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**Investigating the Effectiveness of Educational Learning
Applications on Vocabulary Learning : The Case of Second-Year
EFL License Students at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Declaration

We hereby declare that this desertation, titled “ Inestigating the Effectiveness of Educational Learning Applications on Vocabulary Learning : The Case of Second-Year EFL License Students at the University of Tlemcen” , is the result of our own investigations and hard work. It contains no material previously published or written by another person, except where proper acknowledgment has been made. All sources of information have been clearly cited and referenced.

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Signature:

Dedication

“In the Name of Allah, the Most Gracious, the Most Merciful” , we would like to dedicate this modest work to OUR FAMILIES (BOUDOUAIA and BOULANOUAR) which we are especially grateful for their endless love and constant encouragement and support.

Our sincere thanks go to OUR FRIENDS for being by our side with support and motivation during this entire Journey.

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Abstract

In today's world, digital educational learning has become increasingly popular and is considered a supportive addition to traditional teaching / learning methods. This research aims to explore the effectiveness of vocabulary learning applications in enriching the vocabulary of English as a Foreign Language students. It examines how interactive and engaging digital tools support vocabulary and language development. The study also investigates learners' perspectives and the strategies they use to enhance their vocabulary and language skills through these applications. To achieve this, a descriptive case study was conducted at the University of Abou Bakr Belkaid, Tlemcen, involving second-year English as a Foreign Language students. Two instruments were used: an online questionnaire and a semi-structured interview. The data collected were analyzed using both quantitative and qualitative methods. The findings showed that learners actively use and support vocabulary learning applications. These tools were found to increase learners' confidence, motivation, and engagement, helping them improve their language skills in a flexible and enjoyable way. Students noted that the applications helped them progress in both traditional classes and academic writing, making learning feel less like a chore. The study concludes that vocabulary learning applications are beneficial for vocabulary improvement and language development. It ends with recommendations for learners and readers on how to use these tools effectively.

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List of Acronyms

Ads: Advertisement

AF : Absolute Frequency

EFL : English as a Foreign Language

M-Apps: Mobile Applications

RF: Relative Frequency

SL : Second Language

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General Introduction

Technology has become an essential component of education in the current digital era . Providing students with progressive tools to develop their learning experiences . Language learning is one of the primary domaine where technology has made a significant impact specifically in vocabulary acquisition. In fact achieving proficiency in a foreign language requires mastering vocabulary since it enables learners to understand, communicate, and express themselves clearly . Learning new words in a second or foreign language is frequently a difficult process that needs practice, memorisation, and repeated exposure. Not all students will find traditional methods like textbook activities and rote memorization to be interesting or successful when learning vocabulary. In this regards, scholars and teachers have been looking into different ways to facilitate vocabulary learning and make it more effective.

As mobile learning has become more popular, students are using educational applications as a quick and easy way to improve their vocabulary. These applications provide a range of features that can develop vocabulary memory including interactive activities, and multimedia content. Due to university students'extensive usage of smart phones and tablets, learning applications have grown as a self-directed vocabulary learning. While some literature indicates that these applications are helpful, other studies point out drawbacks such low motivation, passive participation or limited long-term effeciency. Although these applications are becoming more and more prevalent, little is known about their actual effectiveness in helping university EFL students learn vocabulary.

Therefore, this study aims to investigate how well digital vocabulary learning applications help second-year EFL students at the university level build their vocabulary knowledge. Additionally, it is important to look into how students view these digital learning applications, the methods, and the strategies they employ to learn, and the difficulties that they might face when using these applications as a vocabulary enhancing tool.

To attain these objectives, the researchers seek to provide answers to the following questions :

Q1/ Do second-year EFL learners use educational applications to improve and learn vocabulary ?

Q2/ To which extent do educational applications help learners learn vocabulary in the target language ?

Q3/ Can learners achieve a balance between entertainment and vocabulary learning while using educational learning applications ?

Based on these questions, the researchers suggest the following hypotheses :

H1/ Not all students use educational learning applications to learn vocabulary.

H2/ The use of educational learning applications enhances learners' vocabulary by effectively helping them learn, retain, and use new words in the target language.

H3/ Learners can balance between entertainment and vocabulary learning in educational learning applications.

In reality, the readiness to achieve the previously mentioned aims, the researchers adopt a descriptive case study approach, focusing on second-year EFL students at Tlemcen university, this case study will gather both quantitative and qualitative data, based on two research instruments, an online questionnaire to collect wide statistical insights, and a semi-structured interview to investigate and collect in-depth data about their attitudes and experiences with learning applications. The results will be analyzed by means of a mixed method approach that combines quantitative and qualitative methods to examine the outcome of learning applications on vocabulary learning .

The present study is divided into two main chapters. Chapter one consists of two sections and presents the theoretical foundation of the study. The first section expounds the definition, types, and the importance of vocabulary in language learning. The second section deals with defining learning application, its types and characteristics, investigating the different theories related to language learning, and the impact, as well as the benefits of using learning applications to learn

vocabulary. Besides, chapter two focuses on describing the data collection methods and research instruments employed in the study. It further presents the analysis and interpretation of the data in order to answer the research questions by confirming or rejecting the hypotheses. What is more, the chapter concludes with some practical recommendations, suggestions and pedagogical implications for language learners related to the use of vocabulary learning applications.

CHAPTER ONE

VOCABULARY AND VOCABULARY LEARNING APPLICATIONS

CHAPTER ONE : VOCABULARY AND VOCABULARY LEARNING APPLICATIONS

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1.1 Introduction

In the context of second language learning, EFL students are constantly searching for an interesting and innovative methods to improve their overall language proficiency outside the classroom. Thus, the use of digital learning applications as a means for learning, is one of the methods that has gained popularity among students. As these applications assist students to retain the information they have studied and create an entertaining environment to learn new words.

The current chapter outlines a literature review of prior studies and literature on the use of educational applications as vocabulary learning tool. It includes two main sections. The first one is dedicated to vocabulary, its definition, types, significance, and strategies, highlighting the role of both language skills and vocabulary in learning a foreign language. The second one, concentrates more on applications, their characteristics, transforming learning attitudes, and examining implicit and explicit learning, along with evaluating autonomy in learning a second language through the educational vocabulary learning applications.

1.2 Vocabulary in Language Learning

The objective of this section is generally to construct the theoretical framework for vocabulary in terms of learning a foreign language. This includes : identifying vocabulary, outlining its diverse types, reviewing its importance in language learning, and exploring the complementary relationship between vocabulary and language skills, as well as defining some strategies and steps that help for a successful language learning.

1.2.1 Definition of Vocabulary

Vocabulary also named *lexicon*, is a fundamental aspect of language that plays a vital role in achieving a successful communication. Scholars have provided different interpretations of vocabulary based on their personal perspectives of the term. In Longman Dictionary of Contemporary English (2003, p.1843) vocabulary is defined as all words that someone knows or uses in the target language.

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While, Richards and Schmidt (2002) explained that vocabulary consists of lexemes which refer to meaningful units in a particular language including individual words, compound words, and idioms. This indicates that vocabulary does not contain just words but also combinations of words and phrases that work together to convey a specific meaning. Likewise, Penny (1991, p.60) states the following :

Vocabulary can be defined roughly, as the words we teach in the foreign Language . However, a new item of vocabulary may be more than a single word : For example, post office and mother-in-law, which are made up of two or three words but express a single idea.

There are also idiomatic expressions which consist of multi-words like *spill the beans* or *let the cat out of the bag*, where meanings can not be understood from an explanation of the individual words they contain. A useful convention is to cover all such cases by focusing on vocabulary *items* rather than *words* .

Other experts such as (Newman & Dawyer, 2009, p.385) view vocabulary as "words we must know to communicate effectively, words in speaking (expressive vocabulary), and words in listening (receptive vocabulary) " . Along the same lines, Carter and McCarthy (1988) stated that the term vocabulary involves knowing words and what they mean but also includes understanding how words relate to each other such as synonyms or opposites, and knowing how to use them appropriately in different situations or contexts. For that reason, vocabulary proficiency is essential for an effective understanding especially in a foreign language learning.

Based on the definitions discussed, vocabulary serves as a key component in mastering a language. It is the total number of words and phrases in a certain language that people recognize or use for a clear communication. Moreover, for learners of foreign or second language, vocabulary refers to the list of words and expressions learned to engage successfully across the four language skills.

1.2.1.1 Types of Vocabulary

Vocabulary has been categorized into different types according to the diverse perspectives and criteria proposed by scholars. Nation (2001) classifies it into receptive vocabulary and productive vocabulary. Considering one aspect *receptive or passive vocabulary* refers to words that learners recognize and understand during reading or listening. But, they might not be able to use these words effectively in speech or writing. Considering another aspect, *productive vocabulary* refers to lexical items that learners can confidently use when they speak or write.

Stuart webb (2005, 2009) also differentiates between receptive and productive vocabulary highlighting that, *receptive vocabulary* is the collection of words that students identify when they are used in context without the ability to employ them in their own speaking or writing. In contrast, *productive vocabulary* are the words that students can comprehend and pronounce appropriately and used constructively when needed. It involves the required knowledge for receptive vocabulary plus the capacity to speak or write at the suitable time. Therefore, productive vocabulary can be considered as an active process because students can produce the words to express their ideas to others. Moreover, Nation (2001) indicates two types of vocabulary which they are general vocabulary and technical vocabulary. In one hand, *general vocabulary* can be defined as high frequency words that are used broadly in various contexts without being linked to any particular field. For instance, words like *people* , *day* , and *time* are seen as general vocabulary because they are used commonly in different situations. In another hand, *technical vocabulary* is specialized term that convey particular meaning within a specific discipline. For example, in the field of didactics, the term *pedagogy* , can be viewed as a technical word.

In more educational contexts, vocabulary is often divided into four types : listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary. Firstly, *listening vocabulary* is what individuals understand when they hear the words. Second, *reading vocabulary* represents the words someone can recognize and comprehend in written texts. Third, *writing vocabulary* refers to the

words that a person can spell and use correctly in written expression. Finally, *speaking vocabulary* signifies the terms that can be employed in oral communication (Graves, 2006). These four kinds are different in their usage and they do not develop equally or at the same time, they depend on the teaching strategies that a person or a student receives. As Graves (2006, P.4) denotes, "Students do not possess a single vocabulary, rather, they have four interrelated vocabularies : listening, reading, writing, speaking, each developing at a different rate and influenced by different instructional experiences".

In summary, it is evident that scholars and experts identify vocabulary types in multiple ways shaped by their unique perspectives. In addition to the various types, scholars recognize some vocabulary learning strategies that are essential for vocabulary acquisition.

1.2.1.2 The Significance of Vocabulary in Language Learning

A successful language learning depends strongly on building a powerful lexical repertoire. Many assume that syntax and grammar are the main components of language. However, Wilkins (1972) states that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111_112) . This indicates that while grammar helps structure meaning, vocabulary conveys the true message. Without knowing the necessary words learners obviously can not communicate in an effective way regardless of their grasp of grammar.

In the same vein, Schmitt (2000, p.xi) further reinforces the value of vocabulary, noting that :

Lexical knowledge is central to communicative competence and to the acquisition of a second language. Vocabulary and lexical units are at the core of learning and communication. No amount grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary.

This quote points out the pivotal role of vocabulary mastery, as insufficient lexical knowledge in a foreign language may hinder successful Communication and negatively affect EFL learners' academic performance.

