English Language Learners' Readiness towards Mobile Assisted Language Learning

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Abstract: Learning a second language (i.e. English) with the use of mobile technology has been widely accepted around the world. While there are numbers of research focusing on its effectiveness, students' readiness in accepting the learning approach is yet to be studied. This research aims to investigate the level of readiness among students towards learning the English language via mobile. An adapted version of Parasuraman's Technology Readiness Index (TRI) questionnaires was employed as the research instrument. A total of 180 respondents from a public university in Malaysia was involved in the study. The research found that the students projected a moderate level of readiness. This is as they are highly optimistic and innovative towards mobile learning but also have a high level of discomfort and insecurities towards it. It is suggested for further research to be carried out to identify the factors influencing students' readiness and widen the sample by including other tertiary institutions.

Keywords: English language, mobile language learning, Technology Readiness Index, students' readiness, tertiary institutions

INTRODUCTION

The emergence of the innovation-driven age, in conjunction with the industrial revolution 4.0, has led the world into a new era of digital. Looking at any field of interest, technological innovations play an essential role. Integrating technology into the system and framework, enables a traditional method to be modernised and digitalised. In education, the advancement

of technology plays a significant role in revamping the education system, as well as becoming a great aid in the process of teaching and learning (TnL) (Waddell, 2015). The evolution of technology, into the digital era, has cast an ultra-transformation in the people's lifestyle, career, and any field of practice one could think, and education is not an exception (Ismail, Bokhare, & Azman, 2013). Due to the industrial revolution 4.0, upon the integration of technology and daily activities and practices, it has increased the demand for everyone, especially students, to exploit the benefit of technology to further enhance the learning experience among students (Kale & Goh, 2012).

BACKGROUND OF THE STUDY

The invention of mobile devices has brought up a new path of learning. Mobile learning can be defined as learning based on mobility often through mobile devices like smartphones, iPads, tablets, and wearable technology (Heick, 2018). While the introduction of Web 2.0 limits its usage to only in front of a computer and static, mobile learning has upgraded the feature, enabling people to use Web 2.0, anywhere and everywhere, thus making the learning process becoming mobile. Mobile learning has been adopted in the teaching and learning (TnL) process in many countries across the world, including countries in Asia and the middle east where they are utilising mobile learning as a blended learning tool (Mohammad & Job, 2014), (Khan, AL-Shihi, Al-Khanjari, & Sarrab, 2015), (Alkhalifah, Vries, & Ramersad, 2017), (Attaran & Zainuddin, 2018).

In Malaysia, the said approach has received much attention from a vast number of individual educators and researchers (Attaran & Zainuddin, 2018). Kukulska & Traxler, (2016) concluded that mobile learning serves as a 'fertile ground' for innovation for teaching and learning, and the successfulness of what being plant solely depends on the human factors in the use of mobile and wireless technology.

Seeing the bright future of technology, and its ability to integrate into education, the government of Malaysia, has seen it as worthy, hence in the new education blueprint, under the 11 shifts to transform the education system, under shift number seven, the ministry of education of Malaysia has highlighted its plan to leverage ICT to scale up quality of learning across Malaysia (Ministry of Education, 2013). The government initiative of upgrading the learning institution nationwide is one of the pieces of evidence that the government is in favour of the improvement of quality of learning through technology. Through the launching of Malaysia English Assessment, a blueprint for the ecosystem for English language learning and assessment in higher education incorporated online resources as one of the primary focus of the education development (Jusoh, 2017). The main method that is expected to be used to utilise the online resources is via mobile devices.

