

The Impact of Mobile Assisted Language Learning (MALL) on ESL Learners' Language Skills: A Study of Tertiary Level Students

By

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A thesis submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of
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Declaration

I, Farhana Khan Supti, certify that all the resources in this dissertation are done by me. The entire work is original putting my existing knowledge and interest. There is no third party involved while doing the research except the necessary citations which are fully referenced. I, hereby, declare that this particular piece of material is not submitted for any degree, either in a whole or part, in this or any other institution.

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Approval

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Table of Contents

Name of Contents		Page No.
Declaration		ii
Approval		iii
Acknowledgements		iv
Abstract		2
Chapter 1: Introduction		
1.0	Introduction	3
1.1	Aims of the Study	4
1.2	Organization of the Study	5
Chapter 2: Literature Review		
2.0	Technology, M-learning, MALL	6
2.1	Collaborative Learning	8
2.2	Vocabulary Learning and Improving Reading Ability	9
2.3	Text messaging or SMS	10
2.4	Easy Availability	11
2.5	Possible Disadvantages of MALL	12
Chapter 3: Methodology		
3.0	Introduction	14
3.1	Research Design	14
3.2	sampling	14

3.3	setting	15
3.4	Instrumentation	15
3.5	Data Collection Procedure	16
3.6	Data analysis Procedure	17
3.7	Obstacles Encountered	17
Chapter 4: Research Findings		
4.0	Introduction	19
4.1	Percentage findings from the students' questionnaires	20
4.2	Percentage and Mean Findings from the Students' Questionnaires	22
4.3	Graph Findings from the Students' Questionnaires	23
4.4	Qualitative Responses from the Students' Questionnaires	28
Chapter 5: Discussion		
5.0	Discussion	32
Chapter 6: Conclusion		
6.0	Introduction	37
6.1	Summary of the key findings	37
6.2	Practical Implication	38
6.3	Recommendations	38
6.4	Conclusion	39
References		

References	40
Appendix	
Appendix A	44
Appendix B	48
Appendix C	51

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ABSTRACT

Mobile Assisted Language Learning (MALL) has entered in our lives prominently with the advancement of mobile technology. It has made the students' learning way more easier and flexible for its high portability. Most importantly, Mobile Assisted Language Learning has succeeded in terms of developing language skills preferably writing and reading skills. The goal of this research is to find out how MALL can have an impact on developing learners' language skills in various ways. For that, the researcher has conducted a survey through which students put their opinions based on their perception both in a quantitative and qualitative way. The survey results has presented a positive scale where it shows that learners are getting benefitted from this small device as their learning tool. On contrast to this, there are found some drawbacks through which learners are lagging behind in advancing their skills more proficiently. Therefore, MALL should be fruitful in terms of enhancing one's both listening and speaking skills so that the learners do not have to rely on a specific place and time to learn. Moreover, this study also suggests that mobile learning should get introduced on a broader aspect in the classroom and hence, further research is needed to carry with an aim to understand and implement mobile technology in language learning in a better way.

Chapter 1

Introduction

1.0 Introduction

In the last two decades, technologies have been a great impact in our social lives in various aspects and they have made revolutionary changes in teaching and learning than previous decades. The later improvement of portable advances with better understanding and application of web innovations, especially subjective devices, is set to have an increasingly significant impact on instructional method. Mobile technologies have become an essential part of our life where we cannot pass a single day without it. Nowadays, the dependency rate of mobile phone is increasing and for that, people are trying to utilize mobile phones in every possible way. In terms of teaching and learning language, mobile phones are highly prioritized because of its high portability and opportunities for gathering vast knowledge through it. These wireless devices have formed new ways of flourishing peoples' talent through which they can get privileges instantly from the devices. In addition to that, it promotes language learning which has not discussed and established in previous decades.

Evidently, this new innovation of mobile technology has brought new techniques and methods to enhance one's learning ability. One of the prominent reasons behind this new innovation is its high potentiality that works as a great platform regarding language learning. Nowadays learners do not prefer to sit in a particular place and work on their studies. Rather, they choose to learn whenever they feel like learning. For this reason, e-learning has stepped back while m-learning has come up with new features to persuade students to make language learning in many effective ways than before. Many researchers have been scrutinizing how mobile phones can be effective and useful in terms of improving language for several years.

Nevertheless, mobile technologies have created various ways of improving one's language elements. Among them, collaborative learning can be an important aspect to work on to see if it can prosper learners' language skills or not. For this type of learning, text messaging can be a great feature in mobile phones that can work as a powerful media to accelerate collaborative learning. Through this learning technique, there has to be an investigation whether it can improve their reading and writing skills in an efficient way. However, it is also necessary to look at vocabularies that can fill the lack of poor language skills on a large portion.

This study is designed to understand whether Mobile Assisted Language Learning has turned out to be helpful for the students or not. Both quantitative and qualitative data are used to investigate the phenomena.

1.1 Aims of the Study

The main aim of this study is to find out the benefits of Mobile Assisted Language Learning (MALL) that can facilitate learners' language skills. However, this study also seeks to explore some possible drawbacks that some students might encounter while learning in mobile phones. Particular attention has been given to collaborative learning and vocabulary acquisition to understand whether these two aspects can bring a positive impact on learners' learning skills. This study also tries to find out whether text messaging works as a great platform to improve learners' reading and writing skills.

While looking at these aspects, the study directs to answer the following research questions below:

RQ1: To what extent does Mobile Assisted Language Learning (MALL) help learners who are learning English as a second language?

RQ2: What are the possible disadvantages of Mobile Assisted Language Learning (MALL)?

1.2 Organization of the Study:

The research consists of six chapters in total. Following this introduction in chapter 1, chapter 2 is the review of related literature. In chapter 3 the methodology of this chapter is discussed. Chapter 4 is the findings of this research and Chapter 5 provides discussion based on the data analysis. Lastly Chapter 6 is the conclusion where some recommendation also made.

Chapter 2

Literature Review

This chapter reviews relevant literature aspects related to this study. The broad areas that cover in the literature reviews are technology and mobile learning, collaborative learning, vocabulary learning through technology and its impact on reading, text messaging and possible disadvantages of using mobile technology in language learning. This chapter will also reflect whether mobile phones are easily accessible to learners regarding their language learning.

2.0 Technology, M-learning, MALL

The significance of using technologies has flourished with the invention of internet, multimedia and mobile applications. These innovations, therefore, have prompted new types of correspondence, content generation, coordinated effort, and long range interpersonal communication (Levy, 2009, p. 769). Recently, the growing use of mobile devices in institutions is increasing day by day for language learning and communication. The widespread use of mobile technologies and mobility produces a versatile culture where students' particular needs in connection to their present area and context become vital upgrades for learning structures (Kukulska-Hulme, 2010, p. 5). This extensive use of mobile technologies has opened the door for the students to gear up their learning in a broader extent through which they are being benefitted in various ways. Hashim et al. (2017) stated that technology likewise gives students boundless access to various assets and appliances that encourage language learning. Mobile technology is changing the view of language learning and is portrayed as the following boondocks being explored for its potential in improving the instructing and learning of English language (p. 45-46). This explains that mobile technologies are opening many alternatives for the

students which were not previously there and thus students can have a wide range of access through these small devices.

Cavus and Ibrahim stated that m-learning can be considered as a form of ‘informal’ learning (2009, p. 80). This explains that m- learning, which can also be addressed as Mobile Assisted Language Learning (MALL) is available anytime and anywhere in this world. Kukulska-Hulme & Shield (2008) similarly agrees to this concept. In mobile learning, mobile devices are must to execute this learning. Otherwise it is not possible to have the essence of m-learning. Not only that, internet access has also proven that they have that capability to accelerate better language learning through mobile phones (Georgiev, 2002, p. 2). Therefore, this creates an informal learning that students often prefer in their education. In this world of modern technologies, students are preferring traditional learning less rather they are getting inclined to informal learning which seem more convenient for them. Thus, Mobile Assisted Language Learning is breaking the walls of traditional education and brought out to create such an environment where teaching and learning will be flexible. Chen and Hsu (2008) mentioned that mobile phone has been considered as a powerful type of adaptable learning system since it is conceivable to break the confinement of teaching environment where it must occur in a classroom or located computers. Kim et al. (2014) stated that teachers in South Korea were overwhelmed by the idea of versatile learning because of its capability to conquer the constraints of conventional education and online learning (p. 31).

In recent days, Mobile Assisted Language Learning (MALL) has entered in the world of modern technologies and has drawn attention to several researchers (Hashim et al., 2017, p. 46). Chickering and Ehrmann have coined the term ‘MALL (Mobile Assisted Language Learning)’ in 1996 and since then use of mobile phones in language learning and teaching have been growing

enormously. Hence, the purpose of learning through mobile phones is going to be executed effectively among the students (Taj et al., 2016, p. 76). Researchers have investigated that students should be adapted this new innovation of mobile learning in different environments (Kim et al., 2014, p. 52). Valk, Rashid, and Elder showed that Mobile Assisted Language Learning can be beneficial for the students to have access to many educational materials (as cited in Kim et al., 2013, p.76), hence students can search for more learning tools and activities to utilize their time in learning anytime and anywhere.

