CHALLENGES CONFRONTING EFL STUDENTS IN THE USE OF MOBILE LEARNING APP IN ACADEMIC SETTINGS

Masrurotul Ajiza[1)], Issy Yuliasri[2)], Hendi Pratama[3)], Sri Wahyuni[4)]
Universitas Negeri Semarang1234
Semarang, Indonesia1234
masrurotul_ajiza@students.unnes.ac.id,

Abstract

Students studying English as a foreign language (EFL) face both opportunities and challenges when mobile learning apps are integrated into the classroom. This study aimed to investigate the challenges encountered by EFL students when utilizing mobile learning applications within academic contexts. This study was conducted in one private university in Malang, East Java, Indonesia. 20 chemical engineering students who were enrolling in the English course were chosen to be the subject of the study. The researcher used qualitative method in this study by using questionnaire and interview as the research instruments to collect the data. The result showed that the students' challenges in the use of mobile learning application encompassed technological constraints, linguistic barriers, pedagogical mismatches, socio-cultural nuances, and motivational factors unique to EFL learners. The result of this study is expected to inform the educators in choosing more accessible and responsive mobile learning apps based on the needs of EFL learners in academic settings.

Keywords: Mobile Learning App, EFL, Challenge

Introduction

Mobil learning application is popular among the students. According to Hussain et al. (2018), Mobile learning applications (m-learning apps) have gained popularity, especially among children, due to their interactive learning experiences. These apps offer a variety of features that cater to different learning styles and preferences. In the context of disaster health learning, mobile applications can support adaptive, investigative communicative, collaborative, and productive learning activities in remote locations, providing diverse environments for both teachers and learners (Liu et al., 2017). Furthermore, the use of mobile educational apps has been linked to enhancing students' academic self-efficacy, indicating a potential for improving learning outcomes (Hussain et al., 2021).

Nowadays, mobile leaning application is integrated widely in education. Yahya et al. (2020) mentioned that Mobile game learning applications have emerged as a trend in educational technology, offering students an engaging and interactive way to learn. Usability studies have shown that mobile apps can provide extendable learning environments and motivate students for adaptive and collaborative learning beyond traditional classroom settings (Johnson et al., 2020). Moreover, the effectiveness of mobile language learning applications has been recognized in transforming language acquisition processes and providing new opportunities for language learners (Ekoç, 2021).

The integration of mobile learning apps in the EFL (English as a Foreign Language) class within higher education settings has attracted significant attention from educators. Numerous studies have investigated the impact and effectiveness of incorporating mobile technology in EFL instruction. Research has demonstrated that mobile-assisted blended learning can improve English language learning outcomes by combining traditional classroom instruction with mobile technology Zhou (2023); Baek & Lee

(2021). Moreover, the utilization of mobile devices in EFL classrooms has been linked to enhanced student engagement and satisfaction, as learners prefer using mobile devices for learning activities (Avci & Adıgüzel, 2017; Tangirbergen, 2022).
Additionally, the literature emphasizes the significance of mobile learning apps in vocabulary acquisition and language skill development in the EFL context. Studies have specifically focused on the design and efficacy of mobile applications tailored for vocabulary learning in EFL settings (Alhuwaydi, 2022). These applications have proven beneficial in enhancing students' speaking skills, fostering self-directed learning experiences, and reducing speaking anxiety among EFL learners (Aliakbari & Mardani, 2022; Putri, 2024). Furthermore, mobile-assisted language learning has been associated with promoting sustainable learning experiences, developing digital literacy, and enhancing technology competence among EFL university students (Jeong, 2022).

The acceptance and usage of smartphones and mobile applications for EFL learning have been explored, with research indicating that learners have a positive inclination towards using mobile apps due to their user-friendly nature and potential to enhance learning experiences (Zeybek & SAYIN, 2022). Studies have also delved into the impact of mobile-assisted blended learning on English speaking proficiency among university students, showing positive outcomes in enhancing language skills (Baek & Lee, 2021). The effectiveness of mobile learning apps in facilitating problem-based learning, critical thinking, and productive skills development in EFL classrooms has also been acknowledged (Montafej et al., 2022).

The integration of mobile learning applications in education presents significant opportunities for enhancing teaching and learning experiences. Research studies have highlighted various advantages associated with the use of mobile apps in educational settings. Klímová (2019) conducted a pilot study illustrating that foreign language learning supported by personalized smartphone apps can effectively enhance university students' performance, emphasizing the potential of smartphone app learning in continuous assessment. Similarly, Vu (2023) explored the effect of a mobile app on English language learners' grammatical competence, supporting the comprehensive integration of mobile learning in English grammar education to improve student achievement.

Furthermore, Kohpeisansukwattana (2024) demonstrated that utilizing a mobile game application for learning Programmable Logic Controller (PLC) wiring can enhance student engagement and motivation, leading to improved learning outcomes. While Wang (2022) discussed the influences of education app-assisted teaching technology on learners' efficacy, highlighting the potential of education apps to stimulate the interests and motivation of digital native language learners.

