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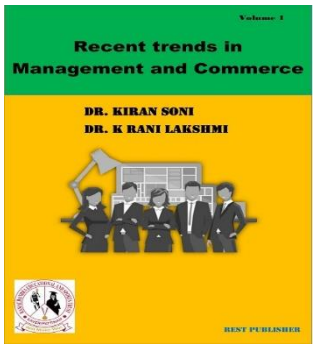

Mobile Devices for Language Learning Using IBM SPSS Statistics

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Abstract: *Mobile Devices for Language Learning Introduction: Mobile learning, mobile learning also referred to as is through mobile devices access to learning content a way. This time enhances learning when needed, users can find what suits them content anywhere facilitates access. In the 1970s m-learning by alan kay comments were given on he is from xerox corporation at the palo alto research center joined and "dynabook". Formed a group to develop, it is portable and personal is a computer. Children are digital aiming to reach out to the world technology at that time this project lacks support and ultimately failed. 1994 until, the first smartphone, ibm simon, mitsubishi electric corp created by this is as a portable personal communicator defined. Since then, technology companies have "smartphones" to design the so-called started creation of the smartphone a platform for mobile learning provided, and current mobile device discovery is a mobile learning plan pushed to the research stage. Research significance: Mobile learning is personal using electronic devices, social and content interactions by means of learning in multiple contexts. A form of distance education, m-learners at their convenience mobile device education in time using technology. In m-learning technologies portable computers, mp3 players, notebooks, mobile phones, and include tablets. M-learning is learner-driven, communication with mobile technologies focuses on receiving. Learning create aids and supplies using mobile devices an important part of informal learning. M-learning is convenient, it's almost accessible anywhere. The only one who uses content sharing with almost everyone immediate, this immediate feedback and get tips leads to m-laning, books and instead of notes, by designing learning content filled small devices with strong portability brings with traditional media compared (books, cds, dvds, etc) on tablets cost of digital content as it is falling sharply, m-learning is cost effective has an additional advantage. For example, for a digital textbook, a third of a paper textbook is half price per share (afd, 2012), there is no zero cost. Methodology: SPSS statistics is a data management, advanced analytics, multivariate analytics, business intelligence, and criminal investigation developed by IBM for a statistical software package. A long time, spa inc. Was created by, IBM purchased it in 2009. The brand name for the most recent versions is IBM SPSS statistics. Evaluation parameters: Software tools related to mobile learning are not easily accessible, Wireless Internet connections are not available at educational institutions, and I lack the digital literacy to use mobile devices for educational purposes effectively, We do not know which mobile devices can be most useful for language learning, Using mobile devices in the classroom may cause distraction, The screen size of most mobile devices is small for language learning, Using mobile devices is not suitable for learning languages, Suitable mobile devices are too costly to be purchased*

Results: The cronbach's alpha reliability result from the overall cronbach's alpha value for the model is .696 which indicates 59% reliability. From the literature review, the above 64% cronbach's alpha value model can be considered for analysis. Conclusion: Cronbach's alpha reliability the overall cronbach's alpha value for the decision model was .696, indicating reliability of 59%. From the literature review, above 64% of cronbach's alpha value model can be considered for analysis

Keywords: *SPSS statistics, Software tools, language learning, mobile devices.*

1. INTRODUCTION

Mobile devices are small and lightweight and easy are carried away. Many researchers are students in english reading, spelling, and phonological awareness to facilitate, after school mobile during school hours of phones and text messages used portability. These features are learning/teaching helping to walk anywhere anytime also, from traditional classrooms for different settings/situations of new teaching/learning styles stimulates needs [1]. Teachers try to teach computers rather than objects reward mechanism of the program learn more about mobile a related issue for devices that is, users are mobile a fun of applications technology will pass it can feel like time, thus honestly with real content fail to engage, then from their mobile device transfer learning to other contexts

