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## FOREIGN LANGUAGE MOBILE LEARNING DESIGN

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### **Abstract**

The formation of artificial virtual environments and their implementation in the educational environment of human activity is a current trend. Various textbooks, reference books, and dictionaries are created with virtual objects and interactive applications included in their content. The expanding capabilities and diversity of mobile devices support increasingly large-scale and interesting learning projects. Mobile technologies provide new opportunities for curriculum development that differ from those provided by other e-learning technologies. They serve to support such a learning model, where the priorities are: free access to learning technologies, inclusiveness, and enhancing the students' activity. In mobile learning, the central role is given to students with their individual technology preferences, while mobile learning is synonymous with unpredictability and constant change. Mobile-digital communication environments have huge number of tools and software to influence various cognitive and psychological aspects of students' motivation to learn a foreign language. When using these environments, the learner's perceptual skills improve, since interaction with mobile devices with a learning purpose is most often initiated by the learner himself, at a convenient time and place for them.

**Keywords:** foreign language, mobile learning, didactic potential, mobile technologies, design principles, e-learning, digital education.

### **Introduction**

The use of mobile technologies is an integral and obvious reality of current time, however, the educational value of their application remains insufficiently studied. The relevance of this study is justified by the fact that scientific and pedagogical research does not yet sufficiently cover the

issues related to the specifics of foreign language learning through the use of mobile technologies as one of the ways to immerse students in a foreign language environment and a source of authentic information necessary for the implementation of successful foreign language activities in various situations

of educational and/or professional communication.

The purpose of this article is to characterize the design features of mobile foreign language learning.

The author's scientific contribution to methodological science consists in substantiating the need to integrate mobile technologies into the educational process in order to immerse students in a foreign language environment through independent search for educational/professionally significant Internet resources and the conscious use of interactive Internet services; the principles of mobile foreign language learning design are revealed.

Mobile technologies support digital learning and interaction of students in a variety of formats, changing the established idea that the learning model should be deliberate and systematic, pre-planned and presented by regulatory, and legal documents [7, p.75]. The explanation of this contradiction lies in the specifics of mobile learning technologies, in their "spontaneity" and informality, since it is difficult to foresee in advance all the nuances of mobile learning implementation, to structure its principles, to "embed" them in the format of the education system. However, mobile technologies have capabilities that are consistent with the principles of formal (traditional) learning. Thus, mobile devices are private, personal, and therefore suitable for reflection and self-evaluation.: these can be elements of an electronic portfolio that only the teacher will have access to. In this case, the official form of presentation of the student's activity product (electronic portfolio) is used,

but it is assumed that it can be accessed at any time on a mobile device, which may change the nature of how the student prefers to store information and share it with other users [2, p.208].

The potential of mobile technologies for foreign languages learning allows us to implement the following types of training (approaches to learning): personality-oriented, situational, authentic.

*Personal-oriented learning.* This training provides a variety, differentiation and individualization of ways to develop, implement and support learning activities. Mobile-based learning is significantly different from the person-centered e-learning designed for networked desktops. Mobile technologies allow you to recognize the context, keep records and history of the achievements of each individual student, and provide individualization of training. Some prototypes of this learning model in pedagogy already exist, they are based on learning monitoring and actions of the student (time frame, schedule, learning trajectories, network communities of an educational nature, educational progress and educational needs) [13, p.29-31].

*Situational training.* Situational training (the case-study method) is understood as learning that is carried out in the course of activity in the relevant significant contexts and is a description of a specific real situation for educational purposes [8, p.34-35]. The boundaries of the case method can be extended by locations corresponding to the subject studied in a foreign language, such as: professionally-oriented foreign language learning in an open field (agricultural profile), in a

hospital ward (medical profile) or in a workshop (industrial and technical profile) [11, p.59]. The advantages of mobile foreign language learning are: instant access to the necessary educational material, situational support for students, planning methods for collecting material and distributing it among students (both directly in the classroom and outside it).

*Authentic training.* This training provides for the inclusion in its content of real problems and projects that are relevant and interesting to students. It should be based on genuine professional-oriented tasks, students should be engaged in research and experiential work, have opportunities for social discourse and access to a large number of resources. Mobile learning meets all the needs of authentic learning, allowing you to develop learning tasks in accordance with the learning content [3, p.136].

The specifics of mobile technologies imply spontaneity and independence from formal education, but in mobile foreign language learning, these characteristics are often used as a description of learning forms, where the technology adheres to a certain framework of activities that was developed in advance by the teacher taking into account the needs of students' specific group. For example, Corlett and Sharples (2004) describe the use of tablet personal computers with software designed to support informal cooperation between students of a technical university [5, p.225].

The great didactic potential of mobile learning becomes more and more obvious as technological and pedagogical experience accumulates. Mobile technologies are easy to use

from the point of view of an accessible software interface, but, at the same time, it is difficult from the point of view of versatility and a set of intellectual characteristics [6, p.97].

