



The Effects of Using Mobile Device in Learning English Language:

A Comparison Through Experimental Study

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Mobile learning in the current meaning of the term has developed since about 2002. It grows out of a community of practitioners and researchers drawn from education and technology. The essence of mobile English learning mode is to make full use of the ubiquitous English language environment created by mobile devices, and help students turn English learning activities into rich and colourful one. In this paper, a series of mobile device-based English activities are designed, and experimental research is conducted between mobile and conventional learning. The study employs a non random sampling involving 60 students from Bachelor in Information and Communication Technology (ICT) course semester six. The collection of data conducted for a period of seven weeks. In this period pre-test (Comprehension test) was implemented to determine the same level of students' performances. Whereas post-test was conducted for, speech presentation and collaborative Identification and the data was analysis by using independent sample t-test and gain scores differences in post-test 1 and post-test 2) to determine the effectiveness between treatment and control group. The research conducted to answer 8 null hypotheses in the study and the result shows 5 null hypotheses accepted and 3 null hypotheses rejected. By conducting experimental research, we review the feasibility of the model and the effectiveness of mobile learning. Research has shown that this new learning model (mobile) has positive effects in promoting University Putra Malaysia students' interest towards English learning, as well as their mastery of knowledge and their development of collaborative learning skills. In addition, boys and girls shows there are no significant differences in speech presentation and collaborative identification in both groups.

Abstrak

Kaedah pembelajaran mudah alih mula berkembang sejak tahun 2002 seiring dengan pertambahan aktiviti penyelidikan dan pengamalan di bidang teknologi dan pendidikan. Tujuan utama kaedah pembelajaran bahasa Inggeris mudah alih ini diwujudkan adalah untuk membantu para pelajar mempelbagaikan aktiviti pengayaan bahasa dengan bantuan alatan mudah alih. Melalui kajian ini, satu siri aktiviti berasaskan pembelajaran Bahasa Inggeris secara mudah alih direka bentuk dengan menggunakan kaedah penyelidikan eksperimental yang menguji perbezaan tahap keberkesanan kaedah pembelajaran mudah alih dan kaedah konvensional. Kajian ini melibatkan seramai 60 pelajar semester enam kursus Ijazah Sarjana Muda Informasi dan Teknologi Komunikasi dengan proses memungut data memakan masa selama tujuh minggu. Proses analisa data melibatkan ujian t tidak bersandar dan kaedah penganalisaan skor peningkatan. Ujian pra dilakukan untuk memastikan tahap penguasaan Bahasa Inggeris yang seimbang bagi setiap kumpulan responden, manakala dua siri ujian pos (ujian pos 1 dan 2) dijalankan terhadap pembolehubah prestasi persembahan pengucapan dan kolaborasi dalam kalangan pelajar ketika proses pembelajaran bagi melihat perbezaan tahap keberkesanan antara kaedah pembelajaran mudah alih dan kaedah konvensional. Kajian ini dilakukan untuk menguji lapan hipotesis nul dan hasil analisis data mendapati sebanyak lima hipotesis nul diterima manakala tiga lagi ditolak. Melalui kaedah penyelidikan eksperimental ini, pengkaji dapat mengetahui tahap kebolehlaksanaan serta keberkesanan model pembelajaran mudah alih yang dicadangkan. Hasil dapatan kajian menunjukkan bahawa kaedah pembelajaran mudah alih ini memberi kesan positif dan menggalakkan para pelajar Universiti Putra Malaysia khususnya lebih berminat untuk menguasai Bahasa Inggeris dan sekaligus mengembangkan kemahiran belajar secara kolaborasi. Tambahan pula, didapati tiada perbezaan yang signifikan antara pelajar lelaki dan perempuan bagi prestasi persembahan pengucapan dan tahap kolaborasi antara pelajar.

