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EXAMINING THE ROLE OF MALL ON ADVANCING ACADEMIC LISTENING SKILLS

In the light of learners' future career goals, special attention should be paid to the strategies and tactics of English language acquisition. Numerous approaches and advanced strategies have been created in the field of foreign language teaching in order to improve teaching. Technology has not only changed educators' perspectives but also the way learners acquire foreign languages. Through the use of media resources, it has recently become evident that technology is very useful in second or foreign language learning. Participants were explained why we use Mobile Assisted Language Learning (MALL). The results demonstrate that MALL enhanced listening comprehension in English. Using a quantitative approach, the study sought to assess MALL's efficacy in enhancing these abilities. Students answered a questionnaire as part of the study's quantitative research design, and the first research question was addressed by descriptive statistics. Any differences based on course and gender were found using the Mann-Whitney U-test. SPSS version 23 was used for data analysis. Overall, students' opinions of MALL were favorable, and neither gender nor course showed any appreciable differences.

Keywords: listening skills, methods, learner, perception, mobile, language learning, analysis.

Introduction

In modern world English language is taught as a foreign language in every nation on earth where English is not an official language. It is taught as a foreign language in Kazakhstan also it is recognized as a world language. It goes without saying that they learn this language in the classroom. It is learner's responsibility to speak the target language using or understanding it at their own ability level. EFL learners may encounter problems when listening to speech in languages other than their mother tongue. It is considered they may have challenges while listening. In that case tutors should help to overcome problems. Listening skill is one of the most important language skills. It enables us to use listening techniques for different objectives. For instance, EFL learners can use them to have fun, to acquire far-reaching information or to learn new vocabulary, grammar rules and word meanings. It also helps to evolve learners' productive skills: writing and speaking skills.

According to Afriyuninda, E., & Oktaviani, L. (2021) [1] listening is also included among language skills. Although, learners must be very competent in these important aspects of the communication process. With the help of active listening tasks, language learners can learn new material and generate ideas about what others say. In addition, the act of listening allows them to process what they hear, this implies that learners need to be able to listen well, especially during the teaching and learning process. As given above listening also means focusing on the speaker and trying to make sense of what is being said. Moreover, listening is the most significant language skill and communication component which enables us to convey our thoughts to listeners. Nowadays, English means "communication", especially in the pandemic era where the majority of activities take place online. As a result, mastery of English is one of the life skills that every learner must have to gain a competitive advantage in the workforce or in a portfolio of institutions.

According to Agustin, R. W., & Ayu, M. (2021) [2] the capacity to hear and analyze signals correctly during a communication exchange is known as listening. Also, listening is the secret to a successful conversation. While someone cannot listen well and cannot understand, messages are easily misinterpreted. As a result, there can be appear break in communication and the person sending the message can quickly become agitated or irritated others. Therefore, mastering the art of listening is the only communication skill you should strive to acquire. Additional, listening is one of the most valuable forms of communication in daily life. Listening is the first communication skill that human beings have. It is the sine qua non of communication.

Pamungkas, I. B. A., & Adi, S. S. (2020) stated that listening is a transactional process in which all parties simultaneously "send" and "receive" messages. Hearing

consists of four parts, depending on one's point of view or orientation. Initially, listening is seen as hearing what the speaker says from the receiver's point of view. Secondly, listening can be characterized as a process of creating and expressing meaning from a constructive perspective. Thirdly, from a collaborative perspective, hearing is responding to and negotiating meaning with speakers. At least, from a transformational perspective, it is making meaning about participation, creativity and empathy. Relating to the definitions, listening is categorized according to the perspective given earlier [7].

Else listening comprehension helps learners to acquire a second language, listening comprehension is not an easy or simple subject. It was difficult to find a common definition as different scholars gave different definitions of listening comprehension. Otherwise, listening comprehension is very important for learners as it is the basic teaching method at all levels of education. Foreign language learners have great troubles with listening skills as schools place more emphasis on language, reading and grammar. As a reason of teachers pay little attention to speaking and listening in lesson preparation because these are not core curriculum skills.

Tran, T. Q., & Duong, T. M. (2020) claimed that understanding what is said is a complex, interactive process that requires listeners to pay attention to every detail, including language patterns, intonation, sounds and social settings. Understanding what is heard is a difficult task that requires mental effort to complete.

