

IMPROVING VOCABULARY LEARNING WITH MEMRISE MOBILE APPLICATION FOR STUDENTS IN VIETNAM

Pham Thi To Nhu¹ and Tran Ngoc Quyen Quyen²
University of Foreign Language Studies, The University of Danang, Vietnam
pttnhu@ufl.udn.vn

²GVI Company, Hochiminh City, Vietnam
sourie96@gmail.com

ABSTRACT

In English study, vocabulary is the backbone of English so that improving vocabulary is also one of the most essential keys to learning English well. Thanks to the Internet, students now have many opportunities to take advantage of advanced technology to improve their vocabulary, one of which is making use of online tools. This research looks at the use of Memrise, an application designed for improving vocabulary. The authors also investigate the changes in vocabulary level and attitudes of English of students in the University of Foreign Studies, the University of Danang, Vietnam toward applying this mobile application in improving their vocabulary. Furthermore, the study's results indicate how the students rate the quality of the application. More importantly, this paper gives specific suggestions for using Memrise for learners with different levels of English.

Keywords: vocabulary, students, Memrise, application, technology

INTRODUCTION

For the past forty years, English has been the dominant foreign language in Vietnam, where English language education has become a compulsory module of education (Nguyen, 2011). Furthermore, Nguyen (2010) claims that Vietnam, as a member of ASEAN, APEC, and recently WTO, is supposed to be part of the globalization of English. Additionally, the growth of English has been closely related to technological innovations, then the effectiveness of using technology in education is more and more acknowledged (Pearaer et al. 2009). Recently, with the popular use of mobile devices, the potential of Mobile- Assisted Language Learning (MALL) has been taken into consideration. Apart from computers, mobile devices are seen to have proven as potential tools in increasing the learning of the language. The rapid growth of the new generation of mobile devices such as mobile phones and tablets has increased the great potential of the use of mobile in becoming an effective tool for language learning (Gounder, 2011). Additionally, the personal nature of mobile phones and their portability allows students to gain to access their language learning materials and contact their teacher or classmates whenever and wherever they need. With such flexibility, new directions in CALL have been opened by MALL with the possibility of exceeding all non-mobile CALL (Glikman et al., 2012). Following this trend, more students in Vietnam start using mobile devices for language learning purposes and it becomes popular with the English Department students of the University of Foreign Languages Studies- Da Nang University. However, there have been few studies on what ways and what aspects mobile learning can be applied to improve the students' English learning progress in the context of this university.

To reach a certain level of fluency in a foreign language in general and English in particular, vocabulary is undoubtedly one of the most important factors to be mastered; indeed, the famous linguist D. A. Wilkins (Wilkins, 1972) stated: "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed". In learning a foreign language, vocabulary is reputedly the small bricks forming the ability to use the language. As the most popular application of educational software, Memrise is the perfect answer for studying English the vocabularies. This research focuses on methods for effective use of mobile applications to enhance vocabularies of the English Department students of the University of Foreign Language Studies, the University of Danang, Vietnam.

LITERATURE REVIEW

Vocabulary and vocabulary learning

Vocabulary plays an important part in the development of the four language skills: speaking, listening, reading, and writing (Harris, 1969; Siribodhi, 1995). Evans (1978) and Beck et al., (2002) pointed out that vocabulary can provide clarity and can enable the speaker to diversify language. Also, wrong use of vocabulary can lead to misinterpretation, whereas correct use of vocabulary makes it easier for people to read and write better, understand the main ideas and speak correctly (Lightbown & Spada, 2006). Researchers (Harley, 1996; Kolich, 1985; O'Rourke, 1974) point out that vocabulary learning is a vital part of each student's life. According to O'Rourke (1974), it affects students' thoughts, actions, aspirations, and success, especially in academic achievement. Studies noted that without adequate knowledge of relevant vocabulary, students have difficulty performing the tasks required of them both in school and on the job (Harley, 1996; Kolich, 1985). Blake (2013) even makes the claim that a second language learner who is lacking the needed vocabulary depth or breadth will have difficulties with reading any large amount of authentic texts. According to Blake (2013), students who use a wide variety of words have little or no difficulty reading fluently, understanding the author's intent, and expressing themselves correctly and concisely in both oral and written forms. Laufer et al. (2012) also point to vocabulary breadth as being closely related to overall language proficiency.

