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**THE EFFECTIVENESS OF DIYALEKT MOBILE APP ON VOCABULARY
LEARNING AND RETENTION: A STUDY ON TURKISH EFL LEARNERS'
MOTIVATION TOWARDS MALL SUPPLEMENTATION**

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This thesis aims to evaluate the effect of mobile-assisted language learning (MALL) on English vocabulary learning, retention, and motivation to use mobile-assisted instructional materials. With the rapid growth of technology, MALL has become a critical pedagogical model, allowing students to learn at their own pace, *anytime and anywhere*. The findings from this study contribute to a better understanding of the role of technology in language teaching and the development of new educational approaches.

As a member of the content development team for the Diyalekt application, used in this study, my role involved creating activities targeting all four language skills. Following the development phase that spanned over a year, the study progressed to evaluate the effectiveness of the application in enhancing vocabulary acquisition, retention, and user motivation.

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THESIS ORIGINALITY REPORT

The Effectiveness of Diyalekt Mobile App on Vocabulary Learning and Retention: A Study on Turkish EFL Learners' Motivation Towards Mall Supplementation başlıklı tez çalışmamın toplam **91** sayfalık kısmına ilişkin, 20/01/2025 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%10** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası 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 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.

20/01/2025

Fadime ÜSTÜNER

Dr. Öğr. Üyesi Selma DURAK ÜĞÜTEN

SCIENTIFIC ETHICS DECLARATION

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez 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 kaynaklar listesine eklendiğini beyan ederim.

20/01/2025

Fadime ÜSTÜNER

ABBREVIATIONS

CALL: Computer-Assisted Language Learning

MALL: Mobile-Assisted Language Learning

L2: Second Language

E-learning: Electronic Learning

M-learning: Mobile Learning

U-learning: Ubiquitous Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

ELP: The European Language Portfolio

CEFR: Common European Framework of Reference for Languages

HFWs: High-Frequency Words

MoNE: Ministry of National Education

ÖZET

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

DİYALEKT MOBİL UYGULAMASININ KELİME ÖĞRENİMİ VE KALICILIĞINA ETKİSİ: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENENLERİN MOBİL DESTEKLİ DİL ÖĞRENİMİNE YÖNELİK MOTİVASYONU ÜZERİNE BİR ÇALIŞMA

Fadime ÜSTÜNER

Teknolojinin hızla gelişmesiyle birlikte, mobil destekli dil öğrenimi eğitimde önemli bir yaklaşım haline gelmiştir. Mobil uygulamalar, dil öğrenenlere esneklik ve erişilebilirlik sağlamanın yanı sıra, öğrenme sürecini daha kişiselleştirilmiş ve etkileşimli hale getirerek öğrencilerin dil becerilerini geliştirmelerine katkıda bulunmaktadır. Bu araştırma, mobil destekli öğrenme ortamlarına odaklanarak, Diyalekt dil uygulamasının İngilizce kelime edinimi, kalıcılığı ve öğrenci motivasyonu üzerindeki etkilerini değerlendirmeyi amaçlamaktadır. Araştırma, A2 düzeyinde İngilizce yeterliliğine sahip 64 ortaokul öğrencisini kapsamaktadır. Bulguları karşılaştırmak için, mobil uygulamayı kullanan bir deney grubu ile geleneksel yöntemleri izleyen bir kontrol grubu çalışmada yer almıştır. Veri toplama sürecinde, ön çalışma anketi, kelime başarı testleri ve Öğretim Materyalleri Motivasyon Anketi'nden (ÖMMA) (Kutu & Sözbilir, 2011) yararlanılmıştır. Bu anket, ilk olarak Keller (1987a) tarafından geliştirilmiş olup, Türkçe çevirisi ve geçerlilik ile güvenilirlik analizleri Kutu ve Sözbilir (2011) tarafından yapılmıştır. Veriler, SPSS 21 yazılımıyla analiz edilmiş olup, 0,05 anlamlılık düzeyi esas alınmıştır. Normallik varsayımları Shapiro-Wilk testi ile yapılmış, mobil öğrenmenin kelime öğrenimi, kalıcılık ve motivasyon üzerindeki etkileri, bağımsız örneklem t-testi ve Levene testi ile değerlendirilmiştir. Her iki grup da araştırmanın başlangıcında bir ön teste tabi tutulmuş, bu test grupların başlangıçtaki kelime bilgisi seviyesini değerlendirmek için kullanılmıştır. Gruplar arasında eşdeğer başlangıç düzeylerinin tespit edilmesi, güvenilir bir değerlendirme sürecini ortaya koymuştur. Sekiz haftalık uygulama sürecinin sonunda, deney grubunun son test ve kazanım puanları, karşılaştırma grubuna göre anlamlı derecede daha yüksek çıkmıştır. Uygulama sonlandıktan sonra, dört hafta boyunca her iki grup normal eğitimlerine devam etmiş ve ardından kelime kalıcılığını ölçmek için bir takip testi uygulanmıştır. Takip testi sonuçları, mobil destekli öğrenimin uzun vadeli faydalar sağladığını göstermiştir. Ayrıca, "dikkat-ilgi" ve "güven-memnuniyet" faktörlerini ölçen motivasyon anketi, mobil uygulamayı kullanan grubun kontrol grubuna oranla daha yüksek puanlar elde ettiğini ortaya koymuş ve bu fark istatistiksel olarak anlamlı bulunmuştur. Uygulama, öğrencilerin dikkatini çekmiş, güvenlerini artırmış ve öğrenmeye yönelik motivasyonlarını yükseltmiştir. Sonuç olarak, bu araştırma, Diyalekt uygulaması ile yapılan mobil destekli dil öğreniminin İngilizce kelime başarısı, kalıcılığı ve motivasyon üzerinde önemli etkileri olduğunu ortaya koymuş ve bu yaklaşımın dil eğitiminde yaygın olarak kullanılma potansiyelini vurgulamıştır.

Anahtar Kelimeler: Mobil destekli dil öğrenimi, Kelime öğrenimi, Motivasyon, Kalıcılık

ABSTRACT

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

THE EFFECTIVENESS OF DIYALEKT MOBILE APP ON VOCABULARY LEARNING AND RETENTION: A STUDY ON TURKISH EFL LEARNERS' MOTIVATION TOWARDS MALL SUPPLEMENTATION

Fadime ÜSTÜNER

The rapid advancement of technology has highlighted mobile-assisted language learning (MALL) as a key educational approach. Besides providing flexibility and accessibility, mobile applications make the learning process more personalised and interactive, which ultimately helps learners enhance their language skills. This research study aimed to evaluate the effects of the Diyalekt mobile application on English vocabulary acquisition, retention, and student motivation by focusing on mobile-assisted learning environments. Sixty-four middle school students with an A2 level of English proficiency participated in the research, and the study included two groups for comparison: an experimental group utilising the mobile application and a control group using traditional methods. The data collection instruments included a pre-study questionnaire, vocabulary achievement tests, and the Instructional Materials Motivation Questionnaire (ÖMMA) (Kutu & Sözbilir, 2011). The questionnaire was initially developed by Keller (1987a) and translated into Turkish by Kutu and Sözbilir (2011), with validity and reliability studies conducted. The data were examined using SPSS version 21, with a significance level of 0,05. The Shapiro-Wilk test was used to validate normality assumptions, and the independent samples t-test and Levene's test assessed the impact of mobile learning on vocabulary acquisition, retention, and motivation. At the initial phase of the study, both groups completed a pre-test to determine their initial vocabulary levels. Similar baseline values between groups suggested a reliable evaluation. After an eight-week treatment period, the experimental group had considerably higher post-test and gain scores compared to the control group. Following the intervention, both groups resumed their regular instruction for four weeks before administering a follow-up test to evaluate vocabulary retention. The findings from the follow-up test indicated that mobile-assisted learning provided long-term benefits. In addition, the results for the motivation questionnaire, including 'attention-relevance' and 'confidence-satisfaction', as well as the overall motivation levels, indicated that the experimental group obtained greater scores than the control group, revealing high levels of engagement, confidence, and motivation towards learning. In conclusion, introducing the Diyalekt application into language learning significantly enhanced students' English vocabulary acquisition, retention, and motivation, highlighting the broader potential of MALL methodologies in language instruction.

Keywords: MALL, Vocabulary learning, Motivation, Retention

CHAPTER 1

1. INTRODUCTION

This study investigated the effects of mobile-assisted language learning on students' vocabulary acquisition, motivation, and retention. The chapter addresses the problem statement, objectives, significance, and constraints of the research study.

1.1. Statement of the Problem

English is acknowledged as a highly influential language globally, enabling substantial global communication and information exchange. Various elements are important in language learning; however, reading and vocabulary acquisition are especially crucial for achieving language proficiency (Huckin et al., 1993; Laufer & Sim, 1985; Nation, 2001; Schmitt, 2008). As noted by Wilkins (1972), without grammar, communication is limited, but without vocabulary, it is impossible.

Earlier research proposes that students should understand 95% of the words in a text, leaving 5% as unfamiliar vocabulary to learn (Laufer, 1989). In a later study, Hu and Nation (2000) determined that 98% to 99% word coverage is necessary for sufficient comprehension. The current consensus suggests that 98% is optimal for effective understanding, with 95% representing the minimum acceptable threshold (Laufer & Ravenhorst-Kalovski, 2010). Students with limited vocabulary encounter challenges in all language competencies, encompassing reading, writing, speaking, and listening (Nation, 1990; Schmitt, 2000). Laufer (1992) notes that reading proficiency improves once learners reach a threshold of 3,000 word families. A vocabulary of 5,000-word families is recommended for achieving 70% proficiency, whereas 4,000-word families may be adequate for reaching a passing level of 63%. Similarly, Nation (1993) argues that mastering the 2,500 to 3,000 most frequent words is critical for developing practical language skills. When vocabulary recognition is slow, reading becomes a laborious process, making it challenging to follow the overall flow of the text (Grabe & Stoller, 2011). Koren (1999) likewise notes that students are more likely to keep reading when they are familiar with the vocabulary in a text, underlining the significance of building a solid vocabulary foundation for overall language proficiency.

Besides vocabulary acquisition, motivation is another significant factor that impacts success in language learning. A variety of studies indicate that student motivation is essential for academic success and language development (Bruinsma, 2003; McKenzie & Schweitzer,

2001; Sankaran & Bui, 2001; Wolters, 1999). Research by Broussard and Garrison (2004) suggests that intrinsic and mastery-oriented motivation increases students' academic performance and should be encouraged to achieve better educational outcomes. The decisions students make to achieve their learning goals, along with their endeavours and determination to complete tasks, closely correlate with their level of motivation (Pintrich et al., 1993). Gardner (2001) identifies motivation as a foundational aspect of language learning, forming the basis upon which other components of the learning process are constructed. This concept highlights the importance of considering motivational factors when striving for success in educational settings.

Recognising the importance of vocabulary acquisition and motivation in language learning highlights the need for effective strategies and methodologies to enhance both aspects in learners. Therefore, exploring the role of technology in boosting motivation and supporting the language learning process is essential. Over time, a range of terms has emerged to describe the integration of technology into language education, including web-enhanced language learning (WELL), technology-enhanced language learning (TELL), computer-assisted language learning (CALL), and mobile-assisted language learning (MALL) (Lenci, 2020). While all these terms fall under the umbrella of Educational Technology, each one highlights a specific sub-category by focusing on a distinct medium (Lenci, 2020). Figure 1.1 presents the relationships between these terms.

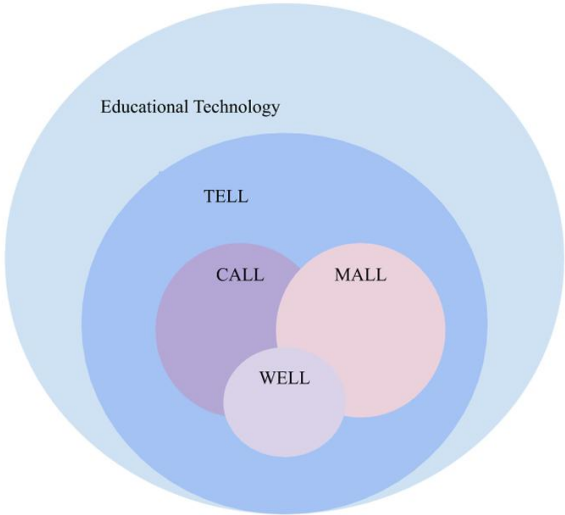


Figure 1.1. The Relationships Between the Terms in Educational Technology (Lenci, 2020, p. 12)

TELL represents a comprehensive concept that includes all types of technologies used in language teaching. CALL refers specifically to the use of computer technology, while MALL focuses on language teaching supported by mobile technologies. WELL highlights the

incorporation of Internet technologies in language teaching. CALL and MALL are the most prevalent categories of educational technology in language learning. MALL reflects a shift from CALL owing to the growing popularity of mobile technology, including smartphones and tablets (Lenci, 2020).

Efforts to improve learning environments have transitioned from conventional methods to more flexible, student-centred approaches, providing learners with greater freedom in their educational choices (Caner et al., 2013). Aligned with this shift, MALL incorporates mobile technologies and devices into language learning (Bezircilioğlu, 2016; Wagner et al., 2016). This approach allows learners to gain knowledge and skills via wireless technologies and portable devices and facilitates access to educational content without the constraints of time and location (Ally, 2009; Behera, 2013; Kukulska-Hulme & Shield, 2008). Mobile learning, referred to as m-learning, provides continuous and ubiquitous access to resources and applications for language learning (Hubbard, 2009), thus fostering flexibility, convenience, and personalised learning experiences (Behera, 2013).

Another benefit of mobile learning is that it can lower the mental effort required for learning, resulting in a more efficient educational experience. It also promotes interactivity by enabling students to make informed decisions through inquiry-based activities. Learning through mobile tools enhances learners' motivation and supports independent learning, thereby reducing the cognitive load (Ozer & Kılıç, 2018; Shadiev et al., 2015). Learners who exhibit higher levels of motivation often achieve greater academic success, and this relationship is influenced by the extent of their engagement in specific mobile learning tasks. Thus, involvement in mobile learning tasks plays a significant role in fostering learners' school motivation for self-regulated learning (Sha et al., 2012).

Additionally, Sharples et al. (2005) note that mobile learning integrates information and technology, creating a mutually advantageous relationship that enables opportunities for exploration. This connection can be examined through aspects like human-computer interaction and digital communication, as well as social aspects involving community dynamics, social conventions and cooperation. The collaboration of these dimensions advances education and technology by challenging established educational systems—such as fixed curricula—while bridging experiential learning, which promotes personal growth and lifelong learning (Sharples et al., 2005). M-learning focuses on the learner's perspective while on the go rather than being

confined to a specific location, thus prioritising the learner's needs when designing the learning environment instead of just tailoring it to fit a particular mobile device (O'Malley et al., 2003).

In response to these advantages, educational institutions have increasingly embraced mobile learning and digital tools to support self-directed and networked learning while adapting to new pedagogical approaches (Montebello, 2020). The expanding availability of language-learning apps in app stores has attracted educators' interest, prompting them to integrate these tools into language instruction (Rajendran & Yunus, 2021). As such, vocabulary teaching through mobile-assisted language learning has gained increasing attention in research conducted in Türkiye and other parts of the world. This is likely attributable to the favourable outcomes reported in multiple studies, which reveal that mobile-assisted vocabulary learning significantly enhanced learners' vocabulary acquisition (Basal et al., 2016; Clarke et al., 2008; Daly, 2022; Lu, 2008; Saran et al., 2012; Valizadeh, 2022) and its role in motivating students and improving their learning experiences (Akkuzu, 2015; Chen et al., 2019; Elaish et al., 2019).

While the positive impacts of MALL are well-documented, its implementation in educational settings requires careful consideration of various factors, such as rethinking the time allocated to technology use, addressing where and when education takes place, and adapting the roles of teachers to support student-centred learning effectively (Kimber et al., 2002). Designing vocabulary learning activities requires thoughtful planning, as language teachers need to consider pedagogical factors, especially when relying on the effectiveness of ready-made mobile applications (Basal et al., 2016). Educators need to have the necessary understanding and abilities to effectively select and integrate new technological tools into their instructional methods (Kessler & Hubbard, 2017).

Although qualitative research on mobile learning is available, there remains a scarcity of systematic quantitative studies on mobile-assisted learning environments (Sung et al., 2016). Heil et al. (2016) identify three significant shortcomings in mobile language learning apps. Vocabulary teaching is often disconnected from other language skills and lacks meaningful context. Personalisation for learners' varying skill levels is limited, and opportunities for explanatory corrective feedback are rarely provided. Liu (2024) likewise suggests that activities integrating multiple language skills tend to support foreign language learning more effectively than those focusing on a single skill.

In a systematic meta-analysis, Mihaylova et al. (2022) utilised PRISMA guidelines (Page et al., 2021) to evaluate the effectiveness of MALL applications in comparison to traditional methods. This research represents the first meta-analysis to examine the impact of these applications on second language learning. It also evaluates the quality of individual studies, identifies potential biases, and assesses their alignment with second language learning outcomes. The findings indicate that when validated for educational outcomes, MALL applications offer greater effectiveness than general-purpose mobile tools, which are not specifically designed for language acquisition. Such tools often provide language practice but lack essential design elements like skill integration and pedagogical strategies that are crucial for effective L2 acquisition. The study also highlights biases—such as publication bias favouring positive outcomes and self-reporting bias—that could influence the perceived effectiveness of these tools. The researchers recommend that teachers and learners focus on experimentally validated applications and support further rigorous validation of MALL tools for both classroom integration and personal use.

Addressing these observed gaps, in 2022, the Turkish Ministry of National Education (MoNE) initiated the *Diyalekt Language Platform* as part of the Presidential Investment Program under the "Language Learning Initiative". The project was developed with oversight from the Board of Education and in partnership with relevant general directorates within the Ministry (MoNE, 2023). The platform was designed to enhance English language learning throughout Türkiye, offering features and benefits that cater to various age groups. Officially launched on April 24, 2023, the platform is a free resource aimed at enhancing English language learning across the country, offering features tailored to various age groups (MoNE, 2023), as detailed in Chapter 2, with more comprehensive information available.

The *Diyalekt* mobile application is designed to provide meaningful and contextual information across all four language skills, adhering to guidelines established by the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001). By integrating vocabulary, grammar, and skill-based activities in a cohesive and interactive format, it aims to offer a more holistic learning experience than typical MALL applications (MoNE, 2023). Investigating MALL's impact through the *Diyalekt* app on vocabulary acquisition, retention, and motivation may add useful knowledge to MALL research and provide insights for future teaching strategies.

1.2. The Purpose of the Study

The present research investigated the effects of the Diyalekt application on English vocabulary acquisition, retention, and learner motivation while addressing the following research questions:

1. What is the effect of the Diyalekt mobile app-assisted learning environment on students' English vocabulary acquisition?
2. What is the effect of the Diyalekt mobile app-assisted learning environment on students' English vocabulary retention?
3. What is the effect of the Diyalekt mobile app-assisted learning environment on students' motivation?

The research aimed to assess the impact of the Diyalekt app on students' English vocabulary skills. The study further looked at how the Diyalekt-supported learning environment affected vocabulary retention and student motivation. Overall, the goal was to clarify the effect of the mobile-supported learning in enhancing vocabulary acquisition, retention, and motivation, providing insights into potential strategies for future educational practices.

1.3. The Significance of the Study

Mobile learning integrates mobile technology to offer learners access to resources and personalised feedback, regardless of time or location (Kukulka-Hulme & Shield, 2008). It enables students to engage with their surroundings beyond the classroom, thereby enhancing in-class learning. Progress in mobile technologies has created new opportunities for mobile-assisted language learning. Numerous studies highlight its effectiveness in improving learners' vocabulary acquisition (Aslan & Tütüniş, 2024; Basal et al., 2016; Clarke et al., 2008; Daly, 2022; Lu, 2008; Saran et al., 2012; Thornton & Houser, 2005; Valizadeh, 2022) and enhancing their motivation (Akkuzu, 2015; Chen et al., 2019; Elaish et al., 2019). Moreover, research demonstrates that mobile-assisted learning positively influences vocabulary retention and reading comprehension, supporting its role in fostering language learning (Chen et al., 2019; Motallebzadeh & Ganjali, 2011; Valizadeh, 2022).

Despite these positive findings, research in mobile learning still faces several limitations. Mihaylova et al.'s (2022) meta-analysis on the efficiency of MALL applications

revealed a moderate-to-significant overall effect on L2 proficiency compared to traditional learning methods. This study underscored the need for more rigorous research to validate the effectiveness of MALL applications, as many existing studies lack quantifiable learning outcomes and do not focus on applications designed specifically for language learning. This gap in research calls for a more targeted approach to evaluating the impact of mobile applications on language acquisition. Furthermore, Heil et al.'s (2016) research highlights that many mobile apps focus on isolated vocabulary instruction, lack personalisation for diverse skill levels, and rarely offer corrective feedback. Liu (2024) similarly argues that incorporating activities that combine multiple language skills is more effective for foreign language learning than those that concentrate on a single skill.

To address these gaps, this study evaluates the potential of the *Diyalekt* app in enhancing multiple aspects of language learning, including vocabulary acquisition, retention and motivation. Developed to serve learners at different proficiency levels, from beginners to advanced, the app offers a wide range of instructional exercises. Structured in line with the European Language Portfolio (ELP) and the CEFR (Council of Europe, 2001), the program ensures content suitability for users' language abilities. A deeper understanding of the CEFR framework highlights its significance in ensuring content alignment with proficiency levels.

The CEFR (Council of Europe, 2001) serves as a recognised framework for the assessment and description of language proficiency levels in Europe and other regions. It defines six proficiency levels, from A1 (beginner) to C2 (proficient), organised into three main categories: Basic User (A), Independent User (B), and Proficient User (C), each of which is further divided into two sub-levels. The CEFR provides clear descriptors for what learners can achieve at each level, fostering a shared understanding of language skills. Beyond linguistic competence, it highlights the significance of sociolinguistic and pragmatic abilities, detailing what learners should be able to do in the four language skills. For example, learners at the A1 level can understand and use basic sentences, while those at the C2 level can effortlessly comprehend almost any spoken or written text. The framework is extensively used in language education, assessment, and curriculum planning, ensuring consistency and clarity in learning objectives and outcomes.

Building on this alignment with CEFR, the *Diyalekt* app integrates features designed to support learners at varying proficiency levels. It provides tailored content, games, and materials for A1, A2, B1, and B2 levels, addressing the diverse needs of learners and promoting

personalised learning experiences (MoNE, 2023). Diyalekt is designed to align with the national curriculum and cover four essential language skills, helping learners engage with content that matches their educational progress. Furthermore, it incorporates contextual content through interactive materials, a user-friendly interface, gamified elements, and a goal-orientated approach (MoNE, 2023). This structured design aligns with Ng et al.'s (2015) findings that adaptive mobile learning applications provide tailored learning experiences to meet the diverse needs of learners, thereby facilitating effective language acquisition and engagement with the material. Thus, investigating the effects of the Diyalekt app offers valuable insights into the potential of MALL environments in enhancing language learning.

1.4. Assumptions

1. The Diyalekt mobile app-assisted learning environment has a significant effect on students' acquisition of English vocabulary.
2. The Diyalekt mobile app-assisted learning environment contributes to the long-term retention of students' English vocabulary.
3. The Diyalekt mobile app-assisted learning environment significantly increases student motivation.

1.5. Limitations

1. This study was conducted at a public middle school in Konya, Türkiye, which may limit the generalisability of the findings to other locations, as factors such as school culture, socioeconomic status, and regional educational practices can vary.
2. The study involved 64 middle school students, who were assigned to control and experimental groups to assess the impact of the intervention.
3. The intervention lasted eight weeks, followed by an additional four weeks dedicated specifically to assessing retention of the learned vocabulary.
4. The study primarily focused on vocabulary acquisition, which means the findings are specific to this language skill. Therefore, the effects of the Diyalekt-supported

learning environment on other language skills were not directly addressed in this research.

1.6. Definitions

Computer-Assisted Language Learning: Investigating and analysing the use of computers in language education (Levy, 1997).

Mobile learning: An approach (also known as m-learning) that uses portable technologies like tablets and smartphones to deliver instructional materials whenever and wherever they are needed (Kukulka-Hulme & Shield, 2008).

Mobile-Assisted Language Learning: A language learning approach facilitated or enhanced by mobile devices (Rahimi & Miri, 2014).

U-learning: A method that functions within a ubiquitous computing environment, allowing learners to access the right information at the right time, in the right place, and in the most effective way—a concept originally introduced by Fischer (2001) and later applied to ubiquitous learning by Yahya et al. (2010).

Vocabulary size: A person's repertoire of known and useful words in a particular language (Nation, 2001).

Word family: A group of related word forms that share the same root and similar meaning relationship, including the base form (e.g., *decide*), its inflections (*decided*, *deciding*, *decides*), and derived forms (*decision*, *decisive*) (Schmitt, 2008; Nation, 2006).

High-frequency words: Vocabulary that language learners are anticipated to encounter and utilise regularly in everyday contexts (Nation, 2001).

Low-frequency words: A collection of words with limited occurrence within the overall content of texts, as opposed to high-frequency words, which are more commonly encountered in both written and spoken language (Nation, 2001).

E-learning: Any educational activities facilitated by ICT resources and computers (Behera, 2013; Sife et al., 2007).

CHAPTER 2

2. LITERATURE REVIEW

This chapter investigates the importance of vocabulary in language learning, focusing on three essential aspects: form, meaning, and use. It examines key learning strategies, explores various vocabulary acquisition methods, and concludes with an overview of MALL and the features of the Diyalekt application.

2.1. The Role of Vocabulary Knowledge in Language Learning

This part considers the significance of vocabulary size and word families, as they are key indicators of an individual's language proficiency level (Nation, 2001; Schmitt, 2008). It also focuses on the characteristics of high-frequency and low-frequency words, underlining the need to prioritise high-frequency words in instruction to enhance students' reading speed, fluency, and comprehension of texts and conversations.

2.1.1. The importance of "vocabulary size" and "word-family number"

The acquisition of vocabulary is an essential element in achieving language proficiency. A learner with an insufficient vocabulary size may struggle in various areas of the language, such as reading comprehension, writing, speaking, and listening (Laufer & Sim, 1985; Nation, 2001; Schmitt, 2000). Wilkins (1972) points out that while communication is limited without grammar, it becomes impossible without vocabulary.

"Vocabulary size" refers to the total amount of words an individual knows and can use in a given language. Schmitt (2008), building on Nation's (2006) work, defines a "word family" as a group of related word forms that share the same root, including the base form (e.g., *decide*), its inflections (*decided*, *deciding*, *decides*), and derived forms (*decision*, *decisive*). Second language learners are typically expected to build a repertoire of 8,000 to 9,000-word families to understand written texts, while a vocabulary range of 5,000 to 7,000-word families may be sufficient for spoken communication (Schmitt, 2008). Comprehending such a large amount of vocabulary in a brief period can be challenging. Therefore, understanding the notion of word families is significant in language acquisition, as it enhances one's grasp of vocabulary structure and aids in acquiring new words and phrases, improving linguistic competency (Nation, 2001; Schmitt, 2008).

2.1.2. High-frequency and low-frequency words

The importance of vocabulary size raises the critical question of which words should be prioritised for learning. Language consists of both high-frequency and low-frequency words, each contributing distinctly to communication and comprehension. Nation's (2012) compilation of the 2,000 most frequent words from the BNC and COCA corpora (BNC/COCA2000) serves as a representation of high-frequency vocabulary. This collection comprises the most commonly occurring words across various written and spoken settings. Low-frequency words, on the other hand, are those that appear less often in both spoken and written texts (Nation, 2001). Frequency lists compiled from language databases (also known as corpora) can assist educators in identifying high and low-frequency words (Leech et al., 2001; Schmitt, 2008).

According to Schmitt & Schmitt (2014), the number of high-frequency word families is estimated to be around 3,000. Nation (2001) argues that when high-frequency vocabulary is not recognised, it may be challenging to comprehend texts, potentially leading to difficulties in producing clear and effective communication, as they make up a significant portion of spoken and written language (Nation, 2006). Nation (2001) emphasises the essential role of high-frequency words in language learning, highlighting the need for considerable focus from both teachers and learners due to their fundamental importance in communication. Given their relatively small number and broad coverage, high-frequency words should be effectively taught within a comprehensive English programme. Nation (2001) suggests using a range of strategies, including direct teaching through teacher explanations and peer learning, using word cards and dictionaries. Additionally, engaging in extensive reading and communicative activities is encouraged, complemented by intentional practices like graded reading and structured vocabulary exercises. He contends that investing time in these approaches is well-founded due to the extensive presence and relevance of these words in everyday language, making them vital for effective communication. Therefore, any effort to ensure their mastery is seen as highly valuable.

Johns and Wilke (2018) emphasise the value of teaching high-frequency words (HFWs) to young learners to ensure they become proficient readers. They recommend achieving mastery through direct teaching strategies, such as explicit instruction where words are modelled, practised, and reviewed systematically, as well as repetition using flashcards and repeated exposure to build automatic recognition. Multisensory methods like the see/hear/write/chant approach further reinforce learning by engaging multiple senses simultaneously. Additionally,

Johns and Wilke (2018) suggest incorporating various practice activities, such as creating word walls, engaging in sight word games like Bingo and Go Fish, and utilising memory games to reinforce learning. These strategies help students grasp HFWs, creating the groundwork for reading fluency and comprehension.

Coady et al. (1985) argue that in second language vocabulary acquisition, once learners achieve automaticity with high-frequency vocabulary, they can acquire less frequent words incidentally through contextual exposure during extensive reading. Tozcu and Coady's (2004) study emphasises the importance of teaching the first 2,000–3,000 words efficiently to second language learners through direct vocabulary instruction at the earliest opportunity. This kind of method provides learners with a smooth progression from mastering high-frequency words to acquiring less common vocabulary items. Thus, successful vocabulary teaching should prioritise the teaching of high-frequency words, as mastering these words is essential for enhancing overall language skills.

2.2. Three Aspects of Vocabulary: Form, Meaning and Use

Nation (2001) categorises the knowledge required to understand a word into three categories: form, meaning, and use. The form of a word includes its pronunciation, spelling, and word parts. By comprehending a word's "form", learners can differentiate between similar words. For instance, Laufer (1988) examined words with similar structures and determined that certain resemblances caused significant confusion among learners. Words with similar spellings but differing in suffixes or vowels, such as "comprehensive" and "comprehensible", or "adopt" and "adapt", were particularly challenging. Similarly, research by Bensoussan and Laufer (1984) demonstrated that words which appeared straightforward in form could lead to misunderstandings. In their study, Hebrew-speaking learners of English mistakenly interpreted the word "outline" as "out of line" due to its compound-like appearance and understood "discourse" as meaning "without direction" because of its seemingly misleading prefix. These findings highlight the importance of teaching learners to recognise subtle differences in word forms to avoid potential confusion.

