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HUMANISING MOBILE ONLINE ESL BLENDED LEARNING MODEL

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ABSTRACT

Background and Purpose: The COVID-19 pandemic has given a massive proliferation of technology, particularly in education, redefining language learning from face-to-face (F2F) and off-classroom known as blended learning (BL) to a new kind in online distance learning/education (ODL/E). BL is now a mix of synchronous and asynchronous learning. The shift, however impressive it may appear, does not guarantee the effectiveness of the learning process. The gap that leads to the current study is how bibliometrics has shown minimal focus on undergraduates' acceptance of these changes, especially in English as a Second Language (ESL) learning classes to the newly embraced online BL (OBL) and how humanistic values are important in ESL lessons. Thus the study sets out to understand several issues pertaining to the use of mobile communication devices as a learning tool in ESL MoBL.

Methodology: The present study is a mixed-method research approach using a sequential exploratory design. A set of Technology Acceptance Model (TAM) questionnaires was distributed to understand 264 teacher-trainers, degree and diploma students' inclination towards ESL mobile learning platforms after a semester of mobile open blended learning (MoBL) integration, whilst side-lining the unnecessary information of Unified Theory of Acceptance and Use of Technology (UTAUT2). Interviews based on

Analysis, Design, Assess, and Belief (ADAB) Model further enriched the data on the humanisation aspects of MoBL.

Findings: Findings showed that learners' inclination to the new MoBL can be affected by gender, age, and maturity. Thus to implement a more humanistic learning modification demands a thorough understanding of students' needs.

Contributions: The novelty of these findings is the sampling contrasting both degree and diploma students along with teacher-trainees' perceptions of humanistic values in OBL highlights the effects of, age, maturity and gender on technology in education. This paper suggests a discussion on the humanistic MoBL model for ESL learners. The future implication of the findings suggests age, maturity, and gender affect students' inclination towards the new MoBL, and pushes the need for more humanistic essences in MoBL.

Keywords: Education, ESL and ELT, humanistic values, mobile learning model, online blended learning, and open distance learning.

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1.0 INTRODUCTION

The millennials or digital natives are at the schooling age, thus making technology used in education unavoidable. Students' acceptance of electronic learning (eLearning) is established, and as a result, eLearning is now part of many educational systems, especially in an involuntary scene such as the Covid 19 pandemic. Although the pandemic has forced students and teachers to adapt to the new norm of teaching and learning (Self, 2021), its needs and demands are persistent and diverse, and they should be constantly addressed. Therefore, studies related to technology acceptance should never be judged as lack of novelty, nor can they be outdated. The acknowledgement of such concerns warrants a tenacity for solutions as technology evolves and generations, populations and conditions differ. Despite numerous studies in the past years, educationists' feedback on online teaching or virtual teaching (VT) remains reserved on infrastructure, user-friendliness, conveniences, and availability of online resources (Kai Wen & Tan, 2020). Thus, current students' persistent needs and demands require constant validity.

The pandemic has forced education around the world to embark on Open Distance Learning (ODL) (Daniel, 2020), where some resort to adopting open educational resources (OER) and open educational practices (OEP) (Huang et al., 2020). Learning management systems (LMS) are also widely used whether with in-house university-designed or using various commercially available ones. Arulogun et al. (2020) claim ODL relies on ICT, and thus requiring online enablement. Nevertheless, the term 'open' is not to be used interchangeably with 'online.' During this pandemic, many educators have resorted to online learning, while students who are internet access-challenged are reached physically by mail.

Mobile open blended learning (MoBL) has enabled some students, as an effect of job loss among parents, to resort to working during class hours as all classes are conducted online, synchronous, and asynchronous. Blended learning (BL) embodies a combination of teaching approaches with the intention to reach a common goal (Khodeir, 2018). BL in the past was F2F lectures combined with off-classroom learning, which can be online or offline. BL in ODL during this pandemic is between synchronous and asynchronous learning, and is termed here as online blended learning (OBL). Teleconferencing is considered synchronous learning, whilst asynchronous learning utilises recorded lectures, notes, and exercises through various LMS, any instant messaging systems like WhatsApp and Telegram, or email and social media platforms like Facebook, Instagram, or YouTube channels. Online medium of communication (OMC) can be done during stipulated class hours or at any given time. The combination of mobile, OBL and OMC, where consultations through online, voice or video calls, mobile teleconferencing platforms, instant messaging systems along with online recorded lectures, teaching materials, and notes, among others on LMS have created a MoBL environment. MoBL widens the learning sphere, where some applications allow parents to monitor lecturer-students' online activities on the go, and thus incorporating formal and informal, alongside online, and offline learning environments. Muzammil, Sutawijaya, and Harsasi (2020) stress the significance of the interaction between students-teacher-content and peers to excel in ODL.

