



## اتجاهات طلبة الجامعة نحو استخدام تطبيقات الموبايل لتعلم اللغة في تعلم اللغة الانكليزية

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### المستخلص

لاحظ الباحثان أن جهاز الموبايل وفر بيئة مرنة لتعلم مختلف المواضيع، واللغة الانكليزية من بين تلك المواضيع. لذلك، فإن أراء متعلمي اللغة الانكليزية في استخدام الموبايل في التعلم يعد من أهم عوامل تبني الموبايل المساعد لتعلم اللغة (MALL) في البيئة الجامعية. تبحث الدراسة الحالية أراء طلبة الجامعة في قسم الاعلام- كلية الآداب - جامعة الانبار نحو استخدام الموبايل في تعلم مادة اللغة الانكليزية وذلك لغرض التحول في التدريس باستخدام تطبيقات الموبايل المساعد في تعلم اللغة (MALL) في تدريس مادة اللغة الانكليزية. كان عدد المشاركين ٣٢ طالب وطالبة. تم استخدام الاستبيان لغرض جمع بيانات الدراسة واثبات فرضية الدراسة " لا يوجد فروق إحصائية في متوسطات درجات اتجاهات الطلبة نحو تعلم اللغة الانكليزية يمكن أن تعزى إلى استخدام الموبايل المساعد في تعلم اللغة (MALL). تم تحليل إجابات المشاركين وفق استخراج الوسط الحسابي والانحراف المعياري. أظهرت نتائج الدراسة وجود فروق ايجابية دالة إحصائيا نحو استخدام الموبايل في تعلم اللغة الانكليزية. كان لطلبة الدراسات العليا اتجاه ايجابي نحو استخدام الموبايل في تعلم اللغة الانكليزية.

الكلمات المفتاحية: طلبة الدراسات العليا، استخدام الموبايل المساعد في تعلم اللغة،

الاتجاهات، تعلم اللغة الانكليزية

**University Students' Perspectives Toward Using MALL in  
Learning English Language**

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**Abstract**

The researchers notice that mobile device has provided flexible environment to learn different subjects, English language is among



these subjects. Thus, English Language learners' perspectives of using mobile in learning is one of the major factors for adoption Mobile Assisted language learning (MALL) applications in the university educational environment. The present study aims to investigate undergraduate students' perspectives (in the Department of Media-College of Arts -University of Anbar) toward learning English language as an ESP subject, to shift towards implementing MALL in teaching ESP instead of attending lecture at class. The participants were 32 male and female students who were enrolled in the Department of Media- College of Arts -University of Anbar). A questionnaire was used to collect the data of the study. The research tries to prove the following null hypothesis "There are no statistically significant differences in the mean scores of the students' perspectives towards learning English language that can be attributed to the MALL program". Mean and standard deviation were used to analyze the participants' responds. The findings reveal that there are statistically positive differences in the mean scores toward using mobile in learning English Language. Furthermore, the undergraduate students have positive perspectives towards using mobile in Learning English Language.

**Keywords:** Postgraduate, MALL, Perspectives, Learning language.

### **Statement of the Problem**

The researchers notice that the uses of mobile APPs have increased in the recent years, even the baby under 5 years old uses the mobile for entertainment. The researchers have investigated different learning programs, even via technology such as the effect of CALL, MALL, and computerized materials in developing students' language achievement. The investigation of utilizing mobile APPs learning programs is a new trend in a pedagogical context.

### **Aims of the study**

The study aims to reveal the students' perspectives towards learning English language via Mobile device instead of face to face lectures

### **Purpose of the Study**

To the researchers' best knowledge, no similar study has been conducted on measuring the effect of utilizing the mobile in teaching the undergraduate students at the Department of Media, College of



Arts, University of Anbar .... . The study is expected to add information to the literature concerning the Iraqi context.

### **Hypothesis of the Study**

The study tries to prove the following null hypothesis: 'There are no statistically significant differences in the mean scores of the students' perspectives towards learning English language that can be attributed to the MALL program.

### **Significance of the Study**

The study derives its significance from highlighting the features of mobile device in learning English language. It hopes that mobile applications will promote students' abilities to learn English Language. It could provide the English language university instructors with insight into learners' preference strategies, and activities that make learning English language, as ESP, both useful and interesting.

### **Limits of the study**

The study is limited to the following:

- ❖ Students' perspectives toward using MALL in learning English Language.
- ❖ Location: University of Anbar, College of Arts, Department of Media.
- ❖ Participants: the participants were undergraduate students who enrolled at the Department of Media (Third grade), College of Arts, University of Anbar.

