

The Application of Mobile Assisted Language Learning in Pakistani ESL classrooms: An Analysis of Teachers' Voices

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Mobile assisted language learning (MALL) is alternative method for the replacement of conventional methods in English language classrooms. The integration of this new learning path has made English language learning attractive and comfortable for the learners in western educational institutions. Here in Pakistan it is a new phenomenon. This research therefore, intends to reflect the voices of the Pakistani ESL teachers regarding MALL integration in their respective classrooms. Qualitative research design has been used in which interviews were recorded from the teachers. Open-ended questionnaire was utilized as a tool to conduct interviews. These interviews were transcribed and analyzed by picking up important themes from transcriptions. These themes were extracted using conventional content analysis framework. The findings revealed that Pakistani ESL teachers are aware of this technology and they found it interesting, captivating and attractive for their own use and for the better learning of the ESL learners. This study will have practical implications as it can serve as lead-ins to conduct experimental studies on MALL. It can further provide awareness to researchers that MALL is already known concept so it can be utilized to attain benefit for learners. This study is novel as it MALL is rarely used aspect for local learners.

Key words: *Mall, English Language, Teachers, learning methods, Pakistan.*

Introduction

One of the modern innovation is the incursion of technology which has transformed present life. Machi and McEvoy (2016) are of the view that this term technology is difficult to observe, interpret and evaluate. Gilakjani (2017) explained technology in a simpler way stating that it is a method to satisfy the purpose of human beings. With the advancement and development of humans the world has transformed into a technological and digital world and one can say that communication and information technologies are the main component of our society (Kozma, 2005). The knowledge and awareness about technology permits the individual to segregate natural things (which are non-technological) and man-made things (which are technological) or it can be said that the awareness and information of technology permits an individual to make difference between natural technology and human technology (Carroll, 2017). Technology can be used in different domains like

- ❖ Information,
- ❖ Communication,
- ❖ Bio related and agriculture,
- ❖ medical,
- ❖ Environmental
- ❖ Manufacturing and construction,
- ❖ Transportation,
- ❖ Energy and power,
- ❖ Nano technology and
- ❖ Education

Several benefits have been jotted down by various researchers regarding technology. According to Bowker (2018) some advantages of technology are that it improves the process of communication, provides easier access to the information (anytime, anywhere), improves the living system and lifestyles as mostly the items in homes are technology based technology also improves the entertainment level of individuals through latest gadgets like T.V or Smart T.V, DVD players, MP3 players, MP4 players etc. It helps in improving social networking, helps in educational purposes like computers, mobile devices, mobile and online education, travelling convenience, and supports the health sector.

Technology Tools in Education

There are different types of technology tools used for educational purposes both inside and outside the classroom. These tools were initiated from T.V voice recording machines etc. But now the modern tools used in classroom are internet, multimedia, computers, mobile phones,



LEDs, smart boards, lightening pen etc. (South, 2017; Rideout, 2011; Eady, & Lockyer, 2013 and Young, 2008).

Mobile Assisted Language Learning

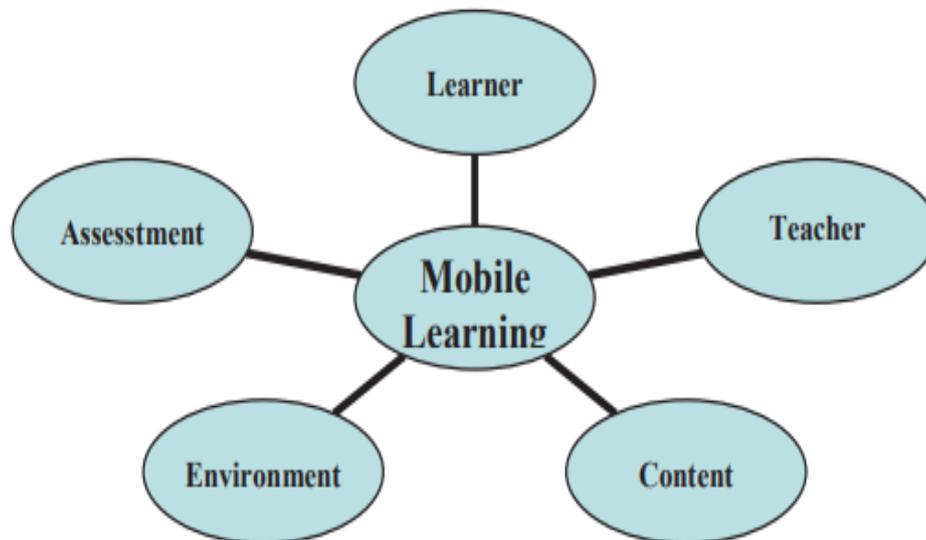
The omnipresent quality of mobile devices has replaced the old ways of work, study and communication to newer ones. Now, mobile devices are convenient in usage and are effective instruments in the process of communication, information and entertainment. The use of mobile devices for language learning is called as Mobile assisted language learning. This situation is identical in the world of education particularly in and outside the classroom in western educational instances (Lin, Chen, & Liu, 2017; Sung, Chang, & Liu, 2016). These days, MALL is the most prominent tools in educational sector and institutions (Hu & McGrath, 2011; Jin & Zhirui, 2017; Pegrum, Oakley, & Faulkner, 2013; Tekin & Soruç, 2017; Vazquez-Cano, 2014). The proliferation of MALL is constantly changing the way we interact and learn. Wang, Wiesemes and Gibbons (2012) define MALL simply as learning anywhere, anytime through mobile devices. Ally (2009) proposed that m-learning actually permits the individuals to have access to various materials of learning with the elasticity of place and time.

