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**English Language Learners' Attitude and Challenge Utilized M-Learning:  
Comparison Mobile Application Moodle and Google Classroom**

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**Abstract**

*Mobile learning became the alternative device and gadget in the online learning environment. Its implementation enabled English language learners to acquire and archive learning content regardless of their location or environment, ensuring that online learning is relevant. However, compact devices are restricted with various technicality challenges, and English lecturers and learners need their adaptation in university. The study aimed to measure and compare English language learners' attitudes and challenge toward Moodle and Google Classroom mobile application (app). The study employed a quantitative descriptive approach applied to the survey research design cross-sectional. 149 English language learners were concerned as participants from South Jakarta Universities. The questioner findings revealed that the Google Classroom application had a moderately positive attitude toward mobile phones for language learning and teaching than Moodle Application. These findings suggest that the challenges of both platforms could be minimized by recognizing the comprehensive feature from both applications. The English language learners utilized and adopted to learn and develop their communicative capabilities in the Mobile-Assisted Language Learning (MALL) context. Its platforms could have the alternative device for conducting a comprehensive Learning Management System (LMS) rather than a personal computer or laptop interface. The characteristics of Moodle and Google Classroom mobile applications supported and enhanced both learners' individual and social aspects of the online learning environment. The comparable parameters displayed Google Classroom application was more compatible with learning media than Moodle application. Nevertheless, the advance and complete feature would be accessed from Moodle application than Google Classroom*

**Keywords:** English Language learner, Attitudes, Challenges, Mobile Assisted Learning Language (MALL), Moodle, Google Classroom.

## INTRODUCTION

There has been a significant increase in online learning usage with the introduction of COVID-19, although online education was still seeing rapid development and acceptance. Online education grows in popularity due to the instructions given to English language learners and educators to study from home to minimise contact and avoid the transmission of the virus. This shift from classrooms to online platforms is hugely problematic, but it also provides an invaluable possibility for diverse English language learners to get experience with online learning. This situation is likely to alter many of their perceptions of online education, and after the pandemic, it may lead to more extensive application. Beyond Covid-19, English lecturers' involvement in co-creating a digital learning environment is an English language pedagogy method for Indonesia and many other nations. Kassem (2018) asserted that for technology to be accepted in universities or higher education, the institution's authorities and faculty must work together to ensure the long-term usage of educational technology. English educators or lecturers are suitably positioned to adjust learning activities to the home environment. Some English language learners may have easy access to internet gadgets, while others need printed content or material.

Mobile Learning has developed as a trend in the English online learning environment, and teaching English widely recognises it and learning communities (Cakmak. 2019). On the other hand, Nasr and Abbas (2018) are concerned that m-learning is transferring information to the learning community through hand-held devices linked via a wireless network, regardless of location or time. Shi et al. (2017) added that the system offers distinctive educational settings that include mobile connections, customised learning, and peer-to-peer engagement. To accomplish its goal of equality, access, and democratisation of education more effectively, the system uses mobile technologies to provide excellent educational opportunities to its learners. Many Universities across the globe have begun to provide mobile applications (apps) to their students (Yudhiantara and Nasir. 2017). These applications disseminate university-related information, admission confirmation, notifications about critical dates, results to students, and others. These applications may also be used to provide course material, assignments, quizzes, support services, plan activities, deliver podcasting and instructional videos, and others.

Mobile-Assisted Language Learning (MALL) provides language learners with portability, social interaction, context sensitivity, connectivity, and individuality (Ali et al., 2019). Several mobile devices have been tested in language teaching during the last decade. According to the most recent Gutiérrez-Colón et al. (2020), MALL is a growing subfield within computer-assisted language learning in general. As mobile technology has progressed, sophisticated apps for language teaching have been created. Mobile device technology has advanced dramatically and experienced a complete transformation. Apart from the conventional purpose of spoken communication through mobile phones, today's multipurpose mobile technology provides users to connect the Internet on a near-ubiquitous basis for information retrieval and search, email, browsing e-books, and even purchasing. Additionally, mobility has allowed learning to occur regardless of place or time, even outside the classroom (Radin. 2017).

