

English Education Journal
Volume, Number, 2022, pp.
ISSN: 2302-6413 (Print) 2716-3687 (Online)

The Implementation of Mobile-Assisted Language Learning (MALL) in Emergency Remote Teaching to Teach Academic Listening

Dwi Ari Wahyu Nurhayati, Ngadiso, Hasan Zainnuri

English Education Department Teacher Training and Education Faculty

Sebelas Maret University

e-mail: dwiarii277@gmail.com

Received:

Reviewed:

Accepted:

Abstract

The objectives of this study are: (1) to find out the lecturer's perspective towards using Mobile-Assisted Language Learning to teach listening; (2) to find out the implementation Mobile-Assisted Language Learning to teach listening; (3) to find out what problems the lecturer faces in implementing Mobile-Assisted Language Learning to teach listening; and (4) to find out the lecturer's solutions. This research was classified as qualitative research. The techniques of collecting data were observation, interview, and documentations. The technique of analyzing data used interactive model: collecting the data, reducing the data, displaying the data, and drawing the conclusion. The research findings show that (1) The lecturer has positive perception toward the implementation of Mobile-Assisted Language Learning to teach listening. (2) The implementation of Mobile-Assisted Language Learning to teach listening skill employs three applications: *Genius TOEFL Pro*, *Google Meet*, and *Schoology*. The combination of using the three applications in teaching listening skill encourages the students to improve their listening skill in interesting way. The students feel motivated since the learning process is well monitored and engages students' activeness. (3) The problems that the lecturer faces in implementing Mobile-Assisted Language Learning to teach listening are the compatibility of the device, internet connection, and controlling the learning process. (4) The lecturer's solutions toward the problems are suggesting using another device or using additional device to make the recording clearer, preparing to find a good-signaled place before virtual meeting, and using controlling application to keep the students on the track of learning. In sum up, the implementation of MALL to teach listening in emergency remote teaching shows positive value.

Key words: listening skill, mobile-assisted language learning, emergency remote teaching, case study.

INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic caused nationwide school closures including in higher-level education such as university. Hundreds of millions of students were affected by this case. In response to the COVID-19 outbreak, university closures in Indonesia began in mid-March 2020 (16 March) and continued for the rest of the academic year 2020. Then, it was extended until the current academic year, 2021/2022. Despite the fact that the disease does not cause serious illness in young people, they play an important role in virus transmission (European Centre for Disease Prevention & Control, 2020). Thus, school closures were viewed as a crucial step in reducing COVID-19 transmission (Abdulamir & Hafidh, 2020). Unexpected university closures influenced student education, lecturers' roles, and educational implementation.

University and lecturers have made efforts to design and deliver online courses through the Internet. In a situation where education is delivered entirely online, the teaching and learning process, as well as educational interactions, have changed, including in English teaching. The purpose of learning English in the university level especially in English Department of Lecturer Training and Education is to graduate qualified English bachelors. One of language skills should be mastered is listening. In listening process, some sentences or messages are transferred from the speaker to the listener orally. Because of the condition, students should understand well between the different language system of the second language and the foreign language. This understanding helps them to get much in listening process. Listening is very important skill. From listening, students can also master another skill.

For students, listening is a complex and difficult process; this negative attitude stems primarily from a lack of tools and materials that could assist students in making listening easier. In a normal situation, education enables learning and teaching to take place at any time and from any location. So the students may come to Students-self Access Center (SAC) to use facilities and find more materials there. Besides, they may come to public libraries to dig for more materials and train themselves there. The COVID-19 pandemic, on the other hand, requires an emergency transformation from conventional to distance learning at all levels of education, known as emergency remote teaching (Hodges et al., 2020). Emergency remote teaching is formed in response to the pandemic. In contrast to the well-planned conventional method of online learning, the situation was unexpected for lecturers, students, and parents. For the first time in history, all students must take all of their classes online, and all lecturers must teach online.

