

**Exploring Youth Perceptions on Mobile Application for Enhancing English Language
Skills: A Mix Method Study Among Undergraduate Students in Bangladesh**

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**A thesis submitted to the Department of English and Humanities in partial
fulfillment of the requirements for the degree of
Bachelor of Arts in English**

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Declaration

It is hereby declared that

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3. This thesis does not use materials that have been submitted for any other degree at another institution.
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Approval

The thesis titled, “Exploring Youth Perceptions on Mobile Application for Enhancing English Language Skills: A Mix Method Study Among Undergraduate Students in Bangladesh” submitted by Lamyea khanom, ID:20203021 of Summer 2025 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on June 22, 2025.

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Ethical Statement

The work of this paper is entirely done by Lamyeh Khanom and the ideas mentioned from other papers are cited duly. Additionally, this paper strictly follows the ethical guidelines to collect all the necessary information from the participants. More details are given in chapter 3.

Abstract

In recent years, the integration of mobile applications into educational practices has significantly changed the landscape of language teaching, specifically in the developing countries like Bangladesh. This paper aims to investigate the reason behind the popularity of app-based learning among undergraduate students for developing the English language learning skills. By conducting mixed method research, this paper investigates how mobile applications improve English language skills, and impact on learner motivation and engagement as well as discusses the integration of apps with traditional methods in the context of Bangladesh. The findings show that learners perceive mobile applications as a supplement resource for developing their English language skills, with interactive features like instance feedback, gamification, subtitles, self-assessment, autocorrection, translator, voice typing, communications tools and AI tools being specifically impacted on the learner's overall language learning experience. Moreover, challenges like excessive use of technology, lack of native language and cultural context support in the content as well as the need for app integration in Bangladesh is also identified.

Keywords: Supplementary resources; Learner Motivation and Engagement; Instance feedback; Auto correction; Translation tool; AI tool; Communication tool; Vocabulary building; Grammatical errors; Virtual guidance; Self-driven learning.

Dedication

The dedication is the expression of a friendly connection by the author towards another person. I dedicate this research study to my supervisor Lubaba Sanjana. Without her, I could not have completed the paper. Thank you for all your support and consistent encouragement throughout my thesis journey.

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I would like to thank my parents for the countless prayers that granted me the strength and endurance to complete the dissertation. Secondly, I am thankful to my respected supervisor, Lubaba Sanjana, for her valuable suggestions which have guided me in the thesis. Lastly, I would like to thank all the participants who have provided me with all the necessary data to complete my thesis paper.

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Chapter1: Introduction

In this globalized world, the rapid growth of technology has a significant impact on various sectors including the education sector. In Bangladesh, English language is considered as the second official language, also recognized as global language franca. So, the demand for effective English language learning has significantly increased in Bangladesh. The educational institutions are exploring the ongoing most innovative techno-based teaching method to get easier and more effective language acquisition. Mobile application falls under one of the renown innovative tecno-based modality. Mobile application has revolutionized the way students learn language. It allows various beneficiaries through gamification, personalized and many more features. It has become an essential tool for improving English language skills among the youth generation. Studies show that mobile apps can enhance language acquisition by providing features like gamification, personalized learning styles, immediate correction and instance feedback (Kohnke, 2020; Mohd Sapuan et al., 2024). Along with these, there are more features that remain to explore. Challenges such as limited access to technology and cultural preferences on mobile applications can significantly influence the effectiveness of these features ((Milon & Iqbal, 2017; Hossain & Hasan, 2023). Along with these challenges, there are more challenges which need to be reformed in Bangladesh. This paper aims to explore undergraduate students' perception regarding the role of mobile application in improving their English language skills. By exploring their point of views, this paper identifies specific features which these students find most useful for learning and evaluating its overall impact on their language outcomes. This paper also discusses how these features influence the learner's engagement and motivation during the learning process. Moreover, this paper offers valuable suggestions and recommendations for education policymakers and app developers based on the findings, which will improve the design and implementation of mobile applications in Bangladesh education system. By investigating how these features impact learners' overall English language learning process, learner motivation and engagement, this paper seeks to contribute to the ongoing techno based educational discourse.

1.1. Statement of problem

In today's world, mobile apps have become an integral part of language learning, providing innovative solutions to improve English language learning skills. In Bangladesh, students face various kinds of obstacles for improving their English language. Mobile applications can be great

solutions for developing language skills. Nevertheless, despite the potential opportunity, there is a lack of comprehensive research on how these apps are viewed and used by the Bangladeshi students. There are several issues which the students face continuously in Bangladesh. Those issues need to be addressed. These issues can impact on the effectiveness of the mobile application in the language learning process. In today's technology driven world, it is significantly important to understand how apps can help to enhance language learning skills as well as reduce the gap of traditional methods with the help of proper integration process.

1.2. Purpose of the study

The primary objective of this paper is to explore the point of views of the undergraduate students in Bangladesh about the role of mobile apps for improving their English language learning process.

1.3. Central research questions:

1. How do undergraduate students perceive the role of mobile applications in developing their English language skills?
2. What particular interactive features of mobile applications do Bangladeshi youth learners find most useful and its impact on learners' overall performances?
3. How mobile applications impact learner motivation and engagement in English language learning?
4. Which language skill is most improved by the use of mobile applications?
5. What are the challenges and limitations Bangladeshi youth learners have while utilizing mobile application to improve their English language?
6. How do cultural factors in mobile applications impact learners' overall English learning experiences?

These are the central research questions of this paper. By addressing these questions, this paper aims to depict how apps can be effectively integrated into ELT, which effectively contributes to the development of the English language learning skills among undergraduate students in Bangladesh.

1.4. Significance of the study

This paper demonstrates the real scenario of how effective apps are improving the English language learning process among Bangladeshi undergraduate students. The result depicts the actual reflection of their language acquisition journey via apps to develop their overall English language skills. This paper supports the students on how to overcome their language barriers by the app's features in Bangladesh. It also demonstrates how the app content makes the learner more motivating and engaging towards the English language learning process. This paper addresses the youth preference and highlights the major issue in both modalities.

1.5. Limitations of the study

While this paper addresses valuable insights of the undergraduate students of Bangladesh about the mobile application for English language learning, it is crucial to know about its certain limitations. The sample size of 36 candidates may not entirely depict the diverse experience and insights of the large audience of Bangladeshi undergraduate students. Secondly, the data entirely relies on interviews, so there can be biasness and inconsistencies in their overall responses. Thirdly, this research is conducted within a particular social economic cultural background educational context, so it may not directly align with other countries. Finally, in the rapid evolution of the technology era, the existing apps and its features may become backdated as new features may emerge. So, it is crucial to continue working on a tecno-based learning system so that it can maintain pace with its new features and its implementation on language learning.

Chapter2: Literature review

The integration of apps in education, specifically in the language learning process has acquired significant attention in recent times. The features of the apps have emerged as potential tools for improving English language acquisition. This literature review investigates the perception of youth regarding use of mobile language learning apps, discussing various studies that portray the advantages, the challenges and impact of it on learner's engagement and motivation during the language learning process.