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INTRODUCTION

The mounting number of mobile devices' users such as mobile phones, smart phones, PDAs, iPods and etc. has resulted in a new revolution in learning called *mlearning*. In few years back, elearning has become popular, 'conquering' the educational technology for two terms; from 1994 until 2005 (authorSTREAM, 2008). However, its emergence "seemed" to be inadequate with the burgeoning technologies use by the public. The 'chase' of technology therefore, has brought forward this new dimension of learning. Using "small devices (PDA, cell phones [mobile phone], or any small, autonomous and unobtrusive) with the combination of elearning and mobile computing (Trifonova & Ronchetti, 2004)", enable teachers to "create" a mobile learning environment to students.

Mobile devices are commonly used by people in this technological era since they afford them to access files from various locations. People may send or retrieve any format of file they want to send, be it sound files, text documents, graphic files, multimedia slides and others- these various types of files can be send to others almost instantaneously just by clicking a few buttons on the mobile devices' keypads. Receivers on the other hand can access the files by retrieving their inbox. In the case of mobile phones for instance, text file can be read or save in the mobile phone itself. Using PDAs enable the text's file to be transferred to external devices, suiting the receiver's preferences. The file can be printed if it is in the graphic form. On the other hand, multimedia file can be played using Mp3/ Mp4s. The multimedia and graphic files can be transferred from one receiver to another provided that the receiver has the graphic and sound card.

In the context of learning, Kukulska-Hume & Shield (2008) state that 'mobile devices can be used to support speaking and listening activities, giving the chance for students to learn collaboratively' with their friends. The environment allows students in distance locations to 'interact between one learner to another and tutor can provide assistance via Voice over Internet (VoIP) applications in the speaking activity. Using the mobile devices make them collaborate in their learning since they can actively engage without boundaries of locality.

Statement of the Problem

Learning English is becoming easier with the introduction of various mobile devices specifically mobile phones. In Malaysia, the BlueHyppo.Com is one of the companies that introduce SMS-Me-English to learn English through this medium. Learners need to subscribe to any B-Smart

package from RM10 per month using their postpaid TM Net account; TM Net prepaid cards or credit cards.

According to Zainab Hashim (2007), BlueHyppo.Com introduces BlueHyppo's education channel i.e. B-SmartXpress to assist students with online learning modules for Peperiksaan Menengah Rendah (PMR), Sijil Rendah Pelajaran Malaysia (SRP) and Sijil Menengah Pelajaran Malaysia (SPM).

In higher education, knowledge sharing through mobile phones is another revolution in elearning; the combination contributes to *mlearning*. A survey on *mlearning* in UK's schools and higher education has suggested that young adults aged 16 to 24 are switched onto learning by mobile phones and PDAs (LSDA, 2003). Another two higher institutions that adopt mobile language learning are Duke University where it adopts iPod as assistant-teaching-devices in Spanish lessons. Meanwhile, Griffith University (Australia) uses SMS to advance students' understanding of Spanish vocabularies (Chang, Chun, Wei, 2006).

Looking at the local scenario in Malaysia; specifically the situation in UPM, it can be observed that students carry mobile phones everywhere around the campus. At interval, they are busy typing messages to their friends or relatives. From observation, sometimes calls are made to their friends asking the venue of English class when they are not sure whether the location is in the Multimedia Language Labs or tutorial rooms. Students also send videos to their friends in any case either it is for learning or entertaining. Naismith, et. al. (2004), offer this comment with regard to the use of mobile technologies in our everyday lives;

We take it for granted that we can talk to other people at any time, from wherever we may be; we are beginning to see it as normal that we access information, take photographs, record our thoughts on the device, and that we can share these with our friends, colleagues or the wider world.

Considering this factor, it is believed that a study needs to be conducted with the proliferation of mobile devices, specifically mobile phones to promote collaboration in language learning. Distance is not a factor in hindering learning process for they can learn at anytime they require. This environment promotes collaborative learning among them since they 'can work in groups of

two or more, mutually searching for understanding, solutions, or meanings, or creating a product' (Goodsell et.al., 1992, p.1). Moreover the 'popular' use of the mobile phones for these youngsters suggests that a research needs to be conducted to see how useful they are (compared to traditional teaching and learning) since 'an exploration' to this field is magnanimous (Woukeu et al., 2005).

