even digital cell phone, and can be called information tools”. While (Geddes, 2004) defines it as “it is the acquisition of any knowledge and skill through using mobile technologies at any time or any place and that result in changes in behavior.” Keegan (Keegan, 2005) defines it “mobile learning should be limited to learning devices that any woman can carry in her bag or that a man can carry in his pocket. Ttraxler (Traxler, 2005, p.262) stated that “any provision of learning where the sole or dominant techniques are to be portable or handheld devices.” Salem (Salem, 2006, p. 187) added that “the use of small portable wireless handheld devices such as : Mobile phones, PDAs, smart phones, tablet PCs, to achieve the flexibility and interaction in the processes of teaching and learning at any time and in any place.” The E-learning Association (eLearning Guild, 2007) as “any activity that allows individuals to be more productive when using information and interact with it or when you create the information by or through a portable compact digital device, and has a reliable connection, carried by an individual on a regular basis and fits in the size of a pocket of handbag.”

Equipment and instruments of mobile teaching and learning and the services they provide:

We have nowadays many mobile devices that can be used in mobile teaching and learning, typical example of mobile devices that can be used in that: mobile phones (also known as cell phones and hand phones), smart phones, and handheld computers Palmtops, handheld computers, Personal Digital Assistants, and tablet PCs, laptop computers, Personal Media Players, that can fit within its field" (Kukulska-Hulme, 2005). The following are the most important commonly used devices in mobile learning with a focus on the devices of the current study namely smartphones and tablets:

First: Smart Phones

(Hanson, 2011) mentioned that stages preceded the emergence of smart phones, has become nowadays an integral part of most people's lives; where the first phone was huge machines that steadily evolved into smaller pieces over the days. Nowadays manufacturers of smart phones compete on the launch of the latest technology of the advantages of smart phones, and once one of the manufacturers launch a smart phone with high specifications another manufacturer would launch another developed device that has other benefits from which preceded in a few months, and these devices include:

1 – IPhone:

It is a smart phoned manufactured by Apple Inc., and includes three products: developed mobile phone, iPod wide-screen touch control, and a connection to the internet that support web browsing, search, e-mail and maps, all in one handheld device, small size and light.In mid-2008, Apple developed the iPhone which was called iPhone 3G. In mid-2009, Apple launched the new version of iPhone and took the name iPhone 3GS. In mid-2010, Apple launched (iPhone 4), in October 2011 Apple released iPhone 4S. In 12/09/2012 launched (iPhone5), this is the lightest and slimmest among previous iPhones with a screen size of 4 inches, and 6 operating systems, and provides high-speed in the use of wireless services, (Apple Inc. 2007, 2008, 2009, 2010, 2011, and 2012). The iPhones provides great services to support learning languages, especially learning English language for its obvious importance in various purposes. There are many application in the Apple's App Store that help to learn English, some paid and some for free, and there is also the application of audio and visual media services Podcast provided by specialists in teaching English as a foreign language or as a second language in the form of a series of lessons and different periods, and anyone can see them at any time and any place.

2 – BlackBerry:

One of the most distinguishing features of all types of smart phone is the application of BlackBerry Messenger which is an application of written conversation, and can create group conversation, which is limited to mobile BlackBerry only, and there is also an online store to purchase applications then downloaded to the phone and also there are some free applications, and provide with two cameras used in visual communications, photography and video shooting, plus the user can upload and download social networking programs, and browse the internet using wireless networks and send and receive e-mail, and other advantages.

3 – Smart phones that use the Android operating system:

Android is an operating system designed by Google, and there are several manufacturers of smartphones that use the Android operating system, these companies are: Fujitsu, Dell, Asus, Archos, alcatel, Acer, Panasonic, NEC, Motorola, LG, Kyocera, Huawei, HTC, Toshiba, Fujitsu, Sony, Sharp, Samsung, SK Telesys, Pocketbook Int., Pantech, ZTE, Toshiba and Ericsson, and there is a special e-store available for users running Android system and includes more than 600,000 applications (http://www.android.com/devices/).

Second: Tablet PCs

The beginning of tablets goes back to 1888 where the first patent was granted for the scientist Gray for his invention of Telautograph which is a device that can broadcast and send handwriting through lightning system or the so called Telegraph (Gray, 1888). In 1993, the device Apple Newton was issued, which was the smallest at that time (Hormby, 2006). This device introduced the concept of PDAs, that can recognized handwriting, and connect to the internet, e-mail, and infrared wireless connectivity, sync with personal PC/Mac, and cards interchangeable memory, and support hundreds of programs (BSNL Tablet, 2010). Kay and his colleagues continued developing the concept and made the first successful model of dynabook after twenty years of the establishment of the concept (History of Computers, 2012), and the more the space of the screen the more tablets are able to support interactive multimedia, thus support better participation. The touch screens and multi-display modes make the experience on tablets different from the laptop, which reach an arm length, and the possibility of supporting tablet computer for learning is considered so big (Quinn, 2012, p.8). Tablets can be defined as "computers for general purposes joined in a single panel and its distinctive characteristic is to use the touch screen as an input instrument, and modern tablets is operated by the fingers, and the pen (stylus) is just an option after it was earlier an essential requirement" (PC Mag, n.d.). Tablets resemble laptop computers but without the part with the keyboard, designed using the touch screen or per as an input unit, with sensitive screen, and may have buttons on the device to access the features directly (Gayeski, 2002).

