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USE OF M-LEARNING TO IMPROVE LSRW SKILLS FOR ENGLISH AS A SECOND LANGUAGE LEARNERS

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Abstract:

M-learning, also known as mobile learning, is a form of education that uses individual mobile phones in addition to various viewpoints and interactions. Tablet computers, MP3 players, smartphones, and mobile phones are just some portable electronic devices that may be used with these cutting-edge ways to improve LSRW skills. The pace at which people are eager to learn varies from person to person, and mobile learning allows students to study whenever and wherever it's most convenient. One of the most distinguishing features of mobile learning is its capacity to facilitate learning in an impromptu and constant manner. In contrast to traditional classroom instruction, learners in mobile learning do not need to be seated at a computer or in a classroom to access course materials. It is also one of the best ways to overcome geographical and temporal barriers to language learning. This essay will briefly overview m-learning, a suitable method for boosting LSRW skills on mobile devices.

Additionally, this essay supports the idea of self-study, which is crucial when learning English as a second language.

Keywords: M-learning, Self-study, LSRW, Mobile Assisted Language Learning



INTRODUCTION

Today's students may enhance their English proficiency in several ways owing to mobile technology and educational tools. Mobile learning offers the flexibility to learn, the ability to download intelligent study resources, and the chance to learn from anywhere in the world. Learners may communicate with individuals from all around the world via mobile devices and the internet. People converse with one another regardless of the time or location. In a culture where speed is of the essence, studying a language on a mobile device is considered a speedy technique to advance LSRW abilities. It is thought that a student can increase English proficiency by allocating a small amount of daily time to self-study via mobile learning. Furthermore, it is considered that all urban and rural regions of every country, regardless of economic status, have access to mobile phones thanks to the most recent technology and facilities. As a result, studying in a new setting and through a new method is affordable with mobile learning. This study looked into improving LSRW abilities using mobile learning, a useful learning method for employment chances.

Research on learning with mobile devices has demonstrated the acquisition of language learning in a mobile-based setting. According to the study, students strongly value learning handled organically, rationally, and by their interests since this encourages them to learn. One definition of mobile learning is “any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies” (MOBILearn, 2003).

In other words, with mobile devices, learners can learn anywhere and at any time (Crescente and Lee, 2011). The positive thing about mobile learning is that users may download English applications that could aid in language acquisition. Today's students are more skilled with mobile technology than their elders were at the same age since they began using mobile devices earlier.

The findings and recommendations of this study suggest that students use mobile learning to enhance their LSRW skills.



LITERATURE REVIEW

Ally (2009) stated, "Mobile learning is done through the use of wireless mobile technology that allows anyone to access information and learning materials from anywhere and at any time." He claimed that students had a choice in the subject matter, setting, and timing of their education. Various researchers have provided various definitions of self-study or mobile learning. Because autonomy is viewed as a multi-dimensional construct that takes different forms for different people and the same person in different settings, scholars interpret autonomy in many ways, emphasising certain features at different times (Benson, 2001). Nevertheless, according to Cotteral (2000), in more practical terms, this entails students taking responsibility for various aspects and stages of the learning process, including setting goals, determining content, selecting resources and techniques, and assessing progress.

Permitting the principles in applied linguistics, any tool that can increase students' access to the language will contribute greatly to their progress (Reinders 2010). M-learning will increase language learning effectiveness for English as a second language learner because mobile phones are a common part of students' daily lives. Some people feel reluctant to use mobile phones for learning, and consequently, they have not been used widely in educational settings (Mcneal and Hooft, 2006). Chen, Hsieh, and Kinshuk (2008) researched the effects of using mobile phones for the delivery of vocabulary material on English learners in Taiwan. According to the study, students enjoy using their phones because the contents are simple to access. Additionally, m-learning allows for practice at any time and location. Some students use smaller screens than other instructional materials.

OBJECTIVES

This investigation will:

- Engage in a discussion about how personal smartphones will enhance LSRW



capabilities.

- Independent study and self-directed education as a means of advancing one's career and one's personal life.
- Be aware of the opportunities presented by mobile devices for use in the classroom.