- (1) Listeners often have a limited vocabulary;
- (2) Listeners cannot always be given the opportunity to repeat words;
- (3) Listeners cannot control the pace at which information is said;
- (4) Listeners may not recognize cues that the speaker is moving from one idea to another; and
- (5) Listeners may not have the necessary background knowledge [12].

As Phan, L., & Nguyen, D. (2023) stated that listening challenges initially; impressive speed cannot be influenced by listeners. Majority of learners believe that the inability to control the pace of the speaker is the biggest obstacle when it comes to listening.

The major problem for listeners is that there are few opportunities to listen again. EFL learners are powerless when it comes to playing back a tape or part of a recording in class. In addition, it is difficult to assess whether students have understood every word they have listened to, it is up to the instructor to decide whether and when to repeat listening tasks. The limited vocabulary is the third problem of learners. While a term is unfamiliar to the listener, they may stop, look up the definition and decide to move on to the next part of the conversation. Fourth, listeners may find it difficult to recognize cues that indicate that the speaker is restating the topic, providing an example or changing the point of view. For

instance, in formal cases or lectures, signaling words such as “first” or “however” are understandable to listeners. In unstructured or unplanned situations pauses, gestures, auditory feedback, changes in pitch or different intonation patterns will be less clear. Listeners are free to ignore these indicators [8].

Media resources like films, TV, radio, social media, online games and most importantly mobile phones. These sources, together with the internet, allow learners to access content whenever and wherever they want, while serving different purposes to enhance their understanding of the target language and improve their outcomes. Even if certain social media applications such as Instagram have limited functionality, language learners can benefit from them due to the abundance of contextualized visual data that Instagram offers. These tools are particularly useful because they contain visual components that enhance visual learning.

Also, language learning techniques evolving and changing with technology. “Mobile Assisted Language Learning” or “MALL” is a trendy approach these days. Using smartphones and/or other mobile devices, this method focuses on second language acquisition.

In addition, MALL is advantageous for language learners in several ways. The typical language learner has a smartphone to start with. Moreover, most people carry their phones with them at all times. They can therefore learn anywhere, anytime. If language learning activities and apps are fun, they will be inspired to continue studying outside the classroom. The excessive use of mobile phones has made the SC the most popular learning approach of recent years, as well as making it viable in everyday life. There are many benefits of learning on the go and using mobile devices. With the help of a good MALL application, learners can read, speak, listen and write in the target language. English is the most preferred and sought-after target language in the shopping mall industry. The newest technology in language learning is called MALL.

As mentioned Burston, J. (2013) MALL covers devices such as tablets, computers, e-book readers, MP3/MP4 players and mobile phones. A surprisingly high amount of work has been published in the last 20 years as the field has expanded in parallel with significant advances in mobile technology [5].

It is proved that MALL utilizes the many features available on mobile devices to facilitate language learning anytime, anywhere. MALL offers additional advantages such as personalized and collaborative learning, synchronous and asynchronous interaction, synchronous and asynchronous learning and engaging materials. In addition, students were able to download various educational resources to their mobile devices thanks to the huge storage capacity of the newly designed smartphones.

Sepyanda, M., Deswarni, D., & Ardi, H. (2023) stated that the mobility of MALL techniques is one of its most obvious benefits. Since most students have their mobile phones with them at all times, they can study anytime and anywhere they want. This brings out another benefit of non-formal education. While formal learning materials are created and taught by teachers, informal learning is unstructured learning. Although this is not always the case, AVM methods often involve informal, teacher-prepared materials [10].

The increasing use of mobile devices in daily life has led to more people adopting MALL as a teaching method in language education. Studies have shown that MALL provides various benefits, including improved language skills, customized learning experiences, access to real materials, and more interaction. Additionally, MALL has been shown to positively affect learners' attitudes and behaviors, encouraging ongoing engagement with mobile technologies for educational use.

The aim of the study

This research study aimed to explore how well MALL helps improve learners' listening skills. Moreover, to analyze the challenges that faced EFL learners while learning foreign languages. The following research questions can be illustrated in order to explore purpose of the study and calculate findings effectively and clearly.

Research questions

RQ1. What are the attitudes of learners towards use of MALL on developing listening skills?

