Mobile assisted language learning application in higher vocational education in Indonesia

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Education today should adapt to the emerging mobile environment. Language learning has stepped forward to more personal learning tools by integrating smartphones as an aid for mobile learning. The literature has been largely silent on students, recommendations on how the applications should be updated as feedback from today's application pitfalls. This study sought to examine the educational affordance and constraints of smartphone-based assistive technology in language learning from the students, point of view along with their recommendations on the possible future advancement of smartphone-based assistive technology to help students engage better. This study employed content analysis in analyzing the data obtained from open-ended questions administered to students. The findings of this study denote the use of smartphones in widening vocabulary range, providing practices for English exercise, having attractive and interactive features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. This study highlights technical problems and confusion as the obstacles emerging from the use of smartphones in language learning. Meanwhile, the recommendations for future smartphone-based application updates are discussed in detail. All in all, smartphone-based assistive language learning application is fruitful for students. It is also recommended to be used for vocational higher education students as part of informal learning during the COVID-19 pandemic situation.

Keywords: smartphone-based learning, mobile-assisted language learning, mobile learning

INTRODUCTION

Today's classroom pedagogical instructions should make use of what digital learners are familiar with. In this mobile age, digital learners who grow up close to the rapid and relentless advancement of technology requires a familiar yet prospective learning tool. What differs digital generations from previous generations is their connection and attachment to technology. Therefore, classroom adjustment is imperative to be relevant to the culture of digital generations. The need to take part in lifelong learning is getting progressively urgent in the modern age of exponential knowledge growth and accelerating technological development (Lyddon, 2016). Therefore, for the mobile age, education today needs to re-conceptualize learning (Sharples, Taylor & Vavoula, 2005). This tremendously rapid advancement has led to novel learning methods (Çakmak, 2019). One of the most anticipated new learning instructions in this mobile age is mobile learning (henceforth m-learning). M-learning is a type of learning that makes use of the help of mobile devices (Kukulska-Hulme& Shield, 2008). It refers to the acquisition of knowledge through mobile devices

(Noriega, 2016). For more than a decade, m-learning has played an important role in foreign language learning and taken part in language learning in a more flexible manner withMobile-Assisted Language Learning (MALL) (Çakmak, 2019).

The exploration of MALL is inseparable from the description of the current m-learning status. MALL is one of the subareas of the growing field of m-learning (Viberg & Grönlund, 2012). MALL is specifically designed for language learning purposes. It has gained wide acceptance for educational use (Azli, Shah, & Mohamad, 2018). It first appeared as an alternative educational means in terms of flexibility, portability, and spontaneity. MALL is preferred than its predecessor, Computer-Assisted Language Learning (CALL). MALL is a successor of CALL that is the relevance of these devices in today's context (Turc, 2017). However, "MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (Kukulska-Hulme & Shield, 2008). MALL is strongly related to internet use and all features from offline use of mobile devices. (Turc, 2017) described MALL comprises educational apps, e-Books and e-Libraries, course audio, social media, video and pictures, QR codes, and management systems. Among MALL devices, mobile phone is by far more popular. Mobile phone is a significant aid to English language learning and most frequently used than any other device (Azli et al., 2018). It is commonly used for educational purposes among other available mobile technologies. There is a significant level of mobile device utilization among understudies (Biloš, Turkalj & Kelić, 2017) with mobile phones become a frequently used device (Yurdagül & Öz, 2018). From other mobile devices, more attention has been given to mobile phones due to their applications in education and their ubiquity (Rahimi & Miri, 2014). Mobile phones, or now have been advanced to smartphones, presented a previously unavailable host in terms of content and modality by introducing students to ubiquitous learning (Lyddon, 2016).

Researchers worldwide carried out numerous inquiries regarding the use of smartphones for language learning. Kétyi (2013) highlighted the enormous increase of smartphone's popularity, as it is accessible for by far the most majority of students by using smart phones in language learning. It remarks the turning point of the movement from CALL into the MALL. Rahimi and Miri (2014) investigated mobile learning in terms of its impact on language learning through mobile dictionary use. The findings revealed that mobile phones played in extending the anywhere anytime learning out of the classroom. In addition, students' attitudes toward the use of mobile phones also caught researcher's attention worldwide. Ababneh (2017) gained insight into knowledge on the awareness of Jordanian EFL students. It suggested the positive attitudes towards mobile phones use in English language learning. Yurdagül & Öz (2018) researched English language education, especially on

students' attitude towards mobile learning in. This attitudinal study of mixed-method outlined easy and instant access to information in language learning provided by smartphones. A most recent study conducted by Klimova (2019) investigated the impact of m-learning on students' achievement revealing that EFL learning, specifically for phrases and vocabulary via smartphones was effective within the university students' performance enhancement. It also highlighted the role of education in continuous facilitation in learning.