Students learning English as a Second Language in higher education in Malaysia can make use of the mobile devices, specifically mobile phones since majority of students at tertiary levels own at least one mobile phone. Having to own the device, the room for 'everyone to join, participate and grow' in collaborative learning environment is welcomed (Goodsell et.al., 1992).

Research Question

With the advance of technology, mobile devices particularly mobile phones offer learners of ESL to learn according to their mobility compared to learning situated in a four-wall room. Face to face discussion (*conventional method*) that was previously conducted in the class can now be done at students' own vicinity. The following is the research question that the study needs to answer.

1. Is there any performance difference in English Comprehension test among UPM undergraduates between experimental of using mobile learning and conventional learning method?
2. Is there any performance difference in students' speech presentation performance between mobile learning and conventional learning method?
3. Is there any performance difference in students' collaboration identification between mobile learning and conventional learning method?
4. Is there any difference in gain scores obtained for students' speech presentation performance between mobile learning and conventional learning method?
5. Is there any difference in gain scores obtained for students' collaboration between experimental of using mobile learning and conventional learning method?
6. Is there any performance difference regarding gender for speech presentation performance and collaboration among students in mobile learning method?
7. Is there any performance difference regarding gender for speech presentation performance and collaboration among students in conventional learning method?

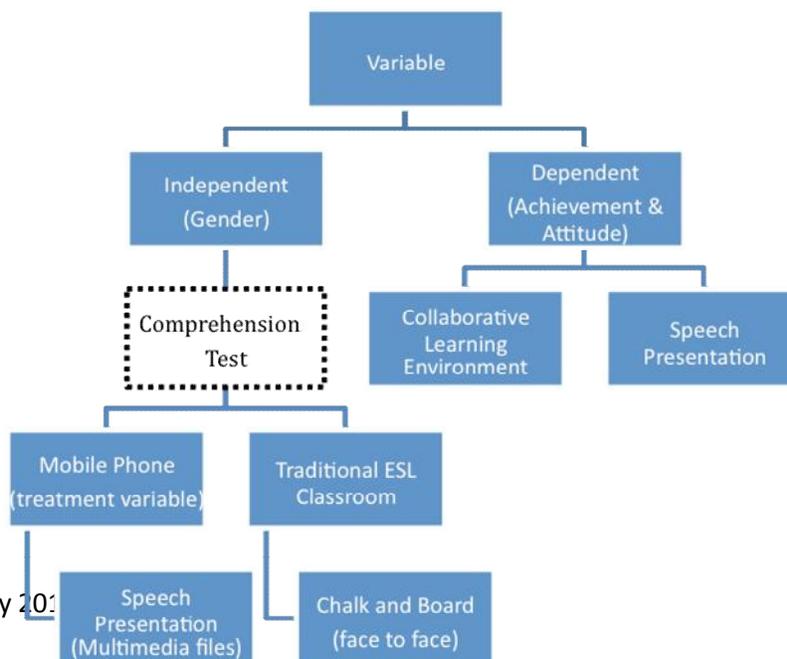
Hypothesis

Eight null hypothesis is used in the study, based on the researcher this hypothesis is to test the significant difference in the research.

1. There is no significant difference in the pre test scores for English comprehension test between the mobile and conventional group
2. There is no significant difference in the speech presentation performance post tests 1 scores between the mobile and conventional group
3. There is no significant difference with regards to collaboration stage 1 between mobile and conventional group
4. There is no significant difference in the speech presentation performance post tests 2 scores between the mobile and conventional group
5. There is no significant difference with regards to collaboration stage 2 between mobile and conventional group
6. There is no significant difference with regard to gain score of speech presentation performance between the mobile group and conventional group
7. There is no significant difference in post test score for speech presentation performance and collaboration within mobile group
8. There is no significant difference in post test score regarding gender for speech presentation performance and collaboration within conventional group

Variable Tree

Below is the variable tree proposes for the study.



Limitation of the Study

The study is conducted in one of the universities in the UPM and it is a research university where students are from Information and Communication Technology (ICT) background only. Having this university as the location in the study is a limitation for the result may not be applicable for samples who taking different majors.

