

USEFULNESS OF MOBILE LEARNING (M-LEARNING) IN LEARNING FOREIGN LANGUAGES

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Abstract. The study aims to discuss mobile learning of foreign languages of the students of the study programme of Preschool Education at Kaunas Higher Education Institution, with a focus on the use of mobile applications. The study objectives are to define the concept of mobile learning and reveal learners' attitudes toward the use of mobile applications in foreign language learning. The following questions can specify the research problem: How do students perceive the usefulness of mobile applications for foreign language learning? What aspects (e.g., interactivity, content, users' experience) influence students' opinions on mobile applications? The question of whether students consider mobile applications beneficial for foreign language learning is significant, as the answer to it reveals the effectiveness of M-Learning and its impact on students' motivation. Due to time constraints, the study was conducted in only one study programme, so it is not possible to draw specific generalisations for the entire institution regarding the research problem. In this case, the research data can only be used to provide certain trend insights, present findings, and discuss issues. The study should be considered an exploratory research. The conclusions state that mobile learning is a dynamic and interactive form of learning that enables access to educational resources anytime and anywhere. It relies on the use of technologies such as smartphones, laptops, and tablets, which provide opportunities to use various learning applications, games, and materials. Mobile learning promotes individual learning, increases students' engagement, and offers possibilities to personalise the learning process. Learners consider mobile applications useful for foreign language learning, especially due to their interactivity and the possibility of self-directed learning. Learners' attitudes towards mobile applications in foreign language learning are shaped by several key aspects. These include interactivity, content, easy and intuitive user's interface, and the ability to adapt the learning process according to individual needs and progress.

Keywords: mobile applications, learning foreign languages, E-Learning, M-Learning, usefulness of mobile applications

Introduction

Modern technologies open up new opportunities for learning foreign languages. The popularity of mobile applications is rapidly growing, and they become an integral part of the learning process. Therefore, it becomes relevant to reveal how the usefulness of mobile applications increases efficiency and facilitates learning foreign languages.

Meier (2019) emphasises that “the usefulness of mobile applications in learning a foreign language is undeniable due to their flexibility and accessibility” (p. 165). A meta-analysis conducted by researchers shows a positive impact of these applications on improving language skills. Meier (2019) highlights the ability of mobile applications to adapt learning content according to users' needs, which is considered a crucial feature for achieving the best learning outcomes. It also emphasises the potential of mobile applications to maintain users' motivation to learn. The included motivational and tracking features help promote continuous progress. Pozo (2019) notes that “continuous motivation and tracking provided by mobile applications are essential elements for achieving long-term learning results” (p. 492).

It should also be noted that the flexibility of mobile applications allows users to learn anytime, anywhere, which increases the efficiency of learning. Nishino (2020) observes that “the ability of mobile applications to personalise learning content according to the user's needs provides an excellent opportunity to effectively learn foreign languages” (p. 251). According to the scholar, it is important to understand users' preferences to achieve greater usefulness of mobile applications for language learning. Nishino (2020) notes that the ability of mobile applications to customise learning content according to user's needs is an important function that helps improve learning efficiency and emphasises the need to continuously assess users' experience with mobile applications and consider their feedback to improve the functionality and efficiency of these applications. Petrova (2019) emphasises that “the benefit of mobile applications in learning foreign languages is multifaceted, and it is important to consider not only the possibilities of technology but also users' motivation and commitment to learning” (p. 767). These insights of researchers provide a comprehensive perspective on the usefulness of mobile applications in learning foreign languages, and their mention in the introduction provides an understanding of the academic roots of the article.

The usefulness of mobile learning (M-Learning) in foreign language acquisition is a highly relevant topic, especially in today's digital society. M-Learning allows for learning anytime and anywhere through the use of smartphones, laptops, and tablets. It provides access to various interactive applications, games, videos, and

other resources that promote the development of language skills. However, there are also challenges: dependency on technology, information overload, and difficulties in maintaining motivation. When analysing the impact of M-Learning, it is important to consider both its advantages and disadvantages to optimise the language E-Learning process. The research problem can be specified through the following questions: How do students perceive the usefulness of mobile applications in foreign language learning? What aspects (e.g., interactivity, content, users' experience) influence students' opinions on mobile applications? The question of whether students consider mobile applications beneficial for foreign language learning is significant, as the answer to it reveals the effectiveness of M-Learning and its impact on students' motivation.

