

Mobile-Assisted Language Learning (MALL) in Senior High School English Classes

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Received: January 6, 2023

Accepted: May 23, 2023

Online Published: June 5, 2023

doi:10.5430/wjel.v13n6p211

URL: <https://doi.org/10.5430/wjel.v13n6p211>

Abstract

As technology continues to offer promising results in teaching and learning, teachers also shift their methods to maximize the potential it can offer. One popular method is the integration of mobile devices in teaching and learning macro skills. Thus, this study describes the implementation of the Mobile-Assisted Language Learning (MALL) strategy in Senior High School English classes. With the use of validated MALL-based lesson exemplars, the researcher has described the integration of MALL in different oral communication lessons in six public senior high schools. This involved qualitative analysis of classroom observations and focus group discussions with students. The results of the implementation revealed that the utilization of mobile devices can support language learning in several ways. MALL in English classes can be seamlessly integrated and provide access to authentic language input, practice opportunities, and personalized learning experiences. Even with the technical limitations during the implementation, students find learning English fun, engaging, and worthwhile. Thus, English teachers may use this research as a guide in their integration and implementation of MALL-based English lessons. Further, given the limitations of the study, it is recommended that larger-scale studies be conducted to examine long-term effects of MALL to provide a more comprehensive understanding of its potential to improve students' language performance.

Keywords: English teaching, experiences, MALL-based lessons, Mobile-assisted language learning, mobile devices, senior high school

1. Introduction

The continuous and rapid developments and advancements in Information and Communication Technology (ICT) have paved the way for teachers, curriculum designers, and instructional material makers to incessantly update themselves with these new technologies and consider the possibility of integrating these new tools into mainstream curriculum development. For the past years, new technological developments with the adoption of mobile multimedia devices and applications have translated into huge opportunities for learning. Kukulska-Hulme (2013) states that "While traditional skills of reading, writing, listening, and speaking remain the foundation stones of language learning, the new century calls for greater learner autonomy, flexible use of new tools, and sophisticated use of social networks to keep up with the pace of change."

Mobile learning (m-learning) has already gained popularity in the field of education. Educators have directed themselves to the role of mobile technology such as mobile phones, MP3/MP4 players, PDAs, and palmtop computers in teaching and learning. These mobile technologies have extended opportunities for making teaching and learning available beyond the traditional classroom (Beatty, 2013). Starting around 2000, research has created from these mobile technologies an approach to language teaching known as mobile-assisted language learning, usually shortened as MALL (Ghrieb, 2015).

Many researchers on MALL consider the potential of these emerging mobile technologies for effective language learning (Yang, 2013). MALL is commonly defined as the use of mobile devices in language learning and teaching (Kukulska-Hulme, 2013). Kukulska-Hulme (2013) argues that "MALL differs from the computer-assisted language learning in its use of personal, portable devices that enable new ways of learning emphasizing continuity or spontaneity of access and interaction across different contexts of use". These features of MALL as mentioned by Ghrieb (2015) include mobility, ubiquity, connectivity, portability, handheldability, convergence, multifunctionality, cross-platform blending, optionality, convenience; access, and accessibility, availability, affordability, context-awareness, personalization, and flexibility.

Moreover, Khubyari & Narafshan (2016) defined MALL as any kind of learning that occurs when the learner is not in a fixed, predetermined location, or learning that happens when the learner grabs opportunities offered by mobile technologies. It is indeed learning beyond the four walls of the classrooms as students can store learning resources and course activities and the like on their mobile phones which they can access anywhere and anytime. As Khubyari & Narafshan (2016) puts it, "using MALL as a pedagogical technique will help the students get a comprehensive understanding of the content of materials in second language learning and provides novel opportunities for language learning".

However, the Philippines has been tagged as the fastest-growing smartphone market in Southeast Asia according to the International Data Corporation's (IDC) Asia/Pacific Quarterly Mobile Phone Tracker (2016), and even with the unending list of the affordances that these

mobile technologies have to facilitate the learning of a target language, there have been few published studies documenting the integration of mobile learning in language classes in the country.

