The assessment of the mobile applications in translation education in the light of learning theories

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Abstract

Today, with the ever-growing technology in our pockets, controlling and adapting to daily life is getting easier. The programs and software used on the desktops and laptops give their places gradually to the mobile applications designed to be used via smartphones, tablets and similar mobile devices. The main purpose of this study is to evaluate the usage of the mobile applications supportive for language competence of the students of translation studies with the perspective of learning theories. It is aimed to find answer to the questions of how could the mobile learning theories be explained in relation with translation education, how could the mobile applications are used for translation education and from which perspectives, the mobile applications could contribute to the students' competencies. The mobile learning theories have been developed within the basis of learning theories as it is seen from learning related studies. In this study, the usage of mobile applications by the students of translation studies is evaluated in the light of learning theories. A *yes-no question* survey is applied to 100 Applied English and Translation Program students, and the results are evaluated according to the descriptive content analysis. The findings of the research reflect the contributions of mobile applications to the translator/interpreter candidates' competencies in terms of self-regulated education, more enjoyable and competitive environment for learning, and create a more motivating environment to be willing to learn. As a result, it is suggested that mobile applications may be used as educational materials in translation education. Indeed, the results indicate that different studies about the usage of mobile applications as educational materials can be carried out.

Keywords: Mobile application, mobile learning, translation education, learning theories, education technologies.

Öğrenme kuramları ışığında çeviri eğitiminde mobil uygulamaların değerlendirilmesi

Öz

Bugün ceplerimizdeki gittikçe gelişen teknolojiyle, günlük hayatımızı kontrol etmek ve hayata uyum sağlamak oldukça kolaylaşıyor. Masaüstü ve dizüstü bilgisayarlarda kullanılan programlar ve yazılımlar yerlerini yavaş yavaş akıllı telefonlar, tabletler ve benzeri mobil cihazlar üzerinden kullanılmak üzere tasarlanan mobil uygulamalara bırakıyor. Bu çalışmanın temel amacı, çeviri eğitimi alan öğrencilerin dil edincini destekleyici mobil uygulamaları kullanımlarını öğrenme kuramları perspektifiyle değerlendirmektir. Mobil öğrenme kuramlarının çeviri eğitimi ile ilgili nasıl

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açıklanabileceği, mobil uygulamaların çeviri eğitimi için nasıl kullanılabileceği ve mobil uygulamaların hangi bakış açılarından öğrencilerin yeterliliklerine katkıda bulunabileceği sorularına cevap bulmak amaçlanmaktadır. Mobil öğrenme kuramları, öğrenme ile ilgili çalışmalardan da görüldüğü gibi öğrenme teorilerini temel alarak geliştirilmiştir. Bu çalışmada çeviri eğitimi alan öğrencilerin mobil uygulamaları kullanımları öğrenme kuramları ışığında değerlendirilmiştir. 100 Uygulamalı İngilizce ve Çevirmenlik Programı öğrencisine Evet-Hayır soru anketi uygulanmış ve sonuçlar betimsel içerik analizine göre değerlendirilmiştir. Araştırmanın bulguları, mobil uygulamaların çevirmen / çevirmen adaylarının öz-yönlendirmeli eğitim açısından öğrenim için daha zevkli ve rekabetçi bir ortam ve öğrenmeye istekli olmak için daha motive edici ortamlar yaratma konusundaki yeterliliklerine katkılarını yansıtmaktadır. Sonuç olarak, mobil uygulamaların çeviri eğitiminde eğitim materyali olarak kullanılabileceği önerilmektedir. Sonuçlar mobil uygulamaların eğitim materyali olarak kullanımı hakkında farklı çalışmaların yapılabileceğini göstermektedir.

Anahtar kelimeler: Mobil uygulama, mobil öğrenme, çeviri eğitimi, öğrenme teorileri, eğitim teknolojileri.

