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Integrating MALL in Video Projects: An Innovative Approach in Methods of Language Teaching

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Abstract

The integration of technology in language education has become a necessity, yet pre-service teachers often struggle to bridge pedagogical theories with practical digital implementation. This research addresses the challenge of enhancing pedagogical skills through a mobile-assisted approach in the Methods of Language Teaching (MLT) course. The primary objective of this study was to investigate the implementation of Mobile-Assisted Language Learning (MALL) within a collaborative video project. This qualitative study involved 35 pre-service teachers at a state university in Central Java, Indonesia. Data were collected through participant observations of the video production process, analysis of the final digital artifacts, and open-ended questionnaires. The research results indicated that the use of MALL in video projects significantly enhanced students' digital pedagogical content knowledge and engagement. Students successfully transformed theoretical language teaching methods into engaging visual content using mobile applications. Furthermore, the findings revealed a marked reduction in speaking anxiety and an increase in creative collaboration. This study concludes that project-based MALL provides a flexible and effective framework for preparing future educators to navigate the digital demands of modern ELT classrooms.

Abstrak

Integrasi teknologi dalam pendidikan bahasa telah menjadi kebutuhan, namun mahasiswa calon guru seringkali kesulitan menjembatani teori pedagogi dengan implementasi digital secara praktis. Penelitian ini menjawab tantangan peningkatan keterampilan pedagogis melalui pendekatan berbantuan perangkat seluler dalam mata kuliah Methods of Language Teaching (MLT). Tujuan utama penelitian ini adalah untuk menginvestigasi implementasi Mobile-Assisted Language Learning (MALL) dalam proyek video kolaboratif. Penelitian kualitatif ini melibatkan 35 mahasiswa calon guru di sebuah universitas negeri di Jawa Tengah, Indonesia. Data dikumpulkan melalui observasi partisipan dalam proses produksi video, analisis artefak digital final, dan kuesioner terbuka. Hasil penelitian menunjukkan bahwa penggunaan MALL dalam proyek video secara signifikan meningkatkan pengetahuan konten pedagogis digital dan keterlibatan mahasiswa. Mahasiswa berhasil mentransformasikan teori metode pengajaran bahasa menjadi konten visual yang menarik menggunakan aplikasi seluler. Lebih lanjut, temuan mengungkapkan penurunan kecemasan berbicara yang nyata dan peningkatan kolaborasi kreatif. Penelitian ini menyimpulkan bahwa MALL berbasis proyek menyediakan kerangka kerja yang fleksibel dan efektif untuk mempersiapkan pendidik masa depan dalam menghadapi tuntutan digital di kelas pengajaran bahasa Inggris modern.

Kata Kunci: MALL, Proyek Video, Mahasiswa Calon Guru, Kelas MLT, Pembelajaran Seluler.

INTRODUCTION

The integration of technology in 21st-century education has shifted the paradigm of language learning from teacher-centered to student-centered approaches, yet pre-service teachers often face practical challenges in implementing these tools effectively (Kukulska-Hulme, 2021; Gönen, 2019; Ridha & Fithriani, 2023). In the context of Methods of Language Teaching (MLT) classes, there is a theoretical and practical need to ensure that future educators do not only understand teaching theories but also possess the digital pedagogical skills to apply them (Mishra & Koehler, 2006). The problem investigated in this study is the lack of authentic platforms for pre-service teachers to practice integrating mobile technology

into creative language instruction, which often results in a disconnect between theoretical knowledge and classroom readiness (Stockwell & Reinders, 2019).

Recent studies in the field of Mobile-Assisted Language Learning (MALL) have demonstrated its potential to enhance vocabulary acquisition, listening skills, and overall learner autonomy (Zhang et al., 2020; Lin & Lin, 2019). Previous investigations highlight that mobile devices provide flexible learning environments that encourage students to engage with content outside the traditional classroom setting (Kukulska-Hulme, 2021; Criollo-C et al, 2019). However, many of these recent studies focus primarily on the learners' perspective or specific linguistic gains, often overlooking the developmental process of pre-service teachers as they design technology-based materials (Yudhiantara & Sugitar, 2017; Shadiev & Wang, 2022). Furthermore, there is a noted limitation in the literature regarding the use of MALL as a collaborative tool for complex project-based learning, such as professional-grade video production (Yudianto, 2017; Burston).