Further, the importance of learning English cannot be overstated in an increasingly interconnected and globalized world. English is a “language of opportunity. It is considered the main factor for professional success and a criterion for being educated in many communities, providing a more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs (Miangah et al., 2012). Wong and Looi (2010) concluded that extending learning outside the classroom via MALL technology remains in its infancy. They predicted, however, that MALL has great potential to stimulate synergy by combining formal/in-class and informal/out-of-class learning in a way that transforms the language learning environment (Chwo, 2016).

In line with m-learning and MALL, as mentioned earlier, many practitioners and researchers have already applied initiatives for MALL in their schools. Educators have begun exploring the capabilities of mobile devices. Research has found that learning activities using mobile devices allow students to be active participants in learning, not simply passive receivers of lecture content (Chwo, 2016). The easy access provided by mobile devices allows students to collect data, organize, and communicate synchronously and asynchronously, and access language resources conveniently (Wong & Looi, 2010). The study of Ghrieb (2015) revealed that there is a consensus among teachers on the likelihood of using MALL in teaching the following language skills (listening, speaking, reading, and vocabulary).

Consequently, considering the limited opportunities for practicing listening and speaking skills of the target language in a traditional classroom environment (Erben, 2009; Alda, 2018), several researchers have also seen the huge potential of mobile devices to be able to address this concern. Burston (2013) pointed out that there is every reason to expect that MALL can make significant contributions to improving language learning in the following ways: increasing time spent on language acquisition out of class; exploiting mobile multimedia facilities to engage learners in task-based activities and using the communication affordances of mobile devices to promote collaborative interaction in the target language.

MALL activities like podcasting and the like are also suited for less confident learners since it reduces the anxiety brought about by real-time interaction (Garcia, 2010). In addition, podcast lectures and digitized audio comments made the online interaction between teachers and learners possible more convenient without any time and space limitations (Alda, 2018). With imagination and creativity, second language teachers will be able to make the best use of this new technology for developing their students' listening and speaking skills (Brennan Juana and Palak, 2011; Santosa, 2008; O'Bryan and Hegelheimer, 2007; Man-man, 2006). Listening activities on mobile phones or digital media players can be done effectively anywhere and anytime (Kukulska-Hulme, 2013). Students can make use of these audio files designed for native speakers to be downloaded to their mobile devices for practice.

In particular, the findings of the study conducted by Alda (2018), revealed that technology integration like that of podcasts in language classes can enhance the listening and speaking proficiency of language learners. Moreover, the study of Al-Jarf (2012) describes the effects of using self-study MP3 L2 English lessons (TalkEnglish) on oral skill development. Compared to a control group of 44 university students who received only classroom instruction, an experimental group of 46 used TalkEnglish for 12 weeks as a course supplement. The program was accessible via mobile phone, MP3 player, or computer. Students in the experimental group outperformed the controls in listening and speaking, which was attributed to the extra practice they received through TalkEnglish.

Gromik (2012) also reported the results of a 14-week project that exploited the video creation facility of mobile phones to improve L2 English speaking skills. Nine university students used their phones weekly to produce 30-second narrated videos. Compared to a pre-project control video, students on average demonstrated a 46% increase in word production and a 37% increase in words uttered per second. All students agreed that producing weekly cell phone videos in English improved their speaking ability. The same goes for the study of Hwang & Chen (2013) which describes the learning of L2 English in a situated learning environment by primary school children using a PDA-based multimedia program to listen to lessons and record their reading of basic words and completion of simple sentences having to do with their lunch menu. A group of 30 pupils trialed the system during their lunch hour, four days per week, for two months. This group made significantly higher gains in their English vocabulary acquisition as well as listening and speaking skills compared to a control group who studied without PDA support.