Difference between MALL and Face to Face Learning

| Face to face learning | MALL |
|--|---|
| Paper penciled based | Digital mode of learning through mobile devices |
| Learners are passive and receiver of knowledge | Learners are active and constructors of knowledge |
| Fixed with context | Flexible with context |
| Bound with time and place | No restriction of place and time |
| Teacher centered approach | Learner centered approach |

MALL is entirely a different concept from traditional face to face learning and the important pillars of MALL according to Ozdamli & Cavus (2011) are the learners, teachers, content, assessment and environment.

Figure. 1



Model adopted from Ozdamli and Cavus, (2011)

The above diagram clearly reflects that in m-learning environment all the components are connected effectively. Here the most important place is given to learner and all other elements support learners (Makoe, 2010). Likewise the teacher or an instructor has a major yet different role in m- learning environments which is contrary to orthodox methods. The use of technology E-books, E-files and other E- tools have transformed the teaching methods and now the teacher is a facilitator.

Statement of the Problem

Some important pillars in the showground of education are learners, teachers and classrooms. Learning actually connects learners with teachers. The modern world is the world of change where rapid development is in progress in every field of life. So teacher holds a prominent place in learning process.

In South Asia and specifically in Pakistan usually conventional mode of teaching is a common practice. Precisely in ESL learning situations, the learners are usually dependent upon teachers who are the central figure inside the classroom. Grammar Translation Method and Direct Method are the most common methods used for teaching English. There is no concept whatsoever to discuss, teach or learn outside the classroom and there is a scarcity of modern methods. Resultantly the local learners are unable to learn English Language efficiently.

Purpose of the Study

Viewing all of these issues discussed above my purpose of this study is to take an initiative of enquiring about the invasion of technology i.e. MALL inside Pakistani ESL classrooms. The researchers are keen to investigate the perception of the teachers as what they think about MALL integration in their teaching process.

Objectives of the Study

- ❖ To explore the perceptions of Pakistani teachers regarding integrating MALL in classrooms
- ❖ To investigate their viewpoint regarding MALL and conventional methods.

Significance of the Study

This study has practical significance in multiple ways. In Pakistan the conventional mode of study is taken up by thousand and millions of learners per year. This study has its implication for the policy makers in Pakistan as this is one of the initial investigations regarding the perception of MALL in the formal language learning process. This study is supportive for the institutional heads to understand the viewpoint of teachers who are actually the driving force in learning process. This study is significant to create a trend by influencing orthodox method and creating a new arena and space of modern techniques for learning.

Location of the Study

This study is conducted within the vicinity of Punjab specifically Lahore, Pakistan. Here the location comes from six different public sector colleges of Lahore only which were selected through simple random sampling method.

Literature Review

The technology invaded practically in late 20th century with the use of computers and this phenomenon was known as computerized assisted language learning (CALL). With the gradual development in technology there was a vivid change in the tools of learning (Chakmak, 2019). Mobile assisted language learning (MALL) can be taken as the invasion of the mobile technology in the learning process of languages. The mobility, accessibility and the practicality of the MALL are the key component that can create a specific situation in class room for learning needs. MALL can be defined as a method of learning language that is supported by the use of palmtops, handheld devices and technologies (Bradley, Lindström & Hashemi, 2017) Valarmathi, 2011). So, any learning of language that takes place under the

umbrella of these devices can be called MALL. This inventive tendency of technology in educational contexts exploits wider range of mobile technologies and devices, (Kukulka-Hulme, 2019; Kukulka-Hulme and Shield 2008; Traxler, 2007; Kukulka-Hulme, 2005; Samuels, 2003;) elucidated that contrary to CALL, MALL chooses various handheld devices, like mobile phones, MP3, MP4 players, cameras and digital recorders for voice recording, supporting anywhere and anytime learning concept through internet connectivity. So, MALL is a subdivision of learning through technology which can be applied face to face and online (Sad, 2020; Khodashenas & Amouzegar, 2013). Miangah, and Nezarat (2012) reported that MALL is the practice of using mobile devices in the situations of language learning contrary to classroom conventional learning. MALL does not restrict the learner to be in the classroom only; rather it is flexible learning beyond time and space restrictions (Hwang, 2019) Therefore, it is a perfect solution to the barriers and hindrances of language learning precisely in ESL settings.

