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Using Mobile Technology in Language Learning

Research Project

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By:

Hero Yawar

Dalal Jalal

Supervised By:

Deeman M. Mawlood

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Section One

Introduction

There is no doubt that mobile devices have become part section of our lives and revolutionized the way we do most of our activities. The outcome of mobile devices is now a huge repository that holds sensitive and personal data about its owner. This has, in turn, led to rise of the mobile device. There is the quantity of mobile phone users in the world is believed to pass 5 billion by 2020.

The primary aim of this study is to highlight the importance of using mobile technology in language learning and to find out how technology is used in learning a language, this study research attempts to explain how implementing technology is effective and necessary in teaching and learning language.

A mobile phone is a device that can make and receive calls, by connecting to a mobile network provided by a mobile phone operator. In addition to this, modern mobile phones (smartphones) also support a wide variety of other services such as text messaging, MMS, email, Internet access, and short-range wireless. Roblyer (2016) explained that technology if used appropriately can support students' motivation, engagement, and learning while preparing them for the future by practicing digital literacy and citizenship.

Language learning is an active process that begins at birth and continues throughout life. Students learn the language by using it to share their thoughts, feelings, and experiences, build relationships with family and friends, and to seek meaning and order in their world. You can come to school to speak more than one language or learn another language at school. It is important to respect and build on each student's first language.

The current research study is divided into four sections; The first section deals with the introduction, aims, and definitions of the basic term of using mobile technology in language learning. The second section is a literature review in which the main points will be discussed as defining mobile, technology, and language learning. The third section is devoted to our experience and reflection. The fourth section covers the conclusion and the study ends up with a list of references.

Section Two

Literature Review

2.1. Mobile Learning for Education

The term m-learning or "mobile learning" has different meanings in different communities and refers to a subset of e-learning, educational technology, and distance education, focusing on learning in context and using mobile devices the term m-learning or "mobile learning" has different meanings in different communities and refers to a subset of e-learning, educational technology, and distance education, focusing on learning in context and using mobile devices. Mobile learning has many definitions and is known by various names such as m-learning, learning, personalized learning, mobile learning, ubiquitous learning, anytime anywhere learning, and handheld learning. With the use of mobile devices, learners can learn anywhere and at any time (Crescent and Lee, 2011). Mobile learning is considered to be the ability to use mobile devices to support teaching and learning. M-learning focuses on learner mobility, interaction, and learning with wearable technologies, with an emphasis on how society and its institutions can accommodate and support a growing population M-learning focuses on learner mobility, interaction and learning with wearable technologies, with an emphasis on how society and its institutions can accommodate and support a growing population. In fact, mobile devices have features and functionality to support learners, in fact, mobile devices have features and functionality to support learners. For example, podcasts of lectures can be made available for download. For example, podcasts of lectures can be made available for download. Learners are to expect to engage with these learning resources whilst away from the traditional learning spaces. Over the past ten years, mobile learning has grown from a minor research interest to a set of significant projects in schools, workplaces, museums, cities, and rural areas around the world. The M-Learning community is still fragmented, with different national perspectives, differences between academia and industry, and between the school, higher education, and lifelong learning sectors (Singh, 2010). Mobile devices, and their technologies and systems, are eroding established notions of time as a common structure that had previously underpinned social organization and the consensual understanding of the world. Time-keeping is being replaced by the approx-meeting and the multi-meeting'(Plant, 2000), socially negotiated time' (Sorensen et al 2002), the ˍmicro coordination of everyday life alongside the ˍsoftening of schedules' (Ling,

2004) afforded by mobile devices and(Nyiri 2006:301) says, ―with the mobile phone, the time has become personalized‖. Whereas previously our social and business relations had to be organized and synchronized by absolute clock time, now mobile technologies allow us to renegotiate meetings and events on-the-fly.

2.2. Mobile as a life partner

The mobile phone is one of the fastest-diffusing communication technologies in the world. With just over 2 billion subscriptions globally in 2005 the number is expected to reach 7 billion in 2013. Yet, despite its pervasiveness in people's everyday lives and facilitating new forms of connectivity, social relations, and communications there has been little research on the relationship between mobile phone use and well-being. This stands in contrast to a long tradition of research in communication studies that have examined the implications for well-being as new technologies diffuse into the social system, such as the radio (Lazarsfeld , 1940), television (Perse and Rubin, 1990) the internet (McKenna and Bargh , 2000) and social network sites (Ellison et al., 2007). Previous studies have mostly focused on the communicative aspects of mobile phone usage and demonstrated that regular voice communities are related to stronger bonds among close friends and family members (Ishii , 2006; Ling, 2008; Wei and Lo, 2006).

