



Students' Perspectives of Mobile-Assisted Blended Learning (MABL) in L2 Listening Classes at the University Level*

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ABSTRACT

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Mobile-assisted language learning (MALL) and blended learning have been gaining popularity in alleviating insufficient exposure in the L2 context. Some limitations of MALL and blended learning can be efficiently complemented by combining the two constructs. However, the role of mobile-assisted blended learning (MABL) in L2 listening classes is still inconclusive. This study aimed to examine students' perspectives of MABL and suggest a MABL instructional model in L2 listening before investigating its effectiveness. The participants in this study were 87 beginning-level students attending a university in Korea. They experienced L2 listening through MABL for 14 weeks and completed questionnaires in the last week of the instruction, and the qualitative data were from reflective journals and interviews. The study findings are as follows: First, the participants found MABL for L2 listening useful, interesting, satisfying, motivating, and not particularly difficult. Second, the students showed their preferences for MABL interaction and activity types and perceptions of the efficiency of applying MABL in L2 listening classes. Lastly, exploring the effects of L2 listening through a specific model for MABL instructional procedure in this study is suggested for future research.

KEYWORDS

mobile-assisted blended learning, L2 listening, perspectives, efficiency, instructional model

1. Introduction

L2 listening skills have received the least attention compared to the other language skills over the last few decades in L2 literature (Field 2008, Joaquin 2018, Newton and Nation 2021, Vandergrift and Goh 2012). Rost (2016), nonetheless, maintained the importance of listening in language classes as it can help learners prepare for authentic language input essential to real-life communication. Besides, considering the recent trends in language learning based on communicative purposes, relatively little attention to listening skills is questionable. What Joaquin (2018) explained is somewhat plausible in that the general movement toward interactive and communicative classrooms for developing communicative competence has led language researchers and teachers to concentrate on the other side of the coin in communication, namely speaking skills. It shows the natural tendency of human beings concerning speaking as a major index when explaining language proficiency (Brown 2015). The lopsided concern might also stem from the unique features of listening as an intricate mental process, difficult to observe, describe, evaluate, and fully understand how to teach (Field 2008, Joaquin 2018, Vandergrift and Goh 2012). Even though there have been enormous efforts to comprehend what is happening in invisible mental processes and how to teach listening better in language classes, teaching L2 listening has given the least instructional support (Vandergrift and Goh 2012). At this point, therefore, an instructional model for teaching and learning L2 listening by combining mobile-assisted language learning (MALL) and blended learning, allowing plenty of exposure to the target language, is essential (Lee 2021, Lee and Cho 2019) as none would disagree with the idea that authentic and abundant exposure to the target language is essential in L2 listening instruction.

The pedagogical benefits of MALL have been substantiated in foreign language teaching and learning (FLT&L). Some researchers identified that the critical value of MALL is the availability of language learning anytime and anywhere (Kukulska-Hulme and Shield 2008) with the small portable devices unobtrusive enough to carry in every moment. Previous studies reported students' positive perceptions and attitudes toward MALL in L2 listening, as well as the positive influence of MALL on students' listening skills development (Azar and Nasiri 2014, Jia and Hew 2022, Kim 2013, Read and Kukulska-Hulme 2015). Mobile devices' ubiquitous features, moreover, enable MALL to furnish conspicuous potential for ample learning experiences in both offline and online environments (Kim 2014, Lee 2021).

Blended learning also has become popular in language learning with the drastic development of digital technology. The advantages of using blended learning in L2 listening instruction have been delineated in the L2 literature, including students' positive perceptions, effects on developing L2 listening skills, and teacher development, to name a few (Kang and Lee 2020, Lee and Lee 2012, Park and Cha 2013, Yang and Kuo 2021). These studies concurred that blended learning is conducive to providing a large amount of language exposure to the target language. However, blended learning has been partly limited to learning anytime and anywhere since online sessions were primarily based on computer-mediated instruction (Graham 2006) and supplemented by personal learning devices (PLDs) – some of them are not fully portable. The benefits of blended learning in L2 listening can be promoted by absorbing the ubiquitous strength of MALL, achieving facilitated mobility in its instruction.

MALL and blended learning can be efficiently combined to make a better learning environment, as they are compatible and can support each other. Baek and Lee (2018) introduced the term *mobile-assisted blended learning* (MABL), whereby positive attributes of MALL and blended learning are combined, thereby adding the portable and ubiquitous features of MALL to blended learning. Some weaknesses in MALL to observing what happens in students' MALL use out-of-class (Duman et al. 2015, Nielson 2011) and limited instructional support (Rosell-Aguilar 2017) can be complemented by reaping benefits from blended learning. Although some previous

studies on MABL, as the initial stage of research, have explored language skills development and students' perspectives of MABL in language learning (Baek and Lee 2018, 2021, Lee and Cho 2019), the role of MABL in L2 listening classes remains inconclusive. This study prioritizes examining students' perspectives of MABL for L2 listening to suggest an instructional model and procedure in advance of investigating its effectiveness. The research questions for this study are as follows: 1) What are the students' perspectives of MABL for L2 listening? 2) What MABL interaction and activity types do the students prefer? and 3) To what extent do the students perceive the efficiency of applying MABL in L2 listening classes?

2. Literature Review

2.1 MALL and L2 Listening

The exponential development of mobile technology has enabled mobile devices to become much lighter and more portable, furnishing a ubiquitous feature. Nowadays, mobile devices provide another venue for learning, either formally or informally, if or not the users are aware of it (Kukulka-Hulme 2018, Pegrum 2014). The overwhelming presence of mobile devices in our lives could launch the possibility of language learning with mobile-assisted modalities (Kukulka-Hulme 2009). MALL refers to using smartphones and other mobile devices in language learning where the situated mobility and their ubiquitous trait offer specific benefits (Kukulka-Hulme 2018). MALL helps language learning occur anytime and anywhere with the diverse functions contained in mobile devices. Other advantages of using MALL include autonomous learning, individualized learning, collaborative and interactive learning, synchronous and asynchronous interaction, and motivating content (Kim and Kwon 2012, Lee 2021). Moreover, the large storage capacity of the recently developed mobile devices enabled learners to download various learning materials on their devices.

Recent smartphones and tablets are excelling in connectivity, multimedia support, growing ubiquity, and communication capacity. These mobile devices have improved usability and functionality by furnishing capacitive touchscreens, faster processors, ample data storage and memory, and user-friendly interfaces (Godwin-Jones 2017). Besides, open-access Wireless Fidelity (Wi-Fi) has enabled people to utilize the cost-free Internet. Not only is the physical and technological development, but also sophisticated listening materials accessible with mobile devices are remarkable (Lee 2021). Listening applications have also been developed, and their authenticity highly takes after real-world languages. Some studies have revealed the advantages of MALL in improving English listening skills (Azar and Naziri 2014, Demouy and Kukulka-Hulme 2010, Kim 2013, Read and Kukulka-Hulme 2015).

For example, Kim (2013) investigated the effects of MALL on developing Korean university students' English listening skills. The study explored whether the students improved their listening skills using two mobile listening apps. The participants were required to listen to the apps after the class, and they had to send a message to the instructor to report if they had completed listening activities. The findings indicated that the mobile app listening group students outperformed the control group students. Moreover, the students who experienced MALL showed positive perceptions. Likewise, O (2015) reported the results illustrating the higher achievement in the MALL group and positive perceptions of L2 listening through mobile devices. Azar and Nasiri (2014) explored learners' attitudes toward MALL and its effectiveness in L2 listening comprehension. They compared cell phone-based audiobooks with traditional listening materials to delve into their impact on the development of L2 listening comprehension. The results showed that the students who took MALL instruction performed significantly better than those with traditional listening instruction. The students in the MALL group reported their positive attitudes

toward improving L2 listening skills with MALL. They also believed mobile devices are intriguing and innovative for learning a new language. According to Nah (2011), MALL enables language learners to engage in authentic language input and make a connection outside the classroom through diverse materials. It seems highly beneficial to use mobile devices and apps in L2 listening instruction.

