

## **THE IMPACT OF MALL THAN CALL ON EFL STUDENTS IN THE UNIVERSITIES OF THE SOUTHERN PUNJAB**

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**ABSTRACT:** Language learning through the assistance latest technology is the need of the hour for the EFL learners. Mobile is the latest technology in the world and its users are greater than the computer. Due to the availability and the portability mobile phones are more recognized than the computers. The prominence of mobile phones has shifted the view from CALL (computer assisted language learning) to MALL (mobile assisted language learning). The use of mobile technology in education in general and on EFL learners in particular is influencing the graduate and Postgraduates students as the modern universities taking up these new technologies to up to date their EFL classroom activities. After the emergence of Third Generation (3G) and Fourth Generation (4G) services mobile phones have become an effective tool from 2015 to 2017 in Pakistan. Now a day's EFL learners are more interested in MALL than CALL because MALL is more convenient than CALL in acquiring the English language. The objective of this paper is to investigate the Impact of MALL than CALL on EFL learners in the universities of the Southern Punjab. For this purpose, we collected data through a structured questionnaire. The results of our study show that the ratio of the response of EFL learners towards MALL is from 70% to 95%. While the ratio of response of the EFL learners towards CALL is 5% to 20%. Altogether, it comes to know that EFL learners at master level in the universities of Southern Punjab have accepted MALL than CALL and the impact of MALL was noted much impressive than CALL on EFL learners.

**Key Words:** CALL, MALL, EFL Learners, Technology, language skill.

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## **1.INTRODUCTION**

The prominence of mobile devices has shifted the view from CALL (Computer Assisted Language Learning) to MALL (Mobile Assisted Language learning). It has revolutionized and superseded in the modern technology of 21<sup>st</sup> century. The use of mobile technology in education in general and on EFL learners in particular is influencing the graduate and postgraduate students as the universities taking up these new technologies to up to date their EFL classroom activities.

Recently, the emergence of the third generation (3G) and fourth generation (4G) services has become an effective learning tool from 2015 to 2016. According to Pakistan Telecommunication Authority in April 2016, there were 132.6 million cell phone users in Pakistan. Mobile phones are recognized as useful minicomputers that fit in a student's pocket and that are portable technology devices which are always switched on (Prensky, 2005). Mobile learning is a type of learning that takes place with the help of mobile devices (Kukulska-Hulme & Shield, 2008) and simply means learning anywhere and at any time. While at the beginning, mobile learning are focused on the role of mobile technologies and devices in education, in the recent years mobile learning is characterized with the mobility of the users and the informal learning that happens out of the classroom (Sharples, 2006). It could be argued that mobile learning involves the use of any portable learning material, so it includes books, audio and video materials. Students may face many challenges when he come to learn a new foreign language especially English. As we know that English has become a global language in the world. MALL is the easiest way of leaning the English language through internet or already installed programs which assist in language learning in the most advanced classes of universities.

### **1.1 Background of the study**

From the beginning of the 21<sup>st</sup> century, technological dominance attained fastness and became an important part of our routine lives. Specially, the launching

of web 2.0 technologies and enhanced the availability of tablets, smart phones application that address any user needs. More advance thing is that view has changed from CALL (computer assisted language learning) to MALL (mobile assisted language learning). Today students are more interested in MALL than CALL because MALL is more convenient than CALL in acquiring the English language. Now days, the world is digitalizing at a marvelous speed. Particularly, due to the practical reasons they offer, in the rapid world, mobile technologies assist people more than any other technologies.

As highlighted by Kukulska-Hulme (2009), the word mobility refers to both the "learner mobility" and "technological mobility". It has been tried its best to give the explanation about these terms. In the same manner Trifanova et al. (2004 referred to in Kukulska-Hulme and Shield, 2007:3) characterize and explains cell phones in such way that it is "...a gadget that is little, self-sufficient and sufficiently unpretentious to go with us in each minute". While in another way Traxler (2005 referred to in Kukulska-Hulme and Shield, 2007:273) characterizes mobile learning as "it is informational and academic while that is predominant advances and handheld gadget". It can be acknowledged that it is an obvious concentration on the ideas of mobility. It makes mobile assisted language leaning in a popular point among researchers, instructors, and learners of future.

