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**Mobile-Assisted Language Learning in EFL Contexts: Trends, Challenges, and Effectiveness**

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***Abstract***

*Mobile-assisted Language Learning (MALL) has emerged as a revolutionary approach to English as a Foreign Language (EFL) instruction, providing unprecedented opportunities for language acquisition through mobile technologies. This systematic review is related to the trends, challenges, and effectiveness of MALL in EFL contexts by integrating various research studies. The review identifies key trends in MALL adoption, such as highly personalized learning tools, and explores how this technology affects language skills, learner autonomy, and motivation.*

*Despite the promising potential of MALL, the study also highlights significant challenges, including technological limitations, the digital literacy gap between students and teachers, and issues with MALL adoption within traditional curricula, which indicate mixed results. The review concludes with recommendations for future research and practice, emphasizing the need for more comprehensive studies that focus on situations of low engagement and the development of best practices for effectively using MALL in EFL contexts.*

***Keywords:*** MALL, Digital Literacy, Personalized Learning, Educational Technology.

## **Introduction**

In recent years, the proliferation of mobile technology has changed how people access and use information, including language and learning materials. MALL has gained considerable attention in EFL teaching due to its ability to provide students with a flexible, convenient, and personalized learning experience. MALL incorporates a wide range of mobile technologies, including smartphones, tablets, and wearable devices, to support and enhance language learning in traditional classrooms.

The increasing ubiquity and integration of mobile devices into everyday life have led teachers and researchers to explore how these tools can be used to improve language learning outcomes. MALL offers unique benefits, such as enabling learners to practice language skills anytime and anywhere, providing instant feedback, and facilitating communication through mobile apps, games, and social media. These features are well-suited to the needs of today's learners, who require active and highly interactive learning spaces. However, the adoption of MALL in EFL contexts is not without challenges. Issues such as technology infrastructure, digital literacy, and the effectiveness of mobile-based learning materials have raised questions about how MALL can be effectively applied in educational settings. Furthermore, although many studies have reported favorable outcomes associated with MALL, the overall effectiveness of these interventions remains a matter of ongoing debate, with some research showing mixed or limited benefits.

This systematic review aims to provide a comprehensive assessment of the current state of MALL in EFL education by examining the achievements, challenges, and efforts reported in the literature. This study seeks to provide insights into how MALL shapes the EFL landscape, identify success factors or constraints, and offer directions for future research and practice. Through this study, we hope to contribute to a deeper understanding of the capabilities and pitfalls of mobile technologies in supporting language learning and to inform the development of more effective MALL strategies in EFL contexts.

## **Historical Background and Evolution of MALL**

MALL represents a major shift in the language learning landscape, building on the groundwork laid by previous technological interventions, such as Computer-Assisted Language Learning (CALL). Stockwell (2013) stated that the origins of MALL can be traced back to the early 2000s, when mobile devices began to emerge as potential language learning tools, mainly due to their increasing capabilities and availability. Initially, Kukulska-Hulme and Shield (2008) concluded that MALL was seen as an extension of CALL, as portable mobile devices provided students with language learning opportunities beyond the confines of the traditional classroom.

The development of MALL is closely linked to advancements in mobile technology. Chinnery (2006) pointed out that early applications were limited to the basic features of mobile phones, such as SMS-based vocabulary quizzes and simple language games.

However, as mobile devices became more sophisticated with features like touchscreens, high-speed internet, and multimedia capabilities, MALL began incorporating more interactive and immersive features by the mid-2010s. Burston (2014) concluded that these included adaptive learning algorithms, augmented reality (AR), and mobile social networking platforms to facilitate collaborative learning.

Viberg and Grönlund (2012) summarized that in the EFL context, MALL has gained traction as a tool to provide students with a flexible, personalized learning experience that is accessible anytime and anywhere. This is particularly important in communities where access to traditional language learning materials may be limited. Kukulska-Hulme (2012) argued that MALL has also been recognized for its ability to support student autonomy, allowing learners to control their learning schedules, tailor their practices to individual needs, and engage in continuous education outside of the formal educational setting.

