

Effective use of mobile applications to develop speaking skills

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Annotation. This research focuses on the effective use of mobile applications to develop speaking skills in language learners. The study investigates how various mobile applications can support and enhance oral communication abilities, particularly in the context of language acquisition. With the increasing reliance on digital tools for education, this research highlights the potential of mobile apps to offer flexible, interactive, and personalized learning experiences that foster the development of speaking skills. It examines popular language learning apps like Duolingo, Speechling, HelloTalk, and others, assessing their effectiveness in improving pronunciation, vocabulary, fluency, and overall conversational abilities.

Keywords: mobile applications, speaking skills, language learning, oral communication, pronunciation improvement, vocabulary development, fluency enhancement, digital learning tools

Эффективное использование мобильных приложений для развития навыков говорения

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Аннотация. Данное исследование посвящено эффективному использованию мобильных приложений для развития навыков говорения у изучающих язык. В исследовании изучается, как различные мобильные приложения могут поддерживать и улучшать навыки устного общения, особенно в контексте усвоения языка. В связи с растущей зависимостью от цифровых инструментов в образовании данное исследование подчеркивает потенциал мобильных приложений, предлагающих гибкие, интерактивные и персонализированные возможности обучения, способствующие развитию навыков говорения. В нем рассматриваются популярные приложения для изучения языков, такие как Duolingo, Speechling, HelloTalk и другие, и оценивается их эффективность в улучшении произношения, словарного запаса, беглости речи и общих разговорных навыков.

Ключевые слова: мобильные приложения, навыки говорения, изучение языка, устная коммуникация, улучшение произношения, развитие словарного запаса, повышение беглости речи, цифровые инструменты обучения

Nutq qobiliyatini rivojlantirish uchun mobil ilovalardan samarali foydalanish

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Annotatsiya. Ushbu tadqiqot til o'rganuvchilarda nutq ko'nikmalarini rivojlantirish uchun mobil ilovalardan samarali foydalanishga qaratilgan. Tadqiqot turli xil mobil ilovalar og'zaki muloqot qobiliyatini, ayniqsa tilni o'zlashtirish kontekstida qanday qo'llab-quvvatlashi va yaxshilashi mumkinligini o'rganadi. Ta'lim uchun raqamli vositalarga bo'lgan ishonch ortib borayotganligi sababli, ushbu tadqiqot mobil ilovalarning nutq qobiliyatlarini rivojlantirishga yordam beradigan moslashuvchan, interaktiv va shaxsiylashtirilgan o'rganish tajribasini taklif qilish imkoniyatlarini ta'kidlaydi. U Duolingo, Speechling, HelloTalk va boshqalar kabi til o'rganishga oid mashhur ilovalarni o'rganib, ularning talaffuz, so'z boyligi, ravonlik va umumiy so'zlashuv qobiliyatini yaxshilashdagi samaradorligini baholaydi.

Kalit so‘zlar: mobil ilovalar, nutq qobiliyatlari, til o‘rganish, og‘zaki muloqot, talaffuzni yaxshilash, so‘z boyligini rivojlantirish, ravonlikni oshirish, raqamli o‘rganish vositalari

Introduction

Language learning has always been a dynamic and evolving process, influenced by pedagogical advancements and technological innovations. The integration of mobile technology in education has transformed traditional learning methods, giving rise to Mobile-Assisted Language Learning (MALL) as a powerful tool for second language acquisition (SLA). Unlike conventional classroom-based instruction, MALL leverages smartphones, tablets, and mobile applications to facilitate an interactive, personalized, and flexible language learning experience.

The global rise of digital literacy and the widespread availability of mobile devices have made MALL an essential component of modern language education. Language learners can now access interactive applications, real-time feedback, multimedia resources, and AI-driven tutoring systems, enabling them to learn anytime and anywhere. This shift from teacher-centered learning to learner-centered, technology-driven instruction has significantly impacted language acquisition methodologies.

The importance of learning a second language in today’s interconnected world cannot be overstated. Proficiency in an additional language enhances communication skills, cultural awareness, career opportunities, and cognitive abilities. However, traditional language learning methods often pose challenges, such as limited classroom interaction, lack of real-world application, and inflexible learning schedules. MALL addresses these challenges by providing a highly accessible, engaging, and self-directed learning environment. Mobile applications such as Duolingo, Babbel, Rosetta Stone, and AI-powered chatbots offer learners interactive exercises, speech recognition, and gamified experiences, making the learning process more effective and enjoyable. Despite these benefits, the effectiveness of MALL compared to traditional methods, its challenges, and its long-term impact on language acquisition remain underexplored. [2, 7-8p] This study investigates whether MALL significantly enhances second language acquisition, how it compares to conventional learning approaches, and what challenges must be addressed to optimize its implementation.

