



Contribution to Vocabulary Learning via Mobiles

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Abstract

As mobile connectedness continues to sweep across the landscape, the value of deploying mobile technology at the service of learning and teaching seems to be both self-evident and unavoidable. To this end, this study employed multimedia to develop three types of vocabulary learning materials. Due to the importance of short-term memory in the realm of vocabulary learning, careful consideration was given to the L2 learners' different visual and verbal short-term memories. 158 L2 learners aged 18-23 participated in the major phases of vocabulary learning experiment through mobile. Based on their scores on the English Vocabulary and Recall tests and statistical analysis of the results it was revealed that L2 learners with high-visual and high-verbal abilities find it easier to learn the content presented with both pictorial and written annotations. However, L2 learners with low-visual and low-verbal abilities benefit from learning materials presented without annotations. Furthermore, delivery of learning materials with pictorial annotation to learners with high-visual ability and the delivery of learning materials with written annotation to learners with high-verbal ability result in better vocabulary learning. The findings of this study could perform as a roadmap in creating learning materials for mobile learning English language.

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