



Exploring Polytechnic Learners' Perception on Multimodality in MALL in Business Administration Instruction

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Abstract

This paper aimed to analyze Polytechnic learners' perception of multimodality in Mobile-Assisted Language Learning (MALL) in an English instructional context. This research was a survey with a quantitative approach. Purposive sampling was employed and considered only for students who learned English language lessons at eight classes in the Business Administration Department, Politeknik Negeri Bali. Questionnaires focused on the Performance Expectancy (PE), Effort Expectancy (EE), and Behavior Intention (BI) of UTAUT theory. The result of the study indicated that internet technology was prevalent to be used by the students and there was a keen exploration of the English materials in a multimodal perspective that is a combination of technology-based learning materials with various modes, involving audiovisual, pictures, realia, in different formats. The usefulness of the device and the ease of technology used contribute to the use of mobile-assisted language learning (MALL) in learning the English language. The result also revealed the entrepreneur candidates tended to choose MALL with multimodal immersion as a fruitful combination to escalate their English language skills. Policies, subject matter expertise, appropriate pedagogies, and relevant use of technology support are suggested to explore the usefulness of MALL for students in Polytechnic education.

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INTRODUCTION

Technology has been developed and applied by teachers to contribute to language learning by improving learners' comprehension. It is well acknowledged today that information and communication technologies have a positive effect on the pedagogical process (Rosado & Khuttum, 2013). Both, information and communication support teaching methodologies which can enhance students' comprehension in learning the language. There are relationships between technology, society, culture, education, organization, machines, technical operation, and a technical phenomenon.

In terms of education, educators are increasingly using technology in all aspects of their profession (e.g., creating curricula, classroom instruction, work assignments), this trend can be enhanced by educating the educator about cultural and cognitive aspects of technology and technics, as well as the associated advantages and disadvantages related to educational and human development goals (Isman, 2012). Thus, technology is not merely about machines, hardware, and software but also its relationship to the human who offers the conceptual structure for thinking about technology.

Modern technologies, for example, CALL (Computer Assisted Language Learning) has been improving in the education field to increase students' ability and urge in learning English. CALL development in the 1990s began with the introduction of multimedia PCs. This led the drill-and-practice programs to more communicative ones. The development of E-learning, online learning, and virtual learning through CALL are provided to facilitate teachers and learners (Tafazoli et al., 2019). Many applications and methodologies using computers have been explored to enlarge the knowledge in language learning.

Computer dictionaries, listening, and writing error programs relieved the barrier in learning the language. On the other hand, unexpected situations cannot be overcome due

to technological barriers (Abu Seileek & Abu Sa'aleek, 2012). The significant drawback of using CALL is that the less chance of conducting learning and teaching process on portable devices anytime and anywhere. Many methodologies through smaller devices have been improved to cover the computer weakness which is heavier and away from the word "flexible".

Research done in the last decade analyzed briefly the MALL (Mobile Assisted Language Learning) advantages in language teaching. The features of mobile technology such as portability and information accessibility play a major role in the enhancement of English language teaching and learning (El-Hussein & Cronje, 2010) and (Azar and Nasiri, 2014). Similarly, the previous researcher discovered the use of mobile technologies in language learning, especially in situations where device portability offers specific advantages (Kukulka-hulme, 2014) and (Zang, 2016). Improvement in the English class process can be done by using MALL which is portable and easy to access. This trend can be a green light for teachers and also researchers to create, apply, and develop the use of the mobile device in enhancing the students' English skills and gaining their study goal.

A previous study that explored the use of MALL explained the significance of technology use, what technologies were used and how they impacted the preparation for the process of teaching deeply. Gangaiamaran and Pasupathi (2017) identified the effectiveness of mobile technology, the researchers found that with m-learning development, for educators, MALL gives room and space for exploring new pedagogies by creating lesson plans in the light of the potential of new apps and software (Gangaiamaran & Pasupathi, 2017).

