The Significance Of "Mobile Assisted Language Learning" (MALL) In Developing Literacy Skills Among ESL Learners In A Digital Age

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Abstract: *This research focuses on "Mobile Assisted Language Learning" as a resource tool that can assist language learners. It aids in implementing 2.O mobile applications for ICT-based blended learning, hybrid learning, flipped classroom pedagogy, and advance English learning. ESL students have adequate oral English abilities to deal with academic challenges and live their lives as entrepreneurs or successful professionals. ESL learners are used to casual contact. They must overcome their uncertainty and intrusion to generate genuine learning chances and language creations through mobile language learning. As a language learning technique, mobile education combined with digitalized references has become valuable instruments for the young generation in practically every country worldwide. In today's modern technophobic world, the limits of English as a foreign language are gradually dissolving. ESL learners are relatively accessible in practically all countries and effortlessly seek the knowledge given through cell phones.*

Keywords: *MALL, 2.O mobile applications, Second Language Learning (SLA), Digital language learning.*

1. INTRODUCTION:

MALL is a well-known technology-based learning method. In the past, English language learners relied on old methodologies, but m-learning has revolutionized the field. According to Spolsky and Shohamy, "owing to increased globalization and internationalization in recent decades, English has become the world's lingua franca because of its broad usage in academics, business, and technology" (Spolsky). Mobile gadgets such as (iPod mp3 players and Palm Treo smartphones, tabs) are fully advanced tools for language learning. It also helps create novel learning circumstances in the English language by utilizing mobile technology. Mobile learning has the potential to improve people's communication by introducing new variety elements. For example, mobile phones are used to exchange pure material such as

photographs, manuscripts, paperwork, and audiotapes to share information with others using solely mobile devices easily. Learning new educational skills is critical for instructors and students in a cybernetic age. Educators and instructors in India use mobile phones to help students develop literacy abilities, such as listening, speaking, reading, and writing. The paradigm is used to critique learning in various reported flipped classroom scenarios, analyze mobile activities and instructional practices, and examine their impact on social and artistic learning.

Mobile learning features and characteristics are being adopted by youth. However, mobile learning aspects must be properly arranged. The interactions between teaching and language learning pedagogical approaches and the various pieces must be combined efficiently and ideally in order for mobile learning to be successful and implemented in the digital age. We should plan of time how we will apply and how long it will take. Based on current technological trends, this paper describes the fundamental components and characteristics of "mobile learning".

'The Framework of mobile learning':

A model framing for mobile learning is essential for success in flipped classroom teaching strategies; it improves smartphone education teaching and learning techniques. As Ally Mohamed stated about Mobile education in his book "The framework for the rational analysis of Mobile Education (FRAME) model describes mobile learning as a process resulting from the convergence of mobile technologies, human learning capacities, and social interaction. It addresses contemporary pedagogical issues of information overload, knowledge navigation, and collaboration in learning. This model is useful for guiding the development of future mobile devices, the development of learning materials, and the design of teaching and learning strategies for mobile education" (Ally).
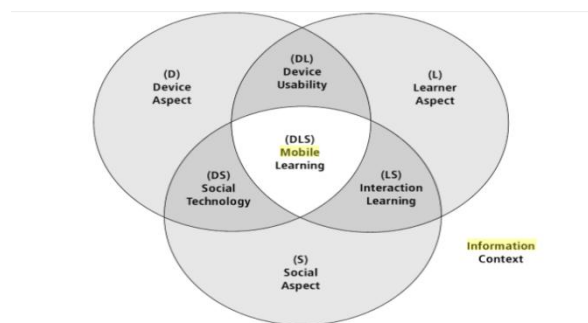

Figure 1 The Frame Model
Image source: http://www.worklearnmobile.org/articles/a-model-for-corporate-mobile-learning/