The pandemic has forced these students to accept these ODL situations without considering their readiness and inclination. It created autodidacticism for some and autonomous learning for many. Yet, understanding the students' preferences is vital to ensure adherence to the learning process. To date, a hybrid approach is still feasible and relevant, as there are courses that demand physical hands-on training, such as the use of laboratories and studios. Tests and consultations in small numbers are still carried out through teleconferencing. In addition, students must practice strong self-heuristic learning, especially when a mobile

platform is used, as it contains a high level of distraction and temptation such as social media and gaming.

Khodeir (2018) proposes an advanced exploration of BL methods, be it in MoBL implementation or in exploratory of their effects on ESL learning fulfilment. Lecturers are said to be engaging multiple platforms, yet the effects of mediamorphosis among others are not refined (Tengku Intan Suzila et al., 2021). Therefore, the intention of the current study is to understand several issues pertaining to the use of mobile communication devices as a learning tool in ESL MoBL. The questions that lead the present study are: (1) Does the level of study affect students' inclination towards mobile application as an ESL BL tool? (2) Are there correlations between one perceived usefulness to another? (3) Does gender affect the level of inclination? And lastly, (4) how are humanistic values significant to ESL MoBL?

2.0 LITERATURE REVIEW

2.1 Technology in Education

E-content was once acknowledged as an innovation in English language teaching (ELT). Educators export their teaching notes to online LMS, for example, in the form of Prezi or PowerPoint slides, PowToon animations, and lecture videos, among others. These online corpora are ELT teaching tools because these corpora enable easy access, and they serve as easy teaching materials. Some ELT practitioners upload their e-content on digital platforms like Edmodo, Kahoot! and even social media like Facebook, and these platforms are growing (Melor, 2018). Innovative e-contents have successfully impacted our teaching approach, yet to date, students' satisfaction levels in massive open online courses (MOOC) activities are deteriorating, which reflects developers' motivation to develop e-content (Kai Wen & Tan, 2020). Thus, a complete comprehension of students' needs in the execution of ODL is required to ensure a high satisfaction score is attained (Arulogun et al., 2020; Huang et al., 2020; Kamarulzaman & Siew, 2020).

Mobile learning does not only allow both lecturers and learners to be detached from grounded desktops or bulky notebooks to more compact smartphones, but it also encourages and simplifies learning endeavours, especially during the pandemic. There are numerous mobile applications that are easily downloadable for educational purposes, making mobile learning plausible. Dismas (2019) highly recommends Kahoot! to senior secondary English as a Foreign Language (EFL) students in Surabaya, Indonesia, but cautions them to "learn the materials carefully, read the passages seriously, and answer all the exercises carefully, not by doing trial and error or eliminating the possible answers to get the correct answer without any

comprehension" (p. 103). The use of Padlet in the EFL classroom was found to be motivating and useful for brainstorming for upper-intermediate Japanese learning English in Singapore. Results from the analysis of quantitative data from tenth-grade students in one of the senior high schools in Banda Aceh, Indonesia showed that there was an improvement in students' narrative writing; their scores improved from the pre-test to the post-test after lessons were done using Edmodo. Nevertheless, the research limitation is the findings were extracted from a simple open-ended questionnaire. Additionally, the validity of the post contents or comments by students in Edmodo was not an actual test (Yusuf et al., 2018). These three studies, however, confirmed that age consideration is essential in adopting technology in ELT. So, not all students can adapt to learning using technology. Thus, humanising innovative teaching tools through consideration of their age, platforms and materials may be vital.

BL used to occupy almost a third of lecture hours, but now is dominating two-thirds of the lecture hours, as BL is redefined with the introduction of ODL. Learning from home (LFH) makes mobile learning for ESL become one of the main platforms. Some adopted Edmodo, Google Classroom, and many other platforms. Google Meet, Microsoft Team and Zoom are among the teleconferencing platforms that have created and redefined BL as a much universal environment for ESL. Some created videos, shared videos, and many shared lecture notes and exercises online. Lectures were recorded through apps like Screen-O-Matic, animatic PowerPoint/Canva slides, and even on YouTube channels. This reroutes the attention to the support of sufficient technology for both teachers and learners (Kai Wen & Tan, 2020). As educators are poor content builders (Kellermann, 2021) due to insufficient attainment and support of technology (Kai Wen & Tan, 2020), some may deny teaching approaches that conform to established pedagogies and philosophies such as the community inquiry (Dewey, 1938) that seek the availability of the cognitive, the learning public, and the teacher.

Teaching using technology via BL has been revealed to improve course delivery and encourage better students' performance by attaining higher commitment levels. This, therefore, produces elevated excellence in coursework products among project management classes for architecture students (Khodeir, 2018). Through an online survey with 162 Malaysian and Indonesian undergraduates, Muin (2021) found that learners can be 'isolated self-regulated' and 'isolated disengaged' in ODL (p. 417). To add, Majeed and Muslim (2016), Solano et al. (2017), Gunuç (2017) and Tengku Intan Suzila, Omar, and Mohd Yusri (2018a) among others are sceptical about the success of eLearning in ESL due to factors that include technical support, students' academic background and proficiency level.

