

The Impact of Mobile Learning on Enhancing Students' Learning Abilities

YOSRA MOHAMED IBN IDRIS MOHAMED

Prof. MAHMOUD ALI AHMED

College of Languages, Graduate College
Sudan University of Science and Technology

Abstract

The aim of this paper is to give an analytical description of the state of declination of English language at university level specifically in communication skill. We believe that language is a system of arbitrary symbols for human beings' communication in speech and writing, is used by the people of particular community" it help the people to communicate and to interact. This definition means that; Every language operates within its own system. Every language has its own arbitrary symbols. The words" communicate and interact" mean to understand and speak. we confide firmly that no text book can claim that it develops communicative competence in the learners by itself, but there are other influential factors participating in reinforcing the educational process. Also there are negative affecting caution, need well tackling for solving the problem.. learners' perception towards the teaching and learning of English should be taken and reviewed seriously as it is a two- way process involving and learning. Meanwhile, teachers should take the initiative to insure their teaching plans are effective while students' learning becomes meaningful through a myriad and mixture of teaching methods to cater to a majority of the students' learning styles and preferences.

Keywords: Interaction, communication, learning process, achievement, acquisition.

INTRODUCTION

The level of English proficiency among University students nowadays becoming a hot issue among academic thinkers ,this is because the

students' English language skills are not being developed during their higher education experience. Thus, reflects negatively on the quality of higher education and its graduates .The factors of low English proficiency among most learners are due to two factors, internal factors such as no confident when using English, negative attitude towards the English language and external factor like the limited opportunities to use English outside the classroom.

Most learners have lack of confidence when using English language, for example, the person that have low self-confidence may refuse to use the language in public .Anna Freud once said" I was always looking outside myself for strength and confidence but it comes from within. It is there all the time. This shows that confident levels are decreasing when the learners are lack of self-confidence to use this language. They are afraid to be wrong and prejudiced about it. The second reason is the negative attitudes towards the English language. For information attitude has been defined as the inclination to act or to be in a state of "readiness" to act (Gane,1985) The learners just learnt English for pass the University generally find it difficult to maintain their interest English language learning as English is not seen as important for their immediate needs other than to pass their examination. A lot of negative attitudes build up from unfamiliarity with the culture of the target language (Tucker and Lambert, 1973) Sudan students from small towns or rural places usually grown up in a situation that English is unimportant language, not like their speaking homes language, local Arabic dialect, also the parents who lived through the colonial hate teaching their children the language of the British colonizer. Never the less, students generally are weak in English language learning were found in many parts of the world especially for the countries that English is not spoke n as the mother tongue.

A study carried out by (Tom pham2010) identify that the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. In the other hand English language is a global language which can be used for communication with Native and non-Native speakers.

The English language was limited use in Sudan because Arabic sill largely used in official documents of the Government as a medium of teaching and learning process in most institutions of

secondary and higher Education levels. (Susana 2007) pointed that the mismatch between the students conceptual or cognitive capacities and the learners' English proficiency level often cause problems for students because the students learning style and teachers' teaching approach do not match and also the English course does not relate to the students' need and interests. Susana also claimed that weak students usually have poor strategies and give up easily when they find struggle.

Normazida, Koo, & Hazita (2012), Trawinski (2005), also presented the factors that impact the EFL learners to have poor performance in English language learning as following:

English is regarded as a difficult subject to learn

Learners' learning depends on the English teachers as authorities.

There is a lack of support to use English in the home environment and the community.

Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms.

Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.

Lack of motivation for learning or the negative attitude towards the target language.

Change (2010) indicated that reasons cause students' weakness for English language learning derived from learners' laziness lack of efficiency of the school, and insufficient of parents' promotions. Moreover, according to Dembo (2004) specifics that time management is involved in students' educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time management skills. Alderman (2004) states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies, where as a good language learner is a highly motivated students and a successful user of a large number of different strategies. So, teachers have to help them improve the

motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

Therefore, to these keys factors, all stake holders should find ways to solve the problems for learner academic achievement.

Communication is an any act by which one person gives or receives from another person information about that persons needs, desires, perceptions, knowledge,, or affect states. Communication may be intentional or unintentional, may involve conventional or in conventional signals, may take linguistic or non linguistic forms, and may occur through spoken or other models. It is the process of sharing information (Richards& Rogers,1986).

