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Effectiveness and Utilization of Mobile-Based Language Learning in the EFL Classroom

Ashari Ismail[1], Nashrah Hani Jamadon[2], Aznur Aisyah[2], NorZaniraAbd Manan3, Normalis Amzah[2], Hasnoor Shima[2], Zaliha Wahid[2],Mohd Saleh Abbas[4]

[1]Universiti Teknikal Malaysia Melaka, Malaysia
[2]Department of Mechanical and Manufacturing Engineering, Faculty of Engineering and Built Environment, UniversitiKebangsaan Malaysia
[3]Universiti Pendidikan Sultan Idris, Perak, Malaysia
[4]INTI International University, Nilai, Negeri Sembilan, Malaysia

Abstract

The research was conducted to see how the Smart Sender platform affects learners' attendance, procrastination, motivation, time administration, rapid cognitive processing, and overall enjoyment with their schoolwork and education. Due to the above-collected data via questionnaires on learning motivation and participation, cognitive speed, administration of the time, and various other factors,quantitative and qualitativemethods were utilized to study procrastination rates and attendance, encouragement and involvement, administration of the time, and cognitive speed in this study. Participants' verbal input was gathered via a focus group questionnaire. According to the researchers, Smart Sender is an excellent educational resource for teaching English to learners in philology, international trade, and law, among other fields. Using a 'push' component, automatic distribution of English language online lessons has shown to be effective in reducing dropout and procrastination rates in distance learning environments.The student's motivation, administration of time abilities, and overall contentment improved due to the training. According to the quantitative data acquired from students, attendance, desire and learning participation, time abilities, and thinking speed increased after the intervention, and learners prefer the automated delivery-based language learning technique. The content and method of distribution, in general, met the requirements and expectations of the participants. In the end, the focus group concluded that the intervention had a favorable influence on the overall quality of their learning outcomes.

Keywords: *Smart technology, automated distribution, Smart Sender platform, control group (CG), experimental group (EG)*

Introduction

A rising amount of research indicates that automated language instruction is becoming a viable alternative to conventional distance learning (Alfoudari et al., 2021). This trend is being driven by several benefits for educational stakeholders, including lower costs connected with the theoretical courses delivery, improved teacher selection, and the opportunity to become worldwide market participants in the academic industry (Arrosagaray et al., 2019). Even if you've never taken an online course, you've heard that the dropout rate in Massive Open Online Courses (MOOCs) is over 90%. This is true for many types of online courses, including MOOCs. For more than a decade, teachers, tutors, and educational institutions have struggled with this problem. According to Avila-Garzon, the most common reasons students drop out of higher education institutions' online learning methodologies include a lack of interest, inadequate administration of time abilities, and unhappiness (2021). The Smart Sender platform uses a "push" feature to keep

customers engaged throughout the conversion process. This is accomplished using chatbots and messaging applications. It enables even the most unskilled computer user to design any conversation or interaction scenario they can imagine. These metrics may be used to assess the amount of interest in the system, and the system can be fine-tuned if required. Online education may also benefit from marketing technology such as chatbots, which may help students stay on track with their studies and be motivated to complete the course successfully (Bashori et al., 2021). Students are encouraged to complete the course via the use of marketing technologies such as Chatbots, which imitate organization, assist students in staying on track with their academics, and urge them to complete the course (Bashori et al., 2021). The use of the Smart Sender platform to boost student participation in learning triggered the research and gave the push for a further in-depth examination of the problem.

Literature review

Marketing technologies such as Chatbots are increasingly becoming popular in online education. They are being used to mimic organizational structures, maintain learners' academic progress, and push them to finish the course successfully (Bashori et al., 2021). Furthermore, marketing technologies like Chatbots may be utilized in online education to replicate organizational structures, maintain learners' academic progress, and motivate them to complete the course successfully (Bashori et al., 2021). This technology-related instructional difficulty spurred using the Smart Sender platform to increase student participation in learning.

Let's talk about learning settings in the context of technology. Because they are self-directed, motivated, adaptive, resource-rich, and technologically integrated, they are dubbed SMART learning environments (Dalim et al., 2020).For learners to acquire self-direction, they must get instruction at the appropriate time and format. With a customized learning system, students may attain their educational goals. After receiving comments or suggestions, students feel more motivated to monitor and evaluate their development. Social media, mobile apps, online groups (blogs), tools, and resources that may be accessed through the internet all work together to produce an adaptive environment that intelligent devices can access and use to their fullest potential. Individual interests are met by smart technology because of its resource-rich character, which generates a knowledge database and information-sharing infrastructure. In a technologically augmented learning environment, traditional learning experiences may be recreated.

Students become more motivated as they get more constructive comments and suggestions. A mix of mobile apps, social networks (e.g., YouTube and Instagram), blogs, and web-based tools and resources are used to build an adaptive environment that intelligent devices can access. Smart technology helps individuals pursue their goals by establishing a knowledge database and information-sharing network. Learners in a technologically advanced environment are no different from those who study in a traditional one.

When target language materials are utilized to teach language skills, smart technology substantially impacts the teaching and learning of foreign languages (Han & Li, 2021). According to Han and Li (2021), smartphones are the most extensively used devices in classrooms nowadays, making them an excellent learning environment for kids. Student motivation for target language-based communication, reading/listening/writing, and other skills seem to be enhanced by mobile devices (e.g., smartphones and tablets), according to Han and Li (2021) and Hao et al. (2001). (1999; 2019).

Two benefits of using ST are that it is more enjoyable and takes less time to get the desired goal. Stimulate face-to-face and online contact by allowing students to study at their speed (independently), and language schools use ST. When it came to learning foreign languages, ST was widely regarded as the superior tool due to its natural language processing capabilities for communicating and listening, editing software to assist students in writing their assignments, and natural resources to help students read. Additionally, ST may use the 'push' effect to inspire students to study by giving lectures in automated ways.

While smart technology has been successful in foreign language teaching, a gap has already been identified in using marketing resources to promote relationships and boost customer interaction for educational purposes at universities. MoodleTM or other learning management systems (LMSs) utilized in colleges have many problems, the most significant of which being low student motivation (or self-motivation, as academics like to call it), poor administration of the time, and a slow pace of cognitive processing (Hasan et al., 2021). Students attribute these issues to a lack of interaction with professors, heavy load pressure, and drill-purpose exercises, among other things (Hoi, 2020).

