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Smartphone video recording for English-speaking practice: Bridging technology acceptance and affective engagement in vocational education

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Abstract

This study examines engineering students' perceptions of smartphone video recording as a medium for English-speaking practice and its potential to alleviate speaking anxiety in Polytechnic ATI of Makassar as one of vocational higher educations. This quantitative study employed a structured close-ended questionnaire survey design involving 89 students from the Automation of Machinery Systems and Mineral Chemical Engineering programs at the Polytechnic ATI of Makassar. Data were analyzed through descriptive statistics, independent-sample t-tests, and correlation analyses. Findings revealed that students expressed highly positive perceptions of smartphone video recording in terms of usefulness, ease of use, and learning engagement. While no significant differences were found across gender and study programs, a significant positive correlation was observed between speaking anxiety and perceived benefits ($r = 0.239$, $p = 0.024$), indicating that students with higher anxiety levels perceived greater advantages from the tool. These results affirm the pedagogical and affective potential of smartphone video recording in fostering learner autonomy, fluency, and confidence. The study contributes to extending TAM and MALL applications within vocational English education, highlighting practical implications for technology-enhanced language instruction in digitally driven learning environments. Therefore, English language instructors in vocational higher education are recommended to integrate smartphone video recording into speaking activities as a complementary tool to provide repeated, self-paced practice and reduce affective barriers to English-speaking performance.

Keywords: Mobile-Assisted Language Learning (MALL); smartphone video recording; speaking anxiety; Technology Acceptance Model (TAM); vocational English education

INTRODUCTION

The rapid diffusion of mobile technologies has reshaped learning processes in higher education, particularly in foreign and second-language learning, where digital tools offer new avenues for practice, feedback, and assessment. Researchers have highlighted that mobile-assisted language learning (MALL) has the potential to enhance language proficiency by providing flexible, personalized, and context-driven learning experiences (Burstson, 2015; Traxler

& Kukulska-Hulme, 2015). Within this digital ecosystem, smartphone video recording is emerging as a powerful pedagogical strategy, enabling learners to record, review, and evaluate their oral performance in authentic contexts. This development is particularly important in vocational higher education, where students are increasingly expected to demonstrate effective English communication skills alongside their technical competencies. However, engineering students who learn English as a foreign language may have limited opportunities to practice speaking in authentic situations and may experience anxiety when performing orally in front of their peers or instructors (Charoenpornsook & Thumvichit, 2025). Smartphone video recording may address these challenges by creating a more flexible and less threatening environment in which learners can practice repeatedly, monitor their own performance, and gradually develop greater confidence in speaking English (Haimi & Adnan, 2025). Therefore, investigating students' perceptions of this technology and its relationship with speaking anxiety is important for determining whether smartphone-based video recording can serve as an effective and accessible pedagogical tool for supporting English-speaking development in vocational education.

Speaking competence remains one of the most challenging linguistic skills for English language learners, especially in EFL settings where authentic communicative exposure is limited. Despite formal instruction, many learners struggle to speak English fluently due to linguistic limitations, affective barriers, and insufficient practice opportunities (Roy, 2024). Mobile-supported strategies that extend practice beyond classroom boundaries have been suggested as a means to overcome these constraints, allowing for repeated speaking practice in a low-risk environment (Sutrisna, 2025).

Traditional classroom speaking exercises frequently induce significant anxiety, which can impede students' performance, willingness to engage in conversation, and enduring motivation (Liu & Jackson, 2008). Studies indicate that learners commonly experience concerns about being embarrassed, judged by others, and viewed negatively when delivering oral tasks in front of classmates (Horwitz, 2001). The use of technology-supported speaking tasks, especially those that involve asynchronous video recording, may help alleviate these feelings by enabling students to practice in a more private and self-directed setting (Nguyen, 2024).

Smartphone video recording has been reported to foster self-regulated learning behaviors, such as planning, monitoring, and self-assessment, which are vital for oral proficiency development (Rahmani, 2024). Students can practice repeatedly, monitor progress over time, and experiment with linguistic choices. These processes encourage autonomy, boost confidence, and increase willingness to communicate, all of which are essential for communicative competence (Benson, 2011).

Within the context of vocational higher education, English proficiency has become increasingly relevant as workplaces demand effective communication skills in multilingual environments. However, engineering students often show low motivation and high anxiety toward English due to their limited language background and a belief that English is irrelevant to their technical domains

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(Nurmasitah et al., 2024). Integrating practical, technology-supported speaking tasks may increase engagement and perceived relevance in vocational contexts (Wilang, 2025).