MALL facilitates its users by giving convenience i.e., either personal or public, individual or collective which unlocks new avenues of learning focusing upon the persistence and extempore of the accessibility and connectivity amongst multiple contextual usage (Lai & Zheng, 2018; Kukulka-Hulme & Shield, 2008). One can say that in language learning process MALL can be an effective tool (Botero, Questier & Zhu, 2019; Rosell-Aguilar, 2007; Fallahkhalil, Pemberton, & Griffiths, 2007) and it also motivates the learners during learning processes (Kukulka-Hulme, 2019; Chen & Chang, 2011; Chang & Hsu, 2011). Likewise, Gonulal (2019) and Huang, Huang, Huang and Lin (2012) are of the view that MALL is a significant medium for language learning with technology. Another remarkable feature of MALL is that it aids learners in interacting with peers by forming collaborative groups and constructing channels of learning (Ali et al., 2020, Joseph & Uther, 2009).

Mall and Pakistan

Pakistan is a bilingual and multilingual state and there is a huge debate on the status of native language and English amongst different sections of societies. Though English enjoys the status of elites, the contact language is mainly Urdu which connects the whole nation. These circumstances have created problems for the Pakistani citizens and it has also created a perplexed situation in deciding the medium of instruction in education and academia. The education rate in Pakistan is quite poor and using traditional methods and tools for educational reasons like black boards, whiteboards, chalks etc. in classrooms of different institutions even in big cities is still a regular feature.

Past Researches towards the Perceptions of MALL

Though the popularity of MALL is a growing, yet the implementation needs reflection over teachers and the students' attitudes. In MALL, so it can be said that the incorporation of MALL and mobile devices as teaching and learning materials is dependent upon the perceptions of teachers and students towards them, keeping aside their efficacy. Pollara (2011) said that there are people, who are against the use of MALL and mobile devices for language learning, but most importantly it is the teachers and the learners who are the direct users of mobile devices for language learning purposes. So, their perceptions are extremely important for further implementation of MALL in language classrooms. Some recent researches presented here reflect the perceptions of teachers and learners towards MALL. Ataeifar (2019) performed a study on Iranian EFL female learners to explore their view regarding MALL. The data was collected through survey and questionnaire was applied as tool. The outcomes of the study revealed that 90 female Iranian learners were inclined towards MALL, and inspired with this latest technique of learning. Azli, Shah and Mohamad (2018) investigated the perceptions on the usage of MALL in English as a Second Language (ESL) among private vocational college students. Another study about perception of MALL was done by Oz (2015). The researcher attempted to investigate pre-service EFL teachers' perception about MALL and find out whether their perception differed by gender, grade level and grade point average (GPA). The study also tried to determine whether gender, grade level and GPA would predict their perception of MALL. Quantitative research design was adopted.

Furthermore, Nobre and Moura (2017) conducted a study in French and Portuguese language learning scenario and the population was 15 to 23 years learners. The data was collected through questionnaire and it was found that MALL has a positive effect on the learning of the learners and it motivates learners. Chiu, Guo, Shih, Chen, Cheng & Chung, (2015) conducted a study on the impact of mobile phones on the life of college students. It was a perception based study where 79% learners stated that mobile phones can aid them with useful learning applications for English learning and it can also help the English teachers.

Perceptions about MALL in Pakistani Context

In Pakistani context we hardly find any related research regarding the perception of MALL as, this concept is quite new and latest in Pakistani educational context so mostly learners and teachers have not utilized it. Ali et al., (2019) performed a study to explore the opinions of Pakistani learners regarding the integration of mobile assisted language learning. Data was collected through questionnaire from 60 participants of intermediate learners in Lahore. It was concluded that Pakistani learners in conventional classrooms appreciated this layer of technology. Ali, Malik and Rehman (2016) conducted a perception based study in which the opinions of 100 students of BS English classes from different colleges of Lahore were

collected through survey and questionnaire. Though this study had a limitation as it pre conceived that the learners do have the concept of MALL and its usage. It was found that though students feel motivated, energetic and happy if they are to use MALL in learning affairs. So, focusing upon these aspects I also engrossed myself to explore the perceptions of those students and the teachers who were the part of this learning experiment through MALL.

Viewing all the above studies it was explored that there are rare instances where a study is found that was done in Pakistani context to explore the voices of ESL teachers.

Research Methodology

Population of the Study

The population for this present investigation comes from Lahore where all the public sector colleges of Lahore were considered as the data collection source

Sampling

The sample for this study is 6 teachers which were selected randomly through simple random sampling methods for conducting interviews.

Participants' Information

There were 6 teachers involved in this interview process. All of them were working in public sector colleges of Lahore and teaching regularly to classes. These teachers were regular teachers and none of them was working as a part timer or on visiting bases. All the 6 teachers willingly gave the interviews after taking consent from them.

Data Collection Procedure

There are two basic data collection methods i.e. qualitative and quantitative. For this exploration qualitative research methods were adopted to explore the viewpoint of teachers. For the said purpose the tool used for the data was interviews where all the teachers were asked some questions and they were free to give their opinions. Many types of interviews are there yet here semi structured interviews are used for conducting interviews. Semi structured interviews are always reputed and viable as they are prepared well. According to Laforest (2009), many researchers like to use semi-structured interviews because questions can be prepared ahead of time. In this research, the interview questions reflect the objectives of the interview. The questions were not close ended. The interview was not unprepared rather was planned and organized.