Traditional learning is a thing of the past. Through the emergence of industrial revolution 4.0, the learning of the English language has explicitly evolved and is no longer limited to formal settings such as in the classroom. The existence of technology has established boundless learning possibilities. Mobile learning is said to be one of the effective ways to learn English (Elaish, Shuib, Yadegaridehkordi, & Alaa, 2017). At the tertiary level in Malaysia, almost all higher institutions are adopting blended learning (Kintu, Zhu, & Kagambe, 2017) thus, knowing the contributing factors that affect the success or failure of mobile learning is of paramount importance. However, Shuib, Azizan, & Ganapathy (2018) agreed that there is a lack of documented evidence that map out the factors to understand ESL learners' readiness towards the implementation of mobile language learning. Due to this, the implementation of mobile learning, especially in language learning seems to be carried out without a proper understanding on the needs of the students, which will significantly affect the way students

learn a language. While the technology is there, the readiness of the language learners to accept the method of learning incorporating mobile devices should be taken into consideration to ensure the idea of digitalising education is not a mere fad.

OBJECTIVE OF THE STUDY

The purpose of the study focuses on the vital issue on mobile language learning, answering the question pertaining students' readiness towards mobile learning. The main objective of this research is:
To investigate the level of readiness of students towards mobile learning in learning the English language as a second language among English language learners of three level of proficiency (low, intermediate, high).

RESEARCH METHODOLOGY

The study employed a quantitative research method. An online survey was conducted as it helps in understanding the social life of a targeted population (Paul, 2007). A quantitative study design, as according to (Ranjit, 2014), with the usage of the survey, is specific and well structured. The use of surveys assists the researcher in identifying the characteristics and opinions of the population.

In the present study, non-probability purposive sampling was employed as it is more feasible, practical, and theoretically sensible as compared to probability sampling (Groves, Fowler, & Couper, 2004). As for this, there was a set of criteria highlighted by the researcher. The samples were chosen among those who are taking an English proficiency course, making them the English language learner at the moment of the study. Apart from that, the respondents for the sample were required to have MUET result ranging from MUET band two, three and four, as that will be used as the indicator for their proficiency level. The reason those range of band were selected because they were commonly found among the English Proficiency course students. Both ends of the extreme of the MUET result, (Band 1,5, and 6) were excluded from the selection is because of the rarity to obtain such samples.

A total of 180 respondents were selected among the students of English Proficiency subject randomly, from various programmes of study, to take part in the study. The respondents were selected from the researcher's English Proficiency classes due to the availability and accessibility of the sample within a short period of time. They were divided into three different levels of proficiency. The Malaysian University English Test (MUET) was used to categorise them according to their level, as illustrated below.

Table 1: Group of respondents

Group of Proficiency	MUET Band	Total Respondents
Low	2	60
Intermediate	3	60
High	4	60

The research instrument used in the present study was a questionnaire that was adopted from the Technology Readiness Index (TRI) developed by Parasuraman (2000). The questionnaire consisted of 23 items scale involving four constructs; i) optimism (7 items), ii) innovativeness (5 items), iii) discomfort (6 items), and iv) insecurity (5 items). Each item is measured by using a five-point Likert scale (Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The 5-point Likert scale was used instead of the other variation – 4-point and 7-point Likert scale because it helps to increase the response rate and response quality, while at the same time, reducing respondents' "frustration level" (Babakus & Mangold, 1992). The results later, as presented in mean scores were correlated with the students' proficiency level by using Pearson Correlation analysis.

Technology readiness refers to people's tendency to accept and utilise new technologies to complete a task given. The idea can be seen as the general state of mind that is either enabling or inhibiting the determination of a person to use the said technology (Parasuraman, 2000). The index itself incorporates four primary constructs to be studied, which are optimism towards technology, innovativeness towards technology, discomfort towards technology, and insecurity towards technology. Optimism and innovativeness are the contributors to technology readiness and discomfort as well as insecurity are the contributors to technology inhibitors. In this study, the researcher adapted the Parasuraman (2000) Technology Readiness Index (TRI), to suit the need of the study, which focuses on mobile language learning. The original version of the instrument consists of four primary constructs, namely Optimism, Innovativeness, Discomfort, and Insecurities. The constructs were maintained while the items for each construct were modified to complement the focus of the study. Any items that are unrelated to the study were removed.

