

INVESTIGATING THE IMPORTANCE OF USING SMART MOBILE PHONE
APPLICATIONS TO IMPROVE VOCABULARY LEARNING AMONG THE
SECONDARY SCHOOL STUDENTS IN SEBHA CITY

By

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To the Faculty of Sebha University:

The members of the Committee appointed to examine the B.A. final project of MUNA SEDE find it satisfactory and recommend that it be accepted.

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Abstract

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The use of recent technology like mobile applications in education has attracted much interest in recent years. Recent mobile phone applications (apps) are software specifically designed for recent mobile devices. This paper aims to investigate the importance of using mobile applications for enhancing learning vocabulary by secondary students in Sebha schools. A structured questionnaire was given to 60 students in one secondary school, (Al-Quds school) and a qualitative method was used to analyze the data. After the analysis of the data, the findings and the discussion will be introduced. The findings of the study may reveal that using recent mobile phone applications by secondary school students are helpful in learning vocabulary.

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List of abbreviation

Apps- applications

ELT- English language teaching

EL- English language

EFL- English as a foreign language

CHAPTER ONE: INTRODUCTION

1.1.Introduction

Vocabulary is one of the important language components and the fundamental step in EFL. It helps learners to understand well spoken and written language. Many studies carried out in order to raise the capacity in learning vocabulary through using smart mobile phone technology. This kind of technology is encouraging to students who will benefit from the independent learning. Nowadays, mobile technologies have been gradually integrated into learning. The wide use of smartphones and other portable and wireless devices has been significantly changing the ways of learning in many contexts, including language learning (Kukulska-Hulme, 2009). "Smartphone is a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access, and an operating system capable of running downloaded apps" (Hulme et al, 2015, p. 39). However, the present study aims to explore the use of smart phone technology in improving vocabulary learning.

1.2.Problem of the research

Vocabulary is very important aspect while learning English but most of the students in the secondary schools lack vocabulary knowledge. Most of the students spend hours on games, songs and on chatting through Whatsapp or Facebook but most of them unfortunately do not use these applications to enhance their learning. There are more than applications in mobile which can be helpful to enhance vocabulary learning. Among these applications is; Whatsapp (while

writing to others), Facebook (learning groups and pages), search engines (learning activities), Dictionaries, Vocabulary apps, etc. The problem is that most of the students do not use these applications for the purpose of increasing vocabulary. In other words, the students are neither aware of the correct use of smart mobile phone applications nor aware of how to use them to improve their English. So, this study is an attempt to find ways other than traditional instruction to enhance the vocabulary of the Secondary school students in Sebha city.

1.3.Question of the research

This study aims to answer the following research question "Do using smart mobile phone applications helpful in improving vocabulary learning for secondary school students?" if so, how?

1.4.Significance of the research

The main aim of this research is to investigate the impact of mobile technology on improving students' vocabulary. It also attempts to explore how EFL students learn vocabulary with mobile devices. Moreover, this general purpose can be categorized into some specific aims. These can be interpreted as follows:-

- To encourage students to use mobile technology for learning purposes.
- To improve the ways of learning new vocabulary.
- To stimulate and facilitate learning vocabulary through using mobile application
- To provide useful suggestion on how to overcome the problems of leaning vocabulary.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. Introduction

This chapter will offer the theoretical background about different areas related to the study.

2.2.1. Vocabulary: definition and importance

The term *vocabulary* refers to students' understanding of oral and print words. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition (Al-Dersi, 2013, p. 72). "The term vocabulary can also be defined as "the words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009) as cited in (Bintz, 2011, p. 3).

Vocabulary instruction forms a very important aspect of any foreign language teaching and learning. This is because the knowledge of vocabulary determines and decides the level of a foreign language learner. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse (Xia, 2010, p. 1). According to Al-Dersi (2013), learning and mastering of target language vocabulary plays a very important role in any foreign language teaching and learning. The knowledge of vocabulary enables an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning (Al-Dersi, 2013, p. 74)

2.2.2. Ways of teaching vocabulary

Al-Dersi (2013) consented that vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading, and writing (Al-Dersi, 2013, p. 75). She also added that during the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. According to Allen (1983), there are several ways to show the meanings of an English word, through different aids such as: (1) objects that can be easily brought to class (umbrellas, scissors, tools, buttons of many colors and sizes, etc.); (2) drawings by the teacher and drawings by the students; (3) demonstrations to show actions (Allen, 1983, p. 41).

