THE ROLE OF MOBILE APPLICATIONS IN ENGLISH LANGUAGE LEARNING

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https://doi.org/10.5281/zenodo.24457744

Abstract

This paper looks at how mobile apps are used in learning English today. Based on Mobile-Assisted Language Learning (MALL) ideas, the study checks how digital apps help students learn by themselves, remember new words, and talk better using short lessons and games. While apps are very easy to use and let everyone study at their own speed, the paper also talks about their bad sides, like missing real human talks and internet problems. In the end, the study shows that mobile apps work best when we use them together with normal school classes, not when they replace real teachers.

Keywords: Mobile-Assisted Language Learning (MALL), learning English, brief lessons, games, school technology.

Аннотация

В этой работе рассматривается, как мобильные приложения влияют на изучение английского языка. Опираясь на идеи мобильного обучения (MALL), автор изучает, как цифровые программы помогают ученикам учиться самостоятельно, запоминать новые слова и лучше общаться с помощью коротких уроков и игр. Хотя у приложений есть много плюсов — например, доступность и удобный темп, в работе также обсуждаются их минусы, такие как нехватка живого общения и проблемы с интернетом. В заключении говорится, что приложения дают наилучший результат, если использовать их как помощников к обычным школьным урокам, а не вместо учителя.

Ключевые слова: мобильное обучение языкам (MALL), изучение английского языка, микрообучение, игры, образовательные технологии.

Annotatsiya

Ushbu maqolada mobil ilovalar ingliz tilini o'rganishga qanday yordam berishi ko'rib chiqiladi. Oddiy qilib aytganda, tadqiqot telefonlardagi ilovalar orqali o'quvchilar o'zlari mustaqil o'qib, yangi so'zlarni yodda saqlab qolishi va o'yinlar hamda qisqa darslar orqali yaxshiroq gapira olishini tekshiradi. Ilovalarning foydalanish uchun qulayligi va har kim o'z tezligida o'qishi katta ustunlik bo'lsa-da, maqolada real muloqotning kamligi va texnik muammolar kabi kamchiliklar ham aytib o'tilgan. Yakunda mobil ilovalar o'qituvchining

darsini to'liq almashtirmasligi, balki unga yaxshi yordamchi va qo'shimcha bo'lgandagina eng yaxshi natija berishi ko'rsatilgan.

Kalit so'zlar: mobil yordamida til o'rganish (MALL), ingliz tilini o'rganish, qisqa darslar, o'yinlar, ta'lim texnologiyalari.

Introduction

In the last twenty years, smartphones and wireless internet have really changed how people teach and learn. In language learning, this change created Mobile-Assisted Language Learning (MALL). It uses mobile devices to help students study languages outside the normal classroom (Kukulska-Hulme, 2019). Unlike old computer programs that need a desk, phone apps can be used everywhere. This lets students practice English on the bus, during short breaks, or when they study alone at home. Because more people around the world want to speak English well, teachers need to look closely at how useful these apps are and what problems they have when making new study plans.

Teaching Methods and Skill Building

Popular language apps like Duolingo, Babbel, Busuu, and Memrise—build their lessons using basic brain science ideas to keep users interested and help them remember things better. One big reason people stay interested is gamification. This adds points, daily streaks, leaderboards, and quick corrections to keep learners motivated (Stockwell, 2021). Studies show that studying in short, regular sessions of 15 to 20 minutes every day helps students learn new words and use grammar much better than studying for many hours only sometimes.

This way of learning is called microlearning, where hard grammar rules are broken down into small, easy parts. Also, smart app systems check a student's mistakes right away and change the task level so it is not too easy or too hard for them (Thornton & Houser, 2005). Using different media tools inside the app, students can practice both passive skills (listening to native speakers and reading simple texts) and active skills (recording their voice to check pronunciation and writing short answers) at the same time.

Practical Advantages and Methodological Constraints

The main good point of phone apps is that students can study alone and reach materials easily. Learners who live in places without native English teachers can watch real videos, listen to podcasts, and use interactive dialogues for very little money. Also, chat robots inside these apps give a calm and safe space for shy students. They can practice making sentences without feeling scared before they talk to real people.

Even with these good things, mobile apps have some big teaching problems. Automatic checking systems often cannot understand hidden meanings, cultural habits, or how people naturally take turns when talking—these things still need a real teacher (Chinnery, 2006). Also, small phone screens, constant message alerts, and bad internet connection can easily break a student's focus. If students care too much about game rewards, they might only try to get more points instead of really learning how to communicate well (Stockwell, 2021).

Conclusion

Today, phone apps have become very important tools for learning English. By putting together short lessons, personal study plans, and fun videos or audio, these apps help students

learn new words, improve how they speak, and study regularly outside of school (Kukulska-Hulme, 2019). However, because technology cannot copy real human communication and social feelings, these apps work best when we mix them with normal classes. Using phone apps together with a real teacher's help gives us a good balance. It lets us enjoy easy technology while still learning how to speak naturally with other people.

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