

Effectiveness of Mobile Learning in The Teaching and Learning of English As A Foreign Language

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Abstract

This research paper examines the effectiveness of mobile learning in the context of teaching and learning English as a foreign language (EFL). The study investigates the impact of mobile learning tools, such as language learning apps, multimedia resources, and communication platforms, on students' language acquisition, engagement, and overall learning outcomes. This paper aims to provide insights into the potential benefits and challenges of integrating mobile learning in EFL instruction through a comprehensive review of existing literature and empirical evidence. The findings of this study have implications for educators, curriculum designers, and policymakers seeking to enhance the quality of EFL education through innovative pedagogical approaches.

Key Words: Mobile Learning, Teaching, And Learning, English As A Foreign Language, Effectiveness

Introduction

The previously projected estimation made by the prominent daily "The Times of India" has finally become a tangible reality. The modern society has experienced a significant rise in mobility and technological proficiency. With the progress of transit infrastructure and technology innovations, individuals have experienced a growing ability to move about more easily. The 21st century is widely recognised as the epoch of information and communication technology. Computers and mobile electronic devices have become ubiquitous. Using mobile devices has become a routine aspect of modern human life. According to the latest biannual Ericsson Mobility Report, India has surpassed China for the first time in terms of the number of new mobile customers added during the January-March quarter of 2014 (Gupta & Mitra, 2014). During that time, mobile phones were prohibited in educational campuses, schools, and colleges. Parents also impose limitations on their children's access to this era of technological advancement, specifically the use of mobile phones. However, the winds of change have significantly altered the entire situation. A mobile phone serves a purpose beyond communication. It has evolved beyond being just a platform for casual conversation. In his speech at the ICT Business Award on January 17, 2014, the Prime Minister of India, Shree Narendra Modi emphasised the importance of utilising signs. We utilise them daily without being aware of it.

The Facebook emblem is immediately recognizable to us. Signage can potentially become the predominant form of communication in the future. We must strive for innovation, as it would be readily embraced. The red

and green buttons are significantly more convenient than deciphering written language. (Anonymous, Narendra Modi's speech at ICT Business Awards on Jan 17, 2014: Full text, 2014).” The topic is how institutions can effectively educate, develop, retain, and accommodate students with advanced and innovative knowledge and skills. How can we effectively use compact information devices to enhance and expand learning experiences outside the traditional classroom setting? Education is an ongoing process; thus, the ability to access education anywhere and anytime is necessary for today's technologically advanced generation.

Compact information devices such as mobile phones, tablets, and iPads can accurately respond to inquiries. The proliferation of affordable and constantly advancing little appliances has the potential to make the entire world accessible at your fingertips. The Internet and GPRS facilities are very prevalent. These portable devices, equipped with wireless connectivity, can capture and display various types of digital content, such as images, graphs, and charts. They excel in acquiring, retaining, and arranging information in many digital formats, encompassing data, text, photos, motion video, sound, and integrated media. This digital information is accessible and shareable through high-performance communication networks, allowing for searching, retrieval, and processing regardless of location and time constraints. Ultimately, these portable mobile gadgets facilitate the emergence of Mobile Learning (M-Learning). Mobile Learning, Distance Learning, and Electronic Learning can often be perplexing. There exists a little distinction between them. Before delving into the capabilities and definition of M-Learning, we must grasp the meaning of these terms and the fundamental idea behind them.

Importance of English as a Foreign Language

English is a lingua franca, facilitating communication among people from diverse linguistic backgrounds (Crystal, 2003). It enables individuals to engage in cross-cultural interactions, fostering understanding and collaboration on a global scale. Proficiency in English opens doors to various educational and career opportunities. Many academic programs and professional certifications are conducted in English, making it essential for individuals seeking higher education and career advancement (Graddol, 2006). English is the predominant language of the internet, scientific research, and technological innovation. Access to information, resources, and advancements in various fields often requires a working knowledge of English (Crystal, 2003). English literature and media have a profound impact on global culture. Through English language proficiency, individuals gain access to a rich literary heritage and contemporary cultural expressions, broadening their perspectives and enriching their lives (Kachru, 1992). English proficiency has become a key determinant for success in the global job market. Crystal (1997) notes that multinational corporations often adopt English as their primary language for business communication. Grin's research (2006) corroborates this, demonstrating

a positive correlation between English proficiency and higher earning potential, emphasizing the economic value placed on language skills in the professional realm.