The Technology Acceptance Model (TAM) has been widely used to explain acceptance of educational technologies based on perceived usefulness and perceived ease of use (Davis, 1989). Prior studies applying TAM in mobile learning contexts found that students' perceptions significantly influence their intention to use and their actual learning outcomes (Raman & Don, 2013). In the context of smartphone video recording, users' acceptance of the technology may determine the extent to which they utilize it for improving their speaking skills (Phuong, 2024)

The increasing popularity of smartphone video tasks has led to empirical studies investigating learners' perceptions, attitudes, and affective responses. Findings suggest that students generally view video tasks as enjoyable, beneficial, and convenient, while also recognizing their effectiveness in reducing communication anxiety (Asma, 2021). Nonetheless, these impressions are not consistent, since learners' background factors may affect their adoption of video-based learning technologies (Navarrete et al., 2025).

Research has also examined how demographic factors, such as study program and gender, influence learners' attitudes toward technology-supported language learning. Certain studies have reported gender differences in areas such as self-assurance, willingness to communicate, and technology use (Hilao, 2017), whereas other research has found that such disparities become minimal when digital learning tools are systematically integrated (Campos & Scherer, 2024). Similarly, students from different disciplinary programs may demonstrate varying attitudes due to their academic cultures, technological experiences, and linguistic expectations (H. Wang & Guo, 2023).

Emerging research has identified a possible relationship between speaking anxiety and learners' perceptions of the benefits of smartphone-supported speaking activities. Çepni et al. (2022) found that learners who experience difficulties or anxiety when presenting in front of others tend to view asynchronous video-based tasks as more beneficial and less stressful. Such findings suggest that technology-mediated learning environments may function as compensatory spaces for anxious learners by reducing performance pressure and enabling greater participation. More recent evidence also demonstrates that digital communication activities can positively influence learners' affective experiences, engagement, and willingness to communicate. For instance, Han et al. (2024) examined digital communication activities among 80 intermediate Chinese EFL learners through a mixed-methods approach involving pretest-posttest measures and interviews. Their quantitative results revealed significant improvements in affective, cognitive, and behavioral engagement, as well as a substantial increase in willingness to communicate across speaking, writing, reading, and comprehension activities. Interviews with 20 participants further showed that digital communication activities provided learners with greater opportunities for participation and interaction. Collectively, previous research has established that technology-supported speaking and communication activities can enhance learners' engagement, reduce perceived communication

barriers, and strengthen their willingness to participate, particularly by providing more flexible and supportive learning environments.

However, several aspects remain insufficiently explored. Although research on Mobile-Assisted Language Learning (MALL) has expanded considerably, relatively little empirical attention has been given to vocational higher education, especially engineering contexts in which students may have limited opportunities and confidence to develop English-speaking skills. In addition, the relationship between students' speaking anxiety and their perceived benefits of smartphone-based speaking activities has not been sufficiently examined, and differences in these perceptions across demographic groups remain unclear. Addressing these gaps, the present study focuses on engineering students in a vocational higher education context and investigates their perceptions of smartphone video recording for English-speaking practice, examines whether these perceptions vary according to demographic characteristics, and explores the relationship between speaking anxiety and perceived benefits. By connecting learners' affective experiences with their perceptions of mobile technology, this study extends existing MALL research and provides evidence that may inform the development of more learner-centered, supportive, and technology-enhanced speaking activities in vocational and engineering education.

In line with the purpose of the study, which is to investigate engineering students' perceptions of smartphone video recording as a tool for English-speaking practice and its potential to support speaking development in vocational higher education, the main objective is to examine students' perceptions, determine whether these perceptions differ according to study program and gender, and explore the relationship between speaking anxiety and the perceived benefits of smartphone video recording. Accordingly, the following research questions were formulated: (1) What are the perceptions of engineering students in vocational higher education toward the use of smartphone video recording as a tool for English-speaking practice? (2) Are there significant differences in students' perceptions based on study program and gender? and (3) Is there a significant relationship between students' speaking anxiety and their perceived benefits of using smartphone video recording for English-speaking practice? It is anticipated that this study will make several useful contributions, including providing insights into the acceptance and perceived benefits of smartphone video recording among engineering students in vocational higher education and informing policymakers and English language instructors about the integration of smartphone-assisted learning approaches into English language education.

