

THE IMPACT OF MOBILE ASSISTED LANGUAGE LEARNING ON TEACHING SPEAKING SKILLS AT INTERMEDIATE LEVEL

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Abstract

This study investigates the impact of Mobile-Assisted Language Learning (MALL) on teaching speaking skills at the intermediate level. The research primarily examines learners' attitudes toward the use of mobile devices for language learning and evaluates whether MALL contributes to the development of speaking proficiency. A quantitative descriptive research design was employed, and data were collected through structured close-ended questionnaires distributed among 155 intermediate-level English literature students from selected government and private colleges in Sadiqabad. The data were analyzed using descriptive statistical techniques through SPSS.

The findings reveal that mobile devices are widely utilized for educational purposes, including vocabulary development, email writing, dictionary access, and language practice. A substantial majority of respondents perceive mobile-based language learning as a modern and effective instructional approach. Email writing, in particular, shows a strong positive impact on vocabulary enhancement, while mobile dictionaries are considered helpful in promoting lexical accuracy and grammatical awareness. However, although mobile-based activities moderately improve attention to speaking skills, their direct contribution to speaking proficiency remains comparatively limited. Additionally, many respondents believe that informal mobile communication may negatively affect the quality of formal English writing.

The study concludes that MALL has significant potential for vocabulary enrichment and overall language development, but structured pedagogical integration is necessary to maximize its effectiveness in improving speaking skills. A balanced approach combining mobile technology with traditional instructional methods is recommended for sustainable language learning outcomes.

Key Words: MALL (Mobile Assisted Language Learning), Mobile Applications, Speaking skills ESL learners, ESL classroom

Introduction

The most cutting-edge technology of today is being put to use in order to advance language education and instruction. In addition, mobile phones and computers are used in many activities that include the study and teaching of languages. The use of Mobile-Assisted

Language Learning (MALL) has made it possible for language instructors to take advantage of wonderful new learning possibilities, allowing them to enhance or develop their existing skills. MALL is an acronym that stands for multi-access language learning. It is a method for learning languages, particularly the English language that allows for easy learning. In a society that is becoming more developed, technologically backed tools are becoming more and faster. The use of mobile phones, which have a great deal of potential, is expanding into many aspects of our lives. Because these marvelous technologies are capable of performing functions that have a connection with language education and instruction, it has piqued the interest of a number of researchers to investigate the extent to which these tools can contribute to learning in general and language in particular.

YouTube, Facebook, Twitter, and Whatsapp are just some of the mobile apps that might be useful while trying to learn a new language. There is no denying the great influence that this piece of technology has had on human lives. An attempt will be made to explain the advantages of using mobile phones in the process of language acquisition. Language students may improve their ability to communicate with their professors and other students when they study a language via the use of mobile technology. The usage of (MALL) in ESL situations has been shown to offer a number of advantages; yet a number of ESL specialists have pointed out the number of issues that come along with using these devices during language learning and teaching. According to (Stockwell & Hubbard, 2013), one of the challenges that students experience while using their mobile phones for academic reasons is their tendency to be hesitant. Because mobile phones are so widely used, educators are now able to put students' access to mobile devices to better use by using them for educational reasons rather than letting them use their phones for frivolous pursuits.

Significance of Study

The primary purpose of this research is to conduct a survey to investigate the attitudes held by ESL instructors and students in regard to the use of mobile devices to assist in language acquisition (MALL). Because (MALL) is necessary for ESL acquisition, which is not a simple undertaking, this research will be useful for both students and instructors. (MALL) is essential for language learning right now because it is more likely that the future of language learning will reside with (MALL) than with other methods (Chaka, 2009). The general public is familiar with these gadgets, which are equipped to perform a variety of duties. According to (Assaf, 2022), mobile devices are beneficial in a variety of ways, including the provision of information, steering or direction, and experience whenever it is needed. ESL students will benefit from having their ideas expanded by doing so.

Research Objectives

1. To find out the attitude of learners towards mobile assisted language learning especially speaking skill techniques.
2. To investigate the impact of mobile assisted language learning on speaking skills.

