

MALL & Teaching Writing in ESL: What do Teachers Say

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Abstract: The use of Mobile-Assisted Language Learning (MALL) in teaching, especially in English as a Second Language (ESL) has become an emerging trend globally. In recent years, many educators have started to deliver lessons online using the concepts of MALL, including those in Malaysia, especially during pandemic Covid-19. Writing is an important skill in English language acquisition but the review of using MALL in teaching writing is scarce. Hence, this review focuses on teachers' perspectives and readiness toward the use of MALL in teaching writing among English as a Second Language (ESL) learners. Therefore, Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines was used to extract 30 articles from the year ranging 2018 to 2022. Two databases, Google Scholar and Educational Resources Information Centre (ERIC), were used to collate the articles for this review. The findings of this review exhibited the positive perspectives and readiness among the teachers towards the use of MALL. Parents' perspectives should be taken into consideration in future research.

Keywords: MALL, teachers' perspectives, teachers' readiness, teaching writing in ESL

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Introduction

Mobile assisted language learning (MALL) is a new and favoured way amongst mobile learning approaches in English Language Teaching (ELT) throughout the whole world. Rafiq, Hashim & Yunus (2021) states that findings in MALL regarding ELT are not much, in either English as a Second Language (ESL) or English as a

Foreign Language (EFL). Despite the use of mobile learning has started to become a trend in education globally, many researchers found that the teachers who know educational mobile applications efficiently are scarce, especially in the under-development countries (Hussain, Mkpojiogu & Babalola, 2020). When the skills and knowledge in mobile learning environments are taken into account, it can be said that teachers, especially those pre-service or novice ones, should have the necessary skills and competence in technological knowledge (Ristić & Mandić, 2018). There are a lot of courses taught in theory but not practically. Most of the English teachers from under-developed countries experienced the same fate, not enough exposure to technical knowledge as well as using applications in lessons (AAI, 2015). Hence, teachers are not competent in using mobile learning although it is slowly becoming a trend now and in the future.

In Malaysia, which is one of the developing countries, mobile learning has just started its journey in the education system, especially during the pandemic Covid-19. With the applications and platforms available in mobile devices such as Google Classroom platform, Google Meet, Zoom App, Youtube, Quizizz, WhatsApp, Telegram, and Kahoot, it is conducive for the pupils to continue learning at home effectively despite certain constraints (Abd Samad, Ihsan & Khalid, 2021). Therefore, the incompetence of teachers in using mobile learning as mentioned in the previous paragraph will affect their readiness in implementing it in the teaching and learning process. It is important to study the teachers' readiness and perspectives to use mobile learning in their teaching especially when blended approach or flipped classroom is applied. Teachers' attitudes on the integration of technology and its value to help students' language acquisition do have a positive effect on the application of the real technology in the classroom (Khlaif, 2017).

English as a Second Language (ESL), or also known as English as a Foreign Language (EFL) in certain countries, aims to improve pupils' English proficiency in four main skills namely listening, speaking, reading and writing. ESL teachers create and carry out various teaching and learning activities for the pupils to help them for their English language acquisition. ESL should allow non-English speaking pupils to gain long-term personal, social and academic success in learning English (Aynur & Nuriyya, 2018). The Common European Framework of Reference (CEFR) has become the main reference of ESL classrooms in a lot of countries. It was widely introduced in Malaysia in 2013 to improve English language users and to create consistency in both educational and cultural matters by providing a general framework on the English proficiency level of the language users (Nawai & Said, 2020).

The purpose of this review is to analyse and synthesise empirical research on the application of MALL in teaching writing skills among ESL learners from the past five years. Since there were many articles and reviews conducted in identifying the effectiveness of MALL in language skills from the students' perspectives but there is still a gap to be filled from the teachers' perspectives especially in teaching writing skills. Thus, two research questions were derived from the focus of this review.

RQ1: What are the perspectives of teachers towards using MALL in teaching writing amongst ESL learners?

