



The Impact of Mobile-Assisted Language Learning on EFL Students' Presentation Skills

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ABSTRACT

Mobile-Assisted Language Learning (MALL) has emerged as a transformative catalyst in facilitating English as a Foreign Language instruction, particularly in enhancing speaking competencies. The primary objective of this study was to investigate the impact of MALL on EFL students' presentation skills, focusing on how mobile technologies foster student-centered learning environments. By exploring the intersection of digital tools and pedagogical frameworks, the research sought to identify how mobile applications facilitate the development of complex speaking tasks. To achieve this, the study employed a mixed-method research design, integrating both quantitative and qualitative data to provide a comprehensive analysis of the phenomenon. The quantitative phase involved thirty-eight students from Universitas Negeri Yogyakarta, focusing on their use of various MALL applications to prepare for presentations. Data were analyzed using descriptive statistics to identify trends in proficiency gains. Simultaneously, the qualitative phase utilized semi-structured interviews and descriptive techniques to capture nuanced student experiences and perceptions. The findings of this study indicate that the integration of MALL substantially improves several key dimensions of oral proficiency, including pronunciation, vocabulary acquisition, and grammatical accuracy. Furthermore, mobile tools were found to be instrumental in helping students structure their presentation content and significantly bolster their self-confidence. The results suggest that the core drivers of these improvements are the opportunities for repeated, self-directed practice and the availability of immediate feedback provided by mobile platforms. Consequently, learners exhibited heightened motivation and a stronger willingness to engage in challenging speaking activities. In conclusion, this research emphasizes that when MALL is thoughtfully implemented with appropriate pedagogical scaffolding, it can significantly strengthen EFL students' presentation skills and overall speaking fluency. The study suggests that educators should move beyond mere technology adoption, focusing instead on integrating MALL as a strategic component of communicative language teaching to foster autonomous, confident language learners.

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■ INTRODUCTION

Speaking skills are among the most formidable challenges for learners of English as a Foreign Language (EFL), yet mastery of oral and presentation skills remains a foundational pillar of communicative competence and academic success. Despite its importance, empirical evidence consistently highlights a significant gap between curriculum expectations and student performance. As noted by Derakhshan et al. (2021) and Kruk (2021), EFL learners frequently suffer from high levels of Foreign Language Speaking Anxiety

(FLSA), which directly impedes fluency and inhibits oral participation. In many Asian educational contexts, traditional teacher-centered models often fail to provide the necessary 1-on-1 interaction time, leaving students with limited opportunities for authentic output.

The severity of this issue is further evidenced by difficulties in phonological accuracy and lexical retrieval. Research indicates that without consistent, contextualized practice, students struggle to maintain grammatical accuracy while speaking

spontaneously. Mobile-Assisted Language Learning (MALL) has emerged as a vibrant and powerful strategy to bridge this gap. Unlike conventional classroom constraints, MALL facilitates "anytime, anywhere" learning, which is critical for skill acquisition. Systematic reviews of MALL integration confirm that mobile interventions specifically target the most persistent barriers in speaking, such as lack of immediate feedback and limited vocabulary exposure (Klimova, 2019; Shadiev & Yang, 2020). By leveraging the ubiquity of mobile applications, MALL offers a viable solution to the stagnation of oral skills by promoting a learner-centered environment that reduces psychological barriers and provides the repeated, self-directed practice essential for fluency. Thus, addressing the persistent deficiencies in EFL speaking skills via mobile technology is not merely an instructional preference but a pedagogical necessity for modern academic achievement.

Various studies have shown significant potential for MALL in language learning. MALL provides EFL learners with various ways to access and use the vast amount of content available on the Internet for assignments and learning (Aliakbari & Mardani, 2022). Based on constructivist theories, individuals learn through active, meaningful engagement, and Mobile Assisted Language Learning (MALL) employs mobile technology, including smartphones and tablets, to facilitate this learning in formal and informal settings. Among the most significant aspects of language learning are the facilitation of interactivity, learner-centered learning, and context-relevant environments, which are essential for fostering effective language learning (Neto et al., 2020). The mobility and flexibility of mobile technology enable learners to practice languages at their own pace and in different contexts, making personalized and independent learning possible.

