

The Effectiveness of VocaTeach Mobile Application on Enhancing EFL Teachers' Ability to Present English Vocabulary Meaning

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Abstract

The current study attempts to investigate the effectiveness of VocaTeach mobile application on developing EFL teachers' ability to present the meaning of new vocabulary. The current study is a one group design.

The study used the qualitative research approach to collect data. Participants were (10) of EFL teachers. To collect the data, an observation checklist, interview, reflection in and on action sheet designed. After the study group exposed to the suggested mobile application (VocaTeach), results were described qualitatively and revealed that the study group benefited from the suggested mobile application (VocaTeach). Accordingly, VocaTeach mobile application was effective in developing EFL teachers' ability to present the meaning of new vocabularies. However, teaching vocabularies should be an integral and deliberate part of EFL school curriculum.

Keywords: mobile application, vocabulary and lexis.

الملخص

تحاول الدراسة الحالية التحقق من فعالية تطبيق *VocaTeach* للهاتف المحمول في تطوير قدرة معلمي اللغة الإنجليزية كلغة أجنبية على تقديم معنى المفردات الجديدة. كان تصميم الدراسة الحالية قبلي بعدي مجموعة واحدة. استخدمت الدراسة نهج البحث النوعي لجمع البيانات. كان المشاركون (10) من معلمي اللغة الإنجليزية كلغة أجنبية. ولجمع البيانات، تم تصميم قائمة للملاحظة، المقابلة، واستمارة ابداء الرأي أثناء وبعد استخدام التطبيق. بعد استخدام مجموعة الدراسة لتطبيق الهاتف المحمول المقترح (*VocaTeach*)، وكشفت النتائج أن مجموعة الدراسة استفادت من تطبيق الهاتف المحمول المقترح (*VocaTeach*)، ولذلك، كان تطبيق (*VocaTeach*) فعالاً في تطوير قدرة معلمي اللغة الإنجليزية كلغة أجنبية على تقديم معاني المفردات باللغة الإنجليزية. راسة الي أن تدريس المفردات يجب أن يكون جزءاً لا يتجزأ من مناهج تدريس اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تطبيقات الهاتف المتحرك، الكلمات والمفردات

Introduction:

Language is a means of communication. Although it is not only coming from communicating among human beings, it is certainly, the most

important for us (Wilkin, 1974:1). Dealing with the definition of language, an American anthropological linguist E. Sapir as cited by Alwasilah (1993:43) says that "language is a purely human and non-

instinctive method of communicating ideas, emotions, and the desires by means of system voluntarily produce the symbol." Meanwhile, language as quoted from (Harmed, FA, 2000) is "a system for the expression of meaning reflected in the structure of the language as an instrument to express the meaning."

Based on the definitions above, it seems that there is an emphasis on the components of language such as vocabulary, pronunciation, grammar and phonology. And because the definition of the language refers to the expression of certain meanings, of course, we may not neglect the role of the vocabulary chosen. (Wallace 1982:9) argues that "there is a sense in which learning a foreign language is basically a matter of learning vocabulary in the target language." Hence, vocabulary is the basic aspect of the language in teaching and learning process.

Research findings tend to assure that the extent of students' vocabulary knowledge relates strongly to their reading comprehension, oral communication and their overall academic success (Baumann, Kame Ennui & Ash, 2003 and Becker, 1977).

Vocabulary is a requisite for reading comprehension, in which people who do not know the meaning of words is most

probably poor readers: (Abdersoon and Freebody, 1985 in Robert et al, 1995:367). Yet learning vocabulary is often hard and learners always have hard time learning and retaining vocabulary, particularly those whose native language is not related to the foreign language they want to learn (e.g. Arabic and English).

Moreover, specialists indicate that the students who do not have large vocabularies or effective word-learning strategies often struggle to achieve comprehension and sound oral competency and that these bad experiences with language lead to a cycle of frustration and failure that continues throughout their schooling. (Hart & Risley, 2003 and Snow et al, 2000) they refer these difficulties to several factors such as:

- 1- Characteristics of the learner; e.g. learning style, motivation, ability to retain information, etc...
- 2- The nature of language itself; e.g. complexity of its linguistics and semantics
- 3- Instruction; e.g. content, the teacher's role in presenting, practicing and assessing vocabulary and the role of the native language and background experience; i.e. Mother tongue interference.