Advantages of the use of mobile devices in the teaching and learning of the English language:
Mobile devices have numerous advantages, referred to by many specialists, including (Milard, 2003), and (Woodill, 2011) and the researcher summarizes the advantages they mentioned related to the field of teaching and learning summed up in portability and ease to carry, and social interaction, strengthen cooperation between the learners and colleagues in the same organization, individuality, the development of active learning experiences, and computer literacy, improving teaching and collaborative learning, and retention of information, effectiveness and modernity, accuracy and comprehensiveness, time saving and costs. In spite of these advantages, but, there are some challenges facing the use of mobile devices identified by (Rogers, K. 2011) in: Device safety: because of the small size of the mobile devices, diversity and differences of devices, digital citizenship (appropriate use), distraction: technology may distract the attention of students when they are taught by traditional methods.

Mobile teaching and learning initiatives:
Bassiouni (2007) mentioned that in 2001 there were many mobile teaching and learning initiatives including the following:
1 – Telenor mLearningWap project (2001): which was launched with four partners are: Ericsson, Insite, Telenor Mobil and IT FornebuKnowation. It aims to use some of the simple WAP applications and solutions as an addition to the normal school curriculum provided in the classroom.
2 – UniWap project (University of Helsinki/ICL project: aims to develop the educational use of mobile technology and search for educational applications that are useful in the virtual university; in order to streamline and facilitate the teaching and learning at the university for the purpose of flexible learning and discover new forms of dissemination of educational materials, Mcastor Technology played a key role in this project.
3 – MobiLearn project: Mobile Computing in Learning Environment: it is a project in mobile computing is funded by German and Brazilian institutions, and aims to enable students to interact; through computer support for the learning environment not only through the traditional desk computer connected to their high-speed networks, but also through mobile communication terminals and connections with low-speed wireless communications.
4 – University of Birmingham Handler Project: it is carried out by the educational technology research team at the University of Birmingham by running Handler Programme, and aims to develop mobile technologies for learning, and has been developed using simulation private tutor Animate Mentor as a main metaphor front and as a way of interaction, works as self- changing that can provide support and assistance with current events, problem solving, and managing learning.
5 –Mobile learning IST project (Ultra lab)
It is European Commission IST M-Learning project; it deals with three specific social and educational problems related to the youth of the European Union are: the weakness of reading and writing or literacy, and lack of participation in traditional teaching and training, and deficiencies resulting from unequal opportunities.
Regarding the importance of mobile teaching and learning it has been targeted by many previous studies, such as the study of Al Dahshan and Younis (2009) which found that mobile phones can be used in the education system, andwith the techniques it has and services it offers can offer many benefits to the educational process, and give new opportunities in learning style; which requires the availability of human and material resources to serve teaching and learning processes ,and then one year later Farajon (2010) conducted a study which aimed to reach a base of information and recommendations to the possibility using mobile learning in the faculties of the Public Authority for Applied Education in Kuwait according to the concept of "re-engineering process" and a questionnaire has been used as the tool of the study, the results showed that the sample of the study do not mind introduction this type of teaching within the applied education, but students' responses were more favorable to the pros mobile learning, and it turns out that this pattern is suitable for introduction in the faculties of applied education according to the concept of re-engineering educational processes. In the same year Dahshan (2010) study aimed to shed light on some aspects of using a mobile phone in the education and training operations, and obstacles to its introduction in this area, and the researcher suggested that mobile phones can be used and employed in education and training, and that this is considered a new form of distance learning, requires the need for many things, material and human, represented in the awareness of the parties of the educational process the role of these devices in service of teaching, learning and training. A year later (Messinger, 2011) conducted a study aimed to verify the perceptions and trends of teachers and secondary stage students regarding the use of mobile devices to enhance education in the classroom, and also create opportunities to extend learning outside the classroom, 106 students and 50 teachers participated in the responses, the results showed it will help increase students 'motivation and improve their achievement levels in general and create a more positive school culture. This study is consistent with the current study in the emphasis on using mobile learning in the secondary stage. In the same year (Kissinger, 2011) conducted a study aimed to verify the experiences of students of the College of Florida in Jacksonville in the use of mobile computer devices and customized to read digital e-book,

and how they use these devices. The researcher used the interview with open-ended questions as a tool for the study, and the researcher reached manyconclusions: the students expressed their proficiency in the use of mobile e-book, and high sense of self-efficient when they use mobile e-book;they appreciate using it in their education.

