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**EFL Learners' Perceptions towards Using Mobile Language Learning
Applications in Improving Vocabulary Acquisition**

**Case of Master One Students of Linguistics at Mohamed Boudiaf
Universiy, M'sila**

**Master Thesis Submitted to The Department of English in Partial Fulfillment of The Requirements for
The Master Degree in Linguistics**

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Abstract

Mobile language learning apps are considered as vital tools in learning and mastering English language vocabulary. In this regard, the main aim of this study is to investigate the students' attitudes towards the use of mobile apps in vocabulary acquisition. In order to answer the research questions and achieve the objectives of this study, the researchers opt for exploratory descriptive method using students' questionnaires. The study was conducted in the English Departement at M'sila University during the academic year 2019/2020 with 30 students from Master one linguistics classes. The findings of the present study indicate that EFL students have positive attitudes and perceptions towards mobile language learning apps in acquiring vocabulary and are aware of the great benefits of mobile apps on developing the process of vocabulary learning.

Dedication

In the loving memory of my mother

" Tiaiba Houria "

Peace be upon on her soul

Benahcene Ramla

Dedication

To my lovely parents, for their endless love and support.

To my dear family, sisters, and brothers for their unconditioned support you have always given me.

To my husband, who encouraged me to finish this work.

To my best friend, with whom I share my success

To my beloved grandmother, may Allah rest her soul in peace.

I dedicate my work.

Chenih Marwa

Acknowledgment

First of all, we are most grateful and thankful to Allah, the most Gracious and the Most Merciful for giving us patience and power to complete this work.

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TABLE OF CONTENTS

ABSTRACT	.i
DEDICATION 1	.ii
DEDICATION 2	.iii
ACKNOWLEDGEMENT	.iv
TABLE OF CONTENT	.v
LIST OF TABLES	.viii
LIST OF FIGURES	.ix
LIST OF APPENDICES	.x
LIST OF ABBREVIATIONS AND ACRONYMS	.xi
General Introduction	1
1. Statement of the Problem	1
2. Research Questions	2
3. Research Hypotheses	2
4. Objectives of the Study	2
5. Significance of the Study	2
6. Research Methodology	3
6.1 Choice of the Method	3
6.2 Population and sampling	3
6.3 Data collection tools	3
7. Study Structure	3
Chapter One : Review of Literature	
Section One : Awareness about the importance of using mobile phone language learning apps	
1.1 Introduction	7
1.2 Mobile learning	7
1.3 Mobile learning characteristics	8
1.4 Basic elements of mobile learning	9
1.5 Mobile assisted language learning	10
1.6 Mobile assisted vocabulary learning	11
1.7 Mobile learning applications	12
1.8 Mobile apps services for MALL	12
1.9 Mobile learning applications advantages	14
1.10 Mobile learning application disadvantages	14
1.11 Best recommended vocabulary apps	14
1.12 conclusion	15
Section Two : An Overview of Vocabulary Learning	
1.1 Introduction	17
1.2 Vocabulary Definition	17
1.3 Significance of Vocabulary	17
1.4 Types of Vocabulary	18
1.4.1 Receptive or passive vocabulary	18
1.4.2 Productive or active vocabulary	18
1.5 Aspects of Vocabulary Knowledge	19
1.6 Vocabulary Size	20
1.7 Vocabulary learning steps	21
1.8 Problems in Learning Vocabulary	23
1.9 Sources of Vocabulary	24
1.10 Improving Students' Vocabulary	25
1.11 Conclusion	26

Chapetr Two : The Investigation of the Field Work

Introduction	28
Section One : Research Methodology and Design	
1. Research Methodology and Dsign	28
1.1. Method	28
1.2 Setting and participants	28
1.3 Data collection tools	28
1.3.1 Students' questionnaire	29
1.3.1.1 Description of the students' questionnaire	29
1.3.1.2 piloting the questionnaire	29
Section two : findings and discussion of the results	
1.1 Data analysis for students questionnaire	30
1.2 Preliminary Students' Questionnaire Results and Discusions	30
1.2.1 Part one : General Information	30
1.2.2 Part two : Learning Vocabulary	31
1.2.3 Part three : Mobile Apps as a Learning Strategy	34
1.2.4 Part four : Learning English Vocabulry Via Mobile Apps	37
1.3 Discusion of the results	43
1.3.1 Discuion of the first research question	43
1.3.2 Discuion of the second research question	44
1.3.3 Discuion of the third research question	44
1.4 Summary of the findings	44
1.5 Pedagogical implication and some recomendations	45
1.5.1 For students	45
1.5.2 For teachers	45
1.5.3 For App designers	45
1.5.4 For policy makers	45
1.6 Limitation of the study	46
1.7 Chapter conclusion	46
General Conclusion	47
Refrences	49
Appendix 01	58
Appendix 02	61

List of Tables

Table 1.1 "Aspects of Vocabulary Knowledge "Nation (2001, p. 27)

Table 2.1: Students' Gender

Table 2.2: Students' Age

Table 2.3: Students' Attitudes Towards the Importance of Vocabulary as an Aspect in Language Learning

Table 2.4: students' Level of English Vocabulary

Table 2.5: Students' Strategy when Learning Vocabulary

Table 2.6: Students' Attitudes Towards the Usefulness of Mobile Language Learning Applications in Learning English

Table 2.7: Students' Views on Ameliorating Vocabulary Through the Use of Mobile Apps

Table 2.8: Learners' Preferred Way of Learning English vocabulary via Mobile Apps

Table 2.9: Students' Attitudes towards Mobile App in Learning English Vocabulary as a Practical Tool

Table 2.10: Students' Attitudes towards the Advantage of Mobile Apps According to the Time and Place

Table 2.11: Students' Attitudes towards the Impact of Mobile Apps on Improving English Vocabulary

Table 2.12: Students' Attitudes towards the Impact of Mobile Apps on Motivation

Table 2.13: Students' Attitudes towards the Impact of Mobile Apps on Reducing Anxiety

Table 2.14: Students' Attitudes towards Learning via Mobile Apps According to the Boredom

Table 2.15: Suggestions on the Use of Mobile apps in Vocabulary Acquisition

List of Figures

Figure 1.1: The concept of mobile learning in three areas (Kim, H., & Kown, Y, 2012)

Figure 1.2: Basic elements of mobile learning (Ozdamli, F., Cavus, N, 2011)

Figure 1.3: "How many words do you need to know in a foreign language?" (Pace, 2013)

Figure 1.4: The Five Essential Steps to Learn New Words. Hatch and brown (1995, p. 373)

Figure 2.1: Students' Gender

Figure 2.2: Students' Age

Figure 2.3: Students' Attitudes Towards the Importance of Vocabulary as an Aspect in Language Learning

Figure 2.4: students' Level of English Vocabulary

Figure 2.5: Students' Strategy when Learning Vocabulary

Figure 2.6: Students' Attitudes Towards the Usefulness of Mobile Language Learning Applications in Learning English

Figure 2.7: Students' Views on Ameliorating Vocabulary Through the Use of Mobile Apps

Figure 2.8: Learners' Preferred Way of Learning English vocabulary via Mobile Apps

Figure 2.9: Students' Attitudes towards Mobile App in Learning English Vocabulary as a Practical Tool

Figure 2.10: Students' Attitudes towards the Advantage of Mobile Apps According to the Time and Place

Figure 2.11: Students' Attitudes towards the Impact of Mobile Apps on Improving English Vocabulary

Figure 2.12: Students' Attitudes towards the Impact of Mobile Apps on Motivation

Figure 2.13: Students' Attitudes towards the Impact of Mobile Apps on Reducing Anxiety

Figure 2.14: Students' Attitudes towards Learning via Mobile Apps According to the Boredom

Figure 2.15: Suggestions on the Use of Mobile apps in Vocabulary Acquisition

List of Appendices

Appendix 01: Students' questionnaire

Appendix 02: ملخص

List of Abbreviations and Acronyms

EFL : English as a Foreign Language

ESL: English as a Second Language

SL: Second Language

L1: First Language

VLS: Vocabulary Learning Strategies

E-Learning: Electronic Learning

M-learning: Mobile Learning

MALL: Mobile-Assisted Language Learning

CALL: Computer Assisted Language Learning

WAP: Wireless Application Protocol

PDAs: Personal Digital Assistants

MAVL : Mobile Assisted Vocabulary Learning

ICT: Information and Communications Technology

iPhone: a Smartphone (with a sim) Apple – iPhone

iPad: a tablet (with or without a sim) Apple – iPad

SMS: Short Message Service

MoSo: Mobile Social

SNS: Social Network Service

MoSoSo : Mobile Social Software

CMS : Course Management Services

ASR : Automic Speech Recognition

Apps: Application

General Introduction

Nowadays, mobile language learning applications are considered to be of vital importance and one of the crucial technological educational tools in second language learning and teaching process. El-Hussein and Cronje (2001) asserted that in the recent decades the use of mobile apps as a teaching and learning tools has gained much more popularity among many English as a foreign language teachers and students. Moreover, mobile app serves good opportunities to acquire as well as improve not only the four skills of the language such as : reading, writing, listening, and speaking but also the most significant aspect in language learning which is vocabulary. Steel (2012) stated that mobile language learning apps help EFL students to acquire, comprehend, and recall new words.

The evaluation of using mobile apps in second language vocabulary learning is still in its infancy. In recent decades, a considerable literature in the field of foreign or second language acquisition has grown up around the theme of investigating the effect of mobile applications on learning English language and has shown great interest in mobile apps as a device that can effect the learners' academic success (Levy, 2009 ; Miiangah & Nezarat, 2012 ; Ozan, 2013...etc.). But up to now, far too little attention has been paid and treated in much details to uncover the students' perceptions and attitudes on using mobile language learning application and its implementation in ameliorating students' second language vocabulary knowledge (Steel, 2012 ; Wu, 2014 ; Nino, 2015 ; Mindog, 2016...etc.).

1. Statement of the Problem

Vocabulary learning is one of the main aspects in learning any second language. Many EFL students find serious obstacles in acquiring, understanding, and recalling new words. Therefore, the present investigation tries to shed light on new practical learning strategy to improve students' vocabulary, which is mobile language learning vocabulary apps at M'sila University during the academic year 2019/2020.

2. Research Questions

1. What are the students' attitudes towards the use of mobile language learning in learning English vocabulary?
2. What is the link between mobile apps and vocabulary acquisition?
3. To what extent students experience the use of mobile phone applications in learning vocabulary?

3. Research Hypotheses

1. EFL students may hold positive attitudes towards the use of mobile language learning apps in learning English vocabulary.
2. The use of mobile apps helps to promote English vocabulary and make the learning process more practical.
3. Students who learn vocabulary using mobile apps improve their vocabulary knowledge.

4. Objectives of the Study

The present study has three primary aims:

1. To investigate students' perceptions and attitudes towards the use of mobile language learning apps in learning vocabulary.
2. To explore the possible links between mobile applications and vocabulary acquisition.
3. To cast the light on students' experience with the use of mobile phone applications in learning English vocabulary.

5. Significance of the study

The findings of this study make an important contribution in the field of second language acquisition and it will be of great benefits for both teachers and learners. They will get aware of the great implementation and importance of mobile language learning apps in improving students' second language vocabulary knowledge. Hence, it is

hoped that this research will contribute to a deeper understanding of the links between mobile apps and vocabulary acquisition.

6. Research Methodology

6.1 Choice of the Method

This study investigates the students' attitudes towards the use of mobile language learning apps in learning English language vocabulary, a descriptive exploratory method is used. Moreover, data are analyzed quantitatively and qualitatively, and represented statistically in tables and interpreted in graphs. The results were analyzed using the SPSS (Statistical Package for the Social Sciences) version 25.

6.2 Population and Sampling

This study targeted 30 Master one linguistics students of English at M'sila University during the academic year 2019/2020. They were categorized as: males and females.

6.3 Data Collection Tools

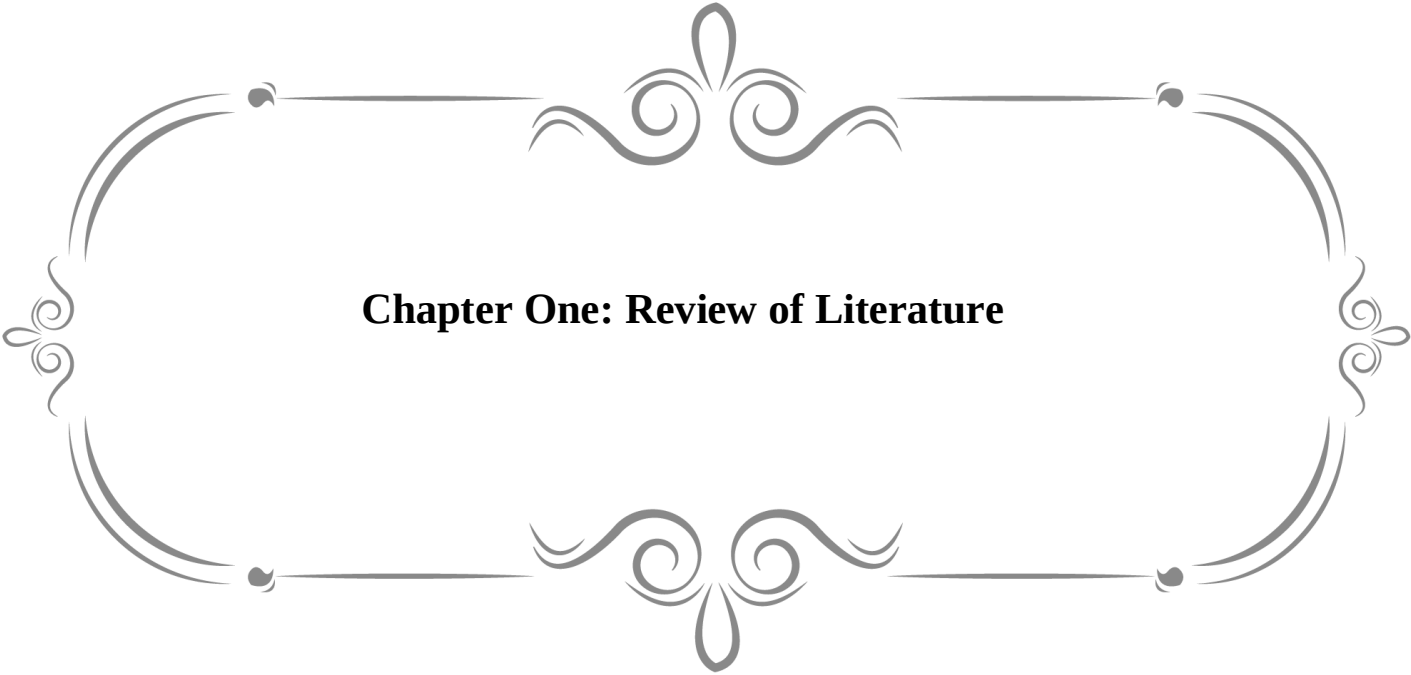
To answer the research questions of this study, a questionnaire was used as a main research tool that seems the most appropriate methodological procedure. In order to collect the necessary data, the researchers adapt a mix of open-ended questions and closed-ended questions. Moreover, the obtained data were collected through an online questionnaire that was posted both on a closed Facebook group which is "Students of English language – University Mohamad Boudiaf M'sila" and Messenger group of master one linguistics students.

7. Structure of the Study

The overall structure of the study takes the form of two chapters. The first chapter has been divided into two sections. The first section deals with awareness about the importance of using mobile phone language learning apps while the second section gives an overview of vocabulary acquisition. The second chapter begins by laying out the practical dimension of the research. It consists of two sections. The first section concerned with the

General Introduction

methodology used for this study, whereas the second section presents the analysis and interpretation of the research findings.



