Effect of Mobile Assisted Language Learning (MALL) Attitude and Practices in University Students

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Abstract

This study explores how technology, particularly mobile devices, is changing the landscape of foreign language learning. Traditionally, foreign language education relied on various methods and techniques, but the rise of technology and changing teacher attitudes have paved the way for innovative approaches. Mobile Assisted Language Learning (MALL) represents the latest evolution, following the earlier Computer Assisted Language Learning (CALL) approach. This research investigates the impact of MALL on student attitudes and practices in foreign language learning. The mixed study involved 40 university students from various majors. Data was collected through a 5-point Likert scale survey and follow-up semi-structured interviews with some volunteers. The findings revealed a strong belief among students that mobile devices are highly effective for language learning. Students highlighted the advantage of instant access to target language input through mobile tools. Overall, participants' high mobile phone use, media preferences, and frequency of mobile phone usage all pointed towards a positive attitude towards the role of mobile phones in their foreign language development. The findings of this study extend beyond the immediate research and can be applied by future researchers, teachers, parents, and others interested in language learning.

Keywords: MALL, Foreign Language Learning, Foreign Language Development, Technology.

Introduction

With the widespread use of mobile phones, researchers now have a golden opportunity to study their impact on education. This isn't just relevant to English language learning; it affects education as a whole. Sarhandi et al., (2022). The number of mobile phone users worldwide has exploded in recent years. The growing use of mobile devices, especially by younger people (Franklin, 2011), has fuelled a new way to learn languages: Mobile Assisted Language Learning (MALL) (Stockwell, 2010). MALL takes advantage of this mobile trend by letting people learn languages whenever and wherever they want (Hockly, 2013). This flexibility makes MALL a powerful form of language learning with technology, offering a distinct advantage over traditional methods.

The widespread use of English in business, education, and technology has created a huge demand for learning it. This has led to the development of increasingly effective methods and tools for English language learning. Mobile devices, being affordable and readily available, have become a powerful modern solution for learners, especially in developing economies (lower-middle and upper-middle income).

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A recent study by Rashid (2017) highlights some concerns with how English is currently taught in Pakistan. The report suggests a need for more creativity and qualified teachers, which might be leading to lower student success (Rashid, 2017). Dumanig (2017) further explore this issue, pinpointing outdated teaching methods, rote memorization, overcrowded classrooms, and uninspired curriculum as key problems. They even suggest that both teachers and students struggle with motivation in this current system.

There's a growing interest in using mobile devices to address the weaknesses in how English is taught in Pakistan, especially for practising outside of class (Dumanig & David, 2017). Studies suggest these devices create a more engaging and real-world learning environment compared to traditional classrooms. This extra practice can lead to better performance in class. Learners themselves see mobile devices as valuable tools for independent learning, allowing them to find information, communicate, collaborate, and essentially take charge of their own learning experience (Farley et al., 2015). The affordability, portability, durability, user-friendliness, and interactive features of mobile devices make them particularly well-suited for language learning. While mobile devices hold promise for improving English learning in Pakistan, there are roadblocks to getting them into classrooms (Abbas & Asif, 2012). A big reason is that many teachers need to be more comfortable using technology for teaching. They might need more training or resources to learn new instructional methods. Other factors include a focus on memorization for exams and school rules that might limit the use of new tools. Even students themselves might need to realize how mobile devices can help them learn English better.

Problem Statement

This study explores how university students at Shah Abdul Latif University (SALU) in Sindh, Pakistan, utilize mobile devices for English language learning. The student population represents diverse educational backgrounds and a wide range of English proficiency levels, from low-beginner to high-advanced. The research aims to identify demographic factors influencing students' use of mobile devices for language learning. Students' existing mobile device skills for general purposes may not translate directly to maximizing the benefits of MALL (Mobile Assisted Language Learning) practices. Furthermore, the study seeks to investigate whether MALL can impact students' beliefs and attitudes towards using mobile devices for language learning, potentially influencing the frequency of their MALL engagement.

Research Questions

1. What are the digital practices of university students both inside and outside the classroom?
2. What are the effects of MALL on learners' attitudes towards, beliefs about, and use of smartphones for autonomous language learning?

