tatefl

Check for updates

The Use of Mobile Assisted Language Learning Among Professional Workers
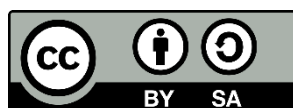
Anggun Nadia Fatimah*
Universitas Negeri Jakarta, Indonesia
anggun.nadia@unj.ac.id

Atmaradhifa Hadinayu
Universitas Negeri Jakarta, Indonesia
atmaradhifa@gmail.com

Alfina Rahmah Dewi
Universitas Negeri Jakarta, Indonesia
alfina.rahmahdewi@gmail.com

*Corresponding author

Abstract

This research aims to discuss more deeply the utilization of Mobile Assisted Language Learning (MALL) technology in a foreign language learning experience specific to seven participants from the professional working class, including CEO, Trainee Coach, Finance Staff, and University Staff. The concept of Uses and Gratifications (UGT) and Media Affordances will be used as a guide to deepen the analysis of the data obtained using a qualitative approach. Data was collected through in-depth interviews with seven workers from various sectors who are actively or have used language learning apps. The results show that the use of MALL apps by working professionals is driven by several factors such as satisfaction (technology, entertainment, social, utilitarian, and content), interactive features and ease of access, and purpose of use. The purpose of use is not only for professional needs (improvement of work/academic skills), but also used for personal satisfaction in learning a foreign language.

INTRODUCTION

In recent years, digital technology has transformed the education sector in a sustainable way (Azhari et al., 2024). The utilization of technology in this field allows users to access educational content without being limited by place and time so as to get constructive learning results (Chen et al., 2010; Lee et al., 2019; Fatimah, 2025) This renewable learning trend is also utilized for foreign language learning (Fatimah et al., 2024). Some examples of technology utilization for learning such as the use of Learning Management Systems (LMS), Virtual and Augmented Reality, and Artificial Intelligence (AI) are also increasing (Tshuma & Chasokela, 2025). These technological developments also enable the emergence of new educational models such as Massive Open Online Courses (MOOCs), Online Degree Programs, and Competency-based Education.

One of the many technological devices used for language learning is smartphones (Fatimah & Salamah, 2020). Like modern technology in general, smartphones allow users to access them anywhere and anytime (Agung, 2024). This application feature can be used to

access foreign language learning content online. Language learning that utilizes smartphone technology is called Mobile Assisted Language Learning or MALL (Fatimah et al., 2024; Rahmanita, et al., 2021) MALL as the name implies is a type of learning activity that specifically focuses on the context of language learning by utilizing mobile devices (Shortt et al., 2023). MALL itself is a form of transformation of the term Computer Assisted Language Learning or CALL, which CALL has a base on computer devices and the like while MALL utilizes the use of smartphones and internet connections as the main media in teaching and learning activities. Compared to computer devices that have limited access to be carried in certain locations, the use of smartphones in MALL is considered to have more flexibility in its use (Fatimah et al., 2024). In addition, it is considered that the use of MALL offers a higher level of interactivity and adaptability compared to CALL (Fatimah & Salamah, 2020; Şen, 2021)

As technology continues to transform the education sector, it also influences how and why people learn languages (Keshav et al., 2022) The demand for language learning is increasing as technology develops (Alakrash & Razak, 2021). English, for example, is a language that students must master and is a compulsory subject in some grades but optional in others (Nurhasanah, 2017). Nowadays, everyone is competing to master various language abilities and skills because of the demand to appear with the ability to be supported by qualified communication media (Alrajafi, 2021). The opening of international jobs that require workers to master foreign languages or meetings and work contracts with international-based companies are also often the reason for the increasing demand for language learning.

With its portability, which refers to the ease with which devices can be carried and used in any conditions, mobile technology has become an integral part of modern life, facilitating various activities that involve communication and multicultural interactions (Nuraeni et al., 2020). Technology assistance for language learning has a positive impact (Pradnyana et al., 2022). Consequently, Mobile-Assisted Language Learning (MALL) has emerged as an innovative solution to overcome the challenges of language learning, offering flexibility unrestricted by time and location (Nuraeni et al., 2020; Cakmak, 2019).

Extensive research has highlighted the benefits of MALL, particularly in increasing motivation and accessibility, thereby making language learning more engaging and interactive (Fatimah & Salamah, 2020). Additionally, MALL facilitates the development of six core communication skills: written language comprehension and production, spoken language comprehension and production, oral interaction, as well as oral and written mediation (Arvanitis & Krystalli, 2021). The use of educational resources can enhance the teaching and learning process, which in turn supports the development of a competent and educated workforce (Dewanthi et al., 2024). Among the most significant advantages of MALL is its portability, which allows users to learn seamlessly across different locations without the burden of carrying additional materials (Sam & Shalini, 2021). Furthermore, MALL has been found to enhance learners' motivation (Wu, 2018; Reynolds & Taylor, 2020; Li et al., 2021; Fithriani, 2021) and increase their interest in language learning (Wu & Huang, 2017; Anjaniputra & Salsabila, 2018; Elaish et al., 2019; Fithriani, 2021). However, despite its numerous benefits, MALL presents certain challenges (Fatimah et al., 2024).

The unrestricted access to digital content through mobile devices can be a source of distraction for learners (Solihin, 2021). Moreover, older adults often exhibit lower adoption

rates due to difficulties in adapting to new technologies (Magsamen-conrad & Dillon, 2020; Puebla et al., 2022). A critical gap in the literature exists concerning the application of MALL among professionals in the workforce. Most studies focus on students and educators within formal education settings, leaving the practical use of MALL for employees—whether for self-directed learning or professional development—largely unexplored. Given that many professionals face time and location constraints that hinder their ability to participate in traditional language education, MALL presents an opportunity to bridge this gap.

Thus, this study seeks to examine the role of MALL in language acquisition among professionals. Specifically, it aims to assess the effectiveness of MALL, identify key factors influencing its adoption, and explore the perceptions of professional workers regarding mobile-based language learning applications. By doing so, this research intends to contribute to the development of more effective and tailored MALL applications that address the unique needs of working professionals. Therefore, the research question guiding this study is: *How do professional workers utilize mobile-based applications for language learning*?

