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**The Impact of Mobile Device Dictionary on Developing
EFL Students' Vocabulary Retention**

The Case Study of 1st Year LMD Students at Salhi Ahmed Naama
University Centre

**Dissertation Submitted to the Department of Foreign Languages as a
Partial Fulfillment for the Degree of Master in Linguistics**

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Dedication

To my precious parents for their support, love and Duaa.

To my dearest sisters: Amira and Hiba Rajaa

To my beloved brother Sidali

To my best friends.

To the memory of my friend Assia.

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patience to deal

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Abstract

Recently, Information and Communication Technology has a great influence on the learning/teaching process. In this context, mobile technologies including, smartphones and tablets, have greatly emerged to be integrated as an innovative tool in education. Hence, the latter is developed to handle educational application and support students' motivation and foster the acquisition of their learning skills. And as technology develops, the prevalence of conventional printed dictionaries (PDs) has slowly declined due to the remarkable advancements in computer-mediated aids. Hence, in addition to PDs, various types of electronic reference materials have become increasingly available to L2 learners, These materials, including pocket electronic dictionaries, CD-ROM dictionaries (CDs), online dictionaries, and mobile dictionary. Thus, the present study aims at investigating the impact of using mobile dictionary on improving EFL students' vocabulary retention. To construct this work, a case study was conducted at Salhi Ahmed University Centre of Naama, specifically, the English department, where the first year EFL students and teachers were selected as the sample population. A number of research instruments were used to collect data. The questionnaire was addressed to the students and the interview to the teachers. The data collected were analysed both qualitatively and quantitatively. The findings of the study revealed that teachers and students support the use of mobile dictionary. The teachers affirmed that they encourage their students to use it as a helpful tool to enhance their vocabulary. On the other hand, the students believed that its use helps them a lot to develop their vocabulary. Moreover, all of them recognized the importance of using mobile dictionary and confirmed that it has a significant role in the EFL classes.

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List of abbreviations and Acronyms

- **CALL:** Computer-Assisted Language Learning.
- **CD:** CD-ROM Dictionary.
- **ED:** Electronic Dictionary.
- **EFL:** English as a Foreign Language.
- **ICT:** Information and Communication Technology.
- **L2:** Second language.
- **LCD:** liquid-crystal display.
- **LMD:** License, Master, Doctorate.
- **MALL:** Mobile Assisted Language Learning.
- **M-Learning:** Mobile Learning.
- **OALD:** Oxford Advanced Learner's Dictionary.
- **OED:** Online Electronic Dictionary.
- **PD:** Printed Dictionary.
- **PDA:** Personal Digital Assistants.
- **PED:** Pocket Electronic Dictionary.

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General Introduction

General Introduction

As a central element in learning a language, vocabulary serves an important role in the process of language. In order to learn a language students must have certain vocabulary knowledge which is important for the language developments. Vocabulary knowledge is one of the most important parts of the language that students must master in order to express the ideas, opinions required for effective communication. Within the process of learning a language, some students face certain problems in acquiring vocabulary like the number of unknown words and the inability to remember vocabulary that has been taught.

Being aware of the importance of vocabulary, learners cannot ignore the insistent use of dictionary as a tool to improve their vocabulary. Dictionaries are often considered as an essential tool in the process of foreign language learning, and widely recognized as one of the most important tools that help L2 learners understand or learn vocabulary. According to Songhao (1997), while there is a wide range of ways to deal with vocabulary, the use of dictionaries seems to be the conventional method of instruction.

Technological development has contributed to the use of new technologies in the field of education. Mobile technology based on learning as instructional approaches to increase EFL learners. Moreover, the advancement of technologies have changed the way of teaching and learning such as Personal Digital Assistants (PDAs), Laptops, Smart Phones, and Tablets which are very beneficial for the objectives of learners. Consequently, the variety and usage of technological devices have been increasing in education as well (Baradaran & Kharazyan, 2016). Accordingly, technology has changed every aspect of human life, and EFL classroom is no exception. That is, educators look to integrate technology within the classroom with the hope of augmenting the efficiency and efficacy of students learning. Interest in mobile dictionaries, as one of the new trends in learning, has grown enormously within the last few years due to the rapid advancement in technologies.

General Introduction

Rapid developments in technology have placed books and notebooks into the mobile phones and tablets and also the dictionaries into these small boxes. Giant dictionaries, which we once barely managed to carry, have been replaced by mobile dictionaries through which we can reach any words we want with only few touches. Mobile dictionaries with their audio-visual contents, have become an important source for vocabulary learning.

EFL students suffer from the lack of vocabulary. In order to help them the teachers should find ways to enhance their knowledge of vocabulary .However, there are many problems facing students in obtaining new vocabulary. Therefore, the main objective set out to this research work is to examine the potential effects of students' use of mobile dictionary on vocabulary knowledge by raising the problematic of how may mobile dictionary help students to improve their vocabulary knowledge?

The latter is divided into three sub-questions:

1. How can mobile dictionary be an efficient tool in EFL learning?
2. What are the perceptions of teachers and students on the effects of mobile dictionary usage in enhancing students' vocabulary?
3. To what extent can mobile dictionary enhance students' vocabulary?

The above subordinate questions lead to the assumptions of the following hypotheses which are in the same order:

1. Mobile dictionary is one of the most useful reference tools among EFL learners, thanks to their rich and interactive content and their widespread availability especially with the development of technologies.
2. Both teachers and students are motivated and encouraged to benefit from mobile dictionary usage and they are aware of their enhancing on vocabulary knowledge.

General Introduction

3. Mobile dictionary has great and positive impact on learners vocabulary retention

In this research, descriptive method will be used because it fits the nature of the research. The researcher will describe the effects of mobile dictionary use on vocabulary knowledge. She will rely on both qualitative and quantitative methods. Two data collection tools will be used which are a questionnaire for students and an interview for teachers to highlight and to show the students' and teachers' attitudes towards the use of mobile dictionary for vocabulary knowledge. For the sake of representativeness and to make generalizations, Simple random selection is used .

The case study chosen for this study is First year EFL students at Salhi Ahmed University Centre of Naama because at this level learners need to improve their English vocabulary knowledge so they would feel it necessary to use an effective and fast tool like mobile dictionary. Besides, they are one of the populations among whom mobile dictionaries have most widely spread.

The research paper is divided into two chapters. The first one is the theoretical part which covers definitions and key concepts about dictionary and its relation with English language. It will then talk about the effectiveness of using and implementing mobile dictionary as a learning and teaching strategy to enhance vocabulary knowledge. The second chapter is practical, it first talks about the sample of the population, the research instruments, the procedures and ethical considerations. Then it will present the collected data, interpret and discuss the findings.

Chapter One: literature Review

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1.2. Defining Dictionary

1.3. Types of Dictionaries

1.3.1. Monolingual dictionary versus bilingual dictionary

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1.4. Definition of Electronic Dictionary

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1.5. Mobile Assisted Language Learning

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1.6. Definitions of Vocabulary

1.6.1. Importance of vocabulary

1.6.2. Types of vocabulary

1.6.3. Vocabulary learning strategies

1.7. Educational Use of Mobile Dictionary in Learning Vocabulary

1.6. Conclusion

1.1 Introduction

The present chapter will introduce a brief definition of dictionary, electronic dictionary and its different types. Then, a brief overview about mobile assisted language learning. Moreover, it defines vocabulary and its importance. Finally it discusses the educational use of mobile dictionary in learning vocabulary.

1.2 Defining Dictionary

A dictionary is a reference that contains words which are classified in an alphabetical order, and provides explanation and information about their pronunciation, meaning, derivation and use. The dictionary is one of the most important tools for language learners. It is a resource for finding meaning, part of speech, origins and even synonyms.

Cambridge advanced learner's Electronic dictionary (2013) defines a dictionary as :

- “ - A look that contains a list of words in alphabetical order and that explain their meaning, or gives a word for them i another language a similar product for use on a computer.
- A look that gives information about a particular subject, in which the entries (word or phrases) are given in alphabetical order.
- A biographical/ science dictionary.
- A dictionary of quotations.”

The word *dictionary* comes from the Latin *dictio*, “the act of speaking” and *dictionary*, “a collection of words”. It is a reference book that lists words in alphabetical order, and gives their meanings. In addition to its basic function of defining words, a dictionary may provide information about their pronunciation, grammatical forms and functions, origins, variant spellings, and antonyms.

1.3. Types of Dictionaries

Generally, dictionaries are divided into two main types: Paper (or printed) and Electronic dictionaries. It is important to mention that the former can be stated in different forms such as monolingual and bilingual dictionaries.

1.3.1 Monolingual Dictionary Versus Bilingual Dictionary

The monolingual dictionaries define and explain words and phrases of target language without translating them. Whereas, bilingual dictionaries (or translation dictionaries) provide translation of words for beginners, intermediate and advanced foreign language learners categories.

Loucky, (2001) conducted a study on Japanese learner and their use of dictionary. It was found out that the majority of Japanese learners prefer bilingual dictionaries particularly the computerized ones. In addition, a similar study was conducted by Schmitt (1997) as cited in Pousi (2010) to survey Japanese EFL learners' perceptions about the use of bilingual and monolingual dictionaries, and the results indicated that (85%) of the respondents report that they prefer to use bilingual dictionaries and only (15%) preferred to use monolingual dictionaries.

In a study of Yorio (1971) and Bensoussan (1984) (as cited in Majid, 2006), student were asked to choose either monolingual dictionaries or bilingual ones, most of them preferred bilingual dictionaries. Yorio (1971: 113) conclude:

Although frequently inaccurate or misleading the bilingual dictionaries seems to give them security of a concrete answer, while the monolingual dictionary often forces them to guess the meaning, adding more doubts to the already existing ones

Based on the studies and researches cited above, it seems that the two types of dictionaries, monolingual and bilingual, are important in learning a foreign language. Bilingual dictionaries are obviously the more useful among beginners and intermediate level learners especially in translation from native language to target one. Monolingual dictionaries; on the other hand, contain detailed information for advanced level learners.

