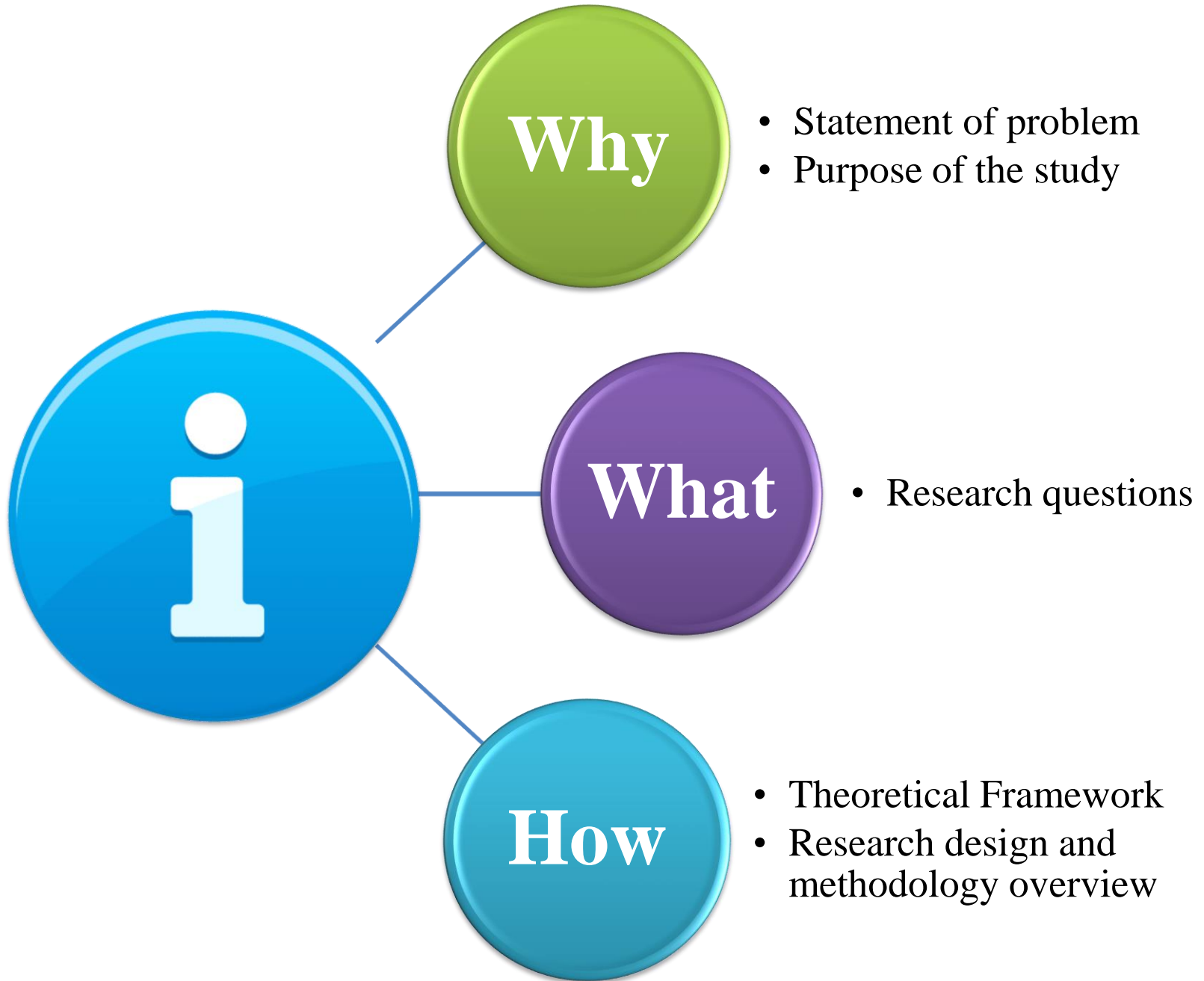




## The impact of training in Mobile Assisted Language Learning on attitude, perceptions and use of smartphones for autonomous language learning in Pakistan

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Dr. Kevin Watson  
Jocelyn Howard