Significance of the Study

This study holds significance for several reasons. Firstly, it benefits countries transitioning to English-medium education despite having other official languages. Understanding how the medium of instruction impacts university students' use of digital technology can inform educational policy decisions regarding the language of instruction. Secondly, the findings can be valuable for English language teachers with limited resources, as both teachers and students likely have access to mobile phones. The study can guide teachers and policymakers in integrating low-cost, mobile-based technology with current methodologies to enhance English language learning and teaching. Finally, the results can empower non-native English speakers to leverage their smartphones for effective language learning and improvement.

Literature Review

A literature review serves as the foundation for new research by examining relevant past studies (Ahmad et al., 2023; Kalhoro et al., 2023; Maitlo et al., 2024). It establishes the core concepts of the research and explains how it contributes to existing knowledge (Maitlo et al., 2023; Ahmad et al., 2022). Essentially, it clarifies the research topic's connection to previous work in the field (Soomro et al., 2023).

Mobile Technology's Impact on Language Learning

The past decade has seen a mobile technology revolution in the education sector. Fajaruddin et al. (2024) highlight how mobile devices perfectly embody the skills needed for 21st-century learning. They promote creativity, collaboration, knowledge co-creation, and an inquiry-based approach. This fosters self-regulated learning driven by intrinsic motivation, ultimately leading to more efficient learning.

Mobile devices have demonstrably benefited language learning over the past decade. Alzieni (2020) points to the numerous advantages for teachers and learners: recording and playing audio, affordability, portability, user-friendliness, easy access, and interactivity. Mobile Assisted Language Learning (MALL) is a relatively new field, emerging in the late 20th century with the rise of handheld computers that provided flexible access to language learning materials (Burston, 2013). Devices used for MALL include electronic dictionaries, PDAs, mobile phones, smartphones, media players, laptops, tablets, and tablet PCs (Kukulska & Viberg, 2018).

MALL: Benefits and Under-Explored Areas

Razzaq (2023) distinguishes between CALL (Computer-Assisted Language Learning) associated with controlled classroom settings and MALL, which emphasizes learners' independent practice outside the classroom, heavily influenced by their motivation level. Many researchers agree that MALL helps motivate students, increasing their engagement with the target language both inside and outside the classroom. Razzaq (2023) argues that in non-native English-speaking contexts, learners often need more exposure to English. Mobile devices fill this gap, providing opportunities for social interaction and collaboration using English as a second language through wireless internet (Bradley, 2015). This aligns with the sociocultural perspective of language learning, where social interaction is crucial. Additionally, the social constructivism theory, which views learning as co-constructing knowledge through sharing and reflecting on experiences, is favoured by many MALL researchers (Kukulska & Viberg, 2018). Despite its youth, MALL has established its potential for language learning and teaching through features like mobility, interactivity, accessibility, and flexibility. However, Burston (2015) raises concerns about the need for well-designed research studies in the field. Kukulska (2016) further highlights that most MALL studies focus on formal learning settings, neglecting the potential of MALL in informal settings. This study aims to explore these two under-researched areas of MALL: its use in informal, out-of-classroom settings and the impact of learner training in MALL. The next section will delve into the status and potential of MALL in Pakistan, acknowledging the importance of context in language learning.

MALL in Pakistan

To address the increasingly complex needs of students, educators must continually refine their teaching methods. To achieve this, schools should offer teachers regular chances to improve their professional expertise. Naz et al. (2023) studies show that integrating mobile technology into education can significantly improve learning outcomes, which in turn fuels economic growth and better living standards. Shamsi (2021) research in India investigated how mobile phones could improve English speaking and listening skills, which are crucial for many

professions but often need to be addressed in traditional teaching methods. Bellarman argues that written tests overemphasize writing skills and that mobile phones could be used in classrooms to enhance speaking and listening. Additionally, effective teaching strategies are key to maximizing the benefits of mobile learning, as it is student-centred and engaging. Teachers will see the biggest benefit from professional development when they can directly apply what they learn in the classroom (Sarhandi et al., 2016).

Pakistan, a lower-middle-income country in Asia, provides a relevant example. With 90% mobile network coverage and a booming mobile phone industry, Pakistan offers a landscape ripe for mobile learning. The number of mobile phone users is rapidly increasing across all demographics, making Pakistan the 10th country in the world with the most mobile phone subscribers. This widespread access to mobile technology positions Pakistan to potentially leverage mobile learning for educational improvement.