Nation (2001) emphasises that understanding a word's meaning involves several key components: the relationship between a word's form and its meaning, its conceptual references, and associations with other words. Interpreting meaning requires recognising what a word form signifies and how it relates to its semantic concept. This process involves determining what the word can refer to and identifying the various contexts in which it can be used. Richards (1976)

and Schmitt (2000) emphasise that the associations a word creates are crucial, as they help learners connect it to other words with similar or related meanings. Learners need to comprehend not just the definition of a word but also the alternative words or synonyms that could be used in its place. Developing this level of knowledge enables learners to build a richer mental network of vocabulary, facilitating more accurate and flexible language use (Nation, 2001).

According to Nation (2001), the use aspect encompasses the grammatical functions, collocations, and constraints of a word. Understanding a word's use involves recognising how the word functions in various grammatical patterns and what other words it commonly co-occurs with. Learners need to grasp the situational constraints on using a word, such as its appropriateness in different contexts. For example, some words are specific to formal writing, while others are more suited for casual conversations. By mastering these three dimensions, learners can apply words accurately and appropriately in diverse linguistic contexts (Schmitt, 2000; Celce-Murcia & Larsen-Freeman, 1999).

2.3. Four Strands of Learning

In this section, vocabulary learning is examined through the four essential strands identified by Nation (2001). These elements are examined to demonstrate their role in an integrated vocabulary learning strategy, highlighting meaningful engagement with vocabulary.

2.3.1. Meaning-focused input

The meaning-focused input emphasises listening and reading as receptive skills, which are essential for acquiring knowledge in a second language (L2). Earlier research suggests that students should comprehend 95% of the words in a text, leaving the remaining 5% as new vocabulary to learn (Laufer, 1989). A later study by Hu and Nation (2000) found that learners needed 98% to 99% word coverage in a text for adequate comprehension. Recent findings suggest that 98% coverage is optimal for effective understanding, with 95% serving as the minimum threshold (Laufer & Ravenhorst-Kalovski, 2010). This strand exposes students to various texts, contributing to their vocabulary development. Some forms of meaningful input include reading newspapers, listening to talks, and using graded readers Nation (2001).

Graded readers, or simplified books designed at various difficulty levels based on proficiency, cover a wide range of genres, from adaptations of classic literature to original stories and non-fiction texts such as biographies and reports. They are specifically tailored to

suit different audiences, age groups, and proficiency levels (Maley, 2008). Nation (2001) explains that graded readers enable students to comprehend much of the material presented while also giving them the opportunity to practice guessing unfamiliar vocabulary from context. By focusing on this strand, which includes using graded readers, reading newspapers, and listening to talks or videos, language learners can effectively expand their vocabulary and improve their reading and listening skills.

2.3.2. Meaning-focused output

Writing and speaking are essential components of meaning-focused output, where learners actively use vocabulary that they have partially or fully acquired. This strand is essential in language learning as it enables learners to focus on meaning while producing the target language. According to Swain (1997), this process enables learners to engage in hypothesis testing and recognise gaps in their linguistic knowledge. When faced with difficulties in expression, learners can consciously identify and address their grammatical issues, enhancing their metalinguistic awareness. Output not only facilitates the acquisition of new linguistic knowledge but also reinforces existing understanding, contributing to overall language development. Schmitt (2000) highlights the role of communicative vocabulary activities in reinforcing learning, while Laufer and Hulstijn (2001) suggest that task-based activities, especially those involving deeper processing, can significantly enhance vocabulary retention by encouraging learners to process words at a deeper level.

Ellis (1999) examines the significance of interaction in second language acquisition. His analysis emphasises how interactionally modified input aids vocabulary learning by allowing learners to negotiate meaning and adjust their language use. When learners encounter challenges in comprehension, seeking clarification helps improve their understanding and facilitates vocabulary acquisition. Ellis also discusses the shift from interpersonal interaction to intrapersonal learning, where learners internalise new information through collaborative efforts. It is also noted that tasks conducted in interactive settings often require more time to complete, which may influence the perceived effectiveness of this approach. Overall, it is emphasised that interactive methods play a key role in enhancing vocabulary acquisition and language skills.

2.3.3. Language-focused learning

Nation (2001) poses that language-focused learning is a component of vocabulary acquisition, underscoring the importance of the form and structure of a language. Schmitt (2008) similarly notes that effective vocabulary learning requires attention not only to meanings

but also to word forms. This approach involves explicit instruction in vocabulary, grammar, and pronunciation, which allows learners to grasp the underlying rules that govern language use. Engaging in activities that focus on word forms, such as spelling and pronunciation exercises, enhances retention and recall of vocabulary. Teaching collocations and analysing word parts, such as prefixes and suffixes, further support vocabulary development by enabling learners to deduce meanings and make connections between words. Additionally, contextualised learning activities help students understand how words function in various situations, making the learning process more relevant and practical. Regular assessment and feedback further help learners identify areas for improvement and reinforce their understanding of the language (Nation, 2001).

Lee and Muncie (2006) demonstrated that after structured practice, which involved organised vocabulary instruction and writing exercises, students significantly increased their use of target vocabulary in their compositions. While the specific factors contributing to vocabulary acquisition in this study remain unclear, it was evident that techniques like teacher-led elicitation, clear explanations, collaborative negotiations, discussions, and varied exposure to target vocabulary effectively scaffolded vocabulary use. These results indicate that structured practice plays a critical role in students' vocabulary acquisition, leading to an increase in learners' use of target vocabulary.

2.3.4. Fluency development

Fluency development is another key component of language learning that aims to improve learners' capacity for smooth and effective communication. Nation (2001) highlights the importance of sufficient practice in language skills, enabling learners to process language efficiently and with increased confidence. Activities such as paired conversations, repeated readings, and engaging with familiar texts help learners internalise vocabulary and structures, making it easier for them to express their thoughts without hesitation.

Similarly, Schmitt's (2008) review suggests that fluency development enhances a learner's ability to communicate effectively and effortlessly. This aspect highlights the improvement in learners' capacity to quickly and automatically retrieve and utilise vocabulary in communication. It involves not only the speed of speech but also the smoothness and coherence of language use. To foster fluency, learners should participate in extensive reading and listening activities, which expose them to natural language patterns and vocabulary in context. Regular practice through speaking and writing exercises, such as discussions or free

writing sessions, helps learners become more confident in language production, enabling them to communicate effectively and spontaneously. As noted by Nation (2001), educators can create an environment where learners feel comfortable using the language in real-life situations, which ultimately leads to improved communicative competence.

In essence, these strands are essential supporting each other in language acquisition. Their effective integration allows learners to improve their language skills and achieve greater fluency in communication (Nation, 2001; Schmitt, 2008).

2.4. Various Approaches to Vocabulary Learning

Vocabulary learning has been examined through various approaches, each offering valuable insights into how learners acquire, retain, and utilise new words. These perspectives consider various teaching methods, learning contexts, and the impact of specific techniques and tools on vocabulary development. A closer examination of these perspectives contributes to a deeper understanding of strategies that enhance language acquisition.

2.4.1. Naturalistic and instructed teaching

Vocabulary learning can occur in naturalistic contexts, where learners are immersed in real-life language use or instructed settings when vocabulary is taught through structured lessons and purposeful classroom instruction. Naturalistic learning, which occurs outside the classroom in everyday activities, is believed to reinforce the connection between a word's form and its meaning, positively influencing language acquisition. In contrast, instructed learning requires dedicated time for language study through planned classes (Barcroft, 2015). Long's study (1987) shows that structured teaching accelerates the pace of language learning and leads to higher achievement levels. The study also notes that achieving native-like proficiency without any form of instruction can be challenging, although instruction does not significantly alter the natural sequence of language acquisition, except for brief or minor adjustments. Based on this perspective, an ideal language acquisition plan may include a balanced mix of strategies from both formal education and naturalistic contexts. This form of instruction provides learners with controlled learning while simultaneously exposing them to real-world language use, which promotes natural language development.

2.4.2. Implicit and explicit teaching of vocabulary

In the context of knowledge acquisition, psychology distinguishes between explicit and implicit learning as conscious and unconscious processes, respectively (Choo et al., 2012). Ellis

(1994) differentiates between explicit and implicit learning and emphasises the importance of teaching specific strategies for vocabulary acquisition. Explicit learning entails a conscious awareness and deliberate efforts to acquire vocabulary, often through direct instruction and practice. On the other hand, implicit learning occurs naturally through exposure to the language, such as through reading or listening, where learners acquire vocabulary without deliberate focus on the words themselves. This perspective aligns with the views of Krashen (1989), who advocates for extensive reading as a means of vocabulary acquisition. Conversely, Johns and Wilke (2018) underscore the significance of high-frequency words (HFWs) in enhancing the reading abilities of young learners; they advocate for direct teaching methodologies such as explicit instruction, which include modelling, practice, and systematic review of vocabulary. Hulstijn (2001) suggests that both explicit and implicit learning are essential for vocabulary learning, and a balanced approach that incorporates both methods is beneficial for learners.

Table 2.1, adapted from Ellis (2005), illustrates the distinctions between implicit and explicit knowledge in language learning, emphasising that implicit knowledge is characterised by intuitive awareness and procedural understanding of linguistic norms. Access occurs via automatic processing during fluent language use, maintaining a systematic yet variable nature, and is frequently acquired within a critical period. Furthermore, this type of knowledge is not easily verbalised. Explicit knowledge, however, involves conscious awareness and a thorough understanding of grammatical rules. Access occurs via controlled processing, especially in contexts of planning or linguistic difficulties. Explicit knowledge, unlike implicit knowledge, can be acquired at any age.

Table 2.1. Characteristics of Implicit and Explicit Knowledge

Characteristics	Implicit knowledge	Explicit knowledge
Awareness	Intuitive understanding of language rules	Conscious understanding of language rules
Type of knowledge	Procedural understanding of language	Theoretical and declarative comprehension of grammar
Systematicity	Systematic yet variable knowledge	Inconsistent and anomalous knowledge
Accessibility	Accessed through automatic processing	Accessed through controlled processing
Use of L2 knowledge	Applied naturally in fluent performance	Applied consciously when planning or solving problems
Self-report	Cannot be easily verbalised	Easily described and explained
Learnability	Typically developed during a critical period	Can be acquired at any age

Note. Adapted from Ellis (2005, p. 151).

Building on this concept, Table 2.2 outlines the roles of implicit and explicit knowledge in second language learning, offering useful insights for designing vocabulary instruction (Ellis, 2005). Implicit knowledge operates under time pressure, allowing learners to focus on meaning and respond intuitively without relying on metalinguistic knowledge. Conversely, explicit knowledge involves rule-based responses, often with no time constraints and a focus on language form. While implicit learning tends to yield consistent and certain responses, explicit learning often results in varying responses with reduced certainty. Regarding learnability, implicit learning is more effective in the early stages, whereas explicit knowledge is better developed through later, form-focused instruction (Ellis, 2005).

Table 2.2. Implicit and Explicit Knowledge Frameworks

Criteria	Implicit knowledge	Explicit knowledge
Level of awareness	Responses based on intuition	Responses based on rules
Time constraints	Responses under time limitations	Responses without time limitations
Focus of attention	Focused on meaning	Focused on grammatical structure
Consistency	Consistent responses	Variable responses
Certainty	High level of certainty in responses	Lower level of certainty in responses
Metalinguistic knowledge	Does not rely on metalinguistic understanding	Encourages metalinguistic awareness
Acquisition stage	Favoured in early stages of learning	Favoured in advanced, form-focused instruction

Note. Adapted from Ellis (2005, p.152).

Studies suggest that a successful vocabulary acquisition plan could incorporate both techniques, as each provides distinct benefits and valuable guidance in designing activities (Choo et al., 2012; Ellis, 2015; Hulstijn, 2001; Nation, 2001; Wang, 2000). Adding to this balanced framework, Barcroft (2015) recommends a gradual, input-based incremental method to vocabulary instruction that integrates regular exposure to new vocabulary, meaningful and contextually relevant input, and a balanced combination of both intentional and incidental learning. This strategy suggests limiting forced output in the early stages, gradually progressing from simple to complex tasks, and leveraging research-driven strategies for effective vocabulary acquisition. By integrating these elements, educators can create a vocabulary program that meets learners' needs at various stages of language development while remaining mindful of the evolving nature of vocabulary acquisition.

2.4.3. The role of spaced repetition in vocabulary learning and retention

The spaced repetition method focuses on how the timing and intervals of repeated exposure affect learning. This effect takes place when study sessions for specific items are spread out over time or mixed with other information, enhancing learning by reinforcing earlier exposures and creating a sense of familiarity (Koval, 2019). The study by Çekiç and Bakla (2019) confirms that spaced repetition across multiple sessions is more effective than massed practice within a single session. Similarly, Barcroft (2015) notes that spaced repetition supports vocabulary acquisition by improving memory retention of target words and emphasises the importance of using different speakers, speech patterns, speeds, and acoustic qualities when introducing target phrases. Research on the lag effect by Nakata et al. (2023) further indicates that longer intervals between repetitions are more effective in enhancing learning than shorter intervals. Despite requiring more time, using long spacing for both initial learning and relearning leads to greater long-term retention and higher efficacy ratings, such as the number of items learned per trial.

2.4.4. The role of multimedia in vocabulary learning and retention

Understanding vocabulary is crucial for language learners, and multimedia offers a promising avenue for enhancing this process. By incorporating visual and auditory stimuli, learners can engage with new words in a more dynamic and memorable way. As suggested by Nation (2001), although not every picture conveys a thousand words, one that accurately portrays the underlying meaning of a word is invaluable. Since objects and visuals can contain many details, they offer a rich source of information that can aid in comprehension and retention during the learning process.

In line with Nation's emphasis on visuals, Paivio's (1986) *dual coding theory* offers a framework for comprehending how visual and verbal systems work together in memory retention. As outlined by this theory, human cognition consists of two distinct but interrelated systems responsible for processing information: a verbal system and an imagery-based, nonverbal system. This idea holds that information can be encoded in two modalities—linguistic and visual—thereby improving memory and retrieval techniques. The verbal system processes and stores information in a linguistic format, which includes words, phrases, and other forms of verbal communication. On the other hand, the nonverbal system is concerned with imagery and visual representations, including mental images that are constructed and manipulated in order to improve knowledge and memory.

Paivio (1986) argues that when information is represented in both systems, retention and retrieval are significantly improved compared to representation in only one system. The dual coding enables learners to access information via several paths, which improves learning and memory performance. The idea has important implications for many sectors, including education, where it argues that teaching approaches incorporating both verbal and visual parts are more effective. Paivio's (1986) study also inspired studies on imagery, memory, and the cognitive processes that underpin language and communication. In this context, utilising both visual and verbal representations in the vocabulary learning process can enhance the retention of learned information, leading to a more effective learning experience.

Research suggests multimedia input significantly enhances vocabulary learning compared to traditional methods that rely solely on textual definitions. Teng's (2023) study found that combining definitions, word information, and visual input (specifically video) was more efficient for vocabulary learning than using definitions alone or paired with audio input. The findings indicated that the multimedia condition (combining definitions, word information, and video) led to better performance in receptive and productive vocabulary knowledge tests. In contrast, traditional methods, such as providing definitions only, were found to be the least effective. The study suggests that multimedia input engages learners more effectively by activating their prior knowledge and facilitating the construction of mental representations. In accordance with the theory of multimedia learning, integrating diverse types of input (textual, auditory, and visual) can lower cognitive load and enhance learning outcomes (Chun & Plass, 1996; Yeh & Wang, 2003; Teng & Zhang, 2023).

The benefits of multimedia in vocabulary acquisition highlight the value of combining various sensory inputs to enhance learning outcomes. Building on these insights, mobile-assisted language learning (MALL) expands the possibilities of multimedia use by providing learners with on-the-go access to language resources and interactive materials, further supporting vocabulary development and language acquisition through mobile technology.

2.5. MALL (Mobile-Assisted Language Learning)

This part focuses on MALL and its role in language education. It begins with looking at computer-assisted language learning and its potential benefits for improving vocabulary acquisition. MALL's possible impact on language learning is then examined in detail.

2.5.1. CALL (Computer-assisted language learning)

With the introduction of the Internet, CALL has expanded to serve as a worldwide medium and a repository of authentic materials, suggesting that computer technology is a promising approach to supporting English learning. CALL provides numerous opportunities for language education, serving multiple roles. It can function as a tutor, providing exercises or skill practice, a platform for fostering discussion and interaction, or a tool for writing and research. (Warschauer, 1996).

Nation (2001) underscores the value of CALL in vocabulary acquisition, emphasising its contribution to the processes including 'noticing', 'retrieval', and 'creative use'. CALL fosters 'noticing' by helping learners become more aware of vocabulary items through dynamic and interactive exercises, making words more noticeable and easier to recognise. Using multimedia elements enhances vocabulary learning and retention, creating a more engaging learning experience. Spaced retrieval strategies enhance memory and facilitate recall, thereby enabling the maintenance of vocabulary over time. Additionally, CALL encourages the 'creative use' of vocabulary by supporting the application of words in diverse contexts. When learners engage with vocabulary in meaningful settings, they can efficiently enhance their overall learning process. As noted by Alam and Mizan (2019), this approach serves as a useful resource for language learning when supported by well-equipped facilities, reliable internet access, trained teachers, and a systematic curriculum.

Overall, CALL provides tools and strategies for enhancing vocabulary acquisition and language learning. The incorporation of interactive exercises, spaced retrieval strategies, and creative use of vocabulary improves retention and helps learners build a more comprehensive grasp of vocabulary. Drawing on the principles of CALL, mobile-assisted language learning extends these benefits further by offering flexible, on-the-go learning opportunities. The next part will explore the potential of MALL in more detail.

2.5.2. MALL (Mobile-assisted language learning)

Mobile learning is an innovative pedagogical approach that delivers instructional materials wherever and whenever they are required via portable technology such as tablets and smartphones (Ally, 2009; Kukulska-Hulme & Shield, 2008). Sharples et al. (2016) define learning in the mobile age as acquiring knowledge through dialogues that take place across various contexts involving individuals and interactive digital devices. While some researchers of mobile learning seek to define and conceptualise it in relation to technologies and devices,

others frame it around the mobility of learners and the learning process. This distinction highlights the dual nature of m-learning, where the technology facilitates learning anytime and anywhere while also considering how learners engage with and adapt to their environments. Thus, the term "mobile" transcends the conventional notion of learning and reflects an evolving concept that corresponds with the growth of flexible workplaces and a digitally connected world (Traxler, 2009, p.14).

Granting students access to information while they are mobile, this methodology promotes flexibility, convenience, and personalised learning experiences (Behera, 2013). Hubbard (2009) states that mobile language learning provides the chance for constant and ubiquitous access to language learning resources and applications. In this regard, MALL differs from CALL by utilising personal, mobile devices to facilitate innovative learning methods, focusing on continuous and spontaneous access and engagement in formal and informal settings (Kukulaska-Hulme & Shield, 2008).

E-learning, M-learning, and U-learning

E-learning, M-learning, and U-learning are three key modalities reshaping current pedagogy. Each approach possesses a different set of characteristics, offering valuable perspectives on the diverse and dynamic methods in current educational settings (Yahya et al., 2010). The following part investigates the distinctive characteristics of electronic, mobile, and ubiquitous learning with a focus on their roles in reshaping educational paradigms.

E-learning, or electronic learning, refers to any form of learning and instruction that involves the use of ICT tools and computers (Behera, 2013; Sife et al., 2007). Within ICT applications, examples range from traditional media like radio and television to formats such as CDs, DVDs, and newer forms, including mobile technologies, web-based solutions, video conferencing, and digital learning platforms. (Sife et al., 2007). E-learning entails using information and communication tools, whether they are networked or not, to aid in learning and teaching. As technology advances, particularly the Internet, learning extends beyond traditional classroom environments to encompass various forms of digitally supported education (Behera, 2013).

Mobile learning, usually referred to as m-learning, is a component of e-learning that falls under the broader umbrella of online learning environments (Kumar et al., 2018). It combines mobile computing and is often seen as a natural extension of e-learning, allowing

students to interact with educational materials on their own terms. By integrating mobile devices with e-learning, m-learning provides location-independent access to instructional content, interactive exercises, and personalised feedback, enhancing the overall learning experience (Behera, 2013). Ozer and Kılıç's (2018) study emphasises the benefits of incorporating self-paced and teacher-guided mobile activities in reducing cognitive load and fostering engagement. The results reveal that learners in the trial group reported lower mental effort, as collaborative tasks led by teachers allowed them to share knowledge and focus on challenging areas. This approach not only made learning more interactive but also encouraged students to make effective decisions through inquiry-based practices. These findings align with Shadiev et al.'s (2015) study, highlighting a reduction in students' cognitive load in mobile-assisted learning settings.

Ubiquitous learning, often referred to as u-learning, builds upon other learning paradigms, including e-learning, m-learning, and computer-assisted learning, integrating them into a seamless and technology-enhanced learning experience. Confusion frequently arises regarding the concepts of anytime, anywhere learning, as well as learning with ubiquitous technology (Yahya et al., 2010). U-learning is a method that functions within a ubiquitous computing environment. It offers learners the right information at the right time, in the right place, and in the right way, a concept initially introduced by Fischer (2001) and later contextualised for ubiquitous learning by Yahya, Ahmad, and Jalil (2010). U-learning aims to provide learners with access to relevant information anytime and anywhere they need it, thereby eliminating the limits of alternative learning models that may be more restrictive. Thus, the degree of integration between devices and mobility has a significant impact on the learning experience, enabling learners to learn while on the move (Yahya et al., 2010).

Ubiquitous learning is also characterised by its permanence, immediate access, interactivity, and embedded learning environments. The documentation of learning processes ensures that students never lose their work unless it is deliberately removed. This self-directed learning method enables students to search for knowledge and access papers, data, or videos from any location, allowing them to solve problems quickly or save materials for future reference. Additionally, through synchronous or asynchronous interaction, learners can communicate with experts, teachers, or peers, making information more accessible via dynamic connections to embedded computers (Ogata & Yano, 2004).

Table 2.3, adapted from Yahya et al. (2010, p. 123), presents the distinct characteristics of u-learning, m-learning, and e-learning. It offers a comparative overview of key criteria for each type of learning, providing valuable insights into the varied and dynamic methods in current educational contexts. Each learning paradigm is evaluated based on several factors, such as accessibility, permanency, and interactivity. U-learning is particularly notable for its advanced context awareness, allowing systems to adapt to the learner's environment in real-time. While e-learning provides less immediate feedback and interaction, m-learning suggests the advantage of flexibility, allowing learners to access materials anytime and anywhere through mobile devices. This comparison highlights the significance of choosing the most suitable learning approach based on the needs of language learners.

Table 2.3. Comparison of Different Learning Paradigms

Criteria	u-learning	m-learning	e-learning
Concept	Learning the right thing at the right time, place, and way	Learning at the right time and place	Learning at the right time
Permanency	Ensures no loss of work	Work may be lost; interruptions can occur when moving	Learners may lose their work
Accessibility	Access through ubiquitous computing	Access through wireless networks	Access through computer networks
Immediacy	Instant access to information	Immediate access in fixed mobile settings	Delayed access to information
Interactivity	Effective interaction with peers, teachers	Interaction is possible in specific learning environments	Limited interaction
Context-awareness	Adapts to the learner's personal and environmental context	Understands the learner's context via database access	Lacks environmental awareness

Note. Adapted from Yahya et al. (2010, p. 123).

2.5.3. Diyalekt web and mobile application

The term "app" is a shortened version of "Application Software". Mobile apps are typically downloaded from platforms such as Google Play and the Apple App Store, and they can run on various portable devices, including smartphones and tablets (Rajendran & Yunus, 2021, p.603). These tools are widely recognised for their ability to enhance language learners' skills anytime and anywhere (Kukulka-Hulme & Shield, 2008). They offer learners a flexible and seamless learning experience, allowing them to access and interact with content based on their schedules and convenience. Recently, the abundance of language learning apps in app stores has sparked educators' curiosity about incorporating them into their teaching methods

(Rajendran & Yunus, 2021). This trend reflects an increasing recognition of the potential advantages of mobile technology in improving language acquisition and learner engagement.

In response to the growing interest and potential benefits of MALL, the Turkish Ministry of National Education initiated the "Diyalekt Language Platform" in 2022 as part of the Presidential Investment Program under the "Language Learning Initiative". Developed under the supervision of the Board of Education and in collaboration with relevant general directorates within the Ministry (MoNE, 2023), the platform was officially launched on April 24, 2023. Diyalekt aims to facilitate language learning for different age groups. It is accessible through EBA or e-Government passwords, enabling users to utilise both online and mobile platforms. The app works on Android and iOS devices and is offered free of charge, ensuring accessibility across different operating systems and supporting equal access to language learning opportunities (see Figure 2.1).

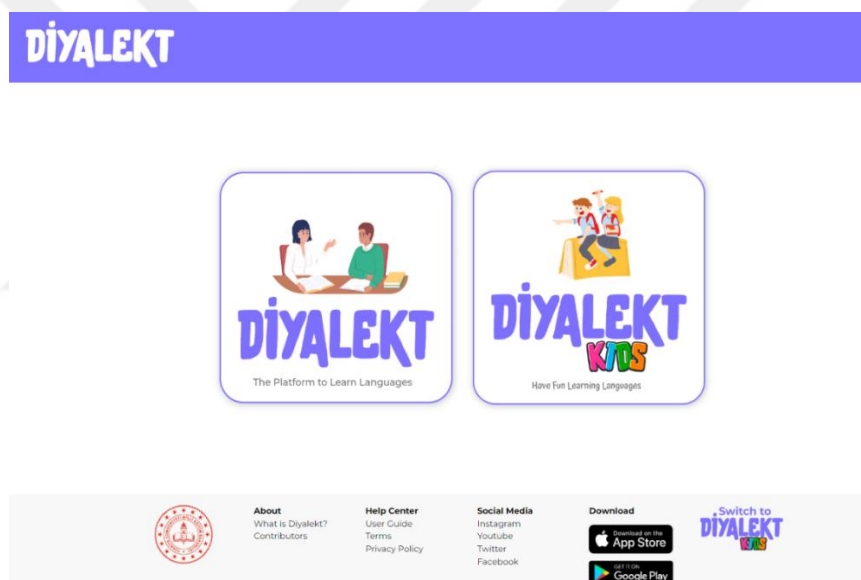


Figure 2.1. Diyalekt Introduction / Login Page

[\(https://diyalekt.eba.gov.tr/\)](https://diyalekt.eba.gov.tr/)

The application effectively integrates the standards set by the CEFR (Council of Europe, 2001) into its design. By following the CEFR's structured levels—ranging from A1 to B2—the app ensures that its content is accurately adapted to learners' competence levels. This alignment is achieved through a combination of clear learning objectives, contextualised activities, and scaffolded instruction that align with the CEFR descriptors for reading, listening, speaking, and writing skills (MoNE, 2023). For instance, A1 learners engage with basic phrases and simple sentence structures, while B2 users work more complex language patterns and practical communication tasks. Figure 2.2 illustrates the six primary categories covered by the platform,

each corresponding to essential language skills. The themes also align with the Turkish national curriculum, which may help learners engage with content that corresponds to their educational progress. Figure 2.3 shows the topics available at the B1 proficiency level, as well as the CEFR-aligned levels (A1, A2, B1, and B2) offered within the application.

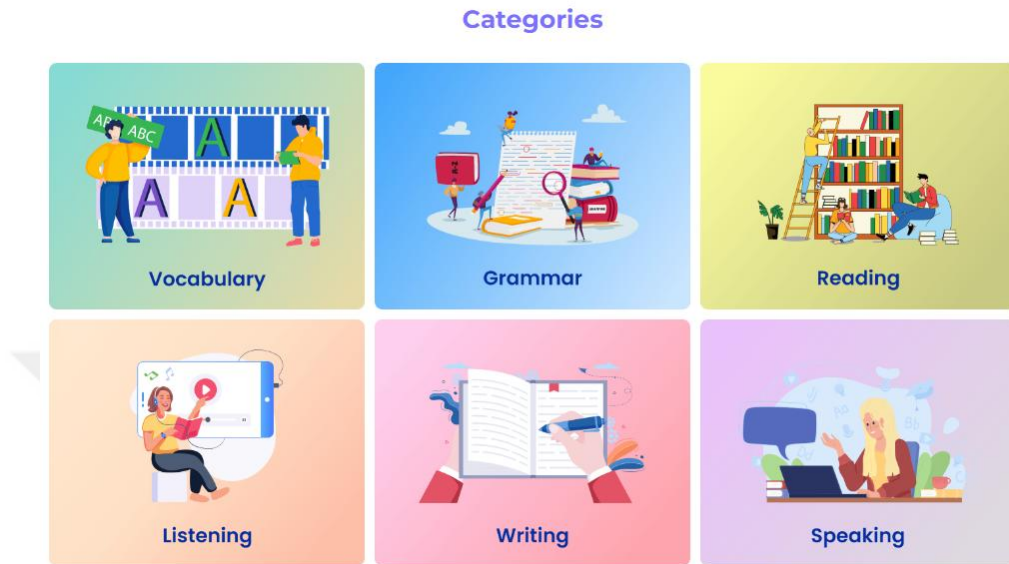


Figure 2.2. Diyalect Categories

<https://diyalekt.eba.gov.tr/topic/categories>

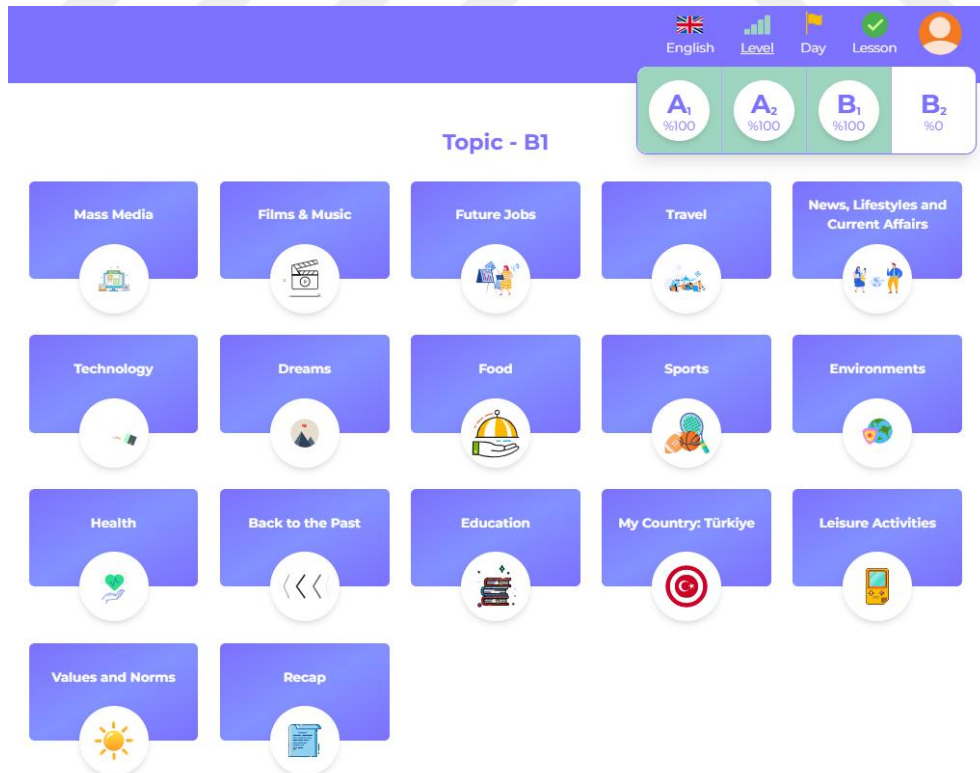


Figure 2.3. Diyalect B1 Topics

<https://diyalekt.eba.gov.tr/topic>

Diyalekt offers a variety of features intended to assist users in improving their language skills. These features include interactive materials, a user-friendly interface, and a goal-oriented approach. The platform provides access to over 11,000 interactive digital resources and activities (MoNE, 2023). Figures 2.4 and 2.5 illustrate examples of reading and speaking activities available on the platform. The content aims to help learners work on their English grammar, expand their vocabulary, and refine their pronunciation. Additionally, learners may access a range of features, including speaking activities, instructional videos, various books, and video news. Through progress tracking, topic-specific focus, and immediate feedback, learners may find opportunities to enhance their language learning experience (Diyalekt, n.d.).

