

## MOBILE-ASSISTED LANGUAGE LEARNING TO IMPROVE A2 LEARNERS’ VOCABULARY STUDY HABITS

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### Abstract

This article discusses the role of mobile-assisted language learning in improving vocabulary study habits among A2 level English learners. Vocabulary development is one of the most important parts of language learning at the elementary level, because learners need enough words to understand simple texts, express basic ideas, and participate in everyday communication. However, many A2 learners have weak vocabulary study habits. They often memorize words only before lessons or tests, forget new words quickly, and do not review vocabulary regularly. Mobile-assisted language learning can help solve this problem by making vocabulary practice more accessible, frequent, and flexible. The article explores how mobile applications, digital flashcards, short quizzes, pronunciation tools, reminders, and spaced repetition activities can support vocabulary learning. It argues that mobile learning is most effective when it is guided by the teacher and connected with classroom objectives. The article concludes that mobile-assisted vocabulary practice can help A2 learners become more consistent, independent, and confident in their English learning.

**Keywords:** *mobile-assisted language learning, vocabulary learning, A2 learners, study habits, English language teaching, learner autonomy, digital flashcards, spaced repetition.*

### INTRODUCTION

Vocabulary is one of the basic foundations of language learning. Without enough vocabulary, learners cannot understand simple messages, express their ideas clearly, or take part in everyday communication. This is especially important for A2 level learners, who are still building their basic English language system. At this stage, students need to learn common words, useful phrases, everyday expressions, and vocabulary connected with familiar topics such as family, study, work, food, travel, hobbies, technology, and daily routines. Nation (2001) emphasizes that vocabulary knowledge is central to language learning because it supports comprehension, production, and further language development.

However, vocabulary learning is not only about knowing the meaning of words. Learners also need to know how to pronounce words, how to spell them, how to use them in sentences, and how to remember them for a long time. Many A2 learners face difficulty because they do not have regular vocabulary study habits. They may write new words in a notebook, but they do not review them. They may memorize vocabulary before a test, but forget it after a few days. They may know the translation of a word, but cannot use it correctly in speaking or writing. Schmitt (2000) notes that vocabulary learning requires repeated exposure, active use, and systematic review rather than one-time memorization.

This problem shows that vocabulary instruction should focus not only on teaching new words, but also on developing better study habits. Learners need to practise vocabulary regularly, revise old words, meet words in different contexts, and use them actively. Mobile-assisted language learning can support this process because mobile phones are available,

familiar, and easy to use in everyday life. According to Godwin-Jones (2011), mobile applications create new opportunities for language learners by allowing them to practise language beyond the limits of the classroom.

Mobile-assisted language learning refers to the use of mobile devices such as smartphones and tablets for language learning. In vocabulary study, mobile learning may include vocabulary applications, digital flashcards, online dictionaries, pronunciation tools, short quizzes, reminder systems, and interactive exercises. These tools can make vocabulary practice more flexible because students can learn not only in the classroom, but also at home, on the way to university, or during short breaks. Kukulska-Hulme and Shield (2008) explain that mobile learning supports flexible and personal language learning, which is particularly useful for learners who need frequent practice.

One of the most useful features of mobile vocabulary learning is spaced repetition. Spaced repetition means reviewing words at planned intervals instead of trying to memorize everything at one time. For example, a learner may study ten new words today, review them tomorrow, review them again after three days, and then again after one week. This method helps transfer vocabulary from short-term memory to long-term memory. Nation (2001) argues that repeated encounters with vocabulary in different situations are necessary for long-term retention. Digital flashcard applications are especially useful for this because they can automatically remind students when to review words.

Mobile learning can also improve learner motivation. Many students spend a lot of time using their phones for communication, entertainment, and social media. If teachers guide students to use their phones for language learning, mobile devices can become educational tools instead of distractions. Short vocabulary tasks on a phone may feel less difficult than long traditional homework. For example, a student may complete a five-minute vocabulary quiz, listen to the pronunciation of new words, or revise flashcards while waiting for transport. Stockwell (2010) found that mobile vocabulary activities can support regular language practice, although learners need clear guidance and suitable task design.

Another benefit of mobile-assisted vocabulary learning is pronunciation support. A2 learners often know the written form of a word but pronounce it incorrectly. Mobile dictionaries and language applications usually provide audio pronunciation, which helps learners listen and repeat. This is useful because correct pronunciation supports both speaking and listening skills. Harmer (2015) states that pronunciation, vocabulary, and grammar should not be treated as completely separate areas, because they work together in successful communication.

Mobile learning also gives students immediate feedback. In traditional vocabulary exercises, students often wait for the teacher to check their answers. In mobile applications, learners can immediately see whether their answer is correct or incorrect. This quick feedback helps students notice mistakes and correct them. It also makes learning more active because students can test themselves regularly. Immediate feedback is important because it helps learners understand their errors while the learning task is still fresh in their memory (Harmer, 2015).

