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Дата перевірки:
06.05.2020 08:28:58 EEST

Дата звіту:
06.05.2020 08:44:43 EEST

ID перевірки:
1002767845

Тип перевірки:
Doc vs Internet + Library

ID користувача:
92712

Назва документу: Мадяр Діана Євгенівна

ID файлу: 1002782103 Кількість сторінок: 57

Кількість слів: 15405 Кількість символів: 110969 Розмір файлу: 1.54 MB

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Ракоці II Кафедра Філології**

Реєстраційний № _____

Кваліфікаційна робота

**ВПЛИВ МОБІЛЬНИХ ДОДАТКІВ НА ВИВЧЕННЯ
СЛОВНИКОВОГО ЗАПАСУ СЛІВ**

МАДЯР ДІАНИ ЄВГЕНІВНИ

Студентки IV-го курсу

Спеціальність 014 Середня освіта. Мова і література (англійська)

Освітній рівень: бакалавр

Тема затверджена на засіданні кафедри

Протокол № 2 / 2019.09.26.

Науковий керівник:
Завідуючий кафедрою філології:

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Робота захищена на оцінку _____, «___» _____ 2020 року

Протокол № _____ / 2020

**Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II**

Кафедра Філології

Кваліфікаційна робота

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Освітній рівень: бакалавр

Виконала: студентка IV-го курсу
Спеціальності 014 Середня освіта
Мова і література (англійська)
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Берегово
2020

Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

**THE EFFECT OF MOBILE APPLICATIONS ON
ENGLISH VOCABULARY ACQUISITION**

Bachelor's Thesis

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INTRODUCTION

Communication is by far the most important activity performed by people. Without being able to communicate, we are all just isolated islands in a lonely sea of nothingness. With rapid development of communication technology, technology was later applied in e-learning. As the interest in vocabulary acquisition is growing, today various kinds of aids are available to the learners and students, among which mobile applications are one of the most effective and popular.

Vocabulary knowledge is fundamental in the learning of any language and plays a great role for learners in acquiring a language and communicating. It is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Without a sufficient understanding of words students can not understand others or express their own ideas.

The significance of these studies come from the feedback it provides on mobile applications and their effectiveness, where app developers can see how the selected applications are making difference on students' learning performance in real life and through the detailed questionnaire strength and weakness points are revealed.

English language acquisition and teaching had undergone a lot of changes in the past few decades. Mobile learning (M-Learning) is mainly described as a new learning method in which users use mobile platforms to learn. It syncretises all qualities of modern education, computer network technology, mobile communication technology, and multimedia technology. Nevertheless, the main advantage of mobile learning is its mobility and accessibility that gets over all the boundaries of common distance learning. Mobile learning (M-Learning) is mainly described as a new learning way in which learners use their mobile devices to learn. It syncretises all qualities of modern learning.

The *subject matter* of this study is the effects of mobile applications on English Vocabulary Acquisition.

The *object matter* of the present study is how effective a vocabulary mobile application can be on students' learning performance, confidence and class participation.

The *aim* of this paper is to examine the use of language learning apps and to show some popular apps and apps activities that can help students enrich their knowledge.

The *theoretical value* of the study lies in the fact that it tries to collect more information on the vocabulary in general. Moreover, it seeks to understand how, in what way apps can work.

The *practical value* of the study is that it shows different language learning apps and how they can improve their knowledge.

A large and growing body of literature has been investigated on the given topic. Scholars like Milton, Nation, Mezynski [p.13, pp. 25-25, p.285] , Moon [2000], Huhta [2011] have all examined vocabulary acquisition and types of research.

This year paper has been divided into an introduction, three parts, an English and Ukrainian summary, resume and an appendix. The study first gives the importance of vocabulary acquisition and the way vocabulary knowledge relates to the ability to perform communicatively in a foreign language. It covers the descriptions of vocabulary knowledge such as active and passive vocabulary, vocabulary size and depth. The second part introduces the main components of a research project such as the research topic area and focuses on the research perspective, the research design, and the research methods. The third part examines the students' general attitude, opinion towards language learning apps and the way they use them.

The main findings of the study suggest that most of the students like using apps, moreover it was find out that they use mobile and Mac apps more often than PC, but they are advantages and disadvantages of using language learning apps. However, it was also discovered, that most of the learners use the basic functions of apps.

PART 1

MOBILE ASSISTED LANGUAGE LEARNING: VOCABULARY ACQUISITION

The term vocabulary has been used by Diamond to refer to the knowledge of words and word meanings [6]. “Vocabulary knowledge is knowledge; the knowledge of word not only implies a definition, but also implies how that word fits into the world,” describes Stahl [32]. Coxhead identified that vocabulary knowledge is not something that can be fully mastered; it is something that expands and depends over the course of a lifetime [4]. Communication is by far the most important activity performed by people. Without being able to communicate, we are all just isolated islands in a lonely sea of nothingness. That is why vocabulary is extremely important in knowing a language.

However, vocabulary knowledge can mean different things to different people. Many studies have set out to investigate and define what it means to know a word [28]. Word knowledge involves more than knowing its referent, form or meaning. Several studies suggested that word knowledge included knowledge of word meaning, usage, constraints, its morphology, associations, and contextual meaning [3]. Nation added to the previous aspects of word knowledge that knowing a word should include receptive and productive use [27]. Basically, word knowledge can be categorized into three dimensions: form, meaning, and use. It implies various aspects to know a word. The mastery of these aspects of word knowledge may enable learners to obtain native-like competence.

This part examines the importance of vocabulary acquisition and the way vocabulary knowledge relates to the ability to perform communicatively in a foreign language. It covers the descriptions of vocabulary knowledge such as active and passive vocabulary, vocabulary size and depth. Furthermore, it concentrates on

1.1. The Role of Vocabulary Acquisition

Berne claims that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner [32]. According to Boote vocabulary knowledge provides the essential building blocks of language and without vocabulary neither language production nor language comprehension is possible [5]. Lexical

knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

A recent review of the literature on this topic found that vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context. Indeed, learning vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations. In other words, the comprehension and production of the language depend on the simultaneous and complex process of extracting and constructing utterances through the use of appropriate lexical combinations, in the appropriate time and appropriate place. Learners must not only learn the language as an abstract system of vocal signs or as if it were a kind of grammar text with an accompanying dictionary, but it must be learned as a tool that allows learners to know what utterances are useful to communicate effectively, and know what utterance is or is not appropriate to use in a given context. [33].

In the traditional approach, words are used to be one of the fundamental components in the mental processes to acquire languages, which are learned in both ways: incidental and intentional. In addition, learning a word is a cumulative process of interaction, which occurs across four equal conditions such as meaning-focused input, language-focused input, meaning-focused output and fluency development [34]. More recent evidence shows that the acquisition of words does not depend on single meetings but on the quality of interaction and meaningful association with other words. In this vein Language instructors should pay more attention on lexicon and decreases the emphasis on target structures if the learning purpose is the communication. Lexis is important in learning languages, with its knowledge; learners can actively communicate with each other. Otherwise, they may face communicative difficulties since they could not interpret utterances from the context [37]. The main challenge for scholars and language instructors is that learners learn new words, use them accurately in different context, familiarize with their pragmatic use, and retain them in their long-term memory. This process allows learners to acquire the target language and the appropriate use of lexical items in different communicative situations.

It has now been suggested that the knowledge of vocabulary is essential in learning languages. Not only does it contribute in the comprehension and production of the language, but it also works as a good indicator of the performance and acquisition of any language skill. The learning of L2 or FL is a dynamic process that involves social interaction and exposure to the target language. Therefore, language instructors should make significant improvements in their teaching methodology by focusing on lexical elements rather than individual words [15]. Thus, with the appropriate use of vocabulary; language learners can communicate one another even though they do not have enough knowledge of the target structures. Then, teaching instructions should look for opportunities in which learners practice the new vocabulary and improve their language performance as well. Therefore, it is very important that language instructors increase learners' vocabulary size by considering the type of words to be taught and the frequency of occurrence because not all those words require to be learned to become a successful user of language [35]. Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it.

Despite the fact that vocabulary plays an important and significant role in the production of spoken or written texts, it has been receiving not enough attention. Thus, language instructors pay more emphasis on learners' linguistic competence rather than on vocabulary knowledge. In this view, it is necessary to point out that, no matter how well the student learns grammar, no matter how successfully he or she masters the sounds of the target language, without words to express a wide range of meanings, communication cannot happen in a meaningful way. Words need interaction and combination with others otherwise their learning is non-productive. That is, the learning of those words is as much useless as trying to write grammatical sentences without the knowledge of needed words to express messages [31]. For this reason, learners have to acquire both breadth and depth vocabulary to develop their lexical and communicative competence as well.

Several researchers have concluded that vocabulary knowledge is fundamental in the learning of any language, but if teachers and learners are not involved within the process, the learning of vocabulary cannot take place. If learners are not into the relationship within the given knowledge (input), it is unlikely that input contributes to retained the knowledge (intake) since for input becomes intake, comprehensibility is necessary. As both terms input and intake play an important

role in the construction of output, the acquisition of linguistic features of the language, particularly, the new vocabulary should emphasize the quality of exposure to the target language and the quality of information presented within the learning process. This process must reflect the learning of fixed words and their combinations with others (language-in-use) rather than the memorization of single words. That is, words require meaningful connections to generate significance in a given context [27]. Thus, the relationship between language and learning materials depend on the coherence of the speakers' intention production and the receivers' interpretation of utterances, comprehension.

1.2. Descriptions of Vocabulary Knowledge

The mental lexicon is a complex phenomenon, and the exact nature of lexical knowledge has always perplexed researchers and teachers. This is not surprising as a lexicon can hold many thousands of words, each with numerous links of various kinds to the other words in the lexical network. Moreover, the links between different words are often difficult to explain clearly, thus making research into these links difficult [44]. Descriptions of the mental lexicon are further complicated by the fact that each word does not usually exist on its own, but rather is typically a part of a word family with numerous related members. Lexical knowledge can be defined in a number of ways. Some researchers like Richards, Ringbom, Nation, claim that knowing a word involves a range of inter-related 'subknowledges' such as morphological and grammatical knowledge and knowledge of word meanings. Others assume that lexical knowledge consists of progressive levels of knowledge, starting with a superficial familiarity with the word and ending with the ability to use the word correctly in free production [4]. Language acquisition is an active procedure, which requires on the part of the learners to continually acquire vocabulary of the target language. Acquiring adequate words to build one's mental library of lexicon is crucial, so as to allow the learners to function well in a given context.

