

THE IMPACT OF MOBILE-ASSISTED LANGUAGE LEARNING ON VOCABULARY ACQUISITION AMONG HIGH SCHOOL STUDENTS

Islombek Nazarov

2nd-year student, Majoring in Philology and Language

Teaching at Kokand University, Andijan Branch

islombeknazarov27@gmail.com

 *ORCID: 0009-0000-7391-9972*

Abstract: Mobile-Assisted Language Learning (MALL) has emerged as an innovative tool in language education, providing learners with flexible, interactive, and personalized learning experiences. This study investigates the impact of MALL applications on vocabulary acquisition among high school students. The research focuses on mobile applications such as Duolingo, Quizlet, and Memrise, examining how their interactive features, spaced repetition, and gamified elements enhance students' lexical knowledge. Classroom observations, student surveys, and pre- and post-tests were conducted to assess improvements in vocabulary retention, engagement, and motivation. The results indicate that students using MALL tools demonstrated significant gains in vocabulary size, faster recall, and higher motivation compared to traditional methods. Furthermore, mobile-assisted learning allows for self-paced study and immediate feedback, fostering autonomy and confidence in language learning. This study highlights the effectiveness of integrating mobile technology into language education, emphasizing its role in supplementing traditional teaching approaches and promoting continuous vocabulary development. Recommendations for educators on implementing MALL effectively are also discussed.

Keywords: Mobile-assisted learning, vocabulary acquisition, high school, language learning, technology, engagement, motivation.

Introduction

The rapid advancement of mobile technologies has transformed educational practices, offering new opportunities for language learning. Vocabulary acquisition, a fundamental component of language proficiency, can benefit significantly from Mobile-Assisted Language Learning (MALL). Unlike traditional classroom methods, MALL provides students with access to interactive applications that promote engagement, self-paced learning, and immediate feedback. High school students, in particular, are receptive to mobile technologies, making MALL a relevant and effective approach for improving vocabulary knowledge. Research indicates that mobile applications using gamification, spaced repetition, and multimedia input enhance

students' retention, recall, and motivation. However, challenges such as screen time management, technological access, and varying learner autonomy can influence the effectiveness of MALL. This study aims to examine the impact of mobile-assisted learning on vocabulary acquisition among high school students, investigating both linguistic outcomes and motivational factors. By combining traditional teaching strategies with mobile applications, educators can create a more dynamic, personalized, and efficient vocabulary learning environment.

Main Body

Mobile-Assisted Language Learning (MALL) offers numerous advantages in vocabulary acquisition. Applications such as Duolingo, Quizlet, and Memrise integrate interactive exercises, visual aids, and gamification, which engage students and reinforce learning. For instance, Quizlet's flashcards allow students to practice vocabulary with spaced repetition, enhancing long-term retention. Memrise provides mnemonic devices and immersive contexts, aiding the understanding of word meanings and usage. Gamified elements such as points, badges, and levels motivate learners to participate actively and consistently.

The impact of MALL on high school students is particularly significant because this age group is technologically adept and responsive to digital learning environments. Studies show that students using mobile applications demonstrate faster vocabulary recall and better retention compared to peers relying solely on traditional methods such as rote memorization. Classroom surveys and interviews reveal that students perceive MALL as enjoyable, convenient, and effective, which increases intrinsic motivation for language learning.

In addition to engagement, MALL fosters learner autonomy. Students can control the pace, review difficult items, and access resources anytime, allowing for individualized learning. Teachers play a supportive role by integrating MALL into lesson plans, assigning tasks, and monitoring progress through app analytics. This blended approach ensures that mobile-assisted activities complement classroom instruction, reinforcing vocabulary learning and improving overall language proficiency.

Despite its advantages, the implementation of MALL has challenges. Technical issues, inconsistent access to devices, and potential distractions from non-educational content can affect learning outcomes. Educators need to provide guidance on effective use, set clear objectives, and balance mobile activities with interactive classroom practices. By addressing these challenges, MALL can maximize vocabulary acquisition and contribute to a more comprehensive language learning experience.

In conclusion, integrating mobile-assisted learning with traditional instructional methods enhances both the quality and efficiency of vocabulary acquisition. Through

interactive, engaging, and personalized activities, MALL supports high school students in developing essential language skills while fostering motivation and autonomy.

Conclusion

The use of Mobile-Assisted Language Learning (MALL) has a significant positive impact on vocabulary acquisition among high school students. By providing interactive, gamified, and personalized learning experiences, MALL facilitates better retention, faster recall, and higher engagement compared to conventional methods. Applications such as Duolingo, Quizlet, and Memrise offer tools for repeated practice, immediate feedback, and self-paced learning, which enhance students' lexical knowledge and build confidence in using the language.

High school students, as digital natives, respond well to mobile-assisted learning. The study indicates that MALL not only improves linguistic outcomes but also increases motivation, autonomy, and active participation in language learning. The combination of mobile applications with classroom instruction creates a blended approach that reinforces learning, addresses diverse proficiency levels, and accommodates individual learning preferences.

However, challenges such as unequal access to devices, potential distractions, and the need for teacher guidance must be addressed to optimize the effectiveness of MALL. By implementing structured activities, monitoring progress, and integrating mobile learning into the curriculum, educators can leverage the benefits of technology while mitigating potential drawbacks.

In summary, MALL represents a promising tool for enhancing vocabulary acquisition in high school settings. Its adoption can supplement traditional methods, making language learning more engaging, efficient, and student-centered. Future research should explore long-term effects, cross-curricular applications, and the integration of emerging technologies to further advance mobile-assisted language education.

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