Problem of the Study

Causations need well tackling for solving the problem.

The real practitioner knows his students abilities, their styles of learning and the short coming in their language. He should make a specific plan to be applied according to certain theories and strategies for language development, also to involve effective techniques within the main syllabus for the students' specialization and level of learning.

The remedy for this problem has been proposed by great scientists in different aspects of represented language in their theories and methods of teaching. The problem is stated as communicative techniques and its traditional English programmed in the Sudanese schools, which lads disability in communicative competence at University level. We believe firmly that no text book can claim that it develops communicative competence in the learners' ability by itself, but there are other influential factors participating reinforcing the educational process.

These opinions been built through their experiments in the field of Education; it includes many ideas in using strategies, substances and technique for teaching sound, grammar, vocabulary and cultural systems. A wide variety of communication activities has been incorporated for teaching direct linguistics utterances and communicative abilities.

The method of teaching explained in this research was chosen to fulfil the students' needs of adequate, fluent and coherent English language. Therefore teachers have the right to view these methods and techniques and use what suits their students' needs.

Aims of the Study

1. How to make a specific plan to be applied according to certain theories and strategies of language development.
2. How to apply these strategies of language development within the main syllabus for students specialize and level of learning.
3. **Secondary objectives.**
4. How to help the reader to know the system in which words and their written symbols combined in learning the social and creative uses of language
5. How to develop the ability to convey through thoughts, feelings and intentions in an organized culturally patterned way that sustains and regulates human interactions.

Questions of the study

1. What sort of courses have to be applied for developing communicative abilities of the learner?
2. What is the nature of communicative techniques in English language teaching.
3. What are the activities which help in motivating the students for developing their English language?

Research method

The research has followed, the descriptive method and analytical model. The tools for

Data collection include

The research has followed, the descriptive method and analytical model. The tools for data collection include:

1. A tape script for the material on cassette.
2. A questionnaire for Omdurman Ahlia University English teachers , Alahfad University English teachers, Alneelain English Teachers and Alsudan English teachers.
3. The results are presented in table form and discussions ,and analysis of the results are carried out.

Setting

The setting of this study covers third year Computer Science students' ability in E.S.P assessed through the two mentioned tools.

The population

The study covers third year students specializing in Computer Science. E.S.P. Course, Omdurman Ahia University. The composition of the population is (40) female students and (80) male students. All are nearly of the same age (21) and have the same Education back ground. Its also covers the teachers of Omdurman Alia University English teachers, and Alahfad University English teachers.

Sample of the study

The minimum number for descriptive studies is 10% for relatively large population, and more than relatively 20% for small population(Gay,1981: 98).therefore the sample for the study is 50% which is equivalent to 30 students selected randomly.

The significance of the Study

The importance of this study is to identify the importance of communicative skills and to specify causes of lack and fluent communication, also to suggest solutions to the problem. very few studies involve in depth investigation of why students aren't apparently learning as much as they could -in other words,why their level of second language acquisition remain relatively low. this is where I decided to focus my efforts.

Limitations of the study

This study is restricted to

1. The study covers third year students specializing in Computer Science. E.S.P. Course, Omdurman Ahia University.
2. All are nearly of the same age (21) and have the same Education back ground.
3. Its also covers the teachers of Omdurman Alia University English teachers, and Alahfad University English teachers.

REVIEW OF LITERATURE

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning, this definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914).Language is basically speech. Its written

form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such common phenomenon that we always take it for granted. We never bother to think about it; we never try to into the depth of the meaning of this word; definition of language is not difficult to find. Almost all well-known linguists have try to define language in their own way. (John Lyon- 2002), in his famous book "language and linguistics" has discussed five famous definitions of language

According to (E. Sappir,1921): "language is a purely human and non-instinctive method of communicating ideas, emotions, unit desires by means of voluntarily produced symbols".

(B. Bloch & G. L. Trager,1942) write: " A language is a system of arbitrary vocal symbols by means of which a social group co – operates".

(R. A. Hall 1968) tells us that language is "the institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols"

(R. H. Robins,1979) does not give a formal definition of language put 2 points out certain facts related to language, saying that " language are symbol systems, almost wholly based on pure or arbitrary conventions".