The object of the research is the benefit of mobile learning in learning foreign languages.

The study aims to discuss mobile learning of foreign languages among the students of the study programme of Preschool Education at Kaunas Higher Education Institution, emphasising the use of mobile applications.

The research objectives are to present the concept of mobile learning and reveal learners' attitudes towards the use of mobile applications in learning foreign languages.

The research methods used are the analysis of scientific literature, summarisation, electronic questionnaire survey, qualitative content analysis, and quantitative analysis.

Research limitations. Due to lack of time, the research was conducted in only one study programme, so it is not possible to make specific generalisations regarding the entire institution when analysing the research problem. In this case, the research data can only be used for a certain tendentious insight, presentation of results, and discussion of the problem. The study is considered an exploratory study.

From E-Learning to M-Learning

Firstly, the impact that technology has had on pedagogy, and vice versa, will be discussed.

According to Crompton (2013), based on contemporary learning perspectives, the student has an active role in the learning process and should be a critical and active user of information. In the 1950s, the student was considered a "blank slate" (*tabula rasa*), and the learning process was based on an active role of the teacher. The learner had to just wait passively for the teacher to provide knowledge. According to Crompton (2013), since the 1970s, the active role of the student has gradually increased. In the 1980s, the first portable and personal computers emerged. The stationary telephone evolved into a personal one, transforming into a smaller mobile phone version. The aim of educational systems was to combine the growing interest in student-oriented pedagogy from the 1970s with new technological devices. In the 1990s, student-oriented pedagogy became common in schools, while technological devices became increasingly more efficient, faster, and cheaper. The inventions of this decade include the digital camera and browser. A significant step towards modern mobile devices is the internet, especially the expansion of wireless networks. Without wireless networks, mobile learning would not be possible.

Electronic teaching and learning using electronic devices is called E-Learning. E-Learning allows for accessible, flexible, and practical education (Benedek, 2007), as well as student-oriented and cooperation-based pedagogy (Ding, 2010, cited in Crompton, 2013). The term E-Learning is followed by M-Learning or mobile learning.

M-Learning involves learning using mobile devices (Berge, Muilenburg, 2013). When describing M-Learning, it is important to note how mobile learning differs from other learning activities or traditional E-Learning. It is important to note that a significant portion of learning takes place in non-academic settings and beyond the workplace. When discussing the phenomenon of mobile learning, the English term "ubiquitous" is often mentioned. Portable devices provide a learning environment that is always accessible.

M-Learning consists of four main ideas: pedagogy, technological devices, context, and social interaction (Laouris, Eteokleous, 2005; Crompton, 2013). According to Crompton's (2013) definition, mobile learning occurs across multiple contexts, through social and content interactions, and with personal electronic devices. The term "context" can encompass informal or formal, as well as controlled or independent M-Learning. The physical environment may or may not influence learning.

The Importance of Mobile Learning in the Context of Learning Foreign Languages

When learning foreign languages, communication is an essential practice. The integration of mobile applications into this process provides an easy and accessible way to practice language anytime, anywhere. Additionally, these applications typically feature interactive sessions, games, and other activities that engage users and promote lifelong learning.

Meier (2019) conducted a meta-analysis that included numerous studies on the usefulness of mobile applications for language learning. The results revealed that the use of mobile applications is effective and has a positive impact on improving language skills. Nishino (2020) researched the effectiveness of mobile applications in the language learning process based on users' preferences. The results revealed that the use of mobile applications can be effective, especially when the learning content is tailored to users' needs. Pozo (2019) notes that the use of mobile applications encourages continuous motivation and enhances learning achievements. It is noteworthy that the features of mobile applications designed to support motivation are important in encouraging users to learn constantly.

