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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. THEORETICAL FRAMEWORK

1. Technology in Language Teaching and Learning

It is rare to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Lecturers at K-16 levels have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms in the U.S. to classrooms in other countries where the target language is spoken.

Further, some technology tools enable lecturers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs. In sum, technology continues to grow in importance as a tool to assist lecturers of foreign languages in facilitating and mediating language learning for their students.

While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language lecturer who manages and facilitates the language learning environment. In some cases, however, school and

University administrators have permitted technology to drive the language curriculum and have even used it to replace certified language lecturers. Language technology companies have made unsubstantiated claims about their products' abilities to help students learn languages, thus confusing administrators into thinking that these technologies can be an effective cost-cutting measure. There is currently no definitive research to indicate that students will acquire a second language effectively through technology without interaction with and guidance from a qualified language lecturer.

The American Council on the Teaching of Foreign Languages (ACTFL) acknowledges and encourages using the potential of technology as a tool to support and enhance classroom-based language instruction. ACTFL also acknowledges the potential of well supervised and articulated distance learning programs to fill a need where classroom lecturers are not available. However, because language is one of the most complex of all human activities and interactions ACTFL also recognizes the pivotal role of a qualified language lecturer to incorporate and manage the implementation of technology so that it effectively supports the language learning experience.

The use of technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in culturally appropriate ways to accomplish authentic tasks. Further, all language learning opportunities whether provided through technology or in a traditional classroom setting, should be standards-based and help develop students' proficiency in the

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target language through interactive, meaningful, and cognitively engaging learning experiences, facilitated by a qualified language lecturer.

Therefore, ACTFL strongly advises school and university administrators to place the responsibility for language instruction in the hands of qualified language lecturers rather than solely in technology programs. Cost-cutting measures such as replacing lecturers with software or online programs for language learning or launching new language programs using language software or other technologies will disadvantage language learners if learners will have significantly fewer opportunities to develop language proficiency under the necessary conditions of a dynamic environment and interaction with and guidance from a qualified language lecturer.

Technology has accompanied the process of language teaching and learning for many years. Cassette players and television were traditional primitive technological tools, which were used in language classes as pedagogical aids. Today, when we think about technology, the first teaching aid that appears in our vision is the computer. Likewise, in the field of English language teaching, computer is a good teaching aid, especially since it has been complemented with the connection to the Internet. That is why a great deal of studies has been carried out to investigate the effects of computer-based or web-based language learning in the educational environments.

Educators have also recognized the potential of technology as an instructional tool in foreign language teaching and its application is increasing too (Donmus, 2010). They asserted that technology is able to generate either

stated that online exchanges and discussions via the web and email messages may enhance the students' writing skill. Language lecturers were the first to acknowledge the benefits of the application of social networking tools in foreign language acquisition. In order to engage in the best practices for continuous professional development, these lecturers set up the first communities of practice (Pop, 2010). Totally, modern technologies can be considered as infrastructures for wide spreading distance education.

2. Distance Education

Historically, distance education has not been isolated from the use of technology to support learners and learning. Nipper (1989) classified three different generations of technology use over distance education in the twentieth century. According to him, the initial emphasis was solely on the print-based model of teaching. Later in the mid-century, multimedia teaching was integrated with the use of print with broadcast media, cassettes, and micro-computers. Finally, in the third generation towards the end of the twentieth century, new interactive communication technologies with previous methods are widespread. Nowadays, distance education offers a variety of digital technologies, including websites and digital libraries as well as communication tools such as email, virtual learning environments (VLEs) and the recent application of social networking and blogging. This is referred as 'social media' and it relies on free shared digital content that is authored, critiqued, and reconfigured by the community of users rather than individuals (Lee & McLoughlin, 2010).

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Apart from computer-based technologies in distance education, mobile learning has been considered as a worthy tool in distance education. Mobile phone is a more popular technology because a majority of individuals own mobile phones which are equipped with services such as Bluetooth, Wireless Internet (Wi-Fi), General Packet Radio System (GPRS), Global Systems for Mobile (GSM) and multimedia message (MMS). Mobile learners are then presented with direct access to the information they require on their mobile phones. These properties have initiated the educators to incorporate this system in the distance education program. The innovation of mobile devices has changed the shape of English language teaching and learning by focusing on portable devices known as “mobile learning” or M-learning system. M-learning has constructed a different learning environment such as Personal Learning Environment (PLE) and Virtual Learning Environment (VLE) which have considered as an exclusive teaching and learning approach (Dawabi, et al., 2003).

As technology and learner needs have changed, flexible learning delivery has evolved. As referenced in Figure 1, distance learning opened the door to learners through correspondence study and eventually through eLearning. Also, the pedagogical focus shifted from the lecturer to the individual learner. As the constructivist learning approach is embraced more in course design, online learning continues to flourish. The Internet provided learners the key to successfully accessing richer Distance Education learning environments without entering a traditional classroom. Now with mobile networks, mLearning provides greater flexibility for the learner to access course material, engage with the course

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activities, and interact with the instructor and classmates anywhere, anytime, and on-demand on a mobile device.

Flexible Learning

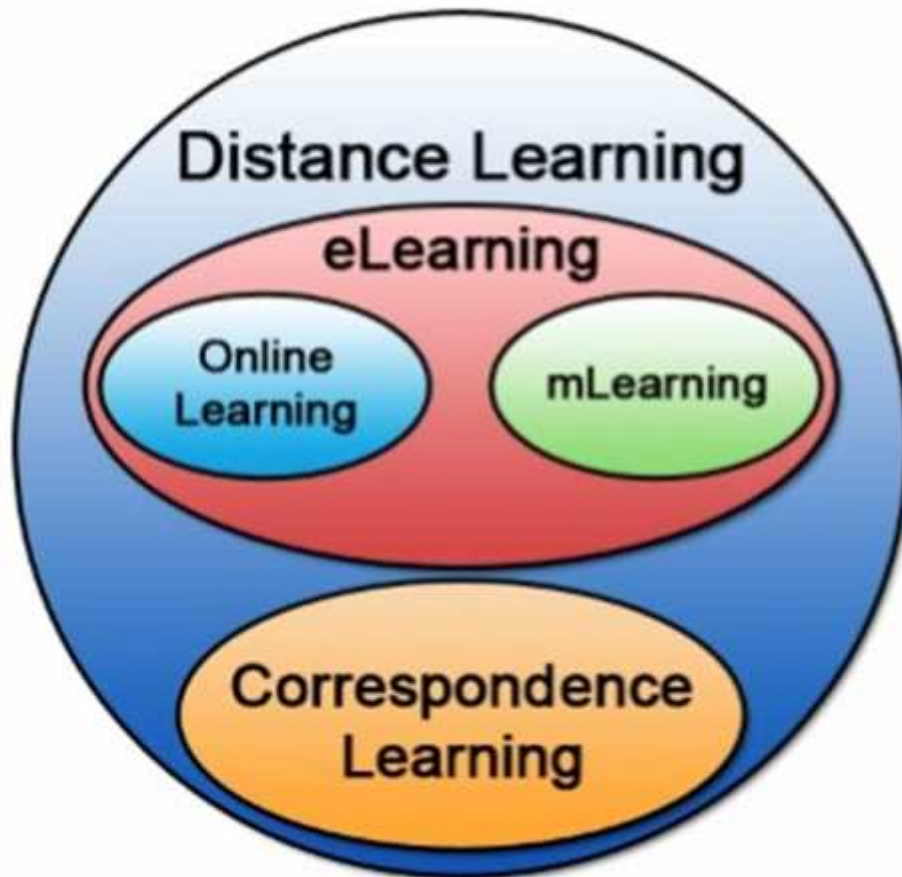


Figure 1. The Subsets of Flexible Learning Adapted from Brown, T.H. (2003). The role of m-learning in the future of e-learning in Africa?

In defining mLearning, there are two distinct and powerful words: mobile and learning. Let's look at the "m" first. "M," short for "mobile," means "on the move." The World Campus mobile research study included devices that are portable, always on, and can access the web whenever and wherever the student is



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away from a laptop or desktop. “At a broad level, one could view laptop computers as the ultimate mobile device and ubiquitous among working adult learners who travel. However, the idea of mobile learning is probably narrower and more focused on the idea of smartphones or the new tablet devices like the iPad. Taking this narrower view allows us to focus on what we can provide learners in a just-in-time type of experience to supplement their courses” (Shearer, 2010).

When the word “learning” is added to the definition, it now becomes “knowledge on the move.” mLearning means decentralization of information handling because an m-learner can work with his or her mobile technologies anywhere and anytime (Tella, 2003). For example, mobile learning could encompass gaining knowledge while doing something else, such as commuting on public transit, waiting in an airport or at a doctor’s office, or sitting at a child’s soccer or dance practice, etc. When the two words--mobile and learning--are blended together, it is easy to recognize how this method of course delivery and interaction is able to more easily fit into the active lifestyles of adult learners and provide further flexibility for their busy schedules.