In language learning, vocabulary affects almost all skills, such as reading, writing, speaking, listening, and other forms of oral communication as discussion, dialogue or prepared talk. Also, vocabulary plays the most important part in the development and the continuous improvement of these skills. According to Carter and McCarthy (2018), the study of vocabulary is considered the heart of language teaching and learning. In addition, Nation (2001) holds the viewpoint that a word cannot be well known after only one exposure since there is so much information about a single word. As a result, repetition and recycling of vocabulary are of crucial importance when it comes to actually learning new words (Nation 2001; Schmitt 2010). When learning vocabulary in a second language, technology can be of great help due to the pictures and video glosses connected to the words provided (Hede et al, 2002). Today there are both websites and apps that allow learners to broaden and deepen their vocabulary that way (Blake 2013).

Mobile Technology in language learning

The power of portable computing in the form of mobile devices is accessible to everyone, and it is time to consider using mobile devices for education (Godwin, 2011). Besides, Hubbard (2013) is of the opinion that people across the world wish to access learning materials on their mobile

phones rather than acquiring another technology to receive learning materials. The numbers of mobile devices across the world have already surpassed the number of computers and other electronic gadgets, and it is indeed an opportunity for English language teachers to innovate methods and materials for interactive and enjoyable sessions to motivate the students in their classroom (Hsu, 2012). In a regular classroom, students often complain that they learn vocabulary, but find it difficult to remember (Nation, 2001). Norbrook and Scott (2003) stated that there has been a greater awareness concerning vocabulary learning in recent years, and it is the responsibility of researchers, materials designers, and teachers to increase the pace, using the latest technology in the classroom, in this era of technological advancements, the majority of the undergraduate student population possess latest mobile phones and use it for a wide variety of purposes. All of the features of mobile technology in learning could be described in Figure 1.1.

