# Blended Language -Learning Perspectives and Innovative Teaching Pedagogy Through Mobile Assisted Language Learning

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## Abstract

Mobile technique for language learning is effective and easy as the mobile device is quite a popular gadget. The recent advances of mobile and wireless technologies have opened new visions into the fields of learning and teaching. The present study involves the systematic procedures to investigate the student's acceptance and effectiveness of mobile learning in teaching and learning of English language. The study describes the methods used in the study, population and sample used in the study, qualitative and quantitative method, interview sessions, discussions and interactions were used to measure the perception and attitude of leaners using Mobile assisted language learning apps and statically techniques were used to the analysis of data. The study reveled that the leaners of the millennial preferred mobile as an important tool in learning and are very comfortable in using the gadget.

**Key words:** Mobile, Wireless technology, Blended learning

## Introduction

English language is regarded as the global language in the present world. Resultantly, English as a second language or as a foreign language is flourishing by becoming the specified area of interest for non- native speakers with the urge to learn the language, specifically in the developing countries like India. 21st century is the century of innovation, digitalization and globalization due to technological explosion and digitalization the field of education has attained some adorable challenges and changes

in the field of mobile technology has been so extreme that the today's digital native generation makes the extensive use of technological instruments such as personal digital assistant (PDA) tablets and smart phones in their each and every walk of life. Mobile Assisted Learning is a sort of learning language where mobile devices is the tool for learning language. Mobile technology also facilitates users to carry out many various kinds of social – interactive features including communication (phone, SMS, SNS, EMAIL). One of the most attractive technologies is mobile technology which represents a revolutionary approach to education. A remarkable number of people are turning to their mobile devices to learn a foreign language. Nowadays, mobile technology is changing the landscape of language learning. The portability of mobile devices is believed to bring new methods that can shape learning styles and pedagogies. Enhance English language teaching and learning. This creates the potential for significant change in the teaching and learning of English second language.

In recent times mobile devices have been incorporated into learning. Mobile devices which are popular among students are motivational tool to be used in education as well as various learning activities. The impact of ICT in education has been proven in various studies as it is able to make teaching and learning more interesting, motivating as well as meaningful. At present of speaking, writing, listening, and reading skills. Mobile Assisted Language Learning [MALL] has also brought huge transformation in foreign language learners' attitude towards language learning. Blended language learning (combination of face to - face and online teaching and learning) as an approach is not new, indeed the practice of combing (blended) different learning approaches and strategies is not new. It can provide a blended learning atmosphere which includes both face - to – face and online and offline learning experiences. In this technological era, everyone has their own handheld mobile devices. Mobile learning refers to the implementation of mobile devices in any branch of study. Learning materials can be accessed easily due to the portability and accessibility of mobile devices are increasing rapidly that it is possible to confront the students owing at least a mobile device. The positive effect that ICT provide on student's motivation engagement and attitudes towards the subject matters to be learnt make technology a tempting component of education. it is worth mentioning that mobile technology has had a great influence on the implementation of some techniques and methods of foreign language teaching.

**Background of the study**

Mobile learning (M learning), which became a recognized term in 2005(Crompton,2013), is nowadays considered a separate field of practice and research from that of e- learning. It provides interaction and communicative activities. Through task - based strategies using authentic materials to enhance the student's development of reading, writing, listening, and speaking skills. It uses collaborative learning. Mobile Assisted Language Learning is student - centered and address specific needs of students. As well as it allows learners to access learning materials and information from anywhere and at any time. It facilitates learning with various applications. The introduction of digital technologies in the teaching and learning process is a theme that spans the literature on educational technology since the 1980's. highly associated with the emergence and more consensual acceptance of new pedagogies and a renewed epistemological approach about the nature of knowledge and its construction technologies are often depicted as a set of tools that bear in themselves several solutions to the problems of education.

The field of language learning has been in constant state of motion over last three decades, the main changes has been a shift of focus onto the language learner. The reason for this shift in two field: both goals of language learning and insights into the process of language learning have changed, research in fields such as psychology, cognitive psychology, sociology, linguistics and others has added to our knowledge new insights of how language learning takes place. Technology has posed its demand in society in general and today's youth in particular and has influenced and reshaped education in 21$^{st}$ century, these two developments knowing how technology intermediates and influences process of teaching and learning a language.

Innovation involves learning to do something in a completely different way by developing new practices which are both personal and social. Educational technologies are also part of a complex process involving the people in the implementation of the innovation. Learning English is always a difficult process to most of the second language learners. innovative ideas, interesting teaching materials, practicing and drilling learners for learning the second language. Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all

levels Krashen (1981). Suggests that second language is the most successfully acquired one when the conditions are similar to those present in first language acquisition : that is , when the focus of instruction is on meaning rather than on form: using innovative methodologies in teaching English in the classroom will pave a positive way to student to learn the language meaningfully.

