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Кваліфікаційна робота

Використання мобільних технологій у навчанні мови
Фодор Цінтії Шандорівни

Студентки _4__-го курсу

Освітня програма 014 Середня освіта (мова і література (англійська))
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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology

USING MOBILE TECHNOLOGY IN LANGUAGE LEARNING

Bachelor's Thesis

Presented by: Fodor Cintia

a 4th year student

Professional Education program:
014 Secondary education (language and literature (English))

Thesis supervisor: Vrábely Tamás
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Doctor of Philosophy
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ЗМІСТ

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INTRODUCTION

Language learning is essential in people's lives. With the assistance of a language, people may express themselves. Learning a foreign language is difficult, so it matters how the learners do it. The use of mobile technology makes it easier for people to learn a language. Now learners can study not only in the classroom but anywhere in the world. Mobile technology is in the hands of all people, so it is simple to use it for language learning. Languages can be learnt in quick and easy ways.

The *subject matter* of this study is presenting the use of mobile technology in language learning and how it can make language learning easier.

The *object* of the study is the ideas, tasks, games, devices, mobile technologies which can be used for language learning.

The *aim* of the study is to explore the impact of mobile phone use on language learning.

The *tasks* of the research: investigate whether students use their mobile phones for learning, literature review of different mobile learning methods and apps to find the most effective one, explore the language learning methods of students in grades 9-10, and examine how mobile learning is viewed by them.

The theoretical value of this study lies in analyzing and examining the literature review and foundations of mobile learning. It also illustrates the importance and benefits of mobile technology inside and outside the classroom. The theoretical part of the study attempts to attract the attention of language learners towards the usage of mobile phones in language learning.

The *practical value* of the study presents different options, activities, and techniques, methods on how language learners can use mobile technology and how teachers can benefit from using these tools during lessons. It introduces several types of language learning methods that language learners can use. Furthermore, the research done in the study's last section attempts to increase the practical value by revealing learners' perspectives on electronic devices.

The study presents a thorough literature review on the topic. To examine the topic general *research methods* were used as literature analysis, classification, generalization and empirical research. A large and growing body of literature has been investigated on the given topic. This topic has been studied by scholars such as Kétyi András, Lehner, Nosekabel, John Levis, Murray Munro, and Godwin-Jones. These scientists have studied the importance of language and the importance of the mobile phone in language learning.

This bachelor thesis consists of three parts, the first part focuses on the importance of language learning, the second part centers on the use of mobile phones in language learning, and

the third part focuses on empirical research. It also includes an introduction, a conclusion, a reference list and a Ukrainian summary.

PART 1

ENGLISH LANGUAGE LEARNING

Human life is centered on language. The use of words is diverse. We use language to express love, hatred, achieve our goals, advance our careers, express artistic satisfaction, and for simple pleasure. Our lives are planned and remembered through language. Exchanging ideas and experiences is part of our daily routine. Creating an individual or social identity is a crucial part of our development. We are unique because of our ability to communicate through language. The ability to speak another language can enhance your employment prospects, your education, or your chances of emigrating abroad. The ability to speak a second language has a great impact on someone's career and future, their identity and even their identity as a whole. We live in a world where more people are fluent in more than one language (Cook, V. 2016). Learning a language takes time and effort. Trying to learn a new language, a new culture, and a new way to think, feel, and act affects your entire self. To send and receive messages effectively in a second language, one must commit, participate, and be physically, intellectually, and emotionally engaged. The acquisition process involves many variables. Learning a language isn't a simple procedure that can be packaged into a quick kit. To acquire a second language successfully, foreign language courses alone are not sufficient training. It is rare for someone to become fluent in a foreign language only through classroom instruction (Brown, H. D.).

1.1 What is Language?

According to Crystal (2021) language is the most common means of human communication, with distinct signs symbol system. Language is an indispensable condition for every social activity and plays a big role in people's thinking. The custom language style is different for everyone and can change over time.

The most common type of language is based on human speech. We distinguish two manifestations of this: the spoken language and its written form or forms. Spoken language is based on articulated speech sounds. Language rules governing written language spellings are often partially independent of spoken forms, regardless of whether the spoken form evolves. (Robins, 2021) Humanity is defined by language. The world around us is filled with it, inherited from birth, seemingly natural, and usually taken for granted. The language we use helps us communicate our thoughts and aspirations, and it helps us learn about the world. To avoid drowning in a sea of words, we must plan and manage the acquisition of another language gradually (Lawes, S.).

Language is a communication system people use to express thoughts, feelings, and experiences. Language has two main forms: written and oral. Languages are made up of different combinations of sounds, words, rules, word orders, and grammatical structures designed to be understood and used by speakers. Languages are one of the most significant means of communication between people and cultural and social importance. People speak many languages in different parts of the world, and learning and using these languages enables communication and information exchange between different cultures.

1.1.1 Value of Language

The study of McIntosh (1998) discusses that learning is a complex, language-facilitated process of exploration, cooperation, and inquiry. Language is a complex and specifically human way of expressing, discovering, and transmitting meaning, consisting of interconnected and rule-governed symbol systems. Language is an unmistakable symbol of personal identity, as well as being a distinguishing characteristic of culture, and is important in creating interpersonal relationships, recognizing social situations, expanding experience, reflecting on thinking and action, and contributing to a democratic society. The primary foundation of all communication and the primary instrument of thought is language. Language learning is an ongoing process that starts at birth and proceeds throughout life. As they use it to express their thoughts, emotions, and experiences, students learn a language, develop relationships with family members and friends, and seek to make sense of their world and order. It is necessary to value each student's first language and to build on it. Experience in one language will help the learning of another language. The development of languages is *continuous* and *recursive*. By applying what they learned in different and more nuanced ways and with growing complexity, students develop their language learning. To expand and improve their language and comprehension, they rely on and use prior experience (McIntosh, 1998).

Humanity is fundamentally defined by language, according to Lawes Shirley. In every aspect of our lives, it is almost a given. We acquire it at birth, it appears naturally, and most people take it for granted. Language is both a means of knowing the world and a means of communicating human thoughts and endeavors. Our knowledge of linguistics and culture expands when we learn another language. By learning a foreign language, people can expand their horizons and break down cultural and linguistic barriers. English is already the lingua franca in the English-speaking world, so learning another language makes sense (Lawes, Shirley, 2021).

Regardless of gender, social status, or educational level, language is ubiquitous in society. For learning a language, grammar, vocabulary, and calligraphy are valuable, but not enough to fully comprehend what the other person is trying to convey. Travel and internet-based exchanges between countries are important for learning a language because they provide you with a chance to learn its culture, history, and traditions. Through language, we are able to communicate and learn about other cultures as well. As everyone is shaped by the culture in which he or she lives and behaves, learning a new language will enable us to better understand other people and see the world from a different perspective. It helps you gain a deeper understanding of cultures outside your own when you learn different languages. The best way to understand new mentalities is to open up to the world. Our first contact with another culture is through language. Through learning about another social group's customs and views, we gain a new perspective on the world. Developing an understanding of a country's culture requires understanding its jokes and expressions. Through this kind of learning, we gain a deeper understanding of other practices, which enriches our understanding of the world.

1.1.2 Speaking and Listening

Speaking and listening are highly interconnected in real-life situations, and they work simultaneously. It aims to facilitate effective verbal communication by integrating the two. Integrating these technologies will ensure real-life, purposeful communication (Sadiku, L. M. 2015). For almost a century, listening skills have been recognized as essential to successful communication. In the late 1940s, academics laid the foundation for listening skill inquiry. Human communication is dominated by listening skills, according to Rankin's study. Our daily communication consists of almost 50% listening. Listening skills were developed by the International Listening Association. The five types of listening proposed by Wolvin and Carolyn include discriminative listening, comprehensive listening, critical listening, therapeutic listening, and appreciative listening. Listening is an active rather than passive process, as shown by these types of listening. Global communication is increasingly digital, and listening skills are crucial in our daily interactions (Bozorgian, H, 2012, A. Wolvin and C. Carolyn, 1988, T. P. Rankin, 1926).

In English for Foreign Language Learners, speaking is one of the four macro language skills to improve, especially in countries where feedback is lacking and context are lacking. According to Parmawati, speaking is the most significant skill in the English language since it is a means of communication in our everyday lives. Learning to communicate effectively involves not only acquiring vocabulary, pronunciation, grammar, and other English skills but developing

confidence, public speaking skills, and fluency. Speech is an orally based process for communicating ideas and emotions, discussing experiences, and sharing information. Thoughts are the essence of what we talk about, and words are the way to express them (Parmawati, A, 2018, Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S, 2022).

In agreement with the aforementioned researcher, I think that speaking and listening are equally important, and one is not without the other. The first and most important steps in the language learning process are the acquisition of speaking and listening skills. Not only these skills but also the other skills are important. To master speaking and listening skills, you need all the skills that Parmawati mentioned. Everyone is required to have the ability to listen, which is highly crucial. A competent listener can comprehend what is being said, as well as resolve disputes, deal with a wide range of problems, forge close bonds with people, and comprehend assignments. Speech is a crucial tool in our daily lives since it is how we convey the majority of the information we need to others. Our impact on the listener might vary depending on the effectiveness of our speech. The process of developing efficient and high-quality speaking methods is complex, challenging, and multifaceted. Although practical experience is crucial, the conscious application of knowledge can only be conceived based on a sound theoretical base.

1.1.3 Writing and Reading

It is important to remember that reading and writing are interconnected skills. Effective written communication requires the use of these tools. Reading and writing are skills students need to develop. In order to develop students' reading and writing competencies, it is necessary to expose them to gradually more challenging reading materials and writing assignments. Making students proficient in reading and writing is the goal (Sadiku, L. M. 2015). To write effectively, native and non-native speakers must maintain a balance between content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. It is particularly challenging for non-native speakers to write in a new language when they have to demonstrate mastery of all these elements. The process of writing has been taught rather than the product for many years. Because of this, teachers emphasize grammar and punctuation rather than content choices (Rass, R. A.).

Readers read by the language they speak and the writing system they use to encode that language. In addition to the units in the writing system, there are also units in the language systems that are converted into mental representations. Words must be identified, and languages and general cognitive mechanisms must be engaged for messages to be constructed. Word identification occurs as a result of graphemic and phonological units working together.

Phonological mediation refers to the role played by phonology in this process. When reading begins with visual input, phonology is immediately applied to identify the word. This in turn yields semantic information relating to that word in the context of the preceding sentence. During real-time parsing and interpretation of a message, a word is immediately incorporated syntactically and semantically. A text representation based on interconnected propositions is developed as sentences are read. An inference establishes a coherent referential model of what is being read to determine a reasonable understanding of that text (Perfetti, C. A.).

Reading and writing are key skills for learning both mother-tongue and non-native languages. By reading, you develop your linguistic awareness and reading comprehension, as well as your vocabulary and grammar basics. In addition to allowing students to memorize various words and structures, writing helps them develop their written skills and spelling, as well as allowing them to use them in practice. Reading and writing play a vital role at all levels of language learning. Basic grammatical structures and vocabulary are acquired through reading. Readers gain a better understanding of words and structures in context through their exposure to practical applications. And writing allows learners to practice grammatical structures and vocabulary. The process of writing allows learners to develop their writing skills and apply linguistic elements to real-life situations

1.1.4 Learning Style

Learning style refers to the variety of learning approaches that offer perspectives, preferences, and strategies. These approaches are influenced by individual preferences for specific kinds of information and mental activities. Knowing a learner's strengths and weaknesses motivates them to learn. A visual learner prefers printed information, diagrams, flowcharts, and arrows. The auditory learner prefers auditory information and enjoys lectures, discussions, and tutorials. When it comes to accessing information from textbooks, lecture notes, and manuals, literacy learners prefer printed words and texts. Those who are kinesthetic learners thrive on hands-on activities in order to process information more effectively (Chaudhry, Ashar, & Ahmad). VARK is Fleming's acronym for Visual, Aural, Read/Write, and Kinesthetic. Using VARK, teachers and students can learn and teach in more and more diverse ways as a result of rethinking strategies for teaching different groups of learners (Fleming, N., & Baume, D).

