E-Learning and M-learning for English language Teaching: Benefits, drawbacks and its pedagogical implications

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Abstract: The advancement of information technology like computers and mobile phones provides a favourable external environment for language learning. Technological developments are contributing substantially to educational quality despite their constraints. It is a way to make language learning a part of our everyday lives. This paper introduces the subjects of M- learning and E-learning for language teaching purposes. It provides an overview of mobile learning and electronic learning as used to teach English. This paper addresses four key areas of E-learning and M-learning in English Language Teaching. 1. Introduction of Mobile Learning in ELT. 2. How E-Learning Is Different from Mobile Learning 3. Advantages and disadvantages of M-learning and E-learning 4. Current and future M-learning and E-learning requirements in ELT and their pedagogical implications. A descriptive and qualitative approach was employed to carry out the study. The research conducted for this work included both bibliographic and internet-based investigation. The study concluded that the suitable pedagogical approaches and techniques of e-learning and M-learning would relieve teachers of their arduous labour and allow learners to master English effortlessly. The study also demonstrates that M-Learning and E-Learning as tools for English Language Teaching bring significant benefits in the language learning context.

Index Term : English Language Teaching, M-learning, E-Learning, Teaching Pedagogy

I. INTRODUCTION

I. I M-Learning: M-Learning refers to a form of E-Learning and instructional technology that emphasizes learning across settings and using mobile devices.

Mobile learning is also known as M-Learning, U-Learning, personalized learning, learning on the go, accessible learning, anytime/anywhere learning, and mobile learning. Mobile learning is defined as "any learning that occurs while the learner is not at a static, specified location, or learning that occurs when the learner uses mobile technologies to learn" (MOBIlearn., 2003). In other words, Mobile technology lets students learn the language anyplace, anytime. (Crescente and Lee, 2011). Mobile learning is using mobile devices to facilitate teaching and learning the English language.

The term "mobile learning" is not just a combination of the words "mobile" and "learning," as some people think. It has always meant "mobile E-Learning," and its historical background has to be seen as both a progression of "traditional" E-Learning and a response to this "traditional" E-Learning and its perceived shortcomings and limitations. Many things make mobile learning different from other types of learning, like learning experiences that take advantage of the opportunities that "mobility" can give us. An essential part of m-learning is that it considers the learner's mobility, as well as how communities can adapt and support a more mobile population. This is because mobile devices have features and functions that can help students learn better. As an example, audio and video lectures can be made accessible for people to get. During their breaks from school, students should expect to use these resources to learn. During the last ten years, mobile learning has gone from being a little-known research topic to a lot of big projects in schools and other places around the world.
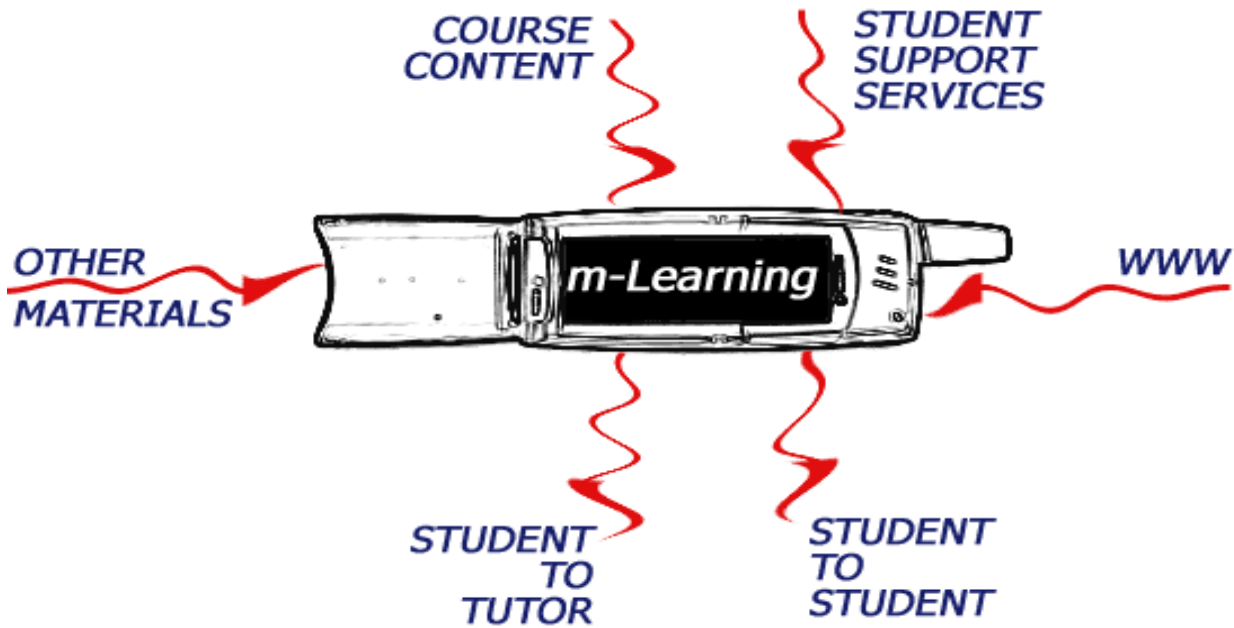
Fig. I. Instruction and English Language Study for Learners in an Online or Mobile Environment

