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English Division

Using Smartphones in Enriching Leaners' Vocabulary in English Foreign Language Learning
The Case Study Second Year LMD Students at Biskra University

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

Submitted by: **Supervised by:**

Miss Sefia Djamila   **Mrs. Bencharef Sakina**

Board of Examiners

Mrs. Samira Messaibi ……………………………University of Biskra

Mrs. Djamila Laadjali……………………………University of Biskra

Mrs. Bencharef Sakina……………………………University of Biskra

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Dedication

Lovingly, I dedicate this work to:

My family and my friends

*A special feeling of gratitude goes to my lovely parents **Saleh** and **Quidouame***

***Fatiha for** giving me encouragement care and love. May Allah protect them.*

*To my splendid sister **Warda** whom I wish all the best.*

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Abstract

It has been widely discussed that most teachers of English language are still far away from the employment of teaching aids such as visuals or audio-visuals within classes. Indeed, their only focus is on explaining and introducing lessons in the traditional way. Therefore, in order to address those teachers to know what hinders them to use such aids and techniques, this current study has been undertaken. More precisely, this research study aims at showing how the smartphone teaching technique, in particular, is effective in teaching/ learning English vocabulary. First, it focuses on teaching/ learning vocabulary and its importance in developing students' competence. Second, the research considers the application of smartphones in academic settings and investigates its effects on students' learning vocabulary. Consequently, it has been hypothesized that if students use smartphones in their learning process, their vocabulary would be increased and their writing skill would be developed. Furthermore, this research followed a descriptive method to describe the actual situation, to investigate variables, and to collect data about the topic. A questionnaire was directed to a representative sample of second year LMD students of English, and an interview was conducted with a sample of teachers of written expression at the English of Mohamed Kheider University. The gained results from both data gathering tools revealed that teachers are aware that the smartphone is an effective teaching technique which affects positively learners' concentration, motivation, facilitates the learning process, especially learning vocabulary which would develop students' writing skill. Moreover, students showed their interest and like towards this technique because of its effectiveness in teaching vocabulary as well as its easiness and speed to use. However, this technique is rarely used by teachers because of many reasons such as the lack of time and materials. As a conclusion, smartphones proved to help teachers save time and effort in explanations, and to promote learners'

motivation and autonomy. Indeed, smartphones' applications make learning more enjoyable and independent.

List of Abbreviations

Apps: applications

CALL: Computer-Assisted Language Learning

EFL: English as a Foreign Language

ICT: Information Communication Technology

%: Percentage

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GENERAL
INTRODUCTION

General Introduction

Introduction

Language is a means of communication, and in order to communicate well, to get the real meaning, and to convey comprehensible messages, each learner should know about its form and use. Moreover, a great interest has been put on the English language. Its teaching methods, strategies and techniques have been the concern of many studies in these recent years. More particularly, light has been shed on the employment of technologies in teaching lectures and skills, and more specifically in teaching vocabulary. Indeed, these kinds of materials proved to improve teaching strategies, to enhance learners' memory storage, and to develop their ability to learn more vocabulary that English language consists of. Therefore, this research study aims at investigating of the use of the smartphone as a technological device in motivating students, enriching their vocabulary, and developing their writing skill.

1. Literature Review

There are a lot of assumptions about the way smartphones can be integrated in schools and learning/ teaching processes. In fact, language learning is one field that could really benefit from the smartphone teaching/ learning technique. Indeed, learners can use this technique in a good way by listening, for example, to audio recordings at any time. Moreover, smartphones own the characteristics of portable devices which encourage spontaneous interaction. (Kukulska- Hulme 2006 as cited in Sedighi & Soyoof, (n.d).

Furthermore, Kukulska- Hulme (2006), in the publication *Mobile language learning now and in the future,* mentioned the effects of mobile communication. She indicates that it is "one of the key advantages" of m-learning considering that it adopts more flexible arrangements than traditional classroom situations. (ibid)

Even if the broadly spread usage of mobile devices is a relatively new phenomenon, there have been several studies about the integration of mobile phones and language learning (Başoğlu, 2010, Hedbom, 2008 Stockwell, 2007; Thornton & Houser, 2005). Many of these studies show a very optimistic result from relating mobile devices with language learning. (Cited in Sedighi & Soyoof, (n.d))

There is also a Turkish study that makes a compression between digital flashcards on a mobile phone and traditional flashcards on paper. The results revealed that the persons, who had used the mobile application, had gained better results than the persons who used traditional methods (Başoğlu, 2010) [1]. Moreover, a study in Japan in 2007 shows the possibility of the mobile applications was so great (Stockwell, 2007). (ibid)

An additional more wide survey was conducted with more than 300 Japanese university students who were studied regarding their use of smartphone devices in a language learning context. The results presented that the students assessed educational tools designed for mobile phones very positively, and that they were able to learn via this medium. The researchers also found that smartphones are a very effective tools for vocabulary learning as they are able to attract students' interests and create new study situations (Thornton & Houser, 2005). (ibid)

In her survey on mobile learning to support teaching English as second language, Maryam Tayebinik has shed light on the application of a diversity of mobile devices in the field of TESL. She stated that mobile devices have become a very important part of our life. Related literature has identified the adoption of this technology by language teachers. The portability and high access of mobile phones have made it very prevalent in educational territory. "Mobile phone is superior to a computer in portability" (Yamaguchi, 2005). (ibid)

All these studies agreed on the fact that mobile devices are of great help in developing learners' skills in general. Smartphones have been the concern of many of these researches in

showing their effectiveness in the learning process. The present research study has adopted the same principles of pointing to the positive impact that smartphones have on students' abilities to learn; however, it focussed on one aspect of learning which is vocabulary acquisition in the promotion of the writing skill. (Cited in Sedighi & Soyoof, (n.d))

2. Statement of the Problem

English foreign language learners of Mohammed Kheider University face many problems. Expressing themselves properly is one of these problems. Indeed, they do not have a wide range of vocabulary which makes them always repeat the same words, especially when they come to write. In addition, they usually face a gap when they can't find the right expression that fits their exact intended meaning. All these are a result of their lack of vocabulary. Therefore, researchers believe that this might be due to the techniques used in teaching vocabulary. Lexis has been the most commonly taught language area through technology in the recent years. Thus, this study will investigate the role of smartphones in improving university students' English vocabulary.

3. Significance of the Study

This study is an investigation of the role of smartphones in improving learners' vocabulary as well as their writing skill at the English division of Biskra University. More precisely, the investigation seeks to understand the mechanisms that promote and extend students' vocabulary using smartphones as a technique that can facilitate their interaction in class. Therefore, this device is expected to give them more useful time to learn new words.

4. Aims of the Study

This study aims to show how smartphones can be used in class to clearly add value to language learning and practice. This general aim can be divided into sub-aims as fellow:

- To explore the learners' perceptions, attitudes and problems about the use of smartphones in learning the foreign language.

- To provide a wide range of interesting and useful activities using the smartphone.

- To explore the effectiveness of using smartphones in terms of learning English Vocabulary, enhancing motivation, and developing communicative competence.

5. Research Questions

This research work investigates the use of smartphones in academic settings and explores their characteristics in the FL classrooms. The central questions of this research are:

- What is the importance of using technology in language teaching and learning?

- How do learners use their smartphones in learning English?

- How can smartphones help students acquire new vocabulary?

- What smartphone applications can be used in class to develop students' vocabulary?

- How do smartphones work as motivating tools?

- How can vocabulary knowledge promote students' communicative competence?

- What is the role of the teacher in teaching vocabulary via the smartphone technique?

6. Hypothesis

Out of the present study, we hypothesize that if students use smartphones in their learning process, their vocabulary would be increased.

7. Limitations of the Study

This research will be limited to 2nd year LMD students of English in Mohammed Kheider University. More precisely, it will be limited to a representative sample of forty students as well as a sample of five teachers of written expression.

The research will be limited also in terms of time and materials. Moreover, it will be conducted to see the impact of using smartphones (but all ICTs) in EFL learning, more precisely in learning vocabulary.

8. Research Methodology

8.1. Research Method

In order to check our hypothesis and gather information about the topic under study, we shall use the descriptive method because we attempt to describe the degree of learners' acquisition of EFL vocabulary when using smartphones in class.

This method is most suitable as it serves only to describe the use and effectiveness of smartphones in increasing students' motivation and vocabulary knowledge as well as in developing their writing skill.

8.2. Sample of the Study

Our sample contains both students and teachers from the English section of Mohammed Kheider University in Biskra, during the academic year 2015/ 2016. We have chosen fifty (50) second year students randomly as a sample to represent the whole population which consists of about 500 students. Also, five teachers were randomly selected at the same department.

8.3. Data Gathering Tools

A questionnaire and an interview have been chosen as tools of gathering data as they save time and effort. In this respect, a questionnaire has been handed to 2nd year students, and an interview has been conducted with teachers to collect information about their opinion of using smartphones in class.

9. Research Design

This paper will be organized into two parts. A first (theoretical) part includes two chapters that deal with our two variables: smartphones and vocabulary. A second (practical) part discusses the research methodology and analyzes findings. the following is a more detailed description of the dissertation.

Chapter one: attempts to offer a clear idea about integrating technology into EFL classes. It, then, sheds light on the different advantages of Smartphones and their application in language classes.

Chapter two: tackles learner's vocabulary knowledge and acquisition, the various techniques to improve it and what effective tools to enhance it.

Chapter three: clarifies the research methodology: It introduces the research method, the data gathering tools, and describes the participants. Moreover, it brings data analysis description and interpretations. Finally, some suggestions for students and teachers are provided.

CHAPTER ONE: CHAPTER ONE: LEARNING VOCABULARY O9F ENGLISH AS A FOREIGN LANGUAGE

Chapter one: Learning vocabulary of English as a Foreign Language

Introduction

One of the most important elements in teaching/learning English is vocabulary. This statement is reinforced by Hatch and Brow (1995:1) who say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". By mastering vocabulary, people can express their ideas and understand the other essential skills i.e. reading, writing, listening, and speaking. Learners of any language must learn as much as they can vocabulary because without understanding vocabulary, the mastery of these skills will be difficult. Thus, in this chapter we are going to focus on learning foreign language vocabulary and specifically the English vocabulary. Indeed, on emphasise will be put on the importance of vocabulary, its types, and strategies.

1. Definition of Vocabulary

When we speak about the vocabulary of a language, we are talking mainly, but not absolutely, of the words of that language (McCarthy: 3). According to Oxford Dictionary (2008: 513) a word is "(1) written or spoken unit of language, (2) thing that you say; remark or statement". Also, Vygotsky defined 'the word' as follow: "a microcosm of human consciousness". (Cited in Thornbury; 2002: 1)

Moreover, according to McCarthy (1994: 02), knowing new word means knowing the meaning, but this is not sufficient, people need to know also:

- What words is generally related with.

- Whether these words have any specific grammatical characteristics.

- Knowing a new word gives the opportunity to know its pronunciation.

- Always try to learn words in phrases not in separation to develop pure vocabulary.

- Try always to write adjectives together with nouns they usually linked with, and vice versa, e.g. royal family.

- Nouns can be written in phrases, e.g. in contact with, a train set, shades of opinion.

- Prepositions have to be with their words, e.g. at a high level, thanks to your help.

- Every word has his characteristics and you have to note them. e.g. note if the word countable or not, if the verb is regular or not and vice versa.

- Pay attention about the pronunciation of the new words and note any problem related to it.

In order to convey any message and to make any kind of conversation, a person uses a group of words to construct it. This group of words is called vocabulary. Because of its importance, it was defined by a lot of scholars in different ways as follow:

According to the Collins English Language Dictionary (1989:1629) "a vocabulary of a language is the total number of words in it". Also, "someone's vocabulary is the total number of words in a language he or she knows" (cited in Mª Lopez Campillo: 35). In addition, Hornby (1995:1331) states that vocabulary is the total number of words which (with rules of combining them) make up a language. Also, Dupuis et al. (1989: 67) state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material." (Cited in Palanac; 2012: 1- 2)

Another definition was suggested by Coelho (2012:308) who states that "vocabulary is a formal term for word or the words that exist in a language or the word that someone knows, and ales formal term then the one".

These were some definitions that are stated by some researchers to identify the importance of vocabulary in any language.

2. Vocabulary Instruction

Researchers on vocabulary such as Cruz-Wiley (2010**:** 7-8) they indicate that learning vocabulary is not an easy task for most of students. According to him, some vocabularies can be learned indirectly, whereas, some others can be learned directly.

2.1 Indirect vocabulary learning

It refers to the vocabulary that is learned in unstructured and informal setting; in other words, it is the daily oral conversations, seeing and reading any piece of writing by one's own. (Cited in Cruz-Wiley**;** 2010**:** 7-8)

Cruz-Wiley (2010:7- 8) states that students usually learn the meaning of most of words from experiences with both written and oral language. This is an indirect learning of vocabulary and the following points are some of the ways that students can learn indirectly a language.

- **Engaging student in daily conversations:** as much as the students are involved in conversations with who are older and experienced than him, as much as they learn words and meaning. Also they are aware about the appropriate place and time to use the words.(ibid)

  - **Reading aloud daily to student:** reading should be always practice. It gives the students the opportunity to know unfamiliar words and to make a relationship with the prior and the new words or to build knowledge when there is no previous knowledge.(Cited in Cruz-Wiley (2010:7, 8)

- **Providing time and opportunities for students to rely on their own:** involving student to read what they prefer or to read and to answer the important questions about what they read. This may encourage them to read by their own. The more they read, the more they learn new words. (ibid)

2.2   Direct vocabulary learning

It refers to the vocabulary that is learned in formal and structured setting. That helps the individual to understand the words and to make him/ her aware of the words that he/ she is going to use in normal conversations and in writing paragraphs. It is also important because it helps student to learn the unknown words that can lead them to

good understanding of the reading skills. Usually this new vocabulary is related to particular subject and there have no relation with the daily interactions. (Cited in Cruz-Wiley (2010:7, 8)

The following are some strategies that can help with direct vocabulary learning.

- **Teaching specific vocabulary words before the reading:** this process may help student to learn new words and give them a general idea about the text they are going to read.(ibid)

- **Using the vocabulary taught in different context:** using the words that he learn in different context and various periods of time, help the student to learn them more and more. (ibid)

- **Repeating vocabulary exposure:** When students listen, see, read or write certain words they learn them easily. Repeating exposure words in different ways lead to the comprehension to these words.

3. The Essential Components of Vocabulary Instruction

Students can learn vocabulary through indirect and direct contact to words in a diversity of language contexts. For example, students can learn vocabulary indirectly when they involve in discussions with others, through reading loudly, and through independent reading. Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies. (Armbruster, et al., 2001 as cited in Hanson and Padua, 2011:8-11)

According to Hanson and Padua (2011:8-11), the four essential components of vocabulary instruction that Michael Graves (2006) states are the following:

- Providing rich and varied language experience.
- Teaching individual words explicitly.

- Teaching word-learning strategies

- Fostering word consciousness

As it can be seen in figure (1), for each component there are specific strategies to help students develop their vocabulary
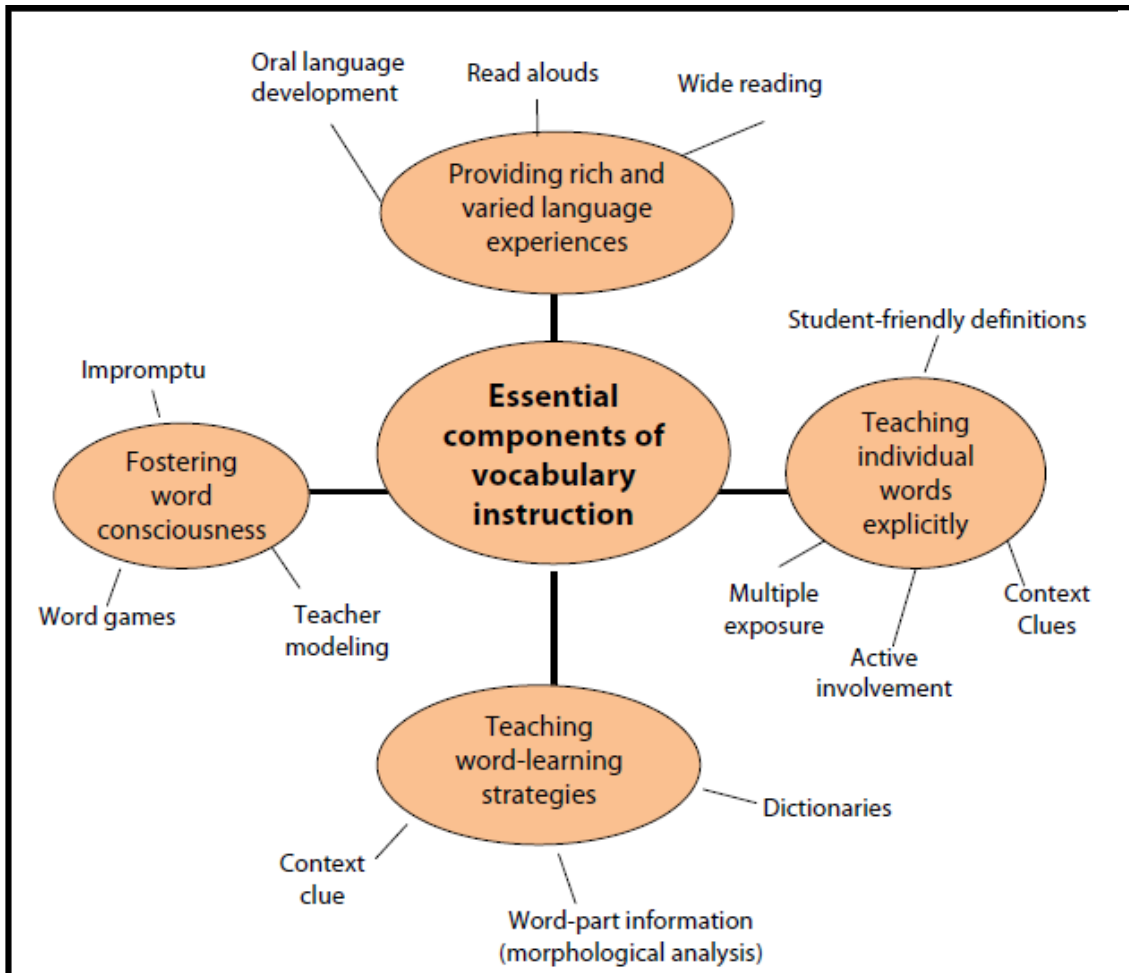
Figure 1: The Four Essential Components of Vocabulary Instruction (Adapted from Graves, 2006 as cited in Hanson and Padua, 2011:8-11)

3.1 Providing Rich and Varied Vocabulary

According to research, reading aloud, independent reading, and oral discussion are some language experiences that increase students' vocabulary (Grave2006). In addition, when students are more interested to a wide range of reading genres, such as biographies and fairy tales, they will be able to learn different vocabulary types.