## **1.2 Objectives of the study**

This research will highlight the problems faced by the EFL students at the master level of the Southern Punjab Universities. University students are expected to have proper proficiency in English to enable them to functions their academic activities. We will see how the university students face EFL classroom activities: and how the students search internet through mobile devices in replacement of CALL. In this study, we will find that how many people take advantage of MALL than CALL. To what extent MALL is helpful to them for their English language learning activities

inside and outside the classroom. This research will reveal the effectiveness of MALL than CALL and it will also explore whether the tools and features of MALL are more advantageous and easy to access than CALL.

### **1.3 Justification of the Study**

Since long mobile phones have become vital part of our life; there felt a need for using them in a language learning task. Apart from the other benefits, mobile devices have increasingly grown towards becoming a tool for education and language learning and all its users from teachers or students are getting benefits of language learning. Moreover, emerging of internet made open and distance learning a means of receiving education from all parts of the world. In a short period, the attractiveness of distance learning leads to the realization that various mobile devices provide a very effective role for education. This way, many researchers tried to make mobile devices a rich source for teaching and learning. All around the world, the EFL classroom suffer from a lack of opportunity for exposure to the target language. Because of this, it is vital for learners to be able to access materials and tools maximizing the effectiveness of in-class instructions. Additionally, the lack of equal participation of students due to teacher centered teaching is a problem as an opposed to what constructivism suggests.

Chen and Chung argue that developing modern learning tools that support effective English learning is a critical issue in English-Language education ( as cited in Taki & Khazaei,2001). Using technology allows the teachers to address multiple learning types and differentiate the delivery. Also, mobile technology carries a potential to help students achieve more especially in language classroom where interaction and engagement plays a vital role. This study, implementations were reflected on to offer practical pedagogies to be used in today's' classroom. It addressed several gaps to be filled by the future research. Technology has become a

significant part of the university life, and students are immersed in a multimodal environment both inside and outside the classroom.

#### **1.4 Research Questions**

According to this study we will explore the answer to the following questions in this research paper:-

1. What are the effects of using MAAL than CALL on EFL students?
2. What are the attitudes of EFL students towards MALL than CALL?
3. Which devices and applications do the EFL learners use?
4. What type of EFL activities are helpful through MALL than CALL in the Universities of the Southern Punjab?
5. Which type of tools of MALL they are using in learning English language for the classroom activities

#### **1.5 Theoretical Framework**

The technology Acceptance Model (TAM) will be the theoretical framework of this research. The purpose of this model was to help in the foreseen of technology acknowledgement for its benefits, for understanding its usability, states of minds and behavioral goal. In the long time of 30 years when the first model was produced a comprehensive kind of research has been made which has brought about the improvement of various varieties of the TAM.

The technology acceptance model NO.2, NO.3 and the UTA (the unified theory of acceptance and UTAT (Use of Technology work as universal model, various specific model of technology has been suggested for electronic learning (Pisarki, 2005 and Yuen, 2011, cited in Daniel 2016) learning administration framework and portable learning (Nam and Cha, 2012 cited in Daniel, 2016).

## **2. LITERATURE REVIEW**

In this research it is an attempt to present the comparative study of computer assisted language learning in higher education of southern Punjab universities context.

It is of much importance in southern Punjab. So, the literature review will start from the educational system of Pakistani universities and the recent study in the country. Following the theories of adult learning and Second language learning the related literature will be discussed here in this chapter. After that the literature review will be compare in relation to Computer assisted language learning and Mobile Assisted language leaning the hegemony of Mall will be viewed in the context of universities. In the end, technology Acceptance will be elaborated in view of models and constructs.