Read claims that vocabulary knowledge should not be equated with learners' ability to use particular words in context. Following Bachman's view [2] of language proficiency as a set of communicative skills, Read suggests that the lexical model should incorporate lexical communicative competence in addition to the knowledge of discrete lexical items. This idea is elaborated by Read and Chapelle who object to the trait view of vocabulary. They suggest that vocabulary assessment should go beyond decontextualized word lists and should be measured in

such a way as to generate positive washback on the teaching and learning process [45]. It could be argued that the most valid way of testing vocabulary is in context. However, it is not always clear whether it is word knowledge, or inferencing skills, which is being tested. For example, Schmitt found that while some test-takers 'knew' the meaning in context, they failed to guess the meaning when the same words were presented in isolation or in a different context. Furthermore, it is not always feasible or efficient to use contextualized performance-based measures in all situations. A test that is decontextualized but that nevertheless measures different dimensions of word knowledge, may provide a good compromise [39]. Language instructions should provide opportunities for social interaction, that is, learners can use the new vocabulary within different context, by focusing on communication rather than uttering possible well-formed sentences. In order that vocabulary acquisition takes place, its learning needs meaningful interactions, these allow learners to familiarize with the appropriate language use in a given context.

1.2.1. Knowing a Word

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can be seen with the word uncommunicative, where the prefix *un-* means negative or opposite, *communicate* is the root word, and *-ive* is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.

Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For form, meaning, and use, Nation declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1.

Table 1. Knowing a Word

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spell? What word parts are needed to express the meaning?
Meaning	form and forming concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions collocations constrains on use (register, frequency...)	In what patterns does the word occur? What word or types of words occur with this one? Where, when and how often would people expect to meet this words?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when and how often can people use this word?

Source: Adapted from Nation [28].

This table usefully encapsulates knowledge of the various forms of a word, the various aspects of meaning a word can carry with it, and the elements of use which are also part of word knowledge. Knowledge of form includes not just knowledge of the written and sound forms of a word but also knowledge of affixation, knowledge of the way extra parts can be added, or the ways in which a word can change, to reflect changes in its grammatical function or to add to its meaning. Knowledge of meaning includes not just knowledge of a core meaning, perhaps a link with a direct foreign language counterpart, but also the concepts, referents and associations, which a word may carry with it. Words in different languages often carry differences in nuances of meaning, which, if a learner is to perform fluently, may need to be known. And knowledge of use includes knowledge of the grammar of a word but also the way words like to behave in relation to each other. Some words like to occur in combination with other words, in particular idioms for example, and some words, like swear words, may be restricted in the occasions where they can be used appropriately, and this knowledge will also be needed if the language is to be used fluently and skilfully. Each

facet of knowledge is subdivided into receptive and productive knowledge [6]. It is really obvious that knowing a word means knowing more than its single meaning in a specific text. Learners also need to know the pronunciation, spelling, syntactic and semantic relationship with other words such as collocation, synonym, antonym and hyponym. So, vocabulary should not be considered a single dimension, instead it is better to be viewed as a multidimensional structure.

1.2.2. Active and Passive Vocabulary

Alongside form and meaning, there is a further distinction between receptive (passive) and productive (active) knowledge that is used by researchers when investigating vocabulary learning. All productive or active vocabulary involves words that we apply when we speak or write. According to Nation, productive use of vocabulary is defined as “wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word from” [29]. On the other hand, receptive or passive vocabulary is composed of words that we recognize when we hear or see. It is normally bigger than productive vocabulary, and may comprise numerous words to which we allocate some definitions, even if we do not understand their full meanings and implications or use them as we speak and write. Nation gives a detailed definition of receptive vocabulary. He defines receptive vocabulary use as that of “perceiving the form of a word while listening or reading and retrieving its meaning” [27]. From the definitions above, it can be concluded that receptive vocabulary is words that learners recognise and understand when they are used in context, but which they can not produce, meanwhile productive vocabulary is the words that the learners understand and can pronounce correctly and use in speaking and writing.

In other words, receptive knowledge is the language input that learners receive from others through listening or reading and try to understand it. Productive knowledge, on the other hand, is the language output that learners convey messages to others through speaking or writing [31].

Laufer as well as Goldstein assume that productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading [22]. “Good passive skills often require the reader or the listener to actively anticipate the words that will occur” [14]. In other words, while listening and reading, the learner also displays productive knowledge.

A growing body of literature has examined this topic. A detailed analysis is given by Stuart Webb who claims that receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. The Passive Vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context [24]. In another work Stuart Webb claims that productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Table 2. Productive versus Receptive Vocabulary Knowledge

Productive Knowledge	Receptive Knowledge
Able to say word (correct pronunciation)	Aural word recognition (spoken form)
Able to write word (with correct spelling)	Orthographic word recognition (written)
Derivation of word form correct word parts	Recognizing parts (morphology)
Pronunciation of target word to express meaning	Particular meaning
Production of word in different context	Knowing related words
Synonyms	Identification of correct word use
Able to decide whether to use it	Recognition of typical collocations

1.2.3. Vocabulary Size and Depth

Kieffer and Lusaux believe that breadth of vocabulary or vocabulary size refers to the number of words known, whereas depth of vocabulary is defined as how well the learner knows a word. While breadth of vocabulary knowledge is considered as the number of vocabulary items for which a learner possesses at least minimum knowledge of their meanings, depth of vocabulary knowledge ranges from partial understanding of a word to full mastery of multiple aspects of a given word

including its various related meanings and its appropriate use in varying contexts [37]. When discussing vocabulary, a distinction is often made between size of vocabulary (number of known words) and depth of knowledge (how well those words are known). However, the relationship between the two constructs is still unclear. Some scholars argue that there is little real difference between the two, while regression analyses show that depth typically adds unique explanatory power compared to size alone. Ultimately, the relationship between size and depth of vocabulary knowledge depends on how each is conceptualized and measured.

It has long been acknowledged that breadth of vocabulary, or vocabulary size, is a fundamental dimension of lexical ability of a language learner. The crucial role of the number of words known has been emphasized by a number of studies including Meara, who argued that learners equipped with a large vocabulary possess more expertise in using the language than ones with a smaller vocabulary [8]. Size by definition is the number of lexical items known to some criterion level of mastery. But the criterion will always be some measure of depth.

A good deal of research on vocabulary size has been undertaken in both L1 and L2 environments, entailing useful insights for various contexts. For example, researchers interested in the impact of vocabulary knowledge on reading comprehension of native speakers of English have examined their size of vocabulary through childhood, adolescence, and adulthood. The findings from this kind of studies, according to Anderson and Freebody provided well-grounded suggestions on how many new lexical items should be presented in reading classes to learners at different ages. More recently, ESL students studying in English speaking countries have also become the focus for vocabulary researchers in estimating the threshold number of words learners should know to handle academic work. For instance, Sutarsyah, Nation, and Kenny reported that, in order for learners to comprehend undergraduate economics textbooks written in English, 4000 to 5000 words were required.

Over the past few years, acknowledgement of depth of vocabulary or vocabulary quality as a construct of lexical knowledge has been growing. Mezynski pointed out: "Word meanings can be "known" to varying degrees. Depending on the task, a person could perform adequately with relatively imprecise knowledge. In other situations, a much finer notion of the word's meaning might be required" [17]. Similar views may be found in several proposals which incorporated vocabulary depth into a definition of lexical competence. For instance, Chapelle claimed that a definition of vocabulary should include four dimensions: (a) vocabulary size, (b) knowledge of word characteristics, (c) lexicon organization, and (d) processes of lexical access. The depth

dimension is also included in Henriksen which proposed that lexical competence comprises three distinct dimensions: (a) partial-to-precise knowledge, (b) depth of knowledge, and (c) receptive and productive knowledge. With various aspects constituting the depth dimension, Henriksen considered this as a process, rather than a single continuum, of constructing a network which connects one word with other words [27] [33]. The size-depth relationship depends on various factors such as the size of the learner's lexicon, the frequency level of the target words measured. For higher frequency words, and for learners with smaller vocabulary sizes, there is often little difference between size and a variety of depth measures.

In a more recent study, Qian developed a framework of vocabulary knowledge on the basis of other earlier definitions (for example Chapelle, Henriksen, Nation 2001).

Table 3. Qian's Model of Vocabulary Knowledge [2004].

Vocabulary size	The number of words of which a learner has at least some superficial knowledge of meaning.
Depth of vocabulary knowledge	All lexical characteristics, such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and phraseological properties, as well as frequency and register.
Lexical organization	The storage, connection, and representation of words in the mental lexicon of a learner.
Automaticity of receptive-productive knowledge	All the fundamental processes through which access to word knowledge is achieved for both receptive and productive purposes, including phonological and orthographic encoding and decoding, access to structural and semantic features for the mental lexicon, lexical-semantic integration and representation, and morphological parsing and composing.

Along with other frameworks, Qian's model acknowledged that depth of vocabulary knowledge is an essential part of the multi-faceted lexical knowledge.

Read claims that there is currently no true measure of depth, and whatever conceptualization or measure is used, it will only ever tap into limited facets of the overall quality of understanding of a lexical item. The size–depth relationship depends on various factors such as the size of the learner's lexicon, the frequency level of the target words measured, and the learner's L1. For higher frequency words, and for learners with smaller vocabulary sizes, there is often little difference between size and a variety of depth measures. However, for lower frequency words and for larger vocabulary sizes, there is often a gap between size and depth, as depth measures lag behind the measures of size. Furthermore, some types of word knowledge (for instance derivative knowledge) seem to have generally lower correlations with size than other types [5].

