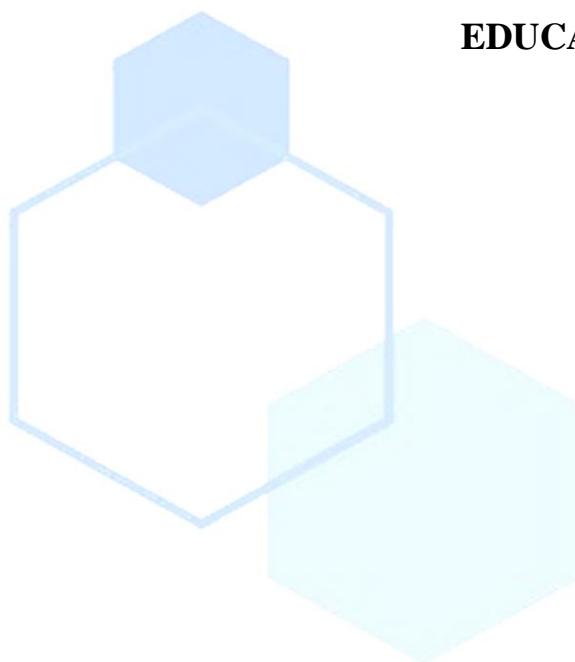# THE IMPACT OF MOBILE TECHNOLOGY ON LANGUAGE EDUCATION

Ilyosov Khusan Nigmatilla ogli

Student, the Branch of the Russian State University of Oil and Gas (NRU) named after I.M.Gubkin in Tashkent city

E-mail: husanilyosov7@gmail.com

Razikova Dilfuza Salixovna,

PhD researcher

"TIIAME" National Research University

E-mail: dilfuza.razikova2017@gmail.com

Abstract: This article explores the evolving role of mobile applications in modern English language learning by analysing three popular tools: ChatGPT, Word of the Day, and Learn English Grammar. Through an academic assessment of their pedagogical design, functionality, and limitations, the study proposes that these applications together form a complementary digital ecosystem that supports linguistic development. While ChatGPT offers interactive, personalised instruction, Word of the Day facilitates incremental vocabulary expansion, and Learn English Grammar provides structured grammatical practice. Despite inherent limitations, their combined use promotes autonomous learning and multimodal engagement, marking a significant progress in twenty-first-century language education.

Keywords: ChatGPT; mobile-assisted language learning; digital pedagogy; vocabulary acquisition; grammar instruction; AI in education; language learning applications.

Аннотация: В данной статье рассматривается меняющаяся роль мобильных приложений в современном изучении английского языка на примере анализа

трёх популярных инструментов: «ChatGPT, Word of the Day и Learn English Grammar». На основе академической оценки их педагогического дизайна, функциональности и ограничений исследование предполагает, что эти приложения вместе образуют взаимодополняющую цифровую экосистему, способствующую развитию языка. «ChatGPT» предлагает интерактивное, персонализированное обучение, «Word of the Day» способствует постепенному расширению словарного запаса, «Learn English Grammar» обеспечивает структурированную грамматическую практику. Несмотря на присущие им ограничения, их совместное использование способствует самостоятельному обучению и мультимодальному взаимодействию, знаменуя собой значительный прогресс в языковом образовании XXI века.

Ключевые слова: ChatGPT; мобильное обучение; цифровая педагогика; освоение словарного запаса; грамматическое обучение; искусственный интеллект в образовании; приложения для изучения языка.

The landscape of language education has experienced a significant transformation in recent years. Whereas students once depended solely on textbooks, classroom lectures, and handwritten exercises, contemporary learners now possess entire language-learning ecosystems within their mobile devices. This transition signifies more than a simple change in medium; it embodies a fundamental reimagining of how languages can be acquired, practised, and mastered in the digital era [Abdukakhkhorov & Razikova, 2025].

The statistics tell a compelling story. A decade ago, English learners relied mainly on printed materials and face-to-face lessons. Today, over 90% of English language learners use mobile applications daily [Godwin-Jones, 2011; Kukulska-Hulme & Shield, 2008]. This significant adoption rate raises essential questions about the educational value of these tools and how they compare with each other. Among the hundreds of language-learning apps available, three have become particularly

influential: ChatGPT, Word of the Day, and Learn English Grammar. Each reflects a different philosophical approach to language learning, and understanding their respective strengths and limitations provides valuable insights into the future of language education.

