



REPUBLIC OF TÜRKİYE
NECMETTİN ERBAKAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES



The Department of Foreign Language Education
English Language Teaching Program

Master's Thesis

**THE EFFECTS OF MOBILE DEVICES ON SECONDARY SCHOOL STUDENTS'
ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARDS VOCABULARY
LEARNING**

Şenol KARAYILAN
ORCID: 0000-0003-4617-3591

Supervisor
Assist. Prof. Dr. Mustafa Serkan ÖZTÜRK
ORCID: 0000-0003-4820-8022

Konya – 2024

ACKNOWLEDGEMENTS

To be honest, this must be a longer paper to express my gratefulness to those who helped me with this study but briefly;

Primarily, I would like to sincerely thank my supervisor, Assistant Professor Dr. Mustafa Serkan ÖZTÜRK for his unconditional guidance, expert advice, his perpetual support, and encouragement throughout the current study. As a source of inspiration and motivation, he helped me focus on and complete my study. Besides, I would like to declare my sincere thankfulness to Necmettin Erbakan University and its e-library sources which provided me the opportunity to reach countless valuable sources all over the world with worldwide databases. Lastly, I would like to express my gratefulness to my previous supervisor Assistant Professor Dr. Fahrettin ŞANAL and wish him a healthy and peaceful life after retirement.

I have to emphasize my deepest respect and thanks to Professor Mustafa Zülküf ALTAN for backing me up in all respects of my life since the time we met in 2006.

I am incredibly grateful to my dear wife, Büşra Nur KARAYILAN, for assisting me, and for her patience and great support.

I would like to express my gratitude to my colleagues at Saray Secondary School in Pursaklar, Ankara.

Finally, I am so very thankful for the contribution and collaboration of my students who attended my study.

Şenol KARAYILAN

KONYA - 2024

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF FIGURES	v
LIST OF TABLES	vi
TEZ ÇALIŞMASI ORJİNALLİK RAPORU	vii
BİLİMSEL ETİK BEYANNAMESİ	viii
LIST OF ABBREVIATIONS	ix
ÖZET	x
ABSTRACT	xi
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Purpose and Significance of the Study	3
1.4. Research Questions	4
1.5. Study's Scope and Limitations	4
1.6. Assumptions	5
2. REVIEW OF THE LITERATURE	6
2.1. Introduction	6
2.2. Learning Strategies	6
2.3. Language Learning Strategies	7
2.3.1. Direct strategies	9
2.3.2. Indirect strategies	13
2.4. Vocabulary Learning Strategies	16
2.4.1. Discovery strategies.....	18
2.4.2 Consolidation strategies.....	20
2.5. Definition of Vocabulary.....	21
2.6. The Significance of Vocabulary Acquisition	21
2.7. The Reasons of Vocabulary Learning Difficulties.....	22
2.8. Teaching Vocabulary in Traditional Settings.....	24
2.9. Computer-Assisted Language Learning (CALL).....	26
2.10. Mobile Assisted Language Learning (MALL).....	27
2.11. Mobile Devices.....	29
2.11.1. Pros of learning with mobile devices	30
2.11.2. Cons of learning with mobile devices	31
2.12. The Social Platforms for English Vocabulary Learning	33
2.12.1. YouTube	34

2.12.2. HelloTalk.....	34
2.12.3. Facebook groups.....	35
2.12.4. Duolingo.....	35
2.12.5. Tandem.....	35
2.12.6. Instagram.....	35
2.13. Theoretical Framework.....	35
3. METHODOLOGY.....	38
3.1. Introduction.....	38
3.2. Research Design.....	38
3.3. Sampling and Participants.....	39
3.4. Data Collection Tools.....	39
3.4.1. The vocabulary achievement test and the pilot study.....	40
3.4.2. Pre-tests and post-tests.....	40
3.4.3. Semi-Structured interview.....	41
3.5. Social Platforms.....	41
3.6. Data Collection Procedure.....	44
3.7. Conclusion.....	46
4. DATA ANALYSIS.....	47
4.1. Introduction.....	47
4.2. Data Analysis Methods.....	47
4.3. Data Analysis of Quantitative Data.....	47
4.3.1. Analysis of data collection tools in terms of validity and reliability.....	47
4.3.2. Analysis and interpretation of pre-tests and post-tests.....	48
4.4. Data Analysis of Qualitative Data.....	52
4.4.1. Analysis and interpretation of the semi-structured interviews.....	52
4.4.2. Results of the semi-structured interviews.....	52
4.5. Conclusion.....	56
5. DISCUSSION, CONCLUSION AND SUGGESTIONS.....	57
5.1. Introduction.....	57
5.2. Summary of the Study.....	57
5.3. Discussion and Conclusion.....	57
5.3.1. The effects of mobile devices with digital and social platforms on academic achievement.....	58
5.3.2. The effects of mobile devices with digital and social platforms on students' attitudes.....	60
5.4. Suggestions for Further Research.....	62
GENİŞLETİLMİŞ TÜRKÇE ÖZET.....	64
REFERENCES.....	71
APPENDICES.....	78

LIST OF FIGURES

Figure 2.1. Oxford’s taxonomy of language learning strategies.....	9
Figure 2.2. Schmitt’s taxonomy of vocabulary learning strategies.....	18
Figure 3.1. A screenshot of the vocabulary-focused social platform.....	42
Figure 3.2. Screenshots of the vocabulary quizzes on the social platform.....	43
Figure 3.3. Screenshots of students’ answers on the vocabulary-focused social platform.....	43
Figure 3.4. A screenshot of a digital application for vocabulary.....	44
Figure 3.5. Screenshots of another digital application for vocabulary.....	45
Figure 3.6. A screenshot of another digital application for vocabulary.....	45
Figure 3.7. A screenshot of another digital application for vocabulary.....	45

LIST OF TABLES

Table 3.1. The overview of research design.....	38
Table 4.1. Reliability estimation of data collection tool.....	48
Table 4.2. Test of normality before treatment.....	49
Table 4.3. Test of normality after treatment.....	49
Table 4.4. T-Test results of experimental and control groups in terms of differences before treatment.....	49
Table 4.5. Mann Whitney U and T-Test results of experimental group before and after treatment in terms of differences.....	50
Table 4.6. The points of the experimental group before and after treatment.....	50
Table 4.7. Mann Whitney U and T-Test results of control group before and after treatment in terms of differences.....	51
Table 4.8. The points of the control group before and after treatment.....	51
Table 4.9. Mann Whitney U results of experimental and control groups after treatment.....	52
Table 4.10. The categories, codes, and frequency of the answers.....	54

TEZ ÇALIŞMASI ORJİNALLİK RAPORU

The Effects of Mobile Devices on Secondary School Students' Academic Achievement and Attitudes Towards Vocabulary Learning başlıklı tez çalışmamın toplam **83** sayfalık kısmına ilişkin, 5/07/2024 tarihinde çalışma danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, çalışmamın benzerlik oranı **%18** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

5/07/2024

Şenol KARAYILAN

Dr. Öğr. Üyesi Mustafa Serkan ÖZTÜRK

BİLİMSEL ETİK BEYANNAMESİ

Bu tez çalışmasının tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, çalışmanın içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynakça listesine eklendiğini beyan ederim.

5/07/2024

Şenol KARAYILAN

LIST OF ABBREVIATIONS

Abbreviations

CALL: Computer Assisted Language Learning

EE: Extramural English

EFL: English as a Foreign Language

LLS: Language Learning Strategies

VLS: Vocabulary Learning Strategies

MT: Mobile Technology

MD: Mobile Devices

MALL: Mobile Assisted Language Learning

ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Tezi

MOBİL CİHAZLARIN ORTAOKUL ÖĞRENCİLERİNİN AKADEMİK BAŞARILARI VE KELİME ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNDEKİ ETKİLERİ

Şenol KARAYILAN

Bu çalışma, mobil cihazların öğrencilerin akademik başarıları ve İngilizce yeni kelimeler öğrenmeye karşı tutumları üzerindeki etkilerini ortaya çıkarmayı amaçlamaktadır. Teknolojinin resmi eğitim ortamlarında ve resmi olmayan ortamlarda bireysel dil öğrenme sürecinde kullanımının sonuçlarının neler olduğu dijital çağımızın merak ettiği konulardan birisidir. Ayrıca, dil öğrenme sürecini teknolojik cihazlarla resmi ve resmi olmayan ortamlarda desteklemek, genellikle eğitim politikalarının üreticileri tarafından yatırım yapılan güncel bir konudur. Bazı ülkelerde, bu gruba ülkemizi de dahil edebiliriz, anaokulundan itibaren yabancı dil eğitimi verilmesi ve hatta toplumun bir yabancı dil öğrenmenin öneminin bilincinde olmasına rağmen, yabancı dil öğrenme sürecinden beklenen şekilde yararlanılamamaktadır. Küresel bir köye dönüşen dünyamızda teknoloji sayesinde dil öğrenme sürecini teknolojik cihazların entegrasyonu ile desteklemek yeni bir perspektiftir. Teknolojik cihazların dil öğrenme sürecine entegrasyonundan en yüksek düzeyde faydalanmak, uzun süredir çözülemeyen sorunlara çözüm bulmak ve bağımsız olarak bir yabancı dil öğrenmek isteyen herkese fırsat sağlamak için derin araştırmalar yapılmalı ve iyi uygulamalar paylaşılmalıdır. Bu amaçlarla, çalışmamız 2023-2024 akademik yılının ikinci döneminde Ankara'daki bir devlet okulunda karma yöntem kullanılarak 111 öğrenci ile yürütülmüştür. 8 hafta süren uygulama sürecinde, ders kitabının dördüncü ünitesinde yer alan ve 5 kategoriden oluşan İngilizce kelimeler öğretilmiştir. Öğrencilerin bilgi birikimleri, hazır olma durumları ve akademik seviyeleri, ilgili okulda çalışan beş uzman dil öğretmeni tarafından önceki yılların müfredatına uygun olarak hazırlanan bir ön testle belirlenmiştir. Araştırmada kullanılan ön test, çalışma grubuna uygulanmadan önce 8. sınıf öğrencileriyle yapılan pilot çalışmada kullanılmış, yüzey ve kapsam geçerliliği, güvenilirlik katsayısı hesaplanmıştır. Sorular üzerinde gerekli düzenlemeler yapıldıktan sonra deney ve kontrol grupları oluşturulmuştur. Deney grubunda, dijital ve sosyal ortamların kullanıldığı mobil cihazlar bağımsız değişkenler olarak sürece dahil edilmiştir. Ancak kontrol grubunda, herhangi bir teknolojik cihaz kullanmadan klasik öğretim yöntemlerini kullanılmıştır. Uygulamanın sonunda öğrencilere ön test olarak uygulanan ölçme aracı son test olarak tekrar uygulanmış ve veriler SPSS programıyla analiz edilerek sonuçları sunulmuştur. Katılımcılar, İngilizce kelime öğrenme süreciyle ilgili düşünceleri ve duyguları için nitel veri kaynağı olarak görüşmelerle değerlendirilmiştir. Çalışmanın sonucunda deney ve kontrol gruplarının performansları arasında anlamlı bir fark olduğu, deney grubunda bulunan öğrencilerin sınav ortalamalarını belirgin bir şekilde attırırken, İngilizce kelime öğrenmeye karşı olumlu tutum geliştirdiği de belirlenmiştir.

Anahtar Kelimeler: İngilizce kelimeler, kelime öğretimi, dijital ve sosyal platformlar, mobil cihazlar, tutum

ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences
Department of Foreign Language Education
English Language Education Program
Master Thesis

THE EFFECTS OF MOBILE DEVICES ON SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT AND ATTITUDES TOWARDS VOCABULARY LEARNING

Şenol KARAYILAN

The purpose of the current study is to explore whether mobile devices affect the academic achievement and attitudes of students toward vocabulary learning. It is one of the concerns that our digital era is concerned with: what are the outcomes of employing technology in formal education settings as well as in the process of individual language acquisition outside of official settings? Moreover, supporting the language learning process within and outside the formal settings with technological devices is a current issue mostly invested by education policy makers. Some countries such as Türkiye have not benefited as expected from the investment in foreign language learning process even though we have been teaching a foreign language since kindergarten and our society has conscious of the great value of mastering a foreign language. It is a new perspective that supports a language learning process by integrating technological devices in our world which turned into an enormous global village thanks to technology. We have to make deep research and share good applications to fully utilize the incorporation of technology into the process of learning a language at the highest level, to find solutions to the problems that remained unsolved for a long time, and to provide an opportunity to anyone willing to learn a foreign language independently. With these aims, this study was conducted with 111 students in a state school in Ankara by using a mixed research method in the second term of the 2023-2024 academical year. During the treatment which lasted for 8 weeks, English vocabulary appearing in the fourth unit of the course book was taught. This vocabulary consists of five different categories. Students' background information, readiness, and academic levels were identified with a pre-test prepared by the curriculum of the previous years. Thereafter, experimental and control groups were formed. As an independent variable, in the experimental group mobile devices with digital and social platforms were manipulated into the process. However, in the control group, teachers used classical teaching methods without using any technological devices. At the end of the treatment, a post-test was applied to the students. The post-test was prepared by five language teachers working in this school. The post-test was used in the pilot study before applying the study group, and the face and content validity along with reliability coefficient value were calculated. The data analysis was conducted with the SPSS office program and results were presented. The participants were interviewed for their thoughts and feelings about learning English vocabulary with mobile devices as qualitative data sources. At the end of the study, it was retained that there had been a considerable difference between the results of the students in experimental and control groups while developing positive attitude towards learning English vocabulary.

Keywords: English vocabulary, vocabulary learning, digital and social platforms, mobile devices, attitude

CHAPTER 1

1. INTRODUCTION

This chapter provides information about the fundamentals of the current study. First, background information will be presented. Later, the purpose and significance of the study will be grounded. The scope and limitations of the study will be discussed after introducing the research questions. Additionally, assumptions about the current study will be introduced.

1.1. Background of the Study

Krashen (1989), considers lack of vocabulary as the biggest barrier to conveying meaning, and thus regards vocabulary as the basic asset to the integration of four skills. To overcome these barriers to use the language in an effective way, learning vocabulary is a common condition that has a considerable impact on language proficiencies. Moreover, according to Sökmen (1997, pp. 237-257), second language learners generally consider vocabulary learning to have a major role in their language acquisition process and moan about the difficulties that they encounter while learning vocabulary. However, the new era provides various means and opportunities for language learners, especially for vocabulary learning.

Over the last decade, technology has become an inseparable part of the teaching and learning environment (Abbasova & Mammadova, 2019). The idea of using improving technology in educational settings became more frequent than ever and was promoted to a great extent in English teaching environments, particularly after the Pandemic Period. With the assistance of computers and technology, the field of teaching English received its share of this flow in many aspects. Especially for learning or teaching English vocabulary, using mobile devices (hereafter MD) like laptops or tablets, and even smartphones along with digital and social platforms has reached the climax nowadays. Most of the people who are volunteering or seeking any chance to learn new vocabulary or language functions without adhering to an instructor use any technological devices available. Besides, language teachers or instructors also prefer utilizing these devices as they facilitate and promote the vocabulary learning process. In addition, language teachers increasingly modify social platforms into language learning processes to create a funny and stimulating environment. Mobile device usage in teaching vocabulary brings forward many advantages (Fu, 2018). Learning and teaching resources along with lots of digital applications have been provided for not only starters but any level of learners as well with MD. Learners can reach interactive vocabulary exercises,

dictionaries, and many educative contents by just scrolling on their screens anywhere anytime. It generates the flexibility that learners can practice vocabulary or engage in vocabulary learning activities while relaxing at home, waiting for a bus, and walking in the street. Besides, learners choose, utilize, and reorganize any content in accordance with their learning styles and preferences and even can produce their own digital and social learning materials. Additionally, teachers can modify vocabulary teaching techniques and lessons compatible with each student's progress and level with the help of MD. As the technology continues to flourish, collaborative and innovative means of vocabulary learning and teaching appear allowing teachers to create effective and dynamic learning settings.

To uncover fresh information regarding the problem of learning English vocabulary with mobile devices and the attitude the learners adopt toward it, the effects of utilizing mobile devices with digital and social platforms were investigated in this study.

1.2. Statement of the Problem

For the learners, teaching and acquiring vocabulary is a challenging aspect of a foreign language. The growth of mobile technology (MT) has led to the intellectualization of mobile learning technologies, which have significantly increased the dimension of time and space for learning and are now a helpful addition to the conventional teaching method (Zhai, 2021). Going beyond the borders of formal settings and traditional instruction, a great and autonomous chance is offered with improving technology and MD for this matter. Mobile devices with growing technology provide opportunities for learners to engage in interactive and authentic experiences in harmony with their individual needs. Moreover, technology increases the motivation and active participation of learners with innovative digital and social platforms while adding many advantages to the process of learning vocabulary.

It is a fact that language learners along with all the people around the world have experienced challenging years, especially during the pandemic. Humanity has been forced to change and reorganize their behaviors. As a result, more autonomous lives and learning styles have been generated by language learners. Social platforms and digital applications have accompanied this process and contributed enormously which reinforced communication, collaboration, and assistance for language learners. Nevertheless, one of the most frequently stated problems with digital and social platforms is that they are not always employed for educational purposes. Language learners waste their time with subjects that have nothing with language learning or education. These contradictory factors make it compulsory for systematic

research that will discover and reflect on how learning English vocabulary is impacted by mobile devices with digital and social media platforms.

This study examines the effects of mobile devices with digital and social platforms on learning English vocabulary among secondary school students and their attitude towards learning vocabulary.

1.3. Purpose and Significance of the Study

The purpose of this study is to explore the effects of using mobile devices with digital and social platforms to help in the process of 7th grade students' learning English vocabulary and determine the attitude students improve towards utilizing mobile devices to acquire vocabulary in English.

The system in which we learn and operate information has changed radically with mobile devices. These devices assure a practical and attainable platform whose importance cannot be underestimated for learners to deal with vocabulary learning. They provide various fruitful learning materials such as applications for vocabulary learning, interactive quizzes, and various social activities for educational purposes. It is a fact that mobile devices have been in our lives for a long time, and they offer individual and intensive learning experiences. Furthermore, the mobility of these devices allows learners to engage in vocabulary learning activities even during the breaks between classes, turning any free time into a chance for vocabulary practice while preventing wasting time with trivial content.

Researchers, educators, and publishing houses have recently focused on the potential advantages and facilities that technology itself offers, as well as how to incorporate technology into language learning programs (Bağatur, 2019). After many empirical and other types of research, many technology-based approaches like Computer Assisted Language Learning (CALL) or Mobile Assisted Language Learning (MALL) have been put forward by researchers, educators, and teachers for learning and teaching languages. These approaches gained popularity, especially in the previous decade.

Opportunities to improve the method of instruction and learning are created by the developments in MT, which have led to the creation of new and sophisticated features for mobile devices (Mangena, 2021). Moreover, according to Bağatur (2019), people, especially the younger generation, are shifting dramatically toward a learning style that relies more and more on technology than it did in the past due to the world's rapid technological advancements.

In this way, language acquisition cannot be viewed as a standalone event, but rather as a phenomenon that incorporates the successful integration of technological advancements with teaching-learning procedures. By using these developments in technology, we hope to help learners make progress in learning the English vocabulary process and improve positive attitude towards it.

The results of this study will inspire and trigger learners to use their mobile devices with digital and social platforms more effectively for learning English vocabulary instead of wasting their valuable time with mobile devices. Moreover, it is strongly believed that learners will have more positive thoughts and feelings towards the issue of learning vocabulary.

1.4. Research Questions

The study seeks answers to the following research questions:

1. Is there a meaningful difference between the pre-test and post-test results of the students who use mobile devices with digital and social platforms for learning English vocabulary?

2. Is there a meaningful difference between the pre-test and post-test results of the students who do not use mobile devices with digital and social platforms for learning English vocabulary?

3. Is there a meaningful difference between the pre-test and post-test results of all the students in the experimental and control groups?

4. Does using mobile devices with digital and social platforms for learning English vocabulary contribute to students developing a positive attitude towards learning vocabulary?

1.5. Study's Scope and Limitations

The scope of the current study consists of a limited number of students studying in a state secondary school in Ankara. The duration of the treatment in this study is limited to 8 weeks and the vocabulary of one unit in the course book with MD using digital and social platforms for learning and teaching English vocabulary. To reach more accurate and general data, more students and innovative technologies like virtual reality can be included in the study. More effective generalization can be reached when more units and weeks are included in the study. Limitations are also presented below, the study;

- was limited to the second term of the 2023-2024 academic year.
- was conducted in a secondary school in Pursaklar, Ankara with 111 students; the results cannot be generalized to diverse groups of students in other educational settings. So, the results are valid only for the related students.
- was limited to a vocabulary achievement test with 25 multiple-choice items.
- was limited to 8 weeks of treatment.
- was limited to a vocabulary-focused social platform and digital applications for vocabulary teaching.

Finally, in a restricted time, a semi-instructed interview was used to determine students' thoughts and feelings about learning English vocabulary utilizing digital and social networks on mobile devices. Students can be given more time and treatment which can change or improve their attitudes towards the challenging and tiring matter of learning vocabulary.

1.6. Assumptions

It was assumed that the questions of the pre and post-test of this study had been answered by the participants accurately and in a sincere manner.

CHAPTER 2

2. REVIEW OF THE LITERATURE

2.1. Introduction

This chapter of the study provides general and background information about learning and teaching English vocabulary with mobile devices, digital and social platforms. It also provides previous studies in the field related to vocabulary teaching with mobile devices in Türkiye and abroad.

2.2. Learning Strategies

Learning strategies are specific learning actions that can improve learning efficiency, and make learning easier and more enjoyable (Liang & Ye, 2018). However, people use various strategies when learning a language; some of these strategies are ineffective while others provide the greatest benefit. This antinomy requires systematic research and the word "language strategies" refers to various concepts, as scholars describe. The idea of effective learners is central to most research on learning strategies. For example, Wenden (1987a, pp. 7-8) states, "Learning strategies are the various operations that learners use to make sense of their learning". Also, Brown (1980) defined learning strategies as processes that can directly contribute to learning. O'Malley and Chamot (1990, p. 43) extended the preceding concepts to provide a more refined definition. They described learning strategies as the procedures and technologies that second language learners employ to retain and organize second language samples. Using strategies is one approach for students to become more actively involved in regulating their own learning. Strategies are the ideas and actions that students employ to help them acquire, absorb, and retain knowledge. Ghani (2003) adds a new dimension to the description of learning strategies, identifying them as facilitators in a successful learning process. She defined learning strategies as processes used by learners to maximize the success of their own language development efforts. The actions students take to improve their language learning are known as learning strategies (Chen & Wan-Mei., 1998). Students contribute not only to language learning but also to other topics such as science and math. In other words, when students begin to learn anything, they can respond to the specific learning circumstance and control the process of learning appropriately. That is to say, learners employ learning strategies to learn more effectively.

