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Original scientific paper  
UDC: 371.68  
DOI: 10.5937/IstrPed2401016M

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## EXPLORING STUDENT PERCEPTIONS ABOUT ENHANCING ENGLISH VOCABULARY WITH THE WORDUP MOBILE APP \*

**Abstract:** Innovative concepts coupled with cutting-edge digital advancements have ushered in a transformative era for English language learners worldwide. This research delves into the efficacy of the WordUp mobile application in facilitating the acquisition of new English vocabulary. The application has notably organized English words based on their utility, thus streamlining the learning process. By identifying areas of knowledge deficit, WordUp tailors individualized learning pathways, focusing on one word at a time and prioritizing the most beneficial terms. This paper aims to assess students' perspectives regarding the utility of this application. To achieve this objective, a combination of focus group interviews and survey analysis was conducted among a cohort of students at Singidunum University in Belgrade. The findings underscored students' desire for innovative and engaging methods for mastering English vocabulary. The palpable enthusiasm among students suggests a compelling case for integrating mobile language learning applications into educational curricula. Notably, WordUp emerges as a preferred alternative to traditional dictionaries, offering a flexible and dynamic approach to enhancing English vocabulary skills for learners of all backgrounds.

**Keywords:** WordUp, mobile applications, English language acquisition, expanding vocabulary, tailored learning approach.

### Introduction

The significance of vocabulary in foreign language instruction gained prominence with the advent of Communicative Language Teaching or the Communicative Approach. There exists an ongoing debate among prominent linguists and language educators regarding the most effective instructional forms, strategies, or methods for acquiring vocabulary. A notable advancement in the field of applied linguistics in recent years has been the utilization of Computer-Assisted Corpus Analysis (CACA) (Stanojevic Gocic, 2017). This method offers an empirical foundation for discerning word characteristics, diverging from mere reliance on intuition (Schmitt, 2010). Computer-Assisted Corpus Analysis is hailed as a groundbreaking method for vocabulary instruction, pivotal in shaping contemporary dictionaries grounded in corpus data. Furthermore, CACA empowers researchers to gauge the frequency of lexical units in both oral and written

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\* Quantitative research findings have been presented at International Scientific Conference Sinteza in June 2020.

contexts, while also providing valuable insights into phrases and collocations. Phrases and collocations represent lexical patterns that native speakers often acquire effortlessly, contrasting with foreign language learners who typically concentrate on mastering individual words (Schmitt, 2010). The primary reservoir of language data is the corpus, an assemblage of myriad texts housed within computer databases or cloud storage ("Corpus"). The rationale behind utilizing a corpus lies in the impossibility of directly observing the entirety of English usage across the globe. Instead, researchers rely on meticulously curated samples of English texts crafted through sophisticated digital tools to provide a representative snapshot. Corpora facilitate the identification of contexts in which words are utilized, unveiling patterns and usages that may elude the intuition of educators or textbook authors (Nunan, 1999). Data derived from corpora serve as the most reliable indicators of word frequency, a pivotal facet of lexical comprehension (Schmitt, 2010). In language learning, the frequency of word occurrence correlates with its utility for acquisition. Consequently, vocabulary lists are curated based on frequency to align with the teaching and certification standards specified within certain levels of the Common European Framework of Reference for Languages (Common European Framework).

The swift evolution of the IT sector has transformed Computer-Assisted Language Learning (CALL) into encompassing modalities such as E-learning, Distance Learning, and M-learning (Chaka, 2008). Computer Assisted Language Learning (CALL) entails learners utilizing computers to enhance their language skills, leading to improved proficiency (Jarvis, & Archileos, 2013). CALL necessitates students to possess a certain level of digital proficiency. The advancement within this domain, encompassing applications, online blogs, video blogs (vlogs), virtual learning environments, and online courses, alongside their widespread accessibility and frequent utilization, has given rise to the emergence of a novel field known as Mobile Assisted Language Learning (MALL) (Gafni, Achituv, & Rachmani, 2017: 3). MALL finds application in both formal and informal settings for foreign language learning (Chen, 2013).