This proves that m-technology provides a wide range to create a new methodology in the learning and teaching process through applications and software. Creating lesson plans using software and application is recommended for tutors because this can be accessed easily and attract students' eager in lear-

ning. This recommendation is also supported by (Mtega et al., 2012) and (Sung et al., 2015) who claim that awareness among students and teaching staff should be raised as these tools are believed to be efficient in teaching and learning.

From the students' perspective on the MALL, a smartphone for instance, improves the students' urge to learn in the classroom with the teachers. Another study analyzed the need for a smartphone in learning a language at a university level. The researchers revealed that students need attractive, fun, and challenging English learning materials which more engaged with technology such as smartphone-based applications to support students learning activities (Putra & Santosa, 2020). This means the combination between pedagogy and digital learning is needed significantly by higher students.

A modern tool chosen by the first year of higher students, especially in a university can be "homework" for the teacher to develop a medium and introduce a new approach using a smartphone to assist the teaching and learning process in the classroom. Likewise, the previous research explaining the need for the smartphone in learning the language at any kind of education level was explored by Muhammed. Some applications can be found in smartphones concerning English language learning.

Thus, applications such as radio programs, free PDF books and articles, vocab, advanced grammar, TOEFL, spell checking and proofreading were used by the targeted university students (Muhammed, 2014). According to Muhammed, the programs applied to higher students are more specific and focused on literature. This proves that small devices oblige all levels of students from elementary to a higher level of education.

The study found by the previous writers about the advantage of using mobile technology in which the way to develop students' abilities in giving an idea through a combination between online and offline instructional context, it was not only by teaching them in the

classroom but also could be combined to an approach. Previous research done by Kacatl & Klimova (2019) found a new approach to the combination of off-line and remote learning (using mobile technology) which significantly influenced learners' desire to learn during the learning process. The practice in the use of mobile apps in language learning is that they are mostly used as a support in language acquisition.

Therefore, the blended learning (BL) approach (a combination of face-to-face instruction and online learning) is mostly implemented with their use (Kacatl & Klímová, 2019). A mobile device can be exerted to support an approach that assists teaching and learning proses with remote teaching and face to face interaction in the classroom. The prior study explained that a smaller device was not only used for remote learning integrated with the internet but also for offline or face to face learning with the students' interaction in the classroom.

From the previous research, the argument elaborated on the smartphones and multimodal merit for university students (Putra & Santosa, 2020; Muhammed, 2014). This argument is underpinned by the data on (Telecommunication Statistic in Indonesia, 2018), there were 62,41% of smartphone users in Indonesia in 2018 compared to the residents who had a computer accounted for 20,5%. From the data, the use of smart mobile devices had over tripled that of the computer. It means the tendency of using a smartphone to explore information has increased gradually. This is a beneficial strategy for the teacher to explore the smartphone purposes in learning English to student's offline or online access.

In applied education, Vocational and Polytechnic, for instance, the use of suitable smaller devices can underpin the learners' skill in learning the English language (Alaidarus and Madini, 2016). However, the individual believes that technology will assist learners or users in the learning process which part of the performance expectancy (PE) and the ease of technology use, stress-free interaction, and im-

portance of use represents effort expectancy (EE) must be analyzed specifically. From the background above, this study aims to depict students' perception of the use of Mobile Assisted Language Learning (MALL) and multi-modal in Polytechnic education.

An opinion to express the purposes can be stated as a perception or an assumption. In social-semiotic theory, the assumption is that the cultural technologies of representation, production, and dissemination and the affordances and facilities that they offer are used within the frame of what is socially possible at any time (Kress, 2010). Conveying an idea of a sign or image which can be explained verbally or written is also a domain of perception. Perceiver, situation, and object/target are three factors that influence individual perception (Kondalkar, 2007, p. 117; Robin & Judge, 2013).

