EXPLORING THE USEFULNESS OF MOBILE ASSISTED LANGUAGE IN ENHANCING ENGLISH VOCABULARY OF FIRST – YEAR STUDENTS AT SRIPATUM UNIVERSITY

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SPU
SRIPATUM
UNIVERSITY

A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

PROGRAM IN INNOVATIONS IN LEARNING AND TEACHING

SCHOOL OF INTERDISCIPLINARY TECHNOLOGY AND INNOVATION

SRIPATUM UNIVERSITY

ACADEMIC YEAR 2018

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KEYWORDS	MOBILE ASSISTED, ENGLISH, VOCABULARY, ACHIEVEMENT
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DEGREE	MASTER OF EDUCATION PROGRAM IN INNOVATIONS IN LEARNING AND TEACHING
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ACADEMIC YEARS	2018

ABSTRACT

This study is aimed at Exploring the usefulness of Mobile Assisted Language Learning in enhancing English vocabulary acquisition of First year students at Sripatum University as a 21st Century learning tool in the classroom. The Main focus is 1.) to investigate how first-year students use their mobile devices as tools in English vocabulary learning, 2.) to identify the Mobile devices applications that the students use in English vocabulary acquisition and finally 3.) to compare students' vocabulary knowledge after using MALL through Pre-test and Post-test.

Data for this study were collected by means of various research instruments; Survey questionnaire, face to face interview/assessment, and Pre and Post-test. The primary findings of this research is that MALL had positively influenced students attitude and scores when it comes to English vocabulary acquisition. Mall approach has not only improved their vocabulary knowledge but also motivated students in language learning. In addition to this, the analysis revealed that mobile learning was considered by the participants as a useful way of learning as it is convenient, portable and effective. However there were also some challenges faced in this study. Nevertheless, mobile devices which are popular among students are motivational tools to be used in education as well as various learning activities in the future.

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

BACKGROUND

This research is aimed at exploring the usefulness of Mobile Assisted Language Learning in enhancing English vocabulary of First year students at Sripatum University as a 21st Century learning tool in the classroom. The Main focus is how the First year students of ENG213 of Sripatum University adapt and update themselves on the use of mobile technologies to acquire new vocabulary. It also explores what type of application the aforementioned students use in class. Another interest is to find out how mobile learning will affect their test scores and classroom performances.

In today's electronic driven era of learning, mobile devices have huge potential as an educational tool for both teachers and students. Over the years the methods of teaching have gradually been changing and evolving for the better. With the upsurge of technology, the digital age is rewiring our way of teaching to adjust to the millennial era. Several new strategies and practices emerge every day to encourage and enhance the language learning experience, by making it more accessible, diverse, and creative for modern students. Nowadays, with the help of multiple applications and online learning tools, the modern student can get answers for their homework, classwork and activity projects, translate documents from Thai to English and vice versa with just a snap of their fingers, anywhere and anytime at their convenience. Thus, mobile phones, tablets, computers and many diverse forms of information technologies are in use in today's language learning environments. It is seen more as an essential learning tool than a distraction. Especially in the field of language learning, where it makes learning interesting and meaningful. The extensive ownership of portable

devices enables students to connect with real people while learning foreign languages at any time and from any location, whether individually or in contact with others, socially or academically. That is to say that the number of publications in the field of mobile learning is rapidly increasing. For that, educators are trying to make mobile devices a rich resource for teaching and learning foreign languages. Along the same line, there are a number of studies that have been carried out to implement mobile technologies as a medium to support different student's educational needs in the future.

The invention of the computer and the Internet was one of the most significant influences in education. The Computer-Assisted Language Learning approach also called CALL, introduced a modern approach to teaching and learning. It provided endless opportunities for students and educators alike by breaking their dependence on the limited conditions where they can only study in a classroom environment, or on resource books and other teaching settings that only teachers can provide. CALL first made teaching move vivid by providing audio and video so in addition class lectures students can learn more by watching videos of native speakers and listen to their interaction. Furthermore, it allowed students more time to work on their own catering individualized learning. The differences in learning styles, language skills,pacing and learning schedules can easily be accommodated through CALL. Integrating technology in traditional teaching situations also helps solve the classic educator problems like capturing student attention,maintaining student interest, holding focus and increasing engagement. Educators can certainly benefit from the great variety of interactive activities, games, stories, songs that make language learning not only painless but also fun. Today there are a number of CALL programs and courses that are available on the internet with prices varying from free to expensive and others are available through university language courses.

With the evolution of the CALL, the transfer of computer functions to mobile devices like smartphones and tablets opens up a new approach in the field of language teaching and learning: MALL or Mobile-Assisted Language Learning. MALL differs from CALL in its use of personal portable devices that make learning even more accessible anytime and anywhere. It is also worth mentioning that one of the important sources that CALL and MALL provides is, of course, the Internet which offers an unlimited amount of information from audio and video recorded materials, podcasts, electronic books, songs, etc.

As an offspring of CALL, MALL it is deemed as an effective medium largely due to the availability and accessibility of smartphones. More and more mobile-Assisted Language Learning applications related to language learning are emerging and accessible. Since mobile devices has now become a part of our daily lives learning can be both a formal or informal way of learning. It can also bridge students and learning in or out of class. The importance of vocabulary acquisition is foriegn language learning is of tremendous importance which the MALL can greatly provide to student learners.

Research Questions

Research questions have been developed to address the requirements of the research and add to the knowledge of learning through mobile devices. The research questions, therefore, have been developed to narrow the scope and bring focus to the topic. This study attempts to find answers to the following questions:

1. How do students at Sripatum University use their mobile devices as

tools in English vocabulary learning?

2. What are the mobile device applications that students use in their acquisition of English vocabulary?

3. Will the use of mobile devices improve students' vocabulary knowledge?

Research Objectives

This research aims:

 1. To investigate how first-year students use their mobile devices as tools in

 English learning.

 2. To identify the Mobile devices applications that the student uses in English vocabulary acquisition.

 3. To compare students' vocabulary knowledge after using MALL by Pre-test and Post-test.

Research Hypothesis

 Vocabulary acquisition is regarded as the main core of learning in any language. With the emergence

of mobile learning, students now have a wide range of opportunities to use this new technology in order to

enrich their vocabulary. This leads us to hypothesize that:

1. First year Thai students at Sripatum University language acquisition have improved after using MALL.

Scope of Research

 With the boom of technology inclined learning strategies, the mobile -assisted Language learning has

started to slowly merge its way to the field of education. Mobile-assisted Language Learning is regarded as an

independent language learning approach that emerges from the general field of learning, which is mobile

learning. This new paradigm involves the use of different mobile devices as teaching and learning tools

(BOUZIDI,2015). This research focuses on exploring the usefulness of mobile devices in English vocabulary

acquisition with first year students who are studying Eng213 vocabulary and reading. It further defines

different mobile applications that students use during English 213 reading and vocabulary lessons. Gathering

information through surveys and face to face interviews from students. The research also examines the difference of test scores pre using the mobile device and post mobile device usage from the duration of 7 weeks during the summer of year 2561/3.

This study gathered information by conducting face to face interviews with each class, getting more insight on how students use their mobile devices in everyday routine, survey questionnaires by google form and conducting pre and post tests to assess students' retention and understanding of English vocabulary.

Definition of terms

MALL - Mobile-assisted Language Learning. MALL is a subset of both Mobile Learning (m-learning) and Computer-assisted language learning (CALL). It is described as an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL. Handheld devices include mobile phones and tablet computers with Internet capability and other devices without Internet access such as electronic dictionaries, MP3 players and game players.

CALL -Computer-assisted Language Learning. CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

MOBILE DEVICE - A mobile device is a handheld tablet or other device that is made for portability, and is therefore both compact and lightweight. New data storage, processing and display technologies have allowed these small devices to do nearly anything that had previously been traditionally done with larger personal computers. Mobile devices are also known as handheld computers.

Mlearning- also known as mobile learning, is education via the Internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. It is flexible, allowing students access to education anywhere, anytime.

PDA- is short for personal digital assistant, a handheld device that combines computing, telephone/fax, Internet and networking features. A typical PDA can function as a cellular phone, fax sender, Web browser and personal organizer. PDAs may also be referred to as a palmtop, hand-held computer or pocket computer.

Mobile application- most commonly referred to as an **app**, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Apps are generally downloaded from application distribution platforms which are operated by the owner of the mobile operating system, such as the App Store (iOS) or Google Play Store. In this study Mobile application is the common applications that the participants use for vocabulary learning.

