



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 8, Issue 4 - V8I4-1194)

Available online at: <https://www.ijariit.com>

Adoption of m-learning to enhance LSRW skills for learners of English as a second language

Sailabhanu Sahoo

schiku21@gmail.com

Utkal University of Culture, Bhubaneswar, Odisha

Dr. Subash Chandra Ray

sbhray@gmail.com

Utkal University of Culture, Bhubaneswar, Odisha

ABSTRACT

M-learning, or mobile learning, is an educational strategy that employs mobile devices to promote learning in a variety of contexts and through a range of interactions. Using tablets, MP3 players, smart phones, and mobile phones, it offers up-to-date methods for enhancing LSRW skills. Because everyone's interest and availability for studying is different, mobile learning is able to meet everyone's needs. Three of m-most learning's distinguishing features are its predictability, its casualness, and its pervasiveness in the learning process. Students using a mobile learning platform aren't needed to be in a traditional classroom setting or even in close proximity to a computer. In addition, it is a great method for getting over the limitations of time and place when learning a new language. The purpose of this research is to introduce participants to m-learning as a viable strategy for enhancing LSRW abilities through the use of mobile devices. This report also emphasizes the importance of self-study in the process of learning English as a second language.

Keywords: LSRW, M-Learning, Educational Strategy, Predictability, Casualness

1. INTRODUCTION

Students today have access to a plethora of resources, including mobile devices and learning programs that can help them become better English speakers. With the rise of mobile learning, students now have the freedom to study whenever and however they like. Students from all over the world can share their knowledge and experiences online through their mobile devices. Informal interactions occur constantly and everywhere between people. In today's fast-paced world, bolstering LSRW skills through the use of a mobile phone app is viewed as a rapid method (Rehman, A. 2016). Self-study with m-learning, even for a short period of time each day, has been found to improve language skills, and this is especially true for English. Given the state of the art in infrastructure and communications, it is also assumed that people in both urban and rural areas of any country have access to mobile phones regardless of their socioeconomic status. Because of this, m-learning can be a cost-effective way to broaden one's perspectives. This study investigated the efficacy of mobile learning as a tool for enhancing LSRW competencies, which have been shown to be advantageous in advancing careers (Ahmad, K. S., 2015).

Research on mobile learning has shown that it is possible to learn a language in a non-traditional setting. Findings from the study indicate that children thrive in educational settings that are natural, logical, and reflective of their own interests. A common definition of mobile learning is "learning that occurs when the learner is not in a fixed, preset place or learning that occurs when the learner takes advantage of the learning opportunities given by mobile technologies." To put it another way, the proliferation of mobile technology has meant that schooling can take place anywhere. One potential benefit of m-learning is the availability of English-learning apps that may be downloaded and used by students. Modern students have a leg up on their predecessors when it comes to mobile device proficiency. This paper concludes and finds that m-learning should be used by students to enhance their LSRW skills (Ahmad, K. S., 2015).

There is still no general agreement on what exactly "M-Learning" entails. Use of mobile and other portable electronic devices, especially those with Internet connection, for instructional purposes is one description of m-learning. As one description puts it, "any educational program where the sole or dominating technologies are portable or palmtop devices" is one such example. Two years later, Teodorescu, A. (2015) described M-Learning as "access to educational resources, tools, and materials through mobile device at any time, from any location." This definition was written for the Global System Mobile Association (GSMA). With a focus on mobility, "mobile learning" was described by West, M. (2013) as "the use of mobile or wireless technology for the purpose

of learning while on the move.” In light of current developments, a more accurate definition of M-Learning may be the use of a mobile or other portable device as a tool for receiving information and gaining knowledge independently, anywhere and at any time with the assistance of the Internet. To sum up, we can say that M-Learning is the practice of gaining knowledge with the aid of mobile computing tools such as cell phones and personal digital assistants. It also has to do with how useful they are for learning on the go.

1.1. Learning languages via mobile devices

Computer-Assisted Language Learning (CALL) created the foundation for Mobile-Assisted Language Learning (MALL), just as E-Learning did for M-Learning (MALL). No, MALL is not a suitable replacement. While E-Learning and CALL in a classroom context are comparable, M-Learning and MALL on mobile devices are not. The overview of what Rehman, A. (2016) refers to as CALL is given below. The number of people who can use MALLs has significantly expanded thanks to the widespread availability of smartphone and other mobile devices as well as advancements in related technology.

