

# The Perspective on the Implementation of Mobile Assisted Language Learning (MALL)

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## Abstract

*The study explores the pervasive use of mobile computing devices, such as laptops, smartphones, and tablets, since the emergence of mobile learning in 2005, notably within the educational sphere. Brooks (2016) conducted a comprehensive quantitative survey involving over 72,000 students from 12 countries, revealing staggering ownership statistics: 96 percent of students possess smartphones, while 93 percent own laptops. Moreover, an overwhelming majority, exceeding ninety-three percent, deem these devices essential for their academic achievements. Examining people's attitudes toward utilizing mobile technology for language learning reveals a diverse landscape of results, often skewed towards negative perspectives. However, these studies frequently neglect to encompass specific student-held viewpoints and overlook the potential of mobile technology in facilitating learning for individuals with diverse educational approaches. To address these gaps, this research spanned two years and involved surveys, interviews, pre-tests, and background checks, engaging 57 instructors across 46 Vietnamese institutions. The primary aim was to illuminate the trajectory of Mobile Assisted Language Learning (MALL). The study's findings delineate five distinct attitudes toward mobile technology-enabled self-directed learning, prompting the development of tailored strategies for different student cohorts.*

## I. INTRODUCTION

The MOET (Ministry of Education and Training) of Vietnam believes that well-trained educators play a critical role in society and must function at a high level. Secondary TESOL instructors, on the other hand, must have Level 5 knowledge on an equal C1 CEFR scale as tertiary TESOL instructors [3] There is still a need for improvement in oral skills like hearing and speaking even though teachers can accommodate this demand

Despite their best efforts, many TESOL teachers were unable to converse with foreign teacher trainers in English (Nguyen, 2019). As a result, both language instructors and the quality of English instruction in the country must be improved to further boost their abilities.

Large cities like Hanoi and Ho Chi Minh City have seen an increase in the availability of high-quality language schools and teacher trainers, a wide range of

resources, and an English-speaking environment. Other teachers, on the other hand, must travel long distances for training sessions. Teachers are being sent to tiny areas to receive on-the-job training from trainers.

TESOL (Teaching English as a Second or Foreign Language) instructors in rural regions is still a struggle due to a lack of training provided by the Ministry of Education and Training (MOET) between 2011 and 2017 [2]. As a result, new techniques of teaching English had to be developed. Because of a multitude of factors, MALL is an excellent choice for TESOL teachers who live outside of the country's major cities. To begin with, teachers and trainees save time by not having to travel as far to and from training sessions. Second, it's the most budget-friendly choice for students who are dispersed across different parts of the country. Vietnam's TESOL teachers are likely to meet the requirements based on past research. Due to their limited number of mobile devices and Internet connectivity, MALL. When it comes to training, mobile learning has been found to be more successful according to a study conducted in the Asia-Pacific region [1] The purpose of this research is to determine the distinctive concepts and strategies that make it easier to learn professionally in groups of students with diverse attitudes near the MALL by analyzing how the self-directed MALL is implemented.

## II. REVIEW OF LITERATURE

### 2.1 PERSPECTIVES AND ATTITUDES TOWARDS MALL

A common misunderstanding is that vision and attitude are interchangeable because of their similar implications. This study distinguishes between attitudes involving direct behaviour toward the MALL and concepts as a common impression, while noting that the two can be used interchangeably in some cases.

Students' views and opinions regarding MALL have been shown to have a significant and direct impact on their behaviour and participation [5]. Since then, other studies have proved the importance of student ideas and attitudes in determining the acceptability of mobile learning as well as the acceptance of other forms of technology. Although textbooks have presented a variety of findings

regarding students' attitudes toward reading on mobile devices, there has been no consensus reached [30].

