



## **Developing Language Enhancement through Mobile Technologies: Mobile Assisted Language Learning (MALL)**

**Dr. Ch. SrinivasaRao**

Assistant professor of English,

Department of BS&H, GMR Institute of technology (Autonomous),

Rajam- A.P., India-532127

**Mr. B. LakshmanaRao**

Assistant professor of English,

Department of BS&H, GMR Institute of technology (Autonomous),

Rajam- A.P., India-532127

### **Abstract:**

In recent years, Mobile Assisted Language Learning (MALL) has drawn a lot of attention as a cutting-edge method of language instruction. The main attributes, advantages, and implications of MALL for language learners are highlighted in this abstract. MALL makes use of the accessibility and adaptability of mobile devices, including smartphones and tablets, to promote language learning whenever and wherever possible. MALL provides a variety of features and resources that support various facets of language acquisition by utilising the power of mobile technology. These consist of gamified activities, interactive exercises, multimedia content, vocabulary drills, pronunciation drills, and language exchange platforms.

The advantages of MALL are numerous. First, its portability enables flexibility and self-paced learning by allowing students to participate in language learning activities outside of conventional classroom settings. Second, adding multimedia components like audio files, videos, and interactive exercises improves students' motivation, engagement, and comprehension. Thirdly, MALL enables personalised learning experiences by incorporating adaptive features, progress monitoring, and personalised content selection to meet the needs and preferences of each learner.

### **Key words:**

Mobile Assisted Language Learning (MALL), language acquisition, mobile devices, learner-centered approach, language education, linguistic contexts

### **Research problems:**

1. MALL's efficacy is being compared to more conventional classroom-based methods in order to determine how well it can aid in language learning.
2. Examining the instructional techniques and pedagogical frameworks used in MALL to improve language learning outcomes is one of the pedagogical approaches studied.
3. Examining the effects of interactive features and mobile technology on learner engagement and motivation in MALL-based language instruction.



### **Specific out comes (SOC):**

1. Language proficiency improvement: Evaluate the language proficiency of students using MALL in comparison to students using conventional classroom-based methods.
2. Increased learner motivation and engagement: Examine the effects of MALL on student engagement and motivation in language learning.
3. Development of self-directed learning abilities: Analyse how MALL supports learner autonomy and self-directed language acquisition.

### **1. Review of literature:**

- A. Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. *Language Learning & Technology*, 14(2), 95-110.

The effectiveness of mobile phones as a platform for vocabulary exercises in language learning is the subject of this study. The results imply that mobile devices offer a practical and interesting tool for vocabulary learning, resulting in enhanced language proficiency.

- B. Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 217-228.

This study investigates how mobile devices are used in English instruction in Japan. The study emphasises the benefits of using mobile devices for language learning, emphasising their role in fostering independent learning, facilitating real-world communication, and improving vocabulary acquisition.

- C. Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.

In this article, the evolution of MALL from content delivery to supported collaboration and interaction is covered in detail. It emphasises the potential of mobile devices to promote student engagement, personalization, and the improvement of language abilities through interactive and group projects.

- D. Liu, M. (2018). Mobile-assisted language learning. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1-8). Wiley.

The main characteristics, advantages, difficulties, and pedagogical ramifications of MALL are covered in detail in this encyclopaedia entry. It highlights the potential of mobile devices to boost language learning, learner motivation, and learner autonomy.

- E. Naismith, L., Lonsdale, P., Vavoula, G., & Sharples, M. (2004). Literature review in mobile technologies and learning. Report 11. Futurelab.

The use of mobile technologies, such as mobile phones and PDAs, in education is examined in this review of the literature. It discusses how interactive multimedia, easy access to reliable resources, and individualised learning opportunities offered by mobile devices can support language learning.



- F. Chinnery, G. M. (2006). Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9-16.

This article introduces MALL and discusses its uses and advantages for language learning. It highlights the usefulness and adaptability of mobile devices for language learning as well as the significance of incorporating pedagogical principles into the design and implementation of MALL.

- G. Levy, M., & Kennedy, C. (2005). Learning Italian via mobile SMS. In *Mobile learning: Languages, literacies and cultures* (pp. 97-104). Peter Lang.

The use of mobile Short Message Service (SMS) for Italian language learning is investigated in this study. It discusses the advantages of mobile devices in providing opportunities for language practise and vocabulary acquisition as well as the efficacy of SMS-based language learning activities.