The adoption of MALL in the EFL context over the past decade has been driven by several factors, such as the widespread availability of smartphones, the growing demand for language learning, and the increasing recognition of the benefits of mobile learning (Burston, 2015). MALL applications range from vocabulary building and grammar practice to reading drills. However, Stockwell (2012) stated that the development of MALL is not without its challenges, particularly in terms of integrating mobile learning into existing curricula and ensuring that both learners and teachers possess the digital literacy skills necessary to use these technologies effectively. Alrasheedi, Capretz, and Raza (2015) stated that as MALL continues to evolve, its application in EFL teaching is likely to expand, particularly with advances in mobile technologies such as artificial intelligence, which will offer new opportunities for personalized language learning experiences. Pim (2013) indicated that these developments reflect a broader trend in education towards more student-centered approaches and enhanced use of adaptive technologies in teaching and learning.

## **Theoretical Frameworks Underpinning MALL**

MALL is based on theoretical frameworks that inform its design, implementation, and effectiveness in EFL instruction. This section examines the key theories underpinning MALL, including constructivism, sociocultural theory, and the Technological Pedagogical Content Knowledge (TPACK) framework.

### ***Constructivism and MALL***

Constructivism, a theory formulated by Jean Piaget and Lev Vygotsky, posits that students actively construct knowledge through their participation in environments, building on their previous experiences and interactions. Doolittle and Hicks (2003) asserted that mobile apps that facilitate language processing through interactive simulations, real-time communication, and contextualized learning activities align with the constructivist idea that learning is an active creation rather than passive absorption.

Sharples (2000) pointed out that MALL also supports the constructivist emphasis on student autonomy and self-directed learning. Mobile devices enable students to independently access language learning resources, practice language skills at their own pace, and tailor their learning experiences to meet their individual needs and preferences. Naismith et al. (2004) concluded that this freedom allows students to take ownership of their learning process, leading to deeper engagement and more personalized learning experiences.

### ***Sociocultural Theory and MALL***

Sociocultural theory, rooted in the work of Lev Vygotsky, emphasizes the importance of social interaction and cultural context in the learning process. According to Kukulska-Hulme (2009) learning occurs through mediated interactions in a social context, where more knowledgeable individuals (such as teachers or peers) guide students' development through scaffolding. In MALL, mobile technology facilitates these mediated connections by enabling communication and collaboration between students, teachers, and native speakers through various digital channels. Mobile devices support sociocultural learning by allowing real-time communication, social networking, and collaborative work, where students can apply language skills in real-life situations. Pachler, Bachmair, and Cook (2010) mentioned that language learning apps with features such as chat assignments, discussion forums, and peer review processes bring learners together in meaningful interactions and encourage them to collaborate, which enhances their language development through social interaction. Furthermore, MALL facilitates cross-cultural integration by enabling learners to explore and engage with the target language in its cultural context, which is essential for developing communicative competence.

### ***Technological Pedagogical Content Knowledge (TPACK) Framework***

The TPACK framework, developed by Mishra and Koehler (2006), provides a comprehensive model for understanding technology integration in learning. TPACK posits that effective teaching with technology requires an understanding of three basic components: content knowledge, pedagogical knowledge, and technological knowledge. In MALL, this framework highlights the potential for EFL learners not only to develop a deeper understanding of linguistic content and teaching strategies but also to effectively use mobile technologies to enhance learning outcomes.

MALL requires teachers to create a sophisticated blend of knowledge. For example, a teacher who uses a mobile app to teach English vocabulary must understand the content (vocabulary skills), best practices for teaching words (such as spaced repetition or contextual learning), and how to effectively utilize the app's resources to support these methods (technology). Mishra and Koehler (2006) concluded that in TPACK framework, therefore, serves as a guiding model for designing and implementing MALL projects, ensuring that the integration of mobile technologies is pedagogically sound and enhances, rather than detracts from, the learning experience.

In practice, the TPACK framework also emphasizes the importance of continuous professional development for teachers, enabling them to stay up-to-date with emerging technologies and pedagogical approaches. Koehler and Mishra (2009) pointed out that as mobile technologies continue to evolve, EFL teachers must adapt their practices to utilize the full potential of these tools in language learning.

## **Trends in MALL Research**

MALL research has evolved dramatically over the last two decades, reflecting broad technological advances and shifts in educational paradigms. As mobile devices have become more ubiquitous and sophisticated, MALL research has expanded to examine various aspects of language learning, including the impact of technology, its effect on language skills, and potential ways to integrate mobile learning into broader educational programs. This section reviews key developments in MALL research, highlighting technological advancements, instructional approaches, and key areas of focus in the literature over the 21st century.