As to reduce costing, note book PCs (connected to wireless internet) are used as another type of mobile device in the study. In another respect, the saying, “a blessing in disguise”, serves it purposes since students can collaborate among themselves and hence replacing SMS for comments and MMS for speech presentations’ files.

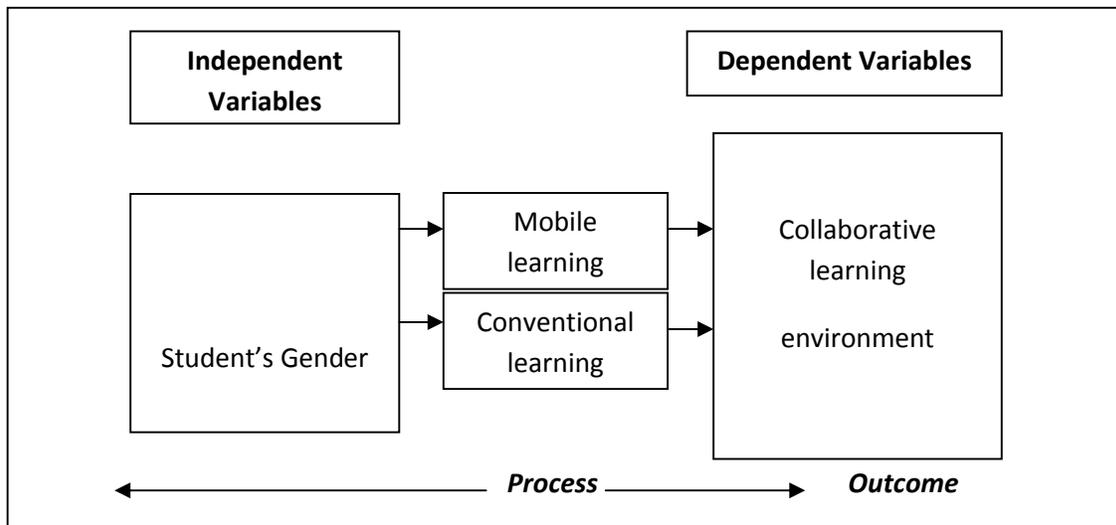
In addition, the recordings of entries (on comments) to record collaboration among students are easier to be realised this way. This is because posting their multimedia files i.e. Speech Presentation in the internet or an Open Source (OS), seems to be more worthwhile than having to spend their money using the former approaches. Passfield (2006 in Sharples, 2005) commented in relation to this that in mobile learning, “it is not the tool that matters, but focus should be more on the learning process and therefore “the focus [in language learning] should be on the learning process [itself], rather than the learning platform [i.e. mobile devices]”. Another claimed supported using note book PCs in mobile learning is presented by Trifonova & Ronchetti (2004).

Learning [**m**Learning] can include anything from job aids and courseware downloaded on your personal digital assistant to Net-based, *instructor-facilitated training via laptop*.

Conceptual Framework

Salter (2003), states that learning collaboratively means accepting other people's view by 'negotiating and be more tolerant of others' (p. 143). Therefore understanding their views, opinions and thoughts do not happen in vacuum yet social interaction is fundamental to "get into the shoes of others". Students who collaborate in mobile learning environment, specifically learning language 'can be actively engaged if there are *incentives* to participate' (Salter, 2003). A Conceptual Framework illustrates in Figure 1 is designed to illustrate the correlation process of among variables for a collaborative learning in a mobile learning environment.

Figure 1: Conceptual Framework of Using Mobile Hand phone in Promoting Collaborative learning among ESL Undergraduate



Social constructivism theory is used to support collaborative learning as depicted in the conceptual framework. The learning requires other students to respond to the content that has already been sent- *visé versa*. Sharples, *et. al.* (2005), offer this explanation with regards to social constructivism theory in mobile learning:

We describe learning as a process of 'coming to know' through conversation in context, by which learners in cooperation with peers and teachers construct transiently stable interpretations of their world. Learning is mediated by knowledge and technology as instruments for productive enquiry, in a mutually supportive and dynamically changing relationship.