However, most studies in MALL have focused exclusively on vocabulary development (Godwin-Jones 2017), having a relatively short research period (often four to five weeks) (Burston 2014a). Burston (2014b) also postulated that most activities in MALL were drill-type practices rather than communicative activities. Some meta-analysis and empirical studies in MALL similarly indicated that most of the studies largely neglected the benefits of mobile devices regarding the communicative and collaborative features (Duman et al. 2015, Sung et al. 2015). In general, previous studies on MALL are deficient in its theoretical framework (Bozdoğan 2015), curricular integration (Burston 2015), and limited instructional support (Rosell-Aguilar 2017). These limitations in the MALL studies first appealed to the purposes of the study: the combination of MALL and blended learning.

2.2 Blended Learning and L2 Listening

Blended learning offers specific advantages in language learning (Lee 2021, Yoon and Lee 2010). According to Graham (2006), blended learning integrates face-to-face learning with computer-mediated instruction. Graham (2006) also categorized blended learning into three distinctions: enabling, enhancing, and transforming blended learning, and the three types of blended learning have been widely accepted in the research in FLT&L. Enabling blended learning offers additional flexibility of learning for those students who cannot attend face-to-face learning based on increased access and convenience of online learning materials. Enhancing blended learning allows extended learning opportunities from offline to online sessions sharing the same activity types. Transforming blended learning comes up with a radical transformation of the pedagogy, thereby blurring the barriers between offline and online learning. The MABL instructional procedure in this study was developed based on transforming blended learning, allocating different activities in each offline and online session.

Concerning the English language teaching (ELT) context, Yoon and Lee (2010) suggested the specified definition of blended learning containing the construct of the learning process and instruction goals for the optimal language learning experience (Lee 2021). Their definition of blended learning indicates combining the positive features of offline and online learning, involving instructional modalities, delivery methods, learning tools, etc., concerning the approaches and methods in ELT to strengthen the learning processes resulting in the increased quality of instruction and the optimal learner achievement. Based on Yoon and Lee (2010), previous L2 studies developed the instructional procedures for language skills and investigated their effectiveness, and listening skills were no exception (Kang and Lee 2020, Lee and Lee 2012).

Lee and Lee (2012) examined Korean university students' perspectives on L2 listening via blended learning and investigated the effects of L2 listening instruction. 20 students participated in the research for 16 weeks attending a language course dealing with English listening. The qualitative findings indicated that the participants generally had positive perceptions of blended learning concerning online group collaboration, systematic continuity, and autonomous learning experience. Kang and Lee (2020) explored the effects of blended learning on the development of EFL students' grammar knowledge and listening comprehension. The participants of the study were 118 university students assigned to three groups: the control group (CG), a focus on form instruction group (FG), and a focus on form instruction in a blended learning group (FBG). The FBG showed the most significant improvement in the L2 listening skills of the three groups. The group differences were only observed between the CG and FBG. The students in the FBG reported that they could be self-directed and autonomous in the online

sessions. The multimodal input involved in the blended learning also influenced their L2 listening skills improvement.

However, as the online sessions in blended learning are fundamentally based on computer-mediated settings (Graham 2006), it seems complicated to avoid the aroused issues in CALL: difficulty in learning anytime and anywhere due to limited portability and accessibility. Some previous studies using computer-mediated instruction have also reported partial constraints from time and space (Baek and Lee 2018, Kukulska-Humle and Shield 2008, Shield and Weininger 1999). This study attempted to add blended learning to the ubiquitous advantages of MALL.

2.3 MABL and L2 Listening

The pedagogical advantages of blended learning and MALL have been reported in the previous L2 literature (Burston 2015, Kang and Lee 2020, Kim and Kwon 2012, Kim 2014, Lee and Lee 2012). MALL and blended learning provide learners with increased social interactions and authentic input (Kukulska-Humle and Shield 2008, Lee 2021). Moreover, some limitations proposed in each of MALL and blended learning can be complemented by compensating for each other. Integrating the two different constructs in ELT is available as they are entirely compatible (Baek and Lee 2021). Baek and Lee (2018) suggested MABL's brief concept, instructional model, and procedures. Based on Baek and Lee (2018), Baek (2021) introduced the specific definition of MABL as follows:

Meaningful learning experience through increasing teacher-learner and learner-learner interaction and maximizing language exposure and practices anytime, anywhere with mobile devices and apps by using the ubiquitous advantages of mobile learning to blended learning that combines the advantages of online and offline classes. (p. 12)

The attempt to combine blended learning and MALL is not new in ELT. Kim (2014), for instance, explored the use of mobile phones in blended learning to develop EFL students' reading comprehension. This study employed the KakaoTalk app for learner interaction in reading activities. Jin (2014) examined the effects of smartphone-based blended learning on Korean students' grammar knowledge development and utilized the Naver Band app for group discussion and observing the students' out-of-class learning. However, these studies did not postulate specific instructional procedures and showed confined use of mobile devices and apps in offline and online sessions. Given the proposed limitations, conducting MABL without a proper understanding of its concepts, systematic instructional framework, and various language-related activities would fail to provide learners with a large amount of language exposure and meaningful learning experiences.

Baek and Lee (2018), on the other hand, introduced a systematic instructional model and diverse speaking activities applicable to offline and online sessions with mobile devices. Lee and Cho (2019) also examined MABL in language learning based on Baek and Lee (2018). The study revealed various interaction types and individual and collaborative learning activities in MABL in ELT. Baek and Lee (2021) proposed a systematic instructional model in MABL for L2 speaking. What this model illustrated was specific procedures with various speaking activity types. These studies called for the necessity of proper instructional models and activities for MABL in other language skills since those would provide learners with a large quantity of exposure to the target language anywhere and anytime.

Although some studies have combined MALL and blended learning, the attempt is still at the initial stage. These initiative attempts seem lacking in proposing specific instructional models and procedures except for a few studies (e.g., Baek and Lee 2021, Lee and Cho 2019). Moreover, previous studies on MABL have not distinguished the

terminology with MALL concerning the interaction with the mediation of mobile devices. This study employed the term mobile-mediated communication (MMC), considering the positive role of computer-mediated communication (CMC) in L2 listening through blended learning (e.g., Kang and Lee 2020, Lee and Lee 2012, Yang et al. 2013). MMC can also be categorized as either asynchronous MMC (AMMC) or synchronous MMC (SMMC), applying the CMC distinction.

3. Methodology

3.1 Participants

The participants in this study were 87 Korean students attending an H university in South Korea and were gathered through convenient sampling. The students from differing majors enrolled in a two-credit course entitled “English for Global Citizen III” for second-year students. The university mandated the students to take the course as a graduation requirement. The course had a 15 weeks curriculum and was scheduled once a week, dealing with listening skills. The course instructor was a native speaker of English who holds a Ph.D. degree in teaching English to speakers of other languages (TESOL) with nine years of teaching experience.

Of the 87 participants, 32 were male (36.8%), and 55 were female students (63.2%). All the students were in their second year in university, and their average age was 20.4, ranging from 19 to 23. Considering the results of their school placement test and listening pre-test, the students were generally at the beginning level. The participants also responded that they were familiar with using various mobile devices (e.g., smartphones and tablet PC) and apps. Besides, all the participants had their smartphone devices. Among the 87 respondents, 10 were volunteers for the interview. The details of the interviewees are provided in Table 1, and each name was presented with pseudonyms, using abbreviated forms for the interview data analysis and presentation.

Table 1. The Information of Interviewees

No.	Interviewee	Major	Age	Previous Experiences of MABL
1	Jin-Soo (JS)	Cartoon and animation	22	No
2	Eun-Joo (EJ)	Early childhood education	19	No
3	Jae-min (JM)	Business administration	22	No
4	Sol-bin (SB)	Film industry	19	Yes (in an English speaking class)
5	Sang-min (SM)	Early childhood education	21	No
6	Min-jae (MJ)	Industrial design	19	No
7	Da-bin (DB)	Special education	19	Yes (in an English speaking class)
8	Yoon-bae (YB)	Journalism and communication	21	No
9	Sun-eun (SE)	Information security	21	No
10	Hae-yeon (HY)	Special education	22	No

3.2 Data Collection Instruments

3.2.1 The questionnaire for students' perspectives of MABL

The questionnaire for students' perspectives of L2 listening through MABL was based on Lee and Cho (2019) and partly revised by considering the purposes of the study. Lee (2009) suggested a questionnaire exploring the learners' perspectives on online multimedia use in English education courses. Lee and Cho (2019) revised the

questionnaire from Lee (2009) and suggested one for students' perspectives of MABL in L2 classes. It is, therefore, unquestionable to adopt Lee and Cho's (2019) questionnaire to scrutinize Korean university students' perspectives of L2 listening through MABL.

