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**RESEARCH ARTICLE**

## The Effect of Smartphone Applications to Students Academic Performance in English Course

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**ABSTRACT**

The purpose of the study was to ascertain how students' use of smartphone applications during the learning process affected their academic achievement in the English course. In terms of performance expectations, the majority of students disagreed that using smartphones for education has given them experiences and skills outside of the classroom. They also said that online tests and quizzes cannot be completed on smartphones. A considerable proportion of students disagreed with the idea that smartphones increase their drive to finish school-related assignments, claiming that smartphones do not improve their productivity in classes. In terms of social influence, the majority of students disagreed with the statement that online resources and instructional learning materials help them improve their academic performance. They also mentioned that they have trouble communicating with their classmates easily on smartphones when it comes to academic matters. More students disagreed with the idea that inspirational messages they read on the internet while using a smartphone motivate them to work harder in class.

**KEYWORDS**

Effect of Smartphone Applications, Academic Performance in English Course

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### 1. Introduction

The widespread use of smartphones and the abundance of educational applications, also known as apps, created specifically to enhance the learning process have had a significant impact on the dynamic field of education. The use of smartphone applications as additional resources for language learning, especially in English courses, has gained significant attention in recent years. Smith and Johnson (2018) conducted research on the effectiveness of mobile-assisted language learning (MALL) techniques utilizing smartphone applications. The researchers discovered that the use of MALL (mobile-assisted language learning) can greatly improve the acquisition of vocabulary, reading comprehension, and overall language proficiency. This study aims to investigate the impact of smartphone applications on students' learning processes in English courses.

Smartphone applications have become versatile, easily accessible, and customizable tools for learning in different educational fields. Their popularity stems from the convenience of accessing instructional content, interactive features, and personalized learning experiences at any time and from any location. These characteristics possess the capacity to fundamentally alter the conventional dynamics of language acquisition within the educational setting.

The ability to speak English fluently has become crucial in a time of globalization and digital connectivity. English proficiency is regarded as a crucial skill due to its role as a common language in academia, business, and international communication. The incorporation of smartphone applications into English courses introduces a new aspect of language learning that corresponds with the technological preferences and lifestyle of contemporary students.

Kim and Lee (2019) have investigated the utilization of gamification in language learning via smartphone applications. Gamified applications provide a captivating and immersive language acquisition encounter, stimulating students to consistently engage in English practice and enhance their skills.

In their study, Wang and Zhang (2020) examined the significance of personalized learning pathways in language apps designed for smartphones. According to their research, personalized recommendations and adaptive content delivery improve students' learning experiences by addressing their specific needs and preferences.

In their research, Liu and Chen (2021) investigated the behaviors exhibited by students when utilizing language learning applications on their smartphones. Their study emphasized the recurring trends in the utilization of apps, the level of user involvement, and the impact of app design on educational achievements.

Johnson et al. (2017) investigated the effect of application design and user experience on the results of language learning. It was discovered that interfaces that are easy to use, features that allow interaction, and positive experiences for users all lead to increased levels of engagement and better retention of knowledge.

Given this context, the study examined the impact of smartphone applications on the learning methods of students in English courses. Our objective is to comprehend the students' perceptions of language learning apps, their motivations for using them, their effect on language acquisition, and any difficulties encountered. Through an extensive review of relevant studies, we aim to offer a comprehensive understanding of the dynamic relationship between technology and language education.

To summarize, the incorporation of smartphone applications into English courses signifies a fundamental change in the way language learning is approached. The study aims to contribute to the broader discourse on technology integration in language education by analyzing students' experiences, motivations, and outcomes. The study aimed to provide practical insights that can assist educators and curriculum designers in maximizing the effectiveness of smartphone applications for improving students' English language learning.

## **2. Review of Related Studies**

### **2.1 Smartphone Applications**

Smartphone applications have become influential tools in the field of education, specifically in the area of language acquisition. Smartphone applications in English courses provide numerous advantages that significantly impact students' learning processes. One of the most notable benefits is the high level of accessibility and convenience they offer. Smith and Johnson (2018) highlight the ability of students to conveniently access English course materials by carrying language learning resources in their pockets. This adaptability caters to a wide range of learning preferences and timetables.

