

E-BOOK OF EXTENDED ABSTRACT

THE 14TH INTERNATIONAL INVENTION, INNOVATION & DESIGN COMPETITION 2025



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MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR LISTENING: PERCEPTIONS AND IMPLEMENTATION CHALLENGES AMONG ESL STUDENTS.

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ABSTRACT

Mobile-Assisted Language Learning (MALL) represents transformative changes in language education, extending language learning beyond traditional classroom settings into the use of authentic materials and context through the ubiquity of mobile technology. MALL offers significant potential in enhancing language learning, particularly for listening skills, through context-rich audio materials. Thus, Pocket Audio Learning Kit was developed in which presents an innovative, hybrid solution designed to enhance English as a Second Language (ESL) listening comprehension skills. This integrated system uniquely combines the flexibility and rich auditory input of a dedicated mobile application with the focused, tactile engagement of purpose-designed physical materials. A study was carried out to investigate the integration of the Pocket Audio Listening Kit in listening activities, contrasting them with legacy methods (CD-ROM/audio cassettes) to evaluate pedagogical effectiveness and user acceptance. Participants of this research are Form 6 students and English teachers in Johor Bahru. The participants were given Pocket Audio Learning Kits for them to test, and the data was collected using a questionnaire and open-ended survey that was distributed using an online application, which is Google Forms. The analysis of the data was done using the modified Unified Theory of Acceptance and Use of Technology (UTAUT) which was divided into six variables. The questionnaires also include questions that are related to challenges in using Mobile-Assisted Language Learning for listening skills. The study finds that based on the variables asked, the students and the teachers were on the same page. There was a positive perception towards Mobile-Assisted Language Learning for listening skills as both students and teachers found that learning using smartphones is useful, convenient, following trends, enjoyable, and could cultivate self-discipline for autonomous learning.

Keywords: Mobile-Assisted Language Learning; MALL; Perception; Challenges; Listening Activity

1. INTRODUCTION

Learners encounter several challenges in learning or acquiring a second language since they may not be speaking the language occasionally. This frustration does not only occurs to the learners but also to the teachers who are teaching the language. Learning language is associated with four skills which are reading, writing, speaking, and listening. While all skills are important, listening skill is usually overshadowed by the other three. Often people relate knowledge of second language with the ability to speak or write whereas listening is like Cinderella who has been overlooked by the older sisters (Helgesen, 2003). Listening is a fundamental skill in communication as quoted by Rost (1994), listening is the ability to formulate thought and to able verbal communication with others.

Several methods had been done to make it easy for both teachers and learners in making an effective language learning session. Learning English as second language in 21st century has

become easier by incorporating technology in education. Technological literacy in using computer and technology tools is important to improve productivity and performance in learning (Selfe, 1999 as cited in Abedalla, 2015). Hence, the emergence of Mobile-Assisted Language Learning (MALL) where the usage of smartphones as a medium of learning.

Therefore, this particular mobile application product (Pocket Audio Learning Kit) and its cards for teaching listening will be one of these efficient tools of learning and teaching listening. In fact, there is very less attention on listening skill and very few mobile applications are developed to enhance the learners listening skills. Developing this mobile application and the cards will fulfil the gap and provide flexible educational opportunity for both teachers and learners.

2. METHODOLOGY

The design and development of Pocket Audio Learning Kit product was based on the ADDIE instructional design model. To produce effective instruction, all instructional design models require the following phases: (a) Analysis, (b) Design, (c) Development, (d) Implementation, and (e) Evaluation.

In the Analysis phase, analysis of current practices and existing products used for learning listening was conducted in order to clarify the instructional problem. The learning environment, the learner's learning style, and existing knowledge and skills are identified. In the Design phase, the instructional goals and objectives to be achieved were decided together with the selection of suitable delivery methods, types of learning activities, and different types of materials and media to be used in developing the Pocket Audio Learning Kit. Moving into the Development phase, the instructional content, a prototype of learning kit and assessment instruments were put into production. For the Implementation phase, after ensuring that the learning kit is fully functional, a pilot test on the learning kit was conducted in a classroom. As for the Evaluation phase, pilot test evaluation on the learning kit was carried out.

The Pocket Audio Listening Kit was then given to 34 Form 6 students and 2 English teachers from secondary school in Johor Bahru. Participants tested the Pocket Audio Learning Kit, and data was collected via online questionnaires (Google Forms) incorporating open-ended surveys. Analysis employed a modified Unified Theory of Acceptance and Use of Technology (UTAUT) framework, encompassing six key variables, alongside questions probing challenges in using MALL for listening skills. The research evaluated pedagogical effectiveness and user acceptance.

3. FINDINGS

Based on the UTAUT variables, the students found that using smartphone apps is useful for them and would benefit them in helping to improve their English language listening skills. They perceived that smartphone apps could help them to interact and collaborate with their peers as the connection is online. While most students were able to download and save English language listening content easily, some students were not able to look at smartphone apps as a good variety of English language listening materials providers. It is convenient that the application store can provide a lot of applications from various developers, but if the users or students do not know what to search for, it will become an obstacle since the applications' names might not be a direct name related to language learning.

The positive responses from the participants show that the acceptance of Mobile-Assisted Language Learning for listening skills can be brought forward into the society. The students find out that using smartphone apps can be enjoyable as they are not bound by the traditional ways of learning listening skills. The students have autonomy in deciding the pace of learning

that suitable for their level of proficiency. Moreover, they are able to learn English language listening skills at any time and any place that they want. Without being bound by certain time and place, learning could be more efficient and effective.

4. CONCLUSION

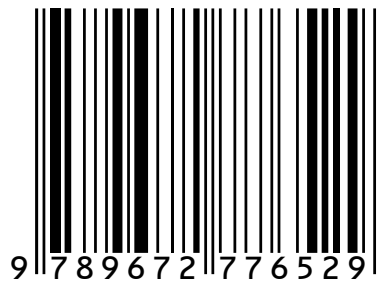
The finding of this study benefits the educational setting in Malaysia. As the world is going forward with mobile technology, so does the education system. Many things can be achieved with mobile technology since mobile technology is very flexible. The students can do autonomous learning which will help them to learn at their own pace, introduce interest in learning using smartphone rather than just using smartphone as a medium for social network. Learning can take place at any time and any place. With internet, they can do much more. They can interact with their peers and get feedback from the teachers on the spot. As for teachers, it introduces a variety of teaching material available in the market. If the teachers are capable of creating their own smartphone apps, it would be beneficial for them to take control of teaching and learning from their palm of their hands. If smartphone application is to be used in classroom setting, the teacher could give out questions and get back answers without the need to wait for the students to pass the paper to the front. With online technology in smartphone apps, feedback could be conveyed in just a few seconds, and it could mean that there would be more time for more learning and activities.

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