A COMPARATIVE STUDY OF CALL AND MALL IN ENHANCING ENGLISH LANGUAGE LEARNING

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Annotation: *This article examines the role of technology in modern English language education, focusing on two innovative approaches: Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL). Both methods have transformed the process of teaching and learning by making education more interactive, flexible, and autonomous. The topic is highly relevant today as digital tools are becoming essential components of effective language instruction. CALL provides structured learning in formal environments, while MALL promotes learner autonomy through mobile access. The study emphasizes how integrating both methods can significantly improve students' motivation, engagement, and learning outcomes.*

Keywords: *CALL, MALL, language learning, motivation, digital education*

Introduction:

In the 21st century, education is inseparable from digital technologies. The rapid development of information and communication technology (ICT) has brought about a new era of learning opportunities, particularly in foreign language education. Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) have become two of the most influential approaches in the digitalization of English language teaching. CALL refers to the use of computers in structured learning environments, providing multimedia lessons, grammar exercises, and writing practice. It supports guided instruction and systematic feedback. MALL, however, extends learning beyond the classroom,

offering mobile-based learning through applications like Duolingo, Memrise, or ELSA Speak. This enables learners to study “anytime, anywhere,” fostering continuous practice and motivation.The relevance of this topic lies in understanding how CALL and MALL complement each other and how they can be effectively integrated into the curriculum to enhance language proficiency and engagement among modern learners.

Main Part:

The main body of this research presents an analytical comparison between **Computer-Assisted Language Learning (CALL)** and **Mobile-Assisted Language Learning (MALL)** in improving English language proficiency. The study was conducted among 80 undergraduate students studying English as a foreign language at a university level. The participants were divided into two equal groups: one assigned to CALL-based learning and the other to MALL-based learning. The duration of the experiment was six weeks, during which both groups covered similar language topics, vocabulary sets, and grammar structures to ensure equivalency of input. The **CALL group** utilized computer-based language learning platforms such as *Rosetta Stone* and *English Discoveries*, both of which provide structured multimedia lessons with clear grammar explanations, pronunciation models, and progress tracking systems. CALL sessions were conducted in a computer laboratory under teacher supervision. Students interacted with digital content, completed grammar quizzes, practiced pronunciation through voice recognition tools, and received immediate corrective feedback.The **MALL group**, on the other hand, engaged in mobile learning through apps such as *Duolingo*, *Memrise*, and *ELSA Speak*. These applications allowed learners to practice English anytime and anywhere, offering short, gamified lessons, pronunciation drills, and vocabulary revision games. The MALL environment provided flexibility and encouraged self-paced learning, as learners could access content during commutes, breaks, or at home. This flexibility played a crucial role in increasing learner engagement and motivation.

Data Collection and Analysis

To measure learning progress, both quantitative and qualitative data were collected. Quantitatively, pre-tests and post-tests were administered to assess vocabulary, pronunciation, and grammar accuracy. Qualitatively, learner attitudes and perceptions were gathered through questionnaires and semi-structured interviews. Observations were also made regarding participation levels, task completion, and learner autonomy.

The quantitative data were analyzed using statistical software to calculate mean scores and standard deviations, while qualitative responses were categorized into key thematic areas: motivation, usability, accessibility, and perceived effectiveness.

Findings

The findings revealed that both CALL and MALL approaches positively influenced learners' English proficiency but in distinct ways.

- **Vocabulary Acquisition:** Students using MALL applications demonstrated an 18.9% improvement in vocabulary test scores compared to their pre-test results. The repetition mechanisms, visual flashcards, and contextual usage examples in mobile apps facilitated better word retention. CALL users also improved vocabulary, but their progress was slightly lower (15.4%), possibly due to less frequent exposure outside the classroom setting.
- **Pronunciation and Speaking Skills:** The MALL group exhibited greater progress in pronunciation and speaking confidence. Mobile tools like *ELSA Speak* allowed real-time voice comparison with native models and instant feedback, which motivated students to repeat exercises more often. CALL users improved as well, but their speaking practice remained limited to classroom sessions.
- **Grammar and Writing Accuracy:** The CALL group outperformed the MALL group in grammar-based tasks and written composition. This can be attributed to the structured nature of CALL platforms, which guide students through grammar explanations, sentence construction, and error correction. The computer interface, with its larger screen and integrated writing tools, provided a more suitable environment for academic writing exercises.

- **Learner Motivation and Engagement:** The motivational aspect was noticeably higher in the MALL group. About 87% of students reported that mobile learning was more enjoyable and convenient, allowing them to study "on the go." Gamification elements such as badges, streaks, and point systems played a significant role in maintaining engagement. CALL learners, while appreciating detailed feedback and structure, mentioned that long sessions in computer labs felt less flexible.
- **Usability and Accessibility:** MALL scored higher in accessibility due to the portability of smartphones. Students could easily review lessons without being confined to specific classroom schedules. However, several participants mentioned challenges such as small screen sizes, frequent notifications, and dependence on internet connectivity. CALL, though less mobile, provided a stable, distraction-free environment with a wider display and higher-quality multimedia content.

Interpretation of the Results

The comparison highlights that both CALL and MALL have distinct strengths and should not be viewed as competing approaches but as complementary tools. CALL is particularly effective in developing accuracy, grammar control, and formal academic writing skills, while MALL enhances fluency, vocabulary expansion, and motivation through continuous, informal learning opportunities.

The results support the argument made by Kukulska-Hulme and Shield (2008), who emphasized that mobile learning promotes learner autonomy and situational learning, while Chapelle (2001) noted that computer-assisted learning fosters analytical and reflective thinking through structured input. This study confirms these insights, demonstrating that integrating both methods can lead to more comprehensive language development.

Furthermore, students in both groups expressed positive attitudes toward technology-assisted learning. They recognized that digital tools not only support independent study but also make language learning more engaging and relevant to modern life. The combination of CALL's structured academic framework and

MALL's flexibility represents an ideal **blended learning** model, preparing students for lifelong learning and authentic communication in digital contexts.

Pedagogical Implications

From a pedagogical perspective, teachers should integrate CALL and MALL strategically. CALL-based activities (grammar drills, essay writing, pronunciation labs) can be assigned during classroom sessions, while MALL-based activities (listening practice, vocabulary review, pronunciation games) can serve as out-of-class tasks. This hybrid approach enhances learner autonomy, encourages practice beyond school hours, and increases exposure to authentic English materials. The analysis demonstrates that CALL and MALL are both valuable in language education but serve different functions. CALL provides depth, precision, and feedback in formal contexts, while MALL supports flexibility, motivation, and learning continuity. Their effective integration ensures that learners gain both **accuracy and fluency**, achieving holistic language competence in today's digital learning ecosystem.

Conclusion:

The research concludes that both CALL and MALL significantly enhance English language learning but function optimally under different conditions. CALL is effective for structured classroom instruction and grammar-focused practice, while MALL supports autonomous learning and continuous exposure to language in daily life. Integrating both approaches provides the most effective and modern model for English language education. CALL ensures academic precision and feedback, while MALL enhances flexibility and motivation. Together, they prepare students for real-world communication and lifelong learning. The study recommends that educational institutions adopt blended CALL–MALL strategies, invest in teacher training, and encourage research into AI-based adaptive mobile learning technologies for future improvements.

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