Look at the pictures and make predictions about Monica's plans.



Make predictions about Monica's plans using "will or won't". Don't forget to record your voice and check the correct answers.

Recording...

00:33

Retry Pause Done

Figure 2.4. A Speaking Activity in the Diyalekt App

<https://diyalekt.eba.gov.tr/topic/categories/speaking>

Drag the words into the correct boxes

Global warming, one of the biggest problem of our planet.

There are many reasons of global warming. The main cause of **global warming** ✓ is human activities like greenhouse effect.

So what is this greenhouse effect!

With a simple explanation, greenhouse effect is when gases in the atmosphere block off sunlight.

Deforesration, fossil fuel, fertilizer, **methane gases** ✓ (e.g. carbon dioxide)cause global warming and climate changes.

Global warming has a lot of **precautions** ✗ effects. For example , more extreme weather intensification(floods, drought...), melting of glaciers, athmosphering warming,snow cover reduction.

The negative effects in the climate will damage people,and animals.

Therefore we should take some **negative** ✗ in order to reduce global warming. Our solutions can be like this using less transportation, stop cutting trees,advance renevable energy storage,replaced fossil based fuels.

Read the text again and find which of the following titles are appropriate

- ✓ solutions of global warming **+1**
- effects of melting glaciers
- ✓ cause of global warming **+1**

Figure 2.5. A Reading Activity in the Diyalekt App

(<https://diyalekt.eba.gov.tr/topic/categories/reading>)

Furthermore, "Diyalekt Kids", a specific segment of Diyalekt, aims to enhance the enjoyment and accessibility of English learning for children. As shown in Figure 2.6, this section offers a variety of engaging activities, such as games, songs, stories, cartoons, animations, audiobooks, and other resources, which aim to make English learning enjoyable for young learners. Both "Diyalekt" and "Diyalekt Kids" are freely accessible to the public through the Education Informatics Network (EBA) and the e-Government platform.

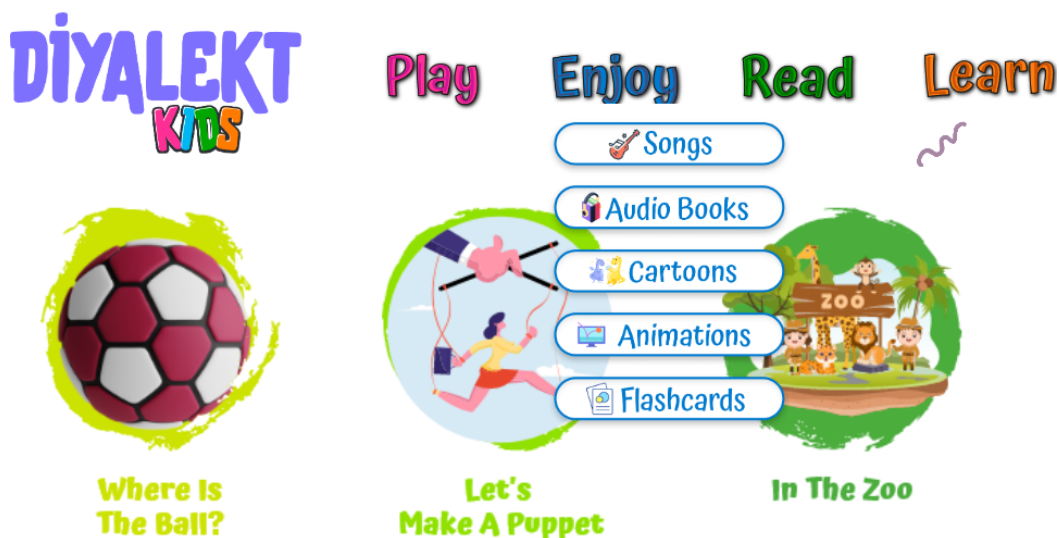


Figure 2.6. Diyalekt Kids-Games

<https://diyalekt.eba.gov.tr/kids/play-games>

To conclude, Diyalekt is a resource for integrating technology into English language education. The platform aims to support English language development for learners of various ages and proficiency levels. The app's content was designed by certified educators and academics to align with the principles of CEFR (Council of Europe, 2001) and the national curriculum. Due to its alignment, teachers may find it easier to incorporate Diyalekt into both classroom and extracurricular activities. Its accessibility and collection of interactive materials may benefit both instructors and students. By providing free access on online and mobile platforms, the initiative aims to offer learners different levels of resource availability.

2.5.4. Research studies

This section explores research studies on vocabulary acquisition through technology-assisted methods, with a focus on mobile-assisted language learning. Studies conducted in Türkiye and abroad highlight the benefits of MALL for vocabulary acquisition and examine the effects of mobile technology on language education.

Tozcu and Coady's study aimed to investigate whether tutorial CALL is an effective method for acquiring high-frequency vocabulary, improving reading comprehension, and reducing reaction time for word recognition. The study involved 56 intermediate-level adult English learners, all studying full-time at a university-level English program. The participants were divided into a treatment group that used CALL and a control group that followed traditional reading approaches. The treatment group engaged with about 2,000 high-frequency

words via a computer-based program for three hours a week over eight weeks, whereas the control group concentrated on reading and summarising articles. The findings revealed that the treatment group exhibited significantly greater improvements in vocabulary knowledge, reading comprehension, and reaction times for recognising frequent words in comparison with the control group. The research reported that customised, computer-assisted instruction significantly enhances vocabulary acquisition and understanding. It emphasised the importance of systematic and focused exposure to high-frequency phrases for developing automaticity in word recognition, thereby improving reading comprehension. By utilising structured digital tools, technology-assisted methods were shown to effectively support learners in expanding their vocabulary and boosting comprehension skills.

The study of Aslan and Tütüniş (2024) investigated the impact of blended mobile learning (BML) on vocabulary development within EFL students in preparatory classes and explored their perceptions of BML. It involved 40 students from a Turkish university and utilised a mixed-methods design, incorporating pre-tests and post-tests for quantitative analysis along with structured interviews for qualitative insights. The study applied Puentedura's (2013) *SAMR model*, which classifies technology integration into four distinct levels: *Substitution*, *Augmentation*, *Modification*, and *Redefinition*. This model allows educators to categorise and elucidate their application of technology in the classroom. The first two phases focus on improving learning by utilising technology; the last two stages require deeper, revolutionary changes in teaching practices aided by technology. This method assists educators in structuring their use of technology in classrooms and offers a framework for evaluating ICT integration at institutional levels. The study found that BML significantly improved vocabulary compared to traditional methods. Students reported a favourable attitude towards BML, describing it as a more enjoyable, memorable, and efficient way to learn vocabulary. The study highlighted the benefits of BML, including enhanced accessibility, personalised teaching, and time flexibility.

While the study by Aslan and Tütüniş (2024) focused on the blended mobile approach, Daly's (2022) study took a different perspective, directly comparing the efficacy of various technology-enhanced strategies for vocabulary acquisition. The study conducted by Daly (2022) examined the effectiveness of different vocabulary learning strategies of 134 students over a four-month timeframe, focussing on mobile-assisted language acquisition. Three strategies were under investigation: only a flashcard application, only paper notes, and notes when combined with a flashcard application. The study categorised participants into three

groups: users of an application (Only App Group), users of notes and wordlists (Only Notes Group), and those using both (Blended Group). The participants in the Only App Group attained superior scores on the vocabulary test compared to the other two groups; however, upon further investigation, the efficacy of the app alone was found to be low, and the timespan of using the app emerged as the only significant regression predictor associated with test scores. This indicated that the app had to be used consistently to achieve vocabulary learning. Furthermore, 51% of the students credited the app's popularity to its user-friendly design and portability, while its integration into the curriculum and regular assessments contributed to its overall success. In conclusion, the research indicated that the use of only the app is more effective for vocabulary acquisition, but this effectiveness depends on the total time spent using the app (Daly, 2022).

Valizadeh (2022) examined the influence of mobile devices on vocabulary learning among EFL learners. The study comprised 52 adult participants, allocated into two groups: the experimental group engaged with simplified short news reports via mobile devices, whereas the control group utilised traditional printed materials. Over a 10-week period, both groups completed a total of 60 reports, reading six short news reports each week. The results showed that the group using mobile devices learned vocabulary more effectively than the group using paper materials. The elevated scores of participants in the trial group were ascribed to enhanced accessibility of learning materials through mobile devices, which allowed for more frequent engagement with the content. Increased motivation from interactive technology and access to helpful resources like electronic dictionaries were also discussed as factors that enhanced their vocabulary acquisition. The study concluded that mobile-assisted reading, particularly through simplified news reports, enhances vocabulary learning and enriches the reading experience for learners, highlighting the benefits of incorporating portable devices into language teaching.

MALL, particularly through game-based applications, has been explored for its potential to engage learners and improve vocabulary acquisition. Akkuzu (2015) evaluated the efficiency of a mobile game application in improving English vocabulary among EFL students. The study aimed to determine how a game-based approach can motivate students in vocabulary acquisition, involving Turkish state school students from grades two to eight. The research used a mixed-methods methodology, incorporating both pre-test and post-test assessments alongside a survey to collect student comments after utilising the game-based application. Additionally, semi-structured interviews were implemented with teachers to acquire additional insights. The

findings revealed that game-based learning enhanced motivation for vocabulary acquisition and positively affected engagement in learning English. Thus, the study emphasises the advantages of incorporating technology and gaming into language education.

Elaish et al. (2019) examined the creation of a mobile game app named "VocabGame," aimed at improving students' motivation in acquiring English vocabulary, specifically for Arab native speakers. The research aimed to address the persistent issue of low motivation among English language learners, which often serves as a significant barrier to effective language acquisition. It involved 64 students, divided into a control group of high-achieving students and an experimental group of lower-performing students, with a pre-questionnaire and post-questionnaire used as measurement tools to assess students' motivation for learning English vocabulary. The study revealed that the mobile game application had a particularly positive impact on students with lower English proficiency, increasing their motivation. The study also emphasised the problems that Arab students encounter, such as delayed exposure to English education and a lack of motivation, which limit their language development. Overall, the study underscores the potential of mobile applications like VocabGame to boost motivation and improve English learning outcomes in non-English speaking contexts.

Similarly, Chen et al. (2019) explored the effects of a mobile game-based app called PHONE Words on learning outcomes and student attitudes among EFL students at National Chengchi University. The app was offered in two versions: one with game-related features (MEVLA-GF) and one without (MEVLA-NGF). Over four weeks, twenty sophomore students took part in the experiment, with ten students using each version. The results showed that students using the gamified version, MEVLA-GF, had significantly higher scores in vocabulary acquisition and retention than those using MEVLA-NGF. Additionally, a survey revealed that learners using MEVLA-GF reported greater satisfaction with their learning experience. Positive correlations were observed between students' engagement with the gamified features of the app and their vocabulary performance. These findings suggest that incorporating game elements effectively motivates learners and enhances vocabulary acquisition compared to non-gamified approaches.

Basal et al. (2016) carried out a study evaluating the effectiveness of a mobile application for teaching figurative idioms in comparison to conventional methods. Over four weeks, 50 first-year students from an ELT department were assigned into two groups: one utilising a mobile application and the other participating in traditional activities. The

participants, who had upper-intermediate proficiency in English, were chosen through convenience sampling. The findings indicated that the group using the app significantly improved their understanding and usage of idioms when contrasted with the traditional group. The research underscored the promise of smartphones in language education and emphasised that using these tools is more beneficial for vocabulary instruction than traditional paper-based methods. Furthermore, Basal et al. (2016) noted that the design of vocabulary learning activities necessitates thoughtful planning and emphasised that language teachers should consider pedagogical factors when using mobile applications, as many ready-made applications exist, and evaluating their effectiveness can be difficult. They also highlighted that despite these challenges, mobile applications can enhance vocabulary learning and support effective communication when integrated into teaching practices with a well-considered approach.



CHAPTER 3

3. METHODOLOGY

This chapter details the research design, participant demographics, and sampling process, providing an overview of the data collection and analysis methods.

3.1. Research Design

The present study aimed to assess the effect of mobile assisted learning on students' English vocabulary acquisition, retention, and motivation. The study included two groups of A2-level English learners. The experimental group used the Diyalekt mobile application, while the control group relied on traditional teaching methods, including coursebooks, worksheets, and direct instruction. An experimental design with a quantitative approach was adopted to explore the effects of these two distinct methods, focusing on how the integration of the app affected vocabulary learning, retention, and students' motivation.

Quantitative research usually involves choosing a research topic, developing focused questions, collecting numerical data from participants, doing statistical analyses, and maintaining an impartial and unbiased approach throughout the process. An essential aspect of quantitative research is that hypotheses be developed and carefully tested (Creswell, 2005). In line with this methodology, the current research employed an experimental design incorporating a pre-test, post-test, and follow-up test. Following the intervention, a motivation questionnaire was completed to examine the motivation levels of both groups in relation to the instructional materials utilised in the study.

Experimental research is a systematic and scientific method for exploring causal relationships between variables. It entails the manipulation of one or more independent variables while controlling for extraneous factors to examine their effects on a dependent variable. This approach often incorporates the use of control groups and random assignment to ensure that the results can be attributed to the manipulation rather than other influences. To achieve this, researchers isolate the treatment's effects from other variables to enhance the understanding of the causal mechanisms involved. As one of the primary methods within quantitative research, experimental research employs rigorous methodologies and statistical analyses to establish clear cause-and-effect relationships. It is highly effective in disciplines such as psychology, medicine, and the social sciences (Creswell, 2003).

3.2. Research Context and Participants

The study was held in a state middle school and included 64 students aged between 11 to 13. All participants had an A2 English proficiency level, determined by placement tests and their academic records. They were equally allocated into two groups: 32 students in the experimental group and 32 in the control group. The school provided stable internet access, which enabled students to log into the app using their EBA (Educational Informatics Network) accounts, creating a supportive environment for integrating mobile learning tools. The pre-study questionnaire (see Appendix A) revealed that participants were familiar with using mobile technology for educational purposes. This familiarity established a baseline for evaluating the impact of the Diyalekt mobile application. Over an eight-week period, the experimental group used the Diyalekt app, whereas the control group relied on traditional methods, including coursebooks, worksheets, and teacher-led instruction.

3.3. Data Collection Tools

The data collection instruments comprised a pre-study questionnaire, vocabulary achievement tests, and a motivation questionnaire, all of which are detailed in the subsequent sections.

3.3.1. Pre-study Questionnaire

The pre-study questionnaire (see Appendix A) aimed to assess middle school students' readiness for mobile learning. Administered to both groups, it gathered data on demographics, mobile device ownership, and patterns of mobile device usage, including internet access and participation in educational programs. Participants reported the frequency of their mobile device usage and the amount of time they dedicated to educational activities. The questionnaire also enquired about the sorts of educational applications students had previously used and their familiarity with mobile learning tools. These findings provided valuable insights into the participants' past experience with mobile learning technology and their engagement with educational applications prior to the study's intervention phase.

3.3.2. Vocabulary Achievement Test

To assess the participants' vocabulary proficiency, a vocabulary achievement test (see Appendix B) was developed with the guidance of the research advisor in collaboration with expert teachers and academics from the English Language Teaching Department. The test included various question types, including fill-in-the-blank, matching, defining vocabulary

terms, and identifying suffixes. The vocabulary items were chosen from the main course book utilised in the participants' English classes to ensure alignment with their curriculum.

Initially, a pre-test was administered to determine the students' current vocabulary knowledge and to establish a baseline for comparison. This step provided a foundation for evaluating the equivalence of the two groups before the treatment phase, a practice highlighted in the works of Campbell and Stanley (1963) and Creswell (2005). A post-test was administered after the treatment to assess the vocabulary items covered during the intervention. A follow-up test was conducted four weeks after the treatment had concluded. The pre-test and post-test results were analysed to assess the impact of the mobile-assisted learning on vocabulary acquisition, while the follow-up test measured the retention of newly acquired vocabulary.

3.3.3. Motivation Questionnaire

Questionnaires are widely recognised as effective tools for collecting quantitative data. They offer advantages such as simple design, flexibility and the ability to quickly collect substantial data in an easy-to-analyse format (Dörnyei, 2003). In the study, the Instructional Materials Motivation Questionnaire (ÖMMA) (Kutu & Sözbilir, 2011) (see Appendix C) was used to assess participants' motivation towards the instructional materials. The original instrument was developed by Keller (1987a) and later validated and translated into Turkish by Kutu and Sözbilir (2011). It is grounded in Keller's ARCS Motivation Model (1987b), which highlights motivation as a key component in instructional design. The model comprises four primary factors: *Attention*, *Relevance*, *Confidence*, and *Satisfaction*, with the initial questionnaire containing a total of 36 items. The Turkish version underwent a rigorous translation and review process involving 15 language experts to ensure accuracy and cultural appropriateness. After the initial validation, a factor analysis employing varimax rotation was performed to refine the questionnaire's structure, yielding two primary factors: "attention-relevance" and "confidence-satisfaction". The finalised version included 24 items scored on a 1-to-5 Likert scale. In terms of structure, items 1 through 11 belong to the "attention-relevance" dimension, while items 12 through 24 are associated with the "confidence-satisfaction" dimension. Additionally, items 3, 12, 14, 16, and 18 include negative statements (Kutu & Sözbilir, 2011).

The reliability of the refined questionnaire was evaluated by calculating Cronbach's Alpha values for the overall instrument and its sub-dimensions. This statistical method evaluates the internal consistency of scales with multiple items and factors, requiring separate

calculations for different samples. George and Mallery (2003) provide a classification for Cronbach's alpha values, stating that values ≥ 0.90 are excellent, 0.80–0.89 are good, 0.70–0.79 are acceptable, 0.60–0.69 are questionable, 0.50–0.59 are poor, and values below 0.50 are unacceptable. The reliability of the questionnaire (ÖMMA) was found to be 0.83 for the entire survey (Kutu & Sözbilir, 2011). Consequently, based on the analyses, the Turkish-adapted ÖMMA was determined to be a valid and reliable assessment instrument.

3.4. Data Collection Process

Initially, both groups received a brief explanation of its objectives and procedure, and consent forms were gathered from the parents. Following this process, a pre-study questionnaire was given to both groups to observe the students' readiness for mobile learning. The questionnaire gathered demographic data, information on device ownership, and details on Internet access. It also explored how frequently students used mobile devices for educational purposes and their prior experience with mobile learning applications. The sequence of procedures followed in this study is summarised in Figure 3.1, providing an outline of the research design and data collection process.

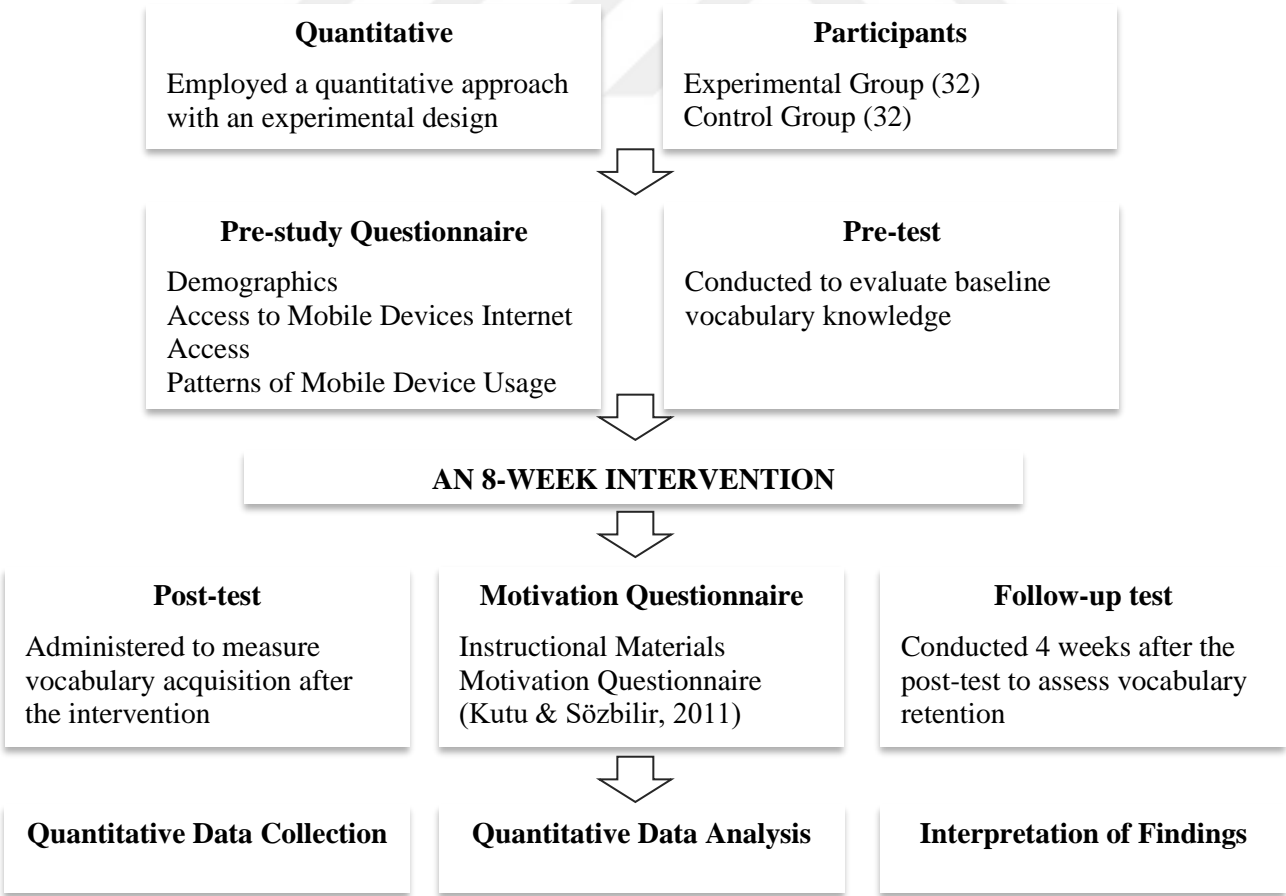


Figure 3.1. Research Design and Data Collection Process

Before the treatment phase, the experimental group participated in a two-hour session to get acquainted with the Diyalekt application. This session introduced the app, explained its role in vocabulary learning, and guided students on accessing and navigating its features. Thus, students were adequately prepared to use the Diyalekt app effectively before the study began. Afterwards, a pre-test was applied to both groups to measure their initial vocabulary knowledge, which served as a reference point for later comparisons. During the eight-week study, the trial group utilised the mobile application, whereas the control group followed traditional teaching methods. Both groups covered the same vocabulary topics, with the control group participating in standard classroom activities, which included the use of coursebooks and worksheets to reinforce their learning, as well as teacher-led discussions that facilitated understanding of the material.

Each student in the Diyalekt group possessed their own mobile device and accessed the app using their EBA passwords. This setup allowed the students to continue their language learning anytime and anywhere. The group with the mobile app focused on topics from the A2 section of the Diyalekt app, as shown in Figure 3.2. In the first four weeks, they engaged in activities from the "Work & Jobs" section, while in the following four weeks, they focused on activities from the "Habits & Routines" and "Let's Travel" sections.



Figure 3.2. Diyalekt A2 Topics

<https://diyalekt.eba.gov.tr/topic>

The Diyalekt application approached vocabulary development through activities targeting all four language skills, aiming to support students' overall language proficiency. In order to meet the different learning preferences and promote vocabulary acquisition, a variety of activity types were offered in the app. Figure 3.3 illustrates various activity types, such as image pairing, drag-and-drop, flashcards, interactive video, mark the words, crossword puzzles, speak the words set, find multiple hotspots, memory game, complex fill in the blanks, dialogue cards, image sequencing, and image choice. During the implementation phase, the experimental group engaged in diverse activities, some of which are illustrated in Figures 3.4 and 3.5, focusing on vocabulary development through the integration of four language skills.



Figure 3.3. Various Activity Types Available in the Diyalekt App

<https://diyalekt.eba.gov.tr/topic/categories/vocabulary>

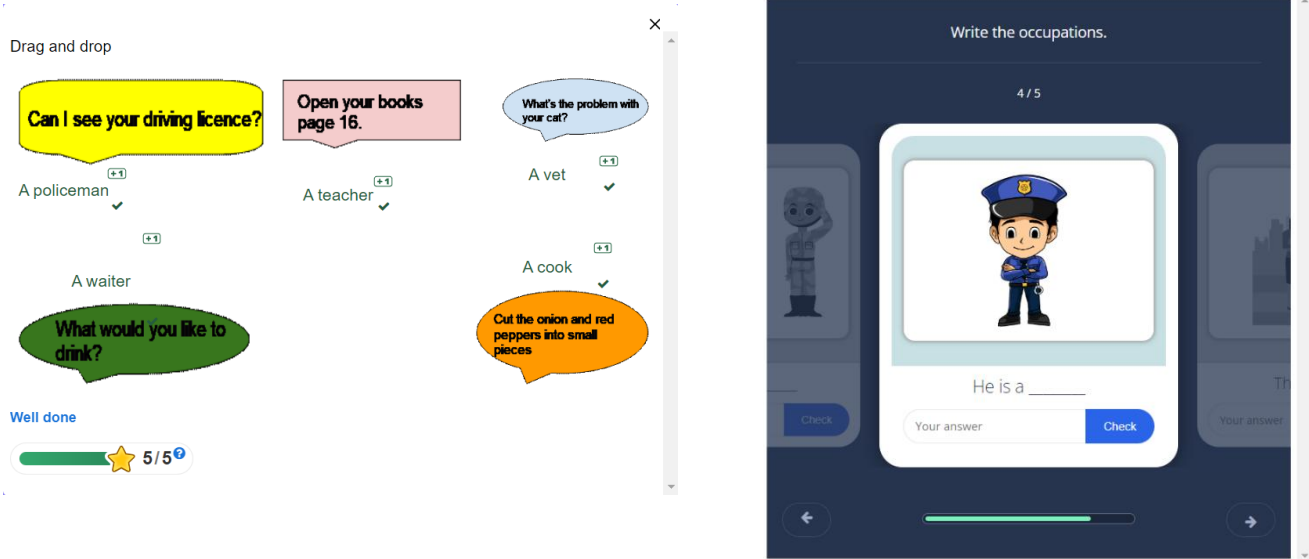


Figure 3.4. A Drag-and-Drop and a Flashcard Activity in the Diyalekt App

(<https://diyalekt.eba.gov.tr/topic/categories/vocabulary>)

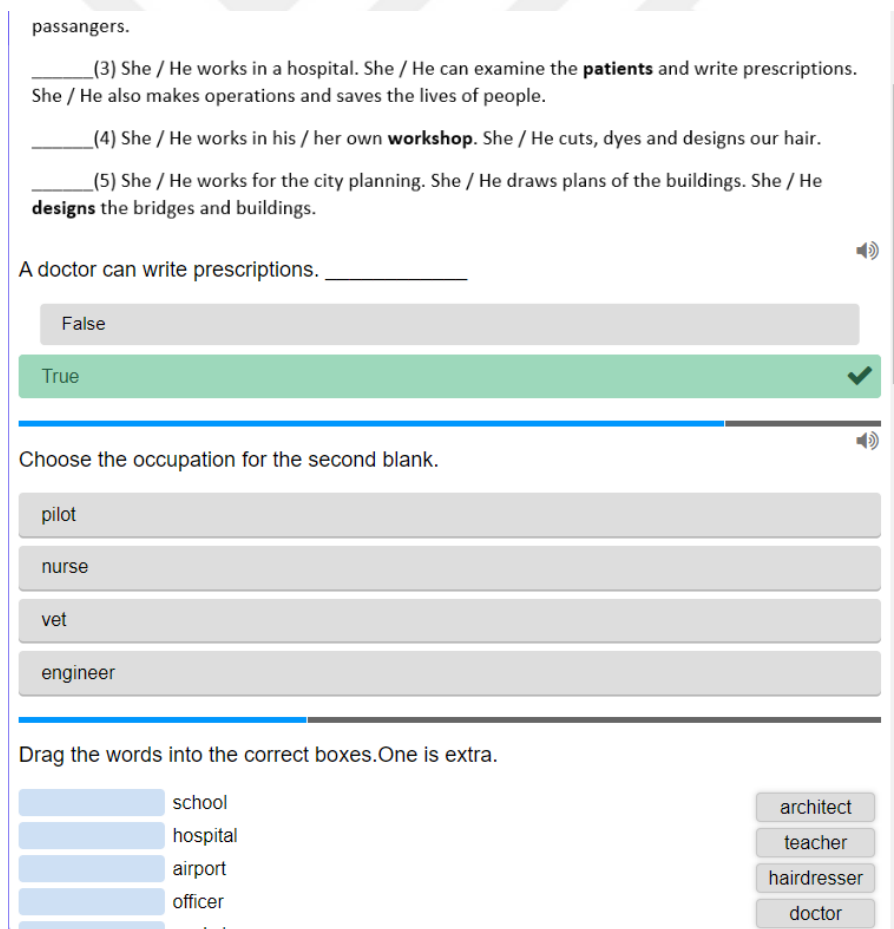


Figure 3.5. A Column Activity in the Diyalekt App

(<https://diyalekt.eba.gov.tr/topic/categories/vocabulary>)

Additionally, the experimental group was encouraged to explore the "Snacks" section of the app to extend their learning beyond school hours. As can be seen in Figure 3.6, this section offers additional materials including e-books, video news and videos showing the historical and natural landmarks of Türkiye. These resources were designed to engage and inform students, giving them opportunities to further explore and enhance their knowledge in their free time.