The concept of mobile learning warrants particular attention, given that children often acquire mobile phones at an early age, and young individuals are progressively engaging with available content (Gajic, & Maenza, 2019). The Millennial generation, having been immersed in digital devices from a young age, finds mobile learning well-suited to their cognitive processes and work habits. Accessibility is paramount in M-learning, allowing learners to carry their educational materials wherever they go. Mobile applications designed for language learning play a crucial role in this paradigm. Many of these apps incorporate gamification elements aimed at inspiring student motivation and fostering a sense of competitiveness (Munday, 2016). Deterding defines gamification as the integration of game design elements into non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011: 9). Researches indicate that word games contribute positively to vocabulary enhancement, which is a critical component of second language acquisition (Alemi, 2010). Additionally, some argue that Computer-Assisted Language Learning (CALL), especially simulation games, substantially impact the development of English vocabulary and the refinement of pronunciation skills (Meihami, Varmaghani, & Meihami, 2013).

### **WordUp Mobile Application**

WordUp represents a groundbreaking mobile application designed to enhance English vocabulary and facilitate the acquisition of new words. Distinguishing itself from other language-learning apps, WordUp merges innovative concepts with cutting-edge digital technology, aiming to alleviate the language barriers encountered by individuals worldwide. At the core of the application lies a philanthropic vision, wherein its creators aspire to assist anyone seeking to enrich their English vocabulary through an innovative and contemporary approach, all offered free of charge (<https://www.wordupapp.co>).

Highlighting the significance of the WordUp app, it is crucial to note that it has meticulously ranked every word in the English language based on its utility, employing Computer-Assisted Corpus Analysis. This approach ensures that every user optimizes their learning experience by concentrating on the most beneficial words. By focusing on what matters most, users can maximize their learning time effectively.

This mobile application meticulously analyzes a vast array of contemporary media, including movies, TV shows, songs, stories, newspaper articles, and quotes from notable figures. It aims to provide users with the most relevant, engaging, and enjoyable examples for each word. Learning in context is a primary objective, allowing users to grasp how to use each word in real-life situations. Moreover, the app endeavors to ensure that the learning process is genuinely enjoyable for users (<https://www.wordupapp.co>).

One of the fundamental principles guiding this mobile app is *remember forever*. Upon learning a new word, the app employs a spaced repetition system to reinforce retention. The following day, the app prompts the user to recall the word. If the word is not remembered, the app provides explanations, examples, or translations for further practice. Additionally, users have the opportunity to practice pronunciation, with options available for both British and American English. This process continues until the user confidently declares, *I remember*, at which point the word reappears after three days. If the user continues to recall the word, it appears again after intervals of seven days, one month, three months, and finally, after a year. WordUp asserts that if a user recalls the word after a year, they have mastered it for life.

A standout feature of this application is its personalized approach. WordUp initially identifies the areas where users have gaps in their knowledge and then tailors a personalized learning plan that emphasizes one word at a time, prioritizing the most beneficial words for the users' progress. WordUp is seamlessly integrated into users' daily lives, providing support and guidance consistently. Once the app maps out the users' knowledge gaps, they embark on a journey to fill these gaps by following a structured plan for learning new words and phrases.

WordUp offers a constructive alternative to idle pastime activities. Instead of spending time aimlessly on social media, learners can engage with curated and entertaining news and content provided by WordUp. In doing so, they can enhance their knowledge in a relaxed manner, effectively utilizing their leisure time for productive learning (<https://www.wordupapp.co>). Furthermore, the developers of WordUp recognized the importance of gamification in the learning journey and integrated it as a key component of the app. Incorporating computer games into language learning typically alleviates the stress associated with the process and enhances the enjoyment of learning. As a result, students who engage with computer games for learning are often more engaged, alert, and active, feeling a greater sense of involvement and finding the activities more stimulating compared to those involved in traditional learning approaches (Grimley, Green, Nilsen, Thompson, & Tomes, 2011: 4). The results of previous research clearly indicate that using the WordUp mobile application can significantly enhance English vocabulary and motivate students to learn the language (Abreu Avellaneda, 2022; Iravi, & Malmir, 2023; Recalde Jumbo, 2022).