Chapter One: Review of Literature

Section One: Awareness about the importance of using mobile phone language learning apps

1.1 Introduction	7
1.2 Mobile learning	7
1.3 Mobile learning characteristics	8
1.4 Basic elements of mobile learning	9
1.5 Mobile assisted language learning	10
1.6 Mobile assisted vocabulary learning	11
1.7 Mobile learning applications	12
1.8 Mobile apps services for MALL	12
1.9 Mobile learning applications advantages	14
1.10 Mobile learning application disadvantages	14
1.11 Best recommended vocabulary apps	14
1.12 conclusion	15

1.1. Introduction

With the rapid growth of educational technologies, many English foreign language students can now acquire the four language skills as well as build their vocabulary knowledge with the aid of language learning apps and with the existence of mobile phones. Moreover, the advancement of mobile learning applications have attracted EFL learners to benefit from these tools in foreign language learning. It also provides both teachers and students with new educational opportunities that shape the way of learning and teaching compared to the traditional way. This section attempts to provide readers with the definition of mobile learning, mobile learning characteristics, in addition to its basic elements. It tackles some ideas related to mobile assisted language learning (MALL) and mobile assisted vocabulary learning. The presented section includes also the definition of mobile language learning applications, mobile apps services for MALL. Finally, it involves also the advantages and disadvantages of learning application and some recommended vocabulary learning apps.

1.2. The Concept of Mobile Learning

Mobile technologies are handheld devices that are used in daily life. A large number of people use these devices in the various fields of life and for various purposes. Recently, mobile devices have been incorporated today into educational contexts. Geddes (2004) indicates that mobile learning is learning of some kind of knowledge, information, and skills anywhere and anytime by the use of mobile devices to alter behavior (p.214). Moreover, it improves the process of learning, communication, and lifestyles. Kukulsha-Hulme et al. (2004) argue that mobile technology could enable rapid feedback or strengthen, immersing interactions, and put learning in authentic contexts. This latest educational wave gives learners more opportunities without any limitations and barriers. Mobile learning has still been loosely defined because of the complexity in describing the nature of this new concept. In this context, Kukulsha-Hulme and Traxler report that several scholars believe that it is difficult to provide an accurate description of what mobile learning is (as cited in Hockly, 2013). Mobile learning is any educational materials that use technology like Smartphones or iPads in the learning and teaching process. Furthermore, several studies have been undertaken to describe the term Mobile learning to help learners understand the modern wave of learning. Several researchers have focused on “mobility” (Kukulsha-Hulme, 2007, 2009; Sharples, 2006 & Traxler, 2007) to give a clear image of this educational field. El-Hussein and Cronje (2010) identify the mobility of technology in three main areas: Mobility of technology, Mobility of learning, and Mobility of learners. (As cited in Kim, H. and Kwon, Y., (2012))

1. Mobility of technology: As Smartphones, digital cameras, handheld computers, and other handheld devices that have a Wireless Application Protocol (WAP) or Wi-Fi through the internet or satellites. These technologies provide content and instruction that allow learners to learn anywhere and at any time (El-Hussein and Cronje, 2010). That is, these apps provide limitless learning opportunities for learners to access various materials anytime and anywhere.

2. Mobility of learning: According to Sharples, et al, 2005, mobile learning creates new ways of providing education: personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning. Mobiles enable learners to experience specific and special learning situations because there is no age, time, or duration. It indicates that learners can effectively connect for their reasons to achieve their language learning goals. Globeck (2006, 2009) claims that how learners create, organize, and rebuild information is focused on social trust within the social process. In other words, it promotes and supports learners to be active participants in the learning process as it helps them to explore various learning circumstances through social interaction.

3. Mobility of learners: Mobile learning promotes the mobility of individual learners. It enables students to be more productive and helps them to personalize their learning activities in a more flexible and accessible way

(Heyoung & Yeonhee, 2012). Also, many learners' experiences tend to be independent and free particularly in learning to make it more pleasant and successful.

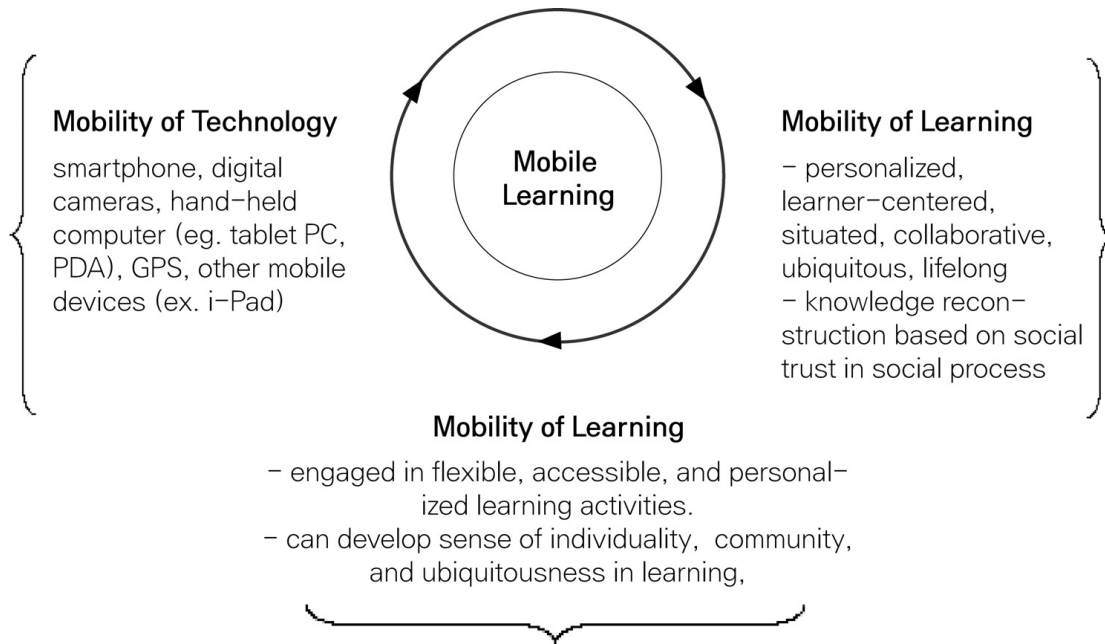


Figure 01: the concept of mobile learning in three areas (Kim, H., & Kown, Y, 2012)

Accordingly, Figure 1 is a depiction of the three divisions of mobile devices that can deliver a higher level of educational instruction: mobility of technology, mobility of the learner, mobility of learning that increases the education landscape.

1.3. The Characteristics of Mobile Learning

Several scholars have tried to describe the idea of mobile learning, which is characterized by different features and differs from traditional learning. Wenyan, G. (2017) states the characteristics of mobile learning as follows :

- 1. Portability:** mobile devices allow students to learn independently, regardless of time and location. It facilitates taking notes and accessing stored information anytime and anywhere.
- 2. Situation:** information can be accessed anywhere and anytime. Learning is not fixed in a formal situation it can also be achieved in an informal environment.
- 3. Personalized:** learners adapt to the process of learning and adjust the learning situation to fit their individual needs
- 4. Social and content interaction:** learners are able to interact and work together to share ideas and establish learning groups to learn from their experience.
- 5. connectivity:** learners connect by using various devices.

1.4. Basic Elements of Mobile Learning

As cited in the article of Behera, M (2011), five essential elements of an e-learning module. Mobile learning is categorized into five basic elements as described below :

1. Learner : In the new learning and teaching approach, the student or the learner is always placed at the center of the learning process and responsible for his academic achievement. Whereas, the other elements are responsible for facilitating the learning. Recently, the strategy of the mobile learning serves the learner as well as builds on his needs, desire, and engagement in order to achieve academic success. Fezile Ozdamli and Nadir Cavus (2011), in their article, " Basic elements and characteristics of mobile learning", mention the active roles of the learner :

- a). Access information when they need.
- b). Responsible for own learning.
- c). Learning with their learning speed.
- d). Discover and use their learning styles.
- e). Create and share new information or product.
- f). Study with their peers collaboratively.
- g). Evaluation themselves and other groups.

2. Teacher : The process of teaching means transforming knowledge to learners. In contrast to the traditional role of the teacher, today technological devices allow the teachers to transmit information or conduct their lessons by the use of the platforms, applications, videos...etc. As cited in Fezile Ozdamli and Nadir Cavus (2011), the roles of the teacher in mobile learning are :

- a). Qualified to use required mobile tools and technologies.
- b). Determine the strengths and weaknesses of used methods and study to resolves the weaknesses with different methods
- c). Facilitator guide.
- d). Advisory.
- e). High levels of self-confidence about courses.
- f). Learn with their students.
- g). Eliminate the barriers.
- h). Increase motivation of learners.
- i). Arrange activities to support interactive interactions between collaborative groups.
- g). Arrange activities for evaluation of process.

3. Content: Mobile learning provide the lessons (content) to be presented in an interactive way that ameliorate the students' desire to engage in the learning process. This method differs from the traditional one, because the content is supported with games, flashcards, quizzes...etc.

4. Environment: The learning environment plays a vital role because it enables the learner to engage in the lesson and achieve an academic success. That is why the environment should be designed properly and in a way that serves the student to obtain an interesting and positive learning experience. In addition to that, mobile learning offers the learner a virtual environment in order to increase the interaction between student-student and student-teacher to share new knowledge, ask questions, and obtain feedback.

5. Assessment: In mobile learning or m-learning, in short, assessment and evaluation considered as vital elements. Hence, m-learning enables the instructors to assess students' performance and give detailed feedbacks through online quizzes, online exams...etc.



Figure 02: basic elements of mobile learning (Ozdamli, F., Cavus, N, 2011)

1.5. Mobile-assisted Language Learning

Nowadays, mobile devices such as smartphones, personal digital assistants (PDAs), tablets, and other handheld devices have become a necessary part of our daily lives and they became needed everywhere for doing everything from voice calls, to short messages, video chat, shopping, internet browsing....etc. In addition to all these advantages, they have quickly developed to become as rich resources and instruments for education and language learning. Moreover, many students and teachers of English language are users of that new kind of educational environment to obtain education from all parts of the world. The emergence of mobile technologies provides a new approach to language learning and teaching, called Mobile-assisted language learning or MALL in short. Additionally, MALL is considered as a new sort of computer assisted language learning (CALL) as well as m-learning that is supported by the use of handheld mobile devices. In 2008, Kukulska-Halme and Shield claimed that " MALL differs from CALL in its use of personal, portable devices that enable new way of learning, emphasising, continuity or spontaneity of access and interaction across different contexts of use" (p. 273). MALL is learning foreign languages through the use of such mobile devices like:

- a. Mobile phones (including the iPhone and iPad).
- b. Mp3 or Mp4 Players (e.g. iPods).
- c. Personal digital assistants (PDAs) (e.g. palm Pitot, BlackBerry).

Furthermore, mobile-assisted language learning delivers divers of interactive contents and activities that are related to foreign language learning. It gives students the opportunity to acquire the language in classroom and in non-classroom environment through the use of any kind of mobile-supported devices. Students do not need to attend language classes to acquire a second language. In the same way, Miorgah and Nezarat state that "MALL deals with the use of mobile technology in language learning. Students don't always have to study a second language in classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are " (2012, p. 313). That is to say, these features led several researchers to shed the light on the positive role of mobile devices in diverse areas of language learning, the most imporatnt of which are: vocabulary, grammar, phonetics, and reading comprehnesion.

1.6. Mobile-assisted Vocabulary Learning

Learning a foreign language requires learners to learn the four main aspects from listening to speaking, reading, and writing. Hence, a good language user is required to master his vocabulary knowledge. Moreover, learning vocabulary is one of the significant aspects of acquiring a second language because without a good amount of vocabulary knowledge, a foreign language can not be produced or comprehended. In the same context, Wilkins (2002) asserts that "without grammar very little can be conveyed, and without vocabulary, nothing can be conveyed" (p.12).

In the case of learning a foreign language, many researchers believe that the use of technological supported devices for educational purposes especially in language learning improves the process of learning as well as the process of learning English language vocabulary. Isazadeh et al. (2016) believe that any ICT tools affect students' vocabulary learning positively. Nowadays, mobile assissted vocabulary learning or MAVL, in short, considered as one of the main strands in learning and teaching vocabulary circles. It could be defined as learning new foreign language terms or vocabulary with the use of different technological mobile devices and with mobility. Additionally, mobile-assisted language learning considered mobile assissted vocabulary learning as one of its earliest studies. In this context, Stockwell (2010) states that MALL was first applied in acquiring vocabulary. Scientists as (Thornton and Houser, 2005; Liu and Chu, 2010; Wu, 2014; Lu, 2008;...etc) have examined mobile assissted language learning effects on vocabulary learning. They used many technological learning aids and platforms to conduct their studies (e.g, SMS, Whatsapp, language-learning apps...etc). Tabataei and Goojani (2012) conducted a study in which the effect of using short message service (SMS) to printed books was compared. During 16 sessions, 50 words were sent to 38 participants through SMS. This study showed that the experiment group had achieved better than the other group. Therefore, Tabataei and Goojani argue that SMS can be one of the effective tools for learning second language vocabulary in comparison to printed papers. Wu (2014) conducted another study in which smartphones were integrated into learning vocabulary in order to find out the effect of smartphones on students. This study used among 32 colleague students in the form of an experiment group and control one. The result showed that smartphones have a considerable effect on second language vocabulary learners. From all the previous studies, it is believed that vocabulary can be developed with the aid of mobile devices because it offers many chances to learn more vocabulary than traditional paper-based vocabulary learning. Finaly, Thornton and Houser (2005) state that the "Push Media" affects the progress of students' vocabulary learning because it encourages daily practices.

1.7. Mobile Learning Applications

Mobile phones such as smartphones, tablets, or cell phones...etc refer to a handheld telecommunication tools, whose basic function is communication. In addition to this feature, they can be used as effective educational tools that improve students' language learning, transmit knowledge all over the world as well as educate users on different aspects. In the same way, mobile phones have been developed and equipped with more advanced features that make the mobile phones one of the useful learning devices. Additionally, with the evolutionary growing of the well-designed functions of mobile phones, a new store of mini software called apps, is rapidly increasing. Furthermore, Mobile applications are small programs that provides wirelessly access to such services including interactive activities such as quizzes, games, or facilitate distance online learning. Nowadays, many educational apps are available on a broad variety of mobile devices (Chee, Yahaya, Ibrahim & Hasna, 2017; Domingo & Garganté, 2016). They are one of the common types of higher educational mobile learning tools that many educators from teachers and learners in all over the world can freely download them from stores like Google play and Apple's store as well. In English language instruction, mobile learning apps are considered as dominant roles and essential resources for distance foreign language students. Additionally, they are one of the essential and convenient tools of delivering an easy way to EFL students to acquire the language online as well as offline. English learning apps aimed to prompt students' interest, to fit the educational purposes, improve the quality of learning, and facilitate the learning process through careful selection of good tools like quizzes, games...etc. In addition to that, they allow the students to control, assess, and improve their learning process outside and inside the classroom. According to the studies of Böhm and Constantine (2016), Kristen and Alan (2015), Zou and Li (2015), Holland (2014), and Hsu and Ching (2013) ensure that Mobile Learning Applications can:

1. Effect students, instructors, and educators in all over the world.
2. Be used in numerous educational environment.
3. Increase the academic success.
4. Enable teachers and supervisors to improve mobile learning apps for their learning and teaching needs.
5. Provide EFL studnets with diverse resources as an additional help to practice English both inside and outside the classroom setting.
6. Promote students' perceptions towards learning English language.
7. Develop students' motivation and prompt their desire to study English.
8. Help the learners to engage in learning practices by increasing their motivation.

From the previous researchers it is evident that mobile learning applications raise the performance, motivation, and perspectives of the learners.

1.8. Mobile Apps Services for MALL

Heyoung Kim and Yeonhee Kwon (2012), in their article, exploring smartphones applications for effective mobile-assisted language learning, mention the services of mobile application for mobile-assisted language learning as described below:

Mobile networking/ mobile social software (MoSoSo)

Facebook, Twitter, YouTube, or social network service (SNS) apps are developers with similar functions on mobile networks. This property makes them grouped in one category which is mobile social networking or mobile social software (MoSoSo). Lugano (2007, 2008) points out that mobile and computer networks' combination

Chapter One : Review of Literature

creates a collaboration between SNS and MoSo. It allows anytime and anywhere social interaction. In the same context, mobile social software developed many mobile networks such as making this service more interaction network. In addition to that, it integrates them in daily life by varying the aims and needs of the mobile.

