MOBILE APPLICATIONS AS A MODERN MEANS OF LEARNING ENGLISH

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Abstract

In modern, post-industrial society, we are increasingly confronted with the need for knowledge of foreign languages. No wonder people say that languages open the doors of the world, especially now when relations with other countries are becoming closer and closer. Mobile learning is an opportunity to study anywhere and anytime using a portable electronic device. Mobile learning is less structured than e-learning and, in our opinion, perfectly complements the latter. The leading approaches to the research of this problem are logical and gnosiological analysis, method of actualization, selection, systematization and generalization of mobile applications. This article is focused on the investigation of mobile applications. The article reveals that there are many ways in the world to learn foreign languages, but the use of mobile applications has become the most effective and popular. Puzzle-English is an application that helps you to understand English by listening. The following, in our opinion, not less useful application is Memrise. It allows you to choose the degree of possession and memorization of a particular language. Materials of the article can be useful for enrichment foreign language teaching methodology and pedagogy.

Keywords: Puzzle-English, language, mobile phones, teaching.

1 INTRODUCTION

Mobile technologies still cover a wider area of availability from a single device in the palm of your hand. This extension includes, but is not limited to, social networking technology, text messaging, the Internet, virtual reality and online learning tools using various devices. A review of the literature includes a brief of many of these technologies as applied to a specific theoretical structure, such as the teaching method. The theory and the meaning of community theory, as they relate to learning a non-native language. With knowledge of mobile technology related to these learning theories, teachers and students can test these types of learning applications to help learning English as a second language. These learning tools can also be applied to other languages as desired. Knowing the tools that exist can help students improve and expand their language learning. Today, more and more students are using mobile devices to connect to the Internet. Mobile learning is an opportunity to study anywhere and anytime using a portable electronic device. It is less structured than e-learning and, in our opinion, perfectly complements the latter. Mobile learning is very convenient and excellent mode than regular English lessons [1]. Because a person can start learning English anytime, anywhere. For example: people can learn English for 10-15 minutes, and it will be much more effective and efficient than staying in boring lessons at school, university or some other evening courses.

Mobile phones and other digital devices have become an integral part of every human life in the 21st century. For students who were born and raised in the information society, use Modern technology is a completely natural part of life. Electronic devices are increasingly used as tools for education and language learning [2]. As for interactive tutorials applications, with the help of these students can improve and control their skills in learning a foreign language.

Modern educational standards set for teachers of English of higher educational institutions the task not only to form students' foreign language communicative competence, but also to develop their willingness and ability to constantly improve this competence independently. To achieve this goal, teachers are in constant search and study of modern technologies of teaching English. Before we talk about modern technologies of teaching English, it is advisable to understand what “learning technology” is. This concept was included in pedagogy in the mid-50s. The twentieth century, which, in turn, was due to the emergence of a new technological approach to the organization of the educational process [3]. Then this concept was associated with the use of technical means of education. Today, along with this concept, such concepts as “pedagogical technology” and
“educational technology” are often used, while a clear distinction between these concepts has not yet been established.

Thus, based on the foregoing, we conclude that the “learning technology” (“pedagogical technology”) is a consistent logical system of teacher’s actions, which is focused on achieving the goals set by the teacher and is implemented through the use of modern technologies of the pedagogical process that meet the requirements modern world [4]. It is modern mobile technologies of teaching English that we will consider in this article. It is difficult to imagine a modern student without the latest gadgets, which today play the role of a smartphone, alarm clock, player, camera, etc. In the modern world of information technology, there are more than 1.5 billion mobile phones, i.e. Today almost everyone has mobile devices, they are a tool for accessing any necessary information. We would like to consider modern mobile gadgets as a means of a continuous process of learning English [5]. To date, there are a large number of applications for learning English, designed for smartphones and iPhones, tablets and iPads, while some of them are really effective and useful. We believe that learning English through mobile applications is a fairly new method, which is not only easily accessible, but also interesting.

2 METHODOLOGY

To solve the problems, the following methods were used: analysis of theoretical literature, scientific experiment, scientific observation, statistical analysis. The methodological basis of our research is the scientific works of native and foreign authors: the didactic possibilities of mobile learning (Avramenko A.P, Golitsyna I.N.) the use of mobile applications in foreign language lessons (Efremenko V.A, Steklyannikova M.I.). The research material were publications and scientific articles published in journals, educational literature in Russian and English.