Therefore, using technology to learn English as a foreign language (EFL) is essential for all students nowadays. It can help the majority of listeners learn English. Technology can also increase learners' autonomy when it comes to learning English. Technology plays a crucial role in liberating learning from time and place constraints. In this case, a modern student can exploit the product of technology wisely. The example is smartphone. On language learning, smartphone can be useful. Reinders (2010) points out 20 ideas that enable the lecturer to provide more opportunities for language learning by utilizing a tool that students are intimately familiar with and carry with them at all times. In addition, Liu et al (2014) mention that the constant technological advancement in education also forces English Foreign Language (EFL) lecturer educators to revise applied linguistics programs in order to

develop strong and practical Technological Pedagogical Content Knowledge (TPACK) for future EFL lecturers. Moreover, technology plays a crucial role in this pandemic situation. Therefore, incorporating technology into education is essential and will set a good example for future educational performance.

Mobile-Assisted Language Learning (MALL) is an example of TPACK implementation. According to Nezarat and Mosavi (2012), MALL is concerned with the use of mobile technology in language learning. Smartphones, as mobile technology, have the potential to enhance language skills in English teaching and learning. Additionally, Hulme (2009) argues that learning through the use of mobile phones (smartphones) encourages students to use them in their spare time and even helps them to develop their learning skills. Emergency remote teaching is the solution in this pandemic situation in doing education including in English teaching of English Education Department in Sebelas Maret University. Therefore, the researcher investigates further the implementation of MALL for the college students in listening class especially during this Covid-19 pandemic. The reason leads the researcher to conduct a research entitled "The Implementation of Mobile-Assisted Language Learning in Emergency Remote Teaching to Teach Academic Listening".

LITERATURE REVIEW

Listening

Purdy (1997) argues that listening is the process of receiving, interpreting, and responding to spoken messages. In addition, Lundsteen as quoted by Petty and Jensen (1980) defines listening as the process of converting spoken language into meaning in the mind. Moreover, Nunan (2003) states that listening is a purposeful and active process of making sense of what people hear. It means that listeners must be able to deduce meaning from what they hear. Therefore, listening is classified as an active skill.

Rivers in Hasyuni (2006) mentions that listening is a creative skill. It means that we comprehend the sound that falls on our ears and create meaning from the raw material of words, word arrangements, and the rise and fall of the voice. Listeners must deal with the sender's choice of vocabulary, structure, and delivery speed. Furthermore, Purdy and Borisoff in Adelmann (2012) define listening as the process of receiving, constructing meaning, and responding to verbal/nonverbal messages. The message will be conveyed to us as listeners by the speaker. That is why, when we converse, we listen while the speaker speaks. Based on the preceding definition, it is possible to conclude that listening is an active, creative, and purposeful process of receiving, constructing meaning, and responding to verbal and or nonverbal messages by which spoken language is converted to meaning in the mind.

Mobile Learning

McQuiggan et al. (2015) argue that mobile learning is the experience and opportunity provided by the evolution of educational technologies. Furthermore, Ally (2009) states that mobile learning refers to the process of using mobile devices to access, study, and interact with fellow students, lecturers or institutions. In line with the previous statement, Farooq et al. (2002) claims that mobile learning is a technique that makes use of mobile and wireless technologies in educational field. It enables students to integrate their learning experiences in a collaborative shared environment. Students, as well as lecturers, can use their

smartphones in class.

Based on the preceding definitions, it is possible to conclude that mobile learning is the process of learning that uses mobile devices to access, study, and interact with fellow students, lecturers or institutions which allows learners to merge their learning experiences in a collaborative shared environment. Therefore, by implementing this technique, the learners not only learn individually but also share all of their experiences through smartphones. It will support the teaching and learning in a modern classroom.

Mobile learning can be used in English teaching and learning because it has a specific design to become accustomed to in the classroom. Sharples et al. (2007) state that collaborative learning scenarios in context, supported by mobile and ubiquitous technology, should serve as the design framework for innovative mobile learning activities in authentic settings. In this case, the lecturer who will use innovative mobile learning should develop a well-prepared plan for the students.