RQ2: How are the teachers' readiness towards using MALL in teaching writing amongst ESL learners?

Teachers and Teaching Writing in ESL

Writing can be defined as a way that allows pupils to communicate by sharing their ideas and feelings via a linear or non-linear text. In addition, writing can be said to be an important skill not only in the classroom, but also in daily life. In addition, acquiring writing skill does not only help students to excel in tests but also encourages them to be ready for the future and the global economy (Lim, 2013). Therefore, by mastering writing skill, it grants a lifelong holistic gain for the learners (Morthy & Aziz, 2020).

Common writing issues among Malaysian ESL learners include lack of vocabulary, tendency to translate directly from their mother tongue, incompetency in acquiring spellings that eventually leads to poor sentence structure and grammatical errors. Ghulamuddin et al. (2021) has agreed that most Malay primary school students encountered writing difficulties due to poor mastery in vocabulary, inability to spell words correctly and L1 interference. Siddek & Ismail (2021) also supported the issue regarding interferences of L1 among primary ESL learners that hinders their cognitive ability to organise and structuring the ideas in sentences. Lack of exposure to English language and interference of mother tongue contributed greatly to constant error-making in both sentence structure and grammatical aspects of writing. Harun and Abdullah (2020) evidently posited the influence of interlingual and intralingual causes the pupils to make a lot of errors in their writing. All these factors may affect ESL learners' motivation and interest towards acquiring basic writing skills.

When the teachers are unable to apply the suitable way of giving lessons, pupils' interest in language acquisition are at a minimum level which shows that the teachers did not manage to provide a suitable environment to motivate them. Later on, it might cause language learning to not take place effectively, especially in writing skills (Morthy & Aziz, 2020). The teaching method that is conducted by the educators does not aid in providing a happy and meaningful learning environment (Li & Yee, 2017). Fun teaching and learning ways that cater the students' learning styles should be practised by hoping to increase their motivation in mastering the language they want to learn (Li & Razali, 2019). Hence, mobile learning can be a fun tool that includes happy and meaningful language games that immerse pupils into a healthier thinking process (Hussain et al., 2020). Therefore, it is vital that the level of teachers' competency in the use of mobile learning tools are up to par in order to aid pupils who are facing difficulties in enhancing their writing skills. In order to achieve the objective, it is pertinent to ensure that teachers are fully ready and equipped with sufficient knowledge to navigate through and apply the use of mobile learning in teaching writing.

Teachers and M-Learning from Information and Communication Technology

The use of ICT in ESL classrooms are helping not only the pupils in learning, but also the teachers in teaching. Fučeková & Metruk (2018) stated that Information and Communication Technology (ICT) can be an effective tool in aiding learning English and also within formal teaching practice. With the integration of the m-learning approach, teachers are able to produce teaching materials that are both creative and convenient, as well as to suit their pupils' level of proficiency and indirectly to improve their English language acquisition. The Ministry of

Education Malaysia (2013) has emphasised the importance of using ICT through the introduction of Malaysian Education Blueprint (2013-2025). The ministry hopes to fully utilise the use of ICT for self-paced learning and distance for expanding access to high-quality teaching across Malaysia, as stated in the seventh shift to transform the education system. In order to fulfil the aspiration of the ministry, educators have moved from e-learning to m-learning approach (Ismail et al., 2020) in carrying out their lessons due to the ubiquitous and feasibility of m-learning approach.

Teachers play a vital role in maximising learning outcomes and potentials among the students by integrating m-learning into their lessons. There are many challenges faced by the teachers in integrating m-learning into their lessons. One of the most prominent challenges is the teachers' competencies and perceptions towards the use of m-learning (Betancourt-Odio et al., 2021). Many teachers feel reluctant and still in denial to accept the new learning culture. They opposed the change of trend in employing new technologies into their teaching and learning sessions. They have a strong belief that conventional teaching is more effective compared to m-learning approach. Furthermore, teachers' competencies towards handling the mobile devices per say as well as the integration of the mobile devices into their lessons are still viewed as a major concern. Insufficient guidance and training somewhat are the factors that were affecting teachers' competencies towards the use of mobile in language learning. The study conducted by Khan et al. (2018) evidently yields that the lack of required skills among most teachers hindered the process of developing MALL-based activities for ESL learners.