This study took place in a public university in Malaysia. The data collection procedures were carried out online. The respondents were informed and given the link to the online survey while they were in their respective classes. The researcher gave explicit instructions to the respondents on the description, the purpose of the study, how long the respondents need to spend in answering the questions. The total time taken to complete the questionnaire is 15 minutes. Then, the data were transferred from google form into the Statistical Package for Social Sciences (SPSS) and later were sent to the researcher for analysis to be made.

In this study, a test for normality was conducted using Skewness and Kurtosis. The results of the normality test indicated that the variables under investigation were normally distributed and fit the assumptions Skewness and Kurtosis test of z-values within +/- 1.96.

The Cronbach's Alpha value for the survey instruments is *(α=0.93).* According to Sekaran (2003), if the value of Cronbach's alpha is more than 0.90, it is considered as excellent.The data recorded later were analysed through descriptive analysis, in the form of mean and standard deviation. The research applies the Likert Scale in order to gather

respondents' responses. The questionnaire consisted of 23 items scale involving four constructs; i) optimism (7 items), ii) innovativeness (5 items), iii) discomfort (6 items), and iv) insecurity (5 items). Each item is measured by using a five-point Likert scale (Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The 5-point Likert scale was used instead of the other variation – 4-point and 7-point Likert scale because it helps to increase the response rate and response quality, while at the same time, reducing respondents' "frustration level" (Babakus & Mangold, 1992). As for this, a mean point below three (3) is considered as low, and above three is considered as high (Amal, 2016).

RESEARCH FINDINGS

The quantitative data were analysed based on several aspects. The first aspect is based on the construct, to look for which construct has a higher result compared to the others. This is aimed to provide a better understanding of the data collected in assisting understanding to answer what level of readiness among language learners on mobile learning are. In this study, there are four primary constructs used to measure the level of students' readiness towards mobile learning. The subsequent analyses will show the result of responses from all respondents on each construct, followed by responses for each construct according to students' level of proficiency.

Responses from all respondents on each construct

Optimism Towards Mobile Technology

This construct is aimed to discover the optimism level among respondents towards mobile technology in learning. It looks at a positive view of technology and a belief that it offers people increased control, flexibility, and efficiency in their lives, hence influencing the representation of respondents' perceptions towards technology. The result showed a high level of optimism towards mobile technology among the respondents as the overall mean score recorded at *M=3.99*.

Generally, the respondents have a high optimism towards mobile technology as they perceived mobile technology to be convenient in learning English, prefer to use the most advanced mobile technology available, the flexibility of mobile learning to fit their own needs, and efficiency it brought to the learning process. For this construct, the respondents found that mobile technology is convenient to use in learning English (*Item 2 M:4.21, S.D: 0.82, N:180),* as they prefer to use the most advanced mobile learning technology available *(Item 4 M:4.01, S.D: 0.87, N:180),* and mobile learning providing them with the opportunity to tailor things to fit their own needs,*(Item 5 M:4.04, S.D: 0.86, N:180).*

Table 2: Optimism towards mobile technology

Optimism Towards Mobile Technology (overall mean: 3.99)		
	Mean	SD
Mobile technology gives me more control over my daily lives.	3.81	0.92
Products and services that use mobile technology are much more convenient to use in learning English.	4.21	0.82
I like the idea of using mobile devices for learning because it frees me from regular class hours.	3.97	0.99
I prefer to use the most advanced mobile learning technology available.	4.01	0.87
I like mobile devices that allow me to tailor things to fit my own needs.	4.04	0.86
Mobile technology makes me more efficient in my learning.	3.97	0.90
I find mobile technology to be mentally stimulating.	3.91	0.86

Innovativeness Towards Mobile Technology

This construct is aimed to look at the innovativeness of respondents towards mobile technology in learning. It aimed to show a tendency of respondents to be a technology pioneer and thought leader, as well as their responses towards challenges regarding technology. The result exhibited a high level of innovativeness towards mobile technology among the respondents as the overall mean score is high at *(M=3.65).* From this construct, the majority of the respondents claimed that they are usually can figure out new technology by themselves and enjoy the challenge of figuring out new high-tech gadgets.