Interviews

The interviews were conducted from all the 6 teachers after getting their consent. The interview duration from each teacher was of 45 minutes. There were 10 open ended questions in the interviews. Each teacher was given time to reply to the questions and all replies were recorded.

Results

Interviews were conducted with an aim to enquire the opinions of Pakistani ESL teachers. These interviews were later transcribed in order to draw out various themes from. These themes were analyzed using content analysis approach. The major themes taken from teachers' recordings are

- ❖ Enhancement of learning experience of learners and their focus through MALL ,
- ❖ Facilitation in the language learning process,
- ❖ Problems in integrating MALL in Pakistani ESL classrooms,
- ❖ Touch screen a problem or comfort,
- ❖ Screen size and speed of processor an issue or a benefit,
- ❖ MALL as a stimulating factor in language learning ,
- ❖ Composition of collaborative environment,
- ❖ Comparison of MALL and Computers,
- ❖ Portability and quality of being ubiquitous, and
- ❖ Lastly the impact of MALL applications.

Theme 1 Analysis

Regarding the 1st theme almost all the teachers have expressed that MALL certainly increases the experience of learning and it keeps the learners more focused and attentive during their learning process. It involves latest methods and ways of learning which are not only innovative in nature but are also popular and striking for the learners. All the teachers have given their opinion that MALL is a method that brings diversity and variety in the process of language learning. Language learning is a strenuous process and especially ESL learning has always a difficult phenomenon because the learners have already developed their 1st language skills. The inclusion of MALL has given ESL learning a new shape and it has now become an interesting process where the learners are more concerned and inclined towards ESL learning.

Teacher 5 Stated,

“It does enhance the learning experience of focused students and I think that it provides a variety in language learning through the inclusion of the latest methods and attractive learning methods are there and the new conceptual learning methods are there. So there are very interesting methods out there like”

Through MALL a fascinating atmosphere for learning can be created for the learners and they are eager to view and explore avenues which were hidden earlier. They are also aware of the fact that the teacher is monitoring them individually. So, they become keen towards their studies. The teachers have also pointed out that the inbuilt and downloadable feature of mobile phones actually makes the mobile phone an inspirational phenomenon. The capacity to store things, the presence of audio visual facility, the facility of communication all are chief elements that helps MALL to be an effective, impactful and viable method of English language learning and it also facilitate teachers to work upon the learners effectively. The most important aspect is that MALL changes the old pedagogical ways of learning and assessment.

Teacher 2 stated that,

“It also provides us a wonderful opportunity to conduct an analytical assessment by applying latest modes.”

Theme 2 Analysis

The second theme presents the notion that MALL provides facilitation and comfort in language learning process by offering multiple learning techniques. Here all the teachers have given their verdict that MALL creates ease and facility for language learning. No teacher has disagreed about this feature of MALL. The teachers have said that MALL has some distinctive features and unique methods of learning. Students do have the facility of downloading supporting material that can be helpful to them during their syllabus completion. The teachers also presented the idea that MALL makes the students connected with each other for academic ends and by having access to internet and they can have access to sufficient and relevant material. The process of language learning is being facilitated by number of features possessed by mobile phones like, GPRS, camera, video calling, SMS, social networking groups and others which create a positive impact on the development of language learning process.

In The Words of Teacher 2,

” I think MALL has many features like connectivity collaborative activities learning the language learning through mobiles is attractive to facilitate mobile and mobile is kept by all the students. So assessment methods are unique in math and students can have different supplementary hand supported wanted entered into their syllabus and that can aid their learning”

The teachers have also indicated that the quality of being flexible in language learning i.e. anytime and anywhere learning also helps to provide facility to language learners. In ESL context learning is a strenuous task which has been made interesting due to the inclusion of MALL. The usability and suitability of different ESL learning softwares can aid the learners by helping them in gaining their level of confidence. MALL promotes and comes up with methods which engage the students’ concentration and inspires them to learn. In this way it facilitates the learners superbly. It promotes the social interactions and also gives the actual data to the learners regarding place and time. The teachers have also stated that MALL also facilitates by developing personalized learning in which every student can adopt his own learning style.

Theme 3 Analysis

The third important theme relates to the hindrances and problems faced by the teachers while integrating MALL in ESL classrooms in Pakistan. The teachers have revealed that MALL implementation in Pakistani ESL classrooms can be quite problematic. All the teachers have identical opinion that institutional problems are one of the top issues while integrating MALL. They said that to implement MALL comprehensively and to make it the part of the teaching technique permanently, the educational institutions and the higher management of the educational institutions i.e. principals , educational directors etc. should be given proper training as they are unaware and have no realization and understanding of this latest method for language learning.

Teacher 4 has said,

“I am lucky enough that I did not conquer any of the problems while implementing MALL because management was also very supportive. And as a teacher my institution supported me to apply it rigorously. It was a very useful technique and because it kept the student more focused and more interesting and motivated in learning process.”

