08th International Symposium of University of Vocational Technology 2024
Rathmalana, Sri Lanka | 12th. December 2024

IRS UoVT-2024

EXPLORING LECTURERS' PERCEPTIONS ON MOBILE ASSISTED LANGUAGE LEARNING IN ESL CLASSROOMS: A CASE STUDY

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Abstract: Mobile Assisted Language Learning (MALL) refers to the use of mobile devices to facilitate language learning, a method gaining popularity globally. However, integration in MALL in English as Second Language (ESL) classrooms seems to be limited, despite widespread use of technology and devices among undergraduates and lecturers. Therefore, the research is focused on exploring lecturer's perceptions on MALL in ESL classroom aiming two objectives as to identify the mobile applications used by lecturers in ESL classrooms at University of Vocational Technology (UoVT) and to investigate the perceptions of lecturers on MALL in ESL classrooms at UoVT. The research was conducted as a case study, using qualitative and quantitative data collected through structured interviews and self-administered questionnaire occupying six internal and visiting lecturers attached to the Department of Language Studies (DLS), Faculty of Education (FE), UoVT, who teach Communication Skills I and II modules for first-year students. The collected qualitative data was analyzed using thematic analysis while quantitative data analyzed through descriptive statistical analysis. The analyzed data clearly expressed that Google Classroom, YouTube, WhatsApp, Grammarly and Zoom are different mobile applications used by the lecturers in teaching Communication Skills I and II modules for first-year undergraduates. As followed by the second objective, the diverse perceptions towards MALL such as support for improving language skills, convenience of using MALL and facilitation of MALL were identified. Even though 66.67% of lecturers acknowledged its potentiality in motivating students' others expressed doubts on the relevance and efficacy of mobile applications in teaching. These findings contribute to the broader discourse on MALL by offering practical insights into its implementation in higher education and suggesting the need for tailored strategies to better integrate mobile learning into ESL instruction.

Keywords: Mobile Assisted Language Learning (MALL), English as a Second Language (ESL), Lecturer perceptions