Visual learners

Graphs and charts are used by visual learners to absorb information. In general, learners who prefer the visual mode are more likely to memorize and grasp information with their eyes. A

visual learner learns more efficiently through diagrams, graphs, and charts associated and illustrated with the materials (Benmeddour, A). Visual learners are sensitive to visuals, colors, shapes, and spatial arrangements. Learns through visual stimuli, especially pictures, and often thinks in pictures. In class, it is most helpful if the teacher writes the outline on the board or shows the important keywords on a projector - this helps the visual type to organize the information.

Aural learners

Aural learners are those who learn through their hearing senses, and they are also called auditory learners. As opposed to visual learners, they prefer explaining new ideas to others, participating in lectures and discussion groups, and telling stories. Listening to lectures was mentioned as their preferred method of learning (Benmeddour, A). The auditory type very quickly grasps spoken material, i.e., what is being spoken or read to them. He remembers names better than faces. He likes music, remembers melodies easily, and remembers lyrics and conversations. She is a talker, and she not only talks to others but sometimes also dialogues with herself, thinking out loud.

Read/Write learners

This category of learners prefers words as their means of obtaining information. Whether in the form of lists, PowerPoint presentations, dictionaries, or quotations, they prefer reading and writing in whatever format they choose (Benmeddour, A). Language is an important means of expression for this type of learner. They have a very good rhetorical sense and express themselves both orally and in writing with fluency and ease. They benefit from a group or pair of students with whom they can discuss and debate the material.

Kinesthetic learners

Learning the language is more likely to be successful for kinesthetic learners if they do something physical. In their view, information should be based on actual experiences, examples, practice, or simulations (Benmeddour, A). The kinesthetic type learns best through movement: touch, working with objects, and hands-on experiences. They are unable to sit still for long periods and absorb the material passively. He prefers to try things out for himself rather than read about them in a book.

Learning style is an individual preference that affects the way an individual acquires, stores, and recalls information. Learning style depends on personality traits, feelings, and

experiences. Learning styles are significant because each person has a personal way of learning and processing information. Schools and education systems tend to teach all students in the same way, but this may not be appropriate for all learners. Understanding individual learning styles allows teachers to tailor instruction to student's needs and thus make learning more successful. Understanding and accommodating learning styles allows learners to better understand information, be more effective at remembering and problem-solving, and enjoy the educational experience. Reading and writing learning styles are the most effective, in my opinion, as they are the ones we use in our daily lives, and thus we can always learn.

1.1.5 Learning Foreign Languages

Learning foreign languages is a growing problem in the global world. One of the reasons people have learned a foreign language is due to economic development. Foreign languages are seen as an economic commodity in the industrial world as people from different countries and cultures meet to share different skills and knowledge in their workplace (Rintaningrum & Aldous, 2018). As a foreign language, English is learned by thousands of people around the world. The popularity of English as the most widely spoken language in the world is widespread in most non-English speaking countries today. There is a great demand for English language teaching, resulting in competent English language users, especially in Asian countries. English developed as a foreign language such as Indonesia, the Philippines, Thailand, Korea, Japan, Vietnam, and China, and gained its status throughout Asia. However, learning a foreign language is not as easy as people think because it is full of challenges. Some people successfully learn a foreign language, while others do not (Rintaningrum & Aldous, 2018).

Learning a foreign language is crucial as our world globalizes. People learn foreign languages for many reasons: business, academic, cultural, or even personal. Understanding foreign languages opens the door to communicating, understanding, and building relationships with people from different parts of the world. Learning foreign languages permits you to move, work, and study more flexibly around the world, which is an essential asset to personal and professional development. In addition, knowing a foreign language allows you to gain knowledge of different cultures and customs. This can also contribute to a more open mind and tolerance. Overall, learning a foreign language has many advantages and can be useful in many areas of life.

1.2 Methods of studying Language

Languages are very complex structures. You soon realize how complicated any language is when you try to learn it as a second language. If someone tries to exhaustively describe embodied in the language of all the rules - the rules, the ability to produce and understand the native user an infinite number of good, well-written sentences that you can use - and easy evaluation of the knowledge that the child learns, he learns of indigenous peoples language. The language descriptions written so far are excellent in most cases, but still omit more than those that explicitly include the competence of native users in their language, regardless of whether that language is English, Swahili, or Japanese Sign Language. Similarly, the ongoing work on language learning underlined how much effort is needed to get tangible facts into systematic findings (Crystal and Robins, 2021).

Among the most common methods of learning a language are: Direct Method: This approach is called the natural method because it uses only the target language and avoids the learners' native tongue. A focus is placed on speaking and listening skills through immersive communication activities. Grammar-Translation Method: A grammar-translation method is based on the classical Greek and Latin method and teaches students how to apply grammatical rules to translate sentences in target languages. Audio-Lingual Method: An audio-linguistic approach emphasizes repetition and reinforcement of correct language structures through behaviorist theory. Correct use is rewarded with positive feedback, while incorrect use is rewarded with negative feedback. The Silent Way: Using minimal language, the teacher encourages the learner to take charge of their learning. To learn and communicate, learners use visual aids and gestures instead of their mother tongue. Task-Based Language Learning: Language learning in a task-based manner involves completing real-world tasks that learners find relevant and interesting, such as ordering at a restaurant or giving directions. Errors are not the most important focus of correction for learners, as they use the language they already know. Community Language Learning: The goal of community language learning is to reduce barriers to learning by establishing personal connections between the teacher and students. During the lesson, the teacher translates the mother tongue into the target language, which the learners repeat (Usmonova, R., Omonova, M., & Bobojonova, Z., 2020).

There are many different methods and approaches to language learning. One of the most important things is to find the method that works best for you. There are advantages and disadvantages to different methods, and the choice depends on your language learning goals, time frame, and learning style. Language learning methods have their advantages and

disadvantages. The advantages generally depend on the type of learner, the purpose of learning, and the language being learned. Direct methods are, in my opinion, the most effective. The advantages include the direct method focusing on natural language use. This allows language learners to practice the target language as it is used by native speakers, thus improving their speaking and listening skills. In addition, the direct method bypasses the learners' mother tongue, allowing learners to use the target language directly rather than translating back into their mother tongue. This facilitates faster and more effective language learning. However, the direct method also has its limitations. For example, the direct method does not necessarily support learners' grammatical understanding and knowledge. It also assumes that language learners already have a certain level of grammatical knowledge that enables them to communicate in the target language. Finally, it is worthwhile to note that language learners are different and not all methods work for everyone. It is worth trying several methods and finding the one that works best for the individual.

1.2.1 Phonetics and Phonology

Both **phonetics** and **phonology** refer to the study of speech, which linguists traditionally observe as different areas of study. *Phonetics includes the physical features of speech production and their relationship to speech perception, while phonology deals with the practical and systemic nature of the sounds of each language*. Though, when analyzing spoken language, the two areas are not demarcated, so the linguists used do not always respect the difference. For example, with phonologists in the second language (L2), phonology has sometimes used a cover for many aspects of second language learning related to pronunciation. Thus, L2 phonology regularly refers in a general way to the benefit of sounds in a new language. Teaching the pronunciation of L2, as when the teacher explains the articulatory postures and dynamics needed to create a particular consonant or explains the connection between stress and the elements of pitch, volume, and length. Study on articulatory phonetics sometimes deals with the description of production patterns that define the first language (L1) from L2 speech. The analysis of John and Murray (2012) of articulatory phenomena relied on the observation of prominent members of the vocal tract and the conscious response of phonetics to their speech production (John Levis and Murray Munro, 2012).

Phonetics and phonology play a vital role in learning foreign languages, as they help you understand and pronounce sounds and accents. For learners of a foreign language, knowledge of phonetics allows them to learn correct pronunciation by learning sounds and accents not in their mother tongue. Phonology is another branch of phonology that studies sound in languages. This

field of linguistics helps us understand how sounds and stresses work together to carry meaning in language.

1.2.2 Grammar

Grammar is important in teaching a second language because of the grammar and vocabulary of the English language learning base. *Grammatical support is part of communication competence.* Communicative ability includes knowledge of the use of the grammar and vocabulary of a language to achieve communicative goals and learning of how to do so in a socially appropriate way. Communication goals the goal of students is to learn English. So teaching grammar is needed to achieve the goals. The value of grammar knowledge is important in the field of English language teaching. Grammar is the base of the English language. This is not learned naturally, but learning needs to be taught. Grammar works at the order level and controls the syntax or word order allowed in the language (Jianyun Zhang, 2009).

Grammar, the rules, and regulations governing language structure, is essential for learning both mother tongues and foreign languages. Learning grammar helps you form sentences correctly, use the right word order, use words correctly, and use tenses correctly. In addition, grammar knowledge is necessary to understand the relationships between words and sentences in a language and to use different linguistic devices correctly. In the case of the mother tongue, grammar knowledge is essential to communicating effectively. It is essential to comprehend the linguistic rules that allow us to express ourselves more accurately, clearly, and coherently. Grammar knowledge is also crucial in learning foreign languages. Understanding the rules of a foreign language helps language learners develop correct speaking and writing skills, avoid language mistakes, and improve their comprehension.

1.3 Use of Memory and Effective Strategies

Michae and Harris (1999) offer strategies descriptions which are categorized into six strategy types:

1. Memory strategy

The memory strategy allows students to study and collect information through orderly oral sound, images, a combination of sound and pictures, body movement, mechanical devices, space. Support students to remember the target language better.

2. Cognitive strategy

The cognitive strategy allows students to produce language materials through thinking, analysis, summary, synthesis, note-taking, sketching, reorganization, practice in the natural environment, review of sounds and pictures. It significantly influences learner's English language skills.

3. Compensation strategy

The compensation strategy allows students to select from the set of listening and reading using synonyms for speaking and writing skills. The words gesture and pause help students develop the missing information. The compensation strategy helps learners by offering learning aids that can characterize language learning.

4. Metacognitive strategy

The metacognitive strategy is used to control the entire learning method. This strategy allows students to prepare the task, gather materials, create the design, monitor the error, and evaluate the exercise. It is significantly more helpful and influences cognitive strategy and function than the implementation of cognitive strategy.

5. Affective strategy

The affective strategy allows students to recognize levels of mood and anxiety. It helps students describe the feeling, rewarding good performance, pursuing positive self-talk, alleviating their feelings. This strategy helps students become motivated learners.

6. Social strategy

The social strategy allows students to ask questions for confirmation and clarification, ask for help with language tasks, make efforts to talk to native speakers, and explore the cultural and cultural norms. Knowing the target language and target culture is significantly helpful (Mandasari and Oktaviani, 2018).

1.4 Language Learning

Every physiologically and mentally typical people learn basic vocabulary and structure of the mother tongues at the end of childhood. The importance of social interaction between children and their interlocutors is another significant factor. Creativity should be emphasized as a product of first language acquisition. The far greater number of sentences people create in their lives is new; that is, in their personal experience, they have not yet occurred. This ease of creativity in human language competence makes it difficult to recognize its extent (Robins, 2021).

