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**EXPLORING THE USE OF MOBILE APPLICATIONS IN ENHANCING
VOCABULARY ACQUISITION IN EFL CLASSROOMS**
CASE OF 1st YEAR EFL STUDENTS OF CHADLI BEN DJEDID
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Didactics of English.

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Dedication I

In the name of Allah the most gracious, the most merciful

I heartily dedicate this work to me; to my loving mother **Mrs. Daara Atika**, your unwavering support and endless love have been my guiding light. Thank you for always being there for me, nurturing me with your kindness and wisdom. You are my rock, and I am forever grateful for everything you do.

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To all my friends and classmates, **Mr. Sghir Bilel**, **Mr. Khelfa Yasser**, **Mr. Souha Anis** and
Mr. Belaidi Walid.

-Nour El Isslam

Dedication II

“No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude”. -**Alfred North Whitehead**

In the name of Allah the most gracious, the most merciful, I dedicate this work

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Abstract

This study aims to investigate the integration of Mobile Applications (Mob Apps) to enhance Vocabulary Acquisition (Voc Acq) in English as a Foreign Language (EFL) education in the English department of Chadli Ben Djedid University of El-Tarf. The primary objective of this study is to explore the attitude of the students and the teachers towards the use of Mob Apps for enhancing Voc Acq in EFL education, and whether these Apps are helpful and beneficial for this learning purpose or not. This study adopts a descriptive design through the use of mixed methods approach. Two questionnaires were administered to gather data from 34 first year EFL students and from 7 EFL teachers of the previously mentioned department. The findings of the study aligned with the research hypotheses, indicating that both students and teachers are supportive of integrating Mob Apps such as “Duolingo” and “Quizlet” and others to enhance Voc Acq in EFL education. Based on these findings, pedagogical recommendations and strategies were developed to facilitate the learning and teaching process of Voc Acq through the effective use of Mob Apps.

Keywords: Mobile Applications (Mob Apps), Vocabulary Acquisition (Voc Acq), EFL students and teachers, Students and teachers’ attitude.

الملخص

تهدف هذه الدراسة إلى استكشاف دمج تطبيقات الهاتف المحمول لتعزيز اكتساب المفردات في تعليم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد بالطارف. يتمثل الهدف الرئيسي لهذه الدراسة في استكشاف مواقف الطلاب والمعلمين تجاه استخدام تطبيقات الهاتف المحمول لتعزيز اكتساب المفردات في تعليم اللغة الإنجليزية كلغة أجنبية، وما إذا كانت هذه التطبيقات مفيدة ونافعة لهذا الغرض التعليمي أم لا. تعتمد هذه الدراسة على تصميم وصفي من خلال استخدام منهجية مختلطة. تم توزيع استبيانين لجمع البيانات من 34 طالباً في السنة الأولى لتعلم اللغة الإنجليزية كلغة أجنبية ومن 7 معلمين في القسم المذكور سابقاً. أظهرت نتائج الدراسة توافقاً مع فرضيات البحث، حيث أظهر كل من الطلاب وغيرها لتعزيز اكتساب المفردات في تعليم "Quizlet" و "Duolingo" والمعلمين دعماً لدمج تطبيقات الهاتف المحمول مثل اللغة الإنجليزية كلغة أجنبية. بناءً على هذه النتائج، تم تطوير توصيات واستراتيجيات تربوية لتسهيل عملية التعلم والتعليم. لاكتساب المفردات من خلال الاستخدام الفعال لتطبيقات الهاتف المحمول.

كلمات مفتاحية: تطبيقات الهاتف المحمول، اكتساب المفردات، طلاب ومعلمو اللغة الإنجليزية كلغة أجنبية، موقف

الطلاب والمعلمين

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List of Abbreviations

App(s): Application(s)

Acqu: Acquisition

EFL: English as a Foreign Language

MOB: Mobile

MA: Mobile Applications

VOCAB: Vocabulary

VA: Vocabulary Acquisition

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Chapter One

General Introduction

Introduction

Technology has become a significant part in human's lives. It is currently imbedded in all fields to help and facilitate tasks on its users. Moreover, nowadays it is even used in learning under what we call e-learning or online learning, which has been wide spread during Corona virus disease crisis. The use of internet in learning is a very vital step forward in the educational system, even in the landscape of language learning by the use of Mobile Applications (MA) in enhancing Vocabulary Acquisition (VA) in the context of EFL learning. Therefore, the current research crystallizes the effectiveness, preferences and experiences of Mobile (mob)apps in improving VA for EFL learners. This chapter presents the statement of the problem, the aims of the study, in addition to the research questions and hypotheses; it also describes the adopted methodology, and concluded with a brief caption about its organization.

1. Statement of the problem

Learners started to use the network in educating themselves in more modern ways in terms of learning English. Technology is moving faster than ever before so learners started to use MA to enhance their linguistic knowledge. This new medium of acquisition raises an issue that whether the utility of those MA is helpful and if the users of those apps found notable progress in their learning journey.

2. The Aim of the Study

This study aims to investigate the effectiveness and to explore the preferences of EFL learners and teachers concerning the use of MA in VA. It also aims to identify any potential limitations or challenges that might face them during this process. It could also investigate factors such as apps design, usability, and learners' motivation, providing insights into how technology can best support language learning.

3. The Significance of the Study

The present research is of significant importance in the field of the didactics of Language, since this era is dominated by technological advancements, understanding how MA can be effectively integrated into EFL education is crucial. Exploring the role of these MA in VA aligns with the contemporary shift towards leveraging technology for more dynamic and engaging learning experiences, and to check if the use of such MA is a success or a failure in the field of education.

4. Research Questions

The present research endeavors to answer the following questions:

Q1: Do students use Mobile Applications for learning purposes?

Q2: Do the rational use of Mobile Applications really helpful to Acquire Vocabulary?

5. Research Hypotheses

On the basis of the mentioned research questions, this research tries to explore the logic of the following hypotheses:

H1: Learners do use Mobile Applications for learning purposes.

H2: The rational use of Mobile Applications is helpful and beneficial in enhancing Vocabulary Acquisition.

6. Research Design and Methodology

In order to prove whether the research hypotheses are valid or not and to provide answers to the research questions, this study adopts a descriptive design through the use of mixed methods approach. A questionnaire is given to first year students at the University of Chadli Ben Djedid El-Tarf for the aim of investigating the effectiveness of MA in improving VA for EFL learners. Another questionnaire is given to teachers from the same University for the aim of discovering if MA are used inside the classroom for learning Vocabulary and if they are beneficial or not for EFL learners.

7. Structure of the Study

This research work is composed of five chapters. “Chapter One” was the General Introduction of the research. “Chapter Two” was devoted to the review of the literature that is related to the vital aspects of the topic concerning exploring the use of MA in enhancing VA in EFL classrooms, this chapter was detailed in three sections, where the first section was about VA; and the second section dealt with MA; and finally, the third section was related to the impact of MA on VA. “Chapter Three” was concerned with the research design and methodology; it provided detailed descriptions of the instruments used in conducting this research, the targeted population, and the procedures that revealed the factors that shaped the study. “Chapter Four” presented the data analysis and the findings that were gathered from the answers of both students and teachers’ questionnaires. It provided statistical data about the questions given to the students. “Chapter Five” dealt with the discussion of the findings; its aim was to answer the research questions and prove or disprove the research hypotheses.

Furthermore, it provided a number of implications and recommendations for both teachers and students that intend to boost their positive attitude towards the use of MA in enhancing VA in EFL classrooms.

Conclusion

The fast advancement of learning in this era has led to the exploring of different tools like technology to help facilitate the process of learning. The advancement with online learning has become a necessity in today's Universities; the approach of using MA in learning is one of the new concepts that should be taken in the considerations, especially when it comes to enhancing vocabulary as a primary concern. The coming chapter is going to provide more details about the notion of attitude of both EFL teachers and students toward the use of MA in enhancing VA.

Chapter Two

Review of the Literature

Introduction

Regarding the importance and necessity of enhancing vocabulary in EFL education, its enhancement is crucial for students at early stages of learning. The MA are a new concept that pushes researchers in the field to explore EFL students' attitudes toward enhancing Vocabulary and the consequences that result from such Apps.

This chapter provides theoretical ideas and concepts that are related to the current research work; in addition, it introduces some of the prior studies about the topic and sets up the groundwork for the practical part. It is composed of three fundamental parts. The first part tackles VA, including definition of vocabulary, vocabulary teaching, and the importance of vocabulary in EFL learning. The second part sheds light on the MA learning, their characteristics, their advantages and disadvantages in the EFL learning. The final part highlights English VA and MA.

2.4. Part One: Vocabulary Acquisition

2.4.1. Definition of Vocabulary

Basically, vocabulary is difficult to be defined accurately since words come into two forms: oral and print. Oral Vocabulary is the amount of words that we catch their meanings while speaking or listening. Print Vocabulary, on the other hand, involves the set of words that we understand and use in writing or reading (Hiebert & Kamil, 2005, p. 3). Therefore, the concept "vocabulary" has a range of definitions. It is either knowing the multiple meanings of

new items or realizing the words in written text (Beck, Mckeown, & Kucan, 2008, p. 1). Another definition is provided in Oxford dictionary (2018) as “All the words used in a particular language or known to an individual person”. Linse and Nunan (2005) have also argued that vocabulary is the body of words that someone learns (p. 121). Moreover, it is claimed that knowing the meanings of words is not enough, knowledge about their forms (spoken and written), their grammatical and lexical aspects is also needed (Cook, 2008, p. 50).