Students must spend more time in reading books in order be exposed to vocabulary that is more sophisticated and academic. Some researchers have determined that reading aloud gives children the opportunity to increase their vocabularies (Lehr et. al., 2004). Also, Cunningham (2010) says that discussion during reading aloud about the text and organizing independent experiences outside the school course are both effective strategies for increasing children's vocabularies.

Hayes & Ahrens (1988) claimed that it is important that students are provided with time to involve in oral language activities such as discussing the text in classroom after the reading aloud or discussing it at home. Cunningham & Stanovich (1991), as supporters of this idea, said that students acquire vocabulary to support their reading of the increasingly complex texts they encounter as they progress though school when they are exposed to these rare words.

Student vocabulary knowledge is greatly affected by the volume of reading. Indeed, Cunningham & Stanovich (1991) determined that students who can read with simplicity and have the tendency to read the more difficult vocabularies are therefore exposed to a huge number of rare words. Even motivated readers will enrich their vocabulary if they engage in reading. Though, these students tend to avoid reading. Therefore, missing out on the opportunity to acquire more words, this phenomena are called by Stanovich (1988) "the Math hew effects" of achievement, based on a Biblical passage that speaks of reach getting rich and poor getting poorer.(Cited in Hanson and Padua, 2011)

3.2 Fostering Word Consciousness

Fostering word consciousness is the second component of promoting vocabulary. Word consciousness can be understood as "an awareness of, and interest in words, and their meanings" (Graves, 2006: 7). Also, this contains word play and meaningfully used words such as idioms and symbolic language (Lehr, et al., 2004). Helping students to develop

word consciousness behaviors such as showing strong interest in words, noticing words and learning new words is the role of the teacher to increase student's vocabulary. Supporting them to become word consciousness gives the student the ability to become lifelong learners of new words. Word games, telling tongue twister, or jokes, and highlighting important words found the text are some ways to enhance word consciousness (Lehr, et al., 2004 as cited in Hanson and Padua, 2011)

3.3 Teaching Individual Words Explicitly

As students can learn vocabulary indirectly through various reading and writing activities, they also can benefit from direct and explicit teaching of individual words (Graves, 2006). While students will know many words from different classroom language activities, explicit instruction of wisely specific words is needed for students to comprehend content specific texts. Students learn the in-depth knowledge they need in order to understand the meaning of vocabularies they will encounter during reading through the direct teaching of key words. The National Reading Panel found that explicit instruction is extremely affective for vocabulary learning (NICHD, 2000). There are four strategies for teaching individual words explicitly as follow: Providing student friendly definitions, using words in context, providing multiple exposures, and offering opportunities for active involvement. (ibid)

3.4 Teaching Word-Learning Strategies

The tools that students can use to figure out the meaning of unknown words and develop their words knowledge are called word learning strategies. The direct teaching method word-learning strategies can help students become better autonomous word-learners (Baumann, et al., 2003; Graves, 2006; Lehr, et al., 2004; NICHD 2000).

All of the four essential components of vocabulary instructions are very important in student's learning vocabulary process. (Cited in Hanson and Padua, 2011)

The four essential components of vocabulary instruction are very important, because they give students the opportunity to use different ways to learn vocabulary.

4. The Importance of Vocabulary

Learning vocabulary is an important task in learning any language especially FL either through a conscious or unconscious process. As a second language learner of English, making mistakes in grammar or pronunciation does not matter because the important thing is to learn new words. Picket (1978; in Hedge, 2002: 110-1) has already support this point by saying: "This brings me to the subject that vocabulary learning, which to me always seems the key of any language. I'm quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words."

Moreover, Thornbury (2002: 13) states that "Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins summed up the importance of vocabulary in learning as a piece of advice. He said to his students:

> If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more expressions. You can say very little with grammar, but you can say almost anything with words.

Learning vocabulary is the essential part in learning language rhythm, stress, intonation, grammar, tone voice, silence, and pause. However, there are other elements which have an importance in learning language. McCarthy (1990: VII) argues, "no matter how well the student learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2just

cannot happen in any meaningful way". This idea is defended by many linguists such as Allen (1983), Wallace (1988), Cored Rosser & Bolitho, etc. (cited in Campillo, n.d p. 36).

Nowadays, paying attention to grammar and neglecting vocabulary is the concern of most students. Hence, teachers have to make them aware about the importance of vocabulary in their learning process. Activities testing students' knowledge are one of the activities that help student be aware of vocabulary, and the teacher must be intelligent to help them improve their vocabulary knowledge. (Cited in Campillo; n.d, p.36).

5. Vocabulary Learning Strategies

Schmitt (1977) offers a useful overview of the growth in importance of strategy use in second language learning, noticing that it grew out of an attention in the learner's active role in the learning process. Nation (2001: 217) argues,

> It is not easy to arrive at a definition of what a strategy is, but to deserve attention from a teacher a strategy would need to:
> 1. Involve choice, that is, there are several strategies to choose from.
> 2. Be complex, that is, there are several steps to learn.
> 3. Require knowledge and benefit from training.
> 4. Increase the efficiency of vocabulary learning and vocabulary use.

There are many strategies which establish these features and learners need to master these strategies. About vocabulary learning, Nation (2001: 218-222) develops a general classification of vocabulary learning strategies. The first strategy is planning vocabulary learning which means to choose words. Learners should know their vocabulary goals and choose what vocabulary to concentrate on in terms of their selected goals. Learners should also have a clear strategy for determining what vocabulary to focus on and where to find this it.

When learning vocabulary, choosing certain aspects of a word (meaning and form) to focus on and using various strategies can make the learning process more efficient. The second vocabulary learning strategy is sources. In order to manage with new vocabulary when it arises and to learn unknown vocabulary, learners have to be able to learn information about the words. Analyzing word parts is a beneficial strategy because being aware of the stems and affixes can deliver useful insights for seeing relations between words, checking guesses from context, strengthening form and meaning connections, and in certain situations working out the meaning of a word. Meanwhile, consulting reference sources correctly and using parallels can also be beneficial in vocabulary acquisition.

The third vocabulary learning strategy is processes, which is establishing vocabulary knowledge. It includes ways of memorizing vocabulary and making it obtainable for use. Noticing is a broadly used way of recording vocabulary, and it would be a very useful first step towards deeper processing of words. Retrieving strengthens the connection between the cue and the regained knowledge. It is superior to noticing. Generating is the construction of the word. It is the advance step of learning process.

6. Types of Vocabulary

In order to be aware how vocabulary items are linked with the four skills, we are going to group the skills into two pairs. There are two ways in grouping: In the first way, a first pair including listening and speaking are put together because they are the main skills in oral conversations and this may be the main purpose for some students. The second pair concerns reading and writing together and this may be the focus of other students. In the second way, reading and listening can be put together because they are used to comprehend language which was produced by other people. So, to this point, listening and

reading are called receptive skills and speaking and writing are called productive skills. (Cited in M. Siriwan; 2007: 28-30)

In general, there are four classes of vocabulary leaning: writing vocabulary, reading vocabulary, speaking vocabulary, and listening vocabulary. Writing vocabulary refers to the words that the learner uses in his writing production, reading vocabulary refers to the words in outlines that the learner identifies and uses to understand what he read, speaking vocabulary refers to the words that the learner uses in his speaking, and listening vocabulary refers to the words the learner hears and tries to understand.

In order to make a better understanding of the relationship between the four skills and vocabulary Pikulski and Templeton (2004:2) have produced the following diagram:
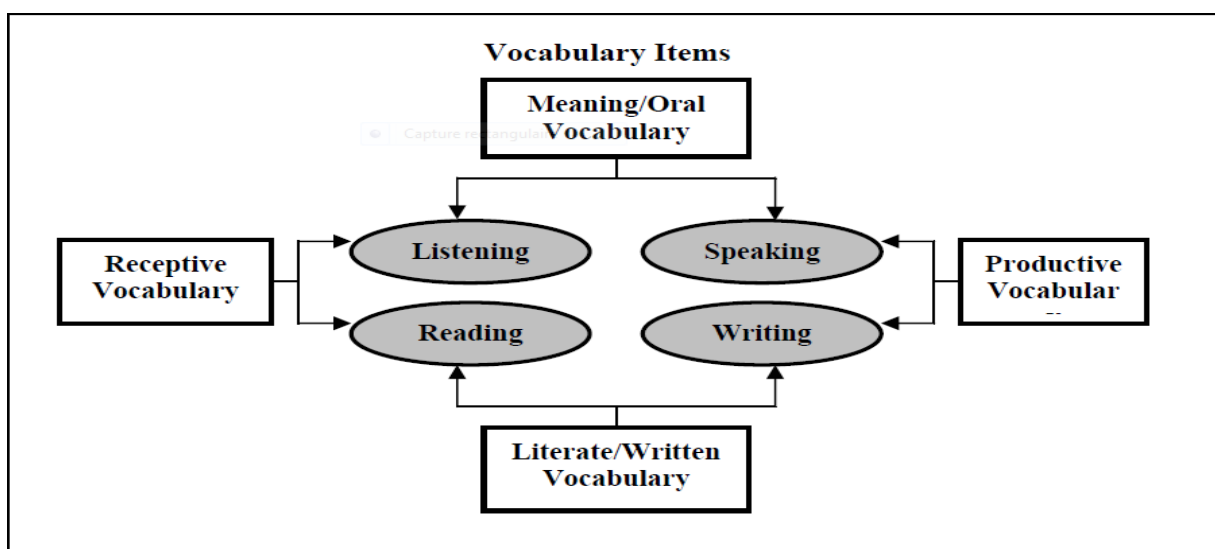
Figure 2: Types of Vocabulary (Adapted from Pikulski and Templeton, 2004:2)

Figure (2) proves that vocabulary items play an important role in learning to communicate effectively. According to the diagram, vocabulary items can be classified in terms of types, meaning, and roles. The diagram also shows that vocabulary is divided into four main groups as meaning/oral item, literal/written item, receptive vocabulary and

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productive vocabulary. However, it is clear that all vocabulary items are overlapped in meaning and role. (Cited in M. Siriwan; 2007:28-30)

7. Strategies to Support Students' Vocabulary Learning

For students, reading gives them the opportunity to discuss unfamiliar words (Mc Naughton, 2002). However, listening only to stories might not always enrich their vocabulary. Binkema and Graves (1933) state that in discussion of new words, attention of some students needs to be involved. The following are some strategies that help students learn vocabulary. First, there is *Vocabulary pre-teaching* (Nicholson and Tan, 1997). Before reading vocabulary, students' knowledge can be increased by using flash card of the words that make difficulty as an example. Moreover, before reading a text, arranging, and categorising words can help students to concentrate it their reading and support their understanding of new words (Whitehead 1933). It is better for students to use the new vocabulary from the text in advance to give them a general idea about the context of the story or article. Also, questions can be set in order to simplify understanding the new vocabulary.

For student knowing the definition of words and put them in a sentence is extremely important, but is not sufficient. They must be involved in active discussion and use. New vocabulary might be clarified by student by asking these questions:

- What type that the word belongs to?
- What is the word like?
- What are his characteristics (if it is a group, class, abstract concept, etc.)

Students' memory of new words by repeating loudly those words must be supported by teachers. Also, teachers might model ways to work out the meaning of new vocabulary

from semantic and syntactic cues. The important words that are chosen from the text that read to/with student should be have special focus and should be relevant at time to student. (Cited in Wearmouth; 2009:104).

8. Testing Vocabulary

Testing vocabulary is a very important task that teachers have to be aware of because it helps them to collect more information about their students' level of language proficiency, which is very important in the teaching/ learning of the foreign language.

There are a lot of reasons of testing vocabulary. One of the most important reasons is to know how learners are doing when they are building their vocabulary. Testing vocabulary is not always remarkable; teachers can test vocabulary only by revising words. By means of this test, learners can revise vocabulary from the previous lesson at the beginning of another lesson. "Testing vocabulary also occurs in placement tests or diagnostic tests to find out students´ level of knowledge or in achievement tests at the end of the school year" (Thornbury. as cited in Ivana, 2009: 29)

Testing vocabulary can be done by using a diversity of techniques which can be arranged according to the purpose of the test itself. Arthur (1989) sets a group of testing vocabulary techniques which are: multiple choice, cloze test, dictation, true/false, questions and answers, gap filling, transformation, rewriting, matching, error correction, essay, translation, rearranging words, and information transfer (as cited in Ivana,P.18).

8. Using vocabulary to Improve the Writing Skill

Bryildssen (2000) shows that while students' writing skill can be enriched by improving their vocabulary, there is no promise that this can happen automatically. The development in vocabulary will be the result in developed writing skill; this only happens when the teacher considers writing as the class first interest. Corona, Spangenberger,

&Vent (1998:24) supported the previous idea when saying that "in such classroom, process and environment are closely intertwine and interdependent. The process does not become a live unless the environment is conductive". The techniques that the teacher can use to create a good writing-centred classroom are the following:

- Teachers by pushing their student to read books, stories, and poems that contain both new words are providing them with an environment of discussion. This what (Sloana; 1996:268) explains in his quest to help her students to become better writer, she said: "went to the best source for teaching good writing: good books".

- Helping students to become aware of the interesting words; the words that catch their attention and to find the wright way to write down them. There are a lot of ways; for example, writing down the words that you met on an "Interesting Word Wall" (Sloana, 1996: 286).

- The teacher has to suggest a different kind of writing opportunities. Like what Corona, Spangenberger, & Vent (1998: 29) states "A writer-centered classroom emphasizes using written expressions to communicate ideas. Writing is an important part of all areas of the curriculum". The authors mean that the student has a great advantage in their writing when they have given a choice; such as journal or diaries, book reports, and autobiographies, about their assignments.

- Student should have sufficient time to fully experience the writing skills (Corona, Spangenberger, &Vent; 1998).

- Giving student the opportunity to contact with teachers and follow students (ibid). Indeed, students should interact with their teacher to discuss ideas and to answer questions when writing topics. The teacher here is going to encourage the student and to help him to benefit from his experience and the fellow student gives the growing writer

the chance to exchange ideas, brainstorm, and rewrite his piece of writing. (Cited in Bryildssen, 2000).

Conclusion

For any language, it is important to go through learning or acquisition in order to develop language proficiency. Generally, the foreign language vocabulary, and more specifically the English language vocabulary, needs more effort and energy to achieve high level of fluency and accuracy for communication. This is because of the huge amount of English words, on one hand. On the other hand, students should be aware of the nature and the different functions that one word may have. This act can help learners to choose or to design the appropriate vocabulary tests. This is why many researchers concentrate on this subject in their studies to find the appropriate methods and approaches to learn this huge amount of words. The result of these studies may help learners to develop their vocabulary knowledge as well as teachers in the simplification of the teaching process.

CHAPTER TWO: SMARTPHONE AND TECHNOLOGY

Chapter two: Smartphone and Technology

CHAPTER THREE:

FIELD WORK

Introduction

In this digital age of time, emerging technology-supported devices are rapidly growing as mobile phones, especially smart ones, are used everywhere, every day and by everyone. This phenomenon leads us to a clear question: How can mobile phones or smartphones technology support learning in general and learning vocabulary more specifically in EFL classrooms?

Hence, this chapter investigates the ways of effective learning through mobile phone or smartphone technologies. Indeed, it describes how the smartphone is used to learn a foreign language in general, and how it can help learners acquire new vocabulary.

