

TRYOUT OF MALL TO ENHANCE LISTENING AND SPEAKING SKILLS IN ENGLISH OF DEGREE ENGINEERING STUDENTS OF GUJARAT

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Abstract

The study investigates try out of Mobile Assisted Language Learning (MALL) applications and features to enhance the listening and speaking skills of degree engineering students. The majority of mobiles and its applications are specifically made for communication apart from that some features added for entertainment purpose; but the researcher tries out to use its for educational purpose. MALL describes an approach to language learning that is assisted or enhanced through the use of handheld mobile devices. The researcher tried out to use different inbuilt applications like Mp3 players and voice recorders to enhance language skills through various gadgets like mobile, cell phones, PDAs, tablet, iPod etc. Mobile features have the facility to make phone calls, take pictures, record audio and video, store data, music and movies and internet.

Key Words: MALL, Handheld, Mp3, Cell Phone, PDAs, Tablet

1.0 Introduction

“The challenges for the educators and technology developers of the future will be to find a way to ensure that this new learning is highly situated, personal, collaborative and long term: in other words, truly learner-centered learning” (Naismith 3).

The increasing use and technology of mobile in society, may replace the use of computer with mobile for educational purpose. The MALL can fulfill the requirement of students to participate in distance education. If MALL becomes popular, its applications for language learning will become more accessible to students. MALL has significantly transformed language teaching and learning. Researchers have exploited MALL in many fields of language such as grammatical accuracy, improving speech fluency, learning vocabulary, vocabulary, Reading Comprehension, Writing Proficiency, English Listening Skill and Pronunciation (Chen 21).

2.0 Aim of the Study

The researcher considered ways to improve the listening and speaking skills of first semester students in Communication Skills by incorporating possible new useful technology into the course. The researcher observed that by using MALL, students can access learning content or

study tips whenever or wherever they need. It would not only give them additional exposure to the language, but also allow students to interact more with the language and improve the listening and speaking skills.

3.0 Need for the Research

The mobile is not specifically made for educational purpose. The researcher intends to try out the innovative ideas of using the mobiles in education. By using the same features of mobiles, the researcher wants to try out entertainment purpose into educational purpose. Through that the students get education anywhere and anytime, and enhance their listening and speaking skills. The feedback received from the teachers and students will help to add practicality in the schools and colleges. The project and its recommendations will be useful.

The purpose of this study is to try out different ways to enhance listening and speaking skills, English proficiency and self confidence by changing the methods of teaching and learning in line with the requirements. The result of this project will provide valuable inputs in Gujarat educational reform movement.

4.0 Research Questions

- What are the important skills of language?
- What is Listening Skill?
- What is Speaking Skill?
- What is MALL?
- Can MALL be used for language learning?
- Which readymade application of Mobile can be used for enhancing listening skill?
- Which readymade application of Mobile can be used for enhancing speaking skill?
- Will the use of MALL enhance the listening skill of degree engineering students?
- Will the use of MALL enhance the speaking skill of degree engineering students?

5.0 Objectives of Research

- To study and find out important skills of language.
- To study listening skill.
- To study speaking skill.
- To tryout of MALL applications to enhance language skills in English

6.0 Hypothesis

Use of MALL can enhance listening and speaking skill of the degree engineering students.

7.0 Its interdisciplinary Relevance

MALL presents some peculiarities compared to the more extended CALL-Computer Assisted Language Learning:

- MALL is frequently characterized as informal, i.e., not integrated in the curricula.
- MALL is organized in small bits of learning with modular structure.
- MALL is spontaneous and instantaneous; one can access the learning bits at any point and at any moment.
- MALL is portable, so it follows the learner.
- MALL devices do not usually enjoy from broad-band connection.

8.0 Methodology

The researcher used experimental method for study. Experimental research is the description and analysis of what will be, what will occur or what can be made to occur under

carefully controlled conditions. The researcher used one group, static design for experimental research. The researcher selected the samples of the group randomly. The researcher exposed treatment to a group of 30 students. The researcher designed tasks and study material keeping in mind the objective of research. The researcher gave treatment to the whole group with different applications of mobile devices. The experiment carried out in the institute after teaching hours.

9.0 Population

The population of the research study is the first semester mechanical engineering students of Sardar Patel Institute of Technology, Piludara. “Sekaran writes that research population refers the entire group of people, events, or things of interest that the researcher wished to investigate” (Ramani 49). Looking to the limitation of time and circumstances, the researcher could not include all the 1st semester mechanical engineering students of Sardar Patel Institute of Technology, Piludara in experiment. Therefore, the investigator delimited the population of the study which comprised of just 30 students of one particular discipline. The selection of these students is random one. They have been picked up as they were, without any elimination or selection process.