The gap between recent studies and the current research lies in the specific application of MALL within a project-based framework for teacher education. While existing research confirms that mobile apps are useful for discrete language tasks (Burston, 2014; Stockwell & Reinders, 2019), there is a lack of empirical evidence on how these tools function when integrated into a comprehensive video project designed to simulate real-world teaching methods. This study extends previous findings by challenging the notion that MALL is limited to individual consumption (Kukulska-Hulme, 2021), proposing instead that it serves as a robust collaborative platform for pre-service teachers to synthesize pedagogical theories into digital artifacts (Lina & Kusumaningtyas, 2024).

Consequently, this research addresses two primary questions: how the learning process of the MALL-integrated video project is implemented in the MLT class, and how this integration contributes to the students' pedagogical development. The objective is to evaluate the effectiveness of MALL in fostering collaborative and creative teaching practices among future educators. The novelty of this research lies in its specific focus on the synergy between MALL and video-based project-based learning (PjBL) as a dual-purpose tool for both language practice and pedagogical training, providing a unique framework for teacher professional development in the digital age.

In reviewing key concepts, this study relies on the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the intersection of technology and teaching methodology. Relevant investigations by experts in MALL suggest that mobile-assisted projects can significantly reduce "language anxiety" and increase "learning ownership". By situating this research within these established theories, the paper provides a contextualized analysis of how mobile devices—specifically smartphones—function as versatile workstations for scriptwriting, filming, and editing in a specialized educational setting.

METHODS

This study employed a qualitative approach with a case study design to provide a comprehensive and in-depth analysis of the implementation of Mobile-Assisted Language Learning (MALL) in a real-world educational setting. This design was selected as it is highly suitable for answering the research questions regarding the intricate process of learning through video projects and its contribution to students' pedagogical development (Yin, 2009). The research was conducted within the Methods of Language Teaching (MLT) class at the English Education Department of a state university in Central Java, Indonesia. The subjects of this research were 35 pre-service English teachers who were purposefully sampled based on their enrollment in the MLT course, ensuring that the participants possessed the necessary theoretical background to engage in the project (Lina & Kusumaningtyas, 2025).

Data collection was carried out through three primary techniques to ensure data triangulation and reliability. First, participant observation was conducted throughout the semester to record the

students' step-by-step progress in utilizing mobile devices for scriptwriting, filming, and editing. Second, a document analysis was performed on the final digital artifacts produced by the students to evaluate their ability to synthesize pedagogical theories into video format (Yudianto, 2017). Third, open-ended questionnaires were administered to the subjects at the end of the project to capture their reflections on the challenges and benefits of using MALL. The instruments, including observation checklists and questionnaire guidelines, were developed to specifically measure digital pedagogical engagement and technical proficiency (Mishra & Koehler, 2006).

The research procedures followed a systematic order: (1) an initial theoretical briefing on MLT and MALL; (2) collaborative group formation and project planning; (3) the execution phase where students utilized various mobile applications for production; and (4) the final showcase and evaluation. This ordered approach ensures the study can be replicated by other researchers interested in mobile-integrated project-based learning (Stockwell & Reinders, 2019). All materials, including the specific mobile platforms used by students such as CapCut, Canva, and various social media for distribution, were adequately documented during the observation phase to illustrate the practical integration of technology in language teaching (Lina & Kusumaningtyas, 2025).

