"The Communique" A Mobile App to learn English

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Abstract

Acquiring knowledge and learning has become much simpler than it was previously, as many educational platforms are available to support self-learning. With the advent of mobile technologies and the popularity that the application based on this are getting, it has been comprehended that the learners of all the ages are more enthusiastic about learning from such applications. These mobile applications or rather mobile learning platforms support the learners more due to their flexible, portable and easy connectivity features. The literature evidences support the idea of mobile learning being used for facilitating English learning. However, some of these platforms are comprehensive and untidy, which may lead to difficulty in obtaining courses specialized in the topic that the user is searching for. This application aims to provide a good opportunity for all age groups to learn English easily. The Communique application would support individuals who are interested in learning the English language in particular, as it will be easy for them to get courses for their level in English. The application contains a list of levels through which the user can easily access the courses appropriate to their level. This application was created for the Android system currently and may be provided later in other systems. The technology used to implement this mobile learning platform is Java for the frontend and Firebase for storing the data as the backend. The key benefits of this application can be summed as follows: the development of the learner's cognitive ability, the learning in both formal and informal environment, the learner's independence and self-reliance, promotion of personalized learning environment. However, the mobile learning platforms should be designed, planned and implemented with cautiousness, conferring to learners' needs to provide an authentic learning platform.

Keywords: Student communication, Mobile Application, English learning, self-regulated learning, Mobile learning platforms.

Introduction:

Many people face weakness in the English language and very much hope to learn the language at an ideal time. Now it will become easy to learn English at any time and place, due to the spread of mobile applications, which play an effective role in solving most transactions and managing daily life. Where the main goal of this application is to provide a good opportunity for lovers of learning English and to learn it very easily at home and without spending any. The user will also be able to obtain a free certificate as soon as he completes his course, and this is a great opportunity for all age groups, as the application contains some Arabic translations to facilitate the understanding of the users. There are many free interactive mobile applications to learn English language and few of them are quite useful for improving grammar and vocabulary. Comparative studies of four such tools were done in an scholarly published article and reflections were provided. (Naidu et al., 2020) The difference between Massive Open Online Resources (MOOC) and Open Educational Resources (OER) is that most of the OERs are free to access and doesn't require subscriptions. Some of the MOOC being offered by premiere institutions requires subscription for certifications. (Al Badai et al., 2017)(Al Raisia et al., 2020) Flipped Classroom model requires a different framework to be implemented to introduce any tools and techniques after feasibility study based on student accountability. (Agarwal et al., 2019) Even for the language learning, the modification in the existing framework to suit the requirement as per module learning outcomes is needed.

Methodology:

The authors of this research paper have used mixed approach of quantitative and qualitative research methodologies. Online questionnaires are used to quantify the research statistics and frame the objectives of the research. The review of the research articles, journals to find the research gaps were used.

Literature Review

Open edX platform

This is a Harvard University and Massachusetts Institute of Technology (MIT) open source learning platform that has grown to become one of the world's largest educational platforms. The primary goal of this platform's development

was to meet the educational design needs of a wide range of institutions. It includes useful resources for students to help them comprehend and acquire more effectively. Even though the courses are open, you will have to pay for a certificate, which can cost anywhere from $50 to $300 depending on the course (Raccoongang 2020).

I believe that if the certificates are available for free, the platform will turn out to be tremendously popular, as many scholars will stopover the platform under the impression that it is free, only to be disappointed when they discover that the martyrdom is not.

Udemy platform
Udemy is a popular online learning platform for adults and professionals. It was founded in May 2010 by Erin Paley, Jagan Bayani, and Oktay Caglar. In 2020, there will be over 35 million students on this platform, as well as 57,000 educators.

One of the first benefits of this platform is that it distributes a portion of the tuition fees revenue. Instructors can acquire 100 percent of the teaching fee for fresh users and 50 percent for prevailing users when they set the prices for their courses afterward. Second, their technology and support are dependable.

This platform offers open sustenance 24 hours a day for seven days a week. In spite of these advantages, there are some disadvantages to using this platform. For starters, they have a forgiving return policy. I believe that this difficulty can be solved by shortening the guarantee period to no longer than the end of any teaching session. The guarantee period can last anywhere from 3 to 8 days.