2.1. The popularity of mobile applications in improving the English language.

The advent of mobile applications has changed the conventional education system into a dynamic mobile learning environment, specifically in the English language learning process. Shohel (2010) mentions the rapid advantages of digital devices for supporting and improving the overall practices of the Bangladesh institution system. This study shows how mobile devices can improve open distance learning by using different kinds of professional development resources. A study conducted by Ahmad and Farrukh (2015), highlights the significance of innovative, social networking applications in improving English language learning. Their study expressed that the conventional teaching methods are not sufficient to teach them English in today's globalized world, so the integration of mobile apps is necessary for developing language learning outcomes. Another study done by Mohd Sapuan et al. (2024) highlights the transformative role of digital devices, showing that 70% of participants prefer apps to develop their language learning skills. Moreover, the integration of apps into ELT has been highlighted to improve both in class and self-study activities, which address learners expressing a positive attitude towards language learning apps (Zou & Li, 2015).

2.2. Impact on learner motivation and engagement in language learning.

The use of language learning apps has a significant effect on learner's motivation and engagement level. According to Nehe et al. (2023), candidates share that the language learning apps have made their learning experience more enjoyable compared to traditional methods, learners experience a deep attachment with app-based learning process. The findings of this report have similarities with Mohd Sapuan et al. (2024), where 90% of learners claim that their self-confidence is significantly improved by the use of the language learning apps. A study was done by Mazid Hasan and Biswas (2018) among Bangladeshi higher secondary level students where it showed that 53% of learners agreed that they like to use apps for different purposes. According to this study, the easy accessibility of the mobile application allows learners to engage in a self-driven learning process outside the conventional classroom environment which develops their language skills in a more flexible manner. Another researcher has noticed that motivation becomes high after completing several tasks on apps, with 70% learners engaging in vocabulary activities even after the class period (Zou & Li, 2015). According to this report, communication tools integration within the

language learning apps like QQ and WeChat, created a profound impact on the learner's overall performance level.

2.3. Mobile Apps impact on learner different language skills

Kusmaryani, Musthafa, and Purnawarman (2019), shows the impact of mobile application on learner speaking skills and critical thinking. This study depicts that candidates are excited about the implications of mobile application in language learning, despite the internet connection being poor. This excitement demonstrates the popularity of mobile applications among learners for enhancing their language learning skills. Amalia (2020) have discussed the effectiveness of mobile assisted language learning in teaching pronunciation among secondary level school's students. This study reveals that the candidate in the experimental group uses MALL (Mobile-assisted language learning), resulting better in pronunciation. This sheds light on the potential advantages of mobile apps to make a learner-centered learning system which will provide a more engaging and effective learning environment.

Similarly, Laghari, Kazi, and Nizamani (2017) highlight the improvement of mobile learning applications to enhance English listening skill among rural primary level learners in Pakistan, which reveal that mobile learning applications support the learners in overcoming the language barriers, specifically in a non-supportive environment. This paper shed light on the potentialities of mobile apps to engage learners who find difficulties in conventional learning systems. Kuzmina (2018) has investigated the integration of mobile applications in grammar teaching at the tertiary level. This paper depicts a positive attitude towards mobile learning applications, though limitations and challenges are identified, which can be redesigned. Mobile apps can increase engagement; there is a certain gap in the app design which needs to be reformed to maximize its effectiveness.

According to Mazid and Biswas's (2018), 30% learners have claimed that mobile apps improve their listening skill and 27% observed improvement in their vocabulary acquisition. Similarly, Hossain (2018) has reported that 86.66% of EFL candidates suggest language learning apps for developing their overall English language learning experiences. Milon and Iqbal (2017) have explored the thinking process of higher secondary level students about the use of technology in

language learning. Their study depicted a generally positive attitude towards apps features in improving language skills, despite barriers such as poor network issues and limited access to resources. The positive attitude aligns with the Hossain and Hasan (2023) viewpoints, where students demonstrate a strong interest in using techno-based learning resources and urge to get adequate logistical support.

2.4. Effective features and characteristics of mobile language learning apps

Rustamova (2021) sheds light on the significance of speaking as a fundamental thing for English language learners. He finds out that technology plays a vital role for creating the modern education system and developing language competition, specifically speaking skills. This paper demonstrates that mobile applications increase learner motivation and engagement by giving various kinds of interactive features. However, Pashko and Pinchuk (2024), mentions some key mobile applications and build up criteria for evaluating learner language proficiency across the language skills (reading, writing, speaking, listening). This paper demonstrates the effectiveness of mobile learning apps in developing language skills, shedding light on the significance of tailored features which can cater to different types of individual learners' needs. Similarly, Fučeková and Metruk (2018) depicts the rapid popularity of ICT in the education system, pointing out that mobile phones are the most common things in language learning. This study claims that mobile learning applications can be designed and implemented on learners' individual language skills which fulfill the learner's specific language needs effectively. According to Nehe et al. (2023), learners prefer effective tools which offer interactive features like self quizzes and games, which help them in learning the English language. These features significantly influence learners' overall learning experiences. This study has been done by 5 primary mobile applications, Duolingo and Cake were the most demanding applications for its most engaging and interactive features. According to Mohd Sapuan et al. (2024), 50% of learners cited personalized experience as an initial stage of motivation for learning English language. According to this study, features like gamification, instant feedback, self quizzes practice and virtual interaction with other candidates helps the learner to boost their motivation level and create a positive impact on their learning experience. The flexibility, the accessibility and the time saving aspects of these apps were specifically favored, 87% of learners appreciating the easy accessibility of the learning materials and other essential resources (Zou & Li, 2015). However, Kohnke (2020) highlights the significance of app

design in vocabulary acquisition, pointing out, such as the sample sentence, the pronunciation correction and the instance score collecting factors are one of the most motivating things for learners.

Another popular feature of mobile language learning apps is the gamification feature. The gamification features not only make the learning process engaging but also enhance the vocabulary acquisition (Kohnke, 2020). Gamification is one of the effective features which increase learners' engagement level in language learning apps. A study claims that learners are motivated more by gaming elements compared to the other features of apps (Kohnke, 2020). Zou and Li (2015), claimed that learners engage in vocabulary acquisition outside of the conventional classroom, indicating that the interactive features of the language learning apps genuinely can enhance the motivation of learners towards English language. Additionally, Personalization is another popular feature of effective language learning apps. According to Mohd et al. (2024), 50% candidates preferred personalized learning styles. It basically caters to individual learning preferences. The customization feature can make the overall learning experience more effective and more rational for the young learner.

A survey conducted by Maitlo, Abbasi, and Ali (2024) investigates the most preferred features of mobile language learning apps (MELLAs) among college students. Their survey finds out that the self-directed nature of the mobile learning applications is mostly appreciated and it is more effective compared to the conventional teaching method for language acquisition. This feature does not take much time to understand a topic and makes them independent to assess their own progress report, providing accessibility, convenience and flexibility. This flexibility and easy accessibility of the learning materials is crucial in meeting the demand of today's busy schedules.

