

# Innovative Approaches to Foreign Language Instruction in the Post-Pandemic Era: Unlocking the Potential of Smartphones and Tablets in Teaching English as a Foreign Language

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**Abstract**—The integration of technology in English language instruction has garnered considerable attention from language scholars and educators, especially in the post-pandemic era. This field encompasses a variety of technological tools, including computers, tablets, and smartphones. This study investigates English instructors' perceptions and experiences in using digital tools in Foreign Language classes. Utilizing a qualitative research methodology, the study explores both the benefits and challenges associated with implementing these devices in language education. Findings reveal that smartphones promote more interactive and engaging language instruction, offering significant pedagogical benefits that enhance the overall learning experience. In contrast, the use of tablets in EFL lessons poses challenges for educators, mainly due to time constraints and inadequate training. The results highlight the importance of focusing on instructional design to create effective strategies for integrating tablets and smartphones into teaching practices. In the post-pandemic landscape, the reliance on technology has intensified, necessitating a reevaluation of existing educational frameworks. This study emphasizes the need for professional development programs that equip educators with the skills to effectively utilize these technological tools, thereby fostering a more dynamic and responsive learning environment. By addressing both the advantages and the potential obstacles, this research contributes valuable insights into the evolving role of technology in language education.

**Index Terms**—EFL instruction, learner engagement, smartphones in English learning, educational technology

## I. INTRODUCTION

As the landscape of education continues to evolve, particularly in the post-pandemic context, the integration of technology has become crucial for both teaching and learning processes. The shift towards digital tools has not only transformed traditional pedagogical approaches but has also empowered learners to take charge of their educational journeys. The accessibility of information and resources through technology fosters greater engagement and collaboration among students. Research indicates that when technology is effectively integrated into language instruction, it can lead to improved language proficiency, increased motivation, and enhanced critical thinking skills (Blin & Kelly, 2012).

In a world reshaped by the pandemic, the reliance on technology in education has intensified, making it hard to envision teaching and learning without these tools. Stanley (2013) asserts that technology is now an essential part of education, as it makes learning easier and allows for more inventive and creative teaching strategies. Technology has had a particularly revolutionary impact on language education, changing how language is taught and acquired. Research on the use of technology in English instruction has given rise to disciplines like Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), which include the use of laptops, tablets, and smartphones in language instruction (Thomas et al., 2013).

According to Yang (2013), MALL—specifically referring to smartphones and tablet devices such as iPhones or iPads for language learning—is a quickly expanding sector of CALL. Both instructors and students are using smartphones more often due to their ubiquitous availability, incorporating them into their everyday routines (Utama & Hidayatullah, 2020). Scholars like Lu (2008), Thomas et al. (2013), and Yang (2013) emphasize the many academic and social advantages of MALL, such as improving the educational process and providing creative teaching strategies. However, some detractors contend that smartphones do not have a clear educational purpose (Park, 2011) and could divert students' attention from their studies (Reinders & Hubbard, 2013).

In the aftermath of the pandemic, giving teachers and school administrators the tools, assistance, and training they need to successfully incorporate technology into the classroom has become a top priority for educational stakeholders in foreign language teaching. Substantial financial investments have been allocated to equip classrooms with advanced technology, enabling educators to enhance their instructional practices effectively.

*Statement of the Problem and Research Questions*

Despite numerous studies on the integration of technology in educational settings, there remains a significant gap in knowledge regarding Mobile-Assisted Language Learning (MALL), particularly concerning the use of tablets in English language instruction. Limited research has explicitly focused on the role of tablets in language training, highlighting the need for further exploration in this area. This study aims to investigate English instructors' perceptions of using tablets and smartphones in the classroom, assessing both the benefits and drawbacks of integrating these devices into language education. By examining these perceptions, the research seeks to identify effective strategies for utilizing tablets and smartphones to enhance learning outcomes for English language learners. Additionally, the findings will underscore the types of support and resources educators require to successfully implement MALL into their teaching practices.

The research aims to explore the integration of smartphones and tablets in English language instruction, focusing on instructors' experiences and perceptions. By examining both the benefits and challenges associated with these technologies, the study seeks to provide a comprehensive understanding of their impact on teaching practices. This foundation sets the stage for the following research questions, which will guide the inquiry into specific aspects of technology use in the classroom.

RQ1: How do foreign language instructors describe their experiences using smartphones and tablets to teach English?

RQ2: What challenges, if any, do foreign language instructors encounter when implementing tablets and smartphones for teaching English?

## II. LITERATURE REVIEW

There is a lot of potential in the research on using technology to teach and learn languages, especially in the post-pandemic context. The pandemic has accelerated the adoption of digital tools in education, revolutionizing language instruction and highlighting both the advantages and challenges of using these resources in the classroom. According to Yang (2013), technology has completely changed how English is taught and learned, with smartphones and tablet devices playing a pivotal role in this transformation.

Numerous studies (Basoglu & Akdemir, 2010; Hwang et al., 2024; Lu, 2008; Miangah & Nezarat, 2012; Mudhsh, 2024; Yang, 2013) have shown that Mobile-Assisted Language Learning (MALL) provides several benefits that enhance the process of learning English. For instance, Lu (2008) investigated how smartphones influence vocabulary acquisition, particularly through the use of short messaging services (SMS) as a learning aid. In this study, 30 high school English language learners were divided into two groups: one using traditional printed materials and the other receiving SMS-based vocabulary lessons. The results indicated that students who learned through SMS showed greater vocabulary growth compared to their peers using paper-based resources. Most participants also reported feeling more motivated to engage with new vocabulary, demonstrating a positive attitude toward SMS-based learning. Lu (2008) concluded that employing smartphone mini-lessons for vocabulary learning can enhance students' self-efficacy and foster a more dynamic learning environment, a critical factor in today's educational landscape.