Moodle and Google Classroom mobile apps are regarded as critical technology in higher education. As English language learners increasingly use mobile devices in their daily and academic life, Al Bajalani (2018) explained that incorporating these technologies into learning-related activities may offer new possibilities for creating customized, stated, and linked learning. Helwa (2017) concluded that these two mobile learning management systems (LMS) are becoming increasingly prevalent in learners' lives, demonstrating their potential to revolutionize learning. Because of their portability, instant connectivity, and context-sensitive characteristics may evolve

into a unique English learning experience when integrated into a learning strategy, making them useful as didactic resources for developing subjects in online learning situations.

English language learners utilise cell phones, smartphones, and tablet computers in Higher Education settings because they believe these technologies will help them succeed academically (Xu and Peng, 2017).). As a result, higher education institutions in both developed and developing nations are trying to create methods for incorporating cell phones in the learning process, specifically English learning via mobile learning approaches to education. Despite its distinct advantages, mobile learning should not be seen as a universal answer to English language educational issues. According to the Dolawattha et al. (2019) study, Moodle mobile learning is not and will never be an educational remedy, and there are many problems to consider while creating a Google Classroom mobile learning strategy. Among these issues, the finding mentions the low transmission rate, limited education resources, mainly English language pedagogy. The devices' technical challenges and learners' use of mobile technology is more focused on social interaction.

Numerous academics discussed mobile technology and its uses in language teaching. Kan (2018) thoroughly assessed empirical studies using mobile devices such as cell phones, PDAs, and iPods. For instance, instructors provide brief English lessons to students' emails through mobile phones. While Panagiotis and Krystalli (2020) stated that the previous experiments were successful for language acquisition, the fundamental idea of those mobile phone apps seems to be comparable to Web 1.0 in that the interaction was not entirely user centered. Mobile device network availability and penetration are increasing at an alarming rate in emerging nations (Hashim et al., 2017). Another investigation performed by (Li and Cummins, 2019) explores the impact of using mobile phones on the preservation of vocabulary of advanced EFL learners and the influence of learner gender on vocabulary development while employing mobile phones. The research indicates that intermediate EFL learners' usage of mobile phones has a substantial impact on their listening comprehension. Gender has little impact on learners' vocabulary memory, according to the research. Similarly, Ahmad et al. (2017) evaluated research that adopted mobile phones in language learning backgrounds. They concluded that mobile phones are acceptable to foreign language learners and that previous research has validated their use to enhance language abilities and associated language areas.

The development of m-learning has led to the completion of theoretical support for conducting English pedagogy through Moodle or Google Classroom application. However, fewer investigations or explorations of the English language learners' attitudes and challenges toward these mobile application LMS platforms. This study was designed to reaffirm and find the pattern to English language learners' attitudes and challenge generalize results for the broader population. Its research question involved: 1) what are the English language learners' attitudes toward utilizing Moodle and Google Classroom application form-learning? 2) what challenges are English language learners face utilizing Moodle and Google Classroom application form-learning?

## METHOD

The study employed Quantitative Approach. The method of collecting and assessing numerical information is defined as quantitative research. It can be used to look for patterns and averages, predict outcomes, evaluates causal connections, and extrapolate the English language learners' challenges and attitudes toward mobile learning. The quantitative descriptive research was elaborated to survey research design cross-sectional. This cross-sectional design implied both analytical and descriptive studies. The result could expose the phenomenon and present the overall

summary and variables of attitude and challenges from the perspective of English language learners.