1.4.1 Bilingualism

Acquiring a second and every language acquired later is quite a separate issue. Except for one form of bilingualism, it is a voluntary activity that is performed when one has almost or completed mastered the basic structure and vocabulary of one's first language. Of course, many never learn significantly more than their mother tongue. It is just when you encounter a second language that you realize how complex the language is and how much effort you need to put into learning it later.

The studies of Robins (2021) show *that while most people unconsciously learn their mother tongue easily, individuals have different abilities to learn additional languages, just like other intellectual activities*. The biggest difficulty is experienced by those who learn because they are advised or expected to do so without substantiating them. Based on a motive different from external constraints or expectations, the task is much easier to accomplish. In Welsh schools, for example, it has been found that English children progress more slowly in Welsh when the only obvious reason for learning Welsh is that there are Welsh lessons (Robins, 2021). Welsh children, on the other hand, are making rapid progress in English, the language of most further education, newspapers, most television and radio, most of the highest paid jobs, and jobs outside the Welsh language area. This action can be compared to much weaker indicators of second language acquisition among similarly educated individuals in England and the United States, who have long relied on foreigners adapting to their ignorance by speaking and understanding English.

Bilingual children are sometimes thought to be slower to do school work in places where two languages are used regularly than similar monolingual children, as great mental effort is required to learn two languages. This is by no means proven, there is probably evidence to the contrary. Moreover, since much of a child's language learning takes place in infancy and preschool, it does not mean more strongly, in the sense that conscious language learning has taken place in school, a giant, mentally separate space for the child. Quite an individual issue from learning work, certified at home or school, to read and write in two languages; it is undoubtedly more a job than acquiring monolingual literacy (Robins, 2021).

Two types of bilingualism were distinguished according to whether the two languages could be identified and allowed between them from the experience of simultaneous use or the exposure to the language used in the different settings. Accordingly, bilingualism leads to mutual intervention between the two languages; Extensive bilingualism within the community is sometimes partly responsible for language changes. Interference can occur in pronunciation,

grammar, and the meaning of words. Bilinguals often speak their two languages with an "accent". That is, each carries indubitable pronunciation characteristics from the other (Crystal and Robins, 2021).

1.4.2 Literacy

Literacy learning is something different than the language spoken or signed the acquisition, even if the language is the same as usual. The speech, singing, and writing skills are acquired, but there the similarity ends. The children learn the first language in the beginning involuntarily and unconsciously, mostly at random exposure, even if you do not try teaching. Literacy is taught deliberately, knowingly, and intentionally taught. There is an ongoing discussion about the best methods and techniques for teaching literacy in different social and linguistic contexts. The writing skills a person learns who already have a basic structure and vocabulary of the language (Robins, 2021).

1.5 Second Language

The definition of second language acquisition and learning of the foundation after the mother tongue or first language acquisition and second language learning to learn. A systematic study of how people learn a language other than their mother tongue (Dr. Md. Enamul Hoque, 2017, p.1).

Dr. Hoque (2017) highlights on the fact that *language learning introduces to the formal learning of a language in the classroom.* On the other hand, language acquisition involves the acquisition of language without or without formal training or learning. If you go to a different country where people speak a language other than your mother tongue, you need to learn that foreign language. Few social language learning can be completed in their daily interaction with natives on the market, at work, or anywhere else in the parks.

1.5.1 Motivation

Motivation is usually seen as inner driving power, impulse, emotion, or desire that motivates a person to take a particular action. During the second language learning, the learner will be successful with enough motivation.

1. Instrumental motivation: learning L2 for some practical reason - taking an exam, getting a better job, reading technical materials, translating, etc.

2. Integrative motivation: Students are involved in the people and knowledge represented by the target language group. Learners want to integrate themselves into the knowledge of the second language group, to identify and to become part of society.

3. Effective motivation: This motivation is the effect of learning. Students who experience success in studying will be more or, in some cases, more motivated to learn.

4. Intrinsic motivation: Motivation includes arousing and retaining interest and can mitigate the consequences of factors such as self-interest in learning and how people feel about learning activities. There is no visible reward except for the activity itself.

5. External motivation: Management with external motivation exacts prizes from outside and outside of you. Typical external rewards are money, ratings, and even certain kinds of positive feedback (Dr. Hoque, 2017).

Language learning is important in the 21st century. Sometimes people say the more languages you know the, more you are worth but, that's not entirely true. However, it is good to know more languages as the more you develop and the more opportunities you have. The more languages you know, the more doors open for you. There are many different language learning opportunities in the world for people to choose from. After all, every person is different and therefore acquires languages differently. Some find it easier to study after hearing and authors find it easier to learn a language after reading.

PART 2

MOBILE TECHNOLOGY IN LANGUAGE LEARNING

Mobile technology plays a vital role in people's lives. It is always with us and it fits in small spaces. Learning a new language is not easy, but mobile technology can make it easier. With mobile technology, we can learn anywhere, anytime. Mobile technology makes it easier for people to learn a language as they can use it for anything.

2.1 Mobile Technology

Mobile technology is transforming society, communication, and the global economy. As cell phones, smartphones, and tablets now outperform desktops, people's ways of accessing, using, and sharing have undergone significant change. High-performance mobile devices and sophisticated digital applications allow users to build businesses, access financial and health records, communicate with government officials, and complete online transactions. Worldwide, such tools and applications have contributed to reducing social inequalities, increasing participation in civic life, and raising educational levels, all of which stimulate national economic development. This revolution in access to information for consumers and businesses, and the far-reaching consequences of such uses, are a fundamental turning point in human history. For the first time, people can connect in a relatively inexpensive and convenient way around the clock. In both developed and developing countries, the growth of mobile technology has been accompanied by job creation and knowledge transfer, as well as deepened social and economic ties (West, 2015).

The study of Jenkins, Squire, and Klopfer identified the properties of mobile devices. As a result of their compact size and lightweight design, these devices are easy to carry to a variety of destinations. Interaction between learners: using mobile devices makes collaboration easier, and data can be exchanged. Using mobile devices, students can access other devices, data collection devices, or a shared network to create a distributed learning network. Depending on the learner's needs, the platform can be customized (Klopfer, E.; K. Squire, and H. Jenkins, Miangah, T. M., & Nezarat, A).

2.1.1 What is Mobile Learning?

According to the studies of Hashimi, Yunusa et. al (2011) *mobile learning can be described as the use of ubiquitous handheld technologies and wireless and mobile phone networks to facilitate, support, increase and expand access to teaching and learning*. Mobile learning can take place anywhere, anytime, including traditional learning environments such as classrooms, as

well as in the workplace, at home, in community places, and during transportation. Mobile technologies include *mobile phones, smartphones, MP3 / MP4 players,* handheld *gaming devices, mini-notebooks.* Mobile learning means connectivity for downloading, online working, uploading. There are many mobile resources available for formal and informal language learning and practice in one of the most popular applications of mobile learning, which is language learning (Hashima et. al.,2011, Lahiri, M., & Moseley, J. L.).

Learning a language using a mobile phone is one of the most interesting and innovative digital options for enhancing and improving the learning process. Learning a foreign language via mobile phone is especially relevant now that more and more people own them. The mobile phone has evolved from a simple voice device to a multimedia communication tool that can transmit and download text, data, audio, and video—from text messages and social media updates to breaking news, the latest music hits, and the latest top-rated videos. A mobile phone can also be used as a wallet, compass, TV, alarm clock, calculator, address book, newspaper, and camera or video camera. (Бойко, Я) A variety of books in English in the original can be downloaded to a smartphone and read at any time, regardless of access to the Internet network (Карпа, І).

Soon, when technology is an integral element of our environment, we are projected to no longer have to carry a mobile device. Students manage to move between using desktop computers and mobile devices, and maybe touch-screen displays in public areas, often for several parts of a learning task. Technology-mediated interactions are interspersed with direct interactions with humans. Student mobility forms an ever-changing environment for learning: mobile technology, while essential, is just one of thoe technologies and interactions used. Knowledge experiences affect interactions with fixed technologies and mobile devices across spatial, temporal, and conceptual boundaries. The weaving of interactions with mobile technology into the fabric of pedagogical interaction around them is the focus of attention (Hashemia et. al.,2011).

2.2 Mobile Technology in Language Learning

The initial work of Hashima, Yunusa et. al (2017) focuses on mobile technology as transforming the landscape of language learning and it is seen as the next frontier that is being explored in terms of its potential to enhance the teaching and learning of English. *It is believed that the portability of mobile devices brings new ways that can shape learning styles and pedagogies that can become more personalized and allow learners to learn on the move.* This creates an opportunity for significant change in the teaching and learning of English as a second language.

Using mobile-assisted language learning (MALL) can help second language learners in language learning. Above all, it was a challenge to cover learning tasks using a mobile device, especially when learning English as a second language. Nevertheless, mobile devices, which are popular among students, are motivational tools in education as well as in various learning activities. This has been demonstrated by many researchers who have shown positive results. Therefore, we need to recognize that mobile devices can find their classrooms in the learner's pocket. We need to ensure that educational practice can effectively and efficiently incorporate this mobile technology, especially for learning English as a second language (Hashima et.al, 2017).

Language learning is not limited in the classroom or during lecture time. It should not stop after the lecture is over or after the teacher is present. Currently, technology is age, so technology tools need to be used by both teachers and students. Students and teachers can communicate using a variety of devices. The most popular tool that is growing day by day is the use of mobile devices. It is the most admired and popular tool among students because it is helpful for both teachers and students. Mobile-based language teaching and learning activities are also popular because they are attractive and enjoyable. Students never get bored and become successful in mastering new vocabulary. The use of mobile to learn English is increasing day by day. Students know how to use mobile technology, and almost every student uses social media and Facebook for at least an hour a day. Students 'communication vocabulary was developed using social media. They also take part in a language learning quiz to get to know new words in English. (Asma Abdul Aziz et. al., 2018) There may be differences in the characteristics of learning outside the classroom and learning in a controlled environment. Learners balance their time in their lives between learning and other activities. As a result, the amount of time they devote to and spend on learning varies from day to day and from learner to learner. The learners are responsible for managing their time during extracurricular learning. The technologies available at the time determine to a large extent whether they work at home, at school, on the bus, on the train, or anywhere else (Stockwell, G).

2.2.1 Usage of Mobile Devices

With the development of the world, the development of technology has revolutionized over the years. The use of mobile in the learning process is being used for a few years. The first benefit of mobile learning for students is that they can use IT anywhere, anytime. They can also use other technological devices, such as PDAs. Lehner and Nosekabel (2002) claims that *mobile learning is made as to any skill or service that provides educational content and electronic information that facilitates the accomplishment of knowledge, regardless of place and time.* Vavoula and

Sharples (2002) also recommend three methods in which learning can be regarded learning through mobile in terms of space, in different areas of life, and concerning time. These definitions may imply that foreign language learners can use the mobile learning system anytime, anywhere they need it. So mobile phone service is becoming the most popular, especially among foreign language learners and teachers (Asma Abdul Aziz et. al., 2018).

The most popular use of mobile phones is for students to learn vocabulary from the dictionary of their mobile phone and to feed or install any suitable dictionary from the internet for this purpose. This proves very useful in finding and learning new words with English language exercises. Mobile phones allow students to ask questions in the form of short questions, and teachers can provide answers and feedback using the SMS service. Mobile phones are very effective to exchange voice messages, small web pages, e-mails and it is very useful to do exercises from web pages.

With **Skype**, students can chat with their teachers, instructors, and fellow districts. Skype is good technology that matches the needs of education and language learning. Foreign language learners can speak the native language of that language. Foreign language learners can also enjoy the pronunciation of native speakers. It is very useful in terms of speaking skills and can be improved after using the app. Skype is also very economical for students and teachers because they do not have to pay extra in addition to paying for internet access (Asma Abdul Aziz et. al., 2018).

