

## The Impact of Utilizing Mobile Learning Applications on Iraqi English as a Foreign language ( EFL) Learners

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### Abstract

The objective of this research is to study the impact of Mobile learning on students' language acquisition and competency. A questionnaire was administered to 62 EFL students from Al-Shareef Al-razi in Baqubah, Iraq, in order to accomplish this objective. The survey consists of a comprehensive set of fourteen questions that explore the effects of students' mobile phone use on their English learning progress, including both positive and negative aspects. Additionally, the survey also examines the possible drawbacks associated with this practice. The data revealed that students often use mobile phones to enhance their language skills and engage in studying activities. According to the study, most students saw M-learning as beneficial for their language acquisition. According to the poll, students said that their speaking and listening skills showed the most significant improvement while using their phones for language learning.

(EFL) تأثير استخدام تطبيقات التعلم المتنقل على اللغة الإنجليزية العراقية كلغة أجنبية)

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### المخلص

الهدف من هذا البحث هو دراسة أثر التعلم المتنقل على لغة الطلاب الاكتساب والكفاءة. تم تطبيق استبيان على ٦٢ طالباً من طلاب اللغة الإنجليزية كلغة أجنبية من مدرسة الشريف الرضي في بعقوبة، العراق، من أجل تحقيق هذا الهدف. يتكون الاستطلاع من مجموعة شاملة مكونة من أربعة عشر سؤالاً تستكشف تأثيرات الهاتف المحمول لدى الطلاب استخدام الهاتف يؤثر على تقدمهم في تعلم اللغة الإنجليزية، بما في ذلك الجوانب الإيجابية والسلبية. بالإضافة إلى ذلك، يدرس الاستطلاع أيضاً العيوب المحتملة المرتبطة بهذه الممارسة. وكشفت البيانات أن الطلاب غالباً ما يستخدمون الهواتف المحمولة لتعزيز مهاراتهم اللغوية الانخراط في أنشطة الدراسة. وفقاً للدراسة، رأى معظم الطلاب أن التعلم عبر الهاتف

المحمول هو مفيد لاكتسابهم اللغة. وبحسب الاستطلاع، قال الطلاب إنهم لاحظوا ان مهارات التحدث والاستماع تتحسن أكثر وأكثر أثناء استخدامهم الهواتف لتعلم اللغة.

## **Introduction**

A considerable proportion of EFLT (English as a Foreign Language Teaching) groups largely depend on mobile phones. Mobile learning, sometimes referred to as M-learning, involves using mobile phones for educational objectives. The global population now stands at 6 billion individuals, with just 1.7 billion people using mobile phones (Keegan, 2004). In recent decades, mobile phone technology has made significant advancements, allowing these compact devices to function as a combination of a computer, phone, and camera (Attewell, 2004). The M-learning pedagogical theory was established based on a strong basis for the use of mobile phones in education (Ogata & Yano, 2004). An extensive evaluation of mobile learning initiatives funded by the European Union inside Europe since 2001 has shown the efficacy of mobile phones in educational environments. Furthermore, European open colleges have effectively incorporated mobile learning into their online degree programs, with positive results. Consequently, M-learning is seen as having significant potential to become an increasingly essential component of education in the future. Although there are restrictions and a preference for conventional education methods, M-learning has grown less effective for student learning.

According to Dudeney and Hockly (2007), mobile phones, MP3 players, and portable computers fall under the category of "M-learning" and have the potential to influence language acquisition. Trifonova and Ronchetti (2003) used the term "M-learning" to refer to the utilization of mobile devices for online education. The phrase "mobile technology" encompasses a diverse array of devices, such as digital cell phones and Personal Digital Assistants, that enable us to engage in studying while being mobile (Trifonova and Ronchetti, 2003). Furthermore, the writers said that cell phones have important advantages. Mobile phones let people talk to each other through voice, text, photos, and movies, among other things. These methods can also be used to check the information directly saved or accessible over a network. This study looks into how cell phones affect students learning English as a second language (ESL) in schools. The study of cell phones as a way to improve English skills could lead to more research in this new area.