According to Kim and Lee (2019), smartphone applications frequently include gamification elements, interactive exercises, and multimedia content. These characteristics enhance student involvement and drive. The incorporation of gamification in language learning apps transforms the process of acquiring English language skills into a pleasurable and engaging experience. The study conducted by Wang and Zhang (2020) demonstrates that customized learning routes within language apps on smartphones have the capacity to greatly effect students' learning experiences. Applications have the ability to modify content and suggestions according to an individual's advancement and personal preferences. By personalizing the learning experience, the content is adjusted to match the individual needs of each student, guaranteeing that they receive material that is suitable for their level and progress at a suitable speed.

Language learning applications commonly provide features for monitoring progress and receiving immediate feedback. Liu and Chen (2021) observed that students have the ability to monitor their progress in language proficiency and receive prompt feedback and recommendations. The immediate feedback loop facilitates a culture of ongoing enhancement and self-guided education. The design and user experience of smartphone applications play a vital role in shaping students' engagement with English course materials. Johnson et al. (2017) highlight the significance of user-friendly interfaces, easily understandable navigation, and captivating design in maintaining learners' motivation and concentration.

While smartphone applications offer numerous advantages for English language learning, it is important not to disregard the challenges and considerations associated with them. To ensure a balanced and effective learning process, it is necessary to address factors such as inadequate data privacy, potential distractions, and excessive dependence on technology. To summarize, smartphone applications have a significant impact on the learning processes of students in English courses. Their inclusivity, interactive elements, customization, tracking of progress, and intuitive interfaces are revolutionizing language education.

## ***2.2 Smartphone Applications and Students Learning Process***

Mobile applications have significantly transformed the way students access learning materials, revolutionizing their interaction with course content. According to Smith and Johnson (2018), students now have the ability to conveniently store a vast collection of English learning materials on their mobile devices. This new development makes learning more accessible by removing many traditional barriers to learning, such as the need for physical textbooks or designated study spaces. Users can effortlessly retrieve lessons, engage in practice exercises, and access reference materials at their convenience, fostering self-directed learning.

Smartphone applications do not simply store information; they actively involve students in the process of learning. According to Kim and Lee (2019), these apps frequently include interactive features, gamification elements, and multimedia content. These tactics enhance the enjoyment and immersion of learning, stimulating students to actively engage in lessons, exercise language abilities, and partake in problem-solving endeavors. The outcome is heightened engagement and motivation as students develop a greater sense of commitment to their own learning endeavors.

Wang and Zhang (2020) discuss how customized and adaptable learning experiences made possible by smartphone applications are replacing the conventional approach of uniform education. Applications have the ability to evaluate an individual's specific areas of expertise, areas for improvement, and preferred methods of learning and then customize the content and exercises accordingly. By personalizing the content, students are guaranteed to receive material that aligns with their proficiency levels and adjusts accordingly as they make progress. The outcome is an enhanced and proficient learning procedure, as students obtain focused assistance exactly at the time and location they require it.

According to Liu and Chen (2021), smartphone applications have a significant advantage in providing immediate feedback on students' performance. Users have the ability to monitor their advancement, obtain immediate rectifications, and retrieve comprehensive performance analytics. This feedback loop facilitates introspective learning, enabling students to pinpoint areas for enhancement and acknowledge their accomplishments. Continuous monitoring promotes a feeling of independence and accountability for one's own learning.

According to Johnson et al. (2017), user experience and design play a crucial role in determining how students engage with educational smartphone applications. Intuitive interfaces, coherent navigation, and captivating design elements enhance the learning experience by promoting ease of use and effectiveness. An app that is well-designed improves students' capacity to concentrate on content, lessens the cognitive burden, and encourages smooth interactions, ultimately facilitating more efficient learning.

