



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

Letters and Foreign Languages
English Language
Sciences of the language

**Investigating the Impact of English Vocabulary Smart Phone
Applications on EFL Students' Vocabulary Learning
The case of Master students at Biskra University**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master
in Sciences of Language

PREPARED BY:

Mr. BOUCHARÉB Nourreddine

SUPERVISED BY:

Dr. ZEGHDOUD Meriem

Board of Examiners

Dr. TIGANE Ilham	(Chairperson)	(University of Biskra)
Dr. ZEGHDOUD Meriem	(Supervisor)	(University of Biskra)
Mrs. KACHA Asma	(Examiner)	(University of Biskra)
Mr. LEBIAR Khaled	(Examiner)	(University of Biskra)

Academic Year: 2021-2022

Declaration

I, BOUCHAREB Nouraddine, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

Certified:

Mr. BOUCHREB Nouraddine, Master student, Department of English.

Signature:

Dedication

I dedicate this work to my beloved parents; you are the reason for what I have become now. Thank you for your continuous care and support.

To my beloved brother, sisters and all the family for being there for me when I needed them.

To my dear classmates, who made this experience so enjoyable. And everyone who helped with this work....

Thank you

Acknowledgements

First of all, Praise to Allah (SWT), for giving me this wonderful opportunity and strength to complete such an eloquent journey of my life.

My gratitude goes to **Dr. Zeghdoud Meriem** for her kind supervision, comprehensive advice and encouragement.

I would also thank the board examiners **Dr. Tigane Ilham, Mrs Kacha Asma and Mr. Lebiar Khaled** for giving this piece of work some of their time and effort to evaluate it.

I would like to extend my gratitude to my university family, the people whom I spent with the last two years of my life.

I would especially thank my best friends, Zohir, Omar, Taha, and my roommate Toufik.

My heartfelt gratitude goes to my beloved parents **Mr. Massoud** and **Mme. Nanna Gourari**, for their support and motivation.

Abstract

The purpose of this study is to investigate the impact of English mobile phone applications on EFL students' vocabulary learning. The researcher postulated two main hypotheses. The first hypothesis is learning lexis with the association of vocabulary mobile apps is effective and will simplify the process. While the second one is vocabulary mobile apps are a valid aid for English foreign learners. Accordingly, to confirm or refuse the hypotheses the researcher used the quantitative approach to describe and analyse the study. The data were gathered through questionnaires for the students and teachers. The questionnaire was distributed to 42 second year master students at the University of Mohamed Khieder-Biskra while the second one was administered to 20 of teachers at the same University. The obtained result of this investigation confirmed the hypotheses and proved that the use of English vocabulary mobile phone applications as a modern learning tool is a useful means to simplify and motivate students to learn new vocabulary.

Key words: vocabulary learning, EFL students, Phone applications.

List of Abbreviation and Acronyms

Apps/App: Applications / Application.

EFL: English as a Foreign Language.

E-Learning: Electronic learning.

ESL: English as a second language.

FL: Foreign language.

ICT: Information, Communication, and Technology.

L1: First language/Mother tongue.

L2: Second language.

MALL: Mobile-Assisted Language learning.

M-Learning: Mobile applications learning.

SMS: Short Message Service.

List of Tables

Table 1: classification of English language (part of speech)	11
Table 2: Theories Supporting Mobile Applications Learning (as mentioned and cited in Keskin. Metcalf (2011)).....	29
Table 3: Students' vocabulary learning strategies	42
Table 4: The main techniques that teachers use to enhance your vocabulary among their students.	45
Table 5: The selected types of vocabulary phone applications	50

List of Figures

Figure 1: A diagram illustrate hyponymy relation	13
Figure 2: Five essential steps to learn new words. Hatch and brown (1995, p. 374).....	19
Figure 3: Participants' Age.....	38
Figure 4: Reason behind choosing English as major speciality	39
Figure 5: The attitude toward the importance of vocabulary	40
Figure 6: Students' vocabulary level.....	40
Figure 7: Students' attitude toward the role of exposure to the English language.....	41
Figure 8: Participants' attitude toward exposure.....	42
Figure 9: Students' vocabulary learning strategies	43
Figure 10: Raising the awareness about the importance of vocabulary by teachers	44
Figure 11: Main techniques used by teachers for EFLs	45
Figure 12: The use of English vocabulary Apps in class by the teacher.....	46
Figure 13: English vocabulary Apps VS traditional method.....	47
Figure 14: Frequency of vocabulary Apps usage.....	48
Figure 15: Students finding simplicity in learning English vocabulary while	49
Figure 16: Students' choice about their favorable vocabulary applications.	50
Figure 17: The attitude of usage by EFL students.....	51
Figure 18: Years of teaching experience	53
Figure 19: satisfaction of students' ways of learning vocabulary	54
Figure 20: methods applied in teaching vocabulary by the participants	55
Figure 21: The attitude of encouraging students to infer words' meaning by teachers	56
Figure 22: The importance of vocabulary learning among students in the view of teachers	56
Figure 23: Encouraging students to use smart phone technology to get new words meaning by teachers.....	58

Figure 24: Teachers familiarity with English Vocabulary Smart phone Applications	59
Figure 25: Do vocabulary Apps help both learners and teachers	60
Figure 26: Should learners use English vocabulary Apps that contain mother tongue.....	61
Figure 27: The attitude of giving students vocabulary quizzes with the help of lexis apps	62
Figure 28: learning poses a challenge for your students at present	62
Figure 29: English vocabulary Apps VS traditional method in the view of teacher	63

Table of Contents

Declaration	II
Dedication.....	III
Acknowledgements	IV
Abstract	V
List of Abbreviation and Acronyms.....	VI
List of Tables.....	VII
List of Figures	VIII
Table of Contents.....	X

General Introduction

Background of the study	1
Statement of the problem.....	2
Research Questions	2
Hypotheses.....	3
Significance of the study	3
Methodology.....	4
Population and Sample	5
Review of the related literature	5
Structure of the Dissertation	7

Chapter One: Vocabulary Learning

Introduction	8
1. Definition of Vocabulary	8
2. Vocabulary acquisition	9
3. Vocabulary description	9
3.1 Lexicography.....	9
3.2 Lexicology.....	10
3.3 Word classes.....	10
3.4 Word meaning	12
3.4.1 Polysemy	12
3.4.2 Hyponymy	12
3.4.3 Synonymy	13
3.4.4 Antonym	14
4. Vocabulary teaching.....	14
4.1 Vocabulary Teaching Techniques.....	15
5. Learning vocabulary	15
5.1 Vocabulary Learning Strategies (VLS).....	16
5.1.1 Determination Strategies	16
5.1.2 Memory Strategies.....	17
5.1.3 Social Strategies	17
5.1.4 Cognitive Strategies.....	17

5.1.5 Metacognitive Strategies	18
6. Steps of Learning Vocabulary	18
6.1 Encountering new word	19
6.2 Getting the Word Form	20
6.3 Getting the Word Meaning	20
6.4 Consolidating the Word Form and Meaning in Memory	20
6.5 Using the Word	21
7. The Importance of Vocabulary	21
Conclusion	22

Chapter Two: Vocabulary Applications of English

Introduction	23
1. Aspect to consider when teaching or learning English as a foreign language	23
1.2 The role of exposure to the English language	23
1.3 The importance of using authentic material inside/outside EFL classroom	24
1.4 Information communication technology (ICT).....	24
1.4.1 Multimedia aids	25
1.4.2 Learning with multimedia	25
2. Mobile-Assisted Language Learning (MALL)	26
3. Theories that support Mobile Applications Learning.....	27
4. Selected MALL applications in language learning.....	29
4.1 SMS texting Apps	29

4.2 Social networks Apps	30
4.3 Voice recognition Apps	31
4.4 Videos Apps.....	32
5. Advantages and disadvantages of using Apps for vocabulary learning	33
Conclusion	33

Chapter Three: Analysis and Discussion of the Findings

Introduction	35
1. Research Design.....	35
2. Population and Sample	35
3. Data Collection Tools	36
4. Validity of Instruments	36
5. Administration of the Questionnaires	36
6. Description of the students' questionnaires	37
7. Analysis of the students' questionnaire	38
8. Description of the teachers' questionnaire.....	52
9. Analysis of the teachers' questionnaire	52
9. Discussion of the Findings.....	64
Teachers' questionnaire	65
Conclusion	66
General conclusion	67
Limitation of the study	68

Pedagogical Implications 68

Recommendations..... 69

References

Appendices

المخلص

General Introduction

Background of the study

Vocabulary is fundamental to English language learning because without sufficient vocabulary learners cannot understand others or express their own ideas (Lessard-Clouston, 2021). Little can be communicated without grammar, and nothing can be communicated without vocabulary; Wilkins (1972). This point reflects many experiences with different languages; even without grammar, with some useful words and expressions, an individual can often manage to communicate. Lewis (1993) even went so far as to say that lexis is the "heart" or "core" of language. Particularly as learners develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies (Lessard-Clouston, 2021).

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) stated “learners carry around dictionaries and not grammar books”. (P4). Learning vocabulary helps students understand and communicate with others in English. Voltaire purportedly said Language is very difficult to put into words (Lessard-Clouston, 2021).

Today, young people cannot imagine their life without smart phones. University students usually have their smart phones at hands even during their classes. Nearly every student owns one or two smart phones (Campbell, 2006). As statistics point out, 64% of students consider accessing their learning material from a mobile device essential. Smartphone learners complete course material 45% faster than those using a computer and 89% of Smartphone users download applications, 50% of which are used for learning.

There are about 200 mobile apps on Google Play for learning English as a foreign language (EFL) vocabulary, both contextually and literally (Ozgur,Celik.Yavuz, Fatih, 2018). They are, nevertheless, used extensively in the development of learners' vocabulary. In addition to the fact that smart phones have a limited display, vocabulary apps content must be divided into little parts that are suitable for learning new words and maybe sentences (Klímová and Pražák, 2019).

Statement of the problem

Learning vocabulary is an essential element of learning a foreign language. Learning vocabulary is a problematic because many students are not aware about the appropriate methods of vocabulary learning.

Algerian university master students are an example of those learners. In order to be more familiar with English vocabulary and also communicate effectively. There are many ways to do that for example by reading, listening to audios, use of cell phone vocabulary apps, etc. second year master level EFL students at the university of Mohamed khider-Biskra find some difficulties concerning vocabulary learning. Therefore, this research aims to investigate how English vocabulary apps can be a facilitating tool which can help students to enhance their vocabulary stock.

Research Questions

RQ1: How effective are vocabulary mobile applications of English in enhancing learners' vocabulary learning?

RQ2: Do traditional learning vocabulary methods limit the words' scope for students?

Hypotheses

H1: Learning lexis with the association to vocabulary mobile apps is effective.

H2: Vocabulary mobile apps are a valid aid for English foreign learners.

Significance of the study

Learning that is associated with vocabulary mobile apps is convenient to access at any time and from any location because it is portable. Therefore, it allows students to get more knowledge in class or outside about any given utterances.

This study will allow students to have a hands-on learning experience, which will help them improve their research skills, motivation, and knowledge on their own. Moreover, it will shift their perspective regarding the subject of standard vocabulary learning methods.

Operational Definitions of Terms

Vocabulary: In order to learn a language, it is necessary to have a large vocabulary. Researchers have defined the term vocabulary in a variety of ways. Vocabulary is defined by Ur (1996) as the terms that are taught in a foreign language. Moreover, a list of terms for a particular language or a list of words that individual speaker of a language may use in Brown and Hatch's description, (1995). Thus, vocabulary is a sequence of words used by learners of a foreign language. In this study, vocabulary refers to vocabulary learning by Master students at Biskra University.

Mobile phone App: often known as an app, is a computer program or software application that runs on a mobile device such a phone, tablet, or smart watch. Mobile applications often stand in contrast to desktop applications. Apps were originally intended

for productivity assistance such as email, calendar, and contact databases, but the public demand for apps caused rapid expansion into other areas such as mobile games, factory automation, GPS and location-based services, and this study's main subject English vocabulary mobile apps. They are generally downloaded from app stores, which are a type of digital distribution platforms (Wikipedia). In the present study, phone applications refer to the applications used by Master students to learn vocabulary.

Methodology

The present study deals with the impact of smart phone vocabulary applications of English on EFL students' vocabulary learning. Therefore, to answer the research questions, the research adopts a descriptive method design in terms of questionnaires. The research follows the mixed approach since it is appropriate and applicable for the nature of our research. This research is designed for a case study of master 2 EFL students at the University of Mohamed Khider-Biskra.

Data Collection Tools

For data collection instruments, a questionnaire will be distributed to master two students at Mohamed Kheider University of Biskra to investigate their attitudes towards using mobile apps technology for learning new vocabulary. Besides, another questionnaire will be made for teachers to explore their attitudes about the performance of students who use their mobile apps to learn words, whether at class or outside.

Population and Sample

The population targeted by this study comprised teachers and master two students at the University of Mohammed Kheider-Biskra were in total 276. A random selection of participants from the department will constitute the study's population. 20 of the participants were teachers, and 42 were students. The reason of choosing such sample is because they are in the process of writing a research papers ending with their dissertations' at the end of the second semester.

Review of the related literature

Several studies have been carried out in relation to the current study amongst them,

Fageeh (2013) conducted a study to explore the benefits of mobile phone applications with regard to their potential for improving vocabulary learning and motivation. Learning theories and cognitive techniques were explored to provide a theoretical foundation for this study. Following a pre-test, post-test design, 27 experimental students and 31 controlled students participated in this study by using mobile vocabulary applications thrice a week over the course of one semester. The results indicated statistically significant differences in performance between the two groups in pre-test scores and increases in the post-test scores of the experimental group indicating enhanced vocabulary learning. A motivation scale was employed to measure the motivation of the participants in both groups at post-test. As a result of the study experimental participants had enhanced motivation perceptions compared to the control participants.

Rezaei, Mai and Pesaranghader (2014) conducted a study on intermediate level of English learners' performance before and after using a vocabulary mobile app that was introduced to the participants in order to examine whether the app will affect positively vocabulary learning. The study revealed positive changes in learners' performance and the questionnaire analysis indicated that using the application helped enhance learning of vocabulary. Besides, students had positive tendency towards the use of the app in education.

Peters (2018) investigated the impact of exposure to media outside of the classroom on enhancing the vocabulary knowledge of Flemish learners. The findings revealed that both the length of instructions and exposure have an impact on a learner's vocabulary knowledge, although outside exposure has a greater impact than instruction length.

Blanka,K and Petra,P (2020) conducted a study about students' perception of the use of a mobile application in learning new English vocabulary and phrases to describe its strengths and weaknesses as perceived by the students. A mixed-method approach was selected by the researchers. 28 university students answered a questionnaire after experiencing the app during one semester. As a result, the students agreed on the positive aspects displayed in the questionnaire prevailed over their disagreement. The mobile app helped students prepare for the final achievement test; learning was accessible from anywhere and at any time, students appreciated the corrective feedback of the app. As the findings indicate, the implementation of the mobile app in other courses taught at the faculty was recommended but the students reported that the app was not very supportive regarding communication.

Structure of the Dissertation

This dissertation is composed of an independent variable which is English mobile phone applications, and a dependent variable, which is vocabulary learning. This dissertation is divided into two main parts. The first part is devoted to the theoretical part. It contains two chapters while the second part is devoted to the field work. The first chapter provides a brief overview about the vocabulary learning while the second chapter will present the technology of mobile phone vocabulary application. The third chapter includes a description and a discussion of the findings. It is devoted to data collection, analysis, and discussion. A conclusion is made for our research with some suggestion and recommendation.

Chapter One
Vocabulary Learning

Introduction

It is commonly recognized that vocabulary provides an important role in the process of learning a second/foreign language; as a result, it helps learners in improving their language proficiency and communication skills. Students learn the target language's vocabulary and its meaning since the more words they know, the more they will be able to deliver messages and communicate successfully. The focus of this chapter will be on defining vocabulary and how the acquisition happens, then distinguishing its categories. Afterwards, we will go through some vocabulary terms. After that, we will go over many methods, steps, and strategies for acquiring and teaching vocabulary. Finally, we will refer to the importance of vocabulary in EFL classroom.

1. Definition of Vocabulary

Vocabulary is the word of a language; the words available to or utilized by an individual; the words relevant to a subject or occupations are all forms of vocabulary according to McArthur (1992). Richard and Schmidt (1985) In Longman' dictionary mentioned that vocabulary is a set of lexemes, including single words, compound words and idioms. According to Ur (1996) vocabulary is “the words we teach in the foreign language” (p, 60).

Thornbury (2002) argued that learning new words is an endless process. Even in our native tongue, we continue to learn new words and new meanings for old ones. It is to consider that the act of acquiring new words in a foreign language as well as in first

language is unstoppable. In other words, vocabulary is a set of lexis used by individuals with a particular purpose.

