

the concept of plurality/singularity written underneath of each word. However, if one wants to learn about grammar in more detail, they can go to the 'Lessons' category in the 'Explore' tab, and search for specific grammar rules in the premium version. Furthermore, the interface graphics of this app are not really playful. Although this fact could be justified by its philosophy with its focus on effective learning, MosaLingua can be regarded as one of the less enjoyable MALL apps in comparison to apps such as Duolingo.

Mutual interaction and communication is one of the most significant factors in learning an L2 (Swain, 1985). Unfortunately, this app does not give an opportunity to learners to communicate with other learners from other countries and cultures; that is to say, MosaLingua does not seem to be based on interaction and communication.

Conclusion

To summarize the discussion, there is no doubt that MosaLingua is an effective language learning tool due to its scientifically sound foundations and its creative expert team. The freedom it offers to its users in choosing their preferences in all different aspects of learning a new language and the well-designed categories of word and phrase exercises in addition to multimedia bonus options (daily conversations as video and audio files) are inevitably significant and beneficial. Yet, like other language learning

apps, it suffers from a number of drawbacks. Two of the most noticeable shortcomings of this app are its inadequate learning materials regarding grammatical and phonological details of a language and its non-interactive system. It should be pointed out that the former feature is the problem of some other language learning apps such as Memrise (see Eqbali & Nushi, 2017 for a review) which does not encourage learners to choose those apps in the first place as their learning tools. All in all, MosaLingua team could do better in the realm of MALL by designing more detail-based materials, real-life communicative exercises, and fancy graphics.

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language and in English.

Weaknesses

In spite of the aforementioned strengths, this app suffers from some weaknesses. For instance, it is plausible to claim that MosaLingua is not that much rich in offering a thorough learning system. In other words, learners using this app do not fully learn about the grammar, the phonology, or the exceptions of the target language. There are some not very complete grammatical points such as

A photograph of a person's hand in a dark suit jacket pointing at a tablet computer. The hand is the central focus, with the index finger extended towards the screen. The background is slightly blurred, showing a white shirt cuff and a pair of glasses on a surface. A speech bubble with a white background and a dark border is positioned in the lower-left quadrant of the image, containing text. The entire image is framed by a dark, irregular border.

Another advantage of this app is its frequent reminders containing useful learning advice on one's email or Gmail since the moment of registration

Two of the most noticeable shortcomings of this app are its inadequate learning materials regarding grammatical and phonological details of a language and its non-interactive system

frequently used words of the target language. Therefore, by concentrating on essentials, much time is saved and language learning will not turn into a time-consuming and boring task.

Another advantage of this app is its frequent reminders containing useful learning advice on one's email or Gmail since the moment of registration. MosaLingua does not aim to advertise because advertising does not sound logical for an educational app the use of which involves concentration on learning materials. Another prominent advantage is that in MosaLingua app all the words and phrases have been pronounced by native speakers. This is a truly positive point of this application in comparison to other apps in the market such as Memrise which uses a computerized voice for drilling vocabulary items. The app also provides learners with statistical feedback in the format of diagrams and graphs as indicated in Figure 4. Needless

to mention, giving feedback to learners is an important feature of many credible MALL apps.

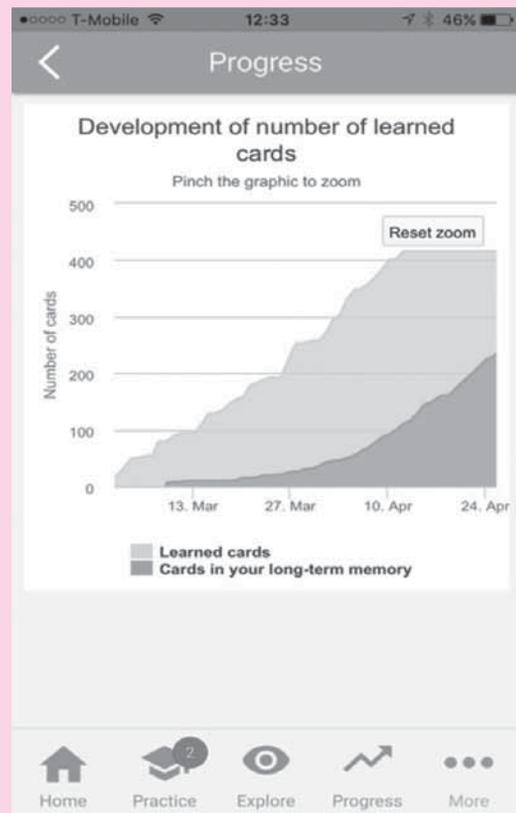


Figure 4.
Progress status

An interesting feature that has been included in this app is the *Hands Free* mode. This option is very useful while travelling or jogging, all one has to do is to play any or all the cards in audio format both in the target

