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English Language Teaching And Learning: A Case Study On Mobile Pedagogy For Second Language Learners

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Abstract:

The educational landscape has shifted dramatically in the twenty-first century, and the concepts of teaching and learning have taken on a new significance. The majority of professors have eschewed traditional techniques of instruction in favour of more contemporary ones. This trend can be seen in the field of English language instruction as well. Teachers have utilized a range of strategies and techniques to guarantee that students learning English as a second language also understand the content being taught. In this aspect, teachers are passionate about incorporating new technologies into their classes. Both teachers and students have employed mobile devices in the classroom to ensure a great learning experience. Due to the increased interest generated by mobile devices, teachers have begun encouraging pupils to bring their mobile devices to class in order to boost participation. The purpose of this study is to examine mobile pedagogy for English language teaching and learning in order to teach English as a second language to students who are learning the language for the first time.

Keywords: MALL (Mobile Assisted Language Learning), English Language, Pedagogy.

Introduction:

MALL is a branch of study that examines the use of mobile technologies in the context of language acquisition. In contrast to traditional classroom instruction, MALL does not require learners to physically sit in a classroom or at a computer to access learning materials. Indeed, MALL is a viable option where time and location-related impediments to language acquisition. This study will seek to answer these questions by examining a variety of mobile learning applications and case studies from a variety of industries. In this instance, the benefits of mobile technology have been attempted to be highlighted. The following defines English as a second language: The article examined the following aspects of mobile-based language learning: vocabulary, listening comprehension, grammar, phonetics, and reading comprehension sections of this article are discussed.

Wireless communication technology is not an outlier in a world where emergent technology-enabled gadgets are rapidly proliferating, and wireless communication technology is no

exception. As high-capacity mobile phones permeate more and more facets of human life, it is anticipated that this wireless computing device will soon be available in every urban and rural area in every country. As a result of broad availability of such a low-cost and intelligent technology, the landscape of e-learning has fundamentally changed in a variety of ways. Mobile learning, according to some, is the next phase of electronic learning.

Mobile devices are not intended to replace traditional learning devices; rather, they serve as an extension for learning in a new environment with new capabilities, however not all learning content and this environment are available on mobile devices. According to research, busy people are more inclined to use portable devices to learn new skills than to spend time to traditional classroom-based courses.

Numerous factors influence the adoption of mobile devices in educational settings. Physical characteristics of the phone, such as its size and weight, input and output capabilities, such as keypad vs. touchpad and screen size, as well as audio capabilities, should all be examined in this context. When evaluating the output quality of mobile-based tasks, it is critical to evaluate the learner's skills, prior knowledge, and experience with mobile devices for learning, as well as the learner's attitude toward mobile-based learning.

The purpose of this study is to determine the most effective method of learning via mobile technologies, specifically the transition from teacher-led to student-led learning via mobile technologies (m-learning). The potential for second language acquisition in a mobile setting is demonstrated, and several examples of mobile-based language learning are offered to demonstrate the concept. This essay has sought to demonstrate the benefits of using mobile phones when studying English as a second language. This article examines the following aspects of mobile-based language acquisition: vocabulary, hearing comprehension, grammar, phonetics, and reading comprehension (as well as others). The following activities are permissible on mobile devices. Mobile learning is characterised by the possibility of spontaneous, informal, customised, and omnipresent learning. When individuals lack free time as a result of working longer hours, this form of learning is accelerated even more.

Mobile Learning: Pros and Cons in Language Learning

Mobile learning, often known as m-learning, enables learners to learn while on the bus, walking outside, or working at their part-time jobs at the office or elsewhere. In actuality, students can learn from any location and at any time. Two of the most critical qualities of mobile devices are their portability and connectivity. For connectivity, the mobile system must be capable of connecting to and communicating with the learning website via the device's wireless network, enabling students to access learning materials from anywhere, at any time, via capabilities such as short messaging service (SMS) and mobile e-mail.

If learners' mobile devices are portable, they can move them about and carry learning resources with them. According to Klopfer and his colleagues, mobile devices exhibit the following characteristics:

1) portability: because to their small size and weight, mobile devices may be taken to multiple locations;

2) social interactivity: mobile devices enable learners to exchange data and collaborate with one another.

3) context sensitivity: data on mobile devices can be gathered and acted upon in ways that are contextually relevant to the user's present location and time;

4) Connectivity: Mobile devices can be connected to other devices, data collection devices, or a shared network via the establishment of a shared network.

5) Customization: The activities platform can be customised to match the individual demands of each learner.

Due to the market's ubiquitous impact, the popularity of the mobile phone has increased, which satisfies teachers' desire to supply tools and software for students in educational settings. Additionally, as compared to other wireless devices such as laptop computers, mobile phones are comparatively inexpensive, with the majority of handsets including an Internet browser. With such low-cost devices accessible to even the poorest communities and equipped with e-mail or SMS capabilities, it is now possible to transfer information between teachers and pupils without encountering any obstacles.