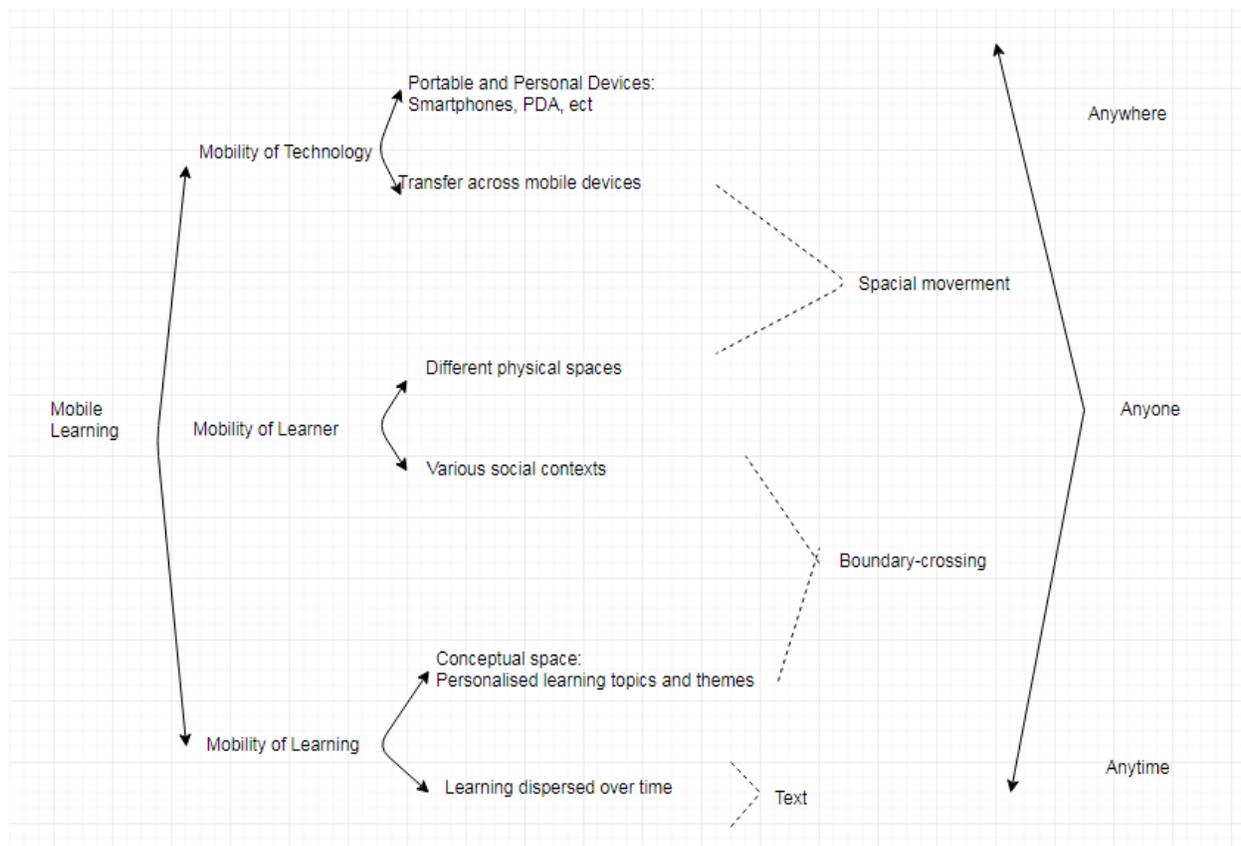


Figure 1: The convergence of the concept of mobile learning (Adapted from Defining Mobile Learning in the Higher Education Landscape Osman et al., 2010))

Memrise Software in Vocabulary Learning

This application was chosen for two main reasons. First, it provides users with a lot of different topics course to improve students' vocabulary. Second, it is the mobile version of the famous Memrise web tool. In addition, this software has been selected by Google as the overall Best App winner in the 2017 Google Play Awards. As a result, this software's reliability is ensured.

This application can be downloaded from Google Play Store and Apple App Store. It provides users with many courses which have many vocabulary topics in one. All the courses contain spelling, meaning, pronouncing from native speakers. When using this app, the users can begin learning languages such as Arabic, Ancient Greek, Chinese, English, French, German, Icelandic, Italian, Japanese, Klingon, Korean, Latin, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, and more. However, in this investigation, the researcher just focuses on English learning. Furthermore, when learning English in Memrise, the users can choose the pronouncing between UK English and US English.

METHOD AND SAMPLING

The methodology selected for this study is a case study which is suitable with an empirical inquiry developing an in-depth understanding of a real-life phenomenon (Yin, 2009). In a case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). Case study is the most frequently employed qualitative research design that allows the researchers to learn more about the issue under study (Merriam, 2009). Therefore, it is deemed most appropriate. Merriam (2009) defines a qualitative case study as "an in-depth description and analysis of a bounded system" and the researcher chose this design "precisely because researchers are interested in insight, discovery and interpretation rather than hypothesis testing". The case is examined via an experiment. Following this methodology, the researcher deliberately controls and manipulates the conditions, which determine the events in which she is interested, introduces an intervention, and measures the difference that it makes (Cohen et al., 2013). The experiment is built upon a combination of quantitative survey methods, observations and interviews. The experiment in this study is organized both online and offline for the students of the English Department of University of Foreign Language Studies- The University of Danang. All these could be considered constituting units of analysis or an embedded (multiple units of analysis) design (Yin, 2009). This approach is appropriate to gain an insight into the Memrise enhancement of students in developing English vocabulary learning. It is, therefore, assumed that the findings of this research may translate to other schools in similar contexts (Cohen et al., 2013).

The population of this study was 200 voluntary students who study at the English Department of the University of Foreign Languages Studies, The University of Danang, Vietnam. These 200 students were randomly put into 2 groups, namely the control group and the experiment group so that the treatment would be done to get the results. The target university students all had similar educational backgrounds. That meant they are capable of self-regulated learning in English. Before the experiment, these participants were asked to answer a series of questions about their learning approach, in order to confirm that all of the participants learned English by self-regulated learning approach.

The data collection was divided into two stages: before-Memrise use and after-Memrise use. Individuals in the experimental group received the experimental treatment using Memrise for 2 months, whereas those in the control group did not. This technique makes it easier for the author to find out the impact of Memrise on the students' improvement. The data collection was conducted at both stages by distributing the pre-usage and the post-usage questionnaires directly to them. The tool's name, its purpose, and its instruction of use are included in the tutorials.

In this research, instruments are used as a tool for collecting data and measurements. The typical arrangements used in the study include tests, a questionnaire, and direct measurement. Data needed in this research is primary data. The primary data are data related

to the learning activities, which are collected by the test before and after using Memrise. Data were collected by using direct measurement instrument- the vocabulary tests and the questionnaires that were done on all the students either joined in experimental group and control group.

This research aims at finding the answers to the following questions:

1. How effectively do the students learn English vocabulary?
2. In what ways does Memrise application impact students' vocabulary learning?
3. What are the issues and challenges faced by students in utilizing Memrise for their learning?