In addition, DeCarrico (2001) has argued that learning Vocabulary can be done implicitly by inferring meaning from context while reading or listening which is called an incidental learning. Also, vocabulary learning can be occurred explicitly with a conscious focus on language and this does not include guessing from context (p. 286-289). It is proved that learning incidentally from context has the advantage of getting wider Vocabulary than learning intentionally. However this claim does not exclude the fact that each type completes the other (Nezhad, Moghali, & Soori, 2015, p. 23). According to Nation (2001), Heibert and Kamil (2005) Vocabulary comes into two forms:

- **Receptive Vocabulary:** Is the collection of words that the learner conceives their forms, and apprehends their meanings while reading and listening. It is generally wider than productive vocabulary.
- **Productive vocabulary:** Is well-known as words that are recognized and used frequently in speaking and writing.

Nation (2001) has explained nine different aspects of vocabulary knowledge that are required to know a word (p. 40). They are summarized in the table below:

Table 01:

What is involved in Knowing a Word?

	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
Form	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word Parts	R	What parts are recognizable in this word?
		P	What word part is needed to express the meaning?
	Form & Meaning	R	What the meaning does this word form signal?
		P	What Word form can be used to express this meaning?
Meaning	Concept and Referents	R	What is included in this concept?
		P	What items can the concept refer to?
	Association	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
	Grammatical Functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
Use	Collocations	R	What words or type of words must we use this one?
		P	What words or type of words must we use with this one?
	Constraints on Use (register, frequency)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

In column 3, R = receptive knowledge, P = productive knowledge.

(Nation, 2001, p. 40)

The table shows that knowing a word does not only mean recognizing its meaning, but rather it involves having knowledge about the following components:

- Knowing how to spell and pronounce words.
- Knowing how to write words with its correct spelling.
- Knowing how to make right structures in appropriate forms.
- Knowing how to connect between the form and its meaning.
- Knowing how to relate a particular word to different lexis.
- Knowing the concepts of a word that may help us to get the meaning of the other contexts

in which happens.

- Knowing the grammatical functions of words.
- Knowing how to correctly collocate words with each other.
- Knowing the frequency of the words that may use or meet.

2.4.2. Vocabulary Teaching

Vocabulary can be learned in formal settings intentionally or in informal settings unintentionally. It is supported that the word is best acquired and remembered when it is learned in a meaningful context (McCarthy, 1990). Nagy and Herman (1987) suggest that the role of instructors in vocabulary learning is very important as they can inspire the students to read which later helps the students to improve their vocabulary. Krashen (1989) states that by extensive reading, students can learn Vocabulary context which is important for language learners. There is no need to approach students for direct Vocabulary instructions.

Effective Vocabulary teaching is crucial for language learners as it contributes to their overall language development and communication skills. By employing various strategies and

techniques, teachers can create engaging and interactive learning environments that promote VA and retention.

In Vocabulary teaching, employing a range of techniques is essential to support language learners in developing a robust word repertoire. One effective strategy is teaching Vocabulary in meaningful contexts, such as through reading passages or authentic texts. This approach enables learners to encounter words in authentic situations, facilitating better understanding and retention (Nation, 2001; Thornbury, 2002). Visual aids, such as flashcards or pictures, provide visual cues that aid comprehension and memory recall. They help learners associate the visual representation with the target word, reinforcing their understanding and retention of the Vocabulary (Richards, 2001; Thornbury, 2002).

Exploring word families, prefixes, suffixes, and root words is another valuable technique. By understanding the relationships between words, learners can recognize patterns and deduce the meanings of related words more easily. This strategy enhances VA and expands learners' word knowledge (Nation, 2001; Richards, 2001).

Teaching students how to use contextual clues is crucial for independent word learning. It involves guiding learners to use surrounding words or phrases to infer the meaning of unfamiliar words. This skill empowers learners to decipher new Vocabulary even when they encounter words they have not encountered before (Nation, 2001; Thornbury, 2002).

Engaging students in interactive activities, such as word games or puzzles, not only makes learning enjoyable but also provides opportunities for practice and reinforcement. These activities encourage active participation and app of vocabulary in a playful manner, which enhances retention and motivation (Richards, 2001; Thornbury, 2002).

Encouraging the use of vocabulary journals allows learners to record and review new words regularly. Learners can write down the words, their meanings, and example sentences, which helps with organization and reinforces their understanding and memory of the vocabulary (Schmitt, 2010).

Collaborative learning activities promote vocabulary development through group work or discussions. By engaging in conversations and interactions with their peers, learners can practice using new words in meaningful contexts. This approach provides opportunities for active language production, encourages cooperation, and fosters a deeper understanding of vocabulary (Richards, 2001; Thornbury, 2002).

Integration of technology tools, such as vocabulary apps or multimedia resources, can further enhance vocabulary learning. These digital resources provide interactive and engaging platforms for learners to explore and practice vocabulary, increasing their motivation and exposure to the language (Hubbard, 2013).

2.4.3. The Importance of Vocabulary

The linguist David Wilkins (1972, pp. 111-12) summed up the importance of vocabulary learning as the following “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” In other words, people with some useful words and expression can communicate even though they did not learn the grammar of language. In the same vein, Lewis (1993, p. 89) went further to hold that “lexis is the core or the heart of language.” Learning a language is not a matter of only memorizing the rules of that language, but rather developing sufficient vocabulary in order to be able to communicate either by speaking or writing.

Obviously, vocabulary is an important element in language teaching/ learning, it is the dominant mean of communication, because words are needed in every aspect of our lives, in

working, studying and even when we do not want to communicate, we are communicating silently using words. Moreover, we need vocabulary to express our thoughts and feeling in both forms (written and spoken). Words are the most needed element in literature and language, the imperialist poet claiming that words are just like drug for mankind. In addition, people who have a rich vocabulary repertoire can speak and write correctly and fluently.

Gairns and Redman (1985) show clearly the strong relationship between vocabulary and pronunciation. They explain that careful attention to pronunciation is, therefore, an essential part of vocabulary teaching if new lexis is to be used effectively, or understood without difficulty in spoken English” (cited in, Hadjam, 2013, p. 13). Consequently, paying careful attention to students’ pronunciation will lead them to recognize the word’s nature, position of words, forms and meaning of words, sentences structure (Hadjam, 2013, p. 14).

According to Hamer (1991), the most crucial reason behind reading texts inside the classroom and books outside it, is to provide new language input, with some reference to how EFL works. He stated that without vocabulary knowledge we cannot use grammar, since we use only words to form sentences in meaningful way. Allen (1983, p.12) also supports the same idea, “students who do not learn grammar along with vocabulary will not be able to use the language for communication.”

Harmer (1991) also clearly stated that “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” what he meant by this is that if someone wants to succeed in using the language effectively, they must build strong vocabulary (Thornbury, 2002, p. 14). Furthermore, experienced teachers of EFL or EFL perceived the importance of vocabulary learning. They know that students must learn a huge

number of words used by native speakers of the target language. To sum up, the importance of vocabulary is a point on which both teachers and learners agree (Allen, 1983).

2.5. Part Two: Mobile Applications

2.5.1. The Characteristics of Mobile Applications

Students are increasingly using online learning tools due to the accessibility of apps on Mob devices. It is crucial to emphasize critical thinking and the capacity to analyze various sources when advising college students on how to use MA for their English learning (Rob James, 2013). At the same time, it is important to take into account the advantages of apps that can aid students in organizing and contrasting various sources for projects and review. However, information provided on MA is not subject to the same quality or accuracy controls as comparable information found in books, newspapers, or television broadcasts.

The internet has its issues. There are some standards to follow when using internet resources for learning English. Tomlinson (2010) created the useful features for English resources. These are a few of them:

- There should be enough spoken and written language in English resources.
- Materials' language input should be contextualized.
- Learners should be exposed to enough examples of language in real-world situations.
- Activities that promote critical thinking and urge learners to imagine should be included in English teaching materials.

- Tasks in English materials should be stimulating and intriguing.

According to Howard and Major (2004), a list of particular recommendations for English-language internet resources was provided.

- Online English materials ought to promote conversation and innovation.

- When using online English resources, learners are encouraged to strengthen their learning abilities and techniques.
- Links between online English materials are necessary to provide a succession of abilities, comprehensions, and linguistic items.
- English materials available online offer the proper directions.
- Resources for learning English online should be appealing and adaptable.

One of the most crucial features of apps is their capacity to be updated. In terms of adaptability, students can readily change the material if they feel that it is necessary in light of their needs and the degree of what they have learnt (Ahmet, 2013). Updateability is particularly crucial when self-regulatory college students use their iPhones or iPads to study English because English materials are always changing. High updateability translates to time, money, and energy savings for those who are learning English.

2.5.2. Advantages of Mobile Applications in EFL Learning

In recent years, languages learning MA have become increasingly popular. According to a Godwin-Jones (2011) study, MA have revolutionized how language learners access and engage with content. Accessibility, flexibility, and engagement are just a few advantages that MA have over conventional language learning techniques. The accessibility of MA is one benefit. Wherever and whenever they have a mob device and an internet connection, language learners can access MA. This flexibility enables students to study at their own speed and according to their own schedule, which can be very useful for those who are already quite busy. In accordance with a research by Hockly and Clandfield (2012), MA give users the chance to practice their language skills while engaging in ordinary activities like commuting or standing in line.

The flexibility of mob language learning apps is another benefit. Learners can set their own speed and learning habits with the help of MA. Kids can also access a number of educational resources, including games, quizzes and more. Li and Zou's (2012) study claims that MA give users a more individualized and flexible learning environment.

Interactivity, a crucial element of language learning, is also provided via MA. Conversations can be held between language learners, native speakers, or virtual assistants. They can also follow their development and get timely feedback on their language proficiency. In accordance with a study by Li (2008), MA give students the chance to hone their speaking, listening, reading, and writing abilities in a practical setting.

