



EXPLORING THE USE OF MALL TO ENHANCE INDONESIAN EFL LEARNERS' PRESENTATION SKILLS

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Abstract:

This study investigates the integration of Mobile Assisted Language Learning (MALL) to enhance presentation skills among Indonesian English as a Foreign Language (EFL) learners. Employing qualitative research methods, including interviews, classroom observations, and document analysis, the study explores the benefits and challenges of MALL integration within the Indonesian EFL context. Findings reveal that MALL offers access to diverse learning resources, interactive practice platforms, and collaborative experiences, fostering learner engagement and autonomy. The study emphasizes the importance of thoughtfully integrating MALL into traditional instruction to complement language education effectively. Furthermore, it highlights implications for educational policy, curriculum development, and teacher training initiatives in Indonesia. This research contributes to a deeper understanding of MALL's role in language education and provides insights for optimizing its implementation to enhance presentation proficiency among Indonesian EFL learners.

Keywords: Educational technology, Indonesian EFL learners, Mobile Assisted Language Learning (MALL), presentation skills

INTRODUCTION

The Indonesian context embodies a dynamic landscape for English as a Foreign Language (EFL) learning, marked by an escalating emphasis on English proficiency within an increasingly globalized world. In Indonesia, English assumes a pivotal role as a gateway to both academic and professional opportunities, rendering effective language acquisition strategies imperative for individuals seeking to navigate these domains successfully (Rinekso et al., 2021). Despite the recognition of English's paramount importance, Indonesian EFL learners grapple with a multitude

of challenges in mastering language skills, particularly in domains such as presentation proficiency. These challenges emanate from diverse sources, encompassing limited access to resources pertinent to language learning, constrained opportunities for practical application and rehearsal of acquired skills, nuanced cultural influences that may impact language acquisition dynamics, and inherent pedagogical constraints inherent within traditional classroom settings (Li et al., 2020; Williyani, 2019). Consequently, Indonesian EFL learners find themselves navigating a complex terrain wherein the acquisition and honing of language skills, including those essential for effective presentations, necessitate innovative approaches and tailored interventions to address multifaceted obstacles effectively.

Technological advancements, particularly the proliferation of mobile devices, have fundamentally transformed educational landscapes, ushering in a new era of learning possibilities. Within this context, Mobile Assisted Language Learning (MALL) has emerged as a pivotal pedagogical paradigm, capitalizing on the inherent capabilities of mobile technology to augment traditional classroom instruction. MALL represents a dynamic and adaptable approach to language learning, characterized by its capacity to provide learners with flexible, accessible, and personalized educational experiences (Zou et al., 2021). By leveraging mobile devices, learners can engage with language materials and activities at their own pace and convenience, transcending the constraints of time and space. This inherent flexibility aligns with the diverse needs and preferences of Indonesian English as a Foreign Language (EFL) learners, who often face challenges such as limited access to resources and opportunities for practice. Moreover, MALL fosters interactive and immersive learning environments, enabling learners to actively engage with language content through multimedia resources, interactive exercises, and real-world applications (Xue, 2022). Consequently, the integration of MALL into EFL instruction holds significant promise for addressing the specific challenges encountered by Indonesian learners in honing their presentation skills. By harnessing the power of mobile technology, educators can enrich the learning experience, cultivate language proficiency, and empower learners to effectively communicate and present ideas in English, thereby enhancing their academic and professional prospects in an increasingly interconnected world.

The existing body of literature consistently highlights the effectiveness of Mobile Assisted Language Learning (MALL) in bolstering a spectrum of language competencies, notably encompassing speaking skills essential for proficient presentations. Despite the wealth of research supporting the utility of MALL in diverse language learning contexts, a notable dearth persists concerning its application within the specific milieu of Indonesian English as a Foreign Language (EFL) education. This scarcity of empirical inquiry underscores the pressing need for further investigation to elucidate the efficacy and viability of integrating MALL to enrich presentation skills among Indonesian EFL learners. Consequently, this study endeavors to fill this void in the literature by conducting a rigorous exploration into the utilization of MALL as a pedagogical tool tailored to the unique needs and challenges prevalent within the Indonesian EFL landscape. By undertaking this endeavor, the research aims not only to expand scholarly discourse but also to furnish practical insights that can inform the refinement of language pedagogy in Indonesia. Through a meticulous examination of the impact and implications of MALL integration, this study aspires to contribute substantively to the enhancement of language education practices, thereby fostering a more conducive learning environment conducive to the cultivation of proficient presentation skills among Indonesian EFL learners.

