





# M-learning у процесі медіаосвіти та вивчення іноземної мови

Оксана Кирилова <sup>1</sup>, Неля Блинова <sup>2</sup>, Світлана Мединська <sup>3</sup>,  
Алла Михайлова <sup>4</sup>

## Анотація

Мета даної статті полягає у вивченні можливостей англomовних мобільних додатків для медіаосвіти, які доступні на платформі Google Play. Основний акцент робиться на їх дидактичному потенціалі, зокрема на їх здатності формувати навички медіаграмотності та покращувати рівень володіння англійською мовою. У якості об'єкту вивчення обрано додаток "Journalism & Mass Communication" від Edutainment Ventures - Making Games People Play. Цей вибір обумовлений привабливістю та успішним досвідом його використання. Також було досліджено інші проекти, які акцентують увагу на роботі з англomовними текстами та розширенні словникового запасу. Серед них: "Journalism" від SQSTECH, "Journalism Textbook" від Courses Books, "Journalism course" від APLUS, "Media and Information Literacy" від PERCDC Learnhub, "Journalism Dictionary Offline" від EasyGoing та "Journalism Dictionary" від Pocket Dictionary. Для оцінки функціоналу застосунків залучено фокус-групу із студентів Дніпровського національного університету імені Олеся Гончара, які навчаються за спеціальністю 061 "Журналістика" на різних рівнях вищої освіти. Загалом у групі було 17 осіб, зокрема 12 студентів бакалаврської програми, 4 — магістерської та 1 аспірант. Ефективність та неефективність опцій застосунків були визначені шляхом аналізу результатів анкетування, проведеного серед учасників фокус-групи. Загальний аналіз додатків для медіаграмотності та медіаосвіти свідчить про те, що мобільне навчання є актуальним та ефективним інструментом у навчальному процесі. Проте воно не може повністю замінити традиційну освіту. Різноманітність функціоналу, підходів до контенту та залучення аудиторії підкреслює важливість створення мобільних додатків, які відповідають конкретним освітнім програмам. Мобільне навчання має великий потенціал для підвищення ефективності позашкільної освіти. Використання мобільних додатків під час медіаосвіти та вивчення англійської мови має значний дидактичний потенціал. Результати дослідження підтверджують доцільність інтегрованого підходу до навчання, що комбінує вивчення предмета з освоєнням іноземної мови. Оскільки в Україні набуває актуальності вивчення англійської мови, поєднання цих двох напрямів вважається цілком обґрунтованим.

**Ключові слова:** медіаосвіта; медіаграмотність; англійська мова; мобільне навчання; цифрове навчання.

## 1. Introduction

**Problem Formulation.** Mobile learning (M-learning) is a new paradigm of education that allows the learning process to be shifted to smartphones, tablets, and other portable devices. Thanks to mobile learning, knowledge is becoming more accessible and convenient, shedding light on the path of education for millions of people, even in remote corners of the world.

Attempts aimed at theorizing mobile learning started in the early 2000s, when personal computers became more affordable and the first Internet-enabled mobile phones began to enter the market. However, the very idea of using mobile technologies

for learning and development of schoolchildren and students arose much earlier — back in the days of the first pocket calculators.

At the stage when mobile learning was just emerging, some scholars and educational experts actively discussed the possibilities of using mobile devices in the educational process (Quinn, 2000; Sharples, 2006; Traxler, 2007; Motiwalla, 2007; Chen et al., 2008). Although the innovative ideas of using smartphones and tablets for education aroused considerable interest at the time, it was not yet supported by scientific research and specific pedagogical models.

With the spread of mobile technologies and the increase in their functionality, the first scientific

<sup>1</sup>Oles Honchar Dnipro National University (Dnipro, Ukraine), e-mail: [oksanakirylova@aol.com](mailto:oksanakirylova@aol.com)

<sup>2</sup>Alfred Nobel University (Dnipro, Ukraine), [blynova.n@duan.edu.ua](mailto:blynova.n@duan.edu.ua)

<sup>3</sup>Alfred Nobel University (Dnipro, Ukraine), [medynska@duan.edu.ua](mailto:medynska@duan.edu.ua)

<sup>4</sup>Oles Honchar Dnipro National University (Dnipro, Ukraine), e-mail: [mykhailova\\_a@fszmk.dnu.edu.ua](mailto:mykhailova_a@fszmk.dnu.edu.ua)

studies aimed at the theoretical justification of mobile learning appeared (Kumar Basak et al., 2018; Bernacki et al., 2020). Scientists and educational experts have been researching the effectiveness of mobile learning compared to traditional methods, studying its impact on the motivation of schoolchildren and students, as well as considering the use of special platforms and programs for organizing the learning process via mobile devices (Qashou, 2020; Al-Emran et al., 2020; Romero-Rodriguez et al., 2020; Al-Rahmi et al., 2022; Blynova et al., 2023b; Blynova & Polishko, 2023).