1.3.2 Electronic Dictionary Versus Paper Dictionary

Before the coming of electronic science and electronic dictionaries, traditional printed dictionaries were predominant. Their quality, size and shape were different, but the ways of using them were the same. They were the only source of learning vocabulary and works of research (Abbas & Ahmed, 2012). This kind of dictionaries can contain more information in one page (Meilin).

Electronic dictionaries (ED), on the other hand, have been invented only a few years ago; that's why they have a short history. But owing to their noticeable facilities and some techniques they contain, they start to be well known rapidly.

1.4 Definition of Electronic Dictionary

The term electronic dictionary (ED) has been defined as **“an electronic aid that offers immediate access to reference information with a clear and direct return path to the target information”**. (Aust, Kelley, & Roby, 1993:64)

It is supposed to utilize for referring any reference material saved in electronic arrangement that provides information on spelling, meaning, or words usage. The use of ED has been started since the 19th century. Recently, development in technological tools has improved the development of electronic dictionary. Furthermore, with easy access to the Internet, the number of electronic dictionaries (ED) users has been rapidly expanding (Yagi, 2004).

1.5 Types of Electronic Dictionary

According to Nesi (1999), in addition to the different modes of dictionaries as monolingual and bilingual dictionaries, there are various types of electronic dictionaries including pocket electronic dictionaries (PEDs) known also as hand-held electronic dictionaries, dictionaries on CD-ROM, online dictionaries, and mobile device dictionaries.

1.5.1 Pocket Electronic Dictionary or PEDs

They Also known as hand-held dictionaries which are resemble miniature clamshell laptop computers, complete with full keyboards and liquid-crystal display

(LCD) screens. Those dictionaries are battery – powered and made with durable casing material .they include stroke order animations ,voice output , language learning programs , a calculator ,personal digital assistant (PDA) like organizer functions and many other functions ,also dictionaries that contains data for several languages may have a “jump” or “skip-search” feature that allows users to move between the dictionaries when looking up words ,and reverse translation action that allows further look up of words displayed in the results .(Wikipedia,2017)



Figure 1.1: PED retrieved from Wikipedia

1.5.2 CD-ROM Dictionary

CD-ROM stands for a compact disc used as a read-only optical memory device for a computer system. This type of electronic dictionary is about the dictionaries on CD-ROM like the Oxford Advanced Learner's Dictionary (OALD). Those kind of dictionary offer many service to the learners in addition to meaning of word. It also contain extra features unavailable in hard copy, such as video and audio material, corpus examples, and interactive exercises and game CD-ROM also contain audio libraries which provide the user with the option to hear the spoken form of any headword in the dictionary. The audio component includes a record and playback feature so that learners can compare their own pronunciation with their commended model.

1.5.3 Online Dictionary

Online dictionary is a dictionary that is available on the internet or world wide web and accessed through a web browser using a computer or mobile device , primarily by typing a query term into a search box on the site .Online dictionaries like “dictionary.com” offer immediate , direct access through large databases to a word’s spelling and meanings , plus a host of ancillary information ,including its variant spellings ,pronunciation , inflected forms ,origin, and derived forms ,as well as supplementary notes on matters of interest on concern about how the word is used .



Figure 1.2 Online Electronic Dictionary (OED)

1.3.1 Mobile Device Dictionary

Dictionaries of all types are available as application for smart phones and for tablet computer such as Apple’s Ipad, BlackBerry, and others . As Rundell (2013: 5) points out **“a dictionary accessed on a computer or a mobile device has considerable advantages over its analogue predecessors. One obvious benefit is related to space”**. Gao (2013: 215) points out that **“unlimited space offers the lexicographers a variety of choices, such as the addition of many entries, the multimedia content, the listing of related words, and the inclusion of more than one language in the dictionary, etc.”** This concerns the capacity of the dictionary user to perceive and process data. There are applications (apps) which work online which

means that the mobile device must be connected to the internet to work; and others offline, or perhaps be a hybrid of the two types. Merriam-Webster Dictionary apps can be classified as hybrids. No internet connection is required to view definitions and transliterations of pronunciation. However, users do need network access to hear audio pronunciations, study the illustrations and use the voice search feature. Generally, it can be regarded as a disadvantage if a mobile app requires network access since the connection might be slow, unstable, non-existent or expensive (Rundell, 2013: 5).

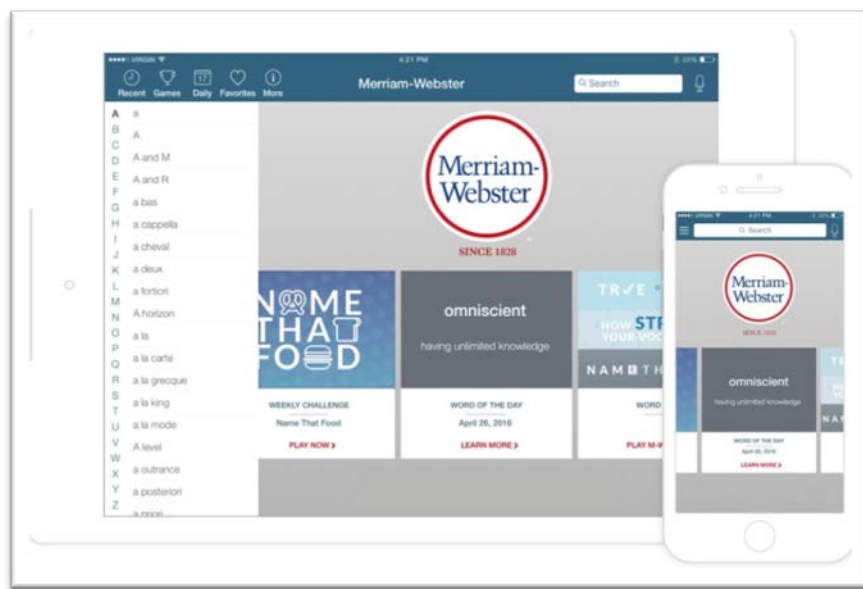


Figure 1.3: Application Dictionary

1.5 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is any type of language learning that takes place with the help of portable devices. It is considered as a subset of the emerging field mobile learning and Computer-assisted Language Learning (CALL). Mobile-assisted Language Learning describes an approach to language learning that is assisted through the use of handheld or palmtop technologies (Valarmathi, 2011).

(Kukulska-Hulme & Shield, 2008: 273) define it as:

MALL differs from computer-assisted language learning in 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

Kukulska-Hulme and Shield (2008) also explicate that unlike CALL, MALL opts for a variety of handheld technologies, often with internet connection, ranging from ultra-portable laptops and handhelds to smartphones, mobile phones, MP3 and MP4 players, digital voice recorders and cameras. According to them, MALL can encourage collaboration and co-construction of knowledge. Students had to find information and share it with their peers so that they can build up an overall understanding of a realistic problem. Education departments all over the world have realized the advantages of this new technology.

Mobile-Assisted Language Learning (MALL) focuses on the use of mobile technology in language learning. In MALL environment, there is no need for learners to sit in a classroom or in the front of a computer to study. Actually, MALL can be viewed as an ideal solution to language learning barriers in terms of time and place (Miangah & Nezarat, 2012). This technology gives a combination of flexibility, accessibility, and interactivity with mobile apps unlike other typical classroom technologies (Liu, Tan, & Chu, 2009). This combination can facilitate language learning through the access of authentic, contextualized resources, for instance, it provides students the opportunity to connect to anteriority learned knowledge, acquire new knowledge and further develop problem-solving skills (Liu, Tan, & Chu, 2009, Liu, Navarrete & Wivagg, 2014).

“MALL refers to mobile technology use for learning language. It originates from mobile learning (mLearning) and can be seen as a specialization of that field.” (Viberg, O., & Grönlund, 2013) The concept of mobile learning, Sharples (2014) argues that mobile learning consists of three elements: context, social and content

interaction, and use of personal electronic devices. According to Kukulska-Hulme & Shield (2008), mobile learning is done through hand-held devices that can be used at anytime, anywhere, and may be formal or informal. Crompton (2013) defines mobile learning as “**learning across multiple contexts, through social and content interactions, using personal electronic devices.**” Mobile learning is also defined as “**the acquisition of any knowledge and skill through use of mobile technology, anywhere, anytime, which results in an alteration in behaviour**” (Geddes, 2004:214). Professor Huang (2008) hold an opinion that mobile learning refers to learners' learning in non-fixed and non-pre-set positions, or the effective use of mobile technology.

1.5.1. Characteristics of Mobile Learning

The characteristics of mobile learning can be listed as follow:

- ✓ **Portability:** with the continuous progress of science and technology, personal electronic equipment size is also shrinking. To meet anytime, anywhere on demand, then the previous laptop computer is no longer in the scope of mobile devices.
- ✓ **Situation:** situation refers to cross-context, that is learning is no longer fixed in the classroom this single formal learning situation, and can also be outside the classroom (informal learning environment). Learning happens between the formal learning situation and the informal learning situation, by crossing the time, space and the situation within different mobile device.
- ✓ **Social and content interaction:** most people will visit the learning forum, follow the English learning micro blog, and establish a learning groups using social interaction App to exchange and sharing idea of learners, learning resources and learning experiences.
- ✓ **Connectivity:** the seamless connection between various devices
Personalization: students can develop and follow their own pace of learning, and adjust the learning situation, according to the study need to be carried out. (cited in Squire & Dijkers, 2012: 447).