RQ2. Are there significant differences between courses of learners' towards use of MALL on developing listening skills?

RQ3. Are there significant differences between male and female participants MALL on developing listening skills?

Methods and Materials

Research design

The research study was conducted using a descriptive research approach. By examining the «what», «who», «where», «how», and «when» questions, descriptive research – also known as statistical research (Akhtar, 2020) – is widely used to analyze the state of affairs today. In this regard, the current study intends to explore the awareness of various reading strategies among undergraduate students [3]. Strange questionnaire was used to assess the participants' proficiency in reading methods. A quantitative questionnaire was used to achieve the objective. Quantitative research provides a description of specific research through analysis.

Participants of the study

The study included 45 participants from Khoja Akhmet Yassawi International Kazakh-Turkish University. All were enrolled in the Foreign Languages Teaching

Department of the Philology Faculty. The sample had 17 male and 28 female students, chosen through purposive sampling. This method selects participants based on the researcher's judgment. The study specifically focused on non-proficient language learners to examine their attitudes toward MALL. Data were collected using a questionnaire administered during the autumn semester of the 2022–2023 academic year.

Data collection instrument

The original creators of the questionnaire utilized in this investigation were Sepyanda, Deswarni, and Ardi (2023) [10]. The participants were asked to answer truthfully. In addition to 16 other items designed to gather information on participants' experiences using mobile applications for listening practice – a crucial component of MALL – the instrument contained one item about the particular mobile applications used for listening activities.

Multiple approaches were used to collect data from the participants. Initially, as part of the data collection process, participants were given a three-day period to complete the questionnaires. The URL of the Google form in which the questionnaire was designed was sent to the students via a WhatsApp group. The questionnaire was then collected. The reliability of the scale was calculated and identified as $\alpha=.837$, which indicates that the scale used in this study is reliable to be used. The results are given in Table 1.

Table 1 – Reliability of the scale

Cronbach's Alpha	N of Items
837	36

Data collection procedure and analysis

The questionnaire was selected according to age, course and level of knowledge participants. Each query was clear and easy to navigate with alternatives explained in advance. Everything was made understandable even for a beginner in English. Preliminary explanatory work was carried out for the benefit of the students. The answers would remain confidential and would only be used for scientific purposes. Following the data collection phase, the analysis was conducted using the Statistical Package for the Social Sciences (SPSS), version 23. To determine the optimal statistical approach, normality tests were first performed. The results of the Shapiro-Wilk and Kolmogorov-Smirnov tests showed that the data on participants' awareness of reading strategies did not fit a normal distribution. Non-parametric statistical methods were applied for the subsequent inferential analyses.

Results and Discussion

«What are the attitudes of learners towards use of MALL on developing listening skills?» was the first research question. Table 2 presents the findings.

Table 2 – Results of descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Total	45	3,69	4,56	4,1403	18567

A descriptive analysis was carried out in order to answer the first research question. Overall, the results showed that students had a favorable attitude regarding using MALL to enhance their listening abilities. This favorable opinion is further supported by the mean score, which was noticeably high ($M = 4.14$).

Islam and Hasan (2020) mentioned MALL can help students improve their listening skills by increasing their exposure to the target language. Through a variety of resources, including podcasts, movies, and news articles in the target language, learners who use mobile devices are exposed to a large amount of authentic language input. It has been demonstrated that this ongoing involvement improves their pronunciation, broadens their vocabulary, and boosts their general comprehension, all of which lead to more fluid and natural language production [6].

The same positive results were found in the research of Arsari, Sumarni and Darmahusni (2023) and Strong, Dias, Armstrong and Namba (2023). MALL has emerged as a state-of-the-art teaching method. Non-English-speaking learners need to adapt their language learning methods to improve their language proficiency. The term “mobile-assisted language learning” refers to the application of technology primarily in specific contexts that provide different advantages for language learners. MALL has transformed language instruction by integrating devices such as smartphones and tablets into the educational process. These technologies allow learners to engage in language learning whenever and wherever it is most convenient for them by providing them with increased flexibility and promoting multilingual acquisition. In addition, MALL offers more enjoyable learning and easier access for English language learners, which will increase students’ motivation. MALL also enables learners to make the most of their knowledge [4] [11].

