MOBILE ASSISTED LANGUAGE LEARNING (MALL)

VEMULA RAHUL KRISHNA

Student, RGUKT R.K.Valley, Idupulapaya, Kadapa

rahulkrishnavemula016@gmail.com

Abstract

In last few years methods of learning and teaching have significantly improved and changed because of the advancement in technology and it became e-learning. Due to technological developments world has become a small place to get access to anything, anytime, anywhere with a mobile in our hands. We are the generation who are living in an era of the most technologically advanced world in the history of mankind.

Mobile assisted language learning is the method where people use their handheld mobiles to learn language by means of wireless technology and wireless communication, because of this method the user can get content or information from all over the world which is very useful for enhancing one's own skills.

Mobile assisted language learning is an alternative approach to language teaching, in this paper you will know about the advantages, disadvantages of MALL and latest advancements in language teaching and what is the reason behind people's interest in this alternative method.

KEYWORDS

Wireless technology, Wireless communication, Mobile assisted language learning, e-learning, language teaching.

INTRODUCTION

In the world of fast-growing technology and wireless communication the supported gadgets and devices are growing in enormous numbers and one of the most important devices is mobile phone. Mobiles have new capabilities. Mobile phone is an inexpensive and a practical device which is being accessed by most of the learners around the globe, it has changed the way of learning and is the next step of e-learning i.e., mobile learning is the next generation of e-learning. Almost in all parts of urban and rural India mobiles are famous and widespread for its portability and connectivity. Mobile learning is spontaneous, unofficial, customized and is available everywhere. Such type of learning environment is very useful for those who work for longer hours and are busy throughout the day.

Mobile learning (M-Learning) is not a substitute to today's existing learning devices and techniques but an extension for learning in a new environment with more new capabilities. The learner's knowledge and skills and his/her attitude towards learning through mobile is very important because the output quality depends on it. MALL is considered an effective way to learn a language for a non-local person.

ADVANTAGES

Over all other devices, Mobile phones are the easiest medium to communicate and learn any language, with this type of learning device in hands any learner can control his/her progress according to their state of mind.Through m-learning learners can learn any language in a non-classroom environment when they are at home, park, during a journey, etc., which means that

they can learn language anytime they want and anywhere they are.Portability, Connectivity, Individuality are some important properties of mobile phones. Because of the widespread network of the market of mobiles the mobiles became popular, compared to other wireless devices such as laptops mobiles are inexpensive and have some similar features like Internet browsers for sending and receiving information for mobiles which made this as a tool between instructors and learners.Mobiles can easily connect to the internet to access information which is very important for the learning process of learners. In India, Internet is available even in very rural areas such that learning any language for rural students is no more difficult in rural India.Mobiles are fundamentally based on wireless communication technology which gives mobiles superiority over wired communication technology devices; with this type of technology the learner can acquire knowledge of language within classroom or outside it. But the former one has nothing to do with the property of mobility, it is static, it is only useful in close interactions and conversations. Mobile learning technology can be more useful for the outside learning activities because it enables a learner to exploit the practical use of the learnt language and enables the learners to improve their learning skills on the go.MALL includes Reading and Listening comprehension, Learning Grammar and Pronunciation which are basic in language learning.

DISADVANTAGES

There are some factors having key roles in the use of mobiles in learning environments such as its size, weight, input and output capabilities.Learning through a mobile has its own disadvantages such as small screen, reading difficulty on such a small screen, especially for the visually impaired. Limitations on multimedia depending on hardware of the mobile such as less RAM and ROM, less processing speed compared to laptops.Many of the mobiles are not designed for educational purposes, only a few are designed which are very expensive for the poor to buy and the teacher should keep this in mind and proceed in language teaching. The reason for being more expensive is that the design and development of such devices are at initial stage and appropriate user interface for both input and output system is yet to be designed.According to an experiment, learners found it difficult to complete activities on small mobile screens and are really comfortable in doing activities in their laptops.

CONCLUSION

The research of many studies showed that use of mobile phones offer many advantages over classroom based teaching and gives the learner a more effective language learning environment, which enables a learner to learn anything on his own and enhance his own skills in self-learning. Language learning through mobiles will make learning language more interesting for the learners than before.According to Yamaguchi, "A computer is better than a mobile phone or handling various types of information such as visual, sound, and textual information, but the mobile phone is superior to a computer in portability. Further, some students do not have their own computers."The special features of the MALL is attracting the learners towards it, the portability and connectivity are the main reasons for the popularity of mobile phones in people for learning anything beyond just language. As a result, mobile

devices need to be devised to be more compatible with many other languages with different orientations, making the scope of these devices usage greater than before.

REFERENCES

1. Chen, C. M. & S.-H. Hsu. (2008). "Personalized Intelligent Mobile Learning System for Supporting Effective English Learning". Educational Technology & Society, 11 (3), pp. 153-180.

2. Chen, N. S. S.-W., Hsieh, & Kinshuk. (2008). "Effects of short-term memory and content representation type on mobile language learning". Language Learning & Technology, 12(3), pp. 93– 113. Retrieved from http://llt.msu.edu/vol12num3/chenetal.pdf

3. Chih-Kai Chang and Ching-Kun Hsu, "A mobile-assisted synchronously collaborative translation–annotation system for English as a foreign language (EFL) reading comprehension", Computer Assisted Language Learning, vol. 24, no. 2, pp. 155-180, 2011

4. Researchgate:https://www.researchgate.net/publication/42795774_An_Overview_of_Mobile_Assi sted_Language_Learning_From_Content_Delivery_to_Supported_Collaboration_and_Interaction

5. Yang Soon. G. (2005). "Technology for Foreign Language Learning". http://www.readingmatrix.com/conference/pp/proceedings/gohyingsoon.pdf, accessed Dec 2010.

6. Yamaguchi. T. (2005). "Vocabulary Learning with a Mobile Phone". http://llt.msu.edu/vol10num1/emerging/default.html, accessed Jul. 2010.

7. Yannick. J. (2007). "M-Learning: A pedagogical and technological model for language learning on mobile phones". In: Blended Learning, Joseph Fong, Fu Lee Wang (Eds), 2007, pp. 327-339.

8. Microsoft research program. (2010). At:http://research.microsoft.com/enus/collaboration/papers/berkeley.pdf, accessed Jul. 2010

9. Oxford R. and J. Oxford. (2009). "Second Language Teaching and Learning in the Next Generation", 2009. http://llt.msu.edu/vol14num1/review1.pdf, accessed Jul. 2010.

10. Stockwell. G. (2008). "Investigating learner preparedness for and usage patterns of mobile learning". ReCALL, 20(3), pp. 253–270.