These technologies can also provide foreign language learning to a wider social segment of the population. In particular, the widespread recognition and ownership of modern mobile phones by students allows teachers to expand the boundaries of the educational process for representatives of groups that are underrepresented in official educational institutions, since mobile devices are perceived by these groups (for example, those who study remotely, or who have limited access to desktop computers) as a more motivating and convenient way to learn.

Students studying a foreign language in higher education institutions are dependent on a number of factors, such as time, money, and resources. Training developed on the basis of mobile technologies can allow these students to use a small amount of time and space for learning, work with other students on projects and discussions, and maximize contact and support from lecturers [9, p.284].

Finally, mobile technologies provide unique opportunities for designing the learning of students who may find it difficult to realize their potential using other e-learning technologies. For example, students with dyslexia can benefit from self-organization of training, convenient access to reference materials, having the ability to audio playback of printed text (for example, using a phone camera) and interaction using voice commands.

Let's consider the model of mobile learning of foreign languages. In our opinion, there are three key areas for its consideration, namely: *content (training content)*, *types of activities and types of communication*. Mobile learning differs significantly from computer-based e-learning in this respect.

*Content of mobile foreign language learning*. In terms of the ability to master the material and interact with educational content, including academic texts and interactive media, the use of small devices may initially seem unpromising compared to desktop computers. However, this is a misconception. Not only technologies continue to improve, but also their user perception and purpose. Not only the content of mobile learning itself is significant, but also the way of mental activity in the process of this training. The advantages of using mobile learning technologies in foreign language education are as follows:

*-Learner-generated content*: If learners are expected to create the content of the training program as part of their learning process, this can be implemented in various locations, and mobile devices can facilitate this task. It takes into account the principles of individuality and conformity to the content of training, as well as saving space and time.

*-Personality-oriented content*: students can receive information, collect it, share and transfer useful resources from one area of scientific knowledge to another.

*-Updated content*: Mobile device software is easily updated, even when

students rarely have access to a desktop computer.

*-Timed or scheduled content*: students can frequently access the training content (material), re-use or periodically use the mobile device without causing any inconvenience to others.

*-Prioritized content*: Some content may be available on mobile devices in a way that gives some priority to learning a particular material in the first place over other content; this can serve as a useful deliberate learning strategy.

*-Audio content*: If you need an audition class, then transmitting audio files via a personal mobile device can be an attractive and convenient addition to your training.

*-Flexible content*: students can evaluate the possibility of mobile access to educational materials and resources as an alternative to a desktop computer and paper media.

*Types of activities*. The next area of study of foreign language mobile education that should be considered is the development of educational activities, types of educational activities. According to L. Naismith (2004), mobile technologies can solve specific tasks of teaching a foreign language, among them should be noted: activities related to data collection, testing, organization of the learning process, reflection and acquisition of skills. There are always opportunities to develop learning activities that combine the use of mobile devices with other learning resources; for example, these may be tasks for students to write comments in a foreign language that they access on a personal device, and it serves as a means of orientation in a

number of educational materials for other educational purposes. Mobile devices can also be used as a means to facilitate remote access, participation in online activities (online discussions in a foreign language in Internet forums), which can be continued or completed on a desktop computer [10, p. 9].

Mobile technologies are well suited for foreign language learning, having an informal, spontaneous nature, easily adaptable to the learning environment, but there is also a downside to using this learning technology – the difficulty of coordinating informal and formal learning, since they are very different in their specifics and intentions. In addition, these characteristics of mobile learning are indirectly compared with conventional e-learning, considering mobile learning as e-learning, but only on mobile media. This characteristic was previously crucial for mobile learning. Today, mobile language learning is becoming the learning that characterizes a mobile society, and the priorities of the educational system may change accordingly. Learning through mobile devices revives and expands the traditional curriculum [4, p. 15].

*Types of communication.* This is a significant and problematic aspect of mobile learning design, because of the difficulties in predicting the possible scale, reach of learners, and costs of connecting to the Internet. Communication in mobile learning is at the intersection of the using mobile devices possibilities in general (entertainment, personal and social goals, which are determined by the students themselves) and the educational goal, which is determined

by the relevant educational documents and programs.

Let's summarize *the didactic potential of mobile devices in foreign language learning*:

- \* spontaneous communication and collaboration in the language being studied, for example, one-to-one or one-to-many modes in the format of text messages; sending a message to a forum or blog during a class-trip; microblogging (for example, Twitter);

- \* transfer stored information and images from device to device (for example, via Bluetooth); this function is universal for studying any subject areas;

- \* mobile audio recording, audio recording, photos and video clips that are used in the message (an integral part of mobile foreign language teaching) [12, p. 153].

