

The Fact of use Mobile Learners at the Arab Open University in Learn Arabic language

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Abstract— This study aims to investigate the fact of the use of mobile learning at Arab Open University students in order to help them for learn Arabic, and study sample consisted of (245) students, who study decision Arabic for primary school teachers, was applied to identify prepared by the researcher on students to identify these uses, and contain this questionnaire four axes, namely: mobile phones used by students, and mobile services that benefit students to learn Arabic, and the purposes for which Students use mobile phones, and the obstacles faced by the students' learning through mobile phones (m-phones) to learn Arabic. The study concluded with a set of recommendations to contribute to improve the use of the Arabic language learning via mobile devices, based on what resulted from the results of the study.[1]

Index Terms— Smartphones, technology, instructional aide .

I. INTRODUCTION

The Smartphone owner population is growing. Multi-functionality, portability, and connectivity are opening doors for learning. No wonder students harness smartphone technology to help them in education. These tiny pocket computers keep students connected to the internet, improving their academics. However, many students are oblivious to the power in their hands; the power of educational apps, the potential for success.[2] Regardless of any other consideration, was able to distance learning to achieve a large part of this outlook, and helps to find them, we took the teaching and learning processes in each period of time through a computer, then e-learning, and access to learning via mobile devices, and not hidden on a level spread of these devices in the world, these devices have become available in every home and when every member of the community And became for these devices a significant impact in the communities, much of what intersected the services offered by the services needed by individuals, through the holdings of these devices from the potential and many services, and benefit from many sectors and diverse communities, as a sector of health, and the gaza policy, and sector of the economy, and in the public health sector in south africa are sending text messages via mobile phones to remind them to take tb patients. In kenya, people can send free text messages include questions on topics of health education, and receive immediate answers from health experts (corbett, 2008). education is no less need of these different sectors of the services provided by mobile phones, students need to succeed, improve their skills, for igad opportunities for new

learning, and to prepare for a bright future, vtqanyat communication and information makes it possible to develop new forms of learning, has begun the use of mobile phones in most of the sectors of education gradually in all developing countries and developed alike, and helped by the fact that students in most of them have full knowledge of how to deal with these devices.

II. RELATED WORK

In [3] Accordingly, he noted all of that learning via mobile phones will become the next wave of interest in learning environments, it is moving away from childhood to maturity, so the researchers are moving quickly to explore the attributes of learning through mobile phones, and that the learning content via mobile phones could be as simple as a service SMS services to complex and difficult video as a service, and directed only at that is the science of teaching methods. (Stanullu, 2008) in his report teachers and students are now trying to take advantage of learning applications via mobile phones, waiting for opportunities to use the system that supports learning environments through these devices. Although elements of the force in this type of learning that all members of society benefit from it, as indicated by the results of a study (Wang, Wu and Wang, 2009) that there is no statistically significant differences on this type of learning between males and females, or even between and young adults. IN [4] The debate over the use of smart phones and mobile applications in the classroom has gained a great deal of attention in the educational arena in recent years. When cell phones began gaining popularity at the close of the last century, many teachers and schools initial reaction was to ban them from the classroom completely because of their potential negative implications including “the erosion of students’ spelling and writing skills[.]...mobile phones facilitating cheating, cyber-bullying and sexting by students” As the use of smartphones in the classroom becomes more widely adopted, new mobile applications to aid learning will continue to be developed. While there are risks to permitting students to use their smartphones in the classroom, there can also be significant learning benefits when employed carefully. within the next five years, smartphones will likely be required “school supplies” like the course required multi-function calculators for certain mathematics courses. Until then teachers or school officials will independently decide the fate of smartphones in their own classrooms or schools. (Mobile Research Paper: Uses for Smartphones in the Classroom Jennifer Hofmann, Professor Jack Hyman, Ph.D.November 12, 2012). IN [5] In a world where technology is ever evolving, providing students with more effective way of living and studying, the traditional cellular phone is being replaced with the smarter and faster smartphone. This technological innovation has become a fashionable necessity,