Unfortunately, many teachers tend to stress teaching mostly on grammatical rules. In other sides, they merely teach reading comprehension without giving clear explanation about the techniques or methods on how to recognize the meaning of words rather than on vocabulary in detail.

The teaching of English vocabulary may often be neglected in the teaching & learning process. For this reason, (Meara 1980) as cited by Lawson comments that "vocabulary is considered as neglected aspect of language that has not significantly changed today".

(Allen 1993:3) also reveals that "many teachers assume that vocabulary can be developed in the teaching - learning process". However, the students, in reality, encounter the problems to find the meaning of words. He also added that there are two factors that will affect the failure of the students in understanding the meaning of words:

- 1- They do not have any skills in comprehending the meaning of words.
- 2- They do not have enough of the basic competency to translate both a word and a sentence in a text.
- 3- For such reasons, specialists often remark that students need both

great many words in their vocabularies and the ability to use various word-learning strategies to establish the meanings of new words when they encounter them and accordingly, there is an urgency to provide language teachers with the necessary knowledge and skills of teaching vocabulary which allows students' lifelong vocabulary development. They suggest, therefore, various techniques for maximizing the learners' ability to acquire competency in vocabulary.

(Forest 2001) for instance, suggests some memory strengthening strategies to aid learners retain words and expression. (Moras and Carlos 2001) also describe several aspects of Lexis in which learners need training. (Badr 2012) also suggested a generative model for vocabulary teaching techniques including form, meaning and pronunciation.

Above all, (Rebecca Oxford and Crookall 1990) also said that teaching vocabulary is not explicit in most language classes and added that students are expected to learn vocabulary on their own without any guidance. Besides, courses on the four main language skills have a great

interest and are common in L2 programs, but very few vocabulary courses exist.

With all considerations in mind, a survey pilot study was conducted by the researcher in EFL classrooms, interviews with pupils, teachers, inspectors and vocabulary were carried out in some preparatory and secondary schools in Gharbeia Governorate. Conclusions of this study supported the fact that EFL students at different levels, really suffer in vocabulary acquisition and that their productive use of a wide range of vocabulary is often limited.

In addition, the teaching of vocabulary is mostly incidental, limited to presenting new items as they appear in reading, because teachers tend to assume that vocabulary expansion will happen through the practice of other language skills, something which according to many specialists like (Moras and Carlos 2000) has been proved not enough to ensure vocabulary expansion.

In the line with that, it appears that acquiring vocabulary simply by reading or listening during a language course will not provide learners with the amount of vocabulary they need. We have to supplement such incidental acquisition with deliberate teaching and review of lexical items.

Context of the problem:

It was also remarkable that the majorities of teachers rely on specific techniques for teaching vocabulary and use them over and over again without adding variety. They rarely use teaching aids, even the simplest ones such as cards for presenting form of words or cassettes for pronunciation. When presenting meaning of words many teachers use Arabic translation.

It was also clear that those EFL teachers need to know a variety of vocabulary teaching techniques and apply them in their daily teaching of teaching of English as a foreign language to add variety to their methods and the educational aids used in them to help them deal with individual differences among EFL learners and their varied preferred learning styles.

One available solution that copes with the spirit of the age and allows chances for the teachers to generate several vocabulary teaching techniques is adapting an applicable model for generating vocabulary teaching techniques namely, Badrs ' model (2006) and designing a mobile application based on it which teachers can use to generate a different vocabulary teaching techniques each time they teach vocabulary. For details of the

original model and the modifications conducted on it by the researcher, and the suggested method of utilizing it by EFL teachers.

Statement of the problem:

In response to some reported problems among EFL teachers relative to teaching vocabulary, the problem of this research lies in the attempt of designing a mobile application that contains a suggested model adapted from Badrs' model (2006) for generating vocabulary teaching techniques and then investigating its effect in varied issues related to teaching vocabulary from EFL teachers' perspective.

