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Research Article

Benefits and Drawbacks of Smartphone Use on English Academic Performance of Grade 3 Learners

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ABSTRACT

The study considered the two pathways through which smartphone use is associated with third-grade English students' academic performance. Descriptive-correlation research design was used in the study with the help of a survey questions and testing as main tools for data collection. A total of 46 participants were included in this study, who participated during School Year 2024 – 2025. Descriptive statistics and inferential statistics were mean, standard deviation, ANOVA and Pearson Correlation. KULLY The demographic results of the study were higher percentages of respondents aged 8. The majority of the respondents are male. The respondents have agreed on the positive role of using smartphones in academic achievement in English (listening and speaking skills, reading and writing skills). The respondents concur that there are disadvantages of using smartphones on academic performance in English as far as listening skills, speaking skills reading skills and writing skill is concerned. The academic achievement of the respondents is highly commendable. There are notable difference in facilitation of smartphones when classified based on gender and age In listening skill, In speaking skills, In reading skill, writing skills. It is suggested in the study that Introduce interactive stories, rhymes and songs available through educational apps and audiobooks. This can supplement vocabulary and listening skills. Limit screen time and have students retell or summarize what they hear in listening exercises to make the work more interactive. Set clear limits on screen time, so that kids don't abuse their smartphones. Frequent apps and websites review on your child's phone to confirm they are age-appropriate and good for learning. Parents and teachers must collaborate to establish clear learning goals for the use of smartphones. Parents and educators should choose apps that are appropriate to the child's age range and stage of development. Schools need to create rules as part of their

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policy concerning smartphone usage, when it is and isn't allowed in the classroom. Again, further research could be carried out to confirm the study finding.

Keywords: *Academic preparations, Teaching performance, Content knowledge and pedagogy, Learning environment, Learner diversity, Assessment and reporting, Curriculum and planning*

Background

Mobile phones are one of the most important and popular tools in the twenty-first century, which has greatly changed life, including education. Smartphones have become a necessary tool for communication and the acquisition of information; however, controversy has arisen in relation to their effects on elementary school students, especially those in Grade 3 who are at an important stage of social and cognitive development. With the growing use of technology in schools, it is important to identify how smartphone usage impacts student academic performance, specifically in content areas such as English. Research has shown that smartphones, if properly used can provide useful academic resources such as e-books, interactive applications (apps), and educational videos which can enhance the performance of students. However their risk of distraction should be cautiously acknowledged (Tikoria & Agariya, 2017).

Rapid development of mobile tech, has also moved the way in which people get information and communicate; smartphone is a powerful tool that can be used for study or as entertainment device. These devices have played a significant role extending their original communication function and allowing consumers to easily access social media, multimedia resources and many applications purposely designed for entertainment, communication or academic support. The proliferation of smartphones, which enjoy enormous popularity among the youth, has led to their use in various educational settings around the world including Philippine education.

The study of Mokoena (2012) also revealed the benefits of smart phone for learning and particularly in collaborative learners. Mokoena adds the use of internet-based smartphones that allow rich-form multimedia may support learner- centred and participatory teaching as it can potentially support better learning, academic success, peer communication and co-operations among learners. Second, this viewpoint extends the idea that in proper use smartphones can serve as supports for collaborative learning and digital academic help-seeking. In addition, smartphones can allow students to access different learning materials for different subjects and English language learning.

But the risks of using a smartphone are not to be underestimated. “This is something that was happening: it used to be a big issue, because in a class of 20 students you would have three or four using their phone for non-academic work and then every time you have to go reconcile the situation there,” José Lino said. The 'smartphone-use-related-behavioral-problem' among the older students was observed (Lonzan & Espiritu, 2024) that with no control on smartphone use may cause off-task as well as classroom interruptions. Although the study we have conducted investigated this among sub-sectors of high school students, since in lower education similar issues are experienced with respect to mobile technology use at schools, it could be alternative analysis related to the findings of the authors. Apart from the possible academic and behavioral implications, one must be mindful of teacher competence regarding technology use in a classroom. Espiritu (2021) underlines the significance of pre-service teachers’ perception and ability in infusing technology based on the Philippine Professional Standards for Teachers (PPST). It is important that teachers be knowledgeable on and know how to apply these standards so that smartphones can be used productively for learning purposes, while harmful effects in terms of student behavior and attention are limited.

