

**A CRITICAL ANALYSIS OF THE EFFICACY OF
DIGITAL TEACHING AND LEARNING OF ENGLISH
LANGUAGE THROUGH MOBILE ASSISTED
LANGUAGE LEARNING (MALL)**

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ABSTRACT

In today's globalized world, English language learning has become imperative, serving as a lingua franca spoken in various dialects. In India, English holds a prestigious status, and individuals proficient in the language have increased chances of securing employment.

Mobile Assisted Language Learning (MALL) involves utilizing handheld devices like mobile phones, iPads, tablets, and Personal Digital Assistants (PDAs) for language acquisition. Learning with mobile phones offers ubiquitous access, allowing individuals the freedom to learn anywhere and anytime, untethered from traditional classroom settings. The portability, flexible timings, and spontaneity facilitated by wireless devices enhance the learning experience.

In today's global milieu, the English language has assumed unparalleled significance, with individuals across diverse age groups expressing a heightened eagerness to acquire proficiency in this universal lingua franca. However, a persistent lack of accessibility to English language education often hinders the realization of this burgeoning desire. An inherent aspect of the current educational landscape is the widespread ownership and usage of mobile phones, most of which are equipped with internet connectivity. This ubiquity of mobile devices presents an unprecedented opportunity, enabling

individuals residing in remote regions to participate in online language learning courses and fulfil their aspirations within the comfort of their familiar surroundings.

The primary aim of this study is to meticulously assess the transformative impact of mobile learning, specifically by collating the insights and recommendations of educators regarding the integration of digital pedagogy within the realm of English language instruction. This study seeks to discern educators' inclinations towards either the conventional mode of teaching or mobile-based teaching, thus evaluating the feasibility of transitioning to the latter.

The thesis endeavours to examine the effectiveness of mobile learning in teaching and learning the English language in the state of Gujarat. It aims to understand teachers' perception of instructing English through mobile phones, evaluating its desirability, usage, and popularity. Additionally, the research seeks to gauge teachers' opinions on incorporating mobile learning as a tutoring method for English language education and to identify any changes in learning patterns post the Covid-19 pandemic. The study also delves into m-learning, its usage, benefits, challenges for language learning, and Massive Open Online Course (MOOC) learning.

Furthermore, the research endeavours to elucidate the behavioural patterns of educators, exploring their openness to the incorporation of mobile learning into the pedagogical landscape of English language instruction. This assessment considers the multifaceted aspects of mobile learning, encompassing its strengths and limitations. By discerning educators' opinions and recommendations regarding mobile learning, particularly within the context of their experiences during the COVID-19-induced lockdown, this study aims to gauge the level of pedagogical comfort and efficacy associated with the utilization of mobile phones in teaching and learning the English language. Additionally, it seeks to comprehend the extent of student demand for this mode of learning.

This research, employing a comprehensive methodology comprising a Checklist-cum-Questionnaire and interview-based approaches, aims to capture the perspectives of educators regarding m-learning in juxtaposition to conventional classroom methods. Conducted against the backdrop of the Covid-19 pandemic, the research serves as a testament to the pivotal role M- Learning played in reshaping the educational landscape. The methodology encompasses a Checklist-cum-Questionnaire designed to delve into the impact of m-learning and an exploration of its associated merits and demerits, specifically in the context of English language education.

In the broader context, this research aspires to ascertain whether mobile learning offers tangible benefits to students, augmenting their proficiency and competence in English language acquisition. Anticipating that the findings of this study will provide valuable insights to guide pedagogical approaches, the research aims to enable educators to adapt and enhance their teaching methods within the dynamic realms of digital education and mobile learning. Ultimately, this research endeavour aligns with the broader mission of continuous improvement in pedagogy to meet the evolving demands of students in the dynamic realm of digital education and mobile learning.

Key Words: CALL, Digital Learning, English Language Teaching, MALL, M-Learning, Mobile Learning, Student Centric