The questionnaires required the students to answer their beliefs and experiences, drawing on three categories: The first category questioned their preferences for MABL interaction and activity types with the ranking items (item numbers 1-2). The second category inquired about learner perceptions of MABL listening activities using the semantic differential scale, four-point Likert-scale types (0-3), and an open-ended item (item numbers 3-5). Lastly, any pros and cons of MABL interaction and the efficiency of applying MABL in listening classes were examined by employing open-ended and multiple-choice items (item numbers 6-7). The questionnaire was conducted in the 14th week of the instruction.

3.2.2 Reflective journals and interviews

All the participants wrote down reflective journals by answering the questions presented in the journals. The reflective journals were analyzed to supplement the results from the questionnaire qualitatively. The students were allowed to write their reflections in Korean to reduce the likelihood of burdening them and the needless workload. They were also mandated to complete the journals before leaving the classroom in the fourth and eighth weeks. Accordingly, the entire lecture time and schedules were adjusted for the student to write the journals. The questions in the journals asked the students about their strengths and weaknesses in English listening, what efforts they made in resolving difficulties in listening, their ideas about mobile devices and apps in L2 listening, and how they consider the online listening activities in MABL.

Semi-structured interviews were conducted for the 10 volunteers in the 14th week after the MABL instruction had finished. The interviews were administered in Korean, asking the interviewees' beliefs and experiences about MABL for L2 listening. The interview data were analyzed and reported to obtain in-depth information about the study's findings and utilized for qualitative data triangulation. The students responded to their previous experiences, perceptions of the mobile apps, and MABL in L2 listening classes.

3.3 Procedures

This study was conducted from March to June 2022, during the 14 weeks of the spring semester at a B university in South Korea. All the students received MABL instruction for L2 listening based on the instructional procedures developed for this study. The main textbook was *World Link 2A: Developing English Fluency* (Fourth Edition), having 12 units with different themes. Six of the 12 units were dealt with throughout the course of this study. The six units are as follows: 1) My Life, 2) Let's Eat, 3) Mysteries, 4) Trends, 5) My Neighborhood, and 6) Goal. Each unit required two weeks to complete the content by providing two lessons under the same theme. The students in the course were randomly assigned to groups with three or four members. Each week's lesson for the six units followed the steps described below.

The listening instruction through MABL had three stages for listening activities (i.e., pre-, while-, and post-listening in Figure 1). Considering the listening processing techniques (e.g., top-down, bottom-up, and interactive) that Peterson (1991) introduced to L2 listening classes, listening activities for beginning-level students were organized by referring to activity types in Rost (2016) and Lee and Lee (2012). Besides, an online session as the mobile environment was added to the offline session based on the MABL instructional model. Since the learning could be extended from offline to online sessions, the students could concentrate and spend more time on each

activity. Unlike typical blended learning, students were required to utilize only mobile devices and apps in the online sessions.

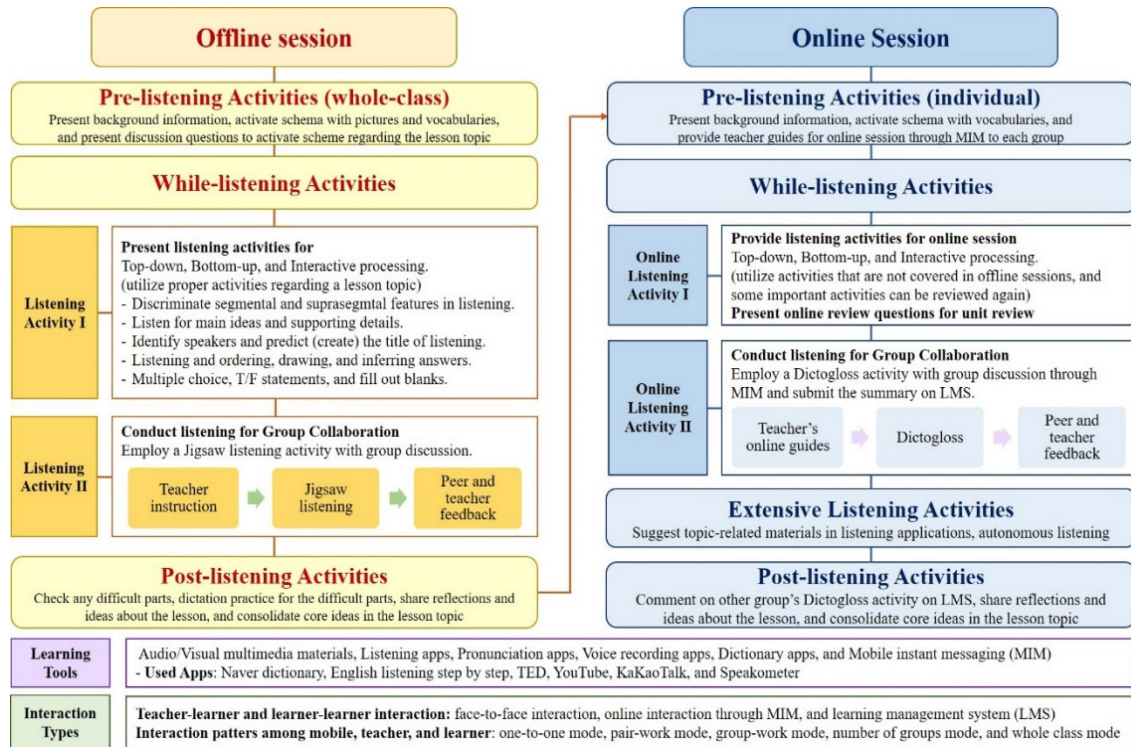


Figure 1. MABL Instructional Procedures in L2 Listening

As for the pre-listening stage, the class started by introducing the aims and objectives for each week’s lesson. With multimedia-enhanced materials, learners could activate schema regarding the lesson topic. The instructor also presented background information, pictures, videos, vocabulary, and some discussion questions in the whole class mode using a large screen connected to the networked computer in the classroom. The while-listening activities were divided into two distinctive phases: 1) listening activities for top-down, bottom-up, and interactive processing, and 2) group collaboration activities. Concerning the second phase, the students participated in a jigsaw listening activity during the offline session, and a dictogloss activity was allocated to the online sessions. It helped the students receive more focused and intensive instruction on top-down, bottom-up, and interactive processing activities in the first phase of the while-listening stage. Lastly, in the offline sessions, whole-class instruction was provided again in the post-listening stage to check any complex parts in listening throughout the lesson. The students were engaged in dictation practices considering the problematic parts in the while-listening stage. They also shared reflections and ideas about the lesson, and the instructor consolidated the core ideas regarding the lesson topics.

The online session also included the pre-, while-, and post-listening stages. The materials for online session activities were presented and guided in one scoop through the mobile instant messaging (MIM) app to each group weekly. The while-listening activities in the online session were also divided into two phases. The students were engaged in the listening activities based on the processing techniques. The instructor provided students with online quizzes developed from the Google Survey form. The questions contained activities that were not covered in the

offline session. Once the link for the quiz was delivered through KakaoTalk, students accessed the link with their mobile devices. They also downloaded listening files on their mobile devices for the activities. While listening to the files with their mobile devices, the students participated in online activities for listening.

In the second phase of the while-listening activity, students were engaged in the dictogloss using the MIM app. This study opted KakaoTalk as it was the most frequently utilized MIM app among the students. Once the guides for the online session were delivered to each group's chat room, the students took precedence over the first phase of the activities and reported their progress in the group chat room. Assuming all the group members finished the activities in the first part, they started the dictogloss activity. Students took notes of the keywords they caught from the listening by following the guidelines, allowing them to listen to the script twice. The instructor monitored (or facilitated) online session activities and provided feedback.

The subsequent activity after the dictogloss was extensive listening. The instructor suggested authentic listening materials accessible to students' mobile devices. The apps used for extensive listening were TED, YouTube, and English Listening Step by Step. The students were required to share their ideas regarding what they heard in the group chat room to encourage them to listen to the additional listening materials. The students were also advised to listen to more app materials concerning their interests in a self-regulated way. Concerning the post-listening stage in the online session, the students were required to comment on the other group's dictogloss summary first. The other activities progressed similarly to the offline session.