This research takes Grade 3 learners as sample and focuses on the positive or negative effects of English learning in primary school on them caused by use of smartphone. By investigating the potential of smartphones to facilitate academic development, and provide access to educational materials and space for collaboration (Tikoria & Agariya, 2017), as well as recognizing the behavioral hazards and distraction sugarcoating issues posed by Lonzon and Espiritu (2024), this research seeks a balanced view on how smartphones can be leveraged inside class. In addition, the study will leverage Espiritu's (2021) teacher competency to emphasise the need of preparing educators in order to effectively integrate mobile technology in early childhood teaching.

Methods

Research Design

The study design was descriptive-correlational research using survey questionnaires as well as test measurement. The intent of descriptive-correlational research is to provide a comprehensive account of the attributes as well as relations between its included variables (Creswell, 2020).

Participants

Participants of study were Grade 3-Agility Students. The number of the study respondents is presented in Table 1. Recruiting 3rd-graders to a study focussed on pros and cons of use of smartphones52,53 represents an exciting opportunity for exploring some aspects of technology use in young learners' social, educational, and developmental lives. Their perceptions could provide evidence for reasonable policies and training regarding smartphone use in classrooms.

Instruments

The survey questionnaire which was based on the Likert scale type served as the primary tool used for data collection. The instrument is a researcher-made questionnaire. The questionnaire begins with an introductory part, which includes contextual information as well as demographic data. The second section of the MAQ represented the usefulness of smartphones in on listening, speaking, reading and writing. The deficiencies of smartphones' contribution to listening skills, speaking skills, reading skills and writing skills were evaluated by survey questions as the third part. A fourth part evaluated the respondents' quarterly grades for academic English.

Statistical Analysis

Frequencies and Percents, mean and std, ANOVA and Pearson Correlation have been the statistical tools used in the data analysis/interpretation as well as hypothesis testing.

Result and Discussion

Profile of the respondents

It was hypothesized that profile variables would be related to smartphone usage.

Table 1. Profile of the respondents

Profile	Category	F	Percentage
Age	7 years old	6	13.04
	8 years old	31	67.39
	9 years old	6	13.04
	10 years old	3	6.52
Mean	8 years old	46	100
Sex	Male	26	56.52
	Female	20	43.48

Most respondents (31 of 46, 67.39%) are 8 years old; but only three respondents (6.52%) are 10 years old, which indicates that most participants were very young and have been exposed to smartphones already. While there are fewer 10-year-olds to compare, they also provide interesting input to consider how age differences influence smartphone use and school grades. Age is a significant factor in knowing how smartphones impact on learning. In

research, 8-year-olds is a more attention disordered group compared to 10-year-olds (Smith & Jones, 2020), and it may be that the older children use smartphones in a positive way for learning purposes due to in this age they have better self regulation. These distinctions accentuate that age-appropriate approaches are needed to gain the positive effects and avoid the negative outcomes of smartphone usage in children. Majority of the respondents are male (26 or 56.52% with the remaining 20 respondents (43.48%) being females. Research evidence even suggests that males are more prone to play interactive apps and games, which may improve their technical skills but is also associated with greater distractibility (Gentile, 2021). Females, in contrast, tend to use smartphones for voice and video calls leading to enhancing emotional intelligence and social skills (Buchanan, 2022). But both have the potential to suffer negatives effects too, including exposure to harmful online behaviours.

Benefits of Using Smartphones in Academic Performance in English

Smartphones are helpful resources for raising academic achievement, particularly in the language domain. Speaking, listening, reading, and writing in English will all be aided by using smartphones appropriately.

Listening Skills

From the table, it is evident that most of the respondents agree that smartphones improve performance in English learning, especially listening. Most of the respondents appreciated smartphones that could enhance their listening skills, since they obtained 2.80 as an OWM and with a standard deviation of. 74. This indicates that listening to audio using cell phones – for example, free educational apps, podcasts or audio-based learning materials – is considered a helpful activity. The results indicate that adding cell phones to the classroom would offer students a fun and simple way to enhance this ability.

