

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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Студенттер мен жас ғалымдардың  
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XI Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ  
XI Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2016»**

PROCEEDINGS  
of the XI International Scientific Conference  
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2016 жыл 14 сәуір  
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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.

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## THE ROLE OF MOBILE PHONES IN TEACHING ENGLISH

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Our world today is obsessed with doing everything quickly, learning included. Self-study is obviously important in language learning. From my experience, as little as one hour a week of self-study can boost a student's progress immensely. Technology is transforming how we communicate, socialise, play, shop and conduct business. These profound changes place increasing pressure on the traditional models of language learning, such as teaching in a formal classroom setting. They also present us with amazing opportunities to re-design the way we teach and learn English. However, mobile devices allow us and our learners to interact seamlessly with each other, in both formal and informal learning contexts. For example, a teacher can encourage students to create a personal visual story about their daily routine. The student can take a series of snapshots of moments in their day — for example, their alarm clock, a toothbrush, a cup of coffee, their walk to work, etc. — and describe the actions to the teacher. For example, ‘I take a shower and get dressed...’ This will often highlight aspects of language that require teacher input.[7]

Normally teachers are good at organizing, managing and conducting activities. However they feel the heat at times. Apps can help to achieve better performance in organizing, managing, and monitoring classroom activities. A study “Living and Learning with mobile devices” by Grunwald Associates suggests that 28% of middle school and 51% of high school students carry a smartphone with them every day. “In my high school days I always had a difficult time managing all those lecture notes, assignment sheets and reading material. I would have loved to use Google Drive back then. Google Drive can even help teachers in sharing assignments, syllabuses, and reading materials through few taps and clicks” says the professor of research center LJK.[9]

A good bit of news for all the environmentalists and eco-friendly people out there; using apps for learning and teaching reduces paper usage and it is cost effective too. Count all those trees we can save by just assigning quizzes, assignments, reading materials, and books through Google Drive and Dropbox apps.

As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices? When we had our

pedagogical practice at school, I got my students started with small, realistic homework activities. I requested that my students spend just five or ten minutes a day on English. I introduced to the pupils of 7<sup>th</sup> grade some of the amazing apps available and encouraged them to learn in a mobile way. And it worked!

Phones with a camera provide a great way to ask learners to ‘notice’ grammar around them. You can encourage students to take photos of street signs, menus, advertisements or other examples of written English that they see around them. Learners can record themselves speaking English and share it with friends, who can offer feedback. This is a great opportunity to practise pronunciation. Mobile technology turns the question ‘What did you do last weekend?’ into a personal story, as learners can share with the group photos or videos of what they did, where they went, and how they felt. They can also share their social media activity, providing an opportunity to explore what their friends thought of the weekend. [9] I did some research. It takes a lot of time to find relevant, suitable apps. There is no moderation process in place, so even with paid apps, it is difficult to know whether or not they are suitable. We should not overwhelm our class with technology. Learners often fail to recognise the benefits of technology for language learning. So it helps to introduce apps and mobile learning activities one at a time. Then, as a group, you can reflect on whether they are useful. If you do not have enough time to use mobile devices in class, think how they could be used for informal learning outside the classroom. Your students will benefit from the results of this extra practice when they’re back in the formal classroom.[1]

*Why not encourage your students to be creative and use the technology at their literal fingertips to prepare homework activities?* I’ve chosen a few apps and looked at some of their educational possibilities:

WhatsApp opens in a new tab or window. It is a mobile messaging app which allows you to exchange messages. Users can create groups, send each other unlimited images, video and audio media messages.[4]

Ideas:

How about sending your students a short news article or podcast and asking them to send an audio response summarising it in their own words or giving their opinion? Students could send photos with captions to illustrate different tenses. Alternatively they could describe daily habits or routines, or create a set of instructions. Students could create a video or audio of themselves making a short business presentation or reviewing a movie/book or TV show.

Closed Facebook groups Opens in a new tab or window, can be a great way of communicating with your students. Students can share ideas, opinions and homework projects.

Ideas:

- Post quizzes and grammar tips.
- Get students to share book reviews.
- Brainstorm ideas about different topics.

Have a different theme each week and get students to share songs, pictures and quotations connected to the theme. Generally create a place for students to interact with you and with each other outside of the classroom.[3]

## **Recommended Reading: Top Augmented Reality Apps For Education**

### **1. Lingua.ly**

Lingua.ly is a language learning and vocabulary tool that tries to turn web content into language-learning opportunities. Lingua.ly uses a proprietary language-processing method that makes it able to recommend real texts to you, based on vocabulary tests and your interests. This means that you’re not limited to texts written specifically for learners and can read real text in whichever language you’re learning, particularly useful if you really want to improve your command of a language.[10]

### **2. LearnEnglish Grammar UK Edition | US Edition**

LearnEnglish Grammar, developed by the British Council, is an interactive app that’s designed to help improve your grammar, especially your grammar accuracy. Both the UK and US English editions offer four levels of questions, starting at the Beginner level and going all the way

up to Advanced level. Each difficulty covers 12 grammar topics, with 20 activities per topic. Both editions also have easy-to-access in-app help so that you'll never get stuck trying to solve any of the interactive tasks.[10]

### **3. Johnny Grammar's word Challenge**

Johnny Grammar's Word Challenge is a fun little quiz application that tests your spelling, grammar and vocabulary, by having you solve as many questions as possible within 60 seconds. There are three difficulty levels, easy, medium and hard, and 10 different question topics including Food & Restaurants, Small Talk and Hobbies. You can earn and share badges as you progress through the questions, and you can even compete with other users on a global leaderboard.

