DIGITALIZING THE ENGLISH LANGUAGE LEARNING CLASSROOMS OF FCCU, LAHORE

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ABSTRACT

Although existing literature largely highlights the negative effects of excessive smartphone use on university students' physical health, sleep, and mental well-being, a notable gap is the usage of mobile phones for learning the English Language by university students. This study uses a quantitative approach while collecting data from both students and teachers to specifically focus on how mobiles help to learn English language in English language classes. English is taught through reading, writing, speaking, and listening skills. This research focuses on the reading and writing skills in English language classes and how can assist in learning these two skills. In this regard the research uses students' views, to find out the ability and effectiveness of mobile phones. Two sets of questions will be asked before and after the experiment, from the students on the usage as to how they use mobile phones to enhance the two skills. Utilizing surveys, interviews, and behavioral observations, the research aims to gather data on how to use smartphones to develop and enhance language learning skills among students. Insights from educators will be valuable insights into how smartphone use can influence and help improve the learning environment. This research uses Mobile Assisted Language Learning (MALL) as its theoretical approach which offers a variety of digital ways to use mobile phones in classes to develop the skills of the students and teachers. Various ways are used in classes through the application of MALL, like Social Networks, SMS texting, and videos to develop English learning skills, mainly three apps were used which include ChatGPT, Duolingo, and Memrise. The data collected will be from the university students at Forman Christian College Undergraduate level students of English Language classes.

Keywords: Students' Academic progress, MALL, Digitalizing the English Language learning classes, ChatGPT, MALL in Classrooms, Duolingo, Memrise, Language Learning, Learning Experiment.

INTRODUCTION:

In the early 1900s, English language learning became a part of the educational sector, particularly influenced by the declaration of English as an official language for immigrants in the US. This marked a significant point in the history of English language teaching, as it became more structured and well-known, and with the rise of digital technology, classrooms are undergoing a profound transformation.

The use of technology, specifically Mobile-Assisted Language Learning (MALL), in English Language Learner (ELL) classrooms has become increasingly popular as a means to enhance language acquisition and engagement. By harnessing the power of mobile technologies, educators can unlock new opportunities for personalized learning, interactivity, and engagement, eventually redefining the landscape of language education.

In this experiment-based research paper, Mall resources, including ChatGPT, Duolingo, and Memerise were integrated into an English language learning classroom for a Semester and observed how MALL can enhance language acquisition among students enrolled in English language courses, and what challenges students and teachers perceive when integrating Mobile Assisted Language Learning (MALL) into English language classrooms?

METHODOLOGY:

This experimental research involves implementing a Mobile-Assisted Language Learning (MALL) approach in a language classroom at FCCU, Lahore. The class utilized various MALL tools, including the integration of different applications, mainly ChatGPT, Duolingo, and Memrise, with our traditional methods.

* **ChatGPT:** This application is an AI chatbot that uses machine learning technology to process data and generate responses to user inquiries.
* **Duolingo:** This app uses games to make learning fun, with daily sessions to practice vocabulary and sentence structure.
* **Memrise:** This app helps you build vocabulary by memorizing words.

The free version of the tools mentioned above was downloaded from the Google Play Store and employed during class activities for one whole semester and proper training was given to the instructors regarding the usage of MALL tools.

Two questionnaires were prepared, one for students and one for the faculty members of the same course and section. The questionnaire consists of 10 questions related to the development and challenges relevant to MALL and was circulated among twenty-one ELL (English Language Learning) students. Before the MALL class commences, the research will collect data on the student's language proficiency levels and their views on language learning deficiencies. After the class, interviews will be conducted to gather feedback and insights from the students.

THEORETICAL FRAMEWORK:

Using MALL as a Theoretical framework:

Mobile-assisted language Learning refers to the use of mobile devices, such as smartphones or tablets, along with language learning applications to enhance language learning activities. MALL's purpose is to make language learning more interactive, accessible, and personalized by using the capabilities of mobile technology.

For pedagogical approach: interactive and engaging, encouraging Activities to motivate learners to actively use the language in authentic contexts.