As mentioned Pyo and Lee (2022) the pedagogical advantages of the AVM in the teaching and learning of foreign languages have been proven. According to many scholars, the capacity to learn a language anytime, anywhere and the use of small, inconspicuous tools that are convenient to carry with you at all times are the main benefits of MALL. Previous research has found that learners have positive attitudes and impressions of MALL when it comes to L2 listening and that

MALL has a beneficial effect on the development of learners' listening abilities. Furthermore, the ubiquitous qualities of mobile devices allow MALL to provide a multitude of opportunities for learning in both online and offline situations [9].

In addition, each item was analyzed separately. The clear results are given in Table 3.

Table 3 – Results of descriptive analysis

	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
1. MALL brings a better experience on my listening activities.	45	3,00	5,00	3,6889	,73306
2. MALL is more flexible to be used than computer devices.	45	3,00	5,00	4,0444	,70568
3. MALL encourages my learning motivation on listening subjects	45	3,00	5,00	4,1778	,74739
4. MALL increases my learning habits positively	45	3,00	5,00	4,3111	,66818
5. The mobile applications as a part of MALL help me on listening activities.	45	3,00	5,00	4,1778	,80591
6. The mobile applications as a part of MALL support me on doing exercises on listening.	45	3,00	5,00	4,0667	,71985
7. The mobile applications as a part of MALL are very interesting to be used in listening activities.	45	3,00	5,00	3,9111	,76343
8. The mobile applications as a part of MALL improve my listening comprehension.	44	3,00	5,00	4,1591	,64495
9. I use the mobile applications that support my listening activities more often rather than other kinds of mobile applications.	45	3,00	5,00	4,2667	,71985
10. I use the mobile applications more often rather than social media to support my listening activities.	45	3,00	5,00	4,2889	,69486
11. I prefer to use the mobile applications independently than listening to material given by lecturer.	45	3,00	5,00	4,3556	,74332
12. I prefer to use the mobile applications than listening to applications served on computer.	45	3,00	5,00	4,2889	,69486

13. I able to use the mobile applications independently on my listening activities.	45	3,00	5,00	4,2667	,71985
14. I explore actively more mobile applications that can be useful on my listening experiences.	45	3,00	5,00	4,2444	,67942
15. I usually recommend my friends to use the mobile applications that I think can support their listening activities.	45	3,00	5,00	4,1333	,75679
16. I usually compare the mobile applications that I ever used with the newest applications to get better experiences on my listening activities.	45	3,00	5,00	3,8889	,74536

In order to calculate mean score of each item descriptive analysis was used. The highest score obtained by items: 4, 9, 10, 11, 12 and 13. «Q4» M=4,31, «Q9» M=4,26, «Q10» M=4,28, «Q11» M=4,35, «Q12» M=4,28 and «Q13» M=4,26. It means that using mobile applications help learners improve listening skills; in addition, learners felt confidence while using mobile application in learning and listening.

Learners' attitudes toward the use of MALL are generally positive, according to the mean scores for items 3, 5, 8, 14, and 15—that is, Q3 (M = 4.17), Q5 (M = 4.17), Q8 (M = 4.15), Q14 (M = 4.24), and Q15 (M = 4.13). These results imply that students not only have a positive opinion of MALL but also acknowledge its value in improving their listening abilities.

“Are there significant differences between courses of learners’ towards use of MALL on developing listening skills?” was the second research question. Table 4 shows the results that were obtained.

Table 4 – Results of Mann-Whitney U-test

	grade	N	Mean Rank	U	p
Total	1 st course	16	26,28	179,500	,210
	2 nd course	29	21,19		

Since the Mann-Whitney U test is suitable for comparing two independent groups, it was used to answer the second research question. First- and second-year students' perceptions did not differ statistically significantly, according to the analysis (U = 179.500, p = .210). First-year students received an average score of M = 26.28, while second-year students received an average score of M = 21.19. Even though the numbers were different, both groups generally had a positive attitude toward using MALL to improve their listening skills.

“Are there significant differences between male and female participants MALL on developing listening skills?” was the final research question. Table 5 presents the findings.

Table 5 – Results of Mann-Whitney U-test

	gender	N	Mean Rank	U	p
Total	male	17	21,41	211,000	.524

The Mann-Whitney U test was used to examine possible gender-based disparities in opinions about how MALL affects the development of listening skills in order to answer the last research question. The results showed that there was no statistically significant difference between the male and female participants ($U = 211.000$, $p = .524$). With a mean score of 23.96, female students showed a similarly positive attitude, while male students reported a mean score of 21.41.