These tools cannot be implemented without the collaboration of the institutional management and hence any teacher can have severe problems in even initiating it without the consent of

College administration. The teachers argued that this new concept of language learning specially in ESL learning situations needs backing up from the institutional head to be successfully integrating in the classroom. The other important issue identified by all the teachers is the internet facility. They said that MALL requires a lot of sharing and collaborative learning situations even inside the classroom. So inside the educational institutions the internet connectivity is a concern. Though internet has been provided in recent years in Lahore, Punjab in every public sector college but the teachers refer to the general situations regarding MALL integration in ESL setting where serious connectivity issues can not only affect the impact of MALL but can also effect its implementation. The teachers stated that rather than creating an impression MALL can become an irritating and disturbing factor for the learners.

Teacher 2 has said that,

“And sometimes Internet connectivity becomes a serious bottleneck in the way of implementing this matter”

The teachers also highlighted another important issue regarding MALL’s integration that the learners are strongly connected with the old methods of learning. So the initiation and then implementation of a new method for ESL learning can be barrier. In ESL classrooms the satisfaction level of the students is usually towards conventional methods like GTM etc. So they feel difficulty in dis engagement from their old learning styles and methods. The teachers claimed that mobile phones in Pakistan may have three major purposes. They are used for communication and texting, for entertainment, infotainment and lastly connecting through different social websites. *As teacher 1 has pointed out,*

“This concept of simply means that mobile can only be used for fun and communication most of the learners may not consider it for learning. As you can see for example in amusing ways and so they do not consider it a language learning way and the teachers also are happy with the orthodox method.”

Theme 4 Analysis

Another pivotal theme of this interview study relates with the structure and designing of mobile phones. This theme talks about the most important aspect which is the usability aspect. The theme dialogues that if latest touch screen mobile phones are a supportive element in MALL in Pakistani ESL classrooms or not. All the teachers have strongly rejected that touch screen of mobile phones is a problem in ESL learning situations. They stated that in Pakistan mobile phones are common tool for communication and other purposes. All the teachers also stated that the touch screen mobile phones were not

introduced to the Pakistani people a decade ago. So, it could have been difficult to initiate MALL when people and especially the learners were unaware and touch screen use was not common.

Teacher 5 has stated that,

“No I personally feel that there is no problem by using touchscreen mobile phones for Pakistani students because one cannot remain detached from the society. So mobile is not a new phenomenon here. Almost two decades ago mobile phones were being what was introduced and now they are everybody possessed possesses a mobile phone so bugs any. They don't face any problem while using touchscreen mobile phones.”

To the teachers, the success of MALL is dipped in the quality and user compatibility of the mobile phones. In language learning mobile phones has a primary place. So, if the user interface is not convenient for the users the process of language learning can be a big problem as it can distract the learners and can also be an irritating factor for them. Secondly even touch screen needs to be of good quality. There are some mobile phones in which the touch sensitivity is not appropriate and the user becomes uncomfortable. The teachers explained that touch screen quality also is important for the learners to be comfortable during ESL learning.

Theme 5 Analysis

The next theme relates to the size of screen and the speed of the processor of the mobile phones. Here all the teachers involved in the interview disagreed that modern mobile phones are creating problems in the learner focus and understanding. They all have explained that presently the screen size and processor both are compatible in their use. The teachers stated explicitly that the screen size does create an impact on the visual aspect of the learners and bigger screen influence learners effectively. Different softwares and animations displayed can be viewed vividly and easy on the large screen as compared to small screen. While implementing MALL the teachers stated that screen size has a major role to play as the students are already habitual in using large screen mobile phones and if it could have been implemented earlier then it could have been a problem for creating disturbance in students focus towards learning process. Similarly the teachers stated that old processors were quite slow and they could only open binary or more than two applications at a time. Those mobile phones were slow in their working and the user has to wait for several minutes if heavy software were being used by him or her. Today, the mobile phones have speedy processors which can open several applications at a time without affecting the speed of mobile phone use. Hence, all the teachers agreed that rather than creating disturbance and problem for the learners the screen size of current mobile phones are beneficial during the process of MALL.

In the Words of Teacher 2,

“I don't think so did it constitute any problem. About two decades before when it was a problem. Now it has become quite common for the dissemination of knowledge as well as the recipient of knowledge to use the touch screen model.

New mobile phones are coming and every time you know the makers of the mobile phones are keeping in view the required needs of the students and the teachers about language. Adding new features that mobile phone that large screens and large processors have come to be used both by the teachers and the students so it's really going to be very effective.”

Theme 6 Analysis

Another theme presents the perspective that MALL provides stimulation in the activities of language learning. The teachers have expressed that English language learning is a process that needs motivation, encouragement and concentration on the part of the learners. The prior methods of ESL learning though have some advantages yet in all orthodox methods the students are passive in the class and only the teacher has primary importance. Secondly it is difficult for the teacher to concentrate on every student individually. The time inside the classroom does not allow doing teaching, evaluation and monitoring simultaneously. Furthermore, these previous methods of ESL learning are already known to learners and they do not find any new attraction in the teaching and learning methods. All the teachers included in the experimental study have presented their view that MALL encourages the language learning activities of ESL learners in Pakistan. The teachers have stated that MALL offers a variety of learning opportunities through mobile phones which excite the learners to take interest in ESL learning situations. The teachers have stated that because of the learning variance MALL actually aids ESL learners and makes it an impactful method. The learners can get benefit from any type of material related to their syllabus and can download it accordingly. Importantly the learners can also have their preferred downloadable material. The teachers have also stated that MALL creates an informal environment of learning for the students. Informal type of learning is usually an unstructured and unorganized learning process which is contrary to formal learning type.