1. Introduction

In today's modern era, mobile technologies are gradually being integrated into learning systems. With the widespread use of smartphones and other portable and wireless devices, it can be observed that learning styles change significantly in many contexts, including language learning. Numerous mobile applications / apps have been developed to support different aspects of foreign language learning, including listening, speaking, reading, writing, vocabulary and grammar for smartphones with different operating systems that we use today. While many of them are paid, certain number of these applications are available free of charge. When the existing applications are examined, it is seen that they are supported with visual and auditory images. Mobile applications are software applications designed to work on smartphones, tablets, and other mobile devices. Usually available through app stores operated by the owners of the mobile operating system.

It will not be wrong to say that in many countries that have technological equipment and internet connection, people are surrendering themselves with the mobile technology mobility. With the development of web technologies, it can be observed that our learning, communication and even lifestyles have changed significantly with the widespread use of portable wireless devices such as smart mobile phones and tablets, which have been introduced after the use of desktop computers and have been used for many years. These mobile applications are used interactively during a day by many people. According to Flowerdew and Miller (2005), such interactive models contribute to the students in individual, cultural, social, effective, strategic, critical contexts pedagogically.

In this research, it is aimed to find answer to the questions of how could the mobile learning theories be explained in relation with translation education, how could the mobile applications are supportive for language competence in translation education and from which perspectives, the mobile applications could contribute to the students' competencies. As it is known and seen from the daily usages of the mobile applications, they contribute from different perspectives to the foreign language learners. Language learning can be accepted as a sub-requirement for gaining the translation competencies. Thus, the mobile applications related to the foreign languages can be used as educational materials during the translation education.

2. Literature

Under this title, the mobile learning theories and the mobile applications related to foreign languages are analysed and evaluated. Today, it can be said that in addition to being accessible to people in every desired environment, mobile devices also affect the way people learn. Besides the use of mobile devices by the learners, teachers, lecturers, researchers and so on, the instructors should also be familiar with the use of these technologies. In this way, it can be ensured that the courses are coordinated and conducted in an interactive manner in accordance with the requirements of the era surrounded by digital technologies (Hulme, 2009: 159).

On the other hand, it is stated by Smidts and colleagues that mobile technologies help to bridge the virtual world and the physical world. According to researchers, when a student begins learning with a mobile device with GPS[2] functionality, new possibilities arise. Via satellites, the GPS receives signals indicating the student's position with the device. Based on this location, students can receive or add location-specific information to their devices. In this way, a connection will be established between the physical and virtual worlds where students find themselves and several layers of information can be accessed at the same time (Smidts et al., 2008: 4). For example, when communicating in writing or orally through translation, it is possible to access satellite photographs using a GPS connection to provide detailed information about any of the aforementioned places, cities or countries. In this way, it is thought that it is possible to use the existing data in the virtual world in the real world and to communicate more effectively.

2.1. Mobile learning theories

It can be said that the mobile device types existing in technology and their non-negligible types of activities (e.g. games) affect some learning preferences. What makes mobile technology so interesting is its proximity to movement between indoor and outdoor spaces, between official and informal environments, allowing learners to at least lead in some way. Mobile technology often involves learning outside the classroom that teachers cannot access. This can be perceived as a threat, so the challenge is to develop designs that clearly define what is best learned in the classroom, what needs to be learned from the outside, and how to make connections between them (Hulme, 2009: 164). On the other hand, in accordance with the information quoted by Hui Guo in his award-winning master's thesis and specific learning theories that can be associated with mobile learning are summarized in the table below. The learning theories mentioned in the Table 1 are associated with mobile learning.

[2] GPS: The Global Positioning System is a worldwide navigation and measurement facility based on the reception of signals from a number of orbiting satellites. Retrieved from: 9.8.2019, https://en.oxforddictionaries.com/definition/gps.
Mobile GPS technology provides today's smartphones with convenient and highly efficient tools for end users to receive navigation instructions with a global positioning system called "trilateration". A phone's built-in GPS receiver communicates with a number of satellites. More technologically advanced telephones can identify individual streets and places of interest in maps, as well as provide traceable tracking, Search Mobile Computing, Mobile GPS Technology. Retrieved from: 9.8.2019, https://searchmobilecomputing.techtarget.com/definition/Global-Positioning-System.