The promising results from the research about the use of mobile technologies for language learning call for a formulation of a pedagogical framework for MALL. Thus, this study describes the implementation of MALL in Senior High School classes.

2. Domain of Inquiry

This study describes the integration of the Mobile-Assisted Language Learning (MALL) strategy in Senior High School English classes.

3. Research Design and Methodology

This study utilized a qualitative research design using a validated implementation matrix, a classroom observation tool, and an interview schedule. This is used to describe how MALL integration can be implemented in English classes. With the use of validated MALL-based lesson exemplars, the researcher has described in this study the integration of MALL in different lessons in Senior High School English classes.

The study was conducted in six (6) senior high schools – three (3) public and three (3) private schools, in Cebu City, Philippines. These schools were selected based on their population - the number of senior high school students enrolled and the school's openness to the

conduct of the research. There were two (2) identified classes from each school. These classes must be Oral Communication classes in senior high school. These classes were identified by the principal of the school based on consent from the teachers, parents, and students.

These MALL-Based Lesson Exemplars were designed following the K to 12 Curriculum Guide of Oral Communication in Context for Senior High School and thus lessons and competencies are not researcher-made but all are aligned to the curriculum. There are three (3) MALL-Based Lesson exemplars that the researcher has made and are validated by experts. Lessons from Unit 1 and Unit 2 of the Curriculum Guide in Oral Communication in Context are used. These lesson exemplars also follow 4 As (Activity, Analysis, Abstraction, and Application) as a teaching procedure integrating MALL-Based activities in any part of the lesson. These lessons are designed in such a way that the procedure will not deviate from the usual practice of the teacher in the classroom. The researcher was the one who moved from one school to the other and spent 2 weeks for each class of each school to teach.

After the implementation process, which consists of three lessons from Unit 1 and Unit 2 following the Curriculum Guide, the researcher conducted a focus group discussion with the selected student-respondents for all twelve (12) classes. After the interview was conducted, the results were then analyzed. The descriptive part of the study deduced from the students' responses during the interview was transcribed and significant statements were taken out to be able to establish the influences of MALL in the entire implementation.

4. Ethical Considerations and Trustworthiness

The ethical measures in this study include consent, confidentiality and anonymity, privacy, and the right to withdraw anytime. Furthermore, anonymity, confidentiality, and privacy among them were also ensured. They were not linked to the data and their identity is known only by the researcher. The researcher acknowledged that she has a moral obligation to strictly protect and adhere to the rights of every research participant. To do this, the researcher established the researcher's rigor, and trustworthiness, and observed ethical principles.

To establish trustworthiness, this study employed a qualitative technique to examine data gathered from many sources, including classroom observations and interviews with the students. Moreover, the study's recommendations for future research provide insights into the study's limitations and potential avenues for further investigation, demonstrating the authors' dedication to advancing knowledge in the field.

5. Results and Discussion

Using the validated lesson exemplars and implementation matrix, class observation tool, and interview schedule, this section primarily described the MALL integration in English classes supported by students' narratives of their overall experience using mobile devices while learning varied topics in their English classes.

Implementation of the MALL-based lesson exemplars

The implementation of the MALL strategy is based on the lesson exemplars designed by the researcher and validated by language experts. These are designed following the K to 12 Curriculum Guide of Oral Communication in Context for Senior High School and thus lessons and competencies are all aligned to the curriculum. There are three (3) MALL-Based Lesson exemplars (Appendix F) that the researcher has made and lessons from Unit 1 and Unit 2 of the Curriculum Guide in Oral Communication in Context are used. It should also be noted that these exemplars were validated by experts (as indicated in Research Instruments in Chapter 3). The researcher also used 4As (Activity, Analysis, Abstraction, and Application) as a teaching procedure integrating MALL-Based activities in any part of the lesson. Moreover, there are prerequisites for every lesson indicated on the first page of the exemplar (e.g., some mobile applications, podcasts, and vodcasts need to be downloaded before class discussion). For those students who are still using phones (non-Android phones) that are not compatible with the mobile app used in any of the activities here, the teacher-researcher allows them to work with a partner. Activities can also be modified to make them in pairs or by the group in case some students do not have any Android phones. All mobile applications used are free and can operate even without a WIFI connection.