Teacher 6 has Stated,

“Yes. Obviously the student's learning languages through MALL are more motivated and they are more stimulated because it's a new technique. The students may take benefits out of it through various ways. For example most of the students they can learn through MALL and can take help from audio visual aids, internet all are readily available for them. They can

avoid through traditional methods. So while learning through mobile it obviously enhances their learning. It also inspires us to find relevant materials.”

Conclusively, the students can access, download and gather any type of material that suits them and thus they feel motivated, independent, energetic and confident learners through MALL.

Theme 7 Analysis

The next theme explains about the aspect that if MALL establishes impactful environment for collaborative learning along with making better level of communication between the students and the teachers. There is no teacher who has shown reservation towards this aspect and feature of MALL. All the teachers have claimed that they explored this feature of collaboration in this experiment study and MALL actually works as a catalyst between students and students, students and material and also amongst students and teachers. It actually connects and performs as a bridge amongst the learners and teachers. The teacher have stated that collaborative learning is a totally new phenomenon in Pakistani classrooms and especially at intermediate level this aspect of collaborative learning is appreciated by the learners. The teacher have expressed that individual learning though makes the learner autonomous yet collaborative learning is also equally important as it creates a healthy and modern ambiance of learning. Teachers have also explained the aspect that the formation of different groups on Whatsapp and other social networking groups helps the learners to get connected all the time. The trend of making different group for mutual discussion actually promotes learning and it allows learning outside the classroom.

In the Words of Teacher 3,

“Yes I think it does contribute to the collaborative learning process between the two parties as teachers and students and also among the students themselves. Because I have personally experienced that in the institutions the students have their groups and they also included teachers in the group and constitute a wonderful group for learning process and can also have guidance and assistance.”

Theme 8 Analysis

This theme is about a comparison regarding the preference of use of the learners between computers and the mobile phones for MALL. All the teachers have stated that presently mobile phones have not only outnumbered computers in their use but also in their affectivity and impact. Mobile phones have all the features and characteristics of computers. The teachers have opinioned that mobile phones can be easily fit into pocket, they are handheld

devices and their major features are quite significant. Some of the features according to the teachers are camera (which can be dual sided i.e. front and back) and its quality, the facility of internet which helps to get connected all the time, the GPRS,GPS and navigation system, and most importantly the mobile phones(smart or android phones) use less power as they run on batteries which are long lasting as compared to computers which run on electricity and battery too and can create more heat also. Another important point raised by the teachers was that computers are not portable they are fixed to a place so leaning is situated to a particular place. The chief quality of mobile phones is the portability which helps movability along with learning facility.

Teacher 2 has Stated,

“The use of MALL in classrooms as compared with the computers is much appreciated and the mobile phones are cheaper and most of the students can find easy access to the mobile phones and elsewhere economically speaking. It has a variety of student accesses and its students can find easy access to all kinds of applications. I believe that it's cheaper at the same time. It's already easy for the students to handle this small get heard”

The teachers have also stated that the storage capacity of mobile phones have increased to an extent that a number of files can be saved and this improvement in storage capacity has also created more inclination of the learners and people. Furthermore the mobile phones can offer a number of social media groups like whatsapp, Viber, LINE and others which have opened up a new era of communication and usefulness. Teachers also stated another major facility of mobile phones that is voice calling. Using computers only Google, Facebook or Skype calls can be possible whereas on the mobile phones along with the facility of Skype, Google, the direct voice calling is also possible which cannot be done through computers. Mobile phones ensure that anyone can receive and send calls from anyplace and any time. Lastly the teachers also pointed out that the cost of the mobile phones is cheaper than the computers. A good computer with good storage capacity and good processor speed is much higher in cost as compared to mobile phones.

Theme 9 Analysis

The most influential feature of MALL is the quality of being portable. These portable learning conditions actually facilitate anytime and anywhere learning situations. The teachers have viewed that MALL actually promotes virtual learning situations where the learners do have the flexibility of learning beyond the classroom. This method has totally changed the concept of learning. All the teachers have stated that mobility in learning makes the real time connection of learning with real time experiment. Furthermore, the free time of students can

be exploited in a positive manner and the learners can improve their desired skills and different areas and aspects of their syllabus.

Teacher 6 Stated that,

The teachers have believed that the learners are not bound to sit in the classrooms all the time. With the help of their mobile phones language learning can be learnt on the move. So, it means that learning is dependent upon convenience of environment and situation. The teachers have explained that the main objective in any teaching is to achieve desired goals of learning so portability actually stimulates students with ease factor and thus make them flexible in their learning places. The teacher have also stated that portability actually eradicates the spatial and temporal learning limitations and permits the teachers and the students in managing their time in an effective manner by exploring differing syllabus related collaboration, information and communication. The teachers have also pointed out that the quality of being ubiquitous is another prominent feature of MALL. In this phenomenon the learners are not restricted to any particular place for learning. They can learn while sitting in the bus, or in home or at any other place of their desire. These features of mobile phones used in MALL have made learning a desired process for learners and they have become strongly inclined and attracted towards the process of English language learning. This portable and ubiquitous learning feature was unexplored and when it was known to the Pakistani ESL learners they appreciated and felt quite positive towards it. The teachers also claimed that these two features (portability and ubiquity) have made MALL most influential method of English language learning.