1.5.2. The Effectiveness of Using Mobile Technology in Learning

The development of Information and Communication Technologies (ICTs) has raised innovations in educational activities. Additionally, mobile technology is getting more and more popular and mobile tools; such as Personal Digital Assistants (PDAs), tablet computers, and mobile phones have begun to gain more importance. (Chen-Chung, 2007). In a review of European Union about mobile learning, it is stated that mobile phones are the most frequently used devices in the projects, followed by PDAs (Pecherzewska & Knot, 2007). Recently, mobile phones are less expensive, lighter and more powerful and they have become more important part of language learning. Learning via mobile phones can create different learning opportunities for students.

Many authors also shed light on the technological aspect while identifying m-learning because they consider this new technology as a “pervasive medium that may assist us in combining work, study, and leisure time in meaningful ways” (cited in Eteokleous & Laouris, 2005, “Introduction,” para. 2). For instance, Geddes (2004) believed that mobile learning can be identified by the availability of the tools used (cited in Baleghizadel & Oladrostam, 2010). He also added that, regardless time and location, mobile learning is about the acquisition of knowledge and skills through the use of mobile devices (cited in Ticheler, 2010).

Mobiles, therefore, should impact educational outcomes by altering the character of education and learning because the nature of mobile technology converges with and facilitates new learning. The new learning is personalized, learner-centred, situated, collaborative, and lifelong. Likewise, mobile technology is increasingly personal, user-centred, mobile, networked, and durable (Sharpley et al., 2007: 224).

According to Chen, et, al. (2008) the use of mobile phones for the transmission of vocabulary materials to English learners in Taiwan shows that students enjoy when they use mobile technology because it is easy access to materials and the ability to practice anytime and anywhere, in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials. (cited in Reinders, 2010:20).

Mobile technology can play a positive role in promoting activities and initiatives of students and teaching effect in English class. In addition, it provides students to use the four skills, reading, listening, speaking, and writing in English language. In addition, students become more motivated to learn the materials and more involved in the lesson. Therefore, teachers need to motivate the students to learn by technology and enable them to use it inside classroom. So, the learner can used mobile technology in different types of learning. Schofield, et, al. (2011:04).

1.5.3. Mobile Device Dictionary in Vocabulary Retention

During recent years, rapid developments in technology have placed books and notebooks in mobile phones and tablets and also the words into these small boxes. Giant dictionaries that we barely managed to carry have been replaced by mobile dictionaries through which we can reach any words we want with only few touches. One of the most important and distinctive attributes of mobile dictionaries is its provision of opportunities to listen to correct pronunciation. Additionally, some of their attributes such as suitability to update regularly, easy access and portability, being free of charge of majority of them can be counted as factors differing it from those printed dictionaries. Mobile dictionaries with their abovementioned characteristics are important source for vocabulary teaching as well because with their audio visual contents, mobile dictionaries provide with great opportunities in efficient and permanent vocabulary teaching. Doğan (2014: 90) points out the necessity not to neglect making use of visual things in vocabulary teaching and says: **“showing pictures and photographs during studies is more effective than just noting down the words and simply explaining them”**.

1.6. Definitions of Vocabulary

Learning a language requires knowing its vocabulary. Hatch and Brown (1995:1) argued that **“the term vocabulary refers to a list a set of words for a particular language or a list or set of words that individual speaker of language might use”**. That is, vocabulary is high number of words in a language and it is utilized in different ways. In addition, **“vocabulary learning is the central to language acquisition, whether the language is first, second, or foreign”** (Decaricco,2001:01). The role of vocabulary is very important to enhance language learning. Also Hornby (2002) in “Oxford Advanced Learner Dictionary of current English” stated that vocabulary is: **“ - Total number of words (with rules for combing them) makes up a language. Range of words known to, or used by, a person, in trade, profession... ect”**.

Every language has s set of words that differentiate it from other languages. Albert Lado (1974) claimed that **“a word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use”** (cited in Aichaoui, 2005: 17). Moreover, vocabulary is the sum of words that people use in order to communicate among each other. The American Heritage dictionary defines vocabulary as **“the sum of words used by, understood by, or at the command of a particular person or group”** (Pikulski & Templeton, 2004).

1.6.1 Importance of vocabulary

Vocabulary is one element of the language thus learners need constantly to learn and develop. This is supported by Wilknis (1970 :111) who stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". He describes clearly the importance of vocabulary for communication, it becomes the basic element to master the four language skills; reading, writing, listening and speaking. The ability to master the language skills needs an adequate vocabulary. Furthermore, Dellar and Hotcking in Thornbury's book (2003 :273) states that:

If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words

Based on this view, to communicate effectively learners need to know a large amount of words meanings because they face serious problems to convey and interpret messages with native speakers, therefore, "When students travel, they do not carry grammar books, they carry dictionaries" (krashen as cited in Lewis, 1993:3) Which means knowing words and how to use them are useful rather than grammar rules.

One's vocabulary size depends largely on the purpose of the learner; if the purpose is to achieve native-like proficiency, then it is supposed to have a vocabulary size similar to a native speaker (Schmitt, 2010). Accordingly, many researchers (Goulden et al., 1990; D'Anna, Zechmeister, and Hall, 1991) found that the vocabulary size of a native speaker is of around 200.000 word families (cited in Schmitt, 2000). Although, vocabulary size may vary from one person to another depending on the level of education, this may not be always applicable. In fact, **"a crossword enthusiast may well have a wider vocabulary than a holder of a PhD"** (cited in Schmitt, 2010, p. 6). In other words, the importance of vocabulary size depends largely on the communicative purposes of every learner.

On the whole, the basis of every language lies in its vocabulary which has a crucial impact on the mastery of the different aspects of the language. Hence, improving learners' vocabulary size facilitates learning the language as well as communicating as effective and appropriate as possible. In other words, the more EFL learners acquire vocabulary items, the better they learn the language.

1.6.2 Types of Vocabulary

Elfreida and Michael (2005) clearly stated that vocabulary can be presented in different types according to different purposes. Further Lehrer (2000) stated that the term vocabulary refers to the knowledge of words and their meaning. Despite

the fact that this definition is too limited because, in general, vocabulary is defined as the knowledge of word meaning in different forms (oral or print) or types (receptive and productive).

Oral vocabulary items refer to the words used and recognized in speaking and listening. Whereas. The print vocabulary items denote all words recognized in reading and writing. Additionally, word knowledge comes into two kinds: receptive (listening and reading) and productive (speaking and writing).

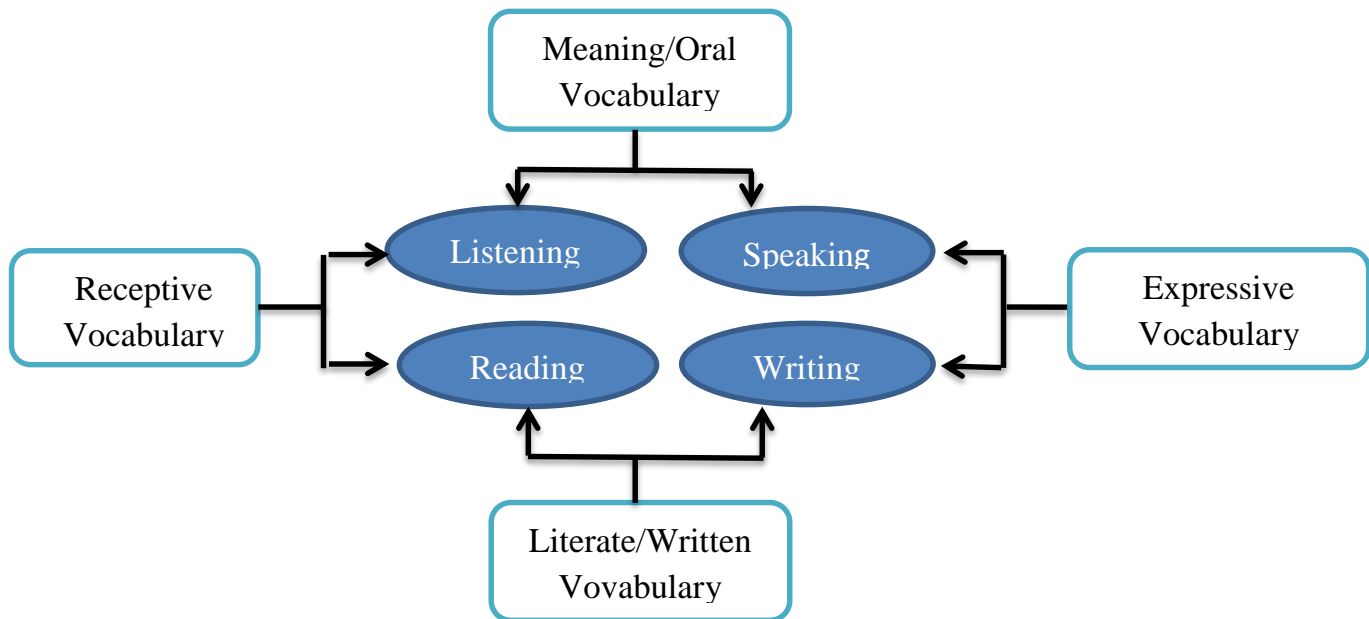


Figure 1.4 Types of vocabularies (cited in Jhon & Templeton, 2004, p02)

Many linguistics and educators have distinguished between several types of vocabulary. In vocabulary learning divided into two types are: Receptive and Productive. There are differences among receptive and productive. (Milton, 2009:13). Therefore, vocabulary based on listening, readings are known as receptive skills, then, writing, and speaking are productive skills. Also the receptive relates to words that one can recognize when they are encountered either in reading or

listening; in contrast, productive refers to words that learners use it in writing or speaking which are used their own words. Further, Hycraft (1978:44) put the distinction between receptive and productive vocabulary. The receptive vocabulary as **“those which the students recognize and understand when they occur in context but which he cannot produce correctly”**. The students can understand these kinds of words in the text, they find difficulty in production. Whereas the productive vocabulary as **“those that the students understand can produce correctly in speaking and writing”**. When the students recognize, they will be produce the language in a good way.