## **M-learning**

Mobile learning has pros and cons for students learning English as a second language. One group working on mobile learning in schools has realized that using real-world objects in the classroom could make the information students learn more useful and important (McNeal and Hooft, 2006:p.1). Advocates of mobile phones' positive impact on education highlight the following points: M-learning not only assists EFLs in identifying and enhancing their existing competencies, but also facilitates their progress in reading and numeracy skills. This tool has the capacity to enable both individual and collaborative study. It assists pupils in pinpointing the particular areas where they may want more assistance. It facilitates the engagement of students who are introverted or reluctant to learn by creating a less rigid learning environment. Enhanced ability to concentrate for extended durations is achieved. Attewell's (2004) study suggests that it has the potential to enhance confidence and self-esteem. This enables the ability to send a continuous message instructing someone to switch off their mobile device, as well as engage in real-time communication via text (Markett et al, 2006:283).

Although there are clear advantages to using mobile phones for school study, several individuals remain unwilling to do so. Certain educators believe that pupils should refrain from using their mobile phones or other portable electronic devices during class. It has the potential to be prohibited during lectures at several colleges worldwide. The use of mobile devices in the educational setting may adversely affect students' capacity to develop innovative thoughts, retrieve information from memory, and engage in creative thinking. This study is directed to understand the effect of using M-learning on the students general language learning and language skills.

## **Previous studies**

Over the years, many methods were invented by those interested in TEFL to increase the income of students' learning experience. One of the newly- emerged methods in the late decade is known as mobile phone learning, or shortened as M-learning. This method has proved itself helpful in many learning communities especially at university level (Muhammed, 2014; Salih, 2019; AbdulZahraa, 2020; Nesrallah & Zangana, 2020; Mallampalli & Goyal, 2020; Jebur, 2020; Hawamdeh and Soykan, 2021; Hamza & Saadalla's, 2021; Kadhim, Dakhil, and Yahya, 2022; Mashhadi, Al Suraifi, and Fahad, 2022).

According to Muhammed's (2014) study, mobile devices were shown to have a significant influence on the acquisition of language abilities. Every participant used a smartphone as a portable tool to enhance their language acquisition. Participants engaged in active interaction with the English language via the use of diverse smartphone apps that were connected to language proficiency, educational systems, and global assessments. Consequently, an astonishing 99% of participants saw cellphones as an exceedingly efficient mobile tool for learning the English language. The report starts with an introductory section that elucidates the research's aims, techniques, and organization. Subsequently, by using the data collected from the specific cohort of students and expanding on prior investigations, several viewpoints on the influence of mobile devices on language learners are examined. In conclusion, mobile gadgets have a significant impact on the acquisition of English. Currently, there is a limited level of interest in studying the effects of mobile-assisted language learning on the improvement of students' listening skills. As a consequence, there is a lack of emphasis on the development of listening abilities.

The study by Salih (2019) aims to improve language abilities, specifically listening subskills, by investigating the efficacy of mobile-assisted language learning devices as instructional and learning resources in both traditional and non-traditional classroom settings. Pretest, experiment, and post-test are the three separate phases that make up the experimental design. Thirty second-year students made up the experimental cohort, and the same number served as a control in the research. The selected people were hand-picked from the College of Education for Women's English department at Al Iraqia University. The content was equal for both groups, but they were taught it in different ways. The experimental group outperformed the control group on the post-test, demonstrating that the use of mobile-assisted language learning devices significantly improved listening abilities.

In his study, AbdulZahraa (2020) examines the efficacy of using mobile apps like WhatsApp to improve rapid vocabulary acquisition among students. An empirical study was done to evaluate the impact of mobile phones on vocabulary learning among Iraqi college students who are not majoring in English. The sample consisted of twenty-eight female students. They were in their second year in the Department of Psychological Counseling and Educational Guidance, University of Al-Qadisiyah, College of Education for Women. It employs a mixed-methods approach. Questionnaires were used to gather quantitative data

to ascertain students' opinions about utilizing a mobile phone for vocabulary acquisition. On the other hand, qualitative data was obtained using informal interviews. The findings indicated that participants had very favorable views towards mobile learning due to the provision of comprehensive training including both form- and meaning-oriented instruction, as well as technical proficiency in the use of mobile learning. The results also indicated that students emphasized many advantages of mobile phone-based learning. These include the flexibility to study outside the confines of the classroom and unrestricted by location or time. In addition, several individuals encountered challenges throughout the course. The challenges involve an unreliable and costly internet connection and the university's unwillingness to include communication devices and internet use in the curriculum for educational reasons.