Mobile Devices

The mLearning ecosystem is made up of a wide variety of devices connected to different kinds of networks. The most common mobile devices are mobile phones, smartphones, personal digital assistants (PDAs), netbooks, tablets, e-readers, digital cameras, portable media players, and gaming devices.



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The largest category of devices for mobile learning is “feature phones” (Woodill, 2011). These devices make phone calls, send and receive text messages (SMS), and take pictures (New Media Consortium; EDUCAUSE Learning Initiative, 2011). Another rapidly growing category comprises of “smartphones” which run mobile device operating systems such as iOS, Android, Windows Mobile, Blackberry, Symbian, etc. Smartphones, in many ways, offer the same functionality as laptop computers, allowing access to the web, e-mail, documents, office productivity tools, and are currently seen as the most suitable platform for mobile learning purposes (Woodill, 2011).

Over the years, definitions of mLearning have centered on devices: personal digital assistants (PDAs), smartphones, and now devices like the Apple iPad (Rosenberg, 2010). While the iPad works as a smartphone (i.e., iPhone) it has a bigger screen, which opens new possibilities for content and access. Smartphones and the new tablets (iPad) also have one of the post-PC era features: “always on” or “always connected.” Users no longer have to wait for the system to load, so access to the Internet and all applications is instant (Rosenberg, 2010). Just like a smartphone, devices like the iPad have access to endless applications from the App Stores and cloud computing. For education, these applications can vary from interactive lessons to study aids and productivity tools (Apple.com, 2011).

Currently, the biggest issue with mobile learning is the lack of industry standards and the need to develop applications for multiple operating systems. For example, there are currently two major smartphone application stores, Android



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portability, Internet access, color screens, interactivity, and video usage (Demski, 2010).

mLearning Global Comparisons Around the globe, mobile learning is emerging as a new way to reach and connect with students. The trend toward mobile learning is a common thread, with different areas of the world adopting this method of teaching and learning at different paces, and for different reasons.

When comparing mobile learning implementation in the United States with other countries, two obvious issues dominate. First, use of mobile learning in the United States seems to be lagging behind implementation internationally. Second, growth of mobile learning in the United States is largely tied to the growth of online learning.

According to a 2008 article by Judy Brown and David Metcalf at The MASIE Center & The Learning Consortium, “Certainly the [US] is behind much of Europe especially Scandinavia, Japan and other geographies that have had a single standard in place longer and have been able to develop in a core, single and unified path.” Basically, the United State has historically been a late adopter of mobile phone technology in general compared to other counties around the world. Both developed and underdeveloped countries have migrated sooner to the use of mobile phones for a variety of reasons. By sheer virtue of being familiar with using mobile technology, learners have started using their devices to support their course work. Universities have put that connectivity to good use for learners in those counties where mobile phones are more likely to be available than landlines.

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In the United States, more and more students are attracted to online learning as an option for higher education. According to *Class Differences: Online Education in the United States, 2010* from the eighth annual Sloan Survey of Online Learning, online course enrollment in the United States grew by nearly one million students over a year ago (Allen & Seaman, 2010). The report finds approximately 5.6 million students were enrolled in at least one online course in Fall 2009. As online instruction grows, so does the use of mobile learning. Online and blended instruction, both using technology for teaching and learning, are shifting from a model working only with eLearning to encompassing mLearning (Caudill, 2007). Basically, the only difference between online learning and mobile learning is the technologies used, and ultimately, the accessibility of an educational experience in which the learner is engaged. Research shows that convenience and flexibility are major contributing factors in the growth of online learning. When mobile learning is incorporated as a component of online learning, convenience and flexibility for the learner reach optimal levels. Thus, teaching and learning, like modern media, is becoming more readily available.

While growth of mobile learning is largely tied to the growth of online learning in the United States and other parts of the Western world, e.g., Europe, that is not the case in developing World Campus Learning Design countries. The growth of mobile learning is largely tied to the need for distance education that is not dependent on an Internet connection.

Mobile education is being recommended as the path to follow in distance education for developing nations and areas such as South Korea, China, other



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materials via their mobile device. The third is for administration purposes (Keegan, Kismihok, Mileva, & Rekkedal, 2006).

In developing nations, the growth of mobile learning is a direct response to a need for distance education that serves dispersed populations, often characterized by low incomes and the inability to afford expensive PCs and/or Internet access. In contrast, the growth of mLearning in the Western world is more of a complement to an already robust use of online distance education.

A. Mobile Phone

Gilgen (2004) has demonstrated the possibilities of developing mobile labs for schools with limited funding. Kiernan and Aizawa (2004) set out to study whether or not mobile phones were useful language learning tools and to explore their use in task-based learning. Several other free and commercial mobile language learning programs have recently become available.

Attewell (2004) remarks that mobile phone help to remove some of the formality from the learning experience and engage reluctant learners. Besides, it helps learners to remain more focused for longer periods. Ultimately; it helps to raise self – esteem and self- confidence.

Levy and Kennedy (2005) created a similar program for Italian learners in Australia, sending vocabulary words and idioms, definitions, and example sentences via SMS. The BBC World Service's Learning English section offers English lessons via SMS in Francophone West Africa and China (Godwin-Jones, 2005).



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Mcneal and Hooft (2006) find that the mobile phones have not been used widely in educational settings as some people feel reluctant. Chen, Hsieh, and Kinshuk (2008) carry a research on the use of mobile phones for the delivery of vocabulary materials to 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 app provided in terms of allowing students 24-hour access to learning materials as well as lecturer feedback and the opportunity to access results or submit work outside of the classroom.

Objectives of M-Learning

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. Mobile Phone Technology in English Teaching: Causes & Concerns by Naveen K Mehta.
4. To foster the use of English language for communication. • 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.

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6. To promote self learning, learning by fun and learner centred approach.

Salient Features of Mobile Phones: Useful for language learning

Mostly mobile phones are equipped with functionalities including SMS, MMS, Facebook, Twitter, internet access, mp3/mp4 player, digital camera, video recorder and many are Flash-enabled and/or Java-enabled and can run multimedia contents including audio and video. Some mobiles have special inbuilt learning software such as e-dictionary, flash card software, quiz software and others. Voice Recording and Listening: Effective telephonic communication is a vital key to attain success in this highly competitive world. Through recording facility learners can be asked to record their communication and later on they may be asked to listen and improve their weak areas.

Mp3/Mp4 is also very helpful in playing audio/video clips pertaining to English instructions. Students can record interviews or conversations they engage in outside the classroom. Students can play the interviews and conversations in class for feedback and discussion. Most phones include a memo recording feature that can collect language samples from TV or radio.

SMS (Short Message Service): A study conducted by Thornton and Houser (2003) highlights that Short Message Service (SMS) text messages can be used to send out vocabulary items at spaced intervals, thus increasing student retention. In circular writing, students can frame a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is finished. The lecturer has to keep a record of the story as it emerges. In addition to all these

to a shared account. Gaming: Games offer learners a good way to relax and learners can also be benefited a lot from playing games such as developing problem solving and critical thinking skills.

Mobile Phone Driven Class Room Activities

Students can select a wide range of topics to with their mobile phones. To begin, they can get ideas from many popular programs on television, including talk shows, game shows, news specials, and parodies. Following are model activities that can be expanded or reduced to cater to the requirements of semester length, class size, language level, and age group.

Participation of Lecturers and Students

M-learning poses a great challenge for students and lecturers. The possibility of using mobiles in education has rapidly grown since the last decades along with other technological tools. Role of lecturers is very imperative in integrating and implementing technology such as adopting mobile phones in English teaching. At the outset, English lecturers should become acquainted with the latest IT driven technology and obtain essential skills toward applying technology in their daily teaching assignments. Lecturers also need to motivate the students to learn technology in class. With the judicious use of mobile technology, the lecturers can better facilitate English teaching and can enable the students to understand English language in an effective manner. Learning happens at any time of the day, on working days or weekends. The learning practice is thus “mobile” with regard to location, and time.

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(2006) asserted that one of the primary roles of PDAs has been as a translator in a language-learning classroom. Other than that, software programs such as 'MobiLearn' have managed to convert PDAs into 'talking phrasebooks'. In this regard, Myers (2000) evaluated the achievements of Chinese learners of English using PDA translators. She discovered that the learners practiced saying new words by typing into the machine repeatedly. In order to recognize the word stems, they typed the full words into the machine. Gradually, they looked up for phrases and words in English and quickly their English spelling improved significantly. In addition, various projects have been implemented for using PDAs in language learning environments. For instance, Thornton and Houser (2003) developed an English idiom web site exclusively for mobile technologies that could offer definitions, illustrative animations and videos as well as multiple-choice questions. In their study, they found that students were successful in downloading and using this web site via PDA and mobile phones.

