A. Mobile Assisted Language Learning

1. The Definition of Mobile Assisted Language Learning

   According to Kukulska-Hulme & Traxler (2005) cited in Saidouni & Bahloul (2016), define mobile learning as “learning mediated by the assistance of small portable devices available most of the time and that can be adapted to the learner’s immediate context”. Yedla (2013) cited in Rionaldi (2016) sees Mobile Assisted Language Learning as learning with the aid of handheld technology like mobile phones, portable laptops and any other similar portable devices which are handy. From those definitions it can be conclude that the term mobile learning (m-learning) refers to the use of technology devices that easily handled, such as PDA (Personal Digital Assistant), mobile phone, smartphone, and tablet PC (Personal Computer) in learning process.

   With the tremendous growth of mobile technologies, Mobile-assisted Language Learning (MALL) has become increasingly common. It is significant to recognize that MALL is not a fully independent field. In addition to its obvious relation to second language acquisition (SLA), according to Hubbard and Stockwell (2013) in Bouzidi (2015), claimed that MALL depends on two major bodies. They are mobile learning and computer-assisted language
learning. Figure 2.1 shows Hubbard and Stockwell’s conception of cross-field relationships.

It captures the interrelation between the three concepts; where the shaded area represents the overlap.

![Diagram of the relationship between CALL, MALL, and M-Learning.](image)

**Figure 2.1.** The relationship between CALL, MALL, and M-Learning. Hubbard & Stockwell, 2013, p.5

Therefore, MALL is considered as a subset of the emerging field mobile learning and Computer-assisted Language Learning (CALL). Mobile-assisted Language Learning describes an approach to language learning that is assisted through the use of handheld technologies (Valarmathi, 2011). This new wave of educational technology uses a wide range of mobile devices. Kukulska-Hulme and Shield (2008) state that MALL is unlike CALL, MALL has variety of handheld technologies, often with internet connection, ranging from ultra-portable laptops and handhelds to smartphones, mobile phones, MP3 and MP4 players, digital voice recorders and cameras.
Thus, Mobile Assisted Language Learning (MALL) is a branch of technology-enhanced learning that can be implemented in many forms of education including face to face, distant or online (Amouzegar & Khodashenas, 2013). In fact, MALL has potential to assist learners and to reinforce their learning process at the exact point of need and in ways that are congruent with the learner’s lifestyle (Kukulska-Hulme & Shield, 2008b). MALL then gives EFL learners the opportunity to learn languages not only in a classroom but also outside a classroom; whenever they desire and wherever they are.

2. Function of Mobile Learning

According to Abidin (2012) there are three functions of mobile learning in learning process in classes; as supplements, complement and substitution.

a. Supplement

Mobile Learning has function as a supplement. It means that students have freedom to choose, whether they will use the mobile learning or not. In this case, students have no necessity to access material through mobile learning. It is optional, but students who use it will get more knowledge than the other.

b. Complement

Mobile learning has function as a complement when the material has programmed to complete the prior material that has been received by students in class. It means that mobile learning
can be used as reinforcement material for students in conventional learning process.

c. Substitution

Some universities in advanced countries givenot only one model of learning but many alternatives model to students. The aim is to make students be able to organize their activities flexibility.

3. Values and Affordances of Mobile-assisted Language Learning

Mobile technologies offer a wide range of practical uses in language learning. Mehdipour and Zerehkafi (2013) stated the various values and affordances offered by mobile learning. They are summarized as follows:

a. Portability

Due to their size and weight, mobile technologies can be taken to different places, and at anytime. When compared to PCs, devices used in MALL are more lightweight. Thus, they are more practical and provide the opportunity to bring new technology into the classroom as well as outside the classroom.

b. The Anytime-anywhere Advantage

The mobile technologies provide learning at the time we want, and in the place we want. That is, mobile learning lies for Just-in-Time-and-Place learning where web browsing and applications can provide instantaneous information to a learner’s fingertips in
moments. To illustrate, Figures below demonstrate examples of different possible settings in which learners may use their mobile devices to access to language learning materials and applications. Figure 2.2 shows the possible times when mobile language learning happen.

![Figure 2.2. Times when mobile language learning can happen, Kukulska-Hulme, 2012, p. 7.](image)

**c. Ubiquity**

Mobile devices are readily available. This new wave of technology continues to spread among the world population due to the unlimited functions the mobile devices provide.