2.1 Collaborative Learning

Kukulsha-Hulme (2010) explained that Mobile Assisted Language Learning develops a learning instruction in society and supports people in their endeavors to learn a foreign language. As of late created instruments make language learning increasingly custom fitted as well as encourage access to a network of students for shared help or co-production of assets. They exploit absolute qualities of mobile learning, for example, the potential for arranged, vivid learning where students communicate with their quick environment through three-dimensional images and can adjust the learning knowledge to individual needs. He also stated that there are many opportunities through which learners get chances to develop more collaborative informal language learning. Besides, there are also a lot of opportunities for the utilization “of the mobile internet, location area content, learner driven content creation, to integrate mobile language learning with other subjects; to develop mobile language learning games; and to facilitate authentic communication practice and capturing real cross-cultural communication issues” (Kukulsha-Hulme, 2010, p. 11).

Mobile learning has created greater opportunities for students to spend their leisure time in learning, also this type of learning does not require a lot of money and physical space to use. As students can share their knowledge anytime and anywhere through these technologies, it promotes collaborative learning. In this situation, if students utilize the time in learning through mobile devices spontaneously, then learning alone or with peers will happen no matter what. This collaborative learning helps to boost learners' confidence to do well in learning further as advocated by Zimmerman (2012) that "Learning is not something that happens to students, it is something that happens by students."

2.2 Vocabulary Learning and Improving Reading Ability

Vocabulary learning has been a concentration for creating applications and materials for the mobile phone. Normal highlights of this specific gadget are web access, voice informing, Short Message Service (SMS), text messaging and so forth (Levy, 2009, p. 771). These can be used for developing learners' language elements as technologies are getting advanced in these recent years. Among all of these elements, Chen and Hsu (2008) stated that practicing a vast range of vocabulary items and grammatical structures, are considered as the main elements for acquiring knowledge of that language (p. 154). It is also reported that reading helps learners acquire vocabulary and vocabulary helps learners to advance their reading comprehension (Chen & Hsu, 2008). In these modern technologies, a generous amount of importance has been given on improving multimedia input in terms of vocabulary learning and language knowledge development in the field of second language (L2) learning. Thus, vocabulary learning and reading comprehension are given much more importance in this new upgraded technological era (Çakmak & Erçetin, 2018, p. 26). Reading comprehension will flourish learners' vocabulary skill which helps them to know more about the language. Nation (1993) proposed that the

development of reading skills helps students to create information of the world, and also assists them to flourish their basic academic and specialized vocabularies. It implies that the more learners adapt new vocabularies, the more they are able to cope up with the modern world.

2.3 Text Messaging or SMS

Mobile phones are widely used for language learning because of their vast popularity as well as their numerous functions. Among these functions, text messaging or Short Message Service (SMS) has been widely used because this feature is available in every mobile phone. In recent years, it has made its way to work as a pedagogical tool in language learning environment. Studies reflect that text messaging has become a great medium for improving some major language elements like vocabulary learning and grammatical structure (Hayati et al., 2013, p. 68). Nowadays, learners are getting encouraged to use text messaging or SMS to enhance their language skills and apply their learning into real life contexts. This implies that the demand of SMS through mobile phones have increased hence, the popularity of using Personal Computer or web has become underrated along with the invention of new updated mobile technologies.

Other than the development of vocabulary learning, text messaging assists learners' writing skill which is another benefit of mobile assisted language learning. This potential of mobile phones has led the learners' convey their opinions to each other and negotiate meanings of their words by which they can improve themselves further. This is an innovation of improving writing skill by getting out of the traditional method of writing inside and outside the classroom (Fattah, 2015, p. 117).

2.4 Easy Availability:

Cavus and Ibrahim stated that due to the affordance of mobile phones, the students of undergraduates had captured this modern device in their hands. As it has no limitations, these innovative mobile phones are creating an atmosphere among the students to utilize their time improving in studies and also helping to teach in a better way (2009, p. 79). Nowadays, this portable wireless device is much cheaper than any other standard equipment such as Personal Computer that helps the students connect easily with language learning materials (Chinnery, 2006, p. 13). Cheon et al. (2012) said that the potential advantages of utilizing mobile phones for learning have been broadly mediated from an extension of purposes which incorporate cost funds, global interchanges, and area based administrations (p. 46). This implies that it has only been possible for the affordability of mobile phones that can be used beyond a specific place. Kukulsha-Hulme reported that mobile phones have created vast opportunities for the students to make their ways easier to learn in a convenient and suitable environment so that they can be adapted by this opportunity without changing their lifestyle (as cited in Comas-Quinn & Mardomingo, 2009, p. 98). This statement can be related to many students as recently the demands of mobile gadgets are increasing at a higher rate. Thus, learners do not rely on PCs anymore; instead they are more flexible and comfortable in using mobile devices for their learning. Because, this is quite pocket friendly and does not need big spaces like standard large equipments. As a result, language learning through mobile phones gets easier for learners all over the world.

2.5 Possible Disadvantages of MALL

Despite of the benefits that learners tend to get through mobile assisted language learning, there are some possible disadvantages due to which learners often fail to make the best use of this type of learning. Due to the high demand of text messaging, there is a little scope of communicating verbally with peers. For this reason, social interaction is decreasing little by little as learners do not prefer to do so in the era of text messaging. Consequently, it might hamper their learning process to some extents (Chinnery, 2006, p. 13). Most importantly, Mobile Assisted Language Learning can have both benefits and drawbacks in terms of some language elements such as reading and writing skill. This indicates that mobile learning can also hamper one's reading ability and make writing skill weak. This mainly happens on text messaging as it is suggested in many studies that learners opt to use abbreviations instead of using full words. As a result, it often becomes difficult for the reader to process the word entirely (Tat & Azuma, 2016, p. 436). Finally, writing skill degrades because of the text messaging feature on mobile phones. One of the studies taken by Plester, Wood and Joshi (as cited in Bernicot et al., 2014) showed that learners were asked to write some messages that they usually do during text messaging. It proved that they used numerous abbreviations in their writings such as, 'U' for "you", 'C U' for "see you" etc (p. 560). Tomaszewski (2011) stated that nowadays, students' academic writings are seen to get hampered by using internet appropriate abbreviations such as, 'AFAIK' (as far as I know), 'u' (You). This suggests that students are likely to apply this type of writings in their academic writings in a subconscious mind. Consequently, the purpose of improving writing skill through mobile learning is not fulfilled sometimes.

Considering some of the possible advantages and disadvantages in mobile assisted language learning (MALL), it can be said that mobiles phones have potentials to help the

learners enhance their skills that are essential for their language learning. In this study, the researcher examined whether Mobile Assisted Language Learning can develop students' collaborative learning process as well as their reading ability and vocabulary acquisition. Lastly, the researcher tried to find out whether some possible disadvantages such as, use of abbreviations, less verbal interaction, weakening writing skill could make barriers for students in their language learning process.

Chapter 3

Methodology

3.0 Introduction

This chapter will discuss the methodology of this research, specifically research design, sampling, questionnaire development, instruments for collecting data, data collection procedure, data analysis procedure, ethical issues and lastly the difficulties the researcher has faced during data collection for this research.

The purpose of this study is to investigate how MALL is having an impact on learners in developing their language skills. This study will highlight both the positive and negative aspects of MALL. Following are the main research questions of this study:

RQ1: To what extent does Mobile Assisted Language Learning (MALL) help learners who are learning English as a second language?

RQ2: What are the possible disadvantages of Mobile Assisted Language Learning (MALL)?

3.1 Research Design

Mixed method research design is chosen for this research with an aim to get better understanding of the phenomena of the study. Both qualitative and quantitative data were collected for this research. Quantitative data were collected through a questionnaire and qualitative data were collected through interviews. The survey had been designed based into two parts of questionnaires (Multiple choice questions and Likert scale) related to the research.

3.2 Sampling

Participants are chosen from one of the reputed private universities. They are undergraduate and postgraduate students. As it is one of the reputed private universities, students

are from relatively well-off family and almost all the participants use technology such as mobile phone or computer for their educational purpose. These students are required to prepare assignments, term paper and presentations for their study and for that it is common to use technology. Moreover, the university also provided facilities to use computer at the university.

The participants information are summarized in the following table

University	Criteria of Participants	Number of Participants
A	Undergraduate students	30
	Post-graduate students	20
	Total	50

Table 1: The number of students participated in total

However, the second set was covered by 10 students to get qualitative responses from them. The responses were taken from the same institution.

3.3 Setting

The researcher has conducted the survey of on a specific reputed private university in Dhaka city. The students were given 25-30 minutes to complete the entire survey within their class with a proper and formal setting. On the other hand, the researcher interviewed the students of English department that happened outside the classroom in a quiet and calm environment.

3.4 Instrumentation

A questionnaire was designed in order to get opinions of students regarding various aspects of mobile assisted learning. The first part of the questionnaire included 19 opinion based questions where the students put a tick mark according to their preferences. In second part, there

were 9 statements where five points Likert scale was used: (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Here the students also put a mark according to their perception based on their usage of mobile phone (See Appendix A). Through this set of question, this study tries to understand participants' attitude, personality traits based on the measurement scale that the researcher fixes from 1 to 5. The statements are made to know about students' usage of mobile learning through mobile phone and to know how much they are getting benefits using mobile devices as their learning tools. Their participation is transferred into further intensive data analyzing purposes that referred as a quantitative analysis (Boone & Boone, 2012, p.1). Likert Scale is used for collecting data from students as this technique is the most familiar and widely used to get people's opinion (Allen & Seaman, 2007, p. 64). In addition to that, there is another set of questions developed containing 8 open ended questions in total. to make the whole research qualitative.