Han, Tian, and Cheng (2017) propose a Mobile Blended Learning Model (MBLM) based on a study adopting WeChat public platform and claim that the instructional process and the learning efficiency can be optimized. Though, they later concluded that the subject variable has not been considered. The initial statement was over-claimed, as learners and contents are crucial elements to any instructional approach. EFL students practicing English on WhatsApp may expand their interaction competencies and vocabulary familiarity, indicating encouraging results on their performance and work quality and enabling them to distinguish colloquial English (Avci & Adiguzel, 2017). In ESL, productive learning skills (speaking and writing) have seen a drop, while receptive skills (listening and reading) have a positive learning style preference relationship with learning technologically during the pandemic (Syahrin & Salih, 2020). These are in contrast to Andujar's (2016) findings. The subject variable differs in English as a foreign or a second language. These propose that the application of any mobile platform demands a comprehensive approach, where learners' adaptations to change in learning is first considered. Based on Wang, Huang, and Hsu (2017) and Abu-Dalbouh (2013), Tengku Intan Suzila et al. (2018b) innovated a MoBL application protocol, yet it requires an impact test on its applications, thus leading to the present study.

2.2 Overview of Related Models and Theories

Technology Acceptance Model (TAM) started in the 80s replacing the TRA (Ajzen and Fishbein's Theory of Reasoned Action). The purpose of TAM was to investigate perceived ease of use, perceived usefulness, and behavioural intention. Criticisms of TAM as a "theory" include its questionable heuristic value, limited explanatory and predictive power, triviality, and lack of any practical value (Chuttur, 2009). Then, it was improved to TAM 2 and 3, where a more detailed expansion of ideas was added, then Unified Theory of Acceptance and Use of Technology (UTAUT) 1 and 2. Next, Hoong, Thi, and Lin (2017), have proposed a model for knowledge sharing tools called the Affective Technology Acceptance (ATA). If individuals have a strong negative influence on their behavioural intention, they will show less interest in the use of knowledge-sharing tools. Therefore, negative ATA has the strongest influence on perceived ease of use and perceived usefulness of the tools. On the other hand, positive ATA shows a significant impact on perceived ease of use, perceived usefulness, and behavioural intention. This implies that positive effect plays a significant role in behavioural intention to use technology; therefore, a constant improvement on the tools is needed to induce the positive effects on the individuals in using the tools. Watson and Tellegen's (1985) 10-item scale was adopted in Perlusz's (2004) Technology Affect Scale, and it serves as the measurement scale

for positive (PA) and negative (NA) dimensions of affect. These models have been evolving, yet not one model manages to develop a holistic technological acceptance suitable for education.

Technological Pedagogical Content Knowledge (TPACK) theory (Mishra & Koehler, 2006) involves the application of technology in education. The best part is this theory allows adaptation of its framework to different circumstances. This enables students and educators to have flexibility. So, one of the elements in TPACK is Technological Pedagogical Knowledge (TPK) which connects knowledge on tools and pedagogical practices. The next element is the Pedagogical Content Knowledge (PCK) which relates pedagogical practices to learning objectives; lastly, the Technological Content Knowledge (TCK) section, which relates the technologies and learning objectives. Therefore, educators need to overlap all these three TPACK intersections to assist students to excel in these current learning conditions.

Next, the theory of humanising lessons entails consideration of emotional equation in lessons beyond managing affective factors. Humanising lessons include ensuring engagements happen. Abou-Khalil et al. (2021) and Aydin (2021) found the most vital engagement is between students-content to ensure effectiveness and satisfaction in ODE. Present and past studies (Abou-Khalil et al., 2021; Aydin, 2021; Muzammil et al., 2020) have shown that student-student, student-instructor, and student-content interactions/engagement have significant causal relationships on students' ODL satisfaction and effectiveness.

Lastly is the need for beyond self-directed learning quest among students. Trotman (2017) discusses self-heutagogy as a character of "being self-governed, grounded in personal familiarity and appraising self-efficacy" (p. 198). This is self-learning synergy. Issabekova and Katenov (2021) regard synergy as "an interaction of parts in the formation of a structure" (p. 193). So, in ODL, students need to interact with educators to achieve a holistic learning experience.

2.3 Gender

Both genders are expected to adapt to the change in learning equally. The gender factor has rarely been the focus in most current studies (Khodeir, 2018; Majeed & Muslim, 2016; Solano et al., 2017; Gunuç, 2017; Tengku Intan Suzila et al., 2018a), especially when it is related to technology in education because the gap in gender perception tends to be irrelevant. However, Bisquolm (2021) found men are prone to use more "protective measures, while women are self-restrained and disconnected" (p. 4), in coping with digital challenges. Thus, there is a need to further delve into this factor.

