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MOBILE LEARNING TECHNOLOGY IN TEACHING LISTENING COMPREHENSION

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Teaching a foreign language involves perfect mastery of the generally accepted four types of activity: listening, speaking, reading, and writing. The ability to simultaneously perceive and understand a foreign language while listening is one of the most necessary skills for the formation of foreign language speaking competence. Kljunic et al. (2015) notes that listening takes approximately 40–50% of the total communication time (for comparison speaking 25–30%, reading 11–16%, writing 9%) [2]. It is

the level of mastery of auditory skills that further determines the success of mastering a foreign language and the success of intercultural communication in everyday life.

Review and analysis of articles concerning application of mobile learning technology brought us to the idea that it would revolutionize eLearning on the whole.

The concept of mobile learning, proposed by D. Keegan in 2001, was developed in the works of F. Mangiavacci, R. Mason, L. Rodin, M. Ronchetti, A. Trifonova, and D. Hoyle. In 2001, the European Commission launched the MOBIlearn project under the leadership of M. Sharpless. He formulated the main idea of the project: “everything educational is mobile” [3] and defined the conditions for the effectiveness of mobile learning. In 2002, the M-Learning Consortium was created in Canada. Scientists and teachers of Australia suggested the state standard for mobile learning. Feng-Huang Yu Yang’s dissertation (2003) proposed the architecture of a distributed mobile learning system. In 2004, the Intel Corporation launched the “Learning Always and Everywhere” project. The purpose of this project is to provide each student with personal access to mobile computing devices and to provide wireless communication in schools. Thus, mobile learning technology started its implementation into study process of foreign countries.

There are several studies on M-learning implementation in Ukraine in scientific works of A. Avramenko, V. Bilous, V. Bykov, I. Golitsina, T. Kaluga, V. Kuklev, S. Semerikov, S. Tytova, O. Tikhomirova and others.

In our opinion, the advantages of using mobile devices for the formation of auditory competence are seen in the creation of a natural language environment, namely in the round-the-clock and convenient access for students to authentic audio materials of various nature: films, series, television programs, weather forecasts, etc. with speakers of both British and American variants of the English language and in self-organization by students of their curriculum. However, despite the widespread popularization of using mobile devices for learning a foreign language, many linguists face the question of the lack of a specific method of their implementation in the educational process. Most scientists in their research are only engaged in quantitative analysis to confirm the effectiveness of mobile learning.

That is why we consider it expedient to create opportunities to control the assimilation of knowledge using mobile learning technology. Thus, one of the ways to introduce mobile devices into the educational process for the formation of auditory skills directly for English language learners is using

educational mobile applications. A mobile application is software designed to work on smartphones, tablets and other mobile devices. Currently, most mobile English language learning apps offer podcasts. Podcasts are audio blogs or broadcasts that are periodically posted on the network in the form of releases [1, p. 177]. Thus, the English teacher does not need to spend extra time looking for technical means to reproduce audio materials, and comfortable conditions for listening to audio are created for students.

In our English classes, we use various applications to develop lexical and auditory skills. For example, 6 Minute English from BBC Learning English, which contains audio materials with attached texts, vocabulary with transcription and various tasks; the ESL mobile application, which proposes audio texts with the ability to store and further process unfamiliar words; EngVid, which offers lessons aimed at developing phonetic skills and understanding English accents. In the IELTS Listening English application you can choose audio materials of different levels of difficulty on topics with tests for them. TED platform provides access to video and audio recordings of prominent personalities talks. Taking into account the positive results of implementing such an approach in the process of learning English, we have made a selection of audio materials that we use to form auditory competence in students of philology specialties.

Since most mobile applications are designed for self-learning and individual use, the disadvantage of their using in classes is the lack of an automatic system for monitoring students' activities. That is, the results obtained by students in the case of comprehension tasks after listening to audio texts are not available to the teacher.

Another effective way of implementing mobile learning technology in English language learning is to create an educational environment based on educational platforms. Educational platforms are special learning support systems that enable students to get controlled access to educational materials anywhere, and teachers to manage the process and monitor its effectiveness.

Thus, we studied the possible ways of using mobile devices both in English language classes and outside classroom for the formation of listening skills. And we also analyzed the probable advantages and disadvantages and concluded that the effective use of mobile learning technology is possible under the comprehensive control of the teacher, which we implement using tests on the Moodle-3 platform and Google Forms.

There is a huge number of mobile applications, platforms and resources (Google Forms, Survey Monkey, Kahoot!, Socrative, Plickers and many

others) with the help of which the teacher can quickly assess the knowledge and skills of students. As a rule, these programs can run on different operating systems (Windows, Linux, Android), so a student can answer test questions or take a test from his own mobile device, and not from a stationary computer of an educational institution.

Google Forms allows you to create large-scale surveys with different types of questions and can be used for working with students in the classroom, as well as for long-term remote surveys. Both options involve students answering from their own mobile devices. Kahoot!, Socrative, and Plickers are focused on quick processing of test or survey results. This is especially important when the teacher uses the guidance function of the knowledge check. In general, our research allows us to state that these services and programs fully implement the didactic functions of knowledge accounting: controlling, educational, orienting and educational. At the same time, due to the performance of time-consuming logical operations by the above-mentioned mobile platforms and services, teachers can devote more time to individual work with students, which means using study time in English classes more effectively.

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