

The effectiveness of the BBC learning english application for building students' english-language strategic competence

A eficácia do aplicativo de aprendizagem de inglês da BBC para desenvolver competência estratégica de língua inglesa dos alunos

La eficacia de la aplicación BBC learning english para construir la competencia estratégica en inglés de los estudiantes

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Abstract: *The aim of this article was to analyze the effectiveness of using the BBC Learning English app to develop students' strategic competence in English. The research involved the following methods: survey, pedagogical experiment, expert evaluation, and mathematical statistics to analyze the results obtained. The research participants who used the app showed significantly better performance in their speaking skills, vocabulary expansion and formulation and expression of thoughts in English compared to those who did not use the app. The study also showed that using the app promotes active interactive learning and independent learning of the English language, which has a positive impact on student motivation and provides a sustainable effect on learning.*

Keywords: *Web application. Foreign Language Competence. Distance education. Higher education. Information technology.*

Resumo: O objetivo deste artigo foi analisar a eficácia do uso do aplicativo BBC Learning English para desenvolver a competência estratégica em língua inglesa dos alunos. A pesquisa envolveu os seguintes métodos: pesquisa, experimento pedagógico, avaliação de especialistas, e estatística matemática para análise dos resultados obtidos. Os participantes da pesquisa que usaram o aplicativo mostraram desempenho significativamente melhor em suas habilidades de fala, expansão do vocabulário e formulação e expressão de pensamentos em inglês em comparação com aqueles que não usaram o aplicativo. O estudo também mostrou que o uso do aplicativo promove o aprendizado interativo ativo e o aprendizado independente da língua inglesa, o que tem um impacto positivo na motivação do aluno e proporciona um efeito sustentável no aprendizado.

Palavras-chave: *Aplicativo Web. Competência em Língua Estrangeira. Educação a Distância. Ensino superior. Tecnologia da Informação.*

Resumen: *El objetivo de este artículo era analizar la eficacia del uso de la aplicación BBC Learning English para desarrollar la competencia estratégica en inglés de los estudiantes. La investigación incluyó los siguientes métodos: encuesta, experimento pedagógico, evaluación de expertos y estadística matemática para analizar los resultados obtenidos. Los participantes en la investigación que utilizaron la aplicación mostraron un rendimiento significativamente mejor en sus habilidades de expresión oral, ampliación de vocabulario y formulación y expresión de pensamientos en inglés en comparación con los que no utilizaron la aplicación. El estudio también demostró que el uso de la app promueve el aprendizaje activo interactivo y el aprendizaje independiente de la lengua inglesa, lo que tiene un impacto positivo en la motivación de los estudiantes y proporciona un efecto sostenible en el aprendizaje.*

Palabras clave: *Aplicación web. Competencia en lenguas extranjeras. Educación a distancia. Enseñanza superior. Tecnología de la información.*

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1 INTRODUCTION

1.1 RELEVANCE

In the modern world, knowledge of the English language is a necessary element of a successful career and international communication. Learning English is not only a employers' requirement, but also an important element of cultural and social development of the individual (De La Cruz, Meza and Andrade-Arenas, 2023).

Building students' English-language strategic competence is an important task in the process of their education. This competence includes a set of skills, knowledge and strategies that help students become effective in English and achieve their learning goals. One of the key aspects of this process is the development of communication skills. Students need to learn to communicate effectively using different language strategies, such as active listening, expressing their thoughts, using speech aids, and adapting to communicative situations.

Besides, building strategic competence involves the development of self-regulation skills and independent learning. Students need to be able to plan their learning process, set specific goals and strategies for achieving them, evaluate their progress, and adjust their work. An important aspect is the use of various resources and technologies. Students should be able to use interactive learning materials, web resources, multimedia and other tools to improve their language training and develop strategic skills.

In the modern world, English is one of the most popular languages for learning and communication. Its study with the help of mobile applications is becoming more and more popular, although it has a few features (Azieiev, Orlova, 2022). First of all, it is an opportunity to study at any time and in any place. Mobile devices enable students to access learning materials and exercises at a time convenient for them, regardless of where they are (Khrystych, Borysova, 2022).