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providing access to the Internet at all times and allowing a new way of communicating, socializing and more specifically mobile learning. This research paper investigates how students are taking advantage of this innovative technology, socially and in their education. A more in-depth look will also be given to the potential of mobile learning and the question of whether smartphones are replacing laptops. For the purpose of this research, 124 students have been surveyed to uncover how smartphones affect their social life and education. From the results, some very interesting findings have arisen, that provides an insight into how students are benefiting from using their smartphones for educational purposes. ("THE USE OF SMARTPHONES AMONG STUDENTS IN RELATION TO THEIR EDUCATION AND SOCIAL LIFE", Ria Nicoletti Morphitou, Avros Morphitis, ICICTE 2014 P73-81). IN [6] The modern classroom has taken on numerous forms, and expands beyond the traditional brick and mortar walls. The modern classroom can be accessed from homes, work, places of leisure, and more. Smartphone technology allows the 21st Century student to engage in a learning environment while being mobile. Educational applications (i.e. apps) assist students in accessing interfaces to virtual classrooms, researching specific subject matter, studying flash card notes, and much more. This method of learning appeals to the various learning styles of students, and it allows students to have autonomy and ownership in their learning process. Smartphone technology and applications also encourages educators to develop more creative pedagogy to reinforce subject matter content, and serve as a useful instructional aide. This paper will examine how Smart phones are used for both secondary and post-secondary students, and how they positively impact pedagogy and student comprehension. (The New Frontier of Education: The Impact of Smartphone Technology in the Classroom, Jessica L. Buck, Elizabeth McInnis, Casey Randolph, 2013 ASEE Southeast Section Conference).

III. THE ARCHITECTURE OF WORK

This study tries to answer the following research questions:

1. What mobile devices are used by the Arab Open University students to learn Arabic?
2. What services are provided by mobile devices and used by the Arab Open University students to learn Arabic?
3. What purposes for the students who used the AOU mobile devices when learning the Arabic language?
4. what obstacles the Arab Open University students find when they use for learning services through mobile phones from their point of view?

Uses a researcher in this study descriptive analytical method to gain access to determine the extent of the use of students of the Arab Open University for mobile phones in learning the Arabic language, as the descriptive studies describe what is the object and interpreted, and dealing with the circumstances and the relationships and opinions believer, and ongoing operations related to the problem of the study, this study focuses on a survey of students to the extent of the use of mobile phones in learning the Arabic language through which the questionnaire sent to them, in order to describe and analyze the phenomenon and access to answers to questions on the subject of this study.

**SERVICES PROVIDED BY MOBILE PHONES

There are a range of services provided by mobile devices, which can be employed and benefit from them in the educational process, has pointed out (Pernsky.2005) to some of these services:

- Sound: where can be employed in language lessons, dictionaries, books and programs are rigid, tourist guides, testing, implementation of the lectures via mobile devices, and facilitate the feedback process.
- SMS: where can be employed in the quizzes, games, tests, preparing for the tests, and Tajmaa opinions (questionnaires), debates, academic supervision, to provide the most comprehensive data, and reactions.
- Showing Fees: where can employ them in lectures and teaching tests, and animation.
- Surf the Internet: where can be employed to provide the basic tools of the Internet, and search engines.
- Downloadable software: it can be employed in collaboration tools, educational programs, programming languages, contact with tools, and other devices.
- Photography: where can be employed in the data collection and documentation, free comic, written and creative stimuli.
- Video footage: where can be employed in television journalism, and creative film making.
- GPS systems: it can be employed in field trips, games and search for multiple players.
- The exchange of files and e-books among learners: where it can be done by using Bluetooth or infrared, and this is not available in other e-learning styles.

** LEARNING OBJECTIVES THROUGH MOBILE DEVICES

There are multiple targets seeking to learn via mobile phone to achieve, as the report states, which he published (Shuler, 2009) that there are learning objectives via the mobile device seeks to achieve, namely:

- learning via mobile devices is a tool or component of a unique element of the educational process, and in order to achieve that we must invest in the understanding of the development, the development of theories and new models for the recruitment of learning via mobile devices of its own. as the theories put forward now all relate to learning traditional and e-learning, there is no appropriate learning through these devices, and learn from developing countries and some third world countries that have not intervened to learn via mobile phones through e-learning, but moved directly from traditional learning to learning through these devices.
- Development: Valmtoron should look for raising the level of learning via mobile phones and Aiqarora difficult challenges facing learning via mobile phones, through creativity in design education to benefit from the services of these devices, and the intersection with the damage caused by these devices from such exchange attention, the difficulty of entering text, avoid other defects, the creation of development tools for teachers, and not restricted to specialists in computer and Industry.
- Publishing: There are a number of experts believe the importance of mobile phones in learning, but most parents and teachers do not look at her the same that view, it is for that to be done to raise standards and deployment of innovative models of learning through these devices, provide support and

incentives to build the infrastructure required, to help accelerate the adoption of schools for the mobile phone tools for learning, stay away from devices that can be provided by the school, the sufficiency of devices owned by students, and the development of educational standards the industry, as applications of learning via mobile phones for students.