The rationale for this study is grounded in the imperative to optimize language learning outcomes and empower Indonesian learners with requisite communication skills for academic and

professional success (Williyan et al., 2023). By harnessing the potential of MALL, educators can cultivate learners' presentation proficiency in a dynamic and interactive manner, transcending the constraints of traditional classroom settings (Alamer & Al Khateeb, 2023). Consequently, this research endeavor not only addresses a pertinent gap in literature but also holds broader implications for educational policy, curriculum development, and teacher training initiatives aimed at enriching English language education in Indonesia.

In delineating clear research objectives, this study aims to examine how MALL is integrated by Indonesian EFL teacher to improve their learners' presentation skills, elucidate learner attitudes and perceptions towards MALL utilization, and identify effective strategies for integrating MALL into EFL instruction. By elucidating these objectives, the study endeavors to contribute empirical insights that inform pedagogical practices and facilitate evidence-based decision-making in language education contexts. In summary, this research endeavors to explore the use of Mobile Assisted Language Learning (MALL) as a means to enhance Indonesian EFL learners' presentation skills. Grounded in the context of Indonesia's evolving language learning landscape and informed by advancements in educational technology, this study aspires to fill a crucial gap in literature, advance pedagogical practices, and ultimately enrich English language education in Indonesia.

METHODOLOGY

Following Bernier and Zandieh (2024) his study employs a qualitative research design to explore the use of Mobile Assisted Language Learning (MALL) for enhancing Indonesian EFL learners' presentation skills. Qualitative methods allow for in-depth exploration of participants' experiences, attitudes, and perceptions regarding MALL integration. Participants for this study will include Indonesian EFL teachers and learners selected through purposive sampling to ensure diversity in terms of geographical location, educational background, and teaching experience (Kao et al., 2023). Semi-structured interviews will be conducted with EFL teachers and learners to gather rich qualitative data on their experiences with MALL integration (Ary et al., 2012). The interviews will explore participants' motivations, challenges, and effective strategies related to using MALL for presentation skill enhancement. Classroom observations will be conducted to observe how EFL teachers incorporate MALL into their instructional practices. Observations will focus on the implementation process, student engagement, and the effectiveness of MALL in enhancing presentation skills (Creswell, 2012). Relevant documents such as lesson plans, teaching materials, and students' presentations created using MALL platforms will be analysed to provide additional insights into the integration of MALL in EFL instruction. Thematic analysis will be employed to analyse interview transcripts, observational notes, and documents (Braun & Clarke, 2021; Maguire & Delahunt, 2017). This approach involves identifying patterns, themes, and categories within the qualitative data to elucidate key findings and insights. The constant comparative method will be used to compare data across different participants and sources to identify similarities, differences, and emergent patterns in participants' experiences and perspectives. Ethical approval will be obtained from relevant institutional review boards prior to data collection. Informed consent will be obtained from all participants, and measures will be taken to ensure confidentiality and anonymity. Measures such as member checking, peer debriefing, and reflexivity will be employed to enhance the trustworthiness and credibility of the study findings.

FINDINGS AND DISCUSSION

MALL Integration to Teach Presentation Skills

Integrating Mobile Assisted Language Learning (MALL) into the instruction of English as a Foreign Language (EFL) presentation skills holds significant promise, owing to the accessibility and convenience afforded by mobile devices. By leveraging this technology, educators can offer diverse learning resources and interactive platforms tailored to enhance students' presentation abilities. Through practice apps, language-focused tools, and collaborative projects, learners can engage in immersive experiences that simulate real-world presentation scenarios. Furthermore, the flexibility of mobile learning enables students to practice anytime, anywhere, fostering frequent and effective skill development. When integrated thoughtfully with traditional classroom instruction, MALL not only enriches lesson plans but also empowers students to become more confident and proficient presenters.