FINDINGS

Students' self-study methods of vocabulary

Table 1: How students improve vocabulary by themselves

Methods	Number of students	Percentage
Keep a list	122	61%
Watching English movies/ shows within/without subtitles	23	11.5%
Reading English books	2	1%
Practicing with online applications	23	11.5%
Use new words in conversations	5	2.5%
Practicing through communicating with foreigners	3	1.5%
Practicing with materials given by teacher	10	5%
Play games	3	1.5%
Write a blog	3	1.5%
Learn word parts	5	2.5%
Learn the culture	1	0.5%
No answers	0	0%

Table 1 presents different methods which aim at improving English vocabulary given by participants. Keeping a list is the most popular method with 61% of the students applying this method to improve their vocabulary. Following this method are watching English movies/ shows within/without subtitles and practicing with online applications listed by 11.5% of students. Practicing through communicating with foreigners is also one of the popular methods for students when it accounts for 5%. Two methods having the same proportion (2.5%) are using new words in conversations and learning word parts. A considerable number of students (1.5%) practice through communicating with foreigners as well as playing games and also writing a blog. It is noticeable that there are 2 students (1%) who studying vocabulary by playing games. Small proportions of students, 0.5% specifically, improve their vocabulary through learning the culture.

Using mobile applications for studying vocabulary

In order to investigate the awareness of students about making use of mobile technology for English study, the students were asked if they had ever used any mobile applications to improve their English or their vocabulary or not. The majority of the participants (85%) claimed that they did use mobile applications to improve their English proficiency or vocabulary while the remaining 15% gave a negative answer. Table 2 showed the applications that were listed by the students.

Table 2: List of mobile applications which have been used by students

Name of Online Application	Number of users	Percentage
Quizlet	22	12%
Dictionary (in general)	73	40%
Games (in general)	13	7.1%
Scribd	23	12.7%
Coursera	11	6%
Duolingo	26	14.3%
Jonny Grammar's word Challenge	9	4.9%
Others	4	3%

According to Table 2, the largest number of students used mobile applications as dictionaries of all kinds with the frequency of 40% of students. The other listed applications had pretty low frequency. Specifically, 14.3% of students listed Duolingo applications as the applications they often use to learn English. 12.7% of the subjects claimed that they just used Scribd and their language as a source of English improvement. Surprisingly, there were 12% of students who did use mobile applications to improve their vocabulary, and their application of choice is Quizlet. The applications with the lowest frequency were Games (3), Coursera (5) and Jonny Grammar's word Challenge (7). Noticeably, 3% of students said that they cannot remember the name of the applications they have used so they were put into the "Others" category. The results showed that most of the participants only used mobile dictionaries. However, it also shows that they did use mobile applications to improve their English in some way. As a result, it is highly expected that the Memrise will draw their attention.

Data collected from treatment with Memrise

The participants were divided into two groups: one experimental group and one control group. This data was collected from the experimental group after two months using Memrise. The data from the post-usage questionnaires were also grouped into four main parts consisting of the students' first impression about Memrise, students' self-study of vocabulary with Memrise, and students' attitudes towards Memrise as a mobile application after using it.

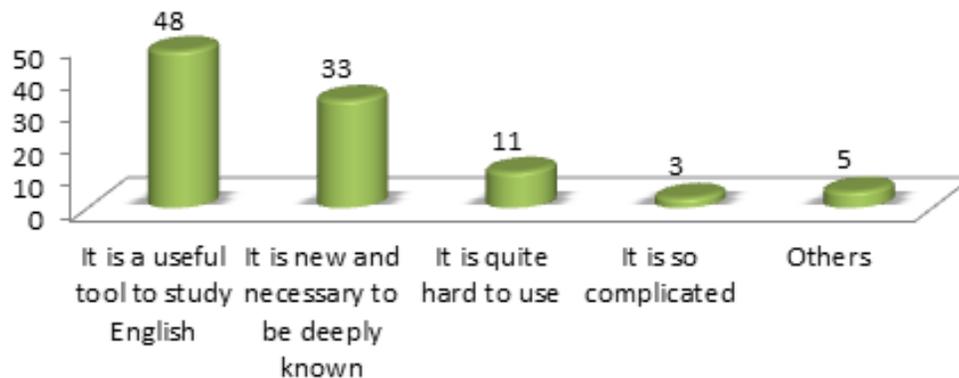


Figure 2: Students' first impression about introduced Memrise mobile application

As can be seen in Figure 2, the largest percentage (48%) belongs to the impression that Memrise is a useful tool to study English. Next, 33% of the students thought that Memrise was

new and necessary to be known thoroughly. The other impressions just accounted for a small portion. To be specific, 11% of the students said that this application was quite hard to use. Only 3 students (3%) claimed that the software was so complicated and 5% of the participants had other impressions of the software. From the result, it can be concluded that Memrise gives a positive impression on most of the students participating in the study.

