THE USAGE OF MOBILE DEVICES IN THE DIGITAL AGE: AN INVESTIGATION OF STUDENTS' AND TEACHERS' PERCEPTION PERTAINING TO THE USE OF MOBILE DEVICES IN ENGLISH LANGUAGE LEARNING

By

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A Project Paper Submitted in Partial Fulfillment as the Requirement for the Master of Arts in Teaching of English to Speakers of Other Languages by Coursework in the Falculty of Arts, Communication and Education

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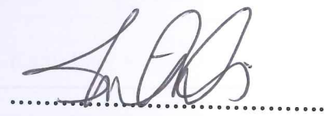
DECLARATION

I hereby declare that the work in this Project Paper is my own except for quotations and summaries which have been duly acknowledged.



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ABSTRACT

The use of mobile devices in society is becoming highly ubiquitous by most tech savvy consumers. With the great feature of being a powerful portable computing in one handled hand by everyone, the time has come to consider using mobile devices for educational learning purposes. While the use of ICT in education has been a great game changing resulting in many positive effects in educational programs, results of studies conducted have been mixed. Mobile devices are also considered as ICT devices, by using mobile devices in education, results may portray its potential impact on learning and teaching processes that can help to assist learning experiences to the next level. A majority of the students use their mobile devices such as laptops, smart phones and tablets for writing down assignments, searching the web for study, accessing the university's learning management system (LMS), reading books and academic papers, email, and communicating with course mates on social networks. This paper seeks to investigate teachers' and students' perceptions regarding the use of mobile devices as a tool for language learning. Research is conducted using exploratory study with a total of 110 students and 37 teachers as respondents. Quantitative data information is analyzed using descriptive statistics and inferential statistics. Results showed that teachers and students from private universities are moderate user of mobile devices. Teachers do use mobile devices in language teaching but only for specific learning activities while some students prefer to use other methods rather than using mobile devices in language learning. Besides, the Man Whitney Test indicated that there is no significant difference between teachers' and students' perception regarding the use of mobile devices as learning tools. For future research, researcher might want to study on how students use mobile devices informally versus the use of mobile devices in schools. Besides, it is also recommended that teachers need to become better informed of the technologies and should be able to derive ways to incorporate the devices into everyday classroom instruction.

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CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

In today's modern developing country like Malaysia, the evolution of technologies is constantly emerging at a very rapid pace. A lot of newly developed gadgets such as mobile devices and tablets from Samsung, Sony, Nokia, and Lenovo really influence teachers and students in using those devices to suit their own personal needs of satisfaction in terms of learning, teaching, and other personal needs. Meanwhile, techology savvy consumers consist of thousands of users who demand access to information and instantaneous communication between friends, family, and colleagues on their portable devices in order to have quick updates on what is going on around them. This kind of need for technology affects almost every aspect of society including education. Fast growth in the capabilities on how mobile technology can function within a society and the extreme rapid increase of its availability when almost everyone could afford to buy it, has made it a tool to be used by various consumers, educators, and students in colleges or even higher education. In fact, there are now about 5.3 billion mobile subscriptions globally, which is about 77 percent of the world's population (International Telecommunication Union, 2010).

When students use some technological tools such as mobile devices, they tend to become more digitally literate and have the ability to access their class work on the go when they need to (Jones, 2009). Mobile learning (m-learning) is a kind of learning that uses wireless, portable, mobile computing and communication devices (namely smart phones, pocket

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