Several previous studies addressed the use of a smartphone-based platform vocational education context. Biloš et al., (2017) delved into the context of mobile application support in of Austria, the Czech Republic, and Germany, they studied on the use of mobile learning and the preferences of vocational secondary school students by identifying the mobile device usage habits, preferences regarding mobile learning features and the attitudes toward education. The study surmised that the very positive or positive experience was obtained from students with prior ICT-assisted education experience. This study forecasted the significant role of mobile learning in the future education. In the context of language learning, Azli et al., (2018) scrutinized the perception of the usage of MALL in Vocational College Students' ESL Learning through a survey questionnaire adapted from the Technology Acceptance Model (TAM). The study yielded a positive perception toward MALL usage. It proffered the acceptance of MALL and the implication for curriculum designers and educators in terms of interactive ESL learning and learning autonomy and by exploiting the use of the mobile phone for beyond the classroom context. The studies shed a light on the acceptance of MALL in vocational education.

A growing number of studies have been conducted in Indonesia related to MALL applications. A study conducted by Octavia, Widiati & Irawati (2019) reported a survey result of vocational students' perceptions of MALL materials. Then, Jati (2018) discussed some useful Apps and websites or self-study and how to make the most of them. Applicably, Rohandi, Husain, & Bay (2017) developed additional media for the English intensive course textbook in the form of a MALL application. Specifically, several studies on the applications of smartphones in language learning were carried out in the Indonesian context. For instance, Lekawael (2017) researched the smartphone and internet usage's impact on English language learning. Other studies examined the application of mobile phones in learning through the English Monolingual Dictionary (EMD) (Yudhiantara & Saehu, 2017) and in overcoming students' anxiety in speaking English (Machmud & Abdulah, 2017). Another study by Rionaldi (2016) explored polytechnic students' experience and attitude of using smartphones for the English language suggesting that smartphones were moderately used as a language learning tool such as checking a dictionary or translator and listening practice. In summary, previous studies investigated students' perception, mentioned useful Apps and websites, used MALL for English skill improvement, and developed a new MALL application.

The previous studies show that MALL has been applied in Indonesia and will be relentlessly innovated for the need for better education. In the coming days, English teaching and m-learning integration will certainly offer vast innovations (Tayebinik & Puteh, 2012) and play a significant role in education (Biloš et al., 2017). The implementation of MALL will be much more popular in scaffolding language learning both inside and outside classroom settings. MALL could be incorporated into a traditional English class (Noriega, 2016) to give the opportunity to teachers to lead innovative instructional methods (Seifert, 2014). This is the reason why the use of m-learning in foreign language learning will attract the interests of designers of mobile educational applications by which access instant linguistic information is needed by students (Yurdagül & Öz, 2018). Consequently, the new update and advancement of applications should meet students' need and want. Therefore, a study seeking to examine the recommendations from students after using mobile-assisted language learning applications is fruitful not only for researchers and teachers but also for the applications developer/ designer.

Despite the growing trends of studies related to m-learning specifically MALL, the literature has been silent on students' recommendations on how the applications should be updated as feedback from today's application shortcomings. There is also a great shortage of studies addressing MALL especially smartphone-based applications in higher vocational education context in Indonesia. The previous studies mostly examined the attitudes and the use of MALL for specific skills. However, this study delineates further explorations of students' suggestions for future language learning application designers to be able to meet students' needs. This study is also expected to contribute to the overlooked context of higher vocational education as most studies addressed language students rather than vocational students. As there are little research studies specifically cover the area of MALL especially for higher vocational education, this study seeks to contribute to the gap of knowledge regarding the application of smartphone-based assistive technology in learning English in the Indonesian context. To this end, this study explores the educational affordance and constraints of smartphone-based assistive technology in language learning from the students' point of view and the future smartphone-based assistive technology in language learning that might be provided by the application developer to help students engage better.

METHODS

This study aims at exploring higher vocational education students' perception toward the educational affordance and constraints of smartphone-based assistive technology in language learning by means some applications namely Busuu, English Listening, and Speaking, English Podcast, English Listening and Speaking,and Ello English and

addressing their expectations of the future m-learning applications that can help them engage better. The selection of the applications was based on students' familiarity with the applications and the availability of the applications in Android. From the huge amount of application available in the Playstore, the students selected these applications.