2.3.1. Definition of mobile and mobile learning

The term “mobile” stands for the “mobility” or the ability to move freely and easily from one place to another. Mobile learning refers to the implementation of mobile devices in any branch of study (Gangaiamaran & Pasupathi, 2017, p. 11242). Applications (apps) are a fundamental feature of mobile devices and the volume and complexity of apps continues to increase unabated (Hinze & et al, 2017, p. 1). The features of mobile technology such as the portability and information accessibility plays a major role in the enhancement of English language teaching and learning (El-Hussein & Cronje (2010)). Gangaiamaran & Pasupathi (2017) defined mobile learning as mobility of the personal, portable and wireless devices such as Smartphone, personal digital assistant (PDA), iPod, palmtop, laptops used in language learning. Mobile learning can be divided into

- “Mobility of technology”
- “Mobility of learner”

□ “Mobility of learning”

(Gangaiamaran & Pasupathi, 2017, p. 11243)

2.3.2. Using smart mobile phone applications in ELT

The use of digital technology in higher education has attracted much interest in recent years. In Mobile Learning, devices like smartphones, iPod, tablet, laptop, iPad are implemented to scaffold language learning (Gangaiamaran & Pasupathi, 2017, p. 11242). Numerous apps are developed and utilized for those who learn English as a second language.

Literature in the field is increasingly suggesting that mobile devices can be valuable in higher education for such activities as gathering and using information, accessing content, encouraging communication, collaboration and thinking (Bowen & Pistilli, 2012, Beddall-Hill, Jabbar & Al Shehri, 2011). Mobile learning has been claimed as the future of learning English (Bowen & Pistilli, 2012). Hinze & et al (2017) argued that new applications continue to proliferate and their access is made easier through the increased usage of mobile devices such as smartphones, tablet computers and the availability of WiFi and cloud-based computing (Hinze & et al, 2017, p. 2).

2.3.3. Using smart mobile phone applications for learning vocabulary

The past decade has seen the rapid development in using mobiles phones in vocabulary teaching and the focus has been on the role of these devices in teaching vocabulary to L2 learners (Basal & et al, 2016, p. 48). Basoglu and Akdemir (2010) conducted a study on vocabulary learning to see the difference of use of mobile phones and flashcards. They used a mobile application for experimental group giving the words for six weeks while the control group learned the same words with flashcards. Their study reported a

significant difference between two groups as the experimental group did achieve significantly better in the multiple-choice posttest.

Learning vocabulary in the classroom may be disadvantageous due to time constraints and the heavy responsibility on the learner (Grace, 1998). The advantage of using mobile phones and mobile applications in teaching vocabulary is having an opportunity to learn beyond classroom borders.

Godwin-Jones (2011) argued that using the smartphone applications that are already well-functioning and popular among users could facilitate the mobile learning practices extensively. Moreover, applications of mobile learning are advantageous in language teaching.

2.3.4. Examples of mobile applications that can be used for vocabulary building

- SMS messages

Many studies found SMS messages and other computer software adapted to mobile phone effective in vocabulary learning, affordances of these tools are limited. For example, SMS messages is effective but can be costly for students (Cavus & Ibrahim, 2009) or computer programs require adjusting for mobile devices, which can cause problems in quality of use (Thornton & Houser, 2005).

- Whatsapp

Whatsapp is one of the most popular and widely used messenger applications; it is also available for all mobile platforms (IOS, Android, Windows Mobile, Symbian etc.). Whatsapp is a free mobile messenger application that allows its users to exchange texts, as well as multimedia both in one-to-one and group conversations, and make calls (Basal & et al, 2016, p. 55). Whatsapp has been used as an effective means of mobile communication, in some studies to

investigate its effectiveness in terms of language learning. Plana & et al. (2013) aimed to provide EAP students with extra reading activities by sending links to short texts and related comprehension questions through Whatsapp groups, as an alternative to SMS which is more costly, and less convenient without a computer system to send messages. The questionnaires after the twelve week-long implementation showed that students liked the activities, and increased their reading practice with the application.

- Dictionary use

According to Nation (2001), dictionaries serve three purposes:

- 1) Comprehension – looks up unknown words or confirm word deduced from context during listening, reading, or translating;
 - 2) production – look up unknown words or word parts needed for speaking, writing, and translating;
 - 3) learning – enrich knowledge of known words, such as etymology or different contextual usages.
- Nation (2001) also suggests that advanced English learners use dictionaries very well in receptive and productive ways.