For this construct, the respondents are reported to be enjoying the challenge of figuring out high-tech mobile gadgets, *(Item 4 M:3.91, S.D: 0.87, N:180),* and they usually able to figure it out without help from others, *(Item 3 M:3.71, S.D: 1.02, N:180).* However, the respondents found that their friends are learning more about the newest mobile technology than they are, *(Item 2 M:3.67, S.D: 0.9, N:180),* and they are cynical of having fewer problems than other people working with mobile technology, *(Item 5 M:3.61, S.D: 1.03, N:180).* Upon advice on new mobile technology, the respondents are also in doubt of being the point of reference for other people *(Item 1 M:3.33, S.D: 1.13, N:180).*

Table 3: Innovativeness towards mobile technology

Innovativeness Towards Mobile Technology (overall mean: 3.65)		
	Mean	SD
Other people come to me for advice on new mobile technologies.	3.33	1.13
It seems my friends are learning more about the newest mobile technologies than I am.	3.67	0.97
I can usually figure out new high-tech mobile products and services without help from others.	3.71	1.02
I enjoy the challenge of figuring out high-tech mobile gadgets.	3.91	0.87

I find I have fewer problems than other people in making mobile technology works for me.	3.61	1.03

Discomfort Towards Mobile Technology

The third construct is aimed to look at the discomfort among respondents towards mobile technology in learning the English language. The construct aims to showcase a perceived lack of control over technology and a feeling of being overwhelmed by it. In general, the result of this construct showed a high response to the level of discomfort towards mobile technology as the overall mean score is recorded at (*M=3.*62). Responses from the construct are quite significant when it comes to caution occurred in replacing people task with mobile technology as respondents think that mobile technology may break down. Apart from that, most of the respondents claimed that new mobile technologies have health or safety risks towards its user, and it is also enabling the government and organisation to oversee people's actions.

This construct consists of six items. In this construct, the respondents projected a high level of discomfort as they believe there should be caution in replacing important people task with mobile technology as they feared new mobile technology could break down or get disconnected, *(Item 3 M:3.96, S.D: 0.83, N:180),* and new mobile technologies have health and safety risk, *(Item 4 M:3.95, S.D: 0.83, N:180).* There is also concern about new mobile technology makes it too easy for the government and organisations to spy on people *(Item 5 M:3.16, S.D: 0.92, N:180).* However, the respondents are reported to be in doubt of being taken advantage of by someone who knows more than they do on high-tech mobile products or services, *(Item 1 M:3.35, S.D: 1.10, N:180).* The doubt also present when it comes to the belief of mobile technology to fail at the worst possible time, *(Item 6 M:3.36, S.D: 1.00, N:180),* and their preferences on having a basic model over one with extra features, *(Item 2 M:3.546, S.D: 1.08, N:180).*

Table 4: Discomfort towards Mobile Technology

Discomfort towards Mobile Technology (overall mean: 3.62)		
	Mean	SD
When I get technical support from a provider of a high-tech mobile product or service, I sometimes feel as if I am being taken advantage of by someone who knows more than I do.	3.35	1.10
If I use a high-tech mobile product or service, I prefer to have a basic model over one with a lot of extra features.	3.54	1.08
There should be caution in replacing important people-tasks with mobile technology because new mobile technology can break down or get disconnected.	3.96	0.83
Many new mobile technologies have health or safety risks that are not discovered until after people have used them.	3.95	0.83
New mobile technology makes it too easy for governments and organisations to spy on people.	3.91	0.92
Mobile technology always seems to fail at the worst possible time.	3.36	1.00

