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**USING MOBILE APPS TO TEACH ENGLISH FOR ESP  
IN HIGHER EDUCATION INSTITUTIONS  
WITH SPECIFIC LEARNING CONDITIONS**

*The aim of the work is to assess the impact of mobile technologies on the development of lexical and grammatical competence, communication skills, motivation and autonomy of students, as well as to identify the most effective methods of integrating digital resources into professionally oriented learning.*

***Methodology.** The theoretical analysis covers foreign and domestic studies on mobile learning, professionally oriented English, and the integration of digital technologies into the educational process. The experimental part involved introducing mobile applications (Duolingo, Quizlet, LinguaLeo, and ESP platforms) into the learning process for students majoring in non-philological subjects.*

***Scientific novelty.** In the article, the authors examine the effectiveness of mobile applications in teaching English for professional purposes in higher education institutions with specific learning conditions, particularly at the Penitentiary Academy of Ukraine.*

**Conclusions.** *The results of the experiment show a significant increase in the average level of lexical and grammatical competence, in the development of communication skills in a professional context, and in student motivation and autonomy in learning. The use of mobile technologies in combination with ESP, TBL and CLIL methodologies allows for the simulation of real professional situations, the integration of theoretical knowledge with practical skills, the stimulation of independent learning and the improvement of the effectiveness of student preparation for professional activity. The results obtained confirm the scientific and practical value of mobile applications for professionally oriented English language teaching and justify the need to develop methodological guidelines and models for integrating digital technologies into the educational process. Prospects for further research include the introduction of adaptive learning platforms powered by artificial intelligence, the assessment of their impact on students' professionally oriented communicative competence, and the creation of interdisciplinary learning models that meet the modern requirements of digital education and the needs of professional training.*

**Key words:** *English for Specific Purposes, mobile applications, professionally oriented learning, lexical and grammatical competence, communicative skills, ESP, TBL, CLIL, digital technologies, higher education, motivation, autonomous learning.*

**Problem statement in general terms and its relation to important scientific and practical tasks.** The modern education system, especially in higher education institutions with specific learning conditions, faces the need to train specialists who can use English in their professional activities effectively. Traditional teaching methods often do not provide sufficient language competence or practical use of the language in real professional situations. This problem is particularly relevant for educational institutions that train specialists in the penitentiary, law enforcement or security spheres, where knowledge of English is a key element of professional competence and international cooperation.

In this context, it is important to identify modern methods and technologies that enhance the effectiveness of English language teaching. In particular, mobile applications and digital tools can ensure interactivity, flexibility and accessibility of the learning process, stimulating independent learning and the development of practical language skills.

Thus, the problem lies in ensuring a high level of professional language competence among students through innovative teaching technologies, which corresponds to both scientific (to study the effectiveness of mobile applications in the process of professionally oriented learning, to identify methods that best contribute to the development of language competence and independence among students) and practical tasks (to improve the level of ESP of future specialists, to ensure their readiness for professional communication with foreign colleagues and citizens, to integrate digital technologies into the learning process for more flexible and effective learning). The problem combines scientific interest (the development of effective methodologies and the use of technologies) with practical necessity (the training of specialists capable of effectively applying English in their professional activities).

**Analysis of key research and publications on the issue.** The use of mobile applications in teaching ESP is being actively researched both abroad and domestically.

Foreign scientific research confirms the effectiveness of mobile applications in ESP teaching. One of the key areas is MALL (Mobile Assisted Language Learning), which allows combining traditional learning with mobile technologies and provides access to interactive exercises at any time and place. T. N. Inayah showed in his study that the use of mobile applications increases the effectiveness of vocabulary and grammatical structures in English. The author notes that interactive exercises in applications stimulate students' independent work, increase their motivation, and allow them to adapt the pace of learning to individual needs [5]. M. Ameri emphasises the importance of mobile learning in a professionally oriented context. According to him, apps help students quickly master professional vocabulary, practise communication skills, and simulate work situations, which is especially important for specialists in security, law, and international cooperation [1]. In addition, foreign researchers note that mobile applications contribute to the development of student autonomy and the formation of independent learning skills. Interactive platforms such as Duolingo, Quizlet, Anki, and LinguaLeo allow the organisation of personalised exercises, thematic tests, and game-based tasks, thereby increasing the effectiveness of knowledge acquisition and making the learning process more interesting and accessible [10].

Thus, foreign studies demonstrate that mobile applications are a powerful tool for teaching English and can be effectively integrated into professionally oriented student learning, thereby fostering the development of practical skills, language competence, and motivation to learn.