For thorough analysis, the quantitative responses are converted into mathematical orders. Firstly, each statement is transformed into percentages designed in each table. Then, individual histogram has made for each statement using the SPSS software. In addition to that, a mean score for each statement has been calculated for further analysis. Through this mean score, the researcher tried to figure out the lowest and highest score of all the statements.

3.6 Data Collection Procedure

The researcher chose both graduate and post-graduate students for her survey. The researcher first asked the relevant faculty member to conduct survey in the classroom and then she took consent from the participating students. The students participated in the data collection procedure in their formal classroom setting. All of them did not take much time to complete their

survey as it was not a very long survey. However, the researcher had to take the surveys within the class hour as there was not any extra time permitted for the data collection procedure.

Not only that, the researcher had to spend a generous amount of time in collecting the qualitative responses from the students. As the researcher chose the participants randomly who fall under English department, the responses were received according to their time as the procedure completed outside the classroom. All of the students took 8-10 minutes to complete their interviews.

3.7 Data Analysis Procedure

Quantitative data were analyzed using the SPSS software and qualitative data were gathered, tabulated in a sheet and then looked for common theme. Quantitative data of this research presented as percentages, graphs and mean scores and these were generated using the SPSS software. These were made by the responses the researcher got from the students. Through these methods, the researcher got an overall point of view of how the responses had been analyzed. Also the addition of qualitative responses helped the researcher make a more valid analysis in her paper.

3.8 Obstacles Encountered

The researchers had faced some obstacles regarding data collection procedure. To begin with, there was not enough time to visit many other universities for collecting data. Therefore, the researcher had to stick with her own university for saving time and money. Moreover, the researcher also had to face difficulties during surveys. As there was not any additional time for taking survey, the researcher had to hurry in order to collect data of first set from the students. However, the faculty helped in bringing out some spare time for the researcher to take survey.

On the contrary, the researcher had to spent a lot of time to analyze the qualitative data. As the interview did not happen in a formal classroom setting, the participants could hardly manage their time to give interviews. Therefore, the researcher had to wait for them and thus it took more than a week to take responses from 10 students in total.

Chapter 4

Research Findings

4.0 Introduction

This chapter includes all the findings of the students who participated in the survey. The chapter also includes all analytical explanations researcher found out through the responses. The survey was conducted among 50 students from a reputed private university in Dhaka. In addition to that, ten students were interviewed for better understanding the phenomena.

An average percentage of each multiple choice questions have been made according to the responses of the students. Then, a mathematical representation scale has been made to show the mean score based on the findings the researcher got from the responses.

1. Strongly Agree- 4.00-4.50
2. Agree- 3.50-3.99
3. Neutral- 3.00-3.49
4. Disagree- 2.50-2.99
5. Strongly Disagree- 2.00-2.49

4.1 Percentage findings from the students' questionnaires (See Appendix A-Set 1 (Part 1))

According to the multiple choice questions, the students answered all of them according to their preferences. From the responses, it is found that everyone uses smart phone and all of them use it for their educational purposes. Then, most of the students use dictionary for their language learning as they mentioned in their survey. In addition to that, they prefer using Google, e-books, Microsoft office regarding language learning through mobile phones. Then, question 4 asks whether they like to read books in mobiles phones and it helps to improve their reading ability or not. 76% of the students responded 'yes' that mobile phones play a great role in improving their reading ability. On the other hand, 34% of them responded 'no'. After that, question 5 requires their preference of using mobile phones in their classrooms for educational purpose. 30% responded 'no' whereas the maximum 70% of the students responded that they like to utilize mobile phones in their classrooms for educational purposes. After that, question 6, 7 and 12 were about the visual representations regarding their studies. 75% of the students prefer mobile phones while watching videos and listening to audios whereas 55% students watch slides through their mobiles devices. Regarding language learning collaboratively, 84% agreed that they exchange messages with their groups with the help of mobile phones. On the other hand, there are 16% students not preferring exchanging messages regarding language learning. However, question 12 and 16 follow the necessity of providing visual images where all of the students agree to learn through visual images. Not only this, 95% of the students agree that this helps them to think critically.

When it comes to text messaging, everyone responded that they prefer using text messaging (Question 9). Besides, there are certain skills related questions given in the

questionnaire (13,17 and 18) where the participants responded in favor of improving their skills mostly. 68% students marked that their writing skill got improved because of text messaging. On the other hand, 32% of the students do not agree with that. Moreover, 90-95% of the students responded that they focus both on their reading and writing skills while using text messaging over phones. On the other hand, the rest 5-10% focus on either skill. It is found that, around 75-80% students have improved their vocabularies through mobile phones whereas 20-25% of them have improved their spelling and grammatical structure using mobile phones. In question 14 and 15, the students were asked to give their opinions about enhancing their reading ability through PDFs and subtitles under movies and documents. As per the responses, the students prefer mobile phones when it comes to PDFs of textbooks and the maximum percentage is 72-76%. Similarly, they love to have subtitles under movies and documents where 95%-97% agree on it. Finally, the students were asked whether they prefer traditional learning or informal learning (question 11). According to the responses, 78% of the students prefer informal learning where 22% of the rest prefer traditional learning inside the classroom.

4.2 Percentage and Mean Findings from the Students' Questionnaires (See Appendix

B)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	Viewpoint
1. Smartphone is an essential tool for language learning.	-	2%	22%	48%	28%	4.02	Strongly Agree
2. Mobile phone helps to learn inside the classroom.	4%	14%	30%	40%	12%	3.42	Neutral
3. Smart phone helps acquiring knowledge while connecting with friends.	2%	2%	10%	60%	26%	4.06	Strongly Agree
4. Smart phone is cheaper to use.	2%	14%	24%	42%	18%	3.60	Agree
5. I can use smart phone in classroom without any hesitation for learning.	10%	22%	36%	26%	6%	2.96	Disagree
6. My verbal communication is getting hampered for using smart phone as a platform for learning.	12%	44%	28%	10%	6%	2.54	Disagree
7. Dictionary helps me to learn vocabularies.	2%	4%	4%	32%	58%	4.40	Strongly Agree

8. I am addicted to smart phone.	10%	12%	24%	40%	14%	3.36	Neutral
9. I can learn anytime anywhere with the help of a mobile phone.	-	-	12%	32%	56%	4.44	Strongly Agree

Table 2: Percentage and Mean Findings from the Students' Questionnaires

From the table 2, it can be seen that most of the students agree on the statements the researcher put in her survey.

4.3 Graph Findings from the Students' Questionnaires

The graphs were designed holistically according to the responses given by the participants. The answers have been presented in the graphs based on their agreements of each statement (See Appendix B). The graphical representation is given below:

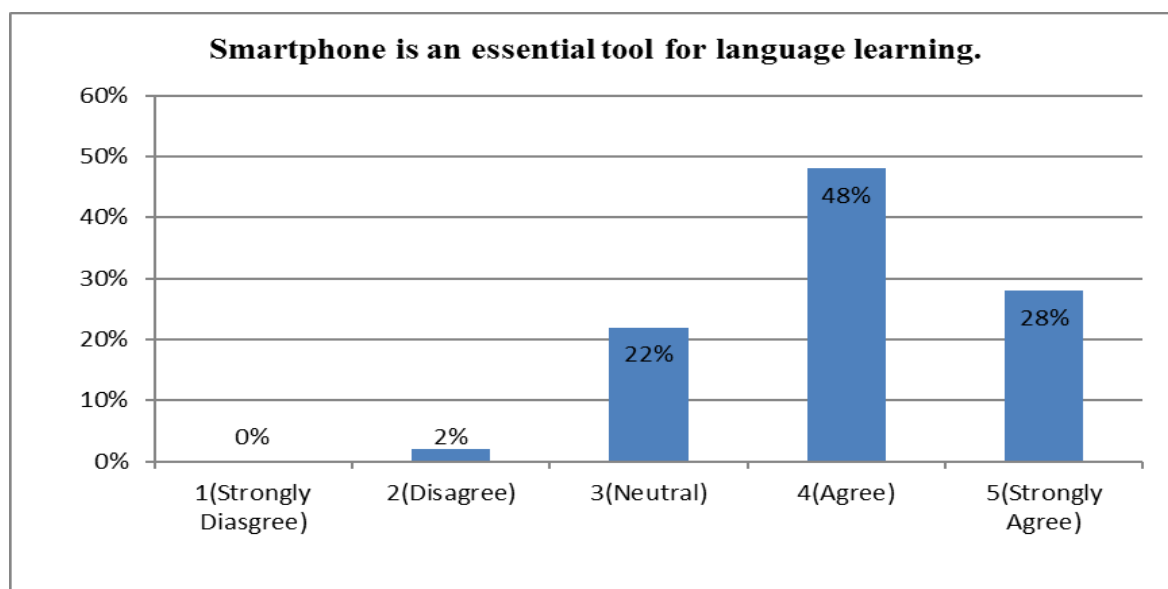


Figure A: Smartphone is an essential tool for language learning

Figure A includes the responses of the necessity of mobile phones for language learning. It says that 48% of the students agree with the statement. Not only that, 28% of the students strongly agree that mobile phone is an essential tool for language learning. However, there is not a single student who strongly disagrees with the statement rather one student disagrees with the statement which makes 2% of the entire responses.

