

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges



Md. Anisor Rahman¹, Md. Monir Hossain², Rubina Arfin Somiya³

¹Assistant Professor, Department of English & Director, Center for Excellence and Career Development
Dhaka International University, Dhaka-1212, Bangladesh.

²Graduate Student Department of English Dhaka International University, Dhaka-1212, Bangladesh.

³Lecturer Department of English Dhaka International University, Dhaka-1212, Bangladesh

ABSTRACT: The advancement of technological innovations in developing English language skills make a huge changes in shaping the existing resources. Consequently, the innumerable mobile assisted language learning applications have been flourished recently, which accelerate Bangladeshi English language learners' English speaking proficiency. This study explores the prospects and trials related with adopting MALL apps in this context, how these mobile technologies can support interactive and learner-centered pedagogy, improve accessibility to language resources, and foster autonomous learning. This research is accomplished following the mixed methods combining both qualitative method and quantitative method including both primary data and secondary data. The findings of the paper reflect the challenges such as technological limitations, inconsistent internet access, and an absence of digital literacy among students and instructors pose significant barriers. Additionally, cultural resistance to technology integration and the absence of well-designed, context-specific MALL tools further complicate implementation. By following the targeted policy measures, professional development for educators, and the development of localized MALL solutions, the Bangladeshi English language learners would maximize their proficiency at tertiary level.

KEYWORDS: Mobile-Assisted Language Learning (MALL), learner-centered, pedagogy, technology, strategic implementation, etc.

INTRODUCTION

Traditional pedagogical method has been revolutionized by the integration of technology, providing creative solutions to age-old difficulties. One such advancement is Mobile-Assisted Language Learning (MALL), which has developed the proficient techniques to advance language acquisition. Turc (2017) asserts that students can be able to practise their speaking skills with their mentors through the language learning apps like Duolingo, ELSA, Promova and Cambly etc. Particularly in Bangladeshi EFL context, MALL applications are proving to be invaluable by bridging the gaps often left by traditional language instruction. In Bangladesh, where proficiency in English is crucial for career advancement and academic success especially in higher education the obstacles posed by large class sizes, limited resources, and insufficient opportunities for focused practice can be daunting. These challenges are particularly evident in the development of speaking skills. However, MALL apps offer unique advantages: they provide immediate feedback, allow for flexible practice, and create personalized learning experiences, all leveraging the widespread availability of mobile technology. Undoubtedly, these tools have become an essential component of the tertiary classroom in Bangladesh. By examining the potential impact of these applications, this study seeks to subsidize the growing discourse on innovative language teaching approaches in Bangladeshi contexts. This paper is partially based on research work executed at Department of English, Dhaka International University in 2025 on integrating MALL apps in Bangladeshi English speaking classrooms at tertiary level: prospects and challenges.

Background of the Study

The swift expansion of technological device has expressively changed the educational landscape, with MALL applications reflecting as a prominent technique that adopts cell phone devices for developing a language. Although MALL applications have gained global recognition for enhancing speaking proficiency, their implementation in Bangladeshi English classroom at tertiary level is

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

still limited, despite the importance of English for higher education and job opportunities in the nation. Various challenges including conventional lecture-based teaching styles, large student populations, and insufficient resources impede effective speaking practice. Conversely, the widespread availability of smartphones among students presents a valuable opportunity. MALL applications such as Duolingo and HelloTalk offer outlines for speech recognition, immediate feedback, gamified training, and tailored content, thereby making the learning process more accessible and engaging. Nonetheless, several barriers persist, including technological issues like inconsistent internet access, inadequate teacher training, student motivation challenges, cultural discrepancies in app content, and difficulties in aligning app-generated outcomes with institutional evaluation standards. This study prioritizes active participation and meaningful interaction, investigates the potential of MALL applications to bridge these gaps while recognizing the necessity for strategic implementation to accelerate Bangladeshi EFL learners' English speaking skills.

THEORETICAL FRAMEWORK

The study follows the theory of Technological Pedagogical Content Knowledge (TPACK), which reflects Shulman's (1986) ingredient of 'pedagogical content knowledge'. It highlights the correlated three essential types of knowledge, which integrate Pedagogical Knowledge, Technology Knowledge and Content Knowledge (Koehler & Mishra, 2009). To teach well with technologies educators must know their material thoroughly combined with learning both modern teaching techniques and how technology can improve student learning outcomes. The framework states that teaching works best when content knowledge, pedagogical knowledge and technology knowledge work together in perfect balance. MALL needs the TPACK framework directly for success. Excellent teachers combine familiarity with educational techniques, technology tools, and language subjects to make their lessons work better. The educators must learn to use MALL technology properly while creating smart language lessons that match educational targets.

OBJECTIVE OF THE STUDY

The researchers accomplish the paper to figure out the following research objectives:

- To assess the influence of MALL applications to develop English speaking skills amidst tertiary-level learners in Bangladesh.
- To find the challenge faced by Bangladeshi tertiary students and educators in adopting MALL apps for English speaking practice.
- To design and recommend strategies for the real incorporation of MALL apps into Bangladeshi English speaking classrooms at the tertiary level.

RESEARCH QUESTIONS

The researchers try to analyze the following questions:

- What are the impacts of MALL apps to develop English speaking efficiency among the Bangladeshi learners at tertiary level?
- What are the challenges confronted by Bangladeshi tertiary students and teachers in adopting MALL apps for English speaking practice?
- What would be the strategies for the actual incorporation of MALL apps into Bangladeshi English speaking classroom at tertiary level?

