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The Role of the wannalisn Application in Developing Students' Vocabulary:
The case of master students of English at Biskra University

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Dedication

"In the Name of Allah, the most gracious, all the praise is due to

Him alone, the Sustainer of the entire world"

This master dissertation is dedicated to:

To the soul of my dear father and mother of my husband, may God have mercy on them and

grant them paradise

To my dear husband who helped me so much

To my sons, Muhammad and Norsin, may God protect them

To my sisters and brothers farid aloua hichem abd alali yasmina wahiba sohaib choaib

sanoma omar khald yassin and to my beloved sister kenza

*My beloved mother, "**Fatma**", who appreciated knowledge, urged me to gain it, and always*

encourages me.

All my friends and everyone who helped me.

All my teachers.

Acknowledgments

Abstract

Vocabulary is considered the most needed component that students ought to memorise in learning the English language. However, it is a challenge for the students to find an appropriate technique to make it an easy task. Since we are living in a period of the innovation blast, mechanical procedures, for example, vocabulary applications might be significant methods to facilitate the process of learning. Subsequently, this exploration work endeavored to investigate the role of the wannalism application in developing master one students' vocabulary at Biskra University. Since this sort of utilization isn't known by the greater part of them, the investigation looked to depict their attitudes towards its adequacy. The main hypothesis suggested that, if the students were exposed to the wannalisnapplication, their vocabulary would develop. Accordingly, the descriptive research was conducted, and the quantitative approach was adopted to confirm the hypothesis and to achieve the main aim. The study put into practice semi-structured questionnaire that was administered to Thirty one EFL students at the Department of Foreign Languages, Section of English at Mohammed Kheider University. Eventually, the interpretation of the acquired outcomes showed the meaning of incorporating the wannalism application in learning the the target vocabulary. Moreover, the proposed hypothesis was affirmed; accordingly, English language students are recommended to use this application in the future.

Key words: The wannalism application, vocabulary, EFL students.

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General introduction

1. Statement of the problem

Owing to the paradigm shift that occurred in the field of education, students no longer relied on the professor as their primary source of knowledge and were reliant on other sources of information in the higher educational sector. The most significant of which are these telephone applications that play an important role in improving his vocabulary, and there have been several studies that have dealt with it and have shown their full effectiveness in Improving and expanding the vocabulary source through reliable questionnaires and numbers. Furthermore, due to the scarcity of time, it has taken a primary position for language students. The student is required to use whatever means at his disposal in order to develop and learn new vocabulary. There are a few. Many vivid examples of how these applications were used, especially the want tolism app, which helped and continues to help a great deal.

2. Aim of the Study:

The aim of this study is to present a problem that most language students face, namely, their quest for a means to supplement the position of the professor, since a professor cannot be the only source of new vocabulary due to time constraints, and to provide some useful solutions in the process. such as the new language development process, and direct students through it while providing comprehensive information. And on how to use it, as well as its efficacy and effectiveness.

3. Research Questions:

- It is essential to use MALL when learning vocabulary, particularly when learning a foreign language.

- the method of learning The primary objective of this study is to decide how EFL students learn.

- lexical products for their mobile devices, as well as their behaviors toward using mobile devices to acquire vocabulary. It also aims to discover teachers' perspectives on the use of MALL in vocabulary teaching and learning, As a result, the thesis will answer the following research questions:

1. Do EFL students at Biskra University's Department of Foreign Languages use their cell phones to learn vocabulary?

As compared to conventional teaching, how does using the MALL approach in instruction impact learners' lexical competence?

Do EFL students at Biskra University have good feelings about the MALL's use of lexical learning?

How do Biskra University's EFL teachers view the use of mobile devices in vocabulary teaching and learning?

4. Research Hypotheses:

The introduction of MALL has provided learners with a variety of learning opportunities to improve their English skills, especially their vocabulary knowledge. The following alternative hypothesis has been proposed in response to the previously raised questions:

- EFL students at Biskra University can find the MALL useful in enhancing their lexical skills.

5. Research Methodology:

Methodology refers to the direction or guide that a researcher follows while performing research, while methods refers to the particular research resources, instruments, or techniques that a researcher utilizes to gather and collect the data needed to address the research questions. In general, the research method chosen is determined by the research issue, research questions, hypotheses, and research objectives. The researcher wanted to see if there

was a correlation between the MALL and the development of learners' lexical competence, so the current study is descriptive in nature.

5.1 Population and Sample:

Due to the large number of Master One students at Mohamed Kheider University, a sample of fifty students was chosen at random from section one to assist us in gathering the requisite data regarding the use of mobile devices in vocabulary learning.

5.2 Data Gathering Tools

The required data was collected in two ways in order to address the research questions mentioned earlier and to test the above hypothesis. We used two semi-structured questionnaires. One was given to fifty students, Because of its familiarity among respondents, using a questionnaire as a data collection method was extremely beneficial to us.

6. The Structure of the Dissertation:

The current thesis begins with a general overview that includes the problem statement, research questions, research hypotheses, the study's target, and research methodology. In addition, it is divided into three parts. The literature review is discussed in the first and second chapters. The first chapter reviews the literature on mobileassisted language learning, from identifying key concepts to examining relevant viewpoints, introducing system styles, and assessing its usage and implementation in the classroom. A literature review on lexical competence is given in the second chapter. It starts by identifying vocabulary and competence, as well as introducing the most important aspects of lexical competence. Finally, the third chapter explores the effect of mobile-assisted language learning on improving learners' vocabulary acquisition. The chapter begins by explaining the research instruments and stating the purpose of the analysis. The information obtained is then carefully examined, interpreted, and discussed. Finally, the chapter comes to a close with a conclusion and several pedagogical suggestions based on the study's results.

7. Littérature review

- This research studies intermediate-level English learners' performance before and after using mobile applications that were introduced to the study group as an intervention. The quantitative data revealed positive change in learners' performance and the questionnaire analysis indicated that using the applications helped enhance learning of vocabulary, confidence, class participation and that, students had a positive tendency toward the use of multimedia in education(Azadeh Rezaei*, Neo Mai, Ahmad Pesaranghader,2014)

- The study was conducted to investigate the impact of a model, created with the help of computer and mobile phone, on the EFL vocabulary learning of the students at a public university on a Preparatory Year Program. Six weeks treatment period involved vocabulary learning activities presented through PCs in the language laboratory and receiving multi-glossed vocabulary cards on the mobile phones through a social networking mobile phone application WhatsApp. (Imtiaz Hassan Taj, 2017)

- This study explores the use of language learning apps as a didactic tool for vocabulary building in an English as a Foreign Language (EFL) context. The data collection instruments included an initial diagnosis and a final development test, eight lessons and eight assessment sessions using language learning apps (Duolingo and Kahoot), eight entries to a research journal and a final survey.(Angela Yicely Castro-Garces Cesar (2018)

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1. Introduction

Learning a foreign language requires adequate vocabulary to convey and play out the responsive and the beneficial abilities successfully, Consequently, a lot of exploration has been led to comprehend the idea of vocabulary information (for example lexical information and skill). This component is considered as quite possibly the most fundamental and testing assignments in learning the objective language since it is tied in with remembering a huge number of words with their equivalents, portrayal, and definitions and how to utilize them properly, Along these lines, lexical information has with no single uncertainty a huge part in passing on and deciphering messages of the mother language, the second or the unfamiliar one. Hence, this part is an endeavor to reveal insight into the way toward obtaining new words, notwithstanding vocabulary sorts, approaches, and methodologies that may empower students to foster their lexical information, lastly vocabulary guidance through innovation.

1.1 Definitions of Vocabulary (lexis)

Numerous investigations attempted to discover one standard definition to the vocabulary idea. Since vocabulary is about words, most analysts concur that the term may not be characterized effectively, on the grounds that it is hard to give one appropriate definition to the word. Hence, numerous definitions were proposed to depict and to comprehend what is implied by vocabulary and here are some of them.

The term vocabulary, lexis, or vocabulary has been characterized in an unexpected way. It might allude to remembering words that have meaning and known by a gathering of individuals. As it is characterized in Merriam Webster online word reference (2020), "Vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may signify the body of specialized terms in a field of study or activity ("the vocabulary of science"). all in all, the

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vocabulary may allude to the information on words that are grouped by the subject to be examined. Another definition consider vocabulary as the knowledge of all words and their meanings that a person uses when speaking about particular subject or learning a foreign language (Oxford Learner's Dictionaries online, 2020) (Oxford Learner's Dictionaries on the web, 2020). Extensively, the two definitions vocabulary as a stock of words and word meanings exist in particular language used by particular person in order to be skilful in particular subject of the target language.

Lamentably, the past definitions zeroed in on characterizing vocabulary as knowledge of single words with their meanings only and this is insufficient. In any language words are not utilized in confinement, they consolidate to deliver things, lumps, or expressions to pass on the suitable importance. Numerous examinations clarified that vocabulary learning should be through acquiring lexical chunks or phrases as one lexical unit; thus, learners may learn more than one word as one unit to convey the right meaning whether in written or spoken form (Lewis, 1993, p. 2), Furthermore, different researchers stated that vocabulary comes whether in written or spoken formats. It can be in written form where learners may recognise the word meaning in different contexts through reading and writing, or it can be in oral form when they use words in speaking and listening (Hiebert, Kamil, 2005, p. 2). This implies that the four abilities were added to finish the meaning of vocabulary; consequently, it very well may be characterized as the information on words and information on their implications in gainful and responsive abilities too.

As previously mentioned, vocabulary doesn't mean remembering a rundown of words just, however it is identified with the capacity to realize various perspectives identified with the word to perceive the friendly importance, definition, and articulation. As it is expressed by Bishop, Yopp, and Yopp (2009, p. 5) "Vocabulary knowledge can be thought of in many different ways: Is knowing a word, the ability to provide a definition, use it in a sentence, recognize when it is being used inappropriately, know the connotations, know multiple meanings, know how to pronounce it ».

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To clarify this more, Shen (2008, p. 136) recommends that vocabulary information might be perceived from two measurements: vocabulary breadth that can be defined as the number of items that a person acquire in particular language. Though, profundity of vocabulary information may allude to the information on different parts of a word like elocution, spelling, which means, register, recurrence, morphological, linguistic, and collocational properties. In like manner, these two characteristics may sum up the meaning of vocabulary as the information on the word from all its various perspectives.
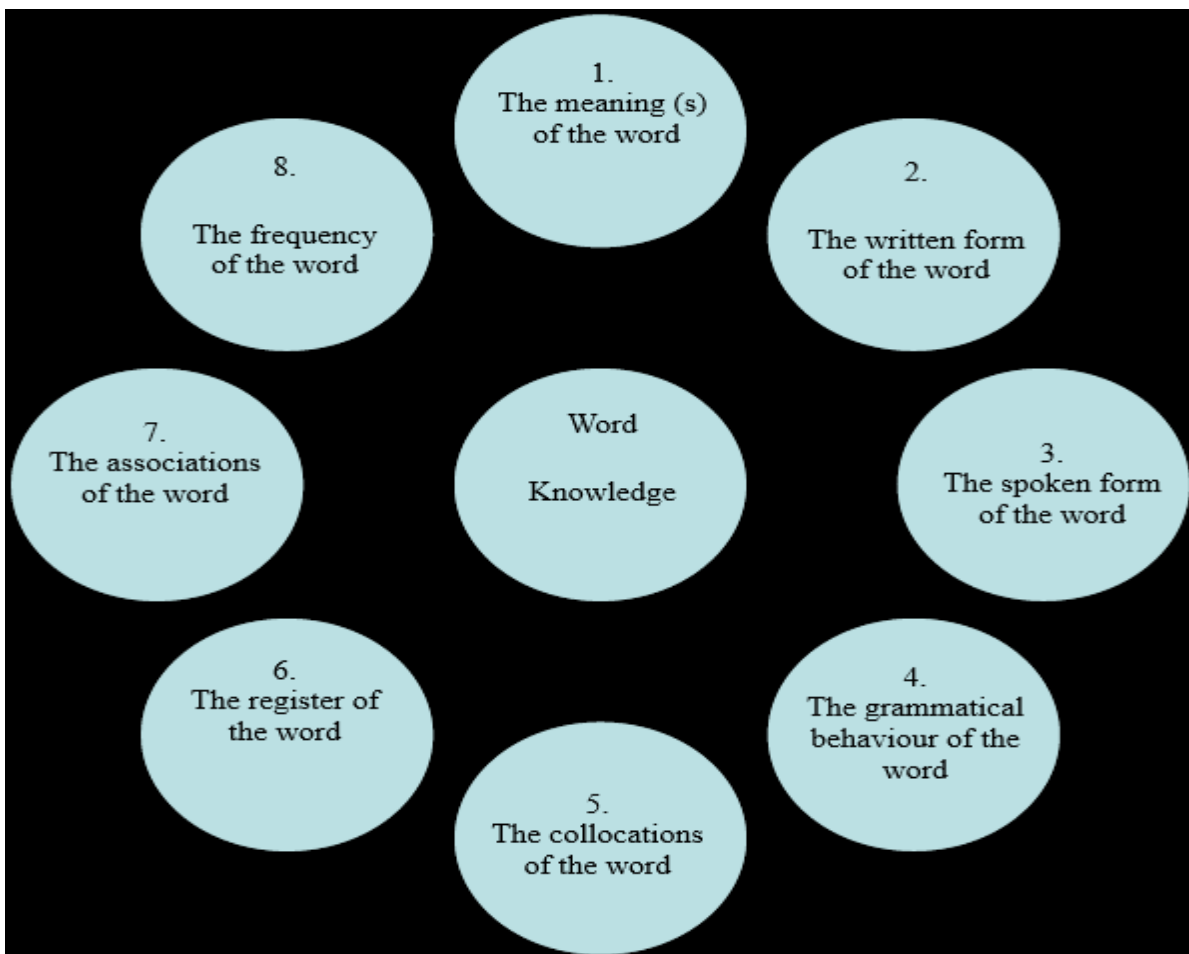
Figure 1.1: Aspects of Word Knowledge (Guduru, 2011, p. 255)

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The above figure clarifies the word information from every one of its viewpoints. This implies that it is significant for students to know the importance of the word, how it ought to be composed or spoken, what is its linguistic capacity, and finally its affiliations, register and collocations. As needs be, these properties are considered as essential components in learning the vocabulary of any unknown dialect.

To close, the last meaning of vocabulary might be considered as the best one in which it gives the primary parts of word information. Consequently, foreign languagestudents may comprehend the idea of vocabulary through understanding the past properties to utilize each word in the suitable setting.

1.2 Vocabulary Learning Process

The vocabulary learning interaction may mean a game-plan that students attempt to continue in a deliberate manner to dominate foreign languagevocabulary (Oxford Learners' Dictionaries on the web, 2020). In this manner, there are sure stages that ought to be sought after by students to secure the objective vocabulary successfully.

The way toward knowing words and the relationship of images with their implications requires four phases. As per Greenberg (as refered to in Rohmatillah, 2014, p. 72), the initial phase in learning any foreign languagevocabulary is called separation. It alludes to the students' information about the properties of each word that make it discernable from different words. The following stage is understanding the importance of each word whether its immediate significance or the backhanded one. The third step is recalling where students need to continue checking on the new word with its importance and relationship to be taken a crack at their memory. The last advance is called combination and augmentation of significance where students need to utilize the new words when expressing or writing in various settings. Along these lines, gaining vocabulary doesn't occur

immediately, yet the cycle needs certain means to be followed. As result, students would foster their semantic information step shrewdly.

According to another perspective, there are seven stages engaged with learning the objective vocabulary. As indicated by Qian (2002, p. 515), the interaction requires realizing how the word is spelled and articulated. Furthermore, students should understand what the various implications or equivalents are, and they ought to know about the various affiliations and direct implications of each word.

Additionally, it is imperative to realize how to utilize each word or equivalent in various settings properly. At long last, students need to see how words joined to frame another importance and to know their morphological and linguistic attributes. At the end of the day, the capacity to comprehend the capacity of each word in the expression, the proviso, or the sentence is the last advance. In like manner, learning the vocabulary of the objective language in the perspective on Qian may include these stages to be gained productively.

In an end, the past sees consider learning vocabulary is impossible without following certain stages identified with word information. All in all, this precise interaction includes students' acknowledgment of every one of words' highlights to enlist them accurately and to dominate the objective language in a successful manner.

1.3 Kinds of Vocabularies

The lexical information may show itself in the four abilities of the objective language. Consequently, a few specialists separate between sorts of vocabulary dependent on students' information about foreign languagewords and things. As indicated by Nushi and Jenabzadeh (2016, p. 52), there are various types of vocabulary, for example, specific/non-particular, scholarly/general, formal/casual, and responsive/beneficial vocabulary.