2. Vocabulary acquisition

Vocabulary acquisition happens in one of the following ways: Direct through direct conscious study or Incidental vocabulary acquisition which is atypical way of vocabulary acquisition, especially for proficient readers. Incidental vocabulary learning refers to the process of learning without specific focus of attention. It is the way through which learners focus on understanding the meaning of a text or listening to readings, instead of intentional learning (Hong, 2010). However, the educational system should not overlook or rely solely on incidental learning. Using vocabulary logs, word walls, and other strategies, the system should seek to improve its effectiveness Hong (2010). Multimedia can be used as a great asset to help vocabulary development. It has features that no other traditional educational tool has, like providing a range of examples, such as videos, music, photos, animation, and accessibility (Al-Seghayer, 2005).

3. Vocabulary description

In order to investigate vocabulary and its form, meaning, and use, two major linguistic divisions have emerged.

3.1 Lexicography

Jackson (2013) believes lexicography has two distinct meanings. The first is a set of dictionaries, whereas the second is dictionary research. Alternatively, lexicography is the study of defining, arranging, and organizing items in a dictionary.

Lexicography, and according to Bussmann (1996), is one of the necessary tasks for editing and creating the language's vocabulary. Moreover, (McArthur, 1992) defines lexicography as the producer and profession of arranging and describing items of vocabulary in such works of reference as dictionaries, glossaries, thesauruses, synonym guides, usage guides, and concordances.

3.2 Lexicology

According to McArthur (1992, p. 602), lexicology is the study of the nature, meaning, history, and usage of words. Lexicology is a discipline of linguistics that analyzes the formation, meaning, and application of words. In addition to Bussmann's (1996) definition, the study of the meaning of linguistic items and the link between words and morphemes is known as lexicology.

3.3 Word classes

In English, words are categorised according to their purpose. Thornbury (1988) argues that words in a text have various functions. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners are the different types of words.

8 Parts of Speech

Part of Speech	Function	Examples
Nouns	Naming people, places, things & ideas/concepts	<ul style="list-style-type: none"> • Mike owns the fastest car • They decided to buy the house • I believe in free speech
Adjectives	Describing nouns and pronouns	<ul style="list-style-type: none"> • That was an exciting film • The boy in the red jumper is happy • This is the longest essay
Adverbs	Modifying verbs, adjectives & adverbs	<ul style="list-style-type: none"> • She walked slowly • They are extremely poor • The police arrived very quickly
Verbs	Expressing a physical action or state	<ul style="list-style-type: none"> • Federer plays tennis • The floods are serious • Take your time
Prepositions	Showing relationships of words and phrases	<ul style="list-style-type: none"> • The book is on the table • He went into the room • I'm against abortion
Pronouns	Replacing nouns	<ul style="list-style-type: none"> • John gave her a gift • Why did you push me? • Please look after yourself
Conjunctions	Joining words, phrases & clauses	<ul style="list-style-type: none"> • He's tall and slim • I'll wait until she arrives • Tom's sick so he's not here
Interjections	Showing strong emotions or feelings	<ul style="list-style-type: none"> • Wow, that's brilliant news! • Ouch, that really hurt • Hey! How are you doing?

Table 1: Classification of English language (part of speech)

(www.grammarwiz.com/8-parts-of-speech.html.)

Speech is divided into eight types, as illustrated in the table above: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

3.4 Word meaning

It is about words, their meanings, and their relationships through: synonymy, antonymy, hyponymy, and polysemy.

3.4.1 Polysemy

Polysemy, and according to McArthur (1995), is a linguistic term for words or other elements of language that have two or more senses. This means that a single word can have multiple meanings. Also in Todd's (1987) declaration, polysemy refers to the numerous meanings of the same linguistic word.

3.4.2 Hyponymy

Hyponymy is a word, phrase, or lexeme of narrower or more particular meaning that comes under another of broader or more general meaning, According to McArthur (1992). Hyponym is a specialized word that is drawn from a broader term. The words Cat, Tiger, Dog, and Horse for example are all part of the word "Animal". The phrase "Tiger" is referred to as hyponym, while the term "Animal" is referred to as subordinate. The following figure illustrates this situation:

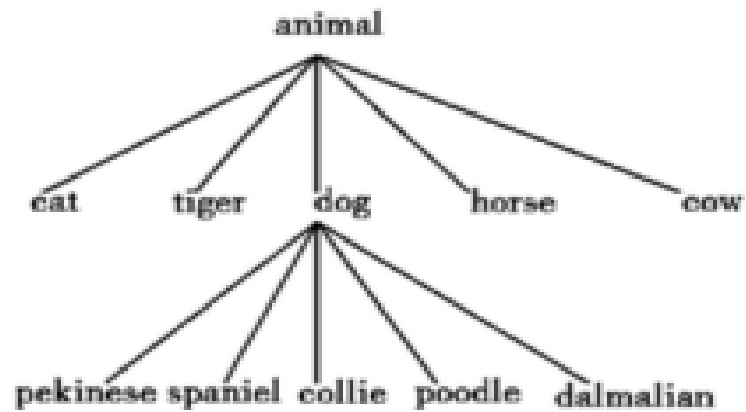


Figure 1: A diagram illustrate hyponymy relation; Wang, P (2016).

Moreover, Ur (1996) stated that items that serve as specific illustrations of a general idea, these words are referred to as hyponyms.

3.4.3 Synonymy

A word in the same language that has the same or nearly the same meaning in one or more senses as another: in contrast to antonym (Webster's New World Dictionary of the English Language, 1964). However, Hatch and Brown (1995) suggest that if all words have the same characteristics, we can employ them in various ways. He mentioned the terms "cease" as an example, stating that while "stop" and "cease" have the same meaning, the mother cannot say to her child "cease that!" instead of "stop that!".

3.4.4 Antonym

McCarthy, O'Keeffe, and Walsh (2010) claim that when two words have the different meanings, we call them antonyms or have an opposite sense relationship. Also, a word that means the opposite of another word, two antonyms of "light" are "dark" and "heavy".

4. Vocabulary teaching

It is not a simple task for teachers to teach vocabulary; they must follow specific stages and employ various approaches to ensure that the students acquire adequate vocabulary knowledge. According to Schmitt (2000) there are several factors that can influence vocabulary teaching, including the learner's age, the school system and program, and the words to be learnt. He also offered some concepts to consider when teaching vocabulary.

- Develop a rich visual vocabulary.
- Integrate new and ancient words.
- Encourage a maximum level of processing.
- Connect new words to the student's world in some way to make them "real."
- Motivate learners to use individual learning strategies.

4.1 Vocabulary Teaching Techniques

The teacher should employ a variety of strategies in order for students to learn vocabulary more efficiently. In other words, the teacher must use a variety of strategies in order to smoothly explain the items and their meaning. The visual approach like the use of: flashcards, photographs, blackboard drawings, charts, realia and the gestures to reinforce the concept.

The verbal technique according to Thornbury (2002) using mime to express the word “chicken” is helpful, but there are other words that cannot be described to students using mime alone, such as “trustworthy” and “freedom”. He believes that using words is the right way to describe the meaning of such objects by using synonym, definition, contrasts, opposites and scale technique. Finally, although translation is considered as a strategy that have negative influence in the process of teaching a language, Grain and Redman (1996) argue that it is an efficient method of conveying meaning. It saves time by avoiding complex explanations that could confuse the student. The risk of incorrect homophones should be considered in monolingual groups. For example, instead of "confident," the French term "confiance" should be interpreted as "trust". These are the three basic techniques for teaching vocabulary, according to Gain and Redman (1996).

5. Learning vocabulary

One of the most crucial aspects of learning a new language is memorizing vocabulary. That is why it is recognized to be a very vital step for students to master as

even native speakers cannot achieve that as well. In this area, we will present several procedures and techniques that learners should take into consideration in order to develop and develop their vocabulary knowledge.

5.1 Vocabulary Learning Strategies (VLS)

According to Schmitt (2000) learners should consider the learning context when deciding which vocabulary acquisition strategies to employ. He Added Students should consider the level of skill, the learner's L1 and culture, their motivation and reason for learning L2, the task and material employed, and the nature of L2 itself while teaching and using appropriate vocabulary learning techniques. Moreover, this list of vocabulary acquisition strategies is separated into two categories, according to Schmitt (2000) the first strategies are for discovering the meaning of a word and the other strategies for remembering that word once it has been introduced. Hence, determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive methods are the five groups of techniques.

5.1.1 Determination Strategies

Schmitt (2000) argues that a person uses determination techniques to figure out the meaning of a new word without relying on the expertise of another person. That is, while learning the meaning of a new term, the learner is totally dependent on himself. This can be done by counting on one's grammatical expertise, guessing from context, or consulting a dictionary.

5.1.2 Memory Strategies

Schmitt (2000) indicated that memory strategies is when linking a new word with previously learned knowledge. This can be accomplished by using imagery which entails associating new words with prior knowledge, such as prior experiences, or by employing grouping, which assists the learner in retrieving and arranging words in groups without reminding.

Complex mental processing is used in memory methods to aid long-term storage. It takes time, but it is worthwhile if the words learnt are useful.

5.1.3 Social Strategies

Learners can use both teacher and classmate assistance to learn a new word in this category of methods. That is why social methods are employed when dealing with others who can assist in the acquisition of new terminology. There are several approaches to this, including the use of synonyms, translation, and antonyms, among others (Schmitt, 2000).

5.1.4 Cognitive Strategies

Cook (2008) defined repetition which is amongst the cognitive strategies as: “repeating a term over and over again until you memorize it. That can be accomplished by memorizing a collection of words or by making a list of words on a flashcard and gradually omitting each word until there are none left” (p, 60). Also Cognitive strategies, according to Schmitt (2000), are related to memory strategies. However, he believes that memory

techniques treat mental processing, whereas cognitive strategies teach language through repetition, notebooks, and mechanical means.

5.1.5 Metacognitive Strategies

Schmitt (2000) believed that learning vocabulary, in this kind of strategies, is a systematic process in which the learner is authorized to choose his own path. This will be achieved by a systematic procedure in which the learner will plan, monitor, and assess themselves in determining the most effective manner for him to enhance his lexicon.

To summarize, these strategies can be employed to make learning vocabulary significantly simpler for learners. As a result, the student must carefully select the most relevant approaches for his/her learning style.

6. Steps of Learning Vocabulary

The teacher should focus more on how the learner can develop his vocabulary skills. Hatch and Brown (1995) proposed five key steps, which are depicted in the diagram below:

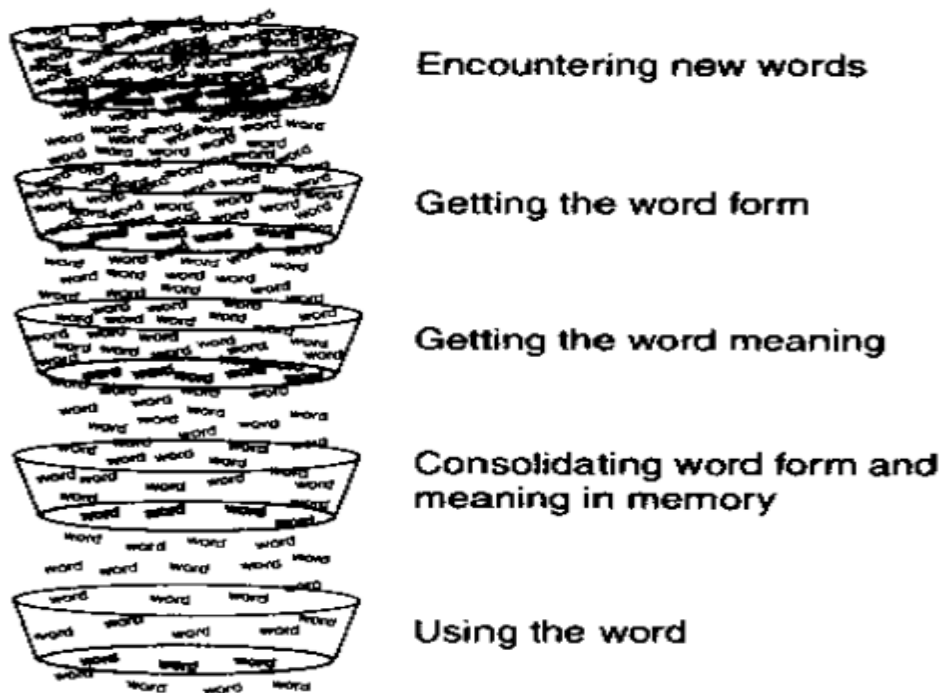


Figure 2: Five essential steps to learn new words. Hatch and Brown (1995, p. 374)

6.1 Encountering new word

This is the initial step, and it entails having access to resources for learning new words. Learners are supposed to learn new words via listening to songs, radio, or watching TV shows, as well as reading novels, short tales, newspapers, and magazines. These resources will assist them in becoming more exposed to the target language as well as learning new vocabulary for various situations. The amount of words learned will vary according to the area of interest and motivation; Hatch and Brown (1995).

6.2 Getting the Word Form

According to Hatch and Brown (1995) the second step in learning vocabulary is to understand the word form. It may contain both spelling and pronunciation. A student must associate new terms with comparable ones in his/her native tongue, in other languages he is familiar with, or words that sound similar. The necessity of knowing the word form becomes noticeable, when the student is required to provide a definition for a term.

6.3 Getting the Word Meaning

The word meaning is the third phase in learning vocabulary. Learners can use a variety of techniques in this step, such as asking an English native speaker or people who speak the learner language about the meaning of a word or using the word in his/her native tongue and ask someone to translate it to English. The ability to discriminate between word definitions varies depending on the learner's level, task requirements, and situation. A multilingual instructor or friend can help clarify the definition to the learner. Finally, the student can learn the meaning of a word by looking at it in a given context; as noted by Hatch and Brown (1995).

6.4 Consolidating the Word Form and Meaning in Memory

According to Hatch and Brown (1995) the student, in this step, must memorize both the form and the meaning of the new terms. As a result, the student can apply flashcards, matching activities, and crossword puzzles to practice vocabulary. The keywords technique is one of the strategies that scholars are interested in; it is a strategy in

which words are utilized in sentences to explain their meaning through contextual signals while the learner matches their form to other recognized forms.

6.5 Using the Word

Using words is the final step in learning vocabulary. When the goal is to make learning go as far as the word knowledge could go, word use plays a vital part. However, research suggests that word use is not a necessary step for people seeking for a receptive vocabulary understanding. One benefit of words use is that it ensures that the learnt words and their meaning will not be simply forgotten as mentioned by Hatch and Brown (1995). Finally, the learner must complete all the motioned five processes in order to have complete and useful vocabulary knowledge.

7. The Importance of Vocabulary

In the process of communication, teaching, or learning, vocabulary is unavoidable. As a result, it is the responsibility of instructors and other concerned educators to ensure that their target learners comprehend the importance of vocabulary and how to learn the terms. Wilkins (1972) claimed that while little can be said without grammar, nothing can be communicated without vocabulary. However, most traditional teachers, surprisingly enough, focus on grammar and mistakenly overlook the critical factor of vocabulary.

Moreover, most modern scholars have only recently recognized the linguistic and educational value of vocabulary and have begun publishing in this area. (Krashen, 1982) stressed, in order to progress in a foreign language, learners need to be able to understand

what they are hearing and reading, but if learners do not understand some part of the target vocabulary that they are reading or hearing, then this language is not comprehensible and therefore cannot be useful for acquisition.

Conclusion

To summarize, vocabulary is an important part of the FL/L2 learning process. As a result, in order to communicate more effectively and freely, learners must enhance their vocabulary stock. Also, teachers must employ a variety of ways to assist students in expanding their vocabulary and acquiring as much word stock as possible so that they may effectively deliver messages. Finally, in order to get a better result in the process of learning vocabulary, teachers and students must collaborate.

Chapter Two

Vocabulary Applications of English

Introduction

Presently, technology is widely used around the world, particularly among young people. This growth has influenced a range of areas, with education being one of the most domains that benefits from it. Teachers, particularly those who teach foreign languages, have shown an interest in using technology to enhance the learning process. Mobile phone application technology is one of these instruments that can assist learners in improving their language skills since it has numerous benefits: it simplifies the study of a new language for students and helps them comprehend the target language. The purpose of this chapter is to give an overview of important factors to consider when teaching English as a foreign language. Also, ICT and its uses will be explained then smart phones' application functions and theories that support phone application learning. At the end, listing some of the advantages and disadvantages of those apps.

1. Aspect to consider when teaching or learning English as a foreign language

1.2 The role of exposure to the English language

Several researchers looked into the impact of exposure on the EFL students. Meaning; people who learn language via understanding messages or "comprehensible input" according to Krashen's input theory. This suggests that the more a learner is exposed to the target language, the better he or she will be able to learn it. Exposure, according to Magno et al (2009, p. 64), is characterized as "the total amount of time in which an individual has contact with language, may it be in verbal or written form, formal or

informal ways of communication in which the learner may have either an active or a passive role”.