The following bar chart requires the accessibility of using mobile phones in the classrooms that is beneficial for language learning.

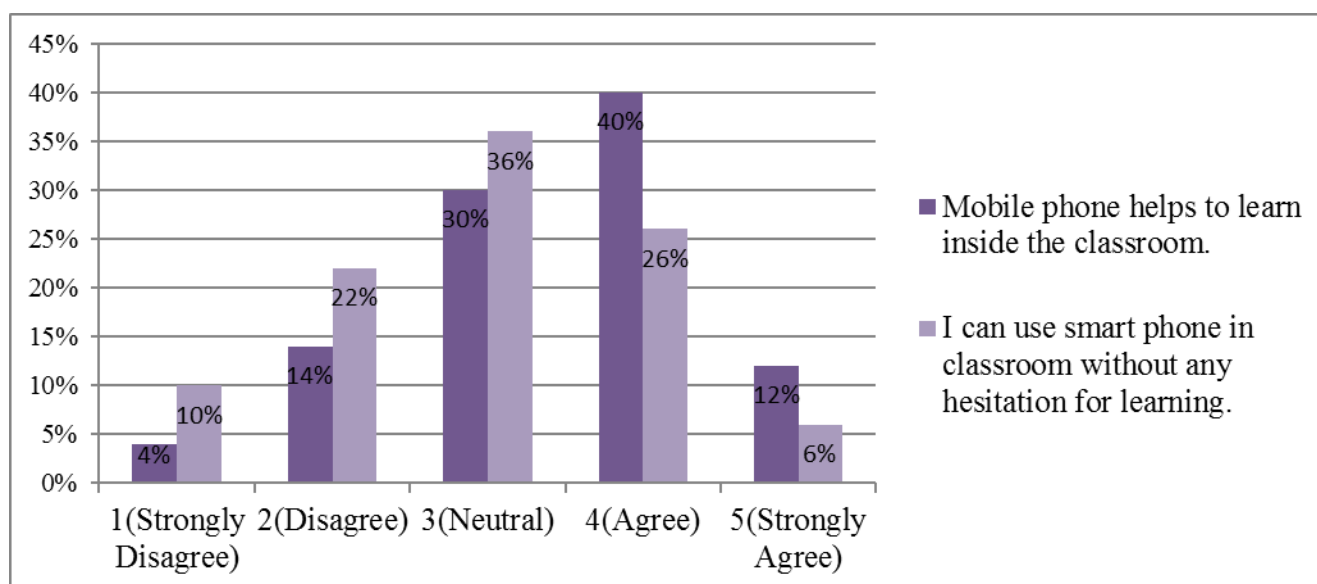


Figure B: The accessibility of using mobile phones in the classrooms

Figure B comprises two statements (2 and 5) about the opportunity to develop language skills inside the classroom. In these statements, most of the students agree that they can use mobile phones inside the classrooms without any hesitation. The highest percentage is 40% that means many of the students are benefitted by mobile phone when it comes to learn inside the classroom. On contrast to that, 14% students disagree with the statement which is not quite high. Similarly, 36% of the students are on the neutral side that they can use mobile phones in

the classrooms without any kind of hesitancy. Again, 26% of the students agree on this statement. Not only that, there are 22% of the students who disagree that mobile phone helps them to learn inside the classroom which is comparatively low in percentage if it is considered in case of the ratio of those who agree with the statement.

Then, the next chart includes the advantages that the students get by using mobile phones such as developing their knowledge regarding language, developing their vocabularies etc. The percentages of each statement are given below in the graph chart:

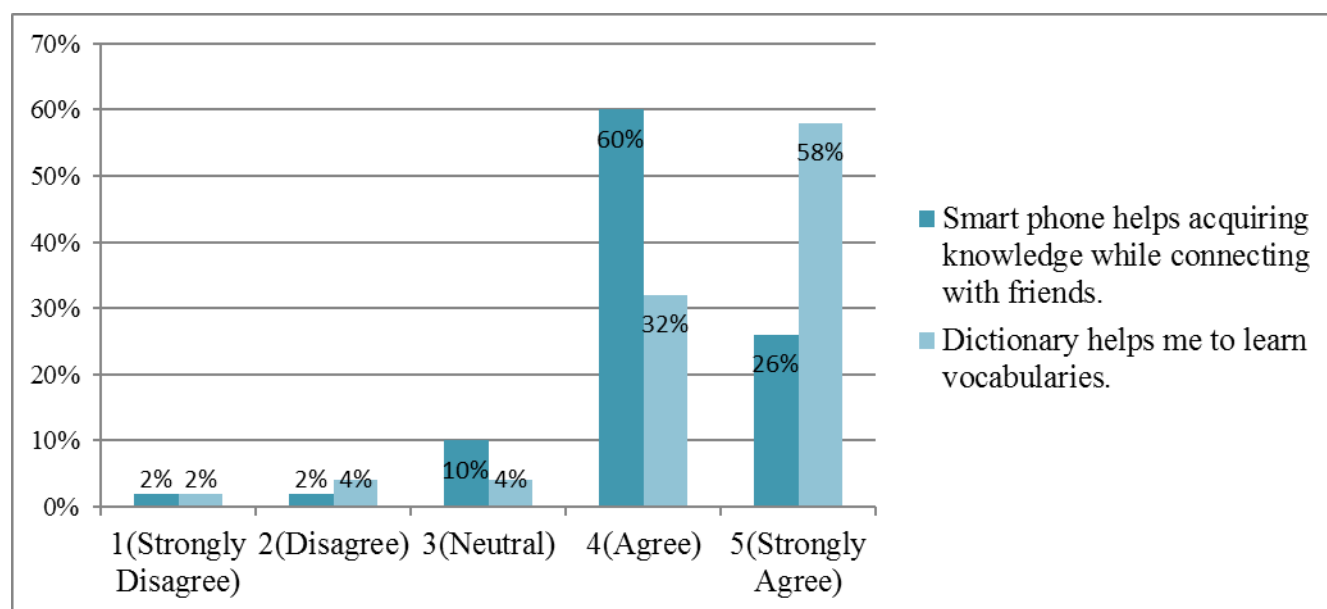


Figure C: The amount of advantages students get by using mobile phones

Figure C covers the ratio of the students getting advantages through mobile phones while it comes to acquire knowledge and vocabularies. The bar chart of the first statement reflects that 60% of the students agree on acquiring their knowledge using mobile phones. Because it helps them to connect with friends, also promotes collaborative learning process. However, maximum 2% of the students disagree with the statement. On the other hand, in terms

of learning vocabularies, the chart shows that the bars are higher for agree with the maximum 60%. Then, the second higher bar goes for strongly agree that is 58%. Yet there are only 4% students disagreeing with learning vocabularies through mobile phones.

After that, the next chart shows the percentage of the students using mobile phones in terms of its availability and affordability.

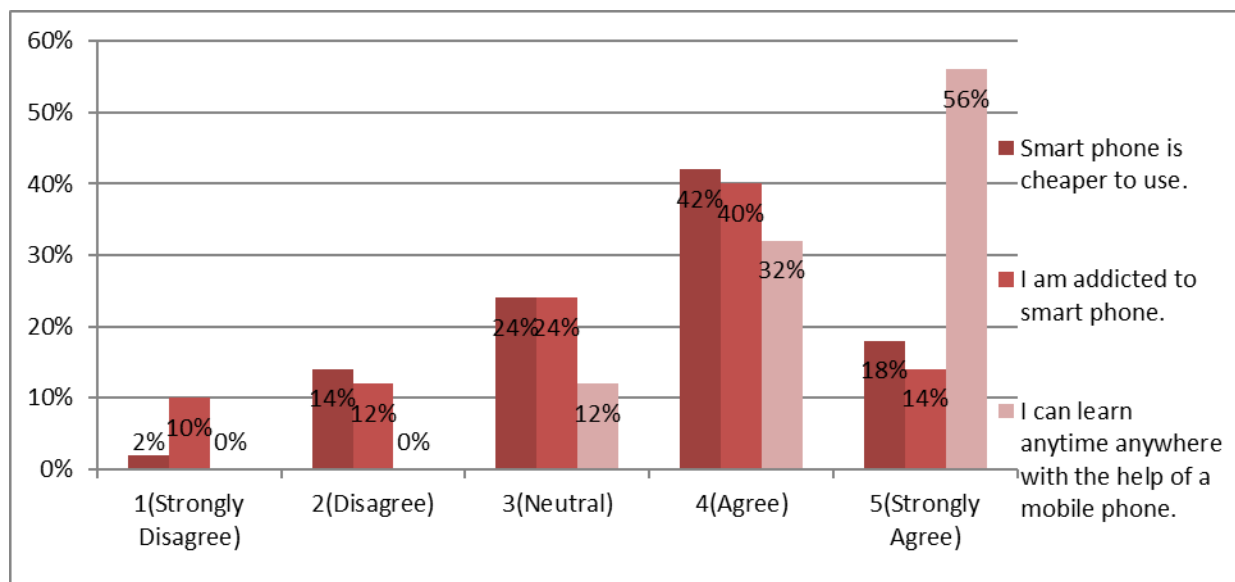


Figure D: Usage of mobile phones in terms of its availability and affordability

Figure D comprises of the responses where students have mostly agreed on the statements (4,8 and 9). 42% students agree that smart phones are cheaper to use whereas 14% students disagree on this statement. Then, the attachment towards mobile phones is also very high. 40% of the students are engaged with smart phones where 12% are not. However, the highest bar for agree is 56% where students respond that they can learn anytime anywhere with the help of their mobile phones. On the other hand, nobody disagrees with this statement.