## Participants

The subject studies are quantitative snowball nonprobability sampling 149 English language learners from different majors in South Jakarta Universities. They had a similar experience to follow English online learning because of the Covid-19 pandemic, and they were utilising Moodle and Google Classroom while organising English content. The detailed participants demographic as the bellow table

**Table 1.** General Demographic Participants' Background

Indicators	Parameters	Total of Participants (N:149)	Total in Percentage (%)
Gender	Male	96	65%
	Female	52	35%
M-Learning applied Understanding	Poor	13	9%
	Average	109	73%
	Excellence	27	18%
Education Major Background	Science Communication	38	25%
	Engineering	39	26%
	Economy	32	21%
	Political Science	40	27%
Preference M-Learning System	Moodle App	70	47%
	Google Classroom App	79	53%

## Instruments

The fundamental study method was questionnaires. It employed closed-ended questionnaires to the participants related to the viewpoint of the challenges and attitudes of English language learners. The questionnaires were adapted from Al-Hunaiyyan's (2017) and Ngoc and Phung (2021) study and framework design. This instrument employed agreement Likert-Scale, and it included Strongly Agree; (SA) Agree; AG; Undecided (UN); Disagree (DG); Strongly Disagree (TD). The questions and scales used in the questionnaires were designed to be relevant to the purposes and context of the study. The questionnaires consisted of 3 parts. The first part collected demographic data and gathers information about the participants' context and demographic support for the analytical process. The second question related to the challenging statements, and the third concerned the measured attitude of M-learning through Moodle and Google Classroom application Mobile-based. It was essential to recognise that the researchers translated the questionnaire into Indonesian and then submitted it to the English coordinator faculty for review. Before carrying out the primary investigation, the questionnaire was conducted to verify its validity. The questionnaire was revised based on the pilot study results, and the final draft for the complete study was produced.

## Data analysis

As previously stated, descriptive statistics analysis was used to synthesise and arrange data set features. A data set is a grouping of answers or observations from a sample or the entire population. Its first stage in statistical analysis is to characterise features of the feedback or answer related to the challenges and attitude variables in quantitative research. Inferential statistics were practised determining whether finding data supports or refutes the study’s purposes and generalises it to a broader population. 149 English learners were randomly assigned to receive online surveys during the second academic semester (2020/2021). The survey results analysis is provided based on a legitimate response to the questions answered by participants. The descriptive statistics analysis was conducted in Measures of central tendency and measures of variability. Measures of central tendency evaluated the data set’s centre or average. The mean, median, and mode are three methods for calculating the average. Meanwhile, measures of variability provide an indication of how dispersed the response values are. The range, standard deviation, and variance all represent distinct elements of the spread.

## FINDINGS AND DISCUSSIONS

### Findings

The fundamental question implied to the closed-ended questionnaires is designed to accommodate the research question to determine and evaluate the specific finding of English language learners’ attitudes and challenges toward m-learning. The 13-statement approached the challenges aspect and the 12-statements managed for attitudes aspect. The parameters platforms were concentrated on the Moodle and Google Classroom applications based on a mobile phone or smartphone participants. The descriptive statistics results were entirely based on the data provided by participants. The research used inferential statistics represented in Tables 2 and 3, and it is to draw findings that extended beyond the immediate data. It is associated with the attitude and challenges experienced by English language learners

**Table 2.** The General Outcome Challenges Questionnaires

Moodle LMS							Element Statements	Google Classroom						
SA	AG	UN	DG	TD	Mean	S. D		SA	AG	UN	DG	TD	Mean	S. D
9	7	14	85	23	2.23	1.94	Lack of assistance for English learning instructional method for mobile learning (C1)	17	90	30	6	2	3.79	3.33
12	76	16	12	6	3.62	3.23	Lack of institutional English learning approach for mobile learning (C2)	82	13	21	3	8	4.24	3.90
10	15	2	41	68	1.96	1.87	Lack of English learning infrastructure/mechanical assistance (C3)	12	20	29	71	3	2.76	2.43
79	32	13	23	2	4.09	3.74	Concerns about English learning efficiency of course delivery (C4)	31	69	8	9	13	3.74	3.41