1.3. Mobile Assisted Language Learning

Recent advancements of technology coupled with knowledge explosion have had a great impact on the different aspects of life including the way of teaching and learning. Along this vein, handheld devices become pervasive tools among people, mainly students, due to the numerous practical features and distinguished affordances and ease of access to all materials and resources. In fact, Mobile devices have an immense impact on university life, they have transformed not only students' way of communication and interaction patterns but also teaching and learning processes. Mobile learning, then, is one of the major developing areas in the educational field. Mobile technologies are considered as significant aids to language learning and teaching offer numerous practical uses in language learning. Along this vein, a new approach of language learning and teaching appeared known as mobile-assisted language learning or MALL in short.

Traxler defines mobile learning as “Any educational delivery where the sole or prevailing technologies are handheld or palmtop devices” [34]. Many researchers had defined mobile learning, along them Georgiev, Georgieva and Smrikarov describes mobile learning as “The ability to learn anywhere at anytime without permanent physical connection to cable networks”[13]. Ally claim that mobile learning refers to “The process of using a mobile device to access and study learning materials and to communicate with fellow students, instructors or institution” [1]. In this respect, mobile learning refer to the use of mobile devices as educational tool to access learning materials at anytime and everywhere.

Mobile-Assisted Language Learning (MALL) focuses on the use of mobile technology in language learning. In MALL environment, there is no need for learners to sit in a classroom or in the front of a computer to study. Actually, MALL can be viewed as an ideal solution to language learning barriers in terms of time and place. Some scholars believe that this technology gives a combination of flexibility, accessibility, and interactivity with mobile apps unlike other typical classroom technologies [29]. Literature shows that this combination can facilitate language learning through the access of authentic, contextualized resources, for instance, it provides students the opportunity to connect to anteriority learned knowledge, acquire new knowledge and further develop problem-solving skills [37]. As access to wireless networks expands and ownership of devices that can communicate with such networks increases, the use of mobile devices to support language learning becomes ever more common.

Banister points out the advantages of MALL-MALL brings noteworthy benefits to students; they can use different types of apps on mobile devices to watch online tutorial, read material, and listen English records, they can stop or fast forward through materials as their desired, giving them the independent control based on the pace they receiving information, it permits students to decide their own learning processes [24]. According to Kukulska and Shield, MALL can encourage collaboration and co-construction of knowledge. Students had to find information and share it with their peers so that they can build up an overall understanding of a realistic problem [4]. MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use.

There are many researches seem to prove that MALL is a help tool to learners. As Liu, Maradiegue and Navarrete concluded: “The wide-ranging, various resources and capabilities to sustain English language education made available by mobile devices” [32]. Also Kukulska and Shield focused on the impact on the listening and speaking, and they discovered: “MALL is expanding at the speed of two or three years from a teacher-learner, text-based education environment to one that is beginning to support multimedia, collaborative listening and speaking activities and to allow students to co-construct knowledge to figure out problems and fill information gaps” [40]. Mobile devices are particularly suited to supporting social contacts and collaborative learning - claims that have obvious relevance for language learning.

Numerous studies have reported on the use of mobile devices being used to develop language skills in the last few decades. Thornton and Houser used mobile phones for English vocabulary

lessons and asserted that, compared with paper, and computer-based lessons, mobile-learners perceived more and preferred learning with mobile phones [43]. Levy and Kennedy also implemented short message service (SMS) for Italian vocabulary instruction to send word knowledges and to request feedback. 94.4% students responded positively to the project [13]. Kiernan and Aizawa explored using mobile phones for task-based language learning and concluded that incorporating tasks can promote L2 acquisition and make learners focus on meaning [21]. Cho and Lee indicate that smartphones enable the combination of multimedia and the web and heighten the learners' autonomy and collaboration [14],[39]. Mobile phones can be very helpful and useful for us in many different ways. For example, they allow interaction with people, via voice and through the exchange of written messages, still and moving images. Further to this, they are good tools for assessing content, which can be stored locally on the device or can be reached through interconnection.

1.3.1. The Concept of Mobile Learning

The popularity of mobile devices has been rapidly changing learning, communicating, even our very life styles. Use of mobile technologies remarkably extends learning opportunities, needs, goals, and have profound effect on many learning activities and learning styles. Despite this ubiquitous presence, there is yet no agreed-upon definition of 'mobile learning' or 'm-learning'. Many researchers have emphasized "mobility" of mobile learning [23] [26]. Mobility needs to be understood not only in terms of spatial movement, but also the ways in which such movement may enable time-shifting and boundary-crossing [24]. Kloper, Squire, and Jenkins attend to five unique educational properties of mobile devices which precisely describe mobility aspects of m-learning: portability, social interactivity, context sensitivity, connectivity.

El-Hussein and Cronje succinctly define the concept of mobility in three significant areas: mobility of technology, mobility of learning, and mobility of learner. In mobility of technology, mobile technology includes smartphones, digital cameras, hand-held computers (e.g.table PC, PDA), global positioning system (GPS) devices or other mobile devices that are furnished with wireless application protocol (WAP), or Wi-Fi [12]. These technologies deliver content and instruction through the Internet or satellites, that can enable learners to learn anywhere, anytime. Mobile technology also enables users to perform many different kinds of social-interactive functions including communication (phone, SMS, SNS, email), organization (memos, address or

calendars, other utilities), applications (e-books, database, tools, and office), information (webs, references) or relaxation (camera, music, movies, or games) [8].

Mobility of learning also generates new modes of educational delivery: personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning. According to Sharples, Taylor and Vovloua the mobile learners can have very personal and unique experiences within the context they are situated. There is neither limitation nor privilege with regard to age, place, time or duration. The learners can easily connect with each other for their own purposes and interests. The way they construct, organize and reconstruct knowledge is based mainly on social trust in the context of the social process [25].

Finally, mobile learning enhances the mobility of individual learners. Learners usually take the advantage of their learning to facilitate productivity and effectiveness, allowing them to be more flexible, accessible, and to personalize their learning activities. Environments for new learning modes should engage them in their ongoing learning activities and enhance their productivity and effectiveness. Learning advantages such as more flexible, accessible, and personalized learning activities provide this engaging encouragement [4]. The mobile learners can develop sense of individuality, community, and ubiquitousness in learning, which might bring them the enjoyment of having a certain amount of freedom and independence. Figure 1 shows the concept of mobile learning in higher education summarized in the previous studies.

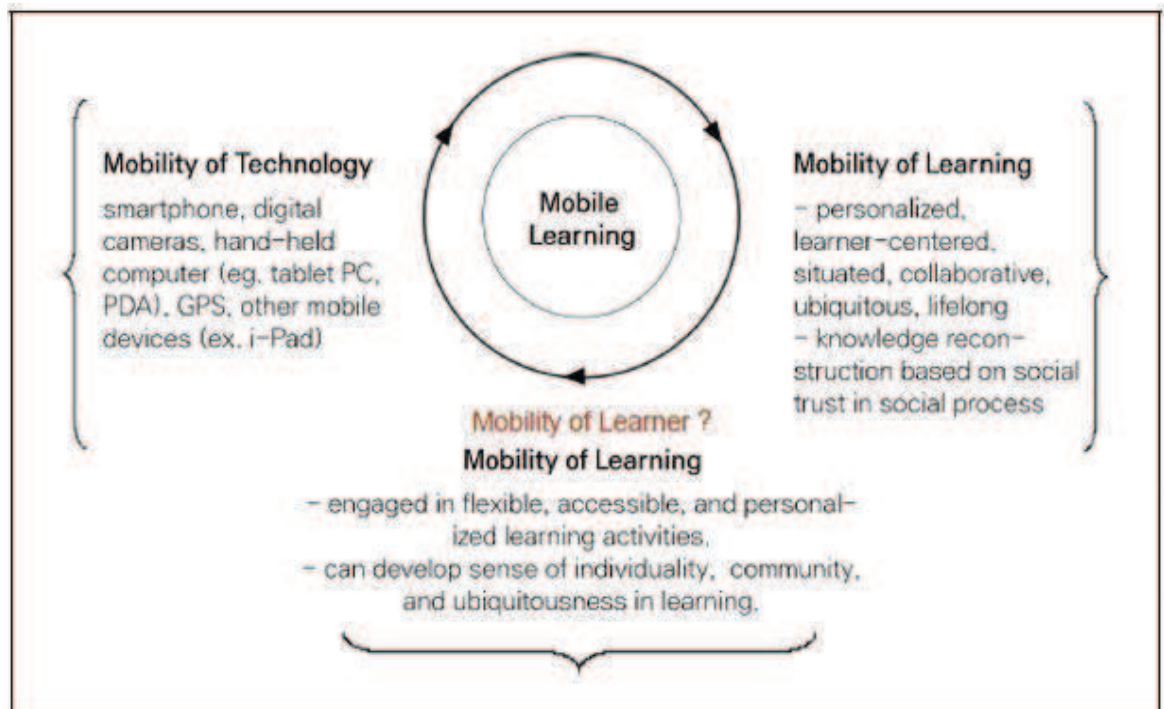


Figure 1. The Concept of Mobile Learning of Three Areas

1.4. Applications as English-learning recourses

Recent advancements of technology coupled with knowledge explosion have had a great impact on the different aspects of life including the way of teaching and learning. Along this vein, handheld devices become pervasive tools among people, mainly students, due to the numerous practical features and distinguished affordances and ease of access to all materials and resources. In fact, Mobile devices have an immense impact on university life, they have transformed not only students' way of communication and interaction patterns but also teaching and learning processes. Mobile learning, then, is one of the major developing areas in the educational field. Mobile technologies are considered as significant aids to language learning and teaching offer numerous practical uses in language learning.

After reading a great amount of literature, it can be said that mobile app, as a computer program, is designed to run on mobile phones, tablet computers (like iPad) and other mobile devices. The word "app" is a shortening of the term "application software". Apps are easily available through application distribution platform called App Market, and these apps are typically operated by the owner of the mobile operating system, such as the Apple App Store, Google Play, Windows Phone Store, and BlackBerry App World. There are two main app stores: Google Play for Android and Apple App Store for iOS.

The rapid development of app technologies has made these English learning apps have capability to integrate different media, for example, text, picture, animation, audio and video can be integrated in order to create a multimedia instructional material, as well as prompt students' interest in studying. In the research taken by Shih it is shown that by using communication apps such as QQ, WeChat and Skype to talk with others in English, college students are encouraged to willingly speak up and engage in discussions [37]. During the progress of talking with others in English through certain chat app, college students constantly overcome their linguistic restriction, and happily express their ideas and thoughts.