According to (N. Chomsky,1969) a language is " a set of sentences, each finite in length and constructed out of a finite set of elements".

Most of them have taken the view that language are systems of symbols designed for the purpose of communication. So an operational definition of language may be" language is a system of arbitrary symbols which help the people of a particular community to communicate and to interact ".

Language learning

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. they reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input

humans who speak that language to provide modified speech that they can at least partially comprehend (Collier,1998).

The communicative approach

Brumfit, (1977) said that when we communicate, we use the language to execute some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument. Not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend than with his employer. Furthermore, since communication is a process, it is insufficient for students to simply possess knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Communicative Function

Experience: the class we will visit is one being educated for immigrants to the United States for two years and are at high intermediate level of English proficiency. They meet two evenings a week for two hours each class. The teacher greets the class and distributes a hand out, there is writing in both sides. In one side is a copy of a sports national column from a recent newspaper the reporter discusses who he thinks will win the World's cup. The teacher asks the students to read it and then to underline the predictions the reporter has made. He gives them these and all other directions in the target language. When the students have finished, they read what they have underlined. Then he and the students discuss which predictions he feels less certain about the competition (Brumfit, Christopher J. & Keith Johnson, eds,1979)

Communicative Approach To Language Learning

According to Langs M D(1970). In chronological terms the communicative approach is the most recent method of language

learning. Language teachers who adhere to the principles of this approach happily acknowledge that structures and vocabulary are important but feel however that their students would be inadequately prepared for communication; if only grammatical items were taught. The communicative approach acknowledges the fact that while language learners may know the rules of language usage they may be quite unable to actually use the language.

He also said that the communicative approach acknowledges that every time we use language we do so to accomplish some language function, such as giving directions, asking for information, persuading or giving assurances. As well as this it is true to say that language functions are always carried out within a social context. When a speaker a particular way of expressing an opinion or an idea, he or she does so bearing in mind elements; such as intention or emotion, as well as the nature of the person who is being addressed or the relationship that he or she has with that person. In this way the manner of expressing an opinion to a close friend may be quite different from the way in which this is done to apparent or to a superior in the work-place Little wood,William.(1983) claimed that the communicative approach also acknowledges that It is not enough for language learners to be acknowledgeable about target language forms or functions; in addition to this they must be able to apply this knowledge in real life communicative contexts. To put this in better way, meaning only becomes clear when speakers and readers - or readers and writers –interact in communicative contexts. As listeners we provide speakers with feedback which will enable a revision to be made of what was originally said. In this way a speaker will try to communicate the intended meaning in a different or more appropriate way.

Speaking skills The main principles of the communicative approach

Robert Langs (1970) proposed main principles of the communicative approach. He said that whenever possible real life or authentic language should be exploited in the classroom. Here we are talking about language as it is used in a real context and not the kind of language that is often assumed to exist by text book writers, dictionary compilers and grammarians.

His view is that teachers who favour a communicative approach will create situations in which learners will be asked to guess the intentions of the speaker or the writer. Successful guess-work in this area is believed to be part of communicative competence. An important part of this approach is the constant use of the target language. In this way the target language is an ever present vehicle for classroom communication and is not simply the object of a rather detached academic study.

Supporters of communicative approach appreciate that one single language function can have many different linguistic forms. This means that a variety of linguistic forms can be presented altogether, always bearing in mind that all classroom activities focus on the real-life use of authentic language.

Learners who are exposed to the communicative approach will have the opportunity to learn about the importance of cohesion and coherence; the properties of language which bind sentences and texts together. This implies that learners will be expected to work with language at the discourse or supra-sentential level; that in a level which is above that of the sentence alone. An important principle of this approach is to do with the importance which is attached to games in the classroom. Games are exploited because they have certain elements in common with authentic communicative acts. Another important point here is that the speaker, in game situations, receives immediate feedback from the listener in terms of whether or not the communication has been successful. Where small groups are exploited learners will have the maximum amount of communicative practice time. Johnson Keith Morrow (1981)

Another equally important element of communicative approach is that learners should be given every opportunity to express their ideas, emotions, and opinions in the classroom.

The attitude of the communicative language teacher toward errors is extremely important. In this context errors are tolerated and are seen as an inevitable, natural and even desirable outcome of the development of communication skills. Clearly accuracy is important but fluency is probably regarded as being even more important.