Other scholars emphasize that vocabulary size contributes greatly to both comprehension and self-expression. The more extensive a learner's vocabulary, the more successfully they can function across all language skills in the target language (Webb & Nation, 2017). Moreover, it can be said that vocabulary is one element that combines the four skills of language influencing both how learners express their ideas and how they communicate. Without a large vocabulary knowledge, learners will not be able to master any of the four skills. Therefore, shedding light on the importance of vocabulary requires understanding its role within the four fundamental skills of language.

1.2.2 Vocabulary and The Four Skills

Since comprehensive language proficiency, necessitates mastery of the four primary language skills, vocabulary knowledge serves as a key pillar in language learning because it helps learners enhance their listening, reading, and writing skills by enabling comprehension and communication. Conversely, these skills profoundly contribute to vocabulary development through regular practice, and use in different contexts.

1.2.2.1 Vocabulary and Listening

In second language learning, vocabulary and listening are closely linked, as understanding spoken discourse requires quick recognition and interpretation of the words being used. Indeed, listening comprehension is a multifaceted process that involves the application of various linguistic and cognitive skills. According to Brown (2006) :

Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background

knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata (pp. 03-04).

This provides evidence that without a sufficient vocabulary base, learners struggle to grasp the meaning of oral texts, leading to misunderstanding and Communication failures. While, a rich vocabulary allows learners to make connections between sounds and meaning, which is especially important for understanding speech in complex listening contexts. In addition, Heibert and Kamil (2005) state that "comprehension is a function of oral language and word recognition" (p. 03) . For instance , to follow a classroom instruction such as *open your book on page six*, a learner only needs to comprehend simple vocabulary items like open, book, and page .

1.2.2.2 Vocabulary and Reading

Reading comprehension is often determined by vocabulary knowledge. When learners come across words they already know, they are able to focus on grasping the overall meaning of the text rather than spending time making sense and understanding individual words. Anderson and Freebody (1981) assert that "vocabulary knowledge is the single most important component of language ability necessary for reading comprehension. Readers can not understand what they are reading without knowing what most of the words mean" (P. 92). Futhermore, words knowledge is pivotal for successful reading. Perfetti and Stafura (2014) state that "the breadth of an individual's vocabulary is a significant indicator of their reading comprehension ability. Those with a more extensive vocabulary are better equipped to infer meanings, establish connections, and comprehend complex texts" (P. 23). Meanwhile, learners with limited vocabulary knowledge are enable to engage in reading comprehension tasks effectively.

1.2.2.3 Vocabulary and Speaking

The ability to speak is typically dependable on the recognition and understanding of vocabulary used. Undoubtedly, the more vocabulary is acquired the more learners will be motivated to speak and participate in discussions with greater confidence. Alqahtani (2015) claims that " vocabulary knowledge is often

viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (P. 22). Moreover, when learners lack adequate vocabulary they will face many challenges in an attempt to speak in the target language.

1.2.2.4 Vocabulary and Writing

Enhancing the writing abilities requires a large vocabulary knowledge. In fact using repetitive or vague vocabulary is viewed as a barrier for second language learners due to their limited lexical knowledge. In other words, many learners struggle in writing because they rely on the same basic words, which makes it difficult for them to express their thoughts and ideas. According to Coxhead (2012) "In academic writing, the richness of a learner's vocabulary directly affects their ability to express ideas precisely and avoid ambiguity, which is essential for clear communication " (P. 115). Hence, lexical background affects a learner's inspiration to learn.

In the process of learning a foreign language, a lack of vocabulary repertoire significantly hinders communication whether in listening, reading, speaking, and writing, each of the four language skills is adversely influenced by a limited vocabulary knowledge. Nevertheless, vocabulary learning can not occur in the absence of using the language skills. To put it differently, writing, speaking, or listening to a language are the only methods for language learners to learn vocabulary.

1.2.3 Vocabulary Learning Strategies

According to Chamot and O'Malley's (1987) learning strategies are mental Process or deliberate actions, we can refer to them also as techniques that learners use to process, grasp, remember and understand new information and to learn better and facilitate learning. In other words, vocabulary learning strategies are the various actions and procedures the students adopt to improve their language and ensure effective learning.

Learning strategies were classified by Cohen and Apehek (1981) into three main

Types, as illustrated in Figure 1 .

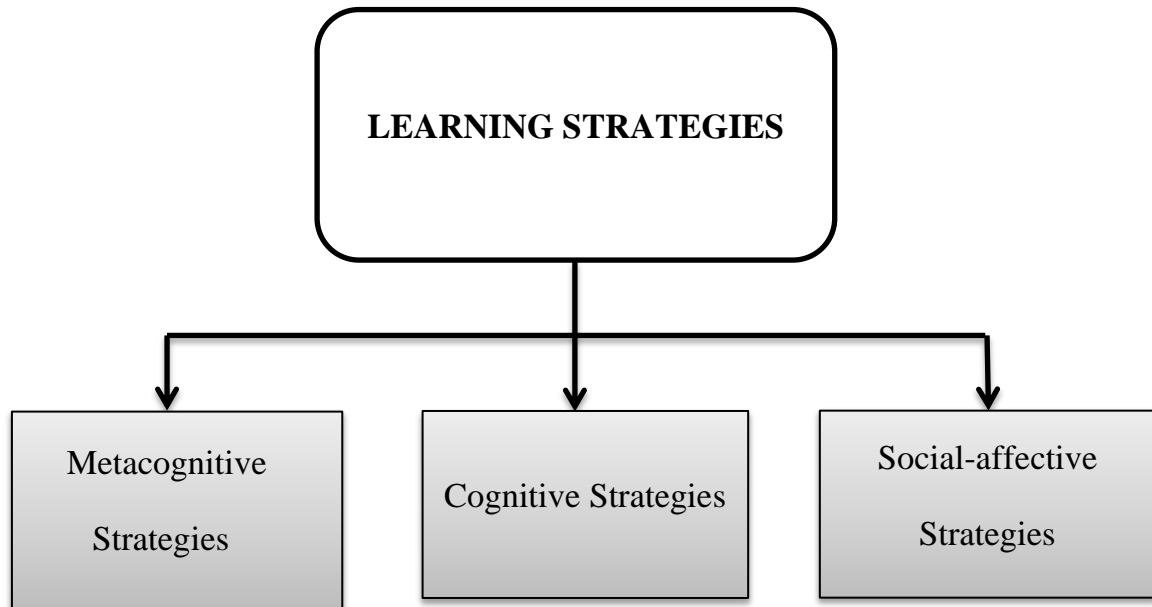


Figure 1.1

Classification of Learning Strategies Based on Cohen and Apehek (1981)

Adapted and creates by the authors based on Cohen and Apehek (1981).

- Metacognitive strategies, focusing on the learner’s ability to plan what to learn, monitor the learning, analyze and evaluate his learning progress.
- Cognitive strategies, are the specific techniques learners use to grasp and understand new information effectively.
- Social-affective strategies ,involves learning through social interactions by communication and cooperation with others ; learning with or through others like asking classmates for help. Also controlling and managing their emotions while learning to stay motivated .

1.2.4 Steps for Learning Vocabulary

Steps are essential stages that students must follow to acquire and learn vocabulary. It is also referred to as, the one that provides a general framework for

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vocabulary learning. The process of vocabulary learning involves five key steps, as identified by Brown and Payne (1994) which are :

1. Encountering new words.
2. Getting a clear image, either visual or auditory or both, for the forms of the new words .
3. Learning the meaning of the words .
4. Making a strong memory connection between the forms and meanings of the words.
5. Using the new words.

The first essential step for vocabulary learning is encountering new words, through The exposure to new vocabulary and that is achieved by reading books, newspapers, using learning applications and watching films in the target language . Words are more likely to be remembered if learners felt a need for them at some point and that is based On many factors such as motivation, interests and need . Brown's study (1993) found That learners learned more quickly and effectively when they saw a visual image before its corresponding word. Those words are learned faster compared to those encountered in The typical exercises. This highlights that visual context and engagement strengthens word retention, also the frequency of word encounters influences learning, as repeated encounter increases learners awareness and knowledge that this vocabulary needs to be learned . This step is important particularly for incidental learning vocabulary when foreign learners want to achieve a proficiency level that is comparable to native speakers.

The second step to vocabulary learning appears to be getting over clear image, visual or auditory or both of the form of the vocabulary item. This step involves connecting new words to already learned ones through various associations, having a clear image of the form of a word is crucial for word retrieval. Brown and Mc Neill's study (1966) showed that learners often forget the words that they had learned but they could still remember the initial sound, or the number of syllabus the word had, which was on the tip-of-the-tongue. Learners naturally develop techniques to help them remember the correct form of foreign

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language words. This highlights the importance of learning the correct form of the words to avoid confusion including the spelling and pronunciation.

The third essential step is getting the word meaning. The specificity of the meaning the learners need may vary depending on the level of the students, like beginners seen satisfied with the general meaning but more advanced learners often need more specific definitions to distinguish between the synonyms. Checking the meaning can be done through asking proficiency language users, using dictionaries, guessing the words meaning from the context that they are used in.

The fourth necessary step is making a strong memory connection between the forms and meanings of the words and that is by reinforcements through drills like flashcards, matching exercises and crossword puzzles. Also the use of mnemonic Devices especially the key word method which has received a great attention by many researchers and this method has two stages :

- a. The first stage is to link unfamiliar word to a similar-sound or visually similar known word.
- b. The second stage is by using a picture or a sentence to connect both concepts reinforcing pronunciation and meaning.

However, Some learners may still prefer traditional memorization techniques, it may not be engaging as other methods but it remains effective and widely used which the method itself is less important than consistency .

The final step in vocabulary learning is using the words, which seems to provide A mild of guarantee that words and meanings will not fade from the memory once they are learned because the use of words tests the learner's understanding of the word and boosts their confidence when they use them correctly. Thus, all the five steps are crucial for learners and they need them in order to have a full knowledge of the vocabulary they want to learn.

1.3 Vocabulary Learning Applications

This section is dedicated for defining and explaining how the usage of this vocabulary learning applications can lead learners to a rich and varied linguistic repertoire, that enhances communication skills and comprehension abilities. This section will delve into the types, characteristics, learning attitude, and implicit and explicit learning and more studies.

1.3.1 Defining Learning Applications

Learning applications are computer software application designed to run on digital devices, computer systems and other portable devices aimed at providing educational content and facilitating learning. The learning applications provide interactivity, engagement and often personalized learning experience using multimedia content, gamification and adaptive learning techniques as well as they can also cover a variety of educational areas.

The rapid expansion of mobile technologies including hardware, software, and communication devices. Since 2014, cellphones had surpassed stationary ones in number, those innovations had encouraged educators to develop learning applications that supported flexible cross-device learning. M- learning applications had become an essential tool for 21st-century learners offering anytime-anywhere learning experience that traditional methods cannot provide. Digital learning applications had revolutionized education by making learning flexible and accessible across various devices.

1.3.1.1 What and What is not an Educational Vocabulary Learning Application

The key success factors for an appropriate vocabulary language learning application are *pedagogy*, which is the alignment with best practices in learning and teaching with clear context and outcomes. It means that the application's design and content should follow established principles of effective learning and teaching, it should provide clear learning goals, appropriate contexts that help learners understand and apply what they learn. Essentially, the application should not just

present information but also support engagement, comprehension, and retention in a structured way that aligns with educational best practices.

