



# Unlocking Potential: The Role of Mobile Learning in Enhancing English Achievement Among Secondary School Students

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## ARTICLE INFO

## ABSTRACT

This research article deals with the transformative potential of mobile learning in improving English achievement level of secondary school students. It provides practical insights and strategies for the stakeholders. By examining current trends, addressing challenges, and highlighting opportunities, concerned educators can reap the power of mobile technology to help their learners acquire meaningful language learning experiences. Mobile learning is an emerging educational trend and provides many opportunities for both instructors and learners. Mobile learning consists of many dimensions like Mobile learning experience, Usage confidence and the feelings, Social networking, Accessing email and other educational resources, use of mobile applications, Attitude about mobile learning environment. The world is developing. Personal growth depends on production quality. Parents want their kids to excel. High achievement puts pressure on students, teachers, schools and the education system. The entire education system seems to revolve around student academic accomplishment, but other outputs are also expected. So schools devote much time and efforts to help student academically. Each section offers valuable information and guidance for understanding the role of mobile technology in transforming language learning experiences. The researcher finds that with mobile learning secondary school students can overcome traditional barriers to language learning and empowering them to achieve higher levels of English proficiency and academic success. Here it is further concluded that technology continues to evolve and mobile learning stands as a powerful tool for transforming language education and equip students with the language skills they need to thrive in an increasingly interconnected world.

**Keywords:** Mobile learning, English Achievement, Secondary School Students

## 1. Introduction

The role of proficiency in English is undeniable in promoting collaboration, communication and connectivity in today's interconnected world. It not only empowers learners to communicate effectively with people from different cultural and linguistic backgrounds but also helps them to get admission into many prestigious universities and academic institutions world over offering courses and research programs in English. Needless to say, it opens doors to higher educational opportunities. It allows learners to access a vast repertoire of knowledge too. With the advancement of the internet and social media, English has become the widespread language of online communication. Therefore, proficiency in English makes learners able to engage with global audiences, participate in online communities and utilize digital platforms for professional and personal purposes.

As mobile technology continues to permeate every aspect of our society, it is imperative for educators and policy makers to adapt to this digital paradigm shift. The adaptation to mobile learning is not an easy work and users may incline to not accepting mobile learning. Thus the success of mobile learning may depend on

cost - effectiveness ,wireless infrastructure reliability and comfort level learners with the mobile learning( Umender Malik, Neetu 2022)

Mobile learning, sometimes called M-learning, implies learning on portable devices, such as mobile phones, tablets and laptops. Precisely, it is defined as the conducting of educational activities using a mobile device and wireless service in which both learner and device are mobile. Although it has revolutionised the field of education but it cannot replace the formal education as it offers methods to support learning from outside the classroom (Sharples, Taylor & Vavoula, 2010). It is, broadly, a powerful method of engaging learners on their own terms and enhances their broader learning experience.

Evolution of mobile learning as a dynamic educational tool: From its beginning as simple flashcard apps to sophisticated platforms, m-learning integrates augmented reality and artificial intelligence. It has continuously evolved as a dynamic educational tool. M-learning empowers learners to engage with educational content anytime and anywhere. With the proliferation of smartphones and tablets, it has become increasingly accessible, democratizing education and bridging gaps in access to learning opportunities. Apart from this, its adaptability to diverse learning styles offers personalized learning experiences, catering to the desired individual needs of learners. As we see the ongoing evolution of m-learning, its power to revolutionize education and in still lifelong learning remains unmatched.

Mobile learning can positively impact English achievement levels of secondary school students by providing them access to a variety of educational resources anytime, anywhere. With mobile devices, students can engage in interactive discussions, access digital libraries, and participate in language learning apps suited to their proficiency level. This flexibility provides personalized learning experiences, catering to different learning styles and needs. Additionally, mobile learning offers active participation and engagement, as students can collaborate with their peers, receive immediate feedback, and track their real-time progress. By utilizing the convenience and versatility of mobile technology, teachers can create dynamic learning environments that equips students to improve their English language skills effectively.

## **2. Mobile Learning: Transforming Language Education**

Mobile Devices aim to change the way of learning and teaching methods innovatively (Kuzu,2014; Middleton,2015).From interactive language learning apps like Babbel and Duolingo to immersive virtual reality experiences, these tools have changed the way language learners engage with content. Language learning podcasts, such as Coffee Break Languages and LanguagePod101, provide high quality audio-based lessons for on-the-go learning. Similarly, language exchange platforms like 'Tandem' facilitate real-time conversations with native speakers of the target language. Gamified language learning platforms inject elements of both fun and competition in the language learning process, motivating learners to progress. As technology continues to grow, the repertoire of mobile learning tools available for language education continues to expand, promising endless possibilities for learners to explore and master desirable languages. Case studies showing successful implementations of mobile learning in different educational settings: In remote villages where access to traditional educational resources is limited, mobile learning introduction has empowered students to access high-quality educational content, engage with interactive learning materials using smartphones or tablets and collaborate more effectively with peers. Similarly, in crowded urban schools having resource constraints, m-learning solutions have optimized classroom management, personalized instruction, and facilitated real-time feedback systems. These case studies highlight the adaptability and scalability of mobile learning in meeting the differentiated needs of learners and educators, paving way for a more inclusive and equitable education scenario.

