# M-Learning In ELT : Avenues And Challenges That Confront Teaching And Learning At higher education

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# M-Learning in ELT: Avenues and Challenges that Confront Teaching and Learning at Higher Education

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**Abstract**
Technology can be directed to provide effective and productive pedagogy in the English language classroom. One of these fairly recent technological platforms for English language teaching and learning is the mobile phone. Also known as m-learning, it offers valuable opportunities for educators to create effective teaching strategies through the utilisation of mobile phones. On the receiving end of this pedagogical strategy are our students, our clients, whose perspectives and attitudes towards m-learning warrant equaly important considerations. Thus, this study was pursued to probe the role of mobile phone for English language learning in the Indonesian context. The study was guided by the theory of connectivism, activity theory, and communities of practice. This case study adopted a mix of qualitative and quantitative means for the purpose of accumulating data with semi-structured interviews and questionnaires as primary research instruments. It was learnt through the study that students are generally in favour of and have positive responses on the use of mobile phones in language learning but several emergent problems need to be addressed by institutional administrators and classroom instructors when tapping on m-learning. These research findings pave the way for subsequent research endeavours to delve into the efficacy of m-learning as a viable mediating variable for language learning, especially in the wake of prevalent online learning scenario, where mobile phones have become an integral part of online and distance learning platforms.

Keywords: M-learning; technology; mobile phones; language skills; learning medium

## Introduction

The rapidly evolving technology today has propelled its use as the central tenet in ensuring resilience in preparing students to be compatible human capital. In Indonesia, the aim of higher education in the National Qualifications Framework (KKNI) curriculum is to provide equal and balanced focus between the field of education and job training (Regulation of Ministry of Education and Culture Number 73 Year 2013). As such, it is necessary that each skill imparted at higher education addresses the opportunities of work structure in various sectors. In complying with the curriculum, educators need to provide students with appropriate preparation and sufficient capacity of skills (Montgomery, 2019; New Straits Times, 2019). This research was executed to find out students' capacity of skills and readiness in using mobile phones, or m-learning, a rapidly growing technological tool in learning.

Since recent times, Indonesian students have been using smartphones extensively (Global Education Census Report, 2018; Hanif & Sunardi, 2018). Yahoo and Mindshare in 2013 showed that smartphone usage in Indonesia reached 41 million people (Maulana, 2013). Teenagers between 16 to 21 years old make up 39% of all users. To analyse further, different platforms of technology are preferred - 44.8% are smartphone users, 6.9% prefer tablets while 24.1% use computers (Wulandari, Darmawiguna, & Wahyuni, 2014). Statistics obtained from International Data Corporation show the mobile market in Indonesia has gained substantial ground, evidenced by an increase of over 3.4 percent in sales volume in 2017 (Hanif & Sunardi, 2018). Furthermore, based on IDC Quarterly Mobile Phone Tracker, smartphone sales by international mobile vendors in the first quarter of 2017 grew from 332.6 million to 344.3 million units.

Mobile phones are also widely used to add variety to the teaching and learning process (see Hanif & Sunardi, 2018; Lizamudin, Asib, & Ngadiso, 2013; Syarif, 2015; Suana, Distrik, Herlina, Maharta, Putri, 2019). This study was carried out with the precept and knowledge that mobile phones are a fundamental source of obtaining data. The two broad objectives are: a) to identify students' readiness and attitudes in using mobile phone in language learning, and b) to identify the factors impacting students' use of mobile phones in language learning. Accordingly, the following research questions were formulated:

1. To what extent and with what attitudes are students prepared to engage in mobile learning during the teaching of English?
2. What aspects of students' m-learning use in English language instruction are influencing?.

## Literature review

The m-learning in ELT has been advocated as an instructive device that does not attach itself as a solitary subject, but instead is prevalent in various fields, namely, medicine, arithmetic, news coverage, topography, and language. The use of m-learning in ELT and instruction appears to have evolved from a single-purpose gadget to a multi-use and practical tool. In earlier times, mobile phone adoption in language instruction centered primarily around mobile instant message service (Tang et al, 2017; Penelope et al, 2021) which incorporated vocabulary use, writing short sections (Chaka & Ngesi, 2010), and subsequently transformed to PDA books recorded on mobile phones (Roy, 2013). Today, mobile phones have specific inclusion of benefits, therefore, offering and opening new frontiers for language learning, with in-built advancements like high-resolution cameras, 4G speed, apps, and networking features.