Moreover, Lebedeva et al. (2022) suggest that mobile learning apps offer didactic opportunities, strengthen cognitive motivation, and provide personalized learning experiences for students. Eliza (2024) highlighted that the integration of technology, particularly mobile devices, and applications, into education has revolutionized the learning landscape, offering unprecedented opportunities for engaging and personalized learning experiences.

The integration of mobile learning applications in education offers significant opportunities for enhancing teaching and learning experiences, but it also presents challenges for some students in higher education. While mobile apps provide benefits such as flexibility, ubiquity, and personalized learning experiences Criollo-C et al. (2021), some students encounter obstacles that hinder their effective use of these technologies.

Research by Almaiah et al. (2019) applying the UTAUT model found that mobile learning systems are increasingly popular in higher education, indicating a growing acceptance among students. However, despite the benefits, challenges exist. For instance, the study by Demuyakor (2021) highlighted issues such as unstable electricity, unreliable internet service, and high costs of smartphones as barriers to effective online learning using mobile apps, particularly in rural areas.

Furthermore, the study by Wang (2022) emphasized that while education apps can stimulate interest and motivation among learners, there may be disparities in how students perceive and engage with these technologies, impacting their learning efficacy. Additionally, the research by Lee & Xiong (2021) suggested that the quality of educational apps and students' computer anxiety can influence student engagement, indicating that not all students may find mobile learning apps equally engaging or beneficial.

In this current study, the researcher is focusing on the challenges of the use of mobile learning application for higher education students in Engineering education context. She is not only concerning on the technological constraints, but also some other challenges encompassing linguistic barriers, pedagogical mismatches, socio-cultural nuances, and motivational factors.

Methodology

This study was conducted in Institut Teknologi Nasional (ITN) Malang. It is a private university located in Malang, East Java, Indonesia. The subject of the study was chemical engineering students who are taking English class in their second semester. They only have one class of English during their study which has 2 semester credit system (SKS).

The researcher used qualitative method in this study by using questionnaire and interview as the research instruments to collect the data.

The questionnaire was in the form of open- ended question since the researcher wanted to give wider opportunities to the students to give their idea. While the interview was given to get deeper understanding of the students' point of view toward the use of mobile learning application in the teaching process.

Later, the collected data are described narratively.

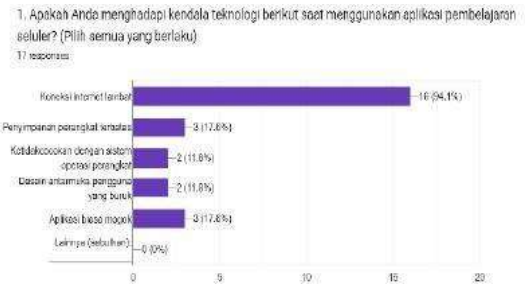
Finding And Discussion

To avoid bias to the participants, the researcher made the questions of questionnaire and interview in Indonesian Language.

The results of the data collection are explained as following:

1. Technological constraints

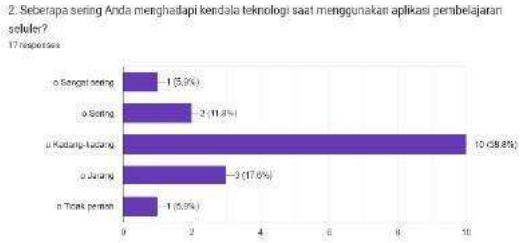
1. Do you face any of the following technological constraints while using mobile learning applications? (Select all that apply)



The data showed that the slow internet connection was the biggest technological constraints while using mobile learning applications as 94.1% students chose this. Limited device storage was also seen as the technological constraints by 17.8% of students. This problem caused another constraint in regular application crashes that was chosen by 17.8% of students. Incompatibility with device operating system was seen as a problem by 11.8% of students. The last, poor user interface design for 11.8% as the technological constraints they faced during English class.

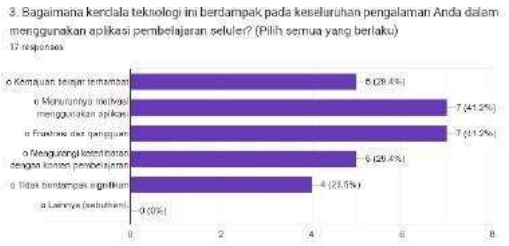
2. How frequently do you encounter these technological constraints while

using mobile learning applications?



The data showed that technological constraints while using mobile learning applications was is not significantly high. The data showed that 58.8% of the students occasionally faced the problem. 17.6% of the student said they rarely faced the problem. Even 5.9% of the students said that they never faced technological constraints during the teaching process. However, 11.8% of the students said they often faced the problem, and the rest 5.9% said he face this problem very often.