Theme 10 Analysis

The last theme is about the development of purposefully made mobile applications which are designed and developed to fill the gap of different areas of language learning. The teachers are of the view that these mobile applications actually create a strong impression on the learning of the students. They not only boost up the learning process but also indulge students in different interesting activities related to language learning. The teachers also said that these language applications are beneficial as they focus on a particular area of language; secondly they are not covering general areas of language overall. This benefits the learners to focus upon areas in which they find difficulty. Significantly the teachers also narrated that these specific mobile applications are developed with a set objective giving emphasis to improve students learning. They identify weaker areas and provide multiple methods and ways to improve the learners' performance. This introduction and induction of these mobile applications actually attracts students to learn complex concepts in an easier manner. The teachers also pointed out that the invasion of catchy and modern ways with technology inspire the learners to learn differently and it also motivates them too. All the teachers said

that these intentionally developed mobile applications actually encourage the students to participate actively. It eradicates any reluctance, hindrance and issues of students and thus uplifts them positively. The teachers also explained that these mobile applications develop focused learning ambiance.

Teacher 6 Said,

“Well MALL application specifically can improve the students’ performance in many ways because these all MALL applications are purposefully made to focus on a particular language skill and in this regard learners liked purposefully made mobile applications.”

Discussion

This section presents the discussion about the opinions of the teachers while experiencing MALL in their ESL classrooms. These interview questions were structured and from each question a theme has been extracted and has already been explained above. The interviews of the teachers have been recorded in an explicit manner and all the teachers who were the part of the experiment have given their version vividly. In all the interview questions there is no ambiguity or confusion found on the part of the teachers regarding their opinion and perception and integration of MALL in Pakistani ESL context. The analysis of data obtained from the teachers clearly suggests that MALL integration is a significant method to be infused and included in ESL classrooms of Pakistan.

The overall results of the interviews conducted with the teachers have given some important findings. It can be extracted from the results that MALL is a new mode of learning for people and especially learners and teachers. MALL’s utility for English language learning has changed the overall learning patterns and methods. MALL is a method of learning which has gained a lot of popularity in the developed countries since long but this concept of learning is still unfolded and not introduced systematically to the underdeveloped and developing countries of the world. Pakistan is a developing country where learning and teaching methods are still strictly conventional. Viewing the Pakistani educational situation it can be said that here the rural and urban educational institutions have one common thing and that is the mode of teaching inside the classroom. The classroom in villages and cities are teacher dominated in which the learners are only passive and they follow teachers’ dependent learning path only (Ali, Ajmal & Anwar, 2018). The classrooms are typical with customary methods of teaching especially in ESL context the conventional methods like GTM and others are followed. There is no room for student dominance in the classroom. The concept of MALL is still unleashed in Pakistan properly and students as well as teachers are not commonly practicing it overall. There are some glimpses of using MALL as a new method of learning but practical and comprehensive implementation of MALL is still far ahead. Despite all these issues the teachers are aware and understand the importance of new method and mode of learning and

teaching and the results of this study clearly reflect the awareness of the Pakistani teachers teaching in ESL context regarding MALL. The replies of each and every question from the teachers suggested that Pakistani teachers also want to follow the modern methods of teaching to achieve objectives and to raise the performance of the learners. In ESL context teaching English is a difficult phenomenon as the learners have already developed their L1 and the second language learning acquisition is always different from L1. So the teachers had to put in a lot of effort and to bring various activities that can develop interest amongst the learners to be lively in the learning process. It also helps them to take part actively in the acquisition of second language. This situation becomes difficult in ESL learning context as Urdu and English both are different in their syntactic structures and the learners find difficulty to acquire English as a language (Rafi, 2013). Consequently it is also tough for the teachers to teach English in the classroom and involve students so that their learning can be improved. Including MALL in ESL context actually produces a new shape of learning which attracts students and teachers. It urges teachers to use MALL to uplift their teaching process to achieve learning objectives. The overall findings of phase 3 are identical with the study conducted by Saidouni and Bahloul (2016) who found out the perspectives of EFL teachers in Algeria and their descriptive study reflected that the teachers showed positive attitude regarding the use of MALL in their respective learning environment.

This current study also shows that Pakistani teachers have strong intentions to equip themselves with modern and innovative learning methods to improve their ways of teaching as well. This notion explored here is identical with the study conducted by Dashtestani (2013) who performed a study in EFL context and took perception of Iranian teacher and found that the teachers were motivated, energetic and ready to use MALL in their EFL context teaching. This study also correlates with the study conducted by Grimshaw, Cardoso, & Collins, (2017) who also interviewed various teachers in Canada asking them their willingness to use MALL for their teaching purposes. The results indicated that the teachers welcomed this style of technology and are open to engage their learners through MALL. The study also indicated that the limitations are known to the teachers which reflect that MALL as a concept is comprehended by the teachers.

