knowledge and skills that are necessary for students as future engineers. Students study the lecture and additional materials, do individual homework, participate in the discussion forum and communicate with the teacher through a consultation forum. The most part of students do not have any problems while working with this e-learning course.

Scientific adviser E. V. Shvagrukova, PhD in Philology, Associate Professor of TPU

Votkina D. E., student
National Research Tomsk Polytechnic University
E-mail: dvotkina@mail.ru

Воткина Д. Е.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ПРИ ПОМОЩИ ЭЛЕКТРОННОГО КУРСА, РАЗМЕЩЕННОГО НА ОБРАЗОВАТЕЛЬНОЙ ПЛАТФОРМЕ LMS MOODLE

Статья посвящена изучению роли электронного образовательного курса «Иностранный язык (английский). Модуль 3» (автор Е. В. Швагрукова) в процессе обучения английскому языку. В статье подробно рассматривается структура образовательной платформы. Описаны основные навыки, приобретаемые студентом в процессе использования системы. Произведен анализ работы студентов на данном курсе и проведена оценка востребованности этой системы.

Ключевые слова: *электронный курс, образовательный процесс, английский язык, знания и навыки.*

Воткина Д. Е., студент
Национальный исследовательский Томский политехнический университет
E-mail: dvotkina@mail.ru

Rozanova Ya. V., Rau A. A., Sheshukova Yu. S.

MOBILE LEARNING OPPORTUNITIES FOR EFL LEARNERS

The present article considers mobile learning in terms of the use of mobile devices potential for EFL acquisition. It reviews the principles, definition, and actuality of mobile learning, considers the difference between mobile learning and electronic learning. Also, the article provides the list of widespread mobile applications used by the learners nowadays with their description and indicates the experimentally obtained data concerning the advantages and disadvantages of incorporation m-learning into mainstream education.

Keywords: *English as a foreign language, mobile learning, mobile applications, advantages and disadvantages of mobile applications.*

Introduction

It goes without saying that foreign languages are of paramount importance for professional development in the modern world. In this regard technical universities, which are responsible for training of qualified engineers, work on implementing new and innovative approaches and initiatives to improve the quality of higher education on the whole, and in the field of EFL teaching (English as a foreign language) which is a focus of the present article. It is carried out via implementation of innovative methods of language training, updating the EFL learning content in order to minimize the discrepancy between the requirements of the real labor market and knowledge, skills that are formed and developed in university and to increase the learner education freedom in order to make them be more autonomous in terms of the choice of their own study pathways.

In the situation when the EFL instructors have to imitate the language environment in search for ways to increase students' motivation to self-study and to make the process of EFL acquisition significant for the learners, we address to the question of incorporation of mobile devices in the mainstream language learning process as an effective tool to involve the learners in EFL context providing favorable opportunities to learn English.

Literature review

Life is busy today and the students have to live in a furious pace doing the things quickly and studying fast. Taking into consideration that the use of mobile technology is constantly growing why not to offer the learners to study at any time, in any place they want via their mobile devices? Following the claim it becomes urgent to analyze the potential of mobile learning which is primarily based on taking advantage of opportunities offered by mobile technologies such as mobile phones, personal audio devices (MP3/mp4 players), easy figurative personal computers and small laptops to facilitate, support education via the instructor-free way.

In fact, the issue of integration of m-learning into traditional educational process has been widely researched and the idea of applying gadgets in the English learning process in view of this concept is attracting attention of the wide audience in Russia and abroad, among them are: T. Elias (2011), S. Hoober (2013), D. Keegan (2005), M. Koole (2009), Y. Park (2011), C. Quinn (2011), G. Woodill (2010), V. Kuklev (2010), I. Golitsina and N. Polovnikova (2009), S. Titova and ect. However, despite the imposing corpus of researches in the field today, e-learning and m-learning concepts are still confused. In this regard it is essential to introduce the opinion of Yury

Dukhnich, the author and the editor-in-chief of the Smart Education Project, who indicated the main differences: «First of all, mobile training is usually characterized by bigger autonomy. Mobile training usually is informal. Teachers and tutors, as a rule, don't participate in the process and this fact strongly distinguishes mobile learning from more or less typical electronic training» [1]. In addition, from technological point of view m-learning can be defined as «the transfer of educational information with use of the WAP or GPRS technologies on any portable mobile device by means of which it is possible to go on-line, to receive or find materials, to participate in forums. Moreover, it allows the learners become more productive in acquiring or creating the information» [2].

Besides, to increase the efficiency and to reach the desirable outcomes it is important to take into consideration the fact that the use of the apps (Table 1) requires from EFL learners more than ability to handle with advanced technologies and apps. The idea is that m-learning has to be incorporated into mainstream process of education and has to correlate with the core principles of learning. Therefore, if the EFL instructor decides to blend instructor-led-training and m-learning it is essential, when teaching, to follow the general didactic principles of and the principles of a distant learning, such as:

1. learners' autonomy;
2. learning flexibility;
3. interactive way of learning;
4. feasibility;
5. correlation of m-learning to mainstream EFL training programs.

