



Enhancing Lexical Acquisition and Linguistic Proficiency via Technological Means

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Abstract

The utilization of technological apparatuses affords a veritable wealth of authentic contextual opportunities for both the deliberate and serendipitous acquisition of lexicon. Notably, Online Mobile Dictionaries (OMDs) serve as instrumental tools, adept at fostering a profound comprehension and proficient utilization of vocabulary, all while imparting profound insights into its etymological origins and nuanced contextual applications. The principal objective of this scholarly inquiry is to discern the discernible impact wrought by OMDs in the realm of bolstering vocabulary acquisition. In pursuit of this overarching aim, meticulously structured experimental and control cohorts were assembled and subjected to rigorous pre- and post-assessment examinations. Additionally, a questionnaire was methodically disseminated to collect quantitative data, thereby affording the opportunity to delve into the students' nuanced perspectives on the integration of OMDs within the pedagogical milieu of language courses. The findings arising from this rigorous investigation resolutely buttress the proposition that the incorporation of OMDs within the context of language instruction engenders salutary outcomes. These outcomes are characterized by a heightened proficiency in discerning the derivational and inflectional facets of lexical entries, and a consequential amelioration in phonetic acuity. Furthermore, it is posited that the concomitant utilization of semantic mapping, in tandem with OMDs, represents a pedagogically astute strategy for the consolidation of learning. This synergistic approach is most efficaciously disseminated through the auspices of "Blended-Learning" platforms, thereby promoting learners' autonomy and facilitating a more nuanced comprehension of the linguistic terrain.

Keywords: collocation, lexical entries, online mobile dictionaries, semantic mapping, vocabulary acquisition

1. Introduction

Vocabulary awareness plays a pivotal role in the process of language acquisition, serving as a critical tool for facilitating effective communication and enabling individuals to proficiently articulate their thoughts and convey their ideas. Nevertheless, the significance of vocabulary acquisition recently has garnered substantial attention, with seminal contributions from

scholars such as Firth (1957) and Crystal & Davie (1969). This delayed focus on vocabulary can be attributed to the predominant emphasis on linguistic research specializing in areas such as language syntax and phonology, which has garnered widespread scholarly interest and relegated vocabulary to a secondary status in the realm of Second Language Acquisition (SLA), as discussed by Carter (2012).

It is imperative to recognize that lexical items, like other linguistic components, serve as the fundamental building blocks of any language. A limited vocabulary knowledge can significantly impede effective communication. As Schmitt (2000: 55) aptly notes, “lexical knowledge is central to communicative competence and to the acquisition of a second language.” This relationship between vocabulary and language proficiency is mutually reinforcing; individuals possessing a substantial repertoire of lexical items tend to exhibit enhanced language fluency and versatility.

As expounded by Nation (2001), vocabulary knowledge extends its influence beyond mere word usage. It plays a crucial role in enhancing other language skills and promoting the effective utilization of language functions, contributing to comprehensible communication. McKeown (2002) and Cobb (2007) emphasize that vocabulary knowledge serves as the cornerstone of language comprehension, underlining the pivotal role it plays in understanding any language.

There have been diverse methodologies for instructing vocabulary, accompanied by a range of recommended learning strategies aimed at enhancing the engagement of language learners with lexical elements. The primary objective of these methodologies revolves around elevating the acquisition rates of lexical items. As argued by Snow (2005), it is imperative to underscore that the ability to retain acquired vocabulary is significantly contingent upon the way these words are introduced to learners, as well as the contextual framework within which they are situated. Consequently, the contextual approach has garnered considerable favour as the most suitable paradigm for presenting new lexical items. This pedagogical approach affords learners the opportunity to apprehend the genuine scenarios in which a particular lexical item is deployed, replete with its assorted connotations and nuances (Carter, 2012).

In parallel with the contextual approach, explicit pedagogical endeavours directed at imparting lexical items persist as a valid facet of language education. These initiatives entail the presentation of lexical items in conjunction with their synonymous counterparts, antonyms, explicit definitions, and illustrative instances of their potential usage.

