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## ROLE OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) FOR THE ENGLISH LANGUAGE LEARNING: AN ANALYSIS

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### Abstract

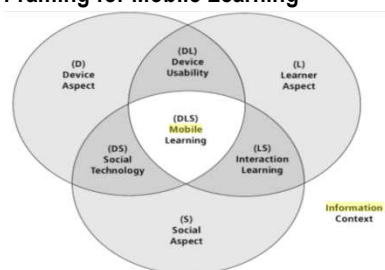
This article focuses on MALL (mobile assisted language learning) as the resource tool, and useful for foreign language learners who are not native speakers of English. Especially MALL helps to adopt the new technology and pedagogical approaches and use of Technical English language learning and training. The young foreign language professional students need adequate oral skills in English to adhere the hurdles while their studies for getting suitable employment and dwells as an entrepreneur in their life as well. Most of the ESL learners come from the vernacular medium, and they have to overcome their anxieties and inhibition, in the situation as mentioned above English language faculty to make reasonable learning environment opportunities and language inventions through by mobile language learning. MALL is acclaimed operation in language learning. It is the not restricted to lecture room or a role of the date. Nevertheless, learners to makeover their oral skills with the help of MALL;

**Keywords:** MALL, Oral skills, English language learning, Digital Technology.

### Introduction

MALL is the one of the most prominent technology-based learning. English language learners ancient days they followed outdated techniques then m- learning has invented in language. According to Spolsky & Shohamy defines about English language significance "Due to increased globalization and internationalization in recent decades, English has become the lingua franca of the world due to its widespread use in academia, business, commerce, and technology" (Spolsky). Mobile devices like (iPod mp3 players and Palm Treo smart phones, tabs) fully advanced tools for language learning in addition to it helps to make the innovative learning situations employing mobile technologies in the English language. Mobile learning might strengthen people communication, and it has enormous advantages of new variation features, Mobile phones to exchange the pure content like images, manuscripts, documentation and audio tapes to share the information quickly with others on mobile devices only.

### A Model Framing for Mobile Learning



**Figure 1: The Frame Model**

**Source:** <http://www.worklearnmobile.org/articles/a-model-for-corporate-mobile-learning/>

Norman describes a model framing for mobile learning "The Three circles represent the device (D), Learner (L) and Social (S) aspects. The intersections two wireless overlaps contain attributes that belong to both aspects, the attributes of the device usability (DL) and social technology (DS) intersections describe the affordances of mobile technology" (Norman, D. 38-43). Mobile technology a bird's eye view is it depends on the technical component. Kukulka-Hulme, Agnes, Lucy Norris, and Jim Donohue explained that "Mobile technology partly depends on the ability to connect to the internet in different locations, ideally seamlessly; however, we still need to be aware of aspects such as availability of Wi-Fi or how much it may cost to download a huge file" (

Kukulska-Hulme, Agnes, Lucy Norris, and Jim Donohue p.8). Foreign language learners need for mobile technologies because of enhancing their oral skills through by multimedia. As Litchfield, Dyson, Lawrence, and Zmijewska commented that "A body of knowledge of learning and teaching principles and strategies are urgently needed to inform teachers wishing to utilize innovative mobile technologies and also to inform the development of national policy and pedagogical approaches about emerging mobile devices" (Litchfield 2007)

### Second Language Acquisition in MALL

Second Language Acquisition (SLA) theories to be satisfied via mobile technologies; as per Saville -Troike language theory, "however, successful language acquisition involves developing far more complex skills than those used in simple vocabulary drills. Broadly, the aims of language acquisition can be classified into either receptive or productive language use, which can be further subdivided into one of 4 main categories (depending on whether written alternatively, oral): speaking, listening, reading and writing" (Saville-Troike 2006). The benefits of grammar and vocabulary are promoting the right productive language skills improved.

### Several critical implications outcomes for MALL from different theories

- English language learner can present the advance material at any stage.
- Build fundamental task-based knowledge.
- Pedagogical Framework communication by others.
- Manifest both visible and linguistic learning in tandem.
- Associating with learners existing experience in digital technology;
- Learners take advance preparation for multi-language tasks.
- Generating the new ideas mode of representation on language acquired based learning;
- Connecting language learner users;
- Encouraging computerized (mobile) literacy;
- Digital language learning;
- The unveils of digital words;
- It gives precise evaluation for English language learning in the computer.

