Mobile-Assisted Language Learning (MALL) in EFL listening: An Indonesian Perspective

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Abstract

This paper is a systematic review of many findings that highlight the potential of Mobile Assisted Language Learning (MALL) to support EFL listening in Indonesia. Several aspects of MALL 's educational perspectives and contemporary study mapping are also taken into consideration. This article ultimately offers educators valuable implications for designing appropriate methods and decision-makers for introducing a trustworthy and reliable system, to ensure the best language learning options. The review analyzes four main findings, namely, situated learning, communicative and collaborative learning, inquiry-based learning, and behaviorist learning activity. The study assumes that the use of MALL is considerably the best option for teaching and student in the meaningful language learning of the 21st Century.

Keywords: *Mobile Assisted Language Learning (MALL), listening, mobile learning.*

1. Introduction

Integrating ICTs into academic institutions now becomes a priority, since digital learning resources seems to be a leading indicator of an institutional quality. It is no wonder that each educator aims to attain the benefits of technological advancement, through the usage of mobile technology or what we know sometimes called M-learning. The interest in accessing online learning devices in some countries, especially Indonesia, is currently growing. This phenomenon is particularly fundamental in higher education since the use of this portable device was incredibly powerful.

Apart from the technical limitations, mobile phones are the most powerful platform utilized by all modern assistants for connectivity and learning. Adequate, situated, and interactive learning technology facilities are the primary reasons for mobile apps to become a modern phenomenon in digital learning. Alongside the students' accessibility and mobility standards, various educational resources may be reused or selected [1], [2]. The students have availability to monitor their cognitive learning progress with this device.

Mobile apps innovation and advancement have generally been used in the area of English learning. This is in line with English's status in many countries as an important part of professional achievement and a basic standard for academic achievement. This involves optimizing students' performance and facilitating diverse learning needs are core goals for the creation of an accessible English language learning environment. Strategic initiatives are being undertaken to involve smart learning or interactive learning frameworks in different fields of education, particularly in language learning phenomena.

The latest phenomenon in today's mobile learning society is called as Mobile Assisted Language Learning (MALL). MALL applies to all virtual language apps, including smartphones, tablets, MP3 players, PDAs, online dictionaries, and game players [3]. Overall, many previous studies have investigated the use of MALL to support FL learning practice. Most of them are involved in the MALL strategy and try to provide their further studies with great support. As stated in [4], the MALL study grew with the most rapid growth in 2008 with the most-frequently-used is the smartphone (k=29) of 69 identified, PDAs (k=17), and Music / Video Players (k=10). This study strengthens MALL as a "set field" in English learning, particularly for students in higher education.

Stanford Learning Lab implemented the first project of the MALL to encourage students' listening and speaking skills [5]. Particularly, in connection with mobility, no difficulty of information exchange, and accessibility. MALL is an effective tool for learning, most importantly in an online

learning phase. Internet access is a significant feature of mobile learning. The students can have ubiquitous access to the web. In particular, MALL will in turn be an easy way to overcome language learning challenges. It can be used to enhance student performance, produce successful learning outcomes, reinforce students' communication and collaborative skills, build a new language learning paradigms, and provide online and distance learning needs [3], [6], [7].

Several previous studies have generally established the use of MALL to promote EFL learning, especially to improve listening skills. Listening, as we know, is one of the most hardest compared to other language skills. Many students may speak and read well but lack in listening. Mobile-Assisted Language Learning (MALL) should thus be used as an alternative to encourage students listening mastery. Several scholars are seeking to collaborate MALL in their learning process, leading to better communication abilities. Huang and Sun [8], for example, build a MALL listening device that enables learners to import sound materials, record, organize, or activate learning courses. The finding indicates that MALL has a significant effect on students' willingness for a better listening mastery. In a related study, Al-Baekani and Ridwan [9] researched the method of extensive listening and responded to MALL as an immersive tool in the listening process. It can be inferred that usage of MALL significantly effects on how students learn to listen.

Following these principles, the authors carry out a literature review to map the MALL educational perspective in the teaching of English learning [10]. In propose The authors conclude that further analysis was required to support teachers for design lesson plans via MALL, in particular, to explain its usefulness in teaching listening. Besides, MALL activities are included in this study, together with its impact on student achievement.