Third: Mobile Assisted Language Learning (MALL)

Official definitions of government institutions and educational institutions focused on the relationship of teaching and learning of mobile language with computer –assisted language learning (CALL), technology experts stressed on modernity and functions of these mobile devices, while researchers focused on the positive aspects of the widespread and learning at any time and in any place (Diaz-Vera, 2012). By looking beyond the slogan "learning at any time and in any place) all related to curriculum and teaching language need to examine how teaching and learning of language change in an environment rich with mobile technologies, and under the influence of the learners new practices stemming from their personal views about the best places to learn and the emerging uses of the time available. The activity starts of learner or which is being handled by the learner and which may complement and complete the formal lessons requires an approach more aware of the context; taking into account the learner conditions to allow him to play an active role in assessing the suitability of mobile learning activities with regard to time and place that is trying to learn it (Kukulska-Hulme, 2012). Livingston (Livingston, 1999. P.2) defined non formal teaching and learning as any activity involving the pursuit of understanding and incomprehensible, and achieves knowledge and skill outside the school curriculum, which is more widespread than had known, and motivation comes from the same individual and not from external power; therefore, in the absence of the outer frame of the formal teaching and learning learners will use non-formal; through techniques and sources and tools fit their educational needs and preferences (Clough, Jones, Mcandrew, & Scanlon, 2010).

Many students spend long times interacting with their mobile devices such as smart phones and iPods, iPads and used in telecommunications, entertainment, teaching and learning. These devices provide unique opportunities for the delivery of the content of education for many specialties and contexts including language teaching (Al-Jarf, 2012, p.106)."Mobile technologies offer opportunities to provide new and exciting ways of teaching and learning, and can encourage and motivate adult learners to succeed "(Dawson, 2007, p.1). The idea is that people can learn and teach effectively using personal technologies at any time and in any place (Kukulska-Hulme, 2012 p.4); assuming that the choice of time and place outside the institutional framework has individual feature, and learning of languages has quickly moved to the forefront of developments in mobile teaching and learning; because of the availability and the large number of free or cheap mobile applications in electronic stores managed from Apple Company, Blackberry, and Google and Nokia and others; where teaching and learning of languages a mean to improve work and trade , and that practicing English language on a mobile device can be seen as a starting point for authentic communication; it requires to respond quickly without the usual support available in the classroom or in home (Demouy & Kukulska-Hulme, 2010). It is confirmed by (Sussex, 2012) that the mobile devices are effective enough in the delivery of text, graphic, voice and video files and the transition of these interactive media, which is also effective in recording and transfer of audio and video files. These advantages make it suitable for teaching and learning three of language skills namely: listening, speaking and reading. Some manufacturers of smart phones and tablets provide electronic stores of its own, where plenty of applications that support teaching and learning English language, which can be downloaded for free or for asmall amount of money. Apple Company provides two applications iTunes, and Podcasts, and the two applications through which to engage in specialized lessons in different fields of teaching and learning and other languages, and these lessons are characterized for being audible or audible visible, and introduced by some interested in teaching English language for free.

Experiences of mobile teaching and learning of English language

There are many experiences and projects for mobile learning language, and the most important languages is English , we mention here some experiences in mobile teaching and learning of English language and some other languages:

1 – Stanford Learning Lab, which developed a number of incomplete prototypes for mobile learning, and the lab team chose teaching foreign language as an area of content; considering that mobile phone can help provide good opportunities to practice preview, listening and talking in a correct and safe environment. The developed prototypes helped in enabling the users to practice new words, and enter tests and access into translation the words and phrases and work with coach vividly, and save vocabulary, all in an integrated environment of voice and data (Bassiouni, 2007).

2 –AMICITIAS project in 2008, and known as the AMI as a shortcut to the name of the project. It is a mobile game and research project that shed light on some of the issues that were discussed, and put it in practice. The mobile game is

adopted and played in a real specific location in the following cities: Barcelona, Toledo, Galway, Sicily, Sardinia and Bradford. The project aims to integrate teaching and learning language in the process of play and explore things about the place at the site, with encouraging and enhancing interaction between cultures of the participants or players. Six games were designed for the project aimed to improve the skills of the users at least in two languages. Each game has a basic language and other secondary language, and software developers and educators can take into account the development of custom software for each device, whether (iPhone, Android, or Handheld PC) (Robison, D. 2012).

