D. X. Saddinova
University of Journalism and Mass Communications of Uzbekistan, *2nd year student*
Scientific supervisor: PhD in Philology Sh. A. Ataev

USING MOBILE APPLICATONS TO ENHANCE ENGLISH VOCABULARY ACQUISITION AMONG SECONDARY SCHOOL STUDENTS

This article examines the potential of mobile applications as an effective tool for enhancing English vocabulary acquisition among secondary school students. The relevance of the study is explained by the increasing role of digital technologies in the educational process and the need to develop innovative methods for foreign language teaching. The aim of the study is to determine the effectiveness of mobile applications in vocabulary development among secondary school students. The paper analyzes the didactic potential of mobile applications, their influence on students' motivation, and the quality of vocabulary acquisition. Special attention is given to the practical use of mobile applications during English lessons and in extracurricular learning. The results of the study demonstrate that the use of mobile applications increases students' interest in learning English, improves vocabulary retention, and promotes the active use of newly acquired lexical items. The findings may be useful for teachers, methodologists, and researchers.

Scholars such as Glenn Stockwell, Agnes Kukulska-Hulme, Joachim Beatty, Norbert Schmitt, Paul Nation, and Hayo Reinders, among many others, have made substantial contributions to the investigation of mobile-assisted language learning and English vocabulary acquisition. Their research has significantly advanced the understanding of how digital and mobile technologies can support vocabulary development, learner autonomy, motivation, and interactive language practice in educational settings.

Joachim Beatty emphasises that computer-assisted language learning (CALL) provides learners with interactive, flexible, and individualized opportunities for language practice, allowing vocabulary acquisition to become more effective through repeated exposure and meaningful use of words in digital environments [Beatty 2013: 124].

Hassan Saleh Mahdi concludes that the use of mobile devices in vocabulary learning has a moderate positive effect compared to traditional methods**,** and that learners using mobile technologies achieve significantly higher vocabulary gains [Mahdi 2018: 174].

These scholars have explored a wide range of issues related to Mobile-Assisted Language Learning (MALL), including the effectiveness of mobile applications in vocabulary retention, the role of gamification in language acquisition, learner engagement through digital platforms, and the integration of smartphones into formal and informal learning environments. Their studies emphasize that mobile technologies provide learners with flexible, personalized,

and accessible opportunities to practice and expand their vocabulary beyond the traditional classroom context.

Furthermore, their academic works highlight the pedagogical potential of mobile applications for enhancing students' communicative competence, improving long-term memory retention, and encouraging independent learning habits. Contemporary research in this field demonstrates that mobile learning environments can increase students' motivation and participation by combining multimedia resources, interactive exercises, instant feedback, and collaborative learning activities. As a result, MALL has become an increasingly important area within modern language education and applied linguistics.

In today's world, students do not live only in classrooms – they live in a digital environment. This is especially true for secondary school students, who are constantly surrounded by technology. However, despite this reality, vocabulary teaching in many schools still follows traditional methods. Vocabulary is a key element of language learning. For secondary school students, it is not just a subject requirement, but also an important tool for communication, academic success, and future opportunities. However, many students face serious difficulties in learning and remembering new words. One major problem is the use of a "one-size-fits-all" approach in classrooms. Secondary school students have different levels, learning speeds, and interests, but traditional methods do not consider these differences. As a result, some students struggle to keep up, while others lose motivation because the material is not challenging enough. Another important issue is limited exposure to vocabulary. Students usually meet new words only in textbooks and only a few times. This is not enough for long-term memory. In addition, traditional methods often focus on memorization without context. Students may remember words for exams, but they cannot use them in real-life communication. From personal experience, I also faced this problem while preparing for IELTS. I needed to improve my vocabulary significantly, but learning from traditional vocabulary books was very difficult. The books were heavy, the words were presented in a monotonous way, and it was hard to stay motivated. This shows that even motivated learners can struggle with traditional methods.

All these challenges show that traditional vocabulary teaching is not fully effective for secondary school students, and new approaches are needed.

In response to these challenges, mobile applications have become a practical and effective solution for vocabulary learning among secondary school students. Mobile learning creates a more flexible and interactive environment. Applications combine text, audio, images, and example sentences, which help students understand not only the meaning of words but also how to use them. This is especially important for secondary school students, who benefit from visual and interactive learning. One of the key advantages of mobile applications is micro-learning. Students can study vocabulary in short sessions throughout the day — while going to school, attending additional classes, or traveling. This makes learning continuous and convenient. For example, during my IELTS preparation, I used vocabulary applications regularly. This method was very effective because the apps required constant repetition, which helped me remember words better. At

the same time, it was very convenient, as I could learn anytime and anywhere, unlike traditional books.

Mobile applications also provide immediate feedback. Students can quickly see their mistakes and correct them. This makes learning more active and helps improve results. Another important feature is gamification. Many apps include levels, rewards, and daily goals, which increase motivation. For secondary school students, this makes learning less stressful and more enjoyable.