Considering the studies mentioned above, the author of this article claims that the use of mobile applications for language learning can provide many benefits. Firstly, the flexibility of mobile applications allows users to learn anytime, anywhere, adapting the learning process to individual schedules and needs (Nicolaidou, Pissas, & Boglou, 2023). This is particularly important for those with limited time resources or those who cannot participate in traditional courses. The benefit of mobile applications for learning foreign languages also includes the ability to personalise the learning experience. These applications often feature adaptive functions that adjust the learning content and pace according to the user's needs and abilities, which allows for efficient use of the user's time and helps achieve optimal learning outcomes.

One of the biggest challenges when learning foreign languages is maintaining continuous motivation. Mobile applications have become a valuable tool in this regard, as they often incorporate various motivation and tracking features (Khasawne & Khasawneh, 2023). For instance, users can set their goals, track progress, receive evaluations, and even compete with friends or other users, which encourages continuous progress.

Furthermore, the diverse learning content of mobile applications provides users with the opportunity to acquire language skills in various ways including games, interactive lessons, and audio and video recordings that help strengthen language comprehension and skills. Additionally, the opportunity for direct communication with native speakers through mobile applications provides users with a real-life language experience, an essential part of the language learning process. This helps users to understand the language more deeply and master it through various learning methods.

However, it is important to emphasise that despite the advantages offered by mobile applications, they cannot replace traditional learning methods and should be used as supplementary tools. The lack of direct communication and personal pedagogical support can be a drawback when relying solely on mobile applications. However, such a statement could be supported on a general conceptual basis. Traditional language teaching methods, such as classroom instruction with a teacher, can provide direct communication with a language speaker, which is crucial for language learning. Meanwhile, the use of mobile applications may hinder this direct communication as there is usually no opportunity for real interaction with native speakers. Additionally, personal pedagogical support, often characteristic of traditional teaching methods, can be beneficial in explaining complex language rules or helping overcome learning barriers that may arise when using mobile applications.

Therefore, it would be reasonable to argue that the lack of direct communication and personal pedagogical support can be a drawback when relying solely on mobile applications, as the specific context and language learning objectives should be considered. This issue is often debated in the field of language learning and technology integration and deserves further empirical research. In the field of education sciences, there have been no studies showing that users who use mobile applications are more likely to achieve their language learning goals and remain motivated to learn compared to those who learn using traditional methods.

In summary, the use of mobile applications for language learning is beneficial and effective, providing users with flexibility, diversity, and motivation. However, to achieve the best results, it is important to balance the use of mobile applications with traditional teaching methods and individual learning needs. The idea is supported by a range of studies (Nicolaidou et al., 2023; Khasawne et al., 2023; Yu et al., 2023; Wiboolyasarin et al., 2024) that examine the usefulness of mobile applications for language learning from various perspectives: effectiveness, users' motivation, content diversity, etc.

Research Methodology

The data collection method is a survey. The data collected in such a way are often treated quantitatively. However, open-ended questions made it possible to analyse them qualitatively as well. To reach a sufficient number of respondents faster, a decision was made to submit the questionnaire electronically. The survey was conducted in the autumn of 2023.

Methods of data analysis. The developed questionnaire consists of open-ended questions that provide respondents with more opportunities to express their thoughts freely, and the analysis employs a qualitative

approach. The purpose of a qualitative analysis is to describe and understand a phenomenon or event and provide an interpretative explanation. While seeking answers to the research questions, the data were coded and categorised, focusing on key aspects and grouping individual facts. However, according to Kvale (1996), it is essential to emphasise that qualitative research can also include quantitative analysis and that in the practice of social research, quantitative and qualitative approaches should interact, while qualitative and quantitative methods are merely tools whose use depends on how and to what extent they can be useful in answering research questions (cited in Kardelis, 2002). In this case, numerical data representation was used to better visualise the research results (Figures 1 and 2). However, the presented quantitative data are not representative institutionally (for Kaunas Higher Education Institution) due to the small number of respondents.

The research instrument. The electronic survey consisted of several key questions, e.g., which mobile applications students use to help them learn foreign languages, what the benefits of these programs are to the respondents when learning foreign languages, and what innovations mobility and mobile applications have brought to learning foreign languages according to the respondents (Table 1).

