

## USING MOBILE APPS FOR DEVELOPING VOCABULARY COMPETENCE

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## ЛЕКСИК КОМПЕТЕНТСИЯСИНИ RIVOJLANTIRISHDA MOBIL ILOVALARDAN FOYDALANISH

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## ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ДЛЯ РАЗВИТИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ

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**Abstract.** Incorporating multimedia program-based tasks into vocabulary instruction represents a contemporary and effective pedagogical approach that capitalizes on the interactive nature of digital resources. This article aims to describe both the theoretical and practical aspects of the mobile app “Word Case,” which is an innovative multimedia program designed to enhance the vocabulary competence of B1-level learners of English. “Word Case” offers a diverse range of multimedia resources, such as interactive games and audio recordings, catering to various learning styles and preferences. This diversity ensures that students are exposed to vocabulary in different contexts and formats, enhancing comprehension and retention. The program provides opportunities for autonomous learning, empowering students to explore and practice vocabulary at their own pace and according to their individual interests. Moreover, “Word case” facilitates continuous assessment and feedback, enabling teachers to monitor student progress and tailor instruction accordingly.

The study analyzes various viewpoints on the “Multimedia program” as considered by scholars of philosophy, psychology, and pedagogy, and describes the results of a questionnaire.

**Keywords:** pedagogical approach; vocabulary; multimedia; mobile app; autonomous learning; comprehension; retention.

**Annotatsiya.** Ingliz tili lug‘atini o‘qitishda multimedia dasturiy ta‘minot vazifalaridan foydalanish zamonaviy va samarali pedagogik yondashuv hisoblanadi. Ushbu maqolaning maqsadi ingliz tilini B1 darajasidagi o‘quvchilarning so‘z boyligini oshirishga mo‘ljallangan innovatsion multimedia dasturi bo‘lgan “Word case” mobil ilovasini ham nazariy, ham amaliy tavsiflash va tahlil qilishdir. “Word case” ilovasi o‘quvchilarning til o‘rganish uslublari va xohishlariga mos keladigan interaktiv o‘yinlar va audio vazifalar kabi multimedia

resurslarining keng doirasini taklif etadi. Bu xilma-xillik o'quvchilarni turli kontekst va formatlarda lug'at bilan tanishtirishni ta'minlaydi, bu esa, o'z navbatida, tushunish va eslab qolish qobiliyatini oshiradi. Dastur avtonom (mustaqil) o'rganish imkoniyatlarini taqdim etadi, bu esa o'quvchilarga yangi so'zlarni o'z tezligida va shaxsiy qiziqishlariga ko'ra o'rganish va mashq qilish imkoniyatini beradi. Bundan tashqari, "Word Case" uzluksiz baholash va taklif-tavsiya berishni osonlashtiradi va shu orqali o'qituvchilarga o'quvchilar muvaffaqiyatini kuzatish va shunga mos ravishda o'qitish uslubini moslash imkonini beradi. Tadqiqotda falsafa, psixologiya va pedagogika olimlari tomonidan ko'rib chiqilgan "Multimedia dasturi" bo'yicha turli qarashlar tahlil qilingan va bu mavzu bo'yicha olib borilgan so'rovnomalar natijalari bayon qilingan.

**Kalit so'zlar:** pedagogik yondashuv; so'z boyligi; multimedia; mobil ilova; mustaqil ta'lim; tushunish; eslab qolish.

**Аннотация.** Применение мультимедийных программных задач в обучении лексике представляет собой современный и эффективный педагогический подход, который использует интерактивную природу цифровых ресурсов. Цель данной статьи — описать как теоретические, так и практические аспекты, а также проанализировать мобильное приложение "Word Case", которое является инновационной мультимедийной программой, предназначенной для повышения лексической компетенции обучающихся уровня В1 по английскому языку. "Word Case" предлагает широкий ассортимент мультимедийных ресурсов, таких как интерактивные игры и аудиозаписи, что позволяет учитывать различные стили и предпочтения обучения. Это разнообразие обеспечивает студентов словарным запасом в разных контекстах и форматах, что способствует лучшему пониманию текста и запоминанию лексики. Программа предоставляет возможности для автономного обучения, позволяя студентам исследовать и практиковать новые слова в собственном темпе и согласно их индивидуальным интересам. Более того, "Word Case" облегчает непрерывную оценку и обратную связь, позволяя учителям отслеживать прогресс студентов и соответственно адаптировать обучение. В статье анализируются различные точки зрения по мультимедийной программе, рассмотренные учёными философии, психологии, педагогики, а также описываются результаты опроса студентов и преподавателей.

