



Exploring The Influence of Microlearning Content and Mobile-Assisted Language Learning (MALL) Platforms on English Language Proficiency

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ABSTRACT

This quantitative study examines the influence of Microlearning Content and Mobile-Assisted Language Learning (MALL) Platform on English proficiency among participants in the Ministry of Information and Communications (Bakti Kominfo) English for Tourism Program. Drawing upon a comprehensive review of literature, the research elucidates the evolving landscape of language education, emphasizing the emergence of innovative methodologies such as microlearning and MALL. Through regression coefficient analysis, the study empirically demonstrates the individual influences of Microlearning Content and MALL Platform on English proficiency. Results indicate that Microlearning Content significantly influences English proficiency, with a relative contribution of 46.3%. Similarly, MALL Platform exhibits a substantial impact on English proficiency, contributing 43.0% to language learning outcomes. Furthermore, the combined influence of Microlearning Content and MALL Platform was found to significantly affect English proficiency, contributing to 55.2% of language proficiency variation. These findings underscore the importance of integrating technology-enhanced learning approaches to foster English language proficiency in non-formal education settings. The research offers insights for educators, policymakers, and practitioners to design effective language programs that leverage microlearning and MALL platforms to meet the evolving needs of language learners in the digital age

INTRODUCTION

The dynamic evolution of information technology and mobile communication has catalyzed a profound transformation in the realm of education, reshaping traditional learning paradigms and fostering the emergence of innovative methodologies. Among these, microlearning and Mobile-Assisted Language Learning (MALL) have garnered inc

reasing attention for their potential to revolutionize language education. Microlearning, characterized by its delivery of bite-sized learning modules, offers learners enhanced accessibility and flexibility, while MALL leverages mobile devices to facilitate language acquisition anytime, anywhere. This intersection of technology and education holds promise for addressing the evolving needs of language learners in the digital age.

Despite the growing prominence of microlearning and MALL, their integration into non-formal education settings, particularly in English for Specific Purposes (ESP) contexts, remains relatively underexplored. This gap underscores the need for empirical research to ascertain the efficacy of these methodologies in fostering language proficiency among diverse learner populations. By bridging this knowledge gap, researchers can provide valuable insights into the optimal utilization of technology-enhanced learning approaches to meet the diverse needs of language learners.

Against this backdrop, this study aims to investigate the impact of Microlearning Content and MALL Platform on English language proficiency among participants in the English for Tourism Program at Bakti Kominfo. Through rigorous quantitative analysis, the research seeks to elucidate the individual and combined influences of these innovative methodologies on language learning outcomes. By examining the relative contributions of Microlearning Content and MALL Platform to English proficiency, the study aims to inform the design and implementation of effective language programs tailored to the specific needs of learners in non-formal education settings.

Furthermore, this research endeavors to address key challenges hindering the widespread adoption of microlearning and MALL in ESP instruction, such as resource constraints, digital literacy gaps, and awareness deficits among educators and learners. By identifying these barriers and exploring potential solutions, the study aims to pave the way for the seamless integration of technology-enhanced learning approaches into non-formal language education. Ultimately, the findings of this research hold significant implications for educators, policymakers, and practitioners seeking to harness the transformative potential of technology in enhancing language proficiency and fostering lifelong learning opportunities for diverse learner communities.

The scope of this study revolves around examining the influence of microlearning content, mobile-assisted language learning (MALL), and technology integration on language proficiency, specifically within the domain of English for tourism and specialized purposes. It aims to investigate how the utilization of microlearning content and MALL through mobile-based language teaching platforms impacts the English proficiency levels of learners in the tourism sector. By concentrating on the specific effects of microlearning content, MALL, and technology integration on language proficiency, this delineation

enables a focused and comprehensive exploration of the factors contributing to effective language acquisition in the tourism industry. To commence the study, the questions were articulated in the following manner:

1. What is the effect of microlearning content on the English language proficiency of participants in the English for Tourism Bakti Kominfo Program?
2. How does the Mobile-Assisted Language Learning Platform influence the English language proficiency of participants in the English for Tourism Bakti Kominfo Program?
3. What is the combined impact of microlearning content and the Mobile-Assisted Language Learning Platform on the English language proficiency of participants in the English for Tourism Bakti Kominfo Program?

