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The Effectiveness of Mobile Assisted Language Learning in Raising the Students' Vocabulary Learning Proficiency

**The Case of Third Year Licence Students at University of
Kasdi Merbah Ouargla**

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Dedication

In the name of God, the Most Gracious, the Most Merciful. Praise is to Allah, who has guided and aided me in my academic journey. With His help, I have completed this thesis.

I dedicate this thesis to the eternal soul in my heart, my grandfather, may you rest in peace Baba Ali. I also dedicate it to my role models and sources of support in this world, my parents, Abdellah and Moufida, who have always been my pillars and support.

I extend my deepest gratitude and appreciation to my esteemed teacher and supervisor, Dr. Nawal Dib, who spared no effort in guiding and advising me.

I also remember my dear grandmother Hadja, may Allah preserve her for me, my elder brother Lazhar, my supporter Safouan, my brother the king Sohail, and my only sister and the apple of my eye, Reem Ghazal. I would also like to express my deep gratitude to my husband's family and my second mother Hadja, for their support and belief in me throughout the preparation of this thesis.

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Abstract

Studying a foreign language broadens your cultural understanding and enhances your vocabulary by introducing new words and expressions. One of the key components that students must master in learning the English language is vocabulary. Vocabulary forms the essence of the language, facilitating expression, comprehension, and effective communication. This can be achieved through various methods, one of which is Mobile Assisted Language Learning. Mobile assisted language learning refers to the use of mobile devices to support language learning. When MALL is well-designed, it can be effective in enhancing vocabulary acquisition by providing accessible and interactive tools for learners. The goal of this paper is to explore the effectiveness of MALL in improving vocabulary. It aims to provide learners with a flexible and interactive platform, enabling them to engage with the language. This technology seeks to enhance vocabulary learning by utilizing diverse multimedia resources. The analysis examines the impact of MALL on raising students' vocabulary proficiency, using both questionnaires and tests. A questionnaire is valuable for research as it collects structured data efficiently. We administered it to the teachers of the University of Kasdi Merbah Ouargla. The test involves asking questions to determine whether this technology is significantly beneficial for 3rd-year English students. The results of the study confirmed the effectiveness and positive impact of mobile assisted language learning on the enhancement of the learners' vocabulary repertoire.

Keywords: Vocabulary, Mobile Assisted Language Learning, English as a Foreign Language, Foreign English Learners.

List of Abbreviation

CALL: Computer-Assisted Language Learning

EFL: English for Specific Purposes

FL: Foreign Language

LMS: Learning Management System

LLS: Language Learning Strategies

MALL: Mobile-Assisted Language Learning

M Learning: Mobile Learning

PIM: Personalized Intelligent Mobile

VLS: Vocabulary Learning Strategies

List of Table

Table 1.1 Outline of MALL tools.....	18
Table 2.1 Questions of Vocabulary strategies (Peter Yongqi Gu (2014)).....	33
Table 2.2 Methods of vocabulary learning.....	37
Table 2.3 other Factors affecting the vocabulary learning proficiency.....	40
3.1 table of teacher’s modules	44
table of percentage of teachers for each level.....	45
3.2 table of teachers experience	45
3.4 Table of teaching training	46
3.5 Table of technology training	47
3.6 table of using MALL	47
3.7 table of MALL tools.....	48
3.8 Table of frequency use of MALL in classroom	49
3.9 table of teachers response.....	50
3.10 Table of implementation method	51
3.11 Table of effective tool for vocabulary learning.....	52
3.12 Table of observed changes.....	53
3.13 Table of effectiveness of MALL on vocabulary lerning	53
3.14 table of the impact of MALL on students retentions	54
3.15 Table of MALL encouragement	55
3.16 table of scoring	58
3.17Table of Experimental group scores:.....	60
Table 3.18 Control group scores	62
Table .3.19 the mean scoring	62
Table .3.20 t-test table	62

List of Figures

Figure 2.1 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997). Source: Tanyer & Ozturk (2014).
33

Table Of

Dedication.....	II
Acknowledgments	III
Abstract	IV
List of Abbreviation	V
List of Table.....	VI
List of Figures	VII
Table Of	VIII
General Introduction.....	11
1.1 Statement of the problem	11
1.2 Aims of the Study:	11
1.3 Research Questions.....	12
1.4 Hypotheses.....	12
1.5 Means of research	13
Chapter 1 Mobile Assisted Learning	14
Introduction	15
1.1 Definition of mobile learning	15
1.2 The era of mobile learning	16
1.3 Definition of mobile assisted language learning:.....	16
1.4 The era of MALL	18
1.5 Principals of MALL:	19
1.6 Advantages and disadvantages of MALL:	19
1.6.1 Advantages of MALL:.....	20
1.6.2 Disadvantages of MALL:.....	20
1.7 Area of MALL:	21
1.7.1.1 Learning Vocabulary:.....	21
1.7.1.2 Listening comprehension:.....	22
1.7.1.3 learning grammar:.....	22
1.7.1.4 Pronunciation:.....	23

1.7.1.5	Reading comprehension:.....	23
1.8	The role of MALL application in vocabulary development:	24
1.9	Assessment and evaluation methods for mobile-assisted language learning:	25
	Conclusion:	

26 Chapter 2 Vocabulary Development

.....	
.....	27

Introduction		
28		
2.1.	Definition of vocabulary learning:	28
2.2.	Importance of vocabulary learning proficiency:	29
2.3.	Type of vocabulary learning proficiency:	30
2.4.	Aspect of vocabulary learning proficiency:	31
2.5.	Understanding vocabulary learning strategies:	31
2.6.	Strategies of vocabulary learning proficiency:.....	33
2.7.	Technique in teaching vocabulary learning:	34
2.8.	Methods of vocabulary learning /acquisition:	35
2.9.	Factors affecting the vocabulary learning proficiency:.....	37
2.9.1	Learner Individual Difference Factors:.....	38
2.9.2	Social and Situational Factors:.....	38
2.9.3	Learning Outcomes for Learners:.....	38
The Practical Part		42
3.1.3.	Overall Analysis of the Results of Teachers' Questionnaire.....	42
3.2.	Description of pre and post test	42
3.4.	Analysis of the pre and post test results	42
3.4.1.	Experimental group scores.....	42

3.4.2. Control group scores.....	42
3.5. Discussion of the Results.....	42
3.1. Teachers Questionnaire:	44
3.1.1 Teachers Questionnaire description:	44
3.1.2 Analysis and Interpretation of the Results of the Teachers' Questionnaire:	45
3.1.3 Overall Analysis of the Results of Teachers' Questionnaire.....	58
3.2 Description of pre and post tests	59
3.3 Description of The Treatment Phase	61
3.4 Analysis of the pre and post test results:	62
3.4.1 Experimental group scores:.....	62
3.4.2 Control group scores:.....	63
Conclusion:.....	66
General Conclusion	67
References	58
Appendices	59

General Introduction

1.1 Statement of the problem

Many learners usually encounter problems in understanding new words and expressions. It's essential for teachers to prepare them to be fluent learners. These difficulties may result from insufficient vocabulary. Students with low vocabulary show weak performance in different courses. Vocabulary plays a crucial role in learning languages across various subjects and disciplines. A rich vocabulary enhances reading comprehension, writing skills, critical thinking, and communication abilities. Students may enhance their vocabulary acquisition through the technology of mobile assisted language learning (MALL). MALL enables students to access language learning materials anytime, anywhere, facilitating continuous practice and reinforcement of vocabulary. Among interactive apps, games, and multimedia resources, MALL provides engaging and personalized learning experiences, allowing students to practice vocabulary in various contexts.

In my personal experience, I still remember my struggles during my first year at university. Retaining new words in my memory over time proved to be difficult, making it challenging to recall and use them later. Learning the various forms of a word, such as verb conjugations, noun plurals, and adjectival forms, presented additional hurdles as each form had different meanings and uses. Many learners faced similar challenges, including difficulties in remembering new words, understanding context, pronunciation, and grasping word nuances and usage in different contexts. Fortunately, we live in an era of development and technology, which helps us overcome these difficulties and enhance our vocabulary using mobile devices. Mobile-Assisted Language Learning (MALL) enables learners to engage with language content anytime, anywhere, increasing exposure and practice opportunities. MALL often incorporates multimedia elements like audio, video, and interactive exercises, enhancing comprehension and retention.

1.2 Aims of the Study:

Nowadays, learning languages is crucial for various reasons. It fosters communication and enables individuals to connect with people from different cultures and

backgrounds. Having a rich vocabulary enhances communication skills, boosts confidence, and facilitates deeper comprehension of a language's nuances and subtleties. The goal of this study aims to enhance vocabulary learning through the effectiveness of MALL.

Firstly, we need to bear in mind that our era is a technology one, which means that the majority of learners use their mobile devices everywhere. MALL offers several advantages for raising students' vocabulary learning. It incorporates interactive and multimedia features, making vocabulary learning engaging and memorable. MALL also enables personalized learning experiences tailored to individual students' needs and preferences, enhancing the effectiveness of vocabulary acquisition.

While grammar and syntax are essential, without a solid foundation of vocabulary, language learning can be stunted. Therefore, dedicating time and effort to vocabulary acquisition is fundamental for mastering a new language. Research has shown that MALL can have a positive impact on vocabulary acquisition, as it provides students with opportunities for independent learning, personalized practice, and immediate feedback. Overall, MALL has the potential to be an effective tool in raising students' vocabulary learning by offering accessibility, interactivity, and multimedia support.

1.3 Research Questions

Our research will be guided by the following questions:

- Does the integration of Mobile-Assisted Language Learning (MALL) effectively enhance the students' vocabulary acquisition compared to traditional methods?
- How do university teachers perceive and experience Mobile-Assisted Language Learning (MALL) in enhancing the students' vocabulary repertoire?
- How can learners enhance their vocabulary learning through Mobile-Assisted Language Learning?

1.4 Hypotheses

- The integration of Mobile-Assisted Language Learning (MALL) will lead to a significant improvement in students' vocabulary acquisition compared to traditional methods.
- University teachers will perceive Mobile-Assisted Language Learning (MALL) positively and report higher engagement and progress in their students' vocabulary repertoire.

- MALL offers improved vocabulary learning with accessible, personalized experiences and multimedia engagement, leading to more exposure, better understanding, and enhanced retention of words.

1.5 Means of research

For our study, we developed two research instruments: a teacher's questionnaire and a student's test. The teacher's questionnaire aims to assess teachers' views on the effectiveness of the MALL application in supporting vocabulary acquisition among students, as well as to investigate the extent to which teachers integrate MALL into their vocabulary lesson plans and classroom practice. The student's test is designed to measure the effectiveness of MALL in raising students' vocabulary learning. These tools help in evaluating the efficacy of various MALL approaches, monitoring the progress of each student individually, and furnishing empirical evidence to bolster the findings and conclusions of the thesis.

Chapter 1 Mobile Assisted Learning

Introduction

1.1. Definition of mobile learning

1.2. The era of mobile learning

1.3. Definition of mobile assisted language learning

1.4. The Era of MALL

1.5. Principals of MALL

1.6. Advantages and disadvantages of MALL

1.6.1. Advantages of MALL

1.6.2. Disadvantages of MALL

1.7. Area of MALL

1.7.1. Learning Vocabulary

1.7.2. Listening comprehension

1.7.3. learning grammar

1.7.4. Pronunciation

1.7.5. Reading comprehension

1.8. The role of MALL application in vocabulary development

1.9. Assessment and evaluation methods for mobile-assisted language learning

Conclusion

Introduction

Among all modern communication devices , mobile phones are the ultimate communication tools ,Mobile technologies are enabling more sophisticated use, expanding

capacity, and drawing in new users quickly. This shapes cultural norms and creates fresh learning environments (Pachler et al., 2010). Since educators must comprehend how these technologies can best support different forms of learning (Kukulka-Hulme & Shield, 2008) and create materials and strategies for mobile assisted language learning (MALL), a subset of mobile learning (mLearning), the integration of these technologies into teaching and learning has been more gradual. Ogata & Yano (2005) provide an overview and introduction to the key elements of mobile learning, including permanence, accessibility, immediacy, interactivity, and the placement of instructional activities. Although definitions vary, it is clear that people can be mobile in addition to technology.