The perceiver factor involves attitudes, interests, motives, experiences, and expectations while the situation includes time, work setting, and social setting. The components of an object or target are shape, size, shade, sound, silhouette, movement, background, motion, novelty, proximity, and similarity. This part of perception explains further and specifically the interpretations of a particular event. Expectations can distort one's perception of what one sees and what one expects to see. Change in a situation causes incorrect perception about a person. Time is one factor, which influences perception and it is also related to a work setting and social setting.

The vocational students have the absolute opinion on technology use, Alaidarus and Madini (2016) elaborated that the Technical and Vocational Training Corporation Colleges (TVTC) students have highly positive perceptions toward learning English in the newly adopted blended learning environment. Likewise, students in university education need attractive, fun, and challenging English learning materials which more engaged with technology such as smartphone-based applications to support students learning activities (Putra & Santosa, 2020; Alotumi, 2020).

Students at the university level assumed that MALL leads the flexibility to reach authentic English language learning material (Nuraeni et al., 2020). This positive perception is attributed to several factors such as the benefits offered by blended learning, the easiness of the system, the instructor characteristics, the richness of content, and the suitability of learning activities (Alaidarous & Madini, 2016). It is believed that the simplicity, the ability of the tutor in delivering the materials, the lesson, and the accordance of the learning instructional will provide useful insight.

Before mobile devices had been developed in education methodology, the computer was one of the media which had pioneered in assisting teachers and learners through the learning process. In the last decade, the tendency of analyzing the use of smaller devices has improved significantly. Many smaller devices have been utilized by the teachers or mentors as tools in delivering the materials in the classroom. According to (Kacetyl & Klímová, 2019), Mobile Assisted Language Learning (MALL) is a new subdivision of Computer Assisted Language Learning (CALL).

By exploring a new device that can be fully accessed, technology devotes better options that are portable and used conveniently by teachers and learners in the classroom. This finding is also supported by the Rezaei analysis which found that using mobile phones and their apps seems to be beneficial for foreign language learning, especially thanks to their unique features (e.g., interactivity, ubiquity, or portability) and teachers' encouragement and feedback (Rezaei et al., 2014). Nowadays MALL is available through various modern devices including mobile phones, iPods, tablet PCs, handheld computers, PDAs, MP3 players, and smartphones (Hashemi & Ghasemi, 2011).

Another specific tool that is applied to underpin accessibility in teaching and learning is the smartphone. Smartphone Assisted Language Learning (SPALL) as a result of tremendously rapid advancement of technology was harnessed for its support in widening vo-

cabulary range, providing practices for English exercise, having attractive and interactive features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility.

Mobile learning is suggested to use in English language learning during the pandemic when the school's closure is inevitable (Sholihah & Thoyib, 2020). This also can assist the process of online or remote learning as the smartphone is easily connected to internet access. The development of learning materials must be conducted on smaller devices, smartphones, for instance, this can be utilized by the learners in absorbing the knowledge during the language instruction (Rahmanu et al., 2020).

Materializing the author's purposes as a shaped sign complex conveys power, whether designed and realized as material objects, texts, or practices. It is in that context that pedagogy can be overtly and knowingly designed – rather than representing the intentions of some other – head-teacher, school principal, local and national politician (Kress, 2019). Adopting a multimodal approach with a conscious and critical awareness of how and what is being presented as input material, together with a flexibility and willingness to interact in the classroom microcosm can indeed lead to fruitful and creative learning (Marchetti & Cullen, 2015).

Recurring issues are certainly the complexity and interdisciplinary nature of the field, the influence of changing communicational landscapes, and how these in turn impact language and education. Changes in the contemporary communications environment simply add urgency to the call to consciously deploy multimodality in learning (Cope and Kalantzis, 2009, p. 181). Students perceived enhanced learning experience through the association of images and external audio to spoken interaction. This produced a creative learning experience and increased the efficiency of language acquisition. In combining the technology and learning material, the purpose should be delivered and acceptable in many contexts.