Starting with definitions, Begum, R., (2011) examined how MALL was initially applied as a statewide plan to enhance English language instruction in Pakistani universities in Lahore. MALL, in short, is “the integration of mobile devices into language instruction and study,” according to them. Gromik, N. A., (2011) Provided a more thorough explanation of MALL with an emphasis on the ways in which students can study languages outside of a typical classroom or computer lab using mobile technology. They argued that MALL was better since it eliminated the requirement for going somewhere physically in order to learn a language.

Rehman, A. (2016) provided a review of MALL that took into account the issue of whether or not cell phones encourage group interaction. They indicated that digital tools like MP3 players, cell phones, and handheld computers could aid in making these instructional initiatives more widely available and successful. Public speaking was chosen as the subject of this examination since it has previously been the subject of a lot of research (Cavus, N., 2009). For instance, one study looked into whether M-Learning may help students learn French by putting an emphasis on aural comprehension. The activity was well welcomed based on the participants' positive comments and their acceptance of “the specific importance of this form of exercise as a stepping stone towards actual dialogue.”

We compared the effectiveness of learning a new word on a mobile phone to that of more traditional approaches, such as flashcards. Despite the experiment's initial pessimism, the participants' vocabulary-building abilities improved when they used mobile learning. There is no denying the popularity of educational apps designed for mobile devices. Pointed out the rapid pace of app creation and emphasized the flexibility of media types available to Web 2.0 ESL courses (Hayati, A. M. 2013). It has been shown that the use of what we now term “multimedia,” which includes text, graphics, animation, music, and video, can increase students' retention of information and their enjoyment of studying. Students are strongly encouraged to use messaging apps like QQ, WeChat, and Skype to increase their English vocabulary and fluency through conversational practice. Using an electronic dictionary is beneficial for pupils, according to studies (Nashwa Ahmed, 2015). They help students learn new vocabulary and topics, as well as enhance their language skills in terms of both pronunciation and comprehension. To prevent overusing the same terms, I looked through synonym thesauri to find new ways to express the same ideas.

1.2. M-learning: Informal, ongoing education

Individually pursuing information for personal or professional improvement throughout one's life is referred to as “lifelong learning.” Reading and studying should be considered ongoing activities. Learning should be a lifetime effort that runs alongside our other activities. Outside of conventional classroom settings, people can learn just as much, if not more, according to researchers (Nashwa Ahmed, 2015). Informal learning includes a wide range of circumstances, such as chance interactions, media exposure (including television and newspapers), and everyday observation. The previous two decades have seen ongoing scientific and technological innovation, which has had a significant impact on how we think about education. Learning no longer requires attendance at a certain time and place, but can take place at the learner's convenience. Lifelong learning has become a vital component of the modern way of life as it reflects how we absorb, process, and share knowledge (Kukulka-Hulme, A. 2010).

When students engage in m-learning, they may not even realize they are learning. Individuals must embrace m-learning in order to meet the ever-increasing demands of technological innovation and common language use. The M-use learning strategy simplifies and even encourages the usage of lightweight, user-friendly software and apps. Smartphones have become an excellent tool for documenting and spreading insights gained in informal settings due to their portability and processing speed (Dang, T. H. 2013).

1.3. The benefits of mobile phones for language study

Thanks to developments in computer and communication, smartphone with in-built messaging, MMS, social networking sites like Facebook and Twitter, internet connectivity, digital camera, and video recorder are now commonly available (such as music and movies). Some cell phones have useful study tools such as an electronic dictionary, quiz software, and voice recording and listening capabilities (Dang, T. 2013). Students can improve their language abilities in a number of ways, including through the use of downloadable speeches, listening, and self-recording. The key for ESL students to improve their LSRW skills is regular, self-motivated practice.

1.4. The Advantages of Mobile Learning

Mobile phones are far more efficient than email and allow for more in-depth communication than the latter. Utilizing this kind of resource can be beneficial to the learner in a variety of different ways, each of which contributes to the overall learning experience (Park, Y. 2011). It is necessary to make the learner aware of the possibilities of participating in a global learning community and

taking charge of his or her own language acquisition in order to facilitate this. The following is a list of some of the few benefits that come along with mobile learning.