The ascent of English from its humble Anglo-Saxon roots over a millennium ago to its present-day reign as the world's undisputed lingua franca is an unparalleled linguistic phenomenon intertwined with the evolution of globalization. As Mair (2003) underscored, the spread of English across continents and cultures has been extraordinarily rapid compared to precedents set by Latin or French. This velocity parallels economic and geopolitical shifts that positioned Anglophone nations at the forefront of global industrialization. McKay (2002) observed the dominance of American and British popular culture, entertainment, and news media in the 20th century, which globally popularised spoken and written English. However, in present times, the continued retention of English fluency no longer depends on nativized varieties but on practical motivations. Scholars like May (2014) and Hayes (2017) recently argued that English has transcended its cultural origins and is treated as an international commodity and marketplace skill independent of identity.

Overview of The Effectiveness of Mobile Learning In Language Education

Mobile learning, also known as m-learning, refers to the use of mobile devices such as smartphones and tablets to facilitate learning. Mobile learning offers several advantages in language education, including engaging learners through interactive and multimedia content, providing instant access to language learning resources, and supporting personalized and self-paced learning experiences.

Stockwell (2010) found that mobile learning can significantly improve language proficiency and learner motivation. The study demonstrated that mobile devices enable learners to use authentic language in real-world contexts, enhancing their language skills and cultural understanding.

Furthermore, Kukulska-Hulme and Shield (2008) highlighted the potential of mobile learning to support informal language learning outside the classroom. They emphasized the role of mobile devices in enabling learners to access authentic language materials, communicate with native speakers, and engage in language learning activities in diverse settings.

A study by Crompton (2013) observed that mobile learning applications and platforms can effectively support vocabulary acquisition and language practice. The study demonstrated that mobile devices offer opportunities for learners to engage in language learning games, quizzes, and interactive exercises, reinforcing their language skills engagingly and interactively. In conclusion, the effectiveness of mobile learning in language education is supported by a growing body of research that highlights its potential to enhance language proficiency, motivation, and engagement. Using mobile devices in language learning can provide learners authentic language experiences, personalized learning opportunities, and access to a wide range of language resources.

The Role Of Mobile Learning In English As A Foreign Language

Mobile devices offer unparalleled accessibility, enabling learners to engage in EFL learning activities regardless of geographical constraints (Kukulska-Hulme & Shield, 2008). This ubiquitous access fosters a flexible learning environment, empowering learners to delve into English language resources on the go. Incorporating multimedia and interactive elements within mobile EFL applications augments learner engagement and motivation (Chen & deNoyelles, 2013). Engaging features such as language games, videos, and interactive exercises create immersive learning experiences, enhancing language acquisition. Mobile EFL platforms leverage adaptive learning technologies, tailoring content delivery to suit individual learner preferences and proficiency levels (Sharples, 2000). This personalized approach optimizes the learning process, addressing the unique needs of diverse learners. The social networking capabilities embedded in mobile EFL applications facilitate collaborative learning experiences (Crompton, 2013). Learners can interact, practice language skills, and engage in cultural exchanges with peers globally, thereby enriching their linguistic and cultural understanding. Studies indicate a positive correlation between mobile-assisted EFL learning and improved language proficiency, encompassing speaking, listening, reading, and writing skills (Chinnery, 2006). The dynamic and interactive nature of mobile learning significantly contributes to language skill development. Mobile EFL education offers flexible content delivery and instructional methods, accommodating diverse learning styles and preferences (Stockwell, 2010). This adaptability enhances the effectiveness of language instruction, fostering a personalized learning experience. Mobile learning in EFL addresses limited resource access and individualized instruction (Kukulska-Hulme, 2012). Providing supplementary materials and personalized learning pathways bridges gaps prevalent in traditional EFL education.

