



Use of Mobile Application in English Learning for Arab

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Abstract

The issue of this review is the tremendous changes that are occurring in the organization of education and teaching which are becoming dependent on the smart gadgets such as the mobile which is supplied nowadays with applications and devices which are simulating a full communicating system.

So, the main objective of this study is to find out if it is possible to use the mobile for learning specifically by Arab students, and its related issues.

The method of this study was by making qualitative analysis of the previous articles, and reviewing their method, participants, analysis and their results.

The main conclusion of this review was that using mobiles in education and learning processes is becoming vital, as it has multiple applications which would aid the process and ease it.



Introduction

The need for the advanced technology in every field of life and learning English has become a factor for the changes in the class room learning environment. The class rooms today have become more specific according to the needs of the students. It is understood that the students today want to expand their horizons by using the technology because they are highly recognized with the technology especially using the internet. The technology today has become user friendly and the people are finding it as a peace for them. At the same time, the problem for the Arab student seeking for studying as the international students is that they cannot understand the English language by moving to the countries like the United States and the United Kingdom (Maha.Alqahtani, Mobile Applications' Impact on Student Performance and Satisfaction , 2015).

In this respect, the debate in the educational institutions in lying on the point that if the Arab students should be provided with the mobile applications through which they can learn better English. Or should the institutions should have to continue with the same traditional standards of teaching? Therefore, an empirical research is conducted in relation to finding the peace of Arab students with most probable mode of learning of English in the class. This research is important because of the higher amount of difficulties faced by the Arab students in learning English.

In this regard, the major variables of the study will be the student behavior that is independent and the improvement in learning the English language is the dependent variable through mobile applications. Therefore, the variables will be considered as important and rationality among both of the factors will be found as the results of conducting the research. For this purpose, the theoretical and conceptual frameworks will be based upon the literature review. The literature review will define advantages and disadvantages of the mobile application based technology and the traditional based class room environment in which the teachers are responsible for teaching several concepts of study and subjects.



The theoretical frameworks in the literature review will be discussed by using the theories of the human behavior and the utilization of these theories in the context of teaching the students. Further the concepts will be argued that how the teachers can play role in making students and effective learners and how the students can be engaged in a learning environment of the classrooms.

The hypothesis, in relation to topic is, “the Arab students will be able to have more peace of mind by learning English through mobile applications”. The reason is that the availability of the Google translator and the familiarity of the today’s generation with the use of technology will help them to learn better rather than a teacher is asking them to learn every step. The students will be able to make efforts by themselves and they will be better in learning the key sentences and structures of English grammar that they have found themselves. Further, the guidance from the teacher will also be needed to explain the terms to the Arab students.

This study will provide a contribution to the literature because an effective concept of self- learning with e-learning will be introduced by analyzing the needs and satisfaction level of the Arab students. As the Arab students are only familiar with Arabic and very few of them can understand the English, the teachers after this literature will be able to get an idea of how they can increase the interest of the students and make them effective learner.



Problem Statement

The issue of this review is the tremendous changes that are occurring in the organization of education and teaching which are becoming dependent on the smart gadgets such as the mobile which is supplied nowadays with applications and devices which are simulating a full communicating system. The issue is the ability to be fully dependent on these gadgets be learners and educators. This shall be studied by making assessments to the outcomes of learning using mobile and learning without using it. In addition, the issue of having different backgrounds, different levels as well as the subject the is going to be learnt are considered variables which shall be taken into consideration.

Research Questions

From the aforementioned points, we can sum up the questions with a one main question which is: " Is it possible to use the mobile for learning specifically by Arab students?"

And the following sub-questions rise:

- What is the level of effectiveness of mobile in the process of learning using it?
- What is the effect of having different backgrounds by the students?
- What are the needs that shall be met to have a better quality of learning using mobiles?
- Does the subject which is going to be learnt has an effect on the process and its quality?