The transformative potential of Mobile-Assisted Language Learning (MALL) lies in its ability to provide EFL learners with unprecedented access to digital resources and authentic linguistic input. According to Aliakbari and Mardani (2022), MALL offers a diverse array of opportunities for students to use internet-based content for both formal assignments and self-directed learning. This shift from traditional textbooks to dynamic digital content enables more comprehensive exposure to real-world English, which is essential for developing communicative competence. By integrating mobile tools, the boundary between the classroom and the outside world becomes fluid, enabling a

continuous learning cycle that is not confined by physical or temporal limitations.

From a theoretical perspective, MALL is deeply rooted in constructivist learning principles, which posit that knowledge is constructed through active and meaningful engagement. Neto et al. (2020) emphasize that the most significant advantage of mobile technology lies in its capacity to facilitate interactivity and create learner-centered environments. In these settings, the instructor transitions from a primary knowledge provider to a facilitator. At the same time, the mobile device serves as a cognitive tool that supports visual scaffolding and task-based activities. This pedagogical shift is crucial for fostering an atmosphere where students feel empowered to take ownership of their linguistic development, particularly in mastering complex speaking tasks.

Furthermore, the inherent mobility and flexibility of mobile devices allow learners to practice oral skills at their own pace and across various social contexts. This autonomy is particularly beneficial for improving presentation skills, as it enables students to utilize recording features, pronunciation apps, and AI-based feedback tools for iterative practice. As noted by Klimova (2019), the personalized nature of MALL helps mitigate psychological barriers to language production, such as speaking anxiety. By engaging in low-stakes practice via mobile applications before performing in high-stakes classroom environments, students can systematically build the fluency and self-confidence required for successful academic presentations.

The integration of MALL into the EFL curriculum addresses the persistent challenges of limited classroom interaction time. Shadiev and Yang (2020) argue that mobile interventions are particularly effective when designed to provide immediate feedback and support collaborative learning. Through social media platforms and specialized language apps, students can engage in synchronous and asynchronous communication with peers and native speakers. This constant connectivity ensures that speaking practice is not a solitary endeavor but a social process that mimics natural language acquisition, thereby significantly strengthening the learner's overall communicative proficiency.

While the integration of Mobile-Assisted Language Learning (MALL) has been extensively documented in higher education contexts, current literature often examines speaking proficiency in isolation. Many studies primarily focus on the technical development of speaking skills, leaving affective

components such as motivation, anxiety, and the willingness to communicate (WTC) inadequately addressed (Peng et al., 2020). Although the tertiary level is a frequent setting for MALL research, a critical gap remains in understanding how these complex affective variables interact with actual speaking performance in mobile-mediated tasks (Putri et al., 2024).

Furthermore, existing empirical evidence often relies on short-term interventions, creating a need for research that delves deeper into the pedagogical scaffolding required to optimize these digital tools for long-term learner engagement (Zhou, 2021). Most prior studies at the university level have relied on purely quantitative measures, which often fail to capture learners' nuanced experiences. Consequently, there is a pressing need for studies that establish best practices by bridging the gap between theoretical potential and practical optimization of mobile technologies (Rajendran & Yunus, 2021). This research addresses these specific gaps by employing a mixed-methods approach to analyze the interplay between MALL-driven speaking performance and the psychological factors that determine language-learning success in a higher-education setting.

This research investigates the use of MALL to develop EFL students' presentation and speaking skills in the higher education context. This objective underscores the need for extensive, wide-ranging research that fully accounts for MALL's role among university students. Specifically, this study aims to assess the impact of mobile-mediated interventions on oral performance and to explore learners' underlying perceptions and attitudes toward these digital tools. While the integration of innovative technologies offers significant potential, the reliability of automated feedback remains a critical concern; erroneous translations or misplaced pronunciation judgments can negatively affect students. By addressing these nuances, this study fills a significant gap in the literature and provides practical insights for educators, curriculum developers, and policymakers. The following Research Questions are addressed:

1. To what extent does the integration of Mobile-Assisted Language Learning (MALL) applications affect the English presentation skills and speaking skills of EFL university students?
2. What are the students' perceptions and attitudes toward the use of MALL tools in preparing and delivering academic presentations
3. How do affective factors, such as self-

confidence and speaking anxiety, change when students utilize mobile technologies for self-directed speaking practice?

