Journal of Creative Practices in Language Learning and Teaching (CPLT)
Volume 13, Number 1, 2025

# A Pilot Study on User Experience Using PRISM Mobile Learning App for Oral Presentation Skills

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Received: 15 January 2025
Accepted: 4 March 2025
Published: 25 May 2025

**CITE THIS ARTICLE:**

Mohd Yusof, F. H., Anuar, N., Satimin, O., Azhari, M. A., & Khairuddin, Z. (2025). A pilot study on user experience using PRISM mobile learning app for oral presentation skills. *Journal of Creative Practices in Language Learning and Teaching*, *13*(1), 170-185. 10.24191/cplt.v13i1.4634

## ABSTRACT

Oral presentation is an important skill for learners in navigating the current complex workplace climate. This study examines the user's experiences in terms of practicality, content relevance, and overall usability using the PRISM application. Data were collected in three phases (a) application development process, (b) PRISM application testing and (c) PRISM user feedback. A sequential mixed-methods approach was employed in this study using questionnaires comprising both close- and open-ended questions, with quantitative data analysed using a five-point Likert scale and qualitative data coded thematically. Findings revealed generally positive perceptions of the PRISM's app functionality and content. Participants also offered constructive feedback for future enhancements. The results indicate that PRISM has potential as an effective learning tool for both higher education students and working professionals. Moreover, its integration into learning environments may contribute to fostering a culture of lifelong learning.

**Keywords:** Workplace learning, PRISM application, user experience, learning application evaluation, mobile application

## INTRODUCTION

Oral presentation is a vital skill that learners must develop as it plays a key role in both academic and professional success (Baker & Baker, 2023; Vuković et al., 2022; Živković, 2014). Possessing effective oral presentation skills can increase learners' confidence, improve communication, and enhance employability which reinforces oral presentation as a global employability skill in the 21st century workplace (Tushar & Sooraksa, 2023). Liu et al. (2021) outlined essential sub-skills for successful presentations that learners should develop to ensure that they have better oral presentation skills and those skills include dealing with difficulties, negotiating meaning, and enhancing audience awareness. These expectations suggest that educators must align their teaching with real-word industry demands to ensure learners are well-prepared.

Nonetheless, many learners experience difficulties during presentations, whether in physical classrooms or virtual settings (Gusviyani et al., 2022). These challenges include limited audience engagement, ineffective nonverbal communication, lack of confidence level and lack of technical skills (Apridayani et al., 2024). This indicates the importance of identifying and addressing learners' strengths and areas for improvement collaboratively. Tsang (2020) observed that learners are often unaware of the full range of presentation skills they need to master which reveals a disconnection between classroom learning and workplace realities. This calls for educators to introduce activities and practices from real life situations to help learners gain relevant presentation experiences.

In response to these challenges, technology offers new possibilities for enhancing oral presentation learning. Digital tools can provide learners with interactive, low-stakes environments to rehearse, reflect, and receive feedback. In particular, mobile learning solutions can help bridge the gap between classroom limitations and real-world demands by offering greater flexibility and engagement. Madhavi et al. (2023) discovered that learners who learn English using technology such as Facebook, Instagram, Netflix and WhatsApp performed better and enhanced their speaking

abilities in terms of vocabulary, expressions, fluency, pronunciation and grammar. This means that the technological tools used alleviate the fear, shyness and nervousness among the students. Nguyen and Pham (2022) mentioned that learners express excitement when the educators integrate technology during lessons through visual, auditory, and interactive elements. In contrast, Nurhayati et al. (2023) observed that learners perceived the traditional method as boring, monotonous and teacher-centred. Collectively, these studies have cemented that technology is a ubiquitous component in learning.

A promising technology that can be used in improving learners' oral presentation skills is mobile applications (MApps). Utilising MApps in lessons could provide new educational experiences to learners especially those from rural areas (Rachman et al., 2022). MApps can provide structured practice and interactive features which are essential elements for improving oral presentation skills. Moreover, MApps could guide educators to tailor their lessons to learners' needs (Raj & Baisel, 2022). This could help both educators and learners to achieve the learning outcomes (Firda & Khairat, 2023). Other than that, using mobile technology or application could lead to flexibility of completing the work and this motivates learners to be more autonomous in finishing the tasks given (Viete & Erdsiek, 2020).