Another factor is *technology*, which is the effective integration of both pedagogy and technology this means that the application should use technology in a way that directly support and enhances the learning process. The design features and functionality should align with educational best practices ensuring That tools like interactive exercises, speech recognition, space repetition, and adaptive learning algorithms and more are used to improve and foster engagement, comprehension and retention rather than just being added for the sake of technology. Sweeney (2012) argues that a vocabulary learning application should go beyond offering a simple, quick-lookup function like a dictionary but should incorporate productivity features such as interactive activities and multiple learning tools to enhance learning. An immersive style of vocabulary application provides a visually rich, full screen experience and is more complex to develop but can offer a highly engaging and effective learning environment. The application should make learning entertaining, natural and enjoyable.

To sum up, a true vocabulary learning application goes beyond simply displaying words and definitions. General language applications without a vocabulary focus and visually rich are ineffective applications. So they must integrate proven educational methods with engaging technology like active recall, contextual learning, gamification and more, ensuring that learners understand, learn, remember and apply new words meaningfully.

1.3.1.2 Types of Vocabulary Learning Applications

The effectiveness of the learning applications depends on specific types of vocabulary applications and their affordances for different aspects of language learning. This study categorizes learning applications along a continuum from those that support lower-order thinking to those that promote higher- order thinking skills. These applications support various second language English learning outcomes including vocabulary, grammar, reading, writing, speaking and listening.

Moreover, there are many types of vocabulary learning applications, among them the researchers opted for :

✓ **Quiz Applications**

A quiz applications, is a student response system that allows teachers to create interactive quizzes for their students to solve on their digital devices for example *quizlet*, *kahoot*, *duolingo* and *socrative*. These applications feature gamified elements such as leaderboards, instant feedback and customization options which helps learners to track their progress and enhance their engagement and motivation (Sercanoğlu et Al., 2021). The affordances of quiz applications include their ability to support vocabulary learning through drills and practices with an automatic feedback and competitive Motivation (Quiroz et al., 2021). The benefits of quiz applications for vocabulary learning include improved word recognition, comprehension, retention and test performance as well as positive impact on students' attitudes and confidence (Çinar & Ari, 2019; Toy & Büyükkarci, 2019). However, according to (Kálecký, 2016; Rahayu & Purnawarman, 2019) a drawback is that some applications encourage memorization without context, and students may focus on ranking and speed rather than deep learning, leading to guessing rather than learning vocabulary truly .

✓ **Puzzle Applications**

Puzzle applications, are games that require problem-solving skills such as logic, pattern recognition and work completion. These applications include web-based mini-games, interactive jigsaw puzzles and card design games, and their affordances is the same like quizlet applications including gamified elements. The puzzle applications improve vocabulary learning by enhancing spelling, recall and retention while also supporting grammar and reading comprehension (Mifsud et al., 2013). Although they create an engaging learning environment, their impact on speaking skills remains unclear However, their accessibility and user-friendliness make them valuable tools for language learning.

✓ Platform Applications

Platform applications, are learner-centered digital tools that support self-directed learning by hosting various recourses and interactive features. These applications enhance reading and writing skills as well as vocabulary and grammar. Studies has shown that learners using platform applications like *edmodo* demonstrate improvements in reading fluency, writing proficiency, spelling and grammar (Al-Kathiri, 2015). Additionally, these applications foster critical thinking and digital literacy by engaging students in interactive and collaborative learning experience. Their multimedia content and feedback analytics further support skill development while some studies found no significant improvements in writing performance. Platform applications are still effective in increasing student's engagement and autonomy.

In conclusion, quiz, puzzle and platform applications enhance language learning In different ways. *Quiz applications* boost vocabulary but may encourage memorization. *Puzzle applications* aid spelling and retention but have limited impact on speaking. *Platform applications* improve reading, writing and critical thinking while fostering collaboration. Despite some drowbacks these tools offer engaging and effective learning experiences.

1.3.1.3 Characteristics of the Vocabulary Learning Applications

The implementation of digital language learning generally have a positive attitude and a high acceptance towards using the applications for educational purposes. Learners find them convenient, practical and helpful in facilitating and increasing their effectiveness in communication for learning, also they improve learners motivation, self-confidence and autonomous learning.

Vocabulary applications are highly accepted due to their ease of use and practical benefits . Users particularly enjoy features like games, which make learning enjoyable and motivating, as well as study tips and audio modules. These applications mainly focus on vocabulary learning, spelling, and pronunciation . While other language skills such as grammar, reading, listening, speaking, and

writing are also included, the emphasis tends to be more on receptive rather than productive skills.

Digital learning applications have several benefits for vocabulary learning such as convenience, the ability to learn at anytime and anywhere and the exposure to new words which is helpful in academic writing. The applications were also seen as more helpful, engaging, motivating, entertaining than traditional lectures. In turn, their acceptance influences their intention to continue using the applications in the future, if learners have a positive experience, they are more likely to adopt vocabulary applications for learning in long-term.

1.3.2 The Use of Vocabulary Learning Applications for Better Learning

Digital learning applications are effective for vocabulary retention and practice And they offer autonomy and enhance engagement through interactive, personalized learning. They adopt to individuals learning needs allowing students to set goals, track progress, and regulate study habits independently. As they also improve both receptive And productive vocabulary knowledge, but learning depends on learners responsibility And readiness to improve their academic performance. Also learners who use digital flashcards which are learning tools that consist of word, question, or concepts on one side and the corresponding answer or their explanation on the other, they are helpful for recall and memory reinforcement. Learners who use them perform better than those using paper-based method in vocabulary learning. Lopuch (2015) found that learners who used digital vocabulary applications alongside traditional classroom learning performed significantly better than those who do not. In another meaning integrating digital apps alongside traditional face-to-face learning can greatly enhance learners performance.

Gamification in digital applications also enhances learners engagement by interpreting game-like elements such as points, rewards, making vocabulary learning more enjoyable and motivating and they are likely to stay engaged and continue studying for a period. Applications reduce cognitive overload and encourage regular study through interactive features like push notifications.

To sum up, vocabulary applications are effective tools for improving language Skills, especially when used regular alongside the traditional learning classes. To maximize their benefits students should practise regularly and engage with the words in context, use spaced repetition and stay motivated. Choosing high-quality learning applications designed by language experts and actively using interactive features like listening and speaking can enhance retention. Also emphasizing that guided and controlled use of digital learning applications lead to better learning outcomes.

1.3.3 Transforming Learning Attitudes

Vocabulary learning applications have brought noticeable changes to the way learners engage with new words, through elements such as interactive tasks, reward systems, and personalized feedback, these applications increase learners' interest and foster curiosity. Motivation serves as a key factor in helping learners stay committed to their learning objectives. Simultaneously, the design of these applications encourages active involvement where learners can practise and use vocabulary in meaningful contexts.

1.3.3.1 Learning Applications and Motivation

Dörnyei and Ushioda (2011) assert that "Motivation is not only the cause of second language acquisition but also the result of it, and its relationship with the use of learning technologies is reciprocal and dynamic" (p.4) that is to say, learning technologies such as vocabulary applications influence motivation, and in turn, motivated learners are more likely to use these applications effectively. To be more precise, Deci and Ryan (1985) classified motivation into two broad types:

- Intrinsic motivation .
- Extrinsic motivation.

Intrinsic motivation refers to the internal desire to learn for personal satisfaction and interest. As Ushioda (2011) states that " intrinsic motivation promotes deeper engagement and more sustained effort in digital learning environments, particularly when learners receive the activity as relevant and enjoyable "(p. 20). This indicates

that intrinsic motivation arises when students are genuinely interested in the activity and find it entertaining which helps them to foster a continuous desire for learning.

Extrinsic motivation involves engaging in a task to gain external rewards or avoid punishment, such as achieving high grades or meeting academic requirements. (Dörnyei, 2001, P.119) states that " extrinsic motivation can be effective in initiating vocabulary learning behaviors, especially when combined with clear goals and structured guidance". This type of motivation is typically occurs when learners engage in a task to gain rewards or recognition, rather than for the task itself.

Vocabulary applications typically integrate both *intrinsic* and *extrinsic* motivation. Reinders and White (2011) emphasize that digital tools serves as motivational scaffolds by offering engaging content and immediate feedback, which help learners maintain their autonomy and perseverance. The motivational value of mobile applications lies on their ability to provide learners with control over when and where they study. According to Stockwell and Hubbard (2013) this flexibility encourages intrinsic motivation enabling learners to personalize their learning experience. Furthermore, gamified elements and language learning applications like points, badges, and progress indicators contribute to motivation, enhancing a sense of achievement (Godwin-Jones, 2014) similarly " one of the foremost qualities of digital games is their capacity to motivate, to engage, and to immerse players" (Felicia, 2009, P. 12). Namely, they have the ability to make learners participate willingly and independently. on the other hand, the verb *immerse*, which is regarded as highly significant in the context of games. As the player's immersion is defined as " a pshycological condition in which one person has all his attention on a single activity and feelings are channeled to that point in particular" (MondonGa & Mustaro, 2012, P.102). Reinforcing this theoretical insights, Kim and kwon (2012) in their study on mobile-assisted vocabulary learning demonstrated increased motivation when they received the application activities as both enjoyable and useful. All in all, these finding suggest that educational vocabulary learning applications are powerful tools for motivating language learners autonomy, interaction, and enjoyment. In addition, Kumar and

VairaVan (2023) in their study on the impact of gamification on motivation and retention in language learning, investigate how gamified elements in a language application affect learners motivation and retention. The findings suggest that incorporating games features strikes a balance between educational content and entertainment, leading to increased motivation and better retention of vocabulary.

1.3.3.2 Inspiring Active Learning For Vocabulary Growth

Active learning is essential for building strong vocabulary skills particularly when facilitated through educational applications that promote learner engagement, reflective thinking and experimentation. Vocabulary learning applications that include interactive features such as games, quizzes, direct feedback are useful in supporting learners to engage actively with new lexical items. According to Nation (2013)" learners need to meet words in a variety of contexts and actively process their meanings and uses to ensure long-term retention"(P.45). To support this idea, Zou, Huang, and Xie (2021) conducted a study using a mobile vocabulary application called word learning-CET6, they found that students who used the application regularly developed stronger motivation, adopted more active learning strategies, and showed better vocabulary retention compared to those in traditional learning environments. The application's interactive elements motivates learners to be responsible for their learning process. As Schmitt (2010) notes " active involvement with vocabulary leads to deeper processing and consequently better retention"(P. 135). Therefore, inspiring active learning by means of digital learning applications enhances vocabulary growth and cultivates learners to better transfer their vocabulary knowledge across the four language skills.

1.3.4 Implicit and Explicit Learning in the Educational Learning Applications

Educational learning applications can be used for both *implicit* and *explicit* types of vocabulary learning, depending on the design of the application and the learner's objectives when using it. To begin with, the concept of implicit learning was originally introduced by Arthur Reber in 1967 (as cited in Rebuschat, 2015) this type of learning takes place when learners acquire vocabulary unconsciously, often without seeking to learn. In educational applications, this

happens through frequent exposure to language in context, such as reading stories, listening to dialogues, playing language based games, or engaging in interactive contents without concentrating specifically on vocabulary. Applications such as *lingQ* or *BBC learning English* promote this kind of learning by surrounding users with practical language use, where the primary objective is comprehension and interaction rather than memorization. Rebuschat (2015) defines implicit learning as the unconscious acquisition of complex information without the learners awareness of what has been learned. This way of learning is beneficial because it represents natural language acquisition and supports long-term vocabulary improvement through continuous and practical use of language. Conversely, explicit learning refers to the intentional effort to learn vocabulary, where learners focus on memorizing and understanding new words for achieving specific educational outcomes. Applications as *quizlet* and *anki* designed to enhance this form of learning using intentional methods like repetition and testing. Schmitt (2008) notes that explicit vocabulary learning required focused attention on the meaning and the form of lexical items typically resulting in more immediate gains in vocabulary knowledge. From this perspective, educational applications that include focused attention on word forms and meanings are effective tools for systematic vocabulary learning.