Research questions:

This study problem can be formulated in the following questions:

To what extent can using the suggested mobile application improve EFL teachers' knowledge, skills, and disposition from their perspective relative to the following dimensions?

- 1- Teaching vocabulary aspects.
(meaning)
- 2- Vocabulary teaching techniques.

Research instruments:

Observation:

For gathering data about the EFL teachers' performance relative to teaching

vocabulary and how far they utilized some suggested vocabulary teaching techniques appropriately in real classroom situations and for preparing questions to be used in other instruments. i.e. interviews, reflection in and on action sheets, open ended questions and teaching vocabularies' skills list based on the researcher's observation of EFL teachers performance and the research questions' dimensions, observations of all teachers participating in the study (once or twice for each) by are to take by the researcher throughout the period provided for trying out the suggested mobile application by the participants.

Interviews:

Based on the observation made by the researcher and the objectives of suggested mobile application, the questions were formulated to be asked to EFL teachers during the interviews:

These interviews questions were also given to the same jury members to seek their views relative to appropriateness or inappropriateness and all members agreed on all items but some added other questions to be asked.

Reflection –in-action sheet:

The EFL teachers are required to write their own reflections about the implementation of the mobile application

in real classrooms situation during the process of utilization it. Their reflections might include their opinions with respect to ease of handling the application, applicability of the suggested techniques, the students reactions to the techniques used, the availability of the educational aids suggested to be used in the techniques.

This type of reflection is used primarily for gathering views during the implementation period with the purpose of developing performance and modifying some implementation procedures and providing some preliminary impressions of the target participants about the application's content, materials, and utilization, as well as its effects on their ability to teach vocabulary and the students' skills and repertoire of vocabulary.

Yet, there are some limitations to this type of reflections. Impressions and views might not mature enough to rely on in making conclusions and judgments. There are factors that might influence the participants' views. Such as variables related to the context in which the implementation of the application (facilities, learners level and motivation, time allowed... etc.), and incompleteness of the experiment (if participant experience the whole experiment they might modify

some of their views). Accordingly, reflections-on-action are required after the participants have lived the whole experience and formed final and mature judgment about the target application.

Reflection-on-action sheet:

After the experiment has taken place, the participants are required to respond to a number of questions relative to their view of various issues related to the mobile application and its content, utilization, and effects on their own teaching and students learning. This type of reflection is more trustworthy than reflection in action because it takes place after the participants had had a better and more prolonged engagement with the application and the learners which allows them to form more developed image of the whole experience.

In this type, participants can be asked some questions asked in the interviews and reflection-in-action sheet in addition to questions related to what they liked most, what they did not like, how the application can be improved....etc.

Research sample:

A sample of 10 EFL teachers in Gharbeia governorate are randomly selected to form experimental groups who will study the suggested model for generating vocabulary teaching techniques.

Definition of terms:

Lexis: It refers to ‘internal database’ of words and complete ‘ready-made’ Fixed/ semi-fixed/ typical combinations of words that we can recall and Use quite quickly without having to construct new phrases word by Word from scratch using our knowledge of grammar. (Scrivener 2011)

Vocabulary: Typically refers mainly to single words some times to very tightly Linked two- or three- word combination. (Scrivener 2011)

Mobile application (MALL):“It's e-learning through mobile computational devices: Palms, Windows, CE machines, even your digital cell phone.” (Quinn, 2000) Defined as an extension of e-learning through mobile computational devices such as personal digital assistants (PDAs) and mobile phones it was included with e-learning as a subset of distant learning (Georgiev, Georgieva, & Smrikarov, 2004).

Delimitation of the study:

This study is delimited to the following:

- 1- Using VocaTeach mobile application to present meaning of English vocab.
- 2- Describing techniques for teaching vocabulary aspects namely (meaning).

- 3- Using only qualitative research instruments, namely questionnaires, interviews, reflection-in-action response sheet, reflection-on-action response sheet and open ended questions response sheet.

