

Mobile Phones in Saudi Arabian EFL Classrooms

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Abstract : As mobile connectedness continues to sweep across the landscape, the value of deploying mobile technology to the service of learning and teaching appears to be both self-evident and unavoidable. To this end, this study explores the reasons for the reluctance of teachers in Saudi Arabia to use mobiles in EFL (English as a Foreign Language) classes for teaching and learning purposes. The main objective of this study is a qualitative analysis of the responses of the views of the teachers at a university in Saudi Arabia about the use of mobile phones in classrooms for educational purposes. Driven by the hypothesis that the teachers in Saudi Arabian universities aren't prepared well enough to use mobile phones in classrooms for educational purposes, this study examines the data obtained through a questionnaire provided to about hundred teachers working at a university in Saudi Arabia through convenient sampling method. The responses are analyzed by qualitative interpretive method and found that teachers and the students are in confusion whether to use mobiles, and need some training sessions on the use of mobile phones in classrooms for educational purposes. The outcome of the analysis is discussed in light of the concerns bases adoption model and the inferences are provided in a descriptive mode.

Keywords : mobile assisted language learning, technology adoption, classroom instruction, concerns based adoption model

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