The findings of recent studies also illustrate that learning apps have a positive effect on English learning. For example, in the research by Controy we can see that college students in China are qualified and enthusiastic users of mobile devices, so they can rely on internet-based or assisted language learning to conduct independent language learning and academic writing [40]. Besides, some of apps provide students with a service of collective studying with others, which creates team-

based learning activities across regions and even countries. Many studies have illustrated that project based learning or team-based learning activities can promote active learning [12] [43].

The emergence of apps about education has changed the traditional learning mode, gradually changing from the teacher-centered to self-regulated, learner changed into knowledge construction of the active learning [41]. The technology enriched learning is designed to enhance students' self-regulation and motivation [32]. According to López-Morteo and López , it helps students improve their academic performance and increase positive attitudes towards learning [26]. We can conclude that more and more studies show that using mobile apps can engage students in self-regulated cycles of learning.

To sum up, learning English refers to listening, speaking, reading and writing, while there are many apps that create a multimedia instructional material, which is very helpful to create an English atmosphere for students. To conclude, using mobile apps have a positive effect on English learning. It can also promote students' self- regulated learning.

1.4.1. Criteria for English learning applications.

The potential of audiovisual materials is already well known as they present a combination of sound, image and creative elements that allow the learners to interact with them. This type of stimuli is ideal for learning, as Glasser remarked that humans retain 10% of what they read, 20% of what they hear, 30% of what they see and 50% of what they see and hear [4]. Nevertheless, there are over 28,000 apps for educational purposes available on the market at present, and it would be difficult to conclude that all of them are designed with a sound theoretical approach to teaching or the necessary cognitive scaffolding mechanisms to be of real value for the learners.

The easy availability of apps on mobile devices means that students are increasingly turning to online resources for learning. When encouraging college students on how to best use mobile apps for their English learning, it's important to emphasize critical thinking, and being able to evaluate different sources. At the same time, James points out that it's also worth considering the benefits of apps that can help students to organize and compare different sources as part of projects and revision [10]. Unlike similar information found in books, newspapers or television broadcasts, information available on mobile apps is not regulated for quality or accuracy. Internet has its problems. When using information online as an English learning resource, there are some criteria about the online English learning resources that need to be mentioned.

Practical criteria for English resources were designed by Tomlinson [33]. Some of them are as follows:

1. English materials should contain enough spoken and written text.
2. Language input in materials should be contextualized.
3. Learners should be exposed sufficient samples of language in authentic use.
4. English materials should include activities that provide critical thinking and encourage learners to visualize.
5. English materials should include interesting and engaging tasks.

According to Howard and Major [14], a series of specific guidelines was listed for online English resources.

1. Online English resources should be stimulate interaction and be generative.
2. Learners are encouraged to develop learning skills and strategies when they use online English resources.
3. Online English resources should link to each other to develop a progression of skills, understandings and language item.
4. Online English resources have appropriate instructions.
5. Online English resources should be attractive and flexible.

Furthermore, updatability of apps is one of the most important criteria. In terms of updatability, if students think there is a need for a change in the material depending on the needs and level of what they have learned, they can easily adapt the material [41]. When self-regulated college students use their smartphones or iPads to learn English, updatability becomes more important, because English resources keep continuously updating every day. It means that high updatability can save their time, money and energy in the progress of learning English.

Vocabulary knowledge is fundamental in the learning of any language and plays a great role for learners in acquiring a language. It is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Without a sufficient understanding of words students can not understand others or express their own ideas. That is why a good vocabulary is an important building block for helping students communicate effectively. However, knowing a word entails knowing many attributes of a word. Many vocabulary researchers believe that to know a word implies: part of speech, meanings, spelling, pronunciation and stress, synonyms and antonyms, register and style.

Vocabulary size is also one of the determinant factors of language proficiency. All productive or active vocabulary involves words that we apply when we speak or write. On the other hand, passive vocabulary is composed of words that we recognise when we hear or see.

The advancement in technology has greatly improved the existing setting in education world in recent years. MALL is without any doubt the next step in the evolution of educational technology, reflecting the digital convergence of mobile technology and e-learning in response to a more dynamic society that seeks a personalized, lifelong and universal education. The wide use of mobile wireless technologies as well has created more opportunities to shift the traditional academic environment to mobile learning. Interactive multimedia is a great avenue for the communication and education. As mobile technologies become more affordable and more advanced in function, researchers suggest that using mobile apps to assist English language learning are appropriate.

PART 2

THE FOUR MAIN APPROACHES: TYPES OF RESEARCH

A research strategy introduces the main components of a research project such as the research topic area and focus, the research perspective, the research design, and the research methods. In planning your project you need to think about how you will design and conduct the study as well as how you will present and write up the findings. The design is highly dependent upon the research strategy. It refers to the practical choices regarding how the strategy is implemented in practice. You need to think about what type of data (evidence) would best address the research questions; for example, when considering case study research, questions of design will address the choice of the specific methods of data collection.

2.1 Qualitative Research

Qualitative research methods in social sciences have been revitalized in recent years. It was in the middle 20th century that quantitative research methods were replaced by qualitative ones because in the former instance, complicated mathematical calculations were accomplished precisely and quickly with computers. However, it seems that qualitative methods have found their place again [20]. These qualitative methods have been reintroduced in social sciences to enable researchers to study social and cultural phenomena. Comparing qualitative and quantitative research methods, it can be understood there is huge difference between natural world phenomena and human, and this distinction is due to the ability of human to speak. Therefore, qualitative research methods are formed to help researchers to understand human beings and their social and cultural living beds [35]. The main goal of qualitative research methods is to grasp phenomena in from the views of participants and in substantial and specific social grounds. This aim is always neglected when quantifying findings [40]. Therefore, qualitative research is the approach which concentrates on social sciences and cultural phenomena. It helps researchers better understand human beings and their cultural and social living habits.

What is a Qualitative Research?

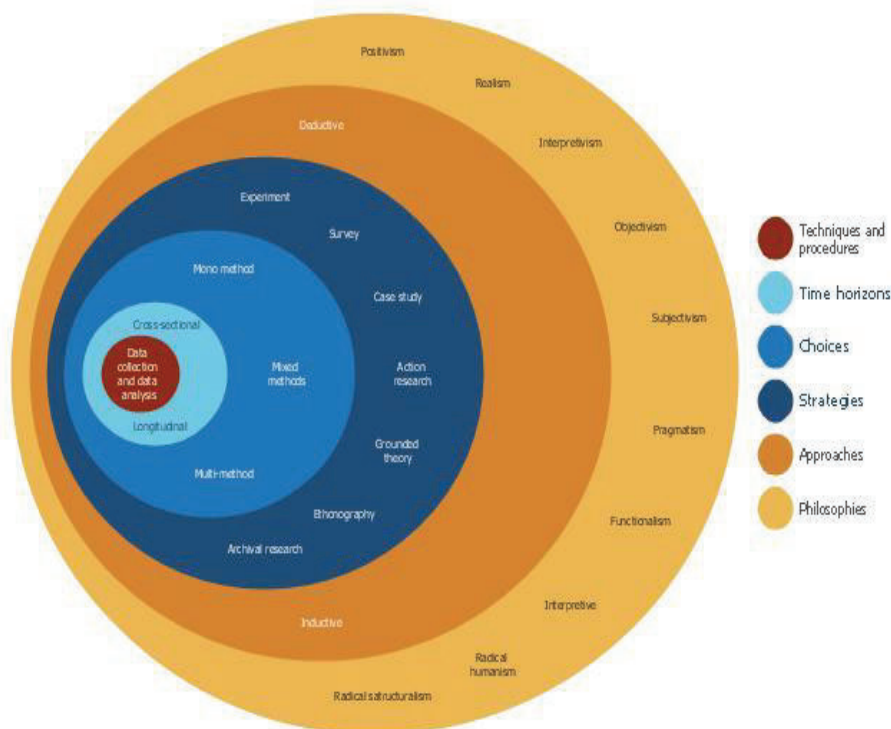
“Qualitative methods” is an umbrella term to cover the methods and techniques which haven’t been able to be “quantitative”. Qualitative methods are specifically used to take three related concepts:

- Qualitative research epistemologies which are non-oriented proof.
- Qualitative research strategies are to interpret and reveal concepts and meanings rather than generalizing accidental relationships.
- Qualitative research techniques can't fall into numbers.

There is an overlapping for these concepts, but they are different. For example, qualitative techniques can be used in researches which have proof oriented paradigms. A research which has a structural paradigm can use simple or complicated qualitative techniques. It should also be mentioned that it is not of a precise understanding to consider qualitative-quantitative binary system because a non-quantitative method doesn't necessarily mean to be qualitative and vice versa [12].

A research onion process can show the situation of qualitative and quantitative methods.

Figure 2. Research onion process



The mentioned strategies in the fourth layer can be either quantitative or qualitative. In this figure, case studies, substantial theories, anthropology, and case researches are of the great importance in qualitative methods.

Qualitative research is the approach usually associated with the social constructivist paradigm which emphasises the socially constructed nature of reality. It is about recording, analysing and

attempting to uncover the deeper meaning and significance of human behaviour and experience, including contradictory beliefs, behaviours and emotions. Researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups.

2.1.1 The process

Creswell has identified the following characteristics of a qualitative research:

- Qualitative research takes place in natural setting. The qualitative researcher often goes to the site (home, office) of participants to conduct the research.
- Qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation by participants and sensitivity to the participants in the study.
- Qualitative research is emergent rather than tightly prefigured. Several aspects emerge during a qualitative study. The research questions may change and be refined as the inquirer learns what to ask and to whom it should be asked.
- Qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. The researcher filters the data through a personal lens that is situated in a specific socio-political and historical moment [13].

The approach adopted by qualitative researchers tends to be inductive which means that they develop a theory or look for a pattern of meaning on the basis of the data that they have collected. This involves a move from the specific to the general and is sometimes called a bottom-up approach. However, most research projects also involve a certain degree of deductive reasoning.