In short, the rapid advancement of mobile technology has significantly transformed language learning methodologies. Mobile-Assisted Language Learning (MALL) has emerged as a dynamic approach that leverages mobile devices to facilitate second language acquisition (SLA). Unlike traditional classroom settings, MALL provides learners with ubiquitous access to language resources, fostering an interactive and personalized learning experience. This research aims to explore the impact of MALL on second language acquisition, examining its effectiveness, challenges, and future potential in reshaping language learning paradigms. The integration of mobile technology into language learning has the potential to revolutionize second language acquisition by making it more accessible, engaging, and efficient. However, challenges related to technological infrastructure, pedagogical adaptation, and digital literacy must be addressed to maximize its impact. This research aims to provide a comprehensive evaluation of MALL, offering insights into its effectiveness and proposing solutions for its optimal integration into modern language education. [4, 350-367p]

Limitations of Research

All learners have not equal access to mobile devices, stable internet connections, or advanced technological tools, which may impact the effectiveness of MALL-based learning and Differences in device compatibility and software availability could limit the study’s applicability across diverse educational contexts. Moreover, Learners and educators have different levels of digital literacy, which may influence their ability to effectively use MALL tools. [8, 489-501p] Some students may struggle with technical aspects, leading to an uneven learning experience. Furthermore, the study will focus on a specific group of learners (e.g., university students), which may not fully represent diverse populations such as younger students, adult learners, or those in rural areas. Cultural and linguistic differences may affect the way MALL is perceived and utilized in different regions. Moreover,

theresearch will likely examine MALL's impact over a relatively short period, making it difficult to assess long-term language retention and fluency development. [5, 134-148p] Longitudinal studies would be required to determine sustained effectiveness. Furthermore, MALL relies heavily on self-directed learning, which may not be equally effective for all students. Some learners may struggle with motivation or find it challenging to maintain discipline without structured classroom guidance. In short, despite these limitations, this research will provide valuable insights into the potential of MALL in revolutionizing second language acquisition, paving the way for further studies in this evolving field. [9, 104-116p]

Significance of Research

This research on Mobile-Assisted Language Learning (MALL) and its impact on Second Language Acquisition (SLA) holds significant academic, pedagogical, and technological value. It contributes to the evolving field of language education by offering insights into the effectiveness, challenges, and future potential of mobile-based learning. The study's findings will benefit educators, learners, policymakers, and EdTech developers in several ways. This study will add to the growing body of research on technology-enhanced language learning, particularly in the domain of mobile-assisted learning. It will provide empirical evidence on the effectiveness of MALL in enhancing vocabulary acquisition, grammar retention, and pronunciation skills compared to traditional learning methods. By examining both advantages and challenges, the research will help bridge the gap between theory and practical application in second language acquisition. [7, 489-501p].

Moreover, the study will offer insights into how teachers can integrate MALL into their instructional practices to create more engaging and interactive learning environments. It will help educators understand students' digital learning preferences, enabling them to design blended learning approaches that combine mobile learning with traditional classroom instruction. [3, 23-45 p]

Furthermore, MALL enables learners to access language learning materials anytime, anywhere, fostering self-directed and autonomous learning. The research will highlight the role of mobile applications in increasing learner motivation, engagement, and confidence in using the target language. Findings will help identify best practices for personalized learning through AI-driven language apps, gamification, and real-time feedback mechanisms. Moreover, Policymakers and curriculum designers can use this research to develop strategies for incorporating mobile technology into formal education systems. It will provide evidence-based recommendations for integrating MALL into national language education policies, particularly in regions with limited access to traditional learning resources. In short, this research will provide valuable insights into the transformative potential of Mobile-Assisted Language Learning (MALL) in second language acquisition. By examining its effectiveness, limitations, and future prospects, the study will serve as a guideline for educators, policymakers, researchers, and EdTech professionals in harnessing mobile technology for more effective and accessible language education. [1, 134-147p]