Furthermore, applications for mobile devices often have an interactive and gamified

design, which allows for a more effective and interesting form of learning. Their use can be a motivating factor for students who cannot always find the time or opportunity to regularly attend traditional classes (Anggreani, Mandarani, 2023).

It is important to note that learning a foreign language using mobile applications can have its limitations (Cheyesh, 2022). For example, the lack of direct contact with the teacher and other students can reduce the quality of communication and opportunities for speaking practice. It should also be mentioned that the use of applications for mobile devices cannot completely replace traditional teaching methods (Khazali *et al.*, 2023).

However, the increasing number of mobile devices and access to the Internet provide more opportunities to use modern technologies in teaching English (Krupa, 2022). One of them is BBC Learning English (Borysova, 2022).

So, the study of the effectiveness of the BBC Learning English application for building students' English-language strategic competence is important in the context of the development of modern technologies and the practical application of educational methods and tools to achieve quality education and building competence in future specialists (Miranda Mesías, 2022).

1.2 AIM

The aim of the article is to analyse the effectiveness of using the BBC Learning English application for building students' English-language strategic competence. In particular, it is necessary to find out how the application affects the level of speaking competence, vocabulary and the ability to formulate and express one's thoughts in English.

1.3 OBJECTIVES/QUESTIONS

Checking the effectiveness of pedagogical conditions for increasing the level of strategic foreign language competence.

Compare the effectiveness of information and communication against traditional foreign language learning technologies.

Study the effectiveness of using the BBC Learning English application for building students' English-language strategic competence.

2 LITERATURE REVIEW

During the study of the effectiveness of the BBC Learning English application in the formation of students' English-language strategic competence, a review of literary sources was conducted. A deeper understanding of the issue was achieved by analysing the studies discussed below.

Ashrafuzzaman, Ahmed and Begum (2021) studied the effect of using literature on the English language learning of Bangladeshi students. A survey was conducted among students studying English at the university level. The results of the study showed that the use of literature has a positive effect on the development of students' language skills.

Gao and Shen (2021) dealt with the English learning strategies using mobile technology among Chinese students. The results showed that the use of mobile technologies has a positive effect on students' motivation to learn English, and helps them develop language skills.

Kukulska-Hulme and Viberg (2018) explored the possibilities of using mobile technologies for collaborative language learning. They noted that mobile applications can provide students with convenient access to course materials, video and audio, and can support learning communities and facilitate interactive learning.

Hafa and Moubtassime (2021) cover the use of ICT in teaching English among university students in Morocco. The researchers noted that using mobile applications to learn English can enhance students' motivation, enable them to learn anytime, anywhere, and improve their communication skills.

Wang and Chen (2020) explore how YouTube videos can be used as a resource for students' self-directed English learning. They focused on how self-regulated language learning on YouTube can help improve language com-

petence, as well as how these videos can be used to develop other competences, such as listening and communication skills.

Sun and Wang (2020) study students' attitudes toward independent English learning and their confidence in writing skills. The researchers hypothesized that students' writing skills could be improved through self-regulated language learning. The results of the study showed that self-regulated learning of English can have a positive effect on students' writing skills.

Ta'amneh (2021) examines the use of smartphones in teaching English language skills, in particular from the perspective of university students. The author used the questionnaire survey to collect data and analysed students' opinions about the use of smartphones for education. It turned out that students consider smartphones to be effective tools for learning English, in particular due to the ability to use a variety of applications and resources.

Wakamoto and Rose (2021) deal with the development of a questionnaire to study listening strategies for English as a global language. The authors investigated which listening strategies students use and which of them are the most effective. The study found that students use different listening strategies, such as pre-reading the topic, determining the purpose, and focusing on key words.

Rahimi and Shahryari (2019) study the role of using autocorrection software in teaching English as a foreign language. Their study involved students who used an autocorrection software to write texts in English. As a result, it was found that the use of autocorrection can provide greater accuracy in writing and improve students' speaking skills.

