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Exploring EFL Learners' Perceptions of Mobile-Assisted Language Learning for Vocabulary Development
The Case of Third-Year EFL Students at Abdelhafid Boussouf University of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in **Didactics of Foreign Languages**

Presented by:
1) Rahma HANANI
2) Ikram KHENFRI

Supervisor:
Dr. Yamina BENNANE

Board of Examiners:
Chairman: Dr. Fouad BOULKROUNE
Supervisor: Dr. Yamina BENNANE
Examiner: Dr. Mouna BOULBOURHANE

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Dedication I

In the name of ALLAH, the most merciful and compassionate

I dedicate this work to:

My dear self, for surviving the lows and bearing the doubts

*To my beloved parents **Mr. Ali, and Ms. Karima**, no words can truly express my gratitude and love for you. You have always been my greatest support, and the light that guided me through every step of this journey.*

*To my precious sister **Feryal**, whose beautiful soul and kind heart fill my life with comfort and joy.*

*To my only brother, **Ayoub**, my blessing and my dearest companion in life.*

*To my little sisters, **Noussayba** and **Marya**, my sweetest joys, may you always grow with love, happiness, and endless dreams.*

*To my research partner and friend, **Ikram,** whose collaboration and contributions made this work possible.*

To me friends, for the moments we shared during this journey.

Rahma

Dedication II

In the name of Allah, the Most Gracious, the Most Merciful

I dedicate this humble work to:

Myself for staying strong throughout this journey. I am proud of the effort I made to reach this stage.

*My dear father**, Mr. Mahmoud,** my greatest source of strength and support, who has never stopped encouraging me. Your presence in my life is a true blessing that I will always cherish.*

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*My dear siblings**, Ibtissam**, **Amin**, and **Omayma,** who bring joy, love, and support into my life.*

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Abstract

In the field of foreign language learning, vocabulary acquisition is recognized as a crucial aspect of language mastery. It greatly contributes to enhancing learners' communicative competence and academic performance. However, many EFL learners often rely only on classroom instruction rather than engaging in autonomous vocabulary acquisition practices. Therefore, this dissertation explores EFL students' perceptions of Mobile-Assisted Language Learning (MALL) in vocabulary acquisition. To achieve this objective, four research questions were addressed: (1) What MALL tools can be used in EFL classrooms? (2) To what extent do EFL learners perceive MALL to affect vocabulary acquisition? (3) What MALL based-strategies do EFL learners use to develop their vocabulary? (4) What challenges do EFL learners face when using MALL for vocabulary acquisition? In order to answer these questions, a descriptive quantitative approach was used. An online questionnaire was administered to a convenience sample of 60 third-year EFL students at Abd Alhafid Boussouf university of Mila to collect data on their experiences and perceptions regarding the use of mobile technology in vocabulary acquisition. The main findings revealed that learners generally hold positive attitudes towards the integration of MALL in vocabulary learning. The research ultimately provides a wealth of recommendations for pedagogy and future researchers.

Key words: Mobile-Assisted Language Learning, Vocabulary acquisition, EFL learners, Perceptions, Third-year university students.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

MALL: Mobile-Assisted Language Learning

CALL: Computer-Assisted Language Learning

CTML: Cognitive Theory of Multimedia Learning

SMS: Short Message Service

SLT: Situated Learning Theory

LPP: Legitimate Peripheral Participation

COPs: Communities of Practice

MTLL: Mobile Technologies in Language Learning

PDA / PDAs: Personal Digital Assistant(s)

Wi-Fi: Wireless Fidelity

PDF: Portable Document Format

SLA : Second Language Acquisition

L1: First Language

L2: Second Language

LMD: Licence–Master–Doctorate

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Résumé

General Introduction

1. Background of the Study

Learners' language development can be significantly enhanced when their free time is effectively utilized through meaningful technology-based activities. One approach that has recently gained considerable attention in language learning research is Mobile-Assisted Language Learning (MALL). Through mobile devices, learners can access authentic and interactive applications that facilitate vocabulary acquisition. MALL offers a flexible, learner-centered environment that supports continuous exposure to new vocabulary beyond the classroom context.

In recent years, growing attention has been directed toward the role of MALL in enhancing vocabulary development. Several studies have emphasized its effectiveness in improving learners' lexical knowledge, learner autonomy, and motivation. Kukulska-Hulme (2016) argues that MALL enables language learning beyond traditional classroom settings by reducing the limitations of time and place. This flexibility allows learners to engage more actively in vocabulary learning when supported by teacher guidance, appropriate digital tools, and well-designed learning materials. Earlier research also demonstrated that MALL positively influences vocabulary learning strategies, learner autonomy, and reading comprehension (Nosratinia, Saveity, & Zaker, 2014; Zarei & Gahrmani, 2010).

Empirical studies further support the effectiveness of MALL in vocabulary learning. Suwantarathip and Orawiwatnakul (2015) found that integrating mobile devices into instruction, particularly through SMS-based feedback, significantly improved learners' vocabulary growth, motivation, and vocabulary awareness. Similarly, Shi and Tsai (2024) reported that smartphones, which are an integral part of learners' daily lives, play a significant role in vocabulary acquisition and overall language proficiency when used

effectively for instructional purposes. These findings support earlier research suggesting that mobile-mediated feedback enhances vocabulary awareness. Additionally, Bieńkowska et al (2021) conducted a study involving 114 students to examine the effects of MALL on vocabulary learning. They argued that it is inappropriate to place learners into a fixed model and impose objectives on them. Their findings also indicate that classrooms supported by mobile devices can increase learners' motivation, foster a sense of community, and improve self-confidence. Liu and Navarrete (2016) shed some light on learner's positive perceptions toward vocabulary learning utilized smart devices. In their study, the instruction for the test group was done with the help of IPods as instructional tools. The researchers found that learners in the test group achieved better results than traditional group counterparts. The improvement in achievement was due to the fact the group that learned using IPods were able to use the learning materials at any time as well as have open access to the activities both inside and outside the classroom whereas, the traditional group, students only had access to the materials inside the classroom.

Research conducted by AL-Malki (2020) in Oman concluded that the learners taught using mobile learning apps indicated better understanding and memorization of new vocabulary items about the official curriculum which led to better vocabulary retention levels. Moreover, Aminatun and Oktaviani (2019) showed positive outcomes of using "Memrise", a smartphone application on lexical learning. A critique of this study is that is concentrated solely on one application which emphasized the importance of using a wider range that involves at least three applications to make the results and conclusions more generalizable. Another study, by Angela Chambers (2016), examined the acquisition of new words via social media and mobile apps. The findings showed that these apps were beneficial for second language acquisition; however, the study did not take into account factors such as class size and different language proficiency levels.

From a theoretical perspective, Mobile-Assisted Language Learning can be explained through the Cognitive Theory of Multimedia Learning (CTML). According to Mayer (2012), learning occurs through dual channels for processing verbal and visual information, each with limited capacity. When mobile applications integrate words, visuals, and audio effectively, they promote active learning and deeper processing of vocabulary items. Learners' motivation and attitudes toward MALL have also been widely examined. Fageeh (2013) concluded that learners' motivation and performance in vocabulary lessons improved due to the anytime-anywhere accessibility of mobile devices. Similarly, Abd AlHaider (2020) reported that Saudi EFL learners demonstrated positive attitudes toward MALL after a 14-week intervention, expressing a desire to continue vocabulary learning through mobile-assisted approaches. Alavinia and Qoitassi (2013) further emphasized that mobile applications lead to beneficial outcomes in vocabulary learning when aligned with appropriate pedagogical goals.

Although previous studies confirm the effectiveness of mobile applications in vocabulary learning, they often focus on specific tools or contexts, leaving a gap in understanding learners' independent use of MALL for vocabulary acquisition in EFL university settings.

Therefore, this study seeks to address this gap by focusing on learners' engagement with Mobile-Assisted Language Learning in vocabulary learning.

2. Statement of the Problem

Vocabulary learning is a fundamental component of foreign language acquisition. It is widely acknowledged that learners with a rich vocabulary background are more effective communicators. In the view of the fact that independent individuals, who take the responsibility for their learning; there is an urgent need to emphasize on these two facts in the

process of learning and teaching a foreign language. One commonly observed problem is that most EFL learners (third year English students at Abd Alhafid Bossouf. uni. Mila) give less attention to developing their vocabulary in comparison with other language aspects, they only learn what is provided by teachers in lectures, and course materials, without making extra efforts to enhance and develop their skills. Although previous studies have addressed this issue most have focused on general language skills rather than independent vocabulary learning outside the classroom. Moreover, few studies have explored learners 'involvement with mobile apps for vocabulary developments during their spare time. This research aims to address the gaps, by investigating EFL learners' perceptions, attitudes, and experiences regarding the use of Mobile-Assisted Language Learning (MALL) in vocabulary learning in university contexts.

3. Significance of the Study

The significance of the current study stems from its concern with exploring EFL learners' perceptions, attitudes, and experiences regarding the use of Mobile-Assisted Language Learning (MALL) in vocabulary learning, which has gained increasing attention in the digital era as an important tool in foreign language learning. Furthermore, this research sheds light on MALL as an approach that may support learners' vocabulary learning practices and engagement with new lexical items outside the classroom. Additionally, this study derives its importance from considering learners' viewpoints on the use of mobile applications in vocabulary learning, which helps to understand how they perceive and interact with such tools. On the whole, the present study seeks to highlight the role of learners' attitudes and perceptions in the integration of MALL in EFL contexts and to provide pedagogical insights into vocabulary learning through mobile-based tools.

4. Aims of the Study

General aim: The main aim of this study is to investigate the role of Mobile-Assisted Language Learning (MALL) in vocabulary acquisition among EFL learners.

Specific aims:

- To identify the different Mobile-Assisted Language Learning (MALL) tools and applications used by EFL learners in learning English.
- To examine the extent to which Mobile-Assisted Language Learning (MALL) contributes to improving learners' vocabulary acquisition.
- To explore the MALL based-strategies used by EFL learners to enhance their vocabulary knowledge.
- To investigate the difficulties faced by EFL learners when using Mobile-Assisted Language Learning for vocabulary acquisition.

5. Research question

This study attempts to answer the following questions:

1. What Mobile-Assisted Language Learning (MALL) tools do EFL learners use to learn English?
2. To what extent do EFL learners perceive Mobile-Assisted Language Learning (MALL) to effect vocabulary acquisition?
3. What MALL-based strategies do EFL learners adopt to develop vocabulary?
4. What challenges do EFL learners face when using Mobile- assisted language learning for vocabulary acquisition?

6. Research Methodology

In the current study, a descriptive quantitative approach was adopted, as it is considered the most appropriate method for gaining a deeper understanding of the variables under investigation. To collect the necessary data, a well-structured questionnaire was administered to third-year LMD students at the Department of English at university AdbAlhafid Bossouf Mila. A convenience sample was selected from the overall population to ensure representativeness. The purpose of administering this questionnaire is to gather data about learners' perceptions and experiences with MALL and their vocabulary level.

7. The structure of the study

This dissertation is made up of two main chapters, framed by a general introduction and a general conclusion. The first is theoretical, and the second is practical. The theoretical chapter is organized into two sections. The initial section explores the theoretical concepts of Mobile-Assisted Language Learning, including its definition, characteristics, theoretical foundations, advantages and disadvantages, and its importance in language learning. The second one focuses on vocabulary development. The practical chapter deals with the research methodology, including the population and sampling, as well as data collection tools. It also presents the analysis and interpretation of the data collected through the questionnaire.

Chapter One: Theoretical Framework

Section One: Mobile-Assisted Language Learning (MALL)

Introduction

Mobile learning has emerged as an important field that may contribute to the development of the learning process. Mobile-Assisted Language Learning is a subfield in the growing field of mobile learning that focuses on the use of mobile technology in the learning process. Despite being a relatively new field, MALL has produced 575 publications over the past two decades (Burston, 2013, p. 157).

In this section, an overview of the subfield of Mobile-Assisted Language Learning (MALL) will be provided. The section first presents an introduction to technology in language education, followed by the origins of MALL, its definitions and characteristics, its theoretical foundations, the devices and applications associated with it, its advantages and disadvantages, and finally its role in vocabulary development.

1.1.1. Technology in Language Education

Teaching practice has evolved over time beginning with the use of chalk until the emergence of instructional technologies like computers and mobile technologies. The positive effects of technology on learners' motivation, needs, and attitude toward learning make educational technology an attractive component of education. As Sharples, Taylor, & Vavoula 2005 argued that a significant convergence is taking place between the modern personal and mobile technologies and the modern views of lifelong education. Moreover, they highlight a convergence between modern learning theories and technological developments. This relationship is summarized in Table 1.1, which illustrates how traditional learning paradigms have evolved alongside mobile and digital technologies toward more flexible, learner-centered, and ubiquitous learning environments.

Table 1.1: *convergence between Learning and Technology (Sharples, Vavoula & Taylor, 2005)*

New Learning	New technology
Personalized	Personal
Learner-centred	User-centred
Situated	Mobile
Collaborative	Networked
Ubiquitous	Ubiquitous
Lifelong	Durable

As shown in Table 1.1, learning has progressively shifted from teacher-centered and fixed environments to mobile, personalized, and collaborative contexts. This transformation reflects the increasing role of technology in enabling lifelong and context-aware learning experiences. In particular, the table emphasizes that mobile technologies support continuity of learning across different settings, which is a key principle underlying Mobile-Assisted Language Learning (MALL). This shift emphasizes active learning supported by technology, "where the learner is allowed more choice, afforded greater control over his or her learning experience, and the learning experience is more active, as opposed to being a passive experience." (O'Neill & Tim McMahon, 2005 as cited in Bayat & Naicker, 2016, p. 982). Similarly, modern digital tools provide personal functions like music playlist, online planners, and other similar applications.