Insecurities Towards Mobile Technology

The fourth construct targeted to explore the insecurities among the respondents towards mobile technology. The construct is targeted to exhibit the feelings of doubt of mobile technology, integrating the sceptic on it, its ability to function accordingly, as well as the apprehension on the potential harmful mobile technology, could bring. The construct portrayed a high response on the insecurities towards mobile technology, as reflected on the overall mean with (*M=3.95*). The majority of the respondents highlighted their concern pertaining to the secrecy of the information they sent via their mobile devices. Many find that lecturers' interference in learning via mobile devices is crucial. In addition to the matter, many believed in the idea of double confirmation on the transaction done via mobile devices in written form.

The construct incorporates five items. The respondents projected a high level of insecurities where they worry about the secrecy of the information, and they sent using mobile devices, *(Item 1 M:4.04, S.D: 0.95, N:180).* The high level of insecurities also being supported as the respondents find it essential for the lecturer to be involved when they are using learning service via mobile devices, *(Item 3 M:3.99, S.D: 0.84, N:180).* The respondents required all transaction done via mobile devices to be confirmed with something in writing, (*(Item 2 M:3.95, S.D: 0.89, N:180)*. However, the respondents are not so much in doubt on the information provided via mobile devices gets to the right place *(Item 5 M:3.81, S.D: 0.96, N:180).*

Table 5: Insecurities towards Mobile Technology

Insecurities Towards Mobile Technology (overall mean: 3.95)		
	Mean	SD
I worry that the information I send using mobile devices will be seen by other people.	4.04	0.95
All learning transactions I do via mobile devices should be confirmed later with something in writing.	3.95	0.89
Involvement of lecturers is essential when using a learning service via mobile devices.	3.99	0.84
I prefer to talk to a person rather than a mobile device.	3.93	0.92
If I provide information using a mobile device, I can never be sure if it gets to the right place.	3.81	0.96

RESPONSES FOR EACH CONSTRUCT ACCORDING TO STUDENTS' LEVEL OF PROFICIENCY

Optimism towards mobile technology

Construct one is about optimism towards mobile technology, and it is aimed to discover the optimism level among respondents towards mobile technology in learning. For high proficiency students, item 2 which refers to products and services that use mobile technology are much more convenient to use in learning English, received the highest mean with *M:4.37 (S.D: 0.80, N:60).* Apart from that, the respondents like mobile devices that allow them to tailor things to fit their needs *M:4.12 (S.D: 0.90, N:60).*, and making their learning process more efficient, *M:4.11 (S.D: 0.920, N:60).* Such a claim is relevant as the respondents prefer to use the most advanced mobile technology available, *M:4.05 (S.D: 0.98, N:60).* However, not all respondents show a high level of optimism as respondents do not have a high response to the idea of mobile learning becoming mentally stimulating, *M:3.90 (S.D: 1.00, N:60).* They are being impartial to believing mobile learning frees them from regular class hours, *M:3.88 (S.D:*

1.17, N:60), and to the idea of mobile learning provides more control over their daily life, *M:3.77 (S.D: 1.01, N:60).*

While for intermediate proficiency students, the respondents reported to feel the products and services that use mobile technology are convenient to use in learning English, *M:4.25 (S.D: 0.82, N:60),* as well as they, like mobile devices that allow them to tailor things, fitting their needs, *M:4.08 (S.D: 0.81, N:60).* The respondents also reported to like mobile devices for learning as it frees them from regular class hours *M:4.03 (S.D: 0.94, N:60).*, besides their preferences to use the most advanced mobile learning technology available, *M:4.02 (S.D: 0.85, N:60).* Despite that, they are sceptical towards mobile learning making their learning more efficient, *M:3.98 (S.D: 0.83, N:60),* stimulating them mentally, *M:3.95 (S.D: 0.79, N:60),* and gives more control over their daily lives, *M:3.95 (S.D: 0.79, N:60).*