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First and foremost, particular or specialized vocabulary implies indicating and going exceptional words for specific subjects to be examined. As indicated by Nation (2001, p. 17), this sort of vocabulary intends to make a particular wordlist for a specific space of examination that can be showed in gainful or open abilities. This implies that students may make exceptional words for every scholarly content that vary starting with one subject then onto the next. While non-specific vocabulary is the inverse, it implies the normal and non-specialized words that students may use in regular correspondence, and they may contain more than one importance. It is characterized by Ali and Ismail (2006, p. 73) as "terms that have one or numerous implications in regular language yet which have an exact and at times extraordinary importance in a logical setting". As such, unspecialized vocabulary is a recognizable term that can be perceived by students in like manner circumstances and can't be utilized in a logical setting with a similar significance. Accordingly, the particular and non-specific vocabularies are applied in various settings: the primary kind depends on the area of the order of the examination; while, the subsequent one is utilized in regular language.

secondly, scholarly vocabulary may allude to a rundown of terms that can be utilized in scholastic settings. Nushi and Jenabzadeh (2016, p.52) are among the analysts who give an unmistakable definition to this term and they express that it "for the most part alludes to the arrangement of words that finds a way into the scholastic talk (spoken or composed) and can be utilized across numerous orders." This implies that this sort may involve the words that can be showed in the profitable abilities to be utilized in various scholarly trains. In any case, general vocabulary is the sort that might be utilized in everyday settings, and it alludes to the most incessant and essential words that might be helpful to the questioners. This sort of vocabulary might be utilized in writings of various types, discussing general issues of human existence and it very well may be utilized when attempting to summarize or clarify thoughts (Lehmann, 2020). What's more, fundamental vocabulary might be characterized as "the arrangement of lexical things in a language

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that is generally impervious to substitution, alluding to the most well-known and widespread components of human experience, like pieces of the body (foot, eye), all inclusive highlights of the climate (water, star), regular exercises (eat, rest), and the least numerals" (Collins word reference on the web, 2019). Thusly, this sort may allude to a rundown of normal terms commonly utilized by speakers to discuss various things on the planet. Therefore, the primary kind might be utilized in a scholarly setting; be that as it may, the subsequent one could be utilized to discuss normal things.

Thirdly, formal vocabulary is the sort of vocabulary that includes long and complex words, which might be utilized essentially in the composing expertise. Park (2010, p. 2) expresses that "formal words tend to be the more "genuine" and less much of the time utilized words. Formal words frequently are longer than casual words. Single-word action words are additionally normally more formal than their phrasal action word counterparts." at the end of the day, the past highlights of this sort of vocabulary may not be utilized in everyday settings, except it ought to be utilized in shows that are more genuine where terms are not notable by the crowd. Nonetheless, casual vocabulary may allude to easygoing words that are notable by speakers and audience members. A similar creator (2010, p.2) characterized this sort and he declares that "Casual words are those normal, standard and recognizable words that individuals utilize each day." this implies that, casual vocabulary may allude to the utilization of basic words that can be perceived by average citizens. Thusly, the two kinds are two circles of a language where the first is viewed as utilized on conventional events and the other in a standard setting. At last, responsive (aloof) and gainful (dynamic) vocabularies are the vocabulary information that might be perceived in the objective language four abilities. As per Baharudin and Maskor (2016, p. 263), responsive vocabulary alludes to the terms that students know when they meet in the open abilities. All in all, this sort of vocabulary is about words and their implications that students may perceive and comprehend inside the setting in perusing or tuning in to a specific book. While beneficial vocabulary may allude to the

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words that students may articulate in talking or use recorded as a hard copy to communicate constantly their contemplations about something to other people. Webb (as refered to in Alqahtani, 2015, p. 25) states "Gainful vocabulary is the words that the students comprehend and can articulate accurately and utilize productively in talking and composing. It includes what is required for open vocabulary in addition to the capacity to talk or compose at the proper time." This implies that this sort of vocabulary includes understanding words in responsive abilities to utilize them in talking or composing. In like manner, there is a reasonable connection between the two sorts, and the two of them include knowing words with their implications to be utilized in suitable settings.

To close, the initial three differentiations of vocabulary sorts had similar thoughts in grouping the kind of vocabulary dependent on the language use. Nonetheless, every one of them showed that lexical information is considered as one of the primary significant angles in fostering the four abilities specifically and dominating the foreign languageall in all. Every one of these sorts may have a significant job in arranging the style of language to be utilized suitably.

1.4 The Importance of Vocabulary

Somewhat recently, the focal point of specialists was on sentence structure as a fundamental viewpoint in learning unknown dialects. To delineate the point more, Lewis guaranteed that "language comprises of grammaticalized lexis, not lexicalized sentence structure" (1993, p. 51). Thusly, vocabulary was disregarded in learning a language and its job was to pass on the linguistic capacity as it were. In any case, these days numerous examinations have been directed to show that vocabulary also may have a huge job in fostering a second or a foreign languagelearning.

The lexical information is significant for fathoming the importance of the objective language and empowering EFL students to see one another. Consequently, Wilkins expressed that "there isn't a lot of significant worth in having the option to deliver linguistic sentences in the event that one

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lacks the vocabulary that is expected to pass on what one wishes to say...while without language structure next to no can be passed on, without vocabulary nothing can be passed on" (1972, p. 110). In this way, the obliviousness of vocabulary would make hindrances in the learning cycle and it might bring about misconception of the correct significance of each sentence. Also, the absence of lexical information would bring about the incapacity of understanding the linguistic capacity of each word in the sentence too. Özer and Koçoğlu (2017, p. 63) concur about this view and they attest "realizing word use alludes to linguistic capacities, collocations, and limitations on use." To clarify this more, Ellis (as refered to in Goodridge, 2010, p. 1) delineates that learning a bunch of vocabulary may give students with promising circumstances in understanding the syntactic principles of the unknown dialect, where students may separate between action words, things, descriptors, qualifiers with every one of their structures. Thusly, lexical information is viewed as perhaps the main angles in passing on the importance and in working with foreign languageappreciation.

Additionally, since vocabulary is viewed as an essential intervention for fruitful correspondence in the instructive setting, it might influence students' exhibition in the study hall also. In the event that students have adequate lexical information, they may comprehend the clarification of their instructors. In any case, on the off chance that they don't outfit with the required vocabulary, they would be not able to rehearse the four language abilities well overall (Salih, 2015, p. 14). In like manner, foreign languagestudents need to improve their informative capability through learning vocabulary to put themselves out there successfully. Priest, Yopp and Yopp, (2009, p. 15) clarify this point well indeed and they state that:

Understudies' information on words impacts their accomplishment in every aspect of the educational program since words are vital for imparting the substance. As study hall educators know, understudies experience issues understanding and communicating the ideas and standards of

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the substance territories in the event that they don't have a clue about the specific vocabulary that addresses those ideas and standards.

At the end of the day, terms are considered as the middle of the road between the educator and his understudies to convey the substance of the exercise successfully. Accordingly, students need to expand the measure of their vocabulary to comprehend their educational plan and to accomplish better outcomes in all foreign languageabilities, exercises, and errands.

Moreover, students who have a lot of vocabulary may manage instructive tests. As such, they may comprehend test questions and how to answer them effectively. Hence, Qian affirms "people who perform better on a spelling quiz likely see a greater amount of the words in messages they read than people who score lower do" (1998, p. 8). Hence, students, who comprehend the significance of words in their test, would acquire great scores, while students, who deal with the issue of misconception words, would get awful outcomes. Appropriately, vocabulary learning by foreign languagestudents is a significant viewpoint to work with the comprehension of any piece of writing to prevail in study hall tests.

At last, numerous examinations have shown that foreign languageperusers may depend intensely on vocabulary to comprehend the significance of composed writings. Highlighting the significance of vocabulary securing, Bishop, Yopp, and Yopp (2009, p. 14) accentuate that word information is viewed as a fundamental component to understanding one's terms in composed talk. For instance, perusing requires understanding of a foreign languagedictionary to get a handle on the correct significance of each word in the section. Along these lines, students would have the option to peruse and understand the content effectively with no blocking. Thusly, vocabulary information may unmistakably impact students' understanding abilities and in understanding the importance of writings.

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In an outline, there is an agreement among analysts that vocabulary information has a critical part in creating foreign languagestudents' open fitness. Moreover, lexical information may empower students to see one another, fathom the significance of the objective language and improve the linguistic viewpoint also. Finally, the instructive educational program and foreign languagefour abilities would be seen plainly.

1.5 Vocabulary Learning Approaches

The method of learning unknown dialects might be deliberately (unequivocally/straightforwardly) or by chance (verifiably, in a roundabout way), which are considered as two ideal models of current ways to deal with vocabulary educating and learning. At the end of the day, Learners of the objective language may adapt straightforwardly or by implication to gain the objective words.

1.5.1 Intentional Vocabulary Learning

Purposeful (express) vocabulary learning may allude to word procurement through retaining implications or antonyms paying little mind to their unique circumstances. Demir (2013, p. 1174) gives an unmistakable clarification to this methodology where he expresses that deliberate vocabulary learning happens with an undeniable degree of mindfulness through utilizing cognizant systems to gain the objective words. In this manner, it centers around the utilization of psychological cycles, for example, remembering, dissecting, and reviewing in vocabulary learning. What's more, students need to play different vocabulary exercises or games through managing words in separation. As per Ahmad (2012, p. 72), this sort of vocabulary is viewed as a valuable path in assisting students with expanding the size of the vocabulary information, hence; he guarantees that "purposeful vocabulary learning dependent on equivalents, antonyms, word replacement, various decision, mixed words and crossword puzzles, paying little mind to setting." thusly, students would

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take in new terms from a word list rapidly yet without setting. As needs be, vocabulary procurement through a purposeful methodology may bring about miss utilization of words in the correct setting.

To comprehend the past definitions, Marzban and Kamalian (2013, p. 87) clarified the possibility of deliberate (express) vocabulary learning in the accompanying focuses: Learners should zero in on learning the objective words straightforwardly and ought to know about the got results.

- Learners ought to be cognizant and dynamic with an undeniable degree of mindfulness in the learning cycle through utilizing the insightful interaction.

- The required data ought to be chosen by students themselves.

Along these lines, this sort of vocabulary learning in their view may include a significant degree of mindfulness, cognizance, and the utilization of mental cycles. Also, this sort is seen by different scientists as quite possibly the main methods of learning. As per Nation (2001, p. 474), learning vocabulary straightforwardly is because of three fundamental reasons. Right off the bat, it is viewed as a viable method to secure vocabulary with less exertion and on schedule. Also, it might assist students with zeroing in on the objective terms that they need to remember to accomplish better outcomes. Thirdly, learning would be guaranteed through assuming responsibility for the way toward gaining the objective words and increment the size of the vocabulary. Likewise, unequivocal as a methodology for vocabulary learning may have a significant part in fostering students' lexical information in a roundabout way route with an undeniable degree of fixation.

Notwithstanding, learning foreign languagewords in confinement may prompt the failure to utilize each word properly. Accordingly, this methodology is seen by Alizadeh (2016, p. 25) as shallow learning, she expresses that "Students experience vocabulary in a separated, frequently infinitive shape and stay unequipped for utilizing it accurately in setting." This implies, foreign

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languagevocabulary should be presented to the genuine setting to get new words effectively and suitably.

1.5.2 Incidental Vocabulary Learning

Unexpectedly, coincidental (verifiable) vocabulary may allude to the capacity to get new terms through allowance of their importance from the setting of the sentence. This sort of vocabulary can be realized when students read foreign languagemessages and reason the importance of words from the unique situation. To comprehend this point more, Ramos (2015, p. 158) gives a sense to the methodology where he expresses that "a student would learn vocabulary as a side-effect of perusing, out of the limits of the academic focal point of the educational setting." Thus, students would have the option to learn new terms and things with their capacity outside the homeroom through broad perusing. As result, each new word can be utilized suitably and in the correct setting. Hulstijn (2013, p. 1) also shows this methodology and he guarantees that "The expression accidental learning is utilized, in applied phonetics, to allude to the obtaining of a word or articulation without the cognizant goal to submit the component to memory, for example, "getting" an obscure word from tuning in to somebody or from perusing a book." all in all, this sort is viewed as a roundabout technique where students may do certain undertakings like perusing or tuning in, and in doing as such; they may gain new words subliminally from finding their importance from the unique circumstance. Accordingly, this strategy for procuring vocabulary may happen apparently normally with regards to regular daily existence, and it would empower students to accomplish better outcomes.

As per Marzban and Kamalian (2013, p. 87), the possibility of coincidental (certain) vocabulary learning can be clarified in the accompanying focuses:

- There isn't immediate fixation with respect to students on the data to be procured.

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- The learning interaction includes sub-awareness in taking in new words from the piece of students.

- Learning new words may happen immediately without utilizing logical cycles.

This implies that learning may require less cognizance, less focus, and mindfulness with a low degree of mental cycles. Additionally, verifiable vocabulary learning may occur because of three reasons. Initially, this way would be useful in urging students to peruse more to learn new words to utilize them in fitting settings. Furthermore, it is seen as a productive model to expand the lexical information on students through doing additional exercises. At last, it might give students freedoms to guarantee what they have obtained through including them in perusing a few writings (Yaghoubi and Seyyedi, 2017, p. 19).

As result, numerous analysts saw the two methodologies as integral to foster vocabulary information. Subsequently, Zarei and Sepahian (2015 p. 31) guarantee that "express and certain methods of guidance ought to be considered as integral, and a blended methodology ought to be taken." This implies that the two of them are needed in the learning cycle to procure vocabulary viably

1.6 Vocabulary Learning Difficulties

Foreign languagevocabulary may not be considered as a simple errand because of certain components that upset students from securing new words accurately. .Prior to everything, students need to distinguish a few challenges that may confront them in the learning interaction to adapt without any problem. As per Rohmatillah (2014, p. 79), the serious issues that students may confront are sentence structure, spelling, which means, collocation, suitable setting, multi-word things, lastly undertone and idiomaticity.

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Right off the bat, students may deal with syntactic issues in learning the objective vocabulary particularly if the foreign languageis not the same as the first. For instance, foreign languagestudents may confront trouble in utilizing English articles because of the distinction between the first and the subsequent language. As expressed by Thyab (2016, p. 1) "Middle Easterner students of English will in general make mistakes when they attempt to utilize the article framework in ESL/EFL. These mistakes, as referenced previously, are credited to the contrast between the two article frameworks in both the Arabic language and the English language." Therefore, the impedance of the mother language may lead students to make blunders in the syntactic utilization of new words. Also, most foreign languagestudents may not make qualifications between the tenses of action words too. San and Soe report the syntactic troubles that students may look at the college level and they declare that "The examination shows that understudies decidedly reacted to the issues they looked in recognizing plural types of things, past tenses of action words" (as refered to in Afzal, 2019, p. 89). This implies that students may have disarray in distinctive the suitable type of each word because of its intricacy. As needs be, the deficient comprehension of the syntactic type of the objective words may make vocabulary learning hard for most foreign languagestudents.

Secondly, quite possibly the most troublesome errands that students may confront when learning new words is the way to spell and articulate them accurately. As seen previously, the right spelling is considered as perhaps the most fundamental cycles of knowing a word. To outline the point more, Mahapatra (2017, p.3036) declares "Elocution concerning quiet letters in English vocabularies has been a significant issue for the second language students of English." This implies that in the English language there are a few words where there are special cases that may make vocabulary adapting by one way or another troublesome. For instance, quiet sounds may implant students of the objective vocabulary to spell the word accurately. In addition, the contrasts between the principal language and the objective one may prompt abuse and error of words too. To outline

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this more, Laufer (1990, p. 148) clarified that "Words with phonemes non-existent in L1 might be hard to see accurately; underway, they are frequently misspoke or kept away from inside and out by students who are over aware of their elocution mistakes." Thus, this trouble may make students handicap to compose or express new words effectively. Hence, if students don't have the foggiest idea about the correct spelling and way to express the recently procured words, they would submit blunders.

Thirdly, the information on words significance might be considered as a typical issue among foreign languagestudents. For instance, if two words have a similar significance, students would befuddle in utilizing them fittingly. What's more, students may not retain a portion of the objective vocabularies since they may deal with the issue of knowing the equivalents of new terms. Consequently, tracking down the correct significance of words might be viewed as a troublesome errand by students because of their powerlessness to recognize the implications of each word (Afzal, 2019, p. 86). Such this trouble might be found through doing certain vocabulary learning exercises. In this manner, Griva, Kamaroudis, and Geladari (2009, p. 30) presume that most students may not supposition the importance of words that are new to them and this may bring about neglecting to comprehend the open abilities. At that point, they keep on affirming that the inability of students to understand all new expressions of the content may bring about learning disappointment. Besides, collocation might be a wellspring of mistakes also where students can't comprehend the specific words that ought to go with specific things. Thusly, knowing the importance of new words might be viewed as a hard undertaking, particularly on account of learning gathered words when students don't have the foggiest idea how to utilize them.

Fourthly, students of the objective vocabulary may discover trouble in utilizing recently procured words improper setting. The absence of word information may bring about utilizing words that may pass on inaccurate significance. To comprehend this more, Rohmatillah (2014, p. 81) states

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that "When to utilize vocabulary properly is likewise problematical. A few words and articulations are limited to use in a specific setting." at the end of the day, there are terms or things that have comparable implications however they ought to be utilized in an unexpected way. In addition, the utilization of multi-words things may cause numerous issues and blunders for students. For instance, compound things and phrasal action words or words that comprise of more than single word may befuddle students to utilize them properly. Since vocabulary might be assessed through the level of understanding writings, the utilization of compound words may prompt appreciation issues (Afzal, 2019, p. 91-92). Along these lines, quite possibly the most troublesome things that students face in learning vocabulary is the abuse of new words in the correct setting particularly the utilization of compound things.

At long last, meaning and idiomaticity are considered as large issues that students may confront when learning vocabulary. Students regularly discover trouble in understanding the correct importance of the unfamiliar word, since it might have immediate and roundabout implications. In this way, Ahmed (2008, p. 4) understands that "Obvious significance presents more prominent trouble to the interpreter than denotative importance since it is variable as per verifiable period and culture." This shows that students may not handle the importance of words, since it would be positive all things considered in word references or negative where it might allude to something different. Likewise, Learners frequently stay away from the utilization of phrases that they don't have the foggiest idea and don't exist in their first language; notwithstanding, they may like to utilize non-informal words in beneficial exercises. For instance, students may like to utilize "delay" rather than utilizing "put off", in light of the fact that they are more acquainted with the same significance of "defer" in their primary language (Laufer, 1990, p. 149). Likewise, when students perform beneficial and responsive abilities, regularly they keep away from the utilization of meaning and phrases.