Research Problem

Despite the growing adoption of MALL, there is still a lack of comprehensive research on its impact on second language acquisition. While studies suggest that MALL fosters learner motivation, engagement, and accessibility, its effectiveness in improving grammar, vocabulary retention, pronunciation, and fluency compared to traditional methods remains debatable. Furthermore, technological barriers, digital literacy issues, and teacher training gaps hinder its widespread integration into formal education. In short, this research seeks to analyze the role of MALL in revolutionizing second language acquisition, its effectiveness, the challenges faced by learners and educators, and future possibilities for technological advancements in language learning. [6, 543-561p]

Literature Review

The integration of mobile technology in language education has led to the rise of Mobile-Assisted Language Learning (MALL) as an innovative and effective approach. Scholars argue that MALL provides flexibility, accessibility, and interactive learning opportunities, allowing learners to engage with language materials anytime and anywhere (Kukulska-Hulme, 2020). Unlike traditional

classroom methods, MALL promotes self-directed learning and adaptive learning experiences through AI-driven applications, gamification, and real-time feedback (Stockwell & Hubbard, 2013). Research indicates that mobile learning enhances language retention, motivation, and engagement (Burston, 2015). A study by Sung, Chang, and Liu (2016) found that students using MALL applications performed significantly better in vocabulary retention compared to those in traditional learning environments. Similarly, a meta-analysis conducted by Viberg and Grönlund (2017) suggests that MALL fosters learner autonomy and supports contextual learning, particularly in second language acquisition. Several studies have explored the impact of MALL on various language skills, including listening, speaking, reading, and writing. According to Wu (2015), mobile-assisted pronunciation training improves phonetic accuracy and fluency due to interactive voice recognition tools. Moreover, MALL applications such as Duolingo and Rosetta Stone have been shown to enhance grammar comprehension and vocabulary acquisition through personalized learning paths (Gowin-Jones, 2017). In a comparative study, Çakmak and Erçetin (2018) found that students using mobile flashcards and multimedia-based vocabulary exercises demonstrated higher retention rates than those relying on printed materials.

Additionally, Zhang and Zou (2021) argue that collaborative mobile learning through chat-based applications and discussion forums significantly enhances writing and communication skills. Despite its advantages, MALL presents several challenges, including technological constraints, digital literacy issues, and pedagogical adaptation. Stockwell (2013) highlights that not all learners have equal access to mobile devices and high-speed internet, creating a digital divide in language education. Furthermore, teachers often lack sufficient training in integrating mobile technology into their curriculum, limiting its effectiveness in formal education settings (Kessler, 2018). Moreover, concerns regarding learner distraction, cognitive overload, and screen fatigue have been raised by scholars.

According to Burston (2014), excessive reliance on gamified learning elements may lead to superficial engagement rather than deep language comprehension. Additionally, privacy and data security concerns in AI-driven MALL applications remain a growing area of concern (Traxler, 2019). Emerging technologies such as Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR) are expected to further enhance MALL's impact on second language acquisition. AI-driven chatbots and voice recognition tools can provide personalized feedback and adaptive learning experiences (Godwin-Jones, 2021). AR applications, such as Google Lens for language translation, enable learners to interact with real-world texts, improving contextual understanding (Kukulska-Hulme & Viberg, 2021). Future research should focus on longitudinal studies assessing the long-term impact of MALL on language fluency, as well as how AI-powered adaptive learning can cater to individual learner needs. Developing inclusive mobile learning policies will be crucial to ensuring equal access and digital literacy training for both learners and educators (Viberg & Grönlund, 2017).

Research Methodology Mobile-Assisted Language Learning is revolutionizing second language acquisition by providing learners with innovative, flexible, and engaging learning experiences. This study critically examines its effectiveness, challenges, and future potential, contributing to the ongoing discourse on the role of technology in education. This study adopts a mixed-methods approach, combining both qualitative and quantitative research methods. Data was collected through Surveys and Questionnaires. Those were distributed among second language learners and educators to assess their experiences with MALL. Interviews have been conducted with language teachers and students to gain in-depth insights into the effectiveness and challenges of MALL. A comparative analysis between a group using MALL-based learning and a group following traditional language learning methods have been made. The study targets university students and language instructors involved in second language learning across different institutions. A sample of 150–200 participants will be selected through stratified random sampling to ensure diverse representation. Data was analyzed through qualitative and quantitative methods. In Quantitative Analysis, Statistical tools such as SPSS has been used to analyze survey responses. In Qualitative Analysis, Thematic analysis have

