

RESEARCH ARTICLE



ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2636 (Print);2321-3108 (online)

EFFECTS OF INTEGRATING SMART PHONES AND CELL PHONES INSIDE CLASSROOMS FOR INCREASING THE MOTIVATION OF LEARNING MESSAGES WRITING SKILLS AMONG ENGLISH LEARNERS

FAWZIA ABUGELA SALEM ALBAWE

Research Scholar, Sam Higginbottom Institute of Agriculture, Technology and Sciences, Allahabad, U.P, India

Email: fawziahafith@gmail.com.



**FAWZIA ABUGELA
SALEM ALBAWE**

ABSTRACT

All Learners like to write in English by using technology more than writing by traditional ways (papers and pens), more specifically by using their mobiles nowadays, this is because they carry their mobiles with them most of the time, either while they are at their universities, schools, their homes or anywhere. All recent generations like to use new inventions and devices to feel proud of getting them. But, unfortunately they do not pay attention to the formal and perfect forms of messages and E-mails.

The idea of this research article was discovered and inspired from my own experience as a researcher and as a lecturer at the same time because I am still teaching some of those students and I keep asking them to write different writing skills such as:SMS, e-mails, phrases, dependent clauses, independent clauses, affirmative sentences, negative sentences, questions and imperative sentences via mobiles. So, I observed that they cannot write some of those correctly.

Before explaining the importance of the writing electronic messages, I think it is necessary to refer to the high benefits which give more motivation and great stimulation of using such electronic devices to write messages and E-mails among learners.

This article is divided into a number of sections, and every section discusses a different part. The first section is about an introduction, the second section is about the literature review, the next section is about the methodology, discussion of the results and conclusion of the study.

Key Words: SMS, writing, E-mails, learners, electronic use, stimulation, motivation, interaction.

Introduction

Learning vocabulary is the main step to acquire any new language. New electronic tools and products are invented every day to fulfill the needs of the twenty first century generation. Increased use of smart phones has made them popular for not only interactions, but also entertainment and

learning purposes. Mobile phones have provided remarkable steps in the teaching and learning process. They provide new chances for learning to occur inside and outside the classroom walls anytime and anyplace.

Writing is an important way of communication and an important classroom

procedure. It is an effective strategy for learning any material. It is important for providing a proof of our learners' establishments. It is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts. (Millrood, 2001, p. 134).

A number of advantages for students related to the general use of technology in classrooms have been reported. These include increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process (SteppGreany, 2002). Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information (Nowaczyk, 1998).

Literature Review

Integrating Mobiles as Modern Ways of Teaching English Writing Skills

Mobile-Based Email: Mobile plays a significant role in teaching and learning English particularly in learning writing skills for several reasons; because of the characteristics of mobile usage such as the physical characteristics (e.g., size and weight), input capabilities (e.g., keypad or touchpad), output capabilities (e.g., screen size and audio functions), file storage and retrieval, processor speed, and the error rates (i.e., malfunctions which result from flaws in hardware, software and/or interface design). (Mohammad Akram Mohammad Alzu'bi and MuhannadRushdiNimerSabha, p. 180).

Some of the related studies investigated the effect of using mobile on acquiring vocabularies. Studies that investigate the use of various forms of mobile technologies for learning language have started to appear in the literature over the past few years, and have included technologies such as mobile phones (Motiwalla, 2007). Thornton and (Houser, 2005), who showed that, according to pre- and post-tests, learners demonstrated linguistic gains by receiving mini lessons via mobile email, and that more than 70% of learners preferred to receive

these over mobiles compared with desktop computers. Mobile phones are the most widespread technology, where the overwhelming majority of students in Jordan universities own and carry a mobile phone with them most of the time. It is not surprising, then, to see that universities own and carry a mobile phone with them most of the time.

A number of studies have been done concerning how the use of e-mail or mobile affects the development of four language learners' skills and vocabulary (Ma, 2006; Jou, 2008; Lu, 2008; Brown, 2008). However, few studies have been done on the effectiveness of mobile-based email (an approach to language learning that is assisted or enhanced through the use of a handheld mobile device connected with the net and provided the ability to transfer data by e-mail) and its effect on writing and vocabulary together. For example, (Stockwell, 2007) investigated the use of a prototype mobile-based intelligent vocabulary tutor system by learners in an advanced EFL class. Most of the studies have been conducted on the effect of Mobile on Vocabulary or the effect of email on writing and most of them found that using mobile or email in teaching foreign language skills and vocabularies proved to be effective in most of the cases. Stockwell's (2007) study is the only study that has been conducted on the effect of using mobile-based email strategy on vocabularies. However, the current article is unique because it is conducted on using email and mobile together and their effect on writing skills.

The Methodology of the Study

Statement of the Problem

It is observed by the researcher, that the students' problems in using cell phones and smart phones in communications classroom discussions and formal messages in many different levels are various. Some learners have no knowledge of using mobiles in classroom discussions, e-mail exchanges and Web-based writing. This research article discovers, investigates and guides English Language learners to be aware of the use of mobiles in developing their messages writing skills.

Research Question

This study has been designed to investigate the causes behind the difficulties of using mobiles

and the Internet to send and receive online and offline messages among some students in developing their writing skills. In other words, the study seeks to provide satisfactory answers to the researcher's question which is "What are the complicities faced learners in using the Internet and communication as a way of learning English writing skills?"