The key objectives of this study, which employed the Smart Sender platform to provide automated English language e-classes, were to improve learners' motivation, abilities in the administration of the time, rapidity of cognitive processing, and overall contentment.

The following were the questions that were asked in the study:

1) how learners' motivation, administration of time abilities, rapidity of cognitive processing, and pleasure are affected by the automated distribution of English language e-classes.

2) When it comes to automated delivery-based language training, how do students feel about it?

The following are the significant issues of dispute raised by the study:

H0: Students' motivation, administration of the time, rapid cognitive processing, and overall happiness with English e-classes that are provided automatically are unaffected.

H1: Learners' motivation, administration of the time, processing speed, and general happiness will all be affected by the delivery of English e-courses in an automated manner.

Methodology

The inquiry was successfully carried out using a mixed-approach technique that incorporated qualitative and quantitative approaches (Hung et al., 2018). The data were gathered through the use of attendance and procrastination statistics, a questionnaire on the desire to learn, participation, and competency (adapted from Ishaq et al., 2021), the Administration of time abilities Test (Jamatia & Das (2018), the Mental Speed Test (Jiang & Zhang, 2020), the course fulfillment questionnaire, and a discussion in a focus group. The experimental group's dependent characteristics were attendance and procrastination rates, desire and involvement, administration of time abilities, rapidity of cognitive processing, and overall contentment with the study. Motivation and participation were the independent factors in this study.

Research design

The researchers conducted a quasi-experiment using a non-equivalent control group (Klimova 2020). Participants were involved in all five stages of the project, including ideation (conceptualization), study design (pre-experimentalization), the phase of experimentation, information processing, and dissemination. The scope and viability of the study were defined and recorded as the research concepts were being developed. Before going into production, the Smart Sender platform was used to restructure (automate) the delivery of ten English Language Classes, collect instruments for analyzing the variables, develop the study and sampling procedure, and authorize a team of specialists' pedagogics and language education as well as technology. As part of the testing phase, several English language sessions were organized for the experimental group students.

Participants from a range of institutions have received English language instruction via sessions that have been provided automatically throughout the project's dissemination phase. People in the control group were taking typical distance education courses delivered using the Moodle learning management system. Aside from that, it was at this point that the administration of the pretest and post-test measures was accomplished. The data analysis procedure was then finished as a result of this. Data processing was utilized to evaluate the output data, followed by an interpretation of the findings. The output data was assessed using statistical methods during the data processing step.

Sample

Two sample procedures were used to construct the control group (CG) and experimental group (EG): random sampling and convenience

sampling.After determining the statistically significant sample size, sixty-five participants were chosen from a pool of 130 third-year students at three different universities, with a confidence level of 90% and an error margin of 8%, respectively. The EG and CG were built with the assistance of 54 youngsters. The EG comprised 30 participants (fifteen men and fifteen females between the ages of 19 and 20), while the CG featured 30 students (9 boys aged 19-21 and 21 girls aged 20-23). Data from the institution's administration in charge of the remote learning process determined that student attendance and procrastination were the most critical elements in deciding who was allowed into the EG. Figure 1 depicts the characteristics of EG and CG students.

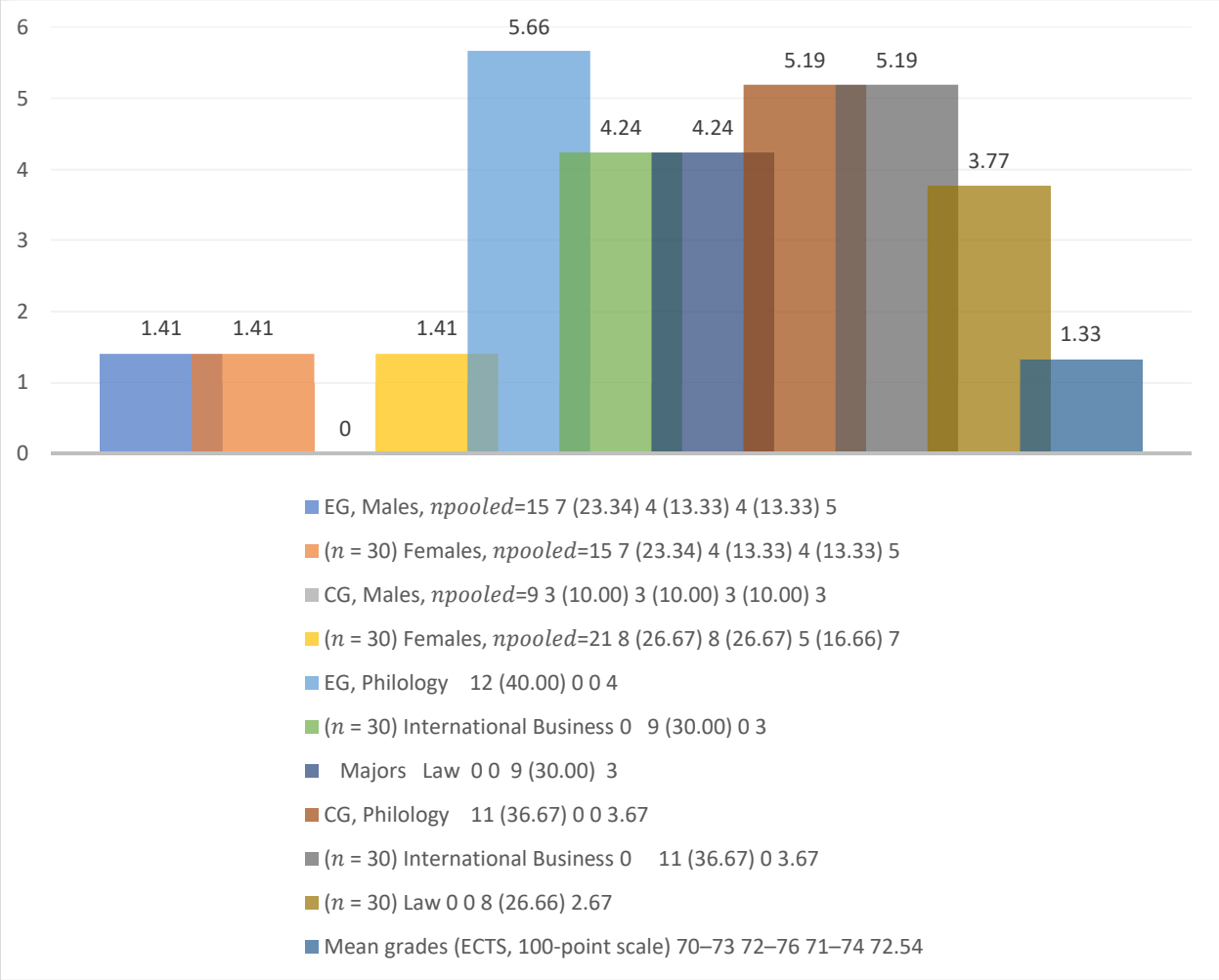

Figure 1. There are significant disparities between the EG and CG groupings. in terms of the demographic features of their learners