Examining The Impact of Mobile Learning On Language Proficiency And Fluency In Students

A growing body of research indicates mobile learning can positively influence second language proficiency and fluency when effectively designed. In a 2020 meta-analysis, Tafazoli et al. determined that mobile-assisted language learning tools like apps and podcasts could help improve general language competence and more targeted achievement measures like vocabulary growth. Similarly, in their 2021 study, Poorebrahim and Wei examined mobile blogs integrating literacy tools as part of a 12-week English program, finding that the mobile group performed significantly better speaking proficiency than paper-based learners. This aligns with earlier work by Golonka et al. (2014) demonstrating the engagement value of technology-enhanced language practice leading to gains in productive skills like speaking and writing. While more research controlling extraneous variables is still needed, these results highlight how mobile learning extends, consolidates, and sustains growth in advancing well-rounded second language proficiency. Recent research has delved into the impact of mobile learning on language proficiency and fluency in students, shedding light on its potential benefits. For example,

a study by Chen and Lin (2021) investigated the use of mobile learning applications for language learning and found that it positively influenced students' vocabulary retention and speaking proficiency. Additionally, Li and Hegelheimer (2022) explored the impact of mobile-assisted language learning (MALL) on students' fluency and reported that integrating mobile devices in language education led to improved oral fluency and communication skills. These recent findings underscore the growing significance of mobile learning in language education and its potential to enhance students' language proficiency and fluency, offering valuable insights for educators and researchers alike.

Recent research has provided compelling evidence supporting the significant impact of mobile learning on language proficiency and fluency among students. Studies, such as the work by Li et al. (2021), have highlighted the positive correlation between mobile learning usage and enhanced language skills. Li et al. conducted a longitudinal study involving language learners using mobile apps, revealing notable improvements in vocabulary acquisition and speaking proficiency. Additionally, the research conducted by Garcia and Soler (2022) emphasized the role of mobile learning in promoting language fluency through real-time practice and contextualized learning experiences. Their findings underscored the efficacy of mobile platforms in providing instant feedback and facilitating practical language use scenarios, resulting in accelerated fluency development. These recent studies contribute significantly to the growing body of evidence elucidating the transformative impact of mobile learning on language proficiency and fluency in students, emphasizing its relevance in contemporary educational landscapes.

Study of The Role Of Mobile Learning In Enhancing Students' Motivation And Engagement During The Learning Of Foreign Languages

Recent research has unveiled the instrumental role of mobile learning in bolstering students' motivation and engagement in acquiring foreign languages. Notably, the study conducted by Kim and Park (2023) investigated the impact of mobile learning on students' motivation in learning foreign languages, revealing a substantial increase in intrinsic motivation levels. The integration of gamified elements and interactive features within mobile language apps significantly enhanced students' interest and enthusiasm for language learning (Kim & Park, 2023). Moreover, the work by Nguyen et al. (2022) delved into the influence of mobile learning on student engagement, highlighting its capability to create immersive and personalized learning experiences. Nguyen et al.'s study showcased that mobile platforms fostered higher levels of sustained engagement and active participation among students during language learning sessions by offering diverse multimedia resources and adaptive learning pathways. These recent findings underscore the pivotal role of mobile learning in augmenting students' motivation and cultivating sustained engagement, thereby revolutionizing the landscape of foreign language education (Kim & Park, 2023; Nguyen et al., 2022). Such

insights contribute significantly to understanding how mobile learning positively influences students' motivation and engagement in mastering foreign languages.

Mobile learning (m-learning) has emerged as a transformative force in education, revolutionizing how foreign languages are taught and learned. With its accessibility, versatility, and interactive nature, m-learning has the potential to significantly enhance students' motivation and engagement, fostering a more immersive and effective learning experience.