First and foremost, MosaLingua is a personalized program in the sense of giving learners freedom in learning on the basis of their learning needs, objectives, and priorities; indeed, they choose their goals from the very beginning

According to MosaLingua website, the dominant teaching method of this application is based on the tenets of cognitive theory for the most suitable results. It should be noted that the grammar structures are not instructed deductively; instead, they are taught through examples in an inductive way within SRS system (Spaced Repetition System). SRS is a complex flashcard method that presents the information to learners and makes sure that it remains constantly fresh in their mind (Lewis, 2017). It has been claimed by MosaLingua developers that this system allows learners to memorize vocabulary much more quickly. This claim has been supported by the results of numerous studies (e.g., Baturay, Yıldırım, & Daloğlu, 2009; Kang, 2016). Lewis (2017) notes in his article that the best way for effective vocabulary acquisition seems to be hearing and applying new words in context with native speakers. Having this in mind, he also mentions that SRS might be a faulty system since one hears words in isolation and in an artificial way without learning how to use them. As a result, it is not

enough for effective learning. Moreover, SRS is very likely to turn into rote learning if applied in this manner. That is why Lewis, as an experienced educator, prefers an image association of the word and/or to think of an example for the word to use it in its suitable context.

Strengths

First and foremost, MosaLingua is a personalized program in the sense of giving learners freedom in learning on the basis of their learning needs, objectives, and priorities; indeed, they choose their goals from the very beginning. Certainly, holding a business-based or a college-based view makes some differences in teaching and learning methods and contents. As mentioned above, learners can choose words and phrases they intend to learn simply by exploring the categories in the app such as food, housing, tourism, and so on. In the same way, learners are able to skip an exercise which is not compatible with their personal and educational needs. It should be mentioned that these words and phrases have not been chosen randomly and haphazardly; that is, they are the most beneficial and

just the right time in order not to forget the learned vocabulary.

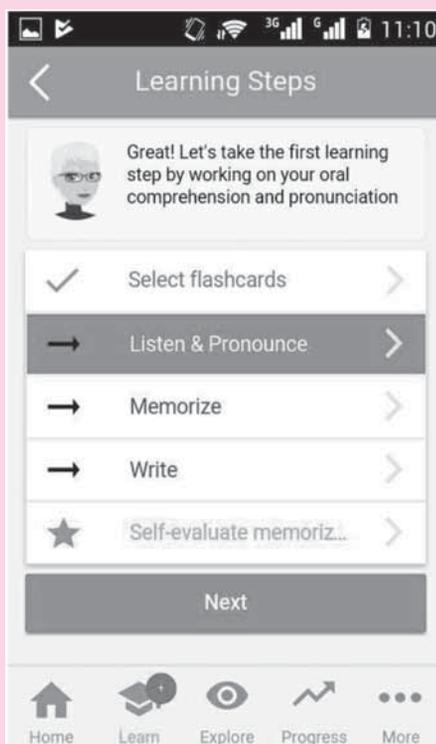


Figure 2. Learning steps

There is a variety of exercises in the app the main focus of which is on oral and written skills (i.e., productive skills). Video and audio conversations along with their subtitles are available and are recommended to learners when they are free and finished with determined daily learning.

Moreover, there is a bonus section, as can be seen in Figure 3, including proverbs, learning advice, language facts, fun facts, jokes, and quotes. As the title

of the section reads, bonus options are unlocked and given to users as a bonus or a reward to their effective learning. Learners are able to add each of these items to their flashcard deck if they want. This bonus section in addition to optional educational clips and podcasts illustrate that MosaLingua follows its slogan: *Learn words, enjoy the world*, and has made an effort to create an enjoyable and relaxed learning atmosphere for learners.