Mobile Device Integration: The framework emphasizes the integration of mobile devices into the language learning process. This includes selecting appropriate apps, tools, and resources that support language learning objectives and cater to the needs and preferences of learners.
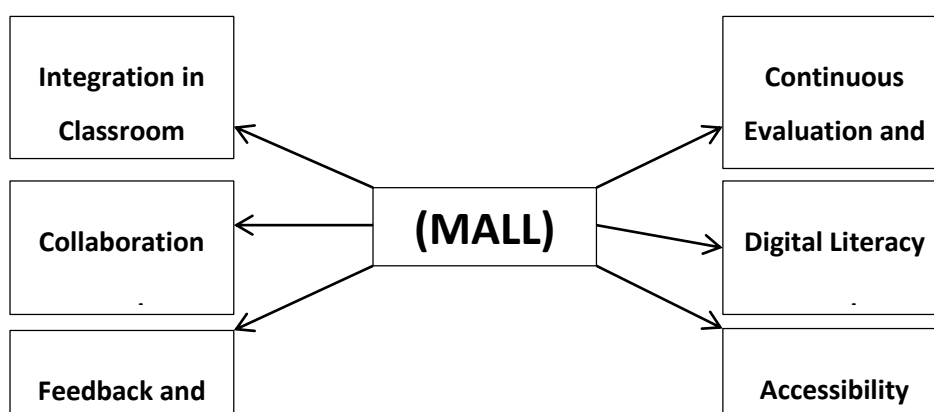
Components:

* **Collaboration and Interaction:** MALL encourages collaboration and interaction among learners, as well as between learners and instructors. Social media platforms, discussion forums, and collaborative learning tools can facilitate peer interaction, feedback, and collaborative language learning activities.

* **Feedback and Assessment:** The framework should include mechanisms for providing feedback on learners' language performance and progress. This may involve the use of automated feedback systems, peer evaluation, self-assessment tools, and periodic assessments administered by instructors.

* **Integration with Classroom Instruction:** MALL classes should be integrated with face-to-face classroom instruction where applicable. Mobile devices can complement traditional classroom activities by providing opportunities for independent practice, reinforcement, and extension of classroom learning.

* **Accessibility and Inclusivity:** MALL frameworks should be designed with accessibility and inclusivity in mind, ensuring that learners with diverse backgrounds, abilities, and learning styles can fully participate in language learning activities.

* **Digital Literacy and Responsible Use:** MALL programs should promote digital literacy skills and responsible use of technology. Learners should be guided on how to critically evaluate online resources, navigate digital environments safely, and respect intellectual property rights.

* **Continuous Evaluation and Improvement:** The framework should allow for ongoing evaluation and improvement based on learner feedback, pedagogical research, and advancements in technology. Flexibility and adaptability are key to ensuring that MALL classes remain effective and relevant over time.

RESEARCH QUESTIONS:

1. How can MALL improve language learning among students of English Language classes?

2. What are the perceived challenges of implementing Mobile-Assisted Language Learning (MALL) in English Language classrooms from the perspectives of both students and teachers?

OBJECTIVES:

The objectives of this research are to:

* explore the perceived benefits of implementing MALL in English Language classrooms from the perspectives of both students and teachers.
* identify the challenges associated with integrating MALL into English Language instruction as perceived by students and teachers.
* assess students' engagement levels and motivation towards language learning when utilizing MALL resources in English Language classes.
* examine teachers' perspectives on the pedagogical implications and instructional strategies involved in implementing MALL in English Language classrooms.

LITERATURE REVIEW:

Different scholars and researchers have written a lot of literature on the effects of excessive smartphone use on university students' physical health, sleep duration, and mental problems such as anxiety, depression, and stress. In this research paper, 16 research papers and literature have been reviewed.

Challenges and Benefits of Using MALL in ELL Classrooms:

The study by Metruk, R. (2020), investigates Slovak EFL learners' use of English language learning apps (ELLA) and their attitudes and perceptions towards them, also focusing on gender differences. The results show that learners' attitudes towards ELLA range from neutral to positive, and that they practice different language systems and skills using these apps. This research contributes to the understanding of mobile language learning by highlighting the shift from traditional desktop computers to smartphones for language learning. The study shows that ELLA is a promising tool for EFL learners and emphasizes the need for more scientific research to explore mobile language learning in more depth. [1]

According to Bllaca, N. (2016), the technology industry is growing rapidly, and people including researchers, teachers, educators, and learners are becoming a part of this huge growth using technology. Additionally, Internet connection rates continue to increase, and the technology that provides easy access to the Internet through mobile devices is becoming invisible. This study attempted to answer some important questions related to the use of

smartphones in language learning in secondary schools. The data collected from the questionnaire was analyzed using SPSS and interpreted through spreadsheets and charts. [2]

This study by Cakmak, F. (2019), explores that mobile learning (m-learning) has been applied to foreign language teaching for over a decade. Emerging technologies and digital environments for learning have given rise to innovative learning experiences, and the use of mobile applications for language learning has grown exponentially. A growing body of research on mobile-assisted language learning (MALL) investigates the learning outcomes of users of MALL applications in foreign language classrooms, emphasizing the concept of MALL. This paper aims to explain the concept of mobile-assisted language learning (MALL) along with learning theories and challenges, present a conceptual framework of MALL design principles and dimensions, and review existing MALL studies. [3]