■ METHOD

Participants

The participants of this study comprised thirty-eight (38) master's students in English Education at Universitas Negeri Yogyakarta who were actively engaged in academic speaking tasks. In line with the requirements of the explanatory sequential design, the researcher used purposive sampling to ensure that all participants had active experience using Mobile-Assisted Language Learning (MALL) as an auxiliary tool for their academic presentations. For the quantitative phase, the entire cohort (N=38) participated in the survey; according to Arikunto's (2010) theory, if the target population is fewer than 100, the entire group can be used as a representative sample. In this specific research context, the sample represented approximately 10% of the broader available student population (378 students), meeting the recommended threshold for descriptive academic inquiry. While the researcher acknowledges that this sample size may limit broad statistical power and generalizability across all EFL contexts, the study ensures high internal validity by integrating survey results with subsequent qualitative analysis. For the qualitative phase, a subset of ten (10) students was purposively selected based on their survey responses to participate in semi-structured interviews. This smaller group allowed for a deeper exploration of nuanced student attitudes and challenges toward the use of MALL for students' presentation and speaking skills.

Research Design and Procedure

This study employed a mixed-methods approach, specifically an explanatory sequential design, to provide a comprehensive analysis of the research problem. The operational process of this study was conducted in three distinct, sequential steps to maintain methodological integrity, followed by a qualitative phase to explain and elaborate on the preliminary statistical findings in greater detail. By adopting this two-phase approach, the researcher aimed to provide a holistic understanding of how mobile tools support students' speaking skills, especially their presentation skills.

The operational process of this study was conducted in three distinct, sequential steps to maintain methodological integrity. In the first phase, a structured quantitative questionnaire was administered to the 38 students to establish

general trends in proficiency gains and the frequency of use of applications such as Canva, ElsaAI, and Grammarly. Following the completion of this statistical analysis, the second phase involved qualitative inquiries in which 10 selected students were interviewed to provide thick descriptions of their learning journeys, focusing specifically on how mobile tools facilitated self-directed practice and immediate feedback. Finally, the third phase involved integrating and triangulating both data sets, in which the statistical results on perceived improvements were cross-referenced with the qualitative narratives to draw a comprehensive and verified conclusion.

To ensure robust data triangulation, this study used two primary research instruments to capture distinct dimensions of the student experience. The first instrument was a questionnaire adapted from Klimova's (2019) MALL perception framework, used to quantify student engagement and identify clear usage patterns. This 13-item questionnaire was structured around specific technical and pedagogical indicators: behavioral engagement in presentation practice, cognitive support for content construction and vocabulary, affective factors like confidence and motivation, and technical challenges. To ensure the validity and reliability of this tool, it underwent rigorous expert judgment and a Cronbach's Alpha test, which yielded a reliability coefficient of $\alpha = .87$, indicating high internal consistency. An example of a highly-rated item from the questionnaire is: *"I use MALL to practice English presentations"* ($M = 4.50$, $SD = .73$). Conversely, an item tracking negative constraints states: *"I often face technical difficulties (internet, storage, apps) when using MALL"* ($M = 3.32$, $SD = 1.19$).

The second instrument consisted of a semi-structured interview guide developed specifically to probe into students' constructivist learning processes. This protocol was structured around key indicators regarding the practice-reflection-revision cycle, specifically focusing on self-directed learning, response to automated feedback, and iterative presentation practice across various mobile platforms. The guide was validated through peer review to ensure that the questions remained closely aligned with the research objectives. A sample question from this interview protocol is: *"How do you use the feedback from applications to practice your speaking performance before a final presentation?"*

Instruments

The primary tool for quantitative data

collection consisted of a structured perception questionnaire adapted from the Mobile-Assisted Language Learning (MALL) framework by Klimova (2019). This questionnaire was designed to quantify student engagement and establish clear usage patterns regarding how mobile tools support speaking and presentation skills. The framework was structured to capture general trends in proficiency gains and the frequency of application use, with a specific focus on platforms such as Canva, ElsaAI, and Grammarly. To ensure the construct validity and reliability of this tool, the questionnaire underwent rigorous expert judgment and a Cronbach's Alpha test, which indicated high internal consistency.

