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Кваліфікаційна робота

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Студента(ки) _2__-го курсу

Освітня програма «Філологія» (мова і література англійська)
Ступінь вищої освіти: магістр

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Department of Philology

EMERGING MOBILE APPS TO IMPROVE ENGLISH LISTENING SKILLS

Master's Thesis

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Philology (language and literature English)

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ЗМІСТ

INTRODUCTION

Language study applications on mobile phones have the potential to revolutionize the way we learn and master languages. The use of mobile applications to promote English language learning is suitable as mobile technology becomes more accessible and advanced. The availability of cell phones has profoundly altered how people communicate, work, and focus in the twenty-first century. As modern mobile phones and tablets become more user-friendly and useful, they will become a popular learning tool both inside and outside of the classroom (Lin, Chen, and Liu, Sung, Chang, and Liu). In today's educational institutions, cell phones are competing with a more visible quality. The proliferation of cell phones is constantly changing the ways in which we interact and learn. Understanding the degree of the important elements of illuminating foundations about usage is required for persuading phone use in general.

MALL research has been greatly influenced by technological advances. Early applications made use of portable sound devices like the Sony Walkman or the Apple iPod, Godwin-Jones. Early online-capable gadgets, such as cell phones and personal digital assistants (PDAs), made extensive use of email and web perusing for dialect acquisition (Chinnery). On these devices, academic approaches were severely limited, limiting most applications to one-way material delivery with minimal dispersed dialogue or communication, Kukulska-Hulme and Shield.

M-learning may have an impact on the degree to which students can benefit from the world and how they handle data overload in various learning situations while using cell phones as learning equipment.

The main *aim* of the study is to discover the efficiency of approaches in growing English language abilities after using mobile applications and to provide insight into people's foreign language knowledge and skills development using mobile applications

In accordance with the basic purpose of the study, the following research tasks can be singled out:

- to see how mobile applications affect student performance;
- to determine which mobile applications respondents use or are familiar with;
- the development of the respondents' English language skills with the help of the applications;
- to find out whether respondents' impressions of the usage of mobile applications helped them acquire a foreign language;

The *object* of the study is the emerging mobile applications to improve English listening skills.

Therefore, the *subject* of the research is to observe the experience of current users about mobile applications and their role in facilitating language learning. In addition, users' experience of using mobile applications will be examined and their level of English language proficiency. Furthermore their level of progress after testing the applications will be studied.

Both *theoretical* and *practical/empirical methods* were used during the completion of the study, these include analysis, comparison, and generalization.

The *novelty* of the research lies in the fact that it explores the latest approaches to develop English listening skills and provides an overview of how applications can be used to learn English effectively and appropriately. A better understanding of applications will be achieved in developing language proficiency. The resulting strategies and solutions will facilitate the use of mobile applications in the future, both in and outside the classroom

The *theoretical value* of the thesis is based on the fact that it provides a thorough understanding of the process of technology-enhanced language teaching, from language learning through mobile applications to the most recent methods of digital language learning.

The *practical value* of the study is that it indicates the efficiency of mobile applications in language learning, which can help 21st-century learners with their language acquisition. By examining various sorts of mobile apps and digital technologies that can be utilized in EFL teaching the results can help to make digital English education more interesting and successful in the future, both within and outside the classroom.

The thesis has been divided into an introduction, three parts, conclusion, Ukrainian summary, references, and appendices. Part 1 provides a theoretical review of the major features of Listening Skills, including pedagogical implications, teaching listening, and strategies in listening. Part 2 covers the definition of mobile-based language learning, as well as mobile assisted language learning (M.A.L.L) and the classification of mobile learning applications. Part 3 contains the results of the quantitative research regarding the usage of mobile applications to improve listening skills, based on the experience of users. The main results and the pedagogical implications are given in the conclusion.

PART I
LISTENING SKILLS

Listening comprehension and the skill of listening in language learning and teaching is gaining its importance in the recent research in the English language teaching (ELT). As Vandergrift (1999) points out, listening as a separate and distinct component in language learning only came into focus after significant debate and discussion on its validity. Listening is probably the most crucial of the four language skills, making it the most difficult skill to learn. It involves cognitive processes and psychological processes at different stages of listening (Field, 2002). As Rubin (1995) points out, listening is a covert activity and has heavy processing demands. Given the challenges resulting from the complexities of second language teaching, eventually explore the contributory nature of listening skills towards English language teaching.

1.1   The Definition of Listening Skills

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to (Tyagi, 2013). The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.

Listening is a language modality (Tyagi, 2013). It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages. (Tyagi, 2013)

Listening comprises the following key components:

- discriminating between sounds
- recognizing words and understanding their meaning
- identifying grammatical groupings of words,
- identifying expressions and sets of utterances that act to create meaning,
- connecting linguistic cues to non-linguistic and paralinguistic cues,
- using background knowledge to predict and to confirm meaning,
- recalling important words and ideas.

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013).
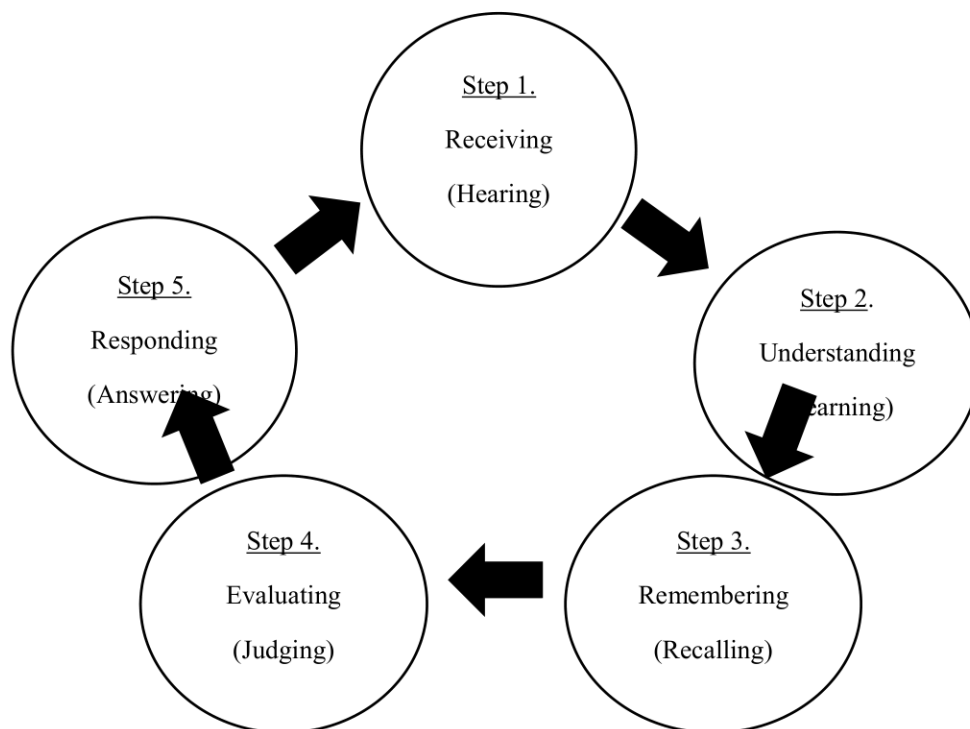
Figure 1.: The process of Listening

Receiving (Hearing) – It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus - these selective perceptions are known as attention, an important requirement for effective listening.

Understanding (Learning) – This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause… and sights like blue uniform…that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering (Recalling) – Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating (Judging) – Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

Responding (Answering) – This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

The Strategies of Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input (Rost, 1990). Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: (Rost, 1990)

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include: (Rost, 1990)

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Effective listening has three modes: active or reflective listening, passive or attentive listening, and competitive or combative listening. Understanding these modes will help you increase your listening accuracy and reduce the opportunity for misunderstanding.

Active or Reflective Listening is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means (Underwood, 1989). The person is active in checking his understanding before he responds with his new message. The listener restates or paraphrase our understanding of the message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

Essentials of Active Listening:

- Intensity
- Empathy
- Acceptance
- Recognizing responsibility for completeness

Passive or attentive listening is one-way communication where the receiver doesn't provide feedback or ask questions and may or may not understand the sender's message. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.

Competitive or Combative listening happens when a person is more focused on delivering their point of view on a topic than actually paying attention to others' points of view. Also, in this case the listening is focused only on aspects that can lead to an attack and dominate the conversation.

Based on the objective and manner in which the Listener takes and responds to the process of Listening, the different types of Listening include (Brooks, 1960):

1	Active listening	Listening in a way that demonstrates interest and encourages continued speaking.
2	Appreciative listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise.
3	Attentive listening	Listening obviously and carefully, showing attention.
4	Biased listening	Listening through the filter of personal bias i.e the person hears only what they want to listen.

5	Casual listening	Listening without obviously showing attention. Actual attention may vary a lot.
6	Comprehension listening	Listening to understand. Seeking meaning (but little more).
7	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8	Deep listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9	Discriminative listening	Listening for something specific but nothing else (eg. a baby crying).
10	Empathetic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
11	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12	Inactive listening	Pretending to listen but actually spending more time thinking.
13	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14	Partial listening	Listening most of the time but also spending some time day-dreaming or thinking of a response
15	Reflective listening	Listening, then reflecting back to the other person what they have said.
16	Relationship listening	Listening in order to support and develop a relationship with the other person.
17	Sympathetic listening	Listening with concern for the well-being of the other person.

18	Therapeutic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
19	Total listening	Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

Table 1.: The types of Listening

Good listening skills make workers more productive. The ability to listen carefully will allow a person to (Tyagi, 2013):

- understand assignments in better way and find and what is expected from him.
- build rapport with co-workers, bosses, and clients;
- show support;
- work better in a team-based environment;
- resolve problems with customers, co-workers, and bosses;
- answer questions
- find underlying meanings in what others say.

Hearing and Listening are two different activities. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill (Brooks, 1960):

- **Face the speaker**. Sit up straight or lean forward slightly to show your attentiveness through body language.
- **Maintain eye contact**, to the degree that you all remain comfortable.
- **Minimize external distractions**. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
- **Respond appropriately to show that you understand**. Murmur ("uh-huh" and "um-hmm") and nod. Raise your eyebrows. Say words such as "Really," "Interesting," as well as more direct prompts: "What did you do then?" and "What did she say?"
- **Focus solely on what the speaker is saying**. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.

- **Minimize internal distractions**. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.

- **Keep an open mind**. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

- **Avoid letting the speaker know how you handled a similar situation**. Unless they specifically ask for advice, assume they just need to talk it out.

- **Even if the speaker is launching a complaint against you, wait until they finish to defend yourself**. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in…and be ready for more.

- **Engage yourself**. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying…"

1.2   Teaching Listening

Three approaches to teach listening skills, which are top-down, bottom-up, and interactive models, have been extensively used over the past decades. In the top-down processing, listeners get the gist and main ideas of the listening passage. In bottom-up processing, listeners focus on individual words and phrases, and achieve understanding by combining the details together to build up the whole content (Harmer, 2001). On the other hand, Flowerdew and Miller (2005, p. 13) argue *that it is proper to see the process of listening as interactions between the top-down and bottom-up processing.* Flowerdew and Miller (2005, p. 83) believe that *interactive models try to introduce a pedagogical listening model that encompasses individual, cultural, social, contextualized, affective, strategic, and critical dimensions.*

Although hearing is a passive talent, it must be an active and challenging process of understanding information based on sound and visual cues. Improving listening abilities in a second language is difficult because students must process both topic information and linguistic knowledge while listening. Learners rely on continuing spoken language, and they have no control over the speech tempo or the opportunity to examine the material in real time. Furthermore, pupils are less efficient in L2 than in L1. To put it another way, L2 learners have cognitive restrictions

while processing information in the second language due to a lack of linguistic skills. According to Cook (1996), constraints on a learner's capacity to grasp a second language are caused by both linguistic issues and memory restrictions. That is, all understanding is dependent on information processing and storage during listening. Considering the difficulties and importance of L2 listening comprehension, teachers have suggested instructional procedures that help students to effectively develop their listening competence. Rivers (1992, p.18) suggested that *"listening involves active cognitive processing – the construction of a message from phonic material"*. Elkhafaifi and Kao (2005) argued that teachers should provide materials that are familiar or relevant to students' interests and give various listening inputs, including different types of speakers, speeches, modes of presentations, and situations. Students should be encouraged to seek out listening opportunities on their own outside of the classroom because successful listening skills are acquired over time and with lots of practice (Rivers, 1992).

