Media-assisted language learning for young children: Effects of a word-learning app on the vocabulary acquisition of two-year-olds

# Keywords

* word‐learning apps
* vocabulary acquisition
* media‐assisted language learning
* language development
* childhood development
* young children

# Details

## Year

2017

## DOI

10.1111/bjet.12472

## Issued

2017

## Language

English

## Volume

48

## Issue

4

## Start Page

## End Page

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## Type

Journal article

## Journal

British Journal of Educational Technology

## Topics

## Sample

young children (from the age of two whose first language is German) from daycare centers in German-specking Switzerland and in Lower Saxony (Germany) and their parents

## Implications For Parents About

## Implications For Educators About

# Abstract

The intervention study investigated the effects of an interactive word-learning app and
picture cards on the vocabulary acquisition of 2-year-olds. Of particular interest was whether or not adult accompaniment during the use of the app or while looking at the
picture cards had a positive effect on the child’s vocabulary acquisition. The findings
show that those children who used the word-learning app when accompanied by an
adult had the largest growth in vocabulary, and those who used the word-learning app
without adult accompaniment showing the second largest growth. Less successful were
those children who played with the picture cards (with or without adult
accompaniment). The group of children who focused on the subject matter for the
longest period of time on average learned the most new words, while the group who
focused on the subject matter for the shortest period of time had the smallest growth in
vocabulary.

# Outcome

"[T]hose children who used the word-learning app when accompanied by an adult had the largest growth in vocabulary, and those who used the word-learning app without adult accompaniment showing the second largest growth. Less successful were those children who played with the picture cards (with or without adult accompaniment). The group of children who focused on the subject matter for the longest period of time on average learned the most new words, while the group who focused on the subject matter for the shortest period of time had the smallest growth in vocabulary." (Walter-Laager et al. 2017, p. 1062)