The majority of the respondents feel that learning English can become easier and more fun with smartphones. They feel the phone helps them learn English in a fun way (M=2.93), and it makes songs or stories in English more funny (M=2.78). Towards the use of smartphones, it also provides an easy means for students to practice listening (M=2.75), help understand English language easily (M=2.76), and replay audio file for improving understanding purpose (M=2.67). Significance Listening comprehension plays a crucial role in language learning and school performance, and some educators as well as researchers have now turned their attention to how mobile technology can be used to promote this.

Table 2. Benefits of using smartphones in academic performance in English in terms of listening skills

	Listening Skills	Mean	SD	VI
1.	I enjoy listening to stories or lessons in English on my smartphone.	2.93	.74	Agree
2.	I can then better understand English when I listen using my smartphone.	2.76	.82	Agree
3.	I can easily practice my listening skills in English using my smartphone.	2.85	.79	Agree
4.	Listening to songs or stories on my smartphone makes learning English more fun.	2.78	.66	Agree
5.	Audio repeated on my smartphone makes it easier to listen.	2.67	.70	Agree
	OWM	2.80	.74	Agree

As Tarmizi et al. (2019) argue that MALL tools like mobile phones provide easy, ubiquitous access to a variety of educational resources and audio materials for listening practice, which in turn can make English learning more dynamic and interesting.

Speaking Skills

The results indicate that respondents generally have a perception that using smartphones is beneficial to enhance their speaking in English (OWM=2.81, SD+2.81). Their consensus is that by means of

smartphones listening to English audio through the aids them in enhancing speaking (M=3.20) and pronouncing words more correctly (M=2.91). Furthermore, the students increase their confidence to talk in English when using smartphones (M=2.87), motivate them to speak more frequently (M=2.70) and allow them access to use applications that can develop their listening skills (M=2.54). In sum, the results imply mobile phones are a positive instrument that will help learners to feel and believe positively about their English competence and confidence in speaking.

Table 3. Benefits of using smartphones in academic performance in English in terms of speaking skills

	Speaking Skills	Mean	SD	VI
1.	I like practicing my English-speaking skills using my smartphone.	2.70	.94	Agree
2.	My smartphone helps me pronounce English words correctly.	2.91	.84	Agree
3.	I feel much more confident when talking in English after using my smartphone.	2.87	.69	Agree
4.	I practice speaking with language learning applications on a smartphone.	2.54	.84	Agree
5.	Listening to English audio on my smartphone helps me speak better.	3.02	.71	Agree
	OWM	2.81	.82	Agree

It is well-documented that frequent auditory exposure is one of the essential factors in language learning (Rashidi & Hosseni, 2020; Lee & Rho, 2021). When students are exposed to native speakers, they subconsciously pick up the rhythm, intonation and pronunciation of the English language that makes speaking stronger (Thompson & Leach, 2023). Thanks to the rise of smartphones, such acquisition is becoming easier to access through a range of auditory learning aids—think podcasts, audiobooks and language apps with immersive features that aid learners in honing their fluency more broadly.

Reading Skills

The data shows that the majority of participants believe using smartphones has a positive effect on their English academic achievement (HOWM=3.02, SD=0.77), specifically in reading. They accept to read books or stories in English through smartphone for improving their learning experience (M=3.02), and understanding of the language (M=3.00). Respondents also enjoy reading English stories on their mobile phone as the activity is enjoyable and stimulating, stimulating interest in learning English (M=2.90). Taken together the results indicate that smartphones are useful instruments for activities aimed at making reading more interactive, fun and supporting language development.

Table 4. Benefits of using smartphones in academic performance in English in terms of reading skills

	Reading Skills	Mean	SD	VI
1.	I prefer hearing books or stories in English from my smartphone.	3.02	.77	Agree
2.	My smartphone helps me find interesting reading in English.	2.90	.81	Agree
3.	I feel that reading on my smartphone improves my understanding of English.	3.00	.76	Agree
4.	I can easily look up new words while reading on my smartphone.	2.90	.78	Agree
5.	It is more enjoyable to learn English when you read stories on your smartphone.	2.93	.77	Agree
	OWM	3.02	.77	Agree

Results indicate that the respondents agreed (M=3.02) on the enhancement of academic performance in English, particularly in reading, through smartphones. This supports Hussain, Latif and Raza (2021) who argued that reading targeted mobile applications can enhance students' engagement and understanding. Also, they found that smartphones provided readers with the option of reading a book in several ways, thus enabling an enriched and diverse learning environment (Azad & Hossain, 2023).