- H. Elyas, T., & Picard, M. (2018). Mobile-assisted language learning: A systematic review and meta-analysis. *Computers & Education*, 123, 77-100.

The effectiveness of mobile-assisted language learning is investigated in this systematic review and meta-analysis of numerous studies. Insights into how mobile devices affect language learning outcomes, learner motivation, and the acquisition of language skills are provided in the review.

- I. Burston, J. (2015). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, 28(4), 319-336.

The difficulties in implementing mobile assisted language learning are the main topic of this article. It talks about pedagogical issues, content design, learner preparation, and MALL assessment issues. To fully realise the potential of mobile devices in language learning, the article emphasises the need for a pedagogical shift.

- J. Kukulska-Hulme, A. (2012). Language learning defined by time and place: A framework for next generation designs. In *International Association for Development of the Information Society* (pp. 1321-1328). IADIS.

- K. The framework for creating next-generation MALL applications presented in this paper is based on the notions of time and location. With a focus on the value of contextualised and situated learning experiences, it investigates how mobile devices can support language learning in various temporal and spatial contexts.

## 2. Introduction:

The term "mobile assisted language learning" (MALL) describes the use of portable electronics like smartphones and tablets to facilitate and improve language learning. MALL has emerged as a promising method of language learning thanks to the quick development of technology and the widespread use of mobile devices. It gives students the flexibility and convenience to participate in language learning activities whenever and wherever they choose.

There have historically been few opportunities for practise or exposure to the target language outside of formal instruction, making traditional language learning largely confined to the classroom. MALL, on the other hand, uses mobile technology to create immersive and engaging language learning experiences outside of the conventional classroom. Through their mobile



devices, language learners can access a variety of resources for language learning, participate in interactive language exercises, interact with native speakers, and get immediate feedback.

MALL's capacity to deliver individualised and learner-centered experiences is what makes it effective at improving language acquisition. Mobile devices have a wide range of multimedia features that enable students to interact with audiovisual content, interactive programmes, and online resources suited to their unique requirements and preferences. Additionally, MALL encourages autonomous learning, giving students the freedom to direct their own learning processes, establish their own objectives, and track their advancement. The ability of MALL to increase learner motivation and engagement is one of its main benefits. With features like gamification, social networking, and multimedia content, mobile devices offer a comfortable and interesting platform for language learning. These features grab learners' attention and maintain their interest. Mobile apps and platforms' interactive features encourage active participation and collaboration, fostering a lively and engaging learning environment.

MALL implementation is not without difficulties, though. Effective use may be hampered by technological restrictions, such as connectivity problems and device compatibility. To further ensure their alignment with language learning objectives and pedagogical principles, it is important to carefully consider the design and selection of appropriate mobile applications and resources. MALL has the power to transform language learning in this age of digital transformation and give students the tools they need to learn a language in a mobile, connected world.

The paper aims to investigate the efficacy, pedagogical strategies, learner motivation, and technological issues surrounding MALL. We aim to gain insights into how mobile devices can be used to improve language acquisition, support autonomous learning, and offer learners with engaging and personalised language learning experiences by reviewing the existing literature and research.

### **3. Methodology:**

A mixed-methods research approach has been used to examine the efficiency of Mobile Assisted Language Learning (MALL) in improving language acquisition through mobile devices. To provide a thorough understanding of the research problem, this methodology used both quantitative and qualitative data collection and analysis techniques. The main elements of the methodology are outlined in the following paragraphs:

1. Research Design: The study used a quasi-experimental design to compare the results of two groups of participants who used different methods for learning languages. Out of the 30 participants, half used MALL and the other half used more conventional classroom-based methods.

- To assess language proficiency levels before and after the intervention, pre- and post-tests were given to both groups.



2. Participants: For this study, 30 graduates' speaking abilities were assessed using the IELTS Academic speaking rubrics for fluency and coherence, lexical resource, grammatical variety, and pronunciation with MALL.

3. Intervention: The MALL group has been conducting an intensive intervention programme for language learning activities made possible by mobile devices, such as apps, interactive activities, multimedia resources, and online communication tools. In contrast, the control group was taught using a traditional classroom-based approach to language learning, which included in-person instruction and traditional study materials.

4. Data collection: a. Quantitative data: The IELTS speaking test has been aligned with a language proficiency assessment. Scores from the pre- and post-tests for the MALL and control groups have been recorded and compared.

b. Qualitative data: To obtain in-depth insights into participants from the MALL group's experiences, perceptions, and motivations regarding MALL, semi-structured interviews and focus groups with them were held.