### **4. SpeakingPal English Tutor**

SpeakingPal English Tutor is a highly interactive app that helps you improve English by using your device's voice-recognition technology to simulate a voice call with a native English speaker. This will help improve your spoken English and pronunciation. To this end, SpeakingPal English Tutor provides more than 100 levels and a lot of different dialogs, sentences and vocabulary items.

### **5. MyWordBook 2**

MyWordBook 2 is an interactive vocabulary notebook app. With MyWordBook 2, you can learn important English words through interactive flashcards that contain pictures, sounds and sentences to help you remember these words. All words and word data are sourced from Cambridge University Press' learner dictionaries. MyWordBook 2 also has a number of extra activities, a quick word review feature as well as the ability to create your own flashcards.[4]

### **6. Fun Easy Learn English**

Fun Easy Learn English is a vocabulary app with more than 6,000 words in its database. You can improve your vocabulary through illustrations, recorded pronunciations and native translations, and the app also includes seven different games that should further help your efforts to learn English. The app also has a Spin Categories function that chooses a random topic, subtopic and game for you, to keep you on your toes. The app doesn't require an Internet connection.

### **7. Phrasalstein**

Unlike the other apps on this list, Phrasalstein is targeted at improving one specific element of your English grammar, namely phrasal verbs. These can be tricky, so it's quite a useful app for brushing up this aspect of your English grammar. The app is designed like a classic horror movie, and has 100 phrasal verbs that it will teach you through humorous animations. The app will provide meanings and example sentences, as well as translations in Spanish, German, Italian, Russian and French. [5]

We have all seen that children these days are very comfortable with electronic gadgets and equipments. Some of us may have already experienced a 14 year old teaching us how to score big on an iPhone game or how to operate a particular app on a smartphone. The need to use these gadgets and equipments in teaching is evident from such examples. It is an accepted fact that children learn quickly through games and sporting activities. iPhone and Android apps are the way to go these days. There are hundreds of apps to help teachers and students. [8]

For example, let's consider attendance. Teachers already have reading materials, class notes, handouts, books, and personal accessories. To top it all off, they have to take care of all the attendance sheets too. Attendance is an iPhone app which marks a student's attendance with a photo. So no more double entries and fake attendances. School management will also have an easy time pulling out attendance records for a particular student. iTunes U is another useful app from Apple for teachers to create and courses including essential components such as books, lectures, assignments and quizzes.

As devices become smaller, modes of interaction other than keyboard and stylus are a necessity. Nonetheless, there is also evidence that to a certain point, the size of the display will impact on the users' performance. In particular, small handheld devices like cell phones and PDAs serve many functions and contain sufficient processing power to handle a variety of tasks.

