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"Exploring the efficacy of Mobile Assisted Language learning amongst Pakistani ESL learners: An attitudinal Study"

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ABSTRACT
Currently the latest technology driven devices and gadgets are becoming popular amongst masses. Amongst different devices mobile phones are the most important one for connectivity and other purposes in various contexts. Mobile phones are now also utilized for language learning purposes by students and teachers. This phenomenon is called Mobile assisted language learning (here onwards MALL). The current study is an investigation regarding the opinions of the Pakistani learners regarding the efficacy of mobile phone for language learning purposes in class rooms. The researchers aimed at finding out the perceptions of using mobile phone amongst higher secondary school students all around Pakistan in ESL class rooms. This research is important in exploring the fact that what opinion Pakistani students have about a commonly used technological trend in western world. The population comprised of 600 randomly selected intermediate level students from each provincial capital i.e. Karachi, Lahore, Peshawar, Gilgit and Quetta of Pakistan including federal capital Islamabad. Further a questionnaire comprised of 21 questions was asked from the respondents. The findings revealed that Pakistani students are welcoming this trend and they feel energetic, positive and enthusiastic in using mobile phone for learning purposes in and outside class rooms. This research has its practical implications.

1. Introduction

Human life is an embodiment of variations. Changes and variations encircle human life since its origin. In the history of human civilization the gradual development and the replacement of established methods with the newer ones is an

unchanging process. In the previous century the invention and intervention of the technology has changed the overall picture of human lives. Technology gradually entered in every channel of life. According to Taylor (2001) the innovations and variation in the technological world has directly affected the economic, political and cultural aspects of the countries of the world. Earlier people were ignorant about happenings in the other part of the world because of long distances. Now, because of technology everything has come in a loop and distances are shorter for people in different countries (Castells, 1996).

The importance of technology is irrefutable. In various sections and disciplines of life the intrusion of technology has changed the overall picture. Innovation, development, creativity and advancement in technological aspects are making human life more comfortable and easier. Now no field is deprived of technology usage. Likewise, in the vicinity of education, technology has peeped in effectively (Chohan, Abbas & Saleem, 2018). Its inclusion has not only affected the teaching methods but also the learning styles of the students. In English language teaching as well as learning contexts technology is now successfully dominating. No modern class room is without the presence of technology. Johnson et.al (1985) said that the shift from teacher-centered class rooms to learner-centered class room can be seen vividly and this is because of the technology.

There are different ways to use technology. Similarly technology can be used in different aspect and areas of life. One of the important inventions of technology is the mobile devices which were initially used for communicative purposes only. Later on they entered into different areas like, entertainment, infotainment, learning, etc. The rapid development in mobile technology has changed the overall living styles of people. Mobile technologies do not consists of mobile phones only but IPAD, IPOD, Tablet and pocket PC are also an integral part of it.

1.1   What is MALL?

MALL is defined as the use of mobile for language learning purpose. Guy (2009) states that mobile learning means electronic learning through mobile devices. Since 1980's the inclusion was become gradually the part of every class in western class rooms. Now it is an important component of western class rooms. This type of learning model allows the teachers and learners to be connected with each other in and outside class room, it also permits them to send and receive materials of information. Learning and instruction using various applications of learning using internet (Lan & Sie, 2010).

MALL got attention amongst learners and teachers due to its portability, ease, connectivity and quick feedback. Earlier classrooms were teacher-centered; especially ELT classrooms. Learners were quiet and passive, and learner-centered approach was not present. The common trend was to deliver lecture and students use to hear it. Meanwhile a lot of questions remained unanswered, sometimes due to lack of comprehension students were unable to understand the concept, but they were afraid to tell to the teacher and their query remained unattended. Leaners avoid facing teachers as well as they were hesitant to ask questions in front of the class. With the inclusion of MALL now learners are confident to ask teacher anything without facing him/her. They can contact the teacher on SMS, call and even on social media groups. Importantly then can view other supporting materials on internet to understand the concept taught by the teacher. All these aspects have

rapidly increased the demand and popularity of MALL amongst students.

