

The Effects of Word Up on Vocabulary Learning: A Case of Taiwanese EFL Learners

Presentation Date: 2023/01/12

Presenter: Teng-Yu Chang, AE2A 04

Advisor: Shu-Yin Cheng

Abstract

- Ongoing research project
- Aiming at reviewing relevant literature studies, such as CALL, Quizlet, and definitions of second language (L2) vocabulary learning
- Further designing an experienment based on the literature reviewed in an effort to conduct the research
- Exploring if Word Up can effectively facilitate L2 learners' vocabulary development

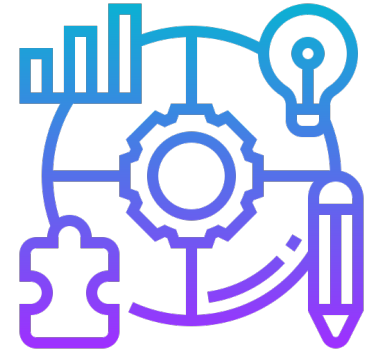
Table of Contents



Motivation

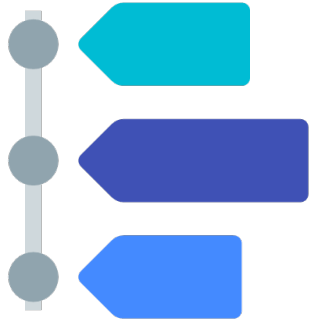


Purposes



Learning Methods

Table of Contents



Project Timeline



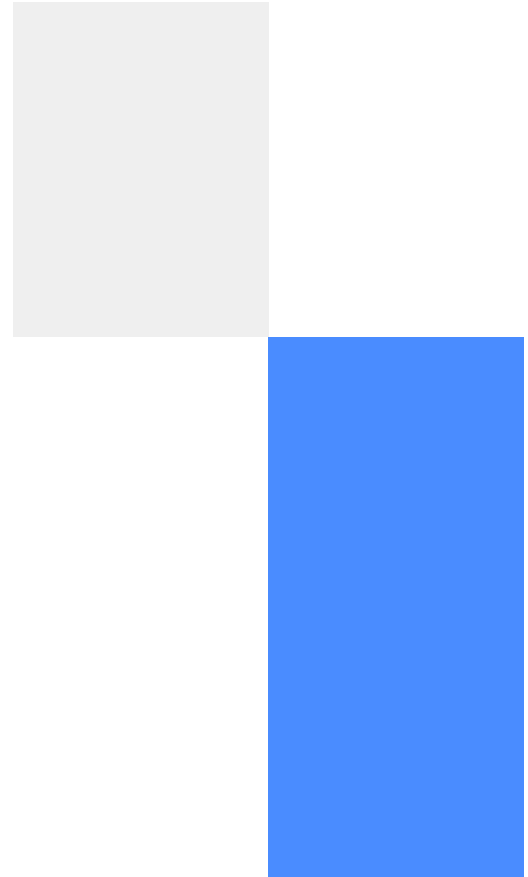
Learning Outcomes



Self-Reflection

01

Motivation



Motivation

Myself

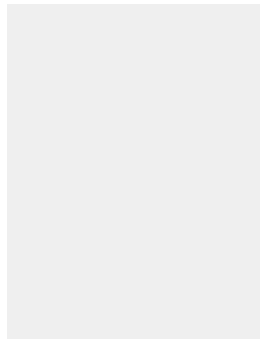
- Having an interest in second language acquisition & English language teaching
- Having a desire to challenge myself

Research Project

- Having observed a need for a more effective & efficient learning method
- Being inspired by previous studies in relevant fields of research (e.g. Chien, 2013; Dizon, 2016 ; Sangtuptim, 2018; Çınar & Arı, 2019; Okkan & Aydın, 2020; Aprilani, 2021)

02

Purposes



Purposes

Myself

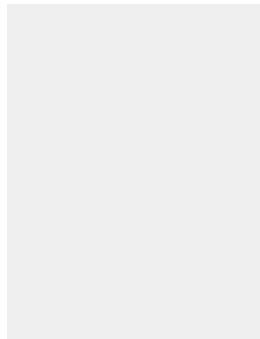
- Delving deeper into the field of research of L2 vocabulary acquisition
- Summarsing and using my learning & research outcomes as a material for future college application

Research Project

- To examine the effectiveness of applying Word Up in L2 vocabulary learning
- To investigate participants' perceptions of Word Up to learn L2 vocabulary
- To suggest English language learners an evidence-based learning method