Despite the fact that mobile technology is related with good students' ideas for collaborative learning, there are still concerns that it increases student disengagement and diminishes critical thinking skills among the general public [4] A study conducted in Vietnam indicated that 61 percent of 928 non-English major students interviewed felt positively or favorably towards educational technology, with only nine percent having a negative opinion toward the technology.

This was complemented by the majority of 970 English students' positive attitudes towards the lack of ICT integration in the curriculum.

Despite the fact that the previous studies provide optimistic signs for the acquisition and adoption of the MALL, more work needs to be done. Specifically, they all collected data on MALL support for language abilities, in the Vietnamese context, by answering yes/no or agreement scale questions. Students' opinions toward MALL and how these sentiments influenced their behavior in the setting of mobile technology were unable to be determined by the standard assessment approach. Students' perspectives on MALL should be further explored and action plans that are easy to learn among groups of students with varied attitudes should be sought out in the future through high-quality research [6].

### 2.2 BEHAVIOURS AND STRATEGIES

An earlier MALL study found that students' behaviour varied depending on the situation, ranging from active participation to expressing scepticism, and that the results were inconsistent. Students in Australia are aware of the shortcomings of mobile applications at the time of writing, but they continue to benefit from the MALL platform because of its flexibility, adaptability, authenticity, fun, educational benefits, and experience in digital literacy [5] When it comes to recommending the MALL, students in Portugal are incredibly enthusiastic. However, when it comes to accepting it, they are less enthusiastic [7] Research conducted in a number of Asian nations.

In a variety of settings, they introduced different behaviors among students; however, they did not investigate how these behaviors are

influenced by students' ideas, or when alternate methods were required in groups of students with varying attitudes. A recent study conducted by the student behaviour department highlighted the need for greater research on the problem, which was confirmed by other researchers. An analysis into the user behaviour of 53,825 active English users was carried out by Pham and colleagues (2018) in the year 2018. It was discovered that the app was most frequently used between 8 and 9 p.m. and at least once a week on weekends and Mondays, for an average of 5 minutes every session, with an average use of 10 minutes in advance to remove it, in 12 different countries. These findings shed light on various MALL behaviors and have important implications for organizing learning and application strategies, which resulted in simplified tasks, less material, and shorter announcement durations in the current study. Realistically, users stop using the app after a 50-minute period, which raises questions about how to best retain student participation through technological means in the first place. As a result, the current research aims to provide answers to the following questions:

RQ1. What are some of the frequent views and positive attitudes that students have MALL in the context of higher education in Vietnam?

RQ2. What is the most effective techniques for assisting groups of students? who have varying attitudes towards school?

### III. METHODS

#### 3.1 METHODOLOGY AND THEORETICAL FRAMEWORK

This problem has been addressed using design-based research (DBR) because the research setting is that of a developing and engaged country where instructors of tertiary institutions' learning is influenced by a variety of elements in their real-life situations. Because the research context is a developing and engaged country, DBR has been authorized as a research paradigm. A systematic yet flexible technique aimed at improving educational processes through repeated analysis, planning, development, and implementation in real-world situations by researchers and professionals [8]. The method's simultaneous focus on theory-building and practice development in educational contexts is emphasized by Anderson and Shattuck.

Table 1: Summary of the Three - Course Cycle

	Cycle -1 Sep- Dec 2016	Cycle -2 July- Sep 2017	Cycle -3 Feb- Apr 2018
<b>Length</b>	12 weeks 2 phases	6 weeks Self-directed learning	6 weeks Self- directed learning
<b>Weekly Online meetings</b>	2h	1h	1h
<b>Participants</b>	5 All female 4 universities 100% provincial 5-10 years of experience(7.5 years average)	29 27 female, 2 male 25 universities 100% provincial 3-4 years of experience(8.5 years average)	30 28 female, 2 male 27 universities 48% provincial 1-24 years of experience(9.5 years average)