Line App- is a freeware app for instant communications on electronic devices such as smartphones, tablet computers, and personal computers. Line users exchange texts, images, video and audio, and conduct free VoIPconversations and video conferences. The application has a direct pop-out message box for reading and replying to make it easy for users to communicate. It also can share photos, videos and music with other users, send current or any specific location, voice audio, emojis, stickers and emoticons to friends.

EN-Thai Translation (line)- This official account will translate both English into Thai and Thai into English. By simply typing a message to the "en-thai translator" it will instantly auto-translate your message for you and send this to you as a reply.

Merriam-webster dictionary- mobile version of its popular dictionary, the Merriam-Webster Dictionary.

This app includes Voice Search, audio pronunciations, Word of the Day, synonyms & antonyms, illustrations,

Favorites & more.

The following definitions will be discussed in greater detail in the following chapter.

CONCEPTUAL FRAMEWORK

In FRAME models, mobile learning is seen as existing within a context of information.Collectively and

individually, learners consume and create information. The interaction with information is mediated through

technology. It is through the complexities of this kind of interaction that information becomes meaningful and

useful. Within this context of information, the FRAME model is represented by a Venn diagram in which

three aspects intersect in figure 1.

Figure 1.1 Koole's FRAME Model (Koole, 2009)
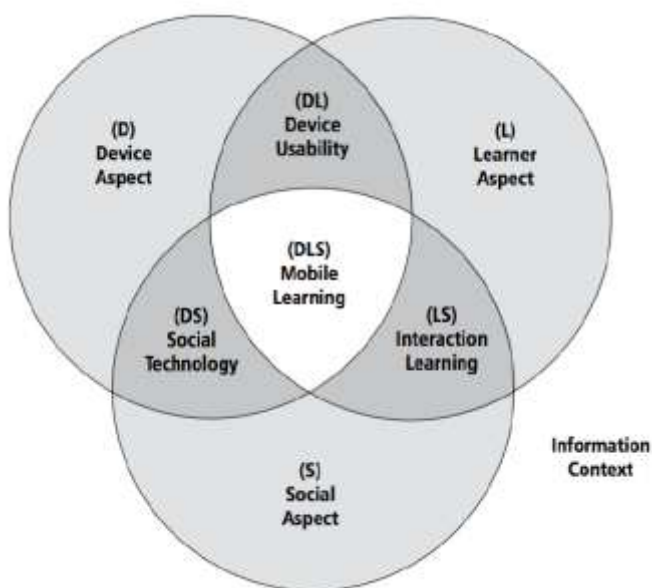
Koole's FRAME Model is best suited to the purpose of language learning, converging three distinct perspectives: device (mobile technologies), learner (human learning capacities) and social (social interaction) aspects. As Koole mentioned, mobile learning can be implemented effectively in both formal and informal learning from the intersection of these aspects. The characteristics of mobile learning run in parallel with second language acquisition pedagogy, therefore the framework creates situated learning for "social and cultural practices" where people bring to the uses of tools (in this study, mobile phone) they share (Russell, 2002).

CHAPTER 2

REVIEW OF LITERATURE

Mobile Assisted Language Learning

2.1 Definition of Mobile-assisted Language Learning

In recent years, the world has witnessed an explosion in the growth of mobile learning across various branches of education. Mobile-assisted Language Learning describes an approach to language learning that is assisted through the use of handheld or palmtop technologies (Valarmathi, 2011). MALL is any type of language learning with the use of portable devices such as: PDAs, smartphones, ipads,tablet,smartwatch or any handheld devices which are used for: : voice calling, making short messages, video chat, listening to audio MP3, MP4, Mpeg, web surfing, shopping, electronic dictionaries etc. (Kukulska-Hulme & Shield, 2008) In this respect, mobile learning refers to the use of mobile devices as an educational tool to access learning materials at anytime and everywhere. Mobile language learning is a field that is rapidly developing, a number of research has appeared with various of ways in which educators can use in teaching and learning language. Research about MALL has generally positive, most researchers see the potential of the role of that mobile devices may play in Language learning.
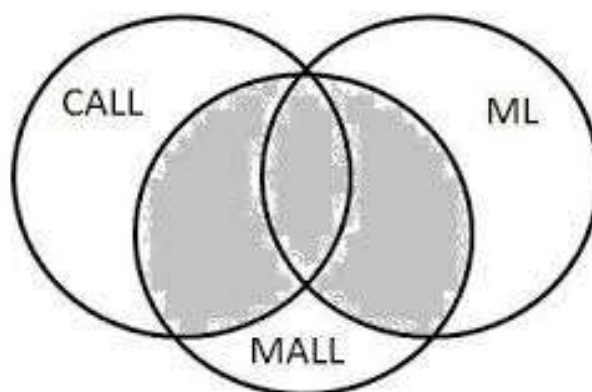
Figure 2.1 The relationship of computer-assisted language learning (CALL), mobile-assisted language

learning (MALL), and mobile learning (ML). Hubbard & Stockwell, 2013, p. 5.

2.2 Potential of Mobile-assisted Language Learning

There is growing research on the area of mobile learning which indicates the increasing use of mobile

technologies for learning and teaching practices. MALL offers various ways to access any learning material

and to interact with teachers and classmates that transcends time and place. With the growing applications

incorporating mobile technology have also been attempted in the subject of foreign language learning and

English language learning (Kukulska-Hulme & Traxler, 2005). Various studies (e.g. Ally, 2009; Dias, 2002;

Dickey, 2001) have shown an explosion of interest in using mobile devices for English language teaching and

learning. Mobile devices have some characteristics which allow them to be suitable tools for modern

education, especially in terms of providing exploring and sharing learning contents. The characteristics can be

summarised as portability, functionality, ubiquity, utility and connectivity(Pachler et al., 2010). These

characteristics definitely have a lot to offer for learners of English as a Second Language. Portability enables

the learners to move around and bring new materials while connectivity allows the device access to those

materials and enable learners to share information with peers by doing so learners have more control over

their learning process and progress. According to Kopler (2002) there are other advantages provided by

MALL such as:

A)**Portability** – device is taken to different places due to small size and weight.

B)**Social interactivity** – exchanging data and collaboration with other learners.

C)**Context sensitivity** – the data on the mobile phone/device can be gathered and responded uniquely

to the current location and time.

D)**Connectivity** – mobile devices can be connected to other device, data collection devices or a

common network by creating a shared network.

E) **Individuality** – activity platforms can be customized for individual learners.

The unique educational attributes of mobile devices discussed by Kloper et al. (2002) are seen as the

affordances that Mobile-assisted Language Learning (MALL) has to offer for ESL learners.   Apart from

that, mobile devices are designed to provide a lot of functionalities that can be used for supporting and

enhancing teaching and learning methods. It is important that we not only rely on technology devices but let it

be a tool for educators for applying and designing a learning approach. Here are some examples of different

approaches that can benefit MALL; behaviorist theory, collaborative learning and communicative Approach

2.2.1 Behaviorist Theory

In the behaviorist paradigm, learning is thought to be best facilitated through the reinforcement of an

association between a particular stimulus and a response, stated Naismith et al. (2004). Applying this to

educational technology, namely mlearning, the latter provides the ideal opportunity to present learning content

(stimulus), gather learners' responses (response), and provide appropriate feedback (reinforcement) (Naismith et al., 2004). To illustrate, text messaging is one of the learning applications that relies on behaviorist theory. Many researchers (Alemi, Sarab & Lari, 2012; Derakhshan & Kaivanpanah, 2011; Kim, 2011; Stockwell, 2010) conducted their studies relying on behaviorist theory through content delivery by text messaging to mobile phones (Houser & Thornton, 2004). Other examples of behaviorist learning with mobile technologies are MMS, Voice recorder softwares, drill and feedback, Mobile Response System such as clickers, and so many other materials used to facilitate learning through mobile devices (Keskin & Metcalf, 2011). Illustration 1, Illustration 2 and Illustration 3 are examples of the application of behaviorism in formal learning. The teacher uses the application to remind students of homework regarding the course. A significant advantage of using behaviorism theory is that it can clearly define behavior and can be used to measure changes in behavior.