LITERATURE REVIEW

With the expansion of technological devices, developing the English language as a foreign language becomes easier than ever. Even the EFL learners feel flexible to integrate the blessings of latest technologies like mobile phone, computer technology, and other devices etc. in developing their foreign language proficiency. Many researchers highlighted the integration of these technological devices in developing the language skills of EFL learners. Talukdar and Rahman (2016) assert that educational aids like computers, TV channels, mobile phones, social media sites, internet and various applications determine the level of Bangladeshi EFL learners' English language proficiency. With the help of MALL apps, students can be benefited and connected to the materials which are used for learning language. Besides, MALL applications reflect mainly mobile technology for language acquisition such as Tablet PCs, MP3 player, personal technological aides, pocket e-dictionary, and mobile phone (Zhao, 2005).

When the English teacher adopts the video clips as interesting contents at the opening of the classes, the students get enjoyment and participate in the classes spontaneously (Hasan & Rahman, 2017). So, nowadays, organizations, educators, and even learners choose technological enhancing over existing learning, specially developing through cell phones, owing to their numerous benefits. Firstly, probably the most important benefits of MALL methods are movability. Learners can anticipate their sweetness and heart at any time they get time. They can take part in the learning conference anywhere whenever the time is practicable for

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

them (Klopfer et al., 2002). Chaka (2009) has stated several specific appearances for MALL when he has stated that in the long run language developing would be more trustworthy on MALL than CALL. Huang and Sun (2010) identify that there may have two main attributes of mobile phone is connectivity and mobility, where connectivity refers to the capability of becoming connected and spoken with the developing tool with the help of using mobile devices which, contains handy emails, SMS, and portability encourages learners to convert mobile phone and make developing resources in the same place and in the same time. Besides, mobile learning or 'm-learning' is recognized as an informal method to improve the language which reflects impulsive (Miangah & Nezarat, 2012). The physical traits of cell phone, like their screen size, shape, touchpad, keypad, weight, apps, video and audio tasks and so forth. MALL also chains cooperative improvement which is frequently cherished by Web 2.0 progressions as YouTube, Facebook, and Twitter etc. (Stockwell, 2012). Thornton and Houser (2005) demonstrated cell phone as the feasible maneuvers to assign language developing resources for the learners since the students might enjoy huge facilities, for example –ease of use, adaptability, minimal expenses, and little size. Learners are becoming so much enthusiastic by the incorporation of MALL applications and its uses help them a lot which is exactly inextricable for developing speaking skills (Sam & Shalini, 2021).

Undoubtedly, a huge number of students are benefiting from the incorporation of MALL apps in the classroom at tertiary level and students are very enthusiastic about incorporating new applications in the classrooms at the time of their lessons. The recent researches on MALL in developing English language had browbeaten several mobile strategies, which would highlight the efficiency of mobile language knowledge in relation to: the belongings of temporary memories and the depiction of contents on MALL (Chen et al., 2008). According to Allan (2008), the EFL learners can avail the progression on developing the language skills through the uses of various mobile applications. Nah et al. (2008) focused on learners' perceptions to be involved with the MALL applications.

On the contrary, students are having a great deal of difficulties in integrating MALL Apps in their English speaking classroom. For example, some features are not familiar to them, most of the applications are arduous to use, a number of apps need to pay for use and mostly teachers are not trained up to teach the students using mobile applications. In the opinion of Rovai (2002), 20%-30% of learners lack the comprehension over the courses in 'M-learning' or distance learning mode. The learners fail to complete their lessons, or they feel reluctant in completing it because of an absence of direction from educators like old-style classrooms. Begum (2011) identified the tiny screen of cell phone as well as the expenses of SMS as the limitations in developing the language skills. Besides, it also reflected the absence of face to face communication and teamwork with others (Kukulka-Hulme & Shield, 2008).

Undoubtedly, MALL applications should be introduced in English speaking classrooms in accelerating L2 learners' English speaking proficiency and the target language should be adopted as a language to communicate with foreigners through the MALL applications. Hwang et al. (2011) highlighted on the uses of cell- phones in the shape of game-based learning environment in English speaking and listening proficiency. Demouy & Kukulka-Hulme (2010) opine that the learners can acquire the proficiency by dint of their experiences through their personal moveable devices to exercise additionally over English speaking and listening proficiency. This is how students can be benefited through MALL applications. Arashnia and Shahrokhi (2016) focused on incorporation of mobile phones in teaching articulation. Similarly, Amer (2010) asserted on learning phrases through cell phones. Rahman (2020) asserted that before integrating any latest digital technology in Bangladeshi EFL classrooms, the teachers should develop his/her skills through proper training on the incorporation of that particular technological innovation in the EFL classroom. Moreover, the researches highlighted on paper dictionaries and the assessment of e-dictionaries in order to read passages and develop vocabularies (Kobayashi, 2008). The incorporation of MALL applications can contribute to fast learning effectively to provide confidence to learners (Kim, 2011). The students can adopt a cell phone to contact the sites of wireless application protocol (WAP) in developing the students' comprehension in English listening proficiency (Nah et al., 2008). Through the presentation of different slide based on listening and written task, students can be benefited and reached to their goals with a positive attitude in a very short time (Chen & Chung, 2008).

RESEARCH METHODOLOGY

Ethical Consideration

The researchers took the approval of the participants during data collection. The participants were confirmed that the collected data would not be adopted to fulfil any other objectives other than this study. Even so, the researchers followed all the ethical considerations during collecting the data and their analyses.

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

Sample Size and Sampling

The random sampling technique is adopted to accomplish the study. Total sample size of this research was 101. Among them, 91 students participated in a survey questionnaire and 10 teachers participated in interview questions. In this study, 91 students were selected randomly from 7 different universities with 02 public universities, 03 private universities and 02 colleges under University of Dhaka. All of these participants were selected from the Department of English only. They were from first year and second year students. Among them 48 respondents were male and 43 participants were female. The participants were selected randomly without considering their academic background and current language skills.