2.5. App-based Learning System in Bangladesh

Hasan and Hossain (2023) follows a mixed method to survey Bangladeshi undergraduate students regarding their use of educational technology in EFL. Their study shows that while learners are aware of edtech tools and resources, they are still lacking the necessary support to use the tools efficiently. This gap in their support system makes the techno-based learning system more difficult and less effective for them. This gap depicts the importance of adequate training and proper

resources-based institutions to increase learners' engagement with technology. Rahman (2019) discusses the effectiveness and acceptance of digital devices like smartphones in ELT among undergraduate students of Bangladesh. This study shows that while phones are widely used and owned, their application and features regarding language learning process remain limited. Learners acknowledge the possible advantages of the smartphone for accessing various English language learning resources, yet they faced challenges and barriers due to limited resources. This duality in perception highlights the complexity of integrating technology into the English language learning process as well as the urge for a structured approach to maximize its benefits.

2.6. Theoretical Framework

The framework of Krashen's input Hypothesis, Vygotsky's Sociocultural theory and Little's Autonomy theory bring influential views to explore the undergraduate students' perception on mobile application for improving English language skills in Bangladesh. These frameworks are useful to examine the effects of mobile application on Bangladeshi youth learners.

Krashen Input Hypothesis (1982) believes that language acquisition is best achieved when the learners are exposed to comprehensible input, which is a bit above their current proficiency level ($i+1$). Mobile apps can give this tailored input via its various types of features. By exploring undergraduate students' perception on mobile apps, this paper can show how they perceive the effectiveness of its features in giving comprehensible input and how they use that input to develop their English language skills.

Vygotsky's Sociocultural theory (1968) posits the importance of social interaction and scaffolding in the learning process. Mobile apps have features like virtual group discussion, discussion form, gaming chat section, virtual tutors, which can increase social interaction and build up cultural relevance among learners, which can eventually enhance learners' engagement and motivation towards the English language learning. These features offer scaffolding tools which support their language learning process and enable them to connect with the application at their own pace. The interactive features can enable the learners to construct their own knowledge actively which help them to self-practice on their overall language and communications skill. It is consistent with the constructive points of view that learning is becoming effective through problem solving tasks and

contextual experiences. By investigating how learners interact with these features, this paper can reveal how the mobile application impacts their overall engagement and motivation in the language learning process.

Lastly, Little's autonomy theory (1991) highlights the importance of a self-driven learning, where the students take charge of their own learning process. It also develops their psychological capacity to manage and track their learning progress. It makes the learner self-accountable for their language learning growth. Mobile apps encourage learners to set their own learning goals, focus particular skills to develop, and track their overall learning experiences. By examining learner's perception with apps features, this paper can demonstrate how mobile applications facilitate self-driving learning and can enhance their overall English proficiency level. By integrating these SLA theories, this paper can highlight valuable insights into how these features impact a learner's overall performance level in the language learning journey.

2.7. Evaluating the advantages and the challenges of mobile application in the English language learning.

There are several studies on the impact of mobile applications on English language teaching which discuss the operation of traditional classrooms and how apps like ChatGPT, Grammarly introduce a new face of the classroom environment. These apps can create a human-like language and vocab, help the learner to self-practice their language skills (Hasan & Labonya, 2016; Hasan & Alam, 2016; Hossain, Hasan, & Meraj, 2015; Rahman, Abidin, & Hasan, 2018). The AI based tools evolved so far that it can build up accurate and well organized assignments within a second. A study done by Akanda, Suchona and Shorna (2024) shows that the majority of students (54%) rely on ChatGPT to compose an essay, widely used to submit assignments (50%). According to their study, students use these AI based apps to rectify grammar errors (32%), to broaden up their vocab knowledge (29%) and to practice conversational skills (21%). This study shows that these apps are being used for various activities for improving writing skills and communication skills. Students can access these apps at any time any place, which makes it very convenient. By using the AI features of apps, 32.4% learners have felt that they understand many things in a short time, 30% learners have said that it makes their learning experience more interesting and engaging. Ali et al. (2023), have highlighted the importance of mobile assisted language learning in promoting

language learning. Their literature review demonstrates that mobile assisted language learning has changed the landscape of language learning, offering students access to information and language practice among diverse nationalities. Nevertheless, this study shows concern on the learner's time management skill, indicating that as a critical challenge. The use of mobile applications has been shown to positively impact a learner's performance level. According to a report, 23% of candidates suggest that language learning apps kept them engaged with the learning materials and felt motivated to work on those materials (Mazid & Biswas, 2018). In the same way, Kohnke (2020) claimed that the engaging nature is coming from different features of the app like game, instance quizzes, self-practice and auto feedback getting features. These features have deeply contributed to their motivation level which later help to broaden their vocabulary acquisition and develop their overall English language skills. In short, the integration of language learning apps has contributed to enhancing self-confidence among learners. A study has shown that students felt a boost in their confidence when using mobile applications (Mohd Sapuan et al. 2024). This significantly influences language learners to practice and engage with the language more in real world context. However, Baidoo-Anu and Anush (2020) have mentioned some challenges of it, like giving misinformation, privacy concerns, lack of cultural context and lack of human teacher behavior. Specifically, the AI features can hamper the natural rapport between the instructor and students. According to Stewart (2023), Noam Chomsky considers AI based tools as a high-tech plagiarism, so it is a serious threat to the education system. A survey by Statista (2023), demonstrates that Southeast Asia is concerned with the use of it, as it has certain limitations. The AI based tools are not compatible with the cultural context of the learner. The survey by Khan et al (2024) have noted that 67% candidates are highly dependent on the AI writing tools within the mobile applications, 47% have problems with its interfaces, and 74% agreed that AI based features promote academic plagiarism and raise concern regarding ethical issues.

Research Gap

The integration of mobile applications in language learning has been appreciated globally, yet there remains a crucial gap in understanding the learner's particular need in the context of Bangladesh. Most works like Mazid and Biswas (2018), Hossain (2018), Ahmad & Farrukh (2015) illustrate the generalized effectiveness of apps. These previously published literature reviews discuss the effectiveness of mobile applications in English language learning without prioritizing

the particular cultural preferences and educational system of Bangladesh. For example: Ahmad & Farrukh (2015) discussed the overall effectiveness of mobile apps in improving English language skills, highlighting its impact on vocabulary development and innovative teaching methods. Sadly, their study did not focus on how cultural factors like: academics practices, native language support, societal attitude towards apps, impact on the acceptance of it in Bangladesh. Pasko & Pinchuk (2024) explored the advantages of mobile application in language learning but ignored the socio-cultural factors like peer influence and community acceptance towards technology and education systems. It is necessary to incorporate these cultural factors in the mobile application to meet the diverse learners' needs in Bangladesh. In a real-world context, a candidate probably enjoys using an app for various purposes, but feels difficulty when it comes to using that knowledge in real life. It happens due to lack of cultural context. Additionally, Milon & Iqbal (2017) and Hossain & Hassan (2023) highlight the obstacles and challenges to access technology and digital literacy, but there is a gap of focused investigation of how these issues particularly affect the effectiveness of mobile applications for language learning among undergraduate students of Bangladesh. However, many studies have shown the beneficial features of language learning apps, like: free exercises, gamification and personalized format (Kohnke, 2020; Mohd Sapuan et al, 2024). Nevertheless, there is still a lack of exploration. The studies have not depicted which particular feature has most aligned with the cultural and education system of Bangladesh.