In the article by Soyoo et al. (2021) reviewed studies on informal digital learning of English. The authors focused on the use of social networks, video hosting and other online resources to improve English language skills. As a result of the review, they determined that such forms of education can be useful for the development of students' language skills.

2.1 UNEXPLORED ISSUES

Although previous studies have made significant contributions to the understanding of the use of mobile applications in English language learning, there are still several unexplored issues. First, the study can expand its object to separate groups of users of English language learning mobile applications, such as users with different levels of language competence, age groups, etc.

Second, it is necessary to conduct a study of the effectiveness of certain mobile applications and their functions for learning English. It is important to consider which specific features of mobile applications are most effective for different types of users and how these features can be combined to provide maximum benefit for learning English.

Third, the research can consider the interaction between mobile applications and other technologies, such as autocorrectors, artificial intelligence and virtual assistants, and their impact on building strategic foreign language

competence of higher school students. In view of the foregoing, further studies can expand our understanding of the effective use of mobile applications for learning English and contribute to the improvement of teaching methods for different types of users.

3 METHODS

3.1 DESIGN

The aim of the study was to check the effectiveness of using the BBC Learning English application in learning English in educational institutions. The planning of the experiment provided for the selection and evaluation of the general conditions of conduct, such as the location and facilities used by students and teachers. Special attention was paid to the evaluation and correct selection of comparable and variable conditions of the experiment. The research was conducted in several stages described in Board 1.

Board 1- Research stages

Stage	Period	Brief description of the stage	Result
1. Preparation. Review of academic literature. Selection of methods. Previous research. Development of experimental material.	May-June 2019	Analysis of academic and methodical literature on the organization of English language learning. Defining research objectives and methods. Analysis of the current state and prospects for the development of informatization of educational processes. Development and substantiation of the structural content model, software and methodological support, and pedagogical conditions for the organization of learning English.	The academic and methodical literature was reviewed. The concept of scientific research is formulated, objectives and methods of their fulfilment are defined. The capabilities of web technologies and distance learning systems (DLS) used in learning English are identified. Pedagogical conditions necessary for the implementation of the pedagogical model are defined.

2. The main pedagogical experiment	September 2019 – February 2023	Testing pedagogical conditions. During the entire period of the study, the application was used during the training of the students of the experimental groups. As a result of the study, all participants of the experimental and control groups were considered as a single experimental and control group for greater validity and even distribution of the obtained data.	A model of learning English with the help of an application is introduced into the educational process. The experiment was conducted during eight academic semesters.
3. Statistical data processing. Summarizing the results of the pedagogical experiment.	September - March 2023	Data processing. Summarizing the results of the pedagogical experiment.	The results of the experimental work were used to write the article.

Source: Developed by the authors (2023).

3.2 PARTICIPANTS

The general population of the sample consisted of 198 first-year undergraduate students, future primary school teachers aged 17 to 18 years. The research was carried out at the Department of Languages and Methods of Teaching, Faculty of Preschool, Primary Education and Arts of the T.H. Shevchenko National University “Chernihiv Colehium”. The first-year students of the Municipal Establishment “Kharkiv Humanitarian Pedagogical Academy” (Kharkiv) also took part in the study. It included 100 respondents in the experimental group who learned English using an application. The control group consisted of 98 students who studied English using the blended learning method. Table 1 presents the quantitative composition of the study participants.

Table 1- Quantitative composition of research participants

Year	Composition of participants	
	Control group	Experimental group
2019	29	30
2020	28	30
2021	23	21
2022	18	19

Source: Developed by the author (2023).

All students had approximately the same level of foreign language competence at the beginning of using the application. The level of English among the students of the experimental and control groups was the same.

3.3 INSTRUMENTS

The study involved various data collection tools, such as an online questionnaire and diagnostic pedagogical techniques using Google Forms. In addition, the STATISTICA 14 mathematical statistics package was used. The experimental group was trained using the BBC Learning English application.

