

## ACTUAL QUESTION OF USING MOBILE APPS IN TEACHING ENGLISH LANGUAGE

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**Abstract.** With the popularization of mobile technology and the explosion of apps, students can use mobile apps to improve their English ability. A number of apps have been created and used for English as Foreign Language (EFL) learning. This article shows mobile learning (m-learning) as a tool to facilitate students in improving learning foreign language.

**Key words:** foreign language, student, teacher, smartphone, mobile device, mobile technology, smartphone application.

## АКТУАЛЬНЫЙ ВОПРОС ОБ ИСПОЛЬЗОВАНИИ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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**Аннотация.** С популяризацией мобильных технологий студенты могут использовать мобильные приложения для улучшения своих знаний английского языка. Для изучения английского языка как иностранного (EFL) были созданы и используются различные приложения. В этой статье рассматривается мобильное обучение (m-learning) как инструмент, помогающий студентам улучшить изучение иностранного языка.

**Ключевые слова:** иностранный язык, студент, преподаватель, смартфон, мобильное устройство, мобильные технологии, приложение для смартфона.

Mobile learning is a new way to access learning content using handheld devices where mobile technology is integrated into routine teaching activities, the mobile application is used as a tool to enhance learning.

Overall, there is a significant acceptance of mobile learning among language learners, especially in terms of usefulness, efficiency, interactivity, and convenience.

Learning with the usage of information technologies has been a key issue in the investigation of e-learning in the works of many researchers [1-10]. It can be seen that enhancement in the mobility and connectivity of mobile devices helps to create a new way for students across different cultures to learn English.

The rapid evolution of handheld devices is changing this via the use of 4G and even 5G. A substantial amount of apps for English learning is also being designed to follow the tendency.

M-learning has changed the landscape of teaching and learning by creating a tool that allows students to learn beyond the boundaries of time and space. It also provides teachers and students with a technology-integrated environment and facilitates learning experiences. Recent evidence suggests that smartphone applications (Apps) help facilitate the learning of English vocabulary and promote autonomous learning. Besides, as compared to other teachers, language teachers are told to have shown a higher attitude towards mobile learning integration. For example, elementary and secondary school teachers in the USA show a positive perception of using m-learning. These findings suggest that mobile learning is also applicable for ensuring successful language learning. Many scholars have shown their interest in examining the use of mobile phones in the classroom. For example, a study by O'Bannon and Thomas has attempted to draw subtle distinctions between ownership and age that influence teachers' acceptance of using mobile phones in the classroom. They found that teachers who have aged 32 and below and those aged 33-49 own at least one smartphone, and these lead to an increase in classroom integration. However, this was not observed

among teachers aged 50 and above. Last research found out that 86% of teachers and 92% of students perceive that mobile phones help them in improving classroom instruction [4,8,13].

Mobile learning develops different skills: writing, reading, listening, speaking.

A common concern in a foreign language learning is vocabulary size or the number of words that students need to acquire, some scholars mentioned that a vocabulary size of 2000 word families is necessary for verbal communication, 3000-5000 word families for print materials, 8000-9000 word families for reading and 5000-7000 is needed for speech. In the same vein, native speakers need to know 1000 words annually, and 2000 words at the college level, and those language students must learn twice the amount for them to communicate and understand English [8, 11-17]

As far as the advantages are concerned, mobile learning has been proven to have a significant impact on the learning of language skills. For example, there is a correlation between mobile learning and vocabulary enrichment. In the study, an application called Word Learning, which contains 852 words were used with students in the experimental group. It enables students in the experimental group to improve their vocabulary knowledge compared to those in the control group who not have access to this application. The study reported the students' vocabulary knowledge was enhanced because they can visually see all learning features as essential parts of the single vocabulary item they are trying to learn.

Mobile devices can be used to provide a brief interactive introduction to a lesson, functioning as a kind of advanced organizer. For this purpose, one could use a so-called clicker or polling app such as Socrative, Kahoo or GoSoapBox. Mobile devices represent more efficient ways for students to advance their skills and knowledge in vocabulary and grammar. Most of the websites for grammar and vocabulary learning and practice are mobile friendly.

As for skills in reading and writing, social media, widely used by students, provides an ideal vehicle for reading and writing in the target language. Social media engages students in real language use and contributes to their ability to use the language not only grammatically but in ways that are socially pragmatically appropriate.

Listening and speaking skills are also can be developed through these new technologies. There is now a wide spectrum of different video services. Podcasts are also available and have been used for some time in language learning as a source of information on current affairs. Some apps feature slowed-down audio for language learners or may offer audio recordings at different levels of difficulty. Using online service keeps content current.

Watching video clips or listening to podcasts can serve as models for students themselves creating multimedia. This is in fact one of the most used features of modern phones, to take pictures and record audio / video. The voice recording feature can be used to record selected classroom activities for later study, reflection or transcription. Voice and video recording are ideal vehicles for practising presentations, assigned dialogues or classroom skits.

The utilization of English language learning apps offers EFL learners several advantages:

- Students can practice any language item anytime and anywhere;
- The smartphones and their apps are portable;
- The learners are freed from carrying books, pens, and paper;
- They can take tests on the different skills and systems;
- They can share their proficiency with their peers via the same device;
- They can have their lessons and tips on various language aspects on the apps;
- They can gain knowledge and, at the same time, have fun together;
- They can be technologically advanced and simultaneously benefit linguistically;
- They can get the apps free of charge;
- Apps can accompany them 24/7.

It can be summarized that mobile learning is a useful education tool in facilitating EFL teachers to teach vocabulary, grammar effectively, to improve skills of listening, speaking, regardless of time and place. Mobile learning is convenient for both teachers and students, and due to that, the teachers show positive feelings in integrating this technology-embedded in the lessons regardless of length in service or volition.

Mobile apps are very helpful in integrating meaningful cognitive thinking skills in learners. Furthermore, mobile apps are very helpful in developing technological skills in language learners. They can enhance reading and writing skills as well.

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