Research Methodology

Research methodology is an integral part of any research as it leads towards results and validation of the hypothesis of this study. In this section data collection method through primary as well as secondary sources are given along with research instrument. This section also justifies the main objective of the research by providing benefits of the technology to the students in enhancing learning abilities. This section will talk about the technological application about enhancing the learning English of Arab students (Kumar, 2005).

Explanatory research method

This research method is based on literature review as it creates a relationship between the existing ideas and our idea related to our topic. With this method, this is easy to identify the variables of the study and connecting them to conduct proper research. However, in order to avail this purpose, the literature review has been added in this method. The purpose of this addition is to create the evidence supported facts. Furthermore, it also provides the threats and opportunities, which are associated with the implementation of mobile application for Arab students regarding teaching them English.

This study is mainly dealing with the impact of 3D head talking application on learning English language. Literature provides that according to previous studies, technology has a strong and significant impact on learning process. With the help of 3D head talking application, ability of students about listening and socially pronunciation English has been improved. It also supports that using this application is developing interest in students to enhance their abilities of speaking English.



The Exploratory research method

With the help of exploratory research method, the validity of the hypothesis or claim of the study is analyzed. In order to deal with this method it is required from researcher to have some specific idea in his mind to which he wants to explore. This research method provides ground for further work on the same field as it explores a new idea or a new dimension of the same idea. Research is a continuously ongoing process and it needs changes and new ideas all the time so this method fulfils the basic requirement of the research method due to which this study also include this method (Cooper, 2003).

In our study, implementation of this method is done to find out the qualitative characteristics of 3D head talking application on learning and speaking English for Arab students as their native language is not English so they find it a lot difficult to pronounce. Reason for qualitative characteristics is that data on this topic is heavily based on qualitative nature. This will provide direct impact of these characteristics on the Arab students.

Primary research through surveys

Basically research method is based on research plan which gives it a proper direction in which step by step objectives are obtained. To avail this purpose, qualitative research method is implemented here by taking primary research plan and ending up with a conclusion. In this plan surveys has been conducted from the Arab students before and after use of 3D head talking application. Purpose of this survey is to get specific data which is directly related to our research study. It also provides information about preferences, habits, technology orientation and mindset of the students. These facts state that what they want to do and what are doing to get it. Mostly such surveys are comprised on face to face interviews and questionnaires as they both provide responsive and related outcomes of study (Britten, 1995).



Data collection

It is the most significant step in research method as results of the study are based on the data collection. It provides the definite way in which data is collected and also include different variables which are important in the study. Another important thing related to data collection is that it deals with the primary research on the basis of a framework. Our study is utilizing data collection as a wheel for clear impact of mobile application on learning abilities. In order to avail this purpose brief but diverse sample is selected to extract required information. In the primary research, the primary data is collected through distribution of questionnaires (Boston University Libraries , 2016).

Questionnaires are developed to collect responses of the students on individual level. Different educational institutes are selected for this purpose where overseas students are getting education. In order to collect data from students, first of all permission will be obtained from the University by acknowledging them about our research and its effectiveness. After getting permission, Arab students will be approached and asked to fill the questionnaire on their own will. Students are supposed to provide information according to their perception and their personal experiences. Getting information about their personal experiences is the core reason for holding primary research methodology in this study.

Questionnaire

Objective of developing questionnaire is to extract required information from respondents. In this study, questionnaire questions are developed by incorporating important factors which are relevant to the goal of the study. Questions are addressed in such a way that it provokes the respondents to provide factual based information. In this questionnaire special attention is given to the language problem and diversion of students towards technology such as mobile applications. It is perceived by the information that respondents are highly attracted towards technology and its use. They provided a significant impact of mobile application on their learning in English language.



This is assumed that this mobile application are user friendly and contains data in bulk which is helpful for them to understand this language in an easy way.

Research Instrument

Research instruments can be referred as tools which are used for data collection. Advantage of any research instrument is that with the help of it pre-strategies can be determined that is the sources of data. Research instrument for present study is questionnaire which contains list of questions targeting the required information. These questionnaires are distributed among targeted participants of study. This questionnaire contain 10 questions which were written in a systematic order with directive approach so that information can be extracted in a flow from the participants.

