TECHNOLOGIES OF USING OF MOBILE APPS IN LEARNING ENGLISH LANGUAGE

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Annotation: Throughout and out of college, the use of technology has become an integral part of the learning process. Technology helps teachers to adapt lessons in the classroom, thereby improving the learning process, English as a second language/international. This paper discusses different attitudes which help English language learners by using technologies to increase their learning skills. Researcher indicates that the effective use of new technologies improves learners' language learning skills

Keywords: technology; language learning; apps; classroom; education; EFL; mobile phones

INTRODUCTION

Nowadays, mobile technologies and mobile applications (apps) are becoming an indispensable part of learning, including foreign language learning. In fact, mobile learning research shows that the use of cell phones and their applications continues to be Beneficial for learning the foreign language, thanks in particular to its special features (e.g. interactivity, Ubiquity, or portability) and encouragement and feedback from teachers. Klimova (2018) in his book Evaluation of the e_ectiveness of the use of a mobile application on students' study achievements mentions , The trend nowadays of using mobile phones in language learning is that they are mainly used As the language acquisition service. The Blended Learning (BL) approach, therefore (a combination of Face-to - face instruction and online learning) are mainly implemented for their use. In addition, the BL approach is especially suitable for distant students, who due to their work commitments cannot be involved in full- time English language study.

MATERIALS AND METHODS

Telegram app has an impact on English language skills such as reading, writing, listening, and speaking. Naderi and Akrami (2018) stated that using telegram groups in instruction has a significant effect on the learners' reading comprehension ability. They affirmed that it improved the learners' ability in reading comprehension. In the same context of implementing Telegram app in the educational process of English skills, there were two of a previous study (Abbasi & Behjat, 2016; Setiawan & Wahyuni, 2017; Xodabande, 2017) which concentrated on improving speaking ability. Abbasi and Behjat (2016) investigated the effect of storytelling with Telegram on EFL

students 'speaking complexity. The result showed that the experimental group outperformed the control group regarding their speaking complexity.

RESULTS AND DISCUSSION

Technology is an effective tool for learners. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills. Cooperation is one of the important tools for learning. Bennett, Culp, Honey, Tally, and Spielvogel (2000) asserted that the use of computer technology lead to the improvement of teachers' teaching and learners' learning in the classes.(33)

Dramatically, we live in a world that is evolving the mobile technology at such a rapid pace that we have difficulty following. With the advent of smartphones with android system and Apple products with iOS system such as iPad and iPhone, the mobile market has changeddramatically in just a few years, and the number of people who own such devices is increasing rapidly, particularly among young people.

The students can easily and freely access these English learning apps based on their own interests. In addition, these apps are built in terms of the specific objectives of the learners. The use of apps on mobile devices to learn English also breaks time and place restrictions. (Subian, 7) It means that students can learn English at any time and in any place. Mobile devices are becoming a kind of important tools for students to learn English.

According to the relevant researches, the Mobile-Assisted Language Learning can not only enhance students' English ability, but also increase students' learning motivation. With the rapid growth of apps on learning English and the popularization of mobile devices among college students, the learning advantages that apps on mobile devices offer to students have become increasingly important. Core features of mobile-learning, such as personalized learning, time- and place-alone, Collaboration between peers and teachers in both formal and informal environments, interactivity and ubiquity Make m-learning scientists of mobile devices. Mobile-Assisted Language Learning (MALL) focuses on language acquisition using mobile technology. There's no need for learners to sit in a classroom or at the front of a computer to study in MALL environment. MALL can actually be seen as an ideal solution forbarriers to language learning in terms of time and place. (Miangah & Nezarat, 309)

Students use mobile phone in learning, but in a very limited way. According to Molenet, mobile learning can be broadly defined as 'the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning. Mobile technologies include mobile phones, smartphones, mini notebooks or netbooks, handheld GPS or voting devices, and specialist portable technologies used in science labs, engineering workshops or for environmental or agricultural study. Virtual

learning environments and management information systems. It can be argued that tools used by learners are of little relevance; whatis relevant is the notion of mobility and building conversations on learning in that cycle. Hashemi (2011) in his article entitled Using Mobile Phones in Language Learning/Teaching mentions First, ownership of the device makes a difference, since a tool that has only been borrowed may not be used in the same way as one that is owned and very familiar. Second, learners who have more than one device are likely to behave differently from those who only have one, because the former can more easily overcome common problems of short battery life and reliability. Third, particular mobile devices have strong associations with specific realms of activity, be it work-related or for leisure.

CONCLUSION

In conclusion, the most important resource in the ICT world at the moment is mobile learning. Mobile learning is considered to be an important factor in keeping young people interested in learning, where more conventional approaches have struggled. PDAs with desktop functionality, the learning world is getting more mobile, more flexible and more exciting. What makes mobile technology so interesting is that it has an association with indoor and outdoor movement, through formal and informal environments, allowing learners to at least lead some way. Mobile technology takes learning out of the classroom, often outside of the teacher's reach.

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