**d. Coast**

Mobile devices are typically less expensive than PCs and laptops, which makes them affordable for language learners. This affordance consolidates bridging the digital divide.
e. Interaction and Engagement

Mobile learning facilitates learner interaction with teachers; administration, and amongst peers. MALL also enhances learners’ engagement because it fits different learning styles and enables learners to partake in learning activities.

f. Motivation

Learners get motivated when they experience new tools. The widespread ownership of different mobile devices increases commitment to using and learning from them because learners feel secure and spontaneous.

g. Collaboration

Due to the communication features of mobile devices, learners can work on collaboration among each other. For instance, several learners at different locations may perform the same activity. They can share files, multimedia, apps, and so many learning materials.

h. Assistive Technologies

Mobile technologies may assist learners with disabilities. The different innovative technologies can be integrated in special educational needs. Though, mobile learning activities have many variation depending on the learner disability.
B. Attitude

1. Definition of Attitude

Attitude is one of the major keys to success in language learning. There are so many definitions about this term from many researchers. Montana and Kasprzyk (2008) in Abidin, et al. (2012) state that “Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes.” Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Attitude is determined by the individual’s belief about outcomes or attributes.

Sharma states that attitudes are fundamental determinants of perceptions and actions toward all aspects of social environment. Attitudes involve a complex organisation of evaluative beliefs, feelings and tendencies toward certain actions. Attitudes are simply expressions of much we like or dislike various things. Attitudes represent our evaluations, preferences or rejections based on the information we receive. Attitude may be defined as an enduring predisposition or readiness to react or behave in a particular manner to a given object or situation, idea, material or person.
2. Aspects of Attitude

Abidin (2012) defines the concept of attitude which can be viewed from three dimensions. Each one of these dimensions has different features to find out language attitude results. Accordingly, the attitude concept has three components, they are behavioral, cognitive and affective. In the following, the three aspects are briefly described.

a. Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way of a person or human in behaves and reacts in particular situations. In fact, successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire various aspects of behaviors which characterize the members of the target language community. Kara (2009) in Abidin states that, “Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”

b. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous
knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. Cognitive represents the thoughts, beliefs and ideas about something.

c. Affective or Emotional Aspect of Attitude

Feng and Chen (2009) in Abidin stated that, “Learning process is an emotional process. It is affected by different emotional factors.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). The component deals with feeling or emotions that are bought to the surface about the object.

Basically cognitive component is about thoughts and beliefs, whereas emotional or affective component is based on the emotional reaction. The behavioral component reflects how the attitude affects the way we act or behave. For instance, in case of a person who is scared of an injection or a needle, the affective component would be the feeling that he/she is scared of injection. On the other hand, the cognitive component might be the fact that an injection would hurt. The behavioral component would be that the person would completely avoid getting an injection or scream. So, an attitude is essentially like
an evaluative statement that is either positive or negative depending on the degree of like or dislike for the matter in question.

3. Types of Attitude

Based on Dhavale (2011), there are three types of attitude. They are positive, negative, and neutral attitude.

a. Positive attitude

Confidence, optimism, and reliability are traits that represent positive attitude. Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events and many others. They will not consider a mistake or failure as a hurdle, but as an opportunity. If they make a mistake, they will learn from it. Some attitudes that refer to positive attitude are in the table below.

<table>
<thead>
<tr>
<th>Table 2.1 Positive attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheerfulness/happiness</td>
</tr>
<tr>
<td>Sincerity</td>
</tr>
<tr>
<td>Sense of responsibility</td>
</tr>
<tr>
<td>Flexibility</td>
</tr>
</tbody>
</table>

b. Negative attitude

Hatred, Pessimism, and Doubt are traits that represent negative attitude. People with a negative attitude ignore the good, and pay attention to the bad in people, situations, events, etc. Also, they are likely to complain about changes, rather than adapting to the changing environment. Also, they might blame their failure on
others. Some words in table below may be categorized to negative attitudes.

Table 2.2 Negative attitude

<table>
<thead>
<tr>
<th>Anger</th>
<th>Frustration</th>
<th>Jealousy</th>
<th>Inferiority</th>
</tr>
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</table>

c. Neutral attitude

Indifference, detachment and unemotional are traits that represent neutral attitude. People with a neutral attitude don't give enough importance to situations or events. They ignore the problem, leaving it for someone else to solve. Also, they don't feel the need to change.

C. Basic Assumption

Attitude is one of the factors that can influence the learning process. In line with developing of technology, students are known to use smart chone in or out side classroom. They perhaps will have an attitude toward the object they used. Attitude also has three aspect, they are behavioral, cognitive, and affective aspect. By knowing students’ attitude, teacher may consider the use of mobile device in learning process. If it is good, it can be useful to have the new model of learning. The researcher is assumed to show students’ attitude toward the use of mobile devices in learning English as a foreign language.