Learning is also viewed as a situated and collaborative activity (Brown, Collins, &Duguid, 1989, cited in Sharples, Taylor, &Valouva, 2005). It enables people to address

challenges or exchange information either independently or in groups though mobile networked technologies.

Computer technology, like learning, is ubiquitous: computers are integrated into tools like photocopiers and television that carry out user centred tasks (including basic instruction and user guidance) rather than serving as standard computing systems (Sharples, Taylor & Valouva, 2005). They are also becoming more sustainable because personal software applications and storage formats (such as PDF) develop through consecutive versions, with a high degree of backward compatibility. Learners now have opportunities to move across various learning contexts, allowing them to carry their maintained and well-structured digital learning records of their lifelong learning (Banks, 2004, p. 6).

1.1.2. From Computer-Assisted Language Learning (CALL) to Mobile-Assisted Language Learning (MALL)

Computer-assisted language learning (CALL) refers to the use of computers and digital technologies to support and enhance language teaching and learning. CALL was greatly empowered by the explanation of e-learning in the 1990s. Warschauer (1996), the development of CALL can be divided into three stages: Behavioristic CALL (1960s-1970s), communicative CALL (1970s-1980s), and integrative CALL (1990s). Integrative CALL is the phase that is currently in effect. CALL has undergone significant changes over time, as Bax (2003) emphasizes. A new dimension has emerged in the field of language teaching and learning, known as MALL. The use of MALL was initially noticed in the early 2000s.

Some may still regard MALL as a form of computer-assisted language learning (CALL), despite the fact that it makes use of mobile technologies. However, there are significant differences between CALL and MALL. One major difference is that mobile devices provide users with faster access to the internet and various applications. Many

language learners now have access to more flexible alternatives to formal language learning. For example, they can listen to foreign-language radio while traveling, play language games while queuing, or watch foreign films during work trips. Kukulska-Hulme and Shield (2008, p. 274) explain that "MALL differs from computer-assisted language learning and its use of personal, portable devices that enable new ways of learning emphasizing continuity or spontaneity of access and interaction across different contexts of use."

The issue remains whether the two terms complement or are alternatives to one another?

It is true that CALL has changed a lot, while MALL, a relatively new term, is becoming more and more-well linked. However, this does not suggest that MALL replaces by CALL. They both seek to assist language learners in achieving a desired level for proficiency in the language, through various means. Mobile devices can be used outside of school or at home, and computers and the Internet can be used for language learning at schools or at home.

1.1.3. Definition and Characteristics of Mobile-Assisted Language Learning (MALL)

The concept of Mobile-Assisted Language Learning (MALL) was introduced by Chinnery (2006), who suggested that mobile technologies could serve as educational tools for language acquisition. According to Chen (2013, p. 21), Mobile-Assisted Language Learning (MALL) refers to the formal and informal learning of a foreign language supported by mobile devices. To be more specific, it is a recent academic field which examines the application of devices such as tablets, smart phones, personal digital assistants (PDAs), and portable multimedia devices, including IPods, for language learning objectives. Research in this area addresses the implementation of these technologies in the field of language acquisition (Hazaea & Alzubi, 2016, p. 9) and considers it "a subset of mobile learning (m-learning), which involves integrating mobile tools and applications to assist and enhance language

learning inside or outside the classroom"(Hazaea & Alzubi 2016, p. 9). The term mobile technologies in language learning "MTLL", refers to the technological devices and applications used to support language learning activities. In other words, "MTLL" refers to mobile digital devices and instruments that can be potentially employed in language learning contexts; MALL refers to the research area which includes theories about and approaches to the use of these technologies for language learning objectives; and "m-learning" is concerned with the practical implementation of these theoretical and pedagogical approaches within the teaching and learning process.

Despite all the definitions presented above, a universally accepted definition of MALL has not been established, as stated by Albadry (2018, p. 57). It is difficult to give exact and accepted definition for the concept of MALL as a result of the notion of "mobility "and the rapid development of the field (Kukulska-Hulme, 2009). Albadry (2018), identifies three key components of "mobility": device mobility, learner mobility, and contextual mobility. The first component has a technological perspective the next emphasizes learner perspective. The last adopts a broader view including the previous components, temporal dimension, technological environment, and conceptual framework. However, despite the lack of definitional clarity, there is a general agreement on the usefulness and efficacy of its use. For example, Ekinci (2020) reported that MALL provides more engaging and useful learning activities, particularly in terms of learner motivation. However, the study mainly focuses on learners' perceptions rather than measuring actual vocabulary acquisition outcomes. Therefore, it remains unclear whether increased engagement through MALL leads to significant improvement in learners' vocabulary knowledge.

Also, advanced mobile devices improve learners' contact with the target language input and offer an alternative learning approach instead of conventional materials (Ekinici & Ekinici, 2017). In their case study, they examined the attitudes and motivations of learners of

English as a foreign language, and they found that mobile applications: 1. increase learner's motivation. 2. improve learning efficiency, particularly vocabulary learning. 3. capture learners' attention, leading to more meaningful learning experiences. 4. User-friendly interface, clearly labeled buttons, notification reminders, variety of speakers, and evaluation of voice recordings are most valued features of mobile apps, which make them more favorable.

1.1.4. Foundations of MALL

1.1.4.1. Constructivism

According to Smith and Craig (2013, p. 254), "learners need to take responsibility for their own learning… by taking substantial hand in directing it… through a process that would build knowledge and be part of doing things with others." This is exactly what MTLL allows learners to do. From a constructivist perspective, Derry (1996) explains that learners actively construct understanding based on their prior knowledge to interpret and understand situations they encounter, while teachers act as facilitator who support the development of understanding rather than simply transmitting knowledge. Liu, et al. (2015) proponents of constructivism, "view learning not just as an individual process but a continuous process of knowledge construction and reflective thinking within a social environment." They further argue that all forms of knowledge, regardless of their field, are social. In term of language learning Liu, et al. (2015) specify that "Language develops via shared and meaningful activities, through performance within a community of practice, …and when learners connect with appropriate knowledge from sociocultural context in which they are immersed."

Cacchione, Procter-Legg, Petersen and Winter (2015, p. 1259) propose a model illustrating the key components required for the successful implementation of Mobile-Assisted Language Learning (MALL). This model is represented in Figure 1.1.

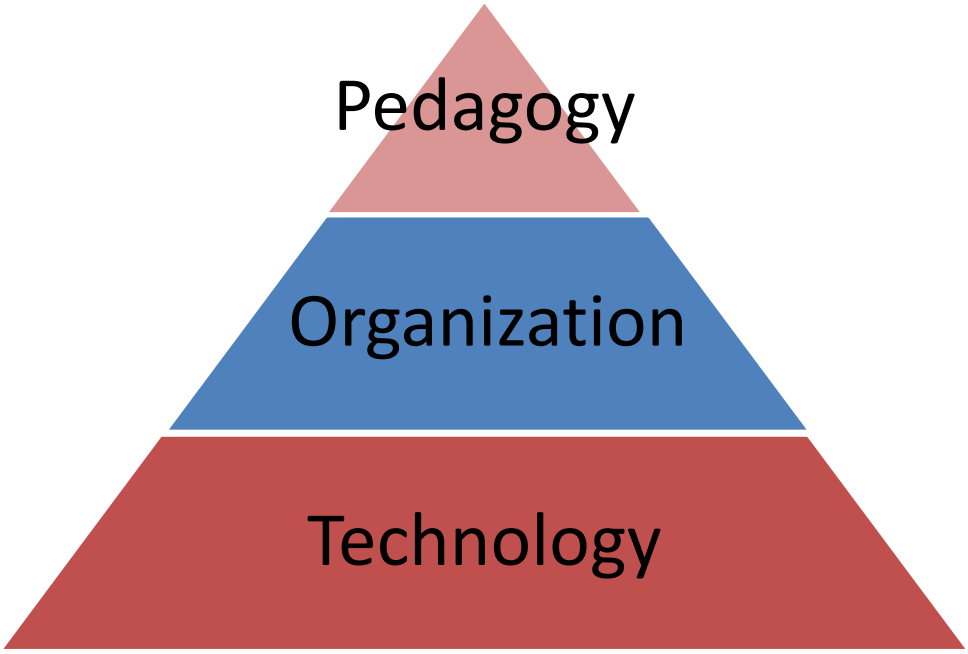

Figure 1.1: ***pyramid of a successful MALL project***

(Cacchione, Procter-Legg, Petersen and Winter 2015: 1259)

As shown in Figure 1.1, the successful implementation of MALL depends on the interaction between three main elements: technology, pedagogy, and institutional support. The figure highlights that technology alone is not sufficient; it must be supported by effective teaching strategies and institutional guidance. Furthermore, the model emphasizes the central role of the learner within this system, suggesting that MALL is most effective when learners are actively engaged and when their social and learning environments are taken into consideration. This reinforces the constructivist view that learning is a socially and contextually situated process.

The first of three elements involved in the successful implementation of MALL projects is technology, which requires connectivity and access to technology, as well as the language learner's accessibility and aptitude (MTLL user) and teachers to use this technology adequately. The role of teachers is to instruct and monitor the students in the proper use of technological devices and to design and control the interactional learning environment. In

other words, successful MALL project requires a link between pedagogy (the third factor) and technology (the first factor); this link is the support from learning institutions and stakeholders (the second factor). For a more positive outcome of MALL project, the learners must be integrated into this whole system, which extends beyond technology and pedagogy subsystems to engage not only the institution, but also the learner's physical and social environments. Constructivism is a meta-theory of learning that takes the whole system into consideration.

When the three factors involved in successful MALL implementation are considered together, constructivism appears to be the most appropriate theoretical framework for guiding MALL research. This is because it emphasizes interaction, learner engagement, and contextualized learning.

1.1.4.2. Learner Autonomy Theory

According to Holec (1989, p. 3), learner autonomy is "the ability to take charge of one's own learning" and the potential ability to act in learning situations. The ultimate objective of education, according to Kaur (2013), is "To produce lifelong learners who are able to learn autonomously" (p. 10). However, encouraging learner autonomy in various cultural contexts can be difficult in practice. Attempts to implement learner autonomy across diverse educational contexts, particularly in EFL settings, have often encountered significant challenges due to cultural differences, despite its strong advocacy by western educators and scholars (Palfreyman, 2006).

Mobile devices allow students to follow their own interests and move at their own pace, increasing their motivation to pursue learning opportunities (West & Vosloo, 2013). Mobile devices in the language classroom can be used to address individual preferences, personalize learning, develop learner autonomy, and promote lifelong language learning

(Goding-Jones, 2018). As a result, many classrooms are experiencing a cultural shift away from the traditional teaching model and toward one in which students actively participate in their own learning via mobile devices (Matchy, 2015). Mobile devices are helping students improve their personal efficacy, with the participants in Squire and Dikkers' (2012) study being able to use devices in unexpected and creative ways. Mobile devices highlighted learners' interests and served as a 'lifeline', for personalized information retrieval. They also encouraged students to learn independently, intuitively, and based on their interests (Squire & Dikkers, 2012, p. 458). A limitation of this study is that it is primarily based on participants' opinions and experiences toward mobile device use, making the findings more descriptive rather than showing their actual impact on learning outcomes. Turula (2017) discovered that tandem language learning websites have significant potential to develop and reinforce learner autonomy, which is "very much promoted" by new tendencies in language learning and affordances of new media offer (p. 3).

1.1.4.3. Situated Learning Theory

Situated Learning stems from Vygotsky's social development theory, in which learning is viewed as "the appropriation of socially derived forms of knowledge which are constructed through the exchange between persons and social and cultural circumstances". "Situations" includes elements of the social, cultural, and physical surroundings. Situated learning involves knowledge and skills created in context that reflect how knowledge is acquired in everyday situations. The two most widely-recognized SLT concepts are Legitimate Peripheral Participation (LPP) and Communities of Practice (COPs) (Lave & Wenger, 1991). The SLT emphasizes that human activities are contextualized (Arnseth, 2008). It focuses on cooperative learning activities, social and cultural interactions (Su & Zou, 2020).

Situated Learning Theory (Lave & Wenger, 1991) provides a theoretical foundation for understanding learning as a socially embedded process. Figure 1.2 illustrates the relationship between key elements of this theory and their application to Mobile-Assisted Language Learning.

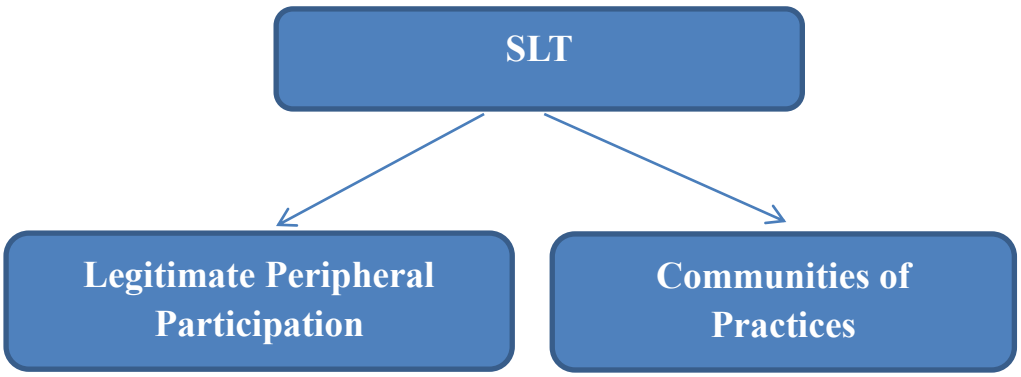

Figure 1.2: ***SLT as the theoretical framework of MALL (Lave & Wenger, 1991)***

The figure demonstrates that learning occurs through participation in authentic social practices within communities of practice. In MALL environments, mobile devices facilitate this process by enabling learners to interact, collaborate, and engage with language in real-life contexts. This visual representation emphasizes that language learning is not limited to formal instruction but extends to meaningful interaction in authentic situations, which is a core principle of MALL.