**Ключевые слова:** педагогический подход; словарный запас; multimedia; мобильное приложение; автономное обучение; понимание; сохранение.

## Introduction

Nowadays, the role of multimedia in learning and teaching English is achieving a higher speed in the world and in Uzbekistan. The great importance is attached to studying different language learning and teaching applications that can be easily installed and used. According to the Presidential Decree 1875, adopted on December 10, 2012, "On measures for further enhancement of the system of teaching of foreign languages," pupils must start learning foreign languages at an early age (8).

Incorporating multimedia program-based tasks into vocabulary instruction represents a contemporary and effective pedagogical approach that capitalizes on the interactive nature of digital resources. Research has

shown that multimedia-based tasks significantly enhance vocabulary learning outcomes by providing students with engaging and immersive learning experiences (2, 95). These tasks offer dynamic platforms for students to interact with vocabulary in diverse contexts, facilitating deeper comprehension and retention of word meanings (3, 709). By utilizing multimedia programs such as educational apps, interactive software, and online games, educators can create authentic learning environments that cater to various learning styles and preferences, according to Huang, Hsiao, & Chang (1, 43). Moreover, multimedia-based tasks enable students to explore vocabulary in real-life situations, listen to authentic language usage, and engage in interactive exercises, fostering active participation and meaningful learning experiences (6, 79). As such, integrating multimedia program-based tasks into vocabulary instruction not only enhances students' vocabulary acquisition but also promotes their digital literacy skills and critical thinking abilities, as suggested by Zainuddin (7, 307).

One of the accomplishments is the introduction of English language learning from the first grade of primary school. The implementation of this program started in the 2013–2014 academic year. Further improvements and developments have led to the implementation of new textbooks in public schools. After analyzing the textbook “Prepare” with our colleagues at school №22, we agreed that it is better for the students to acquire new vocabulary with the help of multimedia programs since these programs motivate students to work hard. The reason why the focus was given to enriching the vocabulary is that having a broader range of words at one’s disposal allows B1 learners (Grade 10 and 11) to tap into more extensive semantic resources, enabling them to activate relevant background knowledge and seamlessly integrate new information with what they already know, thereby enhancing comprehension. Furthermore, research has demonstrated that vocabulary proficiency and lexical competence play a significant role in developing metalinguistic awareness.

Lexical competence is a set of lexical knowledge, skills, and abilities that determine students' ability to find a word's contextual meaning, compare the volume of its meaning in two languages, and use the word in the appropriate context. In other words, it is the ability of students to organize and interdependent actions with lexical units, aimed at learning vocabulary; this is mastering the meaning of a lexical unit, its graphic design and pronunciation, knowledge of the grammatical forms of a word, and the rules for combining with other lexical units. Despite the presented definitions, the concept of "lexical competence" would be incomplete if it covered only lexical knowledge, skills, and abilities. Therefore, being a complex structural formation, lexical competence also includes language, speech experience, and personal qualities of students (5, 4). In the formation of foreign language lexical competence, some researchers conditionally distinguish several levels, under which they consider the process of forming the ability of students to solve communicative tasks related to the practical use of foreign language vocabulary in speech activity based on acquired knowledge, skills, and abilities. For instance, young teenagers with extensive vocabularies typically outperform their peers in tasks assessing phonological awareness, which aids in the acquisition of decoding skills by facilitating the ability to identify and manipulate individual sounds, as well as to connect these sounds to written

symbols in text (4, 211). Considering the abovementioned claims, we decided to design and create an application program to improve the lexical competence of students.

While analyzing lessons with the textbook “Prepare,” we realized that using a mobile app to improve the vocabulary competence of B1 level students is one of the best approaches to utilize in the classroom. That is why we started piloting a program named “Word Case,” an innovative multimedia program designed by me and my postgraduate student to enhance the vocabulary competence of B1-level learners of English. “Word Case” offers a comprehensive and engaging learning experience tailored to the needs of intermediate English learners.