In addition, qualitative data collection tools included a semi-structured interview guide developed specifically to probe into students' constructivist learning processes. This protocol focused on gathering thick descriptions of individual learning journeys, with a particular emphasis on the practice-reflection-revision cycle facilitated by various mobile platforms. To ensure that the questions remained closely aligned with the research objectives and accurately captured how students used immediate feedback for self-directed practice, the interview guide was validated through a comprehensive peer-review process. Together, these complementary instruments provided a robust basis for data triangulation, ensuring a holistic analysis of the research problem.

Data Analysis

The resulting numerical data were analyzed using descriptive statistics to identify general patterns within key speaking components, such as pronunciation, vocabulary acquisition, and oral fluency. Concurrently, the interview transcripts were processed through a systematic thematic analysis following the six-step model proposed by Braun and Clarke (2006). This process involved (1) familiarizing oneself with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing potential themes, (5) defining and naming themes, and (6) producing the final report. This rigorous data reduction process enabled the researcher to identify and articulate key themes regarding students' attitudes, self-confidence, and technical constraints, which were then examined through the lens of the Technology Acceptance Model (TAM) to ensure theoretical depth.

According to the scoring procedure, students who responded 'Strongly Agree' to a positively worded item received a score of 1. In

Table 1. Score Categorization Range

Mean Score Range	Classification Category	Operational Interpretation
4.21 – 5.00	Very High (Strongly Positive)	The students strongly perceive the positive contribution of MALL tools regarding this specific aspect.
3.41 – 4.20	High (Positive)	The students consistently perceive the practical benefits of mobile applications in preparing and delivering their presentations.
2.61 – 3.40	Moderate (Neutral)	The students hold a balanced perception, indicating a moderate level of agreement.
1.81 – 2.60	Low (Negative)	The students rarely experience the functional benefits of MALL and often face notable difficulties that hinder their speaking performance.

contrast, the same response to a negatively worded item received a score of 5, reflecting the item's reverse scoring. After all responses were converted to numerical scores, the total score for each student was calculated and categorized into anxiety levels using the classification developed by (Alrabai, 2014).

The questionnaire was administered online via Google Form. This mode of administration was selected for its practicality and accessibility, particularly given the limited number of scheduled meetings during the data collection period. Google Forms allowed students to complete the questionnaire at their convenience outside the classroom, with all responses automatically recorded (Cohen et al., 2018). The questionnaire was preceded by an informed consent statement explaining the purpose of the study and assuring respondents of the confidentiality of their responses.

■ RESULTS AND DISCUSSION

The results of this study highlight key insights into students' perceptions regarding the use of MALL for their presentation skills. Conducted with 38 participants, the questionnaire aimed to assess various aspects of MALL in their English learning activities, including speaking practice, presentation skills, and the effectiveness of MALL. The data in Table 1 reveal the students' positive experiences and feelings about using MALL in their EFL classroom activities, especially when preparing their presentations.

MALL Integration on Students' English Presentation Skills

The integration of Mobile-Assisted Language Learning (MALL) has demonstrated a significant positive impact on the oral

performance of EFL university students, particularly in addressing the core dimensions of speaking proficiency. Quantitative survey data revealed that students achieved substantial improvements in pronunciation, vocabulary acquisition, and grammatical accuracy through consistent engagement with mobile tools. Furthermore, students strongly agreed that MALL tools were instrumental in the cognitive aspects of delivering presentations, such as generating ideas and organizing academic content. Qualitative interview results supported these findings, with participants noting that the ability to record and replay their speech allowed for self-monitoring and iterative refinement of their fluency. By using applications to structure their thoughts, learners were able to move beyond basic language production to master complex academic speaking tasks.

