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# The Use of Literature in a Mobile Application for Foreign Language Learning

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## INTRODUCTION

Language and literature have been inextricably linked throughout history, each relying on the other for existence and evolution. Language serves as the foundation upon which literature is built, providing the means for expression and communication of thoughts, emotions, and ideas. Without language, the diverse forms of narrative, poetry, and drama would remain unformed and voiceless. Conversely, literature breathes life into language, transforming it into a vibrant medium for storytelling that captures the complexities of the human experience. The interplay between language and literature not only reflects the culture from which it emerges but also shapes our understanding of the world, allowing individuals to connect across time and space. This symbiotic relationship underscores the importance of examining both language and literature as essential components of human expression, revealing their profound impact on society and the individual.

At the same time, with the advancement of technology, language learning has become more accessible and diverse, evolving from traditional classroom methods to innovative digital platforms. Today, any person can study a language not only in a classroom setting but also through computers and mobile devices, opening new horizons for learners. In recent years, there has been a significant rise in the popularity of mobile applications for language learning. These applications offer a variety of approaches, ranging from interactive games and quizzes to video lessons and speech recognition systems. Each app presents its own unique features, advantages, and drawbacks, allowing users to choose the method that best suits their individual needs and learning styles. As a result, contemporary language learning is becoming more personalized and flexible, fostering a deeper understanding of not only vocabulary and grammar but also the cultural nuances that play a vital role in both literature and language.

But what if we were to bridge the gap between language learning technologies and literature? This thesis seeks to explore the intriguing relationship between these two fields, particularly addressing the question of how literature can enhance the experience of self-directed language learning through mobile technologies. As learners increasingly turn to mobile applications for language acquisition, the incorporation of literary texts, including such genres as novels, poetry, or short stories could provide invaluable context and cultural insight.

Literary works not only enrich the vocabulary and grammatical structures students encounter but also engage them emotionally, fostering a deeper connection with the language. By investigating how literature can be effectively integrated into mobile language learning applications, this study aims to illuminate the potential benefits and strategies for learners seeking to improve their language skills independently while simultaneously enriching their understanding of the literary world.

This thesis addresses two key questions related to the intersection of literature and foreign language learning:

1. What skills can the integration of literature develop in foreign language learning?
2. How can technology and literature be combined to allow users to study a foreign language independently using the literary method?

By investigating these questions, the research aims to contribute useful insights into the effective use of literature in language education and the potential of digital tools to enhance the learning experience.

Following the investigation of how literature can enhance self-directed language learning through mobile technologies, the structure of this thesis is designed to provide a comprehensive analysis of this integration. The first chapter explores the historical role of literature in foreign language learning, discussing both traditional and contemporary methodologies that leverage literature as a basis for language acquisition. The second chapter provides a brief overview of the evolution of educational technologies, particularly focusing on computer-based and mobile technologies, and their impact on foreign language learning. It also includes a comparative analysis of three of the most popular language learning applications for self-study: Duolingo, Babbel, and Busuu, highlighting their strengths and weaknesses. The third chapter aims to demonstrate how the information and analysis from the previous chapters can be used to create a mobile application that relies on literature as a foundational resource, discussing the essential features it should have. In addition, the third chapter presents several examples of exercises that could be included in the proposed application, accompanied by illustrations.

## **CHAPTER 1. Literature-based method: history, positive effects and theories**

This chapter consists of three parts: the first narrates the history of foreign language teaching, as well as how long the translation method prevailed in history and how quickly it was replaced by other methods in the 20th century, which, according to researchers, allowed for more effective language learning. The second part will discuss why using literature to learn a foreign language may be beneficial. All the positive aspects mentioned are vital for the successful use of literature based on a mobile applications, which is the topic of this dissertation. The third part introduces the various theories proposed by researchers that could serve as the basis for a new mobile application. The chapter concludes with a summary based on the aforementioned analysis.

### **1.1 A historical perspective on language teaching**

Until the end of the 19th century, literature was not treated as a separate subject; instead, its study was intertwined with classical rhetoric instruction, which aimed to develop learners' skills in discovery and communication (Spack, 1985). The concept of literature included the entirety of valuable writing, spanning history, poetry, philosophy, essays, letters, and more (Eagleton, 1996). The history of language study in the 20th century, as well as the role of literature in this process, can be divided into several periods:

In the early 20th century, learning a foreign language often entailed a thorough study of canonical literature in the target language (Kramersch, 2000). The predominant method of instruction during that period was the Grammar Translation Method, which incorporated literature as a fundamental component (Tayebipour, 2009). However, even within this method, literary texts in the target language were primarily used as examples of good writing and as "illustrations of the grammatical rules" (Duff, 1990). The main emphasis was on mastering grammar structures and vocabulary.

Later, in the mid-20th century, the language teaching approach that relied on translating Classical texts proved rather ineffective for teaching modern languages. Consequently, the prevailing trend was to remove literary texts from language classes and concentrate primarily on teaching language skills. In fact, from the 1940s to the 1960s, literature largely vanished from the language learning curriculum (Carter, 2007) and linguistics became the central focus of language programs (Widdowson, 1982).

The early 1960s marked a significant shift. The topic of teaching language through literature was first raised at the King's College conference on education in Cambridge in 1963 (Hall, 2005). This conference emphasised the value of literary texts as an effective tool in the language teaching and learning process, while also questioning the traditional methods for their inability to enhance language skills and communicative abilities. Despite the efforts, the incorporation of literary texts in language classrooms continued to be overlooked (Khan et al., 2018).

From the mid-1960s to the 1980s, structural approaches to language instruction pushed literature into obscurity, viewing it as outdated, while the functional-notional method dismissed literature due to its lack of a communicative function. Consequently, Topping supported the complete removal of literature from the foreign language curriculum, citing its structural complexity and noncompliance with standard grammatical rules. The longstanding separation between literature and language led to the treatment of language and literature as two disconnected pedagogical practices (Carter and McRae, 1996; Topping 1968, Llach, 2007 as cited in Khan et al., 2018)

In the mid-1980s, there were significant shifts after public concern grew over the lack of fundamental content knowledge and skills among language students (Stern, 1985). This situation underscored the urgent need to introduce students to basic literary texts, as well as to teach them the necessary strategies and study habits for tackling the rigorous reading demands of most tertiary-level courses (Gilroy-Scott, 1983). Subsequently, the mid-1980s saw a clear call for the reintegration of literature as an essential component of communicative language programs.

Researchers began to emphasise teaching language skills through literary texts, which would enable learners to "interact, express, negotiate, and provide personal interpretations" (Harper, 1988: 405). With the emergence of the Communicative Language Teaching (CLT) approach, literature was reintroduced into the curriculum since it provided learners with authentic, culturally rich, and enjoyable materials (Hall, 2005).

## 1.2 The positive effects of literature for language teaching

As mentioned above, despite the diverse theoretical foundations of mobile applications, they lack certain features for more effective foreign language learning. Numerous researchers have explored the efficacy of incorporating literature into the field of English Language Teaching (ELT) (McKay, 1982; McRae, 1991; Lazar, 1993; Kim, 2004; Yang, 2001, Maley, 2001; Savvidou, 2004). They concluded that literature is capable of filling some existing gaps, related to language skills, motivation, and multicultural awareness.

### 1.2.1 Language skills development

In the educational process, language skills are commonly divided into speaking, writing, listening, and reading. All of them form the foundation of a language and are equally important in learning. Here are some contributions that literature can offer to language learning. First of all, literary works can increase the development of language components that are essential for achieving language proficiency. These components include increasing vocabulary, pronunciation and grammatical comprehension (Can and Tezcan, 2021)

When students engage in both extensive and intensive reading of literary texts, they can build an extended vocabulary that may benefit their communication skills. (Arafah and Kaharuddin, 2019)

Using literature to learn English also develops linguistic competence and grammatical structures, aiding students in understanding the language system. Linguists suggest that in order to achieve an advanced level of language proficiency, students should study the language system from small units to big ones (Mardiani, 2023). In relation to this statement, Bailey (2005) categorises language components into four linguistic terms: phonology, morphology, syntax and discourse. The author asserts that literature can cover all the features of the language system.

Duff and Maley (1990) distinguish linguistic, methodological and motivational reasons for using literature. The linguistic criterion highlights the value of literature as a source of authentic texts, offering learners real examples of different styles, types of texts, and registers. Maley (1989) notes that literature covers a mix of language types and varieties, from slang to formal, and also various topics. Through literary texts, students encounter real language which expert speakers use, helping them become acquainted with various linguistic forms and functions of communication.

Since literature is made up of words, many scholars argue that it can meet students' needs in this respect. Van (2009) argues that studying literature in an EFL classroom is beneficial for several reasons: it offers meaningful contexts and includes a rich variety of vocabulary, dialogues, and prose; it stimulates imagination and boosts creativity; it fosters cultural understanding; and it promotes critical thinking. Gajdusek (1988), among other things, believes that literature significantly expands vocabulary and allows for the contextual teaching of complex sentence structures.

Arthur (1968) points out that literary texts commonly contain certain syntactic patterns, such as passives, subordinate clauses, and inverted word order. He also believes that reading literature leads to increased vocabulary because written English and literary works use a wider variety of words.

### 1.2.2 Motivation

Motivation is one of the most important factors not only in the creation of educational applications but also for individuals who are learning new information. Students who lack motivation may struggle to keep up with the material. Literature is an effective pedagogical tool for enhancing students' learning motivation.

The effectiveness is attributed to the ability of literary works to make reading activities more enjoyable and engaging for students. Consequently, if students find the reading material appealing, it is likely to encourage them to engage in extensive reading Vural (2013).

Erkaya (2005) claims that literature serves as a powerful educational tool to inspire and motivate students to write creatively. Literary works often contain a rich array of unique words, slang, idioms, and terminology that express the authors' emotions. Furthermore, writing literature, particularly poetry, does not demand adherence to grammatical rules, a concept known as "poetic licence" in literary studies. As a result, when students are encouraged to express themselves through poetry, they have the freedom to use words and terminology based on their emotions without the need for structured grammar.