Many previous second language learning studies about social network services (Lumicka and Lord, 2009; Kim, 2010; Kim, park & Beak, 2011) observe that this service promotes social interaction between both the teacher and his student. Notably, a study by (Kim, et.al, in 2011), which investigated on three different classes of EFL students. This study confirmed that by using Twiter, students had built a good interaction and communication with the other users as well as improve their performance.

Mobile podcasting/ mobile cast

It could be defined as a group of digital audio files that contain a series of spoken words. Wikipedia (2020) defines mobile cast or mobile cast as " a podcast designed to be downloaded or streamed to a mobile phone". Moreover, many smartphones contain more useful audio devices, so this service makes the mobile phone more attractive. Similarly, mobile cast considered as an effective learning tool more than personal computer-based podcasting because it is used anytime and anywhere. This based more on delivering podcast content or delivering specific topics or events, such as, expressing influential ideas, cultivate a community, or provide the users with some pedagogical and ideological ideas. There are several mobile applications can be downloaded to a student's personal device to allow them to listen to podcasts. Many scholars such as Cho (2006); O'Bryan and Hegelheimar (2007); Stanley (2006); Thorne and Payne (2005) aimed at integrating podcasts into language learning. They notice that podcasting services in learning a second language has a vital role in mastering a language. It considered as one of the authentic materials as well as important additions to textbooks. Additionally, Cho states that this device motivates EFL students and facilitate their learning process (2007).

Course management services (CMS)

Is an educational platform that was designed to provide students and teachers with a variety of online courses and educational environment such as Moodle. Course management service also refers to an electronic learning system that is designed to facilitate teachers' management of education courses for their students in addition to monitoring students' performance. (Milovanovic et al., 2008) conducted research that aimed to enable students to use Moodle CMS on the go. This study showed that students perceive benefits of using Moodle via mobile devices. Furthermore, Shen et al. (2008) claim that course management service creates a self-directed learning setting in which students feel free in their learning process.

Automic speech recognition (ASR)

Automic speech recognition or ASR for short is one of the technologies that integrate with many mobile apps and devices. Automic speech recognition becomes a part of our daily life and many people in all over the world use it every day. In addition, this system is a technology that allows people to transform their voice (spoken language) into text by computers.

Since the early 1900s, voice recognition software has been considered as one of language learning tools such as voice translating apps (ASR-based apps) which work as hands-free machines.

1.9. Mobile Learning Applications Advantages

Day by day, language learning apps such as Duolingo, Busuu, Anki...etc are getting developed and are widely owned by a great majority of educators in many different fields of education, especially in learning English as a foreign language. El-Hussein and Cronje state that nowadays the number of teachers and students who use mobile apps as a teaching and learning tool is rapidly growing (2011). In this regard, many researchers argued that no other learning tool has influenced us like mobile apps. That is why it has been encouraged to be used in learning English as a second language.

For language learning, mobile apps offer a number of benefits which can be listed as follows:

1. Enhance students' interest and motivation towards language learning.
2. Allow learners to engage in self-learning.
3. Allow the students to use the app in and out of school environment.
4. Allow students to build positive attitudes towards the course.
5. Enable teachers and learners to obtain knowledge and information out of the course time.
6. Offer additional learning opportunities.
7. Provide the students with interactive opportunities to participate in learning activities.
8. Ameliorate the acquisition of knowledge easily and rapidly.
9. Transmit information in all parts of the world.
10. Deliver online and offline learning to learners.
11. Allow learners to control, assess, and evaluate their process of learning.

1.10. Mobile Learning Applications Disadvantages

Many researchers like (Ozan, 2013; Chee, 2016...etc.) claim that a great number of mobile learning apps offer advantages to teachers and students equally. Nevertheless, at the same time, many commentators (Kim, 2013; Gardner & Devis, 2015; Chik, 2014; Berns, 2015...etc.) argue that the very same tool represents many different disadvantages that may affect the students negatively. Moreover, the following drawbacks of language learning apps as listed should not be ignored:

1. Design limitations; many apps are specifically designed to exist on one device.
2. Bad pedagogy; not all the apps use appropriate educational methods or provide comprehensive opportunities to practice language skills.
3. The poor pedagogical use; some apps contain grammar errors and technical mistakes.
4. Certain apps are not strongly related to social and cultural contexts.
5. Certain apps do not develop every language skill.
6. Not all apps are well designed.
7. Certain apps have poorly designed functions especially free apps.
8. Many apps support individual learning rather than provide learners with the ability to communicate with one another.

1.11. Best Recommended Vocabulary Apps

Many students in all over the world look for technological resources that serve them a good opportunity to acquire as well as promote their learning process. Similarly, English as a second language students request of their EFL teachers and people on how to learn English vocabulary through self-study. The following apps are

some useful mobile vocabulary learning applications that can be used for developing students' English language vocabulary. In addition to that, these apps can be found and downloaded from Google Play as well as Apple store which offer a numerous number of MAVL apps.

1. **Bussu:** is one of the interactive language learning apps that are developed to build students' vocabulary and other language skills. Barcene (2015) agrees that Bussu helps improve your vocabulary as well as many aspects of a language. Furthermore, Bussu features more than 3,000 words and daily exercises.
2. **Duolingo:** is one of the interactive and free vocabulary learning applications. It is designed to help improve students' second language level and enhance students' vocabulary achievement during their learning process through gamified language learning system. Additionally, Luis Von Ahn, a University professor, and his student Severin Hacker, developed this well rated app in 2009.
3. **Vocabulary Builder:** is an entertaining app that has gamified learning aspects. In this app, learners must win a game level to acquire 1200 words.
4. **My wordbook2:** is a vocabulary learning tool that was developed by the British council. This app offers a group of interactive flashcards that support learners in order to learn a large variety of new words in an entertaining way.
5. **Anki:** is one of the apps that are available on all platforms. Anki based on "Flashcards Program".
6. **Babbel:** this app offers 13 foreign languages with multiple courses. Babbel focuses on listening, speaking, grammar, and much more on vocabulary for developing communication skills. Additionally, it also offers courses with trainers and teachers to follow the progress of the students.
7. **Online Dictionaries:** dictionaries are part of any foreign vocabulary learning. Merriam-Webster, Thesaurus, Wordnet, The Free Dictionary, and QuickDic are dictionary apps that considered as useful vocabulary references

1.12. Conclusion

The use of mobile devices in academic purposes has long been one of the significant focus in pedagogical domains. Nowadays, mobile language learning applications become one of the significant tools to acquire foreign languages and improve EFL learners' success in their languages courses in-class and out-of-class. Hence, mobile learning apps are considered as an important pedagogical aid and an appropriate way that helps ameliorate the process of learning English language vocabulary. This section explained what is mobile learning, the characteristics, and its basic elements. It tackled some ideas related to mobile assisted language learning and mobile assisted vocabulary learning. It explained also the definition of mobile language learning applications and mobile apps services for MALL. This section also provides advantages and disadvantages of learning application and some recommended vocabulary learning apps.

Section Two: An Overview of Vocabulary Acquisition

1.1 Introduction	17
1.2 Vocabulary Definition	17
1.3 Significance of Vocabulary	17
1.4 Types of Vocabulary	18
1.4.1 Receptive or passive vocabulary	18
1.4.2 Productive or active vocabulary	18
1.5 Aspects of Vocabulary Knowledge	19
1.6 Vocabulary Size	20
1.7 Vocabulary learning steps	21
1.8 Problems in Learning Vocabulary	23
1.9 Sources of Vocabulary	24
1.10 Improving Students' Vocabulary	25
1.11 Conclusion	26

1.1. Introduction

In learning a second language or a foreign language, vocabulary plays a significant role for EFL learners besides the other components and skills. Cameron assumed that vocabulary is one of the main elements in a language, it plays a vital role in language learning (2001). Nowadays, vocabulary instruction is giving much more attention in language learning and teaching programs. For that reason, teachers have to encourage students to enlarge their vocabulary or word portfolio in order to produce and comprehend the language properly. This section discusses the definition of vocabulary, its importance, and its types. It tackles the aspects of vocabulary knowledge in addition to its size. This section involves also the steps of learning vocabulary, vocabulary learning problems, sources, and some ways to improve learners' vocabulary knowledge.

1.2. Vocabulary Definition

Vocabulary is one of the essential elements in foreign language learning as it is what makes the basis of a language, because without sufficient knowledge of vocabulary, speakers cannot express their meanings or connect in a particular language. Many scholars proposed some definitions of vocabulary (e.g. Hubbard (1998), Siriwan (2007), Nation (2001)...etc). Wilkins (2002) claims that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.12). Furthermore, any language contains of a number of words and depends on the comprehension and production of its vocabulary. (Hatch and Brown, 1995, p.2) define vocabulary as " a list of items that the EFL students might use". Furthermore, Siriwan (2007) declares that learning vocabulary is as acquiring a group of words that are used in certain situations (p.19). Additionally, Nunan (1990) states that any language is a set of vocabulary items (p. 101). Barnhart (2008) says that vocabulary is collection of terms that are used by any individual (p. 697). While according to Rogert (1986, p.1036), vocabulary is:

- a. a set of words..
- b. a group of described words ..
- c. a collection of items that are related to specific domain. .

As a result of all these definitions above, one can conclude that vocabulary is the collection of words that consist of lexeme including terms, idioms, and compound words that are used to convey messages (spoken or written) in particular contexts.

1.3. Significance of Vocabulary Learning

Vocabulary, as an essential component in language, plays a crucial role in learning languages. Zimmerman highlights that vocabulary is vital to language and it has a strong importance to EFL learners (1998). Many researchers such as (Laufer & Nation (1999), Read (2000), Schmitt (2008), and others stressed that vocabulary learning is fundamental for successful second language acquisition since it provides students with the ability to master the four language skills. Nation (2011) assumes that learning a second language (SL) vocabulary items plays a crucial role in all language skills (i.e. listening, speaking, reading, writing). Besides, Krashen further claims that " when students travel, they do not carry grammar books, they carry dictionaries " (as cited in Lewis; 1993; p.25). In this context, the majority of the students try to master vocabulary more than grammar rules because they give much more attention to speaking abilities. They need to have sufficient vocabulary that enable them to express and produce a comprehensible language and they need to store a set of terms from which they can choose to convey and express meanings, concepts, opinions, and thoughts. Likewise, a scholar like Schmitt

(2000) notes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p.55) (as cited in Alqahtani, 2015, p.22) . According to him, vocabulary plays a vital role and considered as a prominent tool that helps EFL students in their authentic communications with other speakers. Similarly, some authors consider vocabulary as a core aspect of language proficiency and it is more significant than grammar so that poor grammar rules does not effect the meaning of the language as poor vocabulary does. This supported by Wilkins (2002) who states that " without grammar very little can be conveyed, without vocabulary nothing can be conveyed " (p.12).

In short, vocabulary instruction considered as a priority area in teaching and learning process. Scrivener (1994, p.75) described the five roles of vocabulary in the classroom, that are:

1. Vocabulary is an independent area in learning, and it is not an additional aspect to language skills.
2. Learners should know the different types of vocabulary (productive and receptive vocabulary)
3. Learners face difficulties when they learn new words
4. In vocabulary instruction, learners should not ignore compound words.
5. Learners should rely on English-English dictionaries to improve their vocabulary.

1.4. Types of Vocabulary

In the process of learning vocabulary, some linguists as (Nation 1990, Aeborsold and Field 1997, ...etc.) categorized vocabulary into two types: Productive(active) and Receptive (passive). These two types are useful in producing and comprehending the second language vocabulary learning process.

1.4.1 Receptive or passive vocabulary

Refers to language words that EFL learners recognize and understand when they met them, but which they cannot use. Stuart Webb (2009) asserts that it is the words that learners understand the meaning when reading or listening to texts but do not produce in speaking and writing. According to Nation (2001), receptive vocabulary refers to words that are understood by EFL and native speakers, but hardly ever used, while listening or reading. Likewise, it is generally agreed that language learners require receptive vocabulary for listening and reading skills. This means that learners with sufficient vocabulary knowledge would be easier to understand the conversation of a large amount of reading.

1.4.2 Productive or active vocabulary

Refers to language words that EFL learners can use in speaking and writing (Aeborsold and Field, 1997, p.139). It is line with Nation (2003, p. 225) who declares that active vocabulary refers to the items that learners can pronounce, spell, and write. Besides, productive vocabulary includes words that an EFL learner produces to convey meaningful messages to others as well as expresses his thoughts in speaking and writing. Accordingly, productive vocabulary is considered as an essential process, as the learners may generate new items to explain their ideas (Stuart Webb, 2005).

In short, passive vocabulary involves what is required for active vocabulary plus the competence of speaking and writing in a suitable time.

1.5. Aspects of Vocabulary Knowledge

Read (2000, p.01) made a distinction between vocabulary awareness and its development on native speakers. He started by mentioning that vocabulary awareness for native speakers develops rapidly in the early years of childhood, and continues to grow naturally in adult life. Whereas, the learning of vocabulary is a more conscious and frustrating process for foreign learners, as well as experienced foreign language learners, are aware of limitations of their skills, for example, they often find themselves incapable of understanding or communicating certain words or concepts.

Learning vocabulary to EFL learners is different from that of native speakers and need to know what is involved in knowing a word. Schmitt (2007) declares that the first step to understanding vocabulary learning and its mechanisms is to determine what is meant to know a word; typical layperson's first thoughts will possibly be that if the learners know the meaning of the words and its spelling and pronunciation, it is enough for them (p.03). However, this information deters them from using a greater extent the same word. Paul Nation (1990) defines what it means to know a word. He mentioned that to know a word you must know: spoken form, written form, grammatical patterns, collocations, frequency, appropriateness, meaning, and association. On the other hand, Nation (2001, p.27) made a more updated model which requires knowing: its form, meaning, and use.

Form	Spoken	Receptive	What does the word sound like?
		productive	How is the word pronounced?
	Written	Receptive	What does the word look like ?
		productive	How is the word written and spelled ?
	Word parts	Receptive	What parts are recognizable in this word ?
		Productive	What word parts are needed to express this meaning ?
Meaning	Form & meaning	Receptive	What meaning does this word form signal ?
		Productive	What word form can be used to express this meaning ?
	Concept & referents	Receptive	What is included in the concept ?
		Productive	What items can the concept refer to?
	Associations	Receptive	What other words does this make us think of ?
		Productive	What other words can we use instead of this one?
Use	Grammatical functions	Receptive	In what patterns does this word occur?
		Productive	In what patterns must we use this word ?
	Collocations	Receptive	What words or types of words occur with this one?
		Productive	What words or types of words must we use with this one ?

	Constraints on use (register, frequency..)	Receptive	Where, when and how often would we expect to meet this word?
		Productive	Where, when and how often can we use this word ?

Table 1. "Aspects of Vocabulary Knowledge "Nation (2001, p. 27)

Nation (2001, p.27) divided the understanding of the word knowledge in the above table into three important aspects: the form, the meaning, and the use. Each part is divided into three elements, and each one has a productive and receptive knowledge. Beginning with the word form that includes pronunciation and spelling knowledge. In addition to the parts of the word (prefix, root, and suffix) such as unsuccessful, where the prefix un-means not, success is the root word, and -ful is a suffix. The second is the word meaning. It concerns that form and meaning work together in a word. The last part of understanding a word is getting to learn the use. It deals with applying the meaning of the word in the appropriate context. To sum up, Nation mentions that the learners ought to know a lot more about a term than just a poor understanding of its meaning.

1.6. Vocabulary Size

Vocabulary contributes significantly to almost all aspects of the language. To communicate well students need to have a large vocabulary. According to Schmitt (2010), learners use language to communicate with each other, and the problem is how much vocabulary this communication takes.

