



Evaluation of VoScreen Application Used in Self-Regulation in English Language Learning According to User Opinions

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Abstract

The aim of this study is to evaluate the VoScreen app used in self-regulation in English language learning according to user opinions. The study was carried out with 12 people of different ages using the VoScreen application. Data were collected through interviews and analyzed using content analysis. According to the study findings, users evaluated the VoScreen application under two headings: content and frontend. Users stated that the application has some shortcomings, but it is a successful application for learning English.

Keywords: VoScreen App, English Language Learning, Self-Regulation, Micro-Learning

Introduction

All learners have different interests, abilities, backgrounds and conditions from each other. However, it is not possible to apply educational methods that highlight these differences in crowded classrooms. Therefore, adopting a centralized and standardized approach in learning-teaching processes can lead to problems (Yıldırım, 2017).

Learning is not an intermittent process that is given a certain period of time in schools, ends when this period is over, starts again when you return to school. Education can be carried out not only through schools, but also by using tools such as television, books, and the Internet (Karaduman, 2018). The technologies and developed technological products also enform the educational, social, cultural and economic life of people (Görü Doğan & Eby, 2013). The development of internet technologies and the spread of mobile devices have undoubtedly affected learning. These technologies have provided the individual with the opportunity to access the information he wants at any time.

The development and changes in information communication technologies have caused differences in learning and teaching methods. As a result, the micro-learning method was formed. In addition to developing technology, traditional education has many disadvantages, the fact that students' attention span is shortened and using technology a lot reveals the importance of micro-teaching (Grovo, 2015)

Micro learning is a learning approach that is usually consumed quickly on a single topic at a limited time and usually takes place with a software and mobile device (Job & Ogalo, 2012). Grovo (2015) defines micro-learning as “a learning process carried out using short, digestible and well-planned parts” (p.10). In the micro-learning approach, learners learn without being overwhelmed, in small steps, in accordance with their needs and at a time when they are open to learning. (E-Learning Concepts, Trends and Applications, 2014, p. 75).

Mobile-Assisted Language Learning

Mobile technologies provide many advantages, such as low cost, flexibility, small size and ease of use. Therefore, researchers are exploring how to use mobile technology more effectively to support language teaching (Huang et al., 2012). However, there are also obvious disadvantages, such as small screen size, limited graphic presentation (Albers & Kim, 2001), dependence on networks that do not always provide very high transmission capacity and can be subject to many types of disturbances. Despite these shortcomings, Thornton and Houser (2005) show that mobile devices can be effective tools for providing language-learning materials to students.

With all these developments, web application examples have started to appear in foreign language education Mobile-Assisted Language Learning (MALL) argues that languages can be learned using smartphone devices (Nushi & Momeni 2022). With MALL, the student learns English regardless of the classroom environment and classroom course tools, place and time. The student does not need to stay at the computer with the Mobile-Supported Language Learning method to learn English. There are various mobile applications for language learning, such as VoScreen, Duolingo, Rosseta Stone, Memrise. In addition, along with all these innovations, a number of online applications for foreign language education have also begun to appear. One of them is Voscreen, which is a very creative and effective way to help students develop their English language skills on their own without the need for outside guidance.

The Voscreen application is a mobile application that contains short videos, clips, scenes from movies, documentaries, news and songs. Students are exposed to being able to watch real people speaking English, including expressions, idioms and phrases that are commonly used in everyday life (Alzatma & Khader, 2020).

Taylan (2018) noted that the VoScreen application, consisting of short videos, introduces a new approach to teaching foreign languages, this application helps students improve their listening skills. All the videos are less than a minute, where students focus on listening to the way they pronounce each phrase. Users learn the contexts of each phrase and idiom and they improve their language skills with this challenging, innovative and engaging method (Alzatma & Khader, 2020). VoScreen can help students to positively improve their attitude towards foreign language courses and help students achieve their

foreign language level to the targeted level (Taylan, 2018)

Yüçetürk and Bergil (2021) conducted a study with 50 students, including 25 experimental and 25 observation groups, on whether the use of Voscreen improves listening and comprehension skills by exposing students to target language outside of school. In the study, pre- and post-test methods were applied. In the experimental group, Voscreen administration was used three days a week for five weeks. According to the researchers, Voscreen app has significantly improved the listening and comprehension skills of the students in the experimental group.