1. Historical Background of Technology and English Language Teaching

English language teaching and technology are related to each other. According to Al- Soufi (2014: 8), English language learning laboratories were used in several educational institutions during the sixties and the seventies of the last century.

Language laboratories are composed of a number of small cabinets, provided with a cassette disk, a microphone and a head phone for each learner. To monitor their learner's interaction, teachers use a central control panel. The main advantage of that type of technology was the verbal behavior of learners which would help them quickly learn the second language. By more accounting on more practical drill problems, learner's skills can be enhanced. Though language laboratories play a positive role in linking technology and language education, this technique was actually tedious and boring for learners.

Moreover, there are minimal interactions between the teacher and his learners. Computer assisted language learning (CALL) software has provided additional teaching device for second language education. For both teachers and learners, the use of computer in English

language classroom is useful. Now, there are various software application programs available such as pronunciation, grammar, spelling check utilities, vocabulary, electronic work books, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enrich their English language courses.(cited in Al- Soufi; 2014: 8)

2. Definition of Technology

One of the most important instruments that has a great impact on the way and nature of learning is technology. The word "technology" is used very loosely to describe a diversity of ways computers are included in the learning process. Simply put, "technology is a word that is used to describe different things to different people. Technology is a term that is used by many to describe, study, and evaluate the various ways. Computers are integrated into education, both inside and outside of classrooms". (Al-Soufi; 2014: 3)

In addition, Owen-Jackson (2000: 3) defines technology through the following points.

- "Technology is a distinct form of creative activity where human beings interact with their environment to bring about change in response to needs, wants and opportunities". (Scottish CCC, 1996: 3)
- "Technology is the use of knowledge, skills and resources to meet human needs and wants, and to recognise and solve problems by investigating, designing, developing and evaluating products, processes and systems".(South African National Curriculum, 1996)
- "Technology is the creative application of knowledge, skills and understanding, to design and make good quality products". (National Curriculum Council [NCC], 1993: 5)

Madhavaial et al. (2013: 148) show that "technology is a word that is used to describe different things to different people." Also, they mentioned that technology is "a term that is used by many to describe study and evaluate the various ways". Besides, they argued that a good definition of technology should include "the systematic application scientific and organised knowledge application of scientific and other organized knowledge to tasks".

According to Maggioli (2009: 7), "technology is the broad term used to address any kind of media (electronic or otherwise) which help support learning". Furthermore, he mentioned the same knowledge and skills that teachers teach in the classroom. He added that what is special about technology is that it provides opportunities to supplement familiar teaching strategies in important ways.

Technology, according to Heritage American Dictionary (2007), has three definitions. The first one is that it is the application of science, especially to industrial or commercial objectives. The second one is that it is an electronic or digital products and systems considered as a group. The third one is that it is anthropology the body of knowledge available to a society that is of use in fashioning implements, practicing manual arts and skills, and extracting or collecting materials.

Moreover, Technology is the application of the scientific knowledge to the practical aims of human life, or as it is sometimes phrased, to the change and manipulation of the human environment (Encyclopedia, 2007).

Wheelwright (1966: 32 as cited in Herschbach; 1995: 32) states that the entomology of the term "technology is instructive. It comes from the Greek 'technologia', which refers to the systematic treatment of an art (or craft). The rote 'techne' combines the meanings of an art

and a technique, involving both knowledge of the relevant principles and ability to achieve the appropriate results".

Finally, whatever its definitions are, technology is still an important and integral part of everyday life for many people. Its uses are numerous and various as it serves for teaching, learning, entertainment, etc.

3. Importance of Technology in Language Teaching

The use of technology in university classrooms is becoming widespread. The use of different kinds of technologies during lectures allows teachers to diversity their lectures, to present more information and to increase students' learning. The variety of technologies in the classroom may help teachers save time and energy. Actually, Madhavaial et al. (2013:148) argue that "technology has become a powerful catalyst in promoting learning, communication, and life skills for economic survival in today's world".

Technology is a powerful tool with enormous potential for paving high-speed highways from out dated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning and life (ibid).

Ultimately, technology is very important not only in our social life, but also it has a great influence in our language by making many linguistic changes. For instance, technology is making teaching more interesting and productive.

4. Types of Foreign Language Learning with Technology

Today, technology is widespread among people, especially students. It is so important for students to know the different types of foreign language learning with Technology that help them in their learning process.

4.1 Electronic Learning (E-Learning)

Mobile learning or what is called m-learning is the focus of the current dissertation. To be aware of this term, one must have basic information about e-learning too because many definitions of m-learning include comparison to e-learning.

According to Bostom (2011, as cited in Cedergren & Hellman, 2012: 3),

> E-learning is an American term which has been used for about 20 years; the phenomenon itself is much older though. With and without access to the internet, e-learning comprises all forms of electronically supported interactive learning and teaching. E-learning contains all learning supported by PCs, laptops, CD-ROMs and so forth.

Some of the main characteristics of e-learning are that it is massive, structured, media rich, intelligent and/ or interactive (Traxler, 2005). This is relevant in order to compare with the core characteristics of m-learning. (ibid)

4.2 Mobile Learning

While mobile learning, nowadays, is a widespread concept, it still lacks an exact definition.

Traxler (2009) discusses numerous different definitions of mobile phones in his book "*John Traxler's Learning in Mobile Age*". Traxler (2009: 2) said that the early approaches in defining m-learning, researchers focussed on technology, saying for example that it was "any educational provision where the sole or dominant technologies are handheld or palmtop devices (ibid), or describing mobile learning on the mobility of technology as "e-learning through mobile computational devices: Palms, Windows CE machines, even your digital cellphones". (ibid)

O'Malley et al., (2003, cited in Traxler, 2009: 2) come with a different definition of m-learning when they say that it is "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies". Also, Keegan (2005, cited in Traxler, 2009: 2) argues that no learning should be restricted to learning on devices which a lady can carry in her hand bag or a gentleman can carry in his pocket.

Traxler (2005), in figure 3, described some of the main characteristics of m-learning; pointing out that it is "spontaneous, private, portable, situated, informal and perhaps some connected interactive and personalise". Now, one can conclude that m-learning actually is, personalised connected, and interactive. It is important to compare m-learning with e-learning in order to see what features that most important to make good use of while making an application. In this sense, Figure 3 illustrates the differences between m-learning and e-learning in a good and comprehensible way.
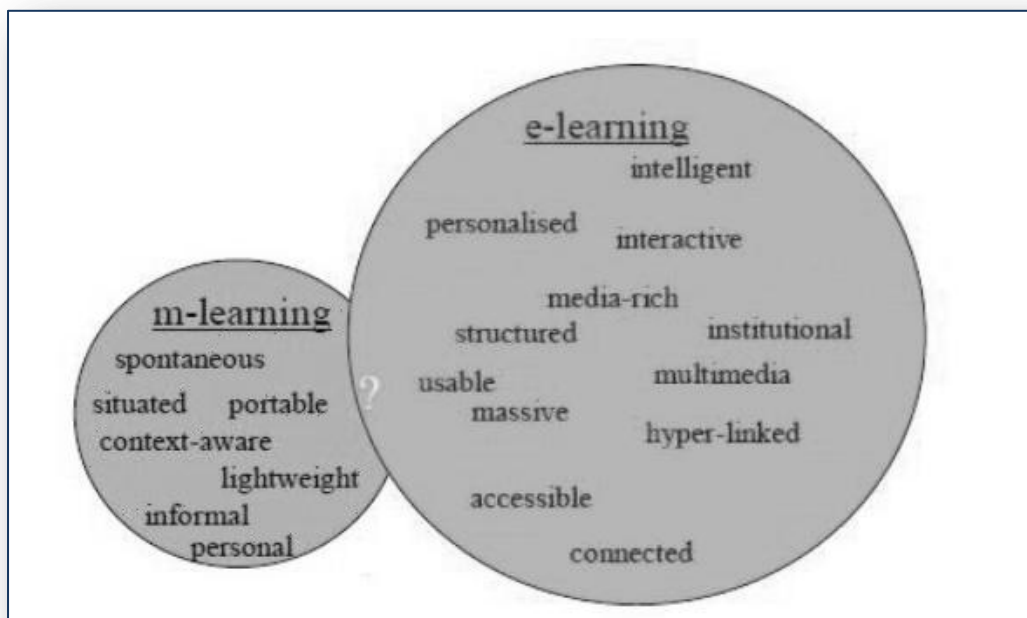
Figure 3: The Relationship Between m-learning and e-learning (Traxler, 2005)

4.3   Smart Learning

Smart learning (s-learning) according to Svetland et al., (2011), is a new and important model of learning, today. The s-learning concept plays an essential role in the creation of an effective learning environment that offers personalised contents and easy version to recent educational model. Also, it delivers learners with the appropriate communication environment and rich resources. Though, the existing-learning substructures are still not complete.

Middleton (2015: 1) states that smart learning is teaching and learning with smartphones and tablets in post compulsory education is as much about innovation in education as it is about a world in which personal technologies are changing teaching and learning.

Smart learning gives the chance to reform and reconceptualise current innovative thinking about academic innovation and make sure that important phenomena are firmly embedded within a learning landscape. (Cited in Middleton, 2015: 16)
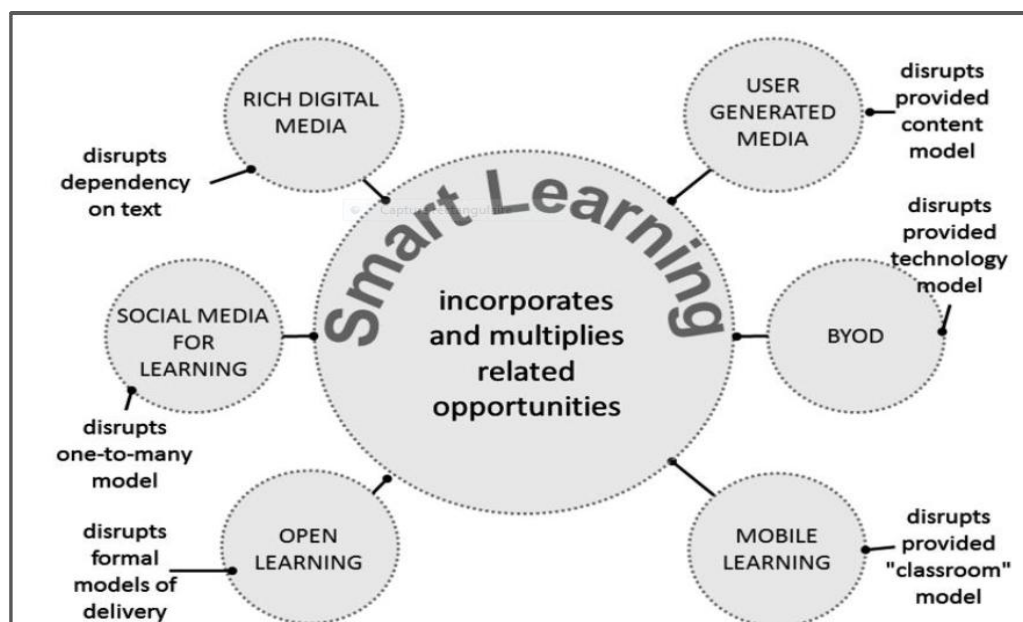
Figure 4: Smart Learning: Disrupting the learning landscape by converging and multiplying key ideas for progressive learning spaces. (Cited in Middleton, 2015: 17)

Figure (4) clarifies that people are no longer just dependent upon the medium of text, as user or producer. Learning is more available and more challenging since we can us or make any media to convey, questions or applies knowledge. Individuals have the flexibility of using technology in ways that suit us as individuals, wherever they are and whatever they are doing. Their expectations about the formality of learning are disrupted and they are able to recognise the importance of different collaborators and contexts for learning and social media can help us to make meaningful, life wide connections .(Cited in Middleton, 2015: 17)

5. Smartphone and Language Learning

With the widespread of information communication technologies (ICTs), a very special importance is given to mobile learning as new style of development based on interconnection of device. The integration of smartphones in the classroom gives learners the opportunity to develop individual and group learning outcomes along with more in collaborating discussions among the members of the group (Duncan et al., 2012). (Cited in Awedh et al; 2014: 19)

According to Kolb (2011), "smartphones are very flexible". Indeed, students can use them everywhere and every time. The smartphones use can be helpful for the teachers because they can control the students' learning in real time. (Manuguerra & Petocz, 201; Awedh et al., 2014)

Moreover, according to Mosavi & Nezarat (2012: 311-2), the mobile learning technology (smartphones) can be used either inside or outside the classroom. In the first case, mobile phones containing appropriate software are very effective in cooperative learning. While this kind of learning has nothing to do with the mobility property of such devices, it delivers learners with the opportunity of close discussion, contact and decision-making between the

group members due to the specific design of the learning activity on mobile phones. In the second case, mobile learning technology (outside the classroom) is more useful for doing activities. This type of activities allows learning to be more directly linked with the real world experiments. Furthermore, learning outside the classroom through mobile phones has the advantage of better using the learners' free time whenever and whatever they want.

Another development in the use of wireless technologies in education is SMS-based learning in which getting wanted text messages support learning outside the classroom and help more students to benefit from the experimentation of their teachers with mobile technology. (Mosavi & Nezarat, 2012: 311-2)

Game-based learning is an additional object for mobile learning in which learning materials are so planned to be integrated with features of physical environment. For instance, Tin Lab is a kind of games about climate variation and its impact. Players succeed to get data about the introduction of problem new environmental law through their mobile devices in different locations as they progress in the game. They will debate the results of the game later on in the classroom.(ibid)

Also, smartphone learning games can be beneficial in teaching second language skills such as vocabulary, grammar, spelling, reading comprehension, listening and pronunciation. (ibid)

6. Mobile Learning Advantages and Disadvantages

The smartphone phone is one of most important and powerful communication medium among all new communication devices ever better than e-mail or chat as it can play as a learning device despite its technical limitations. The learner can control the learning process and development in his/her own space depending in his/her cognitive states. (ibid)

E-learning or learning through the computer gives the opportunity to the learners to learn outside the classroom when they are at home in front to their own computers online or offline. Nevertheless, smartphone learning enables the learners to learn whenever and wherever; they are for example when they are in the bus, out or at work doing their part-time job. (Mosavi & Nezarat, 2012: 311-2)

There are two main characteristics of the smartphone device, which are connectivity and portability. The portability feature allows the learner to move the mobile device and to bring learning materials. The design of the mobile system must have the ability to be connected and communicated with the learning website by using the wireless network after the device to access learning material universally containing short massages service (SMS) and mobile e-mail.(Cited in Miangah and Nezarat; 2012: 313).

Furthermore, Miangah and Nezarat (2012: 310) reveal that Klopter and his colleagues state some properties of smartphone devices as follow: First, portability because of the size and weight of such device, it can be taken to different places. The Second is social interactivity, with smartphone phones, sharing and exchanging information with other learners is possible. The Third is context sensitivity. The information on the smartphone device can be collected and responded uniquely to the recent place and time. Fourth, it is about connectivity, creating shorted network smartphone device or a common network. The last property is individuality for individual learner the activities platform can be customised.

While learning through smart phones has some advantages, it also has disadvantages such as having a small screen and the difficulty to read on such screen as well as data storage and multimedia limitations. There are many phones that are not designed for educational purposes. Because of that, it is very difficult to use mobile phone or smartphones by learners

for the task that is given by the teacher to be carried out. (Cited in Mosavi and Nezarat; 2012: 311)

Stock well shows that according to learners, it is difficult to complete activities on the mobile phone because it takes long time, and thus, some of them favoured to use their PCs to do their assigned tasks. In that test, several learners showed from the beginning that they did not mean to use the mobile phones for doing their tasks because of the cost of Internet access, the screen size, and the keypad. (ibid)

7. Smartphone Applications for Learning Vocabulary

A smartphone or function phone can be used in diverse ways. The phone applications (apps) are one of these ways. Some of them can be helpful for learners in their learning process to develop their skills. The following are some of the useful applications that are used by FL learners:

7.1 The Camera

The smart phone camera can be used in different ways. For example, to save learners' time, the learners could take photographs of the information that the teacher writes on the board that they may have had copy down them in their copybooks later on. Also, learners can use the camera in other situations such as taking photographs outside the classroom which can be used then in class activities. These could contain picture of public advertisement, and symbols, a room in their houses or a family member. These types of pictures lend themselves to communicative information-gap pair activities and are inherently motivating as the learners will have taken the photo by themselves. (Cited in Palanac; n.d)

7.2 Camcorder

This application can be used by learners to record class-work (and later analyse) such as presentation, interview, role plays and discussions. Moreover, learners who have difficulties in pronunciation, for example, can video their teacher's explanation or saying certain words then video themselves saying or repeating the same words to compare, analyse, and correct their mistakes using both visual and audio cues.((Cited in Palanac; n.d)

7.3 SMS/MMS

The most famous and popular smartphone function among people is sending and receiving messages (SMS) and images (MMS). Through time, the text messaging has developed its own language. They are so helpful for student to learn more new words with their spelling and meaning. (Cited in Buchegger; n.d, Ed.)

