AN OVERVIEW OF MOBILE-ASSISTED LANGUAGE LEARNING

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Abstract - **The advance of technology is changing the way lecturer interacts and teaches their students. The paper offer timeline review of important journal publications related with Mobile-Assisted Language Learning to investigate the effect of mobile devices in students' English proficiency. Mobile devices are well known as gadget that has positive and negative effect for the students' daily life and their ways of studying. As access to wireless networks is growing rapidly and ownership of devices that can communicate with such networks increases, the use of mobile devices to support language learning becomes ever more common. Conventional teaching methods are replaced by the modern and luxurious one where the students can easily access thousands of materials by their fingers tip.**
Keywords: MALL; English; students

I. Introduction

Mobile-Assisted Language Learning (MALL) is related with students' mobility to connect in educational activities without the restriction in a closely surrounded physical location. Learning activities outside a classroom or in various locations requires nothing more than the motivation to do so wherever the opportunity arises – from books, electronic resources, places and people as in reference [1]. Mobile learning offers the simplicity for students such as lightweight devices that are sometimes small enough to fit in a pocket or in the palm of students' hand. The examples are mobile phones (also called cellular phones or hand phones), smart phones, Tablet PCs, laptop computers and personal media players. These devices can be carried around easily and used for communication and collaboration, and for teaching and learning activities that are different from what is possible with other media.

The popularity of MALL is growing rapidly and its existence brings a new perspective in serving students to obtain knowledge and skill. More than the decade MALL has full-grown from a minor research interest to be a major research field. It is broadly used in education based on several previous researches and it will be widely used for the future. Along with daily use of gadget as the mobile device and the advances of mobile service from 3G to 4G, students and lecturers begin to highly adapt and implement the mobile technology to simplify teaching and learning process not only inside the classroom but also outside of the classroom. English as the international language which is widely used in gadget platform offer the chances for students to develop their competency and proficiency in using four skills of English namely listening, reading, writing, and speaking. The lecturers have many references and preferences in selecting teaching methodologies and choosing teaching material properly.

II. Mobile-Assisted language learning

There were seven selected researches related with MALL range from 2010 up to 2016. The researchers described clearly strengths and weaknesses based on their research findings and also provided suggestion for further research. It is expected that the overview of MALL present positive contribution to academician. The following table below provides data of the implementation of MALL in teaching and learning process.

Year	Research Titles and Authors	Strengths	Weaknesses	Suggestions
2016	Reference [2] Mobile-learning realization and its application in	Before accepting M-learning into the standard direction, attentive examinatio	Colleges today confront new difficulties. Exponential development in the interest for advanced	The general point of view of the present investigation work and endeavors in the M-learning

	academia, by Khalid A. Fakeeh	ns must be determined to issues that take place.	education, huge declines in government subsidizing for training, the changing nature of information, changing student demographics and desires, what's more, worldwide rivalry in the procurement of advanced education and fast advances in data and correspondences or communication advances request a reconsideration of how colleges satisfy their center elements of capacity or storage, handling or processing, distribution or dissemination, and use of information to real-life issues.	zones recommend that essential contemplations should be paid to the consequences of the various exercises educationally, how they are measured and assessed with a particular finished objective to figure out the soundness of the knowledge grabbed and the slant of the learning gadgets brought into play.	2015	Reference [4] A framework for mobile learning for enhancing learning in higher education, by Kadar Abdillahi Barreh and Zoraini Wati Abas	As a new technology in education, mobile learning has the potential to contribute to the existing mode of learning. Integrating mobile learning with face-to-face interaction in the Internet Technology course, which is taught to students offered a significant opportunity for enhancing student learning. Mobile learning motivated learner engagement in the learning process and at the same time it offered them opportunity to learn anytime and anywhere. Furthermore, mobile learning helped learners stay focused on their studies and also assisted them in better managing their studies and facilitated their learning. In sum, it is evident that	Mobile learning in higher education settings has not become widespread and is still in the testing stage. Moreover, the research into mobile learning mainly has been based on the challenges and opportunities of this technology in education in general and in online distance learning in particular. In addition, many new research topics have been emerging in various areas, including technological, pedagogical, and methodological issues, and problems related to content and user interface adaptation.	In the near future, it is also possible that mobile learning will be implemented in most universities globally.
2015	Reference [3] Mobile-assisted language learning in technical and engineering education: tools and learners´feedback, by Ivana Simonova	The e-society and i-society produced crucial changes. The process of defining both students´ and teachers´ key competences towards meeting requirements of today´s and future life have been finished, ways to develop and reach them have been set.	Communication in foreign languages will always belong to key competences, as well as mobile and other types of technologies will be a firm part of our lives.	The role of mobile technologies in learning activities and learning contents, difficult financial situation in the field of education in last several years, ethical problems relating to the use of mobile devices are the hot topics which should be investigated and solved in the near future.				