Diversified tool utilization and learner engagement

The findings of this study demonstrate that students actively integrate a wide range of mobile applications to support their preparation for English presentations. This diversity in tool selection reflects a highly engaged learning strategy, where access to various digital resources enables students to address different linguistic components independently. By utilizing specific platforms for grammar, pronunciation, and creative design, learners move beyond the constraints of traditional teacher-centered instruction toward a more personalized learning experience.

These findings are aligned with the study by Rajendran and Yunus (2021), who argue that integrating MALL provides EFL learners with the flexibility to select tools that best suit their

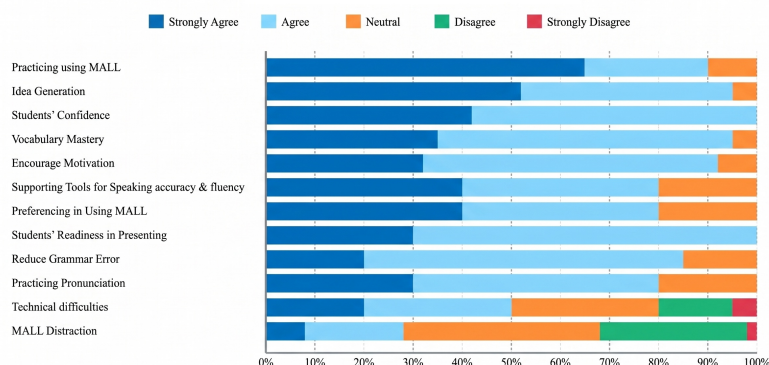


Figure 1. Students' presentation skills using MALL

specific needs as they hone their speaking skills. The use of multiple applications in this research also supports the assertions of Phetsut and Waemusa (2022), emphasizing that MALL-based interventions are highly effective in enhancing oral accuracy due to the broad availability of accessible resources. Furthermore, the students' proactive choice of apps such as ElsaAI, Grammarly, and Canva reinforces Pratiwi et al.'s (2024) argument that MALL serves not only as a technical aid but also as a catalyst for fostering learner autonomy.

By leveraging these technologies, students can transcend conventional classroom models, a shift that directly supports the constructivist learning framework, in which knowledge is actively constructed through meaningful interaction with digital media. These results provide additional evidence that mobile-assisted learning strategies are a critical component of modern higher education for achieving comprehensive oral proficiency. The interview results also support these findings; the students stated:

"I use a dictionary. Indonesian English dictionary for checking unfamiliar vocabulary and Oxford Dictionary for checking the pronunciation of words"

"I utilize some tools such as AI platforms (ChatGPT, Gemini, Perplexity, and DeepSeek) and websites to create my creative presentation, like Canva. And if I want to listen to material, I will access YouTube"

Mobile applications used by students for their language learning activities vary with their interests and learning styles. MALL tools such as voice recording applications and pronunciation platforms play an important role

in helping students become more aware of their language use. By recording and replaying their own speech, learners can pinpoint specific pronunciation issues, track fluency, and monitor progress over time. This process of self-regulation fosters reflective learning, prompting students to make deliberate adjustments to their language patterns. Moreover, applications such as Grammarly and Google Translate help refine grammatical accuracy and broaden vocabulary, key components of effective presentation skills. Existing research demonstrates that consistent use of MALL contributes to measurable improvements in pronunciation, grammar, vocabulary, and overall speaking performance, as learners benefit from immediate, personalized feedback and opportunities for repeated practice of challenging language elements.

Cognitive mechanisms of flexibility and learner autonomy

This section presented the study results on the frequency of students' experiences using MALL to develop their presentation skills. The researcher explored the frequency of students' use of MALL in university-level or higher education settings. The high frequency of mobile device use observed among the thirty-eight participants signifies a fundamental shift in the EFL instructional paradigm, in which technology serves as a primary cognitive scaffold rather than a mere supplementary tool.

