

Technology Mediated Vocabulary Assessment in Second Language Teaching

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Abstract

This study explores the concept of technology-mediated vocabulary assessment in second language instruction, concentrating on how technological tools and resources might improve the assessment process and give useful feedback to students. With the introduction of digital platforms, software programs, and online resources, educators now have access to a wide range of innovative techniques for evaluating students' vocabulary knowledge and skills. This study examines the different facets of technology-mediated vocabulary evaluation, including online tests such as the Expressive One-Word Picture Vocabulary Test, The British Picture Vocabulary Scale, Peabody Picture Vocabulary Test and Test of Word Knowledge. Moreover, vocabulary applications, digital flashcards, corpus tools, Natural Language Processing, and online dictionaries. These systems provide dynamic, individualized learning experiences, instant feedback, and the capacity to monitor students' development over time. The incorporation of technology in vocabulary assessment not only improves learner engagement and motivation, but also gives teachers insight into their students' lexical knowledge, helps them to spot their areas of weakness, and allows them to modify their lessons. While acknowledging the advantages of technology-mediated vocabulary assessment, it is vital to make sure that these tools are applied in a way that is in line with instructional objectives and delivers reliable and accurate assessment results. The purpose of the study's conclusion is to highlight the importance of using technology in second language assessment in order to maximize vocabulary learning and foster successful language learning.

Keywords: *Vocabulary, Assessment, Technology, Tools*