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MOBILE APPS FOR LEARNING ENGLISH

D.R. Parmankulova

Master of Philological Sciences

Khoja Akhmet Yassawi International Kazakh-Turkish University

(Kazakhstan, Turkistan),

email: dilafruz.parmankulova@ayu.edu.kz

S.S. Kulayeva

Master of Philological Sciences

International University of Tourism and Hospitality

ABSTRACT

Throughout and out of university, the use of technology has become an

Integral part of the learning process. Technology helps teachers to adapt lessons in the classroom, thereby improving the learning process, English as a second language/international. This paper discusses different attitudes which help English language learners by using technologies to increase their learning skills. Any recent studies have shown that mobile learning can provide potential possibilities for foreign language learners to practice language skills on their smart mobile phones. The results indicated that mobile learning can be adopted in English lessons and students' self-study. The app which provided sources related to lessons offered extra support to students to practice English in and after class.

Keywords: Mobile Apps, Language Apps, Mobile Learning, Mobile Technology, Smart Phones

АҒЫЛШЫН ТІЛІН ҮЙРЕНУГЕ АРНАЛҒАН МОБИЛЬДІ ҚОСЫМШАЛАР

Д.Р. Парманкулова

филология ғылымдарының магистрі

Қожа Ахмет Ясауи атындағы Халықарқ қазаалық-түрік университеті

(Қазақстан, Түрікстан),

e-mail: dilafruz.parmankulova@ayu.edu.kz

С.С Кулаева

филология ғылымдарының магистрі

Халықаралық туризм және қонақжайлылық университеті

АНДАТПА

Технологияны қолдану университетте және одан тыс жерлерде оқу процесінің ажырамас бөлігі. Технология мұғалімдерге сыныптағы сабақтарды бейімдеуге көмектеседі, осылайша ағылшын тілін екінші/халықаралық оқыту процесін жақсартады. Бұл мақалада ағылшын тілін үйренушілерге оқу дағдыларын жетілдіру технологиялары арқылы көмектесетін әртүрлі тәсілдер қарастырылады. Соңғы зерттеулер көрсеткендей, мобильді оқыту қамтамасыз ете алады шет тілдерін үйренушілерге өздерінің ақылды ұялы телефондарында тілдік дағдыларды қолдануға мүмкіндік беретін мүмкіндіктер нәтижелер мобильді оқыту мүмкін екенін көрсетті ағылшын тілі сабақтарында және оқушылардың өзіндік жұмысында қолдану. Сабаққа қатысты дереккөздерді ұсынатын қосымша студенттерге сабақ кезінде және одан кейін ағылшын тілін үйренуге қосымша қолдау көрсетті. Қатысқан студенттер оң көзқарас білдіреді.

Кілт сөздер: мобильді қосымшалар, тілдік қосымшалар, мобильді оқыту, мобильді технологиялар, смартфондар

МОБИЛЬНЫЕ ПРИЛОЖЕНИЯ ДЛЯ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Д.Р. Парманкулова

магистр филологических наук

Международный казахско-турецкий университет
имени Ходжи Ахмеда Ясави (Казахстан, г. Туркестан),
e-mail: dilafruz.parmankulova@ayu.edu.kz

С.С. Кулаева

магистр филологических наук

Международный университет туризма и гостеприимства

АННОТАЦИЯ

В университете и за его пределами использование технологий стало неотъемлемой частью процесса обучения. Технология помогает учителям адаптировать уроки в классе, тем самым улучшая процесс обучения английскому языку как второму/международному. В этой статье обсуждаются различные подходы, которые помогают изучающим английский язык с помощью технологий для повышения их навыков обучения. Любые недавние исследования показали, что мобильное обучение может обеспечить потенциальные возможности для изучающих иностранные языки практиковать

языковые навыки на своих умных мобильных телефонах. Результаты показали, что мобильное обучение может быть использовано на уроках английского языка и в самостоятельной работе учащихся. Приложение, которое предоставляло источники, связанные с уроками, предлагало дополнительную поддержку учащимся для практики английского языка во время занятий и после них.