The above statement was supported by Vygostky (1978), in his social constructivist within which ones learn when there are connections between people and the socio cultural context in which they act and interact in shared experiences. He further claims that human learn with one another via a tool that is developed from culture (explained by him as speech [communication] or writing) in seeking for collaborative effort among students and teachers.

Research Methodology

The Samples

The study employs a non random sampling involving 60 students from Bachelor in Information and Communication Technology (ICT) course. These six semester students are chosen on the basis of the following criteria.

1. Their involvement (either in control or mobile group) in this study is based on their previous semester's English scores (English Dynamics II). Therefore, only students who achieved grade A were included in the study.
2. They own in-built video recorder in their mobile phones. Samples will be using it in carrying out speeches.
3. They have experience collaborating in group and individually in the learning process and presentation. This have been observe based on using checklist.

Instrumentation and Data Collection Procedures

The collection of data conducted for a period of seven weeks. In this period, multimedia speech presentation and Speech Evaluation Criteria is used to collect data from students.

1. **Multimedia Speeches' Files**

Multimedia files in this context refer to impromptu speeches recorded in samples' built-in cameras in their mobile phones. This approach is adopted by the experimental group while for the control group; the impromptu speeches are done in the class only.

For the control group, samples receive responses from students in the similar group after having done with their impromptu speeches in the normal class. Collaboration is viewed in the feedback and comments that are made verbally after the person presented their topics to fellow students in the group as well as to the teacher in the class.

2. **Speech Evaluation Criteria**

Students and teachers use the Speech Evaluation Criteria characterised by Introduction, Delivery, Language and Conclusion. Keeping it simple is the main purpose of using the Speech Evaluation Criteria where it takes into consideration the students' experience of assessing other fellow students [English] presentation in the study. Since it has been used by the English lecturers in UPM for over three years, its construct validity is compared with a number of other instruments that test for a similar construct (Fraenkel & Wallen, 2003) such as that of Interneq and McGraw Hill- The Art of Public Speaking.

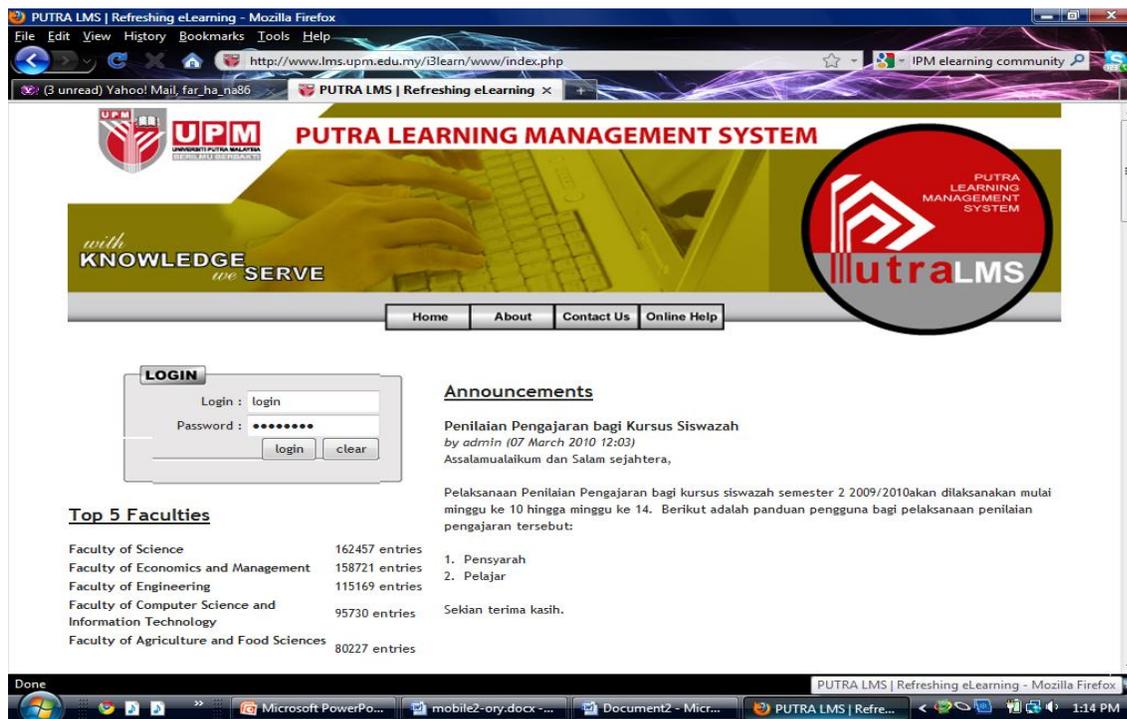
3. ***E Learning in UPM's E Community***

