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Enriching EFL Learners' Vocabulary through M-learning outside the Classroom: The Case of Second-year Licence Students, University of 8 Mai 1945- Guelma

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Dedication:

This work is dedicated to:

- ❖ My dear parents whose words of encouragement and push for tenacity ring in my ears.***
- ❖ My everything in life, my sister “Nada” who have been always by my side and never let me down.***

To myself, I’m so PROUD of you.

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Abstract

Mobile-learning refers to learning that takes place via the use of mobile electronic devices such as smart phones, tablets, and laptop computers. Researchers are increasingly investigating the potential benefits of mobile technology, particularly outside of the classroom. Because of the growing usage of technology gadgets, learning English as a foreign language has become more reliant on mobile devices. As a result, the current study looks into the influence of using M-learning outside of the classroom on enhancing the vocabulary of second-year License students at the Department of English, University of 8 Mai-1945 -Guelma. A descriptive quantitative method is employed to test this hypothesis by providing a structured questionnaire to 75 second year licensing students. This study's findings are encouraging in several respects. They exhibit widespread ownership of mobile devices, which EFL students extensively employ as a learning tool to acquire the target language. According to the current research, using mobile devices as a learning tool to improve vocabulary knowledge is more successful than traditional methods.

Keywords: M-Learning; Technology; Vocabulary, Mobile electronic devices.

LIST OF ABBREVIATIONS

ICT: Information and Communication Technology.

LMD: License, Master, Doctorate.

ML: Mobile Learning.

M- learning: Mobile learning

MP3: Media Player.

PDA: Personal Digital Assistance.

PC: Personal Computer.

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ملخص

General Introduction

It is vital to learn the language's vocabulary carefully, as it is the key to learning the language, in this sense; the learning of vocabulary, in order to be able to speak an appropriate language, and is crucial (Schmitt 2008). Lack of vocabulary may hinder understanding the words that are included in sentences. It is becoming increasingly obvious that language development has become a major element in the educational system, especially as it relates to English, since English has assumed an important role in our lives, for example in politics, economics, social life, as well as education. To put it another way, vocabulary is a base component of sentence structure in any language. Living in this era of globalization, we cannot get away from technology because it has penetrated the educational system. This study seeks to find whether the students' vocabulary improve through the use of Mobile Learning in the case of Second Year License students of English at the university of 8 Mai 1945-Guelma-. This study is carried out to investigate the use of Mobile Learning to enrich learners' vocabulary.

1. Statement of the Problem

In the process of learning a language, vocabulary plays a critical role, because it represents one of the knowledge areas of the language (Cameron, 2001). Accordingly, In this regard, there is a complementary relationship between vocabulary knowledge and language use: knowledge of vocabulary enables language use, and conversely, language use enables an increase in vocabulary knowledge (Nation 2001). Additionally, Wilkins (1972) adds "Without grammar very little can be conveyed, without vocabulary, nothing at all can be conveyed". Considering this, it emphasizes the importance of vocabulary in any language, a fact that may not be recognized by many EFL students. That is why, many EFL educators usually advise students to carry a dictionary to check word meaning or grasp new concepts, but this conventional method quickly gets uninteresting and tedious.

In this regard and due to the widespread use of technology in people's daily life, teachers- nowadays- are becoming increasingly interested in M-learning. Mobile learning is an education based on the use of technological mobile devices such as smart phones, laptops, and tablets. Using technology is not a choice anymore; it is an obligation in the Digital Age, where tech-literacy has become a necessity. One observed problem is the fact that the majority of second-year License students of English at the 8th May 1945 University- Guelma give less importance to enriching their vocabulary through M-learning beyond the classroom. Students focus only on what is provided by their teachers inside the classrooms through lectures and handout. Eventually, studying vocabulary through the different modules is not enough. Students have to rely on their own efforts. They have to study it beyond the classroom through the use of the various technological devices they possess at home; such as, mobile devices. Thus, the current study suggests the utilization of these devices in order to enhance learners' vocabulary beyond the classroom.

2. Aims of the Study

M-learning is a technique that is often used by English language learners in order to facilitate and enhance their learning process. In addition, it encourages them to overcome the difficulties which may be faced while speaking and writing, for this reason the main aims of this study are:

- ✓ Raising learners' awareness about the importance of M-learning in enriching their vocabulary beyond the classroom.
- ✓ Investigating the relationship between M-learning and vocabulary learning.

3. Research Questions

In order to answer the following research questions, this study seeks to address the following:

- ✓ What are the technological mobile devices which are used by learners beyond the classroom?
- ✓ Are EFL learners aware of the importance of M-learning in enriching vocabulary?
- ✓ To what extent can these devices enrich EFL learners' vocabulary beyond the classroom?

4. **Research Hypothesis**

Mobile learning is a significant element in enriching learners' vocabulary beyond the classroom. It reflects learners' autonomy and self-reliance. Thus, we hypothesize that:

H₁: If mobile devices are used by students beyond the classroom, their vocabulary knowledge would increase.

H₀: if students rely on their mobile devices, this will not enhance their vocabulary background.

5. **Research Method and Tools**

In this research, which investigates the impact of Mobile Learning on enhancing EFL learners' vocabulary, we opt for a quantitative descriptive method. The nature of the present research work indicates that it is a descriptive research since it describes students' attitudes towards Mobile Learning and its effect on students' vocabulary. Moreover, enriching EFL learners' vocabulary through M-Learning has been analyzed from a quantitative perspective to collect statistical data about the issue. This investigation aims at emphasizing the hypothesis through administering a students' questionnaire to second-year License students at University of 8 Mai 1945-Guelma. This would allow for the confirmation or the rejection of the research hypothesis.

6. **Structure of the Dissertation**

This research is divided into two parts; the first part is purely theoretical which is composed of two chapters, whereas the second part includes only one practical chapter.

The first chapter is entitled “Vocabulary Learning”. This chapter provides the definition of vocabulary along with its importance and the main strategies of vocabulary learning as well as its types. Additionally; this chapter includes the differences between lexis, lexicology, and vocabulary, along with the main distinction between lexical competence and lexical knowledge. This chapter ends with mentioning the different vocabulary learning approaches. The second chapter is entitled “M-Learning”. It provides the historical background of Mobile Learning and its characteristics along with the difference between D-learning, E-learning, and M-learning. Moreover, the chapter deals with M-learning in the classroom versus M-learning beyond the classroom. Also, it explores learning vocabulary through M- learning. Finally, the practical part “Field Investigation” describes the study conducted on Second year License students. It deals with a detailed analysis of the results from the students’ questionnaire. The dissertation starts with a general introduction and ends in a general conclusion, in addition to pedagogical implications and recommendations as well as limitations of the study.

CHAPTER ONE

Vocabulary Learning

Introduction

One of today's most difficult aspects and a crucial component of teaching and studying a language is vocabulary learning. It is commonly acknowledged that vocabulary is the core of language acquisition. Rubin and Thompson (1994) point out, "One cannot speak, understand, read or write a foreign language without knowing a lot of words" (p.79). That's why, vocabulary is considered as the basic of all learning. It's fundamental in any learning stage .Because of this; it is worthwhile to dedicate the next chapter to talking about its importance. The chapter tackles definition of vocabulary. It sheds light on the distinction of lexis, lexicology, and vocabulary. Additionally, this chapter includes lexical competence and lexical knowledge. Followed by lexical learning and lexical processing. Last but not least, vocabulary learning strategies and types are discussed. Finally, the following research presents some vocabulary learning approaches.

1.1. Definition of Vocabulary

Vocabulary is thought to play a big role in learning and teaching foreign languages. Numerous academics have given it various definitions. According to Nation (2008) "vocabulary is central to language" (p.66). This means that language is the result of many words and expressions linked together in one meaningful sentence for one can communicate appropriately. Moreover, the entire amount of words in a language is its vocabulary (Hornby, 1995). Additionally, vocabulary can be defined as a list of words often defined or translated. Secondly, all the words of Language. Thirdly, Specialized expressions which are indigenous to a particular field, subject, trade or subculture. (Roget, 1980). Likewise, Ur (1996) argues that "vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words" (p.60) (as cited in Rohmatillah, p.70) . That's to say;

Vocabulary is one of the most crucial skills to gain when learning a foreign language because it is hard to communicate without a wide range of terms. In the same vein, based on what is said by Richards et al., (2002) learning new words is essential for developing language proficiency and lays a lot of the groundwork for how effectively students can talk, listen, read, and write (as cited in Rohmatillah, p.70). Furthermore, in line with Hebert “vocabulary” is the understanding of word meanings. This means that words are perceived differently depending on the context they are used in.