# Pakistan

Population 184 Millions

Gender ratio 105.6 : 100

GDP US\$ 1368 per capita

Illiteracy rate (Age 10+) 42%

Official Languages Urdu + English



# English Language Teaching and learning in Pakistan



## Dilemma of two official languages

- ❖ 1947 Language Policy
  - Declaration of 2 official languages
- ❖ 1973 Language Policy
  - Favour for Urdu language
  - Change in policy for teaching English subject in primary education in 1989
- ❖ 2009 Language Policy
  - Teaching Urdu, English and one regional language as a subject
  - Flexibility in medium of education at primary level
  - Little attention was given to corpus planning, language learning and teaching methodologies.



# English Language Teaching and learning in Pakistan

- Three types of schools
- Mushroom growth of English medium schools and decline in the standard of education
- Difference between public and private English medium schools
- Pass percentages of secondary and college level students in 1998 were 18 and 20 percent
- Pass percentages of higher secondary school students in 2014 were 47.01%
- Main reasons identified by the researchers for the poor performance of the students are
  1. Lack of formal training for language teaching
  2. Use of grammar translation method
  3. Stress on rote learning
  4. Crowded classrooms
  5. Poor planning while designing a syllabus
  6. Lack of resources
  7. Focus on syllabus coverage and examination



# Computer Assisted language Learning in Pakistan

- Status of Pakistan on global ICT index in 2017
- English Language Teaching Reform Project by Higher Education Commission of Pakistan



**Use of computer technology in teaching English language in Pakistan**



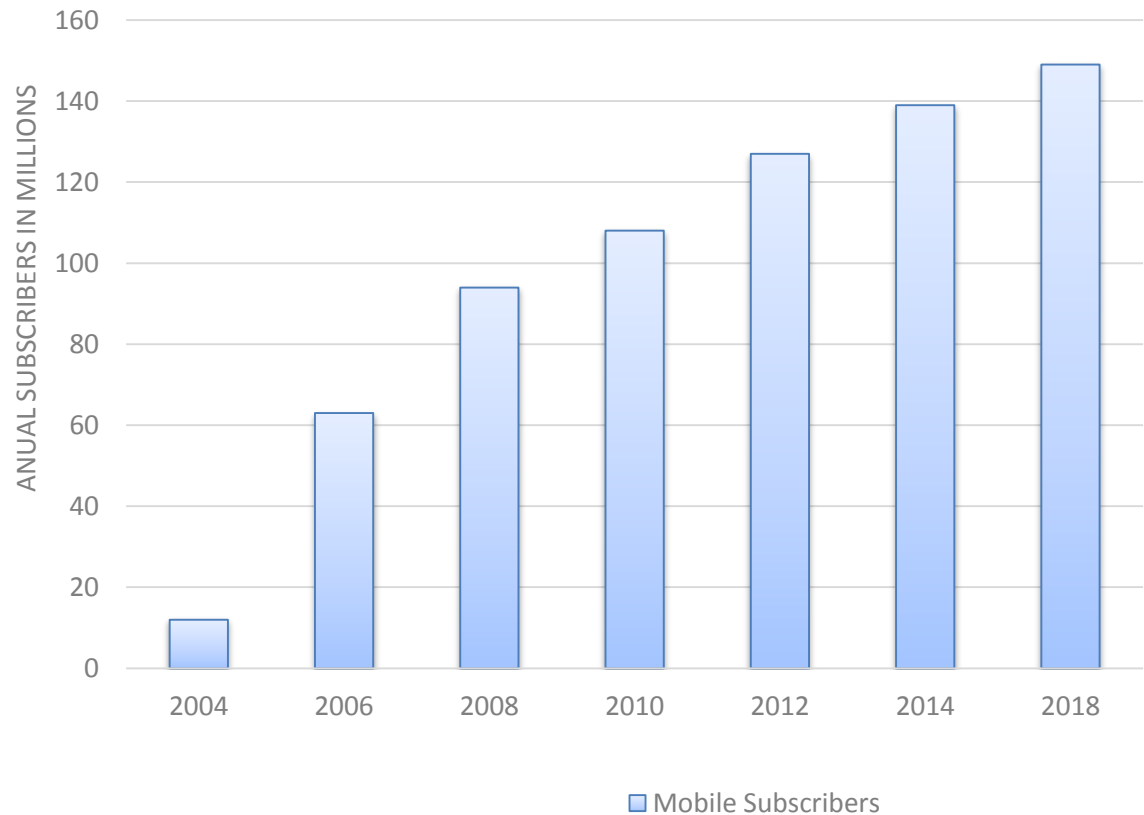
**Use of mobile technology a possible solution**