More people are using smart phones with more sophisticated software and apps. Rodinadze and Zarbazoa take into account the benefits outlined below (2012). EFL teachers have a wide range of possibilities for multimedia, programs, apps, and tools that can be used to create more dynamic lessons thanks to mob technologies. Smartphone use can promote student engagement in the learning process. Digital ink (graphic design), is a genuinely amazing development in software that enables EFL teachers and students to perform activities, is another component of mob learning.

As a result, students can submit grades and assignment modifications online rather than utilizing a paper grade book. Since more effective remote learning systems are now available to consumers, persons in disadvantaged places can now get the same education as those in wealthy areas. It can be flexible for lectures because modern technology makes material essentially accessible from anywhere with a Smartphone, enabling students who don't have hectic schedules to continue learning online and completing tasks at their convenience.

Also, virtual education encourages people to seek graduate degrees or academic qualifications while still working a full-time job. Similar to this, contemporary multimedia presentation technology allows for unique data management, transmission, and display for both teachers and students. Thanks to electronic libraries that make use of digital databases, students can access resources from any location with an Internet connection. Students may effectively find, receive, and share information while saving time and paper by using a digital file system.

Also, the use of MA by students allows them to join larger teams and improves the educational process. The educational apps on mob devices have increased participation in class and understanding levels. Also, it offers teachers and students a choice in how to communicate. Images, exercises, games, and listening exercises can all be used during English education. Sung, Chang and Yang (2015) conducted research that demonstrated how incorporating mob devices into teaching and learning procedures had improved the students' learning outcomes. They came to the conclusion that L2 learners who used mob devices also performed better, and that utilizing them for vocabulary or mixed-language skills had a bigger learning impact than using them for just one skill, like reading and writing.

2.5.3. Disadvantages of Using Mobile Applications in EFL Learning

While there are benefits to using MA for language Acquisition, several experts have noted potential drawbacks. For instance, Hockly and Clandfield (2012) pointed out that not all learners, especially those who value face-to-face connection, may find MA useful. They also mentioned the possibility that some students would lack access to mob devices or internet connections. Li and Zou (2015) have made argument that MA might not provide the same amount of social engagement as conventional language-learning techniques. There are numerous

apps available for learning languages, each with special functions and pedagogical approaches according to user evaluations and popularity.

Mob learning services provide some similar benefits, but they also have certain disadvantages. Pupils with visual impairments can find the size or clarity of the handheld device's display to be challenging (Kukulka –Hulum&Traxler, 2005). Yet, the bulk of mob devices were not developed with education in mind. This means that it is difficult for students to use them to fulfill the task that teachers must complete (This is mostly due to the initial design of such devices) (Miangah&Nezarat, 2012).

Several research reports that m-learning theory demonstrates that it is impractical to learn a language using mob devices. Students learned that doing research on mob devices takes a lot of time (Stockwell, 2008). Many of them preferred using a portable computer to do their company due to keypad concerns and the cost of Internet connectivity.

Similar findings were made by Fisher et al. (2009), who found that Japanese students made very slight improvements in their Language learning under all conditions. The students discovered that the paper book was easier for them to use and annotate. Yet, just a few kids have used the extra functionalities of the adaptive device.

Also among the significant disadvantage such as small screens and limited graphic presentation (Albers, and Kim, 2001).And Higgins (2006) analyzes the downsides via a mob phone as well as aspects that limit its applicability in their study. They also have a number of other technological issues, such as a reliance on networks and a range of unreliable content. 32 college students were surveyed on their use of mob devices. The study's results convinced the researchers that it will be some time before the average person accepts mob learning as a regular

component of education. They contend that learners have not adjusted to learning on mob phones from a pedagogical standpoint.

Ugur and Koc (2015) conducted research to better understand the frequency and manner of cell phone use in college classes. The results of the investigation showed that most students used their smart phones more for personal use than to advance their academic performance. Another research revealed that the majority of children have mastered the art of using their mob devices to draw attention away from their classmates, and if the educators do not take certain preventative measures, this practice will likely persist.

We can infer that mob phones may have certain disadvantages in addition to their potential benefits. As a result, teachers must exercise extreme caution while using mob devices in the classroom and carefully consider any potential problems before addressing them.

2.6. Part Three: English Vocabulary learning and Mobile Applications

There are studies regarding the usage of mob devices Vocabulary learning apps. In a study by Wang and Shih (2015), the experimental group who learned Vocabulary on mobs scored meaningfully better than the control group who used paper-based learning materials. In Saran, Çağıltay and Seferoğlu's (2008) study about mob assisted language learning in foreign language education, the participants were a group of students from an English-medium university in Turkey, English Preparatory School. In order to compare the usefulness of additional materials delivered in three different methods: mob phones, web pages, and handouts, different groups were created. A pre-test, post-test quasi-experimental design was used for the quantitative part of the study. The study's qualitative component included post-study semi-structured interviews with the students and an open-ended questionnaire. The results revealed

that the utilization of mob phones in language learning had positive feedback from learners' responses. Learners specified that they were pleased to use the instructional resources in their mob devices.

In later studies, Castañeda & Cho (2016) and Sandberg, Maris, & Hoogendoorn (2014) showed that mob-assisted Vocabulary learning tends to increase learners' Vocabulary precision. Further, Rachels & Rockinson-Szapkiw (2017) found the success of an app comparable with face-to-face teaching, and researchers have discovered developments in Vocabulary Acquisition (Steel, 2012; Yıldız, 2012). Furthermore, Lucas, Ruofei, Di (2019) conducted a study using Vocabulary learning app on the phone as aids to knowledge retention. The researchers created an app and two Vocabulary-based English language learning games. The study took place at a university in Hong Kong. The participants were 51 undergraduate native Chinese speakers with English as a second language speaker. Two games on an app were provided for learning Vocabulary items. After learning, the learners took a posttest to check the retention of vocabulary. The result revealed that foreign and second language learners obtained new vocabulary effectively through using apps.

Similarly, Wang (2017) designed an app for learning English Vocabulary on the mob phone in Taiwan. The study's objectives were to create a MA with both English and Chinese explanations to help students learn English Vocabulary. The learners had to study thirty words every week. The questionnaires were also used to assemble students' views on the app. This study made learners more active in learning, control their learning progress and examine what they have learned. These results show the benefits of using technology in language learning.

Moreover, Deris and Shukor (2019) conducted a study about Vocabulary learning through MA, a phenomenological investigation into student acceptance of apps and desired

features. The participants were thirty-three students. The students participated in a study that included vocabulary learning with MA on a self-directed basis for a set period of time. At the end, the surveys were completed by all participants, and three of them were interviewed. Participants' accounts revealed positive approval and a number of desirable characteristics.

In addition, Chen & Chang (2011) conducted a study on L2 listening comprehension through mob learning in three phrases. The first phrase was to define the skill of learners before doing the activity. The second phrase was the animal Vocabulary passages. The last phase was to examine the impact of various presentation styles on the ability transfer capacity. Based on the result, the modality influence applies better to respondents with a minor level of linguistic skill in a direct factual recall.

Taki and Khazaei (2011) conducted a study about using mob phone to learn Vocabulary by Persian EFL students. This study examined the effectiveness of multimodal representation of L2 vocabulary for 158 learners between the ages of 18 and 23 who are at the pre-intermediate level of L2 by using: a) a language proficiency test, b) a vocabulary level test, c) a background questionnaire, d) a software package, e) visual and verbal STM tests, and f) recognition and recall tests as materials. The results presented that displaying learning materials with pictorial or textual annotations rather than without annotations, resulted in greater learning for learners with good visual and good verbal abilities.

Basoglu and Akdemir (2010) conducted a comparison of undergraduate students' use of mob phones and flash cards to perceive the influence of English Vocabulary learning. The researchers used a mixed-methods research with sixty undergraduate students in a compulsory pre-university of a public university located in the Black Sea region of Turkey. The researchers collected data by using pre-tests and post-tests on the control and experimental groups. New

vocabulary was taught in a six- week period. After that, interviews were done in a semi-structured format with randomly selected students. The result indicated that using a mob device to acquire language is more efficient than the previous learning style, i.e. using flash cards.

The Vocabulary in context is the technique to help language learners to understand new vocabulary easily by relating them to the contexts; the context can be a word, phrase, or the sentence that comes before or after the new vocabulary.

Vocabulary learning through a mob is a technique for instructors and students in English Vocabulary learning. The study is to determine the efficiency of students' Vocabulary learning through a MA. Moreover, several studies associated mob phone use in language learning as resulting in positive vocabulary learning.

Conclusion

In this chapter, the investigators discussed the concept of vocabulary in part one. Subsequently MA were mentioned in part two with advantages and disadvantages of the later. Finally, the last part talks about English vocabulary learning and MA. The following chapter is going to describe the overall methodology used to gather the needed data to accomplish this project work.

Chapter Three

Research Design and Methodology

Introduction

This chapter answers the how question of the research. It attempts to bring the researchers into contact with the overall methodology used to explore the research questions to reach the research aims of the use of MA in enhancing VA in EFL it sheds light on the research design and method, participants, data gathering tools, and procedures and provides a clear description of all that has been previously mentioned.

3.1. Research Design and Method

This study embraces a descriptive design and an inductive type of research, which allows the researchers to identify and elicit the attitudes and attributes of both teachers and students and their effect on exploring the use of MA in enhancing VA in EFL.

This investigation was run using the mixed method as an overall methodology by incorporating one data collection instrument: two questionnaires one for teachers and another for learners.

In this descriptive study, both data are used quantitative and qualitative. Qualitative data allows the investigators to discover and figure out teachers and learner's views, preferences, opinions, and comments on the effectiveness of the use of MA in enhancing vocabulary

On the contrary, the quantitative data was used to measure the percentage of teachers and learners who use MA in enhancing VA in EFL.

3.2. Sampling and Population

3.2.1. Students

The sample of this study are first year students of English at Chadli Ben Djedid El Tarf University (48 students as total), since they are the corps of the study. The population of this study are 37 students.