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Due to the importance of the use of mobile learning in teaching and learning English language it has been targeted by many of the previous studies, including the study of Salem (2006), which aimed to shed light on the new model of learning produced by wireless revolution in the 21st century and transformed it from wired learning environment to a new wireless learning environment using mobile phones, and it reached to the importance of this new model "mobile learning" in the provision of solutions for many problems facing the educational process; since this model uses of wireless technology does not require the presence at a certain time or a specific place. Then Salem (2006) conducted another study in the same year aimed to provide a proposed strategy to activate the model of mobile learning in the teaching and learning of French as a foreign language in smart schools at the secondary stage as a starting point to get to the knowledge economy, the study sample consisted of (30) of faculty members and experts in curriculum and methods of teaching the French language and information and communication technology, the researcher used the questionnaire as a tool for study, and the study designed a proposed strategy to activate the mobile learning model with e-learning model in teaching and learning French language as a foreign language in smart schools in Egypt, then came the study of (Shih, 2007) that aimed to determine the results and characteristics of teaching and learning of mobile language, the study tool consisted of a traditional site on the internet designed by the researcher, and another site customized to mobile learning, personal computers and smart phones, and the study sample consisted of (64) individuals randomly divided equally into two groups, the results showed that the readiness of mobile learning skill of the learner and his desire to use a new method for learning plays a great role in achieving the best results in the field of learning using mobile technologies. In the same year (Fllahkhair, Pemberton & Griffiths, 2007) conducted a study aimed to prepare for English language learning environment using mobile phone and interactive TV depending in its designs on the ground that the student is the center of the learning process, the study sample consisted of fourteen individuals of different ages and nationalities, the results showed that the learning environment designed by the researcher was usable, desirable and useful as a tool to support the informal teaching and learning of language, and also to gain the content and the new cultural knowledge. A year later (Stockwell, 2008) conducted a study aimed to find out the readiness of students to perform language learning activities by using mobile phone, and are they trying to use mobile phones or choose desktop computers instead? The study sample consisted of (75) Japanese university students studying English language, the were given a choice between two methods of learning and teaching, either by using mobile phone or desktop computer, and the study aimed to determine their willingness to choose a mobile in learning English language with the presence of other options,and compare this with the actual learning patterns, trends of the students were measured by trends scale that has been applied pre and post, the results showed that (26) of the students have chosen using mobile phone in learning, justified their choice because they can complete the activities anywhere, and it is faster in use, and can manage without desktop computers, then (Hayes, 2010) conducted a study aimed to describe trends of the students of English language as a foreign language in the Chinese university about learning technologies , the study was applied on a sample of first year university students, and their number was (19) students, the results showed that the curriculum designers and teachers have to take into account the importance of including video activities for teaching and learning English language, and teaching the correct pronunciation by using these videos that gets closer image on lips and tongue when pronouncing words, and created activities based on the student, where he begins the conversation, and manage it when using mobile phone in education. Two years later (Al-Jarf, 2012) came with a study aimed to measure the impact of self-learning program on the skills of listening and speaking to first-year student in the translation department at the College of Languages and translation at King Saoud university, the study sample consisted of (90) female students and divided into two groups experimental group (46) students and the control group (44) students, and the study tool was MP3 program, a questionnaire was distributed after the application to see the students' trends towards learning by audio program, the results showed the presence significant differences between the two groups in favor of the experimental group, who increased their abilities in the skills of listening and speaking, and there was a clear improvement in listening, verbal expression, fluency, pronouncing correction, and knowledge of vocabulary, female students positive trends toward self-learning and its several advantages. The study of (Cruz, M. 2012) aimed to investigate the perceptions of biology students of their independent experience using the iPod device that operates by touch to complete the learning chapter, the study sample consisted of (13) students (8) of them have iPhone device or iPod and (5) shared their colleagues in their devices during lunch break or in the school

bus, the results showed that English language learners had a set of impressions about the use of mobile devices as a means of study, and the majority of them preferred it as a useful addition with their methods of study, and that they are able now to study in anytime and anywhere, and recommended that mobile devices have to be an important element in teaching in the future. The researcher benefited from previous studies to determine the problem of the current study, and visualize themes and topics of the theoretical framework, and building tool and what characterizes the current study from previous study is in different study population, and its focus on smart phones and tablets- that spread in the Saudi society significantly – in supporting teaching and learning English language

Method of the study

The researcher used the descriptive approach, which was described by Obeidat, Adass and Abdlehak (2010, p176) that based on the study of fact or phenomenon and cares to describe as an accurate description, and expressed as qualitative or quantitative expression, to describe phenomenon and the statement of their characteristics, then stating the amount, size and degrees of association with other various phenomena.

Study population:

The current study population consisted of all supervisors and teachers of English at secondary stage in the city of Mecca, totaling 370 individuals, (16) supervisor, (354) teacher, the study was applied on the entire individuals of the population. After excluding those that are not listed of that their data was incomplete, the total number becomes (210) individuals, by (56.76%) of the total number of the population, in the first semester of the year 1435AH. The following table shows the sample description:

Table (1) study sample description

Variable	Category	No.	Rate	Total	Percent
Nature of work	Eng. Lang. supervisor	15	7.14	210	100%
	Eng. Lang. teacher	195	92.86		
Academic qualifications	Diploma	3	1.4	210	100%
	BA no education	77	36.7		
	BA education	118	56.2		
	Higher studies	12	5.7		
Service	Less than 10 years	79	37.6	210	100%
	From 10-less than 15 years	63	30		
	15 years and less	68	32.4		
Training courses	1-5 courses	63	30	210	100%
	6-10 courses	47	22.4		
	11-15 courses	34	16.2		
	16 and more	66	31.4		