Teachers and Mobile Assisted Language Learning (MALL)

The use of digital devices has become an essential part in every person's life in the entire world. The use of m-learning in education has become a trend in recent years, showing that it is a useful method applied in solving the current problems of education during and after this pandemic era. Many countries have begun to incorporate mobile learning into their educational systems as one of the ways toward ensuring educational quality and equity in order to promote wholelife learning possibilities for all, as asserted in the Sustainable Development Goals (SDG). United Nations stated that this heightens the essential of education in encouraging and helping future industries, moving towards the year 2030. Stockwell (2012) also stated the importance of mobile learning by saying "mobile learning will continue to take on new shapes and forms as it becomes more familiar to both teachers and learners". Grimshaw et al. (2017) agreed that MALL provides both educators and learners with a lot of useful resources to improve the learning process.

There are quite a number of studies that explore the effectiveness of MALL towards various language skills including writing skills ranging from primary up to higher level education. John and Yunus (2019) conducted a study on learners' writing competence increased significantly with the use of different writing mobile applications. It is proven that the learners not only show positive attitudes towards the writing tasks but they really enjoyed the lessons since it is more interesting compared to the traditional method of teaching writing. Al-Hamad et al. (2019) posited the effectiveness of utilising WhatsApp for developing writing performances among teenagers. The study conducted by Abd Karim et al. (2020) on the use of Mobile-assisted Mind Mapping

Technique Model (MMMTM) towards enhancing Malaysian university students' English writing performance. The result of the study proved the model MMMTM, which also underpinned MALL, impacted positively on students' motivation, critical thinking and creativity in writing apart from augmenting their writing performance.

Since the pandemic Covid-19 in 2020, more teachers have created their own channels on YouTube and became education influencers on TikTok for a good cause of sharing their teaching materials including English language for primary and secondary schools. Although some teachers have started sharing on other platforms such as Blogging and Facebook even before 2020. These sharing allow the pupils to learn and acquire English language using mobile devices at any time and anywhere. That is how mobile learning has started to play a vital role in the ESL classrooms.

Teachers and Their Perspectives

It is essential to collect teachers' perspectives in order to ensure whether an integration is successfully implemented. Every teacher has different experiences, background, academic levels and also point of views. All these will lead to different perspectives and opinions. This allows the researcher to understand how far an integration, in this case, MALL, is applied in teaching writing for ESL learners.

Teachers are the frontliner in the education field. They are the ones who carried out all sorts of education policies that were introduced by the ministry. They are the ones who conducted the lessons with the most suitable methods to cater the pupils' needs. The ease of use and the effectiveness of MALL are the main gists through teachers' perspectives. As teachers are the doers, they know how easy it is to implement MALL in ESL classrooms. Apart from that, assessments are carried out in the lessons, be it either formative assessments or summative assessments. From there, teachers can measure how well the pupils learnt certain topics with the integration of MALL in the lessons. This directly implies how effective it is to use MALL in teaching writing in ESL classrooms. Teachers' perspective should not be neglected as it serves an essential part in deciding the ease of use as well as the effectiveness of implementing an integration.

Teachers and Their Readiness

The readiness of teachers in accepting a new trend is crucial apart from teachers' perspectives. As different teachers have different perspectives, they will have different level of readiness too. How well the teachers are ready to apply MALL in ESL classrooms decides how fast the pupils adapt themselves in the MALL environment.