Educational learning applications have the ability to combine both implicit and explicit learning successfully through features like story-based tasks, or a step by step word learning which means, learning new words gradually, and slowly with the help of the application, starting with easy examples moving to harder ones. This features allow learners to benefit from explicit instruction while simultaneously opportunities for implicit learning. When learners engage with applications that are created to balance both processes, vocabulary growth became more relevant and durable.

1.3.5 Autonomy in Learning Applications

In relating autonomy with vocabulary learning applications, these tools offer innovative and modern ways that encourage English language learners in studying

at their own pace. Vocabulary learning applications signify effective means of learning and practicing language elements. Notably, when the application provides English items that must be understood in order to complete tasks related to daily life. These applications has become part of learners' daily routines. In a study conducted to relate digital tools autonomy, Stockwell (2013) claims that students enjoyed using vocabulary applications because they could choose what to learn, when to learn, and how fast to go, which made them more in control of their learning. With the wide spread of technology, vocabulary learning applications are accessible and attractive. In addition, Godwin-Jones (2011) highlights that these applications provide a learner-centered approach to language learning. It is up to the learner to decide when to study, how frequently, and which areas to focus on, making learning more personal and independent.

1.4 Conclusion

To conclude, over the years, *numerous approaches, strategies and methods* have been introduced to enhance the learning and teaching of English vocabulary. Among these, vocabulary learning applications have emerged as innovative and accessible tools that supports vocabulary learning and provide various benefits for EFL learners. This literature review offered a comprehensive overview of the concepts of vocabulary, discussing its definition, its types, and its significance in foreign language learning. It also examined the definition and characteristics of vocabulary learning applications, distinguishing between educational and non educational kinds of applications.

By reviewing related litterature, the chapter presented evidence of the effectiveness of these applications in boosting learners' vocabulary knowledge, motivation, and engagement. Moreover, the chapter highlighted how learning applications encourage both implicit and and explicit learning and promote learner autonomy. In general, the review demonstrated the potential of vocabulary learning applications to enrich EFL students' vocabulary knowledge and enhance their language skills. It further emphasized the importance of continued research

CHAPTER ONE : VOCABULARY AND VOCABULARY LEARNING APPLICATIONS

and pedagogical support to help learners integrate these educational digital tools into their learning process effectively.

CHAPTER TWO :

RESEARCH METHODOLOGY, DATA ANALYSIS AND RECOMMENDATIONS

CHAPTER TWO : RESEARCH METHODOLOGY, DATA ANALYSIS AND RECOMMENDATIONS

2.1 Introduction

2.2 Research Methodology

2.2.1 Type of Research

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2.3 Data Analysis

2.3.1 Questionnaire Analysis

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2.1 Introduction

Vocabulary learning is a fundamental aspect of foreign language learning, yet, many students struggle with retention and engagement, often posing challenges for students. To overcome this struggle, students usually use educational applications as an engaging tool to learn vocabulary. While the previous chapter defined key concepts and discussed related theories, this chapter outlines the research methodology employed to collect and analyze data related to the investigation of the effectiveness of educational learning applications in vocabulary learning, thus, it focuses on the practical aspect of the dissertation. It comprises two sections, the first section highlights the methodology and its components, while the second section centers on the analysis of the instruments and their findings. Additionally, recommendations and suggestions will be provided at the end.

2.2 Research Methodology

This part provides a comprehensive description of the research methodology adopted in this study, covering the methods and instruments used in data collection and interpretation, it further presents the target population, the research tools, the validity and the reliability of the study .

2.2.1 Type of Research

The objective of this research is to explore the effectiveness of learning applications in improving vocabulary learning among second-year EFL students, the research design employed is a descriptive case study, which offers a detailed analysis of how learners engage with the learning apps and the scope to which these applications can help in vocabulary advancement.

In order to gain exhaustive knowledge, this investigation provides a mixed method approach, incorporating both quantitative and qualitative data collection methods. This combination allows for a more profound understanding by analysing both numerical shifts and individual experiences .

By using this methodology, the research seeks to give a balanced review of the effect of learning applications on vocabulary learning, and participate in expanding the field of research on digital language learning .

2.2.2 Sample Population

This study focuses on second-year license EFL students at the department of English at the university of tlemcen. There are eight groups of second-year license students composed of four hundred thirty-six (436) learner, as the total number of the population, which from all the groups only 54 students responded and participated voluntarily, so the data has been received and collected which means the sample of this study are 54 Participants. The sampling technique used is non-probability sampling, specifically self-selecting sampling. This technique assures that every second-year EFL student had an equal opportunity to take part in this study, in another words, the sample was not selected by the researchers but was based on who decided willingly to participate and take part in the study . "Non-probability sampling methods include techniques such as self-selection, where participants choose to join a study voluntarily "(Fox, J., 2010, p. 1044). Choosing second- year license EFL students as the sample because they are more adopted to the study at the university level and are at the ideal stage where they are both using and interested in educational vocabulary learning applications, and can provide the data needed for the study.

2.2.3 Research Instruments

Research instruments are tools used by researchers to obtain precise and trustworthy information in a study. Hence, selecting the appropriate research tools is crucial for the success of the investigation (Cohen, Manion, & Morrison, 2018). In this dissertation, a questionnaire and a semi-structured interview are used. The questionnaire is chosen to gather data about students' use, attitudes, challenges and preferences towards using educational learning apps to improve their vocabulary. However, the interview is conducted to gather in-depth insights, specifically focusing on the effectiveness of educational learning applications, with a number of

respondants whose answers were complete, and provided valuable comments or more details .

2.2.3.1 Students Questionnaire

The questionnaire is sent online to students of second-year EFL license . However, only 54 students responded to the questionnaire, as participation was willingness and voluntary and only those who chose to respond are included in the study . The questionnaire contained 16 questions involving yes/ no questions, closed and open-ended questions and multiple choice questions .These questions are put into two sections, each concentrating on a specific aspect. The first Section, entitled ‘Digital Learning Apps’ includes nine questions that collect information about student’s usage frequency, purpose, type of the digital apps they use, and their effectiveness and features That facilitate learning . In the second section, ‘Impact of the Use of Apps’, students are asked seven questions, which aims to evaluate their progress in vocabulary, the types of vocabulary learned, and the apps impact on motivation, engagement and learning, also challenges and recommendations .

2.2.3.2 Students Interview

To obtain more in-depth, specific, and concise data, a semi-structured interview was conducted, the interview contains eight open-ended questions that aim to collect more specific answers about students’ attitudes, strategies and challenges when using the educational applications as a source for learning vocabulary. Thus, the interview was allocated for the same sample of the questionnaire but only to the respondents who shared more details and rich information in the questionnaire and they were personally contacted via their emails and were interviewed.

2.3 Data Analysis

Primarily, the researchers take into account the application and analysis of both quantitative and qualitative research methods, quantitative data analysis focuses on evaluating the way people are thinking in the shape of statistical perspective .

Muijs (2011) states that quantitative research is defined as the process of collecting numerical data and analyzing it using statistical techniques. In the other hand, qualitative data analysis is used to interpret non numerical data exploring learners' opinions, experiences, and concepts towards the use of vocabulary learning applications to strengthen their proficiency in English language. This mixed method approach provides a more comprehensive analysis of the research data as Johnson, Onwuegbuzie, and Tuner (2007) explain that a mixed approach research refers to a design in which researchers purposely integrate the aspects of both quantitative and qualitative approaches to gain a more complete and reliable understanding of a research issue. In this section, the quantitative approach is employed for the sake of describing and summarizing the collected data that includes percentages of the students' use of vocabulary learning applications. Whereas, the qualitative approach presents a description of the learning environment, report the learners' experiences toward the learning applications, the combination of this methods is effective to obtain reliable data .

2.3.1 Questionnaire Analysis

Questionnaire analysis is an essential step for researchers that helps them to extract meaningful insights from data, validate hypotheses, and draw reliable conclusions which can inform decisions and actions. As it also enables the researchers to understand the attitudes, behaviors, opinions, and characteristics within the study population in relation to the research study . According to (Creswell, 2014) this process makes use of methods such as data cleaning, data coding and statistical analysis which enables the researchers to identify patterns, trends and correlations in the participants' answers, which provides a deeper understanding of the sample that being studied .

Section One : Digital Learning Apps

This section provides a detailed overview and data about the participants' usage of the educational vocabulary learning applications, frequency and purpose of use and self assessment of their learning skills within their current academic context.

Q1 : Do you use digital learning applications ?

Table 2.1

The Usage of Digital Learning Applications

Options	AF	RF
Yes	48	89 %
No	6	11 %
Total	54	100 %

Table 2.1 shows that the majority of participants (89%) use learning applications, while only 11% do not use digital applications for learning .

Q2 : What is your primary purpose for using digital learning applications as an English language learner ?

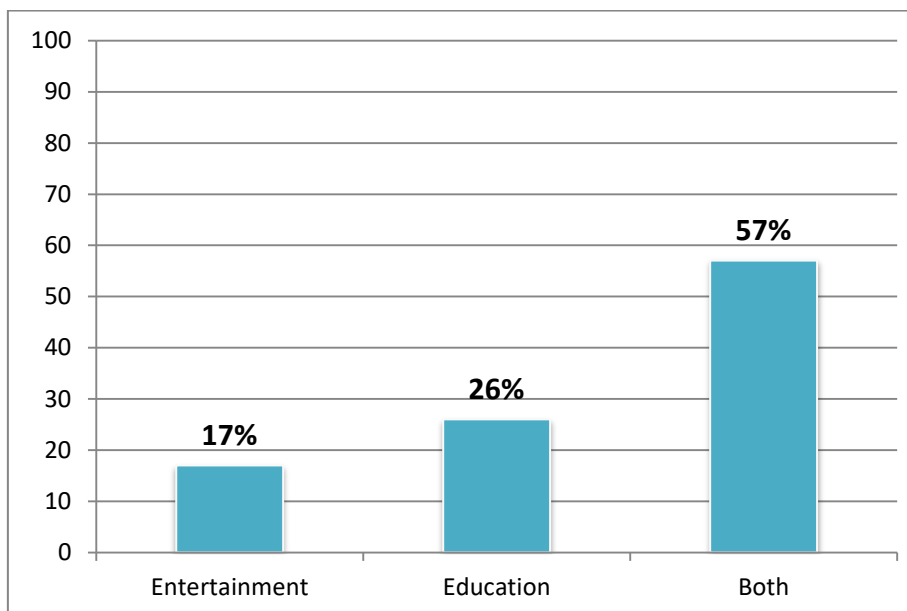


Figure 2.1

Learners' Usage Purpose

The figure 2.1 shows that 57% of participants favor using digital learning apps for both entertainment and education, while 26% primarily use them for educational purposes, highlighting their strong role in learning .Only 17% of respondents use these apps solely for entertainment .

Q3 : How often do you use digital applications for educational purposes ?