Usage of Memrise mobile application: The assessment of students of Memrise mobile application

The quality of Memrise mobile application

The introduction of Memrise attracted 100 different users and also received different rates of quality. Figure 3 expresses how students rated this software according to the scale from very good to very poor.

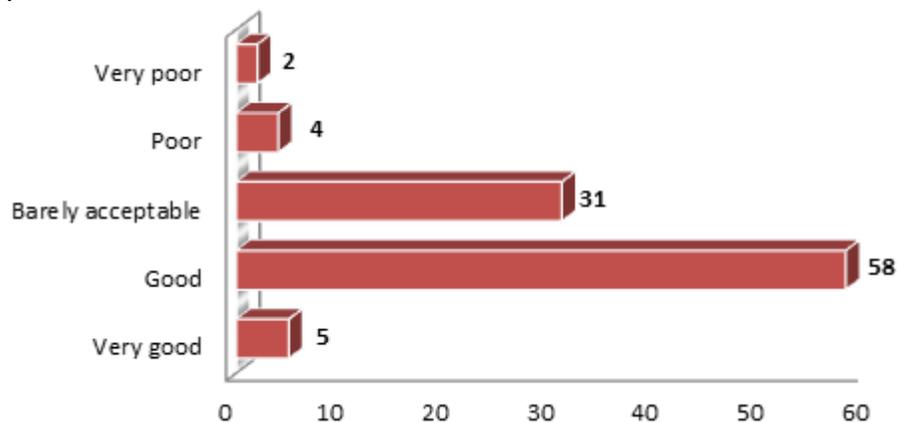


Figure 3: The quality of Memrise rated by students

We can easily recognize the majority of 100 users had positive opinions about Memrise mobile application. To be specific, 58% of students thought that this was a good software and 5% student rated this application "very good". 31% of students had a neutral look toward this application since they rated it "barely acceptable". The negative opinions only held a small portion of the users, 4% for "poor" rating and 2% for "very poor" rating respectively.

Good points and bad points of Memrise

To find out explanations for the rate of quality, the researcher asked students to list the good points and bad points of Memrise. However, it is important to take notice that some users had no comment about this issue, but some students listed a few good points and bad points for Memrise.

Table 3 presents the good points of Memrise, from the point of view of 100 students using this tool.

Table 3: Good points of Memrise

Good point	Number of supporters	Percentage
The topics are diverse	21	21%
It is easy to use	13	13%
It is flexible	15	15%
The topics are interesting	19	19%
Great variety of vocabularies	47	47%
Great variety of vocabularies' examples	57	57%
It helps to learn from the locals through video	43	43%
It helps the learner be get used to native speakers' accent	11	11%
Develop both vocabulary and listening skill	14	14%
It provides variety of exercises	17	17%
It provides the number of reviews in all sessions	56	56%
It can learn offline	2	2%
The speeds are very easy to catch up	18	18%
Its level is suitable with learner's ability	46	46%
It is interesting	79	79%
It is effective to improve vocabulary	86	86%
It helps to build your own vocabulary list	16	16%

According to Table 3, there are 17 good points of Memrise. To be specific, 86% of students agreed that Memrise is effective in improving vocabulary. 79% of students were interested in this mobile application. Next, over half of the students thought Memrise had a great variety of vocabularies' examples (57%) as well as providing reviews in all sessions (56%). Nearly half of students pointed out good features of Memrise were its great variety of vocabularies (47), its level is suitable with learner's ability (46%), and its system for learning from the locals through video (43%). What is more, nearly one fourth students were in favor of the diverse topics (21%) and interesting topic (19%), the variety of exercises (17%) and the easily-catch-up-speech (18%) offered by Memrise as well as helping to build own vocabulary list (16%). A noticeable number of users believed that Memrise was flexible (15%), easy to use (13%) and it helps to develop both vocabulary and listening skills (14%), be get used to native speakers' accent (11%). Finally, 2 students agreed that learning offline was a good point.