1.3 The importance of using authentic material inside/outside EFL classroom

Scholars presented various definitions of authentic material, each describing it from a different perspective. Cook (1981), as cited in (Thanh, 2017) defines authentic material as using examples of native speakers' language for real-world purposes rather than language created and tailored only for the classroom. Moreover, according to Martines (2005), an authentic material is created for native learners to use in the classroom in a manner that is similar to the one for which it was created. According to Barbardo (2006), there are five major benefits of employing authentic material for EFL students, which he lists them as follows:

- Have a significant influence on student’s motivation.
- Provide accurate cultural information
- Train students to real-life situations.
- Get closer to the needs of students.
- Offer a more dynamic teaching method.

1.4 Information communication technology (ICT)

Information communication technology (ICT) is an interdisciplinary science that focuses on information collection, classification, manipulation, storage, retrieval, and dissemination. Also, it is a method of accessing or receiving, storing, altering, processing, and conveying thoughts, perceptions, or information using computers and their

telecommunication tools, Ezekoka (2007). ICT encompasses all aspects of modern communication satellites, radio, television, video, tape record, and personal computers, as well as other related equipment, for the output generated to reach the user at a reasonable cost and in a timely manner for the benefit of people.

As a result, using ICT to enhance teacher pedagogical activities and students' academic performance makes learning more efficient and productive. For example, electronic learning (e-learning) is rapidly becoming one of the most popular ways to use ICT to give learning to students on and off campus through online instruction delivered through a web-based system Yusufu (2005). Furthermore, ICT allows students and teachers to manage, manipulate, and contribute material to learning and teaching settings, since interactive books, journals, and other such resources are frequently made available via the internet (Oxfarm Educational Report, 2002).

1.4.1 Multimedia aids

The efficiency of ESL/EFL software programs in vocabulary learning has been evaluated by certain researchers AIKahtani (1999) as cited in Rezaei, Mai and Pesaranghader. (2014). Recent researchers have also looked at how computers and multimedia software affect reading comprehension and vocabulary acquisition, as well as the relationship between vocabulary development and reading comprehension according to Singhal (1998).

1.4.2 Learning with multimedia

Meyer (2002) as cited in (Rezaei, Mai and Pesaranghader,2014).The user can choose the words and graphics and control them separately in a multimedia presentation

that can deliver both verbal and visual inputs. Meyer concluded that the use of multimedia can be beneficial when the information is presented in a way that does not overload the active memory skills, such as by illustrating terms with photographs, or by presenting the data through images, or by placing words and images close to one another so that the learner creates the link between the two, or by presenting them together rather than one at a time to help create the link. The importance of multimedia aids in language learning and teaching became more noticeable in 1983 after the annual TESOL (Teachers of English to Speakers of Other Languages) seminar in Toronto, where more than 10% of presentations focused on multimedia aids and some learning firmware were introduced Rezaei. Mai and Pesaranghader (2014).

2. Mobile-Assisted Language Learning (MALL)

Mobile phones are widely used throughout the world. Mobile devices are far more routinely utilized than computers in some countries. People can use mobile devices to browse the internet, check e-mails, make phone calls, and send SMS messages, and so on from anywhere. Because mobile devices are portable, easily accessible, and used by a large number of people, mobile learning has gained traction. This situation demonstrates that mobile technologies have a lot of promise for improving learning. According to Kukulska-Hulme and Shield (2008) Mobile-Assisted Language Learning (MALL) is defined as formal or informal learning mediated by mobile devices that can be used at any time and in any location.

According to studies, MALL devices encourage self-study, which improves English language acquisition. Moreover, individual language learners who study outside of

the classroom improve their reading, vocabulary, grammar, and listening skills as noted Kukulska-Hulme and Shield (2008).

3. Theories that support Mobile Applications Learning

Behaviorism, Cognitivism, Constructivism, Situated Learning, Problem-Based Learning, Context Awareness Learning, Collaborative Learning, Conversational Learning, Lifelong Learning, Informal Learning, and Activity Theory, Connectivism, Navigationism, and Location-based learning are some of the current theories supporting M-learning. The table below will go over all of these theories.

Theories	Definitions	Focus	Examples with mobile technologies
Behaviorist Learning	Learning has occurred when learners evidence the appropriate reinforcement of an association between a particular response and stimulus (Smith and Ragan, 2005)	Information and content delivery in mobile learning Language learning: Test, practices, quiz, listening-practice speaking Drill and feed back: Mobile Reponse System Content delivery by text messages.	English learning applications <i>SMS, MMS, Voice recorder softwares</i> Mobile Response System: <i>Qwizdom, Turning Point Response System</i> <i>Tell me tech. (searching)</i>
Cognitivist learning	Learning is the acquisition or reorganization of the cognitive structures through which humans process and store information (Good and Brophy, 1990)	Information and content delivery in mobile learning Using Multimedia learning (Dual code, Cognitive Load Theory): Images, audio, video, text, animations	Multimedia (text, video, audio, animation, images) <i>SMS, MMS, e-Mail</i> <i>Podcasting</i> <i>Mobile TV</i>
Constructive learning	Learning is an activity process in which learners construct new idea or concepts based on their current and past knowledge (Bruner, 1966)	Context and content-dependent mobile learning Questions for Exploration Cases and examples Problem solved and Decision making applications Multiple representations Authentic contexts based information database Collaboration and interaction in mobile learning Collaboration and interaction between students Communication via mobile phones	Handheld games Simulation Virtual reality Interactive Podcasting and SMS Interactive mobile TV and SMS
Situated learning	Learning is not merely the acquisition of knowledge by individuals, but instead a process of social participation (Brown et al, 1989).	Social Context and Social participant dependent mobile learning Authentic domain activity Collaborative social interaction Cooperative activities Expert modeling Situated mentoring Workplace learning	Natural science learning Medical education Multimedia museum Virtual experts by artificial intelligence tech. Mobile performance support system
Problem-based learning	Learning aims to develop students' critical thinking skills by giving them an ill-defined problem that is reflective of what they would encounter as a practicing professional (Koschmann et al, 1996)	Problem based context and solved based content-dependent mobile learning Problems – Solutions Case centred activities Collaborative social interaction	Medical education Business administration Nursing <i>Simulations</i> <i>SMS</i> <i>MMS</i> <i>Voice responde systems</i>
Context awareness learning	Context awareness means gathering information from the environment to provide a measure of what is currently going on around user an the device (Naismith et al, 2004)	Context aware in mobile learning Context-dependent content management Contextual event notification Context-aware communication Navigation and retrieval of learning materials User interface adapted according to time and location contexts	Multimedia museum and gallery Pre-class podcasts <i>Films</i> <i>e-books</i> <i>Podcasting</i>

theory	interpersonal (interaction with social environment) than intrapersonal (internalization) (Vygotski, 1978).	participant dependent mobile learning Mobile experts Community of practice Workplace learning Mobile communication	system Virtual experts Mobile forum, E-mail Social network (Web 2.0 tools)
Collaborative learning	Learning is promoted, facilitated and enhanced by interaction and collaborations between students.	Collaboration and interaction dependent mobile learning Actively participation Social context Communication between peers via mobile phones.	Mobile Assisted Language Learning Mobile Response System Mobile computer supported collaborative learning <i>Forum, Web 2.0 tools, e-mail, mobile portal, games</i>
Conversational learning	Learning is in terms of conversations between different systems of knowledge (Sharples, 2002).	Interaction and communication dependent mobile learning Solving a problem Exploring an environment Communication between peers via mobile phones.	Laboratory classes Field trip Mobile computer supported collaborative learning <i>Calling, Interactive Voice Respond (IVR)</i>
Navigationism	Learning is a process of connecting specialized nodes or information sources (Brown, 2005).	Complex of information sources in mobile learning Connecting specialized nodes Information sources Facilitate continual learning environment Knowledge management activities Decision-making Manage information (identify, analyse, organize, classify, assess, evaluate, etc.) Sense making and chaos management.	Social networks (Blogs, Wikipedia, Twitter, Youtube) Podcast E-mail Mobile Forums Discussion Platforms Podcasting
Location based Learning	Location-based learning holds promise for just- in-time learning tied to a student's physical location (Johnson et al, 2009)	Location context in mobile learning Conceptual knowledge Conceptual application Constructive environment Partnership with location Immersive activities	Field trips Archaeology studies Location based game Virtual world <i>Google Map, GPS, RFID, network triangulation</i>

Table2: Theories Supporting Mobile Applications Learning (as mentioned and cited in Keskin (2011)).

4. Selected MALL applications in language learning

4.1 SMS texting Apps

Seventy-five percent of all students use short message services to send texts (SMSs). They are more likely to send a text message, email, instant message, or even

message on a social networking chat than a voice call. Students are interested in acquiring vocabulary by SMS in order to get little knowledge of vocabulary in a mobile location, according to empirical studies in the field of education, specifically language acquisition (Lu, 2008). Also according to (Lu, 2008), learners are able to learn by checking at vocabulary lists on their phones that the teacher, classmate, a friend might send them over the week.

4.2 Social networks Apps

According to a ComScore (2011) report, approximately one out of every five minutes spent online is spent on a social networking App. With 1.2 billion users worldwide, social networking services currently reach 82 percent of the world's online community. Some of these networks that are being utilized as educational tools inside and outside the classroom include Twitter, Face book, LiveMocha and blogs.

Twitter is a social networking site that allows users to send and receive messages, as well as read the messages of others named tweets. Only 140 characters are allowed per message in these tweets. Additionally, Twitter is becoming a language educational aid to foster community and provide language practice outside classrooms as noted by Lomicka and Lord (2011). Facebook, on the other hand, has been used to build a private learning community for classes (Harrison and Thomas, 2009). Students can discuss specific topics or have conversations with their peers in these learning communities, with the teacher interjecting and moderating to assist, guide the conversation and the grammar. According to Kabilan, Ahmad, and Abidin, (2010), other research largely employed Facebook as a community for locating and meeting other language learners and joining social groups working toward the same language learning goals.

LiveMocha is emerging as a potentially more useful resource for language learners, with a similar premise to Facebook but technologies tailored to language study. LiveMocha, which has 350,000 users from over 200 countries, was created exclusively for language learners to practice their abilities with other members of the social network Harrison and Thomas (2009). Also they listed the following characteristics of LiveMocha that are aimed to help language learners with practical language skills:

- Audio comments: members can record voice messages and practice pronunciation.
- Peer review: users can choose to allow other members to read, review and leave comments for other learners.
- Group chat sessions: weekly meetings with tutors from LiveMocha to ask questions about language learning.
- Audio podcasts: members receive audio lessons related to the language they are studying.
- Leaderboard feature: members of the SNS can see their position regarding other students based on their performance on test scores, thus adding an increased motivational and competitive factor to the online community.

4.3 Voice recognition Apps

Software applications that can "listen" to language learners practicing pronunciation and repeat back accurate pronunciation of words said by the learner have been found to be beneficial in language acquisition according to Godwin-Jones (2009). Minimal versions of this software are used in mobile phone technology to provide voice recognition when making calls, messaging, sending commands, or asking questions.

Voice command technology is also available on Android-based mobile devices. Moreover, as Godwin-Jones (2009) stated that the ability and the offerings of mobile phone technology are predicted to improve in order to allow a more extensive form of speech recognition software and provide more aid to language learners utilizing their mobile devices.

4.4 Videos Apps

When people watch videos, they have feelings that help them learn more effectively. Videos heighten the senses, making it easier to remember more information about the event. Video learning outcomes, also, according to Berk (2009), can include the following:

- Get learners' attention.
- Prepare students for learning exercises by stimulating or relaxing them.
- Inspire students' imaginations and promote attitudes toward subject and learning.
- Create a sense of community among students and instructors.
- Improve content memory and comprehension.
- Promote deeper learning and encourage the flow of ideas.
- Allow people to express themselves freely.
- Make studying enjoyable.

Videos become an important part of learning both inside and outside the classroom, with a particular impact on language learning.

5. Advantages and disadvantages of using Apps for vocabulary learning

The benefits of using educational Apps approaches to learn English vocabulary include the ability to learn anytime, anywhere, in a self-study mode, and as part of a learning community, such as Blackboard, Facebook. Because mobile devices are portable and provide connectivity outside of the classroom, students can learn at any time and in any location. Because language learning resources are provided to students, allowing students to participate in the language acquisition process without the presence of an instructor. However, the disadvantages include the continued engagement required by teachers to format applications to coincide with classroom learning and the fact that not all students have access to every type of mobile device that can be utilized to enhance the language learning process. Also, it is important to be open to step outside the traditional language learning practices that are simply put on the Internet, rather than learning and engaging in new applications available for incorporation into the English classroom. Teachers can, however, focus on mobile phone technology as ownership of those devices is more universal Small (2014).

Conclusion

Vocabulary acquisition has proved to be crucial to academic development. Not only language learners need a strong body of knowledge including the grammatical points to succeed in basic skills, but they also need vocabulary help to learn content area materials. Direct teaching of the word meanings does not adequately reduce the gap between students with poor versus rich vocabulary knowledge, since the gap is greater. It is therefore important, that students learn other techniques and ways for independent

vocabulary acquisition. Technology is an important factor in education. With the rapid pace of technological development, mobile applications can motivate students to learn more. The routine ways of teaching words such as repetition and memorization are a bit neglected, but while using them with different platforms not only helps the learning process but also creates excitement and variety.

Chapter Three

Analysis and Discussion of the Findings

Introduction

This study is carried out to investigate "The impact of English language phone applications on EFL student's vocabulary learning". This study is based on a quantitative descriptive method in order to collect and analyse data. Accordingly, the data have been gathered through questionnaires, the first one was distributed to Master two students to check if the use of English vocabulary phone applications will enhance and facilitate their vocabulary learning. In addition, the second questionnaire was distributed to teachers to help us elicit their attitude towards the use of the English vocabulary Apps to enhance student's vocabulary learning. Finally, the chapter presents the gathered and analysed data to test the validity of the research hypotheses and draw logical findings and interpretations.

1. Research Design

We choose for a descriptive design in terms of questionnaires to answer the research questions. The inquiry's main objective was to investigate the importance of using English vocabulary applications on EFL student's vocabulary learning. Henceforth, the present investigation utilised mixed approach for gathering data. Because the nature of the inquiry necessitates understanding the views of the participants' towards the independent variable which eventually describes the status of the factor being studied in a abbreviated time.

2. Population and Sample

The population targeted by this study comprised teachers and master two students at the University of Mohammed Kheider-Biskra were in total 276. The reasoning behind

selecting this particular population is that learners are required to write more at this specific level. In other words, master students are supposed to vary their writings and use academic terms.

A random sampling approach was used to gather data from the students. 42 master two students responded to the questionnaire. Moreover, 20 teachers who were asked to answer the questionnaire were selected randomly as well.

3. Data Collection Tools

Data collection tools employed to achieve defined objectives, test the research hypotheses and solve the research questions included questionnaires administered to students and teachers to elicit students' attitudes towards English vocabulary applications.

4. Validity of Instruments

Prior to the students' and teachers' questionnaires being administered, they were sent to the supervisor and other instructors in the English department for feedback and suggestions on the items contained in the questionnaire. At last, the supervisor and teachers offered some helpful suggestions for assessing its clarity in terms of content, functionality, delivery, and difficulty level.

5. Administration of the Questionnaires

The final version of the questionnaire was created with Google Forms and then sent to the selected population through a Facebook group and Google mail. The only way to complete the questionnaire was to do it online. As a result, Master two students were

unable to participate in the second term. Also the final version of teachers' questionnaire was made by Google Forms and then sent to the selected population through a Google mail. The only way to complete the questionnaire was to do it online.

6. Description of the students' questionnaires

This questionnaire is designed for Master two students at the University of Mohamed Kheider-Biskra (Applied linguistics major). The reasoning behind selecting this population in first place is that learners are asked to write more in this particular academic level, in other words in this level students need as much possible vocabulary to vary their writing. The target population was supposed to be consisted of 42 students out of the whole population, but only 40 students have responded, the two others did not answer any question. The sample was chosen randomly. This questionnaire contains 14 questions divided into four sections: personal information, vocabulary learning, teachers' role in developing EFL student's vocabulary, and the role of using English vocabulary Apps for vocabulary Learning.

The first part has two questions that request personal information such as age and the reason for studying English. The second part has four questions about the learners' attitudes towards vocabulary learning, the value of vocabulary in language learning, the participants' vocabulary level, the role of English language exposure, and how students learn new vocabulary. The third part contains four questions aimed at eliciting the students' opinions on the role of the teacher in developing their vocabulary: whether the teacher raises their awareness of the importance of vocabulary, the main techniques used by the teacher to improve their vocabulary, whether the teacher uses English vocabulary Apps in class, and their opinion on using English vocabulary Apps instead of traditional methods.

The fourth section includes four questions aimed at eliciting students' opinions on the use of English vocabulary phone Apps in and out of the classroom i.e. when they use them, whether they make learning easier, what type of vocabulary apps they prefer, and whether they are used only in class or everywhere.

7. Analysis of the students' questionnaire

Section one: Personal information

Question 1: Would you specify your age.