Having analysed the process of integration of mobile technologies and pedagogical practices over the last decade, Qureshi (2020) suggests distinguishing a number of levels of the educational process in the M-learning mode as follows:

- mobile learning students and teachers — a mobile learning environment focused on students and teachers where they can work together on user capabilities and context;

- ubiquitous learning environments (ULEs) — a mobile platform transforming a course into integrated video lectures, text, assessment and social learning in an application. This option updates the students' learning model and, simultaneously, it is possible to monitor their behavioural activity;

- mobile health (mHealth) applications and mobile learning in patient care — a level focused on training medical students and gaining experience in the clinical field of medical care;

- collaborative learning — learning in a collective environment through a team-individual algorithm of development and penetration;

- foreign language learning — a multi-subject level of mastering a foreign language, which is currently an effective and powerful didactic tool.

This article focuses on most of the levels proposed by Qureshi. Cochrane (2018) suggests that currently pedagogic (teacher-determined) and even andragogic (self-directed) learning methods are inferior to eutagogic (student-determined) ones. The eutagogical approach is based on the network-centric theory, capable of providing an effective basis for learning in the age of digital technologies. In media education, the advantages of mobile learning are obvious. It allows students to receive media content via mobile devices, which makes the learning process more accessible and convenient. Interaction with publications can take place in real time, which enables perceiving media content more

effectively. Personalization of the learning process provides the possibility of choosing media content according to the interests and needs of students. Therefore, it stimulates the motivation to study and enhances the individual development of each student. The versatility of the technology makes it possible to involve different age groups in the educational process, focus on various aspects of media education and involve additional functionality, in particular, the possibility of the simultaneous learning of foreign languages.

#### **Analysis of recent research and publications.**

Currently, the specifics of using mobile learning technologies in media education require a thorough theoretical understanding. Scientific discourse does not pay due attention to this problem, focusing mostly on specific didactic issues, while avoiding interdisciplinary aspects. It is worth noting that the space of learning foreign languages via mobile applications (the foreign language learning level) has been analysed in detail. Researchers single out the most relevant trends prevailing at this level (Kacetl & Klímová, 2019; Andujar et al., 2020), investigate the specifics of the use of technology in secondary and higher education (Klimova, 2019; Şad et al., 2020; Nicolaidou et al., 2021; ), compare the results of classroom training with those offered by mobile and electronic means (Morgana, 2021; Yu et al., 2022), as well as study the didactic potential of technology (Anaguano & Sanchez, 2020; Blynova et al., 2023a; Blynova & Kyrylova, 2023).

Researchers are also actively developing the mobile health (mHealth) applications and mobile learning in patient care level (Gaglani & Topol, 2014; Barteit et al., 2018; Abbasi et al., 2020; Bernacki et al., 2020; Wilcha, 2020). The level of ubiquitous learning environments is studied mostly in view of its integration into the system of higher education as an effective tool (Aljawarneh, 2019).

With regard to media education, there are isolated works in which certain own results of the introduction of mobile learning technology are suggested. In particular, Cochrane (2018) explores the integration of mobile learning into journalism education, proposing a new curriculum design. The feasibility of using mobile applications in the process of mastering media literacy by secondary school students is analysed in the article by Kyrylova (2023).

