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Technology innovation language programme on vocabulary learning and use of a mobile learning application

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DESCRIPTION

The process of learning the fundamental words for learning a second language is called vocabulary learning. Researchers, teachers, and content makers are very interested in how vocabulary affects proficiency in second language performance. Vocabulary acquired respect in the literature and restored its position in teaching after being an ignored part of language learning. As they transitioned from the Grammar Translation Approach to communicative ways of instruction, educators focused less on accuracy and more on fluency. As a result, together with the purposeful approach, incidental vocabulary teaching and learning became one of the two main types of teaching programmes.

Vocabulary learning can be divided into two main categories: intentional and accidental. A vocabulary teaching programme should include both low-frequency words and vocabulary learning types. Low-frequency and purposeful vocabulary learning are the two main approaches. By utilising multiple vocabulary learning strategies and their combinations, it is crucial to approach these types as complementary rather than necessarily unique than competitive. Students with intermediate English proficiency were chosen for the study using representative sample. The participants were divided into two categories and then analysed after the researchers confirmed the learners' homogeneity with a vocabulary examination/test.

The effectiveness of learning is achieved in both types of vocabulary learning or their combination by adhering to one or more vocabulary learning strategies. The nature of this concept is examined by numerous researchers from diverse angles. Given the wide variety of vocabulary learning strategies, it is suggested that they be categorised into five groups: will, social, memory, cognitive, and meta-cognitive. Using this classification as a foundation, propose the direct and indirect learning methodologies for vocabulary. Memory, cognitive, compensating, and social strategies make up the first category. Metacognitive, effective, and social strategies are divided into the second group. Based on their research distinguish repetition as the major strategy of vocabulary learning, while explain that ESL students prefer vocabulary strategies such as guessing and using a dictionary.

With the help of mobile-friendly teaching techniques, students may access knowledge quickly and easily and start studying whenever it's convenient for them. Because of this, smartphone users finish their homework 45% quicker than those who use a desktop computer. Mobile learning reduces administrative work time. Lack of time is one of the main obstacles limiting people from learning the trade. This issue is directly addressed by mobile learning, which gives workers Continuous access to knowledge.

From an administrative perspective, mobile learning saves time. The finest solutions will help reader's author learning content and deliver it, freeing us more time for other tasks. Increased retention of knowledge Compared to traditional training techniques, mobile training can increase knowledge retention by 55%. This occurs as information for mobile learning frequently consists of smaller, more manageable portions, such video and gasification. Information retention rises by 20% when short form content is used. Mobile learning is immediately more expense than traditional classroom based training simply by removing the expenses related to a physical location, equipment and supplies travel to and from the place, and the pay paid to an in-person instructor. Additionally, students can finish training on their own equipment, which eliminates the need for companies to provide technology.