English Teaching Curriculum and Its Impact on Technology

Learning English has a major impact on how students interact with foreign speakers or in other fields Inside the Indonesian curriculum. Throughout the course of time and the need for information, English is an important and one of the job requirements for students and the general public. As a foreign language subject, English was taught in 1967, compliance with the decision of the Minister of Education and Culture. This learning aims at increasing students' access to the Indonesian Science and Technology Society and broaden the reach of international connections. In action, though, English learning is closer to reading than other aspects [11].

In turn, by adopting the Communicative Language Teaching (CLT) approach, the communicative approach was introduced in 1984. The focus of learning still lies on the reading-supported English grammar skills. Some experts later considered the two components to be inadequate as they are insufficient to maximize the oral communication ability of the students. furthermore, an additional problem arises as certain teachers are not thoroughly experienced with CLT.

The curriculum is then refined with a curriculum based on its meaning (meaning-based curriculum). In response to the transition, Jazadi in Widyaiswara [11] posed concern about discrepancies between learning materials, students' outcomes, and teachers' understanding of the applicable curricula. Another crucial fact is the limited number of information with students' experiences and initial knowledge such that they find challenges while generating their thoughts. The governance further agreed to amend the curriculum as previously in reaction to these issues.

The government then introduced a Competence-Based Curriculum (simply as the 2004 curriculum) as part of the educational reform process. A variety of authentic materials from a source language and culture (English) are adopted in this curriculum to provide students a clear comprehension of its culture. the curriculum contains a variety of authentic learning materials adopted from the target language culture (English) to provide students with a good knowledge. However, since the target nation and its society are not well known, it is challenging for teachers and students to fully comprehend the material.

The school-based curriculum, consequently, was made in 2006 to amend the 2004 curriculum, ensuring that each school develops the instructional material in line with the existing condition of the educational unit. However, not all schools are similarly readiness, to adopt this curriculum. The curriculum then adheres to the Contextual Teaching-Learning (CLT) which helps students to develop their knowledge in conjunction with their own daily lives.

To strengthen the program, the government made more adjustments to the 2013 curriculum introduction. This curriculum highlights science learning with problem-based learning. English learning material as a medium of exchanging ideas and information are heavily stressed in linguistic competence. This curriculum strengthens the capacity of students to learn, grasp, sum up, and re-present the text in their language. The students are also used to spontaneously express themselves and their knowledge [12].

Finally, about the 2013 curriculum that continues today, the optimization of ICT is now important to improve English language education competitiveness and quality. It is in keeping with the need to apply an advanced curriculum based on technology for future improvement or during the IR 4.0 revolution.

2. Method

A systematic review of the qualitative method is used in this study. This method is carried out to discuss the finding analysis of a previous study that relevant to Mobile-Assisted Language Learning (MALL). The review was driven by the problem of the research: "What is MALL's educational perspective to support EFL listening in Indonesia?" The search strategy involves the following search 'term' publication: MALL, listening skill, EFL listening, language learning, Indonesian learners, mobile technology, mobile devices, tablets, smartphones, and iPads. This study uses Google Scholar to scan a similar publication topic. The authors also looked for different combinations.

The authors used content analysis with a directed approach to data interpretation. The goal of this analysis is to make a systematic theoretical framework transparent and widespread. In this study, the authors started research with identifying key concepts or variables identified as initial categories of coding. Analysis should then be done with the predetermined code to code all highlighted texts. A new code would be provided to any text not categorized in the original coding scheme [13]. According to the educational perspectives, the following area were analyzed namely situated learning, communication and collaborative learning, inquiry-based learning, and behaviorist learning activity [10]. The findings were then defined in the above-mentioned analysis in conjunction with the categories.

3. Results and Discussion

Several popular media have been identified in many MALL studies to encourage EFL listening together to provide students with effective leaning options. This systematic review includes several research findings from the four educational perspectives as mentioned in [10]. The description of each finding will be explained below.

Situated Learning

Situated learning is the concept that represents the use of knowledge in real life. Authentic learning opportunities and student participation in authentic works are essential design elements in situational learning that enable useful information to be collected [14]. In brief, it is a learning that focuses on the functionality of real life. Educational fields of technology contribute significantly to the design and advancement of authentic learning. Its value is not just because it is productive and successful, but also because students would have had experiential learning.

