

The Journal of DMC

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV Issue 1 March, pp.27-40

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

Exploring Students' Attitudes on Mobile-Assisted English Learning: A Quantitative Study

Harka Raj Tembe

Article History

Received: 18 May ,2025

Revised: 20 September, 2025

Accepted: 15 November, 2025

Corresponding Author:

Harka Raj Tembe

Email: tembeharkraj@gmail.com

Publisher:

Research Management Cell

Drabya Shah Multiple Campus,

Gorkha, Nepal

Email: info@dsmc.edu.np

Website: www.dsmc.edu.np

Copyright: Authors/ Publisher

This work is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License

Abstract

The integration of mobile phones into educational settings has become increasingly prevalent, particularly in language learning. This study investigates students' attitudes toward the use of mobile phones in learning English and examines differences in these attitudes based on sex within the context of Nepal. A survey was administered to 80 college students enrolled in bachelor's and master's level at Dhankuta Multiple Campus. The Slovin formula was used to determine the sample size, and students were selected using the lottery method. Univariate analysis included frequency counts and percentages, while bivariate analysis employed the Chi-square test to examine

attitude differences by sex. Results revealed that students generally held positive attitudes toward mobile-assisted English learning. There was no statistically significant difference between the attitudes of students on the use of mobile phone in learning English on the basis of sex. These results have implications for policymakers, educators, learners, and app developers in promoting mobile learning as a viable supplement to traditional English instruction.

Keywords: English language learning, mobile-assisted language learning, student attitudes, quantitative study.

Introduction

In today's academic environment, smartphones play a vital role in both student learning and teacher instruction. This study aims to examine students' attitudes toward the use of mobile phones for learning English language and to explore whether these attitudes differ based on sex within the context of Nepal. The widespread integration of mobile phones into everyday life reflects their growing significance across personal, educational, and professional contexts. Attewell and Savill-Smith (2004) assert that the use of mobile phones has grown significantly in recent years and is gradually replacing personal computers in both professional and social contexts. The use of mobile phones in education has introduced notable changes in how teaching and learning are conducted. For both students and teachers, mobile phones are emerging as indispensable tools that support instructional activities inside and outside the classroom environment. Mobile phones provide students with opportunities to obtain learning materials and maintain communication with educators and peers, supporting continuous learning regardless of time or place. In light of this, assessing students' attitudes toward mobile phone use in EFL learning is both timely and relevant.

In the context of a non-native English-speaking country like Nepal, teaching and learning English is a challenging task. Linguistic differences, limited exposure, and insufficient dedication all contribute to the difficulty of learning English in Nepal. Nevertheless, technological advancements have supported and somewhat facilitated this process. The rapid expansion of mobile phone use has begun to influence English language learning, serving pedagogical functions both inside and outside the classroom. Therefore, it remains important to investigate whether mobile phones can serve as effective tools for language learning.

The use of mobile phones in learning English has recently become a popular topic for English language teaching researchers. Mobile assisted language learning (MALL) has steadily developed as a research field more than the two decades due to growing studies on mobile technology in language learning (Burston, 2013; Tembe, 2021; Guo, 2022). Kukulska-Hulme and Shield (2008) reviewed literature on mobile-assisted language learning (MALL) to assess the extent to which mobile technologies facilitate social interaction and collaborative learning. Their analysis reveals that, while mobile-facilitated speaking and listening exercises are still relatively rare, the field has experienced considerable growth. MALL has transitioned from largely text-based, instructor-led activities to more collaborative, multimedia-oriented learning environments that promote the co-construction of knowledge. According to Kukulska-Hulme (2018), MALL is steadily expanding, offering immediate support to learners and enhancing their reading, writing, listening, and speaking skills through accessible mobile technologies.

