

## The Effect of Using Tablets on EFL Learners' Vocabulary Acquisition and their Attitudes toward them

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### Abstract

This research purposed to investigate the effect of using tablets for acquiring vocabulary for EFL sixth grade students. Therefore, 38 students were divided into two groups (experimental and control); each group included 19 sixth grade students from Khadem Al-Haraman Mixed Secondary School during the first semester of the academic year 2022/2023. The experimental group was taught using tablets while the control group was taught using regular instruction. Students took a pre-test exam and after 8 weeks a post-test was administered for them to confirm whether they had any developments in their vocabulary acquisition after the experiment and determine if tablet devices had an effect on their vocabulary achievement. The results of this study revealed that there were statistically significant differences in students' vocabulary acquisition and its aspects when using tablet, and students felt happy and had positive attitude toward using tablets in their English vocabulary classes.

**Keywords:** students' attitude, tablets, vocabulary acquisition, vocabulary aspects

### INTRODUCTION

English language has become a lingua franca, or a language used to communicate amongst individuals who speak various mother tongues, due to its use by researchers, theologians, scholars, travelers, traders, and modern scientists. Due to its extensive use, people from many various nations including speakers of Japanese, Chinese, Korean, and even Arabic have begun to study the English language. The necessity to study English has significantly increased. Since the majority of economic, financial, and scientific activities in the current world take place in English, everyone is eager to learn the language for their personal purposes.

Learning the English language can be demanding and difficult for those whose mother tongue has a syntactic and linguistic structure that is very different from that of English (Kachru, 1992). Native Arabic speakers have this difficulty because Arabic has a different linguistic origin from English and a different grammatical structure.

According to Kachru (1996), the Expanding Circle theory of language hypothesized that there are three circles of Global English that can be used to describe the spread of English and classify the areas where it is studied and spoken, which are the inner, outer and the

expanding circles. The inner circle includes native English speakers; the outer circle includes English-speaking nations that have historically used English as a second language or lingua franca, and the expanding circle which includes nations where English is spoken but not commonly utilized.

The various levels of global English are represented by the circles. This hypothesis states that English is a foreign language in the expanding circle, a second language in the outer circle, and a native language in the inner circle (ENL) (EFL). More nations are included in the circles as English gains popularity around the world (Meriläinen, Paulasto & Rautionaho, 2017).

English as a foreign language, also known as EFL, refers to the study of the English language by non-native speakers who live in a country where English is not the official or the second language. EFL is typically acquired in settings where English is not the first language of community or the school. Finding resources for and offering English models to pupils is a difficult undertaking for EFL teachers (Bayyurt, 2006). Arab EFL students confront two different kinds of difficulties. The first challenge includes making continued mistakes in syntax, morphology, pronunciation, and spelling. The second problem is the lack of vocabulary. Students often struggle to find the right vocabulary to comfortably and efficiently describe their thoughts when dealing with academic situations, or even in common everyday subjects. In addition to challenges outside of the classroom, Mukattash continues by stating that the main cause of this is the students' failure to use English correctly and successfully in the classroom (Mukattash, 1983:147).

In Jordanian public schools, students face a remarkable problem in English language inside and outside classroom, especially variety of vocabulary and words. Student at classroom avoid any oral communication with teacher or other students. This makes the teacher meet difficulties in teaching English as desired. More students tend to save English as text to get a high score or pass the exam. Student's vocabulary is slowly developed because the inactive public school curriculum and the boring traditional study way that lack any activities or game through classroom.

This study focuses on an important aspect of learning English as a foreign language, which is vocabulary acquisition. A speaker's vocabulary refers to the total number of words required to convey concepts and the speaker's meaning, which means a student's knowledge of vocabulary plays a significant role in their ability to express their thoughts and opinions without any restrictions. Lack of vocabulary can become a barrier to a student learning English as a foreign language.

Vocabulary also contributes in the building of other skills. One's level of language can be measured by the bank of vocabulary they know and their ability to employ these vocabularies in the right context when expressing themselves whether in paper or during a conversation. The more vocabulary a student acquires, the better they will be in language comprehension which will improve their ability to become more active, creative and easily express their feelings. In order for vocabulary acquisition to be effective, a student needs to practice the use of the newly acquired vocabulary on a regular basis. One way of learning and practicing new vocabulary is using technologies such as smart

devices applications developed by experts to assist students in learning English as a foreign language. Students can allocate a particular time every day to use tablet-based applications to learn new vocabulary every day. This can be an effective way of enhancing a student's learning experience and building their vocabulary bank (Thomposen, 2010)

As they acquire language from a single point of view, learners struggle to acquire and understand vocabulary usage, connotations, and various usages. The learning of the English language is primarily for business or future academic purposes, therefore there is limited opportunity for the student to completely comprehend and appreciate the idioms and nuances of the language. One of the main issues a learner has is that they have little to no access to language usage from various viewpoints. Most of the time, students has bad reading habits; they seldom ever read anything in their own tongue. Word comprehension problems result from a lack of reading outside of the course textbook. Due to their limited experience, language learners frequently misuse terms. The word choice can be frequently taken out of context. Due to their limited exposure to English, Arab learners face a significant challenge in reading English confidently, effectively, and fluently (Elttayef & Hussein, 2017).

The previous 12 years or so have witnessed a significant increase in interest in foreign language vocabulary development from scholars, teachers, and material creators after years of neglect (Nation & Carter, 1989). Except for the first few hundred most common terms, most academics appear to concur that acquiring vocabulary is primarily accomplished by prolonged reading, with the learner making educated guesses about the meaning of unfamiliar words. Because it is a by-product of the primary cognitive activity, reading, rather than the intended outcome, this secondary type of learning is referred to as "incidental" learning.

Vocabulary acquisition is considered the basis of other language skills. It contributes in the building of other skills specially reading and writing. In high percent, the misleading of vocabulary reflects negatively on other skills acquisition. The skill of vocabulary acquisition will reflect on reading and writing skills because it constitutes the basics and the building block of learning English as a foreign language. Vocabulary coherence is important to build other skills as desired, so the basic level for EFL learners is the vocabulary and other skills will represent the second level (Susanto, 2017).

Therefore, educators should focus on vocabulary and find a way to make learning vocabulary easy for EFL learners. One strategy can be the usage of modern technology and smart device applications, such as tablets. Our children nowadays are addicted to using their tablet devices for an extended period of time on a daily basis. Studies have shown that tablet devices can play an important role in vocabulary acquisition through using tablet devices as a tool to enhance EFL students' learning experience. In addition, the use of tablet devices may also help solve other problems and fears that EFL learners face by providing a handy dictionary during a class. One can easily translate vocabulary and pull up a dictionary on their smart device which can make the learning experience a lot more efficient and much easier (August, Carlo, Dressler and Snow, 2005).

Research has found that the use of tablet devices in class made the learning experience more dynamic, active and attractive for learner according to Enriquez (2010). In addition to being a handy and small dictionary, tablet devices can have more use and advantages. Smart tablets can provide the students with the latest technology features, such as image to text feature, where a student can take a picture of a written text to be translated. The device will employ artificial intelligence capabilities through the tablet camera and microphone to enhance the learner's experience. Furthermore, smart devices allow students to be connected to the World Wide Web or the internet, which is now full of resources for students and learners who are trying to learn English as a foreign language. For example, students can get connected to free or paid online courses that are suitable for different levels of proficiency (Manke, Finke & Waibel, 1996).