2.4 A.D.A.B. in ODL

Humanisation of technology in education is not new. Aspy (1974) spoke of empathy, congruence, and unconditional positive regard in adopting technology in classroom. The A.D.A.B. Model (2021) in Table 1 further looks at 4 elements: Analysis, Design, Assess, and Belief. Each is further expanded into criteria that are associated with teaching and learning. These range from every action is accountable to God, to responsibilities beyond expected targets. The purpose is to guide lecturers to better design their lessons to produce all-rounded students. These students are the university's proud products. They will not only be academically inclined but also ethical, empathetic, and professional. Detailed areas in A.D.A.B that guide the interview can be found on the A.D.A.B website. In humanising businesses, Nonaka and Takeuchi (2021) suggested six practices that need to be implemented in a challenging pandemic like COVID 19. The humanisation of business practices shall meet customers' demands for a much more emphatic approach in education. The present study adds humanising dimensions to a much more profound demand in ESL MoBL.

Table 1: A.D.A.B Model (2021)

Analysis	Design	Assess	Belief
Align content to outcome	Design connectedness	Assess learning	Embed reflection
Anticipate learners' needs	Design awareness	continuously	Espouse values
Learning content and	Deliver in content	Evaluate engagement	Engender conviction
environment analysis	Deliver in respect	Assess essential	Enhance faith
Current advances in the field		transversal skills	
Community issues and challenges			

3.0 METHODOLOGY

A mixed-method research approach was adopted in the present study, based on Wang et. al. (2017) and Abu-Dalbouh's (2013) frameworks which were founded on the Technology Acceptance Model 1 (TAM 1). Sequential exploratory design was implemented. In this study, an adopted five-Likert-scaled questionnaire was distributed to 264 teacher-trainees, degree and diploma students, who were selected from three public universities using a purposeful sampling method to investigate their basic exploratory understanding of the MoBL impact. The criterion of the chosen sampling was they have undergone a semester of multiple courses with an ESL MoBL environment using a mobile learning platform. TAM 1 was adopted as the issues pertaining to the three demographic backgrounds and the correlation between variables was

significant as opposed to vast data from UTAUT2. Although UTAUT2 is perceived to be able to give complete findings, the present study expects to look at pure data only, and other elements are justified by qualitative interviews of more humanistic aspects suitable for the problem. A set of interview questions were adapted from Rudloff (2007), and used as a guide. The A.D.A.B Model (2021) by Universiti Teknologi Mara (UiTM) was also adapted to suit students' levels of understanding. After a semester of ESL MoBL using mobile instant messaging (MIM) through apps, websites (OER), Facebook, and Google Classroom, they were asked to answer the survey before the students' examination results were announced.

3.1 Instrumentation

Learners' outlooks regarding the employment of any mobile application as ESL MoBL tools are labelled as perceived usefulness (PU) and user satisfaction (US). PU and US were investigated in six categories:

PU1: Mobile learning will permit learners to acquire information about the learning subject from the lecturers promptly.
PU2: Lecturers can monitor learners' learning conditions using mobile learning applications elsewhere than during class hours.
PU3: Rapid retrieval/ downloading of information is possible with a mobile learning application.
PU4: Students' and lecturers' time will be saved when using mobile learning applications.
PU5: Lecturers' tracking of students' performance is enhanced using mobile learning applications.
US1: I trust that learning through mobile learning will amplify the quality of learning.

PU1 uncovers the scale of possibilities of students attaining information on learning speedily by exploiting a communication mobile device. This implies the convenience of obtaining information without meeting the lecturer and beyond teaching hours. PU2 refers to the amount of supervision that the lecturers can maintain on the students' learning processes. Learners can be anywhere outside the classroom, and yet they can still acquire information necessary for learning. Next, PU3 tries to rationalise the students' ability to utilise uninterrupted access to any learning material or feedback to any requests regarding lessons or any classroom arrangements. It also indicates that downward communication is simpler and can be done quicker. PU4 proposes lessons can be disseminated without F2F encounters during classroom

hours. This therefore saves time. PU5 implies that academicians can guarantee students' participation in any dialogue held. Therefore, lecturers may know students' proficiency levels. US1 explains the quality of learning will also increase because the information is easily received and retrieved. The quality of learning denotes the students' enhancement in studying environments.

3.2 Data Analysis

Descriptive analysis using the statistical instrument (SPSS) was generated to assist in analysing the present findings for means and correlations. Interviews were transcribed and findings were deduced into themes through deductive thematic analysis according to the A.D.A.B. Model.