3. How do these technological constraints impact your overall experience with mobile learning applications? (Select all that apply)



The data showed that the constraints happening in the use of technology cause several problems to the students, such as the Decreased motivation to use the application (41.2%), Frustration and annoyance (41.2%), Reduced engagement with learning content (29.4%), and Hindered learning progress (29.4%). However, 23.5% of the students said that they felt no significant impact from the technological constraints.

4. On a scale of 1 to 5, how satisfied are you with the current technological support available for mobile learning applications? (1 being very dissatisfied, 5 being very satisfied)

The data showed that the students' satisfaction towards the current technological support is high. 23.5% of the students said that they are very satisfied, 41.2% of them are satisfied, 29.4% of them are in between. Meanwhile, 5.9% (only 1 students) showed his dissatisfaction**.**

To have a better insight, the researcher interviews the students regarding technological constraints in the use of mobile learning applications. The researcher classified some technological constraint they students face in the use of technology as follows:

a. They saw internet connectivity as the biggest problem since they could not run the mobile learning applications offline.
b. Several applications that must be downloaded on the phone needs regular maintenance and updates to ensure functionality and security.
c. Obstacles often arise in terms of data security and user privacy, which can be a serious challenge in the widespread implementation of mobile learning.
d. Low device performance that does not support the application well.
e. Application compatibility issues with various operating systems and device versions.
f. Regarding mobile learning, there may need to be fixes for

bugs such as assignments that are submitted sometimes cannot be collected such as file size, bugs and so on.

2. In a language barrier, the participants answered these questions.

1. Do you encounter any of the following linguistic barriers while using mobile learning applications? (Select all that apply)

Apart from another aspect, the language barrier in the use of application in English class is affecting the students. The data showed that language of instruction which is different from the students' native language takes (23.5%), a complex vocabulary or language structure takes (41.2%), lack of language support for the students' preferred language takes17.6%, a poor translation quality takes 23.5%, and cultural references or idiomatic expressions that the students find difficult to understand takes17.6%. in addition, there are 11.8% chose others.

2. How frequently do these linguistic barriers impact your usage of mobile learning applications?

According to the result of the questionnaire, although language barrier is affecting the students in the use of mobile application technology, it is not significant. Only 17.6% of the students said that often got language barrier in utilizing the technology. 52.9% of the students said that they occasionally faced language barrier. 23.5% of the students said that they rarely got it, and 5.9% of the students said that they never experienced it.

3. How do linguistic barriers affect your learning experience with mobile learning applications? (Select all that apply)

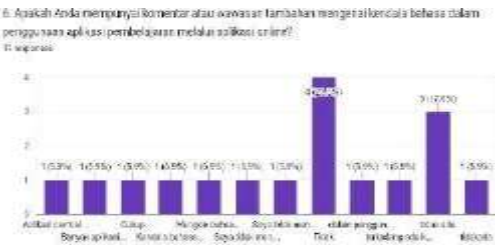
The data showed that language barrier in mobile application utilization affected most students in learning. 58.8% of the students said they are affected, while 41.2% of the students said that they are not significantly affected. 41.2% of the students said they got difficulty comprehending learning materials, 35.3% of the students got lower engagement with the content, 5.9% of the students felt frustration and discouragement, and 23.5% of the students decreased their motivation to continue using the application.

4. How do you typically overcome linguistic barriers encountered while using mobile learning applications? (Select all that apply)

To solve some challenges faced by students in the use of mobile application technology, 64.7% of the students are using translation tools or dictionaries,

35.3% of them seek help from peers or instructors, 23.5% of the students look for alternative learning resources in their native language, 47.1% of them like to use language learning features within the application (if available). Another 5.9% of the student chose other.

5. Do you have any additional comments or insights regarding linguistic barriers in the use of mobile learning applications?

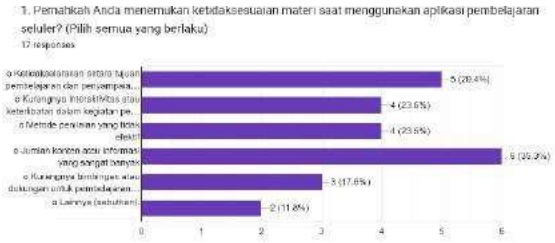


To add deeper investigation towards the student's insight toward language barrier in the use of mobile learning application, the researcher collected some data from an interview. The results showed that

a. Language barrier is not a problem because I use DeepL Translation application (maybe it will be useful information for those who still do not now about this application)
b. sometimes there is foreign vocabulary that is difficult to understand
c. Online learning applications should offer content in multiple languages to meet the needs of diverse students.
d. Many learning apps are only available in a few major languages such as English, Chinese, or Spanish, so users who speak other languages may not be able to utilize them.
e. Language barriers in the use of online learning applications often hinder the understanding of materials and interaction between the user and the platform. These difficulties can arise from a lack of local language support, inaccurate translations, and technical terminology that is difficult to understand. To overcome this, it is important for app developers to provide intuitive multilingual interfaces and accurate and relevant translations of content.
f. Maybe it is the language, sometimes when there are too many vocabulary words, it sometimes errors.