LITERATURE REVIEW

Microlearning

Microlearning offers a modern approach to language education, characterized by its success and targeted learning units (Reynolds, 2023). This method enables learners to engage with bite-sized content tailored to their individual learning pace and preferences, fostering consistent learning habits and intrinsic motivation (Slivnaya et al., 2023). Through mobile-based platforms, microlearning ensures learners can access language materials anytime, anywhere, accommodating their busy schedules and on-the-go lifestyles (Moore, 2020).

The modular structure of microlearning facilitates the delivery of short, easily digestible language lessons, preventing learner overwhelm and enhancing information retention (Sankaranarayanan et al., 2024). Furthermore, microlearning platforms often incorporate engaging multimedia elements such as videos, audio clips, and interactive exercises, fostering learner engagement and participation (Fidan, 2023). Personalized learning paths based on individual proficiency levels and learning pace further enhance the effectiveness of microlearning in language education (Dolasinski & Reynolds, 2023).

Immediate feedback mechanisms and spaced repetition techniques integrated into microlearning platforms promote continuous learning and memory retention (Khong & Kabilan, 2022a). By immersing learners in authentic language scenarios and offering social learning opportunities, microlearning enhances communicative competence and facilitates cultural exchange (Taylor & Hung, 2022).

In the context of curriculum development, several considerations are crucial for the successful integration of microlearning into existing learning frameworks (Skalka & Drlík, 2020). These include assessment, evaluation, mapping, and resource allocation. By carefully addressing these elements, educators can effectively incorporate microlearning into the curriculum, maximizing its benefits for language education.

Overall, microlearning presents a promising avenue for language education, leveraging technology and innovative methodologies to optimize

learning outcomes effectively. Its adaptability and accessibility make it a valuable tool for learners seeking to enhance their language proficiency in diverse contexts.

Mobile-Assisted Language Learning (MALL)

In the early 1980s, mobile technology was not anticipated to revolutionize human life as drastically as it has today. The rapid advances in mobile technology have empowered smartphones and tablets to encompass a multitude of functions beyond simple communication, extending to activities such as gaming, browsing, and shopping (Hwang & Chien, 2022a) These developments have not only transformed daily life but have also significantly impacted education and language learning.

Mobile devices are characterized by their portability and connectivity, enabling users to access learning materials anytime and anywhere (Ameri, 2020). With wireless connectivity, learners can seamlessly connect to online resources, facilitating continuous learning beyond the confines of traditional classrooms (Hwang & Chien, 2022b) This connectivity fosters social interaction, collaboration, and data exchange among learners, enhancing the learning experience (Ameri, 2020).

Learning through mobile devices offers practical benefits, particularly in bridging real-world experiences with educational content (Rakhmatov, 2021). Mobile-assisted language learning (MALL) provides opportunities for students to engage in independent learning and take responsibility for their learning journey (Bhestari & Luthfiyyah, 2021). Today's learners are increasingly adept at using technology for self-directed learning, leveraging tools they are comfortable with to enhance their language skills (Amin & Sundari, 2020) The ubiquity of cell phones has transformed them from mere communication devices into indispensable tools for effective learning (Alsied, 2019). Learners now rely on their mobile phones not only for communication but also for accessing learning materials and practicing language skills (Alsied, 2019). MALL expands the boundaries of traditional language learning methods, empowering learners to explore diverse topics and engage in more frequent and extended speaking practice (Burston & Giannakou, 2022) The compact size and versatility of mobile phones facilitate flexible language learning, enabling learners to access a wide range of learning resources from various sources (Burston & Giannakou, 2022).