According to Brown (2004, p.28), authenticity may be present in the following way: *"the language is as natural as possible, items are contextualized rather than isolated topics making it meaningful (relevant and interesting for the learners), and tasks represent real-world tasks"*. In other aspects, authenticity indicates that the language is neither simplified or spoken slowly. Authenticity frequently imply negative expectations for EFL learners who are not skilled in a target language, since listening to real information cannot be simple. When learners listen to novel subjects at the same rate as native speakers speak, they can scarcely understand them and simply hear an almost continuous chain of sounds.

Nonetheless, one of the aims to teach English listening is to prepare students for understanding actual speech in real communication situations. According to Rost (2002), L2 learners need to improve their listening skills in order to understand natural English speech. To meet that challenge, teachers provide L2 listeners with strategy training (Mendelsohn, 1994). A listening lesson can be offered learners about how to cope with that situation, and be guided them similar, thematic listening in L2 outside the classroom. In order to become proficient listeners, students need to be exposed to authentic and meaningful listening materials. From this point of view, mobile apps for listening can be an effective tool for learners who do not have many opportunities to listen to authentic materials and to be exposed to a foreign language outside of the classroom.

Brown (2008) has proposed the information-processing model of memory called "Three-box Model of Memory". As seen in figure 1, Brown (2008) shows that various listening inputs from outside world go through human ears. This information is caught by the Sensory Memory. At this stage, the information (inputs) is given attention and is sent to Short Term Memory. At this

stage, rehearsal or repetition is needed if it is to be remembered. Rehearsal can be done either through elaborative practice or memorization of information which can be sent to long term memory so that information can be retained longer.
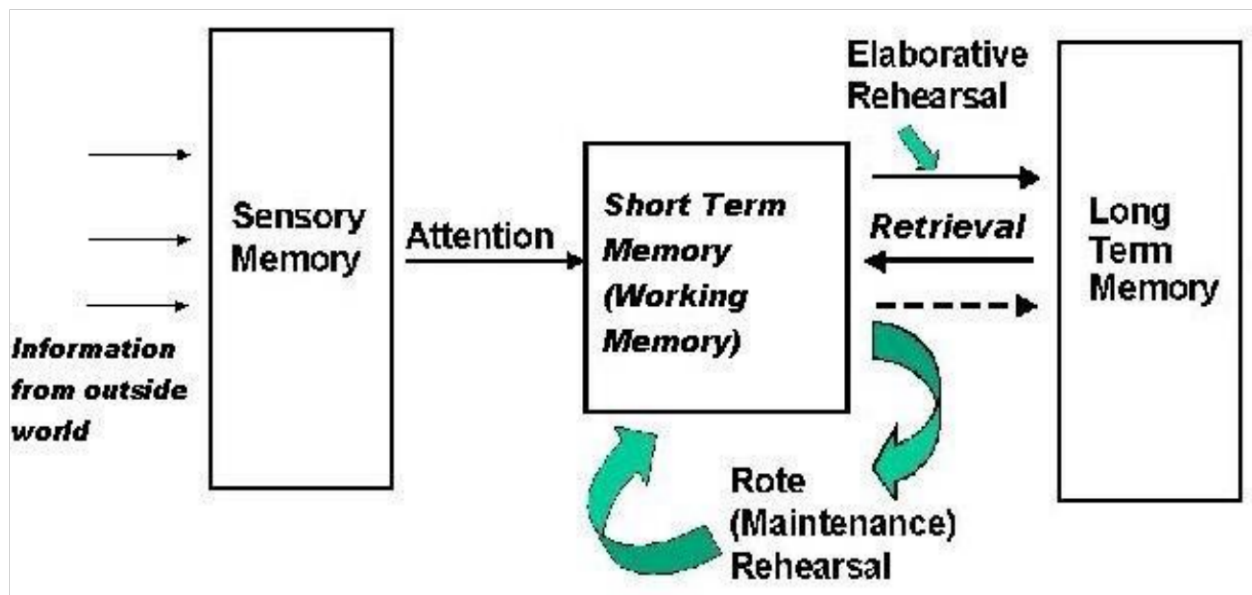
Figure 2. Three-Box Model of Memory (Brown, 2008)

As seen in figure 1, the listening process goes through five stages: sensory memory, attention, short-term memory (working memory), rehearsal, and long-term memory. The model of listening proposed by Klatzky (1980) too is similar to that of Brown (2008). According to Klatzky, listening process takes place in five stages. In the first stage, the information registration takes place. When this is done, pattern recognition occurs. Information is recorded after pattern recognition. Rehearsal and information preservation are the last two steps in the process. Both theories have a lot in common, and it's clear that attention (pattern detection) and practice are critical to long-term memory retention. That's the conclusion that comes from this research: Students need to be engaged in listening tasks requiring their whole attention in order to learn listening skills. Additional listening chances are required to help pupils recognize the meaning given in the listening content.

It is now widely accepted that listening is an active activity, crucial to the acquisition of L2 and worthy of deliberate development as a talent in its own right, says Morley (1999). In foreign language schools, listening is becoming more and more important.

Listening got a huge boost in the 1980s, because to the popularity of Krashan's (1982) views regarding understandable input. Providing students with feedback is one of the most important roles of listening in the language classroom, according to Rost (1994). It's impossible to learn anything if you don't grasp the information you're receiving at the correct level.

L2 listening has been considered from different angles based on theoretical bases. Structuralists such as Rivers (1968) considered that language learning takes a linear process. As the traditional form of skills separation takes the four skills: listening, speaking, reading and writing, structuralists considered that language learning starts with the oral medium skills such as listening and moves to the other skills later. It is clear that, according to structuralists' view of language learning, accumulation of micro skills results in acquisition of language proficiency. Contrary to the structuralist view, a different view was that language is learned as an integrative process and the foundation of it was that all conventional skills are introduced simultaneously (Oller,1979). This view underpinned communicative methodologies.

Language education has been dominated by two aspects of listening comprehension processes since the early 1980s. Bottom-up processing and top-down interpretation are the two approaches. Decoding sounds in a bottom-up approach begins with the simplest meaningful components like phonemes and works its way up to complete whole sentences. Phonological units are joined together to make words, which in turn create phrases that are linked together to form utterances. Finally, whole meaningful texts are formed when all of these components are connected. As a result, listening proceeds in a straight line, with the last stage being the derivation of meaning. This "listener as tape recorder" metaphor is used by Anderson and Lynch (1988) to illustrate how bottom-up processing works when it comes to listening.

Top-Down proposes that the listener actively reconstructs the original meaning of the speaker from the incoming sound sources. To make meaning of what is heard, the listener relies on past knowledge of the context and circumstances in which the listening occurs. When listening, it is assumed that the speaker or speakers, their connection to one other, and preceding events are all considered in the context of what they are saying. Various studies have come to conflicting conclusions on whether listeners of different competency levels prefer bottom-up or top-down processing (Field, 2004). An effective hearing comprehension requires the integration of both bottom-up and top-down components, according to Nunan (2002).

Current ways to improving knowledge include interactive exercises and visual components. The best method to educate individuals to listen is to use simple, interesting activities that concentrate on the phases of learning rather than the end result. You may use any of the

samples below to construct your own tactics for educating people how to listen appropriately, if you have a small or big group of pupils.

- **Communication with others**

Simulation asking and narrating are two wonderful, non-threatening ways for children to learn to listen. Assign the youngsters to two or three small groups, and then do a listening exercise with them. You may have one student evaluate another for a career or a journalistic piece. Even a storytelling project in which children are asked, "What has been your favorite film from the last year?" may motivate them to ask each other questions and develop active listening skills.

- **Tasks in groups**

Larger group exercises can also help youngsters improve their listening abilities. Begin with a simple group exercise regimen. Divide participants into groups of 5 or more for the initial phase, and encourage them to learn about the group's interests or passions from at least two other individuals. Allow students to ask further questions and, if required, provide comments during practice. Limit students' ability to create reports once the first section of the group task is completed. Gather the participants into a huge circle for the second half of the activity, and ask them to describe the characteristics, hobbies, or activities of the members of the group they met. Additional listening exercises may be included in the second half of the group activity. You may, for example, encourage students to address a few of the hobbies and interests they highlighted throughout the group discussion.

- **Audio Sections**

Audio excerpts from radio broadcasts, internet podcasts, educational seminars, as well as other audio communications can also be used to teach listening skills. You should demonstrate this interactive listening method to your pupils in lectures and just have them practice it on their own. Next, encourage students to prepare for listening by thinking about what they intend to acquire from the audio segment's content. After they've written or discussed their ideas, play the audio segment, allowing students to take notes if necessary. Repeat the task once they've acquired confidence and experience, but this time warn students to not write notes until the audio section is over. For this form of instruction, you can employ long or short audio portions and also more accessible or more difficult topics.
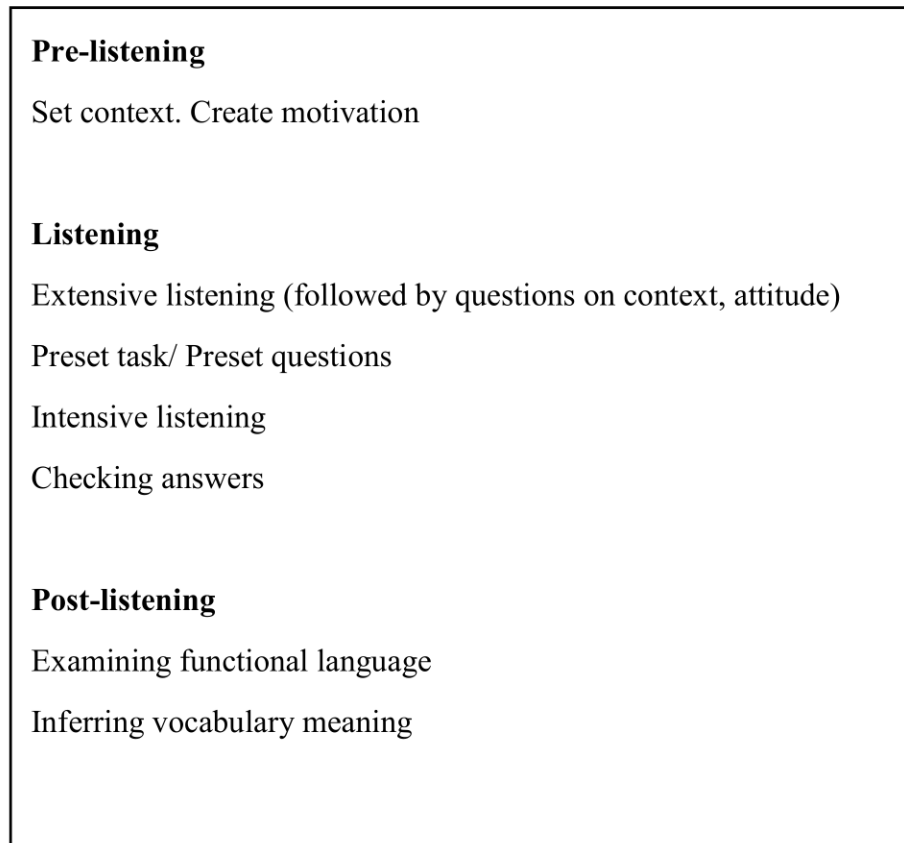
- **Video Sections**

Media sections, such as small sketches, news broadcasts, documentary films, interview sections, and tragic and hilarious content, are another fantastic tool for teaching listening skills. Choose the amount and duration of the film element based on your participants' ability, just like you did with the audio components. To begin, show the video without sound to your pupils and have a conversation about it. Encourage pupils to guess what the segment's theme will be. Then, with sound on, replay the part, allowing learners to show comments as needed for the level of comprehension. When the video segment is finished, have students write a brief review of it, or take the opportunity to explore how the piece connects to the students' collective expectations.

1.2.1 Pedagogical Implications

Until the late 1960s, listening was seen as a way to introduce new grammar. There was a plenty of material to study from recordings of actual conversations. Most students got solely this form of listening practice. Prior to the 1960s, practitioners started to devote more time to practice listening because they realized its relevance and realized how important it was. The pre-listening, listening, and post-listening parts of the listening lesson were all created at this period. Pre-listening and listening exercises included comprehensive and rigorous listening activities with general or specific comprehension questions throughout the listening stage. The post-listening exercises included analyzing the language in the book and listening and repeating the words after listening to it.