2.2.2 Grammar and Vocabulary

Most grammar and vocabulary learning and study sites are mobile-friendly. Some have designed fun game-based activities, such as Grammar polis for English Grammar or Quizlet for Vocabulary Exercises. Johnny Grammar's Word Challenge (British Council) involves game-based questions on grammar, vocabulary, and spelling for various levels of learning. The Phrasal stein application (Cambridge University Press) reviews the use of phrase verbs by cartoon characters resembling Frankenstein. (Godwin-Jones, 2018) Grammatical tutorial exercises were one of the first applications of computer-assisted language learning thought to be particularly valuable. Language learning Web sites also feature grammar-focused activities. As part of the m-learning program, vocabulary is included alongside grammar. The simplest way to learn vocabulary is through the use of a keyword hyperlink, which generally connects the user to a dictionary definition, a translation, or a picture (Levy, M).

2.2.3 Writing and Reading

Social media, generally used by students, is a typical tool for reading and writing in the target language. Social media involves students in language practice and gives to their a sense to use the language not only grammatically but in ways that are socially and pragmatically relevant. Social media involves learning about genre conventions, language registers, and cultures of use in different media and online communities. It is necessary for English language learners skills such as knowing how and when to use abbreviated text language. Likely, students will already be using the mobile versions available on social platforms such as **Facebook**. That provides an opportunity to pursue in-class activities that can be extended to homework or used informally by students later (Godwin-Jones, 2018).

2.2.4 Speaking and Listening

The explosive growth of mobile technology has been the modalities of text, image, and audio/video merging, which today usually converge in SMS, blogging, and all forms of social media. This convergence is necessarily reflected in the use of mobile devices in language learning. Tasks in the classroom and at home are likely to connect text to other media. For example, the end product of the recommended activity of Kukulska-Hulme, Norris, and Donohue (2015) is a letter outline that accompanies the job application. Before dealing with the letter in class, students watch an online job interview video at home and then discuss in class discussions with other students what they found helpful during the interviews. Thus, the activity includes writing, listening, and speaking. While in the present case, the specified tasks involving mobile use should ultimately lead to active student language use, opportunities for collaboration, and, where possible, contact with the "real" world outside the classroom.

Listening to podcasts or watching video clips can work as an example for students who create multimedia. This is one of the most generally used features of modern phones for taking pictures and recording audio/video. The voice recorder feature lets you record selected classroom activities for later study, reflection, or transcription. Video and audio recording is an ideal tool for presentations, designated dialogues, or classroom exercises. Final versions can be published online on a department's website, in a video sharing service, or a public folder on a cloud service such as Dropbox. Learners can use their phones to have video chats with each other related to the topics currently being studied. They can use the models available on YouTube to create guides related to their hobby or particular interest (Godwin-Jones, 2018).

2.2.5 Pronunciation

The second generation of mobile devices allows their users to access multimedia features, including listening and speaking features. An excellent mobile learning service should consist of speech devices that transmit voice. Having such equipment, the learners may download dictionaries on the PDA with sound functions so they can study the correct pronunciation of unknown or new words to be able to complete their learning needs. Mobile devices with multimedia functionality allow learners to record their voices. Various functions of the system, such as the creation of a dictionary of unknown words and locate the correct phonetic form, the students' pronunciation, and speaking skills well beyond repair. *The Praxis learning podcast line is a platform for learning foreign languages that gives a context-driven, community-based, and software-enhanced website.* Lately, it has been working to release mobile language learning traits for PDAs, smartphones, etc., allowing students to learn the phonetics of a given language interactively using the multimedia traits of mobile phones (Microsoft Research Program). Miangah and Nezarat (2012) investigated that the speech aspect of mobile learning is an important textual aspect, as it allows learners to speak pleasantly with a system that records their voice and allows them to listen back to themselves. They can then compare their voices with an ideal pronunciation and improve that ability (Miangah & Nezarat, 2012).

2.3 Key Features of Mobile Phones: Application Language Learning

Most cell phones have equipped with features such as *SMS, MMS, Facebook, Twitter, internet access, mp3 / mp4 player, digital camera, video recorder*, and many are capable of running multimedia content, including audio and video. Some mobiles have special built-in learning software such as e-*dictionary, card software, quiz software, voice recording*, and *listening*. Through the admission option, students can be instructed to record their communications and, after listening to their records, can be asked to correct their weaknesses. Mp3 / Mp4 can be used to play audio/video clips related to English education. Learners can record interviews or conversations outside the classroom and then play them back in class later for feedback and review. Among the reminder recording feature, most cell phones can collect language examples from the TV or radio. With the Internet Facility, students can surf online with their mobile phones. You can check your emails, read online textbooks, and watch lectures at any time by browsing the internet.

Students can download nowadays several free online materials that allow students to download various formats to their mobile phones. With the download available, students don't have to carry heavy books with them. They can read the **e-books** they need anytime, anywhere.

Students can download helpful **software** and **dictionaries**. *Bluetooth* also allows teachers and students to share files when they are in the same area. Teachers and students can also store readings from their textbooks (El Hariry, 2015).

Every cell phone has a camera that learners can use for educational purposes. Learners will benefit well from the camera in collecting scientific data, documenting information, and storing visual materials. Whether they are on a trip, at a gallery, or working in groups, they have a digital camera and take as several pictures as possible. You can later use these taken images for tasks, edit and publish them on blogs or class sites, use them in digital presentations, and add them to PowerPoints. They can also create English texts and upload some relevant images to a shared report.

Games can be used to develop problem-solving and analytical thinking skills. The teacher can organize and develop or reduce several activities to suit the time of the semester, class size, language level, and age. A teacher could support her learners to record their speech on a particular topic and role-play between two students. Then, it can be played many times to recognize and rectify their mistakes. The teacher can request them to record interviews or conversations using their cell phone. With the help of the mobile phone, the teacher can take several pictures of important places in the city and ask them to identify these places and mention the famous sights nearby. The teacher can support students to do the same when they are outside and take photographs of the most important streets and locations and exchange them with their colleagues (El Hariry, 2015).

2.3.1 Advantages and Disadvantages of Mobile Learning

A large number of users are asking English teachers to use mobile phone technology in English classrooms. Mobile devices are very small, clever, portable, and comfortable to use. Most students and teachers have access to a cell phone. Learning takes place at any time of the day, weekdays, or weekends. People use mobiles as a method of communication or leisure, and there is little awareness among users that mobiles have been used for learning and learning.

Advantages

- Personalize the learner's background
- Give a learning practice outside the classroom
- Earning the learning process of learning enjoyable by recording, organizing time
- Overcoming the advantages of informal learning.
- Help develop student morale.

- You are no longer forced to use the computer as a single substance, the object of access to information

Disadvantages

- Small screen measurement
- Short memory size
- Little keyboards
- Exiguous battery life
- High costs
- Chance of misplacing, stealing, or breaking mobile devices
- Using mobile devices in noisy environments
- Communication error due to poor network connection. (El Hariry, 2015)

Of all modern means of communication, mobile phones are the best means of communication, even popular than emails or chat, as they can function as a learning tool despite their technical limitations. Among such learning with a mobile device, the learner controls the learning method and development in his/her own space based on his/her cognitive state. Computer-based learning or e-learning allows learners to learn in an out-of-class environment when they are online or offline at home in front of their personal computers. However, studying via mobile phone or mobile learning allows students to learn when they are on a bus, outdoors, or working a part-time job. They can study anytime, anywhere. The two main traits of mobile devices are *portability* and *connectivity*. As far as *connectivity* is affected, the study of the mobile system should be able to relate and communicate with the learning site via the device's wireless network to access learning stuff everywhere, including short message service (SMS) and mobile email. *Portability* allows students to move mobile devices and bring learning materials with them (Miangah & Nezarat, 2012).

2.3.2 Participation of Teachers and Students

More recent evidence shows that the possibility of using mobiles in education poses a good challenge for students and teachers. English teachers should integrate and implement technology such as adopting mobile phones in English teaching. They should become acquainted with the newest IT-driven technology and gain the necessary skills to apply technology in their daily teaching assignments (El Hariry, 2015). Teachers also need to motivate the learners to learn technology in class and allow them to learn the English language in an effective manner. With

proper use of mobile technology, teachers can more simply promote the teaching of English and able learners to know English effectively. On the other hand, the role of students is to develop elementary computer knowledge and actively take part in studying all the choices while using their mobile phones. They should also be prepared and given enough information to store educational materials such as listening supplies or books on their mobile phones. With the individual use of mobile technology and the proper direction, learners can enter online English learning devices via cell phones, and they can also use online tests (El Hariry, 2015).

2.4 The Future of Mobile Devices

Mobile learning has such an influence on education that it is probably only a matter of time before some schools and universities plan to use mobile phones in the classroom to improve teaching and learning. Flexible, practical tools that our students already have and their skills are regularly developing. When used correctly and with proper precautions, few devices can match the power and clarity of a classroom cell phone. You don't have to be scared of mobile learning. It does not endanger the teaching methods and forms well known so far, nor does it endanger the teaching positions of teachers. Practicing through mobile devices can be seen as an aid to learning because so far there has never been such a tool that could be used at any place and at any time to acquire the necessary information and thus to acquire knowledge. We must also recognize that cell phones are a widespread and popular means of communication for our students. Mobile phones can help you learn languages (El Hariry, 2015).

2.4.1 Mobile Applications

Mobile apps, like computer programs, are designed to run on mobile phones, tablets (such as iPads), and other mobile devices. *The name "application" is an abbreviation for "application software".* The apps are simply available over an app delivery platform called the App Market, and these apps are typically run by the owner of the mobile operating system, such as the *Apple App Store, Google Play, the Windows Phone Store, and the BlackBerry App World.* There are two principal app stores: Google Play for Android and the Apple App Store for iOS. Known as Android Market, Google Play is a global online software store developed by Google for Android devices. The Apple App Store for iOS is the first app on the market to set the standard for app distribution services. Mobile apps can be downloaded from the App Market to a mobile device, such as an iPad or mobile phone, or downloaded to computers. The popularity of mobile apps is constantly developing as their use is becoming more widespread (Liu & He, 2014). Some frequently used applications:

FluentU

Through FluentU, you can access thousands of videos by topic, from funny commercials to music videos to recordings of popular American talk shows to nature films. In addition to the freshness of the content, one of the app's greatest strengths is the interactive captions that accompany the videos. It means that you can simply tap on a word in the text that you don't know, and the definition of that word will appear, along with example sentences and explanatory pictures. As a bonus, learning the words in the videos is supported by a built-in quiz, so you can also track how much of the term is burned into your mind. Every video has a specific vocabulary that aids students in improving their communication abilities. After reviewing videos, visual aid exercises were given. Assignments were developed to assess any comprehension of the subject matter. The software itself tracks your progress and recommends additional content based on the videos you watch and your scores on the player tests. This way, the software gives you a personalized training plan and learning experience that's relevant to your interests and skill level (Altynbekova, & Zhussupova, 2020).

Duolingo

The rating on Google Play for this app is 4.3 stars. The developers emphasize that it's free of charge. In the app, productive and receptive skills can be practiced in more than 30 languages, and they believe it is the fastest way to learn a language experientially. An important feature is the presence of playful elements such as leader boards, badges, and the possibility to create learning groups. It is a simple, streamlined platform. It is worth noting that Duolingo also offers seven-day challenges. Statistics are immediately available, and errors are immediately flagged. In our opinion, this application has been serving digital language learning needs for a decade. (István Thékes, 2023) Duolingo focuses on reading and writing and, to a slightly lesser extent, on speaking and listening comprehension. Duolingo's name suggests that you can always work with a pair of languages, a base language, and a target language, and translate between them and solve problems. That also means that Duolingo can be used to learn and practice two languages at the same time, as long as one of the languages is English (Csetneki, S, 2018).