Although smartphone applications offer many benefits, their use in the learning process presents certain challenges. To establish a well-rounded and efficient learning environment, it is imperative to tackle privacy concerns, potential distractions, and matters pertaining to fair access.

To summarize, smartphone applications have a significant impact on the learning methods of students in English courses. Their capacity to improve accessibility, engagement, personalization, continuous feedback, and user experience is revolutionizing the educational environment.

## ***2.3 Smartphone Applications and Students Academic Performance in English Course***

Smartphone applications have become versatile tools that can have a substantial effect on students' academic achievement in English courses. Smartphone applications provide an abundance of additional learning resources that can assist students in understanding English course material. According to Smith and Johnson (2018), these apps provide students with the ability to utilize dictionaries, language reference materials, grammar guides, and interactive exercises. These resources offer indispensable assistance, allowing students to clarify concepts, hone language skills, and strengthen their comprehension of academic materials.

The accessibility and flexibility of smartphone applications are among their primary advantages. According to Kim and Lee (2019), students have the ability to retrieve educational resources at any given time and location. This adaptability caters to a wide range of learning preferences and timetables, enabling students to conveniently revisit course material and enhance their English proficiency. Engaging in mobile learning can enhance the ability to remember academic content more effectively.

Kim and Lee (2019) observed that numerous smartphone applications integrate gamification elements, multimedia content, and interactive quizzes. These attributes enhance the process of acquiring knowledge by making it captivating and pleasurable, thereby stimulating students to actively engage in their academic tasks. Language learning applications that incorporate gamification techniques establish a competitive and engaging learning atmosphere, which can enhance students' enthusiasm and commitment towards academic assignments.

Wang and Zhang (2020) emphasize the significance of personalized learning pathways in smartphone applications. These applications have the ability to customize content and exercises according to an individual's progress, strengths, and weaknesses. Personalization guarantees that students are provided with content that aligns with their proficiency levels and adapts accordingly as they make progress. This customized approach can assist students who are facing difficulties catching up with their peers while simultaneously providing a stimulating learning experience for those who are more advanced.

As Liu and Chen (2021) highlight, smartphone applications frequently provide real-time progress monitoring and immediate feedback mechanisms. Students have the ability to track their academic progress, receive prompt feedback, and utilize performance analytics. This iterative feedback process facilitates introspective learning, enables students to pinpoint areas for growth, and empowers them to proactively enhance their academic achievement.

Mobile applications can also aid students in effectively managing their time and arranging study schedules. Certain applications provide functionalities such as calendars, reminders, and study planners, aiding students in efficiently managing their time for English course assignments and exam preparation. Efficient time allocation can result in enhanced academic achievement.

Although smartphone applications have the potential to bring benefits, they also come with challenges that can affect academic performance. These challenges include the possibility of distractions, the requirement for responsible self-regulation, and ensuring fair access to technology. Hence, smartphone applications possess the capacity to profoundly impact students' scholastic achievements in English classes.

### 3. Theoretical Framework

The study was based on the UTAUT theoretical framework put forth by Venkatesh et al. (2003), which contends that one's behavioral intention affects how they use technology. The probability of adopting the technology is contingent upon the immediate impact of four crucial factors, specifically performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003). Age, gender, experience, and voluntariness of use are all factors that affect the impact of predictors.

According to Venkatesh et al. (2003), performance expectancy is the degree to which a person thinks that using the system will help them perform their jobs better. A lot of different theories have influenced the idea of performance expectancy. These include the Technology Acceptance Model (TAM), TAM2, Combined TAM and the Theory of Planned Behavior (CTAMTPB), the Motivational Model (MM), the model of PC utilization (MPCU), the Innovation Diffusion Theory (IDT), and the Social Cognitive Theory (SCT). These models encompass factors such as perceived usefulness, extrinsic motivation, job fit, relative advantage, and outcome expectations. The variable has a high predictive power for determining the intention to use, and this relationship holds true in both voluntary and mandatory contexts (Zhou, Lu, & Wang, 2010; Venkatesh, Thong, & Xu, 2016).