Alison platform
Alison is a for-profit community institution that encourages all scholars to research whatever they want, making it one of the most significant and useful instructive platforms. It was created as both a site and a mobile app at the same time. This allows students to learn and use the platform in the most comfortable and appropriate manner possible. In addition to the free courses, the ALISON platform is distinguished by its simplicity of use and the quality of its content. Despite these benefits, there are some disadvantages, including the cost of credentials and diplomas, as well as the cost of paying to remove advertisements that may obstruct education and might not be operational for iOS users (bitdegree 2020).

I believe that mounting this platform and making it accessible to all users, comprising iOS users, as well as making it meek and free of promotional advertisements, is a virtuous indication that will increase interest, particularly among students with limited financial resources, by providing free certificates to this group of students.

MOOC Integration into Secondary School Courses
This editorial targets to combine MOOCs with school courses in a self-study format. It compares students who only use MOOCs to learn and students who use MOOCs in combination with weekly educational programs. The MOOC students who depended on the results were awe-inspiring.

Teachers gave decent grades to students who just watched educational videos. In terms of the mixed bag, Students in mode showed a strong desire to learn, but their grades were lower than those in other groups that of the MOOC participants. According to this article, this might be owing to MOOC scholars receiving exercise on by what means to crack MOOC competitions, giving them a robust incentive to success, despite mixed-mode scholars having additional experience but no preparation in MOOC competitions. This editorial offered the proportion of scholars from all classes who viewed the training excerpts, and the results were as follows:
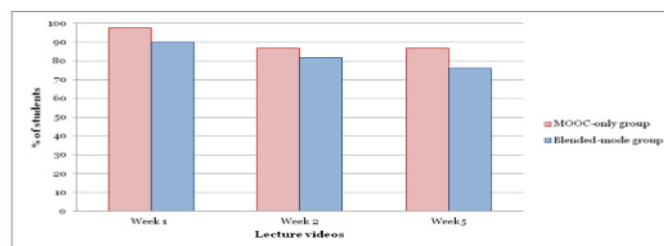

Figure 1: An example of comparisons (< online. Available from https://www.researchgate.net/publication/279039322_MOOC_Integration_into_Secondary_School_Courses)

With a small difference of around two students, the maximum proportion of opinions were in indulgence of MOOC students and the lowermost proportion was in approval of mixed-mode scholars(Najafi, Evans, and Federico 2014).

Goal Setting and MOOC Completion: A Study on the Role of Self-Regulated Learning in Student Performance in Massive Open Online Courses

This article discussed in what way MOOCs became famous on the Internet in the last few years. In 2008, MOOCs made course material more accessible to learners all over the world. In addition, more than 800 universities submitted more than 9,400 MOOCs in 2017. The United States was the country with the greatest rise in the number of institutions offering MOOCs, with a percentage of 2.6 percent in 2012 and 13.6 percent in 2015. Coursera and EdX were the most well-known websites at the time.

This article also includes an overview of the hypotheses that have been suggested to determine whether or not these online channels are accurate. Although one researcher said that it is up to the scholar, some studies have revealed that scholars who intended to thorough the courses in a small amount of period, irrespective of whether they were searching and testing MOOCs, completed them in a short amount of time. Additionally, places that offered certificates upon course completion were the utmost encouraging for scholars to finish the course. The number of participants who accomplished the courses, as well as their usual age and gender, were also included in this report, in the form of a table:

Variable	Number	Percent (%)
MOOC completion status		
Did not complete	328	51.0
Completed	315	49.0
Signature Track enrollment		
Not Enrolled	561	87.3
Enrolled	82	12.7
Gender		
Male	189	29.4
Female	440	68.4
Prefer not to say	14	2.2
Age		
20 or younger	3	.5
21—25	16	2.5
26—30	61	9.5
31—35	80	12.4
36—40	74	11.5
41—45	88	13.7
46—50	83	12.9
51—55	81	12.6
56—60	77	12.0
61—65	47	7.3
66—70	21	3.3
71—75	9	1.4
80 or older	3	.5

Figure 2: Respondents' Demographic Information

The participants' ages stretched from 19 to 84 years old at the time of the study, and the number of females was around twice as high as the percentage of males (68.4 percent). People who did not answer the gender question had a rate of 2.2 percent. This article discussed the role of SRL in student learning as well as SRL techniques that help students stay motivated when taking MOOCs. This article covered a variety of techniques, including allotting learning time, designing a learning timetable, confirming timely obtainability, and more. She's also created several evaluations and opinion polls to find the actual incentive that students can use to finish MOOCs (Handoko et al. 2019).