03

Learning Methods



Learning Methods (Reading Relevant Literature)

Name	Date Modified	Size	Kind
Vocabulary Taught Via Mobile Application Gamification Receptive..._m_Useability_of_Words_Taught_Using_Quizlet_and_Quizlet_Live.pdf	Sep 8, 2022 at 9:47 PM	429 KB	PDF Document
Vocabulary Learning Strategies - Student perspectives.pdf	Sep 12, 2022 at 12:21 AM	3.2 MB	PDF Document
Vocabulary Learning Strategies.pdf	Sep 12, 2022 at 9:16 PM	209 KB	PDF Document
USING QUIZLET TO ENHANCE VOCABULARY ACQUISITION OF NON-ENGLISH MAJOR FRESHMEN.pdf	Sep 8, 2022 at 9:57 PM	10.1 MB	PDF Document
Using Corpora to Teach and Assess Vocabulary	Sep 11, 2022 at 6:16 PM	203 KB	PDF Document
Using a Word Knowledge Framework to Analyze Vocabulary Tests and Activities.pdf	Sep 12, 2022 at 12:17 AM	16.8 MB	PDF Document
TJ Schmitt and Carter.pdf	Sep 12, 2022 at 12:21 AM	8.1 MB	PDF Document
TJ Schmitt et al - KES	Sep 12, 2022 at 12:17 AM	204 KB	PDF Document
Tips of Setting Up Vocabulary Notebooks.pdf	Sep 12, 2022 at 12:22 AM	6.4 MB	PDF Document
The Role of Quizlet in Vocabulary Acquisition.pdf	Sep 8, 2022 at 1:55 PM	692 KB	PDF Document
The Effects of the Use of Quizlet on Vocabulary Learning Motivation.pdf	Sep 8, 2022 at 9:29 PM	1.3 MB	PDF Document
The Effects of CALL on Vocabulary Learning: A Case of Iranian Intermediate EFL Learners	May 30, 2022 at 7:28 PM	883 KB	PDF Document
Teaching Vocabulary.pdf	Sep 12, 2022 at 12:22 AM	6.6 MB	PDF Document
SYSTEM - van Zoelen & Schmitt 2013 - incidental vocabulary acquisition from L2 Listening.pdf	Sep 12, 2022 at 12:18 AM	400 KB	PDF Document
Students' Perceptions on the Use of Quizlet	Sep 8, 2022 at 1:59 PM	866 KB	PDF Document
Student perceptions of a mobile learning application for English Oral Presentations: The case of ECPA.pdf	Sep 8, 2022 at 12:46 PM	12.5 MB	PDF Document
Student engagement in learning vocabulary with CALL.pdf	Sep 8, 2022 at 10:31 PM	331 KB	PDF Document
QUIZLET_IN_THE_EFL_CLASSROOM_ENHANCING.pdf	Sep 2, 2022 at 4:49 PM	344 KB	PDF Document
QUIZLET FOR LEARNER TRAINING AND AUTONOMY.pdf	Sep 2, 2022 at 10:53 PM	4.7 MB	PDF Document
Quizlet as a MALL Platform in Learning a Foreign Language: Enhancing Students' Vocabulary.pdf	Sep 8, 2022 at 7:35 PM	6.1 MB	PDF Document
Quizlet + Training.pdf	Sep 8, 2022 at 1:33 PM	165 KB	PDF Document
Quizlet + Reception.pdf	Today at 9:11 AM	693 KB	PDF Document
Quizlet & Kahoot	Sep 8, 2022 at 9:33 PM	209 KB	PDF Document
Qualitative Data Analysis.pdf	Sep 8, 2022 at 1:38 PM	700 KB	PDF Document
Reception And Practice of Taiwanese EFL Learners' Making Vocab Flashcards on Quizlet.pdf	Sep 8, 2022 at 10:00 PM	682 KB	PDF Document
Madi, Garnier, Vikane, & Schmitt - Exp	Sep 11, 2022 at 6:57 PM	517 KB	PDF Document
M-learning in Teaching ESP: Case Study of Ecology Students.pdf	Jan 2, 2023 at 1:57 AM	1.2 MB	PDF Document
LTR 2008 Schmitt Vocab Learning Overview.pdf	Sep 12, 2022 at 12:19 AM	192 KB	PDF Document
LL Tseng and Schmitt.pdf	Sep 12, 2022 at 12:20 AM	871 KB	PDF Document
LL Schmitt and Schmitt 2013 - Explicit-implicit.pdf	Sep 12, 2022 at 12:18 AM	878 KB	PDF Document
Learning Vocab through Collocating on Quizlet.pdf	Sep 8, 2022 at 1:56 PM	229 KB	PDF Document
LAG Kriemiel & Schmitt 2016 - Interpreting Vocabulary Test Scores...em_Formats Tell Us About Learners Ability to Employ Words (1).pdf	Sep 12, 2022 at 12:19 AM	1.5 MB	PDF Document
Language Teaching - Schmitt 2019 - Research Cooks, Horta & Schmitt - Replication.pdf	Sep 12, 2022 at 12:18 AM	179 KB	PDF Document
Language Teaching - Schmitt 2019 - Understanding_vocabulary_acquisition_instruction_and_assessment_a_research_agenda.pdf	Sep 12, 2022 at 12:18 AM	233 KB	PDF Document
Kriemiel & Schmitt - Vocabulary Levels Test.pdf	Sep 12, 2022 at 12:18 AM	218 KB	PDF Document
Key Issues in Teaching and Learning Vocabulary	Sep 11, 2022 at 5:04 PM	244 KB	PDF Document
Issues in the Emerging Area of Vocabulary Learning Strategies.pdf	Sep 12, 2022 at 6:16 AM	6.8 MB	PDF Document
Intro to AL - Schmitt and Cook-Muniz	Sep 12, 2022 at 9:18 PM	316 KB	PDF Document
Interview With Norbert Schmitt 2014.pdf	Sep 12, 2022 at 12:22 AM	316 KB	PDF Document