By way of addition, vocabulary is considered to be the core of learning a language and using it is memorizing vocabulary (Laufer , 1997), that’s to say; The main focus of learning a language is vocabulary, and making use of vocabulary is learning it. In other words, without vocabulary, speakers are unable to communicate ideas or interact with one another in whatever language used.

1.2.Lexis, Lexicology, and Vocabulary

Numerous academics have provided various definitions for the word lexis. According to Barcroft et.al, (2011) the word lexis, which comes from the Greek word for "word" in ancient times, refers to every word in a language and its whole vocabulary. Additionally, Lexis, according to Plato and Aristotle, refers to the appropriate use of a language's words (p. 571) (as cited in Caro 2017, p.2). Accordingly, Schmitt et.al, (1997) discusses lexis as consisting of a system of word units connected to other units to form a network of meanings including polysemy, collocation, ambiguity, synonymy, and frequency (As cited in Caro 2017, p.4). That’s to say; lexis refers to all of a language's words as well as the ways in which those words can be arranged. Stephen Van Vlack (2013) illustrates in the figure below complexity of lexis:

Figure 1.1. Difference between vocabulary and lexis

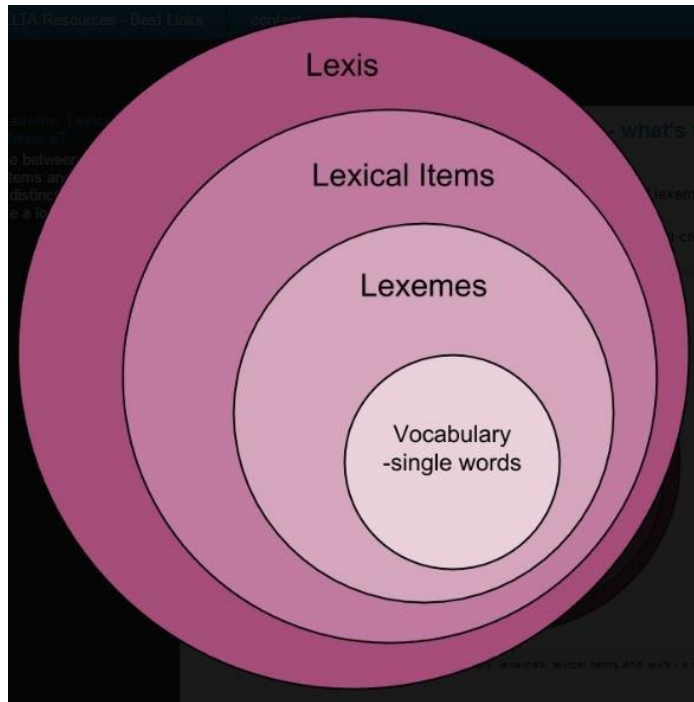


Figure 1.1. Difference Between Vocabulary and Lexis Taken From Van Vlack (2013, July) (As cited in Caro 2017, p.206).

Lipka (1992) claims that “lexicology might be defined as the study of the lexicon or lexis”. Lexicology is therefore concerned with the word, its morphemic structure, history, and meaning. That’s why; it is regarded as the study of a language's lexicon and lexis, or vocabulary. It is derived from the Greek word lexis, which means "word," and logos, that means "learning" (p.1). Thus, the study of a language's vocabulary system and the whole of its words are known as lexicology which is a subfield of linguistics. As a result, this science investigates the properties of words as the fundamental units of language. Thus, the main difference between vocabulary and lexis is simply put, when compared to lexis, which encompasses collocations and expressions, vocabulary is often thought of as individual words that often appear in lists.

According to Routledge (2006) lexicology is a branch of linguistics, or more precisely, semantics, that studies and characterizes the structure and function of a language's lexicon. Lexicology also looks at the links between individual words or lexical units and the deeper semantic structure of language statements. In other words; meaning is the purpose of a language. According to Todd (1987) who states that: "Lexicology is the study of words" (p. 49). The term "lexicon" refers to the collection of all words and idioms in a language, including not just single words but also word combinations that humans mentally store. It also refers to the knowledge one has regarding a word, such as how to pronounce a word, what a word means, and how a word is structured grammatically.

1.2.Lexical Competence and Lexical knowledge

It is clearly obvious nowadays that lexis plays a significant role in language acquisition. Learners sometimes become frustrated whenever they lack knowledge of it and are unable to express themselves when speaking or writing. In this regard, Folse (2004) emphasizes the significance of lexical competence in the targeted foreign language by stating that "You can get by without grammar; you cannot get by without vocabulary" (p. 2). In the same vein, Nation (1994) agrees that a large vocabulary facilitates the performance of the listening, speaking, reading, and writing skills. (p. viii). That is to say, effective and successful communication requires learners with rich lexical knowledge in order to perform constructively. Lexical competence and lexical knowledge are both essential components that learners should be good at.

Before tackling the concept of lexical competence, the word competence must be acknowledged, first. The word "Competence" is described as the set of knowledge, skills, abilities and individual characteristics that allows a person to perform actions in a given context by the Colombian Ministry of Education. (as cited in MEN, 2006, p. 11). This

implies a set of awareness, attitudes, and behaviors that should be acquired in order to communicate appropriately in different situations. Furthermore, in line with Hymes (1972) who have stated that a typical child learns to recognize phrases as both suitable and grammatical. He or she gains proficiency in knowing when to speak and when not to, as well as when, where, and how to talk about what with whom. In essence, a kid gains the ability to do a variety of speech acts, engage in speaking activities, and have others assess their performance (p.277). That is to say, lexical competence is based, not only on grammatical structure, but also on some knowledge of the language used; as a way of sending/receiving oral or written messages in a correct manner. Accordingly, lexical competence is viewed by Marconi (1997) as a component of overall linguistic competence; more specifically, it is seen as a component of semantic competence, the skills and knowledge that serve as the foundation for a speaker's comprehension of a language (p. 77). This means that in order to communicate effectively, one must be able to speak and understand words in a foreign language.

If one lacks the vocabulary necessary to say what they want to say, producing grammatical sentences is not particularly useful. Without vocabulary, nothing can be conveyed (Wilkins, 1972). This statement emphasizes the prominence of vocabulary breadth; this implies that the mastery of grammatical structure in a foreign language is not sufficient to carry out well comprehensible speech. It perfectly explains the significance of lexical knowledge. In the same manner, it might be thought of as a continuum with different levels of understanding, from a basic familiarity with the word to being able to use it correctly in free production (Laufer, 2004). In other words; knowing a word or other lexical item is seen as knowing its meanings and forms so that you can use it in a range of communicative contexts. Thus, if learners are not exposed to structured chances for learning vocabulary, their vocabulary or lexical size does not increase. As a result, even if

learners possess grammatical competence, they may struggle to comprehend the target language.

1.3.The Importance of Vocabulary

The significance of vocabulary learning cannot be denied. Vocabulary is critical in English language teaching because without an adequate amount of vocabulary, students will be unable to understand others or express their thoughts and ideas. In this sense, Vocabulary is one of the fundamental elements of language learning; therefore it is essential for students who wish to acquire a foreign language (Erkayana, 2012). Accordingly, The basis or groundwork of any language is vocabulary (Lewis,1993). That is to say: In order to learn a language, one must do more than just memorizing its rules. It also necessities developing a large enough vocabulary to communicate either orally or in writing.

1.4.Vocabulary Learning Strategies

1 .5.1. Definition of strategies

The word Strategy can be defined in many ways. Nunan (1999) claims that the mental and communicative processes that language learners employ to learn and use a language are known as strategies (p. 171). Additionally , Ellis (1997) goes further in describing this phenomenon by arguing that the particular techniques which learners use in order to learn a second language are considered as ‘‘strategies’’ (pp. 76-77). In a manner of, ‘‘strategies which contribute to the development of the language system which the learner constructs and affect learning directly’’ (Rubin 1987, p. 22). It is also worth mentioning that Oxford (2003) defines language learning strategies as "specific steps that learners undertake in order to make learning easier, faster, more enjoyable, more self-

directed, more effective and more transferrable to new situations" (p.8). another definition was provided by Chamot (2005) who have identified strategies as tools which facilitates the process of learning by students.

