



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

THE ADVANTAGES OF ORGANIZING INDEPENDENT LEARNING THROUGH MOBILE APPLICATIONS: A CASE STUDY OF FRENCH LANGUAGE LEARNING

Nodira Mardonovna Muzaffarova

Acting Associate Professor (PhD)

Department of Romance-Germanic Languages

Nizami National University of Uzbekistan

ORCID:0009-0001-8486-7095

Ibrokhimova Mukhtasarkhon

Research student

Abstract

This study investigates the effectiveness of mobile applications in organizing independent learning among university students studying French as a foreign language. The research aims to evaluate the impact of mobile learning tools on students' vocabulary acquisition, learning motivation, and autonomous learning skills. An experimental study was conducted with 30 undergraduate students over a six-week period. Data were collected through pre-tests, post-tests, questionnaires, and classroom observations. The findings demonstrate that mobile applications significantly improve students' language proficiency and encourage greater learner autonomy. The study confirms that mobile technologies can serve as an effective tool for enhancing independent learning in higher education.

Keywords: Mobile learning, French language teaching, autonomous learning, mobile applications, digital education, higher education.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

Résumé

Cette étude examine l'efficacité des applications mobiles dans l'organisation de l'apprentissage autonome des étudiants apprenant le français langue étrangère. La recherche vise à évaluer l'impact des outils mobiles sur l'acquisition du vocabulaire, la motivation et les compétences d'apprentissage autonome. Une expérience de six semaines a été menée auprès de trente étudiants universitaires. Les données ont été recueillies à l'aide de pré-tests, de post-tests, de questionnaires et d'observations. Les résultats montrent que les applications mobiles améliorent considérablement les compétences linguistiques et favorisent l'autonomie des apprenants.

Mots-clés : apprentissage mobile, enseignement du français, autonomie de l'apprenant, applications mobiles, technologies numériques, enseignement supérieur.

Аннотация

В статье рассматривается эффективность мобильных приложений в организации самостоятельного обучения студентов, изучающих французский язык как иностранный. Цель исследования заключается в определении влияния мобильных технологий на усвоение лексики, мотивацию и развитие навыков автономного обучения. В эксперименте приняли участие 30 студентов. Результаты исследования показали значительное повышение уровня языковой подготовки и самостоятельности обучающихся.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

Methods

Participants

The study involved 30 first- and second-year university students majoring in foreign languages. All participants were studying French as a foreign language at an intermediate level (A2–B1).

Research Design

A six-week experimental study was conducted during the spring semester of 2026. Students were instructed to use selected mobile applications, including Duolingo, Quizlet, and Busuu, for at least 20 minutes daily outside classroom hours.

Data Collection Instruments

The following instruments were used:

1. Pre-test and post-test assessments;
2. Student motivation questionnaire;
3. Classroom observation;
4. Learning activity monitoring reports.

Data Analysis

Quantitative data were analyzed using descriptive statistical methods. Mean scores and percentage changes were calculated to determine the effectiveness of mobile applications in supporting independent learning.

Results

The analysis revealed significant improvements in students' language performance and learning engagement.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

Table 1. Students' Learning Outcomes Before and After the Experiment

Indicator	Pre-test	Post-test
Vocabulary Score	58	83
Learning Motivation (%)	63	88
Autonomous Learning Skills (%)	57	86

The results demonstrate an increase of 25 points in vocabulary achievement after six weeks of mobile-assisted learning.

Students reported that mobile applications provided immediate feedback and allowed them to practice French language skills whenever and wherever they wished. Questionnaire results indicated that 88% of students considered mobile learning more engaging than traditional homework activities.

Observational data also showed greater participation and confidence during classroom discussions. Students who regularly used mobile applications demonstrated better vocabulary retention and communication skills.

Discussion

The findings support previous research highlighting the positive impact of mobile learning on foreign language acquisition [4; 5]. The flexibility of mobile applications enables students to engage in continuous learning beyond the classroom setting.

One of the most important findings concerns learner autonomy. Students became more responsible for their learning process and demonstrated increased self-regulation skills. This result is consistent with the observations of Benson, who emphasizes that autonomous learners tend to achieve higher academic outcomes [6].

The findings also correspond to the ideas presented by Muzaffarova, who argues that contemporary foreign language education should focus on developing



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

communicative and intercultural competencies through innovative educational technologies [7]. Mobile applications can contribute to this goal by exposing learners to authentic linguistic and cultural materials.

Another significant advantage of mobile learning is increased motivation. Gamification elements, progress tracking, and interactive exercises create a positive learning environment that encourages regular practice.

However, some limitations were identified. A small number of students experienced technical difficulties, while others occasionally lacked self-discipline in maintaining daily learning routines. Therefore, teacher guidance remains essential for maximizing the benefits of mobile-assisted learning.

Conclusion

The study confirms that mobile applications are effective tools for organizing independent learning in French language education. Their use significantly improves vocabulary acquisition, learning motivation, and autonomous learning skills.

The findings suggest that integrating mobile technologies into higher education can enhance the quality of foreign language instruction and support student-centered learning approaches. Future research may investigate the long-term effects of mobile learning on communicative and intercultural competence development.

References

1. Crompton H. *Mobile Learning: New Approach, New Theory*. New York: Routledge, 2018.
2. Kukulska-Hulme A. *Mobile Learning and Language Teaching*. London: Palgrave Macmillan, 2020.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th June, 2026

Website: <https://econferencia.com>

3. Stockwell G. *Mobile Assisted Language Learning: Concepts and Practice*. Cambridge: Cambridge University Press, 2019.
4. Burston J. *Mobile-Assisted Language Learning: A Selected Annotated Bibliography*. *Language Learning & Technology*. 2021. Vol. 25(1). P. 1–18.
5. Godwin-Jones R. *Emerging Technologies: Mobile Apps for Language Learning*. *Language Learning & Technology*. 2020. Vol. 24(2). P. 2–11.
6. Benson P. *Teaching and Researching Autonomy in Language Learning*. London: Routledge, 2019.
7. Muzaffarova N.M. *Intercultural Competence as a New Goal for Teaching Foreign Languages*. *European International Journal of Multidisciplinary Research and Management Studies*. 2024. Vol. 4. No. 05. P. 172–177.
8. Richards J.C. *The Changing Face of Language Learning*. *RELC Journal*. 2021. Vol. 52(1). P. 3–18.
9. Brown H.D. *Principles of Language Learning and Teaching*. New York: Pearson Education, 2019.
10. Nation I.S.P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2020.