Table 1: A Summary of Learning Theories and Paradigms in Relation to Mobile Learning[3]

Themes	Definitions	Activities
Behaviourist learning	Learning occurs and facilitated through the appropriate reinforcement of an association between a particular stimulus and a response.	Information and content delivery: drill and feedback, test, practices, quiz, etc.
Constructivist learning	Learners actively construct new concepts or ideas based on their previous and current knowledge.	Questions for exploration, problem solved and decision making applications, interaction between learners, communication via mobile phones, etc.
Situated learning	Learning occurs within an authentic context and culture, and through a process of social participation.	Authentic domain activity, situated mentoring, workplace learning, etc.
Collaborative learning	Learning is promoted, facilitated, and enhanced through social interaction and collaboration between students.	Active participation in social context, communication between peers via mobile phones, etc.
Informal and lifelong learning	Learning occurs outside a dedicated learning environment and formal curriculum.	Mobile information resources, mobile website, etc.
Learning and teaching support	Support for coordinating learners and resources for learning activities and assisting administration duties more generally.	Effective personal organization, attendance reporting, reviewing student marks, etc.

In the behavioural paradigm, it is stated that learning is formed and supported by strengthening the unity between a particular stimulus and response. In mobile learning, a unity occurs when mobile devices offer learning materials, receive responses from learners, and provide appropriate feedback to support them (Naismith et al., 2004: 2-6). This paradigm adopts a transmission model in which information is transmitted from the tutorial (mobile devices) to the user. Although mobile devices have limited screens, it appears to be popularly used as a tool for presenting learning materials in today's conditions. In this context, it can be encouraging that mobile devices can repeat and memorize learning content in line with today's possibilities. However, there is a system that encourages learners to respond actively rather than to passively receive information.

Regarding constructivist learning, students actively construct new concepts or ideas based on their previous and current knowledge (Bruner, 1966). Mobile devices enable learners to be involved in a realistic context and simultaneously provide supportive tools (Naismith et al., 2004: 2-6). The students then actively build their own knowledge and create interactive models. The constructivist paradigm

[3] This table is taken from the Master Thesis titled as Analysing and Evaluating Current Mobile Applications for Learning English Speaking written by Hui Guo. British Council, "Mobile Learning Theories and the Paradigms", Retrieved from: 10.8.2019, https://englishagenda.britishcouncil.org/sites/default/files/filefield_paths/analysing_and_evaluating_current_mobile_applications_v2.pdf.

focuses on context and context-dependent mobile learning, such as collaboration and interaction in mobile learning through communication between learners or via smart mobile phones, as well as questions asked to examine decision-making applications and problem solving (Keskin and Metcalf, 2011: 202-208).

Situated learning refers to learning in a unique context and culture. Emphasizes that learning is the acquisition of knowledge through a process of social participation, not just by individuals. A series of learning paradigms that are particularly relevant to mobile learning is context-aware learning. Since mobile devices are portable and available in different contexts, learning activities can be well developed through these contexts. Collaborative learning is another learning theory that is thought to be linked to mobile learning. Mobile devices enable learners not only to share data and messages between devices, but also to communicate over a shared data network. Effective learning occurs when students can communicate with each other and share their knowledge of the world. For example, if two people can make sense of each other's knowledge through mutual communication, they will be able to share their understanding of the world and learn at the same time. However, technology can, of course, provide a shared learning environment for learners to communicate with other individuals via mobile phones or e-mail (Naismith et al., 2004: 12-16).

On the other hand, the paradigm of informal and lifelong learning refers to a specific learning environment and activities that support learning outside the formal curriculum. Research on informal and lifelong learning shows that learning takes place continuously and is influenced by our environment. Informal learning can be random, and learners may not even define it as learning. Research on informal learning has shown that most adults take place outside formal education. Therefore, the portable and personal nature of mobile devices offers them significant potential in supporting informal and lifelong learning blended with everyday life. In addition, the use of mobile technology provides learning and teaching support to coordinate learners and learn activity resources and to assist management tasks more generally (Naismith et al., 2004: 18-19; Guo, 2004: 21).

