

Integrating mobile-assisted language learning (MALL) in teaching EFL: A study on senior high school teachers in Indonesia

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ABSTRACT

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The use of technology, particularly mobile devices, has revolutionized learning by providing access to diverse digital materials, promoting lifelong learning, and facilitating cooperative knowledge exchange. Teachers' lack of digital skills and students' excessive mobile phone use pose obstacles to effective technology integration, leading to distractions and poor academic performance. Despite these challenges, Mobile Assisted Language Learning (MALL) has shown promise in promoting interactive English language exercises and improving language proficiency by offering flexible learning environments. This study employed a multiple case study approach to identify the digital learning platforms used by 5 teachers in teaching English from 5 different senior high schools in eastern part of East Java province. The interview data was analyzed using thematic analysis and member checking was employed to ensure data credibility. From the findings, some of the digital platforms that can be used in learning teaching receptive skills and productive skills. Despite the availability of digital tools, several challenges were identified include teachers' unfamiliarity with digital platforms, big size class, and limited supporting equipment. To address the challenges, teachers adopted strategies such as participating in MGMP activities, seminars, webinars and implementing collaborative/group learning and using multimedia laboratories, free platforms and the internet (hotspots). The findings suggest that with proper support and training, the integration of digital platforms can enhance engagement and improve English language outcomes.

Keywords: Digital learning, Mobile-Assisted Language Learning (MALL); Teaching English skills

INTRODUCTION

Technology has rapidly evolved and significantly influenced human life, including the field of education. In classrooms, teachers increasingly integrate technology to create engaging and interactive lessons that support student learning. Among these tools, mobile phones and tablets have become essential because of their portability and accessibility, allowing both teachers and students to access diverse learning resources anytime and anywhere (Nurbanati et al., 2021; Dias & Victor, 2022). With widespread internet access, mobile devices now play an important role in supporting English as a Foreign Language (EFL) instruction (Alshammari, 2020).

This shift has given rise to Mobile-Assisted Language Learning (MALL), which applies mobile technology to language learning. MALL provides flexibility and independence, enabling students to learn in formal or informal contexts, enhance their English proficiency, and engage in student-centered learning (Ali & Ahmed, 2021; Arvanitis & Krystalli, 2021; Ulwiyah, 2023). Previous studies report that MALL has positive impacts on motivation, study habits, and English language skills such as listening and speaking (Lizamuddin et al., 2019; Jeong, 2022)

Despite its benefits, challenges remain in implementing MALL. Teachers often lack adequate digital skills or confidence in using technology (Wirawan, 2020), and students sometimes use mobile phones for non-academic purposes, which may distract from learning (Dhiman, 2022). These issues highlight the importance of exploring both the challenges and strategies of using MALL in EFL classrooms.

Therefore, this study investigates how English teachers in senior high schools in Jember Regency implement MALL. Specifically, it explores the platforms they use, the challenges they encounter, and the strategies they apply to maximize MALL in teaching English skills.

Several studies have investigated the effectiveness of MALL in improving English proficiency, few have explored the specific challenges teachers face and the strategies they employ when implementing MALL in real classrooms. Most prior research has focused on the impact or use of mobile applications for students, but limited attention has been given to teachers' perspectives and their pedagogical approaches.

While numerous studies have examined the benefits of MALL in improving students' English proficiency and motivation, fewer have addressed the challenges teachers face when applying MALL and the strategies they use to overcome them. Most previous research has emphasized student outcomes or the general effectiveness of mobile applications, with limited attention to teachers' perspectives and classroom practices. To address this gap, the present study investigates how English teachers in senior high schools in Jember Regency implement MALL. Specifically, it explores the platforms they use, the challenges they encounter, and the strategies they employ to integrate MALL effectively into teaching English skills.