Table 1. Research instrument

Theoretical statements	Open questions
“The usefulness of mobile applications in learning a foreign language is undeniable due to their flexibility and accessibility” (Meier, 2019) “Continuous motivation and monitoring provided by mobile applications are essential elements for achieving long-term learning outcomes” (Poza, 2019)	1. What mobile devices have you been using, and how long have you been using them? What mobile apps do you use to help you learn foreign languages?
	2. What mobile applications do you use that help you learn foreign languages, and on which devices?
	3. How are these programs useful for learning foreign languages?
	4. How would you rate the foreign language skills that you improve with the help of a mobile application?
	5. How would you describe the usefulness of mobile applications for improving foreign language skills?
	6. Please provide specific examples of the usefulness of mobile applications in foreign language learning.

The first question aims to determine which mobile applications assist students in learning foreign languages. These mobile applications can be specifically designed for language learning (e.g., Duolingo) or not (e.g., Facebook). The answers help to determine whether the downloaded mobile applications are specifically chosen because they can aid in language learning. Language learning mobile applications, such as Duolingo, are increasingly popular today. These programs are often aimed at beginners. However, it is also important to find out whether advanced students have downloaded these apps and whether they find them useful.

The next question focuses on the usefulness of mobile apps in learning foreign languages. Students provide information on how useful mobile applications are for developing various language skills. Additionally, the respondents were asked to provide specific examples of how the use of mobile applications has improved their language skills. The students were also asked to rate the usefulness of mobile applications in language learning in a free form.

The research sample. The study involved 36 participants, and a non-statistical generalisation was applied. The sampling method used was non-probability purposive sampling. All participants are students of the study programme of Preschool Education. They are learning the German language, and the researcher teaches this language.

The Results of Data Analysis

This section discusses the participants’ responses in more detail. The frequency of the use of mobile devices and applications and how mobile applications are used will be presented, specific examples of the use of mobile applications will be provided, and how students perceive the usefulness of mobile applications in learning foreign languages will be revealed.

The main focus of the study is mobile applications. However, before delving into these applications, it is relevant to mention the mobile devices that the participants use as basic information. It was decided to focus only on laptops, tablets, and smartphones. The aim was to find out how much time the respondents spent using these devices.

The mobile devices mentioned have become commonplace over the past five years (or even earlier). According to the responses, all participants except one have smartphones (see Fig. 1). Most of them have been using smartphones for four years or more. It seems that smartphones are very common compared to tablets, as

only 9 respondents use a tablet, while 26 respondents do not use one. On the other hand, laptops dominate among all participants, as 32 respondents have been using laptops for more than four years, and the remaining 4 respondents have been using them for from six months to four years. Therefore, it is unlikely that participants need a third device if they already have a good smartphone and a reliable laptop. The screens of modern smartphones have also become larger, allowing users to read longer texts, for which they may have previously needed tablets. Typing on a tablet without an additional keyboard may be slower, making learning more difficult, it is easier to do it with a laptop.

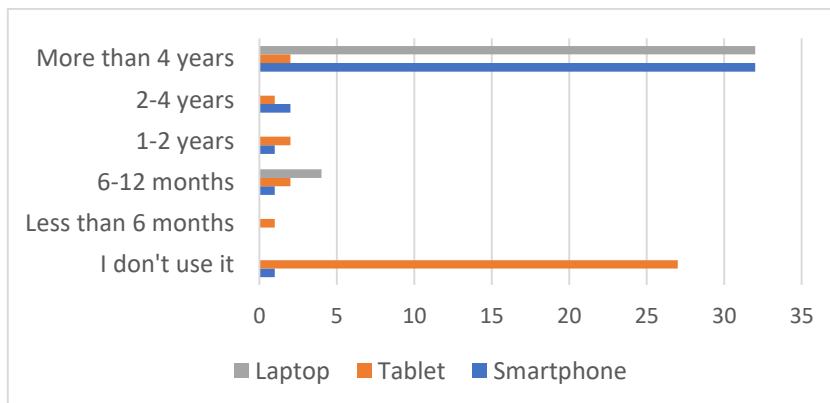


Fig. 1. The time the respondents use mobile devices

Since mobile applications were the main focus of the study, the participants were asked which device they most commonly use mobile applications on. Although all participants use laptops, the hypothesis was that they use mobile applications relatively infrequently. The author's experience suggests that downloaded applications are often more compatible with tablets and smartphones.