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To close, the past issues are considered by certain analysts as the fundamental snags students may meet in learning foreign languagevocabulary. In any case, these challenges are significant also, on the grounds that they may lead them to look for proper procedures to work with the learning cycle.

1.7 Vocabulary Learning Strategies

Learning procedures can be characterized as "exceptional contemplations or practices that people use to fathom, learn or hold data" (O'Malley and Chamot, 1990, p. 1). This implies that every student utilizes a specific arrangement to work with the learning interaction and to acquire data. As indicated by Letchumanan et al (2016, p. 174), vocabulary learning systems can be ordered into immediate and circuitous.

1.7.1 Direct Strategies

Direct procedures might be considered as the learning cycle that may rely upon the vocabulary task and a few elements where students procure vocabulary utilizing psychological cycles. As it is affirmed by Samida (2013, p. 2) "The immediate procedures are advantageous to the understudies since they help store and recuperate data. These methodologies assist students with delivering language in any event, when there is a hole in information. They additionally help to comprehend and utilize the new dialect." at the end of the day, these techniques are useful in beating the learning deficiencies and understanding the objective vocabulary. Direct systems in the perspective on Letchumanan et each of the (2016, p. 175) contain memory, intellectual, and remuneration.

- Memory methodologies: may allude to the capacity of students to hold vocabulary data in their memory in a precise way. As such, students may put together the new data in gatherings and retain them through watchwords or symbolism to upgrade recalling (Baskin et al, 2017, p. 128). Hence,

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this kind of technique may assist students with getting better the new terms by following an efficient cycle to inspire their memory.

- Cognitive procedures: these techniques are identified with the psychological cycles where students may gain new words deliberately. As indicated by Carlo (2017 p. 115), intellectual procedures can be characterized as "those activities that students embrace in a cognizant (or conceivably cognizant), moderately controlled and deliberate way." As result, students may zero in on a solitary word and making an examination, and afterward they may develop a conventional model to them to make general guidelines about the objective vocabulary.

- Compensation techniques: may allude to the capacity of students to figure the importance of new words from the setting of the talk in responsive abilities to play out the profitable abilities (Oxford, 2003, p. 13).

1.7.2 Indirect Strategies

Backhanded methodologies may allude to the learning cycle where students may get vocabulary in a roundabout way through utilizing various sorts of techniques. For instance, metacognitive procedures, assurance systems, social techniques, and compelling methodologies (Letchumanan et al, 2016, p. 175).

- Metacognitive techniques: this sort of methodology can be characterized as backhanded methodologies that may allude to students' dynamic about the learning cycle, and discovering suitable strategies to improve the method of learning. Lv and Chen (2010, p. 136) characterized Metacognitive systems as "the methodology that is utilized by students as the way to oversee, screen and assess their learning exercises." In different terms, students utilize these methodologies to recognize their learning style, to assess the learning task and to accumulate and put together the materials required in their investigation.

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- Determination methodologies: can be characterized as learning systems that might be perceived when students attempt to know the new word through interpretation or tracking down its importance or equivalents in the word reference. As per Gusti (2016, p. 8), assurance systems may allude to the methodologies that students use to comprehend the significance of new words without the educator's impedance. Thusly, students may utilize instructive word references to acquire the required data about the objective vocabulary.

- Social techniques are a type of social conduct that alludes to the method of seeing new words through asking individuals, educator or colleagues to acquire more data about the new word. Accordingly, this sort may assist students with associating with others to discover the interpretation of foreign languageterms to retain them (Hardan, 2013, p. 1722).

- Affective procedures: this sort may allude to the mental side of students that influences their accomplishment in learning vocabulary whether emphatically or adversely. In the event that students have a good inclination towards the learning cycle, this would spur them to acknowledge high capability in creating foreign languagevocabulary (White, 1993, p. 193).

To finish up, immediate and aberrant procedures may improve getting new foreign languagewords with the guide of intellectual and outer materials like memory, word references, citizenry, or the impact of the mental side. Consequently, every one of these procedures may help students in fostering their lexical information on the objective language.

1.8 Vocabulary Instruction through Technology

Innovation has been demonstrated by numerous investigations as a steady device for working with the educating learning measure. Because of its quick overall development in all parts of life and in the instructive framework, numerous perspectives have showed up about how to profit by innovation in educating and learning the objective vocabulary. These days, educators and students

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may utilize diverse mechanical devices, for example, PCs and cell phones to work with vocabulary learning.

1.8.1 Vocabulary and Computer Assisted Language Learning (CALL)

Various analysts have concurred that training vocabulary through utilizing PCs may affect students' accomplishment in learning the objective language. Truth be told, the projects that PC innovation incorporate is viewed as steady strategies to foster vocabulary. Accordingly, Hermagustiana and Rusmawaty (2017, p. 144) express that "There is no uncertainty that utilizing PCs and the various types of innovative instruments influence understudies' conduct in a positive manner." all in all, utilizing mechanical apparatuses may inspire students to become familiar with another vocabulary to perform better in the objective language. To clarify this point more Taj et al (2017, p. 263) state that "PCs are superb machines with noteworthy capacities of introducing, putting away and recovering data. They have been utilized in vocabulary guidance as assistive apparatuses with empowering results" this implies that the attributes that are offered by PCs would be useful for upgrading the vocabulary guidance and would urge students to evaluate themselves alone. As needs be, utilizing PCs as a device for vocabulary guidance would improve the educating learning measure.

1.8.2 Vocabulary and Mobile Assisted Language Learning (MALL)

Because of the quick advancements and improvements of cell phones somewhat recently, new perspectives and discernments have showed up about the incorporation of these devices as another methodology in vocabulary guidance. The improvement of various highlights and utilizations of cell phones prompted the shift from the conventional methods of instructing and figuring out how to the M-learning approach. As per Behera (2013, p. 25), the term M-learning signifies "securing of any information and ability through utilizing versatile innovation whenever, anyplace that outcome in

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adjustment of conduct". In different terms, this new methodology alludes to the utilization of cell phones in learning unknown dialects that would bring about improving the obtaining of vocabulary because of their accessibility in various settings. To represent this more, Kukulska-Hulm (2018, p. 2) states that "Since cell phones furnish clients with more quick admittance to the Internet and to a plenitude of (applications), numerous language students presently approach conceivably more alluring options in contrast to formal language learning." Thus, students would lean toward such apparatuses in learning unknown dialects and getting new words because of their appealing highlights that may open them to various valid conditions. Along these lines, M-learning has been end up being a facilitator to upgrade the learning cycle.

To close, these two methodologies are broadly utilized in educating learning unknown dialects as a rule and vocabulary guidance specifically. Notwithstanding, the astute highlights of cell phones prompted another point of view in the method of getting new words, particularly with the presence of new applications that are specific for vocabulary learning.

Conclusion

Quite possibly the main segments in dominating any foreign languageis vocabulary. Despite the fact that vocabulary obtaining may not be a simple errand because of the intricacy of the word information, it is significant for students to remember and gain proficiency with another word with the information on its implications and its various structures to utilize it suitably. Also, it is imperative to increment and improve the part of vocabulary to perform better foreign languagefour abilities. The comprehension of vocabulary idea and how it tends to be obtained, notwithstanding the comprehension of its significance in learning the objective language, may help students in tracking down their proper techniques that suit their learning style. Hence, the rise and the joining of innovation in vocabulary guidance would upgrade the learning interaction, and lexical information would be created.

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Introduction

The quick advancement of cell phones and electronic learning has affected human every day lives to a degree that most students may not learn without using them. The development of mobile applications for learning foreigh languages has attracted students to profit from them. Thus, the mobile applications that are reserved for learning vocabulary have become language laboratories where students may obtain new words, things, and definitions wherever and whatever they discover a chance. One of the major helpful vocabulary applications that will be the focus of this chapter is the Wannalisn application. Hence, this chapter is an endeavor to give an outline about Mobile Assisted Language Learning (MALL, and then an outline about the Wannalisn application where historical ouverview and its development are given. Likewise, to how users may create a Wannalisn account.

At last, the chapter ends with the advantages and disadventages of wannalisn application.

2.1 Mobile-Assisted Language Learning (Mall)

When, in 1973, the cell phones were created interestingly, nobody at any point thought sometime they would turn into a significant piece of routine life. When cell phones became a critical piece of our lives, there felt a requirement for utilizing them in language learning errands.

Nowadays cell phones like PDAs, telephones, and other handheld gadgets, are utilized wherever for doing everything going from voice calling to making short messages, video visits, paying attention to sound (Mp3, Mp4, Mpeg), web surfing, shopping, and so forth. Aside from these advantages, cell phones have progressively developed toward turning out to be devices for training

Furthermore, language learning, and every one of its clients from educators or understudies are becoming accustomed to this climate to make training as omnipresent as could be expected. Besides, the arising of the web made open and distance learning a methods for getting schooling from all pieces of the world. In a brief period, the engaging quality of distance learning prompted the acknowledgment that different versatile gadgets give an extremely compelling asset to schooling. Along these lines, numerous analysts attempted to make cell phones a rich asset for instructing and learning. It was, truth

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be told, a difficult undertaking to cover learning errands by a cell phone Shopping center arrangements with the utilization of portable innovation in language learning. Understudies don't generally need to examine a second language in a study hall. They may have the chance to learn it utilizing cell phones when they want and where they are. As learning English is viewed as a principle the factor for proficient achievement and a measure for being instructed in numerous networks, giving the more advantageous climate to individuals to learn English is one of the key instructive objectives towards working on the understudies' accomplishment and supporting separation of adapting needs.There are numerous explores and advancements towards the utilization of remote innovation for various parts of language learning. In the accompanying lines, it has been attempted to exhibit the advantages of utilizing cell phones in learning English as a subsequent language. Spaces of versatile based language learning is different among which the most widely recognized ones are Vocabulary, tuning in, language structure, phonetics, understanding appreciation,

2.1.1 Learning Vocabulary

The kind of exercises zeroing in on Vocabulary taking in through cell phone contrasts from one research venture to another, contingent upon the degree of language capability of the students.

Sending email or SMS to understudies is a typical method of learning new Vocabulary dependent on the Exercises canvassed in the study hall. In an examination, Kennedy and Levy gave the students the alternative to get messages covering known words in new settings through SMS to their cell phones adding up to nine or ten messages each week. The outcomes demonstrated that the messages were very supportive for learning Vocabulary (.Kennedy, C. & M. Levy, 2008).

Essentially, Thornton and Hiuser sent short little exercises for learning Vocabulary through email to the cell phones of the understudies three times each day. They utilized new words in various settings for the students to surmise the significance. The outcomes showed a further developed scope of scores on post-tests which were extremely promising (Thornton, P. & C.Houser, 2005).

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There are different procedures for learning Vocabulary through cell phones. Students can be furnished with some customized Vocabulary rehearses dependent on exercises acted in the study hall.

They are, then, at that point, requested to finish them on their cell phones and send them back to their educators.

Learning Vocabulary can likewise be joined by the pictorial comment displayed on students' cell phones for better comprehension of new words. In an examination led by Chen, et al., students were given verbal just as pictorial comment for learning English

Vocabulary. Aftereffects of a post-test showed that the pictorial explanation helped students with lower verbal and higher visual capacity to hold Vocabulary (Chen, C. M. & S.-H. Hsu,2008).

2.1.2 Listening Comprehension

Listening activities might be viewed as the principal stage in learning a subsequent language. With the approach of the second era of cell phones, it is presently conceivable to plan a versatile interactive media framework for acquiring listening abilities through listening works out. Huang and Sun planned a framework making out of two subsystems. A sight and sound materials site that transferred and kept up with video materials, and a bunch of mixed media English tuning in practices on the cell phone for the students to rehash practices in English tuning in a omnipresent learning climate. They endeavored to carry out the versatile media English listening practice framework dependent on the abilities of the portable innovation giving students download media sound substance from cell phones, register the learning site, request portable learning courses, and enact gathering of learning courses. As indicated by Huang and Sun, portable media English listening exercise framework can improve student's English tuning in capacities to a serious level (Huang, C. and P. Sun.,2010). It is additionally conceivable to plan a stage where students pay attention to a text by vocal assistance on their cell phones, trailed by a listening cognizance test based on the content This is what the application of the wannalisn is intended for ;With the listening exercises and activities in this unbelievable application, you can improve your listening abilities and drench yourself in the realm of groups

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Wannalisn centers around the 50 most utilized words in English that make up half of communicated in English. These word blends will in general be articulated rapidly by local English speakers and are exceptionally hard to translate.

2.1.3 Learning Grammar

Grammatical points can be learned through an explicitly planned program introduced on versatile gadgets, in which linguistic principles are instructed, trailed by numerous decision exercises where students select the right answer from the given other options. Linguistic activities can be in the type of 'genuine bogus' or 'fill-in the spaces' which are to be reacted to by the students.

Linguistic clarifications may likewise be introduced to students through vocal assistance or short message administration.

2.1.4 Pronunciation

The second era of cell phones empowers their clients to get to sight and sound capacities counting tuning in and talking ones. A decent m-learning administration should comprise of discourse offices for communicating voice. Having such offices, the students may download word references

on the PDA1 with sound capacities so they can get familiar with the right way to express new or then again new words to have the option to satisfy their adapting needs. Cell phones with sight and sound capacities offer the students the chance to record their own voices. Then, at that point, instructors can make a better appraisal of the understudy's shortcomings in articulation. Thusly, by upgrading different elements of the framework like giving a word reference to looking into new words and their right phonetic structure, the elocution, just as talking abilities of the students, can be well improved.

The Praxis learning web recording line is a stage giving a setting driven, social-based, and programming improved site for learning unknown Second languages. It has as of late been working to discharge portable language learning highlights for PDAs, cell phones, and so on, empowering

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students to learn phonetics of a given language in an intuitive manner utilizing sight and sound capacities on the cell phones (Microsoft research program).

The discourse part of portable learning is pretty much as critical as the printed part of it since it empowers students to easily talk with a framework recording their voice and permitting them to tune in back to themselves. Then, at that point, they can contrast their voice and an optimal elocution and make an improvement in this ability

2.1.5 Reading Comprehension

Reading practicesassist students with upgrading their Vocabulary, and Vocabulary information, thusly, assists them with advancing perusing cognizance (Chen, C. M. & S.-H. Hsu, 2008). Perusing exercises can be offered to students either by means of a very much planned adapting course introduced on cell phones or through SMS shipped off the students. Regardless after completing the understanding action, the students are furnished with a perusing text capacity to assess their perusing perception abilities. To offer a compelling and adaptable learning climate for English learning, Chen and Hsu endeavored to introduce a customized keen versatile learning framework known as PIM in which the students were given English news stories dependent on their perusing capacities assessed

by fluffy thing reaction hypothesis. To advance the perusing capacities of English news, the PIM framework would consequently find and recover obscure vocabularies of individual students from the perusing English news stories. The trial consequences of the examination showed that English news perusing learning alongside new Vocabulary learning with self-evaluating criticism reaction is powerful in advancing understanding cognizance and perusing capacities of the students (Chen, C. M. & S.-H. Hsu,2008).

Versatile learning programs in which perusing capacity joined by text commentator the articulation will be more useful to advance simultaneously both understanding appreciation and listening perception.

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2.2 Examples Of Mobile Learning

Wireless communication technology are applied to numerous fields like GPS route, remote observing framework just as learning different materials including acquiring language abilities. Versatile learning can occur either inside the homeroom or outside it. In the previous case, cell phones having suitable programming are viable in shared learning among little gatherings. Albeit this kind of learning steers clear of the portability property of such gadgets, it furnishes the students with the chance of close communication, discussion,

furthermore, dynamic among the individuals from their gathering because of the particular plan of the learning movement on cell phones. These kinds of communication among students and their physical development can scarcely be accomplished when work area or PCs to be utilized.

Mobile learning technology is more helpful for doing exercises outside the homeroom. Such exercises empower figuring out how to be all the more straightforwardly associated with certifiable investigations.

Additionally, learning through cell phones outside the study hall enjoys the benefit of better misusing the student's spare energy; even the understudies moving can further develop their mastering abilities

SMS-based learning is another improvement in the utilization of remote advancements in training in which getting needed instant messages to help learning outside of the study hall and makes a difference students profit with their educator's experimentation with versatile innovation

Game-based learning is another topic for versatile learning where learning materials are so intended to be coordinated with parts of the actual climate. In such conditions, learning

exercises are worked with utilizing versatile innovation which fills in as a connection between the genuine universe of information and the visual universe of the game. TimeLab, for example, is a game about environmental change and its belongings. Players prevail to get data about the presentation of

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conceivable new ecological laws by means of their cell phones in various areas as they progress in the game. They will later examine the consequences of the game in the study hall

The m-learning games The m-learning games can likewise be utilized to show second language abilities like Vocabulary, elocution, language structure, tuning in and understanding cognizance, and spelling. As indicated by Canny, PDAs offer an optimal stage for learning since they are omnipresent, moderate, minimized, and remote

The researchers of the project MILLEE at the University of California (UC Berkeley)

focused on basic English language abilities and assigned a progression of games that establish a educational plan comparable to an ESL course. They tried their cell based learning games in

North India. They announced that the interactivity can deliver huge learning advantages, and this sort of acquiring will improve understudy's fundamental abilities and gives hints to the maintainability and adaptability of their methodology Microsoft research program).