Willig concerns that the approach to data collection and analysis is methodical but allows for greater flexibility than in quantitative research. Data is collected in textual form on the basis of observation and interaction with the participants e.g. through participant observation, in-depth interviews and focus groups. It is not converted into numerical form and is not statistically analysed [44]. Data collection may be carried out in several stages rather than once and for all. The researchers may even adapt the process mid-way, deciding to address additional issues or dropping questions which are not appropriate on the basis of what they learn during the process. In some cases, the researchers will interview or observe a set number of people. In other cases, the process

of data collection and analysis may continue until the researchers find that no new issues are emerging.

2.1.2 Principles

Several researchers suggest that the participants play a vital role in case of qualitative research. Qualitative research looks to the human-as-an-instrument for the collection and analysis of data, as in this case, it is believed that only a human can be responsive, adaptable and holistic so as to explore the atypical or idiosyncratic responses that surface during an interaction with a respondent [11].

Willig states that: “The role of participants in qualitative research can differ dramatically from that of the ‘subjects’ of quantitative studies. There are, however, also big differences between qualitative methodologies in this regard. At one end of the continuum, there are qualitative methodologies, such as feminist approaches, participatory action research, or memory work, where distinction between researcher and participant is blurred. Here, the researcher becomes a participant in the research, and the participants contribute to the analysis of the data they generate at the other end of the continuum, there are qualitative methodologies, such as conversation analysis or discursive psychology, where participants generate the type of data required by the researcher without any further involvement in the research” [44]. In short, quantitative research generally focuses on measuring social reality. Quantitative research and/or questions are searching for quantities in something and to establish research numerically. Quantitative researchers view the world as reality that can be objectively determined so rigid guides in the process of data collection and analysis are very important.

2.2 Quantitative Research

Different researchers and educators give different definitions to “quantitative research.” Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology [31]. In addition, according to Cohen, quantitative research is defined as social research that employs empirical methods and empirical statements. He states that an empirical statement is

defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case. Typically, empirical statements are expressed in numerical terms, Another factor in quantitative research is that empirical evaluations are applied [17]. Therefore, quantitative research- a method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables. The goal of gathering this quantitative data is to understand, describe, and predict the nature of a phenomenon, particularly through the development of models and theories.

Moreover, Creswell has given a very concise definition of quantitative research as a type of research that is ‘explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’ [24]. The specificity of quantitative research lies in the next part of the definition. In quantitative research we collect numerical data. This is closely connected to the final part of the definition: analysis using mathematically-based methods. In order to be able to use mathematically based methods our data have to be in numerical form. This is not the case for qualitative research. Qualitative data are not necessarily or usually numerical, and therefore cannot be analyzed using statistics.

The last part of the definition refers to the use of mathematically based methods, in particular statistics, to analyze the data. This is what people usually think about when they think of quantitative research, and is often seen as the most important part of quantitative studies. This is a bit of a misconception. While it is important to use the right data analysis tools, it is even more important to use the right research design and data collection instruments. However, the use of statistics to analyze the data is the element that puts a lot of people off doing quantitative research, because the mathematics underlying the methods seem complicated and frightening.

Therefore, because quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. For example,

- How many students learning Experiential English I get A’s in the first semester?
- What percentage of the students learning Experiential English I has negative attitudes towards the course?
- On average, is there any significant difference between the general English proficiency of the students learning Foundation English and Experiential English courses?

In short, quantitative research generally focuses on measuring social reality. Quantitative research and/or questions are searching for quantities in something and to establish research numerically. Quantitative researchers view the world as reality that can be objectively determined so rigid guides in the process of data collection and analysis are very important.

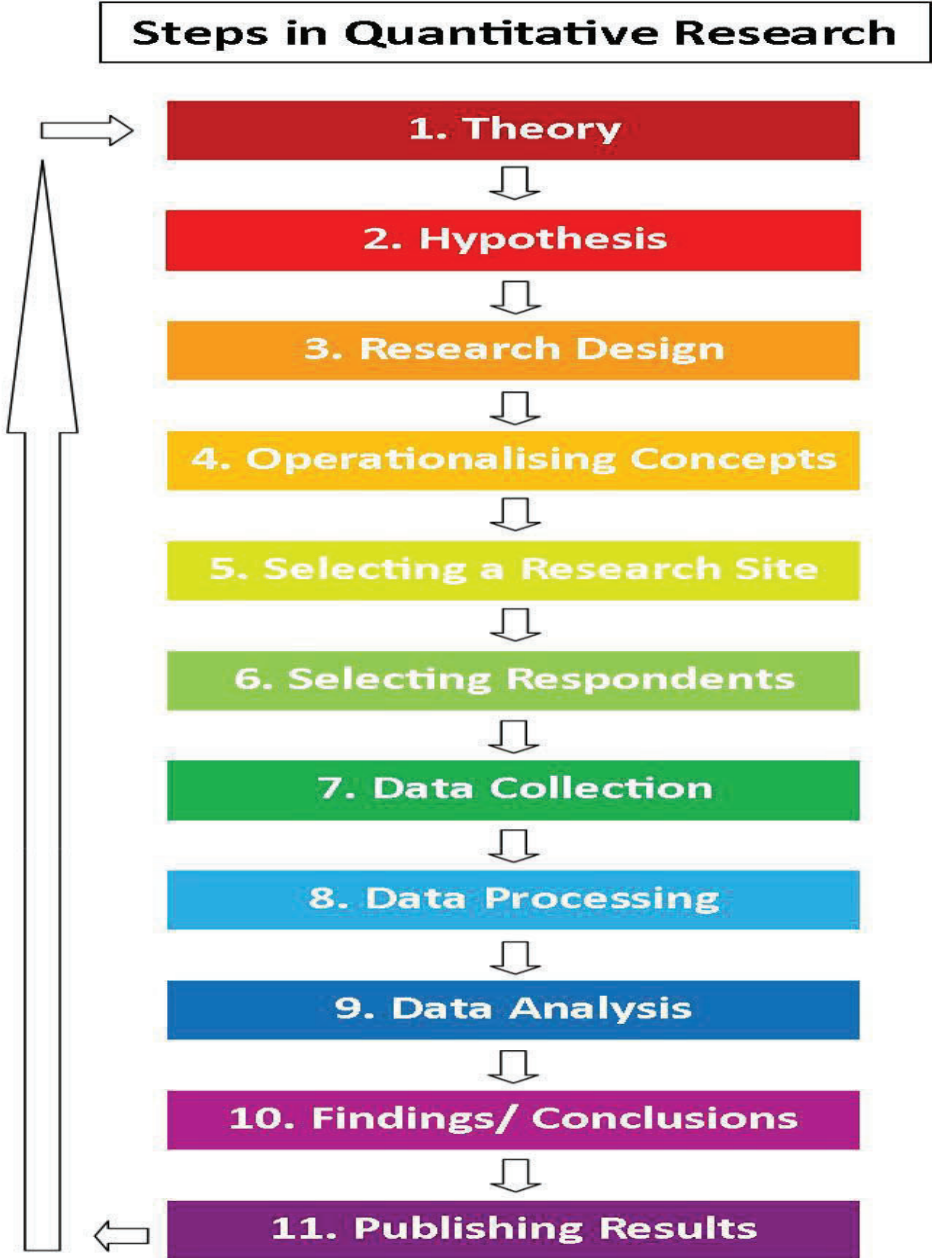
2.2.2 Process

According to Glesne and Peshkin quantitative researchers seek explanations and predictions that will generalize to other persons and places. Careful sampling strategies and experimental designs are aspects of quantitative methods aimed at produce generaliyable results. In quantitative research, the researcher's role is to observe and measure, and care is taken to keep the researchers from "contaminating" the data through personal involvements with the research subjects. Researchers "objectivity" is of utmost concern [46]. Researchers will have one or more hypotheses. These are the questions that they want to address which include predictions about possible relationships between the things they want to investigate (variables). In order to find answers to these questions, the researchers will also have various instruments and materials (e.g. paper or computer tests, observation check lists etc.) and a clearly defined plan of action. This could be a simple association or a causal relationship. Statistical analysis permits researchers to discover complex causal relationships and to determine to what extent one variable influences another.

Steps in Quantitative Research:

1. Theory
2. Hypothesis
3. Research Design
4. Operationalising Concepts
5. Selecting a Research Site
6. Selecting Respondents
7. Data Collection
8. Data Processing
9. Data Analysis
10. Findings\Conclusions
11. Publishing Results

Figure 3. An ideal-typical outline of the stages of quantitative research:



2.3 Research Methods

2.3.1 Survey Research

By the term survey, we mean a research process, used for orderly collection and analysis of information, from a group of people to measure opinions, thoughts, experiences, etc. It is not confined to gathering information using questions, but it also encompasses observations, measurement, evaluations of data and judgment of the researcher.

A survey can have different forms like a survey of the whole population is known as the census, but it can also be conducted on a representative sample of a group with a view to drawing conclusions on a larger population. A sample survey is a widely used method because of its cost effectiveness, speed, and practical approach [29]. Survey research is a commonly used method of collecting information about a population of interest. There are many different types of surveys, several ways to administer them, and many methods of sampling.

There are two key features of survey research:

Questionnaires - a predefined series of questions used to collect information from individuals.

Sampling - a technique in which a subgroup of the population is selected to answer the survey questions; the information collected can be generalized to the entire population of interest.

Respondents should give informed consent before participating in a survey. In order for respondents to give informed consent.

The researcher must inform the respondents of the study's purpose, content, duration, and potential risks and benefits.

The researcher must inform the respondents that they do not have to answer all the survey questions.

The researcher must inform the respondents that they can stop participating in the study at any point [11].

It is absolutely imperative that researchers keep respondents' identities confidential. To ensure confidentiality, researchers should not link respondents' identifiers to their survey responses when using data. Common identifiers include names, social security numbers, addresses, and telephone numbers. Anonymity is an even stronger safeguard of respondent privacy. If a researcher assures anonymity, it means that the researcher is unable to link respondents' names to their surveys [9]. The anonymity of respondents is a vital part and one of the main tasks of researcher is to keep respondents' personal information in privacy.

Advantages

Sample surveys are a cost-effective and efficient means of gathering information about a population.

Survey sampling makes it possible to accurately estimate the characteristics of a target population without interviewing all members of the population.

Survey sampling is particularly useful when the population of interest is very large or dispersed across a large geographic area [24].