9	1	12	81	32	2.07	1.78	Lack of English learning understanding about mobile learning (C6)	1	5	21	82	14	2.16	1.73
36	69	13	21	2	3.82	3.44	Affordability of mobile phones to the English learners(C7)	8	96	23	2	6	3.73	3.28
0	4	1	77	31	1.81	1.36	Concern about faculty workload (C8)	23	11	15	46	21	2.73	2.58
38	93	0	9	0	4.14	3.68	Lack of needed training (C9)	84	23	21	10	11	4.07	3.76
8	13	24	12	82	1.94	1.87	Lack of motivations to use mobile English learning (C10)	4	1	31	84	13	2.24	1.83
72	27	3	13	5	4.23	3.88	Encroachment English learners on personal time due to 24/7 access (C11)	1	86	24	5	16	3.39	3.02
9	18	21	57	34	2.36	2.14	Hesitation to accept technology (C12)	14	9	1	26	79	1.86	1.86
61	40	23	0	2	4.25	3.82	Troublesome to utilize technology (C13)	1	81	34	4	19	3.29	2.94

Table 2 was exposed the challenge indicators result from the participants. From this table, the comparison was objective to the participants' experience and background. Google Classroom's highest mean point reach 4.24 on the C2 statements, while Moodle archive was 4.25 on the C13 statements. The C2 statement "Lack of institutional English learning approach for mobile learning" indicated that Google classroom was not capable of displaying a specific English learning approach. This condition occurred because of the over-generalisation of the M-Learning Google Classroom interface. On the contrary, The C13 statement "Troublesome to utilise technology" implied the complexity of the M-Learning Moodle display. According to the comparison mean and standard deviation result, M-Learning Google Classroom and Moodle showed a mean score higher than standard deviation, and this condition related to the data points tend to be closed the mean. The standard deviation is the most common ratio of statistical dispersion. The condition was interpreted as the data were distributed sufficiently. The statement of C4 and C7 were identically achieved mean score range average. M-Learning Google Classroom statements C4 get for 3.74 while Moodle 4.09 point. The statement of C4, "Concerns about English learning efficiency of course delivery," directed to the significant challenge in M-Learning from both sides of platforms. Similarly, the C7 statement "Affordability of mobile phones to the English learners" attained a 3.82 mean score Moodle and 3.28 mean score Google Classroom. These two challenges aspect concerned with the Design Challenge.

The Scale Likert uncovered the distinguished variation to the participants' feedback. M-Learning Moodle application revealed that Strongly Agree to the 53% (79 points) on the C4 statement "Concerns about English learning efficiency of course delivery." The different angle to the Google Classroom application concerned 56% (84 points) of C9 statements "Lack of needed training." The condition restrained the Technical Challenges and correlated to the advancement of technology that English language learners could not follow efficiently to the learning mechanism.

Google Classroom application specified to the Agree for 64% (96 points), and it referred to C9 “Affordability of mobile phones to the English learners.” Moodle Strongly Agrees with 62% (93) that represented “Lack of needed training.” These both C9 and C7 are concerned with Evaluation Challenged. Both statements described an assessment framework for mobile learning and its implementation in the context of the Moodle and Google Classroom mobile learning applications as an indication about how these could affect assessment in practice.

Nevertheless, Undecided took a different variety of participants’ feedback. Moodle encompassed 16 (24 points) examined as C10 “Lack of motivations to use mobile English learning”, whereas Google Classroom perceived 22% (34 points) related to C13 “Troublesome to utilise technology”. These statements’ aspects involved Cultural and Social Challenges. Mobile learning is the personal use of a device with less control over the students, which causes mobile learning sessions to be interrupted often. Ethical and practical consequences include English educators’ reluctance to change, concerns about current social behaviours changing lecturers’ time, an increase in the quantity of information stored on his machine, confidentiality subjects, cybersecurity, and cyberbullying. Disagree Likert scale took like the previous finding. Moodle application correlated 57% (82 points) for C1 “Lack of assistance for English learning instructional method for mobile learning.” Yet, Google Classroom application associated to 56 % (84 points) to C10 “Lack of motivations to use mobile English learning.” These parameters included to the Management and institutional challenges. The last elements of Strongly Disagree validated Moodle application with 82 points or 55% on C10 “Lack of motivations to use mobile English learning,” and Google Classroom application substantiated for 79 points or 53% on C12 “Lack of institutional English learning approach for mobile learning.”