Nesrallah and Zangana (2020) examine the influence of social media on the English language proficiency of second-year EFL students at the University of Diyala, with a particular focus on vocabulary acquisition. Social media technologies include a diverse range of platforms, such as magazines, internet forums, weblogs, social blogs, wikis, social networks, podcasts, photographs, videos, and others. Multiple studies examine the use of various technologies in the field of education, specifically focusing on the acquisition of foreign languages. Nevertheless, there is a scarcity of research that specifically examines the impact of social media on language acquisition. This research investigated the role and efficacy of using social media for vocabulary acquisition. The attainment of the targeted objective relies heavily on the efficacy of instruction and the acquisition of information. The dearth of proficient English educators in educational institutions has significantly impacted the quality of English education at the tertiary level. Undergraduate students at Cihan University have difficulties meeting the necessary criteria. Teaching writing skills presents instructors with additional difficulties due to a mix of inadequate English proficiency, time limitations, and the rigorous demands of the university curriculum.

The objective of Mallampalli and Goyal's (2020) research is to improve the writing and communication skills of Kurdish students by introducing them to English collocation vocabulary via mobile-assisted language learning (MALL). The research included a randomized sample of twenty-five undergraduate students. The findings demonstrated an improvement in the students' proficiency in using appropriate

collocations. The study highlights the need to incorporate mobile-assisted language learning (MALL) into the standard higher education curriculum in Kurdistan. Jebur's (2020) research seeks to examine the perspectives of English as a Foreign Language (EFL) students on the use of mobile devices in the process of language acquisition. Moreover, it examines the actual use of mobile devices as a tool to promote educational objectives. Two surveys have been created: one to assess students' opinions towards mobile-assisted language learning. Furthermore, there is a study about the use of mobile-assisted language learning. A total of 237 students in the English department received both surveys. The preliminary examination of the questionnaire revealed the pupils' favorable dispositions towards mobile gadgets. The second study found that students mostly use mobile devices for language learning, namely as dictionaries, as well as for research and data collection.

The effects of mobile devices on second language acquisition were the focus of research by Hawamdeh and Soykan (2021). This research used a wide variety of search phrases to scour databases including Science Direct, Google Scholar, and ResearchGate for 100 academic papers. The study relied on the aforementioned studies as its main data sources, which cover the years 2014 to 2021. Results showed that Saudi Arabia and Indonesia were the most popular destinations for the most popular articles. Most of the articles relied on experimental research methods and employed a cohort of undergraduates. According to the statistics, English was the foreign language most often used in these publications, with WhatsApp being the most popular mobile application.

The research team of Hamza and Saadalla (2021) set out to interview EFL students at universities around the country to get their thoughts, feelings, needs, and knowledge about EFL mobile apps. The purpose of the study is to identify the benefits, drawbacks, and solutions linked to app use on mobile devices. During the second half of the 2019–2020 school year, researchers from Al-Kitab University's English Department conducted the study. Void is the user's input. Using a descriptive technique, the study delves into the realm of mobile apps and their role in English language training and learning. It accomplishes this goal by collecting data via observation and the administration of structured questionnaires. An initial sample of 133 college students majoring in EFL had a questionnaire with 13 basic questions delivered to them. From the ages of 19 to 25, the study drew 45 men (or 33.8% of the total) and 88 girls (or 68.2% of the total). A large percentage of pupils

supported using mobile applications for educational purposes, according to the data. On top of that, all of the students had access to smartphones and used a wide variety of software brands while they were studying. Results also showed that students' comprehension and retention of the content were both improved by using the apps.

Kadhim, Dakhil, and Yahya (2022) did a case study involving 40 individuals who were learning English as a Foreign Language (EFL) in Dyala, Iraq. The study aimed to evaluate the results of the OPT exam. A class used M-learning to enhance their learning process by accessing and downloading relevant materials for online education. Conversely, the learners in the control group monitored their advancement by using a similar instructional approach between the instructor and the students. The statistical analysis indicates that the experimental group had superior performance compared to the control group. Therefore, the average score of the control group is 31.05. The mean score of the experimental group is 33.9. In addition, the average motivation scores were calculated for both the control group (3.73) and the experimental group (6.06) based on the pre-test and post-test results. The primary discovery of the research will function as a cautionary message to educational policymakers, curriculum designers, and material producers about the utilization of e-learning-based instructions. Moreover, the findings indicate that mobile learning enhanced the learners' lexical proficiency and instructed them in the appropriate application of this knowledge across many situations.