10.0 Sample of the Present Research

A sample is a small proportion of the population selected for observation and analysis. It is a group representing the population with all the characteristics present in the population. The selection of the sample and the size of the sample are random, the size of the population and accuracy expected in the experiment.

The researcher conducted an experiment in the college. The researcher applied treatments in the forms of the approaches selected for the study. Here the researcher did not use the sampling technique which allowed equal probable chances for the subjects to be selected in the sample. The sampling technique of selection lies on the researcher’s decision was used for the present study. The researcher therefore selected the students of the first semester using the convenient sampling technique. The detail of the sample of the study is shown in the following table.

Area	Urban	Rural	Total
Number of Students	28	02	30

11.0 Research Design

The selection of the research design is an important step in the entire research process. In these regards the researcher has to be very careful in selecting the research design. The researcher wants to observe the effects of an independent variable or depended variables within certain controlled situation, experimental method is preferred. The researcher selected the experimental design for the present study.

12.0 Experimental Design of the Present Research (One Group Pre-test Post-test Design)

The One Group Pre-test Post-test Design is often used for small experiments when experimental and control groups are such naturally accumulated groups as intact classes, which may be similar. As in the pre-test and post-test group design, analysis of covariance may be used with the pre-test as the covariate. Because this design may be the only feasible one, the comparison is justifiable, but, as in all quasi-experimental studies, the result should be interpreted cautiously.

The researcher wanted to study the effectiveness of the MALL to enhance listening and speaking skills of the first semester mechanical engineering students in the present study. He had to teach a group using one treatment. The researcher had to conduct the experiment for a long period. It was not possible as well as advisable to disturb the institute schedules. In such a situation after discussion with experts and guide, the researcher selected the ‘one group pre-test post-test design’ for conducting the experiment.

12.1 Steps of “One Group Pre-test Post-test Design”

The researcher followed the following steps

- The researcher selected randomly one group pretest – posttest design for the present study.
- ‘Teacher made test’ was used as the pre-test and post-test.
- A common pretest was administrated for the group before the treatment.
- Students were divided into groups for different activities of the project experiment.
- A common post-test was administrated for the group after the completion of treatment.

Through the steps of the research study, it is cleared that the pre-test directly presented before the students. The group was taught lesson after pre-test, through mobile based various applications such as Mp3 players, videos and recordings etc. This procedure continued till the completion of teaching lessons. After completion of the whole procedure, a common post-test was organized.

13.0 Tools for Research

The researcher collected the random material and made the test. He wanted to test student achievement in listening and speaking skills before the treatment and after treatment through Mobile technology. According to the research design, researcher needed pre-test and post-test to test students’ achievement in listening and speaking skills.

14.0 Teacher Made Pre-test Post-test

According to the research design the researcher designed the same pre-test and post-test and for that took the help of SCOPE program and IELTS online material. Through this he made the different activities and prepared the test. The researcher followed the following criteria to prepare the test.

- Objectives of the study.
- Both the skills like Listening and Speaking also to be tested.
- Each the tests are same.
- For both the test time limit is 30 minutes.
- The test contains same weightage for both the skills.
- Different objectives for listening and speaking were kept in consideration.

15.0 Distribution of Marks

The researcher followed the following criteria and prepared the test. The marks of the test distributed according to following way. Pre-test and post-test are same and it contains 30 marks. There were six questions asked in the test and kept in mind both the skills. Three parts of sections A listening skill contains fifteen marks and similarly the next three parts contains questions related to speaking skill. The test specification given below:

Test	Skills	Activities	Weightage
Pre-test and Post-test	Listening Skill (Section-A)	<ul style="list-style-type: none"> • Part - 1 Join the appropriate object (Any five) • Part - 2 Write name or number (Any Five) • Part - 3 Tick (√) mark on appropriate object (Any five) 	15 marks
	Speaking Skill (Section-B)	<ul style="list-style-type: none"> • Part - 1 Speak the sentences • Part - 2 Ask question about his/her village • Part - 3 Record his/her self-introduction 	15 marks
Time		50 minutes	