2. Ipods

Another form of mobile devices is the iPod which was produced by Apple Company. It is a portable media player of digital audio files or MP3s that enables users to listen to them with high quality sound. The new version of iPods does not only provide audio. Students can download language learning software easily and share texts and images or audio/video files with their peers and lecturers.

Several applications of the iPod in language learning have been discussed. For example, Belanger (2005) quoted the findings of a study done in Duke University through which freshmen students used iPods to submit their audio

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assignments, oral quizzes, record audio journals and obtain oral feedback from their lecturer. The activities employed by the IPods application have enhanced not only the listening activities, but also grammar and vocabulary construction and publication of students' work. An advanced feature of IPod, which is called "PodText", provides more potential for language learning (Shinagawa & Schneider, 2007). IPods application enables the practice of English language skills, for instance, voice recording and speaking/ listening exercises. Furthermore, listening to authentic materials such as songs and news in English is also possible via IPods. Not only that, writing skills can be enhanced when the instructor sends text messages and the students can read and answer those messages (Sarica & Cavus, 2009).

3. Podcast

Podcasting is also classified as a variety of M-learning. The term podcast is formed through the combination of IPod (portable digital audio player) and broadcasting. It is mainly digital audio programs that can be downloaded from the Internet (Usluela & Mazman, 2009). "Podcasting is a form of M-learning in which a device is used to listen to or watch an audio or video broadcast. Broadcasts are published on the Internet and automatically download on to a desktop or laptop computer" (Evans, 2008, p.492). Evans (2008) asserted that podcasting has a significant potential as a modern learning tool for adult learners in higher education. It is already widely utilized in language learning, especially for offering authentic content and the act of recording it. Myriad types of authentic podcasting are available for English language learners. For example,

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“Englishcaster” provides a list of podcasts specifically created for English language learners (Chinnery, 2006). Furthermore, in this regard some researchers like Stanley (2005) created a podcast applicable for teaching in EFL/ESL classes.

4. Cell phones

Short Message Service (SMS), voice-messaging, cameras, video-recording and even Internet access for cell phone users are practical for language learning. Chinnery (2006) believed that all of these features allow language lecturers to offer access to authentic content, communicative language practice, as well as completion of tasks to the students. A cell phone is the most popular and accessible mobile device in language learning as it is widely used by individuals regardless of their age and gender. Houser, et al. (2002) quoted the results of a study performed by Stanford Learning Lab on learning language via mobile phones. They provided some programs including translation of words and phrases, vocabulary practice, access to live talking tutors and quizzes. The findings of the study revealed that mobile phones were effective for quiz delivery carried out in small segments. It also concluded that quizzes and voice vocabulary lessons had great potential in the teaching and learning of language. Kiernan and Aizawa (2004) evaluated the effectiveness of course delivery on Japanese university students' achievement in EFL classes using mobile devices. The results of their study demonstrated that learning gained through task-based mobile learning including text messages, emails and speaking activities was satisfactorily achieved by the students. They found that second language acquisition is significantly enhanced through the application of cell phones as tools in EFL classrooms.

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While the literature on mobile phone use in classroom is scarce, there has been some research shedding light on the topic. Mobile phones and their use in language learning have yet to receive much attention. Thornton and Houser (2005) presented three studies in mobile phone learning. Their subjects were Japanese University students. They tested them in terms of the email exchange in the mobile phones, receiving vocabulary lessons at timed intervals to the mobile phones and finally using videocapable mobile phones for explaining English idioms. Students felt that using mobile phone in learning is “a valuable teaching method” (p.217) and they highly rated its “educational effectiveness” (p.217) in the classroom. A further study by Kiernan and Aizawa (2004) evaluated the use of mobile phones as tools for classroom learning. Freshman university students were surveyed and pre-tested to assess certain target learning structure. Then they were subdivided into three groups: (a) using cell phones text messages, (b) using computer e-mail, and (c) speaking. The study suggested that mobile device proofs to be an effective “language learning resource worthy of further investigation”. (p.71) A perusal of the literature shows mainly two different parties for the use of mobile phone in education: advocates and opposers. I will review what the advocates of mobile phones state and then I describe the opposers’ views.

The creation of mobile devices such as cell phones, PDAs, iPods and podcast has demonstrated that technology-based pedagogy is employed rather extensively in some academic environment. Although mobile learning is gradually being accepted in not many educational settings, its advantages cannot be overlooked.

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5. Smartphone

There are many ideas about how smartphones can be integrated in schools and learning processes. One field that could really benefit from this is the field of language learning. Learners can make good use of the facilities to listen to audio at any time as well as the “always on” characteristics of portable devices which encourage spontaneous interaction (Kukulska-Hulme, 2006). Moreover, the effects of mobile communication are frequently mentioned by Kukulska-Hulme in the publication *Mobile language learning now and in the future* (Kukulska-Hulme, 2006). She states that it is “one of the key advantages” of m-learning considering that it embraces more flexible arrangements than traditional classroom situations. Even if the widely spread usage of mobile devices is a relatively young phenomena, there has already been a lot of studies focusing on the combination of mobile phones and language learning (Ba o lu,2010[1];Hedbom, 2008 [2]; Stockwell, 2007 [5]; Thornton & Houser, 2005 [6]). Many of these reports show a very positive effect from involving mobile devices in language learning. A Turkish study compared digital flashcards on a mobile phone with traditional flashcards on paper. The results showed that the ones who had used the mobile application had reached better results than the ones who used traditional methods (Ba o lu, 2010) [1]. Furthermore a survey in Japan from 2007 concludes that the potential of the mobile application was great (Stockwell, 2007) [5]. In another more extensive survey, over 300 Japanese university students were studied regarding their use of mobile devices in a language learning context. The results showed that the

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students evaluated educational materials designed for mobile phones very positively and that they were able to learn via this medium. The researchers also found mobile phones are a very effective platform for vocabulary learning as they are able to catch the students interests and create new study opportunities (Thornton & Houser, 2005).[6] In her study on mobile learning to support teaching English as second language, Maryam Tayebinik has highlighted the application of a variety of mobile devices in the field of TESL. She declares that mobile devices have become a part of our life. Related literature has identified the adoption of this technology by language lecturers. The portability and high access of mobile phones have made it very prevalent in educational territory. “Mobile phone is superior to a computer in portability” (Yamaguchi, 2005)2010[1];Hedbom, 2008 [2]; Stockwell, 2007 [5]; Thornton & Houser, 2005 [6]). Many of these reports show a very positive effect from involving mobile devices in language learning. A Turkish study compared digital flashcards on a mobile phone with traditional flashcards on paper. The results showed that the ones who had used the mobile application had reached better results than the ones who used traditional methods (Ba o lu, 2010) [1]. Furthermore a survey in Japan from 2007 concludes that the potential of the mobile application was great (Stockwell, 2007) [5]. In another more extensive survey, over 300 Japanese university students were studied regarding their use of mobile devices in a language learning context. The results showed that the students evaluated educational materials designed for mobile phones very positively and that they were able

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“Mobile phone is superior to a computer in portability” (Yamaguchi, 2005)

A Smartphone is the same as the computer can download and install software to develop the basic functions of mobile phones. Norwegian University of Technology, Jan-Kristian Markiewicz developed a system running on Windows Mobile with content aware capabilities of foreign language learning system PALLAS [foreign language training system for Mobile real situations redetect put markets], used to support traditional classroom foreign language teaching [3]. Central China Normal University, Wang Jue designed system running on the Symbian mobile English learning system, and realized the word memory, English articles etc function module. [4] East China normal university, Wang Run Hua designed of a run on Windows Mobile system on Mobile learning framework, and realized the coursework, and outdoor assignments and Mobile blogs function [5].



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Experimental and applied research from the above that the emergence of Smartphones, provides developers with a very malleable terminal platform, is the realization of domestic and international mobile learning technology applications and research focus and future direction.

B. Mobile Learning

Mobile learning is defined as any service or facility that contributes to acquisition of knowledge regardless of time and location (Lehner & Nosekabel, 2002). According to Vavoula and Sharples (2002) learning can be considered mobile in three different contexts: learning is mobile in regard to space, it is mobile due to the different places, and it is mobile in terms of time. Hence, mobile learning system can deliver education to learners anytime and anywhere they need it. M-learning is limitless in terms of the content and geographical extent, so, this offers dispersed virtual classrooms accessible any time (Jalalyazdi, et al., 2009). Another variety of M-learning which is applied exclusively for language learning is called Mobile assisted language learning (MALL). Although, this is an illustration of technology- based language learning, it is different than computer assisted language learning (CALL) because it focuses on the “continuity or spontaneity of access and interaction across different contexts of use (Kukulsk-Hulme, 2009, p. 162).