Instruments

Various questionnaires were employed in this study, consisting of a course satisfaction survey, an administration of time abilities exam, a mental speed test (MST), and the Learning Motivation, Participation, and Competence (LMPC) survey, among other instruments. All of the statistical information has been compiled from measurements taken using five different pieces of equipment. It was possible to get verbal input from the participants via a questionnaire for a focus group discussion (guiding queries).

It is possible to measure these variables using a questionnaire called the Learning Motivation, Participation, and Competence (LMPC) (get

from Klimova, 2021 and applied to the context of English language instruction)

The MLSQ (Motivated Strategies for Learning Questionnaire) (Neto et al., 2021) assesses students' motivation to learn ISs a three-part survey with three scales, including the (R-SPQ-2F) (Lazar et al., 2020) and the Student Participation (SP) (Liu et al., 2021). The first component of the survey has 15 questions divided into two scales: deep and surface approach. This section uses a Likert scale of 5-point, 1 representing "Never true for me" and 5 representing "Always true for me." A second portion, Student Participation, comprises two sets of six items, including categories like cognitive level and personal abilities. This section employs a Likert scale of 4-point ranging from 1 to 4, with 1 indicating "tiny" and 4 meaning "very lot." In the last segment, 30 questions assess participants' self-efficacy, intrinsic worth, test anxiety, cognitive strategies, and ability to regulate their behavior. Using a Likert scale of 7-point, ranging values from 1-7, one indicating "Not at all true for me" and seven representing "Very true for me," this scale is used to determine if something is true or false.

Administration of time abilities Test (ATAT)

The poll's purpose is to assess how often or the extent to which respondents concur or disagree with the assertion. The poll has 20 questions on a 5-point frequency scale range from "Seldom" to "Quite Often," with one being "Seldom" and five indicating "Quite Often." It is projected to take 12 minutes to complete all of the questions and offer a quick 100-point scale assessment of the findings.

Mental Speed Test (MST)

It is possible to complete 35 problems on the exam, which include exercises involving word-visual pairs and mathematical equations and numerical sequences, among other things. It utilizes a binary scale with alternatives labeled "Correct" and "Incorrect" to make judgments about the situation. There is a time limit of 10 minutes for the youngsters to complete their projects. The information has been analyzed on a scale of one hundred points.

Orienting questions for team discussions (n = 15)

Fifteen EG learners were chosen at random to participate in the chat session. The debate, which lasted 30 minutes, was overseen and conducted by a study group member. Introduction, warm-up, argumentation, and conclusion were the four significant steps followed throughout the discussion: introduction, warm-up, argumentation, and conclusion. Five open-ended questions served as the foundation for the discourse.

Questions

1. Do you have any thoughts on delivering English language education using computer-aided instruction? Why?
2. In what ways did you become optimistic or pessimistic, and how did you reach that conclusion? what can you do to change or improve your attitude if you're in a wrong frame of mind?
3. What made you believe that it was a good idea to automate the delivery of English lessons?
4. Why did you think English language instruction should be automated?
5. What challenges did you have as a Smart Sender user learning English? Do you want to go to college?
6. Is it possible to make it more user and student-friendly?

Data analysis

Three quantitative tests were administered to gather information on students' desire to learn and their capacity to manage their time. These tests were the LMPC questionnaire, the Administration of time abilities Test, and the Multitasking Skills Test (MST). The focus group conversations yielded qualitative material that might be used in research. Students' motivation, administration of the time, and rapid cognitive processing have been investigated due to the first three quantitative methodologies used in this study. Students in the EG have taken part in surveys and focus groups on assessing their level of satisfaction with the automated delivery-based educational paradigm. The LMPC querries is designed to gather information on students' perceptions of the current distance learning process, their views toward English

language course material, and their recent study habits, among other things. Cronbach alpha values of 0.67 for a deep approach and 0.52 for a surface approach were used to test the reliability of R-SPQ-2F, which were both found to be adequate (Nie et al., 2020).Following Parmaxi and Demetriou, the SE component's Cronbach alpha reliability score was 0.74, indicating outstanding dependability (2020). Using Cronbach's alpha reliability, the MSLQ has self-efficacy reliability of 0.76, intrinsic value reliability of 0.82, cognitive approach reliability of 0.79, self-regulation reliability of 0.79, and self-regulation reliability of 0.68. (Perez-Paredes et al., 2019).

Pikhart (2020) discovered that MLSQ scores of .67 were reliable predictors of academic self-efficacy in the classroom. Item number: R-SPQ-2F EG and CG are acronyms for EG and CG. The EG and the CG have Cronbach's alpha values of 0.64 and 0.73, respectively. According to the results, when it came to the MLSQ, the Cronbach's alpha for EG varied from 0.52 - 0.76, and CG ranged from 0.64 - 0.78. The Cronbach's coefficient for the standard measurement error was 0.74 for EG and CG, respectively.

One of the administrations of time test objectives was to determine how effectively students coped with the obstacles of a deadline and the possibility of a change in plans, both of which are prevalent in online learning contexts. The MST was used to assess how quickly information was processed and decisions were made after the EG therapy. The exam was judged to be trustworthy by a panel of specialists. The third study question was answered via course satisfaction surveys and focus group discussions. – It has been decided to use two distinct ways to gather data on the EG students' general impressions of the delivery mode, course structure and content, a management strategy for participants, and a chatbot-based approach to assessing assignments. It was made accessible to individuals who took part via the internet. A panel of specialists should evaluate the reliability of the inter-rater agreement. Pikhart et al. 2021). The percentage of agreement between two or more raters varied from 75 percent to 93 percent. A Google form on Google Drive was used to automatically integrate the findings into an Excel file, then saved to your computer. Statistical tools such as Jamovi (v1.6) and the Voyant Tools were utilized, and other statistical software evaluated the aggregated numerical and textual information. According to Kock et al. (2021), there is no longer any standard method bias due to combining parts from various conceptions on the scales, as was previously the case.