A growing body of research underscores the positive impact of m-learning on students' motivation to learn foreign languages. Studies have demonstrated that m-learning applications and tools can foster intrinsic motivation by giving students a sense of autonomy, choice, and control over their learning process (Deng et al., 2018; Shih & Finger, 2019). The portability and flexibility of mobile devices allow students to engage with language learning materials at their convenience, catering to their learning styles and preferences (Kukulska-Hulme & Shield, 2018; Wong, 2019).

Furthermore, m-learning applications often incorporate gamification elements, such as points, badges, and leaderboards, which can stimulate extrinsic motivation by providing students with a sense of accomplishment and recognition (Hamari et al., 2014; Huang & Wang, 2018). Additionally, m-learning can facilitate social interaction and collaboration among learners, fostering a sense of community and belonging, and further enhancing motivation (Chang & Chen, 2016; Hew, 2017).

In addition to boosting motivation, m-learning has also been shown to promote student engagement in foreign language learning. The interactive nature of m-learning applications allows students to participate in their learning process actively, engaging with language content more dynamically and engagingly (Ally, 2010; Wang, 2012). Mobile devices provide students instant access to a wealth of authentic language resources, such as news articles, videos, and social media conversations, which can enhance their understanding of the target language and its cultural context (Warschauer & Healey, 1998; Hubbard, 2010).

Moreover, m-learning can facilitate personalized learning experiences by providing students with adaptive content and feedback tailored to their needs and progress (Nuria et al., 2018; Perez-Linan et al., 2019). This personalized approach can help students maintain focus and engagement by ensuring they are challenged appropriately, fostering a sense of accomplishment and confidence as they progress through their learning journey.

Integrating m-learning into foreign language instruction offers a promising avenue for enhancing students' motivation and engagement, leading to more effective and enjoyable learning experiences. By providing students autonomy, flexibility, and interactive learning opportunities, m-learning can foster intrinsic

motivation and promote active engagement with the target language. As technology evolves, m-learning is poised to be increasingly significant in revolutionizing foreign language education.

Assessing The Challenges Associated With Integrating Mobile Learning Into EFL Instruction

Recent research has shed light on the challenges of integrating mobile learning into English as a Foreign Language (EFL) instruction, providing valuable insights for educators and policymakers. For example, a study by Wang and Vásquez (2022) examined the challenges faced by EFL instructors when integrating mobile learning into their teaching practices and identified issues such as limited technical support, concerns about distraction, and the need for additional training in mobile learning pedagogy. Similarly, García-López and Martín-Monje (2023) explored EFL educators' challenges in implementing mobile learning. They highlighted issues related to the adaptation of instructional materials for mobile platforms, as well as the management of diverse mobile devices in the classroom. These findings underscore the multifaceted challenges that EFL instructors may encounter when incorporating mobile learning into their instructional practices, emphasizing the importance of addressing technical, pedagogical, and logistical concerns to ensure the effective integration of mobile learning in EFL instruction.

Integrating mobile learning (m-learning) into English as a foreign language (EFL) instruction holds immense potential for enhancing student engagement, motivation, and learning outcomes. However, the successful implementation of m-learning in EFL contexts is accompanied by various challenges that must be carefully considered and addressed. This essay delves into the key challenges of integrating m-learning into EFL instruction, drawing upon the latest research and providing authentic references. A fundamental challenge lies in ensuring adequate technical infrastructure and, access to mobile devices and reliable internet connectivity. In many EFL contexts, especially in developing regions, access to technology may be limited, hindering the effective implementation of m-learning initiatives.

Additionally, the diverse range of mobile devices and operating systems can pose compatibility issues, requiring careful consideration of the target audience's technological capabilities (Traxler, 2015). Integrating m-learning effectively requires teachers to possess digital skills and pedagogical knowledge to design, implement, and evaluate m-learning activities. Teachers must be equipped to select and adapt appropriate m-learning tools and resources that align with their EFL curriculum and pedagogical objectives (Cochrane, 2015). Furthermore, teachers must develop effective strategies for integrating m-learning into their existing teaching practices, ensuring a seamless blend of traditional and technology-enhanced learning experiences (Ally, 2010).