1.1 Definition of mobile learning

With only a touch, mobile devices—whether they are smart phones, I-Pads, mobile phones, or other “always connected” devices—open doors to the social networks and material available through network connectivity (Ericsson-Jamaica, 2012). Evidence supporting the contribution of mobile phone-facilitated mobile learning (M-Learning) to better educational achievements in underdeveloped nations is reviewed by Valk et al. (2010). Examining the outcomes of six M-Learning was how this was accomplished. According to Aamri, A., and Suleiman, K. (2011), students use their phones for learning, but only very little. According to Utulu, S.C. & Alonge, A. (2012), a sizable portion of the students under investigation owned smart phones, and they made extensive use of them for social media, communication, information gathering, and Internet browsing and sharing knowledge anywhere and anytime.

Mobile learning is any educational provision where the sole or dominant technologies are handheld or palmtop devices. This means that mobile learning can include mobile phones, smart phones, personal digital assistants and their peripherals, but not desktops in carts and similar solutions. (Traxler, 2005)

Brewer (2017) defines mobile learning or M learning, as method for accessing educational materials on mobile devices. This approach put learner in control, allowing them to access content anytime and anywhere that fits their needs.

Having established a foundational understanding of young learners and their developmental nuances, it is crucial to delve into terminological distinctions within language

acquisition and learning. This includes elucidating differences between first and second languages, as well as distinguishing between language acquisition and language learning. Subsequently, by examining the diverse learning styles and preferences exhibited by learners, we aim to build a solid foundation for the correct integration of educational games. Understanding how learners acquire language, why they exhibit certain preferences, and when to employ specific teaching methods lays the groundwork for effective language instruction through games.

1.2 The era of mobile learning:

Thanks to the widespread use of wireless and portable devices and technologies, including 3G–5G, satellite systems, Bluetooth, WI-Fi, GPS, and iPods, laptops, and tablet PCs, users can now access any kind of educational content at any time or place. The cost and form of mobile devices have decreased as their power, speed, memory, and functionality have improved since the creation of the first mobile phone, the Motorola Dyna TAC 8000X, in 1973. These characteristics make mobile devices a special opportunity for student-centred education methods. (Arvanitis & Krystalli. June, 2021)

Moreover, mobile devices facilitate the adoption of creative pedagogical approaches are typically unattainable with traditional educational resources. They provide educators and students with the freedom to access learning materials at any time and from any location, as well as to engage in novel learning experiences outside of the classroom. (Arvanitis & Krystalli. June, 2021).

1.3 Definition of mobile assisted language learning:

More people are interested in learning languages in a more flexible way as a result of the development of mobile devices, the internet, and communication technologies. The term Mobile-Assisted Language Learning (MALL) refers to this method. MALL is the development of m-learning and computer-assisted language learning (CALL). Its versatility and ease of use in various settings set it apart from CALL. Nonetheless, it is similar to mlearning in that they both emphasize flexible scheduling, contextualized learning, and the learner's active engagement in the community. (Çakmak, 2019).

MALL is a teaching and learning approach that makes use of mobile phones or other mobile devices with wireless connectivity, including tablets, PDAs, and phones. “Any sort of learning that occurs when the learner is not in a fixed, predetermined location, or learning that occurs when the learner takes advantage of the learning opportunities offered by mobile technologies” is how (Abbasi & Hashemi, 2013) characterized it. (Burston, 2017) MALL is a mobile learning technology for education. It is made with the seamless integration of mobile device functions, learning management system (LMS) features, and the requirement for strong teacher-student communication in mind.

In addition to the built-in features of smart phones, students can access learning materials and course materials on their phones just like if they were using a computer with a wired or wireless broadband connection. According to Warschauer (2004), mobile learning technologies are those that enable users to access educational resources anywhere, at any time, utilizing mobile devices like smart phones, laptops, tablets, and so on.

MALL focuses on the application of mobile technologies to language instruction. It is not always required from students to study a second language in class. Using mobile devices, people might be able to learn whenever and wherever they want. One of the strategic educational goals towards improving students’ achievement and supporting differentiation of learning needs is to provide a more convenient environment for people to learn English, as it is widely regarded as a prerequisite for professional success and a measure of education.

Tool Name	Description	Feature	Citation
Duolingo	Interactive language learning apps	Gamified lessons spaced repetition, progress tracking	(Duolingo, 2024)
Rosetta stone	Language learning software	Immersive method, speech recognition interactive activities	(Rosetta stone, 2024)
Babbel	Language learning app	Conversational focus grammar lessons, vocabulary exercises.	(Babbel, 2024)

Memris	Language learning platform	Multimedia lessons user-generated content, adaptive learning	(Memrise, 2024)
Busuu	Language learning community	Language exchange, grammar exercises, written correction	(Busuu, 2024)
Fluent	Language learning platform	Video content with interactive subtitles, vocabulary practice, quizzes	(Fluent, 2024)

Table 1.1 Outline of MALL tools

1.4 The era of MALL

Chinnery (2006) first proposed the idea of Mobile Assisted Language Learning (MALL), stating that mobile devices might be utilized as instructional aids for language acquisition. However, studies and articles about the use of mobile devices in teaching and learning foreign languages date back to 1994 (Burston, 2013).

The following succinctly describes the primary benefits of MALL that have been documented in the literature: Students' education becomes independent, self-directed, and autonomous as a result of being able to design their own learning framework in terms of time, location, and how they will use online resources and learning materials (Burston, 2013). Additionally, it has been discovered that using mobile devices to teach and learn foreign languages increases students' motivation to learn as it facilitates alternative nontraditional teaching methods (Kukulka-Hulme, 2009; Karsenti et al., 2013).

1.5 Principals of MALL:

The individual applications (apps) and tablets usually used do not provide real environments or tasks for language learning, but they have a significant impact on language

learning via mobile phones today. Instead, the focus is on general lessons that can be drawn from using technological applications on the following principles. Therefore, additional rules from the language teaching and learning methodologies used by learners for these principles should be added. (Stockwell & Hubbard, 2013).

Principle 1: In light of the learning objective, mobile tasks, activities, and apps should differentiate between the following: 1) the affordances and limitations of the mobile device and 2) the affordances and limitations of the environment in which the device will be used (Herrington et al., 2009; Reinders & Hubbard, 2013). Most importantly, these affordances and restrictions should be clearly and ethically tied to second language learning research and theory if language learning is the primary objective (Chapelle, 2001; Doughty & Long, 2003).

Principle 2: Recognize the variations among language learners and make plans to accommodate them. Similar to other technological applications, MALL should consider a variety of learning styles and the degree of comfort that individuals have when learning in a public versus private setting (Chun, 2001; Heift, 2002). Accessibility considerations for mobile devices also include manual dexterity for smaller keypads and touch screens and optical acuity. (Stockwell & Hubbard, 2013).

Principle 3: Whenever feasible, make MALL exercises and assignments brief and to the point. Therefore, break up larger jobs or activities into more manageable, cohesive sections. According to various mobile learning frameworks (Elias, 2011; Herrington et al., 2009), this is conventional advice. As students are returning to the job, interruptions—which are inevitable in many mobile environments—should cause the least amount of backtracking. (Stockwell & Hubbard, 2013).

1.6 Advantages and disadvantages of MALL:

Mobile learning is an increasingly popular learning method for people worldwide. It's an excellent way for course creators to reach new audiences and meet students where they spend their time, on mobile technology. As people continue to integrate technology into their daily routines, it is no surprise that they're turning to phones, tablets, and laptops to learn. Mobile assisted language learning gives students flexibility like they've never seen before as they explore new skills, hobbies, trades, and careers. Let us take a look at MALL advantages and disadvantages and explore how MALL can benefit your students

1.6.1 Advantages of MALL:

Accessibility: This is one of the main advantages of MALL. Since m-learning courses are hosted online, learners can access them from any location in the globe. Because of this, mobile learning is incredibly flexible and can assist producers in connecting with a larger audience. (Sullivan, 2022).

Flexibility: While mobile learning is similar to accessibility, it offers students a level of flexibility that synchronous or in-person classes cannot match. The course can be finished by students at any time that suits them best, whether it is 12 o'clock in the afternoon or 12 o'clock at night. Additionally, students can learn at their own rate because they can complete the course in few hours or in few months; this gives them even more flexibility (Sullivan, 2022).

Motivation: Tech-savvy teaching and assessment strategies are used in both mobile learning and e-learning. Interactive tests and quizzes are one way to gamify the course and motivate students to participate, advance, and remember key concepts. Students who are motivated and engaged are more likely to retain what they have learned and graduate feeling fulfilled (Sullivan, 2022).

1.6.2 Disadvantages of MALL:

As is the case anything else, there are disadvantages to mobile learning that need to be taken into account. Through its lack of social interaction, excessive reliance on technology, lack of personalization, and exclusion of students without access to high-quality technology, MALL can expose students to distractions. Let us look more closely at each of the following reasons below:

Distractions: Using a mobile device to access the information is one of the numerous advantages of mobile learning in the classroom for students. But it also means that distractions are likely to occur far more frequently for students. During class, students should expect to get notifications from social media, emails, and text messages. Distractions like these have the potential to lower completion and engagement.

Weak personalization: Personalized feedback is frequently provided by a cohort leader, in-class instructor, or one-on-one mentor. It is more difficult for students to learn and

acquire new abilities when they are enrolled in MALL courses since they may not receive tailored feedback even with engaging assessments like interactive quizzes and examinations.

Lack of social interaction: MALL can encourage students to make meaningful connections online but doesn't allow for meaningful in-person interactions. While some students may thrive in a more isolated and self-paced environment, others may depend on social relationships to motivate them. This can become even more noticeable when students enrol in a course that requires long-term engagement. (Sullivan, 2022).

1.7 Area of MALL:

Areas of mobile-assisted language learning are diverse among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

1.7.1.1 Learning Vocabulary:

Depending on the learners' degree of linguistic competency, different research projects use different MALL activities to focus on vocabulary learning. One popular method for teaching students' new terminology related to the material taught in the classroom is to send them emails or SMS. Kennedy and Levy offered the participants in their study the choice to receive nine or ten SMS messages each week on their mobile phones that included well-known terms in unfamiliar contexts. The messages proved to be quite beneficial for vocabulary learning, according to the results. (Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPS)*, 3(1), 309-319.)

For a better grasp of new terms, learners can also use the pictorial annotation that appears on their mobile devices while they study vocabulary. In a research by Chen, et al. 2008, students were given visual and verbal annotation to help them learn vocabulary in English. The pictorial annotation helped learners with weaker verbal and greater visual ability retain terminology, according to post-test results.

Additionally, Thornton, P., & Houser, C. (2005). sent students three brief minilessons per day to help them learn vocabulary through their mobile devices. To help the learners understand the meaning, they employed new words in a variety of scenarios. The post-test findings demonstrated an improved range of scores, which was really encouraging.

1.7.1.2 Listening comprehension:

The initial step in learning a second language could be regarded as listening comprehension activities. The second generation of mobile phones has made it feasible to create a mobile multimedia system that uses listening activities to teach listening abilities.

Two subsystems form the system that Huang and Sun (2010) created. A website with multimedia resources that published and updated video content, as well as a collection of mobile English listening tasks, aimed at allowing students to practice their listening skills in a setting where learning is all around them. Based on the capabilities of mobile technology, they tried to implement mobile multimedia English listening practice system that allows students to download multimedia sound contents from mobile devices, register on the learning website, order mobile learning courses, and activate learning course reception.

Mobile multimedia English listening exercise system may significantly improve learners' English listening skills, claim Huang and Sun(2010). Another option is to create a platform where students use voice services on their phones to read a text, and then answer questions about it in terms of listening comprehension.

1.7.1.3 Learning grammar:

Mobile-assisted language learning (MALL) incorporates a range of interactive exercises and resources that may be accessed via mobile devices for grammar practice. Kukulska-Hulme and Shield (2008) highlight how useful mobile applications are for offering grammar tasks that are customized to students' needs and skill levels. These apps frequently provide a variety of tasks, like as interactive games, grammar tests, and fill-in-the-blank exercises, that let students practice grammar concepts in real-world situations. Furthermore, mobile apps give users immediate feedback on their exercises, which is essential for effective language acquisition since it allows users to see and fix mistakes in real time (Kukulska-Hulme & Shield, 2008). Furthermore, Thornton and Houser (2005) emphasize how mobile technology can be used to give multimedia grammar lectures that improve comprehension and recall of grammar topics by combining text, audio, and visual aspects.

It can be obtained by installing a specially created app on mobile devices. This app teaches grammar rules and then assigns multiple-choice questions, where students must choose the right response from the available options.