A theory of mobile learning is essential when thinking of the role of mobility and communication in learning environments. (Sharples, Taylor, & Vavoula, 2005). In mobile learning, students learn across both space and time and move from topic to topic. Like a blended environment, learners move in and out

of engagement with technology. A key point in mobile learning theory is that it is the learner that is mobile, not the technology (Shuler, 2009). As devices are ubiquitous, learning can be interwoven with activities part of everyday life. Control of mobile learning environments can be distributed, and context is constructed by learners through their interaction with devices and with each other. They acknowledge that mobile learning can both complement and conflict with format education, and it raises ethical issues both of privacy and ownership.

A broad literature review of mobile technologies and learning stated that a challenge for both educators and designers is one of knowing how to use mobile tools in the most meaningful way (Naismith, Lonsdale, Vavoula, & Sharples, 2004). The authors suggested that a blended learning approach is necessary when using mobile technologies in learning settings. That is, all instructional and learning activities do not necessarily need to be done using mobile phones, but rather those types of activities must be balanced out with other instructional and learning strategies. As mobile technologies are becoming more ubiquitous, the greatest challenge will be to “discover how to use mobile technologies to transform learning into a seamless part of daily life to the point where it is not recognized as learning at all” (p. 5).

Dede identified four areas where scholars, practitioners, vendors, and policy makers converge in discussions, implementation, and support of educational technologies: devices and infrastructure, safety and privacy, digital assets and assessments, and human capital (Dede & Bjerede, 2011). Dede proposed alternative models of educational improvement that can be supported by

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Key trends in emerging technologies will have impact over the next several years (New Media Consortium, 2011). There exists an abundance of resources and relationships that are made easily accessible through the Internet. An environment of anytime, anywhere learning and collaboration across decentralized information structures has been created through emerging technologies (Project Tomorrow, 2010). The report identified challenges and constraints with the same technologies. With increased use and exposure to tools and new media, digital media literacy becomes increasingly important in every academic and professional arena. The existing measures of assessment and measurement are not caught up with the technologies, leading to new forms of publishing and authorship. In the near term, e-books and mobile devices will be far more prevalent in schools. In a few years, augmented reality and game based learning would be more present. In the long term, both gesture based computing devices (movement and touch) as well as an abundance of data would help steer educational technology decision and policy.

Ling (2004) stated that mobile devices have social consequences, particularly in private settings. A phone can be used to provide safety (through immediacy of connection) coordinating activities, and providing accessibility while being shielded from the private sphere. He suggested that teens adoption of texting has changed the nature of mobile communication. Technical determinism is where technologies form and mold a society, where social determinism has technology continually being reinterpreted by users within that society.


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Gunawardena and colleagues (2009) defined social networking as the practice of expanding knowledge by making connections with people with similar interests

In 2008, Franklin and Peng conducted a case study to determine if students' production and sharing of math movies could be a useful formal and informal learning tool. Unlike the previously described studies, they included an examination of how teachers felt about the students' engaging in this type of learning. The researchers observed two math classes at Midwestern middle school in the United States that were taught by separate teachers. Students used iPod Touch devices to view and share tutorial movies they had created using multimedia creation software such as Microsoft PowerPoint, Apple iMovie, and Adobe Photoshop. Each student was loaned an iPod touch device and they shared their production in and out of the classroom (Franklin & Peng, 2008). Using observations, interviews, and data analyses, the researchers concluded that the use of the movies and devices had great potential as a learning tool for middle school math algebra students. They suggested that the eighth grade algebra students who participated in the study had successfully complemented their understanding of algebra by building math movies and sharing them on handheld devices. While some teachers found the devices disruptive, most teachers did not deny that the students were engaged and that the iPod Touch devices were worth exploring (Franklin & Peng, 2008). This study provides interesting qualitative insight into emerging technologies used with middle school students, but it does not directly address how this particular tool fits in with or supports the teachers' broad understanding of education. Rather, the focus is more on student views, student


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outcomes, and understanding of the logistics necessary for successful use of the handheld devices.

Many educators think of learning theories as the ancient theories that only impact the education of the day long ago. This is as far from the reality as it can get. The integration of mobile technology should be a revival of constructivist learning theory as a basis for the new dawning age of mobile technology integration. Constructivist theories propose that “knowledge is being actively constructed by the individual and knowing is an adaptive process, which organizes the individual’s experiential world” (Mayer, 1992; Hendry, 1996). One of the main beliefs of the constructivist is that people develop and build understanding from their own personal and subjective experiences. Students bring their own schema (past experiences) into their academics and use it to enhance their learning by gaining more knowledge and build upon their old. Even though a teacher can be excellent and excel at implementing constructivist learning theory in conjunction with mobile technologies, students will not necessarily learn. The students need to have the opportunity to experiment and utilize previous experiences to build new understandings of the educational material. Constructivist learning theory enables the mobile technology to focus on the student’s ability to be self directed and draw conclusions (Karagiorgi & Symeou 2005). Constructivist learning theory differs from other traditional educational theories in the implementation of mobile technologies. This theory allows students to work independently and have a teacher as a facilitator. Students eventually learn more when they have to explore and experiment rather

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This simulation has been re-created for the PalmOS PDA, and is freely available from <http://education.mit.edu/pda/games.htm> (Lonsdale, Naismith, Sharples, Vavoula, 2004). The use of mobile technologies is having a direct impact on integration, pedagogy, and learning theories and are being utilized in new and innovative ways. Mobile devices like the iPod touch mobile phones and many others are being looked at in a whole new method. These tools combined with wireless technologies are leading new approaches in education and have generated a great deal of excitement. Everywhere in education, from the small rural k-12 school district to the large metropolitan college of higher education, mobile technology is being considered, implemented and then looked at again for further implementation. The numbers of new and current mobile wireless technologies implemented for the direct impact of student learning is staggering. Universities in the United States reveal that 90 percent of public universities and 80 percent of private universities have some level of mobile wireless technology (Swett 2002).

Louisiana State University has implemented a system that transforms the university website material into a format that can be read and manipulated on mobile devices. As a result mobile devices have increased access and interaction with educational material. This simple change has enabled a great deal of relevance to constructivist learning theories. Constructivist learning theory does not change when applied to these mobile devices, but these mobile devices allow for increased functionality and access. Seventy-six percent of Louisiana State University students and faculty utilized mobile phones, fourteen percent utilize a



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PDA and nine percent have a mobile device with capability (Cisco systems, 2003). Louisiana State University is not alone in the mobile technology world; universities like the University of Minnesota and the University of South Dakota even require students to have mobile wireless devices for their school assignments (Oliver & Wright, 2002). The above requirements of universities indicates that in the not too distant future more and more educational intuitions are going to not only embrace but require the use of the mobile technologies. Mobile technology is influencing how traditional constructive learning theories are currently being applied by allowing students, instructors and anyone else involved in the education process the ability to take charge and construct their learning environment to anywhere, any time. The two year Dutch project GIPSY coined a motto of “pick up your school and learn”. The goal of the entire project was to develop learning that was not restricted by location and time. The project allowed students to be self-directed constructivist learners.

These mobile technologies are more efficient when utilizing constructivist learning theory to impact future development of learning. It is expected that in the near future teachers, students and the entire community will have the ability to utilize mobile technology in most major areas. This allows them to experiment and utilize a major principle of constructivist theory, the ability to experiment and learn. Mobile wireless technology devices such as the PDA, smart phone, iPod touch and many other devices will have access at school district and university libraries, lecture halls, cafeterias, and research centers. Research shows that 17 academic institutions were studied and that 57% of library areas were covered



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with wireless technology for the sole purpose of supporting mobile technology in 2001, and the figure increased to 88% in 2003 (Boggs, 2002). This information reveals that mobile technology infrastructure is expanding and reaching out into the classroom.

Mobile technology and constructivist learning theory are not simple items to integrate into the learning process. What does it take to successfully integrate mobile technology utilizing constructivist learning theory in the classroom? It starts with the commitment of the administration, students, faculty and goes all the way to the community. In order for a major mobile technology initiative like this to be successfully implemented in any educational facility many things need to be in place. Everyone must accept, understand and buy into the mobile technology project. The purchase of the mobile technologies must be followed by the appropriate professional development to ensure that everyone has what they need for a successful implementation of the constructivist theory and use of the mobile technology.