Recognising the potential of MApps, the current research introduces PRISM, a mobile application specifically designed to enhance learners' oral presentation skills. The focus of PRISM is to prepare and equip learners with key oral presentation skills such as preparing effective visual aids, using non-verbal communication and mastering engaging story-telling techniques. PRISM is especially relevant for learners undergoing their internship where presentation tasks are often required. As the demands at the workplace grow more complex, learners must develop greater autonomy and readiness to engage in oral presentations readily and effectively without relying on instructor support.

Therefore, the current study aims to examine learners' and industry professionals' experience with the PRISM application, focusing specifically on its practicality, content relevance, and overall usability. Through this evaluation, this study seeks to contribute to the growing literature on mobile-assisted language learning (MALL) and offer new empirical insights on the alignment between learners and key industry players on the use of mobile applications in enhancing oral presentation skills.

## THEORETICAL FRAMEWORK

This study is grounded in Vygotsky's (1978) sociocultural theory, in particular the concepts Zone of Proximal Development (ZPD) and scaffolding. The ZPD emphasises the learners' potential for growth when supported by structured guidance. This allows individuals to progress beyond their current capabilities through effective assistance (Alkhudiry, 2022). This framework helps identify the gap between what learners can achieve independently and what they can achieve with guidance. Thus, the framework is particularly relevant in the development of communication-based competencies, such as oral presentation skills which require structured guidance and feedback to be effectively cultivated.

The relevance of ZPD has extended beyond traditional classroom learning and now informs the design of mobile learning applications. In this study, the application of ZPD within the PRISM mobile learning environment is conceptualised in three key dimensions. Firstly, it facilitates personalised learning by allowing instructional strategies to be tailored to each learner's needs. Wei (2024) suggests that educators can systematically employ the ZPD to bridge the gap between a learner's existing capabilities and their potential, which leads to an individualised learning experience. Secondly, the app integrates features that promote feedback and reflection in real-time can significantly improve motivation and retention skills. As Nicol and Macfarlane-Dick (2006) and Williams (2024) assert, effective formative feedback not only supports self-regulated learning but also encourages learners to take ownership of their progress. In the context of mobile learning, real-time feedback mechanism allows learners to immediately understand their performance and make necessary adjustments. Thirdly, PRISM fosters critical thinking skills by encouraging learners to engage with progressively complex tasks. As learners navigate challenges in PRISM, they develop problem-solving abilities and cognitive skills essential for mastering oral presentation techniques. Wass and Golding (2014) and Zeitlhofer et al. (2024) illustrate task complexity encourages learners to engage critically with content, which is in line with the essence of ZPD, thus enhancing their understanding and execution of skills. Therefore, PRISM incorporates tasks that gradually increase in complexity to foster critical thinking and adaptability in learners' oral presentation skills with guidance by the educators.

Central to the effective application of the ZPD is the concept of scaffolding which serves as the mechanism through which support is delivered to learners as they progress within their zone of potential development. Scaffolding, as described by Suwastini et al. (2021), refers to temporary support provided by teachers, instructors, peers and educational tools to help learners achieve specific learning objectives. These supports are not permanent and vary depending on learners' needs (Dominguez & Svihla, 2023) at different stages of the learning process. Thus, as learners acquire new knowledge and skills, they require different levels of support as they become more confident and capable of learning independently. According to Reiser (2002), common scaffolding strategies include breaking tasks into manageable steps, providing prompts or cues, guiding questions, and giving timely feedback. These methods help maintain learners' engagement while minimising frustration and cognitive overload. Therefore, a good scaffolding technique is providing support at the right time that is suited to learners' needs and this approach should be taken into consideration when developing lessons through mobile applications.