can't generalize [2]. Mobile technologies and related findings with rapid evolution, Mobile to facilitate language learning constant in the use of devices there is an increase, thus mobile assisted language learning (mall) sector growth encourages. Mobile devices improve language learning and have great potential, that is, of the learning experience interactivity and mobility development and learners engaging in inclusive learning, augmented reality, and gaming-based learning. More about this source text required for additional translation information send feedback side panels [3]. The behavior of students in mall objectively, it is intermediate between the two variables, perceived usefulness and by job technical fit in the objective of student behavior had a positive impact. However, it is easy to use if student behavior is not directly related to the purpose, or through intrinsic motivation not predicted. For language learning acceptance of mobile devices objectives of student behavior to increase, with language learning task aligned and supported proper instructional design, the findings suggested that [4]. Time is the essence of mobile learning and learning across space mobile to create experiences devices as agents of learners is to use. Therefore, the feelings of the learners for understanding and learning preferred by mobile devices the app is also mobile academic efficiency of learning it is important to understand [5]. Mobile technologies of the people deep in life and work have penetrated the mobile industry incessant expansion, increasing the rate of personal ownership that comes and grew and grew mobile-cellular in countries broad access to the network proved by 2015 in the year, in world population 95% are mobile-cellular accessing networks rated, and new number of mobile subscribers 5.9 billion by 2025 reach, it's in the world's population more than 70% [6]. Mobile in language learning use of technologies a lot of attention recently received most researches in language learning mobile devices caused by use evaluates outcomes and advantages of new technologies scalable mobile design of learning interventions Investigates. However, language mobile devices in learning other instructions for use much more than attitudes is it useful not clear yet [7]. Informal learning in language learning plays an important role and its mobile device ownership stimulates growth, and education applications, network provided by operators massive range of services and beyond the traditional classroom in real communication situations growing up for situated learning thanks for the coming designs [8]. In contrast, mobile learning implementation is multi-educational by experts and scholars criticized. This review directly to students and mobile learning for teachers with potential challenges may be related. Mobile learning is a big one the barrier is mostly mobile small size of devices can be attached to their screens. In addition, various mobile new software for devices tools and applications creating and creating another of the mobile gradient tips will be a significant challenge, many students are academic and academic mobile purposes to use devices reluctant or unwilling [9]. Mobile and ubiquitous learning, language learners, when and where they want, outside the formal classroom their learning process helps to continue. Mobile more learning through the device resources can be accessed however, suitable customized access to learning resources there is a challenge in delivery. Personalization and contextualization are often similar and are used as words. In our work, these two differentiate between opinions, contextualizing personalization consider a part. Mobile for learning resources through the device personalized and contextual real by providing access life language learning scenarios implementing pallas system this article explains. [10]. At the beginning of the 21st century, social world has many new features, characteristics, and requirements know: technical and the rapidity of social changes rate fast lifestyle and people more time are occupied. These technological advances are new faster to support social formats communication and information allow processing. Therefore, researchers et al community's new interests and options, working methods and take into account the possibilities that should be taken [11]. The latest horizon report according to 2012 and 2013, mobile and tablet educational skills of computing for example, mobile assistive language learning (mall) is a computer-aided language, in general, is a growing subfield of learning. Mobile technologies as developed, their advanced applications language created for education [12]. Mobile technologies are our daily direct delivery operation, portability and usability connected in every aspect. Users of traditional computers than touchscreen interfaces small mobile devices began to like, it's community it has had an impact on many fields. Mobile devices nowadays banking, e-commerce, and education in various fields like every day providing services all to help you get the job done are considered objective computing devices [13]. Mobile learning is fast and is undergoing evolution. Of mobile learning programs, early generations are formally designed functions proposed by academics and by technologists carefully crafted, still not widely accessible or poorly understood emerging technologies are using mobile and current wireless devices, widespread ownership, learners and their personal needs due to high mobility and travel including arising applications, their personal needs and triggered by usage situations while engaged in activities there are more [14]. Mobile devices are today for personal use in the world more so for educational purposes are spreading. Currently, among american college students, 67% use smartphones, and by 2016, 91.4% of american college students have a smartphone emarketer predicts that. However, in american high one-third of school, students have an iphone long to mention college this is before time the procedure begins [15]. Iraq. Due to lack of time, efl sulaimani university is related to students to collect data for research only one focus group was used. Using the questionnaire unlike, a focus group using discussion guarantee reliable data because should have done revealed by the respondents view and observe comments in the researcher discussion attended [16]. Members of tesol teachers for research priorities in response, other those who speak languages, this exploratory language learners real world tasks in mobile assisted language learning (mall) investigated. Second language (esl) courses [17]. An essential

place in our lives acquired mobile technologies grows rapidly after the emergence of computers in technology and internet usage obligation has acquired a new dimension. This study is qualitative research a based on the method and contains a case study. A case study is one type of research that is, through this qualitative, qualitative, and strategic data collected systematically content analysis method is analyzed, it is a type of program evaluation as it is known, based on technical methods in a method with justified with strong motives [18].

