



**MALMÖ UNIVERSITY**  
FACULTY OF EDUCATION  
AND SOCIETY

Culture, Languages, Media

## **Degree Project**

**15 credits/högskolepoäng, Advanced Level**

# **Are Mobile Devices Being Used to Develop Pupils' Language Skills in English K-3?**

*Används mobila enheter för att utveckla elevernas  
språkförmåga i engelska F-3?*

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LL701G

Spring 2017

Grundlärarexamen årskurs F-3

240 högskolepoäng

Final Seminar: 2017-03-26

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# Preface

Hereby, we both clarify that both authors Linh Lu and Shierin Qadan participated equally throughout the whole paper, that includes data collection and analysis. Every section was written when both authors were present.

Finally, we would like to thank our supervisor Damian Finnegan for his time, support and feedback throughout the whole project. Moreover, we would thank our participants who made this study possible.



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# Abstract

The usage of technology is increasing in our society, and the schools are adapting ICT into education, and the use of mobile devices is increasing in the classrooms. However, there are no clear guidelines for the schools on how these devices should be used nor when and why. Therefore, the aim of this study is to ascertain if mobile devices are being used in the English language classroom to develop the pupils' different language skills, such as writing, reading, speaking and listening. In the background, the study compares previous research with interviews. The method that was chosen are two semi-structured interviews, the first one was with a teacher in primary school, and the second one was with a former primary teacher who now works in a university to teach future teachers. The results of comparing previous research with interviews showed that mobile device can be used as a tool to develop the different language skills in K-3. The implication that were found are that the mobile devices should be used to an extent in the different lessons because they exist in the pupils' everyday life, and the educators should take advantage of it to motivate the pupils', still, these devices should be used for the right purpose; they are tools that the teachers should use to take learning forward.

Keywords: Mobile Devices, Primary School, K-3, Language Skills, Teachers attitudes

# Table of Contents

<b>1. Introduction .....</b>	<b>7</b>
<b>2. Purpose and Research Questions .....</b>	<b>10</b>
<b>3. Literature Review .....</b>	<b>11</b>
3.1 Theoretical Aspect .....	11
3.2 Mobile Devices .....	12
3.2.1 Overall Advantages with Mobile Devices .....	13
3.2.3 Overall Disadvantage with Mobile Devices .....	14
3.3 Mobile Devices and (Speaking and Listening).....	14
3.4 Mobile Devices and (Writing and Reading).....	15
3.5 Teachers Attitudes Toward Using Mobile Devices.....	16
<b>4. Methods .....</b>	<b>18</b>
4.1 Ethical Considerations .....	18
4.2 Participants .....	19
4.2.1 General Background of the Participants .....	19
4.3 Semi-Structured Interviews .....	20
4.4 Procedure for the Interviews.....	21
4.5 Analysis of Data .....	21
<b>5. Results and Discussion .....</b>	<b>23</b>
5.1 Developing Language Skills.....	23
5.1.1 Can the Mobile Devices Be Used to Develop the English Language Skills? 24	
5.1.2 How Can Mobile Devices Be Used to Develop Writing and Reading?.....	24
5.1.3 How Can Mobile Devices Be Used to Develop Speaking and Listening?....	27
5.1.4 Why Use Mobile Devices?.....	28
5.1.5 To What Extent Can the Mobile Devices Be Used? .....	29
<b>6. Conclusion .....</b>	<b>31</b>
6.1 Implications .....	32
6.2 Limitations .....	33
6.3 Further Research.....	33
<b>References.....</b>	<b>34</b>

**Appendix A – Interview Questions ..... 38**

# 1. Introduction

The technical revolution has impacted education with, for example, the increased use of mobile devices. By mobile device we mean a handheld device, such as iPads or tablets. According to Appstores' official website, there are over 500 000 educational apps on offer, and the apps are divided into different subjects, such as math, art, music etc. The educational applications can be found in different levels of education with variations. There are, for example, practicing applications and applications with scoreboards (Apple.com, 2016).

Both of us had our practicum training (VFU) in a primary school. The internship is a part of the teacher training at university, where the students get to try out the theoretical perspectives in a K-3 school environment. During our VFU, we noticed that all the teachers in the schools had their own laptop, and all the pupils had their own iPad. According to the commune's official website, the schools there are working with ICT, which stands for *Information and Communication Technologies*. The commune's website states that all the pupils from preschool to high school are to have access to a personalized tablet.

The problem that we noticed during our VFU is that the teachers were using traditional methods during the English lessons. Methods such as vocabulary training, writing on the board and traditional books were commonly used. In the school, every pupil had their own iPad, and it is used in every subject except during the English lessons, for the most part. Although some teachers have just started using it in English class, they do not seem to know how the device can be used to develop the different language skills, such as writing, reading, speaking and listening. Moreover, they were used as an extra activity for the pupils that have finished with the main task and have nothing more to occupy them with. We think that if the mobile devices are being used in every other subject, it should not be an exception in English.

Some teachers may not choose mobile devices because they think that the pupils may visit inappropriate websites. Therefore, according to Miller (2016), some schools choose to use a software that filters such websites (p. 24). This is also the case in the

commune where we had our VFU interview; they connected the pupils' mobile devices to Google Apps for Education, which gives access to only some of the Google services that are connected to educational matters.

