CHAPTER II
LITERATURE REVIEW

This chapter discusses the literature review of related topics in this study. The first topic is discussed about definition of dictionary. The second topic discussed in this chapter is mobile learning, which are the definition of mobile learning, mobile learning as teaching method, and mobile learning dictionary. The third topic discussed in this chapter is vocabulary, which are the definition of vocabulary, the importance of vocabulary, types of vocabulary, aspect of vocabulary, and the technique for teaching vocabulary. The fourth discussion is about U-Dictionary application which are the definition of U-Dictionary application, the advantage and feature of U-Dictionary application, the procedure to use U-Dictionary, and the purpose of U-Dictionary application.

A. Concept of English Mobile Learning Dictionary

1. Definition of Dictionary

According to Banabakova (2018), a dictionary is a list of words with their definitions in the same or in another language. He also states dictionaries are compilations of words in one or more specific languages, typically organized in alphabetical order, and often accompanied by a sentence fragment checker. In the case of ideographic languages, dictionaries may be arranged based on strokes or radicals. These reference works can provide information on usage, definitions, phonetics, etymologies, translations, pronunciations, and even offer good sentence starters. Additionally, dictionaries may consist of lists of words in a particular language paired with their equivalents in another language, a format is sometimes termed lexicons.

Tarp (2009) states that a dictionary is described as a utility product or tool designed to satisfy specific human needs. Moreover, dictionaries are characterized as tools for autonomous learning, emphasizing their role in facilitating independent learning processes. Rohmatillah, (2016) state that dictionary serves as an institution that empowers language learners to self-assess their knowledge, addressing weaknesses in spelling, pronunciation, grammar, and

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meaning. It functions as a tool that guides learners beyond the influence of the classroom teacher, facilitating further independent study.

Based on the definitions provided earlier, it can be inferred that a dictionary is a compilation of alphabetical lists of words, offering meanings along with pronunciation information, definitions, and etymology. It can be concluded that dictionary is a tool to learn language independently which can be used to check their own language and avoid some weaknesses in spelling, pronunciation, grammar and meaning.

2. Definition of Mobile Learning

Mobile learning is an extension of digital learning based on mobile devices. Mobile learning is an extension of digital learning and a way for learners to access information, resources and carry out learning anytime and anywhere with the help of miniaturized mobile computing devices. It is a new field of e-learning. It is a situational learning method that learners use mobile terminals to provide wireless networks. It complements and complements other learning methods, thus improving learners' learning efficiency and optimizing learners' learning environment (Jiaosheng Qiu, 2019). This is beneficial as mobile learning complements and enhances other learning methods, thereby increasing students' efficiency and optimizing their learning environments.

Mobile learning is a contemporary learning approach where individuals utilize mobile communication devices to support their educational endeavors (Jin, 2009). This learning mode has emerged against the backdrop of the exponential growth of knowledge and amalgamates elements of modern educational philosophy, computer network technology, mobile communications technology, and multimedia technology. The crux of mobile learning lies in the mobility offered by mobile terminals, enabling learners to transcend the limitations of traditional distance learning and digital learning. Therefore, mobile learning enables individuals to surpass the limitations of distance learning and traditional digital learning by leveraging mobile communication devices.

According to Kukulska-Hulme Agnes (2007), the definition of mobile learning emphasizes the centrality of learner mobility, underscoring the idea that learners should have the capability to participate in educational activities without being confined to a specific, rigid physical location. In this conceptualization, mobile learning involves learners actively involved in educational tasks, with technology serving as a mediating tool. This mediation occurs through the use of mobile devices, facilitating access to data and communication with others via wireless technology. The essence of mobile learning lies in providing learners with the freedom to engage in educational pursuits seamlessly, utilizing technology to bridge geographical constraints.

Mobile learning is characterized by the utilization of mobile devices as mediators in the learning and teaching process (Alexander A. et al., 2004). Broadly speaking, this usage can be categorized into "learning from mobile" and "learning with mobile." Learning from mobile involves employing mobile devices as tools to deliver specifically designed learning materials. On the other hand, learning with mobile refers to the use of mobile devices as tools or cognitive aids to foster higher-order thinking skills, a concept explored in greater detail elsewhere in this paper.