Research Hypothesis

It is hypothesized by the researcher that many students have no idea of using cell phones and smart phones in English messages writing process. Lewis (1997) recommends that "composition for beginning learners should be a guided activity so students do not become frustrated".

Research Procedures

The following steps were followed:

1. Reviewing the literature related to the topic of the research to gets full understanding of the impact of using mobiles in learning English in different contexts, especially on developing messages writing skills.
2. Designing the instruments of the study.
3. Consulting a number of language teaching and information technology (IT) experts and specialists to verify the validity and reliability of the instruments.
4. Applying an investigative method in collecting and analysing the data.
5. The learners' errors were treated in the following way: The learners' errors in each message writing skills were marked in every single sheet and in every answer to the question involved in online and offline practical test. The errors, which are recurrent and systematic, were considered problems in using cell phones and smart phones. The errors, which are not recurrent and systematic, were ignored as they are not considered complicities.

During analyzing the data, it was found that 75% of the learners have no enough knowledge to write some English written texts via their mobiles because they were not trained to use their phones during the previous educational levels.

This refers to the importance of using new tools and devices in teaching by teachers and

instructors as well to improve their students' skills, especially English writing skills because these strategies and techniques are very interesting techniques of communications and interactions among learners in any environment either inside or outside classroom.

Conclusion

Electronic devices are mostly the portable devices which are easily have internet access and includes tablets, smart phones, cell phones, e-book readers, and mp3 players. As smart phones devices become increasingly famous and known personal devices of learners, some teachers seek to utilize downloadable apps and interactive games to help and facilitate learning and to use mobiles as helpful tools, in addition to their main uses such as, stimulators, tutors and motivators.

As A researcher I can report that there are many studies have been done by many authors, and I can agree with some of those pervious authors who wrote about some students who were learning via mobiles. The first study carried out by Baki (2010) investigated the effects of using vocabulary learning programs in mobile phones on students' English vocabulary learning. The mixed-method research design with sixty students studying in the Undergraduate Compulsory Preparatory Program of a public university located in the Black Sea region of Turkey was used. Results indicated that using mobile phones as a vocabulary learning tool is more effective than one of the traditional vocabulary learning tools. The second study, also by Lu (2008), was a study aimed to examine the effectiveness of SMS vocabulary lessons of limited lexical information on the small screens of mobile phones. Thirty high school students were randomly distributed into two groups and given two sets of English words either on paper or through SMS messages during two weeks. Students recognized more vocabulary during the post-test after reading the regular and brief SMS lessons than they did after reading the relatively more detailed print material. Qualitative data from interviews offered information about the learning process as well as the benefits and limitations of mobile learning. Results of the questionnaires showed that students in general held positive attitudes towards learning vocabulary via

mobile phone. On the other hand, technological limitations, unfamiliar presentations and learning activities may prevent students from reading SMS lessons.

But at the same time I disagree with some other authors who tried to investigate some students behind specific writing difficulties as well like when, Beswick (1972) explained that a source should include anything which may be an object of study or stimulus for the pupil, including books, periodicals, newspapers, mobilize, press cuttings, pictures, charts, maps, slides, filmstrip, films, records, audio-tapes, radio and television programs. The resources materials are therefore essential implements for presenting content materials. But its use does not discuss so much about teaching strategies to be adopted in a lesson delivery session.

References

- Allan, Barbara: (2002) *E-learning and teaching in library and information services*. London: Facet Publishing.
- Bolaños Medina, Lidia: (1996). "Taking advantage of Internet in the EST classroom". *Revista de Lenguas con Fines Especificos* 3, 39-46.
- Braine, G. (1997), *Beyond word processing: Networked Computers in ESL Writing Classes*. *Computers and Composition*, 14 (1), pp. 45-58. *Journal of Documentation* 57, 218-259. (2001)
- Brant, J., Gonglewski, M., & Meloni, (2001). C. *An intensive e-mail exchange between a learner of French and a native speaker*. [unpublished manuscript]
- Cox, Michelle, Jay Jordan Christina Ortmeier-Hooper, and Gwen Gray Schwartz. (2010). *Reinventing Identities in Second Language Writing*. Urbana, IL: NCTE: Forthcoming Print, Crammond, J. G. (1998). *The uses and complexity of argument structures in expert and student persuasive writing*. *Written Communication*, 15(2), 230-268.
- Dobson, B. & Feak, C. (2001). *A cognitive modeling approach to teaching critique writing to non-native speakers*. In D. Belcher & A. Hirvela (Eds.). *Linking literacies: Perspectives on L2 reading-writing connections* (pp. 186-199).

- Ed. Conole, G. Siemens, G. (2011). *Special Issue - Connectivism: Design and Delivery of Social Networked Learning*. *International Review of Research in Open and Distance Learning*, Vol 12, No 3.
- Fathman, A., & Kessler. (1993). *Cooperative Language Learning in School Contexts*. *Annual Review of Applied Linguistics*, 13 (2), 127-140.
- George, Braine (1996). *Networked Writing Labs May Boost Achievement*, Calling Japan: The Newsletter of the JALT CALL National Special Interest Group, Dec., Vol. 5/5
- Graus, J. (1999). *The Internet in the EFL classroom: An evaluation of the usefulness on the Internet in the EFL classroom*. Retrieved March 8, 2004, from the World Wide Web: jgraus@plex.nl.
- Hedderich, N. (1997). *Peer tutoring via electronic mail*. *Die Unterrichtspraxis/Teaching German*, 2, 141-147.