

Teachers' Use of Mobile-Assisted Language Learning (MALL) and Its Impact on Student Engagement and Motivation in EFL Classrooms

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1. INTRODUCTION

-  **Context:**
Rapid development in mobile technology has transformed English language teaching (EFL), making smartphones essential learning tools.
-  **The Problem:**
While MALL offers interactive opportunities, it is often associated with **student distraction and off-task behavior**, causing uncertainty among teachers regarding effective integration.
-  **Significance:**
Student engagement and motivation are crucial for language learning outcomes, yet research on actual classroom MALL usage is limited.
-  **Study Objective:**
To investigate how teachers at HUBT integrate MALL and its perceived influence on student engagement and motivation as well as challenges teachers and students encounter when using MALL in EFL classrooms.

2. RESEARCH QUESTIONS

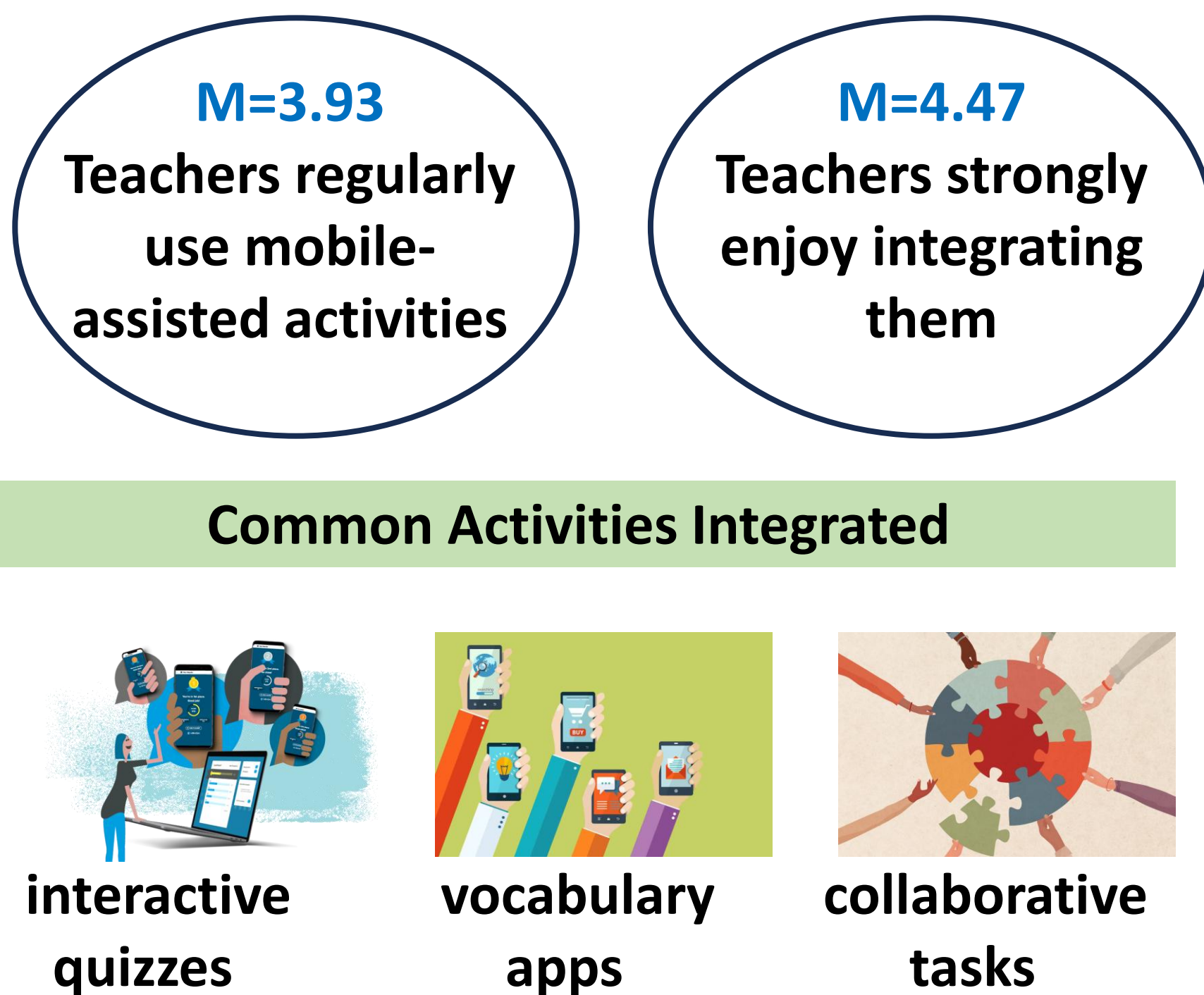
- RQ1**
To what extent do EFL teachers use MALL in their English language classrooms?
- RQ2**
How do teachers and students perceive the effects of MALL on student engagement, motivation, and classroom interaction?
- RQ3**
What challenges do teachers and students encounter when using MALL in EFL classrooms?