Lastly, there is a statement related to the third research question. There are 50 students who participated in giving their opinions about all of the statements mentioned in all charts.

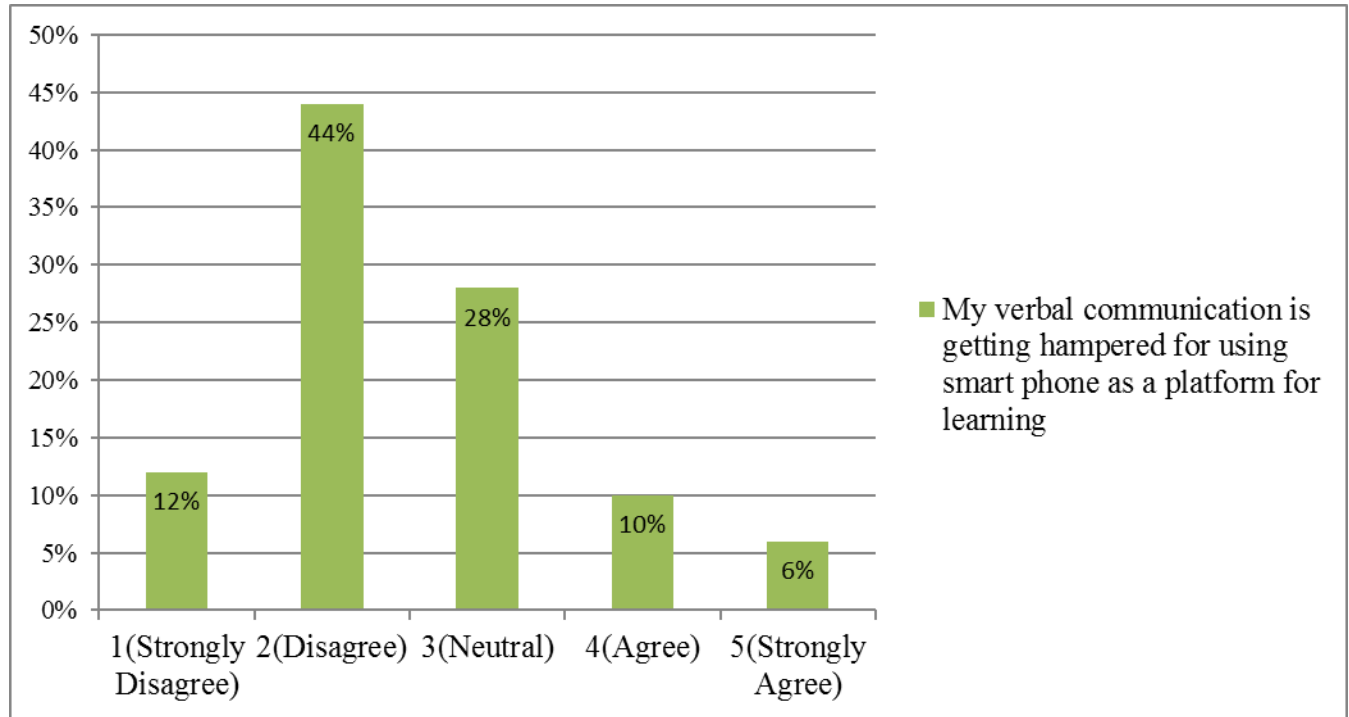


Figure E: Possible drawback of Mobile Assisted Language Learning

Figure E is consisted of the responses of statement 6 where students shared their perception on a possible drawback of Mobile Assisted Language Learning. 44% of the students disagree that their verbal communication is getting hampered yet 28% of the students have neutral responses towards the statement. Though the percentage is low, this still needs to take on account as 10% of the students suffer from poor verbal communication as mentioned in the graph chart.

4.4 Qualitative Responses from the Students' Questionnaires (See Appendix A-Set 2)

1. Do you communicate with your friends for learning purpose in mobile phone? If it is so, then how much it helps you to learn?

Out of the 10 responses, every student has agreed that they communicate with their friends for learning purpose in mobile phones. They have said that it helps them to have a brief discussion about their studies, hence it promotes their collaborative language learning process. Another feature that one of the interviewees has focused is text-messaging works as a great media to communicate with their friends.

One of the interviewees has said, *"I communicate with my friends when I am absent in classes. This helps me to learn in a subconscious mind. Also, sometimes I communicate with my peers regarding language through mobile phone as it saves a lot of time."*

Another interviewee has said, *"Whenever I am using mobile phones for communicating with friends, I always stay conscious of what I am writing over text messaging. This is because making mistakes is embarrassing for me. However, I get to correct my mistakes as my friends assist me a lot regarding language learning. In these ways, I get to learn through my peers in mobile phone."*

2. To what extents mobile phone helps you to have language learning? Explain how much are you benefitted using this device?

As mobile phone offers text messaging as a great media for communicating, it has helped students improving their writing skills as well as their vocabulary acquisition skill. One of the interviewees has shared,

“It is not possible to carry PC everywhere. As Mobile phone is easier to access for collecting any kind of information, I can use it anywhere for my language learning purpose.”

Another interviewee’s opinion on how much mobile phone is beneficial for language learning,

“To me mobile phone is one of the main gadgets which I use for learning language. Because I am addicted to mobile phone which leads me to learn new language through Google, online news paper. Also, chatting with friends helps me to develop my vocabulary and spelling.”

3. Do you prefer mobile learning? Can you give reasons of why you prefer informal learning over traditional learning?

Every interviewee has responded that they prefer mobile learning. The common reasons of preferring informal learning over traditional learning were no restriction in learning, more interesting than traditional learning, no boredom, huge amount of accessibility, also no time constraints to learn. One of the interviewees’ responses was,

“I prefer informal learning. Mobile learning is beneficial because we can have as much as time in hand to discuss with our group members or friends regarding our doubts in the lesson which is insufficient in the traditional learning.”

Another significant opinion from one of the interviewees was-

“I prefer mobile learning or informal learning over traditional learning. One of the reasons is, I can learn from any place. I do not need to go to a particular place for learning something. Another reason is, I can learn anytime, whenever I am free. I do not have to wait for learning.”

4. How is mobile phone beneficial for developing collaborative learning process?

Out of the 10 responses, the responses the researcher has got are, mobile phone helps them to develop their collaborative learning process as they exchange examples and their points of views that turn out to be beneficial for others and vice versa.

5. How much does mobile phone help you to learn vocabularies in the classroom?

10 interviewees have shared their opinions about learning vocabularies in classrooms. In general, sometimes some difficult words appear during their learning which they do not understand. In that case, they can instantly get the help of their mobile phones and find out the meaning of those unknown words. This instant adaption of new or difficult words helps them to develop vocabularies.

6. What are the language elements you mostly like to focus during your leisure time?

Out of the 10 responses, most of the interviewees have said that they mostly focus on vocabularies, reading books through mobile phone whenever they get leisure time. Besides, they like to watch movies that help them to adapt new words and vocabularies from subtitles.

7. What are the multi modal applications do you have in your mobile phone? How do those help you in language learning in a better way?

After taking the interview, the researcher has found that most students use Mobile Dictionary, Spell Checker, Word Excel, Office Suite in their mobile phones. All these multi modal application help them to enhance their reading and writing skills as those assist them to learn language in a convenient way. Hence, an interviewee has said,

“I have Duo lingo, Word web to help my English language skills and Avro keyboard app as helping tools for my Bengali writing. These apps help me in structuring the required language vocabularies and sentences with lesser mistakes.”

8. Do you use abbreviations in text-messaging? If so, then do you think that it affects your academic writings?

From all of the responses, the researcher in general got to know that the respondents do not use abbreviations in their conscious mind. One of the students has said that it is not wise to use abbreviations in text messaging as well because it increases the possibility of applying these short forms in academic writings, which consequently can affect their studies and skills.

Chapter 5

Discussion

The chapter includes the discussion and analysis of the findings that the researcher has found out on Mobile Assisted Language Learning from students' perspective through questionnaire and interview. Since different students adapt different styles of learning, the opinion tend to vary. The discussion is basically about the students' perception on Mobile Assisted Language Learning and in which ways they are getting privileges. It will also focus the negative aspects that students experience in their academic lessons.