MindSnacks

A fun and easy-to-use interface makes this app popular. To learn new English words, you can play fun games instead of studying endless word lists. MindSnacks, available only on iOS for now, is an extremely easy-to-use vocabulary-building app that Apple rates as the highest-rated language-learning app available. MindSnacks also takes playful learning to a new level, offering

ready-to-play games for every lesson. The app world is very colorful and busy, and it is difficult to find the most effective learning tool. The basic app is free but charges money for additional levels. Mini-games are available in the app. Interactive (and fun) games support word memory but also hand-drawn illustrations and audio materials. This app also personalizes and optimizes the learning process for the learners based on the mini-test results (NNAEKWE & EJIKE, 2017).

The use of telephones is extraordinary in language learning. Learners have the ability to learn at any time. A phone can hold a lot of information, and with the help of the internet, they can find and use any language learning tool. In the 21st century, mobile technology plays the main role, so why not use this to improve our knowledge. Students should also use mobile technology in the classroom. It would also make the work of teachers easier. With mobile technology, students can read, watch instructional videos, listen to audiobooks, and they can use different applications to learn languages.

Xeropan

Xeropan instructs students engagingly and intriguingly. It helps you along the way with lessons geared to specific goals and videos simulating real-world situations. Popular culture videos are used to teach English terms used in everyday life. Improve the fun, engagement, and interactivity of learning. Improve your English grammar, pronunciation, and vocabulary. Hold a daily log of your progress and assess it. It's perfect for players of all skill levels, from beginner to expert. Speaking with an intelligent bot will help you improve your English speaking skills. Contest and earn badges with your friends (App Review, 2021).

Mobile phones can be used in a variety of ways for language learning. This tool can not only be used in the classroom, but it is available to language learners anywhere and anytime. Language learning is widespread these days, and everyone must find the best way to learn a new language. This is why it is important to introduce students to the useful features of mobile phones. This will help them to learn the language more effectively. As the usage of mobile phones is quite widespread around the world, it would be useful to introduce them into the classroom. It would also make teachers' jobs much more manageable. Since there are so many different types of apps for learning, students have a lot of opinions to choose from.

The name of the application	Software	Developed area	Terms of use.
FluentU	iOS /Android	speaking skills, vocabulary	14 Day Free Trial/paid
Duolingo	iOS /Android	reading, writing, and listening	Free
MindSnacks	iOS	vocabulary, with playful exercises	Paid
Xeropan	iOS /Android	vocabulary, speaking, speaking comprehension, writing, reading	Free

Table 1: Mobile language learning apps

PART 3

EMPIRICAL RESEARCH

3.1 Methodology

The following research investigates the use of mobile technology by 9th and 10th-grade students in language learning. The participants were randomly selected. The questionnaire was available to students in Hungarian. The research aims to find out what effect the use of mobile technology has on language learning. The survey aims to gain insights into how students evaluate mobile phone apps and their use during the language learning process: what are the strengths and weaknesses of the apps and what skills they develop. Qualitative and quantitative methods were used to analyze the collected data.

Firstly, valuable pedagogical insights can be gained because this information can be used to improve language teaching. The more modern the technology used, the more effective the language learning process. Secondly, the study will show whether learners use their phones for language learning.

3.2 Participants

A total of 30 participants completed the questionnaire, with 63,3% girls and 36,7% boys. Based on the data, it is evident that the students are of different ages. There are 10% of respondents who are 16-year-old students, while 43,3% are 14-year-olds. The highest percentage is 46,7% of 15 year old students. (Figure 1) Students' opinions and knowledge are greatly influenced by their age difference. There is also a difference in their proficiency in the language; one group has a weaker level of language learning than the other. Language learning tools are also varied. In addition to age and gender differences, this information allows us to assess their level of knowledge. 50% of respondents are in ninth grade, and 50% are in tenth grade. Gender, age, and class also play an important role in a student's knowledge, which is why these questions are also important in this research. Learners are all influenced by this, which is why not all learners' knowledge is identical. After all, it is necessary to choose the best learning method for them according to their knowledge.
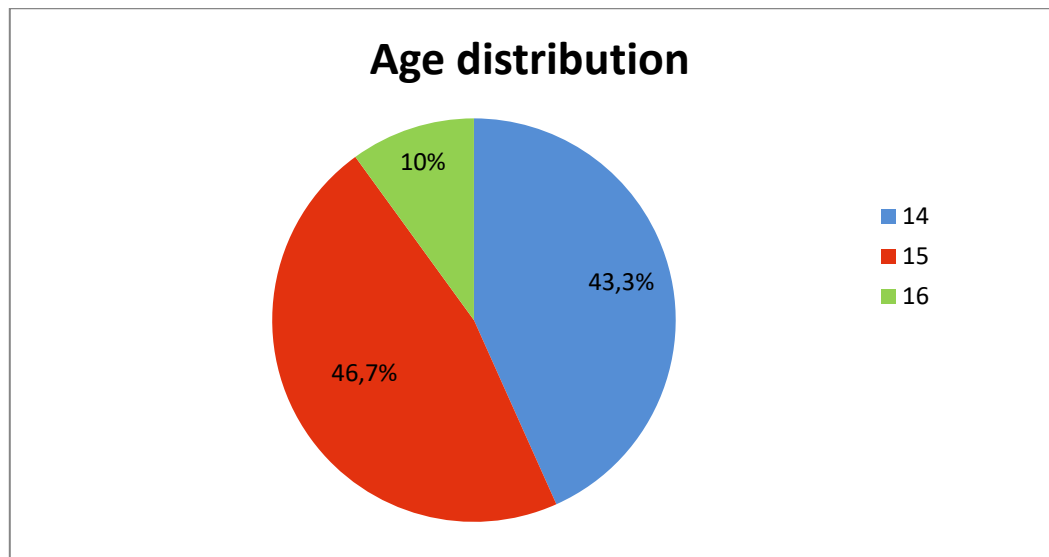
Age distribution

14
15
16

43,3%

46,7%

10%

Figure 1. Age distribution

3.3 Findings

The majority of respondents consider themselves to be reading/writing type of learners. They find it easier to master the material if they either read it or write it down. Resources and dictionaries are used by such learners. When students rewrite and reread notes they are learning, they are more likely to retain the information. There are also a high percentage of visual learners. Such learners primarily use their eyes for perception. They learn through visual stimuli, mainly through pictures, and often think in pictures. This type of learner may benefit from using a mobile phone while learning because mobile phones can be used to learn effectively with visual materials. The auditory and kinesthetic learner types are the least represented among the respondents. Auditory learners are rapid at grasping spoken material, for example, material that is spoken or read aloud. They remember names better than faces. They like music remember melodies easily and remember lyrics and conversations. In such cases, the use of a mobile phone in the language-learning process is also very useful. A mobile phone can be used to listen to different types of audio material to facilitate the learning process. The kinesthetic type learns best through movement: through touch, working with objects, and hands-on experiences. They are unable to sit still for long periods and absorb the material passively. A mobile phone can be of great help here, as it can be used in more than just a sedentary position. (Figure 2)
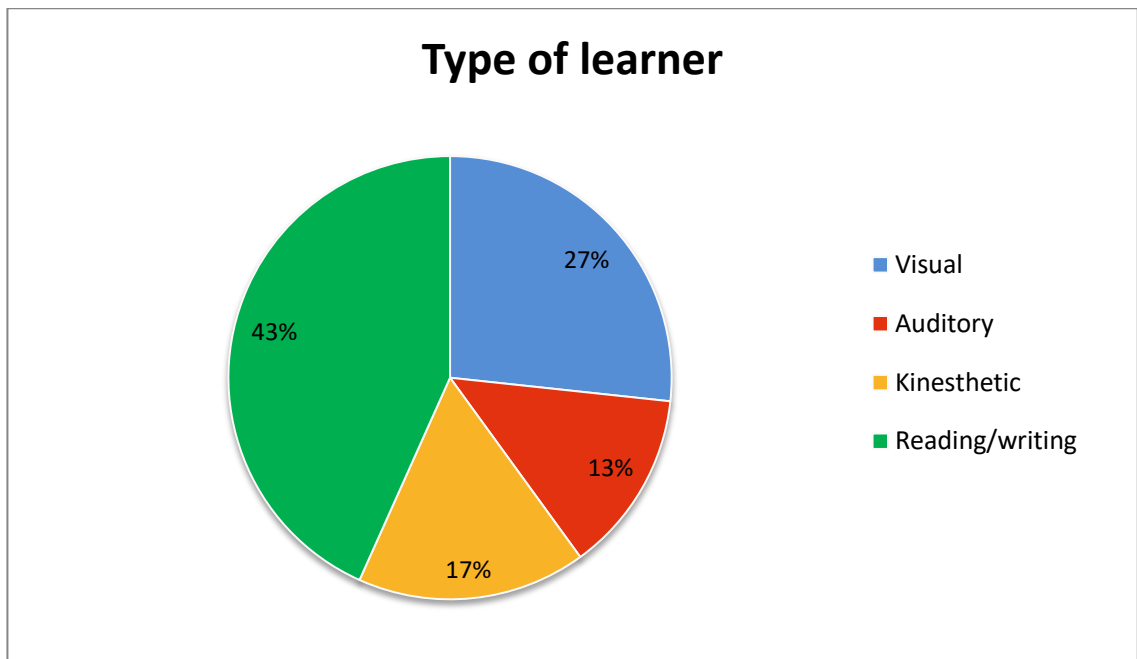
The learning materials were also an essential element of the research as we need to know which learning materials the learners prefer. As regards the type of learning materials used by language learners, a minority of respondents indicated traditional learning materials (dictionaries, language books) (23.3%). Electronic learning materials (30%) and online materials (46.7%) scored much higher than traditional materials. This shows that students prefer electronic materials for language learning. The most convenient way to store information is electronically. This high percentage is probably due to online education, as students are used to learning online. As they have used this method of learning for a long time, they use it the most.

We asked the students what they use their phones for most often.. This is an important question, as almost all people use their phones daily. After all, what we use our phones for is important. Most students (46.7%) use their phones to chat and make phone calls. 40% of them visit social media the most, like Instagram, Facebook, and TikTok. However, they can also learn on these platforms as they also have various tutorial videos available on their platforms. The rest of the students use it to play games or just surf the web.

The next question was asked to measure how much time students spend on their phones on average per day. Because it is important to know how much time they spend on their phones. The majority of students use their phones between 50-80% every day. It was important to assess how much students use their phones. We can see from the data that they use their mobile phones almost all day. The phone is always at hand when needed. Of this high percentage, if they spent 10% a day on language learning, they could easily and quickly improve their language skills. If

they already have a phone in their hands all day, they could spend part of the time learning. While they are waiting or traveling, whenever they have a few minutes during the day, they can use the phone to spend that time learning. The main function of phones is that they are small, portable, and can store a lot of information and a lot of other things, so why not let learners use them to their advantage by using them for language learning.

We asked students if they had used their phones for any of the listed: watching foreign language films, listening to audio materials, reading text, practicing word flashcards, language learning programs, and using language learning games. The responses showed that the students had used their phones for the purposes listed. However, the most common answer was watching a movie in another language (46.7%). This is also a learning method, as watching a film in a foreign language improves vocabulary, pronunciation, and listening skills. Language learning programs and games are also a good way to improve your language skills.