METHOD

This research applied quantitative survey research to find out how engineering students perceive the use of smartphone video recording as a tool for practicing their speaking skills and reducing their anxiety levels. According to Aliaga and Gunderson (2002), quantitative research methods involve the collection of numerical data and subsequent analysis using mathematical techniques,

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namely statistics, to explain a problem or phenomenon. Similarly, Creswell (2009) states that the procedures of gathering, evaluating, interpreting, and summarizing research findings are all part of quantitative approaches. The ability to extrapolate results to larger populations is one of the primary advantages of employing quantitative approaches. Using representative samples and statistical techniques, researchers can draw inferences about broader populations from a subset of data (Kothari, 2004). Furthermore, large-scale research initiatives can benefit greatly from the automation and scalability of quantitative approaches. Researchers can now easily collect, manage, and analyze massive amounts of quantitative data because of advancements in data analytics and technology (Kumar, 2014). Automated data collection methods, such as online surveys and sensor-based devices, streamline research processes and reduce the time and resources required for data collection. Additionally, by employing quantitative approaches, researchers may examine more variables or larger populations simultaneously, improving their thoroughness and precision when tackling complex research topics (Mohammad-Zyoud et al., 2024).

Research Design

The study employed a structured close-ended questionnaire to investigate engineering students' perceptions of using smartphone video recording for English-speaking practice and its impact on reducing speaking anxiety. Close-ended questions, also known as dichotomous, multiple-choice, or forced-choice items, are structured with predetermined and discrete response options. These responses may be either scaled or unscaled and can be designed to allow a single answer or multiple selections, depending on the research objective (Sanchez, 2023).

The instrument consisted of four sections: (1) demographic information (2 items), (2) speaking anxiety in public contexts (1 item), (3) perceived benefits and ease of using smartphone video recording for speaking practice (7 items), and (4) students' recommendations for integrating smartphone video recording into English courses (3 items). Each item was rated on a four-point Likert scale ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). This scale was selected to encourage clear evaluative responses and avoid neutral tendencies. Likert scales are perhaps the most often used format for attitude scales when gauging public opinion on any given topic (Robinson, 2014).

Research Site and Participants

The participants of this study were engineering students from the Polytechnic ATI of Makassar, enrolled in the Automation of Machinery Systems and Mineral Chemical Engineering programs. Polytechnic ATI of Makassar is one of the vocational higher educations under the Ministry of Industry of the Republic of Indonesia. A total of eighty-nine students were invited to participate, of whom forty-one were male and forty-eight were female.

Data Collection Techniques

Data were only collected through online questionnaires. The growing use of internet-based technologies for data collection such as online platforms and email offers a relatively low-cost alternative for conducting surveys. These

modern methods enable researchers to gather large volumes of data from participants within a short period. Moreover, they appear to be practical and effective for collecting information on sensitive topics or from populations that are typically difficult to access (Regmi et al., 2017). The questionnaires were uploaded via Google Form and shared with the students' WhatsApp group. Participants received comprehensive instructions on how to accurately fill out the questionnaire.

Data Analysis

Data collected through Google Forms were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics including means, standard deviations, frequencies, and percentages were used to summarize respondents' demographic characteristics and overall perceptions of smartphone video recording. An independent-sample t-test was performed to examine potential differences between groups based on study program and gender in their perceptions of smartphone video recording. To explore the relationship between affective and cognitive dimensions, correlation analyses using Pearson and Spearman coefficients were performed.

RESULTS AND DISCUSSION

Result

RQ1: The perceptions of engineering students in vocational higher education toward the use of smartphone video recording as a tool for English-speaking practice

A total of 89 engineering students participated in the study, consisting of 41 males (46.1%) and 48 females (53.9%) from the Mineral Chemical Engineering (TKM) and Automation of Machinery Systems (OSP) programs, as shown in Table 1.

Table 1. Demographic Data of Participants

		N	Percentages
Gender	Male	41	46,1%
	Female	48	53,9%
Study Programs	Mineral Chemical Engineering	63	70,8%
	Automation of Machinery System	26	29,2%

The descriptive results of the main constructs speaking anxiety, perceived benefits, and recommendation toward the use of smartphone video recording are summarized in Table 2 and 3.