Regarding bad points, there are 8 ones. The first drawback is the requirement of Internet connection to use the software (38 users). However, 1 student feels it is too difficult to use this software. Another noticeable disadvantage is some features are just for pro members with 36% of students agreeing on this. 9% of participants thought that the questions in the application are too easy. One more complaint about the software is that it is time-consuming (7% of students). The other bad points only take a small portion with 4% students who thought that the speed pronunciation of some vocabularies was too fast; other 3 students believed the levels were not divided clearly and 2% students complained the speed of downloading was too slow.

Effectiveness of Memrise rated by students

On being questioned whether Memrise was helpful in improving vocabulary or not, 98% of students answered "Yes" and 2% students answered "No". Those who answered "Yes" are required to rate the effectiveness of Memrise on the skill. The result is shown in Figure 4.

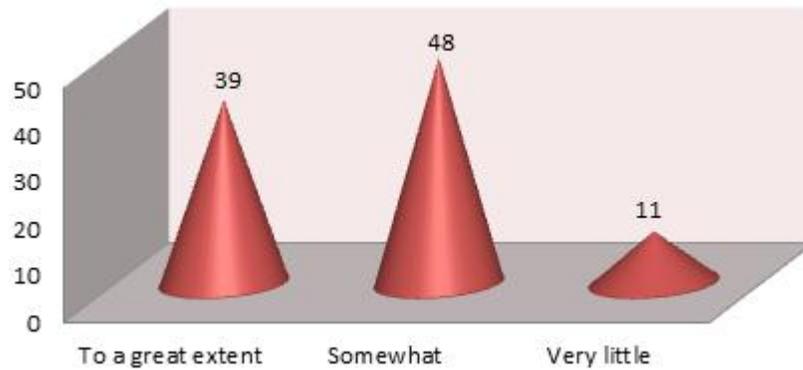


Figure 4: The effectiveness of Memrise on vocabulary rated by students

From the figure, the largest scale belongs to "Somewhat" with 48 students. A considerable number of participants (29) stated that this software is helpful to their vocabulary learning to a great extent. Besides, 11 users said that this application was only a little help. We can easily recognize that it is a positive point that 98% of this research's subjects believed that a mobile application was helpful to their study to some extent.

Students' attitudes towards applying Memrise mobile application in English vocabulary study

Table 4: Students' attitudes towards Memrise in the second stage

Statement	Scale	Frequency	Percentage	Total
Applying Memrise is an effective way to improve English vocabulary	Strongly disagree	0	0	100
	Disagree	3	3	
	Neither agree nor disagree	20	20	
	Agree	53	53	
	Strongly agree	24	24	
It does not require a high level of mobile devices understanding to use Memrise	Strongly disagree	19	19	100
	Disagree	13	13	
	Neither agree nor disagree	20	20	
	Agree	38	38	
	Strongly agree	10	10	
It takes a lot of time when applying Memrise to improve vocabulary	Strongly disagree	15	15	100
	Disagree	54	54	
	Neither agree nor disagree	19	19	
	Agree	9	9	
	Strongly agree	3	3	
Applying Memrise motivates English learners to study harder	Strongly disagree	3	3	100
	Disagree	8	8	
	Neither agree nor disagree	23	23	
	Agree	57	57	
	Strongly agree	9	9	
Applying Memrise is a method more preferable than books to improve English vocabulary	Strongly disagree	2	2	100
	Disagree	15	15	
	Neither agree nor disagree	34	34	
	Agree	29	29	
	Strongly agree	20	20	
It is not necessary to apply Memrise in learning vocabulary	Strongly disagree	20	20	100
	Disagree	37	37	
	Neither agree nor disagree	29	29	
	Agree	10	10	
	Strongly agree	4	4	

The results from Table 4 provide us a clear view about attitudes of students towards applying Memrise in learning vocabulary after using it for 2 months. Firstly, no students strongly disagreed with the first statement and only 3% of students disagreed with the idea. The majority of the students (77%) were in favor of the idea that applying Memrise was an effective way to improve vocabulary. 20% of students gave no opinion when being asked if they agreed with the statement or not. When being asked if they think there was no need for a high level of understanding of mobile devices to use Memrise, 38% of the students agreed and 10% of the participants strongly agreed with the idea. The total portion of positive opinions is 48%, which is remarkably higher than the portion of students who gave negative opinions (32%).