METHODS

This research employed a qualitative approach with a case study design. A case study is generally understood as an in-depth investigation of a particular phenomenon within its real-life context, which may involve a program, event, process, group, or individual (Schoch, 2020; Creswell & Creswell, 2018; Yin, 2018). Following Yin (2014), this study adopted a multiple case study approach to examine several instances of the phenomenon, thereby enhancing understanding and contributing to theory development.

The research uses purposive sampling to select participants who were knowledgeable about the use of MALL in English instruction. Purposive sampling is a technique for sampling data sources using certain criteria. This particular consideration is for example people who are considered to know best about what we expect (Abdussamad, 2021). The participants consisted of five English teachers from five senior high schools in eastern part of East Java province, three public and two private schools who taught X and implemented MALL in their classrooms.

Data was taken from the interview. The researcher interviewed the teachers who used MALL in teaching English in the classroom. Edwards and Holland (2013) stated that qualitative research interview was a form of research method that can vary in structure from structured to unstructured, offering different levels of flexibility. Thematic analysis as outlined by Braun and Clarke (2006), was used to identify, analyse, and report patterns (themes) within the data. In the verification of members, the member check interview was a more participatory approach to member checking. The first interview's transcript highlights the second interview, where the researcher concentrated on verifying, modifying, and confirming the interview transcript (Birt et al., 2016).

RESULTS

Platforms for teaching the receptive skills

A few platforms were employed in the MALL reading instruction process. The results of this study demonstrate how the Mobile-Assisted Language Learning integrated in EFL learning by both teachers and students.

1. Platforms for teaching reading skills

The study revealed that teachers employed a variety of digital platforms to facilitate reading instruction through MALL. In teaching reading, the teachers used platforms such:

Google search and internet browsing

Teachers frequently used Google Search to find reading materials. They encouraged students to search for ideas online, which would then be discussed in class. It is explained by the following excerpt 1.

Excerpt 1:

In teaching reading, I will ask the students to find the idea from the internet and then after that, I will discuss it with them and then ask them to browse more information about the material. So, in teaching this skill, I used Google to browse the material.

VOA learning English and BBC learning English

Additionally, the teachers used VOA learning English and BBC Learning English which contained many texts or articles that can be used by the students to read and understand the content of the text.

Excerpt2:

For reading, I use the website included as a platform. I mostly use VOA Learning English and then BBC Learning English.

From excerpt 2, it can be asserted that the websites were mostly used by the teacher among others. They are famous of offering authentic, level-appropriate texts in English for students to sharpen their reading skills.

Newsela

Other participants of the study used Newsela. It was because these platforms provided authentic materials that were suitable with the students.

Excerpt 3:

In reading, I only choose one platform. It is Newsela.

Exclusive use of Newsela was obtained from this study as it is stated by a participant of this study in excerpt 3. It is well-known as a platform which provides graded and authentic reading materials for students.

Google sites

The use of Google site in teaching reading, teacher thought that it was like his own website. His explanation is as follows.

Excerpt 4:

I usually go with the applications available at Google because Google already provided us with a lot of applications that we can use. For example, I've been developing my Google site where students can easily access the site. Well, it's like our own website but in a simple version.

And there, I attach the materials for them so that they can pace themselves while doing the reading activities. They can read everything at home and then discuss everything later in class.

Based on excerpt 4, the teacher and students could read the materials at their own space and pace before discussing the content in the classroom.

2. Platforms for teaching listening skills

Teaching listening in the classroom using MALL bring diverse audio and audiovisual materials into the classrooms in accordance to learning preferences.

YouTube

YouTube has been familiar as the most frequent used platform. One of the teachers downloaded the video or recording to be played in the classroom for students to listen. Excerpt 5 is her testimony of the use of YouTube for teaching listening.

Excerpt 5:

I usually use Gift Feed for downloading the video from YouTube or maybe downloading the listening test from YouTube. And then I share the link with the students.

According to excerpt 5, flexibility in using YouTube for teaching and learning listening is well-explained. From specific YouTube channel, the teacher could assign the students to do listening related activities, too.