The motivational reason for using literature proposed by Maley and Duff (1990) highlights the suitability of literary texts in exploring students' emotions. Literary texts embody the genuine emotions of their authors and therefore generate strong motivation. By engaging with



literary texts, students can access these personal experiences and preferences and connect what they read to their own reality. Literature has the potential to create authentic environments in which learners can practise and acquire a foreign language with increased motivation. Motivation derives from the fact that literary texts can be interpreted in various ways, thereby generating diverse ideas among learners. This results in creative and engaging interactions with the text, among the learners, and with the teacher. In other words, literary texts can stimulate imagination, develop critical thinking skills and increase emotional awareness. Students may become more interested in the storyline, often forming connections with their favourite characters. (Lazar, 1993)

Literature can thus enhance learners' motivation to read and write due to its diversity and uniqueness and thereby improve their overall reading and writing proficiency. As a result, literature can effectively support their academic and occupational needs (McKay, 1982).

### 1.2.3 Multicultural understanding

The socio-cultural aspects of learning a language very often remain overlooked (Bagherkazemi et al., 2010). Meanwhile, studying a language in isolation from its culture may be seen to be a limitation: every literary author is inherently connected to their socio-cultural environment when creating their work.

Collie and Slater (1990) suggest four main factors to use literary texts for teaching language. These factors are authentic material, cultural enrichment, language enhancement, and personal involvement. Additionally, universality, non-triviality, variety, interest, and creativity are some other reasons for incorporating literature in language teaching. Pleasure, enjoyment and fun also help learners address linguistic challenges that can be more discouraging in less exciting materials.

Incorporating literature into language class activities can enhance multicultural understanding, making students more tolerant of the different cultures they encounter (Yeasmin et al., 2011). Furthermore, culture could be an integrative component of the language learning process since it is interconnected to language and it gives importance to recognizing and accepting intercultural differences (Chastain, 1988).

With the constant development of the surrounding reality, literary texts may promote the understanding of communication processes in the target language. Texts often present vivid

and detailed settings, guiding readers to explore characters' personalities and worlds. This approach can help students to view the world from various perspectives and discover different lifestyles in diverse societies (Tayebipour, 2009).

Moreover, Zoreda and Vivaldo-Lima (2008) assert that literature aids language teachers in enhancing their cultural, linguistic, and interpretive skills; it assists students in overcoming possible negative attitudes they may have toward the target culture; it brings diversity into the language classroom.

Conveying cultural understanding in language teaching activities helps students recognize their identity, social background, and ethics (Kennedy, 2014). Additionally, it can serve as a learning approach not only in the realm of language but across various educational fields.

Motivation and cultural understanding can be intertwined in students' language learning experiences. Motivation helps teachers sustain students' enthusiasm for learning, while cultural understanding allows teachers to broaden the curriculum.

#### 1.2.4 Emotional intelligence

I would like to highlight another issue separately, which, according to researchers, literature has a strong influence on language learning. Emotional intelligence is crucial for academic success, mental health, and physical health. Research indicates that individuals who cultivate emotional intelligence skills can understand and express their own emotions, recognize emotions in others, manage emotions, and use moods and emotions to promote adaptive behaviors (Salovey and Grewal, 1990).

Recent advancements in semiotics, sociolinguistics, pragmatics, discourse analysis, and psycholinguistics have suggested additional advantages.

One advantage is that engaging with literary texts promotes a critical attitude towards the world, fostering changes in students' perceptions and attitudes (Gajdusek, 1988; Ghosn, 2002; Van, 2009).

Reading literary works activates and improves the reader's creativity and imagination in connection with emotional intelligence. This makes literature especially valuable in the language classroom because the elements of emotional intelligence such as self-awareness,

motivation, self-regulation, empathy and social skills play an important role in improving language learning. (Ladousse-Porter, 2001; Goleman, 1998).

Since literature deals with emotions, it is closely tied to the human capacity for emotional regulation (Averil, 2001).

### 1.3 A variety of approaches

Since the mid-1980s, scientists have begun to develop their own models for teaching foreign languages where literature was the fundamental source for study. Each of the models focuses on the aspects that the author prioritised. There are a vast number of theories, but those chosen were ones that, with analysis and adaptation, could serve as the theoretical foundation for a future mobile application. When selecting relevant models, their characteristic features were taken into account, which correspond to the points mentioned in the second part of the chapter, namely those that consider the development of language skills and also offer the development of students' cultural background in their educational program.

Some theories do not directly align with the goal of the analysis but are still important when considering all the possibilities of the literary-based method. For example, the model by Hiebert and Colt (1989), whose approaches are aimed at developing reading skills and are categorised by the principle of literature selection: teacher-selected, reader-selected, and teacher- and student-selected literature.

#### Wellek and Warren's Intrinsic and Extrinsic Model

Wellek and Warren (1984) distinguish between two different approaches. The intrinsic approach focuses on linguistic and stylistic features, such as form, style, structure, language and the development of the action. The extrinsic approach explores the political, social, and historical factors that impact the text.

The former is divided into the following levels: grammatical, lexical, structural and cultural. The extrinsic approach also contains four different components: biographical, historical, aesthetic and philosophical. For the extrinsic approach, the student's interpretation is primarily important, whereas the intrinsic approach affects the linguistic level of the text.

#### Maley's Critical Literary and Stylistic Approach

One of the first researchers who tried to categorise methods of teaching literature in relation to the study of foreign languages was Maley (1989). He differentiated two concepts of

literature: “the use of literature as a resource for language learning” and “the study of literature” as a cultural artefact. (Maley, 1989; as cited in Bagherkazemi, 2010). The author identifies two approaches to the study of literature based on these two concepts.

The stylistic approach focuses on analysis of language, critical interpretation and description of the text.

The critical literary approach concerns the literary value of the text, including such features as background, psychology, motivation, literary devices, characterization and plot.

Maley (1989) notes that the critical literary approach aims to teach students to analyse, describe, and use literary language. However, this presupposes a fairly high level of specific linguistic knowledge. At the same time, the stylistic approach concentrates mainly on linguistic skills and does not cover the development of listening, writing, speaking and reading competences.

#### Carter and Long’s Three Models

Carter and Long (1991) introduced three models of teaching literature which are created specifically for language learning classrooms.

The Cultural Model examines literature from a cultural perspective, allowing students to learn more about such things as genre, history, or literary theories. The aim of the teacher is to help students to reveal social, political and literary aspects of the text.

The Language Model concentrates mostly on linguistic features and sees text as the system which can be disassembled into elements. Literary value recedes into the background. Various exercises are aimed at developing linguistic skills. Students do not take much part in the process, and the teacher assumes a central role.

The Personal Growth Model concentrates on linguistic features while simultaneously examining issues from a cultural viewpoint. There, the student perceives any text through the prism of their own experiences, opinions and preferences. Personal experience gives meaning to the texts. This approach facilitates the enhancement of language awareness.

#### Van’s Six Approaches

Van (2009) notes that many language-teaching courses do not pay enough attention to “analytical methods that are essential to interpreting literature” (Van, 2009: 2) and provides six approaches.

In New Criticism, literary texts are deconstructed into components, and their internal structures, characteristics, narrative techniques, and plot organisation are analysed. The cultural component and context of the work are excluded.

Structuralism assumes that the literary text should be approached scientifically and has to fit into a set of structures. The role of the reader is reduced to a minimum: their experience is not taken into account. The aesthetic aspect is of no concern. While this method is more approachable compared to previous ones, the ability to examine a text scientifically presupposes a high level of knowledge on the part of students.

The Stylistic approach examines the text from an aesthetic point of view. The main goal of the teacher is to cultivate students' sensitivity to literature and encourage them to use linguistic skills in order to interpret literary texts. The most important parts of the text are cultural meaning and stylistic form.

The Reader-response approach puts the reader as well as the process at the forefront. Students draw upon their own emotions, experiences, and opinions in order to effectively interpret a text and perceive literature deeper. When students incorporate their own experiences and relate to the literature personally, their motivation to learn increases.

The Language-based approach focuses more on the linguistic aspects found in literary texts. This method involves many different activities that are aimed at developing all language skills, as well as working in a team. The teacher acts as a facilitator of the process but does not intervene excessively. This approach provides an opportunity to study various genres of literature from a linguistic point of view and help improve language skills.

Critical Literacy comes from the social sciences. This approach itself is not aimed at learning language: the main focus is on the fact that language and society are inextricably linked, and therefore have the ability to influence each other. This can shed light on how language evolves and how political and societal influences shape our speech. Van (2009: 8) insists that "that students should be conscious of how texts relate to issues of identity, culture, political power, gender, ethnicity, class, and religion".

Timucin's Integrative Approach

Timusin (2001) conducted a study on Turkish undergraduate students in an EFL classroom and suggested an integrative approach. It places language-based and stylistic approaches into one pedagogical framework. The process shifts to a student-centred one and the teacher becomes a facilitator. This equates to effective interaction between the text and the learners, enabling them to appreciate all the variety of literary texts. Moreover, the author highlights the positive impact on motivation and involvement among the students.

Divsar and Tahriri's Integrated Approach

Divsar and Tahiri (2009) also consider literature in terms of Carter and Long's three models: literature as a cultural artefact, as personal growth, and as a source of language. They propose an approach consisting of three phases, including linguistic, cultural and communicative factors.

The preliminary phase provides linguistic activities which are oriented to increase linguistic awareness of the students.

The content-cultural phase focuses on cultural aspects of the text.

The synthesis phase concerns evaluation of the text and understanding of the students.

Following these phases in the learning process, literature becomes a powerful tool for developing communication and linguistic skills. Linguistic competency which includes language structure, various functions and general rules of communication, should be prioritised since it lies at the core of every literary work. After acquiring knowledge of the first step, students will be able to understand and interpret texts more effectively.

The Integrated model is an approach that uses strategies from stylistic analysis, “exploring texts, literary and non-literary from the perspective of style and its relationship to content and form” (Divsar, Tahiri, 2009: 108).

Linguistic considerations. First, in order to acquire texts effectively, students should know the foundation of language through linguistic features.

Cultural considerations. Next step is to understand that literature and language are always interrelated and one does not exist without the other. Students have to give consideration to cultural values and beliefs associated with a literary text.

Communicative consideration. Ultimately, linguistic and stylistic analysis enhances comprehension of the text's meaning. Leveraging their own experiences, opinions, and ideas, students can offer unique interpretations, thereby improving their communication skills.