Instrumentations

To accomplish the study, the researchers followed the following instrumentations. These are:

- a. Questionnaire for Students
- b. Interview for Students
- c. Interview for Teachers

These instrumentations are adopted to collect the primary data on the topic. These are dealt in the followings:

a. Questionnaire for Students

A questionnaire is designed with multiple options to collect the data on a particular area which is statistically effective (Roopa & Rani, 2012). The researchers adopted the questionnaire for the students including 15 questions with 05 options each. 91 students responded to the questionnaire.

b. Interview for Students

The researchers formulated six interview questions for the students. The researchers selected 15 students randomly as the participants for interview questions. Among them, 06 students from public universities, 07 students from private universities, and 02 students from a college under University of Dhaka.

c. Interview for Teachers

The researchers have formulated six interview questions for the English language teachers, who were chosen randomly. 10 teachers participated in the interview questions. Among them 06 teachers were from private universities, 03 teachers were from public universities, and 01 from a college under the University of Dhaka. Their teaching experiences vary from one another. Pen and paper were used to preserve the findings of the interview questions.

MALL Apps in English Language Classrooms: Diversified Areas

MALL Applications in Language Development

Mobile-Assisted Language Learning (MALL) programs let students learn foreign languages better by using smartphone and tablet functions. Applying core features like audio, video lessons plus tests and hands-on practice activities helps MALL create pleasing and deep educational interactions. The systems use reward systems to keep users interested and excited about their educational journey. MALL applications let you personalize your content with material based on your language skill level and learning preferences. The applications provide live feedback that shows users their mistakes immediately so they can advance their learning faster. The applications support social exchange by providing users space to speak with language professionals and peers through chat tools. Top examples of MALL platforms are *Duolingo*, *HelloTalk*, *Memrise*, *Babbel*, and *Cambly* etc.

Effective MALL Applications

Some effective MALL applications are dealt in the followings:

a. Duolingo

Duolingo is a MALL application, which helps students get mastery in several modules of English language like speaking, writing, reading, pronunciation, vocabularies, and grammar.

b. HelloTalk

HelloTalk is a very useful mobile-assisted language learning app by which students are being benefited and they can improve their English speaking skills through video call, text, voice call with native speakers.

c. Memrise

Memrise is one of the most prominent mobile applications which focuses on vocabulary building and cultural context. There are a number of facilities in using this app. For instance, it provides multimedia lessons with native speaker videos, gives opportunities to enhance speaking and vocabulary efficiency through interactive flashcards and so on.

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

d. *Babbel*

Babbel is a very useful and effective language learning app which offers structured lessons emphasised on real-life conversations and helps to improve pronunciation, in-depth grammar analysis for beginners to upper intermediate students.

e. *Cambly*

Cambly is a very renowned mobile-assisted language learning app that focuses on 1-on-1 video lessons with certified native English tutors. It is a real-time conversational practice app and students can get recorded sessions for review.

Besides, many MALL applications are available to effectuate the EFL learners' English speaking proficiency.

Challenges of integrating MALL Apps in Classrooms:

To incorporate MALL applications in the EFL classrooms, many challenges are faced by both the educators and the EFL learners. Among those, a few challenges are dealt in the followings:

a. Technological Challenges

In Bangladeshi context, most of the English language classrooms are not well-equipped with the latest technological devices, which create hindrances for the students and teachers to integrate the latest MALL applications in developing their language skills. Even, no expert is available to support the process of integration in the classroom activities.

b. Pedagogical Challenges

It is bitterly true that the pedagogical representations are not well-befitted according to the demand of Bangladeshi EFL learners' academic background, which poorly represent the quality of the students. Consequently, it hinders the language development of Bangladeshi EFL learners throughout the existing pedagogical approaches.

c. Cultural Barriers

Many applications are built in a way, which contradicts the representations of Bangladeshi culture. In some cases, it violates the ethical backgrounds of this area. As a result, it creates cultural differences in the eyes of the Bangladeshi EFL learners.

d. Lack of Standardization

In some cases, MALL applications reflect extreme differences in terms of choosing the genre of its contents. Sometimes, it shows the representations of fragmented inclusion of the applications in the classrooms. Consequently, students and teachers are following the same track, which interferes with the acceleration of English language development.

e. Lack of Teacher Training and Professional Development

In Bangladeshi context, most of the English language teachers do not have any professional training to be skilled in incorporating MALL applications in teaching English language properly. So, the lack of teacher training and professional development creates a big gap to accelerate the language skills of Bangladeshi English language learners through MALL applications.

Prospects of MALL Apps in Developing English Speaking Proficiency:

a. Teacher-Student Engagement

Integrating Mobile-Assisted Language Learning apps helps Bangladeshi tertiary-level classrooms create better connections between teachers and students. When students use mobile apps for learning their language skills improve. The technology helps them learn through hands-on interactions that fit their unique needs.

b. Accessibility and Flexibility

Students need only available moments to practise their speaking skills with MALL apps. Teachers can perform extra classroom tasks using these apps beyond normal class-hours. The teachers can share the necessary materials and resources throughout these applications.

c. Cultural Exposure

The students can practise speaking on MALL apps alongside speakers who bring various cultural accents to help diversify their language experience. The uses of multiple applications to develop their language skills help them study English outside their classroom boundaries.

d. Collaborative Learning

When students talk with each other through the MALL platforms, they develop better social connections and improve their speaking skills. Through the applications, teachers can design teamwork exercises which help students learn together as a group.

e. Speaking and Pronunciation Practice

MALL applications help students identify speech detection, which consequently develop the EFL learners' English pronunciation skills. With the development of English pronunciation, students feel flexible to accelerate English speaking proficiency. Even the

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

learners can easily listen to their voice through recording their regular stories regularly. Thus, it helps them boost their English speaking skills.