Norman describes 'a model framing for mobile learning' "The Three circles represent the device (D), Learner (L) and Social (S) aspects. The intersections two wireless overlaps contain attributes that belong to both aspects, the attributes of the device usability (DL) and social technology (DS) intersections describe the affordances of mobile technology" (Norman, D., 1999,, pp. 38-43). Mobile technology a bird's eye view is it depends on the technical component. Kukulska-Hulme, Agnes, Lucy Norris, and Jim Donohue explained that "Mobile technology partly depends on the ability to connect to the internet in different locations, ideally seamlessly; however, we still need to be aware of aspects such as availability of Wi-Fi or how much it may cost to download a huge file" (Kukulska-Hulme, Agnes, Lucy Norris, and Jim Donohue, 2015, p. p.8). Foreign language learners need for

mobile technologies because of enhancing their oral skills through by multimedia. As Litchfield, Dyson, Lawrence, and Zmijewska commented that "A body of knowledge of learning and teaching principles and strategies are urgently needed to inform teachers wishing to utilize innovative mobile technologies and also to inform the development of national policy and pedagogical approaches about emerging mobile devices" (Litchfield, p. 2007)

Second Language Acquisition (SLA) through MALL:
The phrase "second language acquisition'' refers in a general sense to the learning of a non-native language after the learning of the native language. However, before we delve into detail, we should clarify specific phrases typically used in the file. Second Language Acquisition (SLA) theories to be satisfied via mobile technologies; as per Saville -Troike language theory, "however, successful language acquisition involves developing far more complex skills than those used in simple vocabulary drills. Broadly, the aims of language acquisition can be classified into either receptive or productive language use, which can be further subdivided into one of 4 main categories (depending on whether written alternatively, oral): speaking, listening, reading and writing" (Saville-Troike, p. 2006).The benefits of grammar and vocabulary are promoting the right productive language skills improved.

SLA and foreign language play essential roles in mobile learning, particularly in English language learning for non-native English speakers. According to Ruiqin Miao "The distinction between 'second language' and 'foreign language' is related to the function of the language in concern in the larger sociocultural setting where learning takes place. A second language is a language that plays important social and institutional functions in a country although it may not be the native language (NL) of the dominant population, for example, English in India and Singapore. In the case of language learning, a second language is a non-native language to which the learner has natural exposure, as in the case of the learning of English by many immigrants in the United States.
A foreign language, on the other hand, is a language that is not the native language of the majority of the population, nor is it widely used as a medium of communication in the country. Instead, it is only used for speaking to foreigners or for reading written materials. It is usually learned as a subject in school. A typical example is the learning of English by a Japanese speaker in Japan." (Ruiqin Miao)
We can transform the modern scenario of education into the digital plot form. M-learning plays a vital role in ESL learners Gajanan and P.Patil asserted that the adoption of Mobile assisted language learning is crucial for Second language acquisition. "Today, cell phones have appeared to be the most widespread devices and readily available in the hands of almost every university student. Even the students hailing from the rural and semi-urban areas can afford the tools for various functions. There are several reasons to popularize the tool as it's portable device with the functionalities including internet access, mp3/mp4 player, digital camera, video recorder, e-dictionaries , flash card software, quiz software and many other Flash-enabled and/or Java-enabled programmes. The multimedia contents like audio and video recorders are the added attributives to the action-loving young generation" (Gajanan). ESL students can improve their communication skills and knowledge by applying dynamic mobile learning problems. For example, English students may use m-learning with the help of audio, e-texts, and admission webpages. Existing active learning and the new environment learning methods will be in media acquisition, and approving content development will increase as learners and instructors adopt less communication and more constructivist teaching and learning tactics. Herrington's emphasize about web 2.0 applications "The proliferation of educational web 2.0 applications such as wikis and blogs that rely on the

construction of content to be shared with others is an expanding area that exemplifies this trend" (Herrington, p. 2009). With this new concept of Mobile Learning, English language learners have experienced significant input from their vocabulary, language, and idiomatic, sayings, addresses and functions, other linguistic lessons, valuable ideas, motivational statements, etc.

Several significant implications for MALL are derived from various theories:

❖ The advanced material can be presented by an English language student at any stage.