3.4 Methods of Data Analysis

All the quantifiable data from the 87 questionnaires returned from the students were descriptively analyzed and presented to answer the three research questions. The overall tendency of the students' responses to Likert-scale items was explored through the frequency analysis and illustrated using the ratio values on each statement and item. The intact results through the SPSS analysis were presented while excluding missing values. The questionnaire items based on the semantic differential scale were represented with their mean scores. Since the respondents were all second-year students, any differences in the grade were not examined. This study, thus, solely explored any statistical association or significance concerning the gender difference in the responses through Pearson's Chi-square and independent samples *t*-test. The reliability test drawing on Cronbach's alpha values for the questionnaire on students' perspectives of L2 listening through MABL turned out to be $\alpha = 0.823$, revealing a high level of reliability.

The reflective journals and interview data were scrutinized to attain in-depth information about students' perceptions of MABL in detail. The researchers first read through every journal entry, and any information that could supplement the results regarding the purpose of the study was translated into English verbatim. Also, the interview data were transcribed in English only when the data were judged relevant in supporting the research questions. When the data from the reflective journals and interviews were related to the questionnaires' first and second categories, the data were first categorized into the six themes (usefulness, satisfaction, interest, difficulty, effectiveness, and motivation) and then grouped again by considering the revealed perceptions (i.e., positive or negative). Analyzed data were presented as excerpts to support the results from the questionnaire.

4. Results and Discussions

4.1 Students' Perspectives of MABL for L2 Listening

4.1.1 Students' overall perspectives on L2 listening through MABL

The students' overall perceptions of MABL for L2 listening were first examined through the third and fourth items in the questionnaire. Table 2 illustrates the students' perceptions of MABL for L2 listening. The participants showed positive perceptions of L2 listening through MABL in general. The perceptions regarding "usefulness (2.49)" and "satisfaction (2.46)" revealed higher mean values, followed by "interest (2.29)," "motivation (2.28)," and "difficulty (2.02)." The results might indicate that most students were satisfied with various listening activities and regarded them as useful in practicing L2 listening. The independent samples *t*-test indicated no significant differences in the responses of male and female students.

Table 2. The Overall Perspectives of MABL for L2 Listening

	<i>N</i>	<i>M</i> (male/female)	<i>SD</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
Motivation	87	2.28 (2.28/2.27)	0.49	85	0.07	0.94
Interest	87	2.29 (2.38/2.24)	0.54	85	1.14	0.26
Usefulness	87	2.49 (2.47/2.51)	0.50	85	-0.35	0.72
Difficulty	87	2.02 (1.88/2.11)	0.83	85	-1.26	0.21
Satisfaction	87	2.46 (2.38/2.51)	0.54	85	-1.10	0.27

The students also found L2 listening through MABL interesting, motivating, and not very difficult. As the Likert-scale item ranged from 0 (e.g., not interesting at all) to 3 (e.g., very interesting), the mean values above 2 in each theme indicate the students' general positive perceptions. The entire activities were assigned based on the student's level of L2 listening and guided the students to focus on the same topics in offline and online sessions. Besides, the activities might be interesting and motivating as MABL listening activities presented authentic exposure to the target language based on real-life topics.

Table 3. The Overall Perspectives of Convenience for L2 Listening Apps in MABL

	Frequency	Percentage
Very convenient	22	25.3%
Convenient	63	72.4%
Not convenient	2	2.3%
Not convenient at all	0	0%
Total	87	100%

Table 3 describes the students' general perceptions of convenience for L2 listening apps utilized in MABL activities. The Chi-square test revealed no significant relationship by gender ($\chi^2 = 2.565$, $df = 2$, $Sig. = 0.277$). 97.7% of learners answered that the apps used in MABL activities were convenient, except for only two students (2.3%). The results revealed that most students were likely to consider the various apps used in MABL convenient in learning and practicing L2 listening skills. It might be due to the advantages of mobile apps, which allow easy access to listening materials and elongated listening practices while having everyday activities, such as waiting, walking, and commuting (Kukulka-Humle and Shield 2008).

4.1.2 Students' perspectives of mobile apps in MABL activities

The students' perspectives concerning the mobile apps for MABL activities were analyzed based on the fifth item in the questionnaire. Among the various apps utilized for the offline and online listening activities, the main three apps (i.e., TED, YouTube, and Listening Step by Step) were chosen to examine as these were involved in all the activities in MABL for L2 listening in this study. The item inquired about the students' perceptions of the three mobile apps regarding interest, usefulness, difficulty, and satisfaction. The Chi-square test indicated no significant association by gender on their interest, usefulness, difficulty, and satisfaction on the three apps, except only for satisfaction on the Step by Step app ($\chi^2 = 8.099, df = 2, Sig. = 0.044^*$).

As illustrated in Table 4, the students generally represented positive perceptions of the three apps in terms of whether they are interesting, useful, difficult, and satisfying in MABL listening activities. Over 80% of the participants considered TED and YouTube apps interesting, useful, and satisfying, and the Step by Step app was also regarded as useful and satisfying by a similar portion. Interestingly, over 95% of the students found all three apps useful [i.e., YouTube (98.8%), TED (95.4%), and Step by Step (95.4%)] in MABL listening activities. The TED (95.4%) and YouTube (95.4%) apps were also satisfied by over 95% of the students.

Table 4. The Perspectives of Mobile Apps in MABL for L2 Listening

		TED	YouTube	Step by Step
Interest	Very interesting	28.7%	39.1%	24.1%
	Interesting	55.3%	54.0%	52.9%
	Not interesting	14.9%	6.9%	20.7%
	Not interesting at all	1.1%	0%	2.3%
Usefulness	Very useful	41.4%	40.2%	44.8%
	Useful	54.0%	58.6%	50.6%
	Not useful	4.6%	1.2%	4.6%
	Not useful at all	0%	0%	0%
Difficulty	Very easy	12.6%	14.9%	16.1%
	Easy	55.2%	58.6%	62.1%
	Difficult	29.9%	25.4%	18.4%
	Very difficult	2.3%	1.1%	3.4%
Satisfaction	Very satisfied	36.8%	44.8%	34.5%
	Satisfied	58.6%	50.6%	57.5%
	Not satisfied	4.6%	4.6%	6.9%
	Not satisfied at all	0%	0%	1.1%
Total sum for each of four columns		100%	100%	100%

The Step by Step app was interesting to relatively more minor students (77%), and 23% regarded the app as not interesting. Besides, not a small number of students showed negative perceptions of the easiness of the three apps. Even though many students considered the three apps easy, some perceived the apps as difficult to use in MABL listening activities. Specifically, over one-fifth of students deemed the three apps difficult [i.e., TED (32.2%), YouTube (26.5%), and Step by Step (21.8%)]. The level-specified listening content in the Step by Step app might affect the lowest responses on difficulty among the three apps. Even though the researchers selected the listening content by considering the students' level of English listening, some of those seemed difficult for the participants. For this reason, it is plausible that listening materials for activities in MABL need to be deliberately adopted while considering vocabulary level, delivery rate, and segmental and supra-segmental features, which altogether cognitively challenge but not overwhelm the students (Brown 2015, Lee 2021).

Excerpt 1

S12: *Step by Step and TED apps were especially useful for me as I could see listening scripts in Step by Step and use Korean subtitles in TED.*

S23: *I think using apps in the activities made me feel more interested than only using a book. It was also useful for me to utilize the apps due to their accessibility. (RJI)*

HY: *I think all three apps were all useful for me. I was especially satisfied with Step by Step app as I could listen to real-life dialogues between native speakers of English. (Interview)*

The students reflected on their perceptions of the three apps in MABL listening activities in the reflective journals and interviews, as shown in Excerpt 1. The students positively perceived mobile apps in listening activities concerning interest, usefulness, and satisfaction. S12 indicated the usefulness of the Step by Step and TED apps in L2 listening activities as the apps have provided listening scripts and subtitles, respectively. Thanks to the accessibility of the mobile apps and intriguing content, S23 found the mobile apps interesting and useful. In the interview with HY, she mentioned that the three mobile apps were useful in listening activities. She was satisfied with the Step by Step app as the listening materials were real-life conversations with varied accents in English.