In Ukraine, the use of mobile applications in English-language professional training is also attracting the attention of researchers and practitioners. Studies show that digital technologies can significantly improve learning effectiveness, especially in higher education institutions with specific learning conditions that combine theoretical training and practical professional skills.

I. Berdychevska analyses the role of mobile applications as a tool for immersive language learning in a distance format, emphasising their pedagogical potential for activating student activity and developing language skills in higher education [2].

The study by N. Fanenshtel and K. Skyba examines the use of mobile applications to develop students' English vocabulary in non-linguistic disciplines, confirming the effectiveness of mobile learning in improving lexical competence [4]. Similarly, Yu. Burovytska and H. Hryzhenko consider mobile technologies as a means of improving the language skills of future IT specialists, focusing on applications and podcasts as learning tools [7].

M. Bilotserkovets and T. Fomenko explore the practical aspects of using mobile applications for learning English grammar, and their case study confirms the positive impact of mobile tools on the acquisition of grammatical structures by students at higher education institutions [3].

The methodological foundations and educational opportunities of mobile learning are also considered by T. Gurova, T. Riabukha, N. Zinenko, and N. Hostishcheva in the context of innovative means of developing students' lexical and grammatical skills using mobile resources [8].

Among other research, it is worth mentioning T. Zhukevych's work, which examines the potential of mobile applications for effective English language learning, outlines the possibilities of personalised learning and supplements traditional courses [9]. The results of the study also demonstrate the high relevance of using mobile applications in teaching professionally oriented English and confirm their effectiveness in improving students' language proficiency in non-philological disciplines [6].

A. Shevchuk (2019) studied the use of mobile applications for organising independent work by students. The author emphasises that the use of such digital tools contributes to the development of student autonomy, increases motivation to learn, and improves the assimilation of lexical and grammatical material [10]. Particular attention is paid to adapting mobile platforms to the specific needs of students at vocational educational institutions, where it is important to develop professionally oriented language skills.

Research by Ukrainian scientists also demonstrates the effectiveness of integrating mobile applications into English language teaching using ESP (English for Specific Purposes) and TBL (Task-Based Learning) methodologies. Such approaches allow modelling professional situations, training communication skills and adapting learning tasks to real professional contexts.

In addition, domestic studies emphasise the importance of combining mobile learning with traditional teaching methods and teacher-led pedagogical support. It allows not only effective assimilation of educational material but also the development of practical skills necessary for students' further professional activities.

Thus, Ukrainian studies confirm the potential of mobile applications for vocational English language learning and highlight the need for further research and for adapting these technologies to specific educational contexts, particularly in institutions that train specialists in the prison and law enforcement sectors.

A review of the literature demonstrates the effectiveness of integrating mobile applications into teaching using the ESP (English for Specific Purposes), CLIL (Content and Language Integrated Learning) and TBL (Task-Based Learning) methodologies. The use of such technologies allows for the simulation of professional situations, the creation of thematic tasks, and the imitation of work processes, thereby promoting the development of communicative competence and practical skills [1; 5].

Recent research shows that mobile applications not only enhance learning effectiveness but also foster students' independence, motivation, and critical thinking. However, most studies focus on general approaches to MALL, and there is a need for further research into the application of mobile technologies in specific educational institutions, such as prison academies, where learning must be combined with vocational training and the development of practical skills. Research in this area could contribute to the development of effective methodological guidelines and the creation of integrated digital learning platforms for vocationally oriented English language learning.

Thus, the literature review confirms the significant effectiveness of mobile applications in English language learning and, at the same time, points to the need for further research into their adaptation to students' specific professional needs.

**The purpose of the article.** The aim of this article is to study the effectiveness of using mobile applications in the teaching of English for specific professional purposes at higher education institutions with specific learning conditions, as well as to analyse contemporary methods and technologies that contribute to the development of students' language competence and the improvement of their practical communication skills.

**Description of the theoretical-methodological and/or experimental research procedure, specifying the research methods.** The research was conducted in two stages: theoretical-methodological and experimental.

**The theoretical and methodological stage** involved an analysis of academic publications and practical experience regarding the use of mobile applications in the study of English for specific purposes; a review of contemporary methodologies for English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL) and Team-Based Learning (TBL), as well as the integration of mobile technologies into the teaching process; a comparison of studies by domestic and foreign authors regarding the effectiveness of mobile applications in developing students' lexical, grammatical and communicative skills.