According to Ellis (1994, p. 558), research into learning techniques has great promise for language instruction as well as understanding individual variances in the acquisition of second languages. However, likely, it is still in its early stages. For this reason, therefore, talks on learning strategies generally end with the issues that have risen and must be resolved before progress can be made.

Language learning strategies (LLS) play a critical role in learning. Language learning tactics are important in the learning process. "Learning strategies" is a phrase that has lately gained popularity in language studies. It encompasses "techniques" and "tactics"; that essentially refer to the procedure that the learner uses when practicing language tasks.

2.3. Language Learning Strategies

As language learning becomes more important global, the importance of language learning methodologies is growing gradually. Students learn something related to the language in diverse ways by using various strategies. Moreover, they use various strategies for language learning to stimulate while increasing the levels of their proficiency. Many academics have given different definitions of LLS, concentrating on the types of tactics that students employ and how they handle the information they are given.

Strategies for learning languages can be defined from the perspective of language learning behaviors, such as acquiring and controlling the meaning of a second or foreign language, cognitive theory, which includes the student's strategic knowledge of language acquisition, and the affective view, which includes learners' motivation, attitude, etc., claims Wenden (1987a). According to Rigeney (1978), language learning strategies are the frequently deliberate actions or behaviors that language learners employ to improve the acquisition, storing, recall, and application of new techniques. Following the definitions, many scholars put forward various classifications of LLS to highlight better the issue of learning a second or foreign language. Despite this, the majority of their attempts to categorize language learning methodologies largely mirror one another's classifications without making any significant adjustments.

Language acquisition strategies are classified into three primary divisions by O'Malley (1985) as Metacognitive strategies, Cognitive strategies, and Socioaffective strategies. The term "metacognitive strategies" refers to executive function methods, which include preparation for learning, contemplating the learning process while it is happening, keeping an eye on one's own

product or comprehension, and assessing learning once an activity is over. Cognitive methods entail more direct modification of the learning material itself and are more specialized to certain learning tasks. Among the most crucial cognitive methods are repetition, resourcing, translating, grouping, taking notes, deduction, recombination, imaging, auditory representation, keyword, contextualization, elaboration, transfer, and inference. One way to describe socio-affective techniques is as a connection between social mediating behavior and interpersonal transactions. The two primary socio-affective techniques are clarifying questioning and cooperation.

The differentiation between strategies that contribute directly to learning and those that contribute indirectly to learning is made by the pioneer in the field of strategies, Rubin (1987). Three different learner methods are employed, which either directly or indirectly support language acquisition, according to Rubin.

- Learning Strategies that have two main types such as cognitive learning strategies and metacognitive learning strategies directly enhance the language system of the learner.
- Communication Strategies are employed when a speaker encounters a misunderstanding with another speaker or finds themselves in a situation where their communication ends up beyond their means.
- Social Strategies refer to learning activities that give students chances to practice and be exposed to their information.

According to Oxford (1990:9), the goal of language learning techniques is to enhance communicative competence. Oxford splits language acquisition strategies into six groups, each of which is further divided into two primary classes: indirect and direct. Metacognitive methods assist students in controlling their learning according to Oxford's system. While social techniques promote greater contact with the target language, affective strategies address the learner's emotional needs, such as confidence. Learners employ cognitive strategies, memory strategies, and compensating methods to bridge knowledge gaps and facilitate communication. Cognitive strategies are mental techniques used to make sense of what they are learning.

Even though much research has attempted to categorize learning methods, O'Malley and Chamot's (1990) and Oxford's (1990) typologies remain the most widely used in the field of general LLS. The following illustrates Oxford's taxonomy of language learning techniques:

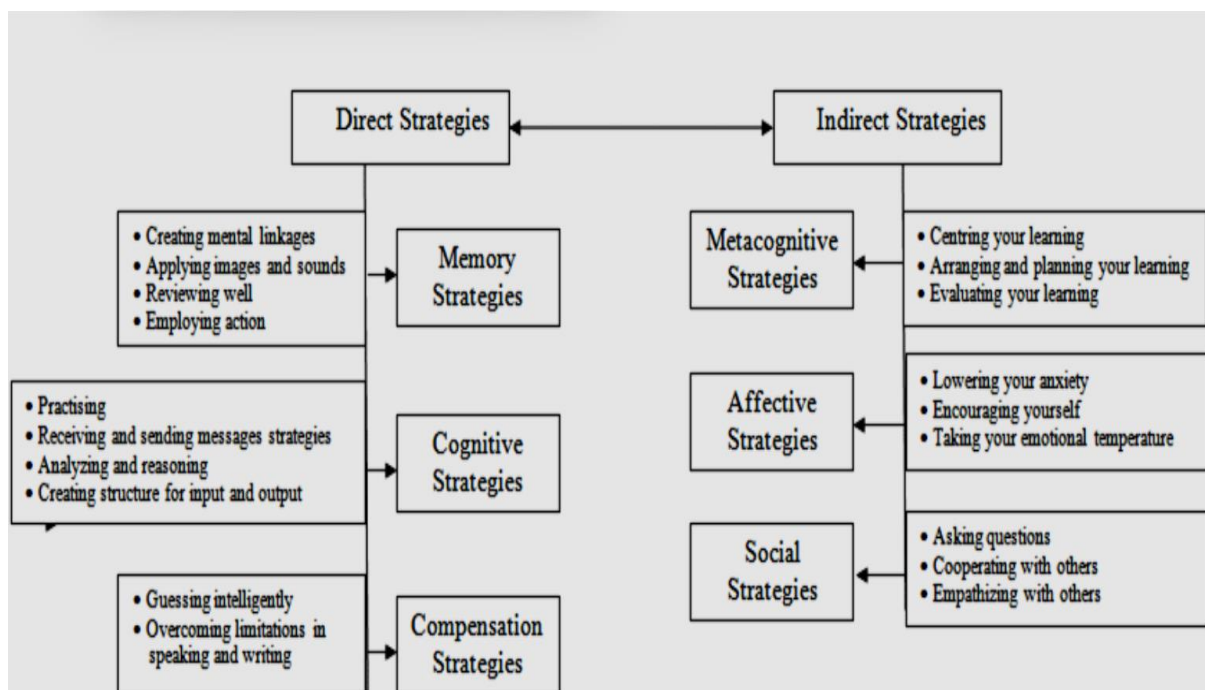


Figure 2.1. Oxford's taxonomy of language learning strategies

2.3.1. Direct strategies

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language (Oxford, 1990). Vocabulary learning and teaching occupies a crucial place for learning a foreign language. Direct strategies, besides the others, help learners in many ways enrich the collection of words the learners have. All direct strategies require mental processing of the language but the three groups of direct strategies-memory, cognitive, and compensation-do this processing differently and for different purposes (Chen & Wan-Mei., 1998). Among this group, memory strategy stresses the importance of storage and the ability to recall the required vocabulary and language items when perceiving or producing the language itself. Students must acquire and commit to memory a vast amount of language even though most of them fail to achieve it. To overcome this failure and learn vocabulary, some memory strategies like using visual aids which are easier to store in the memory linked with the verbal, especially for visual learners. Grouping the vocabulary, keywords, association, coding, and using imagery are some of the other memory strategies learners use frequently for building vocabulary proficiency.

2.3.1.1. Creating mental linkages

Oxford (1990) identifies four categories into which memory methods fall. Building connections in the mind is the first tactic. Three types of techniques exist for establishing mental linkages: grouping, associating/elaborating, and contextualizing new

words. Sorting or reclassifying what is heard into relevant groupings is the process of grouping. One method that can help students correlate textual material with previously learned concepts is associating and elaborating. The next strategy is to insert recently heard terms or expressions into relevant contexts by placing them within a context.

2.3.1.2. Applying images and sounds

Using music and visuals is the second strategy. It is a dynamic, direct language learning method that makes use of auditory and visual cues to improve language learning. This method acknowledges the value of using a variety of senses during the learning process because sounds and pictures can help with vocabulary, syntax, pronunciation, and general language comprehension. Learners can strengthen associations, increase retention, and gain a deeper knowledge of the target language by combining visual and auditory signals.

Images help with memory retention and provide visual context, making them effective tools for language learning. By associating meaning with pictures or illustrations, learners can more easily memorize and recall language when visuals are paired with words or phrases. Images that depict real-world events or ideas provide language use context, which improves understanding and memory. Making flashcards with matching words on one side and visuals on the other helps help students acquire vocabulary. In particular, sounds are essential for developing rhythm, listening comprehension, and pronunciation in language learning. By exposing students to real audio content—like songs, podcasts, or radio shows—they can enhance their listening comprehension skills and become more accustomed to using language in everyday situations. Pronunciation and speaking fluency can be enhanced by learners mimicking speech and intonation rhythms heard in audio recordings or interactions with native speakers. A multimodal learning experience is offered by watching films or videos with subtitles in the target language, which combines aural and visual clues to improve comprehension.

2.3.1.3. Reviewing well

According to Oxford's taxonomy of direct language acquisition procedures, "reviewing well" is an essential memory technique. In order to enhance retention and make retrieval easier when necessary, it entails the methodical and regular reinforcement of recently learned language content. The objective is for learners to be able to recall and apply language elements efficiently over time by making the shift from short-term to long-term memory.

2.3.1.4. Employing actions

Employing action is a direct approach to language learning that emphasizes employing gestures and physical movement to improve language acquisition. Through kinesthetic engagement, this technique supports memory and recall by leveraging the connection between the brain and body. Multiple senses help learners form stronger associations, which improves the effectiveness and engagement of language learning.

Learners use cognitive strategies to make sense of everything found in a language system. They always ask the same question “Why is it so?” and seek an answer to conclude in an organized way. By taking notes, repeating, practicing, summarizing, and analyzing the language itself, they struggle to understand the logic beyond the organization and patterns of the language. Cognitive strategies according to Oxford’s taxonomy of LLS have been presented below.

2.3.1.5. Practicing

Repetitive exercises are used in this essential direct language learning technique to enhance language proficiency. This approach includes a variety of exercises that support students in strengthening their foundational knowledge, developing their fluency, and developing self-assurance when speaking the target language. Language practice is essential to language learning because it enables students to acquire vocabulary, grammar, pronunciation, and additional essential elements through consistent, concentrated effort.

2.3.1.6. Receiving and sending messages strategies

One of the main components of direct language learning methodologies is "receiving and sending messages," which concentrates on the fundamental abilities of comprehending and communicating in the target language. It includes both productive (speaking and writing) and receptive (listening and reading) skills. Since it incorporates authentic conversation, this method is essential to language acquisition since it enables students to actively use and comprehend the target language in relevant circumstances.

2.3.1.7. Analyzing and reasoning

This method of direct language learning focuses on using logical analysis and critical thinking to comprehend a language's fundamental structures, rules, and patterns. This tactic entails decomposing intricate material into digestible chunks, figuring out how language aspects relate to one another, and using reasoning to solve issues or provide predictions. This

is a crucial method for students who wish to gain a deeper comprehension of the grammar, syntax, and semantics of the language.

2.3.1.8. Creating structure for input and output

The purpose of this technique is to provide a framework for students to manage the process of acquiring a language while also successfully organizing and comprehending information. Establishing a framework can help learners improve their comprehension, recall, and efficacy in using the target language.

Languages are live that's why it is nearly impossible for anyone to claim that s/he fully learns a language even for a native speaker and completes the whole language learning process. Compensation strategies just appear at that point and gain meaning. Learners use them to compensate for their inadequate knowledge of grammar and vocabulary (Chen & Wan-Mei., 1998). Despite the limited knowledge, learners can make guesses for unknown expressions come upon while reading and listening and can speak or write thanks to compensation strategies. Using mimics, gestures, synonyms, and linguistic clues, switching to the mother tongue, and getting help allow learners to continue using the language and convey the communication.

2.3.1.9. Guessing intelligently

According to Oxford (1990), it is a direct approach to language learning that entails making educated guesses when coming across unknown words, phrases, or linguistic structures based on contextual cues, prior knowledge, and logical reasoning. When a language learner needs to comprehend or communicate a message but has gaps in their knowledge of vocabulary or grammar expertise, this tactic comes in handy. It facilitates language competency through adaptive learning by assisting students in maintaining the flow of communication without becoming stuck.

2.3.1.10. Overcoming limitations in speaking and writing

In the taxonomy of Oxford, it is a direct language learning technique that aims to support students in communicating successfully even in the face of obstacles with their vocabulary, grammar, pronunciation, or general fluency. This tactic focuses on preserving the flow of communication even in situations when knowledge gaps could otherwise make speaking or writing difficult. Through innovative and flexible methods, students can carry on having meaningful conversations and progressively improve their skills over time. This tactic is intended to assist students in overcoming communication obstacles. Through the use of a range

of adaptive strategies, students can continue to communicate effectively, gain self-assurance, and improve their language skills over time.

2.3.2. Indirect strategies

Metacognitive, affective, and social strategies are regarded as indirect methods that help learners' language acquisition processes without directly taking place in learning. All these strategies are called "indirect" as they support and manage language learning without (in many instances) directly involving the target language (Oxford, 1990). These strategies are described briefly below.

Executive function is referred to as "metacognitive strategies," which include preparing for learning, considering the process of learning as it happens, keeping an eye on one's production or comprehension, and assessing learning once an activity is over (Hardan, 2013). Learners need to use metacognitive strategies like centering learning, arranging, and planning learning, and evaluating learning to help learners focus on the tasks and activities and these strategies should be taught to learners. In this way, they can check their own language performance

2.3.2.1. Centering your learning

The act of centering your learning involves directing your focus and exertion in a manner that optimizes your capacity to learn new information or abilities. Within the framework of Oxford's language learning techniques, centering is an essential component of the larger class of metacognitive strategies, which aim to empower students to take charge of their own education. Making the most of the time learners spend studying requires that learners center their learning. They can increase retention and speed up their learning by concentrating on the language's most important components and avoiding distractions. Furthermore, putting your learning front and center promotes a proactive strategy for studying in which you are in charge of focusing and staying focused. When they see that their language abilities are growing as a result of their focused efforts, this method may boost their confidence and sense of satisfaction.

2.3.2.2. Arranging and planning your learning

Planning and arranging your learning include setting up your workspace, materials, and timetable in a way that facilitates efficient language learning. It is a fundamental component of metacognitive methods, enabling students to define precise objectives, implement an organized learning process, and create a focused and productive environment. Moreover, organizing and

arranging your education is about assuming responsibility for the procedure. It gives you the ability to design an organized yet adaptable strategy that fits your goals, schedule, and preferred method of learning. You may create a more effective and pleasurable language learning experience by doing this.

2.3.2.3. Evaluating your learning

An essential component of learning a language is evaluating your progress, identifying areas for growth, and modifying your learning tactics as necessary. This idea, which is frequently linked to metacognitive techniques, entails evaluating the efficacy of your study techniques and reflecting on your educational path. Learning evaluation is a continuous process. You can develop a dynamic and successful approach to language acquisition by routinely evaluating your progress and making necessary adjustments to your tactics. Additionally, this technique gives you a sense of control over your language learning process, enabling you to decide how to best accomplish your language learning objectives.

Affective strategies include emotion, motivation, attitude, self-esteem, anxiety, taking risks, and so on. It is hard to define them as broader than has been thought. Successful learners are believed to know how to use these strategies and apply them to their language learning process. Thanks to affective strategies, learners improve positive feelings and attitudes, making the learning process enjoyable and sustainable.

2.3.2.4. Lowering your anxiety

In terms of language learning techniques, lowering your anxiety is essential to setting up a favorable atmosphere for learning new abilities. Anxiety can make learning more difficult by impairing learners' concentration, memory, and communication skills. Likewise, a good language learning environment revolves around reducing anxiety. Learners may lower tension, boost confidence, and create an atmosphere where learning is less scary and more pleasurable by putting these ideas into practice.

2.3.2.5. Encouraging yourself

One of the most important components of successful learning, especially when learning a new language, is encouraging oneself. It might be difficult to learn a language, therefore it's important to have a positive outlook to stay motivated and on course. Maintaining learners' drive and cultivating a positive outlook are key components of self-encouraging. Learners may design a long-lasting and rewarding language learning experience by acknowledging and

appreciating their accomplishments, keeping an optimistic mindset, and emphasizing the fun parts of learning.

2.3.2.6. Taking your emotional temperature

Assessing and comprehending the emotions, particularly as they pertain to learning, stress, and personal development, is the process of taking your emotional temperature. This kind of self-examination can be helpful when learning a language because irritation, anxiety, and other feelings might hinder learners' progress. They may establish a conducive atmosphere for language acquisition by routinely checking in with themselves and taking care of their emotional needs. This practice enhances the general well-being of the learners in addition to helping them get better learning results.

Language is used for communication that occurs between and among people (Chen & Wan-Mei., 1998). In particular, social techniques stress the value of social interaction, cooperation, and communication in language learning and they have to be employed in a convenient manner during communication. Asking questions is the basic way of social interaction. Besides, cooperating with others and empathizing with others are essential parts of social strategies for a better understanding of a language.

2.3.2.7. Asking questions

With this approach, students actively seek out explanations or information from classmates, teachers, or native speakers to make sure they are comprehending or pronouncing words correctly. It aids students in strengthening their language abilities and completing information gaps. A strong interpersonal and professional ability that can be used in a variety of settings, including meetings and personal interactions as well as learning environments and problem-solving situations, is asking questions. It generates meaningful interactions, understanding, and collaboration. Learners can improve as a listener and as an effective communicator by developing their questioning skills.

2.3.2.8. Cooperating with others

Collaborating with others is typically advantageous for language learners. Cooperation may occur in the shape of companion exercises, cooperative projects, or group studies where students practice and advance their language abilities. Peer-to-peer learning is enabled, and a helpful learning environment is fostered by this strategy. In cooperation, people or groups share

resources, lend support to one another, and work toward a common objective. It necessitates open communication, cooperation attitude, and a readiness to work together.

Cooperation can take place amongst individuals with diverse experiences, perspectives, and skill sets in a variety of settings, ranging from individual projects to large-scale organizational endeavors. It strengthens bonds between people, encourages innovation and creativity, and produces better results. Through the development of a collaborative attitude and the application of efficient tactics, both people and groups can attain exceptional outcomes.

2.3.2.9. Empathizing with others

Emotional intelligence and empathy are beneficial when learning a language. In order to comprehend the thoughts and feelings of people more fully, this technique teaches students to pay attention to non-verbal clues, tone of voice, and other subtle signs. Communication that is more purposeful and productive can result from this insight. Understanding and sharing another person's emotions, thoughts, and experiences is a necessary part of developing empathy. It is essential for developing meaningful connections, emotional intelligence, and successful communication.

Developing empathy for other people promotes teamwork and makes society more humane. By cultivating empathy via perspective-taking, active listening, and compassion, learners may forge closer bonds with people around us and foster an atmosphere that is more welcoming and understanding.

2.4. Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) are a specific dimension within the broad category of strategies used for language learning (Alcaraz, 2022). A crucial aspect of learning a language is developing one's vocabulary, which is also necessary for mastering a second language (L2). Following an era where grammar was thought to be the primary component of language acquisition, numerous scholars and educators have recently acknowledged the crucial role that vocabulary plays in the process of learning a second language. Students that utilize VLS can manage their vocabulary acquisition on their own and successful language learners are able to employ VLS in order to overcome the problems caused by a lack of vocabulary. By employing effective VLS, learners can enhance their language proficiency and improve their overall communication skills (Vü et al., 2021). Nevertheless, the biggest challenge students face when learning a language is a lack of vocabulary because, without it, their thoughts and emotions

cannot be expressed, which keeps them from developing into skilled language users and communicators (Mirioglu, 2020). Because of this, every learning process necessitates the adaptation of a method or strategy to accomplish the learning objective. "What" to use and "how" to use it for learning are two crucial aspects of the learning process (Hardan, 2013). In terms of vocabulary learning, "what" here means the particular vocabulary in accordance with various contexts, and "how" means the strategies learners use while learning the new vocabulary. Schmitt (2000) asserts that many learners do appear to use strategies for their vocabulary learning, in contrast to language tasks that require multiple linguistic skills. This could be because vocabulary learning is "relatively discrete" in comparison to "more integrated" language activities, which makes it easier to use strategies effectively.

Direct and indirect language learning strategies serve the purposes of learning new vocabulary and structures of a language. In addition to these strategies, the more enjoyable and effective opportunities the Mobile Devices provide for learners such as word quizzes, games, and interactive exercises are increasingly being used nowadays. It's evident that vocabulary is becoming more and more important every day. It was believed a few years ago that phonological structure and grammar rules were more important than vocabulary. This is somewhat true, but without a large enough vocabulary, students are unable to express their opinions in an appropriate manner (Manzoor et al., 2017). It must be strongly stressed that researching vocabulary acquisition techniques is vital for mastering a foreign language.