In addition, real-life examples show how natural digital learning can be. For instance, my niece and nephew, who are only 3 and 4 years old, learn new words by watching videos on platforms like YouTube. They easily remember chunks of language without formal instruction. This shows that exposure, repetition, and engaging content are key factors in vocabulary learning.

Overall, mobile applications make vocabulary learning more engaging, accessible, and effective for secondary school students. Researchers Who Studied This Topic Many researchers have studied the effectiveness of mobile applications in vocabulary learning among secondary school students.

Hassan Saleh Mahdi conducted a meta-analysis and found that mobile devices have a positive effect on vocabulary learning compared to traditional methods. His research shows that students using mobile tools achieve better results and retain vocabulary more effectively.

Similarly, Yen Hui Wang found that students who used mobile applications performed better than those who relied on traditional paper-based learning. This study highlights the advantages of interactive and technology-based learning.

In addition, Kübra Okumuş Dağdeler conducted a systematic review and found that vocabulary learning is one of the most researched areas in mobile learning. Her findings show that mobile applications not only improve learning outcomes but also increase students' motivation and engagement. These studies confirm that mobile learning is not only modern but also scientifically supported and effective for secondary school students.

This study is based on an experimental research design to evaluate the effectiveness of mobile applications in vocabulary learning among secondary school students. The participants were divided into two groups: an experimental group and a control group.

The experimental group used mobile applications to learn vocabulary, while the control group used traditional methods such as textbooks and word lists.

At the beginning of the study, both groups took a pre-test to assess their vocabulary level. After a period of learning, a post-test was conducted to measure improvement. In addition, questionnaires were used to analyze students' motivation and attitudes toward mobile learning.

The results were compared to determine whether mobile applications had a significant impact on vocabulary acquisition. This method allowed for a clear evaluation of both learning outcomes and student engagement.

In conclusion, the present study demonstrates that mobile applications can serve as an effective and innovative tool for enhancing English vocabulary acquisition among secondary school students. In the context of rapid technological

development and digital transformation in education, Mobile-Assisted Language Learning (MALL) offers new opportunities for improving the quality of foreign language instruction and making vocabulary learning more interactive, accessible, and student-centered.

The findings of this study indicate that the use of mobile applications positively influences students' vocabulary retention, motivation, and active participation in the learning process. Unlike traditional vocabulary teaching methods, mobile applications provide learners with multimedia support, immediate feedback, repetition systems, and gamified activities that contribute to more effective and long-term vocabulary acquisition. Furthermore, the flexibility of mobile learning allows students to practice vocabulary anytime and anywhere, thereby extending learning beyond the classroom environment.

The study also confirms the importance of learner autonomy and personalized learning. Since secondary school students have different learning styles, abilities, and interests, mobile applications create opportunities for individualized vocabulary practice and self-paced learning. As demonstrated through both practical examples and previous research, digital tools can significantly increase students' engagement and reduce the difficulties often associated with memorization-based vocabulary learning.

The experimental results revealed that students who used mobile applications achieved better vocabulary outcomes compared to those who relied solely on traditional methods. In addition, the questionnaires showed that students generally had positive attitudes toward mobile learning and considered it more motivating and enjoyable.

Nevertheless, despite the numerous advantages of mobile-assisted vocabulary learning, certain challenges should also be considered. These include potential distractions caused by smartphones, unequal access to digital technologies, and the need for teachers to integrate mobile applications into lessons in a pedagogically meaningful way. Therefore, educators should carefully select appropriate applications and combine technological tools with effective teaching strategies.

Overall, the study confirms that mobile applications have considerable pedagogical potential in English language education. Their integration into vocabulary instruction can contribute to the development of more effective, motivating, and learner-centered educational practices for secondary school students. Future research may focus on the long-term effects of mobile learning, the comparison of different vocabulary applications, and the integration of emerging technologies such as artificial intelligence and adaptive learning systems into foreign language teaching.

REFERENCES

Beatty J. Teaching and Researching Computer-Assisted Language Learning. London: Routledge, 2013. 296 p.

Burston J. Twenty years of MALL project implementation: A meta-analysis of learning outcomes // ReCALL. 2015. Vol. 27, № 1. P. 4–20.

Mahdi H. S. Effectiveness of mobile devices on vocabulary learning: A meta-analysis // Journal of Educational Computing Research. 2018. Vol. 56. № 1. P. 134-154.

Paul Nation P. Learning Vocabulary in Another Language. *Cambridge*: Cambridge University Press, 2013. 641 p.

Petersen S. A., Divitini M. Language learning: From individual learning to communities // Mobile Learning Perspectives. 2005.

Hayo Reinders H., Benson P. Research agenda: Language learning beyond the classroom // Language Teaching. 2017. Vol. 50. № 4. P. 561–578.

Norbert Schmitt N. Vocabulary in Language Teaching. Cambridge: Cambridge University Press, 2000. 224 p.

Glenn Stockwell G. Using mobile phones for vocabulary activities: Examining the effect of platform // Language Learning & Technology. 2010. Vol. 14. № 2. P. 95–110.

Thornton P., Houser C. Using mobile phones in English education in Japan // Journal of Computer Assisted Learning. 2005. Vol. 21. № 3. P. 217–228.