Mobile learning (m-learning) is a new concept in the world of ESL/EFL (Freeman-Larsen & Anderson, 2011). Freeman-Larsen & Anderson, (2011) have identified various techniques employed for language learning in the technology-driven era. These include blogs, computer-assisted language learning software, mobile phones, digital portfolios, distance education, electronic chatting, e-pen pals, electronic presentations, electronic text corpora, cell phone-based applications (text messaging and Twitter), podcasts, social networking, and wikis. Among these methods, mobile phones emerge as particularly crucial. The primary advantage lies in the flexibility of learning anytime and anywhere, a key attribute facilitated by wireless mobile technologies like cellular phones, iPods, Personal Digital Assistants (PDAs), and ultra-notebook computers, which are integral in diverse learning environments.

3. Mobile Learning as Teaching Media

Mobile learning is often considered a highly flexible form of learning. This type of learning can take place anywhere, such as on campus, at home, in the park, or elsewhere. Mobile learning aims to provide learners with the freedom to engage in educational activities without constraints and to make learning more convenient. According to (Quinn Clark, 2001) mobile learning is defined as learning through mobile computational devices. Sheperd (2001) adds that m-learning is not just electronic; it's mobile. A notable characteristic of mobile learning is its capacity to transcend traditional classroom settings, allowing learning to occur in different locations while maintaining communication through information networks. Another distinctive feature is the ability for learners to access information networks precisely when needed using portable learning devices and wireless networks.

Learning through mobile devices offers numerous benefits, as highlighted by Elias (2011):

a. Cost-effectiveness: Mobile devices are relatively cheaper compared to PCs and laptops, making learning more accessible.

b. Options for multimedia content delivery and creation: Mobile learning allows for the delivery and creation of multimedia content, enhancing the overall learning experience.

c. Support for continuous learning and situational relevance: Mobile learning provides ongoing support that is relevant to the learner's situation, fostering continuous and contextually appropriate education.

d. Reduction in training costs: The use of mobile devices can lead to a decrease in overall training costs.

e. Potential for more satisfying learning experiences: Mobile learning has the potential to offer more engaging and satisfying learning experiences for individuals.

f. Improved literacy, numeracy, and youth participation in education: Mobile learning can contribute to increased literacy, numeracy, and participation in education, especially among young people.

g. Utilization of mobile communication features: Integration of mobile communication features into larger learning activities, such as sending media or text to a portfolio center or exporting audio files from a learning platform to a mobile device, enhances the overall learning process.

In summary, mobile learning provides flexibility, engagement, and cost-effectiveness, making it a valuable approach for modern education.

Vavoula & Sharples (2002), propose that learning can be mobile in three distinct contexts: it is mobile concerning space, characterized by different locations, and mobile in terms of time. Consequently, a mobile learning system has the capability to provide education to learners whenever and wherever they require it. M-learning, being boundless in content and geographical reach, facilitates dispersed virtual classrooms that are accessible at any time (Jalalyazdi et al., 2009). A specific form of M-learning tailored for language acquisition is known as Mobile Assisted Language Learning (MALL). Unlike Computer Assisted Language Learning (CALL), MALL emphasizes the "continuity or spontaneity of access and interaction across different contexts of use" (Kukulska-Hulme, 2009).

According to Sharples et al., (2005), mobile devices can adopt similar techniques to ensure successful learning. Before delving into the pedagogical perspectives applicable in Mobile Assisted Language Learning (MALL), it is beneficial to understand the factors contributing to effective learning:

a. Learner-Centered: Developed from students' existing knowledge and skills, enabling them to think based on their prior understanding.

b. Knowledge-Centered: Learning processes stem from validated knowledge taught innovatively through various methods.

c. Assessment-Centered: Learners are assessed based on their abilities, with assessments offering diagnosis and further guidance.

d. Community-Centered: Effective learners establish communities to share knowledge and support those facing challenges in their studies (National Research Council, 1999, as cited in Sharples et al., 2005).

These factors align with various learning approaches employed in MALL. According to Thomas (2007) as cited in Hussin et al., (2012), several learning types can serve as foundations when implementing mobile devices into learning:

a. Behaviourism: Offers feedback and reinforcement, facilitated by specific applications on devices.

b. Constructivism: Requires simulations, uses various media, and immersive environments, all of which can be provided through mobile devices.

c. Situated Learning: Students learn in environments relevant to their field of study. Mobile devices, with their portability, enable learners to search for answers or information while remaining in context.

d. Collaborative Learning: Promotes the creation and sharing of resources among students and teachers. This aligns well with mobile devices' accessibility and ubiquity, enabling learners to record and share instantly with each other.