The M-Learning group continues to be divided by various national and academic viewpoints. It is encouraging to see the findings of studies on the usefulness of these kinds of apps. The PBS Kids instructional programme Martha Speaks: Dog Party, newly sponsored by the Ministry of Education, has been the subject of studies examining the connection between learning and play. Study participants aged four to eight who used the application daily for two weeks saw a 31% increase in their vocabulary, according to the findings. The Statistics 1 app was the subject of a study at Abilene Christian University. Some students reported that using the app assisted them in better understanding the topic and gave them more incentive to do well in and out of the classroom. Many teachers agreed, remarking on how well-prepared their kids appeared for class

BENEFIT OF M-LEARNING	DRAWBACK OF M-LEARNING
• The cost of mobile devices is far cheaper than desktop computers; consequently, consumers have access to a broader variety of solutions that are within their price range. • Learners are better able to learn when they engage in ongoing and direct instruction. • Opportunities for a more positive outcome in terms of learning Potentially a more rewarding learning experience • Young adults are becoming more proficient in reading and writing, and they are also showing a greater interest in expanding their linguistic knowledge. • It is utilizing the communication features of a mobile phone as part of educational activity, such as moving media or text to a centralized portfolio or transferring voice tapes from a teaching tool to your phone. This can be done in a variety of different ways.	• The capacity of the battery and connectivity • Achieving the necessary bandwidth for uninterrupted and rapid streaming • The number of different file and asset formats that a particular device can read and write. • The author in group raised content protection and copyright concerns. • Different screen sizes, various operating systems, and multiple specifications for screens Modifications made to current e-learning resources to make them compatible with mobile platforms The digital gap refers to the accessibility and pricing barriers that end consumers face. • The development of a learning theory that is appropriate for the technology era Differences in approach between electronic learning and mobile learning The development of technology to facilitate learning throughout a person's lifespan, as well as the recording of results and the correct use of this data

I. II. E-Learning: The term "E-learning" has been the focus of a great deal of debate, yet nobody can seem to agree on what the term means. According to Dublin, researchers' particular expertise and areas of interest are frequently exposed in the existing terminologies (2003). A wide variety of software, learning strategies, and instructional procedures could be used in an e-learning strategy. Oblinger and Hawkins (2005) and Dublin (2003) both say that there is no agreed-upon definition of e-learning because no one can agree on what e-learning is.

