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NEW FRONTIERS
IN EDUCATION

M-Learning: A New Trend in Second Language Learning

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Abstract

Today, most of the learning processes are occurred through technologies rather than printable documents. The concepts of learning have been changed from traditional method to technology based method. M- Learning is a new trend that is widely used in education sector. M-learning is a kind of learning that happens with the help of wireless and portable devices like mobile phones, notebook, tablets etc.M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials became an important part of informal learning. The advantages of m-learning are collaborative learning, personalized learning, learner-centric, self-paced, ubiquitous etc.M-learning also bring changes and improvement in the field of second language learning. M-learning does not insist the typical classroom setting for second language learning. Thus, the scope of connecting to more learners and obtaining the desired results out of the training material is endless with mobile learning tools.M-learningalso helps to develop vocabulary,listening, grammar, phonetics, reading comprehension, etc. in second language. This paper focuses the significance of m-learning, its advantages and the role of m-learning in second language learning.

Introduction

The trend of using technologies in every sector are widespread, especially the wireless technologies like mobile phone, tablets etc. In the field of education, the new trend is to use mobile device for making more productivity in education. In fact, mobile learning considered as the e-learning of next generation. Mobile devices are not replacing the teachers and the existing devices but it enhance the existing learning environment. Mobile devices are not appropriate for somelearning contents and activities. Mobile learning is also called as M- learning. M-learning technologies consistsmart phones, tablets, laptops, MP3 players, and notebooks.

M-learning targets the mobility of the learner, interacting with portable technologies. Develop learning aids and materials by using mobile tools, help to form an informal learning environment. The advantages of Mobile learning are learning to be spontaneous, informal, self-paced, collaborative, ubiquitous etc. Now a day, we cansee M – Learning trend in the facet of second language learning. These portable devices bring the new concept in learning and makethe second language classroom an interesting one. We can learn the language anywhere, anytime with the help of mobile devices.

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What is M- learning?

"It's E-lear___ ___ough mobile co___tional devices: Palms, ___dows CE ___mine___ ___ your digital cell phon___ (Ouin 2000). M-lea___ ___mobile learning is d___d as "___ping across multiple contexts, ___ough social and content interac___ns, ___ing personal electr___ic devices" Learners use m___le d___es at their ___venient time for learning purposes and the ___stant learning is possible her___

M-learning technologies consist smart phones, tablets, laptops, MP3 players ___ notebooks. M-learning targets the mobility of the learner, interacting with portable technologies. Develop learning aids and materials by using mobile tools, help to form an informal learning environment. M-learning is convenient in that it is accessible from virtually anywhere. Sharing is alsopossible among every student using the same content, which makes immediate reception of feedback and tips. Thisnew learning trend has proven a positive change in the examination results and also reduce the dropout rate among students. M-learning also brings strong portability by replacing books and notes with small devices, filled with tailored learning contents.

According to Kukulska- Hulme & Traxler (2005), m-learning is "the possibilities opened by portable, lightweight devices that are... small enough to fit in a pocket or the palm of one's hand. Typical examples are mobile phones...smartphones, palmtops and PDAs; Tablets Pcs, laptop computers and personal media players"

Significance of M-Learning

Mobile devices such as phones, netbooks and tablets have become ubiquitous because they are more affordable than ever before and capable of many more functions. They are used for sending e-mails, surfing the Internet, make live conversation with family and friends, sending and receiving pictures and documents and locating places using GPS navigation appliances. The above devices can also be used for getting knowledge about various subjects. It also one of the most devices for knowing a language as well as knowing about a language. People can carry these devices with them at all times, they can also be used to access the required training material anytime and anywhere. Here, there is no specific place for learning and no need of a well-equipped classroom. Performance reports, in-house training and checklists can also be accessed easily by employees. They can access such devices during their leisure time or anywhere else. This features makes the mobile learning become a powerful and inevitable tool for enhance training and development.

The training can be provided through Web browsers or through applications such as quizzes, texts and videos. The interface (provided through native applications) is always user friendly, allowing users to navigate easily. Security, however, is an important consideration to prevent the use of mobile applications for data theft. The learning derived from mobile devices is of

an informal nature. On-demand information – such as e-books, articles; and blogs – can also be obtained. In the social medium, these devices can be used for creating social networks, and for providing mentoring services. For personal improvement, these mobile devices provide authentic information, immediate feedback and provide information for making better result in their work. Game–based learning can be implemented that helps the learners to develop divergent thinking and also develop strategic skills it will be useful to apply in different situations.

