

Mobile-Based Language Learning (MALL) in Rural Areas of Indonesia: Early Findings

Mobile Based Language Learning (MALL) is an excellent alternative to traditional methods for improving language learning, especially in rural areas of Indonesia. This research will explore how teachers and students experience and accept MALL for teaching and learning English in rural areas of Indonesia. By combining survey and interview, the early findings show that the experience and the acceptance of using MALL were relatively low even when government support was given. Moreover, Social and cultural issues became major obstacles while the motivation and innovation in developing MALL were relatively low.

Abstract

In recent decades, the utilization of educational technology has been of significant interest in terms of its potential to improve the quality of education in rural areas of Indonesia. As the issues of transportation, connectivity, and infrastructure for better education have been improved significantly, the development of education in rural areas still needs to be improved. In this case, mobile-based language learning can be a valuable tool for teachers and students to advance their teaching-learning activity beyond the current situation. This research is designed to investigate the experience and attitudes of teachers and students in using mobile-assisted language learning (MALL) for English language teaching and learning in senior secondary schools of rural Lampung, Indonesia. It aims to reveal the barriers and enablers for teachers and students in using MALL in rural areas of Lampung. The study uses a mixed-methods approach, combining surveys and interviews with selected teachers and students in Pesisir Barat, a rural district area of Indonesia. The early findings show some obstacles for participants in giving their data and minor issues in getting approval for some social issues. In this stage, the experience and acceptance of using MALL were relatively low even when government support was given. Social and cultural issues became major obstacles while the motivation and innovation in developing MALL were relatively low. These findings might be helpful for educational policymakers in rural areas of Indonesia and for school principals and school boards in improving the quality of teaching and learning in rural areas.

Keywords: Mobile Assisted Language Learning. Rural Area