1. 5.2 .Vocabulary learning strategies

In order to learn and acquire vocabulary and improve vocabulary knowledge, language learners must deal with a wide variety of vocabulary acquisition tactics, therefore it is significant to be familiar with a big number of words and their meanings as well as how to pronounce and use them appropriately. In this sense, learners should be familiar with different learning strategies to be used in order to acquire and retain as much vocabulary as possible. That's why; "Active learning management is important," Schmitt (2000) asserts good language learners practice and review their target words, employ a range of tactics, organize their vocabulary learning, and more" (p. 133). From this perspective, there are different vocabulary learning strategies proposed by a wide range of scholars one of whom is Schmitt (1997) who have divided strategies into two categories:

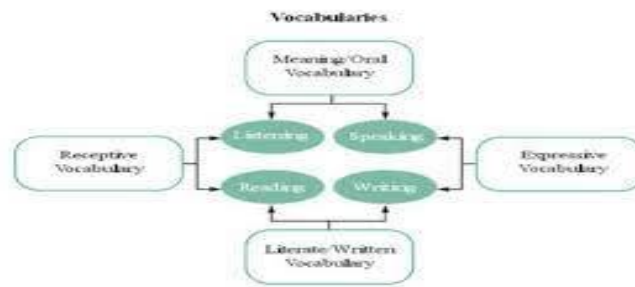
First, Learners employ several ways in order to determine how to learn words. Second, consolidation techniques that include consolidating the word after it has been used. In addition, five subcategories of vocabulary acquisition procedures were identified by Schmitt (1997): determination techniques, which are personal learning techniques. Using social learning techniques, students pick up new words by interacting with others. Memory techniques are methods by which students relate their acquisition of new words to mental processing by connecting the new words to previously learned or background information. Last but not least, there are cognitive strategies that rely more on mechanical methods than on learners' mental processing, and finally, there are meta-cognitive

strategies connected to procedures used in tracking, making decisions, and assessing progress.

1.6.Types of vocabulary

Receptive knowledge and productive knowledge are the two aspects of vocabulary knowledge. Unlike productive vocabulary, which consists of words that can be retained and accurately produced while writing or speaking, receptive vocabulary is described as the words that are understood when reading or listening and whose meaning or meanings can be quickly recovered, Nation (2001) distinguishes between the two categories. In a manner of, Hatch et., al (1995) goes further in explaining the difference by stating that productive vocabulary is the words which the students understand, can pronounce correctly, and use constructively in speaking and writing, whereas receptive vocabulary is all the words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly (p.370). That's to say; oral communication is concerned with listening and speaking; whereas, written communication is more related to reading and writing. Thus, we can say that listening and reading are receptive skills necessary for understanding other people's messages. On the other hand, speaking and writing are productive skills used in order to communicate. For more understanding of the relationship between the two types of vocabulary and the four skills Pikulski and Templeton (2004, p. 2) have created a diagram which better demonstrates this correlation as shown in figure 1:

Figure 1.2. Vocabulary and the Four Language Skills.



Source: Adapted from Pikulski and Templeton (2004, p. 2.)

In contrast, Melka (1997, as cited in Tahmasebi et al., 2013) argues that it's not entirely clear how to distinguish between receptive and productive knowledge. As a result, they should not be regarded as two distinct systems or as a single system that can be used in two ways, receptively or productively.

1.7. Vocabulary learning approaches

Developing a vocabulary is a challenging process. Because learning a foreign language requires an excellent vocabulary; thus, vocabulary learning approaches must be addressed. Learners may use both explicit and implicit learning approaches in order to decode the meaning of various words. There are two general ways in which learners learn vocabulary: the direct vocabulary learning approach, and the indirect vocabulary learning approach. As well as, the incidental versus the intentional vocabulary learning Richek et al. (1996, p. 203).

1. 7.1. Explicit versus implicit learning

Firstly, The theory behind direct vocabulary learning, or 'explicit' vocabulary learning, is based on Laufer et., al (2001) definition of this process. It describes language learners' conscious processes when they learn vocabulary explicitly, in context or by themselves, by direct instruction in word meanings and word-learning strategies as well

(p.1). Additionally, it has been found that language learners need to be taught through contexts in order to facilitate indirect vocabulary acquisition after they have developed their language abilities (Coady et., al 1997). Accordingly, direct learning, on the other hand, takes place in a similar context in which students are taught specific words and language structures by way of systematic instruction (Richek et al. 1996, p. 203).

Secondly, the key to learning vocabulary indirectly is through guessing from context, which is widely accepted as the most important of all sources of learning vocabulary (Nation, 2001). In the same vein, there are several ways in which language learners can learn indirect vocabulary, or implicit vocabulary, by hearing or seeing the words used in many different contexts and by reading extensively on their own (Read et., al 2000, p. 39). It is possible for them to accomplish this through daily opportunities, conversations with others, and reading extensively. Simply put; when a language learner engages in indirect vocabulary learning through reading or listening, they participate in unconscious processes of learning through reading or listening without necessarily having a conscious awareness of the objectives of their learning.

To conclude, students pick up words unintentionally when reading and listening as well as consciously as part of a course requirement; thus, the use of direct as well as indirect methods of vocabulary learning is very helpful and crucial for students to be able to learn and acquire vocabulary . In addition, while most vocabulary is learned implicitly, certain vocabulary should be taught explicitly. As a result, both explicit and implicit vocabulary learning methods are significant in the maximization of learners' background knowledge.

1. 7.2. Incidental versus intentional vocabulary learning

Throughout vocabulary research, there is a great deal of use of terms such as "incidental" and "intentional" learning, which is unique because these terms appear far less frequently in other domains of research (Hulstijn, 2003). When it comes to vocabulary research, incidental learning refers to how words are learned as a result of deliberate effort and study, while intentional vocabulary learning refers to words that are learned through deliberate effort (Huckin & Coady, 1999). In this sense, many scholars differentiated between incidental and intentional learning.

I would like to first point out that incidental learning occurs when one learns something while intending to learn something else. On the other hand, Hulstijn (2001, p.271) defines incidental vocabulary as the acquisition of vocabulary through any activity other than those explicitly designed to teach vocabulary as a by-product. In this sense; the learning of vocabulary is largely a contextual process, according to many scholars. In the same vein, vocabulary acquisition can be achieved through reading, as long as the input is understandable by the learner (Krashen's, 1989). As a result, it is an enjoyable process for the students to get involved in the process of deciphering the meaning of the texts based on clues provided by the text in order to grasp the meaning of it (O'Harra 2004, as cited in Ahmed, 2011). Hence, these definitions perfectly describe incidental vocabulary learning as being an unconscious process where the learning can occur naturally without a planned procedure.

Intentional vocabulary learning; on the other hand, deals with more instructional procedures. This is the process of engaging students in activities that primarily aim to develop vocabulary, while at the same time challenging them to use words that they are interested in acquiring. Thus, The individual conducts a more conscious process in which he or she makes and tests hypotheses in order to discover structure (Ellis, 1994). As a result

of intentional learning, words become the focus of the learning process, and they are combined with all kinds of conscious word learning strategies and means of memorizing words to increase their effectiveness (Yali, 2010, p.74) . In other words, when learning is done intentionally, participants are made aware of how their recall of a certain sort of information will be evaluated after executing a learning assignment. Moreover, Intentional learning always prioritizes the word itself and integrates with other purposeful vocabulary learning techniques and word memorization methods.

Conclusion

To put in a nutshell, the secret to learning any language is expanding your vocabulary. Without it, nothing can be learned or comprehended. For that, learners need to be aware of the significance of vocabulary learning. In addition, different types of vocabulary have been discussed in order to be recognized by the students. Besides, divergence of lexis, lexicology, and vocabulary was made clear. Likewise, Language learners must cope with a number of vocabulary acquisition procedures in order to learn, gain, and increase their vocabulary knowledge. Also, different approaches to vocabulary learning have been considered.

Chapter Two

Mobile Learning

Introduction

This chapter discusses Mobile-learning as a new concept in the field of education. The speedy development of the late decade in the technological field led to the implementation of many devices in the learning process; such as, laptops, smart phones, personal computers...etc. Using these new devices, one can share and acquire knowledge. As a matter of fact, the use of mobile technologies has made it easier for students to access information wherever they may be, regardless of their location. A brief overview of the history of mobile learning is presented in this chapter as a starting point for the discussion. Then, it is followed by a discussion of the different definitions of this concept. A distinction is also made between distance learning, e-learning, and m-learning to determine where m-learning aligns in relation to previous forms of learning but more importantly, where it differs from each of these forms of learning. It also provides the main characteristics and benefits that these devices can offer. In addition, it marks the advantages and disadvantages of implementing M-learning beyond the classroom atmosphere.

