MOBILE LEARNING FOR ENGLISH LANGUAGE LEARNING: BENEFITS AND CHALLENGES

Ezzelden Ibrahim Mohammed Ibrahim[i]
Dr., Assistant Professor of Linguistic,
Sudan University of Science and Technology,
College of Education,
Khartoum, Sudan

Abstract:

This study aims to identify the benefits of mobile learning in the English Language from the perception of learners and teachers in the Departments of English within the Colleges of Education of three Sudanese Government Universities. It also aims to investigate the teachers' attitudes regarding using mobiles in English language learning. The case study and mixed were used to collect both quantitative and qualitative data. A questionnaire was used to gain the participant's responses. The questionnaire was conducted with 90 English language learners while nine staff members were interviewed. The Statistical Package for Social Science (SPSS) was used to analyze the acquired data. The results of the analysis revealed the following finding: 1) Regarding the benefit of using a mobile phone for learning the English language, the results confirm strongly that using a mobile phone has several benefits for learners, among them it is a very effective tool in learning the English language. Also, it considered as an assistive tool for creativity. In addition to that, mobile enables students to learn English inside and outside the classroom. Furthermore, it will make students more productive to finish their lessons, achieve their assignment and join their colleagues in sharing knowledge and experience. Concerning the teachers' perceptions regarding mobile learning adoption in their teaching process, the interviews revealed that 1) the teachers have positive attitudes towards mobile learning adoption. 2) The teachers explored that there are various barriers hinder the use of a mobile device in learning the English language. These barriers affect negatively on the use of a mobile device as a learning tool. This study showed that a mobile is an assistive tool for language learning and it needs to be considered in educational field particular in curriculum design and material development.

Keywords: mobile learning (m-learning), challenges

[i] Correspondence: email ezzeldeenibrahim@sustech.edu, eiibrahim@kau.edu.sa

1. Introduction

Nowadays, mobile phones are the most popular innovation. They have a significant place in young people's lives. All over the world, mobile phones are more than personal computers. Its widespread use and its characteristics, mobility, reachability, localization, and personalization mobile phone technology offers potential impact in language learning environments.

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

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

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

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

2. Objectives of the Study

This study aims to
1. To know the teachers' attitudes towards mobile learning adoption in English language learning.
2. To demonstrate the benefits of mobile learning in English language learning.

2.1 Research Questions
This study attempts to answer the following research questions:
1. What are teachers' attitudes towards mobile learning?
2. What are the benefits of mobile learning in English language learning?

3. Literature Review

3.1 What's Mobile Learning?
Mobile learning refers to any learning that takes place when the location of the learner is not fixed, or the process of learning is enhanced by using mobile devices and technologies (O'Malley et al., 2003). (Quinn, 2000) considered mobile learning as the overlap of using e-learning (learning by using information technologies and devices) and mobile computing, which includes mobile applications in the small, wireless, and portable devices such as smartphones and PDAs (Quinn, 2000). However, as mobile technologies are developing rapidly, the shift to mobility is occurring day by day, and mobile devices are now becoming more portable than ever. The mobile activities of students once consisted of carrying textbooks, pencils, and paper from classroom to classroom.

At present, mobile learning has been reconsidered as the activities of using capable electronic information communication technologies and devices to support students to access meaningful learning materials both inside and outside classes (Messinger, 2011). With time, the perspectives and understanding of mobile learning are becoming broader and deeper, since many researchers and communities have defined mobile learning differently, based on their own backgrounds and experiences. This has made the characteristics and properties of mobile learning even harder to define. Currently, the concept of mobile learning is somehow misunderstood. As Sharples, (2007) said *"it seems to be all things to all people"* (Sharples, 2007).

3.2 Innovativeness and Adoption Categories

Rogers (2003, p. 267) states that *"the individuals in a social system do not all adopt an innovation at the same time. Rather, they adopt in an overtime sequence, so that individuals can be classified into adopter categories on the basis of when they first begin using a new idea."*

Roger shows the normal frequent distribution divided into five categories in which the author used two statistic, mean and standard deviation to divide a normal adapter distribution into five categories. Vertical lines are drawn to make of the standard deviation on either side of the mean so that the normal curve is divided into categories with the standardized percentage of the respondent in each category. The five adopter categories are (1) Innovators (2) Early Adopters (3) Early Majority (4) Late Majority (5) Laggards**.** These five adopter categories and approximate percentage of individuals included in each are located on the normal adapter distribution in the figure. The area lying to the left the mean time of adoption (of an innovation) minus two standards deviation" Rogers (2003, p. 267)**.**

3.3 Critical Success Factors for Mobile Learning

Naismith and Corlett, (2006) identified five critical success factors for mobile learning; these are:

Firstly, Access to technology: The successful projects make mobile technology available where and when it is needed, either by developing for users' own devices such as phones and media players, or by providing learners with devices that they can use at home and on the move.