Participants

Research participants are those people who are the respondents and for whom research is conducted. Mostly participants are human beings for which research is conducted to get beneficial outcomes. In this research study, the participants are the Arab students or such students who have come to other countries to study. Both categories are covered during distribution of questionnaire. Total 40 students are taken as participants who filled the questionnaire. Questionnaires are distributed on the basis of different educational institutes which are providing education to overseas students. For the survey, 8 such institutes are selected and each institute is given 5 questionnaires. It is due to reason that overseas students are less in quantity from Saudi Arab.



The participants are students, who are targeted as their native language is not English and they are facing the issues regarding the understanding of the English Language. It is an important element of the data collection process that related audience should be targeted who can provide us most relevant information. On the basis of the data collected, it will be evaluated that there are different factors due to which they are experiencing difficulty in learning English language. Reasons of this problem lead us towards the better implementation of our solution which is 3D head talking application.

Different factors which will be derived from the collected data are; impact of technology, higher collection of information, interest of students and higher vocabulary of 3D head talking application. Another important thing is that this application allows the students to hear the difficult words and then pronounce them by themselves. With the help of this practice they become able to learn and pronounce this word and with the passage of time they become expert in it. Main problem in this respect is that accent of Arab people is far different from English people as their native language is Arabic. Nothing is similar in these two languages which makes it more difficult for Arab student to study in English language.

Another effective impact of this application is that it is available all the time and students do not feel hesitation and shy in pronouncing these words wrongly which make them confident to try again and again. Mobile is a facility which is held by everyone and it increases the accessibility of this application. In the lights of these facts it can be narrated that 3D head talking application is helping a lot Arab students in learning English language so that they can perform better in their educational career because they cannot get better grades in the United States unless they understand and learn English Language so well.



Literature Review

Technology is playing a significant role in almost every field of life. Mobile Applications in the present era are not only accommodating teachers but also accommodating the students to enhance their learning skills for either a specific subject or a foreign language. This part of the research paper covers literature review, which analyses 10 studies covering the similar issues that whether the use of mobile technology in learning a language is effective for not. Also, the literature covers that what kind of mobile technologies have been discussed in the studies and what are the perceptions of students and teachers about the use of such technology. The literature review also covers the issues like appropriate research methodology used in the studies and findings of the studies with relevance to the currently discussed topic (thesis), which is “*use of mobile application in English Learning for Arab Students*”. For the human behavioral theories, (Aimin, 2013) covers the socio-learning behavioral theory for learning a second language.

The study by (Aimin, 2013) discusses that the Learning is implanted inside social events and happening as an individual collaborates with individuals, items, and events in the overall environment. SLA is mainly concerned with the issue that how people secure a specific dialect other than the local dialect. Not at all like different appraisals, which set their goal as assessing the level of understudies or giving criticism to their review, is a definitive objective of Dynamic Assessment promoting development. By deciphering the capability of learners (pre-assignment), assistance is made by means of the communication amongst middle people and learners supported by dialect (discourse) or other mediational instruments (intervention) (Aimin, 2013). Since the intervention is made in the Zone of Proximal Development of learners, this is why, the striking advancement is probably going to happen in the field of learning advancements (Aimin, 2013).