### **2.1 Computer Assisted Language Learning (CALL)**

Since many decades' computer assisted language learning has been the central attention of researchers and linguists in the world. In the previous era there was nothing present in the world in replacement of CALL. Beatty (2010), defines the computer assisted language learning in such words “*any process in which a learner uses computer and, as a result, improves his/her language.*” According to Beatty (2010) it is best and initial step because it explains the crystal clear views about language learning and teaching in connection to computer. According to Hubbard (2009), who highlighted that computer is beneficial in both sense of CALL and cell phones. So the advantages of computer in facilitating the language learners are described below:

- Efficiency of learning
- Learners can get language information or aptitude quicker or slower;
- Effectiveness of learning: it hold language information or aptitude longer, build deeper associations;

- **Access:** learner experience communications that would be troublesome to get.
- **Convenience:** they ( learner) can learn and practice with equivalent adequacy on a extensive scope of time;
- **Motivation:** they (learner) appreciate the learning process of language in a broader manner;
- **Institutional efficiency:** they (learner) need less instructor time or less cost.

Chaka (2009) declares that there is a shared impact between CALL innovations, for example projects, application and stages for teach methods. One view is that these CALL innovations are acknowledged by language hypothesis and methodologies. In second view, these advances shape academic and learning worldview.

## **2.2 Mobile Assisted Language Learning**

According to Viber and Gronlund (2012) MALL is the extended part and the emerging innovation in the domain of m-learning. It has been elaborated in different points of view in the last decades. It is the most developed tool in the technology of the World. According to Kukulska –Hulme (2013a), the utilization of cell phones in learning of language and in Pedagogy also, generally characterized as MALL. In 2013, Kukulska presented the comparative study of MALL and CALL where he gave arguments in the favour of MALL. So according to Kukulska, MALL is differentiated from CALL due to the reason of utilization, portability and beside this the former empower the better approaches of learning language, not only it provides continuity but also its utilization in different contexts.

According to Hubbard (2009) the eventual fate of MALL in language learning is greater than CALL. It is all due to the peculiarities of MALL like versatility, persuasiveness, network, compactness, handheld, joining, multifunctional,

comfortless openness and accessibility. So, all of the above mentioned facilities show the hegemony of MALL over CALL.

### **2.2.1 Language Skills and MALL**

It is not a simple function to build up capability in learning a language. There are four skills of English like listening, speaking, reading and writing. In our daily life the reflection of language skills interacts with the utilization of cell phones, we read, write text messaging, listen and speak besides this we make call.

According to Viber and Gronlund (2012) the users are inclined towards cell technologies because of its advancement and progressing capability. This is the latest technology of cell phones have made position and prestige not only in public but also in the university EFL students.

According to Kukulska-Hulme (2008) the utilization of cell phones in the instructing and learning procedure, is developing gradually because instructors are trying to see how to utilize cell phones adequately for different kinds of learning.

## **3. RESEARCH METHODOLOGY**

In this chapter, there is detailed explanation of research methodology in relation to the concerned study. It has comprehensive discussion about the type of research methodology and the theoretical framework of research especially. There is discussion of sampling, questionnaire and its validation. The research instruments and data collection procedure has been discussed here.

### **3.4 Quantitative Method**

According to Kahn (2004) it is a procedure to investigate and testify the hypothesis which has been derived theoretically. Under such condition that hypothesis is accepted or rejected. So in the quantitative research there is involvement of collecting data, analysing the technique just as survey methods, observation, experiments and statistical analysis.

### **3.5 Population**

The population of this study is the Govt. and private universities of Southern Punjab. And the level of students is Master in English. The number of students enrolled in each university is nearly 300.

### **3.6 Sampling**

In this part the author wants to explain the methodology of sampling, the selection of sites and besides this the sample of population will also be mentioned in the end. According to Gay and Airasian (2003) it is purposive type of sampling whereas researcher judges the sampling, relying on his experience and knowledge. Henceforth, the we decided to take the sample of 90 Master level EFL students.

#### **3.6.2 Selection of Research Sites**

The researcher selected the sample from Public Sector Private and Govt. Universities. The list of these universities is given below:

1. Institute of Southern Punjab, Multan
2. Bahauddin Zakariya University, Multan
3. Islamia University of Bahawalpur
4. Ghazi University, D. G. Khan

Only main campuses of these universities have been selected for the sampling of the research. Each of these universities have more than 300 students enrolled at M.A level.

### **3.7 Instrument of Research**

The author will use a structured questionnaire for collection of data. The contents of questionnaire will be explained to sampling population and then their responses will be recorded.

### **3.8 Reliability**

According to Polit and Hunger (1997), reliability discusses the points of accuracy and through it the instruments are judged. According to Uys and Basson (1991) it elaborates the points that which thing we have to measure.