1.6.3. Vocabulary Learning Strategies

Defining strategies as “choices”, “plans”, “operations”, “techniques”, “behaviours” or even “thoughts” implies that they are conscious and intentional actions made by learners to promote and accelerate their learning (Allen, 2003:321 cited in Al-Ghamdi, M.M.E., 2012:31). Consequently, these strategies can be enhanced and taught mainly to those learners who are identified as weak or poorly performing learners, and to all learners because as Brown, put it “teaching learners how to learn” is the best way to engage them in an active learning and improve their self-confidence (1994:124). Furthermore, Schmitt asserted that the commonly used VLS among FL learners were “memorization”, “repetition” and “keeping vocabulary notebooks” (Schmitt, 2000:132, cited in Uzun, L., 2013: A2).

Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third

strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

1.7. Educational use of mobile dictionary in vocabulary

Nowadays, the availability of mobile dictionaries has led to their frequent use for vocabulary learning. This is because mobile dictionaries have the advantages of ease and speed that are missing in paper dictionaries. They supplement the ordinary paper dictionaries and function as additional assets in learning new vocabularies. They offer unprecedented advantages with features such as ease of access, high speed, multimedia environment, co-references, and a non-learner approach in giving vocabulary knowledge to the language learner (Nesi, 1999). This new technological tool may influence teachers' decisions on recommendations of dictionaries for learners. Teachers have to embrace these new types of dictionaries and make proper use of them in their classroom activities and for various pedagogical purposes.

Nesi (2003) examined the benefits of EDs and stated that various types of electronic dictionaries offer audio and visual information and exercises in multimedia format. Laufer and Hill (2000) point out that the high speed and the ease of access of electronic dictionaries encourage the language learners to make frequent use of them in the process of vocabulary learning. They go on to make a significant point that using ED increases the chance of acquiring the look-up words. In contrast, the findings of Laufer and Hill (2000) survey showed that many teachers still prefer their students to use paper dictionaries. Some teachers are concerned that the ease of access related to electronic dictionaries might lead to heavy reliance on these dictionaries on the part of learners. Also, Stirling's (2005) study showed that several teachers complain about electronic dictionaries as inaccurate, noisy, and distracting.

EDs can potentially contribute to language learning and instruction. Over and above the fact that electronic dictionaries play a significant role in vocabulary

learning, they also have positive effects on motivation of language learners (Al-Jarf, 2007). It is a truism that learners learn more vocabularies when the practice of vocabulary learning is interesting and appealing. Al-Jarf (2007) illustrated that those students who enjoyed vocabulary learning through the use of electronic dictionaries had the highest gains in vocabulary. Audio aids stimulate students' vocabulary acquisition in ED. According to Wood (2001:182), **“Devices that allow users to click on words to hear them pronounced, and sometimes defined, can enhance understandings about new words”**. Audio aids have the additional advantage of increasing vocabulary recall and retention due to their combination of sounds and text image (Al-Seghayer, 2001).

1.8. Conclusion

In brief, from the above research studies, it can be concluded that using mobile dictionaries is an important strategy to learn explicitly foreign language vocabulary. They offer language learners with opportunities to learn the target language independently and to gain great amounts of vocabulary knowledge. Learners can acquire vocabulary through different strategies and methods, whether through traditional means or through mobile technology means. To sum up, understanding key notions of vocabulary and how vocabulary is acquired can help learners adopt the effective strategy that suits their needs and styles.

Chapter Two: Research Methodology and Data Analysis

2.1. Introduction

2.2. Research Design

2.3. Sample of Population

2.3.1. Teachers' profile

2.3.2. Students' profile

2.4. Data Collection Phase

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2.4.2. Description of students' questionnaire

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2.5.1. Teachers' interview analysis

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2.6. Interpretation of The Main Results

2.7. Suggestions and Recommendations

2.8. Conclusion

2.1. Introduction

The first chapter presented the theoretical part of this research work and tackled the impact of mobile dictionary on vocabulary retention. Whereas the second chapter will deal with the practical part of this research paper through questionnaire submitted to EFL students and interview to teachers. The data gathered will be presented and analyzed both quantitatively and qualitatively.

2.2. Research design

The word research is commonly defined as the process of collecting information and data for the sake of answering some questions or solving certain problems. This collection of data is based on both a research method and a research methodology. Though there is a difference between the two. "Method" can be understood to relate principally to the tools of data collection or analysis, technique such as questionnaire and interviews. "Methodology" has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research " (Blaxter, Hughes & tight,2006:58)

Research paradigms are divided into two main paradigms: qualitative and quantitative. The main difference between the two paradigms is said to be in the use of numbers, the quantitative paradigm uses numeric data, the qualitative uses non-numerical data.

The present study is a case study of first year LMD involving 31 first year Licence students and (5) four teachers in the Department of Foreign Languages (English Section) at Salhi Ahmed University Centre of Naama. As it is defined by Yin (1994: 13), a case study is:

An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident... [And] relies on multiple sources of evidence

Therefore, a case study studies a certain entity, group, organization or a phenomenon using different sources of information. According to Kothari (1990), the purpose of case study is to decide and fix the factors that hinder the behaviours of a given totality of persons, i.e. it is an intensive investigation which highlights one or more cases to provide a detailed explanation of what issues are encountered and how effective are the implemented theories and models in the real world. Yin (1984: 23) refers to a case study by saying:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

(Yin, 1984:23)

Therefore, a case study is a kind of a research methodology that is built on a deep investigation of one or more individuals or events so as to reach efficient solutions. It may rely on quantitative or qualitative evidence or both as a variation of backgrounds for maximum benefit and more accurate and transparent data. This latter can be interpreted by representing a multiplicity of viewpoints.

2.3. Sample of Population

Studying the whole population is considered as a complex task for researchers; therefore, they need to obtain data from a smaller group or division from the total population. **“Sampling implies an acknowledgement that is not possible to investigate absolutely everything of interest at the same time, and therefore we have to choose a sample”** (Johnson & Johnson, 1998). The process of choosing particular units from the entire population is referred to as sampling. In this investigation, simple random selection is used for the sake of representativeness to make generalizations.

The target population in this study were EFL teachers and learners from the Department Foreign Languages (English Section) at Salhi Ahmed University

Centre of Naama. They were selected to respond to the research instruments addressed to them. However, from this large population, the researcher has dragged a sample population of five (05) teachers and twenty (21) students. In fact, the respondents have been randomly chosen to represent the whole population because all of them had the same chance of being selected.

2.3.1. Teachers' Profile

In addition to first year EFL students, five EFL teachers were involved in this research work; all of them were female. One teacher held the doctorate degree whereas the others were all magister holders. The choice of those teachers was because they already dealt with the use of technological tools and mobile dictionaries.

2.3.2. Students' Profile

First year students of English language at Salhi Ahmed University Centre of Naama are those who took part in this research. They consist of 17 females, and 14 males their ages range between 18 to 21 years old. Students at this level need to improve their English Vocabulary knowledge so they would feel it necessary to use an effective and fast tool like mobile dictionary.

2.4. Data Collection Phase

Since any experimental investigation involves research instruments such as questionnaires, interviews, tests, classroom observation ...etc., it is often believed that **“The backbone of any survey study is the instrument used for collecting data”** (Dornyei, 2011). Two research instruments are used for data collection; a questionnaire that was addressed to first year EFL students and an interview which was designed for teachers.

2.4.1. Description of Teachers' Interview

In addition to the use of the questionnaire as a research instrument in this research work, the researchers depended also on the use of the interview which is a research instrument used by a researcher in a form of a conversation between

him and the informants to obtain information. Gillham (2000:1) defines it as: "**A conversation usually between two people. But it is a conversation where one person-the interviewer- is seeking the response for a particular purpose from the other person-the interviewee**".

The researcher can employ the interview in addition to other research tools to collect more information about the studied issue. Wilkinson and Birmingham (2003:43) state that interviews are employed when other research instruments seem inappropriate. Concerning the models of the interview, there are the structured, semi-structured and unstructured interviews. The structured interview takes the form of an oral questionnaire. The semi structured interview is based on pre-planned questions. The unstructured interview takes a form of a general discussion (Seliger and Shohamy, 1989).

In this research work, the researcher relied on the use of the structured interview because this type is helpful when "**the researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required**" (Lincoln & Guba: 1985, 26). The reason behind this interview was to gather data about teachers' view point towards mobile dictionary at Salhi Ahmed University Centre of Naama. It consists of 7 open-ended items (see appendix 1). It is divided into two parts; in the first part, teachers were asked some personal information including gender and years of experience in teaching the English language. However, the second part probes a range of question related to the topic of the study. Item (Q1) and item two (Q2) investigated the extent to which the teachers use and allow the use of mobile dictionary inside classroom. Item three (Q3) aimed at knowing the kind of dictionary teachers prefer their students to use. Item four (Q4) investigated the extent to which mobile dictionary improves students' vocabulary knowledge. The next item (Q5) was addressed to see how often the teacher advises the students to use mobile dictionary during classes. Item six (Q6) was intended to draw out the teachers' perceptions towards

this change in learning and mobile dictionary. The last item (Q7) sought to know teachers' suggestion to improve students' vocabulary knowledge.

2.4.2. Description of Students' Questionnaire

The questionnaire will be used for gathering and collecting data about the students' attitudes towards the use of mobile dictionary for vocabulary retention. It is an instrument composed of a set of written questions used for large samples; it facilitates the collection of data by asking all the informants.

