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The Impact of Mobile Learning on Enhancing Students' Learning Abilities

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Abstract

This paper sets out to examine the impact of mobile phone incorporation in classroom settings. Technological advances in different walks of life are ever increasing with such an amazing tempo. In the field of education a wide range of digital gadgets have already crept into classroom settings right from mobile phones to smart boards, to mention a few. Technology has been integrated into every aspect of modern life. Undoubtedly, there are still remote parts of the globe that stand aloof of this great invention of the age. Technology allows humans to connect without the limitations of geography, it makes processes more efficient and it supplements the intellect and effectiveness of the human brain.

Keywords: technology, mobile phones, classrooms incorporation, human brain

1. INTRODUCTION

E-learning of which mobile learning constitutes such a basic component, has caused radical changes in all spheres of society. Nowadays many workplaces realized its importance in increasing the efficiency and achievement of their companies and institutions; therefore they have started to consider computer skills and knowledge as basic qualifications for job seekers. The school's responsibility is to prepare and equip the upcoming generation (future work-force) with

knowledge that will help them to cope with future needs. Teachers are directly responsible for this enabling task, but unfortunately many educators in Sudan have no computer skills.

This literature review focuses on basic concepts e-learning today in contradiction to learning by means of radio and television though they are electronic devices. In addition; the focus was also done on the role of ICT in school, with particular reference to how it has changed teachers' roles. Finally, it will be useful to reflect on Rogers (2003) model of "diffusions of innovations." Rogers categorizes targeted beneficiaries of reform according to their responsiveness to change. This will help me to classify teachers in the same way, and thus to understand why some teachers respond to e-leaning more readily than other. Special attention will be given to what Fullan (1991) says about educational change with particular reference to how the teacher's role has changed from controlling the entire learning process to mainly facilitating it by means of (ICT).The review also covers national and international literature about barriers that prevent teachers from responding to e-learning readiness.

To come to grips with mobile phone learning one has to get a reasonably good grasp of e learning through understanding what e-learning means. Also explain the important of e-learning in our life is another medium to clarify the ambiguity of the term as well as the e-learning principles. Knowing stage model to analyze, track and compare different journeys of e-learning readiness make it easy for identifying the stage of e-learning readiness at any institute.

2. THE RATIONALE BEHIND MOBILE PHONE LEARNING

Broadly speaking, our day-to-day activities are now routinely technological based, for example electronic access to cash or shopping, searching new textbook, contacting distance supervisors and attending conferences that for a large majority if not all of us techno-familiarity is a necessary. Many people however, remain on the other side of the 'digital divide,' isolated by such factors as sock-economic circumstances, simply a lack of interest, perhaps through personal choice or other cultural influence. ICT is all round us and becoming more and more pervasive. Such pervasiveness of technology- based activities across society that there are some governments that do not have information technology-related learning programs as the part of

educational policies. Since the early 1960s until now one of the most widely acknowledged benefits has been the many uses of computers in delivering education and facilitating learning, though some teachers are still passively waiting for someone to take the initiative on their behalf Holmes and Gardner (2006).

3. PRINCIPLES OF MOBILE LEARNING

Bowles (2003, p.11) "Established twelve principles that were at the core of strategic or policy frameworks seeking to implement effective and efficient e-learning within organizational or regional settings:

1. E-learning can be defined as learning that includes the acquisition, generation and transfer of knowledge using information and communications technology (ICT).
2. E-learning predictions for content, service and technology market segments lack comparability and reliability as no agreed scientific basis exists for the definitions used.
3. E-learning is an example of a convergent activity where maximizing effective and efficient implementation depends on understanding complex system interactions.
4. E-learning has to move beyond the e-training focus on individual skills to incorporate capabilities which build shared meaning and a culture of collaboration.
5. E-learning has the strategic value of enhancing knowledge capital through the transfer and generation of both codified, explicit knowledge and unmodified, tacit knowledge.
6. E-learning has maximum strategic impact when it deploys pedagogy appropriate to the individual learner while enhancing situated performance and thinking.
7. E-learning occurs most effectively when improved individual learning is the primary end and technology the means.
8. E-learning is both a process of learning transfer and a means for improving collaboration and knowledge generation.
9. E-learning can cause transformation while enhancing an organization's and community's capacity to respond to change.
10. E-learning can be implemented to enhance organizational learning and so improve business processes and competitiveness.

