

MOBILE PHONES AS USEFUL LANGUAGE LEARNING TOOLS

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Abstract

Most youth are passionate about having the most recent mobile phones just to boast among their peers. They use them to make phone calls, take photos, listen to songs, watch videos, or gain access to the internet for entertainment. This paper presents how to change the mobile phone device from a communication device to an educational tool. It demonstrates that a mobile phone could be a useful tool in learning and teaching the English Language. In this paper, the researcher emphasize the potential of mobile phones as a learning tool for students and have incorporated them into the learning environment. The paper discusses the challenges and expected difficulties. Many theories(e.g. Behaviourist learning, Constructivist learning, Situated learning, Sociocultural theory of learning, Informal and lifelong learning) relevant to the use of mobile phones in education are presented and the different tasks and activities relevant to them are explored. The salient features of mobile phones which make them useful for language learning are discussed too. The possible methods that should be used for gaining the best of learning through mobile phones are proposed. Activities are classified in terms of the main theories and areas of learning relevant to learning with mobile technologies. This article concludes with a discussion of how moderate use of mobile phones may bring interest among the learners and transform the learning process as it helps learners to raise their self – esteem and self- confidence. The researcher tries to foresee the future of mobile learning in general and mobile phones in particular in learning English since the English language has become the most requested and widespread means of communication all over the world.

Keywords: Mobile phones, language learning, theories of learning, features of mobile phones

Introduction

The whole world is going mobile. With the wide spread of phones, computers and mobile devices now fit in our pockets, it becomes very easy to connect to a variety of information sources and communicate with any one in any place nearly everywhere we go. Today, we are dealing with a new generation of technology. Thus, we need to integrate and exploit the technological devices students bring to class to enhance both of learning and teaching methods. With the mobility, availability and flexibility of these devices, students can learn at any time and any place without the need for computer access and availability of learning materials. As Keegan (2002) anticipated, “mobile learning is a harbinger of the future of learning”(p.9). Mobile learning refers to the use of mobile devices for the purpose of learning . Ally (2009) describes m-learning as the process of using a mobile device to access and study learning materials to communicate with fellow students, instructors or institution (Ally, 2009 Ali & Irvine, 2009). Typical examples of the devices used for mobile learning include cell phones, smart phones, palmtops, and handheld computer, tablet PCs, laptops, and personal media players (Kukulska-Hulme & Traxler, 2005). Although there are a plethora of mobile devices that can be considered, we limit our review to personal mobile devices, specially mobile phones, used for either formal or informal learning . We selected this technological device in particular for investigation because it is a device that could be personally owned and used by students for learning. Peter (2007) states that the mobility of these devices enables ubiquitous learning in formal and informal settings as we do not need fixed locations for study, and consequently our way of learning becomes different. The aim is not to challenge nor replace other forms of interactions (face-to-face in classrooms, lecture theatres and studios, or virtually in online learning environments): it is a supplementary method that can support, enrich and enhance students’ learning experience. M-learning is already popular in some subjects such as languages (see Levy & Kennedy 2005 or Thornton and Houser 2005, amongst many others).

Purpose of the Study

This study aims to

- discuss how to use personal mobile phones to benefit student learning.
- encourage collaboration between students and professors through using mobile phones
- prepare students to use technologies that would be important in their learning and even their business lives after graduation.
- recognize the potential of mobile phones as a learning tool for students and have incorporated them into the learning environment.