*Design principles.* Significantly, mobile learning models differ from existing e-learning practices. To create the conditions for mobile learning, first of all, it is necessary to clearly understand the unique characteristics and properties of mobile devices. The basis for this is the personality-oriented, situational, authentic and informal orientation of mobile technologies. The content, activities and communication should be consistent with the proposed characteristics. In addition, we must recognize the degree of popularity of these learning tools, that is, the non-institutional familiarity of students with mobile devices, with the ability not only to be a user, but also an active generator and distributor of educational information, images, ideas and opinions in the language being studied. This leads to the widespread

introduction of user-oriented mobile technologies into the practice of foreign language teaching [1, p. 34].

Based on the above mentioned, we can propose the following principles for mobile learning designing:

1. At the beginning of training, the diversity of target groups, their right to choose a mobility model, as well as a model of social interaction should be taken into account.

2. Training is designed "on the terms" of students, with their devices, on their training territory.

3. It is important to strive to develop a simplified version of mobile learning, involve students in the design process, and provide feedback.

4. It is necessary to constantly search for additional advantages of using mobile learning technologies, for example, the possibility of indirect, authentic, contextual types of learning.

5. Mobile learning should be designed in such a way that students have more access to it than using a desktop computer.

6. You should be prepared for possible discrepancies in the understanding of the rules developed by the teacher for the use of mobile technologies on the part of students, since they interact outside the classroom.

7. External factors that affect the success of mobile learning should be taken into account.

Examples of the use of mobile foreign language learning can be the following: classes in a foreign language with the possibility of practical use of

mobile tablets in the classroom, with the ability to access the Internet. Classes can be based on the use of Web Quest technology. At various stages, such as explaining new material, consolidating the acquired knowledge and skills, checking and controlling those already acquired; as well as using a mobile educational terminology dictionary during foreign language classes, the peculiarity of which is cyclical. This means that with the completion of the material studied, students can always resume their work and fill up the dictionary with new terms and their meanings, thereby increasing the level of foreign language competence, thanks to universal access to mobile technologies.

Mobile learning today is synonymous with unpredictability and constant changes in the educational environment. As mobile devices become widespread and popular, and access to free web services, social networks, and shared resources becomes a priority in shaping learning practices, the adoption of mobile learning technologies in various subject areas, in particular in foreign language learning, is growing in popularity.

The design principles we propose assume the central role of learners with their personal technologies and preferences, along with the unique nature and added value of mobile learning technologies, as well as the idea that mobile learning is synonymous with the unpredictability and constant changes that foreign language teaching methods undergo.

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## **ПРОЕКТИРОВАНИЕ МОБИЛЬНОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ**

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### **Аннотация**

В статье рассматривается специфика проектирования мобильного обучения иностранному языку. Эти технологии предоставляют новые возможности для разработки учебных программ, отличные от тех, которые предоставляются другими технологиями электронного обучения. Они служат для поддержки модели обучения, где приоритетами являются: прямой доступ к технологиям обучения, включение и активизация студентов; хотя, как и другие современные технологии, они также обеспечивают условия для исключения студентов на этапах планирования и проектирования обучения. Мобильные средства обучения способны удовлетворить потребности студентов в цифровом образовании и взаимодействии в различных формах, в условиях нынешнего перехода образования на дистанционный формат становится актуальным поиск дидактической поддержки, отвечающей требованиям действующего образовательного стандарта.

**Ключевые слова:** иностранный язык, мобильное обучение, дидактический потенциал, мобильные технологии, принципы дизайна, электронное обучение, цифровое образование.

### **ШЕТЕЛДІК ТІЛДЕРДІ ҰЯЛЫ ОҚЫТУ ЖОБАЛАУ**

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### **Түйін**

Мақалада шет тілін мобильді оқытудың дизайн ерекшеліктері қарастырылған. Бұл технологиялар оқу бағдарламаларын құрудың басқа электрондық оқыту технологияларынан өзгеше жаңа мүмкіндіктерін ұсынады. Олар оқыту моделін қолдауға қызмет етеді, оның басым бағыттары: оқыту технологияларына тікелей қол жеткізу, студенттердің белсенділігі мен белсенділігі; дегенмен, олар басқа да заманауи технологиялар сияқты, оқуды жоспарлау мен жобалау кезеңдерінде оқушыларды оқшаулауға жағдай жасайды. Оқудың мобильді құралдары оқушылардың сандық білім берудегі қажеттіліктерін және өзара әрекеттесуін әр түрлі формада қанағаттандыра алады; қазіргі кезде қашықтықтан оқытуға көшу кезінде қазіргі білім беру стандартының талаптарына сәйкес келетін дидактикалық қолдауды іздеу өзекті болады.

**Кілт сөздер:** шет тілі, мобильді оқыту, дидактикалық әлеует, мобильді технологиялар, жобалау принциптері, электронды оқыту, цифрлық білім беру.