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**The Effects of Modern Technologies on the
Acquisition of EFL Vocabulary:**

A case study on B.A. degree students at the level of the university

**We Submitted This Dissertation in Partial Fulfillment of the Requirements of a
Master Degree in Linguistics and Didactics**

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Dedication

I dedicate this humble work to my beloved family one by one for their continuous support

To my cousin Abdelouahhab, who had a lot of confidence in my abilities

To my dearest, Chahrazad for her endless motivation & support

Acknowledgment

First things first, I would like to thank Allah for the strength He gave me to accomplish the work.

Then, I direct my warmest thanks and appreciation to my supervisor, **Professor Bouhania**.

Thanks to his prompt responses and continuous help, I could keep going until the end.

Next, I sincerely thank my dear friend Mohammed for the great assistance he offered.

My acknowledgment reaches the students and teachers of the English Department for their cooperation as well.

Finally, I have been thanking my mother for years now, and I still thank her for everything she gives me, and for helping me in the research work.

Abstract

Modern technologies have taken over our daily lives to the extent that only a few can resist living without them. Many students count on them in their studies. On the other hand, many others receive indirect assistance from these technologies. This work takes a linguistic view of this phenomenon, and it studies its direct and indirect effects on the acquisition of EFL (English as a Foreign Language) vocabulary. This work conducts a quantitative analysis on 59 BA degree students of English at the level of the University of Ahmed Draia, Adrar. The work tries to take a decent sample of students in order to have our research questions answered. It aims to optimize learning from the mentioned platforms because they are so much accessible to almost everyone. This process can be done by turning English from FLL (Foreign Language Learning) into FLA (Foreign Language Acquisition) It also aims to encourage utilizing these modern technologies in a positive way.

Key words:

Language Acquisition - Language learning - Foreign language - Second language - MALL (Mobile-Assisted Language Learning) - CALL (Computer-Assisted Language Learning).

المخلص

لقد استولت التكنولوجيات المعاصرة على حياتنا إلى درجة ان القليل من الناس فقط يستطيعون العيش بدونها. فالكثير من الطلبة يعتمدون عليها في دراساتهم، وآخرون يتلقون دعم لغوي غير مباشر من طرف هاته التكنولوجيات. يأخذ هذا العمل نظرة لغوية لهاته الظاهرة ويدرس التأثيرات المباشرة والغير مباشرة على اكتساب المعجم اللغوي للإنجليزية كلغة اجنبية. ينتهج هذا العمل تحليل كمي على 59 طالب لغة إنجليزية مستوى بكالوريوس (ليسانس) على مستوى قسم اللغة الإنجليزية بجامعة احمد دراية، ادرار. يحاول هذا العمل أخذ عينة معتبرة من الطلبة لتمكيننا من ايجاد اجابات لأسئلتنا. كما انه يهدف إلى تحسين التعليم من المنصات المذكورة لأنهم متوفرون تقريبا للجميع. يمكن لهاته العملية ان تحدث إذا حولنا تقنية الحصول على اللغة الإنجليزية من تعلم لغة اجنبية إلى اكتساب لغة اجنبية. هذا العمل ايضا يسعى لتشجيع الاستعمال الإيجابي والفعال لهاته التقنيات المعاصرة.

الكلمات المفتاحية:

اكتساب اللغة - تعلم اللغة - لغة ثانية - لغة اجنبية - تعلم اللغة بإعانة الهاتف - تعلم اللغة بإعانة الحاسوب.

Résumé

Les technologies modernes ont envahi nos vies au point que peu de gens peuvent vivre sans elles. De nombreux étudiants en dépendent pour leurs études, et d'autres reçoivent un soutien linguistique indirect de ces technologies. Ce travail adopte une vision linguistique de ce phénomène et étudie les effets directs et indirects sur l'acquisition lexicale de l'EFL. Ce travail poursuit une analyse quantitative de 59 étudiants de la langue anglaise au niveau licence (Bachelor) au niveau du département de langue anglaise à l'Université Ahmed Deraya, Adrar. Ce travail tente de prendre un échantillon significatif d'étudiants pour nous permettre de trouver des réponses à nos questions. Il vise également à améliorer l'éducation des plates-formes mentionnées car elles sont accessibles à presque tout le monde. Ce processus peut se produire si nous changeons la technique d'acquisition de l'anglais de l'apprentissage d'une langue étrangère à l'acquisition d'une langue étrangère. Ce travail vise également à encourager l'utilisation positive et efficace de ces techniques modernes.

Mots clés:

Acquisition de la langue - Apprentissage de la langue - Langue secondaire - Langue étrangère - Apprentissage de la langue à l'aide du téléphone - Apprentissage de la langue à l'aide de l'ordinateur.

List of Abbreviations and Acronyms

- **CALL:** It stands for Computer-Assisted Language Learning.
- **CV:** An abbreviation that stands for Curriculum Vitae.
- **EFL:** It stands for the phrase English as a Foreign Language; it refers to English as a language used in a country, but not officially recognized by the political status.
- **ESL:** It stands for the phrase English as a Second Language; it denotes a language (English) that is recognized as a secondary language in a country.
- **FLA:** It stands for Foreign Language Acquisition.
- **FLL:** It stands for Foreign Language Learning.
- **FSL:** It stands for French as a Second Language.
- **ICT:** It stands for Information and Communication Technology.
- **MALL:** It stands for Mobile-Assisted Language Learning.
- **MCQ:** An abbreviation that stands for Multiple Choice Questions.
- **SLA:** It stands for Second Language Acquisition.

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General Introduction

General Introduction

This research had come into application after we noticed that many students of English tend to use the available modern utilities in an attempt to foster their English vocabulary level. We could notice many methods and ways that really help this process to take place. A collection of several research questions has been set to further discover the subject matter. The research questions are as follows:

- What is the extent of English mastery we acquire when being exposed to a significant amount of English vocabulary randomly?
- What are the targeted technologies that assist students to acquire vocabulary?
- What is the extent of the indirect assistance students receive from modern technologies?
- Can we improve learning from such platforms? And how?
- How can we encourage the utilization of these methods for educational purposes?
- What are the technologies that perform better than other technologies in the process of acquiring new English vocabulary?

Next comes the hypotheses. We have put three hypotheses to help guide our work while standing as a potential answer to the research questions. They are as follows:

1. Modern technologies help indirectly in the process of English vocabulary acquisition.
2. ICT and modern methods are substituting the existing methods thanks to their convenience.
3. Students do welcome these new techniques and find them interesting to use.

The research work is divided into three chapters to facilitate dealing with the subject matter. Each chapter tackles a major title of the theme. Chapter one seeks to find the real worth of vocabulary among many other language traits. It tries to elucidate the precise difference between

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acquisition and learning along many of their features. Next, we have chapter two. It is the stand at which we identify the meant selection of modern technologies that help our cause. This chapter provides the classification of such technologies from the most useful to the least, and tries to give the features of each. It introduces the concept of digital assistance, which includes Mobile-Assisted Language Learning and Computer-Assisted Language Learning. The chapter tries to point out the value of each, yet as we stress the objectivity of our aims, we also include their downsides. Lastly, we introduce chapter three. This part is exclusive to the field testing for providing concrete evidence. It consists of a multiple-questions questionnaire along with a sample from the University of Adrar. They constitute a case study. The chapter collects answers from the candidates, observes them, and provides an adequate methodological analysis of each of them.

***Chapter One:
Taking a Closer Look at
Language Acquisition***

Chapter One: Taking a Closer Look at Language Acquisition

1. Chapter One: Taking a Closer Look at Language Acquisition

Introduction

This chapter deliberately tackles the different similarities and differences between foreign language learning and second language acquisition. It also tries to observe their features. The Algerian context is implemented in this research as a whole as the case study is done on Algerians; hence, the chapter provides the necessary details to help in constituting the relation between the subject matter and the context.

1.1.FLL and SLA

1.1.1. Introducing FLL and SLA

On the distinction between FLL (Foreign Language Learning) and SLA (Second Language Acquisition), we can observe several points of difference that give each of them distinct advantages. Starting with the process of learning. This process in general is more organized and sequenced linearly. It is a guided procedure, in which learners, whether dependently or independently, are responsible for their own learning. Learning a language takes place as a targeted objective to attain. Learners apprehend the vocabulary, grammar, and other aspects of a language in a thorough way. They cover all the needed methods to become efficient language users. (Ringbom, 1980)

Acquisition, on the other hand, is quite an involuntary process. It could be partially voluntary if the acquirer's goal behind getting exposed to a language is learning. This point defines

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the degree of consciousness of a person who does the acquisition process. Nevertheless, it does not urge them to be directly aware of learning. Their exposure makes them used to the language, forcing their brains to unconsciously perceive the language. The exposure in this situation consists of random language chunks that will be organized and gathered together by the user. The user is receiving a decent quantity of samples, which therefore assist them in constructing their own hypotheses about language usage.

1.1.2. FLL and SLA Factors

FLL generally takes place at educational institutions, which compel the learners to do their part in learning, but the opposite happens in SLA. The latter is an unconscious process that takes place involuntarily, and no obligations are noticed in this case. From this point of view, we raise another concern about the distinction, which is motivation. To some learners, grasping a new language is an enjoyable process, and maybe they enjoy it in general despite the fact that it is obligatory. On the other hand, some learners prefer non-mandatory learning because it makes them feel more motivated and natural. Ringbom (1980, p. 40) states that SLA has got a *“frequently integrative motivation because of genuine communicative need”*, hence a natural process attracts more audience. Age is another factor that creates a difference. Young members show more positive interaction towards SLA; they show great motivation and acceptance to blend into a new culture or language. The love of discovery and knowing new things makes the process easier for them. Adults request more direct learning methods, thus they are more conformable for FLL. Ringbom (1980, p. 40) mentions that SLA is *“Favourable for young learners, who may reach native competence and for whom exposure is all-important. Exposure alone is not sufficient for adults, who may more easily neglect converting input to intake”*.

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1.2.SLA Drawbacks

An important drawback we can mention from SLA is the significant time consumption. Surely can SLA be more attractive, but it takes a considerable amount of time for this process to take place. Language acquisition is a slow process because the acquirer uses the second language frequently, but not in the most efficient way possible. Putting a person in a native English environment might change the outcome for the better though. Nevertheless, in our case, we are using the assistance of modern technologies from Facebook, YouTube, WhatsApp, Video Games, and so on. WhatsApp, as an example, is *“a social networking application, which has been identified as a potentially valuable learning platform”* (Hassan et al, 2017, p. 262). So merging this technique in English learning makes significantly better results, and optimizes the required time for the entire procedure.

1.2.1. Acquisition Issue

What we can observe within the process of vocabulary acquisition is that learners do acquire a large number of words that are learned from social media, but they might not express them in a given context correctly; as they lack the way these terminologies and expressions are linked to each other. It would be less satisfactory to have the structure accompanied by a limited set of vocabulary. In this sense, learners are in need to balance between the learning of the various structures a meaning can be shaped in and the acquisition of new words. These two aspects can be both realized if the learner makes good use of social media. (Khan, Ayaz, and Faheem, 2017)

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1.3. Algerian Context

English is no longer seen as a side language in non-English speaking countries, and Algeria is no exception to this. When talking about English in Algeria, we see that it used to be a foreign language, and now it started to become adopted as a second language, but “[it] is not a second language” just yet (Bouherara, 2021, p. 4). The first idea that comes to our minds is that English is treated as an FL, but in fact, the case study in this research might show different and/or odd results. Students in Algeria show a positive attitude towards learning English (proved in the following case study), i.e. they embrace the use of English even more than French, which is the actual “Algeria’s second language” (Bouherara, 2021, p. 4). This behavior is mainly seen among the students’ category because they tend to run along with modern technology at the same pace. Social media is dominated everywhere by English; movies, games, and music are no exception.

1.3.1. French as a Second Language

Algerian French is implemented within the colloquial vocabulary. It is so because, historically, Algeria was invaded by the French who deprioritized Arabic, and forced the use of their language instead. As to exemplify, we have the word ‘*potager*’, which is used nowadays by most Algerians. This word means ‘*kitchen surface*’. It is taken from the French language ‘*potager de cuisine*’. The word was included in colloquial Arabic while keeping the same use as well. Such implementations contributed greatly to the enrichment and the diversity of Algerian colloquialism all over its territories. Because of the invasion, Algerian people have become unconsciously more familiar with the colonist’s language. What can be understood from what has been previously said is that the environmental, as well as social and cultural factors, shape the way people acquire vocabulary.

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1.3.2. English as a Second Language

Hypothetically speaking, ESL would not be similar to FSL (French as a Second Language) in the Algerian context. English, as mentioned before, is at the center of the attention of numerous students. The techniques that we shall be focusing on making the acquirers acquire more English than ever. Unlike how the Algerian society is dealing with French, which is used for code-switching when using the mother tongue (Arabic and Berber), the society deals with English as a hobby for leisure. For example, some students tend to watch documentaries/movies in English, and others tend to play video games in English. These behaviors make the acquisition process interesting and enjoyable. Therefore, the acquisition of English is indeed informal, yet more words are obtained than the random words French would offer.

1.4. Importance of Vocabulary

According to Gass & Selinker (2001), vocabulary mastery is deemed the most important element for learners to have control of while learning a language because a decent vocabulary extends the range of thought a person could have, thus making the user express themselves freely. *“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”* (Wilkins, 1972, p. 111).

1.4.1. Lexicon Comes First

Vocabulary drives a significant force on the sentence, which is the thing that justifies its great importance in the formulation process. Lexicon plays a vital role in the production process of language, and thus facilitates language acquisition in the short term.