3.4 DATA COLLECTION

A testing method was used in the research. The Motivated Strategies for Learning Questionnaire (MSLQ) is a psychological tool for measuring motivation, strategies, and beliefs that influence student learning and performance. The MSLQ consists of two main sections: the motivation scale and the strategies scale. The motivation scale assesses various aspects of a student's motivation, such as interest in the subject, values, expected performance, and the effort they put in to succeed. The strategies scale identifies how

students plan and regulate their learning, including the use of textbooks, study materials, and self-regulation strategies. The MSLQ provides researchers and teachers with important data about students' motivation and learning strategies, which helps them understand their needs and adapt the educational process to support their learning. Using the MSLQ can help improve academic performance, enhance motivation, and increase student performance (PINTRICH and DE GROOT, 1990).

A pedagogical experiment is a method of complex scientific research, which consists in the use of educational research methods. The experiment was conducted in stages, comparing the initial and final indicators of the control and experimental groups. The research involved summative and formative pedagogical experiments.

A point rating system of performance control was used to determine the level of English-language strategic competence. The maximum number of points that a student can receive in a semester for a given subject is 100% (100 conditional points), and the maximum score in an exam or assessment is 30 conditional points (percentages). The total number of points scored is converted into a national numerical equivalent and an international (ESTS, the European Credit Transfer System) letter grade using Table 2.

Table 2- The scale for converting points into the national numerical equivalent, the international letter grade

Total points for the current control	Total points for the intermediate certification	Total conditional points (percentages)	Numerical equivalent	Grade	Level
68 – 70	29 – 30	97 – 100	5	Perfect	High
66 – 67	27 – 28	93 – 96	5	Very good	
56 – 65	21 – 26	77 – 92	4	Good	
45 – 55	18 – 20	63 – 76	3	Satisfactory	Medium
35 – 44	15 – 17	50 – 62	3	Average	
20 – 34	12 – 14	31 – 49	2	Unsatisfactory	Low
0 – 19	0 – 11	0 – 30	2		

Source: Developed by the author (2023).

3.5 ANALYSIS OF DATA

a) Mann–Whitney U test

The Mann-Whitney U test does not impose restrictions on the range of changes in the values of features in both samples, the relative placement of the studied samples does not matter (Formula 1):

$$U = W - \frac{1}{2} m (m + 1) = \sum_{i=1}^n \sum_{j=1}^m \delta_{ij} \quad (1)$$

When applying the Mann-Whitney U test, the sample sizes must satisfy the following requirements: $n_x \geq 3$ and $n_y \geq 3$ or $n_x = 2$ i $n_y \geq 5$.

The sample that, according to preliminary estimates, has greater values is considered the first.

b) Cronbach's alpha coefficient was used to determine the degree of internal consistency of the questionnaire. The coefficient ranges from 0 to 1, where 0 indicates a complete lack of consistency and 1 indicates complete consistency. The formula 2 for calculating the Cronbach's alpha coefficient is used to analyse the reliability of the questionnaire:

$$\frac{N}{N-1} \left(\frac{\sigma_x^2 - \sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_x^2} \right) \quad (2)$$

where σ_x^2 – total test score variance;
 $\sigma_{Y_i}^2$ – i element variance. Values in the range of 0.7- 0.8 are considered satisfactory.

3.6 ETHICAL CRITERIA

The study complied with an ethical criterion, ensuring the data privacy of the study participants and obtaining their consent to participate in the study. The principles of integrity, harmlessness and fairness in the use of research methods were observed accordingly. Besides, possible consequences for the study participants and their well-being were considered.

4 RESULTS

The input and final testing of the level of competencies studied during the experiment was conducted in order to study the effectiveness of using the BBC Learning English application,. Table 2 presents the dynamics of success in completing the assignments in the Writing and Lexico-grammatical test sections during the period of experimental training. For each assignment, p-values of the Mann-Whitney test were measured at the beginning and at the end of the experiment, and a statistically significant difference between them was assessed.

Table 3 shows the dynamics of success in the tasks of the Writing and Lexico-grammatical test sections during the period of experimental training. For each section and task, the table shows the P-Value according to the Mann-Whitney test at the beginning and at the end of the experiment, as well as a statistically significant difference.

