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POSSIBLE DIFFICULTIES OF USING MOBILE APPS TO TEACH VOCABULARY IN EFL CLASSES

Annotation: *Advancement of cutting-edge technologies has revolutionized not only human lives but also their education. The usage of mobile applications in language acquisition, especially in learning vocabulary has already proved its promise. However, it is irrefutable that application of mobile learning has some challenges and possible problems. This article aims to examine those hindrances with clear analysis.*

Key words : *mobile learning, mobile applications, vocabulary, m-learning, usability, platforms, artificial intelligence(AI).*

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INGLIZ TILI DARSLARIDA LEKSIKANI O'RGATISH UCHUN MOBIL ILOVALARDAN FOYDALANISHNING EHTIMOLIY QIYINCHILIKLARI.

Annotatsiya: *Zamonaviy texnologiyalarning rivojlanishi nafaqat insonlarning hayotini, balki ularning ta'limini ham tubdan o'zgartirdi. Mobil ilovalar yordamida til o'rganish, xususan, lug'at boyligini o'rganish, o'zining samaradorligini*

*allaqachon isbotlab bo'ldi. Biroq, mobil ta'limni qo'llashda ayrim qiyinchiliklar va mumkin bo'lgan muammolar mavjudligini inkor etib bo'lmaydi. Ushbu maqola, aynan shu to'siqlarni aniq tahlil asosida o'rganishni maqsad qilgan. **Kalit so'zlar:** mobil ta'lim, mobil ilovalar, lug'at, m-ta'lim, foydalanish qulayligi, platformalar, sun'iy intellekt (SI).*

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ВОЗМОЖНЫЕ ТРУДНОСТИ ИСПОЛЬЗОВАНИЯ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ДЛЯ ПРЕПОДАВАНИЯ ЛЕКСИКИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Аннотация: Развитие передовых технологий произвело революцию не только в жизни людей, но и в их образовании. Использование мобильных приложений для изучения языков, особенно для освоения лексики, уже доказало свою эффективность. Однако нельзя отрицать, что применение мобильного обучения имеет свои трудности и возможные проблемы. Цель этой статьи—исследовать эти препятствия с четким анализом.
Ключевые слова: мобильное обучение, мобильные приложения, лексика, м-обучение, удобство использования, платформы, искусственный интеллект (ИИ).

Introduction

Language learners today have an ever-increasing choice of applications that can assist them in their orthography especially for teachers using English as a Foreign Language method, owing to the fast-paced technology revolution.

Increasing need of people and the availability of technological tools to develop mobile applications mobile enabled applications to be used in different domains, such as education. However, it may bring about some obstacles to teachers and learners. This article describes the problems encountered by teachers and students in the acquisition of vocabulary through the use of mobile applications in the English language learning motivation and engagement aspect of the education context technologies.

Literature review

This article is based on results of various investigations conducted on difficulties of implementing mobile applications to teach English language in EFL classes. The article has focused on the results and discussions of the most invaluable and reliable studies conducted by renowned linguists and scientists, namely Kukulska-Hulme [10], S. AJ. Saleh [13], Crompton [4], Stockwell [14], A.I Moreno [1]. They investigated various challenges posed by implementation of mobile apps in language instruction and its effects on fulfillment of educational goals. For instance, S. AJ. Saleh[13] believes this way of teaching is still novel and needs greater educational end experimental basis. Furthermore, Stockwell [14] considers that mobile apps are mainly focused on individual learners and decrease collaboration in learning process. Thornton and Houser [15] argue that heavy dependency on mobile apps in learning may cause less face-to-face communication in lessons.

Methods

In order to understand the difficulties involved in the integration of mobile applications in EFL vocabulary teaching this review is focused to the studies

conducted on mobile learning and vocabulary acquisition. The selected research focuses on various technological, pedagogical, motivational and contextual aspects and challenges that can affect effective integration of mobile applications in language learning. Studies of Chik [3], Kukulska-Hulme [10], Godwin-Jones [5] and other studies that concern the use of mobile applications in the English as a foreign language classes in terms of their efficacy in learning vocabulary will be discussed.

Results and discussion

In recent years, educators and language learners have faced challenges in the use of mobile technology in education. However, according to S. AJ. Saleh [13], investigation of the scale of m-learning and the effect of using its advanced technology in education have lacked attention in research sphere.

An essential constraint to the implementation of mobile applications in English as a Foreign Language (EFL) classrooms is technological constraints. They consist of unavailability of mobile devices in poorly funded educational environments, poor stability of internet connection, and non-compatibility of certain applications to particular devices. According to Crompton [4], these technological factors are indeed disadvantage for both learners and educators by rendering the use of mobile apps less efficient throughout the teaching and learning process. In addition, it is frustrating when the educational apps used in the teaching learning process have bugs, are constantly being upgraded or require constant upgrade downloads.

Mobile applications are characterized by unlimited content, however, their interactivity, as well as guidance necessary for English language learning is

minimal. As Stockwell [14] pointed out, most of the apps are self-centered and do not provide opportunities for group interaction and feedback from teachers in real-time. Besides, pedagogically oriented support in some apps might hinder learning of lexical items to use in context. Another challenge is that controlling step by step students' mental activity by the teacher prevents them from improving their creativity and initiative, also, excessive individualization of learning can cause rejection to traditional teacher – student dialogue and in turn attributes to the disruption of the learning process from its psycho – social context. For one group of students, the mobile apps might be interesting, whereas, for another group, the use of these apps might be boring as the application's interface design and even the vocabulary material selected for content do not touch on the learner's interest.

Thornton and Houser [15] argued that over dependency on mobile applications might lead to limited face-to-face interplay which plays a pivotal role in acquiring a new language. Learning with mobile applications, in general, may not respond to learners' actions in the same way an experienced teacher does, and this way of learning is not appropriate for more complicated learning tasks that require greater time to process. Moreover, A.I Moreno [1] concurs that learners with various ability levels of technological device-use may have distinct learning outcomes and they use them differently spending different amount of time; and some of the m-learning applications that are tempting to learners may not be useful for linguistic improvement.

Another issue is that many mobile apps do not adapt well to different places. Apps are usually made for a wide audience, which means they might not meet the language and cultural needs of students from various backgrounds. For instance, an app made for English learners in the United States might not work well for learners in countries where English is not the main language, because of differences in

accents and cultural ideas. These differences can make it harder for mobile apps to be useful in different educational situations. Some limitations that may impact usability is heavy dependency on networks. Also, the small size of mobile device screens may hinder clear and quality presentation of graphics and even affect audibility. Furthermore, low screen resolution, limited bandwidth, poor processing pace, shortage of storage space can be some drawbacks of M-learning.

There are some financial issues in terms of using mobile applications in language acquisition. These hindrances, A. Oberg and P. Daniels [2] point out, include the high price of Internet, the high cost of the gadgets themselves. Underprivileged educational institutions are also encountered with the financial obstacles of applying m-learning into language classes, which can lead to educational gaps between them and richer schools.

Conclusion

The integration of mobile apps in EFL vocabulary instruction holds significant potential to revolutionize language learning. However, several challenges hinder the effective use of these tools, including technological limitations, pedagogical gaps, motivational issues, and cultural/contextual barriers. Furthermore, financial challenges may restrict both educational institutions and individual users from using apps in language learning process. Future research should continue to explore ways to optimize mobile apps for vocabulary instruction in diverse EFL contexts, ensuring that these tools can be used to their full potential.

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