All things considered, mobile devices give students easy and interesting ways to practice grammar whenever and wherever they are, which helps them improve their language skills.(Thornton and Houser, 2005)

1.7.1.4 Pronunciation:

Multimedia features, such as speech functionalities, are available on the second generation of mobile devices, which are essential for m-learning services to function well. With these devices, users can use sound-enabled dictionaries to acquire proper pronunciation, and students can record their own voices for teacher evaluation. Improving system features like phonetic forms and dictionaries helps students pronounce words correctly and talk more fluently.

Students can record their own voice with mobile devices that have multimedia functions. Teachers can then evaluate the kids' pronunciation deficiencies more accurately. In this method, learners' speaking and pronunciation abilities can be greatly enhanced by improving different system features, such as offering a dictionary for checking up unknown terms and their correct phonetic form. (Miangah, T. M., & Nezarat, A. (2012). MobileAssisted Language Learning. International Journal of Distributed and Parallel Systems (IJDPS), 3(1), 309-319.)

As important as the textual component of mobile learning is the speech component, which allows students to converse easily while a system records and plays back their own voice. They can then assess how well they are pronouncing words by comparing their voice to the ideal version. (Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. International Journal of Distributed and Parallel Systems (IJDPS), 3(1), 309-319.)

1.7.1.5 Reading comprehension:

Reading exercises help students improve their vocabulary, and having a larger vocabulary helps students improve their reading comprehension. Students can be provided with reading exercises through SMS messages or an effective mobile learning course that is installed on their devices.(Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. International Journal of Distributed and Parallel Systems (IJDPS), 3(1), 309-319.)

Chen and Hsu (2008). attempted to present a personalized intelligent mobile learning system, or PIM, in which the learners were given English news articles based on

their reading abilities assessed by fuzzy item response theory. The goal of PIM was to provide an efficient and adaptable learning environment for English language learners. The PIM system would automatically identify and retrieve each learner's unidentified vocabulary from the reading of English news items in order to improve their reading skills.

Indeed, Programs offered for mobile learning that combine text announcer pronunciation with a reading function will be more beneficial in fostering simultaneous development of hearing and reading comprehension.

1.8 The role of MALL application in vocabulary development:

Mobile applications are essential for vocabulary building because they provide learners with easy access to a wealth of interactive exercises and language-learning tools. These apps take use of how common mobile devices are to give students opportunities for vocabulary drill and reinforcement at any time and from any location. For example, users can customize vocabulary word decks with apps like Anki and Quizlet, which have features like spaced repetition algorithms that maximize recall through deliberate review intervals (Kornell & Bjork, 2008).

Similar to this, gamified language-learning apps like Memorise and Duolingo encourage learners to persevere and be motivated in their vocabulary acquisition by providing them with interactive challenges and prizes (Yan & Kang, 2017). Furthermore, lexicon and translation resources such as Google Translate and Linguee enable students to investigate the definitions and applications of words in context, leading to a more profound comprehension and use of vocabulary (Zhang & Zhu, 2018).

Additionally, mobile applications let language learners collaborate and engage socially, opening doors for peer interaction and vocabulary development support. Users can engage with native speakers and other learners for language practice and exchange through language learning communities and social apps such as Tandem and Hello Talk (Li & Cummins, 2020). By means of authentic communication and constructive criticism, students not only increase the breadth of their vocabulary but also acquire cultural awareness and proficiency in speaking the target language. Learners can participate in dynamic and immersive vocabulary learning experiences that are tailored to their unique preferences and learning styles by utilizing the features and functions of mobile applications (Lin & Wang, 2021).

1.9 Assessment and evaluation methods for mobile-assisted language learning:

The dynamic nature of mobile technology and its incorporation into language learning situations creates new opportunities and challenges for assessing and evaluating mobile-assisted language learning (MALL). Utilizing mobile analytics to monitor students' activities with language learning platforms or apps is one popular technique. Researchers can collect quantitative information using this method about how learners use the materials, how far they get along, and performance indicators including task completion rates, time spent on tasks, and quiz scores (Nagata, 2016). Teachers can learn more about the engagement levels, areas of difficulty, and general competency improvement of their students by examining these data points.

Furthermore, qualitative techniques like surveys, observations, and interviews are helpful in gathering information about learners' attitudes, perceptions, and experiences with mobile language learning applications. According to Hubbard (2013), these techniques offer rich contextual information on variables affecting learners' motives, usage patterns, and learning results. Surveys can measure learners' satisfaction levels and perceived efficacy of mobile learning interventions, whereas interviews might disclose their preferences for particular features or activities inside language learning apps.

Additionally, assessments—both formative and summative—are essential tools for gauging the language proficiency and advancement of students in MALL settings. When formative evaluations are used at various stages of the learning process, they allow teachers to keep an eye on students' progress, give prompt feedback, and modify their lesson plans as necessary (Chapelle, 2008). Conversely, summative evaluations, which are given at the conclusion of a course, gauge students' general performance and competence levels. They frequently take the form of performance-based or standardized exams (Burston, 2015). Through the integration of quantitative analytics, qualitative insights, and a range of assessment techniques, scholars may conduct a thorough assessment of the efficacy and significance of language learning efforts supported by mobile devices.

Conclusion:

In summary, Mobile Assisted Language Learning (MALL) is a major development in language learning that makes use of mobile devices to provide adaptable, customized, and interactive learning environments. Studies conducted by Stockwell (2010) and Godwin-Jones (2011) demonstrate how useful mobile applications are for expanding one's vocabulary and improving one's general language skills. Furthermore, Kukulska-Hulme and Shield (2008) highlight how MALL has developed from merely delivering content to encouraging learner participation and involvement and enabling a more immersive language learning experience. To fully achieve MALL's potential; however, issues including gaps in digital literacy and the incorporation of MALL into instructional frameworks must be resolved, as suggested by Levy and Stockwell (2006). Notwithstanding these difficulties, MALL has the potential to completely transform language learning by giving students access to materials at any time, individualized learning plans, and chances to practice speaking in social situations.

Chapter 2 Vocabulary Development

Introduction

- 2.1. Definition of vocabulary learning**
- 2.2. Importance of vocabulary learning proficiency**
- 2.3. Type of vocabulary learning proficiency**
- 2.4. Aspect of vocabulary learning proficiency**
- 2.5. Understanding vocabulary learning strategies:**
- 2.6. Strategies of vocabulary learning proficiency**
- 2.7. Technique in teaching vocabulary learning**
- 2.8. Methods of vocabulary learning/acquisition**
- 2.9. Factors affecting the vocabulary learning proficiency**
 - 2.9.1. Learner Individual Difference Factors**
 - 2.9.2. Social and Situational Factors**
 - 2.9.3. Learning Outcomes for Learners**

Conclusion

Introduction

Without words to express a wide range of meanings, the majority of language teachers think that vocabulary is the single most crucial component of any language training. No matter how well students study grammar or how well they understand the L2 sounds, meaningful communication in a second language is impossible. The least organized and well-served aspect of learning a foreign language, however, seems to be vocabulary. In addition, students typically retain the most vocabulary in order to comprehend and use the language. Consequently, this chapter clarifies the meanings of vocabulary and vocabulary learning proficiency. It also highlights the importance of vocabulary learning proficiency in addition to highlighting the strategies of vocabulary and their significance. It also discusses the effect of vocabulary learning in students.

2.1. Definition of vocabulary learning:

“Words we must know to communicate effectively; words in speaking (expressive vocabulary) and listening (receptive vocabulary)” is the definition of vocabulary (Neuman & Dwyer, 2009).

Vocabulary is “the total number of words in a language; vocabulary is a list of words with their meanings,” Hornby (1995). However, according to Ur (1998), vocabulary is “roughly defined as the words we teach in the foreign language.” A new word in vocabulary might, however, consist of more than just one word. For instance, the terms “post office” and “mother-in-law” are composed of two or three words that together convey a single idea. As a helpful convention, all such circumstances should be covered by discussing vocabulary “items” rather than “words. Furthermore, vocabulary is described by Burns (1972) as “the store of words which is used by a person, class or profession”. According to the definitions given earlier, vocabulary is the total amount of words required to convey concepts and convey the speaker’s meaning. It is for this reason that vocabulary learning is crucial.

Proficiency in vocabulary learning is the capacity to learn and apply a large number of words in different circumstances. It includes using words correctly in speaking, writing, listening, and reading in addition to their recognition and comprehension. Vocabulary competency, according to Nation (2006), entails understanding a word's meaning,

grammatical characteristics, collocations, and suitability in various contexts. This dynamic skill is developed gradually by exposure to language input, intentional practice, and the use of tactics like word parting, guessing meaning from context, and memory procedures.

Furthermore, because vocabulary growth has a big impact on comprehension and communication abilities, it is directly related to language ability overall. A large vocabulary improves language learners' capacity to understand difficult texts, communicate effectively, and express oneself simply (Laufer, 1998). To become proficient in vocabulary acquisition, one must actively participate in communication activities, continuously engage with the language, and make smart use of resources like dictionaries and vocabulary learning applications. In the end, vocabulary proficiency is a complex ability that enhances general language competence and fluency

2.2. Importance of vocabulary learning proficiency:

Learning vocabulary is a crucial component of learning a foreign language as, in both literature and classroom settings, the definitions of new terms are frequently stressed. It is also crucial to the teaching of languages and is highly significant to language learners. According to recent studies, teaching vocabulary may be difficult since many teachers lack confidence in the best practices for doing so and occasionally are unsure of how to start emphasizing word learning in the classroom (Berne & Blachowicz, 2008). Every day, both inside and outside of schools, people show how important vocabulary is. The most proficient students in the classroom have the most extensive vocabulary.

Scholars like Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), Nation (2011), and others have come to the conclusion that developing one's vocabulary is crucial to using a second language successfully and to the formation of coherent written and spoken texts. Learning vocabulary items is essential for all language skills, including speaking, listening, reading, and writing, in both English as a second language (ESL) and English as a foreign language (EFL) (Nation, 2011). Moreover, Rivers and Nunan (1991) contend that developing a sufficient vocabulary is necessary for proficient use of a second language since, in the absence of a large vocabulary, we will be unable to apply any structures and functions we may have acquired to clear communication.

A strong vocabulary is essential for clear, accurate, and nuanced idea transmission. It is the foundation of effective communication. Since language serves as the fundamental

means of communicating thoughts, feelings, and intentions, having a large vocabulary helps people express themselves clearly and elegantly in a variety of settings, including everyday encounters and academic debate. Furthermore, language competency improves critical thinking, problem-solving, and even literacy comprehension and is closely tied to cognitive growth. According to research by Nagy and Anderson (1984), vocabulary knowledge is essential for reading comprehension since it helps readers understand texts and derive meaning from them.

Moreover, vocabulary proficiency has a significant impact on both academic and professional success, going beyond mere language competency. People with a large vocabulary are more capable of understanding abstract ideas, deciphering difficult texts, and using analytical reasoning. Furthermore, having a varied vocabulary helps people manage linguistic difference with grace and dexterity in today's globalized world when cross-cultural communication is commonplace, promoting intercultural understanding and cooperation. According to Graves (2006), expanding one's vocabulary is not just a language task but also a fundamental ability that supports learning in all subject areas, highlighting its critical importance in education and other contexts.

2.3. Type of vocabulary learning proficiency:

There are two categories for vocabulary: print and oral (Hibert and Kamil, 2005). Oral form refers to the language that is used when reading or speaking aloud. On the other hand, vocabulary is seen in print when someone writes or reads aloud. They added that vocabulary can be divided into two categories: receptive and productive vocabulary. These categories will be described as follows:

Productive Vocabulary: When someone conveys their ideas through speech or writing, they typically employ productive vocabulary. When someone writes or speaks, they typically use language that they are comfortable with. Words of this type are included in the productive vocabulary. A person's productive vocabulary is the collection of words they can employ when writing or speaking (Hiebert and Kamil, 2005). These are common, wellknown, and commonly used terms. Although Haycraft (1978). claimed in Hacth and Brown (1995) that a student's productive vocabulary consists of terms they can accurately pronounce, comprehend, and apply in both writing and speaking.

Receptive Vocabulary: This is the collection of words that a person may understand by reading or listening. These are terms that students frequently don't know as well as use as frequently (Hiebert and Kamil, 2005). Words that a pupil cannot accurately produce but can identify and understand when they are used in context are known as receptive vocabulary (Hatch and Brown, 1995).