Research indicates that using mobile devices in education is beneficial. For example, Norris (2016) conducted a case-study about a school-level transformation when using ICT and the adoption of the 1:1 mobile devices in the school in Singapore. According to Norris, the reason for such an adoption to technology, even when the school was ranked second in math and third in reading and science, was that the children would be more prepared for the future and motivated to learn and understand their surroundings, and to become self-directed and collaborative learners (p. 26). Further, the school's leaderships wanted *seamless learning*, which is further explained by "24/7 learning, all-the-time, everywhere learning" (p. 26).

An article written by Harrington (2014) describes the use of the mobile devices in Irish schools, where he mentions that the mobile devices are used in many of both primary- and secondary schools and how these schools replaced the traditional textbooks with mobile devices. He mentions that the mobile devices helped to improve the pupils' attendance and gave them a new sense of enthusiasm (p. 99-100).

On Skolverket's website, many educational training programs under the categories "skills and training" "teacher" "digitizing" are provided for the teachers because Skolverket states that both kindergartens and schools are to prepare the children and pupils for an increasingly digitized society (Skolverket 2016). There is also a "learning portal" for teachers, where you can find materials for the pupils and tutorials for you as a teacher.

The Swedish National Curriculum was recently revised in year 2016, but still lacking. There are little mentioned about mobile devices or technologies that are provided in the year 2017. Still, there are two quotes that are consistently used to confirm the importance of using mobile devices and modern technology in teaching. The following highlights the importance of relating the content to the pupil's own experiences, living conditions and interests:

In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where English is used. (Skolverket, 2011, p. 32)

The second states that the education we are giving our pupils in school should make them a member of society where they must be able to use different tools for learning, understanding, being creative, communicating and to develop an interest in language and culture. Skolverket states that mobile devices are to:

Help the pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop an interest in languages and culture, and convey the benefits of language skills and knowledge. (Skolverket, 2011, p. 32)

## 2. Purpose and Research Questions

Since technology is a primary part of pupils' everyday lives and a considerable part in our society, schools are adopting ICT into educational practice, and handheld mobile devices such as iPads are being used more in the classrooms. We noticed in our VFU periods that mobile devices are not always used as tools to develop language skills in the English classroom. Also after looking at the national curriculum, it is not clearly clarified how mobile devices should be used. Therefore, the purpose of this study is to ascertain if these devices are being used in the language classroom to develop the different language skills, such as writing, reading, speaking and listening. Further, we aim to discuss how the devices are being used, why and to what extent.

Research Questions:

Are mobile devices being used to develop pupils' language skills in English K-3?

- If so how are they used, why, and to what extent?

## 3. Literature Review

In this section, we will introduce the concept of mobile devices by looking at previous research by different scholars. Firstly, we will look at the theoretical aspects. Secondly, we will define mobile devices, and introduce some overall advantages and disadvantages of using it. Thereafter, we will connect the mobile devices to the different language skills, such as speaking/listening and writing/reading. Finally, we look at teachers' attitudes towards mobile devices.

### 3.1 Theoretical Aspect

All teachers in Sweden should follow the guidelines and goals that are provided in The National Curriculum. Historically, the national curriculum has been affected by several theoretical aspects and theories. According to Linde (2012), one of those theories that has an impact on the curriculum is Sociocultural Theory (p. 100). Liem et al. (2011) states that the definition of the sociocultural theory is concerning “how individual, social, and contextual issues impact human activity, especially learning and behavior” (p. 4).

Sociocultural theory is based on Lev Vygotsky's research who had writings on psychology crisis, human development, language and education. According to Pinter (2006), this research and writings became later developed by other research, such as Burner and his colleagues (p. 11). In sociocultural theory, the learning is described as the social process, which is divided into levels: the first level is the social level, where the child gets to interact with others, and the second level is the individual level, where it starts with the people and develops to be within the child itself (UNESCO, 2013). Likewise, Säljö (2014) also explains sociocultural theory as the language is the connection with the appearance (communication) and the internally (thinking). It concerns that the teacher should make it easier for the pupil, where they should build on their learning on subject that is already familiar to them (p. 108).

One of the main terms in sociocultural theory is a term called “the more knowledgeable other - MKO”, which refers to anyone or anything that has more knowledge than the

person itself, for example a teacher or even a technological device (Learning Theories, 2005-2017). Another important term that is constantly used by educators is “the Zone of proximal development - ZPD”, which, according to Pinter (2006), ZPD “describes the difference of the ‘zone’ between the current knowledge of the child and the potential knowledge achievable with some help from more knowledgeable peer or adult” (p. 11). ZPD is used to support the child with the help of an adult until the child can complete the task in his/her own.

According to Vygotsky's theory, the social environments that give the pupils the opportunity to explore and interact with other people helps to develop the knowledge; therefore, according to UNESCO (2013), “ICTs can be used to support the learning environment by providing tools for discourse, discussions, collaborative writing, and problem-solving, and by providing online support system to scaffold pupils evolving understanding and cognitive growth” (UNESCO, 2013).

## 3.2 Mobile Devices

Mobile devices are handheld devices that have the same functions as a computer and a mobile phone. Sung, Chang and Liu (2015) describe mobile devices as lightweight and small, where they are easy to carry around (p. 69). When using mobile devices, you can access, e.g., the Internet, email, YouTube and record through the camera. On a mobile device, you can also download different applications, such as educational apps and photos and videos related apps. The schools in Sweden are adapting the technological uses in the education. The purpose of using the mobile devices are to develop the pupil's language development.

