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Summary. *The article examines the relevance of employing mobile technologies in teaching English as a foreign language. The study investigates pedagogical approaches to mobile-assisted language learning and evaluates the benefits and drawbacks of their application in the classroom.*

Key words: *mobile technologies; smartphone; application; foreign language; education.*

Introduction. In the era of global digitalization, the traditional landscape of education is undergoing a profound transformation. The rapid advancement of information and communication technologies has paved the way for innovative pedagogical approaches, among which mobile-assisted language learning has emerged as one of the most promising fields. Today, mobile devices are no longer viewed merely as communication tools or sources of entertainment; they have become powerful educational instruments that provide learners with ubiquitous access to authentic linguistic resources.

The relevance of integrating mobile technologies into English as a foreign language (EFL) instruction is driven by the need for more flexible, personalized, and interactive learning environments. Unlike traditional classroom settings, mobile technologies allow for a “seamless” learning experience, bridging the gap between formal education and informal daily practice. However, despite the widespread availability of smartphones and tablets, the systematic implementation of these tools in the educational process remains a complex challenge for many educators.

This article aims to investigate the methodology of using mobile technologies in the EFL classroom. It explores the diverse range of techniques available to modern teachers, evaluates the practical benefits of mobile integration – such as increased student motivation and enhanced autonomy – and addresses the potential drawbacks and technical limitations that may arise. By analyzing both the pedagogical potential and the practical constraints, this study seeks to provide a comprehensive overview of how mobile technologies can be effectively harnessed to improve the quality of foreign language acquisition.

Material and methods. The materials for the article are the works of researchers in the field of foreign languages education who explore the use and role of mobile technologies for teaching students. The main methods used were the methods of analysis and synthesis and the method of deduction.

Findings and their discussion. “The term ‘mobile technology’ refers to any device that is designed to provide access to information in any location, or while on the move. Specifically, this would include, but not be limited to mobile phones, personal digital assistants (PDA), tablet computers and laptops” [1, p. 214].

The expanding use of computers and the internet in education has led to the development of educational services not only for computers but also for mobile devices. Mobile technology enables students and instructors to access these services anytime and anywhere, which is one of the main advantages of the wireless medium. Learners can control their own learning schedule more than ever before, thanks to the shift from desktop to wireless educational services [2].

As a branch of mobile education, Mobile-Assisted Language Learning (MALL) traces its roots to the 1980s. During this period, L. I. Twarog and M. Pereszlenyi-Pinter pioneered the use of telephones for remote language instruction to offer students guidance and feedback. This methodology evolved directly from the conceptual framework of Computer-Assisted Language Learning (CALL). Currently, the significance of MALL is emphasized by several key factors. Firstly, mobile hardware is becoming increasingly powerful, affordable, and widely adopted. Secondly, the market sees a continuous influx of IT solutions – including applications and digital platforms – that revolutionize instructional design. Thirdly, since “digital natives” perceive virtual environments as being as natural as traditional classrooms, embedding mobile tools into assessment systems proves highly effective and seamless.

Furthermore, scholars have identified a more specific paradigm known as Smartphone-Assisted Language Learning (SPALL). Among various portable technologies, such as wireless notebooks, media players, PDAs, and electronic dictionaries, smartphones remain the primary focus for educators. This preference stems from the ability of educational institutions and teachers to upgrade the technical

framework of language training. Consequently, they can deliver highly personalized and interactive language courses without incurring extra expenses, while simultaneously boosting speaking practice.

Current academic discussions regarding the utilization of mobile devices in educational environments typically focus on device capabilities, learner skills and behavioral attitudes, as well as environmental opportunities and constraints. Let us examine the principal directions in research concerning the development of mobile-assisted foreign language learning.

The following types of mobile interactive services and applications are identified [3]: general-purpose (e.g., Duolingo, LinguaLeo); those designed for the formation and development of lexical skills (Easy ten, Upmind, Memrise, Quizlet, etc.), grammatical skills (English Phrasal Verbs, Flip and Learn, Color Verbs, etc.), and foreign language communicative abilities (Urban Dictionary, Genius, Smigin Travel, etc.); resources for hosting videos and their corresponding custom-designed tasks (FluentU, TED, YouTube, etc.); mobile dictionaries (ABBYY Lingvo Dictionaries, SlovoEd, Multitran, etc.); and automated translators (Word Lens, Google Translate, iTranslate, etc.).