4.0 FINDINGS AND DISCUSSION

Table 2 below shows that both UiTM (diploma and degree students) and UTeM degree students remain doubtful about how mobile ESL BL shall benefit them in learning. The mean range remains neutral. ESL learning in this case is very much related to heuristic and self-directed learning. Students are concerned about their own diligence and commitment to ESL mobile learning. Lecturers' monitoring and promptness in replying to students' demands is also a cause for students' concern. This can be synthesized that those students may feel smothered by constant monitoring. Both PU3 and PU4 however, has a high neutral $\bar{x}$=3.82 SD0.694 and mean of 3.95 SD 0.799, respectively. UTeM degree students display a near agreement in PU1 with mean $\bar{\bar{x}}$=3.96 SD0.779, PU2 $\bar{x}$=3.78 SD0.801 and PU4 $\bar{x}$=3.93 SD0.781. Age and maturity are factors affecting PU4. The students require good internet services wherever they are to enable speedy download of online materials. Although PU3 output may sound repetitive, this finding still suggests that despite the establishment of eLearning in the 1990s, it remains a setback to many parts of the world due to poor internet services. Self-search and self-reliance are necessary to excel in eLearning (Zare et al., 2016; Annabi & Wilkins, 2016), therefore, students need to resort to any means to access better internet services.

The IPG teacher-trainees agree to PU1 to 4. In total, all learners agree to PU1 $\bar{x}$=4.06 SD0.780 and PU4 $\bar{x}$=4.01 SD0.784. These teacher-trainees have an open mind toward mobile learning. This finding ensures that they will become technologically inclined teachers in the future. This is reassuring as learning during the pandemic necessitates teachers to be proficient in education technology.

Issues on monitoring and rapid access to information are also challenges for the teacher-trainees. PU2 and PU3 received a high neutral with mean $\bar{x}$=3.98 SD0.779, PU3 $\bar{x}$=3.95

SD0.746. During online F2F, students may refuse to switch on their webcam to save data, thus making monitoring attentiveness and focus a hurdle. PU5 and US1 received neutral perceptions. They too need to be persuaded of the quality of learning using mobile devices. Issues of focus in learning through mobile devices such as interruption from social media and communications might be acknowledged. Here, self-discipline and self-motivation to acquire lessons may play a crucial role.

Table 2: Mean on each PU by university

University		PU1	PU2	PU3	PU4	PU5	US1
	Mean	3.78	3.72	3.82	3.95	3.42	3.42
UiTM	N	79	79	79	79	79	79
	Std. Deviation	.779	.861	.694	.799	1.057	.956
	Mean	3.96	3.78	3.67	3.93	3.63	3.44
UTeM	N	27	27	27	27	27	27
	Std. Deviation	.706	.801	.832	.781	.926	.974
	Mean	4.22	4.14	4.06	4.06	3.91	3.98
IPG	N	158	158	158	157	157	157
	Std. Deviation	.754	.727	.737	.778	.796	.755
	Mean	4.06	3.98	3.95	4.01	3.73	3.76
Total	N	264	264	264	263	263	263
	Std. Deviation	.780	.799	.746	.784	.919	.883

The teacher-trainees are being trained to be future educators, and thus having an optimistic outlook on using MoBL in ESL settings. Yet they remain high neutral leaning towards agreeing on how such use of MoBL can assist in tracking and improving performance, along with warranting the quality of learning. The university students remain doubtful about MoBL, yet almost agree that it can save time. Maturity might be a factor here, as it will secure self-determination, practice, and persistence in ESL learning. This is reflected by Shahzad et al.'s (2020) findings, where postgraduate level students gave optimistic responses towards virtual teaching (VT).

The positive responses among the teacher-trainees showed a promising improvement of ESL performance. Teachers' role has a significant impact in ensuring success in online learning. The teacher-trainees' neutral feedback on whether MoBL can contribute to trailing and cultivating high performance, and excellence in learning showed about their concerns on it. This may partake in initiatives to ensure such requirements are fulfilled.

Students' MIM responses have been used to indicate their ability or availability to attain learning, where the internet connection is good. Whenever poor internet connection might exist, the social media platforms such as Facebook and OMC medium like WhatsApp may ensure that basic information can be gained. Google Classroom can be accessed later whenever the connection improves. Teachers' recorded lectures and notes in Google Classroom serve as a platform to support this blended learning when F2F on Google Meet is not performed (Aydin, 2021). LFH during the pandemic has further highlighted how students and teachers are stressed by poor internet connection. While teachers also struggle to adopt various learning management systems (LMS), students struggled with self-discipline.

Table 3 displays that degree students mostly agree that MoBL shall bring betterment in promptness, monitoring, information retrieval, and time. Most diploma students are unconvinced about the use of the mobile learning approach. Diploma students may be less independent than degree students. Yet both offer low mean in PU5 and US1, where degree learners resulted in $\bar{x}$=3.87 SD0.841 and $\bar{x}$=3.90 SD0.826 and diploma $\bar{x}$=3.33 SD1.021 and SD0.911 in PU5 and US1. This illustrates their fear of tracking possibilities and learning quality. Prerequisite self-directed and self-heuristic learning may be necessary in this pandemic, thus tracking and learning quality can be ascertained by both parties.