1.2 English and Pakistan

English is an important language in Pakistan. Here it is taken as official language and despite it is being used and understood by few percent people, yet it is the symbol of aristocracy, status and social class (Abbas, Nazir & Rana, 2017). So the craze of learning English is popular amongst masses. The syllabus in schools and colleges is English medium. Those schools which were Urdu medium are now converting into English medium schools. Additionally, English is taught as a compulsory subject at colleges and universities as well (Abbas, Jalil, Zaki & Irfan, 2020). Despite so much involvement the learning methods are still old with grammar translation and direct method is focused by the teachers to teach English language and grammar to students. Thus the students are unable to comprehend things and they lack conceptual based learning rather they are focused upon rote learning (Chohan, 2016). Keeping in view all these issues there is a staunch desire to launch technology in the Pakistani class rooms to change the conventional methods of teaching and learning, importantly English language learning

1.3 English in Pakistani classrooms

The necessity of English in various domains has significantly increased its importance and has made English the most demanded language in an educational context (Pandey & Pandey, 2014). Fareed, Jawed and Awan (2018) explained that in Pakistan English is being taught as a compulsion to the learners till graduation and this has increased the value of English in various learning and teaching situations in Pakistan. Looking at foreign English language classrooms, earlier they were teacher centered in which the only knowledge source was the teachers and the learners were dependent and passive (Boumova, 2008). This practice has gradually changed in developed countries since the invasion of modern methods and techniques in learning and teaching contexts. The current era opens up the latest and innovative learning and teaching methods.

Today the classrooms are student centered and the role of the teacher has changed entirely. Richards (2008) stated that the present language classroom techniques take learners as an integral part of the process of learning and the role of the teacher is that of a facilitator. On the other hand, these orthodox methods of teaching and learning are still common in many underdeveloped countries like Pakistan. The traditional method usually focuses upon rote learning rather than the construction of knowledge and concepts. Ali, Malik and Rehman (2016) stated that the classroom environment in Pakistan is still dominated by the teachers and the focus is upon traditional learning methods for ESL learning. The role of the learners is passive and there is no use of technology for ESL learning and teaching. Few customary tools utilized in classrooms are white or black boards with markers and chalk whereas projectors are usually utilized in universities, but are rarely used in colleges, so the use of technological tools are mainly absent in schools and colleges.

Awan and Hiraj (2016) stated that though on one side there is a rapid increase in ESL learners in Pakistan yet the mainstream institutions and classrooms are unable to provide latest, innovative and effective learning methods having a flavor of latest technology. This has resulted in a situation where the learners are unable to learn English language effectively and are losing interest and thus becoming anxious and

jittery regarding ESL learning. That is why the drop out of students in secondary, intermediate and graduation can also increase because of failure in English. Especially at intermediate level the learners face lots of difficulties to pass out English compulsory paper of their respective board examination.

1.4   MALL and Pakistan

Here in Pakistan the use of technologies for learning purposes completely is still a dream. Generally the usual involvement of technology here are multimedia and OHP etc. In some big cities of Pakistan there are glimpses of using mobile phones for learning purposes in classrooms, but in rural areas and villages this concept is unknown to both students and teachers.

There is a fact that people in Pakistan are crazy about using mobile phones. It has become a member of family and mobile devices are now replacing computers. Young generation is inclined towards mobile devices because of so many qualities present in them like watching movies, entertainments, infotainment, information, directions, news, updates etc.

Witnessing these aspects the researcher decided to collect the opinionnaire of the students from each provincial and federal capital of Pakistan to understand what they feel about learning through mobile devices. The efficacy of mobile phone can only be explained by either the teachers or the students so the focal point here is to gather information from the students regarding the benefits of mobile phones for learning.

2   Literature Review

2.1   Defining Mobile Assisted Language Learning

Twentieth century has observed rapid change in the technological dimensions and like other fields of education the invasion of technology has also peeped into language learning contexts and situations. 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 (Chapelle, 2001). 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 (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, Kukulska-Hulme and Shield 2008; Traxler, 2007; Kukulska-Hulme, 2005; Samuels, 2003;) elucidated that contrary to CALL, MALL choses 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 (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.

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 (Kukulska-Hulme & Shield, 2008). One can say that in language learning process MALL can be an effective tool (Rosell-Aguilar, 2007; Fallahkhair, Pemberton, & Griffiths, 2007) and it also motivates the learners during learning processes (Chen & Chang, 2011; Chang & Hsu, 2011). Likewise, 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 (Joseph & Uther, 2009).

