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The Role of Mobile Technology in Language Learning: A Study on University Students

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Abstract

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This study examines the influence of Mobile-Assisted Language Learning (MALL), a branch of mobile learning (M-learning), on language acquisition among university students in Azerbaijan. As technology becomes increasingly embedded in higher education, the research investigates the extent to which mobile applications and platforms enhance language skills, with a particular focus on student engagement and learning outcomes. Quantitative data were collected through online surveys completed by Azerbaijani university students, capturing both the benefits and limitations of using mobile learning tools. Positive feedback emphasized gains in listening skills, vocabulary expansion, and learning flexibility. Conversely, negative experiences highlighted issues such as limited content variety, insufficient opportunities for conversational practice, and distractions caused by advertisements and notifications. The results suggest that MALL can be highly effective in supporting language learning when combined with engaging, interactive, and well-structured content. Nonetheless, challenges related to repetitive tasks, technical errors, and content design must be addressed to optimize its educational potential and ensure a more sustainable and productive learning experience.

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Introduction

With the rapid advancement of technology, Mobile learning, specifically Mobile-Assisted Language Learning (MALL), has emerged as a powerful tool for enhancing language learning experiences. The widespread use of smartphones and mobile applications has provided learners with flexible and accessible platforms to improve their language skills beyond traditional classroom settings. MALL allows learners to practice listening, speaking, vocabulary, and pronunciation skills through interactive and gamified applications (Kukulska-Hulme & Shield, 2008). In a meta-analysis of 20 years of MALL research, Burston (2015) discovered that although many projects showed promising learning effects, these studies' methodological rigor was frequently lacking. The results' generalizability was restricted by factors like small sample sizes, a lack of control groups, and brief study durations. Despite these difficulties, Burston emphasized that, if instructional design is in line with pedagogical objectives, MALL may be a useful tool for improving listening comprehension and vocabulary. Burston and Giannakou (2022) built on this work by performing a more thorough meta-analysis that covered 25 years of MALL research (1994–2019). Their results confirmed that MALL can improve language acquisition, especially in listening comprehension and vocabulary. They also emphasized the need for more research on how mobile learning promotes sustainable language development by pointing out that there are few studies on MALL's long-term retention and practical application. The study also pointed out the significance of learner autonomy and motivation, highlighting that the degree to which students actively use the technology determines how effective mobile learning is. However, despite its potential, the effectiveness of MALL remains influenced by various factors, including content quality, user engagement, and technical limitations.

This study explores mobile technology's role in language learning among Azerbaijani university students. By analyzing students' experiences and perceptions, the research identifies the key benefits and challenges associated with MALL. The study employs a quantitative research approach, utilizing a structured questionnaire with close-ended questions for statistical analysis, while two open-ended questions provide qualitative insights, combining quantitative data analysis with thematic coding to understand how mobile learning tools contribute to language development and engagement. Additionally, the research seeks to provide recommendations for integrating MALL more effectively into higher education language courses. The findings of this study will contribute to the growing body of literature on mobile learning in higher education and offer practical insights for educators and policymakers to enhance the learning experience through technology.

Literature Review

Mobile Learning

Mobile learning, also known as m-learning, is a modern educational approach that utilizes portable devices, including smartphones, tablets, and laptops, to facilitate learning anytime and anywhere. Unlike traditional classroom-based instruction, m-learning allows students to access educational resources, participate in interactive activities, and engage with content on demand. This flexibility makes it particularly valuable in higher education, where students often balance coursework with other commitments (Crompton, 2013). A key advantage of mobile learning is its accessibility, enabling students to continue their education beyond the physical classroom. Many

mobile learning applications and platforms incorporate multimedia elements, such as videos, podcasts, gamified exercises, and AI-driven chatbots, which cater to diverse learning styles (Al-Said, 2015).

In language learning, mobile devices have become constant companions, providing learners with authentic materials, real-time feedback, and opportunities for practice in various contexts (Godwin-Jones, 2017). According to Kukulska-Hulme (2009), mobile learning has the potential to transform language acquisition by supporting informal, contextual, and self-directed learning experiences. Furthermore, m-learning fosters collaborative learning, as students can communicate with peers and instructors through discussion forums, messaging apps, and virtual study groups, creating a dynamic and interactive learning environment that bridges formal and informal education.

