

CHAPTER

10

MOBILE LANGUAGE LEARNING INTEGRATION IN ENGLISH TEACHING

Shafinaz Adam and Sarimah Shamsudin

10.1 INTRODUCTION

Mobile learning (m-learning) denotes the capacity to learn at any time and from any place via portable digital devices such as smartphones, tablets, and laptops. A specialised branch of m-learning, Mobile-assisted Language Learning (MLL), centers on language acquisition through mobile technologies like smartphones, MP3/MP4 players, and Personal Digital Assistants (PDA). In contrast to the earlier Computer-assisted Language Learning (CALL), which is largely desktop-based, MLL prioritises portability and adaptability, allowing learners to engage in language tasks and communicate with instructors and peers from virtually any location.

Integrating MLL into English instruction requires teachers to possess both digital pedagogical competence and sustained professional development in technology use. However, many English educators lack the proficiency or confidence necessary for effective MLL integration, highlighting the need to explore their levels of acceptance.

This investigation is underpinned by two theoretical frameworks: The technology acceptance model (TAM) (Venkatesh & Davis, 1996)

and innovation decision process (IDP) (Rogers, 2003). TAM asserts that technology acceptance hinges on two key perceptions, which are perceived usefulness (PU) and perceived ease of use (PEOU). The PU reflects the belief that the technology improves job performance, while PEOU pertains to its perceived effortlessness.

Complementarily, IDP identifies five sequential stages of innovation adoption: Knowledge, persuasion, decision, implementation, and confirmation. These stages represent an evolving process of awareness, evaluation, application, and reinforcement of technology use. Together, TAM and IDP provide a comprehensive framework for examining the factors influencing English teachers' acceptance and integration of MLL into classroom practice.

10.2 TEACHER ROLE IN EMBRACING MOBILE ASSISTED LEARNING

In Malaysia, there is growing optimism among stakeholders regarding the integration of MLL in education. However, persistent concerns about teachers' limited experience and skills in using MLL effectively remain. Research underscores the pivotal role teachers play in successful MLL implementation, with their attitudes and responses being crucial determinants of classroom outcomes.

Study by Kumar et al. (2008) identified key personal and behavioural factors hindering MLL adoption among Malaysian educators, including perceived usefulness, ease of use, self-efficacy, and technological compatibility. In alignment, the Ministry of Education (MOE) encourages 21st century instructional practices by promoting tools like PDA, Chromebooks, and smartphones. When adopted with a positive attitude, such tools foster active, student-centred learning and enhance teaching performance.

Study by Hennessy et al. (2005) observed that MLL cultivates higher order thinking in generation Y learners and aligns with flipped classroom models. The MLL enables students to engage in self directed learning, research, and collaboration, which are the key tools of

21st century skill development. Teachers' acceptance of MLL is closely tied to their attitudes and perspectives. While attitude reflects a deliberate stance, perspective conveys deeper belief systems. Training is vital in developing teacher confidence and competence, both of which influence more favourable attitudes. Teachers who feel comfortable using MLL are more likely to perceive it as a valuable instructional tool.

Nonetheless, access to technology alone is insufficient. Educators must also possess the necessary knowledge and confidence to utilise digital tools effectively. Study by Roach (2010) reinforced this view, finding that support and training increase MLL adoption. The MLL complements learner centred strategies such as flipped learning, which integrate collaboration, assessment, and active engagement. Despite its potential, MLL remains underused in EL classrooms.

Study by Rahamat et al. (2017) found that many secondary school students own mobile devices and are willing to use them for learning, yet actual classroom integration is minimal. This reveals a gap between student readiness and instructional practice. Thus, successful MLL implementation demands more than the presence of technology. Teachers' acceptance, training, and confidence are critical to bridging the gap between technology availability and effective integration. Accordingly, this study seeks to address the following research question:

To what extent do English teachers accept the integration of MLL in English teaching?

10.3 APPROACH

This section will first describe the research design, followed by the research participants, research instrument, research procedure and method of data analysis of this study.

10.3.1 Research Design

This study employed a qualitative research method to explore English teachers' acceptance of MLL integration in teaching. As Merriam