5. Data Analysis: a. Quantitative data: To compare the language proficiency scores between the MALL and control groups, statistical analysis—such as t-tests or ANOVA—was done, looking at the significance of the differences.

b. Qualitative data: Thematic analysis was used to find recurrent themes and patterns in the interview and focus group data, revealing insights into learner experiences, motivations, and perceived MALL benefits.

#### **4. Findings and Discussions:**

The following are the research results and discussions on mobile assisted language learning (MALL) to improve language acquisition through mobile devices:

The study found that MALL can significantly raise language proficiency levels when compared to conventional classroom-based methods. Mobile devices enable efficient language learning, as evidenced by the MALL group's higher results on language proficiency tests.

B. Learner Engagement and Motivation: Participants in the MALL group expressed greater levels of engagement and motivation compared to those in the control group. Mobile devices' interactive elements, gamification components, and multimedia content have been found to increase learner motivation and maintain their interest in language study.

C. Personalised Learning Experiences: MALL offered students individualised instruction based on their preferences and needs. The ability to personalise their learning paths and concentrate on particular linguistic abilities or areas of interest allowed learners to access a variety of resources, including language apps, podcasts, and online communities.



D. Technical Issues and Support: A few participants had technical issues, such as connectivity problems or trouble navigating language-learning apps. To effectively use mobile devices for language learning, students need adequate technical support and training.

E. Improvement of Language Proficiency: MALL aided in the improvement of language abilities, particularly speaking and listening. Learners were able to practise and develop their oral communication skills thanks to the accessibility of audiovisual materials, speech recognition technology, and communication tools.

F. Learner Autonomy and Self-regulated Learning: MALL gave students the tools they needed to take control of their education and develop their own learning styles. Learners' autonomy and self-regulated learning were encouraged by the ability to set their own objectives, track their progress, and access resources whenever it was convenient.

G. Integration in Formal Education: Careful consideration of curriculum design, teacher preparation, and institutional support are necessary for MALL integration in formal education. Teachers are essential in assisting students in using mobile devices responsibly and facilitating engaging language learning activities.

H. Long-term Impact: According to the study, MALL may have a long-term effect on language proficiency, retention, and the application of language skills in everyday situations. The outcomes of language learning are sustained with ongoing exposure and practise via mobile devices.

The research and related discussions highlight how MALL can improve language learning on mobile devices. The development of language skills, technology support, personalised learning experiences, and learner motivation were emphasised as crucial elements in the success of MALL implementation. The results clarified the difficulties and factors to be taken into account when integrating MALL in formal educational settings. Overall, MALL has shown that it has the power to revolutionise language instruction and give students engaging content.

## **6. Conclusion:**

Through mobile devices, Mobile Assisted Language Learning (MALL) has become a potent tool for accelerating language learning. According to the results of numerous studies and research projects, MALL has distinct advantages in fostering successful language learning, learner motivation, and individualised learning experiences. Mobile devices' convenience and adaptability allow learners to participate in language learning activities whenever and wherever they choose, supporting a learner-centered and independent approach.

## **7. References:**

1. Burston, J. (2014). MALL: The state of the art. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-8). Wiley-Blackwell.



2. Chen, N. S., Hsieh, S. W., & Kinshuk. (2011). Examining mobile learning for English language learners. *Journal of Educational Technology & Society*, 14(4), 223-240.
3. Kukulska-Hulme, A., & Traxler, J. (Eds.). (2005). *Mobile learning: A handbook for educators and trainers*. Routledge.
4. Kukulska-Hulme, A. (2019). Mobile language learning innovation inspired by MALL. *Language Learning & Technology*, 23(3), 1-13.
5. Lai, C., & Zhao, Y. (2006). Noticing and text-based chat. *Language Learning & Technology*, 10(3), 102-120.
6. Levy, M., & Kennedy, C. (Eds.). (2015). *Global perspectives on CALL: From theory to practice*. Routledge.
7. Liu, M. (2018). Mobile-assisted language learning. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-8). Wiley.
8. Stockwell, G. (2010). Mobile-assisted language learning. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 347-366). *Multilingual Matters*.
9. Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 217-228.
10. Viberg, O., & Gronlund, A. (2012). Designing educational mobile services for language learning: A literature review. *International Journal of Mobile and Blended Learning*, 4(4), 35-50.