The teachers' readiness can be seen from two factors: challenges and motivation. The challenges faced by teachers will determine whether they want to keep using the integration. If the teachers are able to face the challenge, they are ready to apply MALL in teaching writing as far as they can. In addition, the motivation received by teachers will also decide on how frequent they use the integration. The motivation here divides into

two which are internal and external. Internal factors include the attitude of the teachers that is willing to learn and accept new methods of teaching. External factors include the training sessions provided by the respective departments in order to support the teachers theoretically and practically for implementing MALL in ESL classrooms. Hence, teachers' readiness is another important element that should be looked into in order to know more about the integration of MALL in teaching writing.

Method

According to Pittway (2008), some of the key principles of a systematic literature review are transparency, clarity and extensive findings to facilitate the selection criteria of a journal. This finding is known as systematic review. It is based on the method of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The four stages of this method are shown in Figure 1. PRISMA is one of the researchers' favourite methods for its easy to understand and easy for adaptation to other studies. Thus, the objectives of this review study and the process of the systematic review are shown below.

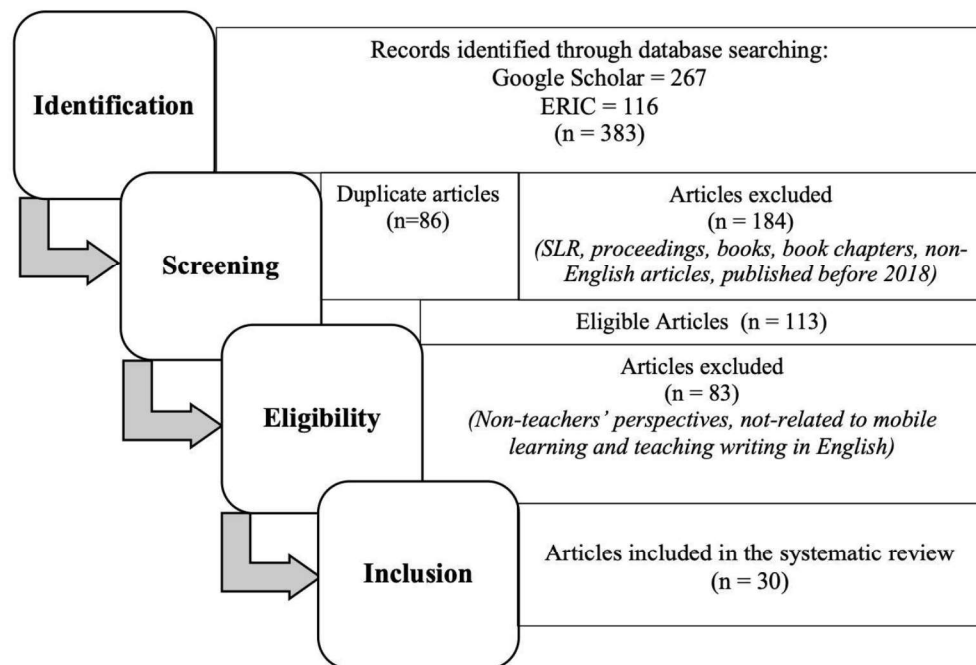


Figure 1. Steps of the systematic review based on PRISMA

Identification

In this systematic literature review, Google Scholar and ERIC were used as the main and only databases. The articles collected were from 2018 to 2022, which is the recent 5 years. Google Scholar is a database that stores the metadata of scholarly articles across various publications worldwide. On the other hand, the Education

Resources Information Centre (ERIC) is more like an online digital library that allows researchers to access different journals from different study fields. A total of 383 articles have been found from the two databases. The keywords used when browsing and collecting the relevant articles are as listed in Table 1 below.