A growing body of research highlights the role of mobile phones in supporting EFL learning. Guo (2022) explores learning in the MALL ecology, finding that learners display different forms of agency across contexts. Mobile apps mediate learning, and through scaffolding and self-practice, learners utilize MALL affordances. This process fosters a shift from external regulation to self-regulation, reflecting language progress. Çakmak (2019) investigates mobile learning and mobile-assisted language learning (MALL) by situating the concept within theoretical frameworks, identifying associated challenges, proposing a conceptual framework of design principles and dimensions, and reviewing extant MALL studies. Çakmak concludes that MALL's effectiveness depends on stakeholders' awareness of pedagogical and technical issues and the application of design principles that align teaching practices with emerging mobile platforms.

A growing number of scholarly investigations indicate that mobile phones are instrumental in promoting English as a Foreign Language (EFL) instruction. Research on this issue has been conducted in Nepal as well, indicating its relevance across different educational settings. Shrestha (2011) explored the educational value of mobile technologies in his article, noting their potential to enhance student interaction and English language learning in the Nepalese context. In his 2016 research titled *Mobile Learning Practice in Higher Education in Nepal*, Parajuli reported that students responded positively to the integration of mobile technologies in their learning environments. Highlighting the potential of MALL, Tembe (2021) noted that mobile phones can serve as effective language learning tools when employed appropriately within specific pedagogical contexts. Although much has been studied about mobile learning, little is known about how advanced-level students view the integration of mobile phones into their academic activities. Mobile phones are still not widely regarded by many students as effective tools in the context of English language learning. There is a noticeable gap in quantitative research investigating the specific perspectives of advanced-level students on mobile phone use in academic practices. Moreover, no quantitative study using bivariate analysis has been carried out regarding the students' attitude toward the use of mobile phone so far in the context of Nepal. Therefore, it is necessary to know how the students think about the use of mobile phone in their English language learning in the context of Nepal. This research problem triggers the researcher to explore the attitudes of students on the use of smart phones in their English language learning.

This study can provide valuable insights into how bachelor's and master's level students perceive the use of mobile phones for learning English, which will be significant for policymakers when developing plans and policies related to mobile-assisted language learning. Similarly, given that the current curriculum does not allocate space for mobile learning, the findings will be important for curriculum developers, syllabus designers, and material developers to consider integrating mobile learning into future curricula. A possible delimitation of this

study is that it surveyed only 80 students from Dhankuta Multiple Campus using questionnaires to assess their perceptions of mobile phone use in learning English. Additionally, students' experiences with mobile phone usage were distributed and collected exclusively through social networking sites. Furthermore, this study does not address technical or socio-cultural factors related to the use of mobile phones in English language learning.

Methods and Procedures

This study was largely informed by a quantitative approach in order to examine the students' experiences on using mobile phone in learning English. This study's sample comprised students pursuing bachelor's and master's degrees at Dhankuta Multiple Campus. An equal number of female and male students were purposively selected from the sample population. For the sample size, 80 students—equally divided between girls and boys—were randomly selected using the lottery technique. Closed ended questionnaires consisting of 15 statements were administered to the selected learners to collect the primary data. The questionnaire was distributed through online mode via Facebook messenger, emails and social networking sites. The data received from the students were analyzed in univariate analysis, frequency count, percentage and in bivariate analysis Chi-square test was calculated to find the difference in the attitudes (dependent variables) by sex of the respondents (independent variables). Moreover, to find out the effect of differences, Phi-value was calculated. All statistical analyses were performed using SPSS 16.1 for Windows.

Sample Size

A total of 101 bachelor's and master's level students from Dhankuta Multiple Campus were identified. Due to the large population, the Slovin formula was applied to determine the sample. It can be seen below.

$$\begin{aligned} n &= N \div (1 + Ne^2) \\ &= 101 \div (1 + 101 \times 0.05 \times 0.05) \\ &= 101 \div (1 + 0.2525) \\ &= 101 \div 1.2525 \\ &= 80 \end{aligned}$$

Where the descriptions are:

n = sample size

N = Total population (101)

e = Standard error (0.05)

From the 101 students, 80 participants with equal representation of males and females and of bachelor's and master's level students were selected using a lottery method. Survey data were subsequently collected from 40 female and 40 male students.