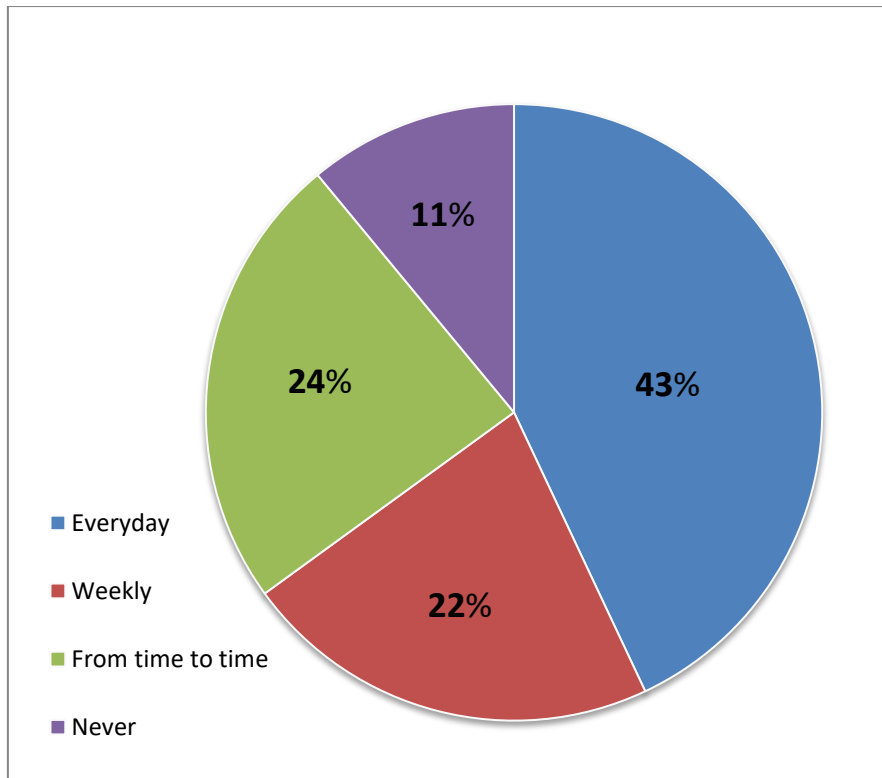


Figure 2.2

Frequency Usage of Digital Apps for Educational Purposes

The pie-chart reveals that about 43% of the sample expressed a strong preference for everyday usage of digital apps for educational purposes, while 24% use them from time to time, 22% use them weekly and a small minority 11% reported never used the learning applications .

Q4 : Have you ever utilized digital learning applications specifically made for vocabulary learning ?

Table 2.2

Participants' Use of Specific Digital Learning Applications

Options	AF	RF
Yes	32	59%
No	22	41%
Total	54	100%

Table 2.2 shows that over half of the participants (59%) have utilize learning applications specifically designed for vocabulary development, while 41% have not.

Q5: Which digital learning applications do you use to improve your vocabulary ?

Table 2.3

The Digital Learning Applications Used to Improve Vocabulary

Options	AF	RF
Duolingo	26	48%
Wordly	4	7%
Spelling bee	1	2%
Quizlet	6	12%
Babbel	3	6%
Cake	8	15%
Other apps	6	10%
Total	54	100%

Table 2.3 indicates that Duolingo is the most commonly used application for vocabulary improvement (48%), followed by Cake (15%) and Quizlet (12%). Other applications such as Wordly (7%), Spelling Bee (2%), and Babbel (6%) were less frequently used. Additionally, 10% of participants reported using other applications, including Busuu, Mondly Languages, English Vocabulary Pro, Istorica .

Q6 : How effective do you find digital learning applications in helping you learn new vocabulary ?

Table 2.4

Effectiveness of Digital Applications in Vocabulary Learning

Options	AF	RF
Very effective	28	52%
Somewhat effective	13	24%
Average / Unremarkable	7	13%
Ineffective	6	11%
Total	54	100%

Table 2.4 revealed that the majority of respondents (52%) consider digital learning applications to be very effective for vocabulary learning, while 24% find them somewhat effective .Only 13% rated them as average, and a small portion (11%) found them ineffective .

Q7 : What features in these learning applications make vocabulary learning easier for you ?

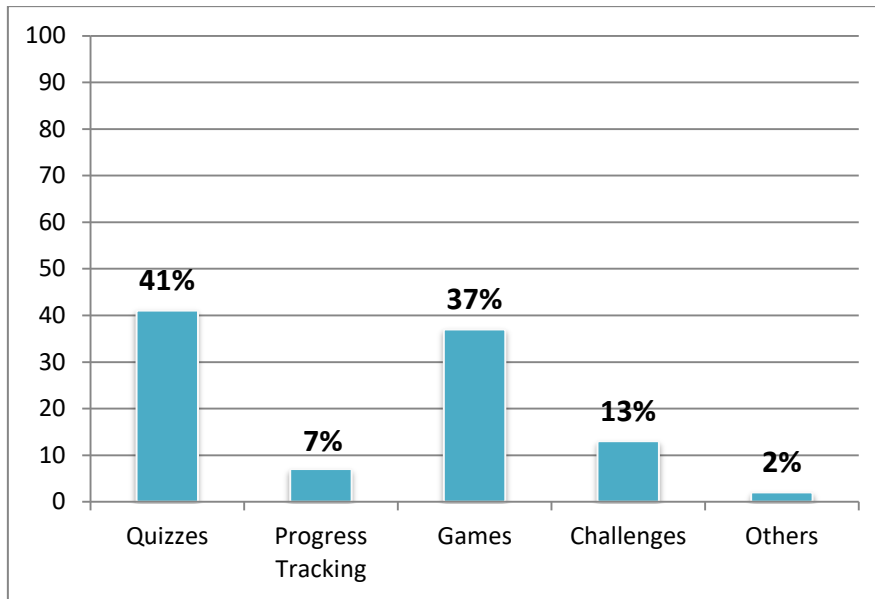


Figure 2.3

Features of Digital Learning Applications that Facilitate Vocabulary Learning

Figure 2.3 illustrates that the most appreciated and helpful features in digital applications for vocabulary learning are quizzes (41%) and games (37%), which were favored by the largest portion of users. A smaller percentage of participants identified challenges (13%) as beneficial, while 7% valued progress tracking. Finally, 2% mentioned others useful features, such as receiving daily word notifications .

Q8 : Do these applications help you ?

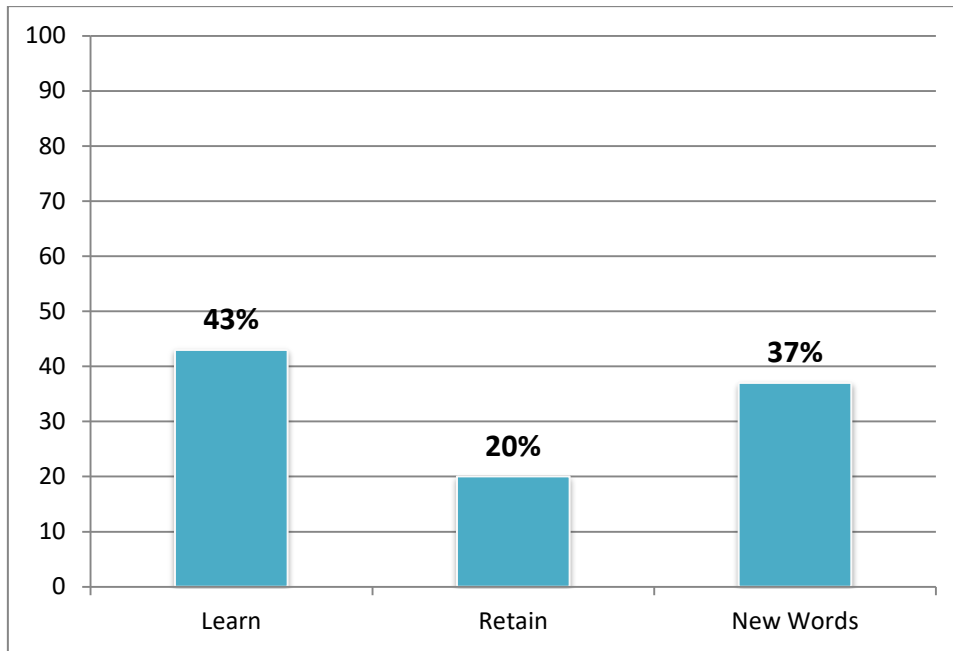


Figure 2.4

The Impact of Digital Learning Applications

Figure 2.4 shows that almost half of the participants (43%) reported that digital apps are helping them learn . Additionally, 37% benefit by using newly learned words in real-life situations, while 20% find the applications helpful for remembering words over time .

Q9 : How frequently do you finish the vocabulary exercises or activities in these applications ?

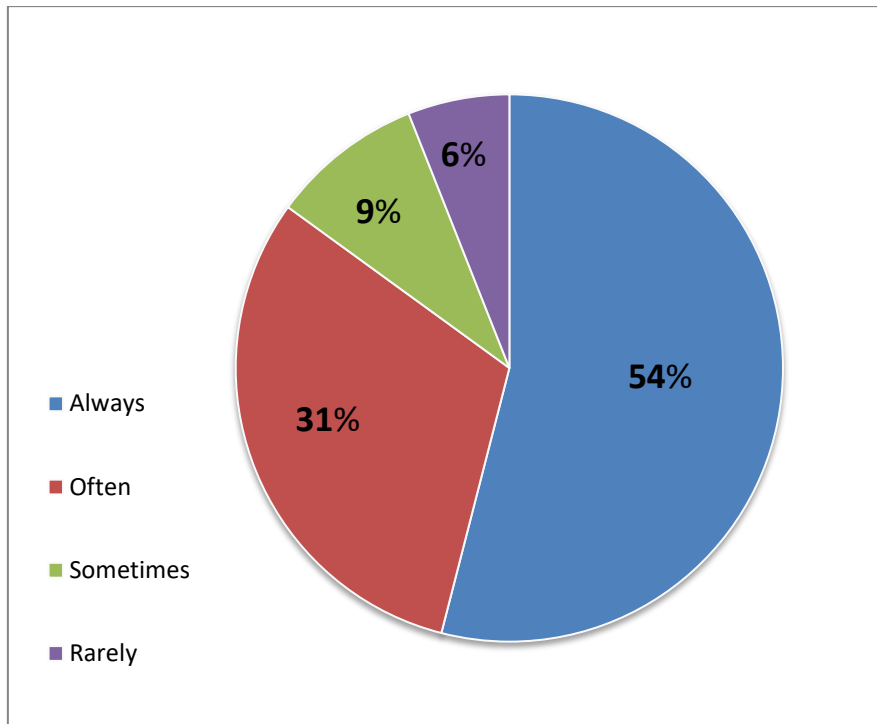


Figure 2.5

Frequency of Completing Vocabulary Exercises in Digital Vocabulary Learning Applications

The pie-chart reveals that the majority of the sample (54%) always complete the apps exercises, while (31%) do so often, indicating a strong commitment to vocabulary learning among the majority of users . Additionally (9%) of users sometimes complete the exercises, suggesting occasional engagement. Notably (6%) of respondents reported rarely finishing the exercises.

Section Two : Impact of The Use of Apps

This part evaluate users' vocabulary progress, types of vocabulary learned and the applications' influence on motivation and engagement and it also explores how interactive features and gamification contribute to long term vocabulary retention and engagement in language learning.

Q10 : Have you noticed any progress in your vocabulary after using digital learning applications ?