Learners can also meet with native English speakers virtually as a way of practicing the language. One can also say tablet devices and connection to the internet allow students to connect with each other and foster the relationships between people with the same interests who are all going through the journey of learning the English language as a foreign language. Students can also communicate with their instructors when get stuck on an exercise or if they have any questions about the materials. Nowadays, each EFL learner needs the easiest way to learn without any effort or boring ways. By using tablets, learners' ability to learn and focus increases compared to the traditional way of learning from a dictionary. For example, there are plenty of applications that make the learning experience more engaging by making vocabulary games and challenges. Other applications have developed a sense of competition in their platforms where learners get a score. This kind of engagement builds a sense of competition and challenges the learner to learn more and do better as they build their bank of vocabulary (Schaefer, Bowyer-Crane, Herrmann & Fricke, 2016)

Because having a restricted vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is usually seen as an essential skill for second language learners. Nation (2022) pointed out that vocabulary knowledge and language usage is complementary in that vocabulary knowledge facilitates language use which enhances vocabulary knowledge. Every day, both within and outside of the classroom, vocabulary value is highlighted. It is usually those students who have an adequate vocabulary who tend to succeed in the classroom.

It may be difficult to teach vocabulary since many teachers lack confidence in the most traditional teaching methods and occasionally do not know how to put an educational focus on vocabulary instruction (Berne & Blachowicz, 2008). Given that languages are built on words, teaching vocabulary is essential to language learning (Thornbury, 2002). Without words, it is nearly impossible to acquire a language; even human communication depends on words. The importance of learning vocabulary in language instruction is acknowledged by both students and teachers (Walters, 2004).

One of the most talked-about components of educating English as a foreign language is vocabulary instruction. Teachers would encounter issues during the process of teaching and learning. They struggle with how to instruct kids in a way that produces satisfying outcomes. The teacher needs to go through the struggle and determine the best methods

to use with their students. A skilled teacher would employ a variety of contemporary methods. To be comprehended by students and to pique their interest in and excitement about the process of learning in the classroom, teachers should be able to diversify their teaching methods in addition to mastering the content.

Teachers should be cautious that introducing new vocabulary to pupils is different from teaching them vocabulary in their own language. They must also consider how teaching English to young students differs from teaching it to adults. Teachers should know their students very well; their needs, their capabilities and the teaching techniques that work best for them. Furthermore, in order to achieve the goal of language education, they must create effective procedures and appropriate materials (Sökmen, 1997)

The usage of tablets in the classroom is gaining popularity, and various international educational policies support its adoption. The effects of using tablets for learning have been the subject of previous literature studies. However, it is extremely important to note that the impacts of adopting tablets as an educational tool are strongly influenced by how students view their use of tablets for learning. The use of technology by tablets in education can be game-changer (Gadbury-Amyot, 2014). The days of book-filled backpacks and blackboards with their distinctive chalk are long gone. As time has gone on, the domain of learning has undergone several modifications and advancements.

Effective change has been occurring in the learning process recently. As a result, online instruction in secondary schooling and complementary training as well as in schools has already gone beyond a mere fact. Tablets have already had an effect on classrooms and the conventional method of instruction. Looking at their impact, one would be surprised by how effective they were in enhancing students' learning experiences. On the other hand, some people may argue that those smart devices cause distractions for the students. While this is true to some extent, their benefits and advantages outweigh the disadvantages or the risk of being a source of distraction (Johnson & Renner, 2012).

The fact is that it is challenging to overestimate the advantages these gadgets offer, even though some instructors or trainers have reportedly expressed worry about using them in the classroom. The use of electronic devices is being normalized in many classrooms across the world. Tablets for personal use are being considered as part of the curriculum in an increasing number of traditional classrooms (Biletska, Paladieva, Avchinnikova, & Kazak, 2021). Additionally, these techniques are used outside schools and other institutions of higher learning. Along with other institutions, language centers and businesses are purchasing tablets to aid in corporate training and language learning. For all of these reasons, this report explains the significance and the benefits that tablets generally offer in terms of educational instruction.

Burke and Hughes (2018) reported that there were many challenges that would meet using tablet in education:

1. The Ministry of Education cannot afford purchasing a tablet device for every student, which put lower-income students at a disadvantage. To provide students with smart devices, schools and educational institutions need support from other governmental and non-governmental organizations.

2. Online features on a tablet, such as email communication require the device to be connected to the Internet. However, Internet is not always readily accessible all the time and everywhere. Some locations do not have reliable or stable network coverage.
3. The teaching process can get much unorganized, and the teacher may lose control of the discipline in class when the use of tablet devices is not well-monitored and disciplined. This is especially an issue when the number of students is very large.

### **STATEMENT OF THE PROBLEM**

From the researchers' experience, it is noticed that Jordanian EFL students face a problem in vocabulary acquisition. This reflects negatively on their performance in the English language classes, which makes them less confident, inactive and unable to express their feelings. Vocabulary weakness is a great problem because it is the basic and the key for other English areas like pronunciation, grammar, speaking, and writing. These areas need vocabulary acquisition to develop. Based on this, the researcher decided to study the effect of using tablet on vocabulary acquisition. Using tablets may help students in finding meanings, communicate well with each other, and practice vocabulary at any time, so by this communication, their vocabulary bank may develop and their lack of vocabulary problems may be solved; they may be more confident and active in expressing their ideas. Therefore, this study focuses on examining the effect of using tablet devices on enhancing vocabulary aspects for the sixth grade EFL students and investigating their attitudes toward using tablets in vocabulary acquisition.

### **RESEARCH QUESTIONS**

This study aimed to investigate the following:

- 1- To examine the effect of using tablet devices on enhancing the sixth grade EFL learners' vocabulary aspects (spelling, denotation, connotation, collocation, and derivation).
- 2- To investigate the experimental group students' attitude toward using tablets in their vocabulary acquisition

It sought to answer the following three research questions:

- 1- Are there any statistically significant differences between the mean scores of the experimental group and the control group due to the method of teaching (using tablets vs. regular instruction) in the acquisition of vocabulary aspects (spelling, denotation, connotation, collocation, and derivation) in the post-test?
- 2- What is the experimental group students' attitude toward using tablets in the sixth grade students' vocabulary acquisition?

### **SIGNIFICANCE OF THE STUDY**

The findings of this study stems from two variables; the use of tablet devices and vocabulary acquisition. As technology significantly spread out, there is a need for new learning tools that help teachers and students to achieve development in the learning and teaching level. In this study, Jordanian EFL educators and students would be able to use tablets as a new strategy to maximize learning process and develop students' ability to

acquire new vocabulary. The study results would explain the effect of using tablets in EFL classes to enhance learning process and direct it in the right way, and how the participants and similar samples may benefit from tablets in vocabulary acquisition. Curricula designers may benefit from the findings of the study in modifying the curricula through considering the tablet as a main tool of in vocabulary acquisition and adjust the pedagogical plan to use tablets as a learning tool in English language teaching and learning.