2. MATERIALS & METHODS

Evaluation parameters: Software tools related to mobile learning are not easily accessible, Wireless Internet connections are not available at educational institutions, and I lack the digital literacy to use mobile devices for educational purposes effectively, We do not know which mobile devices can be most useful for language learning, Using mobile devices in the classroom may cause distraction, The screen size of most mobile devices is small for language learning, Using mobile devices is not suitable for learning languages, Suitable mobile devices are too costly to be purchased

Software tools related to mobile learning are not easily accessible:

All for mobile learning for learners of all kinds at a convenient time, make training accessible from anywhere Makes this is your training range can be improved, remote of workers in places hands can deliver it and for those unable to participate otherwise will be accessible.

Wireless Internet connections are not available at educational institutions:

Digitization is all accelerate education at all levels changes. K-12 schools, colleges, and universities, data evolution of propulsion technologies, compulsory online learning, and for campus activities applications the door is open. These apps to take advantage, of education networks for organizations in demand, they are reliable, high-performance link complex can deliver all broadband for students too you can ensure access to the service.

I lack the digital literacy to use mobile devices for educational purposes effectively:

Mobile phones essential by using information literacy skills learning is a novelty m learning is a pilot project, it is a canadian university teachers in college and two academics by library staff intermittently combined carried out. Of students, information literacy skills, and learning mobile to improve experiences using technology in an attempt to determine efficiency psychology, social work, education or in social development studies the primary five are different ninety-one in classes research undergraduates involved in a pilot project.

We do not know which mobile devices can be most useful for language learning:

Using text messages often through mobile phones vocabulary news and dispatch of correction materials many functions like mobile phones language can be used for learning. With online services, the possession of mobile phones and students have multiple-choice questions and answers and allow access to practical exercises.

Using mobile devices in the classroom may cause distraction:

Cell phones are distracting, and our current assignments and our activities distracting. Even if the phones are switched off, focus intently on another task even when paying, our thinking is to reduce the capacity, they are present that alone is enough new research reveals.

The screen size of most mobile devices is small for language learning:

A significant effect was obtained, of screen size in performance it's with screens over 4.3 in communicating users' information Especially during quests one that is talented for important discovery led to mobile device and interaction with the application perceived when taking parameters affecting the usability.

Using mobile devices is not suitable for learning languages:

Like anything, mobile also considers the disadvantages of learning should take mobile distract students from learning dominant, lack of social interaction, over-reliance on technology, and lack of customization, and without access to good technology students are excluded.

Suitable mobile devices are too costly to be purchased:

A flagship smartphone is always a better way, especially if you buy it if possible but you're on a budget if so, a mid-range phone you have an arm and a leg great experience without the cost of giving. these are very affordable models you need all very expensive much less than the offers can be provided at cost.

Methods: SPSS statistics is a data management, advanced analytics, multivariate analytics, business intelligence, and criminal investigation developed by IBM is a statistical software package. Long time, spa Inc. Was created by, IBM and purchased in 2009. The brand name for the most recent versions is IBM SPSS statistics. The "statistical package for the social sciences" (SPSS), a set of software tools for changing, analyzing, and displaying data, is commonly used. Multiple formats are available for SPSS. Numerous add-on modules may be purchased to increase the software's capability for data entry, statistics, or reporting. The main application is known as SPSS base. The most crucial of them for statistical analysis, in our opinion, is the SPSS advanced models and the add-on modules for the SPSS regression model. Additionally, independent programs that connect with SPSS are available from spas Inc. SPSS is available in versions for windows (98, 2000, me, nt, and XP), supported by windows 2000 running SPSS version 11.0.1. Although further versions of the SPSS will most likely be available

by the time this book is released, we are certain that the SPSS instructions provided in each chapter will still apply to the studies outlined.

3. RESULT AND DISCUSSION

TABLE 1. Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.648	8

Table 1 shows the Cronbach's Alpha Reliability result The overall Cronbach's Alpha value for the model is .696 which indicates 59% reliability. From the literature review, the above 64% Cronbach's Alpha value model can be considered for analysis.