Disadvantages

Surveys do not allow researchers to develop an intimate understanding of individual circumstances or the local culture that may be the root cause of respondent behavior.

- Respondents often will not share sensitive information in the survey format;
- A growing problem in survey research is the widespread decline in response rates [40].

Survey research has its own advantages and drawbacks.

2.3.2 Common Characteristics of Questionnaires and Survey

The term questionnaire refers to a form, which contains a set of survey questions, so designed, with a view to extracting certain information from the respondent. The instrument includes questions, instructions, and spaces for answers. The questions to be asked are so framed, to obtain straightforward information from the respondents.

A questionnaire has a written and printed format, delivered or distributed to people to provide responses to facts or opinions. The surveyor uses these responses for statistical analysis. It is mainly used for gathering factual information, with an intention to bifurcate people and their circumstances [20]. A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents.

The key difference is that questionnaires can stand alone such as when used for job applications, loan applications, patient history forms, etc.

The purpose of these questionnaires is not for research or studies, but to collect information to assist an individual or organization. In these cases, the responses are not aggregated for analysis.

When questionnaires are used to research or evaluate a group, then the questionnaire becomes a study or survey. In these cases, the responses are aggregated and summarized to prove or disprove

a hypothesis [42]. So, questionnaires and surveys both use a series of questions to gather information, but it is the intention of the data gathered that distinguishes them.

2.3.3 Difference between Survey and Questionnaires

Survey and questionnaire are the two methods of acquiring data, from the respondents, based on interrogation. Both of them are methods used in the gathering primary data, whether it is for the marketing of a product, or collecting information from people on social issues [9]. Surveys are the conventional way of carrying out research in which the respondents are questioned, with respect to their behaviour, awareness, motivations, demographics, and other characteristics. Conversely, questionnaires are a tool of acquiring data on a particular topic, which involves distributing forms that comprise of questions relating to the topic under study. This article is presented for you to know the differences between survey and questionnaire.

Key Differences between Survey and Questionnaire

The difference between survey and questionnaire can be drawn clearly on the following grounds:

- The term survey, means the collection, recording, and analysis of information on a particular subject, an area or people's group. Questionnaire implies a form containing a series of ready-made questions, delivered to people for to obtain statistical information;
- The survey is a process of collecting and analyzing data, from the population. On the contrary, the questionnaire is an instrument used in the acquiring data;
- The survey is a time-consuming process, whereas questionnaire is the least time-consuming method of data acquisition;
- The survey is conducted while questionnaire is delivered, distributed or mailed to the respondents;
- In a survey, the questions asked in the survey can be open ended or closed ended, which depends on the topic, for which the survey is carried on. On the other hand, in the questionnaire the may include close ended questions only;
- The answer provided by the respondents during the survey can either be subjective or objective depending on the question. In contrast, the respondents provide objective answers to the questionnaire [38].

'Survey' is an umbrella term that includes a questionnaire, interview, observation method as a tool for collecting information. Although, the best, quickest and inexpensive way of conducting a

survey, is the questionnaire. Surveys are usually conducted for research or studies, while questionnaire is used just to collect information such as job application or patient history form, etc.

There is a significant difference between a questionnaire and a survey. A survey is defined as the evaluation of experiences or opinions of a group of people via questions as opposed to a questionnaire which is defined as a collection of written or printed questions with an answer choice made to conduct a survey.

The *theoretical value* of the study lies in the fact that it tries to collect more information on the MALL and mobile apps in general. Moreover it seeks to understand how, in what way mobile applications can assist in vocabulary development.

The *practical value* of the study is that it shows different ways how a language learners can improve their vocabulary knowledge by using dictionaries.

The first two parts of the study were compiled with the *method* of analysis of literary sources. In all parts the method of comparison, classification, generalization and systematization were also used. In the third part, a questionnaire as a form of quantitative method was applied.

PART 3

EXPERIMENTAL RESEARCH

3.1 Introduction

Mobile applications and devices, which have become an integral part of our lives, are used for different purposes, including educational objectives. Therefore, they have a significant role in the process of foreign language acquisition. The purpose of this study is to examine the influence of using applications in mobile devices as a tool assisting language learning, on the learners' attitude towards the learning process and satisfaction with the process.

A questionnaire is used to analyze three aspects. The first one is about undergraduates' attitudes towards using language learning apps to learn English by themselves. The second aspect is about which apps are always used by the respondents to improve their English in a specific aspects such as reading comprehension, listening, writing or spoken English.

3.2. Participants

In the research, seventy learners from Vinohradiv secondary school number 8 took part. Forty-four were girls and twenty-six were boys. All of them were aged between 13-17. A questionnaire consists of 15 questions. They were chosen to participate in the study due to their familiarity in using mobile, PC, Mac apps. When asked about their frequent use of mobile apps, majority of them use for language learning (Duolingo, Quizlet, Memrise, Busuu, LearnEnglish Podcasts, Easy Ten and LinguaLeo). All responses given were confidential and there were no right or wrong answers.

3.3. Research Instruments

In order to find out the learners' views on using language learning apps, apps functions, the students' general attitude towards them and how often students use apps, the participants were asked to complete a questionnaire which was assembled particularly for them. This type of method was chosen because questionnaire is an inexpensive, practical and fast way of collecting data. It is quick and easy to analyze the information received from participants. The questionnaire especially consisted of closed format questions. The possible answers for some of the closed format questions

were offered in the form of a table. The questionnaire also consisted of multiple-choice questions which gave alternatives or possible answers to the questions. There were several open format questions too, because open-ended questions give the respondents opportunity to answer the question in a more detailed way and express their opinion as deep as they want.

3.4. Procedure of the Research

First, one secondary school with Ukrainian language of instruction was visited at the end of the fourth semester of 2020. The teachers were asked to allow the investigation to take place in their English language classes. Second, the appointment was arranged with the English teachers giving the opportunity to distribute the learners' questionnaire. The learners filled in the questionnaire in their English lessons. It was a simple procedure. The questionnaire was handed out to the students. They got the instructions and if they had any problems with the questions they got help from their teachers orally. The whole process lasted about 30 minutes. As they finished, the questionnaires were collected and later analyzed.

3.5. Findings

The first question in the questionnaire conducted aimed at finding out whether the students use apps for language learning. Almost all the students have more than 10 language learning apps on their mobile, PC or Mac .

The second question examined the students' general attitude towards best and/or cheapest language learning apps?. The results showed that the best language learning apps are Duolingo, Quizlet, Memrise and Busuu. Most of the students like using cheap language learning apps such as LearnEnglish Podcasts, Easy Ten and LingualLeo.

The third question examined the purposes of language learning apps. Almost all the subjects indicated that they use apps because self-improvement is important for them, of the learners stated that they use apps because they want to live abroad, twenty-five learners indicated that they use it because they want to talk to their friends who are natives in the language and a quarter of them to refresh language skills.

The next question examined the students' general attitude towards app use. The results showed that all students like using language learning apps.

The next three questions were composed to discover which platforms do they use (see Diagram 1), how often (see Diagram 1) and how long students use language learning apps (see Diagram 3). Less than the half of the students use PC only sometimes, while they use mobile and Mac almost always. More than half of the students mentioned that they use apps every day. In addition, all students use half a year to a year.

Diagram 1.

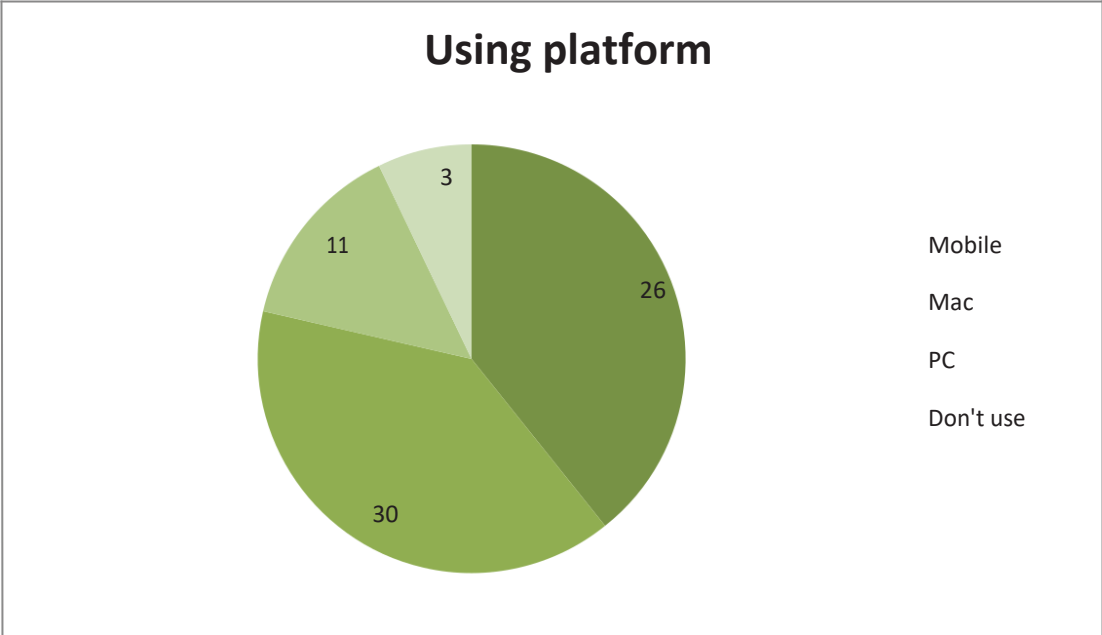


Diagram 2.