Method:

In order to avoid the limitations of using a small group research sample (only 10) and possible lack of trustworthiness and credibility of results, this study will utilize the qualitative approach that depends on descriptive analysis, that uses varied techniques such as questionnaires, interviews and open-ended questions that can help analyze results and pose recommendations.

Design of the study:

This study adapts one experimental group design which uses qualitative research instruments for collecting and analyzing data obtained.

Procedures:

- 1- Reviewing the literature related to all study variables.
- 2- Producing the target mobile application.
- 3- Designing the study instruments.
- 4- Choosing the teachers who represent the study sample.
- 5- Introducing the participants to the

mobile application: aims, content and how to use it.

- 6- Providing copies of the mobile application to the EFL teachers participating in the study and allowing them to study its content and use it in teaching vocabularies in real classroom situations.
- 7- Applying the study instruments during and after the utilization of the application by the teachers.
- 8- Collecting teachers' responses and analyzing them qualitatively.
- 9- Providing recommendations to EFL teachers, curriculum designers and future researchers.

Results:

Results are represented in the target sample of EFL teachers' responses to the

Display the observation checklist

Concerning (Teaching vocabulary aspects)

Table (1)

Dimensions	Description	5	4	3	2	1
		V.H	H	INT	L	V.L
V. teaching techniques	1- Knowledge of vocabulary teaching techniques.	9	1	-	-	-
	2- Ability to select V. teaching techniques.	4	6	-	-	-
	3- Ability to apply V. teaching techniques.	7	3	-	-	-

Descriptive analytical discussion of the results of the observation checklist:

Form all above the researcher can conduct the following:

researcher instruments that were used to collect data in this research; mainly the interviews, the observations, the reflection-in-action sheet and the reflection-on-action sheet. This will be followed by a descriptive analytical discussion of the responses and what they pedagogically mean in an attempt to reach answers for researcher questions, some conclusions and recommendations at the end of the study. Accordingly, the following subtitles will be discussed in detail:

- 1. Results of applying the observation checklist
- 2. Results of applying the interview
- 3. Results of applying reflection-in-action sheets
- 4. Results of applying reflection-on-action sheet

Concerning the vocabulary teaching dimensions the researcher's observation to all these dimensions explain how much teachers' knowledge and skills of teaching

English in general improved and teaching vocabulary in particular.

Seemingly, it is necessary to link between the knowledge and skills, the matter which the suggested electronic application seeks to and by reviewing teachers' performance related to teaching vocabulary the researcher found after training sessions their ability to plan to teach vocabulary improved in terms of:

- Their ability to choose the most appropriate educational aids.
- Their ability to choose the most appropriate techniques.
- The class performance related to teaching vocabulary was remarkable through the steps the determined before teaching vocabulary and the way they used to draw the procedures of teaching vocabulary through their lesson plan.
- It was remarkable how much they gained from the suggested knowledge by the electronic application about educational aids.

The other dimensions reflects the complete process of teaching and learning vocabulary and each time they ask what should be taught and learnt about vocabulary they found their answers in the suggested electronic application through

teaching vocabulary aspects dimension and the knowledge related to it and how much the link between the suggested knowledge of teaching vocabulary techniques and their ability to apply and add variety to those techniques to present form, meaning, and pronunciation of new vocabulary is so important.

Undoubtedly, vocabulary teaching techniques results proved that they have the ability to choose the most appropriate techniques to teach the form, meaning and pronunciation and it was remarkable through the observation how much they were able to use all the suggested techniques appropriately especially after the training sessions and how much they were able to add variety.

Displaying the interview results:

After observing teachers' performance by using the observation checklist designed by the researcher and submitted for the juries. The researcher also designed an interview checklist included questions based mainly on teaching vocabulary dimensions and the observation checklist. See appendix (B)

The questions dealt with issues like the ease of handling the suggested electronic application, applicability of applying these techniques, difficulties they encountered and how much did this

suggested electronic application make difference to teaching vocabulary? And to what extent they saw this application helpful? The interview lasted for 40 minutes for each teacher after a class lesson.

