

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.

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

The study X-rayed the impact of mobile-assisted learning on learner autonomy in a language classroom in the Ecuadorian context. Quasi-experimental design was used, and the instrument for data collection was a semi-structured interview. Ninety students were split and assigned to 2 groups - experimental and control groups. Authors reported no significant difference in learner autonomy after the intervention quantitatively, but the qualitative data generated from students' interviews showed a significant difference in learner autonomy due to the intervention.

However, the authors failed to justify the use of a quasi-experiment by their silence on the selection of 90 students and assignment to 2 groups. If intact classes were used, it was not stated for non-disruption of school settings into classes (which is very important for quasi-experiments). For the quantitative result of no significant difference failing to align with the qualitative data, which was to add value and strength to the qualitative, is an error. Assignment to treatment annuls the survey the researchers reported. The research questions do not align with an experimental study but with survey research. Manipulation of interventions is not permitted in a survey. Contradictions abound in the data collection procedures (a survey and quasi-experiment).

I advise that the authors forgo the quasi-experiment whose control was not mentioned. The intervention strategy was not specified, and no instructional guide for teachers was stated. Authors should stick to a survey design only.

I commend the efforts of the authors in the reporting/interpretation of the data generated through survey and interview.