Situated Learning Theory is commonly and widely utilized in MALL research (Hwang &Chen, 2011), as the use of tools to facilitate mediation is a prevalent problem in MALL (Viberg & Gröunlund, 2012). In line with the theory, MALL uses mobile based-mediation and tools to contextualize learning in social communities and authentic practice (Bersar & Binti Pengiran, 2018). The knowledge of MALL has been applied to various SLT constituents, particularly in social interaction (Zahao, 2019). For instance social interactions have helped people's language skills grow (Inánez et al., 2011). Similarly, the SLT collaborative and interactive features have beneficial effects, especially on the reading skills

(Liu et al., 2018), and lexical proficiency (J. J. Lin & Lin, 2019). The SLT can also aid learning by encouraging learners to actively participate (Palalas, 2011). Despite the reasons stated above, the SLT has been overlooked and given less attention than other widely used sociocultural concepts in Chinese MALL publications, such as the Zone of Proximal Development (Wang & Meng, 2014). Some Chinese MALL synthesis studies, such as Chen and Jia (2020), briefly discussed the SLT concept rather than breaking it down into its component parts.

These theoretical perspectives collectively provide a strong foundation for understanding how Mobile-Assisted Language Learning supports vocabulary acquisition. From a constructivist viewpoint, mobile technologies enable learners to actively construct lexical knowledge through interaction, repetition, and engagement with multimedia resources, allowing them to connect new vocabulary to prior knowledge. In parallel, learner autonomy theory emphasizes that mobile devices empower learners to take control of their vocabulary learning process by selecting appropriate applications, managing their pace, and engaging in personalized and self-directed practice, which enhances retention and long-term memory. Furthermore, situated learning theory highlights the importance of context in vocabulary development, as mobile technologies allow learners to encounter and use new words in authentic, real-life situations through social interaction, communication, and exposure to meaningful input. Taken together, these theories suggest that MALL enhances vocabulary acquisition by promoting active engagement, personalized learning, and contextualized language use, all of which contribute to deeper lexical understanding and more effective retention.

1.1.5. Mobile Devices and Applications in Language Learning

1.1.5.1. Smartphones and Tablets

A smartphone is essentially, a handheld computer device with a touch screen interface, which alleviates the constraints of the home or the office (Oxford Dictionaries. com, 2015). The first smartphone was introduced about 20 years ago at a technology exhibition called COMDEX held in Las Vegas (Anh, 2016 p. 2). Anh (2016) defines smartphones as mobile phones that function like small computers. They can browse the internet and perform many computing tasks.

Over the last few years, there has been an increasing interest in how smartphones should be used as a learning tool, particularly for foreign language learners. Hulse (2018) examined smartphones as a tool in the EFL classroom. One hundred one first-year students from Fukuoka Jo Gakuin university in Japan participated in this study. All of the students in this study had personal smartphones. When asked how smartphones motivate them to learn English, the students stated that using smartphones increases their motivation because it is enjoyable. These results are mostly positive, indicating that many students are positive about using smartphones to learn English. Since class time is usually limited, providing a space for language practice and interaction can be difficult. Smartphones can have significant impact on students' development. Their mobility enables continuous learning outside of the classroom, and they are reasonably priced and convenient. Students' language, analytical abilities, motivation and inventiveness could all be enhanced by installing a variety of educational applications on their smartphones, making learning more interesting and effective for students.

A new type of mobile devices that is rapidly gaining popularity and language educators' attention is the tablet computer. The tablet has a large size touchscreen for easy operation, Wi-Fi/3G-enabled network and multimedia features for sound and video playback. Furthermore, it would be possible to think about the benefits of tablets that go beyond their high level of interaction and content delivery. According to the findings of a study conducted

by Kothanth, Robinson, and Amelik in (2011) at Virginia Tech, tablets are also helpful for all types of learning styles because they can address learner's various learning strategies and styles by incorporating visual and reading/writing artifacts into the learning process and establishing a connection between the learner's preferred style and the technology they use. Sheehy, et al. (2005) identified additional benefits and advantages to tablets including increased curriculum access and enhanced communication and motivation among students.

1.1.5.2. Mobile Applications for Language Learning

The increasing availability of wireless networks that support smartphones, together with advancements in mobile technology, has contributed significantly to the growing popularity of language-learning applications (Kukulska-Hulme & Shield, 2008; Moroz, 2013). According to Rouse (2013) a mobile application is a "software application developed specifically for use on small wireless computing devices, such as smartphones and tablets rather than desktop or laptop computers." (Rouse, 2013, 1). The term application refers to the apps created for language learning on smartphones.

Research indicates that mobile apps can enhance interaction, collaboration, and overall learning outcomes. For instance, in examining the use of Hadeda, a smartphone application designed for language learning, Butgereit and Botha (2009) concluded that the application improved young learners' vocabulary knowledge and spelling skills, as it allowed users to create vocabulary lists in multiple languages and produce audio tasks through a text-to-speech feature. However, the study is limited to a particular application and age population, which restricts the generalizability of its results. Also, the study fails to test long-term retention, raising questions regarding whether the apparent improvements remain over time.

In a different study, Sandberg et al. (2011) investigated how mobile learning affected the performance of young learners of English as a second language. They emphasized the proficiency of specific English words across three participant groups, two of whom used the mobile application named Early Bird, which offered reading and writing courses about zoo animals, and the third group served as a control group. One of the treatment groups was permitted to take the mobile device home. They concluded that the students who took the mobile device home performed significantly better than those in the other two groups. In addition, most of their participants enjoyed the experience and rated that mobile learning as an effective as learning with a teacher. Nevertheless, the study's validity is somewhat limited because one treatment group was allowed to use the device at home, thereby increasing exposure time rather than isolating the true benefits of mobile learning. As a result, it is unclear whether the reported gains are due to the mobile program itself or to additional practice opportunities outside the classroom.

Regarding vocabulary, smartphones helped students acquire English vocabulary, enabling learning to happen anywhere, providing corrective feedback and assisting in exam preparation (Klimova & Polakova, 2020; NAMI, 2020). This indicates that this study focuses mainly on the benefits of mobile learning. However, it fails to take into consideration the possible challenges associated with distractions and overreliance on technology, which may impact learning efficiency. Annamalai and Kumer (2020), investigated the use of smartphones by distance education students to finish their coursework in English. The study discussed how opportunities are created by smartphones for students to interact, work together, produce materials, listen, read, view, and browse the internet. Nevertheless, the study confined solely to distance education learners, which may restrict the generalizability of its findings to broader educational contexts.

Overall, mobile applications are essential for facilitating language learning since they increase its effectiveness, accessibility, and interactivity.

1.1.5.3. Social Media in Language Education

Social media are increasingly becoming significant communication platforms for today's youth. They allow users to express themselves, their ideas, and opinions freely while connecting with people worldwide. According to Mondahl & Razmerita (2014), "Using Web 2.0, users may easily express or share their opinions 'think by writing', seek others' opinions and feedback, and be connected with others." This indicates that social media have considerable potential as an effective and distinguished means of language learning. This interactive and flexible nature encourages students to become more creative and willing to use the target language. As stated by Amin et al. (2020), social media can clarify ambiguous concepts, develop critical thinking and interpersonal skills, provide a platform for information sharing, facilitate learning in a social environment, and validate ideas through discussion and argumentation.

There are several practical examples of social media being used to improve the target language learning. These platforms offer a wide range of opportunities for learners to develop their four main skills (speaking, listening, reading, and writing) as well as other aspects of language. For example, YouTube videos, along with applications like BBC News, radio, podcasts, and audiobooks assist students in practicing their listening comprehension in their target language. They can also enhance pronunciation, grammar, syntax, and overall language proficiency (Nurjannah et al., 2021). Social media enables learners to expand their vocabulary and develop speaking skills by creating their own Facebook groups with other language learners to communicate freely. Additionally, they can also follow or join organizations, companies, and educators who share educational resources.

Platforms such as Twitter, Facebook, and Instagram support learning in all aspects of language. Learners can connect with native speakers, engage in dialogues, get online lectures and courses, and even refine their ability to write in blogs and other online spaces. Moreover, social media provide substantial comprehensible language input through the information, texts, and vocabulary available on these platforms (Bahatti et al., 2022). Teachers can also leverage social media to build and support online learning communication, share educational materials, and provide feedback to their students, making language teaching and learning more accessible, dynamic, and engaging.

1.1.6. Advantages and Disadvantages of MALL

Mobile learning has become an increasingly widespread instructional method on a global scale, providing access to diverse learners without the need to travel. The use of multimedia creates authentic situations that facilitate language practice. This form of communication is particularly beneficial for learners who are too shy to speak (Rodinadze & Zarbazoia, 2012). Mobile-Assisted Language Learning offers unprecedented flexibility in acquiring new competencies, professional skills, and educational pursuits. However, it is not an educational panacea. Understanding its advantages and limitations helps clarify its potential contributions to learners' development.

1.1.6.1. Advantages of MALL

Accessibility is one of the major advantages. Since mobile learning (m-learning) courses are made available through online platforms, learners are able to access them from any location worldwide, which makes learning extremely flexible and helps educators connect with a broader audience (Sullivan, 2022). In addition, access to the internet gives students the opportunity to research and obtain information about various subjects. Moreover, language learners widely use online dictionaries to improve their academic performance.

Motivation: Both e-learning and mobile learning employ teaching and assessment techniques. One technique to gamify the course and encourage students to participate progress, and retain key concepts is the use of interactive assessments and quizzes. Motivated and involved students are more likely to remember what they have studied and feel satisfied when they graduate (Sullivan, 2022).

Flexibility: Although mobile learning is similar to accessibility, it provides students with a certain level of flexibility that cannot be achieved in synchronous or face-to-face classes. Learners can complete courses at any time that suits their individual schedules. Furthermore, learners are able to learn at their own pace as they can finish the course in a few hours or few months, which gives them even more flexibility (Sullivan, 2022).

1.1.6.2. Disadvantages of MALL

There are drawbacks to mobile learning that must be considered, just as with anything else. MALL may expose students to distractions due to a heavy reliance on technology, a lack of teacher training in this area, and restricted access to digital resources. The following section examines these factors in greater detail:

Distraction: Although MALL can enhance learner engagement, it may also lead to over-reliance on technology. Mobile applications, including social media platforms, can distract learners and reduce their ability to concentrate on language learning, especially due to frequent notifications or when devices are used to watch non-instructional content. In addition, some learners may become more concerned with earning gamification rewards rather than achieving a deep understanding of the language. This kind of reward-driven gamification may promote external motivation instead of encouraging genuine interest and meaningful language development (Burston, 2015).

Lack of teacher's training: Due to a lack of training on how to use mobile applications for language learning, many educators feel unprepared to integrate Mobile-Assisted Language Learning (MALL) tools into their teaching. This is in line with Kessler's (2018) claim that teachers need ongoing professional development in order to successfully integrate digital technologies into language instruction. Additionally, many teachers are not well trained to use mobile devices in language courses (Sharples, 2013). The instructional usefulness of mobile applications is thus diminished since they are frequently employed as supplemental tools without explicit pedagogical goals.

Unequal access to technology: One of the biggest problems for students and teachers alike is still unequal access to technology, especially in rural, impoverished, and developing areas. Some students are unable to completely utilize Mobile-Assisted Language Learning (MALL) programs because they lack access to mobile devices, stable internet connections, and compatible technology, which hinders active participation in MALL applications (Iftikhar, 2025). Disparities among students could result from this digital inequality, which would restrict the efficacy and inclusivity of mobile learning initiatives (Traxler, 2018).

Overreliance on technology: Technological dependency is another major issue. Although mobile applications promote learner autonomy, an excessive reliance on technological tools can hinder the advancement of critical thinking and communicative competence. Richards (2008) highlights that meaningful language learning requires interaction, feedback, and guided practice, which cannot be completely replaced by automated mobile tools. In the absence of appropriate pedagogical scaffolding, learners may engage in mechanical practice rather than deep language processing.

1.1.7. The Role of MALL in Vocabulary Acquisition

Mobile-Assisted Language Learning provides innovative, interesting, and effective ways to improve vocabulary for English language learners. Mobile technologies play a significant role, offering students easy and flexible access to a wide range of interactive exercises and language learning materials. The use of mobile devices also fosters motivation, teamwork, and learner autonomy. Various researchers and practitioners have examined the effects of MALL on vocabulary acquisition.

One study that supports this assertion was carried out by Mijan and Hashim (2023) through mobile games and interactive programs. Mobile educational games provide a fun and engaging learning environment that motivates students while reinforcing vocabulary retention. These games typically include elements such as points, levels, and rewards to promote student engagement with vocabulary learning tasks. This demonstrates the greater role of gamification in making vocabulary learning more engaging and motivating for learning.