As far as a questionnaire is concerned in the field of academic research, (Sommer et al.: 2001) defined it as a self-report data collection instrument which is filled out by the research participants themselves. It may refer to a series of written questions on a certain subject about which the desired opinions are sought. It is widely accepted that the questionnaire is one of the most popular research tools in applied Linguistics for it is easy to construct, collect and treat a large amount of data through simple questions inspired from the participants daily habits. Likewise, Dörnyei (2007: 101) points out:

The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible

Relatively speaking, the questionnaire is considered as well-known means of collecting data that can be analysed in terms of quantity and quality. Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, multiple-choice questions and open-ended questions. The close-ended questions limit the respondents to a finite set of answers which often are (yes) or (no). The multiple choice questions provide several answers from which the respondents have to choose the appropriate one for them. The open-ended questions give the respondents the opportunity to answer freely without any limit.

The questionnaire contained seventeen questions. (see appendix 2). It was organized in the form of four sections.

➤ **Section One:** General information

It seeks to obtain information about the participants: three questions (Q1toQ4). Their gender male or female, the type of baccalaureate literal, scientific, or technical, the nature of their choices of studying the English language whether it was personal or imposed, and the last question of the first section is the reasons behind the selection studying English as a language.

➤ **Section Two:** An overview on students' use of mobile dictionary to learn vocabulary

This section includes 6 items; the main aim of this section is to investigate the habit of using mobile dictionary it deals with the kind of dictionaries they prefer to use, and the degree of using mobile dictionary.

➤ **Section Three:** Students' view point towards vocabulary

This section contains 3 items, it deals with students' level in vocabulary and how often they use mobile dictionary to check words in class and if mobile dictionary is helpful to improve vocabulary.

Section Four: open-ended question has been asked for free answers for the sack of adding related issues to the topic.

2.5. Data Analysis

To analyse the questionnaire, the researchers depended on a mixture of data analysis methods which are quantitative and qualitative data analysis. In this respect, Dornyei claims that (2007:268) "**the analysis of data should proceed independently for the quantitative and qualitative phases and mixing should occur only at the final interpretation stage.**" Using a combination of quantitative and qualitative methods helps the researcher to obtain better results. For analysing the collected data of the interview, the researchers made use of the qualitative data analysis method.

Quantitative data analysis is used to generalize results from a sample population. Aliaga and Gunderson (2002) define quantitative research as "*explaining phenomena by collecting numerical data that are analysed using mathematically-based methods (in particular statistics)*" (qtd. in Muijs, 2004: 01). It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative data.

Unlike the quantitative method which focuses on measurement, the qualitative method is used to describe human behaviour. Therefore, Smith (1997: 205) claims that "**qualitative analysis deals with the forms and antecedent-consequent patterns of form**". The qualitative data can be collected through different research instruments like the interview. Seliger and Shohamy (1989: 205) state that it is "**usually in the form of words in oral or written modes**". Its aim is to understand the people's thinking and feeling and why they make certain choices

Since, in collecting data, the researchers have adopted two research instruments which were the questionnaire and interview, data analysis was needed for both instruments. Therefore, the researchers made use of quantitative and qualitative data analysis method to analyse the questionnaire while they depended only on the use of qualitative data analysis method for the analysis of the interview.

2.5.1. Analysis of teachers' interview

➤ Part One: General Information

- Q1: Gender consideration.

Table 2.1: Teachers' Gender

Gender	Frequency	Percentage
Male	01	20%
Female	04	80%
Total	05	100%

The above table shows that the majority of the interviewed teachers are females constituting the total of (80%). Whereas, males constitute a small of minority of (20%). So, it is clear that the rate of females is higher than that of males. This explains the dominance of females at the department of English. Accordingly, it is a common phenomenon that is noticed in all the Algerian educational system and society.

- **Q2:** How many years of experience do you have in teaching English?

Table 2.2: EFL Teachers 'Teaching Experience

Option	Frequency	Percentage
Less than 5years	01	20%
Between 5 to 10years	03	60%
More than 10years	01	20%
Total	05	100%

The previous table reveals that the teachers have different experience in teaching English; however, 03 of the interviewed teachers have between 05 to 10 years of experience in teaching English at Salhi Ahmed University Centre of Naama with the total of 60%. Whereas, 01 of them have less than 05 years of experience in teaching English as a foreign language made up the total of 20%. While one of the teachers declares that she has more than 10 years of experience in teaching English.

➤ **Part Two: Teachers' View Point Towards Mobile Dictionary.**

- **Q1:** Do you use your mobile device as a tool to improve your teaching style? If yes, how?

According to the teachers' answers, teacher "C" and "D" said that they use mobile device as a tool to improve their teaching style. They stated that it enhances students learner centered. For the teachers "A" and "E" they said "No"

they do not use mobile device at all. While teacher “B” said that she rarely uses it especially when she is not teaching the oral or reading expression/comprehension.

- **Q2:** Do you allow the use of mobile device inside classroom? Could you explain why?

Teachers’ answers were approximately similar; all the interviewed teachers allow the use of mobile device inside classroom. For teacher “A” she adds that it is easy to use it and students make their research quickly without wasting time. Teacher “B” takes into consideration the module, she said that it depends on the module especially when both pronunciation and meaning are needed; she adds that the use of mobile device breaks silence or ambiguity in classroom and makes *the students* feel autonomy and responsibility. The rest of the teachers share the same answers. Besides, the participants added that in case of learning, students should be allowed to use any means to enhance their learning. However, others were against though they know it is very useful and important but they avoid asking students to use it freely. In other words, they think that sometimes it creates an interruption and distraction in classroom.

- **Q3:** What kind of dictionary do you prefer your students to use, printed dictionary or mobile dictionary? Why?

The interviewed teachers give different answers, for teacher “A” she prefers printed dictionary, and teacher “B” prefers both dictionaries printed and mobile but she said that the printed one is better because the efforts made when you are searching makes you memorizing the word and its transcription. Teacher “D” also said that she prefers both kind of dictionary because students sometimes forget the printed dictionary so they can find the mobile dictionary. While teacher “C” and “E” prefer the mobile dictionary, to get the meaning at once and get the right pronunciation, and it is easier to use and more practical.

- **Q4:** Using mobile dictionary improves students’ vocabulary knowledge

All the interviewed teachers agree that using mobile dictionary improve students’ vocabulary knowledge. In addition one of the teachers she was strongly

agrees, this simply indicates the important of mobile dictionary in improving students' vocabulary knowledge.

- ✓ **Q5:** How often do you advise and motivate your students to use mobile dictionary during classes?

All the interviewed teachers said that they always advise their students to use mobile dictionary during classes.

- ✓ **Q6:** As a teacher, what are your perceptions towards this change in learning via mobile dictionary?

According to the teachers' answers, almost all of them expressed their views regarding this change in learning and developed positive perceptions towards mobile dictionary. They stated that efficient and proper use of mobile learning, with good and appropriate guidance to develop better the teaching and the learning environment, makes this device as an effective strategy and tool to ensure a successful teaching and learning process. Moreover, it will attract the students' interest in the lesson easily since they perceive it as an important way to get the attention of the students. Furthermore, they added that integrating such devices will bring a change and make the task easier and less boring. Hence, all the teachers expressed their positive attitudes by saying that mobile learning is very helpful and beneficial and has a positive impact and change in education.

- ✓ **Q7:** What do you suggest to improve your students' vocabulary knowledge and its retention?

The five teachers mentioned some suggestions to improve students' vocabulary knowledge and retention as follow:

- ✓ Reading books
- ✓ Watching videos

2.5.2. Analysis of Student's Questionnaire

Section One: General Information

Q1: Students' age

Table 2.3: Students' Age

Age	Number	Percentage
18	7	22.58%
19	17	54.83%
20	5	16.12%
21	2	6.54%

The students' age ranged between 18 to 21 years old. Nearly all of them are aged 19 years old making up 54.83% of the total number of the participants. Then, equal to 22.58% are aged 18 years old. After that, 16.12% are aged 20 years old. Only 6.45% are aged 21 years old.

Q2: Students' gender

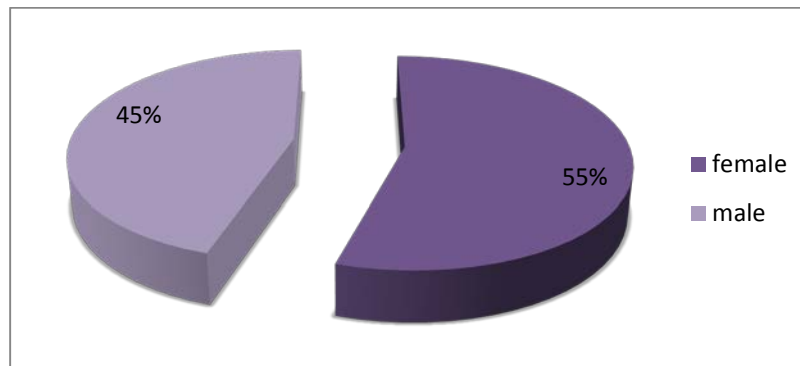


Figure 2.1: Students' Gender

The findings reveal that the majority of students are female who represents 55% of the present sample, while male represents 45% of the sample. It is clearly determined this difference, and thus the sample consists of male and female who provide different attitudes.

Q3: What type of baccalaureate do you hold?

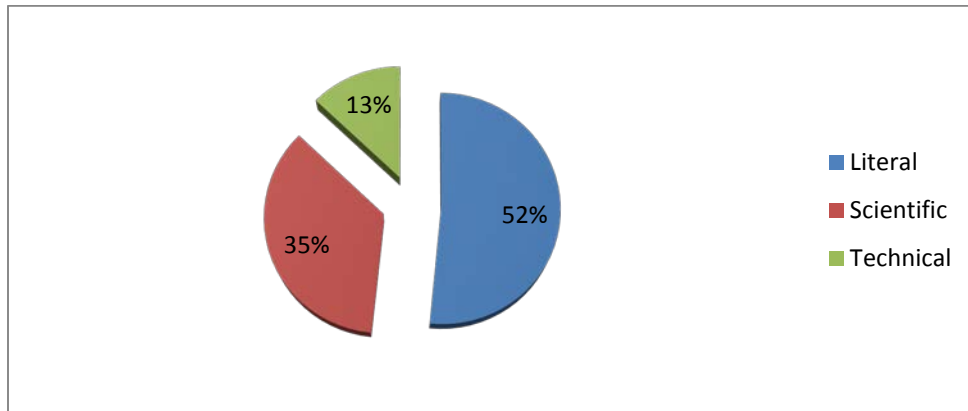


Figure 2.2: Students' Branch In Baccalaureate Level

The results demonstrate that students of the same class have different backgrounds, and different experiences with regard to the way they streamed in the secondary school. The sample is considered representative in that the population is varied, literal: (52%), Sciences: (35%), and Technical: (13%) and consequently reflects a variety of perceptions.