Over the past few decades, various scholars have established and surveyed learning and vocabulary learning methodologies. According to Rubin (1987, p. 29), learning methods are defined as "the process by which information is gathered, stored, retrieved, and used." Rather than emphasizing interpersonal contact, Schmitt (1997) defined "use" as vocabulary practice. Consequently, he stated that "vocabulary learning strategies could be any which affect this practice rather than broadly defined process" (Schmitt, 1997, p. 203). Various taxonomies for VLS have been proposed in the literature thus far (Gu & Johnson, 1996; Nation, 2001; Schmitt, 1997). Metacognitive regulation and cognitive methods, which had six subcategories—guessing, lexicon, note-taking, rehearsal, encoding, and activation techniques—formed the two basic components of the taxonomy developed by Gu and Johnson (1996). By isolating the components of understanding vocabulary from the sources of vocabulary knowledge and learning processes, Nation (2001) created a general taxonomy of vocabulary learning methodologies. In this taxonomy, three broad categories were used to organize vocabulary

acquisition strategies: procedures, sources, and planning. Among these classifications, Schmitt's classification can be demonstrated as follows;

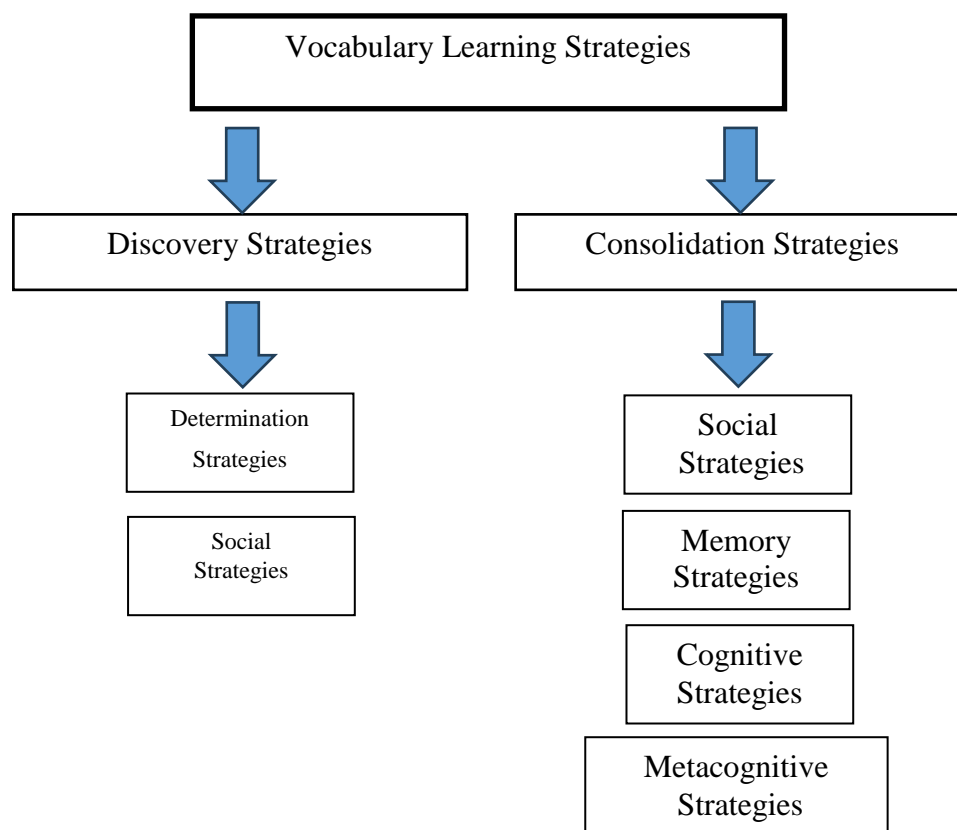


Figure 2.2. Schmitt's taxonomy of vocabulary learning strategies (1997, pp. 205-210)

Renowned applied linguistics scholar Schmitt (1997) created a taxonomy of vocabulary acquisition strategies that describes many methods for picking up and remembering language. The five main groups that Schmitt's taxonomy divides vocabulary acquisition methodologies are given below in detail.

2.4.1. Discovery strategies

Within the area of vocabulary acquisition techniques, discovery strategies concentrate on the process of discovering and comprehending new words via social interaction, context, and investigation. Learners who prefer a more natural and unstructured approach to learning will find these tactics especially helpful.

2.4.1.1. Determination strategies

A subgroup of vocabulary acquisition strategies known as determination strategies is geared toward assisting students in autonomously determining or deducing the meaning of new terms. Learners who are learning a language independently or who wish to improve their ability

to deduce word meanings without heavily depending on others will find these tactics especially helpful. These are the main ideas behind determination techniques and explore how to use them successfully when learning a language.

Employing Contextual Hints

By utilizing their knowledge of grammar and syntax, comprehending situations, and observing the words around them, students can infer meanings from the context in which a word appears.

Making Use of Reference Materials

Using outside resources, such as dictionary databases, thesauruses, and internet sites, to gather information about new language is another crucial discovery tactic.

2.4.1.2. Social strategies

According to Schmitt (1997), a group of vocabulary acquisition methods known as "social strategies" place a strong emphasis on social contact as a means of enhancing language proficiency. These techniques can be especially helpful for students who like working in groups and who would rather do practical work than academic assignments. Because social techniques entail feedback, communication, and cross-cultural interchange, they promote a dynamic and engaging approach to learning.

Exchanging Language

In order to practice each other's languages, language exchange pairs language learners with native speakers. This tactic facilitates learning and teaching in both directions by offering a two-way exchange; practice of conversation and cultural transfer.

Study and Learning Groups in Collective

Through cooperative learning and peer learning, joining a learning community or starting a study group can promote social learning.

Looking for Recommendations and Adjustments

By asking questions and demanding adjustments, social methods help people improve their language skills by getting feedback from others.

Making Use of Online Communities and Social Media

As social media and online platforms continue to flourish, students can now connect with people around the world to improve their language study.

2.4.2 Consolidation strategies

Consolidation tactics are methods for learning vocabulary that are intended to fortify and stabilize the prior knowledge you have already gained. In other words, words are remembered through consolidation strategies once they have been exposed. Four subcategories, including social, memory, cognitive, and metacognitive methods, are separated within this category. By transferring vocabulary from temporary to long-term memory, these techniques help you remember and apply new words in a variety of situations. In order to guarantee that vocabulary is deeply ingrained in your linguistic repertoire, consolidation techniques frequently include reinforcement, repetition, and different practices.

Intermittent Repetition

Based on the notion that intermittent repetition enhances long-term memory, intermittent repetition entails reviewing language at intervals that get longer over time with the help of flashcards and review schedules.

Active Recall

Instead of passively studying material through tests and quizzes, active recall is recovering it from memory.

Application and Contextualization

Contextualization is the process of forming new sentences within larger contexts and applying terminology in a variety of settings to reinforce its meaning and usefulness.

Connection and Illustration

Consolidating learning via word maps and mind maps involves drawing connections between new language and well-known ideas.

Regular Exercise and Exposure

Consolidation requires constant exposure to terminology and regular practice. Reading, listening, and interacting with language can help achieve this.

Reflective Learning

By evaluating and analyzing your learning progress, reflective learning enables you to modify and enhance your learning techniques.

To conclude, incorporating VLS is essential for students to help them take charge of their own learning when all these elements are taken into account (Kırmızı & Topcu, 2014). Vocabulary and VLS are indispensable for both learners and teachers of the English language to tackle with the challenges of learning. Overall, the significance of vocabulary learning strategies cannot be regarded as too little.

2.5. Definition of Vocabulary

Vocabulary is an irreplaceable part of the conversation, and it is an inseparable part of any language learning period. Also, vocabulary knowledge is indispensable for communication and reading comprehension (Akyol, 2013). It is impossible to communicate and convey meaning in any field of reading, writing, listening, or speaking without vocabulary.

English vocabulary refers to the collection of words and phrases that are used in the English language (Rizo-Rodriguez, 2004). For communication and acquisition of language, vocabulary is a fundamental side. It provides building blocks for reflecting ideas, thoughts, emotions and exchanging information among people. All the words and phrases which are used in the English language for expression and communication generate English vocabulary which is a milestone of language proficiency and communication competence.

2.6. The Significance of Vocabulary Acquisition

Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed (Wilkins, 1972). It is easily understood that vocabulary plays a crucial role in language learning as it forms the basis for communication. The state of being copious which means a rich vocabulary capacitates learners to express their feelings, ideas, and thoughts more effectively. It decreases the risk of misunderstandings and makes it possible for exact communication. Besides, a strong vocabulary knowledge is essential for academic success. As we all know learners have to face and handle many standardized tests and improve their reading and writing proficiency if they want academic achievement.

English has long been recognized as the lingua franca of business and communication worldwide (Bohara, 2018). English vocabulary is an inseparable part of the issues of business and communication. A robust vocabulary is a must worldwide to work across borders with effective communication. Otherwise, people have difficulty in expressing themselves which results in failures in many aspects of life.

Acquiring knowledge of vocabulary in a foreign language is a challenging endeavor, as each word possesses its structure, connotation, and application, all of which might provide challenges (Tosuncuoglu, 2005). However, investing time and effort to expand one's vocabulary reveals invaluable outcomes for personal development and critical and creative thinking. It can be said that vocabulary is an important element in conveying meaning in any communication process. However, in the past, especially in traditional methods, vocabulary was the ignored part of the language so communication – both verbal and written- might have been interrupted (Köksal, 2020). This lack of concern towards vocabulary teaching causes many problems in communication and large deficits during the whole language learning process of the learners.

In conclusion, vocabulary knowledge is indispensable for communication and reading comprehension (Akyol, 2013). Also, vocabulary is an irreplaceable part of the conversation, and it is an inseparable part of any language learning period.

2.7. The Reasons of Vocabulary Learning Difficulties

Vocabulary learning difficulty can be measured by the amount of effort to learn a word. Some of the learners can acquire, memorize, and use the target vocabulary easily for communication while others experience troubles even in reading and comprehension. These difficulties can derive from several factors. Learners' manner and learners' encouragement to learn vocabulary in the target word can be outcomes of vocabulary learning difficulties (Akyol, 2013). The lack of effective vocabulary instruction, limited exposure to target vocabulary, stress, and the lack of motivation can be considered as some other causes of learning difficulties. Moreover, learners have assorted reasons that cause problematic situations because many learners may not be confident and sure where and how to start learning vocabulary. Furthermore, learning new vocabulary in a second language is a continuing process rather than a single event. Beginning-level students often believe that vocabulary learning is all that is involved in second language acquisition and may focus their efforts and strategies on this single component.

Limited vocabulary in a second language hinders effective communication, hence acquiring and maintaining a large vocabulary is thought to be one of the most important aspects of language learning. However, there are some other factors that prevent language learners from better vocabulary acquisition and retention (Surmanov & Azimova, 2020). Among these factors that impede successful communication, pronunciation mistakes are the most common. Students have difficulty in comprehending the rules of pronunciation and naturally avoid learning and using the target vocabulary. Using the appropriate words based on the different contexts is another cause making the vocabulary learning process challenging for learners. They mostly confuse and cannot decide which words to say in that particular situation as the same word possibly has different meanings. Phrasal verbs and idiomatic expressions consist of the other causes of vocabulary learning difficulties. Therefore, it can be easily said that learners are not able to understand the meanings of these expressions in any context if they do not have proficiency.

Learning vocabulary is an essential requirement for mastering the other four skills—speaking, writing, listening, and reading. People cannot properly communicate or express their feelings in written or verbal form without a suitable vocabulary (Alramly et al., 2021). Spelling of the words, length, and complexity have been the other main causes that prevent learners from expressing their ideas with receptive or productive skills in a way. It is important to address these preventing factors to create a rich language environment and effectively back up the learners who struggle with vocabulary learning. Mobile devices with digital and social platforms can be a suitable alternative to overcome these troubles by enhancing a positive and supportive atmosphere while contributing to a successful vocabulary acquisition.

Rohmatillah (2017) attempted to identify the types and contributing variables of pupils' language learning challenges. The participants in the vocabulary class during the first semester of the English Education Department at IAIN served as the study's subjects. This research used a qualitative design and incorporated case study elements. The researcher employed questionnaires and interviews to collect the data. The results demonstrated that the children continued to have issues or challenges when learning language. Students encountered a variety of challenges when acquiring language. The students encountered three main types of challenges: (1) nearly all of them had trouble pronouncing the words correctly; (2) they had trouble writing and spelling; and (3) one of the reasons they had trouble learning vocabulary was the many grammatical forms of words, or inflections. Furthermore, (4) the students had

trouble selecting the right meaning for the terms, and (5) they were still unsure about how to apply the word in the given context. In the final, (6) class, the pupils continued to be perplexed by idiomatic terms and expressions. A number of factors contributed to students' struggles with vocabulary learning: (1) the written and spoken forms of English differ; (2) the sheer volume of words students must learn; (3) the scarcity of reliable sources of word information; and (4) the complicated nature of word knowledge. A word's dictionary definition is only one aspect of its meaning; other factors include: (5) reasons why a student might not understand a word's grammar; and (6) the fact that a student pronounces a word incorrectly due to a sound difference between the student's native tongue and English.

To sum up, vocabulary learning difficulties can result from a combination of numerous factors. Teachers and educators have to pay attention to the root causes and address these factors with the help of innovative techniques in the field of vocabulary teaching.

2.8. Teaching Vocabulary in Traditional Settings

Many teachers assign students to look up words in dictionaries, write definitions and translations, repeat words, and use words in sentences as part of their traditional vocabulary instruction for vocabulary. To assist learners in learning new terms, teachers frequently employ word lists, vocabulary books, explanations, discussions, memorization, and quizzes (Bromley, 2007). Moreover, traditional vocabulary reviews have included fill-in-the-blank worksheets, flashcards, or matching exercises. It is a fact that in language classrooms, traditional techniques for teaching and mastering vocabulary have been standard for a long period of time. While they have been shown to be successful in many educational settings, traditional vocabulary learning techniques can have distinct drawbacks. Traditional methods in traditional settings such as flashcards or repetitious drills, frequently depend on memorization and can result in superficial learning. In order to demonstrate deeper comprehension, students may recall terms for an exam but quickly forget them thereafter. This kind of settings lacks context and when students learn vocabulary in isolation, without being exposed to meaningful settings, it can be challenging for them to comprehend appropriate word usage in everyday scenarios. Words without context can appear abstract and be more difficult to recall. Moreover, traditional settings which mostly rely on worksheets, definitions, and repetitious exercises as passive learning activities, can be less interesting. Students may become bored and lose motivation as a result of this.

Recent research reveals that they are not the most effective ways for pupils to comprehend words at a deep level. Teachers and students are heavily encouraged to use

technology in the classroom in today's technologically savvy culture, even though some of these reviews are still helpful (Nahmod, 2017). Teachers and learners can enrich and improve their vocabulary learning process by integrating interactive and more meaningful digital and social materials. This shift from traditional vocabulary instruction to technological way clearly provides real-world applications and authentic contexts. In this way, learners of vocabulary manage to connect new words to the real world and have a deeper understanding of the meaning and usage.

In their study, Ebadi and his friends (2023) researched whether studying on movies, playing video games, and listening to music outside of the classroom as mobile-based extramural English (EE) activities significantly increase the interest of pupils in English as a foreign language (EFL). The purpose of this mixed-method study was to examine how EE activities contribute to intermediate EFL learners' vocabulary growth. A total of 60 learners from two language institutions participated in the study, thirty of whom were male and the remaining thirty female. There was a pre-test, a post-test, and a delayed post-test. As part of the EE activities, the experimental group received digital vocabulary training four days a week for two months via WhatsApp. On the other hand, the control group was taught the identical textbook vocabulary in the classroom utilizing the traditional method that is usually used in EFL circumstances. To find out what the participants thought about their choice for EE-based activities, a semi-structured interview was done. The pupils' acquisition of vocabulary was considerably impacted by EE-based activities. Themes from the qualitative phase revealed that participants favored EE-based activities because they can lead to better conversation, more vocabulary acquisition, reduced mental strain, and better grammar and pronunciation. The participants also showed a preference for a variety of mobile-based EE activities, such as watching movies, playing games, listening to music, viewing cartoons, and concentrating on the movie subtitles, which helped them expand their vocabulary. According to the findings, language teachers should use more virtual and online-based EE exercises to enhance conventional methods of teaching vocabulary.

Teachers also tends to change their way of teaching vocabulary as well as students. Sharma and Joshi (2024) conducted a study with 100 language teachers. In addition to comparing conventional and contemporary approaches to teaching English, the study looks at how common these approaches are among educators of the language and how often they are used. The findings show that less experienced teachers support the bilingual, experiential,

listening, and observation techniques, whereas more experienced teachers favor the social learning approach.

Vocabulary teaching and learning in traditional settings with traditional instruction which has been employed for years mostly focus on passive learning and ignore the constructivist side of the learners. Learners just read and try to repeat the vocabulary like a parrot. Meanwhile, traditional settings are away from triggering active engagement, reflection, and comprehension which prevents learners from building new knowledge prior to the old one. As a result of this fact, learners and teachers for vocabulary retention should use innovative and technological instruments to create organic and dynamic settings.

2.9. Computer-Assisted Language Learning (CALL)

Computers were not employed for teaching until the 1960s despite being around since the first part of the 20th century CALL began to take shape in the 1970s as a result of advancements in research on the use of computers for language acquisition and for establishing appropriate learning environments (Higgins, 1983). However, computers have been used in educational settings for a few decades, and millions of dollars are spent on their purchase and upkeep. Language schools have been using CALL applications for a long time. CALL is a technique for teaching and learning languages that makes use of computers to help with presentations, support students, assess resources, and foster interaction (Jafarian et al., 2012). All over the world, CALL is accepted to challenge traditional teaching and learning processes and benefit from cutting-edge technological opportunities to provide vast interactive education settings that enhance one's speaking, writing, listening, and reading abilities. The notion that advancement is unattainable without advanced technology and computers is considered to be fatal.

It is a well-established fact that the advent of computers has revolutionized every part of human existence, and language learning is no exception. As a result, a large number of educational institutions worldwide have included computer-assisted language learning (CALL) in their own educational programs and have been working hard to make use of and assess this attempt's value to their instruction (Bulut & AbuSeileek, 2007). It has been observed that CALL improves students' performance and attitude throughout the language process. Thus, Around the world, CALL classes have been developed, and put into practice, and their efficacy in comparison to conventional language teaching methods and approaches examined.

The educational technology business has grown at an unparalleled rate in the last few decades. Due to these important advancements, Computer Assisted Language Learning is now an essential part of the English as a Foreign Language teaching style (Habbash, 2020). Learning/teaching methods and strategies that effectively leverage the benefits of recent technological advancements have proliferated. The contextualization of language learning materials facilitates comprehension, practice, and fluency development for learners.

2.10. Mobile Assisted Language Learning (MALL)

Mobile-assisted language learning is the process of incorporating students' personal electronic gadgets into their educational experience. It combines mobile devices such as laptops, tablets, smartphones, and smartboards with pedagogical approaches and language learning techniques allowing learners to engage in any type of activity anywhere and anytime. According to Stockwell and Hubbard (2013), mobile-assisted language learning (MALL) includes using mobile devices that have easy access, and portability (Stockwell & Hubbard, 2013). The evolution of mobile technology has led to the reasoning of mobile learning technologies, which have significantly increased the dimension of time and space for learning and are now a helpful addition to the conventional teaching mode. It causes radical shifts from traditional to technological. Furthermore, the increasing ubiquity of mobile learning has the potential to transform language instruction (Lim, 2021). Digital applications and social platforms have been employed by teachers and learners as new material to create a more interactive and collaborative learning setting.

In her study Gavarrete Martinez (2024), employed digital applications on a website designed for vocabulary teaching. Among the many online learning tools available on the webpage are Seesaw, Genially, Edpuzzle, Epic!, and Wordwall. These educational apps are available to students on laptops, iPads, and cellphones, among other portable devices. These applications allow students to practice their language proficiency using real-world resources. This website assists teachers in locating resources according to students' proficiency in English and in selecting suitable educational activities for individual vocabulary development. She emphasized that language learners can advance their language skills to effectively communicate in a variety of settings thanks to mobile devices with digital applications.

Mangena (2021) carried out a quantitative study to find out how English First Additional Language (EFAL) students in grade 10 feel about using mobile devices to learn vocabulary in the language. 251 students completed an online questionnaire about their experiences of

acquiring English vocabulary with mobile devices. As a result of the study, participating EFAL students in grade 10 showed a desire to incorporate mobile devices into their vocabulary learning of English. This group of students thought that using mobile devices would help them learn terminology related to English. This demonstrates that students thought using a mobile device would improve their vocabulary learning in English.

Wardak (2020) used a case-study methodology to examine 20 EFL students aged between 16-35 at a British institution to find out how to integrate digital tools into the vocabulary learning process. A smartphone served as the main research instrument, and smartphone applications served as the supplementary instruments. The efficiency of two different types of smartphone applications—installed apps made especially for vocabulary development and socializing apps mostly used for socializing—in terms of vocabulary acquisition outside of the classroom was examined. Over the course of 10 weeks, the participants were given 400 academic English language vocabulary questions in total. Pre-testing before the start of the study and post-testing at the conclusion of the study provided useful information about the terms that participants knew before and after the study. The study supports the assertion that using smartphone applications for extra practice outside of the classroom develops vocabulary knowledge necessary for academic work.

Chakir (2018) examined the usefulness of cell phones as teaching aids for EFL. It also sought to investigate how instructors and students felt about using mobile phones and other mobile-aided language learning (MALL) resources in English language instruction. A combination of methods research strategy was used in order to achieve this. The study included 60 high school students from Morocco. The studies' findings demonstrated that EFL instructors and students had favorable opinions about the application of MALL in an EFL setting like Morocco.

Hebert Sundram (2017) studied the ways in which ESL students used their phones to acquire vocabulary and how they perceived doing so. Thirty intermediate-level students from Segi University in Kota Damansara's Intensive English Program (IEP) participated in the study. Participants in this study were Middle Eastern and Chinese pupils. For this study, questionnaires, interviews, essays, and tests were used to gather data. The efficiency of a mobile phone dictionary application for vocabulary acquisition and students' preferences for using their phones to learn English as a second language were determined by analyzing test and questionnaire data using the SPSS software. The results demonstrate how MT, in particular the

use of mobile application dictionaries, aids ESL learners in expanding their vocabulary. Additionally, they demonstrate that students favor utilizing their phones to acquire new vocabulary.

Korkmaz (2010) examined whether mobile applications for assisted language learning (MALL) are beneficial in enhancing ELT coursebooks. Additionally, find out what the students' perspectives are regarding MALL supplementation. 100 students participated in the study that had a 8 weeks of treatment. According to the study's findings, students' performance ratings improved when MALL was included as a supplement to ELT coursebooks. Additionally, data from the questionnaire indicated that students felt positively about this new application for language learning.

Mobile technologies are enabling more sophisticated use, expanding capacity, and drawing in new users quickly. This shapes cultural norms and creates new learning environments (Pachler, N., Bachmair, B., & Cook, 2014). These technologies have been incorporated into teaching and learning more gradually because educators need to know how to use them to support different types of learning and to create useful strategies and resources for MALL, a specialization of mobile learning (mLearning) (Kukulka-Hulme & Shield, 2008). New users along with a positive attitude towards the language learning process by using mobile devices can experience rich and beneficial exposure to authentic contexts.