Langs (1970) said that a teacher concerned to exploit communicative approach will seek to establish arrangements of situations which are likely to promote communication. One of the very positive aspects of this approach is that the communicative interaction which

is involves encourages co-operative relationships among the learners. Students are given an opportunity to work with each other and negotiate meaning.

This approach recognizes that the social contexts of any communicative event is essential in giving meaning to utterances. Widowson, H, G, (1973) said that learners exposed to the communicative approach will be encouraged to use language forms in an appropriate way, communicative competence is directly link to appropriateness.

During the kind of communicative activities that take place in language classes governed by a communicative approach, the teacher acts as adviser or facilitator during communicative activities. There is no attempt on the part of the teacher to tell learners how to behave or what to think or what to say. The communicative approach is very concerned to make it clear to learners that they have a choice, not only about what to say, but about how to say it.

A very important aspect of this approach is that all the grammar and vocabulary which is learned and exploited grows naturally out of the ranges of functional and situational contexts that are a part of the lessons themselves.

Lastly the communicative approach will strive to enable learners to exploit a range of strategies for interpreting the language as it is actually used by native speakers. (Robert langs M D 1970)

I think these points are proceeded from practical experience, and as I have long experience in Education field, I agree with Robert Lang in his main principles in communicative approach.

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more, when He or She knows enough to actually converse in a simple way.

Strategies for Developing Speaking Skills

In communicative out put, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented,

In every communication, spoke exchanges take place because there is some sort of information gap between the participants.

Communicative output activities involve a similar real information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output.

Learners at all proficiency levels, including beginners, benefit from this variety, it is more motivating, and it is also more likely to result in effective language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language-which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to plan a response.

Recognizing dialogue

Some communication situations are associated with a predictable set of spoken exchanges. Greeting, apologies, complements, invitations, and other functions that are influenced by social and cultural norms often follow patterns or dialogue. Instructions can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructions can give students practice in managing and varying the language that different dialogues contain.

Language learners are often too shy to say anything when they do not understand another speaker and when they feel that a conversation partner has not understood them. Instructors can help students by telling them that misunderstanding and the need for clarification can happen in any type of interaction, instructors can also give students phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding happens and by responding positively when they do, instructions can create an authentic practice environment within the classroom itself. And develop various clarification strategies, also students will gain confidence in their ability to manage various situations of communication .

DATA ANALYSIS, RESULTS AND DISCUSSION

Tape script Result

This chapter has presented an analytic result which has been occurred due to the study results. The results are expressly stated and shown in table form.

The subject given is a dialogue presented by a recorded tape as a listening skill. The aim is to exam the ability of students in understanding , and communicating individually what is required to be said against the teacher's question.

The conversation result is shown on table (1). yielded the following table.

**Table (1): conversation result
Understanding of tapescript**

Cumulative E percent	Percent	Frequency	
63.3	63.3	19	Good
80.0	16.7	5	v. good
93.3	13.3	4	Bad
100.0	6.7	2	v.bad
	100.0	30	Total

Table (1) above shows that 63.3% of the informants to some what have understood the tape script dialogue, 16.7% have obtained high credit in understanding,13.3% failed in understanding most of the meanings, 6.7% knew nothing about what they have heard.

The information' results in understanding clarified that 24 of them have understood the conversation.

Table (2)
Communicating accurately and meaningful

Cumulative percent	Percent	Frequency	
16.7	16.7	5	Good
23.3	6.7	2	v. good
66.7	43.3	13	Bad
93.3	26.7	8	v. bad
100.0	6.7	2	No reasons
	100.2	30	Total

Table (2) above showed that 16.7 of the information have answered what they have requested o in a good level of communication . 6.7 of them have spoken fluently and correctly. But 43.3of the sample found difficulty in forming the structures in a competence conversation. 26.7 didn't respond to the teacher' conversation. Thus I think they lack most of English Language skills.

Questionnaire results

The questionnaire consists of fifteen closed ended questions .the aim is to find out how the informants carry out the process of conversation in a communicative competence. The results are presented in a table form.

The questionnaire has been filled by 51 university teachers who vary in their experience years and opinions. The tables below show some samples of their data.