Mobile technologies can address the following objectives in the organization of the foreign language educational process: feedback and assessment (messaging, social networks, learning management systems, student polling and testing systems); facilitating rapid access to learning materials (mobile reference applications); and the visualization of educational content (multimedia mobile applications). In general, mobile technologies are capable of fulfilling the following didactic functions: the accumulation, storage, exchange, and visualization of information; rapid feedback and monitoring of the learning process; individualization of the learning process; the development of information literacy skills (searching, selecting, evaluating, and interpreting); the implementation of collaborative learning methods; and the development of various types of speech activities.

The variety of mobile learning technologies inevitably brings the issue of their effectiveness to the forefront. The prospects for implementing mobile technologies into the foreign language learning process are inherently linked to the development of instructors' ICT competence. This competence is directly associated with digital literacy, which determines the readiness of teachers for the development of digital education and is comprised of assessments of the development of information, computer, and communication literacy, as well as media literacy and attitudes toward technological innovations. The advancement of a teacher's ICT competencies serves as a fundamental prerequisite for the successful integration of emerging technologies into the educational process. Researchers conceptualize this phenomenon in various ways, distinguishing such types of literacy as textual, hypertextual, visual, multimedia, gaming, and mobile literacy, among others [4, p. 108]. Specifically, mobile competence encompasses the knowledge, skills, and abilities required for the effective integration of mobile technologies into a foreign language course.

The integration of Mobile-Assisted Language Learning into the university curriculum has transformed the pedagogical landscape of teaching English as a foreign language. While traditional classroom settings often struggle with limited engagement and rigid structures, mobile technologies offer a dynamic alternative that aligns with the digital habits of modern students. However, the transition to mobile-centric instruction is not without its complexities, requiring a balanced analysis of its functional benefits and inherent drawbacks.

The primary advantage of mobile technologies lies in their ability to foster ubiquitous learning. Unlike the traditional desktop-based Computer-Assisted Language Learning (CALL), MALL allows students to engage with English materials regardless of time and location. This "anytime, anywhere" access encourages micro-learning – short, frequent bursts of study that are often more effective for vocabulary acquisition and retention than long, infrequent sessions. For university students juggling complex schedules, the ability to practice syntax on a commuting app or listen to podcasts between lectures significantly increases the total "time on task."

Furthermore, mobile devices significantly enhance student autonomy and personalization. Standardized textbooks often fail to meet the diverse proficiency levels found in a single university cohort. Mobile applications (such as Duolingo, Memrise, or Quizlet) and AI-driven platforms allow for adaptive learning paths where the difficulty level adjusts based on the learner's performance. This creates a low-stakes environment that reduces "foreign language anxiety" – a psychological barrier identified by some specialists as a major deterrent to oral proficiency. In a mobile interface, the fear of peer judgment is minimized, allowing students to experiment with phonetics and grammar at their own pace.

From a communicative perspective, mobile technologies bridge the gap between the classroom and the authentic linguistic environment. Through social media, messaging apps (WhatsApp, Telegram), and tandem learning platforms, students can interact with native speakers in real-time. This exposure to “living language” – slang, idioms, and cultural nuances – provides a level of pragmatic competence that is rarely achievable through formal instruction alone. The multimedia capabilities of smartphones also facilitate the multimodal representation of content, catering to visual, auditory, and kinesthetic learning styles simultaneously.

Despite these affordances, the implementation of mobile technologies in a university setting faces significant hurdles, most notably the issue of digital distraction. The multi-functional nature of smartphones means that a device used for a language exercise is also a portal to social media, games, and personal notifications. Research suggests that the cognitive load required to switch between a learning task and a non-academic notification can severely impair deep processing and memory consolidation. Without strict self-regulation skills, which many undergraduate students are still developing, the mobile device may become a hindrance rather than a catalyst for learning.

Another critical concern is the “Digital Divide” and technological inequality. While it is often assumed that all university students possess high-end smartphones and stable internet access, this is not always the case, particularly in developing regions or among lower socioeconomic groups. Requiring specific apps or high-bandwidth video content can inadvertently marginalize certain students, creating an uneven playing field. Moreover, the lack of standardized technical support for various operating systems (iOS vs. Android) can lead to instructional delays and frustration for both students and faculty.