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Gass & Selinker (2001) strongly believe in its great importance, as they provided:

There is good reason to believe that the lexicon is an important factor, if not the most important factor, in accounting for the bulk of second language data, in that the lexicon mediates language production. Furthermore, production itself aids in acquisition. (p. 372)

These pieces of evidence imply more emphasis on trying to fill as much vocabulary as possible in one's luggage. Beside being involved with language production matters, vocabulary boosts the reading comprehension skills of the user significantly as well.

1.4.2. Reasons Behind Focusing on Vocabulary

A beginner-level learner has to focus in their first stages of learning on acquiring as much vocabulary as they can. Then, they can move to learn structures.

1.4.2.1. Communicating with Style

The focus on vocabulary has not been an unexpected phenomenon nowadays, for it diversifies self-expression, makes the user much more accurate, and makes our communication skills stylish.

1.4.2.2. Difficulty of Vocabulary

Add to that the focus has become more intense on vocabulary because it is a hard task to handle. Learners need to make the balance between the depth and the breadth of vocabulary because knowing more shallow words without delving a bit into the other different meanings they might have would neither be sufficient to convey a message nor sufficient to express one's self (Gass & Selinker, 2001).

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1.4.2.3. No Two Words are the Same

It must be mentioned that there are no exact synonyms in any language as sometimes the meaning of a particular word changes according to the context it is used in. However, words do have close substitutes, but they are not quite accurate if the translation from one language to another occurs.

1.5. Lexical Errors Severity

The lexicon of English, like in any other language, is varied to give the user a large selection of words that describe each idea appropriately. If not used correctly, the idea is quite possible to be misunderstood by the listener/reader. This leads to recognizing the severity of lexical errors.

Let us give an example of a person saying '*he was seeing me*' instead of saying '*he was staring at me*'. These two expressions have totally different interpretations, and the receiver would understand that '*he*' was looking normally at '*me*' instead of gazing at '*me*', which definitely leads to an unhealthy conversation.

1.5.1. Linguistic Variations

Language contains a wide variety of linguistic features extending from grammar, semantics, pragmatics, lexicon, phonetics, and more, but learners seem to prioritize some of them above the others. This might be because of the easiness of a certain feature or rather the importance of it.

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1.5.2. Lexical Errors Frequency

Lexical errors are the most common ones among all language errors because even an advanced learner might misuse words. Such errors have even outnumbered grammatical errors by three to one ratio (Gass & Selinker, 2001). Vocabulary mistakes can occur more if the learner is not exposed to enough real situations and contexts. They can take place as well if the user has a limited vocabulary count. Even with the help of a dictionary, words can be tricky to figure out their appropriate utilization because of their flexible nature.

1.5.3. Difficult Nature of Words

Rohmatillah (2014, p. 69) mentioned in his research paper that “*students found difficulties in choosing the appropriate meaning of the words*”. They added: “*also still confuse in using the word based on the context*”. As far as the latter is concerned, words should be chosen wisely while put in contexts as they commonly might be polysemous or homonymous. This extends the conundrum from grasping as many words as possible to grasping the different possible meanings of each word independently, which definitely makes the task rough. If a user misuses a certain word thinking that it has one meaning only then they is in the scope of semantic issues.

1.5.4. Natives’ View Towards Such Errors

Among all the possible language errors, average native language users find lexical issues to be the most inconvenient. They think of word choice as quality of great importance, and that it should be taken into great consideration. Unlike lexical mistakes, they can turn a blind eye to some grammatical mistakes and even the syntactic ones. Because as long as the message is conveyed, they are in agreement with you, but misapplying words would send them thinking away. Gass &

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Selinker (2001, p. 372) said “*native speakers find lexical errors to be more disruptive than grammatical errors*”.

Let us say for example a non-native language user, whose native language is Arabic, uses the expression ‘*Mohammed owes Fatima*’ to mean that ‘*Fatima*’ needs to give something to ‘*Mohammed*’. This utterance can possibly happen because the concept is used in this way in some Arabic dialects, but the bitter truth is that in English the idea is totally the opposite of what it is in Arabic. ‘*Mohammed owes Fatima*’ means that ‘*Mohammed*’ has to give something to ‘*Fatima*’. If the non-native user commits this mistake while talking, there is no way that the native listener figures out that they meant the other way around, and that the speaker had chosen the wrong lexical term.

1.6. Problems that Face Lexicon Acquisition

1.6.1. Boundless Lexicon Matter

A very large amount of existing vocabulary is in itself trouble-making. Psychologically speaking, if a person feels like they are overwhelmed by the number they are facing, they would start losing interest in what they are doing; thus, start feeling bored. Eventually, they would quit what they are doing.

1.6.2. Words Regeneration

In the process of absorbing a new language’s vocabulary, students must be very open about encountering new words each now and then at a slow pace as attempting to surround all the English words at once is technically impossible. If someone thinks that they know all the English words,

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then they are typically out of coverage because according to (Merriam-Webster, s.d.), 455 words were added just in October 2021. Oxford Dictionary similarly, has announced, “*Nearly 700 new words, senses, and phrases have been added to the Oxford English Dictionary in this special update*” in March 2022. So, words are added to English on a regular basis from various sources. Students must learn that the process of language acquisition is limitless, and having a weak vocabulary is no issue.

1.6.3. New Concepts Problem

During the learning process, information that is being exposed is already grasped or experienced by the learner somewhere else, i.e. in the mother tongue. Thus, whenever the learner’s mind gets together with that piece of knowledge that existed before, they can easily get linked to all the surrounding events that remind the learner of that specific information. This helps teachers who avoid the use of L1 even more because they frequently get stuck with words they cannot define using L2 only. On the other hand, when the information is being exposed and tackled for the first time, the learner will encounter issues while trying to relate these new stranger words. The problem will not end here, especially if the information being visually exposed to them without any kind of explanations or hints is still vague. In other words, they face such issues simply because the information does not even exist in their mind!

This dilemma might occur when the L2 presents ideas that do not exist in the mother tongue; for example, the word ‘*cotisation*’ in French, which means, according to (Le Robert, s.d.) French Dictionary, gathering money from different parties for a common expenditure. This word does not have a direct relevant translation in English save the word “contribution”, which carries another different meaning.

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1.6.4. Reasons Behind Students' Regress

Two facts can be the reason why a regress occurs at the learners' level. The first is that learners are not very exposed to the targeted language environment, which contributes to the enrichment of vocabulary and structures. The second can be due to the poor, or the lack, of contexts outside their learning scope. The latter help in a noticeable way in making the learners apply what they have already acquired. (Hassan et al, 2017)

When learners are put in a situation where there are plenty of new words, they get caught by angst as their attempts to understand the main context fail each time they try and make the learners more perplexed; therefore, they unconsciously construct barriers and obstacles between them and the acquisition process, in a phenomenon named "The Affective Filter".

1.7. Reading Issues

1.7.1. Issues Identification

It is clear that the majority of readers that are still beginners or new to the foreign language seek reading joy and vocabulary acquisition simultaneously as we shall mention in the case study. The problem is, if they focus on one part, they systematically start getting further off the other part. That is to say, focusing on the joy and the delight of reading a novel as an example will give less space to acquiring difficult words, and vice-versa; if a reader keeps the dictionary to their side while reading, they will finish the novel after a considerably long duration of scrutinizing.

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1.7.2. Skipping Words Technique

Some of them resort to skipping difficult words, which seem unimportant to them, to keep the track fresh, but this strategy has got a severe downside. Skipping words would develop the habit of skipping every challenging word. The technique of skipping words may indeed be a helpful way of acquiring vocabulary owing to the fact that the meaning of odd words can be gotten from the context they are used in and the task is done. However, sometimes, the context cannot be easily gotten from the first reading/sight, and needs some effort to decode the needed meaning using, expectedly, the dictionary or the internet most of the time.

1.7.3. Breadth vs. Depth of Vocabulary

Having quality vocabulary is very much recommended for someone who wants to acquire a new language, but there is something conceived to prioritize quality, which is quantity. *“Evidence suggests that breadth of vocabulary is more important than depth of vocabulary in the reading comprehension process”* (Hassan et al, 2017, p. 263). This quotation emphasizes the breadth of vocabulary to obtain a higher status rather than the depth of vocabulary while reading. The reading comprehension process bases most of the time on the breadth of vocabulary instead of its depth, and the reason why it is so is that the more words the learner can get, the more the ideas that can be understood.

On the other hand, if the contrary was taken into consideration, the ideas would not be absorbed the way they are supposed to due to the different connotations that each word carries. Reading is about getting clear ideas, not about diving deeply into the hidden meanings the learner does not need.

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That is to say, in reading comprehension, a reader does not need to do a deep observation of a certain word each time they encounter them. As an alternative, they could count on the context for most cases and only use the dictionary to have a quick insight into the word's meaning.

1.7.4. Negative Behavior of Some Learners

Nevertheless, the issue of learners nowadays is that they want everything to be easy and ready-made to ease the vocabulary acquisition process. In this sense, some learners tend to overuse the skipping technique while reading; hiding under the umbrella of the word difficulty. Accordingly, the amount of the words learned would be much less, limiting their vocabulary luggage, which may lead to a communication problem when being in a native-speaking country.

Conclusion

As we come to the end of chapter one, we could conclude that the process of acquisition is vividly different from learning by means of guidance, and each of them has its own attributes. Furthermore, acquisition is critical for a language learner; hence, learners need to put more effort into extending the methods and techniques of grasping a language. We could deduce also that English language in this context is a foreign language, yet it is slowly being adopted as a second language in the meanwhile (Bouherara, 2021). To sum up, the current chapter tackles many points of view that concern vocabulary grasping methods and which of them performs better than the other.

***Chapter Two:
Observing Modern
Technologies***

2. Chapter Two: Observing Modern Technologies

Introduction

This Chapter tries to introduce modern technologies along plenty of their aspects. It provides the necessary understanding of how social media works, and how they interfere with vocabulary acquisition. The chapter presents a range of explanations that concern the ways each presented technology helps in the process. There is a significant focus on two of the most common technologies used by people, which are CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning). At the end of the chapter, the disadvantages and the drawbacks are to be mentioned to make the user proceeds using such methods with caution.

2.1. What Are Modern Technologies About?

2.1.1. Social Media Variations

Modern technologies as a whole consist of many sub-fields, mentioning the majorly used means, social media. The latter is being greatly used by everyone and particularly the youth in the 21st century after globalization has taken place. Because social media was a new phenomenon, people rushed to use it all the time and experienced all that it provides from easing getting services to diving deep into its features until reaching full access to it. Learning and acquiring English nowadays is not only limited to the classroom environment, but it has also expanded to more modernized methods. Facebook, Instagram, YouTube, WhatsApp, Twitter, TikTok, and many other applications are considered means for the wide connection between people to occur. For

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example, YouTube can be used as a resort for someone who seeks video amusement. Instagram, as well, is an alternative that can be used by people who enjoy images and reels. WhatsApp, on the other hand, is an app by which people can text friends, family, and colleagues. All the previous programs can be accessed by computers or mobile phones with access to the network.

Khan (2016) defines social media as:

Social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phones, computers, tablets, and so many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way. (p. 591)

2.1.2. Common Social Interests

Online communities are extremely spread on the network; each category of people wants their own space to confabulate and discuss their particular interests. People might be from different nations of the world, but most of them would agree upon choosing English as a language reference to ease communication. They also stated: *“There are online communities which are helpful for English language learning and vocabulary development.”* (Khan, 2016, p. 590). So the network would succeed to meet each one’s preferences as well as desires; to illustrate, a person who enjoys reading articles about the medieval era can find dozens of them and even find forums with other people from all around the world who could be talking about that topic.

2.1.3. Social Media Vocabulary Advantage

Network, and social media, in particular, can help enrich one’s lexis in an interesting way as it coexists and walks hand-in-hand with the modern ways of vocabulary acquisition; for instance, numerous chatting platforms like Quora, Stack Overflow, Medium, and many more do

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exist online. Not to mention that one of their aims, beside communication, is to expose one's mind to the different ways an idea can be expressed in.

Social media does provide such an advantage. It gives the users opportunities for them to be exposed to a considerable amount of vocabulary. Khan, Ayaz, and Faheem (2016, p. 590) pointed to vocabulary as *“It provides the vital organs and flesh to the language. Similarly, language learning ability depends upon the improvement and development of language vocabulary”*.

2.1.4. Relation Between Technology and SLA Communication

Technology has taken its crucial place as it keeps people connected with each other, and this sort of communication depends mainly on words and expressions. In other words, people use language in their communication with people through a particular technological device. In this sense, applied linguists observe that communication is related, in more than a way, to SLA as such process is done with no borders that limit the type of language used. Chapelle (2001, p. 01) clarifies the use of technology in our everyday language use as they said *“everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for applied linguists, particularly those concerned with facets of SLA”* (Cited in Ladaci, 2017, p. 162).

2.2. Implicit Assistance of Technology

Technology plays a vital role in acquiring new English vocabulary, as it makes people look up words and expressions unconsciously. The best proof would be the case of applications that

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suggest to the learners a new word/expression each day for daily learning. This contributes greatly and in an implicit way to enriching their vocabulary. Thus, helping them diversify the way they can express themselves. Learning words by checking dictionaries seems to be boring, especially at the current time (mentioned in the case study), But surely nobody will miss the opportunity of learning new words while doing the routine of every day, i.e. chatting/reading the news.