Mobile Assisted Language Learning (MALL)

Senani (2015) describes MALL as the use of mobile devices and technology in teaching and learning foreign languages. Mobile devices can be a modern media for English teaching and learning. It will support all of the lecturer's and students' activities. In line with the previous statement, Valarmathi (2011) defines MALL is a language learning technique that is supported or enhanced by the use of a handheld mobile device.

Additionally, Miangah and Nezarat (2012) argue that MALL is concerned with the application of mobile technology in language learning activities. Hoven and Palalas (2016) state that MALL refers to language learning that is facilitated by the use of mobile devices. In line with the previous statement, O'Malley et al. (2003) explain MALL refers to any type of learning that occurs when the learner is not in a fixed, predetermined location, or learning that occurs when students take advantage of the learning opportunities provided by mobile technology. From the preceding definitions, it can be inferred that MALL refers to the use of mobile technology in language learning activity in which mobile devices are utilized as the media to assist students' language learning when they are not in a fixed and predetermined location.

This research is focused on the implementation of MALL in learning listening. Domalewska (2012) states that MALL is a variety of language learning activities that is supported by mobile devices through the use of audio, which can be used to teach listening. In the classroom, students listen to the audio on their smartphones. Individual listening allows them to obtain detailed information.

The use of MALL is very essential. MALL can be implemented in all of language skills. It provides a personal and learner-centered learning opportunity, which allows the students to use smartphone more flexibly. In this modern era, MALL can be such an innovative technique for English teaching and learning process.

Emergency Remote Teaching

Emergency remote teaching entails more than simply uploading educational content. It is a learning process that provides students with agency, responsibility, flexibility, and choice. Creating an effective learning ecology is a complex process that requires careful planning, design, and goal determination. Moreover, Mohammed, et.al

(2020) define emergency remote teaching is a sudden temporary switch from classroom delivery to online delivery due to a massive disaster, in contrast to online courses that are planned and designed initially to be delivered virtually. According to Ferri, et.al (2020), due to crisis circumstances, emergency remote teaching represents a temporary shift of instructional delivery to an alternate delivery mode. In addition, Goldenberg (2020) describes emergency remote teaching as a temporary switch to a different mode of instruction delivery during a crisis. Overall, emergency remote teaching is a temporary learning process in an online delivery mode during a crisis that provides learners agency, responsibility, flexibility, and choice. Technology, here, plays a crucial role since it is the tool where the educational process can be delivered. Therefore, Mobile-Assisted Language Learning is the best choice to support this emergency remote teaching.

RESEARCH METHOD

The research design implemented for the research topic is a case study. Yin (2003) defines a case study as an empirical study that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are unclear. In addition, Kothari (2004) states that case study method is a type of qualitative analysis that entails a careful and complete observation of a social unit that deals with the processes that occur and their interrelationships.

In this context, the researcher explores in depth the implementation of Mobile-Assisted Language Learning and its effect on students' listening skill. The research topic is studied in the detailed description and analysis, and in a very contextual condition that is in English Education Department of Sebelas Maret University.

Qualitative data is fully used in this study. In this study, the researcher applies some techniques to gather the data. To improve the credibility of finding and interpretations, the data sources that were utilized by the researcher are fieldnote, interview transcript, and documents. Those were gained from observation, interview, and documentations. Then, the data in this research were processed using an interactive model proposed by Miles and Huberman (1994). This model covers collecting the data, reducing the data, displaying the data, and drawing the conclusion.

FINDINGS AND DISCUSSION

The Lecturer's Perspective Towards Using Mobile-Assisted Language Learning to Teach Listening

The lecturer's perspective towards using Mobile-Assisted Language Learning to teach listening can be identified based on the lecturer's perception in defining MALL itself.

The lecturer stated that any electronic media is categorized as beneficial for Mobile-Assisted Language Learning since it can help both students and the lecturer in the teaching and learning process. As far as this media serves portability and flexibility for learning, it can be used in MALL. Teaching learning process can be conducted anytime and anywhere. Smartphone, laptop, tablet, or web-based material which support learning can be employed in MALL. Moreover, when the learning material, tasks, and exercises are provided in one device, then MALL is effective to carry out. In sum up, Mobile-Assisted Language Learning

is seen as a way of learning language skill which makes use of mobile device that serves portability and flexibility as the learning source and media.