2.1.1 Features of MALL

Kukulska-Hulme (2005) stated that the term ambient, pervasive and ubiquitous are the chief characteristics of MALL. Ubiquity is the availability of the mobile phones and devices anywhere anytime. Whereas portability is the quality of being lighter in weight and smaller in size which keeps mobile devices a permanent companion of an individual. These characteristics make MALL a prevalent type of learning. All these features have become a natural aspect of individual's life and are known as ambient.

Klopfer and Squire (2008) stated that there are some important features of MALL like

❖   portability, in which the learning of language can be possible by taking these devices to multiple places because they of light weight and small size,

❖   social interactivity, in which the data exchange and collaborating other learners can be done using mobile devices,

❖   context sensitivity, where the material on the mobile device can be collected and replied to the present time and location,

❖   connectivity, in which the other devices can also get connected with the mobile device, for collecting data or creating a common network which is shared by all users,

❖   individuality, in which the platform of activities can be personalized for learning individually, and quality of being

❖   collaborative, permanent and accessible (Ogata, Yin, El-Bishouty, & Yano, 2010).

Furthermore, Huang, Huang, Huang, and Lin (2012) pointed out some important characteristic related to mobiles used for language learning purposes. They said that the features like lower cost, flexibility and user friendliness are the hallmarks of MALL.

2.2 Mobile phones as MALL tool

Out of all these tools one of the important tool of MALL is a mobile phone. As, in this particular research I have restricted myself to use mobile phones for language learning purposes. So, let me share some pertinent information regarding mobile phones. Mobile phones are getting popular day by day. There are several reasons of their popularity which started from Short service message (SMS), alarm clocks, planners and Multimedia message which can incorporate sounds, text and visuals

in colors (Collins, 2005). Later, Trinder (2005) stated that mobile phones also have some other tools of management, calendars and address books. Presently the inclusion of modern softwares, mobile applications, cameras, Bluetooth, media players, wireless connections and inclusion of GPS has made mobile phones a complete replica of computers. Earlier they were rarely used as a tool for learning (Pettit & Kukulska-Hulme, 2007) but now they are becoming popular with time amongst the researchers for learning and teaching purposes.

Mobile phone is a gadget, wireless in nature which was initially invented with the basic purpose of communication, messaging and interaction. Gradually the inclusion of camera and internet too became the regular features of mobile phones (Korucu & Alkan, 2011; Quinn, 2011). Mobile phones are handheld and are carried by the user all the time; even without purpose unintentionally. This feature is called mobility. This mobility feature makes mobile phones a typical device for learning (Caudill,2007; Crow, Santos, LeBaron, McFadden, & Osborne, 2010; Benson & Voller, 2014; Quinn, 2011;Traxler, 2007). Contrastively the present computers and laptops and even the tablet PCs are dubious to be used as mobile device for learning as they, unlike the mobile phone are difficult to carry with convenience. As the low cost, powerful network, rowing phone capacity and variation in models, ownership and appreciation of mobile phones provide them clear edge over other MALL tools (Iqbal & Qureshi, 2012; Hayati, Jalilifar, Mashhadi, 2013; Quinn, 2011). Amongst youngsters and adults Mobile phone is quite popular and its admiration in increasing day by day. Particularly amongst students of college especially in developed countries the need for mobile phones is growing for learning purposes (Traxler, 2007; Li, & Hegelheimer, 2013; Xia, Wang & HE, 2013;Summey, 2013; Xu, & Peng, 2017).