Therefore, mobile phones have changed people's life. They give us an opportunity to stay in touch and to be reachable everywhere. If you are going to be late, you can just call your relatives, friends, or family, or send them a text message. Especially for a busy modern lifestyle. So, a mobile phone has become a vital part of your daily life and it is difficult to imagine how people lived without a mobile phone in the past. Therefore, mobile phone use is characterized by both communicative and non-communicative uses. Not only can users access their social network sites to stay connected with their friends, but they can also play their favorite Tv programs or movies to pass time when they feel bored or lonely. It is important to examine mobile phone usage not in isolation, but as an integrated whole (Schroeder , 2010).

2.3. The reasons behind using mobile technology in language learning

The use of mobile phones and other mobile devices is beginning to affect how learning takes place in various fields and contexts, including language learning. It is helpful to be aware of examples with evidence that mobile technology brings something valuable to the language teaching and learning experience. Mobile technology when used for teaching and learning foreign languages. The use of mobile technology in education offers new learning experiences and flexibility in learning- anywhere and anytime with increased opportunities for decisions to be made by the learners. Furthermore, mobile technology offers immediate access to information as well as saving resources. Seeking knowledge through conversations across multiple contexts among people and personal interactive technologies (Sharples, Taylor, et al. 2007); as well as learning and getting information on handheld or palmtop devices as the sole or dominant technologies (Traxler,2005). For the purpose of this paper, mobile technology is defined as any form of device that is portable for learners to use for learning and getting information and "carries the idea of e-learning a step further by adapting its content to handheld devices" (Crescente and Doris, 2011). In other words, integrating mobile devices into learning will encourage engagement and collaboration among learners and between language instructors. Therefore, mobile technology is believed to be able to extend learning opportunities in a meaningful way (Thornton and Houser 2005) as learners determine and engage in activities that motivate their personal learning needs and circumstances of use (Kukulska- Hulme et al., 2007, Pettit and Kukulska-Hulme, 2007).

2.4. The effectiveness of using mobile technology in language learning

Although mobile-Associated Language Learning (MALL) is rapidly evolving, there is still a lack of research synthesis and systematic meta-analysis. The effectiveness of mobile devices for language learning under various conditions remains unclear. A limited study is carried out on how the latest smartphone devices effectively teach and learn. Mobile technology is the most Information and Communication Technology (ICT) tool used in our daily life for different purposes, including educational purposes. For instance, Mobile Technology (MT) has been significantly used for learning languages because today's students tend to use this technology frequently and almost every hour. The area of Mobile Language Learning is rapidly growing. To this end, an ever-growing field of research has appeared that emphasizes the different ways mobile devices are used for language learning (Bachore, 2015). Mobile technology becomes the most helpful tool in ICTs, as per (Hashemia et al. 2011). Mobility technology is a crucial part of engaging young adults in learning where more traditional approaches have failed. Mobile devices are commonly portable, readily available, and affordable. Therefore, mobile learning offers easy access to learning material, particular places and learning time, feedback, and self-tests. In addition, it is an attractive and flexible process that encourages and motivates students to study (Gafni et al., 2017).(Shadiev et al. 2017) analysed the literature on mobile language learning in authentic environments from 2007 to 2016 (March). The studies have shown that there is a growing increase in research in this field. They found that students' attitudes towards using mobile learning technologies for language proficiency were the most common research topics, and the most used technologies were smartphones, mobile phones, and personal digital assistants.

2.5. Advantages

Mobile phones are one of the most advanced, convenient, and time-saving technologies that is being used by almost everyone all over the globe. Mobile phones nowadays are available in various sizes and shapes and have different technical features used for various purposes, and hence it's called a smartphone. Like every technological device, it has its advantage. There have been several studies pointing out the benefits of mobile technology language learning both inside and beyond the classroom borders (Kukulska-Hulme, Lee & Norris 2017). Their merits include a wide range of possibilities that continuously evolve, so the researcher will try his best to mention as many of them as possible at the time of conducting this study. (Chen et al.. 2002 and Curtis et al.. 2002) have denoted important characteristics of mobile and ubiquitous learning which are also deemed as benefits of m-learning and are also implemented in mobile-assisted language learning. Using mobile technology in language learning has advantages like :

- **Interactivity**: means that learners can communicate with teachers, peers, and experts in different ways, including in synchronous or asynchronous formats. This allows information to be reached easily, and knowledge to be more accessible than before. Additionally, mobile devices have always been used for social purposes, rather than for studying. When looking at the various apps installed on mobile devices, there are many apps designed for group communication, such as Skype, WeChat, WhatsApp, Snapchat, Facebook Messenger, and Telegram.