4.1.3 Students' perspectives of MABL activities and content in L2 listening

The students' perspectives regarding the activities in MABL for L2 listening were further explored based on the fifth item in the questionnaire. The Chi-square test yielded no significant relationship between gender in their responses regarding interest, usefulness, difficulty, and satisfaction. Jigsaw and interaction with the instructor (IWI) were mainly conducted in the offline sessions, and the online session activities were dictogloss and extensive listening (EL). The results from the students' responses to the questionnaire are presented in Table 5.

Table 5. The Perspectives of Activities in MABL for L2 Listening

		Jigsaw	Dictogloss	EL	IWI
Interest	Very interesting	26.4%	20.7%	19.5%	44.8%
	Interesting	66.7%	49.4%	43.7%	51.8%
	Not interesting	5.8%	24.2%	33.3%	2.3%
	Not interesting at all	1.1%	5.7%	3.4%	1.1%
Usefulness	Very useful	48.3%	31.0%	23.0%	55.2%
	Useful	50.6%	63.3%	71.3%	44.8%
	Not useful	1.1%	4.6%	5.7%	0%
	Not useful at all	0%	1.1%	0%	0%
Difficulty	Very easy	8.0%	19.5%	12.6%	29.9%
	Easy	63.2%	57.5%	63.3%	60.9%
	Difficult	28.7%	23.0%	21.8%	9.2%
	Very difficult	0%	0%	2.3%	0%
Satisfaction	Very satisfied	37.9%	28.7%	27.6%	52.9%
	Satisfied	61.0%	61.0%	59.8%	47.1%
	Not satisfied	1.1%	10.3%	12.6%	0%
	Not satisfied at all	0%	0%	0%	0%
Total sum for each of four columns		100%	100%	100%	100%

EL = Extensive Listening, IWI = Interaction with Instructor

A larger portion of the students had positive perceptions of the four listening activities. The results were partly in line with previous studies that showed students' positive perceptions of jigsaw and dictogloss in L2 listening

(Kim and Cha 2021, Lee and Lee 2012). Notably, the students favored the offline activities (i.e., jigsaw and IWI) more than the online ones (i.e., dictogloss and EL). Over 90% of the students perceived the jigsaw and IWI as interesting, useful, and satisfying. It might be due to a high level of the students' reliance on the instructor as they were at the beginning level of English. One student wrote in the open-ended item that *"I prefer the activities with a professor to online activities as I could directly ask unknown parts in listening, such as words, idiomatic expressions, and pronunciation (S8),"* and many others shared the same opinion, hoping for straightforward explanations and immediate feedback from the instructor. Even though many students acknowledged the online activities' usefulness (i.e., 94.3% in EL and dictogloss), the large number of tasks were likely to burden the low-level students, leading to a loss of interest in the online listening activities.

Once again, over one-fifth of students regarded the three activities [i.e., the jigsaw (28.7%), EL (24.1%), and dictogloss (23.0%)] as difficult, similar to the three apps in Table 4. The results might stem from the students' difficulties using the apps for the three activities and low participation issues in online group activities [e.g., *"Because of the low participation of other group members, it was sometimes difficult to conduct online group discussion in KakaoTalk."* (Open-ended item – S72)]. The results also revealed that the lowest number of students rated IWI difficult (9.2%) among the four activity types. The difficulty might halfway be derived from some students' timid personalities that hindered them from directly asking questions to the instructor, as reported in the open-ended item: e.g., *"I was too shy to query complex parts to the professor during the classes, so interaction with him was not easy for me (S47)"* and *"I could be more convenient with sharing difficult parts with my peers than questioning those to the professor (S13)"*.

In the subsequent section of the questionnaire (fifth item), the participants' perspectives on activity content in MABL were scrutinized, as shown in Table 6. The Chi-square test indicated significant differences between gender only in the effectiveness of the EL activity ($\chi^2 = 6.254, df = 2, Sig. = 0.044^*$). It is worth noting that over 85% of the students had positive perceptions regarding the content of the four activities in MABL for L2 listening.

Table 6. The Perspectives of Content of Activities in MABL for L2 Listening

		Jigsaw	Dictogloss	EL	IWI
Organization	Very organized	55.2%	41.4%	35.6%	62.1%
	Organized	44.8%	55.2%	58.7%	37.9%
	Not organized	0%	3.4%	5.7%	0%
	Not organized at all	0%	0%	0%	0%
Quantity	Very appropriate	51.7%	46.0%	32.2%	60.9%
	Appropriate	46.0%	51.7%	59.8%	37.9%
	Not appropriate	1.1%	1.1%	6.9%	1.1%
	Not appropriate at all	1.1%	1.1%	1.1%	0%
Quality	Very good	58.6%	54.0%	40.3%	63.2%
	Good	41.4%	42.5%	54.0%	36.8%
	Bad	0%	3.4%	5.7%	0%
	Very bad	0%	0%	0%	0%
Effectiveness	Very effective	51.7%	49.5%	37.9%	63.2%
	Effective	44.9%	42.5%	51.7%	35.6%
	Not effective	3.4%	0%	10.4%	1.1%
	Not effective at all	0%	0%	0%	0%
Total sum for each of four columns		100%	100%	100%	100%

EL = Extensive Listening, IWI = Interaction with Instructor

Relatively low positive values in the effectiveness of EL activity (89.6%) seemed to be influenced by the few negative perceptions of its organization (5.7%), quantity (8%), and quality (5.7%), each of which had slightly

higher values than other three activities. EL activity was allocated in the online sessions after the dictogloss, expecting the learners to be autonomous in L2 listening. It might also burden the low-level students as the suggested listening materials in the EL activity would be additional assignments for the students that had to be finished in the online sessions, leading a few students to consider it ineffective. S36, for instance, reported his complaints of the excessive number of listening activities in online sessions, as described in Excerpt 2. Albeit he did not specifically mention what was burdened, there existed a few more students who shared the same ideas with S36; therefore, as Lee (2021) and Lee and Cho (2019) suggested, MABL instruction needs to focus more on the quality of activities and how to increase learner engagement in those, not by merely increasing the number of the activities.

Excerpt 2

S36: Honestly, the amount of online listening activities seems too much for me. Although I could learn many things while watching videos and listening to English through the mobile apps. More than three or four online listening activities containing group discussions burdened me greatly (RJ2).

However, most students wrote positive comments about the four listening activities in their reflective journals. Notably, all the interviewees reported positive perceptions of MABL listening activities. Excerpt 3 below illustrates students' positive voices from the reflective journal entry and the interview.

Excerpt 3

S46: The activities in MABL, such as dictating what I heard and summarizing the main points of the listening through the dictogloss helped me better understand the content. (RJ2)

S21: The jigsaw activity was especially effective in developing my listening skills and concentration when listening to English, as it required me to focus on various sounds from the listening materials (RJ1).

S49: The dictogloss was useful as the activity made me listen to English more outside the classroom, which I would never do alone. Using various mobile apps was very convenient and also useful as they offer authentic conversations. (RJ2)

As illustrated in Excerpt 3, the students showed positive perceptions of MABL listening activities. S46 and S21 regarded MABL as effective in developing their L2 listening skills. S46 valued the dictogloss about how the activity helped him develop listening comprehension. S21 mentioned the benefits of the jigsaw activity in cultivating concentration in listening. S49 mentioned the usefulness of the dictogloss in practicing listening. He explained that the activity offered him more chances to listen to English outside the classroom. Without the activity, he would not listen more after the class was over. He further valued real-life dialogues in mobile apps, and more students found real-life conversations interesting, as described in Excerpt 4.