The following question sought to find out whether students use their mobile phones to learn languages. 76.7% of students use their mobile devices to study a language. 23.3% of the learners do not rely on their mobile devices for learning languages. Considering the majority of students use mobile phones, it is easy to conclude that technical tools are helpful in language learning. Since students use their mobile phones to learn a language at home, involving them in the classroom is much easier. Teachers and students can benefit from digital tools in the classroom because they can make learning easier.

The majority of students think that using their phones while learning a language helps them better memorize the material. You can set reminders on your phone or through apps to encourage yourself to learn. Phone apps offer students different methods and techniques of text processing to help them memorize the material. For example: different reading variations, identification of unknown words, key concepts, sketching or note-taking, and highlighting in the text.

In the ensuing question, the most popular mobile apps have been listed for students to choose the one they have already used. The following apps were listed: FluenU, Duolingo, MindSnacks, and Xeropan, but they also had the opportunity to write their own opinion. The most popular app among students is Duolingo, with 46,7%. Duolingo is an efficient application with several types of skill improvement opportunities. The first and biggest advantage of Duolingo is that it is fun and motivating. They help you learn with very simple yet effective exercises and colorful diagrams. Plus, it keeps track of your progress and motivates you to keep going with messages and notifications. So you can keep improving and have a sense of

achievement. In addition, you'll be able to make progress with just 5–15 minutes of English a day. 36,7% of students do not use mobile devices or apps to learn a language. 19% don't use language learning applications but would like to try them. It can be seen from this that children are not introduced to mobile apps. Learners need to be helped with their language learning, which is why it is necessary to introduce them to different language-learning apps. After all, they only knew the language learning method in the classroom, but there are now many different methods out there that they can use. The newer the language learning method, the easier and more effective it is for students to develop their language skills. FluenU and Xeropan are 6,7% MindSnack is 3,3%. These devices are also effective for learning, but students aren't familiar with them. (Figure 3.)
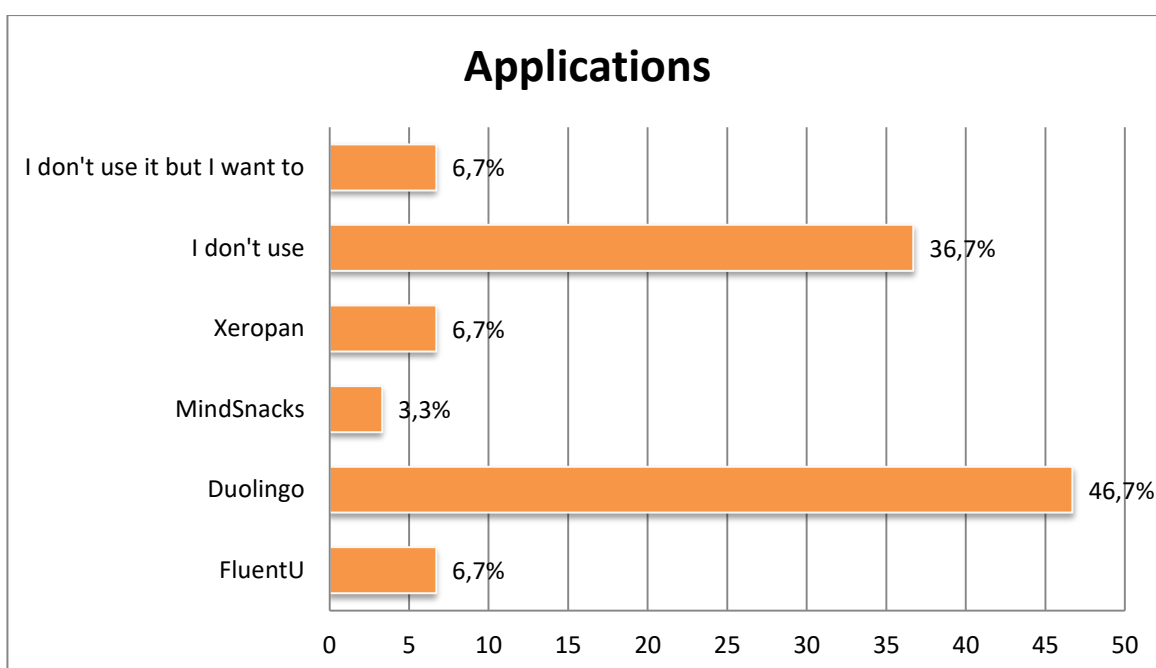

Figure 3. Applications

The next question measured how many hours' learners spend using applications. Different responses were received. Students spend 78,3% of their study time studying for only 1-2 hours, 17,4% for 3-4 hours, 4,3% for 5-6 hours, and 0% for 7-8 hours. The more time we spend studying, the more improvement we can see. That is why learning outside the school is essential, which can simply be done with a mobile phone. The applications must be presented to students at school so they can use them at home.

What percentage of language learning is helped by mobile apps? Respondents think mobile apps help between 70 and 100% learn foreign languages. This is a very high percentage, so it can be concluded that mobile apps can be of significant benefit to learners. They can develop all skills from A1 to C1 English levels and provide a fun language learning experience.

In addition, students can learn through video lessons and constantly updated content, as well as through artificial intelligence-enhanced chatbots to practice speaking and pronunciation in different situations.

As part of the next question, students were asked to indicate which learning skills they would like to develop through mobile applications. Students can improve listening, reading, vocabulary, speaking, and writing skills with applications on their phones. Reading skills are a priority for 50% of students. The second primary skill is listening, with 46,7%. 40% want to improve their speaking and vocabulary. With 26,7%, the lowest percentage achieved writing skills. (Figure 4) All of these applications are very useful for developing these skills. Because of this, students must know and use these applications. Developing a skill is the key to becoming a master in our chosen field. You can greatly benefit from learning new skills in your professional life**.** As a result, you achieve your goals, gain confidence, and are motivated to work hard. Each skill can be developed differently, and an app provides a different way for language learners to do this since there are several ways to develop skills on an app. The application will find the best method for the learner to improve his/her skills.
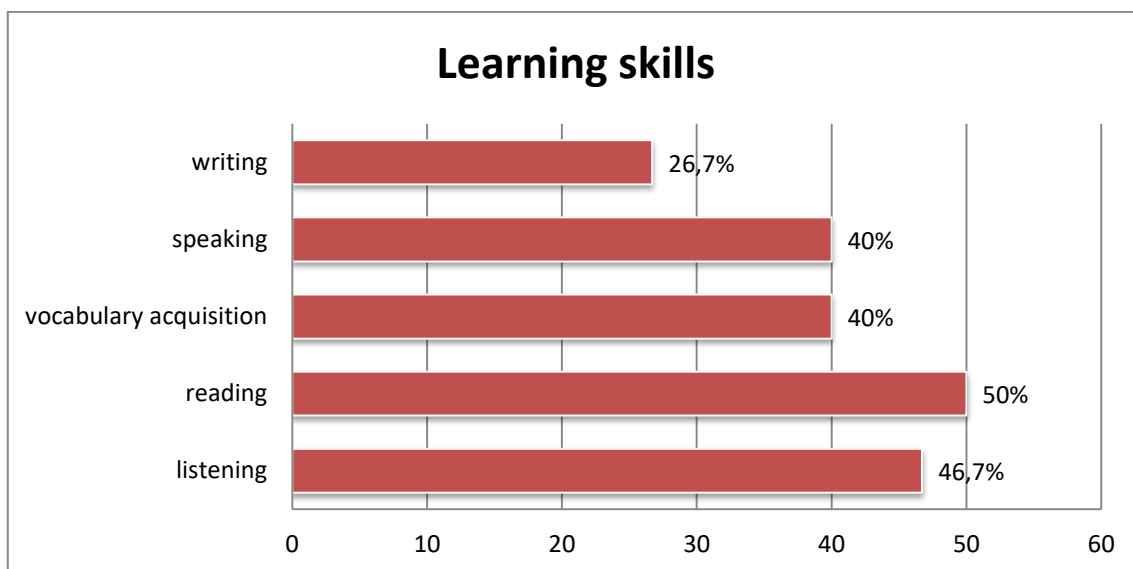

Figure 4. Learning Skills

Students were asked whether they found it helpful to use their phones in the classroom. According to 80% of students, it would be beneficial. 20% of students would not find it helpful to use their phones in the classroom. To improve student learning, it is imperative to solicit student feedback regularly. Asking for their opinions on learning techniques will make the process go more smoothly. There might be at least one session per week in which students bring their phones to class. Phones are not the only technological devices that can be used. There is potential in the use of smartphones that could also be used for education. Apps can be

downloaded onto smartphones to support education, be it a dictionary or a language learning app. There are countless ways in which they can help the teaching-learning process, if the teacher can find a way to tame it from enemy to ally.

The next question was a rating scale question. The students had to decide how much they agree with the statements. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

On the first question, "I can plan to study better using a phone than without one", 60% of the students feel neutral about this statement. It is evident that they did not schedule a time to study. The second question is: "using a mobile phone facilitates the learning process". A total of 29,7% of students agree with this statement, while 26,4% disagree. Among respondents to this question, 23,1% are neutral. The rest of them strongly agree with this statement. In response to the next question, " Do you agree that using a mobile phone facilitates learning?" the majority of students agree, 36,3%, that using devices facilitates learning. 33% feel neutral about this assertion. The fourth question is: "my vocabulary has expanded due to messages written in English "most students agree with this statement. They feel that with messages their vocabulary is developing.

"The telephone dictionary helps a lot to expand the vocabulary": 33% are neutral, 29,7% agree, and 23,1% strongly agree. From this, it can be concluded that students think that they can pick up new words by using the telephone dictionary. "I can easily write and receive text messages in English." Students had varied opinions on this statement. So it can be seen that exchanging messages is not the most effective way to learn and develop the language. Next comes the question: "My motivation enhanced by using mobile devices in and outside of the classroom." While the majority of students agree with this statement, others disagree. As a result, exchanging messages is not the best method of learning and developing a language. Every student has a different opinion, so not everyone will benefit from the same language-learning method. The last question is: "I believe that using a mobile phone is very effective in language learning." All students agreed with this statement. In the opinion of the students, the use of mobile phones affects their ability to learn languages.

We wondered how students learned new words to expand their vocabulary. Of most learners, 46.7% learn new words through mobile apps. Because apps contain many words and phrases, they are illustrated with pictures, and the words are pronounced in their native language. Online dictionaries are also a big hit with learners (40%) as they can be used to learn vocabulary and have the meaning of almost all words. However, we should not forget the familiar methods

such as books and dictionaries. For many years, these were the only options available to students, making this a tried-and-tested method. Because it is a proven method, students are still using it (36.7%) to expand their vocabulary. Word cards and videos are also very effective for learning new words. Word cards, whether in electronic or paper form, are very useful as they can be used to learn any new word. 33.3% of learners use this method. Watching videos in English can also help us increase our vocabulary, as we can listen to them and watch them with subtitles. The more we hear new words in these videos, the easier it is to learn them.

The next question asked students whether they use a translator when learning English. 73.3% of students use a translator while learning English. Using translators is a very good option, as almost all translator apps are free. A translator has several features, such as slowing down the audio of the translated text, are very useful for improving language skills. Students also responded to the usefulness of using a translator when learning a language. Most learners found it very useful and beneficial. The translator translates what you say immediately. Accuracy combined with pronunciation, so native pronunciation is a real plus. The translator can also translate text into pictures.

Students use a grammar checker on their mobile phones when writing in English. They find it very useful (40%) and beneficial (36.7%). This type of program corrects grammatical errors, including punctuation, sentence structure, and style. Everything from misused words to sub-verb agreement to contextual spelling using grammar rules to ensure that your writing is as accurate as it can be, apps with features like this can make it easier for learners to write. It not only helps learners but also helps them understand and learn grammar rules. Corrections with explanations are added to the apps to help the user progress in their English writing skills.