While offering educational services via mobile devices offers a number of advantages, it also has a number of disadvantages, including a small screen, difficulty reading on a small screen, limited data storage and multimedia capabilities, and so on. Numerous smartphones on the market are not designed for educational use. In other words, it is challenging for pupils to apply them to the assignments set by teachers and successfully finish them. This is partly due to the early design of such devices and partly to the fact that such fully developed mobile phones are not yet available on the market. However, due to their high purchase costs, the devices that are optimal for specific learning tasks are out of reach for the bulk of learners. As a result, teachers should be aware of the tools their students utilise and then select or alter resources to be compatible with those technologies.

Stockwell discovered in an experiment that learners believed activities took too long to complete on their mobile devices, and hence preferred to do their assigned duties on their home computers. Several learners claimed from the start of the experiment that they did not intend to use their mobile phones to complete their tasks due to the high cost of Internet access, the small screen size, and the lack of a keypad [14].

Mobile Learning: Real-time Examples

Wireless communication technology is utilised in a range of businesses, including GPS navigation, remote monitoring, and the study of a variety of subjects, including language abilities. Mobile learning can occur within or outside of the classroom, depending on the situation. To begin, mobile phones equipped with appropriate software are incredibly beneficial for supporting collaborative learning between small groups of individuals. The fact that this type of learning is conducted on mobile phones has nothing to do with their portability; however, it does provide learners with opportunities for close interaction, conversation, and decision-making with other members of their group as a result of the learning activity's unique design. It is difficult to achieve this level of connection between pupils and their physical mobility when desktop or laptop computers are employed.

Mobile learning is more advantageous for activities that occur outside of the classroom. Through the utilisation of such activities, it is feasible to connect learning more directly to real-world investigations. Additionally, learning outside of the classroom using mobile phones maximises the learner's spare time; even students on the road can increase their learning skills [10]. SMS-based learning, another innovation in the use of wireless technologies in education, enables students to get desired text messages to supplement their classroom learning and profit from their teacher's mobile technology experiments [10].

Another area of mobile learning is game-based learning, in which educational materials are designed to be blended with elements of the physical world. When such scenarios arise, mobile technology can be used to facilitate learning activities by acting as a conduit between the real world of information and the visual world of the video game. For instance, TimeLab is a game that delves into the subject of climate change and its implications. Players succeed in acquiring information regarding the launch of possible new environmental legislation using their mobile devices in a number of diverse locales as they progress through the game. They will debate the outcome of the game during the following class period [10].

Mobile learning games can also be used to teach second language abilities such as vocabulary, pronunciation, grammar, reading comprehension, and spelling. [11] According to Canny, cell phones are an ideal learning platform because they are widely available and affordable, as well as compact, portable, and wireless. The academics at the University of California, Berkeley (UC Berkeley) who worked on the MILLEE project focused on fundamental English language abilities and created a series of games that serve as an ESL course's curriculum. They conducted field trials in North India using their mobile-based learning games. They demonstrated that game play can result in significant learning gains and that this method of instruction can improve students' fundamental skills while also indicating the approach's long-term feasibility and scalability (see Microsoft research programme for more information).

MALL (Mobile Assisted Language Learning)

When the first mobile gadgets were introduced to the globe in 1973, no one dreamed they would one day become a vital part of daily life. As soon as mobile phones became an integral part of our daily lives, a strong desire developed to incorporate them into language learning activities.

Mobile devices, such as PDAs, phones, and other handheld devices, are now commonly used for a range of purposes, including voice calling, texting, video chatting, listening to audio (Mp3, Mp4, Mpeg), web browsing, and shopping. Apart from these benefits, mobile devices have evolved into educational tools and instruments for language acquisition, and all of their users, whether teachers or students, are becoming accustomed to this environment in order to make education as accessible as possible. Additionally, with the introduction of the internet, open and remote learning became a realistic educational choice for students from all over the world. The popularity of distance learning has resulted in the awareness that a range of mobile devices can be used as a highly effective instructional resource in a relatively short period of time. As a result, some researchers have attempted to transform mobile devices into an invaluable teaching and learning tool. In reality, completing learning tasks using a cell phone was a difficult task [8].

MALL is interested in the use of mobile technologies for language learning. Students are not constantly compelled to acquire a second language in a formal setting. Depending on their location, individuals may be able to learn it on their mobile devices anytime and wherever they desire. As English proficiency is widely seen as a necessity for professional success and a requirement for acquiring an education in many places, developing a more conducive atmosphere for individuals to study is critical. English is one of the educational strategic goals intended at increasing student achievement and facilitating differentiation of learning requirements.

Numerous studies and advances in the field of language acquisition are aimed toward the use of wireless technology for a number of reasons. The following sentences aim to emphasise the benefits of using mobile phones when learning English as a second language. Mobile-based language learning covers a broad range of topics, with vocabulary and listening skills being the most prominent, followed by grammar and phonetics, reading comprehension, and so on.