2.1. Definition of M-learning

An in-depth review of the literature resulted in the development of a number of definitions of m-learning. Considering the fact that M-learning is a relatively new concept when it comes to education, the research community, from the point of view of defining this concept has trouble coming up with one way that fits all. The definition of M-learning described by Winters (2006) can be classified into four main categories: Techno-centric, Relationship to Electronic Learning, Augmentation of Formal Educations, and Learner Centered M-Learning. to begin with, Techno-centric mobile learning is a method of learning that makes use of any mobile device, such as a PDA (Personal Digital Assistant), mobile phone, iPod, PlayStation Portable,...etc. It is also important to keep in mind that m-

learning is not only tied to e-learning because it is an extension of it. Thirdly, augmenting formal education implies that m-learning enhances formal education by providing both teachers and learners with different materials. Fourth, Learner-centered M-learning reflects learners' mobility.

Many sources define M-learning as devices and technologies which supports learning. In this sense, M-learning is considered to be in any educational establishment or educational program where hand-held, palm-top, or other handheld devices are the sole or dominate technology used (Traxler, 2005) .In the same context, O'Malley et al. (2005) goes further in defining this concept by stating that there is a type of learning that happens when the learner isn't at a fixed, predetermined location, as well as the type of learning that happens when the learner makes use of the learning services offered by mobile technologies. That's to say, mobility is the main characteristic which perfectly defines mobile-learning.

Some researchers, however, do not adhere to the above definitions and consider M-learning to be an extension of e-learning or a new interpretation of it. Thus, M-learning is dependent on using wireless communication devices as methods for delivering content or for assisting with learning (Brown, 2005). Additionally, the relationship between M-learning and E-learning goes further when considering that E-learning is a method of learning through mobile computing devices, such as palms, windows CE machines, or even you own smart phone (Quinn, 2000,p. 1. As cited in Sharples et., al p.234). Thus, we can say that a new mode of e-learning has been created by the emergence of mobile technologies. These technologies foresee a new type of learning that offers new possibilities in teaching and learning. In many ways, mobile learning is expected to be the next evolution of e-learning through the use of mobile devices.

Additionally, new perspectives consider M-learning's main concern about the mobility of the learner. In order to make learning more convenient, a device is needed to help learners at all times and in any location to learn, from this perspective mobile computing devices should be able to present learning content in an effective way and provide two-way communication between teachers and learners so that they can efficiently present learning content (Jin et al, 2017, p.5845). It should be noted that this definition represents the mobility of the learner in addition to the interaction between the teacher and the learner provided by mobile devices, which facilitates the teaching-learning process internally.

In conclusion, there are many diverse m-learning viewpoints in the literature because of the varying conceptions of the term mobility. Each description emphasizes a distinct feature of technology, such as mobile technologies, mobility, or e-learning. The similarity between these concepts might be attributed to the writers' emphasis on accessibility and mobility of learning resources. In line with this, mobile device-assisted learning, or M-learning, is a style of learning that takes place when students utilize their mobile devices to study or finish work both inside and outside of the classroom.

2.2 .History of M-learning

Mobile Learning has gone through a long history. As an inventor, Alan Kay conceived the idea in 1968, when the phone was anything but a digital device. The "Dynabook" he created would allow children to learn from anywhere and at any time, since it's a portable computer. Kay designed the Dynabook as a portable mobile/portable device that is educational in nature, neither a laptop nor a tablet. As a result of its never being built, however, it played a crucial role in establishing the foundation for mobile learning. As Kay (1977) conceptualized the Dynabook, he described it as “ It is a very pleasant thought to have your own self contained knowledge manipulator in a portable

package the size and shape of an ordinary notebook that you can carry wherever you go''(p. 32).

The 1970s witnessed the development of several hardware and software innovations, The Motorola Dyna, the first multifunctional phone, was created in 1973. Even so, sales continued until 1983. This means that the introduction of the m-learning gadgets that are accessible today was made possible by the Dynabook and the first versatile phone, the ‘‘Motorola Dyna’’. After that, in 1983, Motorola released its first real mobile phone, the DynaTAC 8000x. Although the phone was huge compared to today's mobile phones, it was considered the first real mobile phone because it was transportable and small enough to fit in your pocket (Hossain et., al 2022, p.35). "These were initially marketable and used in the business world, but generally not for personal use, as mobile phones have become in our lives today," says Craig Jones, an artist and art design professor at the Philadelphia Art Institute (as cited in Hossain et ., al 2022).

In the decade of the 1990's, technologies had advanced and become much more personalized. As a result of the development in this field during this decade, many changes have taken place; such as, the evolution of wireless web pages (WWW) (Sharple et al., 2001). Thus In recent years, mobile phones have exploded in popularity and have become an integral part of people's lives due to the small size of the devices. These advantages which mobile devices provided in the past decade lead to its utilization in all life's domains, especially in education. Additionally, the invention of the 3rd and 4th generation paved the way to the access to the internet at anyplace. As a consequence of it, mobile devices ; nowadays, are used in the teaching-learning context.

As a final point, mobile devices have gone through many steps in their development. It is, nowadays, considered as a significant element in a lot of domains. Especially in the educational field. Furthermore, Embedding m-learning into formal

education practices in the classroom is essential as well as using it as a supplement to extra learning activities outside of the classroom as a necessity.

2.3.Characteristics of M-Learning

It has been suggested that many educators believe that the definitions of m-learning are too narrow to be able to clearly describe the characteristics of such learning. M-learning has been a topic of discussion for many researchers in this respect, trying to delve deeper into more specific aspects of it. According to Batagan (2009), M-learning provided: flexibility, collaboration, motivation, accessibility, and portability. First, flexibility learning can occur at any time and in any location. Learning can take place at a variety of locations, as well as through mobile learning which takes advantage of the learning opportunities provided by mobile technologies in a variety of places. Because students are always on the move, they are drawn to more adaptable learning methods. Second, the use of mobile learning is a great way for everyone to collaborate as they all use the same content. This result in instant feedback and tips for everyone. Third, motivation is increased since learning can be made more enjoyable by using multimedia resources. Forth, accessibility: It is highly convenient to have access to all the available learning materials on mobile devices from anywhere as it is virtually accessible. Last, portability: Since mobile devices are small and light in weight, they are easy to carry from one location to another or to move within a location if they are to be used.

There has been an evolution of the Mobile Learning process as a supplement to the traditional way of teaching. I believe that this can be attributed to the fast growth of the mobile device industry, which has allowed the growth of this sector to occur, as well as the human need to integrate technologies into our lives, this is a factor that improves the efficiency of existing teaching means. In this regard, using the latest technologies, M-

learning environments are designed to bring a dynamic and interactive learning environment into the teaching and learning processes (Cavus & Uzunboylu, 2009). In the same sense, the technological layer represents learning as an interaction with technology, in which technological instruments such as computers and mobile phones operate as interactive agents in a learning process, in which learning becomes a dynamic process of engagement with technology (Sharples et ., al 2005).

Based on the above mentioned characteristics, we might draw the conclusion that M-learning is a particular type of learning that describes learning that is mediated by portable devices that are accessible at anytime and anywhere. This learning style has the potential to be very useful and beneficial in a variety of fields because it promotes continuous learning. As a result, when mobile devices are used efficiently and effectively, we are getting closer than ever before to personalized or autonomous learning, because these technologies are an extremely powerful tool that can provide learners with a wealth of learning resources and performance aids at the right time and at the right place.

2.4. Advantages and Disadvantages of M-learning

The mobile learning phenomenon has inevitably changed the lives of millions of people in the last decade as it has been a sword with two edges. This modern technology has affected the educational system positively as well as negatively. Nowadays anywhere anytime education is made possible due to wireless mobile devices. This new concept implied in the teaching-learning process has inevitably affected students' methods of conceiving knowledge. It has several benefits as well as inconvenient that shall be discussed.