Chapter3: Research Methodology

3.1. Sampling

Sample refers to the group of candidates participating in a research study to find a result of a particular study (Dornyei,2007). This study collects data from 36 undergraduate students of Bangladesh. All these candidates are in their 3rd year to 4th year and age between 23 to 25. Their native language is Bangla. The candidates are chosen on the basis of their previous experience of using mobile apps for developing English language skills.

3.2. Nature of the research

3.2.1. Mixed Method Research

This study follows a mixed method, combining qualitative and quantitative questionnaires, by collecting data via semi structured interview questions from the undergraduate students of

Bangladesh. This integration of both methods allows a comprehensive understanding of the youth learner's point of views about the use of mobile applications for English language acquisition. According to Creswell and Plano Clark (2017), mixed methods focus on the strength of both qualitative and quantitative methods. Qualitative data provides rich details from the students' experience, insights and opinion while the quantitative data demonstrates measurable evidence to explain their overall responses and interpretation. The data from both methods facilitates the investigation of this paper to know how apps impact on these learners overall English language skills within Bangladesh social cultural context.

3.3. Research Design

The research design of this paper consists of various steps from data collection to data analysis, which is described in the following subsection.

3.3.1. Data collection procedure

The data collection process of this paper is conducted through semi structured interviews with 36 undergraduate students of Bangladesh. All of the candidates belong to private universities of Bangladesh, within 23 to 25 years. Candidate selection process has been done based on their active mobile application usages. Most of them (33) are coming from Bangla medium, only (3) are coming from the English version. The researcher ensures the candidate's confidentiality while interviewing. The interview questions are formed in such a way that collects both qualitative responses regarding their points of view, overall experiences and quantitative data rating the implication and the effectiveness of mobile applications. Most of the interviews are conducted via face-to-face interaction, few of them are conducted via google meeting which offers the candidate flexibility while ensuring the data quality.

3.3.2. Research Instrument

All of the data collected through interviews questionnaires, included opinion-based questions and rating scales questions.

3.3.3. Data analysis procedures

After collecting data, thematic analysis was conducted to analyze the data from the mix method. According to Braun and Clark (2012), thematic analysis is a method for systematically identifying, organizing and explaining perceptions, thoughts, ideas into patterns of meaning(themes) across dataset which allows the researchers to understand and analyze the collective shared experience. After collecting data, the researchers identify, organize and interpret in a thematic form.

3.4. Ethical Considerations

In this paper, the researcher conducted interviews among 36 undergraduate students of Bangladesh to collect data and it was important to maintain all the essential ethical guidelines throughout the interview sessions. Here the key ethical consideration that the researcher of this paper followed. The researcher ensured the consent of each candidate. Before each interview, the researcher made sure to explain the purpose of this paper to the participants. The researcher took permission to record the interview session and assured the participants that their participation was completely voluntary. The researcher took all the necessary steps to protect the privacy of the participants. The researcher approached each interview with respect and being sensitive to the candidate's experience and emotions. The researcher informed the participants that they could choose to stop the interview at any time. The researcher ensured that the data would only be for the purpose of this paper and not for any other study. By incorporating these guidelines, the researcher aimed to conduct the interview sessions which respected the dignity of all the 36 candidates.

Chapter4: Findings

This study involves interviews from 36 undergraduate students from Bangladesh. The purpose of this study is to explore those 36 candidate perceptions about the role of mobile apps for improving their English language skill. This finding highlights various key themes and addresses many issues which the previous studies did not prioritize.

4.1. Learner's overall point of views on mobile applications for improving English language skills.

From the interviews among 36 undergraduate students, the researcher finds that 95% of the candidates consider mobile phones as a supplement resource that can support their English

language learning process. These students respond with a diverse range of mobile applications which they have used to support their language skills. These apps are: Duolingo, Grammarly, Google translation, Bangla to English Dictionary, Google Doc and YouTube. Among 36 candidates, 30 of them have mentioned Duolingo, 31 of them have mentioned Grammarly, 23 of them have mentioned Google translation, 27 of them have mentioned Bangla to English Dictionary, 33 of them have mentioned YouTube and 22 of them have mentioned Google Doc. These are the common mobile application names, which they prefer to improve their English language skills. Moreover, one student has mentioned that she used Duolingo from her college era which made her learning experience fun and interactive. She has also used YouTube to watch TED Talks and BBC news channels with subtitles to improve her reading and listening skills. This shows that students are not only dependent on one app but are integrating various types of apps to develop their English learning experience. These students have considered the role of mobile applications as a supportive element that helps to improve their English language skills. They overwhelmingly address that apps give them flexibility and accessibility to practice English language outside of the conventional classroom environment. However, they address that these applications are helpful but still cannot alter the traditional classroom learning style. They are more attracted towards physical interaction with their classmates and teachers. Their answers illustrate their sentiment towards face-to-face classes which demonstrates their cultural preferences. They are not able to make that internal bond and attachment with apps which they have made with the traditional classroom. As, in the app anyone can do any sort of task anytime of the day. But in traditional classes they have some sort of liabilities. These liabilities create the attachment towards conventional ways of teaching methods. For these reasons, they are not considered apps as an alternative for conventional style learning methods rather than considered as a supportive element.

4.2. The most useful interactive feature of mobile apps and its impact on the learner's performance.

Majority number of students have mentioned the effectiveness of AI tools and virtual communication tools within the mobile application. Under these tools there are many interactive features like, instance feedback, gamification, subtitle, personalization, self-assessment, live group chat, autocorrection, translator, voice typing etc. According to the candidates, instance feedback,

gamification, subtitles, self-assessment, autocorrection, translator, and voice typing are the most effective for them for improving their overall English language skills.

4.2.1. Interactive features positive impact on learner's performance

From the findings, the researcher has learned that one of the major reasons to incorporate mobile applications in learning the English language is to rectify grammar errors. Among 36 students, 22 of them have mentioned about auto correction features of Google doc, 30 of them have mentioned instant feedback, 28 of them have mentioned voice recognizer features of Duolingo, 33 of them have mentioned subtitles feature of YouTube and 31 of them have mentioned the ai features of Grammarly, which help them to rectify their grammar errors and enhance their free writing skills. 85% have mentioned that their writing skills improved due to academic assignment submission via mobile applications. The auto correction feature of google doc helps them to broaden their vocabulary acquisition and reduce their grammar errors. In google doc, whenever they write wrong meaning words, the auto correction feature instantly rectifies the word which helps them in enhancing free writing skills. At the same time, the running captions in videos and in virtual meetings have increased their vocabulary knowledge. The running caption works as a supportive element to understand the actual message of the messenger. Those who have problems with listening skill, can improve their listening by reading the caption repeatedly. It makes the sentence easier to grasp. Few of them have mentioned that their listening skills have improved in which they are actually lacking. Moreover, the voice typing tool, translation tools and the subtitles features help them to improve their pronunciation which helps them to build up a good communication skill. 46% of them have mentioned that their communication skills improve a lot due to the use of these features. Additionally, 70 % of them have mentioned the gamification features of language learning apps (mostly Duolingo). This feature makes the learning process more enjoyable and interactive, which makes the learner engage with content for a long time without any frustration. According to them, the convenience of learning at their own pace, vocabulary building, finding grammatical errors, virtual guidance and self-assessment are the reasons for choosing app-based learning modality. These causes highlight the importance of multiple resources to cater different types of learner preference.