The smartphone used as a mobile device is very beneficial for various education levels, learning a language using simple games in elementary school, installing a translation program for junior or senior high school, and applying syntax or grammar application for higher students are some benefits provided by the smaller device. It can also be used for high-tech alternatives to boring classroom lectures, letting students take part in interactive assignments like classroom polls (Ababneh, 2017). The interaction between teacher and students leads to a good atmosphere to increase learners' desire to follow learning instructions.

The polytechnic education system's aim is to prepare and provide students focus on industry, managerial, technical, and professional specific job skills. The collaboration between skills and theoretical are the important aspects of higher education that can be applied in the company and help the company operates in the industry. Having a skill that fits in the industry is important to support the company running the job. Theoretical shows the cognitive and the way of thinking or solving a problem which is needed in the industry. These combinations are the root of higher vocational colleges that can be the point for the learners to prepare themselves before facing the real situation in the industry.

Business Administration is one of the Polytechnic departments which facilitates students to enhance office administration comprehension. Operating computers, leading agreements with customers, and presenting the ideas or future programs are focused to assist the learners. In explaining the product, it is important for learners to study deeply on language use. Business correspondence is also taught to provide how to write based on the language structure of the e-mail system. This obliges students to learn the specific skill and language to comply with the need of the industry. This study aimed to analyze Polytechnic learners' perception of multimodality in Mobile-Assisted Language Learning (MALL) in an English instructional context.

METHODS

This research was a survey with a quantitative approach. Purposive sampling was employed and considered only for Business Administration Department students in State Polytechnic of Bali who learn English language lessons. The total population of this study were 1050 students in Business Administration Department. However, this research selected only 263 students in eight classes. The students were delivered 7 questions and it was distributed to students to fill in at their convenient time. Then the results were analyzed by looking at the number of answers from the bar charts.

The unified theory of acceptance and use of technology (UTAUT) was utilized to collect the data process. The UTAUT involves performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), behavioral intention (BI) and use behavior (UB). Performance expectancy (PE) means the positive impact and the usefulness of the device. This also means the degree to which an individual believes that technology will assist learners or users in the learning process, while effort expectancy (EE) represents the ease of technology use, stress-free interaction, and importance of use. Social influence (SI) involves the usefulness for the users whereas facilitating conditions, whereas (FC) explains the availability of the system and knowledge to operate the system (Venkatesh et al., 2016). This study focused on the effect of performance expectancy (PE) and effort expectancy (EE) on the behavior intention (BI).

Additionally, this research relies on the strength of the case study, which can take an example activity and use multiple data sources to explore it. The quantitative data were analyzed by using a statistical package for social science program to provide a wide picture of the structural characteristics of the learners'

Table 1. The Questionnaire Items

Item	UTAUT	Question
X1	Performance Expectancy (PE)	Internet helps learners to study English in the classroom or at home.
X2	Performance Expectancy (PE)	Using Audiovisual and Games in learning English increase students' enthusiasm.
X3	Performance Expectancy (PE)	If covid-19 can be solved and the situation is normal. Smart phone technology helps us to bring a new methodology on teaching learning activities in the classroom.
X4	Effort Expectancy (EE)	Learning material in PDF format (soft copy) integrated with audiovisual is fit for the youth.
X5	Effort Expectancy (EE)	English material is easy to access and operate in learning process if using smart phone.
X6	Effort Expectancy (EE)	Smart phone is an excellent technology which can be used and applied in the future education.
Y	Behavior Intention (BI)	I choose to apply this medium below when learning English. (Choose only one option)

Source: Processed Data (2021)

opinion on the usefulness of the device and the ease of technology use towards mobile assisted language learning MALL.