Above all, the following characteristics are recommended for integration of mobile learning into EFL context and the learning environment: the application of mobile learning in authentic contexts; the use of mobile learning in contexts where learners are mobile; to provide time for exploration of mobile technologies [3]; blend mobile and non mobile technologies; to use m-learning in nontraditional learning spaces; to orient learners to employ mobile learning both individually and collaboratively; to focus learners' attention on the production and consumption of knowledge when using mobile devices for studying [4].

As mobile learning becomes more and more popular among young EFL learners there are hundreds of available mobile applications (apps) operating on the market today which are free for the learners to download from the Internet. The most widespread and usable applications are presented in the table 1:

Table 1. Mobile apps used for EFL acquisition

Mobile application	Content description
British Council apps	One can download the apps from Google Play, Apple's App Store or using a QR code. It is divided into units such as listening (audio and video), grammar, vocabulary (podcasts) and ect. Also these apps comprises some learning tools for specialized vocabulary acquisition such as *Learn English for Taxi Drivers, My Word Book*, some phonetic exercises *Sounds Right* and *Games* unit (Learn English Sports World, Premier Skills, Johnny Grammar's Word Challenge)
Duolingo	This app has just won the» Best education start-up award». It is designed in the form of a game including its user-friendly interface which keeps the users involved. The essential advantage is that the app contains no adverts and is free of charge. Also the app provides opportunity for beginners to start the training with the A1 level
Two min English	It is free of charge app which has no adverts and contains more than two hundred two-minute video lessons on a variety of topics, such as social English, business English, travel English, common mistakes in English, idioms and phrases. The website offers authentic videos where the learners listen to native speech and do the exercises. In addition, the app provides free exercises to assess the progress. The resource is split into mini lessons
Real English	It is free of charge. The apps offer a variety of language levels from beginner to advanced. Each app contains up to twenty lessons that focus on specific grammar, vocabulary and it also has business and conversation apps. English for business communication app comprise the sections: how to conduct meetings, how to give presentations and negotiate successfully, network with foreign business associates, how to communicate effectively via the telephone. In addition there is a list of business expressions, idioms and slang phrases employed in the sphere of business
Game to learn English powowbox	It has friendly interface and the rules are translated into five languages such as English, French, Spanish, Korean and Russian. The app is designed in the form of the multi-level game, once downloaded it appears as English tracker. The user can earn a star when a new grammar rule is mastered and can lose life if there is a mistake

Despite the fact that there is a wide array of studies devoted to description of diverse mobile apps and their use for EFL acquisition, to our knowledge, there exist some pitfalls concerning the load, installation and the use of certain mobile apps. What is more, the practical experience of using these apps by the students in terms of their advantages and disadvantages has not been widely presented in the corpus of publications on mobile learning. Therefore, the purpose of the present paper is to overview the aforementioned mobile applications in terms of the strong and weak sides which the learner might face while working with the apps. The results obtained might be used to optimize the work with the apps and to make the learning process more effective.

Method

In order to determine the positive sides and the «bugs» which the students might come across in the process of the mobile apps use, the opinion poll and mobile apps test were needed for the purpose of the study. For this purpose 20 students of Institute of Cybernetics of National Research Tomsk Polytechnic University were invited to take part in the local experiment. The instruction consisted in testing the suggested applications during 7-10 days and after that the students had to report the feedback concerning the drawbacks they faced and the strong sides of the app tested. The data collected were treated and summarized in the form of recommendations as a guideline for those who may want to employ his/her mobile device for EFL acquisition (Table 2).

Results and Discussion

Table 2. Experiment results on mobile apps test by the students of Institute of Cybernetics

Mobile application	Time allocated for app test	Number of days for m-app use	Units tested	Advantages	Disadvantages
British Council apps	20 min	7	Listening and grammar	1. The emphasis is stressed on visual and audio materials. 2. Variety of tasks. 3. Glossary. 4. Material is presented in a funny way which is less tiring and boring. 5. Pleasant interface.	1. The installation of the app it needs a lot of traffic and memory. 2. It is difficult to use this app «on the go» (slowly loading).
Duolingo	20 min	7	grammar	1. Pre-test which guides the user to the proper level corresponding to his/her background knowledge. 2. Each topic has a «strength index». Each time when the user gets to the app again, he/she has to do the exercises which the user has done before. It provides additional «drilling» of the material studied and give favorable opportunities to learn the target material. 3. Individual approach, the training begins with the most elementary. 4. Friendly interface. 5. Progress test for students and overall performance results. 6. There are comments of mistakes.	1. The microphone is sometimes unable to identify the speaker's voice. 2. The instructions are presented in Russian.
Two min English	10 min	7	social English, business English, travel Eng-	1. Variety of the English language genres. 2. Real-life authentic examples of native	1. The app is mainly focused on listening and has no grammar and speaking units.

			lish, common mistakes in English	speakers' conversation 3. It can be too difficult for beginners.	2. The design of the app is less eye-catching which is a bit tiring.
Real English	20 min	7	Grammar, vocabulary, listening	1. Possibility to learn modern business language including expressions, slang and idioms. 2. Each lesson focuses on specific grammar / vocabulary areas. 3. Each video episode is supported with subtitles. 4. The menu is completely in English which might be a problem for the students with A1 and A2 level.	1. It contains much advertisement.
Game to learn English powowbox	15 min	7	grammar	1. It comprises 2000 examples, 100 essential rules of English grammar, 20 levels, 3 modes of learning. 2. A well-designed and friendly interface. 3. All the rules are translated into several foreign languages. 4. One of the advantages of the app is that it provides the user with constructive feedback in case of mistakes	1. The first three levels are free, then the user has to pay.