As mentioned by Miangah, T. M., & Nezarat, A. (2012), computer-assisted language learning (CALL) can facilitate the development of MALL with less effort and cost. However, hardware limitations still affect some language skills such as speaking and listening. M-learning is rapidly evolving from text-based methods to multimedia-supported technologies. Innovations such as podcast lectures and digitized audio comments facilitate easy online interaction between teachers and students, eliminating barriers of time and space. While classroom interaction is reduced, mobile technology supports learning with minimal teacher access, although teacher guidance remains important. Lastly, it removes the constraints of time and space, making language learning more accessible and adaptable to busy schedules. [4]

A review article by Metruk, R. (2022), revealed that teachers face several challenges when implementing modern technologies in the teaching and learning process, which places heavy demands on both pre-service and in-service teachers. It concluded that several issues regarding the use of smartphones for language learning purposes need to be examined, discussed, and addressed by practitioners and researchers. More research in this area is required in this modern age, with constantly evolving advanced technologies, third-party apps, and smartphone features. [5]

This research by Nunuk, S., Dewi, R., & Suharno, S. (2020), highlights the digital culture in Indonesian education, showing that students are willing to use smartphones and digital learning resources. However, this study is limited to senior high school students in Surakarta, Central Java, and its results may not be generalizable. Challenges identified include

insufficient digital content, network technical limitations, lack of e-learning infrastructure, and insufficient smartphone skills. Students perceive the use of smartphones as beneficial and positively influencing. The authors recommend that teachers integrate digital resources and smartphone use into classroom activities, keeping pace with technological advances. [6]

Research conducted by Izzah, L., & Hadi, M. S. (2021), in one school indicates that using a smartphone-based adaptive learning approach, tailored to meet students' learning needs, significantly improves their learning outcomes. This conclusion is supported by the t-test results comparing the pre-test and post-test scores. The results show that the t-observation value (7.8) is significantly higher than the t-table value (1.70562) at 5% significance level. This shows that the smartphone-based learning method effectively enhances students' performance in English subjects. [7]

Role of different mobile applications in ELL Classrooms:

Language learners often use commercial apps for social and incidental learning, along with utility apps for translations and dictionaries, as mentioned by Godwin-Jones, R. (2017). The rise of informal mobile learning will create more flexibility in classroom settings. Consequently, educators and researchers engage more in mobile-assisted language learning (MALL) projects, including app development. Despite the challenges in distinguishing the benefits of specific apps among available mobile services, it would be of interest to examine different approaches to mobile learning. This extensive methodology ensures compatibility across phones, tablets, desktops, and even smartwatches, facilitated by multiple code libraries for automation. [8]

This study by Ta'amneh, M. A. A. A. (2021), explored students' views on using smartphones to learn English language skills, examining both the benefits and challenges. The sample consisted of 151 students enrolled in various English courses during the first semester of the 2019/2020 academic year at Tayyaba University (Badar Branch). The researcher developed a questionnaire based on previous studies on the role of smartphones in education and learning. Participants indicated their level of agreement with each statement. Data analysis was performed using the Statistical Package for Social Sciences (SPSS), by calculating the mean score and standard deviation. The results showed that the students had a cheerful outlook used their smartphones moderately to learn English and did not experience any significant difficulties in the process. [9]

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According to Lekawael, R. F. J. (2017), the Internet is a means to help teachers and students access many materials, enrich teachers' teaching when choosing materials and methods in English learning, and engage students in creating a new English learning experience. Based on the result of data analysis, most students spend time accessing social media applications and other Students access the Internet for dictionaries and games, and only a few students access the Internet for educational purposes. English language teaching should focus on teaching the known language using smartphones and internet English resources, such as media, which are closed to students. In terms of education, there is an urgent need for teachers to implement smartphone-based language learning to engage students to become critical of the content and its content. [10]

Current empirical research by Small, M. (2014), demonstrates aspects of mobile technologies that can promote deep learning and proficiency in language learning. Studying these theories should allow one to not only validate the claim that mobile technologies support language learning but also explore its reasoning aspects. However, the use of mobile technology is already proving to be a successful medium for language learning in many fields. Therefore, it is beneficial to explore several ways to use and apply mobile technology to language learning both inside and outside the classroom. In the meantime, language teachers should conduct empirical research to explore more areas of mobile technology use in conjunction with language learning. [11]

