

Review on Use of Mobile Apps for Language Learning

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Abstract

There is a rapid increase in adoption of mobile technology for language learning and teaching. Mobile-assisted Language Learning (MALL) provides many avenues for any learner outside the constraints of time, place and time to learn. Mobile Learning, besides the convenience, offers instant, ongoing, and self-improvement in mobile language learning. Numerous apps are developed specifically for those who learn English as a second language. This paper reviews on the classification of mobile apps based on the primary, secondary and tertiary learners. Moreover, various user characteristics such as comprehending an implementation, analysis, evaluation of the mobile apps for language learning. There exists a few theoretical challenges, method, theory, and pedagogical factors that concern the current mobile apps. Since there are no developed to enhance the language skills of the learners, emphasis should be primarily made on the acquisition of language skills such as listening, speaking, reading and writing skills through mobile technology. Thus, the finding shows that learning skills are better acquired through apps than that of other language skills.

Keywords: Mobile learning, Mobile-assisted language learning, Motivation, and Language skill

INTRODUCTION

One of the most attractive technologies in mobile technology which considered as revolutionary approach in education. It gives users mobile devices such as mobile communication tools learning. The broad use of smartphones and different communication and Wi-Fi network has attracted the attention teaching method and learning process (Khalafallah, 2018). The current usage of mobile devices has led to the rise of mobile application in English Language Learning. Numerous apps are available for language learners to download through many sources for the internet. Existing researches are the current study that in the possibility and availability of mobile devices.

Moreover, it based on the classification of apps to help users to identify the type of apps and decide which one to use. There is a lack of research about which apps are good and useful for a particular learner. The research is divided into the primary, secondary and tertiary level. Apps are classified according to the prior assessment category of learners that includes children, teenager or primary level school students to the secondary level, college students and adults in tertiary level. The main objective of this study are:

To put the learners to examine the difficulty in choosing the mobile English Learning apps.

To identify apps based on the learner level.

To identify the effectiveness of existing L2/M2 apps through mobile technology.

THE CONCEPT OF MALL LEARNING

In the technological era, everyone has their own handheld mobile devices. Using these devices, with many users in common, they connect with people from anywhere in the world. Integration of time and place people and an exchange information with each other. The very term "mobile" stands for the "mobility" in the ability to move from one place to another. Mobile learning refers to the implementation of mobile devices in any form of media. The concept of mobile technology leads to the possibility and information available play a major role in the effectiveness of English language teaching and learning (El-Hassan & Elmaghrabi, 2018).

The main characteristics of MALL learning can be the absence of any barrier to any of the fields of the learner as well as open the place and time for language learning (Khalafallah, 2018). The research in the domain of mobile learning studies is limited for anyone to serve as a mobile concept because of the complexity of new mobile devices for the student.

Generally, mobile learning can be defined as utilizing of the personal, portable and wireless devices such as the

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Language Learning Strategies Around the World Rebecca L. Oxford, 1996 The Routledge Handbook of Language Learning and Technology Fiona Farr, Liam Murray, 2016-02-26 The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students teachers and teacher educators to know which technologies to employ and how best to take advantage of them The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change and opens the field of language learning by exploring the pedagogical importance of technological innovation The handbook is structured around six themes historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources Led by fundamental concepts theories and frameworks from language learning and teaching research rather than by specific technologies this handbook is the essential reference for all students teachers and researchers of Language Learning and TESOL Those working in the areas of Applied Linguistics Education and Media Studies will also find this a valuable book The ERIC Review , 1991 Provides information on programs research publications and services of ERIC as well as critical and current education information *Education Reimagined: The Impact of Advanced Technologies on Learning* Mohammad Khalil, Mohammed Saqr, Sonsoles López-Pernas, Isabel Hilliger, 2024-12-18 The last decade has seen significant progress in technology particularly in the fields of Artificial Intelligence and machine learning which have had a profound impact on numerous industries including education The integration of technology in education has fundamentally altered the landscape of learning where data becomes a crucial component to provide insights into for example how students learn when and where additional support is needed Employing educational data is proving to be a catalyst for innovation in education opening up new possibilities for students and educators alike The focus of this Research Topic is to explore the impact of recent technological innovations and advances such as AI AI powered Chatbots Learning Analytics Virtual and Augmented Reality and remote and virtual labs on different education systems both from the educational and the psychological perspective The scope is twofold on the one hand examining the use of these advanced technologies in learning and teaching activities and on the other hand teaching students about these technologies and understanding the impact of including them in new education policies and curricula including teaching of AI data science analytics and the ethical implications of data The Research Topic seeks to provide insightful and thought provoking perspectives on how technology is being utilized to enhance the learning experience for students of all ages Both in higher education and K12 education and their transition to higher education By gathering experts in psychology education and technology this Research Topic aims to present research findings and best practices and to stimulate discussions on the role of technology in shaping the future of education The ultimate objective is to inspire innovation and to improve the education of future generations through advanced technologies