Dependent Variable

Students' attitudes were dependent variables in the study. In this survey the questions were asked for students' attitude on the use of mobile phone in learning English. The questions had five categorical responses (strongly agree, agree, neutral, disagree, and strongly disagree) to collect information related students' attitude on the use of mobile phone in learning English. These five categorical responses were even categorized in two groups: positive attitude (strongly agree and agree) and negative (neutral, disagree and strongly disagree) for convenience.

Independent Variable

This study considered students' sex, defined as male or female, as the independent variable, focusing on those pursuing bachelor's and master's degrees at Dhankuta Multiple Campus.

Results and Discussion

The analysis is confined to a purposive sample of 80 students, including equal numbers of male and female participants enrolled in bachelor's and master's level programs at Dhankuta Multiple Campus. This study is based on univariate and bivariate analysis. Initially, univariate or descriptive analysis was used to describe the percentage of respondents with their personal attitudes on the use of mobile phone in learning English. Bivariate analysis was performed to identify gender-wise attitudes towards the use of mobile phone in learning English. Chi-square tests were used to test the association between attitudes and gender-wise of the respondents and phi – value was also used to determine the effect of association between the variables.

Descriptive Analysis

The univariate analysis was done to find out the students' attitude on the use of mobile phone in learning English. Thirteen statements related to the attitude of students on the use of mobile phone in learning English were asked to identify the students' attitude towards mobile assisted English language learning. The analysis has been presented in the following tables.

Table 1. *Students' Attitude on the Use of Mobile Phone in Learning English*

Factors	Responses				N
	Positive (1)		Negative (2)		
	No.	%	No.	%	
Use of mobile phone in learning English is enthusiastic	52	65	28	35	80

Use of mobile phone in learning English is helpful	60	75	20	25	80
Use of mobile phone in learning English is inevitable	39	48.8	41	51.3	80
Use of mobile phone in learning English is easy to operate.	48	60	32	40	80
Use of mobile phone in learning English is encouraging	45	56.3	35	43.8	80
Use of mobile phone in learning English is boring	21	26.3	59	73.8	80
Use of mobile phone in learning English is time consuming	48	60	32	40	80
Use of mobile phone in learning English solves immediate problems	40	50	40	50	80
Use of mobile phone in learning English helps students to be autonomous learner	32	40	48	60	80
Use of mobile phone in learning English should be banned in the classroom.	31	38.8	49	61.3	80
Use of mobile phone in learning English needs best network quality.	67	83.8	13	16.3	80
Use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication	48	60	32	40	80
Use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary.	27	33.8	53	66.3	80
Total		53.65%		46.34%	

Table 1 presents responses of all 80 students on the thirteen different factors related to students' attitude on the use of mobile phone in learning English. Out of the 80 respondents, 52 (65%) respondents expressed positive attitudes and 28 (35%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is enthusiastic. It implies that majority students are enthusiastic to use mobile phone in learning English. Similarly, 60 (75%) respondents said that the use of mobile phone in learning English is helpful but 20 (25%) respondents showed negative attitude about it. This means majority

students are in the favour of using mobile phone for learning English. Out of the 80 respondents, 39(48.8%) respondents expressed positive attitudes and 41(51.3%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is inevitable. It indicates that majority students are not in the support of making the use mobile phone inevitable in learning English.

Regarding the operation of mobile phone for learning English, 48(60%) respondents responded that it is easy to operate whereas 32 (40%) respondents felt difficulty in operating mobile phone for learning English. It means majority students feel easy to operate mobile phone for learning English. Out of the 80 respondents, 45 (56.3%) respondents expressed positive attitudes and 35(43.8%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is encouraging. It implies that majority students feel encouraging on use mobile phone for learning English. In the case of whether the use of mobile phone in learning English is boring, 21 (26.3%) respondents expressed that use of mobile phone is boring whereas 59 (73.8%) respondents expressed that use of mobile phone is not boring while learning English. Likewise, 48 (60%) respondents said that the use of mobile phone in learning English is time consuming and 32 (40%) respondents did not say that it is time consuming. It shows that majority students feel the use of mobile phone is time consuming. 40 (50%) respondents showed positive responses and 40 (50%) respondents showed negative responses when they were asked about whether the use of mobile phone in learning English solves immediate problems. In the context of autonomy, respondents were asked whether the use of mobile phone in learning English helps students to be autonomous learner. Out of the 80 respondents, 32(40%) respondents expressed positive responses and 48(60%) respondents expressed negative responses. It implies that majority students do not feel that the use mobile phone for learning English helps students to be autonomous learner.

