

# **Students' Perceptions of Using a Mobile Learning Application and its Impact on their Goal**

## **Setting**

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## **Abstract**

This study reports the results of research in which six students participated in a B1 English course that used an English mobile learning application called Cake. This study explores students' perceptions of their goal setting while using that app. The study focused on how participants perceived their performance while setting short and long-term goals, their time management to use the application, and the perceived characteristics of the application that could have contributed to the participants' goal-setting improvement. This research analyzed the data from a semi-structured interview, two questionnaires, and an observation protocol through the grounded theory approach. The results suggested that the students' perceptions were positive towards their goal setting while using the app. They considered that the Cake app helped them achieve their short and long-term goals and contributed to their time management to work on English as a Foreign Language. Finally, through two vital characteristics of the mobile application, such as motivation and flexibility, the participants found that it helped them to set their learning goals.

***Keywords:*** Mobile learning application, Goal Setting, short and long-term goals, motivation, flexibility

## Resumen

Este estudio reporta los resultados de una investigación en la que seis estudiantes participaron en un curso de inglés B1 que utilizó una aplicación de aprendizaje móvil de inglés llamada Cake. Este estudio explora las percepciones de los estudiantes sobre su establecimiento de objetivos mientras usan esa aplicación. El estudio se centró en cómo los participantes percibían su desempeño al establecer objetivos a corto y largo plazo, su gestión del tiempo para usar la aplicación y las características percibidas de la misma que podrían haber contribuido a la mejora del establecimiento de objetivos por parte de los participantes. Esta investigación analizó los datos de una entrevista semiestructurada, dos cuestionarios y un protocolo de observación a través del enfoque de teoría fundamentada. Los resultados sugirieron que las percepciones de los estudiantes eran positivas hacia el establecimiento de sus objetivos mientras usaban la aplicación. Consideraron que la aplicación Cake les ayudó a lograr sus objetivos a corto y largo plazo y contribuyó a su gestión del tiempo para trabajar en inglés como lengua extranjera. Finalmente, a través de dos características vitales de la aplicación móvil, como la motivación y la flexibilidad, los participantes descubrieron que contribuyó al establecimiento de objetivos de aprendizaje.

***Palabras clave:*** Aplicación de aprendizaje móvil, Establecimiento de objetivos, objetivos a corto y largo plazo, motivación, flexibilidad

## **Introduction**

The incredible increase in the use of technology has led teachers and students to seek new options for learning and teaching. Nowadays, education has provided students with technology that adapts to their time, interests, and space. Consequently, technology has opened a new opportunity to transform education, providing learners with devices that support their learning process anywhere and at any time. As Reber & Rothen (2018) state:

“be it intentionally or not: computers, tablets, and smartphones have become ubiquitous in schools and have been transforming educational practices at all ages and levels and almost all over the world” (p.1). In addition, technology could influence learners to continue studying even when they are not in a class. Aljraiwi (2017) claims that “strong learning motives may influence learners to carry on learning even after completing the educational process”(p. 132). At last, what makes technology notable in the educational context is that it keeps students motivated and with a desire of learning; hence they could be engaged with the content and active learning opportunities that technology offers (Martin & Bolliger, 2018). The technology could enhance the students’ learning process by giving tools that keep them motivated everywhere and at any time.

Like many other technological devices that have been used in education, the use of mobile phones has increased their popularity in the last few years which has opened new alternatives to learn such as mobile learning. It provides advantages to make learning more accessible, flexible, and motivating. Mobile learning allows the option to study everywhere; distances do not matter to learn English when someone has a mobile device. Criollo et al. (2018) state that “ learning to use mobile devices makes education more accessible to all people, including vulnerable groups living in remote areas”(p.3). In addition, mobile learning offers

flexibility to students who want to learn English but do not have enough time due to their busy lives. So, students could adapt their learning process to their necessities of time and space, and still, they could learn.

Since the COVID 19 outbreak, Colombia has faced some challenges in its education system due to sudden school closures. Those challenges include students' high level of stress and low adaptation to asynchronous learning activities. Some studies have discussed the impact that COVID 19 has on mental health in students (Javed et al., 2020; Schwartz et al., 2021; Yang et al., 2021); those works conclude that learners experienced stress and anxiety due to physical distancing and quarantining time at home. Stress caused in students is not a surprise in a country like Colombia since face-to-face education was more popular before COVID 19 breakout, and studying from home was a sudden event for many. The new reality in Colombia took teachers to look for asynchronous materials and activities that took students to confusion and low adaptation since the materials overwhelmed learners because of the amount of information and lack of effectiveness. Therefore, teachers started a race to include digital resources needed in the learning process (Forbes Colombia, 2020). Consequently, students needed to develop new skills that allow them to overcome the different challenges they faced due to changes in education; Consequently, students needed to develop new skills that allow them to overcome the different challenges they faced due to changes in education; additionally, they needed to have access to content that could help them achieve the objectives that their language curriculum included.