In the 21st century, there are more technologies that are accessible for language learning, and the technologies are being used in classrooms all over the world. Motteram (2013) claims that teachers need to evolve since it is a time of technology (p. 2). Likewise, Peacock (2013) states that this is just a new beginning, using mobile devices in English classroom have changed a lot, where they can even be used outside the classroom (p. 2). Additionally, Pim (2013) claims that the use of technology has made teachers re-think their way of teaching. The teachers also realized that they should

adapt this new technology into the education to reflect the changing nature of technology (p. 20).

### 3.2.1 Overall Advantages with Mobile Devices

Sevillano-García and Vázquez-Cano (2015) state that studies agree that ICT has an influence on teaching language learning process. Previous discussions show positive effects on ICT learning (p.107). Brewer et al. (2005) evaluated that there were positive results when integrating technology in school (cited in Keengwe & Bhargava, 2013, p 742).

Van Deursen, Ben Allouch and Ruijter (2016) argue that the traditional exercise- and textbooks are incurrent for today's pupils, who are growing up in this technological society. By using these devices, it will help the pupils to concentrate more on the task, instead of being distracted by the other materials such as books and pens. Furthermore, the variety of the applications provides limitless possibilities for teaching (p. 986). Van Deursen et al. (2016) states that mobile devices/ tablets provide direct feedback, save working time for the pupils and give the teacher more time for both helping the pupils and preparing the lessons (p. 977). Furthermore, Sung et al. (2015) claims that mobile devices are personalized and customized for individual use, where you can use them for different learning needs, styles and interests (p. 70). Moreover, Liu, Navarrete, Maradiegue and Wivagg (2014) claims that when using a mobile device in school, it will improve the pupils' capacity in listening, speaking, reading and writing skills.

Sevillano-García et al. (2015) argues that teachers must be able to guide the pupils to interaction and collaborative work; therefore, the teachers need to renew their methodological training. Moreover, it is important to understand the sociological perspective when you implement the technologies in the education. Today's generation is used to technology, for example, watching videos, accessing the Internet, chatting, and so on, and the technology has been so revolutionized so we can connect and communicate globally (p. 107). Keengwe and Bhargava (2015) also point out that by using mobile devices the educational materials become available to anyone, anytime, anywhere, where you can make different forms of podcast, videos or audio recordings, etc. (p. 740).

Van Deursen et al. (2016) maintain that when human beings connect through interactions, they develop their knowledge transformation. Using mobile devices motivates the pupils, but at the same time increases their focus, attention and interest in the task that is given. The devices can also benefit communicating with pupils who have social and emotional difficulties. Furthermore, the advantage that were noticed by the teachers and directors in the study are that the mobile devices, in this case the tablet PC, increase the enthusiasm among children, improves their participations in class and their concentration, which in turn helps the pupils develop their ability in keeping up with their peers. The pupils did not have any difficulty in using mobile devices, and those who did not use fragility easily became familiar with it (p. 975). Having said that, their study did not show that the mobile devices have any negative impact on the social qualities and that it is neutralized because the pupils were engaged in working in pairs.

### 3.2.3 Overall Disadvantage with Mobile Devices

Van Deursen et al. (2016) mention dying batteries, recharging, lack of storage and lack of internet access as the main disadvantages. Some other disadvantages that were mentioned in their study are “physical discomfort” and “visual discomfort”; an example of this were the pupils who complained about back- and neck pain. He also provides solutions for these healthcare-issues, such as using separate devices that make the use of the mobile devices easier, for example, separate devices are wireless keyboards (p. 973). Another disadvantage that might interrupt the lesson is the time factor. Norris (2016) mentions in his study about an incident that took place in 2010 where it took 10-15 minutes from a 40 minutes’ class to get 40 pupils to log in into the school’s network, which Norris found unacceptable (p. 28).

## 3.3 Mobile Devices and (Speaking and Listening)

Motteram (2013) states that traditional strategies that are used to develop speaking/listening skills for younger learners are, for instance, the use of songs, rhymes and traditional stories. Using mobile devices that are connected to the Internet will be a rich source to develop the pupils’ oral skills. You can find recorded songs, talking, electronic books, podcasts and video clips, where the pupils hear the pronunciation and acquisition. The pupils will also expand their vocabulary. When you have these tools, it

can also support the teachers that are not confident with their own language skills. If you have a mobile device, e.g. tablet in the classroom, the pupils can record themselves and listen to it after, which will help them indicate their grammatical errors and inaccuracy in pronunciation and also encourage their self-improvement (p. 22).

Furthermore, Cavus and Ibrahim (2016), made a study about whether the applications in a mobile device will improve the learning skills of the English language learners (ELL) without the teacher's help. They claim that their results showed that the experimental group who used the mobile applications were more successful in all the skills, such as the listening, vocabulary, comprehension, and especially the pronunciation skill (p.626).

### 3.4 Mobile Devices and (Writing and Reading)

Some researchers discuss the use of mobile devices to develop the writing and reading skills. In this section, some of these researchers are mentioned with some of their main ideas.

Pim (2013) describes when developing reading and writing skills it cannot be over-emphasized because “reading makes the writer” (p. 27). Many pupils can decode a text but have difficulties to comprehend the full purpose of a text, often it is pupils that learn English as a foreign language. Pim (2013) also mentions that when reading is forced too early the pupils reading may become a mechanistic process. When using mobile devices, it also offers text on the Internet that are often too advanced for many learners in English. However, the digital texts and electronic books (E-books) on the mobile device can inspire the pupils to read. Using mobile devices offers oral modeling, and there are also tools such as electronic dictionaries using e.g. cartoons, storyboards, presentations and blogs. Children overall love to share their knowledge about their experience and life. Therefore, it can be motivating for the pupils to create and publish their own digital texts on the Internet, where they can reach out to different audiences. There are also many types of talking textbooks where the pupils can see the text but also hear it orally, and that is a natural starting point when the pupils are learning a new language (p. 28).

