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JÁMIYETLIK-GUMANITAR PÁNLER

MOBILE APPLICATIONS AS A CONTEMPORARY INSTRUMENT FOR ENHANCING ENGLISH LANGUAGE LEARNING

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Abstract: Mobile applications have become essential in contemporary English language learning, providing accessibility, interactive features, and personalized study plans. These apps offer flexible learning options, incorporating gamification, artificial intelligence, and social learning to boost engagement and effectiveness. This article delves into the advantages of mobile learning, its significance in formal education, potential challenges, and the future of digital language acquisition. Although mobile apps may not completely replace traditional learning methods, they play a crucial role in enhancing language skills and making English learning more accessible globally.

Keywords: digital learning, adaptive learning, interactive learning, gamification, mobile-assisted language learning (MALL), e-learning, artificial intelligence in education, and language acquisition.

Аннотация: Мобильные приложения стали незаменимыми в современном изучении английского языка, обеспечивая доступность, интерактивные функции и персонализированные учебные планы. Эти приложения предлагают гибкие возможности обучения, включая геймификацию, искусственный интеллект и социальное обучение для повышения вовлеченности и эффективности. В этой статье рассматриваются преимущества мобильного обучения, его значение в формальном образовании, потенциальные проблемы и будущее цифрового обучения иностранным языкам. Хотя мобильные приложения не могут полностью заменить традиционные методы обучения, они играют решающую роль в совершенствовании языковых навыков и повышении доступности изучения английского языка во всем мире.

Ключевые слова: цифровое обучение, адаптивное обучение, интерактивное обучение, геймификация, изучение языка с помощью мобильных устройств (MALL), электронное обучение, искусственный интеллект в образовании, овладение языком.

Annotatsiya: Mobil ilovalar zamonaviy ingliz tilini o‘rganishda muhim ahamiyatga ega bo‘lib, qulaylik, interaktiv xususiyatlar va shaxsiy o‘quv rejalarini taqdim etadi. Ushbu ilovalar faollik va samaradorlikni oshirish uchun gamifikatsiya, sun’iy intellekt va ijtimoiy ta’limni o‘z ichiga olgan moslashuvchan

o‘rganish imkoniyatlarini taklif etadi. Ushbu maqola mobil ta’limning afzalliklari, uning rasmiy ta’limdagi ahamiyati, yuzaga kelishi mumkin bo‘lgan muammolar va raqamli tilni o‘zlashtirish kelajagini o‘rganadi. Garchi mobil ilovalar an’anaviy ta’lim usullarini to‘liq almashtirmasa ham, ular til ko‘nikmalarini oshirishda va ingliz tilini o'rganishni global miqyosda yanada qulayroq qilishda hal qiluvchi rol o‘ynaydi.

Kalit so‘zlar: raqamli ta’lim, adaptiv ta’lim, interaktiv ta’lim, gamifikatsiya, mobil yordamda til o‘rganish (MALL), elektron ta’lim, ta’limda sun’iy intellekt va tilni o‘zlashtirish.

Introduction: Traditional learning paradigms have changed to more individualized and interactive approaches with the introduction of digital technologies. Mobile apps for studying English have become extremely useful resources, allowing students to practice their grammar, vocabulary, pronunciation, and communication abilities in real time. The integration of these applications into formal and informal learning environments has been made easier by the ubiquitous availability of smartphones and mobile internet connectivity. The purpose of this essay is to examine the benefits of mobile applications over traditional teaching techniques, the difficulties they provide, and how they aid in the acquisition of the English language. The development of modern society is influenced by information technologies, which play a significant role in all areas of human life, facilitating the spread of information worldwide. Information technologies have a strong impact on the field of linguistics. Previously, information technologies were not essential for learning English, but now it is important for linguists, teachers, and educators to be knowledgeable in this area.