4.2.2. Interactive features negative impact on learner's performance

On the contrary, few candidates also address the negative impact of these features which affect their overall learning experiences. As one of the candidates has mentioned, voice typing tools do not work for her, it repeatedly shows wrong output. Another student finds difficulties using the translation tool, as it continuously shows the wrong meaning of a text. Though the personification features get appreciation among many candidates, still some of the candidates are not satisfied with this feature. According to them, this feature produces basic level questions, even after taking all the necessary information from the learner. The questions are eligible for only beginner level. Moreover, some of the students are not satisfied with the autocorrect feature of Google Doc, as the autocorrect feature sometimes auto produces wrong words, it happens because the feature is not aware of that particular contextual knowledge of the text. These issues must need to be solved.

4.3. Apps Impact on Learner's Motivation and Engagement.

89% of students express that using mobile applications has enhanced their motivation to learn English. They have given credit to its communication tool and ai based tools. For example, many of them use ai based tools to rectify their grammar errors which later help them to get a good grade in academic sectors. So, getting good grades is one of the major factors to integrate apps in their language learning journey. They also have pointed out the notification part as another most engaging feature of it which influences them to complete a lesson plan. Additionally, according to the rating scale, among 36, 32 of them rate the motivation level on a positive side. However, some candidates have pointed out that their engagement fluctuated. It depends on how effectively they used the app, which feature they used and how long they used. Learners should know which app is most suitable for them, then need to work on that app. Otherwise it will not help them in language learning.

4.4. The most improved skills through the use of mobile application

4.4.1. Writing skills

The writing skill is mostly improved, as a majority of candidates mention that after using these apps, their free handwriting skill has improved significantly. The candidates are from private universities, where most of the assignment submissions are submitted through an online portal. Candidates can see the visible differences of using apps in their English writing journey. One of

the students has mentioned that she has a fear of writing English answers in physical class exams, now the fear is reduced due to the continued use of Google docs.

4.4.2. Speaking skills

Speaking skills also improve due to the use of voice typing tools, virtual communication tools, subtitles within the mobile applications. These tools are present in apps like Google meet, Google translator, voice recording app, Duolingo, YouTube etc. These features help them to rectify their wrong pronunciation, and improve their accent, which helps them to improve their language fluency and build up good communication skills. Few of them dislike the voice tools feature, as it repeatedly shows wrong output. Probably it happens due to their fumbling or the feature does not have the data which she has asked for.

4.4.3. Vocabulary acquisition via apps

Students have appreciated apps like: Google translator, Dictionary, YouTube, Duolingo for improving their vocabulary knowledge. They have used most of these apps in their academic lifestyle. One of the candidates shared that whenever she heard or saw any unknown vocab in any subtitles, she instantly put that word in the dictionary app. It became a habit for her. Another student has mentioned that the gaming elements in Duolingo are quite provoking to her, which makes her vocabulary learning more effectively compared to the traditional style of classes. So features like subtitles, auto correction, gamification and translation are very effective for vocabulary acquisition.

4.5. Challenges and Problems of Mobile Applications.

4.5.1 Problem in the apps design

74% of them have encountered obstacles while using these apps. The common issues are taking large space, excess advertising, app crashes and giving wrong output. They have expressed that the voice tool feature could not understand their accent, repeatedly this feature makes wrong words which makes them frustrated. One of the students has mentioned that the instance feedback is mostly generalized, the same comment she got at a different time. She has commented that it is a gimmicky product which will not benefit her in real life.

4.5.2. Subscription fees

Many of them address the problem of high subscription fees. The AI based tool would not allow them to use more than 4 to 5 times without subscriptions fee. And that subscription was a bit high for university going students, hence they are not able to use it properly. Though findings say, if app design and features incorporate culture knowledge and support native language, then they can pay for it. These issues highlight the common challenges and limitations of the app which hinder their English language learning process. These challenges created barriers to use the app effectively which led to disengagement.

4.5.3. Poor time management

The amount of time spent on the app varies from person to person. They have used the app for several reasons, but their purpose was not always to learn English. Sometimes, they used it for entertainment purposes and academic purposes. The entertainment material becomes learning material when they take it seriously. For example, when they enjoy YouTube videos with subtitles, they learn a new vocab and later apply that knowledge into their academic life. Moreover, their academic lifestyle is aligned with apps, as they make presentation slides, give speeches, and submit Google doc files in English language. So, on average, they daily invest 3 to 4 hours on apps which somehow help them to develop their English language skills. But mostly students get distracted due to the excess advertising in it, and wasting their time on social media. That can affect their language learning process.

4.5.4. Manipulating Advertising

Many of the students have mentioned that they install many apps for learning the English language after seeing many provocative advertisements in social media. In reality, these apps do not function properly, rather make the phone dysfunctional. The content of those apps is below average, that forces them to uninstall it. Due to false promises, these apps break the trust of the learner which impacts on the other effective language learning apps. Students cannot build up the trust again to install language learning apps.

4.5.5. Content irrelevancy

Students find difficulties when they try to translate Bangla literature into English. They also mention the improper English subtitles given in the Bangla video on YouTube. Another student has mentioned that, in a language learning app (Helo Talk), there is a section called festival where vocabulary is given on the basis of western festivals, but not a single vocab is given on the Bangladeshi festivals. Candidates have mentioned that they feel more engaged with the cultural relevance content. So, the candidate urges us to make language learning apps which have proper contextual and cultural knowledge of Bangladesh, so that it does not make any types of errors. Apps are supposed to have features like proper subtitles, voice recognition, translator, autocorrection, instance feedback, self-assessment, virtual group chat, and gamification. Students do not find an app which offers all those features in one single app. Hence, developers must need to incorporate these features among one app, so that it can fulfil the demand of Bangladesh youth learners.

4.5.6. Over dependence on mobile applications

The features of these apps make them so independent that they can practice and track their own growth by themselves without any second party's interruptions. But somehow these features become an addiction for them. Among 36 students, 30 of them have mentioned that they cannot even think of doing an English assignment without the help of these features, mostly they are talking about the AI tools, which are presented in these features. It can be a serious threat to their cognitive abilities and critical thinking abilities. These features are made to support language learning, not to replace human thinking abilities. However, the AI tools in the mobile application are the most effective things in English language learning, yet the most dangerous for their academic life. Students claim that due to this feature many of them get poor marks. As they believe that AI tools always provide the right answer. They attend the exams relying on the answers getting from the AI tools, which causes poor grades in their academic life. Due to the manual disruption and lack of contextual knowledge, sometimes it provides wrong output.

