MOBILE ASSISTED LANGUAGE LEARNING (MALL) AS AN APPROACH IN LANGUAGE TEACHING OF THE ENGLISH TEACHERS

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Technology (particularly mobile phones) has its greatest impact not only in our lives but also in the society. It plays the biggest role to us since technology is like the half of people’s lives. Along with the advancement and rapid development of technologies, people all over the world often rely on it for things like communication, entertainment, educational purposes and others. The leading technologies that we have now are iPads, tablets, and mobile phones wherein we could just easily install applications that may use in education. Thus, the use of mobile technology particularly in language skills (reading, writing, speaking, listening) learning is very useful wherein teachers may use it as their affiliate in teaching the language and as sources of information.

According to Ghrieb (2015), that starting around the 2000s, research had created from these mobile technologies an approach of language teaching known as Mobile Assisted Language Learning, usually known as MALL. Generally defined as the use of mobile devices to learn the language, MALL is much related to individual learner than their teaching institutions. Palalas (2011), also added that it is to augment classroom learning by designing MALL solutions which would promote out-of-class listening practice, thus offering added language learning without increasing classroom time. In relation, MALL may use by the teachers in teaching vocabularies, grammar, pronunciations, listening and reading comprehension wherein students may enjoy their learning process because of the different graphics, sounds and videos that is already provided by their mobile phones.
Nowadays, students are more capable in learning if there are technologies that are involved. Hence, teachers must use an effective instructional material wherein the students will cooperate during the teaching-learning process. Students are more motivated to learn if they will be using technologies especially their mobile phones in their education. Mobile phones have its biggest role especially on the student’s learning because of the fact that it is just one click away, information may easily achieve. One good example of this is when the teacher gives his/her students an activity (i.e. vocabulary building), the students may use their mobile phones to look the unfamiliar words using their Merriam Webster Application on their phones or other online dictionaries. Moreover, they could just use Google, the most famous site nowadays, wherein students may find additional information that will surely satisfy them.

However, while these gadgets are indeed impressive, there are also negative effects in the part of the students. According to Chartrand (2007), that distraction is one of the negative effects or disadvantages of mobile phones because while students can access dictionaries and other online information for learning during classroom hours, there is a possibility that they will also use it in an inappropriate ways such as texting, surfing the internet, or chatting online with friends which means that they are already not paying attention to their teacher. Other things such as playing online games and using social media networks for connecting with friends but not in the target language are inappropriate during class hours. Hence, it still depends on the teacher on how he/she will manage the classroom with her/his students using mobile phones in their academic learning.
References:

