

Research Article

Emotions in Mobile-Based English Learning: An Exploratory Study of EFL Students' Experiences

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Abstract: This research sought to investigate the emotional experiences of non-English major students while learning English using mobile devices. Data were gathered via semi-structured interviews with five students from various disciplines, including e-commerce, logistics, mechanical engineering, and English language, at a college in Ho Chi Minh City. The findings indicated that students underwent a spectrum of emotional states during the learning process, including good feelings like pleasure, happiness, and confidence, as well as negative emotions such as worry, tension, and disorientation. Elements that affect learners' emotions include the interface design and functionalities of the educational program, the degree of assistance from instructors, the learning environment, and the capacity for social interaction via online platforms. The research examined the interplay between learners' emotions, their degree of engagement in the learning process, and the resultant academic results, using the Technology Acceptance Model and the Control-Value Theory of Achievement Emotions as a framework. The findings indicated that pleasant emotions contribute to fostering active learning behavior, enhancing the duration of content interaction, and sustaining long-term engagement. Conversely, negative emotions might diminish concentration, increasing the likelihood of learners surrendering or passively assimilating information. The research confirms that the development of an English learning program for mobile devices must include both technical and emotional considerations. Establishing a supportive learning environment, with instructor assistance, enabling the customization of learning materials and promoting social interaction, will enhance the learning experience, increase the efficacy of education, and sustain motivation for non-major students learning English.

Keywords: mobile-based language; language learning; students' emotion trajectories; EFL student; mobile technology

Received: May 3, 2025

Accepted: May 22, 2025

Published: May 24, 2025



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1. Introduction

Mastering a foreign language, particularly English as a Foreign Language (EFL), is increasingly vital for academic and professional achievement amid growing globalization and digital development. The advancement of mobile learning (MBL) has created new avenues for learners to acquire information with flexibility and convenience. Traxler (2007) asserts that MBL leverages Internet-connected smart devices to provide an improved learning experience, enabling learners to study at any time and in any location. Kukulska-Hulme and Traxler (2005) said that MBL facilitates the digital transformation of instructional information, hence enhancing the efficacy of knowledge acquisition. A significant benefit of MBL is the capacity to customize learning materials and encourage active engagement. This method of learning presents emotional difficulties for foreign language learners. Emotions significantly influence learning by directly impacting motivation, retention, and sustained interest in the subject matter (Pekrun, 2006; Oxford, 2011).

In MBL settings, learners' emotional reactions are often shaped by technology engagement, system feedback, and the degree of pedagogical assistance. Recent studies indicate that group learning using messaging applications like Telegram not only boosts learning engagement but also promotes emotional intelligence and drive to acquire English (Imamyartha et al., 2021). Moreover, collaborative learning settings on mobile platforms

enhance emotional self-regulation and assist students in cultivating superior communication skills and social awareness (Gay et al., 2022). The ability to exercise autonomy and flexibility in selecting the pace and content of learning alleviates anxiety, particularly for students apprehensive about communicating in English. Moreover, elements such as an engaging interface design, immediate feedback, and pedagogical approaches that include emotions enhance satisfaction and enjoyment in learning, both of which significantly influence learning outcomes and learners' self-confidence (Melodillar, 2025). The use of video assessment technologies on mobile devices enhances learners' pronunciation, fluency, and confidence in English communication by providing individualized and immediate emotional feedback (Sugadev et al., 2025). The results indicate that integrating technology, emotions, and suitable pedagogical design may enhance the language learning experience in a digital context.

This research examines the impact of emotions on language learning using mobile apps for EFL students, drawing on the Emotions in Learning and Technology Acceptance Model (TAM) as a theoretical framework. Emotions are crucial to learning, especially language acquisition, according to Pekrun (2006). Anxiety and boredom are examples of negative emotions, whereas enthusiasm and confidence are examples of good ones. An individual's emotional state may have a significant impact on their motivation and engagement level while learning a new language (Dewaele & MacIntyre, 2014). Learners' emotions are complicated in any setting where people and machines interact, but they become much more so in tech-based learning contexts (Stockwell, 2013).

Perceived utility and ease of use are the two primary determinants of user acceptance and use of technology, according to the TAM theory (Davis, 1989). Mobile language learners are more likely to use technology if they see it as having useful features and is being simple to operate (Kukulska-Hulme, 2012). Nevertheless, this view might be skewed by students' feelings, such as fear of the unknown when interacting with modern technologies (Hwang & Fu, 2019). Interface design, engagement, and system feedback are three of the numerous elements that impact EFL students' emotions while learning a language using mobile apps, according to recent research (Liu, 2020). For instance, a user-friendly software that provides prompt feedback might evoke good feelings, which in turn can enhance the incentive to study. When things go wrong, as when you have trouble navigating or encounter technological issues, it might make you feel frustrated and less interested (Linh & Vu, 2021).

Research on the emotional experiences of EFL students utilizing mobile apps for learning has been sparse, despite the abundance of literature on the topic of emotions in language acquisition and educational technology. This is particularly true in underdeveloped nations like Vietnam. There has also been a lack of research on the ways in which positive and negative emotions interact with technology elements to impact the results of learning. This research postulates, considering the ideas, that the emotional state of EFL students has a substantial impact on their desire to learn, engagement with the material, and results of language acquisition via mobile application use. Using Pekrun's theory (2006) and TAM, this research will examine the interplay between technical and emotional aspects as they pertain to language acquisition using mobile applications.

The study aims to increase awareness of the affective dynamics of MBL and to suggest practical strategies to improve the quality of mobile-assisted language instruction by addressing these questions. In the realm of contemporary education, it is essential to comprehend the interplay between pedagogical and affective factors. A learning environment that is constructivist and promotes critical thinking, creativity, and autonomy is indispensable. In addition to imparting knowledge, instructors serve as mentors and motivators who establish a connection between theoretical concepts and practical applications. When pedagogy, technology, and emotional support converge, a more effective and comprehensive learning experience may be realized. Building on the issues raised in the introduction, this study continues to review relevant theoretical frameworks to explain how emotions influence foreign language learning in MBL environments.

Therefore, the objective of this investigation is to explore and evaluate the affective experiences of EFL students as they study English using mobile devices. The study specifically seeks to examine students' experiences of foreign language anxiety, the emotional elements that affect their learning process, and the relationship between these emotions and language learning results in MBL contexts.

The study addresses the following research issues in order to facilitate this investigation:

1. What kind of emotional experiences do students encounter when studying English using mobile devices?
2. What are the emotive factors that negatively or positively impact language acquisition

via mobile technology by students?

3. How do the emotions of students influence their engagement and performance in mobile-assisted English learning?

2. Materials and Methods

3.1. Qualitative Approach

This study used a qualitative research approach to explore the emotional experiences of non-English major students while using mobile devices for learning English. The research looked beyond just what happens in the classroom. It aimed to understand how students feel in different learning situations, including the formal lessons in English classes and the informal learning they do using mobile apps and online platforms when they are not in school. This approach was selected to reflect the complexity and variability of emotions experienced by learners, including motivation, anxiety, satisfaction, and confidence, which can change depending on the mode, setting, and support systems present in mobile-assisted language learning. Semi-structured interviews were carried out with five individuals from various fields of study, such as engineering, organization, and commerce. The variety in the study helped show different learning experiences and emotional responses. The interviews were designed to be open-ended, which allowed participants to share their thoughts openly. This approach helped the researcher spot common emotional themes, challenges, and coping strategies connected to using mobile technology for learning English.

3.2. Research Context

In the aftermath of the Covid-19 pandemic, all students own and use telephones. This has created circumstances for youngsters to encounter challenges in knowledge acquisition both in educational settings and at home. Despite little engagement from parents at home and educators at school, this has affected students' emotional experiences while learning English. The study provides insights on effectively addressing the issue at a college in Ho Chi Minh City. Students' English study on mobile devices encounters several restrictions, resulting in suboptimal learning results. Specifically, many students have utilized apps or websites to do homework to interact with teachers in class, but they have no idea about their expertise or fundamental skills in English. Teachers have often re-evaluated students' comprehension based on exercise outcomes, although students were unable to respond to questions or do analogous tasks on the board. Furthermore, this is the phase in which AI technology is advancing significantly, positively influencing students' learning attitudes. When students use AI to do their academic assignments and homework, these characteristics result in passive learning, culminating in suboptimal educational results. Barkhuizen (2014) asserts that in-depth interviews with people allow researchers to get insights into their experiences and the factors that affect their emotional learning.

Allen and Wiles (2016) assert that allowing interview participants to choose their own nicknames in research safeguards privacy, mitigates bias, and fosters voluntary engagement. The five students who participated in the in-depth interview were referred to by the nicknames Wendy, David, Peter, Andrew, and Bob. The students were now in their second semester, and their academic curriculum mandated the completion of three semesters across three distinct English programs. In the first semester, students studied English Program 1; in the second semester, they studied English Program 2; and in the third semester, they engaged in a specialized English program. Each semester lasted three months, with a total of 12 school sessions.

With the approval of the head of the foreign language department, a comprehensive interview was conducted with five students enrolled in business, logistics, mechanical engineering, and English. All these students are between the ages of 18 and 21. In the interview, most students reported that their English proficiency remains inadequate and that they want to improve it in the future. The students who participated in the interview acknowledged the significance of study direction and consented to engage to explore novel learning methodologies to enhance their proficiency. Most of the students who called for the interview showed a tendency to use mobile phones during class. There are five students who were intentionally selected for semi-structured interviews. The participants exhibited a significant inclination towards mobile phone use during English language lessons. The participants were enrolled in several disciplines at a college in Ho Chi Minh City, including e-commerce, logistics, mechanical engineering, and English language. The sample demographics included two females and three male students, exhibiting moderate English

language proficiency. All participants were thoroughly informed of the study objectives and granted informed permission for their participation.

The participants of the study consisted of five students, aged between 18 and 22, who were intentionally selected from various academic disciplines, including commerce, logistics, mechanical engineering, and English. These students demonstrated diverse levels of English proficiency and held different perspectives on the importance of learning the language. Wendy, an 18-year-old second-year student majoring in logistics, also served as the class monitor. She showed strength in idea development in writing but struggled with grammar. David, a 22-year-old male student studying e-commerce, had previously taken a TOEIC course and achieved a score of 550; however, he continued to face significant challenges, particularly in spoken communication. Peter, a 21-year-old English major in his second year, came from an academically inclined family and experienced considerable pressure to succeed in his English studies. Andrew, a 19-year-old mechanical engineering student, expressed a lack of interest in English and viewed it only as a subject to pass rather than a valuable skill. In contrast, his friend Bob, who was the same age and served as a class monitor, believed that English played a crucial role in career success and considered it highly important. These varied profiles highlight the diverse emotional responses students have toward learning English and the influence that mobile phone usage during class may have on their engagement and performance.

3.3. Data Collection Instrument

The qualitative data for this research was gathered via comprehensive interviews with each participant, using a three-part interview guide, each segment including five essential questions. The first segment focused on examining the emotional experiences of students while learning English using mobile devices. The second portion elucidated the elements that controlled the emergence and fluctuation of these emotions, including technological and educational environment variables. The third component sought to examine the correlation between learners' emotions, learning results, and their degree of involvement in the process of acquiring English using mobile technology. The selection of an in-depth interview approach sought to investigate comprehensively the genuine experiences, subjective emotions, and individual viewpoints of students engaged in learning English with the use of mobile devices. This research may examine intricate emotional subtleties and the possible relationships between emotions and learning behaviors, therefore providing profound insights into the nature of emotions in digital language learning contexts.

All interviews were done in person, consisting of one-on-one discussions between the researcher and the participating students. Each interview lasted around twenty minutes, during which the researcher used a mobile device to record the dialogue and a laptop to present the questions, facilitating a cohesive and fluid interchange. The entire interview guide was written in Vietnamese to guarantee a clear comprehension of the material between both sides and to facilitate students in expressing their feelings candidly, thoroughly, and profoundly. Certain questions in the guide were intended to be repeated with varied phrasing to assess the consistency of participants' replies and elucidate ambiguous elements. The twenty-minute interval was deemed suitable for students to unwind, restore emotional equilibrium, and respond to questions authentically, candidly, and comprehensively. The development of the data collecting instrument was meticulously executed to guarantee its alignment with the study goals, while yielding high-quality data for analysis and conclusions about the influence of emotions on learning English using mobile devices.

3.4. Procedure of Data Collection

Data collection took place on a single day at a college located in District 7, Ho Chi Minh City. Participants were recruited from existing classes taught by the principal investigator. Specifically, two students from the Faculty of E-commerce and Logistics were interviewed post-morning session, one student from the Faculty of English Language participated during a scheduled break, and two students from the Faculty of Mechanical Engineering were interviewed following their afternoon classes. During each interview, participants responded to questions presented sequentially on a laptop screen. Informed consent was obtained prior to the commencement of each interview, with participants explicitly consenting to audio recording for data analysis purposes. All participating students had received prior individual instruction from the principal investigator within the context of classroom activities. Interviews were conducted individually within the classroom setting to ensure data integrity and minimize the potential for response bias. Prior to each interview, participants were

afforded 5 to 7 minutes to review the interview questions, and assurances of data confidentiality were provided, and no personally identifying information would be disclosed in any subsequent reports, publications, or dissemination efforts. All data were securely and permanently destroyed upon completion of the study and when retention was no longer required.

This research used a mixed-method approach, integrating quantitative and qualitative analyses to elucidate the emotional aspects influencing EFL students' use of mobile apps for language acquisition. Data were gathered via online questionnaires and comprehensive interviews, concentrating on factors such as students' curiosity, anxiety, confidence, and overall experience. The research participants included a varied cohort of students with differing ages and language competence levels, reflecting distinct learning situations. The collected responses were analyzed using statistical methods to ascertain the association between emotions and application use behavior. The findings indicated that good emotions, including curiosity and confidence, often enhance the duration of interaction with the program, but negative emotions, such as worry and irritation, are frequently linked to challenges encountered during use.

Furthermore, qualitative analysis of open-ended replies and interviews revealed significant themes, such as the ease of learning at any time and place, technical difficulties, and the influence of the app design on emotional experiences. Numerous students said that the app's user-friendly appearance and engaging features aroused excitement; however, navigational challenges or insufficient timely feedback often resulted in dissatisfaction. The study findings indicated that students' emotions are impacted not only by personal traits but also significantly by technology design and the learning environment. These results elucidate the interaction between emotions and technological elements, hence indicating avenues for enhancing user experience. The research underscores the need to harmonize technical attributes and emotional elements in the design of learning applications to enhance the efficacy of mobile language acquisition.

3. Results

3.1. Exploring the Affective Dimensions of Learner Experience in Mobile-Based English Language Learning

Students shared that learning English via mobile devices brought about a range of emotions, from convenience and satisfaction to anxiety and stress. Some students found learning via mobile devices convenient because they could study anytime and anywhere. Wendy said:

"I find studying on my phone very convenient. I can study anytime, at home or while waiting for the bus."

This shows the flexibility that MBL offers, allowing students to make the most of their free time during the day. Additionally, learning via a free app also gives students a positive feeling as they don't have to spend money on extra classes. David shares:

"Studying on a free app, I don't have to spend money on extra classes. I just need the internet and a phone."

This sense of cost savings contributes to increased motivation and encourages students to study regularly. Students also appreciate the ease of use of English learning apps. Peter commented:

"English apps are usually easy to use. I just need to click on it and I can learn right away, it's not complicated."

This suggests that the simplicity and accessibility of the apps help students reduce their stress while studying, creating a friendly and easy learning environment. However, some students find that learning through traditional textbooks is less effective than learning through English learning apps that support images and sounds. Andrew said:

"The app has pictures and sounds so it's easier for me to remember. I like learning this way more than books."

The ease of remembering and accessibility is an important factor in helping students stay motivated. Another benefit of learning via mobile apps is the ability to review lessons multiple times, helping students improve their knowledge. Bob shares:

"If I don't understand, I can review the lesson many times. It's not like in class, where you learn once and then pass."

Being able to study again and again without time pressure helps students feel more confident in acquiring knowledge. Feedback from the students interviewed indicated that

learning English via mobile devices evoked a range of emotions, both positive and negative. Common positive emotions included convenience, satisfaction, initiative, and confidence. Students appreciated the flexibility of this form of learning, as they could study anywhere, anytime, without being constrained by the traditional classroom setting. Factors such as the free application, user-friendly interface, dynamic learning content with images and sounds, and the ability to repeat lessons when necessary all contributed to a positive learning experience. However, some students also shared feelings of confusion, anxiety, or stress when faced with content that was beyond their ability to absorb, especially in the absence of timely guidance from the instructor. The lack of direct interaction and delays in feedback from the application made them feel isolated and unmotivated. Overall, students experienced different emotions when learning English via mobile devices; positive emotions prevailed when the learning application was designed to be flexible, user-friendly, and provide a sense of control, while negative emotions mainly arose from limitations in pedagogical guidance, personalized support, and technology quality.

4.2. *The Impact of Affective Variables on Mobile-Assisted English Learning*

Feeling satisfied with their learning progress is an important factor in helping students maintain engagement and motivation. Wendy shares that:

"The app tells me how far I've learned. I feel happy when I see my progress."

The sense of satisfaction that comes from seeing personal progress is a big motivator for students to stick with their studies. Learning through apps also helps students learn without feeling bored, especially when the apps have a game feature. Peter says:

"There are many apps that are like games. I study while playing, and I don't feel bored."

This demonstrates how the entertaining nature of English learning apps keeps students stress-free and engaged for extended periods. Another factor that affects the learning process is the individual learning pace. David said:

"I learn a bit slowly, but when studying on my phone, I can study at my own pace, without fear of falling behind."

Being able to study at a pace helps students reduce anxiety and creates a less stressful learning environment. However, studying without timely support from teachers can leave students feeling unmotivated. Andrew shares:

"I prefer when instructors explain theoretical concepts clearly and assign relevant exercises that reinforce those theories. Limit homework assignments because most of the time when I encounter difficulties in class, I will ask the lecturer for support, but when I do homework at home, when I encounter difficulties, I do not know who to ask, so I feel bored and do not do the exercises."

Lack of direct teacher support when learning via mobile devices can reduce student engagement and learning effectiveness. The survey results show that learners' emotions are strongly influenced by many different factors, including both technical and pedagogical. First of all, the interface and design of the learning application play a key role: a simple, easy-to-use layout combined with vivid illustrations creates a sense of comfort and encourages learners to continue using the application. In addition, instant feedback functions – such as displaying progress or grading immediately after completing a task – provide a sense of satisfaction and contribute to increased learning motivation. Incorporating gamification into the learning process also helps reduce boredom and increase learner engagement. In particular, the ability to personalize the learning pace allows students to adjust it according to their individual abilities and needs, thereby reducing psychological pressure, especially for those who consider themselves slow learners. However, in addition to technical factors, the level of support from the instructor plays an equally important role; the lack of interaction and clear direction from the instructor can make learners feel isolated, disoriented, and gradually lose interest. Thus, both technological and pedagogical factors contribute to shaping the emotional state of students during the process of learning English via mobile devices. When designed and implemented harmoniously, these factors not only create positive emotions and promote engagement and motivation to learn but also help reduce negative emotions such as anxiety or boredom, thereby improving overall learning effectiveness.

4.3. *Examining the Dynamic Interrelationship Between Emotions, Engagement, and Learning Outcomes in Mobile English Language Learning*

Positive emotions and engagement are closely related to each other in the process of learning English through mobile devices. Students feel more interested and comfortable when learning English freely and without being limited by time and space. Wendy said:

"I find that I study better on my own thanks to the app. Before, I always gave up."

Studying alone helps students feel more in control and less pressured by external factors. In addition, learning through practical applications such as watching videos and listening to foreigners also helps students feel that learning English becomes more practical. Bob shared:

"I watch English videos and listen to foreigners speak. I find learning more practical."

This helps students connect theory with practice, increasing their engagement in the learning process. Another factor is the combination of learning English and excellent stories. Perter says:

"Through movies, because it helps me learn more vocabulary and I can look at the context to guess the meaning of new words."

Learning through movies helps students not only learn vocabulary but also improve their contextual skills, which increases learning efficiency. However, the feeling of lack of interaction and support from teachers can reduce student engagement. David shares:

"In my opinion, I like the classroom environment more because it affects my feelings about learning English the most. Because when I study at school, I will be more motivated."

Learning in class gives students a more motivated feeling than learning over the phone. Students with positive emotions tend to be more proactive in the learning process, as demonstrated by studying regularly, actively reviewing, and voluntarily expanding their knowledge. The feeling of satisfaction when noticing progress or learning something new helps maintain motivation and increase long-term commitment to learning. In addition, when learning content is closely linked to practice, such as watching movies, listening to music, or watching videos in English, students often feel interested and connected to real life, thereby increasing their level of participation and ability to remember. In contrast, students who have difficulty in self-study or lack timely support are prone to become disoriented and discouraged and gradually become passive or give up. Thus, positive emotions contribute to increasing participation and learning outcomes, while negative emotions reduce concentration and learning efficiency. In conclusion, students' emotional states play a crucial role in mediating their learning behaviors and academic performance. Maintaining positive emotions necessitates both adaptable content and timely pedagogical support, along with effectively designed mobile interfaces.

4. Discussion

The findings suggest a strong correlation between students' emotional experiences while learning English via mobile devices and Pekrun's (2006) achievement emotion theory. When learners experience autonomy in selecting the content, timing, and pace of their learning, there is a corresponding increase in positive emotions such as excitement and confidence, which enhances learning motivation. In contrast, the capacity to maintain concentration and commitment to learning is diminished when there is a lack of timely guidance or ambiguous feedback, as this results in the emergence of negative emotions such as ambiguity and anxiety. This finding indicates that negative emotions, including anxiety and insecurity, persist, particularly when personalization lacks adequate timely support. The findings demonstrate that various psychological and pedagogical factors significantly impact students' emotions during English learning via mobile devices. The selected pedagogical approach by the instructor is crucial. Active encouragement, support, and appropriate integration of applications into the curriculum by the instructor enhance students' sense of security and orientation, thereby improving learning effectiveness. Conversely, when students are required to navigate independently or lack a clear understanding of the application's purpose, they may experience feelings of alienation and diminished motivation.

Constructivist learning settings are closely linked to positive emotions, including curiosity, enthusiasm, and a feeling of mastery, since they promote exploration, interaction, and experiential learning. This aligns with Kort, Reilly, and Picard's (2001) model of emotional learning in digital contexts, which underscores the significance of exploration in sustaining good feelings and augmenting motivation. The collaboration aspect is seen as a trigger for happy feelings. Shared experiences, such as "I frequently post images of my homework to the group, and my friends provide immediate feedback," distinctly illustrate the beneficial effects of a social learning environment. Applications that include sharing, feedback, or online group study functionalities provide a feeling of support, alleviate anxiety, and enhance engagement. These findings corroborate Mayer's (2005) multimodal learning theory, suggesting that emotional arousal through visual and auditory stimuli improves memory retention and reduces cognitive load. However, as Fredricks, Blumenfeld, and Paris (2004) emphasize, sustained engagement requires both emotional and behavioral components. In the absence

of prompt instructor involvement or peer collaboration, children in mobile settings risk transitioning from active to passive learning, thereby jeopardizing long-term performance. Emotional design should be included into the educational framework to maintain continuous student engagement. The study's findings underscore the mediating influence of emotions on students' engagement and performance in mobile English learning contexts. The maintenance of a consistent learning frequency, self-motivation, and the proactive expansion of learning content are frequently linked to positive emotions such as enthusiasm, curiosity, and satisfaction with personal progress. Students expressing a desire to "learn more" after each successful session or experiencing happiness upon seeing an increase in the progress chart exemplify the model of emotions fostering learning behavior (Fredricks et al., 2004). The results of the study reinforce the views of Pekrun (2006) and Mayer (2005) on the moderating role of emotions in digital learning environments. However, unlike some previous studies (Lei et al., 2022; Linh & Vu, 2021), this study found that the lack of direct interaction from instructors remains a major barrier to positive emotions.

5. Conclusions

This study has contributed to clarifying the role of emotions in the process of learning English using mobile devices among non-English major students. Based on the analysis of qualitative interview data, three main findings were drawn.

First, students experience a variety of emotional states during the learning process, in which positive emotions predominate, especially when they learn in a flexible, personalized, and highly autonomous environment. However, negative emotions such as anxiety, confusion, or boredom still appear when there is a lack of direction or support from lecturers and technology.

Secondly, elements influencing students' emotions include the structure of instruction, the degree of pedagogical assistance, the design of learning materials, and the collaborative learning environment. When these aspects are well developed, students not only experience heightened interest but also enhance their participation in the learning process. A deficiency in guidance or unsteady technology will result in adverse feelings and diminish learning efficacy.

Third, emotions provide a significant mediation function between learning variables and educational results. Research results indicate that emotions are important mediators in the learning process. However, improving the effectiveness of MBL depends not only on emotions but also on appropriate pedagogical interventions and user-friendly technology design. The research underscores that the design of mobile English learning programs must prioritize not just content and technology but also the emotional aspects of learners. Educators and instructional designers must formulate techniques to foster emotional well-being, cultivate good learning environments, facilitate social connections, and balance challenges with receptivity to enhance students' learning experiences.

Funding: This research received no external funding.

Conflicts of Interest: The author declares no conflict of interest.

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