## **THEORETICAL BACKGROUND**

### **The Importance of Using Tablets in English Language Learning**

Technology provides chances for learners and teachers to practice their English language skills in a new way, so they need tools such as tablets to employ technology in the learning process. Albiladi and Alshareef (2018) investigated the effect of using technology via tablets in English as a foreign language learning and teaching process for both students and teachers, and how technology affects the teaching environments. Tablet tools should be used in English foreign language classes (EFL) as new tools to enhance English learning and teaching way, this theoretical study asserted the changeless that may meet using tablet in EFL classes and the academic benefits from using tablet in English learning process. Twenty century considers the age of technology for it was needed to use technology in the learning process. Tablet is a way for enhancing student language learning and it makes the learning process more active and connects inside classroom with outside environment, each student at primary age needed to have their personal tablet as other basic books. They needed to apply tablet applications to learn language in an easy way. Reich, Yau and Warschaner (2016) talked about the importance of tablets as e-book for each student in primary school

Technology needs to implant in learning process for early age as part of their educational plan, it is necessary to consider tablet as a main part in education and learning young children, Herodotou (2018) reported that the effect of using tablets for young children to develop the learning process, tablets application can guide learning English process and stated the difficult that may meet students' tablets using in learning process. Recently more attention needed for educators to use tablet devices in the learning process. Tablet networks and smart applications are considered useful tools in students and helping teachers to connect with student outside the class which helps students to learn an independent language. Using tablets in and outside class was an active and collaborative environment and was more favorable to students than the traditional way (Chen, 2013).

Lin (2017) investigated the using tablets and electronic books have a great effect on developing the learning and teaching English as foreign language. Tablets devices could be useful tools for children learners to interact with the native speakers and prompted way for using technology to develop learning process for English language, each child needed personal tablets to maximize learning English language levels

Students at Jordanian public and private schools have difficulties in learning English as a foreign language, and there is a weakness in their English skills which need to focus on to

treat it by using technology tools such as tablets. Al-Mashaqbeh and Al Shurman (2015) discussed whether there was difference in using tablets and e book for coring Jordanian curriculum such as Arabic, math, science and English and how tablets using may affect environment study for English and other subjects. This study explained student's impact toward using tablets in classroom rather than traditional textbooks and their ability to use tablets application as desired to achieve the best, Al-Mashaqbeh and Al Shurman recommended using tablets for developing learning process and core Jordanian curriculum problems.

Children in Jordanian school start using tablets as an active tool that enhance the learning process and make it easy, Oliemat, Ihmeideh and Alkhawaldeh (2018) reported the effect of using touch-screen tablets which increased rapidly as potential learning tools for elderly Jordanian children and if there is difference in using tablets to enhance learning and teaching English in early years. This study predicted student's motivation toward using tablets application to enhance their English skills and how teacher can control tablet use in the classroom to teach students and develop their English language skills.

### **The Importance of Using Tablets in Students' Vocabulary Acquisition**

Tablets application represents the key for technology usage to enhance learning process and maximize students' English language level, Dujardin, Ecalte, Auphan, Gomes, Cros and Magnan (2021) investigated the importance of using tablets application to help students to acquire vocabulary and increase their vocabulary's bank knowledge by using multiple-choice picture figure and repeat new words for students to help them to acquire the new words and increase their words credits. This study affirmed the effects of using tablet to receive other English aspects such as reading and vocabulary in a new way to increase leaners' speed and accuracy.

Tablet devices have an active role in vocabulary learning. It enhances the learning environment through tablet applications. Al-hamdani (2020) investigated the effect of using tablet applications in the learning process for students and teachers. Al-hamdni's study focused on the uses of the technological diversity such as mobile phone and tablet applications in the vocabulary learning process, the tablet application enhanced students' vocabulary learning process and developed their performance.

Vocabulary acquisition needed to continually build in and developed step by step for students at the middle school. Tablet technologies reflected positively on vocabulary learning through increased the students' existing vocabulary bank. Tablet technology used by teacher in middle school enhanced vocabulary learning process and made students' background vocabulary highly rich, Raney (2018) estimated that the using of tablets at the class time by teachers will enhance learning process and increased students' vocabulary bank but was not considered as alternative for teachers 'primer role in learning students.

Tablets become primer tools in the vocabulary learning process for a student who has a personal tablet in the digital learning world. Tablet multimedia and applications helped students' language and enhanced their ability to get more than meaning to describe events, and potential tablets application using supported learning process Vungthong,



Jonov and Torr (2017), EFL students need an active application that lead them to how they can learn and acquire new English vocabulary in interested active way such as (song videos) were useful in meaning and vocabulary learning for a student in first and second grades through image use rather than paper writing to describe the meaning. Vungthong, Jonov and Torr focused on multimedia technology for EFL students and its relation with vocabulary learning. The most important result shown using multimedia technology by the teacher in the EFL student learning process was useful and had significant effects, also tablet application used in the vocabulary learning process was investigated by Schaefer, Bowyer-Crane, Herrmann and Fricke (2016) study which discussed the effect of using tablet to enhance students who had multilingual language performance.

Using technological diversity such as tablets and mobile phones through classroom as a pen-and-paper will direct learning process to be active and maximize students' vocabulary achievements, Van-Hone, Vanderhoven and Cornillie (2017) examined using mobile technologies through classroom practice, while these technologies can create opportunities that may enhance learning English as second or foreign language (L2) and acquire new words and vocabulary, the full potential of these new media often remains underexploited. A case in point concerns tablet applications for language practice while tablets allow writing, as in pen-and-paper exercises, current applications typically offer multiple-choice exercises or fill-in-the-blank exercises that require typing and tapping.

### **Aspects of Vocabulary**

Vocabulary means a list of words and phrases that use to form simple sentences and text or to describe pictures and events. In vocabulary, there are five aspects (spelling, connotation, denotation, collocation, and derivation) each aspect has a role in word forming and formatting. The vocabulary aspect employed word building to form a meaningful and clear meaning.

Spelling is one of the vocabulary aspects that have an important role in the English language. Good spelling area leads to good skills, when spellers are qualified their skills will develop easily. According to Vögelin, Jansen, Keller and Möller (2021) investigated the influence of vocabulary and spelling in English second language for teachers from Switzerland and Germany, essays made to determine the weakness of students' vocabulary backgrounds. The most important result showed that texts with more vocabulary were more easily to understand for students' spelling.

Students have spelling weaknesses needed to treat and focus on to enhance learning process and good understanding of language, according to Graham, Morphy, Harris, Fink-Chorzempa, Saddler, Moran and Mason (2008) explained the effect of spelling and the types of adaptations for struggling speller. This study pointed out there was a difficulty on student spelling and meaning.

Other vocabulary aspects are denotation and connotation. Almost all words in the English language have both denotative and connotative meanings. The most fundamental or particular meaning of a word is referred to as its denotation. Contrarily, a connotation is a concept that a word implies or is connected to. Connotation encourages originality in literature by allowing for the use of figures of speech like metaphor, simile, symbolism,

personification, etc. Depending on the context, words can generally have positive or negative connotations. Word usage can give off positive or negative senses, impressions, experiences, feelings, etc. (Sonesson, 1998).