1. Talking and listening on a mobile phone, as well as studying and testing what students have learned, is a fantastic tool for teaching a foreign language.
2. Students often choose to watch instructional films or listen to inspirational speeches in order to better their communication skills
3. Students can gain confidence and do better in school by watching videos on YouTube.
4. Many people use online dictionaries as a standard element of learning a new language.
5. Students can learn from one another's experiences and share their own through the use of social media such as Facebook and Whatsapp.

1.5. Objectives

1. Discuss about how using personal smartphone will improve LSRW capabilities.
2. Encourage self-study and mobile learning for personal and professional development.
3. Recognize the possibility of using smartphone as educational tools.

2. LITERATURE REVIEW

Rehman, A. et al. (2016), defined as the M-learning is the process by which knowledge and educational resources are made available to everyone, at any time, from virtually any location, using wireless mobile technology. He asserts that learners have the freedom to choose their own study schedules, locations, and subjects. What defines "mobile learning" or "independent study" is defined in different ways by various academics. Scholars interpret autonomy differently, focusing on different aspects at different times, because it is seen as a multi-dimensional construct that takes different forms for different people and for the same person in different contexts. Ahmad, K. S., et al. (2015), elaborates that this means students are responsible for all aspect of their education, from setting goals and selecting content to selecting their own learning strategies and assessing their own progress. By applying the principles of language acquisition to the classroom, we can see that students benefit from anything that simplifies their interaction with the target language. M-learning will enhance the effectiveness of language acquisition for ESL students because mobile phones are already an integral part of their daily lives. People's reluctance to use them has prevented widespread implementation of mobile phones in educational settings. Nashwa Ahmed, et al. (2015), examines how the dissemination of lexical resources via mobile phones influences the English language development of Taiwanese students. According to the results of the study, students are happy to use their mobile devices because of the easy access to information they provide. Further, m-learning allows you to put your knowledge to work whenever and wherever you wish. Some pupils have taken to using smartphone and tablets with relatively modest displays. Dang, T. H. et al. (2013), the purpose of this paper is to review the research on how mobile phones can aid in second language learning in a short and accessible format. Researchers have shown that there are many advantages to using a phone to learn a foreign language. Modern students have more options than ever before in terms of when and where they complete their official education. More research is needed to determine if and how mobile phone features and design can help with language learning. Opportunities for research can be found in the areas of pedagogical approaches, student attitudes, and cooperative learning. Researchers in the future will need to figure out how to incorporate mobile phones into theories of second language acquisition because they can be utilized as an educational tool. Teodorescu, A. et al. (2015), It is obvious that the first issue has been addressed after reviewing the data for the four components and completing extensive research into the four key topics. The more proficient students could hold sophisticated conversations with peers and native English speakers because they already spoke English fluently. They typically gave neutral responses since they didn't believe they had to demonstrate their past knowledge. They also made the strongest case for the importance of both speaking and listening. They were much less likely to fully agree that they have adequate conversational skills because of how little English they knew.

3. RESEARCH METHODOLOGY

This research seeks to answer the question, "Do mobile phones help English language learners improve their listening, speaking, reading, and writing skills?" For this study, researchers recruited 50 undergraduates from Konark Women's Degree College in Bhubaneswar, Odisha. The study's focus is on how ism learning and self-autonym, when combined with the right instruction, can improve LSRW proficiency. Rehman, A. (2016) says it best: "the agreement is that motivation, autonomy, and learning achievement is interconnected, forming a cyclical process" (Figure.1). The study was designed to enhance communicative abilities, and it was based on the work of Begum, R., (2011).

3.1. Sample size

The study was carried out in May 2022 to June 2022 at the Konark Women's Degree College in Bhubaneswar, Odisha, India. The research study included 50 English language (Arts students) first-year Arts students. Every participant was enrolled in English as a required course for graduation and some were even in elementary school. Odisha and English were the participants' primary academic languages. 42 come from English-medium schools, while 8 come from Hindi -medium schools. 20 girls and 30 males were enrolled in the course, according to an analysis of the gender ratio. Through provided web resources and apps, the control group was encouraged to use mobile applications to improve their communication abilities. For a period of 1 month, the participants actively participated in the study at their own convenience (Gromik, N. A., 2011).