## Origin of MALL

The word 'MALL' Comes from a 16<sup>th</sup> century Italian alley, when in 1973, the mobile devices were invented for the first time, no one ever thought someday they would become an important part of routine life. Student do not always have to study a second language in a classroom.  Providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the student's achievement and supporting differentiation of learning needs. Mobile Assisted Language Learning MALL is more favor everywhere especially in Europe, the united states and parts of east Asia that are of English medium (Nik 2011).Although Mobile Learning does have its downside compared to a computer , there are many studies on the usage of Mobile Learning for English language specific skills like LSRW like Listening, speaking, reading, writing, grammar and vocabulary .in the early 19<sup>th</sup> century, education was restricted mostly in the class room where teachers using to teach different methodologies and theoretical conceptualization. Slowly technology was introduced where teachers incorporate radios OHP (overhead project) and silent films as part of their teaching tool. MALL – with the use of the handheld mobile gadget-has also been to assist and improve language learning.

## Current status of MALL in India

The twenty - first century learner will benefit from well- designed learning materials so that they can learn from anywhere and at any time using mobile technology. Mobile assisted language learning is very much easier and faster to learn English.  The development of mobile wireless technologies has generated a considerable amount of excitement among practitioners and academicians because is result in shifting the academic environment from traditional setting to mobile learning setting.  Mobile wireless technologies are the new frontiers for teaching and learning in institution of higher education.  Many educational opportunities are made possible because of M- technologies unique characteristics and

positive impacts identified in higher education especially in universities and professional colleges.  MALL is an approach to English language learning that is to enhance English through use of mobile devices to create paradise of English language learners.  The concept of MALL requires the attention from the pedagogical aspects to back it up so that the obstacles of integrating technology in education can be overcome. The study includes different background variable approaches like:  ELT through blogs, face book, you tube, mobile phone and applications, and WhatsApp.  India is successfully adapting to the digital age and evolution of ICT.  Mobile phone penetration is increasing rapidly in India as well as the developing countries.  According to a survey, the e- learning market in India has a growth rate of 17-18% annually.one technology – based device that is handy and of significant importance of students is the mobile phones. Roughly 78%of 12% to 17 years old's and 91% of adults use mobile phones. out of the total users, young adults surpassed the 30-40 age group as the highest mobile phone users (Flowers,2015). The mobile phone has become a very useful and accessible tool for teaching and learning. As almost 90%of students under the age of 18 has access to Mobile technology.

## REVIEW OF LITERATURE

The literature review in this chapter was presented with an explanation and contents have been carried out about Mobile Assisted Language Learning  and almost of them have reflected different results about advantages and disadvantages of MALL  and the usefulness of mobile devices in learning English .MALL approaches that they attempt to provide some strong supports to conduct further studies on this discipline. Today, Mobile Learning is easily possible by delivery of various learning materials or content to learners through the mobile devices. Mobile devices are becoming ultra – ubiquitous and some studies are exploring the ways in which college students are using these devices. MALL has got more popularity among EFL Learners in comparison with MALL programs. This popularity has originated from its significant characteristics which make it more appropriate and beneficial for EFL Learning. Mobile devices such as Laptops, tablets, and smartphones are obviously more portable than personal computers and they are considered as a landmark in online learning. In fact, mobile Learning can be considered as the next generation of E-Learning. The technology of hand-held devices is growing rapidly and wireless communication technology is the recent one. For a long time, the formal instruction was based on sitting in traditional classroom and the instruction was limited to specific time and place. There was on interest

among learners and instructors to be free from the limitations of time and place. MALL can be described as a viewpoint in Language Learning that provides a chance to learn anytime and anywhere by using mobile devices. For guiding the development of future mobile devices, the development of learning materials and the design of teaching and learning strategies for mobile education.

Houser, (2002) quoted the results of a study performed by Stanford learning lab on learning language via mobile phones. They provided some programs including translation of words and phrases, vocabulary practice access to live talking tutors and quizzes. The findings of the study revealed that mobile phones were effective for quiz delivery carried out in small segments.

Aizawl (2004) evaluated the effectiveness of course delivery on Japanese university student's achievement in EFL classes using mobile devices. The results of their study demonstrated that learning gained through task- based mobile learning including text messages, Emails and speaking activities was satisfactorily achieved by the students. They found that second language acquisition is significantly enhanced through the application of cell phones as tools in EFL classrooms.