To explain the usefulness of current language learning apps, uses and gratifications theory (UGT) provides a relevant theoretical framework. UGT, introduced by Lazarsfeld and Stanton and further developed by Blumer and Katz, states that individuals actively engage with media to fulfill psychological and social needs (Morissan et al., 2013; Ruggiero, 2000). The theory identifies various forms of satisfaction such as utilitarian, hedonic, social, content and technological (Gao, 2023) where in application, the theory focuses on goals, and variations that exist in each individual (Griffin et al., 2018; Wibowo & Irwansyah, 2023)

In parallel, media adequacy theory enriches the understanding of how technological features shape user behavior and engagement. Derived from Gibson's (1979) concept of affordance-further developed by Norman (1988)-the theory focuses on how users perceive and utilize technology features in specific contexts (Evans et al., 2017; Jiao et al., 2022). Schrock (2015) identified four key capabilities in mobile learning: portability, availability, location, and multimediality, all of which contribute to a flexible and interactive language learning experience.

By integrating UGT and Media Affordability Theory, this study aims to examine how learners engage with mobile-assisted language learning platforms, what gratifications they seek, and how the affordability of such technologies supports or limits their engagement. Understanding these relationships is critical to designing more effective and user-centered educational technologies.

METHOD

Post-positivist research is a science research approach that emerges from critiques and improves upon positivism's assumptions. Whereas positivism asserts that reality is objective, available, and can be discovered by observing and measuring empirically, post-positivism values the limits involved in fully knowing reality due to human subjectivity, prejudice, and fallibility of observation (Fox & Ramazanoglu, 2008). Thus, this post-positivist research is designed using a qualitative approach to explore working professionals' perspectives on using mobile-assisted language learning apps and describe them comprehensively. The research utilizes phenomenological methods to understand the personal motives behind app usage and how app features help them navigate their online learning experience.

The research was conducted over six months, from November 2024 - April 2025. The process began with a one-month planning phase, during which the research objectives, methodology and instruments were designed and finalized. This was followed by team building activities, including the recruitment and briefing of research assistants. Data collection was conducted over two months, with in-depth interviews with 7 workers from various sectors who are actively using or have used language learning apps. Interviews were conducted online via Zoom Meeting, Google Meet, or WhatsApp Phone during February - March 2025. In the following month, the data was coded, categorized and analyzed using qualitative methods. Finally, the research team spent the last month compiling the findings and drafting the research article for publication.

The results of the study were analyzed by utilizing thematic analysis techniques, which allowed the researcher to organize the data into major themes according to the research findings (Ahmed et al., 2025). The data obtained were narrowed down into three main themes, namely the motivation for using the MALL application, preferences for using the application, and challenges and obstacles in using the application. A total of 7 informants were involved in this study, with details of 3 male and 4 female informants. Informants were drawn from different employment sectors with details of 3 people from the education sector, 1 person from the government sector, and 3 people from the private sector. To enhance the validity of the data, a source triangulation technique was applied. This involved cross-checking the data obtained from the 7 informants by comparing their responses with secondary data sources such as existing literature studies on MALL usage. In addition, informant data was also compared across the education and corporate sectors. This triangulation process ensures that the conclusions drawn from the data are more robust and reliable.

FINDINGS AND DISCUSSIONS
Motivation Using MALL Applications

Based on in-depth interviews with seven professional workers actively using MALL applications, their motivations and satisfaction in utilizing these applications can be analyzed through the five dimensions of the Uses and Gratifications Theory (UGT): technology gratification, hedonic gratification, social gratification, utilitarian gratification, and content gratification (Gao, 2023).

In the dimension of technology gratification, nearly all respondents emphasized the importance of ease of access, particularly in terms of simple gamification features that provide comfort in using the application. They highlighted UI/UX designs that avoid overly bright colors and offer dark mode settings, similar to Duolingo. Applications that meet these criteria enhance users' motivation to continue learning.

> *"In my opinion, it has many features, the learning process is easy to follow, and the UI/UX is well-designed. Since the UI/UX is great, it feels flashy, making the learning system easy to follow. Also, the settings allow dark mode."* (A. H., personal communication, February 2025)

Hedonic gratification refers to the pleasure, entertainment, and emotional comfort individuals experience when using an application. In this study, this dimension is linked to respondents' experiences in learning a foreign language not for academic or professional

purposes, but rather for personal interest, hobbies, or travel. Respondents demonstrated that using language learning applications could provide emotional satisfaction on a personal level.

> *"For English, it's simply because I want to. All the foreign languages I have learned were just because I wanted to, not for work. I just enjoy learning languages."* (S. P., personal communication, February 2025)

Through applications like Tandem and Episoden, respondents engaged in social interactions via individual and community conversations. These features were found to be particularly appealing as they facilitated sustainable relationships and direct practice of foreign language communication based on knowledge acquired from MALL applications. The rules in the app also help introverts to be brave enough to talk to strangers from all over the world.

> *"I also enjoy making new friends on Tandem to share cultures, hobbies, or just have conversations... because I see that people on Tandem genuinely want to engage in language learning."* (U. Y., personal communication, February 2025)

> *"But I do like to talk to people from abroad. You could say that. But Tandem took longer. Because I used to like to chat. I didn't really like video calls back then. One, because I'm introverted. Two, because I don't feel safe with video calls. But since this episoden, I have become brave. The problem is that the people there have been filtered out who are good. Then there are rules too. Like you can't leave in the middle of a conversation, you can't eat while eating, you can't lie down, you have to wear proper clothes, the rules are detailed. So I only dared to video call after this episoden."* (S. P., personal communication, February 2025)

Interactive applications that provide real conversation partners, such as Tandem and Episoden, also helped respondents build confidence in using a foreign language, as their conversation partners understood them and kept the discussion flowing.

> *"On Tandem, even if I type something incorrectly, people still understand. The important thing is that I try. At first, I was afraid to chat, afraid of making mistakes. But when I finally sent a message, someone replied. Now, I'm much better at it, thank God. I used to make a lot of mistakes, but now my sentence structure has improved significantly."* (U. Y., personal communication, February 2025)

Another informant used a foreign language app because she enjoyed learning and collecting new vocabulary.