Research Questions

1. What is the attitude of learners towards mobile assisted language learning (MALL) particularly speaking skill learning techniques?
2. Is there any impact of mobile assisted language learning on speaking skills? Literature Review

Literature Review

Rapid technological advancement has made handheld devices ubiquitous across both developed and developing nations. A 2009 survey by the International Telecommunication Union reported that approximately 67% of the global population was using mobile devices, reflecting their widespread integration into daily life. Such extensive adoption naturally

extended into higher education, where college students became intensive users of mobile technologies (Chinnery, 2006). This global diffusion stimulated new pedagogical possibilities and led to the emergence of mobile learning (m-learning) and, more specifically, Mobile-Assisted Language Learning (MALL). Since the early 2000s, MALL has evolved into a specialized domain within language education, supported by mobile applications, portable media devices, and wireless technologies that enable learners to study “anytime and anywhere.” Research indicates that mobile technologies enhance learner motivation, communication skills, and interaction between teachers and students (Wagner et al., 2016). As a result, mobile devices are increasingly viewed not as supplementary tools but as integral components of contemporary language instruction.

The conceptual foundations of MALL are closely linked to earlier developments in Computer-Assisted Language Learning (CALL). Initially, CALL programs were limited to universities and operated on mainframe systems (Marty, 1981). The introduction of personal computers in the 1970s expanded CALL practices, eventually replacing the teacher-centered Computer-Assisted Language Instruction (CALI) model in the 1980s with more learner-centered approaches (Tafazoli et al., 2019). Contemporary m-learning has developed its own theoretical identity, emphasizing mobility, autonomy, and contextualized learning (Cakmak, 2019). Scholars argue that mobile learning extends beyond learning “on the move” and represents a broader transformation in how technology mediates language acquisition (Azar & Nasiri, 2014; Ibáñez Moreno & Traxler, 2016). Collectively, these developments demonstrate that MALL is a natural progression of CALL, integrating technological mobility with communicative and student-centered pedagogies in second language learning.

Research Methodology

This segment explains the overall research approach used in the study. It describes research design, population, sample size, sampling techniques, data collection tools, and limitations. It also outlines the conceptual framework guiding the research process.

Descriptive Method of Research

The study is descriptive in nature and based on questionnaire data. It uses descriptive statistical techniques to measure participants’ perceptions regarding language learning through MALL.

Study Design

The research design provides a structured plan for conducting the study and answering the research questions. This study focuses on examining teachers’ and students’ perspectives on MALL in Sadiqabad. It uses a quantitative approach, with data analyzed through SPSS using descriptive statistics.

Research Methods

Although both qualitative and quantitative methods are explained, the study primarily applies quantitative research. Data were collected through structured questionnaires with close-ended questions. Quantitative methods allowed statistical analysis of responses and objective interpretation of findings.

Population of the Study

The population of the study comprised intermediate-level English literature students and teachers from government and private colleges located in Sadiqabad. The student population included male and female learners enrolled in Government Girls Degree College Sadiqabad, Government Boys Degree College Sadiqabad, Iqra Post Graduate College (Girls) Sadiqabad, and Iqra Post Graduate College (Boys) Sadiqabad. The students were within the age range of 16–18 years.

Population and Sampling

The population of the study consisted of intermediate-level English literature students enrolled in selected government and private colleges of Sadiqabad. The target population included both male and female students aged 16–18 years who were studying English at the intermediate level and were users of mobile phones. Since the questionnaire focused on mobile-assisted language learning practices (e.g., use of mobile phones for calls, dictionary access, educational purposes, vocabulary development, and speaking skills), the population specifically comprised students who had access to and experience with mobile technology in their academic context.

From this population, a sample of 155 students participated in the questionnaire survey, as reflected in the table for the statement “*I use my mobile phone to make and receive calls*” (Total = 155). The sampling technique employed was random sampling, ensuring that each student in the accessible population had an equal and independent chance of being selected. This probability-based method enhanced representativeness and minimized selection bias.

Thus, the population represents all intermediate English literature students in the selected colleges, while the sample consists of the 155 respondents whose perceptions were quantitatively analyzed through the Likert-scale questionnaire.