TABLE 2. Reliability Statistic individual

Item-Total Statistics	
	Cronbach's Alpha if Item Deleted
Software tools related to mobile learning are not easily accessible	0.603
Wireless Internet connections are not available at educational institutions	0.58
I lack digital literacy to use mobile devices for educational purposes effectively	0.576
We do not know which mobile devices can be most useful for language learning	0.622
Using mobile devices in the classroom may cause distraction	0.691
The screen size of most mobile devices is small for language learning	0.713
Using mobile devices is not suitable for learning languages	0.772
Suitable mobile devices are too costly to be purchased	0.688

Table 2 Shows the Reliability Statistic individual parameter Cronbach's Alpha Reliability results from Software tools related to mobile learning are not easily accessible 0.603, Wireless Internet connections are not available at educational institutions 0.58, I lack digital literacy to use mobile devices for educational purposes effectively 0.576, We do not know which mobile devices can be most useful for language learning 0.622, Using mobile devices in the classroom may cause distraction 0.691, The screen size of most mobile devices is small for language learning 0.713, Using mobile devices is not suitable for learning languages 0.772, Suitable mobile devices are too costly to be purchased 0.688

TABLE 3. Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Software tools related to mobile learning are not easily accessible	96	4	1	5	294	3.06	.134	1.312	1.722	.082	.246	-1.102	.488
Wireless Internet connections are not available at educational institutions	96	4	1	5	254	2.65	.137	1.345	1.810	.357	.246	-1.045	.488
I lack digital literacy to use mobile devices for educational purposes effectively	96	4	1	5	281	2.93	.145	1.423	2.026	.288	.246	-1.247	.488
We do not know which mobile devices can be most useful for language learning	96	4	1	5	294	3.06	.127	1.247	1.554	.379	.246	-.778	.488
Using mobile devices in the classroom may cause distraction	96	4	1	5	293	3.05	.145	1.417	2.008	-.071	.246	-1.195	.488
The screen size of most mobile devices is small for language learning	95	4	1	5	292	3.07	.106	1.034	1.069	.086	.247	-.725	.490
Using mobile devices is not suitable for learning languages	95	4	1	5	307	3.23	.098	.950	.903	-.179	.247	-.047	.490
Suitable mobile devices are too costly to be purchased	95	4	1	5	268	2.82	.122	1.185	1.404	.395	.247	-.493	.490
Valid N (listwise)	95												

Table 3 shows the descriptive statistics values for analysis N, range, minimum, maximum, mean, standard deviation, Variance, Skewness, and Kurtosis. Software tools related to mobile learning are not easily accessible, Wireless Internet connections are not available at educational institutions, and I lack the digital literacy to use mobile devices for educational purposes effectively, We do not know which mobile devices can be most useful for language learning, Using mobile devices in the classroom may cause distraction, The screen size of most mobile devices is small for language learning, Using mobile devices is not suitable for learning languages, Suitable mobile devices are too costly to be purchased this also using.

TABLE 4. Frequency Statistics

Statistics

		School Name	Software tools related to mobile learning are not easily accessible	Wireless Internet connections are not available at educational institutions	I lack digital literacy to use mobile devices for educational purposes effectively	We do not know which mobile devices can be most useful for language learning	Using mobile devices in the classroom may cause distraction	The screen size of most mobile devices is small for language learning	Using mobile devices is not suitable for learning languages	Suitable mobile devices are too costly to be purchased
N	Valid	128	96	96	96	96	96	95	95	95
	Missing	0	32	32	32	32	32	33	33	33
Median			3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode			3	2	2	3	3	3	3	3
Percentiles	25		2.00	1.25	2.00	2.00	2.00	2.00	3.00	2.00
	50		3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00
	75		4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00

Table 4 shows the Frequency Statistics in Software tools related to mobile learning are not easily accessible, Wireless Internet connections are not available at educational institutions, and I lack digital literacy to use mobile devices for educational purposes effectively, We do not know which mobile devices can be most useful for language learning, Using mobile devices in the classroom may cause distraction, The screen size of most mobile devices is small for language learning, Using mobile devices is not suitable for learning languages, Suitable mobile devices are too costly to be purchased valid 96, Missing value 32, Median value 3.00, Mode value 3 &2.