- **Collaboration**: this is a way to share information and work together on tasks in a mobile environment. Some people may be shy in real-life class situations, but they might be more comfortable collaborating in a social networking mobile environment. This way, they can exchange knowledge, skills, experiences, and attitudes, and express their ideas. This helps several students work together on assignments even when they're located at different locations.

- **Connectivity:** Mobile devices can be connected to other devices wirelessly, through Bluetooth, data collection devices, and shared networks. This means that learners can share their data easily and conveniently with each other and with their teachers.

- **Individuality**: Activity platforms can be customized to meet the specific needs of each student. For example, some apps, like Busuu and Duolingo, help students develop their independence skills.

- **Self-regulation**: Mobile devices help learners to plan, direct, monitor, and evaluate their language learning based on their own pace of learning and cognitive ability. Additionally, learning platforms such as Moodle and Mobile Audience Response System can automatically provide immediate feedback and scores to students and inform teachers about their progress. One useful feature of mobile devices for language learning is the push and pull mechanism. This happens when learners gain access to learning materials of their free will, without any interference from outside. Conversely, the push mechanism happens when the information is forced directly to the learners and can even be appeared immediately on the device's screen as a notification. The pushed data is mainly in multimedia format, such as text messages, videos, audio files, and, pictures.

- **Increased engagement**: Millennials are very dependent on their mobile devices and, this could be an opportunity for language material developers and learners alike to use numeral possibilities of mobile technology for learning.

- **Increased motivation**: Mobile devices have many features that make them good for learning. For example, they're easy to use and have a lot of flexibility in how they work. This means that people are more likely to be motivated to learn when using a mobile device.

2.6. Disadvantages

In the previous part of the article, we looked into the advantages of using mobile technology for language learning but these technologies are not void of disadvantages. Although some of these disadvantages are manageable and might even disappear over time due to the non-stop development of mobile technologies, other disadvantages cannot be easily managed as (Tindell & Bohlander, 2012) claim some points in the below:

- **Distractions:** Teachers think that if students are using mobile devices in class, they will be too distracted to learn. They think that a lot of time will be wasted on things that are not related to the lesson and that students will perform worse on tests because they will be less concentrated.

- **Technical Problems:** Some teachers may struggle with using information and communication technology (ICT) in their classes, and this can impact their ability to plan lessons and deliver them during class time. In addition, some learners may also have difficulty using these tools, and effective instructions must be provided to them during the session in order to avoid wasting class time. Sometimes, network failures or device malfunctions can also occur during class.

- **Reduction of face-to-face communication:** Many students nowadays use mobile devices to communicate, which can lead to them feeling disconnected from their classmates in the classroom. Some teachers believe that in-class time should be spent interacting face-to-face with other students, which would help to improve their social skills.

- **Outdated technologies**: As technology changes rapidly, some older devices may not work as well as newer ones because their software and hardware are outdated. Over time, these older devices will be replaced by newer technology that has better features. For example, mobile devices now have larger screens and touchscreen capabilities, more storage space, and more powerful hardware. This trend will continue in the future, so eventually, all mobile devices will need to be replaced.

- **Ethical issues:** Mobile devices can now record high-quality videos and audio for a long time, which raises some ethical concerns. For example, students could be recorded without their permission during class, and cheating in exams could be easier with video and audio recordings.

- **Costliness**: Some students in poorer countries can't afford expensive mobile devices, and even if they can, they often can't get access to the Internet on them. This is because mobile devices are expensive, and sometimes it can be hard to find parts or repair them when they break.

2.7. How do students use their mobile devices to support learning

The use of portable electronic devices to access and share information is a trend in higher education, and is changing the way in which learning takes place and how instruction is delivered (Geist, 2011; Miller, 2012). Students and professionals can access information instantly regardless of location with mobile learning. 1.5 million tablets are currently being used in public school districts and the implementation of mobile device use is documented in elementary and high school education. There is limited research supporting the use of these tools in higher education (Kessler, 2012). However, students who participated in a survey said they wanted mobile devices to be used in the classroom. Results from a survey asking for ideas on potential integration strategies revealed a preference for learning that is both interactive and dynamic. It was reported that using mobile devices as personal response systems, or clickers can make learning in the classroom more engaging with the aid of clickers and a live polling system, students can respond to questions during lectures in a real-time while remaining anonymous.

