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Will defend the dissertation

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Location: Zoom by request

Faculty, students and the general public are encouraged to attend

**TECHNOLOGY-ASSISTED VOCABULARY LEARNING
FOR EFL LEARNERS**

Co-chairs: Yuliya Ardasheva and Thomas Salsbury

This dissertation explores technology-assisted vocabulary learning for EFL learners. The first study investigated the effects of four subtitle modes on the listening comprehension of TED (Technology, Entertainment, Design) talks and academic vocabulary learning of intermediate and advanced English as foreign language (EFL) learners in China. The transition chapter between the two studies highlighted some areas where the first study did not assess, presenting a call for conducting a meta-analysis to fill the gaps in those areas. The second study reviewed research between 2012 and 2018 focused on technology-assisted second language (L2) vocabulary learning for English as a foreign language (EFL) learner. A total of 45 studies of 2,374 preschool-to-college EFL students contributed effect sizes to this meta-analysis. Moderator analysis results highlight several variables—namely, device type, game condition, setting, test format, and reported reliability—affecting the effectiveness of vocabulary learning. Specifically, advantages were found for mobile devices and on-the-move learning, suggesting that L2 vocabulary learning may be most efficient when students use mobile phones and are not restricted by classroom settings. These variables should be considered when planning instruction in technology-assisted L2 vocabulary learning. Overall, this dissertation gives insight to the technology-assisted vocabulary learning for EFL learners.