DATA COLLECTION AND DATA ANALYSIS:

Research Design

The researchers adopted a mixed methods including both qualitative approach and quantitative approach to collect the data. The researchers equipped the study through both primary data and secondary data. The researchers gathered the primary data following the survey questionnaire from 91 students. Besides, 15 students participated in interview questions. Moreover, 10 teachers also responded to the interview questions. Apart from these, the researchers collected secondary data by exploring many contemporary research articles, books, journals, and library work etc.

Findings and Discussions:

Prospects of Using MALL Apps in English Speaking Development

The researchers asked the participants a few questions focusing the prospects of incorporating MALL applications in the expansion of English speaking proficiency.

Table 01. Prospects of Using MALL Applications in English Speaking Development

Sl.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am acquainted with MALL applications for developing my English speaking proficiency.	27.5%	62.6%	8.8%	1.1%	0%
2.	MALL apps are effective for improving my English speaking skills.	20.9%	69.2%	8.8%	8.8%	0%
3.	I find that the incorporation of MALL applications in Bangladeshi ELT classroom is important to develop English speaking proficiency at the tertiary level.	18.7%	61.5%	17.6%	2.2%	0%
4.	I think that incorporating MALL apps develop speaking classes more engaging and interactive.	17.6%	64.8%	16.5%	1.1%	0%
5.	Using MALL apps improves my confidence in developing English speaking skills.	23.1%	61.5%	14.3%	1.1%	0%
6.	I feel supportive to use MALL apps as part of my classroom activities.	18.7%	60.4%	16.5%	4.4%	0%
7.	The MALL apps provide sufficient opportunities for real-time speaking practice.	18.7%	60.4%	17.6%	2.2%	0%

The learners were asked whether they were familiar with MALL applications to develop their English speaking proficiency. 90.1% of students responded positively and agreed. On the other hand, only 1.1% of students responded 'disagree'. Again, when the students were asked whether MALL apps were effective for improving their English speaking skills. In this question, 90.1% of students responded positively and agreed. While only 8.8% of students responded disagree. Afterwards the researchers asked the students whether the incorporation of MALL applications in Bangladeshi ELT classroom is important in developing English speaking proficiency at the tertiary level. Here 80.2 % of the students responded 'agree'. While only 2.2% of students responded 'disagree'. Next the researchers asked the students whether incorporating MALL apps would develop speaking classes more engaging and interactive. In response, 82.4% of the students replied 'agree', while only 1.1% of the participants replied 'disagree'. Then the researchers asked the learners whether using MALL apps improve their confidence to develop English speaking proficiency. 84.6% of the participants responded positively and uttered 'agree', while only 1.1% of the students completely disagreed with the question. The researchers also asked the students whether they feel supportive to use MALL apps as part of their classroom activities. The findings show that 79.1% of students agreed to the question. On the contrary, only 4.4% of students responded negatively as they disagreed with the question. In fine, the researchers asked the students whether MALL apps would

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

provide them with sufficient opportunities for real-time speaking practice. In response, 79.1% of the participants replied 'agree'. Besides, only 2.2% of the participants answered negatively and uttered 'disagree'.

MALL Apps to Develop English Speaking Proficiency

The researchers asked the students how often they would use MALL apps to improve the learners' English speaking skills.

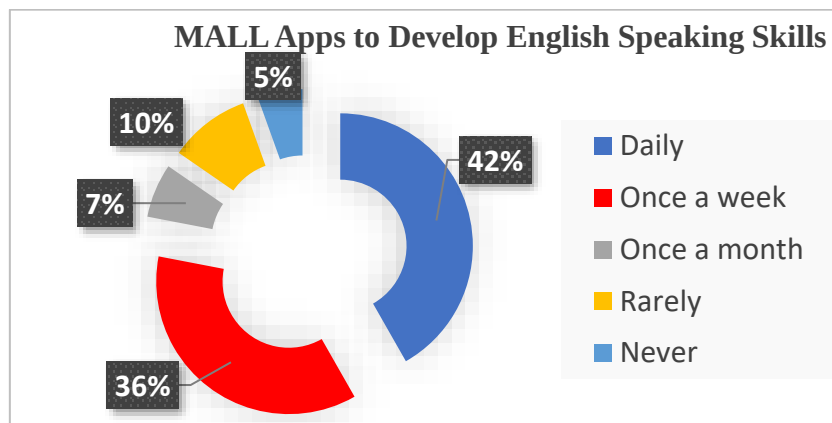


Figure 01: MALL Apps to Develop English Speaking Skills

91 students from 7 universities answered this question. Among them, the highest 41.90% of students responded 'daily', 36.30% of students responded 'once a week' and 6.60% of students responded 'once a month'. On the other hand, only 9.9% of students responded 'rarely', and 5.5% of students responded 'never'.

Incorporating MALL Apps in English Speaking Classes

The researchers asked the students how often their instructors would incorporate MALL apps in English speaking classes.