2.4. Aspect of vocabulary learning proficiency:

Lado, as referenced in Mardianawati (2012), states that pupils must master five different language facets. Meaning, spelling, pronunciation, word classes, and word use are the first five. These details will be discussed below:

Meaning: Since meaning refers to how a word conveys its meaning to language users, meaning emerges as one of the most important concepts that students should understand. A term can frequently have many meanings depending on the context in which it is used. As an example, the noun "present" describes a moment in time that is currently occurring. As a noun, the term "present" also means "something given to someone," usually on a special occasion. For this reason, it is crucial that students understand the definition of the word since it will enable them to use it and interpret its meaning in a variety of contexts.

Spelling: Students must be able to spell words correctly when they come across them for the first time. Spelling is the representation of a word's appearance. Students will be able to accurately compose words in written form if they know how to spell them. It is crucial that the pupils understand how to spell the word as a result.

Pronunciation: In addition to learning vocabulary, pupils must be able to pronounce words correctly. It will assist the pupils in comprehending what the other person is trying to express. It will be difficult for someone to understand a term if it sounds wrong. Because it will prevent misunderstandings during oral conversation, it is crucial that children learn how to pronounce words correctly.

Word Classes: Word classes are groups of related words. In semantic feature analysis, it is a crucial feature. Words fall into several categories, including nouns, verbs, adjectives, adverbs, and prepositions. This kind of classification of a language's vocabulary is based on how those terms are used in communication.

2.5. Understanding vocabulary learning strategies:

Comprehending Vocabulary Acquisition Techniques As part of or a subclass of LLS, vocabulary learning methods (VLS) are recognized (Nation, 2001, as mentioned in Asgari & Mustapha, 2012; Rabadi, 2016). These are the methods that second language learners use specially to pick up new vocabulary in their target language. As a result, VLS is defined in relation to LLS (Catalán, 2003; as referenced in Rabadi, 2016).

To assist language learners in learning, storing, retrieving, and utilizing a language, VLS encompass any exercises, strategies, tactics, or concepts (Rubin, 1987; O'Malley & Chamot, 1995, as quoted in Rabadi, 2016). Conversely, VLS is defined by Cameron (2001) as the steps that students take to aid in their own understanding and memorization of vocabulary words. Schmitt (1997), referenced in Rabadi (2016), states that as "use" is viewed as a vocabulary exercise, anything that influences it is considered a vocabulary learning approach. Many categories of vocabulary learning techniques (VLS) have been presented by various authors, demonstrating a vast range of approaches to vocabulary acquisition (Stoffer, 1995; Gu & Johnson, 1996; Schmitt, 1997; Nation, 2001).

Though there are several taxonomies, Schmitt's is the most complete and widely used (Catalan, 2003; Rabadi, 2016). Based on Oxford's (1990) classification of LLS, Schmitt added to his taxonomy social, memory, cognitive, and metacognitive strategies. He also created a new category called determination strategies. Additionally, Schmitt (1997) divided the tactics into two primary categories: consolidation strategies and discovery strategies. Schmitt (1997) provided the taxonomy shown in Figure

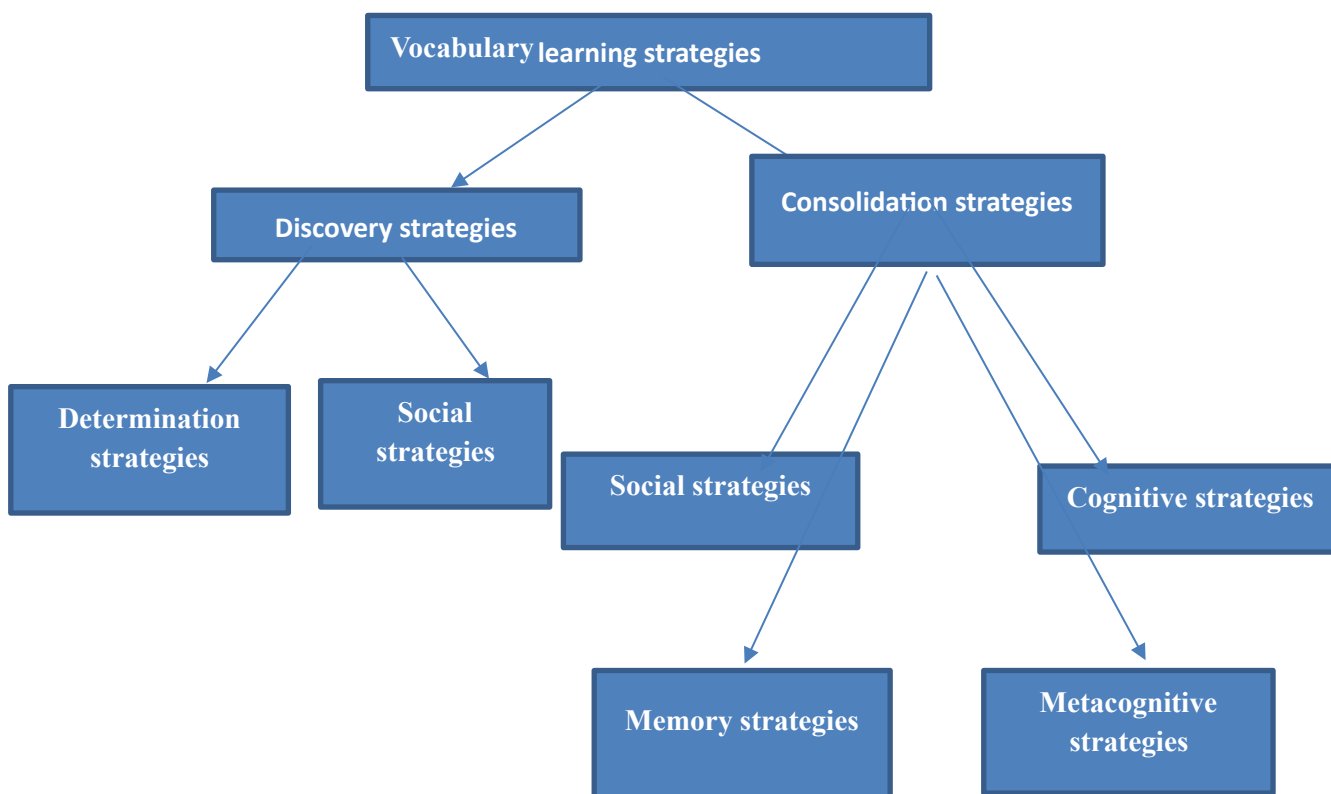


Figure 2.1 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997). Source: Tanyer & Ozturk (2014).

2.6. Strategies of vocabulary learning proficiency:

Learning strategies for vocabulary are a subset of learning strategies for languages, which are subsets of learning methods for general knowledge. Research on vocabulary acquisition strategies generally yields results that are consistent with studies on the usage of more broad language learning strategies. Schmitt (1997) offers an extremely helpful summary of the growing significance of strategy use in second language acquisition, emphasizing that it developed from a desire for students to take an active part in their education.

More specifically, a variety of questions are posed to vocabulary learners. Choosing a strategic approach to answering these questions will result in varying degrees of learning achievement. Among these inquiries are the following:

Questions	Task Type
Which words do I need to learn?	Picking And Choosing
When and where can i find words that I need?	Sources
What are the task's demands and difficulties in learning each vocabulary item?	Task Analysis
To what extent should I learn this item?	Learning Aim
How should I deal with the different type of vocabulary that I decide to learn?	Tactic
Which tactic out of my bag of tricks is my best bet in learning this item?	Person And Strategy Analysis
What contextual resources or constraints are there for me to learn this item?	Context Analysis

Table 2.1 Questions of Vocabulary strategies (Peter Yongqi Gu (2014))

2.7. Technique in teaching vocabulary learning:

Using Objects:

This strategy entails the use of props, visual aids, and presentations. To aid in the memorization of language, as these terms are thought to serve as indicators for our memory (Takaç, 2008 as referenced in Alqahtani, 2015). According to Garins and Redman (1986) (quoted in Alqahtani, 2015), it is a useful method for teaching beginners and younger students concrete vocabulary. However, we must ignore the fact that a teacher cannot possibly expose all of the wards with things in the classroom (Utami, 2015).

Drawing:

You can use this method by sketching objects on flashcards or the whiteboard. It helps students comprehend and realize the important concepts covered in class (as described in Alqahtani, 2015).

Utilizing illustrations and pictures:

This method makes use of pre-made materials including wall charts, posters, flashcards, magazine illustrations, board drawings, stick figures, and photos that have been created by the instructor or his pupils. According to Algahtani (2015), the teacher chooses what will make the vocabulary items the simplest and most understandable.

Elicitation:

Students are given a list of terms in order to complete this. – Explanation: According to Umami (2015), all that is required to perform this task is to give the pupils a sentence that defines the word.

Translation:

If words need to be translated in order to understand them, this is because reading is a highly useful ability and habit in both our academic and professional lives. Reading can have a beneficial and innovative impact on our lives, abilities, and thoughts. It's described as "a dynamic process of comprehending written and visual materials." (Stated in Alghathani, 2005).

2.8. Methods of vocabulary learning /acquisition:

Remembering and using new words in speech is often a challenge for language learners. Here are some methods to help students make words stick in their mind and use them in conversation.

- **No random words:**

What matters to us is what we recall. It's usually not a good idea to make lists or index cards with random words on them in order to remember and use them later. Term lists and index cards are excellent tools for reviewing previously learned vocabulary, but if you want a new term to stay in your memory, try associating it with a personal or significant experience. When a new term is used in an exciting or emotional context, you are more likely to remember it. If you love football, for instance, you are more likely to recall the term "unstoppable" when it is used in a sentence like "Messi is unstoppable" as opposed to when it is used alone or in a general statement. (Svetlana Kandybovich, 2017).

- **Use your inner voice:**

In essence, learning is an interior activity. You have to enter the realm of your inner voice in order to learn a word. Try this out: After hearing a word or phrase once, listen to it in your mind, pronounce it out loud, and then listen to it again. Take a recording of yourself saying it, and then play back the audio. Does it sound the same as your inner ear heard it? (Svetlana Kandybovich, 2017).

- **Use spaced repetition:**

Repetition helps you remember new words. But, spaced repetition—saying the same words a few times over the course of several days or weeks—is more successful than repeating them a hundred times in a single day.(Kandybovich, 2017).

- **Challenge yourself with word games:**

The brain is stimulated when it perceives a challenge. Playing games that teaches you new terms and their meanings is an enjoyable method to increase the size of your vocabulary. (Kandybovich, 2017).

- **Speak into reality:**

Even with the best of intentions, memorization of a new word or phrase is not always simple to do in the heat of the moment. You may fix this by recording yourself talking nonstop for two to four minutes. You might offer an overview of the environment you live in or share your thoughts on a specific subject. After that, play back the speech you recorded and take note of the terms you used. Which of the new terms you wanted to activate did you use? Were there any terms you used that you could have substituted with the new ones? After that, record something else. Does it improve at all? (Kandybovich, 2017).

Method	Description	Citation
Contextual Learning	Learning words within the context of sentences or paragraphs to grasp their meaning and usage.	Richards, J. C., & Rodgers, T. S. (2001).

Flashcards	Using flashcards with target words on one side and definitions or examples on the other for memorization.	Chun, D. M., & Plass, J. L. (1996).
Mnemonics	Employing memory aids such as acronyms, visualization, or association techniques to remember vocabulary.	Pressley, M., Levin, J. R., & Ghatala, E. S. (1984).
Spaced Repetition	Reviewing words at increasing intervals over time to reinforce memory retention.	Pimsleur, P. (1967).
Active Engagement	Actively using words in speaking, writing, or exercises to deepen understanding and retention.	Nation, I. S. P. (2001).
Reading	Regularly reading books, articles, or other texts to encounter new vocabulary in context.	Krashen, S. (2004).
Language Apps	Utilizing language learning applications that offer vocabulary exercises, games, and quizzes	Duolingo Team. (2016).

Table 2.2 Methods of vocabulary learning

These additional methods offer diverse approaches to vocabulary learning, each with its own benefits and advantages.

2.9. Factors affecting the vocabulary learning proficiency:

Numerous studies on vocabulary learning have identified a variety of variables that contribute to diversity in learners' usage of vocabulary learning. It has been discovered that the frequency and kind of Vocabulary learning used by students varies according to these kinds of elements. Under Ellis's framework (1994), the elements influencing learners' usage of VL that are covered in this research have been grouped. The following are three general categories.

