

VOCABULARY DEVELOPMENT WITH MOBILE DEVICES AND APPLICATIONS

MOBİL CİHAZLAR VE UYGULAMALARLA KELİME GELİŞİMİ

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Özet

Dilin en önemli becerilerinden biri kelime öğrenimidir. Yeni bir dil öğrenirken, geniş bir kelime dağarcığına sahip olmak, dört temel dil becerisini desteklemenin yanı sıra mesajları almaya ve üretmeye yardımcı olur. Kelime öğretimi yaklaşımları dil edinim sürecinde çok fazla değişmiştir. Dil öğretim sürecinde birçok farklı strateji kullanılmış ve her geçen gün yenileri geliştirilmektedir. Sözcükler daha önce çevirilerinin veya eşanlamlılarının yanında öğretiliyordu ve öğretim stratejisi Dilbilgisi-Çeviriydi; ancak, öğretim yöntemi geliştikçe ve İletişimsel Yaklaşım ilgi kazandıkça, kelime öğretim yöntemi de gelişti. Flaş kartlar ve resimlerle çocuklara bağlam içinde kelimeler öğretildi. Teknolojideki gelişmelerle birlikte kelime öğretimi uygulamaları da gelişmiştir. Kelime öğretimi, Bilgisayar Destekli Dil Öğrenimi (CALL) sürecinde bilgisayarların sınıflarda kullanılmaya başlanmasıyla birlikte ilk olarak bilgisayar oyunları ve etkinlikler aracılığıyla yapılmıştır. İçinde bulunduğumuz dönemde cep telefonları, tabletler ve dizüstü bilgisayarlar için birçok kelime öğrenme uygulaması geliştirilmiştir. Kelime öğretmek için mobil teknolojiden ve internet tabanlı kelime öğretim programlarından yararlanmak nispeten yeni bir yaklaşımdır. Mobil cihazların eğitim amaçlı kullanılmaya başlanması, Mobil Destekli Dil Öğreniminin (MALL) doğmasına neden olmuştur. App Store ve Google Play'de kelime hazinesini geliştiren binlerce uygulama var. Bu programlardan bazıları alıştırmalara dayalıdır, diğerleri ise bağlama eksenlidir. Kelime öğretimi için video tabanlı en popüler yöntemlerden biri YouTube'dur. Öğretmenler, sanal sınıflarda kelime öğretmek için Google Classroom uygulamasını kullanabilir. Kahoot ve wordwall, çeşitli ilginç kelime aktiviteleri oluşturmak için son zamanlarda popüler olan iki programdır. Bu araştırma, Van Yüzüncü Yıl Üniversitesi'nde hazırlık sınıfı öğrencilerinin kelime geliştirmede mobil uygulamaların kullanımına yönelik fikirlerini incelemektedir.

Anahtar kelimeler: Kelime bilgisi, Mobil öğrenme, Wordwall

Abstract

One of the crucial aspects of language is vocabulary. When learning a new language, having a big vocabulary helps with receiving and producing messages, as well as supporting four basic skills of language. Vocabulary teaching approaches have altered far too much in the language acquisition process. In the language teaching process, many different strategies have been used, and new ones are being developed all the time. Words were previously taught alongside their translation or synonym, and the teaching strategy was Grammar-translation;

however, as the teaching method has evolved and the Communicative Approach has gained traction, the vocabulary teaching method has evolved as well. With flashes and pictures, the kids were taught words in context. With technology improvements, vocabulary teaching practices have improved. First Vocabulary is taught via computer games and activities when computers have started to be used in the classrooms during Computer Assisted Language Learning (CALL) process. In the present period, many vocabulary-learning applications for cell phones, tablets, and laptops have been developed. It is a relatively recent approach to exploit mobile technology and internet-based vocabulary teaching programs to teach vocabulary. Mobile devices were started to be used for educational reasons which caused the birth of Mobile Assisted Language Learning (MALL). On the App Store and Google Play, there are thousands of vocabulary-building apps. Some of these programs are drill-based, while others are context-based. One of the most popular video-based methods for teaching vocabulary is YouTube. Teachers can use the Google Classroom application to teach vocabulary in virtual classrooms. Kahoot and wordwall are two recent popular programs for creating a variety of interesting vocabulary challenges. This research analyses the ideas of prep class students at Van Yüzüncü Yıl University for the usage of mobile applications in vocabulary development.