"I have frequently used my mobile phone during English classes. It serves as a convenient and accessible tool to support my learning process."

"I think the use of mobile phones in EFL classrooms, especially for my speaking performance, is very crucial because

MALL can provide various applications, so that we, as students, can learn from those tools to help us improve our speaking skill performance."

The findings of this study showed that students actively integrate a wide range of mobile applications to support their preparation for English presentations. This diversity in tool selection reflects a highly engaged learning strategy, where access to various digital resources enables students to address different linguistic components independently. By utilizing specific platforms for grammar, pronunciation, and creative design, learners move beyond the constraints of traditional teacher-centered instruction toward a more personalized learning experience.

It relates to the research by Rajendran and Yunus (2021), who argue that integrating MALL gives EFL learners the flexibility to select tools that best suit their specific needs as they hone their speaking skills. The use of multiple applications in this research also supports the assertions of Phetsut and Waemusa (2022), emphasizing that MALL-based interventions are highly effective in enhancing oral accuracy due to the broad availability of accessible resources. Furthermore, the students' proactive choice of apps such as ElsaAI, Grammarly, and Canva reinforces Pratiwi et al.'s (2024) argument that MALL serves not only as a technical aid but also as a catalyst for fostering learner autonomy. By leveraging these technologies, students can transcend conventional classroom models, a shift that directly supports the constructivist learning framework, in which knowledge is actively constructed through meaningful interaction with digital media. These results provide additional evidence that mobile-assisted learning strategies are a critical component of modern higher education for achieving comprehensive oral proficiency.

The Contribution of MALL on Students' Presentation Skills

Students demonstrated a highly positive reception toward mobile learning, viewing it as a more flexible and efficient alternative to traditional preparation methods. The diversity of tools used by participants, ranging from AI-based platforms like ChatGPT and ElsaAI to visual design tools like Canva, reflects an engaged and personalized learning strategy. This positive attitude is rooted in the "anytime, anywhere" accessibility of MALL, which allows students to transcend the physical and temporal limitations of the conventional classroom.

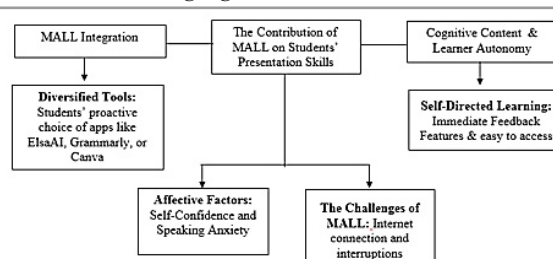


Figure 2. The contribution of MALL

A key theme emerging from the perception data is the promotion of learner autonomy or independent practice. Students perceive MALL as a catalyst for self-directed learning, with survey responses indicating that they frequently practice multiple times until they feel ready for an actual performance. This sense of responsibility is further enhanced by immediate feedback features in apps like Grammarly, which empower students to manage their own linguistic development without constant reliance on instructors.

The results showed that the use of MALL on students' presentations on their speaking skills has the highest mean score, with very consistent responses from each respondent. Findings demonstrate a clear hierarchy in how students utilize and benefit from mobile technology. The most prominent trend is the operational reliance on mobile applications as the primary gateway for preparing presentations, suggesting that MALL has transitioned from a supplementary tool to a foundational resource in students' workflows. This heavy usage is driven by the perceived effectiveness of mobile tools for cognitive content construction, with digital platforms serving as vital scaffolds for generating and organizing complex academic ideas.

Furthermore, the data reveal a strong link between mobile-mediated preparation and affective empowerment. By providing a low-stakes environment for rehearsal, MALL acts as a psychological buffer that significantly bolsters student self-confidence before live delivery. This trend indicates that the value of MALL lies not only in linguistic accuracy but also in its capacity to mitigate speaking anxiety through repetitive, self-directed engagement. Ultimately, these results suggest that students favor mobile interventions because they offer a personalized, iterative learning cycle that traditional classroom settings often cannot provide.