Above mentioned several implications does help to MALL as well as foreign language learners easily know the English language without any hesitation. It exposes classroom learning activity like according to K-W-L CHART

(Know, want, learn) (Mathew 2016). Mobile technology would be as helping tool in ELT for instructors and language learners, and it enhances everything they make some efforts on a periodic source and focus on language moreover knowledge goals in new directions. Method of language phonics - based learning is the media access control, as well as another language evaluating procedure is image-based modeling and rendering (IBMR) these methods rely on MALL theory. Moderns times learners visualized the language learning in the classroom would be as peculiar with own mobile devices like Smartphone or tablet. The advantage of imagined education is examining of language study for vernacular medium students and it significances collaboration and vocal expressions. Learners do some activity based learning Altogether with one mobile per combination or association. Nevertheless, monitoring or seeing visual clips may need to make use of one device per person Alpha and omega of seamless learning are relying on mobile technology, according to Chan "Since the notion of seamless learning supported by 1:1 (one-mobile-device-per-learner) setting has been expounded" (Chan, Tak-Wai, et al). ESL learners must want to be improved their acquired skills with technology, according to Bentley, Shegunshi, Scannell commented that technology "technological interface between learners and their learning environments" (Bentley, Yongmei, Anjali Shegunshi, and Mike Scannell. 2009).

### Generate and use knowledge via mobile learning

ESL learners can expand them the communication skills and knowledge and use of dynamic mobile learning concerns, English learners might be utilizing m-learning with the support of podcasts, e-texts, and admittance websites. Nevertheless, the existing active learning and acquiring new environment learning approaches would be in media acquisition, and favorable content creation will increase as learners and instructors adopt less communication and more constructivist strategies for teaching and learning. Herrington's explains about web 2. 0 applications "The proliferation of educational web 2. 0 applications such as wikis and blogs that rely on the construction of content to be shared with others is an expanding area that exemplifies this trend" (Herrington 2009).

### Educational benefits of blogs

Educational benefits of blogs Potential benefits as identified by learning specialists Fernette and Brock Eide and cited by Will Richardson "Blogs, Wikis, Podcasts, and

Other Powerful Web Tools for Classrooms" (Richardson, Will. 2010) Combine the reflecting:

- Can promote critical and analytical thinking;
- Can promote creative, intuitive and associational thinking;
- (Creative and associational thinking in relation to blogs being used as a brainstorming tool and also as a resource for interlinking, commenting on interlinked ideas);
- Can promote analogical thinking;
- Potential for increased access and exposure to quality information;
- Combination of solitary and social interaction. (Ciussi 2012).

### Mobile-based – digital learning (MBDL)

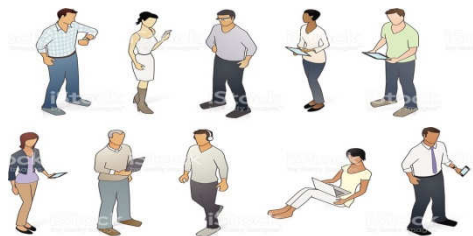
Mobile-based digital learning is the new revolution in language Lung-Hsiang Wong commented that "Mobile based learning is ongoing for a decade and through rapid evolution, there is great diversity in the scholars' and educators' conceptual understanding and approaches to harnessing mobile and ubiquitous computing. From the literature on classifications of mobile learning, we observe a variety of classification frameworks being developed – from technical-oriented" (Lung-Hsiang Wong 2011) and it's "a hybrid techno-pedagogical construct" (Patten 2006)

Mobile learning has been divided into three generations and various would be as according to Yu explained that "combs the development of three generations of mobile learning: the first generation focuses on transferring learning content onto mobile devices (transfer of information and behaviorism); the second generation focuses on pedagogical design (cognitive and constructivism); and the third generation is characterized by 1:1 setting and the use of context-aware technology" (Yu 2007).

### Small Talk

The innovative of the panorama on small talk and its crucial role in the everyday conversation; Analyses of interactional data support the new method presented herein specific environments - individual and populace, face-to-face and phone talk. Moving of this methodological connective and continuous Interpersonal Communication has envisaged as new symbolic small talk status, and this is nothing but social interaction amongst the people.

### Information and Internet Technology (ICT) for Communication



### Mobile Technology in the Language Class for the Second Language Learners

Learners can develop their oral skills in language class while they are getting fun, language makes them blissful, and some learners do some activities without abstractions of their apparent worlds and species. Learners are close interacting with the world outside the language classroom when they might get troubles from the language teachers because of they have continued to communicate and responded to texts, phone calls or emails. Language teacher allows the mobile device is bringing to class with some restrictions, it gives the suitable solution for assuring mindful in class is to ask students to switch phones in flight mode; in this manner, they may still use and make audio or video recordings and take photographs if needed. With the help of the mobile device, and Wi-Fi facility learners would obtain the glossaries, interpretation, elocution and structure tools and sources readily accessible in online. Mobile technology is essential for language learners to adopting the technology-enhanced learning. Admittedly, ready-to-hand, maybe 24 X 7 access to light-weight mobile devices creates the potential for a new phase in the evolution of technology-enhanced learning (TEL) Chan hypothesize that "(The evolution) is characterized by 'seamless learning spaces' and marked by continuity of the learning experience across different scenarios or contexts, and emerging from the availability of one device or more per student. By enabling learners to learn whenever they are curious and seamlessly switch between different contexts, such as between formal and informal contexts and between individual and social learning, and by extending the social