This article by Berk, R. A. (2009), explores the benefits of using video clips in college classrooms, particularly Gardner's ideas for teaching the next generation to take advantage of their multiple intelligences and learning styles. It outlines twenty learning outcomes and twelve techniques supported by research on brain function and multimedia learning. The article emphasizes the importance of creativity in using video clips to enhance classroom effectiveness and discusses the technical requirements for selecting appropriate videos. For teachers with access to clips and guidelines, the important task is to integrate these resources into their teaching. [12]

In the research by Lu, M. (2008), the application of Short Message Service (SMS) in second-language learning is explored. The purpose of this study is to evaluate the effectiveness of SMS vocabulary lessons with limited lexical information on small mobile phone screens. Qualitative data from interviews provides information about the learning process as well as the benefits and limitations of m-learning. The results of the questionnaires show that students

have a positive attitude towards learning vocabulary through mobile phones. On the other hand, technological limitations, unfamiliar presentations, and learning activities may prevent students from reading SMS lessons. [13]

M-learning is becoming a prominent feature of education, according to the research of Kacetl, J., & Klímová, B. (2019), because it is a wonderful opportunity and step forward and should be supported especially because of its language-learning benefits. These include enhancing the learner's cognitive ability, motivating the learner to study in both formal and informal settings, increasing learner autonomy and confidence, as well as the fact that it promotes personalized learning. And helps low-achieving students reach their educational goals. Although it appears effective overall, M-learning must be carefully designed, planned, and implemented to meet students' needs and provide multiple language skills in an authentic learning environment. [14]

This paper by Wang, B. T. (2017), proposed an English vocabulary app for college students at a private university in central Taiwan, with a bilingual interface and sample sentences. The research found that the app increased educational app usage, motivated students to learn vocabulary, and made them more comfortable using smartphones. It encouraged self-directed learning, allowed learning without spatial constraints, increased confidence in language learning, and supported vocabulary acquisition and content delivery consistent with CTML theory. [15]

This study by Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019), investigates the effectiveness of a popular language-learning app. The results suggest that although apps like Duolingo can improve L2 knowledge, their claims may be overstated. Pedagogical issues, such as reliance on grammar-translation and audio-linguistic exercises, can be addressed through ISLA theory. Adding more meaningful or work-based activities will help. The DGBL aspect of Duolingo is encouraging and can be used in other contexts. Further research on the effectiveness of these apps and experiments with L2 learners will help improve the quality of the product. [16]

Niche:

This study explores the possibilities of MALL in the teaching and learning environments at the university. For this the usage of MALL is fully examined by the teachers

and students provided data. So far this level of research has not been covered for university-level students from an English as a second language point of view.

DATA ANALYSIS

Questionnaires were distributed to students and instructors in ELL classrooms before and after the experiment. Various questions were asked, data was collected, and results were analyzed and presented using pie charts, tables, and graphs, in two sets, before and after the experiment.

Pre-Experiment Questionnaire:

According to the results (shown in Figure 1.1), around 43% of students don't even know about the concept of Mobile Assisted Language Learning (MALL), while 28.6% of learners know about the concept, and the remaining 28.6% of students are somehow familiar with the idea of MALL.

Are you familiar with the concept of MALL (Mobile assisted Language Learning)
21 responses

- Yes
- No
- Somehow

42.9%   28.6%   28.6%
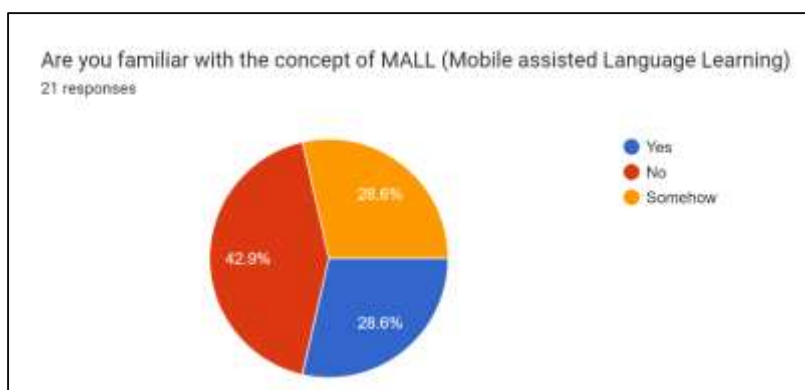
(Figure 1.1)

Eighteen out of twenty-one students didn't use any app for language learning, which makes up 85.7% of the total respondents, on the other hand, the remaining 14.3% (3 students) use ChatGPT as help for language learning and no one has ever used Duolingo or Memrise for language learning purpose *(shown in Figure 1.2)*

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Q. Do you use any of the below mentioned Mobile applications for English Language learning: (Duolingo, Memerise, ChatGPT)