As seen in Fig. 2, the majority of respondents, even 26 out of 36, most commonly use mobile applications on their smartphones. Only one participant uses mobile applications on a tablet, and 9 participants use the most mobile apps on a laptop. Nearly half of the respondents, 15 out of 36 participants, stated that they mostly use apps on their smartphones, followed by laptops, and they do not have a tablet.

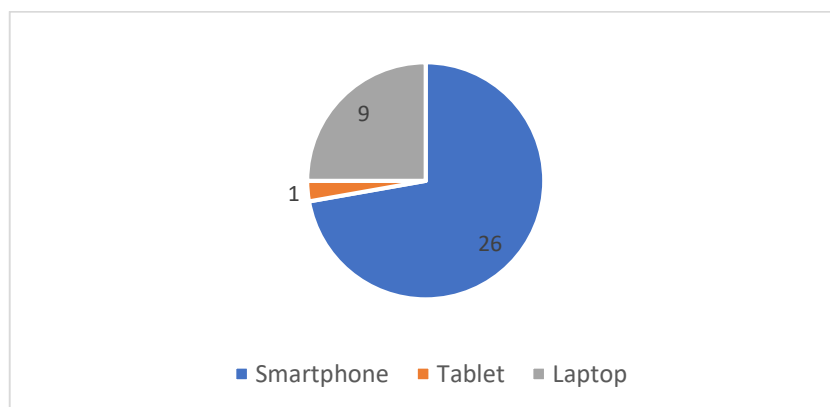


Fig. 2. What mobile device do you use most often?

Next, an attempt was made to determine which mobile applications students downloaded to their mobile devices. Firstly, participants were asked if they had downloaded applications specifically designed for learning foreign languages, such as Duolingo. Secondly, the study aimed to find out whether students downloaded applications because they believed these apps could help them learn languages, such as newspaper applications, to expand their vocabulary. Thirdly, it was sought to understand whether the participants use the apps that are not primarily designed for language learning but can still help with language learning, such as Instagram.

After each question, respondents provided examples of downloaded apps. 12 participants downloaded apps designed for learning foreign languages. For instance, Duolingo is popular among students nowadays, as 9 out of 12 respondents used Duolingo. Of course, given the limitations of the study discussed, this is stated without claiming statistical significance. It is a free, game-like language-learning app. It is no wonder that this app is so popular. In 2014, Google selected it as the most popular mobile app in the education sector (Educational

Technology and Mobile Learning). Various dictionaries and games have also been mentioned. For instance, Japanese or Chinese language characters were mentioned in responses, such as Japanese4beginners, Tae Kim's Guide to Learning Japanese, and other language learning apps like Babbel and Fun Easy Learn Deutsch.

On the other hand, 24 participants did not download language learning apps. In the author's opinion, these apps are often suitable for beginners. Advanced foreign language users would likely find them of little use.

The responses to the question of whether participants downloaded any apps specifically because they believed these apps could be useful for learning languages, such as newspaper apps, are presented in Table 2.

Table 2. Categories of applications that could help learn foreign languages

Category	Apps in German language	Apps in other languages
Dictionaries	<i>Duden, Langenscheidt</i>	<i>Ilmainen sanakirja, dict.cc dictionary, sanakirja.org, MOT-Wörterbuch, ebxicon.org, Urban Dictionarz, Collins Spanish Dictionarz, Midori (Japanese Dictionary)</i>
Entertaining voice applications	Funlearn Deutsch	<i>Duolingo, 50 Languages, plus Babbel, Memrise, Wordpower, CatSpanish, Learn Languages: Rosetta Stone,</i>
Tools for translation	<i>Google Übersetzer</i>	
Auditory applications	<i>Deutsches Radio</i>	Radio end Podcasts
Audiovisual applications	<i>Tagesschau, Deutsche Welle</i>	TV on the internet, other videos, Youtube
Visual applications	<i>Deutsche Zeitungen, Süddeutsche Zeitung,</i>	<i>Wattpad, Guardian, BBC News, CNN</i> e-books, newspapers
Communicative applications	<i>Facebook, Whatsapp, Skype</i>	

26 respondents downloaded language E-Learning-related apps, while approximately one-third, 11 participants, did not download such apps for this purpose. The table shows the types of mobile applications, which are similar to categorising applications into the categories of the applications applied. These categories include dictionaries, recreational language apps, translation apps, audio, audio and video, video, and communication apps. The data presented in Table 2 reveal that the participants in the study are related to learning the German language, as specifically, the German language learning apps and other online resources were highlighted, while all other languages were grouped in a separate column.