2.11. Mobile Devices

Mobile-augmented language learning, or MALL, is a subset of mobile learning that primarily employs mobile devices to offer lessons. These mobile devices could include PCs, iPads, iPods, cell phones, and more (Viberg & Grönlund, 2012). Any form of portable mobile device, such as a smartphone, tablet, pod, PDA, cell phone, or any other type of handheld device, can be used to help with this procedure. In this context, laptops are generally not seen as mobile devices, although they clearly are to some extent (Kukulka-Hulme & Shield, 2008). Smart mobile devices, comprising smartphones, tablets, and wearables like electronic watches and smart glasses, can be controlled by their users through touch, voice, and gestures. They also enable learning through the devices' various features, like augmented reality, QR codes, and location-sensitive capabilities (Fischer et al., 2018). As follows you read the numerous advantages and various usages of mobile devices.

2.11.1. Pros of learning with mobile devices

The main categories of mobile devices in terms of benefits are technological advantages, information using mobile technologies, efficient communication, opportunities for the educational process, personal development, and facilities at the economic and environmental level (Mățã & Dobrescu, 2022). Moreover, digital dictionaries, applications for languages, E-books and articles, multimedia content and videos, language exchange with native speakers, and some digital tools for writing, listening, and other skills have been more specific profits of mobile devices.

In the current digital era, mobile devices enable teachers and learners to personalize both their language environment and materials in accordance with their needs. This seems the most effective side of these devices. Traditional instruction mostly ignores and does not fully understand the personal needs and preferences of learners while mobile devices allow learners to reorganize all the authentic materials concerning their time management, the place they live, their motivation level, and even let learners produce their own content. From this aspect, language instructors and learners logically actualize their full potential for language teaching and learning by engaging in more relevant and effective learning experiences.

Song and Fox (2008) describe a relatively uncommon instance of learner-led mobile devices language learning activities. They observed advanced English language learners using mobile devices to promote and broaden their learning in self-directed ways, particularly to increase their vocabulary. The researchers came up with the original concept, but the students who agreed to participate were eager to dedicate a lot of their time to the project and follow their own objectives. These were extremely driven students who were prepared to identify their own language requirements and choose their own resources, instruments, and modes of communication. According to the study, students were able to discuss word meanings with their professors and other students outside of the classroom thanks to the mobile device.

Another study that shows the advantages of learning with mobile devices was conducted by Oriogu et al., (2018). The study looks into how Afe Babalola University students use their mobile devices to learn foreign languages. The study used the survey research method and was directed by four research questions. A structured questionnaire was used as the data gathering tool. The results indicate that respondents utilize iPads, iPhones, and Android phones to study foreign languages. Because they use mobile devices, they are proficient in the languages of

Chinese, French, and English. The majority of respondents agree that mobile devices have a significant influence on language acquisition.

The fact that software providers and language instructors no longer feel constrained in their use of computers in the classroom to demonstrate grammar as the primary objective is one of the most significant benefits of CALL's expansion. It's evident that the trend toward computer-assisted communicative education is growing. The vocabulary program has begun to integrate video, recordings of sound and playback, and graphics in addition to contextualization (Higgins, 1983). To allow students to compare their recordings with a model, the majority of pronunciation systems now include voice recording and playback. Even when the primary goal of the exercise is not spoken practice, the majority of computer programs encourage some debate among the learners in the group. The majority of mobile applications today also contain games, which leverage the capabilities of the computer and rivalry to foster teamwork and collaboration toward a common goal—the enjoyable element—to inspire language acquisition. Besides, mobile devices provide interactive learning activities and assessment tools while appealing to different learning styles.

2.11.2. Cons of learning with mobile devices

There are certain drawbacks to using computers as well as additional mobile devices in language sessions, notwithstanding their significant contribution to language learning. Regarding the challenges and drawbacks of MT, the following were noted: detrimental effects on one's ability to grow personally; technological challenges; deteriorated information; declining capacities for socialization and communication; detrimental effects on the educational process; and negative consequences with regard to the economy, ecology, and ethics (Mățã & Dobrescu, 2022). Besides the fact that being addicted to mobile devices seems the biggest disadvantage of using this kind of materials, health problems have been another main disadvantage. Learners tend to continue using mobile devices even if any related language learning process doesn't take place. The excessive use and exaggerated exposure of mobile devices cause eye and brain problems because of the radiation. Headache, stress, nervousness, fatigue, and mental disorders are the additional health problems and disadvantages of learning with mobile devices.

The fragmentation of learning, the need for concentration and meditation when studying, the need for students to move around, the lack of skills and self-control in cognitive activity, the small screen size and internet access issues, the fact that mobile devices have

smaller screens than traditional PCs, and the fact that most websites are designed for high-resolution screens may all be drawbacks to mobile learning (Rashevskva, n.d.). Moreover, the high cost of these devices and internet connection emerges with other disadvantages. Addiction has been the most salient problem as it affects all the society physically and mentally regardless of age or social background. People tend to develop fanaticism towards mobile devices regarding them as a necessary part of their lives. This fanaticism leads to negative consequences on both educational and interpersonal issues. The excessive usage of mobile devices hinders communication among people and social interactions. Consequentially, identifying the potential threats and taking necessary precautions to prevent addiction is a critical issue.

In his study, Adara (2020) intends to examine how MALL affects learners' motivation and sense of autonomy. The respondents are split into both control and experimental groups in order to get the results. The control class receives traditional learning sessions, whereas the experimental class receives MALL-integrated English courses. Before and after therapy, a series of questionnaires were administered. Furthermore, semi-structured interviews were carried out to offer more profound understanding of the subject. The findings imply that MALL appears to have a detrimental effect on students' motivation and sense of autonomy. However, this does not imply that MALL is without value, as respondents advise using a mobile app to look up the meaning of complex terms or unclear issues.

Metruk (2020) made an effort to provide a critical analysis of the literature on MALL because more study and investigation are required in this field, particularly in regards to the difficulties and obstacles language teachers encounter while using m-technologies. According to the results of the study, the main issues surrounding the use of mobile devices in education include distraction of the learner, cheating, and teacher perception and preparedness.

It's evident that not every mobile device can be utilized for mobile education. Requirements for an "ideal mobile device for learning" have been crucial for the language learning process. By minimizing addiction and other risks, teachers and learners should create a healthy relationship with mobile devices and technology. A well-balanced approach to technology consumption is a must to reach the highest profit. The current study also stresses the transformation of wasted time on mobile devices with digital and social platforms into a full vocabulary and language learning process.

2.12. The Social Platforms for English Vocabulary Learning

In today's digital age, there is an abundance of social platforms tailored to facilitate vocabulary learning (Smith, 2020). Besides, many language and vocabulary-focused accounts have been created by language teachers and offer a dynamic and interactive learning environment where learners build up their language system and the collection of vocabulary at their own pace. Moreover, globally, over a billion people are linked and interconnected to generate, cooperate, and share their expertise and understanding and social media platforms connect users with a larger community of students, teachers, and native speakers, making vocabulary learning in English more dynamic and interesting. These platforms have the potential to enable instantaneous communication, teamwork, and cross-cultural interaction.

Albiladi (2020) investigated the experiences of foreign language instructors using social media for English instruction and learning. The methodology employed for the data collection and analysis was qualitative research. In-depth interviews and a survey were used to gather data with instructors of foreign languages. Thirty-five English teachers from various educational levels, including public and foreign language institutes, participated in the study (15 for the interview and 35 for the survey). Five distinct themes emerged from the data analysis about the experiences of teachers use social media for English instruction and learning. The participants taught English culture and supported their classroom lessons with social media. Additionally, they thought of social media sites as instruments for differentiating instruction in the classroom and evaluating language development and learning among students. Regarding advantages, the respondents stated that social media improves teaching methods, fosters a sense of community among students, and increases student motivation and involvement.

Sidding (2020) investigates the effects of social media in teaching of languages. The results of his study stressed that by using social media sites like Facebook, WhatsApp, and YouTube, teachers can assist students in gaining more proficiency in language acquisition and usage. Through social media, students may put themselves in settings where they could converse openly with people who speak the language more fluently than they do. Learners might be able to strengthen their command of the language in this way. It is clear from his research study that social media can be used to support language instruction. Additionally, students might immerse themselves in the culture linked to the language they are trying to learn. As a result, the students would gain a better understanding and enhance the educational process.

In an experimental study, Alqunayer (2016) examined the effects of Twitter instruction on students' acquisition of English vocabulary in a Saudi institution. Two groups—the experimental group and the control group—were formed from the student participants. For eight weeks, the experimental group received instruction via the Twitter app, while the control group received instruction via more conventional means. The author concluded that compared to the group that received standard instruction, the experimental group showed a noticeably greater level of vocabulary knowledge. The author also mentioned that in addition to vocabulary, writing ability had increased.

In the age of technology and social media, traditional methods of teaching English vocabulary have been supplemented by innovative strategies that incorporate platforms such as YouTube and other social media sites (Rao, 2019). Quizlet, Instagram, and Twitter (Now “X”) have collectively contributed vocabulary learning process. These platforms provide students with a progressive and interactive learning setting, allowing them to practice with authentic language materials and communicate with other English learners from around the world. Furthermore, employing social media in vocabulary teaching allows students to reach a wide range of resources, including interactive activities, polls, flashcards, videos, podcasts, word games, and online quizzes, which can improve their understanding and retention of new words. By utilizing social media, educators can tap into the interests and preferences of their students, making the learning process more engaging and relevant. The following is a list of well-liked social media sites and groups that provide various activities for expanding your vocabulary in English.

2.12.1. YouTube

With its instructional videos and interactive content, YouTube is a great resource for learning vocabulary in the English language. Numerous YouTube channels provide courses, vocabulary exercises, and practice sessions with an emphasis on language learning. Engaging information is available on channels like "English with Lucy" and "BBC Learning English" to help with vocabulary and language proficiency.

2.12.2. HelloTalk

With HelloTalk, individuals may practice their language skills by connecting with native speakers all across the world. Through text, phone, and video chats, the platform offers a great way for English vocabulary to be learned through real-world interactions and conversations with native speakers.

2.12.3. Facebook groups

There are numerous Facebook groups devoted to vocabulary development and English language acquisition. These groups frequently include live sessions, language-learning resources, and discussions. They're an excellent method to meet new people and ask questions about terminology and usage in the English language.

2.12.4. Duolingo

An popular program for learning languages with a strong sense of community is called Duolingo. Together with social functions like leaderboards, community debates, and the ability to follow friends, it provides engaging vocabulary courses and quizzes in English. To discuss language learning-related issues, users can also participate in language forums.

2.12.5. Tandem

Similar to HelloTalk, Tandem provides a language exchange platform where users can locate language partners to work on their vocabulary in English. It has tools for written, spoken, and visual interaction in addition to in-app translation to make learning easier.

2.12.6. Instagram

By interacting with the content of language-learning accounts and following them, Instagram can be utilized as an educational tool. Some Instagram accounts provide linguistic advice, idioms, and everyday terminology. Contributing to the comments area and interacting with these postings can be a productive method to meet new people and expand your vocabulary.

Instagram introduces several benefits for learning English vocabulary. Firstly, it provides learners to access a wide range of visual content that can be used as context for vocabulary learning. Learners can follow accounts that post educational content, such as English word of the day or vocabulary exercises. They can also engage in language-learning challenges or competitions, where they have to use specific vocabulary in creative ways. In this study, specific vocabulary appearing in the 4th unit of a coursebook in the middle school curriculum has been studied with mobile devices and digital and social platforms.

2.13. Theoretical Framework

A theoretical framework, or basis, for how you analyze and make sense of the meaning contained in the results of your study is provided by the theoretical framework, which is a structure that condenses concepts and theories that you develop from already tested and

published knowledge (Kivunja, 2018). This section reviews the mostly accepted theories by the learners about the usage of technology in educational settings. The following theories were determined to be the most well-liked, significant, and influential among them:

Learning about new ways to expand the vocabulary knowledge of English learners deliberately and explicitly is of interest to teachers regardless of content area. One potential theoretical framework for English vocabulary teaching with technology is the integrative pedagogical approach. This approach combines the use of educational technologies with traditional teaching methods to create a more active and dynamic learning environment for students. The use of educational technologies, such as digital tools and smartboards, can enhance vocabulary instruction by providing interactive and engaging learning experiences. Additionally, the Technological Pedagogical Content Knowledge framework can be utilized in integrating technology into vocabulary teaching. This framework emphasizes the importance of teachers having expertise in both technology and pedagogy, as well as a deep understanding of the specific content being taught (Nindiasari et al., 2021). Some of the fundamental theories are submitted below.

The Theory of Reasoned Action (TRA) argues that a person's intention to behave depends on how they feel about the behavior and the subjective norms, which are expressed as $(BI = A + SN)$. This is based on the idea that a person is more likely to act on their intentions if they are motivated to do so. As Ajzen argued, strong intentions do not always translate into actual behavior. That is to say, in situations where an individual has partial control over their behavior, behavioral intention is not the only factor influencing their actions. This is why the Theory of Planned Behavior (TPB) (Ajzen, 1991) added the construct of "perceived behavioral control" to complement trait realism.

The Diffusion of Innovations Theory (DOI) which seeks to clarify the how, why, and rate at which new ideas or technological advancements are circulating across cultural boundaries. According to Rogers et. al., (2014), there are five steps involved in the dissemination process: establishing awareness, forming attitudes, adopting, adapting, and appropriating. Additionally, he classified users of all contemporary technologies into five groups: "laggards, innovators, early adopters, early majority, and late majority."

The Unified Theory of Acceptance and Use of Technology (UTAUT) created in 2003 by Venkatesh and colleagues is an effort to give a cohesive understanding of how users accept

technology by combining elements from eight models that were thought to be the most well-known models in user acceptance. According to the authors' theory, four important constructs—performance anticipation, expectation of effort, social influence, and facilitating conditions—will be significant factors in determining usage intention and the ensuing behavior.

The Technology Acceptance Model (TAM) (Davis, 1989) is among the most important theories of information systems. The theory was developed with the intention of simulating prospective users' acceptance of information systems, i.e., forecasting IS/IT acceptance and identifying any design flaws prior to system deployment. According to TAM, when users are presented with breakthrough technology, they make decisions about when and how to utilize it based on a number of criteria, including:

- Perceived Usefulness (PU) is described as “the degree to which an individual believes that using a specific system would improve his job performance”
- Perceived ease-of-use (PEOU) is described as "the degree to which an individual believes that using a specific system would be free from effort".

This study centers around the theory, TAM (The Technology Acceptance Model) in the case of using technological mobile devices and related applications for the English language learning process.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

In this chapter, the outline of the study will be introduced. This study investigates the effects of mobile devices with digital and social platforms over secondary school students' vocabulary learning process and their attitude towards learning English vocabulary. This chapter especially aims to give information about the methodology of the study. Information about the research design, participants, data collection tools, and procedure will be given. Finally, a conclusion will be presented.

3.2. Research Design

The structure or strategy that directs the gathering and examination of data for a research project is known as the research design (Johnson & Christensen, 2017). The present study adopts a mixed method experimental research design. Moreover, mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study (Creswell, 1994). General information is given below.

Table 3.1. The overview of research design

Research Method	Research Questions	Data Collection Tools	Data Analysis
Quantitative Research	<p>RQ1. Is there a meaningful difference between pre-test and post-test results of the students in the experimental group?</p> <p>RQ2. Is there a meaningful difference between pre-test and post-test results of the students in the control group?</p> <p>RQ3. Is there a meaningful difference between pre-test and post-test results of the students in both groups?</p>	<p>The Vocabulary Achievement Test Pre-test and Post-test</p> <p>Digital Applications for English vocabulary</p> <p>Vocabulary focused social platform</p>	<p>Test of Normality <i>Kolmogorov-Smirnov</i> <i>Shapiro-Wilk</i> Mann Whitney U The paired-samples t-test</p>
Qualitative Research	<p>RQ4. Does using mobile devices with digital and social platforms for learning English vocabulary contribute students develop a positive attitude towards learning vocabulary?</p>	Interview Questions	<p>Content Analyses <i>Codes</i> <i>Categories</i> <i>Frequencies</i></p>

This design integrates quantitative and qualitative methods in one study to have more detailed data about the research questions of the study. In this way, reliable results can be obtained, and the study can be addressed its purpose. In the first phase of the study, quantitative research was conducted within the experimental and control groups which were analyzed. Gathering and analyzing of qualitative data has come next. Thus, the quantitative data has been gathered through a pre-test and a post-test which has been analyzed via SPSS; qualitative data has been collected through semi-structured interviews with the participants and analyzed with content analysis method.

3.3. Sampling and Participants

111 seventh grade EFL learners (n=50 male, n=61 female) of a state secondary school, in Ankara, have participated in the study during the second term of the 2023-2024 educational year. The school has 6 different classes for 7 graders which have been divided into two and three of them create the experimental group and the rest form the control group of the current study. There were 28 male and 30 female learners in the experimental group while 22 male and 31 female learners were in the control group aged between 12-13. The intact class sampling method was used to create the groups of this study. According to Best and Kahn (1998), when the entire class is chosen as the unit of analysis instead of individuals, particularly in educational settings, intact class sampling is preferred.

3.4. Data Collection Tools

Pre-tests, post-tests, smartphones, digital applications of vocabulary learning, some social media sites, and semi-structured interviews have been employed in this study as a means of gathering data. 4th unit of Let's Learn English 7 Student's Book has been employed for the study. Smartphones, digital applications that can be seen in appendices in detail, and some social media sites have been used only for the experimental group in the study. The vocabulary learning applications and design of the social media sites have been chosen, developed, and reorganized to be served for the study by the researcher by consulting language and educational experts, and the views of the colleagues have been also taken into consideration. Course books, dictionary-use activities, gap-filling activities, and matching activities in the form of worksheets have been used for control groups in the study.

The 4th unit in the curriculum has been chosen as it includes and is based on many unfamiliar vocabularies for the students. The vocabulary targeted in the 4th unit consists of

various sections as the names of wild animals, the names of animal types, the body parts of animals, the habitats animals live, and other general vocabulary related to the topic.

3.4.1. The vocabulary achievement test and the pilot study

Multiple steps must be involved while creating a vocabulary achievement test (Brown, 2014). These steps include defining the objectives clearly, selecting the appropriate vocabulary in relation to the objectives, determining the test format, and applying a pilot study. In this study, the vocabulary achievement test from which most data have been obtained comprises 25 multiple choice items along with 98 different target vocabulary. This vocabulary has been categorized into five different sections in accordance with the objectives in the curriculum such as the names of wild animals, their habitats, the names of the body parts of animals, animal types, and general vocabulary in relation to wild animals. The skill test has been prepared by the researcher and revised by five language experts before implementation.

Pre-test and post-test are essential components of this study since they are its foundational components. As the fundamental elements of the study, pre-test and post-test have crucial importance in this study. Therefore, a pilot study was carried out to obtain reliable and accurate results with pre-test and post-test. According to Bryman (2016), the pilot study allows researchers to test and identify unexpected issues and problems that may emerge in the research process. That's why the pilot study was conducted with 262 students in two different state schools in Ankara. 8th grade students have been employed in the pilot study as they studied the related unit and vocabulary last year and have been supposed to remember the unit.

3.4.2. Pre-tests and post-tests

Using a pre-test is important for this study as it aims to evaluate students' present ability about the perception of the words. The pre-test in this study was used to assess the equivalence of experimental and control groups. Another purpose of the pre-test is to compare the results of the post-tests to examine the improvement within and between the groups.

The 7th pre-test consists of 25 multiple-choice questions covering target vocabulary that are legitimate and dependable topics from the pilot tests. The researcher administered the pre-test to both the control and the experimental groups on the same day.

The post-test has the same questions and format as the pre-test. The post-test was administered to the experimental and control groups on the same day at the end of the

procedure. The aim of the post-test is to compare the enhancement of the experimental and the control groups.

3.4.3. Semi-Structured interview

In semi-structured interviews, researchers have a set of core questions or topics to guide the conversation, but they also allow for probing and follow-up questions based on the participant's responses (Smith, 2015). In this study, as a qualitative data source, interviews were held based on 6 questions. Moreover, interviews were conducted with 19 of the participants in the experimental group and used to verify the quantitative data acquired from the participants' results of the pre-test and post-test as well as get more perception about the students' attitude towards mobile devices with digital and social platforms for the English language learning process. In this study, open-ended questions are prepared for the students to create a more relaxed and engaging environment. The interviewers were chosen among the participants in the experimental group following the 8 weeks of treatment for vocabulary teaching. Interview questions were translated and presented to the students in both Turkish and English to prevent any data lose and have more reliable and valid results. The interview questions are given below.

1. What is the process of learning English vocabulary like for you?
(İngilizce kelime öğrenmek sizin için nasıl bir süreçtir?)
2. How did you study English vocabulary before the treatment?
(Uygulama öncesinde İngilizce kelimeleri nasıl çalışırdınız?)
3. Can you explain the steps of the treatment done in your class?
(Sınıfınızda yapılan uygulamanın aşamalarını açıklayabilir misiniz?)
4. How would you assess the treatment done in your class?
(Sınıfınızda yapılan uygulamayı nasıl değerlendirirsiniz?)
5. How did the treatment done in your class affect your attitude towards learning English vocabulary?
(Sınıfınızda yapılan uygulama İngilizce kelimeler öğrenmeye karşı tutumunuzu nasıl etkiledi?)
6. Would you like this practice to be used in other courses as well?
(Yapılan uygulamanın diğer derslerde de kullanılmasını ister misiniz?)

3.5. Social Platforms

Social platforms have come into our lives by changing the ways we live, work, and learn especially nowadays. Going out of the borders of the classroom, learners and even teachers prefer social platforms to design for themselves and reshape life at their own pace. Social

platforms for vocabulary teaching and learning have blossomed rapidly and are appreciated as they generate a unique and flexible learning environment. Besides improving vocabulary knowledge and language skills, social platforms connect learners all over the world easily, enriching interactions and collaboration. Using social platforms provides lots of advantages for vocabulary teaching and learning. Firstly, teachers and learners can reach a wide range of real-life authentic materials. Secondly, learners can follow vocabulary-focused accounts and join the groups committed to vocabulary acquisition. Also, an abundance of resources can be shared by the learners and teachers. Therefore, for the learners in the experimental group, the researcher has constructed a vocabulary-focused social account relevant to the 4th topic, wild animals.