> *"On Tandem, even if I type something incorrectly, people still understand. The important thing is that I try. At first, I was afraid to chat, afraid of making mistakes. But when I finally sent a message, someone replied. Now, I'm much better at it and my sentence structure has improved significantly, thank God."* (U. Y., personal communication, February 2025)

> *"Well, I have my own book to collect vocabulary and sentence forms. What makes learning English fun for me is when I collect phrases that are rarely spoken by non-native speakers. Oh yes, in total there are probably around 300 of them."* (M. R., personal communication, February 2025)

Regarding social gratification, the study found that respondents used MALL applications to enhance their professional status, particularly for career advancement. Using

MALL applications helped them prepare for the IELTS test, which was a requirement for pursuing higher education—a key factor in job promotion at their institutions.

> *"Yes, actually, in my job, pursuing a master's degree is one of the criteria for career progression since I hold a functional position. Education contributes to credit points for promotion and work-related assessments."* (A. A., personal communication, February 2025)

Another respondent used MALL applications to prepare for an upcoming international class at their institution. By gaining cross-cultural experiences and expanding their social network, they believed their status as an employee would improve in the eyes of their colleagues.

> *"I think learning a language is beneficial for my personal growth. I find it important to keep improving because my institution will have an international class soon, and I want to contribute. It also makes others see that, despite my job responsibilities, I have strong language skills."* (U. Y., personal communication, February 2025)

From a utilitarian gratification perspective, respondents used MALL applications due to specific objectives they needed to achieve. One respondent, for instance, used the application to prepare for scholarship and job selection processes, believing that learning through the app would ease the selection process and ultimately increase their chances of success.

> *"My initial motivation to learn was the selection process. I was applying for jobs and scholarships, and many required a certain level of English proficiency. Besides that, I am currently pursuing further studies, where mastering English is essential for both academic and professional purposes."* (A. H., personal communication, February 2025)

As a businessman, informant often needs to interact with international, or national clients national clients who favor the use of English, who also use foreign languages in business discussions that cannot be directly translated for someone who does not often study foreign languages

> *"Because I am in the business field, I come into contact with a lot of English vocabulary. Sometimes when I meet with partners or clients, they like to discuss using English vocabulary thinly. Well, especially if the client or my partner is from Jakarta. They are more advanced in my opinion in terms of English vocabulary. Well, so that I can be relevant to their language. Sometimes it can't be translated clearly. Like there are certain terms in there when they talk. Well, that's also what you might say about the water diem. That also really helps me to be able to... When we use a foreign language, we can easily connect with the person we are chatting with."* (M. R., personal communication, February 2025)

> *"Because I'm a trainer and coach by profession, it actually has little effect. Because usually my clients are Indonesian, so they don't need English. But there was an Indonesian client who wanted to be coached in English and chose me. Or I just got a client from America, from France. Because I speak English and I hang out with people outside as well. But that's a few, not too many. But once I was also asked to be a translator for a training where the trainer was a foreigner. Because I can speak*

> *English, so I became the translator. And I'm also a trainer, so I can double as an assistant trainer and interpreter too."* (S. P., personal communication, February 2025)

Finally, in the dimension of content gratification, most respondents used foreign language learning applications to maintain and refine their linguistic skills, ensuring continuous improvement.

> *"I use it to keep my language skills from deteriorating. Learning a language is like a muscle—the more you use it, the better it gets. That's why I practice continuously so I don't lose my skills."* (S. B., personal communication, February 2025)

In terms of application usage consistency, all respondents demonstrated regular engagement with MALL applications, as the provided learning materials aligned significantly with their needs. By using MALL applications, users' learning objectives were effectively met, reinforcing their motivation to continue learning. Professional users of MALL find satisfaction in various forms represented by five factors: technology gratification, hedonic gratification, social gratification, utilitarian gratification, and content gratification (Gao, 2023). The use of MALL is considered more effective than traditional methods, as supported by previous studies (Li et al., 2021), particularly in terms of flexibility, multimedia integration, and real-time feedback (Rafiq et al., 2024).

App Usage Preferences

From the interviews that have been conducted with informants, several conclusions can be drawn about user preferences through the lens of the dimensions of Media Affordance Theory formulated by Schrock (2015) namely portability, availability, locatability, and multimediality. The informants mentioned several apps that they usually use for language learning, such as *episoden*, *tandem*, *bayna yadayk IELTS Practice,* and *duolingo*.

Referring to the portability dimension, which refers to the ease of access without being limited in time and place, all informants agreed that the use of the MALL application offers a high level of flexibility in use. Being mobile-based, these learning apps make it easy for users to access anytime and anywhere. In addition, users who are also professional workers admitted to using it in their spare time or when they are burned out from a lot of work.

> *"I love using this app in my free time. Maybe in the evening when I get home, sometimes I like to spend 15-20 minutes just reading the text, or sometimes I like to keep it open for a week. Sometimes I also open it at work when I'm burned out. It's quite helpful because it's a mobile app so I can use it whenever I want."* (S. B., personal communication, February 2025)

> *"My main reason is the access, easy access to learning, and interactivity. So it is indeed more helpful than traditional media."* (A. D., personal communication, February 2025)

These advantages make the informants state that they indeed prefer to use mobile-based learning applications compared to only using books or other traditional methods. Furthermore, there is the Availability dimension. This dimension emphasizes the adequate availability of a medium for a particular purpose (Schrock, 2015). In the context of MALL, informants use it to find learning resources according to their needs. There are several goals that informants want

to achieve so that they decide to use the MALL application. Some want to develop their ability to speak a foreign language and get used to chatting in that language so they look for apps that provide voice or video call features with native instructors or other users who are also learning.