Study tool:

The study tool is a questionnaire, which consisted of two parts: the first part: is a basic data about sample of the study in terms of : (current work- academic qualifications- number of years of service- the number of training courses). The second part: it includes two axes, listed under each of them specific phrases, first axis: the possible uses of mobile learning to support learning English, and the second axis: the roles of mobile leaning to support teaching and learning English language.Likert scale Quintet was used in front of each phrase as follows: (strongly agree, agree, neutral, I do not agree, strongly disagree), and in accordance with the scale Quintet the following criteria was used to judge the degree of approval: responsiveness=highest degree-lowest degree=5-1=4 the length of category =response/Number of response categories=4/5=0.8 and it is as follows: Strongly agree=(4.2-5), agree=(3.4 less than 4.2), neutral=(2.6-less than 3.4), I do not agree=(1.8-less than 2.6), strongly disagree(1-less than 1.8)

Reliability of the tool:

The reliability of the questionnaire was checked in two ways:

1 – Reliability of the arbitrators: the questionnaire in its initial image was presented on a group of arbitrators of specialist and experts, faculty members from some universities in the Kingdom of Saudi Arabia, and some supervisors and teachers in the field of English language teaching, numbered (13) arbitrator; to check suitability of statement, clarity, affiliation, and correctness of language, as well as considering the rating scale and its suitability. Based on the views of the arbitrators, the number of statements in the questionnaire (46) distributed on two axes: the first axis (21) statement, the second axis (25) statement.

2 –Statistical reliability: using reliability of internal consistency, calculate the correlation coefficient between the degree of each statement with the total grade of the axis to which they belong, and the following are the results of reliability internal consistency:

Table (2) correlation coefficient between questionnaire statements

First axis				Second axis			
Statement	Correlation	Statement	Correlation	Statement	Correlation	Statement	Correlation
1	0.68	14	0.62	1	0.66	15	0.69
2	0.65	15	0.70	2	0.62	16	0.61
3	0.63	16	0.63	3	0.60	17	0.71
4	0.71	17	0.64	4	0.72	18	0.62
5	0.62	18	0.66	5	0.62	19	0.62
6	0.68	19	0.62	6	0.63	20	0.63
7	0.64	20	0.61	7	0.60	21	0.62
8	0.62	21	0.60	8	0.65	22	0.61
9	0.61			9	0.61	23	0.61
10	0.70			10	0.60	24	0.62
11	0.62			11	0.69	25	0.63
12	0.63			12	0.61		
13	0.61			13	0.62		

Table (2) shows that the values of correlation coefficients ranged from (0.60-0.72) and all correlation coefficient values are positive and high and refer to the internal consistency and confirm the reliability of the questionnaire.

Stability of the tool:

To assure the stability of the questionnaire two ways were used: first, Alpha Cronbach way, and second, retail midterm; Alpha Cronba (0.91) for the first axis, and (0.93) for the second axis, the two values are high and suggest the high stability of the questionnaire. Pearson correlation coefficient between the two parts of statements (odd, even) in Spearman Brown and Jtman way was for the first axis (0.71) and (0.68) respectively and for the second axis was (0.73) and (0.69) respectively. Thus, the mid-term retail transactions and values for Spearman Jtman ranged from (0.68-0.73), and all retail midterm coefficient values for stability were high.

Results of the study, interpretation and discussion:

To answer the first question of the study: what are the possible uses of mobile learning to support teaching and learning of English among secondary stage students from the viewpoint of the supervisors and teachers of English in the city of Mecca?CalculateArithmetical means and standard deviations and the overall arithmetic means of statements that were stated in the first axis and the results were as follows:

Table (3) responses of the study sample for the first axis statement

First axis Possible uses of mobile learning to support English language learning		Serial No.	Arithmetic mean	Standard deviation	Response
3	Use of English dictionaries applications for semantic.	1	4.79	0.43	S. agree
14	Save information and retrieve in right time and place for students	2	4.72	0.50	S. agree
2	Browse to access to E. Language teaching sites on internet	3	4.71	0.55	S. agree
4	Download &use applications of E. dictionaries with voice recognition for correct pronunciation	4	4.68	0.60	S. agree
1	Access to internet wirelessly WiFi,3G,4g any time and place	5	4.68	0.61	S. agree
19	Use ear buds to focus on learning E. language in sites & applications	6	4.64	0.64	S. agree
11	Download & use e-books & PDF in English	7	4.61	0.64	S. agree
18	Use audio-video media player to run files in English	8	4.6	0.61	S. agree