The subject of this study was the students of one of State Polytechnic in West Kalimantan, Indonesia. The students age ranged from 19-22 years old. They were enrolled in English for Specific Purposes (ESP) classes. A total of 87 participants of this study studied in the different semesters from 1st-semester students, 3rd-semester students, and 5th-semester students. Although each of the students owned a smartphone, they were novice learners in terms of using smartphone-based applications for language learning.

This study was developed by adopting a qualitative method. This study employed content analysis in analyzing the data. The written responses from students were transcribed, categorized, and analyzed to get a rich, meaningful understanding of respondents' intention rather than just calculating the frequency of category/ theme that emerged from students'responses. The content analysis is concerned with capturing the richness and portraying the unique complexities of data and gives meaning to information collected and helps identify patterns in the text and (Wilkinson & Birmingham, 2003). The data are introduced in words and themes, enabling result interpretation drawing, with analysis method choice depends on how deep the researcher attempts to reflect the respondents' statements regarding the issue (Bengtsson, 2016). With content analysis, there is a bigger chance to acknowledge unexpected responses.

The students were given options of several smartphone-based English applications. They were instructed to use the applications at home and report the activities in every class meeting. The students were encouraged to consistently use the applications at home for one semester. To note, the lecturer did not incorporate the use of smartphone-based applications into the English class meetings. The use of applications was intended to enrich their language practice apart from the participants taught in the class.

For data collection, at the end of the semester, several questions were given to the students. The questions need to be answered in the form of an essay. The questions were formulated in the following prompt: (1) How do you describe your experience using the application? (2) What opportunities and challenges of smartphone-based applications did you find? (3) Describe your suggestions/ recommendations for the future designer of MALL to help you engage better.

RESULTS AND DISCUSSION

Based on the analysis of the most frequent smartphone-based English language learning application used by vocational higher education students in this study, more than half of students (77%) preferred Busuu application for their learning. The rest 18% and 11% of them choose Ello English and English Listening and Speaking Application to learn English. The pie chart depicting the percentage is presented in Figure 1.
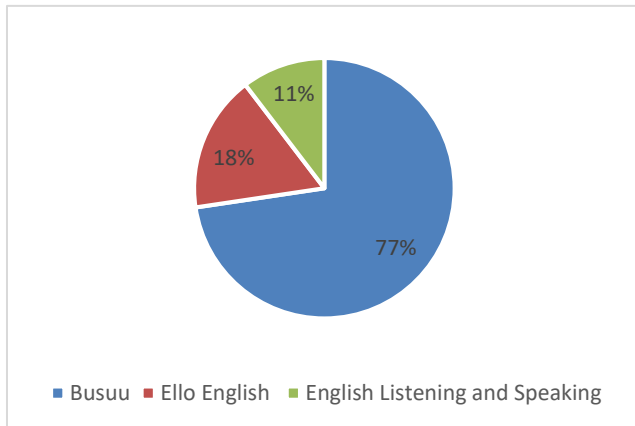

Figure1. Smartphone-based English Language Learning Application used by Students

The students who choose Busuu as the application for informal learning stated that Busuu had complete features that are easy to use. Students described the applications they used as user-friendly learning tools since it provided the translation in Bahasa Indonesia for the directions. The students who used English Listening and Speaking application stated that the application was chosen for its easy-to-use feature. Meanwhile, Ello English was chosen since there were a lot of audios and clear pronunciation. More contributions of the applications are described in the educational affordances of smartphone-based assistive technology in language learning.

Educational Affordance and Constraint of Smartphone-based Assistive Technology in Language Learning from the Students' Point of View

This study sought to identify higher vocational education students' perception toward the use of Smartphone-Based Assistive technology in learning English for the students in one of vocational higher education in Indonesia. Although smartphone-based language learning was predicted to challenge the traditional learning method (Seifert, 2014), in this study smartphone-based applications were used at home due to its powerful features to embrace the considerable outside-classroom-learning (Sharples et al., 2008). Generally, the students used the applications to train their listening skills, find some new vocabularies, and work on some reading tasks. The questionnaire analysis indicated that the use of smartphone-assistive language learning applications widening vocabulary range, providing practices for English exercise, having attractive and interactive

features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. Meanwhile, several themes were emerged regarding the inconvenient the students experienced during their MALL as teachers need to be aware of the obstacles that are a piece of the procedure of new technology implementation (Seifert, 2014).

