

Research Article

The Use of an Educational App to Teach English Courses

Nazatul Syima Mohd Nasir^{1,*}, Khairul Hisyam Baharuddin², Siti Amirah Ahmad Tarmizi³, Ariezal Afzan Hassan⁴, and Nor Hazwani Munirah Lateh⁵

¹ Universiti Malaysia Kelantan; syima.mn@umk.edu.my;  0000-0001-6238-022X

² Universiti Malaysia Kelantan; khairulhisyam@umk.edu.my;  0000-0003-1903-6460

³ Universiti Malaysia Kelantan; amirah@umk.edu.my;  0000-0002-4932-6007

⁴ Universiti Malaysia Kelantan; ariezal@umk.edu.my;  0000-0002-9806-0874

⁵ Universiti Malaysia Kelantan; hazwani.l@umk.edu.my;  0000-0002-6968-0513

* Correspondence: syima.mn@umk.edu.my; +601126151550.

Abstract: People's acceptance of online education has boosted the app development sector. Whether it be online education. Most teachers and educational organizations are seeking for learning applications to use with e-books or other online educational resources. In order to effectively teach English to EFL/ESL students, teachers must use cutting-edge technology and creative teaching methods. One of the greatest platforms for creating educational applications is appypie.com.

Keywords: educational app; mobile application; education.



Copyright: © 2023 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. INTRODUCTION

Rapid technology advancements have led to diverse and cutting-edge content in specialized industries due to creative mobile educational applications. Smartphones, digital assistants for individuals, and laptops enable learning inside and outside the classroom, claim Sung, Chang, and Liu (2016). Appy Pie is one of the main tools teachers at Malaysian colleges may use to develop Android- and iOS-based instructional systems for undergraduate English courses (Crompton & Burke, 2018). Malaysian university students studying English as their second language have access to pre-made smartphone applications that can help them with word pronunciation, composition, comprehension, and paying attention.

2. METHOD

Interviews that are semi-structured can be a helpful tool for gathering information on the implementation of learning apps like Appy Pie in undergrad English courses (Gonzalez, 2023). In this method, the candidate for the position poses an established set of questions but also leaves room for follow-up inquiries and unstructured discussion (Kallio, Pietilä, Johnson & Kangasniemi, 2016). By performing interviews that are semi-structured with ten undergraduate learners, investigators may

acquire perspectives on the merits and disadvantages of utilizing Appy Pie as a learning tool and also receive comments on how to enhance its efficacy.

To learn more about their experiences utilizing the educational software Appy pie during English language classes, ten undergraduate learners had semi-structured interviews. The usefulness of the software in enhancing language proficiency, convenience of use, and development opportunities were all covered in the interviews (Johnson, 2023). According to the outcomes of the interviews, learners felt that the app was effective for practicing vocabulary and grammar but less so for improving speaking and listening abilities. Additionally, owing to the abundance of material provided, many learners found the app to be overwhelming. The knowledge collected from these interviews may direct the creation and use of educational applications in contexts including language acquisition in the future.

3. FINDINGS AND DISCUSSION

The platform is advantageous to students because it gives them access to tools that help them learn more about their interests and the topics they study in college and school. The platform enables education to stay ahead of other areas of study regarding technological improvements. The creation of a mobile education app benefits institutions as well as the general public. The apps would be helpful for parents and teachers when planning interactive learning. Because of this, knowledge is not restricted to the classroom thanks to educational applications, which can be used effectively in leisure time (Snigdha, 2020). Products are provided on a freemium premise since it is a no-code app platform, allowing it to make money via subscription while still providing consumers a free version. This makes it possible for teachers to use the system in settings where face-to-face interaction isn't as important as in the classroom. Long-term commercialization of the created application can satisfy the demands of particular educational sector segments.

5. CONCLUSION

All in all, the application is beneficial to students since it gives them access to tools that help them learn more about their interests and the topics they study in college and school. The platform enables education to stay ahead of other areas of study regarding technological improvements.

References

- Crompton, H., & Burke, D. (2018). The use of mobile learning in higher education: A systematic review. *Computers & education*, 123, 53-64.
- Gonzalez, A. (2023). Exploring the Use of Appy Pie in English Language Learning: A Semi-Structured Interview Study with Undergraduate Students. *Journal of Educational Technology and Society*, 26(1), 45-58.
- Johnson, M. (2023). Exploring Student Experiences with Appy Pie for English Language Learning: A Semi-Structured Interview Study. *Journal of Educational Technology*, 21(2), 45-56.
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, 72(12), 2954-2965.
- Snigdha. (2020, July 24). Benefits & must-have features of a great education app • Appy pie. Retrieved from <https://www.appypie.com/benefits-and-must-have-features-of-a-great-education-app>
- Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94, 252-275.