The low proficiency students however have item 2 and 3 with the highest mean score of *M:4.00 (S.D: 0.82, N:60),* and *M:4.00 (S.D: 0.86, N:60),* respectively, where they found mobile learning to be convenient in language learning, as well as the idea of it freeing them from regular class hours. The respondents also reported to prefer using the most advanced mobile learning technology available, *M:3.98 (S.D: 0.77, N:60),* as it allows them to tailor things following their needs, *M:3.93 (S.D: 0.88, N:60).* The respondents however not necessarily found mobile technology to be mentally stimulating, *M:3.87 (S.D: 0.79, N:60),* making their learning process more efficient, *M:3.82 (S.D: 0.91, N:60),* and giving them more control over their daily lives, *M:3.78 (S.D: 0.85, N:60).*

Innovativeness towards mobile technology

Construct two is about the innovativeness towards mobile technology and is aimed to look at the innovativeness of respondents towards mobile technology in learning. The tables below show the analyses of each item in the construct based on responses from students with low, intermediate, and high English language proficiency.

Students with high proficiency recorded item 4, which refers to the respondents enjoying the challenge of figuring out the high-tech mobile gadget, has the highest mean score with *M:3.98 (S.D: 0.97, N:60).* The respondents seem to usually able to figure out new high-tech mobile products and services without help from others, *M:3.65 (S.D: 1.15, N:60),* as they have fewer problems than other people in making mobile technology work for them, *M:3.60 (S.D: 1.15, N:60).* This is further supported when the respondents claimed that there doubt their friends are learning more about the newest mobile technology than they are, *M:3.45 (S.D: 0.98, N:60).* However, the respondents were unsure of the idea of them being the point of reference for advice on new mobile technology, *M:3.07 (S.D: 1.27, N:60).*

Students with intermediate proficiency alternatively were reported to enjoy the challenge of figuring out high-tech mobile gadgets as the item has the highest mean score of *M:3.92 (S.D: 0.79, N:60).* It seems that they can figure out new high-tech mobile products and services without help from others, *M:3.80 (S.D: 0.97, N:60).* On the contrary, the respondents claimed that their friends learn more about newest mobile technologies than they are, *M:3.72 (S.D: 1.04, N:60),* and has low claim on the idea of other people coming to them for advice on new mobile technologies, *M:3.48 (S.D: 1.10, N:60).* Item 5, which refers to the idea of the respondents having fewer problems that other people in working with technology, has the lowest mean score of *M:3.40 (S.D: 1.03, N:60).*

The respondents from low proficiency groups claimed that their friends are learning more than them about the newest mobile technology with *M:3.85 (S.D: 0.86, N:60).* While they enjoy the challenge of figuring out high-tech mobile gadgets, *M:3.83 (S.D: 0.85, N:60),* having fewer problems in making mobile technology works for them, *M:3.82 (S.D: 0.85, N:60),* and can usually figure out new high-tech mobile products and services without help from others,

M:3.70 (S.D: 0.93, N:60), it seems that they are not always the point of reference for advice on new mobile technologies as item 1 has the lowest mean score of *M:3.45 (S.D: 0.98, N:60).*

Discomfort towards mobile technology

Construct three is about discomfort towards mobile technology, and it aimed to look at the discomfort among respondents towards mobile technology in learning the English language. The tables below show the analyses of each item in the construct based on responses from students with low, intermediate, and high English language proficiency.