E learning in UPM's *E Community* is used as a collaborative tool after samples from the experimental group have finished recording their speeches. This is done by way of posting or uploading the speeches into the forum. In this learning, the following criteria are seen as prove that collaboration among students 'exists' in mobile learning. These criteria of collaborative learning among others are selected in the study:

1. Work together to maximize each other's learning.
2. Active exchange of ideas by analyzing, synthesizing, and evaluating ideas cooperatively.
3. Take responsibility for own learning.
4. Readiness to admit one's initial opinion to be incorrect or partially flawed.
5. Openness for skill acquisition.
6. Involvement in joint planning.
7. Categorization of knowledge obtain.
8. Interaction with peers and host (teacher).

The screenshot of UPM's eLearning is illustrated in Figure 2 where teachers can monitor students' entries or comments via this tool. 'Name' on the windows of the website is for teachers to insert the subject that they are teaching. For the purpose of the study, it is named as collaborative learning (initial name).

Figure 2: Screenshot of eLearning in UPM community



Data Analysis

In analysing the data, independent sample t-test is adopted in the study since the experimental group is defined by a variable (i.e. collaborative as the dependent variable) that is relevant to the change in measurement (Gerard, 2008). For the purpose of comparison between experimental (mobile) and control group, t-test of two independent sample was used in the study.

In this study, results or score for speech presentation performances and collaboration identification between the experimental (mobile) and control group measured twice to compare the performance between this two groups in this study.

The fact that it can influence the changes can be seen in the dependent variables (Fraenkel & Wallen, 2003), which are collaborative identification and speech presentation; this can controlled by the researcher.

To control the threat in the different types of mobile phones used in the study, standardise conditions (Fraenkel & Wallen, 2003) that are the features of the mobile phones need to be highlighted. Firstly, only mobile phones which have built-in video recorders are included. Secondly, the built-in video can capture at least two- minutes speech. Third, the screen of the mobile phone has at least 176 X 144 in size. Finally, in-built microphones are installed in the mobile phones.

Research Findings

Research design for this study is experimental research whereby the students were assigned to the mobile (treatment) and conventional (control) groups and they were assessed for their speech presentation performance and collaborative identification during learning process as dependent variables.

Group Identification

Pre-test is conducted for English performance level among the respondent for mobile and conventional groups to identify their English proficiency. The result for English performance level was demonstrated in Table 1.

Table 1: Pre-test of English Comprehension between Mobile and Conventional Group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	12.93	5.46			
				58	0.31	0.76
Conventional	30	12.43	6.95			

Table 1 shows that, there is no significant difference in the scores for English Performance using mobile (M=12.93, SD=5.46) and conventional learning method (M=12.43, SD= 6.95), Df = 58, t= 0.31, p=0.76. This result conclude that English Performance level for experimental and conventional groups are in the same level and both groups possess equal ability to perform in English. Therefore, H_0 1 is accepted.

Post- test 1

An independent sample t-test analysis is conducted to compare means scores for speech presentation performance between mobile and conventional group as shown in Table 2.

Table 2: Post-test 1 on speech presentation performance between mobile and conventional group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	30.62	14.42			

				58	2.86	0.006
Conventional	30	21.67	9.26			

Table 2 shows that there is a significant difference in speech presentation performance between mobile (M=30.62, SD=14.42) and conventional groups (M=21.67, SD=9.26), Df=58, t=2.86, p=0.006. This result reflects application of mobile learning increased the students' speech presentation performance level compared to conventional method. Therefore, H₀₂ is rejected.