Histogram

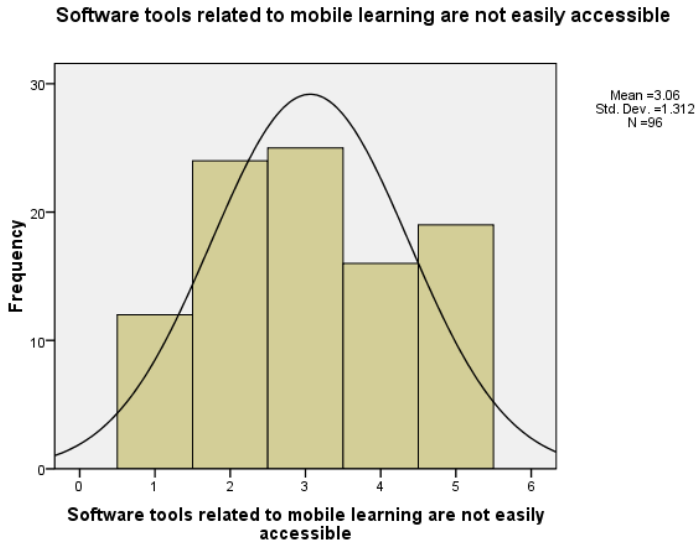

FIGURE 1. Software tools related to mobile learning are not easily accessible

Figure 1 shows the histogram plot for the Software tools related to mobile learning that are not easily accessible from the figure it is seen that the data are slightly Right skewed due to more respondents choosing 3 for the Software tools related to mobile learning are not easily accessible except for the 2 value all other values are under the normal curve shows the model is significantly following a normal distribution.

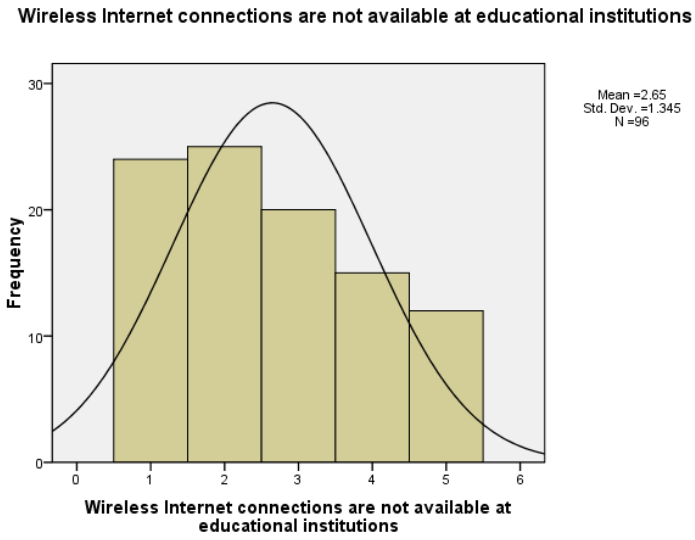

FIGURE 2. Wireless Internet connections are not available at educational institutions

Figure 2 shows the histogram plot for the Wireless Internet connections that are not available at educational institutions from the figure it is seen that the data are slightly Left skewed due to more respondents choosing 2 for the Wireless Internet connections that are not available at educational institutions except for the 3 value all other values are under the normal curve shows the model is significantly following a normal distribution.

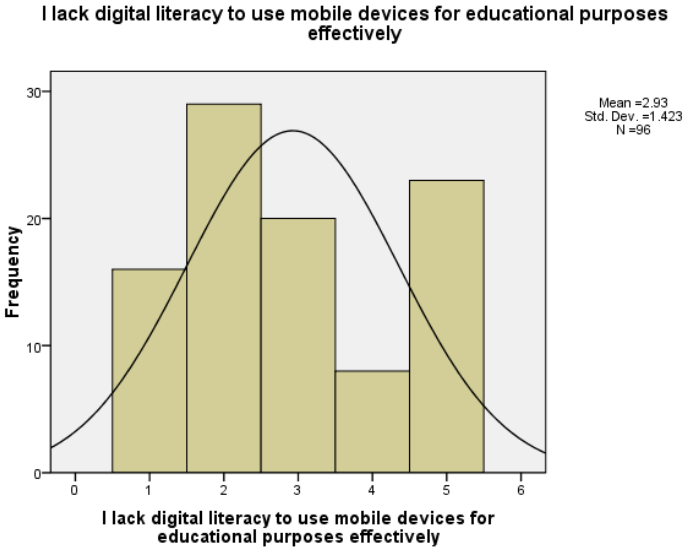

FIGURE 3. I lack digital literacy to use mobile devices for educational purposes effectively

Figure 3 shows the histogram plot for the I lack digital literacy to use mobile devices for educational purposes effectively from the figure it is seen that the data are slightly Left skewed due to more respondents choosing 2 for the I lack digital literacy to use mobile devices for educational purposes effectively except for the 2 value all other values are under the normal curve shows the model is significantly following a normal distribution.

