



THE EFFECTIVENESS OF INTERACTIVE TECHNOLOGIES IN DEVELOPING LOW-LEVEL LEARNERS' VOCABULARY SKILLS

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ABSTRACT

This study investigates the effectiveness of interactive technologies in developing low-level learners' vocabulary skills. Students participated in multimedia exercises, gamified tasks, and mobile-assisted learning over eight weeks, with pre- and post-tests measuring their progress. The results show significant improvement in vocabulary knowledge, contextual usage, and learner motivation. The study highlights the benefits of integrating learner-centered technological tools into language instruction and recommends their continued use for vocabulary development.

In today's rapidly evolving educational landscape, vocabulary acquisition remains a fundamental challenge for low-level English language learners. Vocabulary is widely recognized as a core component of language proficiency, influencing all four skills—listening, speaking, reading, and writing (Nation, 2001). However, learners with limited lexical knowledge often struggle to comprehend authentic texts, express ideas fluently, and engage in meaningful communication. Traditional instructional approaches, which predominantly rely on rote memorization and teacher-centered methods, have demonstrated limited effectiveness in addressing these challenges, particularly for learners at lower proficiency levels. Recent advancements in educational technology have introduced a range of interactive technologies—such as multimedia applications, mobile learning tools, gamified platforms, and computer-assisted language learning (CALL) systems—that offer dynamic, learner-centered environments conducive to vocabulary development. These technologies enable repeated exposure, contextualized learning, immediate feedback, and increased learner engagement, all of which are considered essential for effective vocabulary acquisition. Despite the growing integration of these tools in language classrooms worldwide, empirical evidence regarding their effectiveness specifically for low-level learners' vocabulary skills remains insufficiently explored.

To address this gap, the present study investigates the effectiveness of interactive technologies in enhancing the vocabulary skills of low-level English learners. A quasi-experimental design was employed, involving a sample of students from a medical university with limited English proficiency. Participants were exposed to a series of structured interactive activities, including multimedia exercises, gamified vocabulary tasks, and mobile-assisted learning sessions, over a period of eight weeks. Pre- and post-tests were

administered to measure gains in vocabulary knowledge, contextual usage, and retention. The results indicate that students who engaged with interactive technologies demonstrated significant improvement in their ability to comprehend, recall, and use target vocabulary compared to those who received traditional instruction. Moreover, qualitative observations revealed heightened learner motivation, increased participation, and more effective self-directed learning behaviors. These findings suggest that interactive technologies provide a meaningful, learner-centered approach that can bridge the gap between low-level learners' current lexical competence and the demands of authentic language use. Based on these outcomes, it is recommended that language educators integrate interactive technological tools into curriculum design, particularly for learners with limited lexical knowledge. Future research should explore long-term effects, optimal task designs, and the comparative effectiveness of different interactive platforms across various educational contexts.

As a conclusion, this study shows that interactive technologies effectively improve low-level learners' vocabulary skills. Multimedia exercises, gamified tasks, and mobile-assisted learning enhanced students' comprehension, retention, and practical use of vocabulary. Learners also demonstrated higher motivation, engagement, and self-directed learning. The findings highlight the benefits of integrating learner-centered technological tools into language instruction. Future studies should explore long-term effects and compare the effectiveness of different interactive platforms.

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