The first central question wanted to figure out to what extents MALL helps learners to develop English as their second language. There are certain questions made based on this particular research question that had been answered by the students participated both in quantitative and qualitative part. The questions were made to find out on which aspects students focus more on improving their language skills and how mobile phones are becoming a great learning tool for them. The responses portrayed a mixed outcome as per students' perception on using mobile phones as learning tool. First of all, the findings says that a majority of $(48\%+28\%) = 76\%$ students are on the agree side of perceiving mobile phones as a great tool for learning. While talking about the benefits that facilitate their language learning process, the researcher found both quantitative and qualitative responses. According to the findings, 60% of the students agree with the statement that mobile phone helps them to acquire knowledge while connecting with friends. While connecting with friends, it escalates their collaborative learning that is agreed by some of the interviewees while taking qualitative responses. Students use technology for their collaborative communication and also they try to open different applications for expressing their thoughts. Thus, they get to know the feedbacks from the adults and this is

one kind of learning they are likely to perceive (Sweeny, 2010, p. 124). Most importantly, mobile assisted language learning emphasizes on communicative language teaching approach which requires to have a real life communication among learners. This communication targets the language that helps to develop communicative skills among learners. Through this approach, learners are able to understand the real life situation of how to use the target language through communication which also refers to collaborative language learning. This approach also makes sure the usage of language inside the classroom as well as outside the classroom.

About 40% of the students responded that mobile phone is helpful when it is used inside the classroom. Besides, they can use mobile phone as their learning purpose without any hesitation. This statement has a neutral opinion of 36%. Similarly, on multiple choice questions, 70% students have chosen that they prefer informal learning inside the classroom. Thus, this shows that learners opt to choose mobile phones for learning language materials inside the classroom. In this case, learners will be able to activate their skills and share their points of view to other people in the society (Shadiev et al., 2017, p. 42-44). However, Likert Scale has found that the mean score of statement 5 is 2.92. This implies that they feel hesitated while using mobile phones inside the classroom. This shows the number of disagreement on this aspect is high comparing to other statements. Overall, it might be said from both qualitative and quantitative perspectives that, students prefer informal learning over traditional learning in the classroom but they face hesitation whenever it comes to use their mobile phones inside the classroom. Thus Mobile Assisted Language Learning does not entirely facilitate their language skills.

Similarly, the aspect of vocabulary acquisition is related to mobile learning inside the classroom. From the qualitative responses, it is found that students tend to use offline dictionary

in their classrooms to look for vocabularies they are unknown of. Thus, it creates an instant learning that can facilitate learners' vocabulary accumulation. Most importantly, around 58% of the respondents strongly agree that dictionary helps them to learn vocabularies. Talking about the vocabularies, Short Message Service is regarded as an efficient feature to improve one's vocabulary knowledge (Suwantarathip & Orawiwatnakul, 2015, p. 164). From quantitative responses, it is found that 75%-80% of them have improved their vocabularies with the help of Short Messaging Service or text- messaging in their mobile phones.

Regarding the language skills, the researcher has found that Mobile Assisted Language Learning has opened the doors for the students to work on their reading and writing skill more effectively. From the quantitative responses, a majority of 68% students say that mobile phone has helped them to improve their writing skill efficiently. Because, text-messaging has become widely popular among the young generation. As a result, students focus both on their writing and reading skill while they are communicating with their friends. This shows that students perceive this new mobile learning system as 'a blessing rather than a curse' (Titanji et al., 2017, p. 2). This also helps them to learn collaboratively as well as learning subconsciously. On the other hand, 32% of the students do not get to improve their writing skill by text messaging because they are not addicted to mobile phones, hence they chose another way to improve their language skills. It is also proven from the qualitative responses is that students love to utilize their leisure times in reading books on mobile phones. About 72%-76%.of the students go for PDF versions on their mobile phones as textbooks or stories which implies that students are not confined in their PCs anymore. Not to mention, there is a less percentage of 24-28 where students prefer to read through PCs. Therefore, MALL is not far away in ubiquitous learning among students.

Furthermore, the study has talked about a lot of its affordability and availability on which the students participated in the survey has responded very positively. Analyzing the graphs, the highest number of students agrees that smart phones are affordable to use. Besides, 56% of the students strongly agree that mobile learning can be done anytime and anywhere because of its wide availability around the world. There is not a single student participated in the survey opposed to this statement. This outcome specifies that the students have given a big importance 'on its mobility' (Kondo et al., 2012, p. 178). Moreover, the interviewees have also related its versatility into developing many language elements such as vocabulary acquisition, collaborative learning and focusing on the skills in the target language. These findings indicate that this anytime-anywhere learning has only become possible for the flexibility of mobile phone, therefore, it promotes language learning not only inside the classroom but also outside the classroom.

Now the second research question tried to find out some possible disadvantages that students might encounter during their mobile assisted language learning. The researcher asked for an opinion in her quantitative question whether their verbal communication is getting hampered or not because of mobile learning. Only 10% of the students responded that their verbal communication is hampering because they spend much time in mobile phones. However, 44% of the students disagree on this issue. They said that mobile learning is not creating a barrier towards their verbal communication. This implies that even though some previous studies show limited social interaction happened because of mobile phones taking as a platform for language learning, this does not apply with the Bangladeshi context. On the other hand, another possible disadvantage that the researcher found from previous studies was that MALL affects learners' writing and reading skills because of using abbreviations in text- messaging. From the qualitative

responses, it has found that students are aware of their academic writing as it can affect their marks. As a result, they are always conscious of avoiding abbreviations in their writings. However, as some participants have responded that they use abbreviations in their text messaging. Again, some of other participants have said that they are conscious of both formal and informal writings as there can be a chance of mixing them up with academic writings.

Chapter 6

Conclusion

6.0 Introduction

This chapter includes the summary of the key findings that has found through the research conducted in terms of Mobile Assisted Language Learning facilitating learners' language skills, practical implication and recommendations for further studies.

6.1 Summary of the key findings

Mobile Assisted Language Learning through mobile phones has been a great platform for the students to improve their abilities and skills. This type of learning is not confined in only one specific space anymore. Rather, it promotes anytime-anywhere learning which can ensure students' learning in an efficient way. The previous studies of this research showed some negative impacts of MALL but it did not reflect on the Bangladeshi context. The findings show that majority of the students prefer to do this type of informal learning, also finding their own style of learning through the modern technologies to facilitate learning (Kukulska-Hulme, 2010, p. 12). Collaborative learning, vocabulary acquisition, reading and writing skill improvement through text messaging are the essential elements of language that have become easier for the students to adapt easily without having any time and place constraints because of its huge versatility. However, there could be some drawbacks of this MALL system such as poor writing skills for using abbreviations, poor verbal communication affecting learners' language skills. Not to mention, most of the tertiary level students have also consciously considered these aspects to be necessary for language. Thus, they have not let any negative impact appearing in their learning.

6.2 Practical Implication

The data from the research has indicated that mobile technology has acted as an efficient aid for facilitating students to direct themselves into language learning, hence Mobile Assisted Language Learning has provided the students with all necessary learning materials to assist them developing their skills and goals they wished to achieve (Hashim et al., 2017, p. 46). However, the practical implication should be intense inside the classroom as the researcher has found that many of the students got hesitated during mobile learning inside the classroom. So MALL should be more encouraged inside the classroom. Also, there should be a balance between formal and informal learning in the classroom because in this modern era, students are inclined to informal learning which comes from mobile learning. Rather teachers should not focus solely on traditional learning which can hamper their learning process because of its boredom.

6.3 Recommendations

To conclude, it can be said that Mobile Assisted Language Learning should be encouraged avoiding the few constraints that can be a barrier to enhance students' language skills. Moreover, the use of MALL should be taught in every class in order to realize its necessity in this modern technological era. As a result, this learning system will be 'adding value' to traditional learning which can motivate students more to learn language in an interesting and effective way. Furthermore, there should have audios and instructions given on mobile phones in classrooms. Through these methods, it will also integrate learners' listening and speaking skills (Hashim et al., 2017, p. 48).

6.4 Conclusion

To sum up, Mobile Assisted Language Learning has become consistent in our academic lives. Previous researchers have studied extensively to find out the positive outcomes in which they have succeeded in a greater way. In recent generations, ESL learners are indulging their time in language learning that is subconsciously motivating them to prosper in their language skills. Thus, we should ensure that this new system of mobile learning should have sustainable ways both inside and outside the classrooms for educational prosperity (Hashim et al., 2017, p. 48).

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Appendix A

Student Survey Questionnaire:

Questionnaire (Part 1):

1. Do you own smart phone?
 - Yes
 - no
2. Do you use smart phone for educational purpose?
 - Yes
 - No
3. If so, then which applications do you use for language learning ? (e.g. Dictionary for vocabulary, grammar, words etc) Name those applications.

4. Do you like to read books on your mobile phone? If so, Do you think your reading skill has improved because of your reading habit through mobile phone?
 - Yes
 - No
5. Do you use internet in the classroom for educational purpose?
 - Yes
 - No
6. Which one do you prefer for watching videos and listening to audios regarding education?
 - PC
 - Mobile phone
7. Which one do you prefer more for watching slides related to studies?
 - PC
 - Mobile phone
8. Do you exchange messages with any particular group on mobile phone for language learning?
 - Yes
 - No
9. Do you prefer text messaging on phone?
 - Yes
 - No
10. While conversing with your friends, do you use abbreviations in texts?
 - Yes
 - No
11. Which learning do you prefer?