Specific attitudes and strategies for implementing MALLs in Vietnam have been

recognized as a consequence of multiple design, implementation, and evaluation cycles, and current

trends in MALL implementation have been formed as a result of these cycles. As noted previously, these goals are strongly tied to the DBR's emphasis on solving real-world problems while considering the participants' situations. This experimental investigation has three independent theoretical components [9] created the notion that serves as the foundation for a didactic link between technology and constructivism (FMA). Its inclusion in important characteristics of the target language learning by using a learner-centered approach to context [11] has been praised by several researchers. According to [10] the technical quality model they devised made use of mobile selection technologies for study participants in three data collection cycles that were designed to ensure high quality data collection. These assist to establish a framework for our exploration into the world of sound theatre [8].

### 3.2 COURSE CYCLE

Specifically, the data collection process involves three cycles of online PD pronunciation study, which is in accordance with DBR. Each cycle was completed with a revision and application of the research findings in order to address the problems that had previously been identified. Initially, an experimental inquiry was conducted to determine whether or not the notion was practical and what hurdles would be encountered. Earlier this week, the University of Queensland made accessible a study based on data from half of the most recent two repeats conducted after the ratification of the code of conduct. The study was announced two weeks before it began on the researcher's personal Facebook page and two closed Facebook groups for Vietnamese English teachers. TESOL full-time teachers from Vietnamese institutions should be able to access a computer, laptop, tablet, or smart phone with internet access. Individuals with fewer than 7.5 speaking or equal IELTS scores were preferred over those who live in big cities and have at least three years of teaching experience.

This was done to ensure that participants got the most out of the course. Following the completion of an online registration form, those who were interested in participating received a data sheet as well as an informed consent form [26]. It also gives them the opportunity to ask questions and continue to discuss the material before making a decision on what

to do next. Choosing research participants was done on a first-come, first-served basis, with care made to guarantee that no more than seven people from the same province were included in the study.

Males and women, as well as individuals under and over 40 years of age, were recruited for the study in order to ensure a broad sample and prevent demographic bias from emerging. Detailed information about each course cycle is provided below in the table that follows:

Table 1 shows that the study cycles of the two groups differ statistically significantly. For example, the first cycle of implementation lasts three months and involves both targeted reading and self-directed learning. Courses are three months long and incorporate both directed reading and self-directed study during the second implementation cycle (SDL). The targeted reading component has been removed from successive editions of the curriculum because it has been determined that the SDL is practical. Both parties save money and time by reducing the amount of time they spend speaking.

The second review, undertaken following the first, allowed for data analysis and revisions to the study. As a result, the curriculum now includes TESOL teachers from large cities as well as those who were previously barred from participating due to their lack of experience or fluency in English. Many participants and diverse installations allowed researchers to investigate the previous cycle's impacts in an entirely new context and with an entirely new sample of demographics than had previously been available.

### 3.3 DATA COLLECTION METHODS

As a result, data from the second and third course cycles were obtained using the same methodology to assure consistency. Table 2 lists the numerous options: An online interview was set inside a four-week six-week study period elimination phase to help collect data during the study period.

In MALL, interview responses proved to be the most effective method of data collecting, and they were critical in providing a more in-depth understanding of participants' ideas, attitudes, and behaviour. Interview questions include where and when they were questioned, how they interacted with each app, and which aspects they liked or disliked.

Interview data were combined with app usage screenshots and pre- and post-test results to determine participants' views and actions. This

allowed researchers to tailor strategies to each individual participant based on their survey responses.