❖ Educate student itself on core task-based knowledge.

❖ Others' Pedagogical Framework communication

❖ Demonstrate both visible and linguistic learning at the same time.

❖ Associating learners' prior experience with digital technologies

❖ Learners prepare in advance for multi-language activities.

❖ Developing a new method of representation for language-acquired learning;

❖ Bringing language learners and users together.

❖ Encouragement of mobile education

❖ Language learning using the Wi-Fi

❖ The Digital literacy

The consequences mentioned above assist MALL as well as foreign language learners in learning English without reluctance. It exposes classroom learning activity like according to K-W-L CHART (Know, want, learn) (Mathew, p. 2016). Mobile technology would allow teachers and language learners to use ELT. It would enrich whatever they do to a regular source and focus on knowledge goals in new directions. The media access control approach of language phonics-based learning and another language evaluation procedure are image-based modeling and rendering; it based both methods on mobile education theory. In modern times, students imagined that language study in the classroom would be as unusual as owning a smartphone or tablet. The benefit of envisioned education is examining language study for vernacular medium pupils, emphasizing collaboration and vocal expressions. Learners engage in activity-based learning with one mobile device per combination or association. Monitoring or viewing video clips may cause the use of one gadget per person. Thus, seamless learning relies on mobile technologies, according to Chan "Since the notion of seamless learning supported by 1:1 (one-mobile-device-per-learner) setting has been expounded" (Chan, Tak-Wai, et al, 1.01(2006)). ESL learners must want to be improved their acquired skills with technology, according to Bentley, Shegunshi,Scanell commented thattechnology "technological interface between learners and their learning environments" (Bentley, Yongmei, Anjali Shegunshi, and Mike Scannell. , p. 2009).

Educational benefits of blogs:

Educational benefits of blogs Potential benefits as identified by learning specialists Fernette and Brock Eide and cited by Will Richardson "Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms" (Richardson, Will., 2010, p. 2010)Combine the reflecting:

* ❖ Can promote critical and analytical thinking;
* ❖ Can promote creative, intuitive and associational thinking;
* ❖ (Creative and associational thinking in relation to blogs being used as a brainstorming tool and also as a resource for interlinking, commenting on interlinked ideas);
* ❖ Can promote analogical thinking;
* ❖ Potential for increased access and exposure to quality information;
* ❖ Combination of solitary and social interaction. (Ciussi, p. 2012).

Mobile-based – digital learning (MBDL):

Mobile-based digital learning is the new revolution in language Lung-Hsiang Wong commented that "Mobile based learning is ongoing for a decade and through rapid evolution, there is great diversity in the scholars' and educators' conceptual understanding and approaches to harnessing mobile and ubiquitous computing. From the literature on classifications of mobile learning, we observe a variety of classification frameworks being developed – from technical-oriented" (Lung-Hsiang Wong, 2011, p. 2011) and it's "a hybrid techno-pedagogical construct" (Patten, 2006, p. 2006)

Mobile learning has been divided into three generations and various would be as according to Yu explained that "combs the development of three generations of mobile learning: the first generation focuses on transferring learning content onto mobile devices (transfer of information and behaviorism); the second generation focuses on pedagogical design (cognitive and constructivism); and the third generation is characterized by 1:1 setting and the use of context-aware technology" (Yu, p. 2007).

Small Chat:

The novel perspective on small chat and its critical significance in everyday discussion; interactional data analyses support the new method described specific situations - individual and populous, face-to-face and phone speak. Moving this methodological connectional and continuous Interpersonal Communication level has been envisioned as a new symbolic minor chat status, which is nothing more than social interaction amongst people.