In another study, Dağdeler (2018) investigated the effect of mobile applications on vocabulary learning and students' motivation levels. The study was conducted with 73 prospective English teachers for 14 weeks. Researchers have stated that mobile applications motivate students to learn and have an effect on students' continuous vocabulary learning. The purpose of this study is to reveal the positive and negative aspects of VoScreen application according to user opinions.

Method

A qualitative research method was used in this study. According to Patton (2014), qualitative research is a research process in which researchers try to reveal the facts they are working on by adhering to the original. In this study, the Case Study model was adopted as the research model. The most essential feature of a qualitative case study is the in-depth examination of one or more cases. That is, various variables related to a situation (environment, method, event, process, etc.) are examined with a holistic approach. It focuses on how these situations are affected. Case studies are one of the most frequently used types of qualitative research (Shuttleworth, 2008). The most widely used method in qualitative research is the interview method (Yıldırım, 2005).

The interview method, which is one of the main data collection tools in qualitative research, was used as a data collection tool in the research. Data were collected through semi-structured questions in face-to-face interviews. Semi-structured interview technique allows specific data to be collected from the participants, and allows them to ask additional questions according to what the participants say, and their questions can be flexible (Merriam, 2013). The interview questions were prepared based on the literature review. Before the interview, general information about the research was given to the users. The place and time to be interviewed with those who want to participate in the research were determined. During the interview process, the researcher took notes. The interviews lasted approximately 30-45 minutes.

Sampling

Snowball sampling method, which is one of the purposeful sampling methods, was

used to determine the participants. In the study, Patton's (2014) "Who knows more about this subject? Based on the question of "who should I interview with", a study group was formed by app users directing the researcher to each other. The research was carried out with short semi-structured interviews conducted with 12 users, seven of whom are female and five of whom are male in 2021-2022 academic year.

Table 1: Demographic information of the user

Gender	Age	Educational Status
E	16	High school
E	18	university preparatory student
K	25	Graduate
K	23	undergraduate student
K	16	High school
E	15	High school
K	28	Graduate
E	32	Graduate
K	25	Graduate
K	23	undergraduate student
K	16	High school
E	15	High school

A semi-structured interview form was completed to reveal the inclusive educational experiences and competencies of English teachers. Then, short-term face-to-face interviews were conducted to explain their answers. The semi-structured interview form consists of two parts. In the first part, there are questions about the personal information of the interviewed participants, whether they have received training for inclusive education. In the second part, there are questions that reveal the inclusive educational experiences of teachers. These questions were prepared after analysing the literature.

Analysis of the Data

After the interviews, the research data were analyzed by descriptive analysis technique. "Descriptive analysis is used in the processing of data that does not require in-depth analysis. The data obtained in the descriptive analysis are summarized and interpreted according to previously determined themes" (Yıldırım & Şimşek, 2005). The data were digitized by calculating the frequencies of the codes and themes that appeared as a result of the interview transcripts.

Results

The findings of the study were gathered in two parts as the usability of the program for English teaching and the use of the program's interface.

Opinions about the Content of the Application

The opinions of the users about the content of the application are grouped under two headings as positive and negative.

a. Opinions about the content of the application

When users were asked for their positive opinions about the content of the application, they stated that the program is suitable for all levels, it is an easy and fun way to learn English, it supports learning, and it contains many options from easy to difficult for users. Some of the answers given by the users are listed below:

“And, if you are a beginner in English, you can choose the “kids” section, it's usually simple.”