Figure 1. Display of Video Call Feature on Episoden App
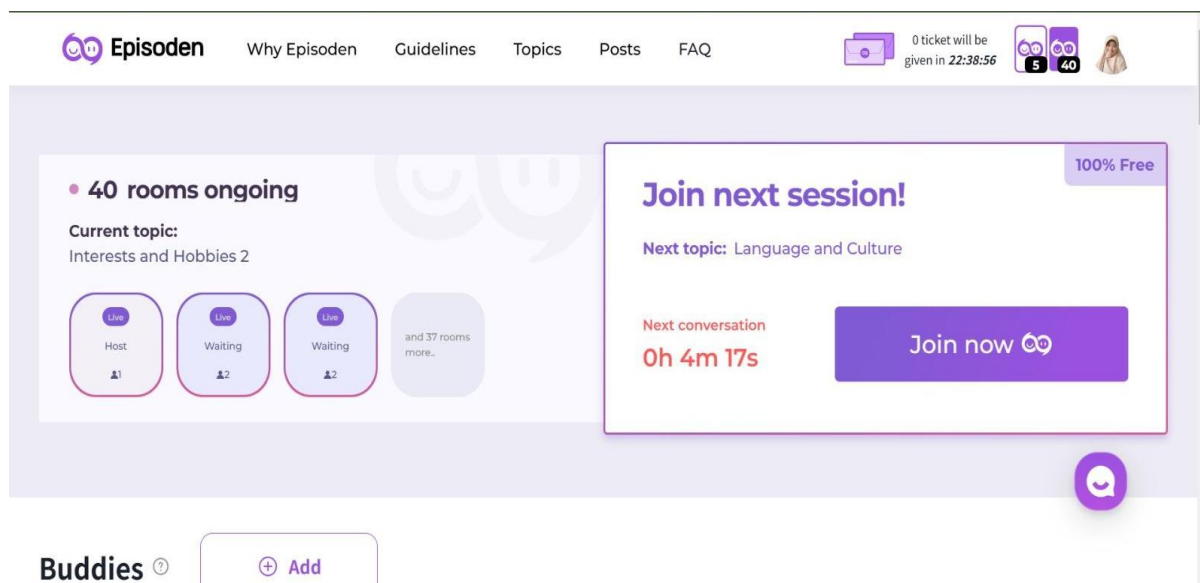
Then there are those who want to develop skills in grammar or vocabulary selection in foreign languages so they will look for applications that have related features. There are also those who just want to 'maintain' the knowledge they already have so they look for applications based on test questions and so on.

**Figure 2. Feature Display on Bayna Yadayk and Duolingo App**
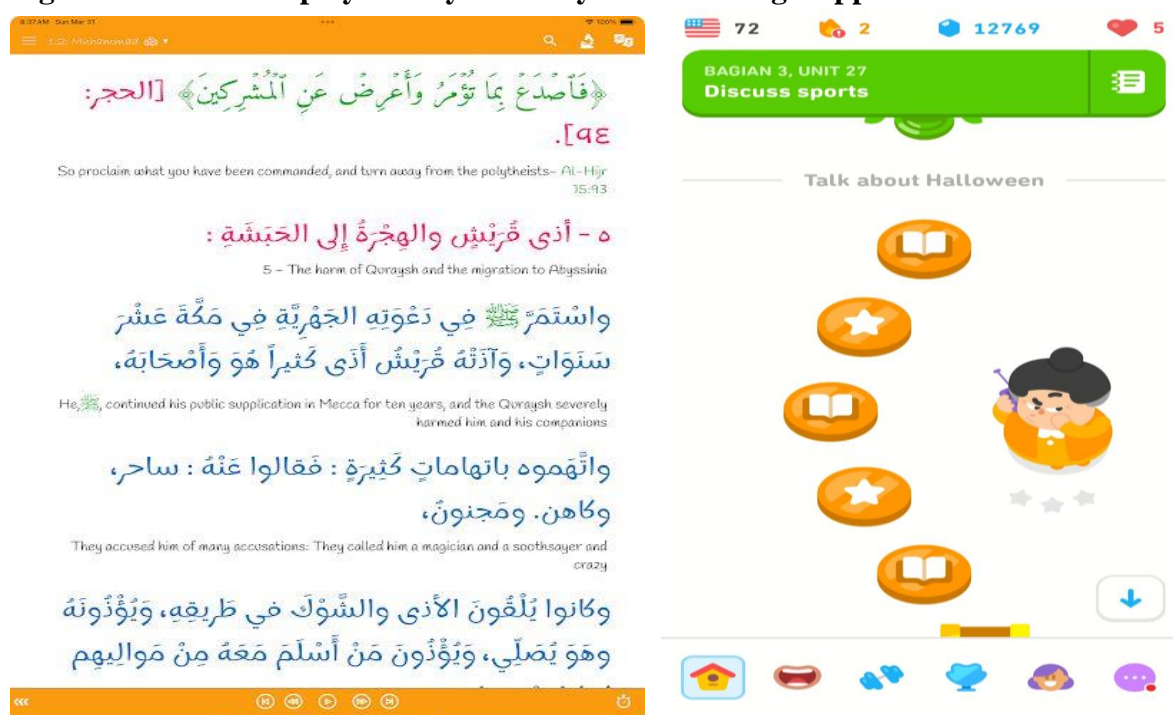
This usage is also supported by individual preferences, such as users who prefer gamification features because it is considered more fun like the duolingo application. Furthermore, there are users who love interacting with new people so much that they are eager to use live messaging or calling-based apps such as episodic or tandem apps, but there are also users who prefer to avoid such features.

"Because my goal in learning a language is to talk to people. To communicate, so I'm happy that there are apps that provide that." (A. D., personal communication, February 2025)

"I don't like to use apps that have video calls as their main feature. If the video still needs our effort to turn on the camera and so on. I think it takes a lot of effort to prepare. And I've also tried apps that use the chat feature with strangers, but even more often it's misused so it's like dating, I'm not comfortable. So now I prefer applications that really focus on learning like IELTS Practice.." (M. R., personal communication, February 2025)

