

**The Effect of MALL on Enhancing Vocabulary for EFL
Students in Egypt in Light of Teachers' Perceptions**

By

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Abstract

The major aim of the study was to evaluate the efficacy and functionalization of employing MALLapps for vocabulary instruction in Egypt's public schools. The study was conducted through the 2022/2023 academic year. This study used a descriptive questionnaire to explore how EFL teachers feel about functionalizing vocabulary MALLapplications. The sample that was chosen was purposefully chosen and consists of close to 200 EFL instructors. These EFL teachers are a part of a Whats App network of EFL teachers who own digital mobile devices and are enthusiastic about their EFL MALLapplications. Six categories were used to split the questionnaire. Specific objects are included in each category. There are 26 total items, and there are four options for each: strongly agree, agree, disagree, and strongly disagree. Every categorization has between two and five questions to gauge EFL teachers' opinions on how running MALLapps affects Young learners' vocabulary development. Results revealed that vocabulary MALLapplications have a significant positive impact on vocabulary acquisition and teaching in general. Due to its potential and usefulness among learners, mobile based vocabulary instruction (MBVI) was preferred over traditional vocabulary instruction (TVI) by EFL teachers who thought MALLapps were simple and efficient. Students must be well-prepared for vocabulary MALLapplications, and classrooms must be more mobile-friendly. EFL teachers must therefore be adept at both technology and pedagogy.

keywords :

MALLapplications, Vocabulary Learning

1. Introduction

Digital mobiles began to disrupt our lives at the beginning of the 21st century, and they rapidly advanced until they joined the smart phone era. Nowadays, it's frequently impossible to recognize someone without having a digital phone in their hand and passively glancing at it (Almansoob & Alrefaee: 2019). Smartphones have evolved into compact mobile devices with computer-like features. Many people are depending more and more on their cellphones to complete various tasks including communicating, working, and learning. Digital mobiles are an advanced technology that may provide consumers a variety of services and developing apps. There are essential services like SMS and dialing as well as innovative services like educational apps that can be found and downloaded online through online marketplaces like Google Play and the Apple Store. Additionally, people could be able to use their smart phones for tasks including editing, saving, transmitting, sharing, playing media files, accessing the Internet, and even studying. Conducting mobiles in education is becoming increasingly common in order to speed up the learning process and provide EFL instructors more flexible teaching alternatives. (Al-Ahdal : 2013).

To increase the effectiveness and accessibility of language learning, several cutting-edge pedagogical methods in the field of language education have been improved and applied to mobile platforms (Al-Najjar : 2020). A new area of computer-assisted language learning (CALL) has emerged as a result of the usage of mobile devices in language teaching. This field is known as "mobile-assisted language learning" (or "MALL"). Mobiles may be successfully functionalized in a range of educational contexts, according to a number of unexpected findings from MALLstudy. Numerous research, like those by Cain and Oakhill (2014) and Abbasi and Hashemi (2013), show how crucial it is to teach vocabulary to language learners. However, the circumstances under which English is taught in Egypt are rather depressing. Smartphones have the potential to enhance language learning for EFL students in a number of ways. Numerous scholars investigated how successfully online courses may help students learn English. This inquiry focuses on how mobile devices affect vocabulary learning and education in English. (Cummins, & Deng :2017).

2. The Research Problem:

This study aims to investigate the efficacy and functionalization of employing MALLapps for vocabulary instruction in Egypt's public schools. In Egypt, several language instructors have noticed that their students are becoming disinterested in studying English. A creative and successful strategy to re-engage these students might be vocabulary mobile applications. If appropriately chosen and used pedagogically and technologically both within and outside of the classroom, these MALLapplications can be helpful. Specifically, it attempts to explore the following research question:

What is the effect of MALL on Enhancing Vocabulary for EFL students in Egypt in Light of Teachers' Perceptions?

3. Review of Literature:

Obviously, a dictionary that covers a particular language or topic qualifies as vocabulary. It is the group of words used to describe something in a given language or vocabulary. Without vocabulary, students would find it difficult to express their ideas to others and to themselves, making vocabulary an essential component of English language instruction. Very little vocabulary can be conveyed in the absence of grammar, but nothing can be changed in the lack of vocabulary, according to Zhang (2015, p. 4). McCarthy shared the view that vocabulary was more significant than grammar rules and pronunciation, as McCarthy's comments (1990, p. 265). Because words are the foundation of language, a shortage of them might make things difficult or even stop the creation of a new language completely (Lin & Lin : 2019).

