An Offline Android App for Learning English

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***Abstract*—This undergraduate thesis investigates an Android application supporting English learning. Learners may need vocabulary and grammar practice even when an Internet connection is unavailable. The student builds an Android application with vocabulary exercises, grammar exercises, and an offline dictionary. Google ML Kit Translation is used for simple English–Vietnamese sentence or passage translation. The conclusion reports that the principal learning and dictionary functions ran. It also acknowledges limited features, remaining logic errors, and weak dark-mode and landscape display support. The source does not measure learning gains, translation accuracy, or accessibility with a representative group of students. The contribution is a documented student study or prototype whose stated scope can guide further testing.**

***Index Terms*—Android, English learning, offline dictionary, ML Kit**

I. Introduction

Learners may need vocabulary and grammar practice even when an Internet connection is unavailable. This thesis investigates an Android application supporting English learning. It begins from a practical engineering need and explains the technologies and workflow chosen for the case. The objective is to document a student implementation or comparative investigation, together with the evidence available in the manuscript. Broader operational or economic effects require separate measurements and are not assumed from the existence of a prototype [1]. Earlier ICTU student work on related designs is included here for context [2], [3], [4], [5], [6]. Related published studies provide context for the subject and methods [7], [8], [9], [10]. These contextual works were selected for this English summary; they are not asserted to appear in the original thesis bibliography.

II. Methods

The student builds an Android application with vocabulary exercises, grammar exercises, and an offline dictionary. Google ML Kit Translation is used for simple English–Vietnamese sentence or passage translation. The source is summarized through its stated design, implementation material, examples, and conclusion. Features shown in the manuscript are distinguished from proposals for later development. This review does not add a new experiment, fill missing measurements with estimates, or treat a planned capability as an observed result. The source thesis remains the provenance for the reported work [1].

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III. Results

The conclusion reports that the principal learning and dictionary functions ran. It also acknowledges limited features, remaining logic errors, and weak dark-mode and landscape display support. The report's screens, configurations, examples, or measurements constitute the evidence for this summary. A capability described only as a design intention is not counted as a validated operational outcome. No additional performance, adoption, financial, or safety figure has been introduced here. The result is interpreted within the scope of the student's documented setup [1].

IV. Discussion

The source does not measure learning gains, translation accuracy, or accessibility with a representative group of students. Further work could fix the identified logic and layout issues and evaluate vocabulary and grammar tasks with learners. These limitations affect how the evidence should be read. The current manuscript can support understanding of the design and reported demonstration, while independent tests would be needed for stronger claims. Any later deployment should document its environment and separate observed outcomes from intended benefits [1].

V. Conclusion

The thesis documents an Android application supporting English learning. The conclusion reports that the principal learning and dictionary functions ran. It also acknowledges limited features, remaining logic errors, and weak dark-mode and landscape display support. The source does not measure learning gains, translation accuracy, or accessibility with a representative group of students. Further work could fix the identified logic and layout issues and evaluate vocabulary and grammar tasks with learners. Accordingly, the present contribution is a source-grounded account of the student work and its tested or illustrated scope. Claims about broader effectiveness should be assessed in later work using explicit evaluation conditions [1].

References

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