### *Technological Trends*

A major trend in MALL research is the investigation of different types of mobile technologies and their potential applications in language learning. Chinnery (2006) pointed out that early research primarily focused on implementing basic mobile features, such as SMS and simple vocabulary learning quizzes. However, the advent of smartphones and tablets has expanded the scope of MALL research to include more sophisticated applications, such as mobile apps, multimedia content, and augmented reality (AR) tools. Recent studies have increasingly focused on the role of mobile apps specifically designed for language learning. Kim and Kwon (2012) indicated that these apps often incorporate features such as gamification, spaced repetition, and adaptive learning algorithms to increase user engagement and retention. Moreover, Chen (2016) have explored the potential of mobile games in MALL, emphasizing their ability to provide immersive and interactive learning experiences that can motivate students and improve language acquisition.

Another emerging technological trend in MALL research is the integration of augmented reality (AR) and virtual reality (VR) in language learning. Liu and Tsai (2013) mentioned that these technologies enable students to participate in simulated real-world situations, providing contextual experiences that can enhance vocabulary acquisition and cultural understanding. Chen (2016) stated that while still in its infancy, research on AR and VR in MALL suggests the potential for more engaging and effective language learning experiences.

### *Pedagogical Approaches*

MALL research has also examined various instructional strategies that use mobile technologies to support language learning. A key trend is the increasing use of blended learning systems, where mobile learning is combined with traditional classroom instruction. Stockwell (2012) indicated that this approach allows for a more flexible learning environment, enabling students to learn language skills at their own pace while receiving guidance and support from teachers during individualized sessions.

Task-Based Language Teaching (TBLT) has also gained attention in MALL research. Kukulska-Hulme and Shield (2008) stated that this approach leverages mobile devices to facilitate tasks that mimic real-world language use, such as collaborative tasks, problem-solving activities, and virtual communication scenarios. TBLT in MALL has been found to be particularly effective in promoting communication skills, and helping students apply language skills in practical and meaningful contexts. Another pedagogical aspect of MALL research is the emphasis on student autonomy and individualized learning. Mobile devices allow students to access a wide variety of resources and customize their learning experience according to their individual needs and preferences. Burston (2014) pointed out that MALL can support self-directed learning by providing immediate feedback, tracking student progress, and offering personalized feedback based on performance. This focus on autonomy aligns with broader educational trends toward student-centered and lifelong learning.

### ***Focus Areas in MALL Research***

MALL research specifically focuses on the impact of mobile technology on various language skills, including vocabulary acquisition, listening comprehension, fluency, and writing skills. Thornton and Houser (2005) stated that vocabulary learning is one of the most widely studied areas, with many studies demonstrating the effectiveness of mobile apps and games in increasing vocabulary retention and recall. Viberg and Grönlund (2012) stated that listening comprehension has also become an important focus, exploring the use of mobile devices to deliver audiovisual and interactive listening experiences. Speech proficiency is another key area in MALL research, with studies examining how mobile apps and social media platforms can facilitate spoken language learning. Kim (2013) argued that the value of mobile technologies in providing opportunities for students to practice speaking in real-time contexts, such as through voice messaging, video calling, and speech recognition tools.

Beyond these language skills, MALL research has explored broader instructional outcomes, such as student motivation, engagement, and satisfaction. Liu, Li, and Carlsson (2010) mentioned that MALL can significantly increase motivation and engagement by making language learning interactive, enjoyable, and accessible. Kukulska-Hulme (2012) also examined the role of MALL in promoting cultural understanding and intercultural competence, particularly through the use of mobile devices to access culturally relevant information and communicate with speakers of the target language.

### **Challenges in Implementing MALL**

While MALL offers significant opportunities to advance EFL instruction, its implementation is not without challenges. These challenges arise from various sources, such as technological limitations, digital literacy issues, curriculum integration difficulties, and contextual barriers. Understanding these challenges is essential for educators, researchers, and policymakers to successfully leverage MALL's potential.

### ***Technological Barriers***

The biggest challenge in implementing MALL is the technical limitations associated with mobile devices and infrastructure. Burston (2015) stated that, despite the widespread availability of mobile devices, there is still considerable variability in the quality and capabilities of these devices among students. Alrasheedi, Capretz, and Raza (2015) concluded that issues such as limited storage, battery life, screen size, and processing capabilities can affect the usefulness and advantages of MALL applications. Additionally, the availability and reliability of internet connectivity is a concern, especially in rural or undeveloped areas where internet speeds may be limited or erratic. Another technological challenge is the compatibility of mobile learning applications with different operating systems and devices. Stockwell (2013) concluded that the rapid pace of technological advancement requires that apps and devices be regularly updated to remain functional and accessible across platforms. This ongoing technical support and maintenance can be resource-intensive for educational institutions and developers.