Understandably, mobile phones have yielded both positive and negative impacts. Many studies have been carried out on the varied dimensions of teaching and learning with technology (Hanif & Sunardi, 2018; Lee, Morrone, & Siering, 2018; Newland, & Byles, 2014; Pimmer,

Mateescu, & Gröhbiel, 2016), which show that technology is increasingly transforming and empowering students to gain a wide range of skills. Cho, Lee, Joo, and Becker (2018) found overall positive effects of mobile phone use on language acquisition and language learning achievement, while Ahmad and Jaafar (2012) found m-learning built students' self-regulated learning and motivation.

Another advantage includes the impact of Wifi (Gothami & Kumar, 2016) which can help students in the learning process. The features also make it easy for users to access the Internet, so students can easily obtain information and complete college assignments (Barakati, 2013). A key feature of mobile phones that can enrich the process of language learning is conveyability. Conveyability, or portability, is an advantage of mobile phones since it allows for learning to take place whenever and wherever (Sung, Chang, & Liu, 2016), for example, in outdoor settings, in augmented reality as well as 'just in time' or 'bite-sized' learning such as whilst travelling on public transport (Uther, 2019).

Nonetheless, the small size of mobile phones poses a set of challenges to knowledge learning. In light of this, Kenning (2007) cautions that "as a learning stage, the mobile phone has various particular attributes that open doors for new academic applications while confining others" (p. 191). The small screen has raised concerns as to whether mobile phones can specifically deal with the voluminous content it holds. The problem of screen size has cast doubt on the value of mobile phones due to the compromised capacity to post a substantial amount of content, to take notes, or to answer an exposition/descriptive question. Likewise, Sockett (2013), Pasfield-Neofitou (2011), Ryu (2013), and Thorne, Sauro, and Smith (2015) have also cited play and social activities as the main motive and motivation in using mobile phones. Empirically recorded drawbacks in the use of smartphones or mobile phones are changes in a person's behaviour in interaction and verbal communication disorders, both directly and indirectly (Syarif, 2015). Another impact reported by smartphone use is the decline in students' academic value or Grade Point Average (GPA) scores due to an imbalance in the time allocated between smartphone use and learning (Foen, et al., 2017, cited in Lizamudin, Asib, & Ngadiso, 2013). A person who is splitting time between studying and also using his/her smartphone may find it challenging to fully concentrate on learning (deBettencourt, Norman, & Turk-Browne, 2017).

Findings of studies reviewed above indicate that it is not inconceivable that mobile phones will be the predominant teaching medium in the not-so-distant future, taking fair account of its benefits or limitations. Therefore, this study is significant and necessary to gauge the sentiments and attitudes of Indonesian students, by probing the process of learning with mobile phones. This study is situated in the current realm of increased prominence of virtual learning as technological tools and gadgets are an inextricable part of global education in the 21st century. In 2019, the number of smartphone users in Indonesia stood at nearly 84 million (Newzoo, 2019), the sixth highest worldwide. This market study also highlighted that smartphone penetration rate has hit 31% in the nation, suggesting further room for improvement in the future when mobile phones and the Internet become more accessible. Apart from the readily available features, in circumstances where books and reading materials are unavailable, m-technology can be weighed as the most viable or perhaps, the only option to fill in the gap. The current wave of convenience where both teachers and learners can access their phones at all times is an attractive option to posit this study, as m-technology lessens the need for thick textbooks. Besides, teachers would welcome reduced paperwork associated with classroom lessons as assignment and tasks can be uploaded online instead, and retrieved by students through mobile phones. Hence, this paves the way to explore opportunities that digital learning has to offer, especially in a populous country

like Indonesia.

Theoretical framework

The theoretical framework of the current study is based on connectivism, activity theory, and communities of practice.