Thus, the use of mobile devices in learning can adopt an approach that considers the learner, knowledge, assessment, and community. These factors align with various recognized learning approaches and can be seamlessly integrated into Mobile-Assisted Language Learning (MALL).

4. **The Use of Mobile Learning Dictionary**

Using mobile learning dictionary application, it is one of the helpful learning as media students. As the lesson who are accustomed to using the great dictionary of the English language, surely it would be easier and customize the

time with this application. Furthermore, it is also very simple and easy to bring it everywhere go.

Students who are studying English for specific purposes such as engineering, business, or computer science can enhance their proficiency in technical terminology within their respective fields by utilizing Mobile Dictionary Applications (MDAs) specialized in engineering, business, or computer science (Al-Jarf, 2022). Therefore, the use of specialized Mobile Dictionary Applications (MDAs) tailored to fields such as engineering, business, or computer science can significantly enhance students' ability to comprehend technical terms relevant to their study areas. These applications provide valuable resources to deepen understanding of language specific to a particular domain, supporting English for Specific Purposes (ESP) learning more effectively.

Deng & Trainin (2015) state that dictionary applications offer learners various options, including searching for word definitions, pronunciations, etymology, and synonyms or antonyms. When learners encounter unfamiliar words while listening or reading for comprehension, these applications serve as valuable tools to look up the meanings or confirm guessed interpretations. Additionally, learners can delve into etymology, pronunciations, or example sentences provided by the apps to further enhance their reading comprehension.

Mobile learning dictionaries not only help learners grasp word meanings but also enable them to delve deeper into understanding by providing authentic sample sentences (Deng & Trainin, 2015). The "reference" function offers examples of how words or phrases are used in classical literature, encyclopedias, and Wikipedia. Learners can access the full text of the relevant work by clicking "view in context." These dictionaries serve as valuable tools for learners who want to write and communicate effectively in English, offering a convenient resource to find words with appropriate usage in various contexts and grammatical forms.

B. English Vocabulary Concept

1. Definition of Vocabulary

The are some definitions of vocabulary according some experts. Komachali & Khodareza (2012) defined Vocabulary learning is crucial as it enables learners to acquire a substantial number of words, making them proficient in utilizing vocabulary for various purposes, particularly in academic contexts. K. Young, 2009) state that vocabulary encompasses the meanings of words, their usage, root words, prefixes, suffixes, and analogies. According to Horby, (2011) defined vocabulary in three dimensions: the total number of words constituting a language along with rules for combining them, the range of words known to an individual, and a list of words accompanied by definitions or translations.

Vocabulary is a collection of words that form sentences and convey meaning. When learning a language, the initial focus is on acquiring and mastering vocabulary to facilitate the construction of sentences. The richness of one's vocabulary significantly influences language proficiency, impacting speaking, listening, reading, and writing abilities (Richards et al., 2002).

Hornby & Cowie (1995) defined vocabulary as the overall number of words in a language, the words known to an individual, or those used in a specific book, subject, or list of words with their meanings, particularly one accompanying a textbook. This definition underscores the foundational role of vocabulary as the primary element to be mastered in language learning, especially in English, with subsequent components following suit.

Based on the theories above, it can be interpreted that vocabulary is identified as a collection of words that need to be mastered, along with their meanings. This mastery of vocabulary serves as a tool for expressing language and interpreting information in communication.

2. The importance of Vocabulary

Vocabulary plays a crucial role in all language skills, including listening,

speaking, reading, and writing (Melinia Amanda et al., 2023). Without a solid vocabulary foundation, these skills become challenging. In listening, understanding spoken words is difficult without knowledge of vocabulary, hindering comprehension. Fluency in speaking is facilitated by a rich vocabulary, enabling individuals to articulate thoughts effectively. Vocabulary mastery impacts the correct and appropriate use of words in various contexts. In reading, comprehension relies on understanding words and their meanings, making vocabulary essential for grasping textual content. Similarly, writing demands a well-developed vocabulary for constructing sentences and choosing words that align with the chosen topic, allowing individuals to express ideas or opinions coherently in written form.

