

Nurbaiti Ali, S.S., M.S.



MOBILE-ASSISTED LANGUAGE LEARNING (MALL) in English Learning



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MOBILE-ASSISTED LANGUAGE LEARNING (MALL)
IN ENGLISH LEARNING

Nurbaiti Ali, S.S., M.S.



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FOREWORD

By mentioning the name of Allah SWT, the Most Merciful, the Executor praises and praises His gratitude for His blessings, who has bestowed His grace and guidance to the writer, so that the writer can write the book "Mobile-assisted Language Learning (MALL) on English Learning".

This book was prepared to the maximum and received assistance from various parties so that it could facilitate the preparation of this book. For that, the writer expresses many thanks to all those who have contributed to the preparation of this book. Apart from all that, the writer fully realises that there are still shortcomings both in terms of sentence structure and grammar. Therefore, with open arms, the writer accepts all suggestions and criticisms from readers so that the writer team can improve this book.

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CHAPTER I

THE ERA OF MOBILE LEARNING

Today's user can access any kind of educational content from anywhere at any time thanks to the growing popularity of portable and wireless devices and technologies like 3G–5G, satellite systems, Wi-Fi, Bluetooth, wireless LAN, GPS, iPods, and cell phones. The cost and form of mobile devices have decreased while their power, speed, memory, and functionality have increased since the creation of the first mobile phone, the Motorola DynaTAC 8000X, in 1973. These characteristics make mobile devices a special opportunity for student-centered teaching methods.

Moreover, mobile devices facilitate the adoption of creative pedagogical approaches that are typically unattainable with traditional educational resources. They provide educators and students with the freedom to access learning materials at any time and from any location, as well as to engage in novel learning experiences outside of the classroom. Undoubtedly, wireless communication technologies have been crucial in enabling mobile learning, or m-learning, as noted by Crompton (2013).

According to Klopfer et al. (2002), mobile devices' context-sensitivity, personalization, social interaction, portability, and connectivity may all be advantageous for learning. In fact, because of their portability, mobile devices allow for learning without being

restricted by time or space, utilizing the opportunities provided by mobile wireless technologies for quick access to information, encouraging the growth of digital literacy, and providing opportunities for independent learning (Zaranis et al., 2013). It is difficult to define m-learning because there are many terms and ideas involved.

At first, mobile augmented reality (MA) was defined mainly as using mobile devices, like smartphones, tablets, handheld computers, and PDAs, for educational purposes. was essentially defined as the utilization of portable electronic devices, like tablets, smartphones, personal digital assistants, and mobile phones, for educational purposes. Definitions that place an emphasis on technology, contrast traditional and mobile learning, or center on the learner have all been proposed in the literature. According to Taylor (2006), there are several ways to conceptualize m-Learning, depending on which aspect we emphasize: learning via mobile terminals, learning with students who are mobile, and learning via mobile content.

The definition provided by El-Hussein & Cronje (2010), "any type of learning that takes place in learning environments and spaces that take account of the mobility of technology, mobility of learners, and mobility of learning," is one example of a definition that focuses on the technological, educational, or combination of both of them.

"Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies,"

according to O'Malley et al. (2005), is how learners define m-Learning. M-learning can be understood as an evolution of e-learning that enables students to take advantage of mobile technologies to support their learning process and is the first step towards the creation of ubiquitous learning, according to Conde et al.'s (2008) definition, which places it between e-learning and ubiquitous learning (u-Learning).

Despite differences in definitions, scholars concur on the fundamental attributes of mobile learning, which include its capacity for learning (Devaud & Burton, 2012), spontaneity, personalization (Karsenti et al., 2013), and ubiquity (Miangah & Nezarat, 2012).

Empirical studies at all three educational levels have also revealed that mobile learning fosters critical thinking and initiative in students, boosts student-teacher collaboration, and gives teachers the opportunity to provide immediate feedback. and assessment, provides access to information anywhere, anytime, equips students for the working world, encourages the development of global student communities, individualizes instruction, provides opportunities for education to those who cannot afford high-quality education, and lowers educational expenses (UNESCO, 2013).

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Nurbaiti Ali was born in Rantau Prapat on 30 October 1987. After completed her education at MAN Pematang Siantar, the author continued her undergraduate education in English Literature Faculty of Letters at the Islamic University of North Sumatra and graduated in 2008. Then in 2009 the author continued her Strata II education at the Islamic University of North Sumatra and graduated in 2011. The author's teaching experience began in 2010 at several universities such as: LP3I Polytechnic Medan, STIM Sukma Medan, Setia Budi Mandiri University Medan, State Islamic University of North Sumatra, and Dian Nusantara University Medan as an English and English Literature lecturer. In 2019, the author started teaching at Universitas Pembangunan Panca Budi Medan as a permanent lecturer there. In addition to teaching, the author also carries out the Tri Dharma of Higher Education, namely in the form of research activities, publication of scientific work and community service. and community service. The author also actively publishes scientific works in the form of books, research, articles and proceedings.

A significant part was also played by topics pertaining to the presentation and overview of software and apps, as well as their experimental use in particular language teaching environments. This is easily explained when one considers the multitude of mobile applications related to language learning that have surfaced over the past ten years. Researchers appear to be particularly interested in terms like "mobile," "students," "learners," "technology," "apps," "education," "teaching," "attitudes," "context," "classroom," "devices," "perceptions," "skills," and "design." In the near future, a more thorough investigation and analysis will be carried out, covering the abstracts of these published studies as well. In summary, "... a growing number of learners are learning foreign languages outside of a formal and structural classroom-based education" in a digitally globalized world (Arvanitis, 2019). This has a big impact on MALL research and implementation studies and helps us better investigate and comprehend the needs of users and learners.



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