Connectivism is concerned with the conditions under which Internet technologies create new opportunities for people to learn and share. Knowledge gained by learners does not reside entirely in them but rather is stored within learners' networks and connectedness of information online (Choi et al, 2021). The process of connecting each of the specialised nodes or information sources in a learner's network constantly updates the knowledge gained from the individual set of networks (Valconi, 2018). As such, connectivism focuses on defining knowledge from the nodes of networks and how much information one can readily access through those networks (Kropf, 2013). By nurturing and maintaining such connections that encourage positive and professional discourses among learners, the transfer of knowledge between the nodes in a network can facilitate learning. Mobile learning technologies have recognised the affordances for communication between members, with various software applications such as chats, podcasts, social networking sites, emails, forums, and discussion boards (Saleh Al-Shehri, 2011; Santosh & Mohammed Saeed, 2015; Sun, Lin, Wu, Zhou, & Luo, 2018). This theory may help explain how students use mobile phones to connect with information sources and other students in language learning.

As for activity theory in education, it involves interaction between three features: a subject or a user, an object (the task or activity), and a tool or artefact as they learn (Mills, 2017; Vygotsky, 1978). A subject can be either an individual or a group (students and teachers) engaged in the activity. An object is the learning goal or expected outcome achieved when undertaking an activity. Tools or artefacts can be divided into two categories: internal tools and external tools. External tools refer to things like whiteboards, computers, books, notepads, and technology, while internal tools consist of plans, procedures, signs, ideas, methods, and cognitive maps to achieve learning goals. According to Kaur (2017), learning is fundamentally situated and socially mediated through interaction with more capable peers as human activities are always complex and require collaborative effort. In this perspective, mobile technology is not the object of learning but a tool to support learning activities. Activity theory places mobile learning devices and other computer applications as the mediator of human activity in the entire system of learning. In ubiquitous learning experiences, mobile phones have been used to support classwork, outdoor activities (Ogata et al., 2008), mobile interactive activities (Montero Perez, Cornillie, Senecaut, De Wannemacker, & Desmet, 2011), and games (Elaish, Ghani, Shuib, & Al-Haiqi, 2018; Gamlo, 2019).

Another related theory to this study is communities of practice (CoP). Boada (2022) identified CoP theory as a process of social learning whereby a group of people shares a common interest in a subject or area through regular interactions and collaborations. The group members engage themselves in joint activities and discussions, share ideas, explore solutions to difficult problems, and build innovations to facilitate the transfer of learning to each other (Valconi, 2018). Mobile technology and learning are very much dependent on the development of a strong CoP to ensure effective and impactful teaching and learning takes place in an online environment (Wang & Ma, 2017). By embedding various mobile devices into language learning, the communication between members (language learners) of a CoP will become seamless and thus lead to a greater transfer of learning through communication features of mobile software applications (Masoud Hashemi & Babak Ghasemi, 2011; Shamsi et al, 2022).

**Research method**

The design of this research was a mixed method of quantitative and qualitative approach. The researchers used qualitative design to find out the role of mobile phones in language learning and the factors impacting the use of mobile phones. The real phenomenon was described in the actual conditions which occurred during the process of teaching and learning by inductive data in the field. These conditions led to the comprehensive digging of authentic data collection.

Participants and location

The sample of the research was a total of 150 students, who were generally between 18 to 25 years old, from semester 2 to semester 6, registered for English Education Programme (FKIP) at Universitas Islam Riau, Indonesia. The majority were primarily between 19 to 21 years old (60%) and 22 years old (32.67%). There were 112 female students and only 38 male students, all of whom owned a mobile phone (smartphone).

Instruments

Unstructured interviews were adopted to establish the participants' perceptions of and experiences in utilising mobile phones in the teaching and learning process. Interviews are appropriate when there is a need to gain reflective knowledge from participants (Cohen, Manion, & Morrison, 2000). Another principal instrument of this research was focus group discussion (FGD), which is a comprehensive interview carried out in a group, whose meetings show features defined with regard to the plan, range, composition and interview processes (Martin & Ertzberger, 2013). One of the reasons for the focus group in this research was to interact with and enquire students' perspectives and readiness in the use of mobile phones for language learning in the English Programme at UIR. The selection of a focus group for data collection was carried out as each participant has the power to influence the discussion through personal responses, as a result of which there were more chances of obtaining pertinent and thorough data.