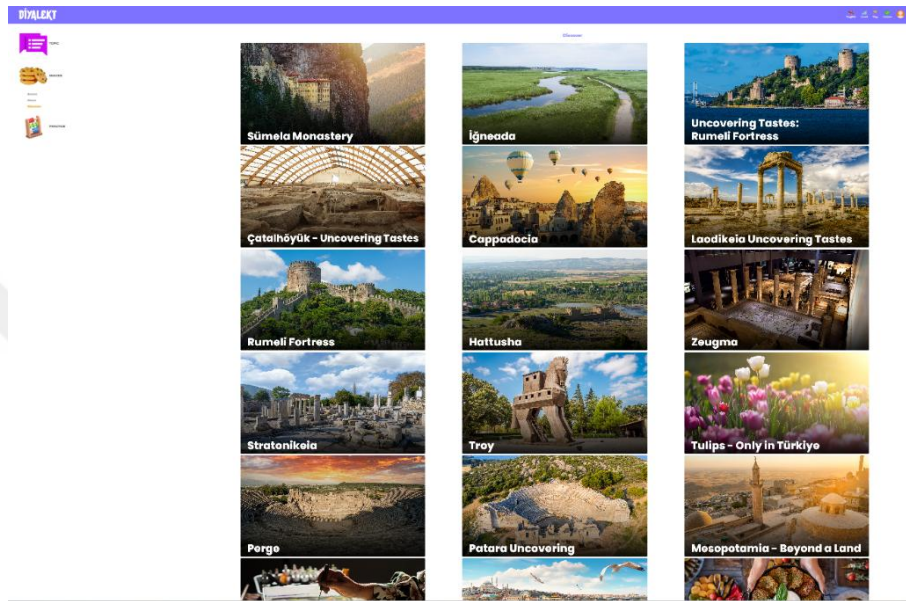


Figure 3.6. Discover Videos in the Snacks Feature of the Diyalekt App

(<https://diyalekt.eba.gov.tr/snacks/discover>)

Additionally, Diyalekt offered a 'Performance Report' feature, as shown in Figure 3.7, that allowed students to track their progress during the study. This tool allowed them to create, download and email performance reports, which provided valuable insight into their performance and highlighted areas where they needed to improve. Utilising this feature aimed to help students stay motivated and aware of their progress during the learning process.

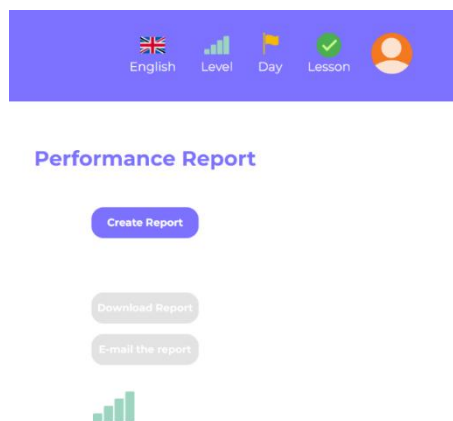


Figure 3.7. Performance Report Page in the Diyalekt App
(<https://diyalekt.eba.gov.tr/user/performance-report>)

Following the intervention, both groups completed the post-test to assess their vocabulary knowledge in relation to the instructional methods applied during the study. Subsequently, the Instructional Materials Motivation Questionnaire (ÖMMA) (Kutu & Sözbilir, 2011) was given to evaluate the students' motivation towards the educational resources. After a four-week interval, the students' vocabulary retention was measured through a follow-up test.

3.5. Data Analysis

In this study, a quantitative approach with an experimental design was employed to investigate how the Diyalekt app affected students' vocabulary learning, retention and motivation. Several instruments were utilised, including a pre-test, post-test and follow-up test, as well as a questionnaire on motivation. The data were analysed using the Statistical Package for the Social Sciences (SPSS) version 21, with the significance level set at 0,05. The Shapiro-Wilk test, which is particularly reliable for groups with a sample size of 50 or fewer, was used to assess normality, where a p-value greater than 0,05 suggested that the data adhered to a normal distribution (Ghasemi & Zahediasl, 2012; Mishra et al., 2019; Razali & Wah, 2011). After confirming normality, the effects of mobile learning were analysed using the independent samples t-test and Levene's test.

Data analysis followed several steps, starting with the confirmation of normality using the Shapiro-Wilk test, along with kurtosis and skewness assessments. This process ensured that the data met the assumptions required for parametric tests. The independent samples t-test was then employed to compare the pre-test scores of the trial and control groups, identifying any initial differences between the groups. Following the intervention, the post-test scores were analysed to determine the effect of the mobile learning treatment on vocabulary acquisition. Gain scores—calculated as the difference between the pre-test and post-test scores—were also examined using the t-test to measure overall vocabulary improvement.

Motivation levels were also compared between the groups. The scores for each factor of the motivation questionnaire — "attention-relevance" and "confidence-satisfaction" — and the overall motivation were calculated and analysed using the t-test. Finally, the effectiveness of the treatment in fostering long-term vocabulary retention was assessed by comparing the follow-up test scores between the groups.

CHAPTER 4

4. FINDINGS

This chapter outlines the findings from the data analysis related to the research questions. Statistical findings are displayed through tables and figures to enhance clarity.

4.1. Results of the Pre-study Questionnaire

The pre-study questionnaire aimed to evaluate the readiness of groups for mobile learning. It gathered details such as participants' names, ages, and mobile device ownership. Moreover, the questionnaire explored the frequency of internet and mobile device usage, students' engagement in mobile educational activities, and their experiences with mobile learning apps. The findings from the survey, completed by both groups, are detailed in the following section.

4.1.1. Demographics

The study's sample consisted of middle school students. Specifically, out of the 64 participants, 40 students (63%) were 12 years old, and 22 students (34%) were 11 years old. In addition, two students were 13 years old, accounting for 3% of the total participants (see Figure 4.1). Notably, all participants owned mobile devices. This demographic information focuses on early adolescents and explores how mobile language learning apps, such as the "Diyalekt" app, affect their motivation and vocabulary learning.

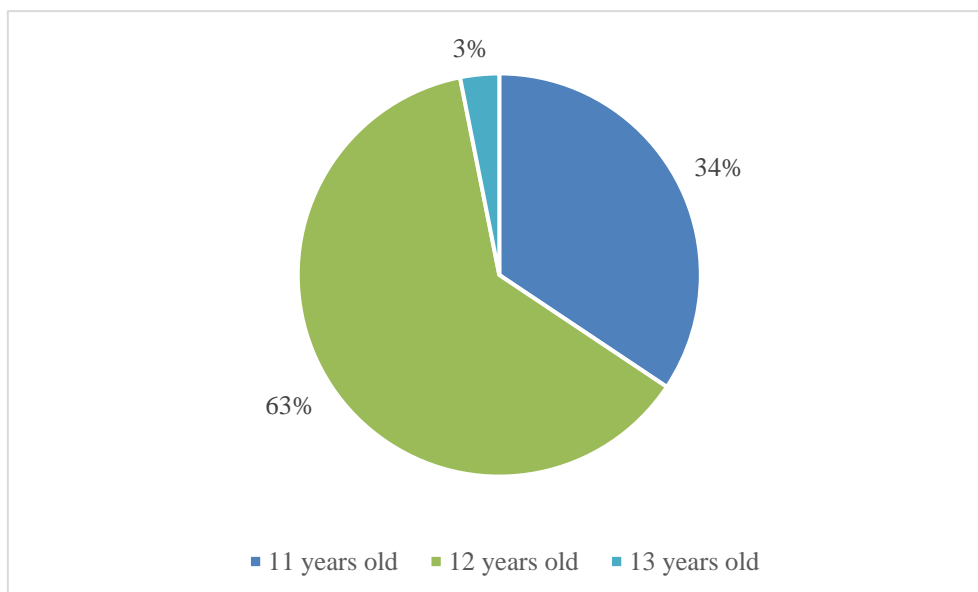


Figure 4.1. Demographics of the Study

4.1.2. Mobile Device Activities

The section on frequency of Internet access aimed to find out how often students accessed the Internet on their mobile devices. Figure 4.2 reveals that 53% of students reported accessing the Internet "occasionally", indicating a moderate engagement in online activities. It was followed by 25% of participants who used the Internet "often", showing a higher level of frequency in their Internet use. Meanwhile, 16% of participants stated they were "always" connected, indicating a constant engagement with the Internet. On the other hand, 6% of the respondents mentioned accessing the internet "rarely", which implies minimal usage. Overall, the findings indicate that there is an important tendency towards frequent internet use in the sample population.

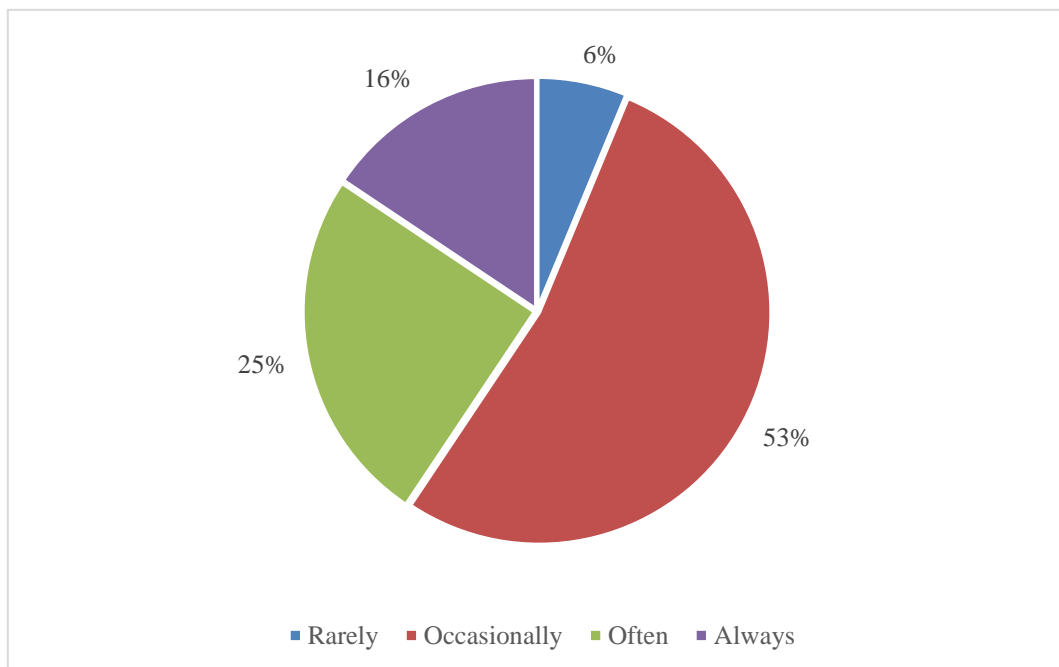


Figure 4.2. Frequency of Internet Access

The survey assessed how frequently participants used their mobile devices, as shown in Figure 4.3. The findings suggest that 56% of students reported using their mobile devices "occasionally", indicating a moderate and balanced engagement with technology. 25% of students stated that they used their devices "often", reflecting a more frequent incorporation of mobile technology into their daily routines. Meanwhile, 19% of students mentioned that they used mobile devices "rarely", suggesting limited dependence on mobile technology. These results point to a varied pattern of mobile device usage among participants, with most students displaying regular yet not excessive engagement with their mobile devices.

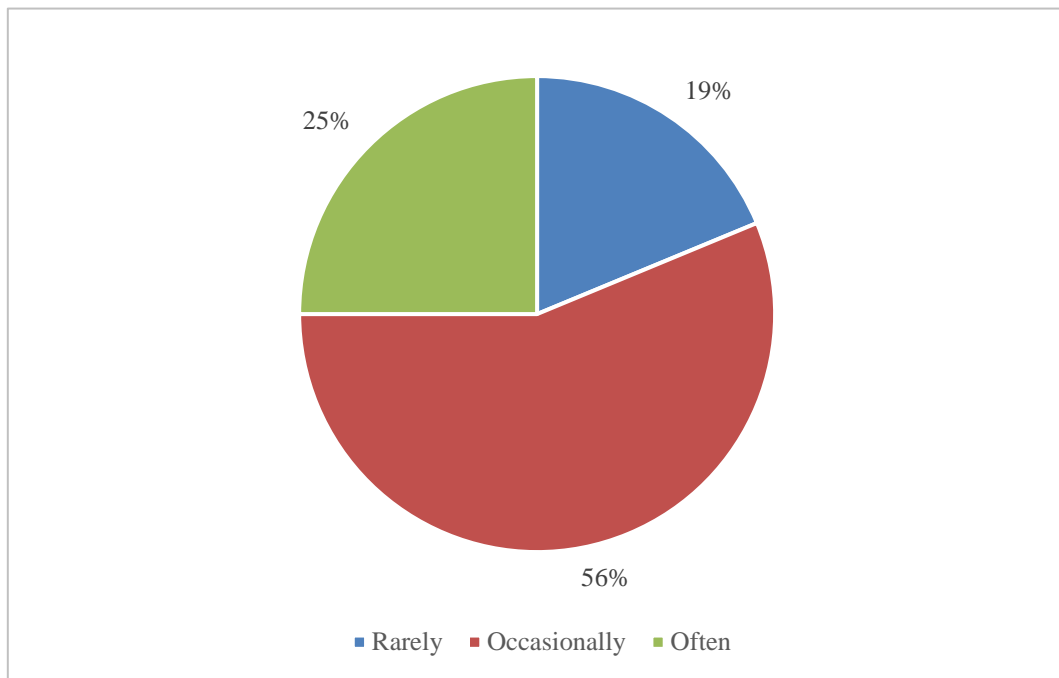


Figure 4.3. Frequency of Mobile Device Usage

4.1.3. Mobile Learning Habits

The mobile learning habits part of the questionnaire covered daily mobile device usage for educational purposes, types of educational activities conducted on these devices, and the students' experiences with mobile learning applications.

The results for daily mobile device usage for educational purposes, as given in Figure 4.4, illustrates students' daily engagement with mobile devices for learning purposes. 30 students (47%) reported using their devices for "1-2 hours" per day for learning, showing a regular integration of mobile technology into their studies. 28 students (44%) stated that they engage with their devices for "less than 1 hour" daily, suggesting brief interactions, potentially for quick reference or review. 4 students (6%) who fall into the "2-3 hours" group demonstrate a higher reliance on mobile technology for studying, while only two students (3%) reported using their mobile devices for "more than 4 hours". With most students using their mobile devices for 1-2 hours a day for learning, the results indicate a positive interaction with mobile technology in educational settings.

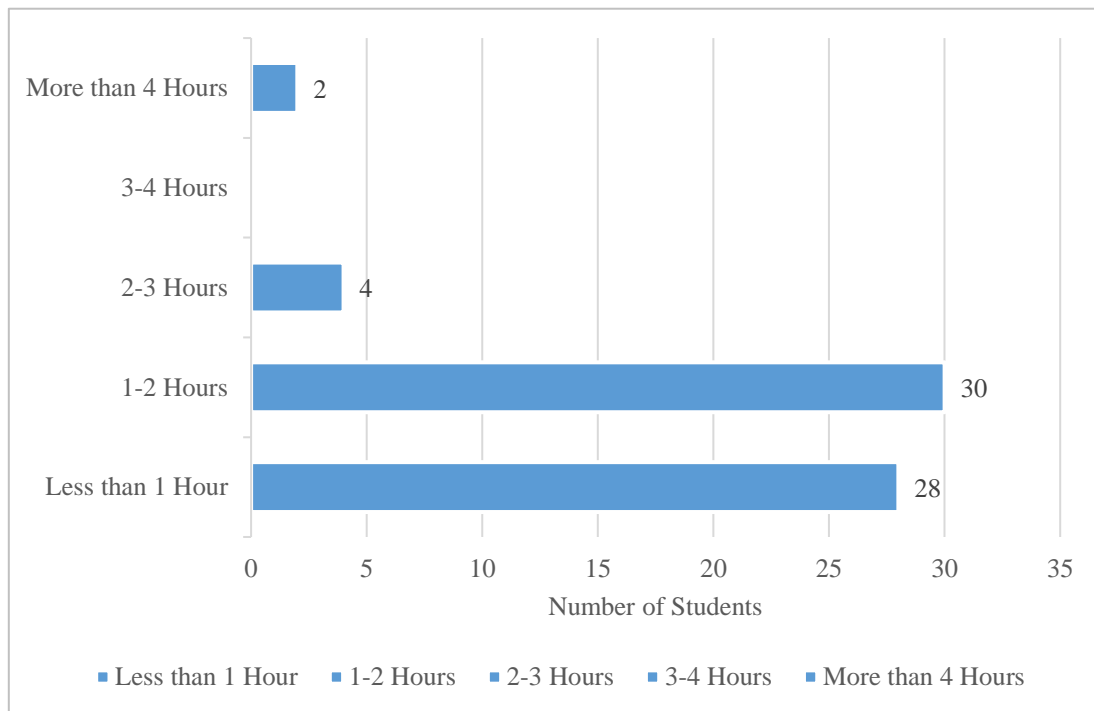


Figure 4.4. Daily Time Spent Using Mobile Devices for Educational Purposes

The activities performed on mobile phones play a significant role in identifying which activities students engage in most frequently. This data is particularly relevant to our study, as it helps reveal how the mobile application can improve students' learning practices. Figure 4.5 illustrates the various educational uses of mobile devices by the participants. According to the results, 25% of students reported that they utilise their devices primarily to watch educational videos, emphasising the significance of visual and auditory learning. 24% of respondents reported using language learning apps, while another 24% utilised general learning apps, reflecting a broad interest in a variety of educational applications. Problem-solving apps, which likely emphasised critical thinking and language exercises, accounted for 19% of mobile activities. In addition, reading online books received a percentage of 8%. The data show a notable distribution across different educational activities, with students engaging in both interactive and content-based tasks. This varied usage illustrates the versatility of mobile devices in supporting diverse educational needs and learning preferences within the sample, offering insights into students' use of mobile technology to enrich their learning and engagement.

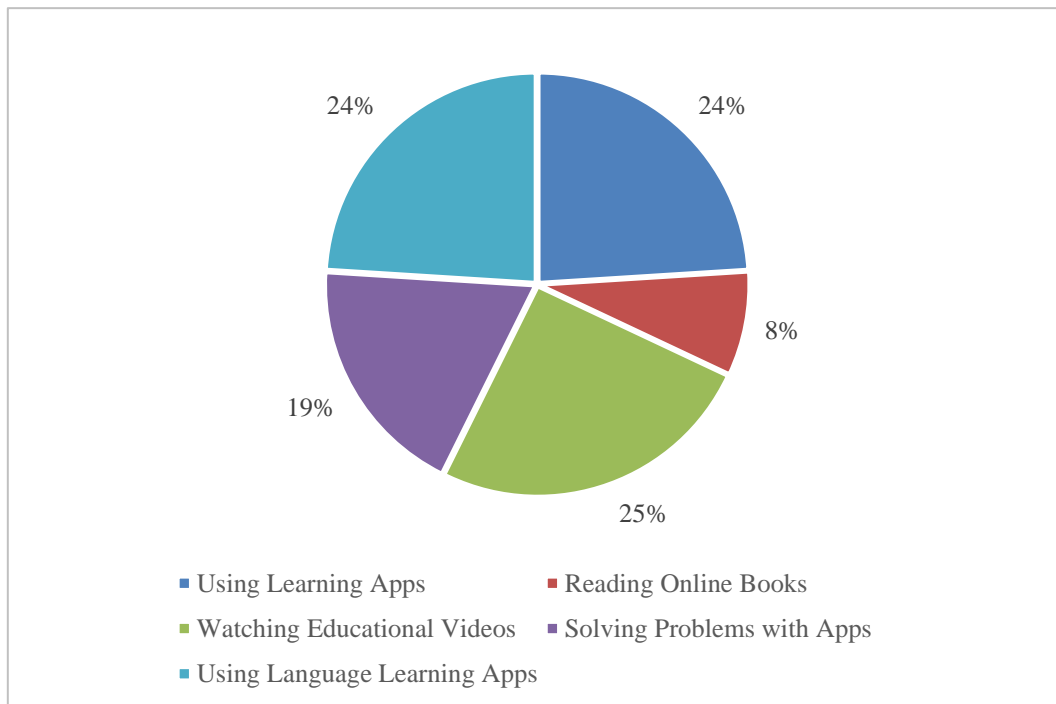


Figure 4.5. Educational Uses of Mobile Devices

Figure 4.6 presents the students' self-reported experience with mobile learning apps. Half of the students (50%) described their experience as extensive, indicating a significant engagement with mobile learning. 34% of students identified their experience as moderate, and 16% reported being proficient in using these apps. The findings suggest that a considerable percentage of students possess strong familiarity and active engagement with mobile learning technology.

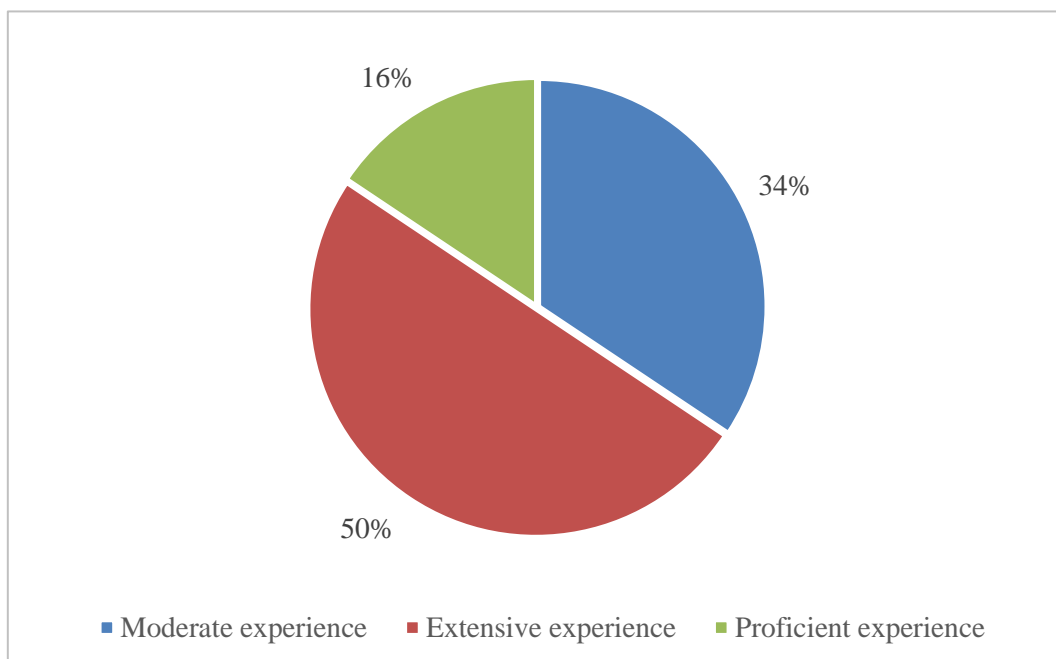


Figure 4.6. Experience Level with Mobile Learning Apps

Overall, the pre-study questionnaire results indicate that participants demonstrated a well-integrated use of mobile technology for educational purposes, actively engaging with their devices to access various resources. The fact that 50% of participants classified their experience with mobile learning applications as extensive underscores their strong connection with this technology. Given the participants' readiness and active engagement in mobile learning, the study proceeded to the main experimental phase. Both groups underwent evaluation through the vocabulary achievement test, administered before and after the intervention. This process aimed to assess the effect of mobile learning on vocabulary acquisition. The subsequent section details the results of the vocabulary achievement tests.

4.2. Findings Related to the First Research Question

The initial research objective was to evaluate the effect of the Diyalekt mobile app-assisted learning on vocabulary acquisition by comparing the results between the experimental and control groups.

4.2.1. Group Statistics for Pre-Test Scores

To ensure both groups were at a comparable level before the study began, the pre-test was conducted to assess their baseline vocabulary knowledge. The pre-test aimed to identify any initial differences in vocabulary knowledge between the mobile app group and the control group at the beginning of the treatment. Both groups, each consisting of 32 participants, were included in the pre-test. As illustrated in Table 4.1, the mean pre-test score of the experimental group was 48,81 (SD = 9,539), whereas the control group's mean score was 47,47 (SD = 8,583).

Table 4.1. Group Statistics for Pre-test Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental Group	32	48,81	9,539	1,686
	Control Group	32	47,47	8,583	1,517

Before conducting the independent samples t-test, normality tests for the pre-test scores were carried out to assess whether the data conformed to a normal distribution. The Shapiro-Wilk test was used, as it is particularly suitable for small sample sizes. According to the test results, as presented in Table 4.2, the significance (Sig.) values were 0,595 (df = 32) for the experimental group and 0,436 (df = 32) for the control group, both exceeding the commonly used 0,05 threshold for determining normality. Additionally, the analysis of skewness and

kurtosis values further confirmed normality in both groups. The experimental group had a skewness of 0,281 with a kurtosis of -,245, and the control group had a skewness of -,218 and a kurtosis of -,824, showing distributions that closely resemble normality. After confirming normal distribution with the normality test, a t-test was employed to explore the differences between the groups.

Table 4.2. Tests of Normality for Pre-test Scores

	Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Experimental Group	,093	32	,200	,973	32	,595
	Control Group	,107	32	,200	,968	32	,436

Levene's test yielded a p-value of 0,764, exceeding the standard significance threshold of 0,05. This result demonstrates that the assumption of equal variances between the groups was preserved. In the independent samples t-test, the t-value was $t(62) = 0,592$ with a p-value of 0,556 ($>0,05$), indicating there was no significant difference between the groups' mean scores at the outset of the research, as shown in Table 4.3. Furthermore, the 95% confidence interval for the mean difference, which varies from -3,191 to 5,878, further supports that the control and mobile app groups had comparable vocabulary knowledge at the start of the trial, indicating a consistent evaluation baseline.

Table 4.3. Independent Samples Test Results for Pre-test Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pre-test	Equal variances assumed	,091	,764	,592	62	,556	1,344	2,268	-3,191	5,878
	Equal variances not assumed			,592	61,322	,556	1,344	2,268	-3,192	5,879

4.2.2. Group Statistics for Post-Test Scores

After the pre-test scores showed no meaningful differences between the groups, the study moved into the treatment phase. Over the next eight weeks, the experimental group engaged with the Diyalekt application for vocabulary learning, whereas the control group followed traditional methods for the same period. To evaluate improvements in vocabulary learning, the post-test was implemented to the groups at the conclusion of the treatment. As shown in Table 4.4, the group statistics for the post-test scores revealed significant findings. Both groups demonstrated progress in their vocabulary development based on post-test scores, but the experimental group achieved an average of 80,16 (SD = 9,589), whereas the control group averaged 63,22 (SD = 7,678). These results demonstrate that the mean score of the mobile app group surpassed that of the control group, indicating a notable difference in results.

Table 4.4. Group Statistics for Pre-test and Post-test Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental Group	32	48,81	9,539	1,686
	Control Group	32	47,47	8,583	1,517
Post-test	Experimental Group	32	80,16	9,589	1,695
	Control Group	32	63,22	7,678	1,357

To confirm that the post-test data met the normal distribution assumption, normality tests were performed. The values for skewness and kurtosis suggested normality, with the experimental group having a skewness of 0,265 and a kurtosis of -,539, while the control group showed a skewness of -,006 and a kurtosis of -1,089. These results indicate that both groups' post-test scores follow a normal distribution pattern. Additionally, the Shapiro-Wilk test results in Table 4.5, with values of 0,294 (df = 32) for the experimental group and 0,196 (df = 32) for the control group, indicate that the post-test scores for both groups followed a normal distribution.

Table 4.5. Tests of Normality for Post-test Scores

	Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Experimental Group	,105	32	,200	,961	32	,294
	Control Group	,108	32	,200	,955	32	,196

Following the normality assessment, the independent samples t-test was conducted to compare the post-test scores between the groups. The results indicated that Levene's test, with an F statistic of 1,494 and a p-value of 0,226, supports the assumption of equal variances between the groups. The t-test results for the post-test scores, as shown in Table 4.6, revealed a meaningful difference between the groups, with $t(62) = 7,80$ and a p-value of 0,001, confirming that the mean difference of 16,938 points was statistically significant. The 95% confidence interval, ranging from 12,597 to 21,278, also validated a statistically significant difference, with the experimental group having higher mean post-test scores.

Table 4.6. Independent Samples Test Results for Post-Test Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1,494	,226	7,80	62	,000	16,938	2,171	12,597	21,278
	Equal variances not assumed			7,80	59,171	,000	16,938	2,171	12,593	21,282

4.2.3. Group Statistics for Gain Scores from Pre-test to Post-test

The results of the gain score analysis further underscore the notable effect of the mobile-assisted learning on vocabulary acquisition. Table 4.7 illustrates the gain scores, with the experimental group having a mean gain score of 31,34, whereas the control group had a mean gain score of 15,75.

Table 4.7. Group Statistics for Gain Scores from Pre-test to Post-test

Groups		N	Mean	Std. Deviation	Std. Error Mean
Gain Scores from Pre-test to Post-test	Experimental Group	32	31,34	2,743	,485
	Control Group	32	15,75	3,759	,664

Gain values were then compared to evaluate the effectiveness of the intervention used in the study. As could be seen in Table 4.8, the t-test for gain scores from the pre-test to post-test yielded $t(62) = 18,957$, with $p < 0,001$, emphasising a substantial mean difference of 15,594 in favour of the experimental group. The 95% confidence interval, between 13,949 to 17,238, confirms the success of the treatment in enhancing students' vocabulary knowledge. The results highlight that the experimental group, which utilised the mobile application, achieved significantly higher levels of vocabulary improvement compared to the control group. This evidence underscores the potential of MALL tools, such as the Diyalekt app, to enhance vocabulary development in educational settings.

Table 4.8. Independent Samples Test Results for Gain Scores from Pre-test to Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Scores from Pre-test to Post-test	Equal variances assumed	1,688	,199	18,957	62	,000	15,594	,823	13,949	17,238
	Equal variances not assumed			18,957	56,721	,000	15,594	,823	13,946	17,241

4.3. Findings Related to the Second Research Question

The second objective of this study was to evaluate the effect of the Diyalekt mobile app-assisted learning on vocabulary retention. After the treatment phase, both groups resumed regular classroom instruction for four weeks, after which a follow-up test was conducted to evaluate vocabulary retention in the control and experimental groups.

4.3.1. Group Statistics for Follow-up Test Results

The follow-up test, administered four weeks after the intervention, aimed to assess vocabulary retention over time and identify any meaningful differences between the groups. As illustrated in Table 4.9, the group statistics for the follow-up test indicate that the experimental group has a mean score of 82,94 (SD = 9,679), while the control group has a mean score of 61,03 (SD = 8,166). The data suggests a notable difference in outcomes, with the experimental group achieving a higher mean score than the control group.

Table 4.9. Group Statistics for Post-test and Follow-up Test Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental Group	32	80,16	9,589	1,695
	Control Group	32	63,22	7,678	1,357
Follow-up test	Experimental Group	32	82,94	9,679	1,711
	Control Group	32	61,03	8,166	1,443

In the assessment of normality for the follow-up scores, for the experimental group, the skewness value was 0,068 and the kurtosis value was -0,761, while for the comparison group, the skewness value was 0,002 and the kurtosis value was -0,941. These values indicate that both groups met the assumptions of normal distribution. Additionally, as indicated in Table 4.10, the Shapiro-Wilk test results showed significance values of 0,181(df = 32) for the experimental group and 0,408 (df = 32) for the control group, both of which exceeded the 0,05 threshold, confirming the normal distribution of scores for both groups. Following this confirmation, t-tests were carried out to compare the groups.