### ***Digital Literacy and Training***

Successful implementation of MALL also depends on the digital literacy of both teachers and students. Kim (2013) pointed out that digital literacy refers to the ability to use digital technologies effectively, encompassing not only basic technical skills but also the ability to critically analyze and utilize digital information in meaningful ways. In many EFL contexts, particularly in areas with limited access to technology, teachers, and students may lack the digital literacy skills necessary to fully engage with MALL.

This challenge is further compounded for teachers due to the need to integrate mobile technologies into their existing teaching practices. Kukulska-Hulme (2012) stated that teachers may require additional training and professional development to become proficient in using MALL tools and to understand how these tools can be effectively incorporated into their teaching strategies. Without appropriate training and support, there is a risk of ineffective or improper use of MALL, resulting in suboptimal learning outcomes.

### ***Curriculum Integration***

Integrating MALL into an established curriculum presents another significant challenge. Traditional EFL courses are often designed around face-to-face instruction and may not easily accommodate the flexibility and informality offered by mobile learning. Stockwell (2012) approved that this creates a disconnect between curriculum objectives and the capabilities of mobile technology. Additionally, educators may struggle to align MALL implementation with existing assessment methods, particularly in environments where standardized testing and rigorous assessment protocols are prevalent. The challenge of curriculum integration is further complicated by the need to ensure that MALL complements, rather than replaces, other forms of instruction.

Kukulka-Hulme and Shield (2008) argued that although MALL offers distinct advantages, it should be considered part of a comprehensive, blended approach to language learning, rather than a stand-alone solution. Effective MALL-based learning requires careful planning and collaboration between teachers, curriculum developers, and technologists to ensure that mobile learning activities are pedagogically sound and aligned with educational goals.

### ***Contextual Constraints***

Contextual factors, including cultural, socioeconomic, and organizational elements, also play an essential role in the implementation of MALL. Baran (2014) concluded that, in many regions, especially in developing countries, socioeconomic differences can limit the availability of devices and resources necessary for MALL. Students from low-income areas may not have access to smartphones or reliable internet connections, creating a digital divide that exacerbates existing educational inequalities. Cultural attitudes toward technology and education can also influence the acceptability and effectiveness of MALL. González (2012) stated that in some cases, there may be resistance to the use of mobile devices in educational settings, especially if these devices are perceived as primarily for entertainment rather than learning. Institutional barriers, such as lack of funding, insufficient technical support, and rigid administrative procedures, can further hinder the adoption and integration of MALL into educational programs.

Privacy and security concerns related to the use of mobile technologies in education present another challenge. Baran (2014) concluded that protecting students' data and ensuring the safe use of mobile devices in learning environments are critical issues that must be addressed to build trust and encourage broader adoption of MALL.

### **Effectiveness of MALL in EFL Contexts**

The effectiveness of MALL in the EFL context has been a central focus of research, with many studies investigating its impact on various aspects of language learning. Findings generally suggest that MALL can enhance language acquisition, improve learner engagement and autonomy, though the degree of effectiveness varies depending on the specific language skills targeted, the design of the mobile application, and the context in which it is used. This section examines the effectiveness of MALL in enhancing a variety of language skills, fostering student engagement and motivation, and supporting individualized learning in EFL contexts.

#### **Enhancing Language Skills**

Andujar (2016) pointed out that enhancing language skills is one of the most significant areas of research on MALL. Because of the focus on its effectiveness in enhancing specific language skills, such as vocabulary acquisition, listening comprehension, speaking proficiency, and writing abilities.



### ***Vocabulary Acquisition:***

MALL is particularly effective in supporting vocabulary learning. Thornton and Houser (2005) asserted that mobile applications using spaced repetition systems, flashcards, and gamified quizzes have been shown to significantly improve vocabulary retention and recall in EFL. For example, research has demonstrated that students who use mobile apps for vocabulary practice tend to have better retention than those who rely solely on traditional methods.