Table 1. The keywords used in this review

Databases	Keywords
ERIC	Mobile Assisted Language Learning AND teaching writing, Mobile Assisted Language Learning AND teachers' perspective, Mobile Assisted Language Learning AND teachers' view, Mobile Assisted Language Learning AND teachers' motivation, Mobile Assisted Language Learning AND teachers' readiness, Mobile Assisted Language Learning AND effectiveness
Google Scholar	Mobile Assisted Language Learning AND teaching writing, Mobile Assisted Language Learning AND teachers' perspective, Mobile Assisted Language Learning AND teachers' view, Mobile Assisted Language Learning AND teachers' motivation, Mobile Assisted Language Learning AND teachers' readiness, Mobile Assisted Language Learning AND effectiveness

Screening

The articles found from both databases, ERIC and Google Scholar had included duplicates. Hence, 86 articles were filtered according to the criteria. All these filtered articles were then screened based on the criteria as shown in Table 2. There were 184 articles eliminated in this screening process.

Table 2. Criteria for screening phase

Criterion	Inclusion	Exclusion
Type of article	Research article	SLR, proceedings, books, book chapters
Language	English	Non-English
Year	2018-2022	<2018

Eligibility

In this stage, the remaining articles were reviewed for eligibility, and they had to achieve the criteria outlined in the inclusion part. The purpose is to verify that the result acquired in this review was of high reliability and quality. A total of 83 articles were then removed from this review.

Table 3. Criteria for eligibility phase

Criterion	Inclusion	Exclusion
Type of article	Research article	SLR, proceedings, books, book chapters
Language	English	Non-English
Year	2018-2022	<2018

Inclusion

The articles for this study encompassed mobile learning and teaching writing in English. There were 22 articles selected from Google Scholar and 8 more were chosen from ERIC. These journals were chosen based on the features and aims of the articles, especially in the education industry. The objectives of the journals chosen were all connected to mobile learning and teaching writing in English.

Results

The results of the research articles found in the previous process will be analysed in detail in this section. Due to the objectives of the respective study, 30 articles were selected to be used in this review after the selection of relevant articles for this study. From the articles, teachers' perspectives and teachers' readiness on the integration of mobile learning to teach writing could be seen, mainly, ease of use, effectiveness, challenges, and motivation. The results were tabulated as seen in Table 4.

Table 4. Aspects of teachers' perspectives and readiness on mobile learning in teaching writing

Authors/ Articles	Teachers' Perspectives		Teachers' Readiness	
	Ease of Use	Effectiveness	Challenges	Motivation
Abd Karim et al. (2015)	✓	✓		✓
Aghajani & Adloo (2018)		✓	✓	✓
Al-Hamad et al. (2019)	✓	✓		
Al-Shehab (2020)		✓		✓
Azar & Tan (2020)	✓		✓	
Betancourt-Odio et al. (2021)	✓		✓	
Bozorgian (2018)	✓	✓	✓	
Cahyono & Astuti (2018)		✓		
Cakmak (2019)	✓			
Chung et al. (2019)	✓	✓	✓	

Dewi et al. (2020)	✓			✓
Fučeková & Metruk (2018)	✓		✓	
Gharehblagh & Nasri (2020)		✓		✓
Hosseinpour et al. (2019)	✓	✓		
Imelda et al. (2019)	✓		✓	
Kee et al. (2021)	✓			✓
Khan et al. (2018)			✓	
Khlaif (2017)	✓			
Krisbiantoro & Pujiani (2021)	✓	✓	✓	
Metruk (2020)	✓	✓		
Nikopoulou et al. (2021)			✓	✓
Nuraeni (2021)		✓	✓	✓
Qarkaxhja et al. (2021)			✓	
Ristić & Mandić (2018)		✓		
Rusli et al. (2019)		✓	✓	
Saragih & Jaelani (2020)	✓			
Sari & Sulisty (2022)			✓	✓
Solihin (2021)			✓	
Vo & Vo (2020)	✓	✓	✓	
Woon & Yunus (2018)	✓			✓

Table 5 and Figure 2 below depicts the analysis on the number of journal articles discovered on Google Scholar and ERIC in accordance with this systematic review.