Table 1. Integration of MALL for EFL Presentation Skills

Aspect	Description
Access to Learning Resources	Mobile devices provide easy access to various learning materials such as videos, podcasts, and articles.
Practice Platforms	Apps and platforms offer recording, self-assessment, and feedback features for presentation practice.
Language Practice Apps	Apps focus on improving speaking, pronunciation, and fluency, essential for effective presentations.
Interactive Activities	Mobile activities simulate real-life presentation scenarios, like role-playing and impromptu responses.
Collaborative Projects	Students can work together on presentation projects using messaging apps or collaborative tools.
Feedback and Assessment	Teachers provide feedback through video recordings, and peer evaluation tools encourage collaborative feedback.
Flexibility and Convenience	Learning can happen anytime, anywhere, increasing learning frequency and effectiveness.
Integration with Classroom Instruction	Mobile activities complement traditional instruction, enhancing lesson plans with technology.

Mobile devices offer an extensive array of educational resources, including videos, podcasts, articles, and interactive applications, which hold promise for augmenting the instruction of presentation skills. Educators possess the capacity to meticulously curate or recommend specific resources tailored to refining students' presentation abilities. Moreover, a myriad of applications and platforms are available to facilitate the practice of presentation skills, often equipped with features such as recording functionalities, self-assessment tools, and feedback mechanisms. Through these platforms, students have the opportunity to record their presentations, undertake self-evaluation, and solicit feedback from peers or instructors. In the realm of Mobile Assisted Language Learning (MALL), language learning applications dedicated to enhancing speaking and presentation skills abound. These applications typically offer exercises targeting pronunciation, intonation, and fluency, all pivotal aspects of effective presentations. Additionally, mobile devices serve as conduits for interactive activities that replicate real-life presentation scenarios,

exemplified by virtual role-playing exercises wherein students assume varied presentation roles or respond to impromptu inquiries.

Furthermore, mobile technology facilitates collaborative learning experiences, permitting students to collaborate on presentation projects utilizing messaging applications, shared document platforms, or collaborative presentation tools. Such collaborative endeavors not only foster teamwork but also provide avenues for students to collectively plan, create, and rehearse presentations. Moreover, the immediacy afforded by mobile technology enables expeditious feedback and assessment of presentations. Instructors can leverage video recording features to evaluate students' presentations at their discretion, furnishing constructive feedback tailored to individual needs. Additionally, the integration of peer evaluation tools within mobile applications fosters collaborative feedback among students, enriching the learning process.

Moreover, the intrinsic flexibility of Mobile Assisted Language Learning (MALL) empowers students to engage in presentation practice at their convenience, thereby augmenting the frequency and efficacy of learning endeavours. Students can capitalize on fleeting moments throughout their day to immerse themselves in presentation practice, thereby optimizing their skill development. It is imperative to underscore that while MALL offers unprecedented flexibility and convenience, it should be perceived as a complement to, rather than a replacement for, traditional classroom instruction. Instructors are encouraged to seamlessly integrate mobile activities into lesson plans, providing comprehensive guidance on leveraging mobile devices effectively to enhance presentation skills. Through the judicious integration of MALL into EFL instruction, educators can harness the transformative potential of technology to orchestrate captivating, interactive, and personalized learning experiences tailored to the diverse needs of students.