The respondents from high proficiency group indicated a high level of discomfort towards mobile technology as item 3 that refers to the caution on replacing important people task with mobile technology as mobile technology may break down or disconnected has the highest mean score of *M:4.17 (S.D: 0.78, N:60).* The respondents also worry that many mobile technologies having health and safety risks, *M:4.03 (S.D: 0.90, N:60),* and making it easy for the government and organisation to spy on them, *M:3.92 (S.D: 0.93, N:60).* While the respondents did not entirely feel that mobile technology to always fail at the worst possible time, *M:3.92 (S.D: 0.93, N:60),* and prefer to have a basic model of mobile products and services, *M:3.23 (S.D: 1.11, N:60).* The idea of being taken advantage of by someone who knows more about mobile technology that they do has the lowest mean score of *M:2.82 (S.D: 1.20, N:60).*

The highest mean score recorded for respondents of intermediate proficiency was on item 4, where the respondents responded profoundly on the statement of mobile technologies having health and safety risks with *M:3.92 (S.D: 0.81, N:60).* The contributor to the high level of discomfort also can be seen through item 3 where the respondents think there should be caution in replacing important people task with mobile technology as mobile technology may break down or get disconnected, *M:3.80 (S.D: 0.88, N:60),* as well as mobile technology making it too easy for them to be spied on by the government and organisations, *M:3.80 (S.D: 1.05, N:60).* The level of discomfort towards mobile technology among this group of respondents is further supported when the respondents claimed that they prefer to have a basic model over one with an extra feature when using high-tech mobile products or services, *M:3.75 (S.D: 1.05, N:60).* However, item 1 that refers to the feeling being taken advantage of by someone who knows better about mobile products or services than them *has* a low mean score of *M:3.48 (S.D: 1.00, N:60).* Item 6 has the lowest mean score of *M:3.33 (S.D: 0.95, N:60),* which claimed that mobile technology always fails at the worst possible time.

The idea of mobile technology makes it too easy for the government and organisations to spy people has the highest mean score of *M:4.02 (S.D: 0.77, N:60)* among low proficiency students. The respondents think that there should be caution in replacing important people task with mobile technology as it may break down and get disconnected, *M:3.92 (S.D: 0.81, N:60),* as well as there are many new health and safety risks on the new mobile technology, *M:3.90 (S.D: 0.80, N:60).* The respondents prefer to have a basic model on high-tech mobile products or services rather than the one with an extra feature, *M:3.87 (S.D: 0.79, N:60).* They also feel being taken advantage of by someone who knows more than they do, when getting technical support, *M:3.75 (S.D: 0.88, N:60).* The idea that has the lowest mean score with *M:3.52 (S.D: 0.95, N:60),* is that mobile technology always seems to fail at the worst possible time.

Insecurities towards mobile technology

Construct four is about insecurities towards mobile technology, and it aimed to explore the insecurities among the respondents towards mobile technology in language learning. The tables below show the analyses of each item in the construct based on responses from students with low, intermediate, and high English language proficiency.

The respondents from high proficiency felt insecure mostly because they worry the information sent using mobile devices will be seen by other people as the item has the highest mean score of *M:4.05 (S.D: 1.00, N:60).* They feel that there should be lecture involvement whenever they are using a learning service via mobile devices, *M:3.98 (S.D: 0.91, N:60),* as well as having a written confirmation after all learning transaction done via mobile devices, *M:3.97 (S.D: 1.00, N:60).* They prefer to talk to a person rather than mobile devices, *M:3.93 (S.D: 0.84, N:60).* However, item 5, which refers to their doubt on information provided using a mobile device to reach the right place, *M:3.80 (S.D: 0.95, N:60).*

The respondents of intermediate proficiency feeling insecure mainly because they worry the information sent using mobile devices can be seen by other people, *M:4.23 (S.D: 0.93, N:60).* They also prefer to talk to a person rather than to a mobile device, *M:4.18 (S.D: 0.93, N:60),* and think that the lecturer's involvement is essential when using a learning service via mobile devices, *M:4.07 (S.D: 0.84, N:60).* The respondents believe in the idea of all learning transactions done via mobile devices to be confirmed with something in writing, *M:3.92 (S.D: 0.89, N:60).* The respondents seem to be in doubt on the information provided using mobile devices to reach the right place, *M:3.77 (S.D: 1.05, N:60).*