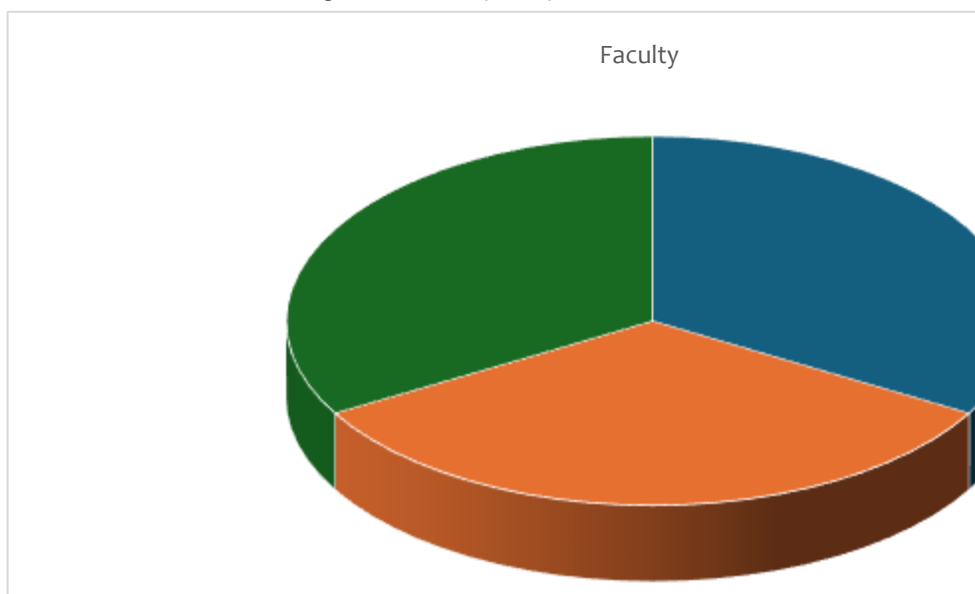
## Research Methodology

### Setting

The fieldwork for this study, employing a mixed-method approach, was conducted at a private university in Belgrade, the capital city of Serbia. The focus group sessions were carried out in 2020, involving six voluntary participants from Singidunum University. These participants comprised fourth-year students from the Faculty of Informatics and Computing and the Faculty of

Tourism and Hospitality Management, as well as second-year students from the Faculty of Business in Belgrade at the time of the interviews.

**Figure 1.** Faculties participants attend



Qualitative research, in the form of a focus group, was undertaken to gain a comprehensive understanding of students' perspectives regarding the WordUp mobile application and potential avenues for enhancing English vocabulary. Participation in the qualitative research was limited to students who have utilized or are currently using this mobile application, ensuring the relevance of their opinions. Notably, the sampling approach was purposive rather than random. The chosen participants were characterized by their communicative nature, open-mindedness, extroversion, and high motivation to learn foreign languages, as evidenced by their active engagement in the learning process and involvement in extracurricular activities at the university. Participants in the focus group had previously completed an online survey as part of the quantitative phase of this study. The online questionnaire garnered responses from 62 participants and comprised 9 multiple-choice questions along with 2 open-ended questions. Designed specifically for this research, the questionnaire was written in Serbian, and students anonymously and voluntarily provided their responses. Analysis of the questionnaire data was conducted using descriptive statistics. Subsequently, the focus group interviews were qualitatively evaluated, primarily employing content analysis. Qualitative research methods were chosen due to their suitability for capturing attitudes and experiences in depth.