Accordingly, this study proposes goal setting as a learning strategy that could strengthen students' focus to study. When students set their goals and have a plan to carry out, they could be more focused even if they had distractors. Yusuff (2018) points out that “goal setting and study

planning may be beneficial in helping students to focus and continuously engage in a purposeful manner with their learning” (p.235). For the current study, goal setting turned an indispensable factor when the outbreak forced students to face new changes in their educative process. Participants became aware of the undeniable possibilities to increase the focus of their learning process when establishing clear goals.

The present study was motivated by two crucial reasons: 1. goal setting as a learning strategy that might help learners stay focused. 2. mobile learning to provide students with meaningful content for their English learning process and the possibility to study everywhere and at any time. Therefore, for this study, a mobile application to learn English, called Cake, was used. Despite the considerable research on teaching strategies to improve English learning and mobile learning, there is little research into how goal setting could be benefited when using mobile learning to study English. Consequently, it is necessary to research the relationship those vital aspects have in learning English in the Colombian context. This study reports the results of a group of B1 English students and their perceptions on their goal setting when using a mobile application.

## **Research Questions**

Specifically, the research questions investigated were:

What were students’ perceptions of their short- and long-term goals while using the mobile application Cake?

What were students’ perceptions of their time management while using the mobile application Cake?

What were the mobile application Cake's characteristics that students perceived as helpful in their goal setting?

### **Theoretical Constructs**

This session provides the constructs of the present study: goal setting, short and long-term goals, time management, and mobile learning and its relationship with motivation and flexibility.

#### **Goal setting**

For Locke et al. (1981), goal-setting is the humans' behavior regulation through goals. Goal setting could enhance students' clear criteria when studying and increase their active participation in their learning process. By setting goals, students could develop a clear vision of what they want to reach; this could take them to succeed in their learning since they are focused and could trace a path to study. Rader (2005) claims that when students reflect on what they want to achieve and how they do it, it could motivate them to pursue their goals. In addition, goal-setting takes students to participate in the design of their learning process, making them explore their interest in what they learn, which might affect students' achievement positively (DeMink-Carthew et al., 2017). For the present study, goal setting allowed students to have a clear criterion of what they wanted to reach, and at the same time, to be active participants in their learning process when studying with the mobile application Cake.

When students set their learning objectives, the design of their short- and long-term goals is an essential aspect. On the first hand, short-term goals are the ones that students might achieve

soon to accomplish a bigger goal (Wilson, 2008). Therefore, when students divide tasks, they might find them easy to achieve. Hollins (2018) pointed out that focusing on small steps decreases students' effort since they focus on a single goal. Reinhardt (2019) claims that intentional small steps can take learners to achieve bigger plans. The long-term goals help students shape the direction of their learning process, so, in the future, reaching these objectives could be possible. Meadows (2017) considers that when learners set long-term goals, they need to think in actions to pursue what they want. Short and long-term goals work together in the learning process.

Setting goals requires time management skills that are acquired to succeed in the objectives that the learners have. Time management requires that learners plan and organize their activities, leading students to decide how to administrate their time in those activities. Lakein (1973) suggested that time management entails establishing necessities, setting goals to accomplish these necessities, and prioritizing and planning tasks required to reach these goals. Therefore, to achieve goals, students should be organized, realistic, and focused, which demands in learners time management skills. Forsyth (2010) considers that when a person sets goals, time management plays a key role since it could make goals realistic since they are built based on specific schedules of the person. In addition, Pardey (2007) states that time management skills demand sensible decisions on how someone uses time. As a result, establishing priorities to accomplish planned tasks could avoid frustration and failures. When students do not have enough time but still organize their responsibilities, they could strengthen their learning. Mancini (2003) considers that what creates a limit between success and failure is setting reachable goals,



so planning objectives that might not be carried out in a specific time mark the difference among achievers and dreamers.

