Being English a lingua franca, its learning and oral fluency are growing challenges if one considers that the European reality is increasingly culturally diverse. (Commission of the European Communities Promoting Language Learning and Linguistic; 2003) Being fluent in at least one foreign language facilitates contact with other cultures, imposing this learning itself as a pressing societal challenge. At the same time, given the constant mobile devices evolution and with their increasing number of functionalities, new possibilities are constantly being presented for the formal educational context. The presence and prevalence of mobile technologies in daily routines, whether for professional, educational or leisure purposes, has become widespread, and their almost omnipresent use is infused and implied in people’s daily actions. The mobility of new technologies leads to increasingly more powerful, lighter, more affordable machines, which allow social interactions and learning situations that can take place at anytime, anywhere, daily and on a continuous basis.

These technologies have been recognized as advantageous for learning [Burston J., 2015 and 2009 Kukulska-Hulme; J. Aprendizagem móvel e recursos 2011], with a focus on student achievement, motivation and competence development. With guidelines for Mobile Learning established by recognised institutions such as the European Commission and the UNESCO [European – 2014, West and S. Vosloo, 2013], new challenges need to be addressed in what concerns equal opportunities in terms of information access, as well as dealing with new technological contexts and digital literacy (A. Ferrari; Brečko & Y. Punie). Given the ever growing challenges of plurilingual and cultural contexts in the classroom, it seems pertinent to study the affinities between mobile learning and foreign language learning.

The research presented here pays special attention to mobile technologies (MT) and their pedagogical advantages when integrated to lead students to create their own digital contents in the specific context of learning English as a Foreign Language (EFL). This work focuses on student learning and the possible benefits resulting from this tablet integration, in a one-to-one implementation model (1:1, *i.e.* a ratio of one device per student in the classroom) in the 3rd cycle of basic education in Portugal (7th and 8th grade). The research question focuses on the contributions of this integration to students’ motivation to learn EFL.

**2. Mobile assisted language learning**

The concept of Mobile Learning (ML) was understood by Traxler (Traxler 2009 page 4), not only as the combination of the two terms, but rather as a variation between the mobile continuation of e-learning and another form of learning that adapts to challenges and different limitations. This is particularly true when there is a lack of resources or when technologies can be used to widen the opportunities for a more authentic learning. Traxler considered it a difficult concept to define, resulting from the ubiquitous integration of the various mobile and wireless technologies (not yet referring to tablets), and that ML would become an independent domain. Kukulska-Hulme (Hulme, 2009), agreeing with Traxler, draws attention to the relevance of the distinction between the various meanings underlying the word mobility, associated with formal and informal learning, since it may refer to mobile technologies, to mobile content, but also to the mobile learner, stressing not just mobility but also the learning opportunities that are generated around it. Pegrum, Oakley and Faulkner (2013 Oakley and Faulkner) also stress the fact that the mobility of these devices might create new learning opportunities, particularly if more than just the students or the devices are in movement – if the learning experience is in movement.

What the technological evolution has allowed to concentrate in a single mobile device has been recognised as the advantages that ML can bring to the educational context. (Traxler Aprendizagem móvel e recursos 2011 Carvalho 2012; Kukulska-Hulme 2009;). For example, by bringing together formal and informal learning contexts, allowing learning on the move, the ubiquity of mobile devices engenders interest in different ways of learning and teaching (Kukulska-Hulme 2009).

Still far from a consensual definition of ML, it is an area that has had a rapid evolution in educational research, (Pegrum, Oakley & Faulkner Schools going mobile: A study of the adoption Kukulska-Hulme 2009;) not only due to the technological development, but also because of the ambiguity of mobility. The ‘mobility’ of learning has aroused the interest of research in different aspects, as it differs from ‘portability’, with mobile devices being a lot more flexible than portable ones.

The research field of ML also points to benefits for students and learning in the specific cases of 1:1 integration models, preferably with the students’ appropriation and ownership of the devices (Kukulska-Hulme 2009; Pegrum, M., Oakley, G. & Faulkner, R. (2013). Schools2013). The mobility of the equipment provides different opportunities by allowing students to move and access content and data simultaneously, which may lead to different types of production as well [A. Kukulska-2009 Hulme]. Other advantages mentioned are associated to the easy access to information, the adaptability to students’ needs (Luckin &Clark 2013 – Goodwin; 2012), as well as to the improvements in school results, especially for students with learning disabilities (Higgins Katsipataki, Xiao & 2012). There is also a greater motivation of students and teachers, as well as the opportunity to create more equitable learning experiences through the development of digital competence (, Spataro & Komarny Gawelek - 2011). There is also reference to advantages related to a greater variety in terms of the types of activities, allowing teachers to depart from traditional instructional approaches and to adopt more active and student-centred pedagogical approaches (*et al.* 2013 Pegrum).