It is difficult to determine whether a mobile application supports formal or informal learning. On the one hand, some apps serve formal learning methods, such as the use of newspaper apps or dictionaries in university courses. On the other hand, the same apps can also be used informally during leisure time. None of these apps are intended solely for formal learning methods or learning outcomes. The mentioned mobile apps are designed for different language learning purposes, such as listening or reading comprehension, expanding vocabulary, or purely grammatical content. Some of dictionaries are also used in studies, such as the Langenscheidt DaF Dictionary, while some less reliable dictionaries are more suitable for translation into one's native language. Other apps mentioned in the open-ended questions were not downloaded specifically for foreign language learning purposes. These are apps like Facebook, WhatsApp, and Twitter, which are not intentionally used for learning foreign languages but play a significant role in communication.

An attempt was made to determine whether students have apps on their mobile devices that are not intended for language learning but are still useful for learning languages. 26 respondents, or approximately two-thirds, use such apps. Unlike in the previous case, communication apps are mentioned here because it is believed that they can help with language learning. Dictionaries are used in everyday life, even without any learning aims. In total, respondents downloaded 11 different foreign language newspaper apps because they believed they were useful for language learning, for example, Spiegel Online and The Guardian.

The primary purpose of communication apps may be contacts. However, it is also possible to choose which people or pages are intended to be followed. This possibility is related to individualising the learning content according to the user's needs, which, according to Nishino (2019), provides an excellent opportunity to learn foreign languages effectively. Arguably, students use apps quite diversely. Apps may be downloaded regardless of language learning, but they can still be useful. Students download dictionaries, newspaper or listening apps even without any linguistic aim. Some respondents stated that they also use apps in other languages to help them learn languages. Then, languages are learned almost unintentionally. It is pleasing to

see that apps that are frequently used every day are also seen as an opportunity to learn foreign languages. The emergence of foreign language phrases seems to be a part of language students' daily lives, which adds to lifelong learning.

The most frequently used mobile applications mentioned include various dictionaries, newspaper apps, language learning entertainment apps, translation tools, and communication platforms (e.g., "Italki"). The daily use of these applications is considered beneficial for language learning because they contain numerous foreign language expressions that encourage spontaneous language acquisition, which can be categorised as self-directed learning and is highly relevant in the context of lifelong learning. According to Pozo (2019), continuous motivation (...) is an essential element for achieving long-term learning outcomes.

Mobile applications are used at home, while travelling, or during lectures for learning, entertainment, communication, and keeping up with global events, which complies with Meier's (2019) statement that the usefulness of mobile applications in learning a foreign language is undeniable due to their flexibility and accessibility.

The study participants emphasise the benefits of mobile applications for reading comprehension and vocabulary expansion. Listening comprehension is also partially developed. Over time, it may become increasingly easier to improve language skills as modern mobile device technologies continuously make it easier to use microphones and record voices. Dictionary applications were identified as the most useful, with the main advantage being that their content is accessible anywhere.

Mobile learning has the potential to improve the language learning process. However, students' preferences need to be considered to ensure an effective and motivating learning experience.

Conclusions

Mobile learning is a dynamic and interactive form of learning that allows access to educational resources anytime and anywhere. It is based on the use of technologies such as smartphones, laptops, and tablets, which provide opportunities to use various learning applications, games, and materials. Mobile learning promotes individualised learning, increases students' engagement, and offers possibilities to personalise the learning process.