2.2.1 Mobile Phones

Numerous analysts were interested in MALL, approaches toward that they endeavor to give some solid backings to direct further examinations on this control. Today, versatile learning is effectively conceivable by the conveyance of different learning materials or content to students through cell phones. Different exercises identified with language learning are upheld by cell phones among which we can name SMS, web access, camera, sound/video recording, and video informing (MMS). Various exercises upheld and performed by different cell phones relying upon the model and offices of the gadget have been shown in Appendix 1.

One of the benefits of portable learning is that community learning is very energizes in this sort of learning. That is, various students are capable trade their information, abilities and perspectives through collaboration. Community oriented learning helps the students to help, spur and assess each other to accomplish generous measures of learning, a property that is practically missing in different

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sorts of learning. One can achieve a decent community approach essentially by utilizing a cell phone as a climate for realizing, which is, obviously, profoundly subject to the clients than the gadgets. Gadgets, truth be told, go about as pencils and adding machines which are the essential gear in a learning interaction of an understudy. What is significant, here, is the correspondence between the students, as a significant factor in language learning is the association in the objective language

There are distinctive cell phones in the market viable with the necessities of various clients. The essential exercises can be performed by numerous cell phones. In any case, for language learning, the expense and advancements identified with cell phones ought to be mulled over. Such students can utilize their altered cell phones for language learning dependent on their own capacities. The conceivable MALL exercises and clients for some cell phones has been shown in Appendix 2

2.3 Short Message Service (SMS)

The SMS messaging service, better known by the acronym of SMS (for "Short Message Service") or the names of "text" or "minimessage", allows the transmission of short text messages. It is one of the services of mobile telephony (it was introduced by the GSM standard)

In some parts of the world such as North America, the United Kingdom or the Philippines, it is referred to as "text messaging". By retroacronymy, this messaging service is also referred to as a "short message service".

In 2010 and 2011, on average 200,000 SMS were sent every second around the world. In 2009, more than 135,000 SMS were sent every second across the world, while in 2007 between 50,000 and 60,000 SMS were sent every second

2.4 Information and Communication Technology (ICT)

The term ICT improved on implies any innovation that has to do with data and correspondence.

Data can come in numerous structures like sound, video, text, and pictures, so when you consider what innovation it is accessible that creates these parts of data and in some cases a blend of every one of these, we allude to such innovation as cell phones, computerized cameras, camcorders for instance.

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Today data and correspondence advancements are the a certain something thus the collection of advances extends further to envelop PCs and PC related items, email, MMS, and different types of correspondence (Finger et al., 2007).

2.4.1 Significance of Students Engaging with ICT

Students must draw in with ICT so that: Acquire 21st-century abilities and foster their ICT capacity and ICT education.Further develops their accomplishment levels. Sets them up for a coordinated society overwhelmed by ICT improvements.

So they gain proficiency with the thought of utilizing ICT as an instrument for deep rooted learning.

On the off chance that you put a great deal of thought into your arranging, you will see a more significant level of commitment and this can prompt the advancement of 21st-century abilities like complex reasoning, imaginative critical thinking, and cooperation.

Innovation joining in the study hall is an informative decision by you, the instructor, and ought to consistently include cooperation and intentional arranging.

2.4.2 The Importance of ICT in Education

Today we don't have to go any farther than our own home or even room, to see some type of ICT in our lives. Regardless of whether it be a PC, plasma TV, or cell phone, we as a whole have them in some piece of our lives. In the present society, individuals as purchasers of ICT, all make progress toward the one dream – the fantasy of an associated life.

This settles on ICT a direction for living for a large part of the populace. What's more, this direction for living is changing the manner in which we convey, expanding the pace of industrialism, and changing how we communicate and accumulate data (Sherringham, Dec 2008/Jan 2009).

ICT has attacked and changed numerous parts of our daily routines to the degree that we experience in a climate that is overwhelmed by innovation which itself is buyer driven (Semenov, 2005).

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Regardless of how we see its quality, there is no rejecting that it is a significant piece of our lives and that it is staying put.

2.4.3 Key issues to remember in relation to the importance of ICT in Education are that:

2..4.3.1 E-learning or Online Learning

The presence of ICT in schooling considers better approaches for learning for understudies and educators. E-learning or internet learning is getting progressively mainstream and with different remarkable occasions occurring in our lives, this doesn't just open freedoms for schools to guarantee that understudies approach educational program materials while in the study hall yet in addition permits them to guarantee understudies outside the homeroom, for example, at home or even in emergency clinics can learn.

2.4.3.2 ICT brings inclusion

The advantages of ICT in schooling are to such an extent that understudies in the homeroom would all be able to gain from the educational plan material. Understudies with uncommon necessities are no longer in a tough spot as they approach fundamental material and exceptional ICT instruments can be utilized by understudies to utilize ICT for their own instructive requirements. Notwithstanding this, it opens up new issues identified with the 'computerized partition' and giving admittance to ICT devices and assets for the individuals who are less lucky.

2.4.3.3 ICT promotes higher-order thinking skills

One of the critical abilities for the 21st century incorporates assessing, arranging, observing, and reflecting to give some examples. The powerful utilization of ICT in schooling requests abilities, for example, clarifying and legitimizing the utilization of ICT in creating answers for issues. Understudies need to examine, test, and guess the different methodologies that they will utilize.

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2.4.3.4 ICT enhances subject learning

It is notable nowadays that the utilization of ICT in instruction enhances key learning regions like proficiency and numeracy.

2..4.3.5 ICT use develops ICT literacy and ICT Capability

Both are 21st-century abilities that are best evolved while ICT stays straightforward behind the scenes of subject learning. The most ideal approach to foster ICT ability is to give them significant exercises, implanted in intentional subject-related settings.

2..4.3.6 ICT use encourages collaboration

You simply need to put a PC, iPad, or PC in the study hall to see how this functions. ICT normally unites kids where they can talk and examine how they are managing their job and this, thusly, opens up roads for correspondence hence prompting language advancement

2..4.3.7 ICT use motivates learning

Society's requests for new innovation have not left out youngsters and their necessities. Youngsters are interested with innovation and it urges and propels them to learn in the homeroom

2.4.3.8 ICT in education improves engagement and knowledge retention

At the point when ICT is incorporated into exercises, understudies become more occupied with their work. This is on the grounds that innovation gives various freedoms to make it more fun and pleasant as far as showing exactly the same things in an unexpected way. As an outcome of this expanded commitment, it is said that they will actually want to hold information all the more viably and effectively.

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2.4.3.9 ICT use allows for effective Differentiation Instruction with technology

We as a whole adapt diversely at various rates and styles and innovation gives freedoms to this to happen.

2.4.3.10 ICT integration is a key part of the national curriculum

The mix of advanced advances or ICT is a critical piece of the Australian Curriculum for instance, and this is a pattern that numerous worldwide governments are taking up as they see the meaning of ICT in training

2..4.3.11 We live in a "knowledge economy

This is an economy where can create and utilize data successfully (Weert, 2005). It is when ICT is inescapable and pervades all through all businesses in the economy whether it could be wellbeing, training, climate, or assembling (Moon, Feb/Mar 2007). The meaning of ICT in the Australian economy was underlined in the new article by Alan Patterson, CEO of the Australian Computer Society, in his explanation that the "ICT industry currently equals mining as far as the commitment to the economy"

ICTs will keep on being a critical piece of our future as it associates itself to an ever increasing number of parts of our lives. It will persistently advance and change in light of the fact that as shoppers we as a whole like a decision. We like to utilize ICT for self-improvement, innovativeness, and bliss, utilization, and abundance (Semenov, 2005).

2.5 Historical Overview and Development of Wannalisn

Wannalisn is situated in Madrid, Spain, and was established toward the start of 2020. It was invented by Ramiro Blazquez Gonzalez

Wannalisn is named after the way the words 'Need to' + 'Listen' are ordinarily articulated in communicated in English.

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We made a creative «edutaining» course to help individuals all throughout the planet to gain proficiency with the genuine English spoken by local speakers.

Wannalisn centers around the 50 most utilized words in English that make up half of communicated in English. These word mixes will in general be articulated rapidly by local English speakers and are extremely hard to decipher.

With the listening exercises and activities in this unfathomable application you can improve your listening abilities and drench yourself in the realm of groups.

2.5.1 Definition of wannalisn

Wannalisn is a free app to learn English that helps you train your listening and pronunciation skills with listening activities and mini video clips from popular movies, series and songs.

Wannalisn is also the best English learning app to learn the most used English words, idioms and proverbs.

A learning method will allow you to understand the fast natural English of native speakers and learn how to speak English fluently.
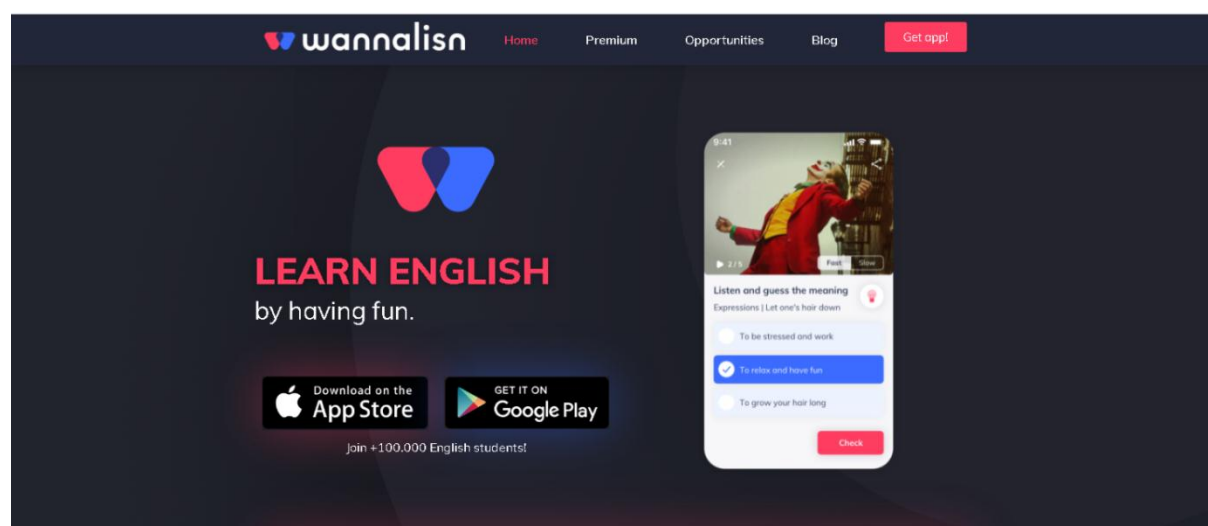
Figure 2.1: The wannalisn Application on the App Store

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2.5.2 Application Info

Download Application Version	3.0.1
Last Updated	April 22, 2021
Apk Size	41M
Applications from	Wannalisn SL
Category	Free Educational Application
Content Rating	Everyone
Android Version Support	Android 21 and above
Application Package	com.Wannalisn .Wannalisn App
Get on	Google Play
Link to	Developer Site

Figure 2.2: Application Info from https://www.wannalisn.com/

2.5.3 The Problem

Absence of certainty while collaborating with first language English speakers.

2.5.4 The Solution

We created innovation that offers connecting exceptional substance with smaller than normal clasps from mainstream motion pictures and TV shows, to give a 100% varying media experience.

With Wannalisn you are learning while at the same time… playing!

Since genuine doesn't have Wannalisn assists you with at long last understanding the quick English of first language speakers.

Chapter two : Wannalisn application

2.5.5 Subtitles

Get familiar with the most well-known expressions, articulations, and phrasal action words in communicated in English through little clasps from your #1 motion pictures and TV series.

2.5.6 Edutainment

As indicated by the article «Walt Disney: Master of Laughter and Learning» Walt Disney had faith in schooling through the amusement of film and TV.

Premium in consolidating training with diversion looks to further develop learning by making it's difficult effortless, yet additionally agreeable.

2.5.7 Effectiveness

Do you feel lost in interpretation?

Do you just comprehend around half of the English of local speakers?

Here's the mystery!

The 50 most normal words make up half of communicated in English.

Blends of these words are typically said rapidly by first language English speakers. Preparing your ear to translate these bunches will significantly further develop your quick listening abilities.

2.5.8 All Versions

Figure 2.3 Apk Versions available:

https://www.wannalisn.com/

3.0.1	**April 22, 2021**
3.0.0	**April 20, 2021**
2.9.3	**April 10, 2021**
2.9.2	**March 15, 2021**
2.8.1	Feb. 1, 2021

Chapter two : Wannalisn application

2.5.9 Wannalisn features

In the wake of getting a getting paperwork done for a record in the application and picking a username, you're prepared to begin your local English activities.
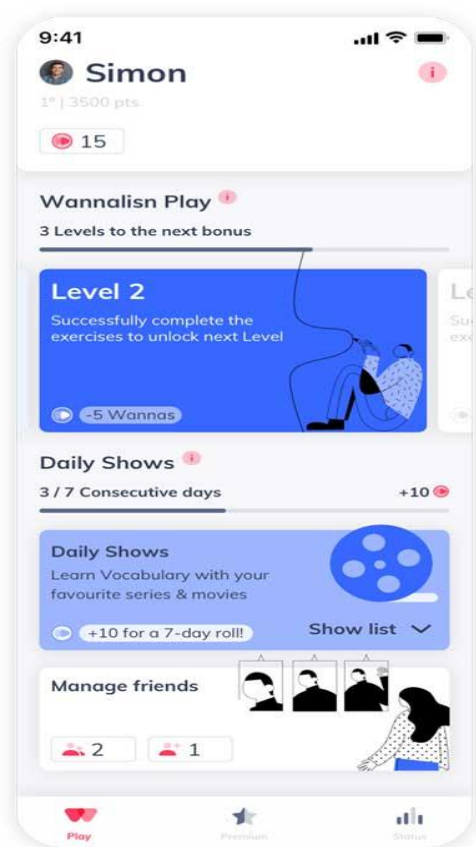
Figure 2.4 :wannalisn play

The fundamental interface of the application gives you three key alternatives at the base tab which are: 'Play', 'Investigate', and 'Status.'

At the point when you hit Play, you could start your day by day listening practice. The instruction routine starts from Level 1 and incorporates short activities identified with Pronunciation Tips, Phrasal Verbs, Mispronounced Words, Common Expressions, and so forth

Chapter two : Wannalisn application

The inquiries are all as a scene cut from a film or TV show. Clients should choose the right answer among the decisions given by the application and on account of a troublesome inquiry, they could even utilize the 'hint' given by Wannalisn.

Levels are short so the clients don't get worn out and could leave the routine at whatever point they need and return to proceed with their training later.

A cool aspect concerning learning with this application is that it offers clients a few focuses by giving the right response to each address. Furthermore, anytime, Wannalisn clients could look at their positioning contrasted with different clients through the 'Status' segment.

On the Leaderboard, clients could track down their rank status determined dependent on the day, month, or untouched exercises.

Besides, in the 'Investigate' segment, you could discover practice classifications that could be chosen whenever. This segment contains short English inquiry meetings identified with Vocabulary, Listening, and Spoken English.

2.6 Methodology

Wannalisn approach to teaching language – and more specifically the listening skill which is the main focus of the app – is very interesting

Since a great many people, particularly the more youthful age observe heaps of motion pictures and TV series nowadays, cutting scenes from them and extricating teaching content for clients is exceptionally engaging.

Truth be told, the application clients could basically watch their #1 scenes and characters from famous shows and films, and learn valuable phrasal action words, articulations, and expressions all the while. All in all, the propensity for observing heaps of TV shows and films, which numerous individuals as of now have, could turn into a truly compelling instructive apparatus.

Chapter two : Wannalisn application

2.7 Wannalisn Premium

Despite the fact that downloading and utilizing the application is free, however a few highlights and choices are secured in the standard variant.

To get the full force of the application and open all highlights, like approaching all activities and areas consistently, clients could pick in for the 'Superior' rendition.

2.8 How to download?

Users of both popular smartphone systems – Android and iOS – could download and install this useful English learning app on their devices.

iPhone and iPad users could download Wannalisn from Apple App Store while Android users could get it from Google Play Store.

2.9 Pros

- Micro exercises which are especially useful for people with busy schedules or always on the go
- Free daily content
- Gaming experience with points and competition between users
- Media based and interactive design
- Vocabulary learning experience. Movies expose students to language in real life being used in an authentic settings and cultural context which the foreign language is spoken.
- it focuses how movie impact on listening and speaking fluently. Furthermore, it also enhances the writing and reading by subtitle moves shows.
- Emphasizing watching English movies is enable students to improve their listening skills and develop their control of the English language by learning common everyday phrases that are especially useful to modern English communication

Chapter two : Wannalisn application

2.10 Cons

- Some interface glitches (e.g. play/pause errors when watching scenes, and so on)

- Requiring relatively high bandwidth internet connection due to the video sizes

- using movies in vocabulary learning attracting student's interest to movies all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them and the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

- it depends entirely on the Internet, and this is unfortunately not always available, especially in Algerian universities.