Rao (2017) explained the importance of denotative and connotative words meanings in English language. Students' ability to form the same meaning by different words using, this study considered that language is symbolic that used to explain ideas and feelings, through denotation and connotation the communication way enhanced and developed, also facilitating the learning language process.

The fourth vocabulary aspect is collocation, which means two words are commonly appear together and lead to a different meaning than each one means. According to Kjellmer (1987) defined the meaning of collocation in the English language as a group of words that appears together more than once in the English language and are grammatically well structured, giving the sentence new meaning.

Igaab and Abdulhasan (2018) remained that collection exists in both Arabic and English language as a linguistic phenomenon, but it was different in expression way in Arabic and English language. According to other researchers such as Nesselhauf (2003) investigated the importance to learn the collocation aspect for second English learners, collocation uses led to advanced levels of learning and language usage. This study analyzed the usage of verb-noun collocations, and finally defined collocation in analyzing word meaning.

The last vocabulary aspect is a derivation, which defines as adding a suffix to the original word to employ it in another function. The basic form for words is a noun when a suffix is added to the noun it converts to other forms such as verbs, adjectives, and adverbs, Schmitt and Meara (1997) investigated the important of words variety building and difficult in derivation among students' English learners and how they applied derivation aspect in their English language Similar theoretical studies were made such as that study that focused on TOEFL target word knowledge Schmitt (1999) investigated the problems and difficulties that met leaners in derivation aspect and word forms(noun, verb, adjective, and adverb) potential production.

### **The Importance of Using Tablets in Developing Learners' Attitudes in Language Learning**

Teachers' and students' attitudes toward using tablet as new tools to learn English must be taken in consider maximizing tablet role in learning development. The use of technology is very important nowadays and widely distributed in teaching way for English as a foreign language. According to Stipanović (2021), he investigated teachers' and students' attitudes toward using tablets in the primary and secondary level s who had positive attitudes toward using tablets to learn English language, and measure their acceptance and feeling toward using tablets in English as a foreign language learning and teaching.

As technology plays an important role in teaching and as it has increased nowadays, many studied investigated the effect of tablets use as technological tools and measure teachers' and students' attitudes toward using these potential tools in learning and

consumed information process for students at high school, Soffer and Yaron (2017) investigated how students use tablets to learn and consumed information through using tablet application and how they engage with tablets in enhancing the learning process and measure their attitude toward using tablet to develop their English language skills.

Tablets presence in learning and teaching process through the class time is necessary for both teachers and students to make class more active and dynamic, teachers and students be happy when using tablets to interact and learn in new method, Ansarin, Farrokh, Mahboudi and Jam (2017) investigated the positive effect of using phones and tablets for students in teaching process and measure how students being happy with using tablets and phones through teaching and learning process to acquire skills such as vocabulary, reading, and spelling in a new way by using, this means a good achievement occurred with tablet and phone using in English teaching.

Savas (2014) investigated the importance of using a tablet for EFL teachers in the learning process and measured students' and teacher's attitudes toward used tablet PCs in the learning and teaching English language and how they accept tablet PCs as an educational tools, tablet PCs using become easier in time as teacher practice using tablet PCS as a main parts in their regular teaching plan, Dündar and Akçayır (2014) also investigated the attitude of using tablet PCs which connected with internets for both teacher and students at high schools, student and teacher get appositve reflect for using tablet PCs and agreed with using It as potential tools in their classes, tablet PCs achieved a meaningful role in enhancing learning process. Tablets using in learning process need more attention from educators and leaners to develop learning process and increased students role in self-learning by using tablets, so as students and teacher accept tablet presence in the learning process as it be active and potential tools that direct educational process as desired nowadays

## **RELATED LITERATURE**

### **Studies Related to Using Tablets in English Learning Language**

Oh, Lee, Park, and Cho (2014) investigated the importance of using tablets PCs in the teaching English language, it was necessary to have tablets pc and other digital devices in English classroom to employ technology in teaching and learning purposes. The sample of the study was 161 learners and 57 institutes in several cities in Korea took part in the present study. The method used in this study was quantitative; the learners received one of two forms of instruction, one based on traditional paper-based materials and the other via tablet PC-based materials. The result of the study showed that tablet PC-based instruction was deemed more efficacious by students than by teachers and using tablet PCs affected students and teacher attitude toward English learning.

Albadry (2015) explored the use of iPad tablets as tools that assisted learning English language, the need of a handle tools easy to reach and use was increased as technology become important in learning English language. I pad tablets replaced computer libraries as potential tools that saved space and time. The participants were 21 female students that had tablet applications. The method used to collect data were questionnaires and interviews to measure students' performance in learning English for last six years, data

analyzed through SPSS (Statistical Package for Social Science). The result of the study showed that there was a potential role for iPad use to learn English language and there was significant enhancement in the environment of English learning language also iPad tablet uses prompted experiences chance that was not found in the traditional class.

Alhinaty (2016) investigated the importance of using tablets and their educational for enhancing English language learning. Tablets were considered an effective method to enhance students learning process in the classroom, as their unique affordances give them educational benefits over other mobile technologies. Till now, insufficient research has been conducted on the educational applications and motivational potential of this digital tool, specifically concerning English language acquisition by learners. This research aimed to identify the motivational affordances of tablets and the aspects affecting students' self-acquisition to use tablets to learn English. To fulfill this aim, the researcher designed and conducted a case study in a fourth-grade class in a primary school in Saudi Arabia. The method that used in this study was qualitative, this case study design to obtain an in-depth understanding of the study. The researcher collected the data via participant observation, semi-structured interviews, focus groups, and blogging. The sample included 22 female students in fourth grade. The study used inductive and deductive thematic analysis to examine the data.

The findings showed the technological affordances of tablets and their ability to mediate and encourage social interaction and collaborative learning. Also, the overall positive experience of tablet-based EFL learning powerfully motivates children to use tablets to learn English both in and out of the classroom. The influential factors discovered to elicit, enhance, and sustain the young EFL participant's self-motivation and self-regulation, using tablet apps to learn English both in and out of the classroom increased children's self-motivation and positive self-regulation. These results suggest that the experience of learning via apps was both enjoyable and meaningful. On the other hand, the students' self-determination appeared to be affected by certain aspects related to the use of tablets and apps. The result of the study showed that language instructors and researchers, policy-makers, and app developers with insights into the educational and motivational tools provided by tablets and tablet apps for English-language learning.

Ibrahim, Yusoff, Zakaria, bin Ahmad Hilmi and Spawi (2017) examined the effect of using tablets as smart devices in learning English language and investigated how students' language achievement developed by using tablets as a necessary tool in English class and how tablets use affected teaching and learning English language for students. The sample of study was 6 students 3 females and 3 males at different English language pedagogical levels in Malaysia. The method that used in this study with qualitative as interview, after training participants to use tablet as smart devices on learning English language individual interviews were done for each student for 30 minutes to measure the potential effect on their English language after using tablets. The result showed that there was a significant difference in students' attitudes toward using tablets as tools and applications to learn English language.

Vungthong, Djonov, and Torr (2017) explored the important of tablet using in learning English as a foreign language in Thailand. Thailand government get tablet for each child

at primer schools to develop and qualified English learning level. The participants in the study was two-handed and thirteen student at grade two. The method than used was questionnaire that applied on participants. The most important result showed that using tablets enhanced learning process and supported it.