### **Definition of Terms**

- 1) undergraduate: It involves studying four academic years, the graduates hold bachelor degree (Al-Khayyat, 2012: 28)
- 2) MALL: It refers to the Mobile assisted Language Learning.
- 3) Student's perspectives: It is the responders' attitudes toward a case or norm (Sarlis, and Galhofer, 2014:13).

### **Literature Review**

Mobile cell phone has a great influence on people social, academic, and carrier life. The APPs is defined as "a type of application software designed to run on a mobile device, such as smart-phone or tablet computer" (Abedalla,2015: 64).

### **Mobile Learning (ML)**

Mobile assisted language learning (MALL) is a novice approach in learning language. MALL is a combination of ML and Computer



assisted language learning (CALL). The idea is to use on-line technology as a tool to enhance language learning process (Abedalla, 2015:25).

The researchers in the present study notice that investigating the effect of mobile learning applications and the mobile as a device in learning among the Arab students countries is still in its primary phase.

The researchers found that the researches that investigate the effect of CALL have increased during the last five years among the researchers and the postgraduate students in the Arab world in general, and in Iraq in particular. After the successful results of CALL in developing learners' language, it is time to use a friendly and easy used device in learning the language, i.e. the mobile learning (M-learning) has become a novel learning approach via the utilization of different kinds of learning application (Weng and Chen, 2015:1).

In Iraq, most of the intermediate and secondary talented schools use Smart-board and tablets to teach the educational materials. Unfortunately, the technology is limited for in the use inside the school only, and the notion of use it out-side the school is limited.

From the researchers' best knowledge, no one from the talented schools set plans to use CALL, ML, and MALL in teaching the students English language inside The Iraqi schools. This may due to the fact that such programs need experiences and infrastructure to be based. It is hoped that in the very near future the implementation of CALL, ML, and MALL will be available in the Iraqi schools. The researchers believe that learning via technology will provide the learners with different kinds of learning strategies, in the first kind is the feedback strategy. Using mobile device in learning has many advantages such as, the learning is available anywhere, and time for the learners. This process can increase learners' opportunities to learn the language, and enhance what they learn.

From the researchers' experiences in using CALL in teaching intermediate students school, and MALL in teaching university undergraduate students, results have revealed the positive effect of CALL and MALL on students' language development. In the present study , the researchers investigate 3<sup>rd</sup> grade Media Department perceptions on using their mobile devices in learning the English language.



### Previous Related Studies

Ureta (2016) investigates students' perspectives toward the use of mobile application "Remind 2" for learning English vocabulary. The participants were 10 students at Chilean University. Remind 2 mobile application, and a questionnaire survey were used to collect the data of the study. The result revealed that there was positive perspectives toward the use of text messages for vocabulary learning.

Weng and Chen (2015) investigate Students' perspectives towards the use of four mobile applications. The participants were four students from high school. A questionnaire was used to collect the data of the study. The result reveal that there is positive perspectives towards the use of mobile application to learn English.

Jiaotong et al. (2014) investigate the students' perspectives toward using mobile for learning English language. The participants were 101 students from 18 universities in Mainland in China. A questionnaire, and interview questions were used to collect the data of the study. The finding revealed that there is strong motivation among students to learn via mobile (MALL).

Masita and Jalil (2014) investigate students' perspectives on mobile learning services. The participants were 100 students from the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year computer Science students, school of Informatics and Applied Mathematics, University of Maloysia Terengganu (UMT). A questionnaire was used to collect the data of the study. The result revealed that the students have positive perspectives towards mobile learning and using mobile for both learning and administrative services.

Daesang et al. (2013) investigate students' perspectives toward mobile devices to learn language. The participants were 53 M.A. students in TESOL at central US University. A questionnaire was used to collect the data of the study. The result revealed that there is a positive perspectives towards mobile in learning language.

The present study is aimed to investigate undergraduate students' perspectives toward using mobile applications in learning English language as a non-departmental course. The participants' tool is different from the ones used in the previous studies mentioned above. The present study shares the above studies in the aim, to investigate students' perspectives toward using mobile in learning the English Language.



## Population and Sample of the Study

The population of the study is all undergraduate students who study English language as ESP subject at University of Anbar in the academic year 2019-2020. The number of participants is (32) male and female students from the department of Media at the College of Arts. Table 1 shows the distribution of the participants.

