

*K.M. Pererva*

*Dnipropetrovsk*

## EDUCATIONAL APPLICATIONS OF MOBILE TECHNOLOGIES IN ENGLISH LEARNING AND TEACHING

### ПРИМЕНЕНИЕ МОБИЛЬНЫХ ТЕХНОЛОГИЙ В СФЕРЕ ОБУЧЕНИЯ И ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

**Abstract.** In this paper by looking at some applications of mobile learning (m-learning) as well as some examples across various aspects of it, author observes the advantages and disadvantages derived from using mobile technologies for students as well as professionals. Here, it has been tried to demonstrate the benefits of using mobile phones in learning English as a second language.

**Анотація.** Дана стаття розглядає використання мобільного навчання та засобів його використання. Також у статті встановлено існуючі переваги та недоліки мобільного навчання, які виникають в залежності від того, ким воно використовується: студентами або спеціалістами. Автор статті обґрунтував ефективність використання мобільних телефонів при вивченні англійської мови як іноземної.

**Аннотация.** Данная статья рассматривает использование мобильного обучения и способы его применения. Также в статье установлены преимущества и недостатки мобильного обучения, которые возникают в зависимости от того, кем оно используется: студентами или специалистами. Автор статьи обосновывает эффективность применения мобильных телефонов при изучении английского языка как иностранного.

**Keywords:** m-learning, technology, applications, educational environment.

As mobile devices are becoming increasingly ubiquitous, many researchers and practitioners have incorporated the technology into their teaching and learning environments. As Keegan anticipated, “mobile learning is a harbinger of the future of learning” [4, 9]. The applications of mobile learning range widely, from preschool to higher education and corporate learning settings, from formal and informal learning to classroom learning, distance learning, and field study. Despite the many forms of studying and increasing services offered by mobile learning, it is still immature in terms of its technological limitations and pedagogical considerations [5, 4].

Mobile learning (m-learning) helps share information or ideas using WAP or GPRS technologies and makes language learning flexible, accessible and personalized [1, 23]. The peculiarities of this study activity in computer-oriented educational environment based on the environment approach analysis, zones of accessibility of material and informational objects are determined for manipulation by participants of educational process. [3, 7]. As a result, it encourages students to communicate with their peers and become more confident in expressing their opinions. For example, online discussion list may be also opened by a teacher and all students have an opportunity to participate in it. It may be one global topic for the whole group or one individual statement for each student. Sometimes it is better to express your own thoughts in writing than in oral form. So it will help them to get some practice for future oral discussions.

This type of studying is applied in all language activities. For example students can select a passage from the reading that they appealed to them, provoked them, or confused them. Next, they type this passage into the blog and respond to it. Other students can join by commenting on its content as well as its form. As to style and form of writing blogging is

not exactly free writing, but it is freer, more spontaneous and more dynamic than writing multiple-draft essays [2, 49]. To conduct successful discussions or debates it is a good idea to have role plays beforehand. The main advantage of a role play over other forms of learning is entire involvement of students as well as participants' attention concentration throughout the play. To build fluency at conversational English an educator can ask students to choose their roles (a customer and a waiter, a doctor or a patient a banker or a client etc.), write and practice these roles. While performing the role play they have to make clear the roles without mentioning their roles or a place, the rest of the class should guess who they are and where they are. Even though role plays simplify the learning process to some extent and sometimes cause problems with discipline, more mistakes among students, we cannot deny the didactic, educational and practical value of a role play. As for warmers or fillers, we can use short speaking activities paying attention to planning time. Such kinds of tasks can prepare for speaking by planning what they are going to say, and asking the teacher or using a dictionary to look up missing vocabulary. The speaking activity "What were you doing...? (What are you going to do...?) can be adapted to revise tenses if we write some time prompts on the board, for example, this time last year, on January 2016 etc. First, students choose some of the prompts and talk to their partners. After speaking, students feedback and tell the class what they learnt. Another stimulating speaking activity is for practicing adjectives, a variation on the above activity. Choosing adjectives relating to feelings (excited, happy, sad, nervous etc.) students talk about their experiences and feelings.

Studying a certain topic, an instructor can write a list of questions relating to the chosen topic, give a question to each student and ask them to write an answer on a paper. After that a teacher can ask all students to

brainstorm possible questions related to the topic. Then students hold their answers in front of them and move around the room and ask each other questions to try to discover the questions that the other students were originally asked. Thus, m-learning, role plays, discussions and even simple warmers or fillers make learners more active and help students with some aspects of studying English to overcome their language barriers. Also involving students in various speaking activities is one of the ways for language learners to gain some confidence in their ability to manage their own learning and become independent. As a result, students are able to express their opinions and have the stimulating and dynamic environment for learning foreign languages.

The world develops very fast and the changes that happen around us have to be taken into account in all educational institutions. Teachers have to use up-to-date resources, constantly increase their level of professional competency, and moreover they have to be able to keep up with the modern students. In a changing world, there is a growing demand for creativity and innovation as 21st century skills.

M-learning made it possible for learners to work at unique activities in ways that were previously impossible. Above all, this mobility enables ubiquitous learning in formal and informal settings by decreasing “the dependence on fixed locations for work and study, and consequently change the way we work and learn” due to K. Peters, an Australian university educator ).

Ray Clifford, Associate Dean from American College of Humanities is sure that computers will not replace teachers. However, teachers who use computers will replace teachers who don't.

I completely agree with him it's doubtless indeed

## **References**

1. Данилевська-Бабій Г.Я. Врахування індивідуальних особливостей учнів у процесі навчання іноземної мови // Іноземні мови. – 2001. – №1. – с. 15 – 16.
2. Жук Ю. О. Особистісний простір учня в комп'ютерно-орієнтованому навчальному середовищі // Інформаційні технології і засоби навчання. – 2012. – № 3 – с. 29.
3. Modern Communicative Methods of Teaching English. All Ukrainian Scientific and Methodological Conference (October 30, 2015) – Zhytomyr: ZSTU, 2015. – 92 p.
4. Keegan D. The future of learning: From eLearning to mLearning, – 2002, ZIFF – 119 p. Retrieved from ERIC ED472435 database. Available from <http://www.fernuni-hagen.de/ZIFF>
5. Traxler, J. International Review of Research in Open and Distance Learning, 2007. – 8 (2), 1-12.