Figure 4. Feature Display on Tandem App
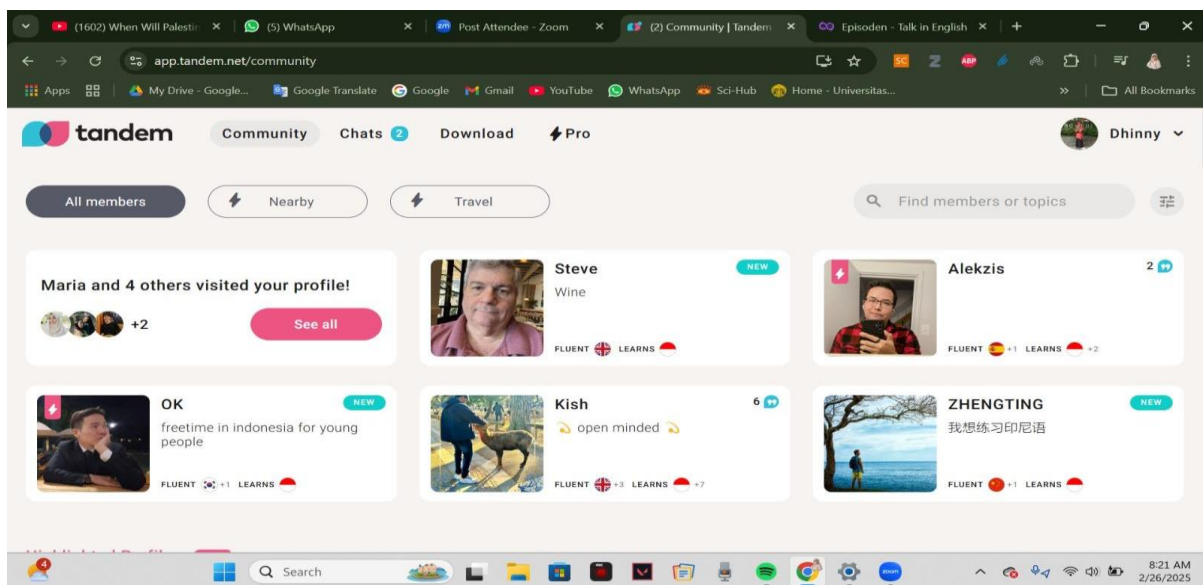
Finally, there are users who want to see their learning progress and find the feature encouraging, but conversely, there are users who find the feature mentally burdensome. These preferences also affect the consistency of learning by users.

"I keep recommending this episodic feature. Why, because the episodic is like giving a reward if for example we succeed in attracting new users. Then I will be motivated. Because I like achievement. Seeing there are numbers, then there's data, how many sessions in total, have you met people from how many countries, 66, like that. Then how many partners have you met. I like to see the statistics." (S. P., personal communication, February 2025)

"Maybe because my background is English education, sometimes if I see my score is not good, I'm like questioning, am I really not in the English department, why is my score bad. So it's like self-esteem" (M. R., personal communication, February 2025)

Meanwhile, the locatability dimension refers to the ease of coordinating, monitoring, and identifying locations when using digital media (Schrock, 2015). In this case, locatability allows users to interact based on their location, thus supporting more effective and situationally appropriate communication. For example, there are several learning applications that can be set to use the language according to the user's preferences, such as wanting to use Indonesian which is the native language of the user or vice versa. Then there are also those that add settings where the user can indicate their nationality to other users so that they can adjust when interacting, this is commonly used in applications that have interaction features between users.

> *"In tandem, we can see what language we are learning. Later we will be matched with the person we are learning the language from. So for example, if I'm learning Spanish, English. Later I will meet people from native Spanish or native English who are learning Indonesian as native Spanish. So we can meet people to exchange languages." (S. P., personal communication, February 2025)*

Finally, there is the dimension of multimediality, which refers to the ability of a medium to integrate various communication elements to convey information. These elements can be visual, audio, or other interactivity features such as text, images, audio, and video. In the applications mentioned by the informants, there are differences in the main features. For example, in the duolingo and bayna yadayk applications there are several features devoted to reading text, writing, speaking and listening training which are packaged with a combination of various elements and iconic colors of the application. Then there is the tandem application focusing on replying to messages and stimuler features that focus on visual and audio elements for speaking training. While the main feature in episoden is focused on video and audio elements (video call).

Figure 5. Example Display of Exercise Type Selection Feature on Tandem and Duolingo Apps
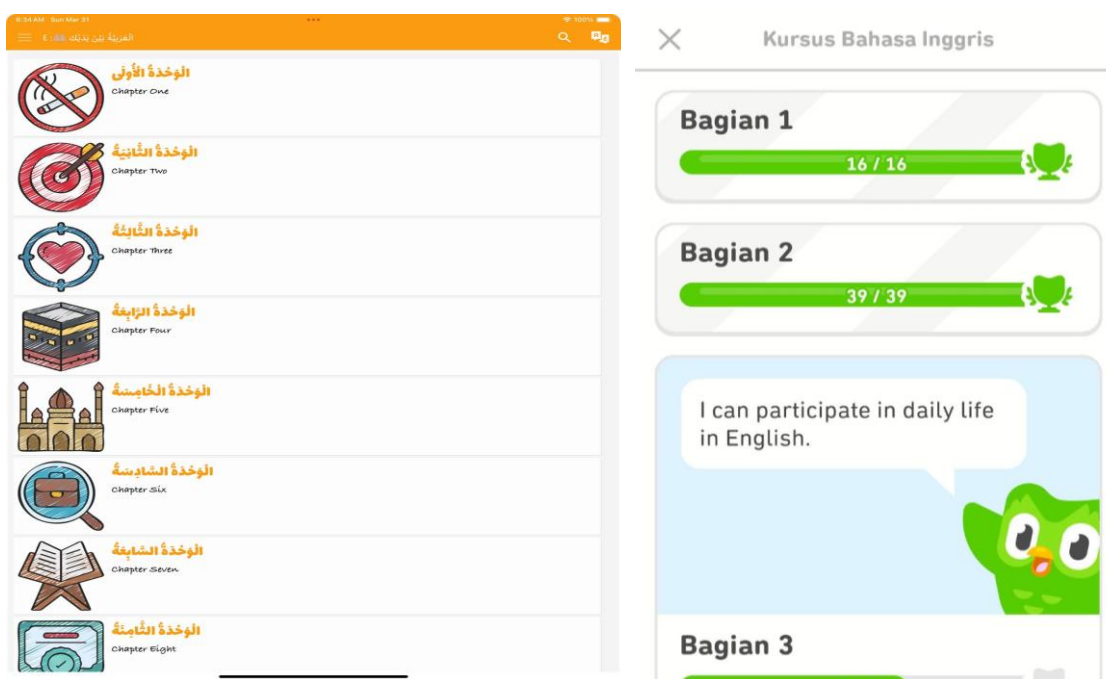
The choice of color and appearance is also quite important for some informants, some of whom like bright color displays, while others deliberately set the color display of the application to be dark out of habit.