3. Pedagogical

1. Have you encountered any of the following pedagogical mismatches while using mobile learning applications? (Select all that apply)



In the pedagogy, the researcher wanted to know how is the relationship between the technology and the material delivered. The result showed as following:

1. Misalignment between learning objectives and content delivery (29.4%)
2. Lack of interactivity or engagement in learning activities (23.5%)
3. Ineffective assessment methods (23.5%)
4. Overwhelming amount of content or information (35.3%)
5. Insufficient guidance or support for self-directed learning (17.6%)
6. Other (please specify): 11.8%

2. How frequently do these pedagogical mismatches impact your usage of mobile learning applications?

The pedagogical mismatch affected the students in teaching process. 5.9% students said that it happened very often; 23.5% students said often; 52.9% saif occasionally, 5.9% students said rarely, and another 11.8% students said other option (no specification).

3. How do pedagogical mismatches affect your learning experience with mobile learning applications? (Select all that apply)

The mismatch happening can affect the students' study process. According to the data, it said that 17.6% of the students got decreased motivation to engage with learning materials, 52.9% of the students got difficulty understanding concepts or applying knowledge, 5.9% of the student's experienced frustration with the learning process, 41.2% of the students even reduced satisfaction with the learning experience. Meanwhile 35.3% of the students was not significantly affected by the pedagogical mismatch.

4. On a scale of 1 to 5, how satisfied are you with the pedagogical design of mobile learning applications you have used? (1 being very dissatisfied, 5 being very satisfied)

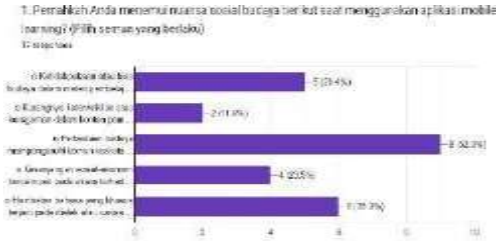
From the data, it showed that the students mostly satisfied with the pedagogical design of mobile learning applications they used since nobody shower their dissatisfaction.

Next, the researcher conducts an interview related to the pedagogical mismatch and found these results:

- Mobile learning app developers should work closely with educators to ensure that the materials in their apps are aligned with the curriculum since material mismatch in the use of mobile learning apps can be a significant barrier to learning effectiveness.
- So far, I am still satisfied with the existing materials
- The mismatch of materials in mobile learning apps is often caused by several factors, such as the lack of content adaptation to mobile formats, the irrelevance of the materials to the curriculum being taught, and the non-optimization of learning media (such as videos or animations) for display on mobile devices. This can result in less effective learning and lower user interest in learning.
- I agree with the use of mobile learning applications for learning media.
- Translate comments are sometimes strange.

4. Socio Cultural Nuance

1. Have you encountered any of the following socio-cultural nuances while using mobile learning applications? (Select all that apply)



The data showed that 29.4% of the students said there is cultural insensitivity or bias in learning materials, 11.8% of the students said there is lack of representation or diversity in learning content, 52.9% of the them said that cultural differences affecting communication or collaboration with peers, 23.5% of them said that socio- economic disparities impacting access to mobile devices or internet connectivity, and 35.3% of them said that language barriers specific to regional dialects or variations.

2. How frequently do these socio-cultural nuances impact your usage of mobile learning applications?

The data showed that the socio-cultural nuance does not impact the students in using mobile learning applications significantly. For this, 64.7% of them occasionally impacted, 23.5% of them rarely impacted, and 11.8% of them is not impacted. Only 5.9% (1 student) feels often impacted.

3. How do socio-cultural nuances affect your learning experience with mobile learning applications? (Select all that apply)

The impact of experienced socio-cultural nuances in learning with mobile learning applications are various. 35.3% of the students said that it has no significant impact, while 35.3% experienced difficulties with examples or scenarios presented in the application, 70.6% of them got challenges in collaborating with peers from different socio-cultural backgrounds, and 29.4% of them got limited access to resources or opportunities due to socio-economic factors.

Next, the researcher collected some data related to any additional comments or insights from students regarding socio- cultural nuances in the use of mobile learning applications through an interview. The data was explained below:

- Cultural equality must be balanced so that significant differences do not arise
- Mobile learning applications may not be available in the local language or may not conform to local cultural norms and values, limiting their use for students from minority groups.
- Learning materials that do not consider the user's cultural context may cause discomfort or confusion
- The use of mobile learning apps reflects significant socio-cultural nuances, especially in the broader accessibility of education. On the one hand, it enables flexible and accessible learning for a wide range of people, including those who previously had limited access.

On the other hand, the use of this technology also shows a cultural shift towards digitalization and promoting digital literacy as a basic need. Differences in technological capabilities and internet access also reflect the social inequality that still exists in society.