Deng and Trainin (2015) listed some examples of free apps for leaning vocabulary`

Apps	Tablet Platforms				Vocabulary Learning Strategies			
	iOS	Android	Surface App	Web Based	Dictionary Use	Phonological Analysis	Morphological Analysis	Contextual Analysis
Merriam-Webster Dictionary	X	X	X	X	X	X	X	
Dictionary.com	X	X	X	X	X	X	X	
The Free Dictionary	X	X	X	X	X	X	X	
Dragon Dictation	X	X	X [†]			X		
Hearbuilder Phonological Awareness	X					X		
Vocabulary practice: Greek and Latin	X						X	
Roots to Words	X						X	
Tangled Roots	X						X	
USA TODAY	X	X	X	X			X	X
NPR News	X	X	X	X			X	X
Kindle	X	X	X				X	X

Table 1: Apps that can be used in vocabulary learnin

CHAPTER 3: METHODOLOGY

3.1. The method

In order to find out and identify the effectiveness of using smart mobile phone applications for teaching vocabulary, the researcher utilized a questionnaire that included a set of questions. All the questions were clear and close-ended questions. The data were also collected from books, ELT journals, websites and published dissertations.

3.2. Setting and participants of the study

The study was carried out in one of the secondary schools in Sebha (Al-Quds school). The study included 60 participants of the questionnaire which were given to students from different years in the Al-Quds secondary school (1st, 2nd and 3rd years). More details were tabulated below:

Semester	Ages	Students' Number	Gender
First year	15- 16	25 students	10 male 15 females
Second year	16-17	20 students	11 males 9 females
Third year	17-18	15 students	7 male 8 females
Total number	/	60	28 males 32 females

Table 2: Information about the participants of the questionnaire

3.4. The procedure

Firstly, the researcher stated the aims of the current study and read the relevant information from different sources about the topic. Secondly, to know the effectiveness of using smart mobile phone applications in teaching vocabulary for secondary school students, 60 students from different years were offered a

questionnaire. 60 participants out of 60 returned the answered questionnaires. This process of collecting the questionnaires' answers took about two weeks. After collecting the data, it was classified, analyzed and evaluated to draw the conclusion regarding to the findings of the study. This study employed quantitative approach of data analysis.

Chapter 4: Analysis, findings and discussion

4.1. Analysis

Here is the analysis of the students' answers of the questionnaire:

Q1) How often do you use different mobile apps?

Always (37%) Often (25%) Usually (28%) Never (10%)

Q2) How many hours per day do you spend it using the internet on your mobile?

A] Less than an hour (10%)

B] 1-2 hours (30%)

C] 3-6 hours (33%)

D] More than 6 hours (27%)

Q3) Do you participate in following activities or apps?

	No	Yes
• Live communication, Viber, Skype, etc.	33%	67%
• Social communication, Twitter, Facebook, Gmail, etc.	17%	83%
• Games apps	17%	83%
• Search engines, Google, Yahoo, Wikipedia	15%	85%
• Educational apps	66%	34%
• Dictionary apps	58%	42%

Q4) How often do you use any of the above mobile apps to improve your level in learning words?

Always (17%)
(18%)

Often (33%)

Usually (32%)

Never

Q5) For learning, apart from using your Mobile Phones to....

A - Look up for a word (22%)

B - Getting some information about certain subject (26%)

C - Improving writing and speaking in English (27%)

D - Other activities, please mention (25 %)

- Translating difficult texts

- Doing grammar activities

- Improving listening through movies and apps

Q6) During the total hours that you spend on using your mobile, estimate the number of hours you give to the following:

	Less than an hour	1-2 hours	3-6 hours	More than 6 hours
• Listening to music /Downloading	21%	25%	22%	32%
• Communicating with others, SMS, Facebook, chat, etc.	27%	20%	35%	18%
• Practicing your English through the educational activities	8%	25%	17%	5%
• Accessing for information, Google, Wikipedia, etc.	9%	14%	37%	40%
• Playing games	10%	17%	35%	38%
• Watching films, news or movies	18%	22%	33%	32%

Q7) Please indicate your response to the following statements

		strongly agree	agree	Neutral/ uncertain	disagree	strongly disagree
1.	Teachers hardly encourage the use of mobile to learn and improve vocabulary	10%	5%	17%	25%	43%
2.	Mobile apps are easy to use and understand	17%	27%	13%	33%	10%
3.	Technology has changed the way that you learn words	6%	3%	17%	27%	47%
4.	Accessing to the internet via my mobile is useful to improve my vocabulary knowledge	10%	10%	13%	37%	20%
5.	The mobile can help me gather and organize information	10%	7%	20%	30%	33%
6.	The mobile can help me develop new ways of thinking	12%	8%	13%	34%	33%
7.	The mobile can help me to be more creative and productive	10%	15%	16%	22%	37%

4.3. Findings

1. Most of the students use different mobile apps daily.

2. Most of the students spend more than 3-6 hours using the internet on their mobile phones.
3. Most of the students were participated in games and chat applications more than the educational one.
4. Only some of the students said that they often use mobile apps to improve your level in learning words
5. Some of the students said that they use mobile apps to getting some information about certain subject, Improving grammar, listening, writing and speaking in English and Translating difficult texts
6. Most of the students spend more than 6 hours listening to music, playing games and chatting with others rather than practicing their English through educational activities.
7. Most of the students agreed that their teachers hardly encourage the use of mobile to learn and improve vocabulary
8. Most of the students agreed that mobile apps are easy to use and understand
9. Most of the students agreed that the mobile applications can help students improve their vocabulary knowledge, gather and organize information, develop new ways of thinking and be more creative and productive

