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The Importance of Using Mobile Technology in Improving Students' Vocabulary

The case study of third year EFL students at BISKRA University

A Dissertation Submitted for the Partial Fulfillment of the Requirements for Master Degree
in Science of Languages

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Dedication

In the Name of Allah, Most Gracious, Most Merciful, All the Praise is due

to Allah alone, the Sustainer of the world

TO MY GRANDMOTHER: ZIDI MERZAKA, ZIDI ZAIN

TO MY FATHER: RAHMANI MABROUK for his patience and support, may ALLAH bless

him

TO MY MOTHER: KOUAOUCI ALDGIA who always supports and helps me, may ALLAH

bless her

TO MY BROTHERS: AYMEN, AHMED

TO MY SISTERS: ZINA, NOUR EL HOUDA, FADWA

TO ALL MY FAMILY: NEJOUD, KHADRA, KHANSA, NOUSSA, WAFFAA, SARA,

IMEN, INESS, and, HADJER

TO ALL MY BEST FRIENDS: WAFFAA, CHAIMA, LEILA, SARA, SEHAM, SAMAH,

HOUDA, and SAFIA

TO ALL THOSE WHO LOVE ME.

Aknowledgments

First, I would like to thank my ALLAH *for giving me the power and the capacity to*

complete this work

I wish to express my sincere gratitude to my supervisor MRS. BENDIR SAMIRA *for*

her help, precious suggestions, patience, motivation; and immence knowledge. A special

thanks to the members of the jury: SAIHI HANANE, SALHI AHLEM.

I would like to thank students and teachers who answered my questionnaire and
interview without forgetting other people who gave me hand and help me accomplish this
work.

Abstract

This research work attempts to investigate the importance of mobile technology in enhancing third year EFL students' vocabulary at Biskra University. It aims at finding out whether this technology helps learners to acquire new vocabulary. To achieve this aim, we relied on descriptive method by using two means of research: students' questionnaire and teachers' interview. The questionnaire was handed to third year students, while the interview was carried out with teachers of English in the same educational institution. This work focus on two hypotheses: first, Students who use mobile technology may improve their acquisition of vocabulary, second, why do students who use mobile technology develop a better vocabulary repertoire than those who do not. In order to investigate the use of mobile technology in improving vocabulary acquisition and revealed that learners' vocabulary repertoire is enhancing through using mobile technology. The results gained from this investigation confirmed our hypotheses. The findings also proved that this technology is useful means to support and to motivate students to learn vocabulary. To conclude that, both EFL teachers and students are involved with using mobile technology as new educational tools in an appropriate manner to achieve better pedagogical results.

List of Abbreviations

EFL: English as a Foreign Language

M Learning: Mobile Learning

PDA: Personal Assistance Digital

APPS: Applications

VLS: Vocabulary Learning Strategies

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General introduction

Technological development has contributed to the use of new technologies in the field of education. Mobile technology based on learning as instructional approaches to increase EFL learners. Moreover, the advancement of technologies have changed the way of teaching and learning such as Personal Digital Assistants (PDAs), Laptops, Smart Phones, and Tablets which are very beneficial for the objectives of learners.

Vocabulary is one of the important language components and the fundamental step in EFL; it helps learners to understand well spoken and written language. Then , many studies carried out in order to raise the capacity in learning vocabulary through using mobile technology which is encouraging students to benefit independent learning and allowing students to choose the approach what they like. Therefore, the present of this study aims to explore that the use of mobile technology in improving vocabulary learning.

1. Statement of the Problem

Nowadays, technology has become a familiar part of the everyday life with the development of technology has touched the foreign language teaching, especially in vocabulary. However, EFL learners are already to use their devices to support and to solve problems of vocabulary learning. Thus, learners can improve their vocabulary through using mobile technology.

2. Aims of the Study

The object of this research is to investigate the impact of mobile technology on improving students' vocabulary. It also attempts to explore how EFL students learn

vocabulary with mobile devices. Moreover, this general purpose can be categorized into some specific aims. These can be interpreted as follows:

-To encourage students in enhancing their vocabulary through using mobile technology.

-To improve language skills.

-To give students chance to learn new vocabulary.

-To stimulate and facilitate vocabulary acquisition.

3. Research Questions

This dissertation relies mainly on the following questions:

1. Does mobile technology improve the students' vocabulary?

2. Why do students who use mobile technology develop a better vocabulary repertoire than those who do not?

4. Hypotheses

The present research is related to the role of using mobile technology in EFL in order to enhance students' vocabulary. Thus, this study is based on two hypotheses:

➢ Students who use mobile technology may improve their acquisition of vocabulary.

➢ Students who are frequent users of mobile technology may develop better vocabulary repertoire than those who do not.

5. Research Methodology and Data Collection Tools

To answer our questions, test our hypotheses and fulfill our objectives, the researchers intend to use the descriptive method. As data collection tools, first, students' questionnaire was distributed to fifty (50) EFL students at Biskra University. Second, teachers' interview has been conducted with four (04) EFL teachers at Biskra University.

6. Significance of the Study

This study tries to find out more about how mobile technology is becoming increasingly integrated within EFL learners 'in daily life. The study also attempts to investigate the materials students are using to enrich their English vocabulary. Therefore, it is to help EFL learners to understand better the role of mobile technology to enhance students 'vocabulary.

7. Structure of the Research

This research work is divided into three chapters: The two first chapters focused on providing comprehensive information about the two variables: Mobile Technology and Vocabulary Acquisition. The third one was mainly devoted to the fieldwork in order to approve or disprove the hypotheses.

The first chapter is concerned with mobile technology. We introduce with the introduction and brief history of mobile technology in teaching, the definitions, the characteristics, and the types of mobile technology; in addition to that, we put advantages and disadvantages of mobile technology and the theories of mobile technology. Finally, we will see the use of mobile technology in EFL classes. Furthermore, the second chapter is interesting on vocabulary acquisition. Firstly, we

will introduce a brief introduction. In addition, we will give the definitions and the importance of vocabulary. However, we discuss difficulties in learning vocabulary and include learning vocabulary. Therefore, we will present the vocabulary learning strategies. Thus, the third chapter is about the practical work of the study. It consists of the data collection from questionnaires and teachers' interview and summary of their findings. Throughout this chapter, we try to prove the importance of using mobile technology in improving students' vocabulary with 3rd year students at Biskra University. We concluded the chapter with pedagogical implications and recommendations about the usefulness of mobile technology in vocabulary acquisition.

Chapter one

Mobile technology

Introduction

Mobile technology could have a significant role to play in educational development in recent years. In addition, it is getting more popular for learning. therefore, mobile technology has many kinds such as: which has many kinds such as: Personal Digital Assistants (PDAs), tablet computers, and mobile phones have begun to gain more importance which changed the way of teaching and learning for educational purposes.

This chapter is about a study of mobile technology. we will introduce a brief history of mobile technology in teaching. Then ,the defininiton the mobile technology (m-learning). Therefore, the charactristics of mobile learning, and the types of mobile learning. Moreover, we will discuss about advantages and disadvantages of mobile technology, therefore, we will give the theories of mobile learning. Finally we will be put the use of mobile technology in EFL classes.

1.1 Brief history of mobile technology in teaching

Technology education can be any tool that helps to deliver and to receive information between the educator and learner. Both are changing because education and technology are evolving and this can be seen clearly through the brief history of education by technology which changing the way of learning. In the early 19th century, education was restricted mostly in the classroom where teachers depend on different methodologies and theoretical conceptualization. Technology developed fast when the television was invented in the 1940s, where learning started to become visual and interesting. After 1950s, headphones became popular to promote second

language learning. Therefore Skinner (mentioned in Mc Quiggan et al. p. 03). He gave his theory about technology to revolutionize learning and classroom procedures in 1954.He was based on teaching machine, a clunky early computing machine which means a new method to learn independently. Then, in the 1990s, the technology developed which changed the way of teaching in the classrooms, also the computers growth and release of new Microsoft products, which became smaller, more effect, and easier to use. Therefore, the advances in technology led to creation of wireless devices like PDAs and phones that could support activity mobile. Moreover the variety of technology was widespread and used by schools such as desk computers, laptops, and notebooks in 2010, it became normally in the classroom.

As Gates (2009) noted that "The world of education is the sector of the economy so far the least changed by technology. Ten years from now, that won't be the case." (Cited in Mc Quiggan, 2015, p.6). According to Gates, the technology is new for education; it can be change the way of teaching. This technology changed the experience in schools, as well as noted in figure 1.1 computers have been in:

In this period, there is no technology
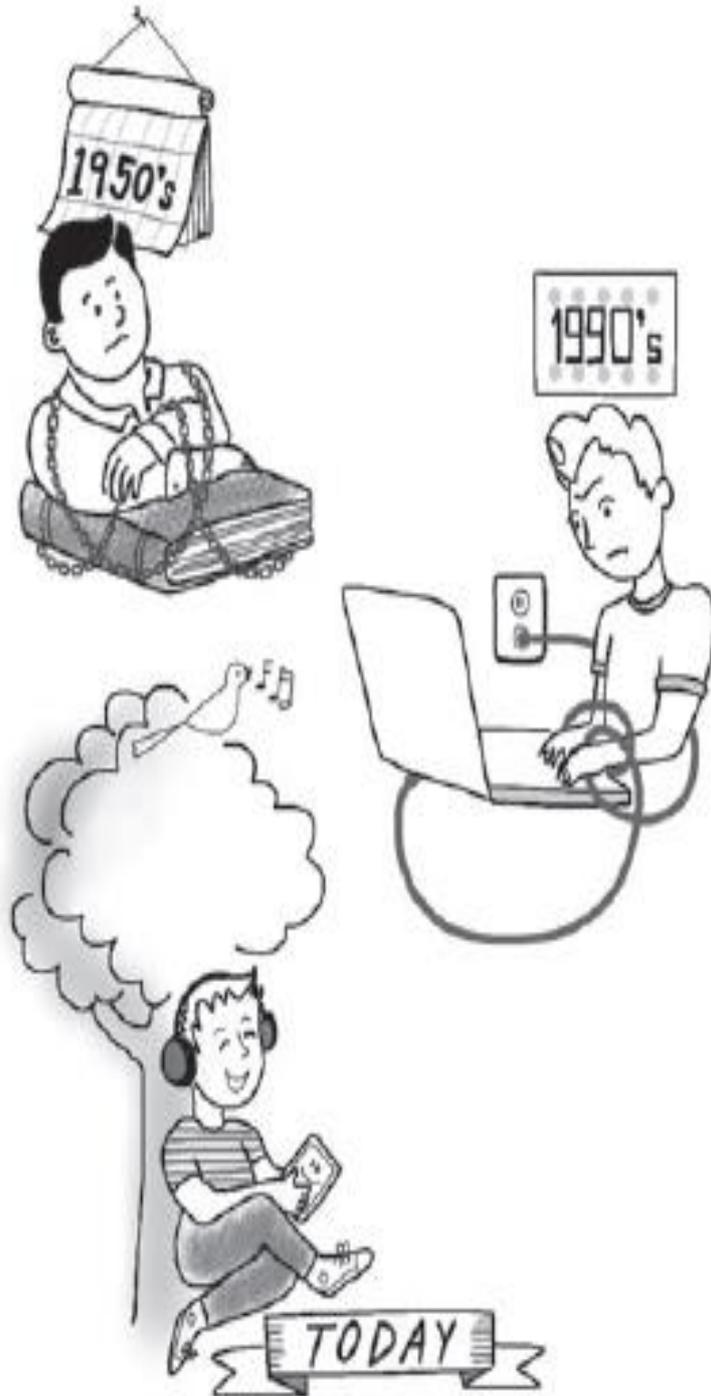
Learners started to study by the laptops or computers

The development of technology with smart phones

Figure 1.1 Educational Technology Over Time

(Cited in Mobile Learning by McQuiggan, et.al, 20015, p.04)

1.2 Definition of Mobile Technology

Mobile learning focused of technology or the mobility of the technology: according to Tyler (2002) stated that "Mobile technology is a device such as PDA or smart phone. That can store, access, create, allows modifying, organizing or otherwise manipulating data in various forms from a location without being required to be lathered to any particular spot." §2. Mobile technology includes personal digital assistance or digital cell phones. It can be very helpful and useful for us in different ways. On the other hand Sharples (2007, p.244) claimed that "mobile learning is the process of coming to know through explorations and conversations across multiple contexts amongst people and interactive technologies." Mobile learning can knowing construction to take place in different contexts, and changes the pattern of learning or the work activity.