The vocabulary-focused account has been followed by the students and the vocabulary studied during the treatment with digital applications in the class has been posted in stories by the researcher in quiz format twice a week. The students were informed about the date and time of quizzes on the social platform in advance and they eagerly attended the quizzes while answering the questions to repeat and master the target vocabulary. The social platform provides the correct answers to the students and instant feedback for correction if any question is answered in a wrong way. The account developed by the researcher can be seen in the figure below.

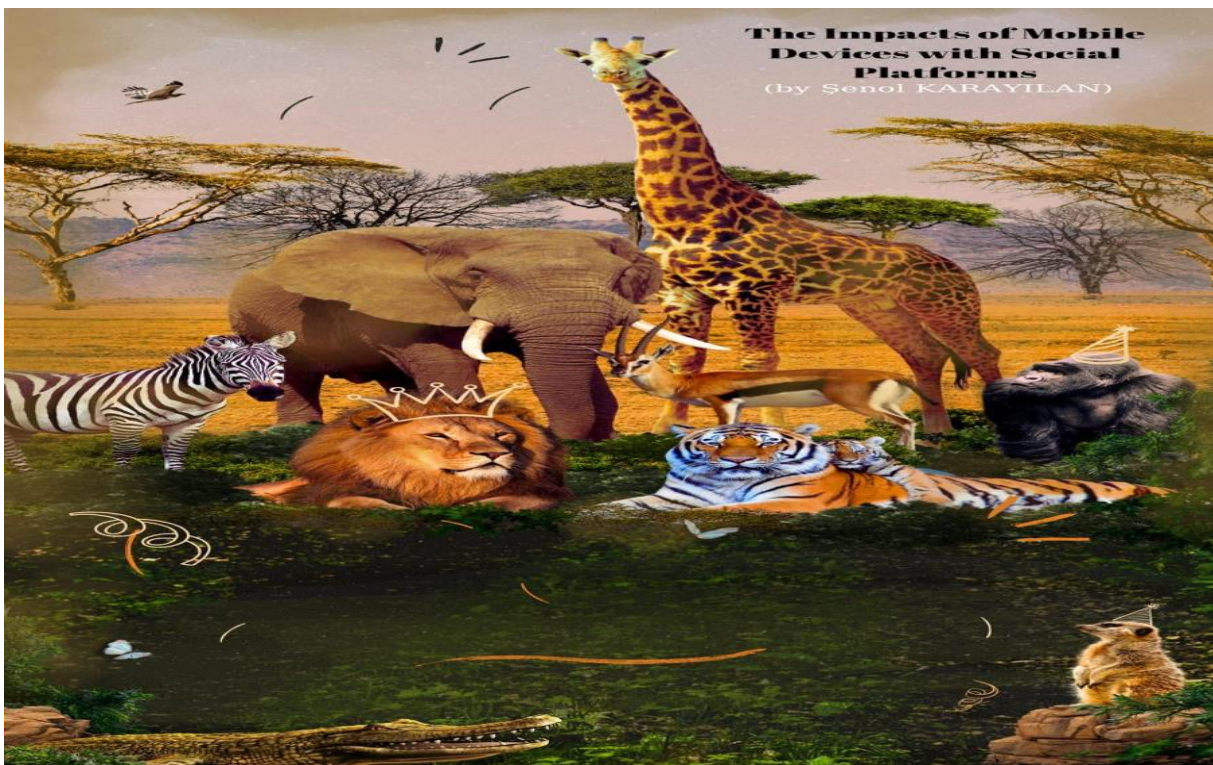


Figure 3.1. A screenshot of vocabulary-focused social platform.

Additionally, the social platform created by the researcher for this study provides a detailed analysis of the correct and wrong answers of the students. These analyses enable the researcher to see and check the personal vocabulary development of the students. The questions and vocabulary that have been answered wrongly were studied and dealt with in the following weeks by giving corrective feedback by the researcher. The following figures illustrate the detailed analysis of the students' answers.

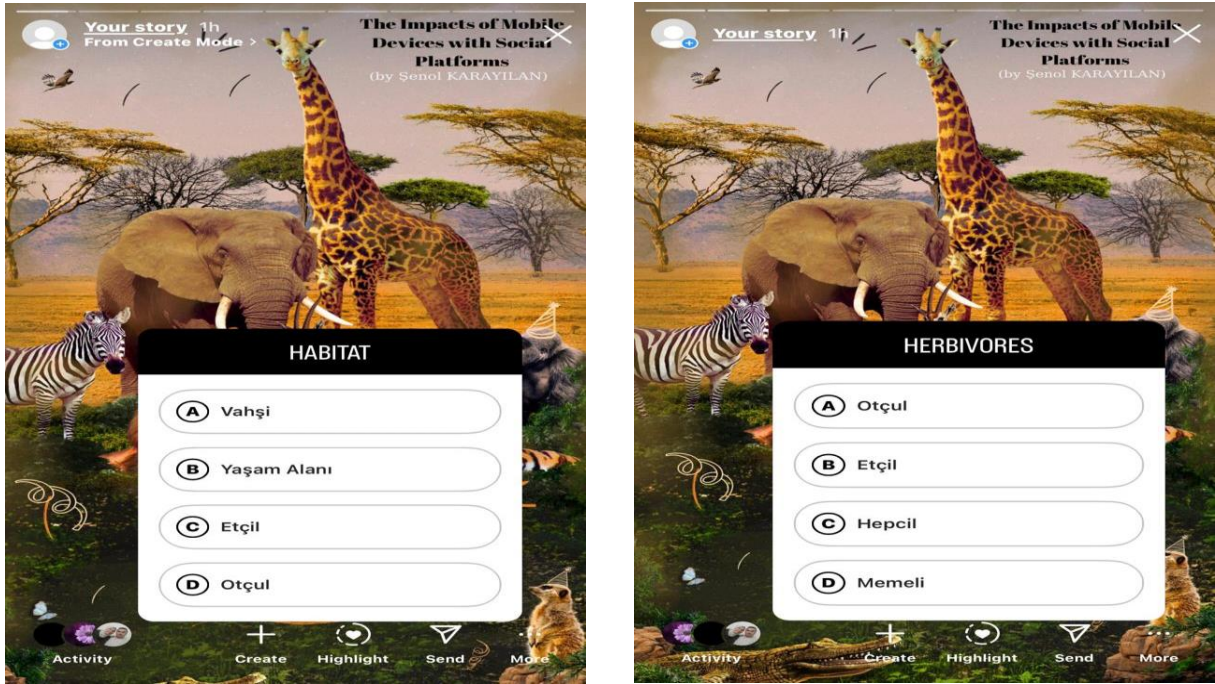


Figure 3.2. Screenshots of the vocabulary quizzes on the social platform.

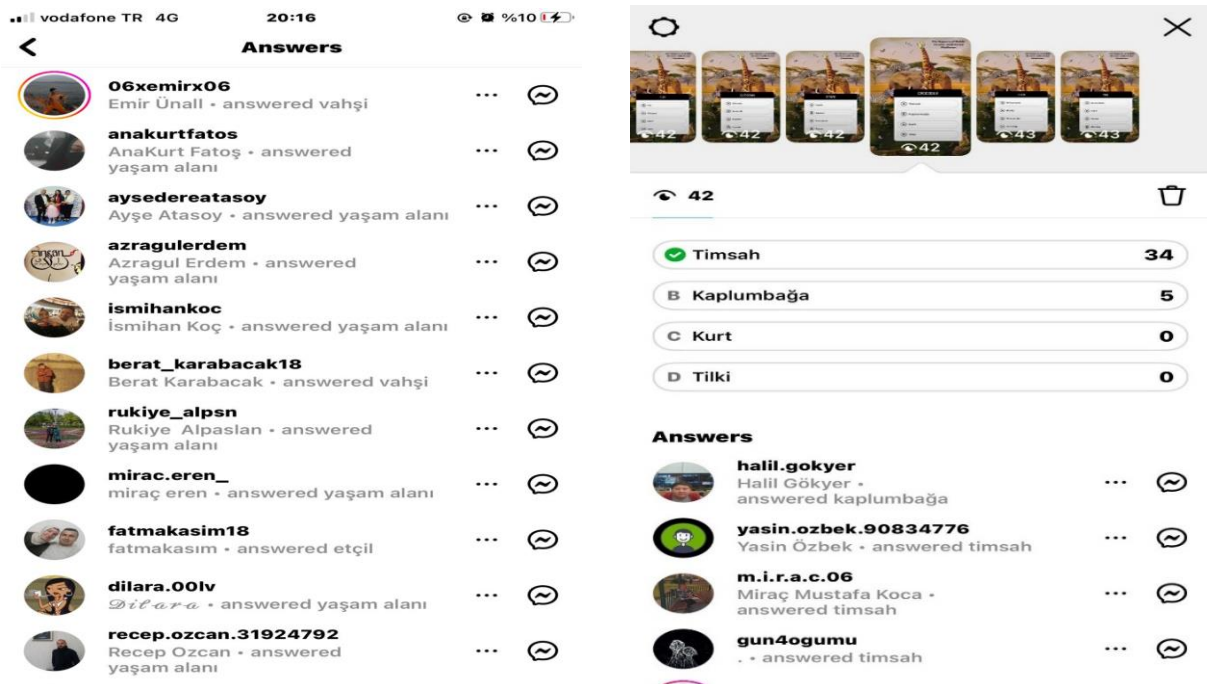


Figure 3.3. Screenshots of students' answers on the vocabulary-focused social platform.

There are many benefits of translating equivalents of target language vocabulary into their first language. It's an easy way to take the students directly to the core meaning of the word or expression. It also gives a sense of accuracy of the meaning of the first language equivalents. Retaining the meaning of the word for a long time in the memory is another advantage of translation method (Khan, 2016). Accordingly, both first and second languages have been employed in the vocabulary quizzes on the vocabulary-focused social platform.

3.6. Data Collection Procedure

This study aims to analyze the effects of mobile devices with digital and social platforms on students' attitude and vocabulary learning process. Therefore, in this study, especially the data obtained from the pre-test and post-tests and interviews has been analyzed in detail. Before starting the study, the necessary permission was received by the researcher from the district directorate of national education in Pursaklar, Ankara, and the principal of the school.

The study started with applying the vocabulary achievement test in a pilot study for 8th graders with 262 participants in two different middle schools. Fundamental validity values such as content, face, and Cronbach's Alfa have been calculated according to the results of the pilot study. The vocabulary achievement test has been reshaped and finalized by the researcher following the necessary arrangements. Thereafter, the final version of the vocabulary achievement test was applied as the pre-test to the experimental and control groups which were formed in advance by the researcher. For 8 weeks, the target vocabulary in the 4th unit of the course book was presented and contextualized with mobile devices, cell phones, some social media sites such as Instagram, and digital applications like crams and word wall for the students in the experimental group as displayed below. In contrast, the control groups were learning the target vocabulary in a traditional method with a coursebook and pen and paper worksheets. Some of the digital applications used in this study can be seen in the following figures.

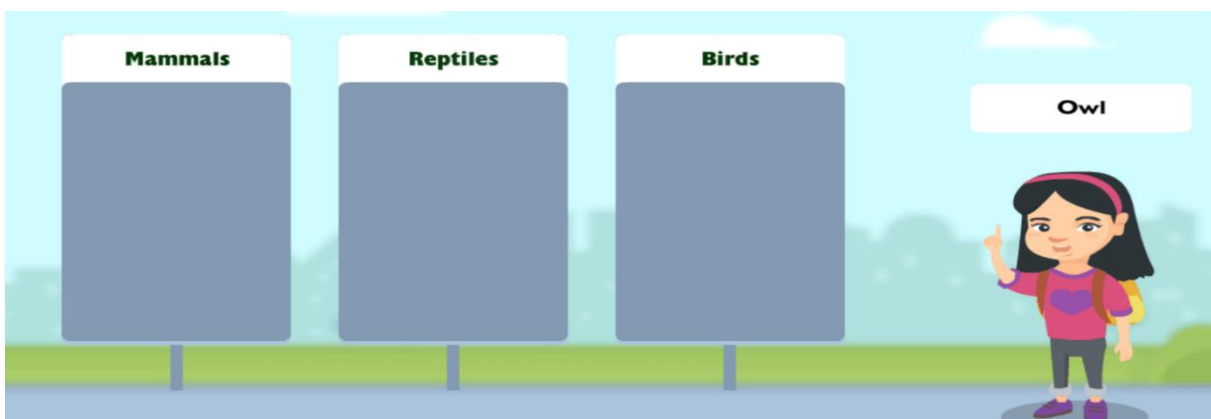


Figure 3.4. A screenshot of a digital application for vocabulary.



Figure 3.5. Screenshots of another digital application for vocabulary



Figure 3.6. A screenshot of another digital application for vocabulary.



Figure 3.7. A screenshot of another digital application for vocabulary.

A vocabulary-focused social account was created by the researcher and the participants in the experimental group followed the account. The target vocabulary was studied during the classes. Then, to repeat and master the target vocabulary, students were employed to

participate and answer the multiple-choice vocabulary questions posted on the social account in quiz format twice a week during the treatment. For the vocabulary which were answered wrongly necessary feedback and corrections were provided in accordance with the quiz results.

The post-test was conducted in the same format following the 8 weeks of treatment and the results have been compared in the context of the research questions of this study. Following these steps, the semi-structured interview with open-ended questions has been conducted in accordance with the last research question as the qualitative data source.

Data from data gathering instruments, both quantitative and qualitative has been compared and analyzed to determine the effectiveness of mobile devices with digital and social platforms on the attitude of participants towards the English vocabulary learning process.

3.7. Conclusion

In this chapter, all the specifics of the methodology obtained from this study including research design, participants, data collection tools used in the study and data collection procedure were explained. In the following chapter, the data analysis results will be introduced.

CHAPTER 4

4. DATA ANALYSIS

4.1. Introduction

This chapter presents the analysis of the results of the pre-test and post-test and interviews conducted with the participants of the study. First of all, the quantitative data analysis consisting of the pre-test and post-test has been explained in detail, and then qualitative analysis including interviews follows it.

4.2. Data Analysis Methods

In this study, the analysis of quantitative data has been carried out with SPSS and interpreted by the researcher. The interviews were transcribed and analyzed thematically.

4.3. Data Analysis of Quantitative Data

4.3.1. Analysis of data collection tools in terms of validity and reliability

4.3.1.1. *Face validity*

Face validity, also known as appearance or logical validity, is a type of validity that focuses on the external traits and characteristics of a measurement instrument or test. It assesses how well the measurement instrument appears to measure or assess the construct it is intended to measure (Salimi & Ferguson-Pell, 2017). Besides, this type of validity which cannot be determined statistically has been completely constructed on expert opinions. The vocabulary achievement test has been assessed by five experts working as English teachers regarding whether the data collection tool is convenient for this study. When examining the traits and characteristics of data collection tools, experts have stressed the high face validity in order to ensure valid and reliable results.

4.3.1.2. *Content validity*

Content validity is a crucial aspect of research instrument development and evaluation. It ensures that the items or elements of a measurement accurately reflect the content they are intended to qualify (Fitriani et al., 2022). In the current study, scope validity has been grounded through expert judgments on whether the data collection tool reflected relevant vocabulary components of the target unit. In the process of forming scope validity, the ideas of the experts should be administered (Karagöz, 2017). Therefore, five language experts checked the vocabulary achievement test and provided their judgments about it. Consequently, expert judgments for the data collection tool in this study increase the reliability and contribution of it

to the existing knowledge in the literature and its potential effect on the field of teaching and learning English vocabulary.

4.3.1.3. Reliability coefficient

Reliability coefficient is a measure used to assess the consistency and stability of a measurement or test. It is a statistical value that indicates the degree to which the results of a measurement or test can be trusted and replicated (Ponterotto & Ruckdeschel, 2007). Cronbach’s Alfa is one of the most referenced and frequently used statistical values to determine the reliability of a data collection tool. Before teaching the target vocabulary with mobile devices, and digital and social platforms, the Cronbach Alfa reliability estimation was employed for the vocabulary achievement test. The results have been displayed below.

Table 4.1. Reliability estimation of data collection tool

Reliability Statistics	
Cronbach's Alpha	N of Items
0,836	25

According to Table 4.1., a Cronbach’s Alfa of 0.836 indicates a high level of reliability. Researchers mostly try to reach a value of Cronbach’s Alfa above 0.70 which is acceptable for internal reliability. The items of the vocabulary achievement test as a data collection tool in this study seem strongly correlated with each other and a value of 0.836 is commonly viewed as quite satisfactory.

4.3.2. Analysis and interpretation of pre-tests and post-tests

The experimental group of this study had treatment for 8 weeks during the second term of the 2023-2024 academic year. Before the treatment, the pre-test consisting of 25 multiple choice questions which included vocabulary targeted in the 4th unit of the coursebook was implemented for all the participants both in the experimental and control groups. When the treatment was over with mobile devices and digital and social platforms, the post-test was conducted and a meaningful comparison with the help of SPSS was done. The distribution of the data was checked to see if the total points for the experimental and control groups showed a normal distribution before any analysis began.

It is important to conduct a normality test to make sure that the level of validity and reliability of statistical data is reasonably high and provides accurate results. The results of the normality test for this study have been represented in tables 4.2. and 4.3..

Table 4.2. Test of normality (Before treatment)

Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental	0,071	55	0,200	0,978	55	0,409
Control	0,112	55	0,084	0,953	55	0,033

Table 4.3 Test of normality (After treatment)

Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental	0,157	55	0,002	0,914	55	0,001
Control	0,121	55	0,045	0,936	55	0,006

When the data is examined in Table 4.2. and Table 4.3., it is seen that the data before treatment displays normal distribution with the value of 0,200 ($p > 0,05$) for the experimental group, and 0,084 ($p > 0,05$) for the control group while the data after treatment does not display normal distribution with the value of 0,002 ($p < 0,05$) for the experimental group, 0,045 ($p < 0,05$) for control group. Due to this reason, both parametric and non-parametric tests were employed in this study.

Table 4.4. T-Test results of experimental and control groups in terms of differences (Before treatment)

Groups	n	t	Mean	Std. Deviation	Std. Error Mean	p
Total Points	Experimental Group	56	45,21	15,83	2,12	0,079
	Control Group	55	50,55	18,69	2,52	

Table 4.4. indicates that the result of t-test has been determined as 0.079 ($p > 0,05$) which shows no meaningful statistical difference between the two groups. In other words, it was detected that there was no significant difference between the points of students in both experimental and control groups. A p-value of 0.079 means that there is insufficient evidence to suggest a significant difference or impact.

Table 4.5. Mann Whitney U and t-Test results of experimental group in terms of differences (Before and after treatment)

	Treatment	n	Mean Rank	Sum of Ranks	Mann Whitney U	t	p
Points	Experimental Group (Before Treatment)	56	35,42	1983,50			
	Experimental Group (After Treatment)	56	77,58	4344,50	387,5	-9,052	0,000**
	Total	112					

The primary research question in this investigation intends to discover if a meaningful difference occurs between the pre-test and post-test results of the students using mobile devices with digital and social platforms for learning English vocabulary. Table 4.5. elicits a 0.000 value of P ($p < 0,05$) revealing that a remarkable difference statistically has been detected in the experimental group before and after treatment. These findings demonstrate that the points of the experimental group's students after treatment are higher than before treatment which demonstrates the fruitful effects of mobile devices with digital applications and social platforms on learning English vocabulary.

Table 4.6. The points of the experimental group before and after treatment

		Points		
		Mean	Median	Standard Deviation
Treatment	Experimental Group (Before Treatment)	45,21	46,00	15,83
	Experimental Group (After Treatment)	75,43	80,00	19,32

It can be clearly understood from the points that there is a significant difference between the scores of the students in the experimental group before and after treatment in the vocabulary achievement test which was conducted as both pre-test and post-test at the beginning and end of the study. The mean of the students in the experimental group was 45,21 before the treatment while the mean has been calculated as 75,43 after the treatment for the students in the same group. Furthermore, the median reached 80,00 after the treatment which was 46,00 before the treatment. These results indicated that the students in the experimental group highly benefited from the treatment conducted by the researcher.

Table 4.7. Mann Whitney U and t-Test results of the control group before and after treatment in terms of differences

	Treatment	n	Mean Rank	Sum of Ranks	Mann Whitney U	t	p
Points	Control Group (Before Treatment)	55	45,72	2514,50	974,5	-3,232	0,0001*
	Control Group (After Treatment)	55	65,28	3590,50			
Total		110					

The purpose of the second research question in this study is to find out whether there is a meaningful difference between the pre-test and post-test results of the students in the control group who do not use mobile devices with digital and social platforms for learning English vocabulary. The students in the control group were lectured with the coursebook in classic means of vocabulary instruction without utilizing any mobile devices. Despite this fact, 8 weeks of instruction can be enough to be interpreted as the reason for the slight increase in the results of the students in the control group before and after the treatment. As it is viewed in Table 4.7., there is a 0.001 value of P ($p < 0,05$) indicating a slight difference statistically in the control group before and after treatment. In agreement with the results, it can be inferred that the points of students in the control group after treatment are higher than before treatment as shown in the following table.

Table 4.8. The points of the control group before and after treatment

		Points		
		Mean	Median	Standard Deviation
Treatment	Control Group (Before Treatment)	50,55	52,00	18,69
	Control Group (After Treatment)	63,20	64,00	22,22

When examined, Table 4.8. shows that there is a slight difference in the control group before and after treatment in the vocabulary achievement test which was conducted as both pre-test and post-test. The mean of the students' results which was 50,55 before the treatment became 63,20 after 8 weeks of traditional instruction with coursebook, pen, and paper activities.

Table 4.9. Mann Whitney U results of experimental and control groups after treatment

	Groups	n	Mean	Sum of Ranks	U	p
Points	Experimental Group (After Treatment)	56	65,00	3640,00	1036,0	0,002**
	Control Group (After Treatment)	55	46,84	2576,00		
	Total	111				

According to the results of Mann Whitney U test in Table 4.9., there is meaningful difference between the post-test results of the students in experimental group who use mobile devices with digital and social platforms for learning English vocabulary and post-test results of the students in control group who do not use mobile devices. ($p < 0,05$). When compared, students in the experimental group received greater scores than those in the control group. As the final remark, it can be inferred with results displayed above that students who use mobile devices with digital and social platforms for learning English vocabulary exhibited a better performance.