In the context of learning oral presentation skills through a digital platform, PRISM application acts as a scaffold by integrating features such as interactive tutorials, video examples, structured activities, peer reviews and adaptive feedback. These features not only help learners in completing the tasks but also help in understanding the reasons behind the tasks (Alemdag & Yildirim, 2022), while maintaining their motivation and satisfaction. By embedding these principles into the design of the PRISM mobile application, the study examines how technology-enhanced scaffolding can provide meaningful learning experiences. In line with this broad objective, the research aims to examine learners' and industry professionals' experiences with PRISM by focusing on its practicality, content relevance, and overall usability in supporting oral presentation skills development.

## METHODOLOGY

The methodology employed in this study consisted of three distinct phases designed to develop, test, and refine the PRISM mobile learning application. Phase 1 focused on the development of the app using the ASSURE instructional design model to ensure effective integration of technology into learning. Phase 2 involved testing the app with selected learners to evaluate its functionality and user experience. Phase 3 gathered feedback from learners and industry professionals using a mixed-methods approach to assess the app's relevance and identify areas for improvement. Each phase was crucial in ensuring that the PRISM application meets the needs of its users.

### Phase 1 - Application Development Process

This phase involves selecting an instructional design model to guide the process of developing the PRISM mobile app. Thus, this study selected the ASSURE model. ASSURE is an instructional design model that has the goal of producing more effective teaching and learning that integrates technology (Bajracharya, 2019). It involves the steps of 1) Analyse learners, 2) State objectives, 3) Select, modify and design materials, 4) Utilise materials, 5) Require learners' response, and 6) Evaluation. For this study, each step was carefully conducted. The details of the steps are described in Figure 1.