2.3 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 (Abbas, Pervaiz & Arshad, 2018; Abbas, & Iqbal, 2018). 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. This issue of deciding English and Urdu status has gone through different phases with significant tilt towards either English or Urdu. As a result in both languages, there is a scarcity of training and formal coaching for the instructors as well as the students. But the situation has become worst as English is not the native language of Pakistani people so learning English is much difficult as compared to Urdu. Sensitizing to the situation towards the end of previous century, Ms. Zobaida Jalal, who was Federal Minister of Education in that era, included English as Second language (ESL) from 1st grade as a compulsion in the schools as a whole subject in every province of Pakistan (Bano, 2005). Since then the problems in English language learning and teaching exposed greatly as they were lacking innovation and expertise. The education rate in Pakistan is quite poor and using traditional methods and tools for educational reasons like back boards, whiteboards, chalks etc. in classrooms of different institutions even in big cities is still a regular feature. Whereas in villages even this basic facility of black board and white board is not properly available. Customary methods have affected the performance of the

learners where there is scarcity of latest tools and the class rooms are teacher dominated. The most favored and adopted method for English Language teaching is Grammar Translation Method (GTM and there is no use of technology in rural areas of Pakistan (Ali, Malik and Rehman, 2016).

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. Saidouni and Bahloul (2016) conducted a study about the perception of MALL from EFL teachers and the students in Algeria. Here 80 students and 14 teachers were the population. The study was descriptive in nature where the replies were analyzed descriptively. The outcomes suggested that both the learners and the teachers showed positive intentions towards MALL usage in the learning and teaching affairs. The outcomes also suggested proper training in applying different pedagogies of MALL. Kim, Ruecker and Kim (2017) investigated the benefits of learning with MALL for TESOL students. It also aimed to explore their perceptions of learning. The study was conducted by using mixed method approach. The samples of the study were TESOL students. Three instruments were used to collect both qualitative and quantitative data. These instruments were a pre-study survey, students' reflection for each class project and a post study survey. The study recommended effective instructional strategies, training of professional workshop development, and ongoing technical support and assistance. 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. Data were collected through a survey questionnaire. The results revealed that respondents had positive perception on the usage of MALL. They believed the usage of MALL will enhance the teaching and learning process. Niño (2015) conducted a perception-based study on 286 university students. The study aimed at finding the use of mobile applications for independent language learning in higher education. It also attempted to know how learners use mobile apps in line with their class to enhance their learning experience. The study used survey design. The analyzed data suggested that MALL is suitable for passive language skills such as vocabulary acquisition, written and oral comprehension, pronunciation and grammar practice in particular. The responses of the students also highlighted the advantages of the use of mobile apps for language learning which include convenience, use of authentic resources, immediate feedback and several opportunities to personalize authentic language practice.

3   Statement of the problem

MALL has gained value in recent time in modern educational world. this

technoligcal aspect is still un used in pakistabi context so it is mportant to explore the perception of Pakistani learners. In the lighf of this notion This study will attempt to investigate the opinions of students regarding this new wave of technology in Pakistani ESL classrooms, precisely intermediate classrooms. Their opinions are collected related to the effectiveness of MALL. As the study covers representation from major Pakistani cities so the opinion will be taken from respondents belonging to different cities of Pakistan to view comprehensive opinion regarding MALL.

4   Purpose of the study

This study aimed at exploring the effectiveness of MALL from the perspective of Pakistani students. The investigation is focused to explore the opinions of Pakistani learners fromregarding the efficacy of mobile phones in their English labguage learning process. This study is also pivotal to explore the insights and understandings of Pakistani ESL students regarding the introduction of a MALL in ESL learning contexts

5   Significance of the Study

Mobile devices are indispensible in modern era. In teaching and learning the value and status of mobile devices are swiftly increasing. In Pakistan though, this trend is in its initial stage. The practical significance of this study is to reach out an important aspect of class room i.e. students to understand their mindsets, opinions and perceptions about the use of mobile phones for learning purposes.it can open new doors for learners and teachers for involving new tools for innovative learning. So before implementing this important technological aspect in Pakistan it is pertinent to find out the attitudes of students towards it (Chohan & Akhtar, 2019).

6   Delimitation of the study

The current research is delimited to 5 provincial capitals, federal capital. To narrow down further only post graduate students were chosen to be the part of this investigation. From all the cities the participants were selected through simple random sampling technique

7   Research Model

The research model for the current study comprised of Stockwell & Hubbard (2013) study which was performed to understand the opinions and issues related to mobile assisted language learning. The chief components were to find out the physical, psychological, social as well as pedagogical issues and opinions. Although there are points that are clearly relevant to each issue, these categories do not exist separately from one another; rather, they are necessarily interrelated and overlapping. It looked at the affordability, technicality, connectivity, and other important issues related to mobile assisted language learning and its inclusion in language class rooms. The conclusive point of this research model is that despite some weaknesses mobile devices are a useful part of classroom and can help in better understanding and learning of students.