#### Dhanapal's Integrated Approach

Dhanapal's (2010) theory focuses on the assumption that the main purpose of education is the development of critical and creative skills (CCTS). The integrated approach proposed by Dhanapal combines features of the stylistic and reader-response theories. One significant characteristic is the primary role of the learner. It can help to increase learner engagement in learning activities and subsequently improve their ability in problem solving.

The author asserts that other study methods do not adequately develop students' critical thinking skills. This integrative approach offers an educational system that enables students to acquire these skills and significantly improve their language proficiency. Importantly, students do not need to have an advanced initial level of skills. The meaningful activities proposed by this method allow students of any level to quickly engage in the learning process.

With each passing year, the development of technology accelerates, and society changes along with it. Boundaries are becoming blurred, giving way to interdisciplinarity. The approaches of Maley, Van, Wellek and Warren, and Carter and Long divide language into several levels, mostly highlighting the stylistic-grammatical aspect and the cultural features. However, to effectively enhance language skills, the entire spectrum of approaches must be utilized. The models developed by Timusin, Divsar and Tahiri, as well as Dhanapal, share a common word: "integration," which implies a combination of various methods. Considering all approaches in a theoretical program will be able to lead to the successful and comprehensive development of skills.

## **CHAPTER 2. Language learning and technology**

This chapter explores the advances in technology that have significantly influenced language education over the years. It begins with a brief history of Computer-Assisted Language Learning (CALL), examining how early computer technologies reshaped foreign language teaching methodologies. Subsequently, the rise of Mobile-Assisted Language Learning (MALL) is addressed, focusing on what makes mobile applications distinct and beneficial for language learners. The discussion includes a comparison of popular language learning apps such as Duolingo, Babbel, and Busuu, highlighting their strengths, unique features, and user engagement strategies. By analyzing these applications, insights can be gained into effective design and functionality that may be integrated into the development of a new language learning application, ultimately enhancing the educational experience for users.

### **2.1 Technology**

The society of the 21st century is marked by a growing demand for knowledge and skills that influence all areas of human life. Among these, language and communicative abilities stand out as essential skills that individuals must acquire and refine to be fully equipped to engage in today's globalized world, which is rife with social, economic, cultural and professional challenges. This trend has a significant impact on education, leading to what is referred to as transnational education, borderless education, or cross-border education — three terms that describe both the remarkable growth of distance and e-learning and the increasing emphasis on the international, intercultural and global aspects of education (Kosmützky & Putty, 2016; Leung & Waters, 2017). At this point, the current educational landscape is transforming from traditional methods to new technological paradigms (Sanz & Pantoja, 2015).

Travel, migration and the ability to communicate anywhere in the world have led to an increasing need for a considerable amount of knowledge, particularly knowledge related to foreign languages. Technology and digital competence appear to be significant factors in addressing these needs. Among the various educational technologies, Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) emerge as innovative approaches focused on language learning, offering great potential in this area by aiding learners in achieving linguistic proficiency. According to Mishra et al. (2015), using



technology in the classroom can, for example, assist students in internalizing information and knowledge about the external world, thus enabling them to develop their own experiences.

## 2.2 CALL

The term CALL, introduced by Levy in 1997, refers to an educational approach that integrates computers as supportive elements in language education. Its goal extends beyond simply using technological tools in the language classroom; it aims to create a digital environment that fosters a naturalistic language learning process (Levy & Stockwell, 2006; Palacios & Espejo, 2019). If we touch upon the history of CALL, Warschauer (1996) categorizes the evolution of CALL into three phases: Behaviouristic CALL (1960s-1970s), Communicative CALL (1970s-1980s), and Integrative CALL (1990s-present). Currently, the phase in effect is Integrative CALL. CALL has become a significant trend in language education due to its pedagogical benefits, such as promoting learner autonomy and providing interactive, individualized instruction. This approach leverages technology to enhance engagement and facilitate immediate feedback, which ultimately improves learning outcomes (Warschauer and Healey, 1998). Furthermore, Godwin-Jones (2018) highlights the transformative potential of digital tools in making language education more accessible to diverse learners.

Computer-Assisted Language Learning (CALL) encompasses a diverse range of technologies and applications aimed at enhancing language learning and teaching. This field has evolved significantly over the years, incorporating various digital tools that facilitate language acquisition in engaging and interactive formats. For example, blogs and wikis serve as important platforms for learners. Blogs allow students to practice their writing skills while receiving feedback from peers and instructors, which can enhance motivation and improve writing abilities (Gómez & Anaya, 2020). Wikis promote collaborative learning, enabling multiple users to contribute to a single document, thereby fostering language use in a communal context.

Podcasts are another valuable resource within CALL. They provide learners with authentic audio content that exposes them to varied aspects of language, such as pronunciation and cultural nuances, particularly benefiting listening comprehension (Goh & Taib, 2016). The flexibility of podcasts allows learners to engage with language on-the-go, making them an effective tool for language practice.

The integration of multimedia tools is also a significant aspect of CALL. These tools combine video, audio, images, and interactive elements into language lessons, creating a dynamic learning environment that reinforces language concepts and improves retention (Mayer, 2009). Research indicates that multimedia resources can enhance learner engagement and motivation, making lessons more effective and enjoyable.

Massive Open Online Courses (MOOCs) further contribute to the landscape of CALL by offering accessible language courses that incorporate video lectures, interactive assignments, and support from peers (Kop & Hill, 2008). This accessibility allows learners from all backgrounds to engage with language materials and participate in meaningful communication.

Social media platforms, including Facebook and Twitter, enable learners to interact with native speakers and immerse themselves in the target language. These platforms foster real-time communication and cultural exchange, making language practice more accessible and relevant (Wang & Vásquez, 2012). Engaging with social media has been shown to significantly enhance language skills by allowing learners to encounter authentic language use in diverse contexts.

In summary, CALL encompasses a variety of tools and platforms designed to enrich language learning experiences. By integrating these technologies into language instruction, educators can create engaging and effective learning environments that cater to diverse learner needs (Gómez & Anaya, 2020; Goh & Taib, 2016; Mayer, 2009; Kop & Hill, 2008; Wang & Vásquez, 2012).

Computer-Assisted Language Learning (CALL) offers numerous advantages that significantly enhance language education. One of the main benefits is its ability to support language learning through the integration of multimedia resources and interactive tools. These features engage students effectively, improving their pronunciation and listening skills by exposing them to authentic language contexts (Goh & Taib, 2016). Additionally, CALL transforms the learning process into a more efficient and individualized experience. Adaptive learning technologies allow learners to progress at their own pace, fostering autonomy and motivation, as they can tailor their educational experiences to their specific needs (Mayer, 2009).

Another key advantage is the easy access to a wealth of resources, often at no cost, which democratizes language learning and makes it more comfortable and self-directed (Kop &

Hill, 2008). CALL also fosters a student-centered approach, recognizing learners' diverse abilities and preferences. By utilizing various technologies, educators can create inclusive learning environments that promote self-confidence and academic success (Gómez & Anaya, 2020). Furthermore, CALL facilitates authentic communication opportunities, encouraging students to interact with native speakers through online platforms and use the language beyond the classroom setting. This real-world practice enhances fluency and cultural understanding (Wang & Vásquez, 2012).

In summary, CALL enriches language learning by providing engaging, personalized experiences, fostering autonomy, and promoting authentic communication, ultimately redefining modern language education (Gómez & Anaya, 2020; Goh & Taib, 2016; Mayer, 2009; Kop & Hill, 2008; Wang & Vásquez, 2012).

While Computer-Assisted Language Learning (CALL) presents numerous advantages, it also comes with its own set of challenges that educators and institutions must address. One significant obstacle is the requirement for financial resources and time investments. Implementing effective CALL programs often means purchasing software, maintaining hardware, and ensuring access to reliable internet connections. Moreover, instructors and students must possess a good command of computers and technology to utilize these resources effectively. This implies that both teachers and learners need adequate training and familiarity with well-designed websites and applications (Higgins, 2008).

In addition, there is often a lack of expertise and required skills among educators, which can hinder the successful implementation of CALL in the classroom. Many teachers may not have adequate training in how to incorporate technology into their lessons or may feel overwhelmed by the fast-paced advancements in digital tools (Elliott, 2013). This lack of comfort with technology can create resistance to adopting CALL methods, ultimately limiting the effectiveness of these valuable resources.

Cultural resistance is another challenge facing CALL implementation. In some educational environments, traditional teaching methods are deeply ingrained, and there may be reluctance to embrace new technologies. Some educators may feel that integrating CALL materials into their syllabi is unnecessary or may not have a strong enough incentive to do so, particularly if institutional support is lacking (Kukulska-Hulme, 2009). This lack of obligation to include CALL in the curriculum can lead to inconsistency in its usage and effectiveness.

Furthermore, funding constraints can impede the development and maintenance of successful CALL programs. Many educational institutions struggle to allocate sufficient budgets for the

technology, training, and resources needed to create an effective CALL environment (Sharma & Barrett, 2007). Without adequate support, the potential benefits of CALL may not be fully realized, limiting opportunities for enriching language education.

In summary, while CALL offers numerous benefits, addressing its challenges—such as financial demands, required expertise, cultural resistance, and funding issues—is crucial for its sustainable implementation and effectiveness in language learning environments.

The rapidly advancing technology each year, along with the growing interest in digital solutions, has led to substantial improvements across various levels of computer-assisted language learning (CALL). Over the past decade, we have witnessed significant enhancements in hardware and software capabilities, including larger screens with higher resolutions, increased memory capacity, better audio and video quality, and overall improved performance for applications (Godwin-Jones, 2011). These advancements have made language learning tools more accessible and effective for students and teachers alike.

In particular, the proliferation of mobile devices has transformed how learners engage with language materials. Smartphones and tablets now offer a rich array of applications designed for language acquisition, featuring interactive exercises and immersive experiences that were not possible in previous years (Matic, 2020). Furthermore, advancements in artificial intelligence and machine learning have enabled more personalized learning experiences, allowing applications to adapt to individual users' progress and preferences (Li et al., 2020).