Integrating MOOCs in traditionally taught courses: achieving learning outcomes with blended learning

Academic year	Number of students enrolled	Male	Female	Number of students who opted in for MOOC	Number of students who opted in for MOOC (in %)	% of male students who chose MOOC	% of female students who chose MOOC
2014/2015	107	79	28	9	8.41%	5.06%	17.86%
2015/2016	88	75	13	22	25%	26.67%	15.38%
2016/2017	83	67	16	12	14.46%	14.93%	12.5%
	Sum				Average		
Total	278	221	57	43	15.96%	15.55%	15.25%

Figure 3: Table of the participants

The aim of this article is to clarify the advantages of combining MOOCs with traditional classroom instruction, as well as to identify potential roadblocks to effective implementation. Teachers have been working hard to incorporate these training courses into their teaching methods since they first appeared online. Most teachers today are attempting to build an integrated learning atmosphere in their classrooms. Between 2010 and 2014, MOOCs were also designated as an emerging subject. This article has collected information through a variety of data collection methods. Working on qualitative papers was one of these approaches. The following is how these documents work: Students will be asked to keep an instructional journal as they progress through the MOOC. The primary aim of this journal is to collect a variety of ideas that will aid in explaining the MOOC learning experience. Students are also given a number of open-ended questions on which to base their journal entries. When the results of a group of students were reported and audited, the following was discovered:

The findings showed that after the first year of introducing this form of teaching, the number of students who preferred MOOC increased significantly. In the second year, the situation reversed, with the percentage dropping to about 15%. In addition, for the third year in a row, the number of students dropped to 83. The proportion of females was generally lower than that of males, which may be since the number of male (Brali and Divjak 2018).

Massive Open Online Learning (MOOC) Benefits and Challenges: A Case Study in Jordanian Context
The article tries to describe the term "Mega Open Online Education" (MOOC), as this kind of education is still relatively novel in the realm of expertise and is appealing to scholars because it is a stress-free, inexpensive, and usable technique at all times.

The article also attempted to clarify the significance of an exhaustive assimilation of MOOCs in education, based on the direct impact that the results of the study and questionnaires on which this article was based. First, Jerash University integrated MOOC into their educational program, but it faces some challenges, such as insufficient facilities, English language proficiency, and PC expertise. Additionally, there is a minor gap between gender and educational level, which makes using MOOCs difficult for faculty. Female professors, for example, face significantly more challenges than male professors. Third, while teachers are becoming more aware of the benefits of blended learning and the use of MOOCs in education, as well as the role of technology in learning, gender issues remain.

Because of the previous results, the following suggestions were made in this article: First, there's the work of delivering a survey to a wide number of people. Second, focus on compiling a comparison analysis of MOOC use in developed countries. Qusay's experimental approach to determining the efficacy of MOOCs in certain educational institutions is the third. Fourth, several Jordanian universities use faculty members for online research (MOOC). Fifth, several educational institutions are using MOOCs as an educational method (Aljaraideh 2019).

Problem definition

This application is expected to solve a variety of issues that people intending to learn English may encounter. First, many individuals have trouble giving payment for Internet based platforms because they must pay before in order to view the courses, and these amounts can be substantial for those in financial distress.

There are numerous platforms for learning English, but some of these platforms have content issues, such as a lack of a comprehensive set of courses. Owing to a deficiency of organization and preparation of the content.

The consequences of the problem
There are several consequences to these issues, the first of which is the user's inability to keep up with the courses. Furthermore, not organizing the course levels may cause the user to become distracted. If the courses are in English, the user will also have difficulty using the application and understanding them, especially if they are new to them. This causes users to be perplexed and unable to comprehend.

Suggesting solutions
To address all of such problems, the best approach is to offer an application with some Arabic-translated words as well as Arabic-translated courses so that the user can apprehend both the application's operating process and the academic material. Additionally, having an app with integrated content that provides a range of courses for all levels can benefit users and minimize distraction.