Abdelghani Karkar (2015) discusses that the learning advancements help to overcome the issues in language impairments, which are related to the second language learning. In this way, technology is likely to play a great role in the form of mobile applications. The study by (Abdelghani Karkar, 2015) discusses that Computerized and modern technological devices may bring individuals closer with the present day part of learning environment. Because of the immense measure of realistic applications, learners can utilize them on their mobile devices for stimulation, social network communication, trading mixed media, and learning. The authors of the study have introduced in this paper an instructive mobile framework that gives logical insights about terms in Arabic stories portrayed by semi-incautious produced mixed media and creates semantic inquiries regarding them. So as to enlarge the content with these supplementary subtle elements, distinctive preparing stages have been proficient which include; word-to-word connections, the extraction from extended instructive metaphysics, supplementary comment, and questioning the author indexes (Abdelghani Karkar, 2015)

The author has further discussed that the era of semantic inquiries depends significantly on the consequences of semantic questions and thinking systems limited by contrastive semantic principles. The principal focus of the proposed work of the author is to build up a mobile-based Arabic learning instrument that embrace Taxonomy of Bloom for training, including perception, examination, assessment, information, and so on. The author has supported his framework through ontology building and relating it to the software development cycle. It also comprehensively discusses semantic model and language process details. It creates inquiries as indicated by the created instructive ontology. The author asserts that the framework can likewise be utilized by youngsters and non-Arabic adults to learn Arabic in an alluring style. The framework can build up a few learners' abilities, for example, comprehension, acknowledgment, and remembrance of Arabic words and expressions (Abdelghani Karkar, 2015).



The study, “The Use of Mobile Assisted Language Learning Applications in Learning Arabic,” discuss that the mobile learning alludes to the training as well as teaching that can be conveyed using mobile advancements. This sort of instruction is advantageous for the teachers as well as for the learners (Abedalla, 2015). The technology can be used at anyplace, which enhances the comfort and complies with the social learning theory as well. The author has discussed that the Mobile (application) is one of those innovations that intended for instruction purposes. Mobile learning is universal and should be possible by utilizing distinctive sorts of devices, for example, handheld PCs, advanced mobile phones, iPads, tablets, and PDAs. Since a few little and convenient devices can be utilized for mobile learning, this learning is mobile and permits the educators and learners to keep learning and collaboration past the conventional classroom limits (Abedalla, 2015).

This research article by (Abedalla, 2015) is based on quantitative methodology and it concentrates just on non-local speakers of Arabic who took Arabic classes at their colleges. A questionnaire was produced by the specialist and was tried in a pilot think about for legitimacy and dependability. The sample comprised of 40 male and female participants from American Universities. The discernments of the participants centered around the utilization of numerous MALL applications in learning Arabic and not on a particular application. The teacher gave the students diverse talking situations to utilize the applications in their learning rehearses. The Findings were that mobile helped dialect learning (MALL) applications were useful in learning Arabic (Abedalla, 2015). The outcome of the study complies with the theory of human behavior discussed in the cultural evolution theory of social human behavior (Richerson, 2013). The overall outcome of the study shows that the members were happy with the strategy for utilizing MALL in learning Arabic. The members additionally detailed that MALL were helpful, easy to use, and they could be gotten to anyplace at any time (Abedalla, 2015).



The study by (AbuSa'aleek, 2014) asserts that Mobile is a huge apparatus that provides backings and coordinates viably in upgrading the dialect aptitudes because of its elements, for example, intuitiveness, openness, promptness, permanency, arranging of instructional exercises. The study is mainly based on literature review. The authors discuss that many reviews have demonstrated a boom of enthusiasm for utilizing Mobile devices for English dialect educating and learning, henceforth the vast majority of MALL studies concentrate on vocabulary securing, tuning in and talking aptitudes, and dialect obtaining. This paper further examines the effect of Mobile Assisted Language Learning on English dialect abilities. It additionally investigates the notable components and disadvantages of Mobile Assisted Language Learning (AbuSa'aleek, 2014).

On the other hand, it tries to reveal insight into the present points of view and the eventual fate of Mobile Assisted Language Learning. The study is based on qualitative methodology and uses literature review consisting of several study as its basis of assessment. The review found that mobile devices are discovering their way into classrooms in the pockets of the students, and the teacher must ensure that instructive practice can incorporate these advancements in profitable ways. The article also recommends that there should be more exploration on the effect of Mobile on English dialect abilities and get its most extreme advantages for English dialect learning and educating (AbuSa'aleek, 2014).