ChatGPT: The Conversational Revolution

Among contemporary digital tools, ChatGPT stands out as the most transformative, fundamentally redefining what mobile-assisted language learning can achieve. As an advanced artificial intelligence system, ChatGPT transcends the limitations of traditional language-learning applications, which typically rely on static question banks and predetermined response patterns. Instead, it facilitates authentic, open-ended interaction by generating contextually appropriate dialogue in real time. This affordance constitutes a significant methodological and technological breakthrough, enabling learners to engage in dynamic, naturalistic conversation that closely mirrors genuine communicative encounters. In this sense, ChatGPT marks a paradigm shift in language learning technology, offering opportunities for personalised, adaptive, and cognitively rich engagement that were previously unattainable in conventional mobile learning environments.

The pedagogical benefits are considerable. ChatGPT functions as a never-failing tutor, providing immediate corrections for grammar, vocabulary, and sentence composition. It offers synonyms, rephrasing, and phonetic guidance tailored to individual needs. More importantly, it fosters the development of productive skills—writing, speaking through text-based conversations, and critical thinking—through activities such as essay writing, role-playing scenarios, and mock interviews. Educators have begun integrating ChatGPT into formal coursework for writing tasks, presentation prep, and practice for standardised exams, especially for tests like IELTS.

Despite its significant pedagogical potential, ChatGPT is not devoid of limitations. Its effective utilisation depends on stable, high-quality internet connectivity, which may be inconsistent or unavailable in specific educational settings, thereby limiting equitable access. Furthermore, novice learners often face challenges

when interacting with ChatGPT's open-ended interface, as they may lack the metacognitive skills necessary to craft purposeful prompts or to steer the interaction effectively [Zhao 2023]. The system also exhibits occasional inaccuracies, particularly in complex linguistic explanations, idiomatic expressions, and culturally embedded nuances—areas where artificial intelligence continues to struggle to replicate human expertise fully [Baidoo-Anu & Owusu Ansah 2023]. Perhaps the most notable limitation is the absence of a structured curriculum or a clearly defined progression pathway. Consequently, learners must rely extensively on self-regulation, goal-setting, and autonomous learning strategies, or depend on teacher mediation to ensure coherent, pedagogically sound engagement with the tool.

Word of the Day: Incremental Vocabulary Development in a Digital Context.

At first glance, Word of the Day may seem simple compared to ChatGPT's advanced capabilities. The app performs a single, clearly defined role: it introduces one new word each day, with phonetic transcription, example sentences, grammatical classification, and often etymology. However, this superficial simplicity hides the tool's deeper educational potential.

A key strength of the application lies in its integration of multimodal instructional elements. Numerous entries include concise explanatory videos that support deeper semantic processing, offer contextually rich usage examples, and facilitate retention by engaging multiple sensory modalities. This design reflects well-established principles of vocabulary acquisition, which highlight the pedagogical efficacy of repeated exposure to lexical items across varied, meaningful, and contextually embedded situations. Through this incremental, low-intensity format, the application fosters gradual, sustained vocabulary expansion, aligning with research on distributed learning and the cognitive benefits of spaced lexical input.

Despite these pedagogical benefits, Word of the Day's limitations are clear. Presenting only a single lexical item each day offers a very narrow instructional scope, inadequate for learners aiming for meaningful vocabulary growth or progression to higher proficiency levels. The application also lacks interactivity, leaving users as

passive recipients of information rather than active knowledge builders. Importantly, it provides no options for formative assessment: no quizzes, no spaced-repetition features to reinforce long-term retention, and no tools to aid the development of grammatical competence or productive language skills, such as writing and speaking. As a result, Word of the Day is best viewed as a supplementary learning resource—a low-intensity, incremental tool that offers minimal but consistent lexical exposure instead of a comprehensive or pedagogically thorough solution for systematic language development [Nation, 2013].

Learn English Grammar: Structure in Digital Form. Learn English Grammar takes a more traditional approach, delivering formal grammatical instruction aligned with the Common European Framework of Reference levels, from A1 through C2. Learners select their proficiency level and complete targeted exercises including gap-fill activities, multiple-choice questions, and sentence corrections. This represents conventional grammar pedagogy adapted for mobile delivery.