Furthermore, vocabulary refers to the fundamental words that are necessary for effective communication. Rich vocabulary may change the meaning of a speech or written text like a tunnel. It is comparable to the paints an artist requires to make their masterpieces. Expanding one's vocabulary is crucial for improving one's linguistic abilities. A vital initial step in learning an EFL language is creating a functioning vocabulary. A strong instrument for improving success, fluency, comprehension, and communication is vocabulary. Additionally, performance in other language domains can be enhanced by having a larger vocabulary. (Lane, S. :2016)

When we look at the history of vocabulary courses, we see that before the 1980s, classroom vocabulary instruction was mostly disregarded. There were not

many research on the subject of language education in the 1970s, and even fewer that were concentrated on the particular subject of teaching students new vocabulary. However, there has been a change in emphasis recently, with greater attention being paid to the significance of vocabulary training and acquisition. Vocabulary at last received the attention it merited with the introduction of the communicative approach (DeWitt, Siraj , & Alias : 2014).. Vocabulary building was secondary since words were included because they naturally fit into the courses. The need of supporting other linguistic abilities is emphasized in order to increase vocabulary. Vocabulary instruction is now a crucial component of every English as a foreign language (EFL) curriculum, thus it needs to be carried out consistently and methodically through the following: (Cummins & Deng : 2017)

- Wise selection of the target words.
- Supporting with repeated word exposures.
- Increased instruction.
- Development of lexical awareness.

Other educators came to the following conclusions about teachers. They should:

- Support with a context that promotes language usage.
- Introduce vocabulary meanings to youngsters.
- Constructively plan and introduce vocabulary instruction.
- Take into account any evident vocabulary clarifications.
- By using technology, reinforce the language lessons you are teaching.
- **Assess** the advancement of the students.

Vocabulary is best learnt by drill and practice, as well as by the teacher's repetition, recycling, and the pupils' subsequent re-notice of previously introduced terms, according to some other educators. Vocabulary is a crucial part of any language, hence it is regrettable that vocabulary instruction in Egypt is in the same miserable situation as EFL in general (Matsukawa, Misono, Kitani & Yamauchi : 2014).

Mobile-assisted language learning, or MALL for short, uses a mobile device to complement or advance language studies. MALL is a subset of mobile learning, much as m-learning is a subset of CALL. MALL has evolved to support

students' language learning because of the extensive usage and consistent progress of mobile technology, such as mobile phones (cellphones), MP3 and MP4 players, throughout the world. Students may learn a language alone or in a group, and can communicate with their teachers and classmates from anywhere because of MALL's portability and mobility. In the 1980s and 1990s, the first attempts to use cellphones for distance learning—which would later serve as the foundation for MALL—were made (Crompton, H. :2017).

MALL was identified and established as a recognized area of research in the field of language acquisition in the twenty-first century. The launch of the iPhone in 2009 marked a turning point in the emergence of mobile devices as laptop replacements. Mobile learning is cutting edge and beneficial in the field of language instruction. Numerous researches have shown how useful mobile devices are in language learning environments. The popularity of using a mobile device to teach and learn languages has recently increased due to its numerous useful features. Mobile devices are advantageous for language learning and instruction for the following five reasons: (Larabee, K. M., Burns, M. K., & McComas, J. J. :2014)

- portability,
- social and interactive aspects,
- context sensitivity,
- connectivity, and
- individuality.

The most beneficial aspect of mobile devices may be their accessibility, which increases students' engagement and passion while enhancing their ability to collaborate and communicate. However, a strong pedagogical foundation is necessary for mobile-assisted education to be successful. It must be done with care for the learner, the subject matter, the environment, and the delivered strategy. Despite MALL's capabilities, a few obstacles might prevent it from being successfully implemented. Time restrictions, technical proficiency, and availability are all issues. The most current advancements in MALL utilization may also be challenging to put into practice. Effective MALL implementation needs broad support from language instructors as well as a strong pedagogical base. (Liu, P. L., & Chen, C. J. :2015).

4. Methodology

In this study, EFL educators' opinions on the effect of mobile application-based language learning (MALL) on young learners' vocabulary development are investigated by a descriptive survey.

4.1. Setting and context

In Egypt, during the academic year 2022–2023, this research was conducted. The usage of mobile phones spread quickly throughout the community, especially among young people. Today's students are becoming more interested in smartphones and other mobile technology. It is indisputable that consumers of all ages and educational backgrounds often use smartphones and tablets like Apple's iPhone, iPad, and Samsung's Galaxy models. As a result, it is conceivable that EFL students in classrooms might be amenable to the use of mobile devices for teaching.