Ключевые слова: мобильные приложения, языковые приложения, мобильное обучение, мобильные технологии, смартфоны

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indicates that the effective use of new technologies improves learners' language learning skills. The article shows the advantages of using mobile Apps in language learning, types of language learning Apps, how to search for language Apps, criteria for selecting mobile language Apps, instructional stages with mobile Apps, the instructor's role and some implications for teaching and learning with mobile Apps. indicates that the effective use of new technologies improves learners' language learning skills. The article shows the advantages of using mobile Apps in language learning, types of language learning Apps, how to search for language Apps, criteria for selecting mobile language Apps, instructional stages with mobile Apps, the instructor's role and some implications for teaching and learning with mobile Apps

Foreign language education is currently becoming one of the basic components in the structure of the competence model of specialist training. In this regard, the role of a foreign language in the preparation of specialists in educational institutions of higher education, in which the foreign language course has a communicative, pragmatic and professionally oriented character, is significantly increasing. Currently, the higher school faces the task of not only modernizing the content of training courses but also introducing new technologies for the formation of foreign-language communicative competence of future specialists.

An analysis of recent research in the field of innovations in foreign language teaching has shown that one of the relevant directions is the introduction of modern information and communication technologies into the educational process, in particular technologies related to mobile learning, which ensure the optimization of the educational process, accessibility and effectiveness of learning, integration of students into the information society. This is expressed, in particular, in the gradual introduction of mobile phone applications based on various platforms into the learning process: Android, iOS, etc.

The use of tablet computers, smartphones, mobile phones, iPods, iPhones and other technological innovations for educational purposes has led to the formation of a new direction within the framework of the e-Learning concept (e-Learning – Electronic

learning) - mobile foreign language learning (M-Learning - Mobile learning). Many scientists and educators are confident that the future of education with the support of information and computer technologies is connected precisely with the spread of mobile communications, the emergence of a large number of educational applications and programs, new technologies that expand the opportunities and quality of education.

Mobile learning today is a new, developing direction in education, the distinctive feature of which is the creation of a new learning environment. Due to the spread of mobile technologies and the constant growth of the functionality of mobile devices, UNESCO experts in the field of education suggest using their potential to improve the quality and accessibility of education, as well as building an individual learning trajectory.

The theory and practice of using mobile devices and mobile educational resources are actively discussed at scientific conferences and forums. Since 2002, several conferences and seminars have been held annually in Europe and the USA, where the use of mobile educational technologies or resources is discussed. Since 2002, the International Conference "MLearnCon" has been held on the problems of integrating mobile technologies into training, creating and using mobile learning content. The International Conference on Mobile Learning "The International Conference of Mobile Learning" (held since 2005) is a platform for discussing the results of research in the field of mobile learning and achievements in this field. The results of the project "Mobile Technologies in Life-long Learning: best practices" are of interest.

Within the framework of this project, studies are being conducted on the impact of mobile technologies on improving access to education, regardless of social and economic status, age, gender, religion, ethnicity, and limited physical abilities. In Europe and the USA, there are periodicals devoted to the problems of mobile learning, in particular, the International Journal of Mobile and Blended Learning (since 2009) and the International Journal of Mobile Learning and Organization (since 2007). There are several large foreign projects aimed at creating a new virtual learning environment using mobile technologies.

In general, the majority of domestic and foreign researchers, in particular J. Traxler [1], S.V. Titova [2], V.A. Miangah, T.M. & Nezarat, [3] M. Fine [4] conclude that the uniqueness of mobile learning in comparison with traditional teaching methods and modern methods such as e-learning and blended learning lies in the fact that students are primarily not tied to a specific time and place, having access to educational material always, at any convenient time. Thus, the fundamental difference between mobile learning is two points: the informal nature of learning, in which the proportion of independent work of students, essentially controlled or controlled self-learning,

increases; the constant learning process, blurring the boundaries between academic classes and extracurricular time, work in the classroom and beyond.