3. METHODOLOGY

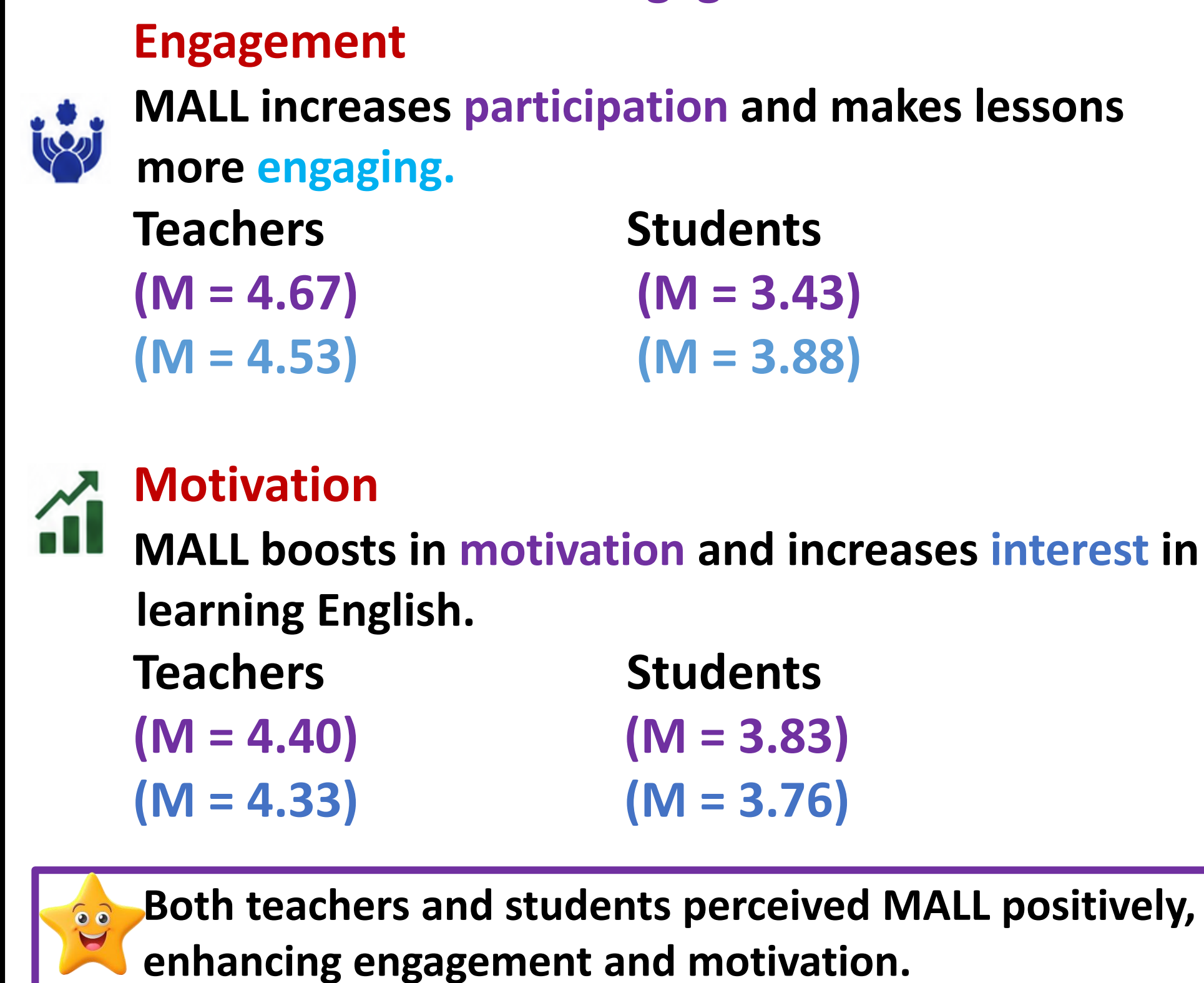
-  **Design:**
Descriptive research design focusing on existing institutional teaching practices rather than experimental interventions.
-  **Participants:**
15 English teachers (with MALL experience) and **119 A2-level students** at HUBT.
-  **Instruments:**
Two structured **10-item Likert-scale questionnaires** (ranging from 1: Strongly Disagree to 5: Strongly Agree).
-  **Analysis:** Quantitative data analyzed using **Mean scores (M)** and **Standard Deviations (SD)**.