As elucidated by Lan (2014), technology has permeated various facets of human existence, including the field of language education. Notably, the advent of social networking platforms and online Apps has engendered virtual domains that offer extensive opportunities for second language (L2) learners to engage in interactions closely resembling authentic contexts designed for L2 acquisition. These virtual environments additionally facilitate interactions between L2 learners and virtual entities. This paradigm shift towards what is termed as “perceptually grounded” rather than “abstractly approached” learning, as articulated by Peterson (2012), underscores the contemporary approach to L2 education, wherein social networking sites and virtual environments play a pivotal role in affording participants the advantage of lifelike engagements with virtual objects that would typically be encountered in realistic settings.

Focusing specifically on the acquisition of vocabulary in a second language context, online games, scripts, and chat interfaces offer boundless and diverse scenarios wherein lexical items spanning various genres and registers can be effectively employed. In contrast to conventional L2 learning environments, where language educators may encounter challenges in generating authentic contexts within the confines of a classroom to illustrate the practical usage of specific

lexical elements, technology and virtual environments emerge as highly advantageous solutions to this pedagogical dilemma.

2. Literature Review

A notable linguistic challenge confronting L2 learners pertains to the acquisition of vocabulary, encompassing the dual facets of assimilating and incorporating lexical items into fluent and spontaneous discourse. The integration of technology in language classes has contributed to the enhancement of vocabulary acquisition as signalled in some studies. Clark (2013) has conducted a study in the US and found that the participants belonging to the experimental group, who actively integrated iPads into their educational pursuits, exhibited a marked enhancement in their vocabulary knowledge. The iPad, in this context, served as a multifaceted tool, affording learners extensive exposure to auditory and visual stimuli, thereby facilitating interaction with native English speakers in an online environment.

Wang et al. (2015) also conducted an empirical study involving the utilization of an iPad App, called “*Learn British English Word Power*” to facilitate the acquisition of vocabulary among learners. Their findings substantiated a notable advancement in the rates of acquisition and retention, a conclusion supported by the outcomes of post-tests as well as the perspectives of the learners involved. From a psychological perspective, it was discerned that the implementation of the iPad App, exerted a positive influence on learners’ motivation and fostered a sense of self-reliance. From a technical standpoint, the iPad application elevated learners’ familiarity with digital platforms, thereby stimulating their inquisitiveness to explore additional Apps aimed at enhancing their language proficiencies (ibid: 2015).

Rezaei et al. (2013) conducted a study wherein they employed two distinct mobile Apps, namely “*BUSU*” and “*Interactive Learning*,” to evaluate their efficacy in enhancing vocabulary acquisition among a cohort of 42 learners. These Apps served to cultivate learners’ interest and inquisitiveness, fostering a more collaborative approach to the acquisition of new lexical items. Such multimodal approaches facilitated the establishment of cognitive connections between the visual representations and written forms of lexical items, thereby intensifying the acquisition of word definitions in a contextually meaningful manner. This aligns with the perspective of Magogwe and Oliver (2007), who similarly advocated for the integration of technology to alleviate learner monotony, stimulate excitement, and promote interactive teaching methodologies.

Conversely, in a comparable investigation conducted by Koivuniemi (2012), it was ascertained that the utilization of the Internet to facilitate vocabulary acquisition among participants did not yield statistically significant outcomes. Koivuniemi contended that prolonged engagement with English-language websites could enhance the familiarity of L2 learners with the language. This investigation suggests that interconnected factors exert influence on the effectiveness of mobile Apps and the Internet in enhancing vocabulary acquisition. These factors include the learning context, learners’ proficiency with online Apps, the age of participants, and the complexity of lexical items.

Certain online Apps, such as “*BUSU* and *Interactive Learning*,” exhibit utility for junior and pre-intermediate learners who seek to acquire fundamental English vocabulary and language skills. However, they may not fully address the exigencies of advanced L2 learners at the tertiary and university levels, who are confronted with intricate linguistic terminology and idiomatic expressions. For these individuals, their requirements are met through the utilization of specialized online resources, such as dictionaries and thesauruses.

This current research endeavours to examine the utilization of Online Mobile Dictionaries (OMDs) within the specific cultural context of the United Arab Emirates (UAE). The UAE has ascended to prominence as a global epicentre for technology enthusiasts and innovators. The integration of technological devices and the English language has become an inextricable component of individuals' daily lives in this region.