4.4. Data Analysis of Qualitative Data

4.4.1. Analysis and interpretation of the semi-structured interviews

Qualitative analysis of interviews is a vital component of research that allows for in-depth exploration and understanding of participants' experiences, perspectives, and meanings (Kvale, 2023). In this study, the fourth research question intends to reveal if using mobile devices with digital and social platforms for learning English vocabulary contributes to students developing a positive attitude towards learning vocabulary. Content analysis method was used, and coding processes were employed under the headings of categories. When finished, interviews were transcribed and read carefully to identify important qualitative data. After conceptualizing the qualitative data, the results of the interviews will be presented in the following section.

4.4.2. Results of the semi-structured interviews

There are two main reasons to use semi-structured interviews in qualitative research. First, it is more powerful to acquire in-depth information from the interviewees about the related topic when compared to structured or unstructured interviews. Second, it can be adapted easily to the desired setting and is flexible (Mashuri et al., 2022). For these reasons, a semi-structured interview method has been employed in this study.

The semi-structured interview that was conducted with the volunteering sampled participants of the experimental group consisted of 6 questions. At the very beginning of the interview with the help of first and second questions, the researcher tried to find answers about the existing thoughts and previous studies of the participants for learning the English vocabulary process before the treatment. Then, interview questions that aimed to evaluate the treatment done in the class were asked and the answers were analyzed. Finally, questions about the thoughts and attitude of the participants after the treatment about learning English vocabulary were administered and the answers were analyzed with content analysis creating categories and codes.

The interviews took approximately 14 to 24 minutes and were held one by one at the school library in accordance with the scheduled time. The purpose of using semi-structured interviews as a qualitative data collection tool is to acquire deep and detailed information about the effects of using mobile devices with digital and social platforms on students' attitude and their learning English vocabulary process. Moreover, qualitative data offer opportunities to obtain more reliable results and explore the results on a vast scale concerning the 4th research question of this study. The qualitative findings were used to promote quantitative results presented before in this study.

4.4.2.1 Codes and categories

The most common concept used in qualitative research is that a content analysis simply means counting the words and determining frequencies. This assumption made is that words that are mostly used that reflect the greatest concerns of the participants (Stemler, 2000). What is more, content analysis is an effective technique for methodically examining qualitative data by following typical procedures for content analysis and maintaining clear and consistent coding to extract important insights from your content. Content analysis can use quantitative indicators such as frequency to complement qualitative conclusions like codes and categories. This combination provides a thorough view of the qualitative data. Due to this reason, this combination has been employed to derive a rich and in-depth understanding of quantitative data which offers perspectives on the context, nuances, and intricacies of communication that quantitative analysis frequently overlook.

In this study, the following codes and categories appeared when the contents of the interviews were examined and analyzed systematically within the content analysis method. The

categories, codes, and frequencies obtained from the current study are presented in Table 4.10 below. Then, the excerpts from the interviewees were presented.

Table 4.10. The categories, codes, and frequency of the answers

Categories	Codes	f
Attitude before the treatment	Boring	7
	Difficult	5
	Nonsense	2
	Entertaining	1
	Neutral	1
Total		19
Opinions about the steps of the treatment	Pre-test	19
	Digital applications	19
	Social Platform	19
	Post-test	19
	Interview	19
Attitude after the treatment	Easy	5
	Entertaining	4
	Instructive	4
	Pragmatic	3
	Corrective	1
	Interesting	1
	Supportive	1
Total		19

4.4.2.2 Students' excerpts

The first and second questions of the interview “1. What is the process of learning English vocabulary like for you?, and “2. How did you study to learn English vocabulary before the treatment?” seek an answer to the participants’ opinions about learning the English vocabulary process before the treatment. The answers are as follows;

“Our teacher usually gives us a vocabulary list and I try to learn them from the list by myself. It is difficult to learn from the list.” (Participant 1)

“Learning vocabulary is boring and challenging for me.” (Participant 4)

“I do not want to learn new vocabulary from the book and list. It is nonsense and not interesting.” (Participant 6)

“I do not have an idea about it. I just try to learn and memorize new vocabulary by writing many times.” (Participant 13)

“We always write new vocabulary. It is boring and difficult to write at least fifty new vocabularies for each unit.” (Participant 18)

According to the excerpts above, it is clear that participants mostly emphasize the difficult and boring side of learning English vocabulary before the treatment which highlights a negative attitude towards the issue.

The 3rd and 4th questions of the interview “3. Can you explain the steps of the treatment done in your class?” and “4. How would you assess the treatment done in your class?” are about the opinions about the steps of the treatment done in the class for 8 weeks. The participants expressed their opinions as;

“Before starting the 4th unit, we had a vocabulary test. We have not seen or learned the vocabulary before. Then, we studied new vocabulary through digital applications with mobile devices in the class. Our teacher created a social account where we had vocabulary quizzes afterward. At the end, we had the same vocabulary test.” (Participant 2)

“We had an exam about the vocabulary in the new unit. We could not answer most of the questions as we did not know them. The teacher opened digital applications in the class and wanted us to attend the lesson. He created a social account, and we followed it. He prepared some vocabulary questions and shared them with us. We answered and repeated the vocabulary. We solved the same exam at the end of 8 weeks.” (Participant 5)

All of the participants were aware of the process and the steps of the treatment done in the class and were able to explain it clearly. The last two questions “5. How did the treatment done in your class affect your attitude towards learning English vocabulary?” and “6. Would

you like this practice to be used in other courses as well?” were about the opinions of the participants after treatment. The excerpts emerged as follows;

“Learning new vocabularies became easy for me thanks to digital applications. I do not have to study at home for the vocabulary anymore.” (Participant 9)

“I think learning vocabulary with digital applications with mobile devices is not boring but entertaining. It is fun to participate in the vocabulary activities.” (Participant 19)

“I am sure that my desire to learn English vocabulary increased.” (Participant 14)

“I like mobile devices and social platforms. So, the quizzes on the social account created by our teacher were instructive and pragmatic. My grades are higher now.” (Participant 11)

“I could not learn new vocabulary from the list or notebook. Digital applications were entertaining and easy.” (Participant 7)

“I wish digital applications could be used in other lessons as well such as Science and Social Studies.” (Participant 12)

“Learning English vocabulary was generally boring but now it is more entertaining. Learning vocabulary with a social platform is easier.” (Participant 10)

4.5. Conclusion

In this chapter, the analysis of the results of the pre-test and post-test with interviews conducted with the participants of the study was statistically presented and explained in detail. The focus of the study is the comparative analysis of data results between experimental and control groups by checking their qualitative and quantitative data to find out the answers to the research questions that basically refer to the effects of mobile devices with digital and social platforms on learning English vocabulary. In the following chapter, the data results obtained from this chapter will be presented and concluded.

CHAPTER 5

5. DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

In this chapter, the results obtained from the previous chapter will be discussed and reach a conclusion.

5.2. Summary of the Study

The aim of this study is to investigate the effects of mobile devices with digital and social platforms over secondary school students' vocabulary learning process and their attitude towards learning English vocabulary. The following research questions lead and guide the study;

1. Is there a meaningful difference between the pre-test and post-test results of the students who use mobile devices with digital and social platforms for learning English vocabulary?

2. Is there a meaningful difference between the pre-test and post-test results of the students who do not use mobile devices with digital and social platforms for learning English vocabulary?

3. 3. Is there a meaningful difference between the pre-test and post-test results of all the students in the experimental and control group?

4. Does using mobile devices with digital and social platforms for learning English vocabulary contribute to students developing a positive attitude towards learning vocabulary?

This study has been conducted in a state secondary school in Ankara with 111 seventh grade EFL students during the 2023-2024 academic year. A pre-test and post-test along with interviews were used as data collection tools. The quantitative and qualitative data were analyzed professionally after 8 weeks of treatment within the experimental and control groups.

5.3. Discussion and Conclusion

The present study examined the effects of mobile devices with digital and social platforms over secondary school students' learning English vocabulary achievement. Besides,

the study also investigated the attitude students developed towards the issue of learning English vocabulary.

5.3.1. The effects of mobile devices with digital and social platforms on academic achievement

In the first research question “*Is there a meaningful difference between the pre-test and post-test results of the students who use mobile devices with digital and social platforms for learning English vocabulary?*” of the study, the researcher endeavored to determine if the performance of the students in the experimental group differentiated before and after the treatment in the company of mobile devices with digital applications and the social platform designed for teaching and learning the target English vocabulary. A vocabulary achievement test was employed to answer this question. Following the pre-test, the researcher performed a treatment for 8 weeks with the students in the experimental group and provided various vocabulary-focused digital applications for the target vocabulary. A social platform that was created by the researcher and followed by the students was used to review and enhance the target vocabulary learning process with the help of vocabulary quizzes posted periodically. At the end of the treatment, the same test was administered as the post-test. The results demonstrated a marked difference in terms of achievement for learning target English vocabulary. The mean of the student’s scores in the experimental group was calculated as 45,21 before the treatment. The mean reached 75,43 after the treatment done by the researcher. According to Almaiah and Alismaiel (2019), mobile devices have been integrated as learning tools along with great benefits for both inside and outside the classroom anywhere and anytime. Additionally, mobile devices with digital applications and social platforms increase the motivation and participation of the students (Nikolopoulou, 2020). The results of this study (see Table 4.6.) show that students learning English vocabulary with digital applications and social platforms accomplish a better performance. These results are consistent with some earlier research (Rezaei et al., 2013; Lu, 2008). Lu's study attempts to investigate the efficacy of SMS vocabulary teaching using condensed lexical material on mobile phones' small screens. For a period of two weeks, thirty high school students were split into two groups at random and given two sets of English words via SMS or paper. After reading the short, regular SMS courses, students were able to recognize a larger vocabulary during the post-test than they had after reading the comparatively longer print material. Qualitative data gathered through interviews provides insights into the m-learning process and its advantages and disadvantages. The

questionnaires' results indicate that students' attitudes about using their phones to study language are generally favorable.

Sandberg et al., (2011) conducted a similar study in which they investigated the effects of mobile devices with a digital application. In this study on the benefits of mobile technology for primary school students studying English as a second language involved three groups. The first group attended English-language courses in the classroom regarding the traits of zoo animals. In a public zoo, the second group utilized a mobile application while taking classroom instruction. In addition to receiving the same treatment as the second group, the third group was granted permission to keep the mobile application at home for a period of two weeks. A pre and post-test was used to gauge each person's improvement in their grasp of a specific collection of English vocabulary. The group that brought the cell phone home exhibited the most improvement, according to the findings. Nevertheless, the group's higher performance vanished when the extra time this third group spent learning outside of school was considered. The findings show that students are driven to utilize the digital application during their free time, which enhances their learning.

In the second research question “*Is there a meaningful difference between the pre-test and post-test results of the students who do not use mobile devices with digital and social platforms for learning English vocabulary?*”, it was intended to find out whether the performance of the students in the control group differed after 8 weeks of treatment without using any mobile devices with digital and social platforms. The same procedure with the experimental group was employed for the control group, as well. However, the students in the control group did not use any mobile devices with digital applications or attend any vocabulary quizzes posted periodically on the vocabulary-focused social account created by the researcher. At the end of 8 weeks, the results of the students in the control group indicated a minor difference between the pre-test and post-test. The mean of the student's scores in the control group was 50,55 before the treatment. After the treatment with traditional teaching methods, pen and paper activities, the mean was calculated as 63,20. The difference between the mean scores before and after the treatment is not significant in the control group hence 8 weeks of a treatment is a long period of time. Students in the control group managed to learn the target vocabulary one way or another even if the increase in the scores in terms of achievement was not spectacular (see Table 4.8.).

The purpose of the third research question *“Is there a meaningful difference between the pre-test and post-test results of all the students in the experimental and control groups?”* in this study was to figure out and compare the pre-test and post-test results of all the students both in experimental and control groups. In a quantitative study, experimental and control groups are fundamental elements to assess the impacts of treatment (Bryman, 2016). At the beginning of the study, the vocabulary achievement test was administered as a pre-test for the students in both of the groups. According to the results of the pre-test, the experimental group, and the control group had a similar level of English in terms of proficiency in English vocabulary in relation to the 4th unit of Let’s Learn English 7 Student’s Book. In other words, the results indicated that both groups displayed normal distribution (see Table 4.2.) which meant the participants were not totally different from each other. The experimental group received treatment with digital and social platforms for 8 weeks, but the control group did not. The results obtained from the post-test demonstrated a significant difference between the statistics of the two groups and did not display normal distribution anymore after the treatment(see Table 4.9.). These outcomes offer a chance to the comparison of two groups and when compared, the students in the experimental group surpassed the students in the control group and exhibited a more desirable performance in terms of learning target English vocabulary found in the 4th unit of Let’s Learn English 7 Student’s Book.

Our results concur with those of a few earlier investigations (Wu, 2014; Berger & Klimova, 2019). Wu (2018) looked into how well digital applications on cell phones can aid ESL college students in their vocabulary acquisition of English words. The researcher created an application that has 852 English words in it, with each word displayed in a graphic diagram with seven features: pronunciation, synonym, antonym, part of speech, spelling, and usage in example sentences. A control group and an experimental group of 50 pupils were split equally. To measure the effects, a pre and post-test were given. The study's findings showed that the experimental group's kids considerably outperformed the control group's students who were getting treatment.

5.3.2. The effects of mobile devices with digital and social platforms on students’ attitudes

The fourth research question *“Does using mobile devices with digital and social platforms for learning English vocabulary contribute to students developing positive attitudes towards learning vocabulary?”* in this study with the help of a semi-instructed interview aimed to identify if the students in the experimental group develop a positive attitude towards learning

English vocabulary thanks to mobile devices with digital and social platforms. As mentioned before, the researcher implemented digital applications (see Figure 3.5.) for teaching target English vocabulary as an independent variable during the treatment and created a vocabulary-focused social account which was followed by only the students in the experimental group. Vocabulary quizzes including the vocabulary studied in the previous courses (see Figure 3.2) were posted periodically by the researcher to which all the students in the experimental group attended. Following this process, interviews were conducted with 19 students who explained their opinions and feelings about learning English vocabulary with digital and social platforms. Kudo (1999) makes a judgment that “attitudes may play a very important role in language learning, as they would appear to influence students’ success or failure in their learning” (p.7). Moreover, it is emphasized by Gardner (1985) that getting high grades in the target language is supposed to be relevant to learners’ attitudes. The observed increase in post-test results of the students in the experimental group after the treatment can be attributed to the positive attitude they developed towards learning English vocabulary due to the digital applications and the social platform. This idea is supported by findings of the content analysis of the interviews (see Table 9). When we examine the codes, categories, and frequencies in Table 9, the initial answers of the students about learning English vocabulary before the treatment manifest that they mostly have negative attitudes towards vocabulary learning. 89,47% of students in the experimental group tend to express their ideas and feelings with words that have negative meanings like “*boring*”, “*difficult*”, and “*nonsense*”. After the treatment, the words, and the codes, change and turn into positive expressions. All the students in the experimental group prefer using positive words like “*easy*”, “*entertaining*”, “*instructive*”, and “*pragmatic*” to describe their ideas and feelings about learning the English vocabulary process. A possible explanation for this change in the attitude of the students might be that the treatment done by the researcher serves the purpose of this study.

Research on students' perceptions of social media as teaching aids is scarce, but what is known indicates that students generally have good sentiments about social media while most studies show that students have optimistic attitudes. For example, Lee and Markey (2014) examined how students felt about using various social media (i.e., Twitter, blogs, and podcasts) and discovered that students gave these tools excellent ratings (4.5 out of 5), with almost 60% of students expressing favorable attitudes toward their educational use.

These findings align with a few previous studies (Klimova, 2018). Klimova's goal is to examine the efficacy of a mobile application created to help students studying in a faculty, Czech Republic, learn English vocabulary. This study's approach was built around an experiment involving a set of students who used the app and a control group who did not. The results of this study demonstrate that using a mobile app to learn vocabulary in English can be a useful supplement to in-person instruction.

Aloraini (2018) examines the Instagram platform's potential for teaching English as a foreign language (EFL). In particular, see if the vocabulary or grammar of an Instagram post affects the quantity, quality, and feedback that learners receive in their EFL output. The information was gathered from real EFL usage in the comments sections of fifteen Instagram profiles that catered to Saudi students. 140 comments in all—70 for vocabulary and 70 for grammar—were examined. The findings of the study point that educators are urged to use social media to provide opportunities for language practice and to obtain more information outside of the classroom.

Taken together, the current study positively contributes to the literature by demonstrating the impacts of mobile devices on students' academic progress and attitudes toward vocabulary learning. The results of this study prove that using mobile devices with digital and social platforms to teach English vocabulary enhances and improves the vocabulary proficiency of the students while making a great contribution to developing a positive attitude towards learning English vocabulary. Moreover, when discussing the teaching of (EFL) in Turkey, the majority of English teachers may come to the conclusion that students, particularly those attending government schools, are reluctant to learn the language and share the misconception that English is a challenging language that they are unable to master. Nonetheless, this study has demonstrated that learners are more motivated for the classes and language acquisition if placed in meaningful digital and social activities where they may participate in communication, boosting their self-confidence. Through genuine engagement with digital and social platforms rather than word lists, translations, and memorization, students recognize that they can acquire new vocabulary in a foreign language and cultivate a positive attitude toward vocabulary learning.

5.4. Suggestions for Further Research

To fill in knowledge gaps, to explore new areas, or improve upon already established notions, researchers, students, or educators can benefit from proposals for additional studies.

Further research on language learning, particularly vocabulary development, can investigate several fascinating subjects.

This study aims to contribute to filling in the gap in the literature by exploring the effects of mobile devices with digital and social platforms on secondary school students' vocabulary learning process. With this aim, an eight-week treatment was conducted. The results made it clear that mobile devices with digital and social platforms increased the vocabulary learning performance of the students and enabled them to develop a positive attitude toward learning English vocabulary. Therefore, researchers or any individuals with an interest in vocabulary learning need to take some recommendations into consideration coming along with the findings of this study.

This study was conducted in a state secondary school in Ankara with 111 participants. It can be done with more students and students at different age groups. What is more, the study can be enlarged, and English language teachers can also be employed in this process. Another suggestion for further research is about the duration of the treatment. 8 weeks can be extended, and more significant data and results can be obtained.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Tezi

MOBİL CİHAZLARIN ORTAOKUL ÖĞRENCİLERİNİN AKADEMİK BAŞARILARI VE KELİME ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNDEKİ ETKİLERİ

Şenol KARAYILAN

Bu çalışma, mobil cihazların öğrencilerin akademik başarıları ve İngilizce yeni kelimeler öğrenmeye karşı tutumları üzerindeki etkilerini ortaya çıkarmayı amaçlamaktadır. Teknolojinin resmi eğitim ortamlarında ve resmi olmayan ortamlarda bireysel dil öğrenme sürecinde kullanımının sonuçlarının neler olduğu dijital çağımızın merak ettiği konulardan birisidir. Ayrıca, dil öğrenme sürecini teknolojik cihazlarla resmi ve resmi olmayan ortamlarda desteklemek, genellikle eğitim politikalarının üreticileri tarafından yatırım yapılan güncel bir konudur. Bazı ülkelerde, bu gruba ülkemizi de dahil edebiliriz, anaokulundan itibaren yabancı dil eğitimi verilmesi ve hatta toplumun bir yabancı dil öğrenmenin önemini bilincinde olmasına rağmen, yabancı dil öğrenme sürecinden beklenen şekilde yararlanılamamaktadır. Küresel bir köye dönüşen dünyamızda teknoloji sayesinde dil öğrenme sürecini teknolojik cihazların entegrasyonu ile desteklemek yeni bir perspektiftir. Teknolojik cihazların dil öğrenme sürecine entegrasyonundan en yüksek düzeyde faydalanmak, uzun süredir çözülemeyen sorunlara çözüm bulmak ve bağımsız olarak bir yabancı dil öğrenmek isteyen herkese fırsat sağlamak için derin araştırmalar yapılmalı ve iyi uygulamalar paylaşılmalıdır. Bu amaçlarla, çalışmamız 2023-2024 Akademik Yılı'nın ikinci döneminde Ankara'daki bir devlet okulunda karma yöntem kullanılarak 111 öğrenci ile yürütülmüştür. 8 hafta süren olan uygulama sürecinde, ders kitabının dördüncü ünitesinde yer alan ve 5 kategoriden oluşan İngilizce kelimeler öğretilmiştir. Öğrencilerin bilgi birikimleri, hazır olma durumları ve akademik seviyeleri, ilgili okulda çalışan beş uzman dil öğretmeni tarafından önceki yılların müfredatına uygun olarak hazırlanan bir ön testle belirlenmiştir. Araştırmada kullanılan ön test, çalışma grubuna uygulanmadan önce 8. sınıf öğrencileriyle yapılan pilot çalışmada kullanılmış, güvenilirlik ve içerik geçerlilik düzeyleri hesaplanmıştır. Sorular üzerinde gerekli düzenlemeler yapıldıktan sonra deney ve kontrol grupları oluşturulmuştur. Deney grubunda, dijital ve sosyal ortamların kullanıldığı mobil cihazlar bağımsız değişkenler olarak sürece dahil edilmiştir.

Ancak kontrol grubunda, öğretmenler herhangi bir teknolojik cihaz kullanmadan klasik öğretim yöntemlerini kullanmıştır. Uygulamanın sonunda öğrencilere ön test olarak uygulanan ölçme aracı son test olarak tekrar uygulanmış ve veriler SPSS ofis programıyla analiz edilerek sonuçlar tartışılmıştır. Katılımcılar, İngilizce kelime öğrenme süreciyle ilgili düşünceleri ve duyguları için nitel veri kaynağı olarak görüşmelerle değerlendirilmiştir. Çalışmanın sonunda deney ve kontrol gruplarının sonuçları arasında anlamlı fark olup olmadığı belirlenmiştir.

Krashen (1989), kelime bilgisi eksikliğini anlatılmak istenileni anlatmaya engel olan en büyük engel olarak görmekte, bu yüzden de kelime bilgisini dört temel becerinin en temel yapıtaşı olarak nitelendirmektedir. Etkin bir şekilde bu engellerin üstesinden gelmek için büyük bir etkiye sahip olan kelime öğrenimini temel şarttır. Sökmen'e göre (1997: 237-257) yabancı dil öğrenen kişiler genellikle dil edinimi sürecinde kelime öğreniminin temel bir rolü olduğunu düşünürler ve kelime öğrenimi sürecinde karşılaştıkları zorluklardan yakınırırlar. Bununla birlikte, içinde bulunduğumuz çağ özellikle dil öğrenenler için kelime öğrenimi açısından çeşitli araçlar ve fırsatlar sunmaktadır.