This expanding body of research highlights how smartphone devices can revolutionize English language instruction by providing learners with flexible, accessible, and engaging resources. As educators adapt to the post-pandemic reality, they can leverage smartphone technology to create more individualized and effective learning experiences that cater to diverse learning styles.

In another study, Basoglu and Akdemir (2010) compared the use of flashcards and smartphones to assess vocabulary acquisition among undergraduate English language learners. Using a mixed-method research design with 60 participants from a Turkish public institution, the study found that learning through smartphones provided a more efficient and enjoyable experience than traditional methods. Students expressed that using smartphones made studying more engaging and fun, enabling them to practice English anytime and anywhere, which is particularly important in a post-pandemic world where many learners are seeking more flexible and accessible educational options.

Miangah and Nezarat (2012) emphasized the critical role of mobility and connectivity in enhancing the effectiveness of smartphones in language instruction. They argued that the ubiquity of smartphones allows students to access learning materials at any time, creating a dynamic and adaptable learning environment. These devices are particularly useful for teaching grammar, improving pronunciation, and expanding vocabulary. Moreover, interactive elements such as multimedia content accommodate various learning preferences, making lessons more engaging and effective.

Chen (2013) investigated the use of tablets for non-formal English learning outside the classroom, finding that tablets facilitated independent and self-directed learning. Participants reported high levels of satisfaction while using tablets to create collaborative learning environments, promoting interactive group projects. Chen concluded that when the technical affordances of tablets are effectively conveyed to students, they encourage learner autonomy and ubiquitous learning—qualities that have become essential in the current educational climate.

Savas (2014) explored foreign language instructors' attitudes toward using tablet PCs for teaching English as a Foreign Language (EFL). In a quantitative study involving 40 EFL instructors from a Turkish state university, the findings revealed that most educators favored tablet PCs as teaching aids for various language skills. However, Savas emphasized the importance of providing sufficient training to ensure the effective use of tablets in EFL classes, particularly as many educators are still adjusting to the rapid integration of technology in their teaching practices post-pandemic.

Kayapinar et al. (2019) employed a pre-test/post-test experimental design to examine the role of tablets in enhancing EFL learners' grammatical abilities. Although the study found no significant differences in grammar success levels between control and experimental groups, it did indicate that tablet use was associated with higher levels of learner autonomy and engagement, which are crucial for effective language learning.

In a study by Chuah and Kabilan (2021), 142 ESL teachers provided feedback on the use of chatbots in smartphone learning environments. The findings demonstrated that instructors had a generally positive perception of chatbots, recognizing their potential to enhance social presence and engagement in language practice. However, educators also noted challenges, such as inadequate technological support and training, which have become increasingly evident as the demand for technology integration in language instruction has surged.

Losi (2022) focused on the application of the Altissia platform in foreign language classrooms, surveying 30 students about their experiences with MALL. Results indicated that students valued the platform's accessibility, which boosted their motivation and engagement, although some expressed concerns about technological difficulties and the need for more support in navigating these tools.

Chung and Choi (2023) investigated the impact of instant messaging (MIM) apps on English language instruction in South Korea. A survey of 979 students revealed that MIM apps facilitated collaborative and interactive settings, improving language acquisition and enhancing students' educational experiences in a post-pandemic context where remote interactions have become commonplace.

Similarly, Assaparivand and Hidayati (2023) examined how smartphone devices could assist personalized public speaking training in an EFL context. The study, involving 42 students, demonstrated that smartphone-assisted learning not only enhanced motivation but also fostered learner autonomy, although participants highlighted the need for better training and technical support to maximize the benefits of these technologies.

Benlaghrissi and Ouahidi (2024) explored the combination of MALL and project-based learning (PBL) to improve speaking performance among 91 students. The findings indicated that smartphone-assisted projects significantly enhanced oral competency, particularly in areas like pronunciation, coherence, and fluency, which are vital skills in today's globalized world.

These studies underscore the increasing importance of smartphones and tablets in language learning, offering a more personalized, adaptable, and engaging learning environment. While these technologies enhance student engagement and learning outcomes, they also emphasize the critical need for technical support and teacher preparation to ensure successful integration in the post-pandemic educational landscape. As the world continues to adapt to new norms, the insights from this body of research can guide educators in effectively harnessing technology to improve language instruction and learner outcomes.

### III. METHODOLOGY

#### A. Research Design

The data collection for this study was conducted in two phases. In the first phase, a survey was administered to 30 participants—13 English instructors from 12 schools and 4 language institutions, including 16 men and 14 women. The survey aimed to gather information on English instructors' usage and intended classroom applications of digital devices, particularly smartphones and tablets. The survey included descriptive questions about the frequency of device usage, types of applications used, and perceived benefits and challenges associated with incorporating these technologies into language instruction. The second phase involved qualitative interviews, allowing participants to elaborate on their survey responses and share their experiences, challenges, and perspectives regarding the use of smartphones in English as a Foreign Language (EFL) classroom. The qualitative research method was chosen to gain a deeper understanding of the participants' underlying beliefs and motivations, offering valuable insights into how smartphone technology influences teaching and learning in educational settings.