Data collection

Questionnaire
A questionnaire is a series of queries that are given to a group of individuals and then assembled together to generate a set of beliefs and responses. Since the aim of this method is to elicit as much information from the respondent as possible. In addition, the questionnaire contains a mix of closed and open questions. It's also the best data collection tool because it's easy, convenient, and inexpensive.

Data Analysis:
Data analysis is the method of investigating and displaying data in order to obtain info beneficial for making professional decisions. Data is collected from a number of sources, including questionnaires, interviews, and other methods. Here is a some of the questions I gathered through a questionnaire to determine people's impressions of the Mobile App to Improve English that I am developing:
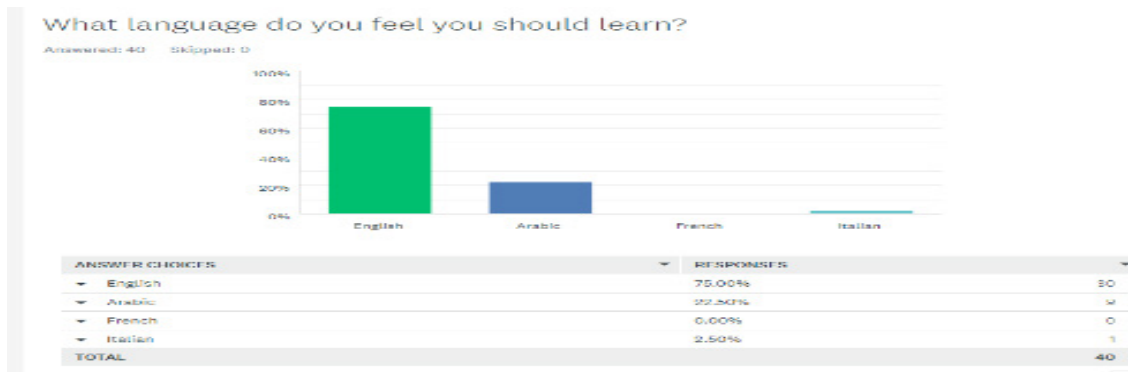

Figure 4: Outcome of the study about English course

The respondent's opinion on the language he believes he needs to learn is represented by this graph.
If you look at the graph, you'll find that English was chosen by 75% of the respondents, showing that teaching and learning English was very significant to them. This is a decent percentage for a job application because these individuals are able to help you learn English. With 22.50 percent of the vote, the Arabic language alternative came in second. The Italian language option received 2.50 percent of the vote, which is a very small amount, but the French language option received 0 percent of the vote, meaning that no one wanted it. The above result clearly shows that a significant amount of individuals need to learn English. Since they will find this application beneficial and eloquent, and it will enable them to learn and improve the language in a simple and cost-effective manner.
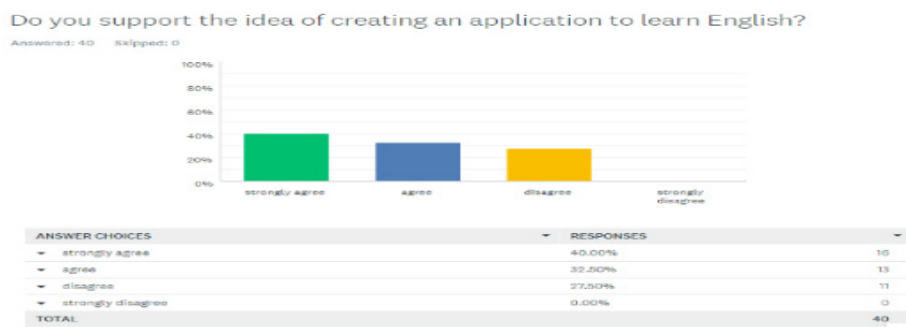

Figure 5: result of survey about English course

The opinion of the respondents on the support for developing an app for learning English is depicted in this graph. According to the graph, the majority of respondents (approximately 40%) answered "strongly agree," which is encouraging for those who are eager to back the development of an English language learning app. Following that, the "Agree" option comes in second, with a percentage of about 32.50 percent, which is very close to the "Strongly Agree" option.

When we guise at the refusal rate, we can see that it is lower than the acceptance rate in general, with about 27.50 percent of respondents choosing "disagree," meaning that they do not agree to build and accept an application for learning English.

As can be seen from the results above, a significant number of individuals prefer to endorse this application and think it is a good idea. Furthermore, only about a third of the population disagrees. As with the test of mixing conventional learning with online lessons, where one group of students declined to participate while another saw it as highly necessary and received high grades as a result, this result is identical.