The paper may be beneficial for professors in their method of teaching. They could see new ways to use technology in the education process and are developing some of the newest applications themselves. It is also anticipated that the use of mobile phones could help students learn and collaborate more effectively. Mobile devices will encourage students to exchange ideas with each other and with their professors and stay in touch with university news and announcements. They make learning more fun and encourage them to use their time outside of the classroom in the best way possible. Mobile devices have become more dynamic and pervasive and also promise more educational potential. Informal and flexible learning environments become necessary for students in an ever connected society, and thus, research of mobile learning will play a significant role in determining if institutions can support 21st century needs (Fetaji, 2008)

Literature Review

The use of technology in teaching and learning has been observed and examined for many years. Now, a new domain begins to impose itself in the educational process – mobile learning. Mobile learning is defined as any form of learning that occurs by using a mobile device . It is viewed as an integral part of some courses. A lot of researches are conducted to understand how the mobile devices could be used to reach better education because they include a wide variety of applications and different learning and teaching techniques. In 2007, Kratoski stated that with the wide spread of mobile technology, learning can occur in anytime and anyplace even if teachers and students are not in the same physical or temporal location” (Swan, Kratoski et al. 2007, p. 12). In spite of its wide spread and being within the fingertips of most people, we still could not benefit of its impact on education. Most learners even children have these mobile technologies , so we need to exploit the prevalence of these technologies to be away from the traditional method of teaching and learning. Sharples (2003) states that we should change our view to these mobile technologies from disruptive devices into useful tools and use them for the benefit of learning practice. Hennessy (1999) notes that with the ubiquities of these devices we could move with our education from the occasional use of computer in the lab towards more embedded use in the classroom and beyond. When computers become mobile and within arm' s reach , a lot of changes could happen within our classrooms (Soloway et al ,2001). Vavoula and Sharples (2002) clarify that the nature of learning is closely linked to the concept of mobility in three different ways:

“learning is mobile in terms of space, i.e. it happens at the workplace, at home, and at places of leisure; it is mobile between different areas of life, i.e. it may relate to work demands, self-improvement, or leisure and it is

mobile with respect to time, i.e. it happens at different times during the day, on working days or on weekends” (p.152). These devices are used dynamically, in many different settings, giving access to a broad range of uses and situated learning activities. The nature of these technologies helps in engaging learners in individualized learning experiences and in giving them great ownership over their own work. The benefits of mobile technologies exceed that what a learner can do with a device to the need for a wider review of new practices and how these relate to theories relevant to the use of mobile in learning Kiernan and Aizawa (2004) focus upon studying whether or not mobile phones were useful language learning tools and exploring their use in task-based learning. Recently, many free and commercial mobile language learning programs become available and they can be used to engage reluctant learners (Attewell ,2004) . Besides, they help learners to remain more focused for longer periods. Ultimately; they help to raise self – esteem and self- confidence. Levy and Kennedy (2005) use Short Message Service (SMS) for sending vocabulary words and idioms, definitions, and example sentences for Italian learners in Australia. The BBC World Service’s Learning English section creates a similar program and offers English lessons via SMS in Francophone West Africa and China (Godwin-Jones, 2005).

Some people feel reluctant to use mobile phones in learning and consequently they have not been used widely in educational settings (Mcneal and Hooft, 2006). Chen, Hsieh, and Kinshuk (2008) conduct a research on the effects of using mobile phones for the delivery of vocabulary materials on English learners in Taiwan. Their study reveals that students enjoy using their phones because of easy access to materials and the ability to practice anytime and anywhere; in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials. Janelle Wills (2010) highlighted advantages the applications provided in terms of allowing students 24-hour access to learning materials as well as teacher feedback and the opportunity to access results or submit work outside of the classroom.

Objectives of M-Learning are:

1. to enhance student motivation through the use of familiar technology.
2. to increase student use of the four skills- reading, writing, speaking and listening- in English language.
3. to enable students to become more competent in English language and foster the use of English language for communication.

4. to facilitate the learning process as students have the possibility to explore, analyze , discover, choose activities which are real and meaningful.
5. to enhance interaction between real and virtual environments.
6. to promote self-learning, learning by fun and learner centered approach.