- Traditional through lots of hard copies
 - Informal through mobile phones and tablets
12. Do you prefer those learning which include visual image?
- Yes
 - No
13. Do you think text messaging helps to improve your writing skill including your grammar and vocabulary?
- Yes
 - No
14. Do you prefer PDFs for your textbooks on mobile phone?
- Yes
 - No
15. Do you prefer subtitles under movies and documents?
- Yes
 - No
16. Do visual images about related to the contents of language make you think critically?
- Yes
 - No
17. In your opinion, which language elements have you got to improve by using mobile phone?
- Vocabulary
 - Spelling
 - Other:_____
18. In your opinion, which skills do you focus on yourself while communicating with peers through text messaging?
- Reading skill
 - Writing skill
 - Both

Part 2 (Tick the best answer from your perspective):

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.Smartphone is an essential tool for language learning.					
2.Mobile phone helps to learn inside the classroom.					
3.Smart phone helps acquiring knowledge while connecting with friends.					
4.Smart phone is cheaper to use.					
5.I can use smart phone in classroom without any hesitation for learning.					
6.My verbal communication is getting hampered for using smart phone as a platform for learning.					
7.Dictionary helps me to learn vocabularies.					
8.I am addicted to smart phone.					
9. I can learn anytime anywhere with the help of a mobile phone.					

Set 2:**Interview questions:**

1. Do you communicate with your friends for learning purpose in mobile phone? If so, explain how much it helps you to learn?
2. To what extent mobile phone helps you to have language learning? Explain how much are you benefitted using this device?
3. Do you prefer mobile learning? Can you give two reasons of why you prefer informal learning over traditional learning?
4. Do you think mobile phone is beneficial for developing collaborative learning process? How?
5. How much does mobile phone help you to learn vocabularies in the classroom?
6. What are the language elements you mostly like to focus during your leisure time?
7. What are the multi modal applications do you have in your mobile phone? How do those help you in language learning in a better way?
8. Do you use abbreviations for learning purpose on mobile phone? How much does it affect your academic writing? Can you give some examples about what type of abbreviations do you use in your writing?

Appendix B

SPSS analysis of the survey data

Table 1: Smartphone is an essential tool for language learning.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
2	1	2.0	2.0		2.0
3	11	22.0	22.0		24.0
4	24	48.0	48.0		72.0
5	14	28.0	28.0		100.0
Total	50	100.0	100.0		

Table 2: Mobile phone helps to learn inside the classroom.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	2	4.0	4.0		4.0
2	7	14.0	14.0		18.0
3	15	30.0	30.0		48.0
4	20	40.0	40.0		88.0
5	6	12.0	12.0		100.0
Total	50	100.0	100.0		

Table 3: Smart phone helps acquiring knowledge while connecting with friends.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	1	2.0	2.0		2.0
2	1	2.0	2.0		4.0
3	5	10.0	10.0		14.0
4	30	60.0	60.0		74.0
5	13	26.0	26.0		100.0
Total	50	100.0	100.0		

Table 4: Smart phone is cheaper to use.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	1	2.0	2.0		2.0
2	7	14.0	14.0		16.0
3	12	24.0	24.0		40.0
4	21	42.0	42.0		82.0
5	9	18.0	18.0		100.0
Total	50	100.0	100.0		

Table 5: I can use smart phone in classroom without any hesitation for learning.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	5	10.0	10.0		10.0
2	11	22.0	22.0		32.0
3	18	36.0	36.0		68.0
4	13	26.0	26.0		94.0
5	3	6.0	6.0		100.0
Total	50	100.0	100.0		

Table 6: My verbal communication is getting hampered for using smart phone as a platform for learning.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	6	12.0	12.0		12.0
2	22	44.0	44.0		56.0
3	14	28.0	28.0		84.0
4	5	10.0	10.0		94.0
5	3	6.0	6.0		100.0
Total	50	100.0	100.0		

Table 7: Dictionary helps me to learn vocabularies.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	1	2.0	2.0		2.0
2	2	4.0	4.0		6.0
3	2	4.0	4.0		10.0
4	16	32.0	32.0		42.0
5	29	58.0	58.0		100.0
Total	50	100.0	100.0		

Table 8: I am addicted to smart phone.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
1	5	10.0	10.0		10.0
2	6	12.0	12.0		22.0
3	12	24.0	24.0		46.0
4	20	40.0	40.0		86.0
5	7	14.0	14.0		100.0
Total	50	100.0	100.0		

Table 9: I can learn anytime anywhere with the help of a mobile phone.

Valid	Frequency	Percent	Valid (%)	Percent	Cumulative Percent (%)
3	6	12.0	12.0		12.0
4	16	32.0	32.0		44.0
5	28	56.0	56.0		100.0
Total	50	100.0	100.0		