Mobile-Assisted Language Learning (MALL)

In the field of language education, mobile learning plays a crucial role in Mobile-Assisted Language Learning (MALL), a subcategory of m-learning that focuses on enhancing language acquisition through the use of mobile technology (Kukulska-Hulme & Shield, 2008). Language learners benefit from mobile apps that provide interactive vocabulary exercises, pronunciation practice, real-time feedback, and AI-powered language tutors. Due to its adaptive learning mechanisms, research suggests that m-learning can improve language retention, engagement, and motivation (Stockwell, 2013). Mobile learning applications offer several advantages for language learners. One key benefit is personalized learning, as many apps provide adaptive content tailored to the learner's proficiency level, ensuring a customized learning experience. Additionally, gamification and motivation play a significant role in engagement, with platforms like Duolingo and Memrise incorporating game-like elements such as rewards, streaks, and challenges to encourage consistent practice (Godwin-Jones, 2017). Furthermore, mobile learning enables continuous learning opportunities, allowing students to practice language skills anytime and anywhere, making education more flexible and accessible (Stockwell, 2013). Recent studies highlight the effectiveness of mobile apps in language education. One of the studies by Chen et al. (2020) found that mobile learning apps significantly improve vocabulary retention and listening skills. Research by Viberg and Grönlund (2017) indicates that students prefer mobile apps for informal learning rather than formal coursework. Studies also suggest that social media platforms like Instagram, YouTube, and TikTok play a growing role in language learning by providing authentic content and interactive engagement (Lee, 2022).

However, despite its advantages, mobile learning also presents challenges. These include digital distractions, internet dependency, lack of structured learning pathways, and varying levels of technological literacy among students (Loewen et al., 2019; McQuiggan et al., 2015). Additionally, while many mobile learning applications offer free content, premium features often require paid subscriptions, which may limit access for some students.

Theories Support MALL

Mobile learning is underpinned by several theoretical frameworks, one of which is connectivism. Connectivism, introduced by Siemens (2005), expands on traditional learning theories by focusing on the role of digital networks

and technology in modern education. According to this theory, learning occurs through connections with various information sources, including online communities, multimedia content, and social media interactions. In the context of mobile learning, students can access authentic language materials, such as podcasts, videos, and online discussions, and engage with native speakers or language learners worldwide, fostering a dynamic and immersive learning experience. The theory of Connectivism (Siemens, 2005) emphasizes that learning in the digital age is driven by networks and connections across platforms and communities. In the context of MALL, this theory is highly relevant as learners interact with authentic content, native speakers, and language learning communities through mobile apps and social media platforms. This supports the development of learner autonomy and collaborative learning environments, as Kukulska-Hulme (2012) suggested.

Additionally, self-regulated learning theory (Carneiro et al., 2007) highlights that mobile learning tools empower learners to take control of their learning process, track progress, and set personalized goals. Thus, mobile learning allows for autonomy, letting learners track progress, set goals, and customize their learning experiences through apps with personalized feedback. Studies have shown that gamified features in apps like Duolingo and Busuu enhance motivation and engagement (Krashen, 2014; Rosell-Aguilar, 2018), while progress-tracking tools boost learner accountability (Li, Fan & Wang, 2022).

Another relevant framework is Self-Directed Learning (SDL), developed by Knowles (1975), which highlights the importance of learner autonomy and self-regulation. Mobile learning supports SDL by allowing students to take control of their education, set their own learning goals, track their progress, and choose resources that match their needs and preferences. In technology-enhanced learning environments, self-regulated learning plays a crucial role in allowing students to take ownership of their learning process, set goals, and monitor their progress effectively (Carneiro et al., 2007). Unlike traditional classroom-based learning, where students follow a fixed curriculum, mobile learning offers the flexibility to practice language skills at their own pace, access diverse content, and tailor their learning experience based on individual strengths and weaknesses. By integrating these theories, mobile learning provides a student-centered, network-driven, and self-paced approach to language acquisition, making it a powerful tool for modern education.

Mobile Learning in the Azerbaijani Context

Although mobile learning has been widely explored in global research, studies focusing on Azerbaijan remain limited. Evidence suggests that Azerbaijani university students are increasingly turning to mobile devices for academic purposes, yet institutional support for integrating m-learning into higher education is still minimal (Hajiyev, 2018). This study addresses that gap by examining how students in Azerbaijan use mobile applications to enhance their language learning.