MOBILEPHONES:USEFUL FOR LANGUAGE LEARNING

Features such as short message service (SMS), multimedia messaging service (MMS), Facebook, WhatsApp, Twitter, internet connectivity, a digital camera, a video recorder, and multimedia files such as music and video are standard on most modern smart mobile phones. Some cellphones come preloaded with educational software such as electronic dictionaries, quizzes, voice recording, and listening capabilities. The learners can download different speeches, play them again, and record themselves speaking utilizing the recording capability. Learners of English can improve their LSRW skills by constantly practising the skill while maintaining interest and enthusiasm in the activity.

ADVANTAGES OF MOBILE LEARNING

The most effective form of communication—richer than email—is through mobile phones. The benefits of using such a tool for learning are numerous. The potential for personal empowerment in language learning and the opportunity to join an online community should be made clear to the learner. The few benefits of mobile learning are as follows.

- Language students have access to a terrific learning tool to communicate and listen to others. They may use mobile phones to study and test their target language comprehension.
- Students like viewing films and listening to motivational talks to improve their communication abilities.
- Students can view videos on YouTube that boost their self-confidence.
- Many people utilize online dictionaries to increase their vocabulary when learning a new language.



- Students can exchange knowledge and learn from others by using Facebook and WhatsApp.

M-LEARNING: INFORMAL AND LIFE LONG LEARNING

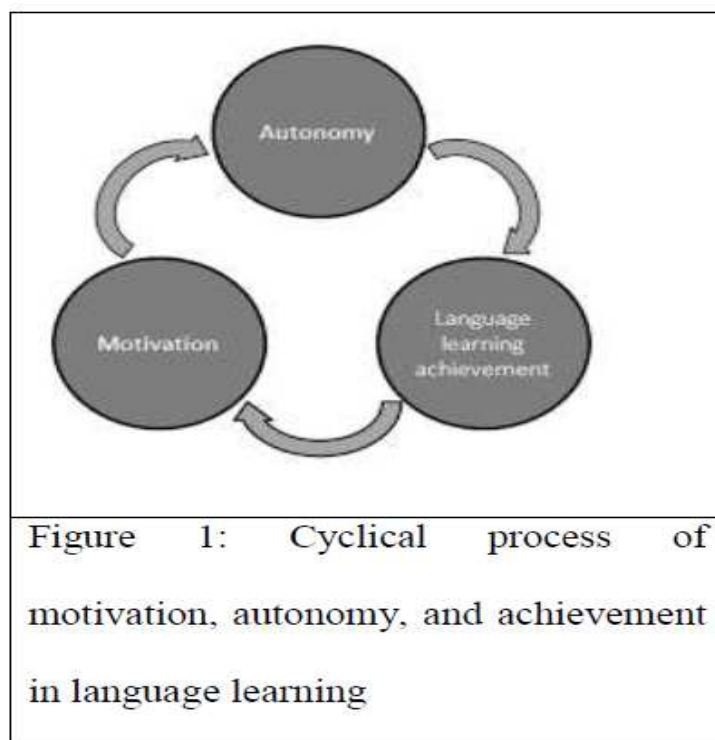
Intentionally learning throughout one's life, whether for personal or professional goals, is a personal practice. Learning and reading are lifelong endeavours. Learning should continue as long as we are alive, alongside the ordinary tasks of daily life. Many studies of informal learning (Livingstone. D. W, 2001) state that adults learn many things outside formal education. Informal learning could be either intentional through deliberate learning projects (Tough, 1971), accidental through conversations, TV and newspapers, or even observing the world. Continuous advancements in science and technology over the past two decades have significantly impacted how learning is perceived. Learning may happen anywhere, at any time, and is no longer restricted to a certain location and window of time for information acquisition. As a consequence of the development of new technologies, which also illustrate how we acquire, receive knowledge, and communicate with other people, lifelong education has evolved into a component that is now considered an absolute necessity for modern living.

Learners might not perceive mobile learning as learning since it has grown so integrated into our everyday lives since its introduction. Due to the quick development of technology, individuals will need to become accustomed to mobile learning (m-learning) to meet the ongoing demands of language acquisition. These activities are supported by the software and applications used in mobile learning, which is smaller and easier to use. Mobile phones' portability and intelligence make learning resilient for allocating and recording informal learning.