Regarding whether the use of mobile phone in learning English should be banned in the classroom, 31(38.8%) respondents showed positive attitude whereas 49 (61.3%) respondents showed negative responses. It means majority students do not like banning the use of mobile phone for learning English in the classroom. In the same way, (83.8%) respondents showed positive responses and 13 (16.3%) respondents showed negative responses when they were asked about the network quality in using mobile phone for learning English. It indicates that most of the students feel strong need of good network quality in mobile phone. When the respondents were asked whether the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication, 48(60%) respondents said that it is best to learn vocabulary rather than grammar and communication through mobile phone and 32 (40%) respondents responded reverse view of it. Similarly, out of the 80 respondents, 27 (33.8%) indicated that mobile phones are best used for learning grammar and communication rather than vocabulary, while

53 (66.3%) expressed a negative attitude when asked whether mobile phones are most effective for learning grammar and communication over vocabulary. It implies that majority students use mobile phone for learning vocabulary rather than grammar and communication.

From the above result and discussion, it can be said that most of the students have positive attitudes on the use of mobile phone in learning English. Out of 80 students, 43 (53.65 %) students had showed positive attitude and 37 (46.34 %) students had showed negative attitude regarding the use of mobile phone in learning English. This result aligns with the findings of Vyas and Nirban (2014), who reported that the majority of respondents viewed mobile technology as a significant medium for educational purposes and were generally willing to embrace mobile learning positively despite its limitations. Similarly, Parajuli (2016), in his study stated that nearly all undergraduate students owned mobile phones and used them informally for learning both inside and outside the classroom. He observed that the majority of students were favorably inclined toward the use of mobile technology for learning purposes. In this regard, the results of this study correspond closely with the findings reported in previous research. It was also observed that large number of students feel the strong need of good network quality while using mobile phone for learning English (Tembe, 2021).

Bivariate Analysis

Bivariate analysis was performed to identify gender-wise attitudes towards the use of mobile phone in learning English. Thirteen statements related to the attitude of students on the use of mobile phone in learning English are done cross tabulation with the sex of the respondents to identify the students' attitude towards mobile assisted English language learning on the basis of sex. The analysis has been presented in the following tables.

Table 2. *Students' Attitudes on the Use of Mobile Phone in Learning English on the Basis of Sex of Respondents*

Factors		Sex of the respondents		Chi – value	Phi – value
		Girls	Boys		
Use of mobile phone in learning English is enthusiastic	Positive	62.5%	67.5%	.639	-
	Negative	37.5%	32.7%		
Use of mobile phone in learning English is helpful	Positive	70.0 %	80.0 %	.302	-
	Negative	30.0 %	20.0 %		
Use of mobile phone in learning English is inevitable	Positive	50.0 %	47.5 %	0.823	0.025
	Negative	50.0 %	52.5 %		
	Positive	57.5 %	62.5 %	0.648	

Use of mobile phone in learning English is easy to operate.	Negative	42.5 %	37.5 %	-	0.051
Use of mobile phone in learning English is encouraging	Positive	62.5 %	50.0 %	0.260	0.126
	Negative	37.5 %	50.0 %		
Use of mobile phone in learning English is boring	Positive	27.5 %	25.0 %	0.799	0.028
	Negative	72.5 %	75.0 %		
Use of mobile phone in learning English is time consuming	Positive	62.5 %	57.5 %	0.648	0.051
	Negative	37.5 %	42.5 %		
Use of mobile phone in learning English solves immediate problems	Positive	45.0 %	55.0 %	0.371	-
	Negative	55.0 %	45.0 %		0.100
Use of mobile phone in learning English helps students to be autonomous learner	Positive	45.0 %	35.0 %	0.361	0.102
	Negative	55.0 %	65.0 %		
Use of mobile phone in learning English should be banned in the classroom.	Positive	37.5 %	40.0 %	0.818	-
	Negative	62.5 %	60.0 %		0.026
Use of mobile phone in learning English needs best network quality.	Positive	87.5 %	80.0 %	0.363	0.102
	Negative	12.5 %	20.0 %		
Use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication	Positive	57.5 %	62.5 %	0.648	-
	Negative	42.5 %	37.5 %		0.051
Use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary.	Positive	45.0 %	22.5 %	0.033	0.238
	Negative	55.0 %	77.5 %		