Table 3: Mean level of study

Level		PU1	PU2	PU3	PU4	PU5	US1
degree	Mean	4.18	4.10	4.02	4.05	3.87	3.90
	N	197	197	197	196	196	196
	Std. Deviation	.733	.733	.756	.767	.841	.826
diploma	Mean	3.72	3.63	3.75	3.91	3.33	3.33
	N	67	67	67	67	67	67
	Std. Deviation	.813	.885	.682	.830	1.021	.911

Table 4 below displays that all PU are significantly correlated to US1, "I trust that learning through mobile learning will amplify the quality of ESL learning." US1 correlation to PU1 at 0.443, PU2 at 0.537, PU3 at 0.508, PU4 at 0.489 and PU5 at 0.681 are all significant at the 0.01 level (2-tailed). The correlations of PU1 to other PUs are also positively correlated, where the correlation of PU2 is at 0.674, PU3 at 0.633, PU4 at 0.479, and PU5 at 0.476, which are also significant at the 0.01 level (2-tailed). Other positive correlations between PUs are presented in Table 3.

Table 4: Correlations between PU

		US1	PU1	PU2	PU3	PU4	PU5
US1	Pearson Correlation	1	.443**	.537**	.508**	.489**	.681**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	263	263	263	263	263	263
PU1	Pearson Correlation	.443**	1	.674**	.633**	.479**	.476**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	263	264	264	264	263	263
PU2	Pearson Correlation	.537**	.674**	1	.598**	.432**	.568**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	263	264	264	264	263	263
PU3	Pearson Correlation	.508**	.633**	.598**	1	.603**	.582**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	263	264	264	264	263	263
PU4	Pearson Correlation	.489**	.479**	.432**	.603**	1	.523**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	263	263	263	263	263	263
PU5	Pearson Correlation	.681**	.476**	.568**	.582**	.523**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	263	263	263	263	263	263

**Correlation is significant at the 0.01 level (2-tailed).

These ESL learners who deem MoBL will increase learning excellence also agree that MoBL will accelerate information retrieval from lecturers or downloading lessons, tracking, and monitoring, thus saving time. Students who believe that MoBL could boost the quality of learning (US1) also believe it shall enhance PU1-5. Students must be certain that quality is ensured. If the quality of planning, materials and execution are justified, then ESL learning might be accelerated. This is seen in Table 3.

Table 5 below reveals that male students are neutral on the idea of using MoBL. The male learners indicated a mean of 3.87 SD 0.672 for PU1, PU2 $\bar{x}$=3.75 SD 0.823, PU3 $\bar{x}$=3.84 SD 0.730, PU4 $\bar{x}$=3.90 SD 0.721 and PU5 $\bar{x}$=3.52 SD 1.035, and US1 $\bar{x}$=3.43 SD 0.988. Male students are doubtful about their self-directed and self-discipline in learning. However, when F2F learning is in doubt due to the pandemic, male students must support each other in ensuring learning is received.

Female students agree to PU1 $\bar{x}$=4.13 SD 0.804, PU2 $\bar{x}$=4.06 SD 0.777 and PU 4 $\bar{x}$=4.05 SD 0.802. Yet, PU3 remains high neutral mean $\bar{x}$=3.99 SD 0.749. PU5 and US1 both have a mean of 3.8 SD 0.867 and SD 0.818. The female students seem better at adapting to the new

learning environment. They are trustworthy in taking control of their learning during this pandemic. Therefore, female students may have a better opportunity to ESL learning using the mobile platform.

Table 5: Mean gender

gender		**PU1**	**PU2**	**PU3**	**PU4**	**PU5**	**US1**
	Mean	3.87	3.75	3.84	3.90	3.52	3.43
male	N	67	67	67	67	67	67
	Std. Deviation	.672	.823	.730	.721	1.035	.988
	Mean	4.13	4.06	3.99	4.05	3.81	3.87
female	N	197	197	197	196	196	196
	Std. Deviation	.804	.777	.749	.802	.867	.818

The male students refuse to agree with all the PUs and remain neutral. They remain suspicious of how MoBL is beneficial to them. Scepticism may arise during the blended hours. These students can ignore postings that require them to join online discussions and contribute materials for discussions. They are also not convinced and distressed about how ESL lecturers are tracking and monitoring them. This wariness is justified as the males exhibit caution in how such involvement online shall reflect in their academic evaluations.

The female students agree that using mobile learning during blended hours enable learners to acquire information easily, for the lecturers can monitor learning condition during blended hours and save time. They believe downloading or obtaining information from lecturers is simplified using portable devices rather than using the university's web platform. The university's web platform demands them to be logged in, yet accessibility to other media is limited. Time is also saved because they can multi-task. Here, the study partially conforms to Bisquolm (2021) as the females are found to be more receptive, while the males are protective and reserved.

The in-depth interview produces several themes affiliated with the UiTM A.D.A.B. Model (2021). Table 6 below shows some of the findings.