## **Mobile Learning**

Mobile learning or m-learning is a way to access knowledge using tablets, cellphones, or laptops; with them, students learn at their rhythm, in any place, and at any time (Tamhane et al., 2015). Nevertheless, in the present study, participants only accessed English content on cellphones because the mobile application Cake was just available on those devices. Mobile learning proposes a pedagogical shift from educators' approaches to more learners centered methodologies; therefore, students are active participants in their learning activities (Looi et al., 2010). For instance, in the present study, students could select the tasks from the mobile application Cake and guide their learning process. In addition, mobile learning could increase students' engagement and empower them to face their learning process. In other words, learners go beyond what schools or institutions offer, which takes them to carry out their knowledge to different places, learn to select, and define how they use their learning with a mobile application. Evans (2018) states that "the students appreciate the inherently engaging and compelling nature of these devices, but because their primary focus is on the empowerment of their learning potential".

One vital characteristic of mobile learning is that it allows students the flexibility to study. Flexibility to study is being able to do it at any moment and anywhere. Traditionally, schools and institutions forced students to go to a specific place to learn, which implied that their time was not set according to their needs. M-learning breaks down that barrier of rigid schedules

when studying to provide learners with the option of organizing their limited time (Loewen et al., 2019). Students' busy lives require new alternatives to learn English, which is not limited to go to a specific place to study. According to Elkhateeb et al. (2019), "mobile learning is not about using mobile devices to support learning only, but it also includes all the actions that could happen between educators, students, environments, theories of learning, anyone, anywhere, and anytime learning". Learners should be able to build new study habits using learning environments that suit their necessities. Correspondingly, mobile learning could provide students with lifelong study customs since they could modify their old procrastinating habits because of a lack of time to start studying at any moment (OuYang et al., 2010).

Mobile learning could increase motivation in students if the learning activities include content that engages students, contributing to continuing their learning process because they are focused on studying with enjoyable tasks. According to Sari and Nurcahyo (2018), using mobile learning provides learning material that might increase students' motivation, satisfaction, and success in their learning process. Remarkable possibilities that mobile learning offers are the easy access to learning material and the fun it provides students with, which may result in a more motivating learning environment. Kohnke (2020) states that when a mobile application has illustrative content such as videos and activities that challenge learners' English skills, it could motivate students to continue their learning process.

The mobile application Cake, chosen for this study, is one of the most popular English language learning applications worldwide. It promotes the practice of listening, pronunciation, vocabulary, and grammar, and when this research was carried out, it was available for Android and iOS phones without a subscription fee. The application offers interesting features such as speech recognition software to practice pronunciation, short videos with listening exercises and

repetition drills, useful English expressions that allow students to review for further practice sections, and vocabulary tasks that motivate students to learn new words. Finally, the mobile application Cake offers learners the possibility to set their time and their practice sections and shows reminders to users periodically to encourage them to continue practicing.

## **Methodology**

This section provides the context, participants' information, instruments, data, and procedures of the present study.

### **Study Context and Sample**

This study took place in a virtual course with six students (one man and five women) between 21 and 32 years old who lived in Cali, Colombia. Participants worked or studied at the university but still assisted to the virtual classes twice a week. The level of the students was B1 according to the Common European Framework. The participants used the mobile application called Cake for four months, mainly outside the classes; however, they learned to use it inside after three encounters at the beginning of the course. In those classes, the teacher-researcher introduced the app and explained to students how to use it. They had the opportunity to know the main characteristics of the mobile application and how they could study with that application.

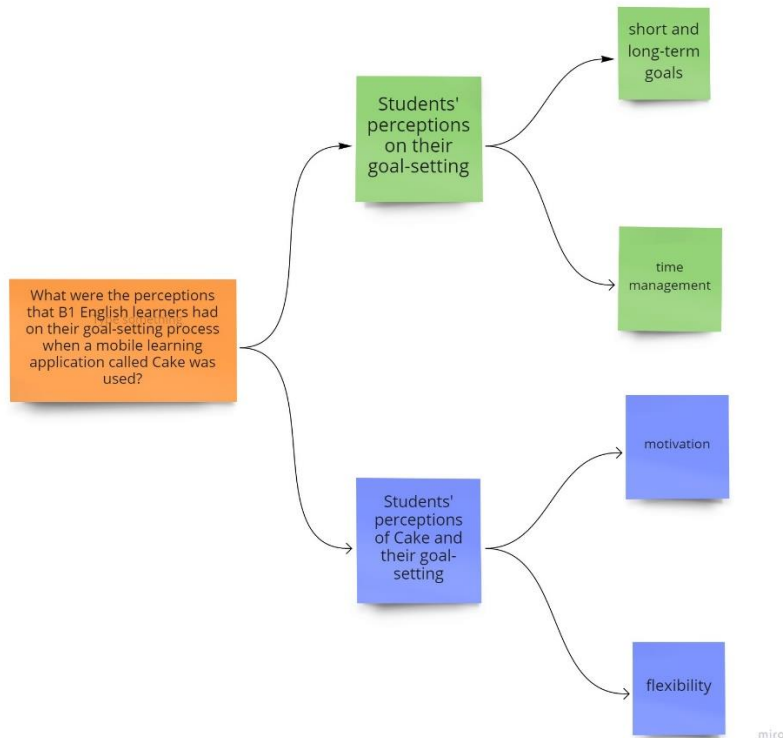
### **Data Collection Instruments and Procedures**