The dependent variable which is collaborative identification among student was tested to compare means between mobile and conventional group.

Table 3: Stage 1 Collaboration identification between mobile and conventional group as shown in Table 3.

Group	N	Mean	Sd.	Df.	t.	Sig.t
Mobile	30	3.96	1.55			
				46	1.75	0.086
Conventional	30	3.29	1.04			

As indicated in Table 3, there is no significant difference in collaborative identification between mobile (M=3.96, SD=1.55) and conventional group (M=3.29, SD=1.04), Df=58, t=1.75, p=0.086. This result showed that collaboration among student is infrequently occur for both method; mobile and conventional. Therefore, H₀₄ is accepted.

Post-test 2

The second series of post test were conducted to test the effect of speech presentation performance and collaborative identification between two groups of teaching approach.

Table 4 shows the performance of speech presentation between two groups.

Table 4: Post-test 2 on speech presentation performance between mobile and conventional group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	38.87	9.47			
				58	5.83	0.000
Conventional	30	27.92	4.02			

Table 4 shows post-test 2 was conducted on speech presentation performance for mobile and conventional group. The result shows that there is a significant difference for the scores in speech presentation performance for mobile learning (M=38.87, SD=9.47) and conventional learning method (M=27.92, SD=4.02), Df=58=5.83, p=0.000. To sum up, the result learning through mobile approach shows an advantage and board potential to increase student’s speech presentation performance level. Therefore, H₀₄ is rejected.

Table 5 shows the outcome of collaborative identification between Mobile and Conventional in teaching approaches.

Table 5: Stage 2 Collaborative identification between mobile and conventional group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	11.57	6.62			
				58	1.67	0.100
Conventional	30	8.37	8.12			

Results from Table 5 demonstrated that there is no significant difference in the scores for collaboration between mobile (M=11.57, SD=6.62) and conventional groups (M=8.37, SD=8.12) , Df=58, t=1.67, p=0.100. From the results, collaboration among students during speech presentation infrequently occur for both learning method. Therefore, the H₀₅ is accepted.

Gain Score Analysis

The gain score of mobile and conventional learning method which comprises of speech presentation performance among students during learning were analyzed in this section and the results presented in Table 6.

Table 6: t-test on gain score for speech presentation performance between mobile and conventional group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	8.20	6.08	58	1.19	0.238
Conventional	30	5.73	9.54			

An independent sample t-test in Table6 was conducted to identify the gain score in speech presentation performance for mobile learning and conventional learning group. The results shows that there is no significant difference in scores for mobile (M=8.20, SD=6.08) and conventional (M=5.73, SD=9.54), Df=58, t=1.19, p=0.238. This result shows that increasing values difference (gain) in speech presentation performance for both method is too small and insignificant. Both learning method; mobile and conventional, contributed slightly same level of scores in presentation performance. Therefore, H₀₆ is accepted.

The gain score of mobile and conventional learning method which comprises of collaborative identification among students during learning were analyzed in this section and the results presented in Table 7.

Table 7 Gain score of t-test for collaborative identification between mobile and conventional group

Group	N	Mean	SD.	Df.	t.	Sig.t
Mobile	30	5.10	2.79			
				58	4.30	0.000
Conventional	30	1.69	2.89			

Table 7 indicate that there is a significant difference in mean scores for collaboration identification through mobile learning (M=5.10, SD=2.79) and for conventional (M=1.69, SD=2.89), Df=58, t=4.30, p=0.000. From the results, it can be conclude that learning through mobile devices can enhance students' collaboration during learning process rather than using the conventional learning method. Therefore, H₀₇ is rejected.

Gender status

In this study, the performances of the students in speech presentation and collaborative identification within the mobile group base on the gender differences was analysed by using independent sample t-test which shown in Table 8.