Salient Features of Mobile Phones: Useful for language learning

Most mobile phones are equipped with functionalities including SMS, MMS, Facebook, Twitter, internet access, mp3/mp4 player, digital camera, video recorder and many can run multimedia contents including audio and video. Some mobiles have special inbuilt learning software such as e-dictionary, flash card software, quiz software ,voice recording and listening. Through recording facility, learners can be guided to record their communication and after listening to their records, they can be asked to improve their weak areas. Mp3/Mp4 can be used in playing audio/video clips pertaining to English instructions. Students can record interviews or conversations outside the classroom and later on they can play them in class for feedback and discussion. Through a memo recording feature, most phones can be used to collect language samples from TV or radio. In the following part, we are going to recognize about the best uses of cell phones in an educational setting:

Internet Facility: Students can use their cell phones to surf online. By browsing on internet , they can check e-mails, read online textbooks, and watch lectures at anytime.

Downloading: Now there are many free online materials which enable students to download various kinds of them to their cell phones easily. With the availability of downloading, students do not need to carry heavy books and they could read the required e-books in any time and in any place. It is possible for students to download useful software and dictionaries. Through Bluetooth, Teachers and students can also share files if they are in the same area. Both teachers and students can store reading materials from their textbooks.

Camera

Most cell phones have camera which students could be guided to use it educationally. Students will greatly benefit from the camera in collecting scientific data, documenting information, and storing visual material. Whether they are on a field trip, a museum, working in groups, they have their digital cameras and take as many pictures as they can. These recorded

images can be used later for assignments, edited and posted on blogs or class websites, used in digital presentations and added to Power Points. They also can take pictures of English text and upload some relevant pictures to a shared account.

Gaming: Playing games can be used for developing problem solving and critical thinking skills. A teacher can create various activities and expand or reduce them to cater to the requirements of semester length, class size, language level, and age group. A teacher could encourage his students to record their speaking about certain topic or a role play between two students. Then, the record can be played several times to identify and rectify their mistakes. The teacher also can ask them to record interviews or conversations using their mobile phones. With his mobile phone, the teacher can take some pictures of the important places in town and ask them to identify these places and mention any famous landmarks nearby. A teacher can motivate his students to do exactly the same when they are in a foreign location and take pictures of key streets and locations and exchange that with their colleagues.

Apps for Education

Cell phones could possibly have a huge effect on teaching and learning by the use of many educational apps. Apple, BlackBerry, Google, Palm and others have their own 'app stores' for cell phones, so these applications can find their ways into the classroom curriculum. It is worth mentioning that many of these apps are free and they are usually developed to achieve the needs of digital natives. (e.g. www.paltalk.com). Why not take advantage of what is already available in our cell phones ranging from a scientific calculator, a note taker, a voice recorder, etc. to make learning more interesting, energetic and beneficial.

Poll the Class: Texting the Answer

Instructors can encourage their students to use their cell phones at university to deliver assessments and gauge how progress his students could achieve in the learning process. However, not all universities have enough of these classes sets to go around, so teachers can put their assessment and discussion questions online like polleverywhere.com . Students with smart phones can log on to the website and text their responses without paying for a text as teachers could set up a class of 32 students for free. Thus, it is a great way to make interactive student response systems by using cell phones.

Podcast with Gabcast

Most of our students do not stop talking, so cell phones could be used in the classroom to podcast. It is very easy when we use an online tool like Gabcast (www.gabcast.com). All what you need is to create an account, as a teacher or student and simply dial the access number, log in to your account, and record your podcast on your phone. The audio file can even be embedded on blogs and websites, or downloaded as an mp3 file. The cost of this service is very reasonable in comparison with the number of options it gives an educator to demonstrate the impact of mobile learning in the classroom.