“If you think your English is bad. I can't do it; this app is for you. There are word options, such as “3 to 5-word sentence” or “6 to 7 words” style. There is also a section for kids. Therefore, it is up to you to adjust the difficulty. It's really great.”

“You can listen to a song from a movie or a TV series. You can watch movies with or without subtitles.”

“I think that Voscreen is definitely useful. There are many video clips available for every English level in the app (beginner, intermediate, etc.)”

“Within the app, it is possible to access many pleasant and interesting English clips on various topics (movies, football match narration, selected content from educational channels on youtube, etc.)”

“It is a useful application for us to improve our listening and understanding skills as well as translation skills.”

“I would like to note that the aim of the application is very useful, and it is very effective for learning english. It needs to be supported and announced. Within google play, where useless applications are sold with astronomical marketing assurances, I hope that it will survive and continue to be developed. We follow with curiosity and pride.”

"Perfect for reading and listening.”

“Free to have it. It supports many languages besides Turkish.”

"The application is a very useful and instructive.”

“This is definitely a great app. It is very effective for listening. Also, thanks to subtitles, you can learn new words and improve your vocabulary

yourself.”

“I think it is a very nice app for those who want to learn English. At the same time, you can practice English. It is a very good feature for the program to provide examples from movies or videos.”

“... a good practice for English learners. Both subtitled and untitled studies can be done. Enter at least 15 min every day. After a certain time, you will begin to understand it without any subtitles. Congratulations to whoever came up with it. Great thought.”

“My English teacher suggested it; it is a very useful app. After using it for about a month, I noticed that there was progress. Of course, this may vary from person to person. I would recommend a useful application.”

“Thanks to this app, your ability to listen, talk and read can develop quickly. At the same time, learning new English words becomes easier with this method.”

Great for Listening. The application is also very good. I would definitely recommend it.”

“Watching short videos over and over again instead of listening to long videos is more effective in learning English. After a certain time, the ear becomes thoroughly familiar with the words it hears.”

b. Negative opinions about the content of the application

When users were asked their negative opinions about the content of the application, they stated that ear familiarity could not be provided due to the videos being too short, the test questions used at the end of the video were not selective, and the program should also include a general vocabulary test. Some of the answers given by users are listed below:

“The fact that the sentences are too short restricts the listening habit. In other words, the ear saturation necessary for the continuity of English speech cannot be obtained because the sentences end immediately....”

“More detailed options on language knowledge can be created. It would also be perfect if the music version also came. Nevertheless, it is an unbeatable application.”

“This is a good program, but a) the answer options are not misleading at all. Words unrelated to the topic were added to the options. b) There are a lot of short videos in the application, but most of them are quoted from the same movies. There are hundreds of American serials. Therefore, it would be a more wonderful application if the video archive was expanded. c) A new section should be added that can control the development of our vocabulary. Most videos with more than 13 words do not meet this need.”

Opinions about the Design and Interface of the Application

The opinions of the users about the design and interface of the application are grouped under two headings as positive and negative.

c. Positive opinions about the design and interface of the application

When users were asked their positive opinions about the interface of the application, they stated that the application was user-friendly, the application was simple and easy to use. Some of the answers given by users are listed below:

“The application is excellent. The difference of this application from other language applications is that it has a very simple and uncomplicated user interface.”

“It helps me a lot, as I prefer to learn English by listening. In addition, you can find a video about any topic you want to learn in the application. I have also discovered many beautiful scientific channels thanks to the application.”

“The application interface is very fluid. It is really appreciated that it teaches English by making it fun and it is free.”

“There are very short video segments of 5-10 seconds, taken from films. A two-option test has been prepared for the meaning of the sentence you hear from the movie. You can think of it as an elective video test.”

“You can select a video according to your English level on the interface.”