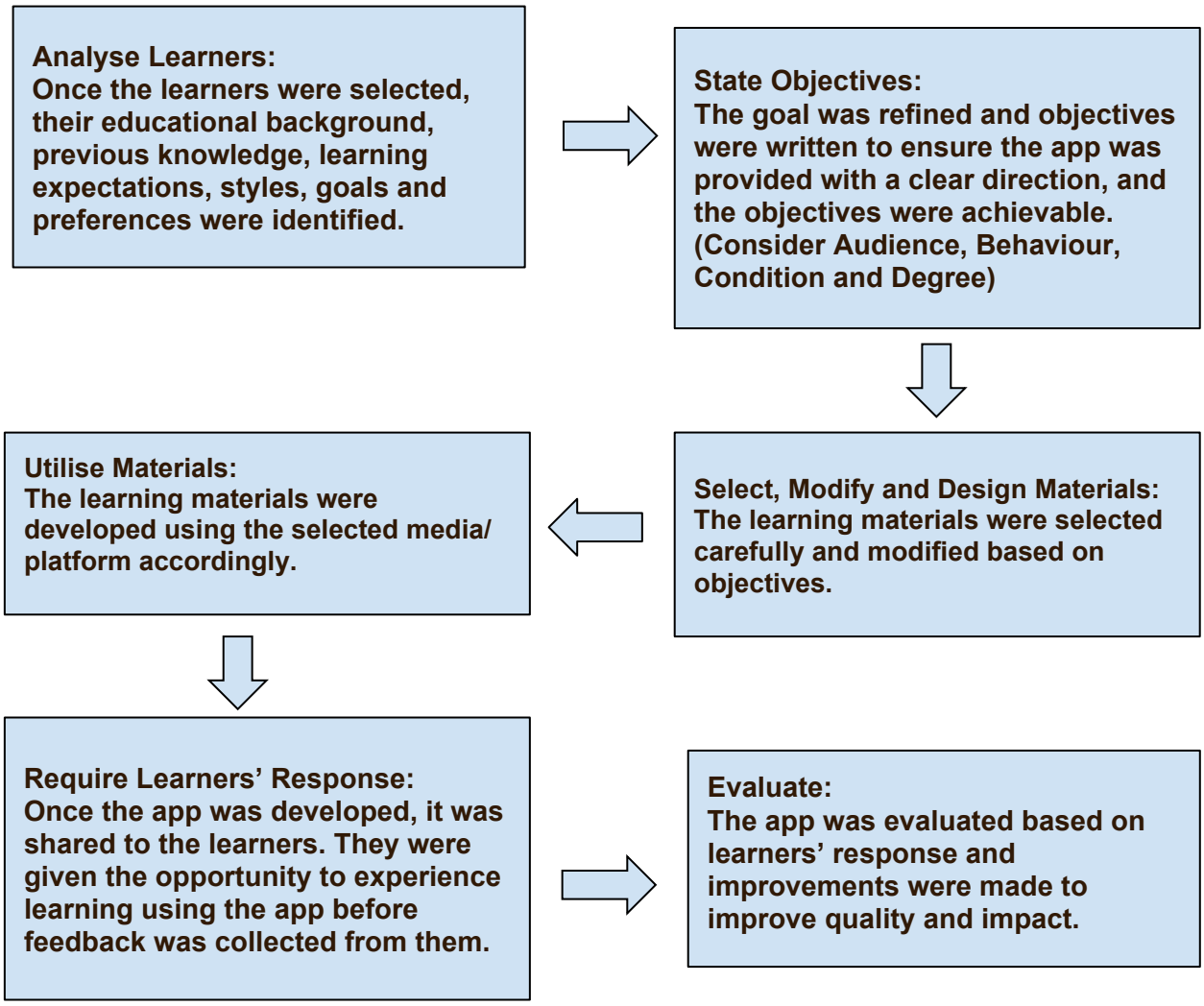


**Figure 1.** Development Process Using ASSURE Model

Once the learners were selected, they were analysed based on educational background, previous knowledge, learning expectations, styles goals and preference (Zaipul Bahari & Saleh, 2024). Learning objectives were also written out for clearer directions. For the development of the app, suitable learning materials were carefully selected. The materials used for this app were adapted based on an oral presentation course curriculum and emphasised competency in content, audience engagement, and verbal and non-verbal communication. The content of the application consisted of five modules namely Module 1: Unleashing the Power of Storytelling in Presentations, Module 2: Decoding the Blueprint of Powerful Workplace Presentations, Module 3: Elevating Presentations with Impactful Visual Aids, Module 4: Establishing Your Credibility in Presentation and Module 5: Mastering Body Language.

Unity, a development platform widely used for mobile applications, video games, animations and augmented reality, was chosen for its ability to deliver interactive and engaging mobile experiences. The development phase included planning the flow of the app, starting with the welcome page (Figure 2) and leading to a main menu (Figure 3) that allows learners to navigate between modules. Each module features videos with playback controls (rewind, fast forward, play, pause, stop) and scrollable slides for ease of content access. Multiple navigation buttons were integrated for user convenience. Once completed, the app was published in .apk format for Android devices.


**Figure 2.** PRISM Interface

## Phase 2 - PRISM Application Testing

In the second phase, the PRISM mobile application was tested by nine learners to evaluate its functionality, user experience and content relevance. Participants were provided with a download link along with step-by-step instructions to ensure smooth installation. Support was offered to address issues such as installation errors. The participants were given one week to explore the app, including its five learning modules. During this period, they were encouraged to actively engage with the content, using the app to plan and practice oral presentations. The user experience from this phase was critical for the next phase which is analysing user feedback.

## Phase 3 - PRISM User Feedback

This study employed a sequential mixed-methods approach to elicit feedback from learners and industry professionals. Firstly, a survey with a 5-point Likert scale was disseminated to nine learners (one male and eight female participants) who were undergoing industrial training and

expected to apply professional presentation skills during their internship. The survey included 15 close-ended items and one open-ended question to gather suggestions for improvement. Subsequently, feedback was collected from three industry professionals (one male and two females) representing aviation, education, and agriculture sectors. They completed a separate survey with seven close-ended items and one open-ended question. Both learners' and industry professionals' feedback were collected and recorded via Google Forms. Quantitative data from the closed-ended items in the survey were analysed descriptively, while qualitative responses from open-ended questions were thematically analysed.

Therefore, the three-phase methodology ensured a systematic approach to the development and evaluation of the PRISM mobile learning application. By combining instructional design, rigorous testing, and stakeholder feedback, the study aimed to ensure positive user experience and enhance learners' presentations skills.