Data Collection Tools

Questionnaire

A questionnaire is a tool which we developed to collect data; it is a device to gather required data about the specific questions from the research participants by using organized pattern of questions which they fill according to their perception or point of view about the issue. According to the Merriam Webster dictionary:

(1) Questionnaire is a set of questions for getting statistically beneficial or personal information from research participants.

(2) It is a compilation of written or printed questions for answers. (Merriam Webster).

We called it an organized and arranged compilation of questions which a researcher delivered to the sample of selected population to get required information. Researchers come across a number of questionnaires to collect data in the field of research: structured questionnaire and non-structured questionnaire open ended and close ended questionnaire and some used fact and opinion questionnaire to get desired information.

Validation of Research Tools

Research tools validation is a procedure through which tools reliability and accuracy is checked by the researcher. A number of researchers use to conduct a pilot study to check the accuracy of research tools. Pilot study is a study which is arranged on a small scale to make sure the health of research tools before the collection of definite data. The designed questionnaire was finalized after the observation of supervisor and the remarks of teachers. Some suggested changes were made to the questionnaire to get clear results. Questionnaire was distributed to 10 students, 2 male private and 2 female private students, 3 male government and 3 female government students. Questionnaire was also distributed to 8 teachers that were 2 male private and 2 females private, 2 male government and 2 female government teachers. Researcher was able to finalize the questionnaire after the final results of pilot study and the conversation with supervisor for the collection of real data.

Research Procedure

The research procedure was started after the completion of course work and after selecting this topic for research. The process of data collection was started after the completion of first three chapters and questionnaire; questionnaire was developed by the researcher with the help

and guidance of supervisor and opinions of experts. Close ended questionnaire was developed because the study was quantitative in nature.

For the validation of research tools pilot study was arranged in which 4 private and 6 government students and 4 private and 4 government teachers had participated. After pilot study data was started to collect. Two weeks duration was utilized to collect data because data was collected from the private and government colleges of Sadiqabad. Researcher explained the main purpose of the study and aim behind this study which was essential to get data and demanded the emphasis to get accurate data from the students. After this questionnaire was distributed to the randomly selected participants who were willing to fill in the questionnaire. This whole process took 25 to 30 minutes.

Researchers gathered the questionnaire paper where all participants solve their questionnaire for the purpose of statistical analysis of the collected data. Data collecting enabled the researcher to determine the results statistically through SPSS (Statistical Package for Social Sciences) which were organized and summarized in form of tables, graphs and charts.

DATA Analysis

I Use My Mobile Phone to Make and Receive Calls

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
I use my mobile phone to make and receive calls	<i>f</i>	27	101	13	2	12	155	3.83
	%	17.4	65.2	8.4	1.3	7.7	100.0	

The statement “*I use my mobile phone to make and receive calls*” indicates a very high level of agreement among respondents. Out of 155 participants, 27 (17.4%) strongly agreed and 101 (65.2%) agreed, meaning that 82.6% of the respondents positively endorsed the statement. Only a small proportion expressed disagreement, with 2 respondents (1.3%) disagreeing and 12 (7.7%) strongly disagreeing, while 13 (8.4%) remained undecided. The mean score of 3.83 (on a five-point Likert scale) further confirms a strong tendency toward agreement. This suggests that using a mobile phone for making and receiving calls remains a primary and widely practiced function among the participants.

I Use My Mobile Phone as an Electronic Dictionary

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
I use my mobile phone as an electronic dictionary	<i>f</i>	15	69	21	26	24	155	3.16
	%	9.7	44.5	13.5	16.8	15.5	100.0	

The statement “*I use my mobile phone as an electronic dictionary*” reflects a moderate level of agreement among respondents. Out of 155 participants, 15 (9.7%) strongly agreed and 69 (44.5%) agreed, indicating that 54.2% of the respondents use their mobile phones as electronic dictionaries. However, a notable proportion expressed uncertainty or disagreement: 21 respondents (13.5%) remained undecided, while 26 (16.8%) disagreed and 24 (15.5%) strongly disagreed, totaling 32.3% negative responses. The mean score of 3.16 suggests a slightly positive but relatively balanced tendency toward agreement. Overall, while more than half of the participants use their mobile phones as electronic dictionaries, a considerable segment either does not use this function or is uncertain about its use.