**Methods** used at this stage: systematic and comparative analysis, synthesis of scientific data, and the method of generalisation and classification of literary sources.

**The experimental stage** involved the practical implementation of mobile applications in the learning process of students at the Penitentiary Academy of Ukraine who were studying English for professional purposes. The experiment involved the preparation and selection of mobile resources (Duolingo, Quizlet, LinguaLeo, online platforms for ESP); the organisation of learning tasks and practical exercises using mobile applications; monitoring of students' progress through testing, questionnaires and analysis of exercise results; and assessment of the impact of mobile learning on the development of students' lexical and grammatical competence, communication skills and motivation.

**Research methods:** questionnaires, analysis of learning outcomes. This approach enabled combining theoretical analysis with practical testing of the effectiveness of mobile technologies, assessing their impact on vocational English language teaching, and providing recommendations for further integrating digital resources into the educational process.

**Presentation of the main research material.** Mobile apps can significantly enhance learning effectiveness thanks to their flexibility, interactivity, and accessibility. They offer exercises for practising vocabulary, grammatical structures, listening, and pronunciation, which help develop communicative competence in a foreign language. Research shows that the use of mobile apps has a positive impact on students' motivation and outcomes in learning English vocabulary compared to traditional teaching methods [5].

Furthermore, mobile technologies promote independent learning: students can revise the material at a time and pace that suits them, which is particularly important for adult learners balancing their studies with professional responsibilities. Such tools can be effective not only for general English but also for vocational training, particularly for developing professional vocabulary and communication skills in specific fields.

Mobile apps, such as Duolingo, Quizlet, Anki and LinguaLeo, are actively used to improve students' independent study skills and develop their lexical competence [1]. Such programmes enable the creation of personalised vocabulary lists, themed exercises, and gamified tasks that help develop the ability to use professional English in real-life situations. Research highlights that mobile apps stimulate student engagement, foster their autonomy in language learning and boost motivation. This approach aligns with the principles of mobile learning – the ability to learn 'anytime' and 'anywhere' – which allows professional tasks to be effectively combined with learning activities [1].

At the same time, the use of mobile apps presents certain challenges, including the need for digital literacy, attention to content quality, and a sensible combination of digital and traditional teaching methods. The effective integration of mobile apps into the educational process requires an active role from the teacher, who adapts the tools to learning objectives and provides pedagogical support.

The study demonstrates that the use of mobile applications in vocational English language teaching significantly enhances vocabulary and grammar acquisition, as well as the development of students' communication skills. A theoretical analysis of the literature, including works by both foreign and domestic authors, confirmed that mobile technologies stimulate independent learning, increase student motivation and enable the simulation of professional situations for the practical application of English.

The experimental part of the study has been conducted among students and cadets at the Penitentiary Academy of Ukraine who are studying English for professional purposes. A suite of mobile applications (Duolingo, Quizlet, LinguaLeo, and additional ESP platforms) has been introduced to complete tasks related to professional terminology, workplace communication, and grammar exercises.

The results of the experiment showed:

1) improved lexical and grammatical competence: students' average test scores increased by 18–22% compared to their initial level. Mobile apps enabled personalised learning and the active use of audio and visual resources, which facilitated better assimilation of the material;

2) development of communication skills: students were able to perform tasks simulating professional situations more effectively (explaining rights, communicating with foreign nationals, working with documentation). The use of interactive exercises and simulations boosted students' confidence in using English in real-life situations;

3) improved motivation and independence: a survey revealed that over 85% of students noted the convenience of mobile learning and an increased interest in studying English. Independent use of the apps helped to develop self-directed learning skills and the ability to plan their own educational pathway;

4) integration of modern methodologies: combining ESP, TBL and CLIL with mobile apps enabled the adaptation of teaching materials to professional tasks, ensuring a holistic integration of theoretical knowledge and practical skills.

The research findings indicate that mobile applications are an effective tool for vocational English language learning, as they facilitate: improved acquisition of vocabulary and grammar; the development of communicative skills in a professional context; the development of self-directed learning skills; and the integration of modern teaching methods into the digital learning environment.

The data obtained confirm that introducing mobile applications into the learning process helps prepare students for real-life professional situations, enhances their language proficiency, and motivates them to engage in continuous learning, which is directly linked to improving the quality of professional training in specific learning contexts.

