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THE IMPACT OF MOBILE TECHNOLOGY (BYOD) AND THE USE OF AUTHENTIC VIDEO MATERIALS ON STUDENTS' LEARNING EFFECTIVENESS

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Abstract

The study is aimed at testing the effectiveness of using authentic video materials in mobile learning in the formation of English lexical competence of future managers in the field of hospitality and services. The article analyses the concept of mobile learning and its nature. It presents the results of the formation of professionally oriented English lexical competence in speaking in mobile learning using authentic video materials. The results are based on experimental research. It has been proved that the effectiveness of the formation of professionally oriented English lexical competence in speaking is high if mobile learning is organized using authentic video materials.

Keywords

Mobile learning – Mobile devices – Mobile applications – Mobile learning methodology

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Introduction

At the current stage of technology development, there are more and more adults and adolescents who have mobile phones and devices (tablets, smartwatches, smart glasses)¹. When they appeared, higher education institutions began experiments with mobile learning technologies, allowing students to bring and use personal digital assistants for learning: tablets and smartphones. Nowadays, according to the UNESCO, there are more than six billion mobile phones in the world, and while one person gets access to the Internet from a computer, two people do it from a mobile device². Given the ubiquity and rapid functionality enhancement of mobile technologies, the UNESCO sees their potential for improving and facilitating learning, especially in communities that lack educational opportunities³.

The main advantages of mobile learning technology (BYOD) are user mobility, relatively high computing power and the ability to be always connected to the Internet. These opportunities have significant potential for the innovative use of mobile technologies in education⁴. Besides, mobile devices become more and more popular due to the availability of a large number of easy-to-use mobile software applications⁵.

It should be noted that the dynamic development of international tourism and the hospitality sector makes it necessary to improve the university learning of the foreign language by future hospitality and services managers, who must demonstrate a high level of English proficiency. Written or oral professionally-oriented communication in English depends on the level of the formation of English lexical competence, because the communication is based on the meanings of the vocabulary⁶.

¹ E. I. Kuznetsova; D. V. Dianov; I. V. Polozhentseva y O. F. Lobazova, "Development of social networks and services in teaching students: experience of distance learning in the context of the COVID-19 pandemic", *Revista Inclusiones* Vol: 7 num Especial (2020): 109-121; M. A. Kozhevnikova; L. V. Kuznetsova; S. V. Shermazanova; V. V. Lopatinskaya y A. V. Shelygov, "The Improvement of Approaches to Service Activities Teaching", *Journal of Environmental Management and Tourism* Vol: 11 num 6 (2020): 1508 – 1514 y A. L. Krivova; S. N. Kurbakova; V. V. Afanasyev y R. G. Rezakov, "Capabilities of Cloud Services and Webinars Effectiveness of Teaching Humanities Students", *Utopía Y Praxis Latinoamericana* Vol: 25 num EXTRA 5 (2020): 135-146.

² M. V. Pereverzeva; M. L. Kats; V. A. Ovsyannikova; S. S. Aksenova y N. S. Yushchenko, "Technology and Innovation in Schoolchildren Training: Development of Musical and Acting Skills", *Universal Journal of Educational Research* Vol: 8 num 7 (2020): 2766 – 2771.

³ M. Singh, "M-Learning: A New Approach to Learn Better", *International Journal of Education and Allied Sciences* Vol: 2 num 2 (2010): 65-72.

⁴ C. Graham, "Mckercher Gillies To BYOD or not to BYOD: factors affecting academic acceptance of student mobile devices in the classroom", *Research in Learning Technology* Vol: 24 (2016) y ⁴ I. A. Skripak; S. N. Aynazarova; E. V. Ukhanova; A. E. Tkachenko y L. S. Erina, "Digital Virtualization Technologies in Distance Learning", *International Journal of Advanced Trends in Computer Science and Engineering* Vol: 9 num 2 (2020): 1808-1813.

⁵ M. N. Dudin; O. F. Shakhov; N. P. Ivashchenko y M. S. Shakhova, "Development of entrepreneurial competencies in the economy (evidence from digital entrepreneurship)", *Revista Inclusiones* Vol: 7 num Especial Enero-Marzo (2020): 54-68 y M. N. Dudin; V. V. Bezbakh; M. V. Galkina; E. P. Rusakova y S. B. Zinkovsky, "Stimulating Innovation Activity in Enterprises within the Metallurgical Sector: the Russian and International Experience", *TEM Journal* Vol: 8 num 4 (2019): 1366-1370.