Mobile devices are new techniques used in teaching/learning atmosphere which students benefits from. In this regard, it is now possible for learners to access learning content and learning interactions wherever they are as a result of mobile devices (Húlya et

al., 2013). Thus, Mobile devices provide flexibility in learning. Furthermore, M-Learning has the advantage of saving a great deal of time; people can study for exams while travelling or commuting. Additionally, Through the use of mobile technologies, learners will be able to exchange data, and collaborate with other learners (Klopfer et al., 2002). As a matter of fact, it is ideal that such devices can be used in different places and at any time in order to support informal learning, as well as save time for the user. Another benefit of these mobile technologies is learners' autonomy. Using those devices makes students independent for their learning. Furthermore, students are able to make contact and communicate with their classmates, teachers, and even people from other parts of the world through this technology. As a matter of fact, the role of social networks, as a whole, has been well established in the development of language skills by allowing people to share information and ideas about a wide variety of topics in an easy and convenient manner.

Although the use of mobile devices for learning may have some advantages, it also has some drawbacks. First, we can consider the small size of these mobile devices. It is important to note that mobile devices have limited functionality and small screens that can negatively affect the learning experience and limit the accessibility of certain educational resources (Sharples et.,al 2007). Another inconvenient of m-learning is the connectivity issues. Despite the fact that mobile learning is heavily dependent on internet connectivity, this reliance can cause challenges in areas where network access is limited or nonexistent (Kearney et., al 2012) besides, There can be a slowdown in the speed and quality of multimedia content when there is a limited amount of bandwidth available, which adversely impacts learning (Davis,2019) . Thirdly, Distraction can be considered as another drawback of m-learning since mobile devices have access to multi-applications and social media networks which may reduce students' focus (Johnson, 2018, p89).

To sum up, it's worth mentioning that mobile learning has its benefits, it is also important to note that technological advancements continue to address those limitations, making mobile learning an increasingly effective and accessible educational tool. As a result of gaining a deeper understanding of these drawbacks, educators and learners will be capable of making informed decisions about the integration of mobile learning into educational practices in the future.

2.5.M-learning in the Classroom vs. M-learning Beyond the Classroom

A comparison of mobile learning in the classroom and outside the classroom reveals clear differences in context and application. M-learning in the classroom refers to the use of mobile devices; such as, tablets and smart phones as learning tools in a traditional classroom environment. This method uses mobile devices to improve the learning practices. Having access to online resources via mobile devices is more convenient than having access to them via fixed infrastructure, and mobile devices allow students to be more flexible in their use, since they can communicate in real-time with lecturers and other students. There is no doubt that mobile phones provide the technology for mobile learning. However, it is smart phone applications, specifically social networking and social media applications that allow students to interact with each other and learn from one another. According to research, it has been found that students are more motivated to learn and achieve if they are allowed to use mobile devices in the classroom (Kunzler, 2011). Using these devices, students are able to take control of their own learning, and they can quickly transition between formal and informal learning situations, or from a personal learning context to a social learning context. While allowing students to interact with the devices, it keeps them engaged, attentive, and motivated. It appears that mobile devices have contributed to the growth of independent learning by allowing teachers to better differentiate the needs of individual students and share

resources between themselves as well as with students. In a classroom setting where activities and discussions are facilitated by the mobile device, students find learning to be a more enjoyable experience as compared to a traditional lecture-based classroom setting (Morrone et al, 2012).

On the other hand Mobile learning beyond the classroom extends the use of mobile devices for educational purposes outside of the traditional environment. In comparison to other technology-enabled learning methods, this teaching method is less restrictive, as students are able to participate in lessons as well as access materials outside of class hours without being confined to a classroom or confined to the University grounds (Laurillard, 2007). Additionally, It is important to note that many of these mobile social networking apps, such as Facebook, Whatsapp, MXit, Blogs, etc., offer the potential for extending learning beyond the classroom, and for learners and instructors to move beyond predefined categories of knowledge (Wildner-bassett, 2005).thus, during the teaching process, learning does not just take place in the classroom, and this way the student is at the centre of the learning process, and the focus is on improving the quality of e- learning (Sharples et al., 2007). As a result, we can add that m-learning enhances learners' autonomy outside the classroom boundaries. It develops learner centred education; at the same time, it gives learners' the freedom to search information for their own benefits.

2.6.Learning Vocabulary Through M-Learning

In a wide technological world there are several forms of M-learning, but the most common used ones as a teaching tool are smart phone. The impact of mobile devices on vocabulary learning has been extensively studied by both researchers and professionals. One of these researchers is Thornton et., al (2005) who have made an experiments In order to enhance vocabulary learning among university students, he sent short mini-lessons via

e-mail three times a day to their mobile phones, using new words in multiple contexts to allow the students to make inferences about their meaning. Based on the results of the post-test, it was found that a wide range of scores had improved, which was very encouraging (as cited in Stockwell, 2010). Thus, we can say that learners' have enhanced their vocabulary background using a new technological method which is their mobile devices.

Additionally, there are many applications, nowadays, which have provided many ways to develop lexical skills such as: Duolingo, Memrise, Ankiapp....etc. these applications are language learning platforms which provide students with the opportunity for interactive language exchange that cannot be possible without their mobile devices. As a result, learners can enhance their vocabulary background without need for handouts or papers.

Conclusion

The main ideas of mobile learning were reviewed in this chapter. Additionally, it clarified the historical background of M-learning and the varied definitions given by numerous academics. The chapter also covered the main characteristics of m-learning. Moreover, it discussed M-learning's numerous benefits and drawbacks as well as its application in EFL lessons. The chapter concluded with highlighting the relationship between mobiles devices and vocabulary background.

Chapter Three

Field Work and Data Analysis

Introduction

This chapter tackles the practical part of the current study. It aims to investigate how Mobile Learning (ML) can improve the vocabulary of EFL students by examining how mobile phones are used as learning tools. This chapter presents a summary of the fieldwork that was conducted and an analysis of the data that was collected. Furthermore, it discusses the research methodology and tools. In addition, an attempt is made to describe the strategy chosen to test the hypotheses under investigation. As well as the statistical procedures, it contains a description of the questionnaire as a method used for data collection, analysis and interpretation of the results. Therefore, As a result of a careful discussion of the research questions in the chapter, it is possible to answer the research questions and test the hypotheses that have been introduced in the general introduction more thoroughly. Finally, in the final part of the chapter, we provide a summary of the results, pedagogical implications, and limitations of the research.

3.1 .Research Method

The current research examines the impact of Mobile-Learning on EFL Second Year License students' vocabulary at the University of 8th May-Guelma- it aims at discovering the role that mobile devices play in order to improve their vocabulary. That is why; a descriptive quantitative method has been used in order to describe students' attitudes towards Mobile-learning. In addition, when developed well, a questionnaire can be a powerful tool for gathering valuable insights and gaining insight into the depth of knowledge of respondents (Smith, 2018). Accordingly, it can be concluded that the descriptive quantitative method is suitable for full implementation in this study.

3.2 .The Students' Questionnaire:

Using the student questionnaire, it is hoped that the necessary data will be collected to investigate how mobile devices can be used to improve vocabulary learning in EFL classrooms. Moreover, an attempt is made to evaluate students' attitudes toward the use of mobile devices during learning.

3.2.1. Rational and Aim

A questionnaire has been used in this research since it offers a quick, efficient, and at an affordable cost to gather large amounts of information from a large number of samples of varying sizes. Therefore, this method of data collection aims to explore the extent to which students of EFL at Guelma University use their mobile devices to learn English, specifically vocabulary, through their mobile devices. The primary aim of the Students' Questionnaire, on the other hand, is to examine how mobile devices can enhance students' vocabulary learning processes by enabling them to access relevant vocabulary resources via mobile phones.

3.2.2. The Population and Sample

This study has been carried out with second year LMD students at -8th Mai 1945-Guelma-University. The target population is chosen randomly. A questionnaire is distributed to 2nd year license students. Seventy-five (75) of them answered it.

3.2.3. Description of the questionnaire

“Questionnaires are considered the primary way to collect quantitative data in a standardized format to maintain consistency and coherency for data analysis” (Roopa & Rani, 2012 as cited in Kelingzi, 2023, p.171). It is for this reason that a questionnaire was administered to second year students enrolled in the LMD program, so that we could obtain their feedback about how effective using their mobile devices as a means of

improving their vocabulary is. The distributed questionnaire is answered by 75 students at the department of English language –Guelma- University. It consisted of twenty (20) questions. The questions are mainly based on multiple choice answers.