Table 3- The dynamics of success in completing the assignments of the Writing and Lexico-grammatical test sections during the period of experimental training

Section	Assignment		P-Value for the Mann-Whitney test at the beginning of the experiment	Statistically significant difference	P-Value for the Mann-Whitney test at the end of the experiment	Statistically significant difference	Dynamics
WRITING	Multiple choice cloze	EG and CG	0.0367	Yes	0.7789	No	
	Open cloze	EG and CG	0.0214	Yes	0.5894	No	
	Word formation	EG and CG	0.4677	No	0.4890	No	
	Sentence transformation	EG and CG	0.9009	No	0.1600	No	
	Summary	EG and CG	0.1021	No	0.0678	Yes	++
	Essay	EG and CG	0.9895	No	0.0198	Yes	+++
TOTAL		EG and CG	0.5056	No	0.0087	No	+

Source: Developed by the author (2023).

According to the results of the Mann-Whitney test at the beginning of the experiment, there is no statistically significant difference between the EG and CG groups for the Writing section and all assignments. However, a statistically significant difference is shown for the Multiple choice cloze assignment.

After the end of the experiment, the Mann-Whitney test revealed no statistically significant difference between the EG and CG groups for the Writing section and all assignments except Summary and Essay. The Summary assignment showed a statistically significant difference and the Essay assignment showed a high statistically significant difference. The data analysis found that the EG students did better on the multiple choice assignment in the input test than the CG. On the other hand, completing the assignment of filling in the blanks with appropriate words was better for CG students who received traditional education than those who studied according to the EG method. However, during the final exam, EG students showed better results in Use of English Multiple Choice and Use of English Open Cloze assignments, compared to CG students. Overall, the data suggest changes in writing and speaking skills, particularly in summarizing and essay writing.

The table shows a statistically significant difference in the dynamics of the success of completing assignments in the Writing section between the beginning and the end of

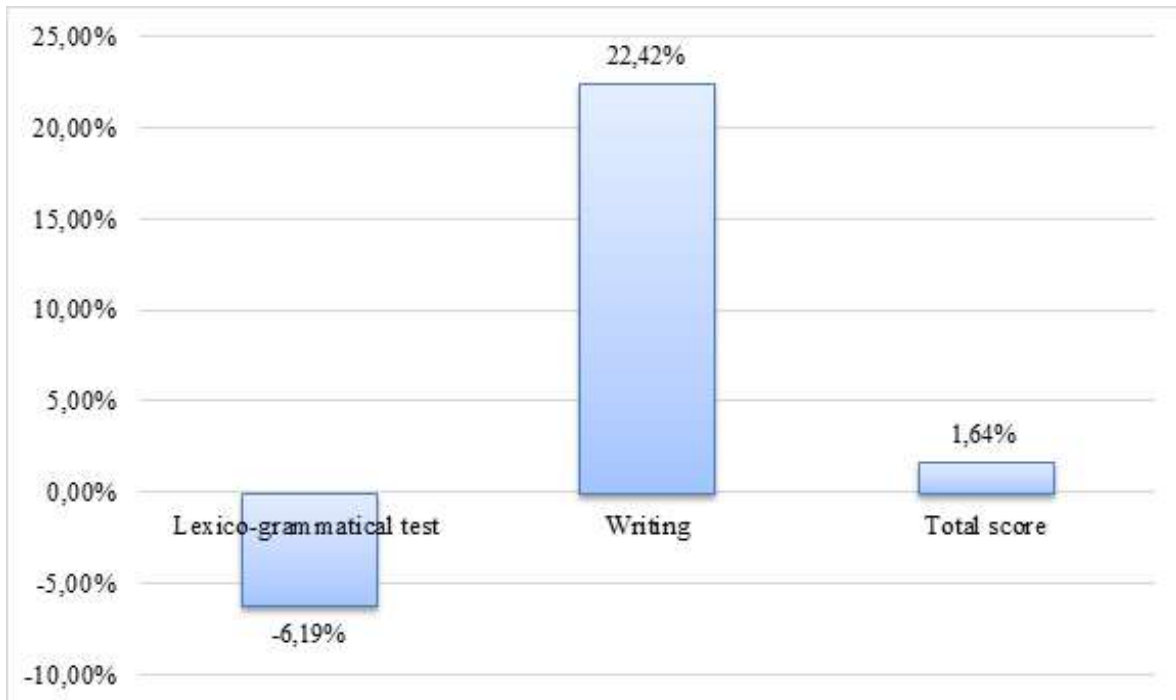
experimental training. In particular, there is an improvement in performance at the beginning and at the end of the experiment for the Summary assignment.