2.2.1. Implicit Assistance of Social Media

Social media seems to be advantageous in other ways. For a fact, each now and then, learners come across different ways of saying a particular word when roaming around Facebook feeds; we have the words *'look'* and *'observe'* as an example. For a new learner, these two words might seem similar, but in fact, they are not. According to (Cambridge Dictionary, s.d.), the word *'look'* means *“to direct your eyes in order to see”*. The word *'observe'*, on the other hand, means *“to watch carefully the way something happens or the way someone does something, especially in order to learn more about it”*. A person who comes across these two words regularly, although unconsciously, can figure out their meaning according to the context. Thus, we could notice that some words might seem identical, but they are used differently. Some people might commit a certain mistake, which is translating from one language to another using literal translation. This issue can lead to several distorted meanings. That is why it is necessary to have a decent range of lexis in English.

2.3. CALL and MALL Do Improve Acquisition

Introduction

2.3.1.1. A Linguistic Background

In our study, Arabic language serves as the source language of the natives. Arabic in itself is a highly rich language with respect to vocabulary diversity. This turns back the most to either the excessive use of hyperboles and metaphors by naming a particular thing upon the similarity that it has in comparison to other named things or to the diversity of Arab tribes. A word in Arabic is subject to different interpretations due to the way the human cognition processes the context this term is used in; for instance, according to the online Arabic dictionary (Almaany, s.d.), there exist thirty-nine names, or should we say, degrees of the word '*love*' only. Not to mention that the above-mentioned method was applied to nearly most Arabic vocabulary. This makes its users familiar with a huge variety of words, which they can handle easily. So assimilating dozens of new English words on a regular basis should not pose a problem for them. Connotations in Arabic can effortlessly outmatch those of English, making its users deal with English at ease.

2.3.1.2. Introduction to Information and Communication Technology

Teachers try to head towards better teaching methods each now and then. The latter is frequently introduced in a multitude of types and/or approaches to a certain extent. ICT (Information and Communication Technology) emphasizes the use of MALL and CALL in education. The talk about the inclusion of ICT within teaching and/or learning vocabulary has been a questionable situation wherein the vast majority welcomed them thanks to the fact of their effectiveness.

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2.3.1.3. Assistance Offers of ICT

Teachers are now able to take advantage of ICT to remove some of the bulk from the process of teaching. ICT has been helping both the instructor as well as the center of the vocabulary acquisition process, the learner. The teacher previously used to over-prepare when it comes to reading lesson plans, writing illustrations for the lessons, and so on. Nowadays, a single click of a button can make things happen for instructors. This would allow them to deliver quality content without devoting a lot of time to preparing a plan that expectantly satisfies their learners. (Hassan et al, 2017, p. 270) “*It [ICT] has the promise of reducing teacher’s unnecessary workload*”. In this way, and with the help of modernized instructors, students would definitely benefit from quality teaching.

The two aforementioned points ICT (CALL and MALL) focus on identifying plenty of ways we could use technology. They have been used by many experimentalists to testify the degree of their applications in the field of education. They proved to deliver a decent advantage over the traditional ways of learning and/or acquiring vocabulary.

2.3.1.4. Digital Assistance

The field of computational linguistics is evolving nowadays with a clear focus on computers as a very rich source of information. The computer with scores of its features is at the disposal of the user to help make maximum benefit in the process of education. “*The use of computer assistance in language learning is a well-established field in language learning*” (khan et al, 2017, p. 262). The establishment of technology use in language learning has become a crucial part of vocabulary acquisition for it has the advantage of putting the learner in an intense exposure to the target language being learned. In other words, the amount of vocabulary learned with the

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assistance of computers is significantly more than acquiring it from society, especially if the society is a non-native speaker of this language.

These electronic brains, or as such, are hand-giving devices that enrich the learner's lexicon; as to illustrate more, a particular user of a smartphone will encounter new words while reading an article, thus rendering the understanding of an idea a must that is related to the understanding of those new terms. Not to mention the fact that, unlike the traditional methods, the use of modern technology has been a contemporary and preferable method of learning, which eye-catches young learners.

2.3.2. CALL

2.3.2.1. Pieces of Evidence for Support

Hassan et al (2017) conducted an experiment on a number of students. The students were divided into two groups: A treatment group, which was studying using technology assistance, and a control group, which used a traditional studying system. The experiment reported a net gain of 8.49% of the treatment group over the control group. Details are to be stated in the following lines. Amongst the techniques that were introduced is the use of captioned videos that can be accessed via any electronic device (PC, mobile phone, tablet, etc...). Those videos contributed greatly to assisting vocabulary acquisition involuntarily. Captioned videos in English are more fruitful than the non-captioned ones because the acquirer can do a real-time word matching inside their brain.

2.3.2.2. CALL's Positive Attributes

At the level of the learners' cognitive capacities, CALL was proven to have long-lasting positive effects on the affordance of new vocabulary in comparison to many other methods. This is because the screen size of computers helps in the process of picturizing ideas and making them

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vivid. They can deliver information in different digital manners. Computers along with network services provide a decent learning environment. A good setting where the computer can be delivers more comfort to the user, which, therefore, results in a good yield.

2.3.3. MALL

2.3.3.1. Pieces of Evidence for Support

MALL, on the other side, promotes the usage of phones in learning for many reasons. Motivation is one important aspect we could tackle. A study by Palalas (2011, p. 72) “*reported that doing learning activities on mobile phones was fun and they [the subjects] felt motivated to complete the tasks*”. As this study suggests, learners do have some interest while doing their homework or even practicing English on mobile phones. That is a valid fact because, unlike computer technology, mobile technology is not a very old phenomenon, and the interest in using it is still fresh.

2.3.3.2. Mobile Phones Importance

Mobile phones with the advancements they have been reaching have affected the teaching and/or the learning process as they have made it easier to access knowledge wherever and whenever learners desire, and attracted the learners’ attention by making learning an enjoyable process, rather than casual.

Teachers, on the other hand, have given hope to those new arrivals by adapting their teaching approaches to go altogether with the learners’ needs as well as assessing and keeping track of the progress of the learners.

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2.3.3.3. MALL's Positive Attributes

While field experimentalists were to testify the importance of mobile platforms, they put a great deal of focus on vocabulary learning refinements, and they could prove the concerned platform to provide the necessary boost for the users. Because vocabulary acquisition is on top of the important attributes of a language learner, the recommendation of being exposed to what MALL offers is relevant. *“In most of the studies, in past two decades on MALL, the vocabulary learning skill has been the target skill”* (Hassan et al., 2017, p. 263).

The center of attention on MALL has recently been more noticeable in vocabulary acquisition than CALL due to many factors we previously mentioned.

2.3.3.3.1. Availability

Youngsters enjoy receiving tasks from their mentors/teachers, and like to engage in these sorts of activities. The leisure and the joy produce the right dose of motivation students require to learn new vocabulary and enhance language acquisition. Mobile phones have destroyed the hindrances of time and place as they can be used anytime, anywhere. For example, a learner who was outside then could not think of attending an online meeting without the need of going all the way back home or to a cyber-cafe to gain access to a computer with network connectivity, but now, with the help of mobile phones, that has become a past to remember.

2.3.3.3.2. Affordance

Mobile phones (smartphones specifically) are ubiquitous, personal, and practical devices, which almost everyone can have because they are affordable. With their help, instructors can always reach their students who should always possess phones in their pockets.

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2.3.3.3.3. Optimization

The process of learning new vocabulary is described by its nature of being multi-methodic in the process of attaining its goals. This denotes that resolving from one-way to another requires sources and effort to do so in the practical field. But with the facilitation/mobility of phones, switching from one activity to another or from one environment to another is much more convenient. As to illustrate, a teacher might want to use an application called ‘Kahoot’ for some specific activities. The presence of mobile phones in this case makes the whole process much more fluent.

2.3.3.3.4. Defeating Boredom and Anxiety

In addition to being easy to manage, mobile phones reduce boredom, fear, and anxiety while doing several tasks. *“It is argued that the freedom of choice offered in this study [using mobile phones] almost totally eliminated the elements of anxiety, fear and boredom”* (Hassan et al, 2017, p. 270).

Some learners have hard times keeping pace with their studies when dealing with books and copybooks because of their lack of interest. They might start feeling tired or bored in the process. We should not deny the fact that paper books are extremely important and beneficial, but there is always an alternative. Mobile phones are one of the suggested alternatives for decreasing boredom in a noticeable way because they give students the freedom to regulate their way of studying. This manner does not just put them aside from boredom and anxiety, but teaches them how to be responsible in their future endeavors as well.

2.3.3.3.5. Enhancing Motivation

Instructors always have the choice to use these techniques or use alternatives according to the situation of their students. Learners have started to break that Affective Filter in grasping new

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lexis owing to the fact that it did not become like those ordinary and boring ways they used to experience within real classroom environments. *“When learners engage in learning activities in this kind of low filter environment, learning becomes fun and not a burden”* (Hassan et al, 2017, p. 270).

For instance, vocabulary acquisition became interestingly fun and worth dedicating time to through various games, which have educational aims. Dictionaries today, as well, are supplied with a new amusing corner under the name of *‘Daily Word’* or *‘Today’s Word’*, which, from its name, exposes the learner to a new word every day by notifying them in a specific time the learner manually sets. For the abovementioned reasons, vocabulary acquisition is nowadays more fun and interesting than ever. *“It [ICT] offers an opportunity to the learners to practice input in the time and place of their choice”* (Hassan et al, 2017, p. 270).

2.3.3.4. Mobiles Are more Useful than their Rivals

Additionally, mobile phones in particular are the most used devices for their portability and the simplicity of access to all kinds of educational quality content including those related to vocabulary enrichment. To put it in another way, the mobile phone could be programmed to show the learner a new word each day, thus contributing to their vocabulary breadth.

2.3.3.5. Learners’ Acceptance of Mobile Technology

There is evidence of strong acceptance of the implementation of smartphones’ technology for learning languages (Jarvis & Achilleos, 2013). The element of inner acceptance for such implementation is enough to trigger the love of learning in them. (Jarvis & Achilleos, 2013, p. 18) mentioned that the *“majority of the subjects showed their preference for mobile language learning”*.

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2.4. ICT's Traits and Features

2.4.1. Types of Learners

Students are gifted with various learning styles for each category of learners. So learners are quite different; there is the visual, the kinesthetic, and the auditory learner. The visual learner learns through observing things using their eyes, the kinesthetic learner understands well through movement while being exposed to the subject matter, and the auditory one grasps knowledge best when they hear it. In fact, students have all these styles at their disposal, but their preference ratio differs. Some of them even use all the skills at the same pace, i.e. they harness each sense in the best way possible.

2.4.2. Divergent Glosses

Exposing textual glosses only in the process of vocabulary acquisition will not be always beneficial and exciting; therefore, tearing down the learner's interest and understanding as well as contributing to enlarging the size of the Affective Filter. Nonetheless, there is an effective solution to this issue. Introducing a combination of divergent glosses, mainly textual and pictorial ones, paves the way for the learner to attract their attention to learn new words. It is preferable to link textual glosses to visuals as the latter is considered an auxiliary tool in understanding the written glosses. Words are generally linked with pictures, even if they are emotions. So for an EFL learner and/or acquirer, having the mother language already in their minds makes them ready to link a new set of lexicon to each picture they already have respectively.

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2.4.2.1. Pictorial Glosses Importance

The skill to produce plans in the mind is considered a highly valuable trait a person could have. There exist plenty of techniques that help in the activation or the enhancement of this skill. Pictorial glosses are thought to have an important ability to help improve one's theoretical functions; In other words, they indirectly assist the human brain to grow the imaginative side of his brain. *"It is argued that pictorial glosses can help in the activation of schemata"* said Hassan et al (2017, p. 270). Since pictorial glosses can either be demonstrated concretely, via drawing or virtually, we tend to shift to the easiest way. Digital platforms offer multi-functional glosses in more than one way, and they are one click far from us.

2.4.3. Vast Selection of Devices Offers of Technology

Acquiring vocabulary from a cheap device, for example, results in the same income as learning from an expensive device. As long as the available material has access to the internet and/or dictionaries, vocabulary acquisition process will run at a good pace. Technology, and more particularly Tech companies, produce each now and then a great variety of new devices, which provide various interesting features that leave the consumer light-headed while choosing which device would be a good choice! Those features are used for a multitude of purposes, including educational ones. (Hassan et al, 2017)

2.4.4. Technology Mastery by Users

Both learners and regular people can acquire vocabulary right from their phones, as such a process is not chained to specific materials and/or circumstances, but rather, to any available electronic device. Not to mention that due to the people's raise of awareness about these latest technologies, people now deal with a particular device after reading the written instructions, i.e.

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manuals. In other words, learners are able to acquire vocabulary using their personal means (phones, tablets, laptops, etc...) because they master dealing with them.

2.5. Emergence of Modern Teaching Ways

Unlike traditional classroom systems, the modern classroom systems were brought to life with a forward-looking vision to success, for they rely on up-to-date materials, including technological devices, as well as new teaching/learning approaches and adaptations to the new generation's needs. Such reliance is principally supported by the actualities taking place at the level of the matter that urges the learners to grasp vocabulary with much interest. (Ladaci, 2017)

2.5.1. Influence of English on Our Education

Khan (2016, p. 590) mentioned: *“English language vocabulary development is easy nowadays because a learner may get help from online sources”*. This refers to the easiness of accessing information with all the available online sources on the Web. Algerian students, traditionally, used to look for books in libraries. The books were often in Arabic or French due to the influence of the second language in the country, so researches about English were quite harsh on students. Now everything has turned upside-down; most knowledge has become available in one major language, English. This would definitely facilitate the work on students of English, but it would create hard times for students that are focusing on French in their studies. For such a reason, it is necessary to switch from French to English in academic fields. Furthermore, many students do enjoy taking advantage of the method's easiness. For instance, several students prefer looking up the network on their phones instantly after having some questions on their minds because it is the quickest way to have instant and sometimes accurate answers.

