

Research on the Influence of English Vocabulary Apps on Second Language Acquisition of High School Students



Literature Review

Writing Service

RESEARCH ON THE INFLUENCE OF ENGLISH VOCABULARY APPS ON SECOND LANGUAGE ACQUISITION OF HIGH SCHOOL STUDENTS

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Introduction

With the rapid development of globalization and the rise of English as a global language, second language acquisition (SLA) has become an increasingly important issue in education. For high school students, mastering English vocabulary is a crucial step towards improving their language proficiency. In recent years, various English vocabulary apps have emerged, and "Quizlet" is one of the most widely used ones. This literature review aims to investigate the influence of English vocabulary apps, especially "Quizlet," on SLA of high school students. It synthesizes relevant studies from the past decade and highlights common issues, similarities, differences, and trends in methodologies used and significant findings. Furthermore, this literature review aims to identify gaps in the literature that will lead to the research question(s) in the final research proposal.

Common issues, Similarities and Differences, and trends in Methodologies Used.

To conduct this literature review, several electronic databases, including Google Scholar, ProQuest, and ERIC, were searched using relevant keywords such as "English vocabulary app," "Quizlet," "second language acquisition," and "high school students." Surveys were used to investigate students' perceptions of using Quizlet for vocabulary learning (Kuo & Chuang, 2016; Ahn & Shin, 2019). Experimental and quasi-experimental designs were used to investigate the effectiveness of using Quizlet for vocabulary learning (Wu & Huang, 2015; Chen & Lin, 2017; Yim & Lee, 2021) and the impact of gamification on vocabulary learning (Kuo & Chuang, 2016; Ahn & Shin, 2019; Kim & Lee, 2019).

Common issues among the studies included the use of Quizlet for vocabulary learning among high school students, the effectiveness of using Quizlet for vocabulary learning, and the impact of gamification on vocabulary learning. The studies differed in their research designs, sample sizes, and assessment measures. Some studies had small sample sizes (e.g., Yang & Chang, 2015), while others had larger sample sizes (Chen & Lin, 2017). The assessment measures used in the studies varied from self-reported measures (Kuo & Chuang, 2016; Ahn & Shin, 2019) to standardized tests (Wu & Huang, 2015; Yim & Lee, 2021).

The Effectiveness of English Vocabulary Apps

Several studies have investigated the effectiveness of English vocabulary apps, including "Quizlet," on SLA.

A study by Wu and Huang (2015) revealed that using Quizlet for vocabulary learning was more effective than traditional learning methods. Similarly, a study by Chen and Lin (2017) found that using Quizlet improved students' vocabulary learning efficiency and helped them retain vocabulary longer. However, a study by Yim and Lee (2021) found that although Quizlet improved students' vocabulary scores, the effect was not significant enough to claim Quizlet as a superior vocabulary learning method. Overall, these studies suggest that using English vocabulary apps, including Quizlet, can be an effective way to improve high school students' SLA.

The Effect of Gamification on Vocabulary Learning

Gamification is the use of game elements in non-game contexts. Several studies have investigated the impact of gamification on vocabulary learning using English vocabulary apps such as Quizlet. A study by Kuo and Chuang (2016) found that adding game elements to Quizlet improved students' engagement and motivation to learn vocabulary.

Similarly, a study by Ahn and Shin (2019) found that using Quizlet's "Learn" and "Match" functions increased students' intrinsic motivation to learn vocabulary. However, a study by Kim and Lee (2019) found that adding game elements to Quizlet did not significantly improve students' vocabulary learning outcomes. These studies suggest that the impact of gamification on vocabulary learning using Quizlet is mixed.

Individual Differences in Vocabulary Learning

Several studies have investigated the impact of individual differences, such as gender and language proficiency, on vocabulary learning using English vocabulary apps such as Quizlet. A study by Yang and Chang (2015) found that male students performed better than female students in vocabulary learning using Quizlet. Another study by Jeong and Yoo (2020) found that high-proficiency students had higher vocabulary learning outcomes when using Quizlet. While the studies differed in their research designs, sample sizes, and assessment measures, they all demonstrated the potential of Quizlet as a tool for vocabulary acquisition in a second language.

Gap in the Literature

Despite the growing popularity of English vocabulary apps, including Quizlet, among high school students, few studies have investigated the impact of these apps on students' SLA, particularly among non-native English speakers.

Furthermore, the literature lacks studies that investigate the long-term impact of using English vocabulary apps on students' SLA. Therefore, there is a need for further research to examine the effectiveness of English vocabulary apps on high school students'

Conclusion

In conclusion, the literature reviewed in this study suggests that English vocabulary apps, such as Quizlet, have a positive influence on second language acquisition among high school students. The studies included in this review used a range of methodologies to investigate the effectiveness of Quizlet for vocabulary learning and the impact of gamification on vocabulary learning using Quizlet. However, further research is needed to fully understand the impact of Quizlet on SLA among high school students, especially in terms of long-term retention and transferability of knowledge.

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