Results

Motivation, administration of time abilities, rapidity of cognitive processing, and overall happiness have all been demonstrated to be improved in students who participate in automated English language e-courses. The findings of the pre-and post-test measures were supported by the remarks of students who participated in focus groups and the results of a course satisfaction survey. The students also received it well because of how it was delivered.

Paired Sample t-tests were utilized to make conclusions when comparing the pre-and post-test findings.

To maintain track of the many variables, a paired sample t-test was utilized.These results were obtained after testing individuals on their ability to efficiently manage their time, their drive to acquire new information, as well as their overall mental quickness (MST). The findings of the LMPC measurements are shown in Figure 2 of this paper.

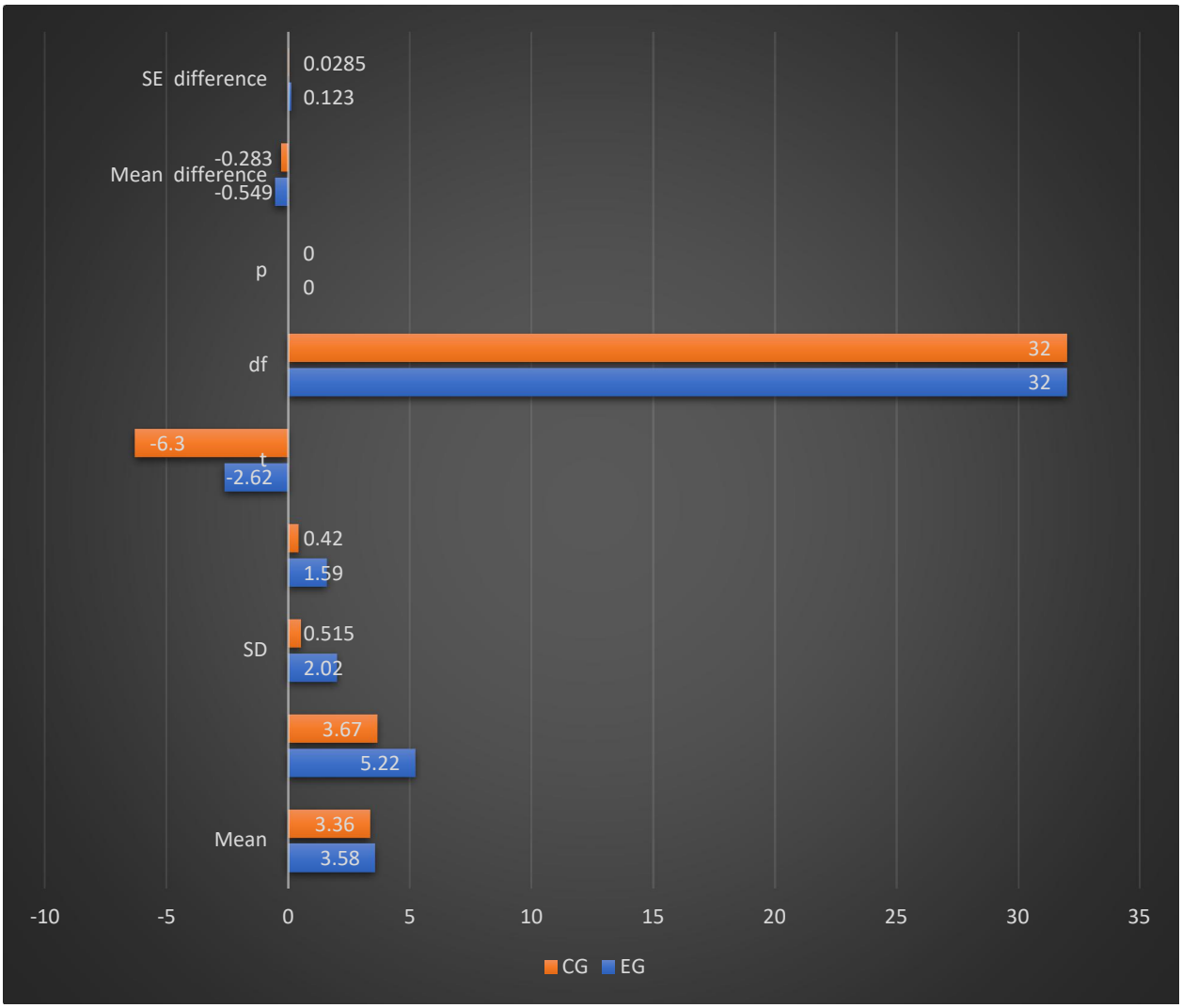

Figure 2. Using Paired Sample t-test findings, the answers in the queries on learning motivation were compared before and after the tests

According to Figure 2, students' desire to study and their level of interest and participation increased due
to the course. When comparing the change in EG students to the change in CG students (EG mean difference = –0.549, SE difference = 0.123), the mean difference statistics show that the change in EG students was significantly biger than the change in CG students (CG mean difference = –0.283, SE difference = 0.0285).Figure 3 contains evaluations of the administration of time abilities, which are divided into three categories.