Wells, Sulak, Saxon and Howell (2016) made a study comparing iPad-based handwriting practice to more traditional handwriting practice performed with pencil and paper to determine whether iPad-based handwriting practice transfers to a traditional pencil and paper assessment. The results showed that when it comes letter production the group that used iPads had a higher letter production, where the results showed an increase by 50%. They claim, “Traditional methods of handwriting practice were superior in terms of letter formation and letter orientation to iPad-mediated practice when using the original rubric” (p. 194).

Musti-Rao, Lo, and Plati (2015) made some studies, one of which was about “The purpose of the two studies presented in this article was to examine the effects of using literacy-based apps on the sight word fluency and oral reading fluency” (p. 153). The results demonstrated that the “word reading fluency” improved but still five of six pupils kept performing below the grades when it came to “oral reading fluency” (p. 164). Musti-Rao et al. 2015 are positive when it comes to the adoption of educational apps; furthermore, concluded with “Teachers should be encouraged to use these technologies in the classroom to target skill development across a variety of subject areas (p. 165).

### 3.5 Teachers Attitudes Toward Using Mobile Devices

Young (2016) conducted a study to examine the attitudes of teachers towards using tablet computers, predominantly Apple’s iPad, across 22 post primary-schools in Ireland, and it showed that most of the participants had positive attitudes toward using technology to strengthen pupils’ learning and engagement. When it comes to gender, the results showed that the female teachers prefer doing things by hand than using a computer more than the male teachers. The results also showed that age may have a base for some attitudes, while all those who answered with disagreement on the both questions “using technology is enjoyable” and “technology makes me much more productive” were teachers over the age of 36 (p. 186-187). By writing how a teacher over the age of 36 thinks, Young (2016) marks that a generalizing about this age group cannot be made. The teachers’ opinion “For somebody like me (43 and a technophobe!!) and the fact that I want to use it at all is utterly remarkable! Thank you for the training” (p. 186).

Harrington (2014) also mentions that some tutors are concerned that some basic exercises such as handwriting could be forgotten, while he describes the mobile devices as “just like the book or the newspaper, is a reading tool, and, just like the pen, it is a writing tool, and while it will take time for it to be accepted” (p. 99-100). Further, he describes the use of mobile devices as a developmental evolution: “There has been a development from pen, paper, and book to PC and laptop and from there to iPads and iPhones” (p.101). He also writes that these mobile devices are staying and not going away, therefore they should be accepted by the adults (p. 101).

According to Young (2016), the teacher’s lack of knowledge and skills is the most common barrier of using technology in the classroom, according to this study, but also the self-confidence which comes with developed knowledge and skills can be one of the important reasons of choosing the usage of technology in the classroom. Some of the teachers that participated in the study reported that the lack of time is also a barrier to using this technology, and that if more time would be provided the usage would increase (p. 187).

When it comes to the opinions of school principals, Çakır and Aktay (2016) claims that they are quite positive about the use of technology. They saw it as providing tools that make education easier, a time saver and independent tool that is not connected to one location. When it comes to the study that was made by Al-Mashaqbeh and Al Shurman (2015) in Jordan, it study showed that the principle was positive about the new method but also very worried and afraid that the teachers’ focus would be more on the use of the method than the national curriculum (p. 193).

## 4. Methods

In this section, we present the methods and concentrations that we used for our study. To get the relevant data needed for the study, we started with browsing different databases and reading several articles, studies and thesis about the use of mobile devices and teaching young learners.

### 4.1 Ethical Considerations

Vetenskapsrådet (2002) describes four different basic individual protection requirements that needs to be taken in consideration when doing an interview. The four different requirements are:

1. The requirement information- The researchers shall inform about the purpose of the study.
2. The requirement of consent- The participants can decide of their contribution
3. This requirement of confidentiality- The details and personal data of the participants should be stored so unauthorized persons cannot access them.
4. The requirement of use- the information from the participants can only be used in research purposes (p. 7-14).

We contacted both of our participants (T1 and T2) through e-mail. We asked them if they wanted to participate in an interview about using mobile devices in the classroom, and we mentioned that their participation would be helpful for our study and that we will use the interview material for this study. The participants were informed that it was voluntary and that they could take back their participation at any time.

The participants were aware that the interviews would be recorded, but that they would remain anonymous. Another consideration is that the answers we got during the interview were individual opinions, and they depended on their experience and for how long they have been teaching.

## 4.2 Participants

The participants in this study were strategically selected in accordance with research standards (Alvehus 2013, p. 67). The participants that were looked for are/were teachers in K-3 that use mobile devices in their classroom. Alvehus (2013) describes that the author must think about the strategic sampling when he/she want to get the information you are seeking (p. 67).

In order to find our participants, we wanted to have a connection to them that would make it easier for them to open up and be more honest. Our first thought was to interview teachers on our VFU schools, because we have a connection to them and know them personally. It was difficult to find a teacher that works with mobile devices during the English lesson, so we chose teachers that we knew were using/have used these devices in their classrooms.

We decided to interview two people: one teacher from our VFU-school that we refer to as teacher 1 (T1), and one teacher from our university who we refer to as teacher 2 (T2). The interview with T1 took place in the teacher's classroom, in the school that she works in, which is a K-6 school. T1 were chosen because she is currently working as a teacher in year 2. While the interview with T2 took place in her workroom in the university. T2 were chosen because we knew that she had a broad overview of many schools, where she has almost 20 years of experience as a primary school teacher in different schools, and currently works in the university to teach and consult future teachers.