## RESULTS

This section presents the findings of the study, which aimed to evaluate learners' and industry professionals' experience of the PRISM application. The analysis focuses on three main constructs for learners: (1) practicality of the application, (2) content relevance, and (3) user satisfaction. Additionally, it highlights industry professionals' perspectives on usability, design, and informational quality. Descriptive statistics (mean and standard deviation) were used to summarise the data, while qualitative insights from open-ended survey responses provide a deeper understanding of user experience. The findings are discussed in relation to the application's strength, areas for improvement, and implications for workplace learning enhancement.

**Table 1.** Descriptive Statistics of Learners' Perception of PRISM

| Item No | | Mean | Standard Deviation |
|---|---|---|---|
| *Construct 1: Practicality of the Application* | | | |
| 1 | The application can be used without outside training. | 4.11 | 1.05 |
| 2 | Navigating through the application is straightforward. | 4.00 | 1.12 |
| 3 | The application is easy to install. | 3.78 | 1.09 |
| 4 | The application is practical to be used on mobile phones. | 3.33 | 1.12 |
| 5 | The functions throughout the application work consistently. | 3.33 | 1.58 |
| *Construct 2: Content of the Application* | | | |
| 6 | The content is relevant to my current work environment. | 4.33 | 0.50 |
| 7 | The content aligns with my needs as a workplace beginner. | 4.22 | 0.67 |
| 8 | Lessons in the application are easy to understand. | 4.11 | 1.05 |
| 9 | Lesson objectives are clearly stated. | 3.89 | 1.05 |
| 10 | Lessons take a short time to complete. | 3.89 | 0.78 |
| *Content 3: User Satisfaction of the Application* | | | |
| 11 | I quickly learned how to use the application. | 4.11 | 0.60 |
| 12 | I am satisfied with the learning experience the application provides. | 4.00 | 1.00 |
| 13 | I feel confident using the application. | 3.67 | 0.71 |
| 14 | I would use the application again in the future. | 3.67 | 0.71 |
| 15 | I would recommend the application to other novice employees. | 3.56 | 0.73 |
| | Average | 3.87 | 0.91 |

The learners' perception of their user experience from using the PRISM application was analysed across three constructs: (1) practicality of application, (2) content of the application, (3) user satisfaction of the application. Table 1 summarises the descriptive statistics, highlighting the mean scores and standard deviations for each item.

The practicality of the PRISM application received moderate to high agreement, with an average mean score of 3.71. The highest-rated item was the ease of use without outside training (M=4.11, SD=1.05), suggesting that users found the app accessible without prior guidance which is consistent with opinion by Learner 4 (L4) and Learner 7 (L7) as they articulated that the application was "*easy to use*". However, two items, practicality on mobile devices and consistency of app functions, received the lowest scores (M=3.33, SD=1.12 and 1.58, respectively), indicating areas for improvement in mobile optimisation and functional reliability. A notable suggestion from the open-ended survey by Learner 4 (L4) and Learner 6 (L6) was "*a full screen for the video or an option for the video to be horizontal or landscape*" would optimise their user experience when using the app.

The content of the PRISM application was perceived positively, with an average mean score of 4.09. The highest-rated item was the relevance of the content to learners' work environment (M=4.33, SD=0.50), reflecting strong alignment with real-world needs. The clarity of lesson objectives and the short duration of lessons received slightly lower scores (M=3.89, SD=1.05 and 0.78, respectively), suggesting minor opportunities for refining content delivery.

User satisfaction yielded a slightly lower average mean score of 3.80, with learners expressing confidence in using the app (M=3.67, SD=0.71) and willingness to recommend it to others (M=3.56. SD=0.73). The highest-rated item was ease of learning how to use the app (M=4.11, SD=0.60), suggesting a generally user-friendly interface. While satisfaction with the learning experience (M=4.00, SD=1.00) was high, there is room to improve confidence and recommendation rates among users. This is in line with a suggestion by Learner 2 (L2) "*a back button will be helpful to access all lessons*".

