ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РЕСПУБЛИКИ КАЗАХСТАН
MINISTRY OF EDUCATION AND SCIENCE
OF THE REPUBLIC OF KAZAKHSTAN

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ
ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ
УНИВЕРСИТЕТ ИМ. Л.Н. ГУМИЛЕВА
GUMILYOV EURASIAN
NATIONAL UNIVERSITY

ЖАС ҒАЛЫМДАР КЕҢЕСІ

Студенттер мен жас ғалымдардың «Ғылым және білім - 2015» атты X Халықаралық ғылыми конференциясының БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ X Международной научной конференции студентов и молодых ученых «Наука и образование - 2015»

PROCEEDINGS of the X International Scientific Conference for students and young scholars «Science and education - 2015»

УДК 001:37.0
ББК72+74.04
Ғ 96

Ғ96
«Ғылым және білім – 2015» атты студенттер мен жас ғалымдардың X Халық. ғыл. конф. = X Межд. науч. конф. студентов и молодых ученых «Наука и образование - 2015» = The X International Scientific Conference for students and young scholars «Science and education - 2015». – Астана: http://www.enu.kz/ru/nauka/nauka-i-obrazovanie-2015/, 2015. – 7419 стр. қазақша, орысша, ағылшынша.

ISBN 978-9965-31-695-1

Жинаққа студенттердің, магистранттардың, докоранттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

УДК 001:37.0
ББК 72+74.04

ISBN 978-9965-31-695-1

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УДК: [801.110:811.511.102]:398.92

USING MOBILE LEARNING RESOURCES IN FOREIGN LANGUAGE INSTRUCTION

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The widespread ownership of mobile devices such as cellphones, personal media players, personal digital assistants (PDAs), smartphones and wireless laptops means that 'mobile learning' is no longer in the preserve of technical experts and researchers with specialist knowledge. Teachers and learners have begun to integrate mobile technologies into everyday practices and there is evidence of efforts to invent exciting new scenarios of use. Language learning is one of the disciplines that looks set to benefit from these developments. Learners can make good use of the facilities to record and to listen to audio at any time, supported by the rising availability of podcasts and the 'always on' characteristics of portable devices which encourage spontaneous interactions. Mobile learning promises to deliver closer integration of language learning with everyday communication needs and cultural experiences.

Mobile learning is defined as any service or facility that contributes to acquisition of knowledge regardless of time and location (Lehner & Nosekabel, 2002). According to Vavoula and Sharples (2002) learning can be considered mobile in three different contexts: learning is mobile in regard to space, it is mobile due to the different places, and it is mobile in terms of time. Hence, mobile learning system can deliver education to learners anytime and anywhere they need it. M-learning is limitless in terms of the content and geographical extent, so, this offers dispersed virtual classrooms accessible any time (Jalalyazdi, et al., 2009). Another variety of M-learning which is applied exclusively for language learning is called Mobile assisted language learning (MALL). Although, this is an illustration of technology- based language learning, it is different than computer assisted language learning (CALL) because it focuses on the "continuity or spontaneity of access and interaction across different contexts of use (Kukulska-Hulme, 2009, p. 162).

The novel model of mobile learning creates various learning environment since students can download applications synchronously or asynchronously. They can also access notifications, weekly activities, feedbacks, assignments, their courses, online libraries, grading reports and these have increased their interest in studies (Kristoffersen & Ljungberg, 1998). Individual learners who are engaged in this type of learning can personalize their learning environments by deciding where and when to learn. Furthermore, to develop mobile learning activities, instructional designers should pay special attention in creating and managing the knowledge database such as the vocabulary databases, reading materials, and learning materials including audio or video files. In the meantime, accessibility and technical connection problems are the most important considerations (Park, 2011). Chang (2010) claimed that mobile learning is an audio-based learning project that allows learners to participate in an asynchronous learning discussion on mobile devices instead of the text-based discussion. In other words, learners can download audio files recorded by their peers

and listen to these recordings while on the move. Since multimedia message services (MMS), an evolutionary form of short message services (SMS), can send not only text but also graphics, video, and audio clips. This project utilized audio-based input to post discussion articles in an audio file format. Park (2011) outlined several disadvantages of audio-based learning in M-learning. They include:

• The lack of ability to search through a message;
• The availability of background noise;
• Difficulty in reviewing the recorded audio files.