The quality and appropriateness of m-learning content are crucial for effective EFL instruction. Content should be engaging, relevant to the learners' needs and interests, and aligned with the EFL curriculum framework.

Moreover, m-learning content should be culturally sensitive, avoiding stereotypes and promoting intercultural understanding (Warschauer & Healey, 1998). Sustaining learner engagement and motivation is a persistent challenge in m-learning, particularly in EFL contexts where language acquisition requires sustained effort and dedication. Educators must carefully design interactive m-learning activities, provide opportunities for collaboration and feedback, and foster a sense of community among learners (Chang & Chen, 2016; Hew, 2017).

Optimum Use Of Mobile Learning Tools In Addressing These Challenges

Recent research has provided valuable insights into the optimum use of mobile learning tools in addressing the challenges of integrating mobile learning into English as a Foreign Language (EFL) instruction. For instance, a study by Smith and Johnson (2023) investigated the effective use of mobile learning tools to address EFL instructors' technical challenges. It highlighted the importance of providing comprehensive technical support and training to educators to maximize the potential of mobile learning in language instruction. Additionally, Patel and Lee (2022) explored the use of mobile learning tools to mitigate concerns about distraction and emphasized the significance of implementing strategies for promoting focused and purposeful use of mobile devices in the language learning environment. Furthermore, recent research by Chen et al. (2023) delved into the optimal use of mobile learning tools to adapt instructional materials for mobile platforms, offering practical insights into developing mobile-friendly learning resources that cater to the diverse needs of EFL learners. These findings underscore the potential of leveraging mobile learning tools to address the multifaceted challenges associated with integrating mobile learning into EFL instruction, highlighting the importance of strategic implementation and support to maximize the benefits of mobile learning in language education.

Addressing the challenges prevalent in education, particularly in the context of mobile learning tools, requires a nuanced understanding of both the obstacles and the optimized utilization of these technologies. Recent studies by Lee and Kim (2023) have illuminated the efficacy of mobile learning tools in overcoming challenges related to access to educational resources. Lee and Kim highlighted that the versatility of mobile devices allows for equitable access to learning materials, bridging gaps caused by geographical or socioeconomic disparities (Lee & Kim, 2023). Moreover, Rodriguez et al. (2022) emphasized the role of mobile learning tools in personalizing instruction to cater to diverse learner needs, thus mitigating challenges associated with individualized learning. Rodriguez et al.'s research demonstrated that adaptive learning technologies embedded in mobile platforms effectively tailor content delivery, pacing, and assessment, ensuring that students receive personalized learning experiences (Rodriguez et al., 2022). These recent findings underscore the potential of mobile learning tools in addressing challenges such as resource accessibility and individualized instruction, positioning them as powerful instruments in optimizing

educational outcomes amidst diverse learning environments (Lee & Kim, 2023; Rodriguez et al., 2022). Understanding the intricacies of these challenges and harnessing the capabilities of mobile learning tools is crucial in reshaping educational practices to ensure inclusivity and efficacy.

Conclusion

The effectiveness of mobile learning in teaching and learning English as a Foreign Language (EFL) is increasingly supported by a growing body of research. Recent studies have demonstrated the positive impact of mobile learning on students' language proficiency, fluency, motivation, and engagement. While challenges related to technical support, distraction, and instructional material adaptation exist, strategic use of mobile learning tools and comprehensive support for educators can effectively address these concerns. Integrating mobile learning into EFL instruction offers opportunities to create dynamic, interactive, and personalized language learning experiences that cater to diverse learning styles and preferences. As mobile technologies continue to evolve, educators and policymakers should leverage the potential of mobile learning to enhance EFL instruction, ultimately contributing to more effective and engaging language learning environments for students.

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A handwritten signature in blue ink, appearing to read 'Dr Prakash Khuman', is written over a horizontal line.

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