Mobile learning is defined as "learning by means of wireless technological device that can be pocketed and utilized wherever the learner's device is able to receive unbroken transmission signals." Oller (2012, p.01). He said mobile technology is mobile learning which learning via cellular technological; it is device such as tablets, computers, and personal device. They use constantly in all lifestyles and in different settings. Whereas Ally (2009) noted that "mobile learning (m_learning) the process of using a mobile device to access and study learning materials and to communicate with fellow student, instructions or institutions."(P.01). He argued that mobile learning is a way to learn by various devices. It can be done anytime, anywhere. Schofield et.al (2011) gave another definition to mobile learning when they stated that "handheld technologies together with wireless and mobile phones networks, to facilitate, support, enhance and extend the reach of teaching and learning" (p.02).

They focus on technology which easily to increase their leaning by different mobile devices. In the other hand McQuiggan (2015, p, 08) said that" mobile learning is the experience and opportunity afforded by the evolution of educational technologies". That means mobile learning is developed in educational system.

1.3 Characteristics of Mobile Technology

Mobile technology has different characteristics which are enables learners to be in the right place, and it is most effectively to bring about learning. According to Stanton and Ophoff (2013.p.504), there are five characteristics: Nomadicy, ubiquity, personalization, social interactively, and context sensitivity. Each one has definition:

1.3.1 Nomadicy: it is mobile learning tools are small and portable which students can use it everywhere during their learning activities.

1.3.2 Ubiquity: means mobile learning is more spontaneous than learning types. It is spontaneity that is probably the most defining characteristic of mobile learning which has different technologies such as mobile phones, laptops computers and tablets are revolutionizing education and transforming the traditional education.

1.3.3 Personalization: is private that means only one learner using it. When students want to access information and download independently from other learners.

1.3.4 Social interactively: M-learning environment which utilize the latest technologies to bring an interactive learning environment into learning and teaching. These interactions are highly supported by in a mobile learning environment.

1.3.5 Context sensitivity: it is learning content must reflect this requirement by providing material that enables a learner too quickly into information.

1.4 Types of Mobile Technology

In EFL classroom, learners use variety of mobile technologies. As Puteh and Tybinik (2012) said there are four types of mobile learning. The first one is:

- **PDAs:** is personal digital assistant, known as a palmtop computer or personal information manager. PDAs are broadly considered obsolete with the widespread adoption of smart phones.

Table1.1 PDAs

- **IPODs:** is another variety of mobile device is the IPod which was produced by Apple company. It is free lectures and short videos are available for downloading language learning and share texts and images or audio videos. The application of IPods have enhanced in the grammar, vocabulary, not only in the listening.

Table 1.2 IPODS

- **Podcast:** the term of podcast is formed through the combination of IPod
  (portable digital audio player).Also it is digital audio programs that can be
  download from the internet, there are researches like Stanly (2005) created
  podcast applicable for teaching in EFL/ESL classes.

Table 1.3 podcast

- **Cell phones:** the older students, the more likely, they are to be wielding
  one of these like smart phones or tablets have many functions. They can run
  applications and software, record audio, video, and receive email that can be
  channeled into classroom inquiry. They provide some programs including
  translation of words and phrase, vocabulary practice, access.

Table 1.4 Cell Phone

1.5 Advantages of Mobile Technology

The term of mobile technology stands for mobile learning, which refers to learning with the aid of handheld technology like mobile phones, laptops and any other similar portable devices which are handy. There are many advantages of mobile technology. According to kukulska –hulma (2010.p.4) the advantages of mobile learning are:

- ➢ Improved access to education.

- ➢ Use of relatively inexpensive everyday technologies.

- ➢ Improving teaching quality.

- ➢ Revitalizing the curriculum, rethinking teaching methods and implementing improved feedback to learners.

- ➢ Help learner retention, progression and transition.

- ➢ Supporting continuing education.

- ➢ Making the learning experience more tailored to the changing needs of individuals, encouraging learners to return for knowledge updating and further study.

- ➢ More equitable access to education, for those suffering exclusion for social or economic reasons.

- ➢ Mobile learning can occur at anyplace and anytime, and learning content can be accessed anywhere.

- ➢ Mobile learning enhances interaction between instructors and learners/students.

- ➢ Mobile learning is a great opportunity for students and instructors continue to learn while on the move.

- ➢ Students in mobile learning practice and undergo self-centered learning with focus.

➢ Opportunities for learners to give immediate feedback on their learning experience.

➢ Learning materials can become accessible to a larger audience, through mobile applications, blogs and e-book, which are seen potential students.

➢ Providing learning experience outside the classroom. (Naween, Mehta 2012, pp .88).

➢ Making learning process of learning enjoyable by recording, organizing over time. (Naween, Mehta 2012, pp 88)

1.5 Disadvantages of Mobile technology

Mobile learning devices are being created at an alarming rate. It seems that there is always a new piece of technology, it is hard for teachers and schools to keep up. Mobile technology has many impacts on some instructors and learners. According to Asabere (2013, p.24). So the disadvantages of mobile technology are:

➢ Mobile learning may give opportunities for students to cheat.

➢ Mobile learning can also give technically savvy students an advantages in term of system.

➢ Mobile learning can creates an isolation or a feeling of being out of the loop for both instructors and students who may not always have mobile connectivity.

➢ Depending on the network resources and platform, some contents in mobile learning may be rendered outdated because of rapid upgrades from one session to the next.

➢ Mobile learning may also require an additional learning curve for non-technical faculty and students which might introduce a burden in adoption.

➢ Mobile learning cannot augment practical hands-on lessons, such as laboratory experiments for chemistry students.

➢ There is limited wireless bandwidth and chances are that it may further decrease with the number of users ever on the increase.

➢ There is the definite inconvenience of size, as the student has to learn while hunched over the small screen of a mobile phone and PDA.

1.6 Theories of Mobile Technology (m- learning)

The multifunctionality and size of mobile devices enable them to support a variety of different Learning activities. These activities can be classified in terms of the main theories and areas of learning relevant to learning with mobile technologies. We have identified six main themes: Behaviorist, Constructivist, Situated, Collaborative, Informal and lifelong, and Learning and teaching support. Naismith, et al.2004. p.10). He puts six theories each one has meaning:

1.6.1 Behaviorist Learning

Within behaviorist learning paradigm, the use of mobile devices to present teaching materials or specific questions is considered a stimulus, while obtaining responses from learners is a response, and reinforcement occurs by providing appropriate feedback – provide 'drill and feedback 'activities. Thus, mobile devices can enhance the behaviorist learning process. Naismith, et. al. (2004, p.2).

1.6.2 Constructivist Learning

In Constructivist learning, learners actively construct new ideas or concepts based on both their previous and current knowledge. Learners transform from passive recipients of information to active constructors of knowledge. Constructivist learning

structure, instructors should encourage students to participate in the learning process and give them appropriate tools to work with the knowledge they discover.

1.6.3 Situated Learning

The situated learning paradigm, it holds the acquisition of knowledge is not learning but knowledge should be presented in authentic contexts through social participation. Also it presents the idea of cognitive apprenticeship where the experts (teachers) work with the apprentices (students) to create situations and work on mobile phones can be used in museums for instance to provide an interactive audio-visual tour: listening to expert commentary and reflecting on their experience by answering questions or mixing a collection of sound clips to create their own soundtrack for an artwork.

1.6.4 Collaborative Learning:

The capabilities of mobile devices and their wide context of use could promote, facilitate and enhance interactions and collaboration between students. By using their mobile phones, students could share data, files, messages, and therefore enhancing possibilities for communication. These devices are also typically used in a group setting, and so interactions and collaboration will tend to take place not just through the devices but also at and around them as well. Many activities could be presented to promote learning through social interaction.

1.6.5 Informal and Lifelong Learning

Learning happens all the time as long as we are alive. Many studies of informal learning state that adults learn lot of things outside formal education. Informal learning could be either intentional through deliberate learning 'projects' or accidental through conversations, TV and newspapers, or even observing the world. People may not realize it as learning because it becomes as a reality in our lives. Mobile

technologies, with their reduced size and ease of use, provide the potential to support such activities that support learning outside a dedicated learning environment and formal curriculum.

1.6.6 Learning and teaching support **Learning**

Education as a process relies on great deal of coordination of learners and resource. Teachers for attendance reporting, reviewing student marks, general access of central school data, and managing their schedules more effectively can use mobile devices. In higher education, mobile devices can provide course material to students, including due dates for assignments and information about timetable and room changes. It has activities that assist in the coordination of learners and resources for learning activities.

1.7 Using Mobile Technology to support EFL Classes

EFL teachers who want to develop successful lessons face numerous challenges, including large class sizes and inadequate instructional materials and technological supported in the classrooms. According to Chen, et, al. (2008) the use of mobile phones for the transmission of vocabulary materials to English learners in Taiwan shows that students enjoy when they use mobile technology because it is easy access to materials and the ability to practice anytime and anywhere, in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials.(cited in Reinders, 2010, p.20). Mobile technology can play a positive role in promoting activities and initiatives of students and teaching effect in English class. In addition, it provides students to use the four skills, reading, listening, speaking, and writing in English language. In addition, students become more motivated to learn the materials and more involved in

the lesson. Therefore, teachers need to motivate the students to learn by technology and enable themto use it inside classroom. So, the learner can used mobile technology in different types of learning. Schofield, et,al. (2011.p.04).This figure 1 show that:

Figure 1: How mobile devices can be used for learning

Figure1.2. Cited in Going in executive education. (Schofield, et.al. 2011, p.4)

In this figure 1.2 shows that mobile technology has applications can be used in learning.

The development of mobile technology has a variety of learning activities refer to each type, and these activities can be used in education especially in the classrooms:

- ✓ **Context**: This means that learning which entails geographical knowledge can be access in the field, so that learning can happen in the course of activity. Such as participants may be asked to take photographs in various locations and situations throughout their working day and make notes to share online.

- ✓ **Reading:** The role of technology plays in developing reading and critical skills for foreign language learners. Mobile learning can simply be through reading. Learners can easily carry around study materials in order to be able to revisit them (if need to for revision or practice).

- ✓ **Searching:** The use of technology in foreign language has emphasized the importance of search engines such as Google, Yahoo, and Bing. In this way, learning can be intentional (through specific projects).

- ✓ **Audio**: Mobile learning can take place through listening Podcasts can be downloaded of relevant lectures, interviews or overviews of the latest research For example, participants may download an audio (or video) podcast of a session prior to attending a session.

- ✓ **Assessment:** Assessment through answering multiple-choice questions can enable both learners and educators to test knowledge and skills. Such as educators can conduct pre-assessments prior to face-to-face sessions to enable them to determine learners' level of knowledge and plan their sessions accordingly.

- ✓ **Support and coordination:** Mobile devices help organize personal learning schedules, keep track of deadlines, set reminders, monitor attendance and progress. Learners can use mobile devices for storage, to access messages and

content, to stay informed about course context, and to review and manage learning activities they engage in during a day.

✓ **Apps:** These apps are particular helpful for EFL/ESL learners. The apps provide a wide variety of activities such as flashcards, scientific calculators, periodic tables, dictionaries, and foreign language lessons.

✓ **Recording information:** Mobile devices provide numerous ways to input information through touch, stylus, and voice. This allows learners to build up a series of personal, notes, observations, collections of evidence and progress.

✓ **Images:** Most modern phones contain cameras; these can used to take photos of work from the board. Mobile learning can make use of illustrations, photos, animations, and/or videos (through viewing and recording). This is useful on several levels. An image is able to capture information without the need for lengthy description.

✓ **Collaboration:** Mobile learners can communicate with other learners and experts through calling, sending messages and using online communities to create and discuss subject matter.

✓ **Games/Simulation:** Learners may also play educational mobile games, gaming simulations, and other interactive applications. Participatory or immersive experiences can add a layer of motivation to learning, engaging users, and can bring scenarios to classroom educators could not otherwise.

Conclusion

To conclude this chapter, we can say that mobile learning can be facilitate the teaching in EFL classes. And technology can support various types of learning and communication. This study present an overview of mobile technology in teaching. Also, it can be enable students to enhance their literacy skills and to recognize their abilities, then the development of mobile technology which played a more important role in education. In addition, the learners can take advantage of all the great features and capabilities of mobile phones and students can be learn English in an easier and more effective way.

Chapter Two

Vocabulary acquisition

Introduction

In the field of language learning, vocabulary knowledge is essential and mastering a language is closely related with how develops his/her. This chapter will focus on defining vocabulary and types of vocabulary. Then, it will show the importance of vocabulary. In addition, the difficulties in learning vocabulary will be discussed. Moreover; it will define vocabulary learning strategies and give the importance in helping learners increase their repertoire of vocabulary. Finally, it will focus on the different types of vocabulary learning strategies.