Table 5. Number of journal articles based on different perspectives and readiness

Perspectives and Readiness		Number of Journal Articles
Teachers' Perspectives	Ease of Use	18
	Effectiveness	15
Teachers' Readiness	Challenges	16
	Motivation	10

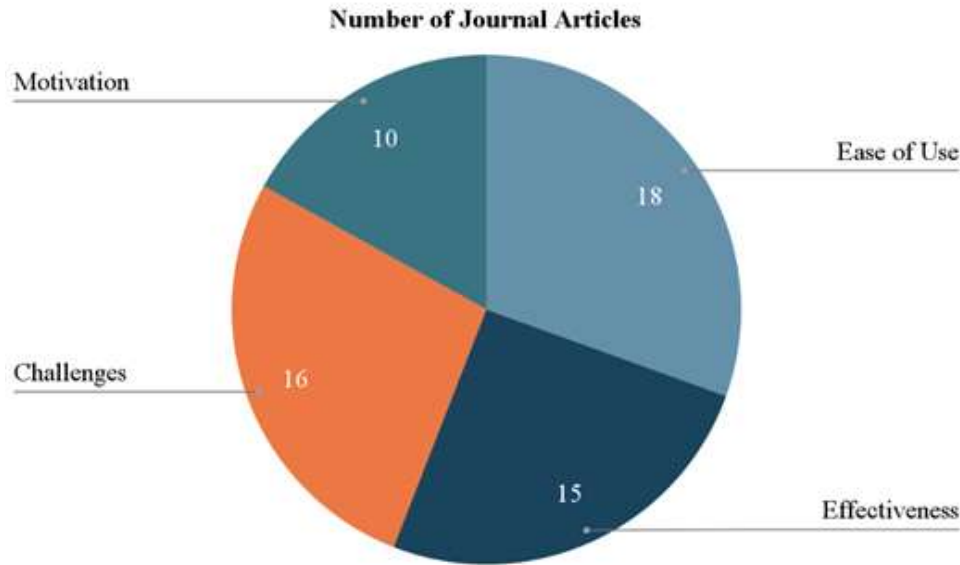


Figure 2. Number of Journal Articles

Discussion

This section will further discuss teachers' perspectives and readiness to use MALL in teaching writing in four main areas: ease of use, effectiveness, challenges, and motivation. These discussions are based on the two research questions.

Teachers' Perspectives on the Integration of MALL in Teaching Writing

Teachers' perspectives towards the application of MALL in teaching writing were viewed in two major aspects which are ease of use and the effectiveness. 18 of the 30 papers found in the final phase of this systematic literature review (SLR) examined the MALL's feasibility to teach writing from teachers' perceptions. This accounted for 55.9 percent of teachers' considerations in deciding the use of mobile-assisted digital tools in their writing classes. Sari & Sulisty (Sari & Sulisty, 2022) said that teachers think MALL is quite user-friendly as it is appropriate for all users (Abd Karim et al., 2020; Nuraeni, 2021; Vo & Vo, 2020). Kee et al. (2021) has also supported the stance on teaching writing using digital applications, underpinning MALL, which can be accessible by both teachers and students at anywhere and anytime. They further asserted that MALL made it easier for teachers to create suitable writing materials and provide continuous guidance towards students' writing practices. Rusli et al. (2019) posited that teachers agreed on the fact that with the use of social media could help them to ease their burden in preparing hardcopy materials for writing since most students are able to get direct access to digital writing materials and only at their fingertips using their mobile devices. However, Bozorgian (2018) and Saragih & Jaelani (2020) stated the teachers' concern regarding the internet connectivity as the students still need to have a good internet connection in order to swiftly access the digital materials as

well as to participate in the writing lesson. Therefore, it is vital for teachers to look into all aspects of the use of MALL including the hindrances that might make teaching writing not accessible to all their students. This eventually will impede students' learning potentials and opportunities.