Writing Skills

According to the data, users perceive that smartphones are helpful with writing skills (2.93, SD=. 72). The subjects agree that they could easily use a smartphone to share their writing (m=3.07) and that using smartphones has helped them become more creative when writing in English (m=2.93). Respondents agree that using smartphones makes it easy for them to take notes in English and helps them check spelling and grammar when they write (m=2.91), respectively, respondents like learning English when they read stories using smartphones(m=2.90), respectively (m=2.85).

Table 5. Benefits of using smartphones in academic performance in English in terms of writing skills

	Writing Skills	Mean	SD	VI
1.	I enjoy writing stories or messages in English on my smartphone.	2.85	.82	Agree
2.	My smartphone helps me check my spelling and grammar when I write.	2.91	.72	Agree
3.	I find it easy to take notes in English using my smartphone.	2.91	.72	Agree
4.	Writing in English on my smartphone makes me more creative.	2.93	.74	Agree
5.	I can easily share my writing with others using my smartphone.	3.07	.61	Agree
	OWM	2.93	.72	Agree

Smartphones, as identified by Smith & Jones (2019), provide collaborative learning opportunities by "allowing users to send drafts of their work to teachers and other students rapidly using messaging applications or email". That makes it easier to receive feedback immediately and encourages a more communal writing process. This is consistent with the result in Johnson and Lee (2021) that people can create ideas and experiment different writing styles freely now thanks to the existence of writing applications (e.g., word processor, notebook application). I here the recording of thoughts in real time encourages creative writing strategies that are not observed in a traditional classroom.

Drawbacks of using smartphones in academic performance in English

Smartphones have pros and cons when it comes to boosting academic achievement, as the benefits for advancing student proficiency with respect to all four primary language skills (speaking, listening, reading, and writing) are contested. Smartphone addiction can divert students and lead to lack of focus on academics. With speaking skills you may speak too much online and less in person, where speaking naturally develops. In listening, students may struggle to concentrate entirely when listening to audio due to the distracting nature of smartphones' multi-tasking functionality. This is because passive reading habits are often promoted, thereby allowing students to deal with short texts that take little time to digest. Thus, comprehension is affected.

Listening Skills

From the table, as respondents are quite agree that using smartphones has disadvantages or effect in their academic performance in listening skills (OWM=2.82, SD =. 78). respondents agree it is more fun to listen to English outside than play with my phone (m=2.91), they agree that I sometimes have a hard time understanding audio content

(m=2.89) and vote that it is difficult to focus on relevant details when listening to the audio (m=2.83). they concurred that they are troubled with English to listen through their smart phones (m=2.76), says the equality of sound in listening through smart phone is too bad (m=2.70).

Interestingly, respondents said they preferred to hear their English lessons in person rather than using smartphones. It can be supported by Zhang (2023) who stated that learning in a face-to-face context To face interaction enables better understanding and retaining as opposed to computer learning. Some of the respondents reported difficulty in making sense of some audio materials, as is often found in distance work or technology-enhanced learning. The observation is in line with the study of Wang and Li (2019) who claimed that listening skills knowledge and audio quality contribute to mastering a subject. In addition, the majority of respondents concurred that too much smartphone use can undermine their academic achievement, with listening particularly impacted (echoing Hwang, 2022) where excessive smartphone use was identified as being compatible with educational disengagement.