Questionnaire was also used to triangulate the qualitative data obtained on students' attitudes towards using mobile phones in language learning. The five-point Likert-scale questionnaire was distributed to 150 students at English Education Programme at FKIP UIR. The questionnaire was adapted from Rasul, Bukhsh, and Batool (2011), and requested demographic data and incorporated items pertaining to students' attitudes and readiness for mobile learning.

Data collection

Five rounds of discussion (three in class, two outside class) held with focus groups were conducted with 25 Year 1, Year 2, and Year 3 students respectively. One significant reason for the selection of a focus group as a data collection instrument was the involvement of a certain group of people in order for their experience and ideas regarding the introduction of mobile phone in language learning to be examined. As Henwood (2014) stated, the choice of focus group is especially suitable when the enquiry is to recognise thoroughly how a selected group of people take an experience, proposal, or incident and reason out their logic. It is because of this, debates in focus group meetings yield useful data regarding what these participants consider and how they rationalise their opinions. The focus group discussions were also related to the conceptual framework as through the questions raised, the capabilities of mobile learning technology were explored and its limitations were also highlighted. The focus group data was examined through thematic analysis as the results of this analysis can be easily understood by all readers (Conaway

& Wardrope, 2010).

In doing thematic analysis, the first step was coding, which included the identification and categorisation of significant ideas in the responses obtained. Subsequently, tally technique was used to examine how many times each idea or concept was repeated as it is all about counting the number of times the code appears in a conversation (Vaismoradi, Bondas, & Turunen, 2013). The second step was theme finding, which included grouping of the selected ideas in common themes. Each theme was reviewed twice to ensure all pertinent information was included. Following this, the findings were reported in which each theme was elucidated in light of responses and review of related literature.

Activity implementation

The research framework included several phases. The beginning, Stage Analysis aimed to analyse and determine the competence of English language teaching and learning based on user requirements. Through justification, analysis and evaluation of English education experts, the English language curriculum and syllabi were developed, with mobile phone orientations. Subsequently, the need for teaching materials using mobile phones to acquire English language competence was identified.

The research was carried out for six months, encompassing five steps. Step 1 was observation and grouping of informants, where two field activities namely, pre-observation and observation were conducted. The activities emphasised on introduction of researchers to the object/target research and introduction to target group. Step 2 was arrangement of subject criteria based on the role of mobile phone in supporting the teaching of English. Data obtained through observation was the basis for formulation of interview guide. Guided questions were developed to identify the role of mobile phones. The criteria included policy, usage, system of mobile phone function, assessment, strategy, and renumeration. Step 3 was data collection with research guide (interview protocol) to avoid interview bias. The guide was given a trial run with comprehensive peer review, followed by instrument validity and reliability tests. Step 4 included data collection while data analysis (Step 5) was based on triangulation and linear regression analysis of the questionnaire.

**Results**

In general, learning with mobile phone was taken positively by the participants at the English Program of FKIP UIR who showed good degree of readiness for m-learning. It was found that 88% of the students have good levels of readiness for the use of mobile phones. This corroborated with their admissions in the focus group discussions. Student G, student B, and StudentB agreed in unison: *"A useful tool for learning languages is a mobile phone, it is efficient and flexible of any moment."* In readiness to receive guidance and training for the use mobile phones, 127 (84.67%) students were in agreement. The interview data confirmed that most students need some training to support and maximise the use of mobile phones for learning purposes. However, when asked if they would be willing to bear the cost of web access for teaching and learning purposes, although the majority concurred, a quarter of the respondents opposed the idea. The participants also showed a strong preference for using their own mobile devices (85.3%), instead of relying on devices provided by the faculty. There were four students (student A, student C, student M, student T), who likened mobile phones to a dictionary and personal library: *"We can access information everywhere, anywhere, somewhere."* This is also supported by Akbar (2016) that the nature of mobility determines the conceptualisation of mobile

phone, which may mean learning can occur while travelling, sitting, and working.