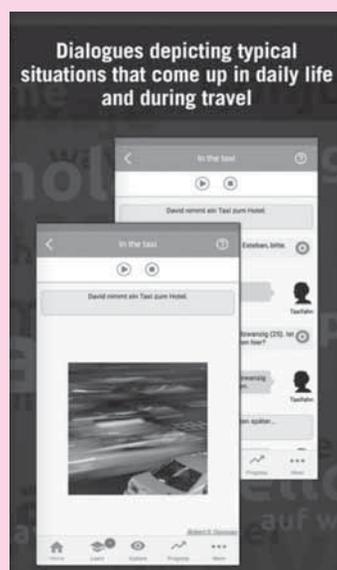


Figure 3. Bonus materials and audio conversations

appropriate level of ability (there are 8 levels plus a dialogue section defined in the German version of this app). Afterwards, as shown in Figure 1, users are provided with some questions regarding the preferred period of daily learning and the number of everyday flashcards about their area of interest. It is worth noting that the option of *Learning Settings* is always available and throughout the course, whenever needed, the level can be changed and the learning time can be adjusted.

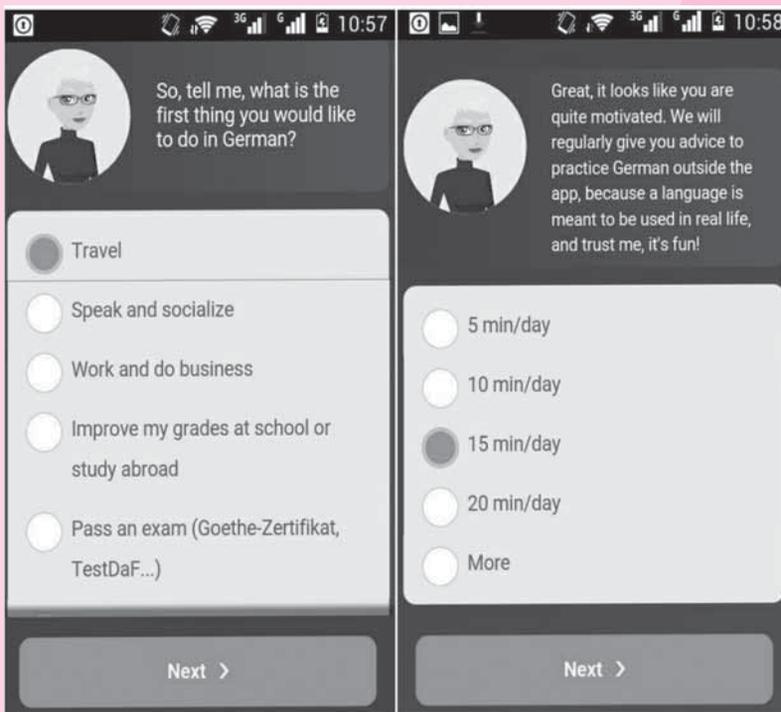


Figure 1. Setting learning preferences in MosaLingua

Like many other language learning apps, this app teaches words through flashcards. As it is displayed in Figure 2, there are four stages involved in learning sets of flashcards. In the first stage entitled *Listen & Pronounce*, learners are supposed to listen and repeat what the teacher says. There is a recording icon next to the teacher's voice. By holding it,

learners are able to record their voice to practice pronunciation. In the second stage, *Memorize*, learners memorize the practiced words by reviewing them several

times. In the subsequent stage with the title of *Write*, learners practice writing of the same words by typing them, and at the end, there is a *Self-Evaluation* part as the ending of the first set of flashcards. As it can be observed, MosaLingua uses visual and audio memories, and its word/ phrase reviews are at

Introduction

No more than a decade ago, the most exciting thing one could do with his/her mobile phone was to download a ringtone; however, these days, iPhone and Android users from different communities are able to download thousands of apps from the Internet and start using them (Jones, 2011). These technological advances have also prompted educators and researchers to get involved in improving teaching and learning conditions by utilizing mobile-assisted learning (Shen, Wag, & Pan, 2008). There is a subset of mobile-assisted learning called mobile assisted language learning (MALL), which is flourishing to the benefit of the field of L2 learning (Ballance, 2012; Chinnery, 2006). In fact, the evidence for the effectiveness of MALL apps in teaching and learning of L2 has been provided by a large number of studies (See Burston, 2013 for a review); therefore, mobile devices such as smartphones, tablet computers, laptops, iPads, can be made more useful for language learners if some MALL apps are installed on these devices. The users can then study regularly even if their time is fairly packed due to work and family commitments (Eqbali & Nushi, 2017). There are a number of MALL apps (e.g., Busuu, Babbel, and Duolingo) which freely allow learners to learn a new language and socialize with learners from all over the world. Although these apps vary in many aspects from one another, they all have been designed to fulfill

the task of mobile learning and make the process of L2 learning as convenient as possible. Considering the range of options available it might be difficult sometimes to choose only one app from a variety of language learning apps. The present paper aims at investigating the offered options of one of these apps named MosaLingua for learning an L2.