At its core, “Word Case” utilizes a variety of multimedia resources to facilitate vocabulary acquisition and retention. The program features interactive lessons, audiovisual materials, and gamified activities, all aimed at providing learners with multiple opportunities to encounter and practice new vocabulary words in context. Each lesson is carefully crafted on the base of “Prepare” to cover a range of thematic topics relevant to B1 level learners, ensuring that learners acquire vocabulary that is both useful and practical for everyday communication.

One of the key components of “Word Case” is its adaptive learning system, which dynamically adjusts the difficulty level of lessons based on learners' performance and progress. Through ongoing assessment and feedback, the program is able to identify learners' strengths and weaknesses, allowing for personalized learning experiences tailored to individual needs. This adaptive approach ensures that learners are appropriately challenged and engaged, maximizing learning outcomes.

In addition to its adaptive learning system, “Word Case” also incorporates spaced repetition techniques to reinforce vocabulary learning over time. By strategically spacing out exposure to vocabulary words at intervals optimized for memory retention, the program helps learners move new words from short-term to long-term memory, ensuring lasting acquisition.

Furthermore, “Word Case” offers a variety of supplementary resources to support vocabulary learning outside of formal lessons. These resources include flashcards, vocabulary lists, and interactive quizzes, providing learners with additional opportunities for review and practice. Learners can access these resources through the program's online platform or mobile app, allowing for convenient and flexible learning anytime, anywhere.

Moreover, “Word Case” integrates multimedia elements such as audio recordings, videos, and images to provide rich and engaging learning experiences. Learners are exposed to authentic language use in various contexts, helping them develop not only their vocabulary but also their listening and comprehension skills. Interactive exercises and games add an element of fun and excitement to the learning process, motivating learners to actively engage with the material.

The effectiveness of “Word Case” is further enhanced by its emphasis on active learning and student engagement. Learners are encouraged to participate actively in lessons through tasks and activities that require them to apply their knowledge in real-world situations. Whether through role-playing exercises, group discussions, or project-based assignments, learners are given

opportunities to practice using new vocabulary in meaningful and communicative ways.


Additionally, “Word Case” provides ample support for learners through its user-friendly interface and access to comprehensive learning resources. Learners can track their progress, review lesson materials, and seek assistance from instructors or peers as needed. The program also fosters a sense of community among learners, allowing them to connect with fellow students and share their learning experiences.

### The main part



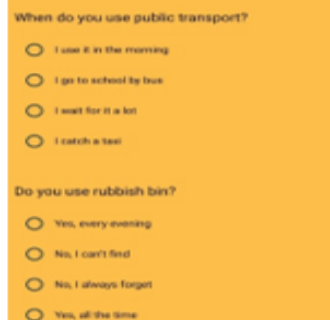
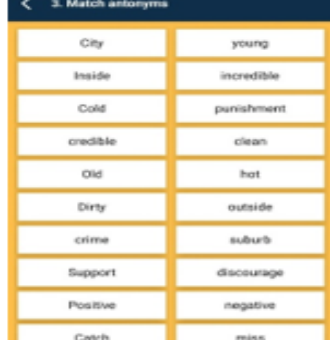
“Word Case” represents a cutting-edge approach to vocabulary instruction for B1 level learners of English. By leveraging multimedia technology, adaptive learning techniques, and engaging content, the program offers a dynamic and effective solution for improving vocabulary competence. With its focus on personalized learning, active engagement, and comprehensive support, “Word Case” empowers learners to achieve their language learning goals and become confident and proficient English speakers.

**Table 1**

*Series of vocabulary development exercises on the “Word Case” program*

The design of the program “Word Case”	
The welcome page of the application presents the list of Units from the Book “Prepare”. The learners choose the unit and do exercises that include the words from that unit.	



<b>Tasks</b>																					
<p>Choose the appropriate option. The learners should read the sentence and choose one option that suit to the blank space.</p>																					
<p>Multiple choice task. The task is to choose the correct word that describes the given illustration.</p>																					
<p>Choose the correct option This multiple-choice activity is aimed to develop logical and critical thinking since the learners need to choose the logical and grammatical correct answer to the given question.</p>																					
<p>Matching task Students are offered different sorts of matching activities where they need to match the antonyms, synonyms, collocations and etc.</p>	 <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>City</td><td>young</td></tr> <tr><td>inside</td><td>incredible</td></tr> <tr><td>Cold</td><td>punishment</td></tr> <tr><td>credible</td><td>clean</td></tr> <tr><td>Old</td><td>hot</td></tr> <tr><td>Dirty</td><td>outside</td></tr> <tr><td>crime</td><td>suburb</td></tr> <tr><td>Support</td><td>discourage</td></tr> <tr><td>Positive</td><td>negative</td></tr> <tr><td>Catch</td><td>miss</td></tr> </tbody> </table>	City	young	inside	incredible	Cold	punishment	credible	clean	Old	hot	Dirty	outside	crime	suburb	Support	discourage	Positive	negative	Catch	miss
City	young																				
inside	incredible																				
Cold	punishment																				
credible	clean																				
Old	hot																				
Dirty	outside																				
crime	suburb																				
Support	discourage																				
Positive	negative																				
Catch	miss																				