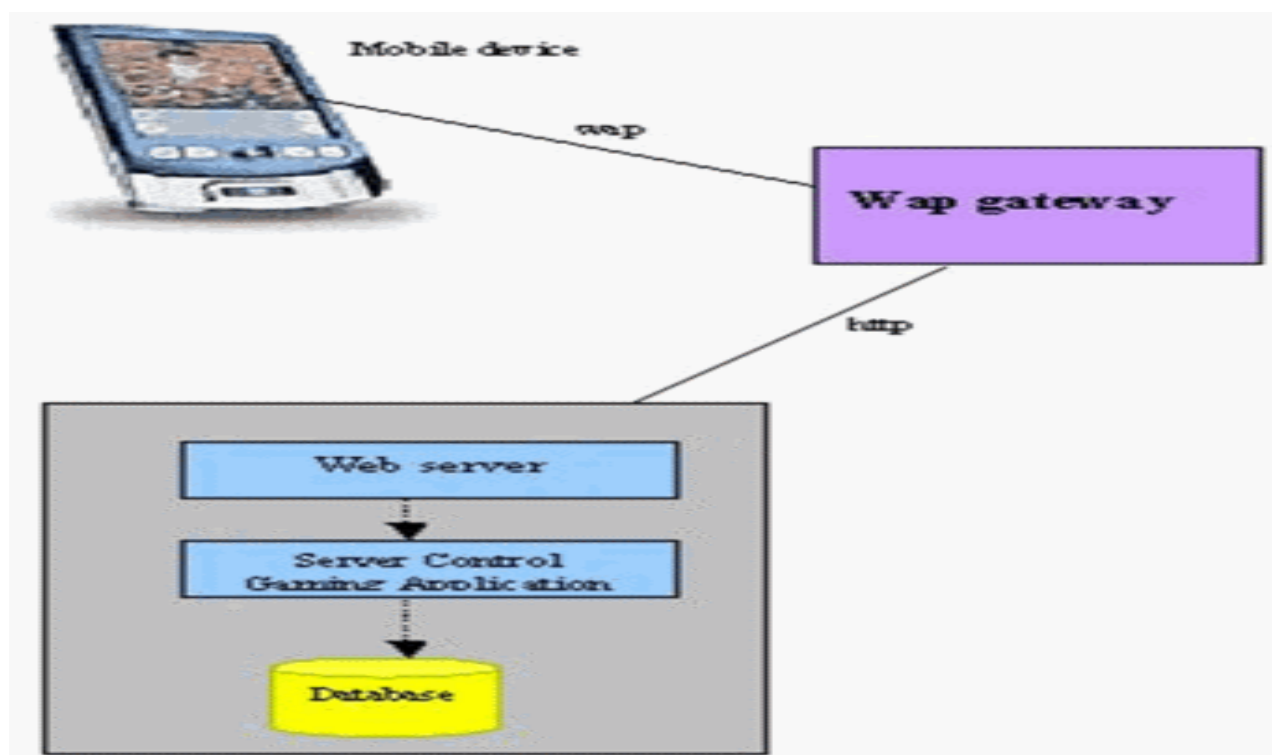
Figure 1. Multi modes: touch screen, text and voice interaction[12]





To evaluate the learning language capability of students using mobile phones initially a pilot project, with two games, is developed – Match Game, and Word Game. For developing mobile language learning games J2ME and NetBeans software environment are used. Figure 2 shows the general architecture to deal with language learning.

*Figure 2. Architecture for Mobile Language Class [12]*



The user interacts with the mobile phone to play interactive games for language learning. The server (web server) maintains the database for contents and exercises. Through web gateway user connects to web server for accessing contents and exercises. [11]

In this game the user will be shown synonyms and antonyms questions for vocabulary building one at a time and he has to type the answer in the provided text box. If he answers correctly, next question will be displayed. There are few sets of the questions stored in the database each set contains five questions. These sets are organized on level-basis. The complexity of the levels increases as the user keeps on answering. If the user is not able to answer any question, the game is over and he will be shown the solution. The screen shot for the game is shown in figure 3.

Figure 3. Screen shot of WORD game.[12]



### Match Game

The game consists of exercises on English Grammar. The first section includes a series of sentences, which do not follow correct sentence construction. With each word in a sentence a unique integer is attached. The user is required to arrange these integer values in a proper manner to match it with the correct sentence pattern. The second section includes sentences, which are grammatically incorrect. The user's job is to select the integer with incorrect word/phrase. The pop-up window appears as soon as the user clicks the mobile button corresponding to integer. This pop-up window contains various options out of which the user has to choose one for correctness. The screen shot for the game is shown in figure 4. [11]

At the end of the entire exercise, a feedback mechanism is generated.

Figure 4. Screen shot of Match game.[12]



### Case Study: Result and Discussion

Results of some of the items in the questionnaire are presented in this section. This result support the assumption that technology based teaching helps most the low skilled pupils. Some of the responses received rendered significant results, while some others did not. A sample of 7<sup>th</sup> grade's students participated in the case study. Each player was allowed to play both the games. The questions asked and the answers obtained are briefed below. Students were asked to express view on selection of learning modes, table 1, in various contexts.

The result of this question clearly indicates, Figure 5, 6, and 7, that the students selected different learning modes in different contexts. For example maximum number (%) favoured text while traveling by train or bus and at home. Voice interaction received maximum support by the users while walking and in the shopping mall as listening and speaking activity can go together with



walking and shopping in the malls. Touch interaction got maximum favour in cinema halls, airport and public places where speaking is practically prohibited.

These students upheld the view that the proper mechanism of feedback and interaction could not be generated through a mobile device. Moreover it also lacked that personal and informal; touch which is very much prevalent in face-to-face communication.

We have all seen that children these days are very comfortable with electronic gadgets and equipments. Some of us may have already experienced a 14 year old teaching us how to score big on an iPhone game or how to operate a particular app on a smartphone. The need to use these gadgets and equipments in teaching is evident from such examples.

In conclusion, language learning through games with the help of mobile applications generate interest and make the process simple, mobile learning techniques involves the principle of 'anytime anywhere', which makes it available to the user and when required. It is also observed that since students lacking language skills suffer from behavioural complexes such as shyness, hesitation and nervousness, they could easily overcome these complexes, as mobile language class did not involve participation of a teacher and other students. The research is undergoing to implement the various modalities such as touch and voice interactions to make the mobile language class more effective.

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