

Review of: "Analyzing the Effects of Mobile Assisted Language Learning on Learner Autonomy: A Quasi-Experimental Study"

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Potential competing interests: No potential competing interests to declare.

The article "Analyzing the Effects of Mobile Assisted Language Learning on Learner Autonomy" examines the impact of MALL on Ecuadorian undergraduate students using a quasi-experimental mixed-methods study. Quantitative results showed no significant change in learner autonomy, but qualitative interviews revealed that students felt more autonomous using MALL. Students found MALL convenient and engaging, appreciating the flexibility to access learning materials anytime and anywhere, as well as the social interactions facilitated by language learning apps. Benefits included better control over classwork and increased productivity, while challenges involved distractions from non-educational content, eye strain, and faster battery drain. The study's strengths lie in its comprehensive approach, providing both statistical and qualitative insights, while its weaknesses include a small sample size and short intervention duration, limiting generalizability and long-term impact assessment. Overall, MALL demonstrates potential to enhance learner engagement and autonomy despite some challenges, with recommendations for future research to involve larger samples and longer durations and for educators to develop strategies to mitigate distractions when integrating MALL.