It is seen that when mobile learning emerged in line with the requirements and technological developments of our age is supported pedagogically with the mentioned learning theories, it becomes logical to make them into teaching materials. Under the heading of mobile learning, websites and mobile applications, which will be discussed in detail in the following chapters, will be associated with the provision of information and content delivery to students, research and problem solving, decision making, interactive communication between peers and users, and so on. In this context, due to the widespread use of digital media, the leading websites and mobile applications will support the acquisition of translators in translation education and the reasons for their integration into translation education.

2.2. Mobile applications

Mobile applications are software designed to work on smartphones, tablets, and other mobile devices. Usually available through app stores operated by the owners of the mobile operating system. Commonly used mobile applications can be classified as fun-games, social networking, news, contact and communications, banking operations, e-mail, documentation, educational applications and etc. In the concept of this study, generally the mobile applications related to digital dictionaries, translation, examination-test, writing and grammar, listening, reading and speaking mobile applications are analysed as research materials (Türkmen, 2019: 170).

By 2020, mobile apps are expected to generate approximately $ 189 billion in revenue through app stores and in-app advertising. Some of the most popular operating system local stores are Apple App Store, Google Play, Windows Phone Store, and BlackBerry App World. As of March 2017, there are 2.8 million available apps in the Google Play Store and 2.2 million apps in Apple's App Store, the world's two leading app stores. Mobile applications are initially offered as productivity and information retrieval tools such as calendars, email and weather information, while the market expanded rapidly due to users' demands and availability of developer tools. The most popular app categories among Apple iOS users are: social networking, photos, video, and games. Tools, communication, video players and editing, travelling are among the leading Android application categories. In the US, mobile users have drastically changed most of their digital time with age groups, along with mobile music applications. Instant messaging apps are the second most popular mobile app category in the US. Indeed, mobile messenger and social media apps have gained popularity not only in the United States, but also worldwide. WhatsApp, the world's leading mobile messaging application, has 1.2 billion monthly active users as of 2017[4].

With the development of Web 1.0 and then Web 2.0 technologies and digital tools, these tools are frequently found in the field of education and support interactive education. A large number of websites developed for foreign language education, including paid and free versions, some of which require membership, use students and tutorials at all levels, from primary education to higher education. In the scope of the study, it is foreseen that the websites aimed at improving foreign language can be used by the students who actually receive translation training, and that the students who receive translation training in terms of their contents will support the acquisitions of mother tongue, foreign language, resources and target culture and the areas of expertise. Moreover, it is foreseen that the use of the mentioned e-government sites, local and foreign public institutions and organizations' web sites and e-commerce sites will be supportive of the field of expertise for the students studying translation.

Mobile applications, which are used for faster and more practical usage of websites and downloaded to portable technological devices such as smart mobile phones and tablets, do not have much difference in terms of content from websites. Mobile applications that are irresistibly advancing day by day and make users follow themselves with updates and innovations are like a kind of assistant for people using smart phones. Within the scope of processors such as Android and Ios, from banks to educational institutions' information systems, downloadable games, maps, e-mail, Facebook, Instagram, Twitter, Skype, Whatsapp and many more commonly used social networking applications, podcasts, videos, music applications, training There are many applications including purposed exercises, course notes, digital dictionaries, translation programs, online document management systems, text processors and online notebooks (Türkmen, 2019: 172).