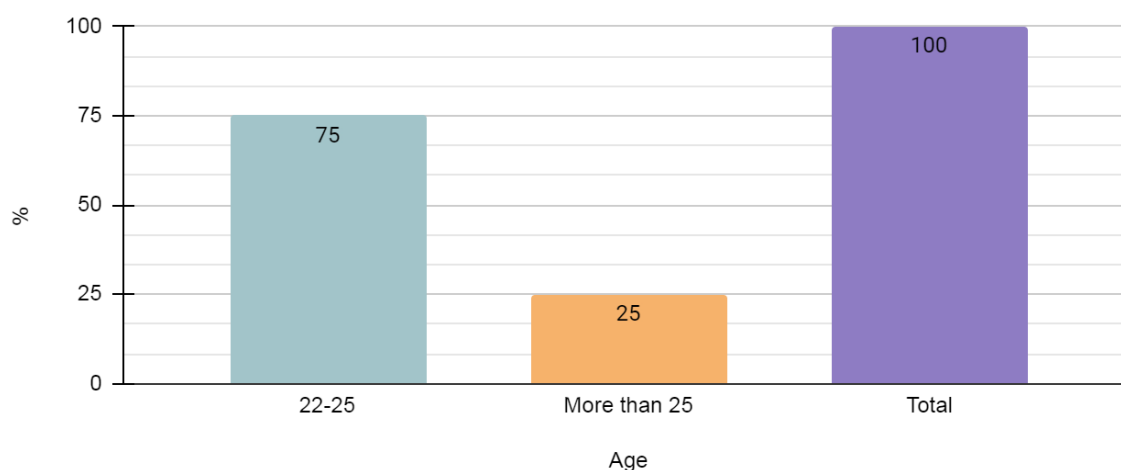


Figure 3: Participants' Age

The first question is about the participants' age. It is classified into two categories. The first category is participants with the age from 22 to 25 that represents 75% which is normal since it is the age of Master level student at universities. The second category is participant above 25 years that presents 25%.

Question 2: Your choice of studying English is: Whether it is personal / parents' choice or someone's advice.

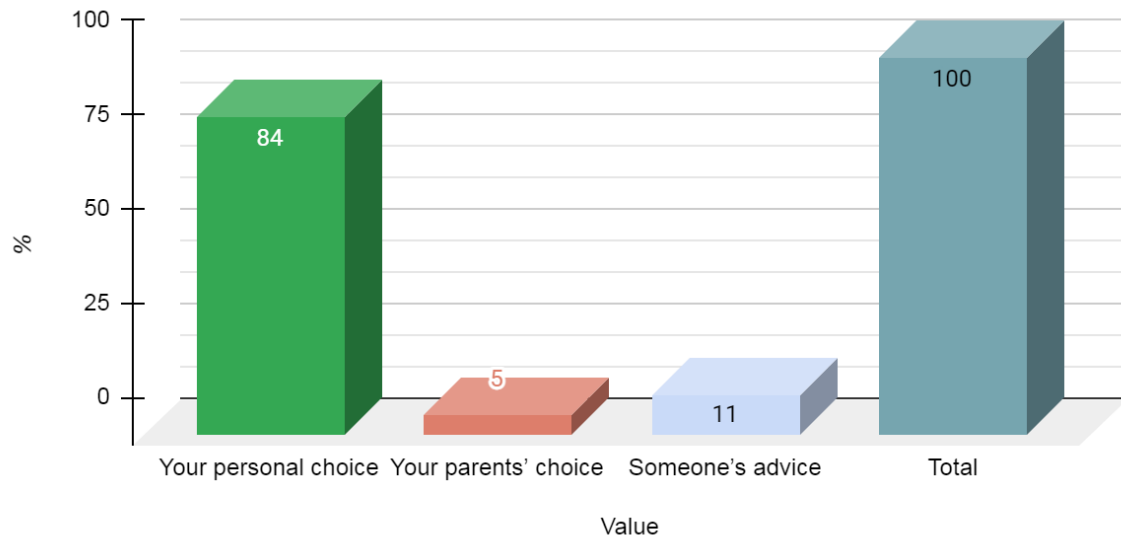


Figure 4: Reason behind choosing English as major speciality

According to the results, 84 % of the participants prefer to study English on their own. This could be because they enjoy English and want to learn more about it. It also reveals that 5% of the students chose to study English as a result of their parents' influence. 11% chose it as a result of someone else's recommendation. This could be due to his or her faith in their judgment.

Section two: Vocabulary learning

Question 3: Do you think that vocabulary is important in learning English as a foreign language?

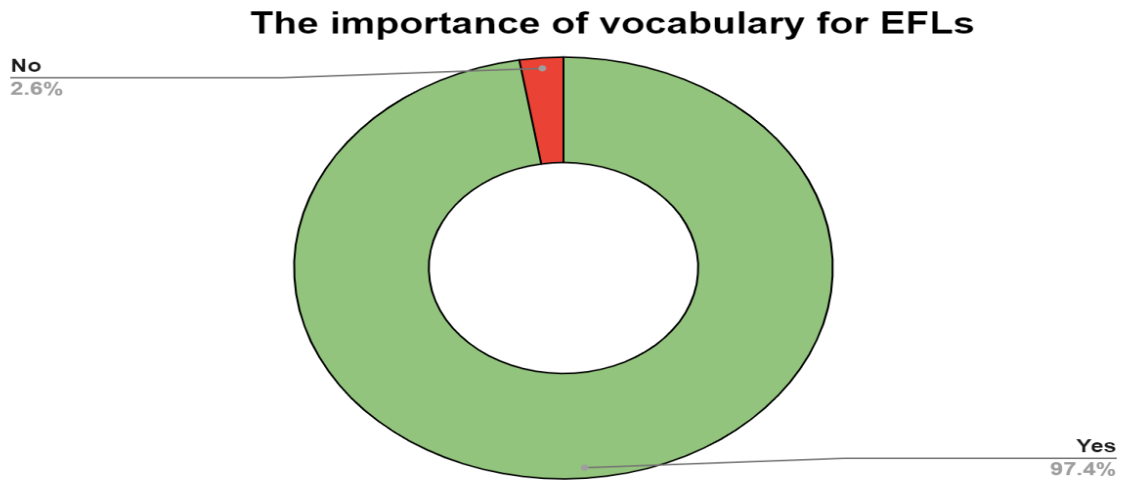


Figure 5: The attitude towards the importance of vocabulary

The results from the figure above indicate that the vast majority 97.4% of the participants' answered with yes. This is because they think that indeed vocabulary has an essential role in the process of learning the English language. The rest of the participants who represent only 2.6% answered with no, which maybe because they find some difficulties in learning it or have the idea that language is only mastery of grammar.

Question 4: How can you evaluate your English vocabulary knowledge?

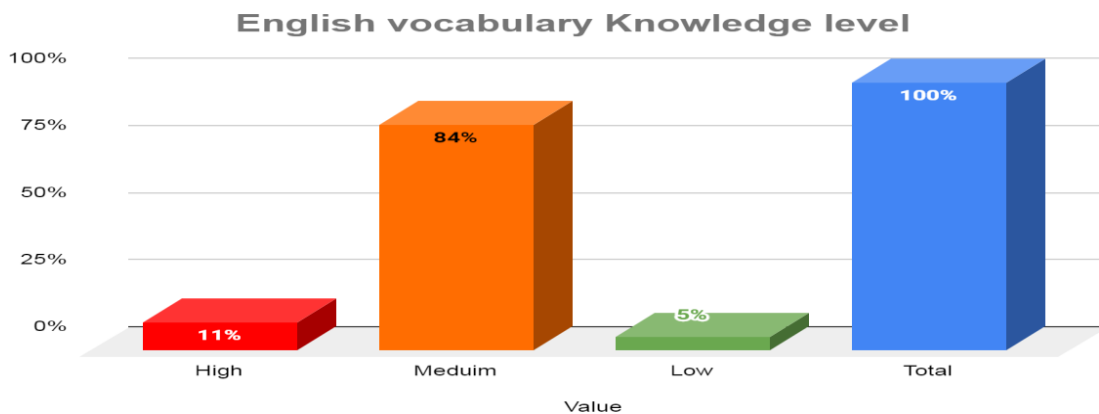


Figure 6: Students' vocabulary level

The data above shows that 84% of participants believe their vocabulary knowledge level is medium, while 11% say their vocabulary knowledge level is high. The remaining 5% believe they have limited vocabulary knowledge. The findings suggest that learners should put more effort into learning vocabulary and seek out better strategies for doing so.

Question 5: How do you consider the role of exposure to the English Language?

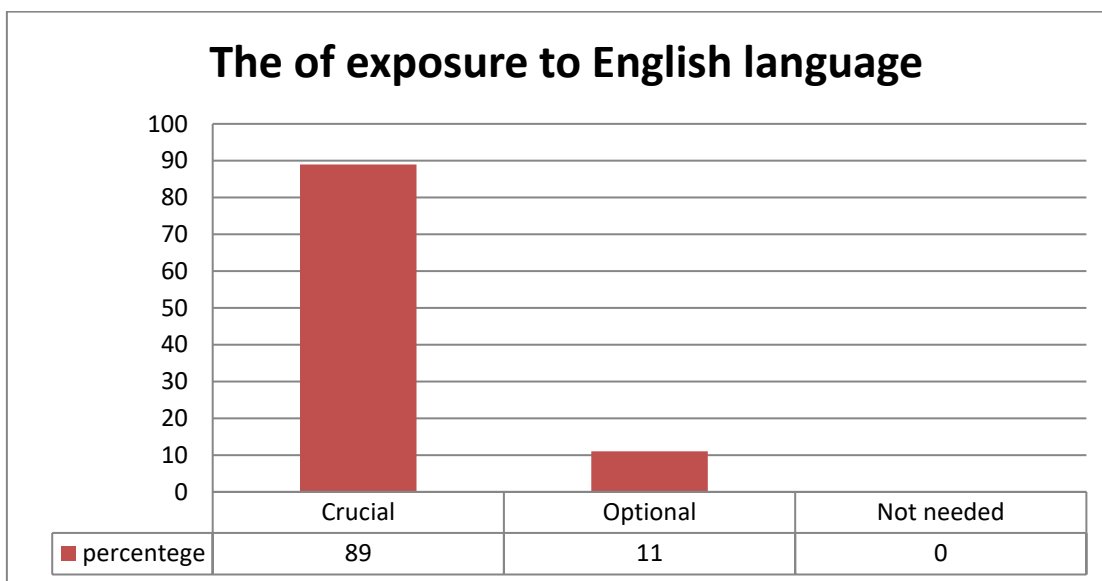


Figure 7: Students' attitude toward the role of exposure to the English language

The results in the figure above show that 89% of the students think that the exposure to the English language is necessary. However, 11% believe it is optional. On the other hand, there is no participant believe that it is not needed. We can conclude that learners seem to be aware of the exposure to the English language in order to learn English effectively.

If it is crucial is it because:

- a) It develops your vocabulary knowledge and use.
- b) It ameliorates your productive skills.

c) It enhances your pronunciation.

d) All of them.

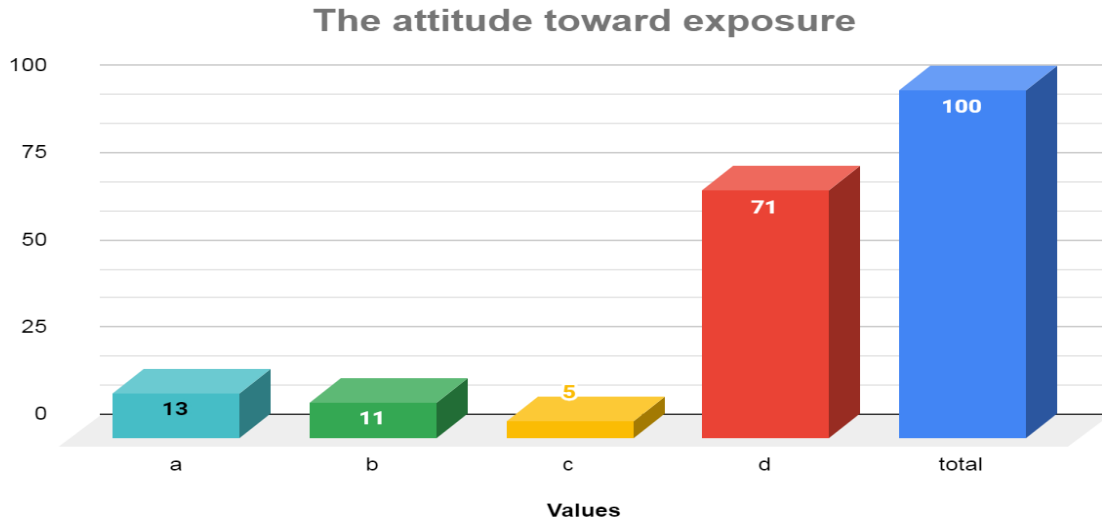


Figure 8: Participants' attitude toward exposure

The figure above informs us that 71% of the students who answered that exposure is crucial believe that exposure is needed in all language aspects. 13% of the participants think that vocabulary knowledge and use would be developed through exposure; whereas 5% believe that exposure will help to enhance their pronunciation. On the other hand, 11% think it will ameliorate their productive skills. This means that exposure is needed to develop student's language learning whether it is vocabulary, productive skills, or pronunciation.

Question 6: what do you do to learn new English vocabulary?

a	Reading (books, short stories, etc.)
b	Listening to English songs and podcasts
c	Use of dictionaries
d	Using English Vocabulary Apps (Google, Word of the Day, Vocabulary Builder, etc.)

Table3: Students' vocabulary learning strategies

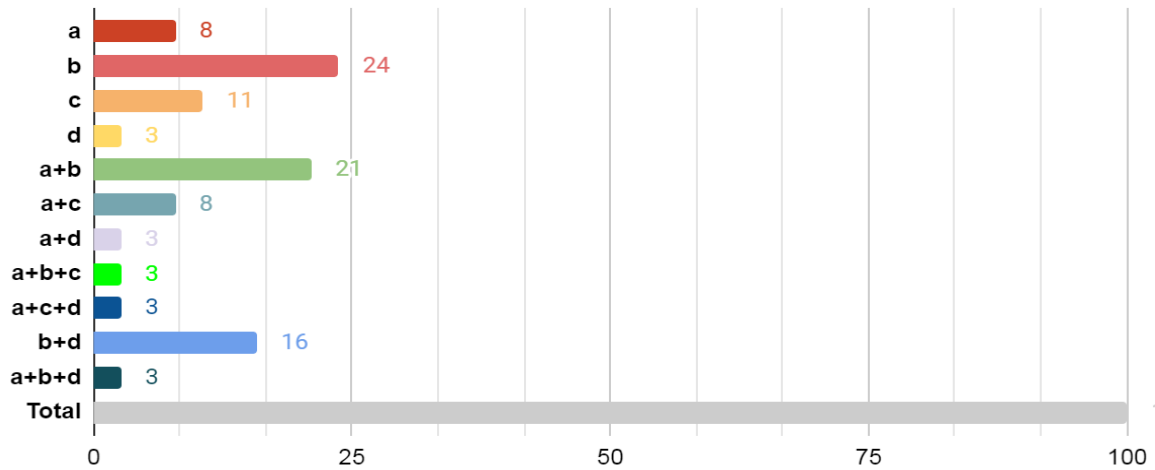


Figure 9: Students' vocabulary learning strategies

The question tries to seek what the participants do in order to learn new vocabulary. 8% choose reading (book, short stories). In addition, 24% choose listening to English songs and podcasts, also 11% said that they use dictionaries to get their vocabulary knowledge. On the other hand, 3% answered with the use of English vocabulary Apps. However, 21% of the learners mix reading with listening to songs strategies. Moreover, 8% use both of reading and dictionaries. 16% mix listening to English songs and podcasts with the use of English vocabulary Apps. The rest 3% choose reading and use of vocabulary Apps. Similarly, 3% choose using 3 methods reading, songs listening and dictionaries. 3% choose a mix between reading, using dictionaries and English vocabulary Apps. At Last, 3% choose a mix between reading, listening, using English vocabulary Apps. As a result, students prefer to use multiple strategies to learn a new vocabulary. However, reading, listening and vocabulary Apps usage seem to be the most interested strategies student like to use since they provide a joyful environment that motivate them to learn vocabulary better.

Section three: Teachers' role in developing EFL student's vocabulary learning

Question 7: Does your teacher raise your awareness about the importance of learning a new English vocabulary?