Phonetic Instruction in EFL Context

Language proficiency encompasses a multifaceted ability to effectively communicate in a language across various contexts and modalities (Richards, 2017). Rooted in linguistic competence, it extends beyond mere grammatical accuracy to encompass a spectrum of skills that enable individuals to comprehend, produce, and interact using the language with fluency, accuracy, and appropriateness. At its core lies linguistic competence, which encompasses knowledge of vocabulary, grammar, syntax, and semantics (Richards, 2017). Mastery of these linguistic elements facilitates the construction of coherent and meaningful communication. Additionally, phonological and phonemic awareness play a pivotal role, enabling individuals to recognize and produce the sounds of the language accurately, thus enhancing oral communication skills (Richards, 2017).

Sociolinguistic competence is another essential aspect of language proficiency, as it involves understanding the social and cultural conventions that govern language use (Erdoğan, 2019). This includes knowledge of appropriate language registers, dialects, and variations based on factors such as social status, relationships, and formality. Moreover, pragmatic competence is crucial for using language effectively in context to achieve specific communicative goals (Erdoğan, 2019). It entails understanding how to adapt language use based on situational factors and nuances such as humor, politeness, and indirectness.

Discourse competence further contributes to language proficiency by enabling individuals to organize spoken and written language into coherent and cohesive sequences (Sabnani & Renandya, 2019). This involves knowing how to structure conversations, stories, essays, or presentations using appropriate connectives and discourse markers to guide the flow of communication. Cultural awareness complements these competencies by fostering an understanding of the cultural context in which the language is used (Erdoğan, 2019), including norms, values, customs, and sensitivities that influence communication.

Listening comprehension and reading comprehension are fundamental components of language proficiency (Smith et al., 2021), allowing individuals to understand and interpret spoken and written texts, respectively. Proficiency in speaking and writing skills enables individuals to express themselves clearly and coherently in oral and written communication. Speaking proficiency involves producing speech that is appropriate for the context, while writing proficiency entails composing well-structured texts with grammatical accuracy and coherence (Fahmi & Rachmijati, 2021)

Language proficiency is dynamic and multidimensional, with proficiency levels varying across the different elements (Richards, 2017). A comprehensive understanding of these elements is essential for accurately assessing and developing individuals' language abilities for effective communication in diverse linguistic contexts. By honing these skills, learners can enhance their communicative competence and navigate the complexities of language use with confidence and proficiency.

METHODOLOGY

The research method employed in this study is ex post facto quantitative research, designed to retrospectively examine the impact of microlearning content and mobile-assisted language learning (MALL) platforms on English language proficiency among participants in the English for Tourism Program at Bakti Kominfo. Ex post facto research investigates past events and their potential causal factors, with treatments occurring prior to the researcher's involvement, thus lacking direct control (Smith et al., 2021). The study adopts a systematic approach, commencing with the identification of the research problem and a comprehensive literature review (Duan et al., 2020) Subsequently, clear aims and objectives are delineated to guide data collection efforts. Data is then collected using various methodologies, and findings are synthesized to draw conclusions and formulate insights (García-Sánchez & Gimeno-Sanz, 2022) Throughout the research process, defining the population under study is pivotal, ensuring that the findings are applicable and generalizable.

The population comprises all participants in the Bakti Kominfo English Tourism Program conducted by the LBI English Course in collaboration with the Ministry of Information and Technology in 2023, totaling 876 individuals (Chander et al., 2022). The sample size is determined using the Slovin formula with an error level of 5%, resulting in a sample size of 166 individuals to represent the broader population effectively (Suharsimi Arikunto, 2011)

RESEARCH RESULT

Research Findings

The aim of hypothesis testing in this study was to examine the proposed hypothesis regarding the impact of microlearning content and Mobile-Assisted Language Learning (MALL) on English proficiency within the English for Tourism Program at Bakti Kominfo. This involved empirically evaluating the hypothesis to determine the degree of influence exerted by these variables on English proficiency.