Apps have many different features, so it was important to find out which features students preferred. The main features of the app were listed, and students had to choose which they thought were the most important. For students, the most important feature was the flexibility of the apps. After all, if you have the app on your phone, you can use it anywhere and anytime to learn a language. Speed is also a key feature, according to the students. After all, learners need to master the material as quickly as possible. The apps are not only fast but always offer the latest material to learners. Keeping it simple and providing video-related content is an important element of an app. The simpler and more transparent an app is, the easier it is for learners to use it. And video material not only allows them to see and hear the material they are learning but also to practice pronunciation and the context in which certain terms are used. Feedback, personalized learning, and reminder functions are equally important, according to the learners.

An app can find the best learning method for the learner. It also provides immediate feedback and reminders. An app needs to have the latest exercises, corrections, and tutorials. These features allow learners to learn effectively through the apps. According to the students, the least important features are clear and bold themes, search features, and flashcards. This is not to say that these are less important functions, but students think that the other functions are more necessary.

Ranking:

1. Flexibility
2. Speed
3. Simplicity.
4. Video related content
5. Feedback system
6. Personalized learning
7. Reminders
8. The most recent tasks
9. Corrections
10. Tutorials
11. Clear and bold themes.
12. Search features.
13. Flashcards

The next question asked students what features an app should have to facilitate reading comprehension. Students think that an app needs background knowledge for students to understand a text smoothly. An equally significant function of an application is the summary part. Most applications provide such a feature for learners. Translation and feedback are major parts of an app to improve reading comprehension skills. For reading comprehension in an app, it is necessary to include the most key details of the text. Mobile apps are also useful because of features like these, which can help you learn a language in a variety of ways.

We tried to find answers to the features that students think an application should have to facilitate vocabulary learning. The most important thing, according to learners, is that apps should include translation (53.3%) and transcription (53.3%) to help learners learn vocabulary. When learning new words, it is also important that transcription and translation be accompanied by pictures (43.3) to help learners memorize the word. Word cards (30%) also help a lot with memorization. Within the apps, anyone can create a personalized word card. The reminder function (20%) was not found useful by students in mobile apps.

In the next question, we wanted to know what features students need in an app to develop writing skills. The grammar checker is the most significant feature in the app for improving writing skills, according to students. This would support learners in further

developing their writing skills. Mini-tests are also essential, as they allow learners to check how well they have mastered the material. Exercises for building sentences are equally relevant. Through such tasks, they can practice constructing sentences and improve their writing. An appropriate glossary is also needed, and the apps provide this for learners.

We also asked students about the advantages and disadvantages of mobile phone learning, as mentioned in the literature section above. First, we looked at the advantages. We can see from the diagram that the majority of students had similar views. According to the students' responses, the main advantages of mobile language learning are that it personalizes the learner's background and that it provides learning practice outside the classroom. It also has the advantage of making the learning process enjoyable by recording the process and organizing time, which can make the learners' work easier. Mobile phone learning can help overcome the advantages of informal learning and improve learner morale. And one final benefit is that learners are no longer forced to use the computer as a single source of material or an object of access to information. (Figure 5) A big advantage of mobile phone-based learning over computer-based learning is that it can be used anywhere, anytime, for any length of time (even on the bus, between two stops). As the latest smartphones are almost computers, it is not difficult to move from computer-based to mobile phone-based learning. Mobile phone learning has many other advantages. We do not want to replace the tried and tested methods of the past; we only wish to provide learners with a variety of ways to learn languages.
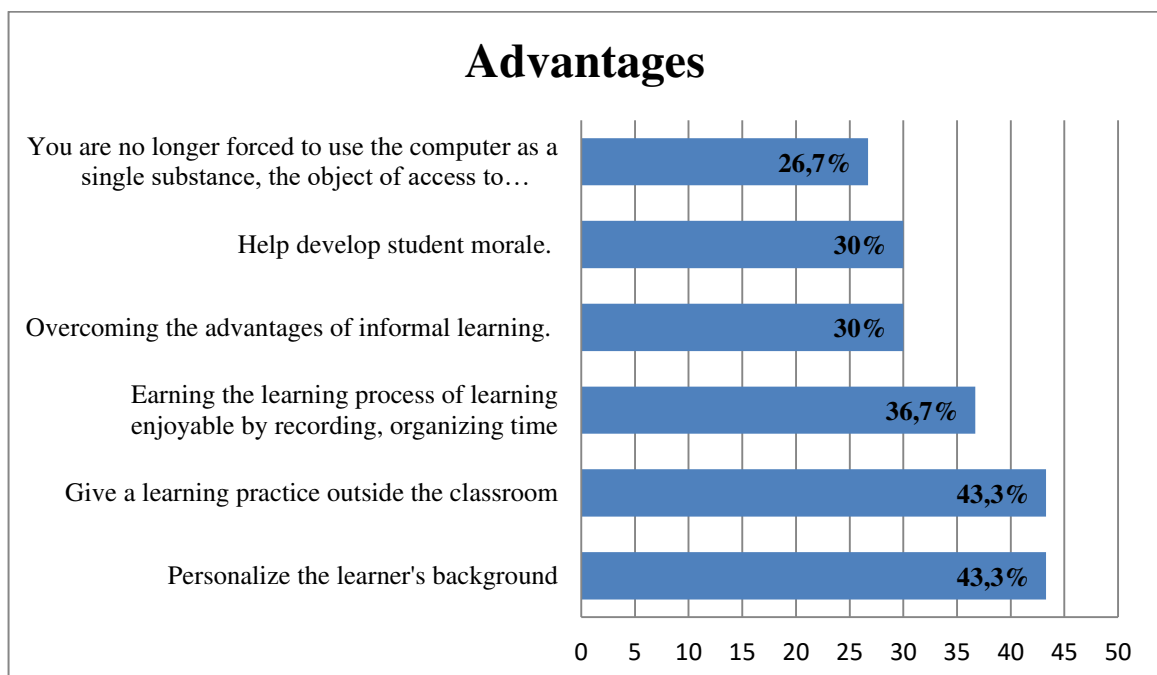
Figure 5. Advantages

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Different opinions have been gathered regarding the disadvantages. We can see from the chart that none of the disadvantages reached a high percentage. Mobile language learning has a small keyboard. For most students, this can be a disadvantage because if the keyboard is too small, they cannot type properly, which makes the learning process harder. Other drawbacks include limited battery life, high costs, and communication failure due to poor network connectivity. These drawbacks can make learning difficult for students, but some of them can be overcome. To avoid high costs, students can use free learning methods. Small screen sizes are as much a disadvantage as small keyboards, but they are not a disadvantage for all students, and some students prefer smaller learning devices because they fit better. The chance of mobile devices getting lost, stolen, or broken is also a disadvantage, but the chances of this happening are very low. Students' responses suggest that short memories and the use of mobile devices in noisy environments are less of a disadvantage. The memory on mobile phones is now so large that it is almost impossible to capture. (Figure 6) In contrast to the disadvantages, learning languages by mobile phone is a very good way for students to learn outside the classroom. It provides an easy and new way of learning.
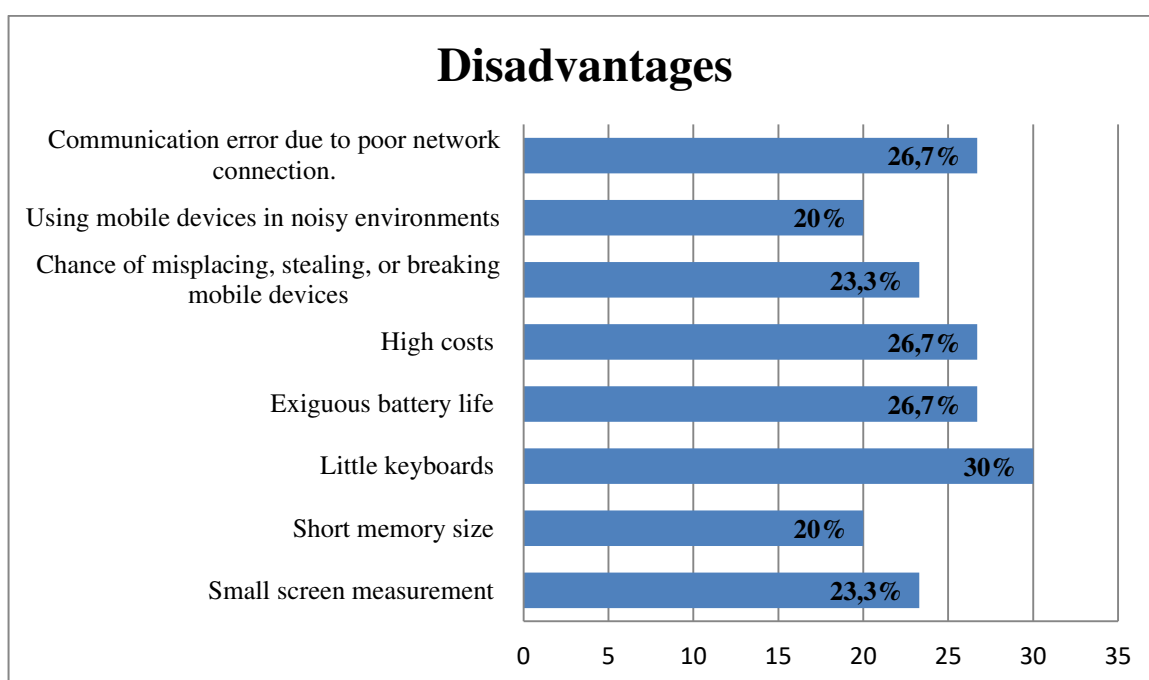

Figure 6. Disadvantages

In this study, mobile phones were found to be helpful for language learning by students. Other electronics could also be introduced into the classroom in the future. 9th and 10th-grade students' responses indicate that schools do not use electronic devices for

education. Using mobile phones in language learning motivates students. The apps allow them to plan their studies. The apps allow them to find new friends with whom they can learn together. There are audio resources available to learn how to pronounce new words. Electronic gadgets will likely become increasingly prevalent in classrooms in the future as more students utilize them for educational purposes. Tablets, computers, projectors, and other devices can also be utilized in addition to phones. Future language learning will use technology gadgets.

CONCLUSIONS

Acquiring a foreign language is never straightforward. That's why researchers are looking for the best way. Many researchers are looking at the effects of the use of mobile technology in language learning. The goal of the research was to explore the impact of mobile phone use on language learning.

The first part of this work presents English language learning, skills, language learning methods, learning styles, bilingualism, and second language learning. The second part presents mobile technology in language learning, the impact of mobile phones on language learning, their effects, main features, and the future of mobile devices, applications, key features of mobile phones, advantages, and disadvantages.

In the third part presents the results collected through the questionnaire survey, which contained containing twenty-six questions. We examined how students use their mobile phones during the language learning process. The participants were randomly selected from 9- and 10-grade students. A total of 30 participants completed the questionnaire, with 63.3% girls and 36.7% boys. From the data, it is apparent that the students are of various ages. Among language learners, a majority (30%) use electronic learning materials, while a significant number (46.7%) use online materials. Students prefer to learn languages using electronic materials. It is estimated that 50–80% of students use their phones every day. A high percentage of these people could easily and quickly improve their language skills if they spent 10% of their day studying languages. When learning a language, most students say using their phones helps them retain information better. For 1–2 hours, 78.3% of students use their phones to learn languages. Approximately 70-100% of respondents say mobile apps aid foreign language learning. The majority of students agree that using their phones in the classroom would be beneficial. Students preferred different features of apps due to the variety of features available. It was the flexibility of the apps that were most important to students. Among the main advantages of mobile language learning, students point out that they can customize the learning experience to meet their needs and that they can practice outside the classroom. Documenting the process and planning time also has the benefit of making learning pleasurable, which can facilitate learners' learning. Mobile language learning also has disadvantages: a small keyboard, limited battery life, high costs, and communication failure due to poor network connectivity. We can see that using a mobile phone for language learning has both advantages and disadvantages.