The application excels in several areas. It provides grammatically accurate content organised by progressive difficulty, making it particularly suitable for academic test preparation and remedial study. The clear structural organisation helps learners identify specific areas of weakness and target them systematically.

However, significant drawbacks reduce its effectiveness. Excessive advertising disrupts the learning experience, distracting focus and leading to frustration. The input system is inflexible, sometimes punishing common linguistic variations like contractions. Most importantly, the application offers minimal explanatory feedback when learners make mistakes. This lack of detailed scaffolding means students might complete exercises without understanding why their answers were wrong, potentially reinforcing errors instead of correcting them.

When viewed in isolation, each application shows both promise and limitations. The more compelling question is how they function together. Each serves a distinct linguistic purpose: ChatGPT offers interactive, holistic, personalised learning; Word of the Day provides vocabulary enrichment through daily exposure; Learn English

Grammar delivers structured grammatical practice. Combined, they create a synergistic learning ecosystem.

A learner who receives personalised feedback from ChatGPT, expands vocabulary with Word of the Day, and reinforces grammatical understanding through Learn English Grammar develops more balanced linguistic competence than one relying on any single tool. This complementary approach addresses the multifaceted nature of language, encompassing not only grammatical rules and vocabulary but also pragmatic usage, cultural context, and communicative confidence.

Digital language-learning applications play a significant role in fostering both motivation and learner autonomy [Trinder, R. (2017)]. The flexibility and accessibility of these tools encourage frequent engagement, allowing learners to interact with linguistic content at their own pace and in their preferred contexts. ChatGPT, in particular, enhances autonomy by enabling open-ended exploration and real-time feedback, which motivates learners to experiment with language use and take initiative in their practice [Stockwell, 2013]. Word of the Day contributes to motivational momentum by promoting habitual, low-pressure vocabulary acquisition, while Learn English Grammar supports autonomous skill refinement through structured, progressively challenging tasks. Together, these applications empower learners to assume greater responsibility for their learning trajectory, thereby strengthening intrinsic motivation and fostering sustainable, self-directed learning habits. For classroom integration, teachers might use ChatGPT for dialogue simulations and writing tasks, employ Word of the Day as a warm-up lexical activity, and assign Learn English Grammar for systematic grammar practice. This multimodal approach caters to different learning styles—auditory, visual, and kinesthetic—while promoting learner autonomy and intrinsic motivation.

Conclusion.

The rapid adoption of mobile applications for language learning reflects more than just technological fashion; it addresses genuine pedagogical needs in an increasingly mobile, connected, and multilingual world. ChatGPT, Word of the Day, and Learn

English Grammar each contribute uniquely to the language acquisition process, offering capabilities that would have seemed impossible only a few years ago.

Nevertheless, we must exercise caution against perceiving these tools as entirely replacing conventional teaching methods. They do not serve as substitutes for expert instruction, meaningful interpersonal engagement, or immersive language environments. Instead, they represent valuable digital extensions that augment and support the ongoing process of language acquisition. The most efficacious strategy involves a synthesis of traditional and digital methodologies, harnessing the advantages of each whilst remaining cognizant of their respective limitations. Within this balanced integration lies the future of language education—a future already unfolding, one mobile application at a time.

Reference:

1. Abdukakhkhorov, A., & Razikova, D.(2025). The transformative role of artificial intelligence in enhancing foreign language learning. "Education, science, and innovative ideas in the world" (71), Part 8.

2. Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative AI: Understanding the potential benefits of ChatGPT in promoting teaching and learning. Education and Information Technologies, 28(12), 13149–13172.

3. Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. Language Learning & Technology, 15(2), 2–11.

4. Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile-assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 271–289.

5. Nation, I. S. P. (2013). Learning vocabulary in another language (2nd ed.). Cambridge University Press.

6. Stockwell, G. (2013). Technology and motivation in English-language teaching and learning. In E. Ushioda (Ed.), International perspectives on motivation (pp. 156–175). Palgrave Macmillan.

7.   Trinder, R. (2017). Informal and deliberate learning with new technologies. ELT Journal, 71(4), 401–412.

8.   Zhao, Y. (2023). Potential and challenges of ChatGPT in English language teaching and research. Journal of Language Teaching and Research, 14(3), 654–663.