Mobile devices are successfully used in the study of various academic disciplines, and a foreign language is no exception. The expediency of using mobile devices in the process of learning a foreign language and language learning is beyond doubt, based at least on the fact that the modern generation of students, primarily teenagers and young people, perceives mobile devices with their attractive interface, interactivity, and a customized approach to user needs as an integral part of their lives.

Currently, users of mobile devices have access to a huge number of applications for learning foreign languages, primarily English. In our opinion, training in the use of applications for mobile electronic devices is particularly relevant at the moment. Currently, students, with all their education in the field of digital technologies, it seems to us that are not sufficiently oriented in the market of services offered. The task of the teacher is to help students choose the necessary and suitable products that can maximize the learning of the language, thereby individualizing the learning process.

To date, there are mobile applications and programs focused on various aspects of teaching a foreign language. The study of scientific literature, the market of mobile applications of foreign languages, as well as the systematization of the experience of using applications for learning a foreign language showed that they can be divided into the following main groups: mobile applications aimed primarily at improving a certain speech skill; mobile applications designed to develop language skills, for example, lexical or grammatical; universal mobile applications designed for the comprehensive development of foreign language communicative competence.

Of course, this division is very conditional, since most of the applications are not limited to working on one of the types of speech activity or a specific skill. So, for example, applications in which learning to listen is the dominant goal, one way or another, combine the perception of oral speech by ear with learning to read, speak, and develop lexical skills.

From the point of view of practical application in the process of teaching a foreign language, specialized mobile applications interested us as a means of optimizing and intensifying the educational process, as well as a resource base for the development of educational materials on the discipline "English language". From our point of view, the practical application of mobile applications carries huge potential, but at the same time, the integration of working with applications into the structure of practical training presents certain problems and can be used quite limited. At the same time, the introduction of interactive technologies in the learning process to organize and intensify the independent work of students (mainly extracurricular) seems to us a very promising direction.

Thus, mobile applications can be used quite effectively to develop listening skills, because modern mobile devices offer rich technical capabilities for watching videos, listening to audio fragments, recording speech fragments and video clips. The developers present programs for those who want to improve their pronunciation skills, recognition of sounds by ear, correlation of the sound and visual image of the word. The most successful products include Sounds Right (British Council), as well as the Sounds: Pronunciation App (Macmillan Education). These applications include interactive phonetic tables for British and American versions of English, exercises, game tasks, tests. From the point of view of developing the skills of perception and understanding of speech by ear, BBC applications are extremely valuable, using which students can access authentic audio, video and text materials, for example, Learning English for BBC, 6 Minute British English. These applications can also be used for the development of other linguistic and linguocultural competencies since they include specialized sections dedicated to the study of vocabulary, grammar, the development of communication skills and speaking skills.

The free applications developed within the framework of the British Council's training programs Learn English Audio & Video, Learn English Great Videos, Learn English Elementary Podcasts - the best podcasts and videos designed for learning English are presented. Applications are equipped with several additional functionalities, such as interactive texts of audio recordings, interactive glossaries of keywords, exercises for understanding each part of the information material. They present materials of different levels of complexity that allow you to improve your listening skills, as well as replenish your vocabulary. Mobile applications Two Minute English, Real English, Puzzle English, built on teaching speech perception by ear, are also of considerable interest to English teachers and students because they contain a huge amount of resources and tasks to work on this very popular and often insufficiently developed speech skills among students. In general, all the mentioned applications have a high motivational potential due to the wide variety of topics and forms, therefore they can be used for independent work of students.

Next, we will consider several applications designed for the formation and development of grammatical skills, which can be used both for classroom work and for the independent work of students.