The research topic is "the use of mobile technology in language learning". The data collected in the research showed that the majority of students (76.7%) use their mobile phones for language learning. The research results show that students use their phones a lot during the day, which is why using this tool for language learning would be beneficial. The shape and size of a mobile phone make it very useful as it is portable and can fit anywhere. We can use it for learning anytime and anywhere, in contrast to traditional learning methods. Research shows that students use a variety of language-learning methods like watching foreign language films, listening to audio materials, reading text, practicing word flashcards, using language-learning programs, and using language-learning games on their phones. The first and most significant are mobile apps. These apps are the most useful for learning English because they are designed for this purpose. The most popular app among the learners 46,7% was Duolingo. As already mentioned, Duolingo has achieved 4.3 stars in Google Play due to its popularity on this platform. More people pay attention and try it out. It can also be seen from the information collected that the students are not familiar with many language-learning apps, because there was no one to introduce them to it. That is why phones and apps would be helpful in the classroom. Phones can be useful not only in the classroom, but also outside the classroom, as they do not require another learning tool. Mobile phone language learning has advantages and disadvantages like any other learning method. According to learners, the main advantage is that learning can be personalized. The main disadvantage is a small keyboard and screen. The mobile app can also be used to develop skills like listening, reading, vocabulary acquisition, speaking, and writing in the variety of ways it offers. Learners use apps to improve their reading (50%) and listening (46%) skills. Through the apps, students can expand their vocabulary, translate, learn grammar rules, and much more. Apps are not the only way to learn a language via mobile phone. There are several methods that students can use, such as watching foreign language films, listening to audio materials, reading texts, flashcards, using language learning programs, and playing language learning games. With mobile technology, nothing can stop learners from learning a language.

The research can be helpful for teachers and students to understand the importance of mobile technology in language learning. Overall, a significant proportion of respondents use mobile technology for language learning. After evaluating the results of this research, we expect the use of mobile devices in English language learning to become more accepted and frequent.

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РЕЗЮМЕ

Вивчення іноземної мови ніколи не буває простим. Саме тому дослідники шукають найкращий спосіб. Багато дослідників вивчають вплив використання мобільних технологій на вивчення мови. Мета дослідження - вивчити вплив використання мобільних телефонів на вивчення мови.

У першій частині цієї роботи представлено вивчення англійської мови, навички, методи вивчення мови, стилі навчання, білінгвізм та вивчення другої мови. У другій частині представлено мобільні технології у вивченні мови, вплив мобільних телефонів на вивчення мови, їх ефекти, основні функції та майбутнє мобільних пристроїв, додатки, ключові функції мобільних телефонів, переваги та недоліки.

У третій частині представлені результати, зібрані за допомогою анкетування, яке містило двадцять шість запитань. Ми досліджували, як студенти використовують свої мобільні телефони під час вивчення мови. Учасники були обрані випадковим чином серед учнів 9 та 10 класів. Загалом анкету заповнили 30 учасників, серед яких 63,3% дівчат і 36,7% хлопців. З даних видно, що учні різного віку. Серед тих, хто вивчає мови, більшість (30%) використовують електронні навчальні матеріали, тоді як значна кількість (46,7%) - онлайн-матеріали. Студенти надають перевагу вивченню мов за допомогою електронних матеріалів. За оцінками, 50-80% студентів користуються своїми телефонами щодня. Високий відсоток цих людей міг би легко і швидко покращити свої мовні навички, якби приділяв вивченню мов 10% свого дня. Більшість студентів стверджують, що під час вивчення мови використання телефону допомагає їм краще запам'ятовувати інформацію. Протягом 1-2 годин 78,3% студентів використовують свої телефони для вивчення мов. Приблизно 70-100% респондентів стверджують, що мобільні додатки допомагають у вивченні іноземних мов. Більшість студентів погоджуються, що використання телефонів на заняттях було б корисним. Студенти надавали перевагу різним функціям додатків через різноманітність доступних можливостей. Найбільш важливою для студентів була гнучкість додатків. Серед основних переваг мобільного вивчення мови студенти зазначають, що вони можуть налаштовувати навчальний процес відповідно до своїх потреб і що вони можуть практикувати мову поза межами класу.

Документування процесу та планування часу також має перевагу в тому, що робить навчання приємним, що може полегшити засвоєння матеріалу. Мобільне вивчення мови також має недоліки: маленька клавіатура, обмежений час автономної роботи, висока вартість і збої зв'язку через поганий зв'язок з мережею. Ми бачимо, що використання мобільного телефону для вивчення мови має як переваги, так і недоліки.

Тема дослідження - "Використання мобільних технологій у вивченні мови". Дані, зібрані під час дослідження, показали, що більшість студентів (76,7%) використовують свої мобільні телефони для вивчення мови. Результати дослідження показують, що студенти багато користуються своїми телефонами протягом дня, тому використання цього інструменту для вивчення мови було б корисним. Форма і розмір мобільного телефону роблять його дуже корисним, оскільки він портативний і може поміститися будь-де. Ми можемо використовувати його для навчання в будь-який час і в будь-якому місці, на відміну від традиційних методів навчання. Дослідження показують, що студенти використовують різні методи вивчення мови, такі як перегляд іншомовних фільмів, прослуховування аудіоматеріалів, читання тексту, практичні заняття зі словесними картками, використання програм для вивчення мови та використання мовних ігор на своїх телефонах. Першим і найбільш важливим є мобільні додатки. Саме вони є найбільш корисними для вивчення англійської мови, оскільки саме для цього вони і розроблені. Найпопулярнішим додатком серед учнів 46,7% був Duolingo. Як уже згадувалося, Duolingo отримав 4,3 зірки в Google Play завдяки своїй популярності на цій платформі. Все більше людей звертають на нього увагу і пробують його. Із зібраної інформації також видно, що студенти не знайомі з багатьма додатками для вивчення мови, тому що не було кому їх з ними познайомити. Саме тому телефони та додатки були б корисними на заняттях. Телефони можуть бути корисними не лише в класі, але й поза ним, оскільки не потребують іншого навчального інструменту. Вивчення мови за допомогою мобільного телефону має переваги і недоліки, як і будь-який інший метод навчання. На думку учнів, головна перевага полягає в тому, що навчання може бути персоналізованим. Основним недоліком є маленька клавіатура та екран. Мобільний додаток також можна використовувати для розвитку таких навичок, як аудіювання, читання, поповнення словникового запасу, говоріння та письмо у різноманітних формах, які він пропонує. Учні

використовують додатки для покращення навичок читання (50%) та аудіювання (46%). За допомогою додатків учні можуть розширювати свій словниковий запас, перекладати, вивчати граматичні правила та багато іншого. Додатки - не єдиний спосіб вивчати мову за допомогою мобільного телефону. Існує кілька методів, які студенти можуть використовувати, наприклад, перегляд іншомовних фільмів, прослуховування аудіоматеріалів, читання текстів, флеш-карт, використання програм для вивчення мови та гра в мовні ігри. Завдяки мобільним технологіям ніщо не може зупинити учнів у вивченні мови.

Дослідження може бути корисним для вчителів та учнів, щоб зрозуміти важливість мобільних технологій у вивченні мови. Загалом, значна частина респондентів використовує мобільні технології для вивчення мови.

The questionnaire

1. Gender

  a. Girl

  b. Boy

2. Age?

  a. 12

  b. 13

  c. 14

3. Grade?

  a. 7 grade

  b. 8 grade

4. In general, what type of learner do you consider yourself to be?

- Visual
- Auditory
- Kinesthetic
- Reading/writing.

5. What materials do you use when learning a language?

- traditional
- electronic
- online

6. For what do you use your phone most often?

- for learning
- chat, phone calls
- to visit social surfaces
- surfing the web
- play games

7. Approximately how much time (in percentage) you spend on your phone on a daily basis?

- 100%
- 90%

- 80%
- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%

8. Have you used your phone for any of the following?

- watch foreign language films
- listening to audio materials
- for reading text
- practice word flashcards
- language learning programmes
- using language learning games

9. Do you use a phone to learn a language?

   a. yes

   b. not

10. Does your phone help you memorise your material better?

- Yes, strongly
- Very slightly
- Neutral
- Not at all

11. Do you use the apps listed when learning a language?

   a. FluentU

   b. Duolingo

   c. MindSnacks

   d. Xeropan

   e. I don't use it, but I'd like to

   f. I do not use and do not want to use

   g. Other: (Own answer)

12. How often do you use them? -

   a. 1-2 hours

   b. 3-4

c. 5-6

d. 7-8

13. What percentage do you think mobile apps help in language learning?

- 100%
- 90%
- 80%
- 70%
- 60%

- 50%
- 40%
- 30%
- 20%
- 10%

14. What skills do you use your phone to develop?

- listening
- reading
- vocabulary acquisition
- speaking
- writing

15. Do you find it useful to use your phone in the classroom?

a. yes

b. not

16. Rate on a scale of 1 to 5 (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5- Strongly agree)

	1	2	3	4	5
1. I can plan my learning better with my phone than without it.					
2. Using my phone for learning makes me more productive.					
3. The use of mobile phones facilitates the learning process					
4. My vocabulary has increased because of the messages written in English					
5. The telephone dictionary helps to expand your vocabulary					
6. I can easily write and receive text messages in					

English					
7. My motivation was boosted by the use of mobile phones in and out of the classroom					
8. I believe that using a mobile phone to learn a language is very effective..					

17. How do you learn new words to expand your vocabulary?

- books, dictionaries
- mobile applications
- flashcards
- from videos
- online dictionaries

18. Do you use the translator on your phone while learning English?

- Yes
- No

19. If you use it how useful do you think it is during your learning?

- Very useful
- beneficial
- neutral
- not useful

20. Do you use a grammar checker on your mobile phone while writing in English? If so, how useful do you find it?

- Very useful

- beneficial

- neutral

- not useful

21. What features do you prefer in apps?

- Clear and bold themes.
- Simplicity.

- Flexibility.

- Feedback system

- Speed.

- Personalised learning

- Reminders

- Video related content

- Search features.

- The most recent tasks

- Corrections

- Tutorials

- Flashcards

22. What features do you think are necessary for an application to facilitate reading comprehension?

- Translations

- Using background knowledge

- Summary

- Feedback

- Key details

23. What features do you think are necessary for an application to facilitate vocabulary acquisition?

- Flashcards

- Transcription

- Images

- Translation

- Reminder

24. What features do you think are necessary for an application to facilitate writing skills?

- Grammar check

- Sentence-building exercise

- Mini tests

- Glossary

25. What are the advantages of using mobile phones for language learning?

- Personalize the learner's background

- Give a learning practice outside the classroom
- Earning the learning process of learning enjoyable by recording, organizing time
- Overcoming the advantages of informal learning.
- Help develop student morale.
- You are no longer forced to use the computer as a single substance, the object of access to information

26. What are the disadvantages of using mobile phones for language learning?

- Small screen measurement
- Short memory size
- Little keyboards
- Exiguous battery life
- High costs
- Chance of misplacing, stealing, or breaking mobile devices
- Using mobile devices in noisy environments
- Communication error due to poor network connection.