Raising the awareness about the importance of vocabulary by teachers

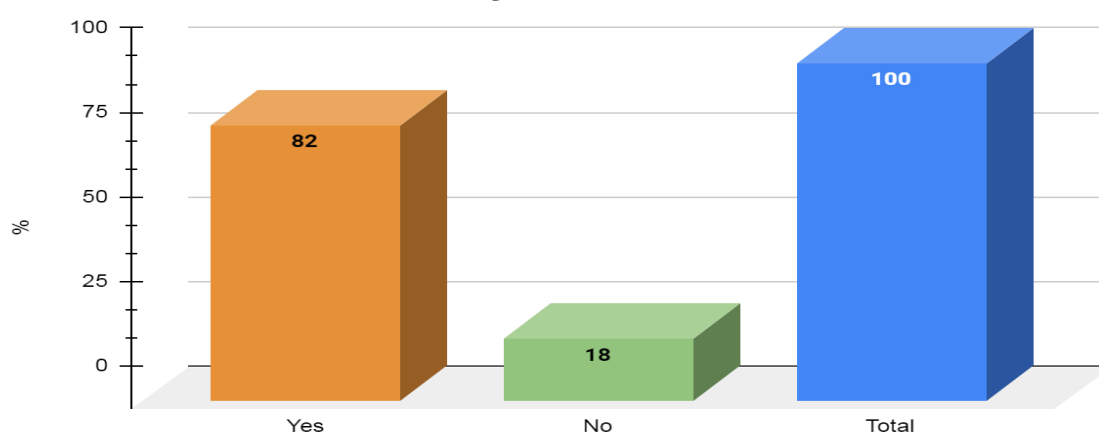


Figure 10: Raising the awareness about the importance of vocabulary by teachers

According to the graph, 82% of students believe their instructor enhances their knowledge of the value of acquiring vocabulary, while 18% believe their teacher does not raise their awareness of the importance of learning new English vocabulary. We can conclude that teachers are attempting to improve student awareness of the significance of vocabulary in the process of learning English as a foreign language.

Question 8: From the following, choose the main techniques that your teacher uses to enhance your vocabulary?

a	Definitions and synonyms
b	Contrasts and opposites
c	Translation
d	Check in your smart phones

Table4: The main techniques that teachers use to enhance vocabulary among their students.

Main techniques that teachers use to enhance vocabulary among their students

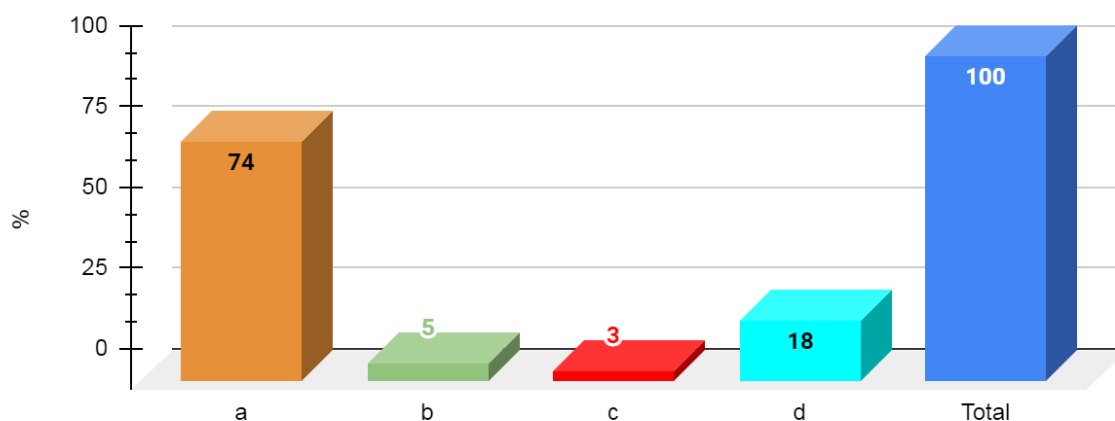


Figure 11: Main techniques used by teachers for EFLs

The figure shows that 74% of the participants answered that their teacher uses definition and synonyms. Moreover, 5% of the participants choose contrasts and opposites. On the other hand, 3% have observed that their teachers use translation as the most. 18% replied that their teachers allow the usage of smart phones English vocabulary Apps. From the result above, we noticed that according to respondents, the majority of teachers prefer to use definitions and synonyms to teach their students new vocabulary, and that the use vocabulary Apps technology comes directly the second.

- **Justify how you see you teachers' technique:**

- A-** The students who selected definitions and synonyms consider their teachers' technique, according to the responses. Traditional, a bit help, needs much time, and lack's motivation most of time. Whereas others declared that it is still effective.
- B-** The students who selected contrasts and opposites consider their teachers' method very traditional.
- C-** The students who selected translation consider their teachers' method needs to be supported by new teaching techniques.
- D-** The students who selected checking on cell phones vocabulary Apps consider their teachers' method fruitful, time saver helper when vocabulary is difficult to acquire, and motivate them for study. However, some declared that it does not motivate them that much.

Question 9: Does your teacher use vocabulary Apps at class?

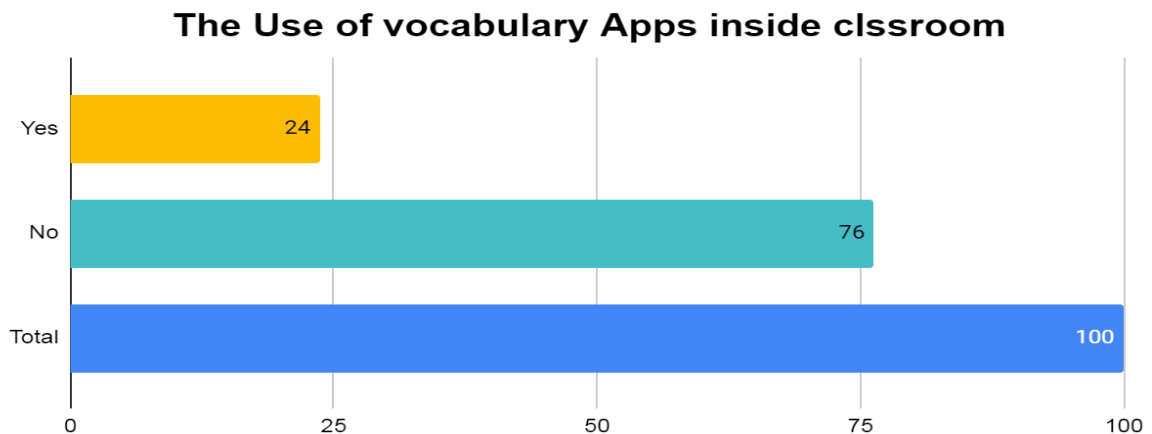


Figure 12: The use of English vocabulary Apps at class by the teacher

The statistics demonstrate that 76% of the students answered with no. This may be attributed to teachers' lack of knowledge about the use of English vocabulary Apps, mainly the old generation teachers especially in EFL classrooms. The rest with 24% answered with yes.

Question 10: To what extent do you agree with the following statement “using vocabulary Apps will be more interesting and time saving than traditional methods “

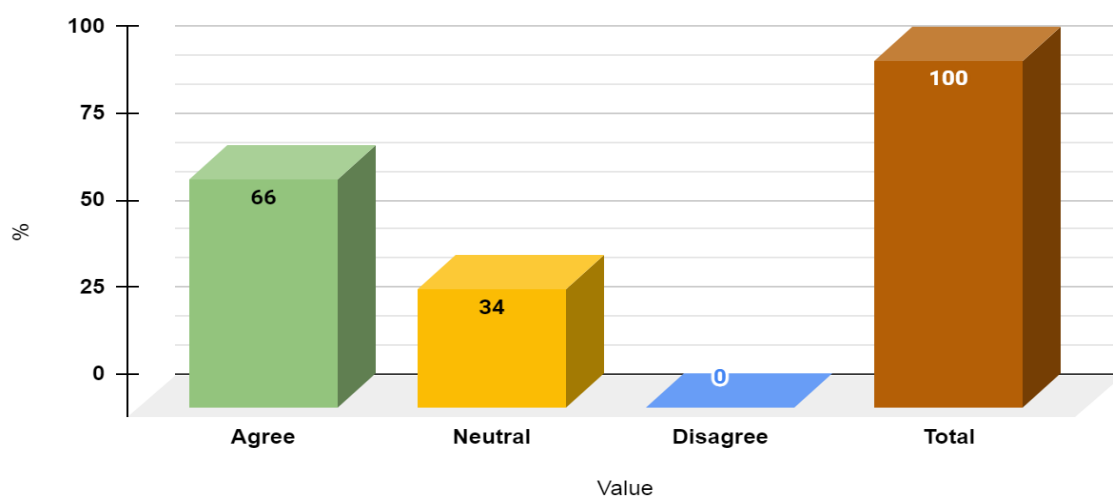


Figure 13: English vocabulary Apps VS traditional method

The figure declares that 66% of the students agree with the statement that English vocabulary applications will be more interesting than the traditional methods. 34% of the students are neutral. Moreover, none of them disagrees with the statement. We can conclude that students believe that using English vocabulary apps will help them more in the process of learning English vocabulary as a foreign language.

- **Justify your answer please**

The students who agreed that English vocabulary Apps are more interesting than the traditional methods state some arguments like:

- Using apps considered to be the appropriate way and time saving to learn the accurate, reliable lexicon needed and that traditional ways (dictionaries, cards and picture with the meaning behind) are a little bit ancient to fit technology advance.
- Vocabulary apps possess much more detailed information and can be accessed in a short time with just the flick of a switch.

- The brain remembers what can be seen and heard, not the theoretical information that you learn today and forget tomorrow.
- For an EFL student, dictionaries and other traditional techniques are time consuming.

All the students who were neutral agreed that it depends on the students themselves. Most of them mentioned that it is effective and time saving as well, but not fun and does not motivate them. Also, those apps do not fit some students and teachers.

Section Four: The role of using English vocabulary Apps for vocabulary learning.

Question 11: How often do you use English Vocabulary Apps?

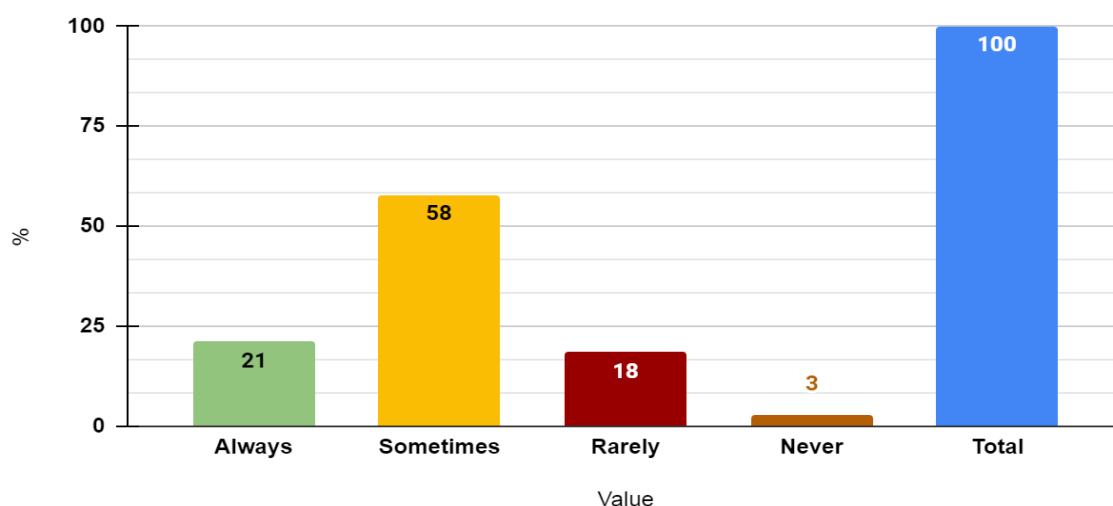


Figure 14: Frequency of vocabulary Apps usage.

The figure demonstrates that 58% of the students answered with sometimes. 21 % replied with always. On the other hand, 18% use the vocabulary apps rarely. The rest 3% of the students choose the option “never”. The result reveals that most of the students use their favourable vocabulary apps in a respectful time. This means that students find this

kind of apps interesting, which could motivate them in the process of learning English vocabulary.

Question 12: Do using English Vocabulary Apps simplify learning new lexis to you?

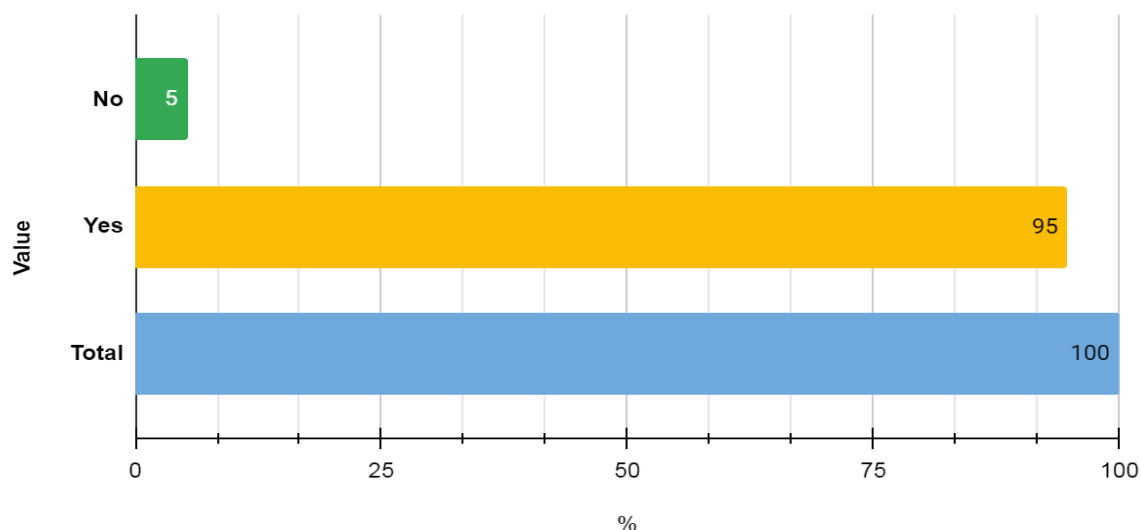


Figure 15: Students finding simplicity in learning English vocabulary while Using vocabulary apps

This question investigates if students find easiness when using English vocabulary apps to acquire lexis or not. The majority of students with 95% answered that they find the process simple with the aid of vocabulary phone apps. However, 5% of them choose no. Lack of usage knowledge and strategies may be the reason. This indicates that the use of vocabulary phone apps in EFL classrooms will be very helpful, since it will simplify the vocabulary learning to students.

- **Justify, Please:**

The students who chose “Yes” that English vocabulary Apps simplify vocabulary acquisition process state some arguments like:

- English vocabulary apps make it much easier to learn and understand new words by giving their meaning and synonyms in a direct and faster way.
- Apps are very useful in learning vocabulary, a learner can learn any type of words s/he needs for any purpose, it saves time and effective way, and s/he can even revise them, and learn them in context so they can be stored in the memory very well.
- Gives real life examples.

The students who chose “no” they disagree because they mentioned that they do not use such applications.

Question 12: What type of vocabulary Apps do you prefer to use most?

A	Vocabulary Apps that contains mother tongue (Arabic).
B	Vocabulary Apps that purely support the target language (English).

Table5: The selected types of vocabulary phone applications

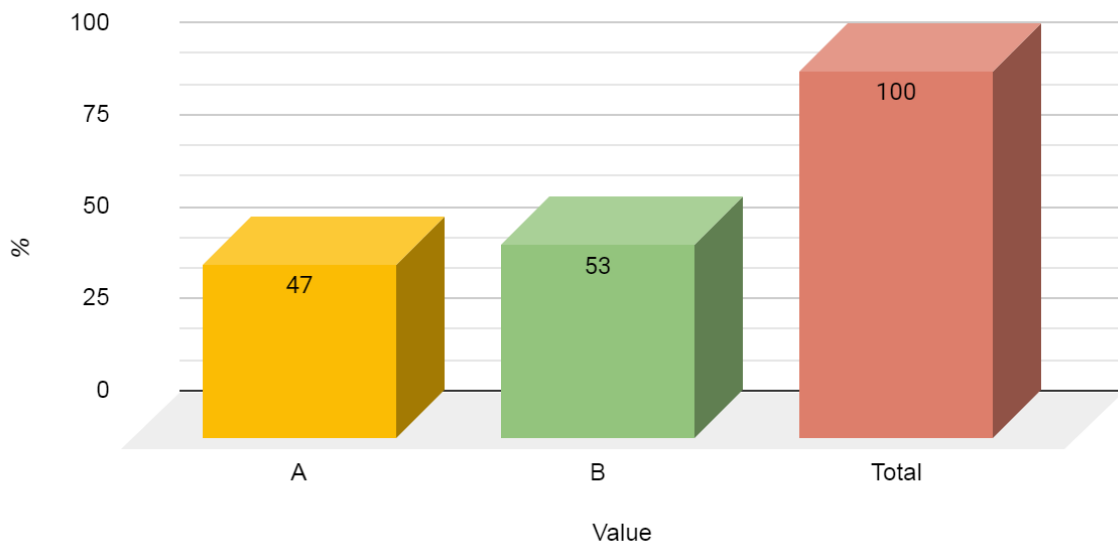


Figure 16: Students’ choice about their favorable vocabulary applications.

The results above reveal that students with 47% prefer their vocabulary application to support mother tongue (Arabic), while 53% of them think vocabulary apps with target language (English in our case) are better. This indicates that students may face some difficulties in understanding using apps that support target language. This is why they need mother tongue as a support to understand better and to learn the English language vocabulary from all its aspects.