Q4. Your choice of English was:

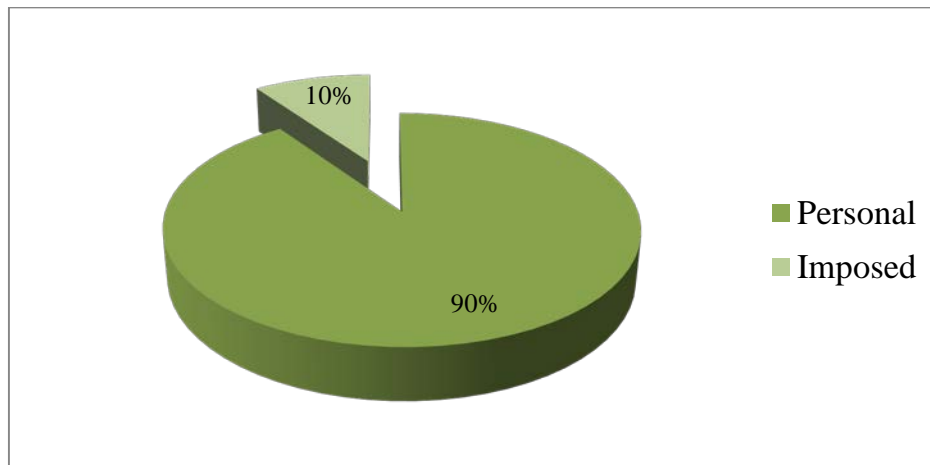


Figure 2.3: Students' Choice Of English

The vast majority of participants 90% have chosen studying English personally according to their desire. These attitudes reflect the quality of the participations 'learning. However, only 5 of the whole sample are imposed in studying English,

because of their obtained level did not allow them to choose the technical branches, representing 10% this accounts for their learning achievement

Q5: If it is your personal choice, why did you choose it?

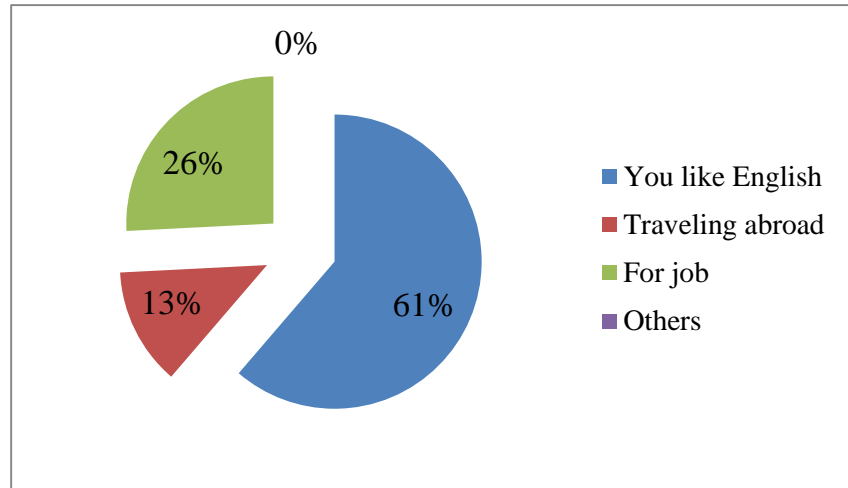


Figure 2.4: Students' Reason About Choosing English

More than half of the sample (61%) of the participants has chosen studying English personally because they like it. On the other hand, there are other respondents choose to study English for the sack of job (26%) was their percentage, whereas the rest participants (13%) choose it in order to traveling.

Section two: An overview on students' use of mobile device dictionary to learn vocabulary

Q1: Do you often use a dictionary in class?

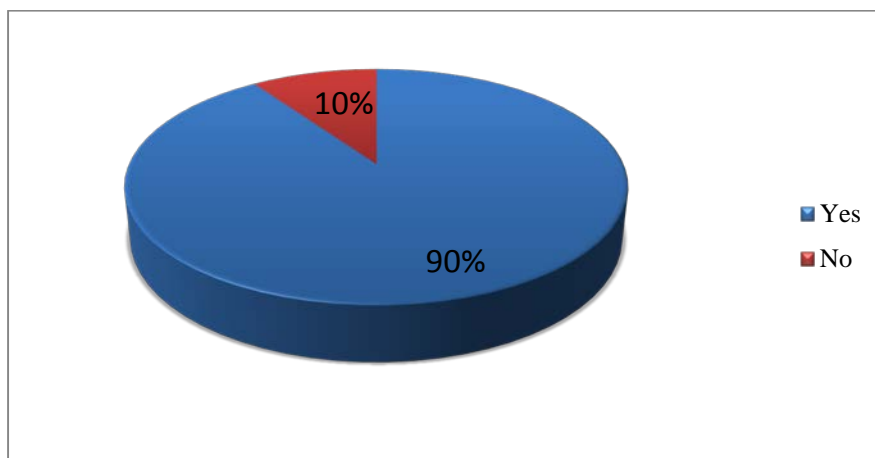


Figure 2.5: Students' Use Of Dictionary

The results demonstrate that 90% of the students said they use a dictionary in class, while 10% they don't.

Q2: If yes, which kind of dictionaries do you have and use the most?

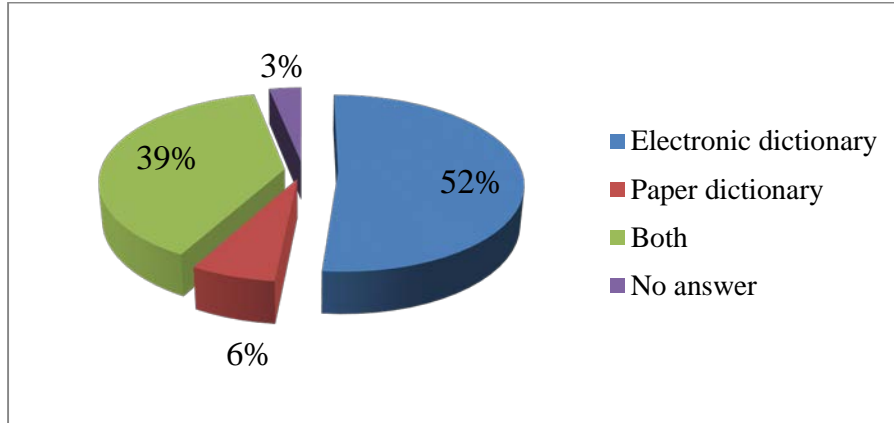


Figure 2.6: Kinds Of Dictionaries That Students Use The Most

More than half of the students have electronic dictionary 52%, whereas just 6% have only the paper one and 39% have both kind of dictionaries, at the end we notice that the most of them have only the electronic dictionary.

Q3: Do you like using electronic dictionary?

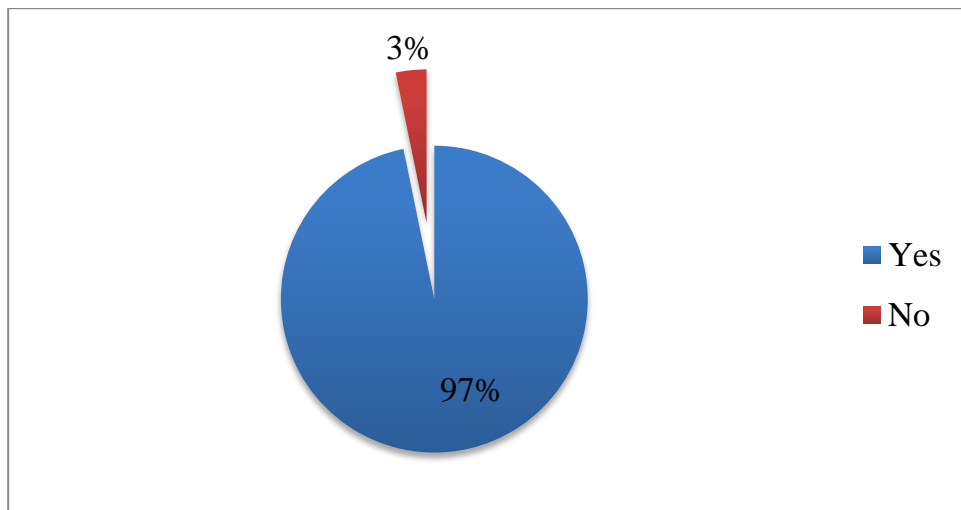


Figure 2.7: Students' Use Of Electronic Dictionary

The figure above showed that the majority of the students said "yes" to the use of electronic dictionary with percentage of 97%. While just 3% said "No".

Q4: If yes, which of those forms of electronic you use?