The primary data source for the study was semi-structured interviews, which aimed to explore both the challenges and benefits that instructors encounter when incorporating smartphone technology. Thirty English teachers and language instructors, all using tablets and smartphones for teaching, participated in these interviews. The interviews provided teachers with ample time to express their views on Smartphone-Assisted Language Learning (MALL) in English education and its potential impact. The interviews were audio-recorded, transcribed, and coded for analysis, with notes taken throughout the data collection process. This approach enabled the researchers to comprehensively understand how technology affects English language instruction and identify areas for targeted professional development.

#### B. Study Participants

Fourteen female and sixteen male English instructors from twelve schools and four language colleges participated in the study. Participants' teaching backgrounds varied greatly; some had been in the field for over ten years, while others were just starting. This varied group offered insightful information about tablet and smartphone technology applications in English language training. A thorough grasp of the difficulties and advantages of using smartphone technology in

English instruction was made possible by this diversity. An overview of the research participants is shown in Table 1, which is broken down by gender, teaching experience, and educational background.

TABLE 1  
AN OVERVIEW OF STUDY PARTICIPANTS

<b>Study Participants</b> <i>n</i> = 30	<b>Educational Background</b>		
	Bachelor of English	Master of Applied Linguistics	Master of English Education
	14	6	10
	<b>Teaching Experiences by Years</b>		
	1-5	5-10	10-5
	16	8	6
	<b>Gender</b>		
	Male	Female	
16	14		

Furthermore, Creswell (2014) emphasized that improving data accuracy and solidifying study conclusions depend on ensuring reliable qualitative research methodologies. Several tactics were used in this study to guarantee the reliability of the research techniques. Initially, during the analytic phase, the researchers engaged in dialogic interaction. Dialogic engagement is a crucial cooperative and dialogue-based strategy that can enhance the validity and reliability of qualitative research, according to Ravitch and Carl (2016). To confirm data collection and interpretation correctness, "member checking" was employed with participants. The instructors who were questioned were given the chance to review and assess how the data was interpreted. These tactics ensured that the results accurately represented the participants' experiences and viewpoints while promoting a more transparent research process.

Ultimately, this structured approach to data collection, combining quantitative surveys and qualitative interviews, allowed for a comprehensive exploration of the perceptions of English instructors regarding the use of smartphones and tablets in language instruction, ultimately contributing to a deeper understanding of the impact of technology on educational practices.

### C. Data Analysis

The Dedoose program, an online coding tool that assists qualitative researchers in effectively organizing, coding, and analyzing data, was used to conduct the data analysis for this study. To ensure consistency and depth, the researchers' continuous discussions served as a guide for the three stages of the analytic process.

#### (a). Quantitative Data Analysis

In addition to qualitative analysis, descriptive statistics were applied to the quantitative data collected from the surveys. This involved summarizing the participants' responses to various questions about their usage and perceptions of smartphones and tablets in language instruction. Descriptive analysis included measures such as means, frequencies, and percentages to provide a clear overview of instructors' usage patterns, the types of applications utilized, and perceived benefits and challenges. This quantitative data set the stage for the qualitative findings, highlighting key areas of interest for further exploration in the interviews.

#### (b). Qualitative Data Analysis

Initial coding was conducted in the first stage by identifying preliminary codes through an analysis of interview transcriptions and survey responses. Focused coding was the second step, where the researchers refined these preliminary codes and categorized them into useful groups. The final step concentrated on developing themes from the classified codes, allowing for a more nuanced understanding of the participants' viewpoints.

The data was interpreted using thematic analysis. By methodically coding the qualitative data to capture important qualities, this approach finds, examines, and presents patterns (themes) within the data. The researchers gained deeper insights into participants' experiences and perspectives by grouping data into relevant categories.

Figure 1 depicts the data analysis procedure and results, emphasizing the systematic approach taken to extract insights from both quantitative and qualitative data. This comprehensive analysis not only provided a fuller picture of instructors' attitudes towards technology in the classroom but also highlighted the complexities of their experiences, ultimately informing targeted professional development and instructional strategies.

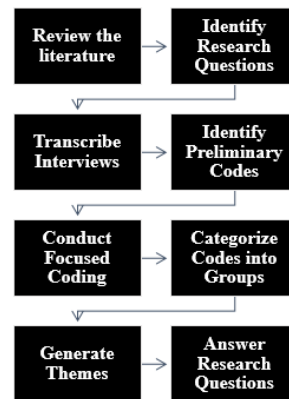


Figure 1. Data Collection and Analysis Process

#### IV. RESULTS AND DISCUSSION

##### A. Quantitative Data Results

The survey collected responses from 30 English instructors regarding their usage of smartphones and tablets in language instruction. The analysis focused on three primary areas: frequency of use, types of applications utilized, and perceived benefits and challenges of these devices in the classroom.

##### (a). Frequency of Use

Table 2 presents the frequency of smartphone and tablet usage among English as a Foreign Language (EFL) instructors. The data reveals that 40% of instructors use these devices daily, indicating a strong integration of technology into their teaching practices. Additionally, 33.3% reported using smartphones and tablets several times a week, while 16.7% utilize them on a weekly basis. A smaller portion, 10%, indicated they use these devices rarely. This distribution highlights varying levels of technology adoption among instructors, suggesting that while many embrace digital tools, there remains a segment of educators who may benefit from increased support and training in technology integration.