For the purpose of analyzing the use of mobile application in language learning for the Arab students, another study, **by** (Ahmed Al-Hunaiyyana, 2016) gives significant insights. The study also gives significant insights about human behavior in the learning environment, which complies with the points discussed by Aimin (2013) in social learning theory of human behavior (Aimin, 2013). The authors discuss that the fast development of mobile innovation has persuaded the software engineers to present an extensive variety of mobile applications, which changes the conduct and desires of the clients and reshapes enterprises and organizations.



In executing any learning framework, for example, mobile learning, the desires of the students should be contemplated. In any case, there is an absence of studies on this perspective, especially with regards to *Higher Education Department of Kuwait* (Ahmed Al-Hunaiyyana, 2016).

Subsequently, the point of the authors is to examine the perceptions of both the students and well as the educators towards the utilization of mobile devices in learning, and to comprehend the difficulties that influence its usage. In spite of the fact that mobile learning is utilized as a significant part of learning in the developed nations, and is considered as a powerful instructive apparatus, it is not yet completely used in Kuwait and other Arab countries as the developing nations. The sample is based on 623 students, as well as 132 educators from Higher Education establishments in Kuwait (Ahmed Al-Hunaiyyana, 2016). However, the authors have a specific end goal to comprehend their perceptions and suppositions about the viability of the utilization of mobile learning. An investigation of the quantitative review discoveries is introduced in this article, and the outcomes of the study showed that students and teachers are extremely acquainted with mobile devices and its applications. The outcomes, in the same way, uncovered that students and teachers have positive perceptions of mobile learning, and showed that video-based social media applications are generally utilized among them. In any case, the review reports some social issues that may go about as boundaries to mobile learning execution (Ahmed Al-Hunaiyyana, 2016).

The study by (Ally, 2013) discusses that a few nations have attempted activities to actualize the utilization of advanced mobile phones so that their nationals can utilize the innovation to learn and to associate with the world. In the Gulf district, the United Arab Emirates (UAE) is playing a main part in executing the utilization of top of the line tablets for students to obtain knowledge (Ally, 2013). The author discusses that in the Arab nations, the State of Qatar is playing an influential position in creating and inquiring about mobile learning in the work environment.



This paper provides a review of the worldwide utilization of mobile innovation and mobile learning, and also talks about research on mobile learning that should be directed and taught (Ally, 2013).

The study by (Ally, 2013) is based on literature review of several published sources on behavior towards mobile learning and use of mobile applications for learning. The author discusses that in advanced nations like the United States, there is a move from desktop to mobile innovation yet in the developing nations, the nationals are moving straightforwardly to mobile innovation as opposed to procuring desktop PCs and after that moving to mobile innovation. This is a great open door for the training framework to convey learning materials to all residents. Mobile innovation can encourage logical and issue based learning by identifying a learner's nearness in a specific place, or in connection to other individuals and questions close-by, and adjusting the learning background as needs be. The study assert that the greatest challenge or boundary to the utilization of mobile learning in training is individuals' disposition towards the utilization of mobile innovation in instruction (Ally, 2013).

Ally (2013) also discussed that in the Arab countries, the Teachers see mobile innovation as being too little to be in any way valuable, bringing excessively diversion for learners, and related with improper conduct. The study also discusses that normal hindrances to instruction in a few nations incorporate remoteness, cost and absence of qualified educators and training foundation. For instance, nations in Latin America are confronting the difficulties of restricted access to innovation, high drop-out rates, and absence of instructor preparing programs. These are keeping these nations from teaching all subjects to wind up plainly beneficial and to enhance their personal satisfaction (Ally, 2013). The findings of the study provides recommendation that to defeat the hindrances to mobile learning, instructors must be prepared in their new part as mobile learning facilitator.



They should have an essential comprehension of the innovation and their elements and how to create successful learning procedures for mobile learning where learning is learner-focused as opposed to instructor focused (Ally, 2013).