Secondly, Ownership: It is important that learners are able to either own the technology or to treat it as if they own it. Using the technology for entertainment and socializing does not appear to reduce its value as a tool for learning, but rather helps to bridge the gap between institutional and personal learning.

Thirdly, Connectivity: Many successful mobile learning projects have been based on wireless or mobile phone connectivity, to provide access to learning resources, to link people across contexts, and to allow students to capture material that can be sent to a personal media space and then shared or presented.

Fourthly, Integration: Successful mobile learning projects are integrated into the curriculum, the student experience, or to daily life, or a combination of all of these. One way to achieve this integration is to extend a successful form of learning onto mobile devices, such as Frequently Asked Questions, or audio/Powerpoint recordings of lectures. Another approach is to provide mobile technology that augments the student experience, for example by mobile tools such as 'moblogs' (mobile weblogs) to maintain an electronic portfolio or record of learning.

Fifthly, Institutional support: Although a major benefit of mobile technology is *"the ability to put control in the hands of the learner"* (Naismith and Corlett, 2006) successful projects also need strong institutional support, including the design of relevant resources in mobile format, staff training, and technical support.

3.4 Challenges of M-learning in English Language Learning:

There are many critical assessments of m-learning research and applications. Currently m-learning runs danger of becoming a buzz work as empty as 'e-learning', as (Ullrich et al., 2008) noted that, *'Some years ago, every learning software that used the Internet in some way was coined as 'e-learning software' regardless, of whether it was innovative or helpful for learning'*.

Patten, Sanchez, and Tangney, (2006) classified m-learning services into seven broad categories and stated that much of the work presented across the categories has limited success 'in the field'. Whilst m-learning applications are many, they tend to be occasionally used in an education context and have not yet had any great impact on education (Pozzi, 2007). Based on a summarization of current m-learning projects, argued Herrington et al. (2007) current m-learning applications are predominantly within a didactic, teacher-centered paradigm.

A contradictory view, however, that is m-learning is a learner-centered approach as acknowledged by almost all the scholars. These pedagogical approaches well explain how learners can learn better in a stable and mostly pre-defined learning context, but offer limited understanding on the learning activities in a constantly changing social context with limited or even no intervention from teachers. Consequently, these theories fail to establish a unified education strategy in aligned with the unique nature of m-learning. Even if there are already tens of m-learning initiatives available, strategy as to how to integrate them into a sound system is lacking. First, although m-learning is acknowledged as an education approach offering great autonomy and freedom, little considerations is made regarding in what way these freedoms can benefit learners. Second, the so-called, 'at the right time', 'at the right place', 'on the right device', 'for the right person with the right content' access of m-learning (Bhaskar & Govindarajulu, 2008; Ellen, 2005), remains a slogan instead of a reality.

There is also a lack of understanding on the long-term impact of m-learning activities. Indeed, prior studies indicated that mobile technologies are being widely adopted and inherently engage young generations nowadays (Cobcroft, Towers, Smith, and Bruns, 2006). However, more recent findings report that simply availability of technology doesn't guarantee the adoption of m-learning services (Wang, Wu, and Wang, 2009). Students are still not ready for mobile-learning even with advanced handhelds (Corbeil and Valdes Corbeil, 2007). On the other hand, many students are not willing to use handhelds for accessing training and education (Attewell, 2005). Good explanations for these phenomena are lacking.

4. Materials and Methods

4.1 Methodology

In this study, both quantitative and qualitative methods were used to collect data from the selected applicants. These methods aided in building a base on a complete understanding of the research problem. The use of quantitative and qualitative methods together known as mixed methods (Creswell and Plano Clark, (2007).

4.2 The Questionnaire

The questionnaire consisted of three parts representing the research questions, question one consists of ten statements and question two consists of eight statements and question three consists of nine statements. It is organized according to Questions, the first question about the benefits of using mobile learning in English language learning. The second question is about the learners' attitude towards the adoption of mobile learning in their learning process. Lastly, the third question about barriers which may obstruct English Language learners from the adoption of mobile learning in their language learning process. The Questions measured by a 5-point Likert scale 1 (strongly disagree) to 5 (strongly agree) (Gao et al., 2007).