Table 1. Highest degree earned

Valid Percent	Percent	Frequency		
13.7	13.7	7	Bachelor degree	Valid
64.7	64.7	33	Master degree	
21.6	21.6	11	PHD	
100	100.0	51	Total	

Table (1) and chart (1) represent the degrees earned we note that the high frequency is that of master degree 33 with percent 64.7% , while the min is bachelor degree 7 with percent 13.7%

Table 2. How many years have you been teaching English

Valid Percent	Percent	Frequency		
3.9	3.9	2	1 year	Valid
21.6	21.6	11	2_5 years	
27.5	27.5	14	6_10 years	
47.1	47.1	24	more than 10 years	
100.0	100.0	51	Total	

Table (2) and chart(2) represents the years of teaching English we note that the high frequency is that of more than 10 years 24 with percent 47.1% , while the min is 1 years and that is 2with percent 3.9% .

Analysis of statements:

Table 1. The problem of deteriorating stands in English at under graduate level owes its origin to secondary levels of education.

Valid Percent	Percent	Frequency		
56.9	56.9	29	strongly agree	Valid
33.3	33.3	17	agree	
2.0	2.0	1	disagree	
7.8	7.8	4	strongly disagree	
100.0	100.0	51	Total	

Table (1) represents the responses for statement (1) we note that the high frequency is strongly agree and that is 29 with percent 56.9% while the min is 1 disagree with percent 2%.

Table 2. The syllabus at secondary schools does not contain adequately prepared learning (material to boost communicative competence)

Valid Percent	Percent	Frequency		
47.1	47.1	24	strongly agree	Valid
51.0	51.0	26	agree	
2.0	2.0	1	disagree	
100.0	100.0	51	Total	

Table (2) represents the responses for statement (1) we note that the high frequency is agree and that is 26 with percent 51% while the min is 1 disagree with percent 2%.

Summary

The study shows that 80 % of the students have understood the tape script dialogue, 16% have obtained high credit

Recommendations and Suggestions

The researcher recommends the following points based on the finding study:

1. Teachers should find more chances for training
2. The syllabus of English Language should be adjusted to cover students needs of communicative skills
3. The periods of English Language in the syllabus need increasing to face the disability in English Language.
4. Classrooms should be supplied by visual aids, to facilitate the learning process.
5. Every student should possess a text book.
6. University students should have an intensive course before starting their academic year.
7. Teachers should encourage and train students to use dictionaries properly.
8. Perfect pronunciation of words should be treated as a basic target for learning English Language.
9. Teachers should encourage students to read and take advantage of libraries to expand their horizons.
10. Teachers should give students a dictation text weekly.

RESULT

This selective review of these factors has shown that there has been in recent years an increasing sensibility of specific psychological characteristics which bear down an approach to language learning, and which sensitize language learning and which can at last influence to learning out come.

The awareness of learner characteristics and individual differences among language learners can sensitize teachers to possible variation in learners reactions to teaching and to differences in learning strategies.

The concepts should therefore have a place in our language teaching theory and be both cognitive and effective factors should be included. Well educational background, previous language learning

experience, as well as the components of aptitude assessments and learning styles can provide an indication of the way in which the learner is likely to respond to the cognitive demands of the more academic side of language learning.

REFERENCES

1. Bloomfield, (1914) *An introduction to the study of language*, New York: Henry Hot and company.
2. Collier (1998). *Acquisition and social development of English language learners* Calderon & Slavin, (1998) Ovando and Collier, (1998)
3. N. Chomsky, (1969) *An introduction to the study of language*, New York, Henry Hot and company.
4. Collier, (1998). *Language learning*
5. Cangarajah, S., (2006). *Changing communicative needs, revised assessment objectives: Testing English as an international language.*
6. Graddoll, D (2003). *The future of English*. The British Council.
7. R, H, Hall (1968). *Definition of language* John Lyon (2002). *Language and linguistics*.
8. Kachru, B., (2005). *Asian English Beyond the Canon*. Hong Kong University Press.
9. Kachru, B., (1982). *Models for non native Englishes*. In B, Kashru (ed). *The other tongue*. Urbano University of Illinois.
10. R. H, Robins (1979). *Definition of language*. Richered and Rogers, (1986). *Approaches and methods in language teaching* Cambridge University Press.
11. E, Sappir (1921). *Introduction to the study of speech*.