Table 2. Frequency Distribution of Speaking Anxiety Item

Response Category	Frequency	Percentage (%)
Strongly Disagree	2	2.2
Disagree	17	19.1
Agree	59	66.3
Strongly Agree	11	12.4

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Most respondents reported moderate to high levels of speaking anxiety when asked to speak English in front of their classmates. Specifically, 66.3% agreed and 12.4% strongly agreed with the statement “I often feel nervous when speaking English in front of the class,” while only 21.3% disagreed or strongly disagreed.

Table 3. Descriptive Statistics of Main Constructs (N = 89)

Variable	Mean	SD	Median	Min	Max	Cronbach's α
Speaking Anxiety	2.89	0.63	3.00	1	4	-
Perceived Benefit/Ease of Use	3.26	0.37	3.14	2.71	4.00	0.865
Recommendation/Interest	3.22	0.46	3.00	1.67	4.00	0.885

Despite this, the mean score for Perceived Benefit ($M = 3.26$) suggests that students generally viewed smartphone video recording as an effective and helpful tool for practicing English. The Recommendation/Interest score ($M = 3.22$) also indicates strong endorsement of integrating this method into English courses.

RQ2: Students' Perceptions of the Benefits of Smartphone Video Recording Based on Study Program and Gender

An independent-sample t-test was conducted to examine whether students' perceptions of the benefits of smartphone video recording differed by study program.

Table 4. Independent-sample t-test by study program

Group	N	Mean	SD	t	p
Mineral Chemical Engineering (TKM)	63	3.30	0.37	1.72	0.091
Automation of Machinery Systems (OSP)	26	3.16	0.38	-	-

As shown in Table 4, students from Mineral Chemical Engineering (TKM) reported a slightly higher mean perceived benefit ($M = 3.30$) compared to students from Automation of Machinery Systems (OSP) ($M = 3.16$). However, this difference was not statistically significant ($t(87) = 1.72$, $p = 0.091$, two-tailed), suggesting that both groups shared similar perceptions toward the integration of smartphone video in speaking practice.

Table 5. Independent-sample t-test by gender

Gender	N	Mean	SD	t	p
Male	41	3.20	0.37	-1.54	0.126
Female	48	3.32	0.38	-	-

Additionally, a separate independent-sample t-test was performed to examine gender differences in perceived benefits. As presented in Table 5, female students ($M = 3.32$, $SD = 0.38$) reported slightly higher perceptions than male students ($M = 3.20$, $SD = 0.37$); however, this difference was not statistically significant, $t(87) = -1.54$, $p = 0.126$, indicating comparable attitudes across gender groups.

RQ3: Correlation Analysis between Students' Speaking Anxiety and their Perceived Benefits of using Smartphone Video Recording for English-Speaking Practice

To explore the relationship between speaking anxiety and perceived benefits, both Pearson and Spearman correlation coefficients were calculated. As summarized in Table 6, the results indicate a weak but significant positive correlation between speaking anxiety and perceived benefit (Pearson $r = 0.239$, $p = 0.024$; Spearman $\rho = 0.234$, $p = 0.027$).

This finding suggests that students who experience higher speaking anxiety tend to perceive greater benefits from using smartphone video recording as a learning tool possibly because it provides a less stressful and more self-paced environment for practicing English.

Table 6. Correlation between speaking anxiety and perceived benefit

Variables	Pearson r	p	Spearman ρ	p
Anxiety $\times$ Benefit	0.239	0.024	0.234	0.027

Note: $p < 0.05$ indicates statistical significance.

The overall findings demonstrate that engineering students in vocational higher education generally hold positive perceptions toward the application of smartphone video recording for speaking practice. While no significant differences were found across study programs or gender, the significant positive correlation between anxiety and perceived benefit implies that the tool may be particularly valuable for students who experience public-speaking anxiety. The high reliability coefficients and strong mean scores collectively support the potential of smartphone video recording as an effective and engaging method for English speaking instruction in vocational contexts.

DISCUSSION

The findings of this study provide important insights into how engineering students in vocational higher education perceive the use of smartphone video recording for English-speaking practice. The overall results indicate strong acceptance and positive attitudes toward this mobile-based learning tool, confirming previous reports that technology-enhanced language learning fosters autonomy, engagement, and confidence in speaking (Gromik, 2015; Kaceti & Klímová, 2019; Lai et al., 2022).