TABLE 2  
THE USE OF SMARTPHONES AND TABLETS AMONG EFL INSTRUCTORS

Frequency of Use	Number of Instructors	Percentage (%)
Daily	12	40%
Several times a week	10	33.3%
Weekly	5	16.7%
Rarely	3	10%

##### (b). Types of Applications Used

Instructors reported using a variety of applications to facilitate language learning (see Figure 2). The most commonly utilized applications included language learning apps such as Duolingo and Babbel, which were used by 60% of the instructors. Many teachers found these apps effective in engaging students and providing interactive learning experiences. Educational games were employed by 50% of the respondents, highlighting their role in making learning enjoyable and motivating. Meanwhile, 40% indicated they used online assessment tools, which helped streamline the evaluation of student progress. Video conferencing platforms, such as Zoom and Microsoft Teams, were used by 70% of the instructors, enabling effective communication and collaboration during lessons. Additionally, 53% reported using document sharing and collaboration tools, like Google Docs, to enhance their teaching practices, facilitating real-time collaboration among students.

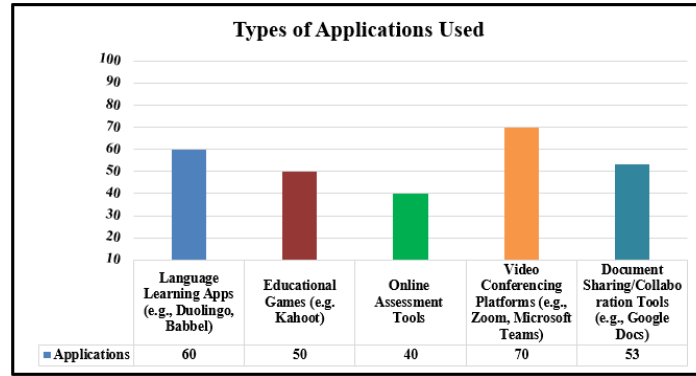


Figure 2. Types of Applications Used by the Participants

(c). Perceived Benefits

The survey also assessed the perceived benefits of using smartphones and tablets in the classroom (see Figure 3). Instructors identified several key advantages, with 80% noting increased student engagement, which they felt significantly enhanced the learning experience. Additionally, 70% reported enhanced personalized learning, indicating that these devices allowed for tailored educational approaches that meet diverse student needs. Improved access to resources was highlighted by 65% of the respondents, who appreciated the wealth of materials available at their fingertips. Lastly, 60% mentioned better assessment options, recognizing that these technologies provided more effective ways to evaluate student progress and understanding.

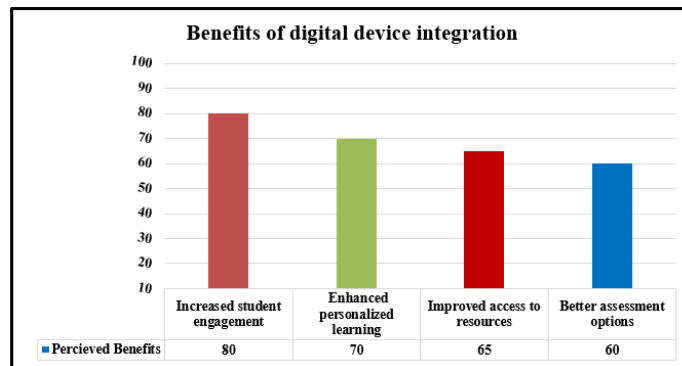


Figure 3. Benefits of Digital Devices Integration Reported by the Participants

(d). Perceived Challenges

Despite the benefits, instructors also faced several challenges (see Figure 4). Seventy percent indicated that time constraints for lesson preparation were a significant issue, making it difficult to fully integrate technology into their teaching. Additionally, 65% reported insufficient training and support, which hindered their ability to effectively utilize smartphones and tablets in the classroom. Technical issues were a concern for 50% of the instructors, as these problems occasionally disrupted lessons and affected student learning. Finally, 55% noted the difficulty in integrating technology into existing curricula, highlighting the need for better alignment between digital tools and educational objectives.

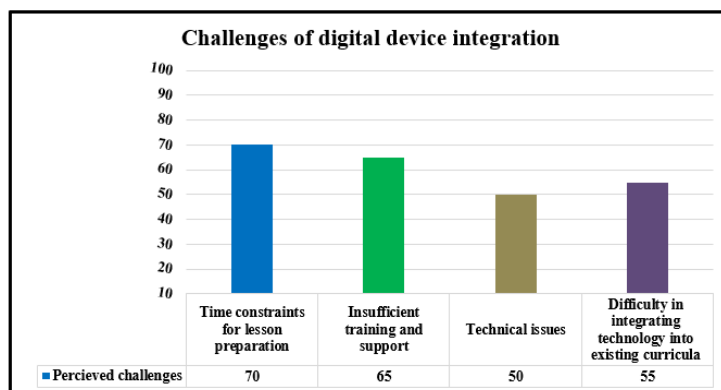


Figure 4. Challenges of Digital Devices Integration Reported by the Participants

Ultimately, the quantitative data reveal a generally positive view among instructors regarding the use of smartphones and tablets, with significant acknowledgment of their benefits for enhancing engagement and personalized learning. However, challenges related to time management and training underscore the need for institutional support to maximize the effective integration of these technologies in English language instruction.

