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THE ROLE OF MOBILE APPLICATIONS IN ENGLISH LANGUAGE LEARNING AND
TEACHING

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Abstract

One of the main aims of the thesis is to define the role of mobile applications in teaching and learning English among teachers and students. Technological developments undoubtedly have done greater improvements and changed the educational process and this thesis aims to find out how mobile applications are integrated in the learning and teaching process. Furthermore, the thesis aims to research the impact of mobile applications that are being used by teachers and students since the usage of smart phones and mobile applications is rising every day all over the world and this is clearly noticed in everyday life and activities among students.

In order to enable the investigation and derivation of the intended results of this thesis, a research was done with teachers and students of the private foreign language school "The Harvard School" in Podujeve, Kosovo. The teachers and students of this school were essential parts of the research who contributed through interviews, experiments, questionnaires and observations. The thesis focuses on the teachers' experience and opinions on teaching with mobile applications through interviews whereas students have undergone through three weeks of experiments, questionnaires and discussions and the results obtained showed that the impact and role of mobile applications on students is very important and positive in the development of language skills.

The results of this thesis clearly showed the role of mobile applications in teaching and learning English. The usage of modern devices, internet connections, projectors, smart phones, smart televisions and photocopies made the education system become easier thanks to these investments. Teachers feel more confident and creative when using mobile apps. The students are more motivated and more engaged in the classrooms when using mobile applications.

Key words: Technology, mobile applications, devices, learning, teaching.

Abstrakti

Një nga qëllimet kryesore të tezës është të përcaktojë rolin e aplikacioneve mobile në mësimdhënien dhe mësimin e gjuhës angleze midis mësuesve dhe studentëve. Zhvillimet teknologjike padyshim që kanë bërë përmirësime më të mëdha dhe kanë ndryshuar procesin arsimor dhe kjo tezë synon të zbulojë sesi aplikacionet mobile janë të integruara në procesin e të mësuarit dhe të mësimdhënies. Për më tepër, teza synon të hulumtojë ndikimin e aplikacioneve mobile që po përdoren nga mësuesit dhe studentët pasi përdorimi i telefonave inteligjentë dhe aplikacioneve mobile po rritet çdo ditë në të gjithë botën dhe kjo vërehet qartë në jetën e përditshme dhe aktivitetet midis studentëve.

Për të mundësuar hulumtimin dhe nxjerrjen e rezultateve të synuara të kësaj teze, është bërë një hulumtim me mësuesit dhe studentët e shkollës private të gjuhëve të huaja "The Harvard School" në Podujeve, Kosovë. Mësuesit dhe studentët e kësaj shkolle ishin pjesë thelbësore e kërkimit që kontribuan përmes intervistave, eksperimenteve, pyetësorëve dhe vëzhgimeve. Teza fokusohet në përvojën dhe mendimet e mësuesve për mësimdhënien me aplikacione mobile përmes intervistave ndërsa studentët kanë kaluar tre javë eksperimente, pyetësorë dhe diskutime dhe rezultatet e marra treguan se ndikimi dhe roli i aplikacioneve mobile tek studentët është shumë i rëndësishëm dhe pozitiv në zhvillimin e aftësive gjuhësore. Rezultatet e kësaj teze treguan qartë rolin e aplikacioneve mobile në mësimdhënien dhe mësimin e anglishtes. Përdorimi i pajisjeve moderne, lidhjeve të internetit, projektorëve, telefonave të mençur, televizioneve inteligjente dhe fotokopjeve, ka bërë që sistemi arsimor të jetë më i lehtë falë këtyre investimeve. Mësuesit ndihen më të sigurt dhe kreativ kur përdorin aplikacione mobile gjatë mësimdhënies. Studentët janë më të motivuar dhe më të angazhuar në klasë kur përdorin aplikacione mobile.

Fjalët kyçe: Teknologjia, aplikacionet mobile, pajisjet, të mësuarit, mësimdhënia

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CHAPTER 1: INTRODUCTION

In the 21st century English language has become more powerful and according to general statistics it is considered to be the language with the largest number of speakers all over the world. In some countries English language is learned as a second language whereas in others as a foreign language. This steady increase in interest in learning English is also a consequence of technological developments. New forms of online learning and teaching through various applications have made learning English easier, faster and at the same time more entertaining.

In the era of technology expansion, the education system cannot be improved without the incorporation of information technology. Contemporary teaching with new methodologies is closely related to technology and cannot function properly without it. Davidson (2005) refers to the term information technology as “an interchangeably with information and communications technologies (ICT) to encompass the whole range of existing and potential information and communications technologies used in schools and the wider community, including computers, personal communication devices, digital video and sound systems, email, the internet and so on” (p 3). The incorporation of information technology is a necessity for modern era looking at the trend of global developments. Schools as an educational institution must meet the modern requirements by providing students with the necessary technological tools and should always focus on technological advancement. This approach would benefit the students as it would prepare them for a better understanding of the world but also but also in the global market they would fit better and be equal to others.

An investigation of Information Resources Management Association in USA (2020) points out that “mobile learning is part of a new learning landscape created by not only the availability of technologies smart devices and increased digitization but also the increased mobility of people”.

This digitalization in all areas of life has extended its impact on education as well. The growing interest in using mobile applications has pushed mobile application developers to create applications that relate only to the educational field, with particular emphasis on English language learning apps among a variety of applications.

Nowadays, classroom technology is being used extensively but it is not new. Dudeney & Hockly (2007) gave evidence that some forms of technology like tape recorders, language laboratories and video have been in use since the 1960s and 1970s and are still used in classrooms around the world. Of course, these forms of technology have evolved and became much more modern by updating and creating something new and unique so that teachers and learners can access these programs and language learning has become easier and more attractive. So, the purpose of this research is to explore the new models of teaching and learning through technology devices and see the role mobile applications in them.

1.1 Importance of the thesis

One of the main reasons why I have chosen to do a research on the role of mobile applications in English language teaching and learning is the widespread use of online applications by students themselves and by teachers when they incorporate the technology and various mobile apps in English classes. We are living in a modern world with an expansion of technology that has affected all people and all ages. Nowadays, almost all students use smart phones for different purposes, inside the classroom and outside. Since the usage of mobile applications is so popular and extended, I wanted to explore if these applications could be used for English language teaching and learning. If so, what are the most common applications used by students and teachers, how

they are used and what the benefits are for students? This study will help to have a general overview of teachers 'and students' approach towards technology.

Technology is having a great impact even in education system by changing and making improvements.

Mobile technologies offer a new paradigm in connectivity, communication and collaboration in our everyday lives. For education, these are some huge opportunities to provide an experience that is relevant and engaging. Using technology in the classroom is not a new idea at all. Computers, laptops, and new net books have all been to classroom settings with the hopes of revolutionizing education, promising vast improvements to student outcomes (McQuiggan, Kosturko, McQuiggan, & Sabourin, 2015, p. 7).

The truth is that this new technological connection enables students to be more independent of the teacher or instructor since it creates new exploration opportunities and self-learning is very possible. On the other hand, teacher's role in this situation is adapting all these features and creating a better atmosphere in the classroom. These new forms of learning and teaching are treated in the study as well as the importance of being part of the world of education and new developments. The findings of this study will serve not only teachers but also students in the use of new forms of teaching and learning and in the application of these forms in everyday life both in class and at home because they would have a positive impact in their performance in increasing the level of language and communication.

1.2 Aims of the research

1.2.1. General objective:

The general objective of this study is to investigate the impact and the role of mobile applications in English language learning and teaching among students and teachers of ‘Harvard school’ (a private language center) in Podujeva and to see how those mobile applications are being used from the teachers and students in the classroom and at home.

1.2.2. Specific objective:

- a) To find out which mobile applications are used by teachers and students.
- b) To find out the specific purposes of the selected mobile apps.
- c) To find out the benefits of using those mobile applications.
- d) To find out the level of motivation among students when using mobile apps.

1.2.3. Research Questions

1. What are the general teachers’ attitudes towards mobile applications?
2. What are the effects of using mobile application in English language learning?
3. How do teachers use mobile apps to teach the students and how do students use them?

1.2.4. Hypothesis

- Students have a better performance in learning new vocabulary while using various mobile applications.
- The usage of mobile applications in English classes increases students' motivation.
- Teachers prefer developing lessons through technology rather than using traditional models.

CHAPTER II: LITERATURE REVIEW

2.1. Technology in Education System

The general opinion of people is that technology is changing everyone's life. Internet access and technological devices have become accessible in almost every part of the world, and this has led us to experience these great changes today. If we make a comparison with the past, we notice extraordinary changes in every segment of life. Every segment of life is affected by these changes which have been caused by technological inventions and developments. Lifestyle changes as a result of technological inventions and new devices can easily be noticed in the education system. Technology can be considered an added value of the education system and as a result it has brought positive changes for the benefit of scientific and educational developments in general. According to Advanced English Dictionary (Mobile App) the word 'Technology' derives from the Latin word 'Texere' which means to weave or construct. In other words, it is the practical application of knowledge especially in a particular area which "has both a hardware aspect (consisting of material or physical objects) and a software aspect (consisting of the information base for the hardware)" (Rogers, 1986, p. 1) . The combination of these two components enables the functionalism of technological equipment and offers people a wide range of uses in order to facilitate and advance their work.

Latest investments in education and school facilities and in general the modernization of education infrastructure enabled the incorporation of modern technology equipment which in itself has integrated a software that serves as a more efficient way of accessing information by both teachers and students.

Many scholars have seen using of technology in education system as a way of facilitating and

improving learning and teaching. Huang, Spector, & Yang (2019) claimed that:

Educational technology refers to the use of tools, technologies, processes, procedures, resources, and strategies to improve learning experiences in a variety of settings, such as formal learning, informal learning, non-formal learning, lifelong learning, learning on demand, workplace learning, and just-in-time learning (p. 4).

The use of technology is not limited to the use of a single tool, but includes a wider range of uses, both software and hardware so, any process and research beyond the use of printed texts can be considered technology. Technology has changed and continues to change in several aspects. Compared with the past few years, technology has become more modern and sophisticated. Today's educational technologies that are being used in the educational system offer fine-grained, process-oriented data at every time you have access on internet and can be seen as facilitator tools since they have integrated that kind of technology that provide users with instant correction, feedback and opens up new ways of learning and teaching (Contemporary Technologies in Education, 2019).