2.1. Research Scope and Goals

This scholarly investigation is devoted to examining the level of competence exhibited by individuals studying English as a Foreign Language (EFL) within the context of the UAE with regards to their utilization of OMDs for the purpose of enriching their vocabulary acquisition and fortifying their overall linguistic proficiency. This scholarly inquiry bears notable significance, as it endeavours to elucidate the distinctive obstacles encountered by L2 learners when it comes to acquiring and proficiently deploying an extensive lexicon, encompassing both comprehension and expression, whether manifested in oral or written communication.

This research is motivated by a confluence of interrelated factors. Firstly, the UAE has undertaken significant financial investments in the enhancement of its educational infrastructure, dedicating substantial resources to the modernization of the educational system. This modernization endeavour includes the integration of Information & Communication Technology (ICT) into the development and dissemination of curricula. Secondly, English has assumed a significant role as the primary medium for both instruction and evaluation within the higher education sector. This prominence is reflective of its widespread usage in diverse communication contexts, particularly within the context of the UAE's cosmopolitan environment. Thirdly, mobile Apps, exemplified by Dictionary.com, The Free Dictionary, Merriam Webster Dictionary, Thesaurus.com, Learn British English – Free WordPower, and Vocabulary Builder, offer an extensive array of educational resources pertaining to the English lexicon. These Apps, in addition to providing precise articulation, phonetic transcriptions, and etymological insights, provide explanations, synonymous and antonymous designations for lexical elements. Furthermore, they offer authentic idiomatic expressions and contextual illustrations of lexical components as employed within the native English-speaking community. These Apps are also characterized by their portability, social interactivity, context sensitivity, and individualized instruction possibility (Klopfer and Squire, 2008).

3. Research Method

3.1. Participants

This research endeavour is centred on a cohort of university students who routinely engage with new academic terminology. The participant pool comprises first-year undergraduate students enrolled in a course specializing in business and management communications (MGT) at a private university in Abu Dhabi, UAE. The MGT course serves as a conduit for the introduction of a multitude of business-related subjects, encompassing a diverse array of business-specific terminologies and idiomatic expressions. The course evaluation encompasses various modes including classroom discussions, project presentations, and written exams.

The study's participant cohort, numbering 75 individuals (N=75), is composed of 37 male and 38 female students, representing a spectrum of nationalities reflecting the multicultural fabric of the UAE community. Over the course of the MGT program, participants engaged in two contact hours of instruction per day, spanning four sessions each week, over a duration of one month. The cumulative instructional time, including examination periods, totalled 48 contact hours.

3.2. Procedures

The 75 participants were meticulously divided into two distinct groups. Both groups were exposed to identical learning materials, with the sole divergence being the instructional medium employed. The control group, comprising (N=35), received instruction through the pedagogical methods commonly employed in language courses, characterized by using whiteboards, printed materials, and textual resources. In contrast, the experimental group (N=40) engaged with the same educational content through the utilization of OMDs integrated within smartphone platforms and multimedia tools specifically designed to enhance vocabulary acquisition. A selection process of the 100 most frequently encountered terms and idiomatic expressions within the domains of business and economics was undertaken. Specifically, this compilation comprises 60 common terminologies and 40 prevalent idiomatic phrases.

The delivery of the 100 vocabulary items to the control group was executed through the utilization of the semantic-map method. This method entailed the categorization of these lexical items into coherent clusters, elucidating their semantic relationships and interconnections. For instance, the term “recession” was expounded upon in the context of its denotation as a phase characterized by economic or industrial downturn, leading to a decrease in activity levels and employment rates. Furthermore, this instructional method facilitated the juxtaposition of “recession” with other synonymous or quasi-synonymous terms, such as “drop,” “plummet,” “crisis,” “loss,” “slip,” and others, thereby enhancing the depth of comprehension.

3.3. Multimedia Instruments (Mobile Apps)

The proliferation of smart devices such as smartphones and iPods has ushered in an era wherein free online Apps have become readily accessible for autodidactic language learning. These mobile devices currently serve as facilitators of diverse interactive modalities and offer a wide spectrum of Apps conducive to the augmentation of vocabulary acquisition. Nevertheless, it is imperative for language learners to recognize that these devices can transcend their primary roles as instruments for social interaction and gaming, serving also as formidable adjuncts in the pedagogical process. In juxtaposition to conventional paradigms of vocabulary presentation, the utilization of online Apps necessitates a degree of technical proficiency on the part of both students and educators (Deng and Trainin, 2015).