12	Social communication to send & receive modes learn English	9	4.59	0.72	S. agree
8	Send & receive e-mail	10	4.59	0.73	S. agree
7	Access to source of information any time and any place	11	4.58	0.68	S. agree
6	Use sites & application of translation of word & texts for correct pronunciation	12	4.58	0.70	S. agree
9	Download applications Learn English Online Shop	13	4.57	0.67	S. agree
21	Read e-books and stories	14	4.56	0.70	S. agree
5	Use sites & applications for translating words & text to get vocabulary of words & text	15	4.54	0.70	S. agree
16	Play games teaches E. Language	16	4.52	0.75	S. agree
10	Use E. Language learning lessons that use video & video- Podcasts	17	4.49	0.76	S. agree
17	Do activities through voice recorder	18	4.44	0.81	S. agree
20	SMS among students to learn new vocabulary	19	4.44	0.88	S. agree
13	Use camera in recording visible activities	20	4.4	0.93	S. agree
15	Watch English news via satellite	21	4.32	0.91	S. agree
	Overall mean		4.57	0.46	S. agree

The results of table (3) show the overall arithmetic mean for responses of study sample was (4.57), low standard deviation was (0.46), and this is an indication of the major consensus and homogeneity of responses among sample of the study on possible uses of mobile learning to support teaching and learning of English language at the secondary stage from the viewpoint of the supervisors and teachers of English language, arithmetic mean values ranged from (4.79-4.32), meaning that there is a major consent on those uses, which confirms the possibility of using smart phones and tablets to support teaching and learning of English language among secondary stage students, as these results were reached by educators specialists in English and fully aware of English language and means that can support learning it , in addition to smart phones and tablet computers have become part of students' life in general and in this age group (secondary stage)in particular. This result consents with the results of the studies of: Aldahshan & Youness (2009), Farajon (2010), Aldahsahn (2010), (Messinger, 2011), (Kissinger, 2011), (Shih, 2007), (Fallakhair, Pemberton & Griffiths, 2007), (Al-Jarf, 2012), and (Cruz, M. 2012), entire results of these studies agreed on the possibility of using mobile learning in supporting the teaching and learning of the English language.

To answer the second question of the study: the roles of mobile learning to support teaching and learning of English among students at the secondary stage from the viewpoint of the supervisors and teachers of English in the city of Mecca? Calculate average mean and standard deviation and overall arithmetic mean of the statements mentioned in the second axis, and the results were as follows:

Table (4) responses of study sample for the second axis statement

No.	**Second axis Roles of mobile learning to support English language learning**	**Serial no.**	**Arithmetic mean**	**Standard deviation**	**Responses**
25	Take advantage of learning opportunities any time any where	1	4.7	0.55	S. agree
1	Support development of listening skills by listening to audio/video lessons of teaching English	2	4.64	0.59	S. agree
10	Search for vocabularies in dictionaries and translation applications	3	4.61	0.59	S. agree
23	Motivate students to learn English their way	4	4.61	0.59	S. agree
20	Save time to answer questions in short time	5	4.59	0.62	S. agree

21	Provide students with educational activities from several sources to choose among and method of learning	6	4.58	0.62	S. agree
22	Provide new exciting ways to learn English	7	4.57	0.66	S. agree
14	Reduce shame and fear of students falling into error	8	4.57	0.68	S. agree
2	Develop listening skills through applications of teaching English by comparing sounds of letters in words and give voice examples to differentiate between them	9	4.56	0.62	S. agree
9	Teach English grammar via sites and applications	10	4.55	0.66	S. agree
19	Take advantage of fee time to learn English	11	4.54	0.62	S. agree
3	Develop listening skills through listening training applications of native speakers and ask questions afterwards	12	4.54	0.69	S. agree
15	Increase students' motivation to learn English	13	4.53	0.74	S. agree
6	Develop reading skills through reading stories, novels, newspapers& electronic applications	14	4.53	0.76	S. agree
24	Develop positive tendencies towards learning English	15	4.51	0.75	S. agree
13	Choose time & place of learning	16	4.51	0.76	S. agree
8	Train on correct pronunciation of vocabulary through dictionaries and translation applications and sites	17	4.5	0.70	S. agree
17	Support situational learning & access to information at time & place of need	18	4.5	0.75	S. agree
5	Develop speaking skill through voice conversations between counterparts	19	4.43	0.75	S. agree
18	Develop English communication skills through English satellite channels and news	20	4.43	0.85	S. agree
4	Develop speaking skill through application that include voice recognition	21	4.4	0.79	S. agree
16	Consider individual differences so student self-learning will be according to his ability and preparations	22	4.4	0.79	S. agree
11	Support collaborative learning among students	23	4.31	0.96	S. agree
7	Develop writing skill through grammar and writing applications	24	4.29	0.93	S. agree
12	Support the structural approach so that the learner is building his own knowledge	25	4.09	0.99	Agree
	Overall mean		4.50	0.50	S. agree