Field (2002) has pointed out that the face of listening has changed over the past several decades and the teachers have modified this procedure considerably. The summarized format of a good listening task (Figure 3.) by Field (2002) proposes valuable information to be considered in teaching of listening. Teachers of English need to identify the reasons for these modifications and to ascertain the thinking behind them.

> **Pre-listening**
>
> Set context. Create motivation
>
>
> **Listening**
>
> Extensive listening (followed by questions on context, attitude)
>
> Preset task/ Preset questions
>
> Intensive listening
>
> Checking answers
>
>
> **Post-listening**
>
> Examining functional language
>
> Inferring vocabulary meaning

Figure 3. Good listening task. Field (2002, p. 245)

Pre-listening stage activities are things learners do before a listening activity in order to prepare for listening. The pre-teaching of vocabulary has altered significantly. Unknown words can't be explained ahead of time in real life. It's not enough that they're prepared for scenarios when some of what they're hearing is unfamiliar. However, only a small number of "important" essential key phrases that might obstruct the reader's ability to comprehend the text may be permitted. Typically, the pre-listening activities of typical classes include brainstorming vocabulary, reviewing grammatical points, or a conversation about what the book is about, which takes up a significant amount of time and reduces the amount of time available for listening. In addition, extensive discussion of the subject might lead to the anticipation of much of the content of the listening portion. Pre-listening should be focused on providing learners with enough context to allow them to imagine what they will hear, as well as creating a sense of anticipation by having them guess about what they will hear.

Listening stage is an active process by which we make sense of, assess, and respond to what we hear. There is only one hearing, even if theories suggest that playing the tape twice is odd. So, what's so special about listening to a taped lecture in the language classroom? It's also

necessary for the listener to adapt to the pitch, tempo, and quality of a foreign-language speaker's voice. Because of this, the first step in the facilitation process is to try to listen.

It's important to prepare comprehension questions in advance so that students have a good understanding of the material. Listeners lose concentration if questions aren't given to them right after they've heard the piece. In order to adapt the typical structure of comprehension questions, learners should be given activities that require them to use the knowledge they've gleaned.

Another advancement in recent listening is the use of authentic materials instead of contrived ones. Listeners must be able to comprehend them at their own pace. They are, in fact, more realistic than fiction. As a further example, real materials may include conversational elements such as incorrect beginnings, pauses, stutters, and extended, loosely organized phrases. Listening to a foreign language is a deliberate strategy in the real world. Nonnative listeners will only be able to understand fragments of the spoken word and will have to make educated assumptions.

Post-listening stage comprises all the exercises which are done after listening to the text. Comparatively to investigating grammar, the study of functional forms of language is promoted. Parroting has been avoided since the "listen and repeat" phase is too similar to that. However, this development is argued because this period aids learners in identifying individual words amid a continuous stream of sounds. In addition, post-listening may entail deducing meaning from the context of the speech.

Field (2002) has offered an alternative approach to teaching listening, although in English language instruction there is no change to the three essential phases of hearing: pre-listening/pre-listening, listening/post-listening.

One of the most commonly utilized skills in the classroom is the ability to listen, especially in the higher education setting. An academic listener's understanding of an academic lecture depends on their ability to remember what a lecturer says and draw proper conclusions about what they've heard. As compared to conversational hearing, academic listening has specific characteristics (Rost, 2002). Conversational listening does not need a high level of focus or a specific set of listening abilities. However, in academic listening, the listener must be able to recognize the lecture's main points and follow the lecture's progression (Richards, 1983). In addition, students must have specialized prior knowledge and note-taking skills (Flowerdew, 1994) as well as the ability to absorb specifics and facts and to draw conclusions about the lecture's content and relationships (Bejar, et. al., 2000).

Academic listening is more significant than reading ability, according to Conaway (1982). As a consequence, academic listening research has been described as being of broad reach. Even if students have some familiarity of the subject matter and may foresee some of the content of the lecture, they may still have difficulties comprehending the presentation when it is given in a second language. There are three basic categories in which Jordan (2002) categorizes these kinds of issues:

- Decoding (recognizing what has been said),
- Comprehending (knowing the major and the secondary points) (understanding the main and the subsidiary points),
- Taking notes (take down essential information for future use; swiftly, concisely and clearly) (write down important points for future use; quickly, briefly and clearly)

Attempting to decipher a lecture in a second language by only recognizing phonological unit boundaries is not enough. Discourse patterns such as pauses, false starts, hesitation, and emphasis and intonation must be identified by students, as well as the delivery style and accent used in the lecture. It becomes difficult to follow a lecture when there is no opportunity for discussion. The students must also include additional sources of information, such as black or white board displays, handouts, presentations, overhead projector transparencies, films, etc. It's crucial to be able to discriminate between significant and less important aspects, record them without omitting others, and be able to read one's own notes later on to recollect the substance.

1.2.2 Strategies in Listening

Listening strategies are actions and ideas a listener does while listening in order to affect the encoding process of the listener (Weinstein and Mayer, 1986). Students' listening skills may be improved by teaching them effective strategies for listening. According to research, this is possible. There has been an upsurge in research on listening strategy education since it is difficult for students to understand academic lectures in an L2 context, and the following adoption of listening techniques by students has shown useful (Teng, 1997).

Study of learning and communication methods has served as a theoretical foundation for study into listening tactics (Vandergrift, 1996). Listening tactics, in general, and learning strategies, in particular, are both important to each other. Numerous techniques for learning and communicating in a second language have been discovered via research on strategy utilization in second language acquisition (O'Malley & Chamot, 1990; Tarone, 1981). The contrasts between

learning, production, and communication techniques in the acquisition of a second language have been highlighted by scholars (Faerch & Kasper, 1983). Research on learning techniques has focused on language acquisition, while research on productivity and interaction strategies has focused on language usage. Learning methods are typically based on the qualities of successful second-language learners. Communication strategies, on the other hand, are primarily focused with resolving communication issues and fostering collaborative interactions between the parties involved. Tarone (1981) argues that although learning strategies aid in the acquisition of new language abilities, communication strategies strive to address communication-related issues.

For a long time, instructors and academics assumed that learners would achieve L2 by repetition and imitation in the same way they had mastered L1. Another part of this carelessness is the idea of productive and receptive skills. However, since the early 1960s, this assumption has evolved, and L2 studies on listening and the value of listening competence in research have grown. Studies on listening have benefited from the identification of the aim of listening and the processes of hearing. The psychological approaches, notably the recognition of the cognitive side of hearing, represent a significant advance in listening research.

Using strategies is one way for students to become more actively involved in their own learning. High school ESL students were randomly allocated to undergo learning strategy training on vocabulary, listening, and speaking tasks in O'Malley, Chamot and Kupper (1985) study, and the results showed that strategy training can be helpful for integrative language tasks. O'Malley and Chamot (1990) suggested that there are three primary types of listening methods, including:

a.) Metacognitive Strategies   **b.) Cognitive Strategies**   **c.) Social Strategies**

Research has revealed that competent listeners utilize a range of metacognitive, cognitive, social, and emotional strategies, as mentioned in Zhang and Zhu (2004) (in Hongyu Wang's journal), and strategy education does aid increase listening comprehension. (O'Malley & Chamot, 1990). As a result, thorough strategy-based instruction aids learners in becoming more aware of their listening. It's critical to diagnose pupils' listening issues before training them to listen. According to Goh (2000), it is critical to teach children listening methods, and teachers should first improve students' vocabulary, grammar, and phonological understanding.

The development of strategy is important for the training of listening, according to Vandergrift (1999), and learners may examine their own knowledge and replies. Many studies have said that there are three types of listening comprehension methods, including Conrad, O'Mallay and Chamot, Rost and Ross, and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (in

Abbas's journal). Cognitive, metacognitive, and socio-affective, for example. These tactics might differ depending on the learners' abilities.

a.) Metacognitive strategies

Metacognitive strategies, according to Rubin (1988), are management approaches that learners employ to govern their learning by planning, checking, assessing, and altering. Listeners use metacognitive planning methods to clarify the goals of a listening activity and apply certain elements of auditory language input that facilitate understanding. There are two types of metacognitive skills, according to Baker and Brown and Abdalhamid (2012): understanding of cognition and management of cognition. Learners' awareness of what is going on is dealt with by knowledge of cognition, and what they should do to listen well is dealt with by regulation of cognition.

Metacognitive methods were a type of self-directed learning. It covered things like planning, checking, monitoring, selecting, revising, and evaluating. Learners would specify the objectives of an expected listening activity, for example, and pay attention to specific components of language input or situational circumstances that helped them grasp the task. 1999 (Vandergrift). In general, pre-listening planning techniques, while-listening monitoring tactics, and post-listening assessment strategies might be considered.

Metacognitive methods can be used in a range of learning situations (Nisbet & Shucksmith, 1986). Advanced meta-cognitive learners get a broad yet thorough overview of a concept or principle in a planned learning activity and decide ahead of time to focus on the work at hand and disregard distracting factors (O'Malley & Chamot, 1990). Selective attention, planning, monitoring, and assessment are examples of meta-cognitive methods for receptive or productive language activities.

According to O'Malley and Zare (2012, p. 164), metacognitive refers to strategies that include planning for learning, thinking about the learning process as it occurs, observing one's production or comprehension, correcting one's own mistakes, and evaluating learning after an activity has been completed.

Metacognitive techniques are methods for students to organize, plan, and evaluate their own learning. It has to do with how students control their own education. This technique also includes actions like focusing learning, organizing and planning learning, and assessing learning.

b.) Cognitive strategies

"Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" according to Brown in Zare (2012, p.164).

Different types of learning techniques and cognitive processes exist (Brown, 2012):

The procedures that learners utilize to check or explain their comprehension of the new language are referred to as clarification/verification. They may seek confirmation of their comprehension of the language, as well as validation that their creation of words, phrases, or sentences is compatible with the new languages, while generating and confirming rules in any language.

- Inductive differencing/guessing refers to procedures that leverage previously acquired language or conceptual information to generate explicit hypotheses regarding linguistic form, semantic meaning, or speaker intonation.
- Deductive reasoning is a problem-solving technique in which the learner searches for and applies universal rules while approaching a foreign or second language.
- Practice is a term that refers to a technique for storing and retrieving language while focusing on use correctness.
- Memorization also refers to tactics that focus on the storage and retrieval of language; hence, several of the strategies employed for practice, such as drill and repetition, are also utilized for remembering.
- Monitoring refers to ways in which the learner observes how a communication is received and perceived by the addressee, as well as linguistic and communicative faults.

Cognitive strategies are concerned with comprehending and storing information in short- or long-term memory for subsequent use. A cognitive strategy is a problem-solving mechanism used by learners to deal with learning activities and promote information acquisition (Tugrul Mart, 2014). Learners examine cognitive techniques that help them comprehend, retain, and recall new knowledge, according to Goh (1998). In hearing, there are two sorts of cognitive strategies: bottom-up and top-down. Word-for-word translation, adjusting the tempo of speech, repeating the oral text, and focusing on prosodic features of the text are all examples of bottom-up techniques. Forecasting, guessing, explaining, and visualizing are all part of top-down methods.

The stages or activities utilized in problem solving that entail direct analysis, transformation, or synthesis of learning materials are referred to as cognitive strategies (Rubin,

1981). In general, cognitive strategies manipulate incoming information in ways that improve learning, while their use may be confined to a certain sort of task in the learning activity. Rehearsal, organizing, inferencing, summarizing, deduction, visualization, transfer, elaboration, and other cognitive processes for listening comprehension are common.

c.) Socio-affective strategies

According to Brown and Zare (2012, p.164) socio-affective techniques are linked to social-mediating activity and engaging with people. Cooperation and explanation questions are two of the most important socio-affective techniques.

Listeners utilize socio-affective tactics to engage with others, evaluate their knowledge, and alleviate their fear, according to Vandergrift (2003) and Abdalhamid (2012). Affective methods are important, according to MacIntry, since the learning context and learners' social-psychological aspects are intertwined. When students listen to English, they confront a variety of challenges, including accents, foreign terminology, and listening duration and pace.

Vandergrift (2003) described socio-effective methods as the approaches employed by listeners to interact with others, check knowledge, or reduce fear. They included taking into account things like emotions and attitudes (Oxford, 1990).

The manner in which learners engage with other learners and native speakers are referred to as socio-affective tactics. They are a wide category that includes either interpersonal contact or cognitive control over affect. The usual socio-affective tactics include cooperation, self-questioning, and self-talk.