The implementation lasted for two weeks for every school. Contact hours also vary for every school depending on the distribution of the allocated hours for the subject. As mandated, the Oral Communication class will have four (4) hours of contact time every week. Schools differ in the distribution of the number of hours; like Tuesday and Thursday (2 hours per period) or Monday and Wednesday, others prefer Monday to Thursday (1 hour per period). Upon implementation, the researcher allocated one topic per period equivalent to two hours. Thus, implementation lasted for six hours per class and twelve (12) hours per school, and a total of seventy-two (72) hours for all twelve classes.

As mentioned above, three (3) topics/lessons equivalent to two hours per topic were chosen. Topic 1 Types of Communication is from Unit 1 of the Curriculum Guide; Topic 2 Functions of Communication (To Inform/Information); and Topic 3 Functions of Communication (Emotional Expression). Below is the description of how the entire implementation is done for each topic and every phase of the lesson.

Implementation per Topic

Topic 1 Types of Communication. This lesson has the following objectives: a) differentiate the types of communication; b) identify the type of communication used in the given activity; c) share their experiences about listening and following directions; and d) use their mobile device to accomplish the tasks given. Before the lesson, the teacher should have asked students to download mobile applications like "How to Make Origami" and "Whiteboard". It is also advised that students have the app "ShareIt" for easy sharing of mobile applications, audio content, pictures, and handouts that they may use during the activities. Materials and resources are also specified in the exemplars. Topic 1 begins with the teacher asking for a volunteer to describe something (a diagram) to his/her classmates while their task is to simply follow instructions in sketching out exactly what is described. This is then followed by a series of questions that probe students to share their

insights after doing the activity. Then, in the Abstraction part, the learners are again introduced to another activity wherein they are asked to open their mobile app entitled “How to Make an Origami”. They will choose any designs and follow the set of instructions given to make their origami using any available sheets of paper that they have. This activity will lead students to a discussion on the topic.

After the discussion, the learners are then asked to show what they have learned by creating a model for each type of communication. The teacher instructs them to find a partner and open the mobile app “Whiteboard” or any drawing app. Using this mobile app, the learners will create/draw/illustrate their model for each type of communication showing the interplay of the different components of communication. After their work, representatives are asked to share their outputs, at the same time everyone will send their outputs to their teacher via ShareIt, Bluetooth, Email, or Facebook). In the Assessment part and for easy browsing, the teacher instructs students to open the worksheet they have downloaded and saved on their mobile device. In the worksheet, students are given two scenarios where effective communication is exemplified and where they are asked to answer the questions provided.

Topic 2 Functions of Communication – To Inform/Information. Topic 2 To Inform as a function of communication is from Unit 2 of the Curriculum Guide. At the end of this lesson, students are expected to a) identify the purpose of communication for different scenarios b) explain the function of communication exemplified from various podcasts; c) create their information podcast, and make use of their mobile device to accomplish the tasks given. Students are also asked before attending the class to download and save podcasts to their mobile devices. The teacher starts by letting students identify the purpose of communication for different scenarios. After, the students discuss the information given from the varied activities. This is facilitated through the questions raised by the teacher which will lead to the discussion of the topic.

Then, the teacher let students listen to a 60-second Science podcast. A Series of questions about what they have listened to will then be asked. These questions will lead students to the topic for the day. They will then be instructed to share concrete examples where communication is used mainly to give information or to inform. In the Application part, the learners listen to varied podcasts and are asked to create their own 60-second information podcast. Students first choose from among the podcasts shared by their teacher prior to the meeting. These podcasts will serve as examples of how they will construct their own information podcast.