Open ended question
Which features in your opinion are essential to be existing in all mobile applications?
The open ended question signifies the respondent's opinion on which functionality he thinks should be included in all mobile applications.

When we examine the responses of the respondents, we can see that they are all linked to two key topics: the role of translation in programs and the progress of application speed. As the existence of interpretation is required in some programs aimed at teaching people and assisting them in their learning process. Improving the application's speed is critical, as some applications are slow, confusing the user and consuming a significant amount of his time.

In general, it's a good idea to include some useful features in an English language improvement app (such as the existence of rendition for some watchwords in the application, as well as refining the application quickness and others). It would also aid to resolve several glitches that individuals have while using mobile apps, resulting in a higher percentage of learners.

Illustrating the design
Use case diagram
Use case diagram is well-defined as the prime method of requirements identification for a innovative (undeveloped) system. As through it, we can conclude the collaborations amid the system and the users.

In the communique app's use case diagram, there are 2 actors: the user and the administrator. If the user previously has an account, he can log in, or if he is a new user, he can register for a subscription. He can also
go to the level selection page and select any of the four levels that he wants to learn. After that, he completes his course, takes a test, and receives his certificate. He can also leave a comment about how much he enjoys
the app. The admin, on the other hand, is the application developer, and he has the ability to change all of these cases (pages), update the application, and provide assistance.
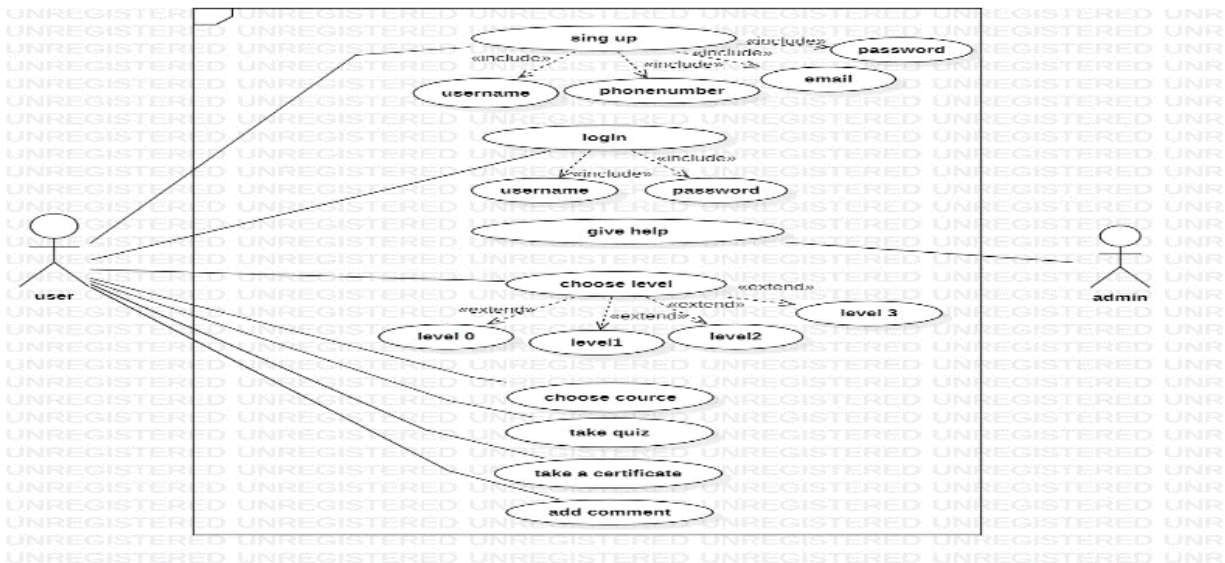

Figure 6: use case diagram

Results

The results of this research work and the deployment of the application will be available once the application becomes available for the people to use. The application is still under development. The designs are ready and Java is being used for the frontend and Firebase for storing the data as the backend. As the literature review and the data analysis has been done in depth to identify the requirements clearly.

Conclusion

Finally, we anticipate that this application will help to improve the process of enrolling in courses and learning from them in a timely and accurate manner, as well as users' English language skills. There's also a chance that this app will grow in the future. By expanding the number of courses and levels available.

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