The results of the study conducted at school №22 are presented in this article. The main aim of the study is to investigate the use of the multimedia program “Word Case” in teaching and improving the vocabulary of B1 learners.

The present study is collected through quantitative methods. This method includes questionnaires. They are divided into two parts: one designed for teachers and the

other for students. Both of them contain open-ended questions and close-ended questions. The questionnaires were administered to a sample of 120 Grade 10 and 11, and 4 teachers.

Students’ questionnaires are designed to explore the importance of multimedia programs in teaching vocabulary in the classroom. This questionnaire was done in person; it was used to collect the students’ knowledge and attitudes toward using multimedia programs in the classroom. It consists of close-ended questions, which involve yes/no and selected items concerning the use of multimedia programs in the classroom. Both teachers and students were given 10 questions to answer, and the results of the questionnaire are provided below:

**Question # 1: Have you used multimedia programs specifically designed to improve vocabulary in the past year?**

The aim of the question was to identify the students’ experience of utilizing multimedia programs in vocabulary acquisition. The results showed that 90 learners, or precisely 75%, used such kinds of programs. Only 30 students out of 120 stated that they never tried to practice and learn vocabulary with the help of multimedia programs.

**Table 1.1**

*Students’ past experience of using multimedia programs for vocabulary development*

Students past experience	Numbers	Percentage
Yes	90	75
No	30	25

**Question # 2: How frequently do you use multimedia programs to learn new vocabulary?**

The bar chart below shows the frequency of multimedia programs usage for vocabulary learning purposes. According to the study, 40% of students use them weekly, and 29% of respondents learn new words with the help of multimedia programs monthly or rarely. Only 9% of participants answered that they never utilize them in learning.

**Table 1.2**

*Frequency of multimedia utilization for learning vocabulary*

Frequency of multimedia utilization for learning vocabulary	Numbers	Percentage
Daily	0	0
Weekly	40	33

Monthly	35	29
Rarely	35	29
Never	10	9

**Question # 3: On a scale of 1 to 5, how helpful do you find multimedia programs in improving your vocabulary skills?**

The question focused on identifying students' views on the impact of multimedia programs on vocabulary learning. The results showed that 90 learners, precisely 75%, used such kinds of programs. Only 30 students out of 120 stated that they never tried to practice and learn vocabulary with the help of multimedia programs.

**Table 1.3**  
*Students' attitude towards the usefulness of using multimedia programs for vocabulary improvement*

Students attitude	Numbers	Percentage
1 (Not helpful at all)	0	0
2	12	10
3	23	19
4	30	25
5 (Extremely helpful)	55	46

**Question # 4: Do you prefer multimedia programs over traditional methods (e.g., textbooks, flashcards) for vocabulary learning?**

The objective of this question was to know about the preferences of the students regarding the use of multimedia programs or the method of utilizing flashcards and textbooks. As we expected, the results showed that the most significant number of students preferred learning new words with the help of multimedia programs. Almost 93% of participants answered yes, while no one chose the answer "no." 8 students out of 120 sometimes prefer multimedia programs as a resource to learn words.

**Table 1.4**  
*Preference of multimedia programs over traditional methods*

I prefer multimedia programs over traditional methods	Numbers	Percentage
Yes	112	93
No	0	0
Sometimes	8	7

**Question # 5: Which multimedia features do you find most useful for learning new vocabulary?**

We added this question to the questionnaire to identify what sort of activities would be interesting and useful for language learners. All the students stated that they prefer interactive quizzes, as the second most popular multimedia feature was visual aids such as videos and images. More



than 80% of participants gave preference to games. Audio pronunciation and flashcards became less popular among the students.