Alzubi (2016) discusses that the Mobile Internet use crosswise over cell phone proprietors has expanded to 84 percent in the Kingdom of Saudi Arabia in recent years. This utilization asks the requirement for a mandatory change in the ways and dispositions of education practices in the nation as the world is ending up plainly more advanced and communication-interceded by savvy advances. The study by (Alzubi, 2016) examines the productivity of utilizing mobile innovation in English as a Foreign Language (EFL) perusing classroom of 30 male students at Preparatory Year, in the Najran University. In particular, the review expected to investigate the part of this new coordinated technique in improving the EFL learners' perusing hones. The authors of the study have coordinated with the research of Freebody and Luke's (1990), which is based on four assets model of perusing practices inside Mobile Assisted Language Learning (MALL). They use a combination of the strategy and four based model to inquire about the structure, and it was utilized as a part of this review (Alzubi, 2016)

In this study, the perusing class was permitted and urged to actualize particular mobile elements and applications. Subsequently, perusing rehearses inside MALL can be operationalized in this review as routes with which students utilize mobile WhatsApp, on the web and disconnected word references, online resources, mobile camera, and updates. The test stoop was utilized to give scores to every understudy previously, then after the fact the treatment; where the scores were thought about and examined. This review went on for fourteen weeks, in the duration of which, the class was permitted and urged to utilize mobile elements and applications inside and outside the classroom.



It was expected that these devices would encourage breaking the code of perusing writings through perceiving new words, fundamental thoughts, and parts of discourse (Alzubi, 2016).

A pretest was utilized to build the pattern information. In the duration of the test, self-reflection diaries, WhatsApp aggregate, posttest, and semi-organized meetings were utilized. The findings of the study uncovered that utilizing mobile WhatsApp, on the web and disconnected word references, mobile camera, and updates amazingly enhanced the code breaking practices within the members and content investment hones; content examining, and content utilizing practices were somewhat moved forward. In this study, the participants utilized the previously mentioned instruments and components to share pictures, photographs of outlines and mind maps and to turn upward for new articulations, vocabulary, and parts of discourse. The review recommends to assist examination on the impact of WhatsApp on composing hones. Additionally research could be directed on the part of the utilized mobile elements and applications on perusing self-governance (Alzubi, 2016).

Another study by (Habbash, 2015) discusses that as mobile connectedness keeps on clearing over the scene, the benefit of sending mobile innovation at the administration of learning and instructing gives off an impression of being both undeniable and unavoidable. The study discusses that numerous students and educators locate that mobile telephones in classrooms when utilized for scholastic purposes can yield extraordinary learning results. The author asserts that all the college students at the University of Tabuk learn English as a rule and in addition English for particular purposes. Since they utilize mobile telephones broadly to play diversions and visiting with companions, the analysts feel that it is perfect to draw the students' consideration towards utilizing their mobiles for instructive purposes too. To this end, this review investigates the viability of utilizing mobiles in showing vocabulary in EFL (English as a Foreign Language) classes in Saudi Arabia (Habbash, 2015).



The study is based on qualitative methodology of research. A questionnaire with fifteen inquiries concerning the practicality of utilizing mobiles in classroom was arranged and circulated to around one hundred educators and the researcher got reactions from fifty-six instructors. The circulation of the questionnaire depends on the accommodation inspecting technique and the investigation of the information is inferential and interpretive. The fifteen inquiries in the questionnaire are a mix of Likert things and close-finished questions. The author mentions that the fundamental goal of this research study was to discover the likelihood of improving the comprehension of English vocabulary within the Arab students. This discovery has been made through their mobile phone interface, and to provide them assistance in utilizing vocabulary things all the more absolutely (Habbash, 2015).

The review inspects the reasonability of the utilization of mobile telephones in the EFL classes for the college students of the college of Tabuk for enhancing their English vocabulary. The auxiliary goals are to decide if the students and educators think that it's agreeable and advantageous to utilize mobile telephones for instructive purposes inside and outside the classrooms at the college. The required information were assembled by dispersing a questionnaire to every one of the educators occupied with EFL classes (Habbash, 2015).