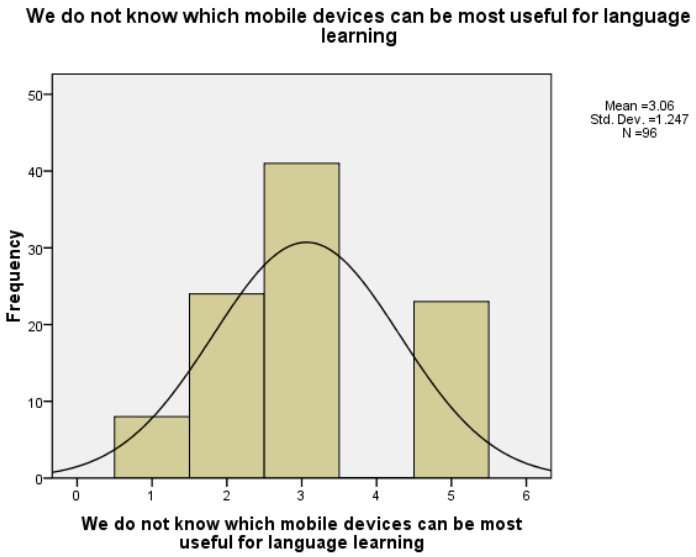

FIGURE 4. We do not know which mobile devices can be most useful for language learning

Figure 4 shows the histogram plot for the We do not know which mobile devices can be most useful for language learning from the figure it is seen that the data are slightly Left skewed due to more respondents choosing 3 for the We do not know which mobile devices can be most useful for language learning except for the 1 value all other values are under the normal curve shows the model is significantly following a normal distribution.

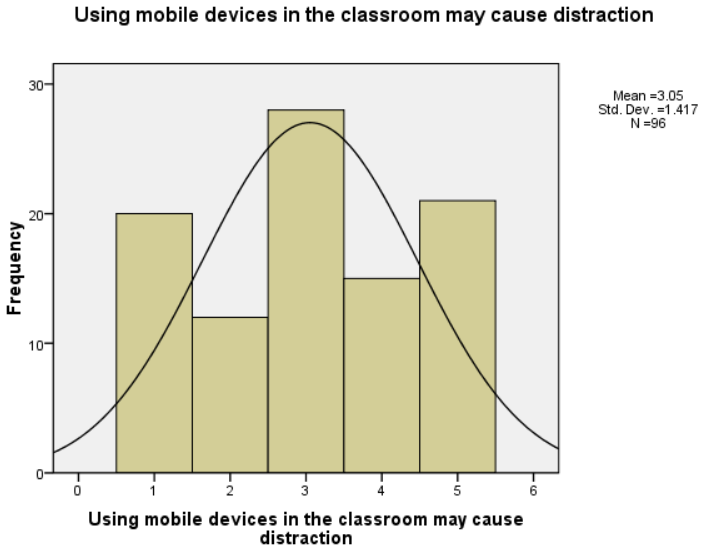

FIGURE 5. Using mobile devices in the classroom may cause distraction

Figure 5 shows the histogram plot for the Using mobile devices in the classroom may cause distraction from the figure it is seen that the data are slightly Left skewed due to more respondents choosing 3 for the Using mobile devices in the classroom may cause distraction except for the 3 value all other values are under the normal curve shows the model is significantly following a normal distribution.

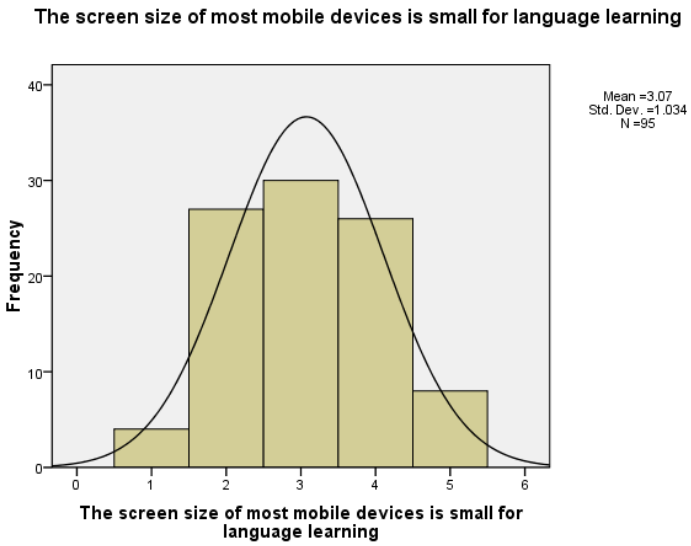

FIGURE 6. The screen size of most mobile devices is small for language learning

Figure 6 shows the histogram plot for The screen size of most mobile devices is small for language learning from the figure it is seen that the data are slightly Right skewed due to more respondents choosing 3 for The screen size of most mobile devices is small for language learning except for the 1 value all other values are under the normal curve shows the model is significantly following a normal distribution.