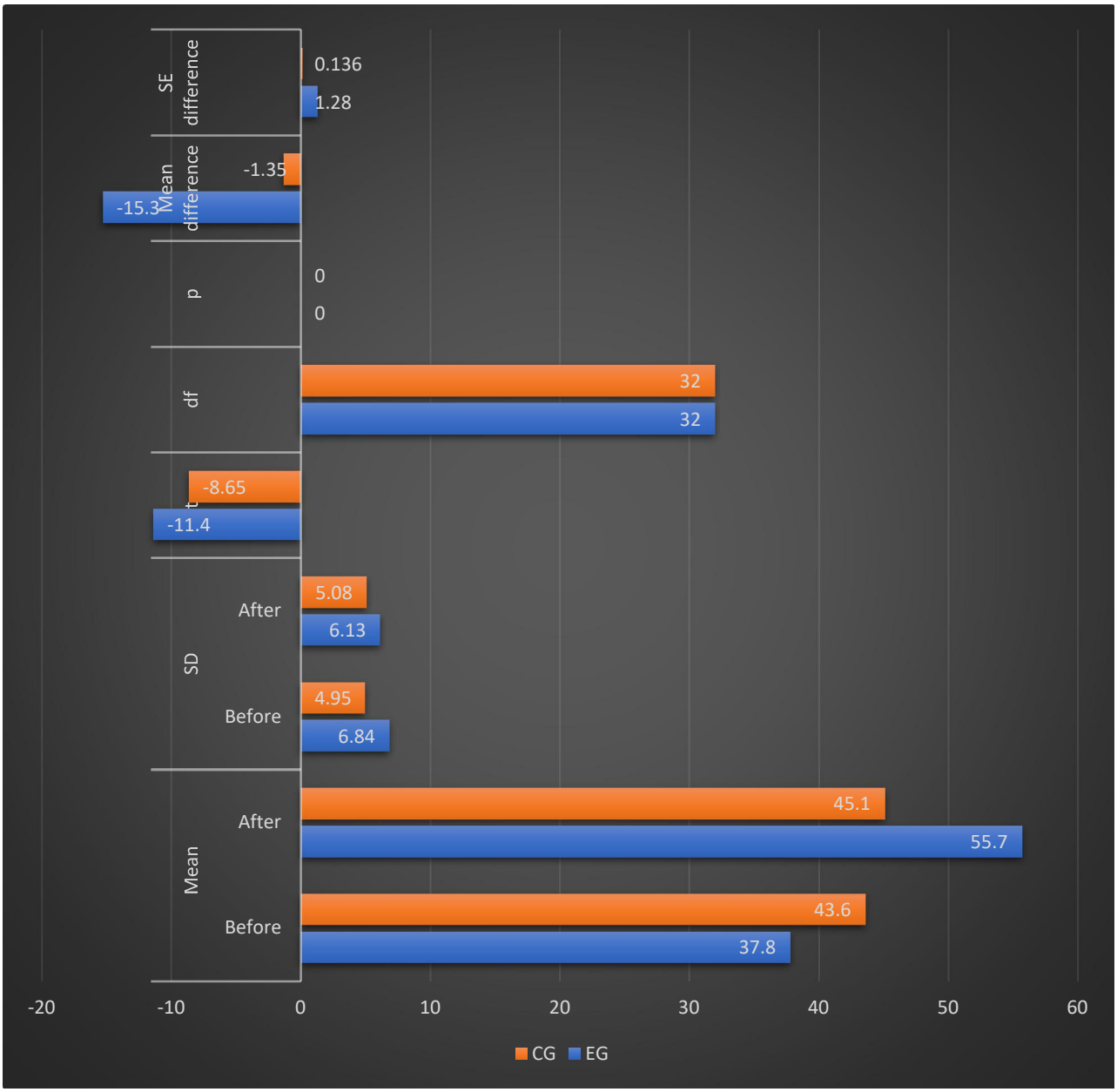

Figure 3. With the Paired Sample t-test, the administration of time abilities Test results was compared to each other

Figure 3 shows significant improvement in EG students' administration of the time, with a mean difference of –15.3and an error standard deviation of –1.35.

Results of the Mental Speed Test calculations may be seen in Figure 4.