The author summed up a set of listening strategies, which is mainly divided into three categories, namely cognitive strategies, meta-cognitive strategies, and socio-affective strategies, based on O'Malley and Chamot's (1990) listening strategies and combined with the unique characteristics of the listening comprehension process. Language awareness, advanced preparation, directed attention, selective attention, self-management, self-monitoring, self-assessment, resource utilization, repetition, induction, deductive reasoning, analysis, imagination, hearing recurrence, using key words, connection between old and new knowledge, migration, reasoning, note-taking, summary, restructuring, translation, identifying and using fixed language collocations, listening to real corpora, cultivating interest, relieving anxiety, encouraging yourself, exchanging position, clarifying issues, cooperative learning.

Pre-, while-, and post-listening stages should all be well-structured in general listening activities. The pre-listening phase is a type of preparation that includes: *"(...) ought to make the*

context explicit, clarify purposes and establish roles, procedures and goals for listening" (Rost 1990 p. 232).

In real life settings, a listener nearly always knows what will be said, who will talk, and what the topic will be. The pre-listening stage assists learners in determining the purpose of listening and offers background information. Jones and Kimborough (1987, p.2) recommend starting with a group conversation in which students may explore their expectations and make predictions about what they will hear. Willis (1981, p.134) and Doff (1988, p.208) both emphasize the talents of anticipating what others will say and utilizing one's own understanding of the issue to assist one comprehend. The former calls these abilities "enabling skills". These enabling talents, according to Doff, help to develop feedback for the entire endeavor. He also recommends encouraging students to predict what they will hear next when conducting activities in the classroom, which will increase their talents and keep the class engaged.

Pre-listening activities can include the teacher providing background information, students reading something relevant, students looking at pictures, discussion and answer sessions, written exercises, following instructions for the while-listening activity, and consideration of how the while-listening activity will be done (Underwood 1989, p. 31).

We have assumed that teaching listening comprehension should be an integral part of every general English course since the beginning of Communicative Language Teaching, and that a listening session in the classroom should consist of three stages: 1. pre-listening, 2. while-listening, and 3. post-listening. Pre-listening exercises are activities that students perform before a listening activity to help them prepare for it. Pre-teaching or activating vocabulary, forecasting material, increasing interest, and testing task knowledge are all goals of these exercises.

Using questioning tactics to assist teachers generate verbal replies from students is crucial since inquiries can make them more attentive and involved in a class. Questioning tactics were used to help pupils understand what the professors were asking. Students are quiet because they either do not comprehend what is being asked, do not know how to respond, or are bashful. Teachers can tackle these issues by using questioning tactics. It can urge pupils to talk boldly by encouraging them to respond and assisting them in organizing their utterances.

We can see that strategy is the decision that listeners make as well as the precise ways and behaviors that listeners employ in order to listen successfully and completely, as defined and classified above.

PART II

THE CONCEPT OF MOBILE-BASED LANGUAGE LEARNING

Mobile phones play an important role as part of our everyday life. In fact, people nowadays have a strong dependence on their mobile phones, whether they are aware of it or not. The effective use of mobiles phones in the classroom can contribute to the learning process. Ultimately, the digital natives in our classrooms will expect us to understand and meet their expectations regarding the use of technology. Mobile learning (M-learning) is gradually being introduced in the field of English language learning. Listening and speaking are the most difficult for students, although a person engaged in communication devotes 30% of his/her time to speaking and 45% to listening (Van Duzer, 1997). Podcasts as a form of innovation technology are a means by which mobile phones can improve listening skills. They also allow a gradual transition to occur, from the state of a passive listener and doer of the comprehension tasks to a creator of podcasts, and give a birth to a new mobile technology in developing and improving both listening and speaking skills.

2.1 Mobile-Based Language Learning

The growing popularity and advancing functionality of using mobile technologies have raised their potential in teaching and learning languages. Their mobility and portability make *'learning on the move' and 'anytime, anyplace learning' a realization* (Lee, 2005, p. 9). Mobile learning has been more useful outside of the classroom with such activities that enable learning to be more directly connected with the real-world experience. Moreover, Kukulska-Hulme claimed that learning through mobile phones leads students to use them on their free time and even develop their learning skills (2009).

Kukulska-Hulme (2009) described mobile devices as **spontaneous**, **informal**, **contextual**, **portable**, **ubiquitous**, and **personal**. Mobile technologies can support learning that is more experiential and contextualized within a certain environment. The promising capabilities of mobile devices in language learning have given rise to the abundant of instructional designs of m-learning. M-learning is defined as *"any sort of learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies"* (O'Malley, Vavoula, Glew, et.al 2003, p. 6). According to Nash (2007), MALL allowed learners to connect the various input content so that they are compelled to integrate the world outside with the material on the device and hence achieve better learning outcomes.

Using mobiles in English listening, students can use *'podcasting'* for an authentic and meaningful learning opportunity. According to Thorne and Payne (2005), podcasts provide learners with authentic materials and samples of real speech. Stanley (2006) mentioned that podcasts could be used as both a source for authentic **listening materials** and a **supplement to textbook materials**. Thus, podcasts can be used to provide learners with a wide range of opportunities for listening practice both inside and outside of the classroom. Moreover, the podcast enables learners to practice listening in a self-directed manner and at their own pace. The smart phone apps including podcasts, therefore, bridge formal and informal learning environments and even force students learn to apply their in-class activities and knowledge to real-life situations outside of the classroom.

Furuya, Kimura, and Ohta (2004) found improved learning outcomes in use of mobile phones for language practices. According to their study, the students showed the frequency of studying English from once a week to several times a week, and they also changed the places they studied English from inside the classroom to a variety of outdoor places. Constantine (2007) summarized the advantages of podcasts:

- Students can benefit from global listening;
- Learners will be exposed to the new expressions and new language;
- Students need to listen to authentic materials and be exposed to various voices.

Kang and Kim (2007) proposed a paradigm for generating mobile material for teaching and learning English listening skills and vocabulary in blended learning, which refers to combining eLearning with conventional instructor-led instruction in the classroom, all while utilizing a mobile device. The concept included five phases for practicing English hearing and vocabulary while watching TV dramas. The first stage was a Monday classroom exercise with teaching, and the next five phases were completed on a mobile device from Tuesday through Saturday at the learners' leisure. Because it featured realistic learning materials, the research found that TV drama might be used to increase English listening abilities and vocabulary. It also had a favorable impact on students' views on the usage of mobile devices (Kim, 2011).

Huang and Sun (2010) devised a technique for listening through mobile devices. They created a website with learning tools such as videos and a series of listening exercises for practicing English listening on a mobile phone. They investigated the impact of mobile technology on English listening skills and found that using a mobile English listening exercise system helped students improve their English listening abilities.

A large number of genuine resources may be utilized for language learning using numerous smart phone applications that are comparable to websites. Teachers and students may use online genuine listening material from radio or television broadcasts to teach and practice listening skills (Mosquera, 2001). In other words, students may utilize their mobile phones to download listening programs, increasing their chances of being exposed to a target language and encouraging them to engage actively in learning.

Although mobile learning may be useful to students, there are certain restrictions to consider. The mobile phone, for example, has a tiny screen, which means that only a limited amount of information can be shown at once, and the size of the screen causes people's eyes to weary (Bryan, 2004). Because mobile phones are primarily used for communicating with others, students who are most likely to use them every day are unlikely to utilize them for educational reasons (Thornton & Houser, 2005).

2.2 The Concept of M-Learning

Everyone has a portable mobile device in this modern age. They engage with individuals from all around the globe using these gadgets and simple internet connection. People converse or share information regardless of time or location. The word "**mobile**" itself refers to the capacity to travel freely and effortlessly from one location to another. The use of mobile devices in any field of study is referred to as mobile learning. Mobile technology elements such as portability and information accessibility play an important role in improving English language education and learning (El-Hussein & Cronje, 2010).

The learner's discretion may be the most important feature of M-Learning. It is up to the student to choose the location and time for language instruction (Kukulska-Hulme., 2012). Because of the abundance of new mobile devices on the market, it is more difficult for anybody to arrive at a consistent notion in the field of mobile learning.

Generally, mobile learning can be defined as mobility of the personal, portable and wireless devices such as the Smartphone, personal digital assistant (PDA), iPod, palmtop, laptops used in language learning. Mobile learning can be divided into:

- "Mobility of technology"
- "Mobility of learner"
- "Mobility of learning"

The Mobility of technology refers to mobile devices with WiFi capacities and Wireless Application Protocol (WAP) that deliver information and learning materials through the internet.

According to Hui Guo (2013, p. 12) *"Mobile learning increases the mobility of learners. With portable and personal mobile devices, learners could be engaged in more flexible, accessible and personalized learning practices without constraint on places"*. Mobile learning enhances the mobility of learning process without time constraint.

Modern civilization is characterized by the penetration of information technology into all aspects of people's lives. As a result, information technologies in education are also an important element of the process (Prensky, 2001). Mobile technologies have grown in popularity as information and communication technology have advanced rapidly. Mobile technology have been widely adopted and assimilated into society. There are around 1.5 billion mobile phones in use now, but only 500 million classic PCs (Adams, 2006). Mobile devices are gaining new technological capabilities as technology advances.

An examination of English teaching traditions (Renau Renau, 2016) revealed that this method has always been tightly linked to technological equipment. These are language labs that assist students improve their hearing, speaking, reading, grammar, and vocabulary abilities. Electronic applications and dictionaries, in addition to countless audio and video courses, have grown quite popular. As a result, there are several methods to teach a foreign language utilizing information technology and technological gadgets today. However, the use of new mobile technology in education provides new learning experiences and flexibility in learning—learning anywhere and at any time—as well as more chances for learners to make choices.

Furthermore, mobile technologies offer ubiquitous and immediate access to information, as well as saving resources. The integration of mobile technologies to learn has given a rise to the term "mobile learning", which is often abbreviated to "M-learning". There are many examples of definitions of M-learning (Darmi, R.; Albion, P. A, 2014); the most general is learning via handheld devices that are potentially available anytime and anywhere.

To enhance their courses and encourage their pupils to participate in active learning, many teachers are turning to technological gadgets and programs. However, few researches have attempted to comprehend the integration and real-world effects of m-learning activities from the viewpoint of teachers.

For example, Baran (2014) reports on the use of mobile learning in teacher education, which is a good sign, but she focuses on preservice teachers' views and attitudes rather than real-world integration.

Although many authors base this method on Vygotsky's socio-constructivist approaches and the use of mobile devices' communication features to foster collaboration and create communities of practice and inquiry, the fact remains that people, not devices or media, are what make any human endeavor participatory and collaborative (Jenkins, Ito & Boyd, 2016). As a consequence, it seems that there is a lack of true and meaningful engagement culture among mobile device users, which might help to unlock the full potential of technology, starting with instructors and extending to students and the whole learning community.

To clearly explain this issue, Eijkman (2008) offers the term "non-foundational network-centric learning environments." He claims that the use of technology in education is still largely based on an information-driven paradigm, and that in order to fully realize the potential of new media and the devices that support them, teachers and students must adopt a novel approach based on collaborative knowledge construction and a participatory-driven paradigm. This is a big issue since, according to Tess' (2013) study of literature, the earlier type of viewpoint and attitude still reigns supreme in our educational institutions.

In practice, this paradox has clear consequences. Tess (2013) cites multiple research that demonstrate instructors require training and supervision to feel comfortable using this strategy. As a result, Baran (2014, p. 23) takes a step back and suggests that the problem actually starts with teachers' instructors, claiming that *"(...) the literature needs to establish pedagogical and theoretical models that can guide teacher educators in designing mobile learning experiences for preservice and in-service teachers. These models need to present strategies for equipping teachers and teacher educators with methods for integrating mobile learning into classrooms as well as supporting professional learning with mobile tools."*

These are serious issues, and we have yet to reach the classroom in the traditional teaching and learning process. As previously noted, there is little discussion of the obstacles of true m-learning integration in classrooms (Baran, 2014), and there are studies that warn that the integration of certain practices in classrooms can lead to non-existent or incompatible curriculums (Price et al., 2014).

While a proponent of technology in the classroom, Shirky (2014) advised his students to leave their laptops, iPads, and phones at home in class, according to a long Medium essay. The author claims that he made this decision because distraction levels in his classes were rising despite the existence of two constants in his classes: the teacher and the students, who were selected each year based on identical criteria. Shirky then blamed the rise in distraction on the widespread and omnipresent presence of technological devices in his classroom.

While some authors (Selwyn, 2010; Siemens, 2006) argue that there is a new student in our higher education classrooms who is highly connected, collaborative, and creative, and that social and communicative connections may constitute a new form of knowledge that is no longer merely instrumental to the learning process, others (Warschauer, Zheng, Niiya, Cotten, & Farkas, 2014) question the benefits of using mobile devices in the classroom.