For Crystal (2012), the exposition of lexical elements in the English language classroom transcends mere recognition of their meaning. Instead, it should extend to encompass aspects such as orthography, pronunciation, and inflection patterns. An acquaintance with diverse grammatical forms and collocational associations is also imperative. Additionally, language learners must cultivate an awareness of the nuanced stylistic features and registers within which these lexical items are most aptly employed. These comprehensive insights are typically procured through the utilization of lexical resources, such as dictionaries and thesauruses (Ibid: 2012).

The mobile Apps under investigation in the current study consist of four online dictionaries known for their user-friendly interfaces and unrestricted online accessibility. These dictionaries are *The Free Dictionary*, *Cambridge Dictionary Online*, *Dictionary.com*, and *English Language Thesaurus*. These resources offer auditory renditions of words in both British and American pronunciations, in addition to providing comprehensive information pertaining to lexical items. This information encompasses synonyms, antonyms, collocational usages, definitions, etymological derivations, and illustrative examples that elucidate contextual meanings. These Apps can be easily downloaded onto mobile devices, affording users the flexibility of access at their convenience and from any location. As asserted by Nation (2001),

the utilization of online dictionaries serves to fortify text comprehension, bolster language production, and enhance overall language acquisition.

Motivated by this underlying rationale, the individuals comprising the experimental cohort were encouraged to avail themselves of two dictionaries, accessible via their mobile devices. Preceding the commencement of autonomous student engagement with OMDs, the language instructor initiated the launch of each respective OMD application, affording students the opportunity to familiarize themselves with the format of lexical entries and to acquire proficiency in the most effective utilization of each application. After the instructor's establishment of the curriculum content for each instructional session, students were allocated sufficient time for the practical exploration and utilization of a diverse array of synonyms and antonyms corresponding to the acquired lexicon.

3.4. The Questionnaire

In conjunction with the administration of pre/post-assessment measures, an enclosed questionnaire was administered after the culmination of the experimental intervention. The questionnaire adopted a structured format comprising 15 items, adhering to the five-point Likert scale, spanning from (5) for "Strongly Agree" to (1) for "Strongly Disagree." As advocated by Dornyei (2007), this survey instrument serves as a straightforward, adaptable, and dependable instrument for the systematic collection of quantitative data. The Initial data examination revealed that the mean scores for the 15 items fell within the range of 2.5 to 3.5, indicating that the instrument effectively discriminated among participants in terms of their perspectives on the utilization of OMDs for enhancing vocabulary acquisition. Further scrutiny of the data revealed that the standard deviation (SD) values for these items ranged between 1.0 and 1.5, suggesting that most students held moderate viewpoints on the various questionnaire items. An additional assessment of internal consistency reliability was conducted through the computation of Cronbach's Alpha Coefficient. This analysis yielded a robust coefficient value of 0.961, attesting to the elevated level of homogeneity among the constituent items of the scale, thereby indicating its reliability.

4. Research Findings

4.1. Pre and Post-Tests

The vocabulary-based pre-test was administered to both the experimental and control groups to ensure the homogeneity of participants and to facilitate a comparison of their outcomes with those obtained in the post-test. The reliability coefficient of the pre-test was computed to be 0.89 using Cronbach's Alpha Reliability Coefficient. The resulting p-value exceeded the threshold of 0.05, indicating not only the normal distribution of the data but also the absence of any statistically significant disparities in the proficiency levels of participants within both the experimental and control groups at the inception of this research study.

The scores obtained by participants in the post-test for both the experimental and control groups served as indicators of the progress realized because of employing OMDs with the experimental group. The outcomes of the post-test revealed a reliability coefficient of 0.97, as determined by Cronbach's Alpha Reliability Coefficient. This estimate surpasses the threshold of 0.60, thereby attesting to the test's reliability, in accordance with Dornyei's (2007) assertion. In contrast to the pre-test scores, the mean score of the experimental group in the post-test 82.03 demonstrated a noteworthy enhancement in students' comprehension and acquisition of English vocabulary through the utilization of OMDs. Furthermore, the standard deviation (6.82) within this group was comparatively lower than that of the control group (9.57),

implying greater consistency in the responses of participants in the experimental group. In contrast to the pre-test scores, the experimental group exhibited substantial progress. The integration of vocabulary instruction with online dictionaries accessible via students' mobile devices has demonstrated a considerable influence on students' performance, as well as their capacity to acquire and retain English vocabulary. Additionally, this approach has enhanced their grasp of the various contexts in which these acquired lexical items can be effectively employed.