It is imperative that everyone involved demonstrate a commitment to not only utilize existing skill sets, but to also acquire and develop skills in the areas of mobile technology and constructivist learning theory. Everyone will need to not only enhance but aspire to become experts in the areas of mobile technology and constructive learning theory through professional development. The study conducted by Lonsdale, et al. (2004) demonstrated a need for further continued professional development when professional staff participated in pre-assessments. Most of the teachers participating indicated they had a proficient understanding of



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constructivist learning theory. Detailed interviews revealed information to the contrary. Most professional staff only demonstrated basic knowledge and or implementation of constructivist learning theory in their learning environments. The research revealed three factors impacting the successful implementation of constructivist learning theory:

1. External factors, which includes lack of access to computers and software, insufficient time to plan instruction, and inadequate technical and administrative support.
2. Limited or improper theoretical understanding. The participants in this study showed that they misunderstood the concept of constructivism by seeing the ideal other than the practicable. Most of the teachers interviewed wanted specific examples of how to integrate technology rather than let kids explore and create their own.
3. Teachers' beliefs conflicting with the teachers' expressed pedagogical belief (Lonsdale, et al., 2004).

These factors along with the fact that teachers admitted to having a hard time changing what has worked for them in the past revealed that teachers had difficulty leaving their comfort zone (Chen 2008).

Teachers get excited when they see mobile technology, but the ball usually gets dropped when the professional development is a couple of hours and then the teacher is supposed to remember everything they learned with no added support. Teachers also have found that their learning pedagogy they have believed in does not coincide with the technology learning theories. The next component of

use. I always refer back to the wise old adage of taking the kids down the hall to use the pencil reference, to the frequent and integrated use of mobile technology (Solo way et al., 2001; Tinker & Krajcik, 2001). Early evaluations suggest teachers and students respond to mobile technologies favorably. For example, 90% of teachers in a study of 100 Palm-equipped classrooms reported that handhelds were effective instructional tools with the potential to impact student learning positively across curricular topics and instructional activities (Crawford & Vahey, 2002; Vahey & Crawford, 2002). As we apply these results, we find that the principles of constructivist learning theory are being applied, perhaps by accident. That road leads to application of constructivist principles through distance education utilizing mobile technology integration. Distance education and the “learn anywhere any time” learning appeal that is taught everywhere utilizes constructivist learning theory to provide educational value. A key aspect of effective distance education is focusing on the needs of the learners, the requirements of the content, and the constraints faced by the teacher. One way that this focus has been addressed is through the integration of mobile technology and constructivist learning theory foundation. Distance education is applying the constructivist theory to build flexibility that allows for a major pedagogical change and benefits that allow students to progress at their own pace allowing students to actively construct their learning in an adaptive process. Construction of learning thus continues and grows at varying rates of individual progression towards a goal which is a typical of educational practices. In traditional classes progress at the same pace in synchronization with the delivery of information

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through mass lectures and tutorials in a tradition format (Yousuf, 2007). How does mobile technology integration fit within distance learning environments? You haven't made that argument.

The novel model of mobile learning creates various learning environment since students can download applications synchronously or asynchronously. They can also access notifications, weekly activities, feedbacks, assignments, their courses, online libraries, grading reports and these have increased their interest in studies (Kristoffersen & Ljungberg, 1998). Individual learners who are engaged in this type of learning can personalize their learning environments by deciding where and when to learn. Furthermore, to develop mobile learning activities, instructional designers should pay special attention in creating and managing the knowledge database such as the vocabulary databases, reading materials, and learning materials including audio or video files. In the meantime, accessibility and technical connection problems are the most important considerations (Park, 2011). Chang (2010) claimed that mobile learning is an audio-based learning project that allows learners to participate in an asynchronous learning discussion on mobile devices instead of the text-based discussion. In other words, learners can download audio files recorded by their peers and listen to these recordings while on the move. Since multimedia message services (MMS), an evolutionary form of short message services (SMS), can send not only text but also graphics, video, and audio clips. This project utilized audio-based input to post discussion articles in an audio file format. Park (2011) outlined several disadvantages of audio-based learning in M-learning. They include:

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- The lack of ability to search through a message;
- The availability of background noise;
- Difficulty in reviewing the recorded audio files.

However, he also presented the advantages such as:

- The flexibility of learning and
- Handsfree operation.

Mobile Phone Technology in English Teaching:

Activity I

A lecturer can use mobile phone to record a student speaking about a topic or a role play between two students. Then, play the recording and see if students can rectify their mistakes. Play back a second time for to show them the mistakes they didn't identify. Learners are asked to record interviews or conversations using their mobile devices.

Activity II

A lecturer can film his/her students with mobile phone camera. Students may be participating in a role play or discussion. A lecturer can save this video till the last day of class. He/she may ask them to have a similar role play or ask the very same discussion topic.

Activity III

A lecturer can take pictures with mobile phone of important spots/points in town. He/she can ask students if they can identify them. They must name the exact spot and if possible famous landmarks that are nearby. A lecturer can show

students that they can do exactly the same when they are in a foreign location and take pictures of key streets and locations.

4. Students' English Involvement

Student' English involvement relate to these traditional pedagogical theories. I believe that it can provide a link between the variables emphasized in these theories (subject matter, resources, and individualization of approach) and the learning outcomes desired by the student and the professor. In other words, the theory of student' English involvement argues that a particular curriculum, to achieve the effects intended, must elicit sufficient student effort and investment of energy to bring about the desired learning and development. Simply exposing the student to a particular set of courses may or may not work. The theory of involvement, in other words, provides a conceptual substitute for the black box that is implicit in the three traditional pedagogical theories.

The content theory, in particular, tends to place students in a passive role as recipients of information. The theory of involvement, on the other hand, emphasizes active participation of the student in the learning process. Recent research at the precollegiate level (Rosenshine, 1982) has suggested that learning will be greatest when the learning environment is structured to encourage active participation by the student. On a more subtle level, the theory of student involvement encourages educators to focus less on what they do and more on what the student does: how motivated the student is and how much time and energy the student devotes to the learning process. The theory assumes that student learning and development will not be impressive if educators focus most of

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their attention on course content, teaching techniques, laboratories, books, and other resources. With this approach, student involvement—rather than the resource or techniques typically used by educators—becomes the focus of concern.

Thus, the construct of student involvement in certain respects resembles a more common construct in psychology: motivation. I personally prefer the term involvement, however, because it implies more than just a psychological state; it connotes the behavioral manifestation of that state. Involvement, in other words, is more susceptible to direct observation and measurement than is the more abstract psychological construct of motivation. Moreover, involvement seems to be a more useful construct for educational practitioners. “How do you motivate students?” is probably a more difficult question to answer than “How do you get students involved?”

The theory of student involvement is qualitatively different from the developmental theories that have received so much attention in the literature of higher education during the past few years. These theories are of at least two types: those that postulate a series of hierarchically arranged developmental stages (e.g., Heath, 1968; Kohlberg, 1971; Loevinger, 1966; Perry, 1970) and those that view student development in multidimensional terms (e.g., Brown & DeCoster, 1982; Chickering, 1969). (For recent, comprehensive summaries of these theories see Chickering & Associates, 1981; Hanson, 1982.)

Whereas these theories focus primarily on developmental outcomes (the what of student development), the theory of student involvement is more concerned



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with the behavioral mechanisms or processes that facilitate student development (the how of student development). These two types of theories can be studied simultaneously (see “Research Possibilities” section below).

1. Four Ways to Get Your Students Involved in the Classroom

In a day and age when the American education system is under fire, teachers need to think outside of the box in order to engage their students in learning. Children can no longer afford to be passive or coast through their school days. Here are four ways that teachers can get their students to be involved in the classroom.

If You Can't Beat Them, Join Them

Technology is here to stay. Mobile devices, video games, apps and electronics are a major part of life for children today. Rather than fight these influences in their lives, teachers need to bring technology into the classroom and incorporate it with learning activities. Many teachers are now including online components in their courses. Students need to look at a site at home to discover assignments, post responses and interact with their classmates. Tablets are in use beginning in preschool as children participate in learning games, create cartoons and write stories that can make a splash on the Internet.

Hands-On Is A Plus

When students can be involved in hands-on learning, teachers will be able to keep their interest. Math lessons are more effective through the use of manipulatives. Projects involving cooperative learning will light a spark in social studies and English. Science labs are often the highlight of the day when children

can use equipment and perform experiments. See <http://www.microscope.com/compound-microscopes/schools-students/> for affordable microscopes and additional components.

Give Students Empowerment

Children need to be given responsibility. When they have duties in the classroom, they will be learning real-life skills. Allow them to decide on the jobs necessary to create a task, delegating authority amongst themselves. Make sure every child is clear about his or her role in a given situation. Children need to understand having roles is a good representation of what will happen in the real world when co-workers must work together.

Let Children Be Problem-Solvers

Present a problem to students and let them run with it. Allow children to look at a topic from many different angles, do their own research and come up with various solutions. It's important for students to realize there are many ways to come up with the correct answer. Creative thinking and time to process information is a must.

Active involvement is key in a successful classroom. If our students are to excel, they need to pursue an education with eagerness, opening new horizons for themselves.