Intending to identify the participants' perceptions on their goal setting while using the mobile application, the present study implemented four instruments: two questionnaires, a semi-structured interview, and an observation protocol. Questionnaire 1(See Appendix A) included ten

questions about the students' goal setting, it was applied to students after two months of using the mobile application. Questionnaire 2 (See Appendix B) was implemented at the end of the four months in which students used the mobile application. Both questionnaires included ten questions about the connection between the mobile application and learners' goal setting. The semi-structured interview (See Appendix C) had nine questions that dared to establish the relationship between the use of the application and goal setting. Finally, an observation protocol was used. It was adapted from an observation protocol created by Kahraman & Pipes (2018) and called Observation Protocol and Classroom Observation, designed to identify initial students' perceptions of the mobile application. The adapted format included marks of the time to provide a sequential order of the activities of the classes in which participants used the Cake app. Additionally, it described those activities, including reflective notes made by the observer that allowed general comments on the sections.

### **Data Analysis Procedures**

The data collected through the semi-structured interview, the two questionnaires, and observation protocol were coded and analyzed based on grounded theory (Corbin & Strauss, 2008) to identify the participants' perceptions on the process of setting short-and long-term goals when using the mobile application, Cake. Illustrative examples from the analyzed data presented in the Results section include the capital letter "P" for "Participants"; for example, "P3" for "Participant 3". The resulting categories were the following:



*Figure 1: Categories Emerged from the Data*

## Results

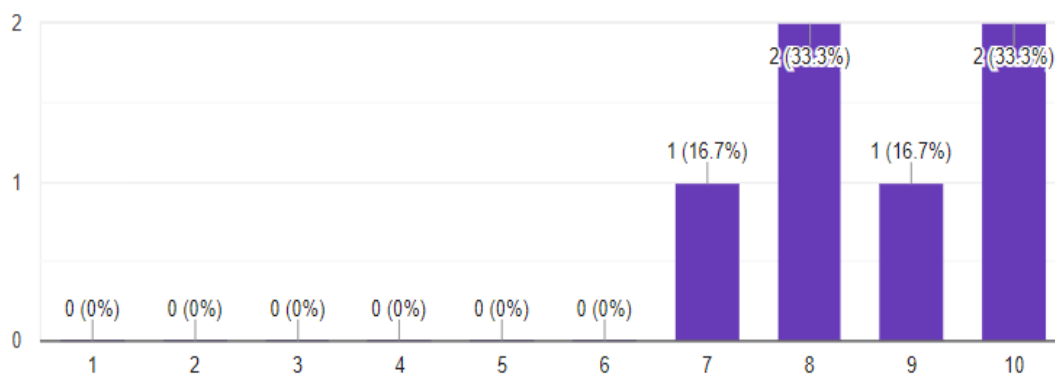
This section presents the findings acquired in the data analysis process to answer the three research questions of the present study. In this light, results concerning the students' perceptions while setting long and short-term goals, their ways to manage time for learning, and the main features of the application that helped them improve their English learning.

### **Question 1: What Were Students' Perceptions of their Short and Long Term-Goals While Using the Mobile Application Cake?**

Findings revealed that students considered that using the mobile application Cake contributed to the achievement of their long-term goals. Among those goals, they included the

improvement of their listening, grammar, speaking, and vocabulary. Furthermore, they stated that they set short-term goals when they practiced with the different activities included in the mobile application Cake.

Even though the six participants considered that the mobile app Cake contributed to the achievement of their long-term goals, they gave a different score where (7) was the lowest and (10) was the highest, as shown in Figure 1. Interestingly, all the participants considered that their long-term goals became meaningful when using the application Cake. For three (3) learners, the feeling of achieving those goals with the pass of time made that their effort was meaningful. The other three participants considered that the process was laborious, which took them to be focused, and sure that achieving their goals was near to happen.