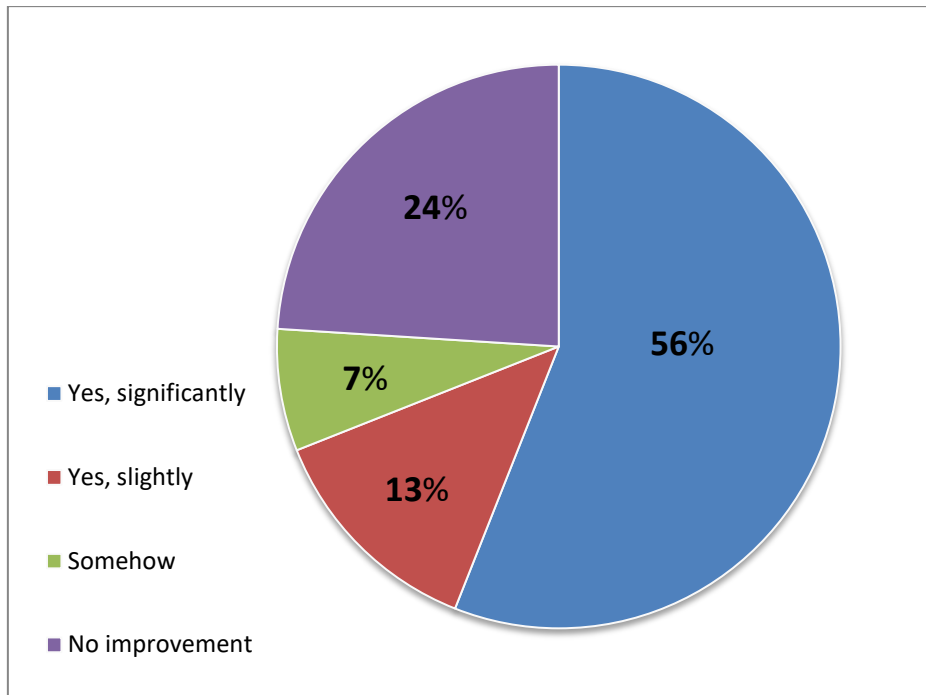


Figure 2.6

Progress in Vocabulary After Using Digital Learning Application

This pie-chart shows that the majority of the participants (56%) reported significant progress in their vocabulary after using vocabulary learning applications. Additionally, 13% witnessed slight progress, while 7% felt there was somehow progress. Notably, a significant portion of the sample (24%) reported no improvement .

Q11 : What kind of vocabulary do you learn best through these applications ?

Table 2.5

Types of Vocabulary Learned Most Effectively Though Digital Learning Applications

Options	AF	RF
Everyday conversational words	20	37%
Academic vocabulary	16	30%
Complex /Advanced vocabulary	5	9%
Professional / Formal	7	13%
Idiomatic expressions	4	7%
Slang	2	4%
Total	54	100%

Table 2.5 indicates that most common type of vocabulary learned through digital vocabulary apps is everyday conversational words (37%). In addition, 30% of users reported learning academic vocabulary, 13% focused on professional or formal vocabulary, and 9% engaged with complex or advanced vocabulary. Only 7% of participants reported working with idiomatic expressions, while 4% of the sample learned slang .

Q12 : Do this applications help you stay motivated to learn and remember new vocabulary regularly ?

Table 2.6

Impact of Digital Learning Applications on Motivation and Vocabulary Retention

Options	AF	RF
Yes	45	83%
No	9	17%
Total	54	100%

Table 2.6 revealed that the majority of the participants (83%) believe that vocabulary applications help them stay motivated to learn and remember new vocabulary regularly. However, 17% of the sample indicated that these applications do not hold a significant impact on their learning.

Q13 : Do you enjoy using educational applications for learning vocabulary ?

Table 2.7

Users' Engagement With Educational Applications

Options	AF	RF
Yes	45	83%
No	9	17%
Total	54	100%

Table 2.7 shows that the majority of the participants (83%) enjoy using and learning from vocabulary applications, while 17% of the sample do not enjoy engaging with digital learning applications.

Q14 : What challenges do you face when using digital learning applications for vocabulary learning ?

Table 2.8

Users’ Challenges in Using Digital Vocabulary Learning Applications

Options	AF	RF
Stay connected to learning	20	37%
Not to be influenced by the advertisements	15	28%
Content not matching the learning goal	6	11%
No structured schedule like in the traditional face-to-face classes	13	24%
Total	54	100%

Table 2.8 shows that 37% of the respondents are trying to stay consistently connected to learning through the applications, while 28% are focused on avoiding distractions such as ads. Additionally, 24% reported challenges when the content of what they are learning in the applications is not matching their learning goals. A smaller group 11% expressed difficulty due to the lack of structured schedules compared to traditional classes .

Q15 : Would you recommend using digital apps to others for learning vocabulary ?

Table 2.9

Students' Willingness to Recommend the Educational Applications to Others

Options	AF	RF
Yes	43	80%
No	11	20%
Total	54	100%

The data indicates that 80% of the participants are willing to recommend educational vocabulary learning applications, highlighting a strong preference for this method of learning. However, 20% of participants were hesitant and stated they would not recommend these digital learning applications .

Q16: What is your general perspective about vocabulary learning applications ?

The sample's general perspective towards them using digital vocabulary applications for learning are two points . The first perspective is positive and is for the apps, 91% of the participants appreciated how they are easy to use and the accessibility of these tools allowed them to learn at their own pace until they reach their satisfaction and their wants, and progress only when they felt ready .Those applications help improve word retention, pronunciation, language skills and boosts their confidence in using these learned vocabulary in real-life contexts and in their academic productions. Also the different applications exposed them to a variety of learning methods and kept the process engaging and dynamic. The second perspective of the minority (9%) is that the respondents felt that digital learning applications are distracting and not effective as traditional learning method which

they felt that it offered better focus and retention, some also mentioned the lack of a teacher's guidance in the learning applications making it harder to clarify doubts during the learning process .

1.3.2 Interview Analysis

Interview analysis is a Fundamental process in qualitative research. Allowing researchers to explore participants' attitudes and experiences in depth. During the interview, two methods were used to collect participants' responses: audio recording (after receiving the permission of the participants), and detailed writing notes. Some interviews were recorded for later transcription, while in other cases, responses were written down as notes during the conversation. The collected data are then analyzed to uncover common themes and patterns. In this study, twelve students were interviewed and asked a series of questions to gather the necessary data for testing the research hypotheses

Q1 : Do you have any difficulties in learning vocabulary?

The majority of students revealed that they face difficulties when they learn vocabulary. They claimed that learning new words is hard because they forget them not long after learning especially long hard words, and they do not know how to use the words in complete sentences either in speaking or writing. Two students shared that some words look very similar, the thing that makes them feel confused, They also mentioned that they do not understand well the precise meaning of words without the examples. As an addition, most of students provided some solutions to address this difficulties which by relying on digital tools to support their vocabulary learning. one of the informants gave us an example, explaining that he tries to write the new learned words many times in that vocabulary application' notes, he believes that this strategy is the best way to engage and improve in vocabulary learning.

Q2: Do you believe that vocabulary applications alone are sufficient for achieving proficiency in a language ?

According to all the informants, vocabulary applications help them a lot but they are not sufficient alone because they do not cover all language skills equally. As, they said that the applications are enough for learning new words but not for using them clearly or effectively in full, real / academic sentences, and students still need a teacher to explain to them things they do not understand, adding that these applications do not replace the classroom learning. Besides, the students mentioned that they also watch films, listen to music in English in order to support their vocabulary learning.

Moreover, all the respondents, pointed out that the applications help them learn daily life, academic and formal vocabulary using pictures and simple examples, highlighting that the listening and matching activities, games, and quizzes assist them to remember new vocabulary, but they still struggle with academic vocabulary and they find that this type of vocabulary is the hardest one. The students also mentioned that the vocabulary learning applications help them learn more easily by adjusting to their proficiency level and categorizing the vocabulary they learn.

Q3: In what ways do vocabulary learning applications keep you motivated in your learning process?

The majority of informants agreed that the applications help them stay motivated because of the engaging learning games that test their knowledge. Three students mentioned that the applications enable them to track their progress and see how many words they have learned, and also the notifications which help them manage their vocabulary learning time effectively, this makes them excited to use the applications every day. Other students stated that the applications have a system where they can compare their scores with other learners, one of them said "I like the competition and it makes me try harder to improve, it is like a challenge and I like the idea of getting better than before". In this way, the applications lead to an enjoyable learning and foster a motivating environment for them.

Q4: Do you prefer learning vocabulary through applications or traditional methods?

The students have different perspectives. However, most of them favor learning vocabulary through using digital applications because of the entertainment and the simplicity they provide. Through these applications students can learn anywhere and anytime in a more interactive way. They added that traditional methods like reading a book or writing words on paper is more boring and slow, emphasizing that this way of learning requires a lot of time and focus. Only one student believes that traditional methods are better than digital applications because they help learners to learn academic words in a structured way, and another student commented that he prefers mixing both methods, using the applications for practice and traditional ways for deep learning.

Q5: Can you describe a situation when a vocabulary application really developed your understanding of a subject or helped you with an academic assignments?

Some students mentioned that vocabulary applications help them understand the new vocabulary they needed for the reading assignments. One of them, explained that during literature classes, they had a hard time understanding some difficult terms in the novels they are reading, and the applications teach them the necessary words which they help them explain and understand the plot, characters, and themes. Another student explained that during the exam period, they use the applications a lot to revise vocabulary and they help them remember words successfully. The remaining students shared that when they have to prepare a short presentation in English, they use the applications to learn new words related to their topic which makes them feel more confident. Furthermore, learners agree that the applications make studying less complicated especially when they are confused about meanings or when they need quick assistance during the homework.

Q6: In what ways does the use of vocabulary learning applications that include entertainment components like games help you memorize new words over time ?

Almost all the respondents answered that the learning games in the applications make them more enjoyable to learn and remember new words better. Some learners stated that learning vocabulary with games help the words" stick in their minds"

more effortlessly. One student shared that in learning applications, the challenge of progress and achievement are milestones of success that keep them wanting to learn and practise vocabulary which often help with long-term memory. Other students believe that the playful activities help them reduce stress and engage with vocabulary learning. Further answers were achieved when asked if the learning games really make a difference, and most learners agreed that they feel learning through games is much easier but still help them learn. However, one learner mentioned that sometimes the learning games are too fast, and they do not always clarify and explain the words enough. That way, the learning games became focused on speed rather than meaningful understanding.

Q7: Can you talk about your personal experience with vocabulary learning applications?

The students shared positive attitudes toward the use of digital learning tools. Three students said that they use the applications everyday and they feel confident and motivated in learning new words. Others explained that before using the applications they were not interested in vocabulary but now they enjoy learning due to the variety of exercises and challenges that the applications offer. Students also demonstrated that the applications help them in remembering new vocabulary effectively through repetitions and simple explanations. In addition, one student said that using the applications help him feel he is improving especially in speaking and writing.

Q8: Are there any particular vocabulary or language skills that you think applications do not teach well ?

The majority of learners express difference ideas about the limitations of vocabulary learning applications. Two learners mentioned that the applications do not provide enough support with grammar rules or sentence formation. Three students thought that the audio pronunciation guide in the applications are not always clear and it would be better if the applications had more speaking practices and more audio native-like speakers. The rest of the learners said that the writing skills are not well supported and that the applications should provide more

examples and exercises for words to be used in longer sentences. Moreover, students supplemented that most of learners suggest that vocabulary applications should contain different and more interactive tasks for grammar development and activities that include academic words to enhance their writing skills making vocabulary learning more effective.

