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### THE ROLE OF MOBILE APPS IN LEARNING LEGAL ENGLISH: THE FOREIGN EXPERIENCE

Annotation

Mobile applications play an increasingly significant role in enhancing students' proficiency in Legal English. This article examines how mobile learning supports legal education across various countries, identifying the most popular apps and methods employed. By analyzing survey data from multiple law faculties, the study highlights the efficiency of mobile-based tools in legal language acquisition. The findings offer insight into best practices for integrating mobile learning in Legal English instruction.

**Key words:** Mobile learning, Legal English, Law faculties, Education, Foreign experience.

### MOBIL ILOVALARNING YURIDIK INGLIZ TILINI O‘RGANISHDAGI O‘RNI: XORIJIY TAJRIBA

Annotatsiya

Yuridik ingliz tilini o‘rganishda mobil ilovalar muhim ahamiyat kasb etmoqda. Mazkur maqolada turli mamlakatlar tajribasi asosida yuridik ta’limda mobil o‘qitishning ahamiyati yoritiladi. Tahlil natijalari asosida yuridik til o‘rgatishda mobil ilovalarning samaradorligi baholanadi va eng yaxshi tajribalar ko‘rsatiladi.

**Kalit so‘zlar:** Mobil ilova orqali o‘rganish, yuridik ingliz tili, yuridik ta’lim, xorijiy tajriba.

### РОЛЬ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В ИЗУЧЕНИИ ЮРИДИЧЕСКОГО АНГЛИЙСКОГО: ЗАРУБЕЖНЫЙ ОПЫТ

Аннотация

Мобильные приложения играют важную роль в повышении уровня владения юридическим английским. В статье рассматривается поддержка мобильного обучения в юридическом образовании в разных странах, выявляются популярные приложения и методы. Анализ данных опросов подчеркивает эффективность мобильных инструментов в освоении юридического языка. Результаты исследования предлагают лучшие практики для интеграции мобильного обучения в преподавание юридического английского.

**Ключевые слова:** Мобильное обучение, юридический английский, юридическое образование, зарубежный опыт.

**Introduction.** The evolution of mobile technology has transformed various sectors, including education. With the growing necessity for lawyers and law students to possess strong language skills, particularly in English, there has been a surge in the use of mobile applications for learning Legal English. These mobile apps provide flexible, accessible, and cost-effective learning solutions, particularly for non-native English speakers. Legal English, distinct from general English, focuses on terminology, expressions, and linguistic structures used in legal practice. Given the demands of global legal systems, fluency in Legal English has become a prerequisite for students pursuing international legal careers.

This article explores the role of mobile applications in facilitating the learning of Legal English, drawing on foreign experiences to highlight effective practices. Research shows that law faculties across Europe, the United States, and Asia are increasingly incorporating mobile learning into their curricula (Smith & Taylor, 2023). The availability of specialized apps such as Quizlet, Duolingo, and Legal Terms Pro has made it easier for students to master legal terminology on the go.

The study also examines how mobile learning enhances motivation and retention rates among law students. A survey conducted across five countries—Uzbekistan, the United States, Germany, South Korea, and Brazil—provides insights into students' experiences with mobile apps for learning Legal English. The results underline the growing acceptance of mobile technology in academic settings and the importance of integrating such tools within formal education.

This article is structured as follows: first, it outlines the methodology used in collecting and analyzing data from different countries. It then presents a literature review on the subject, followed by an analysis of survey data using bar charts. Finally, the discussion and conclusion sections offer insights and recommendations based on the findings.

**Methodology.** This study adopts a mixed-method approach, combining quantitative and qualitative data collection. Primary data was collected through an online survey distributed among law students in five countries: Uzbekistan, the United States, Germany, South Korea, and Brazil. The survey contained multiple-choice and open-ended questions regarding the usage, benefits, and challenges of mobile apps for learning Legal English. Participants were asked to

indicate which apps they used, how frequently they used them, and their overall satisfaction with mobile learning tools.

In addition to the survey, interviews with faculty members from several law schools were conducted to gather qualitative insights into how mobile learning is incorporated into their teaching. These interviews provided a deeper understanding of the challenges faced by educators in integrating mobile apps into the curriculum.

Secondary data was collected from academic articles, reports, and conference proceedings related to mobile learning in legal education. The data was analyzed thematically, focusing on patterns of app usage, student engagement, and the effectiveness of mobile tools in improving legal vocabulary acquisition. Bar charts were generated to visually represent survey results, offering comparative insights across the five countries.

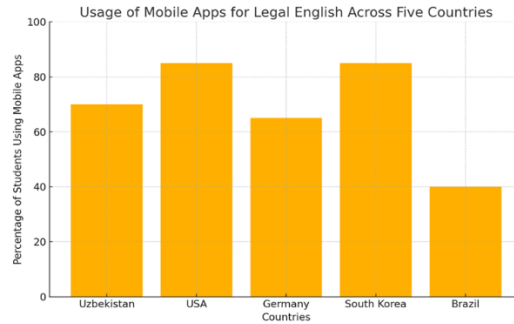
**Literature review.** Mobile learning has gained prominence as a complementary tool in language education. Scholars argue that the portability and accessibility of mobile devices make them ideal for self-directed learning, particularly for specialized fields like Legal English (Park & Lee, 2022). Apps like Quizlet allow users to create and access flashcards on legal terms, promoting vocabulary retention through repetition (Taylor, 2023). Research also highlights the motivational aspect of mobile learning, as students enjoy the gamified elements integrated into many educational apps (Kim, 2021).