English Language Teaching in Pakistan

Pakistan's education system faces a major hurdle: the medium of instruction. With two official languages (English and Urdu), policymakers need help finding a solution that satisfies everyone (Rahman, 2019). This has led to a surge in English-medium schools, both public and private. The perception of English being associated with better educational resources attracts many families, even those with lower incomes (Rahman, 2019). However, this rapid growth has resulted in a concerning trend: many of these new schools offer low-quality education despite being English-medium (Manan et al., 2015). He highlights that even in public schools, Urdu instruction suffers from a lower status compared to English.

Despite the deteriorating quality of English language learning in Pakistan, there remains a strong public desire to learn the language Muhammad et al. (2020). Many view English as a symbol of prestige and are willing to invest significant time and money in pursuing it. However, numerous challenges continue to hinder effective English language learning and teaching Muhammad et al., (2020). A key factor in students' struggles is often the presence of under-qualified teachers needing more formal training in language pedagogy Muhammad et al. (2020). The reliance on outdated grammar-translation methods might make students proficient in grammar and vocabulary, but they need more fluency in other crucial aspects like speaking Muhammad et al. (2020). To make learning more productive, he argues for teacher training in modern technologies and how to integrate them into the classroom effectively.

Computer-Assisted Language Learning (CALL) in Pakistan

While computers offer a powerful tool for language learning through CALL (Computer-Assisted Language Learning), their effectiveness in Pakistan faces challenges Chen et al. (2022). CALL offers flexibility in learning pace, time, and place, with virtual environments providing valuable synchronous and asynchronous feedback (Chen et al., 2022). Learners can also gain first-hand experience with the target language and culture. E-learning platforms like Moodle and WebCT, online quizzes, and discussion forums all hold potential benefits for both teachers and students. A review of over 350 language learning studies by Ghafar and Cahya (2023) found strong support for using computers to teach pronunciation, enhance language production, and improve language complexity in learners. This suggests computers can be effective tools.

However, research highlights a significant hurdle: many Pakistani teachers need more expertise and resources to effectively integrate computers into their teaching (Rashid, 2018). Several factors contribute to this, including:

- Lack of teacher training and computing skills
- Focus on traditional exam-oriented teaching methods
- Institutional restrictions on technology use

- Unreliable electricity supply

Given these limitations, widespread adoption of computer-based CALL in Pakistan seems unlikely at present. However, the text suggests mobile phones, particularly smartphones with internet access, might offer a more viable alternative. The widespread ownership of mobile phones in Pakistan, coupled with the success of mobile learning initiatives in other developing economies, suggests that mobile technology is a more promising avenue for CALL in Pakistan.

Research Methodology

Research methodology is the roadmap of the research study. It outlines the systematic plan the researcher follows to collect, analyse, and interpret data to answer research questions (Soomro et al., 2023).

Procedure

This study combines quantitative (surveys) and qualitative (in-depth interviews) methods to explore how students with varying English skills use mobile devices for language learning. The researchers aim to identify student perceptions of mobile learning effectiveness, their reasons for mobile use during and outside of class, and the types of mobile tools they find most beneficial (games, websites, etc.). Unlike previous research that focused on specific apps or measured learning outcomes, this study prioritizes understanding student perspectives on the broader range of mobile learning possibilities.

This study investigates the general mobile usage habits of 40 university students and how they perceive mobile technology might improve their language skills. The participants come from various academic backgrounds, including English literature, linguistics, economics, psychology, and science. The group is evenly divided by gender (20 male, 20 female) and age range (20-23 years old). All participants have studied English from tertiary (post-secondary) education through university and share Sindhi as their native language.

The researchers used a two-week data collection process in two stages. The first stage focused on quantitative data and involved a 5-point Likert scale survey administered to all 40 participants. This survey explored student perceptions of how they use their mobile devices for language learning, regardless of their academic major. The second stage aimed to gather qualitative data through semi-structured interviews with 10 participants. Conducted on campus in classrooms, these interviews were audio-recorded, transcribed, and analysed thematically, lasting around 10 minutes each. The interviews focused on participants' mobile usage habits, internet access frequency, and the types of applications they chose for language learning. The quantitative data was analysed in tables using MS Excel.