2.1 Definition of Vocabulary

Vocabulary is one of the basic elements of language. Many definitions have been proposed for the term "vocabulary". According to Hatch and Brown (1995, p.01) argued that "the term vocabulary refers to a list a set of words for a particular language or a list or set of words that individual speaker of language might use". Therefore, vocabulary is high number of words in a language and it is utilized in different ways. In addition Lehr et al. (2004, p.05) found that "vocabulary refers to words we use to communicate in oral and print language." (Cited in Hanson & Padua, 2011). That means the vocabulary related to words that used in speaking and writing language. In addition; Foley and Thompson (2003, p.10) argued that "all languages have word, a vocabulary or lexicon" which means all languages have words and refers to the overall systems of word forms. Then "vocabulary learning is the central to language acquisition, whether the language is first, second, or foreign" (Decaricco,

2001, p.01). The role of vocabulary is very important to enhance language learning. Also Hornby (2002) in "Oxford Advanced Learner Dictionary of current English" stated that vocabulary is:

- Total number of words (with rules for combing them) makes up a language.

- Range of words known to, or used by, a person, in trade, profession…, ect.

2.2 The Importance of Vocabulary

The importance of vocabulary has been stressed by many researches in language learning. Vocabulary is one of the most crucial things that learners must know in order to develop their language. Wilkins (1997, p.111) said that "without grammar little can be conveyed, without vocabulary nothing can be conveyed". This means the language without vocabulary meaning cannot be transmitted and communication cannot occur. Vocabulary is a key of language knowledge. In addition to that, Cameron (2001, p.72) stated that "vocabulary is the central of learning a foreign language and primarily level". It is necessary learning language, therefore; the learners must have sufficient vocabulary to master a language. Then vocabulary is a core component that leads learners to language proficiency and provides. Also Rasekh and Ranjbary (2003, p.03) pointed that "vocabulary knowledge is known to play a key role in the individual's proficiency in both first and second language." This leads that vocabulary knowledge plays an important role in acquisition and learning language. It is clear that vocabulary has a central place in the language learning and "it is the core of the heart of language" (Lewis, 1993.p.89). Moreover, it is important for them to learn vocabulary that is more productive and enhance their own vocabulary learning. So learners must be made aware of the importance of vocabulary as well as the need for learning words to master a language.

2.3 Types of Vocabulary

Dealing with vocabulary leads to talk about types of vocabulary. Many linguistics and educators have distinguished between several types of vocabulary. In vocabulary learning divided into two types are: **Receptive** and **Productive**. There are differences among receptive and productive. (Milton, 2009, p.13). Therefore, vocabulary based on listening, readings are known as receptive skills, then, writing, and speaking are productive skills. Also the receptive relates to words that one can recognize when they are encountered either in reading or listening; in contrast, productive refers to words that learners use it in writing or speaking which are used their own words. Further, Hycraft (1978.p.44) put the distiction between receptive and productive vocabualry. the receptive vocabulary as "those which the students recognize and understand when they occur in context but which he cannot produce correctly". The students can understand these kinds of words in the text, they find difficulty in production. Whereas the productive vocabulary as "those that the students understand can produce correctly in speaking and writing". When the students recognize, they will be produce the language in good way.

Vocabularies

Meaning/Oral Vocabulary

Listening   Speaking

Receptive Vocabulary

Reading   Writing

Expressive Vocabulary

Literate/Written Vocabulary
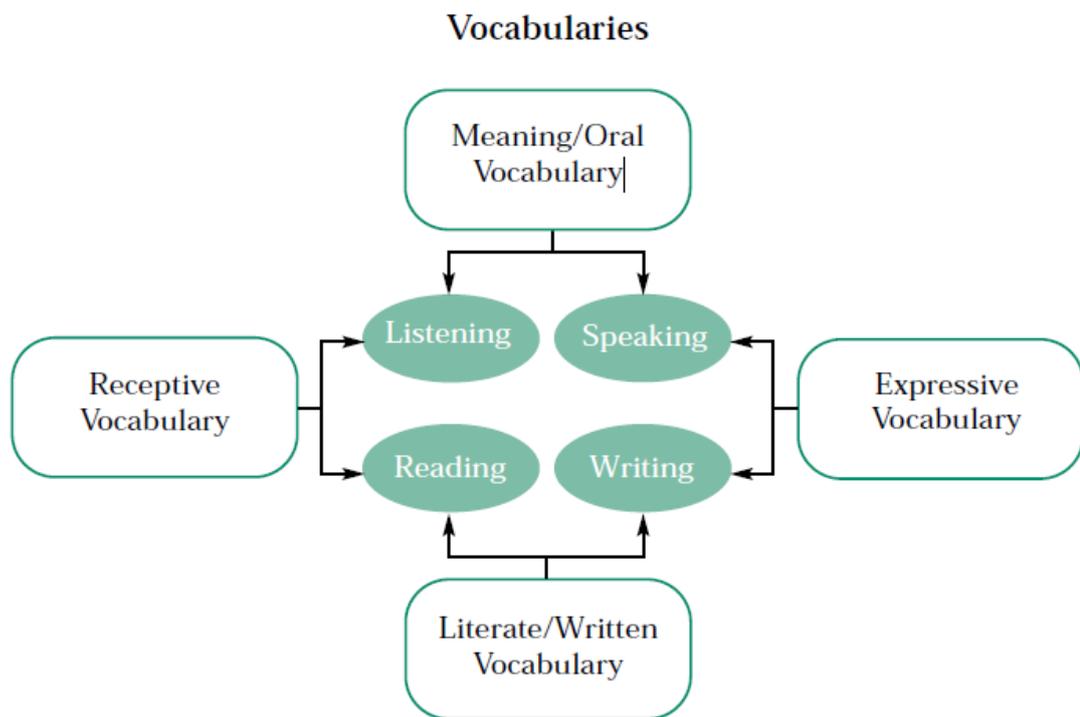
Figure 1

Figure 2.2 types of vocabulries (cited in jhon & templeton, 2004, p.02)

this figure 2.2 shows that types of vocabularies which means are very important for learners to learn vocabulary.

2.4 Difficulties in Learning Vocabulary

Many difficulties touch the word and make it difficult to be taught which the students recognize that learning vocabulary is not easy task in EFL. According to Thornbury (2002, p.27) "some words seem easier that others". What makes the word hard is closely related to its pronunciation, spelling and grammar, meaning, length and complexity.

2.4.1 Pronunciation

In pronunciation, there are difficulties that mean some words are more difficult to learn since they are difficult in pronouncing, and these words usually contain sounds that are unfamiliar to some learners. Therefore, for the learners "even words with clusters of constants such as strength or crisps or breakfast are problematic" (Thornbury, 2002, p.27). That means, some words are difficult to pronounce as two consonants in the same word may confuse students to learn these kinds of words such as school, fight.

2.4.2 Spelling and Grammar

These two factors can lead to difficulty in learning words; they are spelling and grammar. A spelling of a word confuses many students, especially words that contain silent letters as: foreign, listen, headache, muscle. (Thornbury, 2002, p.27). Also there is difficulty in leaning a word when a grammar is associated with it. Grammatical forms are considered as sort of confusion for many L2 learners. As an example for this, there are some difficulty verbs such as: concern, and to be concerned about. (Thornbury, 2002, p.28).

2.4.3 Complexity and Length

It is noticed that length and complexity of words impact their learning. Many students find it hard to learn long words than short ones. According to Thornbury (2002, p.27) "high frequency words tend to be short in English, and therefore the learner is likely to meet them." Complex and long words are not frequent in English and learners avoid them.

2.4.4 Meaning

When learning a new word, students find the difficulty in the meaning. Thornbury (2002, p.28) said that "students confuse between two words when they overlap in meaning such as: both are close to one meaning, "make" and "do" the difficulty that occurs in difference". Therefore, sometimes students have only one meaning of a certain word and find it difficult to accept a second.

2.5 Learning Vocabulary

Learning vocabulary is the fundamental step to learn a foreign language. Vocabulary has an important status that is considered as one of the most crucial tasks for learners to master language. It is the heart of second language acquisition and any language skills cannot exist without it. Moreover, it is necessary for EFL learners to know how vocabulary can be learnt. Many studies argue that vocabulary learning can be either incidentally or intentionally.

2.5.1 Intentional Learning

Students and teachers have a plan of learning vocabulary. This type of vocabulary learning related to that learning being planned from the part of the teacher and learners. Hatch and Brown stated that (1995, p.369) "Intentional learning as being designed, planned for instead teachers or students." Then, intentional learning, defined as "any activity geared at committing lexical information to memory" (Hulstijn, 2001, p.271). That means any idea can be transmit in the mind. Moreover, intentional learning situations, participants, are informed that their recall will be tested. Thus, students automatically attempt to commit words to memory even if they will not be tested.

2.5.2 Incidental Learning

Incidental learning is done without any intention or plan for the learning of vocabulary. As Gass (1999) noted that incidental learning, "side-effect' of another activity neglects the active role of the learner in this process". Incidental vocabulary learning refers to the process of learning without specific focus of attention. Similarly, Hulstijn (1996, cited in Grass 1999) asserted that definition of incidental learning "is learning in the absence of an intention to learn". This implies that learners succeed to learn a number of words without having the intention to do so when practicing in task. Many words can be learned incidentally through reading or listening but many researchers see that learners tend to learn vocabulary from reading (Nation, 2001, p.5). They find themselves learn vocabulary in reading contexts where they are not asked to pay attention on the meaning of unknown words. In addition, incidental vocabulary is very important to learners since it gives learner a rich of words and meaning. Also, incidental learning is guessing from context in extensive reading and use in communication activities. (Nation, 2000, p.24).

2.6 Vocabulary Learning Strategies (VLS)

Language learners always complain from the difficulty of learning new words especially when you learning vocabulary you should related to vocabulary learning strategies. These strategies make their vocabulary learning process easier and more efficient. One approach facilitates vocabulary learning is vocabulary learning strategies. (Schmitt, 2000 p.133).

2.6.1 Definition of VLS and their Importance

VLS are those strategies that concern only the learning of vocabulary. Learners are considered as a part of language learning and as a category of language learning strategies. (Schmitt, 2001 p.123). According to Cameron (2001.p.92) VLS as "actions that learners take to help themselves understand and remember vocabulary items." This means VLS refer to learners; actions to assist themselves comprehend and retain word. In addition, Intaraprasert (2004, p.203) stated that "any set of techniques or learning behaviors, which language of learners use to understand the meaning of a new word to restore the knowledge of newly learned word, and to expand one's knowledge of vocabulary". VLS are ways the student's follow in order to comprehend a new word and enhance their vocabulary repertoire. Therefore VLS it is "the process by which information is obtained, stored, retrieved, and used". (Rubin, 1987). (Cited in Brigitta Doczi, 2011, p.139). That means looking up in dictionary to find out the meaning of a word and writing words then practice it. VLS strongly help learners to acquire vocabulary, and large amount of vocabulary would be acquired as learners use VLS. Also it plays an important role to increase the learner's knowledge of vocabulary. For this reason, teachers have to provide their students with many strategies so that they can select the individual strategies that suit their individual learning styles. (Harmer, 1991, p.229). In this context, Schmitt (2000) saw the need to help learners choose the strategies necessary to learn words on their own. There are various vocabulary learning strategies and learners can use different types of them.

2.6.2 Types of Vocabulary Learning Strategies

There are many scholars O'Malley and Chamot (1990), GU and Johnson (1996), Schmitt (1997) proposed that VLS in different ways. Schmitt (1997) makes a combination between strategies the learners use to discover the meaning of new words. On the other hand, he classifies strategies to integrate a word once has been encountered. These strategies are: Memory strategies; Cognitive strategies; Social strategies.

2.6.2.1 Memory Strategies

This type of strategy is known as memories. They refer to how learners can relate a word with some previous knowledge to store in memory. (Schmitt, 2000), such as relating the word with its synonyms and antonyms, use suffixes and roots, say the word aloud, connect the word. Schmitt (2000, p.135) said that "memory strategies involve relating the words to retained with some previously learned knowledge, using some form of imagery or grouping". This means that learners use their memory to produce a link between the new words with previous learned words by the use of grouping of words and imagery. According to Schmitt VLS divided into three types:

2.6.2.1.1 Word Grouping: it is important way to make learners remembering the word; it involves organizing words according to groups, these groups of words hang together because they make use of some common themes or characteristics. This technique is useful for vocabulary learning, it reduces the number of separate elements and link new word with concept from the learner's language.

2.6.2.1.2 Imagery: it is divided into visual and aural imagery: Visual imagery, it is based on linking between picture and word to be learnt. Learners relate between concepts in memory by means of meaningful visual images that make learning of word more efficient. People usually tend to easily make a link between verbal and visual symbols such as some public notices; (e.g., no-smoking, stop sign…etc). These drawing facilitate a task of learning vocabulary for learners. Moreover, Aral imagery, learners can put words in memory but not only by linking it with an image but also with sounds. This is called aural imagery; it is a link between a form of semi-context for the learner and with what a learner already knows. Aural imagery makes verbal learning more efficient through relating new sounds with those that learners know. For example, learners can make a link between a German word 'Katze' and English word 'cat'. So the words have the same sounds but it differs from languages.