Descriptive analytical discussion of the responses of the interview:

By reviewing teachers' responses to the interview questions the researcher can conduct the following:

- It was remarkable concerning the first dimension their responses concerning question (2), (3) and (4) support the results of observation checklist and prove that the majority of the participants benefited from using the suggested electronic application.
- Teachers' responses related to applicability and availability was supported by the results of observation checklist in terms of their ability to choose educational aids, their ability to produce educational aids, their ability to select teaching techniques, their ability to apply vocabulary teaching techniques, ability to apply big numbers of techniques for presenting vocabulary aspects especially form, meaning and pronunciation, their

ability to add variety to techniques for presenting vocabulary aspects. Their ability to apply varied techniques for practicing vocabulary aspects, their ability to apply varied techniques for checking learners' mastery, ability to add variety to techniques used for checking learners mastery and, ability to apply the generating teaching techniques and their ability to add variety to those generating techniques.

- Recommendations suggested by the participants support the researcher's view about the idea of organizing the process of teaching vocabulary including (knowledge of vocabulary teaching, vocabulary teaching techniques, vocabulary teaching aspects, learners 'practice and mastery of vocabulary techniques and generating teaching techniques) is innovative and helpful." and they also added what about other aspects of teaching vocabulary?

Displaying reflection-in-action sheet results:

By displaying reflection-in-action sheet views there was a big difference between before and after using the suggested electronic application. All these views support the results of the observation

checklist and the results of interview in terms of the ease of handling the application, applicability, students' reaction, availability of educational aids, ability to teach vocabularies, the students' skills and repertoire, application's content and the effect of the suggested electronic application to teach vocabularies.

By analyzing their perspectives before and after using the suggested electronic application, the researcher can display their views and analyze them as follows:

1- Opinions with respect to ease of handling the electronic application.

By reviewing teachers' responses to this question the researcher found that all teachers' views about (8) moves around how this suggested electronic application made a difference before and after, but they indicated there were many problems relative to using new technologies in education, they also made a difference between the suggested electronic application and other language applications. They also added some recommendations to be taken in consideration for further development. For example;

2- Opinions with respect to applicability of the suggested techniques.

By reviewing teachers' responses to this question the researcher found that their views about (7) before and after using the suggested electronic application concerning techniques of teaching vocabularies referred to few techniques they only used, however, some teachers added the number of techniques does not matter unless they are applicable, but the whole process becomes different in terms of:

- 1- They do not have enough techniques to choose from.
- 2- All those techniques allow learners and teachers to choose from the matter which meets their preferred learning style.
- 3- The process of teaching vocabularies becomes deliberate and systematized.
- 4- The applicability becomes arbitrary since teachers before choosing any techniques; they think about how much it is applicable.

3- Opinions with respect to the students' reaction to the techniques used.

By reviewing teachers' responses to this question the researcher found that the majority of teachers about (8) talked

positively about how many of their students were activated and involved in vocabulary activities, the matter which reflects their reactions to all techniques used. The researcher analyzed their views before and after using the application concerning this point and could say there was a big gap between students' reaction to techniques before and after using the application.

4- Opinions with respect to the availability of the educational aids suggested to be used in the techniques?

Seemingly, some teachers about (7) commented on educational aids suggested by the electronic application "some educational aids can be designed; others are available on the internet".

Other teachers before using the suggested electronic application focused only on few educational aids and used them over and over again.

The researcher analyzed their views before and after using the application and could say:

All educational aids can be available if teacher have (knowledge of teaching aids such as types, production and utilization.) their ability to choose the most appropriate educational aids indicates how much knowledge they gained about

educational aids, and what makes all available; their ability to identify types and produce and utilize. So the researcher could say:

"Availability of educational aids depends on how and when; how to choose and when to choose educational aids."

5- Ability to teach vocabulary.