By using technology in this way, involvement is made possible, which in turn makes learning more participatory. Students also recommended using online classroom tools and apps to add tasks to lectures that would allow them to work independently on their devices in addition to lectures. The use of these devices was stressed by the students. One of the most notable capabilities of a mobile learning device is that it can be used as an e-reader. Students are buying e-books that they can easily download on their tablets. While professors are uploading excerpts from texts as PDF files and share them with students (Geist, 2011). Publishers are looking to make learning more interactive by using a visual interface and multimedia built into their e-books. ("iPad in Education", n.d.) This is particularly important as a study by (Rossing et. al 2012).

The learning experience was made more hands-on by the visual and tactile learning opportunities presented by these devices. Studies have found that the applications on tablets serve as study aids and productivity tools. Students were able to use apps to help create flashcards for studying, and they were also allowed to access and edit documents on the internet. (Miller, 2012). The design of tablet-pcs combines e-reading capabilities with web-browsing, as well as an assortment of applications that facilitate the integration of information by making accessibility instantaneous. (Rossing et.al,2012).

3. Section Three: Experience and reflection

3.1. Experience:

During the four years study in college of basic education-English department, we experienced many situation of using mobile technology in language learning which developed our language learning skills. For example, one of the useful classes that we have got benefit from it was (conversational class) which we studied it in third year. We have taken the topic before we start the lecture then we searched and collected information more by using mobile after that we exchange our different ideas and information. Furthermore, we studied (pedagogical technology) in third year. We learnt many new applications through this subject. We used in classroom and home that includes, module, survey monkey, google classroom, flipped classroom, edmodo all of these applications we knew how to use them in mobile phones and we exchange and share our information and more ideas to others learners. Another point was in the first grade one of the useful classes that we have got benefit from it was (academic debate). It was giving the topic before we start the lecture, then we used mobile phone to search and collect more information after that we discussed with the teacher and students. Of course, it's important to use mobile technology to exchange our thinking, different ideas, and also information.

3.2. Reflection:

Concerning the reflection part of this research, we would like to present several main points about the topic which is the definition, aims, importance, reasons behind using mobile in the classroom, advantages, and disadvantages. We would like to reflect on our experience with using mobile technology in the classroom and how it can support learners to learn new languages. Using mobile in the classroom give students more chance to speak in the classroom, it is helpful for students to make a plan per day, increase engaging for the students, increase motivation .on the other hand the teachers think that using mobile technology inside the classroom has many disadvantages points like: if students use mobile devices in class, they will be too distracted to learn, it will be time consuming, reduction face-to face communication some teachers believe that class time should be spent more in face-to-face learning and there should be interaction between students   which would help to improve their social skills, and they think that there is less opportunity to young learners to rewrite letters and new vocabularies, in the future the students face difficulties with bad hand writing. In this research we provide good and bad side of using mobile in the classroom we believe that using new technology with limitation it can be useful for the students. Nowadays when we open social media we can see many applications which helpful for the learners. Above all for those they like to learn new languages and careers.

Section Four: Conclusion

4.1. Conclusion

In this research, we have shown through research that using mobile technology in class is vital. It can be difficult to implement and measure its effectiveness, but the benefits are undeniable. As teachers, we need to find ways of ensuring that students take ownership of their learning and feel comfortable enough with the subject they are studying. Of course, mobile technology become a part of people's life. They give us an opportunity to stay in touch and to be reachable everywhere. If you are going to be late, you can just call your relatives, friends, or family in your life, it uses daily in, industry, business, meeting, universities, and schools.

We can conclude that mobile learning offers easy access to learning material, particular places and learning time, feedback, and self-tests. In addition, it is an attractive and flexible process that encourages and motivates students to study. It is clear that mobile learning can facilitate the learning process. On the other hand, teachers face difficulty whenever students use mobile in class because they may not use it for learning they may play games or use social media. Teachers should allow them to use new technology inside the classes but with limitations which means that we can improve the education sector in our community by improving and raising the level of knowledge in our society.

In brief, we mentioned some important application which is useful for students, and how we can use them in an appropriate way, students should follow the teacher's rules and instructions while using a mobile during class. Collaboration between students can affect students' level, their reaction, their knowledge, and how students face difficulties when they have it. This research is important for us because in the future we know how to allow our students to use mobile inside the classroom.

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