Usage of Language Learning Apps	Number of Students who responded	Percentage
Did not use any app	18	85.7%
Used ChatGPT	3	14.3%
Duolingo, Memrise	0	0%
Total	21	100%

(Figure 1.2)

Although about 52.4% of students use their mobiles or AI applications like ChatGPT for writing answers to their assignments frequently, around 23.8% of students use their mobiles occasionally, and the other 19% of the students rarely use their phones or AI applications for writing answers to their assignments. Surprisingly, the remaining 4.8% of students never use their smartphones for such purposes *(Shown in Figure 1.3)*
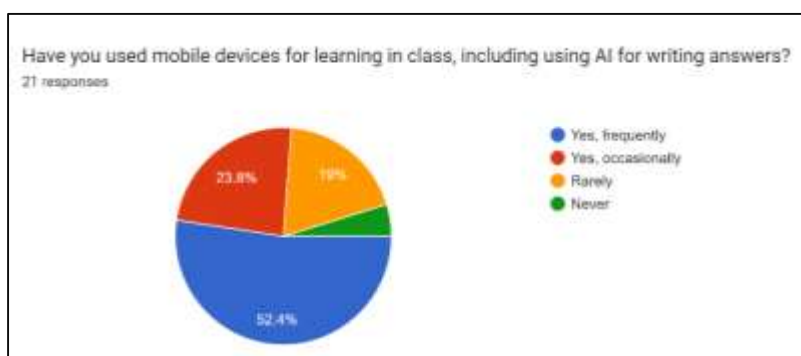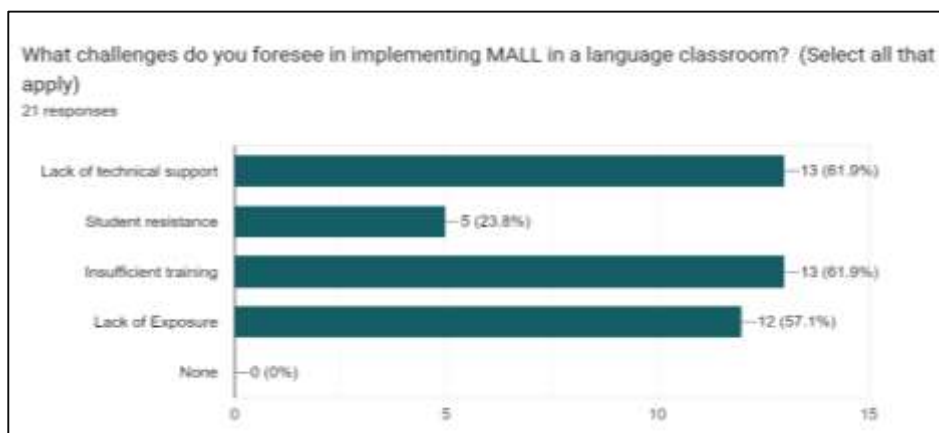

(Figure 1.3)

When we told students about the basic concept of MALL, most of the students answered that MALL can be moderately effective, which makes up 47.6% of the total students. The other 38.1% think that Mall can be highly effective as compared to the traditional methods, *(as shown in figure 1.4)*. Only 4.8% of students think that it can be slightly more effective than the traditional methods and the remaining 9.5% of students said that it can't be more effective than our traditional methods.

Effectiveness of MALL Compared to Traditional Methods	Number of Students	Percentage
Highly effective	8	38.1%
Moderately effective	10	47.6%
Slightly effective	1	4.8%
Not effective	2	9.5%
Total	21	100%

(Figure 1.4)

The bar graph *(shown in Figure 1.5)* shows the challenges assumed by the students in implementing Mobile Assisted Language Learning (MALL) in the language learning classroom based on responses from 21 participants:

(Figure 1.5)

Lack of Technical Support: A significant majority of participants (61.9%) see a lack of technical support as a major challenge in MALL implementation.

Student Resistance: A small group (23.8%) identified student resistance as a challenge, indicating that less than a quarter of respondents identified student resistance as a significant problem.

Insufficient Training: Like the lack of technical support, 61.9% of participants believe that inadequate training is a major challenge. This suggests the need for better training programs for both students and instructors for effective implementation of MALL.

Lack of Exposure: More than half of the students (57.1%) consider lack of exposure as a challenge, indicating that students and teachers are not sufficiently familiar with MALL technologies and methodologies.

None: Any participant selected 'none', indicating that all respondents see at least one or two challenges in implementing MALL.