As the country's higher education system undergoes digital transformation, challenges such as outdated infrastructure, insufficient faculty training, and the absence of coherent digital policies persist (Aliyev & Aliyeva, 2024). These issues underscore the potential of mobile learning as an accessible, scalable solution. During the COVID-19 pandemic, the Ministry of Science and Education launched the "Virtual School" platform to maintain

continuity in education. By the end of the 2020–2021 academic year, it had registered over 1.4 million students, 128,186 teachers, and more than 1.1 million active users (Ministry of Science and Education of the Republic of Azerbaijan, 2022).

Research by Teymurova et al. (2020) shows that mobile learning can be adapted to the Azerbaijani context while respecting cultural values, such as respect for elders and practical, results-oriented instruction. Similarly, Hajiyev (2018) highlights both the promise and the barriers of m-learning adoption, emphasizing the need for user-friendly platforms and adequate institutional support. Together, these findings point to mobile-assisted language learning as a promising path for improving educational outcomes in Azerbaijan's higher education landscape.

Methodology

Research Design

This study employs a quantitative research approach to investigate the impact of mobile-assisted language learning (MALL) on the language development and engagement of university students. Using a purposive sample technique, the questionnaire was disseminated through university departments to reach language-learning students. The target group was chosen in accordance with the goals of the study, even though participation was entirely voluntary. The data was collected through a structured questionnaire consisting of 22 questions, which aimed to gather numerical data on students' usage patterns, preferences, and experiences with mobile learning apps. The online survey was distributed to 103 university students, and responses were analyzed to identify trends and patterns in mobile learning behavior. The majority of the questions were close-ended, allowing for statistical analysis, while two open-ended questions provided qualitative insights into students' positive and negative experiences with MALL. The quantitative data were analyzed using descriptive statistics (e.g., frequency and percentage analysis). At the same time, thematic coding was applied to the open-ended responses to identify recurring themes related to user experiences and challenges. The mixed-method approach allowed for a more comprehensive understanding of students' attitudes toward mobile learning, as the statistical data revealed general trends, while the qualitative data offered deeper insights into the effectiveness and limitations of mobile learning platforms.

Research Questions

Which mobile apps do students use for language learning?

How do these apps impact their language skills?

What are the challenges and benefits of using mobile apps for language learning?

Participants

The survey targeted undergraduate students in Azerbaijan. There were 110 responses. After editing, 103 responses (excluding incomplete and insincerely responded to 7 answers) were analyzed. The participants were from diverse academic disciplines, providing a broad perspective on mobile learning habits among university students.

Data Collection

The survey was conducted online using Microsoft Forms and consisted of 22 questions, covering the following areas:

- Demographic Information: Age and academic background.
- Mobile Learning Practices: Frequency of mobile app usage for language learning.
- Types of Apps Used: Preferred platforms (e.g., Duolingo, Memrise, YouTube, podcasts, online dictionaries).
- Effectiveness of Mobile Learning: Students' perceptions of how mobile apps support language skill development.
- Challenges in Mobile Learning: Limitations or difficulties encountered while using mobile learning tools.

Data Analysis

Responses were filtered to exclude incomplete entries that did not provide sufficient data for analysis. The final dataset was analyzed using descriptive statistics (percentages, frequencies) to identify trends in mobile learning usage. Open-ended responses were thematically coded to highlight qualitative insights.

Results

Q1: How old are you?

The majority of respondents (27.2%) are 20 years old, followed by 17-year-olds (23.3%). The smallest group is the 21-year-olds (9.7%) (see Table 1). The mean age of the respondents is 18.81 years, indicating that most participants are in the early stages of their university education. The majority of respondents are women (75%), while men constitute 25% of the sample. A significant portion of respondents (40%) are English Language Teaching (ELT) students, which aligns well with the study's focus on mobile-assisted language learning. Engineering students make up 20%, while the remaining 40% come from various disciplines such as Translation, Architecture, and Language & Literature. The diverse academic background of participants provides a broad perspective on how students from different fields engage with mobile learning tools.

Table 1. Age Distribution of Respondents

Age (years)	Number of Respondents	Percentage (%)
17	24	23.3%
18	20	19.4%
19	21	20.4%
20	28	27.2%
21	10	9.7%
Total	103	100%

Q4: What year are you in?

First-year students (42.7%) and third-year students (44.7%) make up the majority of the respondents. Second-year students (6.8%) and fourth-year students (5.8%) represent a much smaller portion of the participants.

Q5: How often do you use mobile devices (smartphones, tablets) for language learning?