CONCLUSION

Based on the interview results, it was found in the eleventh-grade students perceived the use of Quizlet in learning vocabulary positive. The students thought and felt if the use of Quizlet as the online flashcard was useful and it helps them easier to understand the English materials. The students also felt if the use of Quizlet could help them in learning, comprehending, and memorizing vocabulary. They were not suppressed and hesitated while they learned the English vocabulary through the Quizlet. Even, they felt fun because they could play while learning. The students realized that learning vocabulary through reading the online flashcard in Quizlet was their need, to achieve their vocabulary skills better.

For future research, the researcher recommended being more increase the number of participants to get a more diverse student opinion and hope can strengthen the statements of previous research. Moreover, future researchers can conduct similar research with participants who have different levels of education. Future research also should search for the other types of websites and applications as learning media to be researched to find the most suitable method or technique for the students.

research gap

Current research interests

This section begins with an examination of some current research interests in CALL. As is common in other fields, research interests in CALL have tended to follow trends; for example, the foci of many early studies were on quantitative and qualitative justifications of CALL. In these studies, the computer was usually pitted against the classroom teacher and measured, usually unfavorably, for effectiveness in teaching a discrete set of knowledge; for example, a researcher might measure student learning of grammar at a computer with a teacher-led class serving as a control group. Such studies are still undertaken, with a focus on particular hardware or software, but they are not as frequent, or perhaps not even as necessary since CALL is now perceived as something that is inherently different and/or complementary to classroom teaching.

To assist in an examination of the current research interests, this section reviews and categorizes 102 publications in the field to try to define current areas of interest. Brief summaries of several of the articles are given to illustrate the current concerns and a range of issues is highlighted.

9.1 A new field: reporting CALL research

The discipline of CALL is relatively new and differs from other fields of study within applied linguistics for the basic reason that the rate of change of the technological aspects deeply influences theory, practice and research (See Figure 9.1). For this reason, 30-year-old research providing findings critical of text-only modes of representation is largely irrelevant and obsolete, other than from a historical perspective. And one may assume that this trend of perpetual obsolescence will continue as computers and their interfaces become more powerful, more transparent

Threat 4. Instability of data. This threat results from issues such as reliability, fluctuations in sampling persons or components, and instability of repeated or "equivalent" measures. In addition, instability may be a result of a large number of change-producing events, which taken individually are called *history* (Campbell & Russo, 1999). The smaller the population base, the greater the instability. One way of increasing data stability is to increase the number of participants. The instability of data threat is the only threat to which statistical tests of significance are relevant (Campbell & Russo, 1999).

Threat 5. Testing. This is also known as the *test effect* or *practice effect*, and refers to the effect on the scores of a subsequent test after taking an initial test. In other words, if participants take an initial test, learning may occur from taking the test, which affects the scores on the same or a similar test taken later on.