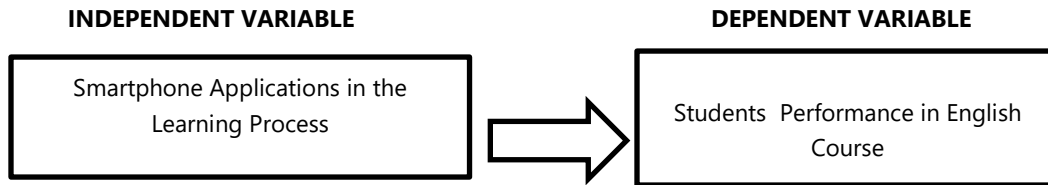
Effort expectancy is the level of ease that is associated with using the system, according to Venkatesh et al. (2003). The Technology Acceptance Model (TAM), the Mobile Payment Acceptance Model (MPCU), and the Innovation Diffusion Theory (IDT) all determine the perceived level of ease of use and complexity, which is where effort expectancy comes from. These models have similar definitions and scales. The impact of the construct diminishes in significance with prolonged utilization of technology (Gupta, Dasgupta, & Gupta, 2008; Chauhan & Jaiswal, 2016).

Social influence refers to the extent to which an individual believes that influential people expect them to adopt the new system. Social influence shares similarities with subjective norms, social factors, and image constructs utilized in various models such as TRA, TAM2, TPB, CTAMTPB, MPCU, and IDT. These ideas all suggest that how people perceive themselves to others influences their behavior. The impact of social influence is substantial when the utilization of technology is required (Venkatesh et al., 2003). Within a compulsory framework, individuals may utilize technology out of necessity rather than personal inclination (Venkatesh & Davis, 2000). This may elucidate the variable impact that the construct exhibited in subsequent studies that confirmed the model (Zhou, Lu, & Wang, 2010; Chauhan & Jaiswal, 2016).

Facilitating conditions refer to the extent to which an individual believes that an organization's technical infrastructure is available to support the use of a system (Venkatesh et al., 2003). The facilitating conditions construct is derived from the compatibility, perceived behavioral control, and facilitating conditions constructs taken from TPB, CTAMTPB, MPCU, and IDT. Facilitating conditions exert a direct and favorable impact on the intention to use them. However, this effect becomes statistically insignificant after the initial use. Thus, the model suggests that facilitating conditions directly and significantly influence use behavior (Venkatesh et al., 2003).

### **3.1 Conceptual Framework**

Based on the theoretical framework, the researcher created the conceptual framework as depicted below.



**Figure 1. Conceptual Framework of the Study**

These figures illustrated how the independent variable, smartphone applications, affects the students' performance in English courses as the dependent variable.

### **3.2 Statement of the Problem**

The study aimed to determine the effect of smartphone applications on students' learning process and their academic performance in English courses.

Specifically, it sought to answer the following questions:

1. What is the description of the students' utilization of smartphone applications in their learning process in terms of?
  - 1.1 Performance expectancy;
  - 1.2 Effort expectancy;
  - 1.3 Social influence, and
  - 1.4 Facilitating conditions?
2. What is the assessment of the students for their current performance in English courses?
3. Does the utilization of smartphone applications in students' learning process significantly affect their current academic performance in English courses?
4. How can the findings of the study be used to enhance the utilization of smartphones in the learning process of the students for the English course?

### **4. Significance of the Study**

The study may provide benefits for the following:

**Students.** This study aims to enhance students' proficiency in the English language by helping them identify suitable online applications that cater to their needs and preferences.

**Educators.** The study can serve as a means for English Department teachers to enhance their understanding of smartphone applications and fully utilize them during their discussions.

**School Administrators.** This can serve as a foundation for the school administration to launch training initiatives for teachers on smartphone applications and other technology-driven educational platforms in order to optimize their advantages for both students and teachers.

**Future Researchers.** The study's findings can serve as a point of reference for future researchers seeking to employ mixed-methods research in order to gain a more comprehensive understanding and produce valuable insights. This contribution to the existing body of knowledge is noteworthy.