- Standby: must train teachers to integrate learning through mobile devices in learning, which it can be done through the training of teachers to work curricula and methodology of action learning via mobile devices within the curriculum to build capacity for professionalism, modify and remove barriers in classrooms gradually, and innovation the foundations of the standards of conduct, to build acceptance criteria when students and teachers and parents, and the integration of the use of mobile phones with subjects of reading and writing.

**** THE STUDY POPULATION AND APPOINTED:**

Community includes study students AOU in Jordan Branch and registered with the decision of the Arabic language for primary teachers in the center of Amman, and the researcher distributed (270) to identify the students, but the final number of questionnaires that were considered acceptable is (245), where they were excluded (25) questionnaire , either because of leaving a large number of paragraphs with no response or the presence of stereotyped responses response set).

The table shows the number (1) the distribution of the final members of the study according to the study variables.

TABLE (1), DISTRIBUTION OF MEMBERS OF THE STUDY BY SEX, AGE AND ACADEMIC LEVEL

VARIABLES		STUDENTS	
		NUMBER	PERCENTAGE
SEX	MALE	110	44.9 %
	FEMALE	165	55.1 %
AGE	LESS THAN 20 YEARS OLD	152	62 %
	20 YEARS OR MORE	93	38 %
STUDY LEVEL	GOOD AVERAGE OR LESS	152	62 %
	AVERAGE MORE THAN GOOD	93	38 %

STUDY TOOL:

To achieve the objectives of the study, the researcher prepared a tool to measure the extent of the use of the Arab Open University students to learn Arabic through mobile phones, the questionnaire was built using a list of monitoring, according to the following steps:

First, identify the areas that make up the elements of the resolution: has been hiring some studies, including :(Shuler, 2009) and (Siau, lim and Shen, 2001).

Second: writing paragraphs scale: were grouped a number of paragraphs that relate to each of the following four areas through the formation of the so-called complex paragraphs of scale. And is shown in Table (2) the distribution of items of the scale on each of the four main areas.

TABLE (2):DIMENSIONS TO IDENTIFY THE EXTENT OF THE USE OF STUDENTS OF THE ARAB OPEN UNIVERSITY FOR MOBILE PHONES IN LEARNING THE ARABIC LANGUAGE

DIMENSION	NUMBER OF PARAGRAPHS
MOBILE PHONES USED BY STUDENTS TO LEARN ARABIC	11
SERVICES OF MOBILE DEVICES USED BY STUDENTS TO LEARN ARABIC	22
PURPOSES FOR WHICH THE STUDENTS USED MOBILE PHONES WHEN LEARNING THE ARABIC LANGUAGE	16
OBSTACLES THAT STUDENTS FIND WHEN USING MOBILE PHONES WHEN LEARNING THE ARABIC LANGUAGE	16
TOTAL OF PARAGRAPHS	65

Third, to ensure the veracity of the questionnaire: the purpose of verifying the veracity of the content of the tool, and specifically sincerity virtual, has been the tool on the four arbitrators who are specialists technology and methods of teaching the Arabic language, and was considered the consensus of 75% of the arbitrators on the validity of paragraph criterion for adoption, and in the light of the observations made by the arbitrators on the tool conducted the proposed amendments, so that their views have been reconciled, a promise that the researcher as a rationale for the identification of honesty.

Fourth: writing measure in its final form: writing has the scale and in the final image, consisting of 65 items distributed on four areas, and then re-submitted to the Committee, where once again pointed out that the resolution in its final form give an indication of honest study to measure the problem.

Fifth, make sure of the stability of the scale: to reach the implications for the stability of the scale, the researcher estimating the stability of the scale in two ways:

- Method of internal consistency: it applied the questionnaire on a sample of stability, a sample from outside the members of the group amounted to (40) students, where they were to derive reliability coefficients of internal consistency in terms of statistics, paragraphs, and using the equation Cronbach's alpha measure of the total, and its value (0.81).

- How to re-apply the test: it has been applied to the questionnaire on a sample of stability after one month from the date of the first application, which is long enough to find a degree of stability can rely on the results. Was calculated Pearson correlation coefficients between the results in the two applications, has reached the overall reliability coefficient in this way (0.84), and this refers to the degree of acceptable stability, thereby supporting confidence by using questionnaires to achieve the objectives of the study.