However, more than half (58.6%) were either unsure or disagreed about buying another new mobile phone to support learning, as they would rather have their existing mobile phones, without having to spend on upgrading devices.

M-learning in ELT language skills

Responses on the use of m-learning for different skills showed overall support, especially for vocabulary enrichment, listening, and speaking activities (Table 1).

Table 1. Students' preferences for M-learning in different kills

| | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Listening | 28.67 | 42 | 16.67 | 7.33 | 5.33 |
| Vocabulary | 24.67 | 44 | 6 | 18.67 | 6.67 |
| Speaking | 22 | 40.67 | 11.33 | 11.33 | 14.67 |
| Reading | 27.33 | 13.33 | 36 | 12.67 | 10.67 |
| Writing | 26 | 9.33 | 42.67 | 6.67 | 15.33 |
| Total | 128.67 | 149.33 | 112.67 | 56.67 | 52.67 |

*Listening*

Quantitative results of students' perceptions of m-learning for listening showed that an impressive percentage of 70.7 % (85 students) have positive inclinations. The data revealed that most students agree that mobile phone was beneficial in listening activities in the classroom, as shared by student C*: "Mobile phone is helping us a lot in our speaking and listening ... And it makes us easy in doing interactivity and comprehending the video and audio well ... Moreover, it is easy to operate then download the exercises from mobile phone."* However, it is noteworthy that this interactivity can be sustained only with the effort to improvise the supporting features, therefore, technology providers need to ensure the provision of high-quality features such as audio, video, and picture resolution.

*Speaking*

It was found that 62.7% of students were in strong agreement and general agreement about the role of m-learning in enhancement of speaking skills. They agreed that mobile phones provide assistance widely in speaking exercises, such as recording, video sound, and live chatting which are frequently carried out by students, in and out of class. It was also revealed that in speaking exercises, mobile phones offer much positive assistance in practising speaking as stated by 11 students (31%). One of the admissions (student D) were:

> *"The sounds from our mobile phone occasionally help us focus better during listening and speaking exercises, but it also introduces us to new vocabulary words so that we may learn the proper pronunciation, however, it also made some discrepencies in our ability in undestanding English."*

Students' involvement in speaking practice through mobile phone has also been supported by Machmud (2018). The findings of the present research indicate that students appreciate the teaching mode of m-learning as it is an interactive way of learning.

*Reading*

Reading of long documents was found to be difficult (59.3%), supported by pertinent literature as Shuler (2009) found eye stress as the consequent of reading a large amount of different size texts on the small screen of mobile phones because *"reading a long reading text on the mobile phone makes my eyes tired"* (student F). This problem has also been pointed out by Mangen (2008) who found that physical agility is a problem due to the requirement for continuous scrolling, as a result of which psychological and physical distractions are caused and make written material retention a problem.

*Writing*

In writing, students were mainly undecided or disagreed about the use of mobile phones in making learning tasks easier (97 students, 64.7%), in comparison to only 35.3% who were agreeable. Most students encountered problems in using mobile phones for writing exercises since the editing of text did not easily modify the revision, and caused difficulties and inconvenience. This was attested during the focus group discussions: *"I got difficulties in composing and revising text in mobile phone therefore, the screen is quiet [quite] small then while texting the editing sometimes takes longer"* (student G). Additionally, preparation of notes was also found to be difficult on mobile devices as revealed during the focus group responses. According to most students, working on a Word document is preferable and convenient on laptops than on a mobile phone despite the fact that a mobile is more portable due to its weight and size than the laptop. Mobile phone is a preferred choice for writing only if it is of good quality, which supports learning activities.

*Vocabulary*

In building vocabulary, exercises, a whopping 70.7% concur that mobile phones are pertinent in vocabulary building and acquisition, in comparison to 25.3% who respond otherwise. One of the reasons is that mobile phones are seen to enable users to use larger fonts if they touch the screen for vocabulary items.