3.2.2. Teachers

Regarding the teachers, the sample are the teachers of the English department of Chadli Ben Djedid El Tarf (21 teachers). The selection of such a sample was based on the consideration that they would benefit the researchers and serve the research since they are the target sample. The population of this study are seven of the teachers.

3.3. Data Gathering Tools and Procedures

The research is based on a questionnaire one designed for teachers and the other for students, with the purpose of providing the participants with the chance to be themselves and describe their opinions and reactions freely without pressure. This questionnaire aims to explore the use of MA in enhancing VA in EFL education if it is effective or not.

3.3.1. The Students' Questionnaire

The students' questionnaire was also sent online to their Telegram group-chat. It is divided into two parts, the first part (Question 01 to Question 04) is an overview whether learners are familiar with the apps or that are already using them to be followed by the second part (Question 05 to Question 09) that is about the influence of those apps on their learning in a positive or negative way in which those inquiries will be the primary data collection instrument, designed to gather insights into participants' frequency of MA usage, preferences, motivations, perceived effectiveness, and recommendations for improving VA. Validity and reliability of the questionnaire will be ensured through expert review and piloting. Data analysis will involve

descriptive statistics, such as frequencies and percentages, for quantitative responses, and thematic analysis for qualitative responses.

3.3.2. The Teachers' Questionnaire

The teachers were sent the link to a semi-structured questionnaire online via their professional emails, where they could answer anonymously. The questionnaire consist both closed-ended and open-ended questions. In closed-ended questions, teachers have to cross the appropriate box for fast and easy answers. The open-ended ones are added to provide more explanation and justification for their answers. Moreover, the teachers have taken into consideration the instructions on how to answer and made sure that they have encountered no ambiguity or difficulty with the questions. The teachers were aware of the research's aims for better understanding and responding. The researchers have informed the participants that their identities will not be revealed to ensure bias-free responses.

Conclusion

To sum up, this chapter provides a detailed outline of the methodology that is adapted to test the stated hypotheses, answer the research questions, and achieve the reliability of the study. The following chapter will expose the data analysis in order to attain the target of the study.

Chapter Four

Data Analysis and Results

4. Data Analysis

4.1. Analysis of Students' Questionnaire

Analysis of the retrieved questionnaire provided the following answers:

Question 01: How often do you use Mobile Applications for learning English Vocabulary?

This question was asked to determine the students' utility of MA for the purpose of learning English Vocabulary.

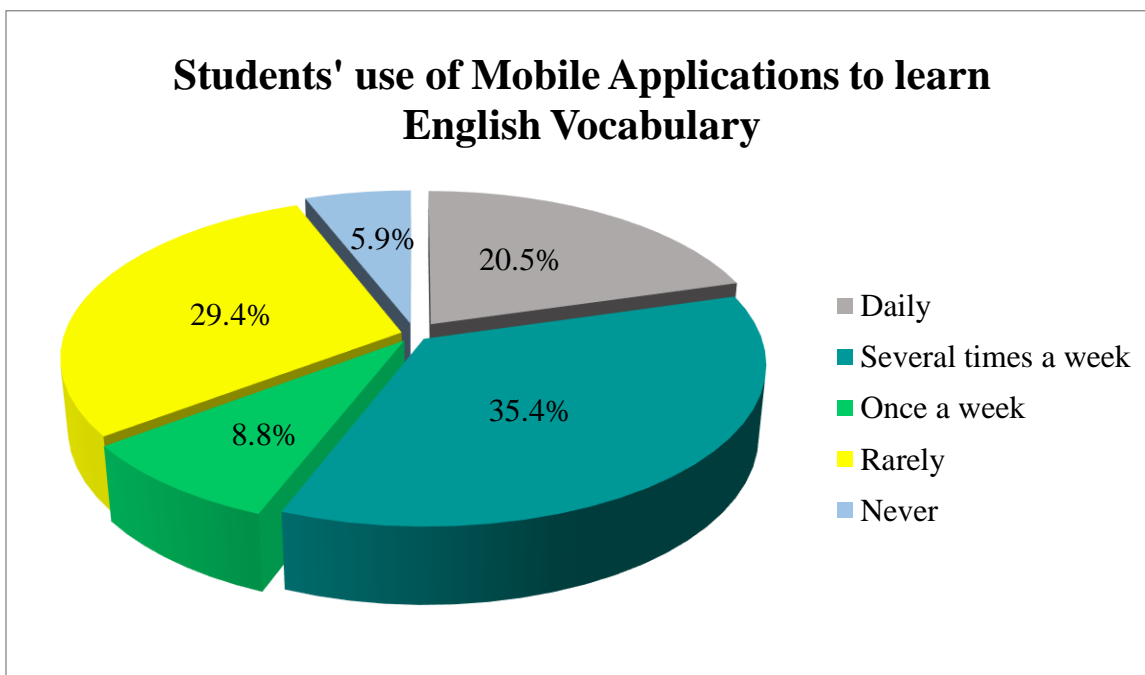


Figure 01: Students' use of MA in learning English Vocabulary

The results from Figure (01) show that the majority of 12 (35.4%) students use MA “several times a week” for learning English Vocabulary, 10 (29.4%) students use it “rarely”, 7 (20.5%) students use it “daily”, 3 (8.8%) students use it once a week and only 2 (5.9%) students never do.

Question 02: Which Mobile Applications do you use for learning English Vocabulary?

This multiple choice question aimed to reveal the MA used most by the students in order to learn English Vocabulary.

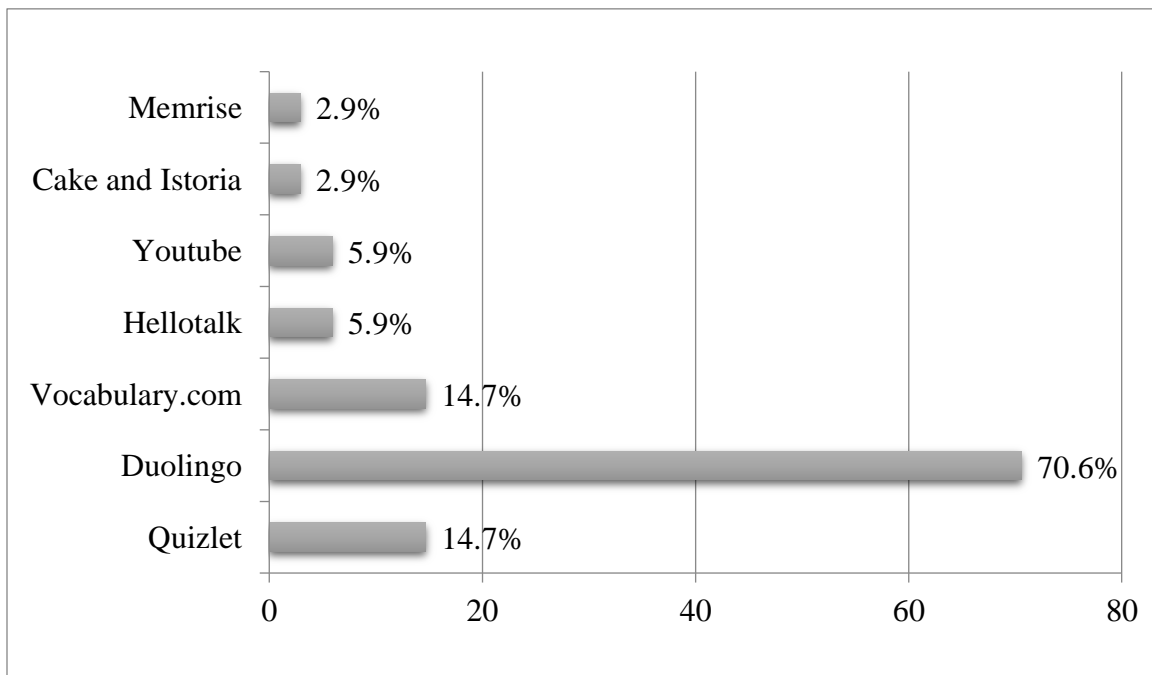


Figure 02: MA used by the Students for learning English Vocabulary

In the Figure (02) it is shown that most students 24 (70.6%) use “Duolingo” to learn English Vocabulary, for “Quizlet” and “Vocabulary.com”, both apps are used by 5 (14.7%) students each, also “Hellotalk” and “Youtube”, both apps are used by 2 (5.9%) students, for the “Other” option, 2 students added two apps, 1 (2.9%) student added “Cake and Istorica” and another (2.9%) student added “Memrise”.

Question 03: Why do you prefer to use Mobile Applications rather than other methods to improve your Vocabulary in English?

This question aimed to know the reasons why students would rather use MA to improve their English Vocabulary.