The expression "E-learning" refers to acquiring access to educational materials available on the Internet by utilizing various forms of electronic media. According to Abbad et al. (2009), "E-learning" refers to any education that may be completed with the assistance of a personal computer or electronic equipment. Instead, they described it as education that is achieved by applying various digital technologies. Some academics have narrowed the definition of this phrase to refer only to learning via the Internet or a web-based platform (LaRose et al., 1998; Keller and Cernerud, 2002).
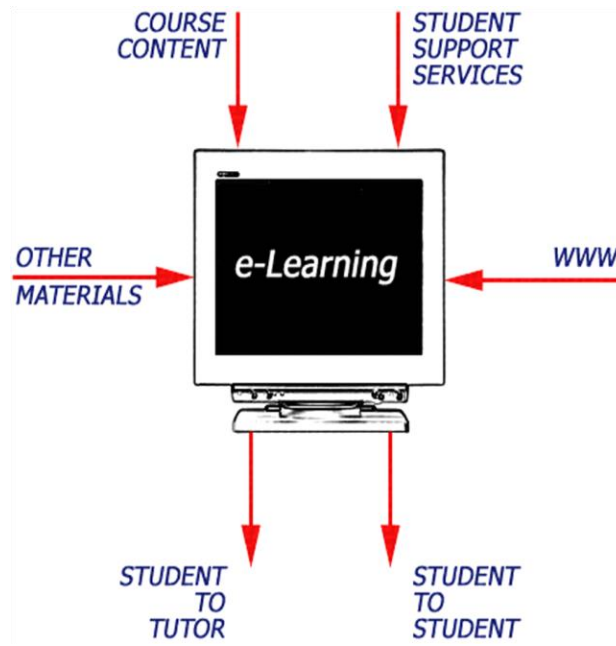

Fig. II. Instruction and Study of the English Language for Learners in a Wired Virtual Environment

BENEFIT OF E-LEARNING	DRAWBACK OF E-LEARNING
• E-learning can be pretty flexible, both in terms of when and where it is done. • E-learning makes it simpler for users to obtain access to a wide variety of knowledge sources from various locations. • Students can become better acquainted with one another through online discussion forums, which are available through e-learning. • The elimination of the need for students and learners to travel to physical locations results in cost savings offered by e-learning. • Each learner's specific requirements are constantly considered during the e-learning process. • E-learning helps fill in the language teaching and learning gaps because not many individuals work	• E-learning is a mode of instruction that isolates pupils, encourages them to think on their own, and prohibits them from interacting with one another. • It is possible that learning a language through traditional methods is superior to learning a language through the use of the Internet when it comes to gaining clarity, providing descriptions and explanations, and understanding what learners are hearing. • It is possible that students' ability to communicate effectively would suffer as a result of their use of e-learning platforms. • Because E-learning exams might be taken through proxies, keeping an eye on students' behaviour and stopping dishonesty and other unethical practices will be challenging.

on this subject, including lab technicians, language teachers, and facilitators.	• E-learning may also make it less vital for institutions to be locations where people can socialize.

I. III. How M-Learning is Different from E-Learning: Any form of educational material disseminated online is now commonly referred to as "e-learning," or electronic learning. Since it is conducted over the Internet, "e-learning" might be considered a subset of "technology-based training." In addition to that, we provide a large number of online active learning courses as well as M-learning. M-learning is considered a natural progression of E-Learning, which fills in the missing wireless feature, or as a new phase in distance learning and E-Learning. Mostakhdemin-Hosseini and Tuimal (2005) see e-learning as a natural continuation of mobile learning. (e.g., Georgiev et al., 2004).

Difference Between M-learning and E-learning	
• Mobile learning uses Cell phones, tablets, and other wireless electronic devices. • Mobile learning platforms use remote infrared access (IR) to access the Internet from any location. • In M-learning, Users can contact one another and share data using MMS and SMS messaging. • M - learning is frequently self-paced, untethered, and casual in its presentation. • In M-learning, Books and data are shared between students using wireless technologies like Bluetooth and infrared. • M-learning is personal, spontaneous and informal.	• E-learning relies on hardwired computers and other static hardware. • In E-learning, Access to the Internet can be gained through e-learning by using any of the existing telephone services. • Internet-based communication is an essential part of E-learning. • E-learning can occur in real-time or at the learner's pace, respectively referred to as "synchronous" and "asynchronous" learning. • Whereas in E-learning, Sharing course materials and files amongst students in an E-learning classroom is challenging. • E-learning is more collaborative, rich in media, Interactive and formal.

II. THE USE OF E-LEARNING IN ENGLISH LANGUAGE TEACHING

• Teaching The Abundance of Instructional Tools
The Internet gives us access to various helpful educational tools for language teaching. We can quickly locate written material, photos, and audio data on virtually any subject that interests us. Powerful tools like Google, Baidu, and other online services may locate a vast amount of information regarding any topic we are interested in. It is incredibly convenient, and most of this material may be obtained without payment. A portion of the material has been repurposed into multimedia software for use in instruction. The method of learning is made much more practical and engaging.