The results of table (4) show that the overall arithmetic mean of the responses of the study sample was (4.50), with a low standard deviation its value (0.50), and this indicates the major consensus and homogeneous of responses among the sample of the study on roles of mobile learning in supporting teaching and learning of English language among students at the secondary stage from the viewpoint of the supervisors and teachers of English language, and the arithmetic mean ranged from (7/4 – 9/4), these means fall within the category (strongly agree), except for one statement no. (25) That had a response (agree).Based on these results the

researcher confirmed the great and the important role of smart phones and tablet computers in supporting teaching and learning of English among students at secondary stage especially since these results were reached by educators and specialist in English language and they can determine the roles of smart phones and compute tablets in supporting the teaching and learning of English among students at the secondary stage. Also these devices do not any training courses, but the massive majority of students at the secondary stage have these smart devices, and they are of a great knowledge of how to use them. Other studies agree with this result such as: (Fallahkhair, Pemberton & Griffiths), (shih, 2007), (Stockwell, 2008), (Aldahshan & Youness, 2009), (Stockwell, 2008), (Farjon, 2010), (Cruz, M. 2012).

To answer the third question: Are there any statistical significant differences between the means of responses of the supervisors and teachers of English due to the variable: the nature of work, academic qualification, and the number of years of service, and the number of training courses? The following comparisons were made:

First: comparison due to nature of work

As the number of supervisors in the study sample is few (15) supervisors while the larger number is for teachers (195) teachers, the researcher was unable to use the T-test, so he used an alternative test which is Mann Whitney U-test. The following table illustrates this result:

Table (5) comparisons between means of responses of study sample due to nature of work

Axis	Nature of work	No.	Arithmetic mean	Standard deviation	Salary mean	U-test	Z-test	Statistical significance
1st	Supervisor	15	4.55	0.46	106.30	1450.5	0.53	0.95 Not significant
	Teacher	195	4.58	0.46	105.44			
2nd	Supervisor	15	4.54	0.50	116.40	1299.0	0.72	0.47 Not significant
	Teacher	195	4.50	0.50	104.66			

Table (5) shows that the arithmetic mean of the responses of supervisors in first axis amounted to (4.55) with a standard deviation (0.46) while teachers (4.58) with a standard deviation (0.46). The (U) value is equal to (1450.5) which is not statistically significant at the level of significance (0.05), suggesting that there is no statistically significant differences between the means of salaries responses of the study sample due to current work, and confirms the possible uses of mobile learning to support teaching and learning of English among secondary school students. As for the second axis the arithmetic mean of the responses of supervisors has reached (4.54) with a standard deviation (0.50) and teachers (4.50) with a standard deviation (0.50). The value (U) is equal to (1299) which is not statistically significant at the level of significance (0.05) indicate that there is no statistically significant differences between the mean salary responses of the study sample according to current work, according to roles of mobile learning in supporting the teaching and learning of English language among students at the secondary stage in the city of Mecca.

Second: comparison due to academic qualification

The researcher was not able to use the unilateral analysis of variance test (P); because the number of members of the study sample who have Diploma was few (3) members only, so he used and alternative test which is P-test (Kruskal-Wallis) the following table illustrates this result:

Table (6) comparison between means of responses of the study sample due to academic qualification

Axis	Academic qualification	No.	Arithmetic mean	Standard deviation	Salary mean	Chi - square	Degree of freedom	Statistical significance
1st	Diploma	3	4.89	0.10	148.67	3.86	3	0.28 not significant
	BA not education	77	4.55	0.52	102.94			
	BA education	118	4.57	0.43	103.52			
	Higher studies	12	4.74	0.33	130.63			
2nd	Diploma	3	4.91	0.10	162.83	3.88	3	0.27 not significant
	BA not education	77	4.47	0.56	105.71			
	BA education	118	4.49	0.48	102.25			
	Higher studies	12	4.69	0.28	121.71			

Table (6) shows the following: the value of (Chi-square) in the first axis amounted (3.86), at the level of significance (0.05), and was (3.88) in the second axis at a level of significance (0.05), these two values are not statistically significant, and refer to the lack of statistically significant differences between the mean responses of the study sample due to academic qualifications, concerning the degree of approval of the possible uses of mobile learning in supporting the teaching and learning among secondary students in the city of Mecca.

Third: comparison due to the number of years of service

The researcher used analysis of variance test (p) as the terms of use were available, the following is the presentation of the results:

Table (7) comparison between means of responses of the study sample due to number of years of service

Axis	Source of variation	Sum of squares	Degree of freedom	Mean of squares	P-test	Statistical significant
First	Between the groups	0.23	2	0.11	0.53	0.32
	Inside the groups	44.14	207	0.21		Not significant
	Total	44.36	209			
Second	Between the groups	0.13	2	0.07	0.26	0.41
	Inside the groups	52.43	207	0.25		Not significant
	Total	52.56	209			

Table (7) shows that the value of (P) was (0.53) in the first axis, and was (0.26) in the second axis at a level of significance (0.05), the two values indicate lack of statistically significant differences between the mean responses of the study sample due to the number of years of service ,concerning the degree of approval of the possible uses of mobile learning in supporting the teaching and learning of English language among students at the secondary stage in the city of Mecca.