Active student involvement contributes to a well-managed classroom. If the students are engaged in learning, there is little time for disruption. In fact, students need to be active to be learning. After three to five minutes of the same type of activity the brain starts to fade. The teacher's job is to give the student



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brain a complete workout without having it tune out. The key is to keep a good balance between teacher-talk and active involvement in the learning.

There are strategies teachers can use to ensure active student involvement from everyone in class. Dr. Carol Cummings suggests that when one student is answering a question on the board, the teacher can ask the other students in the class to give thumbs up if they agree with the answer on the board and thumbs down if they don't agree. While asking the students who are not at the board to participate, the teacher is keeping all students actively involved.

While increasing participation is an obvious goal in courses that include frequent discussions and small-group work, it is also important in a lecture course. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. You can improve student participation in your course by devoting time and thought to shaping the environment and planning each class session. Furthermore, the way in which you interact, both verbally and non-verbally, communicates to students your attitude about participation.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For

example, some students who do not speak often in class are reflective learners, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially). Many students who frequently volunteer to contribute are active learners, who typically think while they speak. The instructor's goal is to create conditions that enable students of various learning preferences and personalities to contribute. To reach this goal, you will need to take extra steps to encourage quiet students to speak up and, occasionally, ask the more verbose students to hold back from commenting in order to give others a chance.

This handout is divided into the following sections:

Shaping the Environment

Planning

Listening and Responding

Links and References for Increasing Student Participation

Shaping the Environment

Reserve a classroom that will accommodate the kind of participation you have in mind. Starting on the first day of class, arrange the room in a way that encourages active engagement. When it is time to reserve a classroom, keep in mind not only the number of student chairs you will need, but also whether these chairs should be moveable. If you lead frequent discussions, consider moving the chairs into a circle or "U" to ensure that students can see, and speak to, one another. If you are teaching in a large lecture hall, consider asking students to move so that they are concentrated near the front of the room. Move the chairs

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back to their standard configuration at the end of class (in University-managed classrooms, see the diagram posted near the door).

Make clear from the beginning your expectation that students will participate. On the first day of class, explain what you see as valuable about class participation. Indicate that you want to do all you can to ensure that the classroom dynamics and activities support full participation, including calling on students who do not raise their hands and sometimes asking frequent contributors to allow others to have a chance. Ask students to inform you if you can make any changes to improve the classroom dynamics and rates of participation.

On the first day of class, give students a clear idea of what to expect regarding participation. If you plan to lecture each day with pauses for questions and discussion, do so on the first day; if you plan to lead more extended discussions, then do so on the first day (see Tips for Teaching on the First Day of Class).

Consider whether you will assign a grade to students' performance in discussions so that they understand the importance of participating. If you do plan to grade participation, inform students of the specific criteria that you will use. For example, will you evaluate the frequency and quality of their contributions, as well as how effectively they each respond to others' comments? Will you include in each participation grade the student's performance on informal writing, online discussions, minor group projects, or other work? Grading student participation is especially important, and usually essential, in discussion courses (see Teaching with Discussions).

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Learn and use students' names. Students will be more engaged if they believe that you perceive them as individuals, rather than as anonymous members of a group. Encourage students to learn one another's names, as well; this strategy will increase the possibility that they will address one another by name and direct their comments to one another, not just to you.

Planning

In a discussion course, assign to your students some of the responsibility for increasing participation by all. For example, on the first day of class, you might tell students your goals for class participation (e.g., informed and lively discussions in which everyone participates) and ask them to come up with a list of guidelines that will help the class reach this goal. Typically, they will generate excellent guidelines such as "do not interrupt others when they are talking" and "critique the ideas; don't criticize the person." Post this list on the course Web site and hand it out in class. Students who feel invested from the beginning in making the discussions successful will be more likely to work together to increase participation.

Consider requiring students to lead discussions or to submit discussion questions before class. Provide guidance and assess student performance on these tasks (assigning a score, for example, that forms a part of the class participation grade.)

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In discussion courses in which you are having trouble getting students to participate, consider asking students to submit anonymous comments on class participation as well as suggestions on how to get more people involved; often, they will let you know that there are problems with the classroom dynamics that you may not see yourself (such as that some students resent the “domination” of discussion by one or two others) or that the structure of the discussions has become too predictable or formulaic.

Use a variety of teaching methods, including lectures, discussions, and small-group work. If you are teaching a lecture course, set aside time during each lecture to ask and answer questions, to ask students to solve a problem, or to discuss an issue. Pause every 15-20 minutes for this purpose. When students learn to expect these opportunities for discussion or questioning, they will listen more actively to the lecture. If you lecture for 45 minutes before you pause for questions or discussion, your students will have been taking notes for so long that they may find it difficult to switch modes quickly. Furthermore, they may well have forgotten questions, comments, or unclear concepts from the earlier parts of class (see Teaching with Lectures).

If you are teaching a discussion course, integrate short lectures into the lesson plan in order to introduce concepts, clarify and order ideas, and help students make connections. Use small-group discussions, informal writing assignments, and online discussions before or at the start of class to prompt student thinking about the discussion topic. These strategies can be effective ways to provide reflective learners and shy students a means of developing ideas that



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they can then contribute to the class discussion. Commenting on the insights that quieter students contribute in small-group discussions and on informal writing assignments and online discussions can encourage them to speak up in the larger group; you might comment on a student's written work, for example, "this analysis is insightful; the entire class would benefit from hearing your ideas more often" (see Teaching with Discussions).

Organize each class session to include opportunities throughout to ask and answer questions; prepare initial and follow-up questions ahead of time. Use questions to assess student learning, to signal to students which material is the most important, and to help students advance their knowledge and thinking. (For a discussion of strategies for formulating questions, see Asking Questions to Improve Learning). Encourage students to ask questions throughout the class (approximately every 15 minutes), not just at the end.

If grading student participation, plan to give students a preliminary participation grade, as well as a brief written evaluation of their performance. If you will grade class participation, give students preliminary grades as early as 3-4 weeks into the semester and at midterm so that they will know where they stand. Your written evaluation can be designed to encourage the quiet students to talk more often and the verbose students to hold their comments to give others a chance to participate).



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Listening and Responding

Use verbal and non-verbal cues to encourage participation. Do not rely on the same volunteers to answer every question. Respond to frequent volunteers in a way that indicates that you appreciate their responses, but want to hear from others as well. Move to a part of the room where quiet students are sitting; smile at and make eye contact with these students to encourage them to speak up. By the same token, when frequent volunteers speak, look around the room rather than only at them to encourage others to respond (see below).

Reduce students' anxieties by creating an atmosphere in which they feel comfortable "thinking out-loud," taking intellectual risks, asking questions, and admitting when they do not know something; one of the best ways to do this is to model these behaviors yourself.

Give students time to think before they respond to your questions. Do not be afraid of silence. Give students 5-10 seconds to think and formulate a response. If 10-15 seconds pass without anyone volunteering an answer and the students are giving you puzzled looks, rephrase your question. Do not give in to the temptation to answer your own questions, which will condition students to hesitate before answering to see if you will supply "the answer." Patience is key; do not be afraid of silence. The longer you wait for students to respond, the more thoughtful and complex those responses are likely to be.

Often, there is at least one student in every class who will quickly raise her or his hand to answer nearly every question. If you consistently call on this

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student, those who require more time to formulate answers will simply learn to wait for this student to answer. (See Asking Questions to Improve Learning.)

Listen fully to your students' questions and answers; avoid interrupting. Resist the urge to interrupt when you think you know what the student is going to say or ask. Often, well-meaning and enthusiastic instructors make incorrect assumptions and leave their students' actual questions unanswered or misrepresent what the students had planned to say.

Provide specific, encouraging, varied responses. Point out what is helpful or interesting about student contributions. Pick up on comments that were made but not discussed. Do not use the same, standard praise to respond to every comment. When students hear "good point" again and again, they start to lose motivation. Ask follow-up questions to prompt students to clarify, refine, and support their ideas. When a student gives an incorrect or ill-conceived answer, respond in way that challenges the student to think more deeply or to reconsider the evidence. The best way to shut down participation, and learning, is to embarrass a student.

Repeat student responses to summarize or clarify ideas. Use this strategy when a student's comments are vague or "all over the map," but do not over-use it, leading students to rely on you to "translate" or validate their ideas.

Redirect comments and questions to other students. Encourage students to respond to one another, rather than merely to you. When a student is speaking, look around the room, not just at the student who is speaking; making eye contact with other students lets them know that you expect them to be listening and

formulating responses. Provide students with a model of civil discourse by demonstrating respect for, and interest in, the views of others. Learn to limit your own comments. Particularly when facilitating a discussion, hold back from responding to every comment; otherwise, students will learn to wait for you to respond rather than formulating their own responses.

Place the emphasis on student ideas. Encourage students to share their ideas and use those ideas (with attribution) whenever you can. Referring back to a comment made by a student in an earlier class demonstrates that you have thought about and appreciated what your students have to say.