Furthermore, the lecturer stated that conducting Mobile-Assisted Language Learning to teach academic listening was identified effective. It was seen from the usefulness in using it for assisting learning and based on the students' learning experience. The students got benefits since MALL could be done more flexible than offline class. They felt different learning experience -portability and flexibility in learning- which carried new atmosphere in their class. Overall, the use of *Genius TOEFL Pro* was beneficial to teach listening.

The Implementation of Mobile-Assisted Language Learning to Teach Listening

The implementation of Mobile-Assisted Language Learning (MALL) to teach listening used three applications there. Those were the use of *Google Meet*, *Schoology*, and *Genius TOEFL Pro*. *Google Meet* was used to conduct interactive discussion. *Schoology* was used to report learning progress. Meanwhile, *Genius TOEFL Pro* was used to learn listening skill.

The planning stage consisted of preparing syllabus and lesson plan of the semester, socializing lesson contract with the students; selecting and downloading the learning application; and explaining the technical term of the application. Implementing stage required the students to be autonomous learners. They opened the material, read it, and trained their listening skill by themselves. However, it was clearly stated on what material and task should be done on the day. The lecturer gave schedule for each meeting. In post-implementing stage, the activities were reporting learning experience, reporting score and statistical data, reinforcing learning material, and evaluation.

The Problems that the Lecturer Face in Implementing Mobile-Assisted Language Learning to Teach Listening

To identify problems in implementing Mobile-Assisted Language Learning to teach listening, teaching and learning process was seen through three aspects. They were (a) the difficulties in operating the applications used in teaching and learning process; (b) the applications' coverage to the teaching and learning needs, such as the completeness of the features in providing needed materials, tasks, and exercises to train and measure the students' skill; and (c) functioning control of the application about the students' attendance and disciplinary in submitting assignments.

a. The difficulties in operating the applications used in teaching and learning process

The lecturer knew well about how to use the applications. There was no serious problem to apply it. However, sometimes signal case was the only matter when it was bad weather. In sum up, there main problem of this case is signal matter.

b. The applications' coverage to the teaching and learning needs, such as the completeness of the features in providing needed materials, tasks, and exercises to train and measure the students' listening skill

Genius TOEFL Pro had provided well the learning needs. The materials had been served in 21 kinds of skill. Listening indicators were all included in 21 served skill features. Each skill was followed by tasks to train students' listening skill. At the end, there were five

exercises covering the 21 skills. Moreover, *Google Meet* application supported online meeting to explain the material and facilitate live question and answer session. It helped much the students to understand the learning materials and confirm it to the lecturer as well. In sum up, the application facilitated the teaching and learning needs well.

- c. Functioning control of the application about the students' attendance and disciplinary in submitting assignments

Online teaching and learning process was challenging. It was about the class control. A lecturer could not handle face-to-face monitoring. In this case, class management was challenged to be able to conduct a conducive-learning environment. Some points to control were: (1) students' attendance (2) students' participation in the class, and (3) students' disciplinary in submitting assignments.

The Lecturer's Solutions toward the Problem

The implementation of Mobile-Assisted Language Learning to teach listening skill was quite efficient and flexible. Because of the help by the technology, the teaching and learning process was become efficient. The lecturer and the students did not need to meet face-to-face to hold the teaching and learning process. Since the role of technology was relatively crucial, the lecturer should anticipate the problems that reveal from this activity. The solutions were based on the matters discussed before. Those were (a) the difficulties in operating the applications used in teaching and learning process; (b) the applications' coverage to the teaching and learning needs, such as the completeness of the features in providing needed materials, tasks, and exercises to train and measure the students' skill; and (c) functioning control of the application about the students' attendance and disciplinary in submitting assignments. The elaboration is as follows:

- a. The difficulties in operating the applications used in teaching and learning process

The anticipation that was done by the lecturer about the problem of operating the application used in teaching and learning process was the lecturer in the beginning of the lecture explained and simulated how to run the application. The lecturer and the students had *Whatsapp* group in which the lecturer instructed them to download the application needed. Then, he held an online meeting through *Google Meet* to explain the further steps to use *Genius TOEFL Pro* as the learning application and *Schoology* as the media to evaluate the learning process.