The results of both tests collectively indicated that the experimental group experienced a significant augmentation in the utilization of acquired lexical items immediately following the completion of the treatment. They outperformed participants in the control group, who relied on the semantic-map approach for learning 100 vocabulary items. Although there may have been marginal improvements in the performance levels of students in the control group, they did not reach the same level as those observed within the experimental group.

4.2. Descriptive Statistics

The survey was undertaken with participants belonging to the experimental group, with the primary objective of investigating their attitudes regarding the integration of OMDs within EFL instructional settings, particularly with respect to its potential impact on vocabulary acquisition. Initial examination of the students' responses yielded substantial consensus regarding the novel intervention and its perceived efficacy in augmenting vocabulary acquisition. To illustrate, when considering item one, "OMDs facilitate the learning of English vocabulary," a substantial majority (68.1%) of students concurred with this statement. They asserted that this intervention opened avenues for an extensive and diverse lexicon of English words, thereby substantiating the efficacy of OMDs. This sentiment was further reinforced when analysing students' responses to item two, "OMDs facilitate the learning of synonyms and antonyms of words." Here, 51.2% of participants expressed agreement, contending that OMDs afforded enhanced opportunities for exploring synonyms and antonyms of newly encountered lexical items. This sentiment was grounded in the observation that dictionary entries often included not only word definitions but also associated synonyms, antonyms, and illustrative examples.

In item four, "OMDs facilitate an understanding of the contexts in which lexical items are used," half of the participants (50.8%) endorsed this assertion. They posited that certain dictionaries offered contextual clues, elucidating the various stylistic nuances and registers associated with words, as well as the nuanced connotations these words acquired when deployed within diverse contexts. The evaluation of item five, "OMDs facilitate the assessment of my knowledge of new lexical items," revealed that a substantial majority (61.6%) of students concurred with this statement. They emphasized the presence of dedicated dictionary-related websites such as Quizlet.com, which offered a wide array of comprehensive exercises catering to different item genres and proficiency levels.

Similarly, item six, "OMDs enhance my pronunciation of English vocabulary," elicited support from half of the respondents (50.1%). This endorsement stemmed from the recognition that OMDs provided access to both American and British pronunciations of dictionary entries, thereby aiding in the refinement of pronunciation skills. Turning to item seven, "OMDs enrich my repository of English vocabulary and expressions," more than half of the students (56.8%) indicated their agreement with this proposition. They highlighted that while consulting a dictionary for a specific word, they often encountered and absorbed additional words and expressions, thus contributing to the expansion of their lexical repertoire. Conversely, when assessing item eight, "OMDs improve my overall comprehension of texts," a smaller

proportion of participants (46.6%) expressed concurrence, compared to the 32.9% who held a contrary perspective. This divergence in opinion could potentially be attributed to the multifaceted nature of text comprehension, which encompasses factors such as lexical complexity and the contextual content of the text.

Within the questionnaire, item 10 probed the notion that OMDs fostered confidence in utilizing newly acquired vocabulary. The results indicated that a substantial proportion of respondents, namely 43.2%, concurred with this proposition, whereas 31.3% expressed disagreement. This differential response pattern suggests that the degree of confidence in employing new vocabulary is influenced by many factors, and the uncertainty associated with word usage represents just one facet. Ancillary factors contributing to this phenomenon encompassed language anxiety and apprehension (Ehrman, 1996). Given that OMDs represent unconventional language presentation tools, item 11 revealed that 42.5% of students perceived an augmented motivation to explore and assimilate novel lexical items, thereby substantiating the claim that OMDs stimulate motivation for vocabulary acquisition. Furthermore, item 12 underscored that around half of the participants (50.6%) believed that OMDs facilitated autonomous and self-directed learning, as they afforded students the capability to independently explore word definitions and access copious examples without necessitating direct interaction with instructors.

Moreover, the utilization of technical devices was deemed to enhance the allure of the learning process, as elucidated in item 13, with 59.7% of students attesting to the intriguing and boredom-alleviating qualities of OMDs within the classroom environment. Additional merits associated with OMDs included their perceived accessibility and practicality, endorsed by 59.7% of respondents. Additionally, a significant majority (69.6%) affirmed that OMDs curtailed the reliance on language instructors within the classroom setting. These findings collectively illuminate the multifaceted advantages and motivational incentives linked to the incorporation of OMDs in language learning.