The English language has a vast vocabulary and learning all of it may be hard for non-native speakers. As Schmitt (2010, p.08) notes that learners need to acquire a large amount of vocabulary to communicate in English. Moreover, students' vocabulary size is essential for them to succeed in learning a new language, as reported by Claiborne (1983), there is a variety of information about the size of English in the popular press: from 400,000 to 600,000 words (p.05). Schmitt has shown that the acquisition of such a huge number of terms is "one of the greatest hurdles facing learners in acquiring English" (2000, p.332). He also mentions that a large number of vocabulary is expected of the learners to master the English language. In other words, learning the basic terms of the English language is not enough for an EFL learner to speak it properly. They will often face difficulty in expressing their ideas when needed and trying to search for the right words to convey their messages, and this can be done if learners have a significant amount of items in the English language. According to Pace (2013) to know how many words the learner needs to know, he indicated that :

1. EFL learners need to know 250 words in a certain language which enable them to produce a meaningful sentence.
2. To produce a daily language, students ought to know 750 words.
3. To communicate effectively in any subject, students should know 2500 vocabulary items.
4. Students have to know 5000 words in order to generate and comprehend the language like a native speaker who has not a good educational knowledge.
5. Students have to know 10,000 words in order to generate and comprehend the language like a knowledgeable native speaker.

6. EFL students need to know 20,000 words in order to be able to read, understand, and enjoy a literature work as a novel.

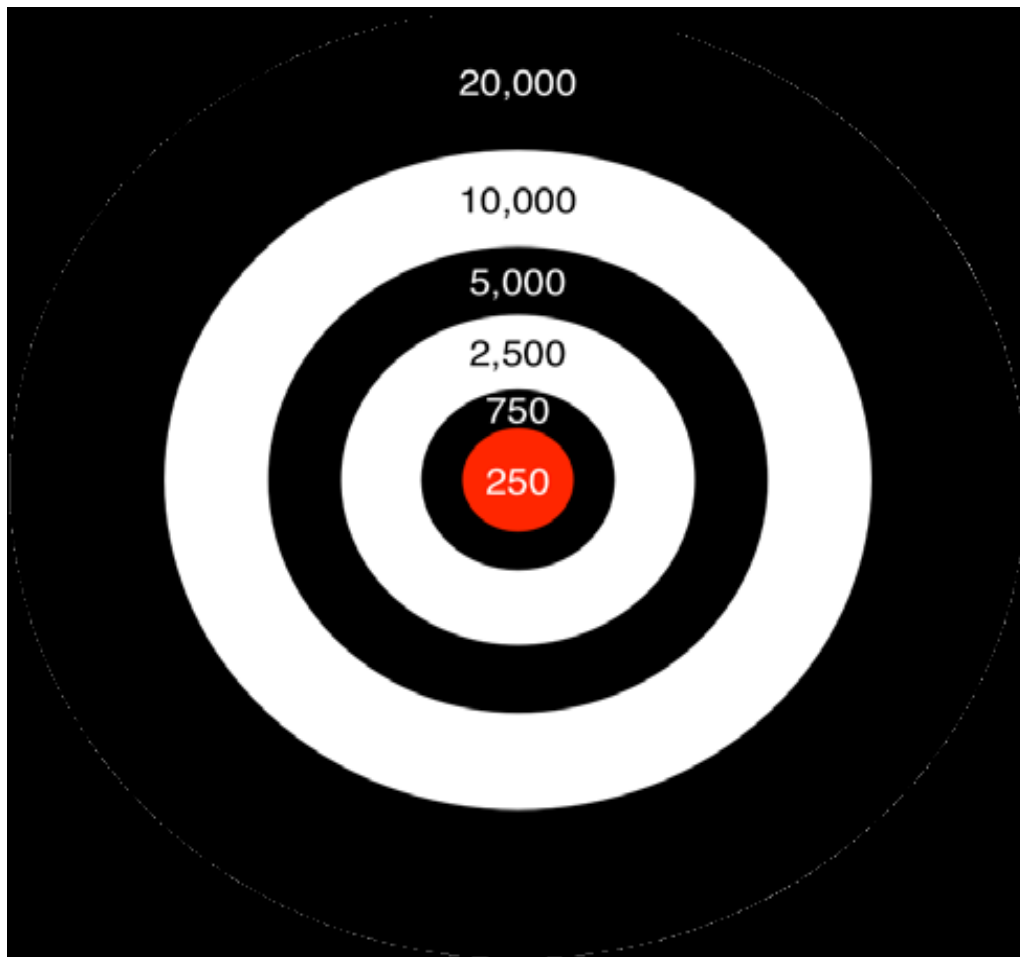


Figure 1. "How many words do you need to know in a foreign language?" (Pace, 2013)

1.7. Learning Vocabulary Steps

In the field of second language vocabulary acquisition, Hatch and Brown (1995) proposed five essential steps for English as a foreign language students during their process of learning vocabulary. The five steps are:

1. Having sources for encountering new words

One the significant steps in the process of vocabulary acquisition is encountering new words. This means that the learners follow the strategy of looking for educational sources of new words by reading books, reading the newspaper, and magazines (Hatch and Brown, 1995; p.373). In this case, the sources are some kind electronic aids like (watching movies, listening to songs and podcasts...etc.) or traditional materials like (reading novels, texts, books, articles, stories...etc.) to successfully acquire the new words.

2. Getting the word form

It is considered as a very important main step to vocabulary learning. According to Hatch and brown (1995) getting the word form means getting visual or auditory clear image of the new vocabulary item including its form, spelling, and pronunciation. In this case, the students can get the form of the word easily by reading any text

material because the text provides the spelling of the items (visual). In addition to that, the students can get clear pronunciation (auditory) of the words because the teacher will read the text first as a model.

3. Getting the word meaning

Understanding the meaning of the word is the third essential step for acquiring new vocabulary item. Additionally, to get the word meaning students are asked to rely on the most popular ways and strategies such as: using dictionaries, contextualizing or putting words into situations, asking teachers or native speakers to give the exact word, guessing the meaning from the context...etc.

4. Making a strong memory connection between the form and the meaning of the words

Combining the word form and meaning in memory is the fourth step in learning vocabulary. The consolidation of the word form and meaning is needed to recall the vocabulary that was required before (Hatch & Brown, 1995, p.387). In this case, second language learners are asked to work the memory through diverse of activities such as: doing exercises, flashcards, drawing pictures, crossword puzzles...etc. All these activities are motivating as well as encourage the students in remembering their vocabulary.

5. Using the word

Using the words in any context is the last step in vocabulary learning process, whether the context is written or oral. Moreover, putting the word in context guarantees that there is more possibility of not forgetting the new item's meaning and form in the future and to be saved in the memory.

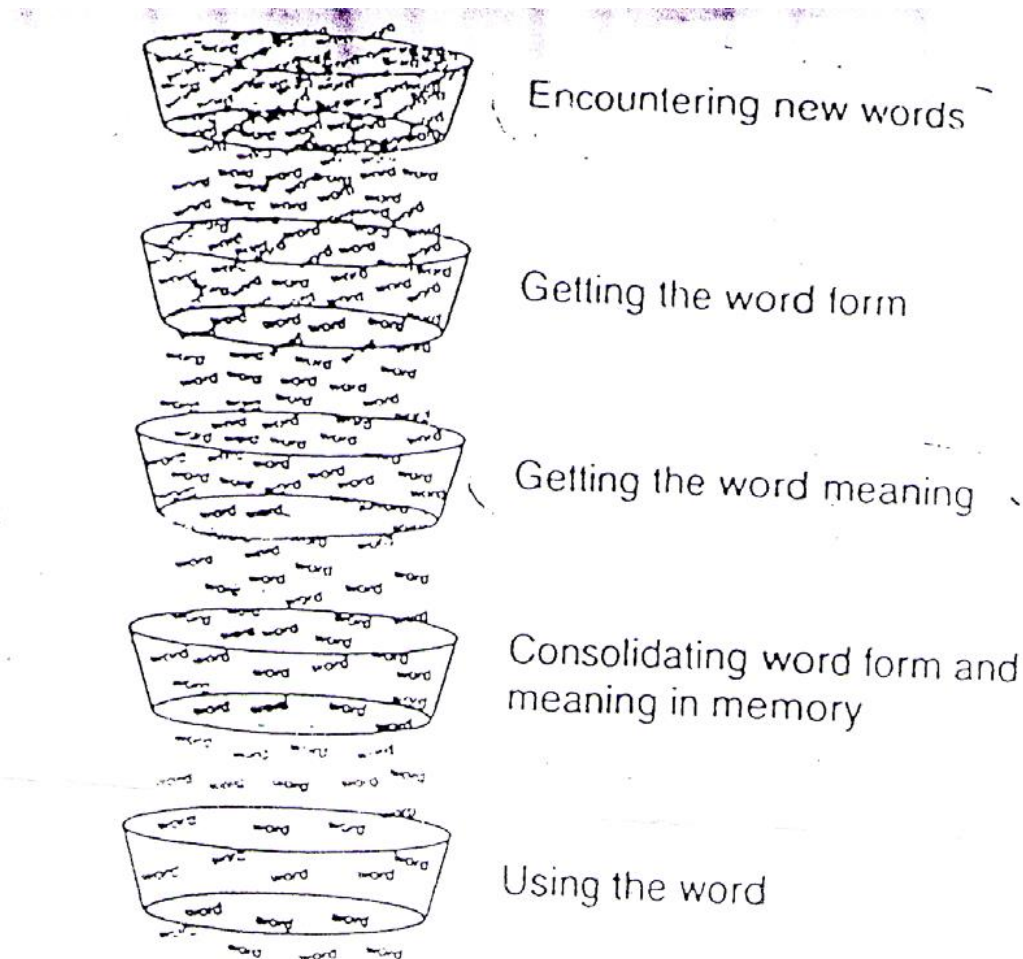


Figure 2. The Five Essential Steps to Learn New Words. Hatch and brown (1995, p. 373).

1.8. Problems in Learning Vocabulary

The process of vocabulary acquisition is not simple. It appears to be one of the simplest things, but it is also one of the difficult things to do. Similarly, many factors causing EFL students feel some new words difficult to learn.

Harmer (1991, p. 250) assumes that the problems and difficulties faced by EFL learners in learning unfamiliar words depend on many factors. Which are:

1. Pronunciation problem

Pronunciation is one of the elements that support someone's good English

(Hewing's, 2004, p.03). Besides, to have good vocabulary individual has to have good pronunciation of the term. Actually, words that are harder to pronounce are more difficult to acquire. The students can communicate well by understanding pronunciation because if the students have good pronunciation make the receiver easier to understand. The following aspects that cause a problem in pronunciation are similar sound in two languages, with different variants, sound sequences in word and sound classification.

2. Spelling problem

Spelling problem is another difficult aspect of learning vocabulary that may cause problems for EFL learners. In fact, spelling is very important. It can enhance students' reading and writing language skills.

3. Memorizing problem

Memorizing problem seems to be one of the difficult aspects for vocabulary learners because they have problems with memorizing new words. In the same way, one of the biggest problems with learning vocabulary is "what is learned" today is often forgotten tomorrow. It is the fact that vocabulary students' aim is to remember all the words they have learned. For the great majority of students, the most difficult task is not to learn a new word but to remember it.

4. Meaning problem

One word can have more than one meaning. It can have some sorts of meaning and it depends on its context. In the same way, many students think that a word has only one meaning in every context (Harmer, 2010). Besides, most students have a problem with words' meaning and fail to understand it, because in many cases one word has not just one meaning. This can also cause difficulty.

1.9. The Sources of Vocabulary

In the field of learning a second language, students must enhance their vocabulary because insufficient knowledge of vocabulary unable the students to really produce or understand ideas, texts, questions....etc. Likewise, students have to know where the sources of the vocabulary come from in order to develop their knowledge. Thus, learning English would be easier for the learners. According to Harmer (2001, p. 56), in the process of teaching and learning, many sources are recommended to acquire new vocabulary, which are :

a. Wordlist

Is an effective way of arranging vocabulary for the purpose of learning process. English as a foreign language learners can carry the wordlist as well as acquire new words whenever and wherever they are since it is practical.

b. Vocabulary book

Vocabulary books considered as significant sources and materials to learn new words, because it includes many vocabulary items to be acquired. Moreover, these books are often incorporated with pre-task or post-task which can be as exercises and quizzes for the students.

c. Teacher

The teacher has significant influence on students' language development in general and vocabulary improvement in particular. Moreover, they considered as a beneficial source of vocabulary feedback. The teacher needs to encourage learners and make them love and appreciate learning vocabulary in order to be able to recall the new terms they have acquired easily.

d. Learner

Discussion classes and activities enable the students to participate as well as exchange their ideas and information with others. So, they can develop their vocabulary. In a word, students can enrich their vocabulary by talking and sharing with their friends.

e. Short text

Spoken or written short texts for the purpose of vocabulary building have many advantages over many other materials.

1.10. Improving Students' Vocabulary

After knowing vocabulary sources, EFL students must enrich as well as improve their vocabulary knowledge. Edwards (2006, p. 71) stated that there are seven ways to improve vocabulary which are efficient and useful. These ways are described below :

a. Be aware of words

Paying attention to the word is the first step to improve vocabulary, because some foreign language students with limited vocabulary knowledge are not aware of the new items and do not give much attention to the terms around them.

b. Reading

Is one of the crucial ways that can help learners in discovering and finding new and interesting words.

c. Use dictionaries

According to Mullan "The dictionary is filled with information about words and the use of words"(1963, p. 29). In this context, the dictionary can be an enjoyable, helpful, and useful reference device while checking the meaning.

d. Use index cards to study

It is one of the mnemonic devices which booster the memory. Moreover, index cards are popular ways of mastering as well as remembering the new vocabulary items. In order to recall the information and the term, students should simply write down the new word on the back of the index card. Then, put the word that is written in the form of sentences and phrases. This good study method helps the students learn effectively.

e. Review vocabulary words regularly

Students are asked to keep the index cards and study them whenever and wherever they are.

f. Try vocabulary-building books

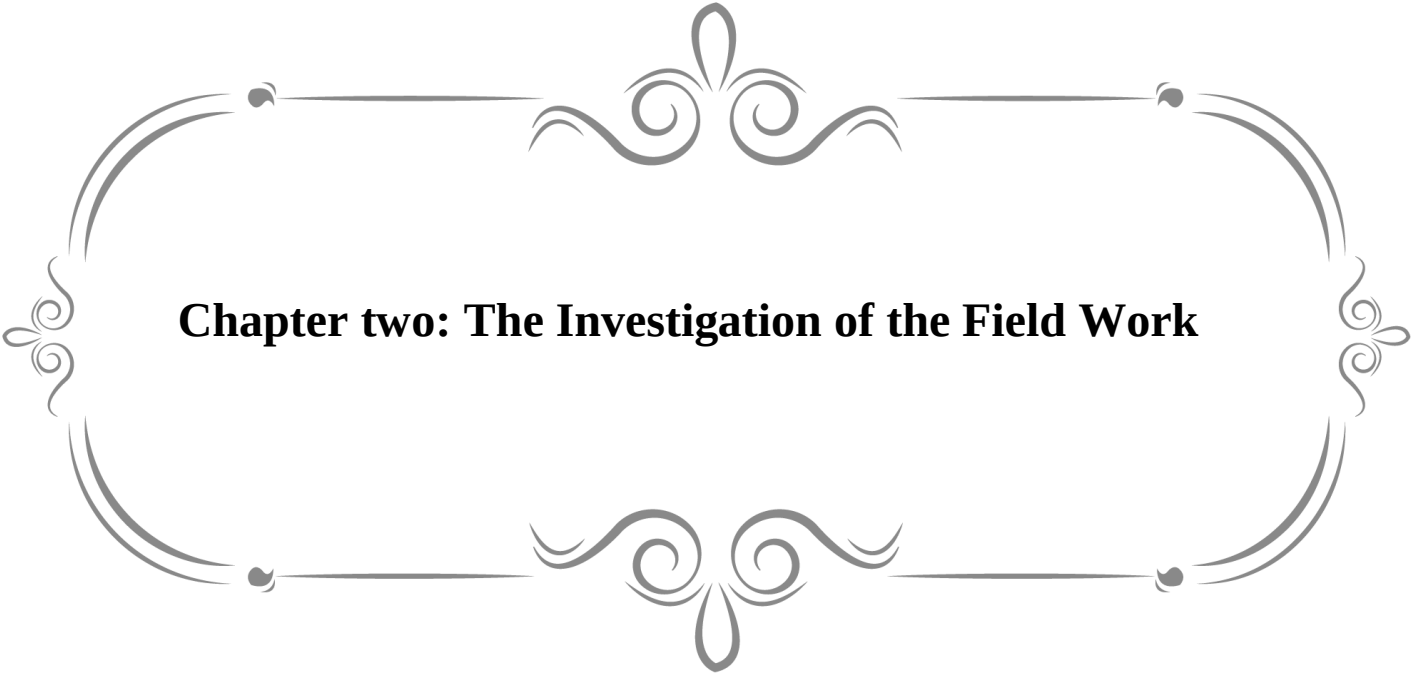
Vocabulary building books whether printed or electronic with exercises and tasks can be helpful aids to ameliorate students knowledge of vocabulary.

g. Use the words

Another activity that helps the learner to develop and build his vocabulary is using the words in conversations. Furthermore, using the words in everyday communication help the students easily participate and share their ideas.