### 4.2.1 General Background of the Participants

Table 1: Background based on the interview

	<b>Teacher 1 (T1)</b>	<b>Teacher 2 (T2)</b>
Years of teaching.	7 years (since 2010)	27 (since 1991)
Age group when teaching.	F-6 legitimated to teach some subject for 6-9	Primary school-grades 3, 5 and 6

Certified English teacher.	No	Yes
Owens a mobile device.	Yes	Yes
Uses mobile devices in spare time.	Yes	Yes
Uses mobile devices in classroom.	Yes	Yes
Uses mobile devices in the English classroom.	Yes (just started with it)	Yes
Uses mobile devices to develop language skills.	Yes (some)	Yes
The skills that the mobile devices may develop the most.	All	It depends, the weakest is writing
Thinks that mobile devices are a tool that can be used with all pupils.	No	Yes and No

This table is an overall summary of the answers we got from the teachers, where it shows that they overall know how to use a mobile device.

### 4.3 Semi-Structured Interviews

According to Alvehus (2013), interviewing is a way of getting to know the other person's opinions, experiences, feelings and thoughts about a specific subject. The interviews are important to create understandings about how people interact with- and build their socialized world (p. 81).

To get the information we are seeking, we chose to use qualitative and semi structured interviews (Alvehus 2013, p. 82); we had 19 specific questions (see appendix 1), with some follow-up questions when we felt they were needed. The answers that were required are simple answers that could help to achieve the information is being sought. However, the questions were open for the participants to answer. The questions were not increased because it would take a lot of time from participants. To increase the

chances of participate willingness to participate in the interview, it was kept as short as it could be.

The questions were asked in different languages, with considerations to the participant's fluency in the different languages. During the interview with T1, we asked all the questions in Swedish, and we were also careful that the questions would not be misunderstood and translated wrongly. During the interview with T2, who is a native English speaker, we asked all the questions in English.

#### 4.4 Procedure for the Interviews

All the participants were contacted by mail, and they did not see the questions before hand. The reason for that is for them not to get stressed and to start reading about that subject, and to hear their solid opinions on using mobile devices as a tool to develop language skills. However, the participants were given the opportunity to choose the place where the interviews would take place because we wanted them to feel comfortable. The teachers were interviewed individually, and their voices were recorded with a cell phone. The interviews took about 20-30 minutes, based on how much the individual teacher had for each answer.

#### 4.5 Analysis of Data

The data that we analyzed are the answers that we received for our interview questions. The interviews were recorded because recording is more reliable than writing by hand; also, when writing by hand, some information may get lost, and in some cases what is written could be the understanding of what have been said instead of what is said (Alvehus 2013, p. 85). After recording, the interview was transcribed, so that the information would not get lost. According to Alvehus (2013), transcription is the first step in the analyzing, where the researches start analyzing while the information is being transcribed (p. 85). Alvehus (2013) also mentions that there are different types of transcriptions, and choosing the type of transcription is based on the aim of the interviews; therefore, we chose to clean up some words and expressions such as: "uhm", "you know", "asså" and "ja or yea" (p. 85).

After the transcription, the answers were compared to the theoretical data that had been collected from before. As Bryman (2011) discusses, the individual assumptions may affect analyzing the results (p. 94-95). Therefore, we tried to be professional when it came to analyzing the data that we have collected. For analyzing the data, we used “abductive reasoning”, that is, shifting between the previous researches and the collected data by relating them and comparing them (Alvehus 2013, p. 109). While analyzing the data, we were extra careful with the Swedish interview, because in the translating process the opinion may be misunderstood and then the sentence would take another direction (Nunan 2013, p. 155-156).

## 5. Results and Discussion

In this chapter, the results of the interviews will be introduced and discussed in relation to the research question and the literature review. The interviewed teachers are referred to as T1 and T2, where T1 is the class teacher and T2 is the university teacher. The results will be discussed in one main chapter with five subsections that will help us answer our research question on how, when, and to what extent the mobile devices can be used in the English language classroom.

### 5.1 Developing Language Skills

Both T1 and T2 agreed that mobile devices can be used as tool to develop the different language skills. Their responses showed that both teachers are accustomed to using the devices where they own several devices and use them in their spare time, and T1 have just started using the mobile devices in her English classes and T2 have used them before in her teaching. Moreover, T2 mentioned during the interview that she has worked as ICT-coordinator in a school for few years. When we looked at T1, it showed that T1 works in a school that has adapted both ICT-program and the 1:1 initiative into their pedagogical system. Such system was implemented in a school in Singapore, that Norris (2016) mentions in her study. According to Norris (2016), the school adopted the 1:1 devices when they started using the ICT. Even if the school were ranked as second in math and third in reading and science, they adopted technology in their learning to make the children more prepared for the future where they would get motivated to learn and understand their surroundings so they can be more self-directed and collaborative learners (p. 26).

Sevillano-García and Vázquez-Cano (2015) states the ICT has an influencing the teaching language learning process (p. 107). Likewise, the UNESCO official website claims by referring to sociocultural theory, that the ICTs is helpful to the pupil's development. Moreover, the UNESCO claims the mobile devices provide different tools and access to different online system where the pupils can learn and interact with each other (UNESCO, 2013). On the other hand, Harrington (2014) mentions that some Irish schools replaced the traditional textbook with mobile devices, where they still could

provide the same information (p. 96). Cavus and Ibrahim (2016) agrees on, that the mobile devices improve the learning skills of the English language learners (ELL) without the teacher's help, especially such as the listening, vocabulary, comprehension, and especially the pronunciation skill (p. 626).