Conclusion

In conclusion, MALL can be an effective tool for developing learners' listening skills. MALL provides access to authentic materials, enables personalized learning, provides opportunities for continuous practice, enables peer interaction, involves gamification and increases exposure to the target language. MALL has become increasingly popular in recent years as a tool for language learning. MALL offers language learners an easy, accessible and engaging way to learn and practice language skills using mobile devices. One of the areas where MALL can be particularly effective is improving learners' speaking skills. In this article, we will examine how MALL can be used to improve learners' listening skills and some of the benefits of using MALL in language learning.

Through the use of MALL, learners can improve their listening comprehension, confidence and accuracy, which will help them to communicate more effectively and be more successful in their language studies. Learner engagement in learning to listen in English will increase through the use of learning models and MALL. According to the aforementioned study, using MALL helps students improve their listening skills.

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АКАДЕМИЯЛЫҚ ТЫҢДАУ ДАҒДЫЛАРЫН ДАМУДАҒЫ MALL РӨЛІН ЗЕРТТЕУ

Студенттердің болашақ мансаптық мақсаттарын ескере отырып, ағылшын тілін меңгеру стратегиялары мен тактикаларына ерекше назар аудару керек. Шет тілдерін оқыту саласында оқытуды жақсарту мақсатында көптеген тәсілдер мен озық стратегиялар жасалды. Технология мұғалімдердің көзқарасын ғана емес, оқушылардың шет тілдерін қалай меңгергенін де өзгертті. Медиа ресурстарды пайдалану арқылы соңғы кездері технология екінші немесе шет тілін үйренуде өте пайдалы екені белгілі болды. Қатысушыларға неге Mobile Assisted Language Learning (MALL) қолданылатыны түсіндірілді. Нәтижелер MALL ағылшын тіліндегі тыңдау қабілетін жақсартатынын көрсетті. Зерттеу бұл дағдыларды жетілдірудегі MALL-дың тиімділігін сандық әдіс арқылы бағалауды мақсат етті. Студенттер сандық зерттеу дизайны аясында сауалнаманы толтырды, ал бірінші зерттеу сұрағына сипаттамалық статистика арқылы жауап берілді. Курс пен жыныс бойынша айырмашылықтар Манн–Уитни U-тесті арқылы анықталды. Деректерді талдау үшін SPSS бағдарламасының 23-нұсқасы қолданылды. Жалпы, студенттердің MALL-ға деген көзқарасы оң болды, жыныс немесе курс бойынша айтарлықтай айырмашылықтар байқалмады.

Кілтті сөздер: тыңдалым дағдылары, әдістер, оқушы, қабылдау, мобильді, тіл үйрену, талдау.

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ИЗУЧЕНИЕ РОЛИ MALL В РАЗВИТИИ АКАДЕМИЧЕСКИХ НАВЫКОВ АУДИРОВАНИЯ

В свете будущих карьерных целей учащихся особое внимание следует уделять стратегиям и тактикам овладения английским языком. В области преподавания иностранных языков было создано множество подходов и передовых стратегий с целью улучшения преподавания. Технологии изменили не только взгляды преподавателей, но и то, как учащиеся овладевают иностранными языками. Благодаря использованию медиа-ресурсов недавно стало очевидно, что технологии очень полезны при изучении второго или иностранного языка. Затем преподаватели и учащиеся были ознакомлены с программой изучения языка с помощью мобильных устройств (MALL). Результаты показывают, что MALL улучшает понимание английской речи на слух. Используя количественный подход, исследование стремилось оценить эффективность MALL в развитии этих навыков. Студенты заполнили анкету в рамках количественного дизайна исследования, а на первый исследовательский вопрос был дан ответ с помощью описательной статистики. Различия по курсам и полу были определены с помощью критерия Манна–Уитни. Для анализа данных использовалась программа SPSS версии 23. В целом мнение студентов о MALL было положительным, значительных различий по полу или курсу не выявлено.

Ключевые слова: навыки аудирования, методы, обучающийся, восприятие, мобильный, изучение языка, анализ.

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