Quantitative Results

Table 1: What do you think, using digital tools can significantly enhance your learning experience?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	16.5%	16.5%	16.5%
	Agree	15	17.6%	17.6%	34.1%
	Neutral	2	2.4%	2.4%	36.5%
	Disagree	6	7.1%	7.1%	43.5%
	Strongly disagree	3	3.5%	3.5%	47%
	Total	40	100%	100%	100%

The table shows how the 40 participants responded to a statement on a 5-point Likert scale. Here's a breakdown of the responses: Strongly Agreed (16.5%): 14 participants strongly agreed with the statement, which represents 16.5% of the total participants and 16.5% of those who responded (valid percent). Agreed (17.6%): Another 15 participants agreed with the statement, making up 17.6% of the total participants and contributing to 34.1% of the total responses (cumulative percent). Neutral (2.4%): Only 2 participants were neutral, accounting for 2.4% of all participants and valid responses (cumulative percent reaches 36.5%). Disagreed (7.1%): 6 participants disagreed, representing 7.1% of all participants and valid responses (cumulative percent becomes 43.5%). Strongly Disagreed (3.5%): The remaining 3 participants strongly disagreed, making up 3.5% of all participants and valid responses. This brings the total cumulative percent to 100%. Overall, the results show that more participants agreed (32.1%) or strongly agreed (16.5%) with the statement than disagreed (7.1%) or strongly disagreed (3.5%). However, a significant portion (2.4%) remained neutral.

Table 2: Which method do you think is best to learn language using traditional methods (textbooks, paper notes) rather than digital tools?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	14.1%	14.1%	14.1%
	Agree	21	24.7%	24.7%	38.8%
	Neutral	3	3.5%	3.5%	42.4%
	Disagree	3	3.5%	3.5%	45.9%
	Strongly disagree	1	1.2%	1.2%	47%
	Total	40	100%	100%	100%

This data shows how 40 participants responded to a statement on a 5-point scale. Slightly less than half (24.7%) agreed with the statement, while another 14.1% strongly agreed, making a total of 38.8% who indicated some level of agreement. There was a neutral group of 3.5%, and a small group (also 3.5%) who disagreed with the statement. The remaining 3.5% strongly disagreed. Overall, the results suggest that the statement was met with a lukewarm level of agreement, with a significant portion (38.8%) leaning towards positive responses, but also a notable presence of those who disagreed (7%) or were neutral (3.5%).

Table 3: Do you use digital tools (e.g., apps, websites) for studying or practicing English outside of class?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	11.8%	11.8%	11.8%
	Agree	19	22.4%	22.4%	34.1%
	Neutral	0	0.0%	0.0%	34.1%
	Disagree	7	8.2%	8.2%	42.4%
	Strongly disagree	4	4.7%	4.7%	47%
	Total	40	100%	100%	100%

This data shows how 40 participants responded to a statement on a 5-point scale. A little less than a quarter of the participants (22.4%) agreed with the statement, and another 11.8% strongly agreed, resulting in a total of 34.1% who expressed some level of agreement. There were no participants who remained neutral

on this issue. A small group (8.2%) disagreed with the statement, while an even smaller group (4.7%) strongly disagreed. Overall, the findings suggest a moderate level of agreement with the statement. While there wasn't a strong majority in favour, there were more participants who agreed than disagreed. It's worth noting that there was a complete absence of neutral responses, indicating a clearer opinion on this particular statement compared to others that may have been presented.

Table 4: Do you use digital tools (e.g., apps, websites) for learning purposes inside the classroom?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	5.9%	5.9%	5.9%
	Agree	18	21.2%	21.2%	27.1%
	Neutral	4	4.7%	4.7%	31.8%
	Disagree	5	5.9%	5.9%	37.6%
	Strongly disagree	8	9.4%	9.4%	47%
	Total	40	100%	100%	100%

This data shows a mixed response from 40 participants on a 5-point Likert scale statement. Only a small portion (5.9%) strongly agreed with the statement, and another 21.2% agreed, bringing the total agreement to 27.1%. There was a neutral group of 4.7%. However, a nearly equal number (9.4%) strongly disagreed, with another 5.9% simply disagreeing. This pattern suggests the statement was somewhat divisive, with as many participants leaning towards disagreement (14.1%) as those who agreed (27.1%). The presence of a neutral group (4.7%) further indicates that some participants may have been unsure about the statement or felt it needed more nuance.

Table 5: Do you recommend MALL apps to other students who want to learn English on their smartphones?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.9%	12.9%	12.9%
	Agree	13	15.3%	15.3%	28.2%
	Neutral	3	3.5%	3.5%	31.8%
	Disagree	7	8.2%	8.2%	40.0%
	Strongly disagree	6	7.1%	7.1%	47%
	Total	40	100%	100%	100%

The data shows a somewhat divided response from 40 participants on a 5-point Likert scale statement. While over a quarter of the participants (12.9% strongly agreed and 15.3% agreed) indicated some level of agreement, a significant portion (8.2% disagreed and 7.1% strongly disagreed) expressed disagreement. There was also a small neutral group (3.5%). Overall, this suggests a lukewarm reception to the statement. There wasn't a clear majority on either side (agreement or disagreement), and a small number of participants were unsure about how to respond.