### 5.1.1 Can the Mobile Devices Be Used to Develop the English Language Skills?

In general, T1 and T2 agree with each other that mobile devices can be used as a tool to develop the pupil's different language skills. Both teachers agree that it can be used to develop the four skills depending on the purpose of using it. Furthermore, T2 thinks that the weakest skill to develop is the writing skill, where she said:

“[...] then of course writing probably is the weakest link in a sense that you are going to write your own text, but being able to write your own text means that you have to look at other stories or other newspapers articles [...].”

Similarly, to what T2 mentions, Wells et al. (2016) study showed that the students who used iPad- based handwriting had more letter production and it increased by 50% than the pupils who used traditional handwriting. The pupils who used the traditional handwriting had more letter formation and letter orientation than the group that used iPad- based handwriting (p.194).

When T1 and T2 were asked if mobile devices could be adopted into the different learning theories, they both answered that it depends on how the teachers choose to use it. T1 mentions that if the task requires the pupils to work in pairs then they would have social interaction, and they will be demand to communicate with each other to complete the task. Similarly, T2 marks that mobile devices are often seen as a tool that the pupils can use while working independently, however, when the pupils' have to share a device together while researching, it can be a part of sociocultural aspect.

### 5.1.2 How Can Mobile Devices Be Used to Develop Writing and Reading?

When we asked how can writing and reading be developed, T1 said she have never used the mobile devices to develop the writing skills in English because it is her first time

using mobile devices in English. T1 claims that the mobile devices are being used in Swedish to develop the pupils writing skills, and that they might be used in the same way in English. She pointed out how she develops the pupils writing skill by giving these examples:

“[...] I think just as you can have it in Swedish, you can do it in the other way around. A text in Swedish, a song in Swedish and translating into English. But I feel that it can be hard to go through how to write in English in the primary school, because it is not a requirement specification in the primary school. It is more that you can talk, and like describe your name, where you live, and your family. There more such activities in primary school, but I am thinking that one might as translate a text from English to Swedish do it the other way around [...]”

Therefore, Pim (2013) argues that when developing reading and writing it cannot be overemphasized, because the reading makes the writer (p. 27). When pupils are forced to read too early it can become a mechanistic process (p. 28). That may be one of the reasons why reading is not a requirement specification in the primary school. On the other hand, T2 answer focuses on pupils with different needs, the ability the pupils get when they can develop their text by being able to:

“[...] edit what you have written and write something and you don't have to rewrite it again you can just go in and edit and change things, so if you have the text that you want to add adjectives to t would be much easier to go in and to them to a digital text than to go in. And of course, spell checks and all these things helps children to spell things accurately as well [...]”.

T2 also talks about spell checks in the mobile device, and sometimes it gives suggestions that the pupil do not mean. Therefore, the pupil needs to have the knowledge of language for the text to be successful:

“[...] And of course spell checks and all these things helps children to spell things accurately as well, I mean they still need have to knowledge because sometimes the spell check will change things and they don't want to be changed. So, you do have to have a knowledge of that language, for it to be successful, but you concertedly use it

as a process of writing and I think many people think about that as you know my first draft and then my second draft and then I have to write down rewrite everything I can just sort of start changing in the sentences as moving things around so I think it is much more dynamic as a tool for that sort of thing [...]"

This fluency and easiness in writing where the student can easily edit their writing, instead of writing all the text again and again for hand it makes it easier for the pupils to change the text and spell checks. Which may have been one of the main reasons for the results of Wells et al. (2016) study, where it showed that iPad- based handwriting had more letter production (p. 194).

When we asked how you can develop the pupils reading skills, T1 gave us a similar answer as we got for the writing skill, by saying:

"[...] I think of film clips, instructions to experiments could be shown in English, and let them in the same way they learn Swedish they can learn English. Seeing movies with English subtitles or even with Swedish subtitles. Translate forth and back between the language. I think as long it is an activity that entice the pupils are well do it and everything that is associated to moving pictures and such things are fun!"

It is important that T1 mentioned that word "fun" because as mentioned before according to Pim (2013), reading should not be forced, for it to not become a mechanistic process. Pim (2013) furthermore, highlight the importance of inspiration for the pupils to read while mentioning that mobile devices can provide such inspiration by giving access to digital texts and electronic books (p. 28). Moreover, T2 mentions that she used books online. By using books online, the pupils can hear somebody else read it, but also that they can record themselves reading the book after and send the teacher the recording. She also mentions, that she has used the devices before in her teaching, where she used "reading skim the Oxford Reading Tree". The Oxford Reading Tree can be used to develop the reading skill according to T2:

"[...] and they have books online so children can hear the books and then they can also record themselves reading the book and send that back to you as a clip, so it can

be quite powerful tool in that way. So, I think that you can develop like reading and writing skills in that way[...]"

Pim (2013) furthermore, discusses that usage of the internet and the different tools such as electronic dictionaries, using cartoons, storyboards, presentations and blogs offers oral modeling. He also mentions that there are many types of talking textbooks where the pupils can see the text but also hear it orally, where it is a natural starting point for the pupils when learning a new language (p. 28). Moreover, Musti et al. (2015) encourage teachers to adopt educational applications in the classroom for the targets skill development in variety of subject areas (p.165).