4.2. Population and subjects

Participants in the study were all male English as a Foreign Language instructors working in Egypt's public schools during the academic year 2022/2023. There are around 200 academics in this group. According to the researcher's background, the bulk of them are probably rather young. Each sample participant was chosen on purpose. There were 113 EFL instructors among them. They belong to a WhatsApp group of EFL teachers who use smartphones and are interested in the ESL/EFL MALL applications.

4.3. Instruments:

A survey with closed-ended questions that was given to EFL teachers served as the researcher's sole method of gathering data. He conducted it according to the works of Blasco (2016), Brooke (1996), El Boukhari (2015), Lund (2001), Perez-Paredes, Ordonana Guillamon, and Aguado Jimenez (2016a, 2016b) (2018), Ebadi & Bashiri (2018), and Ebadi & Bashiri (2018). The following research question was included in the survey:

What are teachers' perceptions about the effect of using MALL applications on YLs' vocabulary learning?

It was divided into six separate categories. Each header makes a specific assertion. The scale, which was composed of 26 items, allowed for the selection of "strongly agree," "agree," "disagree," or "strongly disagree." To get input on how MALLtools affect YLs' vocabulary development, EFL educators utilized two to five statements per category. Data from the study comprised a 5-point scale for "strongly agree," a 4-point scale for "agree," a 1-point scale for "disagree," and a 0-point scale for "strongly disagree." For the research question, there would be a total of 100 points available, with 20 points available for each category. The outcome is that the score shows how influential vocabulary MALLapplications are. To make sure the survey was effective; the researcher used the split-half method. Its reliability coefficient, calculated using the Spearman-Brown technique, was $0.821 > 0.70$, suggesting a high level of dependability. To guarantee the validity of the survey, face validity was carefully used. It was confirmed by and approved by the researcher's professor. Self-validity, which was calculated and found to be high at 0.906, was also determined.

4.4. Procedures

- A 26-item survey for language instructors was created by the researcher after deciding on a specific study issue.
- He used Google Forms to digitize the questionnaire after getting permission from his professor and preserved the paper copy for future use.
- A WhatsApp group of EFL teachers in Egypt received the poll.
- 200 instructors were selected to participate in the survey.
- The results of the questionnaire were routinely gathered and practically evaluated.

4.5. Data analysis:

The acquired data were statistically analyzed by the researcher using SPSS and Excel. He computed the average and standard deviation for each survey item. He accomplished this by transforming the textual survey responses into numerical form, which was necessary for statistical analysis. In order to assess whether there was a statistically significant difference between each item's mean and the standard population mean ($SM = 2$), he also performed a one-sample T-test. Additionally, the researcher functionalized the Spearman-Brown formula to determine the dependability coefficient using the split-half strategy. One with a

high dependability coefficient is one with a value greater than 0.70. In order to calculate the self-validity coefficient, we also considered square-rooted the dependability coefficient.

5. Results:

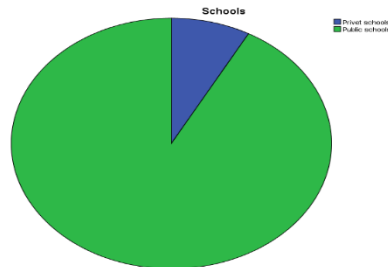
SPSS and MS Excel were functionalized by the researcher for statistical analysis of the findings. The study's findings and conclusions are shown in the following:

Table (1): Demographic Statistics for Sample Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private schools	8	8.0	8.0	8.0
	Public schools	92	92.0	92.0	100.0
	Total	100	100.0	100.0	

Table 1 shows that the values of all survey item means are higher than the standard population mean ($SM = 2$). Regarding the sample schools' demographic data, the Valid Private schools received scores of (8) for frequency and (8.0) for cumulative percent. However, as seen in Figure 1, the Public Schools scored (92) as Frequency and (100.0) as Cumulative Percent.

Figure (1) Demographic Statistics for Sample Schools



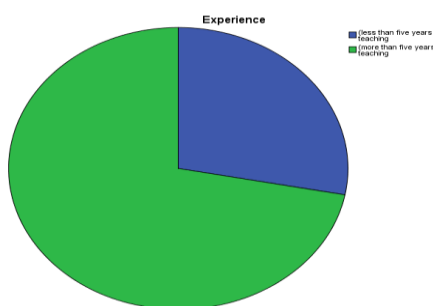
It is thus presumed that the great majority of respondents in the sample agreed with each assertion to some extent. These figures suggest that instructors have positive opinions of mall-applications.