Illustration 1.   Illustration 2   Illustration 3
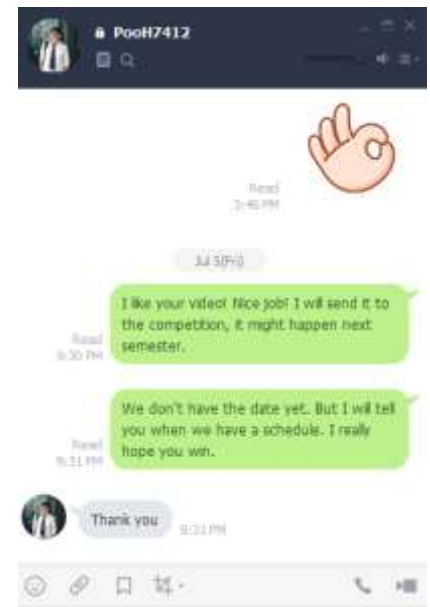
Figure 2.2 Teacher messages students using the mobile application as a reminder and reward.

2.2.2 Collaborative Learning

According to Naismith et al. (2004), collaborative activities are those that promote learning through social interaction. Collaborative learning is an extraordinary help, assert Tomei (2004), especially for the online learning as it improves interaction and peer communication where the biggest voice will be from the learners. Learners are able to learn a language in collaboration with others by sharing files, data, and providing means of coordination without attempting to replace human-to human interactions. Mobile devices can be used collaboratively in real time through different MALL applications. For instance, EFL learners can exploit their digital devices to learn in a collaborative way through sending SMSs, sharing songs, data, and videos via Bluetooth, and speaking in group through Facebook.

Illustration 4   **Illustration 4**
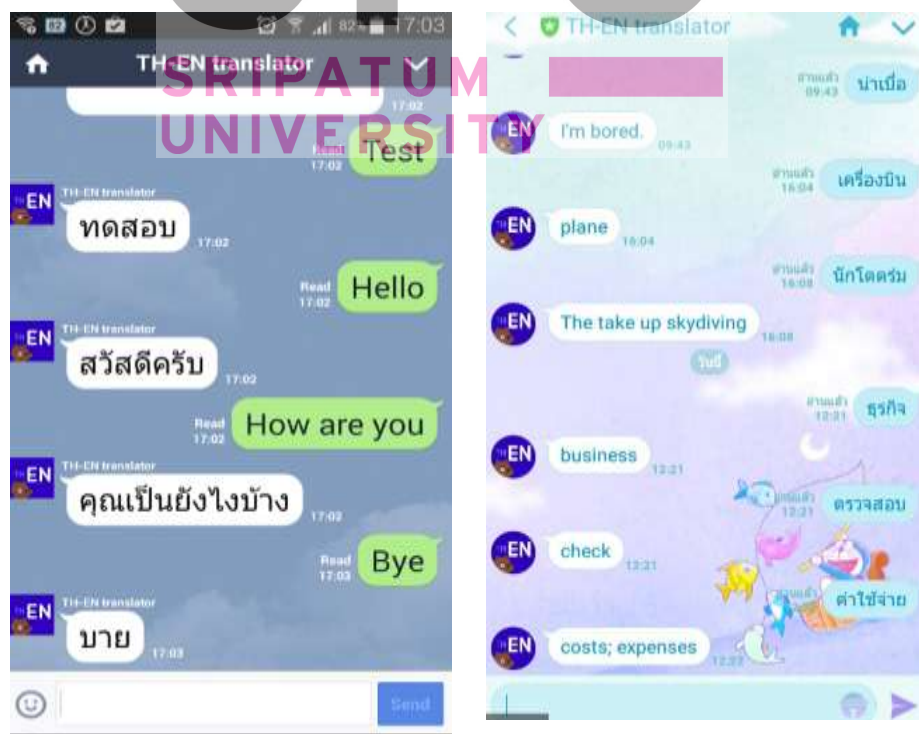
Figure 2.3 Real time translation through Line app.

2.2.3. Communicative Approach

One of the popular approaches to second language learners is the communicative approach, it is ideal especially for MALL as it encourages learners to interact with others.The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

2.3. MALL as a motivation

There are many factors that may affect learning languages through MALL, learners are more often more engaged when using mobile devices in class.

A. **Fun** : mobile devices are viewed as a source of entertainment. They can have a positive association to learning when the mobile device is involved.

B. **Communication platform:** made for communicating with teachers and peers. Although most students are shy in class, they become bolder when using social media like the LINE app when talking to the teacher. Most are eager to have the means to practice with the teacher.

C. **Integrating technology:** makes students more involved in lessons with the ever changing technology integration.

D. **Novelty**: most learners prefer new technologies. Thus, if they are provided with sufficient information on how to use it, that would motivate them to use the technology.

E. Speed: students can get any information with a click of a button

2.4 Connectivity and battery life

One of the issues with respect to mobile learning is the user's mobile battery life since it is not possible for a mobile learning application to be made use of for a long time without draining the mobile phone's battery. In most of the cases, users use their device to gain necessary information and then put their phones away. When a mobile phone is used continuously its battery drains quickly, as compared to the battery life on stand-by mode. The battery of a mobile phone may last for five or six hours straight if a person listens to songs while the mobile phone is locked and the screen is off, but when students use their mobile phones in classrooms they have to keep the screen unlocked in order to run the apps and read the course material (Shudong and Higgins, 2010). A mobile phone that has a new battery may last for the whole day, but everyone does not usually have a new battery in their mobile phone and older batteries tend to drain even more quickly than new batteries. However there is also a solution to this hiccup, the invention of power banks. It is now almost impossible to have a low battery. The only excuse would be if the learners forget to bring theirs.

2.5 Mobile Network connectivity Issues

Although Thailand's average broadband-internet speed ranks eighth in Asia and 52nd worldwide, according to US network diagnostics firm Ookla, mobile network connectivity issue will still happen, rarely but it happens. The study further affirms that unreliable mobile networking is a major constraint that causes various challenges for the mobile learners. In playing an online game called "kahoot" for instance, if a student's internet provider is weak, the student can enter the game but will be kicked out during the middle of the game from the server once the network can't keep up with the game. When engaging in an online based

games or activities the existence of a reliable and strong connection in between the mobile device and the servers is mandatory in order to receive and deliver lectures and activities.

Part 2

2.6 Vocabulary acquisition

Vocabulary acquisition is regarded as the building block of language learning. It is considered as one of the most challenging tasks in learning a foreign language. Here, in this chapter, a definition of vocabulary as well as its importance is provided. Moreover, the various aspects of word recognition will be discussed regarding the essential impact it plays in vocabulary acquisition process. In addition, learners should be aware of the different types of vocabulary and the role of memory while acquiring new items. Therefore, a number of vocabulary learning strategies as well as the support of the new mobile technologies on the acquisition of vocabulary will be discussed.

On the whole, the basis of every language lies in its vocabulary which has a crucial impact on the mastery of the different aspects of the language.

2.6.1 Word Form

According to Nation (2001), knowing one word form involves knowing spoken form, written form, and word parts (cited in Schmitt, 2010). Learning the Word form is one of the key components to vocabulary acquisition.

2.6.2 Spoken form

It is the ability to know what the word sounds like in a continuous speech, as well as the ability to pronounce words clearly in a connected speech. Students were asked to listen to how the words are

pronounced, they could either ask the teacher to use their mobile dictionary, part of the feature of the online dictionary is the pronunciation of each word.

2.6.3 Written Form

Word parts, such as prefixes, roots, suffixes, and word family, are the particular parts that constitute the particular vocabulary item. knowing the word family also helps learners know the meaning of the other similar words. For instance, if learners know the meaning of the suffix able, they may derive the meaning of the words of the same root such as unable, disable, and so on.

2.6.4 Word Meaning

It is not sufficient to acquire the form of the vocabulary item; its meaning should be encountered, too. This includes synonyms and antonyms. Students were asked to find the meaning of the vocabulary in English and in Thai and provide synonyms and antonyms.

2.6.5 Word Use

Knowing the form and meaning is not enough but also how to use it in a sentence. Word use is when students are asked to compose their own sentences with the given vocabulary.

Applications used in Mobile-assisted Language Learning

2.7 LINE

Line is a freeware app for instant communications on electronic devices such as smartphones, tablet computers, and personal computers. Line users exchange texts, images, video and audio, and conduct free conversations and video conferences.

At the beginning of the term the students were asked to create a line group for each section,this line group would be used mainly for communication with students. Message topic can vary from homework to

anything that students would want to ask or request from being late in class to extension of project deadlines.