Appendix C

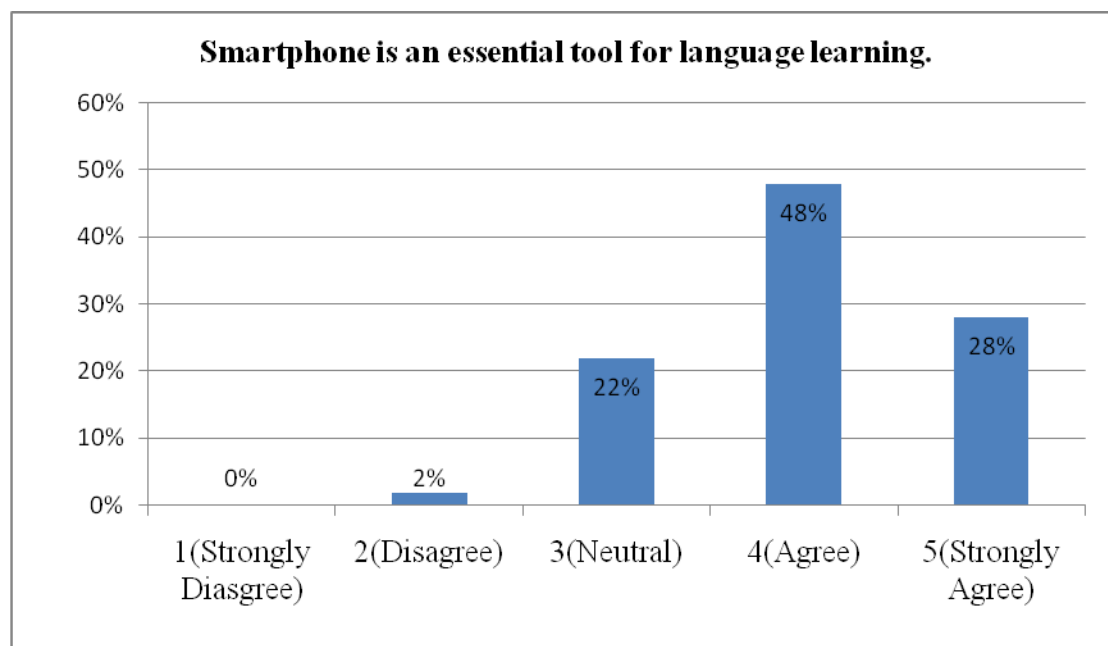


Figure A: Smartphone is an essential tool for language learning

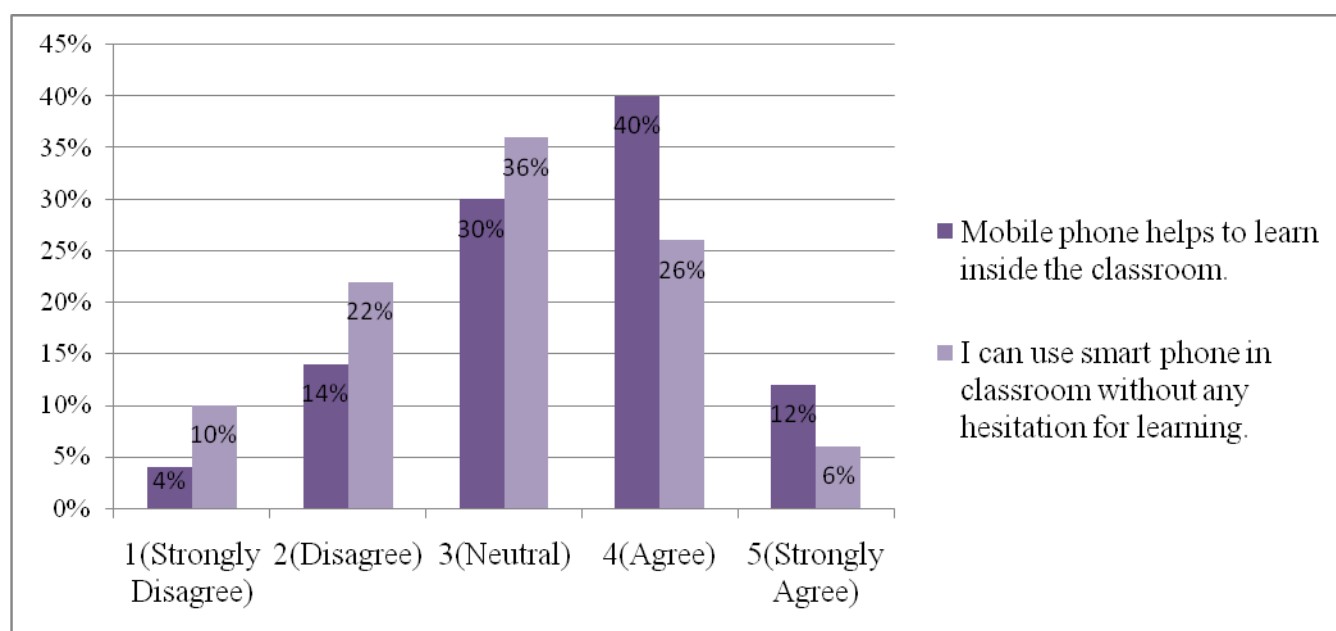


Figure B: The accessibility of using mobile phones in the classrooms

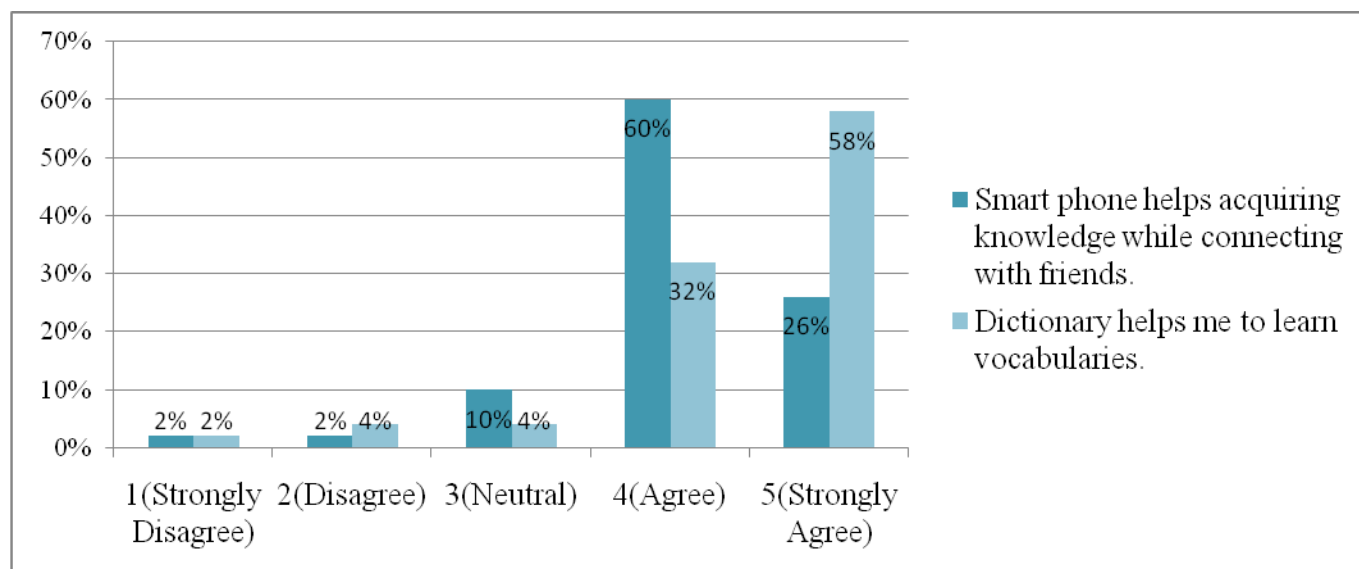


Figure C: The amount of advantages students get by using mobile phones

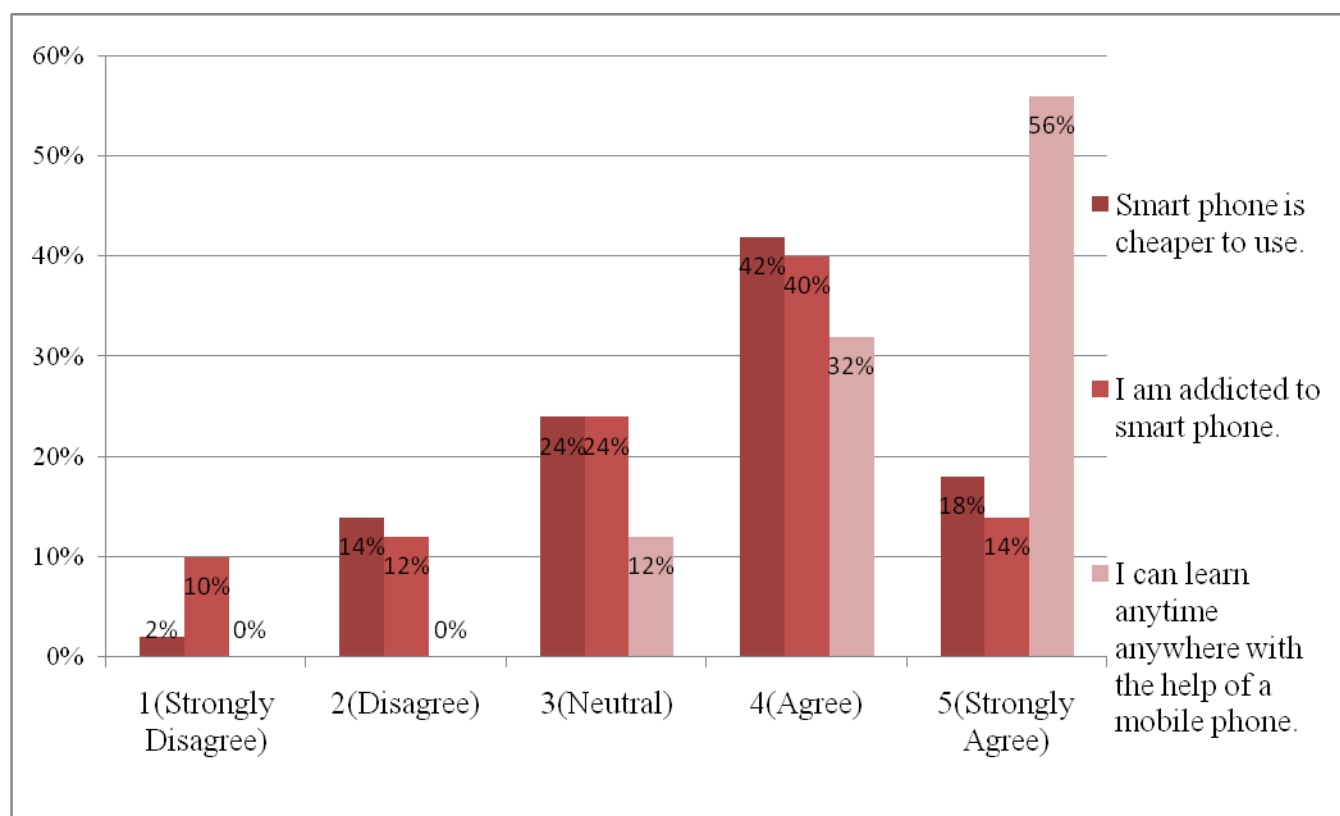


Figure D: Usage of mobile phones in terms of its availability and affordability

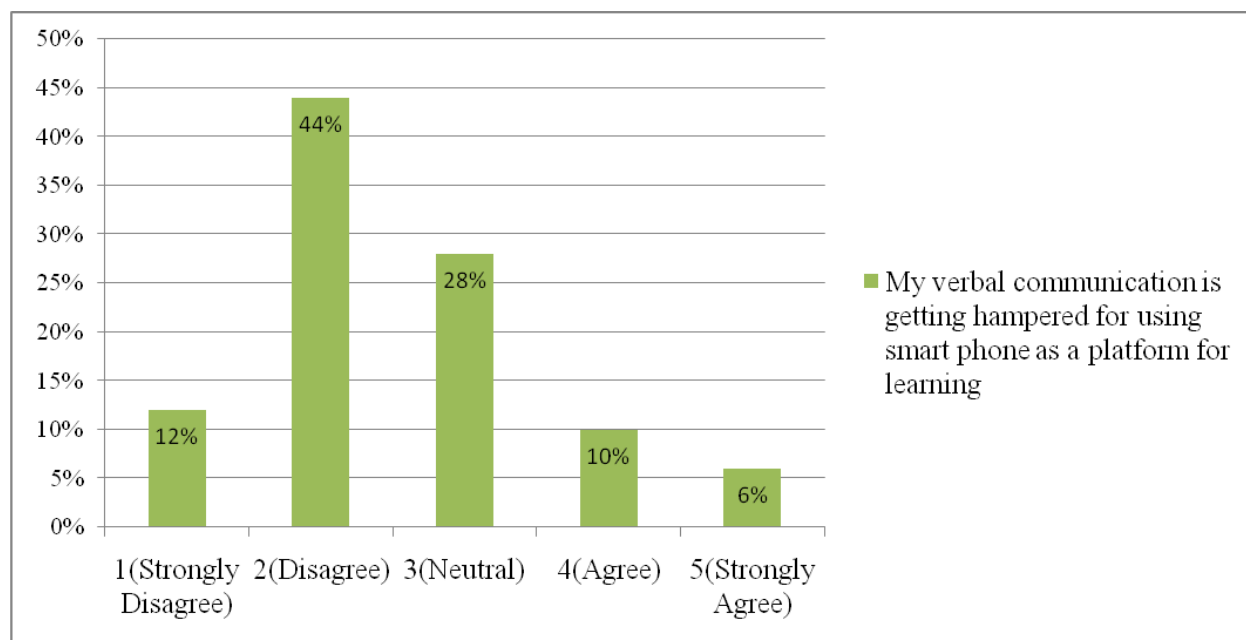


Figure E: Possible drawback of Mobile Assisted Language Learning