According to student feedback from interviews about their daily use of MALL tools, especially for preparing presentations, mobile technology plays a significant role in their

preparation, helping them organize and practice their presentations effectively. Their reliance on MALL tools shows that these tools not only improve the overall quality of their presentations but also help them feel more confident when speaking in public.

The integration of Mobile-Assisted Language Learning (MALL) served as a transformative force in the development of EFL students' academic presentation competencies, moving beyond traditional preparation methods toward a high-tech, self-regulated approach. Analysis of student feedback indicates that mobile technology serves as a comprehensive ecosystem that streamlines preparation, enabling learners to organize their thoughts and refine their delivery more efficiently. This reliance on digital tools suggests that MALL is not merely an auxiliary aid but a strategic component in improving the overall quality of speaking performance.

"I have used MALL tools multiple times to prepare for English class presentations. These tools include mobile apps that assist with language learning as well as online resources accessed through my phone. I feel more confident and can avoid filler or long pauses when I'm getting presentation"

"Using MALL has positively impacted my presentation skills. First, it has boosted my confidence to speak in front of others, especially in English. Second, it has improved my vocabulary and pronunciation through constant exposure and practice. Third, it helps me organize my thoughts more clearly and deliver them more fluently"

The use of MALL markedly enhances learners' confidence when speaking English or doing a presentation. Through ongoing practice and exposure to native speaker models via platforms such as online dictionaries and YouTube, students gradually become more at ease with the language. Engaging in self-assessment and receiving instant feedback helps reduce anxiety and prepares learners for authentic speaking tasks, including presentations. As students observe improvements in their fluency, pronunciation, and ability to organize their ideas, they develop greater readiness and willingness to speak before an audience. This boost in confidence is well supported in the literature, which shows that MALL fosters greater participation, encourages risk-taking in language use, and

helps learners overcome fears of making mistakes. This statement highlights the students' tension in using a mobile application to prepare their presentation. It indicates that the use of technology in students' language-learning activities plays a crucial role. It can affect the students' confidence. Therefore, students must ensure that the technology is relevant to their learning targets (Alzieni, 2024).

Affective Factors: Self-Confidence and Speaking Anxiety

The use of mobile technologies has led to a measurable enhancement in student self-confidence, one of the most significant psychological findings of this research. Learners reported feeling significantly more at ease during presentations after using recording features and pronunciation apps for low-stakes rehearsals. By providing native-speaker models and opportunities for iterative practice, MALL creates a supportive environment that reduces the psychological barriers typically associated with public speaking in a foreign language.

However, the transition to mobile-mediated learning also presents specific challenges and technical barriers that can influence student anxiety. Participants identified internet connectivity issues and storage limitations as primary obstacles that can disrupt the flow of learning. Additionally, while the apps facilitate focus, the potential for non-academic distractions on mobile devices remains a noted concern. These findings highlight the need for balanced pedagogical scaffolding to ensure that students benefit from the confidence-boosting aspects of MALL while effectively managing its technical and behavioral limitations.

The Challenges of MALL

The researcher found some challenges faced by the students in using MAAL to their presentation preparation. The findings indicate that mobile technology plays an important role in their preparation process; despite its numerous benefits, MALL also presents certain challenges.

"One of the main difficulties is the dependence on internet access. If the connection is poor, I can't use the apps properly. Sometimes, the tools give incorrect translations or suggestions, which can lead to misunderstandings."

"The internet connection for Oxford Dictionary. Because I need a premium

one to have offline access."

This research demonstrated the effect of Mobile Assisted Language Learning (MALL) on EFL students' presentation skills and speaking performance, revealing how mobile devices, such as voice recording software and pronunciation tools, enable self-monitoring and self-correction. Through the active identification and resolution of linguistic problems, students become more language-aware and self-directed, resulting in improved pronunciation, grammar, and vocabulary proficiency. The ability to receive immediate feedback and practice multiple times helps develop accuracy and confidence in speaking presentations.