Indeed, if digital gadgets and apps continue to be built to compete for our attention, as Shirky (2014) contends, this might become an irreversible and ever-worsening issue. In recent years, we've witnessed the introduction of many inventive types of alerts in digital settings, from pop-ups and banners to badges, roll-ups, and push notifications. These types of impacts have been postulated in various research as a probable reason of a negative link between electronic media usage (including mobile devices) and academic achievement, according to Lepp et al. (2015). Some of these studies also suggest that similar effects may be seen outside of the classroom, such as in homework assignments and overall study quality.

The likelihood of students engaging in multitasking activities with (and inside) mobile devices is frequently portrayed as a disadvantage of their introduction into the classroom.

According to the American Psychological Association, multitasking occurs when "someone tries to accomplish two things concurrently, transition from one activity to another, or complete two or more tasks in quick succession." When multitasking with one or more media is explored, the phrase "media multitasking" emerges, which is defined by Wallis (2010) as a three-fold event:

(a) between medium and face-to-face interaction;

(b) between two or more media;

(c) within a single medium.

Baumgartner, Weeda, van der Heijden, and Huizinga (2014) describe media multitasking as "multitasking involving at least one media-based stimulus or reaction," whereas Wang and Tchernev (2012) define it as "multitasking including at least one media-based stimulus or response."

Patterson (2017) suggests that *"media multitasking can take numerous forms, such as multiscreen media multitasking using two or more media devices at the same time, such as utilizing a smartphone or tablet while other digital media is consumed simultaneousl*y" on a single device. The author distinguishes between the words "digital media" and "digital device," stating that "most digital devices may ingest several distinct modalities of digital media."

Most current university students are members of one of two highly technological generations: "Millennials" (the first generation to grow up with digital technology) and "Centennials" (who have never known a world without computers and cell phones, which they were able to fully integrate into their daily lives), who are both described as tech-savvy and highly engaged with digital technologies that they use for long periods of time and in various combinations. As a result, students' digital literacy appears to be unaffected by their intake of digital media and their usage of various devices. However, the issue appears to be the multitasking impact that these many usage cause.

While the ability to multitask has long been regarded as a positive trait, and multitasking behavior appears to be growing in popularity, several studies have questioned how multitasking affects learning in higher education, taking into account that *"doing more than one task at a time, especially more than one complex task, takes a toll on productivity"* (APA, 2006). Because *"when we talk about multitasking, we're really talking about attention: the art of paying attention, the ability to shift our attention, and, more broadly, to exercise judgment about what objects are worthy of our attention"* (Rosen, 2008), which can be affected when new digital technologies are introduced in the classroom, distraction – or shared attention – is critical in this assessment.

Excessive use of social media has been demonstrated to have a negative impact on academic engagement, while multitasking with digital devices (phones, tablets, and laptops) has been shown to have negative impacts on learning outcomes, resulting in worse academic accomplishment. Wood et al. (2012) aimed to analyze the learning results of 145 University students, separated into three groups, after off-task multitasking with social media and communication technologies (Facebook, MSN, email, and texting) while learning from classroom lectures (paper-and-pencil note-taking, word processing note-taking, and a natural use of technology condition). Individuals who chose not to use technology or only used it in limited quantities outscored those who wanted to multitask heavily, according to the study. Furthermore, participants spent more time off-task with Facebook and MSN than with the two tasks assigned to them and subsequently with the other participants, which the authors ascribe to the attractive, engaging, and participative character of the activities offered by both platforms.

Multitasking with media devices, on the other hand, has the potential to affect not just individuals but also their immediate surroundings. In two studies, Sana et al. (2013) investigated whether multitasking with a laptop hampered learning for both multitaskers and their peers. In the first experiment, 44 students were asked to attend a university lecture and take notes on their computers, as well as do a variety of unrelated online activities at any point throughout the lecture, replicating typical student web browsing habits. A post-lecture comprehension test with 20

questions for fundamental information and another set of 20 questions for application of knowledge was given to measure learning. On the post-lecture comprehension assessment, participants who multitasked on the laptop performed much lower than those who did not. A new set of volunteers (38) was asked to take notes on the lecture using paper and pencil in a second experiment, some with a distraction-free view of the presentation and others with a view of multitasking coworkers. Participants who were observing multitasking peers scored much worse on comprehension tests than those who were not. All of these negative implications of multitasking represent a substantial problem for instructors: can the advantages of introducing mobile devices into the classroom be realized while minimizing the risk of distraction, and if so, how? Multitasking with non-digital devices is also taken into account in the study. More study is needed to see if these findings can be applied to m-learning scenarios and if, as Selwyn (2009, p.368) puts it, "(…) digital technologies may be contributing to an increased disengagement, disenchantment and alienation of young people from formal institutions and activities. For example, young people are derided as being more interested in using digital technologies such as the internet or mobile telephony for self-expression and self-promotion than for actually listening to and learning from others".

2.2.1 Mobile Assisted Language Learning (M.A.L.L)

The revolution of the development of technology brings many changes. The development of technology still heads to help people to get ease in work, communication, and also learn. The function of the computer has been transformed into small devices such as mobile phone, smartphone, tablets, PDAs, etc. The existence of mobile phone in language learner brings an innovation which is called as M.A.L.L (Mobile Assisted Language Learning). Learning by using mobile-based media is still new nowadays. M.A.L.L is a kind of innovation, it seems like CALL (Computer Assisted Language Learner), the modification is M.A.L.L used in a mobile phone while CALL is used in a computer with enhanced support of learning in context and provides the EFL students a valuable learning tool (Shanmugapriya, M. and Tamularasi, A., 2013.). M.A.L.L gives opportunities to the teacher and students to get ease in teaching and learning because it brings many functions in one device (Khubyari, L and Narafshan, MH., 2016.). Mobility and accessibility of the mobile phone bring more opportunities to teacher and students to get comfortable in learning and communication.

The important characteristics of mobile devices are:

- Portability & Mobility
- Social connectivity

- Context sensitivity
- Individuality

Student shows a keen interest in learning by using mobile devices, and they were highly motivated on the unique experience of learning content which supports multimedia objects such as images, audio, video, and animation used in the context of podcasting and video-casting for developing the listening skills (Shanmugapriya, M. and Tamularasi, A., 2013.). M.A.L.L can help students to get a deep, comprehensive understanding of the materials because it allows the students to get more opportunities in learning (Gaber. Mohamed D. 2015.). The mobile devices provide many functions that support the listening materials to be more attractive and interest. It supports video, audio, and pictures to serve as the materials in teaching and learning.
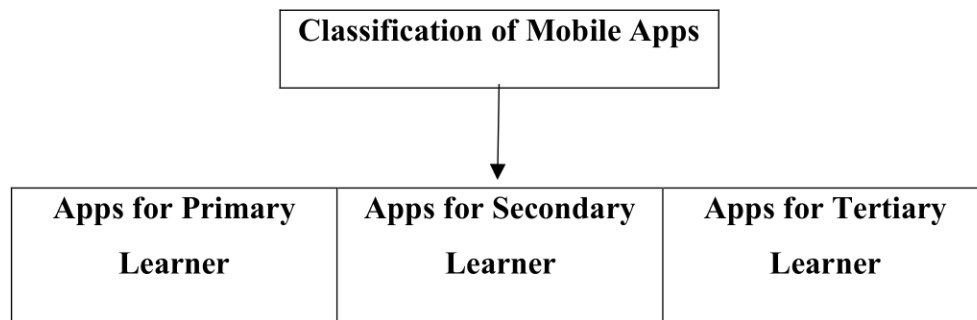
Using M.A.L.L in teaching and learning process offers many advantages to the students and teachers such as;

- the materials are easy to access in and outside the class
- increases student's motivation and interest to learn
- portable and easy to use
- gives more opportunity to the students to get more practices and support quick feedback or reinforcement

2.2.2 Classification of Mobile Learning Apps

Mobile phone use has changed dramatically, from downloading a ringtone to having many software programs on a single phone. Although mobile learning is not a new concept, the newest mobile devices with enhanced functionality have piqued the curiosity of many educators in using this new technology in the classroom. iPhones, iPods, iPads, and other new portable devices are feeding the mobile app craze (Godwin-Jones, 2011).

The statistics on mobile apps show the tremendous advancement in the number of applications generated and downloaded each year by individuals all around the globe. There are many English learning applications accessible in the app stores, and finding the perfect one might be difficult.

Classification of Mobile Apps

Apps for Primary Learner	Apps for Secondary Learner	Apps for Tertiary Learner

Figure 4: Classification of Apps

Primary learners are at an age where learning capacity and brain development are at their peak. As mobile devices become more common, they are increasingly making their way into the hands of early learners. Young children who use mobile devices to connect and play games are considered early learners. Mobile devices have been used by reviewers and educators to help youngsters' study more effectively. This integration of technology with learning yielded a favorable consequence in the form of effective learning (Liu et al., 2014).

Children's apps have the capacity to teach them. There are many educational applications available in the app store, and selecting the correct one for your kid might influence their perspective on learning. Among the advantages of mobile applications in education are:

- More social
- Entertainment
- Round the Clock Availability
- Effective Utilization of Leisure hours
- Alternate modes of learning
- Fun and informal

According to recent surveys, young children are increasingly using mobile gadgets. They are enthusiastic about utilizing these technologies because they provide them delight. Preschoolers lack the judgment to discern what is good and harmful for them, particularly when it comes to using mobile gadgets. Both parents and instructors have a responsibility to serve as decision-makers in guiding them in the selection of appropriate or appropriate information that does not hurt children but rather helps their learning (Kim and Smith, 2015).

Based on child development theory, Kim and Smith created an app for pre-school children to learn English by combining a humanoid robot with a smartphone. They picked four children

aged 3 to 5 years who were watched for two to three times over the course of two weeks, spending one hour on each kid each time. Children regarded the robot as if it were a friend and acquired the language via play.

According to Lena Lee (2015, p. 947) *"children use not only traditional, typical toys and materials such as blocks, dolls, balls, puzzles, sand, but also, they interact on a daily basis with technology like digital media"*. Lee conducted a case study in developing the social skill of young children with the use of iPads in schools in the United States. He emphasized the combination of the digital tool with learning among children. This study has increased the interaction of children with others. The use of iPad keeps them focused most of the time and also raised the level of interest. The technological tool has motivated the children to a greater extent.

Students of age group 12-17 belong to the secondary level of learners. The use of a mobile device affords a way to attain students in a way that they are adapted to. *"It gives them active control of their learning in the palm of their hands"* (B. Redd, 2011, p. 1).

Bonnstette and VanOverbeke (2012, p. 3428) believed *"The elementary classroom builds the basis for the content areas and the future success of students. From writing creative stories to fact mastery in mathematics, apps provide an engaging and interactive platform for learning."* Tan and Liu (2009) proposed mobile learning environment-MOBILE for assisting instruction and assessment in elementary school. They introduced the mobile learning system to manage all learning activities and the mobile learning tools (m-Tools) to execute learning activities for elementary students in and outside the classroom. The experiment conducted by them was promising that its enhanced students' learning interest and motivation with the help of MOBILE.

To help high school pupils enhance their listening and speaking abilities, Liu (2009) developed the HELLO, a sensor and portable augmented reality device. This gadget offers excellent learning resources to assist pupils in achieving their goals. The research included about 64 students, and the results demonstrated that the experimental group outperformed the control group.

College students and adults are examples of tertiary level learners. With the rapid development of Applications for learning English and the widespread use of mobile devices among college students, students have grown more interested in the educational advantages that apps on mobile devices may provide. According to Liu and He (2014), mobile-assisted language learning (M.A.L.L) may help students improve their English skills while also increasing their enthusiasm to study. It seems to be beneficial and effective for college students to study English on their own utilizing mobile devices. Because of the fast advancement of app technology, these English

learning applications now have the potential to merge various media, such as text, images, animation, audio, and video, to create a multimedia educational material and pique students' interest in studying.

For college students who have easy access to these tools and information, there are several applications devoted to studying English. The fact, though, is that the App market is a jungle. There is an excessive amount of software available for college students to pick from and utilize. Obviously, there is a dearth of recommendations for useful applications and tips on how to utilize them successfully to learn English (Liu & Xuan He, 2014).