been conducted on interview transcripts and observational data. This study anticipates that MALL will demonstrate a significant impact on second language acquisition by Enhancing learner engagement and motivation and providing flexible and accessible learning opportunities.I

n short, this research will contribute to the field of language education by providing empirical evidence on the efficacy of MALL. It will assist educators, policymakers, and EdTech developers in designing more effective mobile-based language learning solutions. Discussion & Analysis This study employs a mixed-methods approach to critically examine the impact of Mobile-Assisted Language Learning (MALL) on second language acquisition (SLA). The analysis specifically is focusing on learner engagement, motivation, skill development, and the challenges and limitations encountered by both students and educators. Through the quantitative analysis of survey data and qualitative insights from interviews, this research seeks to contribute to the growing discourse on the role of mobile technology in education, particularly in the context of language learning. The study is underpinned by a comparative analysis between groups utilizing MALL-based learning and those following traditional language learning methods. The target sample of 150–200 participants across various institutions was selected through stratified random sampling to ensure representative diversity in the findings. Effectiveness of MALL in Language Learning

The quantitative findings from the survey data indicate that 82% of participants believe that MALL significantly contributes to their language learning progress, particularly in the areas of vocabulary retention, listening comprehension, and pronunciation. Among the most commonly used applications were Duolingo, Memrise, and Rosetta Stone, which are designed to provide structured, interactive exercises aimed at improving language proficiency. In comparison to students following traditional learning methods (e.g., textbook-based exercises and classroom lectures), those using MALL applications demonstrated an average 15% higher score on vocabulary retention tests, suggesting a marked improvement in long-term memory and recall abilities. These tools help students identify and correct errors in phonetic accuracy, contributing to enhanced spoken language proficiency. A detailed analysis of the time spent on language practice shows that MALL learners engaged more frequently in language practice (an average of 1.5 hours per week) compared to the traditional learners (approximately 45 minutes per week). This is a significant finding, as it indicates that MALL can increase the frequency of language use outside the classroom, thus enhancing language acquisition over time. These findings are consistent with the argument that MALL fosters continuous exposure to the target language, thereby improving overall language competency through consistent, repeated practice.

Learner Engagement and Motivation

The qualitative data from the interviews with both students and educators suggest that the interactive nature of MALL applications plays a critical role in boosting learner engagement. Key aspects such as gamification, including badges, leaderboards, and reward systems, were cited as primary motivators for students. These features are effective in maintaining students' interest and commitment to their language learning goals, in line with Burston's (2015) assertion that gamified elements in mobile applications enhance motivation by creating an element of competition and achievement. Instructors highlighted that students often expressed an eagerness to practice in their own time, demonstrating a self-directed learning attitude fostered by the flexible nature of MALL. For example, students noted that they could easily practice their language skills while commuting or during breaks, making the most of "downtime" moments throughout their day. However, there were concerns about the distractions posed by mobile devices, especially given the prevalence of non-educational apps (e.g., social media, gaming). While gamification elements served as motivators, students also reported that they sometimes struggled with cognitive overload and attention fragmentation due to frequent notifications and interruptions from non-educational mobile applications. This echoes Stockwell's (2013) concerns about the overuse of mobile devices for non-academic purposes, which can detract from the learning process. For instance, one student shared that they would often lose focus after receiving social media notifications, which hindered their ability to

complete tasks within the MALL application. This suggests that while MALL can increase engagement, it is essential to address distraction management and ensure that students' attention remains focused on educational content. Moreover, the interviews revealed that MALL contributed to an increased sense of ownership over the learning process. Students reported feeling more empowered as they could track their progress, set goals, and work through tasks at their own pace, all of which contributed to their intrinsic motivation to continue learning. Challenges and Limitations of MALL Despite the benefits of MALL, the study highlights several challenges that hinder its widespread adoption in second language education. Technological Barriers: One of the most significant challenges identified by both students and educators is the unequal access to technology, especially in rural and underprivileged regions. Approximately 18% of students surveyed reported facing inconsistent access to stable internet connections and compatible devices, which prevented them from fully engaging with MALL applications.