Excerpt 4

S50: Various listening activities made me more interested in listening to English since I could listen to real-life conversations or lectures more meaningfully whenever attending the activities. I could find the activities interesting as they were based on the real-world English in mobile apps. (RJ1)

SB: I was satisfied with the online and offline listening activities. I have not experienced this type of instruction, which requires individual and group activities outside the classroom. The activities were also interesting in learning English listening. Because of the pandemic situation, I had to attend the classes

conducted in the ZOOM. So, there were no group activities in language classes. Sharing ideas with group members was interesting, and I learned more from them. (Interview)

EJ: I think the level of the activities was appropriate for me. The dictogloss activity was very interesting and not difficult at all. Extensive listening activity with various mobile apps, such as YouTube and TED, was a bit difficult for me to understand the content of videos. This made me find helpful information and some vocabulary by myself, which helped me greatly improve my listening skills. If they were overtly tricky, I would give up listening to them. (Interview)

S50 showed how she found listening activities interesting in her reflective journal. The real-world listening materials in the mobile apps helped her find interest when listening to them in the activities. Her reflection seemed similar to what S49 remained in his reflective journals (in Excerpt 3). They favored listening to authentic materials that precisely reflect real-world English. In this regard, utilizing authentic listening materials seems valuable in L2 listening classes, as discussed in the previous literature (Lee 2021, Park and Cha 2013, Watkins and Wilkins 2011).

Moreover, SB was satisfied with MABL group activities owing to her limited experiences stemming from the pandemic. She found sharing ideas with group members interesting. EJ also regarded the group activity as interesting and not very difficult at her listening level. She considered using YouTube and TED apps in the Extensive Listening activity effective. The two apps were likely to be challenging at her listening level; nonetheless, the difficulty did not overwhelm her. She devoted herself to overcoming the difficulty by finding helpful information and vocabulary to understand the content. The listening materials in the mobile apps would be comprehensible input to EJ.

4.2 Students' Perspectives of Preferred Interaction and Activity Types in MABL

4.2.1 Preferences for interaction types in L2 listening through MABL

The students' responses to the first item in the questionnaire were analyzed to explore their preferences for the four interaction types in MABL for L2 listening. The preferences for interaction types did not make a significant association between genders. As presented in Figure 2, students preferred the "Learner-Mobile Interaction (34.5% in the 1st)" the most, followed by "Learner-Teacher Interaction (31.0% in the 2nd)," "Learner-Learner Interaction (27.6% in the 3rd)," and "Learner-Web Interaction (36.8% in the 4th)." The results revealed different aspects of students' preferences for MABL interaction types in Lee and Cho's (2019) study. Their research findings showed that learner-teacher interaction took the first preference, followed by learner-web, learner-mobile, and learner-learner interaction. They also argued that the students' higher preferences for learner-web over the learner-mobile interaction might be due to the low quantity and quality of mobile apps likened to web content in that period. However, the results of this study indicated that the students preferred the learner-mobile interaction the most among the four MABL interaction types. It might stem from the drastic development of mobile apps for L2 listening about five years from Lee and Cho's (2019) data collection period. Besides, some websites for L2 listening now provide their mobile apps, thereby raising accessibility and convenience with multiple mobile devices. Such a recent evolvement in mobile apps would affect the different aspects of the preferences from the previous study.

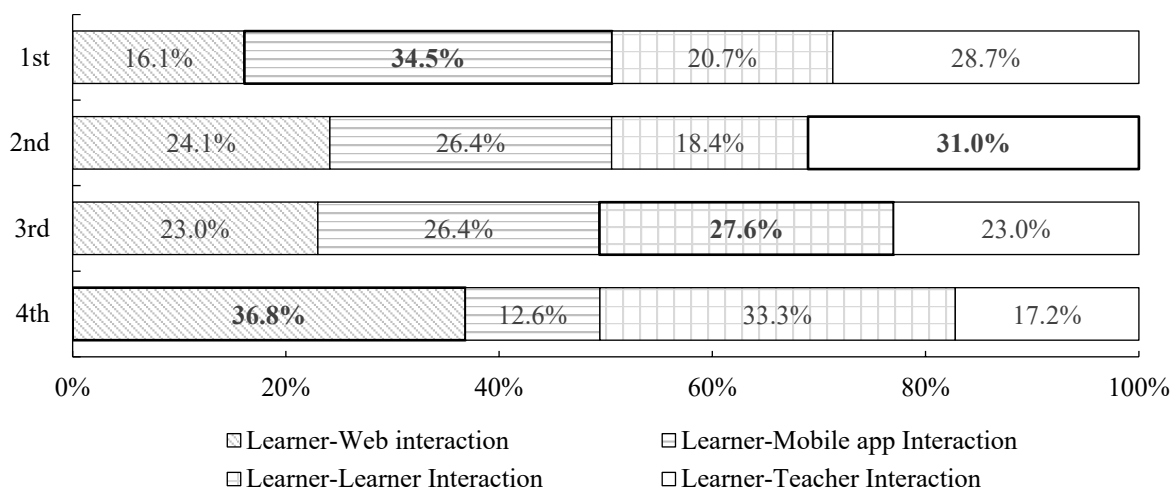


Figure 2. Students' Preferences for MABL Interaction Types in L2 Listening

In a follow-up interview, the three interviewees specifically presented their feelings and thoughts about interaction types in L2 listening through MABL. Excerpt 5 illustrates how they perceived the interaction types in MABL.

Excerpt 5

JM: I preferred the interaction with the teacher the most as it was helpful for me to ask questions about what remained unknown during the activities. I think learner-learner interaction was sometimes burdensome owing to the low participation in the group discussion, and there existed some scheduling issues when doing the tasks in the KakaoTalk app.

SB: It was enjoyable for me to attend the group discussions for jigsaw and dictogloss activity with peers. I would notice what I have not known while sharing ideas. I felt more comfortable when being engaged in learner-learner interaction than the interaction with a teacher. Interacting directly with the teacher sometimes made me feel embarrassed.

SM: I was delighted with using mobile apps in practicing English listening as I could choose the topic by myself. After learning how to utilize apps when listening to English, I spontaneously listened to English anytime and anywhere. I think learner-learner interaction was not helpful since I was not close to each group member. It made me timid to attend the online group activity using KakaoTalk.

JM preferred the “Learner-Teacher Interaction” as it enabled him to resolve complex parts in L2 listening directly, while SB showed her enjoyable experiences from the “Learner-Learner Interaction.” SM, in particular, mentioned his preference for “Learner-Mobile Interaction.” He said using mobile apps was delightful since he could choose topics himself.

JM and SM, however, revealed negative comments about the group activity during the online sessions. They reported scheduling issues, low participation, and an arms-length relationship among group members. The scheduling issues in online group activities were also observed in the previous studies on MABL (Baek and Lee 2018, 2021). It is plausible that the students would not fully comprehend the benefits of MABL, whereby MALL presents specific advantages of ubiquitous learning in the L2 context (Read and Kukulska-Hulme 2015) based on the systematic instructional framework of blended learning (Lee 2021). This necessitates training sessions for the

students before conducting MABL in language classes. It also seems invaluable to guide students to notice the advantages of AMMC in online discussions with mobile devices. If there exist any group members who are incapable of settling discussion schedules, they do not need to stick to conducting a group discussion when every member gets ready. Using AMMC mode in their online discussions would enhance flexibility to the scheduling issues. Lastly, the lowest preference for "Learner-Web Interaction" might be due to the small screen size of mobile devices (Lai and Zheng 2018).

4.2.2 Preferences for activity types in L2 listening through MABL

The questionnaire further asked students about their preferences for learning activities in L2 listening through MABL. The results from the fifth item are presented in Figure 3. The Chi-square test demonstrated no significant relationship between genders on MABL activity preferences except for the fourth preference ($\chi^2 = 11.365, df = 5, Sig. = 0.04^*$). The type of "Learning with Teacher's Video Lecture" took first place with 40.2%, followed by "Learner-Teacher Interaction (24.1% in the 2nd)," "Learning with Introduced Listening Apps (23% in the 3rd)," "Using Apps after Taking Instruction for Them (35.7% in the 4th)," "Learner-Learner Interaction (32.2% in the 5th), and "Learning with Introduced Listening Web Content (29.9% in the 6th)."