Time-consuming is one of the bad points listed by the participants. However, only a small portion of 11 students supported this idea while the number of students who opposed this opinion is much higher (69 students). 19% of students were neutral to this statement. Next, 66% of the participants agreed that applying Memrise mobile application motivated students to study harder while 11 students are against this idea.

Our test results also indicate that Memrise as a mobile application is more preferable to books and CDs to Vietnamese students. Most students agree with this opinion with 29% of participants agreed and 20% strongly agreed, the portion of students who were against this idea was 17% and the proportion choosing neutral to this opinion was 34%.

The statement that it was not necessary to study vocabulary with Memrise received mostly negative responses with 57% of participants were opposed to this idea. Only 14% of students supported this statement and 29% remained neutral.

Information collected from the vocabulary test

Two vocabulary tests for evaluating students' vocabulary consist of two sub-tests: pre – usage test and post-usage test. These tests called The Vocabulary Size Test were designed by Prof Paul Nation, Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand (Nation, P., & Crabbe, D. (1991). Both participants in the control group and experimental group were required to do the pre-usage vocabulary test. After 2 months, the experimental group was required to do the post-usage vocabulary test.

According to the vocabulary level of learners of The Vocabulary Size Test, there are 3 three levels of learners including high frequency (1000-2000 word family lists), mid-frequency (3000-9000 word family lists), low frequency (10,000 on word family lists). A learner's total score on the 140-item test needs to be multiplied by 100 to find the learner's total vocabulary size. On the 100 item versions measuring up to the 20th1000 word family level, there are five words for each 1000 word family level, so the total score needs to be multiplied by 200.

There is a significant improvement level of the vocabulary of students that is shown in Figure 9.

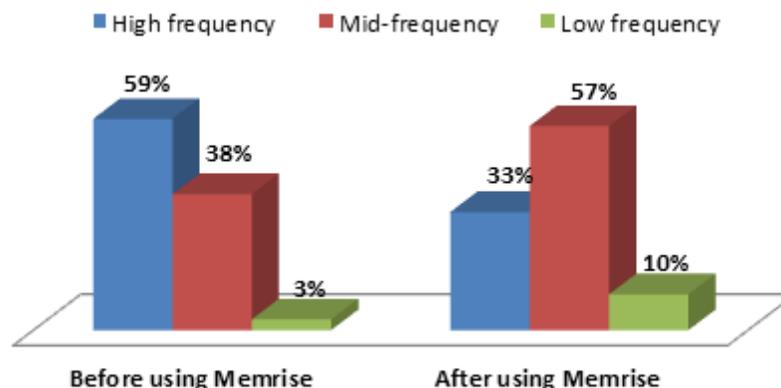


Figure 4: The comparison vocabulary level of learners before and after using Memrise

According to Figure 4, the result showed that there were noticeable changes between before and after using Memrise. The percentage of high frequency sharply decreased, from 59% to 33% while percentage in the mid-frequency rose steadily from 38% to 57%. Finally, the proportion of low frequency after using Memrise is slightly higher than before.

FINDINGS AND DISCUSSION

The Impacts of Memrise on Students

This part was divided into three parts, equivalent to three impacts that this software has, as the impact on vocabulary, the impact on learners' attitudes, and the impact on the duration of learning vocabulary.

The Impact of Memrise on Studying Vocabulary

Based on the data results, the first impact of Memrise is that it helps increase vocabulary. Although the figures from the tests mentioned in the previous part are not convincing enough that Memrise helps improve vocabulary, using this software is still recognized as an effective method by 77% of participants. This portion is much higher than the number of those with opposing opinions (3%). Furthermore, it is clear that 87% of students agree that Memrise is helpful to their vocabulary study to certain extents. Moreover, we can see a number of advantages and a considerable amount of these advantages' supporters.

This application helps students to learn vocabulary in a variety of ways. The students can learn the vocabulary with a number of topics as well as practicing again with many kinds of reviews and exercises. The students can also learn the pronunciation made by the native speakers and many kinds of examples. Moreover, with the variety of topics provided, learners can build their own vocabulary lists, the most essential part of learning English.

The impact of Memrise on Students' Attitudes towards Applying Mobile Applications

In general, students show significant changes in their attitudes after 2 months of using Memrise. In fact, learners show positive thought after experiencing the mobile application.