7.4 Podcasts and Videos

Language learning podcasts and videos can be downloaded by learners in their smartphones to listen to at their leisure. Such media could be downloaded directly from websites such as www.bbc.co.uk/worldservice/learningenglish or can be accessed through applications such as the "British Council's Learn English Podcasts". Learners in classroom can list podcasts to listen to in other times. In addition, learners, for example, can set the task of listening to the podcast and complete comprehension exercises before the lesson, and come to the classroom prepared to discuss them. (Cited in Palanac; n.d)

7.5 Grammar and Vocabulary-Building Tools

There are different apps that are obtainable for learners to access from their phone in their own time or in classroom such as the British Councils' Learn English and Websites such

as OUP's http://ett.oup.com/student/headway. Also, there are several online dictionaries websites accessible from smartphones, such as http://dictionary.cambridge.org/dictionry/learner-english, and also there are free dictionary apps as the "Merriam-Webster Dictionary" which can be downloaded to smartphone and used offline. (Cited in Palanac; n.d)

Multi-sensory flashcard-based vocabulary learning apps as "British Council's My Word Book" is another useful vocabulary building tool. This application could be presented in class along with other vocabulary-learning strategies (paper-based alphabetical vocabulary note books). After that, learners can prepare a task of recording and learning five words using two different methods and then in small groups. They discuss which method is the best one and why. (ibid)

7.6 E-Books / newspapers / magazines

These are a variety of different types of text learners can download on their smartphones, many of which are free or inexpensive. "Kindle" is a useful application for accessing and reading these texts. This application helps readers to highlight words, search for definitions and make their own annotations. These apps can encourage learners to read more lengthily in their free time. Such books can be used efficiently in class to enrich both reading and digital literacy. As an example, learners can search for key words, which then can be highlighted and annotated as required. (ibid)

7.7 Research

Learners can use search engines to find data for a project, pictures for a poster, maps, or instructions and many other things. Also, learners could access a web-based concordance as

from their phones to research the usage of certain words. (Cited in Palanac; n.d)

7.8 Micro-Blogging

It is an app to develop the writing productive skill. Internet presents several opportunities for authentic written communication with real people. One of these opportunities is Micro-Blogging features of social networking websites like Facebook or Friend Feed. Learners can create profiles by using their own phones to communicate with each other as part of class activities or in their free time**.** An example of micro-blogging activity is that each learner can post a 'status' on Friend Feed stating a problem (real or fictional) that he/ she facing then ask for advice. The other learners will see these statuses on their homepage and can then comment on other learners' statuses, offering advice, using language for referring back to others' comments, and agreeing and disagreeing as they see fit. (ibid)

These are some of the smartphone applications that help learners of EFL in their learning process. What is remarkable is that by using any application, the learner is learning new words without being aware of.

8. Features of a Good Application for EFL Learning

Smartphone's applications have been actually beneficial tools since they give students the opportunity to study English while they are on the subway or in a coffee shop. Nevertheless, in the recent years, hundreds applications to learn English and other languages have been released. (Cited in Sborto; n.d). Some features of good applications are:

- **Active Learning:** active learning should be included in a good application. This means that the apps should ask you question and oblige you to remember the correct answer.(Cited in Sborto; n.d).

- **Customized Product:** the good application should give the flexibility of selecting the setting according to the needs. For example, you should have the chance to select the study, the lesson, or the vocabulary that much your proficiency level and interest. The good way to be motivated all the time is to learn only things that involved on and to use them and to use them in your daily life.(ibid)

- **Learn from your Mistakes**: will be used by recording the mistakes and obliging you to remember what you forget. However, skipping the ones you already know.(ibid)

- **An app should cover a Specific Need**: a good application has to be beneficial to assess your lesson or learn new words; though you need more time than that to learn new language. (ibid)

These are some of the features of good applications for learning that may help students in their leaning process. They serve many goals are easy and quick to use.

9. Vocabulary and Smartphones

One of the most important features of language proficiency and school success is vocabulary (Vermeer, 2001). A large number of studies either in computer assisted language learning (CALL) or in non-CALL environment are focusing on this idea (Stock well, 2008). Nowadays, one of the most commonly taught language areas through technology containing mobile learning tools is vocabulary (Lu, 2008; Ma &Kelly, 2006; Thornton, Houser, 2015). In consideration to smartphone applications, the vocabulary applications are apparently one of the most commonly used applications in English language learning in the Korean application market. (Cited in Chu; 2011: 94)

Jaong, Ko, Lim and Kim (2010) state that there are five types of educational applications: self-instruction type, repetition type, stimulation game problem-solving, Material providing, testing and medium. They stated that most vocabulary applications belong to the repeating type. Up Down All Packages, chosun Edu Voca Odyssey, and Perfect Word are most vocabulary applications that repeat the target words for learners to assist ease of memorization (ibid).

The vocabulary learning applications are not the only ones that give the learner the opportunity to learn vocabulary; grammar, listening, reading and more other applications are beneficial for students to learn new words.

Conclusion

For the few last years, the use of smartphones has increased and will continue to grow. There are a lot of smartphone uses that are found in the learning process. With the use of different applications, the learning experience and process can be developed. In this chapter, the discussion was about some of these applications in helping learners to learn the target language in general and vocabulary more specifically either in or outside the classroom.

To conclude, thanks to the portability, mobility, and the ease of using smartphones, they are appropriate devices for learning goals and have potential to replace and supplement the traditional laptops and PCs in learning tasks. In addition, thanks to the different types of smartphone applications, the learning process is more fun, enjoyable, and beneficial.

Chapter three: Field Work

Introduction

Within this part of work, we are going to deal with the analysis of the students' questionnaire and the teachers' interview to check the validity of the research hypothesis. This chapter presents a full description of the research methodology that was designed to understand how students can use smartphones in learning and developing their vocabulary and which applications they prefer to use in learning them.

1. Research Methodology

1.1 Method

In order to check our hypothesis and gather information from teachers and students, we shall use the descriptive method because we attempt to describe the degree of learners' acquiring vocabulary before, during, and after using smartphone in classroom to increase learners' vocabulary which is a problem for all learners especially EFL learners.

1.2 Sample

Our sample contains both students and teachers from Mohammed Kheider University Biskra, the academic year 2015. We have chosen second year students randomly from the whole population of 433 students to deliver questionnaires. Also, we will chose 5 five teachers for interview.

1.3 Tools

The questionnaire will be chosen as a tool of research as it saves time and effort, in this respect we will use questionnaires for students. Interview will be taken for teachers to collect information about their opinion of using smartphone.

2.The Student Questionnaire

2.1 Aim of Questionnaire

As a first tool of data collection, we dealt with a questionnaire with students in order to know first, about their experience of teaching the writing skill and second to know from them how smartphones can enrich student's vocabulary.

The aim of the questionnaire is to understand how students can use smartphones in learning and developing their vocabulary and which applications they prefer to use in learning them.

2.2 Administration of the Questionnaire

The questionnaire was administered to a sample of fifty (50) second year students chosen randomly from the whole population of 2nd year LMD of English at Mohammed Kheider University of Biskra. The students answered the questionnaire in the classroom, so all of papers were given back at the same time.

2.3 Description of the Questionnaire

The questionnaire contains twenty one (21) questions varied from open to close questions divided into three sections are the following:

Section one: Background Information (Q1-Q5): consists of five questions. It tries to obtain personal data about participants such as their gender, age, choice to study English and the level of your English and the level of writing skill.

Section two: learning vocabulary (Q6-Q11): it is about learning vocabulary it aims to explore how students think of learning new words and which are the suitable ways to learn them.

Section three: using smartphone in learning vocabulary (Q12-Q21): the overall objective of this section is to investigate the learner's opinions concerning the use of smartphones in order to develop their writing skill through enriching their vocabulary

2.4 Analysis of Results

Section one: Background Information

Q1: Age

Age	Number of student	Percentage %
19-21	26	24%
22-23	20	58%
25	4	18%

Table 1: Student's Age Distribution
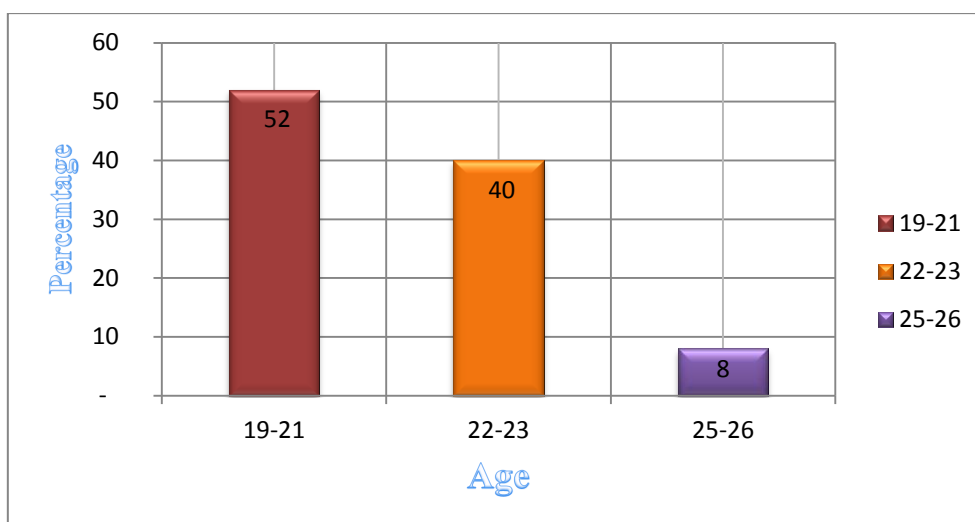
Figure 5: Student's Age Distribution

Table (1) shows the participants' age distribution. 26 of them are aged from (19-21) years old (52%). 23 of them or the majority are young: they are aged from (22-23) years old (40%), and only 4 students are aged from (25-26) with the percentage of (8%).

Q2: Gender

Option	Number of student	Percentage %
Male	9	18
Female	41	82
Total	50	100

Table 2: Student's Gender Distribution
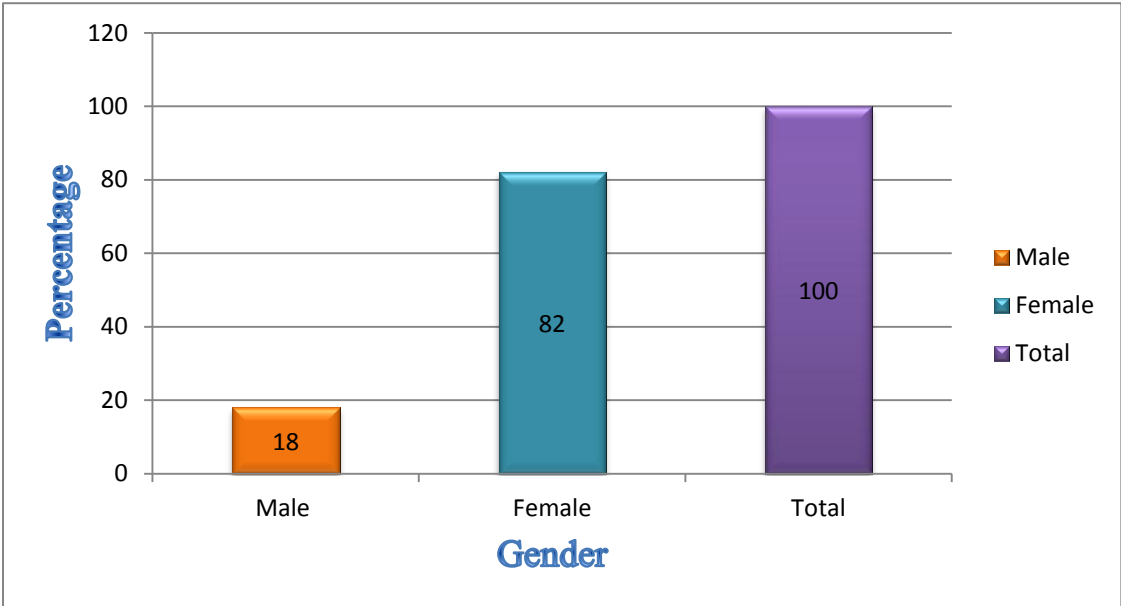
06: Student's Gender Distribution

The results in table (02) show that 9 of them are males (18%); whereas the number of females is 41 (82%). This result will not be beneficial to the study because we are looking for learners' answers to the questionnaire and not their gender.

Q3: Your choice to study English was:

Option	Number of student	Percentage %
Personal	38	76%
Imposed	3	6%
Advised	9	18%
Total	50	100%

Table 03: Student's Choice to Learn English at University
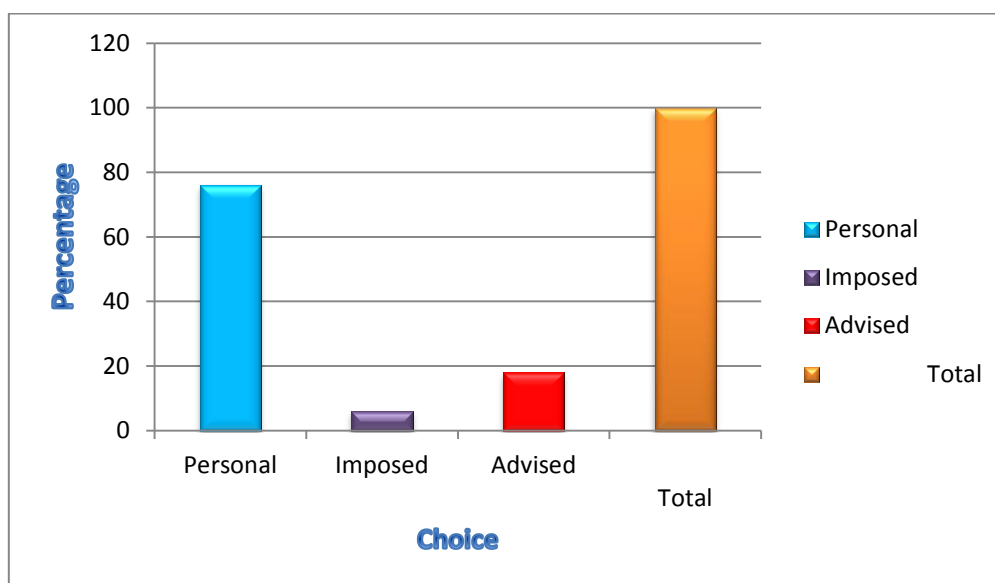
Figure 07: Student's Choice to Learn English at University

According to the table above, it noticed that (76%) of participants have chosen to study English as a personal choice because they like English language and they want to develop their level. (18%) of students have been advised to learn English, whereas (6%) of students did not choose personally, but they were obliged to study English by the administration.

In fact, choosing a branche freely or being imposed influence learners' motivation to learn the teaching language which would influence their learning process and achievement.

Q4: Do you consider your level of English?

Option	Number of student	Percentage %
Very good	4	8%
Good	21	42%
Average	23	46%
Less than average	2	4%
Total	50	100%

Table (04): Student's Level of English
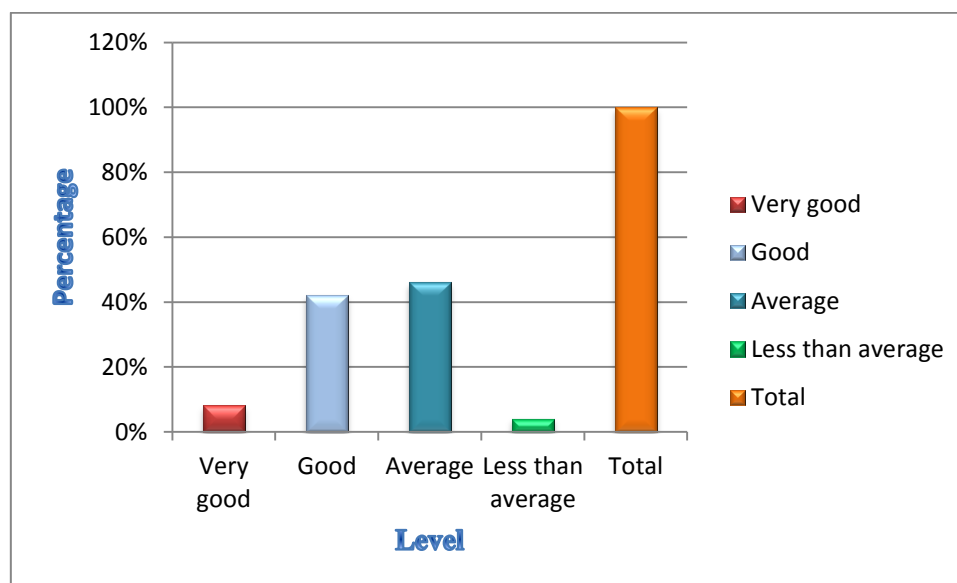
Figure (08): Student's Level of English

This question seeks to identify students' perception of their level in English learning. Findings would determine their self-confidence and would reveal difficulties and weaknesses.

The results demonstrate that majority student (46%) said that their level of English is average and (42%) of students consider it to be good. However, the minority of students are divided into two groups, group one (8%) report that their level of English is very good, while (4%) said that theirs is less than average.