The students' beliefs about the impact of AI-based tools in MALL on their overall language learning progress and proficiency, with a total of 21 responses. Most respondents (52.4%) believe that AI-based tools will improve their language and proficiency to some extent. The other 33.3% said that these tools will significantly enhance their progress and proficiency.
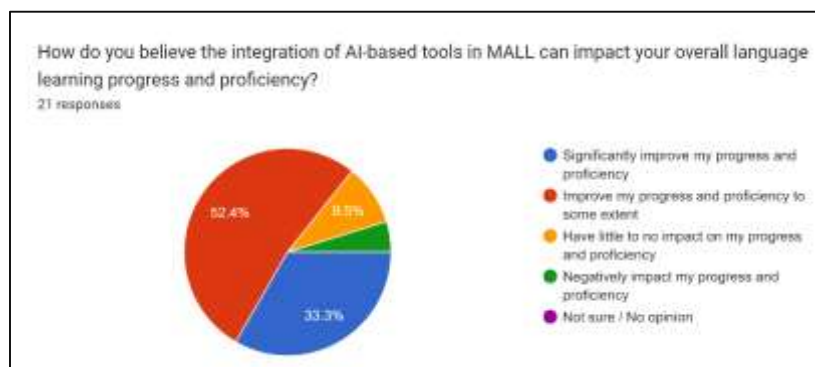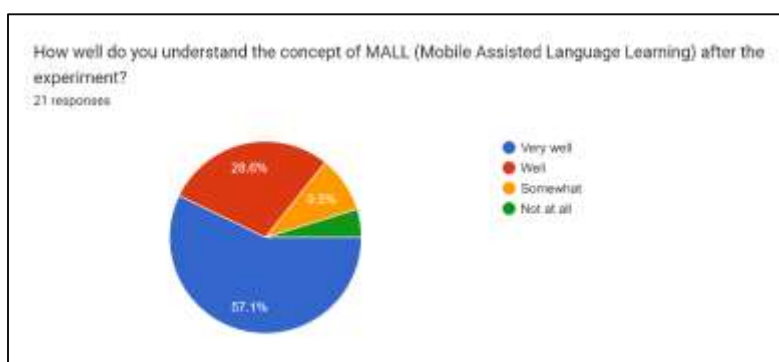
(Figure 1.6)

A smaller portion, which makes up 9.5% of students, thinks that AI-based tools will have little to no impact, while the remaining 4.8% believe these tools will negatively affect their progress and proficiency. No respondent was unsure or had no opinion on this matter *(shown in Figure 1.6)*.

Post-Experiment Questionnaire:

After experimenting for the whole semester, the same questions were asked to the students again, and this time their responses were different and were more positive toward implementing MALL in language learning classes.

Out of 21 respondents, the majority (57.1%) agreed that they have a better understanding of the concept of MALL (Mobile Assisted Language Learning). About 28.6% of students responded with "Well," 9.5% answered with "Somewhat," and a small percentage of about 4.8% did not understand it at all. This shows the participants' self-assessed comprehension after an experiment involving MALL *(as shown in Figure 2.1)*.
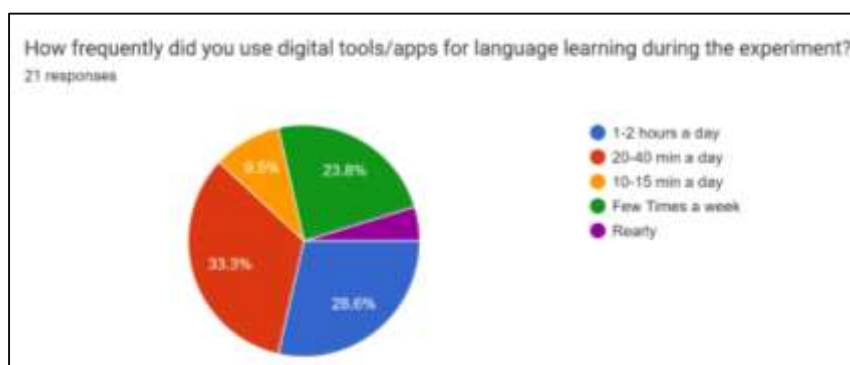

(Figure 2.1)

A question was asked about which mobile application was easy to use or effective for english language learning during the experiment. The most popular and repeated options were Duolingo (52.4%) and ChatGPT (61.9%), which were chosen by over half of the students.