By analyzing their views before and after using the suggested electronic application, the researcher found that the majority of the participants about (7) their abilities to teach vocabulary and plan to teach vocabulary improved and can conduct the following:

- 1- There was a big difference between before and after using the suggested electronic application in terms of planning to teach vocabulary, that was clear through their performance and even through their written lesson plans in general and written procedures to teach vocabulary in particular.
- 2- Teaching vocabularies could be a deliberate process that has some steps should be taken in consideration.
- 3- Before using the suggested electronic application it was noticed, they only use some techniques over and over again to present one aspect of new

vocabularies, but after it was clear that they can use an overall techniques by using the generating process in order to present the three aspects suggested by the electronic application.

- 4- Teaching vocabularies and its knowledge suggested by the application does not limited to what should be taught about vocabularies, but it includes also how to teach using educational aids. So it was clear when they taught vocabularies before using the application they did not use or ask about educational aids, but after they made a link between what and how including educational aids and techniques used.

6- The students' skills and repertoire of vocabularies.

By reviewing teachers' responses related to this question the researcher's analysis of the majority responses about (8) between before and after using the suggested electronic application and the ideas of deepen and widen the students' knowledge of new vocabularies helped them to learn more and more about vocabularies not only the suggested three aspects, but also they tried to add other aspects like synonyms, antonyms and collocation, this reflected positively on

their skills and repertoire to learn new vocabularies., the matter which was supported by the observation checklist and the interview as follows:

7- Application's content.

By reviewing teachers' responses to this question the researcher found that the majority of the participants about (6) commented positively about the application's content made analysis between before and after using the application and could conduct the following, some teachers commented on the application's content in terms of where the other vocabulary aspects need to be taught, but it is beyond the research limitations, they also added

"It is an attempt to collect all vocabulary knowledge in one language application."

They also approved the idea of generating which helped them to generate an overall technique to present a new vocabulary item. They also recommended adding some spaces to vocabularies' activities and practices.

Displaying the results of reflection-on-action sheet:

Question (1):

How far do you think the suggested techniques are applicable in vocabulary teaching in FEL classes?

By reviewing teachers' response to this question, the researcher found that (6) of the participants agreed with V.H degree, (3) of the participants agreed with H

degree, (1) agreed with INT degree meanwhile (-) for L and VL degree that all the techniques suggested by the application are all applicable as follows:

Table (2)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
1. How far do you think the suggested techniques are applicable?	6	3	1	-	-

Question (2):

Did you encounter any difficulties generating techniques using the suggested application?

By reviewing teachers' responses to this question the researcher found that (5) of the participants agreed with V.H degree,

(3) of the participants agreed with H degree, (1) for INT and (-) for L and VL degrees that they had some difficulties generating techniques using the suggested application, the matter which confirm the researcher's views and analysis.

Table (3)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
2- Did you encounter any difficulties generating techniques using the suggested application?	5	3	1	1	-

Accordingly, the researcher's analysis can be mentioned as follows:

1- Despite the ease of handling the suggested application, they encounter some difficulties concerning the generating process since it is a new trend to be used in teaching vocabulary.

2- Difficulties are related to generating process can be overcome through training so they suggest a solution to the previous point.

3- The generating techniques can be used to form overall techniques to include 3 of the vocabulary aspects suggested by the application and

about 1092 techniques can be generated, the matter which make the generating process distracting and bulky, but by training they can overcome.

Question (3):

Do you think the students liked the idea of adding a big variety of vocabulary teaching techniques?

Concerning variation, by reviewing teachers' responses the researcher found the majority of the participants approved the idea of variation especially using varied techniques to present the 3 aspects about vocabulary (form, meaning and pronunciation). In addition the researcher sees that the idea of variation is the main corner stone of this suggested electronic

application. Variation includes ability to add variety to techniques, ability to add variety to techniques for practicing vocabulary aspects, ability to add variety to techniques for checking learners' mastery and ability to add variety to overall techniques, however all these abilities to add variety are related to their ability to apply variation.

Accordingly, and by reviewing teachers' responses of reflection –on action sheet the researcher found that (8) of the participants agreed with V.H degree, (1) of the participants agreed with H degree, (1) agreed with INT meanwhile (-) for L and V.L degrees that the learners liked the idea of using varied techniques when teaching new vocabulary.