Mobile technology for ESL Learners:

Learners can improve their speaking skills in a language class while having fun; language makes them happy. Some learners engage in activities that do not involve abstractions of their visible worlds and species. They closely connected learners with the world beyond the language classroom when they may encounter difficulties in language teachers because of continuing to communicate and responding to messages, phone calls, or emails. The language teacher allows students to bring their mobile devices to class with some restrictions. It provides a suitable solution for ensuring mindfulness in a class by asking students to switch phones to flight mode; in this manner, they may still use and make audio or video recordings and take photographs if necessary. Learners could access glossaries, interpretation, elocution, structuring tools, and sources online using a mobile device and Wi-Fi connection. Mobile technology is critical for language learners to accept technology-assisted learning. To be sure, ready-to-use, maybe 24 X 7 access to light-weight mobile devices opens up the possibility of

a new stage in the growth of technology-enhanced learning. (TEL) Chan hypothesize that "(The evolution) is characterized by 'seamless learning spaces' and marked by continuity of the learning experience across different scenarios or contexts, and emerging from the availability of one device or more per student. By enabling learners to learn whenever they are curious and seamlessly switch between different contexts, such as between formal and informal contexts and between individual and social learning, and by extending the social spaces in which learners interact with each other, these developments, supported by theories of social learning, situated learning, and knowledge-building, will influence the nature, the process and the outcomes of learning." (Chan, Tak-Wai, et al, p. 2006)

ESL Mobile Apps for English Students

"1.*Busuu:*
This language-learning app features more than 3,000 words and expressions and covers a wide range of topics through comprehensive vocabulary sections and interactive tests.

2.SpeakingPal English Tutor:
A very entertaining and highly-interactive app, it features a series of mini-lessons of approximately 5 minutes, so students have no excuses when it comes to making the most of idle time

3.MyWordBook:
This app was developed by the British Council in conjunction with Cambridge University Press and offers a wonderful, engaging way to learn new words through sets of interactive flashcards.

4. Conversation English:
This app features 20 lessons, each with a video dialogue. The app gives learners the option to read the conversation and then answer questions and complete a variety of exercises. It's a great app for those who wish to practice more conversational English.

5. English Grammar in Use Tests:
Developed by Cambridge University Press and based on the successful Grammar in Use series, this app allows students to practice English grammar as a series of "tests" that are more akin to games

6. IELTS Master Vocabulary Guide:
This is the perfect app for students who want to take the Cambridge IELTS examination.
It is the perfect complement to the book and helps students prepare for the test by providing plenty of vocabulary practice.

7. Oxford Deluxe Dictionary and Thesaurus of English:
This app basically contains the complete Oxford Dictionary, plus the thesaurus, with the added audio feature. It's ideal for students who have the money to spend and don't want to carry a big, bulky dictionary around".[1]

Above mentioned ESL apps make an effective learning in language for learners; English students may have to get stupendous 21st-century skills through technology. As per Cambridge assessment, U.K. commented that "Equipping students with effective tools and strategies that help them to think critically and reason logically is essential preparation to meet the challenges of the 21st century. Many people acknowledge the benefits of so called '21st century skills' (e.g. critical thinking, problem-solving, creativity, communication, collaboration, information literacy, and life skills)[2]."

2. CONCLUSION:

Mobile learning provides many opportunities for English language learners, and this evaluation may serve as a deciding factor in gaining access to mobile technologies. It is stimulating for English language learners to employ portable technologies with web-based digital strategies to provide precise accuracy in language, and mobile devices are teaching aids for language users and learning construction. Native language learners would not feel secure speaking in English because of the influence of their mother tongue and specific culture, tradition, and conventions. Native language learners could not study totally in the target language. By mandating and hence needing a precise race between content and learner proficiency in the target language. Language learners may encounter some difficulties when studying L2, and we have observed this in the past. Notably, a phrasal verb, phonetic sounds, vocal slang, pronunciation, and lexicon. Because of these factors, native language learners may not gain adequate language abilities. Although mobile learning allows native language learners to overcome problems, it also allows L1 learners to become foreign language speakers. Jones suggested that "mobile learning could motivate L2 learners: command and control (over goals): (i)ownership(ii)fun(iii)communication(iv)learning-in-context"(Jones, Ann, et al., 14-16 July 2006)

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