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2.5.2. Advantages of Technology on Higher Education

Higher education, in particular, depends mainly on technology. To come up with good research, we need many available sources that we can use to fulfill the needs; hence, teachers, and students as well, have to be trained on how to use those technological devices to maintain an effective education (Kourieos & Evripidou, 2013).

2.5.2.1. Shifting to a Learner-Centered Approach

(Ladaci, 2017, p. 167) *“Teaching with technology [...] is in favor of many foreign language teachers around the world who seek to render their classes livelier, more collaborative, and more learner-centered”*. The quotation raises the fact that is worth mentioning that traditional methods are mostly teacher-centered wherein the instructor is the one responsible for providing the whole knowledge (spoon-feeding) and facilitating it to the learner. Teaching through technology makes the classroom environment alive as learners engage in the role of educating themselves through searching independently; in other words, the class becomes more learner-centered where both the instructor and the learner do the evaluation process.

2.5.2.2. Technology’s Obligations Decrease and Options Increase

Technology brought facilitation to people’s jobs including teaching. The latter has become freer as it is no longer stuck to instructions that must be followed. It is not worth neglecting the effectiveness of some traditional methods applied by teachers in classrooms, but prescribed syllabi do not always provide a whole lot of information needed to learn nor the way it should be tackled.

For this reason, the use of technology has been recommended for it demonstrates a large scale of knowledge at disposal. In addition, teachers are not obliged to spend a big deal of time on

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planning their lessons and looking for suitable materials, as everything is available on the net with only one touch! (Ladaci, 2017).

2.5.2.3. Flexibility

As much as books can be of good use, the pace at which language is changing can still outmatch them. The factor of flexibility is important if we want to consider every side. For instance, books of Grammar by Oxford and Cambridge do provide most rules about how language must be used, but are still ineffective enough because language is a variable that is mostly controlled by anthropological factors. In other words, it is something alive that is under the control of its native speakers, and they sometimes do not use language as correctly as prescribed in books (Nunberg, 1983).

2.5.2.4. Expansion of Education Boundaries by Media Materials

The implementation of media materials is highly suggested as it shapes the knowledge being learned in real-life situations. Such a process does not only help in realizing what has been taken only, but also blends both social and educational environments for a better understanding and not to keep that knowledge limited to the classroom only. Brinton (2001, p. 461) states: *“media material may lend authenticity to the classroom situation, reinforcing for the students the direct relation between the language classroom and the outside world”*

2.5.2.5. Technological Persistence

Keeping at the pace of 21st-century students requires constant vigilance over the effectiveness of the applied methods. That is why in classes that rely on technology, new approaches and strategies are persistently updated to meet the requirements of the new generation. This gives a reason to shift to the advanced classes that integrate ICT. This was the same answer

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for nine out of ten university teachers. Ladaci (2017, p. 165) had put in their research “*teachers who chose (yes) stated that the internet is the technology that provides authentic up-to-date material that will greatly boost the teaching /learning of English*”. However, the one teacher who is left preferred sticking to paper books and hard materials instead.

2.6. Issues Facing ICT

Among the constraints that stand in front of ICT inclusion in Algeria is its lack of a strong infrastructure as well as network issues. Such a drawback lies behind two reasons mainly. The first, is the rare provision of technological materials by educational institutions. The second, is the carelessness of administrative supervision and support regarding its allowance to be used by teachers. Ladaci (2017, p. 161) provides that “*Different educational institutions in the country still face problems of poor infrastructure and connectivity issues*”.

2.6.1. Downside of the Persistence

Despite the fact that technology provides teachers with plenty of alternatives and options, the task can still be hard. Its relentless use by the growing population has been making it arduous for teachers to find ways that go altogether with their teaching practice since learners keep growing their needs. Therefore, it could be a challenge for teachers to meet their expectations.

2.6.2. Lack of Control Over Technology

The call for the use of ICT in classrooms has been of considerable importance in having quality learning. However, this matter does not always have outstanding results, as in some developing countries. Algeria, as an example, does not have effective control over the use of

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technology, an issue that is reflected in many fields including education; (Ladaci, 2017, p. 161) mentions that *“This technology appears to be inefficiently used in many developing countries and Algeria is no exception”*. This lack of technology management and use ought to be dealt with by essentially granting access to technological materials while sensitizing teachers about their contributions to their work.

2.6.3. Stakeholders Irresponsibility

Despite the positive attitude of teachers and their acceptance of using technology within their classrooms (Ladaci, 2017), they get confronted with the fact that the needed materials are not provided by the institution where they work, which is the case in Algeria. Although the teacher insists on providing technological devices, the stakeholders keep coming up with excuses, mainly like the shortage of the budget received. Additionally, this proves also that there is some sort of carelessness when discussing the use of technology in teaching.

2.7. How Technology Is Viewed vs. How It Should Be Viewed

Curriculum designers have been viewing technology as an assistive tool in the teaching process; The factor that resulted in the lack of its professional use by teachers around the world including those of Algeria. The inclusion of technology in most curricula should be deeply contemplated for it visualizes the content going to be tackled, in addition to ensuring and guaranteeing its understanding. Not to mention that learners are highly motivated when it comes to using their devices to learn. Ladaci (2017, p. 166) has put that *“Successful technology incorporation must start from the curriculum”*.

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2.7.1. Effects of Teachers' Behavior on the Results

A research by Ladaci (2017) showed that a particular teacher's satisfaction with the integration of ICT within his classroom is what sets the degree of success of such methods. That is to say, there must be some mutual acceptance from both parties. Some teachers do fully trust the ability of ICT to enhance the quality of learning and its outstanding outcomes; on the other hand, some others feel suspicious about them, thinking that all that ICT does is just a mere distraction from the learning process, and this makes the latter benefit less from ICT.

In the same research, nine out of ten teachers proved to be using ICT in the preparation of their courses. Therefore, teachers do need to conceive technology positively to take the most profit from it because it is eminent that ICT is taking over the traditional methods. Teachers need to be trained on "*how to incorporate resources into classroom activities in order to attain successful technology integration*" (Ladaci, 2017, p. 166).

2.7.2. Depriving Technology Defect

The deprivation of technology use for EFL students leads to the grave limitation of language contents and contexts. Hence, rendering them unable to hold a stylistic and natural conversation with a native speaker despite having the basic needed language (Ladaci, 2017). Such a phenomenon is spread in Algeria to the point that a category of students sees language classes to be a '*time-wasting*' place where ordinary matters always happen, and therefore, complaints and dissatisfaction from the learners' levels are usually occurring.

2.7.3. The Must of Adapting Technology

We have arrived at an era when there must be a complete comprehension that traditional methods and old-fashioned approaches alone no longer have their effectiveness in language

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teaching. Furthermore, the mentality of the new generation's learners, as well as their reflection, are influenced by the breathing technology in their lifestyles, mindsets, and even education, so it would be irrational, from a teacher's point of view, to keep believing in old methods in a completely developed and modern age! Ladaci (2017) Emphasizes this idea as they stated: *"Teachers need to understand that successful language teaching cannot be met by courses only following traditional, instructional methods; they should rather believe that technology in the 21st-century classroom is a must and not an option"* (p. 167).

2.8. Technology is not the Absolute Provider

We could observe many of the advantages technology is offering to language acquisition, but we should bear in mind that we must not expect technology to be the absolute provider when it comes to language acquisition.

2.8.1. How Technology is Growing

Along with the advancement we have reached, the methods of teaching and learning have diversified, and, expectedly, the traditional methods no longer have satisfactory and sufficient outcomes. The invention and revolution of ICT contributed to the enhancement of both processes: teaching and learning by delivering/receiving information in a non-ordinary and interesting way. The more the user has more control over those technologies, the more interesting and productive the learning process becomes.

Education is a very precious essence anyone would want to acquire, that is why humans want to boost it in any way possible, but a new downside emerges. Technology advancements keep growing relentlessly and affect the educational side greatly.

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2.8.2. Rushing to Technology Drawbacks

2.8.2.1. Overshadowing Valuable Methods

Each now and then new language learning methods appear and overshadow the existing ones, which, frequently, seem to be more valuable than the new ones. Technology advancements here affect education negatively if scholars welcome any new available technique in the learning process.

2.8.2.2. Non-Wanted Behaviors

Despite the advantageous horizons technology offers, it would be an arduous task to handle when the focus of the learner swerves to unimportant contexts outside of the educational scope. A good example would be the acquisition of vulgar terms and expressions, the latter that affects his behavior afterward.

If scholars are to harness technology to their disposal at a maximum advantage, they should really be attentive. There must not be any kind of oppression of the old-fashioned methods because they might happen to provide more beneficial assistance than their new equivalents. As a result, educators and mentors should keep an eye on the best modern, but advantageous options technology provides.

2.8.2.3. Deceiving Features of Technology

With the progress of technological research, there exist nowadays numerous devices and software that serve both the teaching and the learning processes. Teachers, like other people, are fancied by these innovative products and programs, and do their best to afford expensive systems thinking they would contribute to reaching outstanding results. Yet, they get astounded by the same results.

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Instructors might fall into this negative trait. A collection of expensive software and systems promise its clients amazing results if they buy them (Hassan et al, 2017). These baits are widely spread across the network, and they wait attentively for their first victims to feed on them.

2.8.2.3.1. How to Prevent Deception from Happening

In such cases, it is the responsibility of field specialists to instruct the teachers for using the best available options, and not only run after anything. The teachers should self-improve as well because the specialists are not available consistently. Technology provides countless brilliant options, and they are all free. The mentor needs to be wise in selecting them for the reason that rushing might likely cost them money and electronic harm.

Teachers need to bear in mind that the mastery of using the existing technology is the way to accomplish successful results, and that success is never linked to the cost of the technology used. For such a reason, the need to adapt the modern teaching approach with the technology available would be a great combination to success. (Hassan et al, 2017)

2.9. Neglecting Technology Is a Mistake

The use of technology has always been affected by a negative view, especially from parents and old teachers who believe that learning using new methods causes a considerable level drop of learners based on bare doubt without trusting those new strange methods. *“Expecting miracles from technology had been misleading but neglecting its potential will be a greater mistake”* said Hassan et al (2017, p. 270).

Technology has played an observable role in enriching one’s vocabulary luggage. A learner with low and/or limited term count can be an accurate and fluent learner in any language, and all

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they need is the discipline and the trust of those new techniques that the world has been following lately. Not to mention that some of the old methods of teaching/learning became quite boring and ineffective for the new generation's needs. Having plenty of negative insights on technology does not mean neglecting it entirely. There must be some kind of balance in its application; the same is applied to different life traits.

2.10. Increasing Students Engagement

The growth of the zeal for learning in the learners' spirits is the result of a bunch of considerations. The first is pedagogical. This means the right choice of the appropriate approaches for teaching vocabulary is critical, as they have to go hand-in-hand with the learners' learning styles. For example, if the teacher bases upon active approaches, such as the Total Physical Approach and Project-Based Approach, the learners' attention would be drawn toward positive learning attitudes. The proper design of the activities being tackled in the classroom, i.e. perfectly designed activities that go along with the learner's age, gender, and learning style, is another significant consideration. Designing efficient activities only does not have the required impact on the learner. Their appropriate presentation in the classroom by the teacher is the other crucial part that fulfills the requirements.

The teacher needs to use the selection carefully selected activities to give the chance to all the students to engage in the tasks regardless of their different culture/knowledge backgrounds and without criticism. Therefore, urging the learners to engage in the learning process of the foreign language, and not only seek to practice their mother language. Because making learners love what they are doing is the ultimate aim, the aforementioned selection of recommendations will

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contribute to making them love learning and acquiring new kinds of erudition. *“The study has important pedagogical implications. Firstly, well-planned and designed tasks presented in a low filter environment have the promise of promoting not only language learning but can also promote love for learning”* (Hassan et al, 2017, p. 270).

Conclusion

As to recapitulate what has been said in chapter two, modern technologies include numerous online features that operate on the net plus the digital commodities that do an exceptionally great job in vocabulary acquisition. Mobile technology has proven to be more beneficial than its computational counterpart after illustrating a bunch of researchers' experiments. It has been understood that rushing to technology with no precautions is a negative behavior because technology is a double-edged sword.

This part serves as a closing to the theoretical section of the research paper. Many concepts have been clarified and explained through methodological means.

Chapter Three: Case Study

Chapter Three: The Case Study

3. Chapter Three: The Case Study

Introduction

Within the third chapter of this work, we shall present the field study that has been done at the level of Ahmad Draia University - Adrar in the department of Arts and English language. The fieldwork consists of a case study in which we used a questionnaire as a tool to receive the necessary information that should help us in the fulfillment of the research. This chapter provides the methodology, the research instrument, the description of the sample, and most importantly, the analysis of the fieldwork.

This chapter focuses on gathering students' opinions and attitudes towards the use of modern technologies in their daily lives for vocabulary count enhancement. The results have shown different points of view with respect to each question, as some of them have shown agreement, neutrality, and sometimes disagreement. With the help of the precise demands that are designed in the research tool, we could understand the reasons behind each category of students.

3.1. Research Methodology

In this research, the quantitative approach has been followed, though part of it is qualitative, for the number of the sample is way low with respect to the whole B. A. major (59 to 347). This number cannot be used to give a full & objective description of the status of using modern technologies as means to acquire vocabulary, but still, it can be used to give a wide, yet accurate, answer to what is going inside the minds of B. A. major students. Numerical data is applied in this research to try to extract the necessary information from the sample.

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3.1.1. Research Design

This project is designed to find answers related to the most effective ways of acquiring EFL vocabulary. The context of the theme implies the use of a case study as it suits it appropriately. The case study aims at providing a precise description of the behaviors that leads B. A. major students to handle modern technology means in their daily learning in the way they are doing.