These days, iPhone and Android users from different communities are able to download thousands of apps from the Internet and start using them

A detail-oriented description

MosaLingua can be downloaded for free from App Store or Google Play and is accessible to learners in Android or iOS. Its overall rating is 4.7 which is fairly high among language learning apps available. It comprises a wide range of major European and Asian languages including German, Portuguese, Italian, Spanish, French, English, and Russian. It also has some other applications which work on TOEIC and TOEFL tests.

As soon as one first launches the app, they are supported by a teacher who accompanies them during the whole course of learning. The teacher sheds light on almost all facets of the app from explaining how to use it to introducing and drilling learning materials. In the following step, there is a short placement test through which learners are able to choose their

MosaLingua: A Multilingual Mobile Language Learning Application

اشاره

ستون معرفی نرم‌افزارهای آموزشی زبان خارجی با هدف آشنایی خوانندگان محترم با قابلیت‌ها و محدودیت‌های نرم‌افزارهای آموزشی طراحی شده است. امید می‌رود با راه‌اندازی این ستون علاقه‌مندان به کاربرد تکنولوژی در آموزش زبان با ارسال مطالب خود به پیشبرد هدف این ستون که معرفی نرم‌افزارهای مفید و مؤثر می‌باشد یاری رسانند.

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چکیده

از آنجا که سبک زندگی پرتب و تاب عصر نوین به ما اجازه شرکت در کلاس‌ها و دوره‌های مختلفی را که نیاز داریم نمی‌دهد، اخیراً تمایل به یادگیری به کمک تلفن همراه به‌ویژه در میان زبان‌آموزان گسترش یافته است. در این زمینه نرم‌افزارهای آموزش زبان بسیاری برای یادگیری مؤثر، معنادار و آسان زبان دوم تولید شده‌اند که یکی از آن‌ها موزا لینگوا است که خلاصه زیر با هدف ارائه توصیفی جامع در مورد نکات مثبت و منفی آن نوشته شده است.

کلیدواژه‌ها: یادگیری به کمک تلفن همراه، موزالینگوا، زبان دوم

Abstract

The hectic lifestyle of modern age may not allow us to physically participate in different classes and courses that we need. Therefore, the tendency to use mobile-assisted learning has recently been expanding particularly among second language (L2) learners. Numerous language learning mobile applications (apps) have been produced to make L2 learning more effective, meaningful, and convenient. One of these apps is MosaLingua, on the effectiveness of which the following review has been conducted with the aim of providing a comprehensive explanation about its positive and negative points.

Key Words: Mobile-Assisted Learning, MosaLingua, ESL/ EFL



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Media Review Template

Title plus author's full name and affiliation

Abstract (not more than 200)

The abstract is a crucial element of any academic article; it not only summarizes your paper but also helps it reach the right audience. Your abstract should be written in both English and Persian; it should appear in block format, single spaced and justified. The abstract should include: 1) a brief (one or two sentence) introduction; 2) the media selected for the review and the significance/ purpose of the review/ selection; 3) major findings and; 4) recommendations.

Media/Application details

The authors should list the product details including:

Publisher:

Product type:

Language(s):

Level:

Media format:

Operating systems:

Hardware requirements:

Supplementary software:

Price:

Introduction (approximately 450 words)

The introduction should give a broad view of the field of educational technology with a focus on the role of technology in second/ foreign language education. It then narrows the focus on the media selected for the review and how and why the review can contribute to second/ foreign language learning and teaching.

Description (approximately 550 words)

The authors need to describe the media tool as accurately as possible, preferably using photos and graphics that make the description engaging and interesting to read. The description should tell the readers about where they can find/download the media, what its different sections are and what the features and purposes/functions of each section are, etc.

Evaluation (approximately 350 words)

In this part the overall value of the media review and its contribution to second/ foreign language is given, followed by its strengths and/or possible weaknesses. The authors can offer their own and research-supported suggestions on how those shortcomings can be removed or taken care of.

Conclusion (Approximately 250 words)

The review ends with a conclusion that summarizes the main points and make specific recommendations on the use of the media for second/ foreign language learning and teaching.

References

References should be up to date and written in APA style. The number of references should not exceed 10.