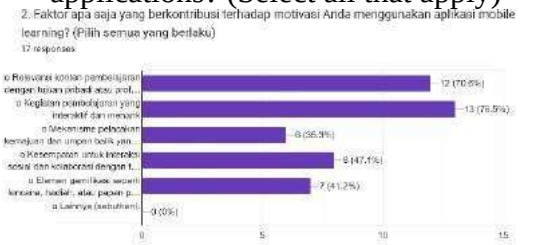
- Do not have any comments on the socio-cultural nuances in the use of mobile learning applications.

4. Motivation

1. How would you describe your level of motivation when using mobile learning applications?

The data showed that the use of mobile can motivate the students in the teaching process. It was shown by 41.2% students felt very motivated, 35.3% felt motivated, and 23.5% felt neutral.

2. What factors contribute to your motivation to use mobile learning applications? (Select all that apply)

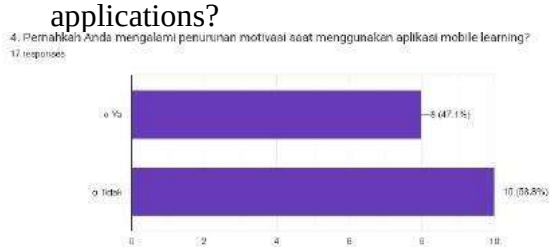


To elevate the students' motivation to use mobile learning application, there are some factors that can be considered. 70.5% suggested a relevance of the learning content to personal or professional goals. 76.5% suggested an interactive and engaging learning activities, 35.3% asked for clear progress tracking and feedback mechanisms, 47.1% asked for opportunities for social interaction and collaboration with peers, and 41.2% asked for Gamification elements such as badges, rewards, or leaderboards.

3. How do you maintain your motivation when using mobile learning applications over time? (Select all that apply)

As losing motivation during the use of mobile learning application can affecting the learning process, the students gave their opinion to some activities to maintain their motivation. The data showed that 76.5% of the students chose setting specific learning goals and milestones, 47.1% of them chose establishing a routine or schedule for learning sessions, 23.5% of them chose seeking support from peers or instructors, 47.1% of them chose reflecting on achievements and progress made, and 58.8% of them chose rewarding themselves for reaching milestones or completing tasks.

4. Have you ever experienced a decline in motivation while using mobile learning applications?



The data showed that more than half of the students said that they did not experience motivation' declining while having mobile learning application in

the class. 58.8% of the class said not being motivated decline, while the rest of 47.1% have it.

5. If yes, what do you believe contributed to the decline in motivation?

Some factors contributed to the students'motivation decline are:

a. Lazy
b. Lack of enthusiasm
c. Slow network
d. Easily distracted by notifications, social media, or other apps when using mobile learning apps.
e. Due to inadequate connection and device
f. The learning system
g. Not as expected

6. On a scale of 1 to 5, how satisfied are you with the motivational aspects of the mobile learning applications you have used? (1 being very dissatisfied, 5 being very satisfied)

The data showed that the use of mobile learning application can motivate the students in the learning process. 29.4% of them said that they are very satisfied, 41.2% said that they are satisfied, 23.5% said they are occasionally satisfied, and 5.9% said that he is unsatisfied.

The last, the researcher asked the student in an interview to give their comment to the use of mobile learning applications to motivate them more, and they suggested:

- To use quiz more often because the spirit of competition will come out naturally when quizzing with friends.
- Confidence in their ability to complete tasks and achieve learning objectives can increase their motivation to use mobile learning applications.
- Helping users set clear and realistic goals can provide specific direction and purpose in learning.
- Motivation to use mobile learning apps can be enhanced with fun gamification features, personalized study schedule reminders, and interactive content relevant to users' needs. In addition, providing instant feedback and opportunities to collaborate with other users can increaseengagement and commitment to learning.

From the results of the data collected through questionnaire and interview, it can be concluded that the use of mobile learning application as technology used in the English teaching for higher education in Engineering environment are still challenging for the students. The challenges are related to the technological constraints, linguistic barriers, pedagogical mismatches, socio-cultural nuances, and motivational factors.

In the technological constraints, the slow internet connection is the biggest problem since they could not run the mobile learning applications offline. The students mostly used internet provided by the campus that was often unstable. It is a big challenge for them because also cannot use their own mobile data since some mobile operators do not work well at campus area. This result is in line with the study conducted by Alturki and Aldraiweesh (2022) which emphasized that mobile learning via the internet using personal devices like smartphones and tablets can be impeded by issues related to internet connectivity, affecting usability in higher education settings. Additionally, El-

Sofany et al. (2013) emphasized the significance of mobile technology in enhancing educational outcomes but cautioned that challenges related to internet connectivity could influence the provision of educational services through mobile devices.

The next challenge found related to technological constraint was the limited storage that caused regular application crashes. This happened because they need to have a regular maintenance and updates to ensure functionality and security.
Moreover, problems often arise in terms of data security and user privacy, which can be a serious challenge in the widespread implementation of mobile learning. Mkpojiogu et al., 2021 in their study also concerns related to the security of mobile educational apps have also been raised, highlighting the importance of addressing potential vulnerabilities in these applications.