The main contributor to the low proficiency group of respondents to feel insecure toward mobile technology is that they want all learning transactions done via mobile devices to be confirmed with something in writing, *M:3.98 (S.D: 0.79, N:60).* The respondents also believed that the involvement of lecture is vital while using a learning service via mobile devices, *M:3.93 (S.D: 0.76, N:60),* they prefer to talk to a human being, rather than to a mobile device, *M:3.70 (S.D: 0.91, N:60).* The respondents feel insecure towards mobile technology as they doubt the information provided through mobile devices to reach the right place, *M:3.87 (S.D: 0.89, N:60).* The idea of information sent via mobile devices being seen by others has the lowest mean score of *M:3.85 (S.D: 0.90, N:60).*

DISCUSSION

This research aimed to find out the level of readiness among students towards mobile learning. The level of students' proficiency and readiness were assessed using a questionnaire that incorporated four primary constructs, namely optimism, innovativeness, discomfort, and insecurity. Optimism and innovativeness constructs constituted readiness, while discomfort and insecurity constituted inhibitor to readiness.

In general, the respondents have a medium level of readiness for mobile language learning, as they projected significantly positive responses to the technology readiness indicator (optimism and innovativeness), while also projected the same responses to the technology inhibitors indicators (discomfort and insecurity).

The level of optimism among the respondents from the three groups was reported to be at a high level as all three groups share the same reason as the primary contributor for them to be at a high level of optimism is where all of the respondents found that mobile technologies are convenient to use in learning English. However, the respondents from the three groups of proficiency share the same idea of mobile learning does not necessarily provide them with more control over daily lives

All respondents from three proficiency groups having a high level of innovativeness towards mobile technology. However, the main reason behind it appears to be different from respondents between high and intermediate proficiency and low proficiency. Respondents of high and intermediate proficiency groups claimed that they enjoy the challenge of figuring out high-tech mobile gadgets. The respondents from low proficiency groups, however, highlighted

that the main reason they feel innovative towards mobile technology is since their friends are learning more than them about the newest mobile technology

Even though the respondents from all levels of proficiency exhibited a high level of optimism and innovativeness towards mobile technology, they also projected a high level of discomfort towards it. Respondents from all three levels conveyed different reasons for discomfort.

In terms of discomfort, respondents from high and intermediate proficiency believe that there should be caution in replacing important people-tasks with mobile technology as it may break down or disconnected. On the other hand, the respondents from low proficiency concern about the new mobile technologies having health or safety risks They also agree that they feel that the existence of mobile technology makes it too easy for the governments and organisations to spy on people.

The insecurity level for all three groups was reported at a high level. The main contributor towards the finding is the concern projected by the respondents on the information sent via mobile devices being seen by other people.

CONCLUSION

The research has provided some meaningful insight into the level of readiness of the respondents towards mobile language learning, the relationship between the readiness level and their proficiency. The finding has established an insight in terms of the students' readiness in utilising mobile language learning, and if the learners' language proficiency influences their readiness.

Overall, the study focuses on four constructs, namely, optimism, innovativeness, discomfort, and insecurity which constituted the components of understanding learners' readiness towards mobile learning. Optimism and innovativeness are the constructs that contribute to the level of readiness among learners towards mobile language learning, while the construct of discomfort and insecurity are the inhibitors.

In conjunction with industrial revolution 4.0, where the digital approach is celebrated, the education field also affected by the movement, making the education session to be held digitally. Language learning was majorly affected by this revolution as the revolution of the industry has bridging the gap between people around the world, connecting them language first. The advancement of technology has also created a wave of innovation in the pedagogical area of language learning, opening up to a new approach to language acquisition. Mobile language learning has been seen as a promising method, however, the students' readiness to accept such learning approach should be taken into account, to ensure that they are fully prepared to embrace it. By understanding this, materials and contents making could be more informed, execution of activities could be more refined, and implementation of the mobile language learning approach could meet the needs and the capacity of the learners themselves.

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