VOA learning English, BBC learning English, TED, and Nearpod

Beside using YouTube, the teacher also used some platforms such as TED, VOA, and BBC Learning English, Nearpod.

Excerpt 6:

Actually, yes, it's similar to a platform used for reading because VOA Learning English and BBC Learning English have listening materials, too. I add more platforms such as TED and Nearpod for listening materials and tasks.

Based on the teacher's description in excerpt 6, the aforementioned platforms were new-based audio resources, including TED which is famous with inspirational and informative talks. Additionally, Nearpod supported interactive listening activities with tasks.

Podcast

Podcast was also used for teaching listening skills because it could engage the students' motivation. The teacher instructed the students to listen to the podcast then they discussed what they had listened.

Excerpt 7:

I really like teaching listening because it can engage my students' motivation to join my classroom activities. Usually, I use some podcasts and I play the podcast in my classroom and I ask my students to listen carefully to what the podcast is talking about.

From excerpt 7, it can be inferred that by learning English from Podcast, the students can also imitate to do similar activities which drill them listening and speaking simultaneously.

Platforms for teaching the productive skills

The study revealed that teachers utilized a diverse range of digital platforms to develop students' productive skills.

1. Platforms for teaching speaking

Teaching speaking can be integrated using MALL. The following study result is the platforms used to teach speaking.

Zoom

Using Zoom in teaching speaking, the teacher provided selected topic to discuss both in main room as well as in breakout room. Excerpt 8 explains it briefly.

Excerpt 8:

For speaking, actually I go with media like Zoom and I tried once by using Webex or other stuff but I believe that so far Zoom is quite really good compared to other things. I can go and talk to them live or I split them into breakout rooms and I can easily monitor what happened to their activities.

As explained in excerpt 8, that by real-time conversation and flexible group configurations, Zoom provided the students and teacher with easy classroom management.

HelloTalk and Duolingo

Beside using Zoom, one of the teachers used HelloTalk and Duolingo which connected students with English native speakers for speaking practice and gamified exercises.

Excerpt 9:

In speaking, still the same like I use YouTube and also like HelloTalk and I use like Duolingo to at least to make my students practice their speaking.

As authentic learning materials, the teacher has provided her students with experience of independent learning from daily practices through unstructured tasks.

WhatsApp (WA)

As WhatsApp the most popular messaging application that allow users to send text messages and voice notes, make voice and video calls, share photos, videos, and documents, one of the teachers used one of its features for teaching speaking. She assigned her students to record their speaking practices using voice notes. The following is her explanation.

Excerpt 10:

WA, an interesting platform that I asked my students to use. I asked my students to record their voice explaining the animation.

Excerpt 10 elucidates that WA provides a low-pressure environment that allowed the students to practice speaking.

Google Drive and YouTube

The teacher also asked the students to record their speaking performances as videos to upload to Google Drive or post them to YouTube.

Excerpt 11:

Beside performing speaking skills in front of the class, I usually assign them to submit their speaking videos to my Google Drive. If it did not work, they could upload their work to YouTube and then they just submit the link in my drive.

According to the teacher's explanation in excerpt 11, Google Drive and YouTube can be used in alternation for speaking task submission.

2. Platforms for teaching writing

In teaching writing, the platforms used enabled students to engage in generating ideas, writing collaboratively, editing. Digital tools were seen as effective in fostering the creative and mechanical aspects of writing.

WhatsApp (WA) and Instagram

The use of WA and Instagram could encourage the students to write their ideas. The teacher posted a certain topic that would be discussed within the platforms. The students typed their ideas based on the topic given then the teacher responded to their writing.

Excerpt 12:

I ask the students to comment on the topic I shared on WhatsApp Group (WAG) or sometimes I post a video or theme on Instagram then I ask them to give a response or comment.

The teacher's idea in initiating short-form writing tasks as described in excerpt 12 provided students to engage in familiar digital platform environment which was less formal and intimidating.