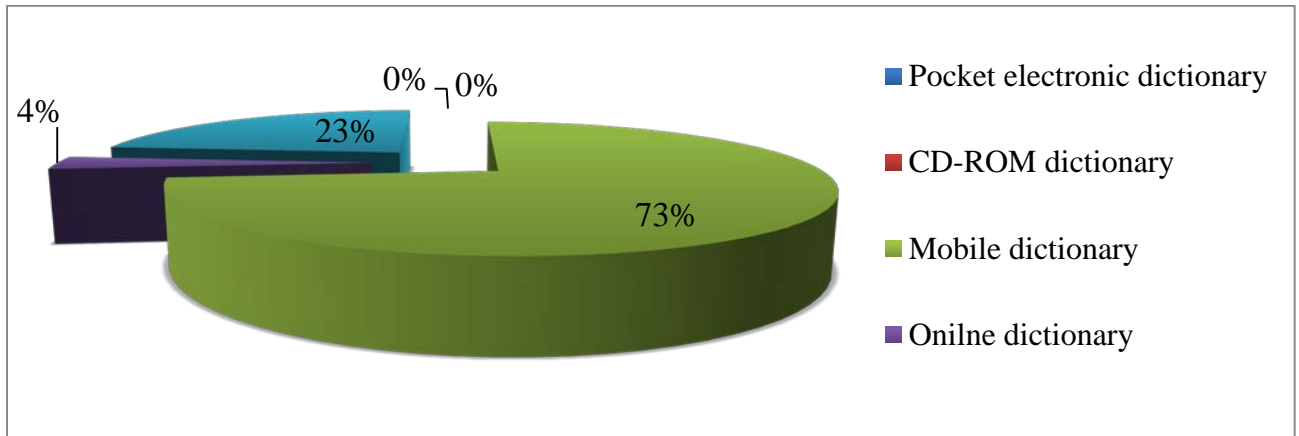


Figure 2.8: Forms That Students Use Of Electronic Dictionary

The above figure demonstrates that the majority of students (73%) use dictionaries on mobile devices. Moreover, the figure shows that (23%) of the students use both dictionaries on mobile devices and online dictionaries. Also, only (4%) use online dictionaries. Whereas, none of them use Pocket electronic dictionary or CD-ROM dictionary.

Q5: How often does your teacher advise you to use dictionaries?

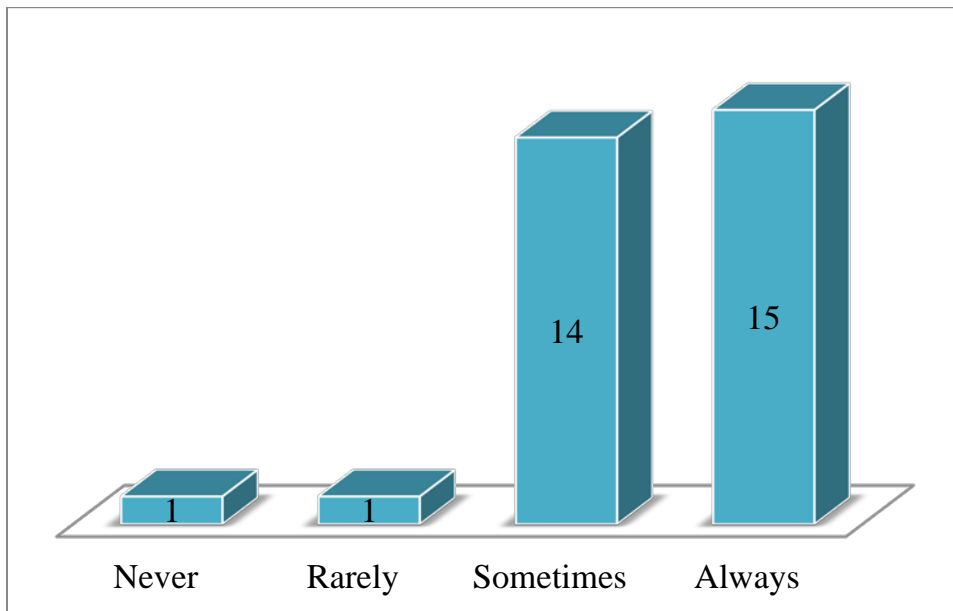
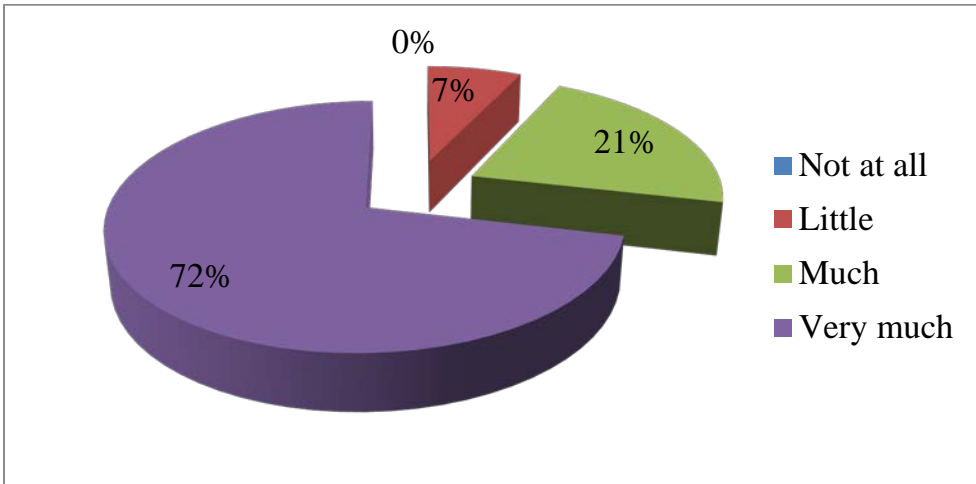


Figure 2.9: Teachers Advising Students To Use Dictionary

This chart displays that the responses of 15 (48.39%) of the students reveal that the teachers always advise them to use their dictionaries. Moreover, the chart shows that 14 (45.16%) of the students said that their teachers advise them to use their dictionaries. Whereas, only 1 (3.22%) of the students argued that their teachers never or rarely advise them to use dictionaries.

Q7: To what extent do you find using mobile dictionary helpful?



93% of the asked students agree that mobile dictionary is helpful ,while only 7% Consider it as unhelpful one .

➤ **Section Three: students’ view point towards vocabulary learning strategies**

Q1: how do you consider your level in vocabulary?

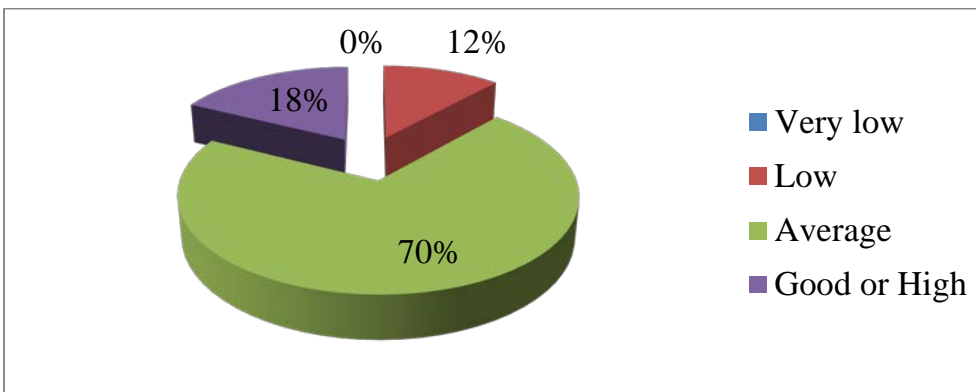


Figure 2.11: Students’ Level On Vocabulary

Students judge themselves as they have an average level of pronunciation 70% which equals 24 student ,otherwise 18% of them said that their level is good or

high ,it is good behaviour to be confident of their selves ,while just 3 of them class their average as low.

Q2: how often do you use the mobile dictionary in class?

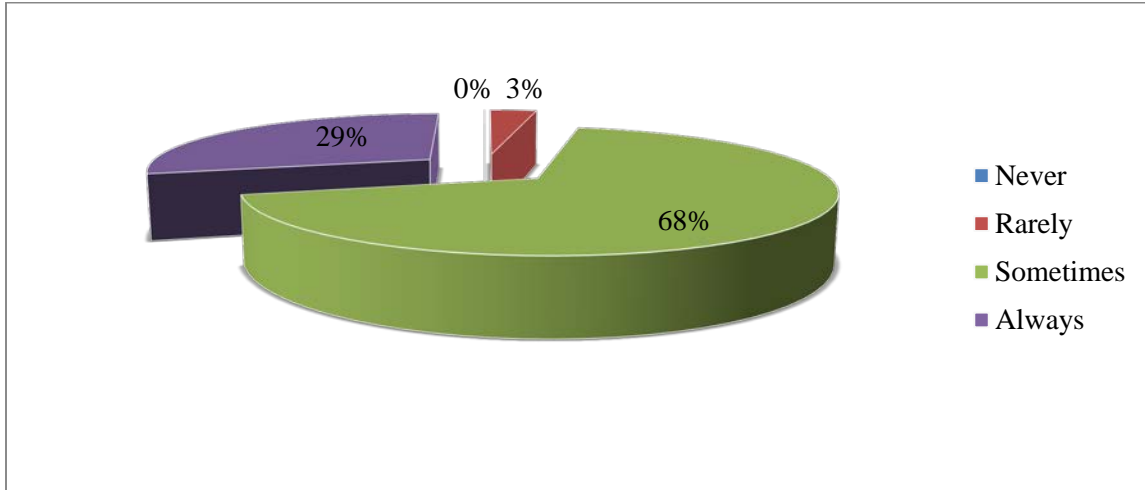


Figure 2.12: Students' Use Of Mobile Dictionary In Class

68% confirm that they use the mobile dictionary sometimes, an important section nearly 29% use it always and 1 of the participants i.e., 3% rarely use it.

Q3: to what extent did the use of mobile dictionary help you to improve your vocabulary?