2.4 Interpretation of the Results

This part of the research is for validating or rejecting the hypotheses put at the beginning of the study . This investigation was conducted through the use of a questionnaire and a more in-depth interview resulting to a diverse range of findings, both of them were for EFL second- year license students. The interview was conducted with the same students who responded to the questionnaire, but only to those who provided valuable comments and rich details.

The study explored the effectiveness of vocabulary learning applications as a tool that seeks to enrich and boost students' vocabulary. By investigating how interactive and engaging digital learning platforms are, the study aims to provide insights into the potential benefits of vocabulary learning applications as an educational resource language development. The purpose of this research was to examine the perspectives of the learners who use educational learning applications as a means to develop and enhance their English language proficiency as well as what strategies and approaches they use to improve their vocabulary.

The first hypothesis posited that not all EFL students use the educational learning applications to learn vocabulary. The results obtained from the students questionnaire (question 1 and 3) revealed that the majority of them (89%) utilize the learning applications and that usage is frequent (89%) with some indicating daily, weekly or from time to time engagement which expresses a strong preference for using digital applications for learning. Thus, students use educational learning applications that are specifically made for vocabulary learning, which those applications help them to learn new vocabulary and expressions (question 4 and 11). In addition, the students tend to finish the vocabulary exercises or activities in the learning applications, which confirms that they utilize the applications for

learning (question 9). As most of them favor learning vocabulary through the applications because of the entertainment and the simplicity they provide as they also mentioned that the applications do not provide enough support with grammar rules or sentence formation (interview question 4 and 8). Therefore, this study indicate that the first hypothesis is confirmed.

The second hypothesis claimed that the use of educational learning applications enhances learners vocabulary by effectively helping them learn, retain, and use new words in the target language. The results obtained from the study showed that the learning applications are very effective and helpful in learning vocabulary because of features such as repetitions and simple explanations as the applications also improve their learning skills like speaking and writing (interview question 7) and according to students they help them best learn, remember and use the new vocabulary in their traditional face-to-face classes and in their academic writing (question 6 and 8). Also students' answers showed that (76%) of the participants notice progress in their vocabulary after they started using those learning applications and are very helpful for learning different kinds of vocabulary (question 10 and 11) through pictures and simple examples, highlighting that the applications features from audio guide to games and quizzes, they assist them to learn, remember and use new vocabularies (interview question 2). As (83%) also reported that the applications keep them motivated to learn and remember new words regularly (question 12) , because of the engaging games, progress tracking and the daily vocabulary notifications, those proved to keep them engaged in an effective learning process (interview question 3). Consequently, the second hypothesis is also confirmed.

The third hypothesis proposed that learners can balance between entertainment and vocabulary learning in the educational learning applications. The findings obtained from the participants answers showed that (57%) of the participants use the applications for the sake of learning at the same time feeling the motivation and the enjoyment to keep remembering new vocabulary (question 2 and 7) because of the applications' features such as quizzes, games, tracking progress and challenges, those make learning easier for students, entertaining, and boost them to

continue using such educational applications (question 12 and 13), some stated, as well, that learning vocabulary with the involvement of games or entertainment functions help the words stick in their minds more effortlessly, and those interactive contents of learning keep them wanting to learn and use the applications more frequently, which they reduce stress while engage and motivate students to learn (interview question 7). As they also recommend those vocabulary learning applications for learners to use them to learn, improve and enrich their word bank. The results confirm the third hypothesis .

To summarize, the findings of the study delivered a deep analysis of the studied topic ; learners perspectives, attitudes and their preferences towards the use of vocabulary learning applications for learning and improving their word bank and their language skills.

2.5 Discussion of the Results

The first research question investigated whether second-year EFL students use the educational learning applications to learn vocabulary. Findings of the current study presented evidence that the majority of students integrate the educational applications into their learning process, they view the applications as effective and motivating tools for vocabulary improvement. This indicates that EFL students demonstrates positive attitudes regarding the use of these tools.

This results are consistent with previous studies examined students' perspectives toward the use of vocabulary applications as part of the learning process. Al-sofi (2021) conducted a study at the University of Bisha in Saudi Arabia, investigated Saudi EFL students' perceptions of smartphone applications for vocabulary learning. After analyzing the answers of all students, the findings showed that students have positive perception toward the use of smartphone' applications, in enhancing vocabulary learning, attributing this to applications' ability to deliver extensive word exposure and meaningful context-based learning.

These findings are also a line with the study implemented by Cheng et al, (2023) which explored the behavioral intention of Chinese EFL

learners' usage of mobile applications for English vocabulary learning. The study revealed that positive attitudes, performance expectancy and user satisfaction substantially affected learners intention to use vocabulary learning applications learning.

The second research question sought to examine the extent to which the educational learning applications help learners learn vocabulary in the target language. The outcomes of the present study correspond with a wide range of studies. For instance, Rezaei, Neo, and Pesaranghader (2014) conducted research at multimedia University in Malaysia to explore the impact of mobile applications on vocabulary learning among intermediate English learners. As the results indicated a positive change in learners' performance, with students showing improved vocabulary knowledge, boosted self-confidence, and greater classroom participation.

Other study by Zou, Hung, and Xie (2021) which evaluated the efficiency of digital learning applications in vocabulary learning using a mobile application called World Learning-CET6, where the findings demonstrated that students who used the application consistently developed stronger motivation, adopted more active learning strategies, and showed better vocabulary retention. Numerous other studies like (Azi, Y. 2023; Ludwing, c. 2018) reinforce the results of this current research emphasizing that vocabulary learning applications really help students of different levels to learn and enrich their vocabulary knowledge over time.

The third research question aimed to explore whether foreign language learners can achieve a balance between entertainment and vocabulary learning while using the educational learning applications. The results showed that learners are supportive of the use of entertainment elements that the learning applications provide to facilitate language learning process. Therefore, there is a substantial body of research investigating the potential of vocabulary learning applications to make learners prioritize vocabulary learning rather than entertainment.

In a study conducted in Iran by Ebadi, Amini, and Gheisari (2023) intermediate-level EFL learners participated in a vocabulary learning program using

mobile-based extramural activities such as playing games, or engaging in quizzes, through a combination of vocabulary tests and interviews, the study revealed that the participants who used mobile applications for these kinds of activities made noticeable progress in vocabulary learning and expressed positive attitudes highlighting reduced stress and enhanced language skills. This suggests that both educational and entertainment purposes can occur effectively when applications and activities are well-integrated into language learning.

Furthermore, another study on mobile game-based language learning applications was undertaken in Saudi Arabia by Gamlo (2019) the participants were 30 female EFL students who used three language applications namely great reader, English tracker, and Learn English vocabulary pop quiz, over a seven weeks period. Pre and post questionnaires established that the students' motivation increased and they found the applications are helpful and enjoyable for learning vocabulary in an attempt to strike a balance between educational context and entertainment. Other research such as (Li, R. 2021 ; Kumar, K & Vairavan, V. 2023) reviewed the same theme and identified the same results.

To sum up, the previously discussed studies strengthen the current findings and contribute to a more profound comprehension of the investigated matter. This research enriches the existing body of literature concerning how EFL learners perceive the integration of digital vocabulary learning applications as effective tools for a vocabulary enhancement. This prompts the researchers to propose some suggestions and recommendations for students to guide them through their learning path using vocabulary applications to develop their vocabulary knowledge.

2.6 Suggestions and Recommendations

In light of the insights gathered from the research findings, this section provides key suggestions and recommendations for students, in addition to a piece of advice to help them to develop and enrich their word bank through the selection, usage of the appropriate strategies and to overcome challenges that they may face when using vocabulary learning applications.

2.6.1 A Guide for Choosing Suitable Vocabulary Learning Applications

Learning applications are various, but not all of them are suitable for the learner's goals and needs. Some are overwhelming and too difficult making it hard and challenging for learners to retain information and some has limited customization. Therefore, learners according to their answers in the instruments, they aim to expand their vocabulary proficiency by selecting appropriate and suitable learning applications to maximize the success in reaching their goals. According to the researchers, selecting effective applications for learners self-vocabulary learning should follow some guides.

1. It is significantly important as a first thing, to select an application that offers engagement and interactivity like quizzes, games and interactive exercises to keep the students motivated because it is the first key for a successful learning, making sure that the selected application would be used for a long period of time.
2. Second, offline accessibility is useful ,it does not make the student feel restricted to where and when to learn, this approach makes the application seem like a free time escape for learners, leading them to learn without them knowing.
3. The third step is personalization, being able to adopt the application to student's level of proficiency and interests, this makes the exercises suitable and comprehended and keeps them interested in the application and what has to offer.
4. Fourth step is the customization option, it is the ability to custom, set learning goals and tailor exercises according to the student's need and want.
5. Fifth step , is essential for the application to have a good content quality so the vocabulary is well structured and in a proper context, relevant, diverse and rich.
6. The sixth step, it is beneficial and helpful for the features of the application to contain pronunciation support, high quality audio preferably from native speakers. Those will boost learner's pronunciation and listening skills.

As an addition, when selecting a learning application It is recommended to chose one that enables learners to track their progress for the sake to measure their

improvement and if they are in the right track, basically lead them to reflect on themselves and also the application should preferably be free and does not have many ads or restricted key features behind expensive subscriptions, so learning will not be constrained or interrupted. Those are what should a suitable applications offer.

2.6.2 Strategies for an Effective Vocabulary Learning Through Applications

For an effective vocabulary learning according to the researchers and participants answers, students needs to use some strategies.

1. The First strategy to start with, is to set a consistent study time and daily goals, then when starting to use the application the learner should at least learn five new words per day.
2. The second strategy, engage with multiple learning features, the learner should use the audio feature to listen to the correct pronunciation of the word or sentence and then starts to repeat it, this will improve listening and speaking skills, then rewrites the words in the section of word lists of the application which is customized and is helpful to remember each word they learned, this leads to reinforce memory.
3. The third strategy, is better to learn words in sentences for understanding better the words meaning.
4. The fourth strategy, the learner should test himself and if he can recall what he learned from sentences and vocabulary through the test function of the application. The fifth strategy, it is beneficial for the learner to listen and read and try to understand what native speakers spoke about in articles and podcasts, which is helpful for developing SL competencies. And then it is better to practice them in a conversation.
5. The sixth strategy, use different vocabulary applications because each application has different strengths for example duolingo for practice and quizlet application best for flashcards and self testing, hello talk for conversational vocabulary.

6. The seventh strategy, is that the learner make sure to track their learning progress to be informed about what they need to focus more on, and to adjust their learning based on their retention rate.

By combining and using the strategies with regular use of the vocabulary learning applications, learners can effectively build and retain a strong vocabulary which can become an engaging and rewarding habit.

2.6.3 Overcoming Challenges in the Use of Vocabulary Applications

Second language learners often deal with notable barriers in the process of using vocabulary learning applications. According to Alamer and Lee (2019) among the most common difficulties are cognitive and linguistic barriers, such as problems with pronunciation, understanding idiomatic expressions and grasping the grammatical usage of words where students can frequently struggle with correct pronunciation, and the way they can understand idiomatic sentences and how they can use new words in meaningful contexts. Technical and accessibility problems in vocabulary learning applications further create obstacles for language learners as Wang et al, (2024) explain that unreliable internet connections, device incompatibility, and application malfunctions can hinder consistent use of vocabulary learning applications. For instance, when the internet is slow or not working the application might not load or may stop working while students are learning which can interrupt the learning process and might not save students' progress. Another important challenge is related to design and pedagogy, while many applications use gamification to motivate learners, excessive focus on rewards and game elements may shift learners' attention away from meaningful vocabulary learning (Alamer & Lee, 2019). Furthermore, Wang et al, (2024) emphasize that many applications lack personalized learning paths and timely constructive feedback, which leaves students without guidance making them feeling unsupported and unsure of their progress.