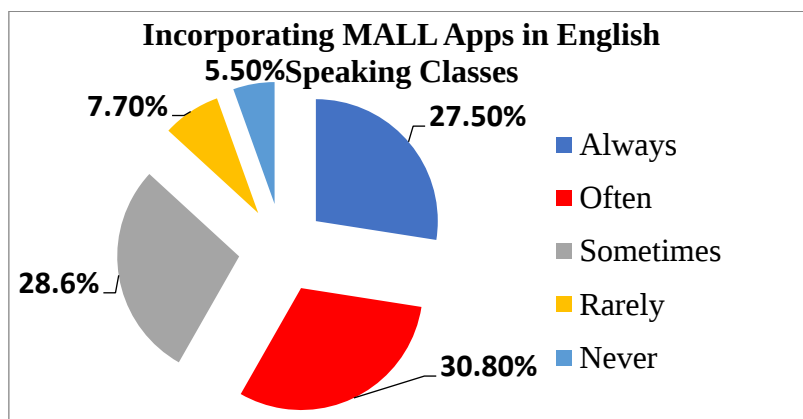


Figure 02: Incorporating MALL Apps in English Speaking Classes

91 students from 7 universities responded to this question. Among them 27.50% of students responded 'always', 30.80% of students responded 'often', 28.60% of students responded 'sometimes'. On the contrary, only 7.70% of students responded 'rarely', and 5.5% of students responded 'never'.

Areas to Enrich English Speaking Skills

The researchers asked the students which areas would develop most by the integration of MALL applications in enriching English speaking proficiency.

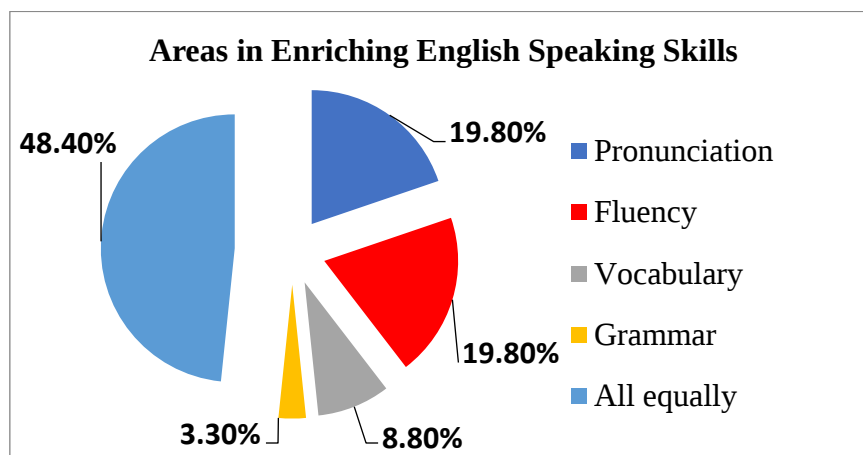


Figure 03: Areas in Enriching English Speaking Skills

From 7 universities, 91 students answered this question. Among them, the highest 48.40% of students responded 'all equally'. Besides, 19.80% of participants responded 'pronunciation', 19.80% of students responded 'fluency', and 8.80% of students responded 'vocabulary'. On the contrary, only 3.30% of students responded 'grammar'.

Uses of MALL Apps

The researchers asked the students which MALL apps they would use most frequently.

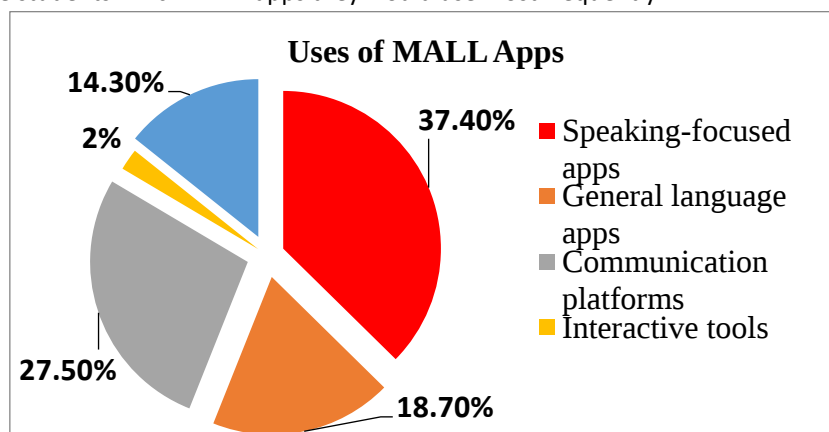


Figure 04: Uses of MALL Apps

91 students from 7 universities answered this question. Among them, 37.40% of students responded 'speaking-focused apps', 18.70% of students responded 'general language apps', 27.50% of students responded 'communication platforms', 2.2% of students responded 'interactive tools'. Besides, 14.30% of participants answered 'I do not use any'.

Effective MALL Apps in Developing English Speaking Skill

The researchers asked the students which MALL apps would be most effective to develop their English speaking proficiency.

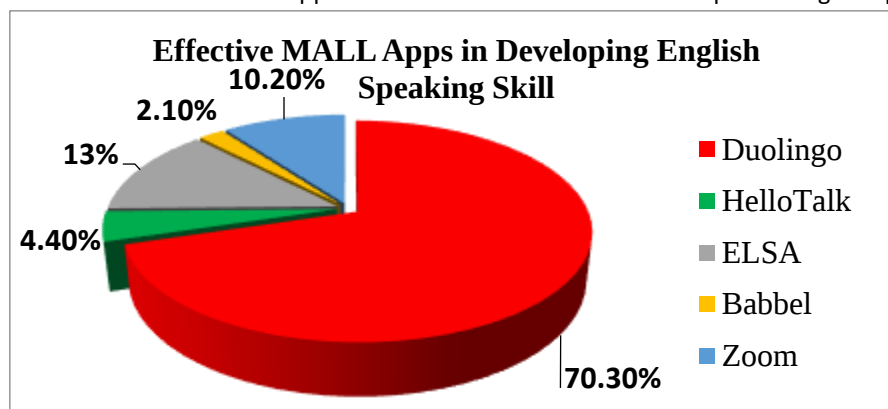


Figure 05: Effective MALL Apps in Developing English Speaking Skill

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

From 7 universities, 91 students answered this question. Among them, the highest 70.30% of participants answered 'Duolingo'. Besides, 4.40% of participants claimed 'HelloTalk', 13% of students responded 'ELSA', and only 2.10% of students responded 'Babbel'. On the contrary, 10.20% of respondents responded 'Zoom'.