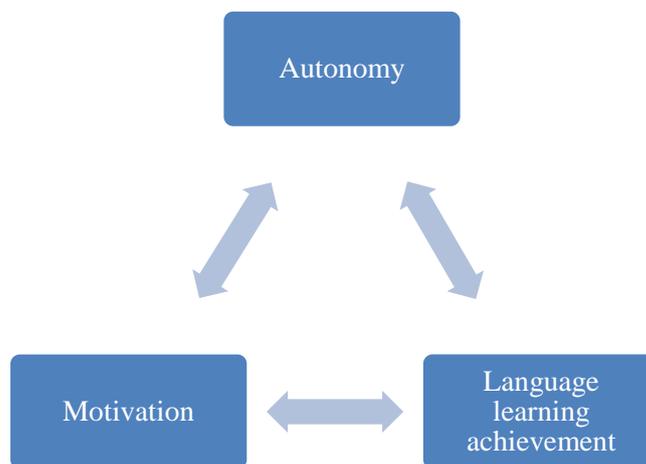


Figure.1. Motivation, autonomy, and linguistic achievement cycle

3.2. Method of analysis

Participants were informed of the study's purpose and given incentives to take part in it before any data collection or analysis was done. They were given information on how developing LSRW abilities could help them in their career and personal lives. Participants were given a test of their LSRW knowledge at the start of the study (Rehman, A. 2016). To test their abilities, we devised a set of questions based on LSRW and gave each section a full 10 points. Members were given a list of websites and apps to use over the course of 1 month to hone their LSRW abilities, as indicated by the research area. After waiting 1 month, a new set of LSRW-based questions was developed and carefully evaluated to gauge their progress and aptitude. All of the participants' language skills improved during the course of the trial, the research found. Testimonials follow the detailed study (Ahmad, K. S., 2015).

3.3. Autonomy learning: educational websites and applications

It is imperative that we, as language educators, support our students' independent study. Students have more opportunity to study languages outside of class thanks to websites and applications. Using mobile devices can increase access to input in a second language (Ahmad, K. S., 2015). Participants are required to use their own mobile devices to perform a series of tasks meant to enhance their LSRW and vocabulary knowledge over the course of 1 month. The suggested websites and applications found during the inquiry are included in the tables below.

Table.1. Websites that Participants visited (Ref: data collected by survey 2022)

S. No	List of the websites	Skill developed
1.	https://www.myenglishteacher.eu	Writing Skill
2.	https://www.eslteacheredu.org	Conversational English, grammar
3.	https://www.fluentu.com	Talking to real people
4.	https://www.lynda.com	E-mail writing
5.	https://www.britishcouncil.in	Practice English

Table.2. Applications used by Participants (Ref: data collected by survey 2022)

S. No	List of the apps used	Skill developed
1.	English Podcast for Learners	Nurture speaking, listening skills through audio
2.	English Listening and Speaking	Stories and transcripts
3.	Duo lingo	Vocabulary
4.	Learn English, Speak English - Conversation	Helps the learner to speak in English with a video character
5.	Rosetta Stone	Vocabulary and grammar

3.4. Improving LSRW abilities with mobile phone

Students were also encouraged to use LSRW-focused apps and websites not listed above on their mobile devices. The following are examples of exercises that students are assigned to do.

Writing: The usage of social media can be beneficial to those who are learning a language since it pushes them to practice more than just the grammatical use of the language. In order for study participants to hone their writing abilities, the researchers strongly encouraged them to retain active participation in social media platforms such as Facebook, WhatsApp, and Twitter. In addition, the reader is advised to keep in touch with their social networks and customer service departments after making a purchase, and is reminded of the value of maintaining email communication (Ahmad, K. S., 2015).

Reading: Reading abilities are an individual's ability to comprehend written information; sadly, some native English speakers also suffer with this ability. Reading skills refer to an individual's ability to read written material. Studies have shown that the typical user of a smartphone spends more than 30 minutes per day reading and sending text messages, in addition to spending more than an hour per day on the web. It was suggested to the participants that they spend a short amount of time each day reading on their smartphone, as this could lead to considerable improvements in the participants' reading abilities. A person's reading speed can be raised to the point where they can read more or even save time by simply reading regularly for a period of a few weeks. This can be accomplished by reading (Crescente, M. L. 2011).