**** STUDY PROCEDURES**

The study was performed according to the following steps:

- Selection of members of the study.
- Build a study tool, and the calculation of the psychometric properties of validity and reliability, and that through the application of the questionnaire on a sample consisting of exploratory (40) of the students.
- The researcher distributed questionnaires to members of the study to answer them.
- Unloading the responses of the study.
- Statistical analysis of the data.

****STATISTICAL TREATMENT**

Add to the frequencies and percentages, Kay test was used to determine whether there were statistically significant differences among the educated according to sex (male / female), and age (less than twenty years / greater than twenty-one-year-old)

IV. RESULTS AND DISCUSSIONS:

The first question: What is a mobile phone used by the Arab Open University students to learn Arabic?

To answer this question, the number of users was calculated from a sample survey you organ of the mobile phone, as well as calculate the percentage of the number of users, and then determine the rank of the use of each of the devices, and Table 3 shows the result of this question.

TABLE (3): THE NUMBER OF USERS FROM THE SAMPLE FOR EACH OF THE MOBILE DEVICES AND THE PERCENTAGE OF THEM AND RANK EACH DEVICE DEPENDING ON USAGE

No.	DEVICES	NUMBER OF USERS	PERCENTAGE	RANK
1	DIGITAL VOICE RECORDERS	54	22 %	6
2	DIGITAL GAMING DEVICES	27	11 %	7
3	IMAGING DEVICES, DIGITAL VIDEO	100	41 %	4
4	DIGITAL RECORDING DEVICES VOTES	80	33 %	5
5	GPS DIGITAL DEVICES	0	0	11
6	LAPTOPS	130	53 %	3
7	COMPUTER HANDHELD	5	2 %	9
8	PERSONAL DIGITAL ASSISTANT (PDA)	7	3 %	8
9	COMPUTERS SINUSOIDAL	3	1 %	10
10	MOBILE DEVICE	240	98 %	1
11	DESKTOPS	283	97 %	2

Second question: What services provided by mobile devices and used by the Arab Open University students to learn Arabic?

To answer this question have been calculated the number of users for each of the services offered by the mobile phones of the study sample, as well as calculate the percentage of the number of students who use this service, and then determine the rank of the use of each of these services, and Table 4 shows the result this question.

TABLE (4): THE NUMBER OF USERS FOR EACH SERVICE MOBILE DEVICES FROM THE STUDY SAMPLE AND THE PERCENTAGE OF THEIR USE AND THE USE OF THE RANK OF EACH SERVICE

NO	MOBILE PHONE SERVICES.	USER NUMBERS	PERCENTAGE	RANK
1	STUDIO	10	4 %	19
2	GAMES	0	0	21
3	STORE VIDEO CLIPS	12	5 %	17
4	RECORDING AUDIO FILES	88	36 %	11
5	RECORDING OBSERVATIONS	62	25 %	14
6	BROWSE THE INTERNET (WEB SERVICE)	189	77 %	4
7	VIDEO IMAGING	64	26 %	13
8	CALENDAR	102	42 %	9
9	TELEPHONY	224	91 %	1
10	SOFTWARE DOWNLOAD	201	82 %	3
11	EXPAND THE SCREEN	68	28 %	12
12	CALCULATOR	4	2 %	20
13	COMMUNICATION SERVICES VIA BLUETOOTH AND INFRARED	97	40 %	10
14	SMS	218	89 %	2
15	MMS	132	54 %	7
16	ALARM CLOCK	113	46 %	8
17	GRAPHICS DISPLAY	0	0 %	21
18	IMAGING	12	5 %	17
19	TASKS / ACTION LIST	21	9 %	16
20	GPS	0	0 %	21
21	LISTEN TO TALK RADIO STATIONS IN ARABIC	166	68 %	5
22	E-MAIL	162	66 %	6

Evident from the table (4) that the students are using most of the services offered by mobile phones and benefit from them in learning the Arabic language, and have gotten service telephony to the highest rank among the services, the percentage of the use of this service (91%), and then came



after the service SMS where the percentage of the use of this service (89%), and in that he noted a report (Hayasat 0.2009) to the high proportion of these services among the other services offered by mobile phones, has been largely due to the ease of use of these services, and to that students usually use these two services dramatically and permanently in ordinary life, because the two services magnets cheaper services offered by these devices cost at the present time, while came a range of services by using the equivalent (zero%) so not used one, a service Games, graphics display and service, and service global Positioning System, has been largely due to the fact that these services do not have clear applications in learning the Arabic language, and also that some of these services that are not commonly used in the community.