According to Huang and Sun, (2010, p. 16) *"listening exercises are the first step for English language learning".* They focused on the listening skill development in mobile learning background by providing repeated exercises on listening. The findings suggest that the undergraduates are willing to use apps to learn English with self-regulated learning approach instead of traditional learning approach.

Because the mobile device is such a popular gadget, mobile learning techniques are effective and simple; language learning through games generates interest and simplifies the process; mobile learning techniques employ the principle of 'anytime, anywhere,' making it available to the user as and when needed. The mobile phone is one gadget that successfully uses time and does not impose time limits on the user. In a timely and dynamic manner, a mobile language class offers a range of learning techniques. It's a move from e-learning to mobile learning. The impact of technology on present academics is such that, in the not-too-distant future, m-learning will include all aspects of learning.

PART III
EMPIRICAL RESEARCH

The main aim of the study was to determine the impact of respondents' use of mobile apps and to explain this influence in terms of their improved language and listening comprehension skills. To achieve this aim, participants were asked to fill out an online questionnaire to gather information and data about their vocabulary, grammar and listening comprehension skills levels, before and after using mobile apps.

3.1. Aim of the study

The usage of mobile technologies has been rapidly increasing. Despite the enormous promise of mobile learning, few researches on mobile usability have been done. The goal of this research is to show how Mobile-Assisted Language Learning (MALL) improves listening abilities.

The study's goals are to see whether participants' listening skills improve after using mobile apps, what apps they know, how frequently they use them, and what they want to accomplish by utilizing mobile apps, as well as to look at learners' attitudes regarding mobile-based learning for improving listening skills. The findings are based on the responses to an online survey, as well as the respondents' comments on their experiences using mobile apps to enhance their listening abilities. There were 43 people in this research. The findings show that contextualizing MALL exercise helps enhance listening skills while also revealing the benefits and cons of using mobile phones.

3.2. Research design

In this study, quantitative and qualitative research method has been applied with the utilization of questions. The questionnaire was the main research instrument for collecting data. 43 people from different age groups were chosen for the research. The questionnaire contained 11 questions. The questionnaire used different types of questions, such as: multiple choice questions, Likert scales, open-ended questions. The participants of the research were randomly chosen and no rewards were given for their involvement in the study.

3.3. Results

The first question gathers information of the participants' gender. Most of them are female – 69,8% (30 people), and 30,2% (13 people) are male.
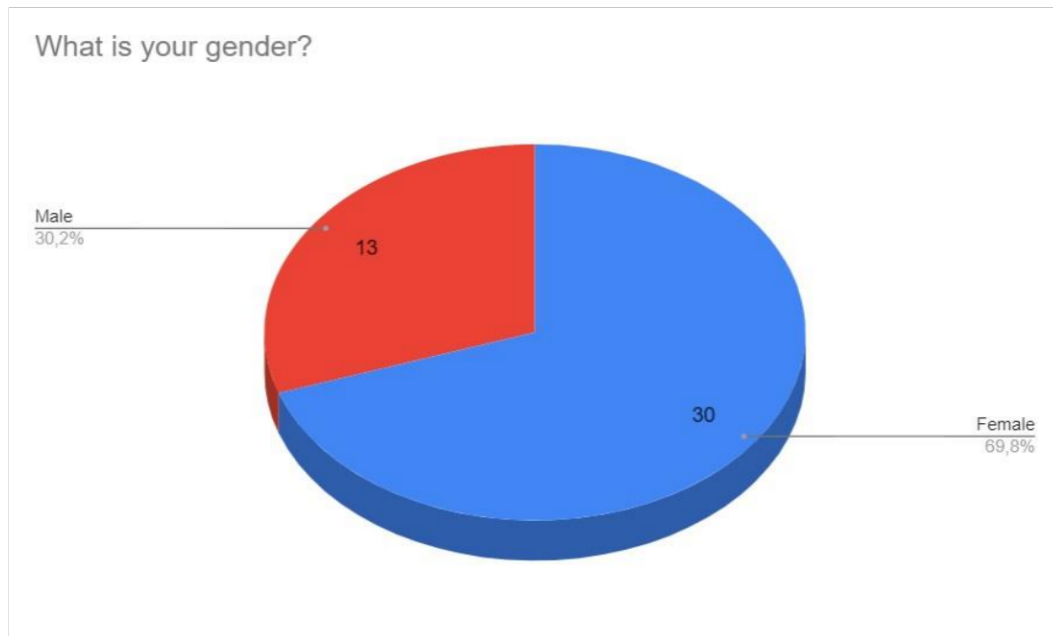

Figure 1. Gender identity

The second question deals with the age distribution of the respondents. Most of the respondents are between 16-20 years old, that is 65,1% (28 people). 23,3% (10 people) are between 21-30 years old, 7% (3 people) are between 31-40 years old, the remaining 4,7% (2 people) are 40+ years old.
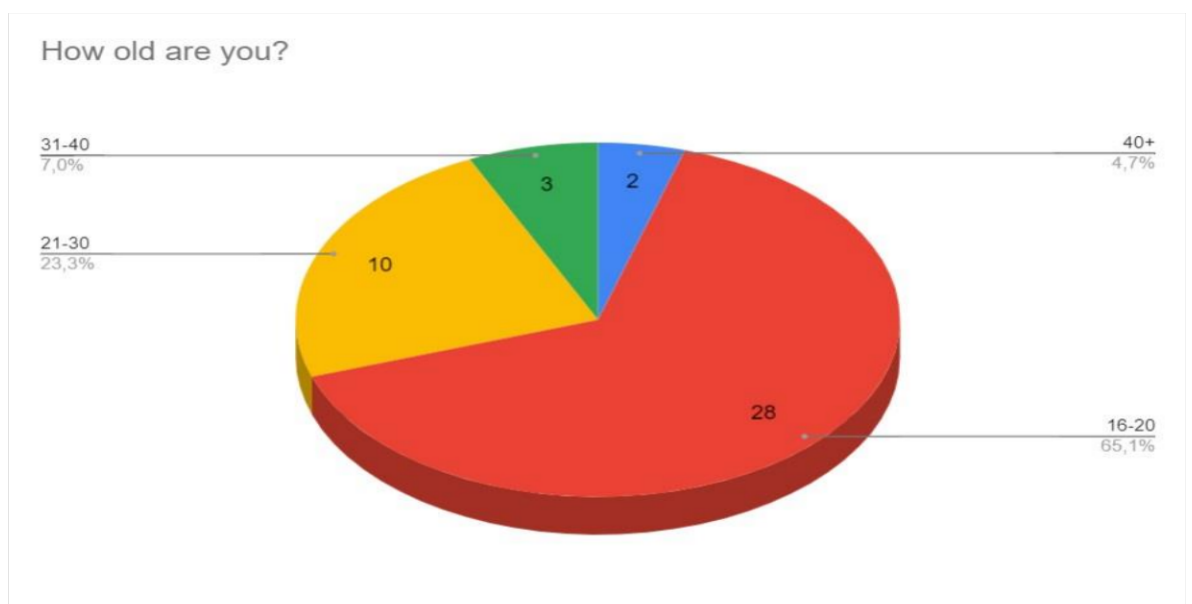

Figure 2. Age determination

The third question illustrates the respondents' level of English. As it is shown 46,5% (20 people) of them marked intermediate as the level of their knowledge, 20,9% (9 people) marked advanced, 14-14% (6-6 people) marked elementary or medium as the level of their English knowledge and just 4,7% (2 people) marked a low level.
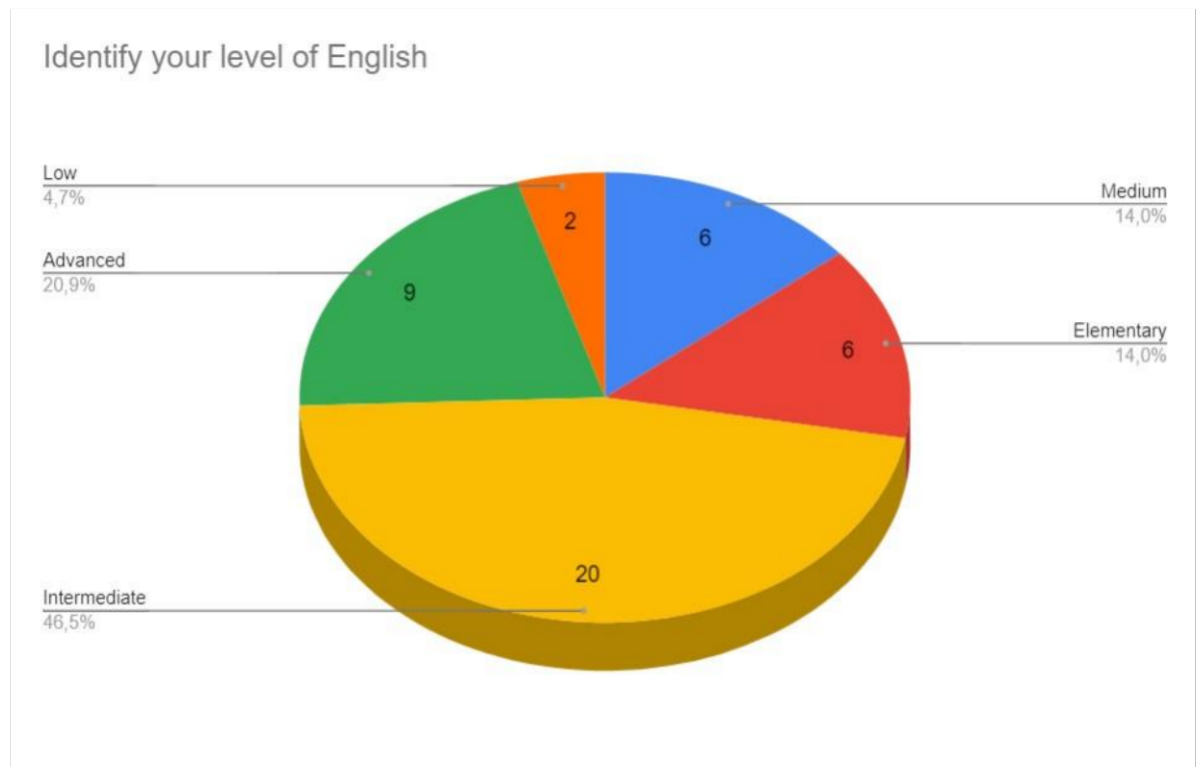
Figure 3. Determination of the Level of English

The fourth question examines the reason why the respondents are learning English. In this question, respondents could select more than one answer. 53,5% (23 people) of the respondents are learning English just because they love English. 41.9% (18 people) of respondents are learning English to communicate with English people. 32.6% (14 people) of respondents are learning English because they want to learn a second language. 30,2%-30,2% (13-13 people) of the respondents equally marked that they are learning English for both professional development and self-satisfaction. In addition, 27,9%-27,9% (12-12 people) of the respondents equally marked that they are learning English to pass the exams and because they love to learn English. The remaining 16,3% (7 people) of the respondents are learning English to be global citizens.
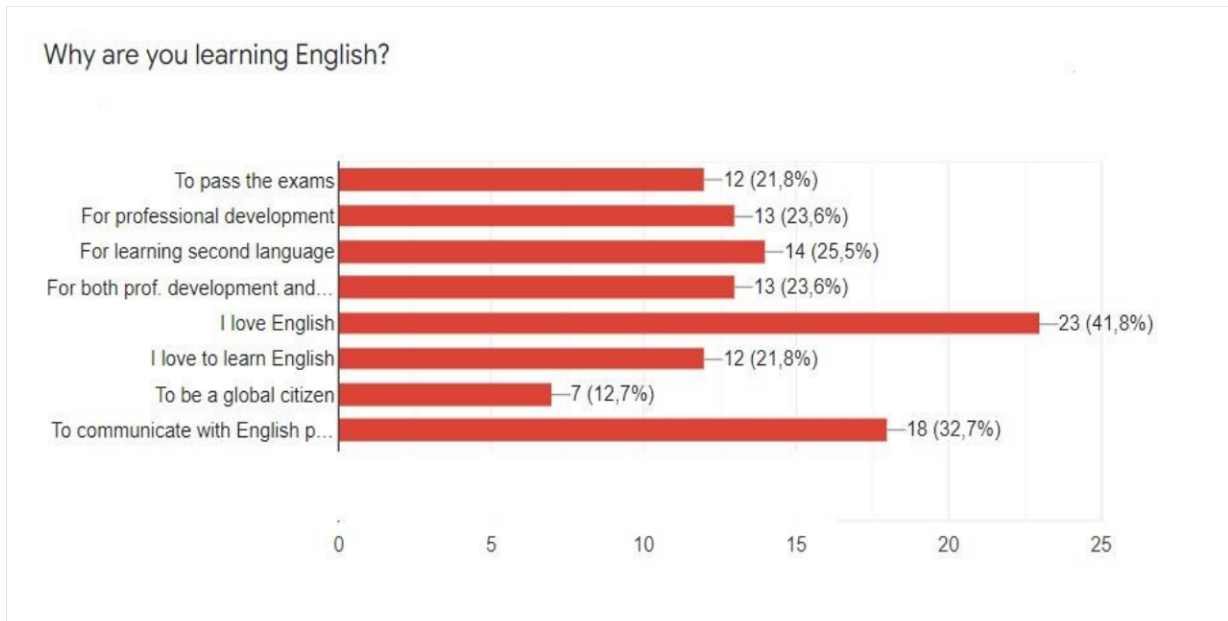
Figure 4. Motivation to study

The fifth question gathers information about the number of English language learning applications they have on their mobile. Here we can see that 19% (8 people) of the respondents do not have any applications. 46% (20 people) have just one app, 19% (8 people) have two and just 14% (6 people) have 3 or more.