Problems of using m-learning in ELT

The lack of IT infrastructure to facilitate installation of mobile phone set-up was mentioned as a major problem in the way of effective mobile phone use. One of the students (student F) stated: *"The IT installation of modules and set-ups for learning material for mobile phone requires big space inside and need more time to train us to use certain program in language learning."*

The IT installation issue mentioned by the focus group is also supported by responses in the questionnaire regarding mobile phone content experience where 30 percent cited the Internet as one of the main factors hampering the implementation of mobile phone use while 29 percent pointed the lack of infrastructure in carrying out mobile phone learning. Additionally, the low response rate was also due to lack of supporting installation facilities for uploading mobile phone content. Blooshi and Ezziane (2013) mentioned that installation in mobile phone include management of all essential software instruments in a mechanical way from the group of devices included in the learning activities and communication between various nodes, such as mobile devices, which is still a problem for the execution of instantaneous interaction in learning.

The factors impacting students' use of mobile phone in language teaching

Answering the second question of this research, five factors were used as indicators and analysed accordingly. These were technology availability, institutional support and maintenance, network connectivity, assimilation with blended study curriculum, students' actual or real-life

experiences, and technology ownership by students (Adeyeye, Jegdeve, & Akinwale, 2013). An extremely important factor that has influenced mobile learning implementation in English Program FKIP UIR was student readiness, as it is directly integrated with mobile self-efficacy (Almarabeh & Mohammad, 2013).

Mobile self-efficacy is defined as judgement of individuals of their personal capabilities for organising and executing different course of actions essential for attainment of different performances. It also proposes that various measures of self-efficacy have to be adapted for analysing the behavioural and psychological functioning of students. Educational authorities in English Program FKIP UIR have also focused on creating a computerised system of self-efficacy, which can be defined as a person's insights of their capability for using a computer to accomplish a particular task (Almarabeh, & Mohammad, 2013).

From a theoretical perspective, student readiness could be defined as the perception of a student being highly capable of achieving important tasks related to learning and development. The outcome demonstrated that most respondents utilised the cell phone for help in academic work. In one of the FGDs, student D communicated that:

> *"Even though I had complete freedom over my study schedules, the usage of a mobile device greatly aided my activities on campus. However, because we occasionally had to complete group projects, I much prefer to use my laptop even though I have a wonderful smartphone. In another interview, student F affirmed: "Wifi connectivity from UIR ...yeah, Sometimes it was simple for us to connect, but when we started exercising the internet went out.."*

These findings correspond with the concept of mobility which refers to versatility that alludes to the possibility of having prospects of flexibility in terms of time (when), place (where), pace, (how), person (who), and space (what) that cannot be accomplished when utilising non-portable adaptations of gadgets (Andrews, Cuijpers, Craske, McEvoy, & Titov, 2010). In principle, m-learning offers learners the opportunity of learning anytime and everywhere. However, it must be understood that the terms 'anytime and everywhere' are limited from being universally true due to connectivity as well as safety/security confinements (Saccol, Reinhard, Schlemmer, & Barbosa, 2010). The students also emphatically mentioned that mobile phone should be encouraged to accommodate this type of learning facility. Student G stated that: *"Mobile phones of the future appear to be simpler to use, more effective, and efficient... It greatly assists me.what I've learned and how I live."*

This positive attitude towards mobile phone is supported by the literature as results of the study by Al-Zoubi, Jeschke, and Pfeiffer (2010) on mobile phone showed the primary needs for effectual execution of mobile phone from the angle of cognitive science rather than technological development. Another student (student F) mentioned that:

> *... the future of mobile phone sounds an effective way for encouraging language learning for those that mobile phone will be much modified to support the process in language learning then moreover the authentic materials also supported in enriching the framework of it.*

**Discussion**

The aims of this research is to find out that m-learning in English language teaching in the form of avenues and challenges that confront teaching and learning at higher education. The research findings showed that students positive result and some challenges in studying with m-learning. The first finding was as a way of a fun and enjoying moment in the classroom. This

finding supported by Hanif & Sunardi (2018); Subhash & Bapurao (2015) as Alzu'Bi and Hassan (2016) stated that mobile technologies facilitate learning by sending easy and simple text-based short lectures to mobile gadgets, besides the obvious use of phones for individual interest like WhatsApp, Facebook, Google, email, chatting or for entertainment.