• Ease of Accessing Information

Before the bookstores started selling, we could not get our books. Today, learners can get the cheap teaching materials they need right away from the Internet. When learners hear about a person or event in the news, they can look them up on the Internet. One can use the information as teaching materials with the correct teaching methods. For instance, Amy L. Chua, a law professor at Yale Law School, wrote a new book called "Battle Hymn of the Tiger Mother." It sparked much talk about how children should be taught in school in both China and the United States. If students are passionate about this topic, they can find the information they need to learn and talk about it immediately.
Students in high schools and universities now have cell phones in large numbers. They can store texts, pictures, and sounds on their cell phones. Students can read and hear English articles. Because they can get

information so quickly, they can learn English in a small setting. Students can use e-learning to learn English anywhere, at any time.

- The Teaching of Students Adapted to their Capabilities.

Reading has always been something that is done on a personal level. E-learning may be tailored to each student's level of learning, interest, and comprehension because of the inherent flexibility of the medium. Students have ensured the opportunity to broaden their particular perspectives through the use of e-learning.

III. CURRENT REQUIREMENTS AND FUTURE

There is little room for discussion over the claim that the World Wide Web is the most compelling new educational resource to emerge in a significant amount of time. It incorporates and integrates text, audio, and video with the participant's ability to engage with one another. It can be used worldwide and is not dependent on any particular platform. Although it is predominantly an asynchronous medium, it can also support synchronous activities. As a result, it should not come as a surprise that educators at all levels, including trainers, lecturers, English language teachers, and educational institutions, are increasingly turning to the Internet as a means of communication. According to statistics, the number of language students using mobile devices to access the Internet increased by 107% over the previous year; mobile web access is growing at a rate of 40-55 per cent per month; mobile internet growth is 50 times greater than computer growth, and mobile social media sites are gaining popularity daily. We will trace the transition from the wired virtual learning environment of today to the wireless learning environment of tomorrow in this part. The networked classroom experience of today may be depicted schematically.

IV. TECHNOLOGICAL CHANGES IN ENGLISH TEACHING AND THE CORRESPONDING SHIFTS IN PEDAGOGICAL APPROACHES

When e-learning is used in teaching English, there will be a significant shift in the instructional methods used. Over the previous three decades, teaching English has been dominated by methods that centre on the teacher, with a primary emphasis on grammar instruction and reciting words. As a direct consequence of this, pupils were simply given a grade or a certificate. The vast majority of them could not speak and write in English correctly. E-learning can make pedagogical practises more student-centred, with a primary emphasis on developing linguistic sensitivity, as well as developing the students' listening comprehension and freedom to articulate themselves, to facilitate students' rapid acquisition of the English language skills. The acquisition of a language depends not on correct grammar or meaningless tasks but the student's consistent practice. This is the instructional methodology for online learning.

Utilizations M-Learning is a kind of communication that is both more effective and more time-efficient than traditional methods like email and postal mail. When this goal has been accomplished, the next step is to incorporate M-learning into the academic engagement that takes place at colleges and institutions. Academic highlights in mobile learning include four to five screen summaries of information, evaluation tips, assessment questions relating to English language revision, and guidelines for challenging portions of a language. Developing a teaching course or counselling facility for students in need will be of tremendous help to all language learners. This provision can be created for and distributed to all language learners or those in a specific stage or class group.

As such, "pedagogical strategies" are efficient ways to teach that are predicated on the tasks of teaching and the traits of the students and choose the right content, methods, and techniques for teaching. E-learning can make the teaching methods more student-centred, focusing on developing linguistic sensitivity and trying to improve listening comprehension and speaking skills so that students can learn English as quickly as possible. Language learning does not depend on grammar or exercises that do not make sense. Instead, it depends on how much the student practices. This is the strategy for teaching with E-learning.

Listening: Listening should be the first step in learning a language. So, what kinds of things should be heard? In the classroom, it is all up to the teacher. However, with e-learning, students can independently choose what they want to learn. Research in psychology

shows that each person cares more about their own choices. Most of the time, students choose these materials because they are interested in them. "Direct interest" means interest in the subject matter itself. Direct interest leads to better learning.