**Table 1:** Distribution of the Sample.

Branch	Males	Females	Total
Journalism	12	3	15
Radio and T.V.	13	4	17
Total	25	7	32

## Classroom Environment

The study is conducted at the Department of Media in the College of Arts. The Department of Media is located in the new building which is very close to the main College building, it is well furnished and with small number of students. The male and female students involved the same capabilities and classroom environment. The researchers themselves taught both branches (Journalism and Radio, and T.V. sections).

## Research Instrument

The researchers use two instruments to collect the data of the study. First, they used mobile applications (viber) to teach the participants the English language, then developed an attitudinal questionnaire (see appendix A) to measure students' perspectives toward learning via mobile. The questionnaire items used a five-point Likert scale, with 4= Strongly Agree, 3= Agree, 2= Disagree, and 1= Strongly Disagree.

## Rational of the Questionnaire

The researchers wrote open questions in Arabic Language to elicit students' perspectives toward learning English via mobile device. The questions are about the following:

- 1- Learning English.
- 2- Using Mobile
- 3- Facilities of using mobile in learning the 4 skills.

The students' responses were arranged in groups. The first draft formula of the questionnaire was designed. The questionnaire was presented to a jury members to judge its validity.



### Validity and Reliability of the Questionnaire

The validity of the questionnaire was obtained by giving it to a group of specialists from University of Baghdad, University of Anbar, and Al-Mustansireh University. To examine the construct validity, it has been distributed to a pilot sample consisting of fourteen students; 8 students from the Department of Geography, and 6 students from the Department of Sociology.

After 12 days, the questionnaire has been given to the same sample of students under the same conditions. Cronboch Alpha was used to reveal the reliability coefficient. The correlation coefficient was computed between the items, and between the questionnaire and its dimensions; Table 2 presents the results.

**Table2:**The correlation coefficients of the items with the scale and its dimensions.

No	Dimension	Item Direction	Items	Correlation with	
				Dimension	Scale
1-	Significance of Mobile		I believe using mobile save time and effort.	<b>0.93</b>	<b>0.66</b>
2-			I believe I can access to the lecture at anywhere, anytime, and anyplace.	<b>0.66</b>	<b>0.57</b>
3-			I believe using mobile in learning will break-down the fear of learning new language.	<b>0.63</b>	<b>0.58</b>
4-			I believe mobile will help me to become independent learner.	<b>0.92</b>	<b>0.70</b>
5-			I believe mobile will make the	<b>0.91</b>	<b>0.84</b>





			English language lecture authentic.		
6-	Listening Skills		I believe mobile will increase my listening, speaking, reading and writing skills	<b>0.39</b>	<b>0.25</b>
7-			I believe that mobile will allow me to focus on listening speech longer than reading it by the teacher.	<b>0.70</b>	<b>0.67</b>
8-			I believe mobile provides variety of voices of native speakers' accents better than only listening to the instructor's voice.	<b>0.75</b>	<b>0.45</b>
9-		n	I believe I feel bored when listening via mobile.	<b>0.60</b>	<b>0.45</b>
10-			I believe mobile allows me to listen to authentic text at anytime, and anywhere.	<b>0.91</b>	<b>0.78</b>
11-	Speaking		I believe that mobile will enhance my communication performance.	<b>0.91</b>	<b>0.78</b>
12-	Skills		I believe that mobile will encourage me to	<b>0.63</b>	<b>0.60</b>





			share ideas with peers.		
13-		n	I believe I feel embarrassed to participate via mobile apps group.	<b>0.26</b>	<b>0.25</b>
14-			I believe practicing speaking via mobile applications will help me improve my speaking skills.	<b>0.85</b>	<b>0.79</b>
15-			I believe mobile apps may develop my self-confidence to speak English.	<b>0.64</b>	<b>0.53</b>
16-	Writing Skills		I believe mobile can provide immediate feedback which helps to improve my grammar proficiency in writing.	<b>0.60</b>	<b>0.45</b>
17-			I believe mobile will help me improve my spelling techniques.	<b>0.71</b>	<b>0.61</b>
18-			I believe mobile will enhance my ability in writing my ideas and express myself.	<b>0.24</b>	<b>0.22</b>
19-			I believe mobile apps will help me improve my writing ability in	<b>0.72</b>	<b>0.65</b>



			English.		
20-			I believe using mobile will consume time and effort when writing a task.	<b>0.44</b>	<b>0.34</b>
21-	Reading Skills		I believe that mobile will help me develop my English reading ability.	<b>0.55</b>	<b>0.37</b>
22-			I believe that the use of mobile apps will provide a better reading experience	<b>0.39</b>	<b>0.31</b>
23-			I believe that it is useful to practice reading by using mobile applications.	<b>0.80</b>	<b>0.77</b>
24-		n	I believe it will be hard to read the text via mobile device.	<b>0.73</b>	<b>0.42</b>
25-		n	I believe there will not be differences between reading the texts in textbook and/or mobile.	<b>0.39</b>	<b>0.31</b>

Table 2 shows that the values of the correlation coefficients of the dimensions with the scale ranged from 0.22- 0.84, and the values of the correlation coefficient items with the dimensions ranged from 0.26- 0.93 which means that the correlation among the dimensions is acceptable and among the items is high.