### **4.1 Research Design**

This study employed a descriptive research design, where the perceptions of the respondents were assessed using a structured pattern and numeric score ratings. This research design will address the study's problem in a scientific manner, aiming to establish a definitive cause-and-effect relationship between the use of smartphone applications and students' performance in their English courses. The research will employ a quantitative methodology, which involves the systematic empirical examination of observable phenomena using statistical, mathematical, or computational techniques, as defined by Bhawna & Gobind (2015), as cited by Susaie & Shah (2022). The purpose of this research is to analyze the relationship between variables and present it mathematically through statistical analysis.

This study employed descriptive statistics to ascertain the students' perceptions of smartphone applications used in school and their impact on their performance in the English course. The study will assess the students' perceptions of the impact of smartphone applications on their English course performance.

Utilizing Hameed's (2016) purposive sampling technique, the research used the probability sampling method. This technique enables the researcher to carefully select a specific setting and respondents to participate in the study. In this particular research, the selected participants were students who had been using smartphone applications for their English courses for a minimum of two (2) academic years. In addition, the researcher will determine the sample size using the sample size calculator provided by Raosoft.com. The confidence level will be set at 95%, and a margin of error of 5% will be anticipated. The researcher requires the combined count of first- and second-year students enrolled in English courses at the chosen schools in order to determine the final sample size.

## **5. Results and Discussions**

### **5.1 The description of the students to the utilization of smartphone applications in their learning process in terms of performance expectancy, effort expectancy, social influence, and facilitating conditions**

The quantitative data of the students' feedback regarding the use of smartphone applications in their learning process, specifically in terms of their expectations of performance, expectations of effort, social influence, and the conditions that facilitate their use; according to the table, the four aspects received a weighted mean of 2.29 overall, indicating a verbal interpretation of "disagree."

#### **5.1.1 Performance Expectancy:**

This measures the students' perception of how effectively they can use smartphone applications to enhance their learning outcomes, specifically in terms of performance. Rank one, with a mean score of 2.10, indicates that using the smartphone for learning has allowed me to acquire additional skills and experiences beyond the classroom. This is expressed as a verbal interpretation of "disagree." Using my smartphone, I am able to participate in online quizzes and assessments, achieving a rank of two with an average score of 2.32, which is interpreted as "disagree." At rank three, smartphones have a negative impact on my motivation to complete school-related tasks, as indicated by a verbal interpretation of "disagree" and a weighted mean of 2.40. Finally, the smartphone significantly enhanced my productivity in my academic performance and was interpreted as "disagree" with a weighted mean of 2.50, ranking it fourth. In summary, the students' assessment of the use of smartphone applications in their learning process, specifically in terms of their expectations of performance, has an average score of 2.33, indicating a disagreement.

#### **5.1.2 Effort Expectancy:**

This measures the students' perception of the level of effort required to use smartphone applications in their learning process. The indicator with the highest weighted mean of 3.09, which is interpreted as "agree," ranked fourth and pertains to the ease of checking answers online for reviewing purposes. Furthermore, the smartphone significantly facilitates my ability to access information and data online, as indicated by its third-place ranking with a weighted mean score of 2.80 and a verbal interpretation of "agree." Ranked second with an average score of 2.77, this tool assists me in time management by providing scheduling capabilities and is interpreted as "agree." Finally, the smartphone's ability to help me quickly review lessons received the lowest average score of 2.76, indicating agreement among respondents. The students' description of the utilization of smartphone applications in their learning process, specifically in terms of effort expectancy, was generally positive, with a weighted mean of 2.86, indicating agreement.

#### **5.1.3 Social Influence:**

This section gauges the students' perceptions of how social factors affect the use of smartphone applications in their learning process. The online educational resources and study tips available on rank one have the lowest weighted mean, scoring 1.82, which corresponds to a verbal interpretation of "disagree." These resources have been instrumental in enhancing my academic performance. Following closely in second place, with a weighted average of 1.92, was the fact that my friends and I can conveniently communicate with each other for academic purposes through smartphones, which was interpreted as "disagree." The smartphones have a weighted mean score of 2.36, indicating a verbal interpretation of "disagree." Finally, the activity that had the highest average score of 2.49 was viewing motivational messages on a smartphone, which motivated me to study effectively. This activity was interpreted as "disagree." The students' evaluation of the use of smartphone applications in their learning process, specifically in terms of social influence, has an average score of 2.15, indicating a disagreement.