Active student participation does not happen naturally in university courses; it must be carefully planned and encouraged. Set aside time throughout the semester to assess student participation in your course and to develop strategies for improvement; administer midterm student evaluations to help you with this process. Consider asking a colleague to observe your class; often, outside observers can discern patterns that hinder participation but that may not be apparent to participants. Take notes during and after a semester so that you have a record of what went well and what you would like to change the next time you teach the course in order to increase student participation.

2. dkjnfkdj

ANDROID APPS FOR ESL STUDENTS AND LEARNING ENGLISH

1. BUSUU APPLICATION

Learning the English language is very important, especially if you are doing business with foreign partners, if you want to get a decent job, or if you want to

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tour abroad. Being able to speak English will give you a great advantage, as it's one of the most popular languages spoken internationally.

On the other hand, not everyone has the opportunity to learn the language, but thanks to Android, any Android user now has the opportunity to learn English anytime and anywhere she or he wants. Read on to learn more about the best Android apps for learning English.

Busuu is a language learning community that launched in March of this year. They currently offer online courses for four languages: English, Spanish, French and German. While they're in Beta everything is free. Eventually, though, there will also be premium memberships.

Cultivating Your Language Garden

Busuu utilizes a unique visual concept for helping you learn new languages. They call it the language garden where trees represent the level of your language expertise. For example, here's an image of the language garden with different trees and objects all representing the member's level of accomplishments. Besides the trees there are other indicators called units that reward members whenever they complete a task or course.

Learn English with busuu.com!

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Learn English with busuu.com! helps you learn English through conversational examples that include pictures, making learning very simple and easy for beginners. These examples cover 150 different topics and situations that you might encounter in the real world, as well as an extensive vocabulary containing more than 300 words and key phrases.

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What's great about this app is that it doesn't need an Internet connection. Once you've downloaded it, you can access all the tutorials and interactive tests in it, allowing you to learn English anywhere. You can also create a busuu.com profile where you can sync your learning progress and even ask for help from native speakers from the busuu community.

2. Tranzilla Translator

TransZilla Voice Translator has reached 2 Million downloads worldwide! Thanks for using our voice translator app!
TransZilla Voice Translator is free app which supports translate text in more than 70 languages.



Translate voice to make conversation with foreign people and ask questions in other languages. Traveling around the world and talk without knowing the language, only with this translator app in your pocket!



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Notes:

The supported languages to translate may depends on different devices.

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Speech recognition translate is now supported by over than 30 languages:

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TTS translate is now supported in 27 languages:

English, Albanian, Catalan, Croatian, Czech, Danish, English, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Maltese, Polish, Portuguese, Romanian, Russian, Serbian, Slovak, Spanish, Swahili, Swedish, Turkish, Vietnamese, Welsh

→ Offline Dictionary:

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If you enjoy this voice translator app, be sure to rate and leave a review. Your positive ratings and reviews allow us to improve it. Please don't leave your questions, feature requests, or bug reports on the Google Play. Instead, please contact us directly via email. We are glad to help our users.

3.0. Ensuring Student Involvement In the Classroom

Active student involvement contributes to a well-managed classroom. If the students are engaged in learning, there is little time for disruption. In fact, students need to be active to be learning. After three to five minutes of the same type of activity the brain starts to fade. The lecturer's job is to give the student



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brain a complete workout without having it tune out. The key is to keep a good balance between lecturer-talk and active involvement in the learning.

There are strategies lecturers can use to ensure active student involvement from everyone in class. Dr. Carol Cummings suggests that when one student is answering a question on the board, the lecturer can ask the other students in the class to give thumbs up if they agree with the answer on the board and thumbs down if they don't agree. While asking the students who are not at the board to participate, the lecturer is keeping all students actively involved.

2.2. RELEVANT RESEARCH

There are some related studies in this research; the related studies were taken from some research as done by some researchers around the world.

- a. Study by Guoqiang Cui Shuyan Wang is entitled "Adopting Cell Phones in EFL Teaching and Learning" this study focuses on Though Mobile Learning (ML) has a brief history of no more than four decades, the medium is developing rapidly with the upgrading of different mobile devices. Among all the devices, cell phones have great potential in language teaching and learning. This article explores the different devices especially cell phone use in ML. The paper also reviews teaching and learning of English as a Foreign Language (EFL) in China and discusses potential applications of cell phones in Chinese EFL teaching and learning.
- b. Study by Olga Viberg Åke Grönlund is entitled " Mobile assteded language learning: A literature review" this study focuses on Mobile

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assisted language learning (MALL) is a subarea of the growing field of mobile learning (mLearning) research which increasingly attracts the attention of scholars. This study provides a systematic review of MALL research within the specific area of second language acquisition during the period 2007 - 2012 in terms of research approaches, methods, theories and models, as well as results in the form of linguistic knowledge and skills. The findings show that studies of mobile technology use in different aspects of language learning support the hypothesis that mobile technology can enhance learners' second language acquisition. However, most of the reviewed studies are experimental, small-scale, and conducted within a short period of time. There is also a lack of cumulative research; most theories and concepts are used only in one or a few papers. This raises the issue of the reliability of findings over time, across changing technologies, and in terms of scalability. In terms of gained linguistic knowledge and skills, attention is primarily on learners' vocabulary acquisition, listening and speaking skills, and language acquisition in more general terms.

- c. Study by Murat Saran Gölge Sefero lu is entitled "Supporting Foreign Language Vocabulary Learning Through Multimedia Messages Via Mobile Phones" this study explored the effectiveness of mobile learning in foreign language education. With this purpose, instructional materials to be delivered through mobile phones operated in second generation GSM technology in order to improve English language learners' vocabulary

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acquisition were developed. The multimedia messages in this study allowed students to see the definitions of words, example sentences, related visual representations, and pronunciations. After students finished reading multimedia messages, interactive short message service (SMS) quizzes for testing their learning were sent. In addition, the study examined students' tendencies in using MMS in their second language vocabulary study and explored the opinions of the students toward the use of mobile phones for instructional purposes. The findings of this study suggest some important points to consider while creating MMS content and a SMS quiz system for educational purposes.

- d. Study by Dr. Naveen K Mehta is entitled "Mobile Phone Technology in English Teaching: Causes & Concerns" Over the past few years, IT driven teaching of English is very successful in making learning of language live and interesting. Like CALL (Computer Assisted Language Learning) MALL (Mobile Assisted Language Learning) may also prove to be very helpful in honing language skills Teaching of English as a Second Language demand a high level of innovation and integration of various teaching techniques. In the context of India, the teaching of English is quite challenging as it offers a lecturer plethora of opportunities to apply modern means of communication in order to cater to growing requirements of learners and improve their language skills. There is no doubt that technology is changing the learning environment and teaching experience as well. Mobile devices are gaining immense popularity among

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masses as these devices are small, smart, portable, and comfortable to utilize. Mobile devices cover cell phones, personal digital assistants, smart phones, tablets etc. All these devices can be used in language classrooms easily. Role of lecturers is very imperative in integrating and implementing technology such as adopting mobile phones in English teaching. With Mobile Phones, students can easily access language learning materials and communicate to their lecturers in spending no time. Use of Mobile phones is increasing by leaps and bounds. Mobile Phones are the most powerful, popular and fast medium of communication. Lecturers of English can take advantage of all the great features and capabilities of mobile phones and students can learn English in an easier and more effective way. The present paper is an attempt to explore mobile phone technology that be incorporated in learning English language.

Keywords: Mobile, technology, interactive, learning, teaching.

- e. Study by Sara Sedighi and Ali Soyooof is entitled “Smart Phone Application: A Superior Tool to Learn a New Language” Communication has always been one of the most pivotal problems man should get along with; learning a new language has always been a cumbersome journey where the majority of learners cannot reach the desirable destination. In effect, learning language successfully necessitates a set of ingredients that language lecturers should try to imbue their classes with. The role of technology in man’s life is undeniable; In fact, some scholars believe that technology is like an earthquake which stimulates men to build their lives

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again on a new basis. In the realms of second language, mobile application in the new era is in its infancy. However, it is going to progress step by step. Mobile applications firstly have eased the learning of sub-skills in second language namely, grammar, vocabulary and pronunciation. In parallel fashion, they recently have concentrated on teaching second language skills (speaking, listening, reading and writing). For instance, lots of subscriptions are on hand for English and other language learners. Lessons in Shona—Zimbabwe’s major language, are some of the examples that are available for download (Winter, 2005) [8]. In order to uncover the effectiveness of mobile application in teaching new language 5 Iranian EFL language learners who had a tremendous experience of working with mobile application were interviewed. The results of this study indicate that mobile applications have a considerable impact upon learning a new language both in terms of language sub-skills and skills. Also, participants believe that mobile application are going to progress step by step which makes the process of learning a new language through them more easily. Moreover, they propound that mobile application can be utilized as ancillary trend for learning new materials that can promote the overall achievement of learners.