Learning Methods (Preparation for Conducting the Research)

Outline of Lit Review
Siddhanta, October 17, 2022, 7:23 PM

Definitions of Vocabulary Acquisition

1. the importance of vocabulary knowledge to the four skills
2. knowing as much vocab as possible has many benefits
3. defining the process of learning a vocab
4. definitions may vary

Current Development of CALL

1. describe advances in modern technology
2. how it can alter a learners' learning journey (make it easier or harder)
3. conclude that 科技進步 gives CALL a potential to benefit language learning & teaching

Mobile-assisted Language Learning

1. as an extension of CALL
2. awareness of its applications in our lives (speakers)
3. mobile applications of language learning — Quizlet (among all the most famous, and need underline one)
4. Word Up — a Taiwan-based learning app

Introduction of Word Up

1. introducing all the features (both after & prior one) (including ununderstood dictionaries)
2. introduce what features will be used in the experiment

EFL Learning environment in Taiwan

1. definitions of EFL
2. EFL vs ESL
3. why using Taiwan as EFL environment for your people (national policy)
4. the current situation of the learning environment in Taiwan
5. why using CALL may potentially improve learners' learning efficiency

Nowadays as a result of the rapid advance in technology, it is commonly seen that people across all ages have at least one mobile device with them. In other words, a majority of people have access to the internet within seconds. Despite a great number of drawbacks being discussed, numerous advantages of this phenomenon can still be observed, one of which is its benefits of increasing the efficiency of vocabulary learning. For instance, learners can type down the words they are learning on a mobile device, which enables them to memorize the words anytime and anywhere. By doing so, not only can it surely save learners a massive amount of time of writing down the vocabulary words in a notebook, but potentially increase their learning efficiency.

Intentional Learning

① participants: 18个

② think about: 1) what to measure?
2) what to research?
3) what to 探討?

↳ target vocab — how to select?
↳ vocab to select? → ① low-frequency words
② non-words (red, ARC Non-words base & Uchi Ha)

~~care: narrow down (as much as possible)~~

caveat: ① make sure they successfully create cards, and study them carefully
② formally get permission to collect and use their data for research is necessary. ↳ 同意書 or 同意詞

③ consider 「前 & 後測 環境」

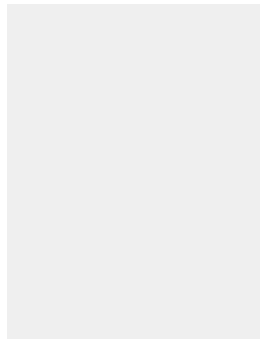
Methods & Goals of Examination: 1) form recognition
2) meaning recognition
3) form recall
4) meaning recall

小而精確，而非大而非常不精確

In light of the aforementioned potential possibilities and benefits to support vocabulary learning, these days, more research has been conducted on examining the effectiveness of implementing CALL-based learning applications in vocabulary learning. Among all, Quizlet—a comprehensible learning platform, both on mobile phones and laptops, especially for vocabulary learning—has been universally applied in multiple realms of SLA vocabulary learning research, such as, but not limited to, (1) looking into learning effect; (2) increasing learning motivation, and (3) investigating learners' perceptions (e.g. Sanosi, 2018; Setiawan & Wiedarti, 2020; Aprilani, 2021).

04

Project Timeline



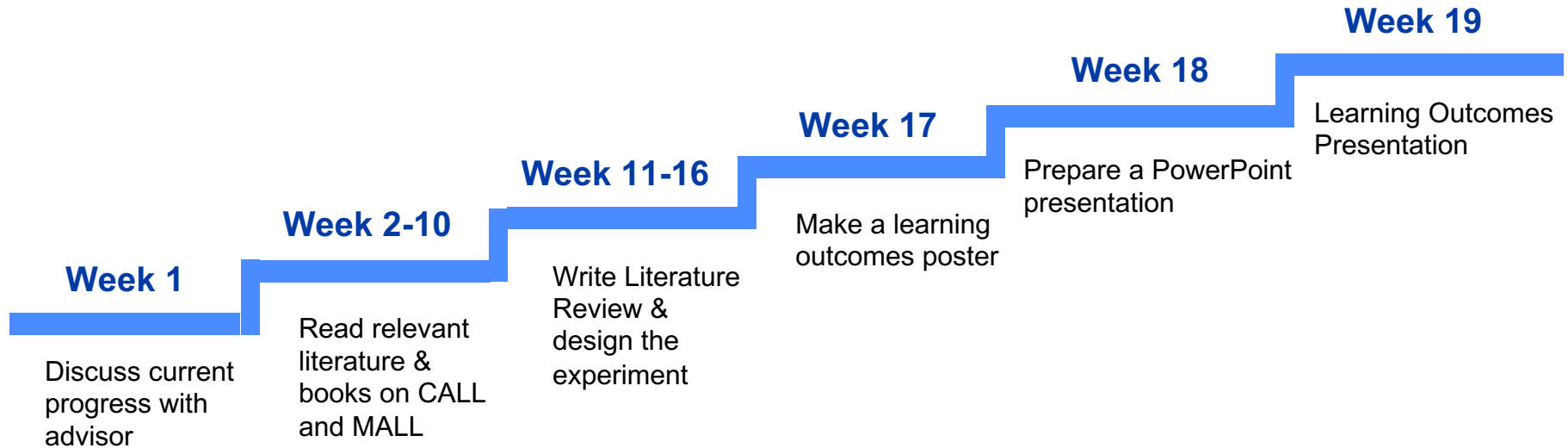
Project Timeline (Original)