**Table 1.5**

*The most useful multimedia features for learning new vocabulary*

(Select all that apply)	Numbers	Percentage
Interactive quizzes	120	100
Audio pronunciations	80	67
Visual aids (images, videos)	100	83
Games or gamified activities	97	81
Flashcards	45	34

**Question # 6: Do you feel that multimedia programs help you retain new vocabulary words better than traditional methods?**

The question aimed to analyze the students' understanding of the benefits of multimedia programs in the vocabulary learning process. From the collected results, we can see that most participants consider multimedia programs to have a positive impact on helping them retain new vocabulary better than traditional methods. 104 participants felt that multimedia programs were better, while only 16 students were unsure about them.

**Table 1.6**

*Multimedia programs help retain new vocabulary words better than traditional methods*

Multimedia programs retain new vocabulary better than traditional methods	Numbers	Percentage
Yes	104	87
No	0	0
Not sure	16	13

**Question # 7: Would you prefer if multimedia programs for vocabulary learning were integrated into your school curriculum?**

From the graph below, we understand that students definitely support the idea of integrating multimedia programs into their school curriculum since almost 100 students answered yes. Some participants ticked the option unsure, and we can suggest that it is because they are not fully aware of how the curriculum is designed and to what extent it can be transformed based on learners' needs.

**Table 1.7**

*Integrating multimedia programs into the school curriculum*

Multimedia programs should be included in the curriculum	Numbers	Percentage
Yes	98	82
No	7	6
Unsure	15	12

**Question # 8: Do you believe multimedia programs can make vocabulary learning more enjoyable?**

After we found that most participants found it helpful to utilize multimedia programs in learning vocabulary, we wanted to know whether they enjoyed the process.

**Table 1.8**

*Multimedia programs make the process more enjoyable*

<b>Students think multimedia programs in learning are enjoyable</b>	<b>Numbers</b>	<b>Percentage</b>
Yes	114	96
No	3	2
Neutral	3	2

**Question # 9: How satisfied are you with the multimedia program “Word Case” for vocabulary improvement?**

The multimedia program “Word Case” was tested among the students for two months, and after testing it, we wanted to know their opinion about it. We were happy to realize that all 120 participants stated they were very satisfied with the program.

**Table 1.9**

*Students’ attitude to the multimedia program “Word Case” for vocabulary improvement*

<b>Students’ attitude to the multimedia program “Word Case”</b>	<b>Numbers</b>	<b>Percentage</b>
Very satisfied	120	100
Satisfied	0	0
Neutral	0	0
Dissatisfied	0	0
Very dissatisfied	0	0

**Question # 10: How often does your teacher conduct classes using multimedia programs to teach vocabulary?**

The last question in the questionnaire aimed to know about the frequency of utilizing multimedia programs by teachers during the lessons while teaching vocabulary. Unfortunately, after analyzing the answers to the question, we realized that not all teachers often use multimedia in the classroom.

**Table 1.10**

*Frequency of multimedia classes*

<b>Frequency of multimedia classes with a focus on vocabulary</b>	<b>Numbers</b>	<b>Percentage</b>
Every lesson	0	0
Often	78	65
Seldom	34	28
Never	8	7

Conducting teachers' questionnaires is of paramount importance in educational research for several reasons. Firstly, teachers possess invaluable insights into the dynamics of the classroom, student learning needs, and teaching methodologies. Their perspectives provide researchers with rich qualitative data that can uncover nuanced aspects of teaching and learning. Secondly, gathering feedback from teachers fosters a collaborative approach to research, as it acknowledges their expertise and empowers them to contribute to the development of educational practices. Moreover, teachers' questionnaires help researchers understand the effectiveness of instructional strategies, curriculum design, and classroom management techniques, enabling them to make informed decisions about educational interventions. Ultimately, integrating teachers' voices into research processes enhances the relevance and applicability of findings, leading to the improvement of teaching practices and student outcomes.

Our teachers' questionnaire is designed to figure out the crucial impact of multimedia programs on the vocabulary development of B1 learners. 4 EFL teachers participated in the survey. The results of the investigation are given below in detail.

**Question # 1: Would you prefer to use multimedia programs in your classroom?**

Based on the answers to the question, we can say that 100% of teachers (all 4 participants) indicate that they definitely will utilize multimedia programs in teaching since they consider that they can motivate the learners to work hard and positively improve their learning skills.