4.3 Population and Sample

A population defines as a group of elements or cases, individual objects or events, that conform to specific criteria and to which we intend to generalize the results of the research McMillan and Schumacher (2001). In this study, the sample was 90 Sudanese English language University learners divided into subgroups from Khartoum universities. These Universities were Khartoum University, Sudan University of Science and Technology University, and Omdurman Islamic University. Accordingly, 30 learners represented Khartoum University, 30 learners represented Sudan University and 30 learners represented Omdurman Islamic University, while nine English Language staff members from three public universities in Khartoum state were interviewed. The objective is to know teachers attitudes towards using a mobile phone as a tool for English language learning.

4.4 Interview

The second main type of data to be collected in the mixed method design is the interview contends. Burns, (1999 p. 118) stated that "Interviews are a popular and widely used means of collecting qualitative data." As defined by Taylor and Bogdan, 1984; Gay (2003) the interview is a purposeful interaction between two or more people focused on one person trying to get required information or a face-to-face encounter between the researcher and participant on lives, experiences or situations

In this study, open-ended questions, semi-structured 20 min. long interviews were conducted with 9 Sudanese English language university staff members representing English teachers from three public universities in Khartoum state. The objective was to know their attitudes towards using a mobile phone for English language learning. A list of questions with reference to the relevant variables guided the interviews. The interviews were conducted during and after collecting the questionnaires information from the learners. The interviews were all audio-recorded and transcribed for further analysis or interpretation. The data gathered from these interviews were also triangulated with those from questionnaires.

5. Results and Discussion

Research Question one: What are the barriers obstruct English language learners from mobile learning adoption in their learning process?

To examine the students' perceptions regarding the barriers that obstruct English language learners from mobile learning adoption in their learning process results presented in table8 below:

Table (4) showed students' perceptions' regarding the barriers that obstruct English language learners from mobile learning adoption in their learning process in frequencies, percentages and average mean (M).

	Statements		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	M	Ranking
19	Lack of internet coverage in some classrooms deprives me of using mobile devices in the learning process	F	43	36	11	0	0	4.36	3
		%	47.8	40.0	12.2	0.0	0.0		
20	My English Language teacher prevents me from using a mobile in the classroom	F	60	24	6	0	0	4.60	2
		%	66.7	26.7	6.7	0.0	0.0		
21	The high cost of a mobile hinders me from using it in the classroom	F	33	34	14	9	0	4.01	8
		%	36.7	37.8	15.5	10.0	0.0		
22	The major and rapid development of mobile devices hinder my chances from using updated ones in the classroom	F	57	30	3	0	0	4.60	1
		%	63.3	33.3	3.3	0.0	0.0		
23	Inadequate of teacher knowledge about technology and experience with it limits my mobile usage in the classroom.	F	52	14	14	5	5	4.14	5
		%	57.8	15.6	15.6	5.6	5.6		
24	Small screen and memory size hinder my mobile usage in the classroom	F	47	30	7	5	1	4.30	4
		%	52.2	33.3	7.8	5.6	1.1		
25	The unrestricted use of mobiles (by not being timetabled) in the classroom, hinders me from	F	1	9	13	31	36	1.98	9
		%	1.1	10.0	14.4	34.4	40.0		

	using one in the classroom							
26	Short battery life and small and limited keyboard hinder my mobile usage in the classroom	F	34	41	9	3	3	4.11	6
		%	37.8	45.6	10.0	3.3	3.3		
27	Being easy to lose, misuse and get damage are some obstacles to using mobiles in the classroom	F	38	30	12	7	3	4.03	7
		%	42.2	33.3	13.3	7.8	3.3		
Overall mean								4.01	

The results in a table (4) showed the sample of the study responses regarding the students' perceptions in concern with the barriers that obstruct English language learners adoption of mobile learning in their learning process. It was obvious from the statistics in the table, that the overall mean value was reaching (4.01) which, indicated that the majority of the students' sample of the study perceptions tend to agree that there are problems obstruct learners to adopt mobile learning in their learning process.