The study by (Habbash, 2015) further discusses that the reactions are further subdivided by the subjective interpretive strategy and the outcomes are put for exchanges with the point of utilizing the results in developing the course materials for future EFL thinks about and for furnishing the instructors with legitimate proposals in planning materials and in picking applicable techniques for their dialects. The discoveries of the review draw out the unclear condition of the instructors about the utilization of mobile telephones in classrooms. The findings/ discoveries of the studies do not provide clear evidence for mobile use.



The author discuss that, even though, the greater part of the educators are supportive of the favorable circumstances and accommodations offered by most recent mobile telephones applications. On the other hand, the instructors still take a gander at this part of tapping mobile applications as a little bit dangerous in classrooms (Habbash, 2015). It also shows the negative social interaction of human being with technology as discussed in social learning human behavioral theory by Aimin (2013).

The study, *by* (Li Jin, 2013) asserts that the significance of foreign language dictionary in dialect learning is of significant importance. The instructors of the foreign language must address the utilization of computerized resources by foreign language learners and see how their dialect learning and instructor's own particular educating may profit by such apparatuses. The development of online word references has discernibly impacted the way students take in an outside dialect (FL). To reveal insight into what has as of now been researched about online word reference utilize and what presently cannot seem to be investigated, a survey of empirical reviews on the utilization of online foreign language dictionary in FL learning has been conducted by the authors while they follow the qualitative methodology (Li Jin, 2013).

This article analyzes the utilization and view of the foreign language learners regarding bilingual online word references through an investigation of more than 250 reactions to an electronic study from learners selected in postsecondary dialect courses in the United States. The most prominent online word references among eight dialects are displayed alongside self-announced information with respect to look-into practices while perusing, composing, tuning in, and talking the objective dialect. The outcomes recommend that online word references are regularly counseled when learners are making and additionally decoding carefully interceded composed writings.



Even though, most of the foreign language learners view online word references as a basic piece of their dialect learning, they report that not all are reliable (Li Jin, 2013).

The outcomes of the study additionally report the difference of value in online word references crosswise over dialects. As a consequence, learners frequently utilize different online word references and other computerized and mobile resources for numerous reasons. In light of the discoveries, instructive recommendations are given to help teachers direct foreign language learners' utilization of online lexicons and other advanced resources, for example, online interpreters. The review is not excluded from restrictions. The main impediment of this review is intrinsic in the overview plan. Every one of the information were self-revealed from foreign language learners. In this way, the dependability of the examination was liable to the nature of the overview respondents' self-revealed information (Li Jin, 2013).

The second limitation in (Li Jin, 2013) is that the study is comprised of 17 inquiries of different organizations. It might not have gathered all fundamental data to comprehend the issues under scrutiny. The third issue is that the 265 respondents may not be a sufficiently expansive number to sum up the exploration discoveries to all school level remote dialect learners. This confinement might be more unmistakable, considering the assortment of foreign languages researched in this review. To relieve these restrictions, the authors also make some recommendations. They have suggested that the future reviews may concentrate on both bigger scale study comes about and online word reference clients' log documents or recorded screen exercises to give a more accurate as well as a bigger picture of foreign language FL learners' utilization and view of online foreign language dictionary (Li Jin, 2013).



Maha. Alqahtani (2015) asserts that Mobile applications are quickly developing in significance and can be utilized for different purposes. Through a comprehensive literature review, the author finds that such mobile applications had been utilized broadly in training. One of the instructive purposes for which mobile applications can be utilized is learning the correct approach to read and articulate the verses of the Holy Quran. There are numerous applications that make an interpretation of the Quran into a few dialects. What's more, there are applications that help clients to peruse the Quran, and scan for a specific word or expression in the content and in addition tuning in to verses of the Holy Quran. This exploration means to concentrate the connections of behavioral elements and saw convenience of utilizing the mobile application “Say Quran” for learning Quran on students' apparent execution, fulfillment and conduct (Maha.Alqahtani, Mobile Applications' Impact on Student Performance and Satisfaction, 2015).