These results reveal that most students are not satisfied with abilities and performances and show a real need to improve their level of English.

Q 5: How would you describe your writing competence?

Option	Number of student	Percentage %
High	3	6%
Average	41	82%
Low	6	12%
Total	50	100%

Table (05): Student's Description of their Writing Competence
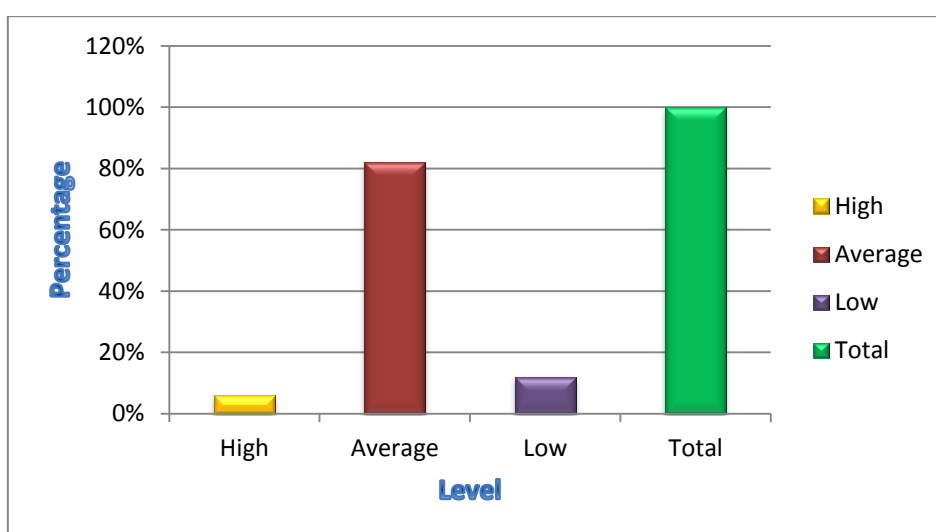
Figure (09): Student's Description of their Writing Competence

This question seeks to know students' evaluation of their own writing competence. It is noticeable that a great that a great portion of students (82%) said that their level of writing competence is average, while (6%) state that they have a low level of writing competence. (3%) of the sample, however, is quite satisfied with its level since students consider to have a high competence in writing

Section Two: Learning Vocabulary

Q 6: Are you motivated to learn English?

Option	Number of student	Percentage %
Yes	43	86%
No	7	14%
Total	50	100%

Table (06): Students' Motivation to Learn English
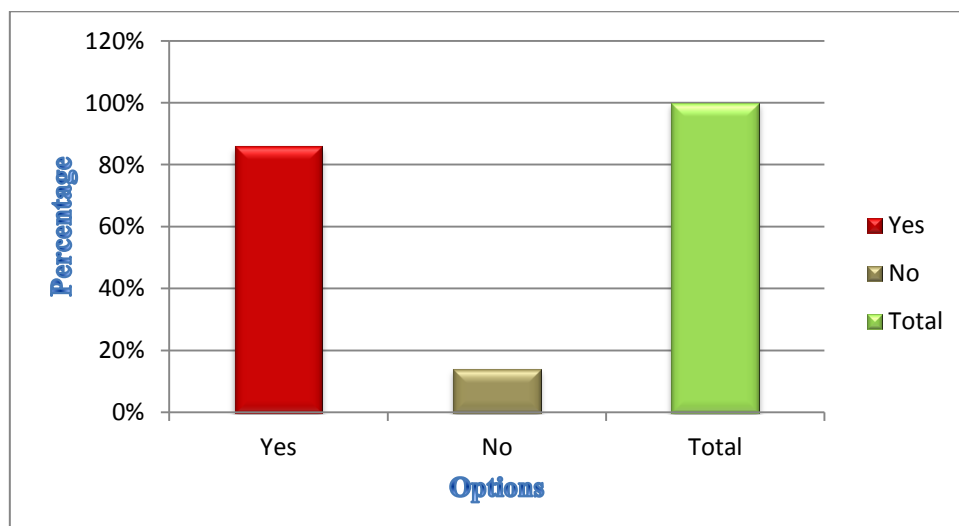
Figure (10): Students' Motivation to Learn English

This question aims to show if students are motivated to learn English or no. The table above indicates that (86%) of students are motivated to learn English language, whereas (14%) are not.

- Whatever your answer, please say why.

This question is related to the previous one. The idea behind students' aid is to known for what reasons students are motivated or not to learn English. The majority of students did not answer this question, but those who did all almost motivated. They stated many reasons to justify their answer. Some students are motivated to learn English because it is the international language and the language of science and technology, others do because they like it, because of their parents, friends, and teacher encouraging them to learn it. The last answer concerned one participant who finds the language is easy to learn and there are no difficulties in learning English.

The minority of students who reported not to be motivated to learn English, they referred to the teacher way of teaching as the main reason. There is a student who said: "the way teachers dealing with us, it really makes us hate English".

Q 7: Rank the following skills in terms of difficulty:

Option	Number of student	Percentage %
Speaking	15	30%
Reading	6	12%
Writing	11	22%
Listening	18	36%
Total	50	100%

Table (7): Student's Attitude towards the Most Difficult Skill in English
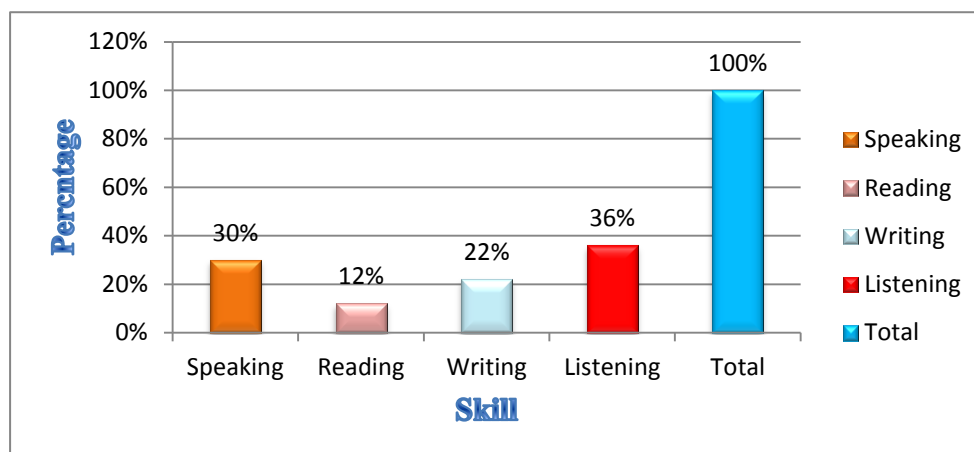
Figure (11): Student's Attitude towards the Most Difficult Skill in English

The table (10) presents that (36%) the students agreed that listening in the most difficult task, while (30%) said that speaking is the most difficult one. The writing skill is considered as the most difficult for (22%) of the students, whereas, only (12%) of students confessed that the most difficult skill is the reading one**.**

In fact, it is important for the teacher to identify his/ her learners' strengths and weaknesses and to focus on needs and difficulties in order to select an appropriate method and technique (s)

Q 8: What do prefer in English?

Option	Number of student	Percentage %
Learning grammar	7	14%
Learning new vocabulary	9	18%
Reading in English	5	10%
Speaking in English	18	36%
Learning new vocabulary and Speaking in English	3	6%
Reading in English and Speaking in English	3	6%

Learning grammar and Speaking in English	1	2%
Learning grammar and Learning new vocabulary	1	2%
Learning new vocabulary and Reading in English	1	2%
All of Them	2	4%
Total	50	100%

Table (8): the Students' preferable Task in English
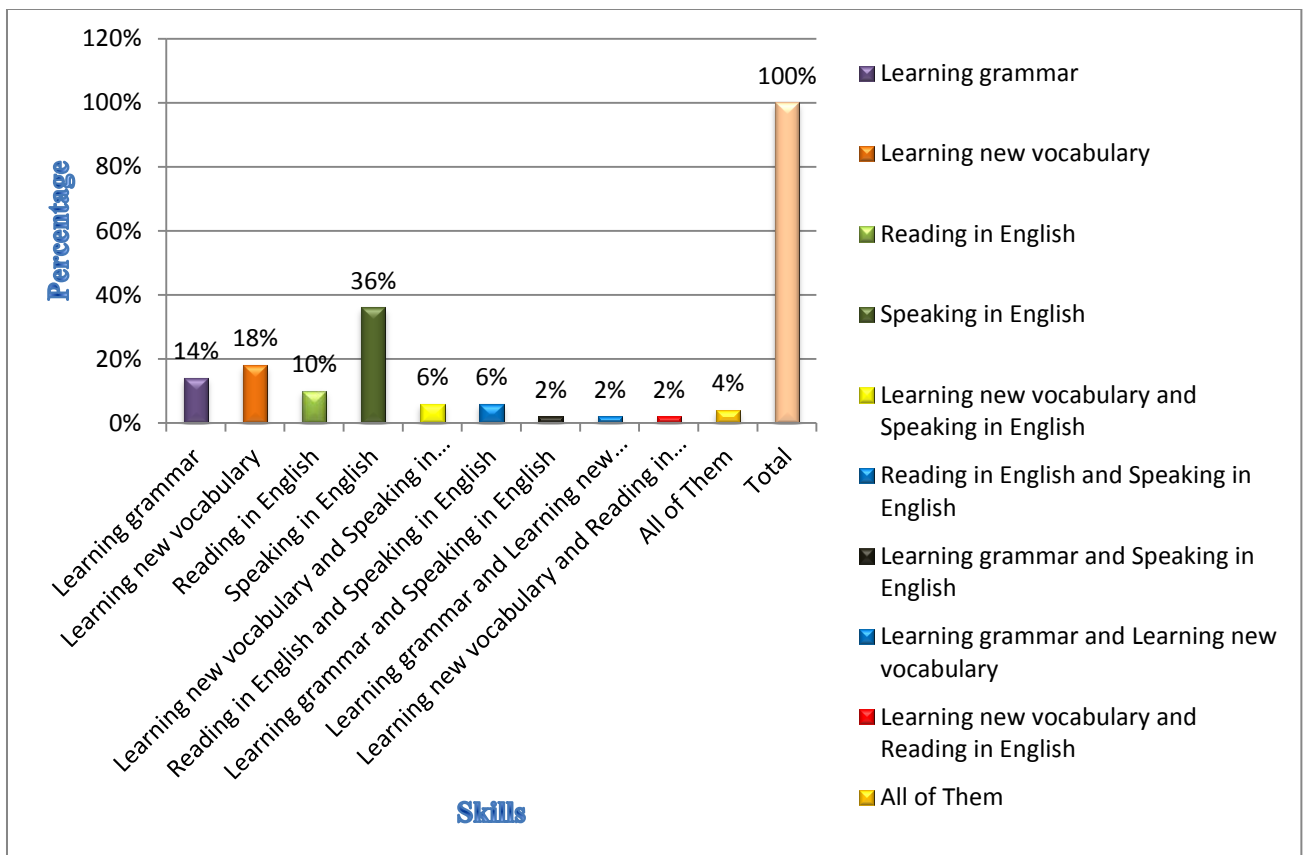
Figure (12): Students' preferable Task in English

In the table (8), the major rate of the responses (36%) claims that the preferable task for students in English is the speaking one, whereas (18%) of them they said that learning vocabulary is the one they prefer. Learning grammar is the best task for (14%) of the

respondents, while (10%) of them choose the task of reading in English. (6%) of the sample reported that learning new vocabulary and speaking or reading and speaking are the most enjoyable tasks for them. other students as well selected two options (tasks) to refer to their preferred activity in class. According to these results, students showed a variation in likes which have to be considered by the teacher in order to meet all his/ her learners' preferences and needs.

Q 9: Is learning vocabulary a difficult task for you?

Option	Number of student	Percentage %
Yes	17	34%
No	33	66%
Total	50	100%

Table (09): The difficulty of Learning Vocabulary
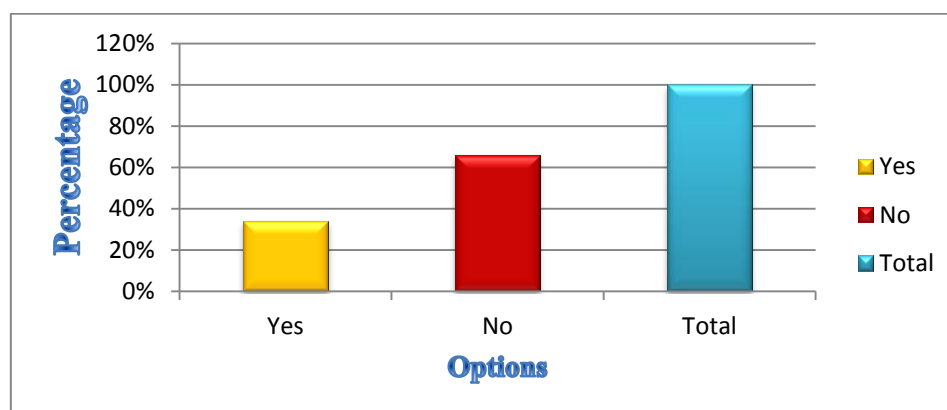
Figure (13): The difficulty of Learning Vocabulary

The purpose of this question is to know if learning vocabulary is a difficult task for student or not. The answers of students, as shown in table (9), demonstrates that the majority of them (66%) find that learning vocabulary is not difficult; however and the rest (24%) declared that they find learning vocabulary a difficult task.

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- If 'yes', please justify.

This question is related to the previous one. From the (36%) of the students who said "yes", referring to have difficulties in learning vocabulary, three groups. They justified their answer by pointing to the following reasons:

- Sometimes we find that there are some vocabularies that have the same meaning but each one of them has a special use in specific situation.
- English language always need new vocabulary and the best ways to learn new vocabulary is reading and writing which are so difficult for us.
- Learning vocabulary is a complicated task because they have problems in remembering and they rapidly forget them if they do not use them.

Q 10: Are you interested in learning new vocabulary?

Option	Number of student	Percentage %
Yes	48	96%
No	2	4%
Total	50	100%

Table (10): Student's Interest in Learning New Vocabulary
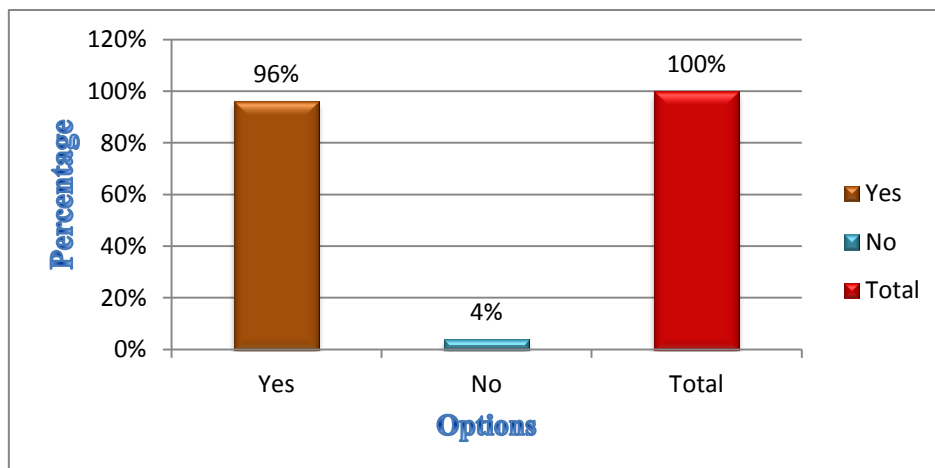
Figure (14): Student's Interest in Learning New Vocabulary

This question has been asked in order to know whether students are interested in learning vocabulary or not. The table above shows that a large portion of the sample 48 (96%) revealed that they are interesting in learning vocabulary; However, only (4%) of them say that they are not.

-Why?

This question is related to the previous question as it seeks to know the reasons behind students' absence of motivation to acquire new vocabulary. The reasons according to students are:

- Because of learning vocabulary is the fundamental task for improving the four skills of English language, we are interested in learning it.
- Because vocabulary helps us expressing our ideas and feeling, we are focussed on.
- We are interested in learning, because learning vocabulary helps us to be more aware about the native speaker's language and culture.

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Q 11: In your opinion, what are the suitable activities to learn English vocabulary?