*B. Qualitative Data Results*

Furthermore, thematic analysis of the interviews revealed several important topics about participants' opinions on the use of tablets in English language instruction. Their thoughts on the benefits and difficulties of using tablets and Smart Phones devices in English courses are reflected in these themes. Three topics have been identified: "Digital Devices as Assessment Tools", "Digital Devices as Instructional Tools", and "Accessibility". A second group of themes also surfaced, which included "Lack of Time", "Lack of Training", and "Lack of Self-Efficacy". The results and a sample of codes, categories, and themes extracted from the data are shown in Figure 5.

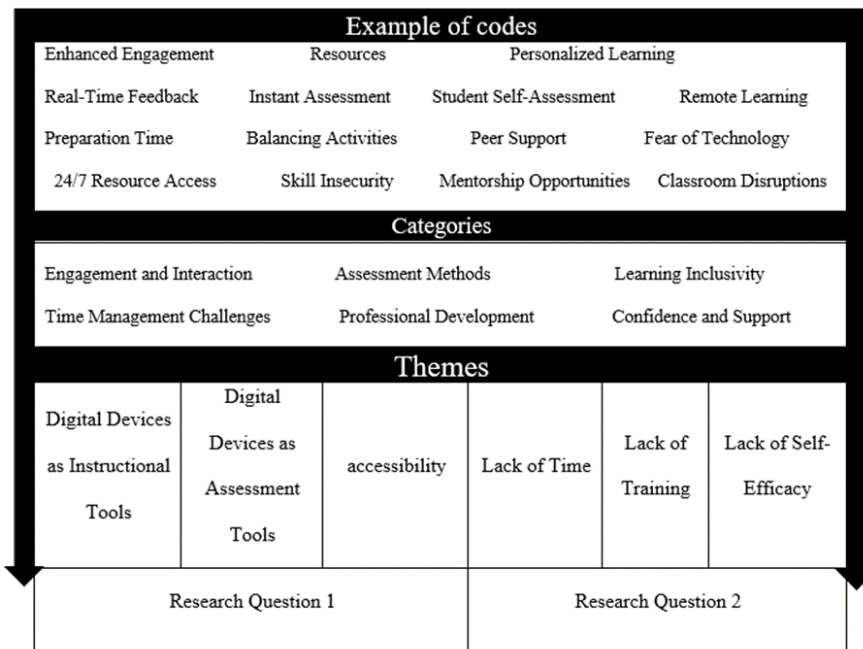


Figure 5. Thematic Analysis of Participants Responses

Significantly, each theme is covered in length in the following section, along with information on how integrating Smart Phones devices and tablets may either help or hinder the educational process.

*C. Research Question 1: How do Foreign Language Instructors Describe Their Experiences Using Smartphones and Tablets to Teach English?*

According to other studies (Basoglu & Akdemir, 2010; Chen, 2013; Savas, 2014), there are several benefits to using digital devices like tablets and smartphones in classrooms. The results of this study also support prior studies since the participants had favorable opinions about using smartphones and tablets in English classrooms. Three themes that reflect important pedagogical and instructional benefits emerged from the data analysis to address the first study question: digital devices may be used as educational tools, assessment instruments, and accessibility enhancers.

*(a). Theme 1: Digital Devices as Instructional Tools*

Most instructors agreed that tablets were useful for teaching, which was the first topic emphasizing the advantages of utilizing them in English classes. This covers instructional strategies and tactics used to raise students' linguistic competency. Many people stressed how useful tablets are for improving spoken and written communication. The teachers claim that tablets provide an excellent education that can be applied in various ways, including lesson guidance, modeling, and assisting with group and solitary study. Participants mentioned, for instance, that tablets help teach new grammar principles in entertaining and interesting ways. By assigning texts and follow-up questions, tablets are also used to help children become better readers. For instance, one educator mentioned that:

These devices are useful tools that enhance my classroom instruction. I usually use them during grammar lessons, and students are motivated to learn with tablets. Also, students can develop their reading abilities through various activities on tablets. These are just a few examples of what tablets can offer as teaching tools.

Another teacher noted, “Smart Phones allow me to engage students in ways I never could before. They make lessons more dynamic and accessible, fostering a more collaborative environment in the classroom”.

Another teacher emphasized,

Using tablets has transformed my teaching. They motivate students and provide instant access to resources, making it easier to cater to various learning styles. This technology enhances engagement and helps create a more interactive and effective learning environment for all students.

As mentioned by the participants, both teachers and language learners can benefit from the many teaching and learning possibilities that digital devices like tablets and smartphones provide. According to the participants, these gadgets provide new features that enhance language learning, enabling teachers to switch from conventional teaching strategies to more engaging and successful ones.

*(b). Theme 2: Digital Devices as Assessment Tools*

The capacity to evaluate students' performance and language proficiency is another benefit of teaching English using digital devices. The teachers claim that these tools are useful for assessing students' writing and spoken skills. One of the main advantages of adopting digital tools is that they provide students instant feedback once they finish assignments. One instructor mentioned, for example, that all reading assessments are given on digital devices, with pupils reading a paragraph and responding to follow-up questions. As one educator noted:

Students in my class must read short passages or stories using tablets. We have all sorts of short stories and articles that they can explore. For the reading activity, they choose an article or story and answer questions evaluating their reading comprehension. They can also receive feedback on their errors.

Participants also thought pupils were more motivated to read and study English when using digital devices like tablets and smartphones. These gadgets provide fun and appealing methods for learning and evaluating language proficiency, which helps pupils feel less anxious about tests. According to one educator:

Students find tablets to be a motivating and interesting way to learn. They no longer experience the fear associated with traditional testing methods. We have implemented tablets for all English tests in my classes, and I believe students perform better than traditional approaches.