2.6.2.2 Cognitive Strategies

There are a number of classifications of language learning strategies which have been suggested for cognitive strategies. According to O'Malley and Chamot (1990.p.99),"steps in learning or problem solving that require direct analysis; transformation, or synthesis of learning materials". That is, they are concerned with steps and actions that are used by learners in learning and solving problem. In addition, these strategies include guessing meaning our context and elaboration or relating new information to others concepts in memory. (O'Malley & Chamot, 1990.p.100). Using cognitive strategies is beneficial for learners to develop skills and academic success. They also contribute to enhance their confidence in their learning ability. Cognitive strategies have different classifications which are mentioned below.

2.6.2.2.1 Repetition

This strategy has been mentioned in the classification of many researchers. Also it is essential for second language learners mainly for students who find difficulties to memorize. They automatically turn to repetition of vocabulary. Most of students find it easy and can do it spontaneously

2.6.2.2.2 Dictionary Use

The dictionary has been widely used tool by language learners to get new vocabulary. Usually students want to know more about words and their meaning. The dictionary is considered as one of the best resources for the students who wish to develop their vocabulary knowledge. There are different types of dictionaries, monolingual and bilingual dictionaries. Monolingual dictionary includes more explanations and requires a large amount of vocabulary and grammatical knowledge that clarifies the meaning of new words. (Thornbury, 2002. p.151). This kind of dictionary gives various meaning and detailed guidance on pronunciation. Bilingual dictionary, however; is used to translate words or phrases from one language to another. It is generally agreed that, using dictionary is very useful and advantageous strategy that a learners can depend on to learn new words and understand meaning in different contexts. Cohen and Cowen (2007.p.253) pointed that "it is an excellent tool that can be used to help students continue their lifelong pursuit of improving vocabulary independently". Dictionary can assist students who increase their vocabulary learning.

2.6.2.2.3 Note Taking

When learners get information about new words, they may take it down in the notebook. This strategy is traditional way that is used by learners to record new word. It is very essential for vocabulary learning. Note taking is "writing down key word and concepts in abbreviated verbal, graphic, numerical form to assist performance of language task". (O'Malley & Chamot, 1990. p.138). Learners can take notes by means vocabulary notebooks or words cards. Schmitt (1995.p.133) state procedures when listen to vocabulary: first, word pairs are written down and learned, and then the translation pairs are enriched for in instance: sentences, illustrations. Therefore; when write vocabulary in notebooks, learners should organize vocabulary according to alphabetic order or according to topic.

2.6.2.2.4 Word Guessing

Second language learners come across many unfamiliar words during reading or listening. This enforces them to make intelligent guesses of unknown vocabulary. Clarke and Nation (1980. p.217) claimed that" the ability to guess the meaning of word without referring to a dictionary saves times and allows the reader to continue reading without interruption". The word meaning can be guessed by analyzing the new word part of speech roots and affixes, guessing words can happen by thinking of a mother tongue relative or guessing from contexts.

2.6.2.3 Social Strategies

Social strategies refer to those strategies that learners use during interaction and communication with people to improve their language learning. By the use of this kind of strategies, learners can practice their vocabulary. When using social strategies

learners can ask their teachers or their classmates for information about a new word and they can answer in different ways. Learners can give the word equivalent; give synonym, translation, paraphrasing, or even use the word in context.

Conclusion

Vocabulary knowledge represents a high challenges for most of EFL learners, and its importance in language learning is crucial. Learning a vocabulary is not such an easy task, EFL learners find some difficulties in learning a new word because of word structure, meaning, and pronunciation…etc. Thus, it is necessary to know how vocabulary is learnt. Learning vocabulary can be either incidentally or intentionally. Moreover, vocabulary learning would not be successful if it is not based on VLS that help learners to enhance their lexicon. Students and many different types of them commonly use these strategie

<div align="center">**CHAPTER THREE**</div>

<div align="center">*Analysis and Interpretations of Results*</div>

Introduction

The aim of this research is to explore the importance of using mobile technology in improving students' vocabulary at Biskra University. In the previous two chapters, we have present the theoretical parts is an overview of mobile technology and learning vocabulary. Moreover, it is necessary to move to something more practical as a next step. Thus, in this chapter is collected data through students' questionnaire and teachers' interview with the description and the analysis of the sample. Then, interpretations of results both teachers and students. Finally, some significant pedagogical implications and recommendation will be put forward at the end of the research investigation.

3.1 Analysis of Results

3.1.1 The Sample

This questionnaire was given to 50 students among 365 students at the Department of Foreign Language English at the University of Biskra. The selection of this sample was based on the consideration that third year LMD students which were chosen randomly. The reason of chosen this selection of the population that EFL students need to acquire new vocabulary through using mobile technology.

3.2.2 Description of the Questionnaire

The students' questionnaire aims at investigating the extent to which EFL students' at Biskra University use mobile technology to acquire vocabulary. The questions were clear enough in order to help the students to understand and thus provide appropriate answers. The questionnaire is composed of twenty-one questions which are arranged in a logical way. The questions range from close ended to multiple choices, with some open ended questions to get respondents' comments. The questionnaire is divided into three sections. Section one related to the learners' background, it contains five questions. The aim through this section is to define our sample; we identify their age, gender, high school stream, their choices English studies, and their level in English language. Section two, however; includes of ten questions which investigates issues of mobile technology in teaching. Then, section three is contains six questions dealing with vocabulary acquisition. Finally, this questionnaire is to investigate the influence of using mobile technology in improving vocabulary learning.

Section one: General information

Question1: Students' Age

Age
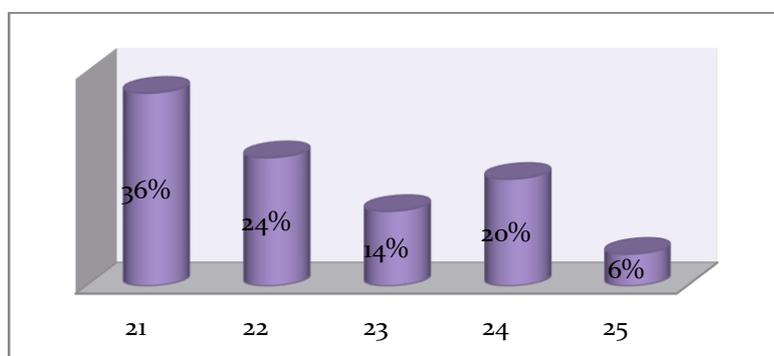
Figure 3.1 Students' Age

It is clearly noticed that our sample is young. The category of 21 years old represent the highest rate (36%), then it comes the category of 22 with a percentage of (24%), and the age of 24 find it (20%). Moreover, the age of 23 makes (14%). Finally, the age of 25 has only (6%).

Question2: Specify your Gender

+ *Gender*
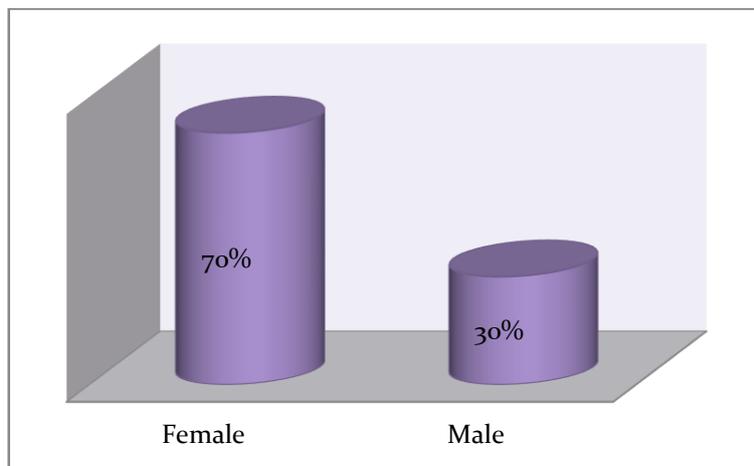
Figure 3.2 Students Gender

The figure 3.2 represents that the females are more participants than males. The females illustrate 35. While males formulate make only 15. This leads us to think that females are more interested in English language.

Question3: Students' Stream in High School

+ *What is your stream in high school?*
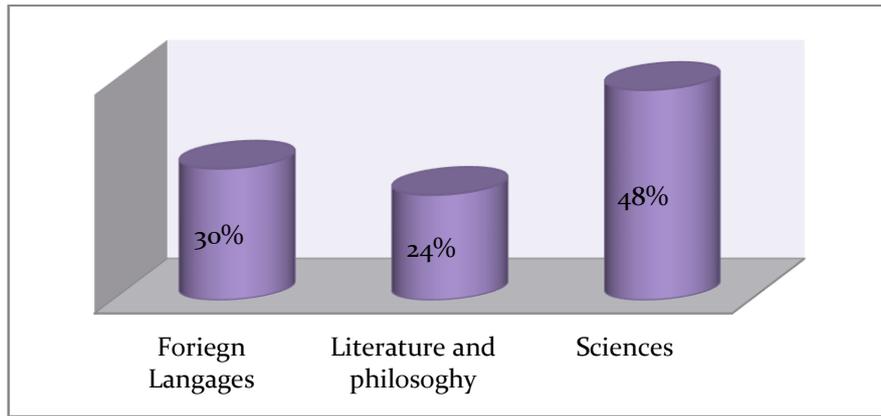
Figure 3.3 Students Streaming

Figure 3 show that the majority of students 48 are streaming sciences, others they are study foreign languages represent 15, and while there are few students 12 are streaming literature and philosophy. This result indicates that students their streaming is interesting about the language of English.

Question4: Students' Choice the Language of English

➕ *Is the English Language your choice?*
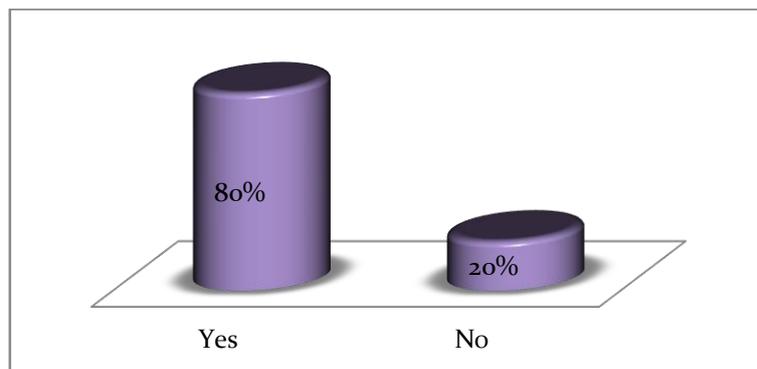
Figure 3.4 Students Choice to Study English

This figure shows that the majority of students 40 (80%) have claimed that English language is their choice, whereas 10 students (20%) are imposed to learn English

because of streaming. As result, we are inclined to think that most of the sample is motivated since they have a purpose to study English.

Question5: Students' Assessment of Their Level in English

    🔸 *How do you assess your level of English?*
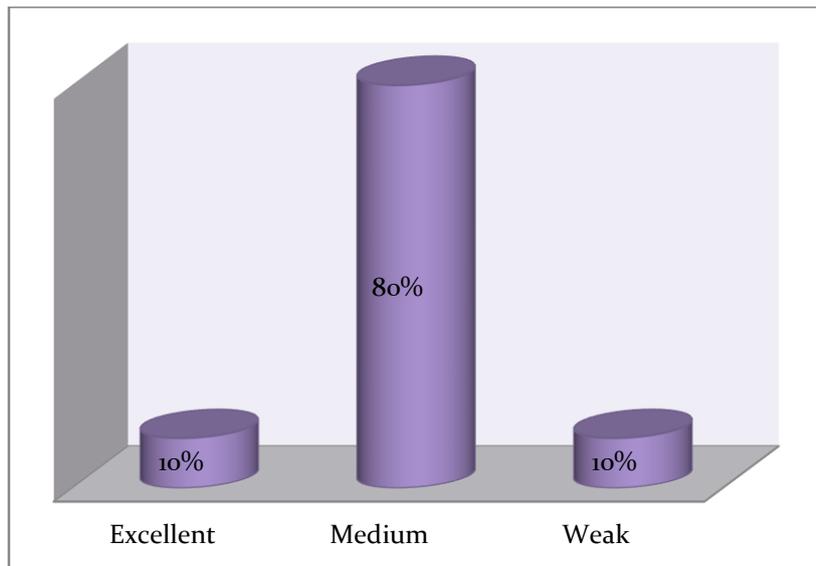
Figure 3.5 Students' Level in English

As we can see from figure 5 above a high majority of students 40 represents their leve is medium. On the other hand, 5 students are excellent in their level, and 5 students are weak. This result indicates that students should learn more the English Language.