Research on the use of mobile applications in education begins in 2000 and is divided into 4 stages:

a) 2000-2004: basic principles of mobile learning are formulated;

b) 2005-2008: creating a model of mobile learning, the emergence of communities of scientists studying this problem

c) 2009-2012: creation of content and technologies for the use of mobile applications.

d) The current stage: the development of approaches for integrating mobile devices into traditional learning.

A characteristic feature of the modern stage is the development of projects on the use of mobile applications in the educational process not only in specific educational institutions, but also in major foreign projects such as: Mobile Learning Consortium (Canada), Mobile Learning System (UK), Mobile Learning Environment (USA), Mobile technologies in lifelong learning (European Union). In Russia, the leader in the development of mobile educational applications in a foreign language is a group of researchers, which works at the Department of Theory and Methods of Teaching Foreign Languages at the Faculty of Foreign Languages and Area Studies of the Moscow State University named after M.V. Lomonosov. The group is headed by professor, doctor of pedagogical sciences S.V. Titov.

To consider the problem of the effectiveness of the use of mobile applications in the educational process, we carried out experimental work. Before the survey, we conducted a survey of potential users who want to learn the language using a mobile device. Based on the analysis of the results, it is safe to say that students of Kazan Federal University aged 17 to 20 years are interested in mobile learning (70 respondents). Most of the respondents (49%) use mobile applications for games and entertainment, and only a third of survey participants (26.2%) use technical devices as knowledge acquisition. We also conducted the grammatical experiment and revealed the most popular mobile applications among the students of Kazan Federal University.

3 RESULTS

At the formative stage of the study, we conducted a traditional lesson in the control group and a non-traditional lesson using mobile applications in the experimental group. Further, during the control stage of work, we carried out a slice of the level of knowledge of students of two groups on the topic “Reported speech”. The study showed that students who got acquainted with the new material using mobile devices, and students who studied the material with the teacher, showed approximately the same result (see Table 1). Nevertheless, it should be said that students who studied the material in
Mobile applications have considerable potential to increase the quality of the process of learning foreign languages. They were designed to modernize the process of foreign language training of a huge range of students, to identify their newest sides and turn an in-depth painstaking process into an interesting activity. In our world there is a large amount of applications for smartphones that help in the study of foreign languages for both the IOS platform and Android. Let’s consider a few of them that are quite popular among the students of our experimental group. According to the answers of our respondents, we could make up a list of the most popular mobile applications.

3.1 Busuu
Busuu is a service, a program that helps develop a set of fundamental knowledge in a specific language - English, German, French, Spanish, etc. You can learn foreign languages using this application either through a PC or via a smartphone. As mentioned earlier, several languages can be mastered at the same time in Busuu, which for many people is a very convenient process. The free version gives you the opportunity to learn English, Spanish and French. With a premium subscription, nine more are available: German, Italian, Japanese, Russian, Portuguese, Arabic, Turkish, Chinese and Polish. The application consists of more than three thousand words and expressions on more than one hundred and fifty topics [6]. And all this in eleven languages of the world. Before the start of training there is an opportunity to choose a level: elementary, beginner, intermediate, above average, additional courses for travelers or a business course. In this application, you can communicate with native speakers, which is important. After all, practice is an important component in the process of learning a foreign language. It is also possible to listen and repeat the dialogue that the media themselves read [7]. There is also a very useful bonus that distinguishes Busuu from other applications - the ability to send a practical exercise, such as text or a letter, to be checked by the media. This method allows you to identify errors and improve language skills.

3.2 Memrise
The following, in our opinion, not less useful application is Memrise. It allows you to choose the degree of possession and memorization of a particular language. All words are divided into sections. Each section consists of sets of lessons, which include written exercises, memorization of words and expressions, listening. The program itself is free, but it also contains paid services. It is based on Memes, so that memorization of words and phrases is better. Memrise developers have introduced this concept to define what we associate with a memorized word. An association can be any image that helps a student build an associative series of words and expressions under study. An important plus of this application is that courses can be taken offline by downloading to a smartphone in advance [8]. The application is designed with a system for testing previously studied words to move them into long-term memory. You can also use this program as a study of historical dates, scientific terms, capitals of the world, and so on. Memrise will turn your training into an exciting activity, and the curators of the reconnaissance group will send you to work under cover in the distant universe.