However, he also presented the advantages such as:

• The flexibility of learning and
• Hands-free operation.[1]

We are still in the early days of the application of mobile technologies to language learning. Perhaps unsurprisingly, a number of early examples feature rather conventional approaches, reflected in activities that take some advantage of portability but do not yet appear to be exploiting the full range of potential. It seems that there is always a hunger for the comfortably familiar basics: typically, vocabulary and grammar, in the form of structured modules and exercises. Mobile devices are well suited to support these kinds of activity, whose value should not be dismissed, but mobile learning has far more to offer. Predictably, innovators and early adopters with high levels of technical competence are dominating what is still an emerging field but this can and will change quite rapidly. It is argued that to take full advantage of mobile learning, we need to focus on developing a new mindset for mobile language learning, a difficult but creative process that seeks to understand the essentials of mobile interactions in relation to the future of language learning.

'Mobile learning' is a useful umbrella term but it also obscures the various strands within the field and the diversity of projects and initiatives, not all of which have a focus on mobility. Mobile devices may be used for learning at home, in a classroom, in a social space, on field trips, in museums and art galleries, in work contexts or as part of everyday learning. Schools have demonstrated that mobile devices can be a very worthwhile tool to enhance and enrich the teaching and learning of many subjects. Imaginative projects have been documented in further and higher education and in community learning. The main ways in which mobile devices are typically used at the moment are to support communication, for content delivery and creation, to encourage personal engagement, and in contextual learning.

Communication. One of the key advantages of mobile technology with regard to learning-related communication is considered to be the way in which it helps overturn traditional concepts of how learning spaces should be organized. Communication with mobile devices can take place in more flexible arrangements than has been the case in traditional computer labs and formal classrooms. Basic handheld computer functionality is not yet quite good enough to support the richness of discussion and interaction amongst students that a fully student-centered conception of teaching would envisage. Nevertheless mobile collaborative learning is becoming more common, including where learners are working in groups and are able to communicate verbally while performing a task that is introduced or coordinated through their mobile devices.

Another advantage is the way in which mobile devices support spontaneous communication on the move, either one-to-one or among members of a group. Mobile technologies can be used as a way to facilitate remote participation in online activities that will be continued or completed at a desktop PC, for example connecting with others in online spaces such as blogs and wikis. The online space can become a focus point for a community of users, some of whom are accessing it largely by means of a mobile device.

Content delivery and creation. The main claim here is that up-to-date content may be delivered more rapidly to learners, just when needed. Measured delivery, when learning material needs to be accessed little by little over a period of time, is also facilitated by mobile devices, as is the creation of material by learners themselves. Portfolios can be developed on mobile devices and physically owned and carried around by learners. They can receive, assemble and carry around personally useful resources, and if the content is aural, a personal listening device is often the best

way to access it. As the Web continues to move rapidly from being a source of information towards supporting a vast range of user activity, there is a need to keep developing our understanding of what is meant by content. Online activities such as social networking, publishing and bookmarking, spontaneous virtual chats and meetings, access to content feeds and the sharing of digital resources, are leading to new behaviors that may change learning experiences in significant ways. An example of this is the proliferation of 'alternative', informal content generated by groups of learners and alternative sources of support, other than those provided by the institution where learners are formally registered to study (e.g. *http://www.boredofstudies.org/*). It seems likely that these activities will continue to expand with mobile access and interaction.

Contextual learning. Mobile devices have a very special role in achieving a closer relationship between a physical location, the information it offers and the learning that is enabled by the availability of the device. In this respect, a number of projects are making good use of GPS (global positioning system) technology. Birmingham University researchers (Naismith et al., 2005) have trialed a system in Birmingham's Botanic Garden to support visitors with location-based information on a PDA, reflecting their interests and needs. Visitors were presented automatically with audio content upon entering different parts of the garden; they could then view additional multimedia content for that particular location, or capture their own observations about their surroundings. The Manolo project (2006) has amassed a good deal of experience in mobile fieldwork in subjects like archaeology, biodiversity and vegetation science. The archaeology students have used PDAs with GPS in field surveys; this has allowed them to collect field data in electronic form and to be more involved in processing and interpreting the data than was previously possible.[2]

There are currently several types of mobile learning devices that are in use. The following section elaborates them in more details.