First of all, the number of students who advocate applying Memrise in studying as an effective method for learning vocabulary increase from 22.5% to 77%, the number of students who are unsure about this decreases to 43% students and those who disagree decreases to 11% students. Additionally, 11% of the students have a negative thought about Memrise application of that this consumes too much time. Moreover, the attitude of students about the necessity of Memrise for improving vocabulary is also changed. Before being introduced to Memrise, 35.5% of the students used to think it is not essential to practice with Memrise applications, but this number increases to 57% two months and a half later. It means more students realize the importance of Memrise application in learning English vocabulary.

Factors affecting the effectiveness of learning vocabulary with Memrise

From the results, it can be concluded that there are two main factors.

Subjective factors

The poor effectiveness of Memrise mobile application using comes from learners' negative attitudes. Although most students have a good impression with the introduced Memrise such as "Memrise are useful software for English study" or "Memrise need to be deeply know". However, it is undeniable that few students have negative prejudices about the application. They suppose Memrise is quite hard to use or too complicated. These impressions indicate that students are not willing to try to use the mobile application. When the students are asked to explain their no using, they claimed that it is not effective as other sources despite them not testing it before. Moreover, they also have a prejudice that Memrise is not interesting. 70% of these students got a lower score in the second vocabulary test. In the addition, the number of

students who do not believe in either the effectiveness or the necessity of applying mobile applications makes up 25% of learners who have bad results in the second vocabulary test.

Objective factors

The ineffectiveness of the application might also come from its own limitations. As seen in the findings, 38% of users complained that the application always needs Internet access to use, and it is not convenient.

Another considerable limitation is the features of Memrise. Some features just are for Pro member, the user must pay 349,000 VND to become Pro member and using all the features of Memrise. However, these kinds of problems always appear in most mobile applications nowadays.

Suggestions for using Memrise to improve English vocabulary learning

From the study's results, it can be generalized that Memrise is really useful to English learners, especially in terms of vocabulary learning. However, for most students in Vietnam, they have learnt English at least for nine years, but many of them do not have a good command of English, especially they do not have sufficient vocabulary to support their fluency. Memrise should be a good choice. Students can use this application directly on their mobile devices, which is quite popular in Vietnam now so that they can improve their English in general and their vocabulary in particular without any restriction related to learning materials, time, and place. Besides, with the specific features of Memrise, students could learn vocabulary in their own space. In turn, Memrise can also promote students in self-regulated cycles of learning (Kramarski & Gutman, 2006).

CONCLUSION

This study was conducted to find out some impacts of Memrise as mobile applications on vocabulary learning of students of the Department of English of the University of Foreign Language Studies, Da Nang University, Vietnam. Furthermore, it aimed to explain the possible factors influencing the effectiveness of mobile applications and to suggest an effective application for learning vocabulary. From the result analysis and interpretation, particular fundamental conclusions can be drawn as follow:

- Students nowadays have more advantages in applying technological innovation than those in the past when it is easier for most students to access the Internet at home and enjoy its benefits. With the changing method of teaching languages, learners of English themselves are more aware of making use of the advantages of online applications for vocabulary self-improvement. In addition, just a few of English students really see online mobile applications as a reliable method. The rest still tend to choose other more familiar methods. For example, for studying vocabulary, most students choose to learn from the materials provided from by teachers or from dictionaries or books.
- In addition, mobile learning is a potential method of language learning due to the flexibility of mobile devices allowing it to be used anytime and anywhere. With advanced technology nowadays, students can just access resources from the Internet through a mobile device instead of using an expensive laptop or computer. With the development of mobile technology, a lot of language learning applications have been created. However, in the context of the University of Foreign Languages Studies, Da Nang University, most students

only use digital dictionaries on their mobile devices instead of exploiting the full potential of their mobile device with many other useful applications such as Memrise.

- Memrise as a mobile application does help students improve their vocabulary and its effectiveness is confirmed through our survey and tests. After having a clearer view about this application, students find that applying Memrise in learning vocabulary does not require a high level of mobile devices using skills but the investment of time. Although the majority of students conclude applying Memrise in studying vocabulary is an effective method to learn and practice, they are still confused if this method is more preferable to traditional methods.
- With regard to the ineffectiveness of using Memrise, the researcher realizes that it is caused by some factors. Firstly, some students cannot improve their vocabulary because of their negative attitudes towards this application. Next, their frequency of using the software and their limited mobile devices using skills also are contributing factors. Additionally, there are also obstacles to the limitations of the application. As has been mentioned, the results in Memrise application are generalized for mobile applications to enhance vocabulary of students because of the scope of this study.

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