Conclusion

Learning a foreign language through the Wannalisn application may have a significant part in fostering students' lexical information. It would give its clients different examination sets and highlights that may suit their learning style. It's anything but utilized uniquely inside the study hall to achieve the undertaking set by the instructor, yet outside the classroom also to accomplish better outcomes. Since quite possibly the main things in the learning cycle is to track down the correct style that makes learning simple, the Wannalisn application may offer various modalities in learning new things and words. It very well may be valuable for visual students and it very well may be useful for auditory students through films, Therefore, students would have the option to survey and remember better the new words and foster the objective vocabulary

Chapter Three : Data Analysis and Interpretation of the Result

1. Introduction

The current examination is an endeavor to investigate the part of the Wannalisn application in fostering understudies' Vocabulary at Biskra University. The center was to investigate the mentalities of both oral articulation, language dominance and composed articulation instructors, notwithstanding ace one understudies about Vocabulary learning through the versatile application " Wannalisn ". Consequently, the information assortment apparatuses of this investigation were understudies and educators' surveys. As needs be, the depiction of the example will be given, and afterward the examination and the understanding of the consequences of the two understudies and instructors' answers. At long last, the part presents some academic ramifications, restrictions and a few ideas for future examinations.

2. Students' Questionnaire

The Sample

The example comprises of **31** expert one understudies, and the choice of this example depended on three reasons: Firstly, we attempted to acquaint the Wannalisn application with first, second and third year understudies yet shockingly, the vast majority of them don't have the Internet to reach them. What's more, the application needs more clarifications and direction to empower understudies to comprehend it yet the time was deficient, particularly for the main levels. Besides, ace one understudies preferred the Wannalisn application, and practically 50% of the example attempted to utilize it in learning new words for scholastic composition and language authority purposes. Thirdly, ace one understudies utilized different instruments in obtaining their Vocabulary, and it would be simple for them to utilize the Wannalisn application to contrast it

and the past ones. Subsequently, they were the objective example to investigate their conclusions about the application as a device that may assist them with creating Vocabulary.

Aim of the Questionnaire

Surveys are generally utilized by numerous analysts to gather legit and secret information. As Taherdoost (2016, p. 28) declares "The fundamental goal of survey in research is to acquire significant data in generally solid and legitimate way." Therefore, this poll planned to gather the important information about the perspectives and the assessments of expert one understudies about the part of the Wannalisn application in fostering their' Vocabulary.

Description of the Questionnaire

The poll is a semi-structrued; it comprises of closed-ended, open-ended and numerous decision inquiries to get the important answers, suppositions, and remarks from the members. Understudies' survey is made out of nineteen (18) questions that are requested in an efficient way, and they are gathered in four segments, which allude to the factors utilized in this examination.

The primary segment plans to gather data identified with understudy' conclusions about learning Vocabulary. It comprises of three elements about how they think about learning Vocabulary, at that point the assessment of their lexical information, and what procedures they use to learn. Then, the second area focusses on understudies' insights about Mobile Assisted Language Learning (MALL) corresponding to English language learning. It contains six questions that intend to investigate their perspectives about learning English through cell phone, and what exercises understudies regularly practice by means of this apparatus. From that point forward, the third segment focusses on understudies' perspectives towards learning Vocabulary through cell phone. It contains four questions about how they foster their Vocabulary through

Chapter Three : Data Analysis and Interpretation of the Result

their mobiles, and which applications they generally use to learn. At long last, the last segment expects to investigate understudies' disposition towards the part of Wannalisn application in fostering their Vocabulary. This part comprises of five inquiries beginning with understudies' experiences of the application and their feelings about its investigation modes. At last, the part finishes with two open-ended questions to gather the essential data identified with understudies' perspectives and remarks about the benefits of that application in obtaining new words.

Validating and Piloting the Questionnaire

Approving the poll alludes to the appraisal of the instrument that is utilized to gather the information. It estimates the structure and the inquiries to evaluate the survey whether it is dependable and predictable (Jain, Dubey and Jain, 2016, p. 1). Subsequent to approving comes steering, where the analyst needs to test his survey through appropriating it to the example that has similar attributes of the objective example. Hence, the analyst may get the input from the example and get experiences whether the survey works or needs a few alterations (Dornyei, 2003, p. 63). As needs be, the poll was given to the supervisor to check if the inquiries fit the targets of the examination and the devices. From that point forward, it was steered through conveying it to seven understudies who addressed pretty much every one of the inquiries without dealing with any issues.

Administration of the Questionnaire

The poll was regulated to the example of 31 understudies Section of English at Mohammed Kheider University. Because of the conditions, an online questionnaire was planned utilizing the administrations of review of Google structures, and it was submitted to the members toward the

finish of April. As such, it was posted in the Facebook, and the essential information were gathered during seven days.

Analysis of Students Questionnaire

Section One: Students' Views about the Importance of Learning Vocabulary

Item 01: How do you consider vocabulary learning?

Ventes

- very important
- Important
- Not important at all

0,00%

22,00%

78,00%
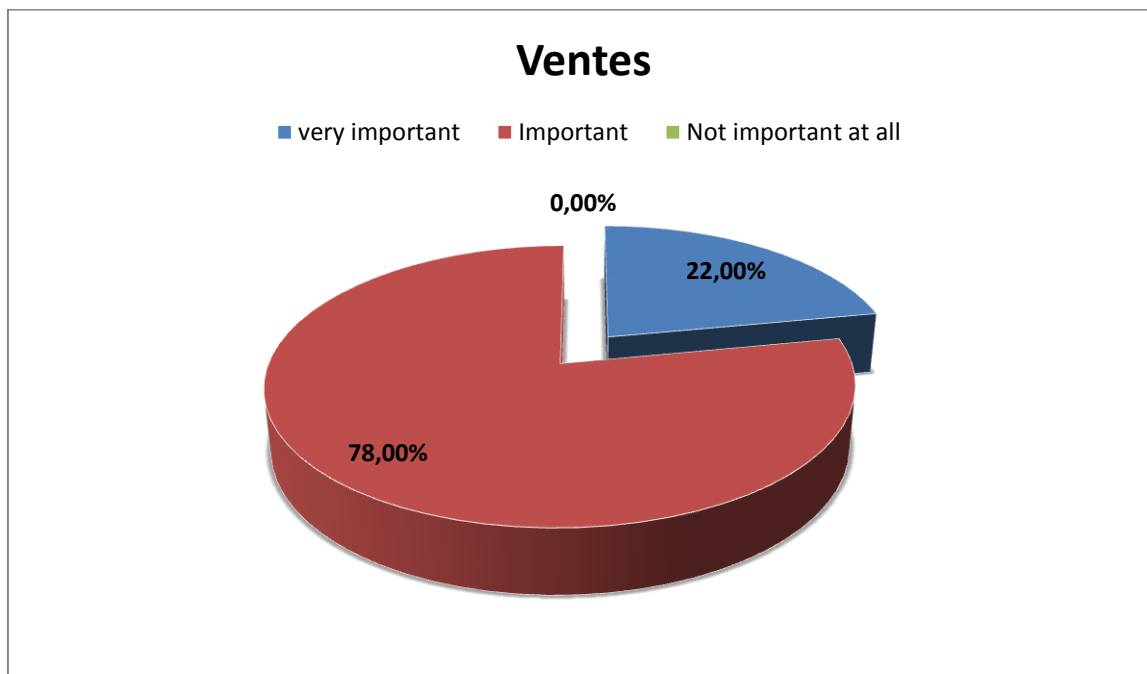
Figure 3.1: Students' Consideration of Vocabulary Learning

From the outcomes as they are exhibited in the above figure, we can find that a large portion of the members (78%) considered Vocabulary learning as a vital viewpoint. Though, just not many of them (22%) considered Vocabulary as a significant, while none of them announced that it isn't significant in any way

Chapter Three : Data Analysis and Interpretation of the Result

Item 02: How would you assess your Vocabulary size?
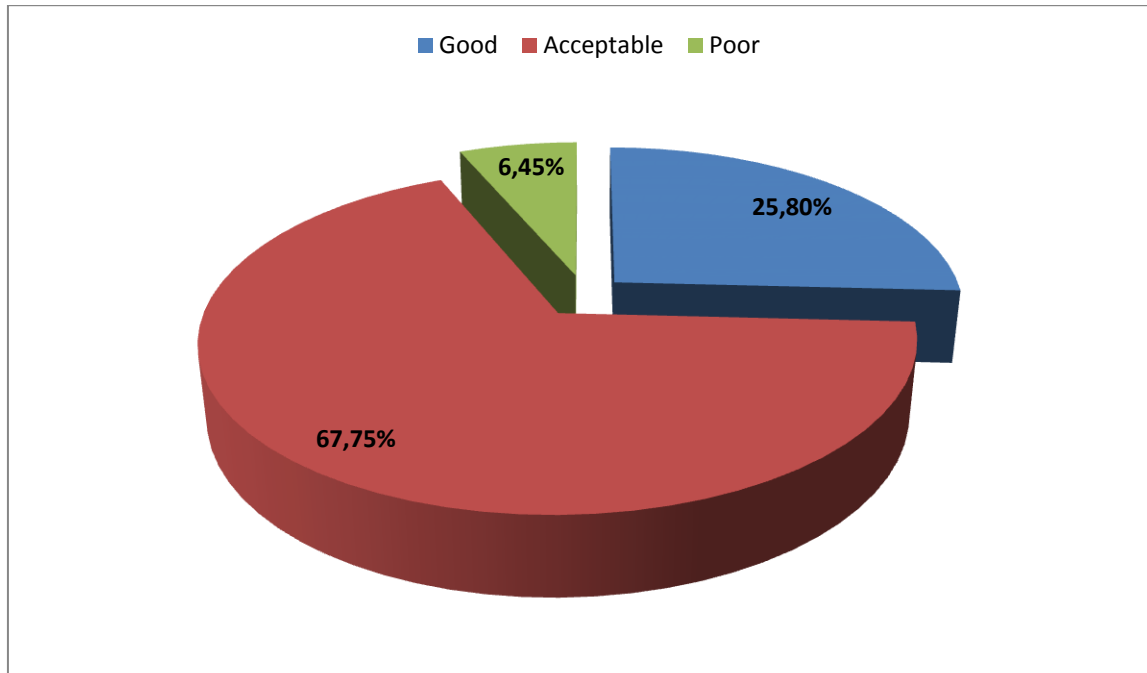
Figure 3.2: Students' Evaluation of their Vocabulary size

The above figure shows the understudies' answers about the assessment of their Vocabulary separated into three classifications: great, adequate and poor. The outcomes uncover that most understudies (67.75%) considered their Vocabulary information as worthy. This implies that, it is in the medium. Nevertheless, (25.80%) guaranteed that, they have great Vocabulary information and they are happy with it. While, the least rate (06.45%) is identified with the understudies who asserted that, they don't have adequate Vocabulary, and they need to foster this viewpoint.

Item 03: To expand your Vocabulary size, do (you may pick more than one answer)

a- Read books, stories, magazines, articles, etc.

b- Listen to songs, podcasts, etc.

c- Watch movies, educational videos, TV shows, etc.

d- All of them
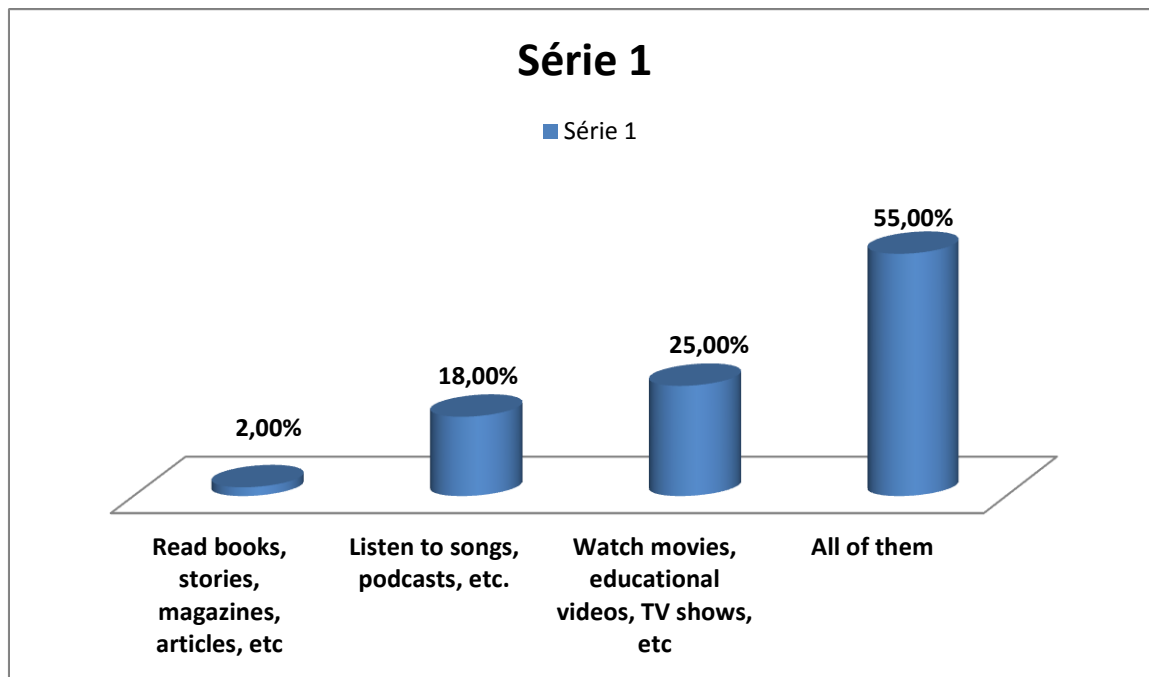
Figure 3.3: Students' Methods To expand their Vocabulary size

As indicated by the outcomes in the above figure, it tends to be seen that most of the understudies (55%) revealed that they like to utilize various techniques to build the size of their lexical information. Though, the others (25%) said they favor learning through watching movies,pictures, instructive recordings, TV shows and other visual guides. At that point, the most minimal ne rate (18%) is given to students who said they prefer learning vocabulary through listening to songs and podcasts and 2% they prefer to learn by reading books, stories, magazines, articles, etc.

Chapter Three : Data Analysis and Interpretation of the Result

Section Two: Mobile Assisted Language Learning

Item 04 : What sort of cell phone do you have? (You may pick more than one answer)
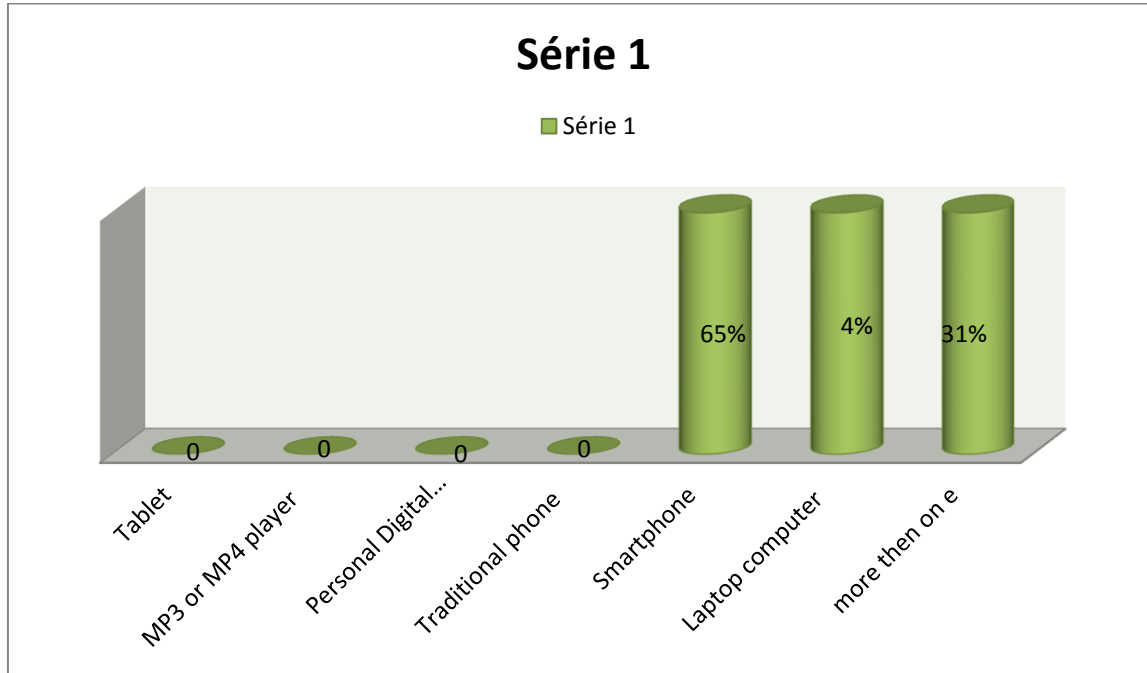
Figure 3.4: Kinds of Mobile Devices Students Use

The point from this inquiry is to investigate if the understudies own any cell phone, and to know which cell phones they have also. It tends to be seen from the above figure that the broad cell phone among the respondents is the smartphone. (65%) and (31%) from them have more than one cell phone. For instance, a few understudies have tablet, Personal Digital Assistant (PDA) notwithstanding their cell phones and PC. Be that as it may, just (04%) announced they utilize their PC just rather than different gadgets.