8   Research Design

Design for this study is the Descriptive research design which is being used for explaining the components and features of the population, Sometimes they are also used for describing a phenomenon under study. Seif (2003) states that in descriptive type of evaluation the learning of students is better and improved through a stress on the quantitative type of evaluation, the performance evaluation and by giving

feedback which are descriptive.

9   Research Questions

The current study explores some important aspect related to mobile phone they are as under

1)   What are the opinions of the students living in Pakistan about MALL?

2)   Is MALL an effective tool for learning English language?

10   Methodology

The current research adopted quantitative research methods. According to Bryman (2012) quantitative methods is "A research strategy that emphasizes quantification in the collection and analysis of data…" Connolly (2007) is of the view that quantitative research methods take short time for data analysis and for SPSS. In quantitative research a Survey has been used as a for the collection of data Pinsonneault and Kraemer (1993) state that it is a way of collecting information related to the actions, opinions and characteristics of a huge cluster of respondents.

10.1 Population

Population of this research has been taken from all around Pakistan. Further students which are studying in post graduate programs only were chosen to be the part of this research. Choosing this population will help the research finding out a comprehensive picture regarding the research which is being conducted.

10.2 Sample

The sample size of this research is 700. From each city 100 students studying in a post graduate college were chosen.

10.3 Instrument

Besides survey, questionnaire has been used as a tool for data collection. Questionnaire permits the researcher to collect huge data cheaply and it can be replied through post, directly or any other convenient form (Gilbert 2001). By questionnaire one can say that it is a list of questions in written form

10.4 Data Collection Procedure

The procedure adopted for data collection is divided in phases. Firstly a questionnaire was developed keeping in view the population and relevance of the subject of research. Further the selection of institutions of the said city was done doing a simple random sampling technique. From each city 10 institutions were selected and from each institution 10 students were chosen using simple random sampling. As mentioned only post graduate institutes and post graduate students were chosen as sample. So from a singly city 100 students were taken as the respondents of the questionnaire.

10.5 Location

The location for the current study consists of 5 provincial capitals of Pakistan and federal capital of Pakistan. From each city 100 students were taken as population using simple random sampling technique. The overalls ample size is 600.

11   Results

1)   I feel motivated in learning English through Mobile.

		(Frequency)	(Percent)	(Valid Percent)	(Cumulative Percent)
Valid	Strongly Disagree	18	18.0	18.0	18.0
	Disagree	12	12.0	12.0	30.0
	Neutral	3	3.0	3.0	33.0
	Agree	32	32.0	32.0	62.0
	Strongly Agree	36	38.0	38.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"I feel motivated in learning English through Mobile"*. The statement of the question is on the X axis whereas the frequency of the responses is mentioned at the Y. The above table transpires about the number of occurrence presented through frequency in the given data. Here the higher value is showing the most established one. Here out of the 100 responses 18% strongly disagree, 12% disagree, 3% stay neutral, 33% are agree and 36% are strongly agreeing to the statement of the question. Explanation of the given data encompassing the variety of choices from strongly disagreeing to strongly agreeing show that bulk of responses are at strongly agree having 36%.

2)   **MALL gives me an atmosphere of adapting to modern learning trends.**

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	21	21.0	21.0	21.0
	Disagree	8	8.0	8.0	29.0
	Neutral	2	2.0	2.0	31.0
	Agree	32	32.0	32.0	63.0
	Strongly Agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

In the Table above the responses about *"MALL gives me an atmosphere of adapting to modern learning trends"* is being recorded. X axis is representing the statement of the question while Y is showing the number of occurrence i.e. frequency of the responses regarding the question. The table explicitly presents each frequency of

the data and the higher value reflects the most recognized value by the respondents. Looking at the distribution of 100 responses 21% strongly disagree, 8% disagree, only 2% are neutral, 32% Agree and 37% respondents Strongly Agree to the statement of the question. Depiction of the data encompassing the series of responses from strongly disagree to strongly agree show that mainstream responses are at strongly agree having 37%.