I Use My Mobile Phone for Educational Purposes

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
I use my mobile phone for educational purposes	<i>f</i>	27	78	21	23	6	155	3.63
	%	17.4	50.3	13.5	14.8	3.9	100.0	

The statement “*I use my mobile phone for educational purposes*” demonstrates a clear positive inclination among the respondents. Out of 155 participants, 27 (17.4%) strongly agreed and 78 (50.3%) agreed, indicating that 67.7% of the respondents use their mobile phones for educational purposes. Meanwhile, 21 participants (13.5%) remained undecided. On the other hand, 23 respondents (14.8%) disagreed and 6 (3.9%) strongly disagreed, accounting for 18.7% negative responses.

The mean score of 3.63 reflects a strong overall agreement on the five-point Likert scale. This suggests that mobile phones are widely perceived and utilized as educational tools among the participants, although a smaller proportion still does not actively use them for academic purposes.

I Can Understand Simple Sentences Easily

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
I can understand simple sentences easily	<i>f</i>	43	84	9	8	11	155	3.90
	%	27.7	54.2	5.8	5.2	7.1	100.0	

The statement “*I can understand simple sentences easily*” shows a strong positive response from the participants. Out of 155 respondents, 43 (27.7%) strongly agreed and 84 (54.2%) agreed, indicating that a substantial majority (81.9%) feel confident in their ability to understand simple sentences. Only 9 participants (5.8%) remained undecided. A relatively small proportion expressed difficulty, with 8 (5.2%) disagreeing and 11 (7.1%) strongly disagreeing, totaling 12.3% negative responses.

The mean score of 3.90 further confirms a high level of agreement on the Likert scale. Overall, the findings suggest that most respondents possess adequate basic comprehension skills, particularly in understanding simple sentence structures.

Writing Messages on Mobile Has Improve My Speaking Skills

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Writing messages on mobile has improved my speaking skills	<i>f</i>	46	43	34	20	12	155	.59
	%	29.7	27.7	21.9	12.9	7.7	100.0	

The statement “*Writing messages on mobile has improved my speaking skills*” reflects a generally positive but somewhat mixed response. Out of 155 respondents, 46 (29.7%) strongly agreed and 43 (27.7%) agreed, indicating that 57.4% perceive an improvement in their speaking skills through writing messages on mobile phones. However, a noticeable proportion of 34 participants (21.9%) remained undecided, suggesting some uncertainty about the direct impact of messaging on speaking ability. Meanwhile, 20 respondents (12.9%) disagreed and 12 (7.7%) strongly disagreed, totaling 20.6% negative responses.

The mean score of 3.59 indicates an overall tendency toward agreement on the five-point Likert scale. These findings suggest that while more than half of the participants believe mobile messaging contributes positively to their speaking skills, a considerable segment either questions its effectiveness or does not perceive a clear improvement.

Writing Email Messages Have Improve My Writing Faster

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Writing email messages has improved my writing faster	<i>f</i>	33	57	27	18	20	155	3.42
	%	21.3	36.8	17.4	16.6	12.9	100.0	

The statement “*Writing email messages has improved my writing faster*” indicates a moderately positive perception among the respondents. Out of 155 participants, 33 (21.3%) strongly agreed and 57 (36.8%) agreed, meaning that 58.1% believe that writing emails has contributed to faster improvement in their writing skills. However, 27 respondents (17.4%) remained undecided, reflecting a degree of uncertainty regarding its effectiveness.

On the other hand, 18 participants (16.6%) disagreed and 20 (12.9%) strongly disagreed, accounting for 29.5% negative responses. The mean score of 3.42 suggests a slight overall tendency toward agreement on the five-point Likert scale. Overall, while a majority perceive email writing as beneficial for improving writing speed and skill, a considerable proportion either doubts its impact or does not experience noticeable improvement.