Generally, the Questionnaire consists of three sections (general information, vocabulary, and enhancing vocabulary through mobile learning) which are listed below. Participants' general information part consists of information about their personal profile, such as their gender and their level of proficiency in the language they are learning. Secondly, there is a section dealing with the importance of vocabulary in the classroom and how students can acquire it. During the third part of the study, which is the main focus of the present study, we explore to what extent the participants actually use their mobile devices to learn new vocabulary items, as well as how they perceive the usefulness of mobile technologies in learning new vocabulary items.

The first part of the questionnaire (general information) contains two questions which are aimed at finding out the gender of the student and their level of understanding English. Part two (vocabulary) includes seven questions about the importance of acquiring vocabulary and how to enhance it. In part three, we present eleven questions regarding the time allocated to learning English through mobile devices, and the English language aspects they intend to improve through the use of mobile activities as part of their goal of improving their vocabulary.

3.2.4. Analysis and Interpretation of the Results

The questionnaire is intended to be completed by the students by ticking the circle in the correct direction corresponding to the best choice they think will be most helpful. Based on the results of the study, the following conclusions can be drawn:

3.2.4.1. Part One: General Information.

Question 1: Select your gender

Table 3.1. Student's Gender.

Options	frequency	Percentage
Female	60	80%
Male	15	20%
Total	75	100%

The purpose of this question is to find out if the use of mobile devices varies by gender. Among the 75 participants in the study, (20 %) are males and (80 %) are females, according to table 3.1. There is no surprise in the results, since foreign language learning seems to be targeted more at females throughout the world.

Question 2: Indicate your English Proficiency level.

Table 3.2. Student's Level in English

Options	frequency	Percentage
Good	50	66%
Average	25	33%
Less than Average	00	00%
Total	75	100%

Based on the results in table 3.2, it can be seen that fifty participants (66.66%) assess their language proficiency level as good while the remaining 25 participants (33.33%) rate their proficiency as average. Nobody demonstrated a lower than average level.

3.2.4.2. Part Two: Vocabulary Learning.

Question 3: How would you evaluate your vocabulary proficiency?

Table 3.3. Students' knowledge In Vocabulary.

Options	frequency	Percentage
Poor	3	4%
Below average	8	10%
Average	23	31%
Above average	32	43%
Excellent	9	11%
Total	75	100%

According to Table 3.3, out of 75 students, 43% believe their vocabulary knowledge is above average. (31%) thinks their command of the English language is average. The remaining pupils (11%) rate their proficiency as excellent. Only 8 pupils (10%) claim to have below-average vocabulary knowledge. 3 pupils believe they have a low level of vocabulary (4%).

Question 4: Learning vocabulary is:

Table 3.4. Students' Interest in Vocabulary Learning.

Options	frequency	Percentage
Very interesting	40	53%
Interesting	34	45%
Needless	1	1%
Boring	00	00%
Total	75	100%

The majority of participants (53%) regard vocabulary to be quite interesting, as seen in table 3.4. Just interesting received 45% of the vote. One kid was the only one to say that vocabulary is unnecessary; nobody said it is boring. Thus, we can conclude that the majority of participants find vocabulary learning to be crucial.

Question 5: Your lack of vocabulary results from:

Table 3.5. The Causes of the Lack of Vocabulary knowledge.

Options	frequency	Percentage
Lack of reading	48	69%
Not aware of its significance	9	13%
Difficulty of words	7	10%
All of them	6	9%
Total	75	100%

As it is already indicated, out of 75 students, 69% claim that not reading enough is the main cause of their lack of vocabulary knowledge. As for the remaining students, they

are divided between the other three explanations, with (13%) of them speculating that they don't fully understand the significance of being familiar with vocabulary. Additionally, As a result of the complexity of the words, 10% of respondents claim that they don't possess a broad vocabulary. Only nine percent of the students have mentioned all the prior causes.

Question 6: Would you rather improve your vocabulary through:

Table 3.6. Students' Enhancement of Their Vocabulary knowledge.

Options	frequency	Percentage
Definition	16	21%
Use of words in a context	54	72%
Opposites	1	1 %
Synonyms	4	4%
Total	75	100%

More than half of the participants, 72 percent, stated that they prefer to use the word within a context in order to broaden their vocabulary knowledge. Additionally, (21%) of students have claimed that definitions benefit in vocabulary improvement more so than anything else. Few students have chosen it when using synonyms, with a percentage of (4%). Only one pupil has used opposites as a technique to expand their vocabulary. Therefore, we can claim that the majority of students concur that utilizing a term in its context greatly contributes to students' vocabulary understanding.

Question 7: Do you think it's significant to learn new words?

Table 3.7. The Importance of Learning new Vocabulary

Options	frequency	Percentage
Important	22	29%
Very important	52	70%
Not important	1	1%
Total	75	100%

Out of 75 pupils, 52 (or 70%) think vocabulary is very essential, as seen in the table above. Only one student have responded that vocabulary is not significant, despite the fact that (29%) of participants have said it is. The results suggest that the majority of students acknowledge the significance of vocabulary in their schooling.

Question 8: how might your vocabulary be enhanced?

Table 3.8. Students' Improvement of Vocabulary.

Options	frequency	Percentage
Reading	48	66%
Dictionaries	17	22%
Flashcards	4	5%
Mnemonics	4	5%
Total	75	100%

According to the table above, 48 of the 75 participants (or 66%) have declared that reading helped them increase their vocabulary knowledge, while 22% say that using dictionaries was helpful. Only 4 percent of pupils have decided to employ mnemonics and

flashcards to increase their vocabulary. The majority of pupils therefore rely on reading and dictionaries to broaden their lexical background. Only a small percentage of individuals use flashcards and mnemonic devices to improve their vocabulary knowledge.

Question 9: What challenges might you encounter when learning vocabulary?

Table 3.9. Students’ Difficulties While Learning Vocabulary.

Options	Frequency	Percentage
Spelling	14	19%
Complexity of words	28	38%
Putting words in an incorrect context	31	42%
Total	75	100%

Using words incorrectly is the option that students have chosen the most frequently (42.5%) in table 3.9. The second option is word difficulty (38%). The least challenging subject for students is spelling (19.2%). The majority of students have indicated that one challenge they have when learning vocabulary is using terms in the wrong context. Few participants have cited the difficulty of words as a barrier to learning vocabulary. Spelling is the aspect of vocabulary that pupils find the easiest to learn.

3.2.4.3. Part Three: Enhancing Vocabulary Through Mobile Learning.

Question 10: How frequently do you use your mobile when studying?

Table3.10. Student’s Frequency Use of Their Mobiles.

Options	frequency	Percentage
Often	55	73%
Rarely	2	2%
Sometimes	17	22%
Never	1	1%
Total	75	100%

There were 75 students who participated from different parts of the world, and the majority of them (73%) claim to use mobile devices for learning English on a daily basis; while the remaining (22.7%) say they use them only occasionally. Additionally, (3%) of students have demonstrated that they hardly ever use their mobile devices to learn a language. According to one person, the use of his/her phone as a means of learning English is the last thing he/she does. The findings reveal that most participants utilize their mobile devices to study English.

Question 11: Which kind of mobile device do you have?

Table 3.11. Students’ Ownership of Mobile Devices.

Options	frequency	Percentage
Basic phone	1	1.7%
Smart phone	69	92%
Tablet computer	00	00%
Lap top computer	5	7%
Personal digital assistance	00	00%
Total	75	100%

Based on Table 3.11, it can be seen that the most popular mobile devices among students are smart phones, with a percentage of 92%, followed by laptop computers, which come in second place with a percentage of 7%, then basic phone with a percentage of (2 %) which means only one person has a basic phone. the tablet computers with (00%) which means no student declared its ownership. Based on the results of the study, it is evident that the use of mobile devices is widespread among students, as is shown in table 3.11, and that smart phones are the most popular devices of all. Due to the low cost of some mobile devices, most students possess at least one kind of mobile device in their possession, which gives them familiarity with mobile devices as each participant owns at least one kind of mobile device. The use of smart phones and cell phones in the formal context as tools for learning can be considered to be the most appropriate methods of use for devices in this context. Finally, It should be noted that no participant declared that he or she owned a PDA at the time the survey was conducted.

Question 12: Do you consider using mobile devices while learning:

Table 3.12. The Importance of Mobile Devices.

Options	frequency	Percentage
Very important	67	89%
Not important	8	11%
Total	75	100%

Table 3.12 shows that (89%) of respondents think mobile devices are very important for learning, whereas (11%) say the contrary. This indicates that the majority of students are aware of the significance of mobile devices in education.