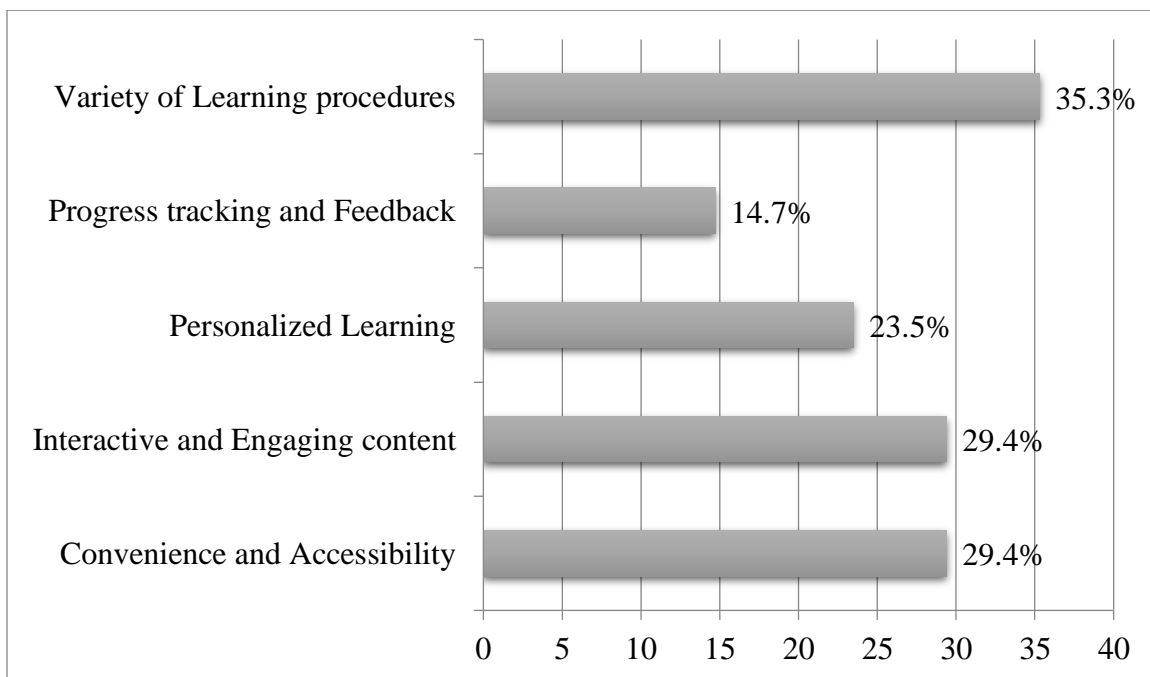


Figure 03: Reasons why Students prefer using MA to learn English Vocabulary

The results from Figure (03) show that 12 (35.3%) students use MA because of the “Variety of learning procedures” they find in them, “Interactive and Engaging content” and “Convenience and Accessibility” are both used by 10 (29.4%) students each, 5 (23.5%) students use them because of “Personalized Learning” and only 5 (14.7%) students use them because of the “Progress tracking and Feedback”.

Question 04: What was your level of proficiency in English before using the Mobile Applications?

The aim of this question is to determine whether students actually improved their vocabulary through the use of MA.

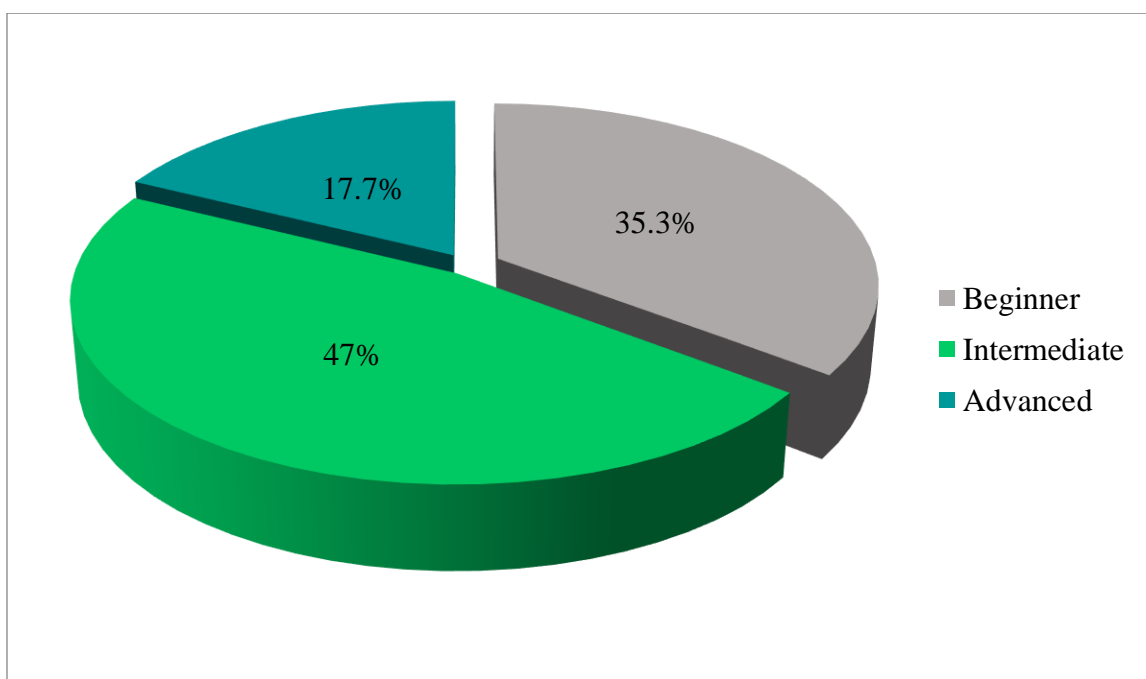


Figure 04: Students' Level of proficiency in English before using MA

In the Figure (04), it is shown that almost half students 16 (47%) see that their level of proficiency in English was “Intermediate”, while 12 (35.3%) students see that they were “Beginners” and 6 (17.7%) see that they were “Advanced”.

Question 05: Have you noticed any improvement in your English Vocabulary since using Mobile Applications? If yes, please describe.

This question is related to the previous one (Question 04), it aims to know whether the students noticed that their English Vocabulary improved by the use of MA or not, and the reasons why they think it was helpful.

From the answers gathered under this question, it appears that the majority of 31 (91.2%) students answered by “Yes” they did notice that they improved, while only 3 (8.8%) students answered by “No”.

For the students who answered by “Yes”, they sat some notes on how they think that MA helped them improve their English Vocabulary which are summarized as follows:

- Nobody is there to neither judge nor criticize them and that they can learn from their own mistakes which boost their confidence and motivate them to learn more.
- The variety of activities they can find online in the MA make it look like a game so they enjoy and have fun while learning.

- Their English Vocabulary started to improve since they started interacting with other people learning English online and engaging in conversations and discussions with them.
- Duo the Language learning MA, students actually improved their vocabulary, some MA have levels of vocabulary with tests in order to level up from one level to the other with new things to acquire every time.

Question 06: How do you perceive the effectiveness of Mobile Applications compared to traditional methods in acquiring English Vocabulary?

This open-ended question aims to find out how students see MA compared to the traditional methods of learning new Vocabulary in English.

According to the answers gathered from this questionnaire, students have similar answers at some point; the answers are summarized in the following notes:

- It allows them easily to learn at anytime and anywhere since they carry their cell phones with them everywhere they go.
- They enjoy learning more when using MA because it provides them with activities that are in a form of games, they do not find it “Boring” like the traditional methods.
- It requires less effort and time to find directly what you are looking for and what do you exactly want to learn compared to the traditional methods.

Question 07: How motivated are you to continue using Mobile Applications for learning English Vocabulary in the future?

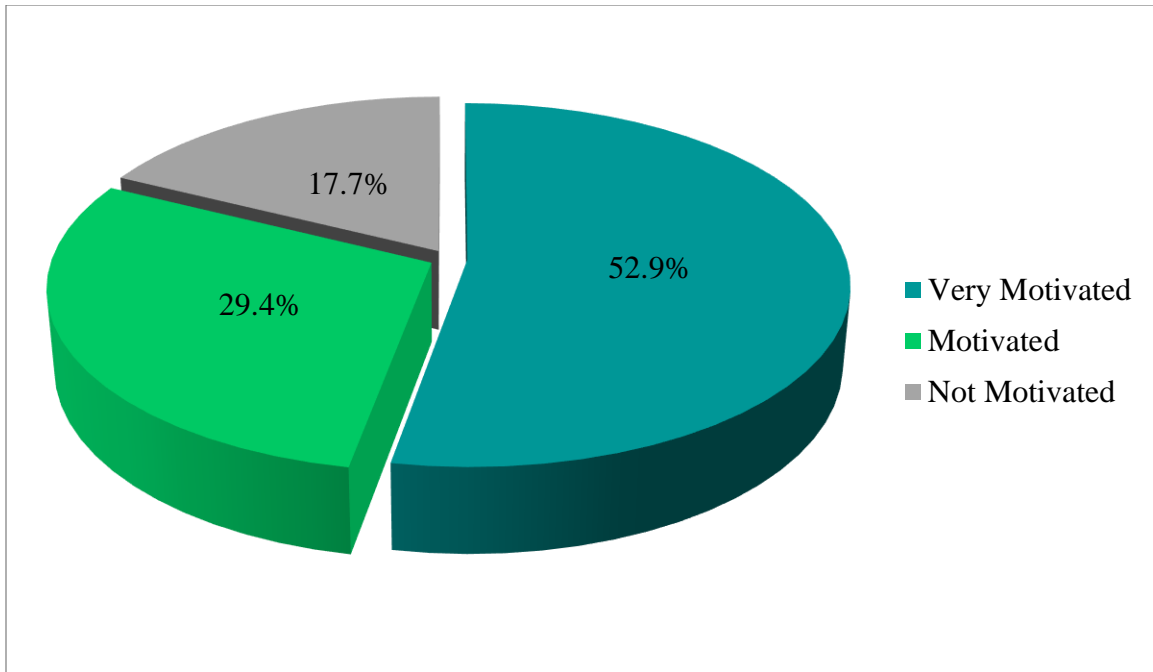


Figure 05: Students' Motivation in continuing to use MA to learn English Vocabulary

The results from Figure (05) show that more than half of the students 18 (52.9%) are “Very Motivated” in continuing using MA for the purpose of learning English Vocabulary, 10 (29.4%) students are just “Motivated” and only 6 (17.7%) students said that they are “Not Motivated” in doing so.

Question 08: Would you recommend Mobile Applications for Vocabulary acquisition to other English Language learners? Why?

This “Yes” or “No” question aims to know whether the Students are actually convinced in Learning English Vocabulary through the use of MA to the point where they recommend it to other learners or not.

From the answers gathered from this questionnaire, it shows that the majority of 30 (88.2%) students answered “Yes” they do recommend the use of MA for other learners in order to improve their Vocabulary in English, while only 4 (11.8%) students answered “No” they do not.