Table 4.10. Tests of Normality for Follow-up Test Scores

	Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Follow-up test	Experimental Group	,137	32	,132	,953	32	,181
	Control Group	,084	32	,200	,966	32	,408

The statistical analysis of the follow-up test results is outlined in Table 4.11. Levene's test for equality of variances showed a significance value of 0,270, showing that there were no notable differences in variances between the groups. The independent samples t-test for the follow-up test revealed a statistically meaningful difference between the groups, with $t(62) = 9,786$ and a p-value of 0,001 ($< 0,05$). The mean difference of 21,906 points, supported by a 95% confidence interval, reinforced the statistical reliability of the observed group differences.

Table 4.11. Independent Samples Test Results for Follow-up Test Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Follow-up test	Equal variances assumed	1,239	,270	9,786	62	,000	21,906	2,239	17,432	26,381
	Equal variances not assumed			9,786	60,291	,000	21,906	2,239	17,429	26,383

4.3.2. Group Statistics for Gain Scores from Post-test to Follow-up Test

Following the t-test analysis of the follow-up test scores, a comparison with the post-test results was conducted to examine changes in gain scores to further evaluate the treatment's effectiveness for vocabulary retention. As shown in Table 4.12, the gain scores, which represent the change between the post-test and the follow-up test, had a mean of 2,78 for the experimental group and -2,19 for the control group.

Table 4.12. Group Statistics for Gain Scores from Post-test to Follow-up Test

		Groups	N	Mean	Std. Deviation	Std. Error Mean
Gain scores from Post-test to Follow-up test	Experimental Group		32	2,78	1,338	,236
	Control Group		32	-2,19	1,401	,248

The t-test results for gain scores between the post-test and follow-up test are detailed in Table 4.13. Levene's test with a p-value of 0,944 confirmed that the variances between the groups were similar. The t-test showed a notable mean difference between the groups with $t(62) = 14,509$ and a p-value of 0,001 ($< 0,05$). These results reveal that the experimental group demonstrated a significant improvement in the follow-up test, while the control group exhibited a decline. The gain score analysis highlights this improvement and maintenance of the vocabulary skills measured by the test over time, demonstrating the mobile app's effectiveness in promoting long-term vocabulary retention.

Table 4.13. Independent Samples Test Results for Gain Scores from Post-test to Follow-up-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain scores from Post-test to Follow-up test	Equal variances assumed	,005	,944	14,509	62	,000	4,969	,342	4,284	5,653
	Equal variances not assumed			14,509	61,866	,000	4,969	,342	4,284	5,653

4.4. Findings Related to the Third Research Question

To address the third research question, this part reveals the findings on students' motivation in both groups, assessing their responses to the instructional methods used during the study. After the eight-week treatment period, both groups completed the Instructional Materials Motivation Questionnaire (ÖMMA) (Kutu & Sözbilir, 2011), which includes two key factors: "attention-relevance" and "confidence-satisfaction". The assessment provided an opportunity to evaluate the impact of different study methods—mobile app-based and traditional—on students' motivation.

4.4.1. Group Statistics for Motivation Scores

Group statistics presented in Table 4.14 demonstrate a meaningful difference between the groups in all motivation dimensions. The experimental group achieved notably higher mean scores compared to the control group, with total motivation scores of 4,1392 (SD = 0,29298) for the experimental group versus 2,7244 (SD = 0,32695) for the control group. Similarly, in the "attention-relevance" category, the experimental group attained a mean score of 4,2572 (SD = 0,22329) compared to the control group's 2,7524 (SD = 0,23096). In the "confidence-satisfaction" category, the experimental group scored 4,2031 (SD = 0,21001), while the control group scored 2,7396 (SD = 0,23877). These results underscore the positive impact of integrating MALL into the learning environment on the motivation of learners.

Table 4.14. Group Statistics for Motivation Scores

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Total mean motivation	Experimental Group	32	4,1392	,29298	,05179
	Control Group	32	2,7244	,32695	,05780
Attention-Relevance mean	Experimental Group	32	4,2572	,22329	,03947
	Control Group	32	2,7524	,23096	,04083
Confidence-Satisfaction mean	Experimental Group	32	4,2031	,21001	,03712
	Control Group	32	2,7396	,23877	,04221

Before analysing the responses, normality tests were performed to confirm that the data followed a normal distribution. The Shapiro-Wilk tests for both groups indicated normality, with the experimental group showing a p-value of 0,752 (df = 32) and the control group a p-value of 0,216 (df = 32), as shown in Table 4.15. Additionally, skewness and kurtosis values were within the accepted range of -1,5 to +1,5, supporting a normal distribution for both groups. The experimental group exhibited a skewness of -,210 and kurtosis of -,445, suggesting a nearly symmetrical distribution, and the control group had a skewness of 0,139 and kurtosis of -1,034, indicating the characteristics of a normal distribution.

Table 4.15. Tests of Normality for Motivation Scores

	Groups	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Total mean motivation score	Experimental Group	,088	32	,200	,978	32	,752
	Control Group	,089	32	,200	,956	32	,216

To assess whether the mean motivation scores differed significantly between the groups, a t-test was conducted. As detailed in Table 4.16, Levene's test confirmed the homogeneity of variances, with p-values of 0,686 for the "attention-relevance" factor, 0,727 for the "confidence-satisfaction" factor, and 0,350 for the total motivation scores. The independent samples t-test revealed significant differences in favour of the experimental group across all dimensions, with p-values far below the 0,05 threshold. Specifically, the "attention-relevance" dimension yielded

$t(62) = 18,230, p < 0,001$; the "confidence-satisfaction" dimension showed $t(62) = 26,498, p < 0,001$; and the total motivation scores recorded $t(62) = 26,036, p < 0,001$.

Table 4.16. Independent Samples Test Results for Motivation Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Attention-Relevance mean	Equal variances assumed	,165	,686	18,230	62	,000	1,41477	,07761	1,25964	1,56991
	Equal variances not assumed			18,230	61,268	,000	1,41477	,07761	1,25960	1,56994
Confidence-Satisfaction mean	Equal variances assumed	,123	,727	26,498	62	,000	1,50481	,05679	1,39129	1,61833
	Equal variances not assumed			26,498	61,929	,000	1,50481	,05679	1,39128	1,61833
Total mean motivation	Equal variances assumed	,885	,350	26,036	62	,000	1,46354	,05621	1,35117	1,57591
	Equal variances not assumed			26,036	61,006	,000	1,46354	,05621	1,35114	1,57594

The t-test results demonstrate that using the mobile app was significantly more effective in motivating students than traditional methods. All measured mean scores indicated statistically significant results favouring the experimental group. The findings suggest that the mobile app-enhanced vocabulary lessons captured students' interest and were well received by them.

CHAPTER 5

5. DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter discusses the study's findings regarding its effects on vocabulary learning, retention, and motivation in relation to existing literature. It also presents conclusions and offers suggestions for future research.

5.1. Discussion

The study aimed to assess the effectiveness of mobile-assisted learning through the Diyalekt app in enhancing English vocabulary, retention, and motivation among middle school students. The research design involved two groups: an experimental group that utilised the Diyalekt mobile app for vocabulary learning and a control group that relied on traditional vocabulary instruction without the app. Both groups completed a pre-test to ensure comparable levels of initial vocabulary knowledge. During the implementation, the experimental group actively used the Diyalekt app, while the control group maintained conventional classroom activities. The post-test results indicated that the Diyalekt group performed significantly better in vocabulary learning, proving the effectiveness of the intervention. The gain scores between the pre-test and the post-test were significantly higher in the trial group compared to the control group. This improvement was further supported by the follow-up test administered four weeks later, which revealed that the experimental group retained considerably more vocabulary than the control group.

In addition to assessing vocabulary learning and retention, the study examined students' motivation using the Instructional Materials Motivation Questionnaire (ÖMMA) (Kutu & Sözbilir, 2011). The findings revealed that students who utilised the Diyalekt app demonstrated higher levels of focus, engagement, confidence, and satisfaction than the control group. The results present that the mobile application improved vocabulary acquisition and created a more motivating and supportive learning environment for students. This chapter examines these findings in greater detail, placing them within the wider framework of existing research on MALL, and explores their implications for language education.

5.1.1. Discussion of the Effectiveness of the Mobile-Assisted Learning Environment on Students' English Vocabulary Acquisition

The initial research question aimed to evaluate the extent to which mobile-assisted learning benefited middle school students in vocabulary acquisition. The findings demonstrated the significant advantages of the Diyalekt mobile application in enhancing vocabulary learning outcomes. The pre-test results revealed no significant difference between the control group ($M = 47,47$, $SD = 8,583$) and the experimental group ($M = 48,81$, $SD = 9,539$), confirming comparable baseline vocabulary knowledge, $t(62) = 0,592$, $p = 0,556$. Following the 8-week intervention, the experimental group achieved a mean score of 80,16, while the control group had a mean score of 63,22; $t(62) = 7,80$, $p < 0,001$. The gain scores further highlighted the intervention's effectiveness, with the experimental group recording a mean gain of 31,34, while the control group achieved 15,75. These results underscore the positive impact of the mobile app in supporting vocabulary acquisition and align with previous studies demonstrating the effectiveness of mobile tools in promoting language learning (Aslan & Tütüniş, 2024; Basal et al., 2016; Daly, 2022; Valizadeh, 2022). In line with Mihaylova et al. (2022), this study also highlights the superior effectiveness of mobile-assisted tools, such as Diyalekt, in supporting second language vocabulary acquisition compared to traditional methods. As they argue, applications specifically designed with integrated language skills and pedagogical strategies, like Diyalekt, are more impactful than generic mobile tools lacking such features.

In this context, the Diyalekt mobile-assisted learning environment offered distinct benefits that extend beyond traditional classroom settings by addressing learners' specific needs. Kirschner (2002) defines *educational affordances* as the characteristics of an educational intervention that align with students' needs to facilitate specific forms of learning. Consistently, Sharples et al. (2005) propose that mobile learning integrates information and technology, fostering opportunities for exploration through a connection of human-computer interaction, digital communication, and social collaboration. These features not only challenge conventional educational systems, such as rigid curricula, but also promote experiential and lifelong learning by placing the learner's needs at the forefront. Similarly, O'Malley et al. (2003) highlight that m-learning prioritises the learner's mobility and flexibility, designing environments that support learning on the move rather than restricting it to fixed locations. This approach prioritises tailoring the learning environment to suit the learner's needs instead of simply adjusting it to fit a specific mobile device. In this study, several advantages of the

Diyalekt app were observed in the treatment group and are discussed in detail under the following subheadings.

Flexibility in Vocabulary Learning

Mobile learning, also known as m-learning, ensures continuous and ubiquitous access to resources and applications for language acquisition (Hubbard, 2009). Similarly, the Diyalekt mobile application enabled students to learn languages at their own speed, enabling them to access learning materials anytime and anywhere without being restricted by time or the physical location of a classroom. Yahya et al. (2010) point out that the seamless integration of mobile devices and mobility significantly enhances the learning experience, enabling students to learn while on the move. The flexibility provided by the app allowed students to extend their learning beyond school hours and improve their vocabulary achievement, aligning with studies highlighting the benefits of MALL in promoting a flexible and integrated learning experience (Ally, 2009; Behera, 2013; Kukulska-Hulme & Shield, 2008). The findings are further supported by evidence that MALL environments lead to improved vocabulary learning compared to traditional printed materials (Basal et al., 2016; Daly, 2022; Suwantarathip & Orawiwatnakul, 2015; Valizadeh, 2022).

Interactive Exercises for Vocabulary Learning

The study's findings align with established research indicating that vocabulary knowledge is critical for text comprehension. Previous research indicates that students should understand 95% of the words in a text, leaving 5% as new vocabulary to acquire (Laufer, 1989). Later findings by Hu and Nation (2000) revealed that learners require 98% to 99% word coverage for sufficient comprehension. Recent studies suggest that 98% coverage is ideal for effective understanding, with 95% being the minimum threshold (Laufer & Ravenhorst-Kalovski, 2010). This underscores the importance of providing learners with tools that both enhance vocabulary knowledge and improve text comprehension, which mobile-assisted learning environments are uniquely designed to achieve.

With this need for effective tools, Heil et al. (2016) point out that many mobile apps focus solely on isolated vocabulary instruction, lack personalisation for diverse skill levels, and often fail to include corrective feedback. In contrast, the present study demonstrated that Diyalekt addressed these limitations by allowing students to practice vocabulary in varied contexts, which improved both vocabulary achievement and retention. The app included diverse

interactive exercises such as image pairing, drag-and-drop tasks, flashcard activities, and video lessons, alongside activities designed to address all four language skills. This aligns with Liu's (2024) observation that integrating multiple language skills in learning activities is more effective for foreign language acquisition than focusing on a single skill. By offering a comprehensive approach, the app not only supported vocabulary development but also contributed to broader language learning outcomes, demonstrating the potential of mobile-assisted tools in creating engaging and multifaceted learning experiences.

Furthermore, the use of multimedia elements, including audio and visual cues, engaged students and reinforced their understanding of the material, enhancing vocabulary learning. Behera (2013) highlights that m-learning provides learners with access to instructional content, interactive activities, and personalised feedback from any location, enriching the educational experience. Similarly, Nation (2001) highlights the role of dynamic and interactive exercises in improving vocabulary recognition and making words more noticeable. Dixon-Krauss's (2001) and Laufer & Hill's (2000) emphasis on the significance of employing multiple reinforcement mechanisms further underscores the importance of diverse strategies to facilitate effective vocabulary learning and retention.

Authentic Materials in Language Learning

Another notable benefit of Diyalekt was its integration of authentic listening materials sourced from TRT World. These materials exposed students to native speakers and real-world contexts, enhancing their language skills while making the learning experience more engaging and relevant. Nation (2001) highlights that educators can establish a supportive setting where learners feel comfortable practising the language in real-life scenarios, leading to enhanced communicative competence. Aligned with Traxler's (2009) insights, mobile learning offers substantial potential from a pedagogical perspective, particularly in its ability to support diverse teaching approaches and promote personalised, authentic, and situated learning experiences. Authentic learning focuses on engaging learners in meaningful, real-world challenges and activities that are relevant to their needs and interests. It focuses on creating authentic tasks that encourage exploration, inquiry, and collaboration while providing access to ample resources for addressing meaningful problems. Mobile learning supports these dimensions, allowing for activities such as data collection, location-aware tasks, and collaborative interactions, even among students who are physically distant from one another.

This emphasis on authentic and meaningful learning is further supported by research underlining the value of engaging with vocabulary in diverse and context-rich environments. Researchers like Nitsch (1978) and Stahl (1991) highlight the benefits of using varied contexts for vocabulary acquisition instead of depending on a single context. By incorporating the authentic listening materials and videos, the app allowed students to interact with vocabulary in meaningful ways, improving both comprehension and retention.

5.1.2. Discussion of the Effectiveness of the Mobile-Assisted Learning Environment on Students' English Vocabulary Retention

The second research question aimed to evaluate the effectiveness of the Diyalekt app-assisted learning on vocabulary retention. Retention levels were assessed through a follow-up test carried out four weeks after the post-test once they returned to their regular instructional routines. The findings demonstrated the app's positive impact on maintaining sustained vocabulary knowledge, with the experimental group achieving a notably higher mean score ($M = 82,94$, $SD = 9,679$) compared to the control group ($M = 61,03$, $SD = 8,166$). Normality tests confirmed a normal distribution for both groups, validating the use of parametric tests. The t-test analysis revealed a statistically significant difference between the groups, $t(62) = 9,786$, $p < 0,001$. Similarly, gain scores between the post-test and follow-up test underscored the effectiveness of the treatment, with the experimental group showing an average gain of 2,78, while the control group recorded a decline (-2,19). The t-test analysis of gain scores confirmed this meaningful difference, $t(62) = 14,509$, $p < 0,001$, further highlighting the impact of the mobile app on vocabulary retention.

Vocabulary Retention in Mobile-Assisted Learning

The results demonstrate that the mobile-assisted learning significantly improved the trial group's ability to remember vocabulary in the long term. The findings align with research suggesting that MALL environments effectively support vocabulary retention (Chen et al., 2019; Motallebzadeh & Ganjali, 2011; Valizadeh, 2022). The Diyalekt mobile app offered a variety of vocabulary-focused exercises, such as image pairing, drag-and-drop tasks, flashcards, and interactive videos, which supported effective mental processing and strengthened memory connections. Nation (2001) states that dynamic and interactive activities make vocabulary more noticeable and easier to remember, highlighting their effectiveness in vocabulary learning. The targeted learning activities provided by the app align with Ozer and Kılıç's (2018) observation that combining self-paced and teacher-guided mobile activities can reduce cognitive load and

foster engagement. They found that collaborative tasks, guided by teachers, allowed learners to share knowledge and focus on challenging areas, resulting in reduced mental effort and more effective learning. This evidence is further supported by findings from Shadiev et al. (2015), which demonstrate that mobile-assisted learning environments help minimise cognitive load, making the learning process more manageable for students.

Additionally, the use of multimedia elements in the app reflects Paivio's (1986) dual coding theory, emphasising the role of verbal and nonverbal systems in enhancing memory retention. By incorporating multimedia elements, including visuals and audio, the app facilitated dual encoding, enabling learners to access vocabulary through multiple cognitive pathways. Research supports this approach suggesting that integrating different forms of input—visual, auditory, and textual—enhances learning outcomes and reduces cognitive load (Chun & Plass, 1996; Yeh & Wang, 2003; Teng & Zhang, 2023).

In a similar vein, the experimental group's stronger performance in retention tests aligns with prior studies emphasising the use of varied reinforcement activities to promote vocabulary acquisition and retention (Dixon-Krauss, 2001; Laufer & Hill, 2000). Segler et al. (2002) emphasise the significance of depth of processing for vocabulary retention, suggesting that engaging learners through varied activities fosters deeper cognitive involvement and improves memory retention. In this regard, *Diyalekt* featured targeted exercises following reading tasks, demonstrating that structured reinforcement is more effective for retention than simply increasing text exposure. This approach aligns with findings by Paribakht and Wesche (1997), who stress the value of combining reading with specific vocabulary exercises to achieve better outcomes, particularly in time-constrained learning environments.

The Role of Context in Retention

The app's contextual learning design enabled students to engage with vocabulary in meaningful ways. It is noted that incidental learning through reading enhances learners' comprehension of word meanings and forms (Nagy et al., 1985). Anderson and Nagy (1989) further argue that word meanings cannot typically be fully conveyed through a definition or a list of semantic features alone. While these elements provide a fundamental grasp of a word's primary meaning, context is essential for offering the supplementary information necessary for effective usage. In this study, learners interacted with target vocabulary in a variety of contexts

and tasks, which is consistent with Schneider et al.'s (2002) findings on the significance of contextual interference in improving the retention and transfer of foreign vocabulary.

Laufer and Hulstijn's (2001) *involvement load hypothesis* posits that activities necessitating higher cognitive engagement in word processing result in better retention. The effectiveness of learning is linked to the degree of involvement during word processing, which includes components like need, search, and evaluation. For example, when students are tasked with writing original sentences using new vocabulary, they experience a strong need to use the words correctly, search for their meanings, and evaluate their usage in context. Active engagement helps improve their retention of the vocabulary. This theoretical framework aligns with the design of *Diyalekt*, which integrates elements such as addressing learners' linguistic needs, encouraging exploration of word meanings and forms through interactive activities, and promoting evaluation by requiring contextual vocabulary use. These features engage learners and contribute to the trial group's improvement in vocabulary acquisition and retention.

Spaced Repetitions

Spaced repetition, supported by interactive content, played a significant role in improving vocabulary retention in this study. Students strengthened their learning by revisiting vocabulary at regular intervals through interactive exercises. New vocabulary was reviewed through the app the day after its introduction, with additional reviews assigned as homework to be completed by the week's end. This process was enriched with interactive activities such as flashcards, puzzles, matching games, and drag-and-drop exercises. Before moving on to the new week's vocabulary, students completed activities related to previously learned words within the app to reinforce their understanding. This structured and interactive spaced repetition process provided continuous reinforcement, helping students retain vocabulary more effectively. In the control group, however, vocabulary was presented through a coursebook, and reviews were conducted in a massed format. Previous studies suggest that spaced repetition enhances long-term retention more effectively than massed practice (Barcroft, 2015; Braun & Rubin, 1998; Çekiç & Bakla, 2019; Dempster, 1987; Koval, 2019). spaced repetition proves to be more beneficial for long-term memory retention

Lafleur (2020) emphasises the importance of expanded intervals and varied tasks within the concept of "indirect spaced repetition", which supports practical application while promoting long-lasting retention. Similarly, Pimsleur's (1967) concept of "graduated interval

recall" highlights that spacing review sessions at progressively longer intervals enhances vocabulary retention. Each review session reinforces memory, making words less likely to be forgotten. This approach reflects the structured review process used in the experimental group, where students revisited vocabulary over gradually increasing timeframes.

5.1.3. Discussion of the Effectiveness of the Mobile-Assisted Learning Environment on Students' Motivation

The third research question examined the effectiveness of the Diyalekt app-assisted learning on students' motivation. The findings from the questionnaire (ÖMMA) revealed a positive impact across all dimensions, including overall motivation, attention-relevance, and confidence-satisfaction. Normality was tested using the Shapiro-Wilk test, and the results confirmed that the data adhered to a normal distribution, as indicated by the p-values and skewness and kurtosis values. The t-test findings revealed significant differences in all assessed aspects of motivation between the groups. Specifically, the "attention-relevance" dimension yielded $t(62) = 18,230$, $p < 0,001$; the "confidence-satisfaction" dimension showed $t(62) = 26,498$, $p < 0,001$; and the total motivation scores recorded $t(62) = 26,036$, $p < 0,001$ (see Table 4.16). The p-values, all under 0,05, suggest that the experimental group demonstrated statistically higher motivation levels than the control group. These findings align with Gardner's (2001) assertion that motivation serves as a foundational element in language learning, supporting success in other components of the learning process.

Interactive Activities and Motivation

The findings reflected the positive influence of the Diyalekt application on student motivation, as revealed by higher scores on the questionnaire (see Appendix C). Research highlights the critical importance of motivation in both academic success and language acquisition (Bruinsma, 2003; McKenzie & Schweitzer, 2001; Sankaran & Bui, 2001; Wolters, 1999), emphasising the significance of the positive motivational outcomes observed in this study. In particular, the analysis of the questionnaire items provided deeper insights into specific dimensions of motivation. Items 1 through 11, associated with the "attention-relevance" dimension, indicated that the mobile-assisted learning effectively captured students' attention and heightened their interest in the material.

The rise in motivation observed in the experimental group may be linked to the inclusion of level-appropriate materials, such as the A2 content in the Diyalekt app. Since the participants

in the study were at the A2 proficiency level, they engaged with resources specifically aligned with their abilities, as defined by the CEFR (Council of Europe, 2001). This alignment with their abilities enhanced their motivation and enabled meaningful interactions with the learning material. By addressing the linguistic and cognitive needs of students at the A2 level, the app supported their engagement and progress, consistent with findings by Ng et al. (2015) that adaptive mobile learning applications facilitate effective language acquisition by providing tailored content for diverse learner profiles.

Furthermore, the interactive and engaging features of the Diyalekt application align with the principles of MALL. Research confirms the effectiveness of this approach in fostering motivation by providing dynamic and interactive learning environments (Akkuzu, 2015; Chen et al., 2019; Elaish et al., 2019). The immediate feedback facilitated by the mobile application contributed to enhancing student engagement and increasing motivation, as aligned with Makharashvili's (2024) findings on the positive role of feedback in mobile-assisted learning environments (Makharashvili, 2024).

Learner Autonomy and Motivation

Another dimension of the questionnaire, the "confidence-satisfaction" factor, including items from 12 to 24, highlights students' increased confidence in managing their learning process, a sense of accomplishment from completing tasks, and the positive influence of well-structured lesson sequences. These gains reflect the effort and determination students invest in achieving their learning goals, which are closely tied to their motivational levels (Pintrich et al., 1993). The observed variability in the time taken by students to complete identical tasks further demonstrated their flexibility. This autonomy aligns with research highlighting the role of MALL in fostering self-directed learning, as it allows students to access materials at any time and engage with materials at their own speed (Behera, 2013; Kukulska-Hulme & Shield, 2008; Stockwell, 2010).

The mobile app's autonomous learning environment contributed to greater student engagement by allowing them to manage their own learning without the confines of a typical classroom setting. This autonomy is consistent with Citrayasa's (2019) findings, which underscore the advantages of MALL in promoting independent learning habits and improving learner autonomy. Benson (2001) defines *learner autonomy* as taking control of one's learning process, including decisions about goals, strategies, and evaluation. Demirel and Üğüten (2015) emphasise the importance of learning strategies for enhancing students' autonomy. Mobile

applications increase the effectiveness of these strategies by providing personalised learning experiences to students and helping them manage their learning processes more effectively.

Furthermore, Sha et al. (2012) emphasise that participation in mobile learning tasks plays a critical role in enhancing learners' motivation for self-regulated learning. Higher levels of motivation are closely associated with better academic performance, driven by active participation in mobile learning activities. These insights highlight the potential of MALL platforms, such as Diyalekt, to cultivate independent learning habits, sustain motivation, and support effective vocabulary acquisition.

Gamification and Learner Motivation

In the study, the increased motivation observed in the experimental group can be associated with the gamification elements of the Diyalekt app, which promoted a dynamic and engaging setting for vocabulary acquisition. Studies show that gamification has a strong impact on increasing motivation in MALL settings (Akkuzu, 2015; Chen et al., 2019; Elaish et al., 2019; Gamlo, 2019). Kapp (2012) puts particular emphasis on how game-based elements create meaningful experiences in learning, while Prensky (2001, p.6) notes that "learning through games is a wave of the future", highlighting the promise of gamification in education. In addition, the app's feature, which allows students to record their voices, provided them to use the words in sentences as part of gamified activities, reinforcing their learning through practical application. Many participants reported increased ease and confidence when relieved from the stress of public performance, which enabled them to connect with new vocabulary more effectively. Overall, by integrating interactive activities within a supportive and low-pressure environment, Diyalekt markedly improved motivation and maintained student engagement through its gamified features.

5.2. Conclusion

This study examined the impact of the Diyalekt app-assisted learning environment on English vocabulary acquisition, retention, and learner motivation among middle school students. The results showed that the treatment improved vocabulary acquisition in the experimental group significantly, as reflected in their higher post-test scores relative to the control group. Interactive and diverse activities, authentic audio resources, instant feedback features, and the flexibility to learn at their own pace contributed to students' vocabulary achievement. Furthermore, the follow-up test results conducted four weeks after the

implementation highlighted the app's potential for supporting long-term retention, as students were able to recall previously learned vocabulary with ease. Multimedia elements, contextual learning experiences through meaningful engagement, and structured review sessions significantly contributed to the vocabulary retention of students.

The study's findings revealed that mobile-assisted learning enhanced student motivation, as evidenced by higher scores in the motivation questionnaire for the experimental group, and further supported by statistical analyses. The app's interactive tasks, emphasis on independent learning, and gamified elements provided a supportive and engaging environment. These features maintained students' interest, increased the relevance of the material, and improved their confidence and satisfaction. Overall, the study suggests that well-structured mobile-assisted language learning environments significantly enhance motivation, vocabulary acquisition and retention, offering an effective approach to integrating technology into education.

5.3. Suggestions

Building on the results of this study and addressing the limitations outlined in Chapter 1—such as the geographic focus on a single school, the limited sample size, the eight-week intervention duration, and the focus on vocabulary as the primary language skill—several recommendations can be made for future research and practice.

This study was conducted at a public middle school in Konya, Türkiye, which may limit the generalisability of the findings to other regions. Future studies could investigate whether these findings apply in varied educational settings by considering factors such as school culture, socioeconomic differences, and regional teaching practices. To address limitations in sample size and duration, future interventions could include diverse age groups and educational levels beyond middle school students. Examining the app's effects on high school, university, or adult learners might offer insights into its broader applicability. Longitudinal studies extending beyond eight weeks could offer a deeper understanding of vocabulary learning and retention, exploring whether sustained engagement with the app influences the learning curve over time. Additionally, future research could evaluate the application's impact on other language skills alongside vocabulary to gain a more holistic understanding of MALL tools. These investigations would reveal how mobile-assisted learning supports language development across multiple competencies.

Given that the personalised nature of mobile applications offers unique opportunities for self-directed learning (Behera, 2013; Kukulska-Hulme & Shield, 2008), future studies could examine how customisable features, such as adapting content to students' preferences and learning pace, affect motivation and learning outcomes. Differentiated teaching strategies emphasise the importance of such personalisation features, requiring the adaptation of content and processes that address student diversity (MoNE, 2024). Extending comparisons to other digital learning environments, such as blended or distance learning, might help clarify which instructional strategies best serve diverse learner needs. Moreover, incorporating qualitative feedback from teachers and students could provide richer insights into the app's effectiveness.

Exploring the potential for customisation and self-directed learning, effective classroom integration of MALL requires deliberate planning and adaptation. Key considerations include rethinking the time allocated to technology use, addressing the context and timing of educational activities, and adapting teacher roles to support student-centred learning (Kimber et al., 2002). Developing effective learning activities involves language teachers taking pedagogical considerations into account, particularly when depending on the reliability of ready-made mobile applications (Basal et al., 2016). Teachers must ensure that the tools are experimentally validated, align with instructional goals, and support L2 learning outcomes while adhering to established pedagogical strategies (Mihaylova et al., 2022). Therefore, providing educators with professional development opportunities is essential for equipping them with the skills needed to select and integrate technological tools effectively into educational settings and teaching practices (Kessler & Hubbard, 2017).

By addressing these considerations, future research and practice can pave the way for more effective integration of MALL tools, ultimately enhancing teaching and learning experiences. As technology continues to advance, embracing innovation alongside evidence-based strategies will ensure these tools meet the evolving needs of both educators and learners.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

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DİYALEKT MOBİL UYGULAMASININ KELİME ÖĞRENİMİ VE KALICILIĞINA ETKİSİ: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENERİN MOBİL DESTEKLİ DİL ÖĞRENİMİNE YÖNELİK MOTİVASYONU ÜZERİNE BİR ÇALIŞMA

Fadime ÜSTÜNER

1. GİRİŞ

Bu araştırma, mobil destekli dil öğreniminin öğrencilerin İngilizce kelime edinimi, motivasyonu ve kelime bilgisi kalıcılığı üzerindeki etkilerini incelemektedir. Bu bölümde, problem durumu, çalışmanın amaçları, önemi ve sınırlılıkları ele alınmaktadır.

1.1. Problem Durumu

İngilizce, küresel ölçekte son derece etkili bir dil olarak kabul edilmekte olup, önemli bir düzeyde küresel iletişim ve bilgi alışverişine olanak sağlamaktadır. Dil öğrenme sürecinde çeşitli unsurlar önemli olsa da, okuma ve kelime edinimi, dil yeterliliği elde etmek için özellikle kritik bir öneme sahiptir (Huckin vd., 1993; Laufer ve Sim, 1985; Nation, 2001; Schmitt, 2008). Wilkins'in (1972) belirttiği gibi, dil bilgisi olmadan yalnızca kısıtlı bir iletişim sağlanabilir, ancak kelime bilgisi olmadan iletişim olanaksızdır.