The majority of respondents (62.1%) use mobile devices daily for language learning, indicating a strong dependence on mobile-assisted learning tools. Nearly a third (31.1%) use them a few times a week, which still shows regular engagement with mobile learning. Very few students (5.8%) use them only once a week, and just 1% reported using them rarely. None of the respondents reported "Never" using mobile devices, suggesting that mobile learning is widely adopted among university students in Azerbaijan.

Q6: Which devices do you mainly use for language learning?

Mobile phones are the dominant device (80.6%) used for language learning, reinforcing the central role of smartphones in mobile-assisted learning. Laptops (11.7%) are the second most commonly used, likely for more structured or academic-related tasks such as writing and research. Tablets (5.8%) are used by a small portion of students, which could be due to their lower availability compared to smartphones. A few respondents (1.9%) use other devices, which may include e-readers, smart speakers, or other digital tools.

Q8: Which language learning apps or platforms have you used?

YouTube (82.5%) is the most widely used platform, reflecting students' preference for free, easily accessible, and diverse content. Duolingo (69.9%) is the most popular dedicated language-learning app, showing a strong preference for gamified learning. BBC Learning English (41.7%) is another widely used resource, indicating that students rely on structured educational content from trusted institutions. Memrise (6.8%), Cambly (5.8%), and Busuu (4.9%) are much less common, likely due to subscription costs or less awareness among students. Other platforms (12.6%) suggest students explore additional apps or websites beyond the most well-known options – Telegram channels, Google Translate, ChatGPT, HalloTalk, Babbel, Tandem, Quizlet, Naver, Longman dictionary, Elsa Speak. Dillbill (0.9%) has almost no usage, which may indicate its limited availability or lesser reputation among learners.

Q10: What features do you find most useful in language learning apps?

Speaking and Pronunciation Practice (72.8%) is the most valued feature, indicating that students seek tools that help them improve oral fluency and pronunciation. Vocabulary-building exercises (70.9%) are nearly as popular, showing that students prioritize learning new words and phrases. Listening Exercises (66.0%) are also widely used, highlighting the importance of comprehension skills in language acquisition. Interactive Quizzes and Games (29.1%) appeal to a smaller group, suggesting that gamification is helpful but not the main priority for most

learners. Grammar Explanations (25.2%) are relatively low in preference, possibly because learners prefer more practical and engaging methods. AI-Based Chatbots or Tutors (19.4%) have the lowest preference among major categories, which could indicate that students either find them ineffective or have limited access to advanced AI-based learning tools. Only 2.9% of respondents mentioned "Other" features, showing that mainstream apps already cover the most common language-learning needs such as slang, and accents.

Q12: Do you use social media platforms (e.g., Instagram, TikTok, YouTube) for language learning?

A significant majority (86%) of students actively use social media for language learning, showing the growing influence of informal digital learning environments. 14% of respondents answered "Maybe," indicating that they might use social media for learning but not as their primary method. Only 3% stated they do not use social media for language learning, suggesting that nearly all students recognize the educational potential of platforms like Instagram, TikTok, and YouTube.

Q13: If yes, which social media platforms do you use for language learning?

YouTube is the most preferred platform (86 users), making it the dominant social media tool for language learning. This aligns with research on video-based learning, as YouTube offers free, structured courses, tutorials, and native-speaker interactions. Instagram is the second most used platform (53 users), likely due to educational reels, vocabulary posts, and grammar infographics. TikTok is also highly popular (45 users), showing the effectiveness of short-form, engaging content in learning (Peng et al., 2020). Facebook and WhatsApp are the least used platforms, possibly because they lack structured educational content. WhatsApp may still be useful for peer-to-peer language practice or group discussions. Other platforms (X, Reddit, Google, Character.AI, ChatGpt) are used by 7 respondents, suggesting that some students prefer discussion forums, AI-driven chatbots, or general search engines for learning.

Q15: How effective do you find mobile apps for improving your language skills?

A majority (96 respondents, 93%) find mobile apps effective for language learning. 46 respondents (45%) consider them "very effective," while 50 (49%) find them "somewhat effective." This highlights that mobile apps play a crucial role in students' language development, reinforcing previous research on MALL (Mobile-Assisted Language Learning). Only 3 respondents (3%) found mobile apps "not very effective", while no one rated them as "not effective at all". This suggests that while mobile apps are generally beneficial, they might not be equally effective for every learner.

Q16: Which language skills have improved the most due to mobile learning?