- f. Study by Daesang Kim is entitled “Students’ Perceptions And Experiences Of Mobile Learning” This study focused on how students perceive the use of mobile devices to create a personalized learning experience outside the classroom. Fifty-three students in three graduate TESOL classes

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participated in this study. All participants completed five class projects designed to help them explore mobile learning experiences with their own mobile devices, incorporating technologies such as YouTube and VoiceThread. We identified characteristics of these mobile users in Mobile Language Learning (MLL), and the results illuminate how MLL opens up new pedagogical scaffoldings.

- g. Study by Di Jiaqi, Wang Jianhua, Zhang Long is entitled “The Research in Mobile Learning Based on Android Smartphone Platform Application” Mobile learning is a relatively new research area, it is the basis of digital learning by the effective combination of mobile computing technology, make learners can at any time at any place you want to get the knowledge information, realizing the real sense of autonomous learning, finally realize the socialization and lifelong learning. The Android operating system based on Linux is launched nearly 1-2 years of technical platforms, but because the Linux based operating system is a set of Android open-source mobile phone operating system of standardization, strong commonality and Internet sex, and does not exist any previous hinder the exclusive mobile industry innovation barriers, so to get a cell phone manufacturers and operators, relies on its popular in the flexibility of the system, openness, and open Internet concept, will benefit us under the information technology environment, realize liberalization, individuation, multiple mobile learning have a positive impact.

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- h. Study by Linas Mockus, M.A is entitled “The Impact of Mobile Access on Motivation: Distance Education Student Perceptions” While mobile content does not currently replace traditional content, it can supplement it. Education has become more learner-centric as students are given a choice of what device to use and how they want to use it. It is clear from this study that the adult learners value anytime, anywhere, and on-demand flexibility. Mobile access to course resources enables them to stay on top of things, get the most of their time, and be more motivated to learn. Educators need to continue to look for new ways to motivate students in order to maximize their learning, and one way to accomplish this objective may be by delivering the content on devices of their choice.
- i. Study by Glenn Stockwell is entitled “Using Mobile Phones For Vocabulary Activities: Examining The Effect Of The Platform” While problems such as small screens and inconvenient keypads have been pointed out by researchers (e.g., Thornton & Houser, 2002), we still have little knowledge of how the mobile platform affects the way in which activities are completed and how learners make decisions about using mobile phones. Stockwell (2007b) provided preliminary evidence that learners generally require more time to complete vocabulary activities and achieved slightly lower scores on mobile phones when compared to completing the same activities on desktop computers, but data in the study were limited. The current study examines 175 pre-intermediate learners of English who could choose to complete vocabulary activities on either a

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mobile phone or a desktop computer to identify the effect of the mobile platform. Data were collected from three cohorts of learners over a three-year period, and learner activity was analysed for the amount of time required to complete activities on both platforms and the scores they achieved for the activities. The results of the study are discussed in terms of how the platform affects learners' ability to complete tasks, whether continued usage contributes to improved performance or sustained usage of the mobile platform over time. Trends across the yearly cohorts were also identified.

- j. Study by Jack Burston is entitled "Mobile-Assisted Language Learning: A Selected Annotated Bibliography Of Implementation Studies 1994–2012" Over the past 20 years, project implementation descriptions have accounted for the majority of Mobile-Assisted Language Learning (MALL) publications, some 345 in total. Those interested in MALL applications thus need to read widely to acquire an adequate perspective of MALL implementations. The intent of this bibliography is to facilitate this task by providing a comprehensive historical background of MALL applications from the first published work in 1994 to the end of 2012. To enhance the information contained in these references, over 90% of the entries are complemented by a brief (~80 word) summary. To the extent that the publication provides such information, each annotation identifies the country of origin of the study, native language (L1) and/or the second or foreign language (L2) involved, the mobile technology used, the

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learning area(s) targeted, the type of learners, their numbers, the duration of the study, and a summary of the results (i.e., learning outcomes and survey opinions). Since nearly 60% of MALL implementation studies appear outside of professional journals, in conference proceedings, project reports, academic dissertations, and so forth, locating copies of these publications poses a major challenge in itself. For this reason, where possible, links are included to copies of the works cited.

2.3. OPERATIONAL CONCEPT AND INDICATORS

Based on the title of the research “The Effect of using mobile phone technology (based on android smartphone application) for learning English as Foreign language on students’ English involvement at language center of UIN suska Riau”, the researcher determined three variables in this research as the following:

- The use of MPT (based on android smartphone application) as independent variable (X)
- The students’ English involvement as dependent variable (Y)

Based on the statements above, the indicator of each variable in this research can be seen as follow:

Table 2.1 The Operational Concept

VARIABLE	INDICATORS
1. The use of MPT (based on android smartphone application)	The lecturer presents three stages of using MPT (based on android smartphone application) Activity I



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	<p>A lecturer can use mobile phone to record a student speaking about a topic or a role play between two students. Then, play the recording and see if students can rectify their mistakes. Play back a second time for to show them the mistakes they didn't identify. Learners are asked to record interviews or conversations using their mobile devices.</p> <p>Activity II</p> <p>A lecturer can film his/her students with mobile phone camera. Students may be participating in a role play or discussion. A lecturer can save this video till the last day of class. He/she may ask them to have a similar role play or ask the very same discussion topic.</p> <p>Activity III</p> <p>A lecturer can take pictures with mobile phone of important spots/points in town. He/she can ask students if they can identify them. They must name the exact spot and if possible famous landmarks that are nearby. A lecturer can show students that they can do exactly the same when they are in a foreign location and take</p>
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	pictures of key streets and locations.
2. The students' English involvement	<p>The students are able to use Busuu application in learning English.</p> <p>The students are able to use Tranzilla translator application in learning English.</p> <p>The students are able to use speak English picture application in learning English</p> <p>The students are able to use English podcast application in learning English.</p> <p>The students are able to use My spell test application in learning English.</p> <p>The students are able to use urban dictionary application in learning English.</p> <p>The students are able to use office dictionary application in learning English.</p>

2.3. THE ASSUMPTON AND THE HYPOTHESIS

There were some assumptions of this research based on the problems and the phenomenon happened in the university was mobile phone technology influence significantly on students' English involvement. Then, there are four hypotheses in this study. These hypotheses based on the theories stated in this research quoted from some researches before. The hypothesis can be read in the statements below:

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2.3.1. Hypothesis 1

The procedure of inferential statistics begins with the statistical test on the following null hypothesis:

H_{01} : There is no significant difference of students' involvement on learning English before being taught by using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of numbered head together technique of the third semester students at Language Center of UIN SUSKA Riau.

H_{a1} : There is significant difference of students' involvement on learning English before using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of using mobile phone technology (based on android smartphone application) of the third semester students at Language Center of UIN Suska Riau.

2.3.2. Hypothesis 2

The procedure of inferential statistics began with the statistical test on the following null hypothesis:

H_{02} : There is no significant difference of students' involvement on learning English after being taught by using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of using mobile phone

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technology (based on android smartphone application)of the third semester students at Language Centerof UIN SUSKA Riau.

H_{a2} : There is significant difference of students' involvement on learning Englishafter being taught by using mobile phone technology (based on android smartphone application)for experimental group and non-treatment of using mobile phone technology (based on android smartphone application)of the third semester students at Language Center of UIN SUSKA Riau.

2.3.3. Hypothesis 3

The procedure of inferential statistics begins with the statistical test on the following null hypothesis:

H_{03} : There is no significant difference of students' involvement on learning Englishbefore being taught by using mobile phone technology (based on android smartphone application)for experimental group and non-treatment of using mobile phone technology (based on android smartphone application)for control group of the third semester students at Language Center of UIN SUSKA Riau.

H_{a3} : There is significant differenceof students' involvement on learning Englishbefore being taught by using mobile phone technology (based on android smartphone application)for experimental group and non-treatment ofusing mobile phone technology (based on

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

android smartphone application)for control group of the third semester studentsat Language Center of UIN SUSKA Riau.

2.3.4. Hypothesis 4

The procedure of inferential statistics begins with the statistical test on the following null hypothesis:

H_{04} : There is no significant difference of students' involvement on learning Englishafter being taught by using mobile phone technology (based on android smartphone application)for experimental group and non-treatment of using mobile phone technology (based on android smartphone application)for control group of the third semester students at Language Center of UIN SUSKA Riau.

H_{a4} : There is significant difference of students' involvement on learning Englishafter being taught byusing mobile phone technology (based on android smartphone application) for experimental group and non-treatment of using mobile phone technology (based on android smartphone application)for control group of the third semester studentsat Language Center of UIN SUSKA Riau.