

## THE EFFECTIVENESS OF MOBILE APPS AND ONLINE PLATFORMS IN DEVELOPING ENGLISH SKILLS AMONG SCHOOL STUDENTS

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**Abstract.** *This study explores the effectiveness of mobile applications and online platforms in enhancing English language skills among secondary school students. The research is based on practical teaching experience conducted during an internship at School No. 184. Unlike theoretical studies, this research focuses on real classroom implementation, where digital tools were integrated into daily lessons. A mixed-method approach was applied, including observation, questionnaires, and pre-test/post-test comparison.*

*The findings indicate that mobile apps significantly improve students' vocabulary acquisition, listening comprehension, and speaking confidence. Moreover, the use of digital tools increases student motivation and classroom participation. However, challenges such as limited internet access and potential distractions were also observed. Overall, the study demonstrates that technology-assisted learning creates a more engaging and effective learning environment when used appropriately.*

**Keywords:** *mobile learning, online platforms, English skills, school students, digital education, classroom research, EFL*

### Introduction

In modern education, technology is no longer optional—it has become an essential component of effective teaching. This is especially true in English language learning, where students often face difficulties in developing practical communication skills. Traditional teaching methods, while still valuable, may not fully address the needs of today's digitally oriented learners.

During my teaching internship at School No. 184, I observed that students showed greater interest and participation when lessons included digital elements. Many students were already familiar with smartphones and online platforms, which created an opportunity to integrate these tools into the learning process.

This study aims to explore how mobile applications and online platforms influence the development of English language skills among school students. The research is not purely theoretical; it is grounded in real classroom practice, making it both practical and relevant.

The key research questions include:

How do mobile apps affect students' English skills?

Do online platforms increase student motivation?

What challenges arise when using technology in the classroom?

### Description of Learners

The participants of this study were students from School No. 184, where I conducted my teaching internship. The group consisted of approximately 30 learners from grades 7 to 9, aged between 13 and 15. This age group represents adolescent learners who are in a critical stage of both cognitive and linguistic development.

In terms of language proficiency, most students were at an elementary to pre-intermediate level of English. They were able to understand basic classroom instructions, simple texts, and everyday vocabulary. However, many students experienced difficulties in using English actively, especially in speaking and spontaneous communication. Their listening skills were limited to slow and clearly pronounced speech, and they often struggled with authentic audio materials.

The learners had mixed abilities, which created a diverse classroom environment. Some students were highly motivated and actively participated in lessons, while others were more passive and required additional support. One noticeable characteristic of this group was their interest in technology. Almost all students were familiar with smartphones and social media, and many of them used mobile devices on a daily basis.

From a psychological perspective, students at this age tend to respond better to interactive and engaging activities rather than traditional teacher-centered instruction. During my teaching practice, I observed that learners were more motivated when lessons included games, multimedia, and digital tools. They showed greater enthusiasm when they were given opportunities to use mobile apps or participate in online activities.

Another important factor was the learning environment. The classroom conditions were generally supportive, but access to technology varied among students. While some students had personal smartphones and internet access, others faced limitations, which occasionally affected their participation in digital activities.

Overall, the learners can be described as digitally aware but linguistically developing. Their familiarity with technology creates strong potential for integrating mobile-assisted learning into English lessons. However, their language limitations require structured guidance and carefully designed activities to ensure effective learning outcomes.

### **Rationale for Using Mobile Apps and Online Platforms**

Mobile applications and online platforms play a significant role in addressing the learning needs of school students, particularly in developing English language skills. During my teaching internship at School No. 184, it became clear that traditional teaching methods alone were not always sufficient to actively engage learners or improve their communicative competence. Therefore, the integration of digital tools was considered both relevant and necessary.

Mobile apps and online platforms provide students with access to a wide range of authentic materials, including videos, audio recordings, interactive exercises, and real-life language examples. These resources help learners become familiar with natural language use, which is essential for developing practical communication skills. Unlike textbook-based learning, digital tools expose students to more dynamic and meaningful content.