Furthermore, another educator revealed,

The interactive features of tablets make learning enjoyable. Students are more willing to participate and engage with the material when technology is integrated into their assessments, fostering a more dynamic and interactive learning environment.

Participants mentioned that digital gadgets like smartphones and tablets are invaluable resources for evaluating students' language skills. These devices not only encourage students to take an active role in their education but also enable them to assess their language proficiency in engaging ways. The interactive evaluation techniques provided by tablets, such as gamified tests and collaborative group projects, significantly enhance student engagement and create a more dynamic assessment environment. The ability to receive immediate feedback on assignments fosters a culture of continuous improvement among students. This timely feedback allows learners to identify areas for growth and encourages them to take ownership of their learning journey. As a result, students feel more empowered and motivated to enhance their language skills.

*(c). Theme 3: Accessibility*

According to the participating instructors, accessibility was another important advantage of employing digital gadgets. The capacity to utilize digital gadgets like smartphones and tablets at any time and from any location is called accessibility. Language learners may use this tool to improve their English at home and in the classroom. Instructors observed that students may use these devices to practice their language skills in various contexts since they are available to them both inside and outside the classroom. According to one educator:

I use smartphones and sometimes tablets frequently in my class to ensure students practice all the time. They have access to these devices most of the time. I want them to benefit from this and provide activities that develop their language skills.

Another teacher explained:

I started using Smart Phones because I know all students have these devices with them all the time. Now, I can give them English activities that they can use to practice anytime and anywhere. Some activities are done in class, while others can be completed at home. In other words, they can practice these activities whenever they prefer.

A third teacher added:

Access to tablets allows my students to continue learning outside of school hours, providing essential flexibility for their language development. This opportunity enables them to engage with educational resources whenever they choose, fostering a more personalized and effective learning experience.

The participants highlighted the benefits to using digital devices in English language instruction, especially when it comes to accessibility. These gadgets allow students to interact with educational resources at any time and from any location, promoting ongoing language practice and skill improvement. The participating teachers' thoughts emphasize the importance of technology in creating inclusive and adaptable learning environments. The flexibility afforded by these devices encourages students to take ownership of their learning. By enabling them to practice language skills at their convenience, educators foster a sense of autonomy that can lead to increased motivation and engagement. This

adaptability not only supports diverse learning styles but also addresses the varying needs of students, ensuring that everyone has the opportunity to succeed.

As instructors continue to navigate the challenges of integrating digital technologies into their teaching, understanding the advantages of accessibility will be essential for enhancing students' overall learning experiences. By leveraging the availability of smartphones and tablets, educators can create robust educational ecosystems that extend beyond the classroom, ultimately leading to improved language proficiency and a deeper connection to the learning material. Recognizing and harnessing the potential of these digital tools will be crucial in shaping effective, student-centered language instruction that prepares learners for the demands of a globalized world. This result is consistent with Miangah and Nezarat's (2012) research, which shows that connection and portability are essential features that allow educators and learners to instruct and learn English outside of the classroom.

*D. Research Question 2: What Challenges, If Any, do Foreign Language Instructors Encounter When Implementing Tablets and Smartphones for Teaching English?*

The second study theme looked at the difficulties foreign language teachers encounter while using digital tools to teach English. The data's thematic analysis identified several obstacles preventing Smart Phones devices and tablets from effectively teaching and studying English. These difficulties include a lack of training opportunities, a lack of self-efficacy, and time limits. More information on these subjects is provided in the following section.

*(a). Theme 4: Time*

According to the participants, one of the difficulties in incorporating tablets into English classrooms is finding the time to develop lessons and utilize them for instruction. The majority of educators felt that creating, adapting, and implementing language programs on tablets took a significant amount of work. One instructor claims that while creating classes that use tablets as teaching tools, they are forced to be selective due to time constraints. As one educator notes:

I think the biggest challenge we face when using these devices is time. We do not have enough time to design lesson plans that use tablets as teaching tools. Using tablets requires time and effort to find the materials, modify them, and apply them to classroom instruction.

Furthermore, the participants noted that a major obstacle to successfully utilizing tablets in English language instruction is insufficient class time to implement them. As explained by another educator:

I would say that the preparation time is a challenge when using tablets in my classes. I need time to prepare students as well as the class. By the end of the day, meeting my class objectives is important to me. I need more time for instruction rather than preparing the class to use tablets.

Another teacher explained:

Without adequate time, it feels like we're forcing a square peg into a round hole; while the technology is available, we struggle to implement it effectively. This lack of time hinders our ability to fully integrate these tools into our teaching practices.

The lack of time to plan courses and integrate tablets into their teaching methods was a common complaint among research participants. Thus, time was a major obstacle to the successful use of tablets in English classrooms. Many educators expressed frustration, noting that without sufficient time to develop lesson plans that effectively incorporate technology, they felt ill-equipped to utilize these tools to their full potential.

Moreover, this time constraint often led to a reliance on traditional teaching methods, diminishing the opportunity to explore the innovative possibilities that tablets offer. As one instructor remarked, "Without adequate time, it feels like we're forcing a square peg into a round hole; while the technology is available, we struggle to implement it effectively".

Ultimately, addressing these time limitations is crucial for maximizing the benefits of digital devices in language instruction. By fostering an environment that prioritizes planning and professional development, schools can better support educators in leveraging technology to enhance student learning.