However, mobile-assisted language learning should not be used without guidance. If students use random applications without a clear plan, the result may be weak. Some apps may include vocabulary that is too difficult, too easy, or not connected with the lesson. Therefore,

the teacher’s role is very important. The teacher should select suitable tools, recommend useful vocabulary sets, explain how to review words, and connect mobile practice with classroom activities. Kukulska-Hulme and Shield (2008) point out that mobile learning becomes more effective when it supports interaction, collaboration, and meaningful learning rather than simple content delivery.

For A2 learners, mobile vocabulary tasks should be simple, short, and clear. At this level, students may become discouraged if they are given too many words at once. It is better to focus on small sets of useful vocabulary and practise them regularly. For example, students may learn ten words related to food, review them with digital flashcards, listen to pronunciation, complete a short quiz, and then use the words in classroom dialogues. Schmitt (2000) also emphasizes that vocabulary learning is more successful when learners meet words repeatedly and use them in meaningful contexts.

Mobile-assisted vocabulary learning can be organized in different ways. One effective method is the “word of the day” activity. The teacher gives students one useful word every day through a class group or learning platform. Students check the meaning, pronunciation, and example sentence. Later, they use the word in their own sentence. This simple activity encourages daily contact with English and helps learners develop a regular study routine.

Another useful method is digital flashcard practice. Students create flashcards with the English word on one side and the meaning, example sentence, or picture on the other side. For A2 learners, pictures can be especially helpful because they reduce dependence on translation. Flashcards can be reviewed regularly, and students can mark which words are easy or difficult. Nation (2001) explains that vocabulary knowledge develops gradually, and learners need both recognition and active use of words.

Mobile quizzes are also effective for vocabulary revision. Short quizzes can be used at the beginning or end of lessons, or as homework. These quizzes may include matching words with meanings, choosing the correct word for a sentence, listening and selecting the correct spelling, or completing simple phrases. Such tasks help students check their understanding and make vocabulary practice more engaging.

Teachers can also ask students to keep a mobile vocabulary journal. In this journal, students write new words, meanings, example sentences, and personal notes. For example, if the word is “appointment,” the student may write: “I have a doctor’s appointment on Monday.” Personal examples are useful because they connect vocabulary with the learner’s own life. This makes words easier to remember. Harmer (2015) notes that personalization can make language learning more meaningful and memorable for students.

Mobile-assisted learning also supports learner autonomy. Learner autonomy means that students take more responsibility for their own learning. At A2 level, learners still need teacher support, but they should gradually learn how to study independently. Mobile tools can help them develop this habit. When students revise vocabulary regularly, check pronunciation, test themselves, and track their progress, they become more active learners. Godwin-Jones (2011) also highlights that mobile tools can encourage independent and self-directed learning when learners use them purposefully.

At the same time, there are some challenges. Not all students may have equal access to mobile internet or high-quality devices. Some students may become distracted by social media or games. Others may use applications only mechanically, without truly learning the words. For

this reason, mobile learning should be balanced with classroom practice. Students should not only click answers in an app; they should also use new vocabulary in speaking, writing, listening, and reading activities.

The best approach is to combine mobile learning with classroom instruction. For example, students can learn and review vocabulary on their phones before the lesson. Then, during the lesson, they use the words in pair work, role-play, short writing tasks, or group discussions. After the lesson, they continue reviewing the vocabulary through mobile flashcards or quizzes. This creates a learning cycle: preparation, practice, and revision.

In the context of higher education, mobile-assisted vocabulary learning can be very useful because students are already familiar with digital tools. At Cyber University, where students are connected with technology and digital learning environments, mobile learning can make English vocabulary study more natural and practical. It can help students build regular study habits and become more confident in using English.

Overall, mobile-assisted language learning does not replace the teacher or traditional classroom instruction. Instead, it supports the learning process by giving students more opportunities to practise vocabulary outside the classroom. When used correctly, mobile tools can help A2 learners study vocabulary more regularly, remember words better, and use English more confidently.

### CONCLUSION

In conclusion, vocabulary development is essential for A2 learners because it supports all other language skills. Learners need vocabulary to understand simple texts, follow conversations, speak about familiar topics, and write basic sentences. However, many students have weak vocabulary study habits and do not revise words regularly.

Mobile-assisted language learning offers practical support for this problem. Mobile applications, digital flashcards, pronunciation tools, reminders, short quizzes, and spaced repetition activities can make vocabulary learning more frequent, flexible, and engaging. These tools help students review words regularly, receive immediate feedback, and practise outside the classroom.

However, mobile learning should be guided by the teacher and connected with lesson objectives. Students need clear instructions, suitable vocabulary sets, and opportunities to use new words in real communication. When mobile practice is combined with classroom activities, it can improve vocabulary retention, learner autonomy, motivation, and confidence.

The article concludes that mobile-assisted language learning is an effective way to improve A2 learners' vocabulary study habits. It helps students move from irregular memorization to regular, independent, and meaningful vocabulary practice.

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