Keywords: Vocabulary, Mobile learning, Wordwall

1. INTRODUCTION

Defining Vocabulary

Vocabulary is defined by Neuman & Dwyer (2009) as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 385). In *Oxford Advance Learners' Dictionary of Current English*, Hornby (2000) focuses on 4 different meanings of vocabulary and describes it as "1) all the words that a person knows or uses; 2) all the words in particular language; 3) the words that people use when they are talking about a particular subject; 4) a list off words with their meanings" (p.1447). Ur (2012) states that "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words' (p. 60). Even though, all these definitions are quite close to each other, Ur focuses on a various point of vocabulary, difference between *vocabulary* and *word*.

Vocabulary is not a synonym of the term *word* for a word has a limited meaning. Whereas *word* describes meaningful individual items in a language, *vocabulary* defines a word or a set of words with a single meaning. Pass away and bite the dust, for example, are synonyms for die, but they are not the same thing. Since idioms, or phrasal verbs, define a single meaning rather than discrete components, the term *word* is insufficient to represent these items and consequently vocabularies in a language. As a result, the term *lexeme*, or *lexical item*, was coined to refer to a group of words that all have the same meaning. These are lexemes, which are defined as "an item that functions as a single meaning unit, regardless of the number of words it contains" (Schmitt, 2000, p. 2).

Vocabulary in Language Learning

When learning a new language, having a big vocabulary is quite important. Because it facilitates receiving and producing messages and supports four main skills, vocabulary is one of the most important components of language. Despite the fact that grammar was regarded to be the most basic and fundamental aspect of language learning at the time, Wilkins (1972) emphasized the importance of vocabulary, stating, "without grammar little can be conveyed; without vocabulary nothing can be conveyed" (p.111). As a result, vocabulary is the foundation of the language, and learning and teaching vocabulary is critical in the language acquisition process. Learning the target language will be hampered by a lack of vocabulary knowledge.

In the language learning process, vocabulary teaching methods have changed too much. Many various strategies have been used in the language teaching process, and new ways are being developed all the time. Words were formerly taught alongside their translation or synonym, and the teaching approach was Grammar-translation; however, as the teaching method has changed and the Communicative Approach has grown more prominent, the vocabulary teaching method has also changed. The students were taught vocabulary in context, with flashes and visuals. Vocabulary teaching strategies have evolved with technological advancements. With the usage of computers in educational settings, vocabulary started to be taught with computer games and drills. In modern era, Mobile devices are used to learn the target language in and out of the class and Mobile Assisted Language Learning has become popular. Thousands vocabulary-learning applications for cellphones, tablets and laptops have been developed in the current era.

Importance of Vocabulary in Language Learning

Since inadequate vocabulary knowledge impedes target language learning, having a large vocabulary knowledge is pretty important in language learning. Four main skills of language learning cannot be practiced without vocabulary knowledge, hence it may be said that learning a new language begins with vocabulary development. Vocabulary is a significant part of a learner's overall skill in a second or foreign language (L2) and is required for efficient communication (Nation, 2001). We need to know a large number of words to choose from when we have a message or concept we wish to convey. Schmitt (2000) emphasizes the importance of vocabulary acquisition stating "lexical knowledge is crucial to communicative competence and the learning of a second language" (p. 55). Krashen (1989), highlighting the importance of vocabulary learning in second language acquisition, stated: "A large vocabulary is, of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that lack of vocabulary is a major problem" (p. 440).