In general, the results of the study may indicate that experimental training improves success in the assignments of the Writing section and has a minor effect on the success of the assignments in the Lexico-grammatical test section. It is important to note that the results of the study require further verification and analysis in order to confirm their validity and generalize to other groups of students and other educational conditions.

Analysis of the sum of points by section provides more detailed information about changes in students' performance. Four types of assignments were taken into account when summing up the points for the Lexico-grammatical test section: Multiple choice cloze, Open cloze, Word formation and Sentence transformation. Summing up the points scored by the students for each of these tasks was followed by an analysis of the relative difference of the obtained values shown in Figure 1 and Figure 2.

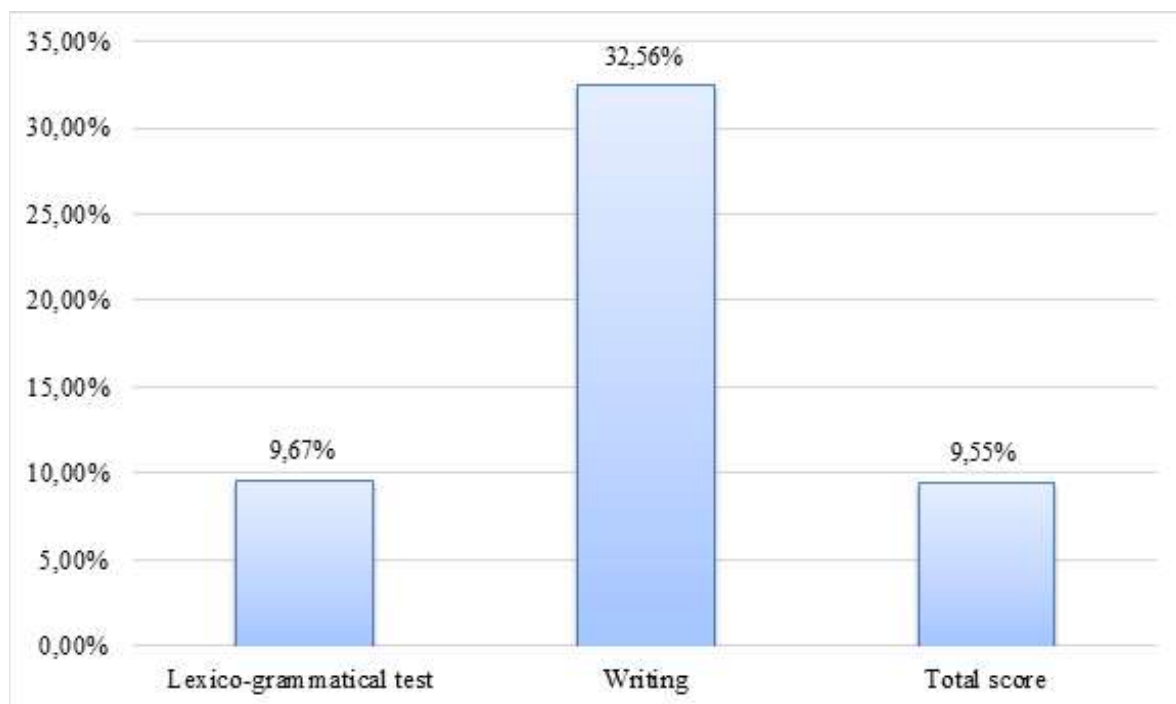
The use of this approach provides a more accurate assessment of students' performance in each section, as well as to identify trends and changes in their results during the experiment. The analysis of the sum of points by sections is an important tool for studying the results of experimental training and evaluating its effectiveness.