Additionally, Lei et al. (2022) report that dictionary applications are a substantial part of MALL-based vocabulary learning. Various dictionary applications have been widely used to facilitate vocabulary acquisition, such as the Longman Dictionary of Contemporary English and Merriam-Webster Dictionary. These programs offer learners comprehensive word knowledge, including definitions, pronunciations, parts of speech, items, and collocations, allowing them to understand vocabulary items more deeply. However, the main weakness of this research is that it is largely descriptive of the characteristics and functions of dictionary applications, without providing any emprical evidence about their direct impact on vocabulary learning.

Moreover, the use of mobile devices for vocabulary acquisition enables learners to be exposed to spaced repetition of lexical items, which is considered more successful than massed repetition. Thornton and Houser (2005) compared the effectiveness of learning vocabulary via mobile phones and e-mail. The findings showed that the mobile phone group achieved significantly higher vocabulary gains than both the e-mail group and the group who used paper materials as a medium of vocabulary delivery. This suggests that mobile-assisted vocabulary learning can achieve good immediate gains; yet the main limitation of this study lies in its emphasis on short-term results only, as it focused on vocabulary acquisition immediately without investigating long-term retention.

Furthermore, mobile applications facilitate social engagement and collaboration among language users, providing opportunities for peer interaction and vocabulary building assistance. Through social apps like Tandem and HelloTalk, as well as language learning communities, users can interact with native speakers and other language learners for language practice and exchange.

Students gain cultural knowledge and competency in speaking the target language, in addition to expanding their vocabulary through genuine communication and constructive feedback. Mobile applications allow learners to participate in interactive and engaging vocabulary-learning experiences that can be adapted to their individual learning preferences and needs. (Kadri, 2024, p. 24).

Conclusion

This section delves into Mobile-Assisted Language Learning, commonly known as MALL. Initially, we explored the evolution of technology in language education, tracing its shift from Computer-Assisted Language Learning (CALL) to the more contemporary MALL. We defined MALL and highlighted its unique characteristics. Key theoretical underpinnings

were also examined, encompassing constructivism, learner autonomy, and the situated learning. Furthermore, we surveyed the devices and applications central to MALL, including smartphones, tablets, dedicated language learning applications, and social media or messaging platforms. Finally, a balanced perspective on MALL was presented, weighing its advantages against its drawbacks and underscoring its efficacy in vocabulary acquisition.

Section Two: Vocabulary Acquisition in EFL Contexts

Introduction

Theoretical and empirical research on second language acquisition (SLA) vocabulary has consistently recognized the critical role that lexis plays in second language learning and instruction. Thus, Singleton (1999) claims that the 'nitty-gritty' of the lexicon, rather than broad syntactic principles, is the main challenge to learning and using a language, whether as a first or second language. Hunt and Beglar (2005, p. 2) concur, stating that "the lexicon is the heart of language comprehension and use." Some authors have gone so far as to claim the importance of vocabulary language learning. For example, Lewis (2000) argued that learners need to develop a rich vocabulary repertoire in order to communicate effectively. In light of the role of vocabulary in language learning, this section provides an overview of vocabulary acquisition in EFL contexts. It first presents the definition and importance of vocabulary, followed by a discussion of the main types of vocabulary. The section then examines the aspects of vocabulary knowledge, including meaning, form, and use. Furthermore, it reviews several theories of vocabulary acquisition. Finally, the section highlights vocabulary learning strategies and discusses the integration of Mobile-Assisted Language Learning (MALL) as a tool to enhance vocabulary learning.

1.2.1. Importance of Vocabulary

When learning a foreign language, learners deal with important reading, writing, listening, and speaking skills. However, no matter which skill they focus on, they need two key elements; grammar and vocabulary. These two substructures are essential for each skill. In a sense, grammar can be acquired by learners to some extent, although grammatical inaccuracies may still allow communication to occur, insufficient vocabulary often leads to communication breakdown. When learners produce an incorrect sentence, it can be understood. However, vocabulary is not as flexible as grammar. An inappropriate word may completely change the meaning and may lead to misunderstanding. It comes down to "without grammar, very little can be conveyed, without vocabulary, nothing at all can be conveyed" (Wilkins, 1972, p. 111).

The emphasis on expanding lexical competence highlights the idea that words are essential to communication Webb and Nation (2017), i.e., developing a wide vocabulary supports effective communication in all forms. Moreover, Schmitt (2000) emphasizes that lexical knowledge plays a crucial role in communicative competence and the acquisition of a second language. This knowledge refers to the size, breadth, and depth of the vocabulary, which includes spelling, pronunciation, syntax, morphology, linguistic context, if a word has several meanings, and how a word is used with other words (Qian, 1999). Similarly, Meara (1995) states that possessing a wide range of lexical items large enable learners to communicate effectively in various unpredictable situations. This reinforces the importance of vocabulary in equipping learners with the ability to use language effectively in various, and often unexpected, real-life situations.

A broad lexical repertoire is crucial for clear, accurate, and nuanced idea transmission. It is the basis of effective communication. Since language serves as the primary tool of communicating ideas, emotions, and intentions, having a rich lexis helps people express

themselves clearly and fluently in different contexts, including everyday interactions and academic discussions. Furthermore, language competency develops critical thinking, problem-solving, and even reading comprehension and is strongly linked to cognitive growth. According to research by Nagy and Anderson (1984), Vocabulary knowledge is fundamental for reading comprehension as it enables individuals to comprehend text and construct meaning for it. According to Graves (2006), expanding one's vocabulary is not only a linguistic activity but also an essential skill that supports learning in all subject areas, emphasizing its critical importance in education and other domains.

1.2.2. Definition of Vocabulary

Vocabulary is the basis of all four skills; with word mastery, learners can achieve significant improvements in their language learning process. In the context of foreign language learning, the concept of lexical repertoire is complex and difficult to define (Katamba, 1994; Read, 2000; Schmitt, 2000; Stahl, 2005; Jackson & Zé Amvela, 2007; Pavicic Takac, 2008). Ullmann (1962: 118ff) (qtd. in Jackson & Zé Amvela, 2007: 62) attributes the ambiguity of the word to its general nature, variety of dimensions, unclear boundaries in the non-linguistic world, and lack of familiarity with the meaning of words. Therefore, it is useful to begin with a clear and comprehensive definition of the concept. According to Cambridge Advanced Learner's Dictionary (2008), word stock refers to all the words that a specific individual knows and uses, as well as all the words in a particular language or field. Similarly, Hatch and Brown (1995) define lexical knowledge as a particular group of words a person is familiar with and is able to use in a language.

Lexical knowledge is not limited to understanding isolated words only; rather, it also involves recognizing different lexical forms and combinations used in communication. A lexical item in vocabulary may, however, include more than just one word. For instance, the terms "post office" and "mother-in-law" are made up of two or three words that together

express one meaning. For this reason, it is more practical to refer to lexical items rather than simply “words”.

While the previous definitions provide a simple and general understanding of lexical competence, it is important to consider linguistic and academic perspectives. Richards and Schmidt (2010, p.629) define lexicon as a group of lexemes, including single words, compound words, and idioms. Similarly, McCarthy (1990, p. 3) argues that lexis is more than just a set of words, “when we speak of the vocabulary of a language, we are speaking primarily, but not exclusively, of the lexicon of the language.” From an academic perspective, lexical repertoire includes a distinct category known as academic vocabulary, which refers to words commonly used in scholarly discourse across different disciplines. It is a fundamental aspect of this type, as learners’ comprehension of academic texts largely depends on their knowledge of academic vocabulary (Nagy & Townsend, 2013).

For the purpose of this study, vocabulary refers to learners’ knowledge of lexical items, including their meaning, form, and contextual use.

1.2.3. Types of Vocabulary

Vocabulary knowledge is generally divided into two main types: receptive and productive vocabulary. Schmitt (2004) relates these two types to language competence by distinguishing between receptive and productive knowledge. Receptive knowledge refers to listening and reading skills, whereas productive knowledge is concerned with speaking and writing skills. Lexical knowledge can appear on either print or oral form. According to Al-Dersi (2013), words recognized and used in speaking and listening tasks are included in the oral type, while words recognized and used in reading and writing tasks are included in the print type.

1.2.3.1. Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary knowledge is frequently defined as the ability to recognize a word's form, comprehend its meaning, or provide a synonym or translation in learner's first language (Laufer et al. 2004; Webb, 2008, 2009). In similar view, Redman and Gairns state that "receptive vocabulary is the language items which can only be recognized and comprehended in the context of reading and listening material" (p. 64). In other words, receptive vocabulary refers to an individual's ability to recognize and comprehend the meaning of word heard or read in specific contexts. It is also known as passive vocabulary because learners only perceive the word rather than producing it in speaking or writing. In this type of vocabulary learners are unable to use the words they encounter because they are unfamiliar with their meaning; thus they may only understand the meaning of these words when they appear in context. For example, an EFL learner may understand the word "environment" when reading a text but may not be able to use it correctly in speaking activities. Thus, receptive vocabulary represents an initial stage of vocabulary learning in which comprehension precedes production.

1.2.3.2. Productive Vocabulary (Active Vocabulary)

Productive vocabulary knowledge is frequently defined as the ability to recall a word's form and meaning or to produce the word in accordance with its first language equivalent (Laufer et al. 2004, Webb 2008). Laufer (1998) divided productive vocabulary knowledge into two categories: controlled productive knowledge and free productive knowledge. Controlled productive knowledge refers to the ability to produce words in response to a cue, whereas free productive knowledge refers to the spontaneous use of words without specific prompts, such as free composition. Alqahtani (2015) explains that productive vocabulary includes words that learners understand, pronounce correctly, and use appropriately in speaking and writing. It involves the ability to use words speaking and writing as well as the requirements for receptive vocabulary. Because learners use words to

communicate their ideas to others, productive vocabulary can therefore be viewed as an active process (Webb, 2005). For example, an EFL learner may use the word “environment” correctly on a classroom discussion or writing activity after previously encountering it in reading materials.

1.2.4. Aspect of Vocabulary Knowledge

Vocabulary knowledge is an important part of language acquisition, as it helps learners understand and use the language effectively. Vermeer (1992), stated "knowing words is the key to understanding and being understood" p.147. Mastering the word is more than simply knowing its meaning, its also includes its form and use.

1.2.4.1. Word Meaning

Understanding a word's meaning entails more than just memorizing its dictionary definition; it necessitates grasping the relationship between form and meaning, its references and concepts, as well as its associations. .

1.2.4.1.1. Referent

First, a word's meaning does not arise from a word itself, but from its relationship with the thing it signifies, which may be a person, object, or situation. As Schmitt (2000) states, "meaning consists of the relationship between the word and its referent". This connection is created by social agreement among people (Drum & Konopak, 1987, p. 73). For example, English speakers use the word "giraffe" to denote the African animal with a long neck (Schmitt, 2000). However, learning some vocabulary items might be more challenging because they don't always have a clear real-world referent.

1.2.4.1.2. Form and Meaning

In addition to the referential aspect of meaning, understanding vocabulary also requires establishing a close relation between word form and meaning. As Schmitt (2010)

explains, when learners encounter a new lexical item, they associate its meaning with its written or spoken form. They implicitly ask two main questions: what meaning does this word form signal?, and which word form can be used to express this meaning? (p. 17). The strength of this connection determines whether learners can easily recall a word's meaning when they see, hear, or use its form (Nation, 2001).

1.2.4.1.3. Word association

Finally, comprehending the word also means recognizing its associations with other words. As Schmitt (2000) noted, words do not exist in isolation, but are interconnected through meaning or shared roots in word families. When a learner is given a word, related words appear to their mind, such as needle, thread, pin, sharp. These associations can be clang (form-oriented), syntagmatic (contextual-sequential), paradigmatic (meaning-oriented). Studying them allows learners to better grasp how words are structured in the mind, and acquired over time.

1.2.4.2. Word form

Understanding the meaning of vocabulary items is important, but not sufficient, as word form is also considered as a key component of vocabulary proficiency. Nation (2001), highlights that understanding word form involves knowing of its pronunciation and spelling.

1.2.4.2.1. Pronunciation

Pronunciation or spoken form of the word, includes both receptive and productive phonological skills. Receptively, it involves the ability to recognize and distinguish a word's sound representation in continuous speech. Productively, it requires pronouncing the word clearly and accurately in connected speech for others to understand. A complete comprehension of the spoken form necessitates knowledge of phonemes and phonological sequences. It also involves awareness syllable structure and stress (Schmitt, 2000). This

demonstrates that pronunciation is not only about producing sounds correctly, but also involves applying phonological knowledge in real communication by perceiving and producing speech.

1.2.4.2.2. Spelling

Moreover, spelling or the written form of the word, represents another important aspect of word form. When acquiring new vocabulary, EFL students are required to recognize the orthographic form of a word (receptive knowledge) and to produce its correct spelling (productive knowledge) (Schmitt, 2000). Studies indicate that teaching learners to identify sound patterns can improve their spelling abilities (Bradley & Huxford, 1994). Additionally, spelling mastery is influenced by L1-L2 writing system parallels, target language consistency, and the learners' spoken vocabulary (Nation, 2001). This indicates that learners' ability to internalize language in both form and meaning is strongly related to spelling.

1.2.4.3. Word use

Mastering a word demands is more than just knowing its form and meaning. As stated by Nation (2001), understanding how a term is used is a crucial element of vocabulary knowledge, including its grammatical function and collocation.