- b. The applications' coverage to the teaching and learning needs, such as the completeness of the features in providing needed materials, tasks, and exercises to train and measure the students' listening skill.

In the previous discussion it was clearly stated that the application provided the teaching and learning needs well. Therefore, in this part was presented how *Genius TOEFL Pro* facilitated all the needs in training students' listening skill. In conclusion, the applications were effective to teach listening skill in case of the coverage in teaching and learning needs.

- c. Functioning control of the application about the students' attendance and disciplinary in submitting assignments.

One of the problems in conducting online learning was the lecturer couldn't control

face to face to the students. It covered (1) students' attendance, (2) students' participation in the class, and (3) students' disciplinary in submitting assignments. Therefore, the lecturer employed *Google Meet Attendance* application to monitor the students' attendance. The lecturer knew the students who join the class in time, on time, and late. Moreover, whether the students joined the class fully or left earlier could be identified through this application.

In addition, to control the students in doing and submitting assignments, the students should upload their work in *Schoology* during the time given. If the students submitted in out of date, the assignment was rejected. It could be concluded that controlling students during online class could be well carried out by using application, class rules, and evaluation.

CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

Based on the findings and discussion in the previous chapter, the implementation of MALL to teach listening in emergency remote teaching shows positive value. The conclusion of the implementation of Mobile-Assisted Language Learning (MALL) in emergency remote teaching to teach academic listening are:

1. The lecturer has positive perception toward the implementation of Mobile-Assisted Language Learning to teach listening. Mobile-Assisted Language Learning is seen as a way of learning listening skill which makes use of mobile device that serves portability and flexibility as the learning source and media.
2. The implementation of Mobile-Assisted Language Learning to teach listening skill employes three applications: *Genius TOEFL Pro*, *Google Meet*, and *Schoology*. The combination of using the three applications in teaching listening skill encourages the students to improve their listening skill in interesting way. The students feel motivated since the learning process is well monitored and engages students' activeness.
3. The problems that the lecturer faces in implementing Mobile-Assisted Language Learning to teach listening are the compatibility of the device, internet connection, and controlling the learning process.
4. The lecturer's solutions toward the problems are suggesting using another device or using additional device to make the recording clearer, preparing to find a good-signalled place before virtual meeting, and using controlling application to keep the students on the track of learning.

Implication

The result of the study gives implication to the lecturer, students, and the other researcher. Each of them is discussed below.

For the lecturer, the result of the study gives implication related to the innovation of the learning process especially in emergency remote teaching. Learning innovation is a new way of gaining knowledge or skill to make the students learn better. Better learning is learning which follows the era of the time. Mobile-Assisted Language Learning is one of the innovation in teaching listening. Therefore, MALL can be applied not only in emergency remote teaching but also in this modern technology teaching.

The students learn better through MALL. The benefits of MALL to the students as the subject of education are (1) The students experience new way of learning which motivates them to learn better. (2) The students are supported to be autonomous learners in which they can manage their learning by themselves. (3) The students can develop their own way of learning listening skill based on their new experience in making use of technology.

The other researcher is encouraged to find out how to use technology for teaching listening skill and how to hold fully online teaching listening skill well. Those are in line with this era when technology helps all people's needs including education.

Suggestion

Based on the finding of the research, the researcher would like to suggest for the students, the lecturer, and the other researcher.

For the students, they need to explore about *Google Meet*, *Genius TOEFL Pro*, and *Schoology* more to improve their language skills. Students need to adapt themselves to the use of technology in their learning process because it helps the students to study language skills in many ways of learning as well.

The lecturer is encouraged to develop learning strategies to make the students learn better through technology. MALL is recommended to apply for teaching language skills especially listening skill. The lecturer is suggested to create his own application for teaching listening skill so that each feature is all in line with the needs of teaching.