Önceki araştırmalar, öğrencilerin bir metindeki kelimelerin %95'ini anlaması gerektiğini, geri kalan %5'lik kısmın ise öğrenilecek bilinmeyen kelimelerden oluşması gerektiğini önermektedir (Laufer, 1989). Hu ve Nation (2000) tarafından yapılan sonraki bir çalışmada, yeterli anlama için %98 ila %99 kelime kapsamının gerekli olduğu bulunmuştur. Mevcut fikir birliği, %98'in etkili anlama için en uygun oran olduğunu ve %95'in ise kabul edilebilir minimum eşiği temsil ettiğini öne sürmektedir (Laufer ve Ravenhorst-Kalovski, 2010). Sınırlı kelime bilgisine sahip öğrenciler, okuma, yazma, konuşma ve dinleme dahil olmak üzere tüm dil becerilerinde zorluklarla karşılaşmaktadır (Nation, 1990; Nation, 2001; Schmitt, 2000). Laufer (1992), öğrencilerin 3.000 kelime ailesi eşiğine ulaştıklarında okuma yeterliliklerinin arttığını belirtmektedir. %70'lik bir yeterlilik için 5.000 kelime ailesinden

oluşan bir kelime bilgisi önerilirken, %63'lük bir geçme seviyesini sağlamak için 4.000 kelime ailesi yeterli olabilir. Benzer şekilde, Nation (1993), pratik dil becerilerinin geliştirilmesi için en sık kullanılan 2.500 ila 3.000 kelimenin öğrenilmesinin kritik olduğunu savunmaktadır. Kelime tanıma yavaş olduğunda, okuma zahmetli bir süreç haline gelmekte ve metnin genel akışını takip etmek zorlaşmaktadır (Grabe ve Stoller, 2011). Koren (1999) ise öğrencilerin, bir metindeki kelimelere aşina olduklarında okumaya devam etme olasılıklarının daha yüksek olduğunu belirterek, sağlam bir kelime temeli oluşturmanın genel dil yeterliliği açısından önemini vurgulamaktadır.

Kelime ediniminin yanı sıra motivasyon da dil öğreniminde başarıyı etkileyen bir diğer önemli faktördür. Çeşitli çalışmalar, öğrenci motivasyonunun akademik başarı ve dil gelişimi için vazgeçilmez olduğunu göstermektedir (Bruinsma, 2003; McKenzie ve Schweitzer, 2001; Sankaran ve Bui, 2001; Wolters, 1999). Öğrencilerin öğrenme hedeflerine ulaşmak için verdikleri kararlar ve görevleri tamamlamak için gösterdikleri çaba ve kararlılık, motivasyon düzeyleri ile yakından ilişkilidir (Pintrich vd., 1993). Dil öğreniminde motivasyon, öğrenme sürecinin diğer bileşenlerinin üzerine inşa edildiği temel bir unsur olarak hizmet etmektedir (Gardner, 2001). Bu durum, dil öğrenim ortamlarında başarı elde etmek için motivasyonel faktörlerin dikkate alınmasının önemini vurgulamaktadır.

Kelime edinimi ve motivasyonun dil öğrenme sürecindeki öneminin farkında olarak, teknolojinin motivasyonu nasıl artırabileceğini ve dil öğrenme sürecini nasıl kolaylaştırabileceğini incelemek çok önemlidir. Zaman içinde, teknolojinin dil eğitime entegrasyonunu tanımlamak için bir dizi terim ortaya çıkmıştır. Bunlar arasında teknoloji destekli dil öğrenimi (TELL), bilgisayar destekli dil öğrenimi (CALL), web destekli dil öğrenimi (WELL) ve mobil destekli dil öğrenimi (MALL) bulunmaktadır (Lenci, 2020). Bu terimlerin tümü Eğitim Teknolojisi (Educational Technology) şemsiyesi altında yer almakla birlikte, her biri belirli bir alt kategoriye vurgulayarak farklı bir ortamı öne çıkarmaktadır (Lenci, 2020).

TELL, dil öğretiminde kullanılan tüm teknoloji türlerini kapsayan kapsamlı bir kavramı temsil etmektedir. CALL, özellikle bilgisayar teknolojisinin kullanımına işaret ederken, MALL, mobil teknolojilerle desteklenen dil öğretimini ifade eder. WELL ise dil öğretiminde internet teknolojilerinin kullanımını vurgulamaktadır. CALL ve MALL, dil öğreniminde eğitim teknolojisinin en yaygın kategorileridir. MALL, akıllı telefonlar ve tabletler gibi mobil teknolojilerin artan popülaritesi nedeniyle CALL'dan bir geçişi temsil etmektedir (Lenci, 2020).

Öğrenme ortamlarını iyileştirme çabaları, geleneksel yöntemlerden daha esnek, öğrenci merkezli yaklaşımlara kaymış ve öğrencilere eğitim seçimlerinde daha fazla özgürlük sağlamıştır (Caner vd., 2013). Bu değişime paralel olarak, MALL (mobil destekli dil öğrenimi), dil öğrenimine mobil teknolojileri ve cihazları entegre etmektedir (Bezircilioğlu, 2016; Wagner vd., 2016). Bu yaklaşım, öğrenenlere kablosuz teknolojiler ve taşınabilir cihazlar aracılığıyla bilgi ve beceri kazanma olanağı sunarken, zaman veya mekân sınırlamaları olmaksızın eğitim içeriklerine erişim imkânı sağlamaktadır (Ally, 2009; Behera, 2013; Kukulska-Hulme ve Shield, 2008). Mobil öğrenme, diğer bir adıyla m-öğrenme, dil öğrenimi için kaynaklara ve uygulamalara sürekli ve her yerde erişim sağlayarak esneklik, kolaylık ve kişiselleştirilmiş öğrenme deneyimlerini teşvik etmektedir (Hubbard, 2009; Behera, 2013).

Mobil öğrenmenin bir diğer avantajı, öğrenim için gereken zihinsel çabayı azaltarak daha verimli bir eğitim deneyimi sunmasıdır. Mobil araçlar aracılığıyla öğrenme, öğrencilerin motivasyonunu artırır ve bağımsız öğrenmeyi destekler, böylece bilişsel yükü azaltır (Özer ve Kılıç, 2018; Shadiev vd., 2015). Daha yüksek motivasyon düzeyine sahip öğrenenler genellikle akademik olarak daha iyi performans gösterir ve bu ilişki, öğrencilerin belirli mobil öğrenme görevlerine katılım düzeyleri tarafından etkilenir. Mobil öğrenme görevlerine katılım, öğrencilerin öz-düzenlemeli öğrenme için okul motivasyonlarını artırmada da önemli bir rol oynamaktadır (Sha vd., 2012).

Sharples ve diğerleri (2005) mobil öğrenmenin bilgi ve teknolojiyi bir araya getirerek öğrenenlere keşif fırsatları sunan karşılıklı faydalı bir bağlantı oluşturduğunu belirtmektedir. Bu bağlantı, insan-bilgisayar etkileşimi ve dijital iletişim gibi boyutların yanı sıra topluluk dinamikleri, sosyal normlar ve iş birliğini içeren sosyal boyutlar üzerinden de incelenebilir. Bu boyutların bir araya gelerek oluşturduğu etkileşim, sınıf özerkliği ve sabit müfredatlar gibi geleneksel eğitim sistemlerinin sınırlarını genişletir ve eğitim ile teknolojiyi ileri taşır. Aynı zamanda, kişisel gelişimi ve yaşam boyu öğrenmeyi teşvik eden deneyimsel öğrenme ile bir köprü kurar (Sharples vd., 2005). Mobil öğrenme, öğrencinin belirli bir yerde sınırlı kalmaktansa hareket halindeyken öğrenme perspektifine odaklanır; öğrenme ortamını tasarlarlarken sadece belirli bir mobil cihaza uyacak şekilde uyarlamak yerine öğrenenin ihtiyaçlarına öncelik verir (O'Malley vd., 2003).

Bu avantajlara yanıt olarak eğitim kurumları, yeni pedagojik yaklaşımlara uyum sağlayarak mobil öğrenmeyi ve dijital araçları giderek daha fazla benimsemiştir (Montebello, 2020). Uygulama mağazalarındaki dil öğrenme uygulamalarının artan erişilebilirliği,

eğitimcilerin ilgisini çekmiş ve bu araçları dil öğretimine entegre etmeye yönlendirmiştir (Rajendran ve Yunus, 2021). Bu doğrultuda, mobil destekli dil öğrenimi yoluyla kelime öğretimi, Türkiye'de ve dünyanın diğer bölgelerinde yapılan araştırmalarda artan bir ilgi görmüştür. Bu durum, mobil destekli kelime öğreniminin öğrencilerin kelime edinimini önemli ölçüde geliştirdiğini gösteren (Basal vd., 2016; Clarke vd., 2008; Daly, 2022; Lu, 2008; Saran vd., 2012; Valizadeh, 2022) ve öğrencilerin motivasyonlarını artırarak öğrenme deneyimlerini zenginleştirmedeki rolünü vurgulayan (Akkuzu, 2015; Chen vd., 2019; Elaish vd., 2019) çok sayıda araştırmanın olumlu sonuçlarına bağlanabilir.

Mobil destekli dil öğreniminin faydalarının yanında, eğitim ortamlarında uygulanması çeşitli faktörlerin dikkatlice göz önünde bulundurulmasını gerektirir. Bunlar arasında, teknoloji kullanımına ayrılan sürenin yeniden değerlendirilmesi, eğitimin nerede ve ne zaman gerçekleşeceği sorularının ele alınması ve öğretmen rollerinin daha öğrenci merkezli bir öğrenmeyi desteklemek üzere uyarlanması yer alır (Kimber vd., 2002). Kelime öğrenme etkinliklerinin tasarımı titiz bir planlama gerektirir; özellikle hazır mobil uygulamaların etkinliğine güvenildiğinde, dil öğretmenlerinin pedagojik faktörleri dikkate alması gerekmektedir (Basal vd., 2016). Dolayısıyla, eğitimcilerin yeni teknolojik araçları etkili bir şekilde seçip öğretim uygulamalarına entegre edebilmeleri için gerekli anlayış ve becerilere sahip olmaları gerekmektedir (Kessler ve Hubbard, 2017).

Mobil öğrenme üzerine yapılan nitel araştırmaların varlığına rağmen, mobil destekli öğrenme ortamlarıyla ilgili sistematik nicel çalışmaların eksikliği devam etmektedir (Sung vd., 2016). Heil vd. (2016), mobil dil öğrenme uygulamalarında üç önemli eksiklik olduğunu belirlemiştir: kelime öğretimi genellikle anlamlı bir bağlam olmadan izole bir şekilde sunulmaktadır, öğrencilerin farklı beceri düzeylerine yönelik kişiselleştirme sınırlıdır ve açıklayıcı düzeltici geri bildirim sağlama fırsatları nadiren sağlanmaktadır. Benzer şekilde Liu (2024), birden fazla dil becerisini bir arada entegre eden etkinliklerin, yalnızca tek bir beceriye odaklanan etkinliklere kıyasla yabancı dil öğrenimini daha etkili bir şekilde destekleme eğiliminde olduğunu öne sürmektedir. Bununla birlikte, eğitimsel sonuçlar açısından değerlendirildiğinde, MALL uygulamalarının, dil öğrenimi için özel olarak tasarlanmamış genel amaçlı mobil araçlara göre daha etkili olduğu görülmüştür. Genel amaçlı mobil araçlar genellikle dil pratiği sağlar, ancak etkili bir ikinci dil edinimi için kritik öneme sahip beceri entegrasyonu ve pedagojik stratejiler gibi temel tasarım unsurlarından yoksundur (Mihaylova vd., 2022).

Gözlemlenen bu eksiklikleri dikkate alarak, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı (MEB), 2022 yılında "Dil Öğrenme Girişimi" kapsamında Diyalekt Dil Platformu'nu başlatmıştır. Proje, Talim ve Terbiye Kurulu'nun gözetiminde ve Bakanlık bünyesindeki ilgili genel müdürlüklerin iş birliğiyle geliştirilmiştir (MEB, 2023). Platform, çeşitli yaş gruplarına hitap eden özellikler sunarak, ülke genelinde İngilizce öğrenimini geliştirmeyi amaçlayan ücretsiz bir kaynaktır (MEB, 2023). Diyalekt mobil uygulaması, Diller için Avrupa Ortak Başvuru Çerçevesi (CEFR; Avrupa Konseyi, 2001) standartlarıyla uyumlu bir şekilde, dört temel dil becerisini desteklemek üzere tasarlanmıştır. Kelime bilgisi, dil bilgisi ve beceri odaklı etkinlikleri bütüncül ve etkileşimli bir formatta entegre ederek, tipik MALL uygulamalarından daha kapsamlı bir öğrenme deneyimi sunmayı amaçlamaktadır (MEB, 2023). Diyalekt uygulaması aracılığıyla mobil destekli dil öğretiminin kelime edinimi, kalıcılığı ve motivasyon üzerindeki etkisinin incelenmesi, MALL araştırmalarına yararlı bilgiler ekleyebilir ve gelecekteki öğretim stratejileri için önemli içgörüler sağlayabilir.

1.2. Çalışmanın Amacı

Bu çalışma kapsamında, aşağıdaki araştırma sorularına yanıt aranmaktadır.

1. Diyalekt mobil uygulama destekli öğrenme ortamının öğrencilerin İngilizce kelime edinimi üzerindeki etkisi nedir?
2. Diyalekt mobil uygulama destekli öğrenme ortamının öğrencilerin İngilizce kelime bilgisi kalıcılığı üzerindeki etkisi nedir?
3. Diyalekt mobil uygulama destekli öğrenme ortamının öğrencilerin motivasyonu üzerindeki etkisi nedir?

1.3. Çalışmanın Önemi

Mobil öğrenme, öğrencilere zaman ve mekândan bağımsız olarak kaynaklara erişim, pratik yapma fırsatları ve kişiselleştirilmiş geri bildirim imkanları sağlamaktadır (Kukulskahulme ve Shield, 2008). Çok sayıda çalışma, mobil teknolojilerin öğrencilerin kelime edinimini artırmada etkili olduğunu ortaya koymaktadır (Aslan ve Tütüniş, 2024; Basal vd., 2016; Clarke vd., 2008; Daly, 2022; Lu, 2008; Saran vd., 2012; Thornton ve Houser, 2005; Valizadeh, 2022). Ayrıca, bu teknolojiler öğrencilerin motivasyonunu artırarak öğrenme süreçlerini desteklemektedir (Akkuzu, 2015; Chen vd., 2019; Elaish vd., 2019). Bunun yanı sıra, mobil destekli öğrenme, kelime bilgisi kalıcılığı ve okuduğunu anlama becerisi üzerinde olumlu

etkiler göstererek dil öğrenimini geliştirmede önemli bir rol oynamaktadır (Chen vd., 2019; Motallebzadeh ve Ganjali, 2011; Valizadeh, 2022).

Bu olumlu bulgulara rağmen, mobil öğrenme alanındaki araştırmalar bazı sınırlamalarla karşı karşıyadır. Mihaylova ve diğerleri (2022), MALL uygulamalarının geleneksel yöntemlere kıyasla ikinci dil yeterliliği üzerinde orta ila güçlü bir etkiye sahip olduğunu belirtmiş, ancak bu alanda sistematik nicel çalışmaların eksikliğine dikkat çekmiştir. Mevcut çalışmaların birçoğunun ölçülebilir öğrenme çıktılarından yoksun olduğunu ve dil öğrenimine özel olarak tasarlanmış uygulamalara odaklanmadıklarını belirtmişlerdir. Ayrıca, Heil ve diğerleri (2016), birçok mobil uygulamanın izole kelime öğretime odaklandığını, farklı beceri seviyelerine yönelik kişiselleştirme eksikliği bulunduğunu ve nadiren düzeltici geri bildirim sunduğunu belirtmektedir. Benzer şekilde, Liu (2024) ise birden fazla dil becerisini bir arada içeren etkinliklerin, yalnızca tek bir beceriye odaklanan etkinliklere kıyasla yabancı dil öğreniminde daha etkili olduğunu savunmaktadır.

Bu boşlukları ele almak adına, çalışma Diyalekt uygulamasının kelime edinimi, bilgilerin kalıcılığı ve motivasyon gibi dil öğreniminin çeşitli yönlerini geliştirme potansiyelini değerlendirmektedir. Başlangıç seviyesinden ileri düzeye kadar farklı yeterlilik düzeylerindeki öğrenenlerin ihtiyaçlarını karşılamak üzere geliştirilen uygulama, Avrupa Dil Portföyü (ELP) ve Diller için Avrupa Ortak Başvuru Çerçevesi (CEFR; Avrupa Konseyi, 2001) ile uyumlu olarak yapılandırılmıştır. CEFR, A1'den (başlangıç) C2'ye (ileri) kadar altı seviyeyi kapsayan ve dil becerilerinin değerlendirilmesinde ve tanımlanmasında yaygın olarak kullanılan bir çerçevedir. Bu sistem, yalnızca dilsel yeterliliği değil, aynı zamanda sosyodilbilimsel ve pragmatik becerilerin önemini de vurgulayarak, okuma, dinleme, yazma ve konuşma gibi becerilerde öğrenenlerin neler yapabileceğini detaylı bir şekilde tanımlar.

Diyalekt, CEFR ile uyumlu olarak A1, A2, B1 ve B2 seviyelerine yönelik kişiselleştirilmiş içerik, oyunlar ve materyaller sunarak, öğrenenlerin çeşitli ihtiyaçlarını karşılamak ve kişiselleştirilmiş öğrenme deneyimlerini teşvik etmek için tasarlanmıştır (MEB, 2023). Ayrıca, ulusal müfredatla uyumlu bir yapıya sahip olan uygulama, dört temel dil becerisini kapsayarak, kullanıcıların eğitim düzeylerine uygun içeriklerle etkileşim kurmasını sağlamaktadır. Bağlamsal içerik, interaktif aktiviteler, kullanıcı dostu bir arayüz, oyunlaştırılmış unsurlar ve hedef odaklı bir yaklaşım içeren bu yapı, öğrenenlerin dil edinimini ve materyalle etkileşimini kolaylaştırmaktadır (MEB, 2023). Diyalekt'in bu özelliklerinin mobil

destekli dil öğrenimi ortamlarının potansiyelini değerlendirmede önemli içgörüler sağlayacağı düşünülmektedir.

1.4. Varsayımlar

1. Diyalekt mobil uygulama destekli öğrenme ortamı, öğrencilerin İngilizce kelime edinimi üzerinde anlamlı bir etkiye sahiptir.
2. Diyalekt mobil uygulama destekli öğrenme ortamı, öğrencilerin İngilizce kelime bilgisi kalıcılığına katkı sağlar.
3. Diyalekt mobil uygulama destekli öğrenme ortamı, öğrencilerin motivasyonunu anlamlı ölçüde artırır.

1.5. Sınırlamalar

1. Çalışma, Konya'da bir devlet ortaokulunda gerçekleştirilmiştir, bu da okul kültürü, sosyoekonomik durum ve bölgesel eğitim uygulamaları gibi faktörler farklılık gösterebileceğinden bulguların genellenebilirliğini sınırlayabilir.
2. Araştırmaya, kontrol ve deney gruplarına ayrılmış toplam 64 ortaokul öğrencisi katılmıştır.
3. Araştırma sekiz hafta sürmüştür, ardından öğrenilen kelimelerin akılda kalıcılığını değerlendirmek üzere dört haftalık bir ek süre daha ayrılmıştır.
4. Çalışma, kelime edinimine odaklanmıştır; bu nedenle Diyalekt destekli öğrenme ortamının dinleme, konuşma, okuma ve yazma gibi diğer dil becerileri üzerindeki etkileri doğrudan ele alınmamıştır.

2. LİTERATÜR TARAMASI

M-öğrenme olarak da bilinen mobil öğrenme, tabletler ve akıllı telefonlar gibi taşınabilir teknolojiler aracılığıyla öğretim materyallerini ihtiyaç duyulan her yerde ve her zaman sunan yenilikçi bir pedagojik yaklaşımdır (Ally, 2009; Kukulska-Hulme ve Shield, 2008). Sharples ve diğerleri (2016), mobil çağda öğrenmeyi hem bireyleri hem de etkileşimli kişisel teknolojileri içeren çoklu bağlamlarda gerçekleşen diyaloglar yoluyla bilgi edinme süreci olarak tanımlamaktadır. Bazı araştırmacılar bu kavramı teknolojiler ve cihazlarla

ilişkilendirerek tanımlamaya çalışırken, diğerleri öğrenenlerin hareketliliği ve öğrenme süreci etrafında çerçeveselendirilmektedir. Bu ayrım, mobil öğrenmenin çift yönlü doğasını vurgulamaktadır; teknoloji, her zaman ve her yerde öğrenmeyi kolaylaştırırken aynı zamanda öğrenenlerin öğrenme ortamlarıyla nasıl etkileşime girdiklerini ve bu ortamlara nasıl uyum sağladığını da dikkate alır. Dolayısıyla, "mobil" terimi geleneksel öğrenme anlayışının ötesine geçerek, mobil iş gücü ve ağ toplumunun ortaya çıkışıyla uyumlu gelişen bir kavramı yansıtmaktadır (Traxler, 2009, s.14).

Öğrencilere hareket halindeyken bilgiye erişim imkânı tanıyan bu metodoloji, esneklik, kolaylık ve kişiselleştirilmiş öğrenme deneyimlerini teşvik etmektedir (Behera, 2013). Hubbard (2009), mobil dil öğreniminin dil öğrenme kaynaklarına ve uygulamalarına sürekli ve her yerde erişim fırsatı sunduğunu belirtmektedir. Bu bağlamda, MALL (Mobil Destekli Dil Öğrenimi), kişisel ve taşınabilir cihazları kullanarak yeni öğrenme biçimlerini mümkün kılmasıyla CALL'dan (Bilgisayar Destekli Dil Öğrenimi) ayrılmaktadır. MALL, her zaman ve her yerde, resmî ve resmî olmayan bağlamlarda öğrenmeyi "erişim ve etkileşimde süreklilik veya spontane gelişim" temelinde desteklemektedir (Kukulska-Hulme ve Shield, 2008, s. 273).

Mobil destekli dil öğrenimi (MALL) üzerine yapılan araştırmalarda, bu yöntemin kelime edinimi, motivasyon ve öğrenme deneyimlerini zenginleştirme konusunda olumlu etkiler sağladığı görülmektedir. Aslan ve Tütüniş (2024), harmanlanmış mobil öğrenme yönteminin kelime gelişimini desteklediğini ve öğrenciler tarafından verimli, eğlenceli ve hatırdaki kalıcı bulunduğunu ortaya koymuştur. Daly (2022), mobil uygulamaların kelime öğreniminde etkili olduğunu ancak düzenli kullanımın başarı için kritik olduğunu vurgulamıştır. Valizadeh (2022), mobil cihazlar üzerinden basitleştirilmiş haber metinleri okumanın, kelime öğrenimini geleneksel yöntemlere göre daha etkili kıldığını ifade etmiştir. Oyun tabanlı uygulamalar üzerine yapılan çalışmalarda, Akkuzu (2015) ve Elaish ve diğerleri (2019), bu tür uygulamaların öğrencilerin motivasyonunu artırdığını ve kelime edinimine katkı sağladığını belirtmiştir. Benzer şekilde, Chen ve diğerleri (2019), oyunlaştırma unsurları içeren mobil uygulamaların öğrenci memnuniyetini ve kelime kalıcılığını artırdığını tespit etmiştir. Basal ve diğerleri (2016) ise, mobil uygulamaların deyim öğretiminde geleneksel yöntemlerden daha etkili olduğunu ve bu araçların pedagojik planlama ile entegre edilmesi gerektiğini vurgulamıştır. Bu çalışmalar, mobil teknolojilerin dil öğreniminde güçlü bir araç olarak öğrenme süreçlerini desteklediğini göstermektedir.

3. METODOLOJİ

Bu çalışmada, Diyalekt mobil uygulamasının öğrencilerin İngilizce kelime öğrenimi, akılda tutma ve MALL takviyesine yönelik motivasyonları üzerindeki etkisini araştırmak için nicel bir metodoloji içeren deneysel bir araştırma deseni kullanılmıştır. Araştırmaya toplam 64 öğrenci katılmış ve bu öğrenciler, 32 kişilik deney ve kontrol gruplarına ayrılmıştır. Katılımcıların yaşları 11 ile 13 arasında değişmekte olup, her iki grubun da A2 seviyesinde İngilizce yeterlilikleri, önceki ders kayıtları ve yerleştirme testleri ile belirlenmiştir. Sekiz hafta süren çalışmada, deney grubu Diyalekt mobil uygulamasını kelime öğretimi için kullanırken, kontrol grubu geleneksel yöntemlerle eğitim almıştır.

Veri toplama araçları olarak, araştırma öncesi anket, kelime başarı testleri ve motivasyon anketi kullanılmıştır. Araştırma öncesi anket öğrencilerinin mobil öğrenmeye hazır olup olmadıklarını belirlemek amacıyla tasarlanmıştır. Ankette demografik bilgiler, mobil cihaz sahipliği, internet erişimi ve eğitim amaçlı mobil cihaz kullanımı gibi konular ele alınmıştır. Katılımcılar, mobil cihazlarını ne sıklıkla kullandıklarını ve eğitim amaçlı faaliyetlere ne kadar zaman ayırdıklarını rapor etmişlerdir. Ankette ayrıca öğrencilerin daha önce kullandıkları eğitim uygulamaları türleri ve mobil öğrenme araçlarına olan deneyim düzeyleri hakkında da sorular yer almıştır. Bu veriler, çalışmanın müdahale aşamasından önce katılımcıların mobil öğrenme araçlarına aşinalıklarını ve eğitim uygulamalarıyla etkileşimlerini değerlendirmeye katkı sağlamıştır. Uygulama öncesinde, deney grubuna Diyalekt uygulaması tanıtılmış ve öğrencilere uygulamanın nasıl çalıştığı, kelime öğretimindeki kullanımı ve uygulamaya nasıl erişecekleri konusunda bilgilendirici iki saatlik bir eğitim verilmiştir. Bu eğitimin amacı, öğrencilerin Diyalekt mobil aracıyla ilgili temel bilgi ve kullanım becerilerini kazanmalarını sağlamaktır.

Katılımcıların kelime bilgisini değerlendirmek amacıyla, araştırma danışmanının gözetiminde uzman öğretmenler ve İngiliz Dili Eğitimi bölümündeki akademisyenlerle iş birliği içinde kelime başarı testi (bkz. Ek B) tasarlanmıştır. Belirlenen kelimeler, müfredatta yer alan ve araştırmada işlenen ünitelerden seçilmiştir. Testte, boşluk doldurma, eşleştirme, tanım belirleme ve eklerle ilgili sorular yer almıştır. Her iki gruba da başlangıç seviyelerini belirlemek amacıyla bir ön test uygulanmış ve bu test, son test sonuçlarıyla karşılaştırma yapmak için referans noktası olarak kullanılmıştır. Çalışma süresince, deney grubu mobil uygulama kullanırken, kontrol grubu ders kitabı ve çalışma kâğıtları ile desteklenen geleneksel yöntemlerle eğitim almıştır.

Uygulama grubundaki her öğrenci, mobil cihazlarını kullanarak Diyalekt uygulamasına EBA şifreleri ile erişmiştir. Deney grubundaki öğrenciler, A2 seviyesinde olduklarından Diyalekt uygulamasının A2 bölümündeki konuları kullanmışlardır. İlk dört hafta boyunca "Work & Jobs" bölümündeki etkinlikleri tamamladıktan sonra, sonraki dört hafta "Habits & Routines" ve "Let's Travel" bölümlerine odaklanmışlardır. Çalışma, kelime öğretimini ölçmeye odaklanmış olup, mobil uygulama bu süreci desteklemek amacıyla 'Görsel Eşleştirme', 'Sürükle-Bırak', 'Kelime Kartları', 'Etkileşimli Video', 'Hafıza Oyunu', 'Bulmaca', 'Diyalog Kartları', 'Görsel Sıralama' ve 'Görsel Seçimi' gibi çeşitli interaktif etkinlikler sunmuştur. Bu etkinlikler, öğrencilerin kelime bilgisini daha etkili bir şekilde geliştirmek için tasarlanmış olup, dört dil becerisini de kapsayacak şekilde çeşitlendirilmiştir. Ayrıca, öğrenciler, ilerlemelerini takip edebilmek için uygulamanın 'Performans Raporu' özelliğini kullanarak, başarılarını gözlemleyip gelişim alanlarını tespit edebilmişlerdir.

Öğrenciler, okul saatleri dışında da öğrenimlerini sürdürebilmeleri için uygulamanın 'Snacks' bölümünü keşfetmeye teşvik edilmiştir. Bu bölümde, e-kitaplar, video haberler ve Türkiye'nin doğal ve tarihi güzellikleri hakkında videolar yer almaktadır. Ayrıca, dil becerilerini daha eğlenceli bir şekilde pekiştirmek amacıyla 'Diyalekt Kids' bölümündeki oyunlar, e-kitaplar, videolar ve şarkılar gibi çeşitli materyallerden de yararlanmışlardır. Bu kaynaklar, öğrencilerin okul dışında da dil pratiği yapmalarını desteklemiştir.

Sekiz haftalık uygulamanın sonunda, her iki grubun kelime öğretim yöntemlerinin etkinliğini değerlendirmek amacıyla bir son test uygulanmıştır. Ayrıca, dört haftalık aranın ardından, grupların kelime bilgisini ne ölçüde koruduklarını değerlendirmek için bir kalıcılık testi gerçekleştirilmiştir. Çalışmada kullanılan eğitim materyallerinin öğrencilerin motivasyonlarına etkisini ölçmek için, son testin ardından her iki gruba da Öğretim Materyalleri Motivasyon Anketi (ÖMMA) (bkz. Ek C) uygulanmıştır.

ÖMMA, ilk olarak Keller (1987a) tarafından geliştirilmiş olup, Türkçeye çevirisi ve geçerlik-güvenirlilik çalışmaları Kutu ve Sözbilir (2011) tarafından yapılmıştır. Anket, motivasyonu öğretim tasarımının temel bir unsuru olarak ele alan Keller'in (1987b) ARCS Motivasyon Modeli'ne dayanmaktadır. Model, *Dikkat*, *Uygunluk*, *Güven* ve *Tatmin* olarak adlandırılan dört faktörden oluşmakta olup, anket başlangıçta toplam 36 madde içermektedir. Türkçe çevirisi dil ve anlam açısından, Türk dili ve yabancı dil alanlarında uzman 15 akademisyenin görüşleri doğrultusunda değerlendirilmiştir. Bu süreç sonunda, anketin eğitim sistemiyle olan kültürel uyumu ve Türkçe dil geçerliği bir uzman tarafından tekrar gözden

geçirilmiştir. Yapı geçerliliği için yapılan faktör analizi sonucunda, "dikkat- uygunluk" ile "güven-tatmin" olmak üzere iki ana faktör elde edilmiştir. Anketin son hali 1'den 5'e kadar Likert ölçeğinde puanlanan 24 maddeden oluşmaktadır (Kutu ve Sözbilir, 2011). Anketin güvenilirliğini değerlendirmek için Cronbach's Alpha değerleri hem genel ölçek hem de alt boyutlar için hesaplanmış ve tüm anket için 0.83, alt faktörler için ise sırasıyla 0.79 ve 0.69 değerleri elde edilmiştir (Kutu ve Sözbilir, 2011). Sonuç olarak, yapılan analizler Türkçeye uyarlanmış ÖMMA'nın geçerlilik ve güvenilirlik açısından uygun bir ölçme aracı olduğunu kanıtlamıştır.