Question 13: Where do you use your preferred English vocabulary Apps?

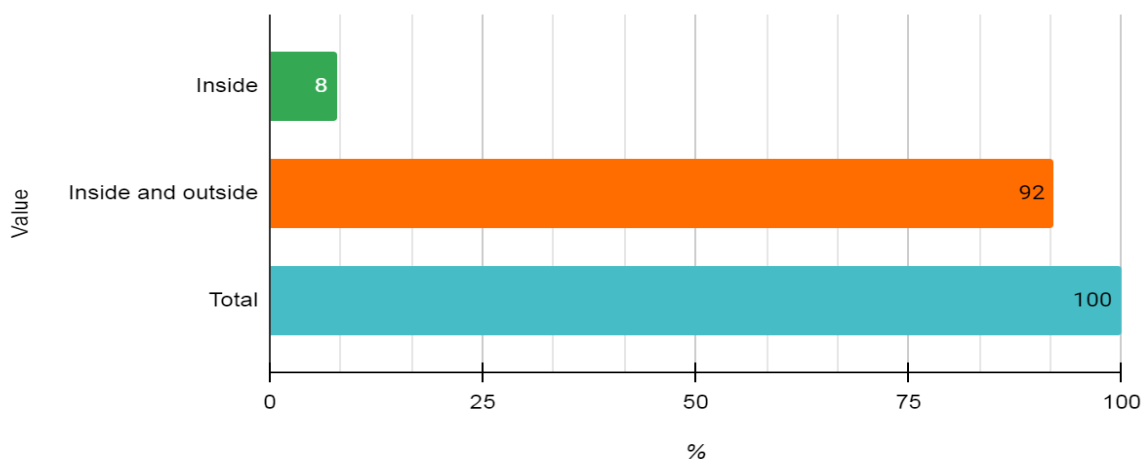


Figure 17: The attitude of usage by EFL students

The question is designed to know the attitude of usage by EFL students. 59% of the students declare using vocabulary apps everywhere, whereas 8% of them choose inside classroom only. We can understand from this that students' use of phone vocabulary apps is everywhere, because of its easiness in accessing and any time since it is portable.

8. Description of the teachers' questionnaire

This questionnaire is designed for applied linguistics major teachers at the University of Mohamed Kheider-Biskra. The reasoning behind selecting this population in first place is that those teachers taught our students sample during master level period, in other words we are seeking for more reliable data. The target population is consisted of 20 teachers. The sample was chosen randomly. This questionnaire contains 12 questions divided into three sections: personal information, vocabulary learning and teaching, and the role of using English vocabulary Apps for vocabulary Learning.

The first part has one questions that requests a personal information which is years of teaching experience. The second part has four questions about the teachers' attitudes toward vocabulary teaching, the satisfaction of students' ways of learning vocabulary, the participants' preferred teaching methods, and the importance of vocabulary among students. The third sections include seven questions aimed at eliciting teachers' insight on the use of English vocabulary phone Apps in and out of the classroom: whether they make learning easier, what type of vocabulary apps they prefer and if students find challenges learning vocabulary even with this technology at present time.

9. Analysis of the teachers' questionnaire

Section one: Personal information

Question 1: Years of teaching experience

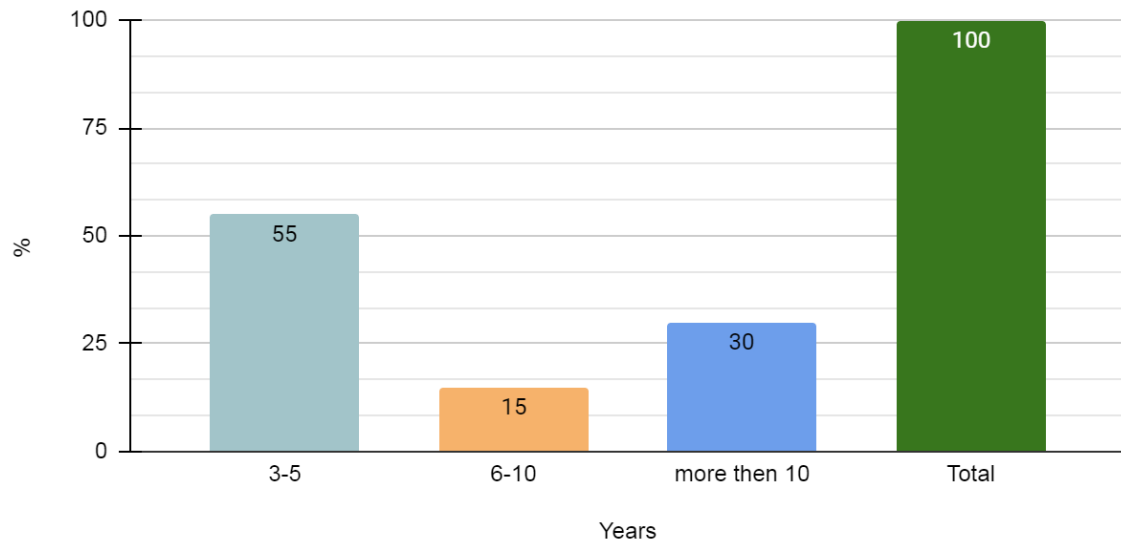


Figure 18: Years of teaching experience

The first question is about the participants' teaching experience. It is classified into three categories. The first category is participants that have been teaching for 3 to 5 years represents 55%. The second category is participants with the teaching experience from 6 to 10 years which represents 15%. The last category is participants with more than 10 years of teaching experience which presents 30%. The results show that the participants have an experience.

Section two: Vocabulary learning and Teaching

Question 1: Are you satisfied with your students' vocabulary knowledge?

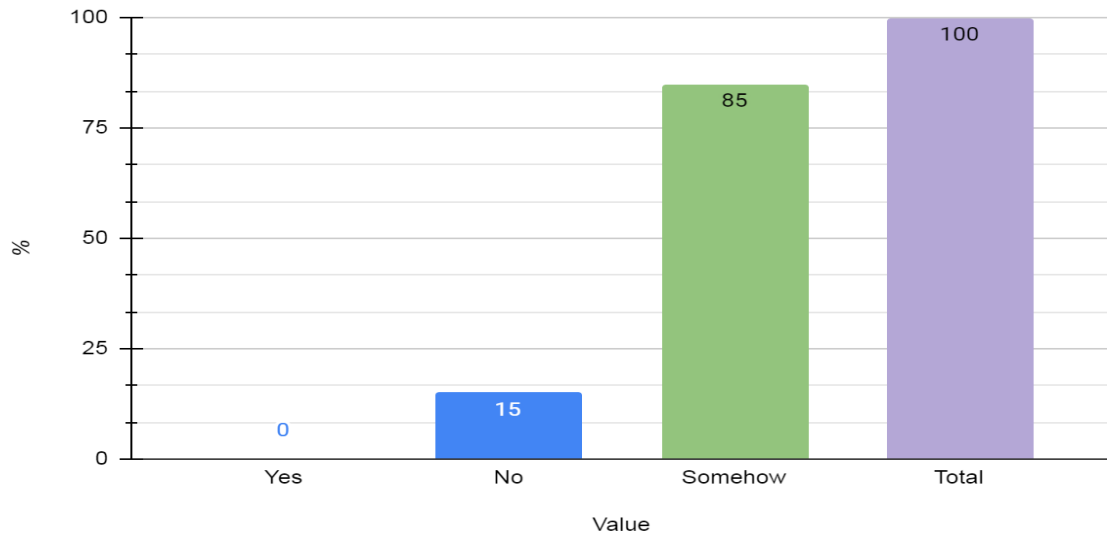


Figure 19: satisfaction of students' ways of learning vocabulary

This question investigates if teachers are satisfied with the methods by which their students acquire lexis. The majority of teachers with 85% answered that they are somehow convinced with the ways that their students learn vocabulary, maybe of their notes on students speaking and writing ability that lacks some creativity. The rest 15% answered with no, whereas none answered with yes.

Question 2: Which methods do you apply in teaching vocabulary?

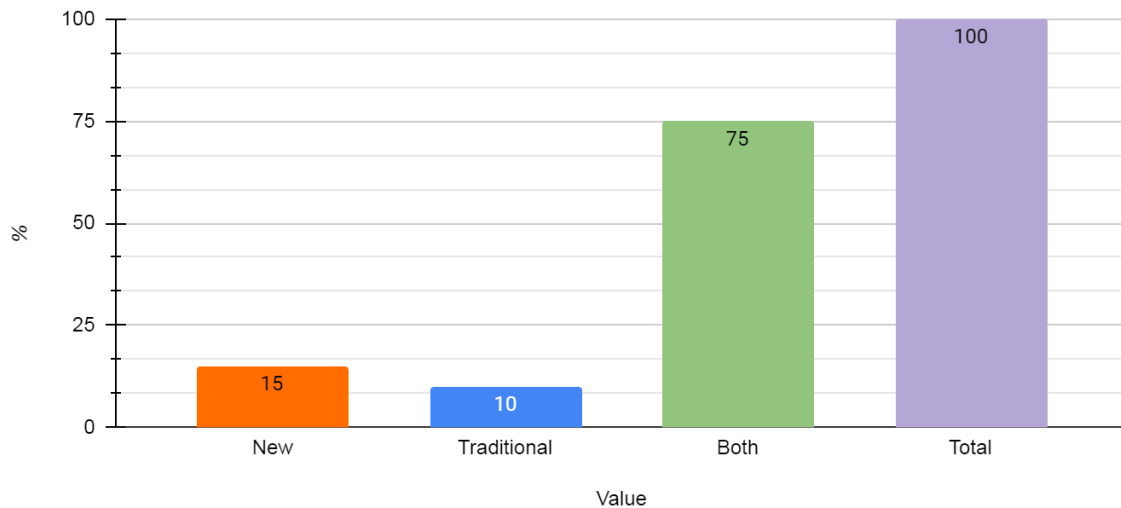


Figure 20: methods applied in teaching vocabulary by the participants

The figure demonstrates that 75% of the teachers answered with both methods. 15% replied with new. On the other hand, 10% use the traditional one. The results reveal that most of the teachers use both of methods and techniques. This means that teachers find the mixture of the traditional and new methods interesting, which could motivate them in the process of teaching English lexis.

Question 3: Do you encourage your students to infer the meaning of new words and phrases in the context?

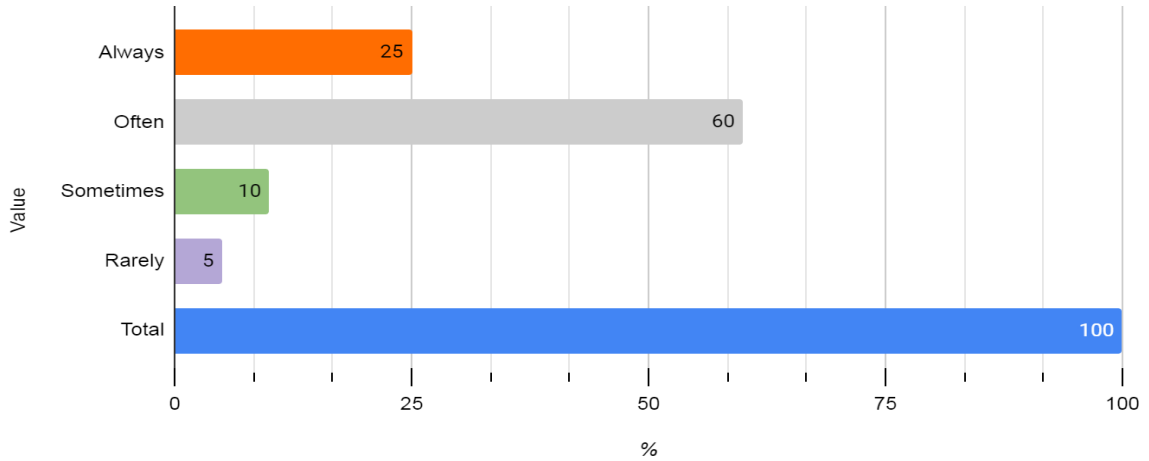


Figure 21: The attitude of encouraging students to infer words' meaning by teachers

According to the graph, 60% of teachers often ask their students to extract words' meaning, while 25% do that always and 10% of the teachers mentioned that they ask sometimes. The rest 5% said they rarely ask for words' meaning from their students. We can conclude that teachers are aware of vocabulary knowledge importance among their learners by asking them to infer new lexis meaning each time.

Question 4: Do you think your students give too much importance to vocabulary learning?

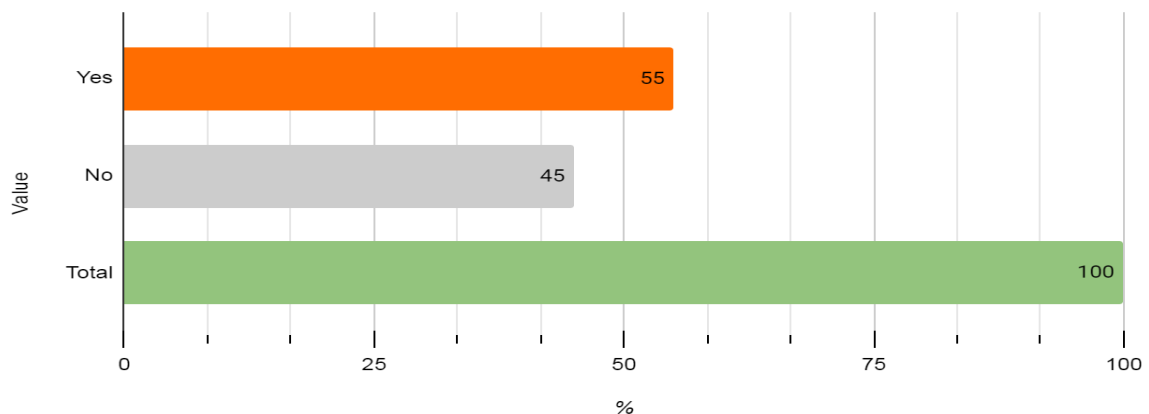


Figure 22: The importance of vocabulary learning among students in the view of teachers

According to the chart, 55% of teachers believe their learners give much importance to vocabulary acquisition, while 45% believe their students do not raise their awareness of the importance of learning new English vocabulary. First, we noticed that the results are a bit close accordingly we can conclude that teachers consider that learners give importance for vocabulary learning, but still there is a large number that do not make efforts to learn new English vocabulary.

Justify why?

The teachers who answered with “Yes” stated that their students give importance to vocabulary knowledge state some arguments like:

- Most of them are aware of the importance of vocabulary in their study.
- They want to be good users of the English language.
- They believe that vocabulary knowledge helps them communicate better and express themselves more effectively.

The teachers who answered with “No” indicated that their students do not give importance to vocabulary knowledge state some arguments like:

- Students often overestimate their vocabulary knowledge until they are in a genuine conversation, where they realize that they have a limited vocabulary inventory.
- Few students care about vocabulary learning especially what is related to the educational context.
- At school most teachers have been focusing on grammar in their daily exercises and tests, students started to have a tendency to learn them by heart and neglect learning vocabulary.

- Lack of motivation.

Section Three: The Role of Using English Vocabulary Apps for Vocabulary Learning.

Question 1: Do you encourage your students to use smart phone technology to get new words meaning?

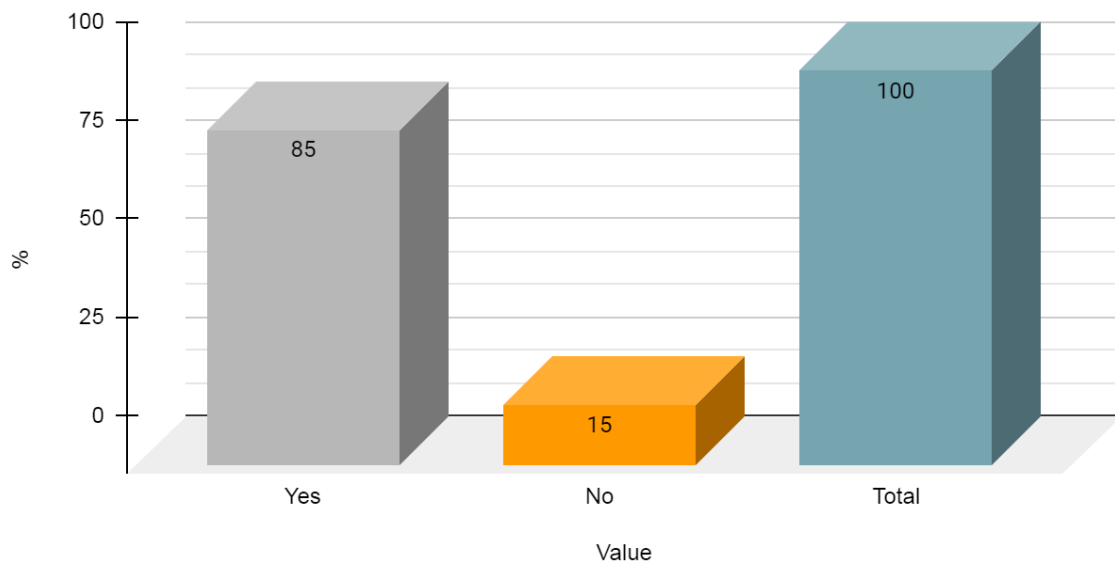


Figure 23: Encouraging students to use smart phone technology to get new words meaning by teachers.