4.6. Cultural factors and its relevance in English language learning

Cultural factors have a profound impact in shaping a learner's overall experience. Their cultural context influences them to learn English, specifically for job and academic sectors. Among the 36

candidates, 32 of them have mentioned that apps influence them due to its accessibility, convenience, flexibility, which is lacking in the traditional method. At the same time, they have found challenges in apps due to lack of culturally relevant content. They wish that the app could access them with native language support. One candidate says that she faced challenges when she translated one of the Bangla literatures into English language in a cultural event. She could not find the appropriate word to describe the actual scenario. She has said that the translation app was not up to the mark, as it does not understand the actual context of text. The content demonstrated in language learning apps must be aligned with the cultural experience of the students. The vocabularies, dialogue, idiom, scenarios should be relevant to the Bangladesh context. This relevancy will reduce their struggle to apply that knowledge in the real-world context. This relevance will increase their engagement and motivation which will make their learning process more enjoyable. This shows the importance of cultural relevance in the app content for improving English language skills.

4.7. Recommendations for Bangladeshi education policymakers and instructor

95% candidates have suggested the blending of app-based learning methods and traditional learning methods to create a more efficient place for vocabulary acquisition and grammar learning. Apps are being used to reinforce lessons, to repetitive practice and to get immediate correction which is often lacking in the traditional classroom settings due to limited time frame and resources. In the same way, cultural influence, emotional attachment, understanding complex idiomatic expression and native language support is lacking in app features. This demonstrates their point of view regarding the strength and limitation inherent in both modalities. While candidates have considered the benefits of mobile apps, there is a general thought among them that depending entirely on apps for language learning is not practical. They have expressed their concerns regarding the limitations of the app. They have agreed that apps are great for learning, specifically for practicing, yet the traditional classroom setting is required for understanding complex grammar rules, literature and idiomatic expression. Hence, they have recommended to integrate apps in the traditional method to get an effective learning environment for improving English language skills. However, students have mentioned a range of suggestions, one of the suggestions is to bring back the Brac University ft online learning platform, which was launched during the corona period, which trailer their particular needs as Bangladeshi students. Another candidate suggests that the

faculties can assign particular apps for practice grammar, which will help in their language learning process. They demand to design a Bangladeshi context and culture relevance content features apps, which will eventually maximize mobile application integration in the traditional methods.

Chapter 5: Discussion

This part will discuss the research questions asserted in this study. The findings from the mix method study points out valuable perceptions of the undergraduate students regarding the use of mobile applications in the English language learning, which illustrates both the advantages and disadvantages associated with use of apps in language learning.

5.1. The role of mobile application in English language learning

This first research question investigates how the undergraduate students value the role of mobile application for enhancing their English language skills. The findings reveal that most of them appreciate and consider it as great supplementary elements which improve their English language skills outside the conventional traditional classroom settings. These students acknowledge that mobile application has a vital role in enhancing their English language skills by providing a more flexible platform (Rezaei et al., 2013). Students have mentioned that apps (Duolingo, Grammarly, Dictionary, Translator, YouTube, Google Doc) allow them to practice grammar and vocabulary at their own pace, which resonates with the findings from Masjid-UI-Hasan and Biswas (2018). Moreover, apps don't libel them to complete a task in a sudden timeframe, anyone can access it any time of the day. It is aligned with today's hectic schedule. This is similar to the Hossain and Hasan (2023) findings in the convenience of mobile apps for the English language. These mentioned applications provide the candidate autonomy as they are free to practice at their own pace. By incorporating these mobile apps, the learners can set their own learning goals and track their own progress report. This autonomy eventually motivates them to take responsibility for their own learning goals and encourages them to invest more time to enhance their overall language outcome. The same thing is mentioned in Little's Autonomy theory (1991) that self-directed learning makes the learners motivate and engage with the learning process.

Nevertheless, students also have commented that apps' features cannot alter the traditional classroom settings. App still does not have many effective tools; it cannot replace the traditional

classroom settings in Bangladesh. They express their emotions and attachment towards the conventional classroom setting which holds a soft place in their memory. This attachment demonstrates the cultural preference of Bangladeshi students. They prefer the conventional teaching style where they can sit and attend the class together, participate in physical discussion and hold memories. For these reasons, students do not perceive apps as a replacement for conventional education methods.

5.2. Analyzing the reason behind choosing specific interactive feature

The second research question is talking about which specific parts of the app learners find most useful. The findings illustrate many interactive features like: auto generated caption, self quizzes, gamification, voice typing, translation, subtitles and autocorrelation. These features are functioned via AI tools and communication tools. These features increase engagement as well as tailor to individual learning preferences which makes the learning journey more effective. The same thing is mentioned in AbuSahyon et al. (2023), which mentions that interactive features and AI based apps serve unique and interesting experiences. These features change the regular practice into competitive practice. These features offer these students to engage with English language that is challenging for them yet comprehensible. Additionally, these app's features provide content which aligns with the students' current skill while introducing new grammatical structures and new vocabulary, and enhancing natural language acquisition (Krashen, 1982). Along with this, these apps can adapt individual learning levels, which allow learners a continuous progression in their English language learning journey.

However, while the existing literature have emphasized on gamification, personalization, this paper finds that along with these features native language support and culturally relevant content are the most significant for effective language learning. The Bangladesh education system is still stuck in the traditional way of teaching, due to lack of resources and timeframe. These mentioned features can be integrated in the traditional method to make the learning environment more effective.

5.3. The importance of interactive features in learners' overall performance

The second research question also asks how these interactive features impact on the learner's overall performance. According to the findings, instance feedback, auto correction, personification, gaming elements, virtual meeting, voice tools, translator and subtitle are the most usable features of mobile language learning apps. These features can also be known as interactive features; these features are made of mostly AI tools and communications tools. These features help them for self-assessment. This self-driving learning is the most preferred thing in mobile language learning apps (MELLAs) among college students (Maitlo, Abbasi & Ali 2024).

The findings reveal that instance feedback is the most preferred way of getting feedback. This feature shows the result within a second, though the results coming from this feedback are always not correct. These features emphasize the value of self-learning to serve basic language skills. The same thing is mentioned in Rusmiyanto et al. (2023). This study shows the advantage of receiving individual feedback. This feature motivates the learner to attend self-practice quizzes, which support them in building vocabulary acquisition.

Secondly, auto correction is another popular feature. The findings reveal that this feature helps the candidate in free writing skill. The students can see the visual difference after the continued use of it in their academic life. This feature is available in Google doc, MS word etc. These apps are a vital part of their academic life; this feature corrects their grammatical errors automatically. Though the over dependence on this app, makes the learner unable to self-correct any writings. One of the candidates shared that, after the corona when she first took the seat for the physical exam, she found out that the script was full of silly mistakes. This because of the over use of mobile application.

Thirdly, Voice typing is an effective feature for speaking skill. These features help the learner to correct their pronunciation, accent as well as the fear of public speaking, which later help them to build strong communication skills. This resonates with findings of Liao and Xue (2019), depicting the effectiveness of commuter assisted pronunciation training (CAPT).