**The purpose of the article** is to investigate the didactic potential of English-language mobile media education applications available on the Google Play platform, considering their ability to build media

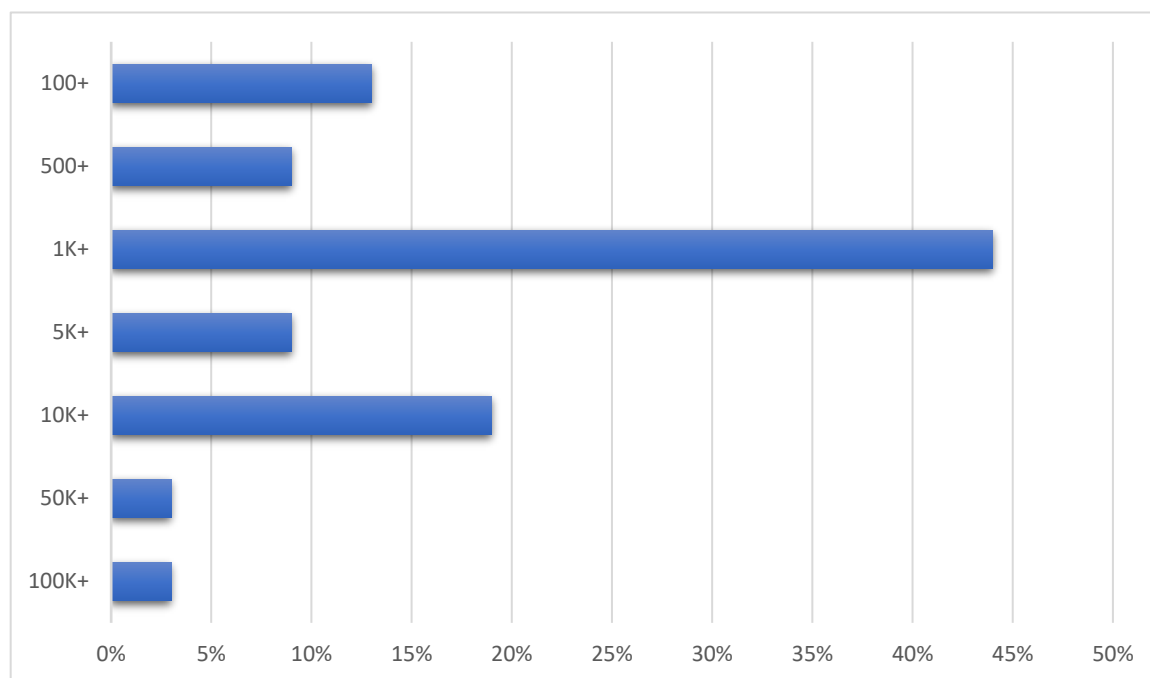


Figure 1. Mobile applications by number of downloads

literacy competencies and increase English language proficiency.

**Methods.** Today, the Google Play platform (as of the first half of 2023) has more than 30 mobile applications related to media literacy, media education and journalism. The oldest one appeared in 2014 (*Dictionary of Journalism Study*), whereas the most recent one was launched in 2022 (*How to Become a Journalist*).

We cannot call this type of application really popular. Considering the number of downloads, the majority — 44% — functions in the 1K+ category as shown in Fig. 1. There is only one relevant app in each of the 100K+ and 50K+ categories. These are, respectively, *myScoop — Citizen Journalism* by MYSCOOP LABS LIMITED (launched in 2018) and *Journalism & Mass Communication* by Edutainment Ventures — Making Games People Play (launched in 2014).

The analysis of the didactic potential of mobile applications is focused on *Journalism & Mass Communication* App due to its attractiveness and rather long experience of successful operation. Also, in terms of learning English, the most appealing applications are those that are designed to work thoroughly with English-language texts as well as expand vocabulary (*Journalism* by SQSTECH, launched in 2019, 10K+ downloads; *Journalism Textbook* by Courses Books, launched in 2021, 1K+ downloads; *Journalism Course* by APLUS, launched in 2018, 10K+; *Media and Information Literacy* by

PERCDC Learnhub, launched in 2017, 10K+; *Journalism Dictionary Offline* by EasyGoing, launched in 2016, 10K+; *Journalism Dictionary* by Pocket Dictionary, launch in 2019, 5K+).

We deliberately do not include applications such as *Dictionary of Journalism Study* by AR-Apps (launched in 2014, 10K+), *Journalism — Offline* by GohelSumiTech (launched in 2021, 1K+) or *Journalism Crossword Puzzle* by Edutainment Ventures — Making Games People Play (launched in 2018, 100+) into the research object, since in spite of the fact that they are aimed at performing the functions which are consistent with this research, after the release, they were not updated, the thesaurus was not expanded, and the service was not improved catering for the desires of users.