To overcome these issues, several effective strategies can be implemented. Alamer and Lee (2019) highlighted the value of using multimedia elements such as audio recordings, images, and contextual examples which can address linguistics

difficulties through supporting diverse learning styles and help learners grasp vocabulary in more engaging and memorable ways. In terms of access, Wang et al, (2024) recommended that vocabulary learning applications should offer capabilities and function across a wide range of devices. This can improve accessibility, especially in low- resource settings and enable all learners to use and gain advantages from these digital learning tools. Additionally, a more reflective use of gamified features that are aligned with clear learning objectives can maintain both motivation and educational focus. This can really adress the difficulty in striking a balance between educational purposes and entertainment. Moreover, adapting content to suit each learner’s needs and providing explanatory and purposful feedback can lead to better outcomes and more autonomous learning.

These Solutions are supportive of the need for well-designed, and learner-centered vocabulary applications which help in addressing the primary challenges that learners face in their use of vocabulary learning applications as an effective tools to enhance their vocabulary.

2.7 Limitations of the Study

A number of methodological limitations were observed throughout the course of this study.

Firstly, because of time constraints, it was not possible to carry out an experimental study to examine the impact of educational learning application on students’vocabulary learning. This limitation led to the selection of alternative data collection methods, namely a questionnaire and a semi-structured interview. While the use of these instruments contributed to gather valuable data and perspectives, they may not reach the empirical depth of experimental research.

Secondly, the sample size, which included 54 students for the questionnaire and 12 students for the interview, was relatively limited, which restricted the ability to generalize the findings beyond the specific context of the study. Expanding the sample would have enhanced the generalizability and reliability of the results.

2.8 Conclusion

This chapter presented a detailed explanation of the methodological framework and analogical methods employees in the study. To effectively respond to the research questions and objectives, the study adopted a carefully structured design that integrated qualitative and quantitative methods. Through the use of data collection instruments such as the questionnaire and the semi-structured interview, the study explored students' attitudes toward the use of vocabulary learning application as effective tools to improve their vocabulary. The data analysis process encompassed categorizing, coding and interpreting the obtained data with a focus on ensuring the reliability and validity of the findings. The chapter outlined an examination that enhanced a deeper comprehension of the issue being investigated. It further provided some suggestions and recommendations that would be advantageous for students and guide them to use vocabulary learning applications more efficiently.

General Conclusion

Vocabulary learning is an essential part in foreign language education, as it supports all other language skills like speaking, reading, listening and writing. The more vocabulary a learner learns, The wider their range of vocabulary becomes, leading them to an effective comprehension and communication in the English language. Unfortunately, most EFL students face challenges in improving and remembering their vocabulary and they need an easy, entertaining, convenient way of learning. To solve this problem, students found an alternative solution which is the use of digital vocabulary learning applications that offer interactivity and engaging tools to expand the learners' vocabulary at their own pace, making vocabulary learning more effective and motivating. This study was conducted with the aim of exploring how interactive and engaging digital learning applications and how they support vocabulary and language development, as it examined the perspectives of the learners who use vocabulary learning applications as a means to develop and enrich their vocabulary and language skills as well as what strategies and approaches they use.

Therefore, the research was divided into two chapters. The first chapter delved into the theoretical Part providing the necessary information and related studies which was divided into two sections. The first section, revolved around “Vocabulary in Language Learning” in this part we explored the definitions, types, the significance of vocabulary, the four skills, strategies and steps. The second section, dealt with “Vocabulary Learning Applications” which we explored and discussed what and what is not vocabulary learning applications, the characteristics and their impacts for a vocabulary growth. Then, the second chapter delved into the students' experience, usage of the digital learning applications, their attitudes towards them and if they are helpful or not, and the various challenges they face when using them. Later we delved more deeply by asking them in-depth questions about their opinion, examples, approaches, and how the learning applications help them to improve their vocabulary, and if they are sufficient alone with no other learning method. By analyzing quantitative and qualitative data, the study successfully captured the students' opinion towards the

use of this learning tool. Further recommendations and suggestions were also provided for the EFL students to ensure a productive and beneficial engagement .

In this study, a descriptive case study was conducted and mixed method approach was used. After the analysis of the information, quantitative and qualitative data were collected through both used instruments which were the questionnaire and a semi-structured interview (both for the second-year license EFL students). This led to a comprehensive understanding of the topic. Additionally relevant information and related studies were collected from various sources to provide context and support for the findings. The three hypotheses were confirmed, that first, not all students use educational learning applications to learn vocabulary. Second, the use of educational learning applications enhances learners' vocabulary by effectively helping them learn retain and use new words in the target language. Third, learners can balance between entertainment and vocabulary learning in the educational learning .applications the findings revealed that EFL students use the vocabulary learning applications to enhance and enrich their vocabulary through various methods that the applications offer from learning with entertainment to memorization, they find them positively helpful and beneficial for their linguistic repertoire and that they often utilize this method of learning to further expand their language and vocabulary.

Furthermore, on the basis of what has been collected and discussed in both chapters of the study, a set of recommendations were put forward. First, a guide for choosing suitable vocabulary learning applications, which this one provided five important steps for choosing suitable applications for their level and goals and how some features are beneficial for them to improve their vocabulary and word bank like, to select an application that offers engagement and interactivity to keep the students motivated, offline accessibility is useful, also the customization option is helpful, which is the ability to custom, set learning goals and tailor exercises according to the student's need and want. Second, strategies for an effective vocabulary learning through applications, there are seven strategies like setting a consistent study time and daily goals, they should at least learn five words per day, also they should engage with multiple learning features like audio guide to

listen to the correct pronunciation. Third, how to overcome challenges that they face when using vocabulary learning applications. Thus, the recommendations given at the end of the research are helpful and beneficial for the EFL learners during the process of using digital vocabulary learning applications to enrich their linguistic repertoire.

This research has some limitations that have been met during the process of conducting it, and those limitations are time constraints, and not enough participants (54 students for the questionnaire and 12 from that sample for the interview) to generalize the results.

This study may inspire further research regarding the use of digital learning applications in foreign language learning, and experimental study can be used to experiment their efficiency and compare it to the traditional face-to-face learning and teaching method. This research will inform future studies on the role of technology in hybrid and remote education models.

In the light of the findings, vocabulary is an important and crucial element in learning a language that the learner acquires to learn, since the learners find challenges in learning, remembering and improving their vocabulary they found that digital vocabulary learning applications to be useful, easy, entertaining, motivating and the students are aware of the applications as a learning tool and they often use them to learn, retain and use the new learned words in real life contexts. The vocabulary learning applications are beneficial, encouraging the learning process and they ensure the users reach their goals with the multiple functions they offer, as they proved to be a powerful tool for improving and boosting the language skills and other linguistic aspects. Overall, this thesis contributes to the existing body of knowledge by providing meaningful insights concerning students experience, attitudes and perspectives about the vocabulary learning applications and their impact on vocabulary learning .

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Appendices

Appendix A

Students Questionnaire

Dear participants,

The present questionnaire aims to explore digital learning apps and to evaluate their effectiveness in helping learners learn new vocabulary . Your truthful responses will provide valuable insights into this research topic . All info shared by you will be maintained anonymous and confidential .

Section One : Digital Learning Apps.

1- Do you use digital learning applications ?

Yes

No

2- What is your primary purpose for using digital learning applications as an English language learner ?

Entertainment

Education

Both

3- How often do you use digital applications for educational purposes?

Everyday

Weekly

From time to time

Never

4- Have you ever utilized digital learning applications specifically made for vocabulary learning ?

Yes

No

5- Which digital learning applications do you use to improve your vocabulary ?

- Duolingo
- Wordly
- Spelling bee
- Quizlet
- Babbel
- Cake

Others

6- How effective do you find digital learning applications in helping you learn new vocabulary?

Very effective

Somewhat effective

Average / Unremarkable

Ineffective

7- What features in these learning applications make vocabulary learning easier for you ?

- Quizzes
- Progress tracking
- Games
- Challenges

Others

8- Do these learning applications help you ?

- Learn
- Consolidate / Retain
- Use new words

9- How frequently do you finish the vocabulary exercises or activities in these applications?

Always

Often

Sometimes

Rarely

Section Two : Impact of the Use of Apps.

10- Have you noticed any progress in your vocabulary after using digital learning applications ?

Yes, significantly

Yes, slightly

Somehow

No improvement

11- What kind of vocabulary do you learn best through these applications ?

- Everyday conversational words
- Academic vocabulary
- Complex / Advanced vocabulary
- Professional / Formal
- Idiomatic expressions
- Slang

12- Do these applications help you stay motivated to learn and remember new vocabulary regularly?

Yes

No

13- Do you enjoy using educational applications for learning vocabulary?

Yes

No

14- What challenges do you face when using digital learning applications for vocabulary learning?

- Stay connected to learning
- Not to be influenced by the ads
- Content not matching the learning goal
- No structured schedule like in the traditional face-to-face classes

15- Would you recommend using digital applications to others for learning vocabulary ?

Yes

No

16- What is your general perspective about vocabulary learning applications ?

Appendix B

Students Interview

1. Do you have difficulties in learning vocabulary ?
2. Do you believe that vocabulary applications alone are sufficient for achieving proficiency in a language?
3. In what ways do vocabulary learning applications keep you motivated in your learning process ?
4. Do you prefer learning vocabulary through applications or traditional methods?
5. Can you describe a situation when a vocabulary application really developed your understanding of a subject or helped you with an academic assignment ?
6. In what ways does the use of vocabulary learning applications that include entertainment components like games help you memorize new words over time ?
7. Can you talk about your personal experience with vocabulary learning applications ?
8. Are there any particular vocabulary or language skills that you think applications do not teach well?

الملخص :

تتناول هذه الدراسة فعالية تطبيقات التعليم في اكتساب المفردات لدى طلبة السنة الثانية ليسانس إنجليزية كلغة أجنبية. باستخدام الاستبيان والمقابلات، أظهرت النتائج أن هذه التطبيقات تسهم في تعزيز الرصيد اللغوي و تحسين الكتابة الأكاديمية، وتسهيل استخدام الكلمات في السياقات الواقعية بطريقة تفاعلية وسهلة. **الكلمات المفتاحية :** تطبيقات تعلم المفردات – اللغة الإنجليزية كلغة أجنبية .

Résumé :

Cette étude explore l'efficacité des applications éducatives dans l'apprentissage du vocabulaire chez les étudiants en deuxième année ALE. En s'appuyant sur un questionnaire et des entretiens semi-structurés, les résultats révèlent que ces applications aident les apprenants à enrichir leur vocabulaire, à améliorer leur écriture académique et à mieux retenir les mots en contexte réel.

Mots clés : Applications d'apprentissage vocabulaire – ALE .

Summary :

This study examines how effective educational vocabulary learning applications are in helping second-year EFL students learn vocabulary. Using a questionnaire and semi-structured interviews, the findings show that such applications enhance learners' vocabulary, academic writing, and real-life language use through accessible, engaging learning.

Key words : Vocabulary learning applications - EFL .