2.1.2. Technology in Language Teaching

Technology in the education system began to be used in the 20th century and continues to be an integral part of teaching and learning in the 21st century. It is apparent that the use of technology in language teaching and learning is not something new today but it is a more sophisticated form and is finding greater use among teachers and students. (Carrió-Pastor, 2016) Pointed out that there is a difference on what was considered technology in the past and now. Whereas in the past technology was referred as “the usage of blackboards, overhead projectors or audio-tapes recorder,

nowadays the concept of technology now means the internet, personal computers and smart phones” (p.22). She also mentioned different changes that have taken part recently in teaching English. New forms of communications such as Skype, different blogs, Facebook, Twitter and other social media have led to a revolution of teaching methods and approaches. All the traditional teaching methods or approaches (i.e. Translation method, the silent way, Suggestopedia) are seldom used and schools or universities are replacing them with new platforms thanks to technological improvements.

In the past, the most common form of teaching has been the grammar translation method. In this method, teachers have tried to achieve the learning and acquisition of a foreign language by perfecting the grammar and translating texts or sentences from the foreign language into the mother tongue or from L2 to L1 and vice versa. However, with the evolution of language and communication, the way of teaching and mastering a foreign language also evolves. Today, educational institutions, language institutes and teachers are always trying to find new and more productive ways of teaching.

Also, (Hockly & Dudeney, 2008) mentioned different forms of integration technology in teaching such as: CALL (Computer-Assisted Language Learning), ICT (Information and Communication Technology) and TELL (Technology Enhanced Language Learning). According to them all these approaches offer teachers and students different forms of teaching and learning. For instance, “early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities” (p.7). Incorporating these approaches into English language teaching is extremely effective because it increases students’ productivity and at the same time motivates them as these programs integrate the possibility of immediate feedback and this makes their use have

positive impact on students and achieve the desired effect by teachers.

2.1.3. Technology and Learning

Implementation of new technologies in the education system has enabled a rapid development of learning through technology. The digitalization of curricula and materials needed for learning has greatly affected students because the search for new materials has become easier than ever before. “Microcomputers were among the first electronic new media to encourage movement past the instructivist to the cognitive constructivist and social constructivist teaching and learning pedagogical frameworks” (Stewart, Schiffer, & Selverian, *Teaching and Learning with Technology Beyond Constructivism*, 2010, p. 12). Through the programs developed in the technology of that time, both teachers and students had the opportunity to be involved in the teaching and learning of certain contents. Technological advancement, the updating of new programs year after year until the culmination of technological progress nowadays enable an easier access and use of learning content. Jewitt (2006) claimed that the new technology has reconfigured the learning process. Students through computer technology and applications are involved in the learning process. They see content, touch, move the mouse, click on the content and can even talk. This made it possible for students to learn from all these actions. He also emphasizes the importance of the visual effects of various technologies. According to him “Visual representation is thought to make some concepts more easily accessible and learning easier” (p.10). Through visual effects, photography and color illustration in general, the content of the lesson becomes more interesting and students have more focused attention and as such the content is not only easier and faster to learn but also better memorized.

The learning process is not necessarily related only to schools and can be called as ‘informal

learning’. (Buckingham, 2013) pointed out that “learning can occur in a range of settings, not merely in institutions such as schools, and that it does not necessarily have to involve ‘formal’ definitions, either of content or of the pedagogic relationships between teachers and learners” (p. 45).

2.1.4. What is Mobile Learning

The development of new technology has influenced the creation of various devices and telephone applications. Smart phones have a wide range of uses all over the world and their use has become commonplace and even an integral part of daily work and life. Smart phones contain different series of applications. Easy to use, low cost, affordable prices for most people, wireless connections and a lot of other features make Smart phones highly required. In recent years, there has been a need to create applications with educational content. Today we have hundreds of applications used by users around the world to learn a foreign language that can be used independently by every person who is interested in learning English or other world languages. Also, the creation of these applications has a wide use in the education system where teachers and students use these applications to learn new content. This form of using mobile technology for educational purposes is otherwise called mobile learning.

Kukulska - Hulme and Traxle (2005) believed that “Mobile learning as a new concept and one that has some familiar connotations. It is certainly concerned with learner mobility, in the sense that learners should be able to engage in educational activities without the constraints of having to do so in a tightly delimited physical location” (p. 1). McQuiggan et al. (2015) defined mobile learning as:

The experience and opportunity afforded by the evolution of educational technologies. It

is anywhere, anytime learning enabled by instant, on-demand access to a personalized world that is filled with the tools and resources we prefer for creating our own knowledge, satisfying our curiosities, collaborating with others, and cultivating experiences otherwise unattainable (p.8).

Winters (2006) classifies four categories of mobile perspectives. The first category is Techno centric perspective where mobile learning is seen as a way of learning through mobile devices such as PDA, mobile phones, PlayStation portable or other devices. The second perspective is Relationship to E-learning. In this perspective mobile learning is viewed as a extension of e-learning (electronic learning). The third category is Augmenting formal education and the last category of mobile learning perspective is Learner-centered. Augmenting formal education is characterized as face-to-face teaching whereas Learner-centered category has to do more with the mobility of the learner rather than the device where the learner is more autonomous and can use the mobile content any time and at any location. Mobile learning can also be defined as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” (Traxler, 2005). Also, (Quinn, 2000) defined mobile learning as e-learning through mobile computational devices: Palms, Windows CE machines, even your digital cell phone. Some other authors have captured another term for mobile learning or m-learning. They refer as Mobile-Assisted Language Learning or MALL. MALL is seen as a new invention and a twenty-first educational opportunity as it offers a spectrum of tools for teachers. It is empowered with interactive multimedia and enables the delivery of content in an easier way as it is integrated with audio, video, graphics and integrated media and all these features made MALL very approachable and appropriate for delivering materials at any time (Churchill, D. Lu, J. Chiu, Th. K.F. Fox, B., 2016).

2.1.5 Mobile Teaching System

The culture of education is changing rapidly because we are living in an era of digital development. New opportunities have emerged during the 21st century with the help of technological advancement. The teaching process has also been adapted to these changes. In contemporary times there is a clear change in the way of teaching. Mobile technology has made it possible to transform teaching from a traditional to a modern way. The growth and widespread use of mobile technologies has led to the use of teaching new methods and tools and these devices are very helpful to provide the best possible content. The use of technology in the classroom for teaching and learning purpose is not new. It has been part of education system years ago, but in the twenty-first century there are significant changes and improvement. In the era of digitalization, the teaching and learning process became more sophisticated by offering a wide range of products, applications with different content. Teachers started changing the way they deliver lessons.

While in the past they used computers nowadays they use smart phones with integrated technology and applications with educational purposes. Stewart, Schifter, & Selverian (2010) saw the usage of technology teaching in a classroom as a sophisticated way which made classes more vivid and more interactive. They also pointed out that the technology tools such as mobile devices, wireless connections, software programs, high definition videos and other technology facilities are creating new opportunities and possibilities into the classrooms. Also, teachers and educators are beginning to use and focus more on these devices and tools as part of a classroom and teaching evolution.

“Mobile teaching is about planning and executing learning through mobile devices” (Teach Thought, 2018). Planning is very important at this level. Identifying who your students are and their interests makes it possible to select the best mobile application and device so then delivering

is easier and more enjoyable by the students. All the process of teaching and learning is executed with the help of the smart devices. Mobile applications that are integrated in a smart device allows teachers to be notified when the students are logged in or when they are doing an action on the app.

Linuma (2016) supported the social constructivism model of technology and knowledge in the classroom. According to her nowadays there is an increasing usage of electronic devices into classrooms such as mobile wireless devices which are used by both teachers and students. This is having a greater impact in the managing the classroom since there is a greater interactivity between teacher-student but not only inside the classroom as mobile teaching can be possible even at home through online teaching. These benefits of using technology in the classrrom have made teachers and educator to be involved and do their best to transform and adapt the curricula with the technology devices into classroom.

Zhang (2015) gave a clear picture of how mobile teaching works. According to him smartphones, tablets and laptops are an integrated part into teaching process and divided these devices into three categories: iOS devices from Apple, Devices by Android system, Specialized devices such as the original Kindle Paperwhite. Also, Zhang (2015) pointed out the characteristics that those devices contain. They have high-density displays, all can present documents, videos and mobile apps which can run on at a meantime and both teachers and students can use them and discuss the content. McConatha, Penny, Schugar, & Bolton (2014) in their book pointed out the role of the teacher when implementing mobile teaching. They see teachers as a key point and an expert instructor. The teacher has to do more than just presenting the content. They have to make sure that every student is accessible to the device, is connected and can use the device properly for the particular task that is going to happen into the classroom.

2.1.6 From e-learning to m-learning

Technology in education system was introduced as something new, innovative and it was accepted and implemented except the challenges it had. New technologies invaded the educational system and brought new changes every time especially during the twenty – first century where new forms of technology were blooming and people started using personal computers, laptops, PDA, internet web sites, mobile devices, wireless connections, 3G and other forms. Continuously technology inventions and developments were happening and at this point were able to notice a clear distinction between e-learning (electronic learning) to m-learning (mobile learning). Firstly, the process of teaching and learning was developing through “digital technologies like desktop and laptop computers, the web and especially the web 2.0 whereas m-learning (mobile learning) shares enough common ground with e-learning that it features regularly in major e-learning conferences, journals and books” (Pegrum, 2014, p.4.). Even though e-learning and m-learning look the same and may have similar characteristics since they are used with the purpose of supporting teaching and learning they still have significant distinction. Utilization of e-learning features requires more attempts and in more tools like hardware, software, network connection, and personal computer in order to access and be able to use the materials and the content in classroom or outside it (Horton & Horton, 2003). In the other hand the process of m-learning can happen on the move and is facilitated through mobile applications which have integrated all the multimedia tools in one device and the users can access from anywhere and anytime (Ingle & Duckworth, 2013). From one side of technology like e-learning which was considered very successful and dynamic process for so many years, now the process of teaching and learning has come to another level. Within mobile learning process there are integrated three main factors: mobile device, learner and social

aspect –learning where the connection between these factors creates a better collaboration among learners, there are greater opportunities to select the learning material which creates a deeper contextualization of learning as a dynamic process (Ally, 2008).