11. E-learning is an activity that inherently involves exchanges moderated by technology and therefore can affect service exchanges within and outside an organization.

12. To implement e-learning efficiently and effectively, a quality instructional design process (analyze, build, implement and improve) must ensure a continuous cycle based on rigorous evaluation at all levels." Bowles (2003, p.11).

These twelve principles may appear more like critical success factors than the usual statements that underpin learning. This is intentional. What underpins each of the principles is sound research focused on system-level strategic outcomes, not just issues of pedagogy and technology.

4. EMERGENCE OF COMPUTER – MEDIATED LEARNING

Computer-mediated communication (CMC) has long been of interest to teachers, learners and researchers. As early as 1989, Mason and Kaye discussed its role in different educational contexts. The title of their classic book, *Mind weave*, drew attention to the intermingling and cross-fertilization of ideas that CMC afforded. To language professionals it soon became clear that CMC could potentially answer two needs at once: it could be the means through which teaching occurred, and it could be an end in itself. Learners could engage with the communicative aspect of their study by exchanging language online rather than in conversation classes, as they had done hitherto.

This book is about online *communicating* in the context of language learning. In this field, designations have not really stabilized, and various acronyms (see Table 1.1) have been used to cover *learning and teaching with* as well as *communicating through* computers. Some authors have striven to find differences between these acronyms, but usage has not backed them up and in practice CALL (computer-assisted language learning) and CMC have tended to dominate. To make clear our orientation to *language* learning, henceforth we use the acronym CMCL.

CMCL appeared in the mid-1990s, when institutions began to offer asynchronous text-based networking opportunities to their students. There has since been a gradual deployment of computer tools for synchronous communication, latterly including voice-based Internet telephony, across the different sectors of language education

in developed countries, in distance as well as in co-located settings, justifying a symposium devoted to this form of CMCL in 2007, see SOLE symposium in Section 18.12.

Table 1.1 **Acronyms in computer-assisted language learning**

CALI Computer-Assisted Language Instruction
CALL Computer-Assisted Language Learning
CELL Computer-Enhanced Language Learning
CBLT Computer-Based Language Teaching
CMC Computer-Mediated Communication
ICALL Intelligent CALL
MALL Mobile technology-Assisted Language Learning
NBLT Network-Based Language Learning
TELL Technology-Enhanced Language Learning
WELL Web-Enhanced Language Learning

5. INFORMATION AND COMMUNICATION TECHNOLOGY

Today the Information and Communication Technology (ICT) has been increasing rapidly. The result of this growth can be realized in almost every single phase of learning area: presentation of information, tasks, assessment, interaction and performance of learners. Moreover, these new technologies have constantly increased the opportunity of interaction and flexibility amongst students around the world, overcoming the time and space and individual differences obstructions.

At present, mobile phones are the most widespread revolution, and they have a significant place mainly in young people's lives. All over the world, mobile phones are more than personal computers. Its extensive use and its features and characteristics and function such as mobility, reachability, and localization, and personalization, mobile phone technology offer a great prospective in language learning atmospheres in particular.

In the last years, the Internet has occurred as a simple means for the fast global distribution of information. The Internet is specifically well suited to providing access to data and applications information on advanced materials and products once the data are accessible and available.

Teachers have become more and more interested in the learning profits that mobile technology can offer to students in and out of classrooms. Hence, this study seeks to investigate learners' attitudes toward using mobile in English language learning process.