Mobile Based Emails Have Increased My Attentions on Speaking Skills

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobile based emails have increased my attentions on speaking skills	<i>f</i>	64	68	8	7	8	155	4.12
	%	41.3	43.9	5.2	4.5	5.2	100.0	

The statement “*Mobile-based emails have increased my attention to speaking skills*” reflects a very strong positive response from the participants. Out of 155 respondents, 64 (41.3%) strongly agreed and 68 (43.9%) agreed, indicating that a substantial majority (85.2%) perceive that mobile-based emails enhance their focus on speaking skills. Only 8 participants (5.2%) remained undecided.

A minimal proportion expressed disagreement, with 7 respondents (4.5%) disagreeing and 8 (5.2%) strongly disagreeing, totaling just 9.7% negative responses. The mean score of 4.12, which is notably high on the five-point Likert scale, further confirms a strong level of agreement.

Mobile Based Email Has Lowered the Quality of Writing English

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobile based email has lowered the quality of writing English	f	72	57	13	11	2	155	4.20
	%	46.5	36.8	8.4	7.1	1.3	100.0	

The statement “*Mobile-based email has lowered the quality of writing English*” reveals a strong level of agreement among the respondents. Out of 155 participants, 72 (46.5%) strongly agreed and 57 (36.8%) agreed, indicating that a substantial majority (83.3%) perceive a decline in the quality of English writing due to mobile-based email usage. Only 13 respondents (8.4%) remained undecided.

A very small proportion expressed disagreement, with 11 participants (7.1%) disagreeing and only 2 (1.3%) strongly disagreeing, totaling 8.4% negative responses. The mean score of 4.20, which is considerably high on the five-point Likert scale, confirms a strong overall agreement with the statement.

These findings suggest that although mobile-based email may enhance attention to speaking skills (as indicated in previous results), a large majority of respondents believe it may simultaneously contribute to a reduction in the formal quality of English writing, possibly due to informal language use, abbreviations, or reduced attention to grammatical accuracy.

Mobiles Writing Aware Me About My Grammatical Mistakes

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobiles writing aware of my grammatical mistakes	f	43	73	3	36	0	155	3.79
	%	27.7	47.1	1.9	23.2	0.0	100.0	

The statement “*Mobile writing makes me aware of my grammatical mistakes*” demonstrates an overall positive perception among the respondents. Out of 155 participants, 43 (27.7%) strongly agreed and 73 (47.1%) agreed, indicating that 74.8% believe that writing on mobile devices increases their awareness of grammatical errors. Only 3 respondents (1.9%) remained undecided, showing very little uncertainty regarding this issue.

However, 36 participants (23.2%) disagreed, while none strongly disagreed (0%). Despite this notable proportion of disagreement, the mean score of 3.79 reflects a clear tendency toward agreement on the five-point Likert scale.

Mobile Based Language Learning is a Modern Way of Language Learning

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobile based language learning is a modern way of language learning	f	40	103	1	8	3	155	4.09
	%	25.8	66.5	0.6	5.2	1.9	100.0	

The statement “*Mobile-based language learning is a modern way of language learning*” reflects an overwhelmingly positive perception among the respondents. Out of 155 participants, 40 (25.8%) strongly agreed and 103 (66.5%) agreed, indicating that 92.3% of the respondents recognize mobile-based language learning as a modern instructional approach. Only 1 participant (0.6%) remained undecided. A very small proportion expressed

disagreement, with 8 respondents (5.2%) disagreeing and 3 (1.9%) strongly disagreeing, totaling just 7.1% negative responses. The mean score of 4.09, which is notably high on the five-point Likert scale, further confirms strong overall agreement. These findings clearly suggest that the participants perceive mobile-based language learning as a contemporary and innovative method, aligning with current technological advancements in education and digital learning environments.

I Have an Attraction to Learn Language on Mobiles

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
I have an attraction to learning languages on mobiles	<i>f</i>	36	79	7	33	0	155	3.76
	%	23.2	51.0	4.5	21.3	0.0	100.0	

The statement “*I have an attraction to learning languages on mobiles*” indicates a generally positive attitude among the respondents. Out of 155 participants, 36 (23.2%) strongly agreed and 79 (51.0%) agreed, showing that 74.2% express a favorable inclination toward learning languages via mobile devices. Only 7 respondents (4.5%) remained undecided, reflecting limited neutrality. However, 33 participants (21.3%) disagreed, while none strongly disagreed (0%). Although a notable minority does not feel attracted to mobile-based language learning, the mean score of 3.76 demonstrates a clear overall tendency toward agreement on the five-point Likert scale.