Despite the fact that vocabulary development is extremely important, it was not given the attention it deserves at the start of language learning. Even if it has not received the attention it deserves (Gairns and Redman, 1986), its significance is gradually becoming apparent. Gairns and Redman (1986) define this neglect as "quality rather than quantity" because the majority of the time is spent memorizing thousands of words in isolation or translating them into the target language. The necessity for vocabulary learning was discovered in a fairly short period of time. Many learners' issues, both receptively and productively, are caused by inadequate of

vocabulary, according to some researchers (Laufer, 1986; Nation 1990), and even when they have greater levels of language proficiency and performance; they still feel the need to master vocabulary. In discussions about acquiring a language, vocabulary has taken a central and vital role. Discourse-based language education (Carter and McCarthy 1988), the lexical phrase method (Nattinger and DeCarrico 1992), the lexical approach (Lewis 1993, 1997), and the lexical syllabus are examples of new approaches to vocabulary teaching and display the importance of vocabulary in language learning (Sinclair and Renouf 1988; Willis 1990).

Additionally, learning vocabulary is tough because there is no one-size-fits-all approach to enhancing it. According to Oxford (1990), vocabulary is the most unmanageable component of language learning, if foreign or mother tongue, because there are tens of thousands of different interpretations which are changeable according to context. Moreover, vocabulary growth is not a one-time event, but rather a gradual process that necessitates periodic exposures, especially for adults (Schmitt, 2000). Furthermore, it is a dynamic process. Every day new words may appear in a language, especially with the development of technology. Internet, google, tweet, and many other new words come into the dictionary recently.

Mastery of a lexical item entails more than just understanding its meaning. According to Nation (1990, p. 31), in order to thoroughly learn a word, which is referred to as word knowledge, a person must master the following categories of information.

- the meaning(s) of the word .
- the written form of the word
- the spoken form of the word
- the grammatical behavior of the word
- the collocations of the word
- the frequency of the word

Types of Vocabulary

Hatch and Brown (1995) distinguished between receptive and productive word types. Productive words are those that are learnt and utilized actively while generating language, such as speaking and writing, whereas receptive words are those that are known but not actively employed in the context, such as listening and reading. Active and passive vocabulary is defined by Jo Aebersold, J. A., and M. L. Field (1997). Active words, as the term implies, are those that are utilized actively while producing language, whereas passive words, like receptive words, are those that are known but not actively used. It can be summarized as productive and receptive are synonyms for active and passive. People are expected to learn words receptively first by being exposed to them, and then generate them by speaking or writing them (Schmitt, 2000).

Technology and Vocabulary Teaching

Digital technology is pervasive in our daily lives. However, for some reason like being distractive and time-consuming, it has not been extensively implemented in the formal education. There are some instructional strategies like TPACK or SAMR model that frame interaction of technology and education. In this point, technological devices can be used to help student enhance their vocabulary. Many academic studies have been carried out to incorporate

new technologies into various vocabulary teaching approaches. The Internet and multimedia technologies have the potential to be effective allies in achieving this goal.

Technology and education go hand in hand as helpful tools, although phones and iPads can be distractive in or out of the classroom. It's true that trying to grasp how technology works while also squeezing "one more thing" into one's lesson plans can be taxing. Incorporating technology into the classroom, on the other hand, can have a substantial impact on student success and instructor sanity. Incorporating technology into language training has several benefits, ranging from assessment to engagement. To increase students' interest in learning new terminology, teachers might use a range of digital technologies. Digital technology has advanced at a dizzying pace over the last three decades. As a result, these developments must also improve teaching methods.

What is Mobile Learning?

Mobile devices, which first appeared in the early 2000s, quickly spread over the entire world and began to be used by a large number of people. Mobile gadgets such as smartphones and tablets have become an integral part of our lives in a very short period. Children are considerably better at using technology than their parents, and they want more technology in their educational system. Because they are digital natives, or people who were born with advanced technology, the abilities and expectations of the current generation differ from those of earlier generations. Instead of traveling to the library or buying books, they opted to read on their mobile devices, which allowed them to read whenever and wherever they wanted.