The findings of this study reveal that mobile-assisted language learning (MALL) plays a significant role in enhancing learners' language skills, particularly listening, speaking, and vocabulary development. The results align with previous research in the field, such as Soyooft et al. (2023) and Rosell-Aguilar (2018), which emphasize

the positive impact of mobile learning platforms on language acquisition. The most positively affected skill is listening (72 respondents), suggesting that mobile learning apps and platforms provide strong auditory input through podcasts, videos, and interactive listening exercises. This aligns with the popularity of YouTube (86 users) and BBC Learning English (43 users) as primary learning tools. 63 respondents reported improved vocabulary, reinforcing the effectiveness of apps like Duolingo (72 users) that focus on word retention through gamified exercises. This indicates that flashcards, word games, and contextual learning in mobile apps significantly contribute to vocabulary acquisition. Speaking (51 respondents) ranks third, suggesting that AI chatbots, pronunciation tools, and interactive speaking exercises play a vital role in enhancing verbal communication.

However, fewer students selected speaking compared to listening, possibly indicating a lack of real-time conversation opportunities in mobile learning apps. 46 respondents reported reading improvement, showing that mobile apps provide access to digital texts, articles, and comprehension exercises. This supports the use of social media (Instagram, TikTok, YouTube) for consuming educational content (Lin & Lin, 2019). Only 16 respondents reported improvement in writing, and 18 in grammar, making them the least impacted skills. This suggests that mobile learning tools are less effective at developing structured writing skills, as they focus more on interactive engagement rather than formal composition.

Q17: What motivates you to use mobile apps for language learning?

Accessibility is the most significant motivator (53 Responses, 51%). The majority of respondents (53 out of 103) stated that the ability to learn anytime and anywhere is their primary reason for using mobile apps. This highlights the flexibility and on-the-go learning advantage of mobile-assisted language learning (MALL). Interactivity and fun play a key role (28 Responses, 27%). Many students are motivated by engaging and entertaining content, which suggests that game-like features, quizzes, and interactive exercises make learning more appealing. This aligns with the popularity of apps like Duolingo, Memrise, and YouTube, which use engagement-driven learning approaches. The following most answered response is personalized Learning Experience (17 Responses, 16%). Some learners appreciate customized content based on their needs, indicating that adaptive learning paths and AI-driven recommendations play a role in motivation. Progress tracking and gamification have less impact (4 Responses, 4%). Surprisingly, only a few learners (4) mentioned progress tracking or gamification (badges, streaks, rewards) as their main motivation. This suggests that while gamified features exist, they may not be a strong driving force in long-term engagement. Only one respondent (1 Response, 1%) highlighted learning from native speakers as a motivation. This could indicate a lack of accessible real-time speaking practice with native speakers in mobile learning apps.

Q19: What challenges do you face when using mobile learning apps for language learning?

Ads and Distractions are the biggest challenge. More than half of the respondents (53 Responses, 51%) struggle with distractions from advertisements, notifications, or unrelated content. This suggests that ad-heavy apps may negatively impact learning engagement and that students may prefer ad-free or premium versions. The following challenge is limited free content, which is a major concern (43 Responses, 42%). Many mobile learning apps offer

only partial access to lessons, requiring payment for premium content. This financial barrier could limit students' ability to benefit from mobile learning resources fully. Furthermore, lack of motivation affects a large group (36 Responses, 35%). Some learners find it difficult to stay motivated and disciplined when using mobile apps for language learning. This aligns with the earlier finding that gamification and progress tracking were not strong motivators. Maintaining Regular Usage, which got 18 Responses (17%), is a challenge for some. While mobile learning offers flexibility, sticking to a routine can be difficult for some users. This suggests that apps could improve habit-building features, such as reminders, streaks, or social accountability features. There are other challenges mentioned by 2 respondents. They mentioned health-related issues (eye strain from screen time) and translation errors in mobile learning apps. This highlights the need for ergonomic app design and high-quality, contextually accurate translations.

Q21. Can you share a positive or negative experience you've had while using mobile learning apps for language learning?

The open-ended responses from participants provided valuable qualitative insights into the perceived benefits and challenges of mobile-assisted language learning (MALL). A thematic analysis of the responses revealed key themes that align with this study's broader findings (see Table 2).