Google Docs, Google Slides, Google Classroom, and Jamboard

From this study, it was found that one of the teachers used various platforms for teaching writing. She also used Jamboard, a digital whiteboard that let the students collaborated. The following is her statements.

Excerpt 13:

I used many Google products such as Google Docs, Google Slides, and Google Classroom, but what else? Instagram, Sometimes, I used Jamboard too.

By using Google workspace platforms stated in excerpt 13, the teachers provided the students with collaborative writing experiences along with timely feedbacks within the platforms.

Hemingway Editor

Hemingway Editor could highlight the length and the common errors in the sentences. This platform could help both students and teacher improve their writing clarity.

Excerpt 14:

I think most of the teachers use Grammarly, but I use Hemingway Editor to check the content and also the grammar by using Hemingway Editor.

In excerpt 14, the teacher did not ask students to use the platform but she suggested Hemingway Editor to use to check the students' writing clarity.

Facebook

The other platform used by the teacher was Facebook. She asked the students to write their idea or sometimes their feelings on their Facebook accounts. Then, the teacher checked his students' writing.

Excerpt 15:

I go with the old applications like Facebook where students can easily write everything on their wall on a weekly or daily basis. I check their writing and provide corrections when necessary.

Writing practice as stated by excerpt 15 is called as social writing. It can be a scaffolding to academic writing because the students' writing fluency was monitored by the teacher.

The challenges and strategies of integrating MALL for teaching EFL

Several issues when emerged during the implementation of MALL and strategies have been carried out by the participants of this study.

1. Lack of familiarity with MALL and class size

Although all teachers had introduced technology to their students, they admitted facing challenges in using MALL and its applications. They tended to rely only on the tools they were already familiar with. To update the teachers' skills in using learning technology media, they joined the discussions or workshops conducted by English subject teachers' association named *Musyawarah Guru Mata Pelajaran* (MGMP). The following excerpt explains it.

Excerpt16:

I have to upgrade myself for using MALL in teaching. First, I joined webinars or seminars conducted by universities or related institutions. Second, I had my friends shared some updated information about digital learning in MGMP meeting.

In accordance to the information in excerpt 16, the teachers browsed information that they need from social media such as Google and YouTube which provided a lot of information including the education technology that could be used in the teaching-learning process. The following is the additional information.

Excerpt 17:

We can ask Google; we can find the information from YouTube which platform is easy to use for classroom activities.

Moreover, one of the teachers noted that larger class sizes created obstacles in implementing MALL. Excerpt 18 explains the situation.

Excerpt 18:

I teach four classes for the 10th grade and then two classes for the 11th grade and then three classes for the 12th grade, 36 students in each class. Using a mobile device that was connected to the internet access made me worried that students would open inappropriate web. So, I

needed more energy to control the students in learning English using mobile phones.

Excerpt 18 also explains that one of the key concerns raised by the teacher with numbers of parallel classes and students was the misuse of mobile device access. This emerging situation influenced the teachers' preparation and also energy. Solutions related to how to adjust larger number of students in a classroom was by assigning group work to manage the classroom amid teachers' workload. It is stated in the following excerpt.

Excerpt 19:

I ask the students to do with friends.

2. Device availability and internet connectivity

Limited availability of supporting tools became the problem in implementing MALL. Since mobile-assisted learning relies on tools such as smartphones, laptops, or tablets to access online platforms, the absence of adequate devices hindered students' participation. In addition to availability, the functionality of these gadgets was also an issue, as not all devices were capable of supporting the required applications.

Excerpt 20:

Some of their gadgets sometimes do not support the access. Maybe the memory is not enough.

The challenged explained by excerpt 20 was solved by shifting the implementation of MALL with computer-assisted language learning (CALL). The following is the evidence.

Excerpt 21:

I'm very lucky because we have already had a laboratory with computers. So, when some of my students could not able to access the material by using their gadgets, they can use the computers.