### **Study Aims and Research Questions**

This research aims to ascertain students' perspectives on the WordUp mobile application and its efficacy. Aligned with the predetermined objectives of the study, we have formulated the following research questions:

RQ1: What are the most and least appreciated features of the WordUp mobile application?

RQ2: Do learners think the use of this app contributes to their language learning and in what ways?

RQ3: What are the students' habits and routines in the context of using the WordUp app?

RQ4: Do learners think this app should be introduced into curricula?

These questions aim to gather the essential data for analyzing students' perceptions of mobile applications in English language learning, with a specific focus on the WordUp mobile app, and to identify the factors that influence these perceptions. It is anticipated that the collected data will contribute to a deeper understanding of how mobile applications motivate students to learn English and influence their attitudes toward foreign language acquisition. Based on the aforementioned research questions, the following hypotheses were formulated:

H1: Students are generally satisfied with learning foreign languages via mobile applications.

H2: Students who use the WordUp app significantly improve their English language skills.

H3: Students who use the WordUp mobile application like the personalized learning plans and the fact that WordUp has ranked all the words in the English language in order of how useful they are.

H4: Students find learning in context the most helpful option (users are offered movies, TV shows, songs, stories, newspaper articles, famous people's quotes, etc.).

H5: Students, due to their faculty obligations, are not willing to spend much time using this mobile application daily, but they would strongly support the app's introduction into their curriculum.

## Research Results

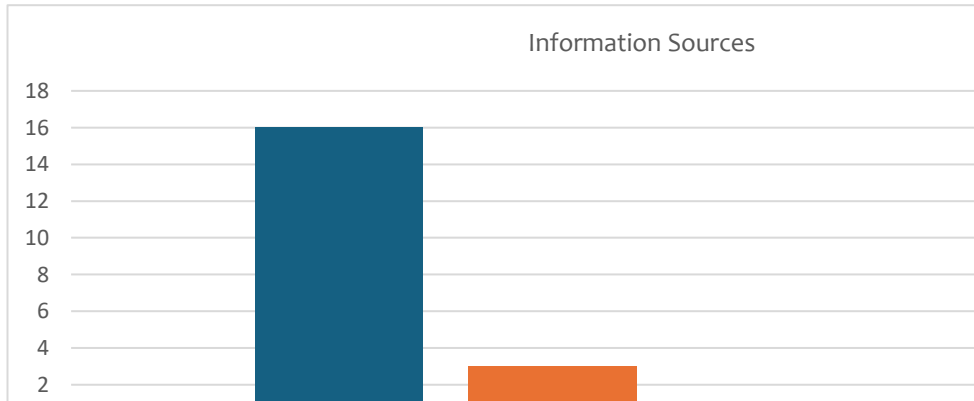
### Quantitative Research Findings

The findings revealed that more than 70% of students utilize mobile applications for learning foreign languages. It is noteworthy that previous research has indicated an even higher percentage of student usage of language learning mobile apps (Gajic, & Maenza, 2019). Further examination of the data demonstrated that 76.1% of students express complete satisfaction with the language-learning mobile apps they have utilized thus far.

Conversely, 65% of students assert that their vocabulary has significantly improved through the use of the WordUp mobile application. Moreover, the app has been credited with contributing to overall enhancements in English proficiency and aiding students in the development of various language skills, with particular emphasis on writing and speaking abilities. Interestingly, 30% of students reported that the WordUp app has aided them in better understanding English grammar.

Despite being a relatively recent development and thus not as widely recognized as similar language learning mobile apps, a substantial 76.2% of students were introduced to WordUp by their teachers. For the remaining students, social media platforms and YouTube channels served as the primary sources of information.