Elyas and Bogami (2019) conducted a study to examine the effects of using iPad tablets to learn English language and developed English learning achievements after iPad tablet became primer tools in pedagogical sectors to learn students in the classroom, this study also claimed the benefits from using tablets as instructional tools to learn English as a second language in the academic sector. The sample study was 40 young students from middle school for 5 weeks. The design used in this study was quantitative and qualitative through divided participants in two groups; the experimental group and the control group, students at experimental group used I pad while students at control group used regular way for English language learning. Pre-posttests about vocabulary and reading are used to measure students' performance. The result pointed out that the use of iPad tablets was preferred for EFL learners.

Nadal and Ankih-Gangadeen (2019) examined the use of tablets as a new technology tool in education form in schools that had weaknesses in English proficiency to learn English language for students. This study aimed to investigate the role of tablets in teaching and learning English language. The sample of the study was 46 lower primary schools in Mauritian in 2015. Data were collected by questionnaires for teachers who learned English language for Grade one. The results pointed out in 2018 after teachers using technology and tablet for three years, the most important result from the questionnaire showed that tablet was useful tools in learning process, it enhance learners' performance and facilities teaching vocabulary acquisition, and were approved as educational tools in Mauritian schools.

Al-Bogami and Elyas (2020) investigated the use of I pad and tablets as small handle devices in enhancing the learning process for English as a foreign language. Ipad and tablets in recent days distrusted in a high percent to be effective tools in learning EFL, by using iPad applications as pedagogical tools. The participants were twenty girls from a private school in Saudi Arabia, each participant had her personal iPad and able form it using, iPad use was applied to all classes except English. Seventh-grade class was selected to apply this study's theory (using an iPad to learn EFL). Qualitative and quantitative were used as a method to answer researchers' questions about the role of iPad to enhance students' learning of English through data collecting, the aim of using this method was to answer studies' questions and determined weakness points for students, other methods used was a questionnaire, it used as a dairy method to examine students' learning attitudes about using iPad in EFL. The results of this study showed a clear impact on students using iPad in learning in EFL classes, students agreed to use iPad in English class to learn reading and vocabulary, and they found that iPad application use was very easy and effective, despite the benefits of using iPad in learning English it did not ignore the teacher role in class time.

Couvaneiro and Pedro (2020) tested to the effect of using tablets as a new technology to activate the learning process and developed learning ways for students in EFL classes.

Tablets used in the recent technology century for learning language needed to take into consideration. The aim of this study was to determine learners feeling toward using tablets in EFL, and the effects of using tablet on their oral skills. The participants who participated in this study were 106 students from private schools in 2015 including both genders, the participants were at sixth grade after two years students in sixth grade reached level one while a student in eighth grade reached level two in using tablets technology project, each grade divided into two groups. The teachers for this grade had their tablets involved in this study case. This study utilized a quantitative as questionnaire and qualitative methods, through data collection and analysis. Questionnaire method was used twice at the beginning and end of the study. The results estimated by this study showed that there was a significant difference in students' motivation which highly increased toward using tablets as a technology device in EFL classes and students' language levels improved, also students' attitudes toward using tablets got better.

Alshammari Reynolds and Ferguson-Patrick (2021) conducted a study to investigate the role of using iPad as a form of a new technology in EFL classes to improve the environment of study. The role of iPad was as a memory that helps learners to remember words and vocabulary and also as a tool for understanding language skills and applying grammar. The participants were a group of females from Saudi Arabia school. The method used was qualitative through interviews and meeting occurred between teacher and student to measure how EFL classes enhanced and through students and teacher notices English skills (reading, listening, writing, and speaking) were enhanced. The result investigated that there was an active role for iPad usage in improvement of English skills in general, and in particular, result showed in vocabulary spelling area that there were touchable effects on using iPad to correct spelling and in vocabulary building by iPad dictionary application. Further studies Lawrence (2016) examined iPad tablets' use as a technology tool for EFL learners. The sample consisted of 199 males from Saudi Arabia, and through qualitative and quantitative methods data was analyzed. The result showed that there was a significant acceptance of using iPad tablets in EFL classes.

Binmudne, Abdulsata, Hama, Maduerh, and Takaeh (2021) investigated the effects of using android operating system on tablets and other devices in enhancing vocabulary learning in English language and investigated the effects of using vocabulary applications on android operating system on vocabulary acquisition for student at upper primary level. The sample of study was a200 students at upper stage in southern border area. T-test was used as method to determine if there was a statistical difference in students' vocabulary performance by using android system and the other method used through this study was interview with schools teacher to measure their attitudes toward using android system. The results pointed out that there was a statistical difference in students' tests before using android system and after using it, other results showed that the number of students' vocabulary knowledge increased after using vocabulary applications and their level of English vocabulary got better.

Tarazi and Arafat (2021) study the use of iPad tablets as tools for improving learners' stimulation for English language learning. The goal of the study investigated if there was

any development in English language learners' level and their performance in English class time when using iPad tablets. The participants in this study were 40 females selected from 5th grade 2 teachers and 30 students' parents. The method that used was qualitative and quantitative, data collected through observations, interview, and questionnaire, the results found out there was a significant development in student performance and their positive attitude toward using iPad tablet, other result showed that student' stimulation increased according to use iPad tablets in learning English language. All results showed that there was significant difference in students' performance and their degrees through English class while using iPad tablets.

### **Studies Related to Using Tablets in English Language Learners' Vocabulary**

Wierson (2013) investigated effect of using iPad to acquire English skills like vocabulary and reading. The sample of this study was forty-four their age was eleven at sixth grade that using iPad applications. The design used in this study was a quasi-experimental through pre/post-test and questionnaire, and data was collected and analyzed by using t-test. The result showed that students agreed to use iPad application to learn vocabulary and that there was an improvement in their learning in the classroom.

Wang, Teng and Chen (2015) examined the effect of using iPad tablet applications in classroom to enhance students' vocabulary acquisition in English language, as technology played important roles in learning English language the use of iPad tablet applications was generated. The sample of study was seventy-four students in twain classified into two groups the experimental group and the control group the experimental group learned by using iPad while control group learned by traditional way. The design used in this experimental study was qualitative and pre-posttest, questionnaire instrument was used to measure students' attitudes toward using iPad tablet application in learning English language, pre-posttest was used to determine if there was any enhancement in students' English language achievements. The finding of this study pointed to three points, first result showed there was significant difference in posttest scores for student performance in learning English vocabulary and the second result found that there was acceptance from students to use iPad tablet applications in learning process, the last result was iPad tablets application had important role in enhancing learning results

Bunting (2016) investigated using tablets for employing YouTube clips and videos as a new method in English learning for develop English skills such as vocabulary and writing. This study applied for twenty eight 12 years of Sweden students and their English teachers over nine lessons who used video in the learning process was who used context-based guessing strategies, the lesson tasks were video clip-recorded made by students and teachers. The quantitative method was used to collect data through interviews with students and their English teacher's .The most important result showed that video clips designed as intellectual tools on tablets helped student to find different way for their task solving and how to acquire new words in a developing way.