1.11. Conclusion

Vocabulary learning is one of the vital components in foreign or second language learning, because any language requires the students to have sufficient knowledge of words to be able to produce and comprehend that language. For this reason, vocabulary is given much more importance and attention in the different teaching and learning programs. In this section, we have tried to explain the definition of vocabulary, types of vocabulary, and its significance. This section provided also some ideas related to the aspects of vocabulary knowledge, the size of vocabulary, some steps. At the end, we discussed the difficulties and problems faced by students when learning new vocabulary, some sources of vocabulary as well as the effective ways of improving it. In one word, learning vocabulary is a complicated process that is why learners need to change their attitudes on vocabulary as well as start looking for different techniques, new means, and tools that can motivate and encourage them to better acquire and achieve their aim which is being knowledgeable about language vocabulary.



Chapter two: The Investigation of the Field Work

Introduction

The previous chapter presented the literature review of vocabulary acquisition and mobile language learning applications. However, the presented chapter tries to shed light on the results of the investigation in details which was supported by a questionnaire to master one (M1) EFL students of linguistics at M'sila University, Algeria during the academic year 2020/2019. Moreover, this chapter is constituted of two sections. The first section supplies the full description of the research methodology of the study, the research design. Then, it provides the overall explanation of the pilot study, the setting, in addition to the participants, and the research tool. The second section tackles the analysis of the obtained data from the questionnaire as well as the discussion of the results and the summary of the findings. The current chapter ends by providing some pedagogical implications in addition to the conclusion.

Section One : Research Methodology and Design

Creswell (2008) defined the research design as " a plan to conduct research " (p.5). In order to achieve the aim of this investigation, this chapter is mainly focused on the research design and the methodology. Similarly, further details are presented in this section concerning the research method, the research tool, the sample, and the research setting.

1. Research Methodology

This study takes the form of exploratory descriptive method, since the aims of the research is intended to: **a)** investigate students' attitudes towards the use of mobile language learning apps in learning English vocabulary. **b)** explore the possible links between mobile learning apps and vocabulary acquisition. **c)** cast light on students experiences with the use of mobile phone applications in learning English vocabulary at M'sila's University during the academic year 2020/2019. Burns and Groove (2001) defined the exploratory research as a research conducted to discover new knowledge, obtain new information, and expand understanding about a phenomenon that has been observed in more details. Moreover, the choice of the method is depend on the nature of the subject, the sample and population, the aim as well as the data collection.

1.2. Setting and Participants

This study took place at the Departement of language and English litterature at the University of Mohamed Boudiaf of M'sila during the academic year 2019/2020. Due to many factors such as the appearance of the virus (COVID-19), it was administrated to the students in the month of june on a closed Facebook - Students of English language –University Mohamad Boudiaf M'sila - and Massenger group of master one linguistics students.

This investigation targeted the population of Master one (M1) English major students from linguistic classes at M'sila University. They were categorized as : male and female. Moreover, the sample was selected randomly. Only (n=30) students chosen among the total number (n=72) devided in between 2 groups were selected in order to participate in this study. They are aged between 22 and 24 years old.

There are many reasons for selecting this population. One of them is that Master one EFL linguistic students need direct instructions to enhance their vocabulary knowledge. They might have prior knowledge about the importance of using mobile apps which would facilitate the acquisition of new vocabulary. Another reason is that

they are expected to be more aware and conscious of the use of technological learning aids in their process of learning. And accordingly, from all of these reasons we find that M1 linguistic students can help us to achieve the objectives of our investigation.

1.3. Data Collection Tools

The primary research tool that was used is a questionnaire in order to achieve the objective of the study and get the required quantitative and qualitative data as well. Moreover, the researcher made use of open-ended and closed-ended questions.

1.3.1 Students' Questionnaire

In the fact that the questionnaire considered as one of the useful instruments among researchers in order to get enough appropriate numerical data from participants with less time and effort. In the same context, in 1994 Wilson and Mclean defined the questionnaire "... is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administered without the presence of the researcher, and often being comparatively straightforward to analyze" (p.12). Additionally, the questionnaire of this study is administrated to elicit the participants' responses about the use of mobile language learning phone apps in vocabulary acquisition.

1.3.2. Description of the Students' Questionnaire

The questionnaire of this investigation is divided into four sections. These sections were designed with a total of 19 questions in both closed-ended and open-ended format. The first section is designed to collect background information and composed of two (02) questions. The second section is related to vocabulary learning and includes three (03) questions. This followed by the third section which contains six (03) questions, is about the mobile application as a learning strategy. It includes Yes/No questions and open-ended questions. While, the final section consists of 11 statements in close-ended format in which the participants are asked to indicate their attitudes towards mobile language learning apps in vocabulary acquisition and the extent to which they agree or disagree with the item on a 5 points Likert scale (Agree, strongly agree, neutral, disagree, strongly disagree).

1.3.3. Piloting the Questionnaire

Before the official use of the questionnaire as a primary research tool in the current study, a piloting had been given to 10 students who are not included in the main study and were randomly selected from M2 linguistic students of the Department of English language at M'sila University.

Wang (2009) says that the piloting study enables the researcher to " Identify the problems, so that they could modify, delete, and add items in the instruments to increase its reliability" (p.103). In the same way, the piloting study is one of the important stages in doing a research. Similarly, it enabled us to see if the questions were comprehensible and appropriate for the respondents, and if there was any ambiguous and irrelevant questions and statements. The piloting study revealed that the questionnaire was too long and some items were not clear for the students.

Section Two: Findings and Discussions of the Results

This section is mainly devoted to analyze as well as interpret the findings of the students' questionnaire. The findings obtained have been computed and analyzed to perform descriptive statistics.

1.1. Data Analysis for Students' Questionnaire

The students responses of the closed-ended questions were analyzed quantitatively using statistical package for social sciences (SPSS) version 25. While the open-ended questions were discussed descriptively.

1.2. Preliminary Students' Questionnaire Results and Discussions

1.2.1. Part one : General Information

Table 01 :

Students' Gender

Question one : specify your gender		
	Frequency	Percent
Male	11	36,7
Female	19	63,3
Totale	30	100,0

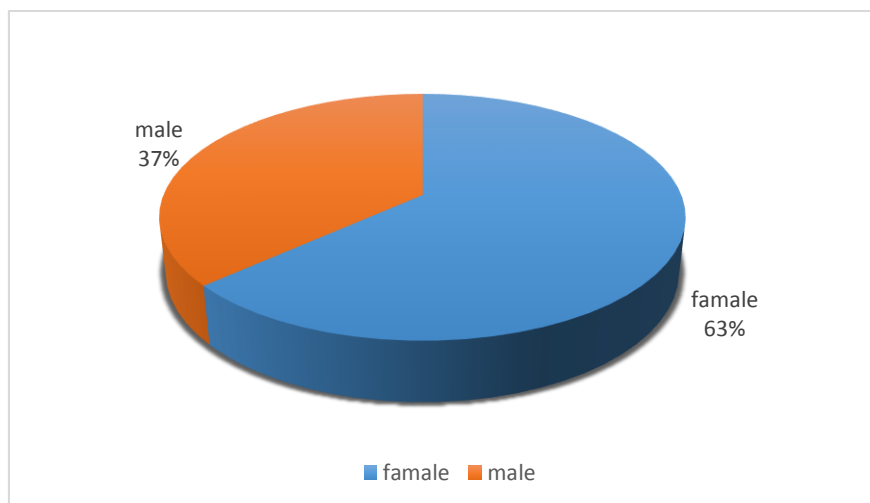


Figure 01 : Students' Gender

According to the description of the gender, the table 01 and the pie chart 01 show that the majority of the participants (19) are female (63.3%). Whereas, (11) of the students are male (36,7%).

Chapter two : The Investigation of the Field Work

Table 02 :

Students' Age

Question 02 : what is your age		
	Frequency	Percent
18-20	8	26,7
20-22	10	33,3
22-24	4	13,3
24-26	8	26,7
Total	30	100,0

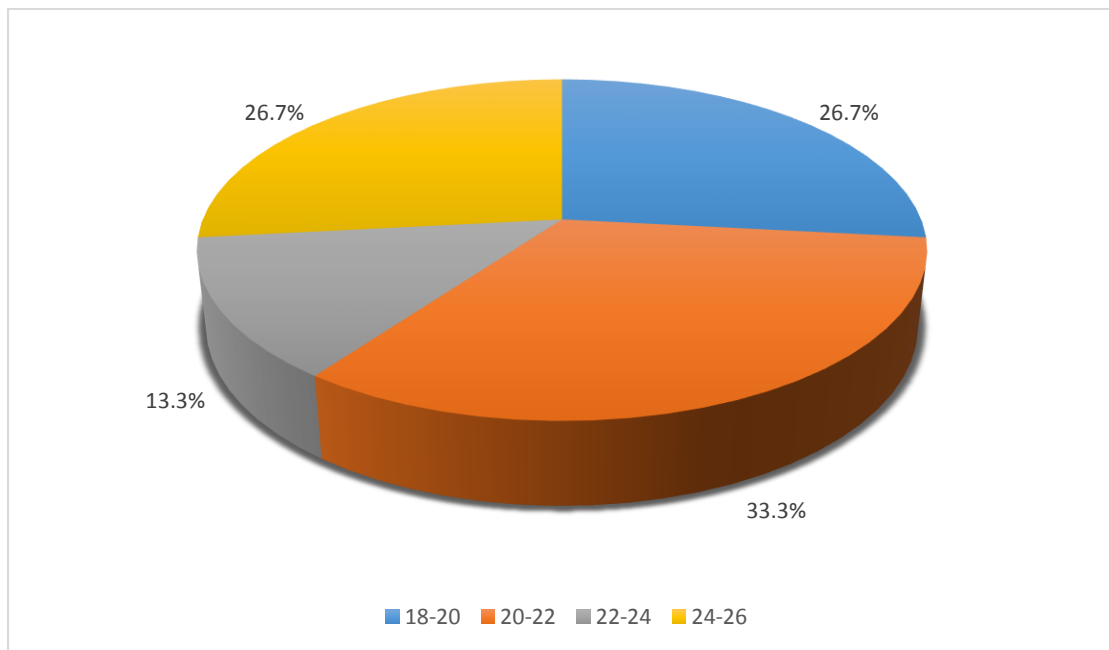


Figure 02 : Students' Age

As illustrated in the table 02, the majority (33.3%) are between the age of 20-22. (08) participants (26.7%) are having the age group of 18-20 and (04) of the respondents (13.3%) who are between 22-24. Whereas, the rest (08) of the respondents (26.7%) have the age group of 24-26.

1.2.2. Part two : learning vocabulary

Table 03 :

Students' Attitudes Towards the Importance of Vocabulary as an Aspect in Language Learning.

Question three : do you consider vocabulary as an important aspect in learning English?		
	Frequency	Percent
Yes	29	96,7
No	1	3,3
Total	30	100,0

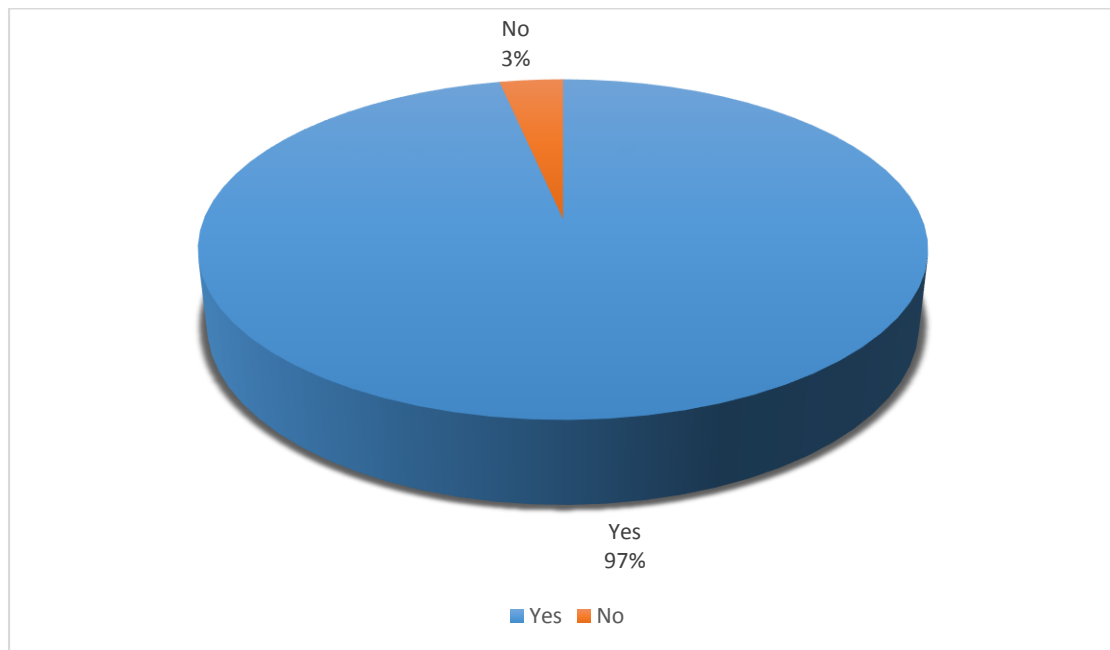


Figure 03 : Students' Attitudes towards the Importance of Vocabulary as an Aspect in Language Learning

This question tries to know EFL students' views about the importance given to vocabulary acquisition. As shown in the table 03, (29) respondents out of 30 or (96.7%) chose the option (Yes). Whereas (01) student (3.3%) chose the option (No). The result obtained is that the majority of the students are aware of the importance of learning vocabulary as a significant aspect in learning English language and believe that mastering a language requires improving its vocabulary knowledge.