Then, they will then choose any topic/idea/information which they would like to share with their classmates, friends, teachers, or family. It might be a new office in the school, a new policy, a new teacher, etc. From this, they will then create a 60-second podcast about their chosen topic. They will need their mobile phone with a built-in recorder. Note that before they can start recording, they have to write a script first. After 15 minutes, the teacher asks for volunteers to share their work with the class. An audio speaker will be used so that everyone can hear their classmates’ podcasts. The rest of the podcasts may be uploaded to their Facebook account or on the class website. Lastly, students’ made podcasts can already be regarded as their assessment for this lesson since it already involves students writing their script (purpose- to inform) as well as recording their one-minute podcast.

Topic 3 Functions of Communication – Emotional Expression. In this topic, students are expected to be able to: a) explain the function of communication exemplified from the activity given; b) share their insights on the importance of emotional expression in communication; c) watch varied vodcasts; and d) evaluate the effectiveness of the speaker in conveying his/her message. Prior to the meeting, students are also instructed to download and save vodcasts to their mobile phones.

The lesson starts with the teacher giving a series of questions wherein students can show their reactions/feelings through emojis in various Facebook posts. This activity is facilitated using the mobile app “Whiteboard”. After, the learners share their insights on the importance of emotional expression in communication. Then, the teacher asks students to watch the vodcast they have downloaded and saved before the meeting. The vodcast shows a student delivering a declamation piece. Through a series of questions, students can explain the function of communication exemplified by the activities and discuss emotional expression as a function of communication.

In the Application part, the teacher instructs the students in triad to open the file they have downloaded and saved on their mobile phones entitled “Current News and Events”. These were the trending news and events posted on Facebook. For those who have a Wifi connection or mobile data, they can browse these files on CNN Facebook, ABS CBN Facebook, or GMA Facebook. Students will browse through the five different news stories they can find in the file. For each news story, they are going to answer the given table with the following components: Current News and Events; Short description/summary of the news story read; Feelings/Emotions evoked from the news story; Strategies used by the writer in conveying his/her ideas effectively. After this, another activity will be given. With a partner, the learners watch a vodcast and evaluate the effectiveness of the speaker in conveying his/her message. The teacher instructs students to open their mobile devices and watch another vodcast shared by their teacher prior to their meeting. Students watch this vodcast (student delivering his oration piece) and their task is to identify strategies used by each speaker to convey his/her ideas effectively and evaluate the effectiveness of the speaker in conveying his/her message through the use of emotional expressions.

For the entire implementation, Table 3 shows the mobile applications and the influencing elements of the MALL strategy in Senior High School English language instruction.

Implementation per Lesson Phase

Preliminaries. At the start, the teacher-researcher encouraged students to explore various opportunities that mobile technology can provide given the content, context, or topic at hand. This was done through collaboration with other students as they map out possible activities, they can do with their mobile devices considering the English class content or context. It was also in this phase that the teacher initially

introduced the mobile app that can be possibly used so that they can have an initial exploration of these apps which may happen during the student's free time so as not to distract the class nor remove the students' attention from the lesson. This is the first thing that the researcher did during the MALL implementation in this study. The first MALL session with the students is done through the researcher initially setting the mood of possible mobile technology integration in the succeeding lessons they will have. Students were given a list of possible mobile apps which they can explore in their own free time to have a "feel" of these mobile apps.

Students were also encouraged to search and install apps that they think are more relevant and provided more navigations and functions than that what the researcher has provided them. It was also in this phase that the teacher-researcher had an initial survey as to how many students have the mobile device as well as capable of navigating through the different applications. However, this was not a concern since the teacher also let students share resources or work in pairs or the group. The researcher also observed that indeed, the digital young do not have a problem with navigating through any mobile app even for the first time; everything comes naturally and is very easy for them. Lastly, rules for using mobile devices in the next few days were also laid down here.