The one rule would be that everyone "speaks" in English in the group line

illustration 7. line application is one of the most popular instant communication software in Thailand.
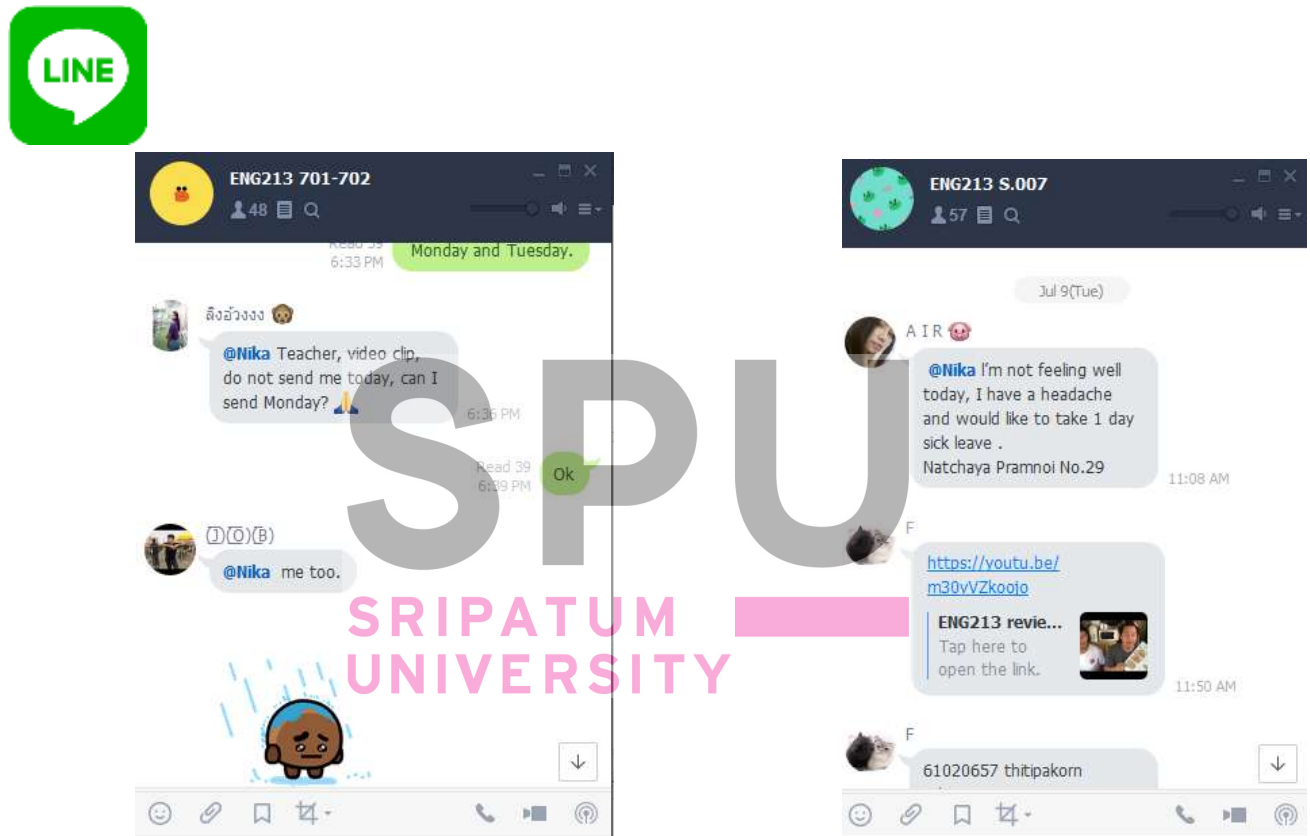
Figure 2.4 Sample of group Conversation with ENG213 students. Students initiate conversation first and are

more confident compared to classroom interaction

2.8 TH-EN translation

LINE launched an Official Account called TH-EN Translator. It helps translate Thai to English while chatting. A user can just add it as a friend and invite them to a chat room. Then the user can type anything in the chatroom in Thai and the translated version will show as a reply.

2.9 Recording app

Voice recorder application is totally free. It is simple and easy to use. You can reliably record your meetings, personal notes, speeches, lectures, songs. There are no time limits. This application can record most of your sound and voice. You can record a business meeting, a lecture, an interview.

2.10 Merriam-webster dictionary

This is the best Android app for English language reference, education, and vocabulary building.No internet connection is required to view the definitions or thesaurus although you do need a connection to view illustrations, hear audio pronunciations, and use voice search.

2.11 Google Translate

Google Translate is a free multilingual machine translation service developed by Google, to translate text. It can translate multiple forms of text and media, which includes text, speech, images, and videos. For most of its features, Google Translate provides the pronunciation, dictionary, and listen to translation. Additionally, Google Translate has introduced its own Translate app, so translation is available with mobile phone in offline mode.

CHAPTER 3

RESEARCH METHODOLOGY

In order to answer the research questions stated earlier and to test the above hypotheses, the data needed was collected by three means. For the first question; How do First year students of Eng 213 use their mobile devices as English vocabulary learning tools? A combination of face to face assessment and survey questionnaire were done in order to collect this data. For the second question; What are some MALL applications that students use in the classroom? A survey questionnaire was used to collect data from ENG 213 students. Lastly, pre-test and post-test were administered to ENG 213 first-year students to compare the . The research means provided valuable data that will be analyzed and discussed in Part Four of the current study.

Research design

A Quantitative Research Design was implemented in this research because it is important for a researcher to have statistical conclusions to collect actionable insights. The results accumulated by the questionnaire can be quantifiable and presented in graphs and tables to illustrate the responses.

Research Process

In this stage the content curriculum of the course subject ENG213 was used with the addition of MALL as a teaching technique. According to the 2018 term 3 curriculum, the Reading explorer by National Geographic will be used as the reading material topic from Unit 1-4. A MALL approach was then developed in accordance with the topic of each Unit. During class the researcher will introduce the topic through lectures and a series of targeted questions. Pre-test will be administered before the formal lesson starts. Learners use

their mobile devices during the reading passages as additional learning tools. For each unit, students will have to produce a Vocabulary notebook; searching for the meaning, synonyms,antonyms, pronunciations, thai translation and sample sentences. In this activity, students will use the MALL approach and a series of mobile applications such as; Line app, Merriam-webster dictionary, Google Translate, and TH-EN translation.

Population and Sample

The population for this research was First-year students enrolled in ENG 213 Vocabulary and Reading subject in semester 3 of 2018.There are 18 sections in total with a population of 800. The subject ENG213 aims to help students practice reading strategies to effectively comprehend textbooks, articles, and academic documents.

Based on a purposive sampling technique, a hundred and ten (110) students were chosen for this study at Sripatum University. The selection of this sample was based on the fact that the selected sections do not have an official vocabulary course, therefore it is expected that the participant would rely on sources like digital devices to learn vocabulary.

Research Instruments

Data for this study was collected by means of various validated research instruments; Survey questionnaire, face to face interview/assessment, kahoot website analysis data and Pre and Post test. The questionnaire was used to collect data on participants' mobile usage and their opinion with the use of MALL in the classroom. Kahoot website Data was used for additional data to support the paper based pre and post test.

Data collection procedures

A quantitative research technique has been employed in this research which will verify the credibility of the result. The method used involved survey questionnaire, Kahoot application data, pre and post test.

Data analysis

The data obtained through this research were analysed by different techniques.

To answer the first question: How do students at sripatum university use their mobile devices as tools in English vocabulary learning? The data obtained from the survey questionnaire was analyzed through a simple descriptive statistics percentage .

To answer the second question: What are the MALL applications that students use in their acquisition of English vocabulary? The data obtained from the survey questionnaire and face to face assessment were analyzed using google form and was visualized through a series of graphs and bar charts.

To answer the third question: Will the use of mobile devices improve students' vocabulary knowledge? The data collected through the pre and post test were examined through the paired t-test.