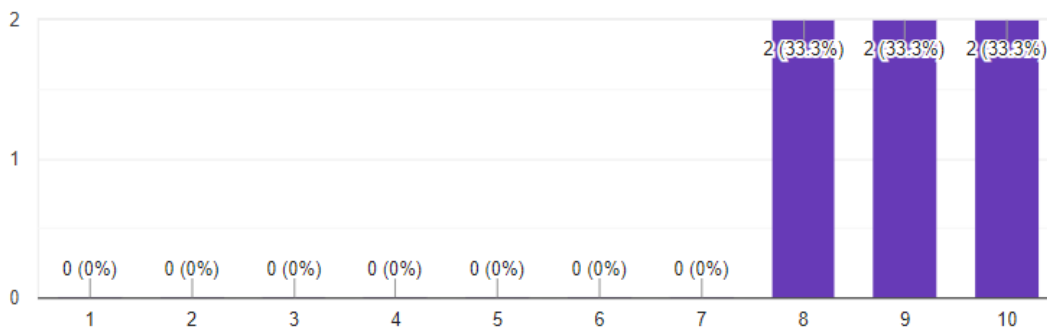
**Figure 1** Using Cake could help me in my long-term goals when learning English.

*Note: Lowest score, 10: Highest score. Data from Questionnaire 1.*

“When I practice with Cake I try to keep in mind where I want to be in a future, I want to understand native speakers when they talk. Sometimes it is difficult for me, but I need to practice, it is important for me” (Questionnaire 1, P2)

“I know that I must practice a lot and I have made a big effort to improve my English level. I need to be better each day, and practice whenever I can because my career demands it”  
(Questionnaire 1, P4)

The six participants expressed that using the app Cake helped them feel confident about the achievement of their learning long-term goals, as shown in Figure 2, where (8) was the lowest score and (10) the highest. Also, they considered that the goals that they set with the mobile application Cake were challenging but achievable. Three (3) of the participants stated that if they wanted to improve their English level, they needed confidence and a lot of “hard work” to do it. Finally, one student said that there was not a “magical” app, but she was sure that she would achieve their goals practicing with the mobile application Cake.



**Figure 2** *Using Cake makes me feel confident that I can meet the goals that I set when learning English. Note: 1: Lowest score, 10: Highest score. Data from Questionnaire 2.*

“Any app is magical, we need to put some effort in our sections and doing that we could see more progress. I am sure that I will improve my pronunciation with the time I am using Cake” (Questionnaire 1, P4)

“I challenge myself when I practice with Cake, there are some audios that increase their difficulty but I know that with the time I will improve” (Questionnaire 1, P3).

Data showed that the six participants set short-term goals when using Cake. Those short-term goals that the participants set in their practice section with the app were varied. Consequently, some students (2) established as an objective learning new vocabulary, while other students (4) students stated that they preferred practicing with audios or working on pronunciation. Some students (3) considered that when they set short-term goals with the Cake app, their long-term goals seemed possible to achieve, as they divided their tasks when they studied with mobile application Cake.

“I liked to divide my tasks into simple steps when I used Cake. The app has the option of dividing them into parts, so I practiced repeating those parts” (Interview, P5)

“I'll explain with an example: right now, I'm working on my listening skills. I mostly do it by listening podcasts in English. It can be kind of tricky sometimes, but I'm sure I can do it if I keep practicing part by part” (Questionnaire 1, P1)

The six (6) students considered that their short-term goals were challenging but achievable. When they explained why those goals were demanding, the answers were varied. Two (2) participants said that listening to the audio of the videos was not “easy” to understand



initially, which implied repeating until they felt familiar with them. Finally, two (2) students stated that the pronunciation tasks demanded them more attempts to succeed.

“The audios are difficult, I remember that the first day I was surprised but I have had in my head the idea of improving and I know that I can make it” (Questionnaire 2, P6)

“I find frustrating that I record my voice and I fail, with some tries I make it, I try to do this in my practice, I try to be very persistent” (Questionnaire 2, P4)

### **Question 2: What Were Students’ Perceptions of their Time Management while Using the mobile application Cake?**

Data showed that students perceived that they could organize and prioritize their time to practice with the mobile application Cake, even despite their lack of time. Additionally, students expressed that they could meet the time that they set to use the app initially. Finally, participants considered that the time that they dedicated to studying with the mobile application Cake was productive.

The six (6) participants considered that they organized their time to study with the mobile application Cake. Interestingly, 5 out of 6 students expressed that they had not enough time because of their work or studies at the university. For instance, two (2) students mentioned that they studied or did different personal tasks; also, they found the Cake app “difficult” to use the app at the beginning; however, they could organize their time to study at least eleven minutes per section. Similarly, three (3) students expressed sometimes they were on busy days; however, they learned to have a productive practice.