Table 2 shows the association between sex of respondents and students' attitudes towards the use of mobile phone in learning English. All the variables are in nominal scale, so cross tabulations have been done and chi-square value and phi value have been interpreted to show the relationship. The independent variable is column, so column percent is the main concern.

Regarding whether the use of mobile phone in learning English is enthusiastic, this variable (dependent) was cross tabulated with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 67.5% boys have positive and 32.5% have negative. The chi-square (P) value is 0.639 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has

accepted null hypothesis. It can be said that both girls and boys have more or less equal enthusiasm on the use of mobile phone in learning English. Regarding the effect size of it, Phi- value is -0.052 that means the relationship between these two variables is very weak.

Regarding whether the use of mobile phone in learning English is helpful, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 70.0% girls have positive attitude and 30.0% have negative attitude. Similarly, 80.0% boys have positive and 20.0% have negative. The chi-square (P) value is 0.302 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is helpful. Regarding the effect size of it, Phi-value is -0.115 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is inevitable, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 50.0% girls have positive attitude and 50.0% have negative attitude. Similarly, 47.5% boys have positive and 52.5% have negative. The chi-square (P) value is 0.823 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is inevitable. Regarding the effect size of it, Phi- value is 0.025 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is easy to operate, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 57.5% girls have positive attitude and 42.5% have negative attitude. Similarly, 62.5% boys have positive and 37.5% have negative. The chi-square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is easy to operate. Regarding the effect size of it, Phi- value is -0.051 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is encouraging, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 50.0% boys have positive and 50.0% have negative. The chi-square (P) value is 0.260 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is encouraging. Regarding the

effect size of it, Phi- value is 0.126 that means the relationship between these two variables is modest.

Regarding whether the use of mobile phone in learning English is boring, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 27.5% girls have positive attitude and 72.5% have negative attitude. Similarly, 25.0% boys have positive and 75.0% have negative. The chi – square (P) value is 0.799 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is not boring. Regarding the effect size of it, Phi- value is 0.028 that means the relationship between these two variables is weak.

Regarding whether the use of mobile phone in learning English is time consuming, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 57.5% boys have positive and 42.5% have negative. The chi – square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is time consuming. Regarding the effect size of it, Phi- value is 0.051 that means the relationship between these two variables is weak.

Regarding whether the use of mobile phone in learning English solves immediate problems, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 55.0% boys have positive and 45.0% have negative. The chi–square (P) value is 0.371 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English solves immediate problems. Regarding the effect size of it, Phi-value is -0.100 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English helps students to be autonomous learners, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 35.0% boys have positive and 65.0% have negative attitude. The chi–square (P) value is 0.361 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English does not help students to be autonomous learner. Regarding the effect size of it, Phi-value is 0.102 that means the relationship between these two variables is modest.

Regarding whether the use of mobile phone in learning English should be banned in the classroom, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 37.5% girls have positive attitude and 62.5% have negative attitude. Similarly, 40% boys have positive and 60% have negative attitude. The chi – square (P) value is 0.818 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English should not be banned in the classroom. Regarding the effect size of it, Phi- value is -0.026 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English needs best network quality, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 87.5% girls have positive attitude and 12.5% have negative attitude. Similarly, 80.0% boys have positive and 20.0% have negative attitude. The chi–square (P) value is 0.363 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English requires the best network quality. Regarding the effect size of it, Phi- value is 0.102 that means the relationship between these two variables is modest.