### 5.1.3 How Can Mobile Devices Be Used to Develop Speaking and Listening?

Moreover, when we asked the question about how you can develop speaking and listening, we got the answer that T1 do not use the mobile devices to develop these skills "yet". Her thought about developing the pupils speaking skills are, for example, by recording each other, doing simple presentations and dramatizing something that have been recorded or played by the mobile devices. Meanwhile, T2 mentions that the mobile device will help the pupils who have difficulties with pronouncing words can use a dictionary application where the pupils can hear the words correctly pronounced and where they get "real people" pronouncing the words. T2 connects both reading and speaking skills, because she also uses "The Oxford Reading Tree" to develop the pupils speaking skills through recording themselves with the mobile device. She also remarks in this quote:

[...] playing and exploring the sounds that language makes helps with speaking as well and helps with pronunciation [...]"

Motteram (2013) states that by using traditional strategies e.g. songs, rhymes and traditional stories will develop the younger learners speaking skill and it will provide an effective classroom.

When it comes to developing, the pupils listening skills, T2 mentions that the mobile devices can be used to find online clips where a native speaker are reading or speaking,

and in that way the pupils get to hear other people with different dialects. Which will make it easier for the pupils to understand and hear a range of people speak English. That also allows pupils to have those different dialects and to realize that the most important thing while speaking English is to be understood, not what dialect a person has. Furthermore, Motteram (2013) mentions by accessing to internet with a mobile device, it provides recorded songs, talking, electronic books, podcasts and video clips, where the pupils hear the pronunciation and acquisition and record themselves and listen to it after, which will help them indicate their grammatical errors and inaccuracy in pronunciation, encourage their self-improvement, and helps them to expand their vocabulary.

#### 5.1.4 Why Use Mobile Devices?

Sevillano-García and Vázquez-Cano (2015) claims that today's generation is used to technology, where they can for example, watch videos and access to internet (p. 107), likewise, T1 answered that she uses mobile devices in her teaching just because it is more fun, and it is familiar to the pupils. She claims that it would be weird if she would not use iPads and computers in teaching just because it is the pupils' everyday life. T2 also refers the mobile device that they are very easy to use in that sense, we are very used to the main part of our everyday lives, and so being part of your everyday life, as a pupil in your classroom is an obvious thing. Sung et al. (2015) also refers the mobile devices as a lightweight and small device that are easy to carry around. T1 continues to compare the traditional classroom and mobile devices in the classroom. She means that there are many fun applications, such as, games that can practice and develop the pupils English that are more fun compare to the traditional classroom.

The reason T1 started using the mobile devices is that she felt that it fitted in the theme that they are having, and she also mentions during the interview that they try to use the mobile device as much as possible in the education. While T2 points out that the mobile devices are only tools and should be used when they take forward the teaching:

“[...] I think computers should be used and technical devices should be used when they add to the learning. I think you can be a lazy teacher and have a computer activity that you actually could have done that on paper and it makes no difference. So, I think you need to be careful about how you use computers that you integrate

them into the learning system within a classroom and that they take learning forward in a different way [...]"

These disagreements were also found within the different opinions of the researchers; Van Deursen et al. (2016) states that the traditional exercise- and textbooks are incurrent for today's and that mobile devices help the pupils to concentrate more on the task they are doing instead of being distracted by the other materials such as books and pens (p. 977). Harrington (2014) also describes the mobile device as writing tool just like a pen and a reading tool just like a book. However, he also claims that the mobile devices are more developed tool, and that this new tool is staying and should be more accepted by the adults (p. 101).

#### 5.1.5 To What Extent Can the Mobile Devices Be Used?

When we asked the question about the disadvantage about mobile devices, both T1 and T2 mention the technical problems that may emerge of having a mobile device, such as, charging the devices, downloading applications and no connection to the internet. Such things may lead to a disturbed lesson which means that the teachers need to have a backup plan. This is a confirmation of Van Deursen et al. (2016) about the disadvantage while using mobile device in the classroom. Van Deursen et al. (2016) claims that the dying batteries, recharging, lack of storage and the lacking internet access are the main disadvantage (p. 973), as it is mentioned by both teachers.

T1 mentions specifically that:

"They are, for example, charged that the internet works, it's not fun when you stand there and discover that the Internet does not work, then you have to just kind of wing it and find a solution, it requires that it is possible to download apps [...]" "So I try to download apps, for example, when I do not have students, I do not want to put down their teaching time on downloading apps, it wasted time, then we can do something sensible"

While T2 mentions:

"Sometimes they are not charged up, Wi-Fi fails, technology breaks down, the lesson that you planned can't be delivered because you can't get hold of the part of the film that you wanted to show, a power error, I think many of the technical disadvantage."

“if you have planned that they all are going to use iPads and half of them are not charged up then it is just you know difficult to reorganize everything.”

Both teachers mentioned the time factor, and how the devices may negatively affect the class time. Likewise, Norris (2016) gives an example of an incident that took place in 2010 where it took 10-15 minutes from a 40 minutes' class to get the pupils to log in to the school network (p. 28).

Another complication that may disturb the lesson and mentioned by the T1 and T2, but not discussed by the researchers, is when the pupils do things that they are not supposed to do; where the pupils may treat the device as a toy and not a learning tool. However, having clear rules on how to use the mobile devices and why use them may reduce such behaviors among the pupils', where T2 mentions that the teachers need to have clear rules about and guidelines while using the devices in the classroom and make the distinctions with pupils that they are a tool just as the pencil.