Table (4)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
3- Do you think the students liked the idea of adding a big variety of vocabulary teaching techniques?	8	1	1	-	-

Question (4):

Do you think using variety of techniques helped creating fun and promoting students' motivation?

By reviewing teachers' responses to this question the researcher found that (5) of the participants agreed with V.H degree,

(4) of the participants agreed with H degree, (1) of the participants agreed with INT degree and (-) for L and V.L degrees that the variety of techniques helped creating fun and promoting students' motivation.

Table (5)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
4- Do you think using variety of techniques helped creating fun and promoting students' motivation?	8	1	1	-	-

This means that the idea of variation can also increase students' motivation to learn vocabulary and also help them to be engaged all the time, the matter which reflects teachers' performance and confirms on the idea of variation using different educational aids to make the class atmosphere attracting and fun.

Question (5):

1- Do you think all techniques are all available?

By reviewing teachers' response to this question the researcher found that (6) of the participants agreed with V.H degree, (3) of the participants agreed with H degree, (1) of the participants agreed with INT and (-) for L and V.L degrees that the majority of suggested techniques are all available.

Table (6)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
5- Do you think all techniques are all available?	6	3	1	-	-

By linking the results of observation checklist, the results of interview, the results of reflection-in action sheet and the result of reflection- on action sheet the researcher can conduct the following:

1- What makes the techniques available is the teachers' ability to choose the most appropriate educational aids.

2- Availability related to applicability, what can be available cannot be applicable to some students and vice versa.

3- Teachers can make any educational aids available in condition they should think how they can use these aids and when so experience here is an urgent factor.

- 4- Techniques are related to educational aids since they are used to serve the process of learning and teaching vocabulary.
- 5- Applicability makes techniques available and gives teachers a big opportunity to choose from big numbers of techniques.
- 6- The process of teaching vocabulary starts with applicability since teachers before choosing any techniques; they should think about how much are they applicable to make them available so it is an arbitrary process.

Question (6):

Do you think the application's content covered all the area of teaching vocabulary?

By reviewing teachers' responses to this question, the researcher found that (6) of the participants agreed with V.H degree, (2) of the participants agreed with H degree, (1) for INT and L degrees meanwhile (-) for V.L degree that the application's content covered all the area of teaching vocabulary.

Table (7)

items of reflections	responses				
	V.H	H	INT	L	V.L
1- Do you think the application's content covered all the area of teaching vocabulary?	6	2	1	1	-

The problem which encountered the researcher here is related to the knowledge of vocabulary aspects, the majority of the participants asked about the other aspects of vocabulary, but this is beyond the study's limitations and can be recommended for further investigation.

Question (7):

Do you think the application can affect teaching vocabulary?

By reviewing teachers' responses to this question the researcher found that (8) of the participants agreed with V.H degree, (2) of the participants agreed with H degree and (-) for INT, L and V.L that the application can affect teaching vocabulary.

Table (8)

Items of reflection	Responses	V.H	INT	L	V.L
7- Do you think the application can affect teaching vocabulary?	6	2	1	1	-

Question (8):

Do you think the application can improve students' skills and improve their repertoire of vocabulary?

By reviewing teachers' responses to this question the researcher found that (7) of the participants agreed with V.H degree,

(3) of the participants agreed with H degree and (-) for INT, L and V.L that the application can improve students' skills and improve their repertoire of vocabulary.

Table (9)

Items of reflection	Response				
	V.H	H	INT	L	V.L
8- Do you think the application can improve students' skills and repertoire of vocabulary?	7	3	-	-	-

Question (9):

Do you recommend using this application by other EFL teachers?

By reviewing teachers' responses to this question the researcher found that (8)

of the participants agreed with V.H degree, (2) agreed with H degree and (-) for INT, L and V.L that they recommend using this application be other EFL teachers.

Table (10)

Items of reflections	Reponses				
	V.H	H	INT	L	V.L
9- Do you recommend using this application by other EFL teachers?	8	2	-	-	-

Question (10):

1- To what extent has this application the most effective techniques to your point of view?