Option	Number of student	Percentage %
Listening to songs in English	4	8%
Watching movies	20	40%
Using dictionaries	1	2%
Focusing on teacher's explanation and using dictionaries	4	8%
Using dictionaries and watching movies	9	18%
Focusing on teacher's explanation and watching movies	1	2%
Listening to songs in English and watching movies	10	20%
All of them	1	2%
Total	50	100%

Table (11): Student's Attitude towards the Suitable Activities to Learn English
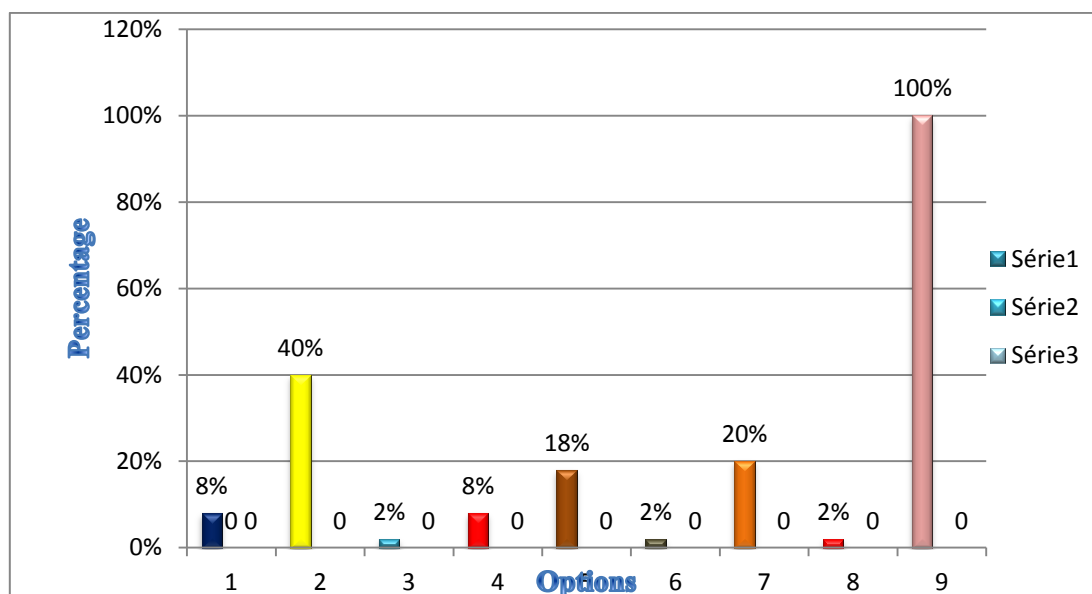
Figure (15): Student's Attitude towards the Suitable Activities to Learn English

This question is addressed to the student for the purpose of knowing their opinion about the preferable activities that help them learning vocabulary. The table (11) shows the suitable activities that help students in learning English vocabulary. From the analysis of students' answers, the majority of the sample (40%) prefers watching movies, in addition, (20%) of the students prefer both watching movies and listening to songs. These are the most preferable activities for learners, whereas, the other activities are less preferable.

Section three: Using Smartphone in Learning Vocabulary

Q 12: Does your teacher rely on teaching materials in class to facilitate learning vocabulary?

Option	Number of student	Percentage %
Yes	31	62%
No	19	38%
Total	50	100%

Table (12): Students' Views about their Teachers' Implementation of Teaching Materials
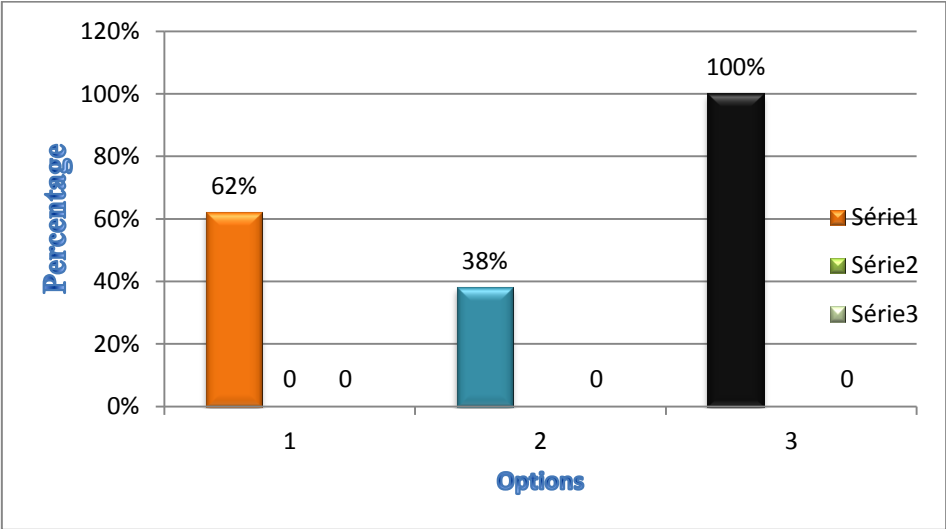
Figure (16): Students' Views about their Teachers' Implementation of Teaching Materials

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Through this question, we wanted to discover if teachers rely on teaching materials in class to facilitate learning vocabulary. The results show that the majority of the sample (62%) agreed that their teacher uses teaching materials in class to facilitate students learning of vocabulary. However, (38%) of the sample members said that their teacher does not rely on teaching materials.

Q 13: what are those teaching materials from the list?

Option	Number of student	Percentage %
Text book	6	12%
Dictionaries	10	20%
Lyrics	7	14%
Games	0	0%
Text book and Lyrics (songs)	4	8%
Dictionaries and Lyrics (songs)	3	6%
Lyrics (songs) and Games	4	8%
Dictionaries and Games	3	6%
All of them	3	6%
No answer	10	20%
Total	50	100%

Table (13): The Teaching Materials Used by Teachers to Make Learning Vocabulary Easy
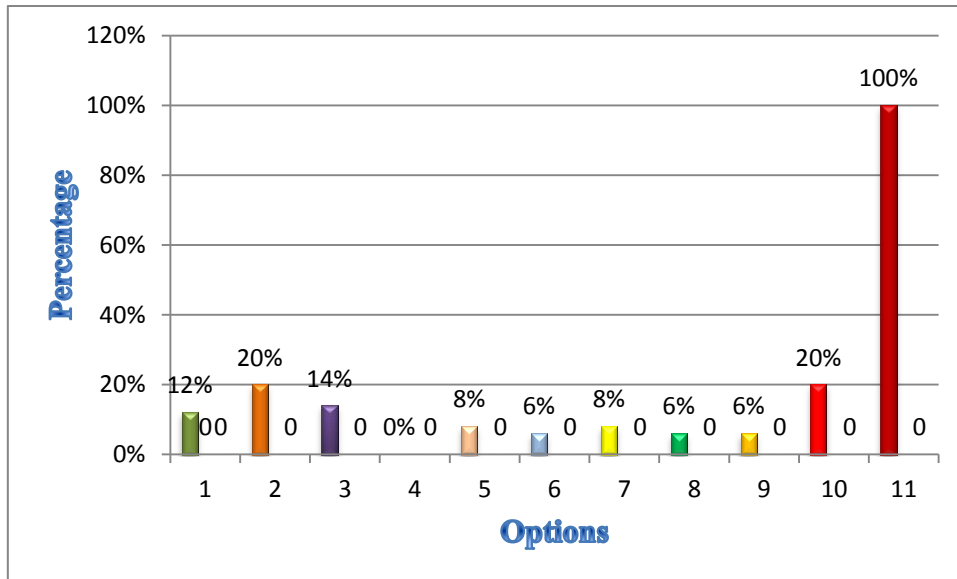
Figure (17): The Teaching Materials Used by Teachers to Make Learning Vocabulary Easy

The aim behind this question is to discover the most teaching materials that teachers rely on in class to facilitate for students learning vocabulary. The table shows that 10 students report that dictionaries are mostly used as a teaching material in class. 7 students said that what is used by teachers as a teaching material is lyrics and 4 students mentioned text book and lyrics. The minority of students designated many materials like dictionaries and lyrics (songs), dictionaries and games and all of the previous teaching materials are used in the classroom by teachers. These results reveal a variety of materials used by teachers to suit students' needs and preferences, and to avoid falling into routine and boredom.

Q14: How often does your teacher use those materials?

Option	Number of student	Percentage %
Always	2	4%
Sometimes	29	58%
Rarely	19	38%
Total	50	100%

Table (14): Student's Views towards the Frequency of Using these Teaching Materials

55
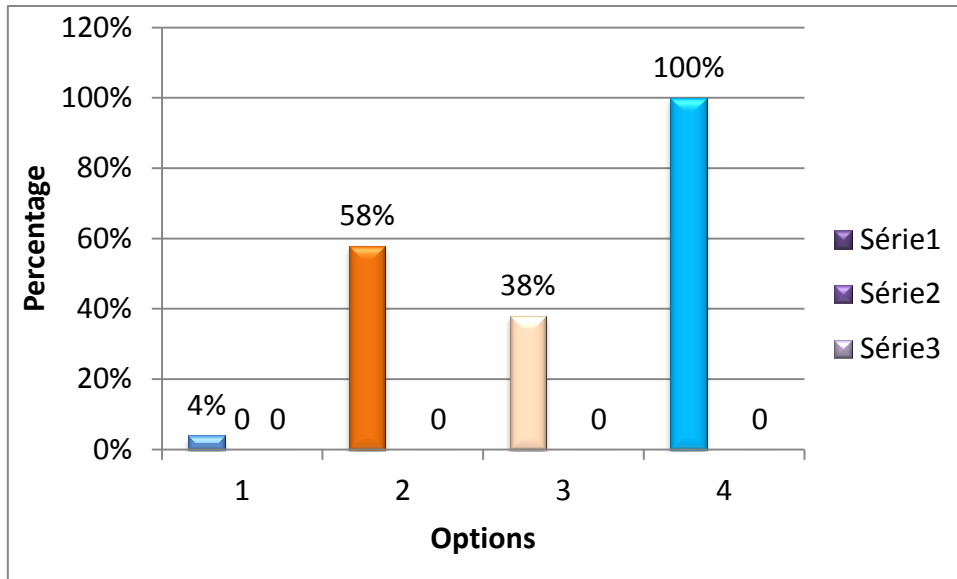
Figure (18): Student's Views towards the Frequency of Using these Teaching Materials

The table above indicates that (58%) of participants revealed that their teachers sometimes use those materials in teaching. Then, (38%) declare that the previously mentioned materials are rarely use them in class, while (4%) of students claimed that teachers always use the teaching materials in the classroom.

Results illustrate a variation in the frequency of using teaching materials which should be employed appropriately according to specific objectives and activities.

Q 15: Do you enjoy using these materials in class?

Option	Number of student	Percentage %
Yes	43	86%
No	4	8%
No answer	3	6%
Total	50	100%

Table (15): Students' Views towards their Enjoyment of Using these Materials.

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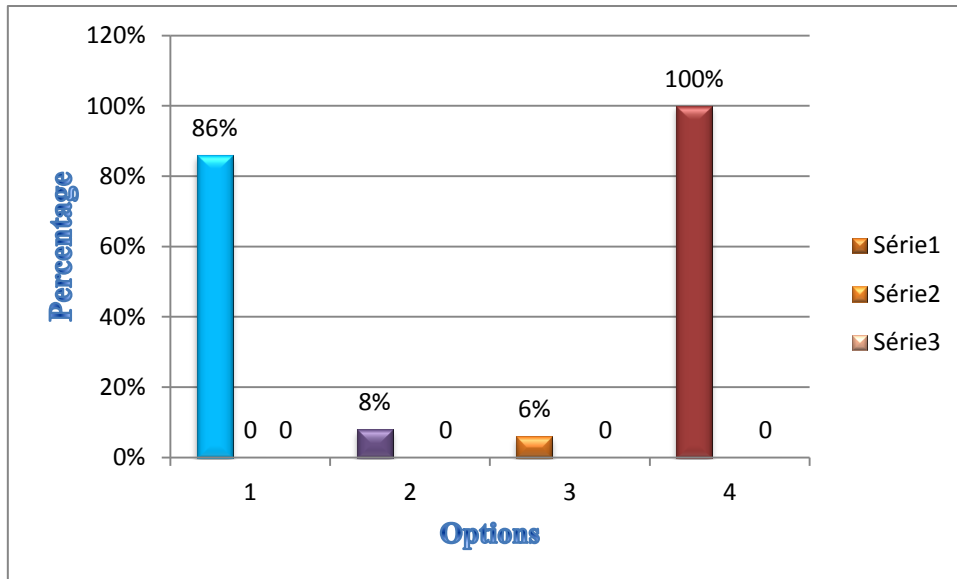
Figure (19): Students' Views towards their Enjoyment of Using these Materials.

Through this question, we wanted to know if the use of these materials is enjoyable task for learners. The results show that the majority of the sample (86%) enjoys the use of teaching materials in class, and (8%) of the sample do not enjoy their use.

Q 16: Do you have a smartphone?

Option	Number of student	Percentage %
Yes	39	78%
No	11	22%
Total	50	100%

Table (16): Student' Answer about Having a Smartphone
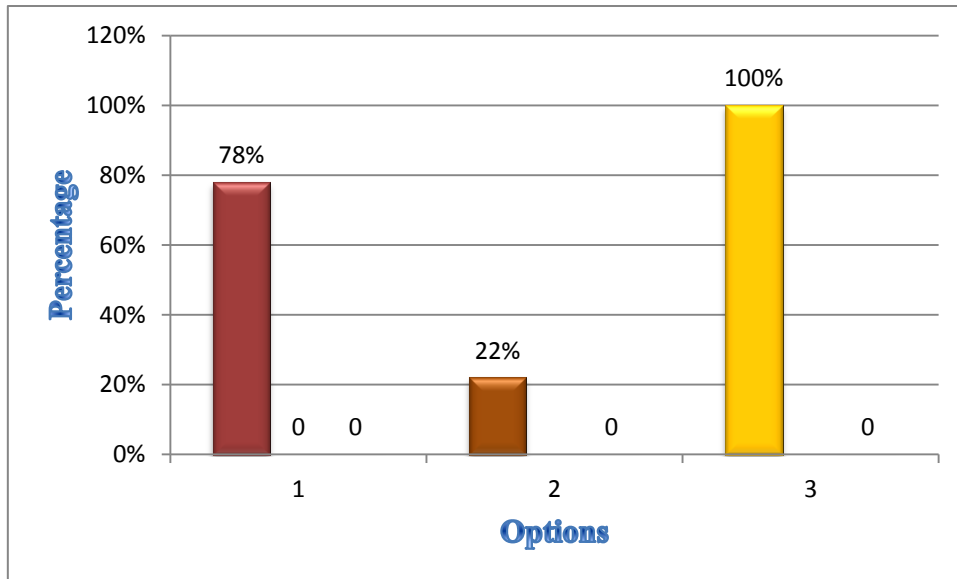
Figure (20): Student' Answer about Having a Smartphone

The table above indicates that the majority of students, (78%) possess a smartphone, while (22%) do not. These finding reveal that students are in touch with the newest technologies which they use them for different purposes.

Q17: Which applications do you prefer to use?

Option	Number of student	Percentage %
Facebook	10	20%
Messenger	2	4%
dictionaries	8	16%
Google	3	6%
Games	3	6%
YouTube	2	4%
Google+ dictionaries	1	2%
Dictionaries+ Facebook	5	10%

YouTube+ Google	3	6%
YouTube+ Messenger	1	2%
Google+ dictionaries+ Messenger	1	2%
dictionaries+ Messenger+ Facebook	1	2%
No answer	4	8%
All of them	6	12%
Total	50	100%

Table: (17): Students 'Preferable Applications
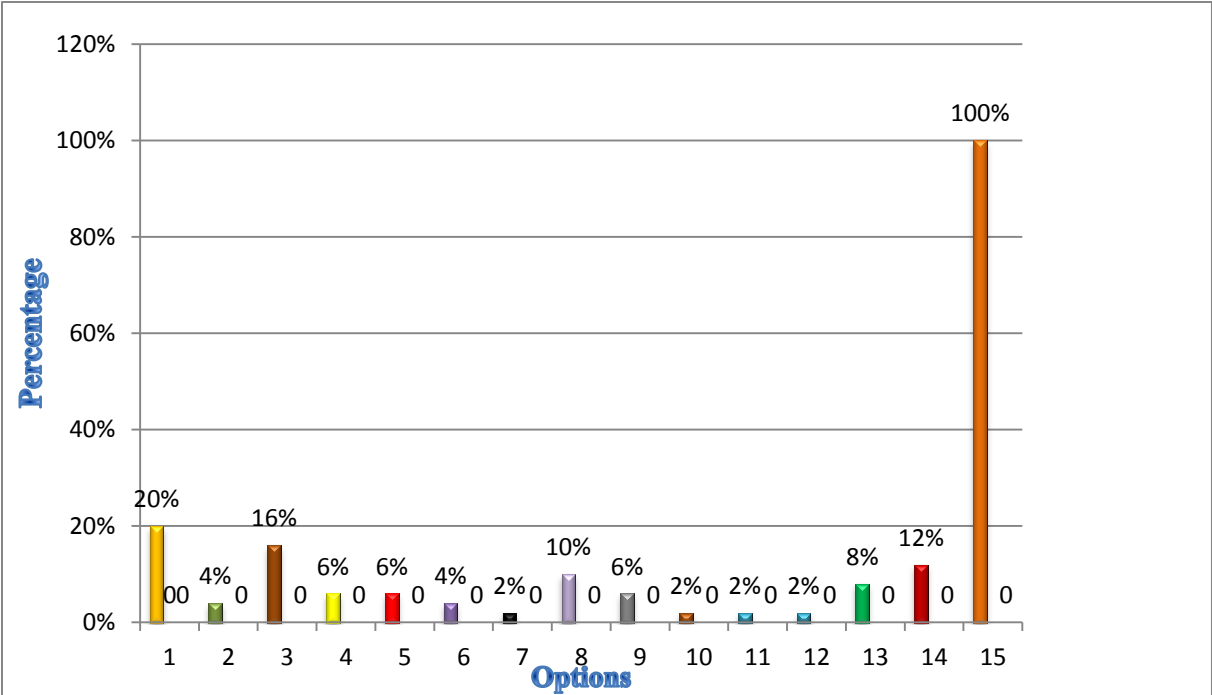
Figure (21): Students' preferable Applications

The idea behind this question is to know which applications of smartphones that students prefer to use. Indeed, the applications that are mostly used by students are Facebook (20%), and dictionaries (16%). Other students (12%) like to use all of them, while (10%) they prefer

to use both Facebook and dictionaries. The rest of students combined between different suggested options revealing that they use more than one application.