⁶ G. M. Blue y M. Harun, "Hospitality language as a professional skill", *English for Specific Purpose* Vol: 22 (2003): 73-91 y W. Shieh, "Hotel employees' perception on their workplace English use: An example from Taiwan", *US-China Foreign Language* Vol: 10 num 11 (2012): 1729-1733.

A large number of scientific works are devoted to the problems of mobile learning and the use of mobile devices in the educational process and the formation of foreign language lexical competence. Yet, some issues are still relevant, for example, the practical use of mobile learning in the educational process of higher education institutions and the method of mobile English learning, focused on the specifics of the future professional activity of students.

Literature review

The concept and the nature of mobile learning are described in numerous studies (Table 1).

No.	Definition
1	It is e-learning through mobile devices and wireless networks. When wireless mobile devices become the predominant way of Internet access, e-learning will become mobile without any significant changes in learning technology ⁷
2	It is an innovative pedagogical technology in which the educational process is geographically and situationally dependent; in other words, it is contextually related to the place and state in which the student is ⁸
3	It is a modern direction of distance learning systems development using mobile phones, smartphones, personal digital assistants and e-books ⁹
4	It is a mobile learning technology that involves a distance learning system and a subsystem for accessing local and remote content. In comparison with the traditional learning, mobile learning makes it possible to monitor the educational process in real-time and provide a high content richness, which allows considering it not only as a learning tool, but also as a collaboration tool designed to improve the quality of learning ¹⁰
5	It is any learning process that occurs when a student either does not have a fixed, predetermined location or uses the capabilities of mobile technologies in the educational process ¹¹

Table 1
The concept and the nature of mobile learning

Studies show that mobile devices offer great opportunities for organizing foreign language classes.¹² Smartphones and tablets make it possible to work with authentic

⁷ E. Vázquez-Cano, "Mobile distance learning with smartphones and apps in higher education", *Educational Sciences: Theory and Practice* Vol: 14 num 4 (2014): 1505-1520.

⁸ M. K. Foti y J. Mendez, "Mobile Learning: How Students Use Mobile Devices to Support Learning" *Journal of Literacy and Technology* Vol: 15 num 3 (2014): 58-78.

⁹ M. O. M. El-Hussein y J. C. Cronje, "Defining mobile learning in the higher education landscape", *Educational Technology & Society* Vol: 13 num 3 (2010): 12-21.

¹⁰ F. Martin y J. Ertzberger, "Here and now mobile learning: An experimental study on the use of mobile technology", *Computers & Education* Vol: 68 (2013): 76-85.

¹¹ Y. Liu; H. Li y C. Carlsson, "Factors driving the adoption of M-learning: An empirical study", *Computers & Education* Vol: 55 num 3 (2010): 1211-1219.

¹² G. J. Hwang y C. C. Tsai, "Research trends in mobile and ubiquitous learning: a review of publications in selected journals from 2001 to 2010", *British Journal of Educational Technology* Vol: 42 num 4 (2011): 65-70; Y. T. Sung; K. E. Chang y T. C. Liu, "The effects of integrating mobile devices with teaching and learning on students' learning performance: a meta-analysis and research synthesis", *Computers & Education* Vol: 94 (2016): 252-275 y K. K. Stephens y G. E. Pantoja, "Mobile

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materials and encourage students to be creative, mobile and flexible in thinking¹³. Tasks that involve the use of mobile devices contribute to the development of communicative, intercultural, informational, cognitive and social competences¹⁴. Work with mobile devices promotes student-centred learning, provides many opportunities for differentiated, autonomous and individual learning and involves innovative forms of teaching and the expansion of traditional forms of teaching a foreign language¹⁵.

The interactivity of mobile applications is fundamentally new for education. It provides opportunities for the active assimilation of lexical units and for the development of skills of identifying lexical units, which significantly accelerates the formation of a foreign language lexical competence¹⁶.

The study is aimed at testing the effectiveness of using authentic video materials in mobile learning in the formation of English lexical competence of future managers in the field of hospitality and services.

Research hypothesis: The effectiveness of the formation of professionally oriented English lexical competence in speaking among future managers in the field of hospitality and services will be high if mobile learning is organized using authentic video materials. According to the results of the study, it can be concluded that the goal set in the study was achieved.

Methods

The study involved a set of modern methods of pedagogical research: theoretical (analysis, generalization, comparison, synthesis, scientific, educational and methodological literature review to determine the current state of the problem); pedagogical experiment; methods of mathematical statistics. The following levels of the formation of professionally oriented English lexical competence (target competence) in speaking were identified according to the Common European Framework of Reference for Languages (CEFR)¹⁷ in the process of pre-experimental and post-experimental diagnostics: elementary level (A2), intermediate level (B1) and upper-intermediate level (B2). Each is characterized by a system of criteria for assessing lexical knowledge and skills, or in other words, components of this competence.