Table 6. Drawbacks of using smartphones in academic performance in English in terms of listening skills

	Listening Skills	Mean	SD	VI
1.	I get distracted easily when listening to English on my smartphone.	2.76	.74	Agree
2.	Sometimes, I have trouble understanding audio content on my smartphone.	2.89	.80	Agree
3.	It is hard to concentrate on the important details while listening to audio on my phone	2.83	.77	Agree
4.	I prefer listening to English in class rather than on my smartphone.	2.91	.76	Agree
5.	Sometimes, the quality of sound on my smartphone is too poor to listen to.	2.70	.84	Agree
	OWM	2.82	.78	Agree

Speaking Skills

Finally, according to the information provided, the participants indicate that their use of smartphones has some adverse effects on learning; especially in terms of spoken fluency (OWM=2.92. SD=0.75). They also concur with the fact that using smartphones make them feel less confident speaking English and more difficult to practice speaking with someone (M=3.04). Moreover, respondents reported that smartphone notifications often draw their attention away from practice and that they occasionally have a hard time understanding spoken English while learning with their devices (M=2.89). The findings indicate that smartphones, although they can be useful for language learning activities, may not facilitate good speaking practice due to distractions and minimal interaction in real time – let alone meaningful communication.

Table 7. Drawbacks of using smartphones in academic performance in English in terms of speaking skills

	Speaking Skills	Mean	SD	VI
1.	I feel less confident speaking English when using my smartphone.	3.04	.67	Agree
2.	I often get distracted by notifications while practicing speaking on my smartphone.	2.89	.80	Agree
3.	Using my smartphone makes it harder to practice speaking with other people.	3.04	.73	Agree
4.	I sometimes struggle to understand spoken English when using my smartphone.	2.89	.80	Agree

	Speaking Skills	Mean	SD	VI
5.	I sometimes struggle to understand spoken English when using my smartphone.	2.89	.80	Agree
	OWM	2.92	.75	Agree

Recent research suggests increasing anxiety around the negative effects of smartphones on students' academic performance. According to García and de la Torre (2018), excessive use of smartphones can contribute to reduced face-to-face contact, which may hinder language acquisition, and speaking skills in particular. In parallel to this, Smith, Brown and Taylor (2020) identified a relationship between academic distractions and smartphone pings that distract purposeful language learning practice. In a similar vein, Johnson and Lee (2021) illustrated impacts of smartphone use on psychological wellbeing and contended that excessive dependence on technology may result in students feeling less confident in speaking a second language.

Reading Skills

As the Table indicates, participants agree with the idea that using smartphones affects (to their disadvantage) their academic performance in terms of reading abilities (OWM=2.92, SD=0.75). They said they'd become easily distracted when reading on their phone and often struggle to understand what they were reading (M=3.04). Respondents also stated that smartphone reading makes it more difficult to concentrate on the text, that they consider printed books to be better than digital ones and finally, the small screen size of smartphones disturbs readers (M=2.89). This may imply that smart phones provide convenience but ill hamper the learning comprehension and focus because of their distractions and restricted visual comfort.

Table 8. Drawbacks of using smartphones in academic performance in English in terms of reading skills

	Reading Skills	Mean	SD	VI
1.	I get distracted when reading on my smartphone.	3.04	.67	Agree
2.	Reading on my smartphone makes it hard to focus on the text.	2.89	.80	Agree
3.	I do not often understand what I read from my smartphone.	3.04	.78	Agree
4.	I prefer to read a traditional book instead of using my smartphone.	2.89	.80	Agree
5.	My smartphone screen size is so small that I find it very difficult to read.	2.89	.80	Agree
	OWM	2.92	.75	Agree

Given the negative sides described above, teachers need to apply policies that can reduce the damage of smart phone usage on students' reading abilities. (You might want to monitor or limit times children and/or teens uses these devices and include apps or tools that help block some of those objects.) Have a dialogue about balance, whether it's finding reading options both on paper and electronically. Schools may also find value in offering training that targets digital literacy and successful reading strategies in technology-rich settings (Peterson, Wright, & Maier, 2022). By encouraging students to practice responsible and mindful use of mobile technology, educators can help them gain access to all the educational benefits these new tech tools offer without falling victim to their failings.

Writing Skills

This data reveals that respondents also believe there are some disadvantages in their academic performance when they use smartphones especially to writing skill (OWM=2.89, SD=0.80). Their attitute is lie that writing on a smartphone feels less creative than writing in a notebook (M=2.98) and they experience more spelling and grammatical errors on the smartphone M=2.93). It is also more difficult to concentrate on writing, since the

small keyboard can seem e.g. uncomfortable (M=2.87). They also, however, admitted that they are easily distracted by other apps when trying to write (M = 2.89) and many agreed that it is more difficult to write on a small screen and keyboard (M = 2.78). In general, such findings seem to suggest that although smartphones are convenient devices, they may be detrimental to attentional focus, accuracy and creativity in writing tasks.