Rivera, Hudson, Weiss and Zambone (2017) explored the effect of using iPad multimedia and software to increase students' English and Spanish vocabulary words bank and to enhance their vocabulary knowledge. The sample of study was students at ten years old

from private education's classroom. The quantitative method was used to collect data through interviews. The most important result shown that students acquire new vocabulary words in short time.

Taghizadeh and Porkar (2018) examined the effectiveness of using tablets and other devices (flashcards and SMS) in learning process and examined students' attitudes toward learning vocabulary through using tablets and other devices. The sample of study was forty-five EFL learners from Iran (twenty-five females and twenty males) between twenty-two and thirty-eight ages, distributed into three groups each group had 15 participants, one of these groups used tablets and other group used other devices. The design was quasi-experimental and utilized methods such as a pre-posttest for both groups (control and experimental) and a questionnaire to measure attitudes toward using tablets and other devices in the experimental group. The findings of this study pointed out that there was a significant difference in pre-posttest which means that there was development in EFL learners' performance. Other results affirmed that the use of tablets was preferred by learners rather than other devices in learning English language and the final result showed that there was significant increase in students' motivation and attitudes toward using tablet to learn English language.

Zwitsersloot, Harmsel, Schulting, Wiefferink, and Gerrits (2022) conducted a study to test the effect of tablets in language development for young children. The sample of this study was seventy children three years old randomly selected, participants divided into two groups each group had thirty-five children, children at control group applied tablets game for ten minutes over two months acquire new words while students at experimental group gained new vocabulary by using real project. The design was quasi-experimental and utilized methods such as pre/post-test to measure how children could benefit from using tablets' games to acquire words in contrast with vocabulary acquiring via real project. The most important result showed that children at control group were happy in using tablets' game and gain new word in easy way than children at the control group.

### **Concluding Remarks**

After checking the previous studies about the role of using tablet in language learning, researchers approved by using tablets to enhance learning vocabulary English language and develop students' performance in English class also tablets using allow student and teacher to determine the weak points and problems in vocabulary building and give chance to solve them. Tablets using can guide the vocabulary learning way to the top, and it is necessary to consider tablet as a premier licensed tools in instructional curricula.

## **METHOD**

### **Participant of the Study**

The study included 38 6th grade students who were 11 years old in the first semester of the academic year 2022/2023 at Khadem Al-Haraman Mixed Secondary School. It is a public school in Zarqa, Jordan. All participants were sixth-grade females. This investigation used a quasi-experimental design. The Khadem Al-Haraman Mixed Secondary school was selected intentionally because it is close to the researcher's home



and has a sufficient number of students to conduct the current research. Students in the current study were already divided into two groups; the experimental group (19 students) and the control group (19 students); students in the experimental group learned English by using tablets, and students in the control group studied according to the regular method.

### **Design of the Study**

The quasi-experimental design was used in this study. The school was selected purposefully because it is close to the researcher's home and has a sufficient number of students to conduct their current research, the study was administered for students through 3 lessons weekly; each lesson lasted for 40 minutes for two months inside the school, during the first semester of the academic year 2022/2023. Students were randomly assigned into one of two groups (experiment and control). The experimental group used tablets, and the control group used the regular instruction method. A pre/post-test was used in this quasi-experimental study. Students took the same test before and after the experiment to see if their vocabulary acquisition improved, and to see if using tablets influenced the experimental group.

This study had two types of variables (independent and dependent). The independent variable was the teaching method which has two levels: Teaching vocabulary and its aspects by using tablets, and teaching vocabulary and its aspects by using regular instruction method. The dependent variables were the following: Students' mean scores in both groups (experimental and control) in vocabulary and its aspects, and the means for the experimental group students' responses to the questionnaire items.

### **Instruments of the Study**

The instruments of the study were a pre/post-test and a questionnaire. The test was operated by the researcher before starting the experiment as a pre-test to determine the actual level of both groups in using tablets by studying vocabulary. After 24 sessions, the same test was administered as a post-test to decide whether the tablets had an effect on the participants' acquisition of vocabulary and its aspects. The pre/post-test consisted of five questions about vocabulary aspects (spelling, connotation, collocation, denotation, and derivation) and the 10-item questionnaire showing the effect of using tablets on students in acquisition of English vocabulary.

Professors with specialization in TEFL, CALL, and linguistics evaluated the instruments' correctness, clarity, validity, and appropriateness (see Appendix (B)). These experts were requested to evaluate the study instruments. Their observations, opinions, and suggestions were taken into consideration. The distribution of scores in the test, its questions, format, and grammar, as well as the amount of time required to complete the questions, were all examined. They had some comments and suggestions. For instance, they recommended adding additional questions, fixing typos, and including objective question types. The instrument reliability was assessed using the test-retest method, which is considered the most significant method to show the result in a clear and accurate way for the recent study. This was accomplished by carrying out a pilot research in which a test was given to a pilot group of 38 students. They took the test for the first time, and

they took the re-test two weeks later. The other instrument reliability was using questionnaire to gather information by applying the test on the experimental group that used the tablets. By employing Person's formula, the result of the test was investigated. It was found 89%. Thus, the test could be described as being reliable.

### **Instructional Treatment and Method**

By using the tablet as a daily instrument in many variable aspects, the researcher used the tablet to help students enhance their vocabulary acquisition in the teaching process of vocabulary acquisition. The participants in this study were divided into two groups (experimental and control). In the experimental group, the number of students was 19, and they were taught by using tablets while the control group consisted of 19 students who were taught the same material (The first three units and subjects of *Action Pack VI Students' Book* prescribed for the 6th Grade in Jordan). The following units and subjects were taught during eight weeks, including using dictionaries.) by the same teacher without using tablets. Students in the experimental group used the Internet-based applications such as [www.vocabulary.com](http://www.vocabulary.com) to study vocabulary aspects and learn its forms. They learned to use tablets on 3 lessons per week, the period of each lesson lasted for 40 minutes for two months in the following way:

- 1- In the first week, students in the experimental group were trained to use tablets and its applications such as phonics in learning vocabulary.
- 2- In the second week students, the experimental group students were learned to use tablets to acquire vocabulary connotation by using the application [www.vocabulary.com](http://www.vocabulary.com) to explain the meanings of a word.
- 3- In the third week, students of the experimental group were learned to use tablets for expressing the meaning of words from contexts to develop denotation aspect.
- 4- In the fourth week, students of the experimental group learned about vocabulary collocations and how to employ them to express feelings or action events.
- 5- In the fifth and sixth weeks, students of the experimental group learned word vocabulary derivations to form meaningful sentences and events, and get the accurate meaning of text.
- 6- In the last two weeks, students of the experimental group were ready for using tablets to analyze vocabulary aspects (spelling, connotation, denotation, collocation, and derivation). Students were given worksheets, and they were asked to use tablet applications to find the desired vocabulary forms and analyze them. Through the result of these worksheets, student's weak points were determined and treated. One of the weak points noticed in students' performance was in learning and acquiring derivations, so derivation aspects were recycled and consolidated for students; the teacher focused on solving problems facing students in this aspect.
- 7- Through the eighth week, students were asked to express actions related to certain topics to enhance their vocabulary aspects, which helped them talk about their feelings in a correct way without any fear and hesitation. The experimental group students took

different activities and competed with each other to discover new vocabularies and meanings using games applications integrated in tablets.