3.1.2. Data Collection Instrument

The data-gathering tool used in this project is a written questionnaire. The questionnaire of this research consists of nine close-ended MCQs (Multiple Choice Questions); five of them are based on a frequency scale, two of them are regular rating scales, one of them is a numerating scale, and one of them is a psychometric Likert scale. The MCQs have three more side-tasks as a condition after answering three of the previous MCQs. In addition to the MCQs, the questionnaire includes one open-ended question at the end of it for a full answer with additional details. There are two personal questions to further identify the sample. The multitude of question types gives quality to the answers, and their easiness makes the participants answer at ease. Frequency scale MCQs deliver a real simulation of the habits of the sample, as the questions match the options accordingly.

3.1.3. The Sample

The sample in this work comprises 59 B. A. level students from the University of Ahmad Draia - Adrar in the English department. The sample only involves 17% of the whole B. A. major, which includes a total number of 347 students. Since the B. A. level embodies three years, the sample was meant to be divided into twenty members from each year, but due to the system of

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waves that the university has been adopting, we could not assume contact with enough third-year students. Therefore, we collected answers from thirty members from first-years and second years.

We have chosen a sample that corresponds with the theme of the research paper as B. A. level students are very likely to be fully exposed to modern technologies, and new to the university as another condition. The latter pre-assumed that students at this early stage tend to discover new methods for acquiring as much of the EFL as possible, for they become more responsible for their learning, i.e. autonomous.

3.1.4. Administration of the Questionnaire

After the preparation and the refinement of the questionnaire, it was distributed face to face at the level of Ahmad Draia University in December 2021. Since we could only encounter first-year & second-year students, we divided the number of the questionnaires into two; half of the number for each year. One of the teachers of English in the department assisted us in gathering the students in one place, for the process to take place. Students were eager to answer the questionnaire and took an approximate period of twenty minutes to finish it. Next, the answers were deliberately analyzed to extract quality data that should be used to assist the theoretical part of the research paper.

3.2. Data Analysis

In this section, we will attempt to illustrate the findings of the fieldwork of this research paper. This section will include every task and question that is provided in the questionnaire with

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specific observations and adequate analyses. It will also provide numerous graphs and charts for further illustration and a better understanding of the subject matter.

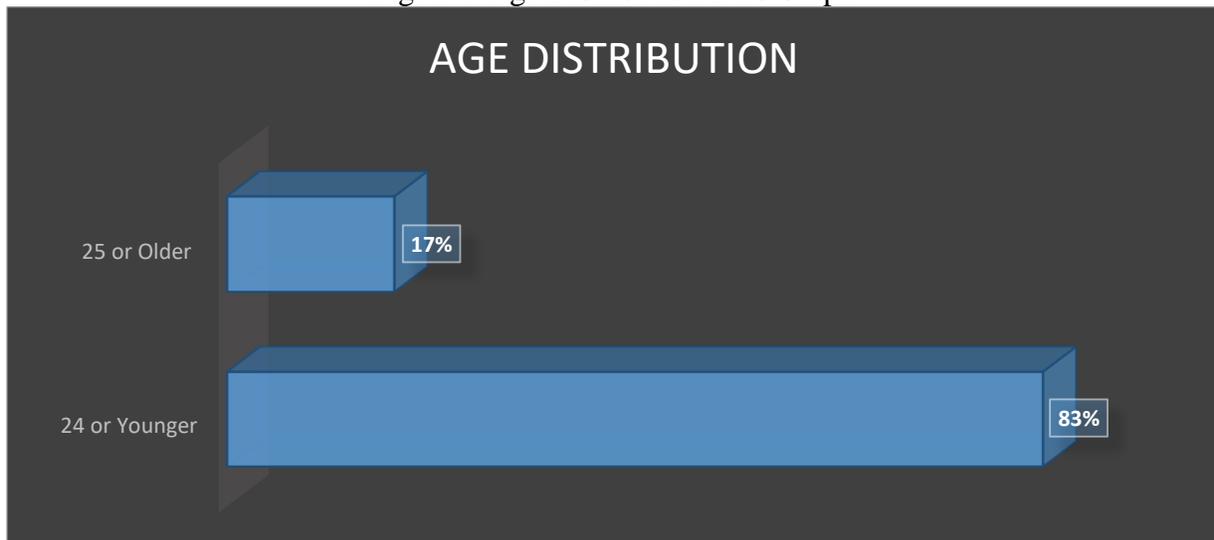
3.2.1. Pre-Questions for Sample Identification

3.2.1.1. How old are you?

Table 1 Age Distribution Chart

Age	Number	Percentage %
25 or Older	10	17%
24 or Younger	49	83%
Total	59	100%

Figure 1 Age Distribution Bars Graph



3.2.1.1.1. Observation and Analysis

The findings show that the vast majority of the participants (83%) are younger than 24 years old with a minimum of 17 years old, which is quite logical. While 17% of the participants are above 25 years old with a maximum of 47 years old. The age of the sample affects the way they answer the questionnaire because young students are much more exposed to modern technologies than the old ones. The 17% mainly present the category that studies English for occupational purposes, i.e. to promote their position, or to add it to their CVs (Curriculum Vitae),

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for they are more likely to have an occupation. On the other hand, 83% present the students who linearly got to the university after obtaining their Baccalaureate degrees with some particular exceptions to those who requested an academic pause.

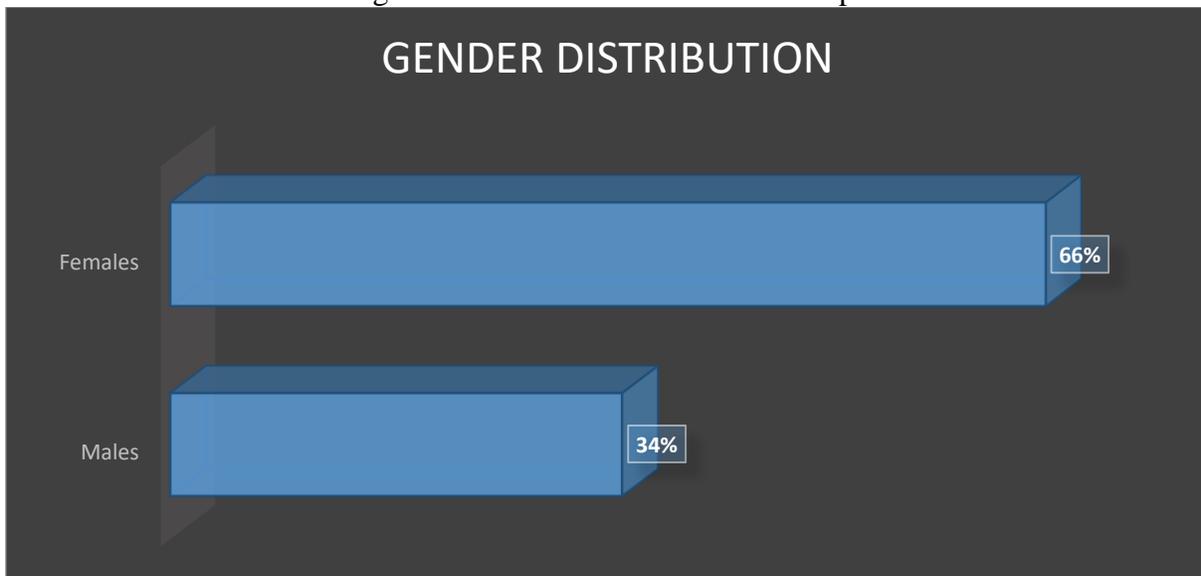
3.2.1.2. Gender:

Male/Female

Table 2 Gender Distribution Chart

Gender	Number	Percentage %
Females	39	66%
Males	20	34%
Total	59	100%

Figure 2 Gender Distribution Bars Graph



3.2.1.2.1. Observation and Analysis

The figures show that the majority of the participants seem to be females with an additional 19 females compared to the males. Although we tried to be as objective as possible in picking adequate numbers in genders, we could not achieve similar gender sample numbers since the male count is significantly below the female count in the majors. The gender difference in this work shows different attitudes in the answers to the questionnaire. The male participants showed more

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acceptance of some ideas in it, while the female part had other inclinations. More details are to be presented in the next analyses.

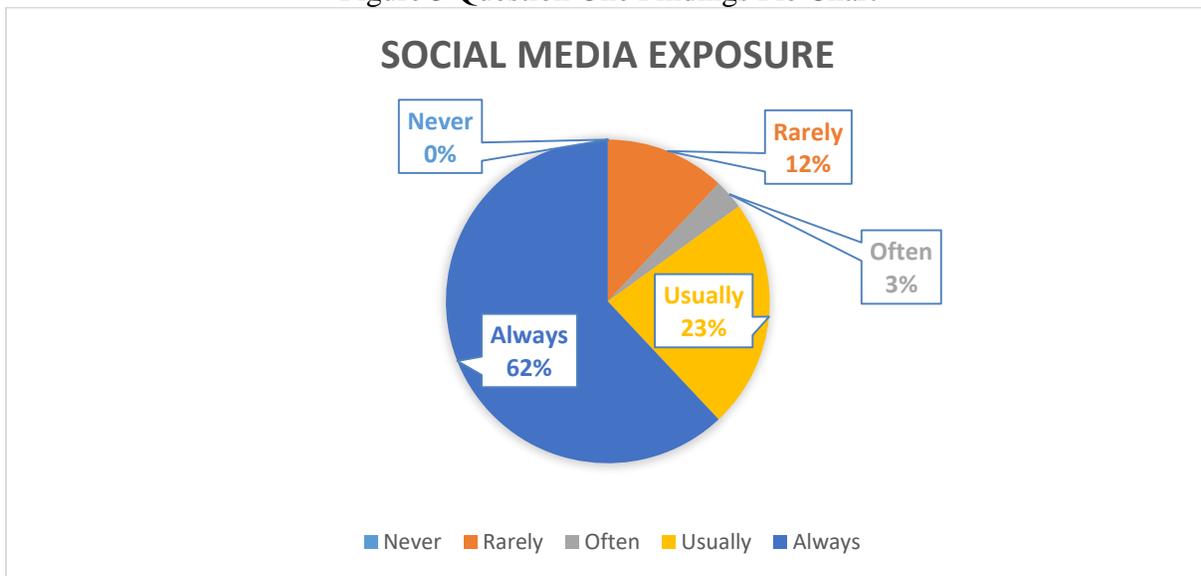
3.2.2. Close-Ended Questions

3.2.2.1. Do you use social media?

Table 3 Question One Findings Chart

Answer	Never	Rarely	Often	Usually	Always	Total	Sample Direction
Checks	0	7	2	13	36	58	Usually
Percent%	0%	12%	3%	23%	62%	100%	

Figure 3 Question One Findings Pie Chart



3.2.2.1.1. Observation and Analysis

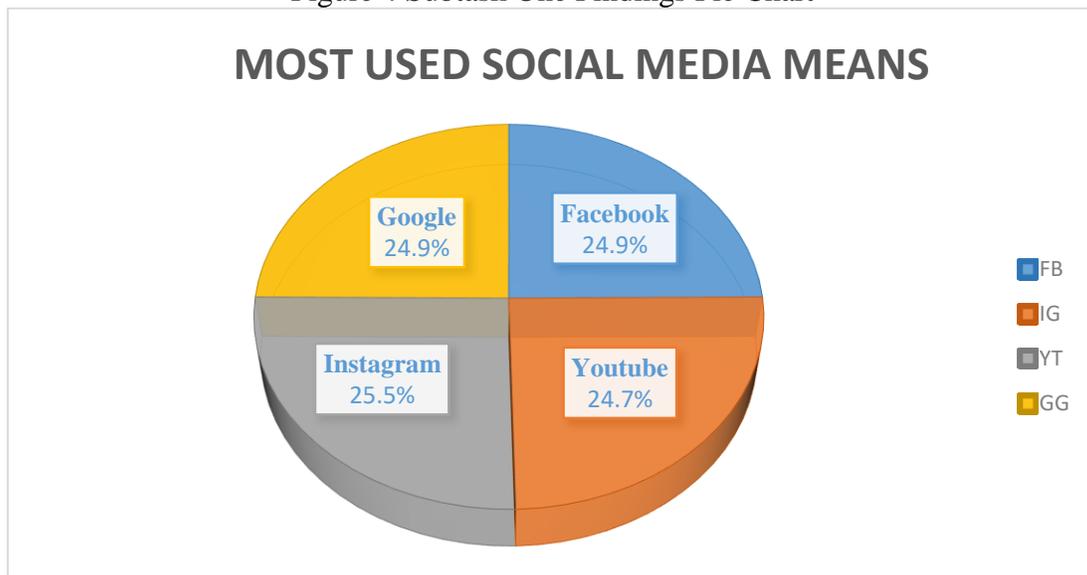
The figures related to this question show many positive numbers. A major part of 62% mentioned that they always use social media, while no one chose 'never'. We calculated the sample direction, and found it to be 'Usually'. One of the participants seems to have forgotten to answer this question because they left it empty. Because the candidates are university students, there is almost no way they do not use social media. Social media offers a crucial connection between

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students and their colleagues, and between students and teachers. However, the excessive use of social media is justified by the nature of their age. Interestingly, the findings have shown that most candidates that are 25 years old or above checked for always! This would suggest that social media is not only dominated by the youth. This question embodied another subtask, which we will illustrate next.

3.2.2.2. If you do, please numerate (from 1 to 4) which means you use more than the other: *Facebook *Instagram *YouTube *Google

Figure 4 Subtask One Findings Pie Chart



3.2.2.2.1. Observation and Analysis

As illustrated in the above figure, and although there is a negligible preference for Instagram, all four means seem to be used in the same way. We only received 53 intelligible answers to this side-task, as some of the candidates seem to have misunderstood the concept of answering it. This side-task tried to discover the preference of the candidates to further know where the exposure is coming from. Apparently, the sample uses each means similarly.