Mobiles Based Learning Has Improved My Vocabulary

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobiles based learning has improved me vocabulary	<i>f</i>	38	66	1	50	0	155	3.59
	%	24.5	42.6	0.6	32.3	0.0	100.0	

The statement “*Mobile-based learning has improved my vocabulary*” presents a moderately positive but clearly divided response pattern. Out of 155 respondents, 38 (24.5%) strongly agreed and 66 (42.6%) agreed, indicating that 67.1% perceive vocabulary improvement through mobile-based learning. Only 1 participant (0.6%) remained undecided, reflecting minimal neutrality. However, a substantial proportion of 50 respondents (32.3%) disagreed, while none strongly disagreed (0%). This comparatively high percentage of disagreement suggests that a significant minority does not perceive noticeable vocabulary gains from mobile-based learning. The mean score of 3.59 indicates an overall tendency toward agreement on the five-point Likert scale, though the distribution reveals some polarization in responses. In summary, while the majority believe that mobile-based learning contributes positively to vocabulary development, a considerable segment remains unconvinced about its effectiveness in enhancing lexical competence.

Writing Email Messages Have Helped Me Increased My Vocabularies

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Writing email messages has helped me increase my vocabularies	<i>f</i>	50	101	0	4	0	155	4.27
	%	32.3	65.2	0	2.6	0.0	100.0	

The statement “*Writing email messages has helped me increase my vocabulary*” reflects an exceptionally strong positive response from the participants. Out of 155 respondents, 50 (32.3%) strongly agreed and 101 (65.2%) agreed, indicating that an overwhelming majority (97.5%) perceive email writing as beneficial for vocabulary development. Notably, none of the respondents remained undecided (0%), and only 4 participants (2.6%) disagreed, while none strongly disagreed.

The mean score of 4.27, which is very high on the five-point Likert scale, further confirms a robust level of agreement. The findings strongly suggest that writing email messages is widely regarded as an effective strategy for enhancing vocabulary. Compared to general mobile-based learning, email writing appears to have a more pronounced and clearly perceived impact on lexical development among the respondents.

Mobile Helps Me with Latest Dictionary

Statement	Options	SA	A	D	A	SDA	Total	Mean
Mobile helps me with latest dictionary	<i>f</i>	44	90	0	21	0	155	4.01
	%	28.4	58.1	0.0	13.5	0.0	100.0	

The statement “*Mobile helps me with the latest dictionary*” indicates a strong positive perception among the respondents, as 44 participants (28.4%) strongly agreed and 90 (58.1%) agreed, demonstrating that a substantial majority (86.5%) believe mobile devices provide access to updated dictionary resources. Notably, none of the respondents remained undecided, reflecting clarity of opinion on this issue. Although 21 participants (13.5%) disagreed, and none strongly disagreed, the overall mean score of 4.01 confirms a high level of agreement on the five-point Likert scale. These findings suggest that mobile technology is widely acknowledged as an effective and reliable tool for accessing contemporary lexical resources, thereby supporting vocabulary enhancement and language learning.

Mobile Dictionary Makes Me Able to Use Proper Language

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobile dictionaries make me able to use proper language	<i>f</i>	45	74	0	36	0	155	3.83
	%	29.0	47.7	0.0	23.2	0.0	100.0	

The statement “*Mobile dictionaries make me able to use proper language*” reflects an overall positive perception among the respondents. Out of 155 participants, 45 (29.0%) strongly agreed and 74 (47.7%) agreed, indicating that 76.7% believe mobile dictionaries help them use proper language. None of the respondents remained undecided, showing a clear stance on the issue. However, 36 participants (23.2%) disagreed, while none strongly disagreed. Despite this notable proportion of disagreement, the mean score of 3.83 demonstrates a strong tendency toward agreement on the five-point Likert scale. Overall, the findings suggest that mobile dictionaries are widely perceived as supportive tools for improving language accuracy, although nearly one-quarter of the respondents do not perceive a significant benefit in this regard.