16.0 Criteria for Treatment Material

Preface of Course	
Aim	To enhance Listening and Speaking Skills.
Vision	Providing educational directions for all who impact teaching and learning.
Purpose	The purpose of this project shall be implementation of teaching method and through that enhance listening and speaking skills.
Goals	<ul style="list-style-type: none"> • Provide forum for collaboration improve education. • Deliver program in a variety of formats. • Support and encourage research and development activities designed to enhance educational practice.
Beliefs	The research believes that... <ul style="list-style-type: none"> • Collaboration fosters a quality education system. • An ever changing world necessities lifelong learning. • Dialogue among students / learners promote understanding and vision for a common purpose.
Study Material Guidelines	
Subject area	English, Social and Environmental English, Technical English
Time for each Activity	One hour

<p>Syllabus Guideline</p>	<p><i>As per the guidelines of GTU for the 1st semester...</i></p> <ul style="list-style-type: none"> • The syllabus is specifically designed to keep in mind the level of students • To develop social, environmental and technical listening and speaking skills • To develop 21st Century skills such as collaboration, communications, personal, situated etc.
<p>Student Outcomes</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Acquire routine conversational language. • Acquire understanding about importance of English language skills. • Improve also his / her vocabulary and grammar.

17.0 Procedure of Data Collection

Pre-test and Post-test were administered before and after the experiment according to the research design. The achievement score on pre and post-test was recorded student wise and skill wise. The data for the group was collected separately.

18.0 Procedure of Data Analysis

Having collected data in the form of pre-test and post-test score the data was divided into the group according to the objectives of the study.

To study the effectiveness of MALL the mean differences of students' achievement in listening and speaking skills were calculated.

To compare the significant difference between the mean achievement score of the students, after learning through MALL Technology.

19.0 Teacher's Role

In any teaching-learning situation, the role of the teacher in the classroom is of paramount significance because it is central to the way in which the classroom environment evolves. The roles of the teacher commonly found in the language classroom are tutor, guide or facilitator. A common justification for the use of mobiles in language teaching and learning is that it is said to promote learner autonomy, which researchers and practitioners alike now set as a very important goal. Therefore the role of the teacher in a classroom situation is an active one and he facilitates learning. The teacher encouraged the students to make their own choice of a study in which students feel personal responsibilities for the tasks. The teacher gave explanation of necessary words or expressions and some related examples to make a teaching, learning interesting. Whenever the students felt any confusion regarding the tasks, examples, illustrations or instruction; the teacher was there to solve the problem with the help of multimedia. The teacher tried to make language skills activities interesting and comprehensible through the use of mobile applications. Teacher observed the students activities and noted down their comments on separate sheet.

20.0 Pre – test and Post – test

The pre – test and post – test designed according to the level of the students in the context of Gujarat. Pre – test and post – test have been widely used in many disciplines to measure the basic course knowledge and the course objective. Pre – test and post – test are compared through experiment of pedagogy. It detected the outcome points before and after experiments.

Before the experiment was carried out; pre – test was conducted to measure the level of listening and speaking comprehensibility of the undergraduate learners. Thirty students appeared in the pre – test; the learners were selected from the mechanical engineering branch only. The researcher tried to enhance the listening and speaking ability individually through MALL. The pre – test was based on the various types of listening tasks where learners have to listening the audio clips and complete the three exercise; same as in speaking the learners have to record their speech and complete the three exercise. Each test was of 30 marks. The researcher tried to investigate the comprehensibility of listening and speaking skill through various exercises. The tryout has been divided in to twenty tasks of listening and speaking skill along with the pre –test and post – test.

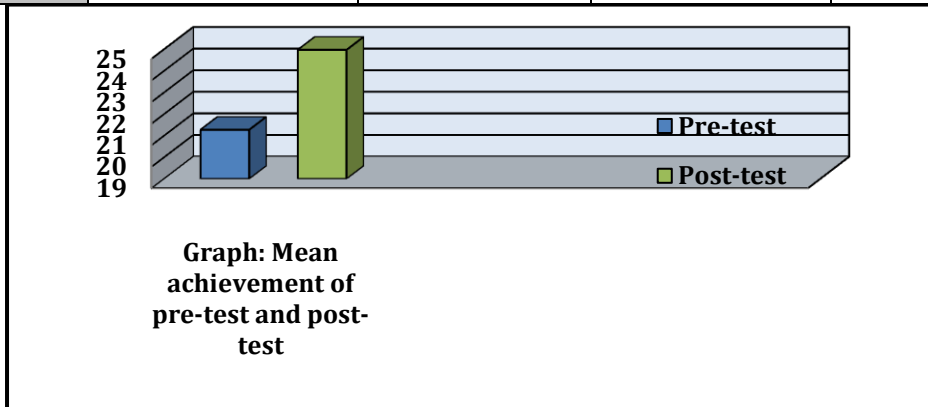
After the tryout of the treatment, post – test was carried out to see how far the intervention of the treatment has enhanced the listening and speaking ability of the learners.