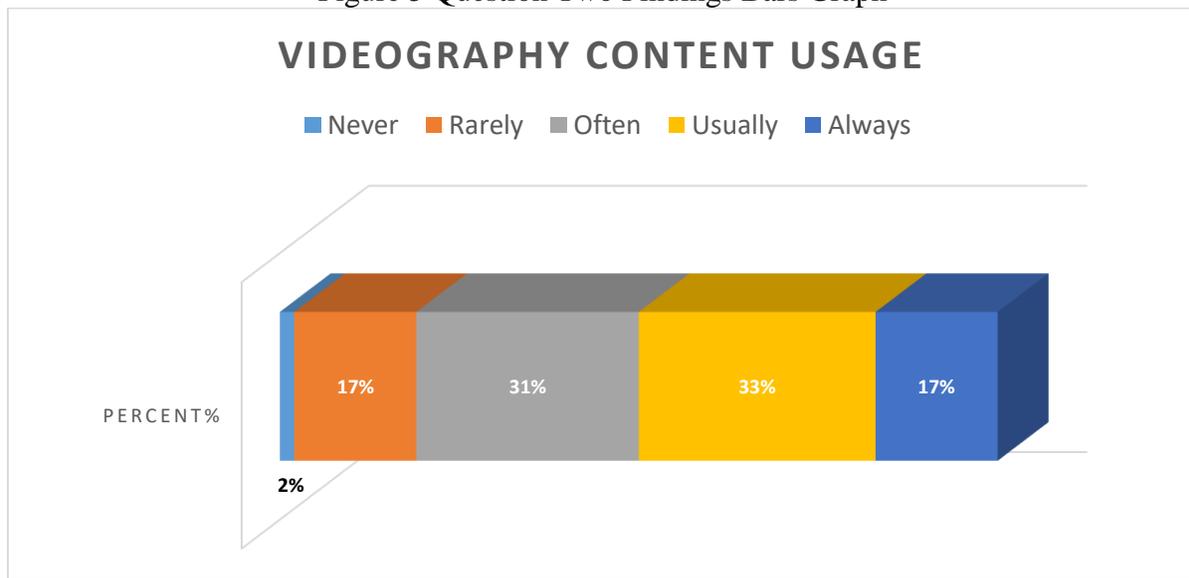
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3.2.2.3. Do you watch television/movies/series in English?

Table 4 Question Two Findings Chart

Answer	Never	Rarely	Often	Usually	Always	Total	Sample Direction
Checks	1	10	18	19	10	58	Often
Percent%	2%	17%	31%	33%	17%	100%	

Figure 5 Question Two Findings Bars Graph



3.2.2.3.1. Observation and Analysis

The findings show an inclination towards the center. They show 18 checks on ‘Often’, 19 checks on ‘Usually’, and only one candidate made a check for ‘never’. We had a missing answer to this question too. The sample direction appears to be ‘Often’. B. A. level students do not have close contact with television as smartphones & computers are taking over; several students live in campus dorms too, which gives them another excuse not to watch television. However, the category that is exposed to such content, they are benefiting from a significant vocabulary advantage in their favor. This idea will be supported in the next findings.

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3.2.2.4. Do you play video games in English?

Table 5 Question Three Findings Chart

Answer	Never	Rarely	Often	Usually	Always	Total	Sample Direction
Checks	18	13	8	13	7	59	Rarely
Percent%	30%	22%	14%	22%	12%	100%	

Figure 6 Question Three Findings Pie Graph



3.2.2.4.1. Observation and Analysis

The findings show a major number of 18 (30%) checks in favor of the option ‘never’, and the next leading number is 13 (22%) checks for ‘rarely’ as well as ‘often’. However, there is a minor number of seven checks for ‘always’, which is mostly dominated by male participants. The sample direction for this question is inclined towards ‘rarely’. Overall, this suggests that the sample consumes video games at a pace below the average. The results of the findings express that the sample does not count on video games as a source of acquiring vocabulary, but a fine number of the candidates still use them.

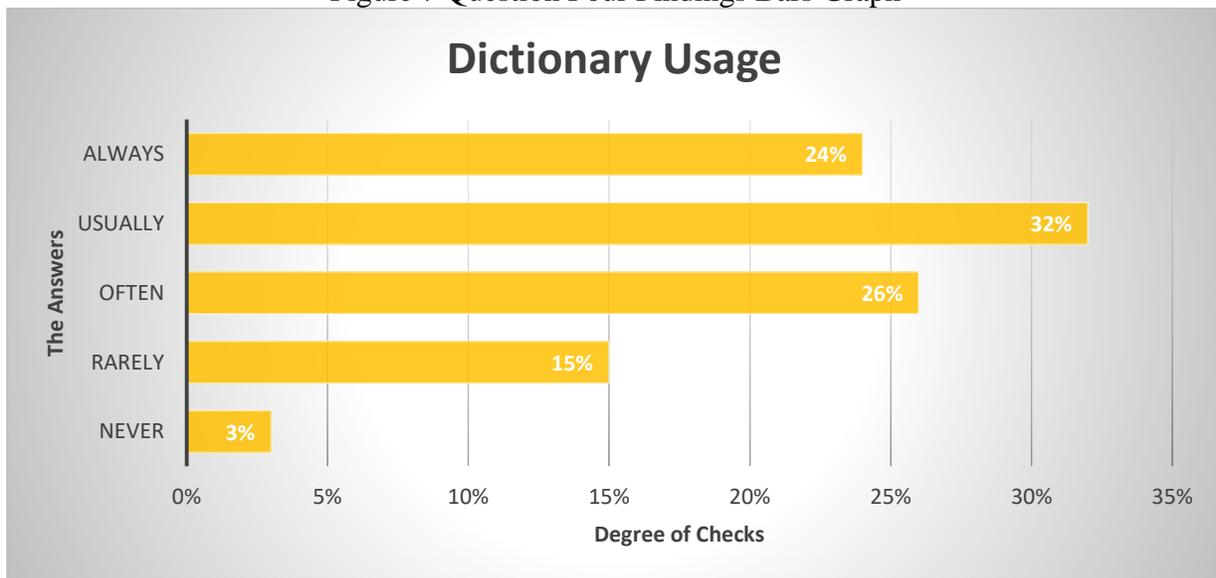
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3.2.2.5. Do You Use Dictionaries?

Table 6 Question Four Findings Chart

Answer	Never	Rarely	Often	Usually	Always	Total	Sample Direction
Checks	2	9	15	19	14	59	Usually
Percent%	3%	15%	26%	32%	24%	100%	

Figure 7 Question Four Findings Bars Graph



3.2.2.5.1. Observation and Analysis

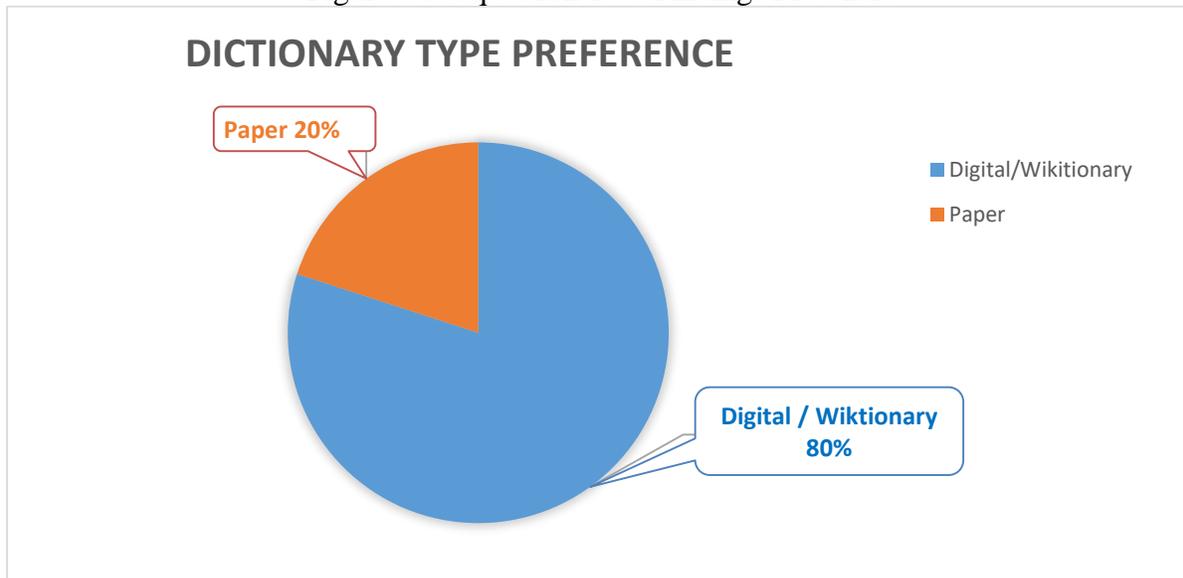
We could observe that most candidates tend to use the dictionary very frequently, as the leading number is 19 checks (32%) in favor of 'usually', followed by 15 (26%) to 'often' and 14 (24%) to 'always'. Only 3% of the sample opted for 'never', which is odd because learners of a foreign language should consider the dictionary as their companion. The sample direction in this question is 'usually'. Candidates that picked 'rarely' and 'never' could have other sources of discovering the meanings of new words, since technology has expanded beyond dictionaries.

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3.2.2.6. If you do, which of these two dictionaries do you use more often?

***Digital dictionary/Wiktionary OR *Paper dictionary**

Figure 8 Subquestion Two Findings Pie Chart



3.2.2.6.1. Observation and Analysis

The findings of this subquestion suggest that 80% of the sample that uses dictionaries prefers or uses digital dictionaries/wiktionaries, while a minor number of 20% sticks to the old-fashioned paper dictionaries. We believe that the results are accurate because technology has provided us with more convenient methods. In addition to being convenient, digital dictionaries are frequently updated, which makes them rich in vocabulary.

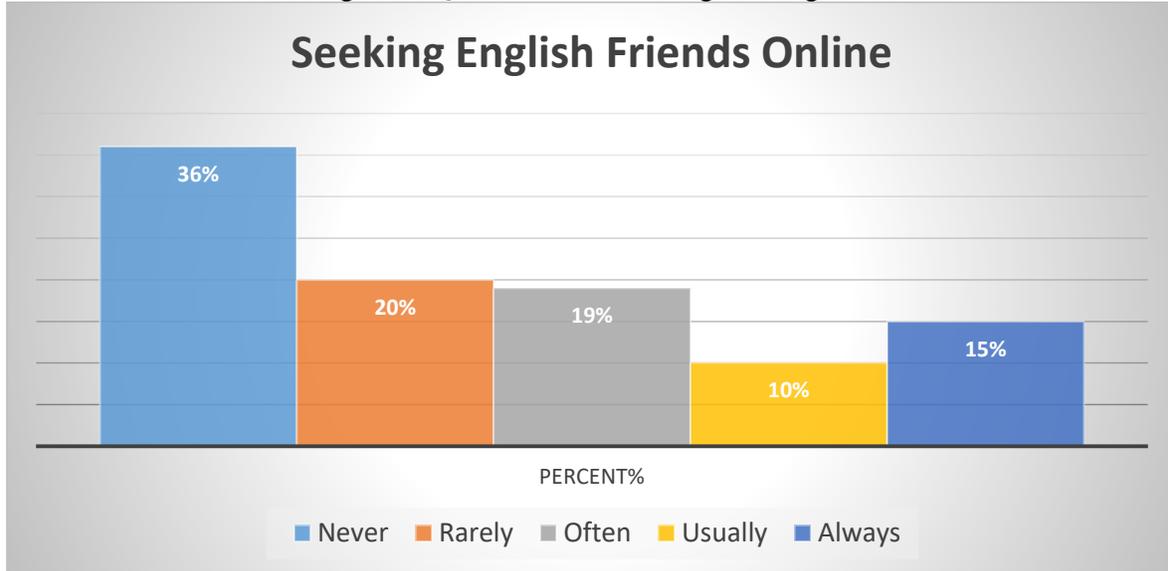
3.2.2.7. Do you seek friends from foreign countries (English) on various online platforms?

Table 7 Question Five Findings Chart

Answer	Never	Rarely	Often	Usually	Always	Total	Sample Direction
Checks	21	12	11	6	9	59	Rarely
Percent%	36%	20%	19%	10%	15%	100%	

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Figure 9 Question Five Findings Histogram



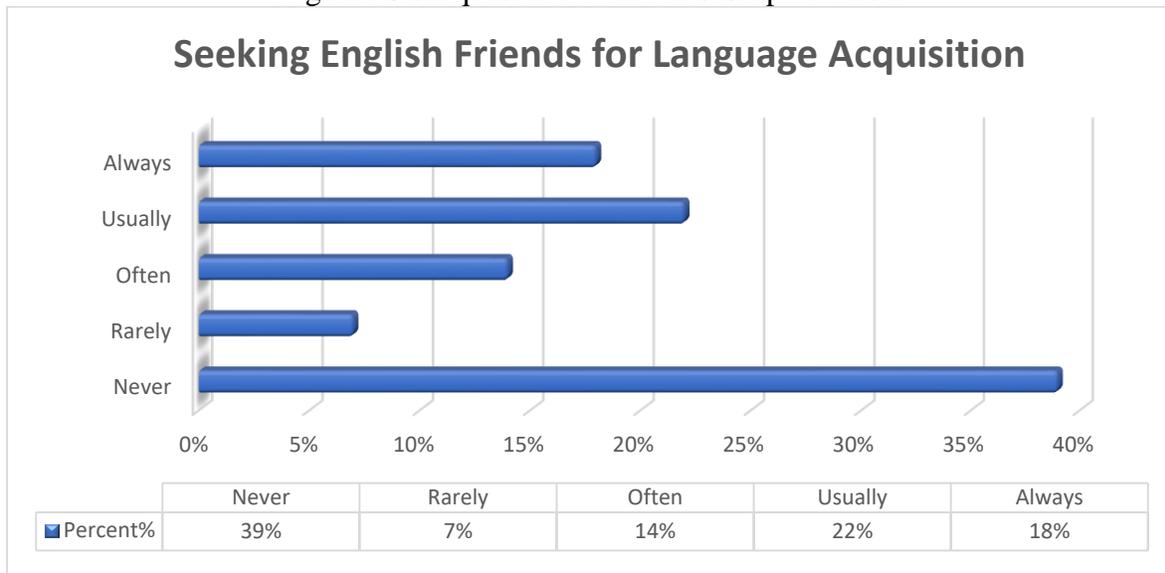
3.2.2.7.1. Observation and Analysis

The chart presents us with 21 checks (36%) in favor of 'never', 12 (20%) for 'rarely', and nine checks (15%) for always. The sample direction in this question is 'rarely'. This suggests that the sample does not seek friends from foreign countries, but rather sticks to friends and family members that are near. The nature of the case study setting does not encourage the participants to look for foreign friends.