Rather than relying on students' personal mobile devices, which often varied in quality and accessibility, the teachers explained in excerpt 21 that she utilized computers connected to the local area network (LAN). The teacher adapted to the limitations of students' mobile devices by turning to school-based computer facilities. Although the mode changed, the reliance on free internet-based platforms continued to integrate commonly available free platforms from the internet to facilitate English learning.

In addition to excerpt 21, internet connectivity was the other issue in integrating MALL in teaching. It is explained by one of the teachers as follows.

Excerpt 22:

We have internet hotspot in every classroom. But, you know, the problem is there are so many students connected their devices to it.

Excerpt 22 indicates the school effort to provide internet hotspots for digital learning had not aligned with the students' need for digital learning. Furthermore, some participants of this study reported that they personally provide their students with their personal internet connection. This effort was taken as a temporary solution while waiting for the schools' improved internet facilities.

Excerpt 23 evidences a teacher effort in providing the students with internet connectivity.

Excerpt 23:

I support them by buying my own wi-fi (hotspot). And when we have an online teaching-learning process or using mobile phones, I will ask them to use my wi-fi in the class.

This section has highlighted that, despite various challenges, MALL can be effectively integrated into English teaching and learning through several practical strategies. Adaptation becomes the key to maximize MALL's potential in supporting students' language development.

DISCUSSION

Google Chrome and websites which provide engaging instructional materials in the forms of text, audio, video, images, and diagrams (Ok & Rao, 2019; Wahyuni et al., 2020), can be used to enhance reading comprehension (Kalangi et al., 2019) for global audience (Indriyani et al., 2021). Platforms like VOA Learning English and BBC Learning English offered materials to improve vocabulary acquisition and reading comprehension (Ningsih & Zalisman, 2023) as well as strengthen listening and grammatical skills (Konotop, 2024). Similarly, Newsela creates reading articles at various reading levels with the assistance of its employees and artificial intelligence so that all students can make use of the platform to support comprehensions and critical thinking skills (Nushi & Fadaei, 2020; Patel & Shah, 2024). Teachers also employed Google Sites to design interactive and engaging reading tasks more effectively (Bangun et al., 2022; Mulyaningsih et al., 2023). Additionally, Wicaksono et al. (2023) highlight that among the advantages for educators were teachers can use Google Sites to effortlessly create, manage, and collaborate on websites with other teachers, as well as to adapt media to students' learning styles while saving money, energy, and working hours.

For listening skills, authentic materials were widely integrated. YouTube and TED Talks/TED-Ed offered real-world spoken materials by native speakers (Yuyun &

Simamora, 2021; Damayanti & Sumarningsih, 2022). Watching videos on YouTube improved students language proficiency in all domains, particularly listening, and they particularly enjoyed watching content produced by native speakers (Pratama et al., 2020; Yasa, 2021). In addition, Chien et al. (2020) stated that creative pedagogy and contemporary environments, like YouTube, can work together to augment what traditional teaching methods cannot, helping the instructor create a new and engaging learning environment while simultaneously tracking students' learning effectiveness. The animated TED Talks/TED-Ed video helped the students understand the topics and engage in contemporary issues, particularly when learning a new language (Fitria, 2022; Merdianti et al., 2023). Moreover, Nearpod helped students enjoy the learning process (Ahada, 2024; Kalsum, 2021; Turahmah et al., 2023). Meanwhile, Podcast exposed students with actual English usage (Syahabuddin & Rizqa, 2021). Students who listen to podcasts multiple times become more used to the subject matter and may become more adept at finding detailed information and detailed descriptions (Pratiwi et al., 2024).