We will now provide a detailed description of the experimental study. The study combined theoretical and methodological analysis with the experimental implementation of mobile applications in the learning process of students at the Penitentiary Academy of Ukraine. The experiment aimed to determine the impact of mobile technologies on the level of lexical and grammatical competence; the development of communication skills in a professional context; student motivation and independence; and the effectiveness of integrating modern teaching methods (ESP, TBL, CLIL).

Table 1

Comparison of students' test results before and after the experiment

Indicator	Before the Experiment (Average Score)	After the Experiment (Average Score)	Change, %
Lexical and Grammatical Competence	62	75	+21
Communicative Skills (Professional Scenarios)	58	72	+24
Learning Independence and Autonomy	55	71	+29
Motivation to Learn English	60	78	+30

The data show a significant improvement in all the competencies assessed among cadets and students following the introduction of mobile applications.

Table 2

The impact of specific mobile applications on various aspects of learning

Mobile Application	Vocabulary Development	Grammatical Competence	Communicative Skills	Motivation and Autonomy
Duolingo	+	+	-	++
Quizlet	++	+	-	+
LinguaLeo	+	++	-	++
ESP Platforms	++	++	++	+

**Note:** «+++» – significant positive impact; «+» – moderate positive impact; «-» – no impact or negligible impact.

ESP platforms have the greatest impact across all aspects of vocationally oriented learning, whereas traditional apps are generally most effective in developing vocabulary and grammar.

Table 3

The impact of integrating ESP, TBL and CLIL methodologies with mobile apps

Methodology	Vocabulary Development	Communicative Competence	Motivation	Practical Effectiveness
ESP (English for Specific Purposes)	++	++	+	++
TBL (Task-Based Learning)	+	++	++	++
CLIL (Content and Language Integrated Learning)	+	+	++	+

The integration of teaching methods with mobile apps significantly enhances the practical effectiveness of learning, particularly in developing students' communicative skills and motivation.

**Scientific justification of the results:**

1. Lexical and grammatical competence: the increase in scores confirms that mobile apps provide interactive and personalised learning, allowing students to revise material at a comfortable pace.
2. Communicative skills: the use of ESP platforms and TBL tasks simulates real-life professional situations, which helps to boost students' confidence in using English in work contexts.
3. Motivation and autonomy: interactive exercises and the gamification of apps increase student engagement and develop the self-directed learning skills necessary for future professional practice.
4. Integration of methodologies: combining ESP, TBL and CLIL with mobile technologies allows for the integration of theory and practice, ensures the comprehensive development of language competences and prepares students for professional communication.

Table 4

**Scientific and practical recommendations for the integration of mobile applications into the teaching process**

Implementation Direction	Recommendations	Expected Effect
Selection of Mobile Applications	Use platforms with interactive exercises, gamification, and professional terminology (Duolingo, Quizlet, LinguaLeo, ESP platforms)	Increased effectiveness in learning vocabulary and grammar
Integration with ESP, TBL, CLIL Methodologies	Combine app tasks with professional scenarios and project-based assignments	Development of communicative competencies and practical skills
Monitoring Student Progress	Use testing, surveys, and analysis of completed exercises in applications	Objective assessment of academic performance and individual achievements
Increasing Motivation	Introduce gamification elements, competitions, rankings, and achievements in apps	Greater student engagement and autonomy
Adaptation to Specific Learning Conditions	Adjust tasks to students' professional fields (law enforcement, IT, medicine)	Formation of professionally oriented language competencies
Use in Blended Learning	Combine mobile learning with classroom lessons and teacher consultations	Comprehensive development of skills and quality control of learning
Teacher Support	Conduct training sessions and methodological consultations for teachers on using mobile applications	Increased pedagogical effectiveness and teacher competence

This table clearly illustrates how and why to implement mobile apps, as well as the results that can be expected from their systematic use in the teaching of vocational English.

**Conclusions from the study and prospects for further research.** Mobile applications have become an integral part of modern language education. They help to improve English language skills, particularly when students are studying for a specific professional qualification and have specific educational needs. The integration of mobile technologies into the learning process enhances the practical application of the language, fosters independence and motivation, and makes learning more effective and accessible for higher education students.

The study confirmed that the use of mobile applications in teaching of English for specific professional purposes is a relevant and effective tool that enables students at higher education institutions with specific learning conditions (in particular, the Penitentiary Academy of Ukraine) to acquire lexical and grammatical knowledge, develop communication skills and enhance language proficiency in a professional context.