*(b). Theme 5: Lack of Training Opportunities*

The lack of proper training in technology use is another issue with employing smartphones and tablets in English classrooms. The participants voiced dissatisfaction with the lack of instruction on using technology, particularly tablets, to teach English. The instructors said they could conduct more effective lessons if they had access to professional development opportunities focused on technology. For example, one educator said:

I have been to many training sessions. These sessions are beneficial and have helped me in many ways. However, few sessions focus specifically on the use of technology in classrooms. These types of training would help me overcome any problems I might face when using technology in my classes.

An additional educator underscored the significance of continuous education:

I often feel uncertain when incorporating tablets into my lessons without proper training. Professional development is essential, as it helps me learn how to effectively use these devices, enhancing my teaching and ultimately benefiting my students' learning experiences.

A third teacher mentioned:

If I had more training, I could better integrate technology into my lessons and significantly enhance my students' learning experiences. This would allow me to use innovative approaches that engage them and make the learning process more effective.

Significantly, teachers emphasized that proficient and regular use of technology requires proper training. Participants noted that professional development opportunities could help them learn about various technologies that improve students' language skills. They expressed a strong need for more focused instruction that would enable them to incorporate these resources into their teaching methods with greater confidence and effectiveness.

Ultimately, addressing the training gap is essential for empowering educators to fully leverage technology in their classrooms, ensuring that both teachers and students can benefit from these innovative tools.

*(c). Theme 6: Lack of Self-Efficacy*

One of the issues that the instructors frequently mentioned was a lack of self-efficacy. This phrase describes how confident they are in using tablets in English classrooms. The instructors stated that the lack of verbal and physical assistance they anticipate from school administrators and fellow teachers is a significant reason for their reluctance to adopt tablets. The supplies, tools, and technology required to successfully integrate tablets into their instruction can be included in this assistance. As one educator pointed out:

We expect support from our school leaders to use technology in our classes. We all know that this will benefit us and our students. We need encouragement when using technology in our lessons. Implementing lessons with technology requires effort, and we need to be supported.

Another teacher added:

Sometimes, I feel overwhelmed when trying to integrate tablets into my lessons. Without guidance from the administration, it's hard to feel confident about using these tools. I wish we had more mentorship or resources available.

Furthermore, a third educator stressed:

We easily doubt our abilities when we don't receive the necessary support or training. I hesitate to use tablets because I'm unsure if I can manage the technology effectively in front of my students.

Teachers also expressed frustration over the lack of assistance while using iPads as teaching aids. This absence of support not only hampers their efficiency in the classroom but also significantly reduces their confidence in incorporating tablets into their teaching methods. They emphasized that a supportive environment is crucial for fostering innovation and effective use of technology, suggesting that regular workshops and open lines of communication with administration could help build their confidence and enhance their teaching practices.

## V. CONCLUSION

The study investigated how English instructors experience using tablets and smartphones as teaching aids in English lessons, particularly in the post-pandemic context where digital tools have become integral to education. Thirty English instructors were questioned using a qualitative study approach to determine some advantages and difficulties of teaching English with these devices. According to the study, the participating instructors' attitudes and impressions about utilizing tablets as teaching aids in EFL classrooms were favorable. To put it another way, the participants were inspired to include tablets in their lesson plans. Most educators believe tablets may be useful teaching aids that make English classrooms more adaptable and engaging.

The participating instructors also stated that tablets could be used to evaluate learners' language proficiency, including their vocabulary, reading, and listening abilities. These results are consistent with other studies showing the various benefits of using technology in EFL classrooms, including improved teaching outcomes, increased student motivation, and easier language acquisition (Ilter, 2009; Wu et al., 2011). One of the most popular academic uses of tablets and other digital devices is for testing (Davis et al., 2017). Online assessments and tablet use "have moved beyond the traditional multiple-choice item as the primary vehicle for evaluating student competencies", according to Davis et al. (2017, p. 2).

Additionally, the participants listed several difficulties they encountered while teaching English on smartphones and tablets, particularly in the context of the rapid shift to online and hybrid learning environments. These difficulties include a shortage of time and a lack of support and training opportunities. Teachers complained that it took longer to develop, install, and use tablets as teaching aids. In particular, more work is needed to build classes that utilize the tablet's features and address students' diverse language proficiency levels. According to the teachers, finding relevant materials can be a daunting task that requires more preparation time, which has been exacerbated by the post-pandemic need for immediate adaptation to technology.

Two other issues noted were a lack of training opportunities and confidence in their tablet-using skills. Even though monthly training sessions are conducted, the attending instructors pointed out that technology is not the main focus of these sessions, which is critical in a time when effective digital instruction is paramount.

In the end, the results of this study are consistent with research showing that tablets and other similar technologies are useful teaching aids. According to researchers, computers, tablets, and smartphones can provide engaging, innovative, and interactive language activities that support the development of language competency in students of all

ages (Basoglu & Akdemir, 2010; Davis et al., 2017; Lu, 2008; Nst et al., 2023; Savas, 2014). Crucially, the results show that language instruction has changed due to technology. The widespread use of digital tools has enhanced language classrooms by producing more engaging and innovative instructional methods. According to Ilter (2009), technology should be a fundamental component of the English language curriculum since it facilitates language acquisition and creates a vibrant learning environment.

In line with the study's conclusions, Jie (2023) emphasized the potential for improving teaching and learning outcomes when smartphones and tablets are used in English language instruction. As teachers gain proficiency with these tools, they can design dynamic and captivating classrooms that accommodate a variety of learning styles (Chambi, 2023). Xodabande and Hashemi (2023) remind us that educational institutions must prioritize professional development and supply the tools instructors need to make this transition effective. Rintaningrum (2023) argues that creating an environment that embraces technological innovation better prepares students for the demands of a digital society.