Even while face-to-face learning is still used in many learning environments and has been a tried, credible, and entertaining method of teaching for a long time, the educational system should be transformed from a traditional system to one that incorporates mobile devices. Mobile learning is defined as the use of mobile devices such as tablets, pdas, and smartphones for learning in and out of the classroom (Traxler & Kukulska-Hulme, 2007). Many studies have shown that using mobile devices for studying and teaching outside of the classroom in informal learning is extremely beneficial (Suwantarathip and Orawiwatnakul, 2015; Saran and Seferoglu, 2010; Alemi et al., 2012; Thornton and Houser, 2005; Basoglu and Akdemir, 2010; Wang and Shih, 2015). Mobile devices can be applied to educational systems since there are a large number of mobile device users, the majority of whom have multiple portable devices (Statista, 2016), and most studies show their usefulness.

Mobile technology has the potential to provide all kids with a high-quality education (Mohammed, T. A., Assam, B. N., & Saidi, M., 2020). In various regions of the world, mobile learning has permeated the educational system over the last 20 years. The majority of countries adopted mobile devices in their educational systems because of its portability, personalization, and accessibility (Sharples, 2011). Handheld devices have already been used in the educational systems of Brazil, Qatar, South Korea, Thailand, and the United Arab Emirates (Ally, 2013). Turkey gave tablets to high school students in 2015, to be used both in and out of the classroom. While mobile devices are increasingly being used in classrooms around the world, some instructors worry about using them in formal education, fearing that they may disturb the learning environment. Teachers often feel that learning may occur in well-organized, controlled courses; nevertheless, educators should reconsider their beliefs and prepare themselves for a

high-tech classroom in which students use personal mobile devices. Sharples (2002) states that supporting instructors' adaption to new technology is important:

We can welcome students who bring their own personal communicators and computers, but in the full knowledge that they will disrupt traditional teaching and that this disruption needs to be managed. This is not an argument for technological determinism, for proposing that because students come armed with new technologies then education must adapt to accept them. There is a more defensible case for moving to a more conversational approach to teaching and learning. The skills of *constructing* and exploring knowledge, *conversing* and collaborating with peers, and the ability to *control* one's own learning are fundamental requirements of effective learning. (p. 510)

The most significant characteristics of mobile learning are that it is personal, widespread, and omnipresent. Because practically everyone owns a personal mobile device, he or she can control their own education without the intervention of any authority. Since mobile devices have penetrated practically every aspect of life, one can easily reach information. Furthermore, mobile learning is ubiquitous: there is no requirement for a set program; learning can take place at any time and in any location. Every time someone connects to the internet, they have the opportunity to learn something new. Because of mobile devices, learning can take place at any time and in any location, eliminating the need for a structured educational setting.

As a result, learning never stops and continues throughout one's life. Aside from traditional classroom learning, the majority of learning takes place outside of the classroom, informally, and without regard for time constraints. Learning occurs naturally when traveling, especially with technology advancements, particularly with the creation of mobile gadgets. Formal and informal education can be combined and blended thanks to technology technologies. Because mobile devices are individualized and portable, they can be used to learn anywhere. On the App Store and Google Play Store, there are thousands of educational apps. The crucial thing learners should know about technology usage is to be self-motivated and self-directed. Because there is no authority to supervise the learners and because there are several misleading programmes on these devices, the student must exercise self-discipline when using educational applications.

Some Popular Mobile Applications Used in Vocabulary Development

How to teach vocabulary has been a long-standing research topic, and while there is no one-size-fits-all strategy for teaching it, some strategies and methods are more enjoyable and memorable. The use of technology, particularly mobile devices, to teach vocabulary is a relatively new approach of vocabulary instruction. Thousands of vocabulary-building apps are available on the App Store and Google Play. While some of these apps rely on drills, others are context-based. YouTube, Google Classroom, Kahoot, Quizlet, and wordwall are some commonly utilized vocabulary building applications.

YouTube

With over 6 billion hours of video watched each month, YouTube, which was created in 2005, is now one of the most popular websites and applications on the Internet. YouTube is a free video-sharing website that accepts all types of videos. One of the reasons YouTube is so

popular is the sheer number of videos available. There's approximately 100 hours of video uploaded to YouTube every minute, so there's always something new to watch. YouTube provides a large selection of videos as well. Anyone with a Google Mail account can have a free channel and share a YouTube video.