Activity. Before class, students were already expected to have downloaded certain mobile applications that will be used in the activities and that the use of mobile phones for the entire period is allowed. There was a certain "noise" coming from students after it was announced that they can use their mobile devices in the class. Others were excited, others expressed doubt. This is also because, for most of them, it was their first time being allowed to use their mobile device inside the classroom. Students were even hesitant at first to show their mobile devices since they are expected not to bring these gadgets to school. This is also reflected in one statement from the respondent. He said,

"Honestly, as we were given permission to use our phones, I felt quite uneasy with the use of mobile devices in class. Problems like cheating, texting, etc. were sprouting like mushrooms. But as we started using mobile devices, I realized that it could result in a greater understanding of the topic. The method is something creative. And that creativity and fun are what bond the students closer to the lesson. Overall, it was something fun and interesting." SR19

Prior to class, handouts, podcasts, vodcasts, and pictures have already been sent to students' mobile phones either using the mobile app "ShareIt", or Bluetooth or through email or messenger. The teacher-researcher allowed a 10-minute engaging time with their classmates and the resources. They were also asked to suggest other mobile applications which the class may be able to use to facilitate the tasks set for the period. Students' engagement in the process of sharing files using their mobile devices was worthwhile considering that most of them were in awe that they will be allowed to use their mobile phones in the classroom.

As the teacher-researcher proceeded with the introduction of the lesson through a series of MALL activities in this phase of the lesson, students were already very engaged and interested. Students have found it very convenient to use their mobile devices to help them accomplish classroom tasks. There were also a few challenges encountered like the availability of Android phones for a few students as well as the incompatibility of the mobile applications to a certain model of the mobile device. However, other than that, it was observed by the researcher that all students accomplished the activities actively. A respondent even shared that,

"This strategy increases the participation of students whether passive or participative. It pulls them in through what they know best: technology." SR19

It was indeed very convenient for them to use their mobile phones in accessing information and materials to be used in the activities. This has also been highlighted when student-respondent say that,

"The mobile device was very useful and convenient. It provided an easy way of presenting learning materials without using up too many valuable resources like paper." SR16

Some expressed amazement as to the varied ways they can use their mobile device. A student even shared that,

"The integration of mobile phones/ devices in the classroom was fun and interesting. It enables and provides more opportunities for the students to learn more about the basics and applications installed on phones. Lastly, it also hones our knowledge about information technology and sharpens our ability to communicate to people." SR11

MALL indeed provides more opportunities for teachers to be able to provide more interesting and engaging activities in English classes mediated through the use of these handheld devices that students bring with them to school. With the affordances that MALL offers, English language teachers are provided with enormous possibilities for exposing students to a wide spectrum of language content in a variety of forms that promote communication, critical thinking, creativity, and collaboration. As such, the use of mobile technology is very much favorable for students as 21st-century learners are tagged along with these portable devices, but are limited by educators who largely control the learning environment. This is to say that if teachers will not provide a learning opportunity for students to use mobile technology in learning a language, then, students will not also be able to experience all these possibilities of MALL.

Analysis. It is in this phase of the lesson that the teacher processes the activities made. The teacher-researcher in this phase of the lesson provided the students with the opportunity to make sense of what they did. More than the use of mobile devices were the concepts highlighted in the MALL activities. Students were given questions to answer in connection to what they did in the activities. The researcher has seen a lot of hands raised during the processing of the activities. They were made to process what went well and what went wrong during the activities. It was also in this part where students also share the challenges, they encountered upon manipulating and navigating through the mobile applications in performing or accomplishing the activities. These challenges include the incompatibility of their mobile device to the mobile applications, the low storage capacity of the device, and devices with small screens. Opportunities were also highlighted like

what a student-respondent said,

“There is a wider range of information or sources to choose from on the world wide web. Learners and the teacher can easily access sources and information.” SR13

The possibilities of learning a second language in a mobile-based environment are countless. However, it has also its constraints, especially on its hardware and software specifications like mobile devices with small screens, low data storage, limited multimedia capabilities, and pedagogically tested applications. Moreover, the cost of mobile devices, distraction factors with mobile phones, inequity of mobile device ownership, and acceptance among teachers can also affect the success of the implementation. These factors should first be addressed before the teacher will consider implementing MALL in the classroom.