“I think for me was difficult when I started using the app to be organize. There were a lot of things to do during the day, but I could organize myself and study with the app”

(Interview, P4)

“When I have a lot of work, I try to have some minutes to practice, the idea is not to procrastinate, I don’t want that” (Interview, P5)

“It’s nice to finish my day practicing, I need to learn English and at nights I can use Cake” (Interview, P1)

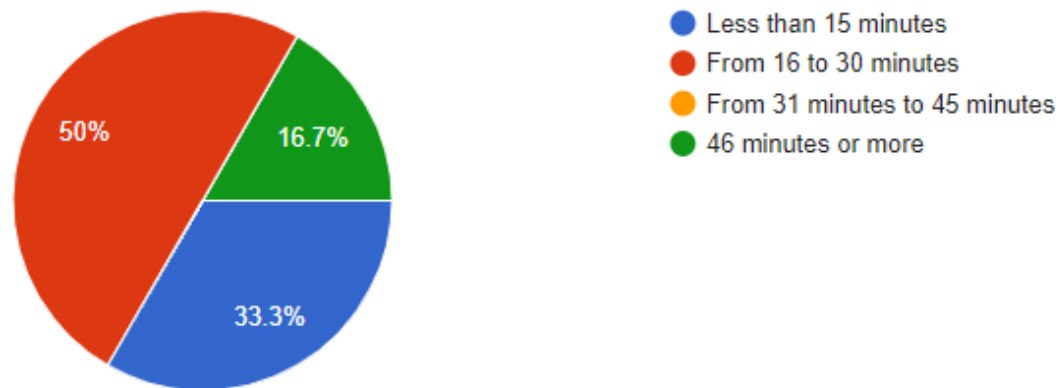
Furthermore, the six participants considered that they prioritized their responsibilities during the day to study with the mobile application cake. Consequently, four (4) participants made a checklist with the possible free time to use the application during the day, which encouraged them to prioritize their English learning goals. Two (2) participants expressed that when they used the mobile application Cake, their objectives were “clear” because it showed them the steps to follow and tracked their progress; in that way, they had daily priorities when practicing with the application.

“I say myself that remember to practice, I have a lot of things to do, and I get crazy sometimes, but English is my objective this year” (Questionnaire 2, P2)

“It’s up to me to do it or not, that is why I am worried sometimes because when I go to United States the next year, I need to understand what they say and I continue to study” (Questionnaire 2, P5)

Another important fact was that the six (6) students could meet the initial time they set to practice with the mobile application Cake as shown in Figure 3. Initially, three (3) students

answered that they would practice from 16 to 30 minutes, two students said that less than 15 minutes, and one student expressed that he would do it for more than 46 minutes. Those goals were a reality, as they reached their initial goal which might have evidenced their time management skills.



**Figure 3** *How much time did you study with Cake in your practice sections?*  
*Note: Data from Questionnaire 2.*

Finally, the six (6) students considered that their time to practice with the mobile application Cake was productive. They expressed that the time invested was worth it. For example, three students perceived that with the past of the days, they found it easier listening to American native speakers in the audios of the mobile application Cake, and three students considered that in each section, they learned new expressions and improved their pronunciation skills. Those aspects may have brought them closer to achieving their objectives.

“Yes, because I did it in the car sometimes and at home because of the pandemic. It was easy and productive for me because I used it for a while and noticed an improvement”

(Interview, P1)

“I am more familiar with the American, in some moments they speak fast and link words but practicing several times I start to get it more” (Interview, P2)

### **Question 3: What Were the Mobile Application Cake’s Characteristics that Students Perceived as Helpful in their Goal setting?**

Data showed *motivation and flexibility* as two crucial characteristics of the Cake app that might have helped students in their goal setting. The first important finding was that the participants found the mobile application motivating because it was funny, easy to use, challenging, and full of content. 3 out of 6 participants expressed that the mobile application Cake was fun, which might have contributed to reaching their long-term goals. Similarly, 2 out of 6 students mentioned that they felt motivated to use the app and meet their goals because the activities were entertaining and caught their attention.

“Cake is fun, easy to use. You don’t have to spend hours with it, if you study 10 minutes daily it will be more than okay to achieve your goals” (Interview, P1).