In line with the Technology Acceptance Model (TAM) (Davis, 1989), students' positive perceptions can be explained through two key factors: *perceived usefulness* (PU) and *perceived ease of use* (PEOU). The high mean score for *Perceived Benefit/Ease of Use* ($M = 3.26$, $\alpha = 0.865$) shows that students considered smartphone video recording useful and easy to use for English-speaking practice. This finding is consistent with previous TAM research showing that perceived usefulness and ease of use influence learners' acceptance of educational technologies (Denovan & Marsasi, 2025; Hayadi & Hariguna, 2025; X. Wang et al., 2022). However, this study extends previous TAM research by focusing specifically on smartphone video recording for English-speaking practice, rather than on general mobile applications or

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learning platforms. It also applies TAM to engineering students in vocational higher education, a context that has received less attention in technology acceptance and EFL research.

Another important contribution is the connection between technology acceptance and speaking anxiety. The significant positive correlation between speaking anxiety and perceived benefits ($r = 0.239$, $p = 0.024$) suggests that students with higher levels of speaking anxiety tended to perceive greater benefits from smartphone video recording. This finding indicates that the usefulness of the technology may be related not only to its convenience but also to its ability to provide a more comfortable environment for speaking practice. Students can record, review, and repeat their speaking performances without the immediate pressure of speaking in front of others (qizi Nizomova & qizi Sulaymonova, 2026). Therefore, this study extends the application of TAM by showing how perceived usefulness of a simple mobile technology can be linked to an affective factor in language learning. The combination of TAM, MALL, smartphone video recording, and speaking anxiety provides a more specific understanding of technology acceptance among engineering students and highlights the potential of smartphone video recording as both a learning tool and support for speaking development.

From the Mobile-Assisted Language Learning (MALL) perspective, mobile devices extend language learning beyond the classroom by promoting autonomy and authentic communication opportunities (Alisoy & Sadiqzade, 2024; Sutrisna, 2025). The significant positive correlation between speaking anxiety and perceived benefit ($r = 0.239$, $p = 0.024$) suggests that students who feel more anxious about speaking in front of others may find smartphone-based practice more helpful. This finding is consistent with studies showing that mobile learning tools can reduce foreign language anxiety by providing private, repeatable, and self-paced practice (Chen, 2024; Machmud & Abdulah, 2017). Similarly, Handikaningtyas (2025) found that asynchronous smartphone recording tasks reduced students' anxiety and improved oral fluency, suggesting that technology can provide emotional support in language learning. Although the correlation is statistically significant, its effect size is relatively weak. However, it still has practical value because students with higher speaking anxiety may benefit from using smartphone recording as a low-pressure way to practice, repeat, and review their speaking before performing in front of others. Therefore, instructors can use smartphone video recording as a preparatory activity to help students gradually develop their confidence and speaking skills, particularly in vocational education contexts.

Moreover, new studies emphasize the benefits of smartphone-video tasks in enhancing fluency and expressive competence. For instance, Ouyang (2024) revealed that learners demonstrated significant progress in their speech rate and lexical variety following participation in video-integrated learning tasks. Likewise, research in Indonesia reported that the role of structured video tasks in enabling EFL learners to rehearse and refine their speaking skills. Through consistent weekly self-recordings, students developed greater fluency, expanded their lexical repertoire, and demonstrated enhanced confidence in oral language production (Menggo et al., 2022). These findings corroborate the present results,

where students viewed smartphone video recording as a safe yet productive platform for language expression.

The consistent perceptions across programs and gender indicate that smartphone video recording can be implemented broadly across vocational disciplines. This supports blended-learning and mobile-learning models that align with digital pedagogies in technical education (Haleem et al., 2022). Integrating smartphone video tasks into speaking courses can provide a learner-centered and autonomous learning environment, allowing students to record, review, and reflect on their performance. Such activities encourage self-assessment, self-efficacy, and reflective awareness, which are essential for sustained language development (Raharjo et al., 2024; Xuhong et al., 2025).