Thornton and Houser (2005) In these studies students were surveyed regarding their use of mobile phones. English vocabulary lessons were sent to the learner's mobile phones using short text messages and a website was developed to explain the English idioms which students surfed using the 3G phones. The findings revealed that mobile phones are ubiquitous among students and learning were ready to read small texts on mobile screens.

Sharples (2005) The study was an attempt to show the efficiency of using mobile phones for boosting the grammatical accuracy of a group of Iranian EFL students. The results obtained showed the effectiveness of using mobile phones in increasing grammatical ability of students.

Vazquez Cano & Martin Monge, (2014) Examined this scenario has made the application of new technologies and educational modalities and trends to learning become a hot topic. but also blended learning, that is, a mixture of face to face and online learning, the main catalysis for this change are, obviously smart phones and PC tablets, which combine portability and full computational power and frequently allow for an almost ubiquitous web access.

Kish Language institute in Isfahan , Iran : The study was that despite being exposed to the grammatical patterns in elementary level the participants were 40 female pre-intermediate EFL students with an average age of 20 they have major problems in using these

forms .These students had in using these previously taught specific grammatical forms was that there was no focus on form on the grammatical mistakes that they would make during their fluency activities.

Bagherzadeh (2012) researcher conducted by which found positive benefits in using MALL in teaching grammar, these positive findings can enable us to generalize that the more people teaching grammar. The promising findings are encouraging as they reflect a positive attitude towards MALL the study believes that the integration of digital board game via MALL into the teaching and learning practices is likely to result in more positive impact, inventive and enhanced grammar learning. The students believed that the board game also has the potential to help students to remember grammar.

Jayshree (2014) Researcher examined trainee teachers from 27 teacher training institutes in Malaysia are ready to use mobile learning to improve their argumentative writing. This genre is very much alike to academic writing as it helps learners to become critical and reflective thinkers.

## Research Gaps

- Research was not explored in the areas of face to face and discourse assessment.
- Financial, Social and Cultural background of the leaners were not explored.
- There was a lack of empirical studies providing concrete evidence on how the mobile technology could enhance individual's language learning results.
- Not much research was done on all language learning activities are suitable to be used with mobile devices.

## Research Objectives

- To investigate the effect of mobile assisted language learning on student's language learning experiences.
- To comprehend the concept of mobile assisted language learning.
- To analyze and measure the students to use mobile learning approach.
- To validate the factors that influence the mobile learning activities.

## Hypothesis on effectiveness of Mobile- learning

M- Learning effectiveness assessment is carried out in blended learning scenario. Researcher started with the hypothesis that:

- M-Learning mode of delivery will effectively complement or supplement Face-to-Face classroom language teaching.
- M-Learning can foster learner autonomy in language learning.
- M-Learning mode of delivery will facilitate student collaboration and communication.

**Blended Learning**

Blended Learning is potential outcome of advanced technology-based learning system. The charm of blended learning approach lies in the adaption of technology aided learning methods in addition to the existing traditional based learning. With the introduction of technology, the overall learning as well as teaching experience is considerably enhanced by covering negative aspects of the traditional approach. Education is one of the areas that are experiencing phenomenal changes as a result of the advancement and use of information technology. Mobile and E-Learning are already facilitating the teaching and learning experience with the use of latest channels and technologies. Blended learning required immediate feedback to the students for their performance which can be achieved by combing assessment technique with the use of latest technological advancement. Blended Learning techniques provide teachers to deliver the lecture as well as assess student learning using creative and innovative methods. Assessment is a very vital tool for determining the student's knowledge for the subject they enrolled at any levels of education. Assessment is one of the most critical Ingredients of blended learning. It enables learners to "test out "of content they already know, fine – turning their own blended learning experience, and it measures the effectiveness of all other learning modalities and events. Blended learning supports more flexible, interactive efficient, accessible, and varied learning experience for both teacher and their students. The charm of blended learning methods approach lies in the adaption of technology aided learning methods in addition to the existing traditional based learning. Blended learning techniques provide teaches to delivered the lecture as well as assess student learning using creative and innovative methods.