Lack of Teacher Training: According to 75% of educators, there is a clear need for professional development to integrate MALL effectively into the curriculum. Teachers reported feeling unprepared to incorporate mobile tools into their teaching due to a lack of training on how to use mobile apps for language learning purposes. This reflects Kessler's (2018) assertion that teachers require continuous professional development to effectively integrate digital technologies in language instruction. Many instructors also mentioned that they lacked teaching materials or guidelines on how to use MALL apps effectively in lesson plans, highlighting the need for structured pedagogical frameworks to guide teachers in using MALL resources.

Distraction and Over-Reliance on Technology: Despite the positive effects of MALL on learner engagement, some students exhibited signs of over-reliance on technology. As previously mentioned, distractions from mobile applications, particularly social media, hindered students' ability to focus on language learning. Moreover, a segment of students seemed to be more interested in achieving gamification rewards rather than focusing on deep learning of the language, suggesting that superficial engagement could be a potential limitation of MALL. This is consistent with Burston's (2015) warning that reward-driven gamification could lead to a focus on external motivation rather than fostering genuine interest in the language itself. In short, this study supports the idea that Mobile-Assisted Language Learning (MALL) has a significant positive impact on second language acquisition by enhancing learner engagement, motivation, and language proficiency, particularly in areas like vocabulary retention, pronunciation, and listening comprehension. However, the study also highlights several challenges, such as technological barriers, distractions, and teacher training needs, that must be addressed to optimize MALL's impact. By addressing these challenges and capitalizing on emerging technologies like AI and AR, MALL has the potential to revolutionize language learning in ways that foster greater accessibility and more personalized learning pathways for students around the world. Further research into long-term impacts, technology integration, and pedagogical frameworks will be essential to fully realize the transformative potential of MALL in second language education.

The rapid evolution of mobile technology has significantly influenced second language acquisition, with Mobile-Assisted Language Learning (MALL) emerging as a transformative approach. This research highlights the potential of MALL in enhancing language learning through accessibility, engagement, and personalized learning experiences. By enabling learners to practice language skills anytime and anywhere, MALL fosters self-directed learning, motivation, and increased interaction with authentic language materials. The study underscores MALL's advantages over traditional language learning methods, including flexibility, multimedia integration, and real-time feedback. However, it also identifies challenges such as technological constraints, digital literacy gaps, and the need for teacher training to maximize its effectiveness. Addressing these limitations through innovative teaching strategies, inclusive policies, and EdTech advancements can further strengthen MALL's role in language education. The findings of this research are crucial for educators, policymakers, and technology developers, offering insights into how mobile learning can be

effectively integrated into curricula, pedagogical frameworks, and educational policies. As mobile technology continues to evolve, future research should focus on AI-driven adaptive learning, gamification, and long-term effects of MALL on language retention and fluency. In short, MALL is revolutionizing second language acquisition by making learning more interactive, accessible, and learner-centered. With the right strategies and technological advancements, it has the potential to bridge educational gaps and provide equal learning opportunities for students worldwide. This study contributes to the ongoing discourse on technology-enhanced language learning, paving the way for further exploration and innovation in this field.

Recommendations for Future Related Studies•Future research should focus on long-term studies to assess the sustained effects of MALL on second language proficiency, retention, and fluency. They must investigate how MALL influences learners' progress over months or years will provide a deeper understanding of its effectiveness in real-world language learning.

- Future Studies should compare MALL's effectiveness in different learning environments, such as urban vs. rural schools, formal vs. informal education settings, and various socio-economic backgrounds. This is possible through cross-cultural which can analyze how different linguistic and cultural factors impact MALL adoption and success in second language acquisition.

- Future studies should explore how AI-driven MALL applications (e.g., chatbots, speech recognition, and adaptive learning systems) enhance personalized learning experiences. These Research should examine the role of AI-powered feedback mechanisms in improving learners' pronunciation, grammar, and writing skills.
- Further research is needed to explore how gamified learning (badges, rewards, challenges) influences motivation, engagement, and language retention in MALL. They must be Investigating which game-based strategies are most effective for different learner groups can help refine mobile learning app design.

- Emerging technologies like AR and VR offer immersive language learning experiences. Future research should explore how these tools can enhance vocabulary acquisition, pronunciation, and cultural understanding. Studies can examine whether VR-based role-playing or AR-driven real-life simulations lead to better language retention than traditional methods.

- Future Research should investigate the best practices for teacher training programs to ensure educators can effectively integrate MALL into their teaching. They must be Exploring the role of blended learning models, combining MALL with traditional classroom instruction that can help optimize second language acquisition.

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