Table 2. Themes

Themes	Sub-categories	Supporting literature
Skill Development	Listening (72 quantitative responses); Vocabulary (63 quantitative responses); Pronunciation; Speaking; Engagement with native speakers; Learning slang & idioms (3 mentions)	These findings support previous research emphasizing the effectiveness of MALL in enhancing language competencies (Rosell-Aguilar, 2018).
User-Friendly Features	Flexibility (12 mentions); Accessibility (8 mentions), learning anytime, anywhere	This aligns with the principles of Situated Learning Theory (Li, Fan & Wang, 2022) which emphasizes the role of context and real-world application in learning. This theme reflects the convenience and accessibility of mobile learning apps, which are crucial for learners.
Social and Motivational Aspects	Gamification (daily reminders, awards) (3 mentions); Making friends (1 mention)	This is supported by Stockwell's (2013) discussion on technology-enhanced motivation in language learning.

Despite its advantages, several challenges emerged. Thematic analysis of the negative responses reveals three major themes: Content and Quality Issues, Technical and External Factors, and User Experience. The content and quality issues category received the highest number of mentions, indicating that users are dissatisfied with the quality and relevance of the content provided by mobile learning apps. Simple content, lack of free content, and limited access to common spoken language content were the most frequently mentioned issues, with 18 responses. This suggests that learners feel restricted in accessing authentic, real-life language materials. The result supports Krashen's (2014) argument that mobile apps often focus on structured input rather than authentic language use. Another key concern was the lack of conversational practice and commonly used vocabulary (8 mentions), reflecting gaps in the interactive capabilities of mobile learning tools. Lack of instructions, limited opportunities for conversational practice, and insufficient commonly used vocabulary highlight the gap between theoretical knowledge and practical usage. Memorization and repetitive learning methods were also pointed out by 3 respondents, showing that some apps rely heavily on rote learning, which can be demotivating for learners.

Technical challenges were another major concern for users. This theme highlights the importance of enhancing the functionality and accessibility of the apps while minimizing distractions and technical issues. Ads and distractions were mentioned 10 times, indicating that excessive advertisements disrupt the learning flow. AI errors and the need for an internet connection were cited 4 times, which shows that technical glitches and dependence on a stable internet connection hinder learning progress. Distracted notifications were also mentioned 4 times, reflecting the struggle of maintaining focus in a mobile learning environment. These findings highlight a common frustration with the user experience of mobile apps, which could hinder engagement. Similar concerns were raised in Kukulska-Hulme (2009, 2012, 2017), emphasizing that while mobile learning has advantages, usability and content quality remain critical areas for improvement. Although the user experience theme received fewer mentions, "waste of time" was reported by 1 respondent, which reflects individual dissatisfaction with the overall learning process and effectiveness of the app.

Comparison with Quantitative Findings

The qualitative insights align with the survey results, where limited free content (43 responses) and distractions from ads (53 responses) were among the top challenges. Meanwhile, accessibility (53 responses) and skill improvement (particularly listening and vocabulary) were key motivators. These parallels between qualitative and quantitative data strengthen the argument that MALL is beneficial but requires improvements in content variety, interactive features, and user experience.

Q22. Do you think mobile learning should be integrated more into university language courses? Why or why not?

Key themes in participant responses about the incorporation of mobile learning into university language courses were found using thematic coding analysis. Several recurrent viewpoints were identified by the investigation (see Table 3). The majority (71.8%) strongly support integrating mobile learning into university language courses. A smaller proportion (8.7%) supports it but with reservations. 5.8% are unsure, 13.6% oppose mobile learning

integration. The responses categorized under “Yes” were thematically coded to identify recurring patterns. According to the survey results, the most frequently mentioned theme is interactivity (62.7%), highlighting that students value engaging and interactive learning experiences in mobile-assisted language learning. Practicality (28.4%) is another key factor, indicating that learners appreciate real-life applications and efficiency. Accessibility (19.4%) and flexibility (17.9%) show that mobile learning is valued for its ease of access and adaptable nature. Technology Age (17.9%) suggests that students recognize the role of technological advancements in shaping modern learning.

Table 3. Responses on Integration

Response Category	Frequency (N)	Percentage (%)	Cumulative Percentage (%)
Yes (1)	74	71.8%	71.8%
Yes, but (2)	9	8.7%	80.5%
Maybe (3)	6	5.8%	86.4%
No (4)	14	13.6%	100.0%
Total	103	100.0%	—

The majority of participants who responded "Yes, but" said they preferred mobile learning as an adjunct to traditional training rather than as a substitute. Although they acknowledged its advantages, they emphasized the importance of teachers in the educational process. Potential over-reliance on technology, a decline in interpersonal interaction, and the idea that mobile learning should enhance in-person instruction rather than take its place were among the worries.