### Internal Validity

To ensure the internal validity of the attitudinal questionnaire and its dimensions, the correlation coefficient was computed between the questionnaire and its dimensions, also the inter-correlation coefficient of the questionnaire dimensions was computed; the results are presented in Table 3.

**Table 6: The correlation coefficient between the scale and its dimensions.**

Correlation	Listening Skills	Speaking Skills	Reading Skills	Writing Skills	Significance of Mobile
Speaking Skills	<b>0.84</b>				
Reading Skills	<b>0.33</b>	<b>0.41</b>			
Writing Skills	<b>0.67</b>	<b>0.70</b>	<b>0.66</b>		
Significance of Mobile	<b>0.75</b>	<b>0.72</b>	<b>0.52</b>	<b>0.76</b>	
Attitude	<b>0.78</b>	<b>0.88</b>	<b>0.65</b>	<b>0.91</b>	<b>0.92</b>

Table 3 shows that the correlation coefficient values of the questionnaire with its dimensions ranged from 0.65-0.92, and the inter-correlation coefficient values of the questionnaire dimensions ranged from 0.33-0.84, which means that the correlation of the questionnaire with its dimensions is very high and the inter-correlation of the questionnaire dimensions is acceptable.

### Reliability of the Questionnaire

To examine the internal consistency reliability, the test-retest method was used within a two-week interval period. Cronbach Alpha was used to compute the internal consistency reliability of the questionnaire and its dimensions; Pearson coefficient was used to compute the reliability of the questionnaire and its dimensions; Table 4 presents the results.

**Table 4: The internal consistency reliability and stability index of the attitudinal questionnaire and its dimensions.**

Attitudes and its Dimensions	Internal Consistency	Stability Index	Number of items
Listening Skills	0.72	<b>0.90</b>	5
Speaking Skills	0.73	<b>0.87</b>	5



Reading Skills	0.80	<b>0.89</b>	5
Writing Skills	0.88	<b>0.91</b>	5
Significance of Mobile	0.76	<b>0.81</b>	5
<b>Overall</b>	0.91	<b>0.82</b>	25

Table 4 shows that the internal consistency reliability was 0.91; and the internal consistency reliability of the attitudinal questionnaire dimensions ranged from 0.72-0.88. The table also shows that the stability index of the attitudinal questionnaire was 0.82, and for the questionnaire dimensions ranged from 0.81- 0.91.

### **Procedures of the Study**

The researchers followed the following procedures to conduct the study:

1. Reviewing some of the available related literature to establish a theoretical background.
2. Preparing the instrument of the study, and then establishing its validity and reliability.
3. Identifying the participants of the study.
4. Distributing the students' attitudinal questionnaire before implementing the experience of using MALL in teaching English Language.
5. Using Viber Apps as a mean to teach the English Language.
6. Establishing group on Viber Apps to distribute and share the instructional materials among the participants.
7. Using visual text, video clips, images, audio clip, and written exercises via the Viber group. Also, asking students to record their voice via audio clip apps either to answer questions or to share ideas with colleagues. The researchers also provided feedback via writing or recording voice message and send it to the group.
8. Distributing the students' attitudinal questionnaire after implementing the experience which lasted for 4 weeks.
9. Analyzing the results.

### **The Result of the Study**

To prove the hypothesis of the study that states "There are no statistically significant differences in the mean scores of the students' attitude towards learning English language that can be attributed to the



MALL program". The mean scores and standard deviations of students' perspectives towards learning English via mobile Apps (as whole) and their dimensions was computed. In addition, paired sample t-test was computed as seen in Table 5.