Considering the features that should be taken into account in the process of learning a foreign language in the field of hospitality and services, we developed the following criteria for assessing the levels of formation of target competence in speaking:

devices in the classroom: learning motivations predict specific types of multicommuting behaviors", *Communication Education* Vol: 65 num 4 (2016): 463–479.

¹³ H. Heflin; J. Shewmaker y J. Nguyen, "Impact of mobile technology on student attitudes, engagement, and learning", *Computers & Education* Vol: 107 (2017): 91–99.

¹⁴ K. Ciampa, "Learning in a mobile age: an investigation of student motivation", *Journal of Computer Assisted Learning* Vol: 30 num 1 (2014): 82–96.

¹⁵ K. Henderson; C. Gibson y F. Gibb, "The impact of tablet computers on students with disabilities in a higher education setting", *Technology and Disability* Vol: 25 num 2 (2013): 61-76.

¹⁶ A. Kukulska-Hulme, "Perspectives: limelight on mobile learning: integrating education and innovation", *Harvard International Review* Vol: 34 num 4 (2013): 12-16.

¹⁷ Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Retrieved from: <https://rm.coe.int/1680459f97>

1. the use of the lexical units typical of the hospitality and services sphere;
2. the use of common words, stylistically neutral vocabulary and stylistically coloured vocabulary;
3. understanding of oral statements presented in an authentic video recording of various duration, speech pace; understanding of the communicative intentions of speakers;
4. the use of the speech clichés (formulas);
5. the correctness of statements on professionally-oriented topics; the use of complex vocabulary in the description of certain events; presentation of a report in a monologue;
6. reaction to the communicative behaviour of the interlocutor and achievement of the communicative goal in dialogues.

Quantitative indicators of the levels of the target competence formation in speaking, which were calculated according to certain criteria, were measured on a 100-point scale.

The levels of the target competence formation correlate with the levels of foreign language proficiency according to the CEFR (Table 2).

Levels of the target competence formation	CEFR Levels	Quantitative indicators on a 100-point scale
Upper-intermediate level	B2	88-100
Intermediate level	B1	71-87
Elementary level	A2	55-70
Beginner level	A1	0-54

Table 2

Quantitative indicators of the levels of the target competence formation in speaking

The developed complexes of tasks for pre-experimental and post-experimental diagnostics of the levels of the target competence formation were similar. They were of the same level of complexity (designed for the intermediate and upper-intermediate levels (B1-B2)), had the same structure with identical types of tasks and were of the same volume and designed for the same execution time.

Thus, a typical set of tasks for assessing the levels of the target competence formation in speaking included:

- filling in the gaps with lexical units in the dialogue in the situation "Reception at the hotel: check-in" based on viewing an authentic video recording (total score: 10, one point for each correctly completed task);

- performing a multiple-choice test for the use of lexical units in the situation "Check-in at a hotel" based on a previously viewed authentic video recording (total score: 10, one point for each correctly completed task);

- completing the task on the use of speech clichés (formulas) in mini-dialogues in the situation “How would you comfort your guests?” (total score: 20, two points for each correctly used speech clichés);

- exchange of opinions in pairs on the topic “Hospitality” using visual supports based on the watched authentic advertising video about a luxury hotel. The duration of the dialogic speech of students is 5 minutes, the predicted number of statements using the lexical units typical of the hospitality and services sphere for each student is 20 (total score: 30, points are given according to the levels of the target competence formation criteria: a maximum of 5 points for each criterion);

- a monologue on the topic “Food in the hotel”. The duration of the students' monologue is 3 minutes, the predicted number of sentences using the lexical units typical of the hospitality and services sphere for each student is 20 (total score: 30, points are given according to the levels of the target competence formation criteria: a maximum of 5 points for each criterion).

Based on the total score that students received (maximum 100 points for completing a set of tasks), it was possible to identify the level of the target competence formation in speaking.

The experimental learning process continued during the second semester of the 2019-2020 academic year within the academic discipline “Professional foreign language (English)”. It involved the experimental group (25 people) of second-year students, future managers in the field of hospitality and services. During the experiment, a set of tasks was used, which was developed based on authentic video materials that were implemented within each of the studied topics. In the process of mobile learning, students of the experimental group watched the video materials offered by the teacher from the compiled hotlist devoted to the topic. The students of the experimental group could also freely and unlimitedly view video materials of their own choice within the topic.

