MOBILE LEARNING ON FOREIGN LANGUAGE LEARNING

Giedrė Paurienė[1]
1 Kauno kolegija Higher Education Institution

V. Pavardė:	G. Paurienė
E. puslapis:	https://www.kaunokolegija.lt/
E. paštas:	giedre.pauriene@go.kauko.lt
Institucija:	Kauno kolegija
Adresas:	Pramonės pr. 20, LT-50468 Kaunas
Telefono nr.:	+370 686 14852

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Research topic, problem, goal. When listening to today's debate about education in Lithuania, at least two themes are often repeated. On the one hand, there is a discussion about e-learning and how pedagogy could be updated most effectively using electronic devices in schools and universities. It can be questioned whether it is pedagogically reasonable and useful to equip schools with all kinds of technical equipment. Secondly, the educational program in Lithuania is constantly moving in the direction of how the knowledge acquired in free time could be better recognized at school. Self-reliance and learner-centered pedagogy are emphasized, and learners should find the most suitable opportunities and work methods in which they learn most effectively. The purpose of this study is to discuss students' informal m-learning of foreign languages, emphasizing the use of mobile applications. The main research question is whether students find the programs useful for their language learning and why.

Key words: e- learning, foreign language learning, informal m-learning, mobile applications, mobile learning.

Research methods. The material for the study was collected using an online survey. The answers of 36 informants were analyzed using qualitative content analysis. The research is qualitative, but it also has quantitative characteristics, as some data are easier to illustrate with numbers. The presentation includes a history from e-learning to m-learning, the informants' answers are analyzed.

Results. About a third of the informants had downloaded such mobile apps that are intended for language learning. They argued that such programs can be particularly useful for early language learners, and do not benefit advanced language users. So-called playfulness can be seen in applications such as Duolingo or Babbel, i. e. playful qualities in a non-gaming context. In the answers to the question whether the informants downloaded "regular" language learning applications, various dictionaries, newspaper applications, entertainment language learning applications and translation tools were mentioned. Applications for communication were also mentioned. According to the informants, the daily use of applications is considered useful for language learning, because the applications contain many expressions of foreign languages, which lead to spontaneous foreign language learning.

Practical significance. The significance of the topic is determined by the fact that, on the one hand, the educational system today values the possibilities of e-learning and various mobile devices and mobile learning environments. On the other hand, efforts are being made to take better account of learning experiences gained through self-directed learning at school and university.