Table 9. Drawbacks of using smartphones in academic performance in English in terms of writing skills

Writing Skills	Mean	SD	VI	Rank
1. I find it hard to concentrate on my writing when using my smartphone.	2.87	.78	Agree	3
2. The small keyboard on my smartphone makes writing difficult.	2.78	.81	Agree	5
3. I make more spelling or grammatical mistakes while writing on my smartphone.	2.93	.68	Agree	2
4. Writing on my smartphone is less creative than writing in a notebook.	2.98	.77	Agree	1
5. I sometimes get distracted by other apps while trying to write on my smartphone.	2.89	.80	Agree	4
OWM	2.89	.80	Agree	

Respondents also acknowledged that they're tempted to use other apps when writing on their smartphones, and it impacts their concentration. The distraction created by various functions of smartphones will interrupt the writing process and distract writers from ideas to think about other things (Smith & Jones, 2019). This observation highlights one of the big issues with mobile writing. Participants further reported that when writing on smartphones they made more grammatical and spelling mistakes compared to traditional modes. The limited size of the keyboard and use of autocorrect can decrease attention to details, which may result in more errors (Johnson & Lee 2020). These errors may be detrimental to the quality, intelligibility and even professionalism of scholarly work.

Level of Academic Performance in English

Such can be deduced from the data because their general academic performance is rated as Very Satisfactory (86.89%). This large percentage indicates that in general, students view smartphones as more of an advantage than a disadvantage to their academic advancement. Although there are concerns about smartphone-related distractions and technology dependency, respondents believe smartphones can be utilized to develop important English language capabilities including speaking skills, writing skills, listening comprehension skills, and reading abilities. This optimistic attitude indicates that students are properly using smartphones in their studies, which shows that with responsibility and discipline these devices can be a good tool for academic success.

Table 10. Academic performance in English

Academic Performance	F	VI
80-84	15	Satisfactory
85-89	20	Very Satisfactory
90-100	11	Outstanding
Total	46	86.89 (Very Satisfactory)

Smartphones make students better at languages, a recent analysis of studies has revealed. For instance, Abdurrahman and Sofyan (2020) noted on the provision of interactive tools to use with language learning mobile applications which enhance vocabulary development and comprehension. In addition, students are using phones more and more for language learning with platforms such as Babbel or Duolingo allowing practice at speaking, writing and listening in real time (Smith, 2022). Therefore, Khan (2021) stated that learners can use smartphones to utilize multimedia resources such as instructional videos and podcasts in the aim of enhancing listening comprehension, which is considered as part and parcel of language learning. Having resources ready to use at all times will improve and be effective for learning.

Analysis of Variance on the Difference of Benefits of using Smartphones

The level of the benefits of using smart phones for language skills seems significantly different when compared in terms of gender and age. In particular, with regard to differences in 질문 skill by gender difference was observed but there were no overall statistically significant differences ($F_{1,44}$=22.191 p=. 000) and age ($F_{3,42}$=25.602, p=. 001); speaking ability according to gender (F_1,_44=77.134, p=. 000) and age ($F_{3,42}$=45.064, p=. 000); in reading ability by sex ($F_{1,44}$=36.763,p=. 000) and age ($F_{3,42}$=34.570, p=. 000); and writing skills, by sex (F 1,44 =32.186, p=. 000) and age ($F_{3,42}$=37.725, p=. 000). These findings provide evidence for Selwyn's (2020) argument that the ubiquity of smartphone use has significantly altered the mode and manner in which people navigate through and towards language. Kumar and Vijayakumar (2020) reinforce that the cognitive impact of smartphone addiction is most evident among those of younger age group which can have differing language proficiency. Similarly, Hussain (2021) argues that although smartphones improve the communication experience, they can potentially influence conventional literacy and communication mechanisms by younger populations which are more reliant on digital acts of expression. The findings suggest that while smartphones can support the development of such skills among younger people, they could be detrimental for older users and traditional forms of communication. For example, according to Chen and Kumar (2024), it will be useful for both teachers and parents to use targeted strategies that intersect with established approaches.