One of the key reasons for using mobile technologies is their ability to increase student motivation. In my classroom experience, students showed greater interest and participation when lessons included interactive elements such as quizzes, games, and multimedia activities. These tools create a more engaging learning environment, where students are not only passive receivers of information but active participants in the learning process.

Another important advantage is the availability of immediate feedback. Many mobile applications allow students to check their answers instantly, identify their mistakes, and improve independently. This supports learner autonomy and encourages

students to take responsibility for their own learning. In addition, online platforms often include collaborative features, which promote peer interaction and teamwork.

In this study, mobile apps and online platforms were specifically used to enhance vocabulary learning, listening comprehension, and speaking practice. By integrating these tools into classroom activities, the lessons became more interactive, student-centered, and effective. As a result, students demonstrated higher engagement and noticeable improvement in their English skills.

### **Discussion**

The findings of this study clearly demonstrate that the integration of mobile applications and online platforms has a positive impact on the development of English language skills among school students. Based on my teaching internship at School No. 184, it was observed that the use of digital tools not only improved students' academic performance but also changed their overall attitude toward learning English.

One of the most significant outcomes was the increase in student motivation. Learners who were previously passive became more active when mobile apps and online activities were introduced. The interactive nature of these tools, such as quizzes, games, and multimedia content, created a more engaging classroom environment. This supports the idea that students learn more effectively when they are emotionally and cognitively involved in the learning process.

Another important finding relates to language skill development. The use of mobile apps helped students improve their vocabulary through repetition and visual support. Listening skills were enhanced by exposure to authentic audio and video materials, which allowed students to become familiar with natural speech patterns. In addition, speaking practice through recording and playback features helped students gain confidence and reduce their fear of making mistakes.

The study also highlights the role of learner autonomy. Mobile technologies enabled students to practice English outside the classroom, which extended their learning beyond limited lesson time. Many students began to take more responsibility for their own progress, regularly using apps for revision and self-study.

However, the implementation of digital tools was not without challenges. One of the main issues was unequal access to technology. Not all students had stable internet connections or personal devices, which sometimes limited participation. Additionally, there were instances where students became distracted by non-educational content on their phones. This indicates that while technology is beneficial, it requires careful management and clear guidelines from the teacher.

From a pedagogical perspective, the findings suggest that mobile apps and online platforms should be used as supportive tools rather than replacements for traditional teaching. The teacher's role remains essential in guiding, monitoring, and selecting appropriate digital resources. A balanced approach that combines technology with structured instruction appears to be the most effective.

Overall, this study confirms that when used appropriately, mobile-assisted learning can significantly enhance both the effectiveness of English language teaching and the quality of student engagement. The experience gained during my internship demonstrates that even in a typical school setting, digital tools can transform the learning process and make it more interactive, meaningful, and learner-centered.

## Conclusion

In conclusion, this study has demonstrated that the use of mobile applications and online platforms can significantly enhance the development of English language skills among school students. Based on the practical research conducted during my teaching internship at School No. 184, it is evident that integrating digital tools into classroom instruction leads to noticeable improvements in students' vocabulary, listening comprehension, and speaking abilities.

One of the most important outcomes of this study is the positive impact on student motivation and engagement. When mobile apps and interactive online activities were introduced, students became more active, confident, and willing to participate in lessons. This shift from passive to active learning indicates that technology can play a key role in creating a more student-centered learning environment.

Furthermore, the study highlights the importance of learner autonomy. Digital tools allowed students to continue practicing English outside the classroom, which extended their exposure to the language and supported continuous learning. This is particularly important in school contexts where classroom time is limited.

At the same time, the research also revealed certain challenges, including unequal access to technology and the risk of distraction. These limitations suggest that the successful use of mobile learning depends not only on the availability of tools but also on effective classroom management and teacher guidance.

Overall, the findings confirm that mobile-assisted learning is not just a modern trend but a practical and effective approach to improving English language education. When used thoughtfully and purposefully, mobile apps and online platforms can transform traditional lessons into more engaging, interactive, and meaningful learning experiences. Therefore, it is recommended that educators integrate digital tools into their teaching practices while maintaining a balanced and structured approach.

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