In the control group (25 people), the target competence formation took place according to the principles of the traditional organization of teaching professional English at the Department of Foreign Languages.

Results

Taking into account the pre-experimental and post-experimental diagnostics results, the level of the target competence formation among future managers in the field of hospitality and services was identified and the dynamics of its growth during the experimental learning process were determined.

It is reasonable to calculate the statistical significance between independent samples of the experimental and control groups at the stages of pre-experimental and post-experimental diagnostics using Student's t-test for independent samples (Table 4).

	Pre-experimental diagnostics		Post-experimental diagnostics	
	Experimental group	Control group	Experimental group	Control group
Number of observations	25	25	25	25
Average score	65.6	68.2	90.04	74.24
Midpoint	65	68	89	77
Student's t-test	0.37		4.65	

Table 4

Diagnostics results of the target competence formation in speaking in the experimental and control groups at the stage of pre-experimental and post-experimental diagnostics

It was found that the difference in the indicators of the levels of the target competence formation in speaking in the experimental and control groups at the stage of pre-experimental diagnostics was statistically insignificant, since the value of Student's t-test was 0.37 ($p > 0.05$). This means that the level of the target competence formation in speaking among students of the experimental and control groups at the stage of pre-experimental diagnostics was almost the same.

The difference in the indicators of the levels of the target competence formation in speaking in the experimental and control groups at the stage of post-experimental diagnostics was statistically significant, since the value of Student's t-test was 4.65 ($p < 0.01$).

The calculations proved that the levels of the target competence formation among the students of the experimental and control groups at the stage of post-experimental diagnostics were drastically different.

A significant difference between the results of the experimental and control groups was recorded with the help of a comparative analysis of the midpoint and the average score. In the control group, the midpoint was 77 and the average score was 74.24, while in the experimental group, they were 89 and 90.04 respectively.

After the experimental learning, the vast majority of students from the experimental group demonstrated target competence in speaking at the upper-intermediate level (B2), while the overwhelming majority of students from the control group demonstrated target competence in speaking at the intermediate level (B1).

Discussion

The factors of the effectiveness of the given method of mobile learning include:

1) the interdependence of students' active vocabulary expansion and the growth of the level of the target competence formation in speaking; using educational strategies for effective memorization based on the development of semantization skills to encode lexical units into long-term memory and activate them in students' active vocabulary;

2) automation of the replication skills in dialogues and the presentation of one's statements in monologues based on lexical units and phrases (including terminology) and speech clichés;

3) the use of authentic video materials in mobile learning as effective means of immersing students in a problematic situation of oral professionally-oriented communication and enhancing their speaking activity due to motivation through the professionalization of the educational content.

The results of the experimental learning make it possible to formulate methodological recommendations for the target competence formation in speaking among future managers in the field of hospitality and services at a university using authentic video materials in mobile learning.

With the help of speaking, oral communication in a foreign language is realized in the forms of monologues and dialogues. It was found that the most common types of monologues among managers in the field of hospitality and services were message monologue (business report); persuasion monologue; presentation monologue (report and advertisement). The message monologue and persuasion monologue are unprepared public broadcasting and are implemented in communication with clients, directors and colleagues. Presentation (advertising presentation) is a prepared public individual speech on a professional topic, which is aimed at informing listeners (consumers) to get a positive assessment (to convince the audience)¹⁸. Students need to master the skills of using speech clichés (formulas), means of interphrasal connection, phrases that attract the listener's attention, stylistically coloured vocabulary, expressive vocabulary, etc.

Authentic video materials in mobile learning play an important role in vocabulary and speaking learning. The simultaneous actualization of two channels of information flow (a combination of sound and visual images), firstly, increases the speed of perception and understanding of speech and, secondly, due to the dominance of the visual analyser, the effect of perception, processing and memorization of information is enhanced¹⁹.

Using an educational online resource in the mobile learning provides students with the opportunity to expand their active vocabulary with the help of multiple listening to lexical units while watching video materials, performing multiple-choice exercises, working with a thematic thesaurus and performing vocabulary games and quizzes. Thus, it is recommended to use such Internet services as YouTube, web forums and video chats with native speakers in mobile learning. The technical and didactic ability to pause YouTube viewing (using a freeze frame) allows focusing on the selected lexical units and overcoming the difficulties of information perception. The technical characteristics of the online video chat, where the mini-group communicates, allow the participants to conduct both dialogues and monologues, polylogs and discussions. Viewing authentic video materials in the process of mobile learning contributes to developing skills of listening to authentic broadcasting; spontaneous assimilation of new lexical units due to their multiple repetitions; the perception and assimilation of the correct pronunciation of certain words, especially those with complicated phonetic design; familiarizing students with valuable sociocultural information; developing speaking and writing skills. Carefully selected video materials are a source for creating situations for role-playing, business play or simulation. Students reproduce the roles and general context of the communicative situation, which they take from the video fragment.