Learners consider mobile applications useful for foreign language learning, particularly due to their interactivity and the provided ability to learn independently. They state that such applications can be especially beneficial for beginner language learners. However, some students are concerned about information overload and time management difficulties. Students appreciate applications that offer various learning methods. However, it is important to them that these applications are easy to use and tailored to their needs.

Learners' attitudes toward mobile applications for foreign language learning are influenced by several key aspects. First and foremost is interactivity, as applications that offer interactive tasks, games, and practical exercises are often seen as more appealing. Interactive elements encourage active learning and help retain information better. Content is also identified as an essential aspect. Students value the content that complies with their language level and interests, as well as the content presented in various formats (e.g., videos, texts, questions). A user-friendly and intuitive interface, convenient navigation, and quick accessibility are important factors that determine whether students are willing to use the applications. A poor user experience can diminish motivation. The ability to customise the learning process according to individual needs and progress (e.g., suggestions based on previous achievements) is a significant aspect that fosters students' engagement.

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MOBILIOJO MOKYMOSI (M-MOKYMOSI) NAUDINGUMAS MOKANTIS UŽSIENIO KALBŲ

Santrauka

Tyrimu siekiama aptarti Kauno aukštosios mokyklos Ikimokyklinio ugdymo studijų programos studentų mobiliojo užsienio kalbų mokymosi aspektą, dėmesį skiriant mobiliųjų programų naudojimui. Tyrimo uždaviniai - pristatyti mobiliojo mokymosi sampratą ir atskleisti besimokančiųjų nuostatas į mobiliųjų programų naudojimą mokantis užsienio kalbų. Tyrimo problemą galima sukonkretinti šiais klausimais: Kaip studentai suvokia mobiliųjų programų naudingumą užsienio kalbų mokymuisi? Kokie aspektai (pvz., interaktyvumas, turinys, vartotojo patirtis) turi įtakos studentų nuomonei apie mobiliąsias programas? Klausimas, ar studentai mano, kad mobiliosios programos naudingos mokantis užsienio kalbų, yra reikšmingas, nes atskleidžia m-mokymosi efektyvumą ir poveikį besimokančiųjų motyvacijai. Dėl laiko trūkumo tyrimas buvo atliktas tik vienoje studijų programoje, todėl konkrečių apibendrinimų visai institucijai tyrimo problema daryti neįmanoma. Tyrimo duomenys gali būti naudojami tik tam tikroms tendencijų išvalgomis, išvadoms pateikti ir problemoms aptarti. Tyrimas turėtų būti laikomas žvalgomuoju tyrimu. Tyrimo išvadose teigiama, kad mobilusis mokymasis yra dinamiška ir interaktyvi mokymosi forma, leidžianti pasiekti mokymo išteklius bet kur ir bet kada. Jis remiasi tokių technologijų kaip išmanieji telefonai, nešiojamieji kompiuteriai ir planšetės, naudojimu, suteikiančiu galimybę naudotis įvairiomis mokymosi programomis, žaidimais ir medžiaga. Mobilusis mokymasis skatina individualų mokymąsi, didina studentų įsitraukimą ir siūlo galimybes individualizuoti mokymosi procesą. Besimokantieji laiko mobiliąsias programas naudingomis užsienio kalbų mokymuisi, ypač dėl jų interaktyvumo ir galimybės mokytis savarankiškai. Jie teigia, kad tokios programos gali būti ypač naudingos pradedantiems mokytis kalbų. Vis dėlto kai kurie studentai susirūpinę dėl informacijos pertekliaus ir laiko valdymo sunkumų. Studentai vertina programas, kurios siūlo įvairius mokymosi metodus, tačiau jiems svarbu, kad šios programos būtų lengvai naudojamos ir pritaikytos jų poreikiams. Besimokančiųjų nuostatas apie mobiliąsias programas mokantis užsienio kalbų lemia keli svarbūs aspektai. Visų pirma, tai interaktyvumas, turinys, lengva ir intuityvi vartotojo sąsaja ir galimybė pritaikyti mokymosi procesą pagal individualius poreikius ir pažangą.

Reikšminiai žodžiai: mobiliosios programos, užsienio kalbų mokymasis, e-mokymasis, m-mokymasis, mobiliųjų programų naudingumas

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