



Using of Mobile Technologies in a Foreign Language Learning: Traditions` Development and Search of New Methodical Technologies

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Abstract

Mobile technologies play a special role in modern society`s informatization due to its ubiquity, comparative cheapness and high performance that is greatly increases every year.

Today the number of smartphone users exceeds 2 billion people i.e. just about every fourth man on Earth is using it. However not everyone is using it for educational purposes.

At the present stage of our society developing the huge potential of mobile technologies is not used in educational process in due measure. Mobile technologies are so universal that it is possible and necessary to construct all educational process around them.

In the article, the main attention is riveted on mobile technologies because they expand the list of interactive educational equipment, realizing a principle of a tiny interactive board. Incomparable advantage of mobile devices is that they always are near us, at hand, and educational process can proceed almost continuously and everywhere.

Foreign languages learning by means of mobile technologies has a number of advantages from which are distinguished availability, presentation, ease and, as a result, increasing interest at students. So, it is possible to draw a conclusion that mobile technologies are the most powerful means for foreign languages learning. Modern technologies allow keeping various foreign dictionaries, translators and evident tutorials in one device.

Evidently outdated methods of teaching which are: group audition in class, will be replaced in the nearest future by new methods based on specialized applications for mobile devices. Such applications contain the grammar trainers, the dictionaries, applications integrated with the website where it is possible to not only learn words, but also read, listen to texts and solve crossword puzzles.

Keywords: mobile technologies, informational technologies, learning process, foreign languages, visual learning tools, specialized applications

1. Using of Mobile Technologies in a Foreign Language Learning

The modern period of society`s development is characterized by a strong influence on information technologies that penetrate into all spheres of human activity. Mobile technologies play a special role in modern society`s informatization due to its ubiquity, comparative cheapness and high performance that is greatly increases every year. Information technologies are rapidly penetrating, among other things, into the sphere of education.

New pedagogical technologies and any others used now or just emerging in scientists` minds and teachers are inconceivable without a wide application of new informational technologies [4].

Today the number of smartphone users exceeds 2 billion people i.e. just about every fourth man on Earth is using it; however, not everyone is using it for educational purposes [3]. Mobile technologies are so universal that it is possible and necessary to construct all educational process around them. Incomparable advantage of mobile devices is they always at hand, and educational process can proceed almost continuously and everywhere.

In the article, main attention is riveted on mobile technologies because they expand the list of interactive educational equipment, realizing a principle of a tiny interactive board.

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Learning a foreign language forms the personal features necessary for successful professional performance of professional functions in a market economy. In addition, international experience shows that in the last decade, the role of foreign language increases cultural influence as the basis of personality development [1]. Foreign languages learning by mobile technologies` means has a number of advantages such as distinguished availability, presentation, ease and, as a result, increasing interest of students. So, it is possible to draw a conclusion that mobile technologies are the most powerful means for foreign languages learning. Modern technologies allow keeping various foreign dictionaries, translators and evident tutorials in one device. How can we integrate mobile technologies into the process of foreign languages learning? Are there any special methodological techniques for implementing this process? Our article is devoted to answers of these questions.

How can mobile devices be used in the study of subject disciplines? We will try to answer this question in the aspect of using mobile technologies for teaching English. Studying this subject using mobile devices is an interesting, easily accessible and relatively new way of foreign language learning, which is rapidly gaining popularity among many users of smartphones and tablet computers. English language learning assumes that the process is continuous, which means using mobile technologies and gadgets are always at hand. It is an excellent opportunity to improve quality and intensity of learning.

Studying English Learning traditions shows that such process has always been closely associated with using of technical means. For example, linguaphone rooms where you can master foreign speech have been widely used: language skills, speech culture, listening, reading, oral speech, grammar. Technical means are used to reproduce native speakers` speech. The great popularity was received by computer means for language learning – training programs, electronic dictionaries, etc. Audio and video courses are also very popular.

Thus, there is a set of foreign language learning`s methods assumes using information technologies and technical means. These methods provide high informative material`s capacity, stimulation of informative activity of students, increase of lesson`s presentation, individualization and differentiation. Such methods` development has led to emergence of new approaches to language learning based on specialized applications for mobile devices. Such applications contain grammar trainers, dictionaries, applications integrated with website where it is possible to not only learn words, but also read, listen texts and solve puzzles.