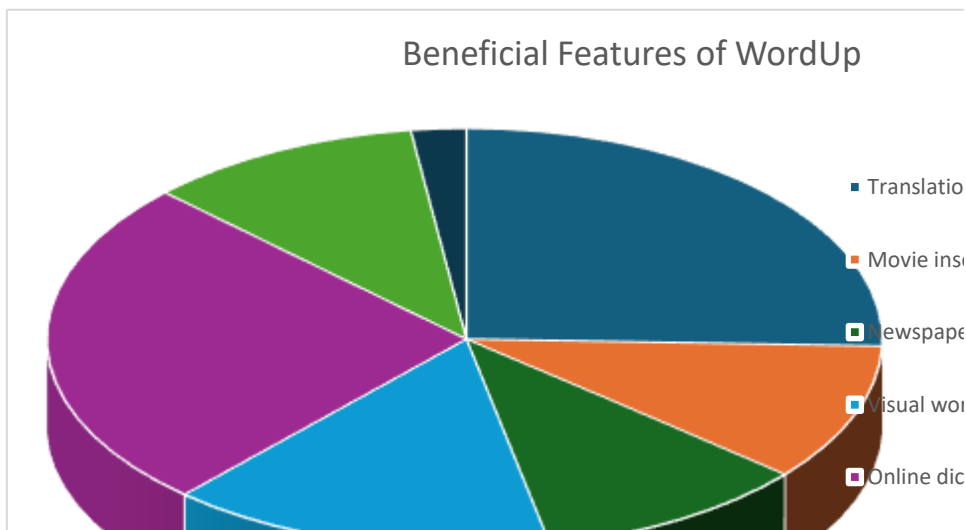
**Figure 2.** Information Sources



Impressively, over 90% of students expressed a desire for foreign language learning mobile apps to be integrated into teaching curricula. Furthermore, 67% of students indicated their willingness to allocate 15 to 20 minutes per day for homework or similar independent activities.

Regarding the most beneficial features of WordUp, a significant majority of students cited translation into their native language as the most helpful option. Considering the widespread availability and popularity of IT technology, it comes as no surprise that students highly value certain features of the WordUp app, including visual word representation (35%), online dictionary definitions (60%), and movie inserts (25%). The findings of this research affirm that traditional teaching methods, such as bilingual wordlists and dictionary definitions, continue to hold sway.

**Figure 3.** The most beneficial features of WordUp mobile app



Regarding the app's advantages and disadvantages, the results indicate that the majority of students favor the *remember forever* option, which sets this app apart from others in the language learning realm. Additionally, the ability to select between British and American English was highly appreciated, along with personalized learning plans tailored to each user. Students also praised the enjoyable vocabulary acquisition process, engaging movie inserts, and user-

friendly interface. As for drawbacks, the majority of students noted that they did not notice any significant weaknesses upon initial inspection.

### Qualitative Research Findings

When queried about their usage of the WordUp mobile application, five out of six focus group participants confirmed their usage. The majority of them reported consistent use, expressing that the app is perceived as more dependable than others, and primarily, as useful, effective, and user-friendly.

One of the participants highlighted the utility of the WordUp application, particularly during English classes. She emphasized the significance of the *learning in context concept*, noting that through the search feature, she could not only ascertain the meaning of a word or phrase but also access real-life examples like short movie clips, newspaper articles, and popular songs. The rest of the group echoed her sentiment, concurring on the app's advantages. Respondents cited various benefits of the WordUp app, including simple word memorization strategies, exploration of word families, and explanations of the parts of speech. It has been confirmed that the WordUp application excels in addressing knowledge gaps and serves as an effective tool for daily English language practice. The app's utilization of visual representations, including photos and pictures, is particularly advantageous for visual learners, aiding in the easier memorization of new words and phrases. However, one respondent expressed a limitation of the app, noting that it is solely focused on English language learning, which they perceived as a drawback. They suggested that the app could be more beneficial if it also offered learning options for other languages such as French, German, or Spanish, considering the global significance of English language proficiency.