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3.2.2.8. If you do, do you frequently do that to acquire the language?

Figure 10 subquestion Three Bars Graph + Table



3.2.2.8.1. Observation and Analysis

The findings of this subquestion show great disapproval of its content, as most candidates (39%) seem not to seek friends in the first place as mentioned in the linked previous question. However, the other part of the sample that opted positively in the previous question, indicates that they do it for language acquisition because ‘usually’ (22%) and ‘always’ (18%) are the two next leading options. These two latter statistics pieces conform to the idea of practicing English with others to enhance vocabulary enrichment. Practicing English with foreigners is even more effective.

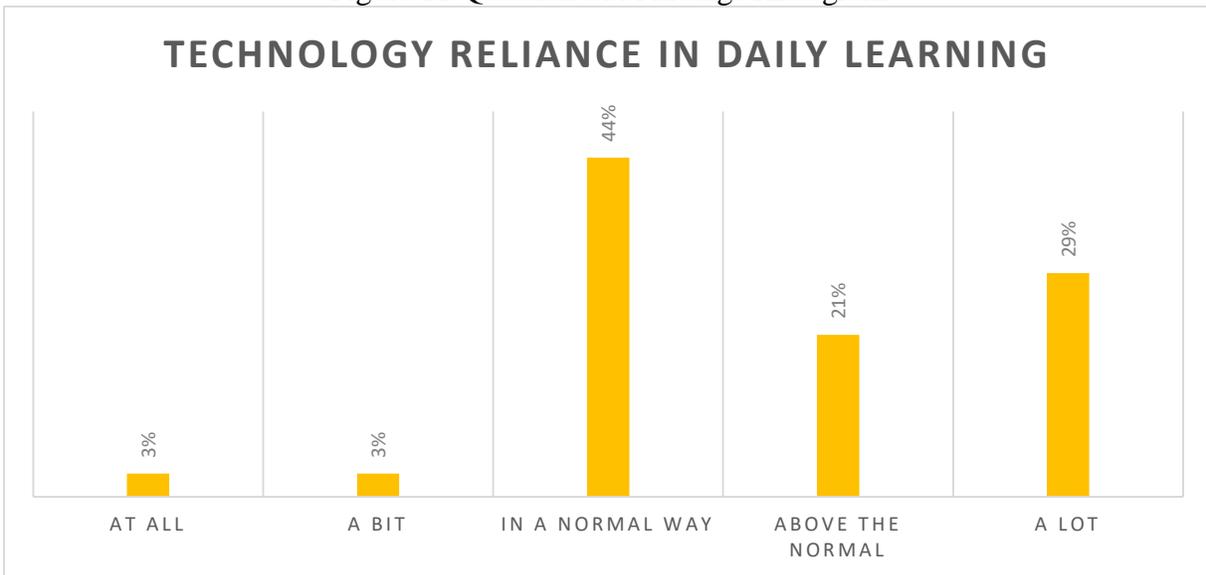
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3.2.2.9. How much do you count on technology in your daily learning?

Table 8 Question Six Findings Chart

Answer	At all	A bit	In a normal way	Above the normal	A lot	Total	Sample Direction
Checks	2	2	27	12	16	57	Above the Normal
Percent%	3%	3%	44%	21%	29%	100%	

Figure 11 Question Six Findings Histogram



3.2.2.9.1. Observation and Analysis

The histogram reveals the significant amount of reliance the candidates put on technology in general as 29% selected 'a lot' and 21% selected 'above the normal'. Nevertheless, 44% chose 'in a normal way', and an ignorable 6% were against the idea, which makes 'above the normal' the sample direction. Two participants did not answer this question. Technology for B. A. is deemed essential in their learning for the reason that it provides countless online references for their autonomous learning. Furthermore, modern technology methods have become a skill we must obtain because the idea of illiteracy has changed in this new era. Pilgrim & Martinez (2013, p. 60) "As technology becomes more readily available to all students, concepts of literacy change".

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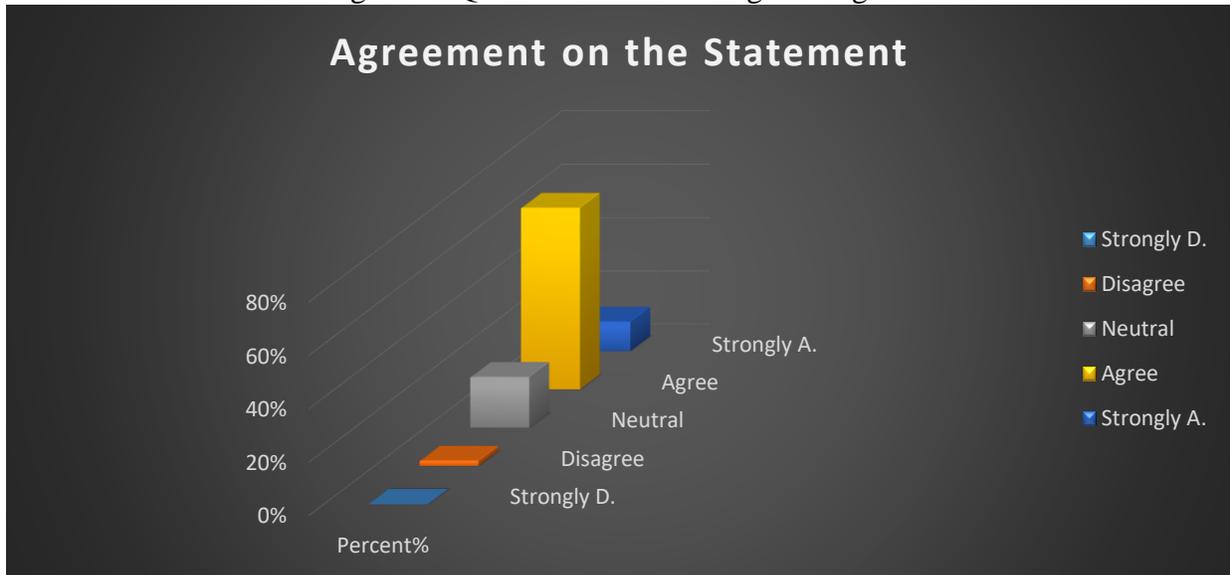
3.2.2.10. How much do you agree with this statement?

“Technology has taken a huge part in our lives and has totally altered the way we are apprehending vocabulary for the better”

Table 9 Question Seven Findings Chart

Answer	Strongly D.	Disagree	Neutral	Agree	Strongly A.	Total	Sample Direction
Checks	0	1	11	39	6	57	Agree
Percent%	0%	2%	19%	68%	11%	100%	

Figure 12 Question Seven Findings Histogram



3.2.2.10.1. Observation and Analysis

The histogram shows an explicit positive agreement on the statement; as a total number of 39 checks (68%) went for ‘agree’; plus six checks (11%) for strongly agree. No one has opted for strongly disagree, and one candidate disagrees. The sample direction for this question is ‘agree’. Similarly, to the previous question, two candidates did not answer. The findings confirm that the sample agrees with the role of technology in enhancing vocabulary acquisition, and the previous questions in the questionnaire could give us an idea about how technology is assisting the sample.

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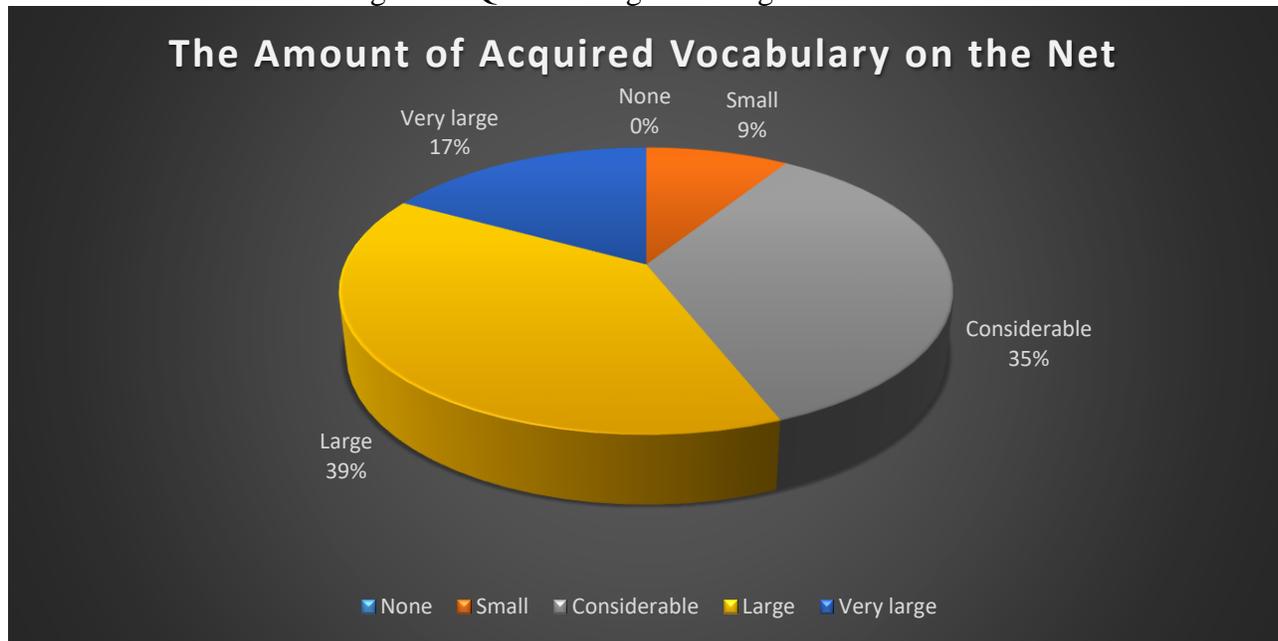
Since the average age of the sample is an average of 22 years old, they must have experienced the impact technology has caused on learning throughout time. Hence, their selection works as evidence of the positive influence of technology on vocabulary acquisition.

3.2.2.11. What is the amount of English vocabulary you acquire while surfing in different modern technology means?

Table 10 Question Eight Findings Chart

Answer	None	Small	Considerable	Large	Very large	Total	Sample Direction
Checks	0	5	19	21	9	54	Large
Percent%	0%	9%	35%	39%	17%	100%	

Figure 13 Question Eight Findings Pie Chart



3.2.2.11.1. Observation and Analysis

The pie chart denotes some significantly positive numbers in favor of the question. It provides us with the major number of 39% for 'large' along with 17% for 'very large'. Nobody opted for 'none', 9% picked 'small', and 35% chose to stay in the middle. The sample direction is 'large'. Unfortunately, five candidates did not provide us with an answer to this question. This

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question is a great testimony to the benefit of the network on vocabulary acquisition although a small part of the sample answered negatively on the previous question. The sample seems to grasp a fine amount of vocabulary even if they use modern technologies just a few times a day. In fact, there are numerous ways we could be applying to learn new vocabulary, and sometimes this happens unconsciously.