The purpose of the study by Mashhadi, Al Suraifi, and Fahad (2022) was to determine if Iraqi EFL students are interested in receiving instruction that makes use of digital learning tools. Also, the research wanted to find out how prepared these students were to utilize mobile learning to improve their English while they were in college. The research also looked at how the gender of the learners affected their choices and readiness for mobile learning. The study aimed to accomplish its objectives by using a methodological triangulation technique. This included conducting semi-structured interviews and distributing a survey to a sample of Iraqi students taking EFL classes at four different public schools. Applied descriptive statistics to the survey results. The data from the interviews was analyzed using thematic analysis to find and explain the commonalities identified by the two interview coders. The results showed enough evidence to support students' positive feelings about using mobile learning as a powerful way to improve their language skills in both formal and informal

settings, since it allowed them to learn more than what they could in a traditional classroom.

Up-to-date, how Iraqi school students' cell phones affect their language skills or general ability to learn languages has not been fully explored.

### **Research questions**

This study looks at how using smartphones affects students' ability to learn English as a foreign language (EFL).

- 1) How does using a cell phone affect the English language skills of EFL Iraqi students?
- 2) When Iraqi EFL students use their phones, what could change?

### **Methods**

To examine this topic, it is suggested that mobile phones have a substantial impact on the English language proficiency and understanding of Iraqi students studying English as a foreign language. The reason for this is because mobile phones provide convenient access to a vast amount of information, the capability to confirm one's vocabulary, and access to literary repositories worldwide. 62 English as a Second Language (ESL) students from Al-Shareef Al-razi school in Baqubah participated in a questionnaire to confirm the idea. The survey consists of fourteen items that inquire about the influence of students' use of mobile phones on their academic advancement in learning English, their mastery of the language, and any detrimental consequences associated with this behavior.

### **Results & Discussions**

The EFL students at Baqubah's Al-Shareef Al-razi school were sent one hundred copies of the survey to complete, with the aim of obtaining responses to the research inquiries. A total of 62 questionnaires have been received. Due to factors such as non-compliance and insufficient responses, the researchers were unable to get data from the remaining 38 people. However, despite this warning, the study considerably profited from the 62 surveys that were returned. The students' answers are displayed in table 1 below:

After analyzing the data, the majority of the answers show that the Iraqi EFLs rely greatly on mobile phones in their studies, which proves the great impact mobile phones on the Iraqi EFLs as they study English language in consistent with previous research on the topic (Muhammed, 2014; Hawamdeh and Soykan, 2021; Mashhadi, Al Suraifi, and Fahad,



2022). Students may now conveniently access English study materials online from any location and at any time using mobile phones. In addition, individuals may improve their proficiency in the English language by using language learning applications and platforms on their mobile devices to refine their listening and speaking abilities. In addition, language exchange applications enable students to conveniently connect with native English speakers, enabling them to actively participate in authentic discussions and enhance their language proficiency. In addition, there is an abundance of interactive educational resources accessible on mobile devices, such as quizzes and flashcards, that enhance the enjoyment and involvement of students in the process of learning a new language. Approximately 86% of students believe that owning a mobile phone is essential for comprehending common English phrases and vocabulary. The participants had many benefits, including a significant 93.5% rise in their English vocabulary, a notable 72.6% improvement in their Arabic vocabulary, a substantial 64.5% ability to preserve study materials digitally, and a commendable 59.0% increase in task completion rate.

Conversely, 37.1% of students are confident in their ability to understand English words even in the absence of a mobile device in support to other studies in the field (Salih, 2019; AbdulZahraa, 2020; Kadhim, Dakhil, and Yahya, 2022). It seems that a significant proportion of students have developed a strong proficiency in the English language via other means, such as reading literature or enrolling in language classes. This highlights the diverse range of learning methods and abilities shown by students when it comes to understanding the English language. Furthermore, almost half of them believe that English teachers would disapprove of students use their phones to search for English word meanings during class. This implies that academics prioritize alternative learning methods and encourage their students to rely on their language skills rather than technology. Additionally, it suggests that several instructors have concerns that students' use of mobile devices for translation might hinder their advancement in language learning and comprehension. Approximately 53.2% of individuals evade social media distractions by using their mobile phones for studying purposes. A finding consistent with Hamza and Saadalla (2021) claim that a large percentage of pupils supported using mobile applications for educational purposes, according to the data. This enables pupils to focus more on their academic materials and assignments. Moreover, mobile phone apps and tools may provide

interactive and stimulating learning experiences, enhancing both enjoyment and productivity in studying.