Next, the incompatibility with device operating system and the poor user interface design is also a part of the technological constraints since low device performance that does not support the application well. In addition, there may need to be fixes for bugs such as assignments that are submitted sometimes cannot be collected such as file size, bugs and so on.

Although these technological constraints did not happen frequently, it affected the students' motivation to use the application. It can cause their frustration and annoyance, and reduce their engagement. this condition can hinder their learning process. Fortunately, with some technological constraints happened, the students are still satisfied with the current technological support.

Next, linguistic barriers is reported as challenge in the use of mobile learning applications although it does not happen frequently. Students see a complex vocabulary or language structure takes in the application as the biggest challenge since it is different from their native language. There are some idiomatic words that the students did not understand. Besides, there was no enough language support in the application. In addition, the translation quality was poor to take. Similarly, Pettersson (2018) emphasized that challenges related to language barriersmay arise when students are required to apply specialized knowledge in a specific area within the language classroom, potentially impacting language-learning outcomes. In addition, Alkhaldi & Abualkishik (2019) also said that language barriers are a challenge in the use of mobile learning platforms.

The impact of language barrier to the mobile application utilization affected most students in their learning process. It can cause the difficulty in comprehending the material that can make them lower their engagement with the content as their motivation getting decrease. This also can cause their frustration and discouragement. The more data collected from the interview showed that the language barrier can be a problem during the use of mobile learning application. Especially for the application that does not provide English or Indonesian language that can help the students to understand the application. This condition can hinder the students' understanding to the materials conveyed through the application.

To overcome the language barrier, the students have some solutions. They like to use translation application like DeepL Translation application, use language learning features within the application (if available), and ask for a help from peers or instructors. Translation tools is often used to avoid the misunderstanding in communication as said in (Abdulla et al., 2022).

Next, pedagogical mismatches is seen as the challenges in the use of mobile learning application. Although the students are satisfied to the pedagogical design of mobile learning applications they have used, according to them, there are overwhelming amount of content or

information in the application. Sometimes, learning objectives and content delivery have misalignment. This is followed by the lack of interactivity or engagement in learning activities and ineffective assessment methods. Later, there is an insufficient guidance or support for self-directed learning for them.

The results mentioned above showed that the ability of educators in creating and or providing type of mobile learning application to use in the class is very important. It can affect the student's acceptance. As Ferri et al. (2020) highlighted those pedagogical challenges associated with teachers' and learners' lack of digital skills, the abundance of online resources without structured content, learners' lack of interactivity and motivation, and teachers' lack of social and cognitive presence. These challenges can hinder effective teaching and learning experiences in the context of mobile learning applications.

This pedagogical mismatch does not happen frequently in the class. However, it can affect the students' study process. The students agree that this mismatch can lead them to the difficulty in comprehending the concepts or applying knowledge, reduce their satisfaction with the learning experience and decrease motivation to engage with learning materials. Moreover, they can experience frustration with the learning process.

From the interview conducted related to pedagogical mismatch, the students suggested that the materials in their apps can be aligned with the curriculum. According to them, the mismatch of materials in mobile learning apps is often caused by several factors, such as the lack of content adaptation to mobile formats, and the irrelevance of the materials to the curriculum being taught the non-optimization of learning media (such as videos or animations) for display on mobile devices. This can result in less effective learning and lower user interest in learning.

The next factor is socio cultural nuance encountered in the application of mobile learning. Although the students did not encounter it frequently, they still experienced it. They said that there are cultural differences affecting their communication or collaboration with peers, language barriers specific to regional dialects or variations, lack of representation or diversity in learning content, socio-economic disparities impacting access to mobile devices or internet connectivity, and cultural insensitivity or bias in learning materials.

What the students experiences above created some impacts to them. It makes them got challenges in collaborating with peers from different socio-cultural backgrounds, experienced difficulties with examples or scenarios presented in the application, and got limited access to resources or opportunities due to socio-economic factors.

For that, the students in interview shared their ideas. Cultural equality must be balanced so that significant differences do not arise, providing the local language or may not conform to local cultural norms and values, limiting their use for students from minority groups in the application, use of mobile learning apps reflects significant socio-cultural nuances, especially in the broader accessibility of education. Different from this result, the study by Ernst et al. (2016) specifically addresses the importance of avoiding culture conflicts in mobile learning applications to enhance cognitive learning outcomes related to the acquisition of declarative knowledge. By focusing on the cultural adaptation of mobile learning applications, this study contributes to the literature on cultural nuances in the integration of mobile learning applications in educational settings.

The last is the challenge related to students' motivation in the use of mobile learning application. The data showed that the students can be motivated if this application is interactive and engaging learning activities, relevant to the learning

content to personal or professional goals, provide opportunities for social interaction and collaboration with peers, provide here is gamification elements such as badges, rewards, or leaderboards, and provide clear progress tracking and feedback mechanisms. Marcial et al. (2022) explored the development of a mobile application with augmented reality for "whole-person education." The research indicated that students positively perceived the integration of augmented reality and gamification as teaching strategies, suggesting that cultural nuances and innovative approaches can enhance educational experiences through mobile apps.

