

FOREIGN LANGUAGE TEACHING WITH MOBILE LEARNING AND MOBILE APPLICATIONS

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ABSTRACT

Today, mobile learning is an essential foreign language learning tool containing unlimited and very different materials. A more important feature of mobile learning is that it attracts the attention and interest of young people, representing the most significant foreign language students. Let us take into account the objectives of language teaching. The understanding that it should be transferred with different methods and materials has become essential in today's world to increase the motivation and interest of students. For this purpose, this research focuses on mobile learning and language teaching with mobile applications. Instead of staying away from mobile applications that guide our lives more in developing and changing living conditions and are no longer irreversible, we should follow the developments in the technical and digital fields and think about how we can incorporate them into our educational life in the best and most efficient way. Mobile tools can be used effectively in the field of foreign language education as well as in other areas of education and training.

Keywords: Language, Learning, Mobile Learning, Mobile Applications, Foreign Language Teaching.

Introduction

Today, when information is produced very quickly, it becomes crucial to access and apply knowledge quickly to the learning process. Internet and mobile technologies can provide access to global communication; a relationship between mobile technologies and learning will inevitably arise (Sharples, Taylor and Vavoula, 2 Dec 2007). 21. the world of the century has been heavily exposed to technological developments and, as in many areas, has experienced a transformation in the field of education due to technological developments. These developments in the field of informatics have resulted in the frequent use of e-learning systems in traditional and distance learning environments. A study stated that the special education course taken with distance education had problems due to internet connection problems. From this point of view, it was concluded that distance education courses could have been more effective than face-to-face education (Kara, 2023).

The introduction of mobile tools in educational applications after computers have made it possible to design courses using real-world and digital-world resources. Decoupled and mobile learning (m-learning) applications have taken their place in today's educational understanding.

Mobile learning applications are completely need-oriented, and modern mobile learning applications are emerging by signing many innovations today. These applications will shed light on the subsequent times and enable education to be carried further. In particular, it is a requirement of the technological age that new-generation students can easily access almost any application.

Mobile Learning

Many definitions have been made about what mobile learning is, and the technology-centred ones of these definitions have lost their validity quickly due to the rapid development of mobile technologies. However, some definitions often used in field writing are as follows. Harris (2001), the intersection of m-learning with mobile computing and e-learning to produce a learning experience anytime, anywhere; Traxler (2005), all kinds of learning initiatives where the only or dominant technology is portable mobile devices; Trifonova (2003) defines it as all kinds of learning and teaching activities that take place through mobile tools or mobile environments.

The emergence of a new generation of mobile tools, especially the users' rapid adoption and use of Android and iOS-based smartphones and tablet computers, has led to the emergence and widespread use of m-learning (Kara, 2023). Mobile vehicles are portable; they enable social interaction; they offer the opportunity to collect real-time data according to the location, time and environment; it creates many educational opportunities in terms of being able to connect with other mobile vehicles or networks and enabling them to be individualized (Klopfer et al., 2002). E-Learning is the union of technology and education (Siemens, 2002). On the other hand, mobile learning appears as an extension of e-learning, which is constantly developing in parallel with technology (Kinshuk, 2003); it allows the learning action to eliminate a particular place and time limitation. It is stated that the explanation of the mobile learning expression is actually "mobile e-learning" (Mehdipour & Zerehkafi, 2013).

1. Method

This research will mention the importance of mobile learning and mobile applications in language teaching. Thus, it will be tried to show that such applications will create an essential richness while providing Turkish language education. In particular, the studies conducted on mobile applications, the lack of which we feel with excess during the COVID-19 process, were examined, and document analysis, one of the qualitative research methods, was used.

1. Mobile Tools and Language Teaching

Mobile vehicles, especially after the early 2000s, have adopted a hybrid structure, adapted to new technologies very quickly and have become vehicles that can accommodate many features within their structure. For example, the new generation of smartphones and tablet computers have become tools simultaneously accommodating many features such as a computer, phone, media player, camera, video recorder, and voice recorder. Another essential development experienced is that mobile vehicles with a natural user interface have new forms of communication such as touch, movement, sound, and image and can be easily transported anywhere Decently. In addition, mobile vehicles are getting smaller every day in October and enrich the user experience by using advanced sensors while increasing the level of interaction.

The technical features of mobile communication tools and new forms of communication, as well as the ability to use interactive structures, provide cloud computing support, enable the use of augmented reality applications, connect to social networks, use location information, recognize other digital tools and exchange data, such as the ability to have features such as mobile tools have emerged as an indispensable part of our daily life.

The opportunities provided by mobile tools have attracted the attention of educators and the academic world, and mobile learning systems have taken their place in our lives as an extension of e-learning systems. The hype cycle is a study that shows the acceptance and maturation of technology and graphically shows how technology will find life in the future. Gartner organization determines new technologies that will guide the future with studies on human-machine interaction. The hype cycle, created by Gartner, is a study accepted by academic and social circles and shapes the future (Gartner, 2011; 2012; 2013).