2.9.1 Learner Individual Difference Factors:

One type of variance in the application of VLs is the result of learner individual difference factors. Belief, attitude, motivation, and prior language learning experiences are some of these variables.

- **Belief:**

It has been determined that one of the key elements influencing students' adoption of VL is belief. According to a research by Gu and Johnson (1996), Chinese university students used more meaning-oriented memory techniques than rote ones and devalued rote memorization techniques.

- **Attitude:**

Of the several learner difference characteristics, attitude seems to have a positive correlation with the application of VL by students. Wei (2007) considered attitude to be an additional component impacting learners' adoption of VL in addition to belief. The results demonstrated that in four categories—dictionary, activation, guessing, and management—Chinese college students with good views toward language acquisition used VL more frequently than those with negative attitudes.

- **Motivation:**

There appears to be a favorable correlation between students' VL and motivation.

For instance, Fu's (2003) research found a favourable correlation between students' use of VL and their intrinsic interest motivation, or their innate enthusiasm in learning language. Marttinen's (2008) study is another piece of evidence supporting the link between learners' VL use and motivation. It shows that ESL students in Finland who were highly motivated used a greater variety of VLs than those who were not as motivated.

2.9.2 Social and Situational Factors:

These are additional variables that affect how the learners use VL. The subject of study, course type, class level, gender, and language learning environment are examples of social and situational variables.

2.9.3 Learning Outcomes for Learners:

Various academics employ disparate methods to forecast the learning outcomes of children, including language proficiency, vocabulary knowledge, and language achievement.

- **Language Achievement:**

Several studies have found a correlation between students' use of VL and their achievement in language learning. For instance, high achievers used VL more frequently than poor achievers, according to Gidey's (2008) research. The outcomes aligned with Suppasetseree and Saitakham's (2008) findings, which demonstrated the distinction between high and low achievers among English majors at EFL Thai universities.

- **Language proficiency:**

An analysis of the students' language skills in relation to their use of VL has been conducted. For instance, Loucky's (2003) research found that Japanese college students used VLs more frequently when their language ability was higher than when it was lower. The findings were in line with those of Kung and Chen (2004), Nemati (2008), Chang Tsai and Chang (2009), and Celik and Toptas (2010), who found a favourable correlation between students' VL use and language proficiency.

- **vocabulary knowledge:**

Vocabulary size is frequently used by researchers as a proxy for vocabulary expertise.

The relationship between students' vocabulary size and their usage of VL is well-supported by research. For instance, Tilfarlioglu and Bozgeyik's (2012) research revealed a positive correlation between students' use of VL and Vocabulary amount.

Factors	Description	Citation
Age	Younger learners tend to acquire vocabulary more quickly.	(Lenneberg, 1967)
Exposure	Increased exposure to language leads to better proficiency.	(Hart & Risley, 1995)
Motivation	Intrinsic motivation positively impacts vocabulary learning	(Dörnyei, 2001)
Learning strategies	Effective strategies such as mnemonic devices aid learning.	(O'Malley & Chamot, 1990)
Language proficiency	Higher proficiency in the target language facilitates learning.	(Nagy & Anderson, 1984)
Socioeconomic	Higher SES often correlates with better vocabulary skills	(Hoff, 2003)

Individual Differences	Learning styles and cognitive abilities impact proficiency.	(Skehan, 1998)
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Table 2.3 Other Factors affecting the vocabulary learning proficiency

Conclusion:

To sum up, learning vocabulary is a complex process that is essential to language proficiency. The critical period hypothesis emphasizes the value of early vocabulary exposure by positing that there is an ideal window for language acquisition, as demonstrated by Johnson and Newport (1989). This does not, however, lessen the value of language learning in later life. Throughout life, methods including spaced repetition, context-based learning, and active word engagement through writing, reading, and conversation are essential for building a person's lexicon. Additionally, the development of technology has made available cutting-edge materials and techniques that improve vocabulary acquisition even more. To put it simply, learning vocabulary is a process that requires constant practice and a variety of methods in order for people to become proficient communicators and understand complex linguistic nuances.

The Practical Part

Introduction.

3.1. Teachers Questionnaire

3.1.1. Teachers Questionnaire's Description

3.1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

3.1.3. Overall Analysis of the Results of Teachers' Questionnaire

3.2. Description of pre and post test

3.3. Description of The Treatment Phase

3.4. Analysis of the pre and post test results

3.4.1. Experimental group scores

3.4.2. Control group scores

3.5. Discussion of the Results

Conclusion

Introduction

Our main goal is to find out how well MALL can improve the students' vocabulary learning. In the process, we explore the experiences, education, methods, and tactics that teachers have used to maximize MALL's ability to improve students' vocabulary. In order to obtain thorough insights into the integration of MALL tools and techniques within language learning environments at the Department of Letters and English at the University of Kasdi Merbah Ouargla, we conducted a teachers' questionnaire for ten university teachers in the same institution and administered a students' test. The purpose of this investigation is to

provide more light on whether or not MALL improves students' vocabulary. Recognizing the crucial role that teachers play, we also understand how deeply responsible it is for them to plan effective lessons that support vocabulary growth. We acknowledge their significant role in coordinating effective teaching strategies meant to support vocabulary growth using cutting-edge MALL techniques.

The focus is on the participants in relation to the students' test. We look at the students' use of MALL related to enhancing their vocabulary learning and how MALL helps students learn more words. We check to see if participants are users of mobile learning, and if so, how much do they know about MALL? The participants in our research are third-year students enrolled in the University of Kasdi Merbah Ouargla; Department of Letters and English for the academic year 2023–2024. There are sixty (60) students in the sample, thirty (30) each group. Third Year was selected over previous levels because at this point we assume that students are more aware as well as self-regarded ones when it comes to their learning process.

3.1. Teachers Questionnaire:

3.1.1 Teachers Questionnaire description:

There are fifteen questions on the teacher's questionnaire, broken down into three categories. Section 1: Background of the teacher (Q1-Q5). We aim at seeking to learn more about their background and training as teachers. Asking about the particular module or subject they teach is the first step, ((Q1)) and then you should ask about the academic levels they are involved in (Q2). After that, teachers are asked about their teaching experience (Q3). The answers range from less than five years to more. They are next questioned about whether they have had any official teaching training since starting their careers (Q4). Lastly, a yes/no question that allows respondents to indicate if they have received special instruction on using technology in the classroom is included in the questionnaire(Q5). The second section of the questionnaire MALL use in classroom explores the use of mobile-assisted language learning (MALL) tools in the classroom. The first question, asks about the instructor's prior experience using MALL tools in the classroom.(Q6). The respondent is next asked to identify the types of MALL tools they have used such(Q7) as computers, tablets, mobile phones, or other devices, if they have used any. The frequency of integrating the MALL tool into classrooms is then evaluated, with a range of never to always (Q8). The following questions delve into the perceived benefits of MALL in education and invite participants to clarify

their position (Q9). A more thorough grasp of MALL's application beyond its initial scope is fostered by asking teachers to share other examples where they have incorporated it into their teaching practices in response to the final question (Q10). The third section of the questionnaire explores MALL use for vocabulary enhancement. The first question presents possibilities such as laptops, tablets, mobile phones, and other devices in an attempt to determine which MALL instruments are thought to be the most beneficial for learning vocabulary (Q11). The second question that follows asks respondents to elaborate on any differences they have noticed in the vocabulary of their students after using MALL tools into their (Q12). The third question which offers yes/no/ensure as response possibilities, then asks about the degree of student motivation and engagement when using MALL activities for vocabulary learning (Q13). Next, the fourth question asks about how MALL affects students' language recall and memory while giving responders the opportunity to go into further detail about the effects they have seen (Q14). The fifth and last question asks about if MALL promotes independence and student ownership of learning and it invites respondents to consider how MALL might affect students' attitudes and behaviours related to learning (Q15).

3.1.2 Analysis and Interpretation of the Results of the Teachers' Questionnaire:

Section one: teacher's background:

Q1: What module do you teach?

The first question aims to gather information about the specific subject or course that the respondent teaches. This information helps contextualize their responses to subsequent questions and allows researchers or administrators to understand how the use of Mobile-Assisted Language Learning (MALL) tools may vary across different teaching domains. By knowing which module, the respondent teaches, researchers can analyze how MALL is implemented and perceived within specific academic disciplines or areas of study.

Module	Number of teachers	percentage
literature	2	25%
Linguistics	2	25%
Oral comprehension	2	25%

Grammar	1	13%
Didactics	1	13%
Total	8	100%

3.1 table of teacher's modules

The Description of answer 1

This table 3.1 provides an overview of the distribution of teachers across various modules, along with their corresponding percentages. There are a total of 8 teachers, each assigned to different educational modules. The breakdown is as follows:- **Literature**: 2 teachers, which constitutes 25% of the total **Linguistics**: 2 teachers, also making up 25% of the total. **Oral Comprehension**: 2 teachers, representing another 25%. **Grammar**: teacher, accounting for 13% of the total. **Didactics**: 1 teacher, also comprising 13% Each percentage reflects the proportion of teachers dedicated to each specific module out of the total number of 8 teachers.

Q2: Which level do you teach?

The second question aims to gather information about the educational level or grade level at which the respondent teaches. This information helps to understand the target audience of the respondent's teaching practices, such as elementary school, middle school, high school, or higher education levels like college or university. Knowing the level at which the respondent teaches allows researchers or administrators to tailor their analysis and recommendations regarding the integration of Mobile-Assisted Language Learning (MALL) tools for vocabulary enhancement to specific educational contexts. Additionally, it helps in understanding how MALL strategies might differ based on the developmental stages and learning needs of students at different educational levels.

Level	Number of teachers	Percentage of total teachers
L1	3	38 %
L2	2	25%
M1	2	25%
M2	1	13%
Total	8	100%

table of percentage of teachers for each level

The description of answer 2 :

The table 3.2 provides a detailed breakdown of the distribution of teachers across different levels. At Level 1 (L1), there are 3 teachers, which constitutes 38% of the total teaching staff. Level 2 (L2) is staffed by 2 teachers, accounting for 25% of the overall teachers. Similarly, Level M1 also has 2 teachers, representing another 25% of the total. Lastly, Level M2 has 1 teacher, making up 13% of the teaching staff. In total, there are 8 teachers, covering 100% of the teaching workforce.

Q3: How many years have you been teaching?

The third question serves to ascertain the level of experience of the respondent in the teaching profession. Understanding the years of teaching experience helps researchers or administrators contextualize the responses provided in the questionnaire. This information allows for a deeper analysis of how teaching experience may influence perceptions, attitudes, and practices related to the use of Mobile-Assisted Language Learning (MALL) tools for vocabulary enhancement. Additionally, it provides insights into the potential correlation between teaching experience and the efficacy of MALL implementation in language education.

Year of experience	Number of teachers	Percentage
Less than five years	5	63%
More than twelve years	1	13%
Five to eight years	1	13%
Eight to twelve years	1	13%
Total	8	100%

3.2 table of teachers experience

The description of answer 3 :

The table 3.3 presents data on the years of experience of eight teachers. A significant majority, comprising 63%, have less than five years of teaching experience, represented by five teachers. The remaining teachers are more evenly distributed across other experience brackets. Specifically, one teacher (13%) has more than twelve years of experience, another (13%) has between five and eight years of experience, and the final teacher (13%) has between eight and twelve years of experience. This distribution indicates that the teaching staff is predominantly composed of relatively new educators, with a smaller proportion of more experienced teachers.

Q4: Did you have any teaching training since you start teaching?

The fourth aims to assess the extent of formal training or professional development that the respondent has undergone in the field of teaching. By gathering information about the respondent's training background, researchers or administrators can better understand the level of pedagogical expertise and instructional skills possessed by the educator. This knowledge is crucial for interpreting the respondent's perspectives and practices related to the use of Mobile-Assisted Language Learning (MALL) tools for vocabulary enhancement. Additionally, it provides insights into the potential impact of professional development opportunities on the integration of innovative teaching methodologies, such as MALL, into classroom instruction.

Teaching training	Number of teachers	Percentage
Yes	5	63%
No	3	38%
Total	8	100%

3.4 Table of teaching training

The description of answer 4:

The table 3.4 provides information about the training status of a group of eight teachers. Out of these teachers, five have received training, representing 63% of the total group. Conversely, three teachers have not undergone training, which constitutes 38% of the total. Altogether, the data sum up to 100%, illustrating the distribution of trained and untrained teachers within the specified group.

Q5: Did you have any training on technology usage?