Data presented in the table 2 indicate that every mobile app has some advantages and disadvantages that, to a certain extent, concern the technical aspect of a m-app or from the educational point of view. The most popular resource tested by the students was *Grammar unit* and according to the number of advantages determined by the students it can be assumed that *Duolingo* is the most usable mobile resource among the students who participated in the experiment.

Conclusion

As any pedagogical innovation m-learning occupies the «project status» nowadays and needs more researches to be done in the field of incorporation this progressive technology into mainstream education. On the one hand there are some troubles that one may face when using mobile apps for EFL learning such as technical incompatibility, free access to resources (some apps provide a limited number of free of charge units, in other words, when the user finishes one unit and want to continue on the next level, the program might require some fee).

On the other hand, it is hard to overemphasize the benefits of mobile learning: training takes place when it is needed – at any time and at any place, implementation of a learner-centered content, opportunity to train on student's own pace, the material is structured and divided into theory and practice or grammar and vocabulary units, so the user may choose the unit that needs to be improved, some apps provide training in the form of the game that is engaging and catching as well.

Also, one important issue needs to be addressed by the instructors who incorporate m-learning or design m-learning courses. In most cases the apps are tested by the students who are rather motivated and academically busy, active and short of time or people who desire to fill the time gap being stuck in a traffic jam and they choose learning on-the-go because they want to be able to log onto the learning management system anywhere and at anytime. In this sense, the development of the EFL mobile course has to be carried out with regard to easy access to the course so that the learners have opportunity to get target material quickly, conveniently, and without wasting time on irrelevant course content.

Finally, as for the results obtained, they definitely can't be treated as scientifically valid due to the fact that the number of tested apps and participants was not huge enough, and the data were not statistically treated. However the results of the local experiment might serve as a guide for beginners (learners who use the m-app for the first time) who want to raise his/her language competence in search for effective m-app to individual needs.

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Rozanova Ya. V., senior lecturer of TPU
National Research Tomsk Polytechnic University
E-mail: ioannastar@list.ru

Rau A. A., student
National Research Tomsk Polytechnic University
E-mail: illusion_13@bk.ru

Sheshukova Yu. S., student
National Research Tomsk Polytechnic University
E-mail: sheshukovajulia@gmail.com

Розанова Я. В., Рау А. А., Шешукова Ю. С.

ПОТЕНЦИАЛ МОБИЛЬНОГО ОБУЧЕНИЯ
В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА (АНГЛИЙСКИЙ)

В статье рассматривается потенциал мобильного обучения в изучении иностранного языка (на примере английского языка). Обоснована актуальность мобильного обучения, показаны его отличия от электронного обучения, представлены принципы мобильного обучения, описаны популярные мобильные приложения, экспериментально выявлены преимущества и недостатки каждого исследуемого мобильного приложения.

Ключевые слова: изучение иностранного языка, мобильное обучение, популярные мобильные приложения, преимущества и недостатки мобильных приложений.

Розанова Я. В., старший преподаватель
Национальный исследовательский Томский политехнический университет
E-mail: ioannastar@list.ru

Рау А. А., студент
Национальный исследовательский Томский политехнический университет
E-mail: illusion_13@bk.ru

Шешукова Ю. С., студент
Национальный исследовательский Томский политехнический университет
E-mail: sheshukovajulia@gmail.com

Plotnikov A. V.

PSYCHOLOGICAL APPROACH IN TEACHING ENGLISH

The aspect of foreign language learning is one of the most important issues in TPU since its mission is to increase the competitiveness of the country and provide education of engineering elite by the internalization of the research. Thus the question of the most effective approach in teaching a foreign language becomes vital. Most of the standard methods in teaching a foreign language presented here focus on the analysis, instead we suggest to apply a psychological approach which concentrates on the integrity of the language.

Keywords: teaching English, standard methods, analysis, psychological approach, language integrity.

Learning English is one of the most important issues in TPU. As it is known, the mission of the National Research Tomsk Polytechnic University is to increase the competitiveness of the country, to provide education and training practices of engineering elite by the internationalization and integration of the research, to generate new knowledge, innovative ideas and to create resource-efficient technologies. In accordance with this, it is especially important to increase the requirements for proficiency in a foreign language for the further implementation of effective professional activity in domestic and international labour markets.