### **3.9 Validity**

According to Sekaran (2003), it is the capacity to judge the idea or philosophy like the concepts with precision. Schindler and Cooper (2000) suggested that validity along with the framed instruments is to analyze by the already knowledge and it can be subdivided into external and internal validity.

## **4. DATA ANALYSIS**

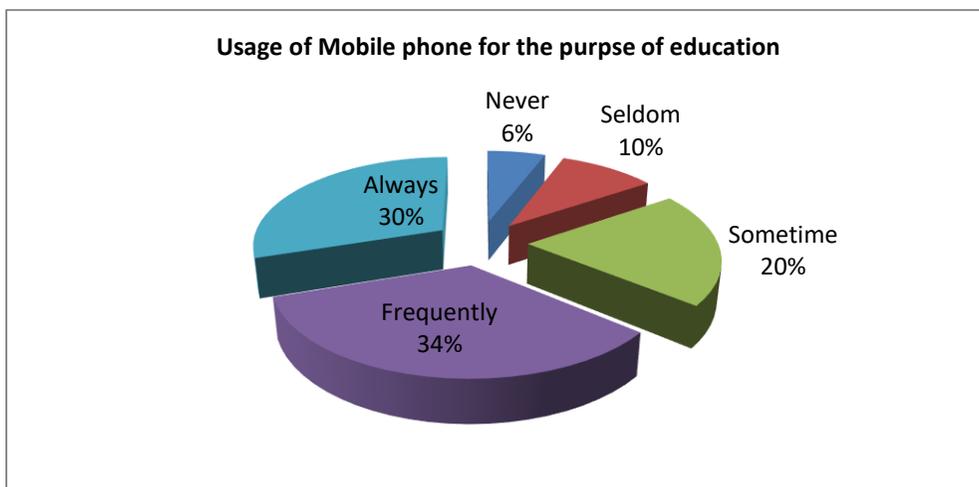
This research was conducted in the universities of Southern Punjab. The questionnaire was distributed among the students of EFL learners at master level. The objective of the study was to evaluate the attitude of M.A English student towards the Mobile Assisted Language Learning in comparison to Computer Assisted Language Learning. The impact of MALL on EFL learners is greater than the CALL. Students of these Universities are well aware of mobile technology and its latest updates. The sample of 90 students was taken who participated in the survey. There was 100% response of the students towards the questionnaire which was distributed to them. All the questions were returned to the researcher after filling it. The demographic representations of students provide the detail of the students such as age, gender, type of mobile devices which they have.

The age of the students who participated in the survey was between 21 to 27 years. In the survey there were 4% of the students, having the age of 21 years and 42% of the students were between 22 to 29 years . The 39% of the students were 23 to 31 years of age. The students who had the age of 24 years were 10%, 4 student had the age of 25 (4%).

In so far as the matter of gender is concerned there were 71 females' participants (78%) and there were 18 male participants (20%) and one of the students (1%) who did not tick gender box. In the participants there were 30 students who had mobile phone and other 60 students had smart phones. All of these mobile devices and Smart phones had the latest technology of 3G and 4G network.

There are four sets of questionnaire which were put before the students to know the authenticity of the research. The first section is about usage of mobile phone for the purpose of education. The second set of questionnaire is about the status of accepting the mobile assisted language learning. The third set of questionnaire is about the attraction of students about MALL for acquiring English language learning. The fourth set is impact of CALL on EFL learners. The demographical representation of the first section of the questionnaire is given below.