Challenges of Using MALL Apps

The researchers asked the students what challenges they would face during the uses of MALL apps for English speaking practice.

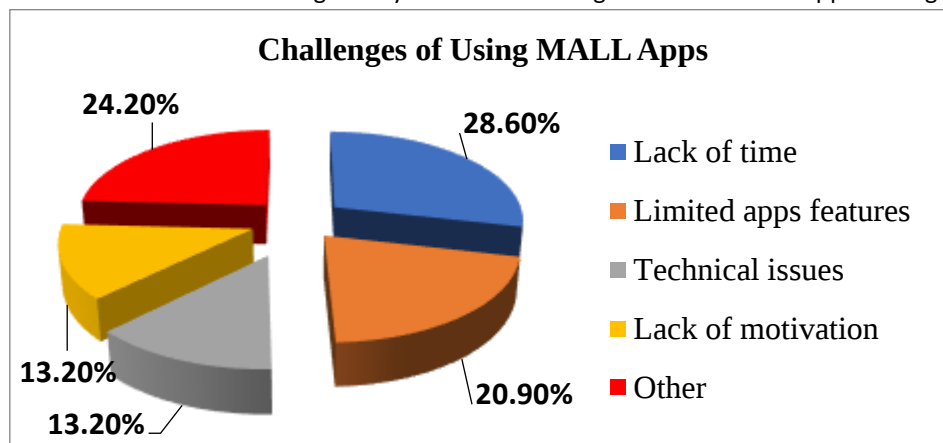


Figure 06: Challenges of Using MALL Apps

From 7 universities, 91 students answered this question. Among them, 28.60% of students responded 'lack of time', 20.90% of students responded 'limited apps features', 13.20% of students responded 'technical issues', and 13.20% of students responded 'lack of motivation'. Besides, 24.20% of participants answered 'other'.

Barriers of Integrating MALL Apps

The researchers asked the students what would be the main barriers of integrating MALL apps in English speaking classes.

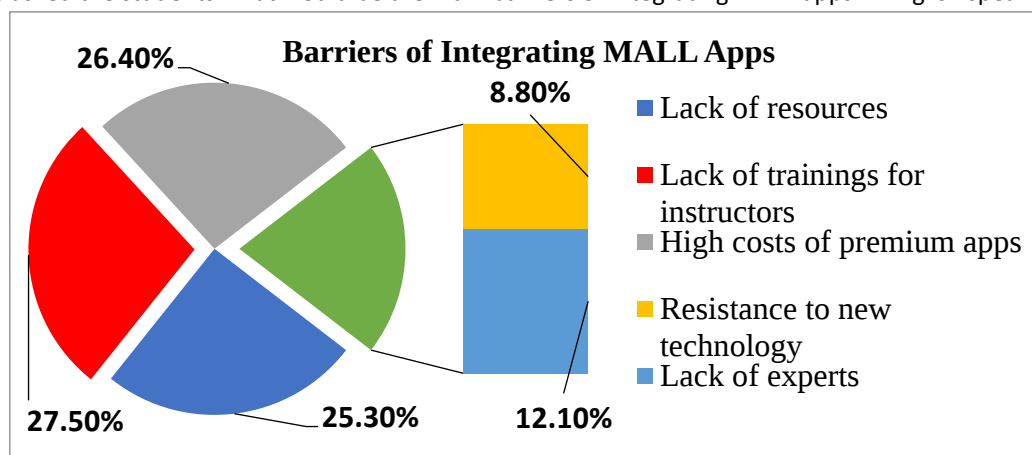


Figure 07: Barriers of Integrating MALL Apps

From 7 universities, 91 students answered this question. Among them 25.30% of students responded 'lack of resources', 27.50% of participants responded 'lack of training for instructors', 26.40% of students responded 'high costs of premium apps', and 8.80% of students responded 'resistance to new technology'. On the contrary, only 12.10% of respondents identified 'lack of experts'.

Encouragement of Using MALL Apps More Frequently

The researchers asked the students what support would encourage them to use MALL apps more frequently.

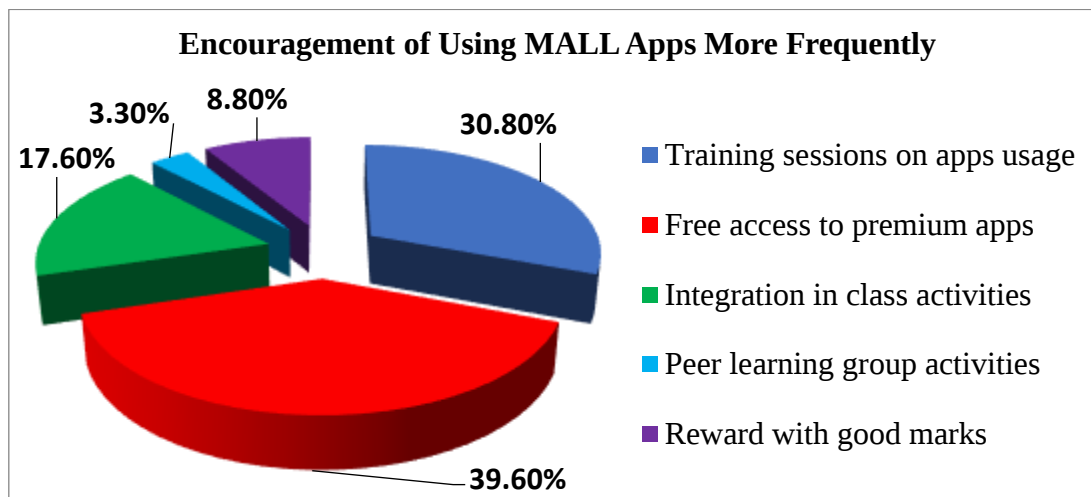


Figure 08: Encouragement of Using MALL Apps More Frequently

From 7 universities, 91 students answered this question. Among them 30.80% of students responded ‘training sessions on apps usage’, 39.60% of students responded ‘free access to premium apps’, 17.60% of students responded ‘integration in class activities’, and 3.30% of students responded ‘peer learning group activities’. On the other hand, 8.80% of students responded ‘reward with good marks’.