The study is based on observational research. In this examination a gathering of 118 students of the *Computer Sciences and Information Systems College at Al Imam Muhammed Bin Saud Islamic University* were selected. All the participants were concentrated on the Holy Quran course that had been made a request to utilize the application to help them on concentrate the Quran, then a review had been circulated so as to gather the information. The author discusses that the learner has the option to choose the proper dialect of elucidation select the setting he needs and afterward would give him a portrayal of that verse's understanding and interpretation to numerous dialects (Maha.Alqahtani, Mobile Applications' Impact on Student Performance and Satisfaction, 2015).

The author discusses that since Arabic is a verbal dialect, thus, building up an Arabic ASR application is viewed as a major test since there is no enough material regarding this matter.



The outcomes from this review give prove that there is a positive connection between mobile application “Say Quran” and students' apparent execution, fulfillment and conduct while occupied with concentrate the Holy Quran. The outcome of the study shows that the innovation in the instructive procedure is not new, and mobile learning applications have turned out to be more unavoidable. Format configuration can join typographic components, which can associate implications. The author discusses that these components must be identified with each different over the mobile screen. For m-learning applications, screen size is the standard, which can be partitioned into route range, menu, and the substance region, which shows the learning content (Maha.Alqahtani, 2015).

The article *by* (Zuo Chen Zhang, 2010), covers the issue of learning in a distance learning scenario. The authors discuss that the online distance education courses that are planned in view of standards got from social constructivist speculations of learning generally join instructing methodologies that oblige learners to work together, investigate, convey, and reflect (Zuo Chen Zhang, 2010). This study also covers the topic of social learning and constructionists view of the human behavior theories (Richerson, 2013). This study is based on case/ contextual investigation that mainly investigates the learning encounters of three worldwide students who were enlisted in an online ace's program offered by an expansive college in Canada. The point of the review was to comprehend the worldwide encounters of the students with, and viewpoints on, the internet learning environment (Zuo Chen Zhang, 2010).

The study by (Zuo Chen Zhang, 2010) is also based on contextual analysis and uses qualitative method approach. The outcomes of the study demonstrate that past education and particularly dialect capability unequivocally affected the learning of these students in this environment. Non-local English speakers required extensively more opportunity to process readings and postings and to make postings themselves.



Their absence of recognition with the subtle elements of North American culture and casual dialect made it hard to take after a great part of the course talk. They additionally had a tendency to abstain from socializing in the course, which left them at the outskirts obviously exercises. In view of these discoveries, the authors have further make the accompanying proposals for the educators of online courses. First of all, they have suggested to raise the English dialect capability prerequisite for graduate inductions into online projects in light of the fact that the content based communication in a CMC space requires deciphering messages without non-verbal prompts. Secondly, they have suggested to ensure that online distance education course makers are well aware of the necessities and desires of universal students. As the third recommendation, the authors have suggested to combine the outline standards from both customary and constructivism speculations (Zuo Chen Zhang, 2010).

The overall literature review shows that some of the studies have shown their concern towards the use of mobile application for learning a foreign language, whelk some of them have suggested to use the application and have considered it an important tool for human behavior in a social environment.



Conclusions & Recommendations

The main conclusion of this review was that using mobiles in education and learning processes is becoming vital, as it has multiple applications which would aid the process and ease it. The study has displayed the effect if using mobiles in teaching different subjects such as foreign languages, science, Qura'an and others using different applications, and the consensuses resulted in that mobiles are offering a better method of teaching and a better quality of learning accordingly.

The study findings are supporting learning using mobile and its applications, and so this is the first recommendation. However, a systematic plan of using mobiles shall be used, and an updated application which are studied and modified to overcome the problems which rise shall be made always.



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