Week	Tasks & Progress
1	Report & discuss current progress with advisor + design research questions
2	Attend the Self-Directed Learning consulting meeting + read relevant literature + design the experienment
3	Read relevant literature + conduct the pretest
4	Read relevant literature + design a questionnaire
5	Read relevant literature + write Introduction
6-7	Write Introduction & discuss with advisor
8-10	Write Literature Review, Methodology & discuss with advisor

Project Timeline (Original)

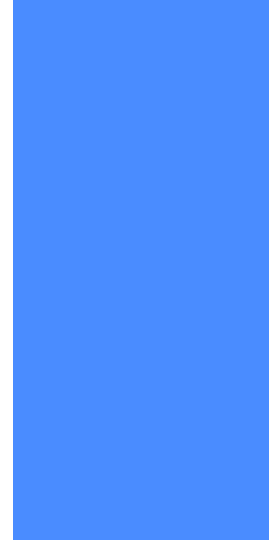
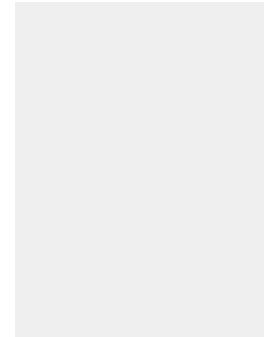
Week	Tasks & Progress
11	Make Learning Outcomes poster
12	Conduct the posttest
13	Collect & analyse the data + make Learning Outcomes poster
14	Write Results and Analysis, Conclusion, Limitations and Suggestions for Future Research
15-17	Write References + make Learning Outcomes poster + prepare a PowerPoint presentation + make an E-portfolio for the Self-Directed Learning Programme
18	Rehearse the Learning Outcomes presentation with advisor
19	<i>Learning Outcomes Presentation Day</i>

Project Timeline (Revised)



05

Learning Outcomes



SWOT Analysis--Word Up

Internal

Strengths

- App & website
- AI-driven & database-based learning
- Pronunciation function available
- Connected to Merriam-Webster Vocabulary.com, and Cambridge
- The Forgetting Curve theory implemented

Weaknesses

- Plausibly not easy for non-digital natives to use
- Card sets cannot be shared with other learners
- Only supports Chinese language

External

Opportunities

- Increasing demand for a more efficient & effective learning method
- Having the potential to save one a massive amount of time to arrange the review schedule

Threats

- A great number of apps & learning platforms having similar functions as Word Up have been developed (e.g., Quizlet, Kahoot, Duolingo)
- Cannot be utilised worldwide