Language Learning with SMS (Short Message Service)

SMS is a service that allows people to interchange text messages between cell phones. A great number of short messages are sent every day and people usually find that sending SMS is a good alternative to communicate with other people compared with face-to face communication. They may feel more comfortable and relaxed while sending SMS because they can have more time to ponder what to write. Besides, sending SMS is much cheaper than making calls. SMS system can be used to help students learn foreign languages and teachers can use SMS to communicate with one student or even one group of students. The BBC Company once launched one program to help learning English via SMS in that “Users in the world's largest single mobile telephone market will receive a daily text message on their mobile containing an English phrase together with the Chinese translation” (British Broadcasting Company [BBC], 2003, n. p.). Cell phones could be used to help students with vocabulary and grammar through SMS text exchanges with the teacher, peers, or foreign language students. Many studies have been conducted and they confirm the positive impact on language learning and on motivation (Cavus and İbrahim (2009), Thornton and Houser (2005) and Çağıltay and Seferoğlu's (2008). SMS has three advantages: (a) users express themselves concisely; (b) it does not cost much because texts need little memory (c) SMS system does not require technological trainings. MMS (Multimedia Messaging Service) is also available but its cost is higher compared to SMS. However, it is still very interesting and a good alternative sending pictures with the MMS.

How can we use SMS to support teaching and learning of the English language?

Although SMS is considered “low tech” but it can make English language learning and teaching more creative, dynamic and interesting. The start should be very simple in order to demystify the pedagogical use of

SMS. There are three possible stages in using SMS in learning and teaching field (Loykie,L.2009) :

(i) Direct teaching

- Interactions: asking questions or sharing views/information (tutor to students, students to tutor, students to students) -- before/during/after class
- Learning activities (e.g. quiz questions, instructions, even mini theoretical input)
- Tasks for consolidation, suggestions for revision

(ii) Teaching-related

- Personalised support
- Motivational messages sent to students
- Feedback on lectures, ideas or projects
- Alerts to check email (with longer message) or to visit web pages (newsfeed)

(iii) Contact & communication

- Timely information:
- Reminders of key dates, homework, preparation, deadlines
- Cancelled/rescheduled classes (or change of room, late arrival etc)
- Update (on marking, assignments available for collection etc)
- Overdue library books
- Contacting students:
- Late/missing students
- Off-site students (e.g. on placement, at workplace, distance learning etc)
- **SMS is a flexible aid that can be adapted to the context and the contents, for example:**
- Sending a reminder to students to read an article about certain topic for next class
- Asking questions to students who are looking for specific information
- Telling students of a last-minute change of plan.
- Keeping in touch with students working in certain project.
- Congratulating students just after their presentation/performances

Proposing a practical framework: how to start with SMS?

- In order to preempt and prevent problems, three key areas should be taken into account prior to starting with SMS with students. **For mnemonics, they start with the letters P-E-T.**

Pedagogy

We are not encouraging the use of mobile phone just because it exists and available, but the pedagogical aims must be anchored. Prensky

(2001) illustrates that pedagogical considerations refer to students' demographics ('digital natives' vs 'digital migrants') as well as to their learning needs and styles. Although the use of SMS may not be appropriate for every students, some others could find it very beneficial and innovative.

Economics

The users (teachers and students) are always worried about the cost of sending SMS continuously. There should be a clear policy from the beginning e.g. whether students should reply or just receiving and preparing what they are asked to do for the next lecture. Moreover, if it is possible to send an e-mail in response to the mobile message. Some networks provide packages of unlimited texts; others have schemes of “bulk purchasing of SMS”

Technology

Nearly almost all of current phones can receive and send SMS but they may differ in other aspects involving images (where quality would highly matter), sound (playing music or teachers' explanations) and videos (to watch some podcasts 5of mini-lectures for instance). Technology is unlikely to be a problem when some students may not have access to a mobile phone.

Theories of m- learning

Activities can be classified in terms of the main theories and areas of learning relevant to learning with mobile technologies. We have identified six main themes :

Behaviourist learning

Within behaviourist learning paradigm, The use of mobile devices to present teaching materials or specific questions is considered a stimulus, while obtaining responses from learners is a response, and reinforcement occurs by providing appropriate feedback – provide ‘drill and feedback’ activities. Thus, mobile devices can enhance the behaviourist learning process. Many activities can be used by mobile phones for language learning such as :

- sending frequent vocabulary messages and revision material via mobile phones using SMS text messages.
- Having mobile phones with online services and allowing students to access multiple choice questions and answers, and practical exercises.
- allowing students to review, listen and practice speaking, and provide services such as phrase translation, quizzes and live coaching through mobile devices.