The fifth question aims to ascertain the respondent's level of proficiency and familiarity with technology in the context of teaching. By gathering information about the respondent's training background related to technology usage, researchers or administrators can assess the educator's readiness to integrate technology, such as Mobile-Assisted Language Learning (MALL) tools, into their teaching practices. Understanding the extent of the respondent's training on technology usage helps in gauging their confidence in utilizing digital tools effectively for educational purposes, particularly in enhancing vocabulary learning. Additionally, it provides insights into the potential need for further training or support in leveraging technology for language education.

Technology training	Number of teachers	Percentage
Yes	5	63%
No	3	38%

Total	8	100%
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3.5 Table of technology training

The description of answer 5 :

The table 3.5 presents data on the participation of teachers in technology training. Out of a total of 8 teachers, 5 have received technology training, which represents 63% of the group. Meanwhile, 3 teachers, making up 38% of the total, have not undergone any technology training. This indicates that a majority of the teachers have been trained in technology, though a significant minority has not.

Section two: MALL use in classroom

Q1: Have you used MALL tools in your teaching before?

The aim of this question is to ascertain the respondent's prior experience and familiarity with Mobile-Assisted Language Learning (MALL) tools. By gathering information about whether the respondent has utilized MALL tools in teaching contexts before, researchers or administrators can gauge the level of exposure and expertise the educator has in integrating technology for language learning purposes. This knowledge helps in tailoring subsequent questions and analyzing responses regarding the effectiveness, challenges, and benefits of MALL implementation in vocabulary enhancement. Additionally, it provides insights into the potential readiness of educators to adopt MALL strategies in their teaching practices.

Technology training	Number of teachers	Percentage
Yes	5	63%
No	3	38%
Total	8	100%

3.6 table of using MALL

The description of answer 6:

The table 3.6 presents data on the number of teachers who have received technology training versus those who have not. Out of a total of eight teachers, five have received technology training, representing 63% of the group. In contrast, three teachers have not received any technology training, accounting for 38% of the total. This data highlights that

a majority of the teachers are equipped with technology training, though a significant portion, over one-third, still lack this training.

Q2: If yes, please specify which tools?

The aim behind the question "If yes, please specify which tools?" is to gather specific information about the types of Mobile-Assisted Language Learning (MALL) tools that the respondent has utilized in their teaching practices. By asking respondents to specify the MALL tools they have used, researchers or administrators can gain insights into the range of digital resources and technologies employed for language learning purposes. This information helps in understanding the diversity of MALL tools available and the preferences or experiences of educators in using particular tools for vocabulary enhancement. Additionally, it allows for a more detailed analysis of the perceived effectiveness and usability of different MALL tools in language education contexts.

tool	Number of teachers	Percentage
Mobile phone	5	63%
Tablets	0	0%
laptop	3	38%
Other	0	0%
Total	8	100%

3.7 table of MALL tools

The description of answer 7:

The table 3.7 presents data on the number of teachers using different types of technology in a certain setting. Out of a total of 8 teachers, 63% (5 teachers) utilize mobile phones. Laptops are used by 3 teachers, accounting for 38% of the total. Notably, no teachers use tablets or other types of technology, as both categories have a 0% usage rate. This data highlights a clear preference for mobile phones among the teachers, followed by laptops, with no adoption of tablets or other technologies.

Q3: How often do you use MALL in your classes?

The aim behind the third question is to assess the frequency of MALL integration into the respondent's teaching practices. By gathering information about the frequency of MALL usage, researchers or administrators can gain insights into the extent to which educators incorporate technology into their language teaching routines. Understanding the frequency of MALL usage helps in evaluating the level of integration of digital tools for vocabulary enhancement and language learning activities. Additionally, it provides insights

into the potential impact of MALL on instructional methods and student engagement in language education settings.

Frequency	Number of teachers	Percentage
Never	0	0%
Rarely	3	38%
Sometimes	3	38%
Always	2	25%
Total	0	100%

3.8 Table of frequency use of MALL in classroom

The description of answer 8 :

The table 3.8 illustrates the frequency of Mobile-Assisted Language Learning (MALL) usage among teachers in the classroom. It presents data on four categories: 'Never,' 'Rarely,' 'Sometimes,' and 'Always.' According to the table, no teachers reported 'Never' using MALL, accounting for 0%. Conversely, 'Rarely' and 'Sometimes' each have a representation of 38%, with three teachers in each category, indicating that the majority of teachers utilize MALL infrequently or intermittently. Additionally, 25% of the teachers, equivalent to two individuals, reported 'Always' employing MALL in their instructional practices. Despite the varied use, the total percentage accounts for 100%, highlighting the differing levels of adoption and integration of MALL in educational settings. This distribution suggests that while a significant portion of teachers incorporate MALL to some degree, a consistent and widespread usage is not yet prevalent.

Q4: Do you think MALL is advantages in your teaching? explain your answer.

The aim behind the question "Do you think Mobile-Assisted Language Learning (MALL) is advantageous in your teaching? Explain your answer." is to solicit the respondent's perspective on the overall benefits or advantages of integrating MALL tools into their teaching practices. By asking educators to explain their stance on the advantages of MALL, researchers or administrators seek to gain insights into the perceived strengths and potential benefits of incorporating technology into language education. When Understanding the reasons behind the respondent's perception of MALL's advantages, it helps in identifying key factors that contribute to its effectiveness in enhancing vocabulary learning and other language skills. Additionally, it provides valuable qualitative data for

evaluating the impact of MALL on teaching practices, student outcomes, and instructional efficiency

Teachers response	Number of teachers	Percentage
Yes	2	25%
Yes , student overcome the barriers of time and place	3	38%
Yes , MALL has helped in raising students vocabulary	3	38%
Total	8	100%

3.9 table of teachers response

The description of answer 9 :

The table 3.9 presents data on teachers’ responses regarding the effectiveness of MobileAssisted Language Learning (MALL) in different aspects. Out of the eight teachers surveyed, 25% (2 teachers) simply responded “Yes” to MALL’s effectiveness. A further 38% (3 teachers) elaborated that MALL helps students overcome barriers of time and place. Another 38% (3 teachers) indicated that MALL has contributed to raising students’ vocabulary levels. Overall, the responses highlight that all the teachers (100%) acknowledge some form of benefit from using MALL in language learning, with significant emphasis on its ability to address logistical challenges and enhance vocabulary development.

Q5: Do you have any examples in which you implement MALL in your classes?

The aim of this question is to gather specific instances or examples of how educators utilize MALL tools beyond vocabulary enhancement activities. By asking for additional examples of MALL implementation, researchers or administrators aim to gain a comprehensive understanding of the breadth and depth of MALL integration in language teaching practices. This question allows educators to share diverse experiences and innovative approaches in using technology to support language learning, such as interactive language games, multimedia presentations, online language learning platforms, or virtual language exchange programs. Collecting such examples helps in identifying best practices,

emerging trends, and creative uses of technology in language education. Additionally, it provides valuable insights for informing professional development initiatives and curriculum design efforts aimed at promoting effective MALL implementation across various educational contexts.

Implementation method	Number of teachers	Percentage
Sending emails with new concepts and literacy terms	3	38%
Checking origins of words , pronunciation and spelling	3	38%
Asking students to check the accuracy of vocabulary written on the board	2	25%
Total	8	100%

3.10 Table of implementation method

The description of answer 10 :

The table 3.10 presents data on various implementation methods used by teachers to enhance literacy skills. There are three primary methods highlighted. The first method, sending emails with new concepts and literacy terms, is utilized by three teachers, constituting 38% of the total. The second method, which involves checking the origins of words, pronunciation, and spelling, is also employed by three teachers, making up another 38%. The third method, asking students to check the accuracy of vocabulary written on the board, is used by two teachers, representing 25% of the total. In summary, a total of eight teachers are involved in these literacy initiatives, with each method's adoption clearly delineated by the percentage of teachers using them.

Section three: MALL use for vocabulary enhancement

Q1: Which MALL tools have you found most effective for vocabulary learning? the aim behind your question, it seems like you're interested in exploring effective methods for vocabulary learning within the context of Mobile-Assisted Language Learning. This could be for personal language learning goals, academic research, or professional development in the field of language education or technology.

tool	Number of teachers	Percentage
Mobile phone	4	50%
laptop	4	50%
Tablets	0	0%
Other	0	0%
Total	8	100%

3.11 Table of effective tool for vocabulary learning

The description of answer 11 :

The table 3.11 illustrates the preferences of a group of eight teachers regarding the most effective tools for vocabulary learning within the context of Mobile-Assisted Language Learning (MALL). According to the data, mobile phones and laptops are equally favored, with each being chosen by 50% of the teachers (four out of eight). This indicates a balanced preference between these two technologies, highlighting their perceived efficacy in aiding vocabulary acquisition. Conversely, no teachers identified tablets or other devices as effective tools for this purpose, as both categories received 0% of the responses. This preference pattern underscores the dominant role of mobile phones and laptops in the current landscape of vocabulary learning, possibly due to their accessibility, versatility, and the wide range of educational applications available on these platforms.

Q2: Have you observed any noticeable changes in your students 'vocabulary since using MALL tools? If yes, please elaborate

This question seems to be to gather insights into the effectiveness of MALL tools in improving students' vocabulary skills. By understanding the impact of these tools on vocabulary learning outcomes, educators can make informed decisions about integrating technology into language teaching and learning practices.

Observed changes	Number of teachers	Percentage
Immediate retention and recall	2	25%
Improvement after three to six month	3	38%

Enhanced linkage of vocabulary to literary analysis	3	38%
Total	8	100%

3.12 Table of observed changes

The description of answer 12 :

The table 3.12 summarizes the observations of changes in teaching outcomes as reported by a group of eight teachers. Specifically, it details three key areas of improvement. Firstly, two teachers, accounting for 25% of the group, observed immediate retention and recall in their students. Secondly, three teachers, representing 38%, noted improvements after three to six months. Lastly, another 38% of the teachers also reported an enhanced ability of students to link vocabulary to literary analysis. Overall, these observations encompass all eight teachers, highlighting a diverse range of enhancements in teaching effectiveness.

Q3: Do you find that students are more engaged and motivated when learning vocabulary through MALL activities?

The aim behind the third question appears to be exploring the relationship between students' engagement and motivation levels and the use of MALL activities for vocabulary learning. By investigating whether students demonstrate higher levels of engagement and motivation when utilizing MALL tools for vocabulary learning, educators can assess the effectiveness of integrating technology into language learning practices. Understanding this relationship can inform instructional strategies and the design of language learning materials to better meet students' needs and preferences.

Response	Number of teachers	Percentage
Yes	8	100%
No	0	0%
Ensure	0	0%
Total	8	100%

3.13 Table of effectiveness of MALL on vocabulary learning

The description of answer 13:

The table 3.13 presents the responses of teachers regarding a specific question. Out of the total 8 teachers surveyed, all 8 responded with “Yes,” representing 100% of the responses.

There were no responses for “No” or “Ensure,” both of which account for 0% of the total. Therefore, it can be concluded that the teachers unanimously agreed on the matter in question.

Q4: How does MALL impact students’ memory and retention of vocabulary?

The aim behind your question is to investigate the impact of Mobile-Assisted Language Learning (MALL) on students' memory and retention of vocabulary. By examining how MALL tools and activities affect students' ability to remember and retain vocabulary over time, educators and researchers can gain insights into the effectiveness of technology-enhanced language learning methods. Understanding this impact can inform the design and implementation of language learning interventions to optimize vocabulary acquisition outcomes.

Observed impact	Number of teachers	Percentage
Memory begins with action (initiates retention)	3	38%
Enhance vocabulary acquisition and motivation	3	35%
Enriches vocabulary	2	25%
Total	8	100%

3.14 table of the impact of MALL on students retentions

The description of answer 14 :

The table 3.14 provides an analysis of the observed impact of certain educational strategies on a group of teachers. The data indicates that three teachers, constituting 38% of the total, observed that “memory begins with action,” which initiates retention. Additionally, three teachers, representing 35%, noted that these strategies enhanced vocabulary acquisition and motivation. Lastly, two teachers, making up 25% of the total, reported that the strategies enriched vocabulary. In total, feedback was collected from eight teachers, with the percentages summing up to 100%. This distribution highlights the varied but significant impacts of the strategies on different aspects of teaching and learning as perceived by the teachers.

Q5: does MALL encourage students to take ownership of their learning and become more independent learners?