Son on yılda teknoloji öğretme ve öğrenme ortamının ayrılmaz bir parçası haline gelmiştir (Abbasova & Mammadova, 2019). Gelişen teknolojinin eğitim ortamlarında kullanılma fikri her zamankinden daha belirgin bir hale geldi ve klasik öğretim yöntemlerinden dolayı İngilizce öğretme ortamlarında yaşanan umutsuz durumu düşündüğümüzde büyük ölçüde desteklendi. Teknoloji ve bilgisayarlar yardımıyla, İngilizce öğretimi alanı da bu akımdan birçok açıdan payına düşeni aldı. Özellikle bugünlerde kelime öğrenimi ve öğretiminde dijital ve sosyal ortamların kullanıldığı dizüstü bilgisayarların, tabletlerin ve hatta akıllı telefonların kullanımı en üst seviyeye ulaşmıştır. Bir öğretmene bağlı kalmadan yeni kelimeler ve dil işlevleri öğrenmeye istekli insanların çoğu mümkün olan bütün teknolojik aletleri kullanmaktadır. Bununla birlikte, dil öğretmenleri de bu cihazları kelime öğrenme sürecini destekledikleri ve kolaylaştırdıkları için sıklıkla kullanmayı tercih etmektedir. Dahası, dil öğretmenleri daha eğlenceli ve teşvik edici öğrenme alanları oluşturmak için sosyal ortamları dil öğrenme sürecine uyarlamaktadır. Fu' ya göre (2018) mobil cihazların kelime öğretiminde kullanımı birçok fayda sağlamaktadır. Mobil cihazlar sadece yeni başlayanlar için değil her seviyedeki dil öğrencileri için dijital ve sosyal ortamlarla birlikte birçok öğrenme kaynağı oluşturmaktadır. Öğrenciler istedikleri her yerde ve zamanda sadece ekranlarına tıklayarak interaktif kelime egzersizlerine, sözlüklere ve birçok eğitsel içeriğe erişebilmektedir. Bu evde dinlenirken, otobüs beklerken ya da sokakta yürürken kelime alıştırmaları yapma ve

kelime öğrenme etkinliklerine katılma esnekliğini yaratmaktadır. Ayrıca, öğrenciler öğrenme stillerine ve tercihlerine uygun olarak eğitsel içerikler arasından seçim yapabilmekte, bu eğitsel içerikleri yeniden düzenleyebilmekte ve hatta kendi dijital ve sosyal öğrenme ortamlarını kendileri oluşturabilmektedir. Mobil cihazlar sayesinde öğretmenler de bu ortamları, kelime öğretim tekniklerini ve derslerini her öğrencinin seviye ve ilerleyişine göre şekillendirebilmektedir. Teknoloji gelişmeye devam ettikçe daha etkili ve dinamik öğrenme ortamları ortaya çıkarmaya fırsat sunan yenilikçi ve işbirlikçi kelime öğrenme ve öğretme yöntemleri ortaya çıkmaktadır. Bu çalışma da yenilikçi bir öğrenme yöntemi olarak dijital ve sosyal ortamların kullanıldığı mobil cihazların öğrencilerin İngilizce kelime öğrenme süreci ve kelime öğrenimine yönelik tutumları üzerindeki etkilerini ortaya çıkarmak için yapılmıştır.

Özellikle son yıllarda tüm dünyada yaşanan salgın hastalık süresince dil öğrencileri zor yıllar yaşadı. İnsanlık davranışlarını değiştirmeye ve yeniden düzenlemeye zorlandı. Sonucunda, dil öğrencileri tarafından daha özerk yaşam tarzları ve öğrenme stilleri oluşturuldu. Sosyal ortamlar ve dijital uygulamalar bu sürece eşlik ederek dil öğrencilerinin iletişim kurmasına, iş birliği yapmasına ve yardımlaşmasına büyük katkı sağlamıştır. Buna rağmen, dijital ve sosyal ortamların sadece eğitsel amaçlarla kullanılmadığı sıklıkla dile getirilen problemlerden bir tanesidir. Dil öğrencileri zamanlarını dil eğitimi ile hiçbir ilgisi olmayan konularla boşa harcamaktadır. Bu çelişkili etmenler dijital ve sosyal ortamların kullanıldığı mobil cihazların İngilizce kelime öğretimi üzerindeki etkilerinin sistematik bir şekilde araştırılarak ortaya çıkarılmasını zorunlu hale getirmiştir.

Bu çalışmada aşağıdaki araştırma sorularına cevap aranmıştır.

1. İngilizce kelime öğrenimi için dijital ve sosyal ortamları kullanan öğrencilerin ön test ve son test sonuçları arasında anlamlı bir fark var mıdır?
2. İngilizce kelime öğrenimi için dijital ve sosyal ortamları kullanmayan öğrencilerin ön test ve son test sonuçları arasında anlamlı bir fark var mıdır?
3. Deney ve kontrol grubunda bulunan tüm öğrencilerin ön test ve son test sonuçları arasında anlamlı bir fark var mıdır?
4. Dijital ve sosyal ortamların kullanıldığı mobil cihazlar öğrencilerin İngilizce kelime öğrenme işine karşı olumlu bir tutum geliştirmelerine katkı sağlamakta mıdır?

Çalışmanın kapsamını Ankara ili Pursaklar ilçesi bir devlet ortaokulunda bulunan bir grup öğrenci oluşturmaktadır. Daha doğru ve genel bilgilere ulaşmak için daha çok sayıda öğrenci ve sanal gerçeklik gibi yenilikçi teknolojiler sürece dahil edilebilir. Çalışmanın süresi 8 haftadır ve öğrenci kitabında yer alan bir ünite kelimeleri ile sınırlıdır. Son araştırma sorusuna cevap bulabilmek amacıyla yarı yapılandırılmış görüşme tekniği kullanılmış, öğrencilerin dijital ve sosyal ortamların kullanıldığı mobil cihazlarla İngilizce kelime öğrenimi hakkındaki duygu ve düşünceleri tespit edilmiştir.

Bu çalışmada karma araştırma yöntemi kullanılmıştır. Bu yöntem nicel ve nitel araştırma yöntemlerini birbirine entegre ederek çalışmanın araştırma soruları hakkında daha detaylı bilgiler elde etmeyi amaçlamıştır. Böylelikle güvenilir sonuçlar elde edilirken çalışma amacına hizmet edebilmektedir. Çalışmanın ilk bölümünde deney ve kontrol gruplarıyla nicel veriler elde edilerek analiz edilmiştir. Sonrasında nitel verilerin elde edilmesi ve analiz işlemi gerçekleştirilmiştir. Ön test ve son test sonuçlarından elde edilen verilerin SPSS programı ile analiz edilirken, yarı yapılandırılmış görüşme tekniğinden elde edilen verilerin analiz için içerik analizi yöntemi kullanılmıştır. Çalışmaya 2023-2024 Eğitim Öğretim yılının 2. döneminde Ankara'da bir devlet okulunda öğrenim gören 111 7.sınıf öğrencisi katılım sağlamıştır. Okulda mevcut bulunan 6 farklı şubenin 3 tanesi deney grubunu oluştururken geri kalan 3 tanesi de kontrol grubunu oluşturmaktadır. Araştırmacı tarafından geliştirilen İngilizce kelime başarı testi ön test ve son test olarak, mobil cihazlar, kelime öğretimi için dijital uygulamalar ile sosyal ortamlar ve yarı yapılandırılmış görüşme formu çalışmada veri toplama araçları olarak kullanılmıştır. Let's Learn English adlı 7. sınıf İngilizce kitabının 4. ünitesinde yer alan kelimeler araştırmaya dahil edilmiştir. Akıllı telefonlar, dijital uygulamalar ve sosyal ortamlar sadece deney grubunda İngilizce kelime öğretimi yapılırken kullanılmıştır. Kullanılan dijital uygulamaların seçiminde ve sosyal ortamın oluşturularak uyarlanması İngilizce öğretmenleri ve diğer uzmanların görüşleri alınmıştır. Ders kitabı, sözlük etkinlikleri, boşluk doldurma ve eşleştirme etkinlikleri çalışma kağıtları şeklinde kontrol grubunda kullanılmıştır. Müfredatta yer alan 4. ünitenin çalışmaya konu olmasındaki sebep ise öğrencilerin aşına olmadıkları birçok kelimeyi içeriyor olmasıdır. Bu kelimeleri vahşi hayvanların isimleri, hayvan türlerini anlatan kelimeler, hayvanların vücut bölümlerini anlatan kelimeler, yaşadıkları yaşam alanlarını tanımlayan kelimeler ve konuya ilişkin genel kelimeler oluşturmaktadır.

Bir kelime başarı testi geliştirilirken çeşitli aşamaların sürece dahil edilmesi gerekmektedir (Brown,2014). Bu aşamalar hedeflerin açıkça belirlenmesi, hedeflere uygun

kelimelerin seçimi, test biçiminin belirlenmesini ve bir pilot uygulamayı içermektedir. Bu çalışmada 98 hedef kelimenin yer aldığı 25 adet çoktan seçmeli sorudan oluşan bir başarı testi kullanılmıştır. Ortaokul 7. sınıf İngilizce müfredatının 4. ünitesinde bulunan kelimelerle hazırlanan bu testle ilgili 5 farklı dil uzmanından görüş alınarak gerekli düzenlemeler yapılmıştır. Byrman'a göre (2016) pilot çalışma araştırma sürecinde ortaya çıkabilecek sorunları ve beklenmedik durumları tespit ve test edebilmek açısından araştırmaya olanak sağlamaktadır. Bu nedenle daha güvenilir ve doğru sonuçlar elde etmek amacıyla araştırmacı tarafından geliştirilen İngilizce kelime başarı testi 8. Sınıf 262 öğrencinin katıldığı bir pilot uygulamada kullanılmıştır. Bir önceki sene konuyu öğrendikleri için 8.sınıf öğrencileri tercih edilmiştir.

Bu çalışmada, güvenilirlik katsayısı belirlenen İngilizce kelime başarı testi öğrencilerin mevcut kelime bilgilerini ölçmek amacıyla uygulamaya başlanmadan ön test olarak uygulanmıştır. Ayrıca, grupların denkliliğini ve dağılımlarını belirlemek amacıyla hizmet etmiştir. Ön test deney ve kontrol grubuna aynı gün uygulanarak veriler elde edilmiştir. 8 haftalık uygulama sürecinde 4.ünitede yer alan 98 adet hedef İngilizce kelime deney grubundaki öğrencilere dijital uygulamalar yoluyla sunulurken kontrol grubundaki öğrenciler ders kitabı ve kâğıt kalem etkinlikleri ile derslerine devam etmişlerdir. Araştırmacı tarafından oluşturulan ve deney grubunda bulunan öğrenciler tarafından takip edilen kelime odaklı sosyal ortamda hedef kelimelerin yer aldığı kelime sınavları periyodik olarak yayımlanmıştır. Deney grubunda bulunan tüm öğrenciler tarafından katılan kelime sınavları sonuçlarına göre öğrencilere geri dönütler verilerek eksik bilgiler tamamlanmıştır. 8 haftalık uygulamanın ardından aynı İngilizce kelime başarı testi son test olarak deney ve kontrol grubuna uygulanmış, iki test arasında anlamlı fark bulunup bulunmadığı analiz edilmiştir. Nicel verilerin elde edilmesinden sonra yarı yapılandırılmış görüşme tekniği kullanılarak öğrencilerin İngilizce kelime öğrenme sürecine yönelik tutumlarıyla ilgili nitel veriler elde edilmiştir. Yarı yapılandırılmış görüşmelerde, araştırmacılar görüşmeye rehberlik eden bir dizi konu başlığına ya da soru dizinine sahiptir ancak katılımcının cevaplarına göre sonda ve takip soruları da sorulabilir (Smith, 2015). Nitel veri kaynağı olarak kullanılan görüşme tekniği deney grubunda bulunan 19 öğrenci ile gerçekleştirilmiştir.

Yüzey ve kapsam geçerliliği belirlenerek uzman görüşü alınan İngilizce kelime başarı testinin pilot testte uygulanması sonucu elde edilen veriler ile testin Cronbach's Alfa güvenilirlik katsayısı 0,836 ($p>0,70$) olarak belirlenmiştir. Bu sonuç bu çalışmada veri toplama aracı

olarak kullanılan İngilizce başarı testine ait güvenilirlik katsayısının oldukça yüksek olduğunu göstermektedir. Araştırmacının dijital ve sosyal ortamların kullanıldığı mobil cihazlarla kelime öğretimi bağımsız değişkenini deney grubuna dahil ettiği uygulama öncesinde yapılan normallik testinde deney grubuna ait sonuç 0,200 ($p>0,05$), kontrol grubuna ait sonuç 0,084 ($p>0,05$) olarak belirlenmiştir. Bu sonuçlara göre uygulama öncesinde verilerin normal dağılım gösterdiği tespit edilmiştir. Uygulama sonrası yapılan normallik testinde ise deney grubuna ait sonuç 0,002 ($p<0,05$), deney grubuna ait sonuç 0,045 ($p<0,05$) olarak belirlenmiştir. Araştırmacı tarafından yapılan uygulama sonucu verilerin normal dağılım göstermediği tespit edilmiştir. Bu nedenle bu çalışmada hem parametrik hem de non-parametrik testler kullanılmıştır. Tabla 4.4.'te görüldüğü üzere uygulama öncesi elde edilen veriler yardımıyla her iki gruba Mann Whitney U testi uygulanmış ve sonuç 0.79 ($p>0,05$) olarak bulunmuştur. Bu sonuç iki gruba ait puanlar arasında anlamlı bir fark olmadığını göstermiştir. Uygulama sonrası uygulanan Mann Whitney U testi sonuçlarına göre ise sonuç 0,000 ($p<0,05$) olarak tespit edilmiştir. Bu sonuç ise uygulama sonucunda iki gruba ait puanlar arasında istatistiksel olarak anlamlı bir fark oluştuğunu göstermektedir. Uygulama öncesi deney grubuna ait başarı testi sınav puanları ortalaması 45,21 iken uygulama sonucunda bu değer 75,43'e yükselmiştir.

İkinci araştırma sorusunun amacı dijital ve sosyal ortamların kullanıldığı mobil cihazlarla uygulama yapılmayan kontrol grubundaki öğrencilere ait ön test ve son test sonuçları arasında anlamlı bir fark olup olmadığını tespit etmektir. Tablo 4.7.'de görüldüğü üzere P değeri 0.001 olarak tespit edilmiştir. Ayrıca deney grubu öğrencilerine ait sınav puanları ortalaması 50,55'ten 63,20'e yükselmiştir. Bu sonuçlar 8 hafta boyunca ders kitabı ve klasik yöntemlerle yapılan kelime öğretiminin de istenilen seviyede olmasa bile, bir fark oluşturduğunu göstermektedir. Tablo 4.9.'da gösterilen T testi sonuçlarına göre P değeri 0,002 ($p<0,05$) olarak belirlenmiş, araştırmacı tarafından dijital ve sosyal ortamların kullanıldığı kelime öğretim yöntemiyle yapılan uygulama sonrasında deney ve kontrol grubu ön test ve son test puanları arasında anlamlı bir fark olduğu tespit edilmiştir.

Nicel analizlerin devamında nitel veri toplama aracı olarak yarı yapılandırılmış görüşme tekniği kullanılmış, deney grubundaki öğrencilerin İngilizce kelime öğrenmeye yönelik geliştirdikleri tutum belirlenmiştir. Görüşme formları detaylı bir şekilde incelendikten sonra içerik analizi yöntemi kullanılarak kodlar, kategoriler ve frekanslar kullanılarak içerik analizi tamamlanmıştır. Yarı yapılandırılmış görüşme formu 6 adet sorudan oluşmaktadır. Görüşme formunda yer alan ilk sorularla araştırmacı uygulama öncesi öğrencilerin İngilizce kelime

öğrenmek için yapmış olduğu çalışmaları ve konuyla ilgili düşüncelerini belirlemeyi hedeflemiştir. Araştırmacı sonraki sorularla öğrencilerden sınıfta yapılan uygulamanın aşamalarını anlatan cevapları almıştır. Son bölümde uygulama sonrası öğrencilerde oluşan duygu, düşünce ve tutum değişikliklerine ilişkin sorulara yer verilmiştir. Görüşmeler planlı bir şekilde okul kütüphanesinde bire bir yapılmış olup ortalama 14 ile 24 dakika arası sürmüştür. Bu çalışmada nitel veri kaynağı olarak yarı yapılandırılmış görüşme tekniğinin kullanılmasındaki amacı dijital ve sosyal ortamların kullanıldığı mobil cihazların öğrencilerin İngilizce kelime öğrenme sürecine ve etkileri hakkında detaylı ve derinlemesine bilgi edinmektir. Ayrıca bu nitel veriler daha güvenilir sonuçlar elde etmek ve nicel verileri desteklemek amacıyla kullanılmıştır.

Yapılan içerik analizi sonucunda Tablo 9’da gösterilen kategoriler belirlenmiş, kodlar ve frekanslar çıkartılarak sonuçlar yorumlanmıştır. Öğrencilerin %89,47’si görüşme formunda yer alan ve araştırmacı tarafından yapılan uygulama öncesinde İngilizce kelime öğrenmek için yaptıkları çalışmaları niteleyen cevaplarında “sıkıcı”, “zor” ve “saçma” gibi olumsuz anlama sahip ifadeler kullanmışlardır. Uygulama sonrası ile ilgili sorulara verdikleri cevaplarda ise olumsuz anlama sahip ifadeler “kolay”, eğlenceli”, “öğretici” ve “faydalı” gibi olumlu anlama sahip ifadelere dönüşmüştür. Bu sonuçlar, ifadelerdeki olumlu değişimin sebebinin araştırmacı tarafından yapılan ve araştırmanın amacına hizmet eden dijital ve sosyal ortamların kullanıldığı İngilizce kelime öğretme yönteminin olduğunu göstermektedir.

Sonuç olarak, bu çalışmada elde edilen veriler ve analizleri dijital ve sosyal ortamların kullanıldığı mobil cihazların kullanımının öğrencilerin İngilizce kelime öğrenme başarılarını attırdığını ve İngilizce kelime öğrenmeye karşı olumlu tutum geliştirilmesine büyük katkı sağladığını göstermektedir.

Bu çalışma 2023-2024 Eğitim Öğretim yılının 2.döneminde Ankara’daki bir devlet ortaokulunda bulunan 111 öğrenci ile sınırlıdır. Elde edilen sonuçlar farklı düzey ve eğitim ortamında bulunan öğrenciler için genellenemeyebilir. Bu nedenle elde edilen sonuçlar sadece ilgili öğrenciler için geçerlidir. Ayrıca çalışmanın uygulama süresi 8 hafta ile sınırlıdır. Bu nedenle daha fazla sayıda ve farklı yaş gruplarındaki öğrencilerin katılımıyla gerçekleştirilecek bir çalışma alana katkı sunacaktır.

REFERENCES

- Abbasova, M., & Mammadova, N. (2019). The role of digital technology in English language teaching in Azerbaijan. *International Journal of English Linguistics*, 9(2), 364. <https://doi.org/10.5539/ijel.v9n2p364>
- Adara, R. A. (2020). Negative effects of mall on the improvement of learners' autonomy and motivation. *Prosiding ICoISSE*, 1(1), 613-622.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.
- Akyol, T. (2013). A study on identifying pronunciation learning strategies of Turkish EFL learners. *Procedia-Social and Behavioral Sciences*, 70, 1456–1462. <https://doi.org/10.1016/j.sbspro.2013.01.211>
- Albiladi, W. S. (2020). *The use of social media in English teaching and learning: Exploring the perceptions and experiences of English as a Foreign Language Instructors*. University of Arkansas.
- Alcaraz-Mármol, G. (2022). L2 vocabulary learning strategies: analysing teaching materials and learners' perspectives. *Lenguas Modernas*, 60, 75 -92. (<https://revistas.uchile.cl/index.php/LM/article/view/69990>)
- Alqunayeer, H. S. (2016). The impact of teaching through Twitter on students' vocabulary learning: A case study of Qassim University. *World Journal of English Language*, 6(2), 35. DOI:10.5430/wjel.v6n2p35
- Almaiah, M.A., & Alismaiel, O.A. (2018). Examination of factors influencing the use of mobile learning system: An empirical study. *Education and Information Technologies*, 24, 885-909.
- Aloraini, Nouf. (2018). Investigating instagram as an EFL learning tool. *Arab World English Journal*. 4. 174-184. 10.24093/awej/call4.13.
- Alramly, S., Aljoroshee, F., & Ljouely, A. (2021). The common difficulties of learning English vocabulary and strategies faced second language EFL students some Misurata Secondary schools' 1 Sumaia Abuhabil. *Scientific Journal of Faculty of Education, Misurata University-Libya*, 1(17).
- Bağatur, S. (2019). Technology utilization in teaching vocabulary at tertiary level. In *Ayan* (Vol. 8, Issue 5).
- Berger, A., & Klímová, B. (2019). Mobile application for the teaching of English. In *Advanced Multimedia and Ubiquitous Engineering: MUE/FutureTech 2018 12* (pp. 1-6). Springer Singapore.
- Best, J. W., & Kahn, V. K. (1998). *Research In Education* (8th ed.). Allyn Bacon.
- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of adolescent & adult literacy*, 50(7), 528-537.