Table (2) Experience of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(less than five years teaching	28	28.0	28.0	28.0
	(more than five years teaching	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

Table 2 shows that the frequency that is valid for teachers with less than five years of experience is (28). However, as demonstrated in Figure 2, the validity of frequency for teachers with more than five years of teaching experience is (72):

Figure (2) Experience of Teachers



The researcher thus thinks that the majority of the sample gave each item varying degrees of approval. These qualities speak to the constructive opinions of educators on various mall-applications encounters.

Table (3) The Descriptive Statistical Analysis of Questionnaire's Items

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	100	1.00	5.00	4.2200	.73278
Q2	100	1.00	5.00	4.1300	.77401
Q3	100	1.00	5.00	4.0300	.90403
Q4	100	1.00	5.00	4.1100	.87496
Q5	100	2.00	5.00	4.0800	.74779
Q6	100	1.00	5.00	4.4500	.70173
Q7	100	2.00	5.00	4.4500	.60927
Q8	100	1.00	5.00	4.2900	.79512
Q9	100	1.00	5.00	4.2200	.84781
Q10	100	1.00	5.00	4.2700	.75015
Q11	100	1.00	5.00	4.2200	.73278
Q12	100	1.00	5.00	4.1900	.72048
Q13	100	2.00	5.00	4.1800	.67240
Q14	100	2.00	5.00	4.2200	.64479
Q15	100	2.00	5.00	4.1900	.67712
Q16	100	2.00	5.00	4.2800	.62085
Q17	100	1.00	5.00	4.1800	.75719
Q18	100	2.00	5.00	4.1900	.72048
Q19	100	2.00	5.00	4.0700	.81965
Q20	100	1.00	5.00	4.1000	.79772
Q21	100	2.00	5.00	4.0900	.82993
Q22	100	1.00	5.00	4.1800	.79620

Q23	100	1.00	5.00	4.1500	.82112
Q24	100	2.00	5.00	4.1900	.72048
Q25	100	2.00	5.00	4.1700	.71145
Valid N (listwise)	100				

Figure (3) The Descriptive Statistical Analysis of Questionnaire's Items

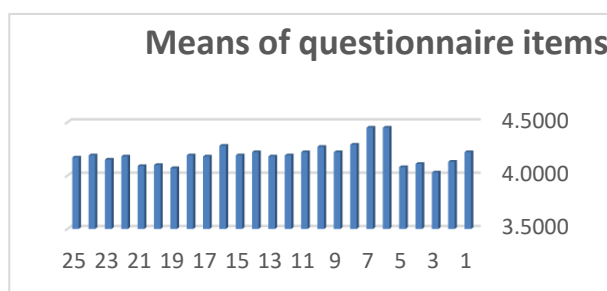


Table (4) The statistical analysis of questionnaire's items

Question	One-Sample Test							Teachers' Perspectives
	Standard Mean = 3							
	Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
Lower						Upper		
Q1	4.2200	16.649	99	.000	1.22000	1.0746	1.3654	Positive
Q2	4.1300	14.599	99	.000	1.13000	.9764	1.2836	Positive
Q3	4.0300	11.393	99	.000	1.03000	.8506	1.2094	Positive
Q4	4.1100	12.686	99	.000	1.11000	.9364	1.2836	Positive
Q5	4.0800	14.443	99	.000	1.08000	.9316	1.2284	Positive
Q6	4.4500	20.663	99	.000	1.45000	1.3108	1.5892	Positive
Q7	4.4500	23.799	99	.000	1.45000	1.3291	1.5709	Positive
Q8	4.2900	16.224	99	.000	1.29000	1.1322	1.4478	Positive