**Table 3.** The General Outcome Attitudes Questionnaires

Moodle LMS							Element Statements	Google Classroom						
SA	AG	UN	DG	TD	Mean	S. D		SA	AG	UN	DG	TD	Mean	S. D
24	84	12	4	4	3.94	3.5	M-Learning English language by mobile helps me learn anytime anywhere (P1)	73	34	12	2	1	4.44	3.99
64	32	19	21	0	4.02	3.66	Learning by mobile application opens many ways to learn and provide various approaches to learning English(P2)	30	89	5	12	9	3.82	3.45
30	89	19	5	1	3.99	3.53	Learning by mobile application increases students’ motivation to learn communicative in English(P3)	21	68	26	12	5	3.67	3.28
71	21	19	30	1	3.92	3.61	Having media files of my course content on my mobile application helps me learn English more (P4)	34	57	26	12	0	3.88	3.46
90	19	13	17	8	4.13	3.82	Mobile application helps English learners to monitor on grades and student record (P5)	21	80	28	6	4	3.78	3.35
67	23	16	20	11	3.84	3.58	Learning English by mobile application is a good idea (P6)	75	19	30	4	1	4.26	3.85

29	73	8	18	16	3.56	3.27	I feel satisfied if it were to impose the use of m-learning as a new English learning tool (P7)	90	41	12	1	0	4.53	4.05
38	64	13	10	7	3.88	3.51	The use of Google Classroom / Moodle applications helps English learners find educational attainment (P8)	32	80	9	2	12	3.87	3.50
59	39	20	16	8	3.88	3.56	The use of Google Classroom / Moodle helps to strengthening the communication with others language learners (P9)	84	37	2	10	2	4.41	4.00
2	19	20	76	18	2.34	2	The use of Google Classroom / Moodle in education will cause social and family problems (P10)	9	8	14	86	13	2.34	2.02
8	19	13	66	28	2.35	2.11	M-learning English Google Classroom / Moodle breaks down psychological barriers between students and instructors (P11)	8	17	19	45	31	2.38	2.18
44	60	13	6	8	3.96	3.59	M-learning helps English learners to share information with other students (P12)	31	69	12	20	3	3.78	3.40

Table 3 displayed the complete perception and attitude toward M-Learning for both Moodle and Google Classroom platforms. The highest mean reach 4.13 points for Moodle P5 “Mobile application helps English learners to monitor on grades and student record”, while Google Classroom achieve 4.53 for Google Classroom P7 “I feel satisfied if it were to impose the use of m-learning as a new English learning tool”. Both statements concerned Flexibility. The finding parameters have significantly distinguished from both platforms. The P7 Moodle feedback had the third-lowest finding with a 3.84 mean score, while P5 Google Classroom reached 3.78 on the fifth-lowest mean score. From this comparison, the interpretations are associated with the education system became more diversified. The expansion of the Internet and the widespread use of customised technology and the LMS offer various venues for collaboration and co-learning. This context has created new possibilities for both English language learners and educators when the educational environment becomes more unstable. This finding indicated the efficient questionnaires distribution result from both platforms. The more distinguished result observed at the P3 “Learning by mobile application increases students’ motivation to learn communicative in English” from Moodle and Google Classroom M-Learning. The Moodle mean score is higher than Google classroom. Moodle P3 viewpoint acquire 3.99 points. In contrast, Google Classroom P3 had 3.67 points. It was clear that Moodle is a more friendly user than Google Classroom concerning m-learning. Its depth analysis proceeded to Accessibility from both platforms.