Year	Reference			
		mobile learning can be an effective learning enhancement tool if properly designed.		
2014	Reference [5] The factors influencing in mobile learning adoption: a literature review, by Manoj Prajapati and Jayesh M. Patel	The overall view of the existing research work and projects in the mobile learning domains suggest that critical attentions should be paid to the outcomes of many projects academically, how they are measured and assessed in order to ascertain the soundness of the knowledge gained and the aptness of the learning tools used. However, it is a challenge to apply traditional adoption models in an m-learning context.	It is essential to increase the relevancy, timeliness, adequacy, and uniqueness of learning materials that are delivered. The proposed model provides a coherent framework for further empirical research.	Before adopting M-learning into the mainstream education it needs depth study about the potential aspect of M-learning because M-learning still in its initial stage.
2013	Reference [6] Mobile assisted language learning: review of the recent applications of emerging mobile technologies, by Jaeseok Yang	Rapidly developing mobile device technology and widespread ownership of mobile device seem to have an impact on language education, as well as other contexts learning. In conventional application of CALL, most learning environments have been occurred on stationary PCs. However, now it is transferred to mobile devices, which enable the language learning to be independent from any location and time. Both PCs and mobile device application will eventually happen simultaneously. Multi-functional mobile devices can contribute toward a more comprehensive educational environment for language learners.	It is hard to confirm that MALL has already been fully utilized in educational contexts. Nevertheless, one thing for sure is that it is on the continuum towards the new stage of CALL through adopting a variety of emerging mobile technologies. The increasing ownership of mobile devices among teachers and students might not be directly related to computer technology usage for the purpose of language education, however; it could imply the expanding nature of computer technology use in educational purposes	The promising results from the research about the use of mobile technologies for language learning might be challenging to indicate the prevailing trends of MALL in a definite way due to not only the fact that the application of MALL highly relies on the general consensus from language teachers and learners, but also lack of pedagogical framework of MALL. Therefore, the future research on MALL needs to explore the teachers' and learners' perspective on the use of MALL, in that it would be meaningful to find out 'emic' views on the issue from the users in educational context. All of those factors identified from the language teachers and learners can be viewed as their current obstacles to overcome toward the successful integration of new MALL technologies. At the same time, those factors play a role of a series of indicators to see 'where we are' on the continuum to the new stage of MALL.
2012	Reference [7] Exploring smart phone applications for effective	The ESL applications are effective because they provide a personal	The users of applications are weak in realizing mobility as a more situated, field-dependent,	First, more varied and appropriate technology should be embedded in the technology to

	Mobile-assisted language learning, by Heyoung Kim and Yeonhee Kwon	and learner-centered learning opportunity with ubiquitously accessible and flexible resources and activities. It could encourage learners to develop a sense of individuality and develop life-long learning habits. Students more easily and promptly access language learning materials and tools on their own anytime and anywhere; therefore, enhancing their language learning motivation and autonomy in MALL.	and collaborative learning opportunity. More active use of authentic context, socially interactive tasks, timely and situated materials (ex. podcasting) is needed. In addition, knowledge reconstruction based on social process should be also considered in designing instruction and implementing technology. The present apps facilitate personal learning, but do not effectively assist personalized learning. Although there seems a plenty of learner-centered learning opportunity by providing rich language data, including sound and movies, and test questions, but they lack knowledge-building devices, such as hyperlinks, RSS, MoSoSo, CMS, and other web 2.0 tools.	encourage development of other language skill areas. Recorder, speech recognizer, audio file controller, memo pad, course management services (CMS) could be more widely and properly utilized for developing productive speaking and writing skills. Second, more diverse L2 approaches and methodologies should be employed to satisfy the different needs and styles of learners. Despite good quality and quantity of input, their application and use are mostly based on a structural and cognitive focus.
	accuracy of EFL students, by Sasan Baleghizadeh and Elnaz Oladrostam	of the students. The study has a number of implications for both practitioners and applied linguists. The technique offered in this study equips students with some type of indirect and unobtrusive error correction inasmuch as grammar is and has always been one of the indispensable parts of English classes.	of learning to students might be one of the reasons for the success of the study. Another reason might lie in the fact that extensive opportunities for producing output might have led to the noticing of specific structures on the part of the students. However, caution must be exercised to help students notice the gap in their interlanguage by raising their awareness of their linguistic flaws, which has been the target of this project.	aspect worth mentioning is this study was an attempt to help practitioners, especially English teachers in developing countries who do not have enough opportunity to use sophisticated technologies in their classes. Another point to be considered is that this study was an effort to help those communicative-approach-oriented teachers who, more often than not, face the problem of dealing with fluent but inaccurate students.
2010	Reference [8] The effect of mobile assisted language learning (MALL) on grammatical	It was concluded that the treatment had been a successful one in fostering the grammatical accuracy	Basically the instructor letting go some of his or her power which means sharing discursive resources. So giving the responsibility	The study showed that mobile phones can play a crucial part in improving the speaking quality of the students. Another

III. Conclusion

In general, MALL offers positive and negative impact to be implemented in teaching and learning process nowadays. As facilitators the lecturers must selectively choose appropriate materials and suitable MALL applications for the students to enrich four skills of English. The points to consider are the students have their own learning style and also different level of competency in English. It is expected that the future research on MALL will be more various in terms of students learning style and their level of competency in English.

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