Additionally, the increased availability of high-speed internet has further facilitated the use of CALL technologies, enabling seamless access to online resources, virtual classes, and language exchange programs. This connectivity has bridged geographical barriers, facilitating authentic communication with native speakers and expanding cultural understanding for learners worldwide (González-Lloret, 2016).

As technology continues to evolve, it is expected that CALL will become even more sophisticated, offering new possibilities for language education that accommodate diverse learning styles and environments, ultimately enhancing the overall learning experience (Wang, 2018).

### 2.3 MALL

Interest in the use of portable devices for language learning has existed since the introduction of early devices, such as cassette players, MP3 players, personal digital assistants (PDAs),

mobile phones with SMS messaging capabilities, cameras, and voice recorders (Godwin-Jones, 2011, p. 2). PDAs, which are small handheld devices used for organizing information and running applications, represented an early generation of mobile technology. Mobile-Assisted Language Learning (MALL) “differs from Computer-Assisted Language Learning (CALL) in its reliance on personal, portable devices that facilitate new learning methods, emphasizing continuity and spontaneity of access across various contexts” (Kukulka-Hulme & Shields, 2008, p. 273). Although mobile technologies have been utilized in language learning for over 20 years, MALL, specifically in relation to mobile phones, officially emerged around 15 years ago, initially through SMS text messaging for delivering word definitions and translations, as well as applications for PDAs (Burston, 2014). MALL encompasses the use of devices such as cell phones, PDAs, smartphones, tablets, and portable media players for language learning purposes.

According to Shahbaz and Khan (2017), using modern smartphones not only makes language learning but general learning easier and more effective, as these devices serve as useful tools just like laptops. The advantages of this approach can be summarized by the properties of mobile devices identified by Klopfer, Squire, and Jenkins (2002: 96).

**Portability:** Devices can be easily transported to various locations due to their compact size and lightweight design.

**Social interactivity:** These devices promote data sharing and collaboration among language learners.

**Context sensitivity:** They can collect and respond to data relevant to the current time, place, and environment.

**Connectivity:** They help create networks.

**Individuality:** Devices allow for the customization of activities based on individual learner needs.

The benefits of mobile technologies in education encompass high accessibility, the capacity to support diverse learning styles—including self-paced, collaborative, and team-oriented approaches—and the enhancement of static content through the incorporation of narratives, gaming, hands-on activities, and more. These features contribute to a more engaging and effective learning environment, allowing learners to interact with content in meaningful ways and adapt their learning experiences to their individual preferences (Ally, 2009; Wang, 2018).

Mobile technologies offer numerous advantages in the realm of language learning, particularly through the integration of Mobile-Assisted Language Learning (MALL). One of the key benefits is high accessibility, enabling learners to engage with language materials anytime and anywhere. This flexibility supports diverse learning styles, such as self-paced study and collaborative tasks, allowing for a more personalized learning experience. Moreover, mobile technologies can enhance static content by incorporating narratives, gaming elements, and interactive activities, making the learning process more engaging and effective.

However, effectively integrating MALL into the language curriculum presents significant challenges. Access to technology is a primary concern, as learners need the necessary hardware, software, and digital literacy skills to make full use of mobile tools. In addition, the pedagogical methodology is crucial; instructors must carefully plan and implement MALL strategies to maximize the potential of these technologies in language learning.

Independent MALL learners often face the challenge of transferring their newly acquired knowledge into genuine oral interactions. To succeed in their language acquisition, learners must be encouraged to actively engage in oral communication in their second language. This can be facilitated by using interactive conversation apps that simulate real dialogue, incorporating voice recording features for practice and feedback, and fostering collaborative learning through group projects on mobile platforms. By addressing these challenges and making effective use of mobile technologies, educators can significantly enhance the language learning experience, promoting authentic communication and deeper language use in context.

The use of mobile devices offers numerous opportunities for both language learners and teachers by enhancing the educational process, boosting motivation, promoting autonomy, and adapting to learners' abilities, preferences, as well as cognitive and learning styles through a student-centered approach. Additionally, it provides real-life communicative scenarios both inside and outside the classroom (Kukulska-Hulme, 2009; Nieveen, 2014). Implementing MALL and CALL can be particularly beneficial for EFL learners, as these methods can broaden learning opportunities beyond the classroom, encourage collaborative learning, support independent study, and enhance self-confidence (Burston, 2014; Zheng et al., 2016).

The elements of Technology-Enhanced Language Learning (TELL), Computer-Assisted Language Learning (CALL), and Mobile-Assisted Language Learning (MALL) foster active, flexible, and effective language education, enhancing individualization and motivation among learners. These modern methodologies contrast sharply with traditional educational methods, which often rely on rote memorization and passive learning (Johnson, 2015). Traditional approaches may restrict student engagement and fail to accommodate diverse learning styles. In contrast, TELL, CALL, and MALL encourage active participation and provide opportunities for real-world application of language skills. They allow for personalized learning experiences that can adapt to individual pacing and interests, thereby making language acquisition more relevant and practical. Furthermore, technology facilitates instant feedback mechanisms, promoting continuous assessment and improvement (Godwin-Jones, 2018).

Additionally, these methods encourage the development of intercultural awareness and intercultural communicative competence by enabling learners to engage in authentic interactions with speakers from diverse cultural backgrounds. Tools like video calls and messaging allow students to communicate directly with native speakers, offering insights into cultural nuances and everyday language use (O'Dowd, 2018).

Mobile-assisted language learning (MALL) serves various purposes in enhancing language learning experiences, particularly in vocabulary acquisition, reading comprehension, speaking practice, and listening skills. MALL applications utilize gamification, flashcards, and spaced repetition techniques to support vocabulary learning. For instance, apps like Anki and Memrise allow learners to engage with new vocabulary interactively, enabling practice anytime and anywhere, which is particularly beneficial for adult learners balancing multiple commitments (Stockwell & Hubbard, 2013).

In terms of reading comprehension, many mobile applications provide access to a wide array of digital texts, tailored to different language proficiency levels. Tools such as Kindle and Duolingo Stories offer interactive features that include built-in dictionaries and comprehension questions, enhancing user engagement and contextual understanding of new vocabulary (Blin, 2016). The audio support integrated into many of these apps helps learners develop pronunciation and listening skills while reading.

MALL also facilitates speaking practice through voice recognition technologies and conversation simulators. Applications like Tandem and HelloTalk connect learners with native speakers for real-time practice, allowing for immediate feedback, which is crucial for

developing fluency and confidence (Wang, 2015). Similarly, listening skills can be honed through various podcasts, audiobooks, and dedicated language learning apps, such as Pimsleur or FluentU, which expose learners to authentic spoken language and different accents (Godwin-Jones, 2018).

Despite these strengths, MALL has limitations. While it supports vocabulary, reading, speaking, and listening, it may not provide the structured experience classrooms offer, which include direct interaction, social learning, and comprehensive curricula (Kukulska-Hulme & Shield, 2008). Additionally, learners may encounter barriers related to technology access and internet connectivity, which can hinder the effectiveness of mobile learning (Burston, 2014).

#### 2.4 Analysis of language learning apps

The main factor for selecting applications for analysis was their download performance as of January 2024. I focused on applications with significant user interest and adoption, as evidenced by the number of downloads they achieved by that date. By using download data as a metric, I aimed to identify the most relevant and widely used applications in the marketplace, ensuring that the analysis would be reflective of current usage trends and consumer preferences. Among these, applications that met several criteria were considered. The first criterion is the content and structure of the application. According to the categorization proposed by Rosell-Aguilar (2017), which divides all applications into three types (Apps Designed for Language Learning, Apps Not Designed for Language Learning, Dictionaries and Translation Apps), the selected applications fall into the category of Apps Designed for Language Learning. This means they offer a comprehensive language-learning package with a wide range of exercises specifically designed for language acquisition, covering multiple aspects such as grammar, vocabulary, reading, writing, listening, and speaking. The second criterion is that the applications should have been on the market for some time to allow for a sufficient number of studies to emerge. The third criterion is that the application must be aimed at an adult audience. In the end, three applications that meet the specified criteria were selected for the analysis: Babbel, Busuu and Duolingo.

The information presented below about the applications, as well as the analysis, is based on a significant review of relevant literature, drawing from several scholarly articles that have critically examined these tools. Specifically, it focuses on Duolingo (Garnes-Tarazona, 2018; Irzawati, 2023; Purwanto et al., 2023; Loewen et al., 2019), Babbel (Muckenhumer et al., 2023; Garnes-Tarazona, 2018; Kessler et al., 2023), and Busuu (Ginting, 2023;



Garnes-Tarazona, 2018; AlDakhil et al., 2022; Syafrizal et al., 2022), with the aim of identifying both their positive and negative characteristics. By examining these popular platforms, I intend to shed light on their effectiveness and user experience, while also highlighting key trends in mobile-assisted language learning. This targeted approach reflects a commitment to understanding the strengths and weaknesses of these applications within the context of contemporary language learning practices.

#### 2.4.1 Babbel

Founded in 2007, Babbel was the first language learning app. The app utilizes immersion, established cognitive methods, human voice, and speech recognition to educate its users. Babbel offers a very limited free trial, providing access only to the first lesson of each unit in the unpaid version. It delivers interactive exercises across all four language learning areas: listening comprehension, where users match words displayed on the screen with audio, speaking exercises that enhance pronunciation through voice recognition tools, writing exercises aimed at improving spelling, and grammar lessons that explain concepts in a concise and engaging manner. Each lesson takes about 10 to 15 minutes to complete, with short lessons and frequent repetition being the core principle of Babbel.

##### *Positive aspects*

Babbel is a language learning app that offers several positive aspects that enhance the user experience. One of the key features is its intuitive organization, which allows users to navigate the platform with ease. At the beginning of each lesson, users have the option to activate the computer's built-in microphone for voice recognition, facilitating a hands-on approach to learning.

The app presents vocabulary and grammar in the context of dialogues, ensuring that learners encounter natural examples that resemble real conversations. This approach is particularly beneficial for beginners and intermediate learners, as the material is designed to reach up to a B1 proficiency level.

Additionally, Babbel includes a progress tracking option that allows users to monitor their advancement through the lessons. The app also emphasizes social interaction, offering various ways for users to connect with one another. Features such as sending messages, adding friends, and participating in chatrooms foster a sense of community among learners. Moreover, Babbel incorporates socio-cultural elements, enriching the learning experience beyond just language.