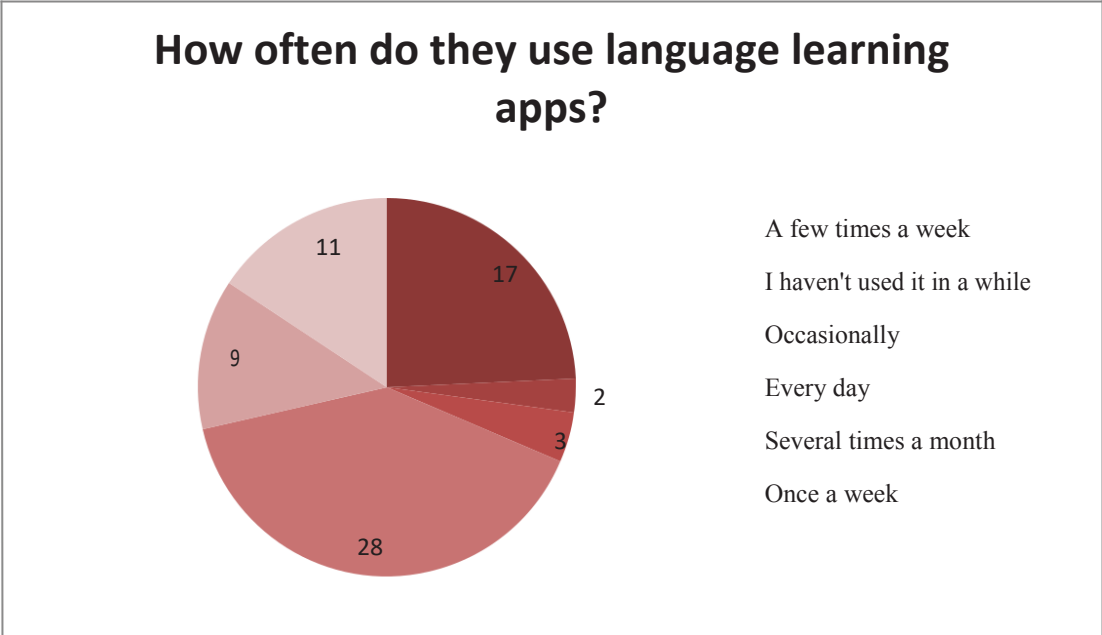
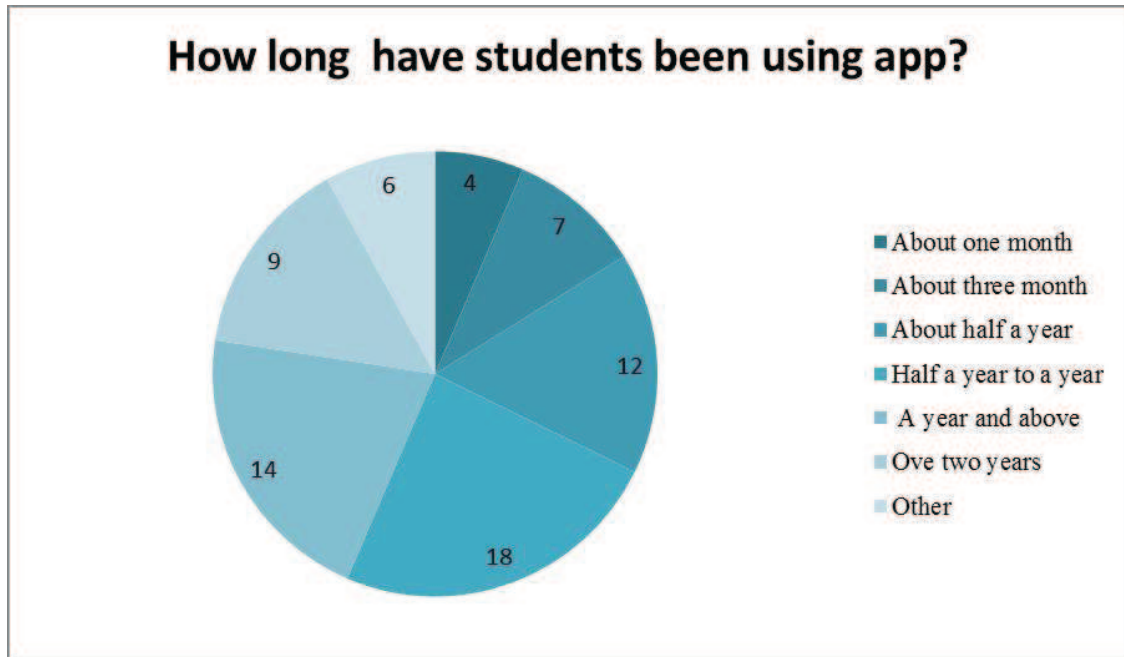
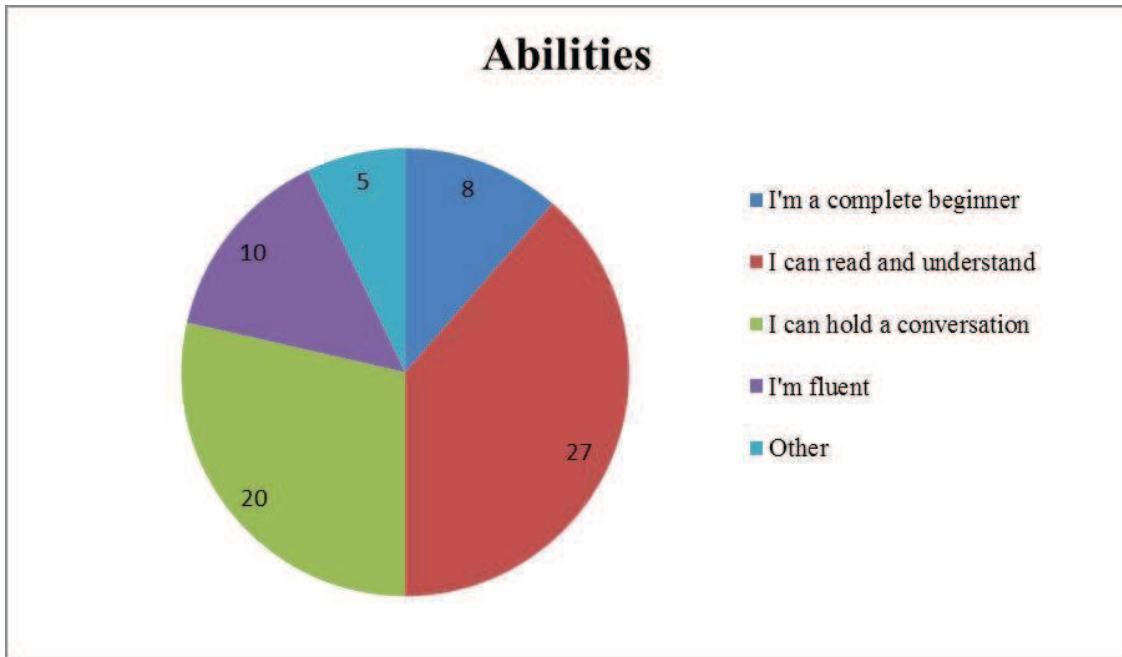


Diagram 3.

The eighth question wanted to reveal where they use their English learning apps. Thirty students reported that they prefer use apps at home, twenty-three at school and seven participants use apps while waiting.

The next question was an open-ended question and examined can language learning apps make you fluent. All students reported absolutely cannot become completely fluent with apps alone. They can achieve limited basic fluency, as in very basic, but that's hardly a good definition. Apps will get a high A2 or low B1. With other resources, expect a high B1 (B2 in reading if use Immersion).

The tenth question examined the English language abilities. Most of the students indicated that they can read and understand, twenty can hold a conversation, ten students fluent, eight complete beginner. But only five don't know English. The results can be considered quite positive (see Diagram 4).

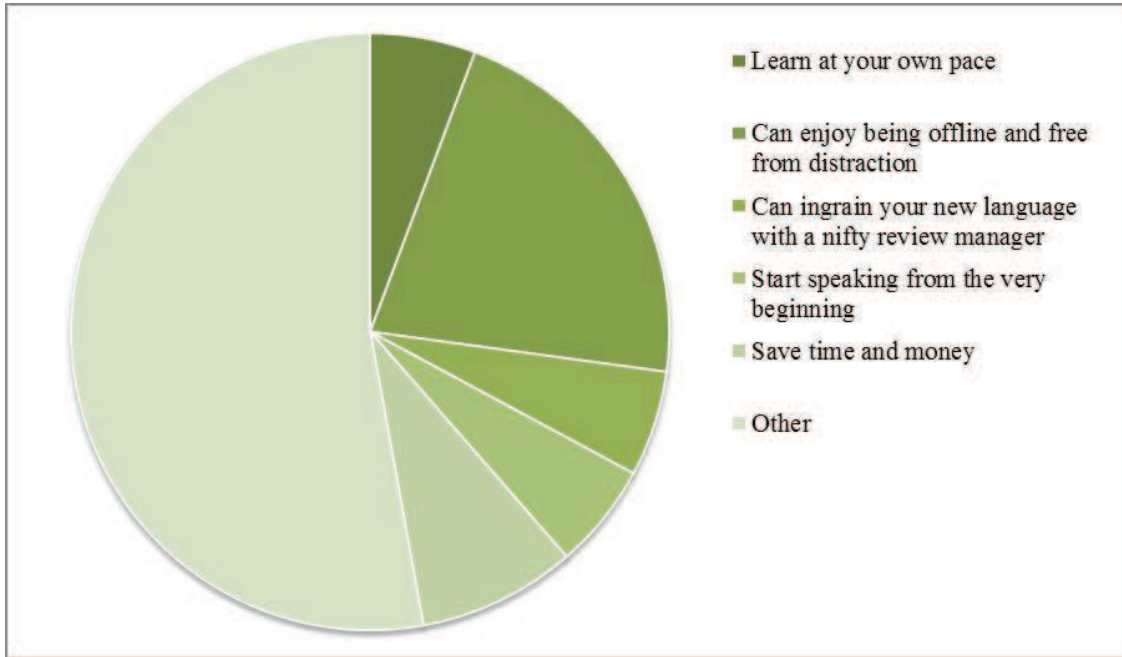
Diagram 4.

The next question examined whether the participants have any English homework where they need to use apps. All of the students claimed that they have English homework where they need to use apps. They mentioned that they do activities as listening and watching videos.

The twelve questions wanted to reveal the subjects' opinion about the advantage of language learning apps. All students picked the quick and ease of use and that it is easy to carry around. Less than a quarter of the learners stated that it makes the information easier to understand. Thirty-seven out of seventy students found apps rich and significant in information. Fifteen students considered it as an advantage that they can enjoy being offline and free from distraction. Six students wrote that it can save time and money. Four students seemed to consider to start speaking from the very beginning (see Diagram 5).