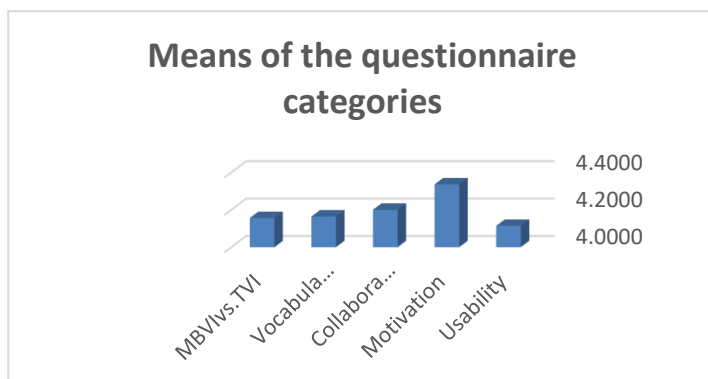
Q9	4.2200	14.390	99	.000	1.22000	1.0518	1.3882	Positive
Q10	4.2700	16.930	99	.000	1.27000	1.1212	1.4188	Positive
Q11	4.2200	16.649	99	.000	1.22000	1.0746	1.3654	Positive
Q12	4.1900	16.517	99	.000	1.19000	1.0470	1.3330	Positive
Q13	4.1800	17.549	99	.000	1.18000	1.0466	1.3134	Positive
Q14	4.2200	18.921	99	.000	1.22000	1.0921	1.3479	Positive
Q15	4.1900	17.575	99	.000	1.19000	1.0556	1.3244	Positive
Q16	4.2800	20.617	99	.000	1.28000	1.1568	1.4032	Positive
Q17	4.1800	15.584	99	.000	1.18000	1.0298	1.3302	Positive
Q18	4.1900	16.517	99	.000	1.19000	1.0470	1.3330	Positive
Q19	4.0700	13.054	99	.000	1.07000	.9074	1.2326	Positive
Q20	4.1000	13.789	99	.000	1.10000	.9417	1.2583	Positive
Q21	4.0900	13.134	99	.000	1.09000	.9253	1.2547	Positive

Q22	4.1800	14.820	99.000	1.18000	1.0220	1.3380	Positive
Q23	4.1500	14.005	99.000	1.15000	.9871	1.3129	Positive
Q24	4.1900	16.517	99.000	1.19000	1.0470	1.3330	Positive
Q25	4.1700	16.445	99.000	1.17000	1.0288	1.3112	Positive
Gross	4.1940	24.441	99.000	1.19400	1.0971	1.2909	Positive

Table (5) Descriptive Statistics for Means of the questionnaire categories

	N	Minimum	Maximum	Mean	Std. Deviation
Usability	100	2.00	5.00	4.1140	.57718
Motivation	100	2.00	5.00	4.3360	.57762
Collaboration	100	2.00	5.00	4.2000	.53182
Vocabulary learning	100	2.00	5.00	4.1640	.60728
MBVIvs.TVI	100	2.00	5.00	4.1560	.65046
Valid N (listwise)	100				

Figure (5) Means of the questionnaire categories



As a result, "motivation" has the highest mean of the survey categories (4.3000). "Collaboration" (4.2000) has the second-highest mean of the questionnaire categories. Reading vocabulary and usability are next.

The researcher calculated the mean and standard deviation for each group and then conducted a statistical analysis. As shown in Figure 3, "often" in this instance alludes to the instructors' preference for MBVI over TVI and the near-universal degree of agreement among teachers about the ways in which MALLapps may be utilized to increase student motivation, teamwork, and language learning.

The one-sample T-test was employed by the researcher to examine the statistical significance of the category means, as can be seen in Table 1. All mean differences are demonstrated to be statistically significant because all p-values lie within the range $0.000 = 0.01$. Additionally, in order to better understand how instructors generally feel about MBVI, the researcher recoded the survey items (out of a possible 40) and calculated the overall mean. To examine the significance of the overall mean, the researcher also performed a one-sample T-test. The level of significance is $= 0.01$. The results were provided in the tables above.

6. Discussion:

The results are discussed in relation to the researcher's study question, which is as follows:

What are teachers' perceptions about the impact of using MALLapplications on YLs' vocabulary learning?

The categories in the preceding tables demonstrate that EFL teachers concur that the vocabulary MALLapplications are practical and simple. They valued them as an additional instrument for education, both within and beyond the classroom. This conclusion is backed up significantly by a number of additional studies, including those by Basal et al. (2016), Elaish et al. (2017), Gurkan (2018), Kassem (2018), Khan, Radzuan, Shahbaz and Ibrahim (2018), and Perez-Paredes et al. (2018). This finding demonstrates that most vocabulary applications are designed to effectively and conveniently assist all language learners at all ability levels. However, the intricacy and usability of each MALLapp may vary. The results of the study thus support the importance of instructors in introducing and training students in the usage of language MALLapps.

The researcher may confidently assume that utilizing MALLapplications will increase students' interest in studying vocabulary and English as a whole. Many researches have shown comparable findings, including Elaish et al. (2017), Goz & Ozcan (2017), Linskens (2015), and Wu (2017). Mobiles have shown to be inspirational due to their novelty and modernity, encouraging individuals to investigate and come up with new applications for them. Students are thus more motivated and engaged in completing the vocabulary exercises that are given. One strategy for assisting Egyptian students in overcoming their lack of motivation is the usage of shopping applications.