Kelime başarı testleri ve motivasyon anketinden elde edilen veriler, SPSS sürüm 21 ile analiz edilmiş ve anlamlılık düzeyi 0,05 olarak belirlenmiştir. Veri analizi, normallik kontrolü için Shapiro-Wilk testi ve çarpıklık-basıklık değerlendirmeleriyle başlamıştır. 0,05'ten büyük bir p-değeri, verilerin normal bir dağılım izlediğini göstermektedir (Ghasemi ve Zahediasl, 2012; Mishra vd., 2019; Razali ve Wah, 2011). Bu süreç, parametrik testlerin uygulanması için gerekli varsayımların sağlandığını göstermiştir. Normallik doğrulandıktan sonra, deney ve kontrol gruplarının ön test, son test ve kalıcılık testi sonuçları ile motivasyon düzeyleri — "dikkat-uygunluk", "güven-tatmin" faktörleri ve genel motivasyon puanı — bağımsız örneklem t-testi ve Levene testi kullanılarak analiz edilmiş, mobil öğrenmenin kelime kazanımı, uzun vadeli öğrenme ve motivasyon üzerindeki etkileri incelenmiştir.

4. BULGULAR

1. Ön Çalışma Anketi Sonuçları

Ön çalışma anketi, grupların mobil öğrenmeye hazır olup olmadığını değerlendirmek amacıyla yapılmıştır. Anket, öğrencilerin yaş, mobil cihaz sahipliği, internet ve mobil cihaz kullanım sıklığı, ayrıca mobil öğrenme alışkanlıkları ile ilgili soruları içermektedir. Hem deney hem de kontrol grubu bu anketi tamamlamıştır. Araştırmaya katılan 64 öğrencinin %63'ü 12 yaşında, %34'ü 11 yaşında ve %3'ü ise 13 yaşındadır. Çalışma grubundaki tüm öğrencilerin mobil cihazları olduğu kaydedilmiştir.

İnternete erişim sıklıklarına bakıldığında, %53'ü internete "ara sıra" bağlandıklarını belirtirken, %25'i "sık sık", %16'sı "her zaman" ve %6'sı "nadiren" internete bağlanabildikleri ifade etmiştir. Benzer şekilde, öğrencilerin %56'sı mobil cihazlarını "ara sıra" kullandığını, %25'i "sık sık" ve %19'u "nadiren" kullandığını belirtmiştir. Eğitim amacıyla mobil cihaz kullanım alışkanlıklarına göre, öğrencilerin %47'si günde 1-2 saat, %44'ü 1 saatten az, %6'sı

günde 2-3 saat, %3'ü ise 4 saatten fazla kullanım yapmaktadır. Mobil cihazların eğitimde en yaygın kullanım alanları arasında eğitim videoları izleme (%25), dil öğrenme uygulamalarını kullanma (%24) ve genel öğrenme uygulamalarından yararlanma (%24) öne çıkmıştır. Öğrencilerin mobil öğrenme uygulamalarıyla ilgili kendi bildirimlerine dayanan deneyim oranlarına bakıldığında, %50'si deneyimlerini "kapsamlı", %34'ü "orta düzeyde" ve %16'sı "yetkin" olarak tanımlamıştır. Bu sonuçlar, öğrencilerin eğitimde mobil teknoloji kullanımına hazır olduklarını ve mobil öğrenme uygulamalarıyla etkileşimde bulduklarını göstermektedir.

2. Mobil Uygulama Destekli Öğrenme Ortamının Kelime Öğrenimi Üzerindeki Etkisi

İlk olarak, deney ve kontrol gruplarının başlangıç düzeylerini karşılaştırmak için bir ön test uygulanmıştır. Deney grubunun ortalama puanı 48,81 (standart sapma = 9,539), kontrol grubunun ise 47,47 (standart sapma = 8,583) olarak bulunmuştur. Uygulanan Shapiro-Wilk testi, her iki grubun da verilerinin normal dağılım gösterdiğini ortaya koymuştur ($p > 0,05$). Levene testi sonuçları ($p = 0,764$), her iki grubun varyanslarının eşit olduğunu göstermiştir. T-testi sonuçlarına göre, başlangıçta gruplar arasında istatistiksel olarak anlamlı bir fark bulunmamıştır ($t(62) = 0,592$, $p = 0,556$).

Deney ve kontrol gruplarına sekiz haftalık eğitim sürecinden sonra bir son test uygulanmıştır. Deney grubunun son test ortalama puanı 80,16 (standart sapma = 9,589), kontrol grubunun ortalama puanı ise 63,22 (standart sapma = 7,678) olarak hesaplanmıştır. Shapiro-Wilk testi sonuçları, son test verilerinin de normal dağılım gösterdiğini ortaya koymuştur (deney grubu $p = 0,294$; kontrol grubu $p = 0,196$). Levene testi sonuçlarına göre ($p = 0,226$), her iki grubun varyanslarının eşit olduğu tespit edilmiştir. Bağımsız örneklem t-testi sonuçları, son test puanları arasında deney grubu adına önemli bir fark olduğunu göstermiştir ($t(62) = 7,80$, $p < 0,001$). Ortalama fark 16,938 puan olup, %95 güven aralığı 12,597 ile 21,278 arasında değişmektedir.

Ön test ve son test arasında elde edilen kazanç puanları da değerlendirilmiştir. Deney grubunun ortalama kazanç puanı 31,34 (standart sapma = 2,743), kontrol grubunun ortalama kazanç puanı ise 15,75 (standart sapma = 3,759) olmuştur. Bağımsız örneklem t-testi sonuçlarına göre, kazanç puanları arasında da deney grubu adına anlamlı bir fark bulunmuştur ($t(62) = 18,957$, $p < 0,001$). Ortalama fark 15,594 puan olup, %95 güven aralığı 13,949 ile

17,238 arasında yer almaktadır. Bu sonuçlar, Diyalekt mobil uygulamasının kelime öğreniminde etkili olduğunu ve deney grubunun kontrol grubuna kıyasla önemli bir gelişim gösterdiğini doğrulamaktadır.

3. Mobil Uygulama Destekli Öğrenme Ortamının Kelime Bilgisi Kalıcılığı Üzerindeki Etkisi

Uygulama sürecinin ardından, her iki grup da dört hafta boyunca standart sınıf eğitimine geri dönmüş ve ardından kullanılan metotların kelime öğrenimi üzerindeki uzun vadeli etkisini incelemek amacıyla bir takip testi uygulanmıştır. Takip testi sonuçlarına göre, deney grubunun ortalama puanı 82,94 (standart sapma = 9,679), kontrol grubunun ise 61,03 (standart sapma = 8,166) olarak bulunmuştur. Normal dağılım analizleri sonucunda, her iki grubun verilerinin normal dağılım gösterdiği görülmüştür (deney grubu $p = 0,181$; kontrol grubu $p = 0,408$). T-testi analizleri, takip testi sonuçlarında deney ve kontrol grupları arasında istatistiksel olarak anlamlı bir fark olduğunu ortaya koymuştur ($t(62) = 9,786$, $p < 0,001$). Ortalama fark 21,906 puan olup, %95 güven aralığı 17,432 ile 26,381 arasında değişmektedir.

Takip testinden elde edilen kazanç puanları ise, son-test ile takip testi sonuçları arasındaki farkı göstermektedir. Deney grubunun ortalama kazanç puanı 2,78, kontrol grubunun ise -2,19 olarak hesaplanmıştır. T-testi analizlerine göre, kazanç puanları arasında önemli bir fark bulunmuştur ($t(62) = 14,509$, $p < 0,001$). Bu sonuçlar, deney grubunun kelime bilgisini uzun süreli olarak koruduğunu, kontrol grubunun ise bu süreçte gerilediğini göstermektedir. Diyalekt uygulamasının kullanıldığı grupta kelime başarısının korunması, uygulamanın uzun vadeli öğrenme ve kelime hatırlama üzerinde etkili olduğunu ortaya koymaktadır.

4. Mobil Uygulama Destekli Öğrenme Ortamının Motivasyon Üzerindeki Etkisi

Çalışmada, sekiz haftalık süreç sonunda hem deney hem de kontrol gruplarına "Öğretim Materyalleri Motivasyon Anketi (ÖMMA)" uygulanmıştır. Anket, motivasyonun iki temel faktörünü ("dikkat-uygunluk" ve "güven-tatmin") ve genel motivasyonu değerlendirmiştir. Bu sayede, mobil ve geleneksel öğretim yöntemlerinin öğrencilerin motivasyonu üzerindeki etkisi karşılaştırmalı olarak incelenmiştir.

Motivasyon skorlarının analizinde, deney grubunun tüm kategorilerde (genel motivasyon, dikkat-uygunluk, güven-tatmin) kontrol grubuna kıyasla daha yüksek ortalamalara sahip olduğu görülmüştür. Deney grubunun toplam motivasyon ortalaması 4,1392 iken, kontrol

grubunun 2,7244'tür. Bu durum, mobil uygulama kullanımının öğrencilerin motivasyonunu olumlu yönde etkilediğini göstermektedir. Shapiro-Wilk testine göre, her iki grubun motivasyon skorlarının normal dağılım sergilediği belirlenmiştir (deney grubu $p = 0,752$; kontrol grubu $p = 0,216$). Bu bulgular, grupların motivasyon skorlarının analiz edilmesi için uygun olduğunu ortaya koymaktadır.

Bağımsız örneklem t-testi analizlerine göre, gruplar arasında motivasyon açısından anlamlı farklar bulunmuştur. "Dikkat-uygunluk" boyutunda $t(62) = 18,230$, $p < 0,001$; "güven-tatmin" boyutunda $t(62) = 26,498$, $p < 0,001$; toplam motivasyon ortalamasında ise $t(62) = 26,036$, $p < 0,001$ değerleri tespit edilmiştir. Bu veriler, mobil uygulama destekli eğitim yönteminin, öğrencilerin dikkatini çekme, güven oluşturma ve memnuniyet sağlama açısından motivasyonu artırmada geleneksel yöntemlere kıyasla daha etkili olduğunu göstermektedir.

5. TARTIŞMA, SONUÇ, ÖNERİLER

TARTIŞMA

Bu bölümde, çalışmanın kelime öğrenimi, kalıcılık ve motivasyon üzerindeki etkileri tartışılacak; sınırlılıkları ve sonuçları değerlendirilecek, ayrıca gelecekteki araştırmalar için öneriler sunulacaktır.

1. Mobil Uygulama Destekli Öğrenme Ortamının Öğrencilerin İngilizce Kelime Öğrenimi Üzerindeki Etkisinin Tartışılması

Bu çalışmanın birinci araştırma sorusu kapsamında, mobil uygulama destekli öğrenme ortamının İngilizce kelime edinimi üzerindeki etkileri değerlendirilmiştir. Uygulama öncesi yapılan ön test sonuçları, deney ve kontrol gruplarının benzer başlangıç seviyelerine sahip olduğunu göstermiştir. Çalışma sonrasında, mobil uygulama kullanan deney grubu, kontrol grubuna kıyasla daha yüksek son test performansı sergilemiş ve bu fark istatistiksel olarak anlamlı bulunmuştur. Kazanç puanları da yöntemin etkisini doğrulayarak deney grubunun daha fazla gelişim gösterdiğini ortaya koymuştur. Bu bulgular, mobil destekli öğrenme araçlarının kelime edinimini artırmadaki etkinliğini gösteren önceki araştırmalarla uyumludur (Aslan ve Tütüniş, 2024; Basal vd., 2016; Daly, 2022; Valizadeh, 2022).

Mobil destekli öğrenme ortamları, öğrenci etkileşimini artırarak ve geleneksel sınıf ortamlarının ötesinde avantajlar sunarak belirgin faydalar sağlamaktadır. Kirschner (2002), eğitsel olanakları, öğrencilerin ihtiyaçlarıyla uyumlu olarak belirli öğrenme biçimlerini

kolaylaştıran eğitsel müdahalenin özellikleri olarak tanımlamaktadır. Bu çalışmada, Diyalekt mobil uygulaması, uygulama grubuna çeşitli avantajlar sunarak öğrenme süreçlerini desteklemiştir.

Uygulamanın esnek yapısı, öğrencilerin istedikleri zaman ve yerde kelime öğrenmelerine olanak tanıyarak sürekli bir öğrenme süreci sağlamıştır. Bu özellik, öğrencilerin okul saatleri dışında da öğrenme süreçlerini sürdürmesine olanak tanımış ve kelime başarısını artırmıştır. Uygulamasının sunduğu bu imkânlar, mobil destekli dil öğreniminin, esnek ve entegre öğrenme deneyimleri sunma konusundaki faydalarını vurgulayan çalışmalarla uyumludur (Ally, 2009; Behera, 2013; Kukulska-Hulme ve Shield, 2008). Ayrıca, bu yöntemin kelime öğrenimini, geleneksel basılı materyallere kıyasla daha etkili bir şekilde geliştirdiği, önceki bulgularla desteklenmektedir (Basal vd., 2016; Daly, 2022; Suwantarathip ve Orawiwatnakul, 2015; Valizadeh, 2022).

Diyalekt'teki alıştırmaların çeşitliliği, öğrencilerin kelimeleri farklı bağlamlarda pratik yapmalarını sağlayarak hem kelime başarısını hem de kalıcılığı artırmıştır. Uygulamada sunulan resim eşleştirme, sürükle-bırak, kelime kartları ve video dersler gibi çeşitli etkileşimli aktiviteler, görsel ve işitsel unsurlarla zenginleştirilmiş olup, öğrencilerin ilgisini canlı tutarak kelime bilgisi edinimini desteklemiştir. Bu özellikler, Nation'ın (2001) dinamik ve etkileşimli etkinliklerin kelimeyi daha fark edilir ve tanınması kolay hâle getirdiği yönündeki bulgularıyla uyumludur. Dixon-Krauss (2001) ile Laufer ve Hill'in (2000) birden fazla pekiştirme mekanizmasının kullanılmasının önemine vurgu yapması da, etkili kelime öğrenimi ve kalıcılığı sağlamak için çeşitli stratejilerin gerekliliğini ortaya koymaktadır.

Diyalekt uygulaması, öğrencilerin kelime öğrenimini desteklemek amacıyla otantik materyaller kullanarak, gerçek yaşam diline dayalı öğrenme deneyimleri sunmuştur. TRT World'den alınan özgün dinleme materyalleri, öğrencileri ana dili İngilizce olan konuşmacılar ve gerçek yaşam bağlamlarıyla tanıştırmak için dil becerilerini geliştirmiş ve öğrenme deneyimini daha ilgi çekici ve anlamlı hale getirmiştir. Mobil öğrenmenin, kişiselleştirilmiş, otantik ve bağlamsal öğrenme deneyimlerini destekleme yeteneği, Traxler'ın (2009) pedagojik açıdan mobil öğrenmenin potansiyeline dair vurgularıyla uyumludur. Nitsch (1978) ve Stahl'ın (1991) çalışmaları, kelimelere birden fazla bağlamda maruz kalan öğrencilerin, bu kelimeleri yalnızca tek bir bağlamda karşılaşanlara kıyasla gerçek yaşam durumlarında daha iyi tanıdığını göstermektedir.

2. Mobil Uygulama Destekli Öğrenme Ortamının Öğrencilerin İngilizce Kelime Bilgisi Kalıcılığı Üzerindeki Etkisinin Tartışılması

Çalışmanın ikinci araştırma sorusu, mobil uygulama destekli öğrenme ortamının kelime bilgisi kalıcılığı üzerindeki etkisini değerlendirmeyi amaçlamaktadır. Bulgular, uygulamanın uzun vadeli kelime öğrenimi sağlama konusunda olumlu etkileri olduğunu göstermiştir. Kalıcılık düzeyleri, son testten dört hafta sonra her iki gruba uygulanan takip testi ile ölçülmüştür. Sonuçlar, deney grubunun kontrol grubuna kıyasla kelime bilgisini daha yüksek oranda koruduğunu ortaya koymuştur. Ayrıca, son test ve takip testi arasındaki farkı gösteren kazanç puanları analizlerinde de deney grubunun anlamlı bir üstünlük sağladığı belirlenmiştir. Bu bulgular, mobil destekli dil öğreniminin kelime kalıcılığını etkili bir şekilde desteklediğini belirten araştırmalarla uyumludur (Chen vd., 2019; Motallebzadeh ve Ganjali, 2011; Valizadeh, 2022).

Diyalekt mobil uygulaması, kelime odaklı çeşitli interaktif etkinlikler sunarak, öğrencilerin zihinsel süreçlerini desteklemiştir. Bu özellikler, Nation'ın (2001) dinamik ve etkileşimli etkinliklerin kelimeleri daha fark edilir ve akılda kalıcı hale getirdiği yönündeki bulgularıyla uyum göstermektedir. Uygulamada çoklu ortam unsurlarının kullanılması, Paivio'nun (1986) bilgiyi hafızada tutmayı artırmada sözlü ve sözlü olmayan sistemlerin rolünü vurgulayan ikili kodlama teorisini yansıtmaktadır. Uygulama, görsel ve işitsel çoklu ortam öğeleri içeriğiyle, ikili kodlama sürecini kolaylaştırarak öğrencilerin kelime bilgisine birden fazla bilişsel yoldan erişmesini sağlamıştır. Araştırmalar, görsel, işitsel ve metinsel gibi farklı türde girdilerin entegre edilmesinin öğrenme çıktılarını geliştirdiğini ve bilişsel yükü azalttığını göstermektedir (Chun ve Plass, 1996; Yeh ve Wang, 2003; Teng ve Zhang, 2023).

Çalışmada gözlemlendiği üzere, deney grubunun kalıcılık testlerindeki daha yüksek performansı, çeşitli pekiştirme etkinliklerinin kelime edinimi ve kalıcılığını desteklemedeki rolünü vurgulayan önceki araştırmalarla uyumludur (Dixon-Krauss, 2001; Laufer ve Hill, 2000). Segler ve diğerleri (2002), kelime bilgisinin kalıcı olması için derinlemesine işlemenin önemine dikkat çekerek, öğrencilerin farklı etkinliklerle meşgul edilmesinin bilişsel katılımı artırdığını ve hafızada tutmayı güçlendirdiğini belirtmiştir. Bu doğrultuda, Diyalekt, okuma etkinliklerinin ardından sunulan hedefe yönelik alıştırmalarla, yapılandırılmış pekiştirmenin yalnızca metne maruz kalınan süreyi artırmaktan daha etkili olduğunu göstermiştir. Bu yaklaşım, özellikle zaman kısıtlı öğrenme ortamlarında, okuma etkinliklerini belirli kelime

alıřtırmalarıyla birleřtirmenin daha başarılı sonuçlar verdiđini gösteren Paribakht ve Wesche'nin (1997) bulgularıyla aynı dođrultudur.

Uygulamada kelimelerin farklı bađlamlarda öğrenilmesi, öğrencilerin kelimelerle anlamlı yollarla etkileřim kurmasını sađlamıřtır. Bađlam içinde kelime öğrenimi, dil ediniminde önemli bir rol oynamaktadır. Arařtırmalar, okuma yoluyla gerçekteřen rastlantısal kelime öğreniminin, öğrencilerin kelime anlamlarını ve biçimlerini daha iyi kavramalarına yardımcı olduđunu göstermektedir (Nagy vd., 1985). Anderson ve Nagy (1989) ise kelime anlamlarının genellikle sadece bir tanım ya da anlamsal özellikler listesiyle tam olarak kavranamayacađını belirtmektedir. Bu unsurlar, kelimenin temel anlamını anlamaya yardımcı olsa da, kelimenin etkili bir řekilde kullanılabilmesi için gerekli olan ek bilgilerin sađlanması bađlam önemli bir rol oynamaktadır (Anderson ve Nagy, 1989). Bu çalıřmada, öğrencilerin hedef kelimelerle çeřitli bađlamlarda ve görevlerde etkileřim kurması, Schneider ve diđerlerinin (2002) yabancı kelimelerin kalıcılıđını ve aktarımını artırmada bađlamsal çeřitliliđin önemine dair bulgularıyla örtüşmektedir.

Ayrıca, Laufer ve Hulstijn'in (2001) "katılım yükü hipotezi", kelime işlemeye yönelik daha fazla biliřsel katılım gerektiren etkinliklerin daha iyi kalıcılık sađladıđını öne sürmektedir. Öğrenmenin etkinliđi, kelime işlem sürecindeki katılım düzeyiyle iliřkilidir ve bu süreç ihtiyaç, arama ve deđerlendirme gibi bileřenleri içerir. Örneđin, öğrenciler yeni kelimelerle özgün cümleler yazmak için görevlendirildiklerinde, bu kelimeleri dođru kullanma ihtiyacı duyar, anlamlarını arařtırır ve bađlam içindeki kullanımını deđerlendirir. Aktif katılım, kelimelerin akılda kalıcılıđını artırmaya yardımcı olur. Bu teorik çerçeve, Diyalekt'in tasarımıyla uyumludur; uygulama, öğrencilerin dil ihtiyaçlarını ele almayı, kelime anlam ve biçimlerini dört dil becerisini kapsayan interaktif etkinliklerle keřfetmeyi ve bađlamsal kelime kullanımı gerektirerek deđerlendirme yapmalarını teřvik etmektedir. Deney grubunda gözlemlenen kelime edinimi ve kalıcılıđının kontrol grubundan daha yüksek olması, bu bađlamsal ve zihinsel katılımın dil öğrenimindeki olumlu etkisini ortaya koymaktadır.

Çalıřmada, aralıklı tekrar yöntemi, interaktif içeriklerle desteklenerek kelime kalıcılıđını artırmaya destek olan unsurlardan biri olmuřtur. Öğrenciler, belirli aralıklarla ve interaktif alıřtırmalar yoluyla kelimeleri tekrar ederek öğrenmelerini pekiřtirmiřtir. Tanıtılan yeni kelimeler, ertesi gün uygulama üzerinden gözden geçirilmiř, hafta sonunda ödev olarak ek tekrarlar yapılmıřtır ve bu süreç, kelime kartları, eřleřtirme oyunları ve sürükle-bırak gibi interaktif etkinliklerle zenginleřtirilmiřtir. Yeni haftanın kelimelerine geçmeden önce,

öğrenciler uygulamada daha önce öğrendikleri kelimelerle ilgili etkinlikleri yaparak bilgilerini pekiştirmiştir. Kontrol grubunda ise kelimeler ders kitabı aracılığıyla sunulmuş ve tekrarlar toplu halde gerçekleştirilmiştir. Yapılan araştırmalar, aralıklı tekrarın uzun süreli kalıcılık için toplu tekrarlardan daha etkili olduğunu göstermektedir (Barcroft, 2015; Braun ve Rubin, 1998; Çekiç ve Bakla, 2019; Dempster, 1987; Koval, 2019). Lafleur (2020), genişleyen zaman aralıkları ve çeşitlendirilmiş görevlerin uzun vadeli öğrenme üzerinde olumlu etkisini vurgularken, Pimsleur'un (1967) "kademeli aralıklı hatırlama" kavramı, giderek daha uzun aralıklarla yapılan tekrarların kelime kalıcılığını artırdığını öne sürmektedir. Deney grubunda kullanılan bu yapılandırılmış ve interaktif tekrar süreci, öğrencilerin kelimeleri unutma olasılıklarını azaltmıştır.

3. Mobil Uygulama Destekli Öğrenme Ortamının Öğrencilerin Motivasyonu Üzerindeki Etkisinin Tartışılması

Üçüncü araştırma sorusu, Diyalekt mobil uygulama destekli öğrenimin öğrencilerin motivasyonu üzerindeki etkisini incelemiştir. Yapılan anket sonuçları, uygulamanın genel motivasyon, "dikkat-uygunluk" ve "güven-tatmin" boyutlarının tümünde olumlu bir etki sağladığını ortaya koymuştur. Verilerin analizi öncesinde, Shapiro-Wilk testi ile normal dağılıma uygunluk değerlendirilmiş, p-değerleri ile çarpıklık ve basıklık değerleri normal dağılımı doğrulamıştır. Bu aşamadan sonra gerçekleştirilen t-testi, deney grubunun tüm motivasyon boyutlarında, kontrol grubuna göre anlamlı derecede daha yüksek motivasyon düzeylerine sahip olduğunu ortaya koymuştur.

Bulgular, Diyalekt uygulamasının öğrenci motivasyonu üzerindeki olumlu etkisini ortaya koymaktadır. "Dikkat-uygunluk" boyutuyla ilgili 1'den 11'e kadar olan maddeler, mobil uygulama destekli öğrenmenin öğrencilerin dikkatini çektiğini ve derse olan ilgilerini artırdığını göstermektedir. Deney grubunun yüksek motivasyon değerleri, uygulamanın etkileşimli ve ilgi çekici özellikleriyle bağlantılıdır. Araştırmalar, mobil destekli dil öğreniminin, sunduğu dinamik ve etkileşimli öğrenme ortamlarıyla motivasyonu artırmada etkili olduğunu vurgulamaktadır (Akkuzu, 2015; Chen vd., 2019; Elaish vd., 2019). Ayrıca, bu tür uygulamaların sağladığı anlık geri bildirim, hem öğrenci katılımını ve motivasyonu artırmakta hem de değerlendirme süreçlerindeki kaygıyı azaltmaktadır (Makharashvili, 2024).

Anketin bir diğer boyutu olan ve 12'den 24'e kadar olan maddeleri içeren "güven-tatmin" faktörü, öğrencilerin öğrenme süreçlerini yönetme konusunda özgüvenlerinde artış

olduğunu, görevlerini tamamlarken başarı duygusu yaşadıklarını ve iyi yapılandırılmış ders akışlarının olumlu etkisini ortaya koymaktadır. Öğrenciler arasında aynı görevleri tamamlama süresindeki farklılıklar, uygulamanın sunduğunu esnekliği göstermektedir. Bu özerklik, öğrencilerin materyallere istedikleri zaman erişebilmelerini ve içerikle kendi hızlarında çalışabilmelerini sağlayarak, mobil destekli dil öğreniminin öz-yönetimli öğrenmeyi teşvik etmedeki rolünü vurgulayan çalışmalarla uyumludur (Behera, 2013; Kukulska-Hulme ve Shield, 2008; Stockwell, 2010).

Bu doğrultuda, uygulamanın sunduğu özerk öğrenme ortamı, öğrencilerin kendi öğrenme süreçlerini yönetmelerine olanak tanıyarak, sınıf ortamının sınırlamalarından bağımsız bir şekilde kelimelerle daha fazla ve etkili bir şekilde etkileşim kurmalarına katkı sağlamıştır. Bu özerklik, Citrayasa'nın (2019) mobil destekli dil öğreniminin bağımsız öğrenme alışkanlıklarını teşvik etme ve öğrenen özerkliğini geliştirme konusundaki avantajlarını vurgulayan bulgularıyla uyumludur. Benson (2001) öğrenen özerkliğini, hedefler, stratejiler ve değerlendirme ile ilgili kararlar da dahil olmak üzere kişinin öğrenme sürecinin kontrolünü ele alması olarak tanımlamaktadır. Benzer şekilde, Demirel ve Üğüten (2015), öğrenme stratejilerinin öğrencilerin otonomisini artırmada önemli bir rol oynadığını belirtmektedir. Mobil uygulamalar, öğrencilere kişiselleştirilmiş öğrenme deneyimleri sunarak ve öğrenme süreçlerini daha verimli bir şekilde yönetmelerine yardımcı olarak bu stratejilerin etkinliğini artırmaktadır. Sha ve diğerleri (2012) ise mobil öğrenme görevlerine katılımın, öğrencilerin öz-düzenlemeli öğrenme motivasyonlarını artırmada kritik bir rol oynadığını vurgulamaktadır. Bu bulgular, Diyalekt gibi mobil destekli dil öğrenimi platformlarının bağımsız öğrenme alışkanlıklarını geliştirme, motivasyonu sürdürme ve etkili kelime öğrenimini destekleme konusundaki potansiyelini ortaya koymaktadır.

Ayrıca, çalışmada deney grubunun daha yüksek motivasyon sonuçları, mobil destekli öğrenme ortamında kullanılan oyunlaştırma unsurlarına bağlanabilir. Bu unsurlar, kelime öğrenimi için eğlenceli ve ilgi çekici bir ortam sunarak öğrencilerin öğrenme süreçlerini desteklemiştir. Ayrıca, deney grubu, uygulamanın ses kaydetme özelliği ile oyunlaştırılmış etkinliklerde kelimeleri cümle içinde kullanarak pratik yapabilmişlerdir. Araştırmalar, oyunlaştırmanın mobil destekli dil öğreniminde motivasyonu artırmada önemli bir rol oynadığını ortaya koymaktadır (Akkuzu, 2015; Chen vd., 2019; Elaish vd., 2019; Gamlo, 2019). Kapp (2012), oyun temelli unsurların öğrenmede anlamlı deneyimler oluşturduğunu belirtirken, Prensky (2001) ise oyunlar aracılığıyla öğrenmenin gelecekte önemli bir eğilim

olacağını belirterek oyunlaştırmanın eğitimdeki potansiyeline dikkat çekmektedir. Diyalekt uygulaması, etkileşimli aktiviteleri ve oyunlaştırma özellikleri sayesinde motivasyonu önemli ölçüde artırmış ve öğrenci katılımını desteklemiştir.

SONUÇ

Bu çalışma, Diyalekt mobil uygulaması destekli öğrenme ortamının İngilizce kelime edinimi, kalıcılığı ve öğrenci motivasyonu üzerindeki etkisini araştırmıştır. Bulgular, mobil destekli öğrenmenin geleneksel yöntemlere göre kelime ediniminde anlamlı bir etkisi olduğunu göstermiştir. Deney grubunun son testte elde ettiği yüksek puanlar ve yapılan istatistiksel analizler, bu etkiyi doğrulamıştır. Bu olumlu sonuca, uygulamanın sunduğu etkileşimli ve çeşitli etkinlikler, otantik dinleme materyalleri ve anlık geri bildirim özellikleri gibi faktörler katkı sağlamıştır. Ayrıca, uygulamadan dört hafta sonra yapılan takip testi sonuçları, deney grubunun kalıcılık testinde kontrol grubuna kıyasla anlamlı derecede yüksek puanlar aldığını göstermiş ve uygulamanın kalıcı öğrenmeyi destekleme potansiyelini ortaya koymuştur. Çoklu ortam unsurları, bağlam temelli öğrenme deneyimleri ve yapılandırılmış tekrar çalışmaları, öğrencilerin kelime bilgisini kalıcı hale getirmede önemli bir rol oynamıştır.