### ***Listening Comprehension:***

Viberg and Grönlund (2012) stated that MALL has also proven effective in improving listening skills. Mobile devices provide students with access to a wide variety of audiovisual resources, such as podcasts, videos, and interactive audio exercises, which can be tailored to their skill level. Kim (2013) concluded that these resources when used consistently, can enhance students' listening comprehension by offering opportunities to engage with authentic language and practice it in real-world listening situations.

### ***Speaking Proficiency:***

Speaking is another area where MALL has shown great promise. Lu (2008) summarized that mobile apps that include voice recognition, speech analysis, and interactive conversational simulations allow students to practice language in a low-pressure environment, receive immediate feedback, and monitor their progress over time. Kim (2016) pointed out that EFL learners who use such apps demonstrate improvements in pronunciation, fluency, and overall confidence in speaking.

### ***Writing Skills:***

The impact of MALL on writing, although less studied than other skills, has been positive. Andujar (2016) asserted that some mobile apps offer writing guidance, automated prompts, and peer review activities to help students practice and refine their writing skills. These tools can enhance student writing by providing immediate corrections and suggestions, particularly in grammar and communication.

### ***Promoting Learner Engagement and Motivation***

Another key area where MALL has proven effective is in engaging and motivating students. Thornton and Houser (2005) pointed out that the interactive and often playful nature of mobile apps makes language learning more interesting and engaging, which can lead to higher levels of motivation. Stockwell (2013) approved that students who use mobile apps for language learning report higher levels of satisfaction and are more motivated to continue learning outside of the classroom. The flexibility and accessibility of mobile learning also help maintain engagement. Students can practice language skills at their own pace and on their schedule, making learning more personalized and less daunting. This flexibility is especially beneficial for busy adult learners and others, as it allows them to integrate language learning into their daily routines.

### *Supporting Personalized Learning*

MALL's ability to support individualized learning is another contributing factor to its effectiveness. Kukulska-Hulme (2012) stated that mobile learning apps often include features that allow students to tailor their learning experience based on their individual needs and preferences. For example, many apps offer personalized learning strategies, flexible lesson plans, and customizable lessons, enabling students to focus on the areas that need the most improvement. Godwin-Jones (2011) approved that this personalized approach can lead to more effective learning outcomes. Students who engage with developmentally adaptive and targeted feedback through MALL tools demonstrate greater improvement in language skills compared to those who rely on more general resources. The ability to track progress and set personal goals can give students a greater sense of control over their learning, further increasing their motivation and persistence.

### *Challenges in Measuring Effectiveness*

Although research generally supports the effectiveness of MALL in EFL contexts, it is important to acknowledge the challenges in measuring these outcomes. Stockwell (2012) stated that the wide variety of mobile applications, differences in usage environments, and variations in student profiles make it difficult to generalize findings across different courses. Furthermore, the short duration of many studies suggests that the long-term effects of MALL on language learning outcomes are not yet fully understood.

Additionally, Burston (2014) concluded that factors such as the quality of the mobile application, how it integrates with other learning activities, and the extent to which students are motivated to use technology consistently may influence the overall effectiveness of MALL.

### **Gaps in the Literature and Future Directions**

Although MALL research has greatly advanced our understanding of its potential and effectiveness in EFL contexts, there are still significant gaps in the literature. Addressing these gaps is crucial for gaining a more comprehensive understanding of how MALL can be adapted and applied to different educational settings. This section identifies major gaps in existing research and suggests directions for future studies.

### *Lack of Longitudinal Studies*

An important gap in MALL research is the lack of longitudinal studies that examine the long-term effects of mobile learning on language acquisition. Burston (2015) pointed out that most research in this area is short-term, focusing on immediate or temporary outcomes, such as vocabulary retention or specific language skill development over a few weeks or months. However, language learning is a complex, gradual process, and more detailed research is needed to understand the ongoing effects of MALL on language proficiency, learner motivation, and engagement over time.

Future studies should prioritize comprehensive designs that track student achievement over extended periods, providing insight into the durability of learning gains through MALL and their long-term implications for language development.

### ***Underrepresentation of Diverse Contexts***

Another gap in the literature is the underrepresentation of various educational and cultural factors in MALL research. Much of the existing research has focused on specific regions, particularly in East and West Asian countries, where the use of mobile technologies is widespread. It is concluded that there is limited understanding of how MALL functions in other contexts, such as students in developing countries, rural areas, or those of lower socioeconomic status. Pim (2013) concluded that these contexts may present unique challenges and opportunities for mobile learning, and insights from these settings could contribute to more inclusive and contextualized MALL practices. Future research should aim to include a broader range of geographic and cultural contexts, examining how factors such as access to technology, cultural perspectives, and educational systems influence MALL implementation and effectiveness.