“When I used the app, I had fun because the videos were about short parts of movies and I watching them” (Interview, P3)

“I felt that the activities that I did with it called my attention, the videos were short, and I was focused which motivated me” (Interview, P5)

Additionally, some students 4 out of 6 considered that the app was easy to use; this facilitated the achievement of their learning goals. Therefore, they would recommend the app to someone that has a goal of learning English. However, some students 2 out of 6 considered that

the app might have been “difficult” to understand initially; something that changed when they used the app more days.

“I would recommend the app to someone that wants to learn English because is different to another apps. It has easy ways to practice my English” (Interview, P6)

“In the first I thought that the app was difficult, but after some days, I found it practical, and I was happy to work with it” (Structure Interview, P2)

Some participants 3 out of 6 found the content of the application was *challenging*. They considered that the challenges were opportunities to motivate themselves to pursue their goals because they found them enjoyable. 4 out of 6 students thought that the content of the mobile application was meaningful. 2 out of 6 students pointed out that the mobile application Cake was a complete application that offered them all the content needed to achieve their English learning goals. In other words, students’ perceptions suggested that they were motivated while using the mobile application Cake, and that factor was helpful when they were setting their learning goals.

“One part that I like of the app is that it has a lot of videos in different levels, it helps me to improve my listening” (Interview, P2)

“The app sometimes has difficult videos, but I love challenges because they motivate me to learn” (Interview, P4)

“There are a lot of activities, so when I want to change to another activity I practice with specific phrases, in that way I don’t get bored” (Interview, P5)

A second vital finding is that students thought that the Cake app made their time to study English flexible, allowing participants to achieve their learning goals. Some students (4 out of 6) believed that the mobile application offered them the *flexibility* to choose the place to study; it was a factor that could have helped them to reach their goals. The six (6) participants stated that they used the app in their house, work, on the bus, or in a car. Consequently, using the Cake app provided students with the option to learn everywhere.

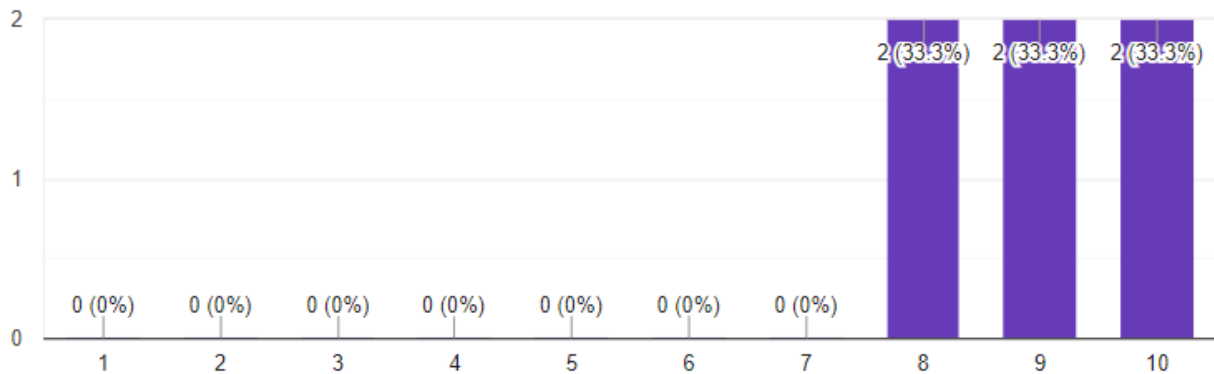
“I use the app in the bus, it takes me 40 minutes to go home. I try to take part of that time to study although sometimes I don’t use my phone in the bus because I am so tired”

(Observation protocols, P1)

“When I am working, I have some minutes free, and I use them to practice with Cake”

(Observation protocols, P6)

Furthermore, the six (6) students considered that the Cake app allowed them to be flexible with their time to study. As shown in Figure 4, the mobile application Cake provided students with the option to learn at any time. It was a clear advantage since the six (6) students had little time to practice since they studied or worked. Therefore, all of them studied with the app in different moments. 4 out of 6 students thought that using the app at night before going to bed was a good option, while 2 out of 6 studied with the app at different moments of the day to meet their goals.



**Figure 4** *Using Cake offers me flexibility in my goal setting*

*Note: 1: Lowest score, 10: highest score. Data from Questionnaire 2.*

“I use the app in different moments, sometimes I use it when I am in my breaks when I work, other days I use it when I go to my work because I can review with it” (Questionnaire 1, P2)

Sometimes I feel that I don’t have time because I study law however I have made a big effort to use the app at least for some minutes and it has helped me to improve” (Questionnaire 1, P4)

### **Limitations and Recommendations for Further Research**

The principal limitation of the present study was its small scale since only six students participated. Goal setting and technology are two topics of vital importance. Therefore, it is necessary to contemplate the changes that education has given in recent years, leading to the analysis and search for new strategies in learning and teaching English in big groups.