Given its important role, the usability of the MALL is ideally suited to situated learning [15]. It enables students to perform learning activities in realistic learning environments and real-world contexts. The implementation of this learning model can be an advancement in the educational process. According to a study carried out by [16], it was observed that MALL helped decrease cognitive load and support students' foreign language learning. This study aims to provide a familiar authentic mobile-based learning. The results of the study show that groups that use digital books and tablets produce positive outcomes and are less cognitive than those who take part without technological assistance. The social-cultural perspective that defines the characteristics of MALL was created by [17]. Because of these three components: personalization, authenticity, and collaboration - MALL goes beyond conventional learning boundaries. Students placement, (physical

or virtual), time, and distance can be conveniently managed and they may take their learning materials autonomously.

Sandberg, Maris, and De Geus [18] reported that mobile telephones enable students to study English in their time away from school or practical circumstances. Mobile technology provides simplicity and spontaneity to enhance personalized learning Apart from the situated learning opportunity, Rohani, Suyono, and Rozi [19] reported that MALL has facilitated students to study English with greater ease and autonomy. The result demonstrated how the participants prefer to learn English by using the mobile app. In such a case, the MALL was deemed to be interesting, encouraging, and beneficial for English development.

In conclusion, the implementation of MALL can be the optimal strategy to provide the best situation based on real-life circumstances. It offers students an opportunity to understand what they need and what they do in real life. MALL was also a solver for all elements of contemporary teaching and learning.

Communication and Collaborative Learning

Applying MALL also helps students to build their abilities in communication and collaboration. With the implementation of MALL apps, interactive digital learning experiences were established. It is necessary to have a great deal of access to information and communication features to provide an immersive situation [15]. With the aid of text messages for course-related communication, Thomas, Faure, and Orthober [20] assessed that MALL presents the positive perceptions of high school students. Through text messaging, the students can do the task and answer questions timely and conveniently. Besides, the students also have the opportunity to communicate messages with peers. The involvement of this immersive experience will enable them to take a part in higher-order thought and in-depth study of information. As a result, the students continue to build their autonomous language learning.

Setyawan et al. [21] further found that MALL offers a broad spectrum of learner interaction that helps learners to respond from time to time to what they see, acquire, and understand. MALL offers a diverse interplay of user activity and facilitates important networking and experiential learning. The application of mobile games is also related to certain kinds of MALL. Game has led to a growing interest among teenagers of school age in game-based education. Some researchers have reported that digital games and learning have positive relationships.

Game-based learning relates to the application of digital media for schooling, and the integration of games and learning components [22]. Mobile game appliances are used for learning because of their lightweights, touch screen capabilities, high-speed Internet connectivity, and accessibility to apps [23]. Hadi [24] proposed that the usage of games as a MALL type can be a powerful educational tool in young learners. The finding indicates that the enthusiasm and participation of young learners were increased during learning through Games. It can be a great way to learn a language by playing digital educational games in various forms together. The highest significance in selecting educational games is the ability to attract students during the educational process, to help them in resolving problems, and to work in collaboration. The use of Games allows students to learn English as they want [25].

Inquiry-Based Learning

Inquiry-based learning is characterized as a method in which new causal concepts are discovered and evaluated in five key phases: instruction, conceptualization, inquiry, inference, and discussion [26]. This learning concept is associated with the constructivist learning approach. Students must be autonomous and consistently involved in the study, evaluation, and review to understand and analyze relevant knowledge. Since mobile technology has become part of the primary science curriculum, Looi et al [27] reported that the innovation in curricula has increased the progress of students scientific teaching and learning effectively. Practically, 5E inquiry phases in design-based projects were adapted with the help of smartphone devices. Throughout this phase, the students took an active part in their classroom routines.

In a similar study, Liu et al [15] investigated that students at primary and secondary schools used iPod touch apps to improve their English skills. Students carried out a scientific inquiry in and beyond the school of the life cycle of the plant and butterflies. The finding revealed that various learning tools, such as educational apps, interactive multimedia tools, and an internet browse, were already installed on the student smartphones. These devices have offered students with preferential instruction and social opportunities outside the classroom, bringing their learning to informal settings.

Research conducted by [28] concerning the use of iPod apps for self-learning by first-year students. The result indicates that students using iPods have obtained more knowledge than students who used the textbook in formal school settings. The findings revealed that personalized learning through mobile technology could be of value to the acquisition of information, since students can update the material as appropriate and make an independent assessment.

More findings were from Saputra & Hadi [29], their research was done to know the application of fly swatter games for vocabulary teaching. The finding shows that fly swatter games effective in increasing students' vocabulary mastery. The use of games specifically mobile games leads the students to learn a language in an unpredictable way. They acquire vocabulary as they play and it is a huge difference with some formal kind of learning process. Using Mobile Games proposes the creativity for the students to acquire a new vocabulary positively and pleasantly.