Question 13: What type of activities do you frequently engage in on your phone?

Table 3.13. Students' Activities Often Used With Their Mobiles.

Options	frequency	Percentage
Social networking	51	68%
Entertaining	18	24%
Learning vocabulary	6	8%
Total	75	100%

As shown in Table 3.13, most of the participants (68%) use their mobile devices for social networking, whereas only 24 % of them use them for entertainment purposes besides social networking. Only (8 %) of students use their mobiles for learning English. Based on the findings of the study, it appears that the majority of learners are using their mobile phones mostly for social networking and entertainment purposes. As a result, one could suggest that learners find it unimportant to learn English through mobile activities, or that they prefer to rely on their teachers and handouts in order to learn the language. Additionally, the use of mobile devices as learning and teaching tool is not something that has been taken up by educators and teachers as a fundamental practice; but rather, they are used as teaching and learning aids to support and facilitate the process of learning and

teaching. Thus, students are not aware of their benefits as a learning tool but they use them only to parallel the wave of Internet and its software.

Question 14. What advantages do you believe mobile device learning provides?

Table 3.14. The Advantages of Using Mobile Devices to Learn English.

Options	frequency	Percentage
Low cost	8	11%
Practical use	19	26%
Anytime, anywhere feature	47	36.5%
Total	75	100%

As shown in the table above, the advantage of "the anytime-anywhere feature" is scored highest by the majority of respondents (36.5%) out of a total of 75 respondents. Following that, practical use/portability is listed as the second advantage; (26%) have selected it as a benefit of mobile devices in their perspective, and the benefit of cheap cost is rated as the third benefit; just (11%) of the total participants have chosen it, placing it last in this pattern. In light of this, it may be useful to explain why formal contexts such as academic institutions are no longer desired by students and why they are more likely to gain knowledge independently. Additionally, it should be noted that these technical equipment have a portability characteristic.

Question 15 Which English language competency you hope to develop when utilizing mobile devices:

Table 3.15. Aspects Students Intend to Improve When Using Mobile for Learning English.

Options	frequency	Percentage
Listening	23	33%
Vocabulary	25	32%
Pronunciation	24	31%
Grammar	3	4%
Total	75	100%

Based on the results of Table 15, a slight difference exists regarding the percentages of features and talents that participants plan to improve by using mobile devices. When using mobile devices for learning, (33%) of participants say they use them to enhance their vocabulary skills. (32%) of them declare that hearing is their main focus, (31%) have chosen pronunciation, and just (4%) grammar is their primary focus. Based on the findings, students are using their mobile devices to advance various linguistic capabilities and features of the English language as well as to enhance their own linguistic abilities. It appears from the results that most of the participants would like to increase their vocabulary by using mobile devices rather than desktop computers. Both listening and pronunciation are listed as skills that need to be developed. Grammar, on the other hand, holds little appeal for the same group.

Question 16: When it comes to learning new vocabulary, do you use your mobile device to do so?

Table 3.16. Learning Vocabulary via Mobile Devices.

Options	frequency	Percentage
Yes	68	91%
No	7	9%
Total	75	100%

There are 75 students out of which 91 % are in favor of using their mobile devices to learn new vocabulary items; however, few (9 %) have reported the exact opposite result, say that they do not believe that using their mobile devices is necessary for learning new vocabulary items. In light of this information, we may conclude that vocabulary is one of the major areas that can be acquired through mobile devices, and that is due largely to the fact that most of the students felt they had used such devices to learn new lexical items.

Question 17: Mobile devices, in my opinion, are useful for learning new words:

Table 3.17. The Effectiveness of Mobile Devices in Learning Vocabulary.

Options	frequency	Percentage
Agree	68	81%
Disagree	2	1%
Neither agree nor disagree	5	8%
Total	75	100%

The results presented in Table 3.17 illustrate that most participants (81%) believe that using mobile devices to acquire vocabulary is effective, while only 8% of participants

do not have a strong opinion on the matter. A very small percentage of respondents (1%) disagree with the idea that mobile devices can be useful for acquiring vocabulary knowledge.

Question 18: My vocabulary stock is expanded by using my mobile phone

Table 3.18. Opinions of Students Towards the Broadening of Vocabulary Using Mobile Devices.

Options	frequency	Percentage
Yes	69	93%
No	5	7%
Total	75	100%

Table 3.18 shows that the largest number of participants (93%) agree with the notion that mobile devices increase the vocabulary of users. There are others (7%) who disagree with this statement.

Question 19: Do you have access to the internet at the level of your department?

Table 3.19. The Availability of Internet at The Student's Department.

Options	frequency	Percentage
Yes	43	58%
No	31	42%
Total	75	100%

Out of 75 students, (58%) of them say that the internet is accessible at their department. Whereas, (42%) claim the opposite. This can be due to the ignorance of some students about the availability of the internet in their department. Students who have said yes to this question might have understood it as the availability of the 4th generation of the internet and not the Wi-Fi, this can be another interpretation to this question.

Question 20: In order to teach vocabulary, do your teachers use mobile devices as part of their teaching methods?

Table 3.20. Student Opinions About the Use of Mobile Devices by Their Teachers to Teach Vocabulary.

Options	frequency	Percentage
Yes	46	61%
No	29	39%
Total	75	100%

Out of 75 students, (61%) state that their teachers use mobile devices to teach vocabulary, while (39%) say they do not; this can be attributed to teachers not being aware of the benefits of mobile technologies. Additionally, since there is no comprehensive course for teaching vocabulary, teachers are unable to do so or use mobile devices as teaching aids.

3.3. Summary of the Results and Findings From Students' Questionnaire

The current study seeks to determine the efficacy of the Mobile-learning devices in improving EFL Second Year License students' vocabulary. As a result, it aims to assist students in expanding their vocabulary. A further finding of the study is a strong support for the use of technology, particularly mobile devices, as an effective teaching tool to improve the vocabulary learning process of students At Guelma University, the study presents intriguing findings about the efficiency of mobile devices in improving vocabulary learning in EFL 2nd Year License students that were taking part in the study. The research findings are positive in many ways, based on an analysis of one data collection, the questionnaire. As a result of the study, EFL students at Guelma University report that they use their mobile devices extensively to learn the target language (English) in the classroom, including vocabulary. Additionally, the study reveals the availability of other technological aide at the level of the department; such as, the data projector which facilitates students' learning atmosphere.

According to the findings, nearly all EFL students own at least one mobile device of some kind, particularly a smart phone, and many EFL students own at least two or three types of mobile devices at the same time. As a result, this shows that such technological aids are popular in many aspects of education, not just within the classroom. The flexibility to use mobile devices at any time, anyplace is one of its key advantages, depending on the study results.

The results also show that EFL 2nd Year Licence students at Guelma University commonly utilise their mobile devices for academic purposes, particularly to learn English. Many students -at the department of English language- have declared the fact that most of them spend many hours surfing on the net. As a result, we can conclude that these

students learn the foreign language in an indirect way , that's to say, without paying attention to the implicit method used.

Third, the study's findings show that students' top three goals for mobile device activities are to enhance their listening, vocabulary, and pronunciation abilities. Furthermore, the study found that EFL students rely heavily on reading and dictionaries in order to improve their vocabulary knowledge. In addition to definitions, using words in context is another strategy that students typically use to build their vocabulary. These types of activities assist pupils in learning new lexical elements. The use of mobile devices' vocabulary activities (e.g. listening, mobile applications) is widely accepted among EFL students as an effective tool for increasing and improving vocabulary stock. Consequently, according to the study, the use of mobile phones as a dictionary learning tool is more successful than traditional methods.

It can be concluded from the findings of the current study that mobile devices are widely owned by both teachers and EFL students, especially mobile phones (smart phones) and PCs for both use inside and outside of the classroom, especially among teachers. The study also shows that mobile-learning is a highly effective tool in improving EFL students' language skills, especially their vocabulary acquisition, and so it is advisable to incorporate it into both the learning process ; as well as, the teaching process.

Conclusion

In this chapter the analysis of the data collected in the different phases of the study has been presented in terms of theoretical and practical aspects. A questionnaire is submitted to 2nd Year License Students at the department of English –Guelma-University. First, the student survey results' are carefully analyzed and presented statistically in tables. It is also important to mention that there is an in-depth discussion of the study results

included in this chapter as well. In the third part of the chapter, the researcher has provided answers to the research questions of the study and has confirmed the research hypotheses; since mobile phones (smart phones) appear to be an appropriate device to include in the learning process, learners are confirming that mobile devices are effective for improving vocabulary coverage in the classroom setting.