After that, Subtitles and translation features are great for reading and listening skills. By reading the subtitles repeatedly, the learner can enhance fluency and can broaden their vocab knowledge. Translation tools also help them to understand complex theories in their native language. Sadly, translation and subtitles are always not correct, due to lack of cultural context, it sometimes shows wrong output.

Additionally, Virtual meeting is another great feature for strong communication skills. It allows the learner to practice the speaking skill without any hesitation. This feature is available in Google meetings, Zoom etc. During the virtual meeting, these apps convert the conversation in AI generated captions, which support them to understand the actual message of the messenger. Thus, this feature helps to build strong communication skills.

Finally, the personalized feature, which is made to cater individual learning preferences. It takes the background information of a learner. Based on that data, it makes questions for the learner. These features are made to develop language skills, shedding light on the tailored features which can cater to different types of individual learners' needs (Pinchuk, 2024).

5.4. Evaluating user overall experience and their preferences

This study also addresses how these mentioned features impact on the learner motivation and engagement in English language journey. The findings observe a noticeable enhancement in motivation among the candidates. The students have appreciated the AI tools and the communication tools, for their immense motivation towards English language learning. This finding has similarities with Zou and Li (2015) who find that learners engage more in vocabulary activities outside the conventional classroom which indicate that the interactive features can enhance motivation and engagement in language learning. Moreover, the flexibility, accessibility and user friendliness of these features make the learner motivated and engage towards language learning. The same thing is mentioned in Little's Autonomy theory that the self-driving learning system is best to engage with the content for a long time without any frustration. This self-driving learning makes the mobile application-based learning popular among the youth learners. Their main goal is to practice English language skills, which they can easily do through this modality. Some of the apps have the feature in which one can chat with a real human being (Hello Talk).

This feature will make learning communication skills much easier. Here no one is going to judge you based on poor grammar. Anyone can chat on any topic with no time restrictions and without any hesitation. Apps come with individual learning preferences, tailored feedback, interactive gaming and other elements which motivate them to continue language learning more effectively. This finding resonates with Little's theory that claim learner autonomy can increase motivation as the candidate enjoys mastery over learning progression.

However, this study concerns the long-term impact of it on the learner's motivation. One of them has mentioned that she installed Hello Talk, but after a sudden period she doesn't feel that much attachment which she has felt during the installation. It happens due to the lack of engaging content among the app design. Some of them have mentioned that by seeing advertisements of language learning apps in social media, they are convinced to install these apps. These advertisements are quite manipulative. Their main motto should be to teach the English language rather than selling false promises. These issues demand an effective learning platform which will hold their motivation and engagement towards English language learning for a long time. Additionally, these learners want language learning apps to include bilingual support in a more practical and culturally responsive way so that it can enhance students' satisfaction and user's usability. If apps can provide more culturally relevant content, then there is a huge probability that the Bangladesh education system can add it into their curriculum

5.5. Evaluating the overall impact of mobile apps on learner's specific needs.

From the findings it shows that their writing skill, vocabulary knowledge and communication skill are the most improved by the use of apps.

5.5.1. Speaking skill

They have agreed that their speaking skill has improved, but at the same time they find difficulties to apply that knowledge in real life. One of them said that she did an online speaking course via mobile application, but that course was not up to the mark. It happens because of over-dependence on the app. Finding suggests to integrate apps in the traditional method to make a more engaging learning environment. Mobile language learning apps can boost learners' self-confidence. For that, learners should practice over the mobile application while applying that in real life context.

Learning through apps is easy, but applying that knowledge in a real-life context is a different thing. The running caption is given in the virtual meeting and in any kind of videos that not only support their communication skills but also create barriers from the real world. So, to prevent these types of barriers, learners must apply that knowledge in the real-life world. For example: one of the candidates shared that after using the Duolingo app, she has participated in a physical class debate and applying that learning knowledge in her speech. She observes that her self-confidence is increased and the fear of public speaking is decreased.

5.5.2. Writing skill

The writing skill is improved via features like autocorrection, gamification, instance feedback and self quizzes. Specifically, the auto correction feature is the most effective one among these. These features improve their sentence structure and grammar knowledge. These improvements are aligned with Little's Learner Autonomy theory (1991) that believe interactive features enable the learner to autonomously evaluate and enhance their work.

5.5.3. Vocabulary acquisition via apps

The common names of the apps that they have used for vocabulary acquisition are Bangla to English Dictionary, YouTube, Grammarly, Google translation, Duolingo. Findings illustrate that students prefer app-based methods more than traditional methods to learn vocabulary, as apps have more interactive features. The candidate mentions their vocabulary knowledge built gradually with the support of these features. These features produce advanced words with more interesting ways. For example, Duolingo serves exercises which can challenge the learner just enough to motivate learning without making them frustrated. In this way, this validates Krashen's hypothesis by incorporating comprehensive input which is slightly above a candidate competency level ($i+1$).

5.6. Cultural Preferences in Language Learning

Cultural context influences learners' preferences and shapes learners' viewpoints regarding a specific type of education system. In Bangladesh, conventional teaching methods often rely on rote memorization and teacher-centered class discussion. On the contrary, students like self-driven learning. And this self-driving learning is the basic nature of mobile language learning apps. Students can learn anything at any time of the day, no time restrictions and it promotes independent

practices which are aligned with Milon and Iqbal (2017) findings. Students at the initial stage may find difficulty to adapt this app-based learning system. As they are more connected with the traditional teaching methods. This difficulty may raise frustrations and can impact on the overall effectiveness of the app.

Secondly, cultural context also shapes the value placed on social interaction. In Bangladesh, learning is often done through communal activities, where a group of students comes to a place and discusses a particular matter. This is the traditional method, which holds a special place for Bangladeshi students. Apps have the feature of virtual interaction. This feature can help the learner to build strong communication skills by developing vocabulary knowledge and rectifying grammar errors. Virtual interaction can enhance self-confidence to apply that learning knowledge in a life context. Moreover, mobile applications allow collaborative learning environments where the user interacts with other users through discussion forums, chat groups, virtual collaboration and many more group activities. By incorporating these features in social learning, the learners can improve their language skills while creating a sense of community and cultural understanding. This cultural understanding is necessary to cater diverse learners' needs. Moreover, Vygotsky (1978) theory discusses the same thing that scaffolding through mobile learning apps boost motivation for learning.

Thirdly, cultural influence towards technology and education can shape the student perception. Finding shows that students have a great attraction towards technology. They want it to incorporate in the daily lesson plan as supplementary elements. Similarly, Genc (2015) expressed this in his findings: technology can establish an interesting and interactive learning environment, which can bring advantage to the young learner specifically for those who may struggle with long boring lengthy lectures. Few of the students still do not know the potential advantage of it in their academic and career sectors. Those who are considered the traditional classroom setting is better; they may not put enough time and effort into it. The world is going towards tecno-based learning system, as they know the potential benefit of it. The Bangladesh education system should work on reducing the challenges regarding app features and must integrate it into the curriculum to improve English language skills.

5.7. The challenges of the app hamper the effective language learning growth

The candidates generally have a positive perception. But at the same time, apps have issues like taking excessive space, wrong subtitles, generalized feedback, unnecessary notification, subscription fees, content irreverently and excess advertising. These are the common issues which they have faced in the mobile application-based learning system. While these can be solved and reform in the app design, there are still some major issues regarding this method.