#### **5.1.4 Facilitating Conditions:**

The students' description of how they use smartphone applications in their learning process is quantified in terms of facilitating conditions. The students' evaluation of the use of smartphone applications in their learning process, specifically in terms of social influence, resulted in an overall weighted mean of 1.82, indicating a "disagree" interpretation. Ranking first with a weighted mean

of 1.77, the use of smartphones to enhance educational capabilities in schools was interpreted as "disagree." In addition, schools are utilizing smartphones as a convenient means of communication with students, as indicated by a weighted mean score of 1.82 and a verbal interpretation of "disagree." Lastly, the learning sites that utilize smartphones to assist students in their academic performance were ranked third and achieved the highest mean score of 1.88. This interpretation was categorized as "disagree."

### ***5.2 Students Assessment of their Current Academic Performance in English course***

The data represented the evaluation of students' current performance in the English course. Commencing at rank one, with a weighted mean of 1.69 and a verbal interpretation of "disagree," I allocated resources towards acquiring learning materials that can assist me in expanding my vocabulary. Additionally, I prioritize completing my school tasks ahead of schedule, achieving rank two with a mean score of 2.02, which is interpreted as "disagree." I ranked third with a weighted mean of 2.18, indicating my enthusiasm for learning new lessons in class and a verbal interpretation of "disagree." Ranked fourth, I consistently strive to achieve excellent grades on tests, quizzes, and exams. The weighted mean is 2.22, which indicates a "disagree" interpretation. At rank five, I engage actively in class activities, recitations, debates, and so on. This performance has a mean score of 2.36, indicating a verbal interpretation of "disagree." I actively engage in my classes and achieved a rank of six with a weighted mean score of 2.55, which is interpreted as "agree." I decided to prioritize studying the English program because it significantly enhances my communication skills, which in turn boosts my confidence. This decision is supported by my rank of seven, with a mean score of 2.56 and a verbal interpretation of "agree." At rank eight, my skills are sufficiently proficient to excel in my assessments, with a mean score of 2.60, which is interpreted as "agree." Subsequently, I ensure that I acquire a minimum of five new words to expand my lexicon. Additionally, I allocate less time to socializing with my friends in order to concentrate on my academic pursuits, achieving a rank of ten with a weighted mean of 2.92 and a verbal interpretation of "agree." I would prefer that the class not be disrupted by a mean score of 2.99, which would be interpreted as "agree," ranking eleventh. At rank twelve, I dedicate my leisure time to engaging in advanced reading and reviewing, which was interpreted as "agree" with an average score of 3. Furthermore, I derive pleasure from studying the English program, and I dedicate additional diligence to completing my assignments and projects, achieving a rank of fourteen with a weighted mean of 3.02 and a verbal interpretation of "agree." Finally, achieving the highest average score of 3.19, I consistently excel in every academic task, ranking fifteenth, which corresponds to the verbal interpretation of "agree." The students' assessment of their current performance in the English course has an overall weighted mean of 2.62, which is interpreted as "agree."

### ***5.3 The Effect of Utilizing Smartphone Applications in the Learning Process of the Students to Academic Performance in English Course***

The analysis of variance showed that the use of smartphones in the learning process has a significant effect on students' performance in English. The calculated F-value of 15.03, which is higher than the critical value of 3.59 at a significance level of 5% with degrees of freedom of 3 and 11, supports this. Therefore, we reject the null hypothesis. Hence, the use of smartphones has a substantial impact on students' English course performance.