## Mobile Technology in Pakistan

- 2632% growth in the period of 10 years
- 90% of the population is covered by a mobile network
- Teledensity has reached 73.68%.
- Heavy foreign investments are being made in the mobile industry



# Are mobile devices effective teaching and learning tools?



- Use of mobile phones for academic purposes (Chen & Denoyelles, 2013; Dahlstrom, Walker & Dziuban, 2013)
- Improvement in listening skills among tertiary students by the use of mobile phones (Kim, 2013)
- iPods as learning tools at elementary level (Mueller, Wood, Pasquale & Archer, 2011)



# Advantages of using mobile devices in language learning and teaching

## General Advantages

- Low cost
- Handiness
- Learner friendliness
- Ease of access
- interactivity

(Kukulska-Humle & Shield, 2008; Stockwell, 2010; Wishart, 2008)



## Specific Advantages

- Oral quizzes
- Audio assignments
- Recording audio journals using different language learning
- Websites podcasting
- Access to live talking tutors

(Belanger, 2005; Evans and Tohri, 2008; Chinnery, 2006).

# Use of mobile phones in the education sector of the developing countries

- The highly increasing penetration rate of mobile phones in Asia with more penetration in lower socio-economic sectors.
- The lower cost of physical infrastructures needed while providing facilities of voice communication and transfer of data.
- The institutions in remote areas could access eLearning through mLearning with less economic burden.
- Reduce the gap between haves and have-nots of modern society at individual level.  
(Valk, Rashid and Elder, 2010)
- UNESCO projects in Pakistan





## **Potential Solution**

Use of mobile devices may prove a potential solution to address the concerns regarding the declining standards of English in higher education in Pakistan.



- The effectiveness of technology is dependent upon learners' knowledge of technological tools, expertise and level of comfort while using these tools (Prensky 2001).
- Geortler (2008) who surveyed 911 foreign language students at Michigan State University and found that students were either not skilful users of CALL applications or did not have access to these tools.



## Learner Training in Technology

- Barrette (2001) reviewed 14 CALL articles published in 1997 and 1998 and found little evidence of learner training. She reported massive gains in students' self-reported comfort levels by providing the tertiary language students at the United States university training in CALL .
- O' Bryan (2008) demonstrated in a study that even short training sessions (three ten-minutes sessions) produced an evident effect on the use of help options in online reading materials.

# Research Questions



- *Which factors influence undergraduate students' digital practices both in and out of the classroom?*

Gender,

Medium of education during high school

Major subject in their undergraduate studies



Phase 1

- *What are the effects of learner training in MALL on learners' perceptions, attitudes and use of smartphones for autonomous language learning?*



Phase 2

# Participants

- Undergraduate students at Bahauddin Zakariya University Multan, Pakistan
- 18 – 22 years old
- Having completed 12 years of education at different schools and colleges
- Phase 1 (316 participants)
- Phase 2 (23 Participants)



# Phase 1

## Digital Practices Survey

The digital practices survey was formulated to identify:

- technologies currently being used for educational and non-educational purposes
- technologies being used to communicate with teachers and other students
- use of smartphones to enhance English language skills
- future preferences of students related to use of technologies for educational, non-educational and English language learning purposes.
- the extent to which gender, study major and medium of education have impact on students' current use and future preferences of technology.