The control group learned in the regular instruction method as it is written in the usual educational plan in the *Teacher Guide VI*. Every week, there were new captions; students took exercises and activities in their students' book. In addition to that, the teacher asked them to memorize a few of new words and their meanings in English. In the next weeks, the teacher reviewed and recycled the previous week material and asked students to describe some pictures or short events. The teacher used the same activities and material used by the experimental group to increase students' vocabularies bank and to make sure that they understand word meanings as desired. Finally, students used the new words they had learned in the previous week for describing pictures or getting other meanings to certain events. There were some difficulties like forgetting the meanings of words. This problem was dealt with by consciously using the new words in daily situations.

To teach students new information or aspects, students need teachers' support. The role of the teacher was to show students and encourage them to use the new method and organize the class time to ensure that each student was able to use tablets in learning vocabulary and its aspects. The teacher helped students to communicate with each other without fears to achieve the desire from using tablets so as to enhance their acquisition and leaning of vocabulary and its aspects.

### **Procedures of the Study**

This study was conducted during the first semester of the academic year 2022/2023 at Khadem Al-Haramen Mixed Secondary School. The participants in this study were already divided into two groups which were later assigned randomly into experimental and control groups. This study was based on the pre/post-test method in vocabulary acquisition to find if there were statistically significant differences between students' between the control and the experimental group achievement in the acquisition of vocabulary and its aspects.

- The researcher gives 38 students a pre-test at the first session. The time of test was 90 minutes. After that, the tests were collected and corrected.
- At the second session, students were taught to use tablets tools to enhance their vocabulary aspects. This procedure was applied for eight weeks (3 lessons a week per 40 minutes for each lesson (period)).
- Students in both groups, experimental and control, took a post-test. Then tests were gathered and corrected. After that, the questionnaire was given to the experimental group students and they answered it.
- Statistical analysis was used to answer the question and hypothesis of this study. The results from the test and questionnaire were analyzed.

### **Statistical Analyses**

By using the Statistical Package for Social Sciences (SPSS), means and standard deviations, MANOVA and T-test were conducted for all study variables, including method

(using tablets vs. regular instruction) for each of the experimental and control groups' vocabulary and its aspects (spelling, denotation, connotation, collocation, and derivation). The data collected from the experimental group questionnaire was analyzed using mean scores for each item and total items.

## FINDINGS

The pre-test was administrated to both groups to know the actual level of students before starting the experiment in vocabulary and its aspects, means, standard deviations and MANOVA were used to find out any significant differences between both groups of the study, as shown in the table below

**Table 1.** Means, Standard Deviation and MANOVA Test Results of the Experimental and Control Groups on the EFL Students' Vocabulary Acquisition on the Pre-Test.

Vocabulary Aspects	Group	N	Mean	Std. Deviation	F	df	Sig. (2-tailed)
Pre Spelling	Experimental	19	4.16	2.141	.784	37	.382
	Control	19	4.74	1.881			
Pre Denotation	Experimental	19	3.37	1.422	.784	37	.382
	Control	19	2.95	1.508			
Pre Collocation	Experimental	19	4.05	1.580	.287	37	.595
	Control	19	3.74	2.023			
Pre Connotation	Experimental	19	4.05	1.224	.016	37	.900
	Control	19	4.00	1.333			
Pre Derivation	Experimental	19	2.95	.848	.875	37	.356
	Control	19	2.68	.885			
Pre- tes	Experimental	19	18.58	5.689	.063	37	.803
	Control	19	18.11	5.924			

Table 1 revealed that students' scores for both groups were almost equivalent in the pre-test in vocabulary and its aspects before applying the experiment. This indicated that the two groups were equivalent in vocabulary before starting the experiment. This also showed that the difference between scores of both groups on the pre-test in vocabulary acquisition was not statistically significant in vocabulary and its aspects.

For answering the first question of the study, means, standard deviations and MANOVA test of the experimental and control groups in the acquisition of vocabulary aspects (spelling, denotation, connotation, collocation, and derivation) in the post-test due to the method of teaching (tablets vs. regular instruction) and t-test were used to find out any significant differences between both groups, as shown in the table below.

**Table 2.** Means, Standard Deviations and MANOVA Test Results of the Experimental and Control Groups in Vocabulary Aspects (Spelling, Denotation, Connotation, Collocation, and Derivation) due to Method of Teaching in the Post-Test

Vocabulary Aspects	Group	Mean	Std. Deviation	N	Sig.
Spelling Post	Experimental	6.37	1.300	19	.004
	Control	5.00	1.414	19	
Denotation Post	Experimental	5.89	1.150	19	.010
	Control	4.68	1.565	19	
Collocation Post	Experimental	6.21	1.084	19	.002

Connotation Post	Control	4.79	1.548	19
	Experimental	5.74	1.098	19 .017
Derivation Post	Control	4.47	1.896	19
	Experimental	3.95	1.353	19 .039
Total Post	Control	3.05	1.224	19 0.39
	Experimental	28.16	3.563	19
	Control	22.00	5.598	19 0.002

Table 2 shows a variance in students' means of EFL students' performance in vocabulary aspects (spelling denotation, connotation, collocation, and derivation) in the post-test due to group variable. The table also shows there are statistically significant differences at  $\alpha=0.05$  level between the means of both groups on EFL students' performance in all vocabulary aspects (spelling, denotation, connotation, collocation, and derivation) and the total mean in the post-test, in favour of the experimental group (using tablets).

The second question of the study was "What is the experimental group students' attitude toward using tablets?" To answer this question, a questionnaire of 10 items was used. By having deep interpretation and analysis of the results of the questionnaire, the experimental group students appeared to have positive attitudes toward using tablets. These might be due to the effect of using tablets as an interesting and motivating tool as shown in Table 3.

**Table 3.** Means and Standard Deviations of the Experimental Group Students' Attitudes toward Using Tablets Method in the Sixth Grade Students' Vocabulary Acquisition

Rank	No	Item	Mean	SD
1	5	Using Tablets helped me use vocabulary correctly in sentences and writing text.	4.37	.684
2	1	Using Tablets helped me to improve English vocabulary Acquisition.	4.21	.918
3	4	Using Tablets made learning English vocabulary more interesting.	4.16	.958
4	9	Using Tablets helped me feel more confident in using new words without fear or hesitation.	4.11	1.100
5	3	Using Tablets helped me learn a new way of learning English.	3.68	.946
6	6	Using Tablets helped me to improve my speaking skills.	3.63	.955
7	8	Using Tablets satisfies my needs in learning English.	3.53	.905
8	10	Using Tablets allowed students to learn and practice English beyond their language classes.	3.37	1.116
9	2	Using Tablets helped me use vocabulary correctly to understand reading text.	3.26	1.240
10	7	Using Tablets helped me understand vocabulary while listening to texts.	3.05	1.311
		Total score	3.74	.535

Table 3 showed that Item 5 "Using Tablets helped me use vocabulary correctly in sentences and writing text." received the highest mean (4.37), while item 7 "Using Tablets helped me understand vocabulary while listening to texts." ranked last with a mean of 3.05. This table also shows that the Mean of means for all items was 3.74.