CHAPTER 4

RESULTS

The purpose of this chapter is to present the results of the study; the findings are carefully discussed in order to address the research objectives and answer the research questions, to test the hypothesis produced in chapter 1. The first objective focused upon investigating how first-year students use their mobile devices as tools in English learning which was achieved through survey questionnaires and face to face assessment of the students. figure 4.1 and 4.2 shows the result of the survey questionnaire:
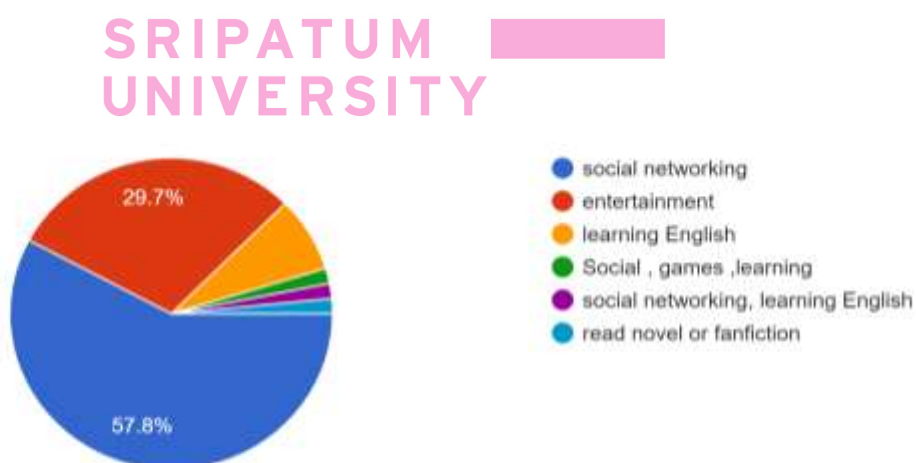
Figure 4.1 Percentage of mobile devices in social networking activities

It can be seen from **f** that Figure 5. 57.8 % of the respondents use their mobile devices in social networking activities, 29.7% on entertainment, 7.8 % on learning English, 1.6 each on games, reading fan fiction and novels .
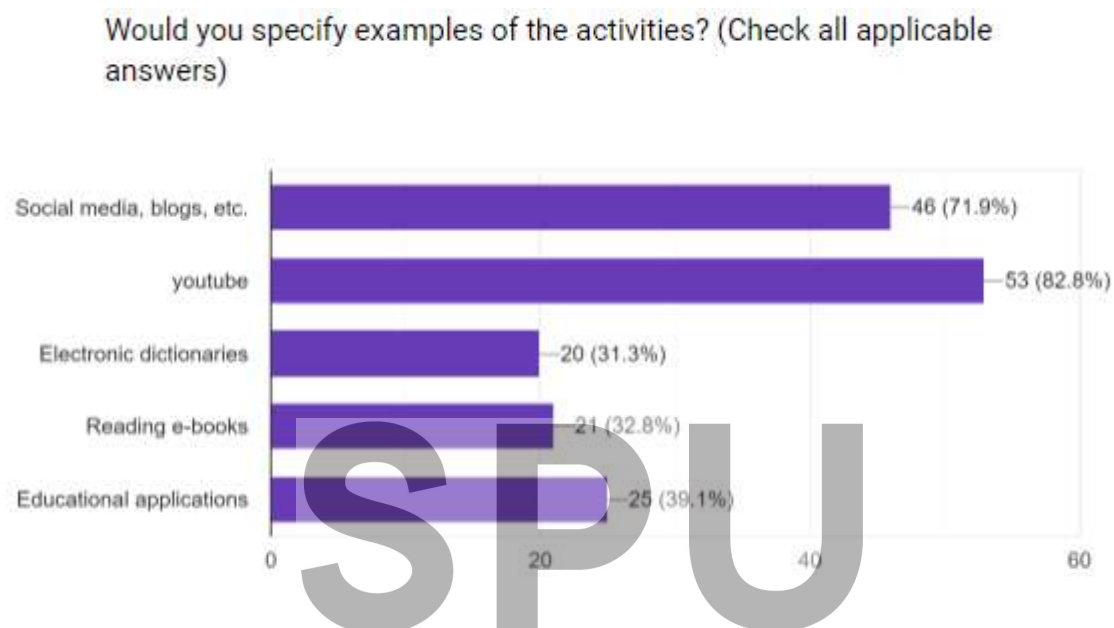
Figure 4.2 Percentage of the participants use their mobile device for English vocabulary acquisition

In **Figure 4.2** furthers investigate how the participants use their mobile device for English vocabulary acquisition. As seen in the graph, Youtube is the most popular response with 82.8%, coming in second is social media, blogs, twitter, pinterest with 71.9%, while ebooks response is 32.8% and other educational applications (i.e. Duolingo, easybib, EasySay) with 39.1% and lastly Electronic dictionaries 31.3%.

what applications do you usually use when studying English? (you can check more than 1)
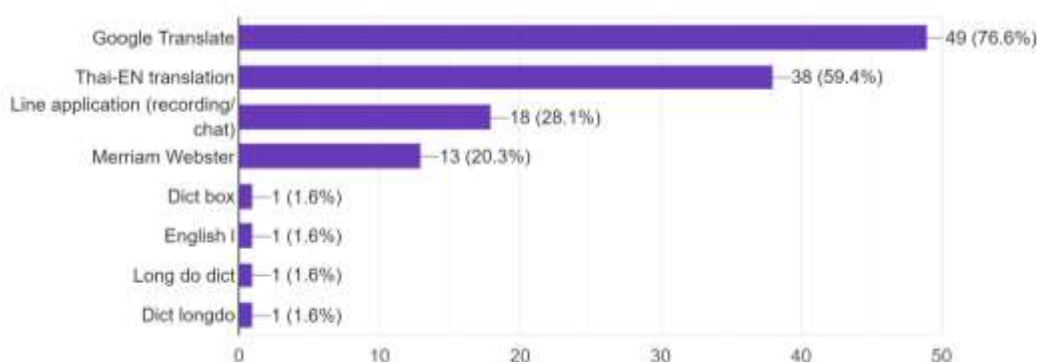
Figure 4.3 Percentage of four main applications that the respondents use in Vocabulary acquisition

In **Figure** 4.3 , It addresses the second objective 'To explore the basic applications that the student uses in English Vocabulary acquisition.' As illustrated, there are four main applications that the respondents use in Vocabulary acquisition. The results showed that Google translate is the main app that students use with 76.6% ,followed by TH-EN translator app 59.4%, Line app coming in third with 20.3% and   ebster   ebster dictionary with 20.3%. The other four applications which are Dict Box, English, LongDo dictionary, dict Long Do are another type of online dictionary app with 1.6% each.

Table 4.1 and 4.2 demonstrate the Pre and post tests results and answers the third objective, To compare if the use of MALL on their mobile devices has improved their vocabulary knowledge using the pre-test and post-test scores. A pretest was prepared to examine the participants' actual reading practices before introducing the mobile features and applications in this study. The 15 items pretest was administered before the start of the lesson. The pretest itself was divided into two parts, part 1 finding out the correct vocabulary using context clues and part 2 is matching vocabulary with their definitions. After 2 weeks, the post test was done to see if the students retained any of the vocabulary from the previous lesson.

Table 4.1 shows the result from the pre and post test Unit 1

Unit1	N	Mean	t	p-value
Pre-test	110	7.9727	14.262	.000
Post-test	110	11.1727		

In table 4.1, shows the result from the pre and post test Unit 1. The paired t test was used to test if there was a

significant difference in the average of the two tests. In the Paired Samples Statistics Box, the mean for the

post test is 11.1. The mean for the pretest is 7.9. The standard deviation for the post test is 2.6 and for the

pretest is 2.9. The number of participants in each condition (N) is 110.

There was a significant average difference between pre test and post test scores (t_{109} = 14.2, p < 0.001). On

average, Post test scores were 3.2 points higher than pre test scores (95% CI [2.7,3.6])

Table 4.2 the result from the pre and post test Unit 2

Unit2	N	Mean	t	p-value
Pre-test	110	8.3182	18.781	.000
Post-test	110	12.0636		

In table 4.2, shows the result from the pre and post test Unit 2. In the Paired Samples Statistics Box, the

mean for the post test is 12.0. The mean for the pretest is 8.3. Both are higher than in unit 1. The standard

deviation for the post test is 2.01 and for the pretest is 1.9. The number of participants in each condition (N) is

110.

There was a significant average difference between pre test and post test unit 2 scores (t_{109} = 18.7, p <

0.001). On average, Post test scores were 3.7 points higher than pre test scores (95% CI [3.5,4.1])

Together these graphs suggest that the participants get higher scores after the Mobile assisted language learning approach was done. They were still able to score significantly higher even after the two weeks gap from the pre to post test.

Additional findings

In order to get a clearer idea about the participants' learning experience, an online Quiz known as Kahoot was administered. This served as a review of both unit 1 and 2 vocabulary. Kahoot is a popular game based learning platform,used as educational technology in schools and other educational institutions. It was used as an additional formative assessment for the students to break from the traditional paper quizzes. The questions on Kahoot are presented on screen with text (and an accompanying image if you desire) and participants are given 20 seconds time to respond using their smart device. Kahoot allocates each multiple-choice answer a colour and shape which participants see on their own devices and select by clicking/tapping on them.

For table 4.3 and 4.4, Data was collected through Kahoot website and was analyzed through percentage analysis.