Vocabulary is a crucial element that interconnects the four language skills: speaking, listening, reading, and writing. To communicate effectively in a foreign language, students must acquire a sufficient number of words and understand how to use them accurately (Nguyen Thi Thanh Huyen Khuat Thi Thu Nga, 2003). To excel in all these skills, students need to have a strong mastery of vocabulary. Acquiring an ample number of words will enable students to easily master English skills. With good vocabulary mastery, students can effectively communicate their ideas, both in written and spoken forms, and understand what others say.

Additionally, Dellar and Hocking in Thornbury (2002) argue that dedicating most of one's time to learning grammar doesn't lead to a significant improvement in English. On the contrary, substantial improvement is observed when individuals focus on learning more words and expressions. They emphasize that while someone can express very little with just grammar, without words, they cannot communicate at all. These statements underscore the importance of vocabulary in language learning, asserting that its role is equally crucial as grammar. Insufficient vocabulary poses challenges for students in learning English, hindering their ability to effectively communicate ideas. Therefore, the pivotal role of vocabulary in English learning is highlighted as it supports

students in mastering various English skills.

Vocabulary is a crucial component that supports students in acquiring various English language skills, including reading, speaking, listening, and writing. Mastery of vocabulary is essential for enhancing language proficiency, signifying a comprehensive understanding of words and their meanings. (İnal & Cakir, 2014) state that vocabulary holds significant importance in the attainment of language proficiency as it is utilized across all language skills, encompassing listening, speaking, reading, and writing. A rich vocabulary facilitates the development of all four language skills, making it easier for students to enhance their proficiency in listening, speaking, reading, and writing.

3. **Types of Vocabulary**

The central component of English learning is vocabulary, which is intricately linked to the four essential skills of listening, speaking, reading, and writing. Experts identify two types of vocabulary, as outlined by (Harmer J, 2001): active vocabulary and passive vocabulary.

a. Active vocabulary encompasses all the words acquired by students that can be actively used during communication.

b. Passive vocabulary comprises all words recognized by students in communication, even if they may not actively use them.

According to (Hiebert & Kamil, 2005) vocabulary is categorized into:

1) Oral Vocabulary: A collection of words whose meanings are known when speaking and reading orally.

2) Printed Vocabulary: Words whose meanings are known when writing or reading silently.

3) Productive Vocabulary: This refers to the set of words that a person can effectively use when writing or speaking. These words are well-known, commonly used, and contribute to the individual's ability to express ideas and communicate proficiently in the language.

Based on the theory above, it can be suggested that a comprehensive

approach to vocabulary instruction should address all these categories, ensuring that students not only recognize a wide range of words but also can use them effectively in various communication scenarios. It also implies that tools like U-Dictionary, which provide definitions and usage examples, could be beneficial for students to move words from their passive to active vocabulary, thereby enhancing their language proficiency.

Thornbury (2002) identifies six types of vocabulary that contribute to language proficiency:

a. Word Classes: This category involves understanding words based on their grammatical classifications, such as nouns, verbs, adjectives, etc.
b. Word Families: It refers to groups of words that share a common root or base, often with variations in prefixes or suffixes.
c. Word Formation: This involves the process of creating new words, typically through the addition of prefixes, suffixes, or other morphological changes.
d. Multi-Word Units: These are combinations of words that frequently occur together, such as idioms, phrasal verbs, and fixed expressions.
e. Collocations: This type involves recognizing and using combinations of words that tend to occur together frequently in natural language use.
f. Homonyms: Homonyms are words that share the same spelling or pronunciation but have different meanings. Mastery of homonyms requires understanding the context in which they are used to determine their intended meaning.

Based on the theory above, it can be suggested that applications like U-Dictionary could be beneficial in providing context and examples for these different types of vocabulary, aiding learners in their journey to master the English language.