3)   MALL keeps me interested in course contents through different innovative ways of learning.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	19	20.0	20.0	19.0
	Disagree	8	10.0	10.0	27.0
	Neutral	6	5.0	5.0	33.0
	Agree	31	31.0	31.0	64.0
	Strongly Agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

The question *"MALL keeps me interested in course contents through different innovative ways of learning"* is discussed in this table which is presented on the X axis however; the different frequencies according to the choices of the respondents are placed at Y. The table here is presenting the frequency of each response which is placed in each section accordingly. The highest value here is showing the strong inclination towards the questions. The summary of 100 responses reflects that 19% respondents strongly disagree, 8% disagree, only 6% remain neutral, 31% Agree and 36% respondents Strongly Agree to the statement of the question. Reflections of the given data encircling the choices from strongly disagree to strongly agree show that maximum number of responses are at strongly agree having 36%.

4)   I can learn Language skills more effectively through mobile.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	22	22.0	22.0	22.0
	Disagree	8	8.0	8.0	30.0
	Neutral	2	2.0	2.0	32.0
	Agree	31	31.0	31.0	63.0
	Strongly Agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"I can learn Language skills more effectively through mobile"*. X axis is presenting the statement of the question and Y is presenting the frequencies of the responses. The table is presenting the number of frequencies regarding each section of the data. The value on the higher side is the most preferred value chose by the respondents. If we look at the 100 responses 22% respondents strongly disagree, 8% disagree, only 2% respondents are neutral, 31% Agree and 37% respondents Strongly Agree. Explanation of the data encircling the whole choices from strongly disagree to strongly agree show that bulk of responses are at strongly agree having 37%.

5)   My participation is more enhanced with the use of mobile phone in and outside the language class room

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	16	16.0	16.0	20.0
	Disagree	11	11.0	11.0	30.0
	Neutral	6	6.0	6.0	35.0
	Agree	33	33.0	33.0	66.0
	Strongly Agree	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"My participation is more enhanced with the use of mobile phone in and outside the language class room"*. X axis represents the question's statement and the frequency of the

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responses is at Y. The higher value is showing the most favourite one of the respondents. Out of the 100 responses 16% strongly disagree, 11% disagree, 6% are neutral, 33% Agree and 34% respondents Strongly Agree t the statement of the question. Description of the data encompassing the collection of responses from strongly disagree to strongly agree show that maximum responses are at strongly agree having 34%.

6) I will prefer to discuss concepts and learning material to my class mates and the teachers through mobile applications

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	15	15.0	15.0	15.0
	Disagree	12	12.0	12.0	12.0
	Neutral	3	3.0	3.0	3.0
	Agree	34	34.0	34.0	34.0
	Strongly Agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"I will prefer to discuss concepts and learning material to my class mates and the teachers through mobile applications"*. This statement of the question is placed on the X axis while the frequency of the responses is placed at the Y axis. The highest value is showing the most proven value which is chosen by the respondents. There are 100 responses to this question out of which 15% respondents strongly disagree, 12% disagree, 3% are neutral, 34% Agree and 36% respondents Strongly Agree to the statement of the question. Depiction of the given data covering the variety from strongly disagree to strongly agree show that bulk of responses are at strongly agree having 36%.

7) Learning through MALL keeps my concentration higher in ESL class rooms.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	16	16.0	16.0	16.0
	Disagree	13	13.0	13.0	29.0
	Neutral	7	7.0	7.0	36.0
	Agree	31	31.0	31.0	67.0
	Strongly Agree	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"Learning through MALL keeps my concentration higher in ESL class rooms"*. Question is placed on axis X and number of occurrences is placed on axis Y. The highest value however, is presenting the most favorite one chosen by the respondents. Total responses recorded are 100 out of which 16% respondents strongly disagree, 13% disagree, 7% remain neutral, 31% Agree and 33% respondents Strongly Agree to the statement of the question. Depictions of the data incorporating the variety from strongly disagree to strongly agree show that mainstream responses are at strongly agree having 33%.