The results in table 5, showed that one of the most important barriers that obstruct English language learners to adopt a mobile phone in their learning process is the major and rapid development of mobile devices. Also, using updated ones in the classroom hinder my chances to use it in the learning process, as the mean value of the sample responses is reaching (4.60) supported by that there are 63.3% of the participants strongly agreed, while 33.3% do agree, whereas only 3.3% were not sure.

Furthermore, the results in table 6, showed that the second barrier that obstruct English language learners to adopt a mobile phone to learn English language, is that English Language teacher prevents their students from using a mobile in the classroom" as the results revealed that there are 66.7% of the participants strongly agree, while 26.7% agree, whereas 6.7% were not sure. Therefore, it could be concluded that the majority of the participants with (93.4%) do confirm that English language teacher is one of the most important barriers to use a mobile phone to learn English; this high response was supported by the overall mean value equal to (4.60).

In addition to that the third barrier that obstructs learners of English language to adopt a mobile device to learn English, is the "Lack of internet coverage in some classrooms deprives me from using mobile devices in the learning process" as there are about 47.8% of the participants strongly agree, whereas 40.0% agreed, while 12.2% of the learners were not sure. Hence, it could be concluded that the majority of learners of English participated in this study do strongly believe that lack of internet coverage in some classrooms deprive some students of using mobile devices in the learning process. These high and positive responses are supported by the mean value (4.36).

The fourth most effective barrier that obstruct learners from using a mobile devices in learning English is the "Small screen and memory size hinder my mobile usage in the classroom" this high response is supported by the sample responses as there are 52.2% strongly agree, while 33.3% were agreed, whereas 7.8% were not sure, where those with negative attitudes comprised 6.7% of the total sample of the current study. The sample responses regarding the effect of the small screen and memory size is a major obstacle that faces learners when using a mobile device in learning English, was supported by the mean value of the sample responses equal to (4.30). this indicated that majority of participants strongly agree that the small screen and memory size are regarded as one of the most hindering barriers of using a mobile phone in English language learning process.

Furthermore, when participants of the current study were being asked to provide their thought regarding the high cost of a mobile hinders students from using it in the classroom. It was obviously observed there are about 36.7% strongly agree, while 37.8% of them agree, whereas 15.6% were not sure, where 10.0 were disagree. Thus, it could be confirmed that the majority of the students thought that the high cost of mobile hinders them using it in the classroom. This high positive response of the students was supported by the mean value equal to (4.01).

While when participants of the study were being questioned to provide their responses regarding the statement, the unrestricted use of mobiles (by not being timetabled) in the classroom, hinders me from using one in the classroom" it could be seen that there are just 1.1% strongly agree, while 10.0% were agreed, whereas 14.4% stand at the crossroad, and those with negative perceptions comprised 74.4% in total, among 40.0% strongly disagree. Thus, it could be seen that the majority of students sample of the study don't agree that the unrestricted use of mobiles (by not being timetabled) in the classroom do prevent them from using a mobile phone for learning the English language in the classroom.

Therefore, in conclusion, and regarding the students attitudes concerning the most important barriers that obstruct students to adopt a mobile phone in learning English in the classroom, the most important barriers include:

- The major and rapid development of mobile devices hinders the students' chances from using updated mobiles in the classroom.
- English Language teacher prevents students from using a mobile in the classroom.
- Lack of internet coverage in some classrooms deprives students of using mobile devices in the learning process.
- Small screen and memory size hinder my mobile usage in the classroom.

Therefore, the above barriers are regarded as the most important barriers that hinder the students to get benefits of using the mobile devices to learn the English language in the classroom. Hence, these obstacles need to be resolved as quickly as possible to open the way for new and advanced methods that contributing to the improvement of English language learning. In addition to that, the results indicated that English language teachers should be at the top of those who are required to change

learning methods for the English language, not to become among the barriers that stand against the development and improvement of learning the English language.

5.1 Teachers' interview data analysis

Research questions and codes constructed from the open-ended questions "teacher interviews" used as a basis for interview coding **.**They were coded into four organizational nodes based on the responses. These nodes were: 1) teachers' perceptions and attitudes of the mobile, 2) advantages and benefits of mobile, 3) disadvantages and challenges, 4) barriers from the adoption. As with teachers' data, these nodes were extracted from the participant's own words. Each of these categories detailed a unique component of his instructional values and beliefs that directly impacted his or hers or represent factor impact the adoption of mobile learning.