YouTube is an important educational tool because it is free, user-friendly, and easy to download on any mobile device. Today, anyone can learn anything on YouTube at any time and from anywhere. It's similar to a distance learning environment. Students might acquire input by watching enjoyable movies in the target language or learning vocabulary through educational videos. YouTube videos can make learning more fascinating and engaging for kids, making it easier for them to remember what they have learned (Almurashi, 2016).

Google Classroom

LMS stands for learning management system, and it is a web-based system that connects in-class instruction with online learning. The learning management system facilitates many procedures such as file sharing, forums, chat and discussion boards, texting, sending audio messages, and hosting online meetings and courses. Teachers can improve their courses by including supportive online education via a learning management system (LMS). Google Classroom is one of the most widely used LMS.

As technology pervades every aspect of our lives, individuals begin to use it for educational purposes. Companies produce new educational applications that can be used outside of the formal educational environment. Technological tools were first used in class as supportive materials to education, but as time progressed, mobile devices penetrated any part of our lives, and companies produced new educational applications that can be used outside of the formal educational environment. Among many organizations that have produced thousands of applications, Google has taken advantage of the opportunity to create Google Classroom, a free learning management system. This program was produced by Google in 2014 as a simulator of a real class. Instructors can create a virtual class and share any type of information with their students, allowing them to read, discuss, and share their opinions. Google Classroom is a very effective and supportive learning environment that combines face-to-face teaching with online learning. Google Classroom is a simple-to-use program that can be downloaded from Google Play and the App Store. It can also be used with Windows on any type of machine. Teachers can unite all of the students who are taking the same class and reach them all at the same time because there is no limit on the number of members.

Google Classroom can also be a useful tool for students' vocabulary development. Students can create sentences in context using freshly learnt lexis. They can correct each other's sentences and share views about each other's sentences. Worksheets, educational films, or any other type of material can be shared by both the teacher and the students. After a face-to-face course, the educator can assign students to complete worksheets or create a flexible timed exam in Google Classroom. Google Classroom has long been regarded as one of the best teaching tools available, not only for language instruction but for all types of instruction.

Wordwall

Wordwall is a program that allows you to create a variety of vocabulary games, ranging from multiple choice tests to crossword puzzles. Anyone who has an account can use it freely and share any vocabulary activities that they have already produced. These activities can be saved and used again at a later time. The application is pretty enjoyable to use, since it offers a variety of theme options as well as a leader board. Wordwall is a user-friendly tool with a straightforward interface.