Voscreen application, which is prepared for the purpose of developing a foreign language and which is expected to take part in the translation education, has been examined as an example. Voscreen has been developed to expose the English world, to accelerate the learning process of learners at any time. It is a highly innovative way to help students develop English language skills on their own without the need for external training. It can also provide teachers with the tools to develop students' language skills in an engaging, interactive and challenging way. Voscreen is based on its own learning method and approach, developed through rigorous research into the mother tongue learning process and environmental language acquisition. A child can independently acquire the language skills necessary to

[4] The most up-to-date data obtained from www.statista.com, the statistics website widely known and utilized worldwide, has been translated into Turkish by the author. Statista statistics, "Mobile application usage", Retrieved from: 10.08.2019,

communicate in his or her own language, and grows with the emergence of all kinds of languages. Voscreen users can experience a similar language acquisition as they are systematically exposed to English. It attracts the attention of students with easy to understand, real-life sections, feature films, animation and series scenes. At different levels, both the synonyms and translations of English sentences are practiced in the form of exercises[5].

Another example is the application called Duolingo. Unlike the Voscreen application, this application has Russian, German and French versions. It is possible to answer questions and exercises in the form of reading, listening and speaking. It also enables the learners to better follow their progress and motivation through the scoring system. It is foreseen that the users' motivation to develop a foreign language with mobile applications is kept high. Such applications are downloaded to portable devices and are ready for use on the road, at work, at school, in leisure time, without having to be in any classroom or school environment. On the one hand, it is also instructive[6].

The findings of another study conducted by Gafni and his colleagues show that it can help foreign language teachers and students attending foreign language courses by examining the possibility of combining mobile learning with a face-to-face course. Teachers can develop methods using the game aspect of Mobile Assisted Language Learning (MALL) to encourage the students to compete among themselves and to use the connection possibilities between groups so that the groups can work together and thus make the learning process more enjoyable (Gafni et al., 2017: 315).

Another study conducted by the researchers reinforces the findings that listening skills are obtained better than other skills. A large number of mobile applications used in foreign language teaching focus on reading, writing and speaking skills. This research shows that students provide plenty of resources to improve their listening skills through listening to mobile devices, live broadcasts, English songs, radio, English news (Gangaiamaran and Pasupathi, 2017: 11249).

Language courses are designed to make language learning easily accessible and enjoyable. They provide a variety of approaches and methodologies for linguistic or communicative purposes through study materials that emphasize different aspects of language learning. The technological infrastructure of applications and courses created in digital environments is supported by features such as different developers, voice recognition and smart feedback. Some developers give more importance to communication and collaboration and try to combine technological fictional aspects (Andersen, 2013: 2).

In the survey conducted by Türkmen and Can, participants stated that they used online applications such as Duolingo, Voscreen and English Central, which were used to develop basic English concepts, word and sentence structures and to see and correct mistakes made by downloading them to smart mobile phones. The common feature of these programs is that they include foreign series, movies and shows, documentaries, cartoon lines, short-term (sentences) speeches and present them to the users in an entertaining way with exercises (English grammar and watching-listening) "(Türkmen and Can, 2017: 542).

As can be seen from the results of a survey conducted in a different study, it can be emphasized that pedagogical benefits of Mobile Assisted Language Learning are especially suitable for passive language

5 Voscreen, "Mobile Application", Retrieved from: 8.7.2019, https://www.voscreen.com/about/about.
6 Duolingo, "Mobile Application", Retrieved from: 8.7.2019, https://tr.duolingo.com/.

skills such as grammar, vocabulary acquisition, written and oral comprehension, pronunciation, vocabulary. The students who participated in the mentioned survey application stated that mobile applications reinforce the features of language learning in terms of ease (quick access always and everywhere) and use for various languages (triggers cultural difference). It is seen that using mobile applications while learning a foreign language provides entertaining and interactive progress on a wide range of subjects within a limited time, they can get instant feedback, and determine the objectives within the applications according to their own interests and ideas, and it is easier for students to follow the quizzes, game scores and similar in their own resources (Nino, 2017: 82-83).

In general, it is seen that web sites and mobile applications work with similar infrastructures and mobile applications are preferred in terms of using mobile devices. For the purposes of the study, it is foreseen that the use of web sites and mobile applications as educational materials in translation education will become interactive and entertaining and productive materials for the students in line with the data obtained from the literature search and surveys. Within the scope of the study, it will be mentioned under the separate heading that computer games which are connected with mobile applications are also supportive of course material in the translation education in accordance with the acquisitions that the translator should have.