## **6. Conclusions**

The study's significant findings led to the following conclusions:

1. Regarding performance expectancy, most students expressed disagreement with the idea that using smartphones for learning has provided them with additional skills and experiences beyond the classroom. They also mentioned that smartphones do not facilitate online quizzes and assessments. A significant number of students expressed dissent regarding the notion that smartphones enhance their motivation to complete school-related tasks, asserting that smartphones do not enhance their productivity in academic performance.

Regarding social influence, the majority of students expressed disagreement with the notion that educational learning materials and online tips assist them in enhancing their studies. Additionally, they mentioned that they encounter difficulty using smartphones to easily communicate with their classmates for academic purposes. A greater number of students expressed dissent towards the notion that encountering motivational messages online while utilizing a smartphone serves as a catalyst for their academic diligence.

Regarding facilitating conditions, the majority of students expressed disagreement with the idea that schools are utilizing smartphones as a means to easily communicate with students. Furthermore, they asserted that the use of smartphones does not enhance the educational capacity of schools. A greater number of students expressed dissent regarding the utilization of smartphones by schools as a means to conveniently communicate with students. They argued that the use of smartphones for educational purposes does not significantly contribute to students' academic performance.

2. Based on the students' current performance in the English course, it was observed that most of them disagreed with the following indicators: their investment in learning materials to expand their vocabulary, their preference for completing school activities ahead of schedule, their enthusiasm for learning new lessons in class, their desire to achieve high grades on tests, quizzes, and exams, their active participation in class activities such as recitations and debates, and their attentive listening during classes.

3. The use of smartphones has a notable impact on students' current performance in their English courses.

## 7. Recommendations

The study's conclusions lead to the following recommendations:

1. The smartphone application should prioritize various novel methods for learning and evaluating English coursework. The school should implement smartphone applications that are appealing and align with the educational requirements of the students. The course requirements, quizzes, and online assessments should be aligned with the established learning process of the students, ensuring a synergistic integration of additional skills. Teachers should ensure that the smartphone applications are readily accessible to students, serving as a platform for enhanced communication and dissemination of information.

2. Teachers should allocate sufficient time for students to effectively utilize learning materials in order to enhance their English vocabulary. Extending deadlines is necessary to prevent other students from falling behind while also emphasizing the significance of time management. Implementing school activities that align with the English course requirements can significantly enhance students' academic performance.

3. The incorporation of smartphone applications in the English course is advisable due to the following reasons: it caters to students' preferred learning methods, enables swift access to answers, enhances learning through audio and video materials, elevates the learning experience by providing access to educational applications, and facilitates social learning through the use of smartphones.

4. It is necessary to assess and gain a deeper understanding of smartphone usage among students, specifically in relation to their English courses. Typically, when students utilize smartphones for educational purposes, information is primarily conveyed unidirectionally without direct instruction. The learners observed their need for specific information, utilized their smartphones to search for it, incorporated the obtained answer into their ongoing project, and continued with their tasks. In his 2011 study, Barrs emphasized the necessity of providing comprehensive instructions and explanations on the appropriate use of smartphones in educational environments to ensure effective and significant learning. Therefore, for the integration of smartphones in educational learning activities to yield better results, it is imperative to incorporate interactive dialogues between instructors and students. Having a tutor facilitate the usage will prevent students from being distracted from their original learning. In 2014, Darling-Hammond, Zieleszinski, and Goldman from Stanford University conducted a study on the learning of at-risk students using technology. The study confirmed that successful learning is not only dependent on the presence of technology but also on the availability of teacher support and interaction with other students. The optimal outcome will be achieved through the integration of technological applications, targeted teacher assistance, and collaborative engagement among students. Smartphone usage is undeniably a prevailing cultural characteristic among the current generation of university students. They utilize electronic devices during instructional periods when engaging in homework assignments and while engaging in academic review (Smith, Raine, & Zickuhr, 2011; Tindell & Bohlander, 2012). It is crucial to gain a deeper understanding of the mechanisms that drive this behavior. Future research should prioritize strategies to encourage learners' deliberate engagement with smartphones, enabling them to enhance learning outcomes through effective smartphone usage.

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