Data analysis followed the qualitative flow model, consisting of data reduction, data display, and conclusion drawing. The recorded data, which included observational notes, video rubrics, and questionnaire responses, were precisely categorized to identify recurring themes and patterns. In analyzing the data, the researchers focused on the synergy between technical execution and pedagogical content, ensuring that the findings accurately described the measurements of student success in the project (Yudhiantara & Sugitar, 2017). This rigorous analytical process allowed for a clear interpretation of how MALL facilitates a transformative learning experience for pre-service teachers without the need for complex statistical formulas.

RESULTS AND DISCUSSION

Research Findings

The research data reveals that pre-service teachers in the Methods of Language Teaching (MLT) class possess a comprehensive understanding of Mobile-Assisted Language Learning (MALL). As shown in Table 4.1, students identified MALL not only as a tool for individual study but also as a collaborative platform that facilitates creative pedagogical expression.

Table 1. Pre-service Teachers' Understanding of MALL in MLT Class

Aspect of Understanding	Student Perception Summary
Definition of MALL	Learning supported by mobile devices that can be accessed anytime and anywhere.
Perceived Benefits	Enhances flexibility, increases motivation, and provides authentic materials for language practice.
Tools Used	Smartphones, tablets, and various mobile editing applications (CapCut, Kinemaster, Canva).

The findings of this study indicate that the majority of pre-service teachers in the Methods of Language Teaching (MLT) class possess a robust understanding of Mobile-Assisted Language Learning (MALL) concepts. Data analysis reveals that students consciously and unconsciously apply MALL in their daily academic routines (Lina & Kusumaningtyas, 2025). The primary language skills practiced through these mobile platforms include listening and speaking, alongside the enrichment of English vocabulary and grammar (Zhang et al., 2020). As presented in Table 4.1, the students demonstrated a comprehensive grasp of MALL, defining it as a flexible and collaborative approach to language learning. The implementation of MALL within the MLT course was centered on a collaborative video project.

Students were required to synthesize language teaching methods into a digital format. This process involved several stages, from scriptwriting to final rendering using mobile devices. The visual evidence of the collaborative process and the data collection during the project can be observed in Figure 1.

Figure 1. *Focus Group Discussion during data collection process*

The implementation of MALL in the MLT class was specifically focused on the creation of professional-grade video projects. These projects provided a platform for students to practice speaking in a less pressured environment compared to traditional face-to-face presentations (Lina & Kusumaningtyas, 2025). Students utilized various mobile applications such as CapCut, InShot, and Kinemaster to record and edit their pedagogical content. The topics integrated into these videos were diverse, ranging from basic grammar like "Simple Past Tense" to complex pedagogical models like "Problem-Based Learning" (Yudianto, 2017).

The impact of these digital artifacts was measured through peer and instructor feedback. Results showed that the videos were perceived as effective learning media because they were visually engaging and could be replayed multiple times (Yudianto, 2017). Furthermore, students reported a significant reduction in speaking anxiety and a notable increase in public speaking confidence (Zhang et al., 2020). The impact of these digital artifacts on the students' learning process was highly positive. Based on the survey conducted after the project completion, the majority of students felt that the process of creating these videos significantly helped their mastery of the English language and pedagogical concepts. This is illustrated in the following survey results (Figure 2).