The aim behind your question is to explore whether Mobile-Assisted Language Learning (MALL) promotes students' autonomy and independence in their language learning journey. By investigating how MALL tools and activities empower students to take ownership of their learning process, educators can assess the effectiveness of technology in fostering learner autonomy. Understanding this aspect can inform instructional approaches and the design of language learning materials to better support students' development as independent learners.

Response	Number of teachers	Percentage
To some extent , yes	3	38%
It foster independent learners	5	63%
Total	8	100%

3.15 Table of MALL encouragement

The description of answer 15:

The table 3.15 summarizes the responses of eight teachers regarding the statement on fostering independent learners. Out of the total, three teachers, accounting for 38%, agreed with the statement to some extent. In contrast, five teachers, representing 63%, strongly supported the idea that it fosters independent learners. Thus, the majority of the teachers surveyed believe in the positive impact on developing independent learners.

3.1.3 Overall Analysis of the Results of Teachers' Questionnaire

The analysis of the teacher's questionnaire reveals a diverse range of backgrounds and experiences among the respondents. While I have distribute my questionnaire to eight (8) teachers. The teachers primarily instruct modules in Literature and Civilization, linguistics, oral comprehension, Literature and Stylistic, Linguistics and Grammar, and Didactics and Oral, spanning various educational levels such as L1 and M1. A significant portion of the respondents have been teaching for less than five years. There is a mixed response regarding both teaching training and technology training, indicating that while some teachers have received such training, others have not.

In terms of MALL (Mobile-Assisted Language Learning) usage in the classroom, most teachers have employed these tools, with mobile phones and laptops being the most common. The frequency of MALL usage varies, with some teachers using them sometimes

and others rarely. The majority of teachers recognize the advantages of MALL, noting that it saves time, keeps students focused, and allows for learning to occur anytime and anywhere. Examples of MALL implementation include sending emails with new concepts, having students verify vocabulary, and using tools for pronunciation and spelling checks.

For vocabulary enhancement, mobile phones are considered the most effective MALL tool, followed by laptops. Teachers have observed noticeable improvements in students' vocabulary, particularly in linking literary terms to text analysis and retaining previously searched vocabulary. Most teachers agree that MALL activities increase student engagement and motivation. Additionally, they believe that MALL positively impacts memory and retention by making the search for information an active part of learning. Overall, there is a consensus that MALL encourages students to take ownership of their learning and become more independent, fostering a higher level of English proficiency.

3.2 Description of pre and post tests

The pre and post tests are designed to assess the students' speaking abilities across several parameters: Accuracy, Fluency, Grammar, Sentence Construction, Pronunciation, and Interaction. Each parameter is scored out of 5 points, with a total maximum score of 30 points. For every mistake identified, 0.5 points are deducted from the relevant parameter. In the pre-test, four students enter the classroom, and one student selects a number from a list of topics. The teacher then introduces the topic associated with the chosen number, and students are given 2 minutes to think about the topic. Each student then approaches the teacher individually to discuss the topic. The topics include questions about whether life for young people today is easier or harder than for their parents and grandparents, the impact of the Internet on learning English, a book recently read, imagined life this time next year, the characteristics of a good friend, ways to improve the education system in their country, views on globalization, meeting a famous person either past or present, the problems and progress associated with advanced language learning, and how life might have been different if they had been born in the UK or America. The post-test follows the same procedure as the pretest. Four students enter the classroom, one selects a number, and the teacher introduces the topic. After 2 minutes of thinking time, each student discusses the topic with the teacher individually. The post-test topics include describing a recent activity with friends, talking about their house or home, describing leisure activities in their country or town, predicting changes in their country or town over the next 20 years, describing their relationship with

their family, describing their dream vacation, identifying a famous person they would like to be and why, discussing how celebrities influence their fans, describing their favourite high school teacher and why, and discussing their dream job.

Pre-test:

Every 4 students enter in the classroom; only one student chooses a number. Then the teacher tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

1. Do you think life for young people today is easier or harder than it was for their parents and grandparents?
2. How do you think the Internet has changed the way people learn English?
3. Tell me about a book you've read recently, either in English or in your own language.
4. Tell me how you imagine your life this time next year
5. What, in your opinion, are the characteristics of a good friend?
6. How would you improve the education system in your country?
7. We hear a lot about globalisation nowadays. What are your views on globalisation?
8. What famous person, either present or past would you like to meet and why?
9. What are the problems associated with learning a language at an advanced level?

How can you continue to make progress?

10. If you had been born in the UK or America, how would your life up to now have been different?

Post-test:

Every 4 students enter in the classroom; only one student chooses a number. Then the teacher tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

1. Tell me about something you did with your friends recently.
2. Let's talk about your house or home. How would you describe it?
3. What kinds of things do people in your country/town do in their free time?
4. How do you think your country/town will change in the next 20 years?
5. Describe your relationship with your family
6. Describe the best vacation you dream of
7. If you had the chance to be famous, who would it be and why?
8. How do celebrities influence their fans in your country?
9. Who was your favourite high school teacher and why?
10. What would be your dream job?

Accuracy		Fluency	
Grammar	Sentence construction	Pronunciation	Interaction
5pts	5pts	5pts	5pts

3.16 table of scoring

For every mistake minus 0.5

3.3 Description of The Treatment Phase

During the study's five-week treatment phase, third-year license students from the University of Kasdi Merbah Ouargla engaged in lesson modules to enhance their skills in vocabulary, figurative language, public speaking, sentence structure, and self-expression. Each ninety-minute weekly class focused on a specific theme, incorporating interactive and visual learning methods. The lessons included: "Expressing Oneself" (week 1), emphasizing self-expression through interactive exercises; "Unlocking Words' Magic with Prefixes and Suffixes" (week 2), using social media analysis to improve vocabulary; "Idioms and Figurative Language" (week 3), differentiating literal and figurative meanings; "Communication Skills and Public Speaking" (week 4), practicing speeches and interviews;

and "Types of Sentences" (week 5), enhancing grammatical accuracy and clarity. Student engagement and progress were monitored through observation, activities, and assessments

3.4 Analysis of the pre and post test results:

The pre-test and post-test results for students in the control group and those who received an experimental therapy are included in the data presented. Most students in the experimental group saw an improvement in their results between the pre- and post-tests. Student 2 made progress, for example, from 14 to 16, whereas student 4 made progress from 16 to 18. This pattern is seen in a large number of the students in the experimental group, suggesting that the experimental treatment was beneficial. The experimental group's mean pre-test score was roughly 12.93, and its mean post-test score was roughly 14.20, representing an average increase of 1.27 points. The control group, on the other hand, showed a wider range of results. While some students' scores dropped or kept the same, as student 1, whose score stayed at 13, others saw increases, such as student 2's from 7 to 9 and student 4's from 10 to 10.50. The control group's mean pre-test score was roughly 12.73, and its mean post-test score was roughly 12.55, indicating an average decline of 0.18 points.

Students	Pre experimental	Post experimental
1	12	13
2	14	16
3	15	15.50
4	16	18
5	13.50	15
6	13	15
7	11	13
8	11	12
9	14	15
10	12	13
11	14	16
12	13	15
13	12	14

14	15	15.50
15	14	17
16	09	11
17	14	16
18	12	13
19	08	09
20	06	06
21	14	15
22	13	15
23	11	15
24	13	13
25	11	13
26	18	18.50
27	12	15
28	13	14
29	12	15
30	12	14

3.17 Table of Experimental group scores:

Test results for the experimental group improved consistently overall following the intervention, indicating that the experimental treatment may have improved student performance. Conversely, the control group did not show a comparable pattern, suggesting that in the absence of the experimental therapy, student performance either marginally decreased or was relatively unchanged. The conclusion that the intervention had a beneficial effect on the experimental group is supported by this analysis.

3.4.1 Control group scores:

Students	Pre-Control	Post Control
1	13	13

2	07	09
3	09	09
4	10	10.50
5	15	15
6	18	18
7	12	11
8	14	14
9	17	17
10	16	15.50
11	15	15
12	13	13.50
13	13	12
14	11	09
15	14	14
16	12	12
17	14	12
18	10	10
19	17	16.50
20	08	08
21	11.50	10
22	14	13
23	11	10
24	12	12
25	14	13
26	13	13
27	14	12
28	13	13
29	12	11
30	11	11

Table 0.18 Control group scores

Report

	post_ex	post_cont
N	30	30
Mean	14.1833	12.4000
Std. Deviation	2.47569	2.50654
Std. Error of Mean	.45200	.45763

Table .3.19 the mean scoring

The table summarizes the responses of eight teachers regarding the statement on fostering independent learners. Out of the total, three teachers, accounting for 38%, agreed with the statement to some extent. In contrast, five teachers, representing 63%, strongly supported the idea that it fosters independent learners. Thus, the majority of the teachers surveyed believe in the positive impact on developing independent learners.

		Independent Samples Test								
		Levene's Test for Equality of Variances						t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
post_ex									Lower	Upper
	Equal variances assumed	.323	.572	4.773	58	.007	1.78333	.64322	.49580	3.07087
	Equal variances not assumed			4.773	57.991	.007	1.78333	.64322	.49579	3.07087

Table .3.20 t-test table

As it is observed in table 3.19 the experimental's group mean (14.18) is higher than the one of the control one (12.40). Furthermore, the required t of this result is 1.98 at a 0.05 level of significance and with 58 degrees of freedom. The obtained t is 4.773 but the researcher did not want a two-tailed test; the hypothesis is a one tailed, and there is no option to specify a one-tailed test in SPSS, so the obtained t value will be divided by 2; thus, it is 2.386. As the obtained t is 2.386 the results are significant, since 2.386 is higher than 1.98; hence, the hypothesis has been proved to be true.3.20.

3.4.3. limitation of the study :

Although our research has achieved its intended goals, we note some limitations that arose throughout the course of the investigation. First off, the fact that only 60 participants in the current study were present in the classroom due to absences may make it difficult to extrapolate the findings, unless more extensive research is conducted elsewhere and focuses on larger populations. Secondly Accessibility of technology is also essential. The results are greatly impacted by variations in students' access to mobile devices and internet connectivity. The outcomes of MALL may be skewed because students who do not have consistent access to these resources may not benefit equally from it. Additionally, differences in students' motivation and involvement with MALL technologies affected the results, since some can be more tech-savvy than others and favor more conventional teaching techniques.

Conclusion:

Our study's primary goal is to find out how well Kasdi Merbah University's thirdyear English students' vocabulary levels can be raised through Mobile Assisted Language Learning (MALL). In this chapter, viewpoints from educators and learners who have used MALL were gathered and examined using a student test and a teacher questionnaire. This chapter's material covered three important topics. It started by looking at how well teachers understood and used MALL techniques to improve vocabulary acquisition. Second, a review of student test results revealed a noteworthy increase in vocabulary learning, supporting MALL's efficacy. Lastly, the results showed that students and teachers alike acknowledged the advantages of MALL, with pupils demonstrating significant increases in vocabulary and engagement.

We conclude that MALL has demonstrated to be a useful tool for vocabulary development, as demonstrated by the encouraging comments from educators and learners alike. A more engaging and encouraging learning environment has been made possible by the use of mobile technology, which has improved academic results and increased student motivation.

General Conclusion

Teachers are like conductors of an orchestra in the field of education; they coordinate the different components of the classroom to create a peaceful learning atmosphere. One promising method to improve pupils' vocabulary acquisition ability is mobile assisted language learning, or MALL. Our study sought to investigate if MALL can help students acquire language more quickly. To discover more about instructors' opinions on the usage of

mobile technology in the classroom and how it affects students' learning, we administered surveys to them. Furthermore, assessments were given to the pupils in order to gauge how well MALL improved their vocabulary

Based on our research, MALL helps students acquire vocabulary by offering them meaningful and dynamic learning opportunities. Instructors noted that a range of activities that accommodate various learning styles are provided by mobile applications and resources, which boosts student engagement and motivation. Students can practice vocabulary anytime and anywhere because to the mobility and accessibility of mobile devices, which results in more frequent and extended exposure to the target language.

The theories "If students regularly use mobile-assisted tools, their vocabulary proficiency will improve" along with "If teachers effectively integrate MALL into their instructional practices, students' vocabulary acquisition will be enhanced" were both confirmed by our results. According to our research, students who used mobile learning resources performed significantly better on vocabulary tests than those who did not. Instructors also observed that students' attitudes about learning vocabulary had improved, underscoring MALL's contribution to lowering learning anxiety and creating a more favourable learning environment.