1. Transition to Mobile Learning in Language Teaching

Mobile learning has advantages in terms of technological prevalence, compliance with the nomadic society structure and the ability to meet the needs of new generations, as well as the following features in the learning-teaching process. These:

- Enabling uninterrupted learning in formal, informal and non-formal learning environments,
- Providing independent learning anytime, anywhere, time and place,
- Increasing the equality of opportunity in education,
- Providing instant evaluation and feedback,
- Facilitating individualized learning,
- Using time effectively and efficiently inside and outside the classroom,
- Ability to use it within the scope of learning, communication and support services,
- Supporting situational learning,
- Evaluation of dead time (journey, waiting in line, etc.)
- Easy use of mobile vehicles,
- Instantaneous in the process of communication and sharing,
- No need for technological infrastructure to be able to run mobile vehicles to work,
- To be able to meet the needs of individuals who need special education,
- Ability to present multimedia elements to users,
- Enabling collaborative learning

1. Mobile Learning Projects and Fatih Project

There are many studies conducted using mobile technologies. Some of these studies are ESF Mobile Learning Project, UNITE, Cutting IT, Healthy for Life, Foyer Lifeskills, Merrill Lynch GoLearn, M-Learning, The mobile Digital Narrative, BLOOM, MOBILearn, The MoLE, MoLeNET and FATIH Project conducted in our country.

The common feature of these projects is to enrich the learning process, carry the learning activity beyond the classrooms, and design the learning process according to the learner's needs. These studies revealed the importance of m-learning and paved the way for new pedagogy and applications on a theoretical basis for m-learning.

FATIH Project: The purpose of the FATIH Project is to create an information society, to make valuable technology in education, to ensure equality of opportunity in education and training, and to improve technology in schools. For this purpose, it is one of the most comprehensive and large projects using mobile technologies in the world, aiming to provide LCD panels, interactive blackboards and internet network infrastructure to 570,000 classrooms so that information technology tools can be used more in the learning-teaching process; to distribute tablet computers to about 16 million students and 700 thousand teachers.

1. **The Beginning and Present of Foreign Language Teaching through Distance Education in Turkey**

Current examples of the applications of teaching foreign languages by distance education initiated by the Ministry of National Education with foreign language teaching by radio and television school programs include the Ministry of National Education Open Education High School and Open Primary School, Anadolu University, Middle East Technical University, Phono and Limassol Naci Publications Dec.

It is a fact that foreign language teaching through distance education requires unique teaching methods. In cases where geographical and administrative factors make distance education preferable, providing intensive, interactive communication in the foreign language learning process is extremely important for success. The distance education method can be applied more intensively to give equal chances to schools without foreign language teachers and limited resources. In addition, the distance education method can also help teach languages that are not widely taught. For a more functional distance education application, Communication by phone, fax or e-mail on live broadcast, Constant presence of the teacher in the Distance Education Center, Use of multimedia (computer, voice recognition tools, audio cassettes, exercise books, etc.), the use of electronic mail, the use of 800 phone lines may be recommended.

The e-group, which will be created in line with the common interests of the student group, may also be an effective method of using language. The management's belief and support for the system are fundamental. Depending on the population density in Turkey, the large number of students also keeps distance education constantly on the agenda. However, the large number makes it difficult for the services to reach the desired level and quality. Nevertheless, in today's world, as long as a large audience is motivated to learn a foreign language, every service produced will achieve its purpose (İşman, 2011).

Conclusion, Discussion and Suggestions

Mobile tools are developing rapidly, and in parallel with this development, they are creating opportunities that combine learning environments and allow learning to continue outside the classroom. Nowadays, when everyone has mobile tools, mobile tools not only support learning but also allow learners to constantly communicate with each other through social networks and other communication methods, to establish connections between the virtual and real world constantly and to access information by joining networks (Decikli, 2023).

Mobile learning is a model realized by using the easy access to information feature of mobile devices (Jin et al., 2019). Nowadays, most distance education applications are also developing mobile applications to provide services to their users. With mobile applications, users can access information anytime without depending on time, place and space.

In a period when online education is so widespread, it is essential to realize online platforms immediately in an educational journey that cannot be interrupted and causes harm, such as language teaching, otherwise. Dec. Although online education has positive and negative aspects, these platforms need to be made much more functional thanks to discoveries and activities to be developed in the modern period. While using mobile learning tools, it is possible to learn about the experiences in different countries and apply them in Turkish teaching. In addition, it is vital to review the learning activities applied in the classroom environment in formal education according to online education, to revise these activities with additional additions or reductions and to ensure diversity in online education.

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