The question *Has the app helped you improve your English language skills? When did you find it most useful?* elicited insightful responses from the participants. One student remarked that she noticed significant progress, particularly in her speaking skills. She attributed this improvement to repeating words while listening to series, movies, and popular song lyrics through the app, finding that she could remember them much more easily and that the process was more enjoyable. Another student highlighted the app's role in enhancing her listening skills. Additionally, all participants emphasized an important observation regarding the app's functionalities: WordUp organizes all English words based on their utility and complexity, ensuring that users learn the most useful (and simplest) words first. In addition, WordUp facilitates users in evaluating their vocabulary and acquiring new and beneficial words in each lesson, ranging from simple to highly complex ones. Users are provided with the option to choose between English for Specific Purposes (ESP) and English for Academic Purposes (EAP). However, one respondent, despite considering himself a proficient English speaker, opted not to engage with ESP, expressing doubt regarding the practical application of the learned words and phrases, believing them to be reserved for experts' use.

Furthermore, in a broader discussion about language mobile applications, another student expressed skepticism about their efficacy, stating that he did not observe significant progress in any of his language skills through their use. While acknowledging mobile apps as valuable supplementary educational tools, he emphasized the irreplaceable role of traditional teaching methods, classroom interaction, and foreign language teachers.

When queried about the most beneficial option for introducing a new word, the majority of respondents cited two key methods: accessing the definition of a word from the dictionary and engaging with the *learning in context concept*. Through this approach, students acquire insights into how to employ words and phrases in authentic real-life scenarios, such as by observing popular songs, movies, TV series inserts, newspaper articles, and celebrity quotes. The *Test me!* feature garnered appreciation for its immediate feedback mechanism, enabling users to promptly

assess their word retention. Additionally, respondents expressed favor towards the visual presentation of words, finding it to be a valuable aid in comprehension and retention.

When asked about the advantages of WordUp, respondents highlighted nearly all of the app's offerings as their favorites. According to their opinions, the benefits include: personalized dictionary, knowledge map, personalized word ranking based on utility, regular reminders, with users able to select the optimal time of day for English learning (e.g., *Just Woke up*, *Around Breakfast*, *Way to Work/School*, *Around Lunchtime*, *Way back Home*, *In Bed*), flexible time allocation options, based on set goals (*Casual*, *Regular*, *Serious*, *Champion*), Category feature, particularly useful for exam preparation or expanding vocabulary in specific areas such as *Sports*, *Family*, *Furniture*, *Fruit*, *Cooking*, *Art*, *Business*, etc. The category option was specifically highlighted as the most useful by respondents, often utilized for exam preparation or expanding vocabulary in various domains related to their profession or personal interests. Respondents expressed a strong affinity for the *Exam Preparation Option* within WordUp, highlighting its assistance in familiarizing users with test formats, question types, and task structures across sections such as listening, reading, writing, and speaking. Currently, the app provides preparation materials for exams including IELTS, TOEFL, PTE, GRE, and SAT, offering users an independent platform for comprehensive test readiness.

Moreover, participants praised the app for its engaging and enjoyable approach to English learning, noting the presence of gamification elements and the specially curated *Word Games* feature. Subcategories like *Smart Eyes!*, *Said What?*, *Confuse me!*, and *Spell It!* offer entertaining challenges that effectively enhance users' language skills. Respondents find these games to be engaging and meaningful in the context of learning new words, as they effectively capture attention and provide a dynamic learning experience. Respondents highlighted the superiority of WordUp over Google Translate, primarily due to its capability of contextual usage exploration as opposed to basic translation. Unlike Google Translate, WordUp offers users the opportunity to understand how a given word is utilized in various contexts. Additionally, when utilized as a dictionary, WordUp provides the added advantage of pronunciation guidance, allowing users to hear the word pronounced in either American or British English accents. Furthermore, the app furnishes immediate access to word definitions, synonyms, and sentence examples, a feature unanimously agreed upon by all interviewed students as the most beneficial aspect of the app. After carefully analyzing all responses, the primary advantages of the WordUp mobile application are identified as follows:

- ✓ it is freely available and easily accessible to users
- ✓ it functions effectively as a portable dictionary, providing users with immediate access to word definitions, synonyms, and pronunciation guidance
- ✓ it caters to diverse learning needs and preferences, offering features such as personalized learning plans, exam preparation materials, and vocabulary expansion in various domains.