To aid in comprehension, the listening exercises feature both British and American accents, helping students familiarize themselves with different varieties of English. Finally, the app provides cultural and sociolinguistic instruction, introducing various language functions in different social contexts. Topics such as speech acts, cultural norms, and dialect variations are integrated into the lessons, making Babbel a comprehensive tool for language learning.

#### *Negative aspects*

While Babbel boasts several features, there are some limitations that significantly affect the user experience. One notable aspect is the use of the microphone for voice recognition, which, despite being a standout feature, does not fully achieve its intended purpose as a communicative and interactive tool. The recognition system can be inconsistent, often failing to accurately detect the words spoken, and may sometimes be unresponsive. Furthermore, when a user's pronunciation is not accepted, the app offers no feedback to help them understand what went wrong, leaving learners without guidance.

The types of activities available in the app largely consist of mechanical exercises, such as repetition drills, letter arrangement tasks, word order exercises, translations, fill-in-the-blank activities, recognizing words from images, and dictation tasks. While Babbel aims to improve conversational skills, the explanations provided for grammar tend to be vague and insufficient to meet the comprehensive needs of all students.

Additionally, the app lacks personalized or tailored feedback, which would be crucial in helping users understand the reasons behind grammatical mistakes. This absence highlights that Babbel does not adequately take into account the unique differences and individual needs of learners, potentially hindering their progress.

#### 2.4.2 Busuu

The Busuu approach to language teaching closely resembles traditional classroom lectures. New concepts, words, and phrases are learned within context and are immediately practiced through writing or speaking activities. The core principle of Busuu is the immediate application of newly acquired material, allowing users to start producing language as quickly as possible. Learning activities are introduced through a range of interactive options, including pronunciation exercises, vocabulary building, grammar lessons, dialogues, reading tasks, translation activities, peer corrections, voice recordings, and chat functions. According to its website, the free version of Busuu provides users with flashcards, writing exercises, and the opportunity to receive corrections from native speakers.

Busuu appears to be a more collaborative app, enabling users to provide feedback to one another while also receiving input from native speakers. Additionally, the app includes grammar instruction, which can be viewed as an advantage over many other similar applications that do not focus on grammar aspect.

#### *Positive aspects*

Busuu is an innovative language learning platform that offers numerous positive aspects, enhancing the overall learning experience for its users. One of the standout features is the opportunity for students to begin their courses at a higher-intermediate or advanced level by taking a placement test to assess their proficiency. This allows learners to engage with material that is suited to their skill level from the very start.

The platform is designed with user-friendliness in mind, facilitating effortless navigation and interaction. Vocabulary and grammar topics are organized in a comprehensive manner, corresponding to various proficiency levels as per the Common European Framework of Reference (CEFR). The materials provided are highly gamified, featuring engaging activities such as word-image associations and matching exercises that focus on opposites, synonyms, related words, images, and collocations.

In terms of evaluation, Busuu assesses students based on their progress in each developmental area. Its listening activities go beyond simple dictation tasks, incorporating listening comprehension exercises that effectively enhance students' understanding of the material. Moreover, the social aspect of Busuu adds an extra layer of interactivity, with an 'invite-a-friend' option and various discussion opportunities. Users can not only connect but also provide feedback to one another, correcting mistakes and facilitating collaborative learning.

Additionally, Busuu integrates sociolinguistic functions throughout its lessons, teaching learners how to express approval, give advice, and react appropriately in a variety of situations. This comprehensive approach ensures that students are not only learning the language but also understanding its practical application in real-life contexts.

#### *Negative aspects*

Despite its strengths, Busuu also presents several negative aspects that may hinder the overall learning experience for users. One major drawback is that the free trial is quite limited in scope, with the app frequently bombarding users with advertisements for its premium

version. This can create a frustrating experience for those who prefer to explore the app's features without constant promotional interruptions. Additionally, the free version lacks offline access, restricting users' ability to study on the go.

Another limitation is that the dialogues in Busuu exclusively utilize British English, which may not cater to learners interested in other English dialects. When it comes to feedback, the platform utilizes color codes—red for incorrect answers and green for correct ones—yet this system lacks any grammatical explanations to clarify why a particular response was wrong. This absence of detailed feedback can leave learners without the necessary understanding to improve their skills.

Furthermore, there are concerns about the potential for Busuu to distract learners from completing other essential tasks. Users have expressed doubts regarding the effectiveness of its language learning activities, noting issues such as repetitive mechanical exercises and low reliability between different raters and within the assessments of the same rater. Additionally, critics point out a lack of authenticity and interactivity in the learning activities.

Given its limitations in language context composition and its primary focus on basic and intermediate levels, Busuu is often considered inadequate as a primary tool for assessing language proficiency. Many students have identified grammar and writing as the weakest aspects of the platform, highlighting the need for improvements in these areas to better support learners in their language acquisition journey.

### 2.4.3 Duolingo

Duolingo, established in 2012, appears to be the most widely used language learning app available. This free application offers lessons in various languages, encompassing grammar and vocabulary, as well as writing and speaking activities, a built-in dictionary, and a discussion forum. Currently, users can learn 40 different languages, including several fictional ones. One of the app's standout features is the gamification of the learning process, which enhances user engagement. The creators assert that Duolingo can serve as a substitute for a comprehensive foreign language course at an American university.

#### *Positive aspects*

Duolingo offers a variety of positive aspects that enhance its appeal as a language learning platform. One of the most notable features is its user-friendly interface, which makes navigation intuitive for users of all ages. The app covers a wide range of topics, providing vocabulary lessons in areas such as religion, law, home, shopping, work, sports, and business,

as well as grammar lessons on subjects like modal verbs, tenses (present, past, and future), relative pronouns, and gerunds.

Another useful feature is the word bank, which allows users to track the vocabulary they have learned, helping reinforce retention and progress. The social component of Duolingo is also significant; users can compare their progress with friends, and the system updates a progress chart after each completed lesson, promoting daily practice and accountability.

Duolingo's listening activities are designed with flexibility in mind, allowing students to adjust the playback speed to suit their learning pace. This is particularly beneficial for learners who may need extra time to absorb audio content.

One advantage of Duolingo is its gamified design, which breaks information into manageable chunks and makes learning engaging. The platform is easily accessible, as it is free and available across multiple devices, ensuring that users can learn on their terms. Many users are motivated by gamification elements such as badges and streaks, which have been shown to enhance engagement and motivation. As a result, Duolingo users often exhibit improved success in areas like word recognition, listening, and speaking skills. Overall, the combination of a comprehensive curriculum, flexible learning options, and an engaging interface makes Duolingo a popular choice among language learners.

#### *Negative aspects*

Duolingo, despite its many advantages, has several negative aspects that may limit its effectiveness for some users. One significant drawback is that even after taking a placement test, the starting level in Duolingo is not advanced, which means that advanced learners must go through all the intermediate lessons before they can access more challenging content. This can be frustrating for those who already possess a strong foundation in the language.

Additionally, the app heavily emphasizes a behaviorist approach to learning, relying on activities such as listening, writing, and multiple-choice questions that are typical of audiolingual and grammar-translation methods. Feedback is generally limited to simply providing the correct answer without further explanations, which can leave learners without a clear understanding of their mistakes.

Some users have reported that certain listening exercises utilize a robotic voice, and many of the sentences may seem artificial or disconnected from authentic language use. Moreover, the system does not allow for alternative translations, restricting users' flexibility in expressing ideas.

Another area of criticism is the app's insufficient focus on the cultural aspects of the target language. Many users find that the language presented is often decontextualized, failing to establish a connection with the speakers and cultural contexts from which it originates. This can create a gap in understanding how language functions in real-world scenarios.

Students have also noted that the activities can be overly repetitive and heavily reliant on translation and receptive skills, such as listening and reading, rather than productive skills like writing and speaking. The lack of grammatical explanations further reduces the helpfulness of feedback, limiting the learning experience.

While the gamified design elements provide some engagement, they do not outweigh the shortcomings related to the absence of detailed explanations and opportunities to practice productive language skills. Consequently, learners may struggle to relate their progress in Duolingo to real-life language use, feeling their abilities are inadequate outside the context of the app. Additionally, more advanced learners may find the platform less engaging compared to beginners, potentially leading to decreased motivation over time.

As noted by Kukulska-Hulme and Shield (2007), many uses of mobile devices in language learning often focus on repetitive exercises, overlooking the opportunities to encourage interaction and collaboration among learners. Furthermore, the application content could benefit from including more information about the culture associated with the target language, such as traditions, customs, and historical contexts of English-speaking countries like the United Kingdom and the United States. I think that by addressing these areas, language learning apps could improve their effectiveness. This cultural context not only enhances the overall quality of learning but also contributes positively to student motivation, as understanding the culture can make language acquisition more meaningful and engaging.

## **CHAPTER 3. Creating a rationale for the new mobile application**

It is important, when creating something new, to refer to what has already been achieved, that is, to take into account the experience of others. As mentioned in the second chapter, each of the applications selected for analysis has its own advantages and disadvantages, as confirmed by research. The chosen characteristics for the application proposed here aim to incorporate the most successful elements from the experiences of other applications, as well as to address those features that, according to scientists and users, lag in effectiveness.

### **3.1 Gamification**

One of the most important features that is present to some extent in all applications for language learning, including those not mentioned in this paper, is the gamification of the educational process. For Duolingo, gamification is a key feature that is emphasized. Busuu incorporates activities such as word-image associations and matching exercises. On the other hand, the activities offered in Babbel and Duolingo mainly consist of mechanical exercises, which may negatively affect students' motivation and concentration. Game-based learning could involve incorporating elements typically found in games, such as objectives, challenges, narratives, and rewards, into the presentation of educational material and the execution of learning tasks (Yukselturk et al., 2018). Language courses designed within game frameworks have been shown to increase student participation, foster interaction, and improve understanding of the material (Hung et al., 2018). Additionally, one of the supplementary features that can enhance motivation is a progress tracking option for users, as implemented in Babbel.