Question one: what are teachers' attitudes towards mobile learning?
Although, the entire faculty members "interviewed" admitted to prohibition any kind of technology in the classroom. The teachers' opinions about mobile learning were mainly very positive. They offer good suggestions and, all of them said that they would need more practice. One teacher with five years' experience suggested that mobile could be included in and enclosed with the textbook; this would make it easier for teachers to organize mobile learning activities. For example, in response to an interview question about what faculty thought their students were doing with their mobile devices in the classroom. Most of the teachers interviewed were not very confident that they are aware of what is available for educational use on mobile devices. One faculty member stated: With regard to technology and education specifically, I have not kept up too much with apps that have been developed, to be honest, I don't know that much about." Another teacher who has over 20 years' teaching experience. She has short mobile learning experience was very positive, and she decided to try to use mobile in her teaching process. She commented that they already had plenty of material to use, and new tools do not always integrate easily, especially if one is not technically skilled.

The majority of faculty members indicated that they think students are most often using their mobile devices for socialization. One big issue that was also raised in the interviews was the fear and anxiety that teachers need to overcome before they can start to utilize mobile technologies as part of their teaching practice.

Therefore, in conclusion, and regarding the teachers' attitudes concerning the adoption of mobile learning in the English language learning, the previous results strongly confirm that, the teachers' attitudes about mobile learning were mainly very positive.

Question two: What are the benefits of mobile learning in English language learning?
When participants of the study were being interviewed to provide their responses regarding the benefits of mobile in English language learning they said that, the students definitely make use of their phones during class. A phone is a great device. It can use for many educational things like research, texts, dictionary, and even putting in

important dates when a homework assignment. One of the staff member five year experiences said "We are preparing students for adult life; we should therefore allow them to use the tools that they will be using in their adult life. If we are preparing our students for life after school, we should allow them to use the tools they will be using when they get there"

Another faculty member 10 years experiences, she believed that if devices were going to be used for educational purposes that they had to enhance learning in a new way: that some students might use it for skill and drill…like flashcards…and while there is a place for that I think that we can be a bit more clever in thinking about what we could use them for Students .The majority of the participants agreed upon the following benefits of mobile learning:

- Learners can access to content at anytime and anywhere.
- Mobile learning can support differentiation of student learning needs and personalized learning.
- Mobile learning can enhance interaction between and among learners and instructors.
- The mobile phone can break the ice and increase and extends the time for learning.

In conclusion, to the sample of the study perceptions in concern with the benefits of mobile device learning in English language learning, it could be concluded that the most important benefits of mobile learning for learning English language include:

Therefore, the previous results do confirm strongly that using a mobile phone has several benefits for learners, among them it is very effective in learning English language, second it is flexible tool where learners can learn at their own pace and space, in addition to that it enables students to learn English inside and outside the classroom, furthermore, it will make students more productive to finish their lessons and readings, and assignment and can join their colleagues in sharing knowledge and experience moreover , it decreases the training costs.

Question three: What are the disadvantages of using mobile in the English language learning?

The respondents' responses regarding the disadvantage of using a mobile device in the classroom, the majority of interviewees said that "The most noticeable disadvantage is that cell phones will be a distraction for students. The students whether they're navigating social media or texting in class, cell phones can be very detrimental to a student's ability to pay attention in class. It can be very tempting to check their e-mails in class instead of listening to a lecture, and allowing students to have cell phones in class is inviting this behavior. Moreover, one faculty member thought the ability to have access to information via the mobile anytime, anywhere could be problematic and some moral and cultural issues will be raised.

All respondents agreed that mobile phones will interrupt the entire class. A ringing, beeping, a cell phone can disrupt a test, lecture, or study period. It's difficult for the teachers to count on every student to make sure the cell phone are on silent at all

times, and there will definitely be interruptions throughout the day. One of the staff members mentioned that". *According to my opinion, cell phones are a distraction in class and should be strictly forbidden in classrooms*"

Six of nine respondents raised the issue of cheating as one the major disadvantages of mobile phones and they concluded that carrying cell phones at, test times can result in student dishonesty. They said that "*we observed students during exams and we noticed that phones make it very easy for students to share answers, take photos of quizzes or tests, or look up answers online during testing. Some students may take photos of their notes or textbooks in order to reference them during testing*". Nowadays, cheating becomes a big problem in our universities.

Therefore, the above disadvantages are regarded as the most important problems that hinder the students to get benefits of using the mobile devices to learn the English language in the classroom. Hence, these problems need to be resolved as quickly as possible to open the way for new and advanced technological innovation that contributing to the improvement of the English language learning.