The next question was an open-ended question which wanted to reveal learners' opinion about the disadvantage of language learning apps. More than half of the students indicated that it causes damage to their eyes. Seventeen students considered the lack of control can be problem for those who don't have much self-discipline. Twenty-four of seventy students found apps are very impersonal compared to face-to-face courses online or in language schools. Two respondents considered that they couldn't find English materials suitable for them from real word, so they were passive to use online resources.

Diagram 5. Advantage of language learning apps.



The fourteenth question wanted to reveal the subjects' opinion about the difficulties while using apps. The results indicate that the most common problem students faced is that they do not know how to choose the right app. Learners might not have enough information how to choose the right app.

The last question was how can language learning apps motivate language learners. Already the fact that it is fun help keep motivation, so imagine what the content that is updated regularly, virtual coaching, and statistical progressions will do motivation.

3.6 Results and Discussion

The experimental research was conducted with the help of a questionnaire and produced positive findings as the results indicate that most of the learners use language learning apps to self-improvement and most learners like using them; moreover; students are aware of the importance and benefits of using apps.

First of all, this study has shown that all students have English learning apps. The results of this study also showed the students' attitude towards apps use in general. All students like using language learning apps. The results can be considered positive, as most of the students have any apps.

This study has found that the best language learning apps are Duolingo, Quizlet, Memrise and Busuu. Most of the students like using cheap language learning apps such as LearnEnglish Podcasts, Easy Ten and LingualLeo. It is an unexpected result, as almost all learners like using best language learning apps.

The experimental research also showed that 45% of the learners usually use apps, mainly installed on their cellphones, 45% use apps installed on their Mac while only 5% stated that they usually use apps installed on their PC. This is because cellphone and Mac have the advantage is easy to carry around and that are missing in PC.

In addition, most respondent consider that language learning apps are easy and quick. Most of them found that apps are multi-functional. But apps have bad effects too. Almost all respondents believe that the excessive use of apps weakens their learning ability. Half of the respondents think that they can not be fluent. A quarter of the learners also believe that an app causes damage to their eyes.

It has been found in the research that students use apps with the help in their English lessons as it was mentioned by 82% of the subjects because they have English homework like watching videos and listening tasks where they need to use an app.

The experimental research also showed the difficulties learners face while using apps. 42,5% of the students do not know how to choose the right apps, for 32,5% of the learners it is difficult to choose among the definitions, for 10% of learners the definitions are difficult to understand and 5% of students do not understand the instructions of the app. Learners probably do not know much or enough about apps.

Returning to the hypotheses, the results are quite surprising and positive as most of the students use apps in their learning process; moreover it was found out, that students use cellphone and Mac apps more often than PC. As results have showed, students are aware of the importance and benefits of apps, however they have problems with choosing the right ones.

CONCLUSION

This study investigated the effect and benefits of using mobile apps as an English learning tool for students in Transcarpathian secondary school. According to the experimental results, using mobile apps in English learning has positive effect on students.

In this paper, an attempt has been made to highlight the importance of technology and the usage of mobile phones in education. An attempt has also been made on the studies done on the mobile phones in the English language learning environment. Mobile technologies are very useful and they provide entirely a novel experience for students to make their work achieve the best results.

The effects of such applications on learners' performance need to be done; we can still conclude that instructors can enhance students' knowledge of vocabulary through using multimedia aids. This study was an investigation of the use of English Vocabulary applications to enhance students' vocabulary learning. The findings of the study support the idea that using mobile applications helps vocabulary acquisition to reach more general conclusions.

The purpose of the current study was to examine how language learning apps can be used for learning English and to show some strategies and activities that can help students increase their knowledge.

The findings of the first part have shown that vocabulary are among the most successful and predominant books related to a language because they play an important role not only in native language acquisition but also in foreign language learning. It is a mine of information for learners, providing them with knowledge about vocabulary, ranging from the most important things such as meaning, pronunciation, parts of speech and collocation.

It has been found in the research that most of the students have language learning apps in their mobile, Mac and PC. It has been discovered that students use apps because self-improvement is important for them and they want to refresh language skills. In addition, most respondents consider that apps are easy and quick to use and easy to carry around, but at the same time learners stated that apps weakens their learning ability and causes damage to their eyes.

Finally, returning to the hypotheses posed at the beginning of this study, it is now possible to state that, in the first place, learners quite often use language learning apps to develop their knowledge.

In the second place, as the results showed, learners absolutely cannot become completely fluent with apps alone. They can achieve limited basic fluency, as in very basic, but that's hardly a good definition

In the third place, it can be said, that most of the learners have difficulties in finding the right language learning apps.

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РЕЗІЮМЕ

У цій роботі досліджено ефект та переваги використання мобільних додатків як інструменту навчання англійської мови для учнів в школах Закарпаття. Згідно з експериментальними результатами, використання мобільних додатків у вивченні англійської мови позитивно впливає на учнів.

У цій роботі зроблено спробу підкреслити важливість технології та використання мобільних телефонів у навчанні. Також зроблена спроба досліджень, проведених на мобільних телефонах у навчальному середовищі англійської мови. Мобільні технології дуже корисні, і вони дають абсолютно нове враження для студентів, щоб зробити свою роботу для досягнення найкращих результатів.

Вплив таких додатків на продуктивність учнів повинен бути зроблений, ми можемо зробити висновок, що викладачі можуть покращити знання учнів словникового запасу за допомогою мультимедійних посібників. Це дослідження було дослідженням використання програм англійської лексики для покращення навчання словникового запасу студентів. Результати дослідження підтверджують ідею, що використання мобільних додатків допомагає освоєнню словникового запасу для отримання більш загальних висновків.

Метою поточного дослідження було вивчити, як додатки для вивчення мови можна використовувати для вивчення англійської мови, та показати деякі стратегії та заходи, які можуть допомогти студентам розширити свої знання.

Висновки першої частини показали, що словниковий запас є однією з найбільш успішних і переважаючих особливостей, пов'язаних з мовою, оскільки вони відіграють важливу роль не лише у оволодінні рідною мовою, але й у вивченні іноземних мов. Це великий обсяг інформації для учнів, що надає їм знання про словниковий запас, починаючи від найважливіших речей, таких як значення, вимова, частини мови та розмова.

У ході дослідження було встановлено, що більшість студентів мають програми для вивчення мови у своїх мобільних, Мас та ПК. Було виявлено, що студенти використовують програми, оскільки для них важливе самовдосконалення, і вони хочуть оновити мовні навички. Крім того, більшість респондентів вважають, що програми прості та швидкі у використанні та їх легко переносити, але в той же час учні заявляють, що додатки послаблюють їхню здатність до навчання та завдають шкоди очам.

Нарешті, повертаючись до гіпотез, викладених на початку цього дослідження, тепер можна констатувати, що, в першу чергу, учні досить часто використовують додатки для вивчення мови для розвитку своїх знань.

По-друге, як показали результати, учні абсолютно не можуть повністю вільно володіти програмами. Вони можуть домогтися обмеженої базової швидкості.

По-третє, можна сказати, що більшість учнів мають труднощі в пошуку потрібних програм для вивчення мови.

APPENDIX
QUESTIONNAIRE

Thank you for agreeing to fill this questionnaire for my survey about using language learning apps. All responses given by you will be kept confidential and used for academic purpose only. Please note that there are no right or wrong answers. Thank you for your time and help.

Gender: Boy Girl

Age:

Class:

How long have you been learning foreign language?

.....

Do you like learning foreign language? Yes No

If yes/no why?

1. **Do you use apps for language learning? If yes, could you mention them?** (e.g. Duolingo, Memrise, Busuu, Hello Talk ect.)

2. **What are the best and/or cheapest language learning apps?**

3. **Which of the followings are true about you. Answer the question with the help of the table, you have to put an 'X' into the one that most applies to you. (More answers are possible).**
 - I use language learning apps because I want to improve my career opportunities.
 - I use language learning apps because self-improvement is important to me.
 - I use language learning apps because I want to talk to my friends who are natives in the language.
 - I use language learning apps because I want to live abroad.
 - I use language learning apps because I want to refresh my language skills.
 - I don't use language learning apps.

Other:

4. **What is your attitude towards language learning apps use in general?**

- a) I don't like using language learning apps.
- b) I like using language learning apps.
- c) App is an invaluable learning tool for me.

5. Which platforms do you use?

- a) mobile
- b) PC
- c) Mac
- e) I don't use platforms.

6. How often do you use language learning apps?

- a) A few times a week.
- b) I haven't used it in a while.
- c) Occasionally.
- d) Every day.
- e) Several times a month.
- f) Once a week.

7. How long have you been using language learning apps?

- a) about one month
- b) about three month
- c) about half a year
- d) half a year to a year
- e) a year and above
- f) over two
years Other:

8. Where do you use language learning apps?

- a) at home
- b) at work
- c) while waiting
- d) at school

e) at university

9. Can language learning apps make you fluent? Yes No If yes/no why?

10. What are your language abilities?

- a) I'm a complete beginner.
- b) I can read and understand.
- c) I can hold a conversation.
- d) I'm fluent.

Other:

11. Do you have any homework where you need to use a language learning apps? If yes, could you mention any?

12. In your opinion, what are the advantages of language learning apps. Answer the question with the help of the table, you have to put an 'X' into the one that most applies to you. (More answers are possible).

Statement:

- 1. You learn at your own pace.
- 2. You can enjoy being offline and free from distraction.
- 3. You can ingrain your new language with a nifty review manager.
- 4. You start speaking from the very beginning.
- 5. You can save time and money.

Other:

13. In your opinion, what's the *disadvantage* of using language learning apps? Answer the question with the help of the table, you have to put an 'X' into the one that most applies to you. (More answers are possible).

- 1. Mobile versions often lack features of the full program.
- 2. It's all a game.
- 3. Mobile Apps are very impersonal compared to face-to-face courses online or in language schools.

4. Mobile Apps do need a working internet connection.

5. It causes damage to eyes.

6. The lack of control can be problem for those who don't have much self-discipline.

Other:

14. What kind of problems have you faced using language learning apps?

15. How can language learning apps motivate language learners?

NYILATKOZAT

Alulírott, Magyar Diána angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

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, 2020. május 4.

Magyar Diána