Item 05: Do you think that learning via mobile phone would be helpful?
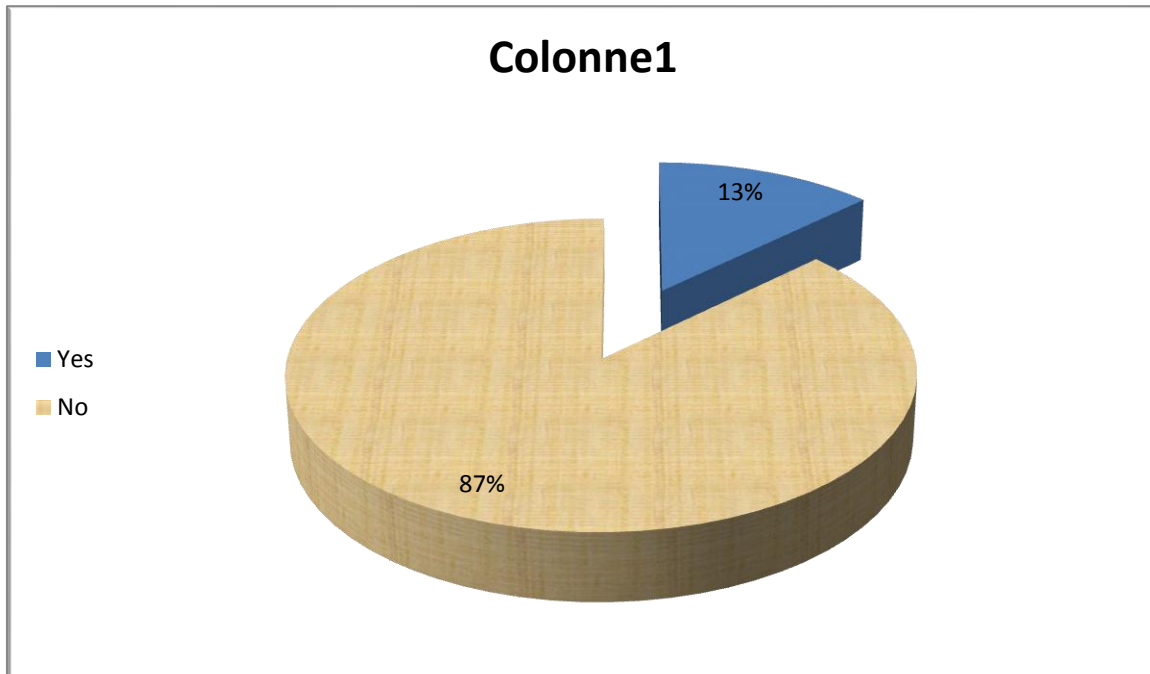
Figure 3.5: Students' Opinions about Learning via Mobile Phone

The outcomes as introduced in the above figure show the appropriate responses of the respondents about whether they think learning through cell phone would be useful or not. As anyone might expect, in the computerized age, that (87%) replied by "Yes" and (13%) of the understudies replied by "No".

Justicatition:

For the understudies who replied by "Yes" the majority of them (87%) guaranteed that, learning through a cell phone may work with the learning assignments for students, since it is accessible constantly, and it has accommodating highlights. The others expressed that it gives steady and moment help. Furthermore, these devices are utilized in consistently and consistently, so it is not difficult to look and learn new things. Nonetheless, understudies who replied by "No"

are just (13%) and advocated their answers by guaranteeing that, web-based media will take all their time, and they incline toward the customary learning, for example, perusing books rather than E-learning.

Item 06: Arrange the exercises you frequently practice on your cell phone as indicated by their significance.
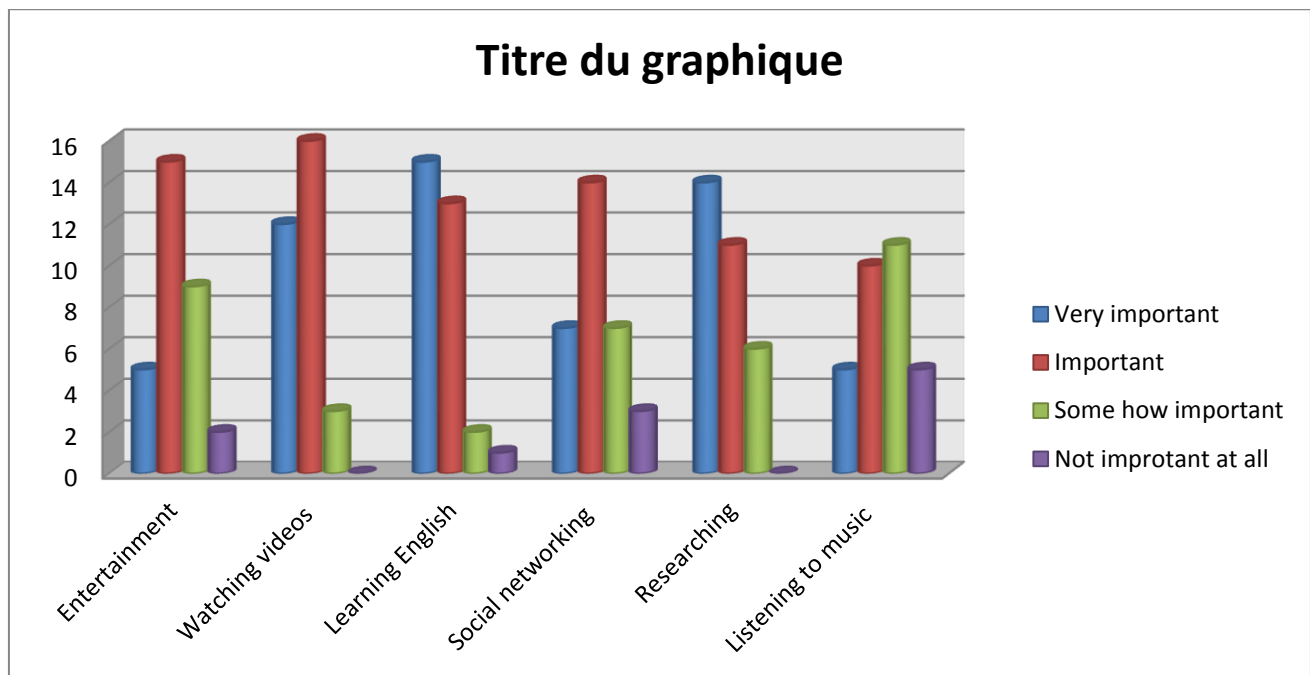
Figure 3.6: Students' Classification of Mobile Phone Activities according to their Importance

From the members' reactions about the level of the significance of versatile uses, it very well may be seen that the most noteworthy rates are somewhere in the range of (32%) and (44%) given to the understudies who thought about amusement, watching recordings, learning English language, interpersonal interaction and exploring as significant or vital exercises. In different terms, they utilize their mobiles for doing these practices. Notwithstanding, a few understudies somewhere in

the range of (6%) and (32%) guaranteed that it is some way or another significant. Though, not many of them somewhere in the range of (4%) and (16%) thought about watching recordings, learning English, exploring and tuning in to music as not significant by any means.

Item 07 : Do you imagine that learning the English language through Mobile Assisted Language Learning (MALL) may improve your level?
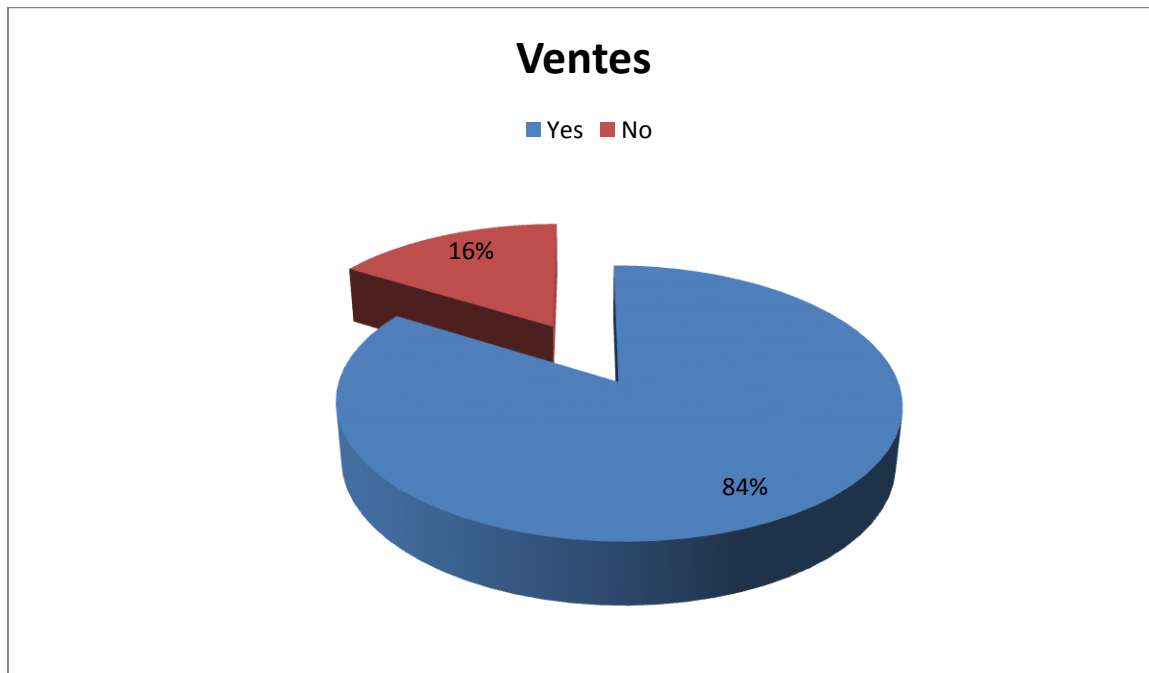
Figure 3.7: Students' Opinions about Learning the English Language through MALL

The above outcomes uncover the understudies' perspectives about learning through (MALL), and the above figure typifies the rates of the understudies' answers. Most of the understudies (84%) loved learning through the portable innovation, and they said it might improve their level. In any case, just (16%) of them replied by "No".

Chapter Three : Data Analysis and Interpretation of the Result

Justification:

Understudies who feel that the English language would be improved through utilizing their portable innovation advocated their answers as follows

It can furnish me with new Vocabulary.

- Because you can learn new words, you don't know through music or some language games through connecting a few letters to shape a word, or different applications that are significant.
- The day by day utilization of it makes you great in utilizing the language you face in web-based media, recordings and word reference.

However, understudies who replied by "No" advocated their answers as follows:

- I simply neglect to realize when I open my cell phone.
- I can learn without utilizing this strategy, and I lean toward the customary ones.

  Item 08: How frequently do you gain proficiency with the English language through Wannalisn applications?
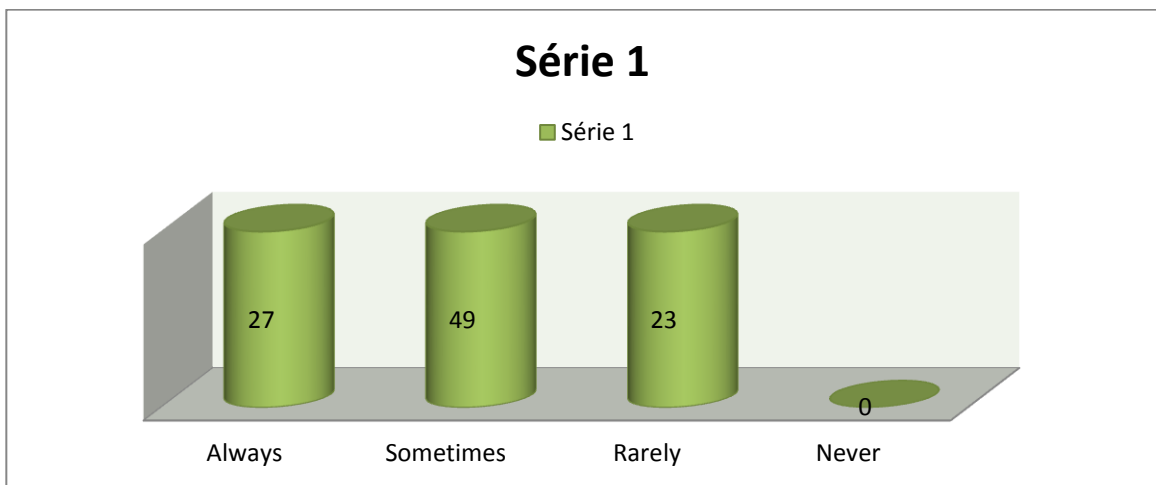
Figure 3.8: Frequency of Students' Use of Mobile Applications to Learn the English Language

This inquiry looked to know how frequently understudies utilize mobile applications in learning the objective language. A big part of the example (49%) announced that they some of the time utilize versatile applications to learn, and afterward (27%) of the respondents guaranteed that they generally use them.

In any case, just (23%) who said that they once in a while utilize versatile applications to dominate the objective language, though none of them (00%) never utilized them.

Item 09 : What benefits do you believe that versatile helped language learning (MALL) may offer? (You may tick more than one choice)
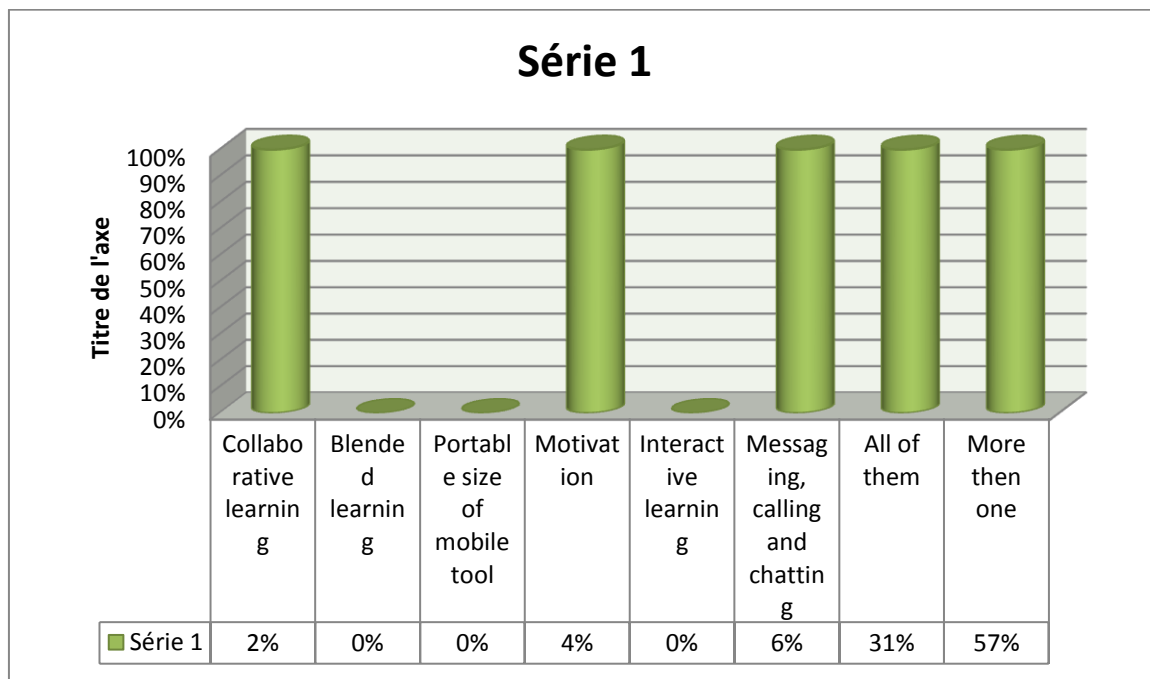
Figure 3.9: Advantages that Mobile Assisted Language Learning MALL May Offer

The above outcomes address understudies' answers showed in the above figure where most understudies (57%) and (31%) picked more than one benefit of learning a foreign languag through (MALL) approach, and others addressed that every one of the attributes can be offered

Chapter Three : Data Analysis and Interpretation of the Result

by this device. However, scarcely any understudies (06%), (04%) and (02%) who considered (MALL) may offer the benefits of informing, calling and talking, inspiration or communitarian learning. Moreover, a few understudies added different benefits, and they expressed that it is useful and quick in deciphering new words and trading data with others..

Section Three: Vocabulary Learning through Mobile Phone

Item 10: Do you concur with the accompanying assertions: "Vocabulary is considered as perhaps the most… "?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
fundamental components for getting punctuation	11	13	4	3	0
	35.48	41.94	12.90	9.68	0
accommodating view points for dominating wannalisnfour abilities	19	12	0	0	0
	61.30	38.70	0	0	0
fundamental perspectives for understanding appreciation	17	9	3	2	0
	54.84	29.03	9.68	6.45	0
significant angles for creating correspondence	18	13	0	0	0
	58.06	41.94	0	0	0

Table 3.10: Students Degree of Agreement or Disagreement with the Statements
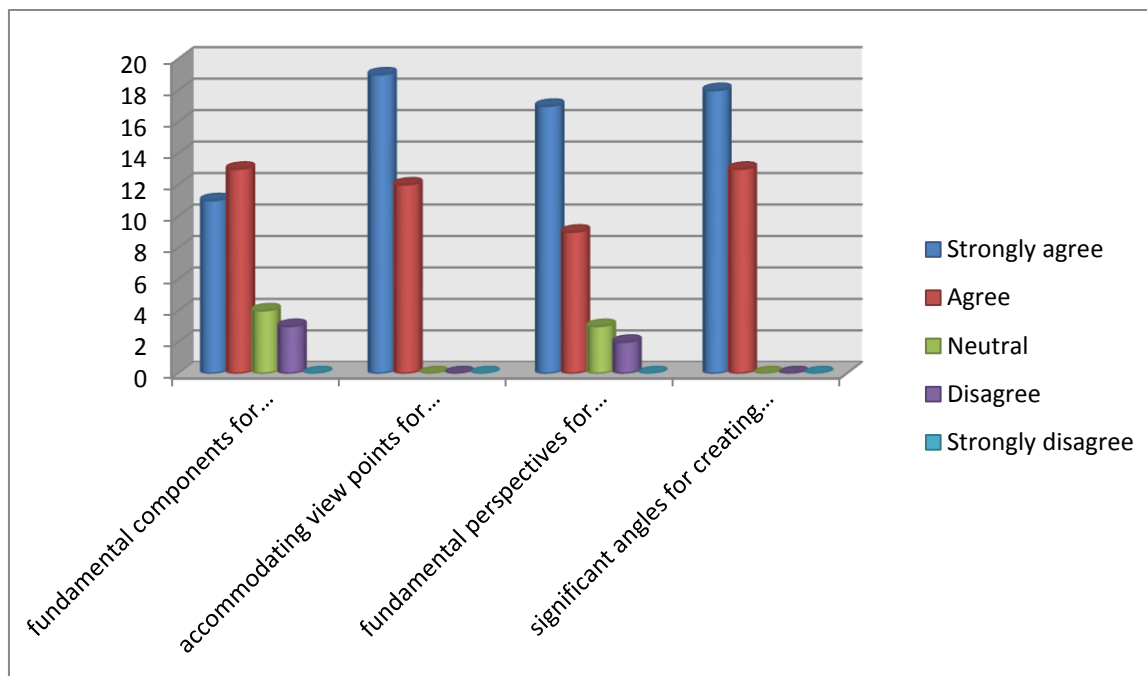
The outcomes in the above table address the appropriate responses of the understudies as indicated by the level of their understanding or conflict. For the principal proclamation, most understudies (41.94%) and (35.48%) concurred and emphatically concurred that Vocabulary is considered as perhaps the most fundamental components for getting syntax, while; not many of them (12.90%) and (9.68%) detailed that they differ and unbiased. In other words, they asserted that Vocabulary information would assist them with working with the English language punctuation. In the second and the last explanations, the most elevated rates (58.06%) and (41.94%) are given to understudies, who thought about Vocabulary as perhaps the most supportive perspectives for dominating unknown foreign language four abilities and as a significant viewpoints for creating correspondence; notwithstanding, none of them were nonpartisan or clashed. At long last, in the third proclamation most understudies (54.84%)

Chapter Three : Data Analysis and Interpretation of the Result

unequivocally concurred that Vocabulary is considered as perhaps the main angles for understanding cognizance, however none of them differ or firmly clashed.