### **3.2 Multi-layered educational process**

Another important feature for an application is the multi-level structure of the educational process. Research confirms that the use of applications such as Duolingo and Babbel are most effective for students who have a beginner or even zero level of language proficiency (Godwin-Jones, 2012). Unlike Busuu, the materials of the other two applications are not designed for those whose language level exceeds level B1 according to the Common European Framework of Reference (CEFR) (Council of Europe 2001). Busuu, on the other hand, organizes its grammar and vocabulary in accordance with the CEFR levels. One possible solution to this problem can be represented by a variety of materials, including literary texts, which can be categorized into different levels of difficulty according to the

CEFR system. Thus, after taking a preliminary language proficiency test, the user will have the opportunity to access the learning materials that align with their goals.

### 3.3 Implementation of grammar aspect

Another aspect related to the previous one is grammar. All the apps analyzed have some limitations with this regard. Duolingo offers almost no grammatical explanations, and when completing exercises, errors are only corrected by the system. The explanations for grammar provided by Babbel are somewhat vague and do not adequately meet the comprehensive needs of all students. Both Duolingo and Babbel apps lack personalized or tailored feedback that would assist users in understanding why a specific grammatical structure is incorrect. Busuu provides the most grammar instruction by presenting it in the context of dialogues; however, even there, users believe it is a weak point (Garnes-Tarazona, 2018). As mentioned in the second chapter, literary texts contain a wide variety of grammatical structures, which are presented in context. New ideas, vocabulary, and expressions acquired through literary texts could be applied in writing or speaking exercises. Additionally, the exercises should include grammatical references, which could be saved individually for each student in their account for convenience.

### 3.4 Representation of cultural resources

The cultural aspect of language is also not very well represented in the applications. Babbel mentions some cultural and sociolinguistic elements that involve presenting diverse language functions within various social settings, encompassing Speech Acts, cultural standards, and dialect differences, among other topics. Both Busuu and Duolingo provide very little information about the culture of the language being studied. As mentioned before, Busuu has only the British version of English in its materials. Many of the languages studied, such as English, French, or Italian, are spoken in different countries, which means they contain various cultural nuances. One option is to use literary texts from different countries and cultures. Short stories from Britain, the USA, and Singapore, where English is an official or one of the official languages, will differ and showcase their cultural characteristics.

### 3.5 Social communication

Communication with other students, including expert speakers, is an essential part of learning, not only through apps but also in traditional learning environments. Interaction provides the practical experience that is difficult to achieve through studying grammar and attending lectures. One app that places a greater emphasis on the social aspect of language



learning is Busuu. Their aim is to allow learners to connect socially with other users of the app, including native speakers of the language they are studying. Additionally, expert speakers can correct and comment on the mistakes of other users. Babbel offers various options for user interaction, including the ability to send messages, connect with friends, and join chat rooms. Duolingo offers a forum for communication, but this feature is not well developed, and not all users may be aware of this option.

Another idea that is also reflected in Busuu is the creation of a community with several goals. Firstly, it allows learners to develop multiple aspects of the language, such as writing and speaking (through written communication). Secondly, it helps users find others who are facing the same challenges in learning the language, which positively impacts motivation. Thirdly, it facilitates cultural exchange among participants through discussions about the literature used in the study materials.

### 3.6 Selection of literary texts

#### 3.6.1 Rationale for the selection

Another important question when creating a mobile application is the selection of literary material. Choosing a suitable literary text for the EFL classroom is crucial because the text serves as the primary teaching material. According to McKay (1982: 532), choosing suitable literature is "the key to success in using literature in ESL". Shorter, less complex texts with fewer characters may be ideal literary selections for EFL learners. Honeyfield (1977) emphasizes the need to simplify texts to create a uniformity that makes the information easier to digest. Some scholars (Kramersch, 2000) recommend adjusting texts to match the learners' level of competence. Swaffar (1985, 1988) and Bemhardt (1986) advocate for simplifying the tasks rather than the texts themselves. Others have emphasized the importance of "reading for meaning," suggesting that the texts should be connected to the learners' cultural context rather than being from an unfamiliar culture (Swaffar, Arens, & Byrnes, 1991).

Narrative and reading response theorists (Britton, 1990; Bruner, 1986; Rosenblatt, 1995, 1978; Scholes, 1989) argue, supported by research (Langer, 1995; Short, 1992; Wells, 1990), that literary texts should possess the ability to stimulate meaningful discussions that reflect and explore intertextual connections. Criteria for selecting a literary text for the EFL classroom are based on students' motivation, the length and content of the text, linguistic

difficulty, students' cultural background and finally students' interests as well as their language level (Collie & Slater, 1987; Hismanoglu, 2005; Lazar, 1993).

Rief and Heimburg (1996) underline the significance of text selection by writing how important it is to select a text that has a captivating value to attract learners' interest, promote their creativity, encourage critical thinking and to 'make meaningful connection' (cited in Piotrovská, 2009: 15). Lazar (1993) suggests a scale that could be referred to in order to check the appropriateness of a literary text chosen to be used in the EFL. Lazar's scale includes the following criteria:

- the age of students: students' age should be taken into consideration, as they should not be too old or too young to enjoy the text;
- intellectual maturity of the students: intellectual maturity is also a significant factor that should be considered, for students should not be too immature to understand the text or too mature/developed intellectually to find the text challenging enough;
- emotional understanding of students: students should not be too immature to relate to the text or too developed to find text engaging;
- linguistic proficiency of students: their linguistic level affects motivation as their linguistic proficiency could be too advanced to find the text challenging or their level may be too elementary to cope with the text;
- literary background of the students: their previous experience with literature might be too well-developed to find the text challenging or it could be insufficient to find the text engaging;
- students' interests/hobbies: students' interests and hobbies might be far removed from themes/contents of the text to find the texts engaging, or vice versa - close enough to be engaged in it;
- students' cultural background: students' cultural background might be too remote from the text to help comprehension or close enough to the text for easy comprehension.

By applying the above to the framework of the mobile application, several criteria can be highlighted that should be taken into account.

### Language

Choosing the right text that aligns with students' proficiency is crucial, as it enables them to handle the material effectively. According to Duff and Maley (1992), the difficulty of texts

should be increased progressively. The process begins with the use of a simple text alongside an easy task. In the second phase, while the text remains simple, the complexity of the task is heightened. The third stage introduces a more challenging text paired with an easier task. Finally, in the fourth stage, both the text and the task are more difficult. This gradual escalation in complexity helps ensure that students remain engaged and motivated, rather than feeling overwhelmed.

### Culture

When considering students' cultural backgrounds, it isn't always necessary to select texts rooted in their familiar cultures. Occasionally, a distinctly different or novel topic presented in a text can be highly engaging, as it sparks curiosity and provides fresh experiences, ideas, and viewpoints. With the right choice of text, even the most unfamiliar can feel close to home; conversely, choosing an unsuitable text may yield the opposite effect. Therefore, it is important to account for the intellectual capacities of the learners during the selection process (Collie and Slater, 1987).

### Content

According to Lazar (1993), educators need to explore methods of connecting literary tasks to the curriculum in order to enhance the value of the content. This approach helps to integrate the texts and tasks with other components of the syllabus for a more cohesive learning experience. As mentioned earlier, one of the important features of the developed application is the multi-level structure of the educational materials. The study plan may be aligned with the CEFR, and accordingly, the texts, as the primary source of materials in this case, will also correspond to the language proficiency level of the learners.

### Text length

The length of the text plays a significant role, particularly when factoring in time constraints and related considerations. It is vital to select a suitable text that can be covered within the intended teaching timeframe to ensure the completion of the tasks. Effective planning and thoughtful selections can often mitigate challenges presented by lengthy texts. Additionally, a carefully selected excerpt from a more extensive work can prove to be a valuable resource. Likewise, a quotation from a larger literary piece can serve as a handy instructional tool (Erkaya, 2005)

### 3.2.2 The diversity of genres

Another factor in the selection of literature is the diversity of literary genres. Researchers suggest considering several of them: short stories, novels, plays, and poetry. Taking into account their unique characteristics, each of these can contribute a lot to the educational process, including specific grammatical structures, vivid language, and numerous situations in context.

#### Short stories

Sage (1987 in Khan & Alasmari, 2018) highlights the appealing nature of short stories, emphasizing their effective reflection of real-life scenarios. These stories provide rich instances of language in use and are enhanced by various literary techniques that engage readers. The progression of events, plot twists, suspense, climaxes, surprising conclusions, symbols, themes, and more serve as excellent tools for practicing the target language in multiple ways, with different methodologies employed based on specific goals. Khan and Alasmari (2018) assert that short stories are recognized as engaging and serve as an ideal resource for language modeling and entertainment. In addition to the aforementioned benefits, short stories have several other advantages, including their brief length, clarity, simplicity, diverse themes, and ability to appeal to different preferences and interests.

#### Novels

Novels engage students intellectually, emotionally, and linguistically. They offer a broad spectrum of activities, ranging from extensive reading to detailed text analysis (Tsai, 2012). By encouraging more reading, novels help language learners gain confidence in their language skills. As learners immerse themselves in English novels, they enhance their abilities in numerous ways, such as making predictions, inferring conclusions, interpreting implied meanings, and extracting deeper layers of significance from the text. This process brings them closer to the culture of the target language (Lazar, 1990), fostering an appreciation for diverse cultures and promoting respect for differences. Furthermore, reading novels exposes learners to conversational language, heightening their awareness of how language is used in context (McKay, 1982). Novels transport readers to distant places, providing them with various experiences and introducing a multitude of characters throughout their journeys, ultimately enriching the minds, hearts, and language skills of those learning the language.

## Drama

The use of drama presents numerous opportunities and advantages for learners, particularly for enhancing speaking skills. Incorporating drama as a form of literary text allows students to actively engage and participate, providing them with the chance to practice authentic language use in context by re-enacting real-life dialogues. This method can be viewed as a simulation of actual life and language interaction. According to Saricoban (2004: 47), drama facilitates a better understanding of the real world through immersion in a "deeper linguistic environment."

In addition to promoting communication skills, drama fosters various essential life skills through techniques such as role-playing. This approach encourages cooperation, empathy for others, decision-making skills, and promotes the exchange of knowledge among students. As they collaborate in role-playing scenarios, learners not only develop their language abilities but also enhance leadership, teamwork, and authentic listening skills.