Q 18: Do you enjoy using smartphones?

Option	Number of student	Percentage %
Yes	43	86%
No	7	14%
Total	50	100%

Table (18): Student 'Attitude towards the Enjoyment of Using the Smartphone
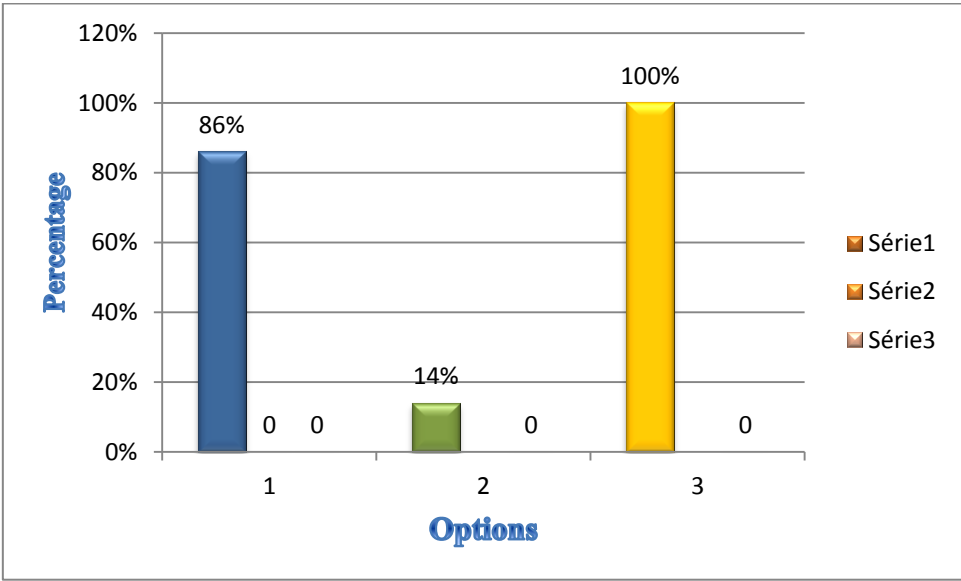
Figure (22): Student 'Attitude towards the Enjoyment of Using the Smartphone

We asked this question in order to know whether student enjoy using smartphones. Results reveal that 43 (86%) students confirmed to enjoy using smartphones. Whereas, 7 (14%) students confessed that they do not enjoy using smartphones.

Q 19: Are you allowed to use your smartphone in class?

Option	Number of student	Percentage %
Yes	38	72%
No	12	24%
Total	50	100%

Table (19): Student' Attitude towards the Use of Smartphone in Class
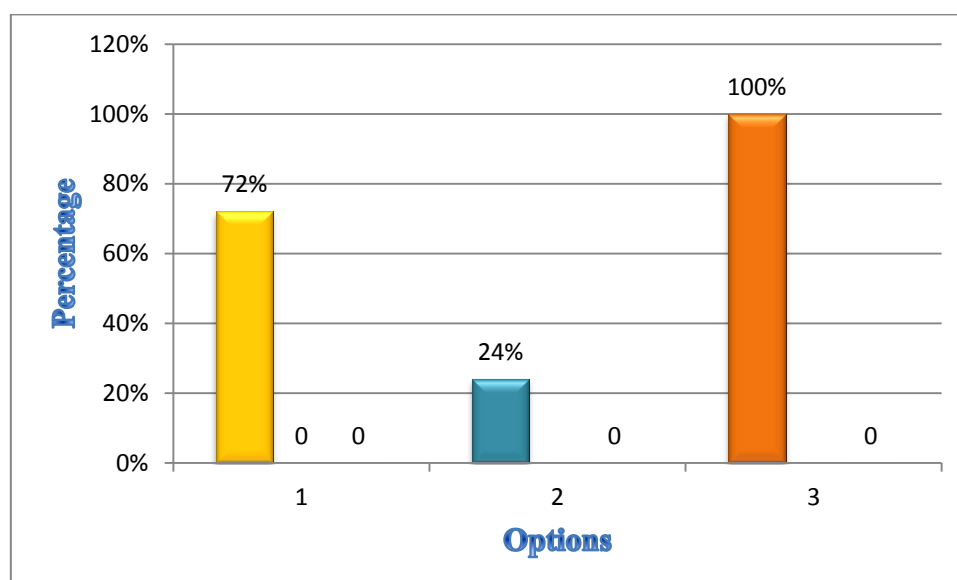
Figure (23): Student' Attitude towards the Use of Smartphone in Class

This question is addressed to students for the purpose of knowing if they are allowed to use their smartphone in class (for academic purposes). From the analysis of the students' answers, 38 of them reported that they are allowed to use smartphone in class whereas 12 students states that their teacher prevent them to use such devices in class.

If "Yes", for what reason

This question is related to the previous question as it seeks to know the purpose of using smartphone in class. The students' reasons are:

- They enjoy using smartphones because it gives them the opportunity to download videos and songs that help them developing their pronunciation and their English knowledge.

- They prefer to use smartphones because of its different applications such as books and dictionaries that help them learning new words with their exact meaning.

- They prefer to use smartphone because it is practical, useful, save time and energy.

- They prefer to use smartphone because by connecting smartphones to internet, it will be so easy to know what happen around the world.

- They enjoy using smartphones because it allows them to chat with native speakers what makes them be close to their language and culture.

Q20: How can the smartphone help you learn new vocabulary?

All students agreed that that the smartphone is effective to help them learn vocabulary. Students explained in what way this done through the following points:

- The smartphone can help students learning new vocabulary through the dictionaries apps such as "English Podcast of British council" which makes them aware of the meaning of words and give the exact pronunciation to them. Also, there are some kinds of dictionaries that give students every day a new word to memorize.

- Through the social media such as Facebook, twitter, massager, and what's app students have a great ability to learn new vocabulary especially when they have a contact with the native speakers.

- Downloading videos and listening to them is a good way of learning new words.

- Reading books or articles either online or by downloading them also help students learn new vocabulary.

- There are also applications that allow students to write their own list of new words they had learnt, which they can revise them later on whenever they want.

- Listening to songs or playing certain kinds of games is also suitable ways for students to learn new vocabulary.

These answers clearly demonstrate that students are quite aware of the different applications that serve to make them acquire new vocabulary. They are also aware of these applications' effectiveness in teaching them new words as well as their easiness of use and access.

Discussion of Results

From the students' questionnaire we noticed that: first, a variety in student' age classification between 22-23 years old (58%); second, the majority of the sample are females with a predominant percentage (82%). Third, students' choice to study English is personal for most students (76%); their level of English is average (46%), also their level of writing competence is average (82%). Almost the sample are motivated to learn English (86%). In fact, students have difficulties in listening (36%) and speaking (30%) as communicative skills. Hence, many students (36%) prefer to speak English. The majority of students (66%) revealed that learning vocabulary is not a difficult task for them. another important finding concerns learning vocabulary which were related by (96%) of the sample which show that learning vocabulary is very interesting. Therefore, students pointed some reason that make them interested in learning vocabulary as developing their level in speaking communicate with native speakers. For many students (40%) the suitable activity to learn vocabulary is watching movies. (62%) of the sample stated that their teachers relies on teaching material in

class, on one hand. On the other hand, dictionaries are the most used teaching material in class. In addition, (58%) of the sample agreed that sometimes teachers use some teaching materials in class, the majority of participants stated that they enjoy using the teaching materials in class with dominant percentage of (86%). Concerning the smartphone teaching/ learning technique, the majority of students (78%) have smartphone. Moreover, the most preferable smartphone application for them is Facebook. Furthermore, (86%) of the sample enjoy such device. The majority of the sample (72%) stated that they are allowed to use smartphone in class (foe academic purposes). According to student smartphone can help learning vocabulary by using the different kinds of vocabulary.

3. Teacher's Interview

3.1 The Aim of the Interview

As a second tool of data collection, we dealt with an interview with teachers which aim to gather information about the benefits of using smartphones in enriching the EFL learners' vocabulary.

3.2 The Administration of the Interview

The interview was given to teachers of written expression at the division of English in Mohammed Kheider University of Biskra. Their experience, suggestions, and observations are valuable for the research conduct.

3.3 Description of Interview

The interview has been designed for Mohammed Kheider Biskra University teachers of English of the academic year 2015-2016. It contains 16 questions designed according to specific aims and purposes. The interview contains first questions about teachers' years of experience teaching English .second, questions about teachers' perception of their learners'

vocabulary knowledge and writing skill. Then , questions about the smartphone teaching/ leaning technique, to know to what extent higher education teachers are aware about smartphones technique and also, to check whether they think that smartphone applications helpful for EFL learners to develop their vocabulary or not. We conclude the interview by asking them to add any comment or suggestions they know it would be useful for the research.

Analysis of Teachers' Interview

Q1: how many years have you been teaching English?

According to teachers' answers, the (6) teachers have the same years of experience in teaching English. This fact can help in providing a variety to subject matter; also, it helps in gathering different perspectives and opinions from each one. Teachers have been teaching in university for:

Teacher one: 15 years

Teacher two: 10 years

Teacher three: 10 years

Teacher four: 8 years

Teacher five: 8 years

Most of teachers we interviewed have different experiences of teaching that go from eight to fifteen years. It is a period that enables them to evaluate their students' level in written expression.

Q2: How many years have you been teaching written expression?

Teacher one: 9 years

Teacher two: 4 years

Teacher three: 9 years

Teacher four: 3years

Teacher five: 5 years

Most of teachers have acceptable experience of teaching written expression: a period of time of at least three years to nine years, which is a period that enables them to evaluate their students' level of writing.

Q3: what modules have you already taught?

The modules that teachers are teaching or have taught are a right predictor in understanding their interaction with students and evaluating them. Teachers in the session can face numerous factors when dealing with students such as: luck of vocabulary

The modules that the teachers taught and/ or still taught are:

Teacher one: grammar, oral expression, and linguistics, and

Teacher two: oral expression, phonetics, culture of language, and theme and version.

Teacher three: oral expression, culture of language, ESP, and didactics.

Teacher four: oral expression

Teacher five: Oral expression- grammar- theme and version

Q4: Do you use any specific program in teaching writing? What are its objectives?

All teachers reported that they do use specific program in teaching writing based on well planned objectives.

Teacher one: said that his /her program objective is to enable student to provide correct and good written passages in English (paragraphs, essays, research, etc.)

Teacher two: His / her objectives tend to develop students' accuracy and fluency, to introduce them to the main mechanisms of writing, and to enable them to write a well-polished piece of writing.

Teacher three: from his/ her programs are aims to develop students' writing skill in different academic contexts.

Teacher four: "writing in academic and correct way" is the main aim of that this teacher reported in the interview.

Teacher five: "His/ her objectives are to develop student's communicative writing skills by teaching them how to write good pieces of writing (paragraphs) and to avoid making errors. The teacher added, the common errors are studied, analysed. Then techniques of correction are provided to make students aware of them and avoid making them (again)"

It is clear from the collected answer that the ultimate objective of teachers is to develop their learners writing skill and to enhance their communicative competence.

Q5: How do you evaluate your learners' level of writing in general?

One of the most important skills in English language is the writing skill and even students to learn in the same way according to one method and program, their level defer. Therefore, as an answer to this question, each teacher has different levels of students in his/ her class.

Teacher one: said that his/ her students' level of writing in general is average, however, he/ she confessed that there are some students who are very good writers who show great capacities when they write.

Teacher two: said that the level of his/ her students is medium. They are neither good writers nor bad ones.

Teacher three: the answer of that teacher was "students varies in their level, generally they are not good writers".

Teacher four: "below the average" was his/ her answer. It means that his/ her students are not good in writing and they face several problems with this skill.

Teacher five: answered that the majority of students are average, but there are some students who are good in writing and others who are above the average.

All teachers agreed that the majority of student's their level of writing is average. However, it exists some "good" students who have satisfactory competency and writing abilities.

In fact, these differences in students' levels reveal mixture kinds of learners in one class. Here comes the role of teacher to adopt a suitable method, activities,…to work fairly with all levels.

Q6: Do you give opportunities to your student to show their effort in writing, i.e. do you ask them to write something during or out of lectures?

Teacher one: always ask his/ her students to write during the lecture as he said: "we always ask them to write during and after the lecture because we believe that practice makes perfect".

Teacher two: answered: "of course yes, they should practice writing outside because time of the course is not enough.

Teacher three: usually does not ask students to write, but sometimes he/ she does arguing: "I sometimes do this via assignment".

Teacher four: reported that she/ he always tries to give them exercises to do them during or outside the lecture.

Teacher five: insisted on the fact that a lot of practice is done in class (feedback is then given appropriately) she also assigns home-works for students to practise and apply what have been taught in class and improve their writing.

Therefore, the teachers revealed that they always try to give their students the opportunity to write either during or outside the lecture. However, one teacher confused to provide a lot of activities in class because of the lack of time during the lecture. Nevertheless, he asserted give them home works. Giving activities by teachers to students is very good way that help them improve their writing skill.

Q7: What obstacles prevent your students from writing during the written expression course?

Teacher one: Stated "all students do write but their motivation to write varies according to various reasons such as lack of background knowledge about the topic, problems of brainstorming and different other problems"

Teacher two: Reported that there are several problems that face students in writing according to him. Some of them suffer from: the lack of reading, large class, time allowed to the course, and lack of practice.

Teacher three: According to him, the lack of language proficiency is one of the most important obstacles that face her/ his students in writing.

Teacher four: "lack of vocabulary, lack of ideas, and how to arrange them logically" are some obstacles that face students according to that teacher.

Teacher five: according to him/her there are different obstacles that prevent students from writing: some of these are psychological factors such as lack of self-confidence related to the fear of making mistakes and receiving negative feedback. Other factors concerning language such as Lack of knowledge and vocabulary on the topic given, or are related to the topic; i.e., students have no interest in the topic to write about, and many others have difficulty in one or many of the steps of the writing process.

According to these teachers there are different obstacles that prevent students from writing production. These obstacles vary from psychological factors (lack of self-confidence related to the fear of making mistakes) or pedagogical factors (lack of time). Moreover, all the interviewee shares the same point which is that all students suffer from the lack of language proficiency specially the lack of vocabulary. this last problem, in fact, can be resolved by making student practice more and by encouraging reading and giving motivating/ interesting topics.

Q8: According to you, what are your learners' needs in writing?

Teacher one: students need a lot to possess a vocabulary repertoire. Indeed they have to be assisted by their teachers to guide them through effective connective feedback. They have also to motivated, to practice a lot, and to be self-confident in their capacity to write.

Teacher two: reported that students need more time to write, they need more practice guided by teachers, and they need a good feedback to enable them solve/ confront the main problems they encounter.

Teacher three: answered, "They need to write for pure academic purposes. They need to write for class assignment, exams, and further research contexts such as dissertation writing, and few of them prefer creative writing".

Teacher four: according to this teacher, students' are needs to be aware of words' spelling, grammatical mistakes, and what is important is to develop their vocabulary knowledge.

Teacher five: learner's needs are summarized in the following points:

- Having a wide range of vocabulary to be used in building complete, well-developed ideas and sentences.

- Writing as much as they can to be aware of the mechanism of writing.

- Reading extensively is a good way that allows students to an idea about how ideas and paragraphs are organized and related to each other.

- Being motivated and self-confident.

All teachers agreed that students need to develop their vocabulary knowledge and to read a lot because reading is related directly to writing i.e. as much as the student reads, as much as he/ she develop his/ her vocabulary knowledge. Students have also to practice writing whenever they have time, and most importantly to be self-confident, motivated, and to have a high self-esteem of their abilities and potential.

Q9: Do your students have also difficulties in learning vocabulary? Please explain.

Teacher one: stated, "Yes, they do. They do not read much and we know that the basic source of vocabulary is extensive reading".

Teacher two: reported that his/ her do not write well claiming that the problem they encounter is the shortage in their vocabulary repertoire"

Teacher three: emphasized that luck of vocabulary is one of the major problems in writing. Many students do not have sufficient vocabulary knowledge to express themselves; they generally use limited range of lexis which leads repetition redundancy.