For those who answered “Yes”, they explained why in the following summarized notes:

- It is a very effective way to improve learners’ Vocabulary and that it helped them.
- It is the easiest way to learn Vocabulary anywhere and anytime for free.
- A fun way to learn as if you are playing games because of the variety of the activities.
- A great solution for introverts who prefer to learn by their own without feeling uncomfortable around other people.

For the students who answered “No”, they agreed on one thing why they do not recommend MA for other learners to improve their Vocabulary which is:

- It might be a distraction to study while holding the phone and that the learners might scroll in social media meanwhile.

Question 09: Do you have any additional comments or suggestions regarding the use of Mobile Applications for learning English Vocabulary?

This open-ended question was optional; it aimed to get any fruitful ideas or suggestions regarding the use of MA for learning English vocabulary. The answers were all too similar to each other as it is summarized in the following notes:

- Explore a variety of apps to find the ones that best suit your learning style and goals.

- In order to truly learn new vocabulary and improve the learners' level in any language, they should stay consistent and make time several days a week.

4.2. Analysis of Teachers' Questionnaire

Analysis of the retrieved questionnaire provided the following answers:

Question 01: How often do you incorporate Mobile Applications for Vocabulary Acquisition in your EFL teaching?

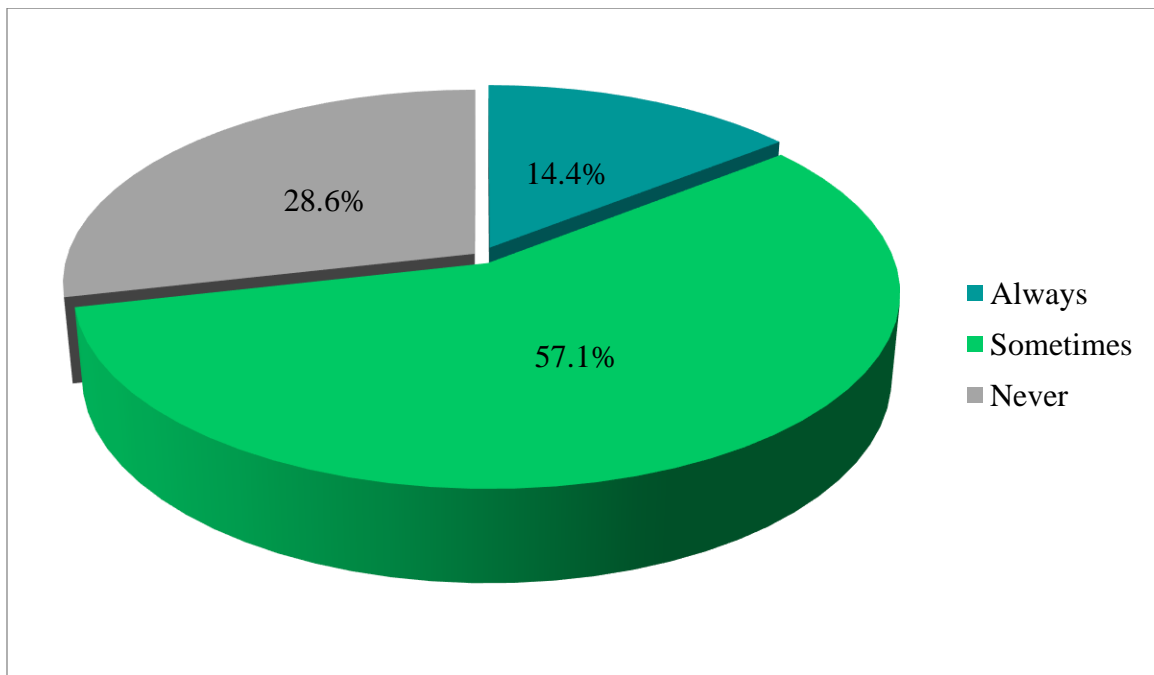


Figure 06: Teachers' Incorporation of MA for VA in their Teaching

Based on the findings from Figure (06), it is shown that 4 (57.1%) teachers chose the second option “Sometimes” they do incorporate MA for VA in their ESL teaching, where 2 (28.6%) teachers sat that they “Never” do, and only 1 (14.4%) teacher answered “Always”.

Question 02: Which Mobile Applications do you currently use or have experience with for Vocabulary Acquisition in EFL instruction? (You can choose more than one option)

This multiple choices question was asked to determine which MA was or still used most by the teachers for VA.

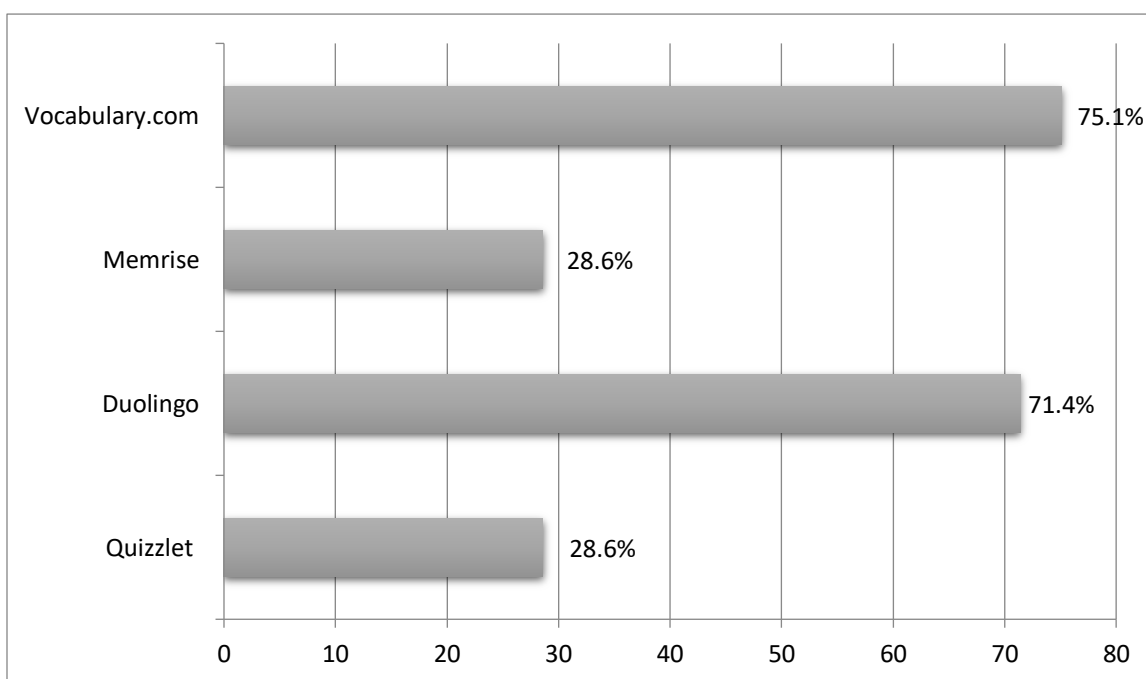


Figure 07: Most MA used by the Teachers for VA

From the results shown in Figure (07), most teachers 5 (71.4%) chose the MA “Duolingo” for VA, “Vocabulary.com” has also been chosen by 4 (57.1%) teachers, whereas “Quizlet” and “Memrise” were chosen both by 2 (28.6%) teachers each.

Question 03: What are the factors that influence your decision to use Mobile Applications for Vocabulary Acquisition in EFL instruction? (You can choose more than one)

This multiple choices questions aimed to figure out the main reasons behind teachers’ use of MA for VA.

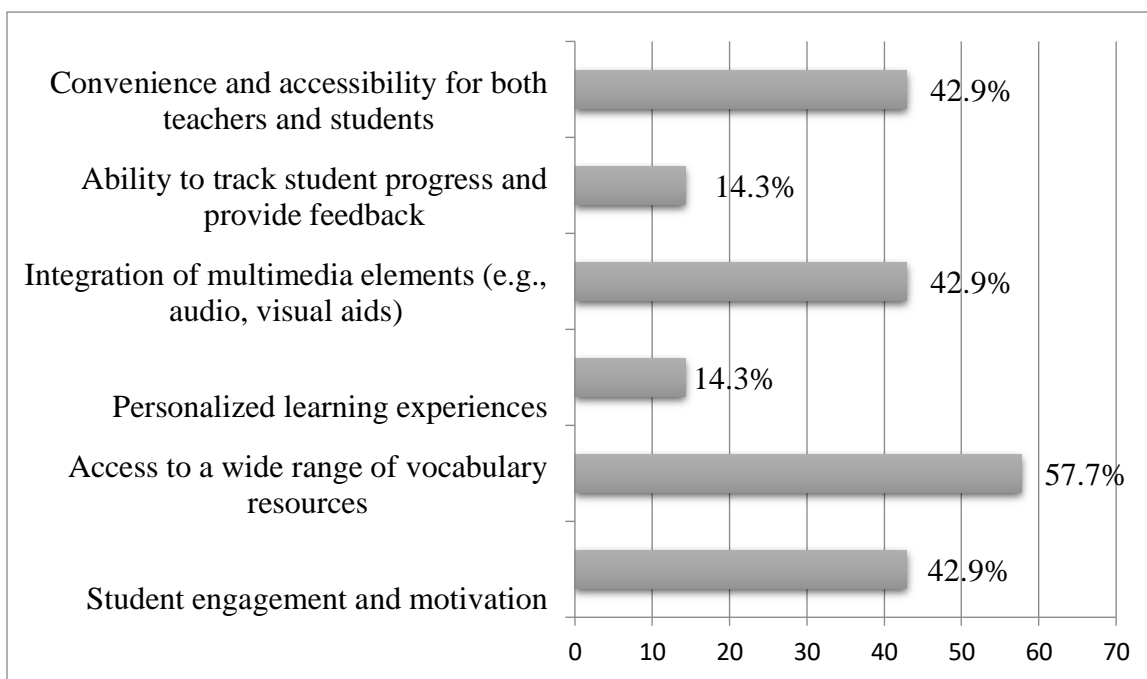


Figure 08: Factors that influence Teachers’ Decision on Using MA for VA

Based on the findings from Figure (08), it is shown that most teachers 4 (57.1%) chose “Access to a wide range of vocabulary resources”, while “Student engagement and motivation”,

“Integration of multimedia elements (e.g., audio, visual aids)” and “Convenience and accessibility for both teachers and students” were equally chosen by 3 (42.9%) teachers each, “Personalized learning experiences” and “Ability to track student progress and provide feedback” were both chosen by only 1 (14.3%) teacher each.