2.1.7. Mobile device characteristics

Mobile devices are smaller devices that can be operated and held easily in the hands and in themselves have integrated various applications for different uses and purposes. “Mobile devices are an affordable way to set up connected classrooms where students can access the internet, download apps, create content, and communicate with each other and the world; sets of devices may be moved between classes and classrooms as desired” (Pegrum, 2014. p.16). Nowadays these small devices such as smart phones or various tablets have extraordinary use among people. A very high percentage of people own one or more mobile devices. They use them in daily life and these devices serve to perform the tasks and obligations they have and save time and make their use more efficient. The integration, invention and development of various applications have made mobile devices to be widely used in education and school institutions, within the classroom by teachers and students. Their widespread use in society is due to the many characteristics they have. According to (Viswanathan, 2019) some of the most important characteristics of mobile devices are:

- Wi-Fi or cellular access to the internet
- A battery that powers the device for several hours
- A physical or onscreen keyboard for entering information
- Size and weight that allows it to be carried in one hand and manipulated with the other

hand

- Touch-screen interface in almost all cases
- A virtual assistant, like Siri, Cortana or Google Assistant
- The ability to download data from the internet, including apps and books
- Wireless operation

These characteristics can be viewed in the technical aspect. Wi-Fi is a very important element as it allows the connection of the device to the internet and this way it makes possible to access to online material. Schools or education institutions have built free Wi-Fi connections where teachers and students can connect. If Wi-Fi is missing or there are other problems with internet providers, there is still an option. They can access to internet through cellular data. Another important characteristic is the ability to download data from internet. These data include apps, books, worksheets, pictures, videos and other features. Also, “their accessibility, availability, and flexibility are the underlying and foregrounding principles that makes m-learning to be considered as more beneficial over other delivery tools of learning” (Makoe & Shandu, 2018, p. 211).

In the other hand (Dr. Robinson & Dr. Reinhart, 2014) emphasized the features of mobile devices as small and mobile applications integrated in them. According to them mobile devices are small and easy to handle but something more important are mobile applications which are designated and compatible for the mobile device to support in performing a particular task or function.

2.1.8. Mobile device applications

Contemporary life develops at a fast pace and with big changes from the past. This dynamic development of life has changed the lifestyle and approach to social phenomena. Today, the global

trend is that people regardless of age or gender are obsessed with technology and especially with smart phones. Smart phones have become an inseparable part of everybody. The world's largest companies have developed the Smartphone industry and have created and continue to update their Smartphone models year after year. People own smart phones because of the many versatile applications that are integrated into them. One definition on mobile device applications is that “Mobile applications are consist of software/set of program that runs on a mobile device and perform certain tasks for the user” (Islam, Islam, & Mazumder, 2010). Also, Mroczkowska (2020) wrote that “a mobile application (also called a mobile app) is a type of application designed to run on a mobile device, which can be a Smartphone or tablet computer. Even if apps are usually small software units with limited function, they still manage to provide users with quality services and experiences”. In the last few years many companies and mobile apps developers have shown more interests in creating apps that are capable to meet the user’s needs. The usage of these applications is very high. One of the most important features of the mobile apps is that they can be downloaded in smart phones like iOS, android or other smart phones with other operating systems and the best of all are free of charge. These mobile apps offer the users the commodity to use them every time and everywhere. They also offer instant access to the information and content whatever it is. Among the thousands applications that are able to download on smart phones there are numerous apps that can be used for the educational purposes. They offer a wide and extraordinary access on different resources especially on learning English language. In those resources are included all the language components like: grammar, vocabulary, idioms, quizzes, stories with audio or visualized features and a lot of more activities for different levels of language. Many schools have created their own infrastructure and are able to implement the latest technology into their system. As (Roblyer, 2016) pointed out that

Some schools invented software which helps them to support their mobile apps into the classroom and school setting. According to him this software includes instructional programs to help with teaching information through demonstrations or visualized examples, productivity programs to help teachers in designing plans, assist in creating activities and manage students more effectively and the last one administrative programs for the school administrators to keep better recording of the students and payroll systems.

2.1.9. Mobile device importance and prevalence

Mobile devices and technology tools in general are playing an important role and becoming relevant in modern educational system. “For many educators, digital technologies open up space for introducing new pedagogies and reworking old ones, with educational approaches, methods, curricula, syllabi and lesson plans being re imagined in light of the affordances of new tools” (Pegrum, 2014. p.25). This transformation of designing the education that has started years ago has reached the culmination nowadays. The importance and prevalence of mobile devices stands on accessing to the information and materials at anytime and anywhere since mobile devices have changed the way of getting information. According to Ally (2009) mobile devices are important in education because they create new forms of knowledge and new ways of accessing to that knowledge as well as new forms of art and performances. Ally also emphasized the importance of mobile devices in supporting teaching and learning. According to him they also support discussions among teachers and students and create the opportunity for a new discourse, real-time activities, synchronous and asynchronous by using voice, text or pictures and multimedia. Mobile devices include other important features. They are important because they can be used to diversify the types of learning and teaching activities; they can create a more rewarding and a better

experience of learning and can improve the levels of literacy, numeracy and more participation in class (Mehdipour & Zerehkafi, 2013).

Also, Attewell (2005), mentioned some key elements on the importance of using mobile devices in education system as follows: helps learners to improve literacy and numeric skills, helps learners to recognize their existing abilities, can be used for independent and collaborative learning experiences, helps learners to identify where they need assistance and support, helps to overcome the digital divide, helps to make learning informal, helps learners to be more focused for longer periods, helps to raise self-esteem and self-confidence.

2.2.1 The effectiveness of mobile applications in language learning

Smartphone devices have created new forms of learning and teaching while becoming a valuable part of education. With the use of smart phone applications new possibilities for study have emerged. Thanks to mobile devices such as smart phones and with smart applications the learning process can happen at any time and any place. Learners can study at home or in a student residence, study when travelling or in the library or at the workplace (Macdonald & Creanor, 2010). These new possibilities that mobile applications offer lead to the effectiveness of learning with mobile apps. Pritchard (2007) pointed out some of the effects that mobile apps and internet technologies have on learning and learners themselves. According to him new apps that are being used by learners had the positive effect on increasing the learners autonomy as well as more effective knowledge construction, an increase desire for sharing knowledge with others, peer-group learning, new ways of exploration and the most important problem solving. Learners nowadays are more autonomous and have more possibilities to choose what to learn and how to learn since mobile apps features offer them this kind of opportunity. Sharing in this context means having the

chance to discuss the content with others in forms of chat groups or individually. Furthermore, (McCarty, Sato, & Obari, 2017) suggested that the effectiveness of using mobile phone applications is on the contextualisation of the targeted knowledge and skills since the learners can use different sources that are accessible via mobile apps. Moreover, through mobile apps learners can be more productive as they can explore by clicking at every moment. Every single click opens new windows of exploring knowledge. Another important effect which is achieved with the help of the use of mobile apps is the possibility of practicing language knowledge. Smartphone applications make it possible to practice knowledge through them. Learners have the opportunity to click on an achieve the desired effect. Hence (Hashim, Ahmad, & Ahmad, 2011) suggested that the mobile apps have shown great results in the revision approaches in preparing students for examination whereas (Basal, Yilmaz, Tanriverdi, & Sari, 2016) pointed out that through mobile apps vocabulary acquisition was very successful and learners can develop vocabulary skills better when performing via applications. Mobile applications also were proven to be effective with reinforcement of grammatical and lexical skills as many exercises were created where learners can work independently or with teachers guidance and assistance (Zettersten, 1986).

2.2.2 Mobile Learning Experiences

Mobile learning as an innovative form of learning English language serves as a facilitator tool for students with a unique experience than cannot happen in other modes. (Wolpers, Kirschner, Scheffel, Lindstaedt, & Dimitrova, 2010) claimed in their study that mobile technology has contributed in facilitating collaboration or competition between learners and helped learners for a better planning by giving them the chance to monitor their success. Learners have more chances and show more interest in collaborating between each-other as well as competing because mobile

apps have made it an interesting part of classroom. Also, Pachler, Bachmair, & Cook (2010) saw mobile learning as a unique experience since the use of visualisations that mobile applications have offers learners a warm and colorful enviroment that gets their attentions and makes them focus more on the content. Moreover, Kitchenham (2011) pointed out that mobile learning and mobile apps offer students a freedom of choices, a desired customisation, naturally collaboration, fun experience with high speed connectivity, high resolutions screens while all of these features enables great chances for students to create new things as well as creating a welcoming and more ethusiastic classroom enviromoment in social context. In addition, Palalas (2018) considered mobile learning as an ubiquituos experince which offers the learners unprecedented benefits. Palalas claimed that through out mobile applications students improved task accuracy. Students tends to be more accurate when performing with mobile devices since the usage of smart phones is part of their every day life activities.

In most of the cases where technology or mobile applications are used in learning and teaching process students showed greater interest and satisfaction in learning with apps. They were seen more motivated and engaged in the classroom and also at home where they performed better with homework.

2.2.3 Challenges of Teaching and Learning with Mobile Apps

The importance of learning and teaching with technology gives high possibilities in the era of technological development. Education system needs to be updated and maintain with those changes. Many advantages that technology has which were mentioned in the previous sections of this work play an important and helpful role for teachers, students and all the learners in general. Even though mobile apps are very successful in education system, hence there are still many

challenges that teachers and learners encounter. Shuler (2009) mentioned some of the most important challenges in mobile learning. According to him there are no learning theories that establish mobile learning up to know that are accepted, limiting physical attributes, cultural norms and attitudes, differentiated access and also cognitive or even social challenges. Kalz, Bayyurt, & Specht (2014) addressed some other challenges of language learning through smart phones. According to them timely recommendations, keeping rules up to date which should be done by expert teachers not necessarily by app developers, ethical issues of tracking users' activities, enabling smartphone users to switch using them as a form of communication and entertainment to exploiting them for learning and extending a context-based learning into a more prolonged or reflective learning experience over time (p. 362). Moreover, (Gregson & Jordan, 2009) addressed some context challenges of m-learning. All of their suggested challenges are related with the inclusion of all students in mobile learning. They listed challenges as follows:

- Improving Communication
- Improving access and participation
- Improving tutoring support to students in diverse locations
- Improving the usability of learning resources for students who are very mobile
- Improving access to content and programme materials

In addition, (Kacatl & Klimova, 2019) claimed that it is still challenging that some mobile applications that are used by overall teachers and students are not designed by language experts and chaotic environment caused by many low quality apps that are in smartphone platforms. Also, they noted that the lack of confidence that some teachers and students have may be another challenge and sometimes unfavorable attitudes of some teachers and parents towards mobile learning and apps in general. However, in the local context one of the main challenges for teachers

and students still remains the inability to use smartphone applications within the classroom due to the problems with internet connections or even the inability to own a mobile device. When these obstacles occur then it is more difficult for students to concentrate and for teachers to lead the class and keep students focused. Since these distractions are likely to happen quite frequently, it is a challenge that needs to be aware.