## 6. Conclusion

The aim of the study was to investigate if mobile devices are being used to develop the pupil's language skills in English, and if they were used, why and to what extent? In this chapter, we are going to summarize our results and discussions, and present the implications, limitations and further research.

Our first question asks *If mobile devices are being used to develop the pupil's language skills in English?* The findings reveal that mobile devices develops the pupil's language skills. But, the use of them are limited for language development in K-3. One of the main reason of this limitation is due to the lack of the information that is provided in the national curriculum on using these devices in the second language classroom.

The second question that was a follow up question asks *If so, how are they used, why, and to what extent?* While looking different the scholars and interviews, we found that the use of the mobile devices was mostly through the accessing to internet, for example, by letting the pupils translate Swedish text to English, write text on the mobile device and where they also get to rewrite edit in the text, which helps to develop the pupils writing skill. Also, when pupils get to see subtitled films, experiments with instructions and use books online where the they can hear the pronunciation and record themselves reading afterward, helps to develop their reading skill. The mobile devices can also use to develop the pupils speaking skills by letting them record each other, do presentations, dramatizing and dictionary applications where the pupils can hear somebody else pronounce the word. Moreover, the pupils can develop their listening skill by looking at online clips where native speaker are speaking.

The studies and the interviews showed that all the skills have connection to each other, for example listening to a native speaker helps to develop the listening skills, and better pronunciation which leads to speaking skill and reading skills, and moreover, according to Pim (2013), the reading makes the writer (p.27). Therefore, we found that much of the studies and what is mentioned in the interviews were repetitive in how to use the mobile devices to develop the different language skills. The mobile devices are tools that can be used to develop the different language skills if they are used for the right

purpose. Our study shows that the mobile devices should be used in the different lessons because they exist in the pupil's everyday life, and the teachers/ educators should take advantage of them, in order to motivate the pupils and because the technology is a part of today's society, and the one of the teachers' main purpose is to educate the pupils to become part of the society.

Mobile devices can offer many opportunities beyond those offered by non-mobile devices. Firstly, Sung et al. (2015) describe the devices as lightweight and small, where they are easy to carry around (p. 69). Secondly, Peacock (2013) mentions, that mobile devices can be used outside the classroom (p. 2), Finally, Keengwe and Bhargava (2015) points out that mobile devices make the educational materials available to anyone, anytime and anywhere (p. 740).

## 6.1 Implications

Before we do our researches we had knowledge based on what we learned in the teaching program, that the mobile devices can be used to develop the English language skills and we were provided with information on how they can be used, but not on why and to what extent. During our VFU, we also often observed that the devices are being used, and we saw how, but still we did not know why and to what extent.

We even missed the fact that the mobile devices are not a way of teaching but are tools that can be used to develop the different language skills if they are used for the right purpose, they are tools that the teachers should use to take learning forward. The devices should be used to an extent in the different lessons because they exist in the pupil's everyday life, and the educators should take advantage of it. To motivate the pupils and because the technology is a part of today's society, and the one of the teachers' main purpose is to educate the pupils to become part of the society.

The mobile devices can be adapted into the different theories where according to aim of using them. Where according to Sevillano-García and Vázquez-Cano (2015) the devices can be used as socialized tool where the pupils can communicate and interact with each other (p. 107), and Sung et al. (2015) mentions the mobile devices are personalized and customized for an individual use where you can use it for different learning needs, styles and interests (p. 70).

## 6.2 Limitations

The limitations in this study are that it we could find two only teachers that wanted to participate in this study, and one of participants just started using the devices in her English classroom, which is very understandable with the fact that the national curriculum lacks in provide clear guidelines when using technology even if it was revised in 2016 and it is still lacking. Moreover, if we had a larger number of participants from different schools, it would mean more opinions from different teachers which will provide our study with more similarities and differences between the teacher's opinions on using the mobile devices as a tool to develop the different language skills.

## 6.3 Further Research

It would be interesting to continue this study but with elderly pupils e.g. grade 4-6. Just because they have developed their language skills more than K-3, and you can go deeper in the research just because the pupils will have more knowledge and then it will be easier for the teacher to adapt mobile devices in the classroom. For instance, T1 said that it is hard to adapt the writing into the primary school, the specification of requirements is that the pupils should be able to describe name, where they live and their family. We know that the mobile devices will develop and be more advanced in the future when we are certified teachers, where we will be facing the problem about how to implement the mobile devices in such a way where the pupils will develop their language skills.

During our research, we found that the teachers background with using IT, the age of the teacher and the gender of the teacher can all be factors that affect the use of the mobile devices in the classroom, however, no clear evidence on that. A pilot study with many participants would be a very interesting study to read.

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# Appendix A – Interview Questions

Can you describe your role in the school?

What subject do teach and to what grades?

What background do you have when using IT? Do you use in your spare time? How much?

Do you have your own mobile device?

Do you use mobile devices in your classroom?

Do use it in you teaching English?

How much do you use it?

When do you use it?

Why do you use it?

Do you use it to develop reading in English? If so how?

Do you use it to develop writing in English? If so how?

Do you use it to develop speaking in English? If so how?

Do you use it to develop listening in English? If so how?

Which of the skills (reading, writing, listening, speaking) do you think the mobile devices develop the most? why?

What is your opinion on using mobile devices?

What do you think are the advantage in using mobile devices in learning English?

What do you think are the disadvantage in using mobile devices in learning English?

What theory do you use for your teaching? How do you adopt the use of mobile devices into the theory you are using?

Do think the mobile devices is a method than can be used for all the pupils?