Among the mobile applications designed to work on the development of grammatical skills, it is necessary, first of all, to name the Learn English Grammar (British Council) application. It presents grammar exercises of four levels. The training tasks use 10 types of exercises, for example, filling in gaps, multiple-choice, matching questions and answers. It should be noted that the Learn English Grammar app is in

first place in the iTunes Education category in 9 countries around the world, and is also in the top ten in more than 40 countries.

Another application of the British Council Johnny Grammar's Word Challenge is a quiz for English language learners, which will help to check not only the general level of grammar proficiency but also spelling and vocabulary used in everyday English. The tests are divided into categories (Words, Grammar, Spelling) within three levels of difficulty.

The free application to the MyGrammarLab course published by Pearson [5], contains mobile interactive exercises of various levels. The application allows the user to choose topics and questions of interest to him and create their collections of exercises and tests. This course is suitable both for self-study and for use as part of group classes in an English language course.

Another convenient application for testing knowledge of English grammar is the English Grthe Ammar Test. The application contains 60 tests, each of which is devoted to a separate grammatical topic. After completing the test, the application provides a list of correct and incorrect answers, as well as a simple and understandable explanation of the errors.

Next, we would like to focus on applications that are designed to develop lexical skills and expand the vocabulary of students. Many of these electronic applications are designed for self-study of foreign languages and are built on a game basis.

The MyWordBook application, available on the British Council website, is designed as an interactive notebook for English language learners. The vocabulary in the application is presented in the form of sets of interactive flashcards, organized both in random order and in the form of thematic groups distributed by difficulty levels. Each flashcard is provided with a definition and an example of usage from the Cambridge University Press dictionary, a translation, fields for notes, an audio sample, an image. The "Practice" category contains five types of tasks, after which the user can move a word to the list of studied vocabulary.

Among other applications popular with users, designed to work on expanding vocabulary with the help of exciting activities in a playful way, we can name English with Words, Easy ten, Polyglot. English words, Memrise. These applications are distinguished by an individualized approach to the user's needs, in particular, they include such functions as the ability to create individual word lists, voiced words and usage contexts, an individual training schedule, various types of training tasks, interactive and game components (for example, user success statistics, cards for repeating the material passed, a point reward system).

Sections for the development of lexical skills are also included in other applications that we discussed above (Johnny Grammar's Word Challenge, Learning English for BBC, Puzzle English and many others).

CONCLUSION

In our opinion, many applications for vocabulary replenishment can be used, first of all, for independent work of students, for activation and development of lexical skills within the framework of the studied topics, for self-examination. At the same time, it should be noted that not all applications have high-quality language content, various types of tasks and do not fully use the technical capabilities that modern mobile devices are endowed with. The conducted review allows us to conclude that today a significant number of mobile applications and programs for learning a foreign language have been developed, aimed at both the formation of various skills and abilities and the development of different types of speech activity. A fairly wide range and variety of existing mobile learning resources allow you to choose applications by individual needs, interests and usage training of the student. Almost all the mobile applications that have been described above can be used quite effectively for independent work.

From our point of view, the practical application of mobile applications has a huge potential in increasing the efficiency of the process of learning foreign languages and can significantly improve the process of foreign language training of students, open up new sides of it and turn it from a serious labour-intensive process into an exciting activity. Practice shows that they have a considerable advantage over traditional teaching methods: intensification of independent activity, individualization of learning, an increase of cognitive activity and motivation of learning. At the same time, the use of mobile technologies in the learning process contributes not only to the enrichment of the educational process but also to the acquisition by students of skills and abilities, the formation and development of which based on learning tools seem to be quite time-consuming. Thus, the use of mobile technologies in the educational process contributes to the improvement of the process of formation of foreign language skills and abilities of students, provides effective independent work, increases motivation and cognitive activity of students, interest in the subject, helps to intensify and individualize learning.

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