The first is the excessive usage of apps and over dependency on it, which can have a bad impact on their academic life. These app's features are quite provoking; one can stick to it without any time limitation. Hence there is a chance that it can reduce their face-to-face social interaction, cognitive abilities and create detachment from reality. Gaed et al. (2022) talks about the same issue as it can hamper the user's critical thinking abilities.

One of the biggest problems is the AI tools based mobile language learning app. According to Stewart (2023), Noam Chomsky considers AI tools as a high-tech plagiarism, so it is a serious threat to the education system. A survey by Stasisia (2023), demonstrates that Southeast Asia is concerned with the use of it in their education system. It makes the learners so dependent that their critical and cognitive thinking can be affected. However, due to lack of cultural context, the subtitles used in YouTube are not appropriate, the translation tools are not up to mark. These findings are similar to Haleem et al. (2022), which finds out the inability of AI tools to grasp cultural sensitivities issues. Irudayasamy et al. (2021) have mentioned in their study that the integration of culturally relevant content is necessary to foster motivation and engagement in the language learning process.

5.8. The reason behind supporting app integration

The blending of app-based learning methods and traditional learning methods is to create a more efficient place for vocabulary acquisition, grammar learning and to build strong communication skills. Apps are one of the prime materials for practicing English language skills. For example, in their academic life, apps are used for making presentations, documents, cv and pdf files. All these things are done in the English language. Whenever they use it to write something, it autocorrects their grammar which helps to improve their language acquisition. These things make their learning

process much enjoyable and less of a barrier. Hence, candidates strongly demand for integrating apps with conventional classroom settings to reduce existing gaps in English language skills in Bangladesh. One of the candidates has mentioned bringing back the online learning platform of the BRAC University, launched during the corona period. That online platform had the discussion form, submission portal, feedback portal, progress tracking poll, weekly routine-based lesson plan. It shows how an effective app should design and integrate with the traditional method in the context of Bangladesh. Though, this app is not for English language learning, but has the features which can be used for effective English language learning. Both modalities have their own advantages and limitations. Apps give interactivity, immediate feedback, easy accessibility and flexibility, while the conventional classes provide contextual explanations, physical collaboration and many more advantages. None of these methods are sufficient alone. This finding resonates with the paper of Serajuddin (2023) and Sweeney, (2012), emphasizing the importance of technology integration with the traditional method in the English language learning process.

Chapter6: Conclusion

This paper has highlighted the perception of undergraduate students of Bangladesh regarding the use of mobile applications for English language teaching, which illustrate the potential opportunities and obstacles inherent in the use of mobile applications. Mobile applications are considered as supplementary elements for enhancing English language skills among undergraduate students of Bangladesh which provide a flexible, user friendly and accessible learning environment. This study demonstrates the significance of incorporating culturally relevant content in mobile applications, as learners expressed a strong interest in culturally appropriate content which reflects their native language as well as cultural preferences. Interactive features like: instance feedback, gamification, subtitles, self-assessment, autocorrection, translator, and voice typing have significantly improved their free writing skill, communication skills and vocabulary knowledge. These features make the language learning process more interesting and easier which encourage the learner's engagement and motivation towards the English language. However, these features also have some limitations and challenges which affects learner overall performances. Nevertheless, while mobile applications serve several opportunities, learners highlight the importance of integrating these features with the traditional style to show the learners sentiments towards face-to-face interaction. Additionally, these students desire a mobile application which

incorporates cultural relevant content along with these mentioned features. This will help to meet their diverse learning needs. At the same time, this paper addresses the challenges within the mobile applications and requests the app developer to solve these issues. As well as this paper demand further investigation into the long-term impact of mobile application on learner overall language outcomes. By highlighting these issues, this paper illustrates a more comprehensive understanding of mobile application-based learning systems in Bangladesh, contributing to a more inclusive and effective learning environment.

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Appendix

Research Questions

1. How do undergraduate students perceive the role of mobile applications in developing their English language skills?
2. What particular interactive features of mobile applications do Bangladeshi youth learners find most useful and its impact on learners' overall performances?
3. How mobile applications impact learner motivation and engagement in English language learning?
4. Which language skill is most improved by the use of mobile applications?
5. What are the challenges and limitations Bangladeshi youth learners have while utilizing mobile application to improve their English language?
6. How do cultural factors in mobile applications impact learners' overall English learning experiences?

Interview questions

1	What mobile applications have you used for learning English?					
2	Do you think that app has made learning					

	English easier for you? (Yes/No).					
3	Do you believe that using apps has made you more confident in your English language skills? (Yes/No)					
4	In your opinion, what role does apps play in developing your overall language skills					
5	how do you know it has motivated					

	you to develop your English language skills?					
6	What particular thing of apps do you believe could be developed to better suit your learning needs?					
7	What is your opinion on relying on only apps for English language learning?					
8	How do you balance the use of apps					

	with traditional learning methods in your English studies					
9	How important is cultural relevance in the content of mobile applications for your learning and how do cultural factors influence your use of apps for learning English?					
10	How do you feel about the availability	Very satisfied	Not satisfied	Neutral		

	of local language support in mobile applications?					
11	On a scale of 1 to 5, how much has your motivation to learn English increased due to the use of apps? (Here 1 is the most effective, & 5 is least effective)					
12	How often do you use apps for English language learning?	Rarely	Monthly	Weakly	Regular practice	

13	Do you feel engaged when using apps for language learning compared to conventional classroom learning?	More engaged	Less engaged	Same level engaged		
14	Which interactive feature do you find most useful for your English language journey and why?					
15	Which types of apps do you desire to integrate in the					

	traditional way of teaching?					
16	According to you, which app is the most suitable to fill the gap of English language teaching in Bangladesh ?					
17	Which language skill (speaking, reading, writing, listening) do you think has improved the most due to the use of it					
18	Which feature of					

	the apps helps you the most to rectify your grammatical errors?					
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19	Which feature help you the most to improve your communication skills					
20	Tell me the usage of apps which help you in your real life in language learning?					
21	Which app do you prefer most to learn vocabulary					

	through mobile applications?					
22	How often do you encounter technical issues? while using mobile applications for learning	Mostly	Rarely	Sometime		
23	What types of technical issues do you face?					
24	What is your preferred way of receiving feedback on your language learning process through	Instant feedback	Peer reviews	Weekly summaries	other	

	mobile applications?					
26	How much time have you spent on mobile applications for language learning?	Too much	Not much	Appropriate		
27	Do you prefer apps to be education elements or entertainment elements?					
28	Which feature distracts you the most during the learning period?					

29	According to you, which feature would be most beneficial to fill the gap of the traditional style of English learning?					
30	Do you like to pay a subscription fee if an app developer makes an international level language learning app with Bangladesh culture and contextual context?					

31	On a scale of 1 to 5, How would you rate the effectiveness of apps in developing your English language skills? (Here 1 is the most effective, & 5 is least effective)	1	2	3	4	5
32	What are your recommendations to the instructors and policymakers regarding the use of it in English					

	language teaching?					