**Number of items = 127**

**Categories = 5**



# Phase 2

## A short training course in mobile assisted language learning

Monday, November 7, 2016

### WELCOME!

#### Course Information

This course is a part of PhD research being conducted by Shaista Rashid at School of Teacher Education, University of Canterbury, New Zealand. The course is aimed at exploring the effect of training in using smartphones for English language learning on the perceptions, attitudes and practices of tertiary students in Pakistan. The training will be focused on the use of smartphone for independent learning for English language by the participants. This course is built around online activities and places the learning responsibility on the participants.

#### Learning Outcomes

Participants completing this course will be able to

- Setup their personal blogs.
- Publish different posts on their blogs.
- Follow and comment on others' blog posts.
- Practice and improve their reading and writing skills by using blogs.
- Enhance their motivation level by using blogs of learning English language.
- Develop critical thinking about how to use their smartphones more effectively for English language learning.

#### Pre-Requisites

The participant must

- Be an undergraduate student at a public or private university in the Punjab province of Pakistan.
- Have access to a smartphone with internet connectivity

**Course Coordinator:** Shaista Rashid

#### Tasks

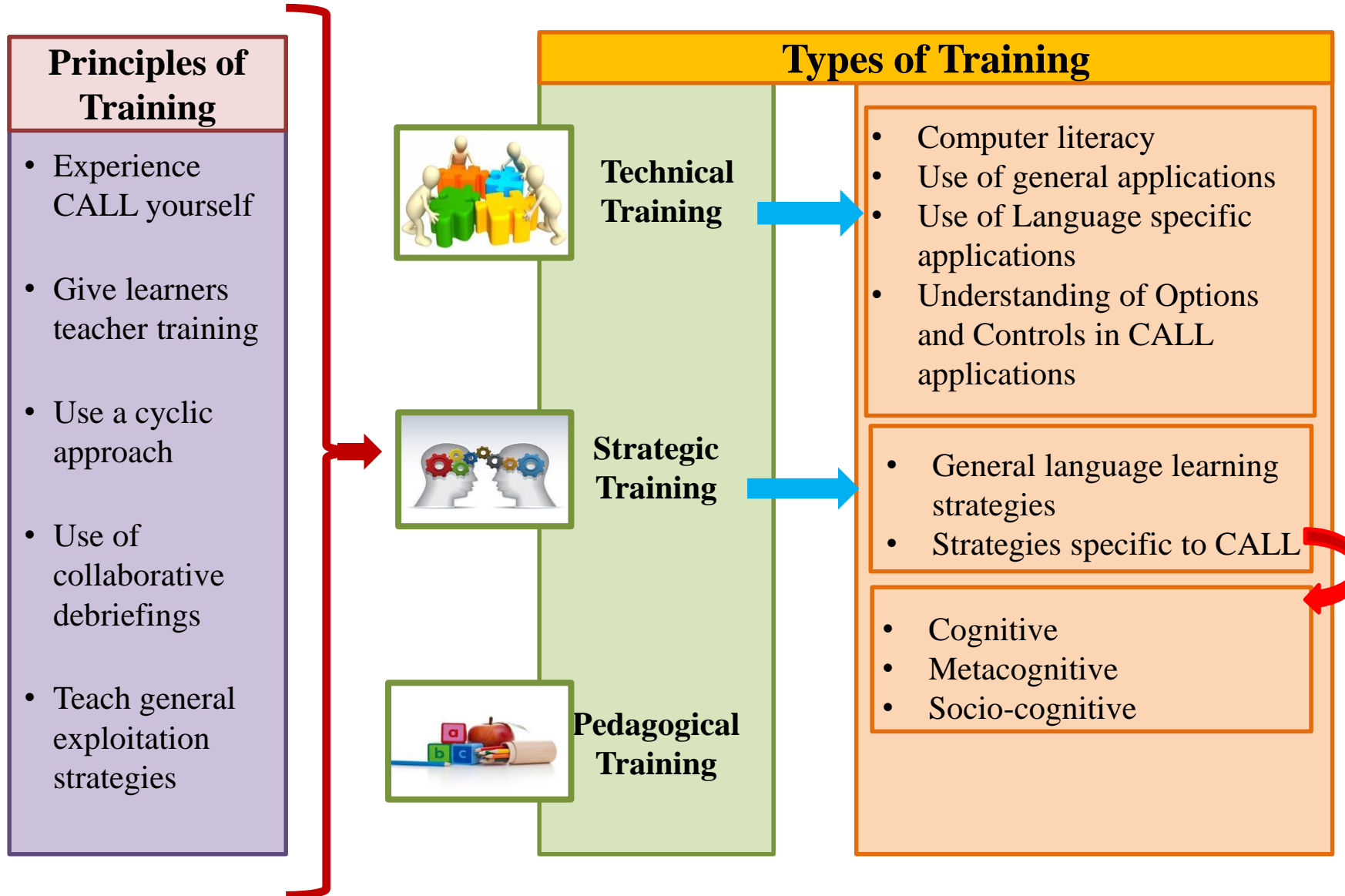
- Weekly publishing a post on your personal blog
- Reading and giving feedback on at least three blog posts by your peers