Abstraction. It is in this phase that the teacher-researcher presented the lesson as students connect their previous MALL activities to the lesson. Moreover, it was also in this phase that the teacher provides relevant, useful, and entertaining MALL activities that support the learning of the topic or content. The teacher-researcher uses varied and differentiated activities to help students acquire and makes sense of these new concepts. Learning new concepts was supported by activities that are available in the different mobile apps that were already introduced. It was in this phase that as students construct new concepts, they were also engaged in the manipulation and navigation of the different mobile apps. During the implementation of the study, the researcher in this phase, made the students use the mobile apps they have previously downloaded to perform simple tasks as the discussion transpires.

Furthermore, students were still allowed to use their mobile devices to refer to their previously downloaded notes, as well as to take pictures of the notes written on the board. Students find this interesting as well. As students have always mentioned, they are not allowed to use their mobile devices inside the classroom especially during discussions even for note-taking. Students see that the integration of the mobile device in helping them learn content and accomplish tasks has been very effective. Students say that,

“MALL helps us a lot, especially in the access to learning materials that will help us greatly in our class.” SR15

“MALL comes in handy at difficult moments and it makes things easier for note-taking and research.” SR2

“It is a smart way to utilize mobile devices to teach and learn in school. It lessens the stress or burden of students who do not love the regular pen and paper type of learning.” SR13

The word “Opportunities” that students tagged along with the word MALL is wasted if teachers themselves do not embrace the possibility of more interactive, interesting, and stimulating class discussions through the aid of mobile technology. This is to say that English teachers should provide opportunities for students to be able to showcase their technological knowledge, capabilities, and critical thinking skills. As has been mentioned above, the first step of MALL implementation is highly reliant to that on the teachers as they are the primary learning designers in the classroom. Students also pointed out that MALL is a new kind of experience for them that is highly relevant and modern/new. They believe that MALL is a new initiative that deviates from the usual and conventional way of teachers delivering lessons. Indeed, traditional approaches to teaching may not address the learning preferences of the millennials or students who belong to Gen Z. As supported by what students say,

“Yes, it became fun and enjoyable. We get to go with what is currently at its peak now-technology-and all the while having fun but we also get to learn.” SR12

“An enjoyable kind of experience, revolutionize the conventional and traditional method of teaching.” SR14

“It was a great experience overall. It was nice to try a new way of teaching and a more modern approach to teaching.” SR17

It can be further deduced from the responses above that students acknowledged that mobile technology promotes augmented learning, a learning technique that refers to information that is available on demand, specifically during an online learner's "moment of need". Respondents also believe that the use of mobile technology during classroom activities saves resources.

Application. Students' exploration and engagement in the varied discussions and MALL activities do not end yet. The teacher-researcher further engages students in the activity and discussion. The teacher provided real-life problems and authentic tasks that will show students' understanding of the concepts and skills. This stage requires students to show and apply the knowledge and skills they have acquired by creating something using mobile technology. It is in this stage that, during implementation, the researcher asked students to create their podcasts and vodcasts that showcased their skills as well as reflect the knowledge and skills they have acquired. A few of these activities were done in pair and by groups which definitely brought about collaborative efforts of the students. The quality of their outputs even when asked in a short period shows how ready they are for this kind of activity. Their responses during the interview also show how much they have learned and enjoyed the entire process.

Moreover, as reflected in the exemplars, students were asked for a variety of activities per lesson. Students were able to create illustrations, diagrams, podcasts, and even vodcasts using their mobile devices. It is also worth noting that students were able to accomplish these tasks within 45 minutes to 1 hour.