Uncertainty about integrating mobile learning was evident in the "Maybe" responses. Because mobile learning is self-directed and may not be suitable for all students, these participants had doubts regarding its efficacy. They also expressed worries about possible distractions in the classroom and the challenge of efficiently managing time when utilizing mobile devices. They were hesitant to completely support it because of these difficulties, even though they saw its potential benefits.

The majority of "No" replies opposed the use of mobile technology in the classroom. Many people thought that self-study was a better fit for mobile learning than organized classroom activities. One prevalent worry was that mobile devices can cause disruptions, resulting in diminished concentration and diversions. Furthermore, some respondents voiced the opinion that depending too much on mobile learning would make students lazy and less inclined to engage fully in class.

Limitations

Even though this study offers insightful information about the function of mobile-assisted language learning (MALL) in academic settings, several limitations should be noted. The study first used a purposive sample technique, in which participants were chosen from university departments. Although this strategy made sure that the replies came from language-learning students, it might restrict how broadly the results can be applied because

the sample might not accurately reflect the wide range of college students with different degrees of experience with mobile learning.

Second, just two open-ended questions were included in the study, despite the fact that it contained both quantitative and qualitative data. Although these answers provide insightful information, a more thorough qualitative method, such as focus groups or interviews, could go deeper into the experiences, difficulties, and reasons why students use mobile learning resources.

Conclusion

This study examined how mobile-assisted language learning (MALL) functions in university language classes and examined how students see its incorporation into the classroom. According to the results, most respondents had a generally favorable opinion of MALL and acknowledged its potential to improve language instruction's flexibility, accessibility, and engagement. Students emphasized how mobile learning can help with vocabulary growth, listening comprehension, and general language competency.

Concerns about its implementation are also raised by the results, though. Many participants stressed the value of striking a balance between technology and conventional teaching techniques, even though they favored the use of mobile learning as an additional tool. Concerning time management and distractions, a few students voiced skepticism regarding the self-directed nature of mobile learning. Others were adamantly against its inclusion, pointing to the dangers of fewer student participation, heightened reliance on technology, and possible disruptions in the classroom.

Overall, the study indicates that, with careful implementation, MALL might be a useful tool for language learning. The best method to take advantage of mobile learning's benefits while resolving issues may be to use a mixed learning strategy, in which it complements traditional instruction rather than takes its place. Future studies should examine certain approaches to incorporating mobile learning that optimize student involvement while reducing any potential negative effects.

Recommendation

This study investigated the impact of Mobile-Assisted Language Learning (MALL) on university students' language learning experiences, focusing on the effectiveness, benefits, and challenges of mobile learning tools. The findings revealed that mobile learning is perceived as highly effective, particularly for enhancing listening, vocabulary, and pronunciation skills, which aligns with previous research (Rosell-Aguilar, 2018; Crompton, 2013). A significant number of participants highlighted the flexibility and accessibility of mobile apps, supporting Kukulska-Hulme and Shield's (2008) argument that mobile learning allows learners to engage with language content anytime and anywhere. However, limited free content, lack of conversational practice, and distractions from ads emerged as major challenges, consistent with the findings of Soyooof et al. (2023).

Moreover, almost 72 % of respondents supported integrating MALL into university courses, reflecting Kukulska-Hulme et al.'s (2017) view that mobile learning can enhance formal language education when combined with collaborative and interactive strategies. This study also confirms that mobile learning promotes learner autonomy, as highlighted by Kukulska-Hulme (2012), allowing students to self-regulate their learning and track progress through digital platforms.

Research suggests that integrating mobile learning tools into university language courses can enhance student engagement and learning outcomes. Carneiro et al. (2007) argue that blended learning environments that combine traditional classroom instruction with mobile learning tools lead to more effective learning experiences. In this study, 74 participants supported the idea of integrating mobile learning into university courses, which aligns with these findings.

Furthermore, the findings suggest that while MALL is widely used and considered effective, its implementation in formal education settings should address content limitations and engagement strategies (Shadiev, Liu, & Hwang, 2020). Future research could explore how mobile learning platforms can better integrate social and interactive elements to facilitate real-world language use, as suggested by Siemens' (2005) Connectivism Theory.

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