



EFL Undergraduate Learners' Readiness towards Mobile Learning

Presented by

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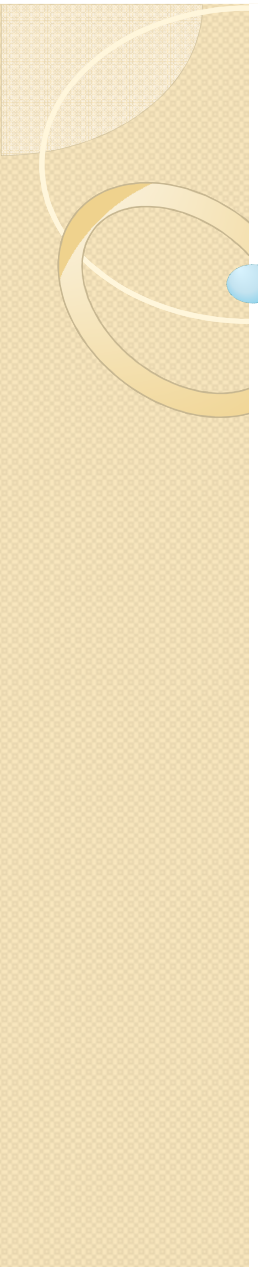
Introduction

- ❖ In recent years, innovations in the information technology have had a great impact on teaching and learning in educational settings (Hu & Du, 2012).**
- ❖ Therefore, platforms/programs are developed to integrate new technologies in teaching and learning languages (Warschauer & Meskill, 2000).**



Introduction

- ❖ **Among all technological devices, mobile devices seem to be the most frequently used devices (Basoglu & Akdemir, 2010).**
- ❖ **Mobile technologies provide opportunity for learning to occur outside the classroom at anytime and anywhere (Uden, 2007; Sharples 2005).**
- ❖ **It Also allows students to personalize their own learning as it provides them with a better opportunity to acquire skills at their own pace with a degree of privacy (Keengwe, 2015).**



The main goal of this study is to investigate whether Iranian EFL learners are ready to use their mobile phones in English language learning process. This is to give assurance to the teachers, designers, and educators that learners would be able to direct their own learning beyond the classroom limitation.



Research Objectives

To identify the level of readiness of mLearning among EFL learners in an Iranian undergraduate course.

Research Questions

What is the level of readiness of mLearning among EFL learners in an Iranian undergraduate course?

Significance of the study

Learners

- ❖ **Having access to a variety of learning resources.**
- ❖ **Actively working at their own pace based on their needs and interests outside classroom.**
- ❖ **Facilitating communication in the foreign language.**

Teachers, Instructional Designers and Policy Makers

- ❖ **Making teaching interesting and lively, and creating more real-life situation for facilitating English learning anywhere anytime.**
- ❖ **Finding an effective self-study and self-regulated approach for EFL learners.**

Theoretical Framework

Social Constructivism

Learners construct their knowledge from the interaction not only with the learning materials, but also with the teacher and peers (Chatteur, Carvalho, & Dong, 2011) .

Transactional Distance Theory

- **Describing the relationships between learners and teachers. Students can self-direct their own learning by taking assistance from their more knowledgeable peers through using their own mobile devices.**

Methodology

Research Question

What is the level of readiness of mLearning among EFL learners in an Iranian undergraduate course?

Sample

N: 200 (undergraduate EFL learners)

Instrument

The questionnaire (based on principles of Universal Instructional Design, and Baharom's (2013) MReadiness questionnaire).

Data Analysis

Descriptive Analysis (using percentage and frequency)

Results

Background Information of Participants

Field of Study: Business and Law learners (37%), Humanities and Arts learners (28.5%), Engineering learners (16.5%), and Social Science learners (9.5%), Science learners (8.5%).

Age: 47% aged between 23 and 27: (n = 94); 31% aged between 18 and 22 (n = 62); 20% aged between 28 and 32 (n = 40); 2% (n = 4) above 32.

Gender: 98 (49%) male and 102 (51%) female learners.

Educational backgrounds: freshman (20%), sophomore (56%), junior (22%), and senior (2%).

Device Ownership

	I don't use	Learning (Accessing knowledge and information)	Entertainment	Communication	Work
Basic Mobile Phone/Cell Phone	38.5	7.5	16.5	44	17.4
Smart phone (such as iPhone or Android Phone)	1.0	56.0	80	94.5	39.5

mLearning Readiness

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
26. I am confident about using a mobile device for my courses.	8	4	23	11.5	21	10.5	84	42	64	32	3.86	1.11
27. Using a mobile device for my courses would not challenge me.	3	1.5	19	9.5	18	9	87	43.5	73	36.5	4.04	.99
28. I would be comfortable to use a mobile device in my courses.	8	4	21	10.5	10	5	87	43.5	74	37	3.99	1.10
Perceived Self-efficacy											3.96	.98

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
29. I would be able to actively access coursework material with a mobile device.	12	6	21	10.5	11	5.5	80	40	76	38	3.93	1.18
30. I would have more opportunities to create knowledge in my coursework with a mobile device.	7	3.5	24	12	11	5.5	81	40.5	77	38.5	3.98	1.11
31. I would be able to control the pace of learning in my classes with a mobile device.	10	5	19	9.5	13	6.5	74	37	84	42	4.01	1.14
7. Learning Autonomy											.973	1.07

mLearning Readiness

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
32. I have a sufficient extent of knowledge to use m-learning.	14	7	12	6	14	7	81	40.5	79	39.5	3.99	1.16
33. I have a sufficient extent of control to make a decision to adopt m-learning.	15	7.5	13	6.5	8	4	89	44.5	75	37.5	3.98	1.16
34. I have a sufficient extent of self-confidence to make a decision to adopt m-learning.	9	4.5	18	9	12	6	90	45	71	35.5	3.98	1.09
	Behavioral Control										3.98	1.07

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
35. I predict I would use a mobile device for my courses.	9	4.5	25	12.5	14	7	75	37	77	38.5	3.93	1.17
36. I plan to use a mobile device if a course has mobile learning functions.	12	6	18	9	14	7	75	37.5	81	40.5	3.97	1.17
37. I intend to adopt a mobile device for university courses.	9	4.5	22	11	11	5.5	78	39	80	40	3.99	1.14
	Intention										3.96	1.10



Conclusion

The majority of the learners use smartphones for learning, entertainment, communication and work.

The learners' mlearning readiness on nine factors, which are perceived ease of use, perceived usefulness, attitudes, student readiness, subjective norm, perceived self-efficacy, learning autonomy, behavioral control, and intention, was assessed.

The findings revealed that the learners were ready to use mlearning and were also eager to apply it as soon as possible.

Therefore, the findings justify using mlearning to facilitate learners' English language learning needs.



Thank You