Personal Digital assistants (PDAs) are pocket-sized computers that are expandable with some hardware components like keyboards and wireless networks and can be equipped with software programs such as word processors, flash-cards, databases, and bilingual dictionaries (Houser, et al., 2002). Chinnery (2006) asserted that one of the primary roles of PDAs has been as a translator in a language-learning classroom. Other than that, software programs such as 'MobiLearn' have managed to convert PDAs into 'talking phrasebooks'. In this regard, Myers (2000) evaluated the achievements of Chinese learners of English using PDA translators. She discovered that the learners practiced saying new words by typing into the machine repeatedly. In order to recognize the word stems, they typed the full words into the machine. Gradually, they looked up for phrases and words in English and quickly their English spelling improved significantly. In addition, various projects have been implemented for using PDAs in language learning environments. For instance, Thornton and Houser (2003) developed an English idiom web site exclusively for mobile technologies that could offer definitions, illustrative animations and videos as well as multiple-choice questions. In their study, they found that students were successful in downloading and using this web site via PDA and mobile phones.

Another form of mobile devices is the IPod which was produced by Apple Company. It is a portable media player of digital audio files or MP3s that enables users to listen to them with high quality sound. The new version of IPods does not only provide audio. Students can download language learning software easily and share texts and images or audio/video files with their peers and teachers.

Several applications of the IPod in language learning have been discussed. For example, Belanger (2005) quoted the findings of a study done in Duke University through which freshmen students used IPods to submit their audio assignments, oral quizzes, record audio journals and obtain oral feedback from their lecturer. The activities employed by the IPods application have enhanced not only the listening activities, but also grammar and vocabulary construction and publication of students' work. An advanced feature of IPod, which is called "PodText", provides more potential for language learning (Shinagawa & Schneider, 2007). IPods application enables the practice of English language skills, for instance, voice recording and speaking/ listening exercises.

Furthermore, listening to authentic materials such as songs and news in English is also possible via IPods. Not only that, writing skills can be enhanced when the instructor sends text messages and the students can read and answer those messages (Sarica & Cavus, 2009).

Short Message Service (SMS), voice-messaging, cameras, video-recording and even Internet access for cell phone users are practical for language learning. Chinnery (2006) believed that all of these features allow language teachers to offer access to authentic content, communicative language practice, as well as completion of tasks to the students.

A cell phone is the most popular and accessible mobile device in language learning as it is widely used by individuals regardless of their age and gender. Houser, et al. (2002) quoted the results of a study performed by Stanford Learning Lab on learning language via mobile phones. They provided some programs including translation of words and phrases, vocabulary practice, access to live talking tutors and quizzes. The findings of the study revealed that mobile phones were effective for quiz delivery carried out in small segments. It also concluded that quizzes and voice vocabulary lessons had great potential in the teaching and learning of language. Kiernan and Aizawa (2004) evaluated the effectiveness of course delivery on Japanese university students' achievement in EFL classes using mobile devices. The results of their study demonstrated that learning gained through task-based mobile learning including text messages, emails and speaking activities was satisfactorily achieved by the students. They found that second language acquisition is significantly enhanced through the application of cell phones as tools in EFL classrooms.[3]

This paper has highlighted the application of a variety of mobile devices in the educational delivery, particularly in the field of TESL. Mobile devices like other technologies, at first appeared peculiar for pedagogical use but slowly, they have become a part of our life. Great changes in utilizing PDA, IPod, Podcast, and cell phone for the teaching and learning of languages have proven the potential of mobile technologies. Furthermore, related literature has identified the adoption of this technology by language teachers. Portability and wide access to mobile phones have made it more popular in education. A computer is perhaps more excellent than a mobile phone "for handling various types of information such as visual, sound, and textual information, but mobile phone is superior to a computer in portability (Yamaguchi, 2005). Hence, the integration of mobile learning with English teaching and learning may offer vast innovations in the coming days. Even though the utilization of mobile learning in TESL is not common in many countries, such educational setting seems a fashionable path in language learning. Mobile learning applications in language learning has its advantages and its potential should not be overlooked, for, the future holds great possibilities for this type of technological device for pedagogical use.[1]

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ОӘК: [811.111:811.512.122]:398.91

МАҚАЛ-МӘТЕЛДЕРДІҢ БЕРІЛУ ЕРЕКШЕЛІКТЕРІ (ҚАЗАҚ, ТҮРКІ ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІ МАТЕРИАЛДАРЫ НЕГІЗІНДЕ)

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