### ***Limited Focus on Learner Diversity and Accessibility***

Kukulska-Hulme (2012) pointed out that research on MALL also tends to focus on homogeneous student groups, often overlooking the diverse needs of different learners, including students with disabilities, older adults, or those with digital literacy deficits. More research is needed to examine how MALL can be developed and implemented to meet the needs of diverse learners, ensuring that all students have access to mobile learning tools. This includes evaluating the benefits of MALL for students with visual, hearing, or intellectual disabilities, and developing guidelines for creating inclusive mobile learning environments. Future research should also explore how MALL can be effectively implemented for students of varying skill levels, ages, and educational backgrounds.

### ***Challenges in Measuring Learning Outcomes***

Many studies rely on self-reported data or short-term surveys, which do not capture the complexities of language learning or the full scope of mobile learning experiences. Stockwell (2013) stated that robust, objective measures of academic achievement can provide a clearer picture of how MALL affects language skills. This could include customized assessment tools designed specifically for mobile learning environments, as well as the use of mixed methods that combine quantitative data with qualitative insights into student experiences. Future research should also examine different MALL interventions. For example, gamified apps, social media platforms, augmented reality, and impact dimensions such as verbal accuracy, fluency, and to communicate effectively.

### ***Integration of Emerging Technologies***

Pim (2013) concluded that as mobile technologies continue to evolve, there is growing interest in how emerging technologies such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) can be incorporated into MALL to enhance language learning. For MALL, however, research into this emerging technology is still in its infancy. More research studies investigating the potential of these technologies to create immersive, adaptive and personalized learning experiences are needed. Future research should examine the efficacy of AI-driven language learning apps, the effectiveness of the project, the impact of VR and AR on student engagement and retention, and the ethical implications of using this technology in educational settings.

### ***Teacher Perspectives and Professional Development***

Although much of the existing research on MALL focuses on student outcomes, little attention is given to the perspectives and experiences of teachers. Kukulska-Hulme (2012) concluded that understanding how teachers view MALL, the challenges they face in integrating it into their teaching, and the support they need to use mobile technology effectively is critical to the successful implementation of MALL. Future research should explore the role of teacher professional development in MALL, examining how training programs can be designed to equip teachers with the skills and knowledge necessary to integrate mobile learning into their teaching practices. Additionally, research should investigate how teachers' attitudes toward technology influence the adoption and use of MALL in the classroom.

### **Conclusion**

MALL has emerged as a powerful tool for EFL instruction, offering flexible, intuitive, and personalized learning experiences that meet the needs of today's students. Through advancements in mobile technology, learners can engage in language learning in new and innovative ways, significantly enhancing various language skills such as vocabulary acquisition, listening comprehension, speaking proficiency, and writing abilities. MALL has also proven to be effective in improving student engagement, motivation, and independence, making language learning highly interactive and enjoyable.

However, despite its potential, implementing MALL in EFL contexts is not without challenges. Technological barriers, digital literacy issues, and difficulties in integrating MALL into existing curricula present significant obstacles that must be addressed to fully realize its benefits. Furthermore, while the existing research on MALL is extensive, it highlights several gaps, including a lack of comprehensive studies, underrepresentation of diverse educational contexts, and insufficient focus on accessibility and student diversity. To advance the MALL initiative and ensure its effective integration into EFL education, future research should aim to address these gaps. More research is needed to understand the long-term effects of MALL on language learning outcomes.

Additionally, expanding research to include different cultural, socioeconomic, and educational contexts will provide a more comprehensive understanding of how MALL can be adapted to meet the needs of all students.

The integration of emerging technologies, such as artificial intelligence and virtual reality, as well as evaluating the role of teacher psychology and professional development, will also be essential for sustainable growth. In conclusion, MALL offers tremendous opportunities for advancing EFL education, but its success depends on ongoing research, thoughtful implementation, and strategies to overcome the challenges it presents. Addressing these issues will enable educators, researchers, and policymakers to work together to harness the full potential of mobile technologies in language learning, ultimately improving educational outcomes for students worldwide.

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