Literature review. Numerous studies have been conducted on the incorporation of mobile applications into language learning. Academics emphasize how well they work to improve language retention, encourage self-directed learning, and increase learner engagement. According to research by Kukulska-Hulme & Shield (2008), learners can be exposed to language in a contextually relevant way through Mobile-Assisted Language Learning (MALL). Furthermore, research by Godwin-Jones (2011) highlights how mobile applications' interactive elements—like gamification, real-time feedback, and adaptive learning algorithms—greatly improve the learning process. Furthermore, Stockwell (2013) points out that mobile apps let students practice their language abilities outside of the classroom and promote self-directed learning. Although MALL has several advantages, Burston (2014) contends that how well applications meet pedagogical concepts and learner needs determines how effective MALL is. Hwang & Wu's (2014) research also emphasizes how data analytics and artificial intelligence may

be used to customize learning experiences according to each student's proficiency level and development.

Advantages of Mobile Applications in English Language Learning.

Mobile phones provide flexibility and accessibility, enabling students to study at any time and from any location, fitting a variety of schedules. AI-powered apps ensure an optimal educational journey by tailoring learning experiences to users' skill levels and learning speed. Through rewards and competition, gamification and interactive elements like leaderboards, challenges, and quizzes improve engagement, make learning fun, and strengthen retention. Additionally, mobile applications use multimodal learning components, such as speech recognition software and audio-visual aids, to enhance listening comprehension and pronunciation. The impact of gamification on students' motivation and proficiency in language acquisition was evaluated by Kotob and Ibrahim (2019) [10: 177-198]. Their study showed that gamification techniques improved students' academic performance and motivation in language classes.

Continuous evaluation is made easier by real-time feedback and immediate error detection, which assist students in identifying and fixing errors as soon as they occur. In order to promote practical language use, several programs also incorporate collaborative learning opportunities, allowing users to communicate with peers and native speakers via social media platforms.

There are approximately 1.5 - 1.6 billion mobile devices, which is three times more than stationary computers. Mobile devices are rapidly advancing technically: in speed, reliability, and modernity. They are accessible to almost everyone, even young children. They serve as a good tool for accessing information via the internet, but not everyone uses this opportunity. Educational and cognitive motivations are far from being a priority, as entertainment is often the primary use. Mobile devices have yet to find their niche in solving educational tasks. Nevertheless, lessons using smartphones and tablets are quite common today.

Many methods of teaching English using interactive and mobile technologies are being applied today. They ensure high informativeness, visual appeal, intensive learning, and stimulate activity. Language labs are widely used, enhancing the ability to master all aspects of English: reading, listening, speaking, grammar, and speech culture. Additionally, speech reproduction tools like electronic dictionaries, audio, and video courses are extensively employed. Virtual field trips enable the exploration of environments through photographs, videos, audio samples, animations, and sounds. During the COVID-19 pandemic, educators had to find new and innovative ways to deliver material to their students. Consequently, virtual field trips have gained popularity as a teaching method,

connecting young people to valuable educational experiences from the safety and comfort of their classroom or home. Unlike traditional in-person field trips, virtual ones are not limited by geography and are often more cost-effective. They eliminate the need for transportation, save instructional time that would otherwise be lost due to travel, and pose fewer safety risks, as no permission slips are required.

Moreover, mobile applications enhance social learning by connecting users with native speakers and language learners worldwide. The usefulness of mobile phones in vocabulary acquisition is examined in this paper, which also highlights the benefits of mobile platforms for language learning.

Platforms such as HelloTalk and Tandem facilitate real-time communication through messaging and voice calls, fostering conversational skills and providing a more immersive learning experience. The integration of mobile applications into formal education is another critical aspect. Many educational institutions encourage students to use these tools as supplementary resources for vocabulary, grammar, and listening exercises. Educators also utilize applications like Kahoot! and Quizlet to create interactive lessons and boost student engagement in the classroom. Cost-effectiveness is an additional factor contributing to the widespread popularity of mobile applications. In contrast to traditional language courses, mobile apps offer a more affordable alternative, with many providing free versions that include essential features. Premium subscriptions unlock advanced tools and comprehensive lessons, catering to learners seeking an in-depth experience.