By reviewing teachers' responses to this question the researcher found that (6) of the participants agreed with V.H degree, (3) of the participants agreed with H

degree, (1) of the participants agreed with INT and (-) of the participants for L and V.L degrees that the application has the

most effective technique from their point of view as follows:

Table (11)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
10- To what extent has this application the most effective techniques to your point of view?	6	3	1	-	-

Question (11):

How far do you think the suggested knowledge about teaching aids will help EFL teachers?

degree, (1) of the participants agreed with INT degree meanwhile (-) for L and V.L degrees that they thought the suggested knowledge about educational aids will help EFL teachers in teaching vocabulary and the results were as follows:

by reviewing teachers' responses to this question the researcher found that (5) of the participants agreed with V.H degree, (4) of the participants agreed with H

Table (12)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
3. How far do you think the suggested knowledge about teaching aids will help EFL teachers?	5	4	1	-	-

Questions (12):

Do you think vocabulary aspects suggested by the application will help students learn vocabulary?

agreed with H degree, (1) of the participants agreed with INT and L degrees meanwhile (1) for V.L degree that they thought the suggested vocabulary aspects by the application would help students learn vocabulary.

By reviewing teachers' responses with respect to this question the researcher found that (4) of the participants agreed with V.H degree, (3) of the participants

Table (13)

Items of reflections	Responses				
	V.H	H	INT	L	V.L
4. Do you think vocabulary aspects suggested by the application will help students learn vocabulary?	4	3	1	1	1

Question (13):

To what extent can this suggested application help teachers check learners’ practice and mastery of learning vocabulary?

By reviewing teachers’ response to this question the researcher found that (6) of the participants agreed with V.H degree, (3) of the participants agreed with H

degree and (1) for INT meanwhile (-) for L and V.L degrees that the suggested application helped teachers and improved their ability to check learners’ practice and mastery of learning vocabulary.

Table (14)

Items of reflection	responses				
	V.H	H	INT	L	V.L
5. To what extent can the suggested application help teachers check students’ practice and mastery of learning vocabulary?	6	3	1	-	-

Conclusion:

The present study investigated the effect of mobile application for developing EFL teachers' ability to present the meaning of new vocabulary. Results revealed that the mobile application was effective in developing EFL teachers' ability to present the meaning of new vocabulary. The descriptive analysis of all results of the instruments showed how

much teachers benefited from using the suggested mobile application to present the meaning of new vocabulary.

Accordingly, it could be concluded that the suggested mobile application contributes positively to EFL teachers' ability to present the meaning of the new vocabulary. Based on the results from the

previous studies, the researcher can get benefit from the present study as follows:

- 1- In order to overcome EFL teachers' problems to present the meaning of the new vocabulary, the teachers should use the suggested mobile application to present the meaning of the new vocabulary.
2. The suggested mobile application helps EFL teachers to be more aware of what should be taught and learnt about vocabulary, which enhances their ability to analyze and think about teaching vocabulary.
3. Applying suggested techniques of presenting the meaning of the new vocabulary makes teaching and learning new vocabulary more fun and entertaining as well as it helps students to recognize and be familiar with the new vocabularies.
4. the suggested mobile application enables EFL teachers to be more analytic to what they are going to present about the targeted vocabularies.
6. The suggested mobile application helps teachers to explore the students' awareness and creative aspects of learning.

The findings of the present study might contribute to be a starting point for more future research. Accordingly, more research should be carried out to investigate the effect of mobile application on other EFL teachers' skills in all different schooling stages. In addition, the findings of the present study have implications for EFL teachers and textbook writers. For EFL teachers, it is advisable that they should enhance students' skills by using modern and creative applications. For textbook designers, it is recommended that they include a section in secondary school textbooks that can promote learning vocabulary skills. In this respect, teaching new vocabularies in a deliberate way should be integrated in EFL secondary school curriculum. More professional development sessions are required to train EFL teachers to better teach new vocabularies.

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