

ECO-LITERACY THROUGH MOBILE LEARNING: AN EXPLORATORY STUDY ON INTEGRATING ECOCRITICISM AND SUSTAINABILITY IN A LITERARY MOBILE APPLICATION

Keywords

Eco-criticism, Sustainability, Mobile Learning, Flipping the teacher, Literary Appreciation, English Language Learners

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References

Abstract (500 words)

Abstract (300 words)

This experimental study explores how well a mobile learning application teaches literary terms and raises graduate-level English language and Literature students' awareness of the concepts of sustainability and eco-criticism. Through the use of the application's "teach back" or "flipping the teacher" feature, students are urged to impart knowledge to their peers, leading to a deeper comprehension of the subject matter. The app's content promotes critical thinking and literary appreciation through video instruction, reading materials, quizzes, and interactive tasks. A multi-stage cluster sampling technique was employed to select the study's sample. The ADDIE model and design thinking ideas were combined to create the functionality of the app and the instructional design of the learning package. The application's effects on students' knowledge acquisition, attitude changes, and comprehension of eco-critical ideas are evaluated by the study. Initial findings suggest that there has been a beneficial influence on students' comprehension and appreciation of literary concepts, eco-criticism, and sustainability. This mobile application meets the needs of English language learners for English for Specific Purposes (ESP) by teaching eco-criticism and sustainability using literature. This objective is met by equipping the students with subject-specific language, knowledge, and critical thinking abilities. By providing knowledge and awareness of eco-critical topics, the application helps students interact with environmentally conscious literature and gain a deeper comprehension of the subject.

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