The second was about the result also in line with recent research demonstrated the value of M-learning in language acquisition through students' involvement in peer-based interactions, including peer feedback exchanges, meaning negotiation, and knowledge co-construction in academic enhancement (Kim et al, 2020).

Third was about many students also mentioned that they were more ready to speak when M-learning included language play components like variative sounds. vocabulary component also easily to be learned by the students in line with the research done by Alger et al (2022) while in the other findings that numerous studies have been done to determine the issues with listening and speaking abilities as well as the techniques to enhance students' English proficiency. Fourth finding was the researchers discovered that a lack of understanding of English intonation and stress patterns, a lack of practice, a limited vocabulary, the accents of native speakers, poor pronunciation, a lack of engaging learning materials, a lack of opportunities to interact with English speakers, classroom practices used by English teachers, a lack of proper attention, a lack of proper strategies, a lack of use of electronic materials, and a lack of exposure to listening are some of the issues that students face (Hadijah & Shalawati, 2016; Giang, 2022).

Six, similar to how the students' respond in writing and reading skill, we found that m-learning gave tem hectic because they have to focus on the screen and it make them eaxhausted (Stewart and Gachago, 2016) otherwise, other findings support this research that m-Learning tools can facilitate language learning and the development of cognitive skills that m-learning can involve the first exposure to letters, sounds, new words, and chunks of language, as well as serve as a means of teaching youngsters how to produce language, first via trial and error and later through interaction with others while always taking into consideration (sharples et al, 2009).

The challenges found in this research was connected social overload and information overload with social weariness, which is equal to exhaustion in the current study, as factors impacting the desire to change social media behaviors Zhang et al (2020). Next finding was about noteworthy study on student's declining utilization of mobile services was because of tiredness. This research also carried out by Pang et al (2023). They discovered that communication overload and privacy invasion mediate the association between network externalities and intentions to stop using mobile application.

Other challenge was about the principle of m-learning that offers students the chance to learn anywhere, at any time. However, it is important to realize that due to connectivity and safety/security restrictions, the adage "anytime, anywhere" cannot be applied to all situations (Saccol, Reinhard, Schlemmer, & Barbosa, 2010). These findings correspond with the concept of mobility which refers to Flexibility refers to the potential for flexibility in terms of time (when), place (where), pace, (how), person (who), and space (what), which cannot be achieved when using non-portable adaptations of technology. (Andrews, Cuijpers, Craske, McEvoy, & Titov, 2010).

## Conclusion

The results of this study revealed that Indonesian students had a favourable attitude regarding using their mobile phones to learn languages as an efficient method. The students responded well to the idea of using mobile phones to practice their vocabulary as well as their listening, speaking, and reading skills. The majority exhibit readiness and appreciate the chance to try out different

mobile phone uses. Due care must be given to writing and reading since Indonesian students' challenges with writing assignments and reading lengthy texts on mobile devices call for additional experimental research. A follow-up study using an experimental design could be conducted based on the current study, which examined and focused on students' attitudes toward using mobile phones for language learning, to delve deeper into m-learning, especially in light of the widespread use of online learning, where mobile devices have become an integral part of online and distance learning (ODL) platforms.

The study's findings also show that students are open to modifying the m-learning framework for language instruction. The results also suggest that, given the existing high costs of Internet access, institutional administrators will have a more immediate responsibility in providing the basic infrastructure to support m-learning through the provision of free Internet connectivity. It is crucial to authorize Internet access both inside and outside of classrooms, so higher education institutions should work with regional mobile technology providers like Telkomsel, MNC Play Media, XL3, Telkom, Firstmedia, Indihome, wifi.id, Smartfren, MyRepublic, Indosat, and Oxygen.id.

The fact that some students showed neutral opinions in certain survey sections is another finding. This suggests a lack of knowledge about specific m-learning abilities or activities. Therefore, it is crucial to spread the word about the innovation and efficacy that mobile phones have brought to language learning. This is made possible by training sessions and seminars that increase students' knowledge of an appropriate framework and how to put it into practice. In conclusion, teachers can use mobile devices to help students learn vocabulary and the skills of speaking, listening, reading, and writing. It is necessary to increase students' understanding of how effective mobile phones are before allowing their use in the classroom for academic purposes.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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