Table 8: Speech presentation performance and collaborative identification t-test result within mobile group

Factors	Gender	N	Mean	SD.	Df.	t.	Sig.t
Speech presentation	Boys	16	33.78	13.37	28	-.47	0.64
	Girls	14	35.83	9.94			
Collaboration identification	Boys	16	10.21	7.34	28	1.19	0.24
	Girls	14	7.64	3.61			

Table 8 shows the results of independent sample t-test for speech presentation performance and collaboration identification gender for mobile learning group. The obtained results shows that there is no significant differences in scores for speech presentation performance (M=33.78, SD=13.37), (M=35.83, SD=9.94), Df=28, t=-.47 p=0.64 and collaboration among students (M=10.21 SD=7.34), (M=7.64 SD=3.61), Df=28, t=1.19, p=0.24 within group. Thus, it can be simplified that both genders (boys and girls) performed equal level in speech presentation performance and degree of collaboration via mobile learning method. Therefore, H_0 is accepted.

The performances of the students in speech presentation and collaborative identification within the control group base on the gender differences was analysed by using independent sample t-test which shown in Table 9.

Table 9: Speech presentation performance and collaborative independent sample t-test result within conventional group

Factors	Gender	N	Mean	SD.	Df.	t.	Sig.t
Speech presentation	Boys	11	24.63	5.08			

					28	-1.13	0.89
	Girls	19	24.88	4.70			
Collaboration	Boys	11	5.27	3.46			
identification					28	-1.23	0.22
	Girls	19	8.63	8.60			

Table 9 shows the results for speech presentation performance and collaborative identification regarding genders for conventional learning group. The obtained results shows that there is no significant differences in scores for speech presentation performance (M=24.63, SD=5.08), (M=24.88, SD=4.70), Df =28, t=-.13, p=0.089 and collaboration among students (M=5.27 SD=3.46), (M=8.63, SD=8.60), Df=28, t=-1.23 p=0.22 within group. Thus, in the nut shell, both genders i.e boys and girls performed equal level in speech presentation performance and degree of collaboration via conventional learning method. Therefore, H₀9 is accepted.

Discussion and Conclusion

Mobile device are commonly use by most of the University students' generally at the higher learning institution which moving towards new era in innovation and development of education. Such as change paradigm in teaching and learning process by using the latest technology in all kind of delivering knowledge , assessment, and mentoring students. In University Putra Malaysia for example the management implements Learning Management System (PutraLMS). In this pioneer study 60 students from ICT course have been taken as sample of the experimental study to compare the effectiveness of using mobile devices in teaching and learning process.

In both speeches presentation performed in post-test reveals that mobile learning is better than conventional learning approach. To support the research conducted by the researcher findings show that the mobile devices will benefit more to the advance students at the University level which has been highlighted by Chang,Chun,Wei (2006).

In this research which focus on collaboration identification shows that there is no significant difference between the treatment and control group. This finding is reverse with the statement of Kukulska-Hume & Shield (2008). Nevertheless for the students learn collaboratively, the environment, distance and location should be taken into consideration in the study.

Next, effect in gender (boys or girls) shows that they are equally accept the using of mobile devices in teaching and learning process without any problem that stop them from acquire the knowledge. They can collaborate as team to achieve the vision and mission of the latest technology par with the skills needed (Goodsell et.al., 1992) in order to keep with advancement in education.

As a suggestion, further research should be done across the discipline in education. This is in order to effectively implement mobile learning approach to students and arouse their interest to fully utilize mobile learning in their learning environment.

In a nut shell, today due to the growth wireless and emerging technologies of numerous devices including mobile phones, iPods, tablet PCs, hand-held computers, PDAs, Mp3 player, smart phones and more mobile designers had begun to move away from merely copying the traditions of standards none mobile language learning and are implementing techniques that maximize the benefits of the mobile learning. Currently, mobile learning serves not only as a primary sources o language education for the higher learning students in institution but also supports the retention and utilization of newly acquired language skill through mobile participation in short exercise and task. Finally, learners are able to keep their linguistics talents sharp with reducing the risk of degradation of valuable knowledge, skills and abilities.

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