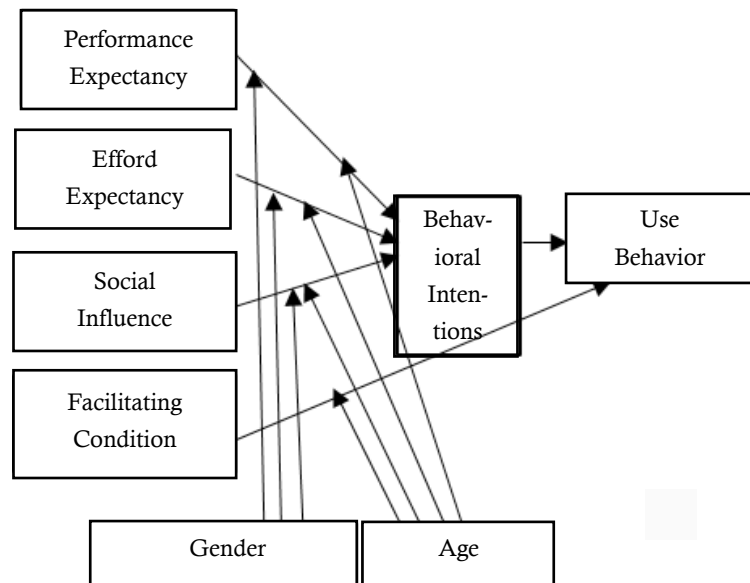


Figure 1. UTAUT (Venkatesh, 2012)

RESULT AND DISCUSSION

There were 263 learners in the Business Department involved in this research, the percentage of students who study in the Business Administration program was 48.7% compared to the International Business Management students were slightly above 51%. Based on the findings of this research, it was clear that the present learners tended to apply internet technology through learning activities. The accessibility in gaining the information was one of the students’ reasons to use the internet. Mobile, in a particular smartphone, was favored by most of the higher vocational college students at Bali State Polytechnic. Some specific results were elaborated to explain each questionnaire answered by the respondents.

The finding from Table 2 showed that the internet was an outstanding medium to assist students in learning English with a lecturer in the classroom or at home independently. The number of students who showed strongly agreed to use the internet in learning English was 135 or 51%. Furthermore, another significant number of students’ interest in internet access during the classroom process was 118 or 45% while the rest chose neutral and totally disagree, accounted for 8 and 2 students respectively. In terms of using audiovisual and

Table 2. Students’ Opinion on Technology Use during English Instructional

Item	TA	A	N	D	TD
X1	135	118	8	2	0
X2	128	115	19	1	0
X3	78	131	52	1	1
X4	36	159	68	0	0
X5	82	126	54	1	0
X6	81	110	65	6	1

Source: Data Processed (2021)

TA = Totally Agree A = Agree
 N = Neutral D = Disagree
 TD = Totally Disagree

games in learning English, the students who chose totally agree was 128 or close to 49% of total responders while 115 or 44% of participants agreed to use digital technology.

In contrast, there was no significant number of students who chose neutral and strongly disagree with applying audiovisual and games through the learning process, it was shown only 19 students were neutral and 1 student strongly disagreed with the use of audiovisual and games combination. Based on the data, the students assumed that smartpho-

ne devices would be the fruitful media in assisting the teaching and learning process in the classroom. There were 30% or 78 learners who totally agreed with this argument, and half of the respondents agreed with this question.

On the other hand, only 20% of the respondents assumed that this would not bring a significant impact after the pandemic situation. The result of the fourth item of questionnaires showed that the majority of students agreed to use PDF format for learning material which was linked to the audio-visuals (picture, video, and sounds). The figure mentioned 159 or 60% of students agreed to apply PDF which connected to the audio-visuals as a learning medium while 26% of learners argued that this tool was an ordinary user in the classroom.

Few students thought strongly agree to use this format was 36 learners or 14% of the total responders. The students agreed that the smartphone was an accessible medium for studying English material. From the total number of students, only 1 student tended to choose “strongly disagree if using smartphones in studying English material”. The number of students who agreed to use mobile learning was 126 or 48%, while 82 students or 31% chose strongly agree with using smartphones in the classroom. Learners who assumed that the smartphone did not have any significance were 54 or 21%. On the other hand, one respondent disagreed with this statement.