RESEARCH DESIGN

The goal of this study is to determine whether or not mobile phone use may help ESL students' LSRW abilities. 41 willing subjects were provided by Sri Ramakrishna Institute of Technology in Coimbatore, Tamil Nadu, India, for the research project. This research's main

emphasis is on how self-directed learning and self-autonomy could enhance LSRW capabilities. Nurturing motivation is a central procedure in language learning; in the words of Dornyei and Ushioda (2013), the consensus is that motivation, autonomy and learning achievement are interrelated, forming a cyclical process (Figure 1). The research project's purpose was to improve participants' communication ability, and it was based on the principles proposed by Dornyei and Ushioda.



AUTONOMY LEARNING: WEBSITES AND APPS FOR EDUCATION

Websites and apps give language learners more freedom to practice outside the classroom. Thanks to mobile devices, access to second language input may be more readily available than usual. Over twenty-five days, the participants must complete some LSRW and vocabulary tasks using the mobile apps on their phones. The tables below list the websites and applications recommended during the research project.



Table1: Websites accessed by Participants.

NameoftheWebsite	Skill
https://www.fluentu.com	Talking to real people
https://www.britishcouncil.in	Practice English
https://www.myenglishteacher.eu	Writing Skill
https://www.eslteacheredu.org	Conversational English, grammar
https://www.lynda.com	E-mail writing

Table 1

Source: Google, for illustration purposes only

Table2: Apps accessed by Participants

NameoftheApp	Skill
English Podcast for Learners	Nurture Speaking, Listening skills through audio
English Listening and Speaking	Stories and transcripts
Duolingo	Vocabulary
Learn English, Speak English - Conversation	Helps the learner to speak in English with a video character
RosettaStone	Vocabulary and grammar

Table2

Source: Google, for illustration purposes only

ENHANCING LSRW SKILLS THROUGH MOBILE PHONE

The pupils were urged to use mobile phones, the websites above, and applications to improve their LSRW abilities. The pupils were instructed in the following exercises.

Listening: Exercises focusing on listening might be viewed as the initial phase of learning a second language. It required the participants to obtain well-known or inspirational talks from YouTube and other online sources. They were also advised to note any terms they didn't



understand and keep listening to the speeches until they did so to look up their definitions and proper pronunciation online. Additionally, the participants were asked to switch up the videos periodically to hear various talks and practice their pronunciation.

Speaking: By encouraging the students to talk in English to strangers, the instructors motivated them to improve their communication abilities. According to some researchers, people experience nervousness when practicing face-to-face communication, but their confidence level rises when they speak to an unknown person over a mobile phone. As a result, each participant was required to phone a customer care line that was free of charge and chat with an agent for a minimum of five minutes. Face-to-face communication differs from this type of speaking activity over a mobile phone in that even if the speaker makes a mistake, the person responding will continue the conversation until it is over. As a result, the speaker will be comfortable speaking. Therefore, using a cell phone to communicate with strangers will improve your speaking abilities.

Reading: Reading comprehension is referred to as reading skills, and some native English speakers struggle with this. According to research, individuals use their mobile phones for more than 30 minutes per day to read or send messages and more than an hour per day to browse the Internet. To see discernible improvements in their reading abilities, the participants were encouraged to only read on their phones for brief periods. A person's reading speed will also advance after a few weeks of consistent reading, allowing them to read more or even free up time for other activities.