During my research on the role of mobile applications in teaching and learning English, I found out that other authors and researchers have provided sufficient evidence that the role of these applications that are available in various smart phones or tablets is very important in learning and memorizing new vocabulary where easily and more precisely the acquisition of new words or vocabulary is used by learners. According to other researchers, students who used the mobile applications while learning, repeating or revising new words were much more successful than those who did not have greater access to technology. Also, it is noticed that with the use of various smartphone applications, the motivation of students is many times greater than learning in traditional environments without technological equipment. Today, a significant number of students are in contact or own smartphones. Although there is no accurate research and there is a lack of accurate percentage of use of smartphones, nevertheless these phones and applications provided to them with educational content have a great role in increasing the motivation of students because they are always in contact with new technologies and the use of smart phones also has become inevitable. As such they are used as innovative more modern tools for teaching and learning English as a second or foreign language. Also, teachers clearly have a desire and showed more interest in incorporating mobile phones or other smart devices into the classroom. Seeing that students have greater desire and are becoming more active and participating more into the classroom activities when using smartphones, teachers prepare activities and choose content that

can be displayed through telephone applications.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1.1 Introduction

Education system and school environment are changing due to the digital and technological improvements and inventions. Contemporary times require new forms and methodologies of teaching and learning foreign languages. I was attracted from these changes that are happening in education and very motivated to conduct a research paper in technology field related to mobile applications which are used in every day basis in learning and teaching English language. The main aim of the research was to identify the role that mobile applications have on English language learning and teaching. In order to find the results of the research, different instruments were used. Firstly, in order to have a deeper opinion of the teachers on this role and impact of mobile apps, interviews were used with them to conduct the study. Interviews with English teachers were used for one reason. They offer a deeper analysis and a detailed overview of the issue. Secondly, questionnaires as a form of gathering statistical data were distributed to English students in order to get their opinion about the role of mobile apps in learning process.

The main research questions were:

1. What are the general teachers' attitudes towards mobile applications?
2. What are the effects of using mobile application in English language learning?

3. How do teachers use mobile apps to teach the students and how do students use them?

3.1.2 Setting

In order for the MA Thesis to be as complete and meaningful as possible, it has been chosen a private school institution that offers learning of foreign languages, including English. The private foreign languages school is called 'Harvard school' and is located at the center of the city in Podujeva, Kosovo. In this school, students of all ages attend classes in small groups and language programs are offered for all levels of English language. Also, in this school all English language teachers are qualified and licensed to teach English, most of them have completed a master degree. This school is equipped with the most modern teaching tools. Technological devices are at the center of use by teachers and students at this school. All classrooms are equipped with projectors or smart boards, internet connection, Wi-Fi, sound magnifier, smart televisions and lap tops. Students are also allowed to use their smartphones or other mobile devices such as tablets for educational purposes.

3.1.3 Participants

To better understand the opinion of teachers about the role of mobile applications which are used in teaching English, interviews were conducted with them. A total of five English language teachers who are part of "The Harvard School" were interviewed in this research. They have given

their opinions on the implementation of contemporary English language teaching methods through smart phone applications. They were asked to answer on eight questions (Appendix 1). Teachers were generally asked about ways to incorporate mobile applications that are usable and easily accessible by them. Since technological equipment has been used in this school for a long time, teachers have had a good experience in teaching through the latest technology. They gave their opinions on how mobile applications have affected students, which aspects of language have been better developed, how students have reacted when learning has been developed through these applications.

On the other side, students have also been a very important part of the research. In order to compare the results and to see the role of mobile applications in learning English, an experiment with students was conducted through pre-test (Appendix 2) and post-test (Appendix 3) instrument. Also, questionnaire (Appendix 4) was used to measure their opinion and to better understand the role and impact that mobile applications have in learning English. Twenty-four students of Pre-intermediate level took part in this research. In the first phase they had to complete a test (Appendix 2) based on traditional models of teaching and learning, whereas in the second phase they also had to do a test (Appendix 3) after they had learnt with mobile applications. After pre and posttests a questionnaire (Appendix 4) was delivered to the same students. The questions posed in the questionnaire were intended to provide more detailed information on what the experiences of language learning through mobile applications are, how students manage to acquire language elements through applications, their level of motivation and other questions. Students were not asked to write their names and surnames in the questionnaire and as such the questionnaire turned out to be more accurate. They have had enough time and worked independently and without pressure. Some assistance and guidance was offered to them where they asked for any clarification.

3.1.4 Data collection procedure

Once all the questions had been prepared and the school where the research would be conducted was selected, a special permit had been requested to the school principal. The research in the private school of foreign languages "The Harvard School" was carried out in two phases. The first phase aimed at collecting data through interviews with teachers. The research was conducted personally with the meeting of teachers in the school building. Before conducting the interview with the teachers, a brief introduction and presentation of the research topic was done by me. Then, questions and answers followed.

The second phase was conducted with students of the same school. Part of this research through pre-test, posttest and the questionnaire were twenty-four students of almost the same age and pre-intermediate level. The survey with students was carried out in three phases. To get a better idea of the role of mobile applications in teaching English, I have chosen to do an experiment with students focusing on vocabulary acquisition. Due to the time limit the research lasted for two weeks. Students had four teaching hours per week. In the first phase of research with students the research was conducted through pre-test. The teaching and learning was conducted with the traditional method using only the pre-intermediate level course book (New Framework, Pre-Intermediate, Richmond Publishing). After a week of lessons, the students were tested on the content learned for a week. Then, in the second phase for a full week the lesson took place only with smartphones or tablets using two mobile applications of my choice. At the end of the week a post test was conducted and then the results were compared. Before handing out the questionnaires to the students, a detailed presentation of the questions was made. Students were introduced to the

form of the questionnaire and how to complete it. This whole procedure did not take more than fifteen minutes.

CHAPTER IV: RESEARCH RESULTS AND DISCUSSIONS

4.1.1 Introduction of research results

This chapter presents research results and discussions. At the beginning of the chapter the qualitative results and analysis are presented through the interview conducted with the teachers. It presents their views on the role and importance of mobile applications in teaching and learning English.

Furthermore, in this chapter are presented the results and discussions of pretest and posttest which was a very important part of the research and also the results and analysis of the questionnaire with the students in order to better know the role of mobile applications in vocabulary acquisition.

4.1.2 Qualitative results

In order to know more about the role of mobile applications in teaching English, the interview of English language teachers at the "Harvard School" was used. The number of teachers who participated in the research was small due to the fact that the school has a limited number of staff and students. Five English language teachers participated in this research. During the interview of teachers on the topic of the role of mobile applications in teaching and learning English, they were very cooperative and made a valuable contribution to this research. They answered eight different questions related to the topic. The type of questions that were chosen to do the interview was open-ended questions since it was more appropriate way to get their own perspective and they were feeling comfortable during the interview. In order to analyze and process the data as well as

possible, each interview was recorded and notes were taken as well.

Question 1: How often do you use mobile applications when delivering a lesson in English?

In the first question teachers were asked to answer how often they use mobile applications when they teach in English. All out of five teachers claimed that the use of smartphones with applications dedicated to teaching and learning English language is becoming an integral part of their school. Three out of five teachers said that in the last two years they have started using mobile apps very often when they teach because updating app contents and developing new apps enable them to use smartphones during learning process. While two other teachers said that they use telephone applications depending on the level they teach or even the content they offer to students but that the use of different applications is an integral part of their work methodology.

Question 2: Which way of teaching do you prefer? Traditional (teaching with textbooks) or Modern (teaching with mobile devices)?

The second question had to do with teachers' preferences. They were asked if they prefer traditional learning that is more concentrated only with textbooks or modern teaching with the incorporation of technology with special emphasis on mobile applications. In this question all teachers agreed that their preference was modern teaching through technological equipment. They said that since their school offers contemporary teaching and learning conditions from the beginning of their work they have used and continue to use the latest technological equipment and even mobile applications are widely used in the teaching process. Also, one of the teachers pointed out the fact that very often he combines traditional teaching with modern teaching in order for students to benefit as much as possible in terms of learning. He said that there are cases when within the classroom he uses only textbooks or even other handouts.

Question 3: What is your attitude towards teaching English with mobile applications?

The purpose of the third question was to see the attitude of teachers towards teaching through mobile applications. Teachers on this question had almost the same attitudes. All teachers show positive attitudes when it comes to teaching through mobile applications. One of them said that a positive impact is seen while using mobile apps in the classroom activities on the easier acquisition of English language, especially when practicing grammar. Another teacher appreciates the fact that mobile applications enable the practice of language components through quizzes or tests that provide immediate improvements or even corrections. Another more experienced teacher recommends the use of mobile applications in teaching because according to him students today are more dedicated after visual learning and mobile applications are the best opportunity for those visual learners.

Question 4: How do your students react when teaching with mobile applications take place in the classroom?

The fourth question aimed to identify how students react when teachers use mobile applications in the classroom. Three of the five teachers' answers to this question were that their students reacted very positively when teaching took place through mobile applications. They described the students as very enthusiastic and motivated. According to them, the students who in other cases were more passive, when using smartphones in the learning process showed a greater commitment and desire to participate in the class. They pointed out that classes are more entertaining and the students more excited. While two of the other teachers who use mobile apps more often in the classroom said that their students are now more familiar and develop higher skills and better performance while using mobile apps in the classroom. For them, delivering lessons with mobile apps is becoming normal.

Question 5: What language component do you teach with mobile applications?

In the fifth question, teachers were asked which language components they teach through mobile applications. The answers to this question were different. All teachers gave their ideas on what they want to achieve more and which components they develop the most. One teacher said she practices the listening part a lot. According to her, some applications offer audio content. The sound quality is very good and sometimes even through headphones the students practice listening. Another teacher said that some mobile applications offer attractive parts for reading comprehension. Students have the opportunity to read a text and then answer questions through various alternatives. Thus, the application provides immediate answers. Other teachers stated that they pay special attention to pronunciation. According to them, they choose applications that offer word pronunciation exercises and whenever they need them, they use the applications that offer these services.

Questions 6: What are the advantages of using mobile applications in English language learning?

Questions six sought to find the advantages of using mobile applications in teaching and learning English language. In the sixth question, what are the advantages of using mobile applications in learning English, teachers listed some of these advantages. According to them, using mobile applications in classroom has many advantages. One of the most important advantage that one teacher mentioned was that mobile apps offer greater interactivity to students. Then they mentioned other advantages that are listed as follows: mobile applications offer video materials that make learning more attractive, offer different content for better learning, are free of charge and can be used in different operating systems, easier to use, save time and are more effective, they are not complicated to use and every student can easily access without problems.

Questions 7: What are the disadvantages effects of using mobile applications in English language learning?

While on the question of what are the disadvantages of using these applications they also gave their insights on why their use may be useless for students. One teacher claimed that uncontrolled use of phones and mobile applications could disrupt the classroom. Another teacher said that if you plan to conduct a lesson through any application there may be internet disconnection and the lesson may fail. Other teachers also said that some applications do not have all the components incorporated, then some applications are free on Android but with payment on iOS and students may not have all the same phones.

Question 8: What mobile applications do you use when teaching students?

The last question of the interview that was conducted with teachers aimed to identify some of the mobile applications used by teachers of the foreign language school "The Harvard School". Some of the mobile applications that teachers use during teaching are: Duolingo, Fluentu, Elsa Speak, English for Kids, English Grammar, Sh English Vocabulary, Fun Easy Learn, Visual Vocabulary, Learn English, Hello Talk, etc.