For students in grades 6 through 9, the teacher helps them find materials with the right level of difficulty that interest them. Most of the time, they will quickly learn, and soon they will be able to learn well without the help of a teacher. For students in grades 10 through 12, teachers can suggest some materials for group discussions, while the students themselves can find other resources. E-learning is a must-have for college students. They are good at learning on their own and have good judgement. E-learning gives them more options to strengthen their language skills than textbooks do.

Reading: E-learning gives students the freedom to choose the information they want to study. There was an immediate reaction from the press when the book "Battle Hymn of the Tiger Mother" was released. There were almost 4,000 comments on the Wall Street Journal's website. About 100,000 comments were also posted on Facebook's website. Reading these publications can help students learn the most up-to-date English. There are multiple mobile applications available that provide instructional reading material based on the learner's ability and their learning stage. As a result, a proper strategy for using technology to develop reading skills can be highly beneficial to both English teachers and students.

Speaking: It is possible to improve students' oral communication skills by having them elaborate on an event by answering questions like "who was there?" "When did this happen?" "What happened?" and "Why is this important?" based on the content they have heard, read, and translated. A webinar can also be accessed online for students to develop speaking skills.

Writing: Students are supposed to write down the information after they have listened, read, and spoken it to explain the event, their sentiments, opinions, and other observations. Students can improve their capacity to communicate ideas and information in English if they do this through various media. Students can improve their English writing skills with this method. Students acquire knowledge of English through the senses, process that knowledge through translation, and then express it through speech and writing. Learning a language can be deemed complete as soon as all these steps have been completed. Professor Zhongzai Zhang of Beijing Foreign Studies University once stated that language could not be learned if there is only input of language but no output of language.

VI. SIGNIFICANCE OF THE STUDY

Technology has become integral to everyone's daily existence in the twenty-first century. Educators are faced with significant problems due to the technological revolution, including the need to reevaluate fundamental beliefs and explore novel ways of incorporating technology into the English classroom. E-learning and M-learning are particularly relevant here. These modern developments contribute to expanded educational possibilities for students. There will be much ground covered in this study, including the history of e-learning and m-learning, how they work, and the benefits and drawbacks of each. E-learning and M-learning are evaluated, with conclusions drawn about their relative merits and contrasts. The research shows how current technology can improve English teaching and learning outcomes by addressing long-standing challenges and fostering students' second language learning. Teachers, researchers, trainers, learners, etc., need to know the similarities and distinctions between e-learning and m-learning to achieve better educational outcomes related to real-life situations and for the best application for language teaching and learning settings.

VII. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

The last three decades have shown that English education is inefficient in India. Hence pedagogical techniques must be changed. M-learning and E-learning offer a rare chance. E-learning and M-learning change pedagogical practises improving English teaching and learning processes.

Recognising and accommodating language learner variations is a key pedagogical concern. E-learning and M-learning should consider a variety of learning styles (Chun, 2001; Heift, 2002). Visual acuity and manual dexterity for tiny keypads and touchscreens

are challenges for mobile devices. If language teachers aim to employ mobile learning to improve student's language skills, they should consider its pros and cons. They should also describe mobile-based learning's features. They should also ensure that the language content they propose to teach is compatible with mobile-based learning. It is also necessary to examine the learners' mobile devices and app connectivity. The study concludes that the correct teaching methods, approaches, and training techniques of E-learning and M-learning will reduce teachers' laborious work and allow learners to understand English easily. It also means that M-Learning and E-Learning have benefited English language learning. Since the past three decades have shown that English instruction is highly inefficient, pedagogical approaches need to be revised, and e-learning offers a unique opportunity. E-learning, which uses computers and the Internet, ushers in new educational approaches, boosting education's effectiveness. Students will only be able to pass exams and not learn the language if we place too much emphasis on grammar and vocabulary. Unless something is done, the following generation will continue to be dissatisfied with their learning 30 years from now. Achieving proficiency in a language is comparable to possessing a type of mental skill that necessitates the correct pedagogical approaches and techniques of training. E-learning will relieve teachers of some of their workload and make it much simpler for learners to learn a language like English.

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