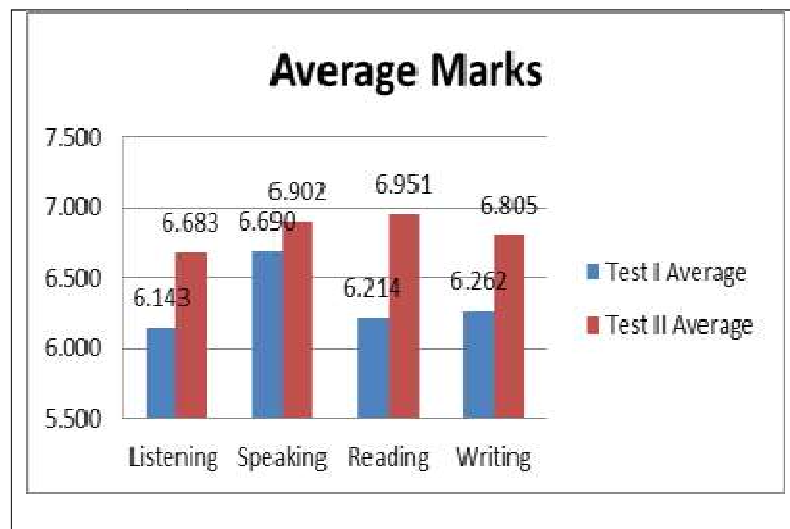
Writing: Social media encourages learners to use the language socially and grammatically. Participants in the study were encouraged to frequently hone their writing abilities by posting comments on websites like Facebook, WhatsApp, Twitter, etc. Customers are urged to often contact friends, peers, and customer service whenever they buy a product, and the importance of email communication is also emphasized.

Vocabulary: Learning new words and expanding your vocabulary can be done very well using mobile apps. The participants were urged to use apps to increase their vocabulary by

learning a few new words.

FINDINGS

The study showed that after practicing LSRW skills using m-learning, individuals received higher ratings for all four skills and their language style improved. The study's findings are displayed in the tables below.



**Figure2: Average of pre test and post test
Standard Deviation**

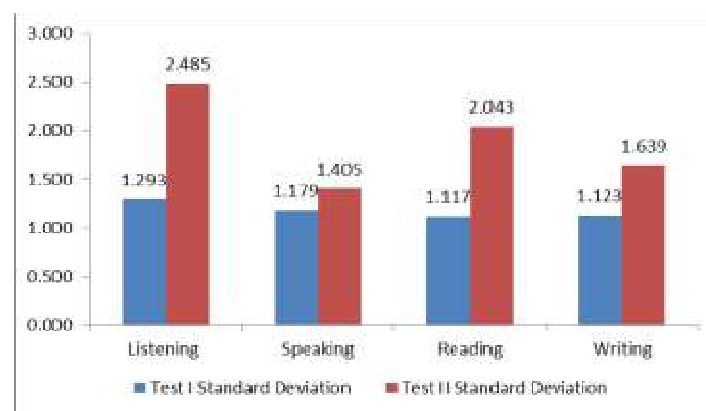


Figure3: Standard Deviation of pre test and post test



CONFIDENCE INTERVAL

A confidence interval (CI) is a type of interval estimate used in statistics that can be used to estimate the true value of a population parameter for which the value is unknown. It is derived from the statistics of the data seen through computation. The researcher sets the desired confidence level and is not determined by data. Most commonly, the 95% confidence level is used. Zar, J.H. (1984). The confidence interval for the difference in means between the pre-and post-learning tests associated with the m-learning experience is computed and displayed separately for each of the four skills.

Table3: Confidence Interval for means of pretest and posttest of m-learning.

Assessment Skills	Confidence Interval	
	95%	90%
Listening	(-0.3174,1.3975)	(-0.1796,1.2596)
Speaking	(-0.3495,0.7735)	(-0.2593,0.6832)
Reading	(-0.0243,1.4496)	(-0.1388,1.3350)
Writing	(-0.0651,1.1511)	(-0.0326,1.0533)

CONCLUSION

This research investigation met the researcher's goals. We looked at the participants' motivation levels to how frequently they engaged in independent m-learning language learning activities. The learners now believe that using technology is more fascinating and effective than it was in the past. In reality, using mobile devices can give our language learners a greater learning environment. The main goal of language learning is to acquaint students with the target language through various technological tools, as is generally accepted. Students should be directed toward helpful websites and programs to help them learn languages. M-learning offers EFL students the chance to pick up new languages.

In the modern era, mobile devices have been incorporated into our daily lives. By



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adapting these devices for language learning, this device can promote self-learning. Future studies could examine how mobile devices can improve LSRW from a self-accessing perspective. Students should have access to pre-and post-testing tools after finishing a language learning course, which should include a variety of websites and mobile apps with software that is free of bugs. The anxiety teachers experience when using mobile tools to teach English could be the subject of further research in the future. Young and enthusiastic language teachers must overcome the challenges posed by fulfilling technology to teach the language effectively.



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