Based on the answers given by the teachers through the interview, the hypothesis was confirmed that *"Teachers preferred the development of lessons through technology rather than using traditional models"*. In fact, teachers' views and attitudes were quite positive in terms of using technology in the classroom, with particular emphasis on mobile applications. Their answers made it clear that all the teachers of this school were in favor of using mobile applications in the classroom and that they very often used these applications or other forms of learning through technology. Undoubtedly, all teachers preferred modern teaching through various technological forms, but in some cases they made a combination of traditional and modern forms in order to teach as qualitatively as possible.

According to teachers, the role of mobile applications is very important and positive for students.

They saw a great desire of students to participate more during the lesson, even on those passive or less engaged students was noticed a greater motivation in the classroom. As mobile applications offer greater use opportunities, teachers chose different content to offer students. They chose different activities with interesting content to show in front of students. In the interview, teachers were also asked about the advantages and disadvantages of mobile applications in learning English. Teachers claimed that the advantages were greater than the disadvantages. Some of the advantages that were considered by the teachers were the greater interactivity of the students in the classroom, the faster and more practical access to the applications which made possible the saving of time and their maximum utilization. While as a disadvantage they mention the fact that there may be distraction in the classroom if the class goes out of control or even the internet disconnection which consequently made them impossible to use.

4.1.3 Quantitative Results

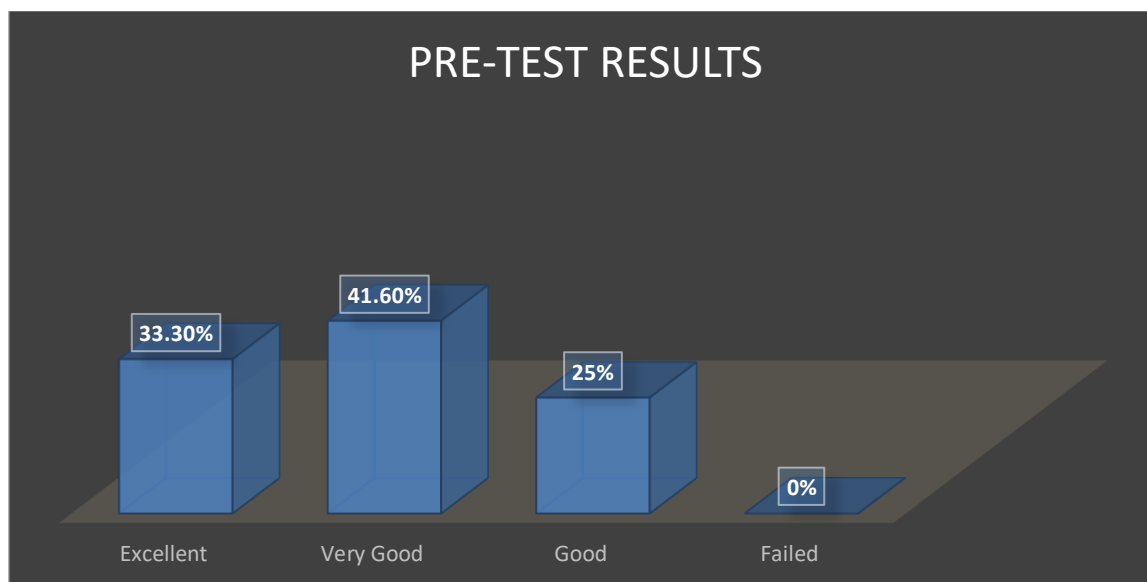
In order to prove whether the hypothesis *"Students have better performance to learn new vocabulary when using different applications"* was correct or not, the experiment with Pre-Intermediate level students was done. In order for the experiment and research to be more sustainable, two groups of twelve students were joined, so in total twenty-four students were part of the experiment and research. This experiment was conducted within two weeks. In the first week the teaching was held with traditional methods of teaching and learning while in the second week we had a different approach. The whole lesson took place with the help of technology. Smartphones or even tablets that had integrated mobile applications were used in the classroom. In both cases the students are subjected to a summary test and then the results are compared to come to a conclusion.

4.1.3 The pre-test results and The post-test results

Week 1

In the first week the whole lesson was conducted with the traditional method. Work tools during the first week were marker, pens and whiteboard and the only source was the Pre-Intermediate level course book (see Appendix 3). The topic that was chosen to be addressed was “Sport mania” (Chapter 4). This topic was related to the field of sports and the purpose was that through this topic, students had the opportunity to learn new words related to sports, athletes or attributes for sports. They also had to read two texts related to the topic. The first text was “Clothes of the champions” while the second text was “Thorpedo”. At this stage the main role was played by the teacher. With this method the teacher was the one who read the text first, translated the text and wrote the new words on the white board. Then, the turn passed to the students who read the lesson and translated and then completed the exercises given in the text. The lesson continued with students reading in turn, asking questions about unfamiliar words, and then completing the exercises required in the text. At the end, the students underwent a multiple-choice test in order to see the progress of learning new vocabulary.

Figure 1: Pre-Test Results



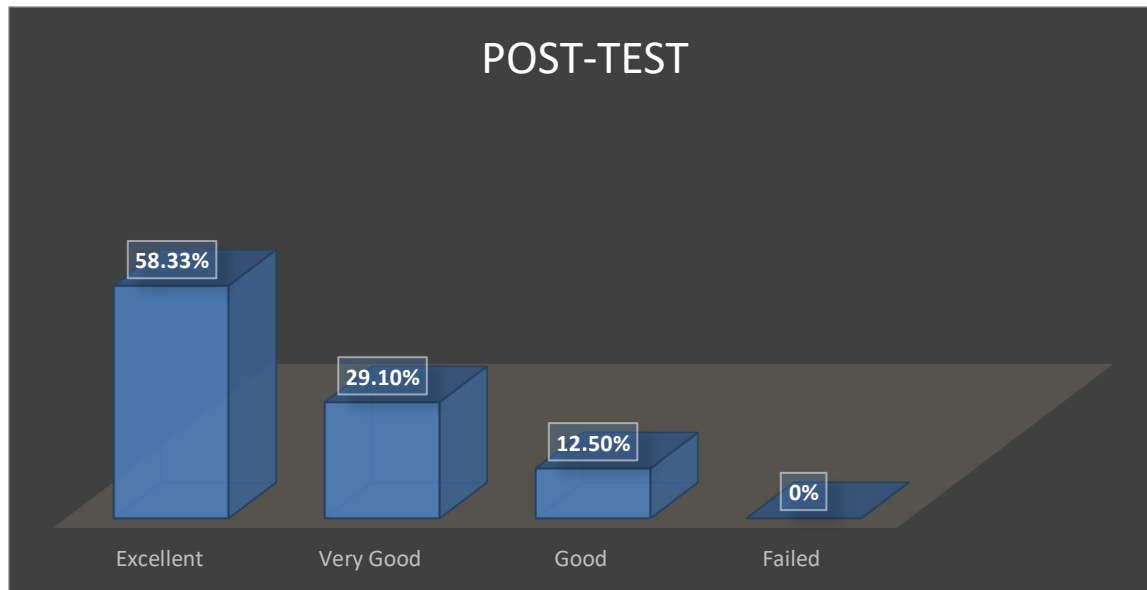
Based on the results obtained from the pre-test, it turns out that out of ten questions in the test 33.3% of students had maximum points and were excellent, 41.6% of them had points above average and were very good, 25% were good average and none failed this test.

Week 2

In the second week, the teaching and learning process took place with the help of technological equipment. The teacher and all the students owned a smartphone or tablet. All were connected to Wi-Fi that enabled learning through mobile application and were previously notified to install the mobile application. First the teacher introduced his project and the students with the features of the mobile application with which the lesson would take place. All students had the application installed and were ready to start learning. The mobile application Interactive English was chosen for the purpose of this research. Interactive English is a free app designed for students to practice and improve English. It is available in iOS and Android and contains a text, related interactive exercises and a recorded discussion. During the week where the teaching and learning process took place with mobile applications, students had the opportunity to read texts on various topics, listen

to the text and then through an interactive test tested their knowledge. The application also contained interactive interviews where students had the opportunity to answer questions. At the end of the week the students underwent an online test and then it was their turn to compare the test results and see the difference between traditional and modern learning with mobile applications.

Figure 2: Post-Test Results



Based on the results obtained from the post-test, it turns out that out of nine questions in the test 58.3% of students had maximum points and were excellent, 29.1% of them had points above average and were very good, 12.5% were good average and none of them failed this test.

Based on the results of both pre-test and post-test we come to a conclusion that students have marked significantly better results in the acquisition of new words after using the mobile application which in this case was Interactive English. This confirms the hypothesis that *"Students have better performance in learning new vocabulary when using mobile applications"*.

4.1.4 Questionnaire Results

4.1.5 Introduction

The questionnaire conducted with twenty-four students aimed to research the role and impact of mobile applications on students. The student questionnaire was designed in two parts. In the first part of the questions, students were asked to answer general questions related to the role of mobile applications in learning English. While in the second part of the questionnaire they had to answer specific questions related to the experiment conducted through before the test and after the test. These questions had to do exclusively with vocabulary acquisition.

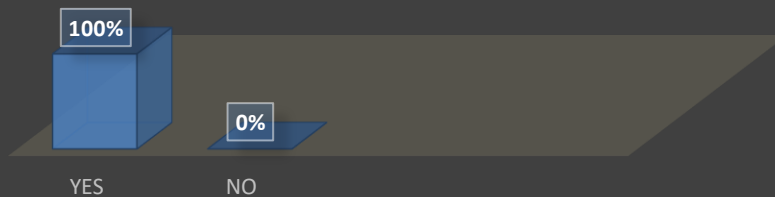
4.1.6 Descriptive analysis of questionnaire

PART 1

The answers of students who participated in questionnaire are presented as follows. In questionnaire took part students of age 14-17 years old and 60% of the students were females whereas 40% were males.

Figure 3: Does your teacher use mobile applications to teach English in the classroom?

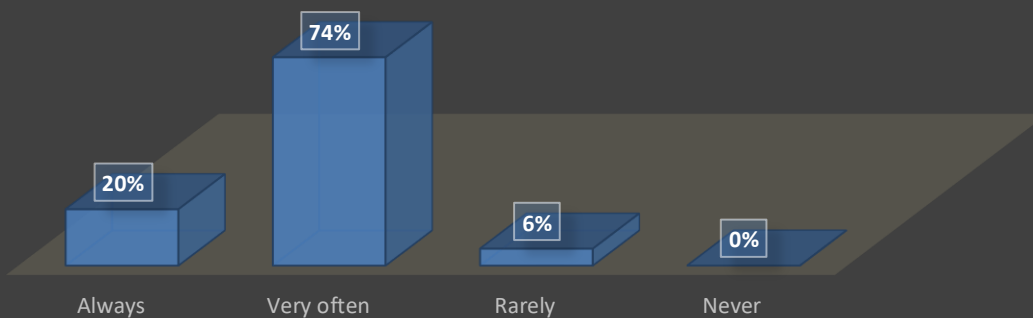
1. DOES YOUR TEACHER USE MOBILE APPLICATIONS TO TEACH ENGLISH IN THE CLASSROOM?