The overall average mean score across all items was 3.87 (SD=0.91), reflecting a positive perception of the PRISM application. Strengths were observed in the app's content relevance and user accessibility, while areas for improvement were identified, which include enhancing mobile usability, functional consistency and user confidence. These findings indicate that the PRISM application is a promising tool for workplace learning, with specific refinements needed to maximise its impact for future development.

**Table 2.** Descriptive Statistics of Industry Professionals' Perception of PRISM

| Item No | | Mean | Standard Deviation |
|---|---|---|---|
| 1 | How would you rate your overall experience using this application? | 2.67 | 0.00 |
| 2 | What was your first impression when you opened our application? | 3.00 | 0.577 |
| 3 | Did you find the application's navigation menu easy to use? | 3.00 | 1.00 |
| 4 | Were you able to easily find the information you were looking for on our application? | 4.67 | 0.00 |
| 5 | Did you find the content on our application helpful and informative? | 5.00 | 0.57 |
| 6 | Was the information provided on our application relevant and up-to-date? | 2.00 | 0.00 |
| 7 | How satisfied are you with the overall design and visual aesthetics of our application | 1.33 | 0.00 |
| 8 | How much do you agree that the colors, fonts, and images used in our application are appealing and easy on the eyes | 1.13 | 0.57 |
| | Average | 2.88 | 0.34 |

Table 2 presents the descriptive analysis of industry professionals' perception of the PRISM application. The results show that the professionals find the application to be helpful and informative (M=5.00, SD=0.57). This is corroborated by Industry Professional 3 (IP3) who mentioned in the open-ended question that "*the overall application is very easy to use and interactive*". IP3 further underlines that *"the information in the application is clear and easily understood*" which reflects the high agreement from the professionals that they were able to find the information easily in the PRISM application (M=4.67, SD=0.00).

In contrast, the lowest-rated item that scored the lowest agreement was "*the colours, fonts, and images used in the application are appealing and easy on the eyes*" (M=1.13, SD=0.57). The open-ended results from the first industry professional also revealed that the application "*should integrate the university corporate colours (IP1)*" to further cement the application branding and is corroborated by IP3 who mentioned that "*need to improve design, colour, and structure to improve user experience*". Moreover, IP1 pointed out that *"it is difficult to read the slides because the font is quite small*". Finally, IP2 suggested that "*navigational buttons should stand out from images and embed video control to the videos*".

The findings of this study indicate that the PRISM application holds significant potential as a workplace learning tool, with learners appreciating its content relevance, ease of use, and alignment with professional needs, while industry professionals highlighted its informativeness and clear navigation. Despite these strengths, areas for improvement were identified, including

mobile usability, functional consistency, visual design, and enhanced user-friendly features. Addressing these issues could further elevate user satisfaction and engagement, ensuring the application relevance in workplace and classroom learning contents. These insights form the basis for the subsequent discussion section.

## DISCUSSION

The primary objective of this study was to examine learners' and industry professionals' user experiences with the PRISM application, focusing on its practicality, content relevance, and overall usability. The findings revealed a comprehensive understanding of the application's strengths and limitations, highlighting areas for refinement and broader implication.

Based on the results, both learners and industry professionals identified content relevance as a significant strength of the PRISM application. Learners rated content alignment with workplace needs highly (M=4.33, SD=0.50), while professionals emphasised the clarity and applicability of the information (M=5.00, SD=0.57). These findings demonstrate the application's efficacy in delivering practical, contextually relevant learning materials, fulfilling its objective of supporting learners. However, this strength raises critical questions about scalability. Content that meets the needs of beginners may not remain relevant as users advance in their careers. This aligns with literature on workplace learning tools, which emphasises the need for adaptable content to cater to evolving professional demands (Sabeima et al., 2022; Su et al., 2011). Thus, future iterations of the PRISM application must prioritise modularity and flexibility to ensure long-term relevance across diverse workplace contexts.