Table 2: Methods of Data Collection

Method	Data Collected	Analysis
<b>Pre course questionnaire</b> a) <u>Qualtrics</u> Platform b) Open ended questions c) <u>Likert</u> Scale	Participants' background, current practice, motivation, device, technological competence	Descriptive statistics Thematic analysis of open ended responses
<b>Pre and Post Test</b> a) Transcription of real aloud b) Automatic speech recognition	Participants' challenge, overall accuracy, and intelligibility	Summary tables Score comparison
<b>App Usage</b> a) ELSA Speak, Speaking Pal, Google Docs voice typing, How to speak English? English 3S <u>Otterwave</u> apps a) Level Completed b) Progress Summary	Showing Participants' behaviors and self-directed learning via work completed, Screenshots, Practice frequency, achievements and progress	<u>Edmodo</u> learning management system Frequency of practice and amount of work completed.
<b>Post Course interviews</b> a) Online interview using Zoom Semi- structured b) Open ended questions	Participants' perspectives, attitudes, behaviors, recommendation for each technology	Thematic analysis using <u>NVivo</u> Perspectives, attitudes, behaviors and strategies

## IV. RESULTS

### 4.1 PERSPECTIVE TOWARDS MALL

Three consistent attitudes toward MALL were revealed by participants' reactions to interviews, screenshots of in-app applications, and presence checks over the course of two study cycles. These attitudes were: curious (72.5 percent, n = 37), sensitive (58.8 percent, n = 30), and sharp (68.6 percent, n = 35). In the first week or two of the course, participants who were initially interested in mobile apps dropped out due to a loss of interest (27.5 percent, n = 14) or impatience (49 percent, n = 25). A large number of prospective students finish the six-week programme in six weeks with fewer than 50 levels of in-program practise and spend an average of less than 15 minutes per day on the programme. His technical skills were severely lacking, and he only attended little more than half of the six weekly classes he was required to attend. Instead of focusing on the time commitment (30 minutes each day) or the number of levels

accomplished, sharp readers focus on the outcome (5 levels per day). During the course, students complete over 200 levels of application performance, study for over 30-45 minutes per day, and attend at least 5 of the 6 weekly meetings [23]. Key participants were generally more involved than willing pupils, but less willing. The MALL revealed that students' ideas represent a wide range of attitudes and activities.

Among individuals who had a thorough comprehension of MALL (68.6 percent of the cohort, n = 35), small groups with opposing viewpoints were identified [22]. A common theme among active participants was the fact that we spend a substantial amount of time working on mobile technologies and that we come up with responses to interviews for a number of reasons.

One explanation for the high levels of participation is that many people (54.9 percent, n = 28) found the MALL beneficial or enjoyable (35.3 percent,

n = 18), while others indicate they were searching for a sense of accomplishment (23.5 percent, n = 12).

As a result of their various perspectives on mobile technologies, three groups of students were formed: those who saw it as a helpful learning tool (the favorable), those who saw it as a game to play (the playful), and those who saw it as a fulfilling competition (the competitive) (the ambitious) [28]. To demonstrate this, Table 3 illustrates the average statistics of groups with five distinct MALL perspectives:

According to the average data, MALL's ambitious participants are the most dedicated and engaged with the project, followed by favourable and playful participants, and critical and interested participants. Aside from that, individuals with the most teaching experience had a strong point of view, whereas those with the least teaching experience were critical and interested [21].

However, the group that received the highest scores was the exception [29]. There was an unusually high degree of English language proficiency among the participants, with eight of them attaining an IELTS score of 7.0 or above.

## V. DISCUSSION

Following an examination of the data, it was discovered that the most prevalent attitudes toward MALL were those of curiosity and criticism, harvest, playfulness, and aspiration. A large number of participants' attitudes, as well as their adjusting their opinions from time to time, were found to be varied and vast in scope, according to the findings. A favorable view toward some applications was stated by 77.8 percent (n = 7) of those who seek prominence (n = 7), whereas a negative attitude toward certain applications was indicated by 57.1 percent (n = 4) of those who do not seek prominence. There were three various points of view expressed on different mobile technologies by the three different participants (desire for prominence, playfulness, and liking). Apart from being genetic, the distinction between consent and aspiration shared features such as being inseparable, popular, and entertaining while pursuing a variety of aims and ambitions, as well as the distinction between consent and ambition. It appears from the sequence of thought patterns that individuals may be able to