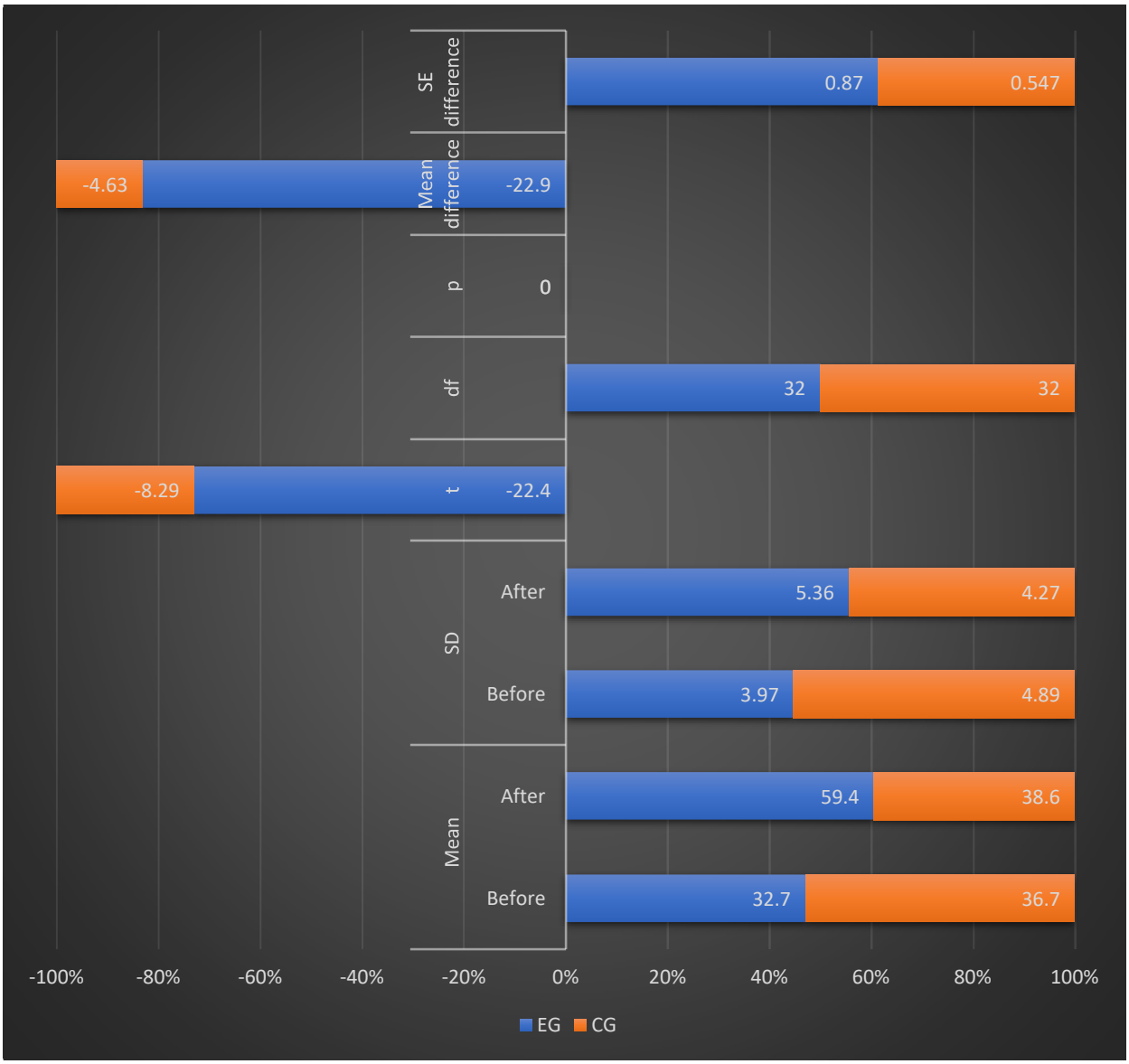

Figure 4. The findings of the Mental Speed Test pre- and post-test data were compared using the Paired Sample t-test

On the Mental Speed Test, it was evident that EG students performed much better(mean difference = –22.9, SE difference = 0.870) than their CG counterparts (Mean difference = –4.63, SE difference = 0.547).

Supplemental assessments of the research found that students' levels of enthusiasm, administration of the time, and mental acuity increased, as did their rates of attendance and procrastination and their overall excitement levels. The interest and involvement of EG students and their administration of time abilities and cognitive processing (mental processing) speed grew much higher than those of CG students in the three tests. The Open Rate and CTR were used to determine how many reminders the chatbot delivered to students before each activity and how many students showed up for a class or finished their assignments as a result of those reminders (Click-through rate). Depending on the class, between 12 and 25 reassurance emails were sent out.

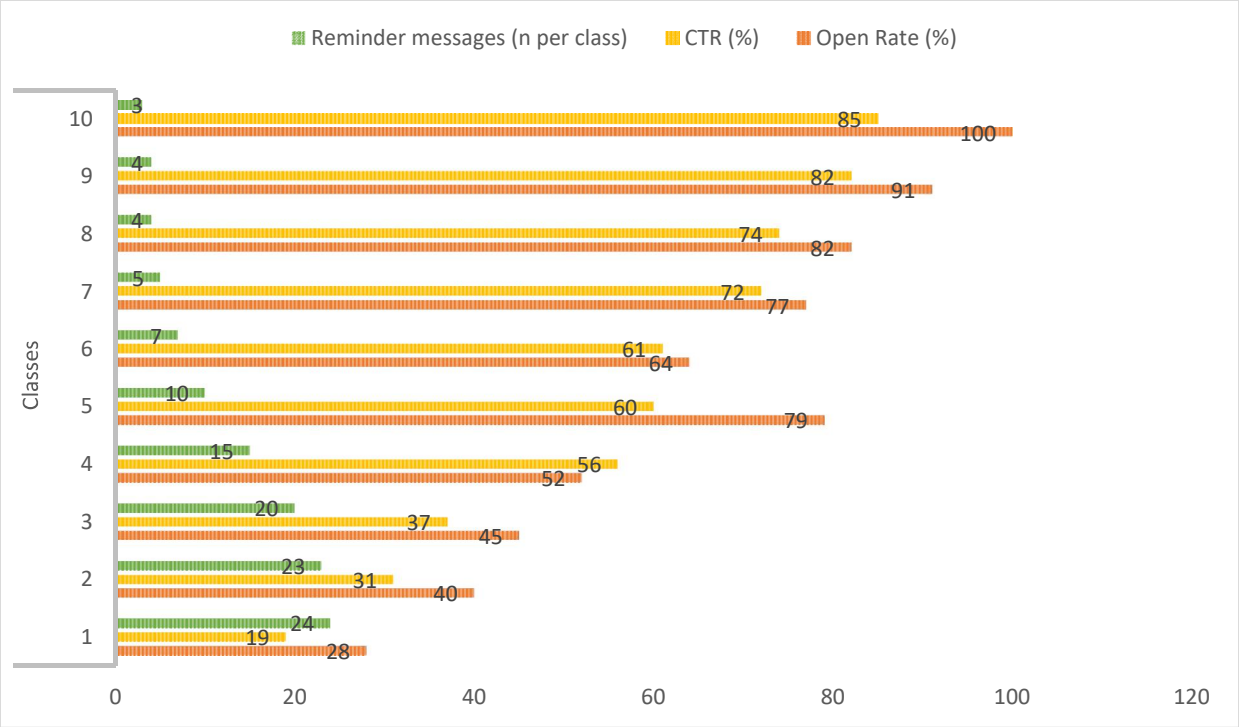

Figure 5.Indicators that have altered throughout history

As evidenced by the Open Rate and CTR data in Figure 5, learners' "attendance" increased throughout the semester. The chatbot dealt with procrastination concerns among EG students, and as time went on, the bot delivered fewer reminder messages. To find out how happy students were with their courses, it conducted a Course Satisfaction Survey (n = 30). Student opinions on the automated distribution of English language e-courses were sought in the survey, which was conducted by email and sent to all students in the school. Table 1 summarizes the findings.

Table 1: The results of a student poll about their satisfaction with the course.