> *"Because the UI/UX is okay. The problem is that I set the dark mode, if other than that I haven't tried it. But maybe if it's white, at night it's a bit glaring. It's a bit eye-catching maybe, but because I use dark mode, it's comfortable, and the character details are okay. It's consistent, you know, the bird design, or the characters in Duolingo, I think it's quite okay. There is design consistency. The colors too, minimalist. Overall the design is minimalist, the symbols and icons are easy to navigate in my opinion. So, I know where the homenya is, what language I'm learning I know, the streak also appears, there's something on it. I know the number of hearts. Easy to navigate yes, because there is a lot of space. There's a lot of space on the homepage, and then the system is like a snake ladder, there are steps. So ... in my opinion, minimalist but easy to navigate for UI/UX." (A. D., personal communication, February 2025)*

Nevertheless, the informants suggested the need for further development such as customization of learning materials with local cultural contexts, detailed explanations of mistakes in the questions that have been done, and additional features such as intensive learning modes or avatar simulations that are more realistic and interactive to provide a more in-depth and contextualized learning experience.

> *"For suggestions, the most important thing is to add a feature to filter how the user's condition is and then adjust, provide, open up to giving input. So that it can adjust, the language can be inclusive for several parties. Then this is also important, how errors from users, our training errors are explained in detail. Because in the duolingo application, we are only told "oh, this is wrong" but not told the reason why it is wrong, as learning. So the understanding process takes longer. So that's what I said earlier, we inevitably have to learn from outside the application." (A. H., personal communication, February 2025)*

> *"Actually, Stimuler has an avatar, but it looks like a picture, not like a person. So when we practice speaking, there are pictures of people and then responses. I prefer it if it's a person who moves, now AI can make that, a person with, really like a person and has gestures, and he responds to us. I think it feels more like a simulation for speaking practice." (A. A., personal communication, February 2025)*

In conclusion, the MALL application was chosen by users not only for learning but also for the ease and convenience of users in learning foreign languages. This statement is consistent with a study that users' perceptions of using MALL are closely related to the comfort and ease of use of the application (Hardyansyah et al., 2021). This selection is also not only based on goals but also the preferences of each user. This is in line with previous research by Faozi and Handayani (2023) which states that a key factor in the continued use of the MALL application is user satisfaction.

Challenges and Obstacles in Using the Application

It was found that each informant experienced challenges and obstacles when using MALL applications. One informant felt that during the language learning process, their physical and emotional condition significantly influenced their motivation to start or continue learning, often causing a drastic decline in their willingness to study.

> *"The challenge for me as someone who works is that completing tests or exercises requires me to be in a fit condition. When my energy is sufficient, my mind is sharp enough to answer the questions. But when I'm already exhausted, it affects my score as well. And my mood for continuing decreases—like, when I see my score isn't improving, I just don't feel like continuing the practice anymore. That's the challenge."* (M. R., personal communication, February 2025)

Several other informants stated that most MALL applications they used, such as Tandem, did not have an automatic correction feature, making them hesitant when structuring sentences.

> *"Maybe if there was a chat feature with automatic corrections, that would help. In Tandem, it's just chatting—there are no corrections for word usage. So, I have to correct everything myself."* (U. Y., personal communication, February 2025)

For informants who work full-time, they find it difficult to set aside time for language learning; their limited free time prevents them from intensely studying the language, which is a barrier to establishing a consistent learning routine and understanding the language learning materials in depth. However, one informant felt that even though he had tried to spend a lot of time using Duolingo in between his busy schedule, the material provided by Duolingo tended to be basic, and did not meet the desired target.

> *"In my opinion, the first impression with this Duolingo, is that the language is complete, you can choose any language, but the lessons provided are really basic or generic.."* (A. D., personal communication, February 2025)

Then in presenting material content, the use of language in the Duolingo application often leads to negative things, where discussions about these things are not necessarily acceptable in various countries, so it seems sensitive even though it is used as material.

> *"For a moment, I remember first, there are parts where, for example, it cannot adjust the cultural or environmental conditions that exist in us, especially in Indonesia. So for example there are several sentences or examples of cases that contain sentences related to sensitivity, such as LGBT. So that we feel disturbed because of that. Personally, it's like that. We also can't filter, adjust to our conditions. So we can't filter and we can't give input either. That's the drawback. So that's why I can't recommend it to anyone regarding this application. The worry is related to the understanding of someone who doesn't know what LGBT is. It is feared that because they use the application, they will be carried away, they can even enter LGBT, I'm afraid so." .."*
> (A. H., personal communication, February 2025)

This study also reveals several challenges commonly faced by professional workers when using MALL, which affect their motivation and consistency in learning. Gao et al., (2020) found that emotional conditions greatly influence learning motivation Time constraints faced by workers with various responsibilities also make it difficult to maintain consistency in learning, reinforcing Adeoye, et al., (2024) findings that professional workers often struggle to allocate time for learning amidst their busy schedules, if workers do not have the discipline to use the app they will not be motivated to learn, leading to delays (Akhter et al., 2021).

CONCLUSION

Based on the research findings, it can be concluded that the use of MALL applications by professional workers is driven by various gratifications, including technology, entertainment, social, utilitarian, and content satisfaction. Additionally, the interactive features and ease of access provided by these applications serve as key attractions, encouraging users to continue using them and find comfort in their learning experience. The use of these applications is not solely driven by professional needs, such as skill enhancement or academic purposes like test preparation; professional workers also utilize them for personal satisfaction in learning foreign languages.