The functional testing of the applications was carried out by a focus group of higher education students majoring in 061 Journalism of the first, second and third levels of higher education of Oles Honchar Dnipro National University (Dnipro, Ukraine) consisting of 17 people (including 12 students of the first, second and third years of the bachelor's level of higher education, 4 first-year students of the master's degree program, and 1 third-year student of the educational and scientific level of higher education). The facts indicating the effectiveness/ineffectiveness of the application options have been obtained by interpreting the results of surveying the respondents.

## 2. Results

The mobile application called *Journalism & Mass Communication* by Edutainment Ventures — Making Games People Play has been offering basic knowledge of journalism in a glossary format since 2014. About 1,000 concepts and terms from communication studies are presented in 13 categories. In particular, there is terminology regarding print media, television and radio journalism, cyber journalism, advertising and PR, media law and journalism ethics, media design, etc. By design, the application should offer, in addition to a glossary, a news archive, Breaking News, news from users, a quiz, the ability to learn terms at a comfortable pace, and search by category. However, the last update was released in 2019, and the app currently cannot work on modern devices. The user rating of 2.9 stars and the 3+ rating are relevant as of 2021. Among the comments, there are sincere thanks to the developers for the fact that “This app gives daily journalism words that u can read and comprehend” (user Racheal Aryeetey, August 4, 2020), “It’s an app that will give you basic knowledge about journalism...teach you basic words of mass communicatio...” (Puja Dhara, December 29, 2021), “It’s a very nice app if you want to know all the basics in journalism” (Gladys Sarfowaa Attobrah, October 8, 2021), “I wanna become a journalist in the future. That's why I am preparing for myself from now” (Rajesh Kuma, August 7, 2020) (quotes from the comments are provided by the GooglePlay editorial office).

The outdated version of the application and the lack of updates make it impossible to study its content, functionality, and design in detail. However, the general description and the comment thread enable us to say that the glossary is the highlight that has encouraged users to download and generated quite high ratings for years.

*Journalism* by SQSTECH offers reference information on communication studies by categories:

- Defining Journalism;
- What is news?
- Primary Roles of Publication;
- Scope of Journalism;
- Basic News Reporting;
- Vocabulary;
- Journalistic Models;
- Journalism as a career;
- Journalism-The Challenges;
- Roles for a Publication;

- Journalism-Primary Roles;
- Ethical issues Student Journalists Face.

Each of the categories is a section from the textbook on the basics of journalism, written in simple and understandable language. To comprehend the content, English level A2 is sufficient. The texts are concise, and not overloaded with descriptive elements. With a view to expanding the vocabulary of users and familiarizing with the conceptual terminology of a journalist, the Vocabulary section provides a list and interpretation of the main terms of modern journalism.

The results of application testing are presented in the table 1. The average marks received by the project can be explained by the rather primitive functionality, the lack of multimedia formats, and the small amount of content.

*Journalism Textbook* by Courses Books is, according to the developers, a free international book application with questions and answers on the theory of citizen journalism. By categories (Journalism, Production, Forms, Social Media, Fake News, Propaganda Compared with Fake News, Journalism in Antiquity, Early Modern Newspapers, News Media and The Revolutions of the 18th and 19th Centuries, etc.), the authors of the application offer users concise texts on the theory of journalism. There are many questions about the quality of the texts themselves, given the fact that they are simple copy-paste from the extensive Wikipedia article "Citizen journalism" (Citizen journalism, 2022). The article itself is of high quality. Since its creation in 2004, it has undergone more than 1,500 edits. So, the fact that the respondents rated the application quite high (3.64 points) speaks more in favour of the Wikipedia article. However, over 1,000 downloads is a good result for an application with a rather primitive structure, simple design and minimal functionality. Meanwhile, the focus group rated the application quite high in view of the possibility of improving the level of English language proficiency — 4 points out of 5 (see Table 1).