Learning Outcomes



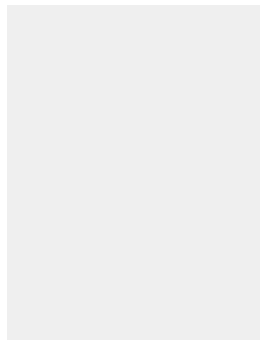
More info about the *project*



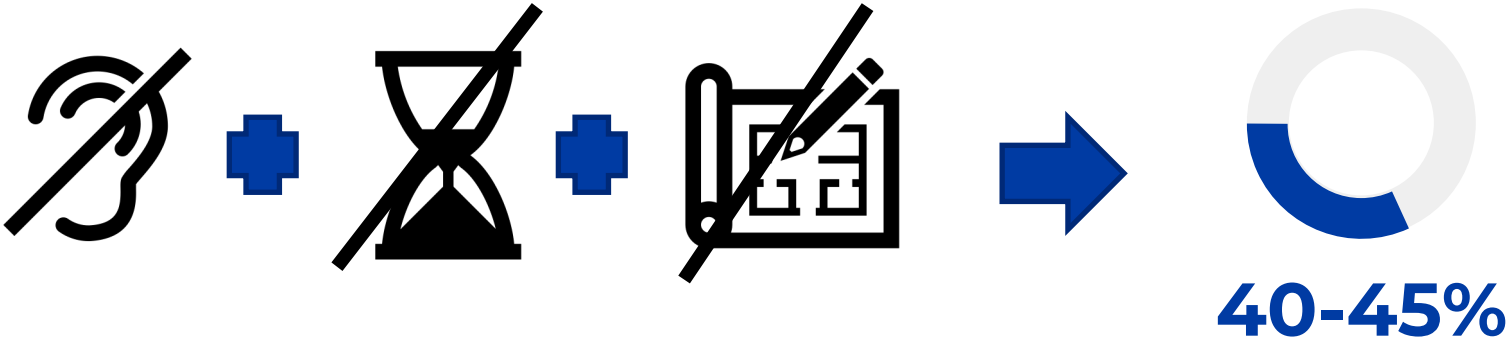
More info about *Word Up*

06

Self-Reflection



The Percentage of Goal Attainment



Problem & Solutions



How to find sufficient literature studies?



Go to the References of a paper highly relevant to your research topic



Use accurate key words to search for information

The Four Fs of Active Reviewing Cycle

Facts:

Ongoing research project

Feelings:

Stressful & Challenging

Findings:

Similar applications (e.g. Quizlet) can effectively facilitate learners' L2 vocabulary learning

Future:

Examine the effectiveness of applying Word Up in L2 vocabulary learning

Photo Credits

- **Slide 2:**

Motivation icon: <https://www.vectorstock.com/royalty-free-vector/motivation-concept-2-colored-icon-simple-blue-vector-27299461>

Purposes icon: <https://www.vectorstock.com/royalty-free-vector/purpose-icon-blue-vector-20059509>

Learning Methods icon: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.flaticon.com%2Ffree-icon%2Fmethod_2643455&psig=AOvVaw3xKwOQU3yWth0ygdwDoSgs&ust=1673289783873000&source=images&cd=vfe&ved=0CB AQjRxqFwoTCOiwjKvQuPwCFQAAAAAdAAAAABAR

- **Slide 3:**

Project Timeline icon: <https://icons-for-free.com/timeline-131964753327864360/>

Learning Outcomes icon: <https://gobookmart.com/top-websites-to-read-and-share-research-papers/>

Self-Reflection icon: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.ncl.ac.uk%2Flearning-and-teaching%2Feffective-practice%2Freflective-practice%2F&psig=AOvVaw2wf4o__HHQEgIMJqlQx1SM&ust=1673312604516000&source=images&cd=vfe&ved=0CBAQjRxqFwoTCLCivqmsufwCFQAAAAAdAAAAABAD

LCivqmsufwCFQAAAAAdAAAAABAD

References

- Chien, C. W. (2013). Perception and practice of Taiwanese EFL learners' making vocabulary flashcards on Quizlet. *Paper presentation at IADIS e-learning 2013 held by the International Association for Development of the Information Society, Prague, Czech Republic*, 459-462.
- Dizon, G. (2016). Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students. *Teaching English with Technology*, 16(2), 40-56.
- Sangtuptim, N. (2018). *Using Quizlet in Vocabulary Learning: Experiences from Thai High School Students* (Master's thesis, Thammasat University, Bangkok, Thailand). Retrived from http://ethesisarchive.library.tu.ac.th/thesis/2018/TU_2018_6021042210_10713_10581.pdf
- Çinar, İ. & Ari, A. (2019). The Effects of Quizlet on Secondary School Students' Vocabulary Learning and Attitudes Towards English. *Asian Journal of English*, 7(2), 60-73.
- Okkan, A. & Aydın, S. (2020). The Effects of the Use of Quizlet on Vocabulary Learning Motivation. *Language and Technology*, 2(1), 16-25.
- Aprilani, D. N. (2021). Students' Perception in Learning English Vocabulary Through Quizlet. *Journal of English Teaching*, 7(3), 343-353. <https://doi.org/10.33541/jet.v7i3.3064>

Any questions?

Thank you.