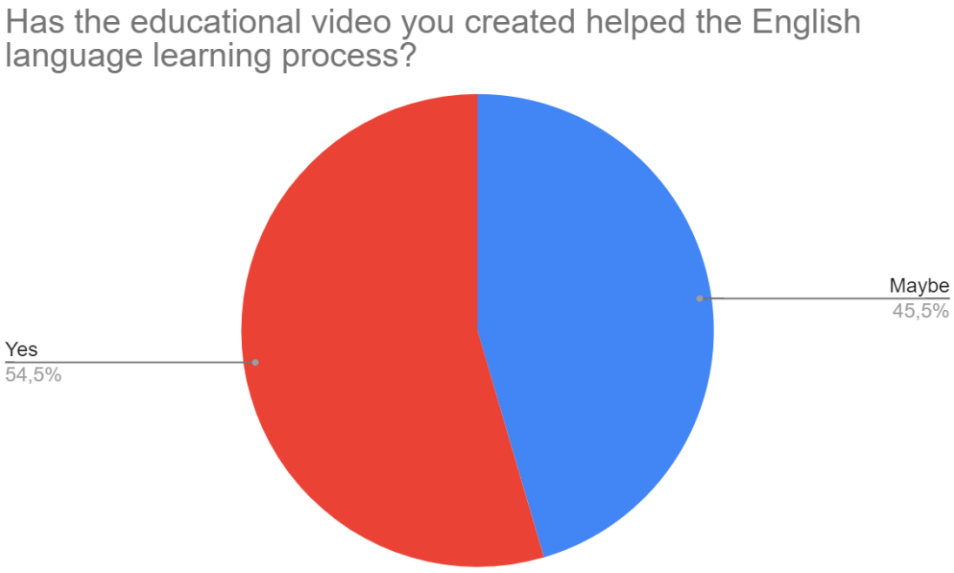

Figure 2. Poll Results on the Effectiveness of MALL Learning Videos in Enhancing English Learning within the MLT Class

Discussion

As indicated in Figure 2, 54.5% of students explicitly stated that the project helped their learning process, while 45.5% responded that it "Maybe" helped. Significantly, no students (0%) responded negatively. This finding aligns with Stockwell and Reinders (2019), who argue that mobile technology, when integrated into project-based learning, fosters learner autonomy and reduces speaking anxiety.

Furthermore, the data in Table 1 reflects a high level of Digital Pedagogical Content Knowledge (TPACK). By utilizing mobile applications like CapCut and Kinemaster, students were not just practicing language, but were also learning how to teach language using modern tools (Mishra & Koehler, 2006). This shift from passive consumption to active digital creation is a crucial step in preparing future educators for 21st-century classrooms (Kukulska-Hulme, 2021).

However, despite the positive feedback, students noted that internet stability and the small screen size of mobile devices were minor hurdles during the editing phase. Nevertheless, the ability to replay their own speaking performances in the videos allowed for better self-evaluation and linguistic precision (Zhang et al., 2020). Overall, the integration of MALL in the MLT class successfully bridged the gap between theoretical knowledge and practical teaching readiness (Lina & Kusumaningtyas, 2025).

CONCLUSION

Conclusion

This study concludes that the integration of Mobile-Assisted Language Learning (MALL) through video projects in the Methods of Language Teaching (MLT) class serves as a transformative pedagogical bridge for pre-service teachers. The research findings indicate that MALL is not merely a tool for individual language consumption but a robust platform for collaborative creation. By transitioning from passive learners to active digital content creators, students successfully synthesized complex pedagogical theories into practical, visual artifacts. The results show a significant improvement in student engagement and a reduction in speaking anxiety, proving that mobile technology facilitates a more flexible and less intimidating learning environment.

This research moves the body of scientific knowledge forward by demonstrating how project-based MALL can be specifically tailored to teacher education, moving beyond simple vocabulary apps toward comprehensive instructional design. However, it is important to note the limitations of this study, including the small sample size (n=35) and the specific institutional context, which means the results should be generalized with caution. Furthermore, technical constraints such as internet stability and digital distractions remain external variables that can influence the consistency of the results.

Suggestions

Based on the research implications, several recommendations are proposed for future studies: (1) For Educators: It is suggested to provide structured technical guidance alongside pedagogical instructions to ensure that students with varying levels of digital literacy can succeed equally in video-based projects. (2) For Institutional Policy: Universities should consider enhancing campus digital infrastructure to support the high data demands of video production and cloud-based collaboration. (3) For Future Research: Subsequent studies should explore the long-term impact of these digital pedagogical skills as pre-service teachers enter their actual teaching practicum (PPL). Additionally, a comparative study involving larger, multi-campus populations or different subject areas would provide a broader validation of the MALL framework used in this research.

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