1.2.4.3.1. Grammatical Function

Firstly, to use words effectively, learners must understand their part of speech and the grammatical patterns (Nation, 2001), as grammar describes how words combine to form sentences (Pinker, 1999). Furthermore, in relation to receptive knowledge, learners need to recognize the grammatical patterns in which a word may appear. In productive knowledge, they have to know how it is utilized in sentences. This suggests that grammar knowledge is essential for vocabulary use, since only having lexical knowledge is insufficient for producing accurate sentences in language learning

1.2.4.3.2. Collocation

The second major dimension of word use is collocation, as word knowledge involves knowing the words that typically occur together. According to Schmitt (2000), collocation is "the tendency of two or more words to co-occur in discourse". Most scholars (Benson, 1985; Biskup, 1992; Bahns, 1993) classified collocation into two main types: grammatical and lexical. Grammatical collocation is a combination of a dominant word with a grammatical element, usually involving a preposition following a verb, noun, or adjective, for example "access to". Lexical collocation comprises the pairing of two lexical items for example, noun verb (ball bounces) and verb+noun (spend money), (Benson,1985). Therefore, EFL learners are supposed to know which words frequently appear with a specific item, as well as how these combinations are used in actual language.

1.2.5. Theories of Vocabulary Acquisition

In addition to the various aspects of vocabulary knowledge, it is also important to consider the different theories of vocabulary learning. According to Nezhad et al. (2015), four main theories of learning can generally be distinguished; explicit and implicit learning, incidental and intentional learning. Another related theoretical perspective is the depth of processing theory proposed by Graik and Lockhart in 1972. This theory explains that information can be processed at two levels shallow processing (surface features), and deep processing (meaningful analysis).

1.2.5.1. Explicit and Implicit Learning

Among the major theories of vocabulary acquisition are explicit and implicit learning, which differ mainly in learners' awareness and intention during learning. Explicit Learning (EL) and Implicit Learning (IL) are typically distinguished by intention to learn and consciousness or awareness: explicit learning occurs consciously and with intention (one is

aware that one is learning something), whereas implicit learning occurs unconsciously and without intention (one is unaware that one is learning something) (Dekeyser, 2003; Williams).

Explicit learning focuses attention on vocabulary items to be learned, increasing the likelihood of successful acquisition. However, it is time-consuming and cognitively demanding, particularly when attempting to learn an adequate size of lexicon. According to Schmitt (2000), while explicit vocabulary learning can be time-consuming and tedious, it is the most effective way to acquire a large vocabulary.

In contrast, the term implicit learning occurs unconsciously and without deliberate effort (Williams, 2009). Furthermore, it is associated with context-based vocabulary acquisition, such as learning words while reading or listening without intentional memorization. For example, when students repeatedly review vocabulary lists, the words may become becomes automatically learned. As a result, reading appears to be one of the most effective methods for implicit vocabulary learning. (Ziyad, 2019, p. 22).

Therefore, while explicit learning emphasizes deliberate vocabulary study, implicit learning encourages natural vocabulary acquisition through language exposure.

1.2.5.2. Incidental and Intentional Learning

Another important distinction in vocabulary acquisition is between incidental and intentional learning. These terms are occasionally used in conjunction with the terms implicit and explicit learning. According to Nation (2001), there is a difference between incidental and intentional vocabulary learning. Incidental vocabulary refers to all words learned from a particular context, whereas intentional vocabulary is learned in a different way.

According to Vygotsky's social cultural view (1978), learning cannot occur without social interaction and collaboration. This perspective is closely related to incidental

vocabulary learning, which stresses the acquisition of words in meaningful contexts and asserts that learners who acquire words incidentally will be able to use them actively. In addition, Incidental vocabulary learning encourages students to read widely and infer new words meanings from contextual cues. Even though it happens slowly incidental learning is more likely to happen when reading extensively in certain with lots of input (Coad, J 2001).

On the other hand, intentional vocabulary learning refers to learning in which learners are aware that vocabulary is the main focus of the task and deliberately try to acquire new lexical items. According to Hulstijin (2003; 2001), intentional vocabulary learning was the methods by which vocabulary learning itself receives direct attention. Hulstijin (2006, cited in Alemi & Tayebi, 2011) explained that learners are informed in advance that they will later be tested on the information they learn. This reflects the core principle of intentional learning.

Finally, Nation (2001) concluded that "The distinction is not so easy to observe particularly if we consider the fact that all learning involves some conscious attention" (p. 233).

1.2.5.3. Depth of Processing Theory

The levels of processing (LOP) framework, was introduced by Craik and Lockhart (1972), defined a memory trace as a consequence of perceptual analyses. These analyses create a hierarchy or continuum of "levels of analysis" ranging from surface features (such as structural or phonemic) to deeper (such as semantic processes) (Craik, 1973). Thus, variations in how learning takes place can be explained by the distinction between shallow and deep processing.

According to the American Psychological Association Dictionary of Psychology, "shallow processing refers to the cognitive processing of a stimulus that focuses on its superficial perceptual characteristics rather than its meaning." In contrast, deep processing is

a more complex process that focuses on meaning and semantic elaboration, including the use of prior knowledge and analysis of linguistic input. In vocabulary learning, shallow processing refers to attention to surface features such as spelling and pronunciation, whereas deep processing involves semantic analysis and meaningful use of words.

Craik and Tulving (1975) Found a correlation between the depth of word processing and vocabulary acquisition. Better memory performance is not provided by structural analysis, but rather by the quality of encoding information represented in the deep semantic analysis. The depth of processing hypothesis states that when a person uses cognitive energy to manipulate and think about the word, they will be able to recall it easily and use it later. Roger et.al (1984), also argue that learning occurs at different levels of depth depending on semantic involvement, while Laufer and Hulstijin (2001) emphasize that attention to meaning and word relationships enhance vocabulary retention. Overall, deeper processing leads to stronger storage and retrieval of vocabulary in memory.

In conclusion, the various theories of vocabulary acquisition emphasize the various ways in which students acquire and retain vocabulary knowledge. Explicit and intentional learning focuses on conscious attention and deliberate study, whereas implicit and incidental learning occurs naturally as a result of exposure to language use and meaningful contexts. Furthermore, the Depth of Processing Theory states that vocabulary retention is more effective when students process words semantically and meaningfully rather than superficially. These theories demonstrate that successful vocabulary acquisition in EFL contexts requires both conscious learning strategies and meaningful language exposure.

1.2.6. Vocabulary Learning Strategies

Vocabulary learning strategies are part of language learning strategies, which are part of overall learning strategies (Nation, 2001). Thus, the definition of lexical learning strategies

evolved from LLS (Catalán, 2003; as cited in Rabadi, 2016). According to Rubin (1987) and O'Malley and Chamot (1995, as cited in Rabadi, 2016), VLS encompasses any activities, strategies, tactics, or concepts that language learners employ to assist them in learning, storing, retrieving, and utilizing a language. Conversely, Cameron (2001) characterizes VLS as the way in which students assist themselves in understanding and retaining vocabulary. Schmitt (1997, as cited in Rabadi 2016), states that since "use" is regarded as lexical training practice, anything that influences this practice is considered a vocabulary learning strategy. There are numerous classifications of vocabulary learning strategies proposed by various scholars, demonstrating a diverse range of strategies for acquiring vocabulary. Schmitt's proposed taxonomy is the most comprehensive and widely used. Oxford's classification of LLS serves as the foundation for Schmitt's taxonomy, which incorporates social, memory, cognitive, and metacognitive strategies (1990). Additionally, Schmitt (1997) divided the strategies into two Primary categories discovery strategies and consolidation strategies.

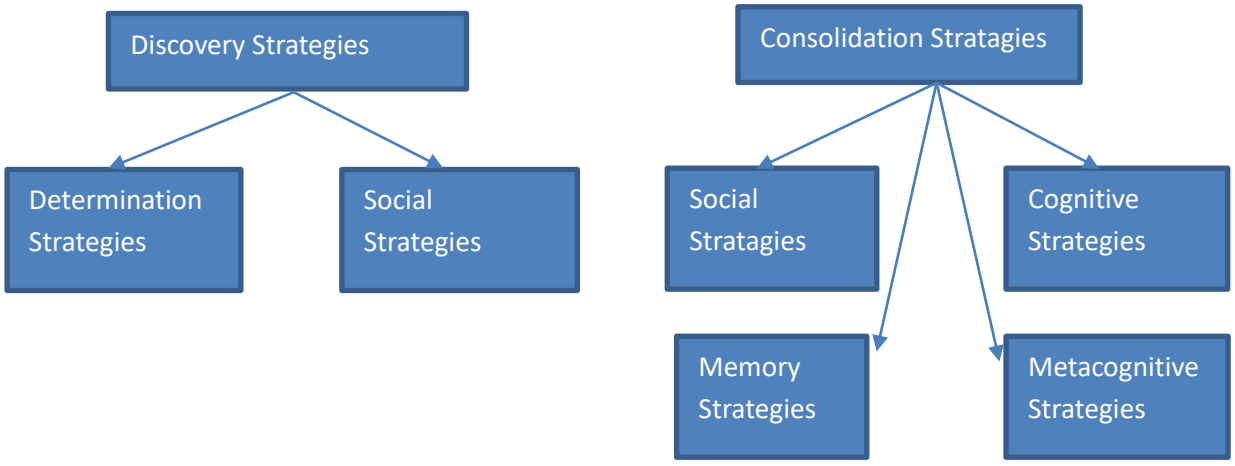

Figure 1.3: ***Schmitt's Taxonomy of Vocabulary Learning Strategies (1997). Source: Tanyer & Ozturk (2014)***

Schmitt (1997) defined discovery strategies as methods for finding new words. There are two subcategories under this group: (a) Determination strategies, which learners use to

figure out a new word's meaning on their own, and (b) social strategies, which they use to learn words through social interactions. One common example is using dictionaries. Dictionaries are regarded as a valuable resource for improving vocabulary knowledge because they provide structured pathways to lexical knowledge that supplement other learning approaches.

Conversely, consolidation strategies the second major category in this taxonomy are methods for recalling the definition and other facets of a recently learned word's lexical knowledge. Four subcategories fall under this Group: (a) social strategies, (b) memory strategies, which connect new words to existing knowledge. Role-playing, or building vocabulary through dramatization, is can be considered an example that reflects both types of strategies; (c) cognitive strategies, which are mechanical methods of memorizing new words; and (d) metacognitive strategies, which are mental processes that entail organizing, tracking, and assessing one's learning.

In addition to Schmitt's classification, other scholars have also proposed taxonomies of vocabulary learning strategies. Gu and Johnson (1996) categorize second language (L2) vocabulary learning strategies into metacognitive, cognitive, memory, and activation strategies. Self-initiation techniques and selective attention are examples of metacognitive strategies. F&SLLs who use selective attention techniques are aware of the words they need to learn in order to fully understand a passage. When using self-initiation strategies, students employ a range of techniques to make vocabulary items understandable. According to Gu and Johnson's taxonomy, cognitive strategies include note-taking techniques, deft dictionary use, and guessing techniques. When employing guessing strategies, students use linguistic cues such as sentence structures and prior knowledge to infer a word's meaning. There are two types of memory strategies: encoding and rehearsal. Rehearsal techniques include things like word lists and repetition. In addition to word-structure (i.e., examining a word in terms of

prefixes, stems, and suffixes), Encoding strategies include association, imagery, visual, auditory, semantic, and contextual encoding. Activation strategies are those that allow students to use new words in various contexts. For example, students might construct sentences with the recently learned words.

1.2.7. Integrating Mobile-Assisted Language Learning in Vocabulary

Mobile-Assisted Language Learning (MALL) can be implemented into vocabulary education using strategies that ensure effective development of vocabulary in language learners. For example, Mijan and Hashim (2023) highlight the use of certain vocabulary learning applications such as Quizlet and Quizizz, which are popular in MALL context. These platforms include digital flashcards, vocabulary tests, and interactive learning exercises to support systematic vocabulary development. The organized design allows students to focus on targeted vocabulary growth at different proficiency levels. In addition, these apps integrate gamification through the use of game-based features like points, leaderboards, badges, rewards, and progress monitoring in order to increase learners' motivation and engagement (Hamari et al., 2014). Moreover, gamification can be associated with Self-Determination Theory, which emphasizes that when learners feel competent, autonomous, and socially connected, they become more motivated. Therefore, gamified vocabulary applications promote learners' participation by transforming vocabulary practice into interactive and motivating activities.

Another major advantage of MALL in vocabulary acquisition is the incorporation of spaced repetition systems (SRS), which enhance long-term retention by presenting lexical items at strategically timed intervals based on learners’ memory performance. This method is based on cognitive science principles and entails reviewing vocabulary items at deliberately spaced time intervals in order to increase long-term retention and decrease forgetting (Kang, 2016). Moreover, it is often used in conjunction with digital flashcards to improve memory

and learning outcomes by increasing the effectiveness of vocabulary learning through repeated retrieval practice (Karpicke & Roediger 2008; Nakata, 2011). According to Godwin-Jones (2011), programs such as Anki provide flexible, learner-centered settings that promote participation and autonomous vocabulary acquisition. The efficiency of digital flashcards in relation to spaced repetition in enhancing vocabulary retention and learner motivation has been highlighted by recent studies (Rafiq et al., 2021; Teymouri, 2024).