User preferences in selecting applications are influenced by the flexibility of use, as well as features that align with their learning objectives. The presence of communication-supporting elements such as text, audio, video, or even AI avatars is considered beneficial in enhancing visual understanding, making it easier for users to grasp learning materials and stay motivated to practice consistently. However, despite these advantages, MALL applications still present challenges for professional workers, including the absence of automatic correction features, difficulties in allocating study time, and the emotional impact on learning motivation. Therefore, further development is needed to better accommodate user preferences and needs, such as integrating automatic correction features, offering intensive time options for application use, and providing motivational support features that contribute to users' emotional well-being. Previous studies have shown that automatic feedback mechanisms is quite helpful for users (Mridha, et al., 2021).

REFERENCES

Adeoye, M. A., Prastikawati, E. F., Oladimeji, R. M., & Olaifa, A. S. (2024). From overwhelm to success: Empowering educational personnel with microlearning and self-paced training to maximize performance and avoid burnout. *International Journal of Educational Review*, *6*(1), 46–58. https://doi.org/10.33369/ijer.v6i1.31228

Agung, B. (2024). Pemanfaatan smartphone dalam pendidikan. Guepedia.

Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khdhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health, 6.* https://doi.org/10.1016/j.glmedi.2025.100198

Akhter, S., Javed, M.K., Shah, S. Q., & Javaid, A. (2021). Highlighting the advantages and disadvantages of E-Learning. *Psychology and Education, 58*(5), 1607-1614.

Alakrash, H. M., & Razak, N. A. (2021). Technology-based language learning: Investigation of digital technology and digital literacy. *Sustainability (Switzerland), 13*(21). https://doi.org/10.3390/su132112304

Alrajafi, G. (2021). The use of English in Indonesia: Status and influence. *Journal of Literature and Linguistics, 1*(1), 1–10. https://doi.org/10.36269/sigeh.v1i1.355

Anjaniputra, A. G., & Salsabila, V. A. (2018). The merits of Quizlet for vocabulary learning at tertiary level. *Indonesian EFL Journal, 4*(2), 1–11. https://doi.org/10.25134/ieflj.v4i2.1370

Arvanitis, P., & Krystalli, P. (2021). Mobile-assisted language learning (MALL): Trends from 2010 to 2020 using text analysis techniques. *European Journal of Education, 4*(1), 13–22. https://doi.org/10.26417/461iaw87u

Azhari, D., Alifahsyahri, L., Sinaga, R. T., Santika, S. D. B., Sipayung, V. P. B., Maulani, W. R., & Wahyu, A. (2024). Dampak positif edukasi masyarakat di era digital. *Sanskara Ilmu Sosial Dan Humaniora, 1*(2), 76–79.

Cakmak, F. (2019). Mobile learning and mobile-assisted language learning in focus. *Language and Technology. Language and Technology, 1*(1), 30–48.

Chen, C., Huang, J., & Hsiao, Y. (2010). Knowledge management and innovativeness: The role of organizational climate and structure. International Journal of Manpower, 31(8), 848–870. https://doi.org/10.1108/01437721011088548

Dewanthi, F., Marsakawati, N. P. E., & Sari, R. A. (2024). Text-based language teaching flipbook for guest relation officer to enhance students multimodal literacy. *The Art of Teaching English as a Foreign Language (TATEFL), 5*(2), 124–136. https://doi.org/https://doi.org/10.36663/tatefl.v5i2.759

Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a mobile game application to boost students' motivation in learning English cocabulary. IEEE Access, 7, 13326–13337. https://doi.org/10.1109/ACCESS.2019.2891504

Evans, S. K., Pearce, K. E., Vitak, J., & Treem, J. W. (2017). Explicating affordances: A conceptual framework for understanding affordances in communication research. *Journal of Computer-Mediated Communication, 22*(1), 35–52. https://doi.org/doi:10.1111/jcc4.12180

Faozi, F. H., & Handayani, P. W. (2023). The antecedents of mobile-assisted language learning applications continuance intention. *Electronic Journal of E-Learning, 21*(4), 299–313. https://doi.org/10.34190/ejel.21.4.2744

Fatimah, A. N. (2025). Learning through digital media: Opportunities and challenges among Indonesian citizens. In *5th Annual Civic Education Conference (5th ACEC 2024)*. Atlantis Press. https://doi.org/10.2991/978-2-38476-372-6_4

Fatimah, A. N., Imsa, M. A., Soegiarto, A., & Hadinayu, A. (2024). Optimalisasi pengalaman belajar pada program pelatihan daring melalui adaptasi alat ukur e-learning learning experience. *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M), 5*(4), 957–967. https://doi.org/10.33474/jp2m.v5i4.22314

Fatimah, A. N., Imsa, M. A., Soegiarto, A., & Oktiara, S. L. (2024). E-learning learner experience pada pengguna mobile assisted language learning. *Risenologi, 9*(2), 38–47. https://doi.org/10.47028/risenologi.v9i2.748

Fatimah, A. N., & Salamah, U. (2020). Mobile instant messaging for mobile learning activity: Use of WhatsApp group as a mobile learning platform in Anak Pintar Community. *Joint proceedings of the 3rd International Conference on Intervention and Applied Psychology (ICIAP 2019) and the 4th Universitas Indonesia Psychology Symposium for Undergraduate Research (UIPSUR 2019)*, 328–340. https://doi.org/10.2991/assehr.k.201125.027

Fithriani, R. (2021). The utilization of mobile-assisted gamification for vocabulary learning: Its efficacy and perceived benefits. *CALL-EJ, 22*(3), 146–163.

Fox, N. J., & Ramazanoglu, C. (2008). Postpositivism. *The SAGE encyclopedia of qualitative research methods*. https://doi.org/10.4135/9781412963909.n332

Gao, B. (2023). A uses and gratifications approach to examining users' continuance intention towards smart mobile learning. *Humanities and Social Sciences Communications, 10*(1), 1–13. https://doi.org/10.1057/s41599-023-02239-z

Gao, T., Tian, Y., Zhu, Z., & Sun, D.-W. (2020). Modelling, responses and applications of time-temperature indicators (TTIs) in monitoring fresh food quality. *Trends in Food Science & Technology*, 99, 311–322. https://doi.org/10.1016/j.tifs.2020.02.019

Gibson, J. J. (1979). *The ecological approach to visual perception.* Houghton, Mifflin and Company.

Griffin, E., Ledbetter, A., & Sparks, G. G. (2018). A first look at communication theory (10th ed.). McGraw-Hill.