Table 04 :

students' Level of English Vocabulary

Question Four : How would you rate your level of english vocabulary ?		
	Frequency	Percent
Poor	1	3,3
Average	10	33,3
Good	16	53,3
Very good	3	10,0
Total	30	100,0

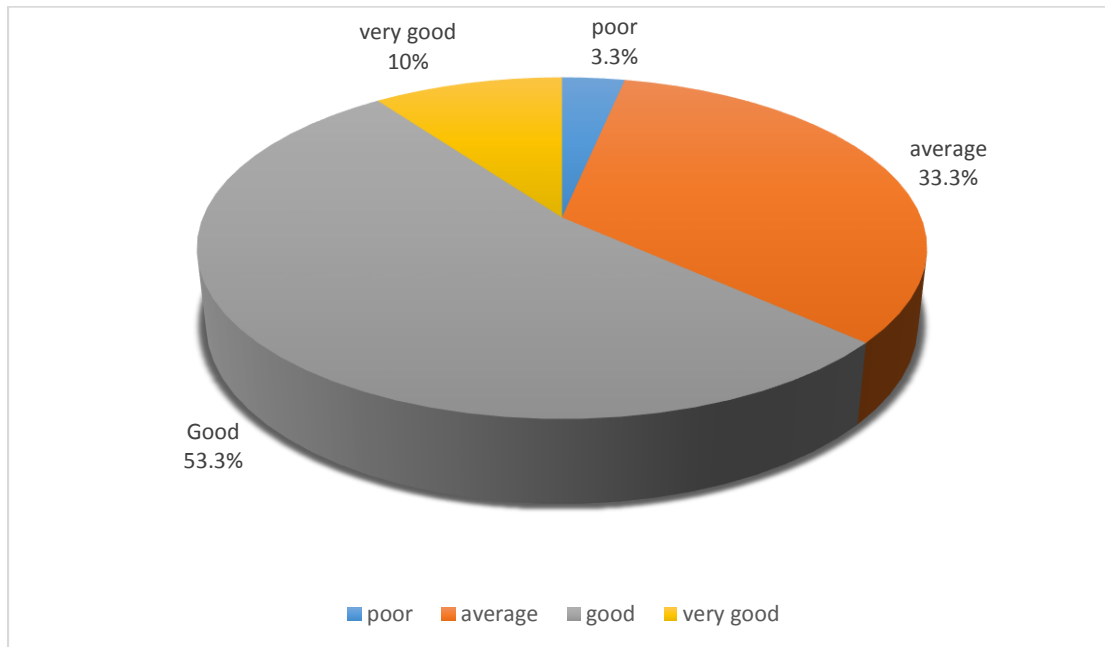


Figure 04 : Students' Level of English Vocabulary

It is clear from the table 04 that (01) students has a poor level of English vocabulary (3.3%). (10) of the respondents have an average level of English language vocabulary (33.3%). (16) students are good in English vocabulary (53.3%) and the rest of the students (03) have a very good level. This question aims to know students' views about their level of English vocabulary. The result obtained can be indicated that the respondents have diverse levels of vocabulary and this may due to the previous knowledge of each one of them.

Table 05 :

Students' Strategy when Learning Vocabulary

Question Five : when learning new vocabulary, which of the following strategy do you use		
	Frequency	Percent
Books and printed materials	4	13.3
Mobile and computers	26	86,7
Total	30	100,0

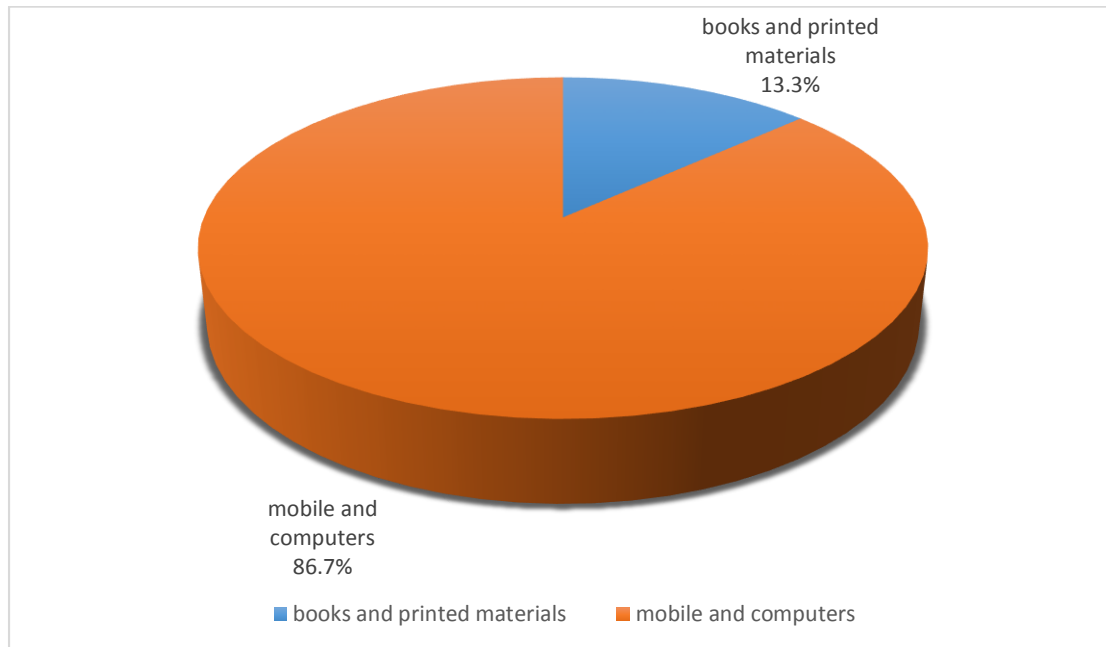


Figure 05 : Students' Strategy when Learning Vocabulary

What is remarkable in the table 05 and in the pie chart 05 is that the majority of the whole sample (86.7%) prefer to learn English language vocabulary through using mobile and computers. Whereas (13.3%) of the students (04) use books and printed materials. The aim of this question item is to know what strategy students use the most to acquire a foreign language vocabulary. From the result obtained we can say that mobile and computers is a preferred strategy and the most used tool for EFL students to learn new vocabulary more than the traditional paper-based because of its easiness, well design, and the way of delivering the content.

1.2.3. Part three : Mobile Application as a Learning Strategy

Table 06 :

Students' Attitudes Towards the Usefulness of Mobile Language Learning Applications in Learning English

Question six : Do you think language learning applications are useful for		
	Frequency	Percent
Learning grammar	8	26,7
Learning language skills (listening, writing,...)	8	26,7
Learning vocabulary	14	46,7
All of them	0	0
Total	30	100,0

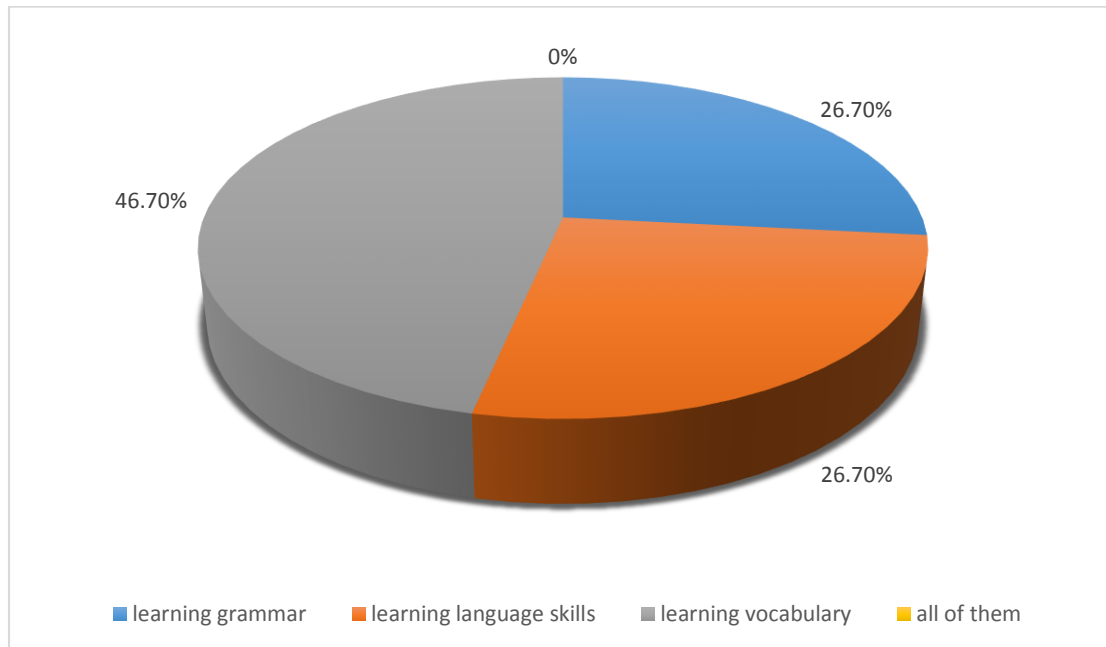


Figure 06 : Students' Attitudes Towards the Usefulness of Mobile Language Learning Applications in Learning English

The table 06 shows that the majority of the students (14) stated that mobile language learning applications can be useful for "learning vocabulary" (46.7%). (08) respondents (26.7%) believed that they are useful for "learning language skills" and other (8) respondents believe that its usefulness is only for « learning grammar » (26.7%). Whereas no student agrees that mobile apps are useful for learning all of the skills and aspects of the language. The obtained result indicates that many students are aware about the importance of mobile language learning apps in acquiring new words and believe that these apps are very useful tools that should be used to improve the vocabulary knowledge.

Table 07 :

Students' Views on Ameliorating Vocabulary Through the Use of Mobile Apps

Question seven : Do you think that mobile language learning applications are helpful for ameliorating your vocabulary knowledge ? if yes justify.		
	Frequency	Percent
Yes	30	100,0
No	0	0
Total	30	100,0

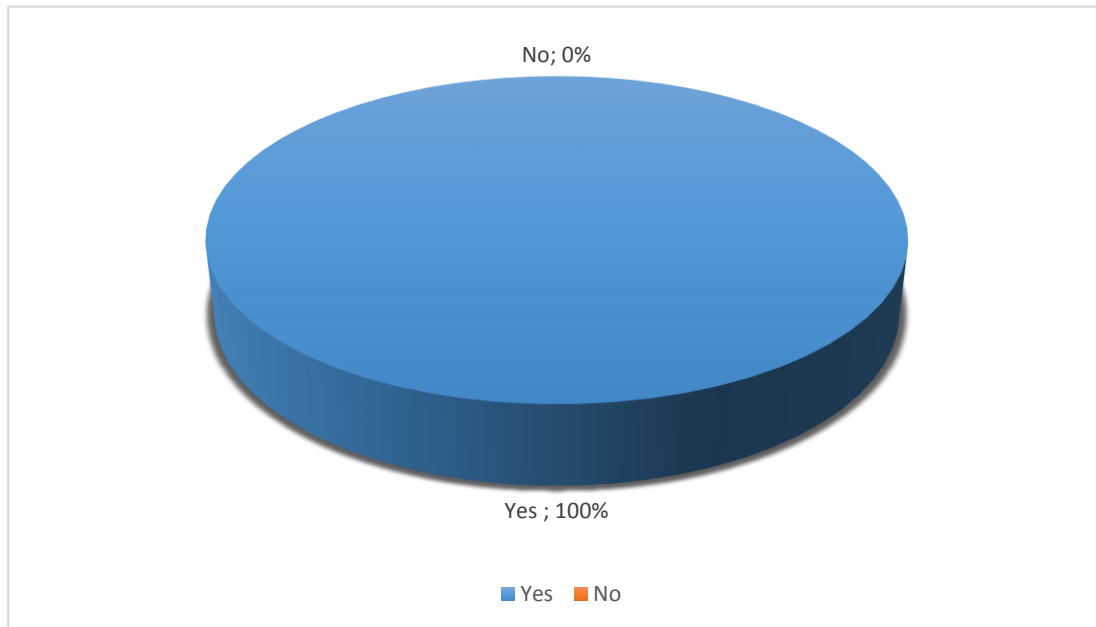


Figure 07 : Students' Views on Ameliorating Vocabulary Through the Use of Mobile Apps

What is remarkable in the table 07 and chart 07 is that the whole sample (30) (100%) believe that learning vocabulary through the use of mobile language learning applications is helpful for developing students' vocabulary knowledge. All the participants agree that mobile language learning app is an affective educational tool that encourage EFL students and help them to learn new items.

Justification

This question was conducted to know the links between the mobile apps and vocabulary acquisition. From this result we confirmed that all the respondents see the mobile language learning apps as an educational strategy to acquire new words as well as ameliorate the vocabulary knowledge. Students stated their justifications as follow :

- Mobile apps give EFL students the opportunities to practice the language naturally and use the new words acquired.
- Mobile language learning apps motivate the learners and encourage them to acquire new words by using colors, flashcards, games, and pictures.
- Students can chat directly with native speakers of that language and this may develop their vocabulary knowledge.
- Mobile apps try to ease the language and the new word for EFL students by using enjoyable strategies like translation.

Question 08 : Your comments or suggestions to improve students' vocabulary

At the end of the third section, the researcher seeks to know the suggestions of the participants about improving EFL students' vocabulary. The data obtained through giving the students a free space to answer. The participants' suggestions are described below:

- Students should learn new words every day.

Chapter two : The Investigation of the Field Work

- Students should practice the language all the time inside and outside the classroom environment with their friends and native speakers.
- Students have to read books, articles, and short stories whether they are printed or electronic.
- Students can learn new vocabulary by using different strategies and techniques like pictures and flashcards.
- Students have to use social media like (websites) and technological devices (apps, computers, phones...etc.) for the sake of improving their vocabulary knowledge.
- Students should watch movies and videos as well as listen to songs and podcasts
- Students have to rely on printed and online dictionaries to translate the new words.

1.2.4. Part Four: Learning English Vocabulary via Mobile applications

Table 08:

Learners' Preferred Way of Learning English vocabulary via Mobile Apps

Statement One: I prefer learning English vocabulary through mobile apps.									
Agree		Strongly agree		Neutral		disagree		Strongly disagree	
Frequen cy	percenta ge	frequen cy	percenta ge	frequen cy	percenta ge	frequen cy	percenta ge	frequen cy	percenta ge
14	46.7%	6	20%	8	26.7%	1	3.3%	1	3.3%

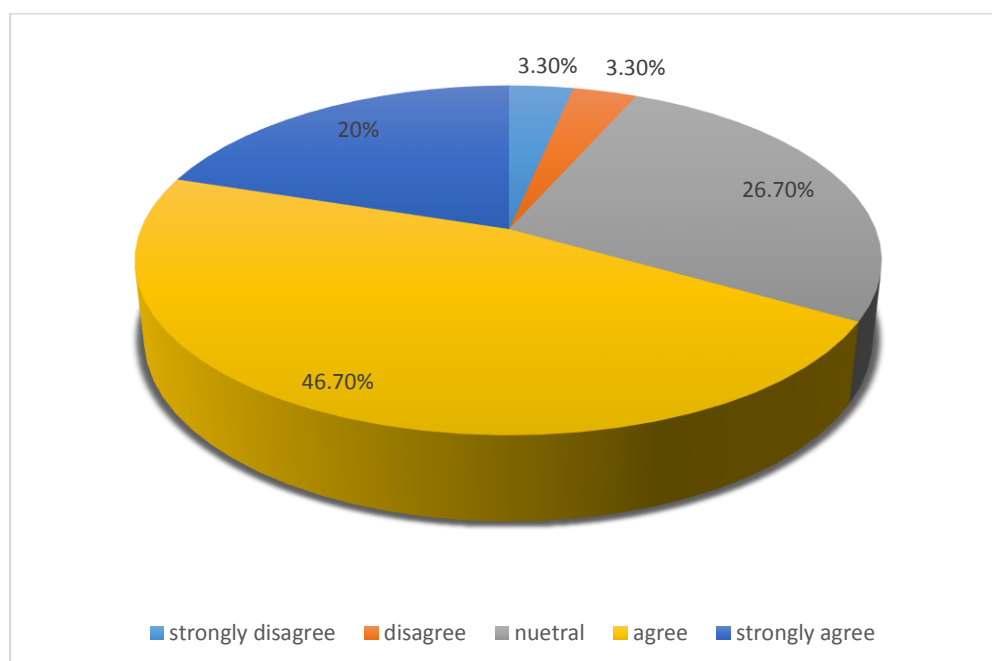


Figure 08: Learners' Preferred Way of Learning English vocabulary via Mobile Apps

Chapter two : The Investigation of the Field Work

From the table 08 and figure 08, we notice that 66,7% (46,7% agree, 20% strongly agree) of the participants agree that they prefer to learn English language vocabulary through the use of mobile language learning apps. 26,7% of the students which means (08) said that they are neutral, while 6,6% (3,3% disagree, 3,3% strongly disagree) showed their disagreement on this statement. From the obtained results, we can assume that there is a good acceptance ration of mobile apps use in learning English vocabulary among EFL students of M'sila's University.