Question four: What are the Barriers Obstruct English languages Teachers from Mobile Learning Adoption in their Learning Process?

When participants of the current study were asked to provide their thought regarding the barriers obstructing them from mobile learning adoption in their classes, the majority of the participants of the study agreed upon following barriers:

- Lack of mobile related training.
- The Internet connection in different locations is one of a serious problem and it needs awareness of aspects such as availability of Wi-Fi or how much it may cost to download a very large file.
- Clearly, no member of the class should be made to feel disadvantaged either in or out of class, so learning tasks need to be carefully designed so that the desired learning outcomes for learners are not constrained by lack of a smartphone or tablet.
- Lack of Learners' willingness and awareness to use their personal mobile devices as part of their language learning in or out of class.
- The cost of Wi-Fi and availability in the class.
- Lack of an internet access at home for learners and teachers.
- Limits of space on learners' devices
- A variety of mobile devices: Most teachers will be confronted with a variety of models, brands and versions of operating systems on devices owned by a group of learners.
- Privacy and appropriateness: Some learners may not be willing to make, or feel comfortable about making or sharing, recordings (video or photography) featuring their own image and voice. Such practices may be culturally inappropriate or forbidden.
- One of the respondents said that "*cost will be a major constraint and it should be considered when proposing the solution*".

Thus, in conclusion, and regarding the teachers' attitudes concerning the most important barriers that obstruct the adoption of mobile learning, the most important barriers include: the cost, lack of awareness, internet availability, privacy and appropriateness of the mobile devices and rapid development of the mobile devices

6. Findings

Based on data analysis, in the analysis section, the study concluded with the following outcomes:

1. In concern with the students' respondents of the current study, regarding the benefit of using a mobile phone for learning English language, the results confirm strongly that using a mobile phone has several benefits for learners; among these benefits, it considered as an effective tool in learning English language. Also, it is an assistive tool for creativity. In addition to that it enables students to learn English inside and outside the classroom. Furthermore, it will make students more productive to finish their lessons, readings, assignment and can join their colleagues in sharing knowledge and experience.
2. Concerning the teachers' perceptions regarding mobile learning adoption in their teaching process, the interviews revealed that, the teachers have positive attitudes towards mobile learning adoption.
3. The teachers explored that there are various barriers hinder the use of a mobile device in learning the English language, and these barriers affect negatively on the use of a mobile device as a learning tool.

6.1 Recommendations
Finally, the researcher recommends the following:
- The government should make a policy statement along with financial support on a national mission on the introduction of ICT. Particularly, mobile learning and its use in universities as well as strategic partnerships with industries, private sectors and non-governmental organizations (NGOs).
- Universities should have a clear strategy for implementing m -learning.
- Workshops should be held for both students and professors to clarify the educational services of Mobile -learning tools.
- Mobile technology should be considered by curriculum designer and material developer.
- Classes should be supported with an internet connection.

7. Conclusion

Overall, this research began with a development of the research problem through reviewing the relevant literature. Research questions that could address the research problem were then formulated. A questionnaire was developed for data collection.

Once the data were collected and analyzed, the questions have answered the hypotheses were tested and other findings were interpreted.

Based on the previous literature, this research investigated the factors impacting mobile learning adoption among the English languages college students. Moreover, it explored the differences attitudes to the adoption of mobile devices for English language learning. In addition to, benefits of mobile learning adoption were addressed.

Universities can use the findings of this research as a foundation to build their decision-making and strategic planning for mobile learning adoption and implementation. Also, these findings can be used as guidelines for proper investments on human resources. The components presented in this research can help universities and educators to understand the needed factors for mobile learning adoption.

References

Attewell, J.(2005).*Mobile technologies and learning: A technology update and mobile learning project summary*, London: LSDA, 2005.

Bhaskar, N. U., & Govindarajulu, P. (2008). *Context Exploration For Requirements Elicitation In Mobile Learning Application Development.* International Journal of Computer Science and Network security, 8 (8), 292-299.

Bruner J S. (1996) .*Towards a theory of instruction*. Harvard University press, Cambridge.

Chen, N.-S., Hsieh, S.-W., & Kinshuk, A. (1999). Effects of short-term memory and content representation type on mobile language learning. Language Learning and Technology, 12(3), 93-113

Cherian, E. and Williams, P. (2008). Mobile Learning: The Beginning of the End of Classroom Learning. Proceedings of the World Congress on Engineering and Computer Science 2008. WCECS 2008, October 22 - 24, 2008, San Francisco, USA.