However, it is noteworthy that the analysis uncovered instances in which students were less inclined to endorse the potential benefits of OMDs. For instance, item 3 examined whether OMDs facilitated the identification of inflectional forms of lexical items. In this regard, a noteworthy 47.4% of respondents expressed disagreement, whereas 28.3% concurred with this proposition. One plausible interpretation of this division is that inflectional forms are intricately entwined with the comprehension of syntactic rules and vocabulary knowledge, which are challenging for some EFL students. Additionally, the analysis detected a significant schism among students regarding the role of OMDs in enhancing language production and usage, as evidenced by item 14. A nuanced pattern emerged, with 44.7% of respondents endorsing this role, while 43.4% dissented. This divergence underscores the complexity of language production, which is influenced by a multitude of factors beyond mere lexical knowledge.

In summation, this comprehensive exploration into the impact of OMDs on various facets of language acquisition and learning underscores the multifaceted nature of the relationship between technology-assisted language resources and student perceptions and performance. The analysis also underscores the overall positive perception of participants regarding the integration of OMDs in EFL classes, particularly in relation to vocabulary acquisition. Nevertheless, it is worth noting that the impact on overall text comprehension remains a topic of debate, owing to the intricacies inherent in text comprehension that extend beyond mere lexical considerations.

5. Discussion & Conclusion

Based on the emerging research findings derived from pre/post-test assessments, as well as the analysis of questionnaire responses, it becomes evident that the utilization of OMDs by EFL learners has had a positive impact on their vocabulary acquisition. Notably, in the post-test phase, the experimental group surpassed the control group, which adhered to the traditional approach of employing semantic maps for vocabulary instruction and presentation. This observed improvement can be partially attributed to the heightened engagement and enjoyment that the novel intervention engenders among EFL learners. The utilization of OMDs seems to liberate learners from the constraints and limitations imposed by conventional frontal teaching methods and traditional pedagogical techniques. EFL learners find themselves more actively involved in sharing the responsibility for expanding their vocabulary reservoir. Furthermore, they have come to recognize that mobile phones can serve as effective educational tools, in addition to their customary functions for socialization and gaming.

The findings of this research also suggest that the introduction of OMDs in the learning process revitalizes the otherwise conventional learning environment, bolsters learners' motivation, and empowers them to assert their autonomy and independence. The responses to the questionnaire items further reflect the students' beliefs and perceptions that OMDs represent a valuable resource for independent learning and learner-centered education. However, it is important to acknowledge that there may be instances where the instructor's guidance remains indispensable, particularly when addressing aspects of vocabulary acquisition such as collocation, inflection, genres, registers, and the contextual utilization of lexical items. Reducing reliance on language instructors does not imply an abandonment of their roles as guides, facilitators, and learning resources.

Furthermore, the descriptive statistics reflected a modest improvement in vocabulary acquisition among participants in the control group who employed the semantic-map approach. This finding resonates with the results of Khiyabani et al. (2014), who concluded that traditional methods of vocabulary instruction still hold value and should not be entirely disregarded in language classes. Instead, the incorporation of multimedia and mobile Apps can complement traditional approaches, enriching students' lexicons and enhancing their motivation to expand their vocabulary.

Importantly, the findings of this study align with the outcomes of prior research investigating the integration of technology into language learning and vocabulary acquisition. A study conducted by Cordoso (2011) in Brazil reported that students perceived the use of online Apps for vocabulary learning as a positive enhancement that increased their participation and enjoyment. Similarly, Deng and Trainin (2015) conducted an analytical study that highlighted the benefits of OMDs in fostering vocabulary acquisition. OMDs provided students with references, definitions, and authentic examples of lexical entries in context. However, Deng and Trainin (2015) argued that to fully harness the potential of OMDs on electronic devices, language instructors must guide students in understanding the underlying principles and theories of knowledge construction and actively engage them in learning through mobile Apps.

To sum up, the outcomes of this research lend support to the integration of OMDs as a valuable tool for fostering vocabulary acquisition, emphasizing the importance of equipping both students and language instructors with the knowledge and skills necessary for optimal utilization of these interventions.

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