Section Two: Mobile Technology

Question6: Learners prefer to study through

    🔸 *Which way do you prefer to study through?*
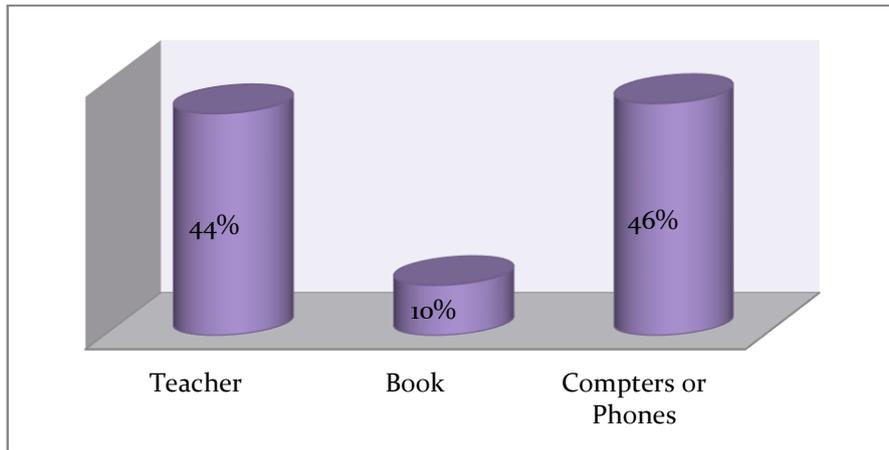
Figure 3.6 Learners prefer to study

As illustrated that the most of students 23 are prefer to study by computer or phones, then 22 students like the explanation of the teacher. Whereas there are only 6 students are favorite the book for explanation. As result, the technology becomes more important in the learning.

Question7: The Easier Device

➕ *Which one of these devices do you find easy?*
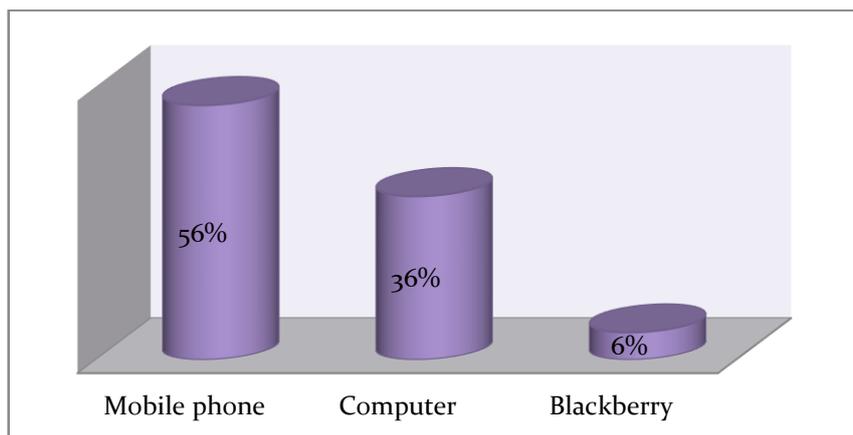
Figure 3.7 the easier Device

This figure show 28 students answered it is easy to use mobile phones. Others of 18 students utilize computer, but the remaining of 3 students are use blackberry. This result appeared that mobile phones are useful and very easy device.

Question8: The Most Device Use It in the Class

➕ *Which one of these devices do you use most in the class?*
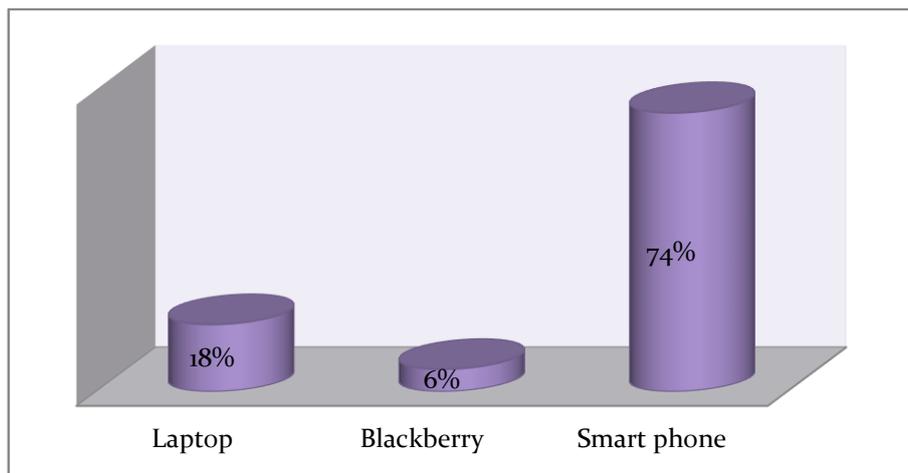
Figure 3.8 the most devices using in the class

This figure 8 represents that the majority of students 37 are using smart phones frequently in the classroom, whereas 9 students are use laptops in the class. Finally, there are only 3 students use blackberry. This result indicates that learners prefer Smart phones in the classroom because it is small device and helpful to learn English Language.

Question9: How often do you suggest the use of mobile technology in classrooms?

➕ *How often do you suggest the use of mobile technology in classrooms?*
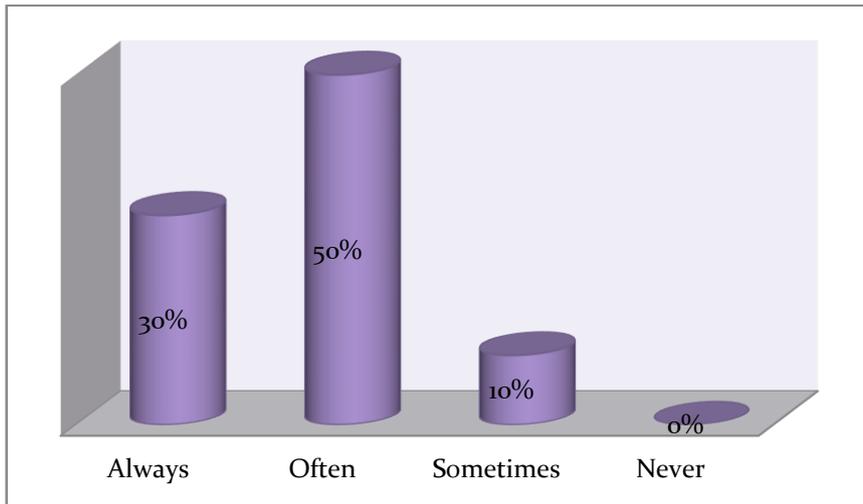
Figure 3.9 the percentage of using mobile technology in classrooms

This graph indicates that the highest of students 25 are often to use mobile technology in the classroom, and then 15 students are always utilizing their mobiles in the class. Whereas, 5 students are sometimes to use it in the class.

Question10: Do you agree the use of mobile technology improve learning?

⊹ *Do you agree the use of mobile technology improve learning?*
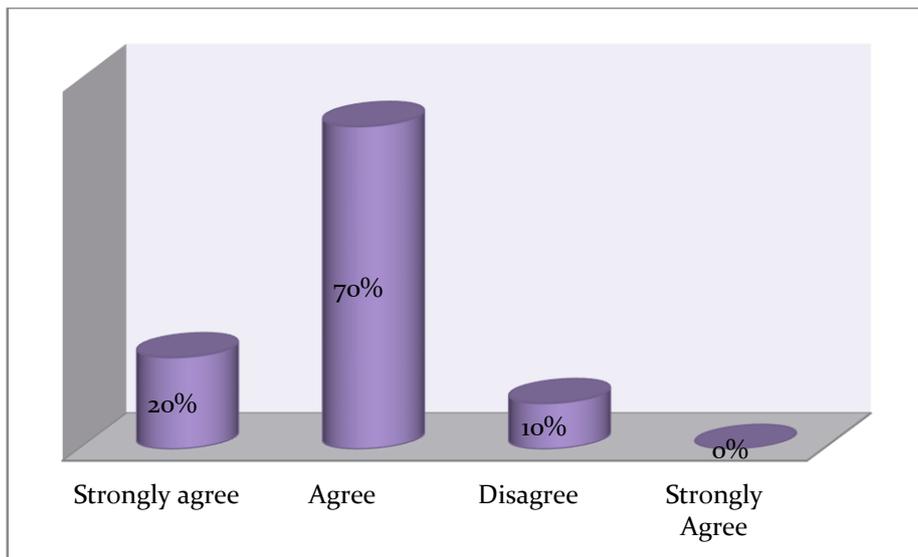
Figure 3.10 the use of mobile technology improving learning

The generality of students 35 are agree that mobile technology improve learning, on the other hand 10 students are strongly agree to enhance learning by mobile technology, but 5 students disagree to use mobile in learning. That means mobile technology is improving the learners in learning.

Question11: The Use of Technology as a new method in Learning

    + *Do you think the use of technology as a new method in learning is?*
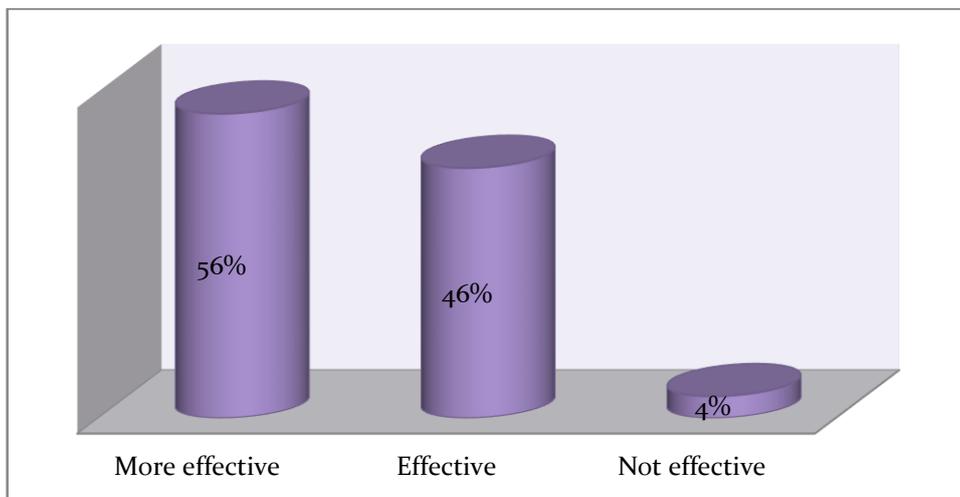
Figure 3.11 the use of technology as a new method in learning

As it is shown from this graph, the majority of students 25 found that the technology as a new method in learning which is more effective. While 23 students are reported that is effective, on the other hand, there are only 2 students said technology is not effective. This result showed that technology is positive way to learn.

Question12: Students Use Applications in Mobile Technology

    + *Which application do you use in mobile technology?*
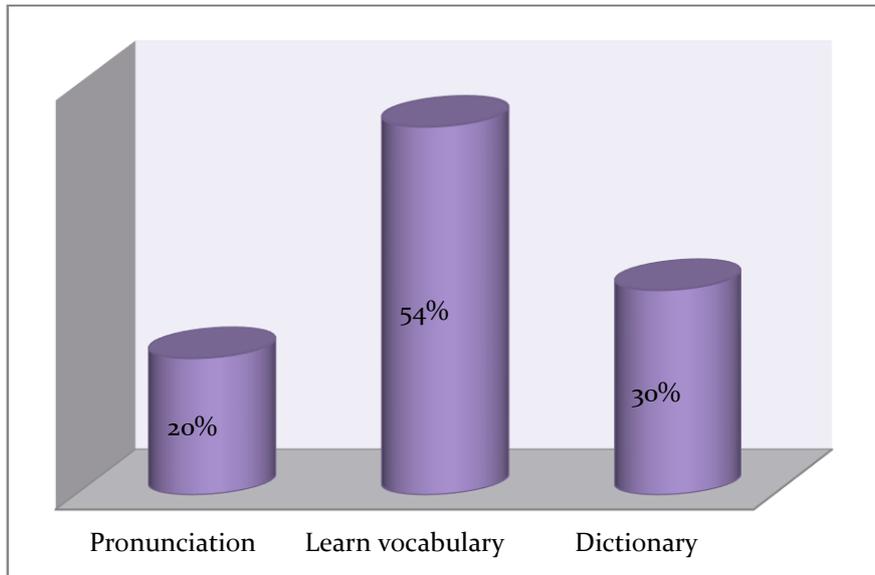
Figure 3.12 Students use application in their mobile technology

In this figure 3.12, there are 27 students represented that the use of application in mobile technology is highly to learn vocabulary, others 15 students said using the application of dictionary and 10 students reported that the application of pronunciation. This leads that students use in their mobiles the application of to learn and to acquire vocabulary.