Table 09: *Students' Attitudes towards Mobile App in Learning English Vocabulary as a Practical Tool*

Statement Two: Learning English vocabulary via mobile apps is more practical than other ICT tools									
Agree		Strongly agree		neutral		disagree		Strongly disagree	
frequency	Percentage	frequency	Percentage	frequency	Percentage	frequency	Percentage	frequency	Percentage
13	43.3%	3	10%	10	3.3%	4	13.3%	0	0%

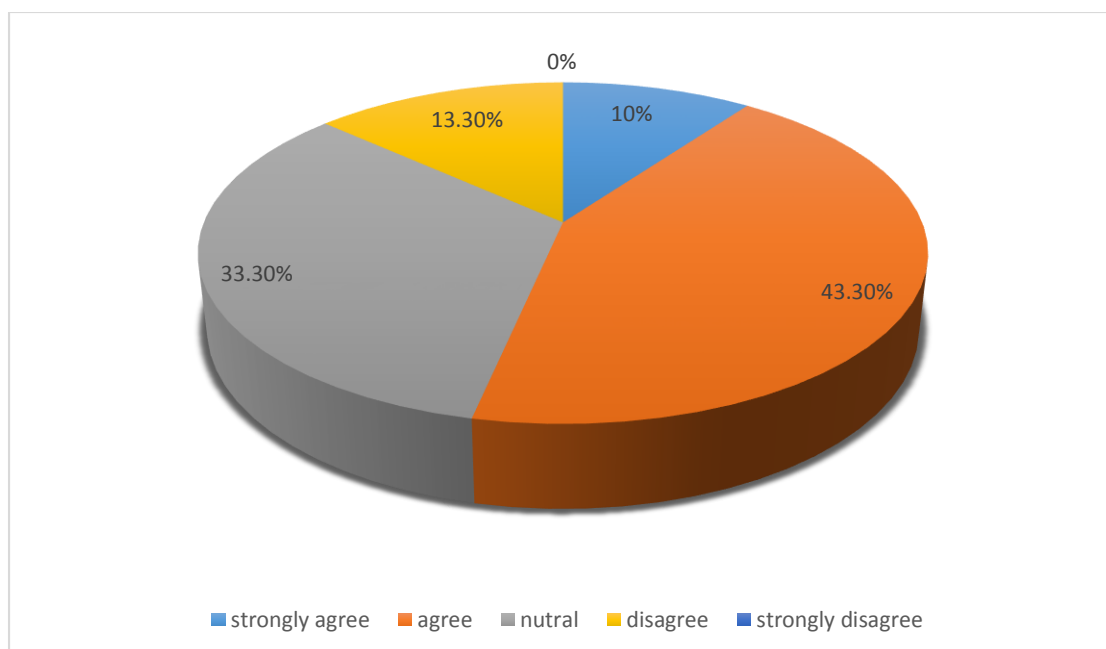


Figure 09: *Students' Attitudes towards Mobile App in Learning English Vocabulary as a Practical Tool*

The figure 09 represents that (43,3%) which means that 13 students show their agreement on mobile apps as more practical educational tools than other ICT tools and (10%) of the subjects (3) strongly agreed with that as well. Concerning the rest of the sample, 10 students are neutral (33.3%) and 4 participants (13,3%) showed their disagreement. The result indicates that many EFL students who use mobile apps in learning English have a positive attitude towards these apps may be because of its easiness to treat and use.

Table 10:

Students' Attitudes towards the Advantage of Mobile Apps According to the Time and Place

Chapter two : The Investigation of the Field Work

Statement Three: Mobile apps can help me learn English anywhere and anytime.

Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
16	53.3%	11	36.7%	2	6.7%	0	0%	1	3.3%

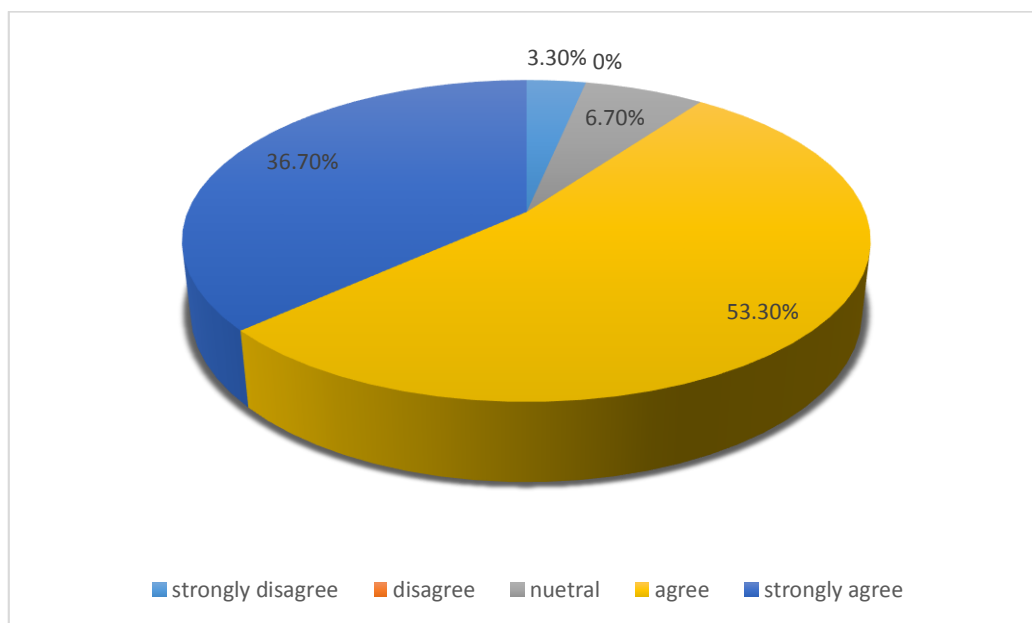


Figure 10: Students' Attitudes towards the Advantage of Mobile Apps According to the Time and Place

As represented in the table 10 Most of the students (90%) think that mobile apps help EFL students to learn English vocabulary at anytime and anyplace (53.3% estimated by 16 participants agree, 36.7% estimated by 11 participants strongly agree). (6.7%) of the students (2) are neutral and only one student (3.3%) shows his strong disagreement. This means that EFL students can acquire new words via mobile apps whenever and wherever they are and these apps allow the users and give them the opportunity to study whether inside or outside the classroom environment.

Table 11:

Students' Attitudes towards the Impact of Mobile Apps on Improving English Vocabulary

Statement Four: Mobile apps help me improve my English vocabulary.

Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
19	63.3%	8	26.7%	2	6.7%	0	0%	1	3.3%

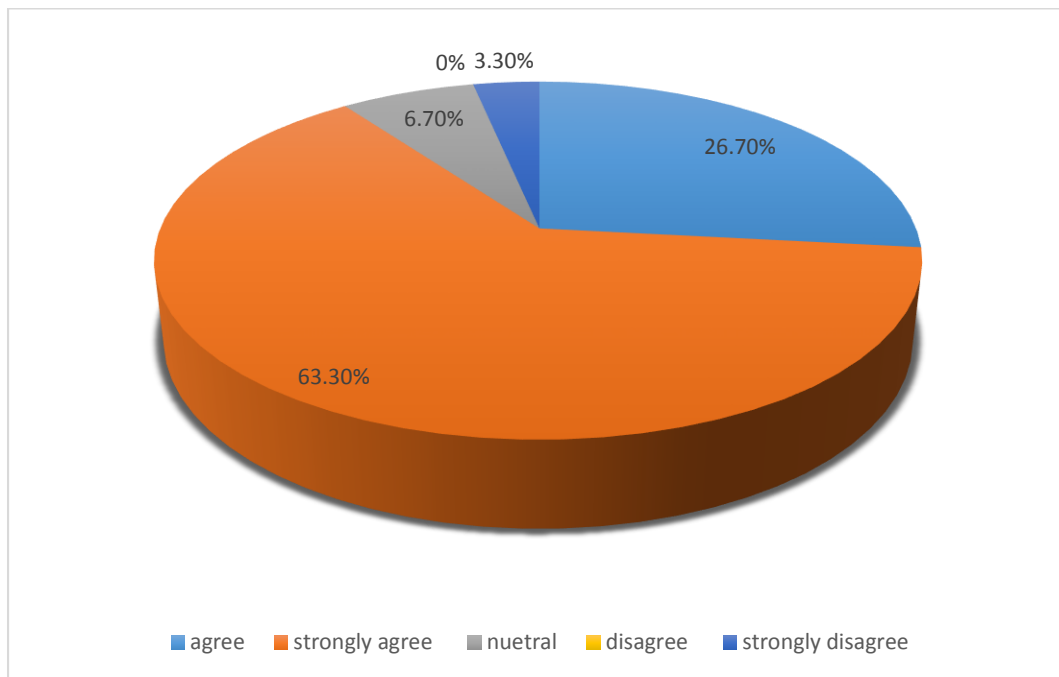


Figure 11 : Students' Attitudes towards the Impact of Mobile Apps on Improving English Vocabulary

Based on the data represented in the table 11 and pie chart 11, more than half of the students (63.3%) which means 19 participants agree that mobile language learning apps help them to improve their vocabulary knowledge and 8 participants strongly agreed this statement which means (26,7%). Two students gave the response that they are neutral and only one students showed hid disagreement. From the findings of this item, we can say that mobile language learning apps are considered as significant tools that have impact on students' vocabulary in their vocabulary instruction.

Table 12:

Students' Attitudes towards the Impact of Mobile Apps on Motivation

Statement Five: Mobile apps increase my motivation to improve vocabulary proficiency.									
Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
15	50%	6	20%	8	26.7%	0	0%	1	3.3%

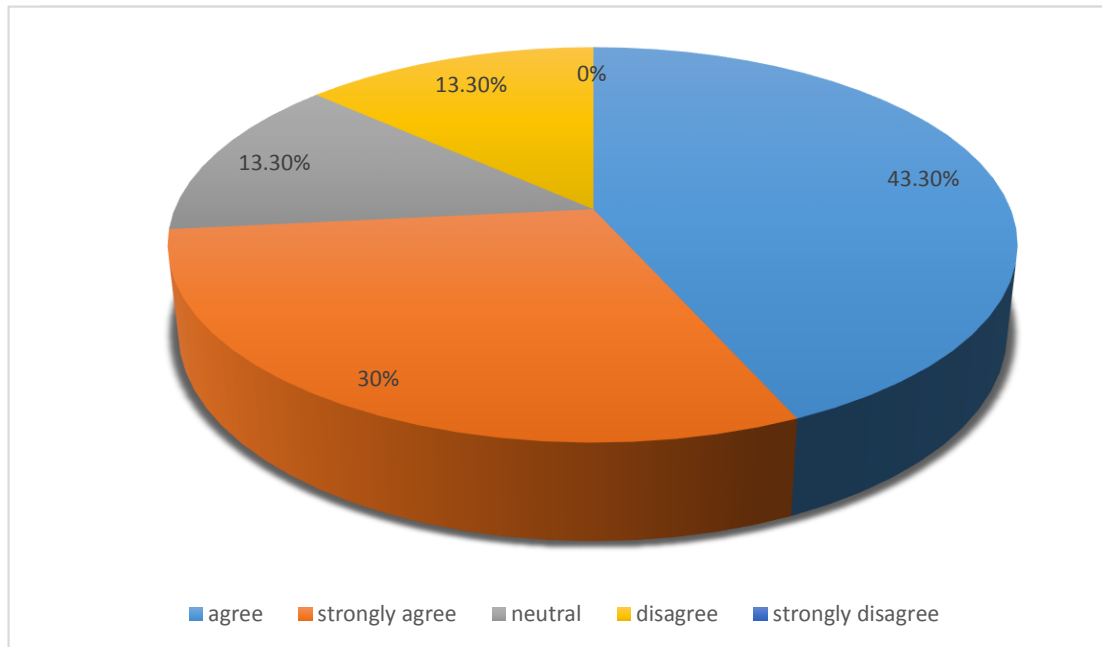


Figure 12: Students' Attitudes towards the Impact of Mobile Apps on Motivation

This statement is aimed to know if students feel motivated and enjoyed when they use mobile apps in educational purposes and in learning vocabulary. As can be seen in the table 12 and pie chart 12, almost half of the participants (50%) estimated by 15 one are balancing between their agreement on the idea that mobile apps help increase EFL students motivation to learn vocabulary and 20% strongly agree that they feel motivated. 8 students (26,7%) chose neutral. While, only one student reject the idea of motivation by the percentage (3.3%) for « strongly disagree ». this result shows that students opinions of such use contributes in improving and increasing the feeling of students' motivation and interest and they have high motivation to learn English vocabulary on these apps. This can be explained by that this enjoyment is may be because of the way the apps deliver the content or the course in an enjoyable way and through flashcards as well as gamification system.

Table 13:

Students' Attitudes towards the Impact of Mobile Apps on Reducing Anxiety

Statement Six: I do not fear making mistakes.									
Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
13	43.3%	9	30%	4	13.3%	4	13.3%	0	0%

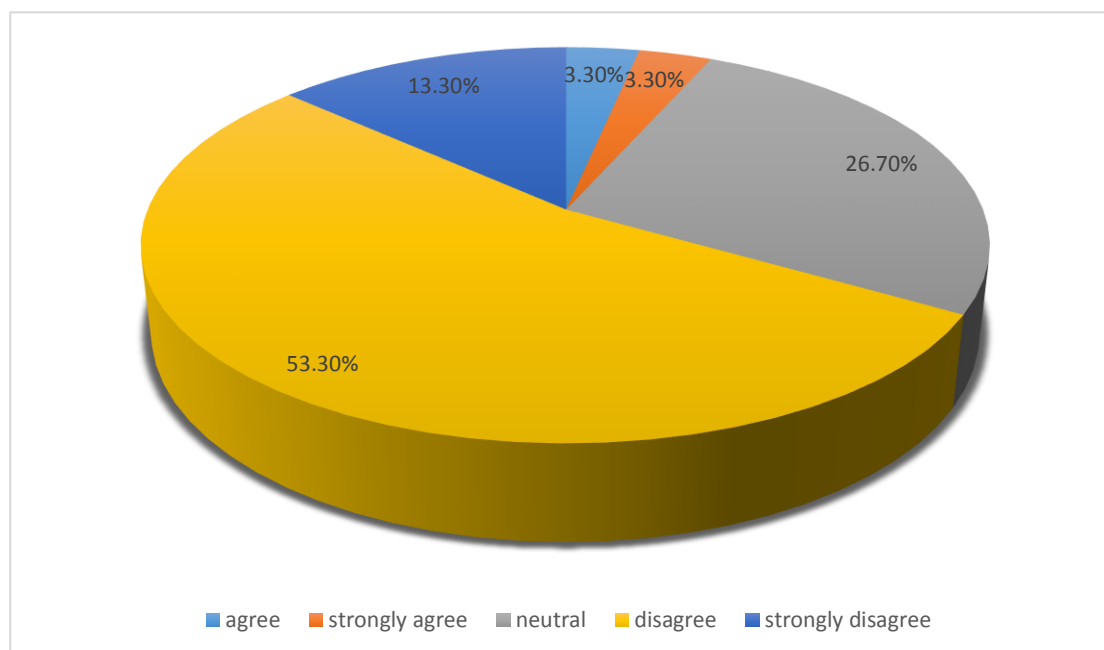
Figure 13: Students' Attitudes towards the Impact of Mobile Apps on Reducing Anxiety

This statement is aimed to know the feeling of the users about their anxiety when they learn via mobile apps. As represented in the table 13 and figure 13, we notice that the majority of the students 73.3% (43.3% agree which estimated by 13 students and 30% strongly agree which means 9 participants) show their agreement that they do not fear of making mistakes when they learn using mobile apps. This can be explained that students fear of face-to-face harsh consequences of teacher's correction. 13.3% gave neutral responses, which means four participants; meanwhile four students reject this idea by the percentage of 13.3%.