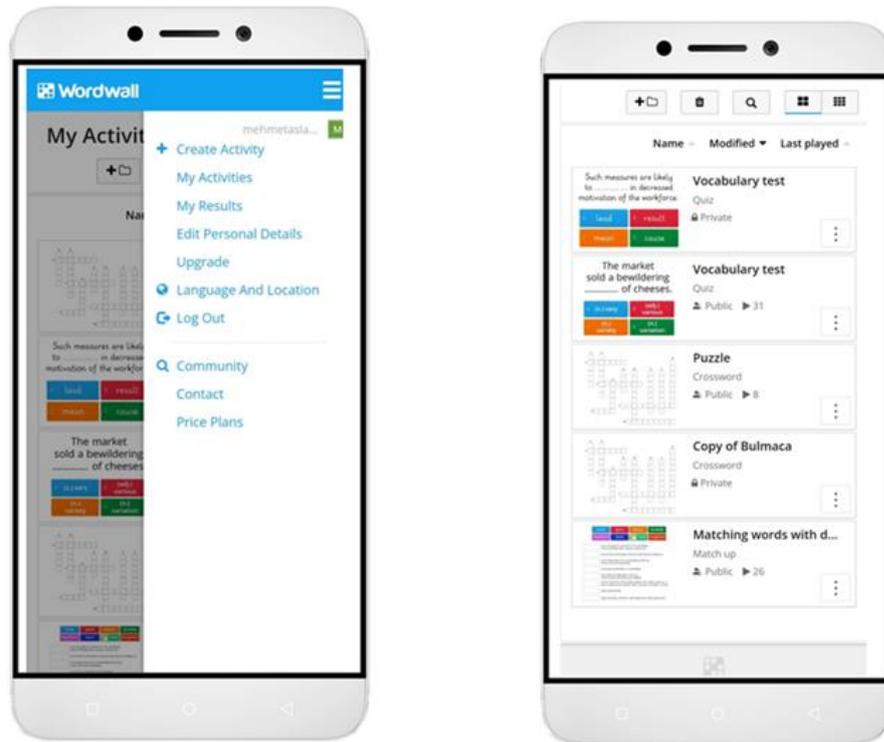


Figure1: screenshot of wordwall application

2. METHODOLOGY

Research Aim

Goal of this study is to get information about Prep class EFL students' ideas about the usage of internet-based applications, specifically wordwall, for English vocabulary development.

Subjects of the Study

20 prep class students who are studying English in English Language and Literature and English Language Teaching Departments in Van Yüzüncü Yıl University. Those students were aged between 17 and 20 and chose these departments after passing officially done Foreign Language Exam (YDT). Those students were already classified by School of Foreign Language and they were students of the instructor who is the writer of this essay.

Data Collection Process and Tools

A virtual classroom was established via Google Classroom application and students joined to this class by using a code shared by their instructors. After that, students were informed about the process and applications that are going to be applied in the study. Teacher

shared one wordwall activity with students for each week and the study continued for 4 weeks. Those activities were including vocabulary quizzes, puzzles, matching exercises and etc. Students' answers were discussed in the class. After one month, students were shared an interview form which include 4 questions that ask for students' general ideas about internet-based applications usage for EFL vocabulary development and benefits of wordwall compared to traditional vocabulary learning techniques. 13 of the students were volunteers to attend interview.

3. RESULTS AND DISCUSSION

This part includes interview questions, their analysis and some of the students' comments.

1. What are the benefits of internet-based applications in foreign language vocabulary learning compared to traditional vocabulary teaching methods?

Participants mostly state that vocabulary learning techniques like memorization or translation in traditional method are quite boring compared to mobile vocabulary learning procedures like game playing, listening, video watching, and etc. Activities and exercises are like games so they are quite entertaining. According to students' responses, the most important advantages of mobile learning are ordered in table 1.

Table 1: Advantages of Mobile Learning

Mobile-Assisted Language Learning (MALL)	
Being catchy	8
Appealing to different learner types (Especially visual learning)	7
Fast learning (Time-saving)	6
Being fun	6
Student-centred learning (Autonomous learning)	5

Students believe that learning something in an entertaining way makes it catchier. It is catch because it includes schemas, pictures, and many different activities, and learners do not bore during learning process. However, just memorising words from their translations or with their synonyms as done in traditional method is boring as stated by students:

"Thanks to internet-based applications and activities, we can keep the words in our subconscious more easily by seeing more examples. There is no boring environment created by just typing or memorizing like traditional vocabulary teaching methods. It contains more activities and fun activities" (S11).

"Internet-based applications have many benefits compared to the traditional method. For example, words and schemas become more permanent in the mind through the application. Whether this is a puzzle or a word game, it quickly captures the human mind. Since learning with practice is like a game, the person feels closer to himself" (S13)

Some of the participants, to highlight superiority of visual learning compared to reading or listening, state:

"Compared to the traditional method of memorization, the Internet-based method can be catchy with videos or images. When most of us are trying to remember something, we say that we saw it somewhere rather than saying that we read it somewhere. Visual intelligence should not be overlooked" (S12)

S10 points many advantages of Mobile Learning:

“Incorporating visual and auditory elements, and activities such as puzzles, matching, and sentence completion that are making vocabulary learning fun, makes vocabulary learning effective and fast.”