Additionally, Lenore (1993) identifies several benefits of drama, including the promotion of creative thinking and the recognition of social issues. By immersing themselves in dramatic activities, students gain tools that help them think on their feet and adapt to unexpected challenges, skills that are increasingly important in today's job market. As Boudreault (2010) emphasizes, drama not only enhances language learning but also equips students with essential life skills that extend beyond the classroom.

## Poetry

Maley and Duff (1989) argue that poetry showcases a vast array of semantic uses within language, making it a valuable resource for language study. Benton et al. (1990) emphasize that the primary objective of integrating poetry into language lessons is to encourage students to engage with the language in a dynamic and creative manner. Khan and Alasmari (2018) identify key features of poetry that enhance language practice, noting that poetic language tends to be emotive, emotional, metalingual, and referential. As a result, poetry fosters empathy, evokes emotions, and employs artistic language, which motivates learners to explore the metalingual aspects of language, such as wordplay and linguistic ambiguity found within the text. According to Sage (1987), the advantages of poetry encompass linguistic, educational, cultural, emotional, and aesthetic dimensions of learning.

### 3.3 Implementation of the curriculum in a mobile application.

#### 3.3.1 An integrative literary-based approach for app

In the first chapter, various approaches are described through which literature can be used to study a foreign language. To ensure that the study material meets all the needs of the language learner, it is reasonable to use an integrative model based on frameworks that consider literature from different perspectives. For this purpose, several viewpoints can be identified (Bagherkazemi, 2010).

**Linguistic perspective:** the development of text comprehension skills, vocabulary expansion, and enrichment of grammatical structures play a vital role in language learning. Students can learn new words in context, making it easier for them to remember. This perspective also addresses students' levels of language proficiency, incorporating elements such as phonics and vocabulary, which includes explanations of words, synonyms, related terms, and the context of usage. Additionally, it covers grammatical relations such as references, text organization, tense relationships, and more.

**Cultural perspective:** understanding the culture, traditions, and worldview of the country whose language is being studied is essential. Engaging with diverse works fosters a deeper comprehension of cultural nuances, historical events, and social issues. This dimension encompasses features of narrative, including characters, themes, points of view, narrative voice, and plot, as well as specific language or dialect characteristics, traditions, and other elements that influence the interpretation of the text.

**Critical literary perspective:** this approach goes beyond cultural and historical context, incorporating an analysis of the social norms of the time, along with thematic questions related to the text. Understanding how social constructs in literary works reflect the beliefs and values of their specific contexts is crucial. These texts can be interpreted in multiple ways, with readers being influenced by the organization of the discourse and the aspects that are emphasized or omitted.

**Communication perspective:** This approach focuses on mastering writing and speaking skills. Engaging in discussions about literature with fellow language learners can significantly enhance communication abilities. Key components include skills that foster effective

speaking and writing, such as participating in character dialogues and discussing specific situations with peers.

Each lesson should include all the aspects mentioned above. Lessons should not last longer than 15 minutes, since an attention span tends to decrease with time (Kukulska-Hulme, 2009). The app should not include long and complicated instructions. The exercises should be intuitive and user-friendly. Another important detail is the variability of tasks to help reduce mechanical repetition.

### 3.3.2 An example exercises for a curriculum.

As an example of practical assignments, I utilized the theoretical materials presented by Jelena Bobkina (2012) for the study of the English language based on literary materials. Since, the volume of even short stories is quite substantial, it requires division into multiple parts. This means that all steps are reiterated in each lesson, tailored to the specific portion of the text being studied.

The short story that is taken as an example is “The Story of An Hour” written by Kate Chopin. This text is intended for an intermediate level of language proficiency.

The first step provides a brief summary of the story so that the student understands the general context (see Figure1).

Additionally, before the text itself, the student is provided with a list of new words and expressions used in the text (see Figure 3).

After presenting the text, learners receive different exercises for vocabulary and grammar, such as filling in the blanks by selecting the correct words to complete sentences. This approach helps assess knowledge of both vocabulary and grammar simultaneously (see Figure 4).

Moreover, tasks requiring learners to find synonyms and antonyms for given words facilitate vocabulary expansion and teach students to use diverse words in appropriate contexts. Additionally, engaging tasks promote the learning of common idiomatic expressions and phrases frequently used in conversation, with exercises that may involve filling in blanks in sentences or explaining the meanings of various idioms.

Also, tasks on conjugating verbs in different tenses (present, past, future) allow learners to practice using the correct verb forms within sentences, incorporating both fill-in-the-blank exercises and transformations based on the subject.

Exercises focused on grammatical cases, helping learners understand how words change according to their role in a sentence. These tasks may include selecting the correct case for nouns and using appropriate articles (definite and indefinite).

Tasks centered around using prepositions in various contexts. This can involve selecting the correct preposition to complete sentences or arranging prepositions in specified sentences. (see Figures 5, 6, 7).

Next, the lesson incorporates topics presented in a game format that include information about the cultural context. These activities not only engage students but also deepen their understanding of cultural nuances. In addition to these interactive elements, several listening tasks are integrated into the lesson to help develop auditory skills and comprehension of spoken language.

Students will engage with audio recordings of dialogues, followed by comprehension questions that assess their understanding. These tasks effectively enhance their listening abilities. Furthermore, matching tasks are included, where students listen to phrases and select the correct corresponding responses from the provided options. This method effectively trains auditory memory and comprehension, creating a holistic learning experience (see Figure 8).

It is also possible to connect the communicative perspective with the critical literacy perspective. In "The Story of an Hour" by Kate Chopin, several elements reflect the cultural context of the late 19th century, particularly regarding gender roles and marriage. The app provides a description of the themes and issues they reflect. Following that are questions on these topics, which can be answered in detail and later checked by another user—a native speaker. These answers can also serve as a topic for discussion when speaking with other participants (see Figure 9).

In summary, the development of an effective language learning application necessitates a thorough understanding of existing tools and the integration of key features that enhance the learning experience. By analyzing both the strengths and weaknesses of previously



established applications, we have identified essential characteristics such as gamification, a multi-level educational process, a focus on grammar, the inclusion of cultural elements, and opportunities for social communication with native speakers. The careful selection of literary works, which must be concise and appropriate for the learners' vocabulary level, plays a crucial role in creating a solid theoretical foundation for the app. Furthermore, recognizing the value of diverse literary genres enriches the language acquisition process. The proposed integrated literature-based approach, combined with practical exercises, paves the way for a holistic learning experience that aligns with effective methodologies. The integrated literature-based approach, combined with relevant exercises, offers a framework for building a language learning app that encourages student engagement and fosters language proficiency.

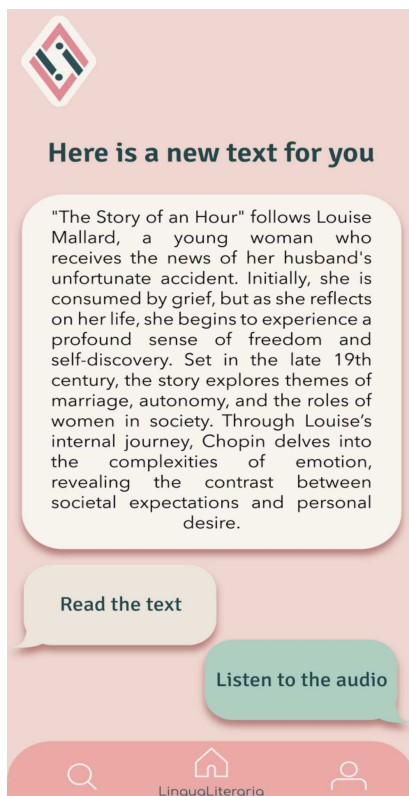


Figure 1

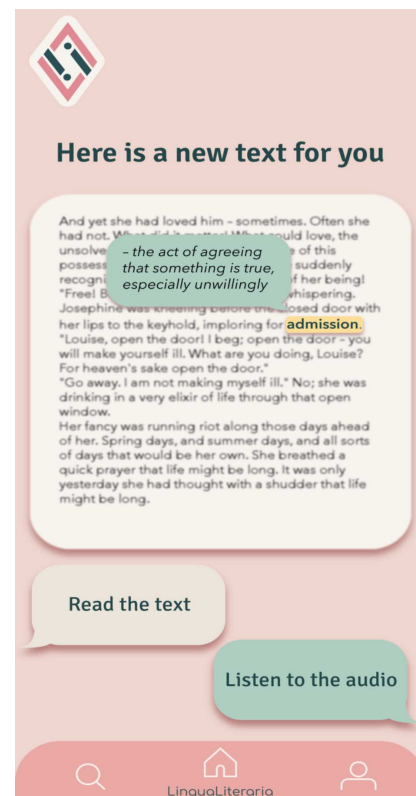


Figure 2

**Fill in the blanks**

- The story explores various themes of \_\_\_\_\_ and loss.
- She is completely \_\_\_\_\_ by the grief of losing her husband.
- Throughout the narrative, the main character \_\_\_\_\_ her emotions in the wake of tragedy.
- Many \_\_\_\_\_ for love and acceptance are depicted in the novel.

LinguaLiteraria

Figure 3

**Look at the new vocabulary**

- Identity**: The qualities, beliefs, and characteristics that make a person who they are; how someone defines themselves.
- Grief**: A strong feeling of sadness or sorrow, especially after losing someone or something important.
- News**: Information about recent events, usually reported in media like newspapers or TV.
- Contemplates**: To think carefully and deeply about something, often to consider different possibilities or ideas.

LinguaLiteraria

Figure 4

**Passive voice**

«The book **is written** by a famous author».

The passive voice is used to show that the action is done to the subject, rather than the subject doing the action. In other words, the focus is on the action and who receives it rather than who performs it.

**<to be> + past participle of the main verb**

**Active voice**: "The doctor **told** Mrs. Mallard about her husband's death."

**Passive voice**: "Mrs. Mallard **was told** about her husband's death by the doctor."

LinguaLiteraria

Figure 5

**When to use Passive voice?**

- When the doer (agent) is unknown**: "She was shocked by the news of her husband's death."
- When the doer is not important**: "The door **was closed** by her when she wanted solitude."
- In formal writing**: It's often **used** in academic or official contexts to sound more objective.