Constructivist learning

In Constructivist learning, learners actively construct new ideas or concepts based on both their previous and current knowledge (Bruner, 1966). Learners transform from passive recipients of information to active constructors of knowledge. Within a constructivist learning framework, instructors should encourage students to participate in the learning process and give them appropriate tools to work with the knowledge they discover. Consequently, mobile phones provide a unique opportunity for learners to participate in the dynamic system they are learning about. Activities could include many kinds of games such as role playing or social interaction simulating real world interactions by using their own mobile devices.

Situated learning

The situated learning paradigm (Lave et al., 1991) holds that the acquisition of knowledge is not learning but knowledge should be presented in authentic contexts through social participation. Brown et al (1989) also presents the idea of cognitive apprenticeship where the experts (teachers) work with the apprentices (students) to create situations and work on problems.

Activities promote learning within an authentic context and culture are various. Mobile phones can be used in museums for instance to provide an interactive audio-visual tour : listening to expert commentary and reflecting on their experience by answering questions or mixing a collection of sound clips to create their own soundtrack for an artwork. Their mobile phones can be a helpful tool for geography by taking photos, writing observational notes, recording students' reflections, etc.

Problem-based learning

Problem-based learning (PBL) (Koschmann et al 1996) is a student-centered approach in which students engage challenging problems and collaboratively work toward their resolution. The goals Of PBL are to develop students' flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This approach places partial and explicit responsibility on the students for their own learning. Creating assignments and activities that require student to explore a problem, identify the areas of knowledge they will require to understand the problem, collect information and solve it collaboratively, increases students' motivation to learn.

Context awareness learning

Context awareness means gathering information from the environment around the user and the device. Many relevant activities to that

environment can then be made available. Mobile devices can support learners because they are available in different contexts and can draw on those contexts to enhance the learning activity. Context awareness is considered not just as a way to deliver appropriate content but to provide appropriate actions and activities, including interactions with other learners in the same contexts.

Activities:

- If learners go to museums and galleries, they will be provided with additional information about exhibits and displays based on the visitor's location within them.

Sociocultural theory of learning

The sociocultural theory of learning (Rogers, 2002) holds that learning takes place in a social context and the forming and re-forming of concepts can be taken place through the individual and collaborative group work. So learning draws on communication as well as content. Of course, communication is not only confined to peer-to-peer but it can involve teachers, experts, experienced colleagues, workmates, friends and family as well.

Activities

Mobile phones could have a significant contribution to this process. They can be used to have access with other users in informal discussion groups sharing content, knowledge, experience and thus learners can develop 'communities of practice' (Wenger, McDermott and Snyder, 2002)

Collaborative learning

The capabilities of mobile devices and their wide context of use could promote, facilitate and enhance interactions and collaborations between students. By using their mobile phones, students could share data, files and messages and therefore enhancing possibilities for communication. These devices are also typically used in a group setting, and so interactions and collaboration will tend to take place not just through the devices but also at and around them as well. Many activities could be presented to promote learning through social interaction.

Conversational learning

Conversation theory (Pask, 1976) originated from this cybernetics framework and describes learning in both living organisms and machines. The fundamental idea of the theory was that learning is a continual conversation with oneself, and also with other learners and teachers about a subject matter which serves to make knowledge explicit. Through

conversation, learner is able to test ideas by performing experiments, ask questions, collaborate with other people, seek out new knowledge, and plan new actions. Mobile technology, especially mobile phones, can be used to provide a shared conversation space. The most successful learning comes when the learners can converse with each other and integrate learning descriptions across different locations, and share their descriptions of the world.