As for Mobile Assisted Language Learning (MALL), it emerges as a new field of research, as a result of Computer Assisted Language Learning (CALL). Kukulska-Hulme [2009) distinguishes the two areas emphasizing that MT have the peculiarity of infiltrating learners’ daily lives, considering the author that students identify themselves more easily with such technologies, as they also infiltrate learning in a spontaneous way. Lack of motivation is often cited as an impediment to language learning, recognizing Kukulska-Hulme, Norris and Donohue (Donohue 2015) that MT are potentially motivating for school activities, as well as for more authentic communicative learning situations, while students are developing their digital competence at the same time.

Adding to the mobile devices’ characteristics, there are also other possibilities that arise from the applications that can be installed. The variety of apps is also appreciated for their multiple functions and applicability to various educational contexts, from pre-school to higher education (Beschorner & Hutchison 2013/ Aronin & Floyd 2013;).

Ensor (Ensor 2012) prefers apps that enable collaborative work and communication, even among younger students. Hutchison, Beschorner and Schmidt-Crawford (Hutchison, A., Beschorner, B. & Schmidt-Crawford 2012) consider that applications allow previously unimaginable situations, even in mobile learning. Clark and Luckin [2013] believe such experiences with apps would be impossible with desktops or laptops, especially because of the difference in mobility. Hutchison *et al.* (2012) consider that the creative process for the production of digital contents can be simplified with the use of apps, eliminating the barriers of paper work, noting there would be no limits to students’ freedom and creativity. Karsenti & Fievez (2013 Fievez) point to a significant improvement in the quality and variety of digital productions of both students and teachers.

Regarding the use of applications Huber refers:

(…) a myriad of learning applications and ways to transfer subject matters are provided on and through such devices. A variety of skills for all subjects, such as listening, reading and reasoning skills can be promoted through a range of activities and applications. (Huber 2012 - p. 1).

What tablets allow, according to Ensor [2012], is to go through several processes, such as research, data collection, digital content production and sharing in just a single device.

In this literature review, there was consensus regarding the educational potential of mobile devices. One of the aspects mentioned as an advantageous effect of mobile technologies integration is the motivational factor exerted on young people, and this interest in the activities is an advantage that will increase motivation for learning (O'Malley, Jenkins, Wesley, Donehower, Rabuck & Lewis 2013; Peluso 2012 // Aronin & Floyd 2013; Hesser & Schwartz 2013; Karsenti & Fievez 2013;). Clark and Luckin (Clark 2013) state that the positive impact on students’ involvement in learning far outweighs the setbacks they might add to the classroom. As Clark and Luckin explain:

Whilst there are some minor concerns raised about potential overuse or distracting influence, misuse and a lack of confidence or skills in some students these findings are far outweighed by those which report on increased motivation, enthusiasm, interest, engagement, independence and self-regulation, creativity and improved productivity. (p. 23 Clark & Luckin; 2013).

Several authors point out the fact that MT create a real possibility of choice according to students’ preferences and needs (Schwartz & Hesser 2013; Hutchison *et al.* 2012), which may lead to students identifying themselves with these resources, as a sense of belonging and ownership. O'Malley *et al.* (O'Malley; 2013) emphasize the efficiency of the iPad tablet in terms of increased motivation, since they have shown that it promotes the development of students’ self-confidence as they progress in the development of skills in which they had still not been successful.

In sum, motivation appears to be an important outcome when students use mobile devices to learn, particularly when they feel they own the device and the learning process. Student productivity seems to be greatly improved, leading to a higher self-confidence, involvement and interest in the learning activities.

**References**

USE APA FORMAT

S. Aronin, & Floyd, K. Using an ipad in inclusive preschool classrooms to introduce STEM concepts. Teaching Exceptional Children, 2013 - 45 (4), 34–39.

Beschorner, B. & Hutchison, A. Ipads as a literacy teaching tool in early childhood. International Journal of Education in Mathematics, Science and Technology, 1 (1), 2013 Pages 16–24.

Bogdan, R. C. & S. K. Biklen -2007 - Qualitative Research for Education: An Introduction to Theories and Methods (5th Edition). London - Pearson.

Burrows, T. & D.Stepanczuk, Gauge of readiness for internet-based language learning: An 800-pound gorilla. 2013 // The JALT CALL Journal, 9 (2), 197–217.

Burston, J. Twenty years of MALL project implementation: A meta-analysis of learning outcomes. ReCALL, pages 4–20. 2015 /// 27 (1),

Carvalho, A. A. (2012). Santo Tirso: DeFacto Editores. Aprender na era digital: Jogos e Mobile-Learning.

W. Clark, & R. Luckin, What the research says – ipads in the classroom // London: London Knowledge Lab – Institute of Education University of London, 2013

Cohen, L., Manion, L. & Morrison, K. Research methods in education. London: Routledge. 2007

Commission of the European Communities [2003]. Promoting Language Learning and Linguistic Diversity: An Action Plan 2004–2006. 449. ADDRESS <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52003DC0449&from=EN>. Consulted on: 1st December 2018.