## **3. Trends in Mobile Learning Adoption**

Current trends in the use of mobile devices among secondary school students: Smartphones and tablets have become indispensable tools for communication, learning, and entertainment among adolescents. Social media platforms, messaging apps, and educational resources can be commonly seen in these devices, which shape students' digital interactions and learning experiences. The COVID-19 pandemic has increased the adoption of mobile devices for remote learning, where students rely on mobile apps and online platforms to access virtual classrooms plus educational materials from the comfort of their homes. As digital natives, secondary school students showcase a natural affinity for mobile technology, driving trends to personalized learning, collaborative projects, and digital citizenship initiatives. With mobile devices serving as versatile tools for both academic and social purposes, educators need to navigate the evolving landscape of digital learning to effectively engage and support the needs of their tech-savvy students.

Integration of mobile learning into formal and informal learning environments: In formal settings, such as classrooms, mobile devices serve as a powerful tool to supplement traditional instruction. They offer interactive learning experiences, access to multimedia resources, and opportunities for individualised learning. Teachers use mobile learning apps and platforms to enrich lesson plans, do real-time assessments, and inculcate collaborative learning among students. It enables students to work together on projects and exchange ideas. Through mobile learning apps, students can engage in collaborative activities such as virtual

group discussions, peer editing, and joint problem-solving tasks regardless of geographical distances or time constraints (Hwang & Wu, 2014). Likewise, in informal learning environments, such as homes m-learning blurs the boundaries between structured education and self-directed learning. Learners use the educational content on-the-go, tapping into a vast gallery of digital resources, language learning apps, and online courses to pursue their interests and hone their skills outside of traditional academic settings. Furthermore, mobile technology promotes social learning experiences, as students collaborate with peers, share resources, and co-create knowledge in online communities and social media platforms (Hung & Chen, 2014). By leveraging the collaborative potential of mobile technology, educators can cultivate an inclusive and participatory learning environment that empowers students to develop critical thinking skills, communication skills, and teamwork abilities essential for success in the digital age.

This wonderful integration of mobile learning into formal and informal learning settings empowers learners to take control of their educational journeys, transcending physical constraints and unlocking limitless opportunities for knowledge acquisition and personal growth.

Exploration of innovative approaches in mobile language education : Innovative approaches such as gamification and adaptive learning, in mobile language education has revolutionized the field of language learning, making it more engaging, personalized, and effective than ever before (Smith, 2020). Gamification infuses elements of game design, such as points, badges, and leaderboards, into language learning apps and platforms, transforming mundane language drills into immersive and interactive experiences (Johnson & Jones, 2018). Learners like to progress through levels, unlock achievements, and compete with fellow students, all while honing their language skills. Similarly, adaptive learning uses artificial intelligence algorithms to design learning experiences to individual learner needs, adjusting the pace, difficulty, and content of lessons based on real-time performance data (Garcia et al., 2019). By dynamically adapting to each learner's strengths, weaknesses, and learning preferences, adaptive learning technologies optimize language learning outcomes by ensuring that every learner receives personalized support on their language learning journey. Together, these new approaches harness the power of mobile technology to revolutionize language education, making it more accessible, engaging, and effective for the learners.

#### 4. Addressing Challenges

Teaching Effectiveness of University Teacher's in relation to their Sense of Humour is also a challenging situation (Malik, U 2020). Challenges associated with implementing mobile learning in secondary education: One significant challenge is the digital divide, which refers to disparities in access to technology and internet connectivity among students (Crompton, 2019). Not all students have equal access to mobile devices and reliable internet connections outside of school. It creates inequality in learning opportunities and access to educational resources. Moreover, concerns about distractions and misuse of mobile devices in the classroom settings pose challenges for maintaining students' focus and engagement during lessons (König et al., 2020). Integrating mobile learning into existing curriculum and instructional practices require professional development and training of teachers to effectively use technology-enhanced learning experiences (Ally & Tsinakos, 2014). Addressing these challenges require, investment in infrastructure, strategic planning and ongoing support for educators to ensure equitable access and meaningful integration of m-learning in secondary education. This digital divide further increases existing educational inequalities, as students from underserved backgrounds may lack the necessary tools to participate fully in mobile learning initiatives. Moreover, device availability can vary widely among students, with some lacking access to smartphones or tablets altogether (Selwyn, 2010). Efforts to implement m-learning must address these issues through targeted interventions, such as providing loaner devices, establishing community Wi-Fi networks, or partnering with organizations to distribute technology resources to students in need (Van Dijk, 2019).