Question13: Mobile Technology Motivate the Learners

+ *Can mobile technology foster the interaction among the students?*
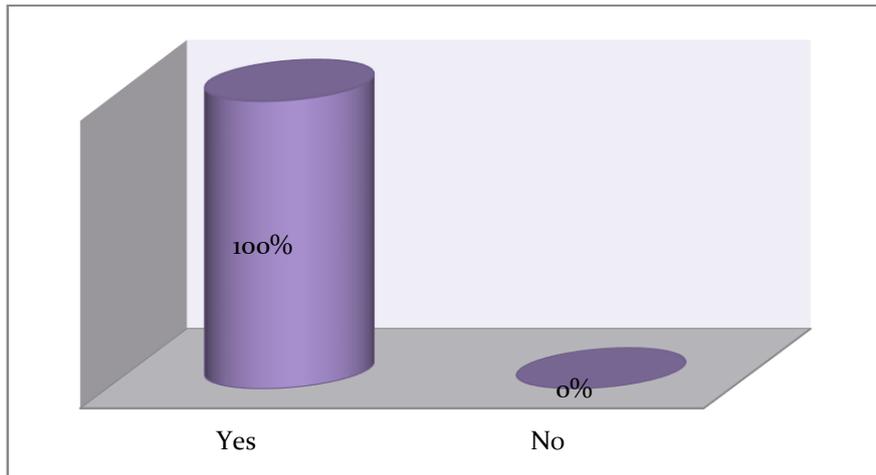
Figure 3.13 mobile technology makes motivation among the learner

All the students' answer "yes" show that the mobile technology can makes motivation among the students. As a result, mobile technology is very important in education.

Qusetion14: Students Use Mobile Technology in Improving their Knowledge and Skills

- *Do you think that using mobile technology enhance their knowledge and skills?*
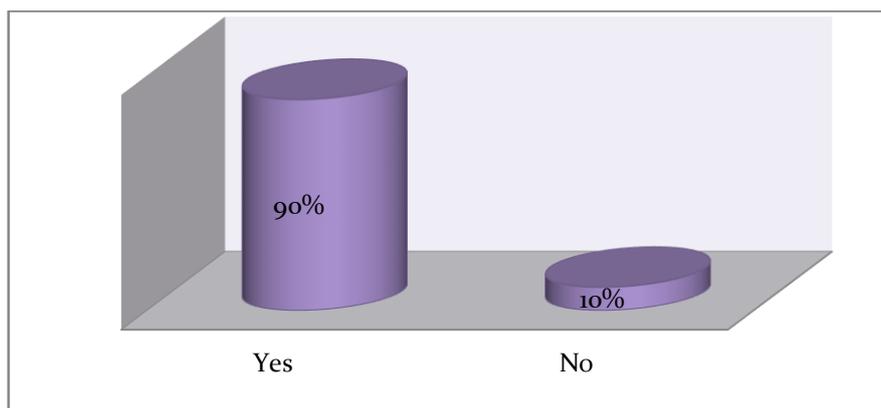
Figure 3.14 the use of mobile technology increase the knowledge and skills

In this graph indicates, the most of students 45 they answered "Yes" with their justifications, but 5 students said "No" with some justifications. Whereas, there are

students, they did not justify their choices because they do not interest about their study, or they do not understand it.

Options	Students 'Comments
Yes	-When we use it we will have a good and strong memory
	-It helps us to learn fosters
	-It used every time
	-It helps to learn quickly
	-We learn by technology to improve their knowledge and skills in differently
	-Wt helps us to reinforce our level
	-When we have a vague we search immediately by using phones
	-Mobile has a quick a various sources in the case you have a net
	-We use it heard and to know words
	-It helps to have more motivation to learn
	-It's very easy and faster
	-Because when we use skills in mobile, we will improve their skills
	-It enhances pronunciation, reading , listening
	-It helps learners to learn everyday
	-It has applications for reading, listening, speaking
	-The mobile technology help the students such as dictionary and more easier
	-Every time I used
	-I used dictionary, we can see pronunciation and other things
	-Because it is good understanding
	-We can use it in explaining words and listening to the right pronunciation
	-It gives an easy access to several sites and application
	-There is a dictionary and other application to use
	-It gives us new vocabulary
	-It improves the language in other method

No	-Because knowledge and skills enhance through extensive reading not through mobile phones and skills need more time and practice to be enhanced and that letter need other materials that contain a variety of words and expression
	-It can never enhance the learning

Tables 3.1 students' justifications

Question15: Students use mobile technology to increase their repertoire of the vocabulary

🔸 *Do you think that mobile technology increases the repertoire of the vocabulary?*
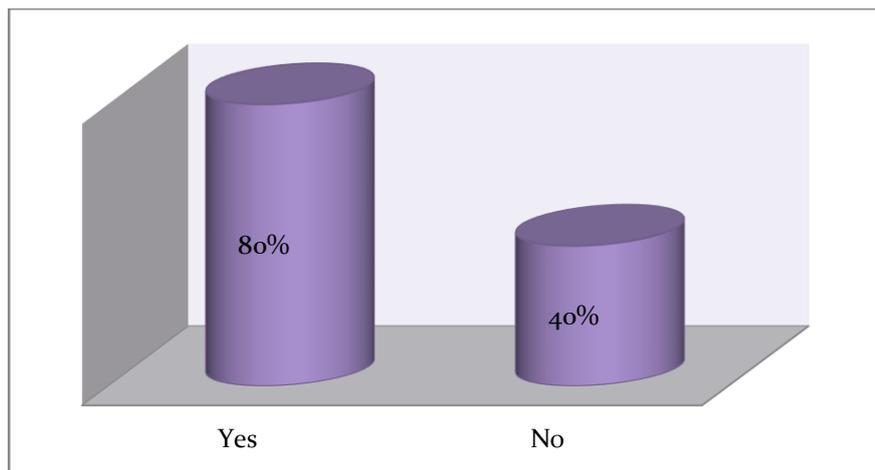
Figure 3.15 mobile technology enhance the repertoire of the vocabulary

Figure 3.15 shows that the majority of the students 46 said "Yes" with their justifications which the mobile technology enhancing the repertoire of the vocabulary. On the other hand, there are only 4 students they answered "No" with one justification. In this result, mobile technology motivates the learners to improve their repertoire of the vocabulary.

47

Options	Students' Comments
Yes	-It helps to have a good and to refresh our memory -It helps us to keep our mind opening -Because it is easy to learn vocabulary -It allows us to learn vocabulary in our minds -This devices are effective to learn -It helps when you using applications for reading or listening -I get new terms that did not know before -It can be learn and read such as PDF -The applications and dictionary helps to increase the repertoire of the vocabulary -It gives us the meaning of the word -Because it is very easy to learn vocabulary -Because it is useful -It helps to remember and focus on it -Applications in phones helps us to learn more words -I can using the dictionary -Because when I use the mobile technology, I will enrich the vocabulary easily
No	-Because, it is easier to save in mind -I use application of vocabulary -Because I learn more words Because I just lost the time

Table 3.2 students' comment

Section Two: Vocabulary Acquisition

Question16: The useful of mobile technology improve vocabulary

➕ *To what extent mobile technology is useful in improving vocabulary?*
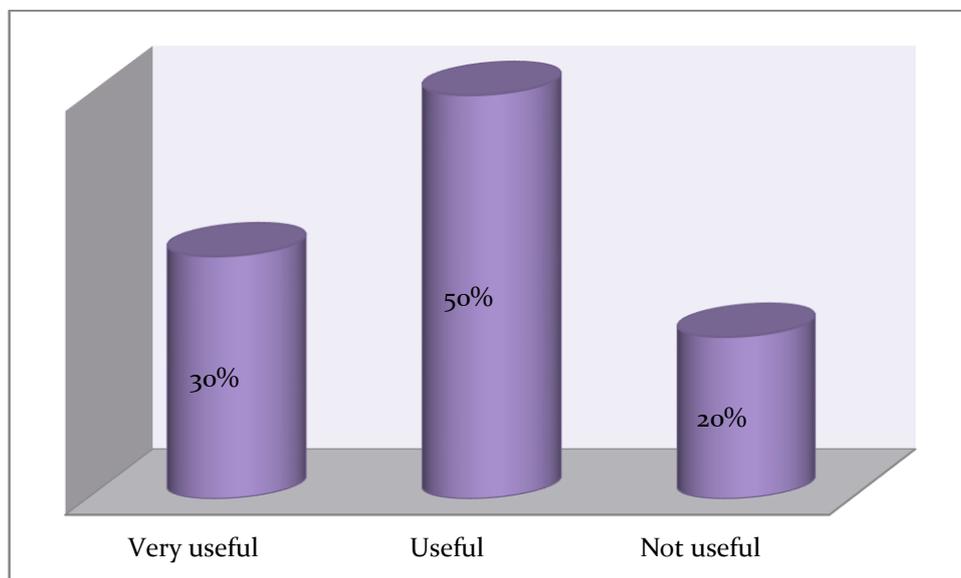
Figure 3.16 the useful of mobile technology improving vocabulary

This graph represented the most of learners 25 said mobile technology is useful to improve vocabulary, while the others of students' answered that mobile technology is very useful to increase vocabulary learning. However, 10 students reported that mobile technology is not useful. That means when they use mobile technology frequently, we will improve vocabulary.

Question17: The importance of learning vocabulary

➕ *Do you think that learning vocabulary is:*
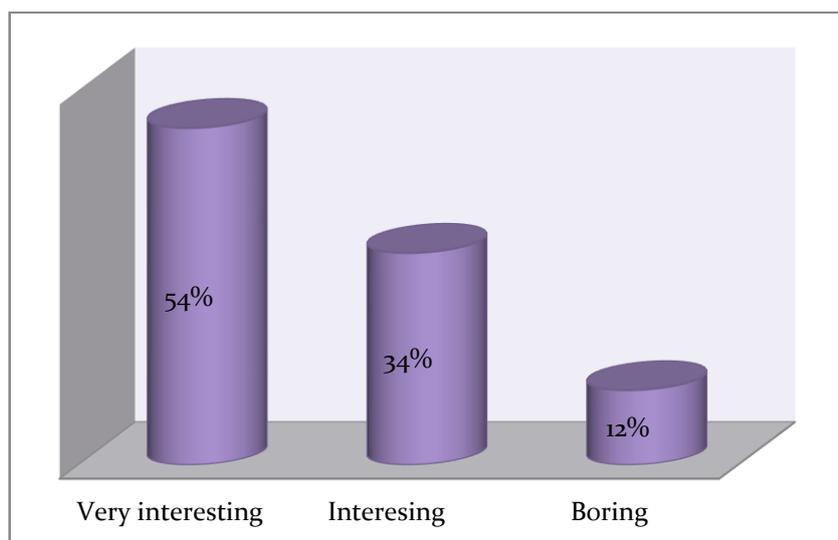
Figure 3.17 Learners towards learning vocabulary

In this figure, indicates that 27 students said learning vocabulary is very interesting, then 17 students answered learning vocabulary is interesting. Others they told us vocabulary is boring to learn it. This result showed that learning vocabulary is very important in learning.

Question18: mobile technology is helpful to learn more words

Do you think the mobile technology can help to learn more words?
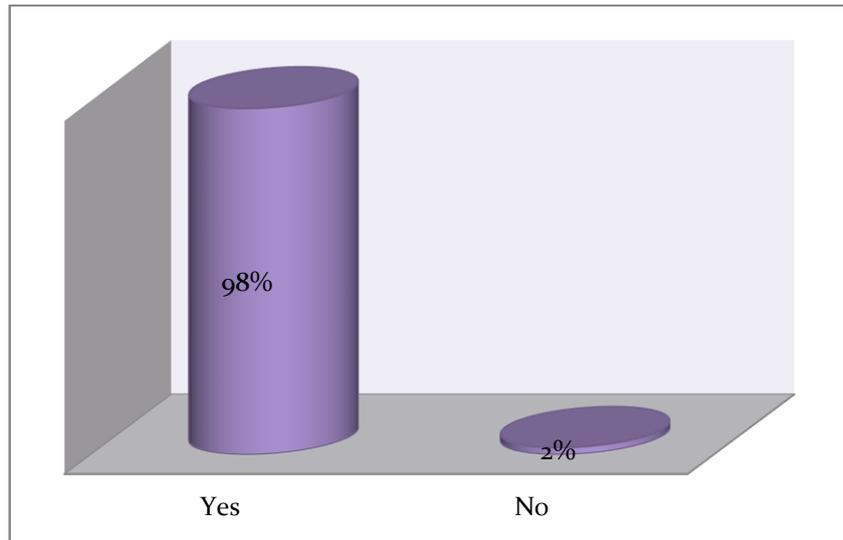
Figure 3.18 Mobile technology is helpful to learn more words

Through this the Figure 3.18 we notice 49 students answered "yes" and the amount of those who answer no is only 1 student. However; since it is open-ended questions we asked the students to justify, after analyzing the data, there are some students did not justify their choices because they do not interest or do not have answers for justifying. Whereas, those who answer "yes" justify their answers that praising them made more confident about their selves and make them succeed,