The availability of various practices for English exercises such as gap fills, multiple-choice questions, and comprehension questions are the merits of mobile application. Mobile learning engages students in language quizzes such as fill-in-the-blank and multiple-choice, (Yurdagül & Öz, 2018). Bidin & Ziden (2012) in their study declared that students are likely to establish the strategies aiding their learning once they actively engage with the tasks within m-learning. In addition, the lessons and exercises are grouped into increasing levels of difficulty. The students express their excitement from having a chance to choose exercises from the very basic and try to add the experience of more advanced levels after that. A student explained:

"By starting from level 0, I learned many vocabularies that eased me working on the next level. It is easier to do the task from the easier one".

Using smartphone-based assistive technology in learning English, most students acknowledge the advantages of the use of applications in widening their vocabulary range. They described that the vocabularies, as well as sentences and dialogue, are completed with audio recordings that trained ears to recognize English vocabularies. The finding of a study conducted by Yurdagül & Öz (2018) claimed that applications emphasizing vocabulary practice are the most needed issue. As the biggest weakness of students is vocabulary learning and retention (Klimova, 2019), smartphone-based applications are expected to support their vocabulary mastery. On another note, the students were repeating vocabulary and sentences to improve speaking skills. This shows that the mobile application embraces listening, speaking, and reading skills.

The students also highlighted the simple yet fascinating design of the applications they used. They think the eye-catching colors and layout impressed them. They rapidly attracting new users with its sophisticated use (Viberg & Grönlund, 2012). It is not surprising that the application design, a seemingly simple matter, creates a huge impact on students' preference as students nowadays were heavily influenced by the modern design that marks the technology advancement. On another matter, the direction in the Busuu application used Bahasa Indonesia. The students think that the use of Bahasa Indonesia was helpful for them in using the application as well as understanding the exercises given. One student explained:

"There are a lot of Language learning applications out there but having a foreign language application using Bahasa Indonesia in the direction is a valuable experience for us".

As a non-English speaking country that places English as a foreign language, a vast majority of students do not use English on daily basis. In fact, although Bahasa Indonesia is an official language in Indonesia, most regencies have their own local languages that actively spoken as a means for daily communication. The students participated in this study used the Malay language for everyday communication. They had difficulty in using a standard Bahasa Indonesia (based on the great dictionary of the Indonesian language), let alone using English. Thus, the use of the national language of Bahasa Indonesia will ease them in understanding the direction of each task in the applications.

Using smartphones in learning English provides a learning tool regardless of time and space. It alleviates the learning opportunity. Kukulska-Hulme (2006) values the portability and accessibility of m-learning in the educational settings. A study by Kukulska-Hulme et al. (2008) emphasizes anywhere and anytime learning as a key point of m-learning. Mobile devices denote technology that is portable and personal as they are light and are being kept close to the owner (Darmi & Albion, 2014). The small, light, handy smartphone made it possible for the students to carry it everywhere. The mobility and accessibility of mobile phones are preferred in the educational setting (Tayebinik & Puteh, 2012). People nowadays, including students are inseparable from their mobile phones. The nature of smartphones as a communication means made everyone addicted to it; it became essential, a "cannot be left" part of people's life nowadays. It is described by one student:

"I like learning through smartphone since I can bring it anywhere. I can try the quizzes anytime I want since my smartphone is always with me".

Mobile devices such as smartphones are available anytime and anywhere regardless of time and space since it can be carried around making the process of transmitting knowledge becomes flexible (Bidin & Ziden, 2012; Klimova, 2019). People are addicted to the features provided in the smartphone rather than addicted to the smartphone itself. Since the features extend opportunities for frequent engagement for learning (Darmi & Albion, 2014), smartphones has a big chance to be a part of students' educational journey outside the classroom setting. Hence, smartphones can be very potential in scaffolding students' learning since it attaches the students by its features, making it a potential learning tool.

The students appreciated the opportunity to learn English outside the classroom with MALL application. The opportunities for learning English outside had increased thanks to the use of MALL (Azli, et al., 2018). Students are encouraged to show more autonomy, self-regulation, and independence by incorporating m-learning (Turc, 2017). One student stated that:

It is easier to learn English at home that I can manage my learning schedule.