*Journalism Course* by APLUS is, by design, a dynamic library based on the best English education websites specializing in journalism courses. Such a pathetic statement did not find a response from the respondents. The application received the lowest rating of all the analysed projects which accounted for 2.85 points out of 5 (see Table 1). The developers offer the users selections with

**Table 1.**  
**Scores of the analysed applications received in surveying**  
**the students majoring in 061 Journalism at Oles Honchar Dnipro National University**

No.	Application	Quality of content (from 1 to 5, where 5 is the highest score)	Quality of functionality	Quality of design	Ability to expand knowledge of journalism	Ability to improve English	Total score
1.	<i>Journalism</i> by SQSTECH	3.4	2.4	2.2	3.6	4	3.12
2.	<i>Journalism Textbook</i> by Courses Books	3.8	3.2	3.6	3.6	4	3.64
3.	<i>Journalism Course</i> by APLUS	2.7	2.7	2.7	3	3	2.82
4.	<i>Media and Information Literacy</i> by PERCDC Learnhub	3.5	3.75	2.5	4.25	3.4	3.48
5.	<i>Journalism Dictionary Offline</i> by EasyGoing	3.8	3.8	3.2	4.4	4.4	3.92
6.	<i>Journalism Dictionary</i> by Pocket Dictionary	4.25	3.6	4	4.25	4.25	4.07

theoretical works in four formats: texts by topic, radio bulletins from the BBC, pdf-files and videos.

The text collection called *Industry Theory and Practice* is a catalogue with links to BBC courses in journalism, which are part of the large-scale General Certificate of Secondary Education (GCSE) project. Selecting content from the topics available in the application (Writing features, reviews and press releases; Journalism analysis; Media law, ethics and regulation; Newsgathering; News writing; Professional roles within journalism; and Technology, conventions and modern journalism) takes the user to the appropriate page of the BBC website. The Radio news production collection also works in the same way. The Pdf-files section provides access to two documents, namely "Basic Concepts of Journalism" and "Journalism as a Tool for the Formation of a Free, Informed and Participatory Democratic Development" uploaded to the cloud environment. The Videos section is a collection of links to YouTube videos from the media world on various topics: journalism theory, media history, practical recommendations, social functions of journalism, citizen journalism, journalism ethics, etc. Videos are diverse since they have been created by different authors with various goals,

but their value in view of the idea of the application does not cause comments. Given that the text and radio content is produced by the BBC, it can be used without reservation for English language classes.

*Media and Information Literacy* by PERCDC Learnhub, according to the description on GooglePlay, "enables people to interpret and make informed judgments about the use of information and media, and to become skilled creators and producers of information and media messages on their own." The application is an online textbook that offers users 12 lessons on relevant topics in a static format with inactive hyperlinks to the content presented on external resources. In particular, in addition to the introduction and detailed presentation of the application course, the app focuses on the history of media from traditional to the latest one, media typology, media literacy, information literacy, the language of modern media, ethics and media law, current aspects of mediocracy, etc. The texts have the form of lecture notes with questions to the audience, cases, infographic elements, links to sources and resources (unfortunately, they will have to be typed in if necessary, because the links are not active). The complex structure of the lessons, the lack of

multimedia, and the limited service offers have affected the overall assessment of the application which accounts for 3.48 points (see Table 1). However, this product is aimed rather at teachers of subjects related to media and information literacy than students. It will not teach how to write texts, navigate freely in the information space, distinguish between facts and fakes, and check the reliability of the source of information, as stated in the description. Nonetheless, lesson materials can become a solid methodological basis for teaching the relevant subjects.

The application called *Journalism Dictionary Offline* by EasyGoing has received the highest rating from the respondents according to the Ability to expand knowledge of journalism criterion and the Ability to improve the English language criterion (4.4 points each, see Table 1). At the same time, the students of the first (undergraduate) level of higher education in these categories rated the project with 5 points. The developers describe the app as "a free dictionary with thousands of words and terms." In fact, there are only three sections in the application: Browse, Favourites and History. The main one is the Browse column, in which concise definitions of terms and concepts, which, according to the developers, are related to journalism, are provided in alphabetical order. The search service allows you to quickly find the required definition. The term can be added to favourites or shared. The dictionary is dynamic: users can add their own concepts and terms, which appear in the general list after moderation. A significant advantage of the project is the ability to work offline.

The highest scores in all the categories have been received by the *Journalism Dictionary* application by Pocket Dictionary. It's also a dictionary of journalistic terms that can work offline. The dictionary contains more than 7,000 registered words on more than a thousand different topics related to the media. It differs from the previous project in availability of audio files with the pronunciation of terms and concepts. A synonym series is also added to the definition if there is one in the language. The definition of the word is explained using examples in order to clarify the nuances of its use. It is also possible to create a list of Favourites. The Word of the day and Quiz headings can be considered an extension of the functionality. The focus group rated this application at 4.07 points, which is the highest overall rating among the analysed projects. At the same time, students who participated in the survey

noted that the ability to add their own word is a more valuable service than the quiz.