LinguaLiteraria

Figure 6

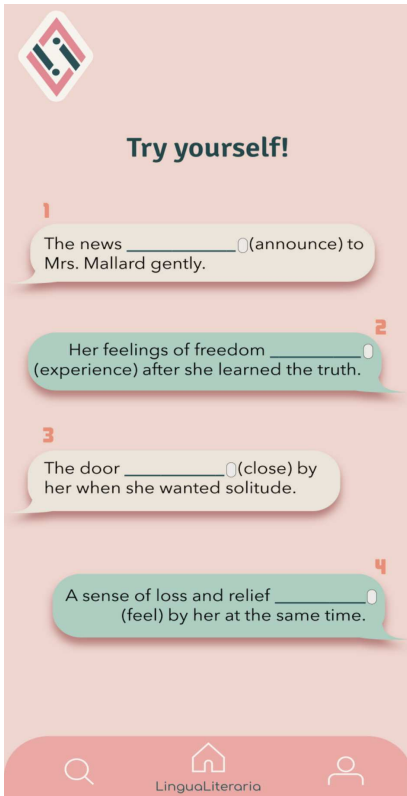


Figure 7

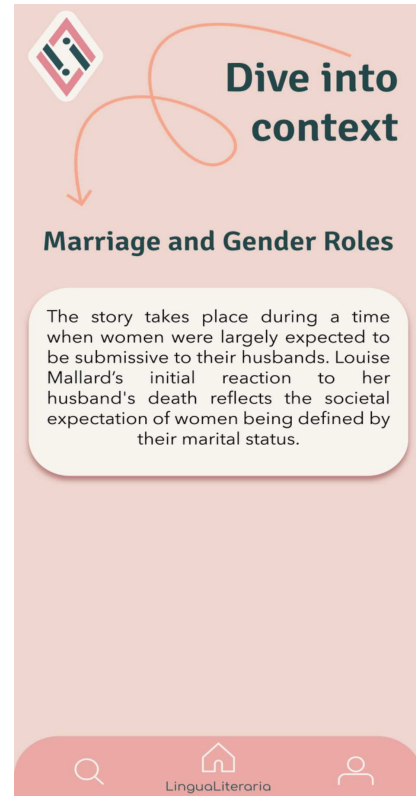


Figure 8

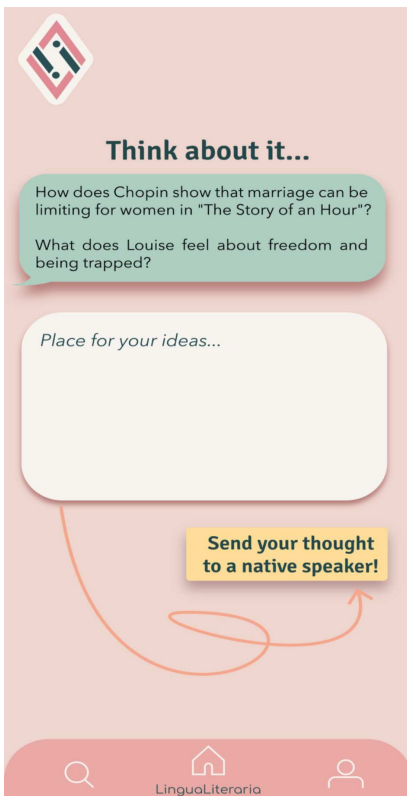


Figure 9

## CONCLUSION

The aim of this research was to understand how literature can influence foreign language learning and how it can be integrated into the educational process through mobile technologies in the modern world. This thesis posed and examined two key research questions regarding the role of literature in language acquisition and the potential pathways for technological integration.

The first question focused on what skills can be developed through the integration of literature in foreign language learning. The findings indicate that literature fosters a wide array of competencies in learners, including vocabulary enhancement, grammar understanding, and improvements in reading and listening comprehension (Can and Tezcan, 2021; Arafah and Kaharuddin, 2019). Engaging with literary texts allows learners to encounter language in rich, contextualized formats, which effectively reinforces their linguistic abilities. Moreover, literature plays a crucial role in developing emotional intelligence, as it exposes learners to diverse characters, scenarios, and cultural contexts that resonate on a personal level (Ladousse-Porter, 2001; Goleman, 1998). This engagement with narrative and emotion not only enriches their cognitive skills but also enables students to empathize with different perspectives, fostering a deeper connection with the language and its cultural backdrop. Furthermore, literature significantly boosts student motivation through its diverse and captivating content, inspiring learners to explore new ideas (Erkaya, 2005; Vural, 2013) and cultures while providing a deeper understanding of the cultural context that influences language use (Bagherkazemi et al., 2010). It also provides valuable insights into the cultural nuances of the language and the society in which it is spoken, helping learners to appreciate and understand the subtleties that shape communication. By integrating literature into language learning, educators can create a more holistic and engaging educational experience that nurtures both linguistic and emotional growth.

The second question explored how technology and literature can be combined to enable users to study a foreign language independently using the literary method. As a potential solution, a new mobile application was proposed that would leverage literature as the primary resource for language learning. By analyzing contemporary educational technologies and reviewing existing mobile applications, a comprehensive set of features and functions was identified for effective integration into this new tool. The application would be based on an integrated

methodology advocated by several researchers (Tumicin, 2001; Dhanapal, 2010; Divsar and Tahriri, 2009; Van, 2009) and would include essential characteristics such as gamification, a multi-level educational process, a focus on grammatical aspects, cultural representation, and opportunities for social communication. Additionally, based on the research conducted by Krapitsky, ideas were proposed for specific exercises that could be utilized within the application, along with a visual component to enhance user experience. These exercises emphasize grammatical and cultural aspects, which, according to the analysis of existing applications, are the most lacking elements for students. The research also indicates that incorporating a variety of genres, such as novellas, poetry, and drama, positively influences skill development. In doing so, the application would address the diverse needs of language learners while fostering ongoing motivation and engagement throughout their learning experience.

This study serves as an initial step in a larger exploration of the topic. While it highlights important aspects of how literature can enhance foreign language learning through mobile technologies, it is limited in scope and only examines certain elements. Developing a mobile application is a complex task that requires attention to various factors, such as user interface, educational effectiveness, and technical requirements. Additionally, the combination of literature, language, and educational technology is a vast area that offers many opportunities for further research. Future studies could build on these findings by investigating other methods, different types of literature, and various teaching strategies to better understand how to utilize literature in language learning.

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## SUMMARY IN ITALIAN

Lo scopo di questo studio è esplorare l'impatto della letteratura sull'apprendimento delle lingue straniere e come essa possa essere incorporata nel processo educativo tramite tecnologie mobili nel mondo contemporaneo. Questa tesi formula e analizza due principali domande di ricerca riguardanti l'importanza della letteratura nell'acquisizione linguistica e i possibili modi di integrare la tecnologia.

La prima domanda esamina le competenze sviluppate attraverso l'integrazione della letteratura nell'apprendimento delle lingue straniere, rivelando che la letteratura migliora il vocabolario, la comprensione grammaticale e le abilità di lettura e ascolto. Interagire con testi letterari offre agli studenti contesti ricchi, rinforzando le loro abilità linguistiche e promuovendo l'intelligenza emotiva attraverso l'esposizione a personaggi e scenari culturali diversi. Questo coinvolgimento arricchisce non solo le competenze cognitive, ma promuove anche l'empatia e una connessione più profonda con il contesto culturale della lingua. Inoltre, la letteratura aumenta la motivazione degli studenti ispirando l'esplorazione di nuove idee e culture, aiutando gli studenti ad apprezzare le sottigliezze della comunicazione.

Alla luce di queste considerazioni, si indaga anche come tecnologia e letteratura possano essere combinate per facilitare lo studio indipendente delle lingue. Un'applicazione mobile proposta utilizzerà la letteratura come risorsa principale per l'apprendimento, incorporando funzionalità come la gamification e un processo educativo a più livelli. Basata su metodologie integrate, l'app includerebbe esercizi che enfatizzano aspetti grammaticali e culturali, affrontando le lacune identificate negli attuali strumenti di apprendimento linguistico. In definitiva, l'app mira a soddisfare le esigenze diversificate degli studenti mantenendo la motivazione e il coinvolgimento attraverso vari generi letterari.

Questa tesi è strutturata per fornire un'analisi approfondita di questa integrazione, a partire dall'importanza storica della letteratura nel contesto dell'apprendimento delle lingue straniere. Il primo capitolo esplora sia gli approcci tradizionali che quelli moderni che utilizzano la letteratura come base per l'acquisizione della lingua. Il secondo capitolo offre una panoramica concisa dell'evoluzione delle tecnologie educative, con particolare attenzione alle tecnologie informatiche e mobili e ai loro effetti sull'apprendimento delle lingue straniere. Questa sezione include anche un'analisi comparativa di tre applicazioni per l'apprendimento delle lingue più utilizzate per lo studio autonomo: Duolingo, Babbel e Busuu, delineando i

rispettivi vantaggi e svantaggi. Infine, il terzo capitolo mira a illustrare come le intuizioni e le analisi dei capitoli precedenti possano informare lo sviluppo della proposta di un'applicazione mobile che utilizzi la letteratura come risorsa principale, dettagliando le caratteristiche chiave che dovrebbe includere e fornendo diversi esempi di esercizi adatti, corredati di illustrazioni visive.

Questo studio rappresenta un passo iniziale in una più ampia esplorazione del tema. Pur mettendo in evidenza aspetti chiave su come la letteratura possa migliorare l'apprendimento delle lingue straniere attraverso le tecnologie mobili, il suo ambito è limitato e si concentra su elementi specifici. Sviluppare un'applicazione mobile è un compito complesso che richiede attenzione a vari fattori, tra cui la progettazione dell'interfaccia utente, l'efficacia educativa e i requisiti tecnici. Inoltre, l'intersezione tra letteratura, lingua e tecnologia educativa costituisce un'area vasta e promettente per ulteriori ricerche. Studi futuri potrebbero ampliare questi risultati esaminando metodi aggiuntivi, diversi tipi di letteratura e varie strategie didattiche per comprendere meglio come integrare efficacemente la letteratura nell'apprendimento delle lingue.