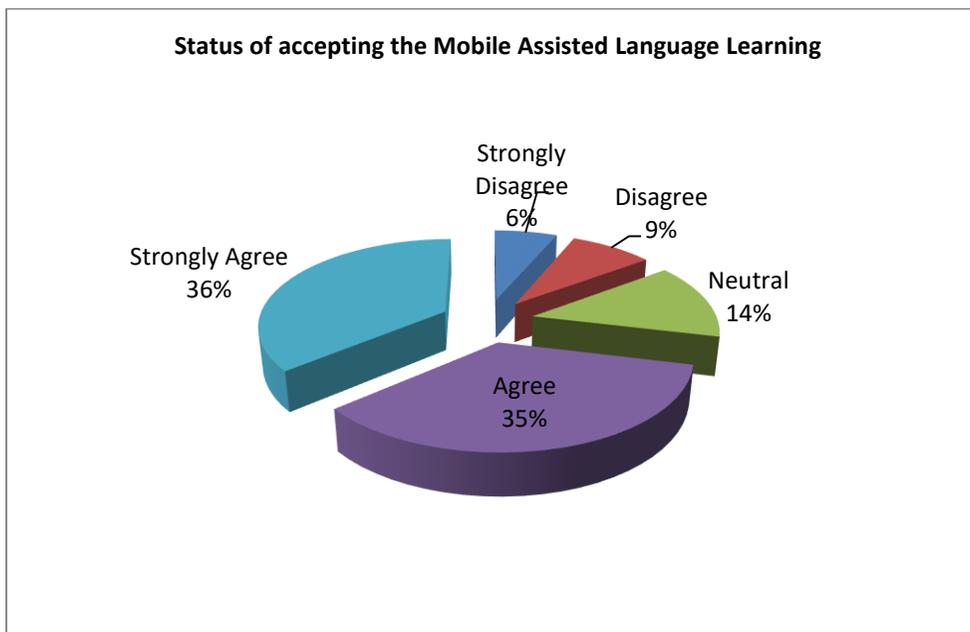
Figure 1: Usage of Mobile Phone for educational purpose



### Interpretation of Figure 1

The graph 1 shows that 6% of the students said they never use mobile phone for educational purposes and 10% said that they seldom utilise mobile phone for educational activities. While 20% of the students said that they sometime use the mobile phone for educational purpose and 34% answered in frequently use of mobile phone for educational activities. Among the participants 30% responded that they always use mobile phone for educational activities. From the above analysis, it comes to know that 94 % of the students responded positively while remaining 6 % of the students responded negatively.

**Figure 2: Status of Accepting the Mobile Assisted Language Learning**

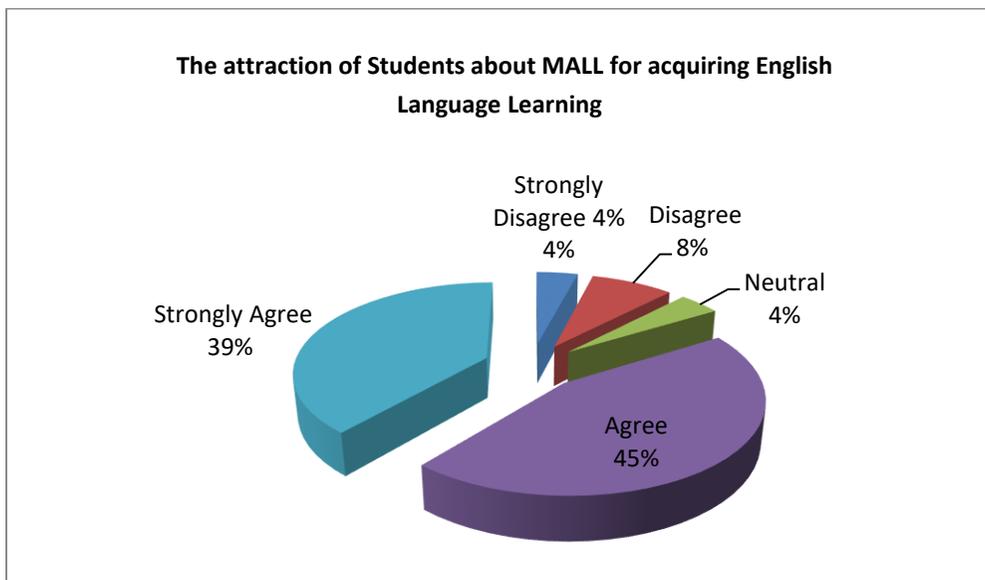


### Interpretation of Figure 2:

Graph 2 of shows that 6 % of the students strongly disagreed about the status of mobile assisted language learning and 9% said that they disagree about it. While 14%

of the students said that they are neutral about the status of accepting the mobile assisted language learning and 35% answered that they are agree about it. Among the participants 36% responded that they strongly agree concerning the mobile assisted language learning. From the above analysis, it comes to know that 86 % of the students responded positively while remaining 14% of the students responded negatively.