After analysing and interpreting students' attitudes toward using tablets and their attitudes toward them, the researchers found out that most students' responses were strongly agree and agree. This indicated that students had a positive attitude toward using tablets in learning vocabulary. The experimental group students' responses indicated that using tablets was very exciting and effective. Therefore, using tablets is regarded a helpful tool in developing their vocabulary and its aspects.

## **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

The first question discussed if there were any significant differences between the mean scores of the experimental group and the control group due to the method of teaching (using tablets vs. regular instruction) in the acquisition of vocabulary aspects in the post-test. According to the results, tablets devices have a main role in enhancing learners' vocabulary acquisition; learners who used tablet devices achieved better progress in their vocabulary acquisition rather than learners that used the regular instruction method. The T-test results showed that there were significant differences between the means of both groups (experimental and control) in vocabulary acquisition in the post-test. The control groups mean score was 22.00 while mean scores for the experimental group was 28.16. The result showed that there were significant differences ( $\alpha = 0.05$ ) between the means of both groups on the post-test, in favour of the experimental group.

Tablets as a new tool added many benefits for learning and teaching English language. Recently, there was a significant growth for technology used in the academic process, and tablets were the key in enhancing and developing language learning. Using tablets at classes allowed students to do things they were unable to do by using regular instruction, such as searching for words, word meanings and their derivations. Other things added by tablets were illustrative pictures, video-clip on you tube, and many other useful applications, which supports learning by using the five senses. Students by using tablets were more active and had more positive attitudes toward learning English vocabulary, and got better development in their English performance.

The finding of this study agreed with Al-Bogami and Elyas (2020) that tablets and iPads were effective tools in learning English for EFLs. They are also in harmony with Alshammari, Reynolds and Ferguson-Patrick (2021) that iPad as a form of a new technology in EFL classes improved the environment of study, was as a memory that helped learners to remember words and vocabulary and also as a tool for understanding language skills. Also, the results of this study are in line with Tarazi and Arafat (2021) who found that iPad tablets were tools for improving learners' stimulation for English language learning and developed learning way.

The question also detected if there were any significant differences between the mean scores of the experimental and control group due to the method of teaching in aspects of vocabulary (spelling, denotation, connotation, collocation, and derivation) on EFL students' vocabulary acquisition in the post-test. According to the findings of this study, tablet devices have a chance in developing vocabulary aspects of the experimental group. The results showed that there was a slight difference in students' performance in vocabulary aspects for both groups (experimental and control) in favour of the

experimental group as MANOVA test results showed that there were statistically significant differences between the means of both groups in all aspects.

Tablets help students in learning vocabulary aspects by using certain applications designed to assess them such as video clips and dictionary applications which promoted new way for students to acquire vocabulary aspects (spelling, denotation, connotation, collocation, and derivation) in a motivating and active way. Students, by using tablets and their applications, had more positive attitude toward learning English vocabulary aspects, and they learned about how they can link aspects with each other integratively in a correct way to get a meaningful text as desired.

The finding of this study agreed with Wierson (2013) who believed that tablets (iPad) application role in enhancing vocabulary and reading for students who learn English language as a foreign language. Also, the results of this study are in harmony with Taghizadeh and Porkar (2018) who asserted the effectiveness of using tablets and other devices (flashcards and SMS) in the learning process and motivated students toward learning vocabulary and its aspects.

The second question in this study tackled the experimental group students' attitude toward using tablet devices in vocabulary acquisition. The results of this question were obtained from using a questionnaire of 10 items. After data and answers analysis, results showed that students at the experimental group had a positive attitude toward using tablets in vocabulary acquisition. This result can be attributed to using tablet devices as a new exiting and active tools. The results of the questionnaire showed that using tablets for helping students use vocabulary correctly in sentences and writing text received the highest mean (4.37) regarding the degree of agreement, while using tablets for helping me to understand vocabulary while listening to texts ranked last with a mean of 3.05. This table also showed that the total mean for all items was 3.74.

Students' attitudes toward using tablets as a tool to learn English showed that they could maximize their roles in vocabulary learning development. The use of technology is very important nowadays and widely distributed in teaching and learning way for English as a foreign language. Students are happy with using tablets which converted classes from inactive and boring into active and motivating one. The findings of this study agreed with Zwitterlood, Harmsel, Schulting, Wiefferink, and Gerrits (2022) that student were very happy in using tablets games to learn English language. Moreover, the results of this study are in harmony with Wierson (2013) results which showed that students agreed to use iPad application to learn vocabulary and that there was an improvement in their learning in the classroom. The finding of this study were similar to Bunting (2016) results which explained that students had more positive attitudes toward using video clips designed as intellectual tools on tablets which are considered as a different way for their task solving and how to acquire new words in a developing way.

## **CONCLUSIONS**

Tablet devices might have a main role in developing students' acquisition of vocabulary and its aspects (spelling, denotation, connotation, collocation, and derivation). The result here showed from theoretical and empirical points that using tablets to enhance

vocabulary acquisition for the EFL students was very useful, and there was a positive attitude toward using tablets in learning vocabulary. The conclusions of this study are listed into two points: The first is that using tablet enabled EFL student to achieve development in their vocabulary and its aspects levels, and the second point is that using tablet in the vocabulary learning and teaching process positively affected students' attitude toward tablets use in vocabulary acquisition.

### **RECOMMENDATIONS**

There are some recommendations that should be taken into consideration in the field of teaching and learning English for EFL students' vocabulary acquisition. The Ministry of Education is advised to support schools with tablets and hold training courses for students and their English teachers about how to use tablets for teaching and learning vocabulary and English language in general. Curricula designers are recommended to integrate tablets in active way through curricula to facilitate the use of tablets by pedagogical strategies that regulate class time to use tablets tools in addition to traditional instructions. Curricula designers are advised to include some useful vocabulary applications in tablets to enhance their roles in vocabulary acquisition and English teaching and learning in general for all stages and grades. There is a need for more studies using tablet as tools in learning and teaching English vocabulary and other language skills and areas for EFL students at different school stages and grades. Teachers should realize the role of tablets and how it reflects positively in their teaching methods. They should take training courses about how they can employ tablets in their English language classes in teaching students how to acquire new vocabularies. Using tablets as recent trend and method in teaching and learning was found to make a large change in vocabulary acquisition and English language learning in general. EFL students should use tablets in learning English vocabulary and understanding their roles and how they help them on vocabulary acquisition and its aspects in an easy way. As English teachers, students need to hold a training course about how using tablets and their application to acquire vocabularies, EFL students may also need to be directed in the right way toward the importance of tablet tools using in vocabulary acquisition and English language learning in general.

### **LIMITATIONS**

The results of the study are limited to the following: The participants were limited to the six grade students in Jordan. Students and the teacher in this study employed tablet devices in the classroom for EFL vocabulary acquisition. The application of the current study was in the first semester of academic year 2022/2023 for two months. This study was conducted at Khadem Al-Haraman Mixed School, one of the public schools of the Ministry of Education in Zarqa, Jordan. This study was limited to the acquisition of vocabulary and its aspects (spelling, denotation, collocation, connotation, and derivation) by the sixth-grade female EFL learners.



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