The results also relate with the exploration by Oz (2015) who explored the perceptions of the teachers regarding MALL, enquiring different teachers regarding their opinion. He found out that all the teachers have shown positive attitude regarding implementation of MALL in their teaching process. He also explored that for their language instructions the teachers have shown strong inclination towards MALL implementation.

This study is similar to the research conducted by Ali et al., (2019) who focused to find the viewpoint of Pakistani learners regarding MALL and explored that MALL is liked by local learners. The research is also alike to the study by Ali, Malik and Rehman (2016) who

focused to explore BS English learners' perceptions about MALL integration in local classes. They found out that BS English learners were keen to utilize MALL in their learning methods. Overall findings of this study are similar to the study performed by Ataeifar (2019) also who stressed that Iranian female learners are in favor of using MALL and it should be the regular feature of English classrooms. The perceptions found here were almost the same as found by Azli, Shah and Mohamad (2018) who in ESL context explore MALL's acceptance amongst vocational learners. Oz (2015) also conducted similar research but it was on EFL learners. Both the researchers concluded that MALL must be a regular aspect in modern education. Nobre and Moura (2017) and Chiu et al., (2015) also advocated the efficacy of MALL in their respective researches and their results are similar to the present study. Both researches explored that old methods are becoming unsuccessful and modern methods should replace old ways of learning. Finally this research ties resemblance with several other studies which concluded the efficacy, utility and acceptance of MALL by learners and teachers and expressed that the inclusion of this latest way of teaching and learning has been performed by Wagner et al., (2017; Yudhiantara & Nasir, 2017; Khabiri & Khatibi, 2013; Soleimani, Ismail & Mustaffa, 2014; Niño, 2015; Liu, Tao & Cain, 2016). The result of the study also reflected that teachers expressed to have proper training in implementing MALL for teaching purpose which will improve self-efficacy of the teachers to use MALL.

Conclusion

The current study focused upon finding out the opinions and perspective of the teachers regarding the integration of MALL in their classrooms as a new teaching methodology. ESL teaching is always an important aspect and medium of learning and teaching especially in countries where English is considered as an official language. In Pakistan English as a language has a lot of value and appreciation amongst masses. In educational context English the educators have been trying to find out ways which can facilitate the teaching process and in lieu of that facilitate the learners to have impactful learning. As teaching and learning reciprocate each other so for better learning the teaching methods should be impactful and effective to have maximum involvement of the learners. These teaching methods should also have the quality of being interesting to develop attraction for the learners. MALL being a new method of teaching as well as learning is an interesting, latest, innovative and impactful method proved by many studies earlier. In Pakistani context this concept is in its earlier phase and there are only few studies conducted on this area. So in order to have MALL as an effective tool the teachers are of primary importance and unfortunately they are not appreciated to use latest methods for learning there is a strong need to introduce MALL initially in big cities which can gradually broaden up to other areas too. The opinions of the teachers collected clearly show that Pakistani ESL teachers have shown positivity in using methods which are unconventional and they have taken this new mode of technology with vigor and appreciation. The teachers here do not follow the old mindset rather they have

preferred to focus upon latest role of the teacher which is a facilitator and mentor. Another major aspect that can be taken from this study is that the Pakistani ESL teachers have clearly shown that they do not have any issue to lose the so called dominance of the teacher rather they are eager to learn, improve and use modern gadgets and tools of learning to make their teaching more impactful and effective. Thus, it can be concluded that MALL has been welcomed by Pakistani teachers and they have positive views regarding its implementation.

Limitations of research and way forward

This research has certain limitation like

- ❖ It was limited to public sector colleges only
- ❖ Only intermediate classes teachers teaching English were the part of the study
- ❖ Through sampling only 6 teachers were the part of the study
- ❖ English language teachers were the part of the study only.
- ❖ The research was limited to Lahore only

This research can be a pioneer and benchmark for future researchers and researches, it can help to perform various other experimental researches on MALL. It can also help to apply various MALL tools and applications on various other genres, populations and grades of learners. It can also overhaul the system and can transform the learning paths in Pakistani education system like India.

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Interview questions of teachers' perceptions about Mobile Assisted Language Learning

1. Mobile enhances learning experiences and focus on the students. If yes how?
2. What is your opinion regarding the perception that MALL provides facilitation in the language learning process?
3. According to you What are the factors that prevent teachers from implementing MALL successfully in ESL classes or in Pakistan ESL classes?
4. Do you think that the feature of the touch screen is a problem for Pakistani ESL students in language learning?
5. Do you think that the mobile screen size and the speed of processor disturb the student's language learning concentration?
6. How do you think that MALL stimulates language learning activities of students in ESL classrooms in Pakistan?
7. Do you think MALL air constitutes effective collaborative learning ambience and better communication amongst teacher and the students? What is your opinion?
8. Does the low cost and user friendliness of mobile phones as compared to computers is preferred by learners in ESL classrooms?
9. Does the feature of portability and ubiquity facilitates MALL to be impactful method of language learning ? How?
10. How specific MALL applications can help in improving student's performance?