Recent empirical evidence has reaffirmed that when learners perceive a digital learning tool as useful, accessible, and enjoyable; their intention to use the technology tends to increase, consistent with the extended *Technology Acceptance Model* (TAM) in mobile and vocational education contexts. Large-scale quantitative studies on mobile learning platforms have shown that system quality, accessibility, and user experience can predict learners' intention to continue using technology (Hayadi & Hariguna, 2025). Similarly, studies of mobile technology in vocational education have found that infrastructure availability, instructor support, and perceived usefulness are associated with students' willingness to use technology (Safitri et al., 2024). However, the present study did not directly measure students' behavioral intention or continuance intention to use smartphone video recording. Rather, it focused on students' perceptions of its usefulness, ease of use, benefits, and interest in using the tool for English-speaking practice. Therefore, the present findings can be interpreted as providing evidence of positive user perceptions that may support technology acceptance, while claims about students' future intention to continue using smartphone video recording should be examined in future studies.

Theoretically, this study integrates TAM and MALL frameworks to explain how perceptions of usefulness, ease, and affective comfort interact in shaping learners' technology acceptance. The evidence that anxiety correlates positively with perceived benefit adds a novel dimension: affective need may reinforce technology adoption, an area under-explored in previous TAM-based language studies. Practically, the results extend the application of mobile-assisted learning to engineering-vocational contexts, demonstrating that even students whose primary focus is technical rather than linguistic appreciate technology-mediated language learning. This finding underscores the inclusivity and scalability of MALL approaches across diverse academic and professional domains.

Despite the encouraging outcomes, this study is limited by its sample size and single-institution design. Future research should involve multiple vocational colleges across different regions to enhance external validity. Mixed-method approaches, including interviews or reflective journals, could provide deeper understanding of how learners internalize confidence and autonomy through mobile practice

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CONCLUSION

This study examined engineering students' perceptions of using smartphone video recording as a tool for English-speaking practice within a vocational higher education context. The findings revealed an overall positive response toward the integration of this mobile-assisted approach. Students demonstrated strong agreement on the perceived usefulness and ease of use of smartphone video recording, confirming the applicability of the Technology Acceptance Model (TAM) and Mobile-Assisted Language Learning (MALL) frameworks in explaining learners' acceptance and engagement.

Quantitative analyses indicated that while no significant differences were observed across study programs or gender, there was a significant positive correlation between speaking anxiety and perceived benefit ($r = 0.239$, $p = 0.024$). This suggests that learners who experience higher speaking anxiety may find smartphone-based video recording particularly beneficial because it provides a less stressful, self-paced, and autonomous environment for speaking practice. The high reliability of the benefit and recommendation scales ($\alpha > 0.86$) further supports the robustness of the instrument and the consistency of students' perceptions. Importantly, the findings offer a new insight by showing that the value of smartphone video recording may be particularly relevant for learners who feel anxious about speaking English. Thus, the contribution of the study extends beyond demonstrating students' acceptance of a digital learning tool; it highlights how technology acceptance may be connected with learners' affective experiences during speaking practice.

From a contribution perspective, this study expands the application of TAM and MALL in vocational English language education by examining the relationship between technology acceptance and speaking anxiety among engineering students. The findings suggest that, beyond perceived usefulness and ease of use, emotional comfort and anxiety reduction are important in understanding students' responses to mobile-assisted speaking activities. Practically, smartphone video recording can provide an accessible and supportive environment for repeated speaking practice, self-assessment, reflection, learner autonomy, and confidence development, particularly for engineering students who may have limited opportunities to use English outside the classroom. Therefore, instructors in vocational education are encouraged to integrate smartphone-based speaking tasks as complementary activities that not only support oral proficiency but also help reduce affective barriers to English speaking.

Nevertheless, several limitations should be acknowledged. The sample was restricted to one institution, and data relied solely on self-reported perceptions. Future studies could include longitudinal or experimental designs to evaluate actual improvement in speaking performance, or qualitative approaches to capture deeper insights into learners' emotional and motivational experiences. Expanding the model to include constructs such as perceived enjoyment, social influence, and intention to continue using technology could further refine our understanding of mobile learning acceptance in vocational settings.

In conclusion, this study affirms that smartphone video recording is not merely a technological convenience but a pedagogically meaningful and psychologically supportive innovation in English-speaking instruction. By bridging the gap between technology acceptance and affective engagement, it offers practical implications for educators and policymakers seeking to modernize vocational English teaching in Indonesia.

AUTHOR STATEMENTS

Sri Diana conducted the data collection and analysis, prepared the findings and discussion sections, formatted the manuscript in line with the journal guidelines, and meticulously proofread all manuscript drafts. **Rampeng and Dewi Nopitasari** assisted in data analysis, co-authored the findings section, and contributed to ensuring the accuracy and reliability of the data and resulting conclusions.

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