Scale of Effectiveness					**Scale of Satisfaction**			
Median	**SD**	σ^2	***Margin of Error**	**No. of Question**	**Median**	**SD**	σ^2	***Margin of Error**
			5.2958±5.373					5.4546±3.245
7	***6.50***	*53.56*	(±146.83%)	Q1	***6***	***5.69***	*24.31*	(±60.69%)
			5.3569±3.79					5.3549±3.625
6	***4.76***	*22.56*	(±57.88%)	Q2	***5***	***5.98***	*40.15*	(±72. 34%)
			5.2356±4.263					5.6542±4.326
3	***4.92***	*28.61*	(±69.48%)	Q3	***3***	***7.76***	*62.86*	(±1013.62%)
			5.3796±3.69					5.9856±3.961

6	***5.35***	*29.59*	(±65.87%)	Q4	***5***	***5.81***	*20.56*	(±67. 52%)
			5.3598±3.595					5.3216±7.325
2	***6.71***	*38.76*	(±87.39%)	Q5	***4***	***7.91***	*78.64*	(±102.90%)
			6±5.426					5.3789±3.654
4	***7.46***	*52.76*	(±89.15%)	Q6	***3***	***5.90***	*26.46*	(±64. 03%)

Student evaluations of the class structure and strategy for directing their learning process are provided in Table 1, which indicates that they were happy with their learning experience (median score: 6, standard deviation: 5.35, and standard deviation: 4.98, respectively). On the satisfaction scale, the Median values for questions 1, 2, and 6 (Satisfaction scale) revealed that the EG participants were satisfied with the course, its organization, and instructional management (Med. = 7, SD = 4.76; Med.=6, SD = 5.35; Med.:6, SD =5.69), according to the Satisfaction scale. The participants praised how the sessions were delivered and their sense of intellectual advancement in their effectiveness. As a result, the language classes were highly received.

The conclusions from the 15 focus groups that were convened are summarized in the section that follows (Figure 6).

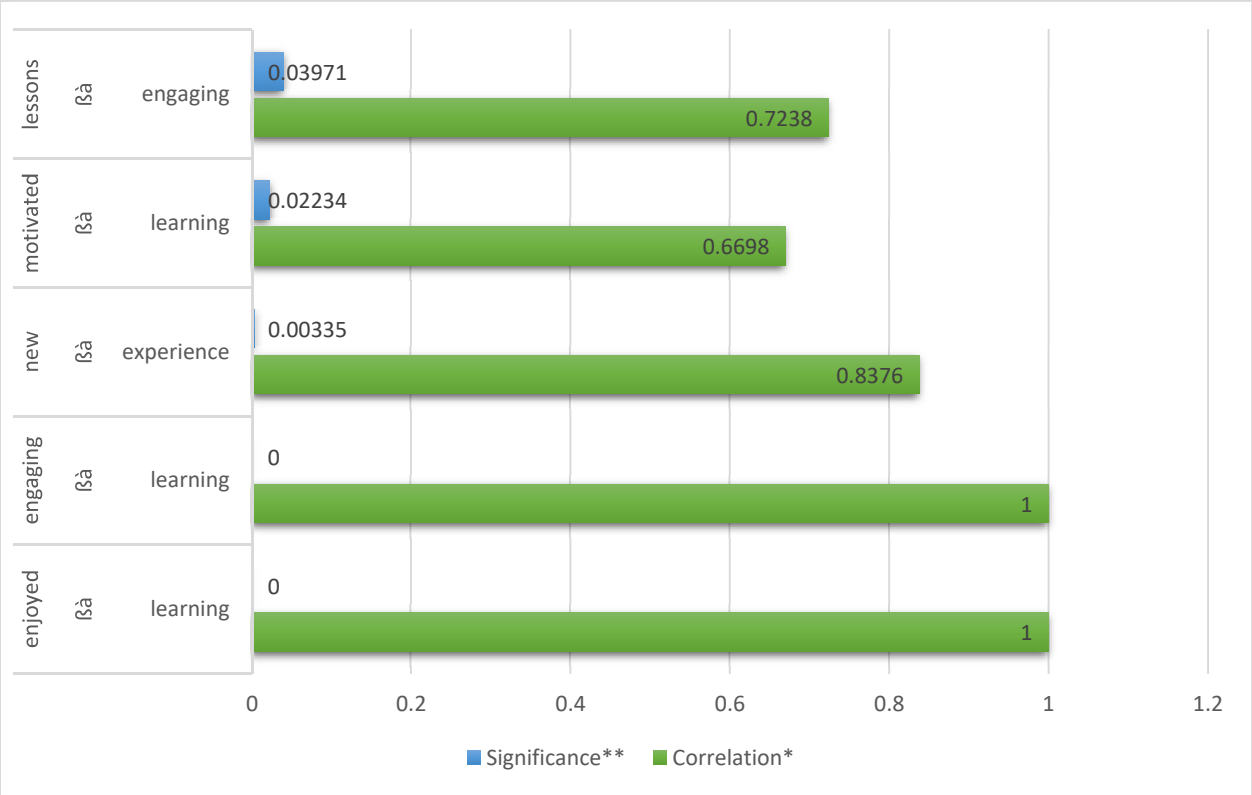

Figure 6.In a correlation study of the terms of the most often used colloquial idioms, the following results were discovered

Note:*A correlation coefficient higher than 0.6 indicates a significant relationship.;**If the value is.04 or below, the association is statistically significant and robust.

A few examples of quotes from the students are as follows:
[... Like a game or amusement in that the difficulty level increased with each step or phase, it was a challenge to complete....]
[...My classmates and I had a completely different learning experience since I had pushed myself to study and be more attentive....]
[...It was just as entertaining as it had been before....] I wish all of my lectures were as enjoyable as this one....]
Question 2: As a result of the chatbot's capacity to keep students on track and steer them, all students said their mood and overall experience had improved. An acceptable resolution to their expectations was achieved, their professional needs were addressed, and their English language abilities were increased.
Question 3: A total of three students believed that the primary drivers for delivery automation were merely economic. Six students speculated that it was being used to test a new language-learning approach, supported by the evidence. A further three students said that this objective was to free up instructors' time to devote their efforts to creating and upgrading instructional materials and resources.
Question 4: Eight students expressed confidence that the delivery method increased their drive to study and enhanced the overall quality of their language acquisition. Some learners' study habits and approaches have been altered due to this kind of language training, resulting in better-quality learning results.
Question 5: According to nine of their peers, their time management was the most challenging component of their schooling. They were notorious for missing deadlines in the beginning. On the other hand, three students indicated a need for more excellent face-to-face communication. They used messengers regularly meant that they did not need any further training.
Question 6: The following were the student recommendations that were most often mentioned: Students' learning styles might have been accommodated if the curriculum had been more adaptable, and the inclusion of emojis may have made reading the instructions more enjoyable.