- Brown, H. Douglas (1980). Principles and practices of language learning and teaching. *Englewood Cliffs, NJ: Prentice Hall.*
- Brown, J. D. (2014). *Language Assessment: Principles and Classroom Practices.* Pearson Education.
- Bryman, A. (2016). *Social Research Methods.* Oxford University Press.
- Bohara, L. B. (2018). Global Language: Status, scope and challenges. *Journal of NELTA Surkhet, 5,* 89–96. <https://doi.org/10.3126/jns.v5i0.19494>
- Bulut, D., & Abuseileek, A. F. M. (2007). Learner attitude toward CALL and level of achievement in basic language skills. *Journal of Institute of Social Sciences of Erciyes University, 23(2),* 103-126.
- Chakir, M. (2018). *The Integration of Mobile Phones in EFL Contexts: Using Messenger Applications to Learn English Vocabulary* (Order No. 10807796). ProQuest Dissertations & Theses Global.
- Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. *Annual review of applied linguistics, 25,* 112-130.
- Chen, H., & Wan-Mei. (1998). A study of college English instructors' and sixth/seventh grade English teachers' beliefs about language learning and learning strategies to learn English as a Foreign Language in Taiwan, Republic of China. *University of Northern Colorado ProQuest Dissertations Publishing, 1998. 9902408., 130(2), 556.* <http://dx.doi.org/10.1016/j.jaci.2012.05.050>
- Creswell, J. W. (2009). *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Sage Publications.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 319-340.*
- Ebadi, S., Amini, Z., & Gheisari, N. (2023). On the relationship between mobile-based extramural activities and vocabulary development of EFL learners: a mixed-method study. *Smart Learning Environments, 10(1), 33.*
- Fischer, F., Goldman, S. R., Hmelo- Silver, C. E., & Reimann, P. (2018). Taylor and Francis Taylor and Francis Not for distribution. *Evolution of Research in the Learning Sciences, March, 1–22.*
- Fitriani, H., Samsuri, T., Rachmadiarti, F., Raharjo, R., & Mantlana, C. D. (2022). Development of Evaluative-Process Learning Tools Integrated with Conceptual-Problem-Based Learning Models: Study of Its Validity and Effectiveness to Train Critical Thinking. *International Journal of Essential Competencies in Education, 1(1), 27–37.* <https://doi.org/10.36312/ijece.v1i1.736>
- Fu, Q. K. (2018). Impacts of Mobile Technologies, Systems and Resources on Language Learning: A Systematic Review of Selected Journal Publications from 2007-2016. *Knowledge Management & E-Learning, 10(4), 375-388.*

- Gardner, R. C. (1985). *Social psychology and second language learning*. London: Edward Arnold.
- Gavarrete Martinez, N. G. (2024). *Online Resource to Integrate Vocabulary Development Into the Language Domains: A Website* (Order No. 31236024). ProQuest Dissertations & Theses Global. (3042704920). <https://www.proquest.com/dissertations-theses/online-resource-integrate-vocabulary-development/docview/3042704920/se-2>
- Ghani, M. (2003). Language learning strategies employed by L2 learners. *Journal of Research (Faculty of Languages & Islamic Studies)*, 4(1), 31-36.
- Habbash, M. (2020). Computer Assisted Language Learning Integration Challenges in Saudi Arabian English as a Foreign Language Classes: The Case of EFL Teachers at Tabuk University. *Arab World English Journal*, 11(4), 474-489. <https://doi.org/10.24093/awej/vol11no4.30>
- Hardan, A. A. (2013). Language learning strategies: A general overview. *Procedia - Social and Behavioral Sciences*, 106, 1712-1726. <https://doi.org/10.1016/j.sbspro.2013.12.194>
- Hebert Sundram, P., Georgina Priya. (2017). *Using Mobile Phones for Vocabulary Acquisition in an ESL Classroom* (Order No. 30597776). Available from ProQuest Dissertations & Theses Global. (2877959740). <https://www.proquest.com/dissertations-theses/using-mobile-phones-vocabulary-acquisition-esl/docview/2877959740/se-2>
- Higgins, J. (1983). Computer assisted language learning. *Language Teaching*, 16(2), 102-114. <https://doi.org/10.1017/S0261444800009988>
- Jafarian, K., Soori, A., & Kafipour, R. (2012). The effect of computer assisted language learning (CALL) on EFL high school students' writing achievement. *European Journal of Social Sciences*, 27(2), 138-148.
- Johnson, R. B., & Christensen, L. (2017). *Educational research: Quantitative, quantitative, and mixed approaches*. Sage Publications.
- Karagöz, Y. (2017). Bilimsel araştırma yöntemleri ve yayım etiği. *Basım, Nobel Akademik Yayıncılık*.
- Khan, Muhammad. (2016). The Impact of Native Language Use on Second Language Vocabulary Learning by Saudi EFL Students. *English Language Teaching*. 9. 134-140. [10.5539/elt.v9n5p.134](https://doi.org/10.5539/elt.v9n5p.134)
- Kırmızı, Ö., & Topcu, N. (2014). Vocabulary Learning Strategies of Turkish EFL Students at Karabük University. *Journal of Graduate School of Social Sciences*, 18(3).
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International journal of higher education*, 7(6), 44-53.
- Klímová, B. (2018). Mobile phones and/or smartphones and their apps for teaching English as a foreign language. *Educ Inf Technol* 23, 1091-1099. <https://doi.org/10.1007/s10639-017-9655-5>

- Korkmaz, H. (2010). *The Effectiveness of Mobile Assisted Language Learning as a Supplementary Material for English Language Teaching Coursebooks* (Order No. 29050440). ProQuest Dissertations & Theses Global. (2665126962). <https://www.proquest.com/dissertations-theses/effectiveness-mobile-assisted-language-learning/docview/2665126962/se-2>
- Köksal, O. (2020). Teaching vocabulary through games : A comparative study of the 4th and the 7th Grades. *Research on Education and Psychology (Rep)*, 4, 41–53.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440–464. <https://doi.org/10.1111/j.1540-4781.1989.tb05325.x>
- Kudo, K. (1999). Oral self-expression activities as a facilitator of students' positive attitudes and motivation: a case study of Japanese secondary school students. Retrieved May 15th, 2019 from: http://www.surrey.ac.uk/ALRG/dissertations/pdf/Kudo_K_1999.pdf
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: from content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Kvale, S. (1983). The qualitative research interview. *Journal of Phenomenological Psychology*, 14(1-2), 171-196. <https://doi.org/10.1163/156916283X00090>
- Lee, L., & Markey, A. (2014). A study of learners' perceptions of online intercultural exchange through Web 2.0 technologies. *ReCALL*, 26, 281 - 297.
- Liang, J., & Ye, Y. (2018). A comparative study of grade 12 Students' use of Direct and Indirect Second Language Learning Strategies according to their gender and classes at Luchuan High School, Guangxi, China.
- Lim, R. (2021). Mobile assisted language learning: Perspectives from senior high school students. *International Research Journal of Science, Technology, Education, and Management*, 1(2), 108–118. <https://doi.org/10.5281/zenodo.5726387>
- Lu, M.M. (2008). Effectiveness of vocabulary learning via mobile phone. *J. Comput. Assist. Learn.*, 24, 515-525.
- Manzoor, S., Kazi, A. S., Naeem, R., Inayat, N., & Muhammad, N. (2017). *Undergraduate students ' use of vocabulary learning strategies*. 1.
- Mashuri, Saepudin & Sarib, Muhammad & Alhabsyi, Firdiansyah & Syam, Hijrah & Ruslin, Ruslin. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies.
- Mățã, L., & Dobrescu, T. (2022). Benefits and difficulties of Iitegrating mobile technologies in the academic learning. *Revista Romaneasca Pentru Educatie Multidimensionala*, 14(1Sup1), 67–82. <https://doi.org/10.18662/rrem/14.1sup1/537>.
- Mangena, T. (2021). *Grade 10 learners' experiences of learning English vocabulary with mobile devices*. University of Johannesburg (South Africa).

- Metruk, R. (2020). Confronting the challenges of MALL: Distraction, cheating, and teacher readiness. *International Journal of Emerging Technologies in Learning (IJET)*, 15(2), 4-14.
- Mirioglu, M. (2020). Investigating the importance level and utilization of vocabulary learning strategies among Turkish EFL learners. *Asian Journal of University Education*, 16(1), 31–45. <https://doi.org/10.24191/ajue.v16i1.8450>
- Nahmod, D. M. (2017). Vocabulary gamification vs traditional learning instruction in an inclusive high school classroom. *ProQuest Dissertations and Theses*, 40. <http://ezproxy.utas.edu.au/login?url=https://search.proquest.com/docview/1933396264?accountid=14245%0Ahttp://rk9dr6cc2p.search.serialssolutions.com/?&genre=article&sid=ProQ:&atitle=Vocabulary+Gamification+vs+Traditional+Learning+Instruction+in+an+Inclusive>.
- Nation, I. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nikolopoulou, Kleopatra. (2020). Secondary education teachers' perceptions of mobile phone and tablet use in classrooms: benefits, constraints and concerns. *Journal of Computers in Education*. 7. 257-275. 10.1007/s40692-020-00156-7.
- Nindiasari, H., Restiana, N., & Pamungkas, A. S. (2021). Implementation of the tpack framework to measure integration of technology, pedagogy and the content of lectures in Mathematics education. *Prima: Jurnal Pendidikan Matematika*, 5(2), 30-39.
- O'Malley, J. M. (1985). Learning strategies used by beginning and intermediate. *ESL students. Language Learning*. 35:21-46.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in Second Language Acquisition*. Cambridge: CUP.
- O'Malley, J. M., & Chamot, A. U. (1990). *Strategies used by Second Language Learners* Cambridge: CUP.
- Oxford, R. (1990). *Language learning strategies: what every teacher should know*. Boston: Heinle & Heinle.
- Pachler, N., Bachmair, B., & Cook, J.. (2014). *Mobile learning : structures, agency, practices* Mobile Learning. Springer., January 2010.
- Ponterotto, J. G., & Ruckdeschel, D. E. (2007). An overview of Coefficient Alpha and a Reliability Matrix for Estimating Adequacy of Internal Consistency Coefficients with psychological research measures. *Perceptual and Motor Skills*, 105(3), 997-1014. <https://doi.org/10.2466/pms.105.3.997-1014>
- Rao, Parupalli Srinivas. (2019). The effective use of authentic materials in the English language classrooms. *Shanlax International Journal of Arts, Science and Humanities*, 7(1), pp. 1-8.
- Rashevskaya, N., & Tkachuk, V. (2015). Technological conditions of mobile learning at high school. *Metallurgical and mining industry*, 3, 161-164.

- Rezaei, A., Mai, N., & Pesaranghader, A. (2013). Effectiveness of using English vocabulary mobile applications on ESL's Learning performance. *International Conference on Informatics and Creative Multimedia* (pp. 114-118). IEEE.
- Rigeney, JW (1978). Learning Strategies: A theoretical perspective. In H F O'Neil (Jr) (ed) 165-205.
- Rizo-Rodríguez A. (2004). Current lexicographical tools in EFL: monolingual resources for the advanced learner. *Language Teaching*. 37(1):29-46. doi:10.1017/S0261444804002125
- Rogers, E. M., Singhal, A., & Quinlan, M. M. (2014). Diffusion of innovations. In *An integrated approach to communication theory and research* (pp. 432-448). Routledge.
- Rohmatillah, R. (2017). A study on students' difficulties in learning vocabulary. *English Education: jurnal tadris bahasa Inggris*, 6(1), 75-93.
- Rubin, J. (1987). Learner strategies: theoretical assumptions, research history and typology. In A. Wenden and J. Rubin (Eds.) *Learner Strategies in Language Learning*. New York: Prentice Hall.
- Salimi, Z., & Ferguson-Pell, M. W. (2017). Validity in rehabilitation research: Description and classification. In *Physical Disabilities-Therapeutic Implications*. IntechOpen.
- Sandberg, J.A., Maris, M., & Geus, K.D. (2011). Mobile English learning: An evidence-based study with fifth graders. *Comput. Educ.*, 57, 1334-1347.
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy* (pp.199-228). Cambridge: Cambridge University Press.
- Schmitt, N. (2000). *Vocabulary Language Teaching*. Cambridge: CUP.
- Sharma, N., & Joshi, H. (2024). Traditional Vs Modern English language teaching methods: a study based on a survey. *MIER Journal of Educational Studies Trends and Practices*, 21-36.
- Siddig, B. (2020). Social media in teaching of languages. *International Journal of Emerging Technologies in Learning (iJET)*, 15(12), 72-80.
- Smith, J. A. (2015). Semi-structured interviewing in qualitative research. In J. Ai Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (3rd ed., pp. 9-12). Sage Publications.
- Smith, A. (2020). The role of social platforms in vocabulary learning. *Journal of Language Education*, 15(2), 123-137.
- Song, Y.Fox, R. (2008) Uses of the PDA for undergraduate students' incidental vocabulary learning of English. *ReCALL*, 20(3): 290–314.

- Sökmen, A. J. (1997). Current trends in teaching second language vocabulary. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 237-257). Cambridge: Cambridge University Press.
- Stemler, S., (2000). An overview of content analysis, *Practical Assessment, Research, and Evaluation* 7(1): 17. doi: <https://doi.org/10.7275/z6fm-2e34>
- Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile-assisted language learning. *The International Research Foundation for English Language Education (TIRF)*, 1(1), 149-154
- Surmanov, S., & Azimova, M. (2020). Analysis of difficulties in vocabulary acquisition. *Article in The Journal of Legal Studies*, 6(1), 144–155.
- Tanyer, Seray & Ozturk, Yusuf. (2014). Pre-service English teachers' vocabulary learning strategy use and vocabulary size: A cross-sectional evaluation. *Journal of Language Teaching Research*. 5. 37-45. 10.4304/jltr.5.1.37-45.
- Tosuncuoglu, I. (2005). *Teaching vocabulary for active use*. 57(2), 157–162.
- Viberg, O., & Grönlund, Å. (2012). Mobile assisted language learning: A literature review. *CEUR Workshop Proceedings*, 955, 9–16.
- Nguyen, Vu & Vu, Thien & Le Van Tuan, Khoa & Khoa, Tuan & Nam, Le & Hoa, Phuong & Đỗ, Nguyễn & Vũ, Thiên & Vân, Lê & Khoa, Tuấn & Thị, Lê & Hòa, Phuong. (2021). Language learning strategies: A case study with English juniors at Dalat University. 10.34238/tnu-jst.5055.
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478. <https://doi.org/10.2307/30036540>
- Wardak, M. (2020). *Mobile Assisted Language Learning (MALL): Teacher Uses of Smartphone Applications (Apps) to Support Undergraduate Students' English as a Foreign Language (EFL) Vocabulary Development* (Order No. 28357576). ProQuest Dissertations & Theses Global. (2508558187). <https://www.proquest.com/dissertations-theses/mobile-assisted-language-learning-mall-teacher/docview/2508558187/se-2>
- Wilkins, D. A. (1972). Grammatical, Situational and Notional Syllabuses.
- Wenden, A. L. (1987a). Conceptual background and utility. In A. L. Wenden & J. Rubins (Eds.), *Learners strategies in language learning*, 3-13. Englewood Cliffs, NJ: Prentice-Hall.
- Wu, Q. (2014). Learning ESL vocabulary with smartphones. *Procedia - Social and Behavioral Sciences*, 143, 302-307.
- Zhai, C. (2021). Practical research on college English vocabulary teaching with mobile technology. *International Journal of Electrical Engineering Education*. <https://doi.org/10.1177/0020720920985057>

APPENDICES

Appendix-1 Vocabulary Achievement Test

A. Choose and circle the correct answer.



- a) human b) wild animals
c) extinct d) survive



- a) desert b) ocean
c) jungle d) mountain



- a) dolphin b) tiger
c) bear d) shark



- a) birds b) insects
c) mammals d) reptiles



- a) habitats b) global warming
c) save energy d) pollution



- a) fur b) trunk
c) ear d) tusk



- a) lifespan b) zoologist
c) fertilizer c) vaccinate



- a) prey b) reptiles
c) insects d) carnivores

9.



- a) protect
- b) adopt
- c) hunt
- d) survive

10.



- a) plant
- b) cut down
- c) donate
- d) kill

11.



- a) destroy
- b) catch
- c) prevent
- d) vaccinate

12.



- a) poisonous
- b) match
- c) mustang
- d) species

13.



- a) tail
- b) tonque
- c) wing
- d) neck

14.



- a) unusual
- b) harm
- c) global warming
- d) pollution

15.



- a) stripe
- b) fur
- c) ear
- d) claw

16.



- a) grassland
- b) forest
- c) land
- d) ocean

17.



- a) birds
- b) herbivores
- c) extinct
- d) dangerous

18.



- a) endangered
- b) harmful
- c) important
- d) climate change

19.



- a) attack
- b) guess
- c) pollute
- d) lay egg

20.



- a) owl
- b) eagle
- c) rhino
- d) sparrow

21.



- a) kill
- b) in danger
- c) wear fur
- d) take action

22.



- a) wild life
- b) endangered
- c) balance
- d) pets

23.



- a) live
- b) feed
- c) find
- d) disturb

24.



- a) lion
- b) giraffe
- c) lizard
- d) octopus

25.



- a) zoologist
- b) smell
- c) herbalist
- d) skin

- ✓ You have 40 minutes.
- ✓ Check your answers.
- ✓ Thanks for your participation.

1	(A) (B) (C) (D)	11	(A) (B) (C) (D)	21	(A) (B) (C) (D)
2	(A) (B) (C) (D)	12	(A) (B) (C) (D)	22	(A) (B) (C) (D)
3	(A) (B) (C) (D)	13	(A) (B) (C) (D)	23	(A) (B) (C) (D)
4	(A) (B) (C) (D)	14	(A) (B) (C) (D)	24	(A) (B) (C) (D)
5	(A) (B) (C) (D)	15	(A) (B) (C) (D)	25	(A) (B) (C) (D)
6	(A) (B) (C) (D)	16	(A) (B) (C) (D)		
7	(A) (B) (C) (D)	17	(A) (B) (C) (D)		
8	(A) (B) (C) (D)	18	(A) (B) (C) (D)		
9	(A) (B) (C) (D)	19	(A) (B) (C) (D)		
10	(A) (B) (C) (D)	20	(A) (B) (C) (D)		



SARAY SECONDARY SCHOOL
2023-2024 EDUCATIONAL YEAR 7TH GRADERS YEARLY PLAN FOR ENGLISH CLASS



TIME			Unit Theme	Functions&Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
MONTH	WEEK	HOUR	4 Wild Animals	<p>Describing the frequency of actions Tigers usually hunt during the day.</p> <p>Making simple inquiries Where do tigers live? –They live in Asia. Which animals are now extinct?</p> <p>Making simple suggestions What should we do to protect wildlife? –We should protect wild animals. –We shouldn't hunt them.</p> <p>Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them.</p> <p>Attack, be afraid of birds (eagle, falcon, hawk, owl ...) cage, -s,desert, -s,enormous extinct, habitat, -s harm, human, -s, hunt, jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger ...) poison(ous) prey, reptiles (alligator, crocodile, lizard, snake ...) survive</p>	<p>Listening E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts.</p> <p>Spoken Interaction E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals.</p> <p>Spoken Production E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students will be able to report on past and present events.</p> <p>Reading E7.4.R1. Students will be able to understand past and present events in simple texts. E7.4.R2. Students will be able to spot the names of wild animals in simple texts.</p> <p>Writing E7.4.W1. Students will be able to write pieces describing wildlife.</p>	<p>Contexts Blogs, Diaries/ Journal Entries Illustrations, Jokes, Magazines Plays, Podcasts, Posters Questionnaires, Stories, Tables Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.</p>
DECEMBER 4th -8th	12	4				
DECEMBER 11th-15th	13	4				
DECEMBER 18th -22nd	14	4				

Appendix-3 Digital Applications for Vocabulary Teaching



Appendix-4 Interview Questions

1. What is the process of learning English vocabulary like for you?
(İngilizce kelime öğrenmek sizin için nasıl bir süreçtir?)
2. How did you study English vocabulary before the treatment?
(Uygulama öncesinde İngilizce kelimeleri nasıl çalışırdınız?)
3. Can you explain the steps of the treatment done in your class?
(Sınıfınızda yapılan uygulamanın aşamalarını açıklayabilir misiniz?)
4. How would you assess the treatment done in your class?
(Sınıfınızda yapılan uygulamayı nasıl değerlendirirsiniz?)
5. How did the treatment done in your class affect your attitude towards learning English vocabulary?
(Sınıfınızda yapılan uygulama İngilizce kelimeler öğrenmeye karşı tutumunuzu nasıl etkiledi?)
6. Would you like this practice to be used in other courses as well?
(Yapılan uygulamanın diğer derslerde de kullanılmasını ister misiniz?)

Appendix-5 Permit for the Current Study from the Provincial Directorate of National Education



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü



Sayı : E-14588481-605.99-93769048
Konu : Araştırma İzni

05.01.2024

NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.
b) 08.12.2023 tarihli ve E-48178250-300-435908 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Şenol KARAYILAN'ın "**The Impacts of Mobile Devices with Digital and Social Platforms over Secondary School Students' Attitude Towards Learning English Vocabulary and Their Vocabulary Learning Process**" başlıklı çalışması kapsamında İlimiz Pursaklar ilçesine bağlı ortaokullarda yapılacak uygulama talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüş olup çalışma tamamlandıktan sonra çalışmanın bir nüshasının **30 iş günü içerisinde arge06_arastirma@meb.gov.tr adresine PDF olarak gönderilmesi gerekmektedir.**

Bilgilerinizi ve gereğini rica ederim.

Yaşar KOÇAK
Vali a.
Milli Eğitim Müdürü

Ek : Uygulama Araçları (5 Sayfa)

Dağıtım:

Gereği:

Necmettin Erbakan Üniversitesi

Bilgi :

Pursaklar İlçe MEM



NECMETTİN ERBAKAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU
ETİK KURUL KARARI

Etik Kurul Toplantı Tarihi/Sayısı ve Karar No	Tarih :28/06/2024 Toplantı Sayısı:13 Karar No :2024/550
Araştırmanın Eski Başlığı	THE IMPACTS OF MOBILE DEVICES WITH DIGITAL AND SOCIAL PLATFORMS OVER SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH VOCABULARY AND THEIR VOCABULARY LEARNING PROCESS.
Araştırmanın Yeni Başlığı	The Effects of Mobile Devices on Secondary School Students' Academic Achievement and Attitudes Towards Vocabulary Learning.
Eski Sorumlu Araştırmacı (Tez Danışmanı)	Dr. Öğr. Üyesi Fahrettin ŞANAL
Yeni Sorumlu Araştırmacı (Tez Danışmanı)	Dr. Öğr. Üyesi Mustafa Serkan ÖZTÜRK
Yardımcı Araştırmacı	Lisansüstü Öğrenci Şenol KARAYILAN
Etik Kurul Kararı	2025 sayılı tasvuru Etik Kurul tarafından değerlendirilmiş olup, tez başlığı v: tez danışmanı değişikliğinin bilimsel araştırma etiği açısından "Uygun" olduğuna karar verilmiştir.