3.3 Puzzle-English
Puzzle-English is an application that helps you to understand English by listening. It consists of three different parts: Puzzle-English - designed to listen, increase vocabulary and develop an understanding of speech by ear. Watching video clips and collecting phrases by ear is possible in the “Video Puzzles” section, watching video lessons and performing grammar tasks in the “Grammar” section, listening to speakers and collecting phrases from words in the “Audio Puzzles” section, training the ability to write by ear in the “Training” section Master Phrase; Puzzle-Movies contains movies and TV shows with
double subtitles; Tichera method - English courses from scratch. Completely independent service, which is virtually unrelated to Puzzle-English. Conveniently, in this application, everyone can choose the component that he needs [9].

You can not ignore the Google Translate, which is a true friend and helper of many schoolchildren and students. This free service provides the ability to instantly translate words, phrases, texts from English into more than one hundred languages of the world.

3.4 Duolingo

One of the most popular services for learning foreign languages from scratch. There are six languages to choose from: English, German, Spanish, French, Italian, and Portuguese.

The program of each course is built in the form of a tree of achievements. To move to a new level, you need to score a certain number of points, which are given for the correct answers. For each assignment you have several "lives" that are spent if you make mistakes. With three errors, everything will have to start over [10]. Not without social functions: you can compare your achievements with other users and share successes on social networks.

The course is constructed as follows. You start by learning vocabulary, then moving on to grammar and more complex exercises, such as listening, translating, reading, and spelling. As you learn, the system will adapt to your level of knowledge, paying attention to the exercises that are most difficult for you. Unlike many other services, Duolingo is completely free. This generosity is due to the fact that the company earns on text translations of Internet content performed by users in the framework of tasks. So do not be surprised if the system will offer you to translate tasks difficult for your level. Mobile version of Duolingo has the full functionality of the main site and is very stable. Individual praise deserves the implementation of speech recognition. Among the shortcomings, it can be noted that the system is more focused on mastering the rules than directly on conversational practice. This training method is suitable for beginners who want seriously learn the language, as well as for more advanced users. For those who do not want to go deep into the subtleties of the language, perhaps another option will be more interesting.

4 CONCLUSIONS

Today, a considerable number of mobile applications and programs aimed at learning foreign languages have been developed. This method saves time and money. A wide choice of existing mobile learning systems allows students to choose the programs that match their level of knowledge of the target language, their interests and personal needs. The use of mobile applications increases the interest of students in language learning, motivation and helps to eliminate obstacles when communicating in the target language. It is obvious that there are many applications that implement the ideas of learning English based on mobile applications. We consider the main advantage of these applications to be quick access to them, tasks in accordance with the level of proficiency in the language, expansion of the possibilities of communicative communication with native speakers of the target language. Also, these applications provide opportunities to increase vocabulary through the original relatively new methods of learning foreign words.

The review allows us to conclude that a significant number of mobile applications and programs for learning a foreign language, aimed at developing lexical skills of the English language, were performed. A wide range and variety of existing mobile learning resources allow you to select applications in accordance with the individual needs, interests and level of the student's language training [11]. From our point of view, the practical application of mobile applications carries tremendous potential, because it increases the motivation and cognitive activity of students, interest in the subject, helps individualize learning, eliminates the psychological barrier when using a foreign language as a means of communication. In addition, the use of interactive technologies contributes to the development of foreign language competencies and the intensification of students' independent work (mostly out-of-class).

At the present stage, the independent activity of students is mandatory and one of the main components of the curriculum, which is aimed at the development of knowledge and skills in a foreign language. Taking into account the above features, an assumption was made about the organization of students' independent work using mobile applications, the advantages of mobile learning were studied. Mobile learning is an innovative form, on the basis of which an artificial language environment can be created, which makes the process of learning a foreign language more attractive, comfortable,
effective and stimulates the student to further self-education. Thus, the use of mobile applications for self-learning a foreign language leads to the optimization of the learning process itself and contributes to the improvement of students' knowledge and skills. Consequently, the use of mobile learning, of course, can lead to an increase in the level of foreign language skills of students, as well as to the effective formation of foreign language communicative competence of students, which is the goal of teaching a foreign language in a technical college. We also reviewed examples of applications aimed at the formation of lexical skills and abilities, grammatical skills. The study of the base of mobile applications for teaching English has contributed to the choice of applications for the practical part of the study.

REFERENCES