A very famous platform for teaching speaking was YouTube. Accuracy, fluency, and performance were among the areas where students' speaking abilities improved when they used the YouTube training videos (Kristiani & Pradnyadewi, 2021; Meinawati et al., 2020). Students who used YouTube videos to imitate native speakers and learn how to talk are now more self-assured and possess appropriate expressions, intonations, and gestures (Suseno et al., 2024). The teacher also used Google Drive which both the teacher and students could upload the video for promoting creativity and accountability (Yekta et al., 2020). Language exchange platform like HelloTalk allowed students to practice speaking English in real time while receiving immediate feedback from native speakers, which helped them improve their vocabulary, pronunciation, fluency, and general communication skills (Lisa et al., 2023; Rosilah & Ulfa, 2024). Similarly, Duolingo and WhatsApp voice messaging improved students' speaking ability and promote immersive language learning environment (Albogami & Algethami, 2022; Alfuhaid, 2021; Kazu & Kuvvetli, 2024; Maulina et al., 2023; Syafrizal et al., 2022). Zoom also played an essential role in teaching speaking skills. According to previous studies, beside improving speaking skills, Zoom also building the students confidence in speaking because of multiple group configuration (Daud & Rama, 2021; Dharmawati, 2023).

For writing, Instagram helps students improve their writing skills by in generating ideas and process-based writing (Avivi & Megawati, 2020; Khulel, 2022; Nurdiansyah & Abdulrahman, 2020). Google Docs assisted students in collaborative writing, enabling them to draft, edit, and do peer feedback more effectively (Nguyen & Nguyen, 2022; Saleh et al., 2021; Wibowo, 2021). According to Kusumaningrum and Pratiwi (2024), Google Slides also used for collaborative writing and offered vocabulary building. Additionally, Google Slides was found to facilitate students with brainstorming (Carlos, 2022; Susanti & Agung, 2023). While Hemingway App

supported clarity with its evaluation (Alkhalidi, 2023; Imran, 2022), Facebook and WhatsApp messaging could be utilized as alternative platforms for collaborative writing (Hayus, 2022; Syarif & Zaim, 2021). In addition, Naji (2023) stated that the use of technology, such as WhatsApp chat, has been successful in helping EFL students improved their writing skills and had also helped students become more communicatively competent in the English language in general and in writing skills specifically.

Contemporary research on the integration of MALL in teaching English have been reported by scholars to improve receptive and productive skills (Azar & Tan, 2020; Basheikh, 2022). While MALL has contributed positively to learning (Bacolod, 2022), however, teachers encountered significant challenges such as the teachers' limited knowledge of MALL for teaching EFL. Dewi et al. (2024) and Suryawati et al. (2021) stated that professional development workshops conducted by teachers' association (MGMP) frequently addressed the use of digital tools, instructional software, internet resources, innovative teaching resources and tools that could enhance the learning process. To raise the levels of digital competency demonstrated by teachers, ICT training had to be upgraded at the adaption level (Artacho et al., 2020; Islami et al., 2022). Social media utilization which promotes interactive communication should also be encouraged for knowledge sharing, teaching resources exchange, as well as broader educational projects participation (Aydoğmuş et al., 2023; Willis et al., 2023). Therefore, detailed explanation related to social media promotion and software tools should be provided to support lesson with content visualization (Tomczyk et al., 2023).

Emerging challenge in implementing MALL in classes with large number of students as faced by the teachers in senior high schools in Indonesia was also reported by some previous studies. They emphasized that larger number of students could reduce the effective students learning, prevent classroom management, restrain interactive teaching and assignment strategies (Nakamura & Dev, 2022; Olurotimi & Nike, 2021; Shi, 2019; Rasheed et al., 2024). Therefore, smaller class size evidences the students' academic attainment as the results of effective monitoring and personalized feedback (Muntu et al., 2023). In the case that larger class size could not be avoided, grouping students that had been implemented by the participants of this study was in line with recent scholars' suggestions. Gebbing et al. (2022) stated that groups still needed to combine existing applications for virtual creativity work because digital tools frequently had limited functionality. Collaborative learning had several advantages, including improved interpersonal, communication, critical thinking, problem-solving, self-directed learning, and leadership abilities (Lu & Smiles, 2022). Working effectively in a group was a beneficial learning experience that established roles and duties and promoted respect (Beeson & Byles, 2020). Meanwhile, Vali (2023) stated that students utilized specific technologies in collaborative learning with contemporary technologies only when digital tools and resources were available to them or made sense to them in the context of the collaborative approach.