spaces in which learners interact with each other, these developments, supported by theories of social learning, situated learning, and knowledge-building, will influence the nature, the process and the outcomes of learning.” (Chan, Tak-Wai, et al 2006)

### Android Elt Apps for English Language Learners

Name	Description
Anki	Flashcard based app
Babble	Game-based app to learn vocabulary
Big city small world	ESL audio soap
Busuu	Online community for language learning
Clear speech from the start	Pronunciation app
Duolingo	Game-based language learning app and crowd sourced text translation platform
EF Englishtown	App version of this online ESL school
Elementary Podcasts	ESL podcasts
English conversation	ESL, EFL and business English classes
IELTS Skills	IELTS exam practice
IELTS Test Bank	IELTS exam practice with bank engine
Learn English	Listen and watch ESL learning
Audio and Video	podcasts and videos
Learn English Grammar	Improve grammar skills
Learn English	Game to learn
Sports World	sport words
Learn English for Taxi Drivers	Complete course for taxi drivers
Learn English Kids: Phonics Stories	Phonics-based, interactive storybook app
Learn English with Speaking Pal	Interact with virtual video tutor in short dialogues and get instant pronunciation feedback
LingQ language learning and flashcards	Lessons and flashcards available offline
Memrise	App that uses “mems”, mnemonic flashcards to help remember new vocabulary
My Wordbook 2	To improve vocabulary
Onestopenglish	Lesson ideas and tips for ESL teachers
Phrasal verbs machine	Phrasal verb practice
Premier Skills	Vocabulary app that combines football with ESL learning
Quiz up	Quizzes related to vocabulary and grammar
Rosetta course	App version of the language learning software
Sounds Right	Pronunciation chart for learners and teachers

Sounds. The pronunciation app	Pronunciation aid for students
uSpeak	Game-based app to learn English
Voxy	Language lessons with content of your choosing
60 second word challenge	Fun vocabulary quiz
Wordpic	Play sports with words

### Sources of ELT Apps

(Android apps for ELT

<http://list.ly/list/6a4-android-apps-for-elt>

British Council Apps

<http://learnenglish.britishcouncil.org/en/apps>

Collins ELT Apps [www.collins.co.uk/page/ELT+Apps](http://www.collins.co.uk/page/ELT+Apps)

Cambridge University Press Apps

[www.cambridgemobileapps.com/](http://www.cambridgemobileapps.com/)

Macmillan Apps

[www.macmillanenglish.com/educational-apps/](http://www.macmillanenglish.com/educational-apps/)

Reviews of the latest ELT apps

<http://eltjam.com/?s=product+review>

Above mentioned ELT apps make an effective learning in language for learners; English students may have to get stupendous 21st-century skills through technology. As per Cambridge assessment, U. K. commented that “Equipping students with effective tools and strategies that help them to think critically and reason logically is essential preparation to meet the challenges of the 21st century. Many people acknowledge the benefits of so called ‘21st century skills’ (e. g. critical thinking, problem-solving, creativity, communication, collaboration, information literacy, and life skills)”

### Conclusion

Mobile learning affords abundant possibilities for the English language learners, and this evaluation could arbitrate accessing the mobile technologies. It is provoking to English language learners and make use of portable technologies combination of web-based digital techniques may furnish accurate perfectionism in language, and mobile devices are teaching aid for language users and learning construction. Native language learners wouldn't get confident speaking in English, an influence of mother tongue and some culture, tradition, and customs effect of native language learners couldn't learn entirely in the target language. Through requiring and thereby requiring a specific race amidst content and learner competency in the target language. Language learners might face some problems with learning L2, and this has been enduring. Notably, for example, a phrasal verb, phonetic sounds, vocal, slang, pronunciation, vocabulary, etc. Native

language learners may not obtain adequate language skills those causes. Although native language learners can overcome the difficulties through mobile learning and it makes to L1 learners to become foreign language speakers. Jones commented that Mobile learning might give motivation to L2 learners:

- control (over goals)
- ownership
- fun
- communication
- learning-in-context
- Continuity between contexts (Jones, Ann, et al. 2006).

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