Hardyansyah, A. M., Syam, U. K., & Muhsin, M. A. (2021). Analysis students' perception of using mobile assisted language learning (MALL) in reading class. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9*(2), 12–127. https://doi.org/10.24256/ideas.v9i2.2225

Jiao, Z., Li, C., & Chen, J. (2022). Knowledge platform affordances and knowledge collaboration performance: The mediating effect of user engagement. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.1041767

Keshav, M., Julien, L., & Miezel, J. (2022). The role of technology in era 5.0 in the development of Arabic Language in the world of education. *Journal International of Lingua and Technology, 1*(2), 79–98. https://doi.org/10.55849/jiltech.v1i2.85

Lee, J., Song, H. D., & Hong, A. J. (2019). Exploring factors, and indicators for measuring students' sustainable engagement in e-learning. *Sustainability (Switzerland), 11*(4). https://doi.org/10.3390/su11040985

Li, R., Meng, Z., Tian, M., Zhang, Z., & Xiao, W. (2021). Modelling Chinese EFL learners' flow experiences in digital game-based vocabulary learning: The roles of learner and contextual factors. *Computer Assisted Language Learning, 34*(4), 483–505. https://doi.org/10.1080/09588221.2019.1619585

Magsamen-conrad, K., & Dillon, J. M. (2020). Mobile technology adoption across the lifespan: A mixed methods investigation to clarify adoption stages, and the influence of diffusion attributes. *Computers in Human Behavior, 112*. https://doi.org/10.1016/j.chb.2020.106456

Mridha, M. F., Nur, K., & Hasan, M. (2021). A survey of automatic text summarization: Progress, process and challenges. IEEE Access, 9, 156043-156070. https://doi.org/10.1109/ACCESS.2021.3129786

Morissan, Wardhani, A. C., Umarella, F. H., & Sikumbang, R. (2013). *Teori komunikasi massa: media, budaya, dan masyarakat*. Ghalia Indonesia.

Norman, D. A. (1988). *The psychology of everyday things.* Basic Books.

Nuraeni, C., Carolina, I., Supriyatna, A., Widiati, W., & Bahri, S. (2020). Mobile-Assisted language learning (MALL): Students' perception and problems towards mobile learning in English Language. *Journal of Physics: Conference Series, 1641*(1). https://doi.org/10.1088/1742-6596/1641/1/012027

Nurhasanah, N. (2017). Peranan Bahasa sebagai mata pelajaran wajib di Indonesia. Eduscience: *Jurnal Ilmu Pendidikan, 2*(2), 87–93.

Pradnyana, G. T., Santosa, M. H., & Saputra, I. N. P. H. (2022). Teacher's and young learners' needs in English teaching and learning environment. *The Art of Teaching English as a Foreign Language (TATEFL), 3*(2), 111–117. https://doi.org/10.36663/tatefl.v3i2.280

Puebla, C., Fievet, T., Tsopanidi, M., & Clahsen, H. (2022). Mobile-Assisted language learning in older adults: Chances and challenges. *ReCALL, 34*(2), 169–184. https://doi.org/10.1017/S0958344021000276

Rafiq, S., Iqbal, S., & Afzal, A. (2024). The impact of digital tools and online learning platforms on higher education learning outcomes. *Al-Mahdi Research Journal(MRJ), 5*(4), 359–369.

Rahmanita, R. A., Ratminingsih, N. M., & Juniarta, P. A. K. (2021). Developing an android-based English reading material for the eighth grade students in Mtsn Karangasem. *The Art of Teaching English As a Foreign Language (TATEFL)*, *2*(2), 183–193. https://doi.org/10.36663/tatefl.v2i2.179

Reynolds, E., & Taylor, B. (2020). Kahoot!: EFL instructors' implementation experiences and impacts on students' vocabulary knowledge. *Computer-Assisted Language Learning Electronic Journal, 21*(2), 70–92.

Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass Communication and Society*, *3*(1), 3–37. https://doi.org/10.1207/S15327825MCS0301_02

Sam, D. P., & Shalini, R. (2021). Limitations and advantages in implementing MALL in the tertiary ESL classrooms: A review. *International Journal of Recent Technology and Engineering (IJRTE), 9*(5), 27–32. https://doi.org/10.35940/ijrte.e5097.019521

Schrock, A. R. (2015). Communicative affordances of mobile media: Portability, availability, locatability, and multimediality. *International Journal of Communication, 9*, 1229–1246.

Şen, N. S. (2021). A critical review on the mobile assisted language learning with a focus on empirical studies. *Journal of Learning and Teaching in Digital Age, 6*(2), 117–126.

Shortt, M., Tilak, S., Kuznetcova, I., Martens, B., & Akinkuolie, B. (2023). Gamification in mobile-assisted language learning: a systematic review of Duolingo literature from public release of 2012 to early 2020. *Computer Assisted Language Learning, 36*(3), 517–554. https://doi.org/10.1080/09588221.2021.1933540

Solihin, S. (2021). Using mobile-assisted language learning (MALL) to teach English in Indonesian context: Opportunities and challenges. *VELES: Voices of English Language Education Society, 5*(2), 95–106. https://doi.org/10.29408/veles.v5i2.3150

Tshuma, L. S. & Chasokela, D. (2025). The rise of online learning and the technological revolution in higher education. In M. Kayyali & B. Christiansen (Eds.), *Insights into international higher education leadership and the skills gap* (pp. 447-470). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-3443-0.ch017

Wibowo, M. N. T., & Irwansyah. (2023). A systematic literature review of uses and gratifications of media during the COVID-19 pandemic. *Jurnal Birokrasi & Pemerintahan Daerah, 5*(3), 442–450.

Wu, T.-T. (2018). Improving the effectiveness of English vocabulary review by integrating ARCS with mobile game-based learning. *Journal of Computer Assisted Learning, 34*(3), 315–323. https://doi.org/https://doi.org/10.1111/jcal.12244

Wu, T.-T., & Huang, Y.-M. (2017). A mobile game-based English vocabulary practice system based on portfolio analysis. *Journal of Educational Technology & Society, 20*(2), 265–277.