Koole, (2009) states that there are some matters and factors have important roles in the use of mobile devices in learning situations. Physical appearances of a mobile phone such as its size and weight as well as input and output capabilities such as keypad vs. touchpad and screen size and audio functions are among the features which should be assessed in this respect. The learner skills and prior knowledge and experience with mobile devices for learning, as well as the learner's attitude towards the learning through mobile phone play a central role in the production of such a mobile-based task.

The mobile revolution is finally here. Wherever one looks, a sign of mobile penetration is irrefutable: cell phones, PDAs, MP3 players, portable game devices, handhelds, tablets, and laptops abound. No demographic is resistant from this phenomenon. From kids to seniors, people are increasingly connected and are digitally communicating with each other in ways that would have been impossible only a few years ago. (Ellen D, 2005).

Chen, (1999) discusses that modern technologies such as "mobile phones" would give us the chance to, extremely advance the means to gather, store, and organize information in digital forms of all types - data, text, images, motion video, sound, and integrated media - and make it available and shareable for searching, retrieval, and processing via high-performance communication networks in ways that transcend distance and time. With the rapid technological development, Sudan now has a strong ability to provide better infrastructure and other essential situations for higher education. M-learning is believed to be a promising approach since it offers students ways to interact with experienced and trained teachers. However, the deployment of M-learning in higher education needs a lot of effort to overcome all difficulties facing the deployment of this new technology. There are several issues facing M-learning deployments such as shortage or lack of awareness and motivation (Wang, Wu and Wang, 2009), technical aspects concerning appropriate mobile devices and internet connectivity issues (Naismith and Corlett, 2006; Park, 2011).

6. MOBILE TECHNOLOGIES

Now, mobile technologies have been increasingly combined into learning. The wide use of smartphones and another portable and wireless devices has been expressively changing the ways of learning in many contexts, including language learning (Kukulska, 2008).Though mobile devices have come into every aspect of our lives and has used in supporting a wide range of learning events, there is insufficient understanding of the factors that impact the distribution of mobile -learning in higher education. In addition, there is also a lack of resources available for all M- learning stakeholders on how to organize and support M-learning in university education (Litchfield et al., 2007; Cherian and Williams, 2008) Moreover, there **is** not much of research was done to know how mobile devices will be used to enhance the learning process. In addition, there are many English learners are behind or do not cope with these changes and their usage of mobile still does not suffice and are not well used. Forgetting some weaknesses that exist in the straight and direct contact between a teacher and students and in the first-hand feedback that the traditional classroom education has, the traditional education generally relies on the condition that equally a teacher and students must physically involve in the study (Georgiev et al., 2004).

7. CONCLUSION

The results of this research will be of interest to educators and university managers concerned with the adoption of mobile -learning in higher education. It also offers possible contributions to applied linguistics. Firstly, it improve teaching practice by introduction mobile devices in English language field, through enlightening the policy makers of the role of mobile learning and evaluating the present situation of the English language learners towards mobile learning; Secondly, it helps in spreading the awareness of mobile learning and its role in learning among English language learner. Thirdly, it helps in identifying the practice which is necessary for effectively consider mobile as an effective tool for language learning resources. Fourthly, it offers instruction and guideline for the learners to realize and understand the significance of using mobile devices in their learning process .Fifthly, it offers a better understanding for

policymakers on the university English language learners situation to build coherent strategic plans to carry out mobile-learning and improve the learning environment that suits the new technology and its demands. Sexily, to present the potentials and challenges offered by the information and communication technologies such as mobile devices for the English language learners. Finally, the positive findings of this research might be suitable and useful to educational designers and textbook publisher who are responsible for designing university courses.

M-learning is one of the important new educational methods that influence our normal daily study. The adoption of a wide range of web-based tools has given rise to the tendency of e-learning in education worldwide (Yuen et al., 2009). Therefore, the researcher is trying to investigate factors affecting the adoption of mobile learning in the English Language from the perception of learners and teachers in the Departments of English within the Colleges of Education of three Sudanese Government Universities. It also aims to demonstrate the benefits of using mobiles in English language learning and identify the barriers that hinder learners from mobile learning adoption.

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