Options	Students' comments
Yes	-it is useful tool
	-because the mobile helps us
	-we can use it in every second to learn more
	-it is easy to use
	-mobiles are easy to carry and always with you
	-unlike books which are very difficult to carry always
	-mobile technology has many applications
	-there are many applications in mobile which can help us for leaning new words
	-Because you can learn and save the words
	-it helps us to know new words
	-there are a lot of words in dictionary to use it in mobile technology
	-it may gives you even more explanation than the traditional dictionaries
	-it's easy for excellent learning
	-it's an easy way to learn new words in less times
	-when you used the internet to learn and to acquire
	-its easy device
	-it is so useful
	-it is the most easy way to acquire new vocabulary
	-when you read new things it, you will see new words

Table 3.3 students' comment

Question19: the difficulty of learning vocabulary

➕ *What is the difficulty you encounter when learning vocabulary?*
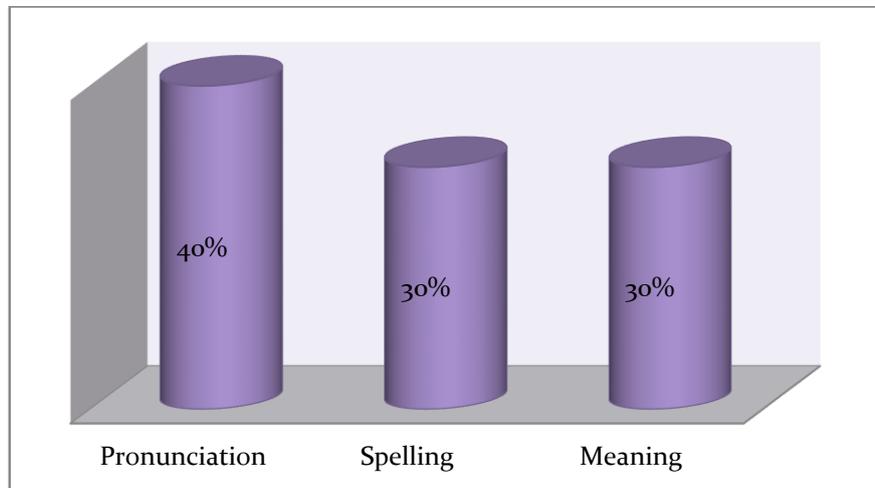
Figure 3.19 the difficulty of learning vocabulary

In this graph, the majority of students 20 represents the difficulty in learning vocabulary is pronunciation. Then 15 students found leaning vocabulary in spelling is difficult. Moreover, 15 students said when learning vocabulary the difficulty in meaning. This result showed that when learning vocabulary there are many words in English Language which learners break it, so they did not pronounce in correct way.

Question20: learners learn new word in every lesson

➕ *Do you grasp (learn) easily new words in every lesson?*
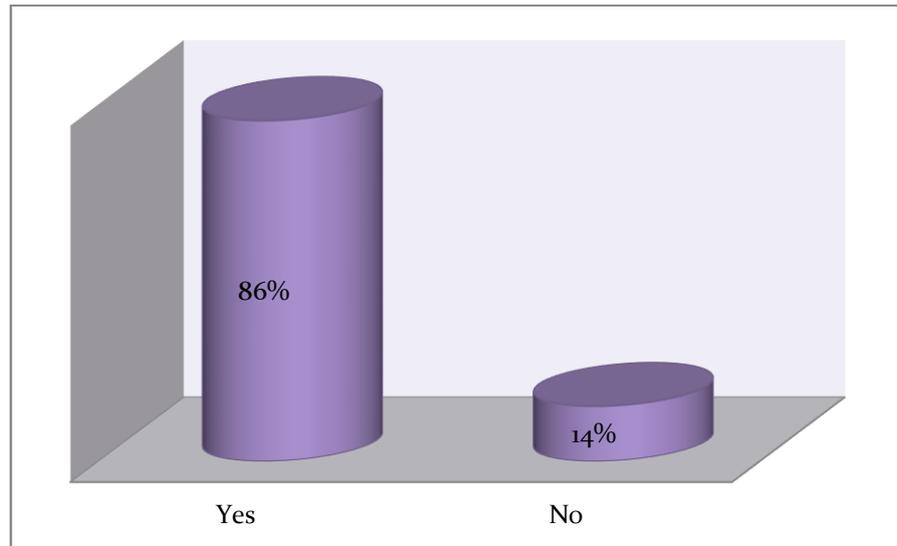
Figure 3.20 Learners acquire new words in every lesson

The most of students 43 reported "Yes" which are acquire new words in every lesson, however; 7 students answered "No". That means learners can get new words in every lesson because they are always study different subjects and language skills.

Question21: students towards the effect strategy to acquire new vocabulary

 ♣ *Which strategies do you find effective for acquire new vocabulary through?*
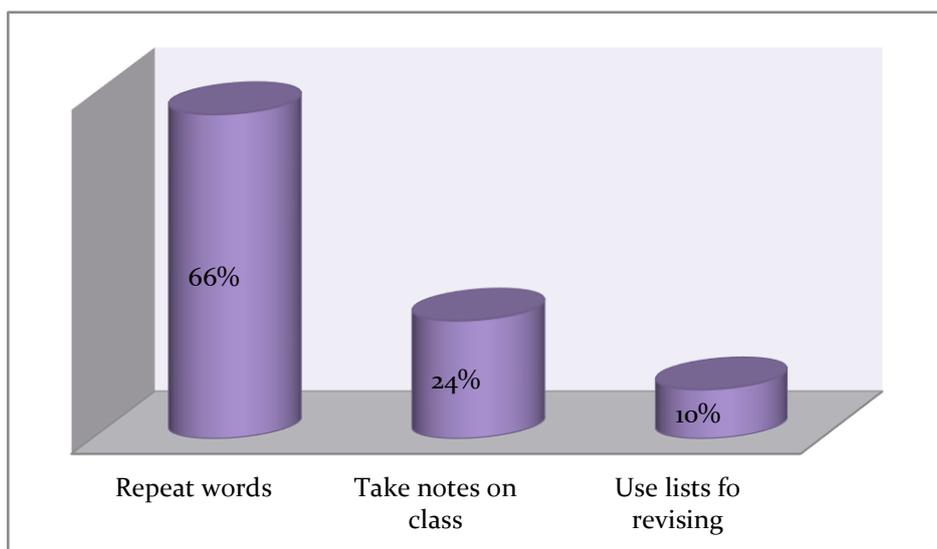
Figure 3.21 the effective strategy to acquire new vocabulary

In this figure3.21, we discover that the majority of students 33 said the effective strategy is to acquire new vocabulary by repeating words, however,12 students found the strategy is take notes on class, but 5 students used lists for revising. This result indicates that learners use strategy to acquire new words.

3.3 Teachers' Interview

The main aim of the interview was to provide the research with in-depth understanding of the teachers' perceptions of the role of using mobile technology in teaching. In addition; the interview explore the using of mobile technology can be enhance students' vocabulary.

3.3.1 The sample

The interview was distributed to three (03) teachers who teach modules that have a relationship with vocabulary acquisition such as Oral Expression, Grammar, and Written Expression. The selection of such sample was based on the consideration that

the teachers prefer to use the technologies in teaching in order to help and teach students in acquiring vocabulary.

3.3.2 Description of the Interview

A structured teachers' interview was conducted as another data tool. The teachers' interview is intended to explore that the use of mobile technology in teaching ,it can be improve the learning style. Therefore, the aim of this interview is to know the importance of using mobile technology in enhancing students' vocabulary.

The teachers' interview includes eleven (11) questions items. The questions is divided into three parts. However; part one is asked to get an idea about the teachers' background. Then, part two consists five questions items which was investigate the issue of mobile technology in teaching and it cab helpful for learning. finally, part three comprises four questions items, it was devoted to teachers perceptions towards the influence of leraning vocabulary through mobile technology.

3.3.3 Analysis of Results

Part One: General Information

Question item1: Teachers' Experience

This question is aimed to collect the information about the teaching experience. Teachers' experience of teaching English varies from three to eleven years. One teacher has taught English for three years, the second teacher is five years; the third teacher is ten years, while the last one is experienced twelve years.

Question item2: Modules of Teaching

The purpose of this question is to know which modules they taught for English Language.

During their teaching of English, they taught different modules: Grammar, Oral Expression, Didactics, ESP, Linguistics, and Written Expression.

Part Two: Mobile Technology

Question item3: The use of Technological Devices in Teaching

The goal of this question is to know that technological devices can be used in teaching such as for search or to use the dictionary.

Interviewee A: "I use my computer, and the data show"

Interviewee B: "I use the data show (audio visual aid), and internet (e-mail, face book)"

Interviewee C: "I use laptop and projector"

Interviewee D: "It depends on the nature of the modules, but in Oral Expression, I use over head projector (O-V-P)"

The majority of their respondents, they use data show and laptops, whereas only teacher use internet. On the other hand, one teacher depends on the nature of the modules but in the module of Oral Expression use over head projector.

Question item4: The Use of Mobile Device as a Tool to Improve Teaching

The aim of this question is to show the use of mobile technology can be enhancing teaching style.

Interviewee A: "Yes, I use it to look for the synonym, antonym of a word; I use the dictionary to check the meaning and pronunciation of some words"

Interviewee B: "No"

Interviewee C: "I sometimes use it to check vocabulary meaning in my electronic dictionary"

Interviewee D: "No"

There are two teachers agree that the use of mobile devices as improving teaching for to check vocabulary meaning, and to use the dictionary. In contrast, two teachers said "No".

Question item 5: teachers allow their students to use mobile devices inside classroom

This question is asked to know EFL teachers permit to use mobile devices inside classroom.

Interviewee A: "Yes, I do. Mobiles become more than a tool for communication, especially if they are connected to the internet.

Interviewee B: "Yes, to use dictionaries / electronic dictionary"

Interviewee C: "Yes, it is useful in many ways"

Interviewee D: "Yes, I do, I believe that technology is very important in learning and its devices can be used by students to foster their progress in language acquisition"

All the interviewees agree that mobile technology is useful and teachers support their learners to use it especially in learning.

Question item 6: The Use of Mobile Technology is Beneficial for the Students

The significant show that mobile technology can be helpful for students, and learning language skills.

Interviewee A: "It is very helpful because it provides a timely and very rich source of correction (spelling) and information (phrases verbs, idioms, etc)"

Interviewee B: "Yes, it is used properly and moderately, they can use it to learn vocabulary"

Interviewee C: "Yes, mobile could help them with the different applications, slides share, application to download videos"

Interviewee D: "Yes, it its use in guided and limited"

The four interviewees claimed that mobile technology is beneficial for learners and it can be improve the skills (writing, reading, speaking, and listening).

Question item 7: Mobile Technology Enhance Learning among Students inside Classroom

The purpose of this question is to inform that technology improve learning between students inside classroom.

Interviewee A: "Yes, if it rightly used"

Interviewee B: "yes, if they use it wisely as dictionary and audio visual source of knowledge"

Interviewee C: "Mobile technology can encourage students to interact together because it motivates learning with the provision of various types for helpful material"

Interviewee D: "If they are purposefully used and guided by a teacher via certain activities"

As reported that, all the interviewee showed that the use of mobile technology enhance learning which are used in right way and in purposefully, they will be improve learning between students inside the classroom.

Part Three: Vocabulary Acquisition

Question item 8: teachers towards the learners to improve their vocabulary knowledge

This question is to demonstrate how EFL teachers improve their learners in vocabulary knowledge.

Interviewee A: "Extensive reading, writing for pleasure, and using technology electronic dictionary"

Interviewee B: "to read intensively and extensively, to use dictionaries which are available in their mobiles (spelling, pronunciation, and meaning)

Interviewee C: "Reading is the key to enhance /acquire vocabulary knowledge"

Interviewee D: "The more they read /summarize/ take notes /paraphrase to authentic audio visual materials the more they learn.

The four interviewees have the same idea. Learners can improve their vocabulary knowledge through reading which is acquiring new vocabulary or words for language skills.

Question item 9: Teachers Towards the Strategy to Learn Vocabulary inside Classroom

This question is asked to inform which strategy is used to learn vocabulary in the classroom.

Interviewee A: "Social strategies /learning in croups"

Interviewee B: "They use many strategies such as: intensive and extensive reading strategy. Interactive learning strategies (student-student learning)"

Interviewee C: "Using words in context"

Interviewee D: "Topic discussion, dialogues, role plays, and translation"

In this interviewee, there are different answers. The interviewee A prefers the strategy of social strategies and learning groups. While interviewee B likes to use intensive and extensive reading, also interactive learning strategies and then interviewee C said the best strategy is to use words in context; the last interviewee D use different strategy such as: topic discussion, role plays, dialogues, and translation.

Question item 10: The Relationship between Mobile Technology and Vocabulary Acquisition

The significant of this question is to show the link between mobile technology and learning vocabulary.