#### *A. Implications*

The study explores the pedagogical benefits of using smartphones and tablets in English teaching and learning, emphasizing their potential to shift instructional strategies from traditional to innovative and interactive approaches (Kashanizadeh & Shahrokhi, 2021). With an emphasis on integrating technology into education, these tools enhance student engagement, support diverse learning styles, and facilitate personalized learning experiences (Xu & Peng, 2022). Incorporating technology helps educators create dynamic learning environments, ultimately improving language acquisition outcomes (Al-Omari & AbuSeileek, 2023).

Also, effective lesson design is critical for leveraging the teaching moments provided by smartphones. Teachers must align these lessons with students' language needs and proficiency levels, ensuring that technology complements well-designed pedagogical frameworks (Ilter, 2009).

Moreover, professional development opportunities are essential for equipping teachers with the skills to integrate technology effectively. These programs should focus on both technical proficiency and lesson design tailored to learners' needs. Administrative support is crucial in building teachers' confidence in technology use (Egber et al., 2002).

Using smartphones across all language domains—speaking, listening, writing, and reading—can provide authentic and enjoyable learning experiences (Wu et al., 2011). Collaborative efforts among educators, administrators, and policymakers are necessary to foster innovation in teaching methods. Establishing supportive environments where teachers share best practices and resources enhances teaching effectiveness (Kose et al., 2021). Additionally, fostering a culture of collaboration benefits both teachers and students, creating engaging and effective learning environments (Ebadi & Raygan, 2023).

Ultimately, future research should address the limitations of this study by exploring students' perceptions of using smartphones or tablets in English classes. Including learners' perspectives will provide deeper insights into improving teaching and learning practices, especially as technology continues to evolve in the post-pandemic landscape.

#### *B. Recommendations*

The finding of this study revealed that teachers generally view these devices positively, recognizing their potential to enhance teaching by creating more flexible, engaging, and innovative classroom experiences. Smartphones were seen as valuable for supporting diverse student needs, facilitating personalized learning, and effectively assessing various language skills, such as reading, listening, and vocabulary.

At the same time, the study highlighted several challenges, including time constraints, insufficient training opportunities, and limited institutional support. Teachers expressed the need for more time to design and implement lessons that maximize the potential of these technologies while addressing students' language needs and proficiency levels. Additionally, professional development opportunities and administrative support were identified as critical to building teachers' confidence and skills in using smartphones effectively, particularly as they adapt to the evolving demands of digital education.

To maximize the potential of smartphones in English teaching, collaborative efforts among educators, school leaders, and policymakers are necessary to create supportive environments and foster innovation. By establishing platforms for sharing best practices and resources, educational institutions can help teachers feel more empowered and equipped to utilize these tools effectively. Future research should focus on students' perspectives regarding the use of smartphones in English classes, as their insights can further enhance teaching practices and contribute to the development of more effective and engaging learning environments.

Furthermore, understanding students' experiences with these technologies can guide educators in tailoring their approaches to meet diverse learning styles and preferences, ultimately enriching the educational experience. By addressing both the benefits and challenges associated with smartphone integration, stakeholders can work together to create a more effective and dynamic learning environment for all language learners in an increasingly digital world.

The findings of this study underscore the positive perceptions of English instructors towards the use of tablets and smartphones as teaching aids, highlighting their potential to enhance language instruction, particularly in the post-pandemic educational landscape. This suggests that educational institutions should consider integrating these technologies into their curricula to promote more engaging and interactive learning environments. The positive attitudes

of instructors indicate a readiness to adopt innovative teaching methods, which can lead to improved student outcomes and greater adaptability in diverse learning settings.

Future research could explore how these technological tools can be systematically integrated into pedagogical frameworks to maximize their effectiveness in language acquisition. Additionally, investigating various instructional strategies that leverage mobile technology could provide deeper insights into best practices for language teaching. As educational contexts continue to evolve, understanding how to effectively implement these technologies will be crucial.

However, the challenges identified by the instructors, such as insufficient training and time constraints, signal a need for institutional support in the implementation of technology in the classroom. This implies that educational leaders and policymakers must prioritize professional development programs that equip teachers with the necessary skills and confidence to use smartphones effectively. Addressing these barriers is crucial for ensuring that instructors can fully leverage the advantages of technology in their teaching practices, ultimately benefiting student learning experiences.

Moreover, the study emphasizes the importance of collaboration among educators, administrators, and policymakers to foster an innovative teaching culture. By creating supportive environments where teachers can share resources and best practices, educational institutions can enhance the overall effectiveness of language instruction. Establishing communities of practice can facilitate ongoing dialogue and support among educators, promoting continuous improvement and adaptation to the changing educational landscape.

Future research should also consider students' perspectives on the use of smartphones in the classroom, as understanding their experiences and preferences can provide valuable insights for refining teaching strategies and improving learning outcomes. Gathering feedback from students can help educators tailor their approaches to better meet learner needs and enhance engagement, making the learning experience more relevant and effective.

By addressing both the opportunities and challenges associated with mobile technology in language instruction, educational stakeholders can work together to create a more effective and dynamic learning environment for all language learners. This collaborative effort will be essential not only for current educational practices but also for preparing students for a future where technology continues to play a pivotal role in communication and learning.

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