Crescente, M.L. and Lee, Doris (2011). *Critical Issues of M-Learning*. Design Models, Adoption Processes, and Future Trends. Journal of the Chinese Institute of Industrial Engineers. 28 (2), 111 – 123, March.

Dwyer, D., Ringstaff, C., & Sandholtz, J. (1991). Changes in Teachers' Beliefs and Practices in Technology-Rich Classrooms. Educational Leadership, 48(8), 45-54

Elias, T. (2011). *Universal Instructional Design Principles for Mobile Learning*. International Review of Research in Open and Distance Learning. 12 (2), 143 – 156

Corbeil, J. R., & Valdes-Corbeil, M. E. (2007). Are you ready for mobile learning? Educause Quarterly, 2, 51-58. doi: 10.1504/IJMLO.2008.018717

Ellen D. Wagner, (2005).Enabling Mobile Learning," EDUCAUSE Review, 40, no. 3,42,

Gao Fei, Su-Juan Qin, Qiao-Yan Wen, Fu-Chen Zhu(2007 *A simple participant attack on the brádler-dušek protocol* April 2007 Quantum Information & Computation: Volume 7 Issue 4, May 2007

Gay, L.R. (2003).*Educational research: Competencies for Analysis and application*. 7th ed. Upper Saddle River, New Jersey .Pearson education ,Inc.

Georgiev, T., Geirgieva, E., & Smrikarov, A. (2004). M-learning – A new stage of e-learning. http://ecet.ecs.ru.acad.bg/cst04/Docs/sIV/428.pdf

Herrington, J., Herrington, A., Mantei, J., Olney, I., & Ferry, B. (2009). *New technologies, new pedagogies: Using mobile technologies to develop new ways of teaching and learning*

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 271-289

Litchfield, A., Dyson, L., Lawrence, E. & Zmijewska, A. (2007). Directions for m-learning research to enhance active learning. In ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007. http://www.ascilite.org.au/conferences/singapore07/procs/litchfield.pdf

McMillan, H., & Schumacher, S., (2001).*Research in education: a conceptual introduction*, 5th Edition, Priscilla McGeehan, Addison Wesley, Longman.

Messinger, J. (2011). *M-learning: An exploration of the attitudes and perceptions of high school students versus teachers regarding the current and future use of mobile devices for learning.*

Naismith, L. & Corlett, D. (2006). Reflections on Success: A retrospective of the mLearn conference series 2002- 2005. mLearn 2006 – Across generations and cultures, Banff, Canada. Park, 2011).

Patten, B., Arnedillo Sánchez, I., & Tangney, B. (2006). Designing collaborative, constructionist and contextual applications for handheld devices. Computers & Education, 46(3), 294-308

Park, Y. (2011). *A pedagogical framework for mobile learning: Categorizing educational applications of mobile technologies into four types*. International Review of Research in Open and Distance Learning, 12(2), 78-102.

Pozzi, F. (2007). *The impact of m-learning in school contexts*: An "Inclusive" perspective," In C. Stephanidis (Ed.), Universal access in human-computer interaction. applications and services (pp. 748-755) Springer-Verlag.

Quinn, C. (2000). mLearning. Mobile, Wireless, In-Your-Pocket Learning. Linezine. Fall 2000. Available at http://www.linezine.com/2.1/features/cqmmwiyp.htm.

Rogers, E. (2003).Diffusion of Innovations. (5th Ed.) New York, NY: The Free Press Rogers, E.M.(1986).Communication: The new media in society. New York: The Free Press.

Sharples, M. (2000). *The design of personal mobile technologies for lifelong learning*. Computers & Education 34 (3-4): 177–193. doi:10.1016/S0360-1315(99)00044-5 Fall.

Ullrich. C. (2005) *The learning resource type is dead, long live the learning resource type, Learning Objects and Learning Designs, 1(1):7–15, 2005*

Wang, Y., Ming-Cheng, W., Wang, H. (2009). Investigating the determinants and age and gender differences in the acceptance of mobile learning', British Journal of Educational Technology, 40(1): 92- 118.

Yuen, H.K., Fox, R., Sun, A. & Deng, L. (2009). Course management systems in higher education: understanding student experiences. International Journal of Interactive Technology and Smart Education, 6(3), 189-205.