Some students choose Memrise, which makes up 33.3% of respondents. Some respondents (19%) indicated that they found all listed applications (ChatGPT, Memrise, and Duolingo) easy to use or effective for learning the English language, and surprisingly none of the students said that none of the applications were easy to use or effective *(as shown in figure 2.2)*.
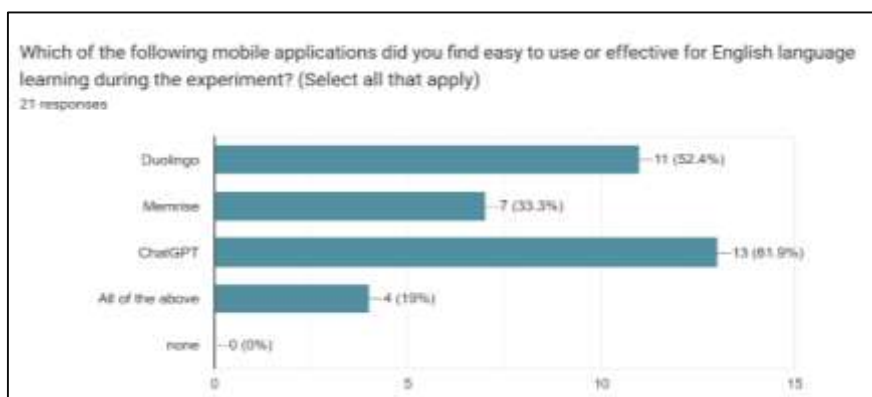
(Figure 2.2)

About 33.3% of students use digital tools/apps twenty to forty minutes a day for language learning purposes, during the experiment, which is a suitable time for students to use mobile. The other group of 6 students, which makes up 28.6% of total students use their smartphones for about 1 to 2 hours a day and it is more than enough for a student to spare time on his/her mobile. Around 9.5% (2 students) use digital tools on their phones only for 10 to 15 minutes a day. The other 5 out of 6 students use those tools only a few times a week, and the remaining student rarely uses the mentioned tools on her smartphone *(shown in Figure 2.3)*.

(Figure 2.3)

After the experiment, thirteen out of 21 students said that MALL is more effective than the traditional method of language learning, which makes up 61.9% of total students. The

remaining 6 out of 8 students said that both MALL and the traditional methods for language

learning are equally effective, while the remaining 2 students said that traditional methods of

language learning are more effective than MALL, which makes up 9.5% of students *(shown in*

figure 2.4).

Perception of Effectiveness After Experiment	Number of Students	Percentage
MALL is more effective than traditional methods	13	61.9%
Both MALL and traditional methods are equally effective	6	28.6%
Traditional methods are more effective than MALL	2	9.5%
Total	21	100%

(Figure 2.4)

The result *(shown in Figure 2.5)* shows the challenges students faced during the

experiment which uses mobile apps to help students learn the english language.

Lack of Technical Support: A significant majority of participants (52.4%) see a lack of technical support as a major challenge in MALL implementation.

Lack of Engagement: A small group (33.3%) identified students' lack of engagement as a challenge.

Insufficient Training: Like the lack of technical support, 28.6% of participants believe that inadequate training is a major challenge. This suggests the need for better training programs for both students and instructors for effective implementation of MALL.

Difficulty in Using Apps: About 57.1% of students consider difficulty in using apps as a challenge, indicating that students and teachers are not sufficiently familiar with MALL technologies.

None: About 14.3% of participants selected 'none', indicating that only a few students see no

challenges in implementing MALL.
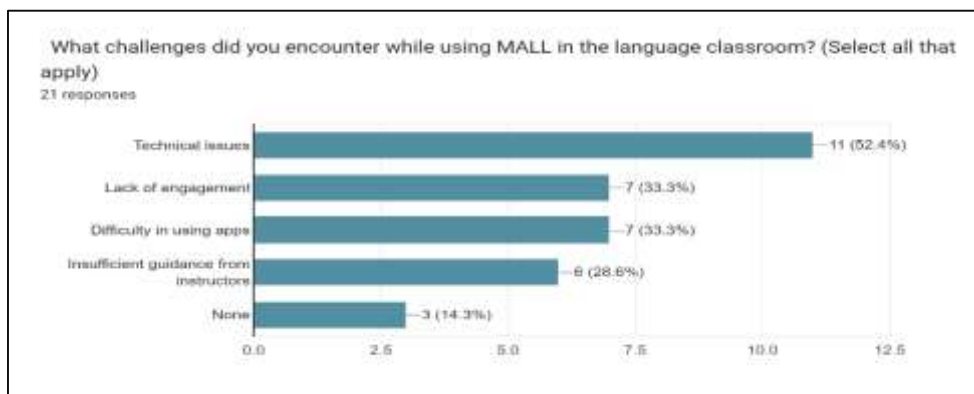
(Figure 2.5)

About 57.1% of students agree that MALL significantly enhanced their english language learning experience as compared to traditional methods.