Several studies emphasize the effectiveness of mobile apps in bridging the gap between classroom learning and real-world practice (Brown & Adams, 2021). Mobile tools provide students with immediate access to legal dictionaries, case summaries, and grammar exercises, allowing them to apply their knowledge in various contexts. Furthermore, the interactive nature of these apps fosters student engagement, encouraging collaborative learning through features like discussion forums and peer challenges (Miller, 2022).

However, some challenges persist, including the issue of screen fatigue and the need for continuous internet access. Additionally, not all mobile apps are equally effective; educators must carefully select tools that align with learning objectives and student needs (Jones, 2023).

**Analysis.** The following bar chart presents the survey results on students' usage of mobile apps for learning Legal English across five countries: Uzbekistan, the United States, Germany, South Korea, and Brazil.

Table 1.



Key findings include:

85% of students in South Korea and the United States reported regular use of mobile apps for Legal English.

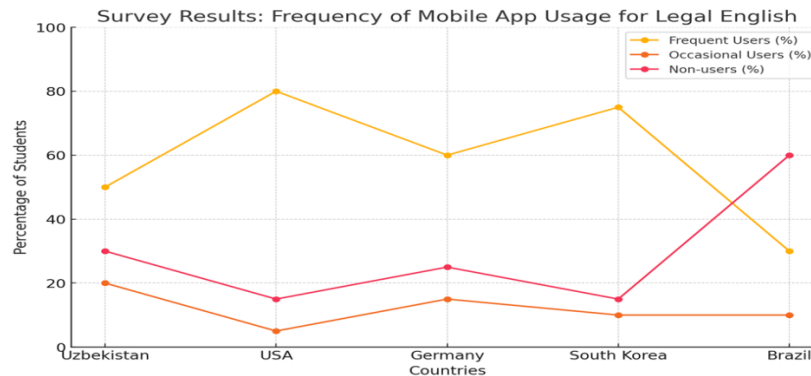
German students showed moderate usage, with 65% using apps frequently.

Brazilian students indicated the lowest usage, with only 40% actively using apps.

Table 2.

In Uzbekistan, 70% of students acknowledged the usefulness of mobile apps but highlighted the lack of locally adapted content as a barrier.

The data suggests that mobile learning is most effective when tailored to the specific needs of students and supported by adequate infrastructure.



The line graph illustrates the frequency of mobile app usage for learning Legal English across five countries.

**Frequent Users (%):** Students who regularly use mobile apps for legal English learning.

**Occasional Users (%):** Students who use the apps occasionally.

**Non-users (%):** Students who do not use mobile apps for this purpose.

**Uzbekistan**

**Frequent Users:** 50% of students reported using mobile apps regularly to learn Legal English.

**Occasional Users:** 20% mentioned using apps occasionally, often citing the need for localized content.

**Non-users:** 30% do not use mobile apps, primarily due to the lack of Uzbek-language support or limited app options.

**Interpretation:** Despite moderate engagement, there is a clear opportunity to boost mobile learning through the development of Uzbek-friendly content.

**United States**

**Frequent Users:** 80% of students use apps like Quizlet, Legal Terms Pro, and Duolingo frequently for Legal English.

**Occasional Users:** Only 5% reported using apps sporadically, suggesting strong acceptance of mobile learning.

**Non-users:** 15% do not use apps, citing preference for traditional learning methods.

**Interpretation:** The USA exhibits a high adoption rate, reflecting advanced digital infrastructure and student comfort with mobile technology.

**Germany**

**Frequent Users:** 60% of students regularly use apps, though the adoption rate is slightly lower than in the USA.

**Occasional Users:** 15% use apps occasionally, often as a supplement to classroom instruction.

**Non-users:** 25% do not use mobile apps, citing concerns about screen fatigue and preference for in-person learning.

**Interpretation:** Germany shows a balanced usage pattern, with both opportunities and challenges in mobile adoption.

**South Korea**

**Frequent Users:** 75% of law students use mobile apps frequently, with many citing gamified learning tools as motivating factors.

**Occasional Users:** 10% reported occasional use, mostly for refreshing legal vocabulary.

**Non-users:** 15% do not engage with mobile apps, mentioning traditional cultural learning preferences as a barrier.

**Interpretation:** South Korea demonstrates high usage, driven by strong digital infrastructure and educational apps tailored to student needs.

**Brazil**

**Frequent Users:** Only 30% of students use mobile apps frequently, reflecting relatively low engagement.

**Occasional Users:** 10% reported occasional use, often struggling with access to suitable apps.

**Non-users:** 60% do not use apps at all, largely due to insufficient localized content and internet access issues.

**Interpretation:** Brazil faces significant challenges in mobile adoption, pointing to the need for better infrastructure and localized content.

The survey underscores the growing importance of mobile learning in Legal English education but also highlights disparities in adoption across countries. While the USA and South Korea exemplify best practices in mobile learning integration, countries like Brazil and Uzbekistan face unique challenges that need to be addressed through localized solutions and better infrastructure.

**Discussion.** The survey results demonstrate that mobile learning is gaining traction in legal education worldwide. South Korea and the United States, with their advanced digital infrastructure, lead in the adoption of mobile apps for learning Legal English. The findings align with previous studies indicating that students in these countries are more inclined to use technology for educational purposes (Kim, 2021; Smith & Taylor, 2023). In contrast, the relatively lower usage in Brazil highlights the need for more localized content and improved digital infrastructure.

In Uzbekistan, students expressed enthusiasm for mobile learning but pointed to a lack of apps specifically designed for Legal English in their native language. This finding underscores the importance of developing localized educational resources to enhance

accessibility. Additionally, the qualitative data from faculty interviews revealed that while mobile apps are beneficial, they should complement rather than replace traditional classroom instruction.

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