4. KEY FINDINGS

RQ1: Extent of MALL Use

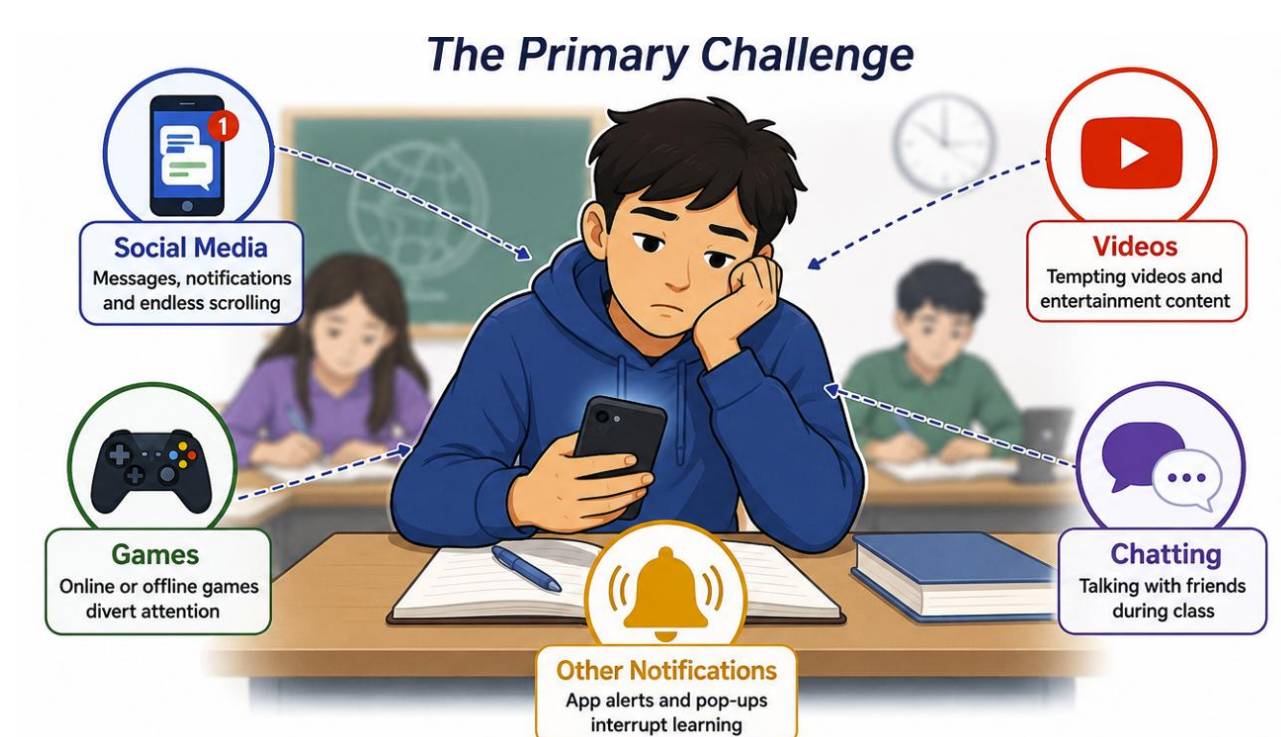


RQ2: Perceived Effects on Engagement and Motivation



RQ3: Encountered Challenges

Distraction is the primary challenge identified by both teachers (M = 3.40) and students (M = 3.43).



5. DISCUSSION

-  **Widespread Acceptance**
MALL is recognized by both teachers and students as a valuable pedagogical tool that fosters flexible, interactive, and learner-centered environments.
-  **Enhanced Engagement and Motivation:**
The interactive, multimedia-rich nature of mobile activities makes lessons significantly more enjoyable. The accessibility of these devices allows students to participate in language tasks more actively and with greater confidence.
-  **Social Constructivist Learning:**
Features such as gamified quizzes and collaborative tasks facilitate peer communication and collaboration. This supports a social constructivist approach where students build knowledge through interaction.
-  **The Teacher's Crucial Role:**
The research reinforces that technology alone does not guarantee success. Effective implementation depends on the teacher's ability to design meaningful activities, provide clear instructions, and monitor participation.
-  **Addressing Distraction:**
While beneficial, the potential for off-task behavior remains a prominent concern. Results show that effective classroom management and well-designed tasks are essential to minimize these distractions.

6. IMPLICATIONS

-  **For Teachers:** Integration should be **structured and purposeful**. Teachers should design **short, task-based activities** and **actively monitor** students to minimize off-task behavior.
-  **For Students:** Learners must develop **self-regulation skills** to use mobile devices as learning tools rather than sources of entertainment.
-  **For Universities:** Institutions should provide **reliable technological infrastructure** (stable Wi-Fi) and **professional development programs** to build teacher confidence.



7. SELECTED REFERENCES

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