8)   **MALL provides me an atmosphere for fun learning**.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	17	17.0	17.0	17.0
	Disagree	11	11.0	11.0	28.0
	Neutral	4	4.0	4.0	32.0
	Agree	32	32.0	32.0	64.0
	Strongly Agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

The above table is presenting the responses about question *"MALL provides me an atmosphere for fun learning"*. This statement is on the axis X and the frequency of the replies is on the axis Y. The above table reflects the number of occurrence which is presented through frequency in the given data. The highest value here is reflecting the most chosen value by the respondents. One can see that from the 100 responses 17% respondents strongly disagree, 11% disagree, only 4% are neutral, 32% Agree and 36% respondents Strongly Agree to the statement of the question. Portrayal of the data covering the range from strongly disagree to strongly agree show that most

preferred responses are at strongly agree having 36%.

9)   MALL supports me in expressing confidently through mobile.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	16	16.0	16.0	16.0
	Disagree	12	12.0	12.0	28.0
	Neutral	2	2.0	2.0	30.0
	Agree	33	33.0	33.0	63.0
	Strongly Agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

The Table here is representing the responses of the respondents about *"MALL supports me in expressing confidently through mobile"*. X axis here is presenting the statement of question and on the Y axis the frequencies are presented and placed. The higest value here is reflecting the most favorite one of the respondents. There are 100 responses to the question from which 16% strongly disagree, 12% disagree, 2% are neutral, 33% Agree and 37% respondents Strongly Agree to the statement of the question. Narrative of the data encircling the choices from strongly disagree to strongly agree show that bulk of responses are at strongly agree having 36%.

10)   MALL helps me in to learn individually and collaboratively.

		(Frequency)	(Percent)	(Valid Percent)	(CumulativePercent)
Valid	Strongly Disagree	17	17.0	17.0	17.0
	Disagree	12	12.0	12.0	12.0
	Neutral	6	6.0	6.0	6.0
	Agree	31	31.0	31.0	66.0
	Strongly Agree	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

Here the data about the question *"MALL helps me in to learn individually and collaboratively"* is presented through a table. The statement of the question is on the X axis while the frequency of the responses is mentioned at the Y. The above table transpires about the number of occurrence presented through frequency in the

given data. Here the higher value is showing the most established one. Here out of the 100 responses 17% strongly disagree, 12% disagree, 6% are neutral, 31% Agree and 33% respondents Strongly Agree t the statement of the question. Explanation of the data covering the responses from strongly disagree to strongly agree show that mainstream responses are at strongly agree having 33%.

12   Findings and Discussion

This study is done to find out the opinions of the students all across Pakistan about MALL. The questionnaire was knitted with the objective of asking positives and negatives from the respondents. All the respondents in the study have attempted all the questions present in the questionnaire. If we look at the results one can see clearly that initial ten questions' statement were showing positivity and advantages of MALL but the inclusion of likert scale has given the option to the respondents to select whatever they want i.e. the range is from strongly disagree to strongly agree. Similarly the remaining questions' statement is showing negativity and disadvantages of MALL but again the options ranging from strongly agree to strongly disagree were given to the respondents to select willfully. The results show that the students all around Pakistan from the representative cities have a strong inclination towards MALL and comfy this new type of technology. In all the questions majority are in favor of the statement of the question asked from there. If we look at questions randomly the table of questions 68% people is in favor of the statement of the question. Further in question 2 69% are in favor, in question 5 67% are in favor of the question, in question 8 68% are in favor and in question 10 64% respondents are in favor of the statement. This strong inclination towards the questions clearly reflects the ideology and positive thinking towards MALL of the students who are studying English at post graduate level in Pakistan.. The students expressed that having so many benefits and advantages MALL should be a regular feature in ESL and ELT class room.

The current study aimed at exploring the perceptions of Pakistani ESL learners regarding the use of MALL in classroom.. MALL tool gives comfort in learning. Pakistani students in this regard agree with Shield and Kukulska (2008) who opinioned that MALL tools precisely mobile phones are perfect in their use and are extremely beneficial in learning process as they allow the students to move freely. This has been the main reason of their appreciation. Learners and educationists are also tending and trending towards MALL and its tools because of their accessibility and mobility. Furthermore my study also relates with the studies of (Tayebinik & Puteh 2012; Prensky, 2005) who present that MALL tools and in particular mobile phones are liked by the students as they can be adjusted in the pocket easily and is not switched off. Huang and Sun (2010) also stated that the feature of being portable is a chief characteristic of MALL that makes the learners to bring on the different materials of learning.