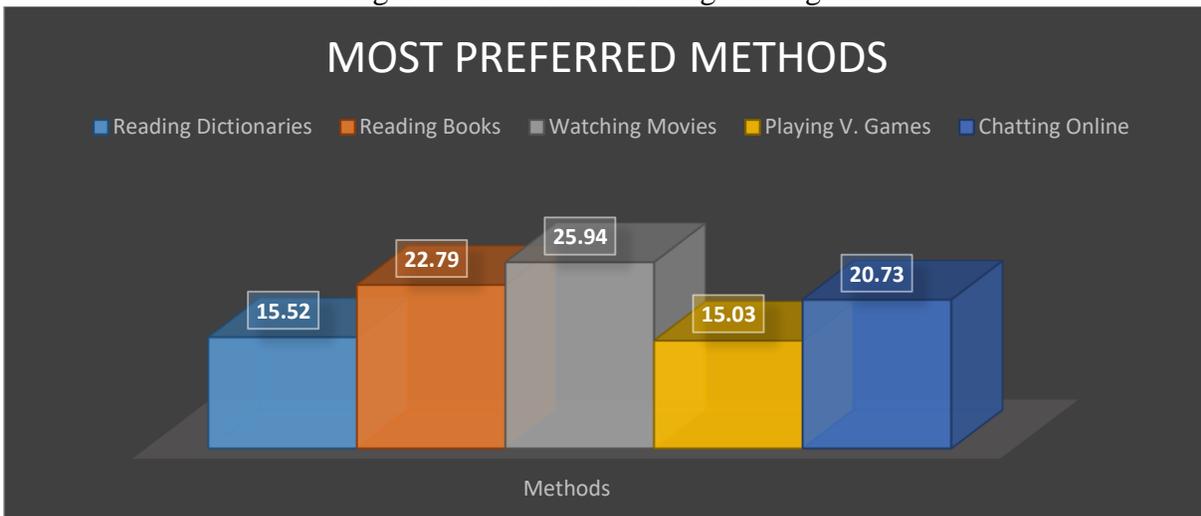
3.2.2.12. Please enumerate (1-5) the best methods to acquire new vocabulary in your view:

- Reading dictionaries (including digital)
- Reading books (including digital)
- Watching movies/series
- Playing video games
- Connecting (chatting) with friends on a social platforms

Table 11 Task Nine Findings Chart

Method	Reading Dictionaries	Reading Books	Watching Movies	Playing V. Games	Chatting Online
Percentage	15.52	22.79	25.94	15.03	20.73

Figure 14 Task Nine Findings Histogram



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3.2.2.12.1. Observation and Analysis

As we can see in the histogram, preferred methods differ from one another in a significant way, yet watching movies and series take the lead with 25%. Followed by reading books (including digital) with 22%. Then chatting with friends on social platforms with 20%, and lastly reading dictionaries and playing video games with almost the same result of 15%. Four candidates gave us incomprehensible or no answers. The sample seems to enjoy videography content more while acquiring vocabulary. The use of this method lets us hear words, and live in their contexts. Reading books is an obvious method because we get to see the spelling of words, but it lacks the phonetic feature and the gestures. Video games seem to be joyful, but not everyone prefers games. Dictionaries are very helpful, yet they rank at the bottom of the list. We believe that they do not succeed in attracting the attention of the sample. Chatting online ranks in the middle because practicing with others is very helpful, but sometimes we do not find the right people easily.

3.2.3. Open-Ended Questions:

3.2.3.1. In a few lines, please clarify the reason why ordering the preceding methods (question 9) in the way you wanted

After the observation of the answers, we could collect 42 (71%) comprehensible ones. The remaining papers are either empty or incomprehensible. Answers are varied and reflect the candidates genuinely. Many answers were found to be identical, so they were assembled all together in one answer to make the results more concise. Here we present a collection of answers we believe they can tell us more about the sample choices. We decided not to include all the samples because many of them are repetitive, so we are sharing the best ones. The samples are to be quoted, but we had to deal with the grammatical and syntactic issues we found in them.

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3.2.3.1.1. Selected Samples

- a) “for me, reading books is the easiest way to acquire new vocabulary”
- b) “I think that words are basically taken from books (paper/digital form), so we cannot apprehend vocabulary in a better way than reading books”
- c) “Because the more you read, the more you get new words to use in your daily learning. Besides, you can speak fluently without any issues”
- d) “The reason I classified them in this way is because of the richness of books. They provide more vocabulary than the other methods”
- e) “For me, reading books is the best method to acquire new vocabulary because it encourages to check dictionaries and search more”
- f) “I think that books are more appropriate if we want to acquire a language”

3.2.3.1.1.1. Observation and Analysis

The previous samples are the ones that preferred the method of reading books (including digital) over the other methods, and they provided a collection of reasons to support their argument. We could observe that many of them hover over the idea of their richness of vocabulary, as they deem books as the genuine source of words (b – c – d). Nevertheless, we do not agree with fluency improvement (c) because we do not get to practice our English that way. In extract (a), the candidate states that reading books is an easy task for them. Therefore, some of them enjoy reading books while acquiring vocabulary. Extract (e) points out a very noticeable idea. They say that this method stimulates the reader to do more research on dictionaries or encyclopedias, thus enlarging the lexicon size of the reader. In the last extract, it is mentioned that books are more appropriate than the other methods. We can understand that they refer to the idea of their richness in addition to them being pedagogical and appropriate educational material.

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3.2.3.1.2. Selected Samples

- a) “In my personal experience, I feel that the more fun the ways are, the more effective they become”
- b) “This method helps me a lot to learn and discover new vocabulary. Plus to that, I chose watching movies/series as number one since I learn from them better because I both listen and see”
- c) “Because video games and movies make English look easy and accessible for anyone”
- d) “Simply because the new generation finds books and dictionaries boring to deal with”
- e) “Watching movies/series is an action that involves hearing, which is the best method to learn a language. Listening to foreign-language speakers in movies and games is better than books and dictionaries”
- f) “I chose video games as the best method because I find them one of my interesting hobbies; However, the other methods got enumerated completely according to my desire”

3.2.3.1.2.1. Observation and Analysis

The second samples selection concerns those who preferred videography content and video games. They introduced several arguments defending their choices, and we start with the element of fun (a – f). In the last extract, the candidate said that playing video games in English is one of his hobbies, and that makes the process of language acquisition more fun. Extracts (b – c) see that these methods make us discover new words easily and in an accessible manner. We suppose what they said is correct because when we play or watch, we get exposed to new content each time, which makes us renew the number of words involuntarily each time. Besides, they are indeed accessible to everyone as they are one click away from us in the network. Extract (d) thinks that the new generation gets bored when dealing with books and dictionaries; however, we insist that

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it is a matter of attitudes since the previous sample selection proved otherwise. In extract (e), they emphasize the role of oral exposure in the process. They added that listening to native speakers gives a great boost to the language of the learner rather than just reading words.

3.2.3.1.3. Selected Samples

1. “I believe that video games and movies stimulate people to learn English because they find them enjoyable. Books are an excellent way to acquire new vocabulary for those who do read though”
2. “For me, I am not a sociable person, so I have a lot of free time. I spend it either reading digital books or watching movies”
3. “I spend most of my time reading books or watching TV when I am bored”
4. “Since I started reading books, my vocabulary increased quickly, but I cannot deny that most of my vocabulary came from video games”
5. “I think if we want to improve our written English, we have to read books, if we want to improve the oral, we have to listen to video content, and if we want to discover synonyms and check for mistakes, we use dictionaries. I think that connecting and playing video games have no effects”

3.2.3.1.3.1. Observation and Analysis

Sample selection N°3 comprises candidates that find watching videography content and reading books to be equally important. Extracts (a – c – d) stress the importance of both methods, adding that watching movies & playing games are great for fun learning while reading books can be an excellent method for those who enjoy doing so. Extract (b) constructs their argument upon the fact that they are introverts, so they find themselves with a lot of extra time. They spend it doing what they enjoy, i.e. reading and watching. Extract (e) clarifies the importance of each

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method for them, as they link written English, oral English, and synonyms improvement with reading books, watching videos in English, and checking dictionaries respectively. They add that video games and connecting with others are useless, which is again not the case for everyone.

3.2.3.1.4. Selected Samples

- a) “Honestly, I ordered the preceding methods in that way because we need to practice the language with others in order to learn and get the confidence to speak flawlessly”
- b) “Personally, connecting with friends on social platforms helps me to acquire new vocabulary, especially when chatting with American friends”
- c) “I think that to be more fluent in any language, you should practice it with friends, even when making mistakes we should keep trying”

3.2.3.1.4.1. Observation and Analysis

The last sample selection comprises the candidates that think of online chatting as the most important method of them all. They supported their point of view with some arguments. Extract (a) mentions the element of confidence as the first one. They believe that speaking or chatting with others boosts our confidence to do better in communication situations, and makes us do fewer mistakes. Extract (b) thinks that engaging in communicative practices with others can do good for our vocabulary, while extract (c) assumes that chatting and communicating with others help in making us more fluent. They add that making mistakes is not a big deal as long as we are learning from them. The ideas that are introduced in this selection believe in the idea of “practice makes perfect”, which is why they prefer interaction over other methods.

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3.3. Discussion and Recommendation

3.3.1. Interpretation and Discussion of Results

The analysis of the case study shows interesting results as B. A. major students approach modern technologies in various methods. The close-ended questions demonstrated the statistical data of the use of modern technologies of the sample. The numerical findings proved the students to utilize modern technologies with eagerness. We could conclude that they are aware of the importance of ICT in their regular vocabulary acquisition. The statistical data proved also that students use social media means similarly and they try to get the best out of it. The open-ended question, on the other side, provided us with more accurate answers. As this question was linked to a previous question, we could have the opportunity to delve more into the reasons for their choices.

The first hypothesis was successfully proved as the samples admitted the positive and indirect assistance of modern technology on English vocabulary acquisition. However, some of them are aware of the assistance they are obtaining from these methods, which, therefore, makes the process more guided. Hypothesis number two and three have been successfully proved as well. Students seemed more likely to use modern digital methods, for they found them more interesting to use. Hence, we could say that learners are heading toward new methods of vocabulary acquisition; new methods that evinced to be more effective than their traditional peers.

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3.3.2. Limitations of the Study

The practical research work went throughout a bunch of obstacles that hindered the achievement of the desired objectives. The obstacles are as follows:

- The absence of third year B. A. major students, which made the questionnaire slightly more biased toward younger students. Their absence was due to the safety protocol the university is adopting to protect against the current pandemic.
- The complexity of the subject matter. English vocabulary acquisition and modern technologies are very complex topics with tons of available resources and information. This led us not to know what elements to include and what to exclude.
- The lack of honest answers. The collected data showed a decent extent of credibility from the sample, yet a number of them did not provide answers to all the questions, and some gave totally random answers. We suggest that the reason for the latter could be the incompetence of English comprehension.
- The pressing factor of time. Time was not by our side, as we tried to provide quality data during both the theoretical and practical parts. We tried to seek the best sources to include in the work, which led us to deal with time limitations.

3.3.3. Suggestions and Further Research

The current research work opens a new perspective to expand it chronologically and spatially. We could not delve into each element of it, but fortunately, we were able to discover a selection of ideas that lead to further research, and hence, a better understanding of the subject matter.

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First things first, the research we conducted investigated the effects of modern technologies on vocabulary only on B. A. major university students, which leaves many unanswered questions about how the results would be on younger learners; The same for elder ones. The setting can be shifted as well by changing the university, the region, or maybe the country. Secondly, further investigation can be undergone to discover how we can improve vocabulary learning from such platforms, plus to discovering how to encourage the youth to harness such platforms for positive educational utilization. Lastly, as the practical section of the work focused on many methods in a comparative study, a detailed investigation is very much suggested to be done on each of those methods. This would definitely expand the scope of understanding of the subject matter.

Conclusion

To sum up, the case study assisted greatly in the understanding of students' opinions towards the use of modern technologies. It correlated appropriately with the definitions we had in the theoretical part of the previous chapters, as the idea of the positivity of these means on vocabulary acquisition proved to be practical. The questionnaire in this chapter served adequately to deliver suitable information, which then was interpreted in methodological ways. We were able to effectively analyze the findings and come up with a productive discussion and recommendation.

General Conclusion

General Conclusion

At the end, we could say that the research work has delivered multiple insights about the modern technologies that assist in EFL vocabulary acquisition, and it has clarified in details the distinction between language acquisition and language learning. The three chapters tried to separate the subject matter in a way that facilitates dealing with it. The research work succeeded to find answers to the research questions. The first question was answered in chapter one, as it illustrated how effectively acquisition works in comparison to learning. The other research questions were answered in chapter two in detail and experimented in chapter three. The three proposed hypotheses are successfully proven also as follows:

- We could figure out many modern methods that assist indirectly in the process of English Language Acquisition.
- The work showed that students are more inclined towards substituting traditional methods by modern ones.
- It has been proven as well that students find ICT interesting to integrate in their educational path.

Chapter three, which is the practical chapter, serves as testimony of the theoretical section. Moreover, it completes it. To close the work, we strongly advise scholars to harness the available technologies to the maximum because they form a key to effective language acquisition. We have to utilize every advantage at our disposal.

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Appendix

A Conducted Questionnaire for BA Level Students

Dear student,

You are kindly asked to spare some time in order to fill this questionnaire with the necessary information. This questionnaire contributes in the fulfillment of a Master 2 research paper. You are required to put a tick (**v**) in front of the answer you find correct to you, numerate what needs to be numerated, and provide a full answer when needed. Accuracy and Precision are very much required, so please take your time to give the answers you see right.

Thank you endlessly for your collaboration.

-
- How old are you? Gender: Male Female
 - Do you use social media?
 Never Rarely Often Usually Always
 - **If you do**, please numerate (from 1 to 4) which means you use more than the other:
 Facebook Instagram YouTube Google
 - Do you watch television\movies\series in English?
 Never Rarely Often Usually Always
 - Do you play video games in English?
 Never Rarely Often Usually Always
 - Do you use dictionaries?
 Never Rarely Often Usually Always

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- **If you do**, which of these two dictionaries do you use more Usually:

Digital dictionary\Wikitionary Paper dictionary

- Do you seek friends from foreign countries (English) on various online platforms?

Never Rarely Often Usually Always

- **If you do**, do you frequently do that to acquire the language?

Never Rarely Often Usually Always

- How much do you count on technology in your daily learning:

At all A bit In a normal way Above the normal A lot

- How much do you agree with this statement? **“technology has took a huge part in our lives, and has totally altered the way we are apprehending vocabulary into the better”**

Strongly disagree Disagree Neutral Agree Strongly Agree

- What is the amount of English vocabulary you acquire while surfing in different modern technology means?

None Small Considerable large Very large

- Please numerate (1-5) the best methods to acquire new vocabulary in **your view**:

Reading dictionaries (including digital)

Reading books (including digital).....

Watching movies\series.....

Playing video games.....

Connecting (chatting) with friends on social platforms.....

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- **In a few lines**, please clarify the reason why ordering the preceding methods in the way you wanted:

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