Downloading learning applications in students' smartphones increased the chance of self-regulated learning. Self-regulated learning or usually used interchangeably with independent learning and self-directed learning is the process as well as a result of the use of smartphones in English language learning. In self-regulated learning, students' take control of their learning adjusting to their own pace. This finding is similar to Biloš et al. (2017) stating that m-learning enables students to learn at their own pace. This is also in line with the previous studies stressing the merits of mobile application in learners' learning autonomy by giving a great amount of control over when and how to access their m-learning (Bidin & Ziden, 2012). Smartphones as internet-capable mobile devices open up the chance for learner autonomy in terms of learning anytime and anywhere and are a virtually endless variety of rich, multimodal content which (Lyddon, 2016). Regardless of the setting, teachers are encouraged to employ advanced and new teaching tools either in the classroom or outside (Azli et al., 2018).

However, among the students who felt very well experiencing MALL, some students questioned the urgency of the use of technology-enhanced language learning. One student described the self-learning resources as confusing:

"I do not really like the use of the applications in learning English. I prefer a face-to-face meeting for learning English where the lecture is given directly. The use of application was confusing since no one guided me and I did not know exactly what I am looking for".

This confirms the finding of Seifert (2014) that students might have a sceptical thought regarding the use of smartphones in education. The finding of Seifert's study also implied that students were still reluctant in the implementation of smartphones in education. The main reason for this hesitation is the confusion of entering a new online learning environment. The deluge of confusion sourced from novice students' inability to perform independent learning. They still need guidance on how and why the applications may help them learn. Moreover, the complete features of applications may bring advantages as well as obstacles in learning for those who have not decided what to learn. Too many levels, too many task provided; they do not know where to start. The amount of information can make students become overwhelmed, therefore support from the instructor is needed (Turc, 2017).

Another thing that hindered the students from using the language learning application in their smartphone related to the technical matters such as online-use-only applications in which the students demanded the applications that can be used offline, disturbing advertisements and slow loading.

"The slow loading due to the internet connection is one of our problem. Thus, we hope that once we download the application, it can be used offline. In addition, when we used it online, there were so many ads, It is disturbing".

Although the mentioned problems are all common, they may disturb the learning process nevertheless. However, the constraints of using the smartphone-based language learning applications are inevitable for the students who are novel in using smartphone-based application in language learning. Therefore, a process of adaptation for high-tech platforms is needed to let the students be skillful enough in using the applications and to give meaning to their learning. A slow, gradual introduction of technology helps pedagogical experience without being overwhelmed (Seifert, 2014).

Future Smartphone-based Assistive Technology Innovation to Help Students Engage Better

This part highlights students' recommendations for future smartphone-based applications designers for language learning. Examining students' recommendation is crucial since students' high mobility life makes flexible learning imperative (Bidin & Ziden, 2012). Emanuel et al. (2015) pointed out that among the first to try new technology, college students play an important role in studying the smartphone use. Moreover, Emanuel et al. added that college students are generally vocal about their needs and want in regards to the technology changes and well on the way innovative ways of using existing technology. After using smartphone-based assistive technology in learning English, students noticed some inconveniences they experienced. They pointed out some updates the application developer can consider in the future.

The most remarkable response from the students regarding their expectations of future learning applications relates to the content of the lessons provided in the applications. Some of the students demanded a simpler passage and more common vocabularies in the tasks provided.

> *"We already chose the lowest level, yet, some of the quizzes were still too difficult since the texts were too long and the vocabularies were not familiar to us".*

Therefore, an issue to be addressed by designers in terms of language learning is vocabulary practice and translation such as the meaning of words, collocations, and sample sentences (Yurdagül & Öz, 2018). To be specific, an application providing English word banks from multiple disciplines will be useful for ESP students. Apart from communicative competence, vocabulary mastery towards certain disciplines is crucial for higher vocational education students.

Furthermore, another response pinpointed the need for simpler learning material. Although the application provided the lesson from level 0 (zero), there were some students found it difficult to follow the listening practices. Not only they mentioned the sophisticated vocabularies on the listening practices, but also the speed of listening which they perceived as too fast. On the same matter, the audio clarity was mentioned by some students. One student stated:

> *"The speed (of the listening) was too fast. I could not catch what the speaker said. I did not know the vocabularies either".*

This problem may be caused by the condition of students' smartphones or the audio quality from the applications. Learners' listening comprehension can be affected by the quality of recorded material or sound system impact (Azmi, Celik, Yidliz, & Tugrul, 2014; Gilakjani & Sabouri, 2016). Hence, audio recording' quality and clarity should be improved.

