Positive impacts of MALL (Mobile Assisted Language Learning)

Marcelino Arrosagaray Auzqui
Beatriz Sedano Cuevas
Mercedes Sanz Gil
(eds.)

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Interlingua

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Introduction

In an increasingly connected and constantly evolving world, language learning has undergone a significant transformation, driven by the unstoppable advance of mobile technologies. In this context emerges our monographic volume *"Positive Impacts of Mobile-Assisted Language Learning"*. It explores the paradigm shift driven by mobile technologies, which have transformed not only the way we learn languages, but also the way we conceptualize language education.

The rapid expansion of these mobile devices has resulted in ubiquitous language learning that goes beyond the traditional classroom, providing opportunities for self-directed and informal learning. The COVID-19 pandemic acted as a catalyst, accelerating the transition from face-to-face learning to emergency distance learning environments. As a consequence of this abrupt change, new challenges and opportunities arose, and language programs were forced to quickly adapt to this context.

This volume is presented as a response to the need to reflect and discuss these changes, exploring mobile technology-supported learning environments that could become the cornerstones of language education in the future. From theoretical analysis to experimental research, crucial issues such as the sociocultural impact of Mobile Assisted Language Learning (MALL), teachers' perceptions, and emerging pedagogical implications are addressed.

Opening the dialogue, in the first chapter, Antonio Pareja-Lora, Timothy Read, and Christina Drakidou take a comprehensive look at experimental research in Technology Assisted Language Learning (TELL). They dive into MALL, LMOOCs, and SOLL, identifying elements and interactions that shape effective language learning scenarios. This analysis provides a robust framework, evolving from MOSL4L 1.0 to MOSL4L 2.0, codified in a rubric to facilitate language learning design.

At a time when Artificial Intelligence is constantly evolving, in the second chapter, Alberto Andujar highlights the impact of open Artificial Intelligence on

language learning. The opportunities and challenges of tools such as ChatGPT are examined, exploring how to properly integrate them in the classroom to enhance students' language proficiency.

Diving into the linguistic richness of Latin America, Mauro Marino-Jiménez and Yolanda Julca-Estrada address in the third chapter the loss of native languages due to migration and the influence of majority languages. They propose strategies to strengthen preservation programs such as Intercultural Bilingual Education and to promote multilingualism in public services.

Alejandro Curado, on the other hand, in chapter four explores the implementation of digital tools in the teaching of English as a foreign language in rural school environments. Through a case study in rural schools in Spain, he examines the advantages and disadvantages of integrating ICT into primary education.

The fifth chapter dives into a study focusing on the effectiveness of Duolingo® on the academic performance of Iranian students learning Spanish as a foreign language. Its authors, Mahdieh Fakhar Shahreza, Elena Bárcena and Reza Khany highlight the importance of self-regulation and locus of control, offering suggestions for optimizing the use of this application.

Continuing with educational innovation, in the sixth chapter Neus Frigolé, Ferran Gesa and Maria del Mar Suárez explore the convergence between mobile-assisted language learning and the use of memes to consolidate grammatical knowledge in the university classroom of English as a foreign language. The results highlight the positive reception of this experience, highlighting its fun and innovative character.

Concluding our tour, in the seventh chapter Maria Gracia Moreno and Monica Vilhelm reveal the results of an experimental study on the effectiveness of WhatsApp for Italian language learning. Highlighting the social character and versatility of WhatsApp, they explore written and oral microtasks to develop communicative competence in the Italian language, demonstrating its applicability in non-formal learning environments.

Throughout these pages, the reader will be immersed in the multidimensional world of technological mediation and discover how mobile technology can transform not only the way we learn and teach languages, but also the way we understand and relate to languages in a globalized context.

Together with an in-depth theoretical analysis, this volume presents a practical perspective, with experimental research exploring diverse application scenarios, methodologies, strategies, and crucial aspects such as motivation and learning self-regulation. Ultimately, this book invites a joint reflection on the current challenges and future possibilities of Mobile-Assisted Language Learning.

Marcelino Arrosagaray Auzqui
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Dirigida por:

Ana Belén Martínez López y Pedro San Ginés Aguilar

Mobile technologies enable ubiquitous language learning that complements traditional formal teaching environments. Their availability and functionality have promoted self-directed informal learning that helps optimise the time students are exposed to a foreign language.

The COVID-19 pandemic caused an abrupt shift from traditional in-person teaching environments to distance learning emergency scenarios. All key stakeholders in language programs were caught off guard and had to scramble to find resources and solutions. At the same time, this situation created opportunities for innovation and transformation in language learning and teaching that could remain and be prolonged once critically reviewed. Within this framework, this volume aims to present different learning environments supported by mobile technology, which could become new opportunities to engage in language learning. This mediating role of mobile technology could help move from isolated personal learning to new learning scenarios whose effectiveness is worth analyzing.

This volume aims to reflect on the current challenges in mobile-assisted language learning (MALL), the multidimensional character of technological mediation, the sociocultural impact of MALL, teacher perceptions of the implementation of MALL practices and pedagogical implications derived from them. This reflection is carried out through the theoretical analysis of the research that has been carried out on technology-enhanced language learning (TELL) in general, and MALL in particular, to identify the elements and advantages that contribute to their effectiveness. And it is complemented with practice through several experimental investigations in MALL that delve into the different application scenarios, diverse methodologies and strategies, as well as some crucial aspects in learning such as motivation, student commitment and learning self-regulation considering their environment: migration, minority communities or rural areas.

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