Regarding whether the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 57.5% girls have positive attitude and 42.5% have negative attitude. Similarly, 62.5% boys have positive and 37.5% have negative attitude. The chi–square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication. Regarding the effect size of it, Phi-value is -0.051 that means the relationship between these two variables is very weak.

Regarding whether the use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 22.5% boys have positive and 77.5% have negative attitude. The chi–square (P) value is 0.033 which is less than 0.05. It implies that there is significant difference between these two variables. It means it has rejected null hypothesis. It can be said that both girls and boys have different level of attitude in the case of whether the use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary. Regarding the effect size of it, Phi-value is 0.238 that means the relationship between these two variables is modest.

Based on the above results, it can be concluded that, in most cases, both female and male students share similar attitudes toward the use of mobile phones for learning English. This indicates a generally positive attitude across both groups. Furthermore, the findings suggest that there is no statistically significant difference in students' attitudes based on sex regarding the use of mobile phones in English language learning. However, in certain specific areas namely, perceptions of whether mobile phones are more effective for learning grammar and communication than for vocabulary, and whether mobile-assisted English learning is viewed as encouraging differences in attitude levels between male and female students were observed. The associations between sex and attitudes in these two areas were determined to be moderate and modest, respectively.

Conclusion

This quantitative study was conducted to explore students' attitudes toward using mobile phones for learning English. The findings indicate that students generally hold a positive attitude toward mobile phone use in English learning, despite encountering minor challenges. No significant difference was found between the attitudes of female and male students regarding this usage. A substantial number of students emphasized the importance of having good network quality to facilitate effective mobile-assisted learning. Based on these results, it can be concluded that mobile phones represent an effective tool for English language learning. It fosters anytime anywhere learning and self-paced progress while also promoting authentic communication, peer interaction, and teacher student communication, all of which ultimately lead to more effective English language learning. Ensuring reliable network quality is essential for maximizing their educational potential. The outcomes of this study highlight the relevance of mobile learning as a complementary approach to traditional English language instruction, providing valuable insights for policymakers, educators, learners, and application developers.

References

- Attewell, J., & Savill-Smith, C. (2004). *Learning with mobile device: Research and development*. Learning and Skills Development Agency.
- Shrestha, P. (2011). The potential of mobile technologies for (English) language learning in Nepal. *Journal of NELTA*, 16, 1-2.
- Burston, J. (2013). Mobile-assisted language learning: A selected annotated bibliography of implementation studies (1994-2012). *Language Learning & Technology*, 17(3), 157-224.
- Cakmak, F. (2019). Mobile learning and mobile assisted language learning in focus. *Language and Technology*, 1(1), 30-48.

- Guo, H. (2022). *Mobile assisted language learning (MALL) from a sociocultural ecological perspective: An exploratory study of overseas Chinese students in the UK learning English speaking skills with mobile apps outside the classroom* UCL (University College London).
- Kukulka-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.
- Kukulka-Hulme, A. (2018). Mobile-Assisted language learning. *The Concise Encyclopedia of Applied Linguistics*2, 1-8.
- Vyas, N., & Nirban, V. (2014). Students' perception on the effectiveness of mobile learning in an institutional context. *ELT Research Journal*, 3(1), 26-36.
- Parajuli, K.P. (2016). Mobile learning practice in higher education in Nepal. *Open Praxis*, 8 (1), 41-54.
- Shrestha, P. (2011). The potential of mobile technologies for (English) language learning in Nepal. *Journal of NELTA*, 16, 1-2.
- Tembe, H. R. (2021). Perception of students on the use of mobile phones in EFL learning: A phenomenological study. *Rupantaran: A Multidisciplinary Journal*, 5, 51-61.

Author Bio

Harka Raj Tembe is a Lecturer in English Education at Dhankuta Multiple Campus. He holds an MPhil in English Education and is currently pursuing a PhD at the Graduate School of Education, Tribhuvan University. His research interests include language and society, ideology and power, culture and gender, multilingualism, and English Language Teaching (ELT) pedagogy