Question 04: How do you perceive the effectiveness of Mobile Applications in enhancing Vocabulary Acquisition compared to traditional teaching methods?

This question’s main aim is to determine how teachers view the integration of technology (MA in this case) in their teaching compared to the ancient methods.

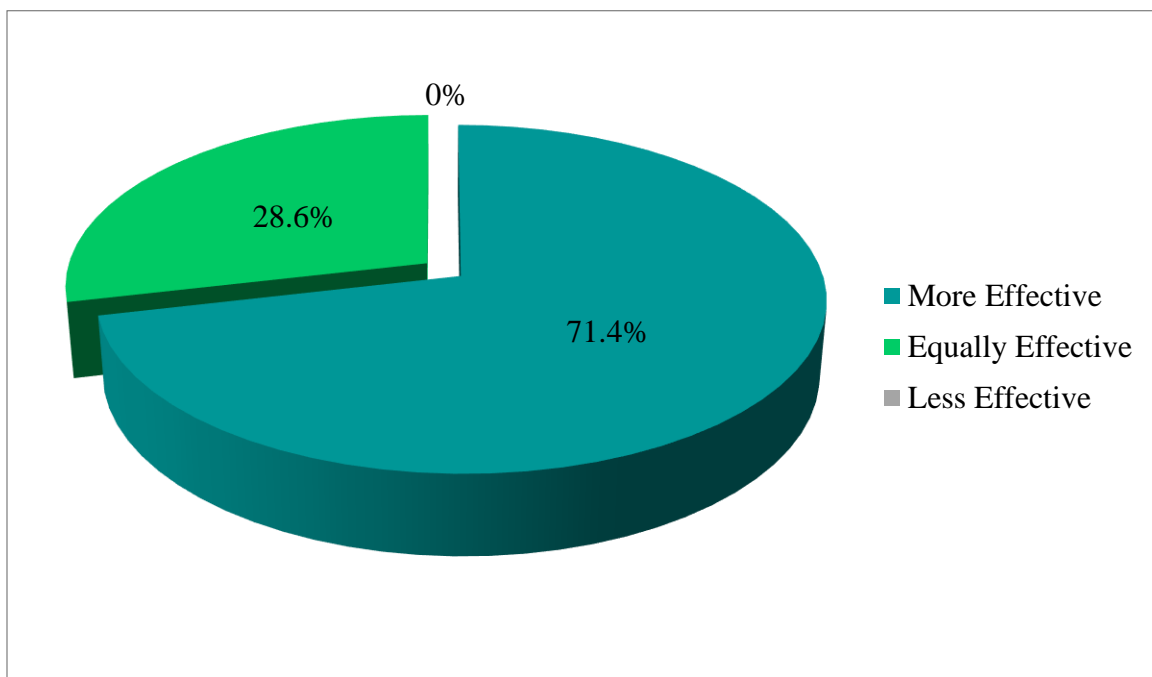


Figure 09: Teachers' Perception of the Effectiveness of MA compared to the Tradition Methods

Results from Figure (09) show that most teachers 5 (71.4%) see that the use of MA is “More Effective” than the Traditional Methods, whereas 2 (28.6%) teachers view it as “Equally Effective”, and no teacher (00%) see it “Less Effective”.

Question 05: Have you observed any notable improvements in your students' Vocabulary skills since incorporating Mobile Applications into your EFL instruction?

* If yes, please explain.

This “Yes” or “No” question aimed to check if there were any improvements in students' Vocabulary after teachers using MA.

According to the answers gathered from the teachers' questionnaire, answers to this question (05) show that most teachers 5 (85.7%) agreed (picked “Yes”), they have observed notable improvements in their students' vocabulary skills since they incorporated MA, whereas only 1 (14.4%) picked “No” they didn't because s(he) has not tried them yet.

For the reasons why they have answered “Yes”, they wrote some notes that are summarized as follows:

- Students tend to be more motivated when they use their own phones. They can also check the dictionary or Google the words immediately.
- Students developed their vocabulary repertoire, started to engage more in classroom interaction, and could overcome their communication difficulties.

- After using MA students got more motivated to learn enrich their vocabulary repertoire which led them to engage more in their learning process, as these MA give them more flexibility and access to technology the thing that make them more interested in learning.
- Their vocabulary has improved at some point, yet the progress was quite slower than expected.

Question 06: How confident do you feel in your ability to integrate Mobile Applications into your EFL curriculum for Vocabulary Acquisition?

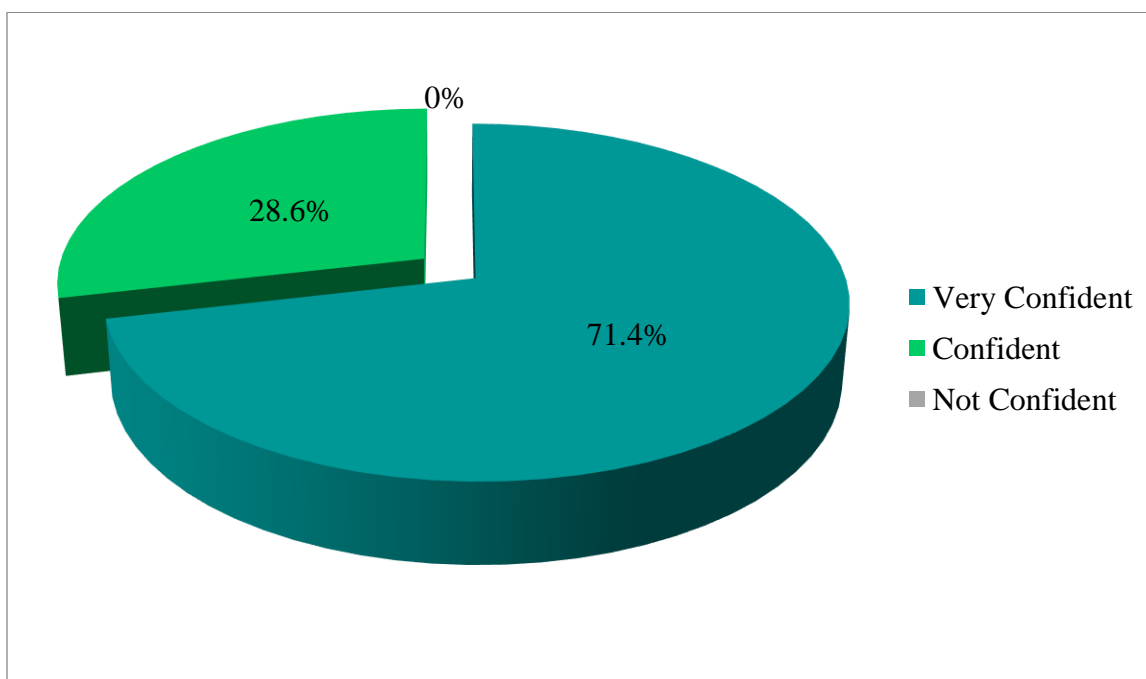


Figure 10: Teachers' Confidence in their Abilities to integrate MA in their ESL curriculum for

VA

Results from Figure (10) show that the majority of 5 (71.4%) teachers are “Very Confident” in their abilities to integrate MA in their ESL curriculum for VA, while 2 (28.6%) are just “Confident” about it, yet No teacher (00%) is “Not Confident” about it.

Question 07: Would you recommend the use of Mobile Applications for Vocabulary Acquisition to other EFL teachers? Please Explain?

This “Yes” or “No” question aimed to see if the teachers would recommend MA for VA to other teachers who have not tried them yet or not.

Answers to this question were all the same, all 7 (100%) teacher answered “Yes”, they would recommend the use of MA for VA to other teacher.

Their Explanations why are summarized as follows:

- Because they help both students and teachers, they also facilitate the learning process as they are easy and not time consuming and available inside and outside the classroom.
- Because it would get students engaged and to be creative in using their new learnt vocabulary as we are in the tech era so why not embrace technology and use it in our favor.
- Because students are digital natives who learn a lot from their internet-connected MA that sometimes replace teachers in and outside the classroom.
- MA leverage technology to create engaging and interactive learning experiences that can motivate students to actively participate in their vocabulary development. Furthermore, MA often utilize multimedia elements such as audio pronunciations, visual aids, and real-world examples to help students better understand and remember new words. These multimedia

features cater to different learning styles and preferences, making VA more effective and enjoyable for a broader range of students.

- Because it can be a fun way for students, especially for first and second year students, because they be less motivated to study at home at that stage, so engaging MA would give them the opportunity to study anywhere and at any time because they carry their cell phones with them wherever they go nowadays.

Question 08: Do you have any additional comments or insights you would like to share regarding the use of Mobile Applications for Vocabulary Acquisition in EFL instruction?

For this last question, it was done as an optional section for teachers to leave any comments or insights they want in case they did not have the chance to explain anything in the previous questions.