2. What is your opinion on the usefulness of mobile devices and applications in foreign language vocabulary learning?

Table 2: Usefulness of Mobile Devices

Usefulness of Mobile Devices	
Being portable (Ubiquitous learning)	8
Enabling quickly reach to information	4
Including many different activities	3

Three most important features of mobile devices as inferred from students' answers are shown in table 2. According to participants, being portable which enables ubiquitous learning is the most important aspect of mobile devices. Ubiquitous learning means that one can learn or study anytime and anywhere without limitation of time and place. S11 clearly remarks the significance of portability:

“Since our phones and tablets are portable, using these applications whenever and wherever we want gives us an extra advantage. With the simplest example, we both enjoy the journey and improve our vocabulary thanks to applications, even during a journey.”

S8 also states:

“Using mobile apps instead of dictionaries and workbooks is much better in many ways, especially portability.”

S7 also focuses on ubiquitous learning:

“It is now very easy to practice with mobile devices and applications and learn something whenever and wherever you want.”

Besides, participants emphasize the aspect of easily getting information thanks to mobile gadgets. One can rapidly search and find the word he/she needs. Thanks to Internet connection, anyone can easily and swiftly reach required information. S6 remarks:

“As a reason for living in the age of technology, we all need to access information in the easiest, fastest and most effective way. In this respect, mobile devices and applications are effective and useful in foreign language vocabulary learning.”

3. What are your views on vocabulary learning with *Wordwall* activities?

Wordwall is a vocabulary learning platform. Users can create many different vocabulary learning activities or they can improve their vocabulary level thanks to already existed activities. Participants liked the fun games and activities of wordwall the most. According to table 3, students mostly admire funny games and activities of *Wordwall*. The opportunity of enabling to repeat the activities is another significant feature of wordwall, and finally having a colourful design and including a lot various activities are the points that learners like most about wordwall application.

Table 3: Participants' Views about Wordwall Application

Wordwall Application	
Funny game and activities	6
Being repeatable	5
Being colourful and having a nice design (visual learning)	4
Having different vocabulary activities	4

S9 compares traditional techniques with wordwall activities and asserts:

“With Wordwall activities, learning vocabulary becomes more fun and memorable. In fact, when the same activities are performed with the traditional method, it leaves a more boring effect. Even the use of any sound and visual effects helps vocabulary learning more.”

S11 states:

“Thanks to the *Wordwall* application, seeing the word in different forms and using them in different activities has greatly improved vocabulary learning.”

Enabling repeatable sources makes online activities and applications more beneficial. Since game or activity is stored in the cloud of the application, one can repeat the exercise whenever he or she wants. According to S7:

“*Wordwall* activities are quite fun and make it easy for you to learn as they constantly expose you to the word.”

Additionally, S2 clarifies:

“*Wordwall* application has helped me in learning vocabulary because I was exposed to the same words over and over, and I had a good time with fun games rather than getting bored.”

4. What are your three most common vocabulary learning apps? Write in order of usage.

In this question, students were asked about the applications they use in language learning in general, rather than vocabulary learning. According to Table 4 and as it is understood from the answers of the students, the most frequently used application by the students is the Turkish to English and English to Turkish online dictionary (TURENG). This is also an indication of how important the word is in language learning.

Table 4: Three Most Commonly Used Application

Most Commonly Used Application	
Tureng	7
Cake	4
Duolingo	3

4. CONCLUSION

At the end of one month study which is conducted with 20 students studying in the preparatory class in School of Foreign Languages at Van Yüzüncü Yıl University, 13 students were interviewed with a written form and the answers of these participants were analysed. As can be understood from the answers given and the tables shared above, the use of mobile tools and applications in vocabulary learning is mostly preferred by students compared to traditional teaching methods. According to results, learning is catchier with mobile learning because students expose to different types of activities which appeal to all kinds of learners. Thanks to mobile learning, students save time and can learn anytime without time and place restriction.

Furthermore, mobile learning is student-centred, that is students can get information autonomously.

The most important aspects of mobile devices is their portability which enables ubiquitous learning, and students mostly agree that including many different colourful activities is the most admirable aspect of *Wordwall* application. Finally, even if it cannot be generalized, one can assume that language students mostly spend their time with online dictionaries as a language learning tool.

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