*Creswell, J. W., Plano Clark, V. L., Gutmann, M. L. & Hanson, W. E. [2003].* Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), //Handbook of mixed methods in social and behavioral research (pp. 209–240) - Thousand Oaks, CA: Sage,

Z.Dörnyei, 1994. Motivation and motivating in the foreign language classroom. The Modern Language Journal /78 (3) // PAGES 273–284.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. Language Teaching, 31, 117–135.

Ensor, T. 2012 - Teaming with technology: “Real” ipad applications. International Reading Association: Journal of Adolescent & Adult Literacy, 56 (3), P. 193.

**USE MLA FORMAT**

European Commission. Measuring digital skills across the EU: EU wide indicators of digital competence. 2014<https://ec.europa.eu/digital-agenda/en/news/measuring-digital-skills-across-eu-eu-wide-indicators-digital-competence>. Consulted on: 1st December 2018.

Ferrari, A., Brečko, B. & Punie, Y. (). DIGCOMP: A framework for developing and understanding digital competence in Europe. Digital Literacies and eCompetence, eLearning Papers, 2014// PAGES 38, 3–16.

R. C. Gardner - The Attitude/Motivation Test Battery: Technical Report. Ontario, Canada: University of Western Ontario, 1985

Gardner R. C. 2004 / Attitude Motivation Test Battery: International AMTB project. <http://hyxy.nankai.edu.cn/jingpinke/buchongyuedu/Motivation%20measurement-AMTB.pdf>. Consulted on: 1st December 2018.

Gawelek, M.A., Spataro, M. & Komarny, P. (2011). Mobile perspectives: On ipads – why mobile? EDUCAUSE Review: 46 (2), PP. - 28–32.

K. Goodwin, 2012 ‘ Use of tablet technology in the classroom. New South Wales, Australia: Curriculum and Learning Innovation Centre’// Institute of Early Childhood Macquarie University.

Hashwani, M. S. Students’ attitudes, motivation and anxiety towards English language learning // Journal of Research and Reflections in Education, 2 (2), PP. 121–144. 2008

Hesser, T. & Schwartz, P.. Ipads in the science laboratory: Experience in designing and implementing a paperless chemistry laboratory course. Journal of STEM Education, (2013) 14 (2), 5–9.

Higgins, S., Xiao, Z. & Katsipataki, M. (2012] // The impact of digital technology on learning: A summary for the education endowment foundation – full report. Durham, UK: Education Endowment Foundation – Durham University. 2012;

Huber, S. Ipads in the classroom – A development of a taxonomy for the use of tablets in schools (PhD thesis, Graz University of Technology, Graz, Austria). (2012).

Hutchison, A., Beschorner, B. & Schmidt-Crawford, D. Exploring the use of the ipad for literacy learning. International Literacy Association – The Reading Teacher, 66 (1), (2012). // 15–23,

Karsenti, T. & Fievez, A. The ipad in education: uses, benefits, and challenges – A survey of 6,057 students and 302 teachers in Quebec, Canada. Montreal, Canada: CRIFPE. (2013).

Kukulska-Hulme, A., Norris, L. & Donohue, J. (2015). Mobile pedagogy for English language teaching: a guide for teachers. London: British Council.

Kukulska-Hulme, A. Will mobile learning change language learning? (2009). ReCALL, 21 (2), 157–165.

Madrid, D. & M. L. Pérez Cañado, Exploring the student’s motivation in the EFL class. In E. García Sánchez (Ed.) Present and Future Trends in TEFL, 321–364. (2001).

O’Malley, P., Jenkins, S., Wesley, B., Donehower, C., Rabuck, D. & Lewis, M. (2013). Effectiveness of using iPads to build Math fluency. Proceedings of annual meeting of the Council for Exceptional Children// San Antonio – Texas - Council for Exceptional Children.

Pegrum, M., Oakley, G. & R. Faulkner, Schools going mobile: A study of the adoption of mobile handheld technologies in Western Australian independent schools. Australasian Journal of Educational Technology, 29 (1), 66–81. (2013).

Peluso, D. The fast-paced ipad revolution: Can educators stay up to date and relevant about these ubiquitous devices? British Journal of Educational Technology, 43 (4), (2012). PP. 125–127.

Traxler, J. (2009). Learning in a mobile age. International Journal of Mobile and Blended Learning, 1 (1), 1–12.

Traxler, J. Aprendizagem móvel e recursos educativos digitais do futuro. Cadernos ERTE - Sacausef, 7, (2011). // P. 36–47.

West, M. & Vosloo, S. UNESCO policy guidelines for mobile learning. Paris: (2013). UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000219641?posInSet=1&queryId=777a51d3-1e51-47df-b238-f41660af4321>. Consulted on: 1st December 2018.