We will characterized some of existing mobile applications focused on English learning [5]:

1. Duolingo – it is a tree of lessons on various topics: lexical and grammatical. As you move forward, the program reminds you of necessity to repeat the material that you covered earlier. Lessons contain exercises for making sentences, writing and translating words and recording phrases by ear.
2. Busuu - an application, where users are offered native speakers` help. English courses are divided into elementary level (A1), elementary (A2), medium (B1), above average (B2), there is an additional course for travelers and a business course. Exercises are standard: tests, flash cards, memorization exercises, pronunciation. There is also an opportunity to listen and repeat dialogues, which is read by native speakers.
3. Memrise – a service, developed based on scientific research, can help memorize up to fifty new foreign words per hour. In the basis of three main techniques - interval memory, mnemonics and visualization. Check and repeat the material can be in tests form.
4. HiNative - a service that allows learning new words and expressions through communication with native speakers. Questions and answers service has convenient questionnaires for filling in and separating according to language proficiency level.

Now there is a huge number of applications realizing ideas of English learning using technical means of mobile devices. At the same time, potential opportunities` expansion of English learning are throughout not only already existing ideas on mobile platform, development of mobile applications of English learning, but also in realization of new models training uses mobile devices. These models can be connected with expansion of foreign language learning that is described as positions of



opportunities` expansion of communicative interaction with native speakers, and from positions of new ways` creation of studying new words.

Our university also keeps pace with the times, and in all training sessions, regardless of the subject being studied, a whole mass of technical devices, including mobile ones, are involved. In addition to the fact that our classrooms are equipped with projectors and multimedia boards, laptops are available for general use of students during classes, and we can use smartphones and tablets. Especially active mobile technologies are used during classes in foreign languages: our mobile devices always contain dozens of electronic dictionaries, textbooks and training applications. In addition, if necessary, we can use voice translation function and listen how correctly to pronounce any unfamiliar word.

Expanding possibilities of communicative interaction is determined by the fact that mobile devices allow a person to communicate in real time in various social networks. This communication does not replace, but complements and it expands the space of communication interaction of each person. Communication in social networks in the last decade has evolved from a peripheral mode into a basic genre of Internet communication. Social networks not only support social ties, but also serve as a means of disseminating relevant information and news. Evolution of social networks as a priority method of electronic communication is aimed at simulating direct friendly communication in real time, which for various reasons does not always happen in native language for the communicants. Moreover, this network communication takes place in English, because, the English-speaking sector dominates the network. Moreover, English gets into Internet communication in other languages [8].

Network platforms for communication and social networks are developed primarily in English versions for national languages often use the same software: Facebook, LinkedIn, Twitter, Instagram, Google+, etc. One way or another, using English in network communication, both in professional, business, and entertainment and informal communication, becomes Internet communication`s norm.

Another aspect of language learning expansion using mobile devices is determined by the possibilities of "combining" resources of the information environment and objects of a real world, building a unified learning environment learning language. This is possible thanks to technology of graphical encoding information (matrix QR-codes), as well as the technology of augmented reality.

The matrix code developed by DensoWave has the ability to store text, URL links, numerical information, geographic coordinates etc. as a graphic image. QR code is a matrix code (two-dimensional barcode) developed by Denso Wave. The abbreviation QR (quickresponse) means "fast response", because the matrix codes are easily read by scanning devices, which can be cellular phones with a camera, smart phones, tablet computers equipped with the appropriate software [6].

There are exist special applications or sites-generators for creation of QR codes. The principle of operation of such applications and services is simple - you need to enter data for encoding and get an image of the QR code. Returning to the main issue of our research, we say that such a property of QR-codes allows us to apply this technology in English learning.

The idea of English learning uses graphic codes can be based on techniques of augmented reality. These technologies, unlike matrix coding, do not require preparation of special graphic images, but they allow using conventional images as "shortcuts". For example, it is possible to create a tutorial on English, illustrations of which serve as augmented reality`s markers.

Organization of English learning uses mobile devices not only continues teaching languages traditions using technical devices, but also extends them by fundamentally new capabilities of mobile platforms. The proposed approach expands learning environment of a foreign language, taking it beyond the limits of a computer application and even a computer network. Our experience in the using of proposed technologies has shown their feasibility and effectiveness in the currently realizable educational practice. At the same time, English language learning is included not only in lessons` system, but also in the form of independent and playful activity, which is very important for successful development of a foreign language.

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