4. **Aspect of Vocabulary**

To master vocabulary, it is crucial to understand various aspects of it, as

outlined by Lado as cited in (Mardianawati, 2012):

a. Use: It is insufficient to study words in isolation. To expand vocabulary and use words productively in speaking or writing, one needs to understand how they are used. This involves learning associated prepositions, verb forms, or exploring collocations.

b. Spelling: Proper spelling is essential for effective writing. English spelling, known for its complexity, includes words spelled differently than they sound, contributing to common errors even among native speakers.

c. Meaning: Many English words have multiple meanings. While some meanings may be similar, others can be significantly different. Studying words in context and focusing on one meaning is recommended for effective vocabulary learning.

d. Pronunciation: Knowing how a word is pronounced is crucial for speaking and listening comprehension. Pronunciation can be challenging due to variations in vowel sounds and stress positions in words with multiple syllables, with English having a large number of vowel sounds compared to other languages.

e. Word classes: It categorizes words based on their functions in sentences and plays a crucial role in the structure and meaning of sentences. They serve as categories that group words based on their functions within sentences. Examples of word classes include nouns, which often represent people, places, or things; verbs, which denote actions or states of being; adjectives, which describe qualities or characteristics of nouns; adverbs, which modify verbs, adjectives, or other adverbs; and prepositions, which express relationships between other words or phrases (Hatch & Brown, 1995).

Understanding and addressing these aspects contribute to a comprehensive mastery of vocabulary. This includes understanding the context in which words are used, recognizing the nuances of their

meanings, and being able to recall and use them appropriately in both written and spoken communication.

5. Techniques for Teaching Vocabulary

Gairns & Redman (1986) describe vocabulary teaching techniques divided into three parts, they are:

a. Techniques of Presentation:

1) Visual Techniques:

a) Using Real Objects: Incorporating real objects related to the vocabulary in the teaching process.

b) Using Pictures: Utilizing pictures to help students understand and remember concepts or words.

c) Using Drawings: Employing simple drawings, either by the teacher or students, to explain vocabulary.

d) Using Flashcards: Creating cards with pictures or words to convey word forms and meanings.

2) Verbal Techniques:

a) Meaning Definition: Clearly explaining the meaning of a word, engaging students in understanding.

b) Explaining: The teacher verbally explains the words to the learners.

c) Translation: Quick and easy presentation of word meanings using the mother tongue.

The integration of both visual and verbal techniques in presentations significantly enhances the effectiveness of information delivery. Therefore, the mastery of both visual and verbal techniques is crucial for anyone seeking to deliver effective vocabulary teaching.

b. Techniques of Practice:

1) Vocabulary Games: Making learning enjoyable through games, fostering retention and engagement.

2) Repetition Drill: Students repeat words quickly after the teacher, promoting rapid recall.

Both techniques, with their unique approaches, play a crucial role in vocabulary learning. Vocabulary Games make learning enjoyable and foster retention, while Repetition Drills enhance rapid recall of words. When used together, these techniques can significantly improve vocabulary learning, making it more effective and enjoyable. Thus, they are invaluable tools in language education.

c. Techniques of Training:

a) The Use of Dictionary: Encouraging students to use dictionaries as an essential tool for independent learning.

b) Asking for Others: Grouping learners for collaborative tasks, promoting teamwork and shared learning.

These techniques aim to make vocabulary learning interactive, engaging, and effective, covering presentation, practice, and independent training aspects. They foster an environment that encourages active learning, collaboration, and independent research, all of which are essential for effective vocabulary acquisition and language learning.

C. U-Dictionary Application

1. Definition of U-Dictionary Application

According to Awalia et al., (2021) U-Dictionary is a versatile language learning application with various features designed to aid users in improving their English skills. This Application released in 2016, develop by Yudao, Hongkong supported by Putri S. F., (2021) this application capable of translating words more 30 languages.

2. The procedure to use U-Dictionary

The U-Dictionary application is designed to be user-friendly, and the following steps outline the general procedure to use the app (Dari, 2022):

a. Download and Install:

1) Go to the Google Play Store (for Android) or the Apple App Store (for iOS).

2) Search for "U-Dictionary" in the search bar.

3) Download and install the application on your device.

b. Open the App:

Once the installation is complete, open the U-Dictionary app.

c. Set Up Language Preferences:

Upon opening the app, set your preferred language settings. Choose the language you want translations to and from.

d. Explore Home Screen:

Familiarize yourself with the home screen, which may include features like word of the day, language options, and more.

e. Translation Using Camera:

1) Utilize the camera translation feature by selecting the camera icon within the app.

2) Capture an image of the text you want to translate, and the app will provide the translation.

f. Copy to Translate:

1) Copy any words while browsing or chatting on the device.