The WordUp app is tailored to accommodate a wide array of needs, allowing users to focus on learning English vocabulary relevant to their requirements. One respondent expressed a preference for WordUp over the widely used translation platform, Google Translate, citing its perceived relevance and reliability. This sentiment was echoed by others who believed that WordUp should be recognized as a valuable English dictionary on platforms like the Google Play Store. Respondents particularly appreciated the app's extensive coverage of topics and comprehensive categorization of words, which cater to various learning interests and goals. Moreover, features such as the *learning-in-context* approach, knowledge gap detection, and personalized learning plans were identified as distinct strengths of the application. These functionalities enhance the user experience by providing targeted learning opportunities and addressing individual learning needs, thereby setting WordUp apart as a unique and valuable tool for English vocabulary acquisition.



Respondents identified technical issues as the primary drawback of the WordUp application. Instances of the app freezing, slowing down, or experiencing difficulties loading or displaying images were commonly reported. However, respondents acknowledged that the application is relatively new and efforts are ongoing to address these issues and enhance its performance. One respondent highlighted the absence of a voice recording feature, expressing a preference for voice-based word searches over typing. Additionally, concerns were raised regarding occasional discrepancies in word choices offered by the app. Moreover, respondents expressed dissatisfaction with the app's lack of interpersonal communication and its perceived lack of engagement compared to a human teacher. Some respondents viewed the app solely as a game rather than a comprehensive learning tool. Others felt that while the app improved their vocabulary, it did not adequately address other language skills. Furthermore, one participant remarked that the app appears to target neither beginners nor advanced English speakers but rather intermediate learners seeking to expand their vocabulary.

In response to the questions regarding app usage duration and timing, respondents reported dedicating 15 to 20 minutes per day to the WordUp app, primarily during their commute or leisure hours. One respondent mentioned using the app opportunistically whenever encountering unfamiliar words or phrases, such as while listening to music, studying for exams, or even during classes. Respondents noted that the app sends daily notifications at specified times, reminding users to engage in their daily learning tasks. Upon creating their profiles, users select the amount of time they wish to allocate to the app based on their learning objectives.

All participants unanimously expressed their endorsement of WordUp as both a comprehensive dictionary and a valuable, contemporary resource for learning English. They believe it serves as an excellent pastime activity and would recommend it to others for language learning purposes. Additionally, all respondents expressed a desire to integrate the app into their curriculum, suggesting its potential use as an icebreaker activity or as part of homework assignments.

### **Conclusion**

It is crucial to note that the study outlined in this paper relies on a relatively small sample size. Consequently, testing these findings with a larger sample is essential to enhance the study's generalizability. However, given that this is also a qualitative analysis, the sample size adequately captures the means of expanding English vocabulary and the utility of WordUp. This study serves as a foundational stepping stone for more comprehensive, practice-oriented educational research in the future. We advocate for further research to comprehensively explore the myriad factors that influence foreign language learning processes via mobile applications. This understanding is pivotal for the development and enhancement of future iterations of such applications to cater to the needs of upcoming generations of mobile learners. Considering that the students in this study engaged with the application for a brief duration, we propose conducting a longitudinal study to meticulously examine the impact of WordUp on English vocabulary acquisition over time. Such a longitudinal approach would offer deeper insights into the effectiveness of the application. Additionally, conducting comparative research to assess the exam results of students who actively utilize WordUp against those who do not would yield valuable insights into its efficacy.

Teachers of English as a foreign language now possess the opportunity to integrate the most advantageous elements of both traditional and mobile learning, thereby infusing lessons with innovation and entertainment. Moreover, teachers can harness the competitive features of WordUp to foster both intra-group and inter-group competition, enhancing student engagement. Gamification proves particularly effective in addressing topics that students may find less appealing or challenging. Through wordplay and a spirit of competition, the learning process is invigorated and rendered more enjoyable. Pedagogical implications for educational practice

encompass aligning teaching activities, such as ice-breakers or homework assignments, with the curriculum objectives.