Item 11: Is it true that you are keen on learning English Vocabulary through a cell phone?
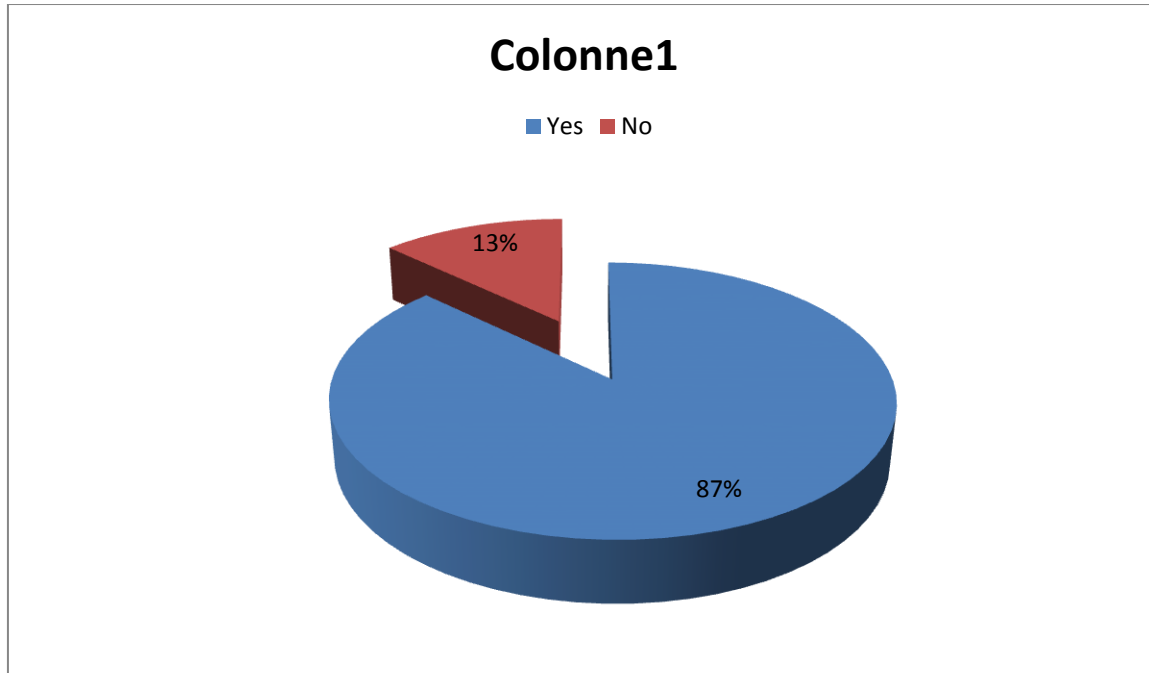
Figure 3.10: Students' Interest in Learning Vocabulary via Mobile Phone

This thing attempts to assemble the essential information about whether understudies are keen on learning Vocabulary through a cell phone or not. As it is shown in the table, (87%) replied by "Yes" while just couple of understudies (13%) replied by "No".

Justification

For the understudies who replied by "Yes" defended their answers as follows:

- It gives me new words.

- Since I utilize my cell phone so regularly.

- It is my favourite way in learning

- Technology and versatile applications are open and fascinating to me.

- Because there are various procedures offered by a cell phone that may build the size of my lexical information.

Nonetheless, understudies who replied by "No" defended their answers as follows:

- It is hard; I don't have the net at home.

- I could learn Vocabulary unknowingly.

- I incline toward the conventional devices.

- I like reading books.

Item 12 : Which strategy you generally use to learn Vocabulary by means of cell phone?
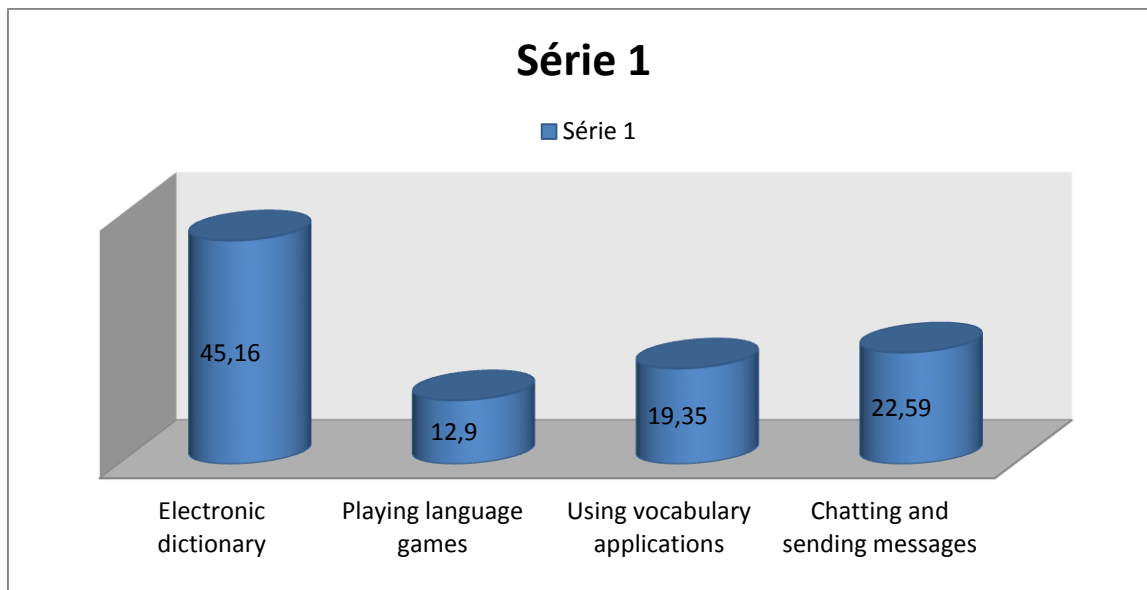
Figure 3.11: Techniques Students use to learn vocabulary via Mobile Phone

Chapter Three : Data Analysis and Interpretation of the Result

The information showed in the above figure exhibit the understudies' reactions about the procedures that they use to learn new terms. The most elevated rate (45.16%) is given to understudies who pronounced that they utilize electronic word reference as an instrument to secure new words. What's more, (22.59%) and (19.35%) are the upsides of understudies who announced that they use visiting, sending messages and Vocabulary applications. While, the most minimal rate (12.90 %) is identified with understudies who said they use games in learning new terms.

Item 13: Where do you utilize your versatile to learn Vocabulary?
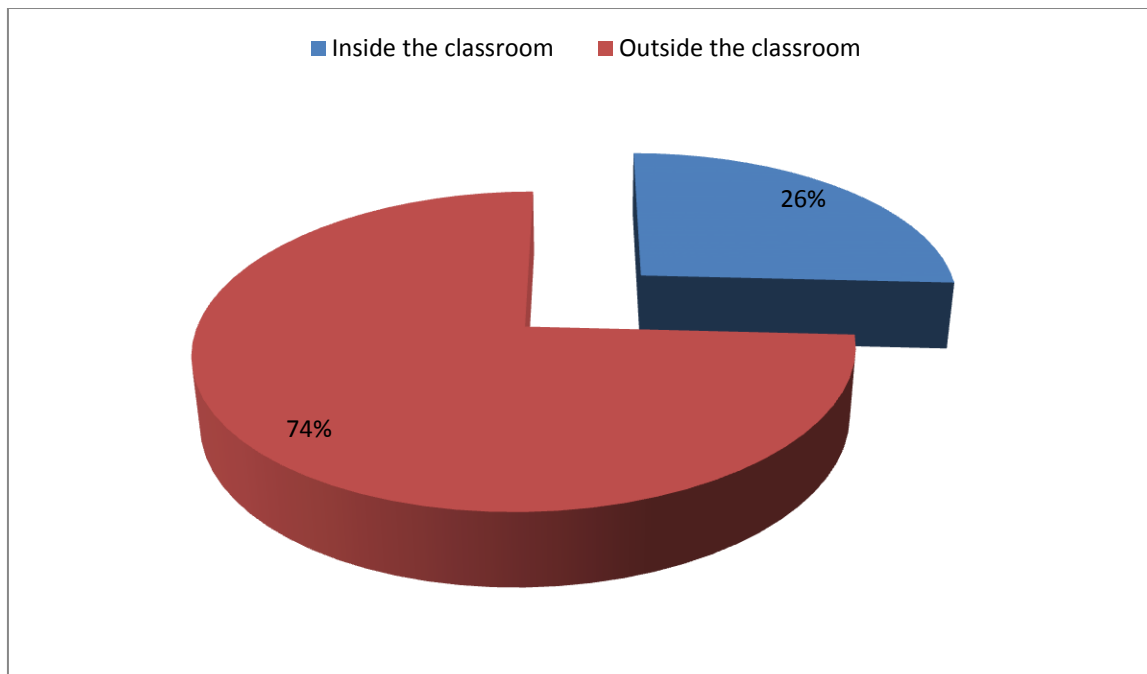
Figure 3.12: Location where Students Use their Mobiles to Learn Vocabulary

The point from this inquiry is to get experiences if understudies are independent students. The outcomes as demonstrated in the figure show that most understudies (74%) guaranteed that they learn Vocabulary through their mobiles outside the study hall setting. Nonetheless, just

couple of understudies (26%) who said they like to utilize their mobiles inside the homeroom to secure new terms.

Section Four: Students' Attitude towards the Role of the Wannalisn Application in Developing Vocabulary

Item 14 : Did you learn vocabulary through the Wannalisn application before?
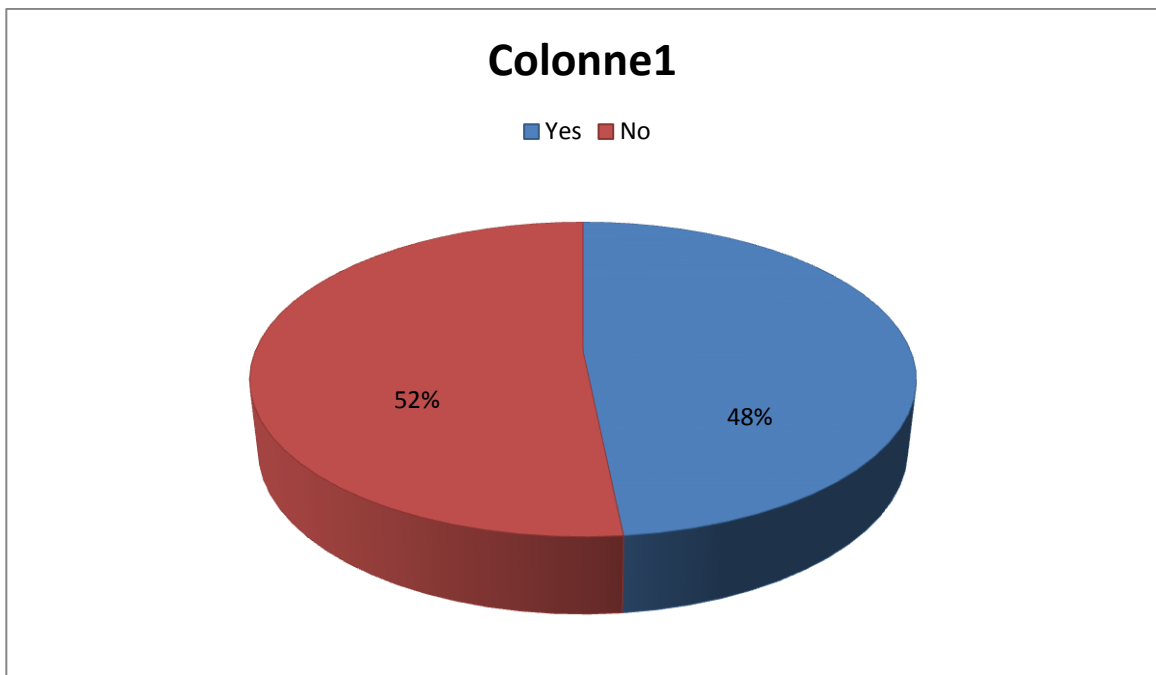
Figure 3.13: Students Previous Use of the Wannalisn Application

The goal of this inquiry was to achieve data if understudies know the Wannalisn application. The showed brings about the above figure address understudies' reactions about the past utilization of the Wannalisn application as an instrument to get familiar with the objective Vocabulary. The table shows that (48%) of the understudies who utilized the application previously, while (52%) of them didn't.

Chapter Three : Data Analysis and Interpretation of the Result

Item 15: Do you believe that the Wannalisn application may assist you with building up your lexical information?
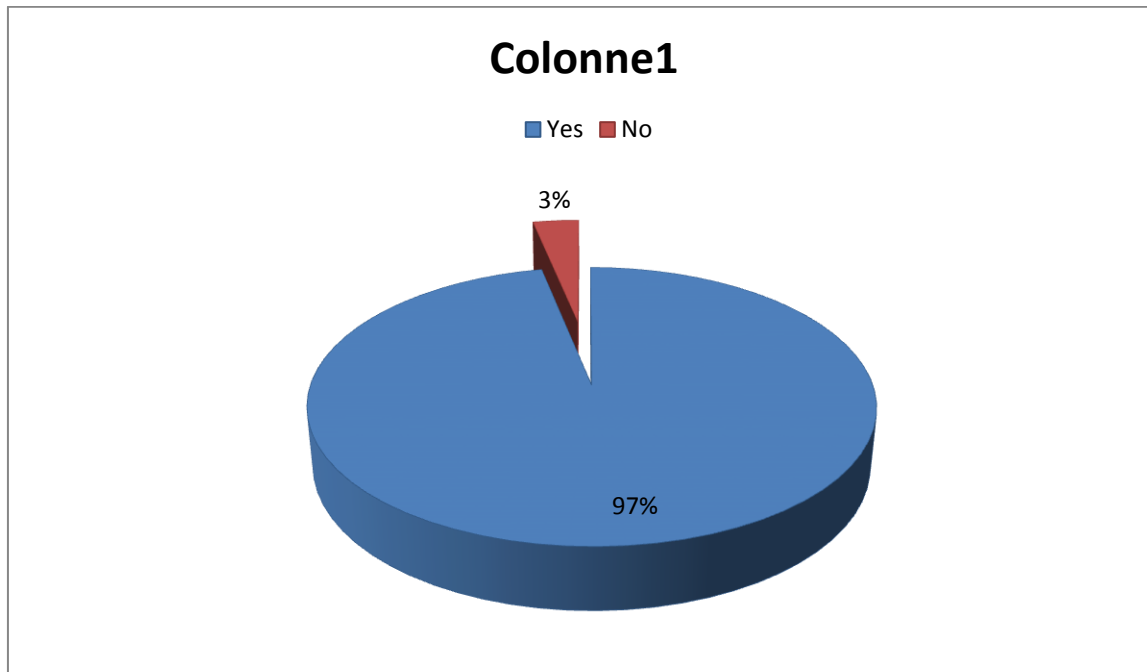
Figure 3.14: Students' Attitudes towards the Wannalisn Application

The accompanying inquiry pointed toward investigating the understudies' assessments and mentalities towards learning Vocabulary through the Wannalisn application. The outcomes as exhibited in the above figure show that the entirety of the members (97%) concurred that the wannalisn application would be considered as an aide in fostering understudies' lexical information. ; however the minoritu 3% did not.

Students' justifications

- The Students who concur that the wannalisn application may assist them with fostering their Vocabulary advocated their answers as follows:

- Because it upholds distinctive learning styles and you can utilize it anyplace.

- Because it gives us the definition, way to express the word and its picture. Furthermore, it might test our comprehension through making works out.

- It has various ways that assist me with learning and evaluate myself simultaneously. Moreover, it is an alluring application.