Stockwell (2007) stated that computers are less preferred by the students as MALL is more convenient and sophisticated in the process of language learning. This has been proved in this particular study as well where the learners have shown their interest and preference towards the use of MALL for language learning. The major features of MALL are its spontaneity, ubiquity and personalized learning characteristics. Huang et al. (2012) also said that the user feels freedom of place as

well as time and it is a great advantage for second language learners. My study also relates to their claim where the learners have agreed to the point about the facility of anytime anywhere learning with the help of MALL that provided them with comfort and flexibility. Furthermore the inclusion of touch screen has also provided comfort to the users (Miangah & Nezarat, 2012). In latest models of Mobile phones the introduction and application of touchscreen has changed the reputation and use of Mobile phones. This view is identical with Li and Hegelheimer (2013) who pointed out that touch screen has given a new dimension to mobile usage. The success of android phones is because of touch screen which is bigger in size and can give a better experience in using mobile phones (Waloszek, 2008). Similarly the use of faster processor is also a hallmark of MALL tool (mobile phones) which provides luxury in operating it. The fast speed of processor actually permits various applications to run and download quickly (Reddy, & Sindhoori, 2017). Relating the researches mentioned above the outcomes of my study also support the idea that touch screen and fast processing speed gives a sense of ease and convenience to the users and Pakistani learners have also liked this feature.

13   Conclusion

The current study focused upon finding out the perception of students about MALL. The researchers through survey find out the opinions of students from all around Pakistan to make it a pioneer study in this field. The researchers also found out the potential of language learning through Mobiles. These devices are now an important member in society. Latest invention in the field of mobile phones is the inclusion Smart phones. Smart phones have a lot of applications for different purposes. This research is a benchmark for Pakistani students and learners as this concept has been introduced in Pakistan. This is an identical study with the study conducted by Stockwell & Hubbard (2013) to find out the perceptions of the acceptability and constraints of MALL amongst people. This study is relevant with Sharples, Taylor, and Vavoula (2007) who said that technology has created its personal image of education in every era. Also Beatty (2010) claimed that from CALL now the in the 21st century the world has been shifted to the use of mobile technology for learning purposes. This age is the age of mobile phones. Present learner should the one who can adapt an innovative and latest scientific and technological method for learning; he/she can recognize the styles of learning smartly by understanding the challenges and values of global communication for language learning purposes. So, for teachers and most importantly for the students the need is to develop new methods which can help to learn more. They should be acquainted with the use of technology for learning purpose and Smart phones must be a regular feature in classrooms. As Traxler (2007) said that mobile phones make the process of language learning more authentic, personalized and logical. Though this study reflects the overall perspective of students yet in rural areas of Pakistan mobile devices for learning purposes is still banned and there is no concept of using them. It is strange as Chinnery (2006) said that now the community and education are going mobile.

14   Recommendations

Following recommendations are being made in the light of results

❖   **Awareness regarding MALL should be regularized to learners**

❖ **MALL should be introduced as a regular feature in Pakistani classrooms.**
❖ **Learners should be allowed to use mobile phones for academic purposes in colleges.**
❖ **Teachers must be permitted to use mobile phones inside the classroom**
❖ **Administration should be trained regarding this technological innovation in education context.**
❖ **Teachers must be trained to use various MALL methods regularly.**
❖ **Administration should encourage the use of MALL in academic institutions.**
❖ There should be incentives for the teachers who use this technology for teaching purposes.
❖ Teachers should be trained to use different learning apps.
❖ Learners should also be appreciated to use MALL during their learning process.
❖ There must be cascade trainings and workshops for MALL for teachers.
❖ A harmony between local Mobile service providers and institutions of higher educations will be advantageous.
❖ Collaboration amongst technology (wireless) companies and Institutions can be valuable
❖ Learners should also have workshops to get complete aware regarding MALL
❖ Inside and outside class; formal and informal learning concepts which are the distinguish features of MALL should be promoted by the instructors
❖ More interesting activities should be designed to attract learning
❖ In conventional learning MALL should be a regular feature to inspire and instigate learners.
❖ Curriculum should instruct to have MALL based activities

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