The application's user-friendly navigation received favourable feedback from learners (M=4.11, SD=1.05), indicating its practicality for first-time users. However, professionals rated visuals aesthetics and design elements poorly (M=1.13, SD=0.570, highlighting a disconnect between functionality and professional benchmark. This discrepancy points to a critical gap in the application's design process whereby while learners prioritise ease of use, professionals expect polished aesthetics and branding consistency. Literature on user experience suggests that visual design significantly influences user engagement (Zhu & Yang, 2023), particularly in professional settings where credibility is paramount (Ghai, 2022). As one of the professionals (IP1) noted, integrating corporate branding elements such as university colours could enhance the application's perceived legitimacy and appeal while reducing the cognitive demand for learners (Faudzi et al., 2023).

This pilot study also outlined mobile usability emerged as a recurring issue, with learners reporting low scores for practicality (M=3.33, SD=1.12) and functional reliability (M=3.33, SD=1.58). Professionals echoed these concerns, citing navigation and video control challenges. These findings align with broader research highlighting that poorly optimised mobile interface can hinder user adoption and satisfaction (Hort et al., 2021; Wu et al., 2020). The lack of adaptive design and robust testing across devices suggests a critical oversight in the application's development. For example, learners suggested adding a full-screen video option, while professionals emphasised the

need for navigational improvements. Addressing these limitations through iterative design and usability testing will be essential to meet the expectations of increasingly mobile-dependent users.

This study also revealed notable differences in how learners and professionals experience the PRISM application. Learners valued practical functionality, aligning with their immediate learning needs, while professionals critiqued design and branding, reflecting organisational priorities. This divergence underscores a key challenge for workplace learning tools: balancing individual user satisfaction with broader professional standards. This tension highlights the need for a participatory research approach, where both end-users and organisational stakeholders are involved in the development process to ensure the application's learning objectives meet diverse needs (Tavares et al., 2020). Therefore, these findings collectively underscore the PRISM's application's potential as a workplace learning tool, while emphasising the critical need for iterative refinements to address usability challenges and ensure its appeal to diverse user groups while maintaining its relevance.

## CONCLUSION AND RECOMMENDATIONS

The findings of this pilot study on the user experience of the PRISM mobile learning application for oral presentation skills reveal both the strengths and limitations of the application as perceived by learners and industry professionals. The study essentially highlights the application's potential as a valuable tool in workplace learning, particularly in its ability to deliver content that is relevant and aligned with workplace needs while simultaneously promoting autonomous learning by allowing learners to take control of their learning process.

Learners rated the content alignment with workplace needs highly, suggesting that the application effectively delivers practical learning materials. However, feedback from professionals revealed a significant gap in the application's design, particularly in terms of visual aesthetics and branding consistency. This disconnect suggests that while the content meets learners' needs, the overall user experience does not fully align with the professional standards expected in the industry. Additionally, it is important to note that this study did not employ an experimental design, which limits the ability to clearly determine PRISM's effectiveness as no pre- and post-test data were involved.

Moreover, the study revealed that mobile usability issues, such as navigation difficulties and video control challenges, hindered user satisfaction and adoption. This is consistent with existing literature that emphasises the importance of optimising mobile interfaces to enhance user engagement and satisfaction. Currently, the PRISM mobile learning application is exclusively available for Android users. Consequently, as a recommendation, the next stage of development should focus on supporting iOS devices to cater a wider audience. It is also imperative to highlight that further improvement of this application should adopt a co-design approach involving developers, learners, and industry professionals to ensure the learning tool effectively addresses the diverse needs and meet the expectations of both learners and the industry while still adhering to the standard curriculum.

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## Conflict of Interest

The authors have no conflicts of interest to declare.

## Acknowledgement

The study would like to express gratitude to the Academy of Language Studies, UiTM Shah Alam, Malaysia for giving the researchers the opportunity to conduct the study.

## Authors' Contributions

The main author, FAI, was responsible for developing the PRISM application and writing the methodology section, detailing the app's functionality and implementation process. The corresponding author, NAD, conducted both qualitative and quantitative data analyses, reported the results, and completed the discussion section. Co-authors ONA and MAA contributed to the theoretical framework, crafted the conclusion, and added recommendations, while also collecting data from learners and industry professionals to ensure comprehensive coverage. Lastly, ZUL wrote the introduction and abstract and also ensured that the manuscript is camera-ready.