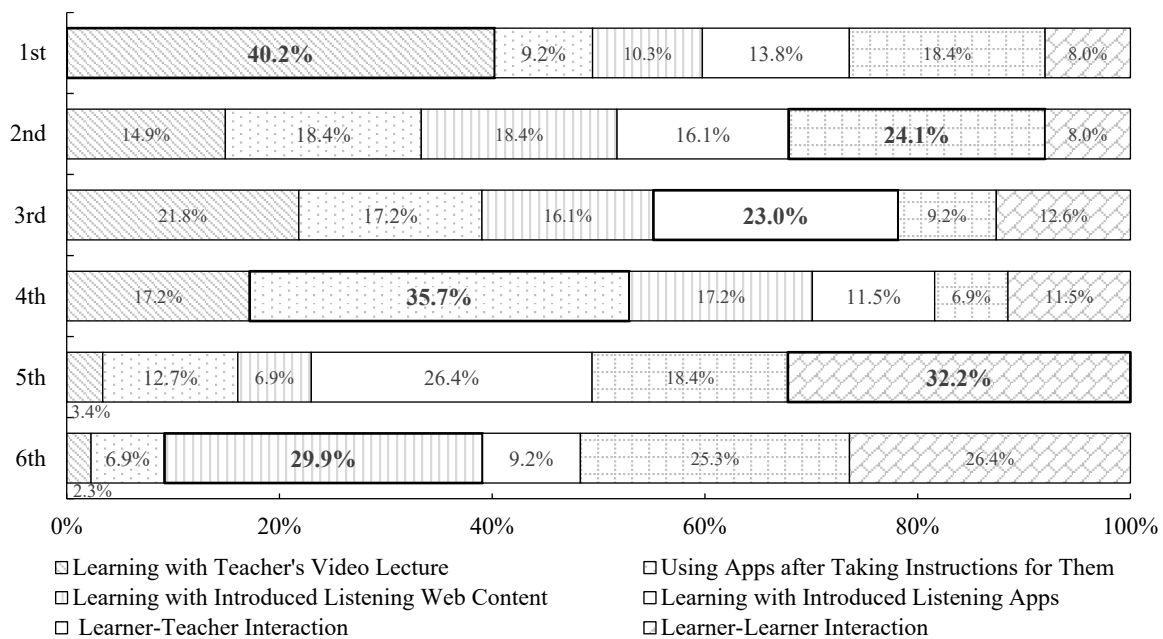


Figure 3. Learner Preferences for MABL Activity Types in L2 Listening

The results described in Figure3 were different from learner preferences of interaction types in Figure 2; instead, they seem consistent with the results of the first research question, illustrated in Tables 5 and 6, where the students showed the highest positive perceptions of IWI. Although many students prefer the learner-mobile interaction in MABL for L2 listening, they were likely to prefer the teacher's presence in the listening activities as they could get direct and immediate explanations. Some students reflected their preferences for activities based on the teacher's video lectures and learner-teacher interaction, as presented in Excerpt 6.

Excerpt 6

S74: *Even though I started learning English when I was little, I am still not good at English. Video lectures the professor uploaded on the LMS benefited me as he explained various expressions and vocabularies in lessons and their origins. (RJ2)*

S69: *Listening to English by using mobile apps is quite effective in improving my listening skills. However, activities with the professor were more valuable to me. Whenever I listen to English with mobile apps outside the classroom, I constantly confront complex parts that I cannot deal with alone, owing to my poor listening skills. Besides, some of those parts were the same to group members, so they remained unknown in a group discussion. This is why I valued the activities with the professor more than other activities, as I could handle any problems quickly. (RJ2)*

S74 mentioned that the video lectures helped her understand various vocabularies and expressions with their origins. The video lectures were additional resources that explained real-life expressions in English and key vocabularies, uploaded biweekly on the LMS based on the lesson plan for each unit in the main textbook. The information in the video lectures seemed to benefit her in developing vocabulary knowledge. S69 valued activities with the instructor as they could efficiently deal with complicated parts in English listening based on his explanations and feedback. Although S69 acknowledged the benefits of using mobile apps in improving his L2 listening skills, activities in the instructor's presence were likely to present him with valuable experiences to break through any difficulties in English listening. Taken together, the students' low proficiency level in English listening might affect a high level of reliance on the instructor.

4.3 The Efficiency of Applying MABL in L2 Listening Classes

The last item in the questionnaire explored the efficiency of adapting MABL in L2 listening classes, as shown in Figure 4. The Chi-square test on the item yielded no significant association between genders ($\chi^2 = 10.763$, $df = 7$, $Sig. = 0.149$). 20.7% of the students chose "61~70%" for the efficiency of applying MABL in L2 listening classes, indicating the highest frequency values. The rate "31~40% (19.6%)" was shown to be the runner up values, followed by "51~60% (16.1%)," "71~80% (13.8%)," "81~90 (12.6%)," "41~50% (8%)" and "21~30% (8%)," and "91~100% (1.1%)." Notably, over half of the students (50.6%) selected the efficiency among "51~80%," and 13.8% chose the values among "81~100%." The students who took the values among "21~50%" were 35.6%, showing lower frequencies than those who opted for over 50% of the application. It might indicate that more participants would have positive perceptions of applying MABL.

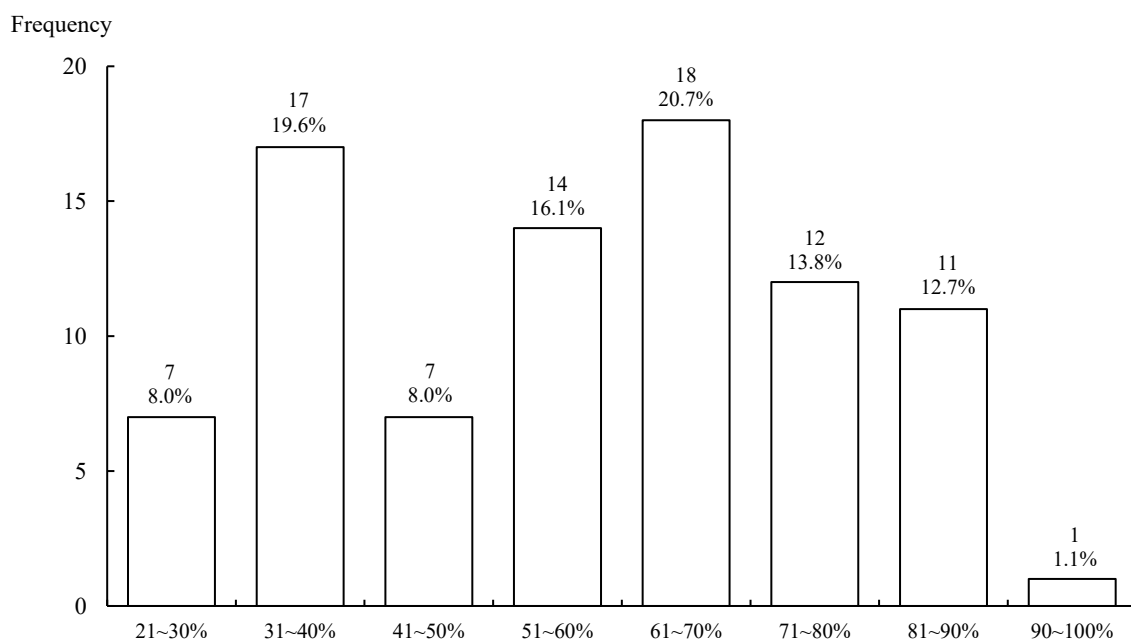


Figure 4. The Efficiency of Applying MABL in L2 Listening Classes

The responses suggesting under the 50% MABL application (35.6%) in L2 listening classes might be related to the negative perceptions concerning the number of MABL listening activities. The entire quantity of listening activities in online and offline sessions of MABL would burden the students at the beginning level of English listening. As Lee and Cho (2019) pointed out, an appropriate teaching framework and content considering the students' proficiency level and interest seems vital for successful MABL implementation.

Based on the research findings, the MABL instructional model for L2 listening classes is suggested, as described in Figure 5. In particular, the teacher's roles should be facilitator, monitor, and counselor in the model. MABL provides students with learning opportunities in offline and online environments. The teacher's role is to facilitate a learning process while monitoring the students' engagement in the activities. When students appeal trouble completing the given activities, teachers can be the counselor to help them make progress. The importance of the teacher's role gets greater in group and online activities. The students seldom become autonomous by merely letting them do activities alone. Teachers' support and guidance should be readily available because their presence influences students' learning process (Benson 2007, Botero et al. 2019).