**Table 2.1**

*The use of multimedia programs*

The use of multimedia programs	Numbers	Percentage
Yes	4	100
No	0	0

**Question # 2: Why do you prefer using multimedia programs?**

We asked this question to know why the teachers prefer multimedia programs over traditional methods. The bar chart below shows that the teachers chose several options. The most frequent reasons for teachers' preference for multimedia are to motivate the learners and to improve their language skills. Surprisingly, none of the teachers mentioned a reason for the administration requirements, so we can realize that teachers may plan their lessons taking into account their learners' needs.

**Table 2.2**

*Reasons for multimedia usage in the classroom*

Reasons of using multimedia programs in the classroom	Numbers	Percentage
Expose pupils to real language	3	75
Motivate pupils	4	100
Improve the pupils' skills	4	100
Administration requirement	0	0

**Question # 3: On a scale of 1 to 5, how effective do you find multimedia programs in aiding vocabulary retention?**

The purpose of this question was to identify the scale on which teachers find multimedia programs effective for teaching vocabulary. Without any doubt, all 4 teachers chose the highest point on the scale. And it again proves that integrating multimedia into vocabulary development is one of the crucial steps toward language proficiency.

**Table 2.3***Effectiveness of multimedia usage in the classroom*

Effectiveness of using multimedia programs in the classroom	Numbers	Percentage
1 (Not so effective)	0	0
2	0	0
3	0	0
4	0	0
5	4	100

**Question # 4: Have you noticed an improvement in your learners' vocabulary skills since using multimedia programs?**

The main target of this question was to identify whether there have been any significant improvements in students' vocabulary skills after they started doing activities on multimedia programs. As expected, teachers could observe the changes, and 4 teachers (100%) answered yes.

**Table 2.4***Improvements in learners' vocabulary skills*

Improvements in learners' vocabulary skills	Numbers	Percentage
Yes	4	100
No	0	0

**Question # 5: Which multimedia features do you find most useful for teaching new vocabulary?**

The same question was included in both teachers' and learners' questionnaires. We wanted to know if they both chose the similar activities or not. When we analyzed the results, there were almost the same proportions in answers as in students. Preference to interactive quizzes was given by 4 teachers, visual aids such as videos and images as well as audio pronunciation teaching activities also got the highest percentage. Precisely 50% of participants ticked games.

**Table 2.5***The most useful multimedia features for teaching new vocabulary*

(Select all that apply)	Numbers	Percentage
Interactive quizzes	4	100
Audio pronunciations	4	100
Visual aids (images, videos)	4	100

Games or gamified activities	2	50
Flashcards	3	75

**Question # 6: Have you encountered any technical difficulties while using multimedia programs for vocabulary teaching?**

It is well considered that working with multimedia programs can produce some challenges because of different issues. We aimed to analyze whether the teachers face any difficulties while conducting classes with the help of multimedia programs. Only one teacher stated that sometimes it is not easy to work with them, while the rest have no challenges in managing multimedia programs in teaching vocabulary.

**Table 2.6**

*Technical difficulties while using multimedia programs for vocabulary teaching*

Technical difficulties while using multimedia programs for vocabulary teaching	Numbers	Percentage
Yes	0	0
No	3	75
Sometimes	1	25

**Question # 7: How often do you engage with multimedia programs to learn vocabulary?**

To know the frequency of multimedia programs usage in the classroom, we asked participants how often they conduct classes with multimedia. From the graph below, we understand that teachers utilize multimedia programs in the classroom on a weekly basis since 100% of teachers stated this.

**Table 2.7**

*The frequency of multimedia programs usage in the classroom*

Multimedia programs should be included in the curriculum	Numbers	Percentage
Yes	98	82
No	7	6
Unsure	15	12

**Question # 8: How do you evaluate your students' level in vocabulary after using "Word Case" in the classroom?**

We asked teachers about the impact of our "Word Case" program on the learners' vocabulary development. That is the reason we asked how they evaluate the student's level. According to the graph given below, all 4 teachers agree that the program contributes well to the learners' vocabulary acquisition.

**Table 2.8**

*Evaluation of the students' vocabulary skills after utilizing*

*“Word Case”*

Evaluation of the students' vocabulary skills	Numbers	Percentage
Average	0	0
Good	4	100
Excellent	0	0

**Question # 9: How satisfied are you with the multimedia program “Word Case” for vocabulary improvement?**

4 participant teachers tested the multimedia program “Word Case” for two months, and after testing it in order to know how effective the program is, we asked if they were satisfied with it and how. As it was with participant students, all 4 teachers stated that they are very satisfied with the program. The graph below shows this result.