As observed by the teacher-researcher, students never showed any signs of difficulty when accomplishing the tasks. Students were all engaged in the activities. With the countless relevant, useful, and entertaining mobile applications available, MALL integration becomes a major aspect of solving real-life problems and performing authentic tasks. Their outputs were exemplary. Students believe that the use of mobile technology in class has provided them with so many opportunities to learn and enjoy the subject. Respondents say that,

"This (MALL) allows activities relating to improving communication skills (i.e. radio broadcasting using phone recorder)"

SR20

"I would recommend it because using phones, especially in English subjects, brings about new opportunities, especially in improving communication skills." SR20

Likewise, it was also in this phase that students hear constructive feedback both from their peers and the teacher. Students open their work to everyone as well as learn that for them to reach their potential, they have to subject themselves to external feedback to improve. During the implementation of this research, students are asked to expose and publish their work or outputs in their accounts or their class online accounts. With varied educational mobile apps, students can also evaluate themselves easily and even undo their mistakes instantly. Moreover, even with limited resources and intermittent internet connection, teachers implement resourceful mechanisms to be able to deliver their lessons in a meaningful way (Bacus and Alda,2022).

It is also worth noting that if given ample time, the teacher may also track the feedback that students get online and ask students how they feel about it. In the case of this study, the researcher was not able to reach this part because of limited contact time. In this global-networked world, teachers should encourage and provide opportunities for students to showcase their work and expose and share them with a wider and larger global audience. Technology makes all these possible for our students because the authentic audience is out there in the world.

Furthermore, students also believe that MALL and the use of mobile technology would not only make them more engaged and interested in the subject but would also improve their overall performance in the subject.

"I think it would have a huge impact on our learning" SR1

"I would highly recommend this method for this will change students' attitude towards learning." SR14

This is also supported by Burston (2013) who pointed out that there is every reason to expect that MALL can make significant contributions to improving language learning in the following ways: increasing time spent on language acquisition out of class; exploiting mobile multimedia facilities to engage learners in task-based activities, and using the communication affordances of mobile devices to promote collaborative interaction in the target language. These overwhelming opportunities and affordances that MALL offers promote augmented, ubiquitous, differentiated, and conventional learning among students.

Literature pointed out that when integrating MALL, there might be fear from both teachers and students that the latter might overly be dependent on their mobile devices. Teachers seem to fear losing control over the class due to the presence of mobile devices, as these teachers believe that students may be tempted to surf social network sites and play games. The same goes for this student-respondent who believes that the country is still not ready for mobile technology integration because there are still those who do not own a mobile device. The respondent says,

"At this point, not yet. Our education system must be able to fund mobile learning devices to give equal opportunities to all students." SR16

However, despite the few who are not so much favorable of MALL because of the reasons mentioned above, the majority of the student-respondents are one with the idea that MALL indeed has a strong potential in transforming English language classes. Students believe that mobile technology offers amazing opportunities to re-design the way they learn English. As reflected in Table 3, the influencing elements are students' motivation and interest, engagement and collaboration, creativity and fun, novelty, ease of use and portability of the device, convenience and ease of accessing files, and greater understanding of the content.

6. Conclusion and Recommendation

MALL offers amazing opportunities to re-design the way students learn English highlighting the dynamics of mobile devices, language learning, and fun. Incorporating Mobile-Assisted Language Learning (MALL) into Senior High School English lessons has the potential to improve language learning results by giving access to real language input, tailored learning experiences, and practice opportunities. This study emphasizes MALL's seamless incorporation into English lessons and the tremendous influence it has on language learning starting with students' motivation. Overall, the findings of this study support the inclusion of MALL in language learning curricula and make recommendations for future research to fully explore MALL's potential in language acquisition.

Conflict of Interest

The author declares that there is no conflict of interest.

Acknowledgments

The researchers would like to thank the research respondents for being generous with their experiences and their time.

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