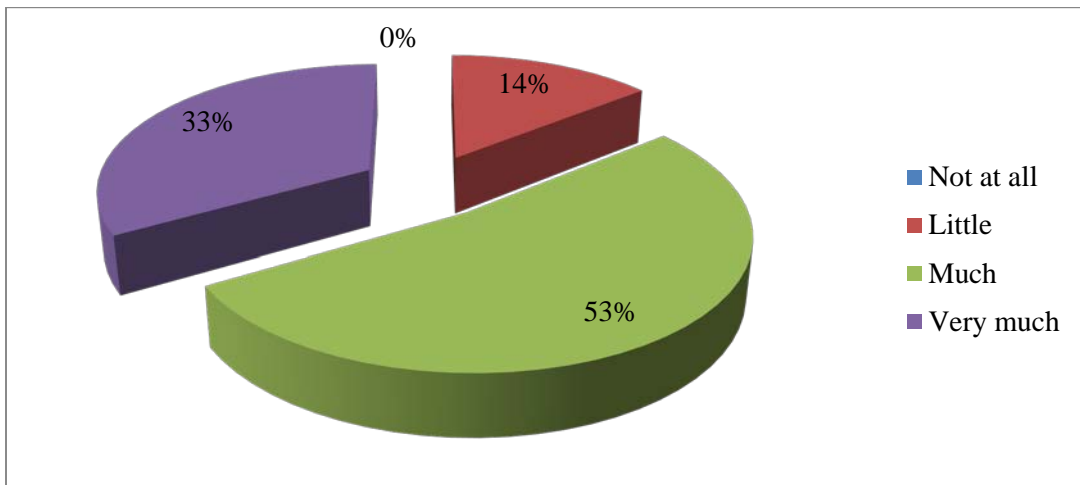


Figure 2.13: Students Improve Vocabulary By Using Mobile Dictionary

The result demonstrates that (86%) of the students agree much and very much that mobile dictionary help them improving their vocabulary. And (14%) said that it gives a little help.

➤ **Section Four: Further suggestions**

What do you suggest to improve your vocabulary?

Students' propositions were as follow:

- ✓ Reading books
- ✓ Watching movies and series
- ✓ Listening to songs
- ✓ Youtube videos with subtitles

2.6. Interpretation of The Main Results

The researcher have dealt with the analysis and discussion of the results obtained from the two provided instruments, including students' questionnaire and teachers' interview. The findings are analysed and compared in an attempt to achieve the objectives of the study and answer the different questions and confirm hypothesises.

Accordingly, the present results reveal that first year EFL students of Linguistics at the University Centre of Naama showed a positive attitude toward the use of mobile dictionary in enhancing vocabulary. Hence, the obtained results as well revealed that the majority of students are for the use of mobile device dictionary during classes because they find it very helpful. Furthermore, a large majority of students agreed that mobile dictionary help them to improve their vocabulary; besides, their learning becomes more effective and achievable. Accordingly, teachers' interview supports the students' questionnaire by stating that mobile dictionary is an effective tool and strategy to improve the students' vocabulary knowledge and it makes the learning process more active and effective. It was found that EFL teachers at University Centre of Naama were aware of the mobile dictionary use and they perceived its importance as essential in enhancing students' vocabulary. They allowed and encouraged to a great extent their students to use their mobile devices inside the classroom for educational purposes, namely for assisting their vocabulary knowledge.

To conclude, both students and teachers show positive attitudes toward the use of mobile device dictionary as a learning tool in EFL classrooms in general and first year EFL students of Linguistics in particular. Importantly, the findings of the present study have answered positively the questions of the study and confirmed the hypotheses.

2.7. Suggestions and Recommendations

Some recommendations will be suggested concerning the importance of learning vocabulary and how can students improve their level of knowledge .Reading play an important role in improving vocabulary background, because sometimes the process of reading comprehension and vocabulary learning depends on printed materials like: magazines, newspapers and articles .Hence, students should have the ability in reading, and teachers should provide multiple activities and opportunities to use new words. Using some techniques like the visual aids for teaching is important for providing students with the appropriate context for new words. Using teaching materials about how learners can express their ideas and share opinions freely is considered to be a useful strategy for explaining and knowing the meaning of words. All these methods can be more effective which helps both teacher and student in explanation of words. Finally students need to recognize the importance of vocabulary knowledge because obviously it is a very important element within a language whether a second language or even a foreign language, and to be aware that learning vocabulary is a rather more complex process than it might appear at the first sight.

2.8. Conclusion

This chapter dealt with the practical phase of this research work. Unlike the first chapter, which was totally theoretical and tackled several point of view and previous studies about the impact of mobile dictionary on vocabulary knowledge.It aimed at gathering data and analyzing it to answer the research questions using different research tools.The collected data was through students' questionnaire and teachers' interview. First, the results of students were analysed

and presented both statistically and descriptively whether in figures or tables. Second, the finding result from teachers' interview were descriptively analysed and interpreted. Third, the chapter ends with the analysis and interpretation of the results in order to test the research hypotheses. Finally some suggestions and recommendations were provided to enhance learners vocabulary retention .

General Conclusion

General Conclusion

Vocabulary has a significant role in language learning to sustain other language skills. It is basic to human communication and often seen as the greatest source of problems by second and foreign language learners. Thus, Learning English necessitate knowing its vocabulary; this can be achieved by using different methods. Using the mobile dictionary is one of those methods, it can be considered also as a good, easy and very beneficial to use. Studies ,therefor,on vocabulary learning strategies consider dictionary use as one of the most important one .

This study aims to emphasize the role of mobile dictionary in enhancing learners' vocabulary and demonstrate that using mobile dictionaries contribute in developing students' vocabulary knowledge. The basic view adopted all along this dissertation is that students' vocabulary will be developed by using their mobile dictionary.

The desertation was divided into two chapters. The first chapter is a theoretical background in which the researcher introduces a brief definition of dictionary, electronic dictionary and its different types. Then, a brief overview about mobile assisted language learning. Moreover, it defines vocabulary and its importance. Finally it discusses the educational use of mobile dictionary in learning vocabulary. The second chapter is concerned with research methods, analysis and discussion of the mainn findings. The researcher opted for a mixed approach; which consists of administering questionnaires to thirty one EFL students and interviews to five EFL teachers. The data collected from the two research tools were analysed, interpreted, and discussed with regard to the previous research findings found in the literature.

Therefore, the study findings revealed that students at Salhi Ahmes University Centre of Naama have used mobile dictionary during classes and agreed that it developed their vocabulary knowledge. In addition, the EFL teachers has positive opinions about the usefulness of mobile dictionary as a tool to

General Conclusion

enhance vocabulary knowledge. It was also found that EFL teachers were aware of the importance of mobile dictionaries as new educational tools.

Accordingly, the findings obtained from the research instruments answered the study questions and confirmed the hypothesis. That is, mobile dictionary use has a significant impact on EFL students' vocabulary, it is a useful tool that takes place in EFL classroom and which should be used appropriately and efficiently.

The current work also attempts at proposing some suggestions concerning the importance of learning vocabulary and how can students improve their level of knowledge. Therefore, it is advisable to open the door for further research to be conducted on the usefulness of mobile dictionaries and their impact and effect on EFL teaching and learning hoping from other researchers to deal with this study and go further and reached other basic points.

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Appendices

Appendix One

Teachers' Interview

This interview is a data collection instrument to gather data about the use of mobile dictionary as a learning tool to improve students' vocabulary.

Part one: General information

1. How many years of experience do you have in teaching English?

Less than 5 years Between 5 to 10years More than 10years

Part two: Teachers' View Point Towards Mobile Dictionary

1. Do you use your mobile device as a tool to improve your teaching style? If yes, How?
2. Do you allow the use of mobile devices inside classroom? Could you explain why?
3. What kind of dictionary do you prefer your students to use, Printed dictionary or mobile dictionary? Why?

4. Using mobile dictionary improve students' vocabulary knowledge & retention?

Strongly disagree Disagree Agree Strongly agree

5. How often do you advise and motivate your students to use mobile dictionary during classes?

Never Rarely Sometimes Always

6. As a teacher, what are your perceptions towards this change in learning via mobile dictionary?
7. What do you suggest to improve your learners vocabulary knowledge and its retention?

Thank you very much for your collaboration.

Appendix Two

Students' Questionnaire

Dear learners,

This questionnaire is a data collection instrument about students learning and their retention of vocabulary through the use of mobile device dictionary. Your contributions will be of great help to make the investigation achieve its objectives. Thus, you are kindly requested to answer the questions by putting a cross (×) in your best choice or by completing your own information and comments whenever necessary.

Thank you for your collaborations.

Section One: General Information

1. Age: _____ years
2. Gender: Female Male
3. How many years have you been studying English? _____ Years
4. What type of baccalaureate do you hold?
Literal Scientific Technical
5. Your choice of English was:
 - Personal
 - Imposed
6. If it is your personal choice, why did you choose it?
 - You like English
 - You want to travel abroad
 - For job
 - Others _____

Section Two: An Overview On Students' Use Of Mobile Device Dictionary To Learn Vocabulary

1. Do you often use a dictionary in class? Yes No
2. If yes, Which kind of dictionaries do you have and use the most?
- Paper dictionary Electronic dictionary Both
3. Do you like using electronic dictionary?
- Yes No
4. If yes, which of those forms of electronic dictionary you use?
- Handheld dictionaries or pocket electronic ones
 - CD-ROM dictionary
 - Dictionaries on mobile devices
 - Online dictionaries
5. How often does your teacher advise you to use dictionaries to check words?
- Never Rarely Sometimes Always
6. To what extent do you find using mobile dictionary helpful?
- Not at all Little Much Very much

Section Three: student's view point towards vocabulary

1. How do you consider your level in vocabulary?
- Very low Low Average Good or high
2. How often do you use the mobile dictionary to check words in the class?
- Never Rarely Sometimes Always

3. To what extent does the use of Mobile dictionary help you to improve your vocabulary?

4. Not at all Little Much Very much

Section Four: Further suggestions

What do you suggest to improve your vocabulary?

.....
.....
.....
.....

Thank you very much for your collaboration