In the recent years, the mobile device become more advanced and now we can use it as mini-computer. The new applications in mobile devices bring technologically foremost. Now a days, these devices are allowing schools because of its scope in learning. Most of the classroom are advanced by these devices thus help to change the traditional settings of classroom and replace technology oriented classroom. By bringing such devices in classroom leads to numerous teaching applications for mathematics, English, handwriting and so on have been developed for these devices. A study by the Department of Education in America has found that these applications improve vocabulary by 31%.

Advantages of M-Learning

1. Collaborative learning

Collaborative learning is happened when group of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student-teacher relationship in the classroom which results in controversy over whether this paradigm is more beneficial than harmful. Collaborative learningactivities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities.

2. Personalized learning

M-Learning through a mobile device makes learning truly personalized. The learners have the option to choose learning content based on their interest, thus making m-Learning personalized.

3. Learner-centric

A learner centered classroom guaranteed personalized learning and also provide convenient e-learning experience. Learner access information from different application and clear doubts with interacting their peer and expert through online. Here, teacher is only a supporter. Learning is happened only while the learner is ready and it also depend upon the learners and their interest

4. Increased productivity

Learning through mobile devices help to develop interest among students than their traditional way of learning. Students will very active in their learning process. The efficiency in the learning environment leads to better productivity in learning.

5. Self-paced learning

Learning experiences that the learner completes individually at his own pace and on his time such as recorded live events, Internet-based or CD-ROM-based: it implies on demand learning at a pace is managed or controlled by the learner.

6. Ubiquitous

Mobile devices are everywhere, so even thoughsometimes they might be disruptive, they have infiltrated in all levels ofsociety, and within diverse cultures and backgrounds, subsequently expandinghuman beings' learning possibilities.

7. Bite-sized

Learners can study or practice manageable chunks of information at any place on their own time. In fact M-learning deals with shorter but more direct learning periods regarding the time and duration of the study process.

Mobile Learning for Second Language Learning

The use of mobile learning technology in second language learning has become increasingly popular in the modern world. With a majority of instructors and learners in possession of mobile devices and availability of the internet, conventional teaching techniques are slowly fading away. As such, mobile devices and other forms of technology-based tools have been incorporated in education, making second language learning easier and more attractive. Apart from the convenience m-learning offers the modern student, here are five other reasons you should use this innovation in second language learning:

i. Easy to access learning materials

It is one of the great benefits of M-learning. The only deviceneededto learn is a mobile device and the internet. There is no need of wandering for particular learning materials, second language learner can easy access materials with the support of Wi-Fi connection. What's more, a secure learning management system (LMS) and robust server can allow learners to upload and store learning materials like e-books. Online tutorials on YouTube also come in handy for most e-learning students. In fact, video has been identified as the dominant approach to training material delivery for mobile devices (Training Industry Magazine, 2016).

ii. An excellent option for busy professionals

Adult learning is not all that easy as you need to balance time between work, family and study. Additionally, Millennials make up a majority of the second language students and tend to prefer to do things on the move, including learning. This workforce is also tech-savvy and embraces the latest technological innovations in smartphones and tablets. As such, asking a Gen-Y student to sit all day for a second language session may have him jaded even before he begins.

iii. Learners and instructors engage constantly

Because m-learning allows a student to access the learning content anytime and anywhere, students are more involved in what they see and learn. Additionally, the fact that they learn at their own pace is a big bonus with M-learning, they can pause and attend a function or meeting and resume from where they left off. M-learning is exceptionally tailored to meet individual needs and a high level of flexibility to learners, thus yielding better performance as well as retention of learning material.

iv. Diverse learning styles

Second language learning incorporates different learning styles- audio, visual, and hands-on. As such, with mobile learning, a learner can blend various learning styles for enhanced understanding of the language. For instance, a combination of writing, reading, and learning via entertaining videos and podcasts makes learning incredibly exciting.

v. Reaching more people

M-learning does not confine second language learning to the typical classroom setting. Thus, the scope of connecting to more learners and obtaining the desired results out of the training material is endless with mobile learning tools. You not only assign courses to anyone in the globe but also engage them while monitoring their progress.