Electronic Discourse in Language Learning and Language Teaching Lee B. Abraham, Lawrence Williams, 2009 New technologies are constantly transforming traditional notions of language use and literacy in online communication environments While previous research has provided a foundation for understanding the use of new technologies in instructed second language environments few studies have investigated new literacies and electronic discourse beyond the classroom setting This volume seeks to address this gap by providing corpus based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat discussion forums blogs and podcasts Several chapters also examine the assessment and integration of new literacies This volume will serve as a valuable resource for researchers teachers and students interested in exploring electronic discourse and new literacies in language learning and teaching

The Modern Language Review ,1922 **The Saturday Review of Politics, Literature, Science and Art** ,1926 *Museums as Sites of Transformative Foreign Language Learning Beyond the Classroom* Fabiana

Fazzi, 2025-01-23 This book takes a look at the affordances of engaging second foreign language students in educational projects that bridge the gap between the classroom and the museum Studies on language learning and teaching beyond the classroom have shown that students learn in different settings and through different types of activities and that their learning is influenced by the intersection of different dimensions Drawing on both language and museum learning and teaching research this book discusses the aspects that make the museum an ideal language learning setting and then outlines evidence based pedagogical guidelines to design effective learning experiences for language learners across the classroom and the museum It will be of interest to graduate students language teachers teacher trainers museum educators and researchers in fields including Educational Linguistics Anthropological Linguistics and Museum Studies Education

American Monthly Review of Reviews Albert Shaw, 1899 **Academy; a Weekly Review of Literature, Learning, Science and Art** ,1871 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 *Research in Education* ,1969 The Volta Review ,1920 American Journal of Education and College Review ,1871 Vol 25 is the report of the commissioner of education for 1880 v 29 report for 1877 **The School Review** ,1921 **A Review of the Literature on Second Language Learning** University of Calgary. Language Research Centre, John Archibald, Alberta. Curriculum

Branch, 2006-01-01 **The Elementary English Review** ,1929 **Educational Review** Nicholas Murray Butler, Frank Pierrepont Graves, William McAndrew, 1924 Vols 19 34 include Bibliography of education for 1899 1906 compiled by James I Wyer and others **Essential Competencies for English-medium University Teaching** Ruth Breeze, Carmen Sancho Guinda, 2016-10-06 As English gains prominence as the language of higher education across the world many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning With an innovative approach in both theme and scope this book addresses four major competencies that are

essential to ensure the effectiveness of English medium higher education creativity critical thinking autonomy and motivation It offers an integrated perspective both theoretical and practical which defines these competences from different angles within ELT and Applied Linguistics while also exploring their points of contact and applications to classroom routines This approach is intended to provide practical guidance and inspiration in the form of pedagogical proposals examples of teaching practice and cutting edge research by scholars and university teachers from all over the world To that end a leading specialist in the field introduces each of the four competencies explaining concepts accessibly and synthetically exposing false myths presenting an updated state of the art and opening windows for future studies These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts who reflect on their experience and or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction

The ERIC Review ,1998 Provides information on programs research publications and services of ERIC as well as critical and current education information

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Unveiling the Magic of Words: A Report on "**Language Learning Review**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Language Learning Review**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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