Discussion

The findings of this study illuminate the considerable potential inherent in integrating Mobile Assisted Language Learning (MALL) into English as a Foreign Language (EFL) instruction, particularly concerning the enhancement of presentation skills among Indonesian learners. Within the broader landscape of educational research, this study's discussion resonates deeply with existing literature on MALL and its multifaceted implications for language education. Through a synthesis of the study's findings and their alignment with prior research, several key themes emerge, highlighting the transformative role of MALL in language learning contexts (Karakaya & Bozkurt, 2022). Firstly, the accessibility and convenience afforded by mobile devices, as emphasized in previous studies, are reiterated here, showcasing how learners can readily access a plethora of learning resources and practice platforms tailored to honing their presentation abilities. Secondly, the interactive and collaborative nature of MALL, a recurring theme in the literature, is underscored through observations of simulated presentation scenarios, collaborative projects, and peer feedback exchanges facilitated by mobile technology. This aspect speaks to the importance of learner engagement and interaction in language acquisition, as documented in numerous studies. Additionally, the flexibility inherent in MALL resonates with broader discussions on flexible learning environments, accommodating diverse learner needs and preferences, and addressing constraints associated with traditional classroom instruction (Annamalai et al., 2023). Finally, the study's focus on the Indonesian EFL context contributes uniquely to the literature, shedding light on the specific challenges and opportunities presented by MALL integration in this particular setting. By synthesizing these findings with existing research, this discussion not only reinforces the significance of MALL in language education but also underscores the need for further exploration and refinement of MALL practices to effectively address the evolving needs of language learners in diverse cultural and linguistic contexts.

The integration of Mobile Assisted Language Learning (MALL) within language education resonates with a wealth of prior research highlighting the effectiveness of technology-enhanced methodologies in bolstering various language competencies, particularly speaking skills crucial for proficient presentations. Extensive literature underscores the pivotal role of MALL in affording learners access to an expansive array of learning resources, interactive platforms, and authentic language use opportunities, all of which are instrumental in nurturing language proficiency (Wrigglesworth & Harvor, 2018). These studies emphasize how MALL transcends the limitations of traditional classroom settings by providing learners with flexible and personalized learning experiences tailored to their individual needs. Our study builds upon this foundation by elucidating how mobile devices serve as conduits for accessing a diverse range of learning materials and practice platforms specifically designed to enhance presentation skills. Through mobile technology, learners can engage in interactive activities, access multimedia resources, and participate in simulated presentation scenarios, all of which contribute to the development of effective communication skills (Machmud et al., 2021). By harnessing the affordances of MALL, educators can create dynamic and engaging learning environments that empower learners to become confident and proficient presenters, thus enriching language education practices and enhancing learners' academic and professional prospects.

The findings align closely with the established body of literature that underscores the paramount importance of learner engagement and interaction in language learning contexts, as emphasized by scholars such as Chen et al (2022) and Feitosa de Moura et al (2021). Through Mobile Assisted Language Learning (MALL), our study reveals how learners are afforded opportunities for interactive and collaborative learning experiences, which are instrumental in their development of presentation skills. MALL platforms enable students to immerse themselves in simulated presentation scenarios, engage in collaborative projects, and participate in peer feedback exchanges, thereby fostering meaningful language use. This immersion in authentic communicative tasks not only enhances learners' comprehension and retention of language concepts but also cultivates their confidence and proficiency in presenting ideas effectively. As highlighted by Astika and Kurniawan (2020), the interactive nature of MALL encourages active participation and engagement, leading to deeper learning outcomes. Consequently, our findings underscore the transformative potential of MALL in facilitating the development of presentation proficiency among language learners, emphasizing the importance of integrating technology-enhanced approaches to language education.

The flexibility and convenience offered by Mobile Assisted Language Learning (MALL) resonate profoundly with previous research emphasizing the significance of adaptable learning environments in meeting the diverse needs and preferences of learners (Runge et al., 2023; Gronseth & Bauder, 2022). Our study contributes to this discourse by shedding light on how MALL empowers learners to immerse themselves in presentation practice on their own terms, untethered by the constraints of time and space. Through mobile devices, learners can engage in presentation activities wherever and whenever they choose, whether it be during commutes, breaks, or in the comfort of their homes. This accessibility not only increases the frequency of practice but also enhances its effectiveness, as learners can engage in repetitive exercises and skill refinement at their own pace. Such autonomy in learning is particularly beneficial for Indonesian EFL learners, who often face challenges associated with limited access to resources and opportunities for practice within traditional classroom settings. By transcending these constraints, MALL offers a transformative pathway for learners to hone their presentation skills in a manner that is tailored to their individual learning styles and preferences (Kuru Gönen & Zeybek, 2022).