Fourth: comparison due to the number of training courses

The analysis of variance test (p) as the terms of use were available, the following is the presentation of the results:

Table (8) the comparison between means of responses of the study sample due to the number of training courses

Axis	Source of variation	Sum of squares	Degrees of freedom	Mean squares	P-test	Statistical significant
First	Between the groups	3.000	3	1.00	4.98	0.01 significant
	Inside the groups	41.36	206	0.20		
	Total	44.36	209			
Second	Between the groups	4.49	3	1.50	6.42	0.01
	Inside the groups	48.07	206	0.23		
	Total	52.56	209			

Table (8) shows the following:

1 – In the first axis: the value of (p) equal to (4.98), a statistically significant at the level of significance (0.05) and it indicates that there are significant differences between the means of responses of the study sample due to the number of training courses, concerning the degree of approval of the possible uses of mobile learning to support the teaching and learning of the English language among students at secondary stage. The researcher used the Scheffe test, and the results were as follows:

Table (9) differences trends in the first axis due to number of training courses

Years of experience	Arithmetic means	From 1-5 courses	From 6-10 courses	From 11-15 courses	From 16 courses &more
From 1-5 courses	4.455	-			Significant
From 6-10 courses	4.469		-		Significant
From 11-15 courses	4.667			-	
From 16 courses & more	4.714				-

The results of Scheffe show that there is statistically significant differences between means responses of the study sample due to number of training courses, concerning the degree of approval of the possible uses of mobile learning to support the teaching and learning of English languagein favor of those attended (16 training courses and more) where the arithmetic of their responses was the highest.

In the second axis: The value of (P) equal to (6.42), a statistically significant at the level of significance (0.05) and indicates the presence of significant differences between the means of responses of the study sample due to the number of training courses, and confirm the roles of mobile learning to support the teaching and learning of the English language among students at the secondary stage. The researcher used Scheffe test, and the results were as follows:

Table (10) trends of differences in the second axis due to number of training courses

Years of experience	Arithmetic means	From 5-1 courses	From 6-10 courses	From 11-15 courses	From 16 and more
1-5 courses	4.356	-			Significant
6-10 courses	4.381		-		Significant
11-15 courses	4.565			-	
16 courses & more	4.690				-

Scheffe test results in table (10) show the present of statistical significant differences between the means of responses of the study sample due to the variable number of training courses, concerning the degree of approval of the roles of mobile learning to support teaching and learning of the English language in favor of those who attended (16) training courses and more, where the arithmetic mean of their responses was the highest.

Conclusion of the study:

1 –There is a strong approval of the possible uses of mobile learning to support teaching and learning of the English language among students at the secondary grade from the view point of the supervisors and teachers of English language in the city of Mecca; where the arithmetic means are all located within the fifth category (strong agree).

2 –There is a strong approval of the roles of mobile learning to support the teaching and learning of the English language among students at the secondary stage from the viewpoint of the supervisors and teachers of English language in the city of Mecca; where the arithmetic means are all located within the fifth category, with the exception of only one statement located within the fourth category (Agree).

3 – There are no statistical significant differences between the means of responses of the study sample concerning the possible uses of mobile learning and teaching of the English language among students at the secondary stage at the city of Mecca due to the variables (nature of work, academic qualification, and years of service).

4 – There are statistical significant differences between the means of responses of the study sample concerning the possible uses of mobile leaning and its roles in supporting the teaching and learning of the English language among students at the secondary stage at the city of Mecca due to the number of training courses; in favor of those attended (16 and more); where the arithmetic mean was the highest.

Recommendations

Based on the results of the study the researcher recommends the following:

1 – Activate the use of mobile learning devices, and urge students to make use of it to support the teaching and learning of English language in various stages of education.

2 – Take advantage of the multiple roles of mobile learning devices of various kinds to support teaching and learning of English language in various stages of education.

3 – The necessity of holding scientific seminar for supervisors and teachers of English language;

To find out their opinions and attitudes towards the usefulness and feasibility of hiring such advanced technologies to support teaching and learning of the English language.

4 – Establish training courses for supervisors and teachers of English language in communications and information technology and its role in supporting the teaching and learning of the English language.

Suggestions:

In the light of the results of the study and its recommendations researcher suggested conducting future studies as follows:

1 – Reveal the perceptions and experiences of secondary stage students towards the use of mobile devices to support learning the English language.

2 – Investigate the influence of using mobile learning in the achievement of the English language skills in the various stages of education.

3 – Study the importance of using mobile learning in supporting the teaching and learning of the English language at the university stage.

4 – Reveal the effectiveness of the use of mobile learning in the achievement of the English language and develop thinking skills in the various stages of education.

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