### 3. Discussions

The analysis of media literacy and media education applications shows that mobile learning is currently a relevant and effective tool for the educational process, but it cannot fully replace traditional education in this field either. The diversity of functionality, thematic focus, approaches to content creation, and audience engagement indicate that currently, due to their relative simplicity in production, it is reasonable to create mobile applications to cater for the needs of particular educational programs. Mobile learning can increase the effectiveness of extracurricular education. The project of the Faculty of Systems and Means of Mass Communication of Oles Honchar Dnipro National University called SUJet, aimed at the members of the Group of Young Journalists of Dnipropetrovsk Regional Centre for Scientific and Technical Creativity and Information Technologies of Schoolchildren (Dnipro, Ukraine), the non-profit communal extracurricular educational institution, should have been performing this function. The application, which was developed as a qualifying media project, was aimed to create a local social network that would be not only a training ground, but also a comfortable educational environment (Moskalenko & Kyrylova, 2020; Kyrylova et al., 2023). Unfortunately, the pandemic and then the full-scale war in Ukraine prevented this project from being implemented, leaving it at the prototype level. However, such a systematic approach to interaction with students proposed by SUJet has the potential for both vertical and horizontal development and is able to implement those effective services that are in demand and appear to be handy in other offers: textbooks, manuals, expert advice, dictionaries, reference books, etc.

### 4. Conclusions

Nowadays, the effectiveness of mobile applications as educational tools is unquestionable. The use of applications both in the process of media education and during the study of the English language has an almost inexhaustible didactic potential, and the results of this study indicate the feasibility of complex interaction. Considering the relevance of the study of the English language in Ukraine, it seems to be appropriate to combine the

process of mastering a certain subject (in this case, media education and media literacy) with the study of English as a foreign language.

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## Kyrylova Oksana, Blynova Neliia, Medynska Svitlana, Mykhailova Alla. M-learning in the process of media education and foreign language learning

The purpose of this article is to study the possibilities of English-language mobile applications for media education which are available on the Google Play platform. The main emphasis is on their didactic potential, in particular on their ability to build media literacy skills and improve English language proficiency. The application called Journalism & Mass Communication by Edutainment Ventures — Making Games People Play was chosen as the object of study. This choice is grounded in the attractiveness and successful experience of its use. Other projects focusing on working with English-language texts and expanding vocabulary have also been researched. These ones include Journalism by SQSTECH, Journalism Textbook by Courses Books, Journalism Course by APLUS, Media and Information Literacy by PERCDC Learnhub, Journalism Dictionary Offline by EasyGoing and Journalism Dictionary by Pocket Dictionary. A focus group of students of Oles Honchar Dnipro National University who are majoring in 061 Journalism at various levels of higher education was involved to evaluate the functionality of the applications. In total, there were 17 people in the group, including 12 Bachelor's students, 4 Master's students, and 1 PhD student. The effectiveness or ineffectiveness of the application options was determined by analysing the results of a survey conducted among focus group participants. A general analysis of applications for media literacy and media education shows that mobile learning is a relevant and effective tool in the educational process. However, it cannot completely replace traditional education. The diversity of functionality, approaches to content, and audience engagement underscores the importance of creating mobile applications that cater for specific educational programs. Mobile learning has great potential to improve the effectiveness of extracurricular education. The use of mobile applications in media education and learning English has significant didactic potential. The results of the study confirm the feasibility of an integrated approach to learning, which combines the study of a subject with learning a foreign language. Since the study of the English language is gaining relevance in Ukraine, the combination of these two directions is considered to be well grounded.

**Keywords:** media education, media literacy, English language, mobile learning, digital learning.

### Author biographies

**Oksana Kyrylova** is Doctor of Philosophy, Acting Dean of the Faculty of Systems and Mass Communication of Oles Honchar Dnipro National University

**Neliia Blynova** is Doctor of Philosophy, Associate Professor of the Department of Foreign Languages of Alfred Nobel University

**Svitlana Medynska** is Senior Lecturer, Acting Head of the Department of Foreign Languages of Alfred Nobel University

**Alla Mykhailova** is Doctor of Philosophy, Associate Professor of the Department of Media Communications and Communication Technologies of Oles Honchar Dnipro National University



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