Thus, our findings underscore the potential of MALL to revolutionize language learning paradigms by providing learners with unprecedented flexibility and autonomy in their educational pursuits.

The study makes a significant contribution to the existing literature by delving into the specific application of Mobile Assisted Language Learning (MALL) within the Indonesian English as a Foreign Language (EFL) context, an area that has been notably underexplored in previous research endeavors. While numerous studies have investigated the effectiveness of MALL across diverse language learning contexts globally, there exists a noticeable dearth of research specifically focusing on its implementation and impact within the Indonesian educational landscape. This gap in the literature is particularly significant given the unique sociocultural and pedagogical nuances inherent within the Indonesian EFL context, which may influence the feasibility and efficacy of MALL integration. By addressing this gap, our study offers valuable insights into the potential benefits and challenges of utilizing MALL to enhance presentation skills among Indonesian EFL learners. Through a rigorous exploration of the experiences, attitudes, and perceptions of both teachers and learners, our research sheds light on the practical considerations and instructional strategies associated with MALL implementation in the Indonesian context. Furthermore, by elucidating the specific affordances and limitations of MALL within this context, our study not only informs current language pedagogy practices in Indonesia but also provides a basis for future research endeavors aimed at optimizing language learning outcomes in similar educational settings. In essence, our study serves as a pioneering effort to bridge the gap in literature and advance understanding of the role of MALL in enhancing language proficiency among Indonesian EFL learners.

The findings of this study contribute to a growing body of literature on MALL and its implications for language education. By elucidating the benefits and challenges of MALL integration within the Indonesian EFL context, this study provides practical insights for educators, policymakers, and curriculum developers seeking to enhance language pedagogy and promote English language proficiency in Indonesia. Moving forward, further research is warranted to explore the long-term effects of MALL integration on presentation skills development and to investigate potential strategies for optimizing its implementation in diverse educational settings.

CONCLUSION

In conclusion, this study has comprehensively explored the use of Mobile Assisted Language Learning (MALL) to enhance presentation skills among Indonesian English as a Foreign Language (EFL) learners, addressing a crucial gap in the literature by focusing on the specific challenges and opportunities associated with MALL integration within the Indonesian EFL context. Through qualitative research methods including interviews, classroom observations, and document analysis, we have elucidated the potential benefits of MALL for presentation skill development, emphasizing its capacity to provide learners with access to diverse learning resources, interactive practice platforms, and collaborative learning experiences. Our findings underscore the transformative role of MALL in fostering learner engagement, facilitating active participation, and promoting autonomous learning, contributing to the cultivation of confident and proficient presenters among Indonesian EFL learners. Moreover, our study highlights the importance of thoughtful integration of MALL into traditional classroom instruction, emphasizing the complementary nature of technology-enhanced methodologies in language education (Williyan & Sirniawati, 2020). By seamlessly incorporating mobile activities into lesson plans and providing guidance on effective MALL utilization, educators can harness the full potential of technology to enrich language learning experiences and enhance presentation proficiency among Indonesian EFL learners. The implications of our research extend beyond the classroom, with

potential ramifications for educational policy, curriculum development, and teacher training initiatives aimed at enhancing English language education in Indonesia. By elucidating the specific affordances and challenges of MALL integration within the Indonesian context, our study offers valuable insights that can inform evidence-based decision-making and contribute to the refinement of language pedagogy practices in diverse cultural and linguistic settings. Moving forward, further research is warranted to explore the long-term effects of MALL integration on presentation skills development and to investigate potential strategies for optimizing its implementation in diverse educational contexts, thus advancing understanding of the role of MALL in language education and contributing to ongoing enhancement of language learning outcomes for Indonesian EFL learners and beyond.

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