Vocabulary: It is a time-saving approach to conduct research and get a better understanding of new terms by using a mobile app. Participants were encouraged to broaden their vocabulary by using the many applications provided throughout the event (Gromik, N. A., 2011).

Listening: Learning a new language might begin with simple ear training exercises. YouTube and other similar sites were recommended as sources for motivational and other notable presentations, which the participants were then urged to get. They were also told to listen to the speeches over and over again, highlighting unfamiliar words so that they could seek up their definitions and hear examples of proper pronunciation. In order to improve their listening and pronouncing skills, participants were also encouraged to often swap movies (Cavus, N., 2009).

Speaking: Students were driven to exercise their English conversational abilities by being encouraged to strike up discussions with complete strangers. This provided the students with the opportunity to practice their English conversational talents. Studies have shown that talking to a total stranger over the phone can enhance a person's confidence to the point where they feel more at ease practicing their public speaking skills in person. This can be accomplished by calling a stranger and having a conversation with them over the phone. Because of this, it is required of all customers to call the toll-free customer service number and speak with an agent for a complete five minutes. When engaging in this type of speaking activity using a mobile phone, as opposed to face-to-face contact, the respondent will often ignore the flaws in communication made by the speaker and continue the conversation regardless of whether or not it has been properly ended. Because of this, the person who is speaking will have the self-assurance they require to deliver their point. Therefore, using a cell phone to strike up a discussion with a complete and utter stranger is an excellent technique to enhance your communication skills (Chao, P. Y. 2009).

4. RESULT AND DISCUSSION

Evaluations were administered both before and after the training to gauge the students' prior knowledge and current proficiency with LSRW. While the other three assessments were given in writing, the oral presentation was videotaped (Rehman, A. 2016). By examining the average test score and the standard deviation of those values, we can assess whether or not LSRW has improved. When participants improved their LSRW skills through the use of m-learning, their overall performance increased along with their language competence. The results of the research are presented in the tables that follow.