In addition, several empirical studies have demonstrated the effectiveness of MALL in vocabulary learning contexts. For instance, Browne and Culligan (2008) found that mobile-assisted flashcard activities supported vocabulary development by allowing learners to focus on personalized lexical items beyond classroom settings. Similarly, Thornton and Houser (2005) reported positive learner attitudes toward mobile-based vocabulary activities, as students considered them both engaging and beneficial for reinforcing their knowledge of English idioms. These findings provide practical evidence for the effectiveness of MALL in enhancing vocabulary learning and learner participation.

The integration of MALL for vocabulary acquisition is also supported by theoretical frameworks, including Engeström's Activity theory, which explains how Mobile-Assisted Language Learning promotes vocabulary development through mediation between learners, mobile technologies, and the educational community. Lei et al. (2022) highlight the significance of interaction among learners, mobile phones, educators, and peers in facilitating meaningful vocabulary learning experiences. In this regard, MALL employs several mediating resources, including mobile applications and social support, to enhance learners' engagement with lexical items and promote vocabulary acquisition. Another relevant perspective is self-regulated learning, as MALL encourages learners to develop meta-cognitive skills, motivation, and independent learning behaviors. According to Lei et al. (2022), the adaptability and control granted to learners by mobile applications foster the

development of learners' self-regulatory abilities, which are crucial for effective lexical knowledge. The last perspective is student-centered learning, where MALL marks a transition from teacher-centered to learner-centered methods. In this case, MALL empowers learners to manage their vocabulary learning process, learn at their preferred speed, and meet their personal lexical needs without limitations of time or place.

Overall, incorporating MALL into vocabulary acquisition provides many opportunities for learners to practice and learn new words through engaging, flexible, and interactive educational environment.

Conclusion

In essence, the key to learning any language is to develop vocabulary, as it is considered the foundation of mastering all language skills. Without words, no knowledge can be learned or understood. Therefore, learners must recognize the significance of vocabulary. Furthermore, recognizing its types and acknowledging that a word involves more than just knowing its definition, but also requires familiarity with its forms, meaning, and proper usage, is crucial for successful language acquisition. Similarly, learners need to use diverse vocabulary learning strategies to acquire, remember, and expand their vocabulary knowledge.

Chapter Two: Practical Part

Introduction

The previous chapter examined the theoretical foundations of Mobile-Assisted Language Learning (MALL) and vocabulary acquisition, whereas this present chapter focuses on the empirical dimension of the study. Its primary aim is to gather and analyze relevant data in order to answer the research questions and explore EFL learners' attitudes regarding the usefulness of MALL in vocabulary learning. This part of the research details the main phases of the fieldwork, beginning with a clear presentation of the study sample from which the data were collected. It then moves on to the presentation and analysis of the students' questionnaire, followed by the interpretation of the results using appropriate statistical procedures. Therefore, the chapter offers a careful discussion of the findings to shed light on learners' attitudes and perceptions towards the integration of MALL in vocabulary learning. It ultimately concludes by outlining the main limitations encountered during the study and suggesting pedagogical recommendations.

2.1. The Research Aim

This study aims to explore students' perceptions of the use of Mobile-Assisted Language Learning (MALL) in vocabulary acquisition. By examining these perceptions, the study seeks to gain insight into how learners perceive the role of MALL in supporting vocabulary learning.

2.2 The Research Questions

To achieve the set aim the research seeks to answer the following questions:

1. What mobile-assisted language learning (MALL) tools do EFL learners use to learn English?

2. To what extent do EFL learners perceive Mobile-Assisted Language Learning (MALL) to effect vocabulary acquisition?
3. What MALL based-strategies do EFL learners adopt to develop vocabulary?
4. What challenges do EFL learners face when using Mobile-Assisted language learning for vocabulary acquisition?

2.3 Population and Sample

The present study targeted third-year LMD EFL students at the university of Mila. A sample of 60 students was selected through a convenience sampling to ensure unbiased representation of the target group. The questionnaire was distributed online through a Facebook group dedicated to third year EFL students, which facilitated access and encouraged participation. All 60 responses were collected and analyzed, providing useful insights into students' attitudes towards the use of MALL in vocabulary learning.

2.4 Data Collection Tool

A descriptive quantitative approach was used in this study to collect useful data and answer the research questions. A single questionnaire was distributed through Google Forms to a convenience sample of third-year students, and the collected responses were analyzed using charts, percentages, and descriptive interpretation of students' answers. It includes both close-ended (multiple choice) and open-ended questions to explore in depth students' perceptions of using mobile-assisted language learning for vocabulary development.

2.4.1 Ethical Consideration

Participants were informed about the purpose of the study and their participation was voluntary. Anonymity and confidentiality were ensured, and all responses were used only for academic purposes.

2.5 Students' Questionnaire

2.5.1 Administration of the Students' Questionnaire

The students' questionnaire was administered online at Abdelhafid Bousouf, Mila University from Wednesday, April 1st, to Saturday, April 4th, 2026. It involved 60 third-year EFL students. The participants completed the questionnaire at their convenience, and the researchers were available online to clarify any ambiguities. All the responses were automatically collected through the online platform.

2.5.2 Description of the Students' Questionnaire

The present questionnaire was administered to students to collect the necessary data. It comprised twenty (20) questions in various forms, including multiple-choice, closed-ended, and open-ended items, and was structured into four sections.

The first section, entitled "Background Information", comprises three questions aimed at collecting data on participants' personal profiles such as gender, Age, and their self-perception of their current English level. Section Two delves into the participants' experience with the use of mobile phones in learning English, focusing on how frequently learners use them for educational purposes, their attitudes toward the use of mobile phones in language learning, and the types of mobile applications they use. Furthermore, it explores the extent to which mobile applications contribute to improving their English, as well as their preferences for using mobile applications compared to traditional learning methods. In the third section, the students are first asked to identify the aspects of language they find most problematic, with a particular focus on vocabulary. They are then invited to indicate how often they attempt to learn new English words. In addition, this section explores the difficulties they encounter in different vocabulary skills, such as listening, speaking, reading, and writing. Furthermore, it examines the extent to which they rely on themselves or their teacher in

learning vocabulary. Finally, students report the methods they use to learn new vocabulary, including memorization, contextual learning, and the use of digital tools.

Finally, the fourth section which is the main core of the present study focused on exploring the extent to which the participants use their mobile devices to learn new vocabulary items, and how they perceive the usefulness of mobile technologies to learn vocabulary. Students are asked whether they have used mobile applications for learning vocabulary, the types of activities or tools they use, their views on effectiveness, motivation, and independent learning, as well as the difficulties they encounter and whether they would recommend these applications to others.

2.5.3 Analysis of the Students' Questionnaire

Section One: Background Information

Q1. Gender

Table.1: *Students' Gender*

Option	Number	Percentage
Male	11	18.3%
Female	49	81.7%
Total	60	100%

As illustrated in table 2.1, females represent 49 (81.7%) of the participants, while males account for only 11 (18.3%). This indicates that female students constituted the majority of the sample.

Q2: Age

Table.2: *Students' Age*

Option	Number	Percentage
20-22	56	93,3%
23-25	3	5%
+25	1	1,7%
Total	60	100%

This item is intended to determine the ages of the participants. As demonstrated in the table, 93.3% of the sample is between the ages of 20-22 years, while 5% are between the ages of 23-25 years. The rest 1.7% are above 25 years old. This data clearly reveals that the dominant age group in the sample falls within 20-22 age range.

Q3: How do you consider your level in English?

Table.3: *Students' Level in English*

Option	Number	Percentage
Beginner	3	5%
Intermediate	29	48.3%
Upper-Intermediate	24	40%
Advanced	4	6.7%
Total	60	100%

This question aims to gather data about how students perceive their level of English. According to Table 3, it can be observed that nearly half of the respondents (48.3%) classify their level as intermediate, while (40%) describe it as upper-intermediate. On the other hand,

only limited percentage (6.7%) consider themselves advanced, and a small minority (5%) identify themselves as beginners. These findings may be related to the limited use of English in both students' daily lives and in their academic settings. Since exposure to the language mainly happens in the classroom, learners have insufficient opportunities to practice and develop their abilities in real-life situations. For this reason, most students perceive themselves as intermediate or upper-intermediate users of English.

Section Two: Mobile-Assisted Language Learning

Q4. Do you use mobile phones for educational purposes?

Table.4: *Students' Mobile Phone use for Educational Purposes*

Option	Number	Percentage
Always	27	45%
Often	18	30%
Sometimes	15	25%
Never	0	0%
Total	60	100%

According to the above Table, it can be observed that 45% of the participants reported that they always use their mobile phones for educational purposes, while 30% said that they often do so. In addition, 25% stated that they sometimes rely on them for learning activities, whereas none of the participants answered that they never used them for education. These results demonstrate that mobile technology has become a fundamental part of students' academic process. Moreover, this reliance might be explained by the growth of learner

autonomy, as students can manage their whole learning process beyond the classroom and access information independently without depending on the teacher.

Q 5: Mobile phones make learning English easier.

Table.5: *Students' perceptions of the Role of Mobile Phones in English Learning*

Option	Number	Percentage
Strongly agree	17	28.3%
Agree	34	56.7%
Neutral	8	13.3%
Disagree	0	0%
Strongly disagree	1	1.7%
Total	60	100%

Based on the results in Table 5, there is a general positive attitude regarding the use of cell phones in learning English. The high proportion of agreement (56.7%) and strong agreement (28.3%) signifies that students are more comfortable utilizing mobile phones as a means of learning English. This reveals that mobile devices are in line with students' personal requirements and learning styles. In contrast, the neutral answers (13.3%) may imply that some learners are not able to use their devices properly for studying or have difficulties separating entertainment from learning. Only a very small minority (1.7%) strongly disagreed, which highlights that negative perceptions are minimal. Overall, these results suggest that the majority consider mobile technology as a helpful and useful tool in English language learning, despite some learners failing to appreciate its educational worth.

Q6. Which mobile applications do you use to learn English?

Table.6: *Students' use of Mobile Applications for Learning English*

Option	Number	Percentage
Duolingo	19	31.7%
Quizlet	5	8.3%
ChatGpT	41	68.3%
Other(please specify)	19	31.7%

This research question seeks to determine which mobile applications students use more frequently in their English learning process. Based on the findings, ChatGPT is the most widely used application by students with 41 responses (68.3%). This is followed by both Duolingo and other mobile apps, each received 19 of the responses (31.7%) ، while Quizlet has the least utilization among all, with just 5 respondents (8.3%).

These results reveal that students prefer to use ChatGPT for learning English over other apps like Duolingo and Quizlet. . This is perhaps due to its ability to provide, immediate feedback, accessibility, conversational interaction, and personalized explanations.

Q7.To what extent do mobile applications contribute to improving your English?

Table.7: *Students' perceptions of the contribution of Mobile Applications to Improving Their English*

Option	Number	Percentage
To a great extent	19	31.7%
To a moderate extent	34	56.7%
To a small extent	5	8.3%

Not at all	2	3.3%
Total	60	100

This question is meant to know the students' perceptions about the importance of mobile applications in improving their English. The results shown in Table 2.7 indicate that 31.7% of the participants consider mobile applications as very important, while 56.7% said they are moderately important. A small proportion 8.3%, regard them as slightly important. The rest, a very small percentage, indicated that they are not important at all.

These results provide insights into the students' awareness of the importance of using mobile applications in order to improve their English.

Q8. Do you prefer using mobile applications to learn English instead of traditional methods (Books or notebooks)?

Table.8: *Students' Preference for Mobile Learning over Traditional Method*

Option	Number	Percentage
Mostly mobile apps	26	43.3%
Mostly traditional methods	7	11.7%
Both equally	27	45%
Total	60	100%

This question attempts to investigate whether students prefer using mobile applications over traditional methods (books or notebooks) for learning English. Table 8 demonstrate that most of the respondents (45%) preferred using both methods equally,

while 43.3% of the participants reported that they primarily favor mobile apps, and just 11.7% of the students rely on conventional methods.

It is clear that the outcomes show students' tendency to adopt a blended learning method. This inclination can be linked to the fact that blended learning enables students to benefit from the advantages of both learning techniques. Mobile apps provide flexibility, convenience, practice opportunities, and deliver instant feedback. All of which make it easy for students to learn at any time. Meanwhile, traditional learning methods offer good organization and structure, thus promoting deeper concentration.

Section Three: Vocabulary

Q9. Which aspect of language has proved to be the most problematic for you?

Table.9: *Students' Difficulties in Language Aspects*

Option	Number	Percentage
Pronunciation	7	11.7%
Vocabulary	33	55%
Grammar	13	21.7%
All of the above	7	11.7%
Total	60	100%

This item examines to find out the most difficult aspect students encounter in language learning. From the figure above, it can be seen that vocabulary stands out as the biggest challenge, with 55% of the participants marking it as their main issue. Grammar follows at 21.7%, while pronunciation poses a difficulty for 11.7% of those surveyed. The remaining portion of the sample, accounting for 11.7%, indicated that all of the factors

discussed above are problematic for them. These findings reveal that students find the process of acquiring new vocabulary very challenging, may be related the abundance of words that carry diverse meanings, making it harder for students to remember and apply them appropriately in various contexts.

Q10. How often do you try to learn new English words?

Table.10: *Frequency of Learning New English Words*

Option	Number	Percentage
Always	20	33.3%
Often	17	28.3%
Sometimes	22	36.7%
Rarely	1	1.7%
Total	60	100%

This question was addressed to evaluate students' engagement in learning English vocabulary. The data in Table 10 uncover that 36.7% of the sample declared that they learn new words sometimes. After that, 33.3% mentioned that they always make an effort to do so. Conversely, 28.3% claimed that they often try to learn new vocabulary. The rest 1.7% of the participants responded that they do so rarely.