Figure 5. Summary of mobile applications

The sixth question points out how many of these applications help them to develop their English language skills. 32,6% (14 people) of the respondents think the apps are satisfactory to develop their skills. 39,5% (17 people) of the respondents marked average, 11,6% (5 people) of the respondents think the apps are not usable, 9,3% (4 people) marked it very useful and the remaining 7% (3 people) think the apps are not satisfactory.
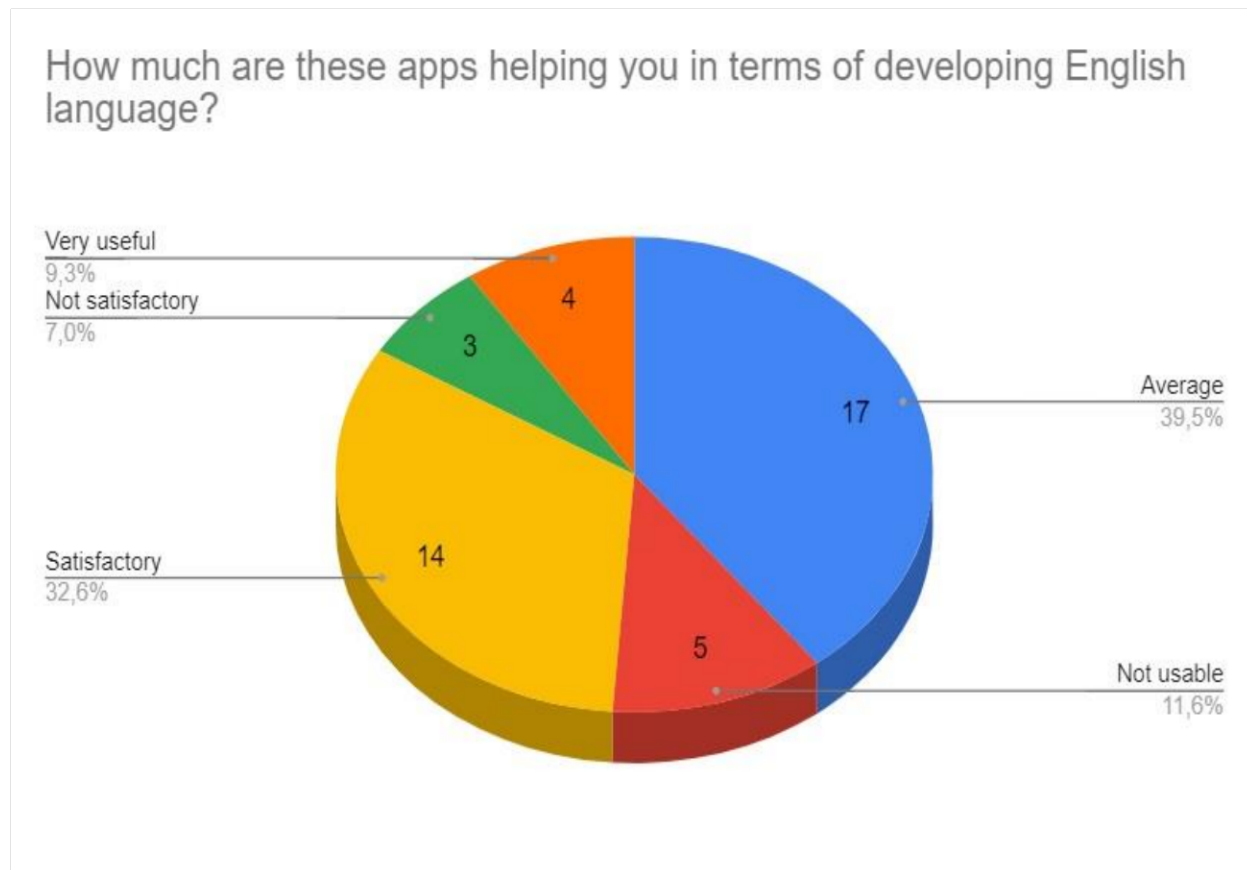

Figure 6. Efficiency of applications

The seventh question investigates how often they use these apps. 39,5% (17 people) use them several times a week, 23,3% (10 people) do so once a week, 7% (3 people) use them every day and another 9,3% (4 people) use them less frequently. However, 20,9% (9 people) of the respondents never use apps.
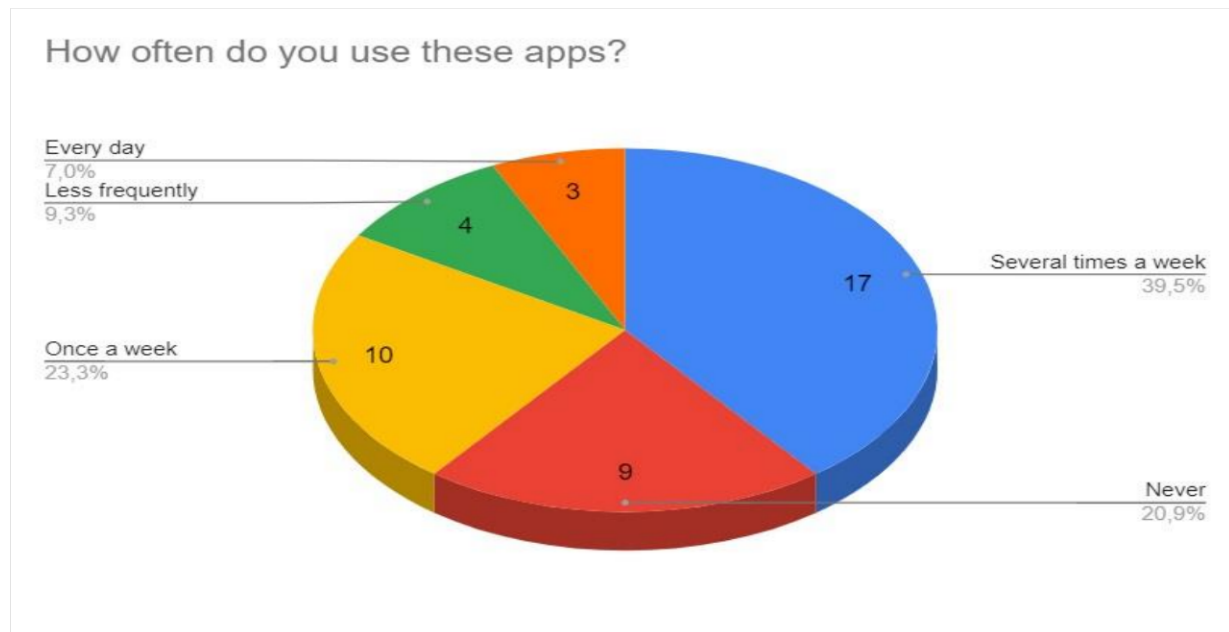
Figure 7. Usage Frequency

The eighth question asks about different applications the respondents use. It illustrates that 55,8% (24 people) of the respondents prefer the Duolingo app, 18,6% (8 people) use the Busuu app, 7% (3 people) use the FluentU app, 4,7% (2 people) use the Listen and Speak app, only 2,3% (1 people) use the Wannalism application. 32,6% (14 people) use other applications.
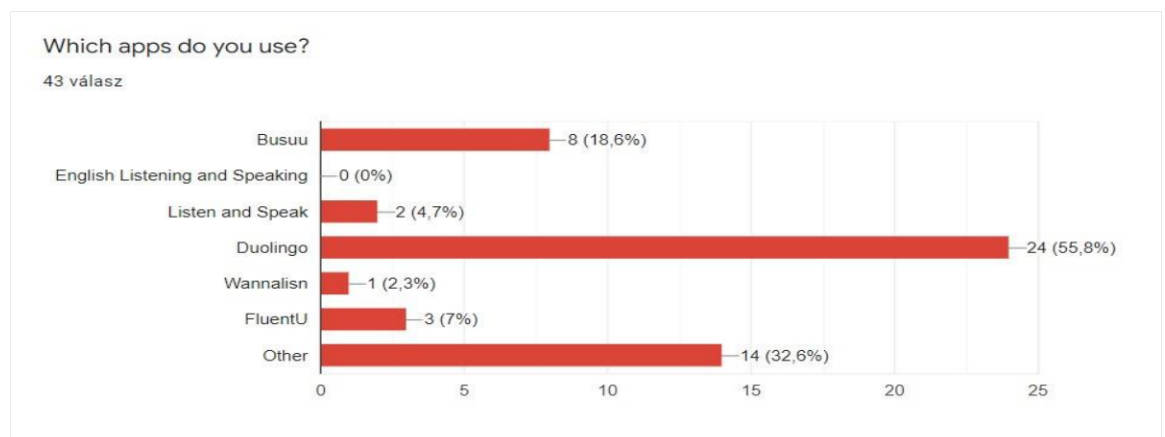
Figure 8. Awareness of applications

The ninth question collects information of which skills they want to develop with the help of the applications. In this question they could mark several answers. Most of them, 53,5% (23 people) want to develop vocabulary skills, 48,8% (21 person) want to develop their speaking skills, 39,5% (17 person) marked listening, 32,6% (14 person) marked pronunciation and 23,3% (10 person) want to develop their reading skills. And just 20,9% (9 person) marked writing.
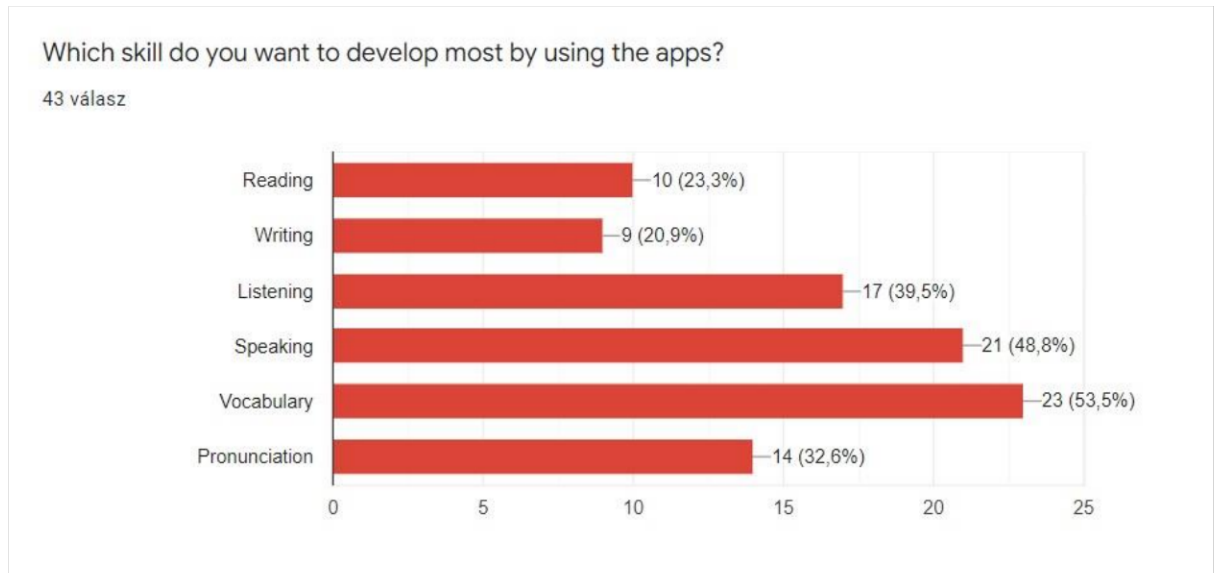
Figure 9. Skills to be developed