General Conclusion

It has been examined in the current dissertation how Mobile Learning has the potential to improve vocabulary learning among English language learners who learn English as a second language by incorporating a new concept called Mobile Learning. Consequently, the dissertation aims at investigating whether EFL students at the university 8 Mai 1945 -Guelma- use Mobile devices activities as a tool for learning English language in general and vocabulary in particular. Aside from this investigation, this paper looks at the state of vocabulary in academic institutions as a whole. Therefore, in view of these reasons, we investigate the effectiveness of mobile learning in vocabulary as an instruction that can be implemented in the English department in order to improve vocabulary skills.

Reviewing the relevant literature presented in the first and second chapters of this dissertation could be considered very valuable. In the first chapter, we analyze the vocabulary component; its definitions, its meaning, its means, its ways of using them, its ways of speaking them, and the ways in which they can be taught and acquired. The chapter includes many scholars' basic concepts and definitions, historical background, tools, benefits, and challenges. Furthermore, in order to test the research hypotheses, the general research method consists of student questionnaire. Relevant data had been collected on the topic in order to draw appropriate conclusions for future recommendations. It is in this context that the second chapter discusses Mobile learning as an emerging language learning approach that incorporates the use of mobile devices as teaching aids, such as smart phones and tablets.

The third chapter, which is based on the analysis of the data tool used -The student questionnaire- In order to collect as much data as possible about mobile learning usage, and to gain a deeper understanding of students' perspectives on mobile technology, this

survey is sent out. A number of students have confirmed that the Anytime, Anywhere feature is beneficial to them. The majority of the students own at least one mobile device. Many of them use the devices to study English in general, as well as vocabulary in particular. Thus, as a result of their positive attitudes regarding the mobile learning activity, they can be seen to be excited about using it to assist in learning the English language, namely vocabulary, as needed. The dissertation concludes with some pedagogical recommendations and comments that can be helpful for future research and development. Additionally, it can be stated that there is a widespread use of technological devices by students, especially their mobiles. Thus, most students are aware of the significance of these devices in their daily life in general and education, in particular. Furthermore, students show a positive attitude towards the effectiveness of using their mobile devices to acquire new vocabulary. Most students declared the use of their mobile devices in order to learn new lexical items. As a result, according to the study findings, Mobile-learning is found to be highly effective in improving EFL students' language skills, particularly their vocabulary learning. Which adequately answers the research questions and confirms the research hypotheses.

Pedagogical Implications and Recommendations

Many EFL teachers and students are focusing on using technology and the internet in educational procedures to help students build their varied English abilities and competencies. Additionally, mobile devices like computers, tablets, smart phones, and cell phones are becoming an essential component of how teachers and students study. Therefore, it is crucial to pay attention to EFL practitioners and inform them of the beneficial use of these devices. As a result, the current study suggests the notions that follow:

- Students should be aware of the effectiveness of these mobile devices in enhancing their language skills.
- Teachers must acknowledge the significance of mobile devices in simplifying and enhancing the learning process inside the classroom.
- Educators should support the use of these technological devices inside the classroom in order to facilitate the learning process.
- Educators should use mobile devices as an extension of their courses as well as a means to support their content through activities and applications.

Limitation of the Study

For the preparation of this humble work, I have faced some constraints carrying the present study. Time constraint was the first obstacle I faced especially while working on the third chapter. Furthermore, not all students answered the questionnaire immediately. So, I had to wait for two weeks in order to have all the participants answer the questionnaire. Additionally, I had a very busy schedule, which made it difficult for me to

be able to balance my reading from multiple sources and working as a teacher of English at a middle school at the same time.

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Appendix A

Students' Questionnaires

Dear Second year License students at the University Of Guelma -8th May 1945- In advance of the commencement of our research, we would appreciate if you answered the following questionnaire for us, which is a part of a research paper entitled “ Enhancing students' vocabulary through mobile learning”. This questionnaire aims at exploring whether EFL students' use of their mobile devices enhance their vocabulary. You will be offering a significant contribution to my study by completing this questionnaire. As a matter of clarification, I would like to assure you that information you provide is confidential and will be kept for research purposes only. Thank you in advance for your cooperation.

Section One: General Information.

- 1) Gender:
 - Male
 - Female
- 2) Specify your level in English:
 - Good
 - Average
 - Less than average

Section Two: Vocabulary Learning.

- 1) How would you evaluate your vocabulary proficiency :
 - poor
 - Below average
 - Average
 - Above Average
 - Excellent
- 2) Learning vocabulary is:
 - very interesting
 - interesting
 - needless
 - Boring
- 3) In your opinion, your lack of vocabulary results from:
 - lack of reading

- not aware of the its significance
- Difficulty of words
- All of the above

4) Would you rather improve your vocabulary through:

- The definition of the word.
- Use of the word in a context.
- Opposites
- Synonyms

5) Do you think it's important to learn new vocabulary?

- Very important
- Important
- Not important

6) How might your vocabulary be enhanced?

- reading regularly
- using dictionaries
- using flashcards
- using mnemonics

7) What challenges might you encounter while leaning vocabulary?

- Spelling
- the complexity of words
- Putting the word in its incorrect context

Section Three: Enhancing Vocabulary Through Mobile Learning.

1) How frequently do you use your mobile when learning?

- Often
- Rarely
- Sometimes
- Never

2) Do you have access to the internet at the level of your department?

- Yes
- No

3) Do you consider using mobile devices while learning:

- Important

- Very important
- Not important

4) Which kind of mobile device do you have ?

- Basic-phone
- Smart phone
- PDA (personal digital assistance)
- Tablet computer
- Laptop computer

5) What type of activities do you frequently engage in on your phone?

- Social networking
- Entertainment
- Learning English

6) What kind of advantages do you think mobile devices can offer?

- Low Cost
- Practical use
- Anytime, anywhere feature

7) Which English language competency you hope to develop when utilizing mobile devices:

- Listening
- Vocabulary
- Pronunciation
- Grammar

8) When it comes to learning new vocabulary, do you use your mobile device to do so?

- Yes
- No

9) As a vocabulary learner, I believe mobile devices are a valuable tool:

- Agree
- Disagree
- Neither agree nor disagree

10) do you have access to the internet at the level of your department?

- Yes
- No

11) In order to teach vocabulary, do your teachers use mobile devices as part of their teaching methods?

- Yes
- No

ملخص

التعلم المتنقل هو التعلم القائم على استخدام الأجهزة الإلكترونية المحمولة مثل الهواتف الذكية والأجهزة اللوحية وأجهزة الكمبيوتر المحمولة. أصبح الباحثون مهتمين بالمزايا التي يمكن أن توفرها تكنولوجيا الهاتف المحمول خاصة خارج الفصل الدراسي. أصبح التعلم بالأجهزة المحمولة أكثر فاعلية في تعلم اللغة الإنجليزية كلغة أجنبية. لذلك ، تبحث الدراسة الحالية في تأثير استخدام التعلم عبر الهاتف المحمول خارج الفصل الدراسي على تحسين مفردات طلاب السنة الثانية في قسم اللغة الإنجليزية ، 8 ماي 1945 ، جامعة قلمة ، وبالتالي ، من المفترض أن التعلم عبر الهاتف المحمول قد يثري مفردات الطلاب. لاختبار هذه الفرضية ، يتم استخدام طريقة وصفية كمية من خلال إدارة استبيان منظم ل 75 من طلاب سنة ثانية ليسانس، اختصاص لغة انجليزية . نتائج هذا البحث إيجابية من نواح كثيرة. إنها تكشف عن ملكية واسعة النطاق للأجهزة المحمولة التي تستخدم على نطاق واسع كأداة تعليمية من قبل طلاب اللغة الإنجليزية كلغة أجنبية لتعلم اللغة المستهدفة. لذلك، وفقاً للدراسة الحالية، فإن استخدام الأجهزة المحمولة كأداة تعليمية لتعزيز معرفة المفردات هو أكثر فعالية من الطرق التقليدية.

الكلمات المفتاحية: التعلم عبر الهاتف المحمول؛ تكنولوجيا؛ المفردات، الأجهزة الإلكترونية المحمولة.