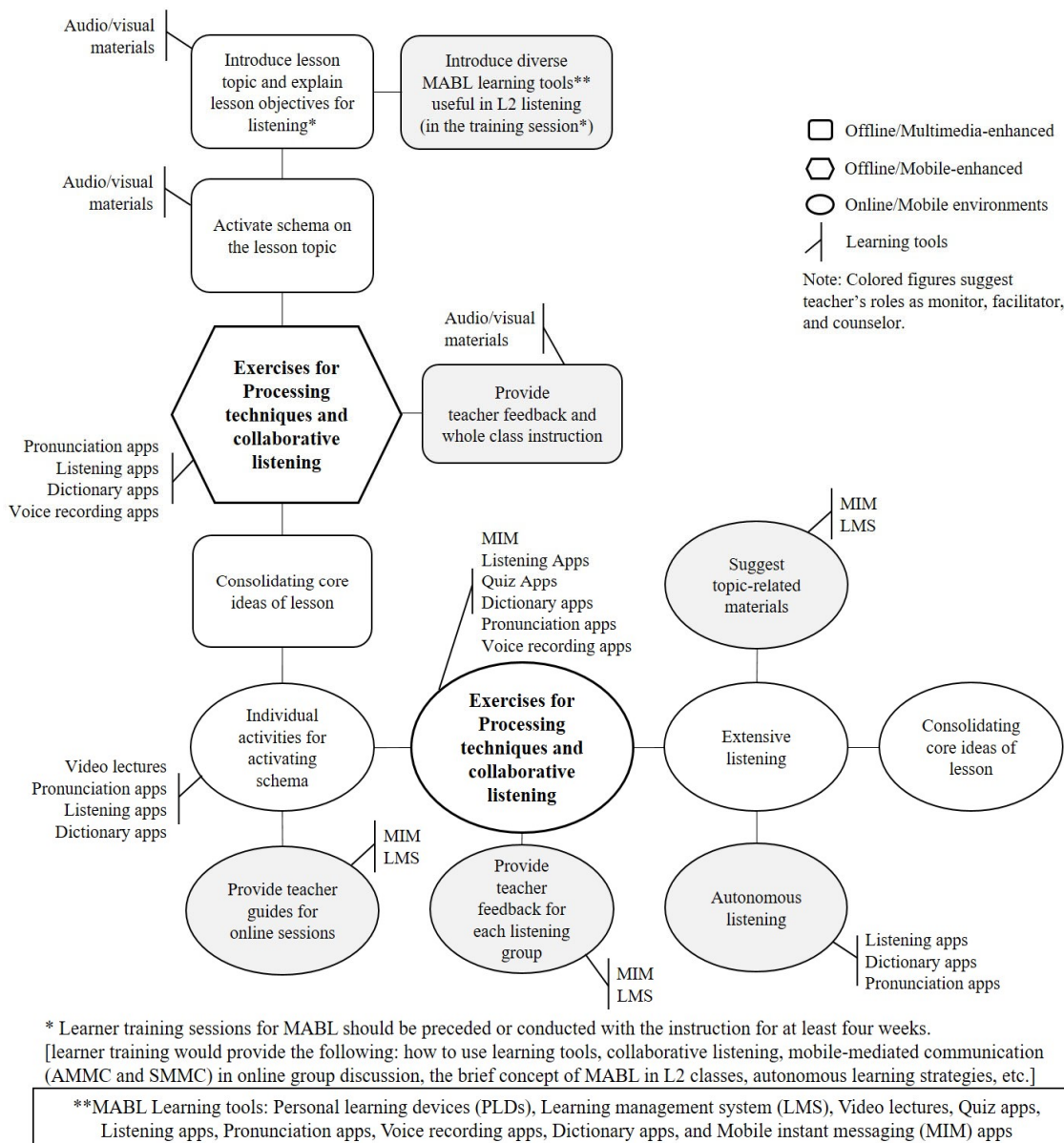


Figure 5. MABL Instructional Model for L2 Listening Classes

5. Conclusion

This study aimed to uncover the students' perspectives of L2 listening through MABL and suggest an instructional model and procedure. The research questions were presented based on the purposes of the study; the analysis was based on the questionnaire, the reflective journals, and the interview responses. The following findings would serve as a milestone in understanding MABL in L2 listening classes. First, learners' overall perspectives on MABL in L2 listening were examined. The students described the highest positive perceptions of "usefulness (2.49)," with the full range being 3.00. The perceptions of "satisfaction (2.46)" also returned high

mean values, followed by “interest (2.29),” “motivation (2.28),” and “difficulty (2.02).” Besides, 97.7% of students considered the mobile apps in MABL convenient, having a low level of negative perceptions (2.3%). In succession, the participants showed positive perspectives on the three mobile apps (i.e., TED, YouTube, and English Listening Step by Step) in MABL listening activities. They considered the apps interesting, useful, not very difficult, and satisfying to utilize in the listening activities. The students also positively perceived the four main listening activities (i.e., jigsaw, dictogloss, extensive listening, and interaction with the instructor) through MABL. They generally perceived the four activities through MABL as interesting, useful, easy, and satisfying. The students considered the activities well organized and timely appropriate, rating the content as good and effective in developing L2 listening skills.

Second, the students preferred the “Learner-Mobile Interaction” the most, followed by “Learner-Teacher,” “Learner-Learner,” and “Learner-Web” interactions. Moreover, the students showed the highest preference for “Learning with Teacher’s Video” among the six activity types in MABL and indicated the lowest preference for “Learning with Introduced Web Content.”

Lastly, the efficiency of MABL application in L2 listening classes was examined. The students made the highest choice on “61~70% (20.7%)” and the lowest choice on “91~100 (1.1%).” Over half of students (64.4%) chose the application efficiency among “51~100%,” and 35.6% selected the values under 50%, indicating more students perceived MABL needs to be applied in L2 listening classes more significantly.

This study provides multiple implications for teaching and learning L2 listening through MABL based on the main findings. First, it is suggested to implement MABL in L2 listening classes. Previous studies on L2 listening have shown enormous efforts to provide learners with a large amount of exposure to the target language by reaping benefits from mobile-assisted language learning (MALL) (e.g., Godwin-Jones 2017, Kim 2013, Read and Kukulka-Humle 2015) and blended learning (e.g., Kang and Lee 2020, Lee and Lee 2012, Yang et al. 2013). MABL combined the positive attributes of blended learning and MALL (Baek and Lee 2021), providing a systematic instructional framework and extended teaching and learning environments under a ubiquitous value. As pointed out in the results, the students who experienced MABL showed positive perceptions of magnified learning opportunities to practice English listening anytime and anywhere, and they also believed that MABL is effective in improving their L2 listening skills. Therefore, the pedagogical effects of MABL for L2 listening need to be investigated utilizing the MABL instructional model in this study.

The second implication is training students on how to utilize mobile technology in language learning before implementing MABL in L2 classes. Today’s students are accustomed to utilizing mobile technology in their daily lives and have been regarded as *digital natives* or *screenagers* (Lee and Cho 2019, Tapscott 1998, Yoon et al. 2013). However, it does not necessarily indicate that they are excelling at utilizing technology in learning a language. Even if the MABL would present them with more opportunities of being exposed to the target language, without a proper understanding of using mobile devices in language learning, it may burden the learners and lead them to lose interest and motivation in learning. In that sense, a preparation session for MABL instruction is suggested.

Third, the participants preferred the interaction and activity with the teacher over their peers. The results were similar to the previous study in MABL (Lee and Cho 2019). Moreover, any negative perceptions of MABL activities (e.g., interest and difficulty) were observed from those requiring group discussions through MIM. The students mentioned that they were unfamiliar with conducting group discussions using mobile devices in L2 classes. It might affect them to count on the class instructor as they can learn helpful information directly compared to sharing ideas with their group members. Thus, preparing a training session for an online group discussion is suggested. It ought not to be finished as a one-time event. Consistent training sessions for online group activities

should also follow, guiding students to notice the advantages of group activities in language learning.

The study examined students' perspectives of MABL for L2 listening based on a relatively small sample size at the university level. Further study needs to be conducted with larger participants in varied learning contexts to understand the students' perspectives toward MABL in L2 listening classes. Second, the students' perspectives cannot explain the effects of MABL on developing L2 listening skills. Experimental research is necessitated to identify MABL's pedagogical effects on L2 listening skills through the MABL model suggested in the study.

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Examples in: English
Applicable Languages: English
Applicable Level: Tertiary