#### Blog Archive

- ▶ 2017 (3)
- ▼ 2016 (7)
  - ▶ December (3)
  - ▼ November (4)
    - Using your smartphone for blog posting! Is it poss...
    - Activity 1
    - How to setup a personal blog?
    - WELCOME!

# Learner Training





## Technical Training

Smart phones Literacy  
Use of general Applications



## Pedagogical Training

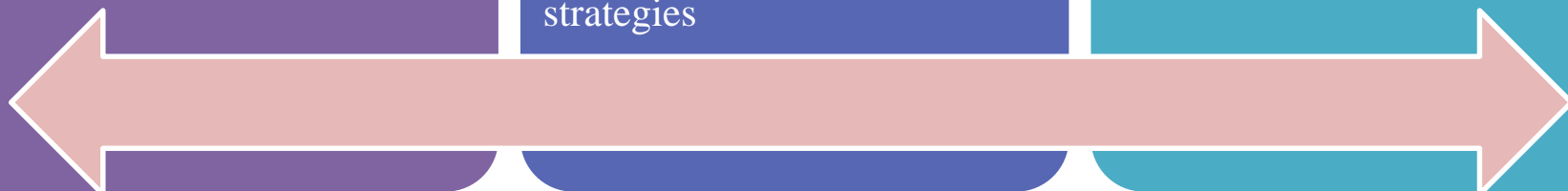
Experience CALL yourself

- Give learners teacher training
- Use a cyclic approach
- Use of collaborative debriefings
- Teach general exploitation strategies



## Strategic Training

General language learning strategies  
Strategies specific to MALL



Weeks 1, 2 & 3



Weeks 4, 5 & 7



Weeks 6 & 8

# Course Schedule

Week	Activity
0	Welcome
1	Training Session: How to set up a personal blog.
2	Activity 1: Set up your personal blog.
3	Training Session: Using your smartphone for blog posting! Is it possible?
4	Activity 2: Your first blog post.
5	Activity 3: Choose a picture and write a blog post on it.
6	Activity 4: Take a picture using your smartphone camera and write a post on it.
<b>Midterm exam &amp; Holidays</b>	
7	Activity 5: Provide feedback to your peers on their blog posts by following these steps.
8	Activity 6: Make a short video using your smartphone and write a blog post on it.

# Data Collection Tools for Phase 2

1. Background information survey
2. Pre-course interviews
3. Participants' feedback
4. Post-course interviews
5. Follow-up survey
6. Interview with the subject teacher



# Data Analysis

- **Surveys** **RStudio**
- **Interviews** **Nvivo**
- **Participants' feedback** **Nvivo**



## **Title of the project:**

The impact of training in Mobile Assisted Language Learning on attitude, perceptions and use of smartphones for autonomous language learning in Pakistan



## **Presentation Summary**

### **Research Question:**

- 1. Which factors influence undergraduate students' digital practices both in and out of the classroom?*
- 2. What are the effects of learner training in MALL on learners' perceptions, attitudes and use of smartphones for autonomous language learning?*

### **Methodology:**

A descriptive case study carried out with mixed method approach. Online training was provided to the undergraduate students in the use of smartphones to enhance English writing skills through blogs. Semi-structured interview, participants' feedback and questionnaires were used to collect data.