This question investigates if teachers support the usage of Smartphone technology by students to get new words meaning. The majority of teachers with 85% answered that they do encourage their students to do so. However, 15% of them chose no. Lack of usage knowledge and strategies may be the reason. This indicates that the use of vocabulary phone apps in EFL classrooms is very helpful to most teachers.

Question 2: Are you familiar with any of English Vocabulary Smart Phone Applications?

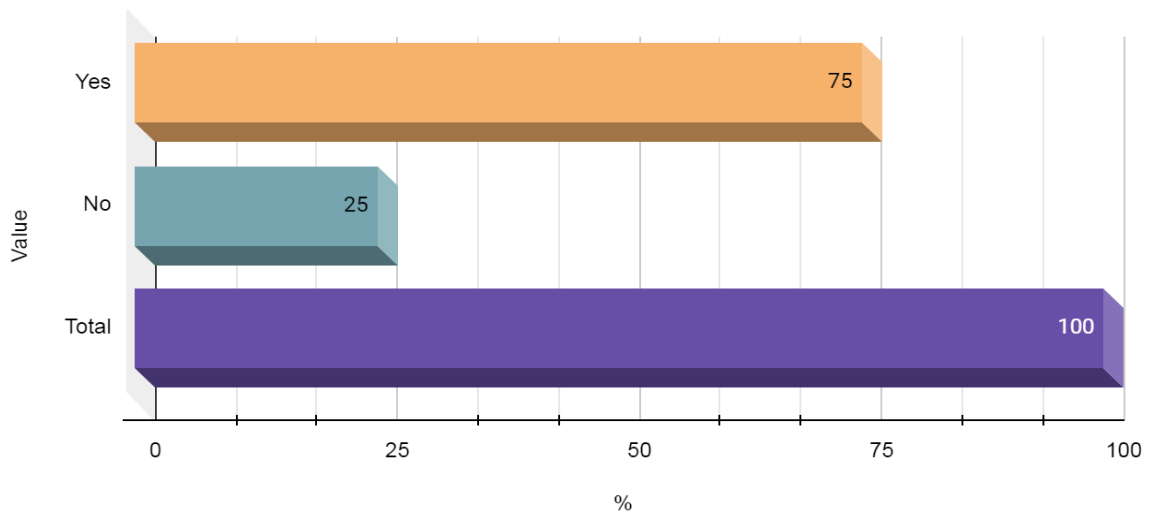


Figure 24: Teachers familiarity with English Vocabulary Smart phone Applications

The results above reveal that teachers with 75% are familiar with phone vocabulary application while 25% of them declare that they do not know any. This indicates that teachers are aware of such technology and its use.

What are they?

The 75% teachers named some English vocabulary applications they use to simplify the process of teaching and learning, presented on the list below:

Wordup, vocabulary builder, Words with Friends, Wordle, Duolingo, Google traduction, Cake, Vocab1, Dict Box, world of the day, Quizlet, and E-dictionaries.

Question 3: Do you believe that these kinds of applications help both teacher and the learner?

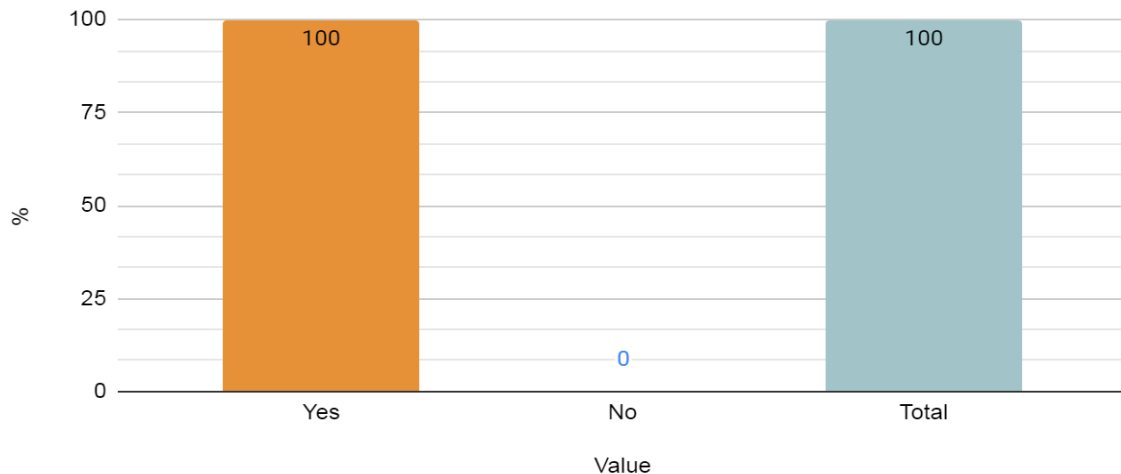


Figure 25: Do vocabulary Apps help both learners and teachers

The question is designed to know what if English vocabulary apps help both students and teachers. 100% of the teachers declare that using vocabulary apps indeed help them and their students as well because of its easiness in accessing at any time since it is portable.

If yes, justify:

Teachers gave justification to reinforce their answers, mentioning main of them below:

- Vocabulary apps provide an instant access to a wide range of words with their multiple meanings and usages. They also provide examples from different sources.
- They promote vocabulary practice through an interactive and fun approach.
- They ease the tasks of the teachers instead of wasting time allotted for the sessions.
- Apps are more updated, informative and motivating.

Question 4: Do you view that learners should use English vocabulary Apps that contain mother tongue?

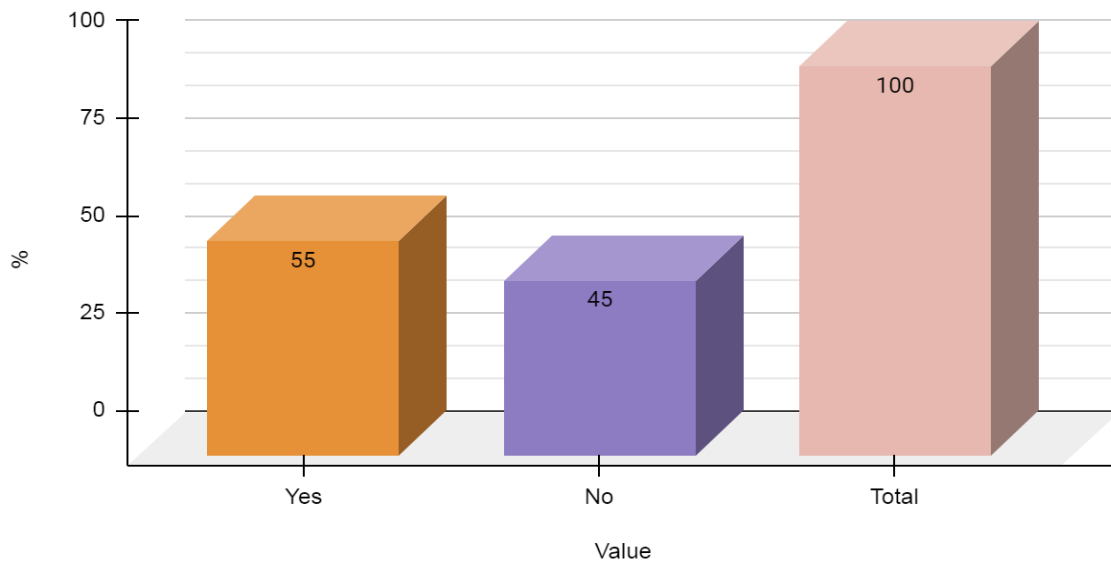


Figure 26: Should learners use English vocabulary Apps that contain mother tongue

The question tries to seek what the participants' students should use either vocabulary application with the mother tongue or not, 55% chose "Yes" and the rest 45% chose "No". As a result, teacher seem to not take the mother tongue as a great deal since we are talking about master two level because the graph shows that the results are close.

If yes, specify:

Teachers who chose "Yes" gave some arguments supporting their opinion presented below:

- The availability of L1 in these apps is not something that is particularly not good. It can enhance the learning experience by providing clear definitions for new words.
- Vocabulary apps with L1 facilitate the understanding of difficult words.
- They can be useful depending on their level and learning needs.

Question 5: Do you give students a vocabulary quizzes and ask them to use their phones Apps?

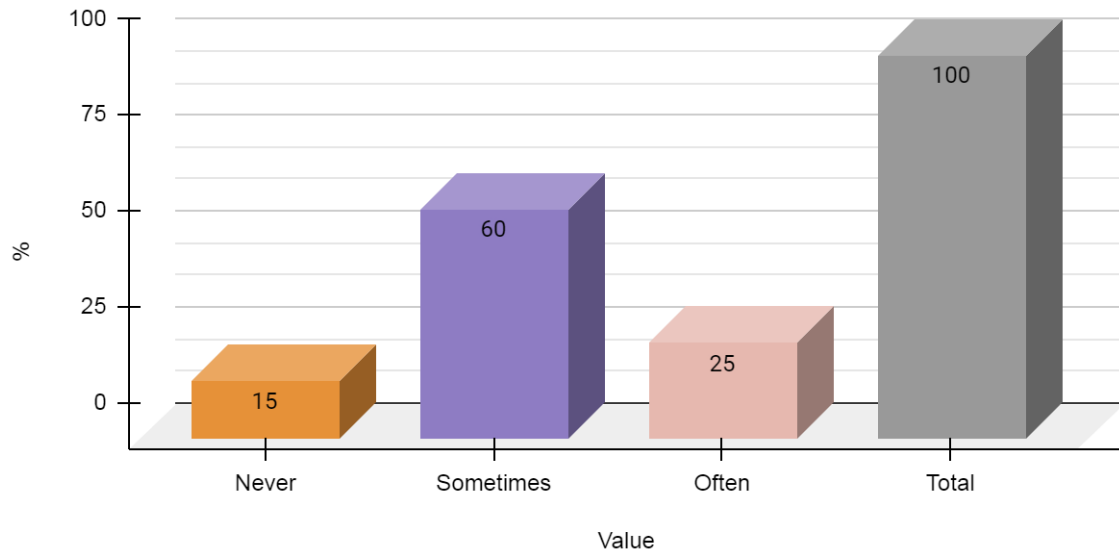


Figure 27: The attitude of giving students vocabulary quizzes with the help of lexis apps

The results above reveal that 60% of teachers sometimes give vocabulary quizzes to students and ask them to get answers via vocabulary application, and 25% are often do. The rest 15% said they never do such activities. This indicates that teachers believe that those vocabulary apps help them in gaining time and facilitate the process for both teachers and students.

Question 6: Do you think vocabulary learning poses a challenge for your students at present?

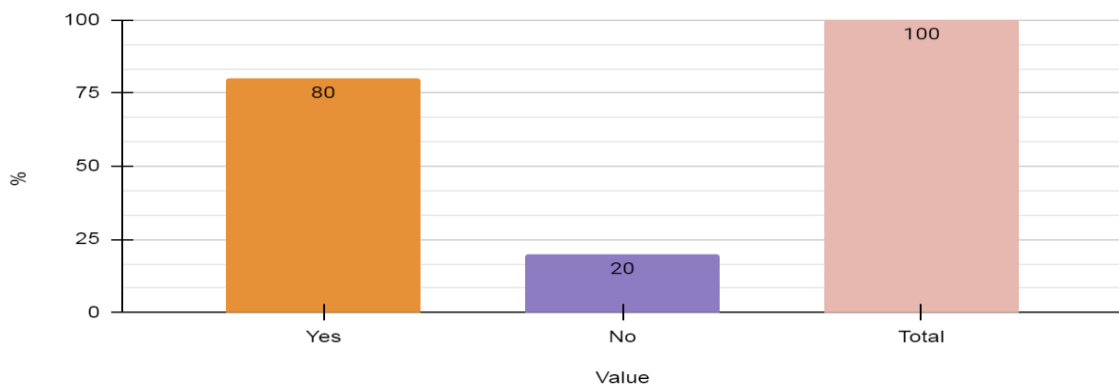


Figure 28: learning poses a challenge for your students at present

This question investigates if students face challenges in learning vocabulary at present time. The majority of teachers 80% answered with “Yes” that their students still have problems with vocabulary acquisition even with the presence of the technology of vocabulary apps. In the other hand, 20% of teachers said “No”. We can conclude that students still have vocabulary learning issues at the present time in the view of teachers.

If yes, specify:

The participants who chose “Yes” provide us with justification presenting main once below:

- The multiple meanings (literal and non-literal) are often misleading. The technical vocabulary also poses a challenge for learners to be acquired.
- Students prefer to keep using the same known vocabulary.
- Lack of motivation.

Question 6: To what extent do you agree with the following statement “using vocabulary Apps will be more interesting and time saving than traditional methods “

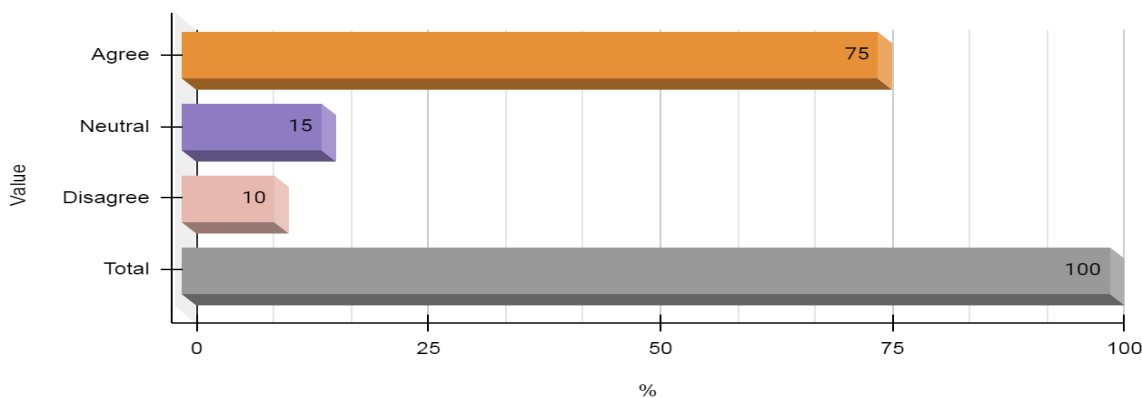


Figure 29: English vocabulary Apps VS traditional method in the view of teacher

The figure declares that 75% of the teachers agree with the statement that English vocabulary applications will be more interesting than the traditional methods. 15% of the teachers are neutral. Moreover, 10% of them disagree with the statement. We can conclude that teachers believe that using English vocabulary apps will help them more in the process of teaching English vocabulary.

9. Discussion of the Findings

Students' questionnaire

This questionnaire is designed with the aim of investigating the impact of English language Smartphone Applications on EFL students' vocabulary learning. After analysing the questionnaire, we come out with the following results. Student choice of studying English language by them is positive since they would be motivated and interested to learn the language efficiently. Moreover, students are highly aware about the importance of vocabulary in the process of learning English as a foreign language. Additionally, they follow different strategies to learn new words, especially reading, listening to English songs and podcast, and the use of their cell phones vocabulary apps because they provide an enjoyable environment and that can provide access everywhere anytime. Also, motivate them to learn English actively.

Teachers help to raise student awareness about the importance of vocabulary. In addition, they use different techniques to help them acquire it better like definitions and synonyms as verbal techniques. Furthermore, the students agree with idea that English vocabulary Applications are more interesting than traditional methods because they think Using apps is considered to be the appropriate way and time saving to learn the accurate, reliable lexicon needed and that traditional ways (dictionaries, cards and picture with the

meaning behind) are a little bit ancient to fit technology advance also, It helps to store the information better than the traditional methods do and they also think they are enjoyable and interesting. The students enjoy the use of their selected apps and most of them prefer them with the target language (English). Finally, the participants declare that the usage of such application everywhere rather than classrooms only since they are portable carried on cell phones.

Teachers' questionnaire

The purpose of designing the teachers' questionnaire is to explore their opinion towards the use of English Vocabulary phone applications to enhance and simplify students' vocabulary learning. After analysing the questionnaire, we have come up with the following results. Teachers think that vocabulary a bit neglected by a great number of EFL students. Therefore, they use mixed techniques (traditional and new) in order to improve their students' vocabulary stock like the use of definitions, explanation, dictionaries, phone vocabulary apps, etc. Moreover, teachers believe that exposure has an integral role in the process of learning English. Additionally, they think that the use of English vocabulary apps would provide a great help to enhance student vocabulary knowledge and use. Finally, teachers believe it would be helpful to use English vocabulary phone apps in language teaching in general and vocabulary teaching in particular.

At last, we can say that the investigated study seems to be similar to the one conducted by Rezaei, Mai and Pesaraghader in 2014.