Bunun yanı sıra, çalışmanın bulguları, mobil destekli öğrenimin öğrenci motivasyonunu önemli ölçüde artırdığını göstermektedir. Bu etki, deney grubunun motivasyon anketinden elde ettiği yüksek puanlar ve istatistiksel analizlerle desteklenmiştir. Uygulamanın sunduğu esneklik, oyunlaştırma unsurları ve etkileşimli etkinlikler, öğrencilerin öğrenme süreçlerinde aktif rol almalarını sağlamıştır. Bu özellikler, öğrencilerin dikkatini çekmiş, materyali daha anlamlı ve ilgi çekici hale getirmiş, aynı zamanda güven ve memnuniyetlerinin artmasına katkı sağlamıştır. Sonuç olarak, çalışma, iyi yapılandırılmış mobil destekli dil öğrenimi ortamlarının motivasyonu, kelime edinimini ve öğrenmenin kalıcılığını önemli ölçüde artırdığını ve teknolojinin eğitime entegrasyonu için etkili bir yaklaşım sunduğunu göstermektedir.

ÖNERİLER

Çalışmanın sonuçlarına dayanarak ve Bölüm 1'de belirtilen, belirli bir coğrafi alan, sınırlı örneklem büyüklüğü, sekiz haftalık müdahale süresi ve kelime bilgisine odaklanma gibi sınırlamaları ele alarak, gelecekteki araştırmalar ve uygulamalar için çeşitli öneriler sunulabilir.

Bu çalışma, Türkiye'nin Konya ilindeki bir devlet ortaokulunda gerçekleştirilmiştir, bu da bulguların diğer bölgelere genellenebilirliğini sınırlayabilir. Gelecekteki çalışmalar, okul

kültürü, sosyoekonomik farklılıklar ve bölgesel öğretim uygulamaları gibi faktörleri göz önünde bulundurarak bu bulguların farklı eğitim ortamlarında geçerli olup olmadığını araştırabilir. Örneklem büyüklüğü ve müdahale süresine ilişkin sınırlamaları ele almak için gelecekteki uygulamalar, ortaokul öğrencilerinin ötesinde çeşitli yaş gruplarını ve eğitim seviyelerini kapsayabilir. Uygulamanın lise, üniversite veya yetişkin öğrenenler üzerindeki etkilerini incelemek, daha geniş bir uygulama alanı hakkında önemli bilgiler sunabilir. Daha uzun vadeli çalışmalar, kelime öğrenimi ve kalıcılığı hakkında daha derin bir anlayış sunarak, uygulamanın öğrenme eğrisini zamanla nasıl etkilediğini keşfedebilir. Ayrıca, gelecekteki araştırmalar, uygulamanın kelime öğrenimine ek olarak diğer dil becerileri üzerindeki etkisini de değerlendirerek, mobil destekli dil öğrenimi araçlarının potansiyeli hakkında daha bütüncül bir anlayış sağlayabilir.

Mobil uygulamaların kişiselleştirilmiş yapısının öz-yönetimli öğrenme için benzersiz fırsatlar sunduğu düşünüldüğünde (Behera, 2013; Kukulska-Hulme ve Shield, 2008), gelecekteki çalışmalar, içeriğin öğrencilerin tercihlerine ve öğrenme hızlarına uyarlanması gibi özelleştirilebilir özelliklerin motivasyon ve öğrenme çıktıları üzerindeki etkisini inceleyebilir. Farklılaştırılmış öğretim stratejileri, bu tür kişiselleştirme özelliklerinin önemini vurgulayarak, öğrenci çeşitliliğine hitap eden içerik ve süreçlerin uyarlanmasını gerektirir (MEB, 2024). Çalışmaları harmanlanmış veya uzaktan eğitim gibi diğer dijital öğrenme ortamlarına genişletmek, farklı öğrenen ihtiyaçlarına en iyi şekilde hizmet eden öğretim stratejilerinin belirlenmesine yardımcı olabilir. Bunun yanı sıra, öğretmenler ve öğrencilerden nitel geri bildirim alınması, uygulamanın kullanılabilirliği ve etkinliği hakkında daha zengin içgörüler sunabilir.

Kişiselleştirme ve öz-yönetimli öğrenme potansiyelini göz önünde bulundurmakla birlikte, mobil destekli dil öğreniminin sınıf ortamına etkili bir şekilde entegre edilmesi dikkatli bir planlama ve adaptasyon gerektirir. Temel hususlar arasında teknoloji kullanımına ayrılan sürenin yeniden değerlendirilmesi, eğitim faaliyetlerinin bağlamı ve zamanlamasının ele alınması, ayrıca öğretmen rollerinin öğrenci merkezli öğrenmeyi destekleyecek şekilde uyarlanması yer alır (Kimber vd., 2002). Dil öğretmenleri, etkili kelime öğrenme etkinliklerinin geliştirilmesi için özellikle önceden tasarlanmış mobil uygulamalara güvenildiğinde, pedagojik unsurları dikkate almalıdır (Basal vd., 2016). Öğretmenler kullandıkları araçların deneysel olarak doğrulanmış, öğretim hedefleriyle uyumlu, ikinci dil öğrenme çıktılarına destekleyici ve pedagojik stratejilere uygun olduğundan emin olmalıdır (Mihaylova vd., 2022). Dolayısıyla,

eđitimcilerin teknolojik araları etkili bir Őekilde Őemeleri ve eđitim ortamlarına ve ođretim uygulamalarına entegre etmeleri iin ihtiya duydukları becerileri kazanmalarını sađlayacak mesleki geliŐim fırsatları sunmak byk nem taŐımaktadır (Kessler ve Hubbard, 2017).

Bu hususların ele alınmasıyla, gelecekteki araŐtırmalar ve uygulamalar, mobil destekli dil đrenimi aralarının daha etkili bir Őekilde entegre edilmesini mmkn kılarak hem ođretim hem de đrenme deneyimlerini geliŐtirebilir. Teknolojinin modern eđitimi Őekillendirmeye devam ettiđi bir dnemde, bu araların tam potansiyelinden yararlanmak iin, inovasyonu kanıta dayalı pedagojik stratejilerle birleŐtiren dengeli bir yaklaŐım nemlidir.



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APPENDICES

Appendix A Pre-Study Questionnaire

PRE-STUDY QUESTIONNAIRE

Ortaokul Öğrencilerinin Mobil Öğrenmeye Hazır Bulunuşluklarını Belirleme Anketi

Sevgili Öğrenciler,

Bu anket, ortaokul öğrencilerinin mobil öğrenmeye hazır bulunuşluklarını belirlemek amacıyla hazırlanmıştır. Lütfen her soruyu dikkatle okuyarak kendinize uygun seçeneği işaretleyiniz. Cevapsız bırakacağınız soru olmamasına özen gösteriniz. Verdiğiniz cevaplar sadece bu araştırma için kullanılacaktır. Katkılarınız için şimdiden teşekkür ederiz. Saygılarımla.

Fadime Üstüner
İngiliz Dili Bilimi Bölümü, NEÜ

Temel Bilgiler

Adınız ve Soyadınız:

Yaşınız:

Kendinize ait cep telefonunu ya da tabletiniz var mı? Evet Hayır

Mobil Cihaz Aktiviteleri

1. İnternet erişiminizi mobil cihazlarınız aracılığıyla ne sıklıkla sağlıyorsunuz?

Hiç Nadiren Ortalama Sıkça Her Zaman

2. Mobil cihazlarınızı ne sıklıkla kullanıyorsunuz?

Hiç Nadiren Ortalama Sıkça Her Zaman

Mobil Öğrenmeye İlişkin Alışkanlıklar

1. Günlük olarak mobil cihazlarınızı kaç saat boyunca eğitim amacıyla kullanıyorsunuz?

1 saatten az

1-2 saat arası

2-3 saat arası

3-4 saat arası

4 saatten fazla

2. Mobil cihazlarınızı daha çok hangi eğitim amaçları için kullanıyorsunuz? (Birden fazla seçenek işaretlenebilir)

- Öğrenme uygulamaları
- Online kitap okuma
- Eğitim videoları izleme
- Soru çözme uygulamaları kullanma
- Dil öğrenme uygulamaları
- Online derslere katılma

3. Mobil öğrenme uygulamalarını kullanma konusundaki deneyiminiz nedir?

- Hiç deneyimim yok
- Biraz deneyimim var
- Orta düzeyde deneyimim var
- İyi düzeyde deneyimim var
- Çok iyi düzeyde deneyimim var

Appendix B Vocabulary Achievement Test

VOCABULARY ACHIEVEMENT TEST

A) Read the sentences and choose the correct option.

1. I work at a hospital. I like helping ill people. I am a _____.

- a) Teacher b) Chef c) Doctor d) Pilot

2. I use markers and chalk. I work at a school. I'm a _____.

- a) Vet b) Pilot c) Teacher d) Mechanic

3. I repair cars. I'm a _____.

- a) Mechanic b) Pilot c) Doctor d) Barber

4. I sing songs on stage. I am a _____.

- a) Farmer b) Pilot c) Singer d) Teacher

5. I work on a farm and grow crops. I am a _____.

- a) Vet b) Soldier c) Mechanic d) Farmer

B) Match the words with correct jobs. One is extra.

doctor	teacher	chef	pilot	captain	artist
baker	farmer	salesman	waiter	businessman	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kitchen	plane	office	shopping mall	bakery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hospital	art center	school	cafe	ship

C) Match the speech bubbles with jobs.

I arrange and sell flowers.

I write stories. What's your favorite story?

Our menu has many delicious options. What would you like to order today?

Hello, today we have an important topic to learn in our Math class.

I love singing and performing on stage.

florist
writer
waiter
teacher
singer

D) Fill in the blanks with the given words.

makes / learn / writes / teacher / tailor / sews / author / school / teach / sews / repairs

Hello. I am Helen from Scotland. Let me introduce myself and my friends. I am 28 years old and I am a / an (1) I work in a (2) I like my students and they also like me. I (3) new things to them and they want to (4) more and more. My roommate Jennifer is a/an (5) She (6) her own dresses. She also (7) our old clothes. Sometimes she (8) new suits for us. I have another roommate. Her name is Jane. She is interested in books. She is a/an (9) and she (10) books.

E) Match the words with correct ending.

tennis play-	lawy-	sing-	sales-	post-
police-	hairstyl-	sportswo-	act-	dent-
politi-	direct-	scient-	musi-	butch-
-ist	-er	-cian	-man	-or

F) Match the activities with pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

- parachuting
- cooking
- gardening
- wind surfing
- painting
- skiing
- knitting
- collecting stamps
- riding a horse
- taking photos
- riding a bike
- going to the cinema

G) Match the definitions with words.

1. A type of food that grows on trees or plants.
2. A large area with full of trees.
3. The part of a plant that is often brightly colored and has a pleasant smell.
4. A natural structure like a very big hill that is much higher than the usual level of land around it.
5. The act of visiting interesting places.
6. A large area of water that is surrounded by the land.
7. A large area of water that flows towards the sea.
8. The area near the sea, especially where people spend their holidays and enjoy themselves.

- fruit
- seaside
- mountain
- flower
- lake
- forest
- sightseeing
- river

H) Fill in the blanks with the correct words.

enjoyed tents skiing vacation trees

sightseeing played mountains hiking souvenirs

People usually go to Uludağ for _____ in winter, but I went there to a youth camp for my summer _____. It was awesome. We did lots of thrilling things in the _____. We went _____, rode bicycles, took pictures. We picked blueberries from _____. We even stayed in _____ one night. We _____ games and sang songs around the campfire. On our last day, we went _____ to see famous places in Bursa. I _____ the camp very much. I had a really good time there. In the city centre, there were lots of nice shops. We also took some _____ to our family.

I) Fill in the blanks with correct words. One is extra.

local tanned friendly souvenir
ancient seasick relaxing
popular tired reasonable open

- 1) In Greece, we visited several _____ temples.
- 2) Whenever Helen travels by boat, she feels _____.
- 3) Alanya is a _____ seaside town.
- 4) Holidays in the mountains are very _____.
- 5) We always eat the _____ food when we are abroad.
- 6) On my summer holidays, I like getting _____.
- 7) It may not be easy to find accommodation at _____ prices.
- 8) After cycling all day, Bill was completely _____.
- 9) The owner of the hotel gave us a _____ welcome.
- 10) Jack likes spending most of his holiday in the _____ air.

Appendix C Instructional Materials Motivation Survey

Ek. Öğretim Materyalleri Motivasyon Anketi

Öğretim Materyalleri Motivasyon Anketi (ÖMMA)

Sevgili öğrenciler,

Bu anket derslerde kullanılan öğretim materyallerinin derse karşı olan motivasyonu nasıl etkilediğini ölçmeyi hedefleyen 24 maddeden oluşmuştur. Anketi cevaplarırken, lütfen her bir ifadenin, karşısında yer alan **Tamamen Katılıyorum** (⑤), **Çok Katılıyorum** (④), **Orta Derecede Katılıyorum** (③), **Az Katılıyorum** (②), **Hiç Katılmıyorum** (①) seçeneklerinden size en uygun olanını işaretleyiniz. Unutmayınız ki bu bir sınav değildir ve sonuçta sizlere derslerinizi etkileyebilecek herhangi bir puan ya da not verilmeyecektir. Bu sebeple sizden soruları içtenlikle ve samimi bir şekilde cevaplamamız beklenmektedir. *Olmasını istediğimiz ya da başkalarının sizden duymayı istediği cevabı vermeyiniz.* Lütfen hiçbir soruyu cevapsız bırakmayınız. İlginiz ve katkılarınız için teşekkür ederim.

Uyarı: Bu ankette kullanılan “derste kullanılan materyaller” ifadesi ders içinde ve dışında öğrenciler tarafından kullanılması önerilen kitap, makale, sunu, web sayfası vb. her türlü derse yardımcı kaynakları ifade etmektedir.

		Tamamen Katılıyorum	Çok Katılıyorum	Orta Derecede Katılıyorum	Az Katılıyorum	Hiç Katılmıyorum
1	İçeriğini ilk öğrendiğimde, bu derste dikkatimi çeken ilginç bazı şeylerin olduğunu gördüm.	⑤	④	③	②	①
2	Dersin işleniş şekli ve derste kullanılan materyaller dikkat çekiciydi.	⑤	④	③	②	①
3	Derste kullanılan materyallerde yeterli bilgi yoktu.	⑤	④	③	②	①
4	Derste kullanılan materyallerde bilgilerin işleniş şekli dikkat çekiciydi.	⑤	④	③	②	①
5	Bu derste dikkat çekici şeyler vardı.	⑤	④	③	②	①
6	Derste bazı dikkat çekici yeni bilgiler öğrendim.	⑤	④	③	②	①
7	Alıştırmaların, materyallerin, sunumların çeşitliliği dikkatimi derse vermeme yardımcı oldu.	⑤	④	③	②	①
8	Derste kullanılan materyallerde işlenen konunun önemini gösteren hikâyeler, resimler ve örnekler vardı.	⑤	④	③	②	①
9	Derste kullanılan materyaller benim için uygundu.	⑤	④	③	②	①
10	Derste öğrendiğimiz bilgilerin nasıl uygulamaya yansıtılabileceğine dair açıklama ve örnekler vardı.	⑤	④	③	②	①
11	Derste kullanılan materyallerin gerek içeriği gerek sunumu konularının öğrenilmeye değer olduğu izlenimini uyandırıyor.	⑤	④	③	②	①
12	Dersi anlamak beklediğimden daha zor oldu.	⑤	④	③	②	①
13	İçeriğini ilk incelediğimde, bu ders kapsamında neler öğreneceğimi anladım.	⑤	④	③	②	①
14	Derste kullanılan materyallerde çok fazla bilgi verildiğinden nelerin önemli olduğunu ayırt edemedim.	⑤	④	③	②	①
15	Verilen ödevleri yaptıkça konuları öğrenebileceğime dair kendime güvenim arttı.	⑤	④	③	②	①
16	Derste alıştırmalar ve uygulamalar oldukça zordu.	⑤	④	③	②	①
17	Ders konularını çalıştıktan sonra, bu dersten geçebileceğime dair güvenim arttı.	⑤	④	③	②	①
18	Ders kapsamındaki konuların birçoğunu tam olarak anlayamadım.	⑤	④	③	②	①
19	Derste konu diziliminin iyi olması derste öğrenebileceğime dair güvenimi artırdı.	⑤	④	③	②	①
20	Derste uygulamaları/alıştırmaları tamamlamak bende başarı hissi uyandırdı.	⑤	④	③	②	①
21	Dersten zevk aldığım için, derste konular hakkında daha çok şey öğrenmek istiyorum.	⑤	④	③	②	①
22	Derse zevk alarak çalıştım.	⑤	④	③	②	①
23	Ödev sonrasında dönütler ve derste diğer yorumlar emeğimin karşılığını aldığım hissini verdi.	⑤	④	③	②	①
24	Dersi başarıyla tamamlamaktan mutluluk duydum.	⑤	④	③	②	①

Appendix D Survey Permission

3.04.2024 23:23

Gmail - Re: Anket Kullanım İzni Talebi



Fadime Üstüner <[redacted]>

Re: Anket Kullanım İzni Talebi

Hülya Dede <[redacted]>
Alıcı: Fadime Üstüner <[redacted]>

2 Ocak 2024 09:48

Merhaba Sayın Fadime ÜSTÜNER,

Talep etmiş olduğunuz ölçüğü çalışmanızda kullanabilirsiniz. Çalışmanızda kolaylıklar dilerim.

Saygılarımla

Dr. Hülya DEDE (KUTU)

----- Orijinal Mesaj -----

Kimden: "Fadime Üstüner" <[redacted]>
Kime: "Hülya Dede" <[redacted]>, "Mustafa Sözbilir" <[redacted]>
Gönderilenler: 26 Aralık Salı 2023 13:58:28
Konu: Anket Kullanım İzni Talebi

Sayın Hülya KUTU ve Sayın Mustafa SOZBİLİR,

Necmettin Erbakan Üniversitesi İngiliz Dili Bilimi bölümünde yüksek lisans yapmaktayım. DİYALEKT mobil uygulamasının ortaokul öğrencilerinin İngilizce kelime öğrenme motivasyonuna etkisi üzerine bir araştırma yapıyorum. Çalışmamda Konya'da bir İmam Hatip Ortaokulunda öğrenim gören 6. sınıf öğrenciler için anketinizi kullanmak istiyorum. Araştırma çalışmamda anketinizi kullanmak için izin talep ediyorum. Anketin kaynağına gerekli tüm atıf ve referanslar verilecektir. Zamanınız ve değerli düşünceleriniz için teşekkür ederim. Yakın zamanda sizden haber almayı umuyorum.

Saygılarımla,
Fadime Üstüner
Necmettin Erbakan Üniversitesi
İngiliz Dili Bilimi



Fadime Üstüner <[redacted]>

Öğretim Materyalleri Motivasyon Anketi (ÖMMA)

3 ileti

Fadime Üstüner <[redacted]>

27 Aralık 2023 22:08

Alıcı: [redacted]

Merhaba sayın Hülya hanım ve Mustafa bey, Necmettin Erbakan Üniversitesi İngiliz Dili Bilimi bölümünde yüksek lisans yapmaktayım. DİYALEKT mobil uygulamasının ortaokul öğrencilerinin İngilizce kelime öğrenimine ve öğretim materyalinin öğrenci motivasyonuna etkisi üzerine bir araştırma yapıyorum. Çalışmamda Konya'da bir İmam Hatip Ortaokulu'nda öğrenim gören 6. sınıf öğrenciler için Türkçeye çevirmiş olduğunuz "Öğretim Materyalleri Motivasyon Anketi (ÖMMA)" isimli anketi izniniz olursa kullanmak istiyorum. Zamanınız ve değerli düşünceleriniz için teşekkür eder, iyi günler dilerim.

Fadime Üstüner

Mustafa Sözbilir <[redacted]>

27 Aralık 2023 22:48

Alıcı: Fadime Üstüner <[redacted]>

Cc: hulyakutu <[redacted]>

Merhaba Sayın Fadime Üstüner,

Talep etmiş olduğunuz "Öğretim Materyalleri Motivasyon Anketi (ÖMMA)" başlıklı ölçme aracını bilimsel etik ilkelere uygun olarak kaynak vererek çalışmanızda kullanabilirsiniz.

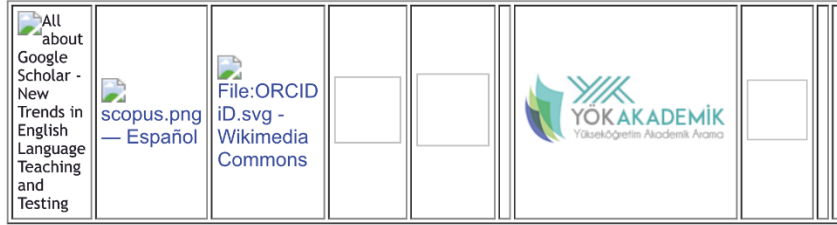
Selamlarımla
M SÖZBİLİR

Prof. Dr. Mustafa SÖZBİLİR

Atatürk Üniversitesi | Kazım Karabekir Eğitim Fakültesi

Matematik ve Fen Bilimleri Eğitimi Bölümü, Kimya Eğitimi Ana Bilim Dalı | 25240-Erzurum, Türkiye

✉ [redacted] | [redacted]

**Kimden:** "Fadime Üstüner" <[redacted]>**Kime:** "hulyakutu" <[redacted]>, "Mustafa Sözbilir" <[redacted]>**Gönderilenler:** 27 Aralık Çarşamba 2023 23:08:36**Konu:** Öğretim Materyalleri Motivasyon Anketi (ÖMMA)

Fadime Üstüner <[redacted]>

29 Aralık 2023 08:25

Alıcı: Mustafa Sözbilir <[redacted]>

Teşekkür ederim hocam. Tabiki kaynak göstererek kullanacağım. İyi günler dilerim.

Appendix E Research Permission



T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : E-48178250-300-477009
Konu : Araştırma İzni (Fadime ÜSTÜNER)

28.02.2024

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 12.02.2024 tarihli ve E-71052239-100-469809 sayılı yazınız.

Enstitünüz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Fadime ÜSTÜNER'in "The Effectiveness of Diyalekt Mobile App on Vocabulary Learning and Retention: A Study on Turkish Efl Learners' Motivation Towards Mall Supplementation" adlı tezi kapsamında araştırma yapma isteği ile ilgili Konya Valiliği İl Millî Eğitim Müdürlüğü'nün 21.02.2024 tarih ve 97173338 sayılı yazısı ekte gönderilmiştir. Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Mehmet BİREKUL
Rektör Yardımcısı

Ek: Resmi Yazı ve Ekleri (12 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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Telefon No : 0332 221 06 01
e-Posta :

Fax No : 0332 236 21 85
İnternet Adresi : <http://www.erbakan.edu.tr>

Bilgi İçin : Ayşe AĞIRBAŞ
Bilgisayar İşletmeni
Telefon No: 0332 221 06 01





T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-83688308-605.99-97173338
Konu : Araştırma İzni (Fadime ÜSTÜNER)

21.02.2024

DAĞITIM YERLERİNE

- İlgi : a) Millî Eğitim Bakanlığının (Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü) 21.01.2020 tarihli ve 2020/2 sayılı Genelgesi.
b) 14/02/2024 tarihli ve E-48178250-300-470655 sayılı yazınız.
c) 19/02/2024 tarihli Araştırma İzinleri Değerlendirme Komisyonu Tutanağı.

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Fadime ÜSTÜNER'in "Diyalekt Mobil Uygulamasının Kelime Öğrenimi ve Kalıcılığına Etkisi: İngilizceyi Yabancı Dil Olarak Öğrenenlerin Mobil Destekli Dil Öğrenimine Yönelik Motivasyonu Üzerine Bir Çalışma" konulu araştırmasını uygulama talebi incelenmiştir.

Araştırmanın; Meram Celalettin Hakan Katırcı İmam Hatip Ortaokulu Müdürlüğünde eğitim gören öğrencilere ve öğrenci velilerine eğitim öğretimi aksatmamak ve ilgi (a) Genelgede belirtilen açıklamalara uyulması kaydıyla gerçekleştirilmesi ilgi (c) komisyon tutanağı ile uygun görülmektedir. Müdürlüğümüze bağlı eğitim kurumlarındaki çalışmaların 2023-2024 eğitim öğretim yılı içerisinde tamamlanması zorunludur. Araştırma kapsamında yürütülecek çalışmaların 2023-2024 eğitim öğretim yılında tamamlanmaması durumunda Müdürlüğümüzden tekrar izin alınması gerekmektedir.

Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçlarının kullanılması, elde edilecek kişisel verilerin gizliliği hususuna dikkat edilmesi ve araştırma sonucunun çalışma bitiminden itibaren 30 gün içerisinde elektronik ortamda Müdürlüğümüz istatistik42@meb.gov.tr e-posta adresine gönderilmesi gerekmektedir.

Arz/rica ederim.

Murat YİĞİT
İl Millî Eğitim Müdürü

Ek:

- 1-Genelge (3 Sayfa)
- 2-Veli Onam Formu (1 Sayfa)
- 3-Ön Çalışma Anket Formu (2 Sayfa)
- 4-Kelime Başarı Testi (4 Sayfa)
- 5-Öğretim Materyalleri Motivasyon Anket Formu (1 Sayfa)

Dağıtım:

Gereği:

Necmettin Erbakan Üniversitesi Rektörlüğüne

Bilgi:

Meram İlçe Millî Eğitim Müdürlüğüne

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Akçeşme Mahallesi Garaj Cad. No:4 42020 Karatay/Konya

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Telefon No : 0 (332) 353 30 50

Bilgi için: Ali Naci IŞIK -1223

E-Posta: istatistik42@meb.gov.tr

Unvan : Veri Hazırlama ve Kontrol İşletmeni

Kep Adresi : meb@hs01.kep.tr

İnternet Adresi: <http://konya.meb.gov.tr>

Faks:3323515940

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Appendix F Ethical Committee Approval



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

Etik Kurul Toplantı Tarihi/Sayısı ve Karar No	Tarih :02/02/2024 Toplantı Sayısı: 03 Karar No :2024/149
Araştırmanın Eski Başlığı	Diyalekt Mobil Uygulamasının Kelime Öğrenimi ve Kalıcılığına Etkisi: İngilizceyi Yabancı Dil Olarak Öğrenenlerin Mobil Destekli Dil Öğrenimine Yönelik Motivasyonu Üzerine Bir Çalışma.
Araştırmanın Yeni Başlığı	THE EFFECTIVENESS OF DIYALEKT MOBILE APP ON VOCABULARY LEARNING AND RETENTION: A STUDY ON TURKISH EFL LEARNERS' MOTIVATION TOWARDS MALL SUPPLEMENTATION.
Sorumlu Araştırmacı	Dr. Öğr. Üyesi Selma DURAK ÜĞÜTEN
Yardımcı Araştırmacı	Lisansüstü Öğrenci Fadime ÜSTÜNER
Etik Kurul Kararı	17931 sayılı başvuru Etik Kurul tarafından değerlendirilmiş olup, çalışma başlığı değişikliğinin bilimsel araştırma etiği açısından "Uygun" olduğuna karar verilmiştir.

ASLİ KÖPÜDÜR



Appendix G Parental Consent Form

Veli Onam Formu

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "THE EFFECTIVENESS OF DİYALEKT MOBILE APP ON VOCABULARY LEARNING AND RETENTION: A STUDY ON TURKISH EFL LEARNERS' MOTIVATION TOWARDS MALL SUPPLEMENTATION" adıyla, 29/03/2024 - 10/06/2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Millî Eğitim Bakanlığımız bünyesinde geliştirilmiş Diyalakt mobil ve web platformunun öğrencilerin İngilizce kelime öğrenimi, kalıcılığı ve motivasyonu üzerindeki etkisini incelemektir.

Araştırma Uygulaması: Anket Görüşme
 Gözlem Diğer

Araştırma T.C. Millî Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamada ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarında bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Fadime ÜSTÜNER

İletişim Bilgileri :

Velisi bulunduğum sınıfı numaralı öğrencisi'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.

(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz).*

Veli Adı-Soyadı:

İmza:

Telefon Numarası :

Appendix H Course Program

COURSE PROGRAM					
Week	Hour	Theme	Vocabulary Items	Language Skills and Learning Outcomes	Diyalekt Context, Tasks
WEEK 1	6		INTRODUCTION PRE-TEST		
WEEK 2	2	Occupations	Doctor - work in a hospital - help ill people Teacher - use markers and chalk, work at a school Mechanic - repair cars Singer - sing songs on stage Farmer - work on a farm - grow crops	to understand familiar words and simple phrases concerning people's occupations in oral texts	Image Pairing Drag-and-Drop Flashcards Drag the Words Interactive Video
WEEK 3	2	Occupations	Chef - Kitchen Pilot - Plane Captain - Ship Artist - Art centre Baker - Bakery Farmer - Field Salesman - Shopping mall Waiter - Cafe Businessman - Office	to use new vocabulary related to occupations in sentences and to match occupations with their descriptions	Mark the Words Dictation Crossword Column Speak the Words Set
WEEK 4	2	Occupations	Florist - arrange and sell flowers Waiter - menu - delicious options Writer - write stories Singer - singing - perform on stage Tailor - sew - repair Teach - school	to be able to use new vocabulary in context by creating sentences related to occupations	Drag-and-Drop Flashcards Find Multiple Hotspots Interactive Video Speak the Words Set

WEEK 5	2	Occupations	<p>law-yer sing-er sales-man post-man police-man hairstyl-ist sportswo-man act-or dent-ist politi-cian direct-or scient-ist musi-cian butch-er</p>	to use suffixes to form profession-related words and produce a piece of writing about occupations	<p>Memory Game Image Choice Complex Fill in the Blanks Essay Dialogue Cards</p>
WEEK 6	2	Holidays	<p>parachuting cooking gardening wind surfing painting skiing knitting collecting stamps riding a horse taking photos riding a bike going to the cinema</p>	to be able to spot the activities about holidays in oral texts	<p>Interactive Video Audio Recorder Column Find Multiple Hotspots</p>
WEEK 7	2	Holidays	<p>fruit seaside mountain flower lake forest sightseeing river</p>	to be able to understand short, simple sentences and expressions about holidays	<p>Flashcards Drag-and-Drop Complex Fill in the Blanks Image Sequencing Image Choice</p>
WEEK 8	2	Holidays	<p>enjoy tents skiing vacation trees sightseeing play mountains</p>	to use holiday-related vocabulary in sentences and conversations	<p>Mark the Words Dictation Speak the Words Set Audio Recorder Dialogue Cards</p>

			hiking souvenirs		
WEEK 9	2	Holidays	ancient temples feel seasick popular seaside town very relaxing local food getting tanned reasonable prices completely tired friendly welcome open air	to use holiday- related vocabulary in short and simple written pieces	Drag the Words Flashcards Essay Fill in the Blanks Column
WEEK 10	2	INSTRUCTIONAL MATERIALS MOTIVATION QUESTIONNAIRE (ÖMMA)			
		POST-TEST			
4-WEEK INTERVAL					
WEEK 15	2	FOLLOW-UP TEST			