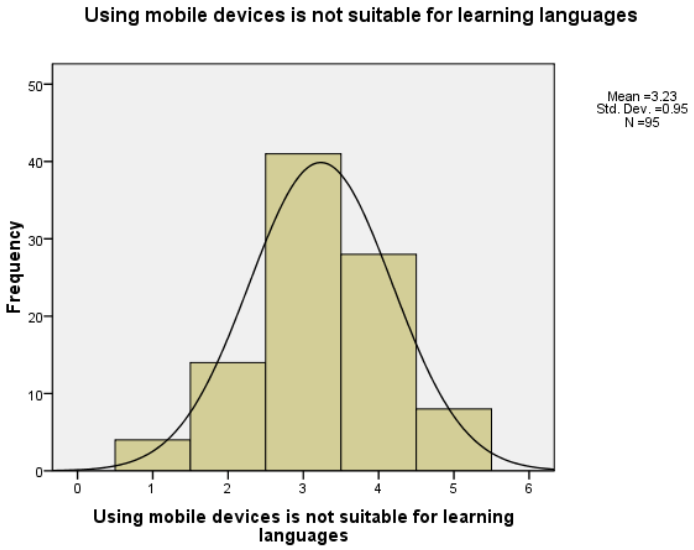

FIGURE 7. Using mobile devices is not suitable for learning languages

Figure 7 shows the histogram plot for the Using mobile devices is not suitable for learning languages from the figure it is seen that the data are slightly Left skewed due to more respondents choosing 3 for the Using mobile devices is not suitable for learning languages except for the 1 value all other values are under the normal curve shows the model is significantly following a normal distribution.

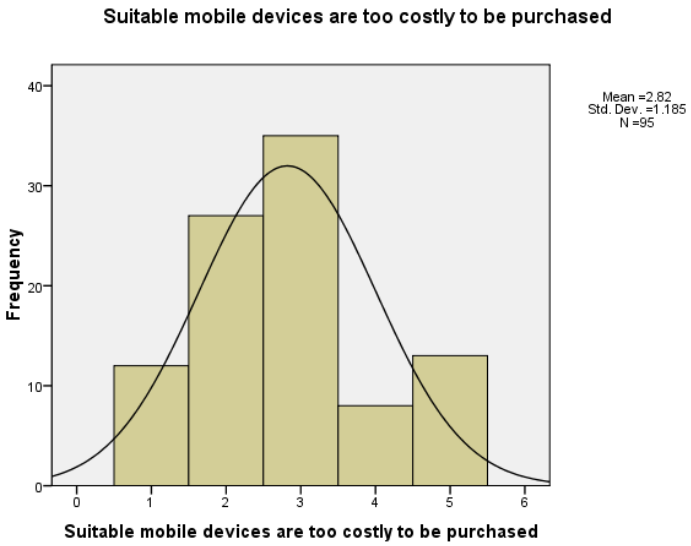

FIGURE 8. Suitable mobile devices are too costly to be purchased

Figure 8 shows the histogram plot for the Suitable mobile devices that are too costly to be purchased from the figure it is seen that the data are slightly Right skewed due to more respondents choosing 3 for the Suitable mobile devices are too costly to be purchased except for the 3 value all other values are under the normal curve shows the model is significantly following a normal distribution.

TABLE 5. Correlations

Correlations								
	Software tools related to mobile learning are not easily accessible	Wireless Internet connections are not available at educational institutions	I lack digital literacy to use mobile devices for educational purposes effectively	We do not know which mobile devices can be most useful for language learning	Using mobile devices in the classroom may cause distraction	The screen size of most mobile devices is small for language learning	Using mobile devices is not suitable for learning languages	Suitable mobile devices are too costly to be purchased
Software tools related to mobile learning are not easily accessible	1	.597**	.634**	.435**	.281**	0.043	-0.08	.320**
Wireless Internet connections are not available at educational institutions	.597**	1	.684**	.654**	.308**	0.148	-.268**	.306**
I lack digital literacy to use mobile devices for educational	.634**	.684**	1	.596**	0.169	.364**	-.271**	.308**