Experimental data show that integration of mobile applications significantly improves students' average scores on vocabulary, grammar, and communication tests. ESP platforms and interactive applications that combine gamification, audio-visual elements and professional scenarios have proved particularly effective. The use of mobile technologies enables the simulation of real-life professional

situations, boosting students' confidence in using English in a work environment. It is particularly important for students in non-language-related disciplines who need practical language training for their professional fields. Mobile apps increase motivation to learn and encourage students' independent learning, helping develop skills in self-directed learning, planning their educational pathway, and self-assessing results.

The combination of ESP, TBL and CLIL methodologies with mobile applications ensures a harmonious blend of theoretical knowledge and practical tasks, enabling students to simultaneously develop their lexical and grammatical competence, communication skills and critical thinking.

The results confirm that mobile apps can become an integral part of professionally-oriented English language teaching, enhancing the quality of student training, fostering interactive and personalised learning, and ensuring readiness to use the language in professional contexts. For maximum effect, it is recommended to combine various types of mobile resources with traditional lessons, monitor progress regularly, use gamification elements and adapt materials to students' professional tasks.

Mobile applications are an effective and modern means of improving the quality of professionally-oriented English language teaching; they contribute to the comprehensive development of students' and cadets' foreign-language communicative competence and enhance their motivation and practical preparation for professional activity in specific learning contexts.

Further research in this field should focus on developing methodological guidelines for professionally oriented foreign language learning using digital and mobile technologies that meet modern requirements for education and professional training.

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**ВИКОРИСТАННЯ МОБІЛЬНИХ ДОДАТКІВ  
ПІД ЧАС ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ  
В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ  
З ОСОБЛИВИМИ УМОВАМИ НАВЧАННЯ**

**Мета статті** – оцінити вплив мобільних технологій на розвиток лексичної та граматичної компетентностей, комунікативних навичок та вмінь, мотивації та самостійності студентів, а також визначити найефективніші методи впровадження цифрових ресурсів у професійно-орієнтоване навчання.

**Методологія.** Теоретичний аналіз охоплює закордонні та вітчизняні дослідження із застосуванням мобільних додатків, професійно орієнтованої англійської мови та інтеграції цифрових технологій в освітній процес.

**Наукова новизна.** У статті досліджено ефективність мобільних додатків у викладанні англійської мови для професійних цілей у закладах вищої освіти зі специфічними умовами навчання, зокрема у Пенітенціарній академії України.

**Висновки.** Проблема використання мобільних додатків у викладанні англійської мови для професійних цілей у закладах вищої освіти зі специфічними умовами навчання є особливо актуальною для освітніх установ, що здійснюють підготовку фахівців у сфері пенітенціарної системи, правоохоронної діяльності або безпеки, де знання англійської мови є ключовим елементом професійної компетентності та міжнародного співробітництва. У цьому контексті важливо знаходити сучасні методи та технології, що підвищують ефективність викладання англійської мови. Зокрема, мобільні додатки та цифрові інструменти дають змогу забезпечити інтерактивність, гнучкість та доступність навчального процесу, стимулюючи самостійне навчання та розвиток мовних навичок. Експериментальна частина передбачала впровадження мобільних додатків (Duolingo, Quizlet, LinguaLeo та платформи ESP) у навчальний процес для студентів, які спеціалізуються на непрофільних філологічних спеціальностях. Результати експерименту свідчать про значне підвищення середнього рівня лексичної та граматичної обізнаності, розвиток комунікативних навичок у професійному контексті, а також підвищення мотивації та самостійності студентів у навчанні. Використання мобільних технологій у поєднанні з методиками ESP, TBL та CLIL дозволяє моделювати реальні професійні ситуації, інтегрувати теоретичні знання з практичними навичками, стимулювати самостійне навчання та підвищити ефективність підготовки слухачів до професійної діяльності. Отримані результати підтверджують наукову та практичну цінність мобільних додатків для професійно орієнтованого викладання англійської мови та обґрунтовують необхідність створення методичних рекомендацій і моделей для впровадження цифрових технологій у навчальний процес. Перспективи подальших досліджень включають впровадження адаптивних освітніх платформ на базі штучного інтелекту, аналіз їх впливу на професійно орієнтовану комунікативну компетентність студентів, а також створення міждисциплінарних моделей навчання, що відповідають сучасним вимогам цифрової освіти та потребам професійної підготовки.

**Ключові слова:** англійська мова для спеціальних цілей, мобільні додатки, професійно-орієнтоване навчання, лексична та граматична компетентність, комунікативні навички, ESP, TBL, CLIL, цифрові технології, вища освіта, мотивація, автономне навчання.

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