Their answers are put exactly as they wrote them in the questionnaire in the following notes:

- Since we are in the age of technology and AI, it is a must to incorporate MA in teaching and learning vocabulary.
- I would say that we should not overuse MA.
- I suggest that teachers should share the MA they use with their students so that they can benefit from them.
- Teachers need to encourage students to use MA both inside and outside of the classroom, yet they need to know how and when to integrate them into the teaching and learning process.

- It is a good idea for sure, but as teachers, we need to be stricter when it comes to the use of cell phones for studying. Students get distracted easily when scrolling through their cell phones; I suggest we deal with these MA on a certain time that we previously agree on especially on weekends and vacations.

Chapter Five

Discussion of the Results, Recommendations, Implications, and Limitations of the Study

Introduction

This Chapter focuses on the discussion of the results gathered from the research instruments in the previous chapter, the limitations that faced the researchers during this research, implications and recommendations for both teachers and students arising from the study investigating the integration of MA in language education to facilitate VA in EFL classrooms. It is also important to acknowledge the limitations that have influenced the research outcomes, and by understanding these limitations, it provides directions for further research. Also the implications of the study's findings for both students and teachers, highlighting practical recommendations that can be applied in language education settings which can lead to better and easier VA by the use MA.

4.1. Discussion of the Results

4.1.1. From Students' Questionnaire

The analysis of the students' questionnaire reveals that the majority of students use MA to enhance their English Vocabulary. According to Figure (01), 35.4% of students use MA "Several times a week", while 20.5% use them "Daily". This suggests a high engagement with MA among students, supporting Hypothesis number (01): (**H1**: Learners do use MA for learning purposes). The relatively high frequency of use indicates that students find MA to be a valuable tool for VA.

The results also show that students find MA effective for VA due to several key features. Figure (03) indicates that 35.3% of students appreciate the variety of learning procedures offered by these apps. Additionally, 29.4% value the interactive and engaging content, and another 29.4% appreciate the convenience and accessibility of these apps. These aspects are critical for maintaining student interests and facilitating consistent learning habits, thus supporting Hypothesis number (02): (**H2**: the rational use of MA is helpful and beneficial in enhancing Vocabulary Acquisition).

Moreover, the motivational aspect is highlighted in Figure (05), where more than half of the students (52.9%) are “Very Motivated” to continue using MA for VA. This high level of motivation can be attributed to the positive experiences and perceived benefits of using these apps, indicating their effectiveness in helping students Acquire new Vocabulary. Also, the data in Figure (02) shows that “Duolingo” is the most popular app among students, with 70.6% using it. Other Apps like “Quizlet” and “Vocabulary.com” are used by a smaller portion of students (14.7% each), indicating a preference for Apps that offer gamified and structured learning experiences. This preference reflects students’ inclination towards interactive and engaging platforms, which aligns with modern trends in educational technology.

4.1.2. From Teachers’ Questionnaire

From the teachers’ perspective, the findings in Figure (06) show that a majority (57.1%) incorporate MA “Sometimes” in their Vocabulary teaching. This indicates a moderate level of acceptance and integration of MA in EFL teaching practices.

In Figure (07), it is evident that "Duolingo" and "Vocabulary.com" are preferred by teachers, with 71.4% and 57.1% usage respectively. This preference aligns with the students’

choices, indicating that these apps are perceived as effective equally by both teachers and students.

Teachers also recognize several benefits of MA in VA, as shown in Figure (08). The primary benefit identified is access to a wide range of Vocabulary resources (57.1%). Additionally, aspects such as student engagement, multimedia integration, and convenience are valued by 42.9% of teachers each.

To sum-up, the analysis confirms that students do use MA for English VA. The variety of learning methods, engaging content, and convenience provided by these apps contribute to their effectiveness in VA. Both students and teachers recognize the benefits of these apps, though there is room for increased adoption and utilization of more advanced features like personalized learning and progress tracking. Thus, both hypotheses (**H1 & H2**) are validated: learners use MA for learning purposes, and these apps are beneficial in enhancing VA in EFL classrooms.

4.2. Recommendations

4.2.1. For Students

- Students should set goals to track their progress in learning new Vocabulary which would keep them motivated.
- They should stay regular and consistent, consistency is key to learn anything new so regular practices of using MA would definitely help them progress.
- Use variety of apps until they find what suits them most and what is more appropriate for their needs.
- Ask for help or support from teachers or higher level students when needed, because they have better experiences so they can facilitate any difficulties students might face.

- Join online communities or study groups that use the same s, communicating with people from different parts of the world who share the same goals is the best motivation.

4.2.2. For Teachers

- Join seminars focused on integrating MA into EFL teaching which can provide practical insights and strategies for effective usage.

- Incorporate MA into lesson plans and classroom activities. Design assignments and projects that require students to use specificappsfor VA.

- Track students' progress and use feedback features of MA to monitor students' performance. This data can help identify areas where students need additional support.

- Findapps that offer interactive and engaging content, such as games, quizzes, and multimedia resources. This can make vocabulary learning more enjoyable and effective.

- Be available to help students with any issues they encounter while using MA. Provide clear instructions and problem solving tips.

4.2.3. For Further Research

- Investigate the long-term retention of VA through MA in EFL classrooms.

- The impact of a specific MA on the cultural differences in language education.

- The effectiveness of MA for VA across different levels of English proficiency.

- The impact of personalized learning experiences and adaptive learning features in MA on

VA.

4.3. Implications

- MA can make learning more interactive and enjoyable for both students and teachers, by increasing the students' engagement and motivation and facilitate things for the teachers.
- MA make the process of learning accessible anytime and anywhere, offering flexibility that traditional methods lack.
- A wide range of resources are available on MA, including multimedia content and interactive exercises for VA, it can address different learning styles and preferences.
- Developing digital literacy skills via the use of MA by both students and teachers for better and more effective learning.
- VA must be an ongoing process for every language learner; they should be updated with the new learning tools and not stick to the traditional methods of learning.

4.4. Limitations of the Study

- Technology limitations: The study has encountered technological limitations in terms of the lack of the internet connectivity inside the university.
- Time constraints hindered the ability to collect data over a longer period and utilize additional data gathering tools such as interviewing teachers.
- The study has been limited by the sample size of the teachers who were involved (seven responses).
- The administered questionnaire was limited only to first year students. The fact that does not make the results applicable on other levels, because the students' opinions may differ depending on their educational level.

Conclusion

The final Chapter tackled the discussion of the results, recommendations for both teachers and students and for further research, implications, and limitations of the study. The study supports the use of MA in EFL education for VA. Students are motivated to use MA in their learning new Vocabulary process, and the teachers are also willing to incorporate these apps in their teaching approaches.

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Appendices

Appendix A (Students' Questionnaire)

Dear students,

Please take few minutes to complete the following questionnaire. This questionnaire is designed as part of our master research entitled “Exploring the use of Mobile Applications in enhancing Vocabulary Acquisition in EFL classrooms”. The data gathered will be used in an absolute anonymity and confidentiality.

Section One:

1. How often do you use Mobile Applications for learning English Vocabulary?

- Daily
- Several times a week
- Once a week
- Rarely
- Never

2. Which Mobile Applications do you use for learning English Vocabulary?

- Quizlet
- Duolingo
- Vocabulary.com
- HelloTalk
- YouTube

*Other:

3. Why do you prefer to use Mobile Applications rather than other methods to improve your Vocabulary in English?

- Convenience and Accessibility
- Interactive and engaging content
- Personalized learning
- Progress tracking and feedback
- Variety of learning resources

4. What was your level of proficiency in English before using the Mobile Applications?

- Beginner
- Intermediate
- Advanced

Section Two:

5. Have you noticed any improvement in your English Vocabulary since using Mobile Applications?

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*If yes, please describe.

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6. How do you perceive the effectiveness of Mobile Applications compared to traditional methods in acquiring English Vocabulary?

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7. How motivated are you to continue using Mobile Applications for learning English Vocabulary in the future?

- Very Motiva
- Motiva
- Not Motiva

8. Would you recommend Mobile Applications for Vocabulary acquisition to other English Language learners?

- Y
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*Why?

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9. Do you have any additional comments or suggestions regarding the use of Mobile Applications for learning English Vocabulary?

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Appendix B (Teachers' Questionnaire)

Dear teachers,

Please take few minutes to complete the following questionnaire. This questionnaire is designed as part of our master research entitled “Exploring the use of Mobile Applications in enhancing Vocabulary Acquisition in EFL classrooms”. The data gathered will be used in an absolute anonymity and confidentiality.

1. How often do you incorporate Mobile Applications for Vocabulary Acquisition in your EFL teaching?

- Alwa
- Someti
- Ne

2. Which Mobile Applications do you currently use or have experience with for Vocabulary Acquisition in EFL instruction? (You can choose more than one option)

- Qui
- Duoli
- Mem
- Vocabulary.c

*Other:

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3. What are the factors that influence your decision to use Mobile Applications for Vocabulary Acquisition in EFL instruction? (You can choose more than one)

- Students' engagement and motivation
- Access to a wide range of vocabulary resources
- Personalized learning experiences
- Integration of multimedia elements (e.g., audio, visual aids)
- Ability to track students' progress and provide them with feedback
- Convenience and accessibility for both teachers and students

*Other:

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4. How do you perceive the effectiveness of Mobile Applications in enhancing Vocabulary Acquisition compared to traditional teaching methods?

- More Effective
- Equally Effective
- Less Effective

5. Have you observed any notable improvements in your students' Vocabulary skills since incorporating Mobile Applications into your EFL instruction?

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*If yes, please explain:

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6. How confident do you feel in your ability to integrate Mobile Applications into your EFL curriculum for Vocabulary Acquisition?

- Very Confid
- Confid
- Not Confid

7. Would you recommend the use of Mobile Applications for Vocabulary Acquisition to other EFL teachers?

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*Please Explain:

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8. Do you have any additional comments or insights you would like to share regarding the use of Mobile Applications for Vocabulary Acquisition in EFL instruction?

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