- With its cheat sheets and match modes, it makes the way toward improving Vocabulary fun and surprisingly simpler

- Yes, it has various modes that empower us to audit what we have gained

- Such strategy can make the way toward learning Vocabulary seriously engaging and make inclining toward the go outside of the study hall.

- Because it covers every one of my shortcomings and creates them in an imaginative manner that propels me to proceed.

Item 16: What are the investigation modes that rouse you to learn Vocabulary by means of "the Wannalisn application"? (You may tick more than one alternative)
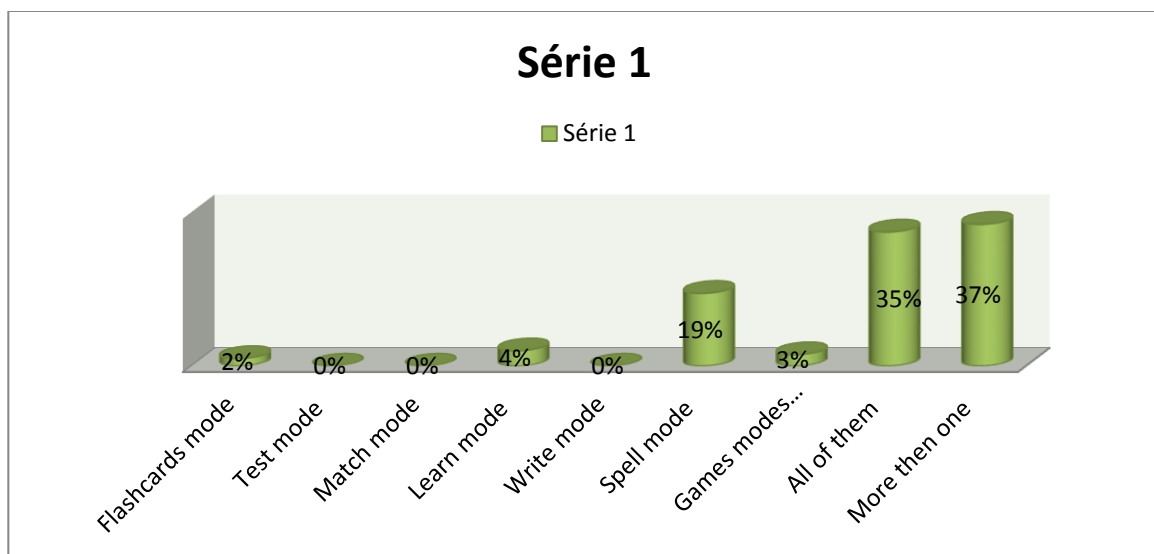
Figure 3.15: Study Modes that Motivate Students to Learn via the Wannalisn Application

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The item 17 focused in on social event data about which of the eight examination modes motivate the understudies to utilize the Wannalisn application to learn new Vocabulary. The understudies' answers are shown in the above figure where the most elevated rates (37%) and (35%) are given to understudies who thought about every one of the modes, or more than one mode rouse them to learn new terms. Notwithstanding, the least rates (2%), (4%), (3%) are identified with understudies who considered just a single mode may propel them to utilize the Wannalisn application, for example, learn, test and cheat sheets modes.

Item 17: How might you assess creating Vocabulary through the Wannalisn application?

Most understudies consider this application as perhaps the best procedure that may work with learning new words, while; different understudies assess it as follows:

- It is an extraordinary application that saves student's time and energy .furthermore; it is a chance to find new application and staying aware of innovation.
- It is significant particularly for language dominance, scholarly composition and retaining the significant words.
- This application assist students with doing know the significance of the vocabularies, yet additionally it gives him/her the definitions, know their elocutions, and skill to utilize them intensive making tests and games. It would revive the student's memory and make him/her in a real sense comprehended the importance of words, consequently the student can utilize them in his/her composition.
- Very advantageous and aided me in improving my composing abilities particularly for our situation.
- I would say it is fascinating and pleasant contrasted with other customary techniques.

Item 18: In the event that you have any remarks or ideas, if it's not too much trouble, feel free

Numerous understudies gave their remarks about this new theme and they guaranteed that it is intriguing. The majority of them gave normal remarks and ideas, and they consider the Wannalisn application as a decent one, since it thinks about students 'contrasts through furnishing them with various learning techniques and styles. Likewise, others asserted that it is a useful application that foster understudies learning measure. Thusly, most understudies proposed that foreign language students ought to find and utilize this apparatus, since it is helpful and fun. A portion of their idea are:

- I encourage the understudies to view the Wannalisn application since it is valuable.
- Learning languages through versatile applications is an extraordinary thought.
- Learning through cell phones, applications, web based games and visits is such an inspiring way that can permit students to rehearse more. Subsequently, understudies should profit by them particularly this new application for improving Vocabulary.
- Using advanced applications in learning is exceptionally helpful and valuable methods that is forward-thinking.
- Wannalisn application is the awesome learning for all levels particularly ace understudies since they need great Vocabulary to be acceptable scholastic authors.

Chapter Three : Data Analysis and Interpretation of the Result

Interpretation of the Results

The current examination work has given important outcomes related to the part of the Wannalisn application in fostering students' Vocabulary at Biskra University. The results uncovered that every one of the sample gave positive assessments about the Wannalisn application as an alternative instrument to learn new terms.

The acquired outcomes from the principal segment exhibited that practically every one of the understudies (78%) gave a lot of significance to Vocabulary learning. They asserted that it is a connecting span towards effective in the objective language. Most of the understudies accepted that it is difficult to rehearse and perform better the English language without adequate Vocabulary. As per them, they will come up short in the learning cycle, in the event that they are not furnished with the required lexis. Accordingly, the understudies' answers of the principal question demonstrated the significance of this component in learning unknown languages. Also, a large portion of them (67.75%) somewhat asserted that they acknowledge the lexical information that they have, yet they don't arrive at the level of the effectiveness. Though, not many understudies declared that they have helpless Vocabulary, as result they can't rehearse the language well overall. This might be on the grounds that they didn't track down a proper technique that may make it a simple errand. Therefore, most of the understudies communicated their craving to foster this perspective better than anyone might have expected. In the interim, most understudies utilized distinctive learning procedures to learn new words. As a result, (55%) favored the utilization visual, sound and kinaesthetic guides as various learning styles to secure better the objective Vocabulary. Appropriately, the outcomes demonstrated that understudies need to learn Vocabulary through utilizing various techniques that may furnish them with various learning styles.

Concerning the subsequent segment, it was tracked down that most of understudies favored the utilization of their cell phones as new techniques to learn and to improve their level. Understudies' answers of the main inquiry showed that (31%) have more than one cell phones, and (65%) of them have cell phones. This demonstrates that, the responsibility for devices is inescapable among them, which demonstrated the ubiquity and the accessibility of such gadgets. Furthermore, most understudies believed that learning through this device may work with the learning cycle and may urge them to take part in the study hall also. It is considered for them as perhaps the main apparatuses that may give distinctive learning systems. Understudies' answers about the inquiry sixproved that most of them like learning through utilizing innovative instruments. (87%) of the understudies are pulled in by the highlights of their cell phone, and they favored the utilization all what's going on as a facilitator in fostering their level. They pointed that cooperative learning, movability, inspiration and collaboration as the primary benefits that can be offered by this cutting edge approach. In like manner, practically every one of the understudies profit by their cell phones in learning when all is said in done, which demonstrated the significance of these apparatuses in the learning interaction.

The outcomes got from the third area demonstrated additionally that Vocabulary information is considered as a fundamental segment that understudies need to improve through Mobile Assisted Language Learning (MALL) approach. From understudies' answers about the inquiry 12, (84%) guaranteed that they are keen on utilizing their cell phones to obtain better new words. Notwithstanding, just couple of understudies (16%) who guaranteed that they favor learning Vocabulary through the conventional strategies. this classification is portrayed with the absence of inspiration, since they expressed that they are not pulled in by versatile highlights in creating Vocabulary. What's more, it is important to know whether understudies attempt to learn

Chapter Three : Data Analysis and Interpretation of the Result

Vocabulary through versatile innovation outside the study hall or not. The survey uncovered that most of the understudies (74%) are independent students. The vast majority of them like to get the objective Vocabulary outside the study hall and freely through utilizing versatile applications, for example, E-word references, playing language games, informing and Vocabulary applications. This demonstrates that most understudies have an incredible arrangement and involvement in learning Vocabulary through utilizing various procedures in their cell phone.

In light of the understudies' perspectives about the Wannalisn application in the last segment, (52%) from the example didn't gain proficiency with the objective Vocabulary through this instrument previously. This implies that, it isn't known by them, accordingly; the investigation offers them a chance to find it as another strategy in fostering the lexical information. In any case, (48%) understudies utilized it in learning new Vocabulary

This year, and they said that it is another apparatus for learning. What's more, every one of them (97%) concurred about its viability in fostering the objective Vocabulary at the college level. As it is suggested by Sanoci, this application may influence college understudies emphatically in procuring the objective lexis;

The acquired discoveries from question 2 showed that all understudies gave positive feelings towards the utilization of the application as a partner in fostering their Vocabulary. They concurred that it covers all the learning styles through furnishing them with various investigation modes that may make them skilled in any subject. Moreover, most of them enjoyed all its examination modes and they expressed that it is useful in securing new words for scholarly composition, while the understudies, who utilized it previously, declared that it helped them in improving their composing ability, and it persuaded their memory viably. In the primary area,

most understudies expressed that they like to utilize a device that may furnish them with various learning styles. As result, their perspectives about the Wannalisn application in the last segment demonstrated the productivity of this device, particularly in presenting them to various learning highlights that empower them to learn through their favored style. In addition, understudies' answers about question 16 uncovered that most understudies (35%) were pulled in by the entirety of its examination modes and (37%) were pulled in by more than one mode. In view of their remarks, it is helpful, coordinated and productive contrasted with different applications. Henceforth, most of the understudies preferred the Wannalisn application and gave steady remarks about its convenience in fostering the objective Vocabulary.

At last, the vast majority of the instructors additionally gave positive sentiments towards the part of the Wannalisn application in fostering understudies' Vocabulary. The discoveries uncovered that practically every one of the instructors didn't utilize the application before which affirmed that the application is new for them. Moreover, it would be useful for them to find this new device to utilize it as a facilitator for additional practices. It is significant that, the greater part of them gave positive perspectives about its significance in creating Vocabulary, commitment and expanding understudies' inspiration to perform better in the study hall. Moreover, most educators were pulled in by its benefits that may improve the method of learning and aiding understudies in the securing of the objective Vocabulary. Specifically, the outcomes gave positive conclusions from the instructors about the investigation methods of the Wannalisn application, where they considered them as supportive highlights that may suit every understudy learning style and technique. Eventually, a few instructors suggested that the application would be useful in the event that it is all around coordinated as a learning support for future practices. As needs be, the perspectives expressed by the educators validated their craving to utilize the

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application as a facilitator to help the understudies in learning and boosting the objective Vocabulary.

To close, the poll was valuable in giving us more profound experiences about the value of the Wannalisn application in fostering understudies' Vocabulary. It was a helpful device to know instructors and understudies' suppositions and mentalities to have the option to accomplish the examination points, to respond to the exploration questions and to affirm the exploration theory.

Conclusion

In the final chapter data gathering tool which   used was students ' questionnaire which was regulated to thirty one students at the Department of Foreign Languages, Section of English at Mohammed Kheider University.

 It is essential for notice that, these instruments gave us the chance to investigate the mentalities and the assessments of the members about the role of the Wannalisn application in developing students' vocabulary.

From the students perspective, vocabulary has a significant role developing the target language, furthermore, they upheld the combination of this vocabulary application as another instructive apparatus in learning to foster students' vocabulary inside and outside the classroom environment. Likewise, the obtained results of this study reaches the aims and answers the research questions.

General Conclusion

Vocabulary has a vital role in developing students learning foreign language four skills, as one can't rehearse the language without working on this angle. The significance of lexis in fostering understudies' capability and execution induced the analyst to lead the current examination, which was an endeavor to reveal insight into the part of the Wannalismapplication in fostering their vocabulary at Biskra University. Along these lines, this application might be a useful instrument to work on the method of securing the objective words to dominate the language in an alluring manner.

It is important to review the first two chapters of this dissertation. The first one aimed at discussing the concept of vocabulary and its kinds in order to understand its importance in learning the English language and to comprehend the process of acquiring new words through using different approaches and strategies. While the second chapter dealt with learning through Mobile Assisted Language Learning (MALL) in general and learning via the Wannalism application in particular. A clear description of this tool and its advantages were provided in order to understand how to benefit from it. In addition, different views that supported learning via the Wannalismapplication were discussed, and finally the role of this technique in boosting the lexical knowledge.

In order to reach the research aims and to answer the research questions, the study relied on using semi-structured questionnaire as a data gathering tools to collect the needed data from EFL master one students at Mohammed Kheider University of Biskra. The aim from using these instruments was to collect credible information from the participants. In addition, they aimed to gather data to explore the opinions and attitudes of students towards the effectiveness of the wannalism application in developing vocabulary.

After the translation of the acquired outcomes from the student poll, the members gave positive perspectives towards the significance of vocabulary. They considered it as perhaps the main angles that ought to be created. Furthermore, the vast majority of them concurred the understudies' degree of lexical information is satisfactory and isn't adequate and they need to deal with it to arrive at the necessary level. That is the reason; a large portion of them were searching for a viable device that may urge them to adapt freely.

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Students' Questionnaire

Dear students,

You are sympathetically mentioned to fill in the accompanying survey that intends to investigate the Rôle of Wannalism Application in Developing Students Vocabulary for Master One Students. The data you will give is expected to the achievement of an expert paper in the studies of language. Kindly tick (√) the suitable answer or give a full explanation where vital

Section One: Students' Views about the Importance of Learning Vocabulary

Q1 : How would you think about learning vocabulaires?

a- Very important ☐   b- Important ☐   c- Not important at all ☐
Justify your answer please:
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…………………………………………………………………………………………………
…………………………………………………………………………………………

Q2 : How would you assess your jargon size?

a- Good ☐   b- Acceptable ☐   c- Poor ☐
Q3 : To expand your jargon size, do (you may pick more than one answer)

a- Read books, stories, magazines, articles, etc. ☐

b- Listen to songs, podcasts, etc. ☐

c- Watch movies, educational videos, TV shows, etc. ☐

d- All of them ☐

Section Two: Mobile Assisted Language Learning

Q4 : What sort of cell phone do you have? (You may pick more than one answer)

a- Tablet ☐   b- MP3 or MP4 player ☐

c- Personal Digital Assistants (PDAs) ☐   d- Traditional phone ☐

e- Smartphone ☐   f- Laptop computer ☐

Q5 : Do you think that learning via mobile phone would be helpful?

a- Yes ☐   b- No ☐

Justify your answer please:
……………………………………………………………………………………………..
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Q6 : Arrange the exercises you frequently practice on your cell phone as indicated by their significance.

.
a- Entertainment ☐   b- Watching videos ☐

c- Learning English ☐   d- Social networking ☐

e- Researching ☐   f- Listening to music ☐

Q7 : Do you imagine that learning the English language through Mobile Assisted Language Learning (MALL) may improve your level?

a- Yes ☐   b- No ☐

Justify your answer please:
………………………………………………………………………………………..………
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Q8 : How frequently do you gain proficiency with the English language through Wannalism applications?

a- Always ☐   b- Sometimes ☐   c- Rarely ☐   d-Never ☐

Q9 : What benefits do you believe that versatile helped language learning (MALL) may offer? (You may tick more than one choice)

a- Collaborative learning   b-Blended learning
c- Portable size of mobile tool ☐   d-Motivation ☐

e- Interactive learning ☐   f- Messaging, calling and chatting ☐
Others:
………………………………………………………………………..………………
……………………………………………………………………………………...
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Section Three: Vocabulary Learning through Mobile Phone

Q10 :Do you concur with the accompanying assertions: "jargon is considered as perhaps the most… "?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
fundamental components for getting punctuation					
accommodating view points for dominating unknown dialect four abilities					
fundamental perspectives for understanding appreciation					
significant angles for creating correspondence					

Q11 : Is it true that you are keen on learning English jargon through a cell phone?

a- Yes ☐   b- No ☐

Justify your answer please:
………………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………………………

Q12 : Which strategy you generally use to learn jargon by means of cell phone?

a- Electronic dictionary ▭   b- Playing language games ▭

c- Using vocabulary applications ▭   d- Chatting and sending messages ▭

Justify your choice:

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…………………………………………………………………………………………………
……………………………………………………………………………………………………

Q13 : Where do you utilize your versatile to learn jargon?

a- Inside the classroom ▭   b- Outside the classroom ▭

Section Four: Students' Attitude towards the Role of the Wannalism Application in Developing Vocabulary

Q14 : Did you learn vocabulary through the Wannalism application before?

a- Yes ▭   b- No ▭

Q15 : Do you believe that the Wannalism application may assist you with building up your lexical information?

a- Yes ▭   b- No ▭

Please explain how:

………
………
…………………………………………………………………………………………………

Q16 : What are the investigation modes that rouse you to learn jargon by means of "the Wannalism application"? (You may tick more than one alternative)

a- Flashcards mode ▭   b- Test mode ▭

c- Match mode ▭   d- Learn mode ▭

e- Write mode ▭   f- Spell mode ▭

g- Games modes and live ▭   h- All of them ▭

Q17 : How might you assess creating jargon through the Wannalism application?

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…………………………………………………………………………………………..

Q18 : In the event that you have any remarks or ideas, if it's not too much trouble, feel free:

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Thanks for your time, effort and collaboration