The depth comparison is perceived on the Likert-scale result. The highest Strongly Agree score had 60% (90 points) on the P5 Moodle application perspective, but Google Classroom application observation obtained 60% (90 pints) on the P7. P5 “Mobile application helps English learners monitor grades and student record” and P7 “I feel satisfied if it were to impose the use of m-learning as a new English learning tool” established distinctive features of M-learning on both platforms. A comparable outlook could be seen in Agree result. Moodle and Google Classroom

reached the same result of 59% (89 points), and it is followed by P3 Moodle “Learning by mobile application increases students’ motivation to learn communicative in English”, whereas P2 Google Classroom “Learning by mobile application opens many ways to learn and provide various approach learning English”. The highest Undecided Likert-scale result established the general outcome of the previous result. 13% (20 points) take P9 “The use of Google Classroom / Moodle helps to strengthen the communication with others language learners” Moodle result, notwithstanding 20% (30 points) on the P6 “Learning English by mobile application is a good idea” Google Classroom result. These indicators Scale-Likert are concerned with Personalisation and Availability. It was inevitable that both platforms had relevant Personalisation. Personalised learning was frequently seen in Moodle and Google Classroom M-Learning in informal frameworks. Successful English language learners have consistently used the technique to distinguish between learners’ attitudes and responses and get learner feedback. Conversely, Google Classroom M-Learning had better Availability than Moodle. It was because readiness was characterised as the availability of materials and competencies to carry out a responsibility requiring functional skills and support. It is critical to evaluate Moodle’s preparedness for M-Learning to plan the development inside the system.

The comparison of Disagree and Strongly Disagree had substantial results to these platforms perspectives. The highest Moodle Disagree reached 76 points or 51%, while Google Classroom had 86 points or 57% for a similar result on P10 “The use of Moodle in education will cause social and family problems”. The Strongly Disagree made to Moodle application 28 points or 18% and Google Application 31 points or 20% on similar statement P11 “M-learning English Google Classroom / Moodle breaks down psychological barriers between students and instructors.” This point of view explained that Disagree and Strongly Disagree established the similar outcome of Improved Knowledge Retention. Early research on m-learning readiness revealed several factors influencing learning readiness, such as educational level. As English language learners, instructors must also learn how to transmit information pedagogically. Perception studies on learners’ attitudes toward m-learning revealed that mobile phones increase access to knowledge regardless of location.

## Discussion

Mobile learning Moodle and Google Classroom app has several advantages for developing and supporting innovative, interactive, and communicative English language learning settings. However, Nuraeni et al. (2020) exposed that implementing an effective m-learning design inside an educational setting continues due to the complex environment’s managerial, pedagogical, technical, and socio-cultural components. Lyddon (2016) asserted that educational institutions’ administrations must establish clear rules and provide technical and pedagogical assistance to adopt m-learning on a large scale. Institutional impediments identified included a lack of support and institutional policies. One of the most significant challenges that educational institutions face when adopting m-learning projects is managing institutional development. Managing such change would impact the educational institution’s procedures, activities, contents, and individuals.

It is challenging for English lecturers or educators to incorporate technology effectively into their larger educational activities. Considerable effort and progress have been made to develop methods and strategies for integrating Moodle application and Google Classroom into teaching and learning practices. Czarska-Andrzejewska (2016) encouraged academics to examine Google Classroom application pedagogical ideas that would assist teachers in embracing mobile technology more effectively emphasise that mobile learning needs a good integration of

educational material and technology to fulfil educational objectives and create a successful teaching and learning environment. Hsu (2016) determined that it is critical to realise that mobile devices come packed with various functions, including cameras, GPS, sensors, video players, calculators, and schedules. Understanding these characteristics enables English course designers to investigate the possibilities of Moodle application mobile-based as a platform for genuinely informal and social learning. According to Loewen et al. (2019), it was difficult for instructional designers to effectively implement e-learning classes for smartphones; he explained that m-learning should be interpreted negatively due to mobile features such as screen resolution, screen context, and mobile processing and memory, and network connectivity.