Table 4.3 Data was collected through Kahoot website and was analyzed through percentage analysis pretest

Eng213 Pre review	
Played on	June 11 2019
Hosted by	NikarinaSH
Played with	60 players
Played	15 of 15 questions

Overall Performance	
Total correct answers (%)	44.97%
Total incorrect answers (%)	55.03%
Average score (points)	3849.58 points

Table 4.4 shows the overall performance which states that only 44.97% of the participants got correct answers and 55.03% incorrect answers. This Assessment differs from the traditional paper quiz because of the time constraint and competitive air during the quiz.

Table 4.4 Data was collected through Kahoot website and was analyzed through percentage analysis posttest

Eng213 Post review	
Played on	25 Jun 2019
Hosted by	NikarinaSH
Played with	60 players
Played	15 of 15 questions

Overall Performance	
Total correct answers (%)	72.05%
Total incorrect answers (%)	27.95%
Average score (points)	7171.15 points

Analysis of the Questionnaire: student's attitude towards MALL

First, the choice of collecting students' data by means of questionnaire is due to the fact that questionnaires are "extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (Dörnyei, 2003, p. 1). This questionnaire further explores student's perception with the use of MALL in the classroom as an additional tool for language acquisition, understanding their own realization of their vocabulary knowledge after using MALL and the students' insight into whether MALL could be used in future classes.

Google form is used to analyze and interpret the quantitative data of the following questions from the questionnaire.
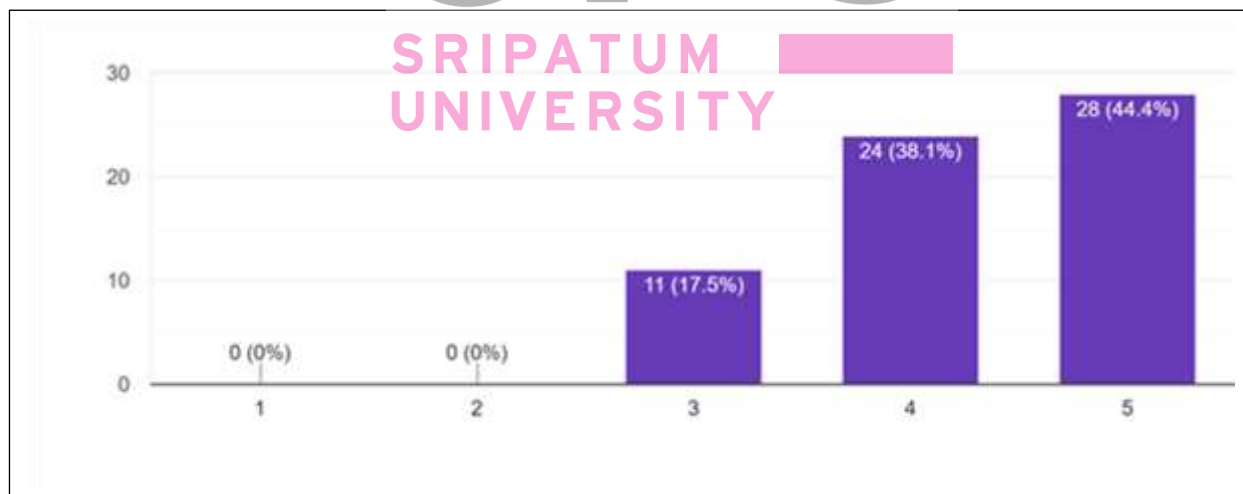
Figure 4.4 explores student's perception with the use of MALL in the classroom

Figue 4.4 uses Likert Scale 1-5 (Strongly Disagree- Strongly Agree). In combining (5) Strongly agree 44.4% with (4) Somewhat Agree 38.1 % results obtained in Graph 7 indicates that82.5% of students

believes that the use of mobile devices are effective for vocabulary acquision, 17.5% chose to be (3)Neutral and none has responses for (1)strongly disagree and (2)somewhat disagree
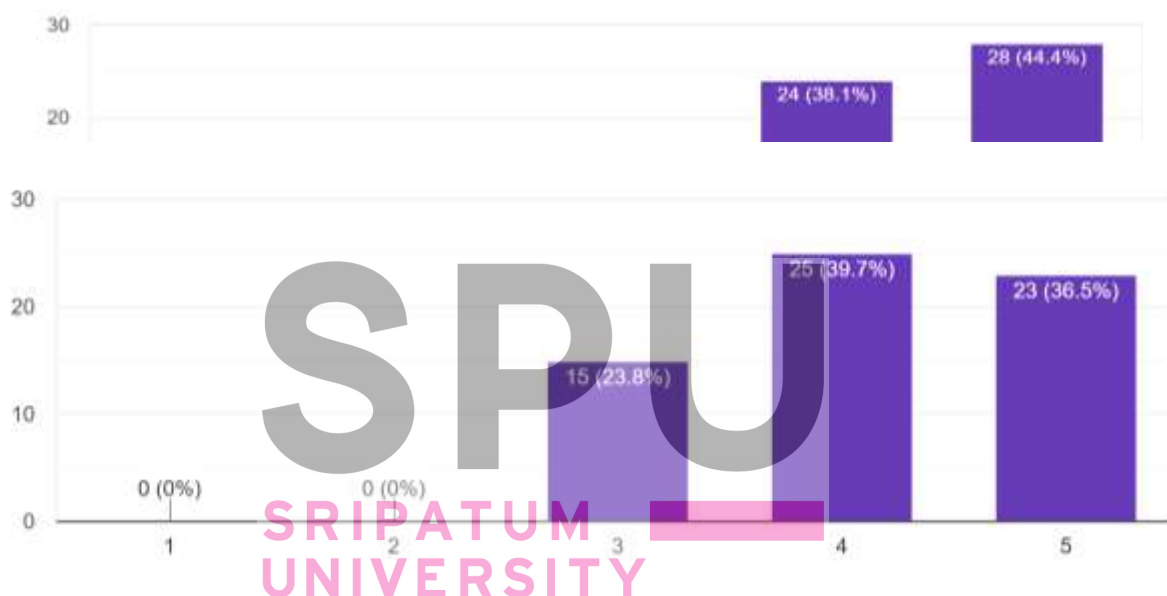
Checking my mobile dictionary helps me improve my spelling, grammatical points as well as my pronunciation.

Figure 4.5 explores student's use mobile for improve any skill in the classroom

Figure 4.5 uses Likert Scale 1-5 (Strongly Disagree- Strongly Agree). In combining (5) Strongly agree 36.5% with (4) Somewhat Agree 39.7 % results obtained in this graph indicates that 76.2% of students believes checking their mobile dictionary helped improve their spelling, grammatical points, and pronunciation.   36.5% chose to be (3)Neutral and none has responses for (1)strongly disagree and (2)somewhat disagree.

How would you evaluate your level before and after learning vocabulary through your mobile device?
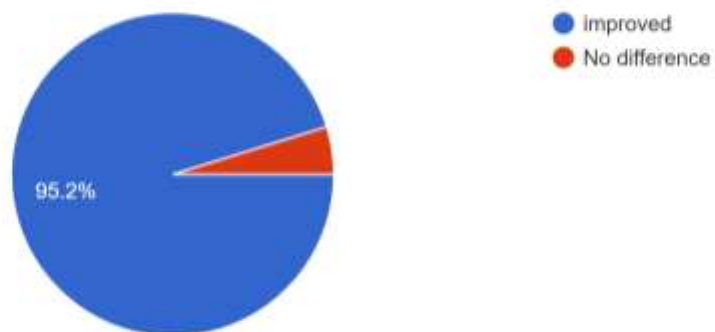
Figure 4.6 Show a level before and after learning vocabulary through student's mobile device

As seen in figure 4.6 , students' responses to the question "How would you evaluate your level before and after learning vocabulary through your mobile device?" has obtained a significant "improved" responses at 95.2%, responses for "no difference" with only is 4.8%

Do you think teachers should use mobile devices in teaching English vocabulary?
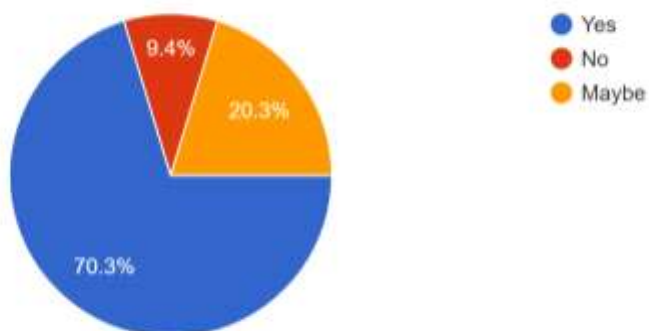
Figure 4.7 Show that teachers should use mobile devices in teaching English vocabulary

As shown in Figure 4.7 , students' responses to the question "Do you think teachers should use mobile devices in teaching English vocabulary? " a large number of students responded with "yes" at 70.3%, responses for "no" is 9.4% and maybe is 20.3% It can be seen from the graph that the majority of participants responded positively to the MALL approach and are willing to participate in the MALL approach in the future.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the research study, discuss the results, present suggestions for further research, and draw a conclusion about the findings of this research. The chapter further indicates the exploration of the research objectives of the research has achieved the goals of the study.