**Figure 3:** Interests of Students towards language Skills through MALL

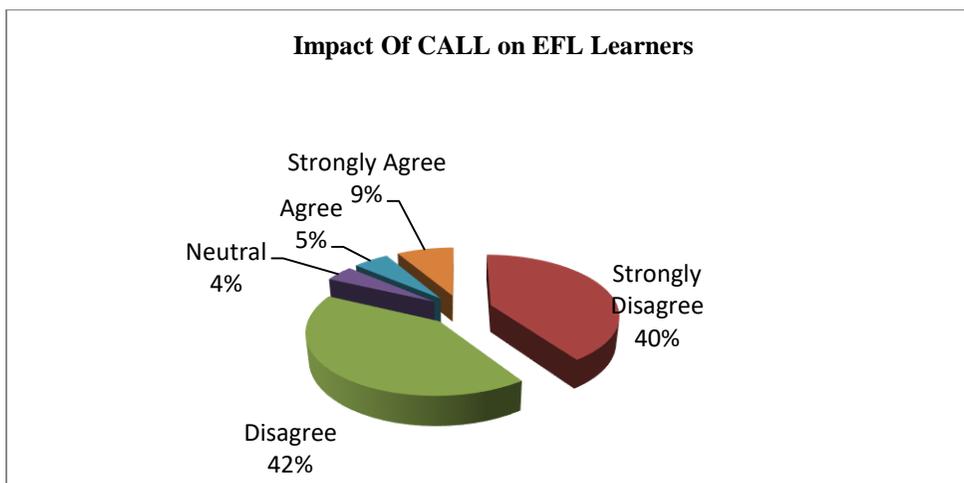


**Discussion of Figure 3:**

Graph no.3 of shows that 4 % of the students strongly disagreed about the language learning skills through MALL and 8% said that they disagree about it. While 4% of the students said that they are neutral about the language learning skills through MALL and 45% answered that they are agree about it. Among the participants 39% responded that they strongly agree concerning the language learning skills through

MALL. From the above analysis, it comes to know that 88 % of the students responded positively while remaining 12% of the students responded negatively.

**Figure 4:** Impact of CALL on EFL learners



**Discussion of Figure 4:** Graph no.4 of shows that 40 % of the students strongly disagreed about the impact of MALL on EFL learners and 42% said that they disagree about it. While 4% of the students said that they are neutral about the impact of MALL on EFL learners and 5% answered that they are agree about it. Among the participants 9% responded that they strongly agree concerning the impact of MALL on EFL learners. From the above analysis, it comes to know that 18% of the students responded positively while remaining 88% of the students responded negatively.

## 5. CONCLUSIONS

From the above analysis it is crystal clear that mobile users are greater than the computer or PC users. Our first objective was to determine how many students use mobile phones for educational purpose to determine the ratio of EFL learners who use mobile phone for educational purposes? Their ratio is from 77% to 93%. The

second objective was how many people are in favour of MALL than CALL. Our results show that from 70% to 95% of EFL learners are in favour of MALL than CALL. The third purpose was to determine to what extent MALL is helpful to them for their English language learning activities inside and outside the classroom. Our results show that 83% to 95% of the EFL learners get help from MALL in the field of linguistics and literature. The last purpose of this study was to investigate the effectiveness of MALL in other purposes. Our results indicate that 72% to 93% EFL learners are in favour of MALL than CALL. In a nut shell, we can say that mobile Assisted Language learning is very helpful for EFL learners not only inside the classroom but also outside the classroom. Its benefits are more than the CALL in the society.

### **Suggestions for Further Research**

In this century, there is need of latest technology for the EFL classrooms. New fields can emerge from mobile learning. The government should initiate the mobile schemes for EFL learners than the Laptop schemes. The students should be allowed to utilize the mobile for educational purposes inside and outside the classroom. There is suggestion for the new researchers that the domain of MALL is broader than the CALL, they should do more research on different aspects of MALL in relation to language learning. According to the requirement of research these sets of question have been furnished with tables and graphical representation of individual question has been presented.

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