In the first question of the questionnaire students were asked if their teacher used mobile applications in the classroom for teaching and learning purposes. 100% of the students claimed that their teachers use mobile apps in the classroom for teaching content.

Figure 4: How often does your teacher use mobile applications to teach English?

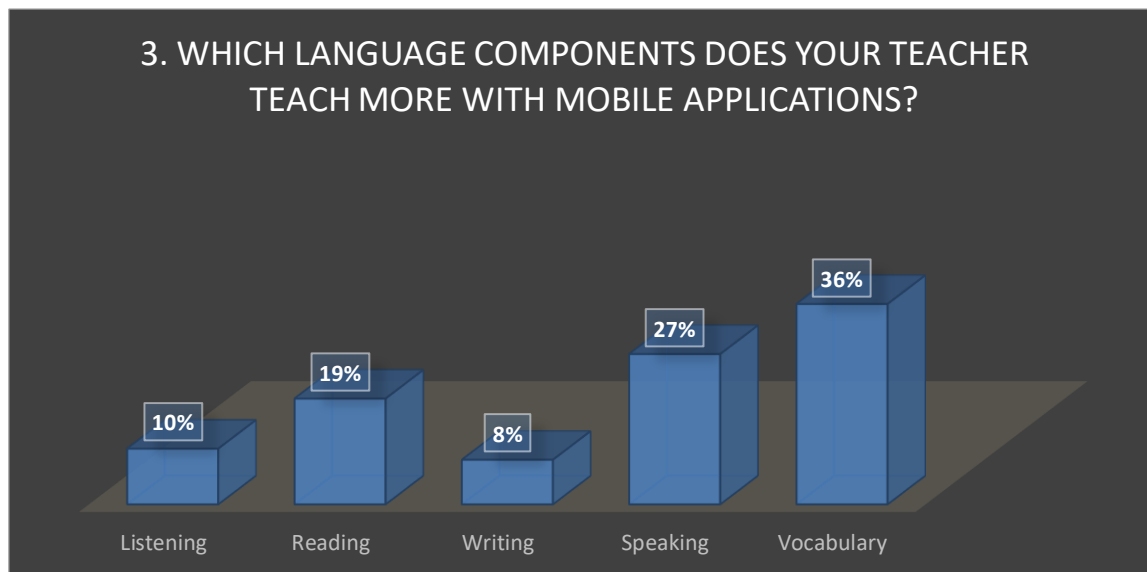
HOW OFTEN DOES YOUR TEACHER USE MOBILE APPLICATION TO TEACH ENGLISH?



In the second question, students were asked about the frequency of using mobile applications by their teacher in teaching English content. 74% of the students claimed that their teachers use mobile application Very often, 20% claimed that they Always use and 6% declared that they Never use

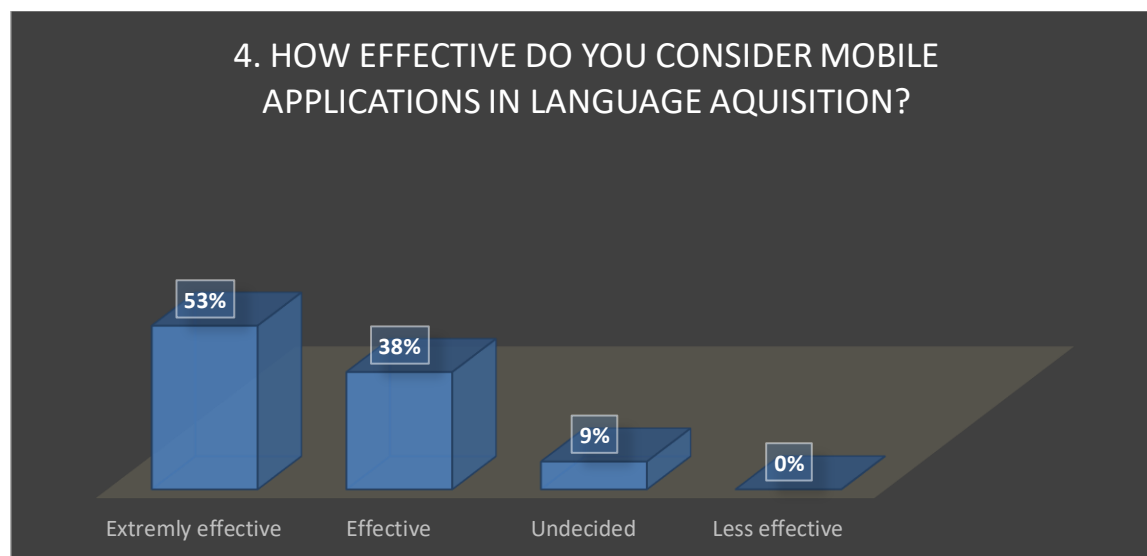
mobile apps in the classroom. 0% was for Never.

Figure 5: Which language components does your teacher teach more with mobile applications?



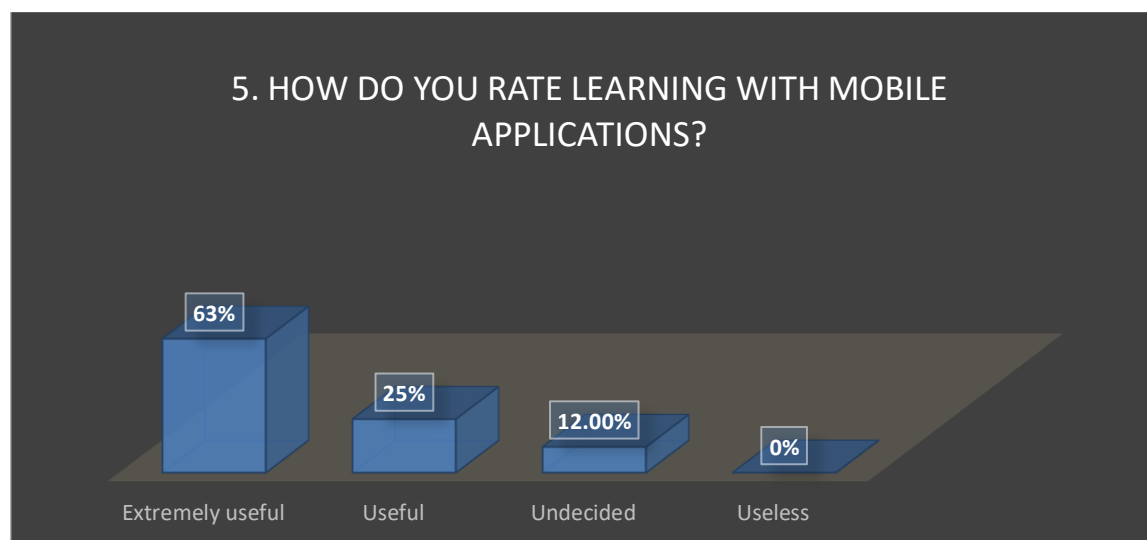
In the third question which language components are taught by teacher using mobile applications 36% of students reported that their teacher uses mobile applications to teach Vocabulary, 27% reported Speaking, 19% reported Reading, 10% reported Speaking and 8% reported that their teacher teaches Writing.

Figure 6: How effective do you consider mobile applications in language acquisition?



In the fourth question that had to deal with the effectiveness of mobile applications in language acquisition 53% of students answered that mobile applications are Extremely effective, 38% thought that they are Effective, 9% were Undecided whereas none of them declared Less effective.

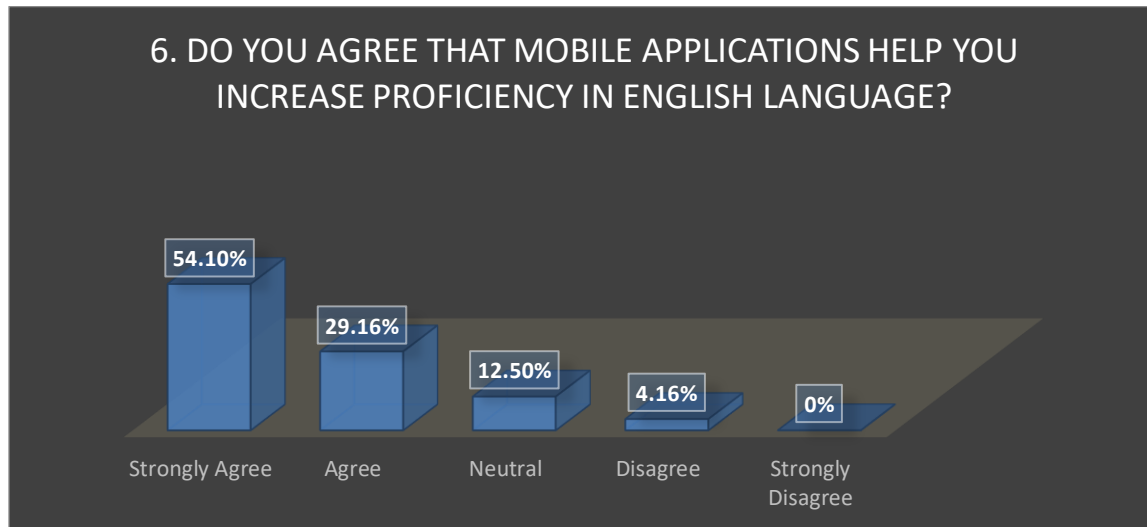
Figure 7: How do you rate learning with mobile applications?



In the fifth question, 63% of students rated learning with mobile applications Extremely useful, 25% rated as Useful, 12% were Undecided and none of them declared as Useless.