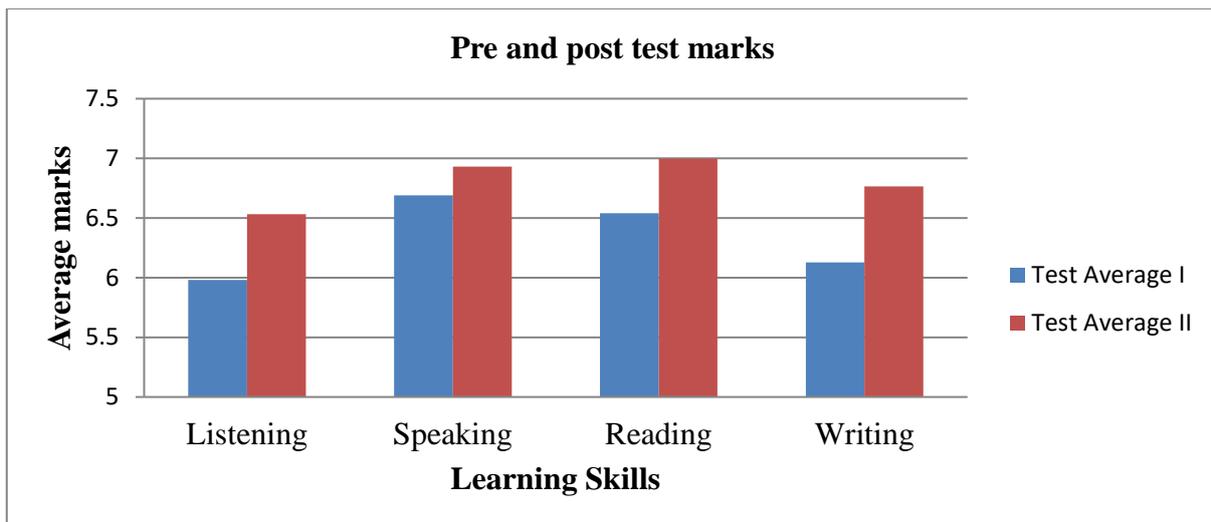


Figure.2. Pre - test and Post - test Average marks

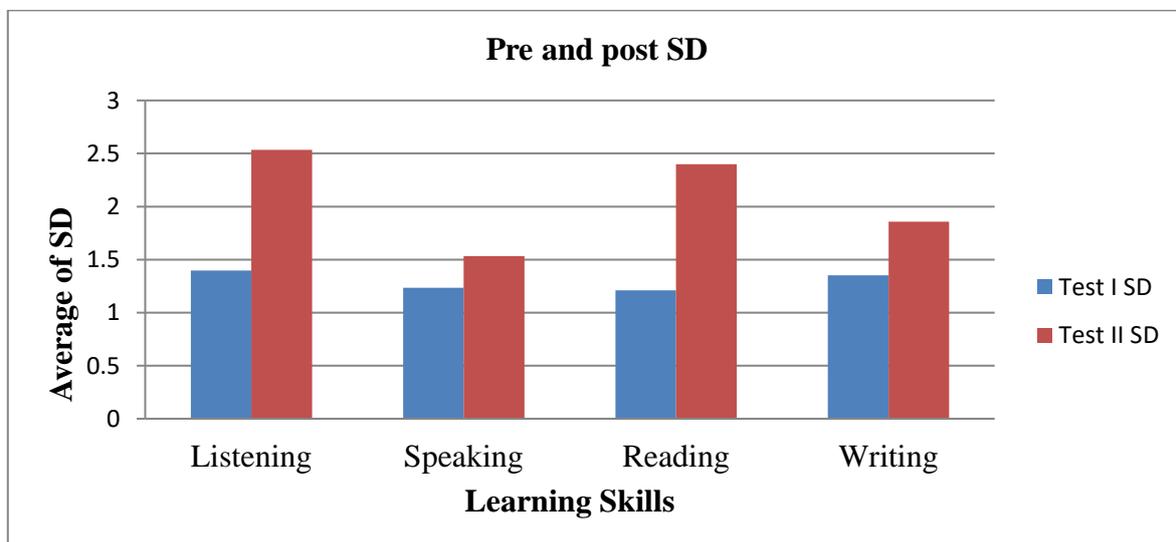


Figure.3. Pre-test and post-test standard deviation

4.1. Confidence interval

In the field of statistics, confidence intervals, also known as CIs, are used to provide a range of possible values for a population parameter, one of which is the most likely value. The researcher determines the level of certainty that will be applied, as opposed to the level of certainty being based on actual data. The confidence interval based on 95 percent is utilized rather frequently (Begum, R., 2011). The confidence interval for the difference in mean scores between the pre-m-learning assessments and the post-m-learning assessments is calculated and displayed for each of the four skills individually.

Table.3. Confidence Interval for Pre- and Post-M-Learning Test Methods

S. No.	Skill developed	Confidence interval	
		95%	90%
1.	listening	(-0.4231, 1.5075)	(-0.1895, 1.3597)
2.	speaking	(-0.2998, 0.6930)	(-0.2793, 0.7830)
3.	reading	(-0.0340, 1.5490)	(-0.1586, 1.4356)
4.	writing	(-0.0751, 1.2512)	(-0.0296, 1.0742)

5. CONCLUSION

The researcher was successful in accomplishing their goals with the investigation. The participants' levels of motivation were examined in connection to the amount of self-directed mobile learning activities that they participated in on a regular basis in order to advance their proficiency in a foreign language. Students of today believe that their usage of technology is more beneficial and interesting than that of any generation that came before them. In point of fact, mobile phones make it possible for us to offer language learners a more stimulating environment to study in. It is general known that one of the most important goals in the study of linguistics is to familiarize pupils with a language via the use of various technical tools. Students learning a new language should be encouraged to make use of websites and mobile apps that keep them actively engaged in the process of acquiring that language. Those who are studying English as a Foreign Language can gain something useful by adopting mobile learning.

5.1. Future scopes

It is difficult to conceive of what life would be like prior to the invention of mobile devices. When technological tools are adapted specifically for language learning, they facilitate independent study more effectively. Research into the ways in which mobile phones can be utilized to make LSRW more user-friendly from a self-access point of view has a significant amount of opportunity for expansion. Before and after sessions, students of a language should be able to utilize a wide variety of high-quality applications as diagnostic tools. These apps should be available for usage on desktop computers as well as mobile devices. It is possible that future research may concentrate on the potential drawbacks of using mobile devices for English as a Second Language (ESL) instruction. In order to utilize the capabilities of available technology to their fullest extent in the classroom, young and energetic instructors will need to overcome the hurdles offered by experimentation.