Discussion

The study's novelty lies in using marketing resources with a 'push' component to drive chatbot participation for instructional purposes among students pursuing a degree in philology, international business, law, and other disciplines, among others, to drive chatbot participation for instructional purposes. The study's objective was to investigate if automated English language e-classes provided via the Smart Sender platform influenced students' presence and procrastination rates, desire, administration of time abilities, and overall contentment. Specifically, they were addressed by responding to two study questions on how the automated teaching of English language online courses affected students' desire, administration of time abilities, satisfaction, and how they evaluated the automated delivery-based techniques to language learning. The quantitative data obtained after the intervention was implemented revealed that it positively influenced EG students' attendance, motivation and learning participation, administration of the time, and cognitive speed, among other factors. The students saw a statistically significant shift in attendance, motivation, and learning participation (EG) due to pre-test-post-test assessments derived from the questionnaire on learning motivation using the Paired Sample t-test. If itcompares the mean and SE differences (CG mean and SE difference = 0.0285), the mean difference is –0.549, and the SE difference is 0.123. According to the mean and standard deviation (mean and SE) values of –15.3and 1.33, respectively, administration of time abilities improved among EG students (Figure 1). For the Mental Speed Test, as previously stated, students in the EG group outperformed their CG counterparts (Mean difference (Md) = –22.9, SE difference = 0.870) even though their Md values were much lower (Md =–4.63, SEd = 0.547). When it comes to responding to course satisfaction questions, the median data was accurate for question 1 and 4, indicating that students rated the classroom organization and techniques to managing the learning process as the most helpful (Med. = 6; SD = 4.76and SD = 5.35, respectively, on the satisfaction scale). The respondents expressed an overall positive appraisal of the delivery technique and a positive assessment of the intellectual change that came

from the language classes delivery as beneficial in terms of their perceived worth. According to the Satisfaction Scale, the Median values for items 1, 2, and 6 (Satisfaction scale) were all acceptable, indicating that EG students were satisfied with the course, its organization, and instructional administration (Med. = 6, SD = 5.69,Med. = 5, SD = 5.98, Med. = 5, SD = 5.81). According to the Open Rate and CTR figures used as complementary measurements, students' "attendance" increased from class to class throughout the course. The chatbot was able to address the procrastination worries of the EG students as the number of reminder messages diminished with time.

A corpus-based analysis of student comments taken from a focus group discussion indicated that the EG students had a favorable opinion of their learning experience, which was confirmed by the Voyant Tools-based analysis. They were the most commonly stated stages, including experiencing and enjoying, learning, fascinating, and new courses. According to the frequency of usage of collocations, the following were the most often encountered: enjoyed learning, exciting learning, new knowledge, and encouraged learning. EG learners have said that the program met or surpassed their expectations, that it met or exceeded their professional requirements, and that it helped them improve their English language abilities. Students said that the delivery technique surge their desire to study and enhanced the overall quality of their language learning experience. It has been claimed that this kind of language instruction has influenced their learning habits and procedures, resulting in enhanced learning outcomes for the participants.

The findings were shown to be in line with those of an earlier investigation. According to Puebla et al., these results are consistent with previous research (2021). They discovered that using mobile learning in the classroom increased students' learning motivation (by 0.00, p0.07, with N-gain score of 0.52) and decreased procrastination rates (by 0.52 percentage points) Adding to Putra et al., (2020) results that mobile-based learning increases intrinsic motivation while lowering inappropriate difficulties, this research offers more evidence to corroborate their findings. Specifically, the research contributes to enhancing learner cognitive capacity, helping students who are suited to develop, and assisting low-achieving students in their studies to the degree that it aligns with Romero-Rodrguez et al. (2020). A virtual technology-mediated learning environment may have been used to accommodate a variety of learning and teaching styles, according to the findings of Sholihah et al., (2021) who published their findings. The result of the researchshowed that the ideas of mobile language learning (also known as "Bring Your Own Device" (BYOD)) are supported by the findings of the study (Sophonhiranrak, (2021). When used in conjunction with a paradigm shift in education, they may be used to create new teaching strategies that encourage student participation and cooperation. In the opinion of Trappey et al., (2020) and Vallejo-Correa, et al. (2021), innovative technology diversifies Trappey'set al., (2020) sum and provides teachers with a more extensive choice of creative teaching tools to improve language learning outcomes, which is corroborated by these findings. As previously reported, Wu and Chen (2021) and Zheng et al., (2018) discovered that using messaging apps like Telegram, WhatsApp, and Skype favorable impacted students' desire and interest in learning foreign languages and being favorably evaluated by students.

Conclusion

In recent years, the Smart Sender platform has shown to be an effective educational resource for students studying English as a second language in philology, international business, and law, among other fields. In addition to increasing the overall quality of language learning experience, it has been used for academic objectives, which has improved its effectiveness. The automated distribution of English language e-classes effectively tackles the problems of dropouts and procrastination that are common in distance learning by overcoming these hurdles by using the 'push' factor. It helps students become more motivated and enhance their administration of time abilities and overall happiness with their education. The

quantitative data collected after the intervention showed a favorable shift in the EG students' motivation and learning participation and their administration of time abilities and cognitive speed and agility. Members of the audience had positive feelings about the automated delivery-based approach for language training. According to the EG learners, the substance of the delivery strategy met or exceeded the expectations and demands of those who took part. According to a team discussion, the intervention altered their learning behavior and approaches, resulting in improvement in the overall quality of their learning outcomes.

Recommendations

According to the report, Smart Sender should have looked into an alternate platform for instructors in place of the Moodle platform. Creating lessons with the Smart Sender is much simpler than with other tools since it uses pre-made blocks that have been connected appropriately to achieve the intended learning effect. It has been recommended that the teachers get some basic training in the tool's usage before using it in their classes. To create a duplicatable template (this feature is provided) of the lesson before starting the whole course, they need to create a template filled in with the previously prepared portions once the course is done. Once they get all of the information they need, they will spend 3-4 hours putting everything together for the study.

Researchers should consider whether different applications can be integrated to build a complete teaching tool to determine if the automated distribution approach can be extended to other academic disciplines. Educators in blended learning contexts need to assess the Smart Sender's impact, a platform that focuses on student motivation and commitment to their educational endeavors.

Limitations

Due to the scarcity of relevant research studies from the past that has employed marketing approaches to address educational aims in language training concerns about low attendance in online university programs, which is a restriction of this study, there are some limitations. Another difficulty is that the survey and focus group discussions were based on self-reported data, making it unable to conduct an unbiased evaluation, according to Zhuohan and Aryadoust (2004). (2021).

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