The smartphone was a great medium used by youths to learn the English language in the future; there were 110 or 42% of total learners who agreed with the small device used in the future. The other significant number mentioned that 81 or 31% of total students strongly agreed to apply smartphones in the future education. Only a few numbers of learners’ arguments using the small device in the next education were just ordinary which was 65 or 25% of total responders, while only 2% of respondents did not believe that the smartphone would be a suitable medium for teaching and learning process in the classroom.

According to Table 3, almost all of the

students taught that the smartphone connected to the internet was the best choice to learn English. A tendency in applying smartphones for learning English experienced a huge number, it was 90.6% or 241 students compared to the students who wanted to use of computer and book was only 13 students or 4.9% and 9 students or 3.4% respectively. The data were also analyzed by using a statistical package for

Table 3. Students’ Tendency in Choosing the Medium in Learning English Language

Item	Book Hard Copy	Computer	Smartphone
Y	9	13	241

Source: Primary Data Processed (2021)

Table 4. Descriptive Statistics of Students’ Opinion on Technology Use During English Instructional

	Mean	Std. Deviation	N
BI	3.8669	.46373	263
PE	43.0228	5.14368	263
EE	39.9430	5.74129	263

Source: Processed Primary Data (2021)

social science to provide a detailed result of the structural characteristics of the learners’ opinion on performance expectancy and effort expectancy towards MALL.

According to the descriptive statistics Table 4, the number of standard deviations had a wide range which means the sample represents the population. From the total number of respondents, the mean of behavior intention was 3.8, while the mean of performance expectancy and effort expectancy was 43.02 and 39.9 respectively. In terms of the standard deviation, the value of behavior intention was 0.4, whereas the value of performance expectancy and effort expectancy was 5.1 and 5.7 respectively.

Table 5. Descriptive Analysis of PE and EE toward Behavior Intentions (BI)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.922	2	1.461	7.111	.001 ^b
Residual	53.420	260	.205		
Total	56.342	262			

a. Dependent Variable: BI

b. Predictors: (Constant), EE, PE

Source: Processed Primary Data (2021)

Table 5 represents the descriptive analysis of PE and EE toward Behavior Intentions (BI). The data revealed that the significance value of performance expectancy (PE) and effort expectancy (EE) was 0.001, which means that the significance was less than 0.05. This means performance expectancy (PE) and effort expectancy (EE) had a relationship with behavior intention (BI).

Based on the Performance Expectancy (PE), students mostly agree that technology has a substantial role in obtaining English knowledge. Technology can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning (Shyamlee & Phil, 2012). Internet technology has a significant role to assist learners in gaining information during classroom activities and self-learning at home, being able to be a learning tool and quick access are the most reasons why learners tend to use the internet.

Applying the internet can provide wide information, build and enrich students' knowledge and new comprehension; moreover, creativity can be developed through internet exploration. There are many opportunities for students to increase learners' critical thinking by applying digital network because getting more information, knowledge, and data provide more references which help students to choose the right and best information. Specific learning tools, for example, audio-visual and games are favored by the Polytechnic students. Applying audio-visuals and games in delivering material are specifically needed in participating in the English class.

The combination of media pictures, video, audio, and games, for instance, helps students to improve their ability in English as a Foreign Language. The previous research conducted by Salazar & Larenas (2018) found that it is important to highlight that the results of the study were achieved when learners were exposed to videos, which seemed to be more appealing and engaging since findings showed that students followed instructions accurately, possibly due to clearer instructions given through the audiovisual materials. This means giving clear instruction significantly increases students' appeal to join the process of teaching and learning.

From the other questions about the function of the smartphone in the future, students urge to use the smartphone with no internet access in particular situations. Learners assumed that smartphone technology provide a new methodology for teaching and learning activities in the classroom after the pandemic situation. The aim of expanding the new methodology is to underpin the learning approach, for example, face-to-face and remote learning. Smartphone with internet access contributes to users' opportunities to expand the knowledge.