Challenges and Limitations

Despite their numerous benefits, mobile applications for learning English present certain challenges. One significant problem is the absence of human connection, since conversational skills development requires face-to-face engagement with professors or native speakers, which computerized feedback cannot completely replace. Because not all applications are developed with the appropriate linguistic and pedagogical underpinnings, which might result in inconsistent language training, another issue is the quality and dependability of the material. Additionally, students risk becoming unduly dependent on technology at the expense of more conventional language learning strategies like reading, writing, and participating in debates. Additionally, social media, notifications, and other apps on mobile devices can disrupt concentrated study sessions, decreasing overall productivity.

The quality and dependability of content is another major concern because not all applications follow established linguistic and pedagogical principles. Some apps may give learners—especially beginners—oversimplified explanations, misleading grammar rules, or incorrect pronunciation guidance, which can

reinforce errors. Ozer and Kılıç (2018) [9: 2915-2928] investigated how EFL students responded to a mobile-assisted language learning environment. The study found that without adding to cognitive load, these settings had a good impact on academic performance and acceptability of mobile learning aids.

Additionally, learners may find it difficult to distinguish between high-quality and subpar applications, which could affect their language acquisition process. Additionally, an increasing number of learners may become overly reliant on mobile applications, ignoring more traditional language learning techniques like reading books, writing essays, and engaging in meaningful conversations. This can result in gaps in language skills that call for deeper cognitive engagement, such as argumentation, critical thinking, and creative writing.

Furthermore, mobile gadgets present distractions that may disrupt concentrated study sessions. Although mobile learning offers flexibility, it also exposes students to distractions from social media, other entertainment apps, and notifications. It can be difficult to stay focused and disciplined in self-directed learning settings, which might result in irregular language practice and lower learning effectiveness. The effect of digital gamification on English as a Foreign Language (EFL) learners was examined in a study by Yang et al. (2024) [8: 55-63]. The results showed that learners' ideal L2 self, foreign language enjoyment, and language achievement were all considerably enhanced by gamified learning activities.

Finally, accessibility concerns need to be taken into account. Not all students have access to high-speed internet, contemporary cellphones, or high-end educational apps, despite the claims made by mobile applications to offer inclusive learning opportunities. Many top-notch language-learning applications demand costly memberships, which prevents pupils from lower-income families from using them. Some students may not be able to completely benefit from mobile-assisted language learning because of this digital divide, which can worsen already-existing educational disparities.

Conclusion: Because they offer convenient, adaptable, and interesting learning options, mobile applications have completely changed the way people learn English. Their interactive features, along with gamification, AI-driven customization, and real-time feedback, have boosted language acquisition and learner engagement. Nevertheless, even though these programs have many advantages, they shouldn't be considered a stand-alone method of language acquisition.

Adopting a blended learning strategy that incorporates mobile applications with conventional teaching techniques, structured coursework, and real-world practice will optimize the efficacy of mobile-assisted language learning. In order to

ensure that these applications enhance rather than replace critical components of language learning, such as writing, reading comprehension, and spoken engagement, educators are key in helping students utilize them effectively. In the end, while mobile applications have made a significant contribution to language learning, their effectiveness depends on how they are integrated into a learner's overall educational journey. This means that a balanced and strategic approach—one that embraces technology while maintaining essential human interaction—will ensure that mobile learning remains a valuable tool in the evolving landscape of language education. Future research should focus on further refining mobile learning technologies, ensuring high-quality content, and minimizing the drawbacks associated with digital learning. Developers should prioritize pedagogically sound app design, incorporating AI-driven adaptive learning techniques that cater to individual learning needs. Additionally, addressing accessibility concerns by offering affordable or free versions of high-quality applications can help bridge the digital divide.

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