(Figure 2.6)

The other 38.1% of students claimed that MALL Enhanced their language learning experience to some extent, while the remaining 4.8% of students think that MALL made no significant difference to their experience *(Shown in figure 2.6).*

DISCUSSION:

In this experiment-based research, MALL was implemented in a class of 21 students at FCCU, Lahore, who were learning the english language using the old, traditional methods. Two questionnaires were designed and circulated among the students. The results were analyzed using pie charts, graphs, and tables. The result shows how the implementation of MALL (Mobile Assisted Language Learning) benefited the students' overall English language skills and proficiency level and also discusses the different challenges that a student may face while using MALL-oriented tools. In this research, three main tools which include Duolingo,

Memrise, and ChatGPT, were used to engage students to learn english more easily and effectively.

Pre-Experiment:

Before the exposure to new MALL methodologies, students were learning the english language through the old, traditional methods, which involve direct instruction from textbooks, memorizing vocabulary and extensive grammar rules, and different writing exercises. Although these approaches have their merits, these methods often fail to meet the diverse and changing needs of students. The teachers shared the various challenges faced by the students. Many students struggle with basic language skills, such as reading, speaking, and writing. These basic skills are important for effective communication and academic success. Students also face difficulties while dealing with long technical texts. Such texts are often dense with complex information and specific vocabulary, which is overwhelming for students who are still learning the language.

The advancement of technology in education has opened new ways to enhance language learning abilities for students. Language learning apps, such as Duolingo and Memrise, and different AI apps like ChatGPT, offer interactive and engaging ways for students to practice their reading, writing, and speaking skills. Students face some challenges in the implementation of MALL *(shown in Figures 1.5 & 2.5)*. The lack of technical support means that students often face software or hardware-related problems that they cannot solve on their own. Lack of engagement was another issue among the students, as some students found digital learning methods less interactive and motivating than traditional classroom environments. Insufficient training was one of the significant problems faced by the students, with both students and teachers not fully equipped to use MALL tools effectively. Finally, students also faced difficulty in using the apps. Some of them were complex and not user-friendly, which hindered their learning progress, like ChatGPT, because a person had to write a specific prompt to get an exact output from the app, and for that, a person had to be clearer about what kind of prompt he/she is going to give the AI bot for the response he/she wanted from the app.

Post-Experiment:

During the experiment, both teachers and students employed several software tools which mainly include ChatGPT, Duolingo, and Memrise to assist with extracting information

from texts and to learn the language in a more interactive, engaging, and effective way. The integration of these digital tools with traditional methods into the learning processes of students extensively streamlined their workflows, making tasks such as completing assignments less time-consuming and more manageable. These applications provide important feedback and allow students to learn according to their time and speed, in this manner, making their language learning more accessible and flexible to a wide range of students. For example, when someone logs in for 1st time in Duolingo, it asks the person to select a time and days of his/her own choice and can also set a reminder, making it more flexible for the student to learn different languages other than English.

The use of the mentioned, MALL-oriented digital tools facilitates a better understanding of complex concepts like sentence structure, grammatical rules of the English language, etc. For example, ChatGPT helps students break down extensive texts and provide explanations for difficult vocabulary or grammatical structures. Students were able to understand the material in a more meaningful way, asking questions and receiving responses within no time. The Duolingo app's gamified interface, rewards, and bite-sized lessons make language learning fun and engaging, it rewards users with points and badges for completing lessons, which can encourage and help learners stay motivated and engaged. Memrise, on the other hand, keeps track of words you have trouble remembering and encourages you to review them more often than words you can remember easily with this app, and you get to see and hear locals speaking the target language, which feels much more immersive. The immediate feedback provided by these apps helped students identify their strengths and areas where they need improvement, allowing them to focus their efforts more effectively.

This MALL approach not only facilitated comprehension of complex concepts but also encouraged active participation and engagement. By leveraging technology in this way, both teachers and students navigate language learning challenges more efficiently, fostering a collaborative and dynamic learning environment.

CONCLUSION:

In Conclusion, the implementation of Mobile Assisted Language Learning (MALL) in a class of 21 students at FCCU, Lahore showed significant benefits in enhancing English language skills and proficiency level. Digital tools like Duolingo, ChatGPT, and Memrise can provide a more interactive and engaging learning experience for the students, improving their

reading, writing, and speaking skills. Both pre-and post-experiment analyses highlighted the positive effects of these digital tools despite challenges such as lack of technical support, insufficient training, and app-related issues. The incorporation of MALL tools with the traditional streamlined student workflows in making assignments more manageable and less time-consuming. The immediate feedback and personalized learning pace offered by these apps made language learning more accessible and flexible for the students.

Limitations:

While the implementation of the MALL shows promise, the study's small sample size, reliance on self-reported data, and unspecified duration are notable limitations that may affect the validity and generalizability of the findings.

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