Findings of Students’ Interview

The researchers took students’ interviews from 15 students from 07 universities. They were asked 06 questions. In the interview for the students, most of the students assert MALL apps as mobile tools designed for language learning, commonly used for practicing speaking, listening, reading, and writing. Some students mentioned the opportunities of MALL applications in developing their English speaking proficiency like flexibility in getting real-time feedback from native users, self-corrected applications like speech recognition, and freedom to use it based on their own time etc. Besides, one student says, *“It gives me more flexibility to get available resources and materials, real-time feedback, and privacy to keep my camera off during the practice with foreigners.”*

Some respondents identify a few challenges like limited internet, limited devices, and shortage of befitting-contents based on our cultural orientation etc. The respondents also highlighted the necessities to formulate the blended approach of the existing curriculum and technological support along with stable internet connection would accelerate English speaking proficiency.

Findings of Teachers’ Interview

The researchers took interviews from 10 university teachers, who responded to six questions. In response, all the teachers highly asserted on the significance of MALL apps in accelerating Bangladeshi EFL students’ English speaking proficiency, as the learners can avail available resources and materials from unlimited virtual world though the latest mobile applications. Some of the teachers mentioned mobile-assisted features like speech recognition, abundance of opportunities in making ‘real-time practice in English speaking proficiency’, and fluency development. Some of the ELT faculty members also highlighted the challenges of integrating MALL apps in Bangladeshi EFL classrooms like poor internet connection outside Dhaka, digital literacy gaps, dependence of traditional curriculum by instructors, and lack of devices by many students. An English language teacher utters, *“Though integration of MALL applications accelerate my students’ English speaking skills, I face a huge challenge to engage all the students in classroom activities for the limited access to devices by all the students, poor internet connection and traditional approach of the existing curriculum.”*

Some teachers focused on the need of teachers’ training on the technological integration in Bangladeshi EFL classrooms, technological support, and formulating the curriculum based on technological innovations like MALL apps, CALL tools, and latest software designed for English language teaching etc. All of the teachers believed that with the incorporation of MALL applications in Bangladeshi English speaking classroom would develop the learners’ skills, if the challenges can be reduced. In such a context, the tertiary level institutions should play an effective role to formulate the clear-cut policies to incorporate MALL applications in English speaking classrooms.

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

Summary of Overall Findings

Throughout the finding of the study it reflects that students get benefited by the integration of MALL apps in terms of developing their English proficiency. Though it faces a few challenges like shortage of internet, time, lack of technological devices, and economical restraints, etc., these challenges can be overcome following some strategic innovation. These strategies include the incorporation of MALL apps in Bangladeshi classrooms, encourage the teachers to use several tools during conducting classes, motivate students to use MALL apps like *Duolingo*, *HelloTalk*, *Babbel*, *Zoom*, *ELSA* and so on. These apps can play a significant role in enhancing English speaking skills by providing learners with flexible, on-demand practice opportunities. Compared to traditional classroom methods, MALL apps offer the advantage of personalized learning and immediate corrections, making language acquisition more accessible and engaging. However, Bangladeshi students may face limitations such as restricted entrance to technology, internet connection, and a lack of confidence in speaking English due to cultural barriers. To encourage more regular practice, MALL apps should include voice-based activities, real-world conversations, and gamified content that motivates students. Integrating these apps into English courses could make learning more dynamic and effective, especially if combined with traditional methods. Teachers should introduce MALL apps gradually, ensuring clear goals and balanced use to avoid overwhelming students. Successful implementation of MALL in tertiary institutions requires addressing technical limitations, student engagement, and curriculum alignment. Teachers would also need training on how to incorporate these apps effectively into the classroom. Institutions can support this by providing necessary resources, developing policies to encourage app use, and offering technical support to both students and educators. Besides, there are some MALL apps that are bought and difficult to use that is why they cannot overcome the challenges. Besides, teachers are not trained well for applying the MALL apps in the classrooms. So, all the applications should be free of cost to adopt and instructors should have training to apply the MALL apps in the classrooms.

RECOMMENDATIONS

Throughout the analyses of the data, it suggests a number of recommendations, which can be resorted to accelerate English speaking proficiency of Bangladeshi EFL students at tertiary level. These recommendations are:

- a. The benefits of integrating MALL apps in developing EFL learners' English speaking proficiency should be addressed among the learners and educators.
- b. The culturally relevant and localized content should be incorporated within the MALL apps to be adopted into EFL classrooms.
- c. The traditional classroom methods should be adorned with the integration of MALL apps for a blended learning experience at our tertiary level classrooms.
- d. The professional progress training for teachers on using MALL apps effectively should be introduced frequently.
- e. The applications which support cooperative learning and peer-to-peer interaction should be stimulated.
- f. The gamified structures in apps should be designed and integrated into the classrooms to maintain students' motivation and engagement.
- g. The technological blockades should be abolished by developing substructure and providing device-sharing options.
- h. The MALL apps should be designed built on the linguistic requirements and socio-economic context of Bangladeshi tertiary students.