The conclusion for inquiry-based learning is that the students will have their kind of experiment and error during the learning process. The error analysis is mostly used to develop their awareness and comprehension of new things. Inquiry-based learning corresponds with student willingness to learn in a new way, the teacher can inspire students to reassure themselves by completing each of their projects while experimenting. By integrating MALL into inquiry-based, students will be helped to develop their basic skills in all subjects taught during the learning process. In special education needs, MALL was developed to enable educators in adapting and customizing learning programs to meet the student's educational needs [30].

Behaviorist Learning Activities

Behaviorist learning is a discipline that emphasizes on stimulation and reaction from the students. This learning theory is facilitated by strengthening the connection between a certain stimulus and a response [31]. Concerning the MALL strategy, this category includes classroom feedback schemes and content transmission via text messages on the handled device. Referring to the use of MALL in supporting this learning theory, Jere-Folotiya et al [32] identified that 1st graders students using phonics games to develop their literacy skills. The phonics-game supported differential study and documented the students' performance. In the classes in which the game was played, significant changes to literacy skills were identified.

In the pre-K school, the experimental group used various technology programs on iPads to practice developing reading abilities and early mathematical skills, while the control group typically studied by using iPads. The evaluation of student abilities showed how mobile education has a positive effect on phonological and mathematical awareness of students [33].

Further results from [34], this research revealed that the use of puppet games can specifically improve students speaking abilities. The usage of puppets games also leads the student a different opportunity in learning English. The puppet is performed and English is learned concurrently. The activity helps the students to immediately learn to speak. This research explores why games are used or implemented in the learning cycle and to allow students to constantly learn English from the technique, media, and the choices. Another study by [35] examined the impact of podcasts on the listening comprehension of undergraduate students. With podcasts, the students would not bored and would be easier to understand and improve their listening skills. However, though listening is often seen as a tedious task using podcasts will enable students to do listening with enthusiasm. The use of podcasts also helps students to learn how to listen.

In conclusion, in a behaviorist learning activity, students as well as teachers can develop collaboration and awareness of each type of mobile education in the classroom. That response gives

the students the ability to select the type of learning process which they will use throughout the learning phase.

4. Conclusion

In the Indonesian context, listening is a difficult subject for the students. With the rise of technology specifically mobile phones, the smartphone will give the students the best alternative ways to solve their listening skills weakness. Based on all previous studies, the use of Mobile Learning in general or in terms of listening abilities is discussed. The final remarks to this paper are the EFL Listening overview with MALL in the Indonesian context.

Based on the finding, the usage of MALL in the teaching and learning phase is elaborated in four principal of educational perspectives. First, it's a question of situated learning that allows students to listen as they like. Learning EFL listening is no longer just a conventional, boring way of capturing the native speaker intention. However, using mobile technology with the MALL strategy will give the students an alternative way to learn listening pleasantly. Secondly, communication and collaborative learning. MALL is an option to break rigid, formal, and confusing student or teacher communication. This strategy offers flexibility and easiness of working together. No more Teacher centered that only teachers know everything. MALL enables students to find their understanding of a certain topic during learning EFL listening.

Thirdly, inquiry-based learning. MALL provides information to meet the expectations and aspirations of students. The use of MALL also provides space, means, and approaches for students to build an understanding of their listening lesson. The teacher's role as a supervisor in that learning and did not take control of how the students learned. Language learning using MALL provides educators with opportunities for testing and error, and ensures that the learning process becomes as natural as possible. This strategy based on the true context of language mastering needs of students.

The last is the Behaviorist learning activity. MALL seeks to balance the usage of traditional schooling with a form of modern student education. The students will be able to activate their potentials of language skills, particularly listening skills, with the aid of MALL.

Based on the four educational perspectives, It can be concluded that MALL is a learning model that can contribute to building a new paradigm in education and learning. To leave the conventional ways of the teacher to teach students is a new paradigm that may be used as an alternative way to enhance their learning listening. For teachers and students, MALL offers an alternative solution that blends technology and learning to achieve the outcomes while mastering the language. Blending as the form of collaboration and creating the best situation to gain new knowledge for the students.

For future study, the research field should be considered and new apps and trends related to Mobile Assisted Language Learning (MALL) should be mentioned. The insight into the usage of MALL in the cycle of language teaching and learning would also provide countless opportunities for teachers and students who enjoy language learning technologies.

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