Table 6: Some feedback based on ADAB model

Analysis	Design	Assess	Belief
Well, the Learning Outcomes are informed but it will be easier if we understand how it is related to us	If you ask on relationship to God, I think some lecturers are reserved.	I don't know if lecturers do assess their slides. Sometimes they are referring to previous semester	Reflection? I don't know how. The lecturers sometimes nag about life. Is it that?
The lecturer did inform us of alternatives if we cannot join in WA	I am confused how academic writing is important to my future work.	Some students don't understand the lecturers' intention.	May be indirectly, I don't pay attention on the values, they are just bragging, old people
F2F is easier, ODL using WA or Google classroom needs a lot of self-discipline	English delivery is often related to the real world. Others, sometimes.	For English classes, lecturers will talk about a lot of matters, we are to link them. But most of the time, we don't understand unless the lecturers explain the relation to the topic.	Lecturers are firm. They put their ideas, but we are told to be critical. Not many do, though
Learning using MoBL is great especially the websites and apps	I feel lecturers do respect us. Sometimes, I feel scolded. I confronted the lecturer and she said, I misunderstood her; my English is good, yet she said if I don't understand her stand, my English must be average.		Faith? No, I think lecturers rarely impart faith, they are not ustaz or ustazah.
Community issues, I think only in Sulam, not specific ESL class subject			

The interviews suggested several needs in humanising MoBL. These are discussed below.

5.0 DISCUSSION

5.1 Modelling A New Mobile Blended Learning Norm in ESL

Mobile and desktop teleconferencing platforms are used in synchronous learning, while recorded lectures, notes, and exercises in any learning management system (LMS) are used alongside social media as an online medium of communication (OMC) for asynchronous learning.

The teacher-trainees and the students have apprehensions about how MoBL shall positively accelerate their knowledge acquisition. These reservations are usually accurate to average students as most initial studies (Dismas, 2019; Yusuf et al., 2018) noted excellent students display high perception. However, the same students agree it will save them time. This

study finds teacher-trainees are hopeful about the application of MoBL, yet remain reserved on how it may boost tracking and improve performance and quality of knowledge gaining.

The present study indicates male students are sceptical as to how MoBL can assist them to enhance their educational experiences. This is partially in-line with Bisquolm's (2021) findings. This also fills the gap in studies on gender in technology in education (Khodeir, 2018; Majeed & Muslim, 2016; Solano et al., 2017; Gunuç, 2017; Tengku Intan Suzila et al., 2018a).

The level of study also poses to be an issue with the diploma and degree students having contrasting attitudes towards adopting MoBL in ESL. Age and maturity may affect students' acceptance of mobile blended learning. Teacher trainees have a higher level of maturity, and thus showing greater ability to ensure self-directed learning and self-heuristic learning are abided. This is parallel to Muin (2021) who agreed that self-learning through frequent teacher-student and student-peers consultation is a recipe for ODL success. Thus, any positive undertaken approach or effort by students can lead to success in MoBL. The students acknowledge that they require monitoring and assistance. Such close monitoring may be needed in younger learners (Self, 2021), yet may impede mature learners.

5.2 Humanisation of Lesson within MoBL

In any volatile, uncertain, complex, and ambiguous (VUCA) environment like the Emergency Remote Teaching, students and lecturers were suddenly forced to migrate to online learning. For every volatile situation, there is a need to have visions. Every uncertainty creates understanding. Teacher trainees are willing to take adequate measures to ensure success in ESL teaching; they seek to find the middle path to current learning conditions. The complexity in learning shall lead to clarity once the problems are understood and solutions may be formed. This discussion is based on the interview findings. The A.D.A.B. Model can be expanded to impart humanistic essences in the teaching approaches.

In humanising ESL lessons, intuition awareness ensures teaching is carried out with utmost care. The term "care" insinuates the right intention and motivation. Learning can occur when students foster self-heuristic and self-synergy and lecturers motivate students, yet students too need to motivate themselves. Affective filters need to be managed, paralleling Hoong et al.'s (2017) findings. Students need to practice self-heuristic learning and create self-synergy which will translate to motivation. This is manifested in Trotman (2017) and Issabekova and Katenov (2021). So, there is a symbiosis relationship between lecturers and students in ensuring the success of MoBL. Once hybrid learning takes place, there might be

additional challenges such as cushioning students' motivation, emotions and learning mode transitioning from online to physical presence.

Humanising also means awareness of constraints. Infrastructures namely network, bandwidth, data, computers, and platform limitations, for example migration challenges from Android to iOS systems and vice versa. Mediamorphosis also needs to be reviewed. Being technologically savvy does not mean all technology is to be applied in a lesson. Changes from WhatsApp to LMS to apps like Kahoot or quizzes in one lesson may be challenging especially when internet connections are limited (Tengku Intan Suzila et al., 2021). Thus, pacing the type of content used, time allocation and information is necessary. In the humanisation of MoBL, lecturers' constraints are addressed as competencies. After 2 years of F2F-ODL transition, lecturers must have the 'what,' as in the skill sets; the 'know-how' and the 'just-do-it' attitude as students' reliance is genuine. The senior lecturers' knowledge and expertise are the content of the technological-based lessons. The technologically advanced junior lecturers create the bases, and the seniors fill the content. Working collaboratively rather than in isolation is vital in humanising MoBL thus, collaborative teaching activities must be rewarded.