Table 6: Is MALL an effective approach for improving your English language skills through your smartphone?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	14.1%	14.1%	14.1%
	Agree	24	28.2%	28.2%	42.4%
	Neutral	1	1.2%	1.2%	43.5%
	Disagree	2	2.4%	2.4%	45.9%
	Strongly disagree	1	1.2%	1.2%	47%
	Total	40	100%	100%	100%

This data shows how 40 participants responded to a statement on a 5-point Likert scale. The majority of participants (36.3%) indicated some level of agreement with the statement. This breaks down to 14.1% who strongly agreed and 24.2% who agreed. There was a very small neutral group (1.2%). Only a minimal number of participants disagreed (2.4%) or strongly disagreed (1.2%) with the statement, with a cumulative total of disagreement at 3.6%. Overall, the results lean towards agreement with the statement. There was a clear majority who agreed (over a third of participants) and very few who disagreed. However, it's important to note that a small portion of the participants remained neutral, indicating they may have been unsure about the statement or felt it needed more clarification.

Table 7: What do you think, MALL apps have increased the frequency with which you use your smartphone for language learning purposes?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	18.8%	18.8%	18.8%
	Agree	17	20.0%	20.0%	38.8%
	Neutral	0	0.0%	0.0%	38.8%
	Disagree	7	8.2%	8.2%	47.1%
	Strongly disagree	0	0.0%	0.0%	47%
	Total	40	100%	100%	100%

This data shows a positive response from 40 participants on a 5-point Likert scale statement. Nearly a quarter of the participants (18.8%) strongly agreed with the statement, and another 20% agreed. This means a total of 38.8% of participants expressed some level of agreement. Interestingly, there were no neutral responses in this case. Disagreement, however, was present with 7 participants (8.2%) simply disagreeing. Notably, there were no participants who strongly disagreed. Overall, the findings suggest a clear lean towards agreement with the statement. There was a combined positive response (strong agreement and agreement) from over a third of the participants, with no strong disagreement and a complete absence of neutral responses. This suggests a more definitive response compared to some of the other statements that may have been presented.

Table 8: Is using mobile assisted language learning (MALL) have made you more interested in learning English on your smartphone?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	10.6%	10.6%	10.6%
	Agree	13	15.3%	15.3%	25.9%
	Neutral	6	7.1%	7.1%	32.9%
	Disagree	8	9.4%	9.4%	42.4%
	Strongly disagree	4	4.7%	4.7%	47%
	Total	40	100%	100%	100%

The results for this particular statement show a somewhat mixed response from the 40 participants. While over a quarter (25.9%) indicated agreement (10.6% strongly agreed and 15.3% agreed), there was also a notable presence of disagreement (9.4% disagreed and 4.7% strongly disagreed) totalling 14.1%. An additional 7.1% of participants were neutral. This suggests the statement wasn't entirely clear-cut, with some participants finding it agreeable and others disagreeing. The presence of a neutral group further highlights that some participants may have been unsure about how to respond or felt the statement needed more nuance.

Qualitative Results

Table 9: What kinds of applications do you use on your phone?

Participants	Majors	Answer
Respondents 5	Economics	Twitter, Instagram, Facebook, Tik Tok, Google
Respondents 5	Statistics	Twitter, Instagram, Facebook, Tik Tok, Google
Respondents 5	English	Instagram, Facebook, Tik Tok, Google
Respondents 5	Zoology	Twitter, Instagram, Facebook, Google Scholar
Respondents 5	Chemistry	Facebook, Instagram, Twitter, Tik Tok,
Respondents 5	IR	Google Drive, Excel, Instagram, Google
Respondents 5	Physics	Facebook, Instagram, Twitter, Games
Respondents 5	Education	YouTube, Banking App, Google, Instagram

The table summarizing student phone applications reveals a strong preference for social media. Most students reported using Facebook, Instagram, and Twitter regularly, with a smaller portion utilizing educational apps. YouTube was another popular choice. Notably, the table only captures downloaded apps and doesn't include pre-installed ones like banking or trading apps. This suggests the data reflects students' deliberate choices for downloaded apps, highlighting their focus on social media and entertainment over dedicated learning tools.