On the other side, Barrett et al. (2021) observed that user interface design demands m-learning toward Moodle and Google Classroom app. Thus, for most programmers, organisers, and educators, creating and developing an effective instructional interface inside a learning environment remains a problem (Elaiash et al., 2019). Technical challenges are a major factor in implementing and integrating mobile learning technology into education. Gonulal (2019) highlighted many of these challenges, including installation, cutting-edge technology, high-speed internet, continuous power supply, servicing, administrative, security, and a lack of technical assistance. Additionally, technological difficulties are associated with equipment, smartphone development, application installation, security, and teacher, learner, and other participants technical competence that must be addressed throughout project accomplishment.

One of the most obvious benefits of Moodle and Google Classroom app over other devices such as desktop and laptop PCs is their portability. Since a consequence, Hoi and Mu (2021) affirmed that learning through portable apps is easy and space-independent, as it may occur anywhere and at any time. It might assist English language learners to get accessibility to classroom activity subjects and facilitate communication and interaction with their instructors and classmates at any time and in any location. As Shawai and Almaiah (2018) recognised, mobile app usage was positively enhanced English learning motivation and innovation. In other words, Moodle and Google Classroom app has various advantageous characteristics, the most notable: independence from place and time, adaptability, user-friendliness, affordable cost, learner-centeredness, and confidentiality. Similarly, learners see the ability to self-learn at their speed, location, and time as an appealing aspect of m-learning.

Additionally, the Google Classroom app may help language learners improve their international awareness alongside their L2 growth since language and culture are inextricably linked. Additionally, Chee et al. (2017) found that this m-learning app could recognise cultural distinctions and the reality that not all individuals on the planet are the same. Thus, adopting new technology, such as mobile phones design enrichment, would enhance this concept of continuous familiarity, fostering cross-cultural contact and, consequently, learners' L2 learning. Vasanth and Sumathi (2020) verified that the Moodle and Google Classroom adoption had formulated tremendous possibilities for learners with impairments. In many instances, technology may serve as a viable and valuable replacement for textbooks. English language learners might listen to various audio files appropriate for their language level and simply improve their competence.

## CONCLUSION

Mobile phones or smartphones grow the most potent mode of communication, even more so than email or chat, because of their ability to function as a learning instrument despite technological limitations. With such a compact gadget, the English language learner has comprehensive control over the learning process and progress according to his or her cognitive

environment. English language learners have varying opinions on mobile devices, ranging from favourable to negative, as with other devices. Some see them as personalised tools, while others regard them as a means of assisting English language learners in irrelevant English tests or assignments. Nonetheless, some learners considered these devices' pedagogical possibilities for providing English learning material and content.

While Moodle and Google Classroom app is a robust method of English language learning, it is challenging to implement in certain English practices due to the lack of foundations, prerequisites, and practitioner acceptability. Its utility has tarried at the level of knowledge. Existing obstacles in these apps have impeded the implementation and integration of MALL into their educational systems, and, more significantly, the society remains sceptical of its uses and advantages. As a result, English language learners are more likely to practice conventional modes of education and learning than MALL and other technology-based modes of instruction and learning.

A possible justification for adopting and applying Moodle and Google Classroom app in some settings might be their developmental differences. Consequently, English learners tend not to risk their learning process by engaging in a different way of learning operated by technology. These platforms have brought about many improvements in different language skills and sub-skills, as evidenced. Nevertheless, the challenges can be divided into social and personal ones. The social challenges and requirements refer to educational systems' foundations, infrastructures, budgets, and acceptance by authorities and policymakers. On the other hand, English learners' challenges refer to the personal attitudes and perceptions that insiders (educators and learners) have toward using MALL in their classes instead of traditional chalk and blackboard methods of instruction and learning. To effectively implement Moodle and Google Classroom context of MALL, the English designer or instructors should first give attention to the examination findings that indicate the intensities of MALL and allow it to take place in all universities

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