**Table 5: Means and standard deviations for students' perspectives before and after implementing MALL, and the results of paired sample t-test.**

Attitudes and its Dimensions	Application	Mean	Std. Dev.	r	T value	df	Sig.
Listening skills	Before	3.26	0.44	<b>0.35</b>	-	2	0.02
	After	<b>3.48</b>	0.17				
Speaking skills	Before	3.16	0.39	<b>0.41</b>	-	2	0.00
	After	<b>3.53</b>	0.29				
Reading skills	Before	2.91	0.32	<b>0.33</b>	-	2	0.00
	After	<b>3.79</b>	0.18				
Writing skills	Before	3.25	0.31	<b>0.37</b>	-	2	0.00
	After	<b>3.66</b>	0.34				
Significance of Mobile	Before	2.91	0.22	<b>0.38</b>	-	2	0.00
	After	<b>3.81</b>	0.08				
Over Whole	Before	3.05	0.20	<b>0.31</b>	-	2	0.03
	After	<b>3.15</b>	0.08				
		<b>3.81</b>	0.08			4	0
		<b>3.15</b>	0.08			4	9

Table 5 shows that there is an observed difference at ( $\alpha = 0.05$ ) between the means of students' perspectives toward learning English



via MALL (as whole) and their dimensions before and after the implementation of MALL in favor of the post- attitudes.

### **Discussion of the Result**

Students were found to have positive perspectives towards mobile uses in learning English language. There is an observed difference between the two means of students' perspectives toward learning English via MALL (as a whole) and the dimensions before and after the implementing of the MALL in favor of the post- attitudes. This result may be due to the fact that students use mobile in their everyday life and their responses to the items of the attitudinal questionnaire were derived from their personal experiences in dealing with mobile and their fond of mobile applications, but when they use the MALL and discover its ample advantages in learning English, their attitudes increased towards learning via mobile, it has developed their English language competence.

The researchers believe that these positive perspectives towards mobile may be attributed to the fact that mobile did not require advanced technical skills. It is worth noting that the mobile apps provide immediate feedback which is not only motivated the students but also reinforced their previous learning. They gain confidence in writing in English language, they use "spelling correction" technique to write meaningful and correct sentences. MALL encourages them to speak in English language by recording their voices and receive feedback from the researchers and the peers. Through the MALL, students perspectives towards mobile have been changed, because mobile is no longer a means of communication with others, it becomes a way which students can use to develop their proficiency and knowledge. All the students' perspectives have risen after utilizing the MALL. This result may be due to the design of the CALL program which takes in consideration Omaggio's hypotheses and Brown learning principles. The researchers noticed that students' responses to the items of the scale are based on their beliefs of the benefits of CALL in developing their English language proficiency. As for the role of students, the mobile can help students to learn at their own pace and select the activity which they want. They can learn anytime, anywhere and anyplace. This cannot be done through the conventional method where activities and exercise are determined by the textbook and the teacher in advance.



The researchers believe that these results may be considered motivating factors, because most learners have positive perspectives towards the implementation of MALL in the classes. Moreover, the researchers think that students are fully aware of the benefit of MALL in learning English.

The results of the present study agree with some studies which showed positive attitudes toward MALL in learning the English language. Some of these studies are Ureta (2016), Weng and Chen (2015), Masita and Jalil (2014), Jiaotong et al. (2014), Daesang et al (2013).

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## Appendix A

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1-	I believe using mobile save time and effort.				
2-	I believe I can access to the lecture at anywhere, anytime, and anyplace.				
3-	I believe using mobile in learning will break-down the fear of learning new language.				
4-	I believe mobile will help me to become independent learner.				
5-	I believe mobile will make the English language lecture authentic.				
6-	I believe mobile will increase my listening, speaking, reading and writing skills				
7-	I believe that mobile will allow me to focus on listening speech longer than reading it by the teacher.				
8-	I believe mobile provides variety of voices of native speakers' accents better than only listening to the instructor's voice.				
9-	I believe I feel bored when listening via mobile.				



10-	I believe mobile allows me to listen to authentic text at any time, and anywhere.				
11-	I believe that mobile will enhance my communication performance.				
12-	I believe that mobile will encourage me to share ideas with peers.				
13-	I believe I feel embarrassed to participate via mobile apps group.				
14-	I believe practicing speaking via mobile applications will help me improve my speaking skills.				
15-	I believe mobile apps may develop my self-confidence to speak English.				
16-	I believe mobile can provide immediate feedback which helps to improve my grammar proficiency in writing.				
17-	I believe mobile will help me improve my spelling techniques.				
18-	I believe mobile will enhance my ability in writing my ideas and express myself.				
19-	I believe mobile apps will help me improve my writing ability in English.				



20-	I believe using mobile will consume time and effort when writing a task.				
21-	I believe that mobile will help me develop my English reading ability.				
22-	I believe that the use of mobile apps will provide a better reading experience				
23-	I believe that it is useful to practice reading by using mobile applications.				
24-	I believe it will be hard to read the text via mobile device.				
25-	I believe there will not be differences between reading the texts in textbook and/or mobile.				