The tenth question asks about the usefulness of these apps. 39.5% of respondents (17 people) think the apps are helpful, while another 20.9% (9 person) think they are average. 16.3%-16.3% of respondents (7-7 person) think they are less than helpful or boring. 7% (3 people) think they are useless.
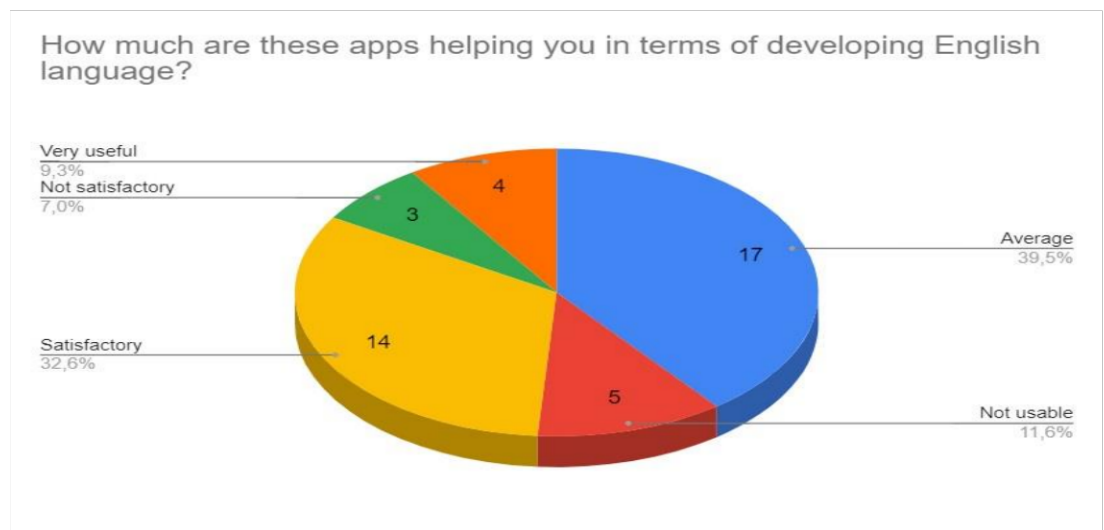
Figure 10. Usefulness of the applications

The last question shows how the respondents' level of English has improved after using the app. 46,5% (20 people) of respondents' think their level of English developed less after using the apps, another 37,2% (16 people) think their level of English improved, the remaining 16,3% (7 people) think their English did not developed with the help of the applications.

After using the apps your level of English

not developed
16,3%

improved
37,2%

less developed
46,5%

Figure 11. Determination of English Level after using the applications

3.4. Discussion and interpretation of the results

This research aimed at highlighting the importance of language learning with the help of mobile applications. The findings emphasized the development of listening skills with the help of mobile applications. The research was conducted via an online questionnaire with people aged 16 to 40+.

A total of 43 people participated in the research. The collected answers of the people are analysed and interpreted after division into the most important topics that emerged from the research findings

The first two questions asked the respondents to indicate their gender and age. The collected data shows that most of the respondents are 16- to 20-year-old females. The third question asked them to assess their level of English. Almost half of the respondents (46.5%) thought their level was intermediate.

In the fourth question, several answers could be marked. Here they had to answer the purpose of learning English. Most people are learning the language because they love English (53.5%). The second main reason for learning English is to communicate with English speakers (41.9%).

The fifth question asked respondents how many English language learning applications they have on their mobile phones. Almost half of the respondents use only 1 application (46.5%).

An equal number (18.6%-18.6%) indicated that they use 2 apps and the same number showed they do not use any.

In the sixth question, they had to answer which applications they use. This question also had several options. More than half of the respondents (55.8%) use Duolingo. 32.6% of the respondents are using other applications and a small proportion (18.6%) still use the Busuu application.

Question seven asked how much these applications have helped them to improve their English language. The majority of the respondents (39.5%) believed that their English language skills improved on an average level with the help of applications. The other part of the respondents (32.6%) felt that they had improved their English language skills satisfactorily with the help of the apps.

The eighth question asks how often they used the applications. Almost half of the respondents (39.5%) use the applications several times a week. A minority of respondents (23.3%) use applications only once a week, while almost as many (20.9%) never use them.

The ninth question asked how usable the applications are. According to the majority (39.5%), the applications are helpful to improve their English language skills. Based on their personal opinion that applications are less useful or boring respondents are equally divided (16.3%-16.3%). Only a few (7%) think that applications are useless.

In the tenth question, they answer which skills they would like to develop using the applications. Here several answers could be marked too. More than half of the respondents (53.5%) would like to improve their vocabulary and 48.8% would like to improve their speaking skills. 20.9% want to improve their writing skills.

The last question asked whether their level of English has improved after using the applications. The majority of the respondents (46.5%) are on the opinion that their level of English has developed less. The rest of the respondents (37.2%) think it has improved. 16.3% think it has not developed.

Further studies can include how mobile apps can be studied from the perspective of teachers. Another suggestion for future work can reflect on the fact that which age group can handle the technology more efficiently.

CONCLUSION

In the field of education, mobile learning technology is rapidly evolving. The necessity for learners to use a foreign language through MALL will certainly expand, as will the desire for employing technology in studying English. Students can use their mobile phones to learn English whenever and wherever they choose in their free time. Foreign language practice in real-life circumstances for L2 learners will be easier to reach. The current study analyzed respondents' perspectives and created an empirical study on M-learning of English listening comprehension skills. In the survey participants were asked to report their experiences with utilizing mobile phone applications for learning English. In terms of the survey's findings, the majority of respondents viewed the usage of mobile phones for English language learning as beneficial, with only a minority believing that applications were useless. They were also shown to be useful for acquiring a wide range of English phrases and vocabulary. They also identified enthusiasm and a strong desire for additional learning through mobile devices, in addition to showing significant achievement in strengthening listening comprehension abilities. As a result, respondents regarded mobile-based listening as a useful and inspiring tool. The findings of this study have a number of ramifications for the respondents. First, respondents will be more motivated and proficient if they use good applications as a learning resource. Second, when it comes to smartphone use in out-of-class listening practice, learning can happen anywhere and at any time, so immediacy and realistic context are important factors to consider. Finally, the usage of smartphones in language learning can help students improve their listening comprehension skills as well as their ability to self-regulate their learning.

The findings of this study may inspire future academics and educators in the field to do more in-depth and comprehensive investigations on mobile-based instructional design listening. The majority of instructors lack the expertise needed to adapt mobile devices to learning materials or create user-friendly m-learning tools or smartphone apps for pedagogical objectives. The results of this study provide insights into the field of foreign language listening research and practical implications for L2 listening lessons, due to the scarcity of research on mobile-based listening skills utilizing smartphone apps.

As a conclusion, it is necessary to create well-designed teaching tools and applications. Finally, rather than instructors providing the applications, it would be interesting to see what applications students use to learn and how this affects their English language skills.

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РЕЗЮМЕ

У викладанні другої мови протягом багатьох років не приділялося достатньої уваги аудіюванню. У минулому методи навчання були зосереджені на продуктивних навичках, таких як мовлення та письмо, і зв'язок між продуктивними та рецептивними навичками був недостатньо зрозумілим. Як зазначає Нунан, вміння розмовляти і писати другою мовою можна вважати знанням цієї мови. Тому слух і читання є другорядними навичками. Недостатня увага до розуміння на слух з боку лінгвістів пов'язана з тим, що навички слухового розуміння можна набути через контакт з мовою, але насправді не можна навчити. Це припущення, ймовірно, випливає з опанування L1, де здатність розуміти на слух вважається рецептивною навичкою, якій не навчають. Однак, останнім часом теоретичний розвиток вивчення та викладання мови, а також поява курсів англійської мови, можливо, викликали великий інтерес до ролі аудіювання.

Розуміння на слух і навички аудіювання під час вивчення та викладання мови стають все більш важливими в останніх дослідженнях з викладання англійської мови (ELT). Як зазначає Вандерґріфт, розуміння на слух як окремий і відмінний компонент вивчення мови вийшов на перший план лише після серйозних дебатів щодо його обґрунтованості. Слух є, мабуть, найважливішою із чотирьох мовних навичок, і тому його найважче набути. Він включає пізнавальні та психологічні процеси на різних стадіях слуху. Враховуючи труднощі, пов'язані зі складністю навчання другої мови, настав час вивчити внесок навичок розуміння на слух у викладання англійської мови.

У сфері освіти стрімко розвиваються технології мобільного навчання. У студентів, безсумнівно, буде зростати потреба у використанні іноземної мови через MALL, оскільки потреба у використанні технологій у вивченні англійської мови зростатиме. Студенти можуть використовувати свої мобільні телефони, щоб вивчати англійську мову, коли і де заманеться, у вільний час. Гуляючи вулицею, студенти слухають англійські радіопрограми на своїх телефонах, що полегшує включення практики іноземної мови в реальні ситуації. У цьому дослідженні було проаналізовано точки зору респондентів та проведено емпіричне дослідження М-вивчення навичок розуміння англійської мови на слух. Учасників опитування попросили повідомити про свій досвід використання мобільних телефонних програм для вивчення англійської мови. Також було показано, що вони корисні для оволодіння широким спектром англійських термінів і поглиблення словникового запасу. Результати дослідження можуть привести респондентів до ряду висновків. По-перше, респонденти будуть більш мотивованими та досвідченішими, якщо використовуватимуть хороші програми як джерело навчання. По-друге, коли справа доходить до використання

смартфона для відпрацювання слуху поза уроком, навчання може відбуватися де завгодно й у будь-який час, тому безпосередність і реалістичний контекст є важливими факторами, які слід враховувати. Нарешті, використання смартфонів під час вивчення мови може допомогти учням розвинути навички розуміння аудіювання, а також здатність саморегулювати навчання.

Результати цього дослідження можуть спонукати майбутніх науковців та викладачів у цій галузі проводити глибші та всебічніші дослідження щодо планування прослуховуючого навчання на базі мобільних пристроїв. Більшість викладачів не мають необхідного досвіду, щоб адаптувати мобільні пристрої до навчальних матеріалів або створювати зручні інструменти М-навчання чи додатки для смартфонів у педагогічних цілях. У світлі цього виникає потреба у створенні добре розроблених засобів навчання та програм. Також було б корисно поширити це на вивчення інших навичок, таких як читання, розмова та письмо. Нарешті, замість того, щоб викладачі надавали додатки, було б цікаво подивитися, які програми використовують учні для навчання, і як це впливає на їхні навички англійської мови. Результати цього дослідження дають уявлення про сферу дослідження слуху іноземною мовою та практичні наслідки для класів прослуховування L2, оскільки мало досліджень щодо мобільних слухових навичок за допомогою додатків для смартфонів.

APPENDIX

1.) What is your gender?

a.) Female

b.) Male

2.) How old are you?

a.) 16-20

b.) 21-30

c.) 31-40

d.) 40+

3.) Identify your level of English

a.) Elementary

b.) Intermediate

c.) Advanced

d.) Medium

e.) Low

4.) Why are you learning English?

a.) To pass the exams

b.) For professional development

c.) For learning second language

d.) For both prof. development and self-satisfaction

e.) I love English

f.) I love to learn English

g.) To be a global citizen

h.) To communicate with English people

5.) How many English language learning apps do you have on your mobile?

a.) 1

b.) 2

c.) 3

d.) 4

e.) more

f.) not have any

6.) Which apps do you use?

a.) Busuu

b.) English Listening and Speaking

c.) Listen and Speak

d.) Duolingo

e.) Wannalisn

f.) FluentU

g.) Other

7.) How much are these apps helping you in terms of developing English language?

a.) Very useful

b.) Satisfactory

c.) Avarage

d.) Not satisfactory

e.) Not usable

8.) How often do you use these apps?

a.) Less frequently

b.) Once a week

c.) Several times a week

d.) Every day

e.) Never

9.) These apps are?

a.) Boring

b.) Useless

c.) Less than helpful

d.) Helpful

10.) Which skill do you want to develop most by using the apps?

a.) Reading

b.) Writing

c.) Listening

d.) Speaking

e.) Vocabulary

f.) Pronunciation

11.) After using the apps your level of English?

a.) not developed

b.) less developed

c.) improved

NYILATKOZAT

Alulírott, Komári István-Dominik angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.　　　　　　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Komári István-Dominik