Activity theory

Activity theory was developed decades ago before the word "computer" was ever invented and it builds on the work of Vygotsky (1978, 1987). Activity theory is a way of considering learning involving three features : a subject (the learner), an object (the task or activity) and tool. Activity, in a broad sense, is an interaction of the actor (e.g., a human being) with the world. According to activity theory terminology, the interaction is described as a process relating the *subject* (S) and the *object* (O). Activity differs from other types of interaction in two key aspects: (a) subjects of activities *have needs*, which should be achieved through an interaction with the world, and (b) activities and their subjects mutually determine one another. In other words, *subjects have needs* and activity is understood as a material subject existing in the objective world. Subjects have their own needs and, in order to survive, they have to interact with objects of the world to meet their needs. Although Leontiev's analysis was mostly concerned with activities of individual human beings, the notion of "subject" is not limited to individual humans but including other types of entities, such as teams, and organizations (Kaptelinin & Nardi, 2006).

Activities and their subjects mutually determine one another. In other words, activities are influenced by the attributes of subjects and objects. Consider a simple example. Undoubtedly, the ability of a person to solve a math problem depends on the nature of the problem (e.g., how difficult it is) and the person's skills (i.e., how good the person is at math). It is apparent that previous experience has an effect on a person's skills. A person's math skills have developed through solving math problems in the past. However, it is true that solving math problems determine the person's math abilities. Thus, subjects do not only express themselves in their activities, but they are *produced* by the activities (Rubinshtein, 1986).

One of the most fundamental concepts in Human Computer Interactions research(HCI) is activities (Moran, 2006). Early the concern of HCI was to understand and support tasks, which help people to achieve clear predetermined goals . However, when interactive technology becomes a part of our everyday environments, it is insufficient to focus on tasks . The central concern of HCI research is to understand and design technology in

the context of purposeful, meaningful activities . Virtually all significant recent developments in interactive technologies including social media and smartphones help us live fuller lives rather than merely supporting new types of tasks.

In addition to such ubiquitous learning experiences, mobile phones have also been used to support class work, especially outdoor activities where they can complement information on a field trip (Ohashi et al., 2008) or support mobile interactive activities and games (Spikol & Milrad, 2008; Cruz-Flores & Lopez-Morteo, 2008).

Informal and lifelong learning

Learning happens all the time as long as we are alive. Many studies of informal learning (Tough, 1971; Livingstone, 2001) state that adults learn a lot of things outside formal education. Informal learning could be either intentional through deliberate learning ‘projects’ (Tough, 1971) or accidental through conversations, TV and newspapers, or even observing the world. People may not realize it as a learning because it becomes as a reality in our lives. Thus, people learn in order to be able to perform a new task, or even to be able to carry out a routine task in a better, more efficient or elegant way. Technology that is used to support learning should be blended with everyday life in the same way that learning is blended with everyday life: seamlessly and unobtrusively.

Mobile technologies, with their reduced size and ease of use, provide the potential to support such activities. With regard to accidental learning, learning episodes are impossible to predict. The personal and portable nature of mobile technologies makes them very strong candidates for recording, reflecting on and sharing this type of informal learning.

Advantages and Limitations of M-Learning

The large number of users is prompting the teachers of English Language to use mobile phone technology in English class rooms. Mobile devices are very small, smart, portable and comfortable to use. A majority of students and teachers have access to mobile phones. Learning happens at any time of the day, on working days or weekends. The learning practice is thus “mobile” with regard to location, time and also topic area and as a consequence technological tools in support of learning should be mobile, too. However, people use mobiles as a mean of communication or recreational gadget and there is little awareness among the users to use mobiles for the purpose of learning and studying. Following are the advantages and limitations of M-learning :

Advantages

1. Personalizing learners' environment.
2. Providing learning experience outside the classroom.
3. Making learning process of learning enjoyable by recording, organizing over time
4. Minting benefits of an informal learning.
5. Helping in boosting the morale of the learners.
6. No more forced to use PC as the only object to have access to materials, knowledge.