Furthermore, we find convincing evidence that MALLapplications may be functionalized to foster the growth of group vocabulary. The social media applications inside the MALLhave a number of applications that students may use to contact with one another and exchange vocabulary-related information. Whats up is one of these apps. Among others, Linskens (2015), Navariz (2015), and Wu (2015) conduct research that offers proof. Students may collaborate with their classmates to finish tasks and get helpful critique. Students who learn through electronic methods frequently collaborate. In order to learn how to utilize a new piece of technology, such as a cell phone, students frequently consult their classmates rather than their teachers. It starts out as a technical tool but might also improve response times and language learning. This shows that the degree of collaboration that occurs through mobile devices evolved over time from straightforward to intricate and fruitful. (Celik :2018)

The statistics in the aforementioned tables indicate that MBVI, as opposed to TVI, was the instructors' preferred strategy for functionalizing MALLapplications through language instruction. This conclusion is supported by strong evidence from Aslan (2016), Mahdi (2018), and Uz Bilgin & Tokel (2018). This is so that

language learners may advance more quickly and effectively. Mobile devices give users access to a wide range of information and exercises. The fact that traditional lectures are sometimes dull is one of their biggest issues. Students are ready to experiment with cutting-edge methods that challenge the status quo of language learning, such as shopping MALLapplications, and teachers have the chance to update strategies that have failed in the past. (Basal et al. :2016)

7. Conclusion:

Egyptian EFL instructors were polled to learn their opinions on the viability of MALLapps as part of their English terminology training to intermediate school students. The study's final finding is that mobile devices can be helpful in the teaching and learning of new languages. The findings supported the academics' views that MALLapplications are pertinent, useful, and suitable. As they acquire new vocabulary, they can increase pupils' interest and desire to collaborate. They considered the MALLapp to be a helpful resource for improving language learning and study. Additionally, they preferred the mobile-based method of learning new words and thought it was more successful than more traditional methods. It makes obvious and would be beneficial to functionalize vocabulary MALLapps given Egypt's growing reliance on network technology.

Students can use a shopping MALLapp whenever it is convenient for them and feel at ease doing so. In the long run, vocabulary MALLapplications can assist teachers in developing more independent learners who can manage their own language instruction. In Egypt, several language instructors have noticed that their students are becoming disinterested in studying English. A creative and successful strategy to re-engage these students might be vocabulary mobile applications. If appropriately chosen and used pedagogically and technologically both within and outside of the classroom, these MALLapplications can be helpful. EFL teachers must consider how they may include mobile devices into their courses if they want to be successful language educators in the twenty-first century.

8. Recommendations:

According to the results and findings (Kassem, 2018, p. 256; Khan et al., 2018a; Linskens, 2015, p. 110–113; Mahdi, 2018; Navariz, 2015, p. 67; Rajayi et al., 2018; Uz Bilgin & Tokel, 2018, p. 20), the following recommendations may strengthen mobile-assisted vocabulary instruction and learning in Egyptian schools:

1. The vocabulary MALLapp must be chosen by the teacher and the students.
2. It must be clear, applicable, and easy enough for students to understand.
3. Strong pedagogical foundations are necessary for effective instruction.
4. The environment needs to be opulent and MBVI-centric.
5. Students should be taught how to take use of the many vocabulary MALLapplications available.
6. A tech-savvy instructor can make MALLapps helpful and has a strong understanding of technology.
7. The EFL teacher's job is to motivate his students to use mobile-based activities and vocabulary MALLapplications.
8. ESL instructors should encourage their students to utilize their phones to do independent vocabulary study.
9. Regular seminars and gatherings for educators to discuss MALLare crucial.
10. Students studying English as a second language should be permitted to utilize mobile devices to search up terms online to learn their pronunciation or meaning.

9. Future studies:

The researcher can suggest the following studies to look into the effect of vocabulary MALLapps:

1. To fully understand the potential of the approach, a parallel study on women should be carried out.
2. It is crucial to assess how shopping MALLapplications affect young students' language growth at the primary and secondary levels.
3. A bigger sample size from all regions of Egypt would be ideal.

4. Research is required to see if vocabulary MALLapps may be used in a blended learning environment.

5. It is crucial to research the effects of using MALLapplications to teach EFL students in Egypt various language abilities and aspects.

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