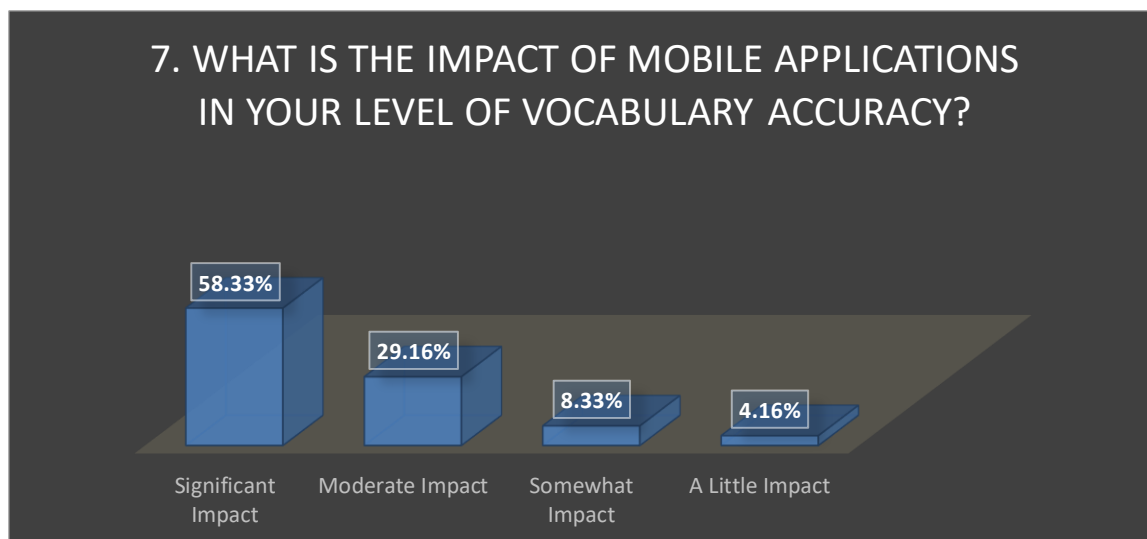
Figure 8: Do you agree that mobile applications help you increase proficiency in English

language?



The six question had to do with the level of agreement of students. They were asked if they agreed that mobile applications helped them increase English proficiency. 54.10% of them Strongly Agree with the statement, 29.16% of them Agree that mobile apps increased proficiency, 15.50% were declared Neutral and only 4.16% Disagreed with the statement.

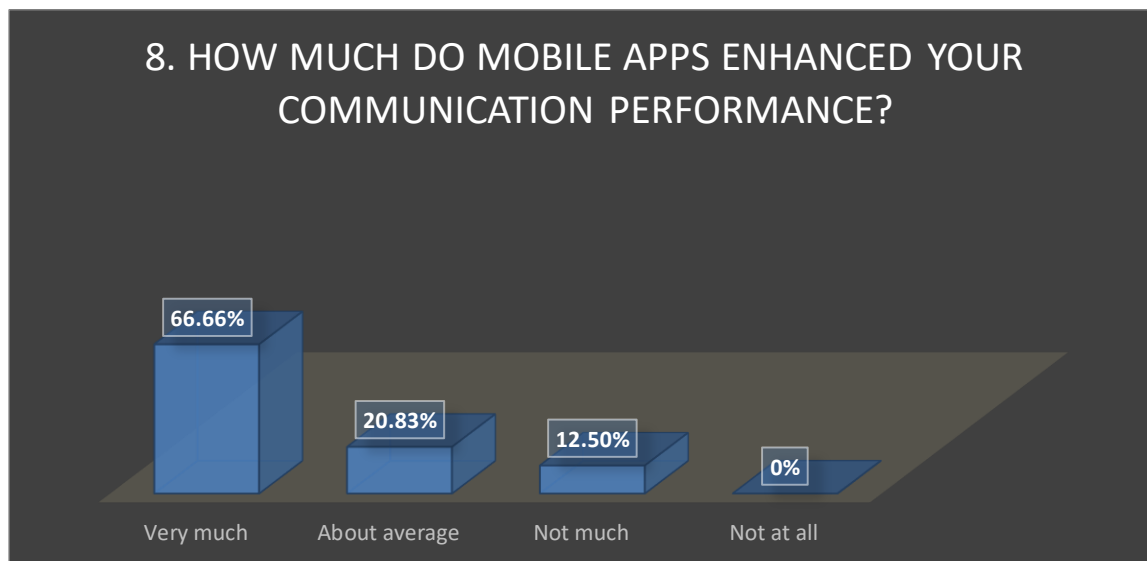
Figure 9: What is the impact of mobile applications in your level of vocabulary accuracy?



In the seventh question 58.33% of students claimed that mobile applications have a Significant Impact in vocabulary accuracy, 29.16% claimed that there is a Moderate Impact on them, 8.33%

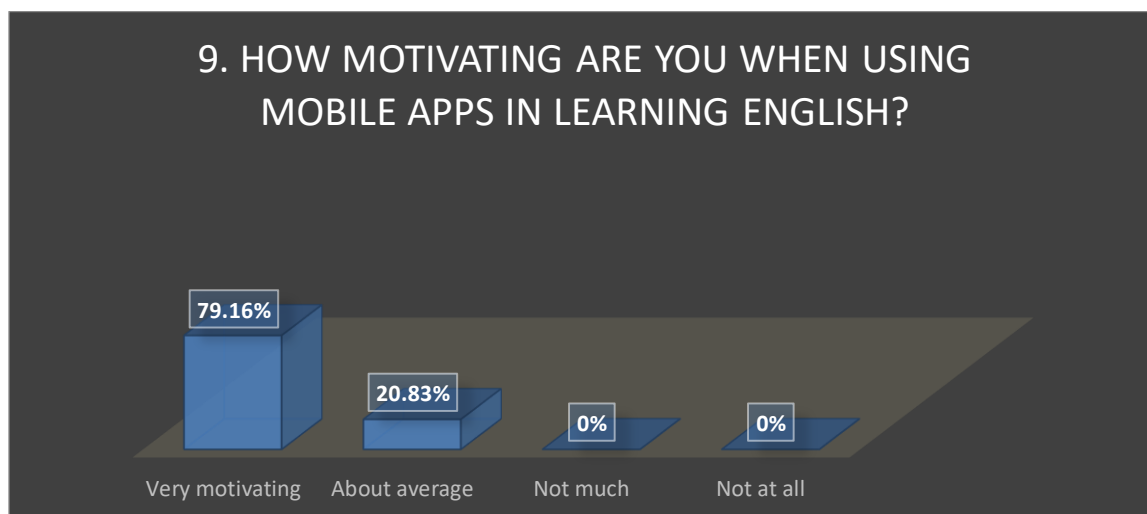
claimed that there is a Somewhat Impact and only 4.16% declared that there is a Little Impact.

Figure 10: How much mobile apps enhanced your communication performance?



In the eighth question students declared on the communication performance. 66.66% of the students claimed that mobile apps had a great role on communication performance, 20.83% claimed that their performance was About average, 12.50% said Not Much and 0% Not at all.

Figure 11: How motivated are you when using mobile apps in learning English?



According the answers of the questionnaire the level of motivation rises when students use mobile apps in learning English. 79.16% claimed that they felt very motivated, 20.83% were about the

average and none of the students declared Not much or Not at all.

From the beginning, the purpose of the first part of the questionnaire was to measure the general attitude of students and their opinions on the role of mobile applications in learning English language. The results from the first part of the questionnaire show that students highly value the role that different mobile applications have in learning English. According to the students' answers, it turns out that mobile applications have a very positive role in the acquisition and practice of language knowledge. Based on the answers given in the questionnaire, it appears that both teachers and students have started to use mobile applications more and more in the classroom. They see this as a new opportunity which is having a great impact on them. Students feel more comfortable and relaxed when using smartphones to learn. They are well equipped and usually have smartphones with enough performances to have a mobile application and work with it. According to students, teachers use mobile applications quite often to learn different components of language and do more activities. They use these applications for listening, writing but are more focused on speaking, vocabulary and grammar skills. This is because mobile applications also provide more content for these components. In the other questions that had to do with the effectiveness, motivation, performance or even the impact that these applications have on students, the answers were very positive. Students claimed that they perform better, and mobile applications play an important role in motivating them to learn. Also, their effect is very positive because the content is easier to learn and memorize, through visual content, videos, drawings, photos, and also the interactivity they offer. All these qualities and other features that mobile applications possess make their use very attractive and sometimes even necessary in the classroom because the new trends of contemporary learning require such a thing. According to students answers the hypothesis “*The usage of mobile applications in English classes increases students’ motivation*” was proven to be

true.

PART 2

In this table are presented the results from the questionnaire conducted with students to get their opinion on mobile apps. There were ten conclusions that students had to choose if they Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree. There were twenty-four students who participated in the questionnaire and the results are presented in percentage.

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Learning vocabulary was better with mobile applications.	0%	4.1%	4.1%	29.1%	62.5%
2	Mobile applications enabled a wider range of vocabulary activities.	0%	0%	4.1%	29.1%	66.6%
3	Testing vocabulary using mobile applications was less stressful.	8.3%	8.3%	12.5%	16.6%	54.1%
4	Mobile applications helped me access more information than using text book.	0%	12.5%	20.8%	25%	41.6%
5	I was more motivated to learn new vocabulary using mobile applications.	0%	15.5%	12.5%	33.3%	41.6%
6	I was more engaged in classroom activities when I used mobile applications.	0%	0%	4.1%	45.8%	50%
7	I was more confident when learning with mobile applications.	0%	4.1%	16.6%	41.6%	41.6%
8	I memorized new vocabulary easier using mobile applications.	0%	16.6%	8.3%	33.3%	41.6%
9	Mobile applications were more practical than textbooks.	0%	4.1%	8.3%	29.1%	58.3%
10	Accessing to mobile applications was quicker than textbooks.	0%	0%	0%	25%	75%

Table 1: Descriptive statistics of questionnaire with students

This table presents the results of the questionnaire to measure students' impressions of the role of mobile applications in vocabulary acquisition. After completing the questionnaire, the results are

expressed in percentage as follows:

- in the first conclusion that learning new vocabulary was better with the help of mobile applications 62.5% of students told that they Strongly Agree and 29.1% Agree whereas 4.1% of total students were Undecided and 4.1% Disagreed.
- in the second conclusion that mobile applications enable a wider range of activities students declared that 66.6% of them Strongly Agree, 29.1% Agree and only 4.1% of them felt Undecided.
- when it comes to testing vocabulary through mobile application 54.1% of students Strongly Agree that testing is less stressful using mobile applications, 16.6% Agree, 12.5% were Undecided. There were students who Disagreed with this conclusion 8.3% of them and 8.3% Strongly Disagreed.
- 41.6% of the students Strongly Agree that mobile applications helped them to have more access on information than using textbooks. 25% Agree with this conclusion, 20.8% were Undecided and only 12.5% Disagreed.
- in the fifth conclusion that I was more motivated to learn new vocabulary using mobile applications 41.6% percent declared that they Strongly Agree with this statement, 33.3% of students Agree that their motivation was increased when learning with mobile applications, 12.5% were Undecided, 12.5% Disagree and none of them circled the option Strongly Disagree.
- the sixth conclusion sought to find if students were more engaged in classroom activities when they used mobile application for learning English language. 50% of students claimed that they Strongly Agree, 45.6% Agree whereas only 4.1% claimed that they were Undecided. In this conclusion there were no students that circled the other options of Disagree and Strongly Disagree.
- in the seventh conclusion that students felt more confident when learning with mobile application in the classroom there is a smaller percentage of students who Strongly Agree with the conclusion

compared with other statements. In this case 33.3% of them Strongly Agree, 45.8% Agree that they were more confident, 16.6% were Undecided and a small percentage of 4.1% Disagree.