Figure 1- Comparison of the results of the input test and the final test of CG students



Source: Developed by the author (2023).

Figure 2- Comparison of the results of the input test and the final test of EG students



Source: Developed by the author (2023).

Chart analysis shows changes in total data for the Lexico-grammatical test and Writing sections in all groups, including the Total score. During the training, the students of both groups performed independent work, which was submitted to the teacher online. In general, positive dynamics in all sections

were observed among students who used the application for learning. In the control group, positive changes were found only in the Lexico-grammatical test section. Next, the answers for the MSLQ for the control and experimental groups are presented in Table 4.

Table 4- The results of the MSLQ for the control and experimental groups

Question	Control group (%)	Experimental group (%)
1. I feel motivated to study	60	75
2. I prefer active learning	55	70
3. I use planning and organizing strategies	50	65
4. I am looking for additional sources of information	45	60
5. I feel control over my studies	55	70
6. I use strategies to regulate my learning	50	65
7. I use a variety of learning resources	40	55
8. I feel confident in my learning abilities	60	75
9. I am interested in expanding my knowledge and development	65	80
10. I use motivational strategies to achieve goals	55	70

Source: Developed by the author (2023).

The following conclusions can be drawn based on the results of the analysis of Table 5:

a) the experimental group showed higher percentages of responses related to learning motivation, active learning, planning and organization, control over learning, regulation of learning, use of various resources, and confidence in their learning abilities;

b) a greater interest in expanding knowledge and development, as well as the use of motivational strategies to achieve goals in the experimental group, was also revealed.

These results confirm that building stu-

dents' English-language strategic competence can be more successful if a special methodology is used, which is aimed at stimulating motivation, active learning, planning and organization, regulation of learning and the use of various resources. The obtained results can be the basis for further development and implementation of effective educational strategies in learning English by students. Table 5 presents the values of the correlation coefficient between the strategic competence level and academic performance for the control and experimental groups.

Table 5- Correlation table between the level of strategic competence and academic performance for the control and experimental groups

Group	Strategic competence level	Academic performance
Control group	0.75	0.82
Experimental group	0.89	0.91

Source: Developed by the author (2023).

In the control group, there is a significant positive correlation between the strategic competence level and academic performance. This means that students who have achieved a higher level of strategic competence tend to have higher academic performance. A positive correlation is also observed in the experimental group. This can be explained by the fact that students who have achieved a higher level of strategic competence have a higher academic performance. The results show that the strategic competence level has a positive effect on academic performance in both groups. This confirms the importance of developing strategic skills for achieving high results in education.

5 DISCUSSION

The academic performance was studied and a questionnaire survey was conducted to determine the effectiveness of the BBC Learning English application for building English-language strategic competence of higher school students. It was found that the BBC Learning English application was used by students with different English proficiency levels, but mostly with elementary and intermediate levels of language proficiency. The effectiveness of the application for these levels is covered in the works of such researchers as Al-Abidi, Owais and Alabedi (2023) and Al Mansoori et al. (2022). The frequency of application use depended on the specific curriculum and credits, but EG students were found to use the application regularly, in particular when preparing for the exam and practical sessions.

The results of the study showed that the BBC Learning English application is an effective tool for building students' English language strategic competence. It allows students to improve their listening, reading and grammar skills, as well as develop speaking and communication skills in an English-speaking environment. The effectiveness of using similar software is considered in Kannan and Meenakshi (2023) and Raj and Tomy (2023). The BBC Learning English application has many advantages that make it a useful tool for building students' English-language strategic competence.

One of the main advantages is accessibility. It can be downloaded to a smartphone or tablet, so students can use it anywhere and anytime.

Moreover, the application contains a large amount of content that covers various aspects of learning English, such as learning grammar, improving vocabulary, developing listening and reading skills, as well as developing speaking and communication skills in an English-speaking environment. Another advantage is that the application provides an opportunity to choose the level of difficulty of the material depending on the student's level of knowledge of English. Besides, the application enables students to manage their time independently and choose topics of interest, which can stimulate their interest in language learning. The importance of the aforementioned properties of educational software are noted in the studies of Hoque *et al.* (2021) and Kacetl and Klímová (2019).