Interviewee A: "Yes, there is a relation. Students who use their mobiles for learning with limits and purposes may enhance their vocabulary"

Interviewee B: "Yes, mobile technology can be a very good tool to foster students' vocabulary"

Interviewee C: "Yes, there is a sort of relation"

Interviewee D: "Yes, if they use it wisely as dictionary or audio visual source of knowledge"

All the interviewees have similar answers. The finding appeared that there is a link between mobile technology and vocabulary acquisition but if they are used for purpose and learning, they will acquire new vocabulary in good way.

Question item 11: The Most Useful Applications in devices is to help Students to acquire new Vocabulary

The goal of this question is to present that the use of applications in their devices can be helpful to learn new vocabulary.

Interviewee A: "The dictionary, the electronic book, record and camera to record and film oneself and then see whether the students' use the correct vocabulary"

Interviewee B: "Dictionaries, translator, social media and encyclopedia"

Interviewee C: "Dictionaries, some games, translation activities, and audio visual podcasts"

Interviewee D: "For me as a linguistics teacher, I relay on handouts, group discussion and explanations. My students do not have opportunities to use technology to acquire a vocabulary"

As reported that, the interviewee A, B and C perform that there are many applications in devices to acquire new vocabulary, whereas interviewee D prefer to

use his handouts and group discussions, also they acquire new words from explanation.

3.4 Discussion of results

The study set out to shed light on the use of mobile technology in enhancing EFL students' vocabulary at Biskra University. The analysis of this study, we surveyed both students' questionnaire and teachers' interview attitudes towards mobile technology to increase their language skills. In addition, we investigate a positive perception about the role of using mobile technology in improving vocabulary learning.

First, the results indicates that EFL students at Biskra University show that mobile devices are become very important in education; thus learners often use their mobiles inside classroom for academic purpose. EFL students' presented that a positive attitudes towards the use of mobile technology can be improved learning and vocabulary acquisition. Then, the finding of the study declared that learners found learning vocabulary on mobile technology is effective and beneficial and the use of mobile technology has impact in vocabulary learning and acquisition. EFL students agreed that mobile technology increased their vocabulary learning. Moreover; the use of mobile technology in learning can be challenge the learners to learn more such as acquiring vocabulary and language skills.

Second, EFL teachers at Biskra University were found a positive attitude towards the use of mobile technology in enhancing vocabulary acquisition. Furthermore, all teachers accepted and encouraged their learners to use mobile devices inside classroom for educational purposes. By contrast, there are teachers have a negative attitudes towards the use of mobile technology in improving teaching. This study showed that EFL teachers use their devices for searching and using dictionary in

teaching to acquire new vocabulary. Therefore, the finding results indicated that EFL teachers learning vocabulary through mobile technology which is helpful for students in their courses such as Written and Oral Expression. Then, all teachers use their strategies for learners inside classroom to acquire vocabulary. Finally, in this result demonstrated both teachers and students that finding the use of mobile technology in learning is effective and beneficial for learners to improve vocabulary learning and to acquire new vocabulary.

Conclusion

This chapter is concerned with the analysis of the data gathered from different stages of the research with regard to the theoretical parts and practical aspects presented in the chapters. The collected data was through students' questionnaire and teachers' interview. First, the results of students analyzed and presented both statistically and descriptively whether in figures. Second, the finding result from teachers' interview describes and analyze of our research. Third, the chapter ends with the analysis and interpretation of the results in order to test the research hypotheses. Finally, the study appeared some pedagogical implantations and recommendations to provide this study of the research

Pedagogical Implications and Recommendations

The use of mobile technology as instructional tool our views and beliefs about mobile as distractions and disruptions should be changed. Teachers should allow students use their   devices technology inside classroom in regards that a ban on mobile devices would thwart innovations in education as the very tools have the potential to motivate learners, and add to the options that teachers can employ for immediate assessment of group learning in the classroom. Mobile technologies should be integrated into lessons and study to promote further development in teaching and learning EFL.

Recommendations

After surveying students and teacher concerning with the importance of integrating mobile technology in teaching and developing students' vocabulary. We are going to give some suggestions for using mobile technology to learn English Language.

1- As technology has developed, the incorporation of this medium into the instruction process becomes necessary.

2- Teachers should allow the use of mobile devices inside classroom as far as it is used for learning activities.

3- As long as vocabulary is important, teachers support learners to use in their devices applications to acquire vocabulary.

4- Modern technical ways should be followed for effective learning and teaching of the English Language.

5- EFL teachers need to recognize that mobile devices tools are very beneficial to achieve the instructional, especially in vocabulary learning.

6. The teachers should use mobile technology in education, which is very important for the learners to develop their vocabulary learning.

General conclusion

The present study emphasized the importance of using mobile technology in improving students' vocabulary. Correlating what have been found in the research investigation parts and research questions on whether learning vocabulary through the use of mobile technology to acquire new vocabulary were answered; and the research hypotheses were confirmed.

The research was conducted at Mohamed Kheider University of Biskra with both English language teachers and learners. We have chosen third year students of applied linguistics as our population. We have selected 50 students randomly in order to answer our questionnaire, which is designed for the sake of obtaining insights about their attitudes towards integrating mobile technology in EFL classes especially to improve their vocabulary acquisition. In order to support students' results, we have decided to distribute the interview for four teachers whose experience in technology is good enough that they can provide us with valuable answers. This fieldwork is conducted for the reason of whether accepting or rejecting our hypothesis, which is mobile technology, is very beneficial tools for developing EFL learners' on vocabulary learning by creating a collaborative and interactive atmosphere between learners and their teachers.

The findings exposed that English language learners have the tendency of integrating technology like mobile devices within their classes since it will provide them with new and easy applications, which they will enhance vocabulary by creating a motivated atmosphere. The vast majority of learners agree with the idea of the importance of using mobile devices as tools for learning how to be good in acquiring vocabulary. Results also revealed that EFL teachers expressed that the use of mobile technology in teaching, it can be beneficial tools to teach English

language and vocabulary learning. If learners know how to use these devices appropriately and properly, they will be improving vocabulary acquisition. This research has lead us to assert that mobile learning can be considered as a facilitator way for EFL learners to be more interactive and then be more motivated. The use of mobile technology can be a very useful way for learners to improve their vocabulary acquisition.

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APPENDIX A

Appendix A : Students' Questionnaire

Dear students,

The main aim of this questionnaire is to shed light **"The Importance of Using Mobile Technology in Improving Student's Vocabulary"**,indeed, the questionnaire investigates the relationship between the mobile technology and vocabulary acquistion.your most appreciated contribution is expected to be honest and staightforward. Please read all of the questions before answring and you are kindly requested to fill this questionnaire by ticking the appropriate box/boxes.

Thanks for your cooperation

Section one : personnel information

Q1-Age: ……………………………..

Q2-Gender: female ☐   Male ☐

Q3-What is your stream in high school?

A/ Language ☐

B/ Literature and philosophy ☐

C/ Sciences ☐

Q4- Is the language of English your choice?

A/ Yes ☐

B/ No ☐

Q5- How do you assess your level of English?

A/Excellent ☐

B/Medium ☐

C/Weak ☐

<u>Section two: The Mobile Technology</u>

Q6-Which way do prefer to study through:

A/Explanation of the teacher ☐

B/ Explanation of the book ☐

C/Explanation found in computers or mobile phones ☐

Q7- Which one of these devices do you find easy?

A/Mobile phone ☐

B/Computer ☐

C/Blackberry ☐

Q8- Which one of these devices do you use most in the class?

A/Laptop ☐   B/Blackberry ☐   C/ Smart phone ☐

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Q9- How often do you suggest the use of mobile technology in classrooms?

A/Always ☐   B/ Often ☐   C/ Sometimes ☐   D/ Never ☐

Q10-Do you agree the use of mobile technology improve learning?

A/ Strongly Agree ☐   B/Agree ☐   C/Disagree ☐   D/Strongly disagree ☐

Q11-Do you think the use of technology as a new method in learning is?

A/More effective ☐

B/Effective ☐

C/Not effective ☐

Q12- Which application do you use in mobile technology?

A/Dictionary ☐

B/To learn vocabulary ☐

C/Pronunciation ☐

Q13-Can mobile technology fosters the interaction among the students?

A/Yes ☐

B/No ☐

Q14-Do you think that using mobile technology enhance their knowledge and skills? ☐

A/Yes

B/No ☐

Justify your

choice……………………………………………………………………...

Q15-Do you agree that mobile technology increase the repertoire of the

vocabulary?

A/Yes

B/No

Explain your answer

…………………………………………………………….....................................

Section three: Vocabulary Acquisition

Q16-To what extent mobile technology is useful in improving vocabulary?

A/Very useful

B/ Useful

C/Not useful

Q17 - Do you think that learning vocabulary is?

A/Very interesting

B/ Interesting

C/ Boring

Q18- Do you think that mobile technology can help to learn more words?

Yes ☐

No ☐

If "yes "why ……………………………………………………………………

Q19- What is the difficulty you encounter when learning vocabulary?

A/In pronunciation ☐

B/In spelling ☐

C/In meaning ☐

Q20-Do you grasp (learn) easily new words in every lesson?

A/Yes ☐

B/No ☐

Q21-Which strategies do you find effective for acquire new vocabulary through?

A/Repeat words ☐

B/Take notes on class ☐

C/Use lists for revising ☐

Thank you for your co-operation

Teachers' Interview

Dear teachers,

This interview aims at exploring"The Importance of Using Mobile Technology in Improving Student's Vocbaulary".

Your most appreciated contribution is expected to be honest and straightforwrd.Please read all of the questins before answring.Be sure, your identificaton is kept anonymous.So, please put pen to paper without any delay or hesititaion.

May I think you in advance for your collaboration.

Part one: General Information

1. How long have you been teaching English at university level?

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2. What modules do you used to teach?

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PART TWO: Mobile Technology

3. What technological devices have you used in the teaching?

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4. Do you use your mobile device as a tool to improve your teaching style? If yes, How?

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5. Do you allow the use of mobile devices inside classroom? Could you explain why?

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6- Do you think that mobile technology is beneficial for the students? How?

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7-Can mobile technology enhances collaboration among students inside classroom? Please explain

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Part Three: Vocabulary Acquisition

8. What do you suggest to improve your learners vocabulary knowledge?

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9- Which strategies you think EFL students use to learn vocabulary in

classroom?

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10- In your opinion, is there a relation between mobile technology and

vocabulary? Could you explain?

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**11. What are the most useful applications in available in your devices to help students to acquire new vocabulary?**

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Thank you for your co-operation
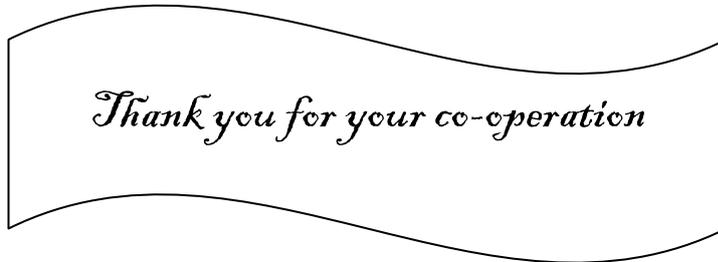
ملخص

من خلال هذا البحث نعالج موضوع اهمية استخدام الهاتف النقال في تحسين المفردات، والذي يهدف الى معرفة ما اذا كانت هذه التكنولوجيا تساعد المتعلمين والباحثين على اكتساب مفردات جديدة . لذلك اعتمدنا في هذا المنهج الوصفي باستخدام وسيلتين للبحث هما استبيان الطلاب من جهة بحيث سلم الاستبيان لطلاب السنة الثالثة لغة الانجليزية، و مقابلة المعلمين من جهة ثانية وهي اجراء مقابلة مع مدرسي اللغة الاجنبية الانجليزية في نفس المؤسسة التعليمية . ان هذا العمل يهدف الى التركيز على الفرضيات . اولا: الطلاب الذين يستخدمون تكنولوجيا الهاتف النقال كمرجع المفردات وكشف المفردات وتطويرها. ثانيا : لماذا الطلاب الذين يستخدمون الهاتف النقال لتطوير ذخيرة المفردات هو افضل من اولئك الذين لا يستخدمونه . تدرس هذه الاهداف مدى تحقيق استخدام تكنولوجيا الهاتف النقال في تحسين اكتساب المفردات وتطويرها كمرجع المتعلمين . وهذا ما اكدته النتائج من هذا البحث حيث ان تكنولوجيا الهاتف النقال هو وسيلة مفيدة لدعم وتحضير الطلاب لتعلم المفردات . ومما نستنتجه هو ان تشارك كل من المعلمين والطلاب اللغة الانجليزية كاللغة الاجنبية مع استخدام تكنولوجيا الهاتف النقال كأدوات تعليمية جديدة وبطريقة مناسبة لتحقيق نتائج تعليمية وتربوية افضل.