Conclusions

The study was conducted to Explore the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University. For the collection of data directly from the related participants, two activities were done. In the first activity, a series of quizzes were administered with the first year First-year Students at Sripatum University to assess students' vocabulary knowledge. The second activity was a questionnaire survey regarding students' experience and their opinion with the MALL approach.

The findings revealed the positive result of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University. The usefulness of MALL in vocabulary learning was indicated as having a positive impact on students' achievement in English as it assists the students in different activities. It was also found that students have a positive attitude towards MALL and are willing to use mobile devices in the future.

Three research questions were developed for this study. A summary of the results are as follows:

Research Question 1: How do students at Sripatum University use their mobile devices as tools in English

vocabulary learning?

The first question is focused upon understanding the students mobile usage habit and the applications

that they use in English Vocabulary acquisition. This was attained through a survey questionnaire and a face-

to-face assessment with the First year students of Sripatum University. Two questions were specifically

analyzed for this result. The first part, students were asked about their usual mobile habit (Graph 1). The

second was how they use their mobile device when studying English Vocabulary (Graph 2). In graph 1, it has

been revealed that majority of the students use their mobile devices for social networking sites (i.e.

Facebook, instagram,twitter) then followed by entertainment (i.e. youtube videos, reading novels, fan fiction,

watching anime), not many would use their mobile devices for learning English vocabulary in their free time.

In fact only 7.8% of those students have revealed how to use their mobile to learn English. However with the

second part participants were asked to further explain how their devices have helped them specifically with

vocabulary acquisition Youtube is the most popular response with 82.8%. These students revealed that they

watch english speaking videos, funny commentators and listen to music therefore acquiring some English

vocabulary when using the site/app. Second response was social media, blogs, twitter, pinterest with 71.9%

where students can interact with other people with the same interest. Students reading ebooks or also known

as electronic book got 32.8% and other educational applications (i.e. Duolingo, easybib, EasySay) with 39.1%

and lastly Electronic dictionaries 31.3%.

Research Question 2: What are the MALL applications that students use in their acquisition of English

vocabulary?

Participants were asked to identify how they use their devices when specifically learning English Vocabulary, there are five main application that the participants declared; the top result is Google translate, google being one of the most popular search engines, it comes as no surprise how students are more inclined to use it as a translation application. Google is easy to use with different features to choose from. The second application is Thai-EN translation, this acts as an instant messaging app that translates conversations in real-time using Line application, third result is Line application, numbers of LINE users in Thailand have been climbing ever since, and don't show any sign of stopping.it recently secured 32 million users, second only after Japan. And finally is the online dictionary application, which students use for quick reference. Most of the dictionary apps are still accessible offline which can be one of the reasons why participants use them even with the google translate app.

Research Question 3: Will the use of mobile devices improve students' vocabulary knowledge?

To measure student improvement a paired samples T-test was used in order to answer the Third research question . The paired sample t-test, sometimes called the dependent sample t-test is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. As shown in table 1 and 2 there was a significant difference in the scores for pre test unit 1 (M=7.97, SD=2.94) and post test unit 1 (M= 11.17, SD=2.68), Pre test unit 2 (M=8.3 SD=1.9), Post Test Unit 2 (M=12.1, SD=2.0) These results suggest that the use of mobile devices has improved students test scores specifically English vocabulary knowledge. The findings of this study supports the input hypothesis that First year Thai students at Sripatum University language acquisition have improved after using their mobile devices.

After examining the collected data, this study came to a conclusion that the importance of Mobile assisted language learning in English language acquisition has slowly getting recognized in the field of education and how has become one of the important tools in teaching and learning. In addition, the study has observed students behavior towards MALL, students depend on social media messaging or other means to enhance their vocabulary, game based and listening activities are also some of the MALL activities that students enjoy participating in. Most research on game-based learning revealed that this kind of MALL activity helps students acquire new vocabulary items in a motivating way. Along this vein, Beatty (2013) reported that mobile games are an attractive medium to deliver learning activities that motivate learners.

Discussions

According to Jenny Ariedge, "technology can become the wings that will allow the educational world to fly farther and faster than ever before-- if we will allow it." Like in all aspects in life, the information age of education has been profoundly impacted by technology. We've become a society where the largest product is information,in various forms designed and packaged for easy consumption. It is no surprise that we also expect this approach in education. As an educator for the modern times we have to keep up with the ever changing approach, strategies and tools we can use when teaching. MALL has played a significant role to support language learning due to its salient features of mobile devices. Without a doubt, mobile devices which are quite popular with students are motivational tools to be used in education and various research has shown some positive outcomes. MALL makes language teaching communicative and interactive. It allows students to proceed at their own pace and It encourages students to generate original utterances rather than just manipulate prefabricated language. It can judge and evaluate everything the student

user does and reward them with congratulatory messages, scores, and lights. The exercises allow for immediate feedback is flexible to a variety of student responses. It is further concluded that the use of Mobile devices and applications helped establish interaction among the students and teacher. However it should be noted that technology alone cannot solve everything. MALL in itself is not enough. The best combination teachers working with technology to engage students in pursuit of learning. The zeal to learn a new language will always be alien to technology. Technology can not manufacture drive out of thin air, for it's fashioned into the inner recesses of the human spirit. It takes teachers to spark wonder into the mind of students. That's why educators should learn how to utilize tools such as technology in future learning strategies.

Recommendations

The primary findings of this research is that MALL had positively influenced students' attitudes and scores when it comes to English vocabulary acquisition. Mall approach has not only improved their vocabulary knowledge but also motivated students in language learning. In addition to this, the analysis revealed that mobile learning was considered by the participants as a useful way of learning as it is convenient, portable and effective. However there were also some challenges faced in this study. Some of the main challenges were not having enough data or slow internet connection and low battery life. To address the connectivity issue, the university should choose a reliable internet network provider to ensure a smooth internet connection of the devices without interruption. This will help the students to see a reduction in the issues related to internet speed and connectivity. As for the shortage of battery life, it is suggested that either students can upgrade to a newer model of phones or they could bring their own charging cords while

universities could fix electrical sockets near the bench of every student so that students can charge their devices without any hurdles and in the premises of university students so that they do not face this issue.

The main limitation of this study is the time constraint. This study was held in the summer term, with only 7 weeks to gather data, provide lesson plans and create suitable quizzes for the students. This research can be conducted in a 15 week curriculum with different courses, under different factors and conditions. Furthermore, this study can be conducted as a comparative study between students who use MALL for language learning VS those who don't. Conversely, a separate study can be carried out on a teacher's opinion about MALL in language learning or any other course subject.

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APPENDIX 1: Survey questionnaire

Specify your English knowledge *

☐ advance

☐ intermediate

☐ average

☐ below average

☐ low

☐ Other:

Do you use your mobile device when studying in another class or What just in English?

○ sc ○ only in English class

○ en ○ more in English class

○ le ○ in other class too

○ Ot ○ I dont use it

○ Other:

Woul
applic

☐ Sc

☐ yo

☐ El

☐ Re

☐ Ec

☐ Ot
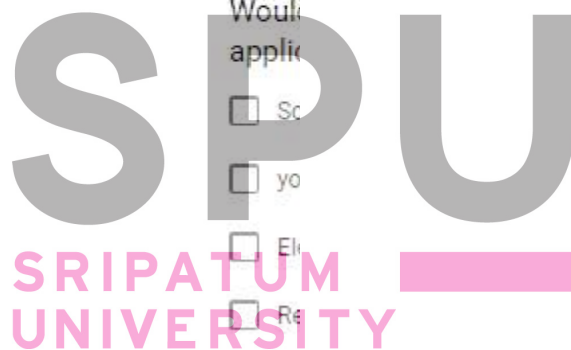
I believe mobile devices are effective for vocabulary acquisition.

	1	2	3	4	5	
Strongly Disagree	O	O	O	O	O	Strongly agree

Checking my mobile dictionary helps me improve my spelling, grammatical points as well as my pronunciation.

	1	2	3	4	5	
Strongly Disagree	O	O	O	O	O	Strongly agree

Using my mobile device increases my vocabulary size

	1	2	3	4	5	
Strongly Disagree	O	O	O	O	O	Strongly agree

Do you think teachers should use mobile devices in teaching English vocabulary?