Third question: What are the purposes for which students used the AOU mobile devices for them when learning the Arabic language?

To answer this question have been calculated the number of students who use the services of mobile phones for every purpose of the purposes of using the services of these devices, as well as calculating the percentage for this purpose, and then determine the rank of each purpose of these purposes, and Table 5 shows the result of this question

TABLE (5): THE NUMBER OF USERS FOR SERVICES MOBILE PHONES FOR EVERY PURPOSE AND THE PERCENTAGE FOR THIS PURPOSE AND RANK

No.	MOBILE PHONE SERVICES.	USER NUMBERS	PERCENTAGE	RANK
1	FOR SOURCES OF SUPPORT IN LEARNING THE ARABIC LANGUAGE	39	16 %	12
2	FOR INFORMATION REGARDING ADMINISTRATIVE LEARN ARABIC	0	0 %	16
3	TO CONNECT WITH TEACHERS IN THE ARABIC LANGUAGE AND TO LEARN IT	158	64 %	6
4	TO COMMUNICATE WITH THE STUDENTS PARTICIPATING IN THE COURSE	195	80 %	3
5	FOR PROGRAMS TO ASSIST IN LEARNING THE ARABIC LANGUAGE OF THE INTERNET	39	16 %	12
6	TO READ THE LANGUAGE VERSIONS OF PROGRAMS	221	90 %	1
7	TO RECEIVE INFORMATION PERTAINING TO LEARN ARABIC THROUGH SMS/MMS	59	24 %	11

8	TO ANSWER QUESTIONS AND INQUIRIES FOR THE PURPOSES OF LEARNING THE ARABIC LANGUAGE	186	76 %	4
9	AS A REMINDER OF SOME OF THE APPOINTMENTS RELATED TO LEARNING THE ARABIC LANGUAGE	97	40 %	9
10	AUDIO RECORDING OF INFORMATION DURING LECTURES	179	73 %	5
11	TO DETERMINE THE SCHEDULE FOR THE STUDY	61	25 %	10
12	WRITE NOTES RELATING TO THE CONSERVATION AND LEARN ARABIC	29	12 %	15
13	TO PORTRAY THE SECTIONS THAT EXPLAIN HOW THE PRONUNCIATION OF SOME WORDS OR LETTERS	38	16 %	12
14	TO LISTEN TO RADIO STATIONS THAT SPEAK ARABIC	124	51 %	8
15	TO LISTEN TO LANGUAGE PROGRAMS FROM AUDIO FILES ON DEVICES	210	86 %	2
16	VOICE RECORDING WHEN READING TEXTS AS A WAY OF REVIEW METHODS	146	60 %	7

Shown in Table (5) that the students are using mobile phones to learn Arabic for multiple purposes, as stated purpose "to read texts linguistic across programs prepared for that," in the first place, reaching the proportion of students who use mobile phones for this purpose (90%) , may be due to the ease of obtaining copies of this program, easily downloaded to the hardware, to the lower of cost or lack of it often, as well as to the need for students urgent to this program and the use of repeated to him at all stages of learning the Arabic language, and at any place and time, it has needs of students who are in transport, or in offices or between lectures or in their business, and this is what can be provided by them to these devices, as the proportion (98%) of the study sample carrying phones always everywhere, as noted in the table (3), and therefore easier for them to refer to the texts of the language they want, when they want, at any place and these features of learning through a mobile phone. Came in second place Throwing that purpose, "to listen to the language programs from existing audio files on devices" reaching the proportion of students

who use the devices for this purpose (86%), may be due to the importance of listening to learn Arabic. While the purpose was "to get a specific management information to learn Arabic" inferior in the absence of any person who uses the devices for this service, according to the results of the questionnaire indicated. The reason for this is the difficulty of access to administrative sites to learn the Arabic language through these devices.

Fourth Question: What obstacles that finds the Arab Open University students when they use for learning services through mobile phones from their point of view?

To answer this question have been calculated the number of students who opted to every obstacle of obstacles to the use of mobile phones, then extract the percentage of them, and know the rank of each obstacle of these obstacles by what he sees as respondents to the questionnaire, and Table 6 shows the result of this question.