Conclusion

This chapter was devoted to analyse the gathered data which consist of students' and teachers' questionnaire. First, the questionnaire was described and analysed statistically and descriptively. Then, the results of the questionnaire have been discussed to discover students' attitude toward the use of English vocabulary applications in enhancing and simplifying their vocabulary learning. Second, the teachers' questionnaire was also statistically and descriptively analysed to have a general idea about the teachers' opinion towards the use of English vocabulary phone apps to simplify students' vocabulary learning. Finally, the obtained results demonstrate the positive attitude of both teachers and students toward the use of English vocabulary applications to facilitate and improve students' vocabulary learning. To conclude, the findings confirm the research hypotheses that the use of English vocabulary mobile apps is effective and can facilitate students' vocabulary acquisition.

General Conclusion

General conclusion

Vocabulary has a fundamental role in the process of learning a new language because of its contribution in helping students to communicate in the target language effectively. Second year master students seem to have some difficulties in the process of learning new vocabulary and that could be because of different reasons such as the lack of exposure to the target language, the failure to find a suitable learning strategy, the absence of motivation to learn new vocabulary, etc. English mobile applications were selected as a tool to help students develop their vocabulary learning since it can provide students with exposure to the target language, apps can also provide an enjoyable and entertaining environment which can motivate them, and it can be used as a strategy to enrich their vocabulary stock besides its simple accessibility.

The present research aimed to investigate the impact of English vocabulary mobile apps in enhancing and simplifying students' vocabulary learning. The study was divided into two main parts, the theoretical part which includes two chapters and the practical part which consists of one chapter. The first chapter which represents the independent variable seek to discuss the usefulness of multimedia aids and mobile apps in general. And vocabulary English mobile apps in particular in enriching students' vocabulary. Whereas the second chapter which represents the dependent variable aims to discuss the role of vocabulary in language learning and how can the teachers use different techniques to improve their students' vocabulary knowledge and use. The third chapter which represents the field work aims to describe and analyse the collected data. Then hypotheses were formulated to be tested during the current study. The first one states that the learning lexis with the association of vocabulary mobile apps is effective. The second one suggests that

vocabulary mobile apps are a valid aid for English foreign learners. In order to test these hypotheses a gathering data tool were selected. A questionnaire was designed and distributed to second year master level EFL students at the university of Mohamed khieder-biskra. In addition to a questionnaire was for master level teachers at the same university.

After an accurate analysis and interpretation of the results, we have concluded that the two hypotheses were confirmed since both students and teachers demonstrated a positive attitude toward the use of English vocabulary mobile applications in enhancing and simplifying students' vocabulary learning. Because of that, we highly recommend the use of this technology as learning and teaching tool to enhance students' vocabulary learning.

Limitation of the study

The present study has investigated the Impact of English vocabulary mobile applications on EFL students' vocabulary learning. However, there are some obstacles that were faced when conducting this research. The first obstacle was the sample of the students which was supposed to be 42 but 40 of them answered the interview. The inquiry was limited to students of Master two and their teachers at Mohammed Kheider-Biskra University.

Pedagogical Implications

After the end of this study we can suggest some recommendations for teachers and students.

For teachers:

- Teachers should use the suitable technique in order to improve their students' vocabulary learning.

- Teachers should raise students' awareness about the importance of vocabulary learning.

- Teachers should expose their students' more to the real language used by natives

- Teachers should provide an enjoyable and attractive environment in order to motivate students to learn vocabulary.

- Teachers should encourage their students to use the technology of applications for education.

For students:

- Students should devote more time to learn vocabulary outside the classroom.

- Students should use their cell phones not only to entertain themselves but also to learn new vocabulary.

- Students should choose a trust vocabulary application to avoid misleading.

- Students should mix both of traditional and methods to get the words scope as much as possible.

Recommendations

After the end of this study we can suggest some recommendations:

- An empirical research on this study's title.

- An investigation about the impact of pronunciation apps in enhancing EFLs' pronunciation.

References

- Alqahtani,M.(2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*.3(3)21-34.
10.20472/TE.2015.3.3.002
- Al-Seghayer,K (2005). The effect of multimedia annotation modes on L2 vocabulary acquisition. *Research in technology and second language education: development and directions*.3. 133-151.
- Apple Official. IOS6system. Retrieved January 19, 2014, from <http://www.apple.com/ios6>.
- Berardo, A.S. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2), 60-69. from <https://pdfs.semanticscholar.org/f786/6114ebf30bb220fac1cf838553458776feed.pdf>.
- Blanka, K.Petra, P. (2020).Students' Perceptions of an EFL Vocabulary Learning Mobile Application.*Education Sciences*, 10(37),doi:10.3390/educsci10020037
- Bussman, H. (1996). *Routledge Dictionary of Language and Linguistics*. London: Routledge.
- Campbell,R.(2006).Teenage girls and cellular phones: Discourses of independence, safety, and rebellion. *Journal of Youth Studies*.9 (02) 195–212.<https://doi.org/10.1080/13676260600635649>
- Celik,O.Yavuz,F. (2017). The effect of using mobile applications in literal and contextual vocabulary instruction. *International Journal of Learning and Teaching*, 10(2), 126-136.

- Cook, V. (Ed.). (2008). *Second language learning and language teaching* (4th Ed). Hodder education.
- Ezekoka, G. K. (2007). Evaluation of secondary school teachers' use of ICT for curriculum implementation. *Journal of Women in Academics* 4(1) 210-219.
- Fegeeh,A,A,I.(2013). Effects of MALL Applications on Vocabulary Acquisition and Motivation.*Arab World English Journal*, 04(04), 420-447.
- Godwin-Jones, R. (2009). Emerging technologies: Speech tools and technologies.*Language Learning & Technology*, 13(3), 4-11.
- Harrison, R, & Thomas, M. (2009). Identity in online communities: Social networking sites and language learning. *International Journal of Emerging Technology & Society*, 7(2), 109-124.From https://www.researchgate.net/publication/265631150_Identity_in_Online_Communities_Social_Networking_Sites_and_Language_Learning
- Hatch, E., and Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: *Cambridge University Press*.ISBN-0-521-47942-8
- Hong, X (2010). Review of effects of Glosses on incidental vocabulary learning and reading comprehension.*Chinese journal of applied linguistics*.33 (1), 56-73.<http://www.tewtjournal.org>.
- Jackson, h. (Ed.). (2013). *The Bloomsbury companion to lexicography*(1st Ed.).London: Bloomsbury academic. Retrieved from: [https://books.google.dz/books?hl=en&lr=&id=09JBAGAAQBAJ&oi=fnd&pg=PP1&dq=Jackson,+h.+\(Ed.\).+\(2013\).+The+Bloomsbury+companion+to+lexicography+\(1st+Ed.\).&ots=SKVcWaBq4S&sig=FP4LnFJ-KNreKs3cb7tV9gOil_c&redir_esc=y#v=onepage&q=Jackson%2C%20h.%20\(Ed](https://books.google.dz/books?hl=en&lr=&id=09JBAGAAQBAJ&oi=fnd&pg=PP1&dq=Jackson,+h.+(Ed.).+(2013).+The+Bloomsbury+companion+to+lexicography+(1st+Ed.).&ots=SKVcWaBq4S&sig=FP4LnFJ-KNreKs3cb7tV9gOil_c&redir_esc=y#v=onepage&q=Jackson%2C%20h.%20(Ed)

[.\)\(2013\).TheBloomsburycompaniontolexicography%20\(1stEd.\).&f=false](#)

Kabilan, M., Ahmad, N., & Abidin, M. (2010). Facebook: an online environment for learning of English in institutions of higher education. *Internet & Higher Education*.13(4), 179-187.

Keskin, N. O., & Metcalf, D. (2011). The current perspectives, theories and practices of mobile learning. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 202-208.

Klimova, B. , Pražák, P. (2019). *Mobile blended learning and evaluation of its effectiveness on students' learning achievement.*”216-224. Doi:10.1007/978-3-030-21562-0_18}

Krashen, S. (1983). *The natural approach: language acquisition in the classroom*. San Francisco.

Lomicka, L., & Lord, G. (2011). A tale of tweets: Analyzing microblogging among language learners. *System*. 40. 48-63.

Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning*. 24.515–525.

Magno, C., Filho, M. K. C., Regodon, J. R., Lajon, J. A., & Bunagan, k. (2009). Assessing the Level of English Language Exposure of Taiwanese College Students in Taiwan and the Philippines. *Asian EFL journal*, 11(1), 62-73.

Martinez, A. (2009). Authentic material: An overview. From <http://englishlanguagelearningforum.blogspot.com/2009/05/authenticmaterials-overview.html>.

McArthur, T. (1992). *The Oxford companion to the English language*. New York. Oxford university press.

McCarthy, M., O’Keeffe, A., & Walsh, S. (2010). *Vocabulary matrix: understanding, learning, teaching*. UK: Cengage learning.

Oxfam Educational Report, (2008). *A review of good practice in ICT and Special Education needs in Africa*.

Peters, E. (2018). The effect of out-of-class exposure on vocabulary knowledge. *International journal of applied linguistics*, 169(1), 142-168. From <https://doi.org/10.1075/itl.00010.pet>.

Richard, J.C & Schmidt, R. (1985). *The Longman dictionary of language teaching and applied linguistics*. (4th Ed.). Harlow, England: Pearson Education limited.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Singhal, M. 1998. A Comparison of L1 and L2 Reading: Cultural Differences and Schema. *The Internet TESL Journal*. 4(10).

Small, M. (2014). Theoretical implementations of various mobile applications used in English language learning. *Teaching English with Technology*, 14(1), 35-46.

Thanh, V. T. (2017). Authentic materials in teaching English a reconsideration of the existing definitions. From: https://www.researchgate.net/publication/323387650_Vu_Tran_Thanh_Authentic_Materials_in_Teaching_English_a_Reconsideration_of_Existing_Definitions.

Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education limited.

Todd, I. (1987). *An introduction to linguistics*. Longman York press.

Ukwungwu, J. O. (2004). Integrating ICT in curriculum for human resource development. *Nigerian Journal of Curriculum Studies* 11(1) 192-194.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge. Cambridge University Press.

Wang, P (2016). The application of hyponym in college English vocabulary teaching. From <https://minds.wisconsin.edu/bitstream/handle/1793/75079/WangPeng.pdf?sequence=5>

Webster's New World Dictionary of the English Language (1964).

Wikipedia https://en.wikipedia.org/wiki/Mobile_app

Wilkins,D (1972) "*lingustics in language teaching*".London. Edward Arnold

Young-Kyung Min. (2013). *Vocabulary Acquisition: Practical Strategies for ESLStudents*. *Journal of international students*. 3(1). 64-69.

Yusufu, M. O. (2005). Information and Communications technologies and education: analyzing the Nigerian National policy on Information Technology. *International Education Journal*6(3) 316-321.

Websites used:

www.docebo.com/blog/10-stats-prove-mobile-learning-lives-up-to-hype/ 10 Stats That Prove Mobile Learning Lives up to The Hype. Available online: (accessed on 29 December 2019).

www.grammarwiz.com/8-parts-of-speech.html.

www.comscore.com.

Appendices

Appendix 01

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Students' Questionnaire

Dear Students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. This questionnaire aims to investigate 'The impact of English language phone applications on EFL student's vocabulary learning'. Therefore, we would be so grateful if you could sincerely answer the following questions ticking (√) the appropriate answer(s) in the corresponding box, and by making full statements whenever necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

Thank you for your time, effort and collaboration.

Section One: Personal Information

Q1. Would you specify your age?

- a) 18-20 years-old
- b) 20-25 years-old
- c) More than 25 years' old

Q2: Your choice of studying English is:

- a) Your personal choice
- b) Your parents' choice
- c) Someone's advice

Section Two: Vocabulary Learning

Q3. Do you think that vocabulary is important in learning English as a foreign language?

- a) Yes b) No

Q4. How can you evaluate your English vocabulary Knowledge?

- a) Low b) Medium c) High

Q5. How do you consider the role of exposure to the English language?

- a) Crucial b) optional c) Not needed

If it is crucial, is that because:

- a) It develops your vocabulary knowledge and use
b) It ameliorates your productive skills (speaking and writing)
c) It enhances your pronunciation
d) All of them

Others:

.....
.....
.....
.....

Q6. What do you do to learn new English vocabulary?

- a) Reading (books, short stories, etc.)
b) Listening to English songs and podcasts
c) Using dictionaries

d) Using English Vocabulary Apps (Google, Word of the Day, Vocabulary Builder, etc.)

Others:

.....
.....
.....
.....

Section Three: Teachers' Role in Developing EFL Students' Vocabulary

Q7. Do your teachers raise your awareness about the importance of learning new English vocabulary?

- a) Yes b) No

Q8. From the following, choose the main techniques that your teacher uses to enhance your vocabulary?

- Verbal techniques:

- a) Definitions and synonyms
- b) Contrasts and opposites
- c) Translation
- d) Check in your smart phones

Justify how you see you teachers' technique:

.....
.....
.....

Q9. Does your teacher use English vocabulary Apps at class?

- a) Yes
- b) No

Q10. To what extent do you agree with the following statement “using vocabulary Apps will be more interesting and time saving than traditional methods “

- a) Agree
- b) Neutral
- c) disagree

Justify your answer please

.....
.....
.....
.....

Section Four: The role of using English vocabulary apps for vocabulary learning.

Q11. How often do you use English Vocabulary Apps?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q15. Do using English Vocabulary Apps simplify learning new lexis to you?

- a) Yes
- b) No

Justify, Please

.....
...

Q12. What type of vocabulary Apps do you prefer to use most?

a) Vocabulary Apps that contains mother tongue (Arabic)

b) Vocabulary Apps that purely support the target language (English)

Q13. Where do you use your preferred English vocabulary Apps?

a) Only inside classroom

b) Inside and outside classroom

Thank you for your time, effort and collaboration.

Appendix 2

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Teachers' Questionnaire

Dear Teachers,

This questionnaire is an essential component of a study on 'The impact of English language phone applications on EFL student's vocabulary learning' It is greatly appreciated if you can spare your valuable time to complete this questionnaire. Please answer all questions as truthfully and accurately as possible. All answers are confidential and complete anonymity is assured.

Thanks for your cooperation.

Section One: Personal Information

Years of teaching experience

Section Two: Vocabulary Learning and teaching

Q1. Do you satisfy with the way by which your students learn the vocabulary?

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Q2. Which methods do you apply in teaching vocabulary?

1. Traditional 2. New 3. Both

Q3. Do you encourage your students to infer the meaning of new words and phrases in the context?

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Q4. Do you think your students give too much importance to vocabulary learning?
Why?

.....
.....

Section Three: The Role of Using English Vocabulary Apps for Vocabulary Learning.

Q1. Do you encourage your students to use smart phone technology to get new words meaning?

1. Yes 2. No

Q2. Are you familiar with any of English Vocabulary Phone applications?

1. Yes 2. No

What are they?

.....

Q3. Do you believe that these kind of Apps help both teacher and the learner?

1. Yes 2. No

If yes, just if please.....

.....

Q4. Do you view that learners should use English vocabulary Apps that contain mother tongue?

1. Yes 2. No

If yes, specify how:

.....

Q5. Do you give students a vocabulary quizzes and ask them to use their phones Apps?

1. Never 2. Rarely 3. Sometimes 4. Often

Q6. Do you think vocabulary learning poses a challenge for your students at present?

1. Yes 2. No

If yes, specify how:
.....

Q7. To what extent do you agree with the following statement “using vocabulary Apps will be more interesting and time saving than traditional methods “

- A) Agree B) Neutral C) disagree

Why?

.....
.....

الملخص

إن الهدف من هذه الدراسة هو تحسين عملية تعلم الطلبة للمفردات من خلال استخدام تطبيقات مفردات اللغة الانجليزية للهواتف النقالة، لذا ارتكز البحث على فرضية، وهي تعلم المفردات باستخدام تطبيقات الهاتف المحمول للمفردات أمر فعال لمتعلمي اللغة الإنجليزية كلغة أجنبية. ومن أجل إثبات أو نفي صحة الفرضية اعتمد الباحث على المنهج الوصفي الإحصائي من خلال وصف وتحليل أهمية تطبيقات اللغة الانجليزية للمفردات ومدى تأثيرها على الطالب، حيث تم وضع استبيانين الهدف منهما الاستطلاع على رأي الطلبة والأساتذة فيما يخص هذا الموضوع، حيث وزع الاستبيان على 40 طالب في السنة الثانية ماستر انجليزية في جامعة محمد خيضر بسكرة وعلى 20 من أساتذة الطلبة. وارتأينا من خلالهما مدى نجاعة استخدام تطبيقات مفردات اللغة الانجليزية للهواتف النقالة كوسيلة تعليمية لتحسين وتحفيز الطلبة لتعلم مفردات جديدة، وبذلك تأكيد صحة الفرضية.

كلمات مفتاحيه: تعلم المفردات، طلبة اللغة الإنجليزية كلغة أجنبية، تطبيقات مفردات اللغة الانجليزية للهواتف النقالة.