**Table1: Students' Views on Mobile-Based Learning**

No.	Statements	Agree	Neutral	Disagree
1.	I need a mobile device to comprehend English vocabulary and phrases.	80.6%	19.4%	0.0%
2.	Mobile devices may enhance my proficiency in English writing.	83.9%	12.9%	3.2%
3.	Mobile devices may enhance my proficiency in English reading.	74.2%	19.4%	6.4%
4.	Mobile devices may enhance my proficiency in English listening comprehension.	88.7%	9.7%	2.6%
5.	Mobile devices may enhance my proficiency in spoken English.	79%	17.7%	3.35
6.	Mobile phones facilitate my acquisition of new English vocabulary.	93.5%	3.2%	3.2%
7.	I need mobile phones in order to translate English words into Arabic.	72.6%	22.6%	4.8%
8.	I possess the ability to comprehend English vocabulary without relying on a mobile device.	37.1%	45.2%	17.7%
9.	The programs on my mobile phone accurately translate English words into Arabic.	51.6%	4.3%	8.1%
10.	I digitize and save the study-related reading materials on my mobile phone.	64.5%	25.8%	9.7%
11.	My English learning is helped by a cell phone.	74.2%	21%	4.5%
12.	My English professors grant me permission to use a mobile device for the purpose of translating English terms inside the confines of the classroom.	24.2%	29%	46.8%
13.	I often use my phone to do my English homework.	59%	34.4%	6.6%
14.	Each time I attempt to use my cell phone for studying purposes, I am easily diverted by various social media sites.	53.2%	41.9%	4.9%

Enhance your proficiency in English across many domains utilizing a mobile device: oral communication (79%), comprehension of written text (74.2%), auditory comprehension (88.7%), and written expression (83.9%). Diverse mobile-accessible language learning programs and websites are used to develop these abilities. When students take their phones around with them, they can easily use language exchange sites

and other online tools to get better at English. People who are learning a language can also get better by being in places where the language is used all the time. For example, smart devices make it easy to get to games and shows that let you connect with other people. To improve your speaking and writing English, use a mobile device to work on your language and speech skills on your own time. Now we have technology that makes it easy to record and play back someone else's words. Other studies have come to the same conclusions as Nesrallah and Zangana (2020), Jebur (2020), and Hamza and Saadalla (2021).

### **Conclusions**

In conclusion, it looks like everyone who filled out the question used a cell phone. They only used it to review texts for their writing class. This is due to two things. Before we go any further, cell phones that can connect to the Internet might let Iraqi EFL learners get free access to digital books and information from anywhere in the world. Smartphones are also portable and can connect to many different devices, which makes them even better for people who are learning English as a second language.. The study results are interpreted as follows:

- 1) The prevalence of mobile phones among EFLs is evident in both their daily and academic pursuits, demonstrating their significant influence.
- 2) EFLs are seen to use their mobile phones to scan study-related information and read notes from them.
- 3) Mobile phones have facilitated the development of students' linguistic abilities and skills.
- 4) EFLs do not primarily allocate their time to academic pursuits or social networking activities on their mobile phones.
- 5) EFLs are advised to use mobile phones equipped with English apps, such as English dictionaries, in order to promptly search for unknown terms.
- 6) The results also indicate that students use translation tools on their mobile phones to comprehend and locate synonymous English words and phrases. While completing the questionnaire, students used mobile phones to search for unfamiliar terms.
- 7) Within the context of EFL classrooms, students often encounter discontentment with traditional pedagogical approaches. Thus, it is essential for English teachers to currently investigate and use mobile technology-integrated activities in order to cultivate a positive

inclination towards language learning. English instructors should encourage students to actively and cooperatively participate in language learning activities by using mobile phone technology inside the classroom.

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