3. Research questions

How could the mobile learning theories be explained in relation with translation education?

How could the mobile applications be used for translation education?

From which perspectives, the mobile applications could contribute to the translation studies students' competencies.

4. Methodology

A survey was conducted with yes-no questions for 100 students studying in Applied English and Translation Program. The analysis of this survey is carried out according to the descriptive content analysis process. The questions of the survey are given in a table with their frequencies and the percentages. The questions are given as in three group. In the first part of the survey, it is aimed to learn which mobile applications that students use on their smartphones. Thus, the types and contents of the applications are analysed. With the second group's questions, it is aimed to learn what can the students do with translation/foreign language oriented mobile applications. With the third group's questions, it is aimed to learn the state of productivity/efficiency of the applications they use. As for the results of this survey, the contributions of the mobile applications to the competencies of the translators are evaluated from the view of the students and suggestions about making mobile applications into educational materials are given.

For the the validity and reliability of the research, expert opinions are received as assesment instrument. The interrater reliability is used in the preperation process of the yes-no question form survey. As raters, two Dr. Assistant Professor in the field of Translation Studies are consulted for their opinions. In the simple correlation calculated between two raters, at a higher level and positive (0,95) relation is determined.

5. Survey and assessments

Under this part three tables take part. Table 2 indicates the mobile applications and their usage purposes used for learning foreign language or making translation by the students who participated to the survey carried out under this study. Table 3 indicates what students can do with the mobile applications that they use with the purpose of learning a foreign language or making translation. Table 4 indicates whether these applications contribute to certain competencies of the translator candidates or not. In Table 3-4 the results are given by percentages.

Table 2: The mobile applications used by students with the purpose of making translation/learning foreign language

Mobile application	**Purpose of using**
Tureng Dictionary, Sesli Sözlük, Cambridge Dictionary, Collins Dictionary	To learn meanings, descriptions and the pronunciations of the words
Google Translate, Yandex Translator, Bing Translator, Microsoft Translator	To translate the words and the sentences
Voscreen, Busuu, Duolingo	To learn new words, their pronunciations, writing rules, special uses, daily life usages
BBC Podcast, Spotify Podcast,	To develop listening skills
Ted Talks	To develop listening, speaking and pronunciation skills
Listen Audio Books	To develop reading and listening and pronunciation skills
Spellchecker, Grammarly	To learn and control the right usage of the words and sentences written in target language

Table 2 indicates the mobile applications and their usage purposes used for learning foreign language or making translation by the students who participated to the survey carried out under this study. The mobile applications used by the students are classified in 7 group according to the data received from the students. The first one is dictionary group. Students state that they use digital dictionaries (online and/or offline) to learn meanings, descriptions and the pronunciations of the words. In the second group, they use the translation applications translate the words and the sentences. The third group indicates the mobile foreign language learning applications that they use for learning new words, their pronunciations, writing rules, special uses and daily life usages. The fourth group include the podcast and music applications to develop their listening skills. In another group, they state that they use Ted Talks develop listening, speaking and pronunciation skills. They state that they use Listen Audio Books application to develop reading and listening and pronunciation skills. In the last group, they state that they use Spellchecker and Grammarly applications learn and control the right usage of the words and sentences written in target language. The survey questions of Table 2 and Table 3 are taken as a model from the study titled as “Language Learners Perceptions and Experiences on the Use of Mobile Applications for Independent Language Learning in Higher Education” by Ana Nino and have been simplified by omitting the unnecessary questions and adapted to be used in this study.