Firstly, the influence of microlearning content on English proficiency was assessed through a linear regression test. The analysis revealed a significant influence, as indicated by a p-value of 0.000, suggesting a positive correlation between microlearning content and English proficiency. The regression coefficient (β) of 0.618 further emphasized this relationship, indicating that higher quality microlearning content was associated with greater English proficiency. Moreover, the R Square value of 47.9% indicated that microlearning content contributed significantly to English proficiency, with 52.1% influenced by other factors.

Secondly, the impact of the MALL platform on English proficiency was examined using a similar regression test. The results showed a significant influence of the MALL platform on English proficiency, with a p-value of 0.000 indicating a positive relationship. The regression coefficient (β) of 0.297 highlighted the contribution of the MALL platform to English proficiency, with higher-quality platforms associated with enhanced proficiency. However, the R Square value of 14.5% suggested that other factors also influenced English proficiency.

Lastly, a multiple regression analysis was conducted to assess the combined influence of microlearning content and the MALL platform on English proficiency. The results indicated significant contributions from both variables, with regression coefficients of 0.796 for microlearning content and 0.212 for the MALL platform. The analysis yielded a multiple regression equation that provided insights into the overall impact of these variables on English proficiency within the specified educational context.

Further analysis included the relative contribution of each variable to English proficiency, with microlearning content found to have a larger impact compared to the MALL platform. Additionally, the F-test confirmed the statistical significance of the regression model, supporting the hypothesis that microlearning content and the MALL platform jointly influence English proficiency.

Overall, the findings suggest that both microlearning content and the MALL platform play significant roles in enhancing English proficiency within

the English for Tourism Program at Bakti Kominfo. These results contribute to our understanding of the effectiveness of technology-enhanced language learning methods in improving language proficiency in educational settings.

Discussion

According to Alelaimat, (2023), speaking skills can be distinguished into two categories: speaking as an art and speaking as a science. Speaking as an art emphasizes language as a tool of communication in society, while speaking as a science emphasizes the mechanisms of speech and listening, basic exercises for teaching sound and voice, speech sounds in utterance sequences, vowels, consonants, and speech pathology.

The research aims to assess the impact of Microlearning Content and MALL Platform on the English proficiency of participants in the Bakti Kominfo English for Tourism Program. The study's findings support the hypothesis that Microlearning Content significantly influences English proficiency, emphasizing the effectiveness of this pedagogical approach in language education (Khong & Kabilan, 2022a)

Microlearning's delivery of concise and accessible learning content aligns well with the modern learners' busy schedules and mobile lifestyles, facilitating consistent engagement and reinforcement of language skills (Khong & Kabilan, 2022b) Moreover, the targeted nature of microlearning allows for efficient delivery of specific language skills and concepts, enhancing overall language proficiency.

The interactive and multimedia-rich nature of microlearning materials resonates with theories emphasizing engaging multimedia elements in language learning (Taylor & Hung, 2022). By leveraging multimedia components, microlearning caters to diverse learning styles and preferences, making language learning dynamic and enjoyable.

Furthermore, the adaptability and flexibility of microlearning platforms align with theories advocating for personalized learning experiences tailored to individual learner needs and preferences. Learners can progress at their own pace and receive immediate feedback, optimizing learning outcomes (Ghafar et al., 2023)

The research also validates the substantial impact of incorporating the MALL Platform on English proficiency levels among participants. With a significance value supporting the hypothesis, the study aligns with theoretical frameworks emphasizing the transformative potential of technology in language education (Dolasinski & Reynolds, 2020)

The flexibility and interactivity offered by MALL platforms resonate with learner-centered pedagogy theories, advocating for flexible learning environments that accommodate diverse learner preferences and needs (Taylor & Hung, 2022). Additionally, the compactness and connectivity features of mobile devices support anytime, anywhere learning, promoting continuous engagement (Hwang & Chien, 2022a)

The range of multimedia resources provided by MALL platforms aligns with theories emphasizing engaging learning experiences (Burston & Giannakou, 2022). By leveraging multimedia elements and personalized learning pathways, MALL platforms enhance language proficiency among learners.