Consequently, more studies to connect technology and learning goals are needed.

Furthermore, the time in which the present study was carried out was short. Future research should include more time to analyze how goal setting and mobile learning are related. Accordingly, further studies designed longitudinally are needed to determine how the students' goal setting develops over time; in a context of language learning assisted by mobile technologies.

## **Conclusion**

This study was designed to investigate students' perceptions while they were setting their learning goals to learn English when using the mobile application Cake. Six (6) students of a B1 English course participated in the study. Based on the findings, we conclude that students' perceptions pointed out that using the mobile app helped them achieve their long-term goals, set short-term goals, and use time management skills. Additionally, students perceived the Cake app as motivating and flexible, which they considered helpful to their goal setting.

Students expressed that they set short-term goals which were challenging but achievable that could have brought them closer to reach their long-term goals. Students considered that they organized their time to study with the Cake app despite their lack of time due to their different responsibilities. Consequently, they expressed that planning their study sections with the Cake app encouraged them to be focused, allowing them to have clear learning goals.

Moreover, participants considered that the mobile application Cake might have contributed to achieve their learning goals due to the motivation and flexibility that this app gave them through funny and meaningful content, different activities such as listening, vocabulary, grammar, and pronunciation exercises.



Educators need to seek improvement in what it means to teach and learn English with the changes that have taken place in recent years. Research in topics that include different ways of learning through technology should be done. This study is the first step to investigate goal setting and the relationship that it might have with an English mobile application. Further research that includes more participants is needed. Moreover, additional research must be carried out in a longer time, which should enrich the findings.

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## Appendix A: Questionnaire 1

1. Do you study English with Cake in your free time?

If your previous answer was affirmative, please answer the following questions:

2. How much time did you plan to study with Cake initially?

- Less than 15 minutes
- From 16 to 30 minutes
- From 31 minutes to 45 minutes
- 46 minutes or more

3. How many times did you plan to study with Cake initially?

- Once a week
- Twice a week
- Three times per week
- Four times per week

4. Do you set learning goals that are challenging but achievable?

5. Do you consider that the time in which you study English with Cake is productive?

Explain your answer.

6. Do you set short-term goals when you study English with Cake?

If your previous answer was affirmative, please answer the following questions:

7. What are those short-term goals?

8. Are your short-term goals meaningful when you study English with Cake?

9. Do you set short-term goals that are challenging but that you can achieve? Explain

your answer.

10. How confident do you feel when achieving the short-term goals that you set when you study English with Cake?

## Appendix B: Questionnaire 2

The following questionnaire gathers information about your goal setting when studying English with the mobile application Cake.

I appreciate it if you answer the following questions. Your anonymity will be respected, and the answers that you give will be used only for research and educational purposes.

1. What was the initial learning long-term goal that you set at the beginning of the course?
2. How much time did you study with Cake in your practice sections?
  - Less than 15 minutes
  - From 16 to 30 minutes
  - From 31 minutes to 45 minutes
  - 46 minutes or more
3. How many times did you use Cake when studying English?
  - Once a week
  - Twice a week
  - Three times per week
  - Four or more than four times per week
4. Did Cake help you to achieve the initial learning goal that you set? Explain your answer.

Mark an option from 1 (lowest score) to 10 (highest score) in the following statements.

Explain your answer to each question.

5. Using Cake offers me flexibility in my goal setting
6. Using Cake helps me to make my goals meaningful when studying English
7. Using Cake could help me in my long-term goals when learning English
8. I set short-term goals in my English learning process when I use Cake
9. Using Cake makes me feel confident that I can meet the goals that I set when learning English
10. The goals that I have set using Cake are challenging but achievable



## **Appendix C: Semi-Structured Interview**

1. Do you have your short-and-long-term goals in mind every time you study English with Cake?
2. How do you manage your time when you use Cake?
3. How productive do you consider that using Cake is in the goals that you have set when learning English?
4. Did you like using Cake? Why?
5. Which characteristics of Cake do you consider as helpful for your goal setting?
6. Did you have difficulties with the goals that you set when using Cake?
7. Did Cake help you overcome the difficulties that you have learning English when you used Cake?
8. What do you think about setting short-term goals when learning English and using Cake?
9. Would you recommend Cake to someone that has a goal of learning English? Why?