Table 3: The Purposes of Using Mobile Applications Used for Learning Foreign Language

Nr.	Purpose of using the applications	Yes	No
1	To practice vocabulary, sentences and idioms	97%	3%
2	To translate words/sentences in foreign language	94%	6%
3	To practice the pronounciation of words	91%	9%
4	To learn how to make definitions of the words in target language	74%	26%
5	To practice vocabulary	79%	21%
6	To practice combined verbs	62%	38%
7	To practice synonyms of the words in the target language	68%	32%
8	To practice reading	65%	35%
9	To practice grammar	63%	37%
10	To listen Mp3, music, radio and podcast	67%	33%
11	To use social media networks	80%	20%
12	To communicate with friends	68%	32%
13	To watch video and telecast	66%	34%
14	To play games	46%	54%
15	To join professional vocational networks	47%	53%

The students are required to answer 15 questions about the mobile application usage purposes of them. Since most of the students use smartphones and the foreign language learning and/or making translation applications, they are required to answer the questions above. The mobile applications usage percentages are given in Table 3. It is seen that they mostly use such applications for learning new vocabulary and idioms, and to translate something between their native languages and the foreign language they want to learn. The secondary results indicate that they use mobile applications to learn, listen and repeat the pronunciations of the words. The other purposes generally have the approximate values. They use applications for practicing vocabulary daily, learning synonyms, practicing reading, listening MP3, music, radio and podcast in foreign languages, watching videos and telecasts. They state that they generally use the communication applications in order to communicate with their friends. The least chosen and answered choices are playing games and joining into professional vocational networks. Neverthless, as it is seen from the results 46% of the students play games on their smartphones, and 47% of the students join the professional networks.

Table 4: The Productivity/Efficiency of the Language Learning Mobile Applications

Nr.	Productivity/ efficiency of the applications	Yes	No
1	Develop vocabulary knowledge	97%	3%
2	The reminder for practicing language during a day	71%	29%
3	Help for memorizing words, conjunctions, sentence structures and special uses	83%	17%
4	Correct mistakes in an easy way	83%	17%
5	Help for learning pronounciation	94%	6%
6	Help for making sentences	88%	12%
7	Help for verbal communication	77%	23%
8	Help for writing properly to the grammar rules	90%	10%

9	Help for writing properly to the spelling rules	82%	18%

The questions asked to the students to learn the productivity/efficiency of the mobile applications that they use. Students state that mobile applications develop their vocabulary knowledge, remind practicing language during a day, help to memorize words, conjunctions, sentence structures and special uses, help to pronunciation and making sentences, help to use correct grammar and spelling rules. However, 83% of them state that they have fun while they are using mobile applications for learning language or making translation since such applications correct the mistakes in an easy and funny way. This is because the students use the applications for practicing individually, they are alone while using them. This shows that they are far away from the stress that they have in the classroom in front of their teachers and friends, so they feel free to use applications and practice language.

6. Results and discussion

Digital media tools such as smartphones, tablets and mp3 players are expected to contribute to the development of self-regulated education. Students are free to choose such online and offline applications. By using mobile applications, students can access to the digital learning environments by themselves. By using such kind of mobile applications, the students have opportunity to focus on the courses as people whose life is surrounded by technology products. Using the mobile applications provide a competitive environment among the students through in the courses. Thus, it is predicted that as the courses will be more funny, the motivation of the students will increase and they will be more willing to learn.

It is suggested that the mobile applications for language learning or making translation can be used as education materials. The students can be directed about using applications as their homework or group workings in the classrooms. Such applications can be used as competitive materials with other students at a certain time of the courses. As it is seen from the results of the Yes-No questions of the survey, most of the students already use the mobile applications individually and independently from their courses. They state that such application groups are efficient/productive for their gaining language competencies. The research group of this study include the students from translator/interpreter candidates, so such kind of mobile applications can be described as supporting materials of translation competencies.

For further researches, the titles stated below could be studied independently from this study:

Taking into consideration the economic conditions of the students, paid and free applications can be studied separately.

Online and offline applications can be reviewed independently.

If students and schools do not have wireless internet facilities, applications that can work offline on the mobile devices are expected to provide more benefits.

Different mobile applications with different characteristics could be compared with the perspective of their working disciplines in future researches.

It is suggested that the contents and usage patterns of mobile applications could be examined in more detailed way and turned into practice and homework materials in Translation and Technology, Computer Aided Translation, Listening-Comprehension, Speaking and even Grammar courses.

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