Limitations

1. Small screen size
2. Limited memory size
3. Small keyboards
4. Limited battery life
5. High costs
6. Possibility for mobile devices to be misplaced or stolen or corrupted
7. Difficulty to use mobile devices in noisy environments
8. Communication failure due to poor network connectivity

Participation of Teachers and Students

The possibility of using mobiles in education poses a great challenge for students and teachers. English teachers should integrate and implement technology such as adopting mobile phones in English teaching. They should become acquainted with the latest IT driven technology and obtain essential skills toward applying technology in their daily teaching assignments. Teachers also need to motivate the students to learn technology in class and enable them learn English language in an effective manner. The learning practice is thus “mobile” with regard to location, and time because students can learn in any place or any time . With the judicious use of mobile technology, the teachers can better facilitate English teaching and can enable the students to understand English language in an effective manner.

On the other hand, the role of students is to develop basic computer literacy and actively take part in learning all the options while using their mobile phones. They should also be trained and provided adequate information to store educational materials such as listening materials or books in their mobile phones. With the judicious use of mobile technology and with proper guidance, students can access online English learning resources via cell phones, and they can also take online tests.

Conclusion and Suggestions

Mobile learning can be a potential alternative to the PC/laptop which is not always within reach; the mobile can be used conveniently to enrich knowledge bank and update the information bank of the students and encourage them to communicate in a foreign language. But there are experts who find mobile phone as a source of irritation, delinquency and even crime. Even some researchers reveal that children should not be given cell phones because “they don’t contribute to learning”. Also, “using mobiles in the classroom would end up causing more distractions” and they just “interrupt teaching”

On the contrary, it is a proven fact that mobile phones can contribute to the field of learning in various ways. Mobile companies should seek the suggestions from language experts to update their cell phones and programmers, technologists and develop suitable software or applications for teachers and students to use. Mobile phones could be produced with additional features for students to store information and learning stuff. Teachers and students will also expect to obtain an alternative solution for the limited screen size and the lack of a keyboard. Mobile phone games may be an enjoyable experience for students. With the support and help of language experts’ instructional programs can be converted to games. Games, such as word shooting, would be very meaningful to the learners because they can learn words while playing games.

Mobile technology has significantly contributed in the arena of learning. First, mobile learning enables students to enhance their literacy skills and to recognize their abilities. Second, it can be used to enhance both independent and collaborative learning experiences. Mobile learning enables the students to upgrade their literacy and numeracy skills and to identify their existing abilities. It promotes both independent and collaborative learning experiences. It also enables learners to work upon their hard spots and improve their weak areas. Undoubtedly, moderate use of mobile phones may bring interest among the learners and transform the learning process as it helps learners to raise their self – esteem and self- confidence.

The Future is Mobile

The impact of mobile learning on education is such that it is likely only a matter of time before more schools and universities look to use cell phones in the classroom to enhance teaching and learning. They are flexible, powerful tools that our students already own, and their capabilities are constantly growing. When used correctly, and with the proper safeguards, there are few devices that can match the power and familiarity of a cell phone in the classroom.

M-learning should not be feared. It does not jeopardize the so far well-known teaching methods and forms nor does it endanger the teaching positions of teachers. Training through mobile devices can be perceived as an aid in learning because so far there has not been other such device that could be used at an arbitrary place and in arbitrary time for getting the needed information thus obtaining knowledge . Also we have to admit that mobile phones are widespread and popular means of communication for our students. They use them on an everyday basis and have long found out possibilities of these devices apart from their basic function of telephoning. The youth has already mastered the usage of their mobiles which can be a positive thing when using them as teaching aids: we do not have to spend precious time with training students how to use them because for now it has become their second nature. So why not utilize such a device as an educational tool? Its users will not feel repugnancy to it which might result in a better approach to the whole question thus reaching significant development in learning languages .

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