TABLE (6): THE NUMBER OF STUDENTS WHO CHOSE OBSTRUCTIONIST AND THE PERCENTAGE FOR THE SELECTION OF EACH OBSTACLE AND DEMOTED

No.	IMPEDIMENTS	THE NUMBER OF STUDENTS	PERCENTAGE	RANK
1	FINANCIAL COST FOR THE USE OF MOBILE SERVICES	221	90 %	3
2	FEW SPECIALISTS IN LEARNING VIA MOBILE PHONE	124	51 %	7
3	SKILLS REQUIRED BY THE KEYBOARD AND CONTROL IT	33	14 %	15
4	PREVAILING EDUCATIONAL SYSTEM IS NOT CONDUCTIVE TO LEARNING EMPLOY MOBILE DEVICES TO LEARN ARABIC	159	65 %	6
5	LACK OF ACCURACY AND CLARITY OF IMAGES AND SOUNDS IN THE HARDWARE	100	41 %	10
6	FREQUENT TYPES OF MOBILE PHONES AND CONFUSION IN THE OPTIONS	207	84 %	4
7	THE COMPLEXITY OF DATA TRANSFER BETWEEN USERS, ESPECIALLY IF THEY ARE MULTIPLE	43	18 %	14
8	FEW PROGRAMS AND SPECIALIZED IN TEACHING ARABIC LANGUAGE APPLICATIONS VIA MOBILE PHONES	245	100 %	1

9	SLOW COMMUNICATION AND INFORMATION TRANSFER	125	51 %	7
10	PRESSURE RESULTING FROM THE FOLLOW-UP LEARNING AND TRAINING ANYWHERE OR ANYTIME	20	8 %	16
11	PRIVATE INFORMATION IS NOT PROTECTED	74	30 %	12
12	THE NEED TO PRACTICE THE SKILLS OF THE USE OF MOBILE PHONES IN LEARNING	231	94 %	2
13	LIMITED HARDWARE CAPABILITIES IN TERMS OF PROCESSING AND MEMORY	57	23 %	13
14	SHORT OF TIME TO CHARGING BATTERIES	108	44 %	9
15	LACK OF TRANSMISSION EFFICIENCY WITH LARGE NUMBERS OF USERS OF WIRELESS NETWORKS	167	68 %	5
16	DISTRACTING THE ATTENTION OF THE STUDENT, AND DOES NOT HELP HIM TO FOCUS	75	31 %	11

Evident from the table (6) that the students believe that all obstacles have an impact on learning via mobile phones in learning the Arabic language, may be due to the consideration that this type of learning is still a newly somewhat, resulting in a sense of abundance obstacles in it, and to lack of awareness of the students in this type of learning, has stated purpose, which refers to "the lack of software applications and specialized in teaching Arabic language via mobile phones" in the top rank among other obstacles, the percentage of choice (100%), the reason may be due to that education via mobile phones is still in the process of growth, and therefore the institutions involved in the production of application software for mobile phones of various not yet seeking to create these programs and design, also noted a study (Shuler, 2009), and then came the "need to skills training on the use of mobile phones in learning, "the percentage choosing this crippling (94%) of the number of students, may be due to the use of modern mobile phones in education in general, and in particular the teaching of Arabic, and then came the crippling which indicates to "high financial cost for the use of mobile services," the percentage choosing this crippling (90%) of the number of students, as many of the services offered by mobile devices is still high cost, such as sending messages with multimedia, and connected to the Internet through this devices, and other services. In came the percentage choosing

obstructionist on "the pressure resulting from the follow-up of learning and training in any place or time," the lowest ratio stood at selected (8%) of the number of students in the sample, may be due to learning the Arabic language in dire need for continuous follow-up, and therefore the learners accustomed to that pressure.

V. CONCLUSION

The results indicate that students are using most m-phones to learn Arabic in different proportions except GPS, and that students benefit from all the services offered by mobile phones in different proportions except services games and display fees, as well as the students use These devices for multiple purposes, but do not use them in order to obtain information concerning administrative learn Arabic, and that there are many obstacles facing students in the learning Arabic via mobile phones.

VI. RECOMMENDATIONS

Development of training courses for learners to use mobile devices in learning the Arabic language. To find appropriate solutions to the obstacles the use of mobile devices and services to learn Arabic. The work of other studies on different sample to determine the necessary infrastructure for learning through mobile devices in learning Arabic and teaching, Students in school must exercise in the use of mobile phone and its application before studies in their university. Find provided educational sites through purposeful smart phone. Motivate students to use smart phone in education

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