For future researcher, there are still numerous technologies that can support teaching and learning process. Future researcher is expected to analyze deeper about the advantages of technology to teach language skills.

REFERENCES

Abdulamir, A. S., & Hafidh, R. R. (2020). *The possible immunological pathways for the variable immuno-pathogenesis of COVID – 19 infections among healthy adults, elderly and children*. Electronic Journal of General Medicine, 17(4), em202.

Adelmann, K. (2012). The art of listening in an educational perspective: Listening reception in the mother tongue. *Education inquiry*, 3(4), 513-534.

Ally, M. (Ed.). (2009). *Mobile learning: Transforming the delivery of education and training*. Athabasca University Press.

Domalewska, D. (2012, June). An ecological approach to using ubiquitous handheld devices in the classroom. In *International e-Learning Conference 2012 (IEC2012)*.

European Centre for Disease Prevention and Control (2020). Outbreak of novel coronavirus disease 2019 (COVID-19): Increased transmission globally - fifth update. *European Centre for Disease Prevention and Control*.

Farooq, U., Schafer, W., Rosson, M. B., & Carroll, J. M. (2002, August). M-education: bridging the gap of mobile and desktop computing. In *Proceedings. IEEE International Workshop on Wireless and Mobile Technologies in Education*. IEEE.

Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4),

86.

Hasyuni. 2006. The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006). Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu.

Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The difference between emergency remote teaching and online learning.

Hoven, D., & Palalas, A. (2016). Ecological constructivism as a new learning theory for MALL: An open system of beliefs, observations, and informed explanations. *The international handbook of mobile-assisted language learning*, 113-137.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Kukulska-Hulme, A. (2009). Will mobile learning change language learning?. *ReCALL*, 21(2), 157-165.

Liu, S., Liu, H., Yu, Y., Li, Y., & Wen, T. (2014). TPACK: A new dimension to EFL teachers' PCK. *Journal of Education and Human Development*, 3(2), 681-693.

McQuiggan, S., McQuiggan, J., Sabourin, J., & Kosturko, L. (2015). *Mobile learning: A handbook for developers, educators, and learners*. John Wiley & Sons.

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International journal of distributed and parallel systems*, 3(1), 309.

Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. In *Qualitative data analysis: a sourcebook of new methods* (pp. 263-263).

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

Mohammed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, 5(3), 1-11.

Müller, L. M., & Goldenberg, G. (2020). Education in times of crisis: The potential implications of school closures for teachers and students. *New York: Chartered College of Teaching*.

Nezarat, A. Mosavi, T. (2012). *Mobile-Assisted Language Learning*. Iran

Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill

O'Malley, C., Vavoula, G., Glew, J., Taylor, J., Sharples, M., & Lefrere, P. (2003). Guidelines for learning/teaching/tutoring in a mobile environment. Retrieved from <https://hal.archives-ouvertes.fr/hal-00696244/document>

Petty, W. T., & Jensen, J. M. (1980). *Developing children's language*. Allyn and Bacon.

Purdy, M. (1997). What is listening? In M. Purdy & D. Borisoff (Eds.), *Listening in everyday life: A personal and professional approach* (2nd ed.). Lanham, MD: University Press

of America, 1-20.

Reinders, Hayo. (2010). *Twenty Ideas for Using Mobile Phones in the Language Classroom*. United Kingdom: English Teaching Forum (3)

Senani, D. (2015). *Developing EFL Learners' Listening Comprehension through Mobile Assisted Language Learning*. Algeria: University of Biskra

Sharples, M., Arnedillo Sánchez, I., Milrad, M., & Vavoula, G. (2007). Small devices, Big issues. *Mobile Learning: Small Devices, Big Issues in Technology Enhanced Learning: Principles and Products*.

Valarmathi, K. E. (2011). Mobile assisted language learning. *Journal of Technology for ELT*, 2(2), 1-8.

Yin, R. K. (2003). *Designing case studies*. Qualitative research methods, 5(14), 359-386.