Table 11. ANOVA the Difference of Benefits of using Smartphones

Profile Variables	Mean Square	Listening		Mean Square	Speaking		Mean Square	Reading		Mean Square	Writing	
		F	P		F	P		F	P		F	P
Age	5.345	22.19	.00	10.107	77.13	.00	5.983	36.76	.00	7.278	32.19	.00
(df3,42)	.209			.224			.173			.193		
Gender	8.316	25.60	.00	25.305	45.06	.00	11.479	34.57	.00	12.646	37.73	.00
(df1,44)	.375			.328			.312			.393		

Analysis of Variance on the Difference on the Drawbacks of using Smartphones

This data indicates that age is a differing factor for the disadvantages of smartphone use in listening ($F_{3,\ 42}$=41.325) speaking ($F_{3,\ 42}$=27.82), reading ($F_{3,\ 42}$=26.84), and writing skills (F3,4 p=31.90 =.000). 000). Moreover a gender difference in listening comprehension has been reported ($F_{1,\ 44}$=7.18, p=. 000). There were no significant differences between males and females for speaking, reading, or writing abilities ($F_{1,\ ^4_4}$=. 25; 3.29; 1.71, p=. 62;. 08;. 20). This suggests that the impact of smartphone use on language abilities might have become fragmented by age as younger and older learners could be influenced differently by technology adoption affecting their LSRW skills. Although gender has minimal effect on most language abilities, gender is the significant factor that affects listening skill differently between males and females in using smartphones.

Table 12. ANOVA the Difference on the Drawbacks of using Smartphones

Profile Variables	Mean Square	Listening		Mean Square	Speaking		Mean Square	Reading		Mean Square	Writing	
		F	P		F	P		F	P		F	P
Age	6.07	41.33	.00	4.42	27.	.00	4.37	26.	.00	6.31	31.9	.00
(df3,42)	.15			.16	82		.16	84		.20	0	
Gender	3.42	7.18	.01	.11	.25	.62	1.39	3.2	.08	1.02	1.71	.20
(df1,44)	.48			.45			.42	9		.60		

Relationship between using smartphones and academic performance

The data indicates that there is a strong relationship between academic achievement and listening (r =. 876, p=. 000), speaking (r=. 918, p=. 000), reading (r=. 874, p=. 000), and writing (r=. 575, p=. 000). This suggests that academically successful students have better language skills in this regard. Listening is critically important in the learning process; according to Thompson (2021), if a student can listen well, they may perform better in class than their peers because it helps them learn more successfully — that is, by being able to absorb and understand information.

Table 13. Relationship between using smartphones and academic performance

		Listening	Speaking	Reading	Writing
Academic Performance	Pearson Correlation	.876**	.918**	.874**	.575**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	46	46	46	46

Strong oral communication skills are also highly related to scholastic success. According to Williams et al. (2022), good speakers are more likely to engage in dialogue and shares work collaboratively, which results in deeper understanding and lessons being more readily remembered. Reading competence is also a widely known predictor of school success. According to Lopez and Carter (2023) good readers not only perform well in language-based subjects but also in other areas of the curriculum. On the other hand, Wong (2024) indicated that writing skills strengthen critical thought, and help students clearly articulate concepts. These results imply that writing is still important, but listening, speaking and reading may mediate an even greater impact on the total achievement.

Conclusion

Most of whom are females.. Study has been proved that majority of secure the female respondents, dominates in 8 years and above aged followed by their male counterparts. Overall, they agreed that based on their experience smartphones help them academically in the aspect of learning English most, not only in listening and speaking skills, but also reading and writing skills; however, they also recognized some adversities for there aspects. All in all, their record on achievement is judged to be very acceptable. The benefits differed significantly across listening and speaking, age and gender; the former also across reading, writing age groups but not in gender while it was no significant difference for the latter about speaking, reading and writing. In addition, academic achievement was highly correlated with the listening, speaking, reading and writing of learners in that better proficiency in these skills resulted into better academic performance.

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