The findings underscored that the majority of surveyed students began using WordUp based on recommendations from their language instructors. Hence, we emphasize the critical role of integrating innovative methods into teaching practices and acquainting students with the full spectrum of features offered by such applications. Facilitating students' transition towards becoming autonomous learners is paramount. We aspire for students to embrace the concept of self-directed language acquisition, tailoring their learning experience to align with their individual needs and personalized learning objectives, whether through direct methods like using a dictionary or indirect methods like learning from context.

WordUp advocates for the significance of English language acquisition, recognizing it as the primary medium of global communication. By providing an efficient tool focused on English vocabulary acquisition, freely accessible anytime and anywhere, WordUp aims to streamline language learning and integrate seamlessly into the lifelong learning concept.

In conclusion, integrating the WordUp mobile application into traditional methods of learning English as a foreign language can seamlessly transform the learning process into a multifaceted experience.

This research explicitly confirms that innovative methods for enhancing English proficiency, such as mobile applications, appeal significantly to students. Students perceive mobile apps of this nature as enjoyable and beneficial, expressing a desire to incorporate them regularly into their curriculum. Moreover, they express interest in using mobile apps independently during their leisure time. A noteworthy finding of this study is that the gamification feature of the app reduces the stress associated with learning foreign languages and enhances enjoyment. Respondents view WordUp as an effective educational tool that facilitates learning progress. Additionally, the findings indicate that WordUp is frequently utilized as an alternative to traditional dictionaries. Students find it reliable, engaging, and user-friendly, favoring it over conventional online dictionaries or platforms.

In summary, the WordUp mobile application serves as an excellent digital resource for enhancing English vocabulary in a contemporary, enjoyable, and engaging manner. While students appreciate the app's effectiveness, they still maintain a preference for traditional methods and approaches to learning foreign languages.

Students can effortlessly refine all aspects of their language proficiency through consistent use of this app. By adhering to their personalized learning plans, they can notably broaden their vocabulary, work towards achieving academic objectives, and conquer specific language hurdles.

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#### Appendix 1. Survey Questions

1. Do you use mobile applications for foreign language learning purposes?
2. To what extent are you satisfied with the foreign language learning applications you have used thus far?
3. How did you find out about the mobile application Word Up?
4. How much time are you willing to allocate daily for using the mobile application Word Up?
5. When introducing a new word, what aids you the most?
6. What do you appreciate the most about the Word Up application?

7. What, in your opinion, is the main drawback of the Word Up application?
8. What, in your opinion, is the main advantage of the Word Up application?
9. Would you like to dedicate 5-10 minutes per week to using the Word Up application as part of your class activities?

**Biographical notes:**

**Neda M. Maenza** is a seasoned academic with a Master's degree in Leadership in Education and extensive experience in teaching French language and literature. Her academic journey includes advanced studies in France and Switzerland, complemented by international teaching experience. At Singidunum University, she teaches French and is actively involved in coordinating Erasmus projects and international collaborations. She has authored multiple papers in esteemed journals, focusing on foreign language teaching methodologies, corpus linguistics, and intercultural education. Notably, her research contributions explore the role of language learning in fostering regional stability and the integration of innovative technologies for intercultural understanding.

**Tijana Gajic** is an Assistant Professor at Singidunum University in Belgrade where she has taught since 2010. She completed her undergraduate and postgraduate education at the Faculty of Philology, University of Belgrade, receiving her PhD in critical applied linguistics in 2020. She is a teacher trainer and a well-published author who has participated and presented her papers at national and international conferences. Her research interests lie in the areas of critical pedagogy, critical applied linguistics, and using ICT in the teaching process. She has also authored and co-authored numerous articles in academic journals.