- **Vocabulary Development:**

The type of activities concentrating on vocabulary learning via mobile phone differs according to the learners' degree of linguistic ability. It is common practise to send students e-mails or SMS messages to assist them in acquiring new vocabulary based on classroom instruction. In a study done by Kennedy and Levy, participants were given the option of

getting SMS texts containing familiar phrases in novel situations. On average, nine or ten messages were delivered every week. When examined, the messages were found to be extremely useful for vocabulary acquisition [5].

There are numerous alternate methods for learning vocabulary on mobile devices. Individualized vocabulary practises based on classroom activities might be provided to students. They are encouraged to return them to their instructors once they have completed them on their mobile phones. Students' mobile devices can be used to display pictorial annotations as they learn new vocabulary words, assisting them in grasping the material. In a research conducted by Chen et al., learners were provided with both verbal and graphical annotation for the goal of acquiring English vocabulary. After administering the post-test, the researchers discovered that the graphical annotation aided in the retention of knowledge for learners who lacked verbal ability but possessed a good visual capacity [2].

- **Listening Comprehension**

Listening exercises can be considered of as the first step in the process of foreign language acquisition. With the launch of the second generation of mobile phones, it is now possible to create a mobile multimedia system dedicated to increasing listening capacities through the use of listening exercises. Huang and Sun devised a system comprised of two subsystems. For this project, a multimedia resources website was established that published and maintained video materials, as well as a collection of multimedia English listening exercises on a mobile phone that allowed learners to repeat English listening exercises in a ubiquitous learning environment. They attempted to implement a mobile multimedia English listening practise system based on mobile technology capabilities. This system would allow learners to download multimedia sound contents from mobile devices, register the learning website, order mobile learning courses, and activate the reception of learning courses. According to Huang and Sun [4, a multimedia English listening exercise system on a mobile device can considerably increase a learner's English listening skills]. Another possibility is to establish a platform in which learners listen to an audio text via a voice service on their mobile phones, followed by a listening comprehension quiz based on the text.

- **Reading Comprehension**

Reading practises help learners grow their vocabulary, which in turn helps them improve their reading comprehension [2]. Reading activities can be distributed to learners via the installation of a well-designed learning course on their mobile devices or via SMS messaging. In every case, students are given with a reading text feature following completion of the reading exercise. This feature enables students to measure their level of reading comprehension ability.

Chen and Hsu created PIM, a personalised intelligent mobile learning system, to give learners with English news items matched to their reading ability as assessed by fuzzy item response theory. The method was created to be both effective and adaptable in order to create effective and adaptable learning settings for English. PIM systems would recognise and extract unfamiliar words from individual learners' reading of English news items in order to help them improve their English reading abilities. The participants' reading comprehension and reading abilities improved significantly as a result of the study's experimental results, which revealed that English news reading instruction combined with unfamiliar vocabulary instruction and self-assessing feedback response is extremely effective at improving the participants' reading comprehension and reading abilities [2].

According to the scientists, mobile learning applications that have a reading function accompanied by text announcer pronunciation will be more successful at increasing both reading and listening comprehension simultaneously.

Conclusion and future development:

With the fast adoption and pervasiveness of mobile technology in all facets of people's life, it is becoming an increasingly crucial tool for learning several dimensions of knowledge. Today, as a result of the clear transition from teacher-led to student-led learning allowed by m-learning, students find technology use to be more successful and enjoyable than it was previously. Indeed, we can provide a more stimulating learning environment for our language learners by communicating via mobile phones.

Despite the fact that various studies have been undertaken in the area of MALL technology as a developing topic of study in language acquisition, numerous jobs remain unfinished and a huge amount of information remains unknown. Additionally, it is important to develop the methods for utilising mobile device technology to build a more robust learning environment, which are now lacking. MALL technology can benefit from the strategies that have been used to lower the barriers to CALL since they enable it to grow with less effort and expenditure. Due to the technology restrictions, certain language skills, such as speaking and listening, that are required for mobile-based activities require additional development. Although mobile-based learning, colloquially referred to as m-learning, is riddled with obstacles, it has grown enormously in spite of them to provide a more suitable environment for language acquisition.

On the other hand, mobile learning technology is rapidly evolving, transitioning from a text-based approach between teachers and students to a potential multimedia supporting technology. Additionally, podcast lectures and digitised audio comments facilitated online communication between teachers and students by removing time and location constraints [12].

Although it takes longer to complete language activities on mobile phones than it does on computers, learners have a greater sense of freedom in terms of time and place, allowing them to use spare time to study a second language regardless of where they are or when they are.

Mobile technology displaces learning from the traditional classroom environment, with students having little or no touch with the teacher, despite the fact that the learning process cannot be completed without the guidance and direction of a teacher. As demand for foreign language education increases and people's availability of time for more formal, classroom-based, traditional language learning courses falls, the need for busy users to study a foreign language via MALL will definitely increase. For lack of a better term, MALL can be considered the ideal solution to language learning constraints imposed by time and geography.

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