The application also helps students to improve their modern English skills and learn about various aspects of British and American culture. The study showed that the advantages of the BBC Learning English application are its accessibility, rich content, the ability to choose the level of difficulty of the material and the independence of students in choosing topics and learning schedule.

Although the BBC Learning English application has many advantages, it also has a few disadvantages that are worth considering. One disadvantage is that the application does not provide the ability to interact with a live English teacher, which can be useful for students who want to improve their speaking skills and get feedback on their own mistakes. These shortcomings are indicated in the studies of Kumar, Wotto and Belanger (2018) and Ryabkova (2019). Furthermore, while the application has varying levels of difficulty, it doesn't always provide a deep enough understanding of grammar, which can be a disadvantage for students seeking a more comprehensive understanding of the English language. The application doesn't have personalized learning, which means students can't ask a teacher for help if they have questions or need extra support.

It is also worth noting that the application has a limited amount of content on some topics, which may limit students' ability to learn English deeper. So, the disadvantages of the BBC Learning English application are the lack of interaction with a live English teacher, the lack of in-depth understanding of grammar, the lack of personalized learning and the limited amount of content on some topics. This is also stated in the works of Miranda Me-sías (2022) and Sangle, Nandurkar and Pawar (2020).

The study of the effectiveness of the BBC Learning English application for building students' English-language strategic competence has both theoretical and practical significance. The theoretical significance is that the study enables expanding theoretical background on the use of mobile applications in learning English, and also enables study new methods of using technology in the educational process (Sailema Moyolema, 2022).

The practical significance of the study is that matching appropriate study strategies and teaching materials to the application can increase the effectiveness of students' English language learning, and can also help English teachers in the development of courses and relevant materials. The research can become the basis for the development and improvement of mobile applications for educational purposes and their use by English teachers (KONOTOP et al., 2023).

One of the main limitations of the study on the effectiveness of the BBC Learning English application is that it involved a limited number of students with a limited period of use of the application. The study also did not take into account the individual peculiarities of each student, their level of knowledge before starting to use the application, as well as other factors that can affect the effectiveness of learning. In addition, the study did not take into account the interaction of students with each other and their interaction with the English teacher, which can also affect the effectiveness of learning. It is also worth noting that the study was conducted among students of one higher education institution, and the results may

differ depending on the context of using the application in other educational institutions. Therefore, it is necessary to conduct additional research taking into account the above-mentioned limitations in order to obtain a more complete and accurate understanding of the effectiveness of the BBC Learning English application for building students' English-language strategic competence.

6 CONCLUSIONS

6.1 RELEVANCE

The topic of the article is relevant in the modern educational environment. English is considered the language of international communication and is a key competence for many professions. It is also the basis for many theoretical and technical studies.

6.2 FINDINGS

The use of modern technologies, such as the BBC Learning English application, can ensure a more effective building of students' English-language competence. The application contains various assignments that make learning more interesting and meaningful. Using the application can also help students develop independent work skills, which is an important element of modern education. The study of the effectiveness of the BBC Learning English application can have significant consequences for building students' English language competence and the development of effective language teaching methods. Such research can be useful for teachers, students and other professionals in the field of education and language training.

Studying the effectiveness of the BBC Learning English application can have significant implications for building students' English-language competence and the development of effective language teaching methods. These studies can be useful for teachers, students and other professionals in the field of education and language training.

6.3 APPLICATIONS

The results of the study on the effectiveness of the BBC Learning English application for building students' English-language strategic competence can be useful for practical application in the field of education. In particular, programmes and methods of teaching English can be developed using this application on the basis of the obtained data, as well as corrections can be made to existing curricula and approaches. Furthermore, the results of the study can be used to assess the quality of students' learning and develop individual plans for improving their competence in the English language.

6.4 PROSPECTS FOR FURTHER RESEARCH

Further research may focus on determining the effectiveness of other online resources and tools for building English-language strategic competence.

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Recebido em 09 de agosto de 2023

Aceito em 05 de dezembro de 2023