Teacher four: said "Yes, they do not make any effort and they do not take notes that help them to develop their writing"

Teacher five: asserted that his/ her students have also difficulties in learning vocabulary because of some reasons:

- students have their mother/second language (French) interference (e.g.: a word is written/pronounced the same in both languages but have two different meanings. here the student is lost/confused and generally the word he/ she uses is wrong or out of context)

- The student is sometimes confused about what meaning he should use, because The same word in English can have different meanings and according to different contexts.

- Students have difficulties in learning idioms, proverbs, phrasal verbs because their general meaning has nothing to do with the meaning of its isolated words. (Here, the learner has to have some background on the use of the idiom and its origin in order to succeed using it).

- Students have difficulties with the spelling, pronunciation, and inflection of some words (because of silent letters or homophones for example).

- Students are sometimes confused between British/American word use or do not know when to use formal /informal vocabulary.

- Students have problems with learning /retaining vocabulary because they are a lot. Also, they do not know how to organise vocabulary to learn them easier and faster.

All participants shared the same idea that their students have difficulties in learning vocabulary, but each one stated different reasons.

Regarding the importance of this problem (difficulties in learning vocabulary), teachers need to use appropriate strategies and to find fruitful solutions. This question is what the next question seeks to know.

Q10: How do you solve this problem of learning vocabulary?

Teacher one: encouraging students to read, doing some exercises to acquire new vocabulary and encouraging them to use their dictionaries are some ways to solve the problem of learning vocabulary.

Teacher two: to solve that problem she/ he used to ask his/ her students to read a lot, to listen too, and to put the different vocabulary items they learn into practice.

Teacher three: answered that only few solutions are possible. He/ she suggested that students need to develop their vocabulary by themselves. However, he/ she introduces from time to time new words and with meanings.

Teacher four: reported that he/ she asks his/ her students to intensively their reading, translate and summarize texts, and also to learn by heart passages.

Teacher five: is stated that there are many strategies that can be used by the teacher in class or by the student himself in or outside class:

- encouraging students use of dictionaries (traditional ones or in their smartphones or tactile tablets that they can use in class)

- organizing reading comprehension sessions to discuss specific vocabulary

- encouraging students to read at home (extensive reading and check for difficult words by themselves)

- Explaining that memorizing vocabulary should be done repeatedly and not just once (otherwise, it is easily forgotten). Students should use checklists or notebooks to write down each new word.

- The necessity to associate form (spelling) and meaning and meaning to context.

- Encouraging students to learn about the English culture by watching movies, listening to songs, etc. to see how words are used (esp specific expressions, idioms, slangs ...). It is a funny and motivating way to learn.

- Making students practice vocabulary (esp. new words) in sentences or paragraphs of their own.

All in all, teachers advices their students to read a lot, because reading is the first source of learning new vocabulary.

Q11: What strategies do you focus on in order to develop your students' vocabulary knowledge?

Teacher one: "teaching using some videos with activities to further vocabulary learning and focusing in in intensive reading".

Teacher two: one of the main examples he/ she put is to read a text, extract some vocabulary items and define them. After that, ask them to write about the same topic of the text.

Teacher three: "sometimes I try to expose them to authentic materials such as videos or give them texts to read for vocabulary learning"

Teacher four: the strategies he/ she focus on to develop his/ her student's vocabulary are: topic discussion, dialogues, translation, situation expression and games.

Teacher five: suggested some strategies to develop his/ her students' vocabulary knowledge are:

- Implementing reading sessions (to discuss a given topic and the vocabulary related to it).
- Making them do written reports/summary on texts, stories or books.
- Making them use appropriate (monolingual) dictionaries.
- Increasing the practice of writing productions inside and outside class.
- Encouraging students to have portfolios to store all the vocabulary learnt.
- Teaching synonyms and antonyms and not just the definition of words.
- Providing examples or asking students to do so in order to see their mastery of the leant vocabulary.
- Teaching how to analyse words (root, suffix, prefix) for learners to better memorize words.

All teachers suggested/ rely on different strategies to develop students' vocabulary. Indeed, some teachers try to expose their students to authentic materials such as videos with activities for learning vocabulary, while others give students texts, to define the difficult words, and then ask them to write about the same topic. Other teachers, however, try to implement reading sessions, increase the practice of writing productions inside and outside class, and make topic discussions.

It is very important to vary strategies in order to cope with different students learning styles, preferences, needs, and levels. This is also recommended to prevent boredom and to increase motivation.

Q12: To what extent are those teaching strategies effective to teach foreign vocabulary?

Teacher one: "they are effective to some extent".

Teacher two: "they are of great help".

Teacher three: "it takes time to see results and few students care about their own learning, especially vocabulary. Also, even if they know some words, they do not use them properly".

Teacher four: "very effective as they focus on the common, daily, and necessary language".

Teacher five: "They are very effective if there is a good explanation of how to apply these strategies (esp. by students themselves when they want to work autonomously) as well as a good practice of these strategies and a good feedback at the end"

All interviewees agreed that all those teaching strategies are very helpful and effective for learning vocabulary.

Q13: What is your opinion about the smartphone teaching technique?

Teacher one: "it is useful because it provides help to student when writing"

Teacher two: "it is very helpful and effective"

Teacher three: "I encourage it, it is useful and practical"

Teacher four: "useful"

Teacher five: "It can be an effective technique because students can store in their mobile phones a wide range of documents, e-books, dictionaries, activities...(which can be translated) and can use them alone (in or out of the class without the help of their teacher)".

All the participants asserted that the smartphone teaching technique is more useful, practical, and effective for students when writing. It is helpful because it allows students to store whatever they need. It is easy and quiet to access because of its applications, however, sometimes; it requires Internet which is not always available in formal settings.

Q14: Do you allow your students to use the smartphone in class (for learning purposes)?

Teacher one: "Yes, I do"

Teacher two: "Yes, especially when they write"

Teacher three: "Yes, I do"

Teacher four: "Yes, I do"

Teacher five: "Yes".

All teachers reacted positively to this question showing that they allow students to use smartphones in the classroom (for academic purposes of course) because of their efficiency to make them learn, store, and use a word range of vocabulary.

Q15: How is this technique helpful for students to learn EFL vocabulary?

Teacher one: "it provides them with timely and immediate help when writing by giving them synonyms, definitions, and antonyms"

Teacher two: "especially when writing (they check their dictionaries) to find suitable terms or to check the meaning of words)

Teacher three: "it gives them instant solutions especially when looking for new vocabulary items or check meaning of some new words"

Teacher four: "it is easier and more time saving"

Teacher five: "very helpful because it is far from learning in the traditional method (teacher-board, etc.)"

It is noticed that all the interviewees agreed that smartphone are helpful devices for learning vocabulary. They provide learners with correct grammatical, lexical, semantic forms as well as pronunciation and stress position of words.

Q16: How can this technique be a motivating tool for learning English vocabulary?

Teacher one: "by encouraging students to use it and many of devices of mobile technologies".

Teacher two: "it puts them in a different context of learning, it introduces them to various vocabulary applications, and it enables them to meet authenticity"

Teacher three: "it can be motivating if teacher guides learners and show them the suitable ways to use their smartphones through purposeful practices".

Teacher four: "by using dictionary, and listening to audio/ video scripts".

Teacher five: anything related to technology is appreciated by learners because they have the opportunity to have some control over their learning process and dot not always need the teacher to guide them. They are more autonomous.

This question which seeks to show the motivating impact of smartphone, all teachers focused on the autonomy that this technological tool provides to students. Moreover, students' motivation is enhanced as they learn with a rather "modern" method.

Q17: For any further comments, suggestions or opinions regarding this topic, please do not hesitate.

This last question seeks to gather further information/ details about teachers' way of teaching, and more specifically about the use of smartphone as a motivational/ effective tool to enhance students' vocabulary knowledge.

This question is only answered by two teachers. The first teacher said that the technology is good to be used, but it should be guided and managed with the help of the teacher as a part of the lesson objectives. The second teacher added, for the new generation possessing a

smartphone generally means having the different kinds of communication between from different nationalities including native speakers. This obliged the students to use correct English to make their messages understood. In addition to that the use of internet allows students to make activities and have answers on line.

These comments emphasized the role smartphone in learning English and in developing students' communicative skills.

Conclusion

All in all, the results revealed in this study concerning the use of smartphone in enriching the EFL learners' vocabulary confirmed our hypothesis. The use of the two different tools questionnaire with students and interview with teacher, proved that whenever students vocabulary is poor, the use of the different smartphone application enrich it, this chapter has analysed to what extent the smartphone teaching/ learning technique is effective in developing the EFL learners' vocabulary unlike the other different techniques.

Pedagogical Implications

The findings of this study have important implications for both teachers and learners of EFL. The smartphone teaching technique has provided opportunities to learn new vocabulary. Moreover, this study recommends the following:

- Since learners consider developing their EFL vocabulary as their major concern; it should be given more concern and time.
- EFL learners face various problems in learning vocabulary; that involves the teachers to consider that and try to help their learners face and overcome those problems through the use of effective techniques and strategies.

• The EFL classroom should be supported by the needed teaching materials and techniques to facilitate the teaching/ learning process, especially the process of teaching / learning EFL, and more specifically teaching/learning vocabulary.

• Students should be involved in classroom activities to enhance their vocabulary levels.

• Teachers should know the smartphone teaching technique in order to help students to use it in the wright way to be more beneficial for them.

• Teachers can use more activities and smartphone applications like dictionaries, games, and lyrics in to make learning enjoyable for them.

For further research on the relationship between smartphone teaching/ learning technique and academic achievements, the focus of this study was put on "learning vocabulary" which is a foundation of the English language. This research could be a basic stone for researchers to investigate the relationship between smartphone and other variables.

General conclusion

In the last few years, the educational domain has testified many changes in its program, methods, strategies and techniques of teaching/ learning the foreign languages, especially English language and more specifically teaching vocabulary. These changes arose by means of the progress of technologies and change in the educational system.

Teaching / Learning EFL in our classes needs many teaching strategies and techniques and each teacher use his/her own techniques to fit his/her objective from the lesson. In our study, we try to shed light on those teaching techniques and more specifically the smartphone teaching technique and its impact on learning vocabulary.

From this research, we found that all the teachers have an idea about the smartphone teaching technique and its benefits on helping students in their learning process and more precisely in learning vocabulary. This technique is seldom used by English teachers because of different causes, mostly luck of time, and the poor materials. Smartphone because of its different applications can help both teachers and students, teachers to save time and energy and students to help them developing their proficiency knowledge. So, our hypothesis is confirmed.

Finally, our classes should be supported by the different teaching materials to facilitate the learning process for both teachers and students to make the learning process more beneficial and successful. With smartphone the teaching / learning process, especially the process of teaching / learning EFL, and more precisely teaching/learning vocabulary will be smooth and more effective. Teachers also have to do their best to use such technique particularly with difficult or boring lectures.

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APPENDENCIES

Appendix A

Students' Questionnaire

Dear student,

This questionnaire is a part of research work that aims to investigate the role of using smartphone in enriching EFL learners' vocabulary.

You are kindly requested to full fill this questionnaire research we are undertaking and we hope that you will give us your full attention and interest.

Please tick√ the most suitable answer for you, and make a full statement whenever is necessary.

Djamila .S

Section One: Background Information

1) Age: ………..

2) Gender: Male   ☐   Female   ☐

3) Your choice to study English was:

   a-Personal ☐   b-Imposed ☐   c- Advised ☐

4) Do you consider your level of English?

   a- Very good   ☐   b- Good   ☐   c-Average ☐

   d- Less than average ☐   e- Week   ☐

5) How would you describe your writing competence?

   a- High   ☐   b- Average ☐   c-Low ☐

Section Two: Learning Vocabulary

6) Are you motivated to learn English?

a- Yes ☐   b- No ☐

- Whatever your answer, please say why.

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7) Rank the following skills in terms of difficulty? (use numbers 1 to 4)

a- Speaking ☐

b- Reading ☐

c- Writing ☐

d- Listening ☐

8) What do prefer in English?

a- Learning grammar ☐

b- Learning new vocabulary ☐

c- Reading in English ☐

d- Speaking in English ☐

e- Others:………………………………………………………………………………………….
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9) Is learning vocabulary a difficult task for you?

a- Yes ☐   b-No ☐

- If 'yes', please justify.

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10) Are you interested in learning new vocabulary?

a- Yes ☐   b-No ☐

- Why?...
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11) In your opinion, what are the suitable activities to learn English vocabulary?

a- Listening to songs in English   ☐

b- Watching movies   ☐

c- Focusing on teacher's explanation ☐

d- Using dictionaries   ☐

e- Others:……………………………………..

Section Three: Using Smartphone in Learning Vocabulary

12) Does your teacher rely on teaching materials in class to facilitate learning vocabulary?

a- Yes ☐   b-No ☐

13) what are those teaching materials from the list?

a- Text book ☐

b- Dictionaries ☐

c- Lyrics (songs) ☐

d- Games ☐

14) How often does your teacher use those materials?

a- Always ☐   b- Sometimes ☐   c- Rarely ☐

15) Do you enjoy using these materials in class?

a- Yes ☐   b- No ☐

16) Do you have a smartphone?

a- Yes ☐   b- No ☐

18) Which applications do you prefer to use?

    a- Facebook ☐   b- Messenger ☐

    c- Dictionary ☐   d- Google ☐

    e- Games ☐   f- YouTube ☐

19) Do you enjoy using smartphones?

a- Yes ☐   b- No ☐

    -    If "yes", for what reason?

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20) Are you allowed to use your smartphone in class?

    a- Yes ☐   b- No   ☐

21) How can the smartphone help you learn new vocabulary?

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Thank you for your cooperation.

Appendix B

Teachers' Interview

Dear teachers,

The following interview is for a master degree dissertation, which aims to explore the benefits of the smartphone in enriching second year students 'vocabulary.

Your precious contribution in this modest research is mostly appreciated and would be of a great assistance. Please accept in advance my honest thanks and gratitude.

Sincerely yours,

Miss D. Sefia

1) How many years you been teaching English?

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2) How many years have you been teaching written expression?

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3) What modules have you already taught?

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4) Do you use any specific program in teaching writing? What are its objectives?

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5) How do you evaluate your learners' level of writing in general?

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6) Do you give opportunities to your student to show their effort in writing, i.e. do you ask them to write something during or out of lectures?

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7) What obstacles prevent your students from writing during the written expression course?

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8) According to you, what are your learners' needs in writing?

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9) Do your students have also difficulties in learning vocabulary? Please explain.

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10) How do you solve this problem of learning vocabulary?

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11) What strategies do you focus on in order to develop your students' vocabulary knowledge?

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11) To what extent are those teaching strategies effective to teach foreign vocabulary?

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12) What is your opinion about the smartphone teaching technique?

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13) Do you allow your students to use the smartphone in class (for learning purposes)?

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14) How is this technique helpful for students to learn EFL vocabulary?

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15) How can this technique be a motivating tool for learning English vocabulary?

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16) For any further comments, suggestions or opinions regarding this topic, please do not hesitate.

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Thank you.

ملخص

لقد نوقش علي نطاق واسع أن معظم معلمي اللغة الانجليزية لا يزالون بعيدين عن توظيف الوسائل التعليمية مثل الصور أو الوسائل السمعية البصرية داخل الأقسام, ويعتمدون فقط علي الطرق التقليدية في شرح وتقديم الدروس. وقد أجريت هذه الدراسة خصيصا لدراسة و إظهار كيف يمكن لتقنية التعليم والتدريس بالهواتف الذكية أن تثري رصيد الطلبة من مفردات اللغة الإنجليزية. و ونتيجة لذلك، فقد تم الافتراض أنه إذا استخدم الطلاب الهواتف الذكية في عملية تعلمهم، مفرداتهم ستزداد وسيتم تطوير مهارة الكتابة عندهم. وعلاوة على ذلك، جاء هذا البحث على المنهج الوصفي لوصف الوضع الفعلي، للتحقيق في المتغيرات، وجمع البيانات حول الموضوع. وتم توجيه استبيان على عينة تمثيلية من السنة الثانية للطلاب LMD في اللغة الإنجليزية، وأجريت مقابلة مع عينة من المعلمين من التعبير الكتابي في اللغة الإنجليزية من جامعة محمد Kheider. وكشفت النتائج المكتسبة من كلا أدوات جمع البيانات أن المعلمين يدركون أن تقنية الهواتف الذكية في التدريس فعالة و تؤثر إيجابا علي المتعلمين من ناحية التركيز، والتحفيز، وتسهل عملية التعلم، وخاصة تعلم المفردات التي من شأنها تطوير مهارة الكتابة عند الطلاب. وعلاوة على ذلك، أظهر الطلاب اهتمامهم نحو هذه التقنية بسبب فعاليتها في تعليم المفردات وكذلك سهولة وسرعة الاستخدام. ومع ذلك، ونادرا ما يستخدم هذا الأسلوب من قبل المعلمين بسبب العديد من الأسباب مثل عدم وجود الوقت والوسائل. وفي الختام، أثبتت الدراسة أن الهواتف الذكية تساعد المعلمين على توفير الوقت والجهد في الشرح، وتعزيز دوافع المتعلمين علي الاستقلالية في التعلم. في الواقع، ان تطبيقات الهواتف الذكية تجعل التعلم أكثر متعة واستقلالية.