These outcomes suggest that most of the students have a great interest in learning new English words, albeit not on a regular and consistent manner. This indicates a generally favorable attitude on vocabulary acquisition with varying degrees of dedication among students.

Q11. Do you face problems in: (You may choose more than one option)

Table.11: *Vocabulary Learning Difficulties*

Option	Number	Percentage
Listening vocabulary	25	41.7%
Speaking vocabulary	32	53.3%
Reading vocabulary	7	11.7%
Writing vocabulary	27	45%%

The purpose of this question is to uncover the areas in which third-year students face vocabulary-related difficulties across different language skills. As displayed in table 2.11, speaking vocabulary emerges as the most significant challenge, with 53.3% of students identifying it as their primary difficulty. Writing vocabulary follows closely at 45% suggesting that a considerable number of students also encounter challenges when attempting to use vocabulary the students, reflecting issues in understanding spoken language and recognizing words in real-time communication. In contrast, reading vocabulary appears to be the last problematic skill, reported by 11.7% of the participants. These results reveal that productive skills (speaking and writing), pose greater vocabulary-related challenges than receptive skills (listening and reading).

Q12. In learning vocabulary, do you rely on:

Table.12: *Students' Reliance in Vocabulary Learning*

Option	Number	Percentage
Mostly teacher	3	5%
Mostly myself	32	53.3%

Both equally	25	41.7%
Total	60	100%

The findings indicate that a significant majority, 53.3% of respondents prefer to rely on themselves when learning vocabulary. This suggests a self-reliant approach to learning and problem-solving, where individuals take responsibility for seeking out information and understanding independently. Relying equally on both the teacher and oneself was the second most popular option, chosen by 41.7% of respondents. This implies that there is still a balance between independent learning and teacher guidance, which is understandable considering the teacher's role as an educator and experts in the subject matter. Only 3% of respondents indicated that they rely mostly on teacher when learning vocabulary. This suggests that teacher dependence may be less preferred or utilized in such instances. It is worth noting that these findings might be influenced by the learning context or the approach adopted by the students.

Q13. What method do you usually use to learn new vocabulary?

Table.13: *Vocabulary Learning Methods*

Option	Number	Percentage
Memorizing word lists	9	15%
Using a dictionary	3	5%
Learning words from context	9	15%
Repetition and practice	13	21.7%
Using mobile applications	8	13.3%
Watching videos/media	18	30%

Total	60	100%

Providing a list of different vocabulary learning methods, this item explores the most commonly used strategies by students for learning new vocabulary. Interestingly, watching videos and media was the most selected option, with 30% of the participants indicating that they usually rely on it. In comparison, repetition and practice was chosen by 21.7% followed by learning words from context and memorizing word lists, which were equally selected by 15%, then using mobile applications by 13.3%, and finally using a dictionary by 5%.

Primarily, the results point out a variation in the methods used for vocabulary learning among students. In addition, the findings reveal that students tend to favor more engaging and practice-based strategies, such as watching videos and repetition, in comparison to more traditional methods like memorizing word lists or using a dictionary.

Section Four: Mobile Learning and Vocabulary Development

Q14. Have you ever used a mobile phone to learn English vocabulary?

Table.14: *Use of Mobile Phones for Vocabulary Learning*

Option	Number	Percentage
Yes	59	98.3%
No	1	1.7%
Total	60	100%

According to Figure 2.14, a large proportion of the respondents (98.3%) reported using mobile phones to learn English vocabulary. The remaining portion of 1.7% represents students who have not used mobile devices for this purpose. This distribution indicates that

students are highly aware of, and actively integrating, mobile technology into their vocabulary learning process. Additionally, such high usage can be justified by the widespread accessibility and convenience of mobile phones, as well as the variety of applications and resources they offer for language learning.

Q15. If yes, which activities or tools have you used on mobile applications to learn vocabulary?

Table.15: *Mobile Activities and Tools for Vocabulary Learning*

Option	Number	Percentage
Flashcards	5	8.3%
Vocabulary quizzes	19	31.7%
Vocabulary games	7	11.7%
Translation tools	26	43.3%
Other (please specify)	3	5%
Total	60	100%

This follow-up question was addressed to the participants who indicated that they have used mobile applications to learn vocabulary, aiming to identify which specific activities or tools they use. The results show that translation tools were the most commonly used, as they were selected by 26 participants (43.3%). Vocabulary quizzes followed with 19 users (31.7%), while vocabulary games were chosen by 7 respondents (11.7%). In contrast, flashcards were the least used option, with only five participants (8.3%). A small proportion of participants (5%) selected other tools without specifying any particular applications. These findings suggest a clear preference for translation tools, which may be explained by their

reliance on the learners' native language, allowing for a more direct understanding of unfamiliar vocabulary.

Q16. Do mobile applications help you remember vocabulary for a longer time?

Table.16: *Students' Perception of Vocabulary Retention Using Mobile Applications*

Option	Number	Percentage
Strongly agree	11	18.3%
Agree	30	50%
Neutral	16	26.7%
Disagree	3	5%
Strongly disagree	0	0%
Total	60	100%

This question investigates students' perceptions toward the effectiveness of mobile applications in vocabulary retention. According to the findings, fifty percent of the participants agreed that mobile apps help them remember vocabulary for a longer period. 18.3% strongly agreed. However, 26.7% of the respondents were neutral and the remaining 5% expressed disagreement. This distribution of responses indicates that most of the participants perceive mobile apps as supportive and beneficial tools for vocabulary retention.

Q17. Mobile applications motivate me to learn new vocabulary.

Table.17: *Vocabulary Learning Motivation*

Option	Number	Percentage
Strongly agree	7	11.7%

Agree	41	68.3%
Neutral	10	16.7%
Disagree	2	3.3%
Strongly disagree	0	0%
Total	60	100%

Based on the obtained results, it is evident that a considerable proportion of the respondents expressed a positive perception regarding the motivational role of mobile applications in learning vocabulary. According to the findings, 68.3% of the participants selected “agree” and 11.7% selected “strongly agree,” indicating that mobile applications motivate them to learn vocabulary. Additionally, 16.7% of the students chose a neutral response, while 3.3% selected “disagree.” Importantly, no participants chose “strongly disagree.” The significant percentage of students expressing agreement suggests that mobile applications are widely perceived as a motivating tool for vocabulary learning among the students.

Q18. I can learn vocabulary independently using mobile applications

Table.18: *Independent Vocabulary Learning*

Option	Number	Percentage
Strongly agree	10	16.7%
Agree	36	60%
Neutral	12	20%
Disagree	2	3.3%

Strongly disagree	0	0%
Total	60	100%

According to the data displayed in Table 18, there is a favorable perception among students toward the use of mobile applications as a tool for autonomous vocabulary learning. The outcomes indicate that 60% of the sample agreed and 16.7% strongly agreed that mobile apps help them learn vocabulary independently. On the other hand, 20% of the participants remained neutral, and only a minimal proportion (3.3%) disagreed with the statement, whereas no respondents selected "strongly disagree "option. These findings suggest that mobile apps are widely considered as effective means for improving students' independent vocabulary learning

Q19. What difficulties do you face when using mobile devices to learn English vocabulary?

This question is an open-ended one, given to students to provide explanations about the difficulties they face when using mobile devices to learn English vocabulary. The majority of respondents reported various challenges, which were analyzed thematically by grouping similar answers into common categories.

Distractions and loss of focus (35%): The largest proportion of participants indicated that social media notifications, messages, and entertainment applications distract them and reduce their concentration during learning.

No difficulties (25%): A considerable number of students reported that they do not face any problems when using mobile devices for vocabulary learning.

Technical and internet-related issues (15%): Some participants mentioned problems such as poor internet connection, difficulty finding reliable sources, and dependence on online access.

Physical and usability limitations (11.7%): A number of respondents highlighted issues related to small screen size, eye strain, and discomfort during prolonged use.

Vocabulary and cognitive difficulties (11.7%): Other students reported challenges in understanding, remembering, or pronouncing new vocabulary items.

Preference for traditional learning (1.7%): A very small proportion expressed a preference for traditional learning methods over mobile-based learning.

The findings particularly emphasize the impact of distractions, while also showing that some learners are able to use mobile technologies effectively without facing major obstacles.

Q20. Would you recommend using mobile applications to learn English vocabulary ?

Table. 19: *Students' Recommendations for Using Mobile Applications to learn English Vocabulary*

Option	Number	Percentage
Strongly agree	12	20%
Agree	40	66.7%
Neutral	8	13.3%
Disagree	0	0%
Strongly disagree	0	0%
Total	60	100%

As indicated in table 20, the majority of the sample (66.7%), agree with recommending mobile applications for learning English vocabulary, accompanied by 20% who strongly agree with this view. On the other hand, 13.3% of the respondents hold a neutral opinion, while there are no participants express disagreement or strong disagreement.

These findings clearly reveal a high level of agreement among students toward the recommendation of using mobile apps as tools for developing their English vocabulary.

If agree, please specify which applications or methods:

The final question is an open-ended question that explores the main applications and methods recommended by students for learning English vocabulary. It is important to note that most of the participants provided multiple responses; therefore, the total percentage may exceed 100%.

From the data obtained, it is evident that the majority of respondents (61.67%) preferred learning applications as the most recommended tools, including Duolingo, Quizlet, Busuu, Babble, Cake, Zee American English, Crossword master, Word of the Day, English 4LMD, British Council, and Elsa Speak. 50% of the participants mentioned learning methods such as shadowing, repetition, using flashcards, vocabulary games, using quizzes, practicing with friends, learning 10-15 words daily, watching movies and short videos, listening to music, practicing speaking using voice recordings, reading PDF books, and taking notes. This shows that students recognize the significance of learning strategies in helping them acquire new vocabulary. Additionally, 35% of the students recommended digital media exposure like YouTube, TikTok, Instagram (reels), podcast (BBC learning English), and Spotify as useful tools for developing English vocabulary. Moreover, 20% of the sample mentioned dictionaries and translation tools including Merriam-Webster, Golden Dictionary, Google Translate, Google, and Naver. This suggests that these tools may help students to clarify meanings and understand new words. A number of respondents 16.67% reported that they use AI-based learning, especially ChatGPT, as a supplementary resource for vocabulary development. Furthermore, a smaller percentage (11.67%) noted the use of communication and interaction apps such as HelloTalk, Discord, social media, and chat apps. As students

mentioned, these apps provide them with the opportunity to practice vocabulary through speaking with native and non-native speakers.

Finally, a minor proportion (8.33%), provided neutral and unclear responses.

These findings clearly demonstrate that students rely on various apps and methods for learning vocabulary, with a strong tendency toward learning apps.

2.6 Discussion of the findings

The purpose behind the students' questionnaire is to explore the learner's perceptions of the use of Mobile -Assisted language learning in enhancing vocabulary acquisition among third-year EFL students. The analysis of the data reveals several important findings regarding learners' attitudes, practices, and challenges. The most important findings from this survey are highlighted in the discussion yet to unfold.

The findings show that third-year students view vocabulary as an important aspect of language learning. Based on the findings, it is clear that the students have an acceptable level of English, as the majority of them consider themselves intermediate or upper-intermediate learners; however, a sizable proportion of them have not reached an advanced level. Furthermore, the majority of participants struggle to learn vocabulary. These difficulties are primarily encountered in both the aspects and the use of vocabulary; in terms of the aspects, vocabulary is regarded as the most difficult, followed by grammar and pronunciation, whereas productive skills, particularly speaking and writing, are the most problematic areas.

In relation to mobile learning, the findings show that students widely use mobile phones for educational purposes, including vocabulary learning. This high level of usage reflects the growing integration of digital tools into learners' academic lives and supports the idea of technology-enhanced language learning environments. The predominance of applications such as ChatGPT, followed by Duolingo and other platforms, suggests a shift

toward AI-supported and interactive learning tools. This preference can be explained by the immediacy of feedback, personalized explanations, and accessibility offered by these applications, which meet learners' need for quick and autonomous support outside the classroom.

To push further, the use of mobile applications is recommended by the majority of third-year students, as they find them advantageous for improving vocabulary. The participants have suggested a variety of ways for the best use of these tools for vocabulary enhancement. Among these, they recommended using different learning applications, applying effective learning strategies such as repetition, shadowing, and daily practice, as well as benefiting from digital media like videos, podcasts, and social platforms. They also suggested using dictionaries, translation tools, and AI-based applications as supportive resources, in addition to practicing vocabulary through communication with others. Despite these positive perceptions, several challenges were identified. The most significant issue reported was distraction caused by social media notifications and entertainment applications. This highlights one of the main limitations of mobile-assisted learning, where the same devices that support learning also provide sources of distraction. Other difficulties include technical problems such as internet connectivity, small screen size, and physical discomfort during extended use. These challenges suggest that while mobile learning is beneficial, its effectiveness depends on learners' ability to regulate their use and maintain focus.

In summary, the findings demonstrate that EFL learners hold generally positive attitudes toward MALL in vocabulary learning. Mobile applications are perceived as useful tools that enhance vocabulary acquisition, motivation, and learner autonomy. However, their effectiveness is influenced by external factors such as distraction and technical limitations. These results highlight the importance of guided and balanced integration of mobile technologies in language learning contexts.