When there is a rise and fall in motivation, the students did some activities. They like to set specific learning goals and milestones, reward themselves for reaching milestones or completing tasks, establish a routine or schedule for learning sessions, reflect on achievements and progress made, and seek support from peers or instructors.

From the data, the educators must concern that the content of the application is important to maintain the students' motivation. To add, the existence of the educators as a facilitator also important since the students will ask them for a help when they need a company.

Maintaining motivation during learning process is not easy for students. They said that they can get a decline in motivation when they feel lazy, lack of enthusiasm, slow network happening, or not suitable learning system. To add, one more thing that also need to be concerned is notification from social media or other apps when using mobile learning apps can distract the students' focus.

The last point regarding notification in the students 'mobile phone is interesting because it is mostly out of the educator's concern even though it gives a big impact to their focus. To avoid it to happen in the future, the students can be informed or asked to temporarily off their social media during the teaching process.

In an interview, the students shared their idea about the mobile learning application. They asked to get 'quiz' application more often because the spirit of competition will come out naturally when quizzing with friends. It can use another type of application. They need fun gamification more by using mobile learning apps that is provided with instant feedback because it can increase their confidence when they complete the tasks, have interactive class, and collaborate with others during learning. The clear and realistic goals can provide specific direction and purpose in learning is also needed.

Conclusion

Despite all the opportunities provided from the use of mobile learning application in education setting, EFL learners are also facing some challenges. The result of this study showed that the students' challenges in the use of mobile learning application encompassed technological constraints, linguistic barriers, pedagogical mismatches, socio-cultural nuances, and motivational factors. As the whole, the challenges did not happen frequently. Yet, it still gives bad impact to the teaching process for the students.

References

Abdulla, N., Naqi, R., & Jassim, G. (2022). Barriers to nurse-patient communication in primary healthcare centers in bahrain: patient perspective. International Journal of Nursing Sciences, 9(2), 230-235. https://doi.org/10.1016/j.ijnss.2022.03.006

Alhuwaydi, A. (2022). A review on vocabulary learning-designed mall applications in the efl context. Theory and Practice in Language Studies, 12(10), 2191-2200.

https://doi.org/10.17507/tpls.1210.27

Aliakbari, M. and Mardani, M. (2022). Mobile-assisted language learning and its effects on learners' speaking development. Education Research International, 2022, 1-14. https://doi.org/10.1155/2022/904332 6

Alkhaldi, A. and Abualkishik, A. (2019). The mobile blackboard system in higher education: discovering benefits and challenges facing students. International Journal of Advanced and Applied Sciences, 6(6), 6-14. https://doi.org/10.21833/ijaas.2019.0 6.002

Almaiah, M., Alamri, M., & Al-Rahmi, W. (2019). Applying the utaut model to explain the students' acceptance of mobile learning system in higher education. Ieee Access, 7, 174673-174686. https://doi.org/10.1109/access.2019.2 957206

Alturki, U. and Aldraiweesh, A. (2022). Students' perceptions of the actual use of mobile learning during covid-19 pandemic in higher education. Sustainability, 14(3), 1125. https://doi.org/10.3390/su14031125

Avci, H. and Adıgüzel, T. (2017). A case study on mobile-blended collaborative learning in an English as a foreign language (efl) context. The International Review of Research in Open and Distributed Learning, 18(7). https://doi.org/10.19173/irrodl.v18i7. 3261

Baek, J. and Lee, C. (2021). Effects of mobile- assisted blended learning on university students' English-speaking proficiency in Korea. The Journal of Asiatefl, 18(4), 1266-1284. https://doi.org/10.18823/asiatefl.202 1.18.4.12.1266

Criollo-C, S., Guerrero-Arias, A., Jaramillo- Alcázar, Á., & Luján-Mora, S. (2021). Mobile learning technologies for education: benefits and pending issues. Applied Sciences, 11(9), 4111. https://doi.org/10.3390/app11094111

Demuyakor, J. (2021). Covid-19 pandemic and higher education: leveraging on digital technologies and mobile applications for online learning in ghana. Shanlax International Journal of Education, 9(3), 26-38. https://doi.org/10.34293/education.v 9i3.3904

Ernst, S., Janson, A., Söllner, M., & Leimeister, J. M. (2016). It's about understanding each other's culture improving the outcomes of mobile learning by avoiding culture conflicts. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3159159

Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: opportunities and challenges in emergency situations. Societies, 10(4), 86. https://doi.org/10.3390/soc10040086 Ekoç, A. (2021). Mobile language learning applications from the perspectives of adult language learners in turkey. Shanlax International Journal of Education, 9(4), 259-264. https://doi.org/10.34293/education.v 9i4.4147

El-Sofany, H., El-Seoud, S., Al-Turki, T., El- Howimel, H., & Al-sadoon, A.