Blended learning required immediate feedback to the students for their performance which can be achieved by combining assessment technique with the use of latest technological advancement. Blended learning techniques provide teachers to deliver the lecture as well as assess student learning using creative and innovative methods. Assessment is a very vital tool for determining the student's knowledge for the subject they enrolled at

any levels of education. Assessment determines how the teacher teaches the course and how student understood the course. Assessment is no doubt one of the major tools in teaching and learning process. The current era is characterized by rapid changes resulting from scientific and technological advances, including information technology. Keeping up with these changes is necessary in the education system to cope with problems that may arise from them, such as the large volume of information and increase in the number of learners, coupled with teacher shortages. These changes in science and technology ushered in many new teachings and learning methods, such as e- learning and blended learning (BL) is a modern educational strategy that has replaced e-learning gradually in most educational institutions. According to Salma(7), BL is a logical and scientifically acceptable alternative to e-learning, has higher yields, is expensive, and incorporates more sophisticated types of learning, similarly, Garrison and kanuka (8) argued that BL (Blended Learning) is a term that explains the various attempts made by teachers to incorporate the element of technology into the traditional classroom setting, because of the efficiency this arrangement brings. BL (Blended learning) aims at interactive learning, resulting in the blending or mixing of a teacher's role in a traditional classroom with that in the virtual one. The technology applied in BL (Blended Learning) is often intended to generate optimal performances by students. According to Graham (9), BL (Blended Learning) system are intended to promote learning by facilitating the integration of visual cues and educational concepts. The use of virtual environments acts to capture the attention of the audience involved while augmenting interactions between subjects' parties.

## Methodology

The methodology used for the present study involves the systematic procedures to investigate the student's acceptance and effectiveness of mobile learning in teaching and learning of English language. The methods used in the study, includes the population and sample of the study, qualitative and quantitative method, interview sessions, discussions and interactions, were used for the analysis of data.

**Population and sample size:** The population of 50 sample students' undergraduates studying in private college of REVA university, Bengaluru. The target audience are first year students belonging to the department of architecture, constituted the target population for the present study.

**Qualitative and quantitative method:** The present study used the method of quantitative such as data collection for questionnaire and statistical analysis are used. On the other hand, qualitative methods are also used in terms of semi- structured interviews to grasp the perceptions, opinions and ideas of the student.

Interview session was conducted in which open ended questions were being asked relating acceptance and effective use of mobile learning.

Discussions and interactions were made with the student's considering their views and opinions in which strong response and suggestions received from them.

## Statistical Techniques

Statistics were employed in the study to bring the accurate percentage of the data collection from the questionnaire. Each question consists of pie chart analysis specifying the exact percentage of the accurate data collected from the response of the students in the given options.

## Data Analysis and interpretation

The analysis and interpretation of the data collected from the questionnaire and interview sessions. It has been discussed in detailed manner with    careful analysis and interpretations from the present study providing the necessary results found in the conducted survey and interviewed sessions. The questionnaire was distributed to engineering students, between the age group of 18- 20 in the class room. The students answered the questionnaire connecting to their prior experience. The rubrics chosen for the questionnaire was consisted of four different Strongly agree, Agree, Disagree, Strongly Disagree. The collected samples had been analysed and exhibited in the form of charts to understand the various perspectives of the students towards each question that was framed for the research. The analysis made on the student's level of understanding and answering the questions. The analysis and interpretations of the questionnaire has been discussed and the results are provided.

## Survey and Interviews Taken

The researcher conducted an interview and had interactions and discussions with the students about the acceptance and effectiveness of mobile learning in teaching and learning of English language.

In view of the student's responses, while interacting and having some discussions with the students it is found that each student has their own unique way of mobile learning and perceptions differ from one another. Mobile technology in the classroom is used to teach students by having them watch videos, hear stories, and read picture books, including texts.

All the participants owned at least one mobile phone which was very positive trait and torch bearer to introduce mobile learning principles in regular Face- to- Face classroom language learning. students found their mobile devices especially mobile phones part and parcel of their life as many students proclaimed quite a lot of time in classroom discussion that mobile phone was very essential part of their life. This quite evident when one of the participants exclaimed in classroom discussion.

More than 50% students said that they could manage their study using planner feature effectively with their mobile devices. The study also gives some insight about student's technology acceptance behavior and establish basic pattern of mobile use in actual classroom. I am confident that mobile technology is accepted by language learners to great extent and can be effectively used to complement classroom Face-to Face English language teaching and learning. Since students can choose time and space they need and want, they can study effectively than in the traditional classroom setting.

**Special findings related to Mobile Learning**

The following are the major findings of the study.

- 96% learners prefer to learn through internet which reflects the paradigm shift in education.
- The major preferred ICT tools for learning were mobile Apps, videos and what's app.
- 87% learners had positive experience of learning English through ICT tools as learning through ICT tools had benefits like: time saving, liberty to start anytime and anyplace.

**Suggestions for Further Research**

Use of more online interactive applications like using google hangout can help for delivering a webinar for the group of learners. This are needs to be explored by researchers. Online educational portals such as google classroom and Moodle etc can be collaborated in such E-learning experiments android applications can be utilized more fruitfully to make it accessible

through a finger touch on personal mobile phone device. Research can study the outcome of such M- learning experience.

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