modify their opinions and migrate across groups as a result of taking part in the activity [20]. When asked about their feelings toward MALL during the first two weeks of the study, many participants expressed a positive attitude toward the app; however, due to the heavy demands of his PhD studies, faculty management position, and mother of three children, he became more playful and less involved, though he continued to engage in app-related activities with her children. In line with the findings of a recent survey on views toward Vietnamese students, which revealed that positive opinions of MALL are developing with time, the outcomes of this study are also consistent [11]. Positive rather than negative opinions were the focus of earlier work, and specific sentiments among students were infrequently discussed. With the current analysis, we are able to add to the body of knowledge by finding five unique mental patterns that exist among a variety of student demographics [27].

According to [12], students can be passionate about MALLs or focused on technical learning. Based on the outcomes of several research initiatives and studies, student views may be similar across subject contexts and student collections. However, certain attitudes, such as those labelled as playful and ambitious, which can be calculated in diverse cultural circumstances, were identified in the current research. The majority of previous research focused on one technology and one type of interaction with that technology [13]. These findings show that students' attitudes about different technologies change over time, resulting in a range of learning behaviors and the necessity for specific tactics tailored to diverse learner groups.

### 5.1 STRATEGIES TO FACILITATE LEARNER GROUPS WITH DIFFERENT ATTITUDES

This is accomplished by acknowledging the intricacy of MALL's attitude and actions. The findings of the study indicated several ways for working with groups of students who had varying points of view [24]. It also contradicts itself by stating that there are generally practical ways that make it simpler to develop technical skills and that all groups should be allowed to use them. First and foremost, the findings indicate that restricting reading time helps students learn across a wide range of subject areas. A few

paragraphs can be cleansed internally within 10 minutes of reading [14].

These students could pick up where they left off anytime they wanted, which was ideal for heavyweight students with demanding jobs and families [16] Bitesize learning is made possible and advantageous for students all around the world [18].

Second, many groups expressed thanks for teachers' responses and peer pressure. Most of the group (74.5%) underlined the importance of the teacher's reaction and correcting the problem, which neither app provided. Insufficient input from applications and the importance of instructor feedback have all been noted previously [15].

Thus, it is debatable whether or not teacher feedback and peer cooperation are necessary for the efficient use of the MALL, as found in this study [17]. Finally, the majority of student groups preferred to get daily instructions in the mail. This recommends that generic, open, brief, and concise directions for learning to eat should be provided, without being excessive, and should be flexible to pupils who have guided themselves. According to prior research findings, clear instructions [25] straightforward instructions step-by-step instructions and concise instructions were supplied [19]. While these courses were available and practised in a variety of Asian countries, their global learning needs for norms and standards may also apply in some circumstances outside the region.

## VI. CONCLUSION

There were three broad ideas and five distinct attitudes revealed in this study, as well as SHOP venues and techniques that were best suited for groups of students with varying attitudes, as well as optimal locations and procedures for groups of students with comparable attitudes. Aside from that, she talked about how participants' attitudes and interactions with one another were changing, as well as how to make multi-student reading easier for everyone. Some of these featured limited reading, teacher input, and peer-to-peer conversation; others included clarity and specific open reading guidelines. In addition to confirming past findings about effective assistive methods for MALL readers, the new research reveals that readers' understanding of ideas and

attitudes toward MONEY increase as a result of the investigation. Students' activities and attitudes were also examined in order to determine how fluid, variable, and complicated attitudes can be observed. Consequently, the literature has been broadened to include both particular approaches for constructing a MALL that addresses attitudes of a diverse range of student groups and general activities that are applicable to all students in a Vietnamese environment, as a result of this research. In addition to the educational setting in which they are being implemented, they take into consideration the viewpoints, attitudes, and behaviors of learners and can, as a result, be utilised in a practical and transferable manner in a variety of other educational contexts.

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