Furthermore, a total of 15 out of 30 articles discussed the effectiveness of using MALL for teaching writing. There were many articles on the effectiveness of MALL from the students' perspectives compared to the teachers' view. However, after reading through all the articles, there are a few studies that have embedded teachers' view in their discussion even though it wasn't emphasised as a whole. Hence that summed up to the findings of 15 articles on the effectiveness of MALL in writing. Teachers from different countries agreed that MALL is very useful in enhancing teaching writing since it is more student-centred, meaningful, authentic and interactive (Abd Karim et al., 2020; Aghajani & Adloo, 2018; Al-Shehab, 2020; Azar & Tan, 2020; Purwaningrum, 2019; Woon & Yunus, 2018). Aghajani & Adloo (2018) has proven that their students showed significant improvement in their overall writing performances as well as in their acceptance in cooperative learning through using Telegram. With the use of MALL teachers and peers are able to provide instant feedback to their written work (Aghajani & Adloo, 2018; Al-Hamad et al., 2019; Al-Shehab, 2020; Chung et al., 2019; Khan et al., 2018). Meanwhile, Hosseinpour et al. (2019) has evidently proved that Edmodo mobile application has a tremendous influence on the higher education learners' writing proficiency where it has impacted positively in terms of students' active participation and boosting their confidence in writing.

Overall, it can be concluded that most teachers share the same opinion that MALL is definitely efficient and rather effective for English language teaching (ELT) especially in writing skills, since the current generation, GenZ, has grown more tech-savvy. Besides, the booming advancements of smartphones has increased the need to move our teaching writing strategies in line with the latest trend.

Teachers' Readiness on the Use of MALL in Teaching Writing

On the other hand, teachers' readiness on the use of MALL in teaching writing were determined through two main aspects which are challenges and motivations.

There were a total of 16 out of 30 studies reviewed on the challenges that the teachers had encountered while using MALL for teaching writing. Metruk (2020) claimed that teachers viewed the use of MALL as a distraction for students. This is due to the interactive and social features that can influence students to be less attentive as well as engaged in social networking and pingping instead of devoting their time mobile phone usage time for writing practices and learning purposes in general. Khan et al. (2018) and Solihin (2021) through their study has revealed that teachers' incompetencies of utilising mobile devices in ELT is a drawback of MALL. There are still some teachers using age and time constraints as the reasons for their incompetency in technology skills. These issues mentioned hinders teachers' readiness in maximising the use of MALL for teaching writing. However, teachers ought to perceive these issues as a challenge for their professional development and increase self-efficacy towards using MALL (Rusli et al., 2019; Sari & Sulisty, 2022). Besides, teachers should be

determined to find long-term solutions in order to solve the issues they encounter while using MALL since it is strongly beneficial towards students' writing competence and language proficiency.

Apart from that, a total of 10 articles have mentioned the aspects of motivation that contribute to teachers' readiness. Teachers with lesser years of experience in education have higher preference of using m-learning in the classroom compared to the senior teachers. New teachers are highly motivated in moving their pedagogical approaches according to the latest advancements specifically in using mobile devices for ELT. However, teachers as the agent of change ought to be ready for constant transformation in education as well as actively involved in providing the best learning environment for the students. MALL is seen as a convenient tool in preparing materials for teaching writing (Dewi et al., 2020; Kee et al., 2021; Saragih & Jaelani, 2020), providing instant feedback (Cakmak, 2019); Sari & Sulisty, 2022) as well as in facilitating students' writing competence especially in sentence constructions (Chung et al., 2019; Miin et al., 2019; Morthy & Aziz, 2020), grammatical components (Dewi et al., 2020) and stimulating their writing ideas (Abd Karim et al., 2020; Al-Hamad et al., 2019; Krisbiantoro & Pujiani, 2021; Purwaningrum, 2019; Rusli et al., 2019). Since MALL is seen as a convenient and practical tool, therefore teachers' motivation on the use of MALL to teach writing is elevated. Kee et al. (2021) posited teachers' preferences of using social media like WhatsApp, Facebook, Google Doc and WordPress to teach writing. Vo & Vo (2020) claimed that most teachers are ready in terms of learning to use MALL in ELT as well as to implement it in classroom activities. This exhibits the motivation among teachers in upscaling their ELT especially in teaching writing so that every student is given the opportunity to excel in their writing performance.