(2013). Improving educational outcomes by providing educational services through mobile technology. International Journal of Interactive Mobile Technologies (Ijim), 7(1), 25. https://doi.org/10.3991/ijim.v7i1. 228 7

Hussain, A., Mkpojiogu, E., & Ezekwudo, C. (2021). Improving the academic self- efficacy of students using mobile educational apps in virtual learning: a review. International Journal of Interactive Mobile Technologies (Ijim), 15(06), 149. https://doi.org/10.3991/ijim.v15i0 6.2 0627

Hussain, A., Mkpojiogu, E., & Hassan, F. (2018). Dimensions and sub-dimensions for the evaluation of m- learning apps for children: a review. International Journal of Engineering & Technology, 7(3.20), 291. https://doi.org/10.14419/ijet.v7i3. 20. 19168

Jeong, K. (2022). Facilitating sustainable self- directed learning experience with the use of mobile-assisted language learning. Sustainability, 14(5), 2894. https://doi.org/10.3390/su140528 94

Johnson, S., Potrebny, T., Larun, L., Ciliska, D., & Olsen, N. (2020). Usability methods and attributes reported in usability studies of mobile apps for health care education: protocol for a scoping review. Jmir Research Protocols, 9(8), e19072. https://doi.org/10.2196/19072

Klímová, B. (2019). Impact of mobile learning on students' achievement results. Education Sciences, 9(2), 90. https://doi.org/10.3390/educsci90 200 90

Kohpeisansukwattana, N. (2024). Developing a mobile game application to enhance learning experience in programmable logic controller (plc) wiring beyond the laboratory. International Journal of Interactive Mobile Technologies (Ijim), 18(04), 4-20. https://doi.org/10.3991/ijim.v18i0 4.4 2629

Lebedeva, M., Taranova, M., & Beketov, V. (2022). Assessment of academic achievements in m-learning. Education and Information Technologies, 28(5), 5945-5965. https://doi.org/10.1007/s10639-022- 11423-8

Lee, J. and Xiong, L. (2021). Investigation of the relationships among educational application (app) quality, computer anxiety and student engagement. Online Information Review, 46(1), 182-203. https://doi.org/10.1108/oir-08-2020-0348

Liu, A., Altman, B., Schor, K., Strauss-Riggs, K., Thomas, T., Sager, C., … & Harp, V. (2017). Proposing a framework for mobile applications in disaster health learning. Disaster Medicine and Public Health Preparedness, 11(4), 487-495. https://doi.org/10.1017/dmp.2016. 16 7

Marcial, D., Dy, J., & Montemayor, J. (2022). Gamifying "whole-person education": the development of a mobile application with augmented reality. Information Technologies and Learning Tools, 91(5), 130-144. https://doi.org/10.33407/itlt.v91i5 .50 50

Mkpojiogu, E., Hussain, A., & Agbudu, M. (2021). Security issues in the use of mobile educational apps: a review. International Journal of Interactive Mobile Technologies (Ijim), 15(06), 124. https://doi.org/10.3991/ijim.v15i06.2 0631

Montafej, J., Lotfi, A., & Chalak, A. (2022). The effectiveness of hybrid and pure problem-based learning in the productive skills and critical thinking of iranian undergraduate students through mall application. Education Research International, 2022, 1-11. https://doi.org/10.1155/2022/153121 0

Putri, N. (2024). Utilizing mobile-assisted language learning (mall) to alleviate speaking anxiety among efl students. English Review Journal of English Education, 12(1), 125-136. https://doi.org/10.25134/erjee.v12i1. 9352

Tangirbergen, T. (2022). Teachers' experiences of, challenges, and attitudes towards using mobile applications for teaching english as a foreign language in kazakhstan. https://doi.org/10.35542/osf.io/uk37c

Vu, N. (2023). Exploring the effect of learnenglish grammar mobile app on English language learners grammatical competence. Rupkatha Journal on Interdisciplinary Studies in Humanities, 15(1). https://doi.org/10.21659/rupkatha.v1 5n1.04

Wang, W. (2022). Influences of education app- assisted teaching technology on learning efficacy of learners. International Journal of Emerging Technologies in Learning (Ijet), 17(21), 4-16. https://doi.org/10.3991/ijet.v17i21.35 369

Yahya, F., Ahmad, I., Roszali, F., & Sarudin, N. (2020). A review on mobile game learning applications trends. International Journal of Engineering Trends and Technology, 1-7. https://doi.org/10.14445/22315381/c ati2p201

Zeybek, G. and SAYIN, İ. (2022). Acceptance and use of smartphones: ar-enhanced efl reading practices. Language Teaching and Educational Research, 5(1), 16-35. https://doi.org/10.35207/later.109693 5

Zhou, Q. (2023). A systemic review (2014–2023) on the mobile-assisted blended learning for english as a foreign language education with a focus on empirical studies. International Journal of Interactive Mobile Technologies (Ijim), 17(24), 153-172. https://doi.org/10.3991/ijim.v17i24.42019