O Yes

O No

O Maybe

How would you evaluate your level before and after learning vocabulary through your mobile device?

O improved

O No difference

APPENDIX B: Pre test-Post test Unit 1

Name : _____ Id Number: _____

I-Vocabulary Practice

1. Tom came up with _____ideas on how to make his business more successful.

A. one   B.very   C. various   D.dough

2. Try the fried ginger chicken, the best _____ on the menu, or go with the yellow curry.

A. dish   B.menu   C.dinner   D.appetizer

3. Jack and Bill have _____ moved to Phuket.

A.yesterday   B. recently   C.go   D.today

4. It's Asian _____ to take off shoes before entering a house.

A.people   B. make C.fashion   D.tradition

5. He didn't get the job because he doesn't have enough _____.

A.work B. know C.expose   D.experience

6. Mike's got sunburned. His skin felt _____ and prickly.

A. painful   B.basic   C. spice   D. great

7. Coconut is a basic _____ for many curries.

A.various   B.flat   C. ingredient   D. tasty

8.The beer _____ 10% alcohol.

A.contains   B. inside   C.drink   D. gets

9. Mary is baking so she carefully _____ 2 cups of flour into the bowl.

A.acted B.size   C.step   D. measured

10. My favorite _____ is paprika, it's great with everything!

A.dish   B.cook   C. spice   D.spicy

Experience   various   tradition measure dough

11._____ : many different

12._____ : a way of behaving or a belief that has been established for a long time

13._____ : flour mixed with water

14._____ : knowledge or skill from doing, seeing, or feeling things

15._____ : to discover the exact size or amount of something
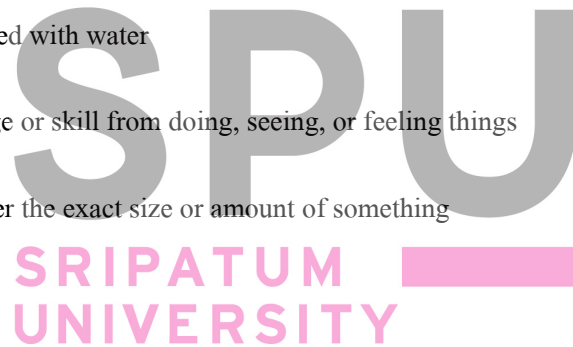
APPENDIX B: Pre test-Post test unit 2

Name : _____ Id Number: _____

I-Vocabulary Practice

1.It is really_____that we study before our Midterm exams.

A. explain   B. important   C. future

2.Hayao Miyazaki is a world famous Japanese_____.

A. machine   B. media   C. director

3.Our house has seven rooms_____the dining room.

A. including   B. following   C. media

4.The dog_____John and paul to school.

A. followed   B. future   C. film

5.Tom showed Mary how to use the washing_____.

A. future   B. explain   C. machine

6.The teacher_____the lesson to the students.

A. make   B. explained   C. followed

7.In the near_____,space travel will no longer be just a dream.

A. future   B. films   C. series

8.I don't like watching horror_____because it give me nightmares.

A. comics   B. directors   C. films

9.The game of thrones_____just ended this year.

A. imagine   B. series   C. studio

10. Newspapers,television,and radio are called the mass_____.

A. media   B. important   C. film

_____

machineinclude   series   director following

11._____: an apparatus using mechanical power

1._____: an apparatus using mechanical power

13._____: coming after/ comes next

14._____: part of a whole

15._____: a person in charge of an activity or organization

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UNIVERSITY

APPENDIX C: IOC Pretest and Post-test Unit 1 and 2

Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

Description:

This test is part of a study Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University. Your responses are valuable and considered highly confidential. This test has 2 sections.

Direction:

Read through the test questions in this form. Please indicate the degree to which each item is congruent with the objective of this study. If you have any comments on the congruence of each question, please record them in the space provided. Tick (✔) to rate the congruence according to the scale below.

+1   =   certain that the question is congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

0   = uncertain that the question is congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

-1   = certain that the question is NOT congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

----

UNIT 1

No.	Question Items	+1	0	-1	Comment
1.	Tom came up with _____ideas on how to make his business more successful. A. one　　　　B.very C. various　　　D.dough				
2.	Try the fried ginger chicken, the best _____ on the menu, or go with the yellow curry. A. dish　　　　B.menu C.dinner　　　D.appetizer				
3.	Jack and Bill have _____ moved to Phuket. A.yesterday　　B. recently C.go　　　　　D.today				
4.	It's Asian _____ to take off shoes before entering a house. A.people　　　B. make C.fashion　　　D.tradition				
5.	He didn't get the job because he doesn't have enough _____. A.work　　　　B. know C.expose　　　D.experience				
6.	Mike's got sunburned. His skin felt _____ and prickly. A. painful　　　B.basic C. spice　　　D. great				

7.	Coconut is a basic _____ for many curries. A.various B.flat C. ingredient D. tasty				
8.	The beer _____ 10% alcohol. A.contains B. inside C.drink D. gets				
9.	Mary is baking so she carefully _____ 2 cups of flour into the bowl. A.acted B.size C.step D. measured				
10	My favorite _____ is paprika, it's great with everything! A.dish B.cook C. spice D.spicy				
11.	_____: many different Experience various tradition measure dough				
12	._____: a way of behaving or a belief that has been established for a long time Experience various tradition measure dough				
13	_____: flour mixed with water Experience various tradition measure dough				

| 14 | ._____: knowledge or skill from doing, seeing, or feeling things

Experience   various   tradition measure

       dough | | | | |
| 15. | _____: to discover the exact size or amount of something

Experience   various   tradition measure

       dough | | | | |

UNIT 2

No.	Question Items	+1	0	-1	Comment
1.	It is really_____that we study before our Midterm exams. A. explain B. important C. future				
2.	Hayao Miyazaki is a world-famous Japanese_____. A. machine B. media C. director				
3.	Our house has seven rooms_____the dining room. A. including B. following C. media				
4.	The dog_____John and paul to school. A. followed B. future C. film				
5.	Tom showed Mary how to use the washing_____. A. future B. explain C. machine				

6.	The teacher_____the lesson to the students. A. make B. explained C. followed				
7.	In the near_____,space travel will no longer be just a dream. A. future B. films C. series				
8.	I don't like watching horror_____because it gives me nightmares. A. comics B. directors C. films				
9.	The game of thrones_____just ended this year. A. imagine B. series C. studio				
10	Newspapers,television,and radio are called the mass_____. A. media B. important C. film				
11.	._____: an apparatus using mechanical power machine include series director following				
12	._____: an apparatus using mechanical power machine include series director following				
13	._____: coming after/ comes next machine include series director following				
14	._____: part of a whole machine include series director following				

| 15. | ._____: a person in charge of an activity or organization

machine include   series   director

      following | | | | |

IOC Survey Questionnaire

Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

Description:

This Questionnaire is part of a study Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University. Your responses are valuable and considered highly confidential. This test has 2 sections.

Direction:

Read through the questions items in this form. Please indicate the degree to which each item is congruent with the objective of this study. If you have any comments on the congruence of each question, please record them in the space provided. Tick (✔) to rate the congruence according to the scale below.

+1   = certain that the question is congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

0   = uncertain that the question is congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

-1   = certain that the question is NOT congruent with themes of Exploring the usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University

--This questionnaire aims at exploring the 'usefulness of Mobile Assisted Language Learning in enhancing English Vocabulary of First-year Students at Sripatum University. Your most appreciated contribution is expected to be honest and straightforward. Please read all of the questions before answering.

No.	Question Items	+1	0	-1	Comment
1	Specify your English knowledge				
2.	What kind of activities do you often use with your mobile device?				
3.	Would you specify examples of the activities? (Check all applicable answers) • Social media, blogs, etc. • Youtube • Electronic dictionaries • Listening to music • games • _____other				
4.	what applications do you usually use when studying English? (you can check more than 1) • Google translate • Thai-En translation • Line (recording/chat) • Merriam Webster dictionary • _____other				
5.	Checking my mobile dictionary helps me improve my spelling, grammatical points as well as my pronunciation. 1- strongly disagree 5- strongly agree				

5.	Using my mobile device increases my vocabulary size 1- strongly disagree 5- strongly agree				
6.	Does learning vocabulary through your mobile device help you with your courses?				
7.	Do you use your mobile device when studying in another class or just in English?				
8.	How would you evaluate your level before and after learning vocabulary through your mobile device? • Improved • No difference				

BIOGRAPHY

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