In short, most teachers are willing and ready to use MALL in their ELT including teaching writing as they believe that teachers are the agent of change to promote better learning opportunities for their students. Teachers' readiness also depends on the level of their students' readiness. In the study conducted by Qarkaxhja et al. (2021), they clearly stated that as long as students are well equipped with both mobile devices and good connectivity to the internet, teachers will be more prepared to fully utilise the m-learning approach in the classroom. Besides, teachers are convinced with the effectiveness of MALL in ELT and how it has impacted positively in students' language performances.

Conclusion

This systematic literature review has analysed papers connected to teachers' perspectives and readiness towards the use of MALL for teaching writing. Two databases, namely Google Scholar and ERIC, were used in determining the 30 articles after the inclusion and exclusion criteria above. Teachers' perspectives were analysed from two different perspectives which are ease of use and effectiveness. There were 18 articles dwelled on the aspect of ease of use, while 15 articles discussed on the aspects of effectiveness of MALL in teaching writing. Meanwhile for the aspect of teachers' readiness, it was analysed based on their motivation and challenges that they encountered in using MALL for teaching writing. 16 papers reviewed on the challenges that

the teachers had encountered while using MALL for teaching writing, while 10 papers touched on the aspect of teachers' motivation towards using MALL.

The findings show that teachers have high strong positive opinions upon MALL and its application in ELT because it is viewed as beneficial for the students in all aspects of writing including writing competency and proficiency as well as boosting their interest and confidence in writing. Moreover, this review has posited teachers' belief on the efficiency and feasibility of using MALL in ELT especially in teaching writing. The results of this review also have identified that most teachers were also keen to learn and ready to MALL in ELT. In a nutshell, based on the deep analysis of each of the articles, MALL is widely viewed as an approach by the teachers as an easy-to-use and effective tool, thus making them ready and motivated to brace any challenges in utilising MALL for teaching writing. This is because most teachers view the challenges of using MALL as a source of motivation to fuel their professional development, allowing them to serve their students with the best yet current strategies and approaches in teaching writing. In short, this strongly proves that MALL has given a positive impact on English teachers from various countries, and they are willing to accept the MALL approach.

It is crucial for all stakeholders in the education field to realise and acknowledge the high possibility of utilising mobile devices in enhancing the learners' education in various levels, typically in the current 21st century. They ought to acknowledge the significance of MALL, under the bigger umbrella term of M-learning, for enhancing students' language competency and performance level. Hence, the two research questions of this systematic review are answered. Furthermore, it can be concluded that based on the teachers' perspectives, MALL is considered an effective and convenient to use for teaching writing. This subsequently impacted positively towards their readiness in using MALL for not only teaching writing but also for other language skills.

Limitations & Challenges

There were a few limitations of this study that needed to be addressed in the future in case any other researchers want to do deeper research on this study. Since this study has only reviewed 30 articles from Google Scholar and ERIC, due to time constraints, there might be many more journals that can be found in other databases such as SCOPUS and WoS. By expanding the search from various databases and collecting additional views and opinions from other scholars, it would be more interesting to exhibit the different schools of thoughts and results.

The second limitation of this study is that there was not much research done on teachers' perspectives because researches related to MALL for teaching writing are geared more towards students' perspectives. Based on the findings, student's perspectives on using MALL for improving writing skills were given much priority but undeniably the fact that teachers' voice and views are equally important to be heard off. Hence, this makes the findings from this review reliable and notable.

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