The application is very nice. It is designed with categories and mixed with grammar, vocabulary and many more. There are also advanced, intermediate and beginner levels.

d. Negative opinions about the design and interface of the application

Users were asked their negative opinions about the interface of the application. Users have also indicated that various translation options can be added to the application, there should be a section such as the playlist where videos are saved, videos and topics are outdated, quotes can also be made from newer movies and series, and a note-taking section should be added. Some of the answers given by users are listed below:

“I think that for those who don't speak English at all, an option can be added to the interface for translating videos.”

“The application is great, but it needs to be improved. For example, we can't see the videos as soon as the application opens.”

“We should be given the opportunity to record a list of videos that we like in a certain place. Although watching videos one after another is useful for

teaching English, we can't find them when we want to watch the same videos again later.”

“If we had the option to save the videos we like; this application would be much more perfect.”

“In my opinion, you can be given the opportunity to move on to the next video without asking about the video. A "playlist" feature for Android can also be added. As for the translation, a dictionary can also be added, which reveals its meaning when we touch a word. Otherwise, we are forced to exit the application and look at the dictionary. Then it would be a very, very excellent application. Even now, it is enough for users. I didn't see anything else missing from it.”

“... and the back button should be placed to watch the previously watched video again.”

“Please let the new videos come with the update, so that this beautiful application is not wasted.”

“My English teacher suggested it to me. It's a good application, but at first I had a hard time figuring out how to use the application. When we first open the application, it would be very good if there was a screen telling us how to use it. The menu can be improved a little more.”

“There must be an automatic loop system. Then anyone who wants can listen to the same video clip dozens of times automatically.”

“This is a nice app, but the app is not up to date, it was last updated in 2018. Now some new things should be added and new options should be presented.”

But I think the biggest drawback is that when you click on the word, it doesn't give the meaning of that word. For example, there is a word in the sentence that we do not know. It would be great if we could click on the word and find out its meaning.

The application is nice. But maybe the translation part could have been a little more creative and challenging.

... there is something that happens in many other language applications, but not here. Notes! We learn a lot from the movies. However, it is not possible for us to carry paper and pencils with us at any time. If a note-taking section is added to the application for this, it will be the best among language learning applications.

Discussion

According to the findings of this study, which aims to reveal the positive and negative aspects of VoScreen app according to user opinions, VoScreen app is an easy and

fun way to learn English. The application is also suitable for all level. It supports students to learn English by including stages from easy to difficult for those who use it. These findings are in parallel with the results of studies conducted by Taylan (2018), Yüçetürk & Bergil (2021) and Dağlar (2018).

Contrary to these results, the English language proficiency of the Turkish students who take compulsory English lessons from primary to high school is still not sufficient (Coşkun-Demirpolat, 2015). According to these results, teachers can enable their students to develop their language skills in an interesting, interactive and challenging way with applications such as VoScreen. It has been revealed that watching movies in foreign language education has many positive benefits such as increasing motivation in language education and improving vocabulary (İşcan, 2011).

As mentioned earlier, educational researches emphasize that classroom tasks are not sufficient for successful learning. Researches indicate that education and practices to be given to students are more successful when they go beyond the classroom (Koren, 1999). While many teachers share this topic, students do not make much of an effort to study outside of the classroom. The biggest factor for this may be the lack of intrinsic incentive for students to start learning. Many educators report the importance of motivation for successful learning. Thus, for many students, the driving force of smartphone technology will break down some motivational barriers to learning. Thanks to their widespread use and features such as networking, localization and personalization, smartphones provide enormous potential for learning outside the classroom (Saran et al., 2009).

Most students have a smartphone to access information. Therefore, teachers need to combine learning English with technology. Teachers should personalize students' English learning with up-to-date technology and in the easiest way possible. VoScreen can be one of the effective applications for improving English learning, especially vocabulary. These applications are of interest to students, and student motivations for these applications are generally positive. Because applications are easy to understand and use, applications also give students the opportunity to practice and evaluate. VoScreen can increase motivation to learn English and also encourage them to learn new things.

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