In summary, the incorporation of MALL into language instruction not only improves students' vocabulary acquisition skills but also makes the learning process more dynamic and successful. By adopting and putting into practice mobile-assisted solutions that meet the requirements and preferences of their students, teachers play a critical role in this process. As a result, integrating mobile technology into vocabulary training can greatly enhance student engagement and learning outcomes.

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Appendix

A:Lesson plans

Lesson plan one

Learning style: visual

Title: expressing oneself

Timing: 90 minutes

Key vocabulary: Self expression/ communication/ Authenticity

Materials used:Whiteboard _Markers_papers_ access to online resources. (Website, Ebook, Blogs, Bard)

Objectives:

By the end of the session students will be able to define and discuss the importance of self expression in various contexts.

By the end of the session students will be able to explore different methods and tools for effective self-expression.

By the end of the session students will be able to practice self-expression through individual and group activities.

Procedure:

Introduction (10 minutes):

Start with a quick activity to energize the group and encourage participation. You could use a question prompt like “Share something unique about yourself” or “What does self-expression mean to you?”

Define Self-Expression (10 minutes):

Discuss the meaning of “self-expression”. Use various sources:

- _ Student-generated ideas (brainstorming, word association).
- _ Short story or video clip exploring self-expression.
- _ Providing a clear definition and examples.

Importance of Self-Expression (10 minutes):

Explain the value of effective self-expression in different areas:

Academics: Presentations, discussions, essays.

Social Interactions: Introductions, networking, conflict resolution. Career Development: Interviews, pitches, negotiations.

Introduce different self-expression methods:

- _ Briefly explain each method and its advantages/disadvantages.

Divide students into small groups and assign a method:

- _ Each group researches their assigned method (online resources, mobile phones).
- _ Discuss advantages, disadvantages, and real-world applications.

Activities:

Activity one:

Create a list of vocabulary words related to expressing yourself. Students use their phones to find images or real-life examples of the words. This encourages vocabulary use and exploration of the technology environment.

Activity two:

Have students create a short video or social media post (with appropriate privacy settings) expressing themselves on a course topic using MALL as a backdrop. This encourages creativity, public speaking skills, and the use of technology for language learning.

Sharing & Feedback:

_ Each group shares their responses or enacts their scenarios.

Lesson plan two

Learning style: visual **Title:** unlocking words magic with prefixes and suffixes.

Timing: 90 min **Key vocabulary:** prefix _ suffix _ root word _ Base word

Materials used: Whiteboard, pens, handout with words lists, dictionary.

Objectives:

- By the end of the lesson student will be able to Define and identify prefix and suffix.
- By the end of the lesson student will be able to Understand how prefix and suffix can change the meaning of the word.
- By the end of the lesson student will be able to Analyze complex vocabulary terms using morphological knowledge.
- By the end of the lesson student will be able to Apply prefix and suffix knowledge to academic writing and vocabulary development

Procedure:

Introduction (10 minutes)

Start with quick quiz: Write several words with obvious prefixes and suffixes on the board (e.g., unhappy, preheat, rewrite). Ask students to identify the word parts and guess their meaning based on prior knowledge. Discuss their answers and introduce the concept of morphology.

Define prefixes and suffixes: Clearly explain the difference between prefixes (added at the beginning) and suffixes (added at the end) with examples. Briefly discuss root words and their importance.

Activity 1: Decoding the Mystery:

Text Message Challenge: Divide the class into teams. Project a list of root words on a slide. Students use their phones to text their teammates to create new words by adding prefixes and suffixes. The first team to create the most valid words with correct meanings wins.

Activity 2: social media analysis:

- If appropriate for your course, have students analyze social media posts containing words with prefixes and suffixes.
- Ask them to consider how these prefixes and suffixes influence the connotation or tone of the message.
- This can spark discussions about social media communication and responsible language use.

Assessment:

- Observe student participation and understanding during activities and discussions.
- Review the writing samples for accurate and creative use of prefixes and suffixes.
- Consider a short quiz or individual reflection exercise to assess knowledge retention.

Lesson plan three

Learning style: visual.

Title: Idioms and figurative language.

Timing: 90 min

Materials: projector, mobile phones, laptops, Idiom list, phones Dictionaries

Key vocabulary: figurative language _ literal meaning _ idiom _ metaphor.

Objectives:

- By the end of the lesson Students will define figurative language and idioms.
- By the end of the lesson Students will distinguish between literal and figurative meaning.
- By the end of the lesson Students will identify idioms in various contexts.
- By the end of the lesson Students will explain the meaning and origin (optional) of idioms.

Procedures:

Introduction (15 minutes):

Warm-up: Start with a quick game of “Simon Says” using literal instructions (e.g., Simon Says touch your nose) and figurative instructions (e.g., Simon Says touch the sky). Discuss the difference between literal and figurative meanings.

Introduce Figurative Language: Briefly explain figurative language as using words in a way that is different from their literal meaning to create a vivid image or effect.

Introduce Idioms: Define idioms as expressions with a figurative meaning that cannot be understood from the literal meaning of the individual words.

Activity 1: Create a Public Service Announcement (20 minutes)

Divide students into small groups and assign them an idiom. The task is to create a short Public Service Announcement (PSA) using their phones (video recording app) or laptops (presentation software) to explain the meaning of the idiom. Encourage creativity! They can act out the idiom literally at first, then reveal the figurative meaning. Groups present their PSAs to the class.

Activity 2:

- Use a polling app (Kahoot! Mentimeter) to create a quiz on idioms.
- Include multiple-choice questions where the answer choices are the literal meaning of the idiom and the figurative meaning.
- Students answer on their phones, and live results are displayed on the projector.
- This is a fun, interactive way to assess understanding and generate class discussion.

Lesson plan four

Learning style: visual **Title:** Communication Skills, Public Speaking **Timing:** 90 min.

Keyvocabulary: Public speaking

Materials: projector _ short video of effective public speakers.

Objectives:

- By the end of the session students will be able to identify and explain the key elements of effective public speaking.
- By the end of the session students will be able to analyze different public speaking techniques and their benefits.
- By the end of the session students will be able to apply these techniques to develop a short, persuasive speech on a chosen topic.

Procedure:

- Begin by asking students to share their experiences with public speaking. What are some common challenges they face? Why is it important to develop strong public speaking skills?
- Briefly define public speaking and highlight its significance in academic and professional settings.
- Clearly outline the learning objectives for the session.

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Effective Activities for the Public Speaking Techniques:

Activity 1: One Minute Off the Cuff™:

- Divide the class into small groups. Each group picks a random topic from a hat (e.g., most interesting invention, favourite historical figure).
- One student from each group has 60 seconds to speak about the topic without any preparation. Encourage them to use clear language, project their voice, and maintain eye contact with the audience (other group members). After each presentation, other group members offer constructive feedback based on the discussed techniques.

Activity 2: Improv Interview:

- One student volunteers to be the interviewee, choosing a persona like a historical figure or fictional character.
- The rest of the class takes turns asking impromptu questions related to the chosen persona, simulating an interview setting.
- The interviewee practices answering on the spot, maintaining clear and concise communication, and using appropriate body language.
- Switch roles and repeat the activity for a few rounds to allow various students to practice.

Lesson plan five

Learning style: visual.

Title: types of sentences

Timing: 90 min

Key vocabulary: English grammar, types of sentences

Materials used: Whiteboard, passage with a variety of sentence types, markers

Objectives:

- By the end of the lesson Students will be able to identify the four main types of sentences: declarative, interrogative, imperative, and exclamatory.
- By the end of the lesson Students will be able to explain the purpose of each sentence type.
- By the end of the lesson Students will be able to write their own sentences of each type.

Procedure:

- Begin by asking students what a sentence is. Write their responses on the board. Then, ask them what different purposes sentences can serve (e.g., to make a statement, to ask a question, to give a command, to express strong emotion).
- Introduce the four main types of sentences: declarative, interrogative, imperative, and exclamatory. Briefly define each type and provide an example for each.
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Activity 1:

Sentence Construction:

Instruct each student to write one sentence of each type (declarative, interrogative, imperative, exclamatory) using their phonesb related to their assigned scenario, suitable for a social media post.

Activity 2:

Write various prompts for text messages on the board or create a handout. These prompts can be scenarios, funny situations, or requests related to mobile phone use. Divide the class into small groups and distribute the prompts. Instruct each group to craft a text message for each prompt, using a different sentence type for each message (declarative, interrogative, imperative, exclamatory). Have each group present their text messages, explaining the type of sentence used and its effectiveness in conveying the message within a text. Discuss the appropriateness of different sentence types in text message communication

Assessment:

You can assess student learning through observation during the activities, a short quiz with sentence identification, or by asking students to write a short paragraph using all four types of sentences.

ملخص الدراسة

دراسة لغة أجنبية توسع من فهمك الثقافي وتعزز مفرداتك عن طريق تقديم كلمات وتعابير جديدة. تعد المفردات من المكونات الأساسية التي يجب على الطلاب إتقانها في تعلم اللغة الإنجليزية. تعتبر المفردات جوهر اللغة ، حيث تسهل التعبير والفهم والتواصل الفعال. يمكن تحقيق ذلك من خلال طرق مختلفة ، منها استخدام الأجهزة المحمولة. يشير تعلم اللغة بمساعدة الهاتف إلى استخدام الأجهزة المحمولة لدعم تعلم اللغة. عند إتقان استخدام تعلم اللغة بمساعدة الهاتف بشكل جيد ، يمكن أن يكون فعالاً في تحسين اكتساب المفردات من خلال توفير أدوات سهلة الوصول والتفاعل للطلاب.

يهدف هذا البحث إلى استكشاف فعالية تعلم اللغة بمساعدة الهاتف في تحسين المفردات. يهدف إلى تزويد المتعلمين بمنصة مرنة وتفاعلية ، تمكنهم من الانخراط في اللغة. يسعى هذا التكنولوجيا إلى تحسين تعلم المفردات من خلال الاستفادة من موارد الوسائط المتعددة المتنوعة. يحلل التحليل تأثير تعلم اللغة بمساعدة الهاتف على رفع مستوى كفاءة الطلاب في المفردات ، باستخدام كل من الاستبيانات والاختبارات. الاستبيان ذو قيمة للبحث حيث يجمع البيانات المهيكلة بكفاءة. قمنا بإدارته على معلمي جامعة قاصدي مرباح ورقلة. أما الاختبار فيشتمل على طرح أسئلة لتحديد ما إذا كانت هذه التكنولوجيا مفيدة بشكل كبير لطلاب السنة الثالثة من اللغة الإنجليزية.

الكلمات المفتاحية: المفردات، تعلم اللغة لمساعدة المحمول ، اللغة أجنبية، دراسة اللغة الإنجليزية .

Résumé

L'apprentissage d'une langue étrangère élargit notre compréhension culturelle et enrichit notre vocabulaire en nous offrant de nouveaux mots et expressions. Le vocabulaire est l'un des éléments essentiels que les étudiants doivent maîtriser lors de l'apprentissage de la langue anglaise. Le vocabulaire est le cœur de la langue, facilitant l'expression, la compréhension et la communication efficace. Cela peut être accompli par diverses méthodes, y compris l'apprentissage mobile avec l'aide du téléphone portable. L'apprentissage des langues assisté par téléphone fait référence à l'utilisation des appareils mobiles pour soutenir l'apprentissage des langues. Lorsqu'il est maîtrisé correctement, l'apprentissage des langues assisté par téléphone peut être efficace pour améliorer l'acquisition du vocabulaire en fournissant aux étudiants des outils accessibles et interactifs. Cette recherche vise à explorer l'efficacité de l'apprentissage des langues assisté par téléphone dans l'amélioration du vocabulaire. Elle vise à fournir aux apprenants une plateforme flexible et interactive qui leur permet de s'engager dans la langue. Cette technologie cherche à améliorer l'apprentissage du vocabulaire en tirant parti des diverses ressources multimédias. L'analyse examine l'impact de l'apprentissage des langues assisté par téléphone sur l'augmentation de la compétence des étudiants en vocabulaire, en utilisant à la fois des questionnaires et des tests. Le questionnaire est précieux pour la recherche car il recueille des données structurées de manière efficace. Nous l'avons administré aux enseignants de l'Université Kasdi Merbah Ouargla. Quant au test, il comprend des questions pour déterminer si cette technologie est significativement bénéfique pour les étudiants de troisième année en langue anglaise.

Mots-clés : vocabulaire, apprentissage des langues assisté par téléphone portable, langue étrangère, apprentissage de l'anglais