Mobile Assisted Language Learning (MALL)

MALL deals with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered a main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs.

There are many researches and developments towards the use of wireless technology for different aspects of language learning. In the following lines it has been tried to demonstrate the benefits of using mobile phones in learning English as a second language. Areas of mobile-based language learning are diverse among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

Kukulska-Hulme and Shield (2008) noted that MALL differs from computer assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use. They separated studies about MALL into content-based (development of activity type and learning materials, the formal context of M-Learning) and design related models (development of leaning and materials

and activities for mobile devices, the informal nature of M-Learning). Studies dealing with design issues seem to differ from the context based models in that they less emphasize on traditional educational paradigm that students are provided with materials by the teacher rather than allowing learners define their own learning and even provide materials to other learners.

Thornton and Houser (2002; 2003; 2005) used mobile phones to provide vocabulary instruction by SMS at a Japanese university. Short mini-lessons were emailed to students three times a day. The students learned via SMS were twice more successful in the number of vocabulary words and their scores comparison to students who had received their lessons on paper. Great motivation was reported and students wished these kinds of instructions continue.

There are studies that have tried to develop language learning games and applications for users. For instance, Michelson provided a game based language learning that enabled second language learners to revise on go the contents needed for Cambridge First Certificate in English exam (cited in Kukulska-Hulme & Shield, 2008). Furthermore, MOBO City is a mobile game technical language learning package to help learners learn computer technical English vocabulary (Fotouhi-Ghazvini, 2009).

Examples of MALL

In a study, Kennedy and Levy send familiar words in new contexts through SMS to mobile phone. Learners received nine or ten messages per week. The results showed that this method helped to learn more vocabulary rather than normal method. Another method is to send short mini-lessons for learning vocabulary through email to mobile phones of the students three times a day. They used new words in multiple contexts for the learners to infer the meaning. The results indicated better improvement in result, which is recommendable.

Listening is the first step to learn a language.so, in the first stage of m-learning provides different recorded items through DVDs, downloaded the native speakers talk from website and a set of multimedia English listening exercise on the mobile phone for the learners to repeat exercises in English listening in a ubiquitous learning environment.

Grammar will be taught through different context such as the materials like speech, sentence game etc. and learners understanding can be check through the multiple choice question that can be provided through mobile devices.

The second generation of mobile devices enables their users to access multimedia functions including listening and speaking ones. A good m-learning service should consist of speech facilities for transmitting voice. Having such facilities, the learners may download dictionaries with sound functions so that they can learn the correct pronunciation of unfamiliar or new words to be able

to fulfill their learning needs. Mobile devices with multimedia function give the learners the opportunity to record their own voice. Then, teachers are able to make a better assessment of the students' weaknesses in pronunciation.

Reading activities can be offered to learners either via a well-designed learning course installed on the mobile devices or through SMS sent to the learners. In either case upon finishing the reading activity, the learners are provided with a reading text function to evaluate their reading comprehension skill.

The Role of Educators in M-Learning Classroom

- organizer: Initiate and administer learning schemes, offer opportunities, set policies, rules and regulation
- Facilitators: Facilitate work of learners and provide appropriate materials-apps, sites etc.
- Resource: offer resources and encourage students to explore their potential.
- Technical assistance: provide technical support to the learners that help them to learn in a productive manner.
- Good listener: educators must be a good listener to their students and also clear their doubt as early as possible.

Challenges and Limitation

M – Learning is a new and productive concept in the field of education especially in second language learning. However there are some challenges and limitation such as teacher resistance, alignment of mobile learning with theoretical frameworks, technology-driven materials and practices, institutional rules, cost, privacy, access to network etc.

Conclusion

The scope of M-learning is very wide. In the era of digital natives it is essential to try to use whenever possible these tools with the purposes of adapting to the student's new ways of approaching the world and process information, making them feel integrated, motivated and working collaboratively. Mobile devices may foster cooperation, autonomous and informal learning, personalized, self-paced and increase critical thinking. In particular, regarding second language learning, they can be used to help learners develop the skills, both receptively and productively, and reinforce other linguistic aspects, such as vocabulary, grammar and pronunciation. It can be application in every area of education. Like every technology, m-learning has its own limitations, even though it helps a lot to make learning more interesting and productive.

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