- memorization of new vocabulary using mobile applications was the next conclusion in the questionnaire. 41.6% of students claimed that they Strongly Agree that memorization of new vocabulary was easier using mobile applications. 33.3% of them Agree, 8.3% of them were Undecided and 16.6% Disagree with this conclusion.

- in the ninth conclusion that mobile applications were more practical to use than the textbooks, 58.3% Strongly Agree that mobile apps are more practical than textbooks, 29.1% Agree, 8.3% were Undecided and 4.1% Disagree.

- in the last conclusion that accessing to mobile applications was quicker than textbooks 75% of the students Strongly Agree that it was really quick to access to mobile apps, 25% Agree and there were no students that were Undecided, Disagree or Strongly Disagree.

The purpose of the second part of the questionnaire was to make a comparison between traditional learning without technological equipment and modern learning with the help of technological devices such as smartphones, tablets and the use of mobile applications. For this purpose, ten conclusions were formulated where the students responded based on the scales, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Based on the students' answers, the difference between traditional and modern learning is clearly seen in terms of vocabulary acquisition and its use during speaking. Most students strongly agreed or even just agreed with the conclusions they had in front of them, a small part of them were undecided and very few of them disagreed or strongly disagreed. This proves that the role of applications is very important and positive in the acquisition of English language. The hypothesis is also confirmed that *"Students have a better*

performance in learning the new vocabulary while using various mobile applications". The facts gathered during the questionnaire prove this. Most students strongly agree or simply agree that learning new words is easier and better when using different applications with language content. They also state that the content offered by mobile applications is more attractive to them, the learning becomes more interesting and interactive, the motivation of the students is greater. All this because mobile applications offer a more tangible way of learning new vocabulary. Most students prefer visual learning and see mobile applications as a more independent way of learning. According to the absolute majority of students, the role of mobile applications in the acquisition of English is very important in all aspects. The effectiveness of mobile apps is greater, the engagement of students in the classroom is greater as for the students this new form of learning becomes more interesting. Based on the data they provide, testing through apps is also less stressful and students feel more confident when using mobile apps in the learning process. Students also greatly appreciate the role that mobile applications have in accessing information. Compared to textbooks, they see mobile applications as a faster and more practical way to access information. They have faster access to information. This is achieved because mobile applications offer different content and by clicking on them it becomes even easier to browse these contents. Also, mobile applications have a positive role in memorizing new words as through images students memorize more easily.

CHAPTER V: CONCLUSION, LIMITATIONS, RECOMANDATIONS

5.1 Conclusion

Technological developments undoubtedly have a great impact on the development of the educational process. The educational process to remain competitive must always be in step with technological developments. In order to be as productive as possible, technology and technological equipment must be adapted for the purpose of teaching and learning. In order for technology to be in the function of teaching and learning, maximum effort is needed from teachers. Teachers should have sufficient knowledge to use technological equipment and applications and use them to be as productive as possible and to maximize student benefit. The main focus of this research paper was the investigation of the role of mobile applications in teaching and learning English. The case study was conducted at “The Harvard School” in Podujeva. Different instruments were used to better understand the role of mobile applications in teaching and learning English. Interviews with teachers, experiment with students through pre-test and post-test and two parts of the questionnaire were the methods used during this research. At the beginning of the research, three main hypotheses were identified.

The first hypothesis was *“Teachers prefer developing lessons through technology rather than using traditional models”*. This hypothesis was proven to be true through the interview. All teachers agree that the new forms of technology are applicable in their school and they are making maximum efforts to follow contemporary trends in teaching and learning English language through technological equipment.

The second hypothesis was *“Students have a better performance in learning new vocabulary while using various mobile applications”*. This hypothesis was proved to be true after the experiment

conducted with students. At the beginning of the experiment only traditional learning was used and students were subjected to a test. Then, in the second part of the experiment, smartphones and tablets with mobile applications were used and at the end, the students were subjected to a test again. After comparing the results, it turns out that students have better performance and vocabulary acquisition is easier and more productive when students use mobile applications. Also, the third hypothesis “*The usage of mobile applications in English classes increases students’ motivation*” turned out to be true throughout the questionnaire.

5.2 Recommendations and Limitations

Since technology is a current topic today and every school and educational institution made great efforts to invest and modernize the educational system through the latest equipment and especially the incorporation of mobile applications in the classroom, the research on this was very attractive and the findings suggest that technology in the education system there is a bright future. Meantime, there are some recommendations that is worth to be taken in consideration such as:

- Further researchers need to be done in different institutions not only in private institutions but also in public schools of Kosovo on the role of mobile applications in English language teaching and learning.
- Public schools in Kosovo need to be modernized and investments in technological equipment are necessary to compete in quality and infrastructure.
- I personally would recommend to other teachers to incorporate mobile applications in education system, use them properly and updating their lessons in order to be creative and helpful to their students.

- In order to function better and in order for the technology to be as effective as possible, further trainings should be organized for teachers.

This research paper has some limitations as well. The primary limitation was that the research was conducted with a small number of teachers and students but for this research it was enough and the research achieved its goal. Moreover, another limitation was that the research was conducted in only one private language center and the results were gathered only with some teachers and students of the same school. Also, another limitation of this research was the choice of only one mobile application among hundreds of such and in the future they would have to use more and then compare the results.

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Appendix 1

INTERVIEW QUESTIONS

1. How often do you use mobile applications when delivering a lesson in English?
2. Which way of teaching do you prefer? Traditional (teaching with textbooks) or Modern (teaching with mobile devices)?
3. What is your attitude towards teaching English with mobile applications?
4. How do your students react when teaching with mobile applications take place in the classroom?
5. What language component do you teach with mobile applications?
6. What are the advantages of using mobile applications in English language learning?
7. What are the disadvantages effects of using mobile applications in English language learning?
8. What mobile applications do you use when teaching students?

Appendix 2

Vocabulary Test

Read the questions carefully and try to give the best answer.

1. Let's go for a _____.
a. play b. run c. yoga d. skate
2. Lara is an _____ swimmer.
a. excellent b. good c. well d. small
3. He avoided the accident, because he had very _____.
a. small reflexes b. quick reflexes c. large reflexes d. concentration
4. Marathon runners need to have more _____ than other runners.
a. calm b. muscular c. patient d. stamina
5. If there is a fire, stay _____ and try not to panic.
a. quick reflexes b. calm c. patient d. nervous
6. I hate exams. My _____ only lasts an hour, then I can't work well.
a. concentration b. stamina c. dream d. mind
7. Football is played in _____.
a. court b. pool c. track d. pitch
8. You have to have _____ legs, otherwise you can't cycle for a long time.
a. big b. short c. strong d. fast
9. You can't _____ the ball in golf if you are stressed out.
a. hit b. push c. throw d. kick
10. She goes to the gym regularly, so she is very strong and _____.
a. big b. muscular c. powerful d. weak

Appendix 3

Online Test

Vocabulary:

Choose the best option.

1. In my job I ____ a lot of time talking on the phone.
☐ last
☐ take
☐ spend
2. My first phone was a Nokia and it ____ for five years!
☐ lasted
☐ passed
☐ spent
3. It ____ me a long time to decide which phone to buy.
☐ lasted
☐ spent
☐ took
4. I ____ an hour and a half speaking with customer service in Bangalore.
☐ passed
☐ took
☐ spent
5. The queue was long. I ____ the time by playing Candy Crush on my phone.
☐ lasted
☐ passed
☐ took
6. The battery doesn't ____ very long. I have to charge it every evening.
☐ last
☐ pass
☐ Take

7. How long does it ____ to charge the battery?
- ☐ spend
 - ☐ last
 - ☐ take
8. Gloria ____ hours every day checking Facebook.
- ☐ lasts
 - ☐ spends
 - ☐ passes
9. Many hours ____ before the information came through.
- ☐ spent
 - ☐ took
 - ☐ passed

Appendix 4

Questionnaire Questions

This questionnaire is compiled for research purposes and it is to be filled by the English students of “The Harvard School”, as a part of my Diploma Thesis (at South East European University, English Language Department). The aim of this questionnaire is to search for and find out the role of mobile applications in English language learning. It will take about 10 minutes of your time. The information will be confidential and will not be misused. Thank you for your time!

Part 1

Demographic Information:

Age: 12-13 14-15

Gender: Male Female

1. Does your teacher use any mobile applications to teach English in the classroom?
 - a. Yes
 - b. No
2. How often does your teacher use mobile application to teach English?
 - a. Always
 - b. Very often
 - c. Rarely
 - d. Never
3. Which language components does your teacher teach more with mobile applications?
 - a. Listening
 - b. Reading
 - c. Writing
 - d. Speaking
 - e. Vocabulary
4. How effective do you consider mobile applications in language acquisition?
 - a. Extremely effective
 - b. Effective
 - c. Undecided

- d. Less effective
- 5. How do you rate learning with mobile applications?
 - a. Extremely useful
 - b. Useful
 - c. Undecided
 - d. Useless
- 6. Do you agree that mobile applications help you increase proficiency in English Language?
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree
- 7. What is the impact of mobile applications in your level of vocabulary accuracy?
 - a. Significant impact
 - b. Moderate impact
 - c. Somewhat impact
 - d. A little impact
- 8. How much mobile apps enhanced your communication performance?
 - a. Very much
 - b. About average
 - c. Not very much
 - d. Not at all
- 9. How motivated are you when you use mobile apps in learning English?
 - a. Very motivated
 - b. About average
 - c. Not much
 - d. Not at all

Part 2

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Learning vocabulary was better with mobile applications.	1	2	3	4	5
2	Mobile applications enabled a wider range of vocabulary activities.	1	2	3	4	5
3	Testing vocabulary using mobile applications was less stressful.	1	2	3	4	5
4	Mobile applications helped me access more information than using text book.	1	2	3	4	5
5	I was more motivated to learn new vocabulary using mobile applications.	1	2	3	4	5
6	I was more engaged in classroom activities when I used mobile applications.	1	2	3	4	5
7	I was more confident when learning with mobile applications.	1	2	3	4	5
8	I memorized new vocabulary easier using mobile applications.	1	2	3	4	5
9	Mobile applications were more practical than textbooks.	1	2	3	4	5
10	Accessing to mobile applications was quicker than textbooks.	1	2	3	4	5