21.0 Effectiveness of MALL

The main objective of the researcher’s present study was to observe the effectiveness of Mobile Assisted Language Learning to enhance the listening and speaking skills of the degree engineering students. ‘Teacher Made Test’ was used as a pre-test before the treatment and as a post-test after the treatment. The mean achievement pre-test and post-test score of the students of is presented in the following table:

Pre-test & Post-test comparison table

Test	Total Students	Total Score	Mean	Mean Difference
Pre-test	30	638	21.27	3.7
Post-test	30	749	24.97	

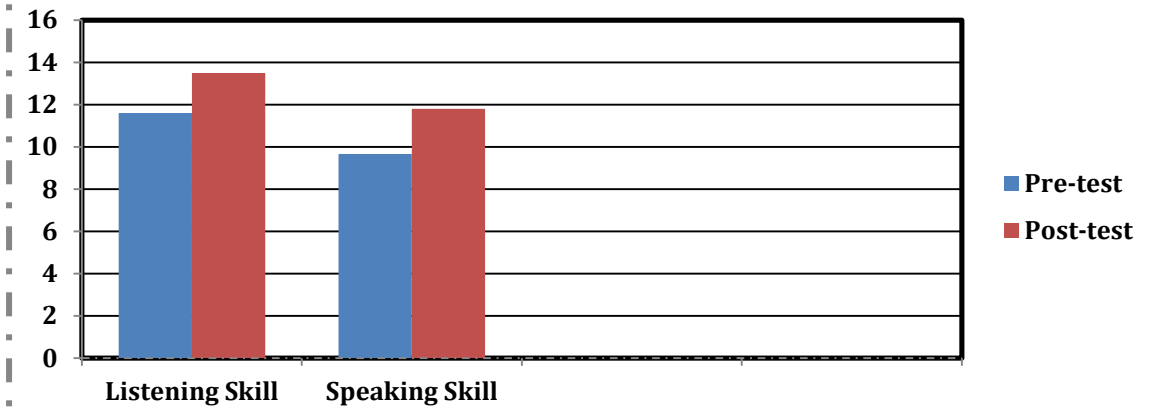


It is observed from the table and graph that the mean achievement pre-test score is 21.27 while it is 24.97 of the post-test. The difference between the mean achievement pre-test and post-test score is 3.7. The difference seems further most. This indicates that the mean achievement post-test score of students’ differed significantly from the mean achievement pre-test score. Post-test performance of the students was significantly better than the pre-test performance. Hence it

is said that Mobile Assisted Language Learning is found effective for students to enhance listening and speaking skills.

21.1 Pre-test and Post-test comparison table of listening and speaking skills

Test	Pre-test	Post-test	Mean Difference
Listening Skill	11.6	13.5	1.9
Speaking Skill	9.67	11.8	2.13



It is observed from the above table and graph that the mean achievement **Listening Skill** pre-test score who gave test through computer is 11.6 while it is 13.5 in Post-test who gave test through MALL technology. The mean difference of listening skill Pre-test and Post-test is 1.9. This indicates that the mean achievement post-test score of listening skill differed significantly from the mean achievement pre-test score. Post-test performance of the listening skill was significantly better than the pre-test performance. Hence it is said that MALL is found effective to enhance the listening skill.

It is observed from the above table and graph that the mean achievement **Speaking Skill** pre-test score who gave test through computer is 9.67 while it is 11.8 in Post-test who gave test through MALL technology. The mean difference of speaking skill Pretest and Posttest is 2.13. This indicates that the mean achievement post-test score of speaking skill differed significantly from the mean achievement pre-test score. Post-test performance of the speaking skill was significantly better than the pre-test performance. Hence it is said that MALL is found effective to enhance the speaking skill.

22.0 Conclusion

The study investigated the effectiveness of MALL to enhance listening and speaking skills of the degree engineering students. The result suggested that MALL has significantly positive effects on the achievement score of the students in the short term which may well be due to excitement factor. MALL is the way forward and should definitely be looked at in terms of language learning.

In addition to this, participants demonstrated positive attitudes towards MALL in the classroom or lab instead of CALL to enhance listening and speaking skills.

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