Pedagogical considerations: It plays a very important role in the effective integration of mobile technology in language classrooms to ensure that technology enhances, rather than detracts from, the learning experience (Kukulska-Hulme & Shield, 2008). One key consideration is its alignment with learning objectives and outcomes, where educators need to carefully select mobile apps and activities that support language learning goals (Stockwell, 2012). Fostering student engagement and interaction is also very important. Mobile technology must serve as a tool to facilitate collaborative learning, communication, and authentic language practice (Hockly, 2013). Moreover, providing scaffolding and support for learners is essential, as students navigate the digital land and use mobile devices for language learning activities (Mavridi & Saumell, 2010). Finally, continuous reflection and evaluation of mobile learning practices enable educators to refine their pedagogical approaches and optimize learning outcomes for language learners in different educational contexts (Burston, 2015).

#### 5. Practical Strategies for Educators

Practical tips and strategies for educators to effectively integrate mobile learning into English language instruction: Firstly, educators should align m-learning activities with language learning objectives, selecting apps and resources that cater to specific language skills and competencies (McQuiggan et al., 2018). Secondly, fostering digital literacy skills is essential, as students need guidance for navigating on mobile

devices, to evaluate online resources, and practice responsible digital citizenship (Kukulka-Hulme & Shield, 2008). Thirdly, incorporating interactive and multimedia-rich content increases engagement and comprehension, encouraging students to explore authentic language contexts through videos, podcasts, and interactive exercises (Stockwell, 2012). Furthermore, promoting collaboration and communication among students through team projects, peer feedback, and online discussions foster a sense of community feeling and enhance their language practice (Hockly, 2013). Finally, ongoing professional development and reflection enable stakeholders to stay abreast of emerging technologies and pedagogically best practices, empowering them to adapt and refine their m-learning strategies over time (Ally & Tsinakos, 2014).

Recommendations for selecting appropriate mobile learning resources and applications : Firstly, considering the diversity of learners' linguistic backgrounds and mastery levels, educators should select resources that offer tailorable content and adapt it to individual learner needs. Secondly, evaluating the credibility and quality of m-learning resources is essential, with educators conducting thorough reviews of app ratings, user reviews, and content relevance to ensure their educational value (Hockly, 2013). Furthermore, selecting resources that offer interactive features, uses multimedia content, and opportunities for collaboration among peers, enhances engagement and promotes active learning (Kukulka-Hulme & Shield, 2008). Finally, considering the technical requirements and accessibility features of mobile apps, an educator should ensure the compatibility across various devices and accommodate learners with diverse learning needs (Ally & Tsinakos, 2014). By following these recommendations, educators can make informed decisions and effectively blend mobile learning resources to enhance English language instructions.

Strategies for promoting digital literacy and responsible use of technology among students: Informed and ethical engagement of students with digital resources is very important. Firstly, educators should provide clear instructions on digital literacy skills, including information literacy, critical thinking, and online safety (Henderson & Yeow, 2012). This includes, teaching students how to evaluate the credibility and reliability of online information, distinguishing between fact and opinion, and protecting their privacy and security online (Livingstone, 2012). Secondly, infusing digital citizenship education into the curriculum encourages learners to reflect on their rights, responsibilities, and ethical considerations when using technology (Ribble, 2015). This includes discussions on netiquette, cyberbullying prevention, and respectful online communication (Ohler, 2010). Thirdly, modelling responsible technology use and maintaining clear guidelines for digital conduct in the classroom fosters a culture of digital responsibility and mutual respect among students (Ribble & Bailey, 2007). Additionally, providing opportunities for students to collaborate on digital projects and involve in authentic online activities promotes active participation and empowers learners to become responsible digital citizens (Friesen, 2013). By implementing these strategies, educators can equip students with the knowledge, skills, and attitudes needed to navigate through the digital world, responsibly and ethically.

## 6. Conclusion: Empowering Learners Through Mobile Learning

With mobile learning, secondary school students can overcome traditional barriers to language learning, empowering them to achieve higher levels of English proficiency and academic success. As technology continues to evolve, mobile learning stands as a powerful tool for transforming language education and equip students with the language skills they need to thrive in an increasingly interconnected world.

In today's digital age, educators should harness the transformative power of digital tools to shape the future of language education. By integrating mobile learning into their teaching practices, educators can create dynamic and interactive learning environments that cater to the diverse needs and interests of students. They can stay abreast of technological advancements and adapt their pedagogical approaches to meet the evolving needs of 21st-century learners. Together, all the stakeholders should revolutionize language education and equip students with the skills they need to succeed in an interconnected and multicultural society. Policymakers must prioritize digital literacy education and create supportive frameworks that promote responsible technology use and safeguard students' privacy and security. By embracing mobile learning as a cornerstone of educational practice and policy, educators can harness the power of technology to create inclusive, innovative, and learner-centered educational environment that prepares students for success in the digital age.

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