Additionally, the use of Bahasa Indonesia as the language of instructions in the applications is also suggested. A student suggests that:

> *"I am happy to use Busuu, it uses Bahasa Indonesia as the direction. It is easier for me to work on the tasks if I know what I should do".*

According to research evidence, mother tongue use as a medium of instruction is crucial to effective learning (Bühmann & Trudell, 2007). Mother tongue use as the language of instruction at university gives advantages to students over those in a foreign language (Nyika, 2015). The use of mother tongue from the registration process may help novice learners to engage better in a digital environment. One may argue that the use of English as the language of instruction may help students learn vocabulary, however, the findings of this study suggest the use of mother tongue/ national language as language instructions to avoid confusion and "negative attitude at the first sight". Using the national language of Bahasa Indonesia as the language of the instructor in the smartphone-based applications will definitely scaffold students during their MALL.

Referring to the registration process, this study delineates an interesting finding. Despite it is pointed out that Busuu.com presents an ordinary and appealing registration (James, 2011) and an easy registration process (Kétyi, 2013), a response from some students, however, revealed the inconvenience when registering his account due to perceived complicated steps. A student hoped that the signing up process becomes simpler without asking much data, especially personal information. She argued:

> *"The process to sign-up in Busuu was complicated. The Wi-Fi quality in the room was not really good. It took time just to sign up".*

While the difficulty in connecting to the internet is a common technical problem (Cahrtrand, 2016), one student also argued that learning through the web was better. One of the students found it difficult to download the application due to slow internet access. He also thought that the process for signing-up was time-consuming. He added that the sign-up process will be easier if the applications had provided the tutorial or just a short video clip-on how-to sign-up to the application. He stated that:

"I think it is better if we don't download the application. It took a long time for downloading the application and registering our account due to the slow internet speed. It also took spaces in my (smartphone) memory".

Interestingly, all students hope that the application can be used offline due to the limitation of internet access they can get at home. Apart from technical problems, the students stated that they were disturbed by advertisements that popped up randomly when they used the applications. One student described those advertisements as "annoying". This suggestion is appealing that students demanded less advertisement or those that keeping them from learning without interruptions.

Lastly, some applications require students to pay after a certain period of trial. Meanwhile, the use of credit cards and digital payments as the means of a transaction is something unusual for the students. For the time being, the cashless payment procedure is not yet popular for people in the remote areas of Indonesia. This made zero opportunity for students to use any paid applications for learning English. Therefore, the students hoped that the applications, with the same sophisticated features, can be used freely.

"It is sad to know that we only have several days to use it for free. I want this application to be used offline and free (from charge)".

Free alternatives or an educational package of the provider are sought after (Kétyi, 2013). In the same matter, one student stated that he would be happy if the trial period can be longer. Not only he can use the application for free, longer, but the longer trial period will let him adjust to the application. Kétyi (2013) proffered that it is excessively short for effective learning with only a 7-day-trial-period of the use of the application in practice.

Overall, apart from the expectations that students put forth on the learning applications, the responsibility for better language learning is in the hands of qualified teachers/ lecturers who are able to make the best use of smartphones in education. The best way to use smartphone-based assistive language learning applications is by knowing the best way of using them before bringing them to the classroom. Turc (2017) described that giving valid content and guiding to an appropriate learning strategy are good things a teacher can do to support m-learning. Thus, in that way, instructors can bridge students to a better MALL.

CONCLUSION

This study denotes the acceptance of smartphone-based assistive language learning in an informal learning environment with some notes on its challenges. Smartphone-based assistive language learning as a result of tremendously rapid advancement of technology was harnessed for its support in widening vocabulary range, providing practices for English exercise, having attractive and interactive features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. Thus, this study suggests the use of mobile learning applications in English language learning during the pandemic that the school's closure is inevitable.

The findings of the study revealed that the students demanded simpler reading exercises and vocabularies and slower listening practice in the applications. The language of instruction using mother tongue and simpler registration steps were also preferred. Finally, the students urged the update of free applications that can be used both online and offline. To sum up, the growing role of smartphones in language learning should pay attention to students' readiness in establishing themselves in the new pedagogical instruction. For this purpose, the lecturer plays an important role in helping students get acquainted with the new setting without being overwhelmed.

Future research studies are expected to explore the extent to which the students intend to apply smartphones in the language class since, despite numerous advantages of smartphone-based applications, some students were reluctant to use it as a medium for learning.

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