Table 14:

Students' Attitudes towards Learning via Mobile Apps According to the Boredom

Statement Seven: It is boring to learn via mobile apps.									
Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
1	3.3%	1	3.3%	8	26.7%	16	53.3%	4	13.3%

**Figure 14:** Students' Attitudes towards Learning via Mobile Apps According to the Boredom

From the observation of the figure 17 and table 17, more than half students 66.6% (53.3% disagreed which means 16 students, 13.3% strongly disagreed which estimated by 4 students) show their disagreement towards the existence of boredom when they learn via mobile apps. This result indicates that mobile language learning apps deliver the content in an enjoyable way, which decreases the boredom. Concerning the rest of the participants, (26.7%) are neutral which means 8 students, while one student (3.3%) showed his agreement and only another one student (3.3%) strongly agreed the statement.

Table 15:

Students' Suggestions on the Use of Mobile apps in Vocabulary Acquisition.

Statement Eight: I advise EFL learners to acquire English vocabulary through using mobile apps as a strategy.									
Agree		Strongly agree		Neutral		Disagree		Strongly disagreed	
Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
13	43.3%	6	20%	9	30%	0	0%	2	6.7%

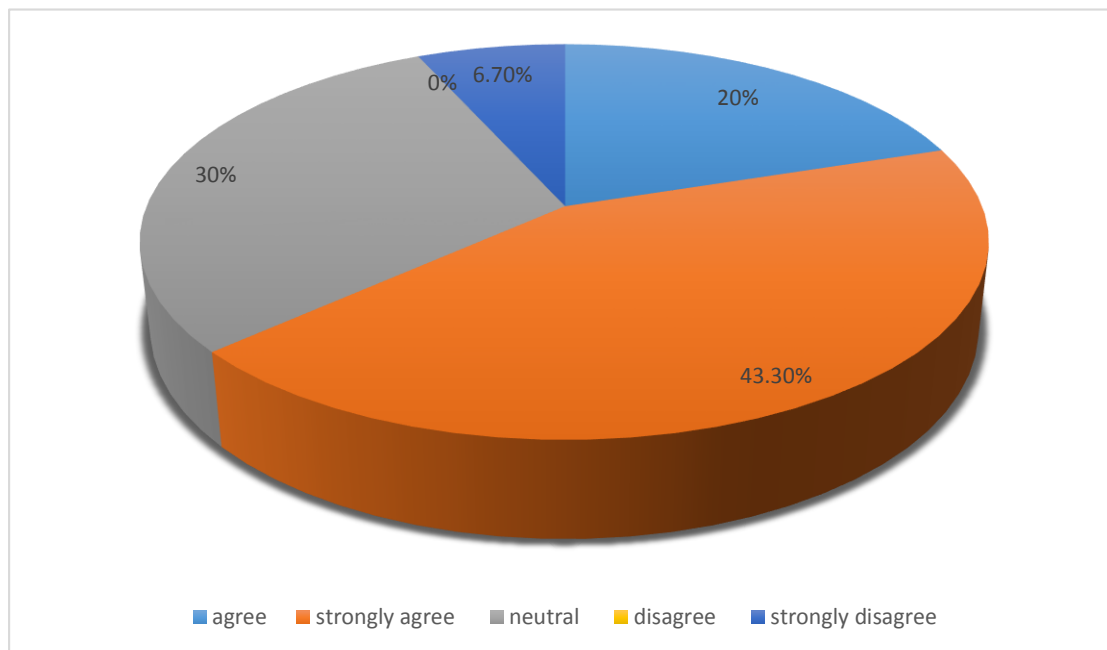


Figure 15: Students' Suggestions on the Use of Mobile Apps in Vocabulary Acquisition

From the result represented in the figure 18 and table 18, the majority of the students 63.3% (43.3% agree, 20% strongly agree) show both their agreement with the statement. This result can validate that students are satisfied with the use of mobile apps in learning English vocabulary and they recommend other learner with such use. 30% are neutral which means nine respondents, while two students responded negatively to this idea by the percentage 6.7%.

1.3. Discussion of the results

1.3.1. Discussion of the First Research Question

As an answer to the first research question stated before and from the analysis of the students' questionnaire which was demonstrated to EFL students of M'sila's University it is highly clear that, all EFL students have good and positive perceptions on mobile language learning apps and its importance for effective vocabulary learning. According to the data obtained, the majority of master one English major students of linguistics who participated in this study believe that mobile language learning apps have the ability to motivate learners. (53.3%) of the students agreed that mobile apps help them to learn anytime and anywhere. Hsu (2013) claimed that the use of mobile apps in any branch of education motivates learners and give them the opportunity to access the learning

material anywhere and anytime. EFL students feel that this way of learning and the way the apps deliver the content have a great role to boost motivation and encourage students.

1.3.2. Discussion of the Second Research Question

Based on the findings of our investigation, almost all students (96.7%) see that learning English vocabulary is beneficial and important aspect in language learning process. Most of the students (86.7%) follow mobile and computer as a strategy to enrich their vocabulary knowledge while (13.3%) use books and printed materials. In this respect, Basoglu and Akdemi's (2010) asserted that using technological aids such as mobile apps build-up students' vocabulary in comparison to the traditional paper based. (63.3%) of the students agreed that mobile apps help them to improve vocabulary. This means that, the use of mobile language learning applications in education gives EFL students much more opportunities to help improve language learning and has crucial contributions in ameliorating the process of learning new English words (Alemi et al., 2012). As a result, this study can validate that there is a relationship between mobile language learning apps and vocabulary acquisition.

1.3.3. Discussion of the Third Research Question

From the detailed analysis and results of the students' questionnaire, it is concluded that EFL students at M'sila University are familiar, conversant, and have positive experience with the use of mobile language learning vocabulary apps. They believe that mobile apps are technological aids to develop and achieve better results in their vocabulary knowledge and help them to solve vocabulary-learning problems. 63.3% of the students (agree and strongly agree) advise EFL learners to use mobile vocabulary apps as an educational learning tool and are of the opinion that such use will improve EFL students' learning experience and academic achievement. That is to say, EFL students at M'sila University are aware of the great benefits of mobile apps on developing the process of vocabulary learning.

From the questionnaire analysis, this investigation can answer our research questions as follow:

1. EFL students have positive attitudes towards learning English language vocabulary via mobile apps.
2. There is a relationship between mobile language learning apps and vocabulary acquisition.
3. EFL students are familiar and have a positive experience in learning English vocabulary via mobile apps.

1.4. Summary of the Findings

The findings of this study are the following:

1. Master one students of Linguistics at M'sila University have positive attitudes towards learning English language vocabulary via mobile apps.
2. Mobile phone apps affect the life of people in general and the educational environments in particular
3. Most of EFL students at M'sila University are familiar and have positive experience in learning English vocabulary via mobile apps. Also, they believe that the use of these apps is capable of shaping the way of learning and teaching compared to the traditional way.
4. Mobile phone apps play significant role not only in the four basic skills the language but also develops the vocabulary competency of English language in a very proper way.

5. Mobile language learning app is more practical tool to learn English vocabulary than other ICT tools because it gives the users and EFL learners the opportunity to practice and learn new vocabulary.
6. EFL students at M'sila University showed their preferences to use mobile and computer as a strategy to learn and overcome the problems they face in acquiring new vocabulary.
7. Mobile applications gain much popularity among EFL students at M'sila University because they help students to enjoy the learning process and offer them flexibility in terms of time and location.

1.5. Pedagogical Implications and some Recommendations

There are some pedagogical implications for students especially of EFL classes in M'sila's University. The researcher suggests the following recommendations :

1.5.1. For Students

Students are advised to learn vocabulary using mobile language learning apps.

Students should be encouraged to be responsible for their vocabulary learning process.

EFL students should integrate their learning process with ICT tools including mobile language learning apps.

Students ought to use mobile language learning app as an additional mean to learn vocabulary.

Students should not focus only on mobile apps in their vocabulary acquisition.

Students should search for the right and suitable vocabulary learning apps.

Students should be aware of the benefits of the mobile apps in vocabulary learning.

Students should surf for the suitable mobile language learning vocabulary apps to develop their vocabulary knowledge.

1.5.2. For Teachers

The teacher should integrate vocabulary lessons with the use of mobile language learning apps.

Teachers should raise the significance and the awareness on the use of vocabulary apps.

1.5.3. For App Designers

Mobile learning applications should be provided to provide an effective learning process.

Mobile learning apps should be focused on some pedagogical decision to meet students' needs.

Mobile phones should be seen as a learning instrument on the part of EFL learners.

MALL apps should be incorporated in academic contexts and in language instruction as well.

Learning English vocabulary through language applications should motivate EFL students.

Mobile language learning apps should impact students' interest, increase students' attitudes, and give better results for students' academic achievement.

1.5.4. For Policy Makers :

The government should train teachers in integrating mobile apps in teaching and learning process.

Chapter two : The Investigation of the Field Work

Educational policies should ensure the implementation of integrating language learning apps in classroom environment.

Educational institutions and authorities should recognize the pedagogical potential of mobile technology including mobile language learning apps and they have to support teachers to use them in their teaching process.

1.6. Limitation of the Study

This study investigates EFL students attitudes towards the use of the mobile application in learning English vocabulary. This study faced serious obstacles such as the lack of primary resources and the appearance of Corona virus (COVID-19). This problem affected learners to leave their pedagogical seats to be safe. Another limitation concerns the research tool. These circumstances obliged the researchers to use and gather data using only one instrument. Also, data would have been much more accurate if the questionnaire were carried out with classroom observation or teachers' interview. Another limitation faced the researchers should be noted, was to find the students and distribute the questionnaire. Besides, the number of the participants limit the reliability of the results.

1.7. Chapter Conclusion

The present chapter represents the research design and the methodology, the analysis and the interpretation of the findings that have been gathered using a questionnaire, devoted to M1 linguistic students. The obtained data were analyzed using SPSS software and represented in tables and graphs. Moreover, the questionnaire was developed to know the views, attitudes, and perceptions of the students about learning vocabulary through the use of mobile language learning apps. According, the results of this study revealed that EFL students at M'sila University have positive attitudes and perceptions towards the use of mobile language learning apps in vocabulary acquisition. Also, the obtained data from the questionnaire show that students are very open to learn through the use of mobile applications and are aware about the benefits and the importance of using such apps in the process of learning English vocabulary. Additionally, this chapter provides some recommendations and implications for teachers, students, policy makers, and app designers to insist using mobile apps in enhancing English vocabulary.

General Conclusion

The present study investigated EFL learners' perceptions towards using mobile language learning applications in improving vocabulary acquisition.

This research paper is divided into two chapters. The theoretical chapter is devoted to investigate the previous studies. It consists of two sections, the first tried to lighten on the importance of using mobile phone language learning apps and the second is an overview about vocabulary acquisition. While the second chapter is practical, which main goal is to confirm or refute the research hypothesis. It consists of two parts, the first is about research methodology and design and the second is about the findings and discussions of the results obtained. The exploratory descriptive method is adopted in which the data were collected and analyzed both quantitatively and qualitatively. The research sample includes 30 EFL students of Master one linguistics at M'sila University.

The results show that the majority of Master one English major students of linguistics at Mohamed Boudiaf University of M'sila who participated in this study have positive attitudes and perceptions towards learning vocabulary using mobile language learning vocabulary apps. In addition to that, they believe that learning via mobile apps is more practical and enjoyable tool in mastering vocabulary knowledge. Moreover, EFL students view that mobile apps help them to achieve better in the process of learning vocabulary. This means that there is a link between mobile language learning apps and vocabulary acquisition. Finally, through this investigation it has been proved that EFL students are familiar and have positive experience in learning English vocabulary via mobile apps.

This study faced serious obstacles such as due to the appearance of Corona virus (COVID-19) which affected learners to leave their pedagogical seats in order to be safe, students were unwilling to participate in this study. Moreover, these circumstances obliged the researchers to use one research tool. Another important limitation faced the researchers was to find the students and distribute the questionnaire.

Future research can be carried out to search for suitable apps that help EFL learner in acquiring new words. This topic can be conducted using an experiment to get more reliable and precise results. As a result, the policy makers

should take into consideration the implementation of mobile language learning apps and have to support teachers to integrate these apps in their teaching process.

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Appendix 01: Students' Questionnaire

Dear students,

We would be grateful for you if you accept to answer the following questionnaire which is part of our research work that will help us to collect som Information for a research whose main purpose is to explore the possible links between language learning phone applications and vocabulary acquisition. Please read carefully the questions then choose the choice that best describes your attitude.

Thank you in advance for your kind collaboration

Section One: General Information

Please put a tick in front of the right answer:

1. Specify your gender: a. male ☐ b. female ☐
2. what is your age? 18-20
20-22
22-24
24-26

Section Two: Learning Vocabulary

3. Do you consider vocabulary as an important aspect in learning English?

a. Yes ☐ No ☐

4. How would you rate your level of English vocabulary?

a. Poor ☐ b. Average ☐ c. Good ☐ d. Very good ☐

5. When learning new vocabulary, which of the following strategies do you use?

a. Books and printed materials ☐ b. Mobile and computers ☐

Section Three: Mobile Application as a Learning Strategy

6. Do you think language learning applications can be useful for:

a. learning grammar ☐

b. learning language skills (listening, writing....) ☐

c. learning vocabulary ☐

d. all of them ☐

7. Do you think that mobile language learning applications are helpful for ameliorating your vocabulary knowledge?

a. Yes ☐

b. No ☐

Justify your answer:

.....

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.....

08. Your comments or suggestions to improve students' vocabulary

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Section Four: Learning English Vocabulary via Mobile Applications.

Please read each statement carefully then indicate how much you agree or you disagree.

A: Agree.

SA: Strongly agree.

N: Nuetral

D: Disagree.

SD: Strongly disagree.

	Items	A	SA	N	D	SD
1	I prefer online learning					
2	Learning English vocabulary via mobile apps is more practical than other ICT tools					
3	Mobile apps can help me learn English anywhere and anytime					
4	Mobile apps help me improve my English vocabulary.					
5	Mobile apps help me to remember my English vocabulary.					
6	Mobile apps increase my motivation to improve vocabulary proficiency.					
7	I enjoy learning English vocabulary through language learning mobile apps					
8	I do not fear making mistakes.					
9	It is boring to learn via mobile apps.					
10	I think socially isolated when I learn from mobile apps.					
11	I advise EFL learners to acquire English vocabulary through using mobile apps as a strategy.					

Appendix 02 :

الملخص

تعتبر تطبيقات تعلم اللغة على الهاتف المحمول كأداة مهمة في تعلم واقتان مفردات اللغة الانجليزية. انطلاقا من هذا المنظور، الهدف الرئيس من هذه الدراسة هو البحث في سلوكيات الطلبة اتجاه استخدام تطبيقات الهاتف في اكتساب المفردات. بهدف الاجابة على تساؤلات هذا البحث وتحقيق اهداف هذه الدراسة اختار الباحثون المنهج الوصفي الاستكشافي باستخدام الاستبيانات للطلاب. هذه الدراسة اجريت في قسم اللغة الانجليزية بجامعة المسيلة خلال العام الدراسي 2019/2020 مع 30 طالبا ماستر 1 لسانيات. كشفت نتائج الدراسة الحالية بأن طلاب اللغة الانجليزية كلغة اجنبية لديهم تصورات ومواقف ايجابية اتجاه تطبيقات تعلم اللغة على الهاتف في تعلم المفردات اضافة الى انهم يدركون الفوائد العظيمة لتطبيقات الأجهزة المحمولة في تطوير عملية تعلم المفردات.