6. REFERENCES

- [1] Ali, M. M., Malik, N. A., and Rehman, A. (2016). *Mobile Assisted Language Learning (MALL) an emerging technology in English language classrooms of Lahore (Pakistan)*. Science International 28, no. 2 pp. 1629–1636.
- [2] Ahmad, K. S., Sudweeks, F., and Armarego, J. (2015). *Learning English Vocabulary in a Mobile Assisted Language Learning (MALL) Environment: A Sociocultural Study of Migrant Women*. Interdisciplinary Journal of e-Skills and Life Long Learning, 11, pp. 25-45. Retrieved from: <http://www.ijello.org/Volume11/IJELLv11p025-045Ahmad1566.pdf>.
- [3] Ally, M. (2007). *Use of mobile learning technology to train ESL adults*. Melbourne, Australia.
- [4] Begum, R., (2011). *Prospect for cell phones as instructional tools in the EFL classroom: A case study of Jahangirnagar University*. Bangladesh. English Language Teaching, 4(1): 105-115.
- [5] Crescente, M. L. and Doris, L. (2011). *Critical issues of m-learning: Design models, adoption processes, and future trends*. Journal of the Chinese Institute of Industrial Engineers, 28(2): 111-123.
- [6] Gromik, N. A., (2011). *Cell phone video recording feature as a language learning tool: A case study*. Computers & Education, 58(1): 223-230.
- [7] Cavus, N. and Ibrahim, D., (2009). *M-Learning: An experiment in using SMS to support learning new English language words*. British Journal of Educational Technology, 40(1): 78-91.
- [8] Chao, P. Y. and Chen G.-D., (2009). *Augmenting paper-based learning with mobile phones*. Interacting with Computers, 21(3): 173-185.
- [9] Dang, T. H. (2013). *Towards the Use of Mobile Phones for Learning English as a Foreign*
- [10] *Language: Hesitation or Welcome?*. Language in India, 13:10, P. 461- 472), ISSN 1930-2940.
- [11] Hayati, A. M. (2013). *Using short message service (SMS) to teach English idioms to EFL students*. British Journal of Educational Technology, 44(1): 66-81.
- [12] Kukulska-Hulme, A. (2010). *Mobile learning as a catalyst for change*. Open Learning: The Journal of Open and Distance Learning, 25(3) pp. 181–185.
- [13] Nashwa Ahmed El H, (2015). *Mobile Phones as Useful Language Learning Tools*. European Scientific Journal, Edition vol.11, No. 16, 1857– 7881 (Print) e - ISSN 1857- 743.
- [14] Park, Y. (2011). *A Pedagogical Framework for Mobile Learning: Categorizing Educational Applications of Mobile Technologies into Four Types*. The International Review of Research in Open and Distributed Learning, 12(2), 78-102. Retrieved from [http://doi.org/10.3394/0380-1330\(2006\)32](http://doi.org/10.3394/0380-1330(2006)32).
- [15] Souriyavongsa, T., Rany, S., Abidin, M. J. Z., and Leong, L. M. (2013). *Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos*. International Journal of English Language Education, 1(1), 179–192. <http://doi.org/10.5296/ijele.v1i1.3100>.

- [16] Saran, M. (2012). *Mobile language learning: Contribution of multimedia messages via mobile phones in consolidating vocabulary*. The Asia-Pacific Education Researcher, 21(1): 181-190.
- [17] Teodorescu, A. (2015). *Mobile Learning and its Impact on Business English Learning*. Procedia-Social and Behavioral Sciences. <http://doi.org/10.1016/j.sbspro.2015.02.303>. 180, pp. 1535-1540.
- [18] West, M. and Chew, H.E. (2013). *Reading in the mobile era: A study of mobile reading in developing countries (UNESCO)*. <http://unesdoc.unesco.org/images/0022/002274/227436e.pdf>.
- [19] Zahra. T and Amir S. (2012). *Learning on the Move: The use of Mobile Technology to Support*
- [20] *Learning for University Students*. Procedia - Social and Behavioral Sciences, Volume 69, 24 December 2012, Pages 1102-1109.