Table 10: Does seeing English content in media applications motivate you to learn English?

Respondents	Majors	Response
Respondents 5	Economics	Certainly, reading, writing, vocabulary
Respondents 5	Statistics	Certainly, speaking, words, listening.
Respondents 5	English	Certainly, listening
Respondents 5	Biology	Not at all, can be listening
Respondents 5	Chemistry	Certainly, vocabulary, reading
Respondents 5	Physics	Certainly, grammar, reading, understanding
Respondents 5	Education	Sometime
Respondents 5	Economics	Certainly, vocabulary

The interview explored student motivation to learn English by asking if noticing English content on their phones sparked their interest. This open-ended question invited positive or negative responses. Students' motivations, as shown in their answers, were varied. Some felt driven to interact in English without a dictionary, while others wanted to understand a wider range of English materials. Notably, entertainment and personal communication were also cited as motivators for learning.

Discussion

The researcher interviewed 40 university students from various fields to understand their mobile learning habits. The interview followed up on a previous survey with a 5-point Likert scale. The first interview question focused on downloaded learning apps. Unlike a prior study by Hao et al. (2021) that found students using mobile apps for learning, students in this study mentioned popular general-purpose apps. This difference might be due to the diverse academic backgrounds and busy lifestyles of the students, limiting their exploration of educational apps. The interview also revealed that students who prefer using their phones in English are more interested in language learning in general. While responses about learning preferences (textbooks vs. smartphones) were mixed, most students seemed more engaged with mobile learning when the content aligned with their interests. This suggests higher motivation compared to traditional classroom learning. The interview results regarding Mobile Assisted Language Learning (MALL) were positive. Students saw MALL as an effective and convenient way to learn English, particularly for vocabulary development and comprehension through media exposure. However, students primarily used dictionary apps for longer passages while relying on Google Translate for short sentences despite its potential inaccuracies. This suggests a preference for MALL when learning vocabulary in context but a reliance on faster options like Google Translate for quick comprehension. Overall, the interview data suggests student interest in mobile learning but highlights limitations in app usage and a focus on receptive skills development through MALL.

Moreover, the researcher explored how technology can motivate students to learn English. Participants expressed interest in using English through technology, particularly for interactive purposes like texting. This aligns with Korkmaz's findings (2015), which showed that students showed positive attitudes towards mobile-assisted language learning (MALL) due to its motivational impact and ability to support learning inside and outside classrooms. Engaging visuals and explanations were found to be particularly motivating. The research highlights the potential of combining technology and language learning, both in and out of the classroom. This approach can enhance student language development. The data suggests that exposure to English and acknowledging areas for improvement contribute to students' willingness to learn. The survey results also indicate a positive agreement on the importance of learning English. Furthermore, students perceive mobile learning as more memorable, accessible, and entertaining, making them more receptive to future MALL learning opportunities.

Conclusion

This study explored the perceptions of students towards MALL, which is meant to utilize mobile phones rather than teaching or providing education using mobile phones. The study was carried out with 40 students from different faculties. The outcomes of the study revealed that the participants showed high agreement with the survey items. This means that most of the students think that mobile phones can be effective in language learning. Moreover, they are also interested in using mobile applications; however, they do give their attention when they come across English content. As pointed out from descriptive statistics, majoring in various fields of study was not a significant variable, which was an unexpected result of the study. In

contrast, the effect of gender variables was not denied. In other words, female students show a higher interest in using, utilizing, and taking advantage of mobile phones for language learning. The study's findings might raise awareness about mobile technologies' contributions and pedagogical formation. The necessities of modern education must be incorporated both inside and outside the classroom. According to the qualitative and quantitative data, one of the findings of this study is that learners are more connected to language learning, mostly when they are attracted to the topic or the content.

Recommendations

- The researchers, by involving students from various universities, can gather data from a more diverse population. This helps ensure findings aren't specific to just one institution and can be applied more broadly to universities in general.
- Captures Different Students from universities often have distinct student demographics. Including students from other institutions allows us to analyse how factors like socioeconomic background or academic focus might influence perceptions of MALL.
- Highlights Similarities and Differences to see if there are any significant variations in how students from private and public university's view MALL. It might reveal factors specific to the university type that influence these perceptions.
- Understanding how students from both public and private backgrounds perceive MALL can provide a more comprehensive picture of student experiences with mobile language learning tools.

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