¹⁸ N. Zahedpisheh; Z. B. Abubakar y N. Saffari, "English for Tourism and Hospitality Purposes (ETP)", *English Teaching* Vol: 10 num 9 (2017): 86-94.

¹⁹ R. Godwin-Jones, "Smartphones and language learning", *Language Learning & Technology* Vol: 21 num 2 (2017): 3-17.

It is possible to slow down the speed of the video material by increasing the duration of the pauses between the semantic parts to prevent the speech pace from becoming an obstacle in the process of perception. The normative parameter of the video message duration for the B2 level is a maximum of 10-12 minutes to avoid sensory fatigue.

If there are certain difficulties (a difficult level of speech, an excessive amount of information, lack of experience in the perception of oral speech), it is advisable to present the same video material twice. Re-presentation improves comprehension by 16.5%²⁰.

An important factor in the effective mastering of target competence in speaking is a justified, methodologically correct selection of educational material. The educational material selection units are, first of all, lexical units. Authentic video materials in the context of our research perform the functions of both sources of lexical units selection and units of educational material selection.

We propose the following qualitative criteria of lexical unit selection: professional orientation and significance, thematicity, functional and target correspondence, frequency, co-occurrence, word-formation ability. Qualitative criteria for the video materials selection in the process of mobile learning include: authenticity, professional orientation and significance, thematicity, functional and target correspondence, problemativeness, lexical richness, motivational value, compliance with the level of students' foreign language proficiency, authority and availability of the source. Quantitative criteria for the selection of educational material units are: its volume, that is, the number of presented lexical units, the duration of the video material for the following distance work on it (taking into account the psychological characteristics of students), the speech pace.

The average speech pace, optimal for the development of listening competence and speaking competence based on preliminary listening to audio materials and watching video materials, is 150 words per minute. In senior courses, a fast pace of 220 words per minute should dominate in audio/video materials. In its turn, the volume of text for video viewing of a monologue is 180-250 words with the number of unfamiliar lexical units up to 10%. The volume of text for video viewing of a dialogue is 250-300 words (10-40 replicas) with the same number of unfamiliar lexical units (up to 10%)²¹.

For the convenience of using video materials, we propose to compile and organize according to the thematic principle a hotlist of video materials presented on authoritative web resources (in particular, on YouTube and web pages of professional tourism organizations, hotels, restaurants; reports from TV channels; interviews from video blogs of well-known experts in the field of hotel and restaurant business). Linguistically, the video material should correlate with the students' level of English proficiency, namely, from the B1 level at the initial stages of learning to the B2 level at its subsequent stages. It is important to remember that the excessive number of new lexical units in video materials complicates their perception and understanding.

²⁰ C. K. Hsu; G. J. Hwang y C. K. Chang, "A personalized recommendation-based mobile learning approach to improving the reading performance of EFL students", *Computers & Education* Vol: 63 (2013): 327–336.

²¹ A. Kukulska-Hulme, "Will mobile learning change language learning?", *ReCALL* Vol: 21 num 2 (2009): 157–165.

Students need to have an active lexical minimum to express their thoughts and ideas in the process of speaking, as well as to perceive and understand the thoughts of others in the process of listening. Students need to have a passive lexical minimum to perceive and understand other students' statements in the process of listening. Passive vocabulary serves as the main basis for the formation of a potential student's vocabulary. In the long run, the passive lexical minimum will become an active lexical minimum among students with the upper-intermediate level (B2) of the target competence formation in speaking.

Conclusion

Today, mobile devices play an essential role in the learning process and access to education. The use of mobile learning methods in the process of teaching a foreign language makes it possible to activate the independent activity of students, increases cognitive activity and contributes to the individualization of education.

Features of teaching a professional foreign language are an important component in teaching this discipline to future managers in the field of hospitality and services. Taking these features into account will make the learning process interesting and effective, and the result will be the acquisition of fundamental knowledge and its successful application in future professional activities.

The results of the experimental study confirmed the hypothesis that the effectiveness of the formation of professionally oriented English lexical competence in the speaking among future managers in the field of hospitality and services will be high if mobile learning is organized using authentic video materials. Therefore, the results indicate the appropriateness of using mobile learning in the process of teaching a foreign language among future managers in the field of hospitality and services at a university.

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