Most mobile apps rely heavily on stable internet connections, and interruptions can disrupt learning and practice opportunities. Automated feedback isn't always spot-on; errors such as incorrect translations or pronunciation checks might confuse students. There's also the issue of students becoming too dependent on digital tools, which could slow their ability to speak spontaneously, as they may lean too heavily on prompts and corrections. Non-academic content on phones can divert attention, reducing the effectiveness of study sessions. These challenges underscore the importance of using Mobile-Assisted Language Learning (MALL) thoughtfully, with clear guidance from teachers to help learners make the most of it while keeping its downsides in check.

The challenges identified in this research regarding Mobile-Assisted Language Learning (MALL) provide critical insights into the barriers that impact student engagement and tool efficiency. When analyzed through the Technology Acceptance Model, these constraints are found to directly influence Perceived Ease of Use and Perceived Usefulness, which serve as the primary determinants of technology adoption. A significant barrier is the heavy dependence on reliable internet connectivity; when disruptions occur, they diminish the PEOU, causing frustration and disrupting the continuity of practice. This technical instability reflects a "system accessibility" issue that can lower a learner's long-term intention to integrate MALL into their academic workflow. Furthermore, the lack of reliable automated feedback, such as erroneous translations or misplaced pronunciation judgments, degrades perceived usefulness and can negatively impact student progress. Beyond infrastructure, behavioral constraints and cognitive hurdles, such as overreliance on digital prompts, may

paradoxically hinder the development of spontaneous speaking skills. At the same time, access to non-academic materials serves as a distraction, reducing the effectiveness of self-directed study sessions (Granić et al., 2019).

Despite these challenges, the study provides robust empirical evidence of constructivist knowledge creation, proving that MALL facilitates an active, student-centered process rather than the passive reception of information. This is evidenced by specific application features that empower students to move from mere consumption to active production. Through scaffolding tools like Canva and AI platforms such as ChatGPT or Gemini, students actively construct and organize the content of their presentations.

This process is further enhanced by self-directed practice and metacognition, where features such as voice recording and automated feedback from ElsaAI or Grammarly facilitate a continuous "practice-reflection-revision" cycle. As one participant noted, the ability to record and listen to their own speech allows them to notice areas for improvement, such as awkward pauses or mispronunciations. This highlights a hallmark of constructivist self-regulation, where students build linguistic knowledge by identifying their own errors. Finally, authentic contextualization through YouTube models and E-dictionaries allows students to ground their learning outside the traditional classroom, enabling them to create a personalized speaking style and manage their pace independently, ultimately fostering a deeper and more resilient communicative presence (Benson, 2011).

■ CONCLUSION

This study confirms that Mobile-Assisted Language Learning (MALL) is a significant factor in fostering positive student perceptions of their English presentation and speaking skills. Through the integration of mobile applications and interactive multimodal digital media, students gain access to flexible, authentic, and highly interactive speaking opportunities that were previously constrained by traditional classroom boundaries. Consequently, the data indicate that students achieve meaningful progress in essential language components, including pronunciation, grammar, vocabulary acquisition, and overall oral fluency.

These findings resonate across various educational settings, where both qualitative observations and quantitative survey results demonstrate that MALL not only strengthens technical speaking proficiency but also fosters greater student motivation and engagement. By

providing a personalized, iterative learning environment, MALL plays a crucial role in modernizing higher-education pedagogy, ultimately preparing students for more effective and confident academic communication.

The present study highlights the importance of using MALL with caution. While it is a strong pedagogical ally, it faces challenges, including dependence on reliable technology, variability in the credibility of computer-based feedback, and potential for distraction, that must be addressed. Strong teacher guidance, as well as the gradual integration of this skill within the curriculum, is required to help students not only become technologically literate speakers but also to speak successfully and spontaneously in real communicative contexts. MALL is a highly effective way to develop EFL students' speaking and presentation skills when combined with good teaching practice. Further studies are needed to investigate its potential across different ages and learning environments, making mobile-supported language learning a more comprehensive and accessible tool for every learner.

■ DECLARATION OF GENERATIVE AI USAGE IN THE WRITING PROCESS

During the writing of this manuscript, the author(s) employed Gemini to assist with language refinement and proofreading. The author(s) have reviewed and edited the content generated by this tool and assume full responsibility for the content of the published article.

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