Furthermore, there is the pedagogical risk of content fragmentation. Mobile apps often prioritize gamification and isolated lexical units over complex discourse and critical thinking. While a student may excel at matching words to pictures on a screen, they may still struggle to construct a coherent academic essay or engage in a nuanced debate – skills that are essential for university-level English. The “snack-culture” of mobile learning can lead to a superficial understanding of the language if not carefully integrated with traditional, comprehensive instruction.

Lastly, the eroding boundaries between formal and informal learning can lead to “academic burnout.” When students feel the pressure to be “always on” and responsive to mobile assignments outside of university hours, the distinction between study time and rest becomes blurred. For educators, this also poses a challenge in terms of workload, as the expectation for instant feedback in a mobile-connected world can become unsustainable.

Conclusion. The integration of mobile technologies into the pedagogy of English as a foreign language represents a transformative shift in modern higher education. This study has demonstrated that Mobile-Assisted Language Learning significantly enhances student engagement and facilitates a more personalized, autonomous learning environment. By providing ubiquitous access to authentic linguistic resources and fostering real-time interaction, mobile tools effectively bridge the gap between theoretical classroom instruction and practical language application.

However, the findings suggest that the efficacy of these technologies is contingent upon the pedagogical framework in which they are deployed. To maximize benefits, educators must move beyond the novelty of the technology and focus on developing students’ digital literacy and self-regulation. It is imperative to transition toward hybrid models that incorporate digital tools without compromising the depth of linguistic analysis or academic rigor. Furthermore, addressing technical disparities remains a critical prerequisite for ensuring that the implementation of Mobile-Assisted Language Learning is both sustainable and inclusive.

In conclusion, the strategic adoption of mobile technologies should be viewed not merely as an auxiliary enhancement, but as a fundamental evolution in EFL methodology. Future research should focus on the long-term cognitive impacts of mobile-mediated learning and the development of specialized platforms tailored to specific professional or academic contexts. Ultimately, a balanced approach – where mobile devices complement rather than replace deep, analytical classroom engagement – will be key to achieving more efficient and equitable educational outcomes.

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МОБИЛЬНЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация. В статье описывается актуальность применения мобильных технологий в обучении иностранному языку (английскому), изучаются методы и приемы использования мобильных технологий в образовательном процессе, а также преимущества и недостатки их использования.

Ключевые слова: мобильные технологии; смартфон; приложение; иностранный язык; образование.

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ПРИЕМ HOT SEATING (ГОРЯЧИЙ СТУЛ) В ПРАКТИКЕ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО АНАЛИЗА РАССКАЗА

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Аннотация. Статья посвящена интеграции драматепедагогического приема «Hot Seating» («Горячий стул») в процесс обучения лингвокультурологическому анализу иноязычного художественного текста. Обоснована необходимость поиска деятельностных методов, позволяющих преодолеть разрыв между формальным усвоением лексико-грамматических структур и глубоким пониманием культурно-обусловленных смыслов.

Ключевые слова: драматепедагогика, горячий стул, интерпретация текста, лингвокультурологический анализ; лингвокультурные маркеры

Современная лингводидактика переживает этап пересмотра своих постулатов, обусловленный сдвигом от сугубо инструментального овладения языком к формированию языковой личности, способной к адекватному межкультурному диалогу. Одним из центральных методологических принципов при этом становится лингвокультурологический подход, который трактует язык не как автономную систему знаков, а как неотъемлемую часть культуры, что требует от обучающегося понимания культурных кодов – уникальных культурных особенностей нации, ее ценностей, традиций и стиля взаимодействия с другими [1; 3; 5; 9]. Иными словами, от изучающих иностранный язык требуется постижение ценностных смыслов, стоящих за лексическими и грамматическими единицами.

Сегодня лингвокультурология приобретает статус одной из ключевых дисциплин, интегрирующей знания о языке и культуре для понимания ментальных моделей носителей языка [1; 9]. Традиционная методика анализа текста в иноязычной аудитории зачастую ограничивается композиционно-стилистическим разбором и переводным комментированием, что позволяет зафиксировать содержательный план произведения, однако оставляет в стороне культурно-специфичные коннотации, без которых невозможно полноценное понимание авторского замысла. Лингвокультурология изучает текст, помогая глубже проникнуть в мир той культуры, на языке которой он создавался [4]. Короткие рассказы и новеллы – это идеальный объект лингвокультурологического анализа, их компактный нарратив насыщен культурно-