The use of smartphones is not only for remote learning however this is also needed in face-to-face interaction. This can be called blended learning, offline and online are applied to reach the goal of the study. Using a smartphone can be a brilliant method to interact with students' desire in learning the language. Blended learning may be defined as a

'method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole' (Bryan & Volchenkova, 2016). This combination can create a teaching methodology that provides easy access to distributing the material to the learners.

In terms of the Effort Expectancy (EE), learning material in PDF format (soft copy) integrated with audiovisual is fit for the youth. Most of the students agreed to use PDF combined with audiovisual which can achieve the goal of the study. This is a chance for the researcher and lecturer to explore PDF as a supporting tool in language learning which can be used and applied on the smartphone. The smart small device, a smartphone, for instance, is familiar for youths and teenagers as this is their tool to access important information.

According to the smartphone sustainability through English learning, the students argue that education in the future is possible to use any technology, utilizing a smartphone, for instance, is a tool to create an interactive methodology which can empower to gain better achievement during learning and teaching activities in the classroom. Similarly, mobile learning is becoming a salient feature of education as it is a great opportunity and an immense step forward, and it should be supported especially thanks to the benefits it brings to language learning (Kaceti & Klímová, 2019).

The results of the study were in line with Styaningrum, Sulistyowati & Wibowo (2021) that mobile technology played a role in the learning process, namely increasing student motivation. When they participate in the use of mobile technology, it results in better and faster learning of concepts and skills, and helps students to learn independently. Mobile learning makes it easy for students to learn anywhere and anytime, so they can interact effectively in learning (Wibawa, Astuti & Pangestu, 2019).

Mobile phones are considered today the

window through which the young generation is looking for knowledge and information since it "might be considered a good supplementary material to the curriculum" (Salameh, 2017: 5). The subsequent situation which should be concerned is off-line mobile apps or tools in poor economic countries and less internet access. Many countries around the world are underdeveloped and economically poor; such countries cannot afford or implement mobile devices effectively in education.

The offline apps can help to uplift the students' learning of these countries (Gan-gaiamaran & Pasupathi, 2017). It is not only aiming for underdeveloped and poor conditions but also important for the user to choose the offline option to gain the learning process in many situations without internet access frequently. The analysis reveals that performance expectancy (PE) and effort expectancy (EE) have a relationship to behavior intention (BI). The learners in the Polytechnic education, entrepreneur candidates especially, believe in the benefits of MALL with multimodal integration in learning the English language. Furthermore, the learners assure that MALL with multimodal combination brings stress-free interaction.

CONCLUSION

This result represents a call from the students to the teachers and learning material designers to shift from traditional learning to include new technology in the teaching process. The combination of technology, realia, and audio-visuals is needed significantly in the Business Administration students. Digital technology can be provided to assist students through a learning activity. This strategy is supported by the current circumstances that students are not only using MALL as the main source of language education but also contribute to the learning of newly-learned language skills.

In other words, the sources of learning can be maximized from the use of mobile phones. This trend is an indication for both teacher

and learner to explore and utilize MALL (Mobile Assisted Language Learning) smartphone, for instance, to reach the study goal. Using PDF (Portable Document Format) can be a consideration as learning material for example assignments, tasks and e-books and evaluation for the future education system. Based on the UTAUT (unified theory of acceptance and use of technology), this study suggests that there is a positive impact on the use of technology through the teaching and learning process and the usefulness of the device and effort expectancy provide stress-free interaction toward the English instructional.

On the other hand, although it seems to be effective overall, new design of learning material applying policies, subject matter expertise, appropriate pedagogies, and relevant use of technological supports are suggested. It is desirable to design, plan and implement mobile learning with caution, according to students' needs, and to deliver multiple language skills in authentic learning environments. This is important to decide the best topic which can fit students' purposes in learning a language through mobile learning, especially in higher vocational education.

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