

Effects of MALL Applications on Vocabulary Acquisition and Motivation

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Abstract

Mobile devices can induce increased vocabulary learning and enhanced motivation for vocabulary acquisition by encouraging ubiquitous learning via their portability and access to various activities. The purpose of this study was to explore the benefits of mobile phone applications with regard to their potential for improving vocabulary learning and motivation. Learning theories and cognitive techniques were explored to provide a theoretical foundation for this study. Following a pre-test/post-test design, 27 experimental students and 31 control students participated in this study by using mobile device-based vocabulary applications thrice a week over the course of one semester. The results indicated statistically significant differences in performance between the two groups in post-test scores and increases in the post-test scores of the experimental group indicating enhanced vocabulary learning. A motivation scale was employed to measure the motivation of the participants in both groups at post-test. The results indicated that experimental participants had enhanced motivation perceptions compared to the control participants. While further research is needed, the analysis of data indicates that the use of mobile phones is a viable vocabulary instructional/learning method at the college level. The paper ends with pedagogically informative conclusions, recommendations and implications for teaching and research.

Keywords: Computer-Assisted Language Learning, Digital Texts, Human-Computer Interaction, Learners- Attitudes