Next, humanising MoBL needs multiple learning resource awareness which includes the environment and applying the environment in context based on suitability. Humanising also means letting the students know why they are required to work using an app, learning management system (LMS), and open resources education (OER), among others. This includes giving feedback and receiving feedback with open arms. For every task being asked, lecturers and students hold the responsibility to give feedback. This is propelled by the acknowledgement to learn and teach, and all of these are ethically driven. In summary, humanistic values in lessons include consideration of appropriateness and evaluated resources, utterances, and mindsets.

Lastly is content awareness. Humanising content includes managing lecturer-students-peer interaction through the content constructions. Content must include lecturers' voices, facial-visual elements with the lecturers' actual facial virtual appearances, and suitable colours to suit a general ground for students' learning strategies, inducing interaction with peers and encouraging self-directed learning. These are aligned with Abou-Khalil et al.'s (2021) and Aydin's (2021) findings. Beyond student-student, student-instructor, and student-content interactions/engagement (Abou-Khalil et al., 2021; Aydin, 2021; Muzammil et al., 2020), the study suggests other humanising initiatives which may be expanded to educators by inducing peer interactions, such as in small assembly deliberations of classmates in synchronous sessions, MIM support groups, or teamwork collaborative acts for assignments and field

projects. The educators need to play the mediator role as students may be unfamiliar with the class members. The initiatives taken by both educators and students may offer a holistic new BL learning output norm, thus producing holistic students. This is supported by Muzammil et al. (2020). These are silent cries that need to be tackled to guarantee the humanisation of ESL MoBL during ODL. Thus, the ESL MoBL contents need to be revisited. This study proposed a Bonded awareness in Humanizing MoBL model.

Figure 1 below shows the connections between the discussed variables. Each element is attached and connected to the other. A bonded awareness and caution of such humanising factors in MoBL may create a wholesome approach to teaching and content creation in MoBL. These findings are supported by Self (2021), where teachers' and learners' needs and demands may need to be fulfilled in the MoBL environment.

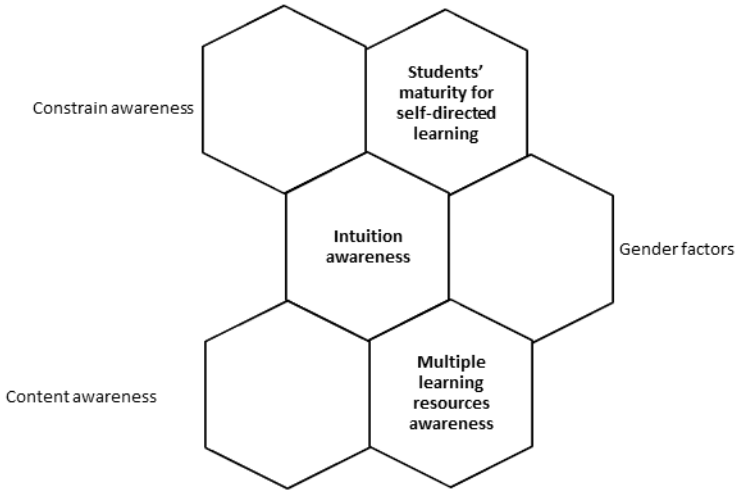

Figure 1: Bonded awareness in humanizing MoBL model

6.0 CONCLUSION AND RECOMMENDATION

Future studies may consider including other variables that are essential for online learning. These may be higher-order thinking skills or online mediated social interaction skills. Personal observation indicates that some students express their worry in practicing speaking online and doing the unguided reading and listening activities, despite Avci and Adiguzel's (2017) study finding. Collaborative types of assessment, plagiarism on both students and teachers while preparing online resources, and dishonesty during examinations are among other areas that demand attention. These, therefore, must be systematically surveyed.

The present study highlights an issue of various levels of concerns and perceptions in adopting MoBL for ESL experience between the level of study, as well as gender. This study

found that even forced by the new norms due to the pandemic, BL has further brought a bigger impact with a significant role. BL in new norms is F2F online using teleconferencing platforms and using LMS and MIM.

MoBL is a teaching and learning medium that is part of this new norm that has needs and demands. These needs include consideration of age, maturity, and level of study. Demands that must be satisfied include quality assurances, tracking assurances and accelerated academic performance. Humanising lessons may produce holistic students. Thus, in the lessons, ~~consider~~ the effects of mediamorphosis on students, students' learning time, as well the lecturer-students-content engagement must be considered as some humanistic factors.

In conclusion, LFH requires great discipline from students and educators to play a role. A more in-depth study should be done on many ESL/EFL issues to improve the effectiveness of MoBL in ELT.

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