Obstacles regarding the mobile devices and internet connectivity were identified in some parts of the world. In the case when students encounter a problem in accessing learning material that they cannot reach using their mobile devices, digital laboratories with internet connectivity should facilitate the communicative approach to language education (Hamad & Al-Maini, 2020). Moreover, it is argued that in the multimedia lab, students were permitted to listen to the multimedia course materials again, particularly the more difficult ones. Students could choose to do the exercises in writing (for the assignments where the response should be typed in the gap) or orally (to talk into a microphone and record themselves in this lesson's answer block).

Masadeh (2021) reported efficient use of smartphones included other things like patchy internet connectivity, intrusive calls during lectures, phone stalling during critical learning moments, file formats that did not support browsing, and the small screen and keyboard. In particular, insufficient internet connectivity could disrupt the students participation and engagement in learning (Asio et al., 2021; Basar et al., 2021; Haleem et al., 2022). Additionally, Kintanar et al. (2021) discovered that every digital learning platform had built-in constraints and that these limitations had a substantial effect on the platform's usability and potential applications. Therefore, access to reliable infrastructure to support effective MALL implementation in teaching EFL should be considered as a key aspect in digital learning. The availability of ICT infrastructure on campus or school encouraged the development of a digitally enabled environment where students could access online course materials from anywhere at any time on their mobile devices (Ohei & Brink, 2021). Krishnamoorthy and Soh (2021) argued that the use of technology in lesson design is mostly determined by internet accessibility, which includes internet speed, infrastructure maintenance, and technical support. Faster broadband connections might be utilized for educational reasons, improving the teaching experience and ultimately student achievement (Cambini et al., 2024). Academic achievement can be obtained more effectively when Internet access (hotspots) and the tools to use that access (devices) were combined (Whitacre & Higgins, 2021). Supported by proportional devices and good internet connectivity, students were able to improve their reading, writing, speaking, and listening skills in the English language (Niraula, 2023).

CONCLUSION

The integration of Mobile-Assisted Language Learning (MALL) in English language instruction has proven to be a dynamic and multifaceted approach, utilizing a wide range of digital platforms to teach speaking, listening, reading, and writing. Teachers adapted to technological advancements by incorporating tools like YouTube, Zoom, Google Workspace, and language learning apps, which fostered student engagement both in and out of the classroom. However, the implementation of MALL presents several challenges, including the need for extensive teacher preparation, platform

accessibility, internet reliability, and device limitations. Teachers had to adapt teaching strategies to ensure students could continue learning despite these barriers, often relying on peer support, training, and even reverting to traditional methods when necessary.

This study highlights the potential of MALL to support self-directed language learning, especially in underdeveloped educational contexts like Indonesia. The findings have both theoretical and practical implications, offering insights into the integration of MALL at various educational levels. They also underscore the importance of user-friendly, adaptable platforms, adequate infrastructure, and government investment in ICT to ensure successful implementation. Ultimately, MALL can transform English language instruction into a more student-centered and accessible experience, provided that educators and institutions are adequately prepared and supported.

CONFLICT OF INTERESTS

The authors declare that they have no conflict of interest.

AUTHOR(S) CONTRIBUTION

Sabani, E.: Conceptualization (lead), methodology (lead), writing –original draft (lead), review (supporting), securing funding. Sabilah, F.: Conceptualization (supporting), methodology (supporting), writing –original draft (supporting), review (lead), editing (lead). Setyaningrum, R. W.: Conceptualization (supporting), methodology (supporting), writing –original draft (supporting), review (lead), editing (lead).

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