4.3. Discussion

This study aimed to answer the following research question, "Do using smart mobile phone applications helpful in improving vocabulary learning for secondary school students?" if so how?. After the analysis of the data and from the reading of the previous researches about this study, the researcher found that using smart mobile phone applications can be very effective and beneficial in terms of teaching and learning vocabulary. This finding was similar to the

findings of (Deng and Trainin, 2015) that made similar study about using smart mobile phone applications in ELT classes. They argued that the use of mobile devices affords authentic and rich context for incidental and intentional vocabulary learning. For beginner students, teachers can choose apps that focus on constructive learning activities for individualized practice, such as using the app *Dragon Dictation* for pronunciation practice and *index card* apps for spelling practice.

Clark (2013) conducted an experimental study to examine the effect of using one iPad application (i.e., *Vocabulary Builder*) on the vocabulary acquisition of elementary English learners. The control group completed a teacher-created worksheet whereas the experiment group used the iPad app. Results suggested the iPad app can support vocabulary acquisition. The visual and audio exposure provided by the iPad app increased vocabulary acquisition as English learners were both visually exposed by graphics and auditory stimulated by the sounds of words. Students who used iPad also showed a higher level of engagement and motivation in acquiring vocabulary. To conclude this section, the researcher would argue that the use of mobile devices that are often already in the hands of students can foster vocabulary learning.

Chapter 5: Conclusion

5.1. Conclusion

The introduction of new technology into schools has determined changes in pedagogy where teachers are adopting new methods of teaching facilitated by the new technology. Technology offers powerful learning and teaching tools that demand new skills and understandings both from learners and teachers. The researcher would conclude by saying that using smart mobile phone applications has many advantages for EL students. The advantage of using mobile phones and mobile applications in teaching vocabulary is having an opportunity to learn beyond classroom borders.

5.2. Recommendations

1. It is recommended that English Language teachers should pay special attention to the use of ready-made mobile applications for vocabulary teaching.
2. It is also recommended that students must use the applications available in their mobile phones to study rather than spending hours on listening to music or playing games all the time.

5.3. Further research

This study is only the beginning of future studies on the topic of Mobile applications in the classroom. The researcher hopes that other researches will be done in different areas with different levels to examine the effectiveness of using recent mobile applications to enhance learning English.

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Appendix

Questionnaire

Please spare a few minutes from your valuable time to answer this questionnaire

Age:		Gender:	
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Please complete the following questionnaire:

Q How often do you use different mobile apps?

- A] Always B] Often C] Usually D] Never

Q How many hours per day do you spend it using the internet on your mobile?

- A] Less than an hour B] 1-2 hours C] 3-6 hours D] More than 6 hours

Q Do you participate in the following activities or apps?

	Yes	No
• Live communication, Viber, Skype, etc.	<input type="radio"/>	<input type="radio"/>
• Social communication, Twitter, Facebook, Gmail, etc.	<input type="radio"/>	<input type="radio"/>
• Games apps	<input type="radio"/>	<input type="radio"/>
• Search engines, Google, Yahoo, Wikipedia	<input type="radio"/>	<input type="radio"/>
• Educational apps	<input type="radio"/>	<input type="radio"/>
• Dictionary apps	<input type="radio"/>	<input type="radio"/>

Q How often do you use any of the above mobile apps to improve your level in learning words?

- A] Always B] often C] usually
D] never

Q For learning, apart from using your Mobile Phones to....

- A] Look up for a word B] Getting some information about certain subject

C] Improving writing and speaking in English

D] Other activities, please mention

.....

Q During the total hours that you spend on using your mobile, estimate the number of hours you give to the following:

	Less than an hour	1-2 hours	3-6 hours	More than 6 hours
• Listening to music /Downloading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Communicating with others, SMS, Facebook, chat, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Practicing your English through the educational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Accessing for information, Google, Wikipedia, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Playing games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Watching films, news or movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q Please indicate your response to the following statements

		strongly agree	agree	Neutral/uncertain	disagree	strongly disagree
1.	Teachers hardly encourage the use of mobile to learn and improve vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Mobile apps are easy to use and understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Technology has changed the way that you learn words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Accessing to the internet via my mobile is useful to improve my vocabulary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The mobile can help me gather and organize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The mobile can help me develop new ways of thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The mobile can help me to be more creative and productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>