CONCLUSION

Bangladeshi tertiary English classes benefit from MALL apps that help students learn English clearly by engaging with others and enjoying interactive games. The tools create a powerful learning space for students that builds their English speaking abilities and helps them feel more competent in using the language. We need to solve problems with computer systems and teacher training while dealing with the gap between connected and unconnected people to benefit from these tools. The right balance between technology and old-school teaching plus thoughtful app selection helps create lasting educational results. Schools and their teams can build a strategic framework to integrate MALL applications to improve English language teaching in Bangladesh effectively past any limitations.

REFERENCES

- 1) Allan, S. (2008). Podcasts and embedded audio to support language learning. *Warwick Interactions Journal*, 30(2). Retrieved from <https://warwick.ac.uk/services/ldc/resource/interactions/issues/issue30/aballan/allan>

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

- 2) Amer, M. (2010). *Idiomobile for learners of English: A study of learners' usage of a mobile learning application for learning idioms and collocations* (Unpublished doctoral dissertation), Indiana University of Pennsylvania: Indiana, PA.
- 3) Arashnia, M., & Shahrokhi, M. (2016). Mobile assisted language learning: English pronunciation among Iranian pre-intermediate EFL learners. *Journal of Applied Linguistics and Language Research*, 3(4), 149-162.
- 4) Begum, R. (2011). Prospect for cell phones as instructional tools in the EFL classroom: A case study of Jahangirnagar University, Bangladesh. *English Language Teaching*, 4(1), 105-115.
- 5) Chaka, C. (2009). From Classical Mobile Learning to Mobile Web 2.0 Learning. *The Evolution of Mobile Teaching and Learning*. 79-102.
- 6) Chen, C.M. & Chung, C.J. (2008). Personalized mobile English vocabulary learning system based on item response theory and learning memory cycle. *Computers & Education*, 51(2), 624-645. Elsevier Ltd. Retrieved from <https://www.learntechlib.org/p/67314/>
- 7) Chen, N-S., Hsieh, S-W., & Kinshuk (2008). Effects of short-term memory and content representation type on mobile language learning. *Language Learning & Technology*, 12(3), 93-113. Retrieved from <http://llt.msu.edu/vol12num3/chenetal.pdf>
- 8) Demouy, V., & Kukulska-Hulme, A. (2010). On the spot: Using mobile devices for listening and speaking practice on a French language programme. *The Journal of Open, Distance and e-Learning*, 25(3), 217-232.
- 9) Hasan, M.M. & Rahman, M.A. (2017). Impacts of Language Lab in Transforming Traditional Learners into Autonomous Learners. *Journal of Dhaka International University*, 9 (2), pp.45-54.
- 10) Huang, C., & Sun, P., (2010). Mobile Assisted Language Learning. *CiteSeerX*. 257-276.
- 11) Hwang, W. Y., Chen, C. Y., & Chen, H. (2011). Facilitating EFL writing of elementary school students in familiar situated contexts with mobile devices. In *10th World Conference on Mobile and Contextual Learning, 18-21 October 2011, Beijing, China: mLearn2011 Conference Proceedings* (pp. 15-23).
- 12) Kim, H-S. (2011). Effects of SMS text messaging on vocabulary learning. *Multimedia-Assisted Language Learning*, 14(2), 159-180.
- 13) Klopfer, E., Squire, K. & Jenkins, H., (2002). Environmental Detectives: PDAs as a Window into a Virtual Simulated World. *ResearchGate*. 95-98. Doi: 10.1109/WMTTE.2002.1039227.
- 14) Kobayashi, C. (2008). The use of pocket electronic and printed dictionaries: A mixed-method study. In *JALT 2007 Conference Proceedings* (pp. 769-783). Tokyo: JALT.
- 15) Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1). <https://citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge>
- 16) Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.
- 17) Miangah, T., & Nezarat, A., (2012). Mobile Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPs)*, 3(1), 309-319. Doi: 10.5121/ijdp.2012.3126.
- 18) Nah, K-C., White, P., & Sussex, R. (2008). The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context. *ReCALL*, 20(3), 331-347.
- 19) Rahman, M.A. (2020). Incorporating Digital Technologies in ELT at Tertiary Level in Bangladesh: Prospects and Challenges. *International Conference on Bangladesh-India Policy Landscape with special Focus on Emerging Technologies Conference Proceedings, Dhaka International University*, pp.81-95.
- 20) Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *Journal of Indian Orthodontic Society*, 46(4_suppl1), pp.273-277.
- 21) Rovai, A. P., (2002). Building Sense of Community at a Distance. *The International Review of Research in Open and Distributed Learning*, 3(1).
- 22) Sam, D. P., & Shalini, R., (2021). Limitations and Advantages of Implementing MALL in the Tertiary ESL Classrooms: A Review. *International Journal of Recent Technology and Engineering (IJRTE)*, 9(5), 28-32. DOI: 10.35940/ijrte.ES097.019521.
- 23) Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- 24) Stockwell, G. (Ed.). (2012). *Computer-Assisted Language Learning: Diversity in Research and Practice*. Cambridge: Cambridge University Press.

Mobile-Assisted Language Learning Apps in Bangladeshi English Speaking Classrooms at Tertiary Level: Prospects and Challenges

- 25) Talukdar, M.A.R. & Rahman, M.A. (2016). The interrelation between learners' psycho-social background and English speaking proficiency. *The Comilla University Journal of Arts*, 1 (1), pp.117-134.
- 26) Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of computer assisted learning*, 21(3), 217-228.
- 27) Turc, L. (2017). Mobile-assisted language learning (MALL). *RATE Issues Summer*, 19.
- 28) Zhao, Y. (2005). The future of research in technology and second language education. In Y. Zhao (Ed.), *Research in technology and second language learning: Developments and directions* (pp. 445-457). Greenwich, CT: Information Age Publishing, Inc.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.