2.7 Limitations of the Study

Several difficulties were encountered while conducting the present study. The first challenge was related to the theoretical part. Although numerous articles were available on mobile-assisted language learning and vocabulary acquisition, there was a limited availability of books addressing the topic in depth, which restricted the strength of the theoretical foundation. In addition, it was difficult to gather sufficient and clear information about certain theoretical frameworks, such as constructivism and learner autonomy, which are essential to support the study.

Another challenge arose during the data collection process. Collecting learners' responses through an online questionnaire proved to be difficult, as it was not possible to control or directly interact with participants as in face-to-face settings. This required considerable effort, including repeatedly contacting learners and encouraging them to respond. Furthermore, the study relied on a relatively small and specific sample size, which may affect the extent to which the findings can be generalized to a wider population of third-year EFL students at Mila University. A broader and more diverse sample would allow for a more comprehensive understanding of mobile-assisted language learning and vocabulary acquisition across different educational contexts.

Finally, the analysis of open-ended questions posed another difficulty, particularly the last question related to learners' proposed applications and methods. Many responses contained multiple ideas and suggestions, making it challenging to categorize and analyze the data accurately.

2.8 Recommendations

2.8.1 Recommendations for Learners

- Learners should use their mobile phones in an organized way for educational purposes rather than using them randomly.
- Learners should use mobile phones and integrate them into their learning habits.
- Learners should use multiple learning applications to benefit from different learning features. Learners are advised to adopt a blended learning approach that integrates both traditional and modern methods.
- Learners are encouraged to set personal learning goals in order to improve their vocabulary on a regular and consistent basis.
- Learners are recommended to diversify their vocabulary learning strategies rather than depending only on a single method.
- Learners should control their mobile phones usage by minimizing distraction during learning.
- Students should regulate their use of mobile phones in order to avoid becoming addicted to them.

2.8.2 Recommendations for Teachers

- Teachers are required to highlight the importance of mobile applications as a supplementary tool in language learning.
- Teachers should guide learners on how to use mobile phones effectively and responsibly, helping them distinguish between using the tool as a shortcut and using it as a resource for vocabulary development.

- Teachers should design activities that incorporate multiple applications to develop vocabulary acquisition.
- Teachers should monitor students' vocabulary progress regularly.
- Teachers should create structured mobile-based learning activities to maintain students' focus and ensure the effective use of technology
- Teachers are advised to remain abreast of technological developments adopted by the young generation in order to provide appropriate guidance on their educational use.

2.8.3 Recommendations for Policy Makers

- Policy makers should support the use of mobile phones in classrooms by providing clear guidelines and materials to assist teachers in using them effectively for vocabulary teaching.
- Educational authorities and curriculum designers should encourage university institutions to facilitate independent learning of vocabulary through mobile technologies.
- Policymakers are required to provide digital and reliable internet access in order to ensure the effective use of mobile technologies in language education.

2.8.4 Recommendations for Future Researchers

- Future studies should involve larger and more diverse samples of learners from different regions and educational levels, to enable broader generalization of results.
- Researchers are also advised to employ an experimental design to explore the efficacy of MALL in improving vocabulary acquisition and retention, so as to obtain more authentic and valid results.

- Researchers should compare the effectiveness of various mobile learning applications and examine how each supports vocabulary acquisition**.**

Conclusion

This chapter is focused on the practical part of the present study. It presents the findings of the research conducted on learners' perceptions regarding the role of Mobile-Assisted Language Learning (MALL) in enhancing vocabulary acquisition. The questionnaire was administered to third-year EFL students at AbdElhafid Boussouf Mila University. The study provides logical insights into the previously stated research questions. The majority of respondents expressed positive attitudes toward the effectiveness of MALL in improving their vocabulary knowledge. Therefore, the findings confirm that EFL learners support the integration of mobile technologies in language learning. Based on learners' perceptions, it is important to highlight that Mobile-Assisted Language Learning represents an effective approach to fostering vocabulary acquisition.

General Conclusion

This study was conducted to examine the significance of Mobile-Assisted Language Learning in the field of teaching English as a foreign language, with a particular focus on vocabulary acquisition. It aimed to explore how learners can use their mobile devices in EFL learning contexts to support their vocabulary knowledge. Furthermore, the study sought to investigate learners' perceptions of Mobile-Assisted Language Learning as a supplementary tool for vocabulary acquisition. To achieve these aims, a questionnaire was administered to a sample of third-year EFL students in order to collect data on their experiences, learning practices, and attitudes toward mobile-assisted vocabulary learning. The findings provided valuable insights into how learners integrate mobile technologies into their language learning process.

The results indicate that learners generally hold positive attitudes toward the use of mobile-assisted tools for vocabulary acquisition. Mobile applications were perceived as effective in providing easy and immediate access to vocabulary resources, which facilitates independent learning. Participants also reported that mobile tools offer interactive and engaging learning opportunities, allowing them to practice vocabulary in more flexible and personalized ways. In addition, the ability to learn anytime and anywhere was highlighted as a major advantage, contributing to increased exposure to English vocabulary outside the classroom. As a result, learners are able to improve their vocabulary knowledge, retention, and overall language proficiency. Consequently, the integration of Mobile-Assisted Language Learning is highly recommended as a supplementary tool to support vocabulary learning in EFL contexts.

Furthermore, the findings suggest that learners perceive Mobile-Assisted Language Learning as a valuable supplementary tool that supports vocabulary acquisition and promotes autonomous language learning. However, despite these positive perceptions, the study also

identified certain limitations associated with mobile-assisted vocabulary learning. The most significant challenge reported by learners was distraction caused by social media notifications and non-educational applications, which can reduce concentration during learning. In addition, technical issues and the need for clearer pedagogical guidance were also noted, suggesting that the effectiveness of MALL depends on how it is integrated into learning practices rather than its availability alone. As with any research, certain limitations were encountered, and several recommendations have been proposed to inform future research and practice.

Overall, the findings confirm that Mobile-Assisted Language Learning is a valuable supplementary tool for vocabulary acquisition in EFL contexts. Nevertheless, its successful implementation requires careful guidance from teachers and a balanced approach that minimizes distractions while maximizing learning benefits. As with any research, this study has certain limitations, and the recommendations provided aim to inform future research and improve the pedagogical use of mobile technologies in language learning.

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Appendix

The Students' Questionnaire

Dear students,

This questionnaire is a part of our research work. It aims to investigate third-year students' perceptions of the use of Mobile-Assisted Language Learning (MALL) in vocabulary acquisition. All the responses you provide would be a great help for the accomplishment of this research and all the data will be kept confidently.

Thank you in advance for your time and participation.

Section One: Background Information

1. Gender

Male ☐

Female ☐

2. Age

20-22 ☐

23-25 ☐

+25 ☐

3. How do you consider your level in English?

Beginner ☐

Intermediate ☐

Upper-Intermediate ☐

Advanced ☐

Section Two: Mobile-Assisted Language Learning

4. Do you use mobile phones for educational purposes?

Always ☐

Often ☐

Sometimes ☐

Never ☐

5. Mobile phones make learning English easier.

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

6. Which mobile applications do you use to learn English?

Duolingo ☐

Quizlet ☐

ChatGPT ☐

Other (please specify) ☐

7. To what extent do mobile applications contribute to improving your English?

To a great extent ☐

To a moderate extent ☐

To a small extent ☐

Not at all ☐

8. Do you prefer using mobile applications to learn English instead of traditional methods (Books or notebooks)?

Mostly mobile apps ☐

Mostly traditional methods ☐

Both equally ☐

Section Three: Vocabulary

9. Which aspect of language has proved to be the most problematic for you ?

Vocabulary ☐

Pronunciation ☐

Grammar ☐

All of the above ☐

10. How often do you try to learn new English words?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

11. Do you face problems in: (You may choose more than one option)

Listening vocabulary ☐

Speaking vocabulary ☐

Reading vocabulary ☐

Writing vocabulary ☐

12. In learning vocabulary, do you rely on:

Mostly teacher ☐

Mostly myself ☐

Both equally ☐

13. What method do you usually use to learn new vocabulary?

Memorizing word lists ☐

Using a dictionary ☐

Learning words from context ☐

Repetition and practice ☐

Using mobile applications ☐

Watching videos/media ☐

Section Four: Mobile Learning and Vocabulary Development

14. Have you ever used a mobile phone to learn English vocabulary?

Yes ☐

No ☐

15. If yes, which activities or tools have you used on mobile applications to learn vocabulary?

Flashcards ☐

Vocabulary quizzes ☐

Vocabulary games ☐

Translation tools ☐

Other (please specify) ☐

16. Do mobile applications help you remember vocabulary for a longer time?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

17. Mobile applications motivate me to learn new vocabulary.

Strongly agree☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

18. I can learn vocabulary independently using mobile applications.

Strongly agree☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

19. What difficulties do you face when using mobile devices to learn English vocabulary ?

……

……

20. Would you recommend using mobile applications to learn English vocabulary ?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

If agree, please specify which applications or methods:

……

……

ملخص

في مجال تعلم اللغات الأجنبية، يُعدّ اكتساب المفردات جانبًا أساسيًا من جوانب إتقان اللغة، إذ يُسهم بشكل كبير في تعزيز الكفاءة التواصلية والأداء الأكاديمي للمتعلمين. مع ذلك، غالبًا ما يعتمد العديد من متعلمي اللغة الإنجليزية كلغة أجنبية على التدريس الصفي فقط، بدلًا من ممارسة اكتساب المفردات بشكل مستقل. لذا، تستكشف هذه الأطروحة تصورات طلاب اللغة الإنجليزية كلغة أجنبية حول التعلم اللغوي بمساعدة الأجهزة المحمولة (**MALL**) في اكتساب المفردات. ولتحقيق هذا الهدف، طُرحت أربعة أسئلة بحثية: (1) ما هي أدوات التعلم اللغوي بمساعدة الأجهزة المحمولة التي يُمكن استخدامها في صفوف اللغة الإنجليزية كلغة أجنبية؟ (2) إلى أي مدى يدرك متعلمو اللغة الانجليزية كلغة اجنبية تاثير التعلم اللغوي بمساعدة الأجهزة المحمولة (**MALL**) على اكتساب للمفردات؟ (3) ما الاستراتيجيات المعتمدة على التعلم اللغوي بمساعدة الاجهزة المحمولة التي يستخدمها متعلمو اللغة الإنجليزية كلغة أجنبية لتطوير مفرداتهم؟ (4) ما هي التحديات التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية عند استخدام التعلم اللغوي بمساعدة الأجهزة المحمولة لاكتساب المفردات؟ وللإجابة عن هذه الأسئلة، تم اعتماد منهج وصفي كمي في هذه الدراسة. تم توزيع استبيان إلكتروني على عينة ملائمة مكونة من 60 طالبًا من السنة الثالثة تخصص لغة إنجليزية كلغة أجنبية بجامعة عبد الحفيظ بوصوف، ميلة، لجمع بيانات حول تجاربهم وتصوراتهم بشأن استخدام تكنولوجيا الهاتف المحمول في اكتساب المفردات. وكشفت النتائج الرئيسية أن المتعلمين عمومًا لديهم مواقف إيجابية تجاه دمج التعلم عبر الهاتف المحمول في تعلم المفردات. ويقدم هذا البحث في نهاية المطاف مجموعة كبيرة من التوصيات لعلم التربية والباحثين المستقبليين.

الكلمات المفتاحية : التعلم اللغوي بمساعدة الهاتف المحمول، اكتساب المفردات، متعلمو اللغة الانجليزية كلغة اجنبية، التصورات، طلبة السنة الثالثة جامعي .

Résumé

Dans le domaine de l'apprentissage des langues étrangères, l'acquisition du vocabulaire est reconnue comme un aspect crucial de la maîtrise linguistique. Elle contribue grandement à améliorer la compétence communicative et les performances scolaires des apprenants. Cependant, de nombreux apprenants d'anglais langue étrangère (ELE) s'appuient souvent uniquement sur l'enseignement dispensé en classe, sans s'engager dans des pratiques autonomes d'acquisition de vocabulaire. Par conséquent, cette thèse explore la perception qu'ont les étudiants d'ELE de l'apprentissage des langues assisté par mobile (ALAM) dans le cadre de l'acquisition du vocabulaire. Pour atteindre cet objectif, quatre questions de recherche ont été abordées : (1) Quels outils d'ALAM peuvent être utilisés dans les classes d'ELE ? (2) Dans quelle mesure les apprenants d' anglais langue étrangère perçoivent-ils l'impact du MALL sur l'acquisition du vocabulaire ?(3) Quelles stratégies basées sur le MALL les apprenants utilisent-ils pour développer leur vocabulaire ? (4) À quels défis les apprenants d'ELE sont-ils confrontés lorsqu'ils utilisent l'ALAM pour l'acquisition du vocabulaire ? Pour répondre à ces questions, une approche quantitative descriptive a été utilisée. Un questionnaire en ligne a été administré à un échantillon de convenance composé de 60 étudiants de troisième année d'anglais langue étrangère (EFL) à l'Université Abd Alhafid Boussouf de Mila afin de recueillir des données sur leurs expériences et leurs perceptions concernant l'utilisation des technologies mobiles dans l'acquisition du vocabulaire. Les principaux résultats ont révélé que les apprenants ont généralement une attitude positive envers l'intégration de l'apprentissage mobile des langues (MALL) dans l'apprentissage du vocabulaire. Cette recherche fournit en définitive de nombreuses recommandations pour la pédagogie et les recherches futures.

Mots-clés : Apprentissage des Langues Assisté par Mobile (MALL), Acquisition du vocabulaire, Apprenants EFL, Perceptions, Étudiants universitaires de troisième année.