Mobile Dictionary Helps Me a Lot in Improving Speaking Skills

Statement	Options	SA	A	UD	DA	SDA	Total	Mean
Mobile dictionaries help me a lot in improving speaking skills	<i>f</i>	33	64	3	52	3	155	3.46
	%	21.3	41.3	1.9	33.5	1.9	100.0	

The statement “*Mobile dictionaries help me a lot in improving speaking skills*” reveals a moderately positive yet divided response pattern. Out of 155 respondents, 33 (21.3%) strongly agreed and 64 (41.3%) agreed, indicating that 62.6% perceive mobile dictionaries as helpful in enhancing their speaking skills. Only 3 participants (1.9%) remained undecided. However, a considerable proportion expressed disagreement, with 52 respondents (33.5%) disagreeing and 3 (1.9%) strongly disagreeing, totaling 35.4% negative responses. The mean score of 3.46 suggests a slight overall tendency toward agreement on the five-point Likert scale, but the relatively high percentage of disagreement indicates that many learners may not view mobile dictionaries as directly contributing to speaking proficiency, possibly perceiving them as more beneficial for vocabulary and writing rather than oral communication.

Findings

The findings of the study indicate that mobile phones are widely used not only for basic communication but also for educational purposes among the respondents. A substantial majority reported using mobile devices to make and receive calls, while more than half use them as electronic dictionaries and for broader educational activities. The respondents demonstrated satisfactory foundational language competence, as most indicated that they can easily understand simple sentences. Mobile-based activities, particularly email writing, emerged as highly influential in vocabulary development, with an overwhelming majority acknowledging that writing emails significantly increases their lexical repertoire. Similarly, mobile dictionaries are perceived as effective tools for accessing updated vocabulary and promoting proper language use, while mobile writing enhances grammatical awareness for most learners. Furthermore, participants strongly perceive mobile-based language learning as a modern instructional approach and express clear attraction toward learning languages via mobile devices.

However, the findings also reveal certain complexities. Although mobile-based emails increase attention to speaking skills and messaging moderately contributes to speaking improvement, the overall impact of mobile dictionaries and mobile-based activities on speaking proficiency remains comparatively moderate. Moreover, a significant number of respondents believe that mobile-based email communication has lowered the quality of English writing, possibly due to the frequent use of informal language, abbreviations, and reduced attention to formal conventions. Thus, while vocabulary and grammatical awareness benefit considerably from mobile usage, concerns persist regarding writing quality and the limited direct enhancement of speaking skills.

Conclusion

In conclusion, the study demonstrates that Mobile-Assisted Language Learning (MALL) is widely accepted and positively perceived by learners, particularly for vocabulary enrichment and lexical accuracy. Email writing appears to be the most impactful mobile-based practice for language development. Nonetheless, to maximize benefits and minimize drawbacks, structured pedagogical integration of mobile learning is essential. Educational institutions should incorporate guided mobile-based activities into language curricula, provide training to differentiate between informal and formal writing styles, and introduce speaking-focused

mobile applications to strengthen oral proficiency. A balanced approach that combines mobile learning with traditional instructional methods would ensure comprehensive and sustainable language development.

Recommendations

- Mainstream MALL may not yet be fully feasible, but gradual integration is timely and necessary.
- Mobile devices should be used for academic activities such as listening, speaking, reading, vocabulary building, and writing.
- Students' awareness about the educational effectiveness of MALL should be increased.
- Controlled use of mobile devices inside classrooms should be permitted for learning purposes.
- Internet access should be authorized and strengthened both inside and outside classrooms.
- Collaboration between intermediate institutions and the local mobile technology industry should be encouraged to develop language learning applications.
- Training in wireless and mobile technologies should be offered for mutual benefit by institutions and stakeholders.
- Government initiatives at local and provincial levels should introduce structured MALL programs.
- Regional and provincial mobile writing competitions should be organized to promote academic use of mobile technology.
- Future research should expand to universities and include experimental and mixed-method studies to examine the impact of MALL more comprehensively.

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