**Table 2.9**

*Teachers' attitude to the multimedia program “Word Case” for vocabulary improvement*

Teachers' attitude to the multimedia program “Word Case”	Numbers	Percentage
Very satisfied	4	100
Satisfied	0	0
Neutral	0	0
Dissatisfied	0	0
Very dissatisfied	0	0

**Question # 10: Would you recommend the multimedia program “Word Case” for vocabulary learning and teaching to others?**

The target of the last question in the questionnaire was to know if participants would recommend the “Word Case” to other colleagues and language learners. The result of this question indicated that those 4 teachers (100 %) would recommend it.

**Table 2.10**

*Recommendation to use “Word Case” for vocabulary development in B1 learners*

Recommendation to use “Word Case” for vocabulary development in B1 learners	Numbers	Percentage
Yes	4	100
No	0	0

## Conclusion



Drawing upon the findings of this study, several recommendations can be formulated to guide language teachers in effectively leveraging multimedia programs to facilitate vocabulary acquisition in their classrooms.

First and foremost, it is imperative for language teachers to recognize the potential of multimedia tools as powerful aids in vocabulary instruction. Multimedia programs offer dynamic and interactive learning experiences that can engage students and stimulate their interest in acquiring new vocabulary. As such, teachers should embrace the use of multimedia resources as integral components of their vocabulary teaching repertoire. By incorporating a variety of multimedia materials that cater to different learning styles and preferences, educators can create inclusive learning environments where all students have the opportunity to thrive.

Furthermore, the selection of appropriate multimedia materials is crucial to the success of vocabulary instruction. Teachers should carefully curate or develop multimedia resources that align with the learning objectives and language proficiency levels of their students. Authentic materials such as videos, podcasts, and news articles provide valuable opportunities for students to learn vocabulary in meaningful contexts, enhancing retention and comprehension. Additionally, interactive games and exercises can offer engaging and enjoyable ways for students to practice and reinforce their vocabulary skills. By choosing multimedia materials thoughtfully and purposefully, teachers can maximize the effectiveness of their vocabulary instruction and create enriching learning experiences for their students.

Incorporating real-life contexts and authentic materials into mobile apps is another key recommendation for language teachers. Research suggests that presenting vocabulary in authentic contexts helps students develop a deeper understanding of word meanings and usage patterns. Therefore, teachers should seek out multimedia resources that expose students to language as it is used in real-world situations, such as conversations, interviews, and cultural artifacts. By immersing students in authentic linguistic environments, teachers can foster not only vocabulary acquisition but also cultural awareness and communicative competence (9, 14).

Moreover, fostering student interaction and collaboration with multimedia resources is essential for promoting active engagement and deeper learning. Language learning is a social and communicative process, and multimedia tools can facilitate collaborative activities that encourage students to interact with each other and with the language in meaningful ways. For example, teachers can design group projects or discussions that require students to use multimedia resources to research, analyze, and present vocabulary related to specific topics or themes. By working together in a collaborative learning environment, students can share their insights, exchange ideas, and support each other's language development.

Additionally, providing ample opportunities for student-centered exploration and discovery with multimedia resources is essential for promoting autonomous learning and self-efficacy. Teachers should empower students to take ownership of their learning by allowing them to explore and interact with multimedia materials at their own pace and

according to their individual interests and preferences. For instance, teachers can create multimedia-based learning stations or online repositories where students can access a variety of resources to support their vocabulary acquisition outside of the classroom. By encouraging independent exploration and self-directed learning, teachers can cultivate students' motivation and confidence in their ability to learn and use new vocabulary effectively.

Furthermore, implementing formative assessment and feedback mechanisms is critical for monitoring students' progress and adjusting instruction as needed. Teachers should design tasks and activities that allow them to assess students' vocabulary knowledge and skills in authentic contexts using multimedia resources. For example, teachers can administer quizzes or assignments that require students to demonstrate their understanding and use of vocabulary in listening, speaking, reading, and writing tasks. Additionally, providing timely and constructive feedback on students' performance can help guide their learning and address any misconceptions or difficulties they may encounter. By regularly assessing student progress and providing targeted feedback, teachers can ensure that their vocabulary instruction remains responsive to the evolving needs and abilities of their students.

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