purposes effectively								
We do not know which mobile devices can be most useful for language learning	.435**	.654**	.596**	1	.296**	0.078	-.227*	0.165
Using mobile devices in the classroom may cause distraction	.281**	.308**	0.169	.296**	1	0.013	-.291**	.258*
The screen size of most mobile devices is small for language learning	0.043	0.148	.364**	0.078	0.013	1	0.047	-0.198
Using mobile devices is not suitable for learning languages	-0.08	-.268**	-.271**	-.227*	-.291**	0.047	1	-0.171
Suitable mobile devices are too costly to be purchased	.320**	.306**	.308**	0.165	.258*	-0.198	-0.171	1
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Table 5 shows the correlation between motivation parameters for the software tools related to mobile learning is not easily accessible for i lack digital literacy to use mobile devices for educational purposes effectively having the highest correlation, using mobile devices is not suitable for learning languages having the lowest correlation. Next, the correlation between motivation parameters for wireless internet connections is not available at educational institutions for educational purposes effectively for the lack of digital literacy to use mobile devices for educational purposes effectively having the highest correlation with using mobile devices not suitable for learning languages having the lowest correlation. Next, the correlation between motivation parameters for we do not know which mobile devices can be most useful for language learning for educational purposes effectively for the wireless internet connections are not available at educational institutions is having the highest correlation with using mobile devices is not suitable for learning languages having the lowest correlation. Next, the correlation between motivation parameters for dangerous tasks require planning and communication for wireless internet connections is not available at educational institutions having the highest correlation with using mobile devices is not suitable for learning languages having the lowest correlation. Next, the correlation between motivation parameters for using mobile devices in the classroom may cause distraction, and communication for wireless internet connections is not available at educational institutions having the highest correlation with using mobile devices is not suitable for learning languages having the lowest correlation. Next, the correlation between motivation parameters for the screen size of most mobile devices is small for language learning for the lack of digital literacy to use mobile devices for educational purposes effectively having the highest correlation with

suitable mobile devices are too costly to be purchased having the lowest correlation. Next, the correlation between motivation parameters for using mobile devices is not suitable for learning languages for the screen size of most mobile devices is small for language learning having the highest correlation with using mobile devices in the classroom may cause distraction having the lowest correlation. Next, the correlation between motivation parameters for suitable mobile devices is too costly to be purchased for the software tools related to mobile learning are not easily accessible having the highest correlation with the screen size of most mobile devices is small for language learning having the lowest correlation.

4. CONCLUSION

Also known as mobile learning, personal electronic devices, social interactions and virtual content for learning through media as demand and capacity is defined. Mobile can be used for learning devices include smartphones, tablets, laptops, and digital notebooks are included. Different regular schooling in ways mobile learning is better than there are many significant aspects of mobile learning although features, other to top it all off a feature add-on for learners comfortable. This way, you where are you and what? Regardless of what you do, change your schedule or other important functions without compromise can learn what's more, mobile learning is instant sharing and changing learning content supports; its instant feedback allows you to use the system as well. Feedback is important because it provides a quick assessment and promotes effective learning through from a learning perspective, routine mobile than learning approaches learning is very beneficial various studies have shown that. It mainly caters to learners' convenience, peace of mind, and feedback due to, etc. Indeed, mobile learning process test scores of 50 to 70% raise proved, the same in the technical fields at the time reducing dropouts by 22%. Why mobile learning stands out the above reasons besides, with this approach another attached an important aspect is education it means using gadgets. In today's world, paper books digital devices rather than reading use and read by all it is also possible to learn. This is what mobile learning accounts for takes digital gadgets learning through questions to explore it also gets more space for listening. This method is typical classroom learning much cheaper than systems, because of academics and the places of learners, electricity charges and other related expenses no need to pay, paper consumption reduced environmental impact let alone. Alain k was the 1970s mobile introduction of learning concept name in background. He paolo of xerox corporation entered the aalto research center, and some others to bring the 'dynabook' to life and joined the workers. Dynabook is a simple personal computer is, it is upgraded through a digital approach children were taught. However, in that era lack of technical support this device failed to impress. Until 1994, ibm simon, introduced by mitsubishi electric corp; this device it was similar to the dynabook. As a simple personal contact the advertised smartphone, by various manufacturers hundreds of similar devices a new introduced foreshadowed the era. Since then, no one is making a 'smartphone' didn't stop mobile learning to simplify the introduction, this is divided into three phases.

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