Moreover, the adaptive nature of MALL platforms correlates with theories advocating for personalized learning experiences (Ghafar et al., 2023) Adaptive learning algorithms enable targeted support and scaffolding, promoting learner autonomy (Bhestari & Luthfiyah, 2021).

The collaborative and social learning opportunities facilitated by MALL platforms resonate with theories promoting social interaction in language education (Alsied, 2019). By fostering communication among learners, MALL platforms create authentic language use opportunities.

Finally, the integration of Microlearning Content and MALL Platform demonstrates their combined influence on English proficiency. This integrated approach draws on theories of language acquisition and learning, creating more effective learning experiences (Alharbi, 2023). The use of mobile devices in language learning aligns with contemporary theories of MALL, emphasizing the affordances of mobile technology in personalized learning. By optimizing learning accessibility and flexibility, MALL platforms promote continuous learning and immersion.

Based on the questionnaire analysis, the study findings indicate that both Microlearning Content and MALL Platform have an impact on English proficiency. Thus, it can be affirmed that the third hypothesis, asserting the influence of Microlearning Content and MALL Platform on English proficiency among participants in the English for Tourism Program Bakti Kominfo, is supported. This is evidenced in the subsequent table.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,447	5,366		8,097	0
	Microlearning Content	0,796	0,072	0,892	11,095	0
	MALL Platform	0,212	0,063	0,272	3,387	0,001

a. Dependent Variable: English proficiency

The finding that Microlearning Content and MALL Platform jointly influence English proficiency among participants in the Bakti Kominfo English for Tourism Program shows the importance of an integrated and holistic learning approach in improving English language proficiency.

The concept of microlearning aligns with theories of learning efficiency, enhancing comprehension and retention of language concepts (Alias & Razak, 2024). Combined with the interactive features of MALL platforms, participants engage in deeper learning experiences.

In conclusion, the integration of Microlearning Content and MALL Platform underscores the importance of an integrated approach to language learning. Drawing on theories of language acquisition and mobile-assisted language learning, educators can create effective learning experiences (Daneshfar & Moharami, 2018).

This integrated approach harnesses the advantages of microlearning and mobile technology, enabling participants to achieve higher levels of English proficiency (Krashen, 2018).

Overall, the research contributes to the discourse on innovative pedagogical approaches in language education, providing insights into the potential of microlearning and MALL to empower learners and improve language skills effectively.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study underscore the significant influence of both microlearning content and mobile-assisted language learning (MALL) platforms on English proficiency among participants in the English for Tourism Program at Bakti Kominfo. The regression coefficient analysis revealed that microlearning content has a substantial impact on English proficiency, contributing 46.3% to language learning outcomes. Similarly, the MALL platform emerged as a significant factor influencing English proficiency, with a relative contribution of 43.0%. Moreover, when considered together, microlearning content and the MALL platform jointly contribute to students' English proficiency by 55.2%, highlighting the synergistic effects of these two innovative learning methodologies. These findings underscore the importance of integrating technology-enhanced learning approaches, such as microlearning and MALL platforms, into language education programs to enhance students' language proficiency effectively.

In conclusion, the results of this study provide valuable insights into the efficacy of microlearning content and MALL platforms in enhancing English language proficiency within non-formal education settings. The findings emphasize the need for educators and policymakers to leverage these innovative methodologies to address the evolving needs of language learners in the digital age. By embracing technology-enhanced learning approaches, educational institutions can empower students with the necessary language skills and competencies to thrive in diverse linguistic and cultural contexts, thereby fostering greater opportunities for success in the globalized world.

FURTHER STUDY

This study still has limitations, so further research is needed related to the topic of Exploring The Influence of Microlearning Content and Mobile-Assisted Language Learning (MALL) Platforms on English Language Proficiency in order to perfect this study and increase insight for readers.

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