2) The U-Dictionary icon will appear, allowing to click on it and see the definition of the copied word in preferred language.

g. Learn English from Lockscreen:

Enable the Word Lock Screen feature to learn new English vocabulary every time when unlock the phone.

h. Play Vocabulary Games:

Engage in vocabulary games available in the app to make learning more interactive and enjoyable.

i. Access English Articles:

Explore and study English articles provided by the app to enhance language skills.

j. Settings and Additional Features:

1) Explore the app's settings to customize your learning experience.
2) Check for additional features such as pronunciation tools, synonyms, antonyms, and more.

k. Regular Updates:

Keep the app updated to access new features, improvements, and a broader range of content.

l. Use Dictionary Tools:

Take advantage of dictionary tools available, such as word definitions, pronunciation guides, and examples of word usage.

Based on the exploration of the research above, the users can use the features within the U-Dictionary app and make the most of its capabilities for language learning and vocabulary improvement. The U-Dictionary app, with its diverse features, provides a comprehensive platform for language learning and vocabulary improvement. By effectively utilizing these features, users can enhance their language proficiency, expand their vocabulary, and make their language learning journey more enjoyable and rewarding.

3. **The Purpose of U-Dictionary Application**

The use of the U-Dictionary application is designed to facilitate English and other language learning for students. In the contemporary era, such as the present day, there are numerous opportunities to integrate technology into the learning process. One notable example is the U-Dictionary application. According to Eady & Lockyer (2013), technology-supported learning can enhance student learning activities. U-Dictionary is employed to assist students in enhancing their capabilities and achieving the intended learning objectives.

4. The Advantage and Features of U-Dictionary Application

According to Putri (2021) the U-Dictionary app is a well-liked and often used resource that helps language learners, especially those looking to expand their vocabulary in English. The following are some benefits and features of the U-Dictionary app

a. Popularity and Accessibility

The public's acceptance and usage of the application is widespread, as seen by its popularity.

b. Language Learning Assistance

U-Dictionary is an invaluable tool for language learners, enabling them to get the most out of their English vocabulary.

c. User-Friendly Features

A wide range of users will find the program appealing and accessible due to its intriguing and user-friendly features.

d. Translation Capabilities

With U-Dictionary, users can upload photographs or use the camera on the smartphone to interpret words or sentences. With the use of this tool, users can look up translations of printed text or real-world items directly.

e. Access to English Articles

To help users expand their vocabulary, the application comes with a list of English articles. Learners can interact with a variety of subjects and linguistic idioms when they have access to varied content.

f. Effectiveness for Students

It is said expressly that students can improve their vocabulary abilities with U-Dictionary. The mix of articles, user-friendly design, and translation may be the cause of this effectiveness.

In summary, U-Dictionary stands out as a valuable language learning application due to its popularity, accessibility, translation capabilities, and provision of educational content. The application's user-friendly features make it an effective tool, particularly for students aiming to improve their English vocabulary skills. Wiratman (2020) state that U-

Dictionary have some key features:

a. Copy to Translate

Users can easily translate words by copying them while browsing or chatting. The app icon appears, allowing users to view the definition in their preferred language without interrupting their current activity.

b. Camera Translation

The app's camera translation feature enables users to translate text directly from their smartphone's camera app. This allows for quick and convenient translation of text seen through the camera. The feature supports recognition in 12 languages.

c. Learn English from the Android Lockscreen (Word Lock Screen)

U-Dictionary offers a unique feature where users can learn English vocabulary directly from their smartphone's lockscreen. This provides a continuous learning experience, presenting users with new English words every time they unlock their screens.

d. Play Games to Learn English

The app incorporates interactive word games, including activities such as finding synonyms and spelling checks. Additionally, users can engage in conversation practice through videos and articles, making the learning process enjoyable and engaging.

e. Offline and Online Dictionary

U-Dictionary functions as both an online and offline dictionary, allowing users to translate over 30 languages without requiring an internet connection. It includes an official Oxford dictionary feature in 12 languages, providing comprehensive language support.

f. Wide User Base

With over 100 million downloads globally by 2022, U-Dictionary has gained popularity among users. It is available for free on both the Google

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Play Store and the Apple App Store, making it accessible to a broad audience.

These features collectively contribute to making U-Dictionary a valuable tool for language learners, offering a seamless and enjoyable experience for improving English proficiency.