

Impact the Use of Online Applications on the Development of Vocabulary Learning for Education Faculty Students of English Language Department EFL

Naser Abdulkareem Mohammed^{1*}, Rawasy Hafed Altabib¹, Hajer Ahfied Mohammed Alshabshopy¹

Article Information

Received: April 04, 2025

Accepted: May 03, 2025

Published: May 28, 2025

Keywords

*EFL, English Language,
Vocabulary Learning*

ABSTRACT

The main target of this research paper is to examine how online applications affect the vocabulary development of EFL (English as a Foreign Language) college students. A questionnaire was distributed to 70 students' English departments from the Faculty of Education in Zolten and Surman at Sabratha University. The research aimed to answer the central question: What is the effect of using online applications on learning English vocabulary for students studying it as a foreign language? In order to test the credibility and consistency of the questionnaire and to ascertain the credibility of the investigators in answering questionnaire questions, and for each variable individually, the sincerity of the results of the questionnaire distributed to the target sample, by conducting the Reliability analysis test through the binding coefficient (Cronbach's Alpha) Alpha Crewe Plant (SPSS v. 27), where the result of the analysis of the questionnaire appeared at (97.6%), indicating that the results of the questionnaire could be relied upon. The online applications play a significant role in enhancing vocabulary acquisition, offering students interactive and engaging learning experiences. The results suggest that integrating such applications into EFL education can be beneficial for improving students' language skills. The results show that online applications play an important role in improving vocabulary acquisition and providing students with an interactive and engaging learning experience. The results suggest that integration of such applications in EFL formation may be advantageous in improving students' language skills.

INTRODUCTION

The Impact of Social Media on Vocabulary Acquisition for EFL College Students

Over the years, social media platforms (SMPs) such as Facebook, WhatsApp, Twitter, Instagram and Telegram have become popular, especially among young people. This is due to the unique benefits of providing user-friendly, communicative and interactive applications (Green *et al.*, 2019; Kent & Leaver, 2014). As a result, these platforms are transforming into increasingly large media for entertainment and education. Students in particular use social media as interaction media every day. Furthermore, the development of SMPs has created spaces where users can find connections, build communities, exchange ideas, and develop new knowledge (Faizi *et al.*, 2013).

Researchers found that various studies (Baniyasen, 2020;; Slim & Hafedh, 2019; Al-Tamimi *et al.*, 2018) have been conducted to investigate the role of social media in EFL/ESL learning. However, these studies had different goals, focuses and outcomes. Some studies focused solely on the effects of SMPs on improving English skills, while others focused on educational objectives such as cooperation, commitment, motivation, and interaction.

A study conducted by Alharthy and Alfaki (2014) showed that learning about social media is more effective than traditional learning. Social media exposes learners to the latest types of word use and applies these words by providing real situations in real life. Furthermore, social media has positive effects, such as improving

pronunciation and vocabulary expansion due to frequent use of these platforms (Abbasova, 2016).

Similarly, studies by Bicen, Sadikoglu, and Sadikoglu (2015) showed that social media use has positive effects on foreign language learning. According to Kabilan *et al.* (2010) reported that Facebook uses motivated people to apply more English because many of their writings and contributions are on the English platform. Most respondents agreed that social media is an interesting platform for English and were interested in improving their English vocabulary. However, some disagreed with the considerable effort they put in to improve their English because of their communication and self-expression on social media.

Furthermore, Namazioste and Nasri (2019) emphasized that platforms such as Facebook, Twitter, YouTube and Instagram are advantageous for language learners as they are interactive, flexible and entertaining. These platforms not only provide learners with the opportunity to express themselves with more confidence, but also provide motivation and useful environments for language practice. Many learners agreed that there are more opportunities to use English on social media than on classrooms. From Rouis *et al.* (2011) When students allocate time as an English learning tool on social media such as Facebook, they learn not only in languages but also in individuals in World.

some studies have shown social media as an effective tool for learning vocabulary, whereby the frequency

¹ Department of English, Faculty of Education, University of Sabratha, Libya

* Corresponding author's e-mail: alanelkouly@gmail.com

and selection of platforms play a critical role in the effectiveness of vocabulary acquisition. Various studies have consistently shown the positive effects of social media interactions on improving vocabulary and literacy capabilities. Abbasova (2016) emphasizes that interaction with social media contributes to improving vocabulary and reading comprehension by providing opportunities to address language. Similarly, Wang *et al.* (2022) demonstrate the positive effects of social media activities on students' language and social learning experiences in the EFL context, improving student commitment and learning outcomes.

Research shows similar results regarding the correlation between social media involvement and vocabulary improvements. For example, Nabilla *et al.* (2022) found a moderate correlation between social media activities and vocabulary championships for students in the English department. Domingo and Aguillon (2021) also highlighted the role of social media, particularly platforms such as Facebook, in lexical development. Fauziah *et al.* (2023) and Havlaskova *et al.* (2023) highlighted the importance of platforms such as Instagram and Tiktok in English lessons to increase vocabulary acquisition. Additionally, Stud-Ghany Al-Sabbagh and Laussiry *et al.* (2023) demonstrated the effectiveness of multimedia modalities and Instagram in improving English vocabulary for non-local speakers and students. Together, these studies suggest that the frequency and type of involvement with social media tools have a significant impact on the development of the vocabulary of EFL learning.

Social media has become an important part of everyday life, and it goes beyond entertainment and communication, especially in language learning. Due to a variety of digital platforms, applications such as TikTok, Instagram, Facebook and more have been developed as unconventional educational equipment that contributes to the acquisition of English vocabulary in a variety of ways.

According to the study, TikTok was conducted on vocabulary acquisitions among 152 leading UK students at Thu Dau Mot University. The students were divided into two groups. There are experimental groups that learned TikTok and control groups that did not receive special instructions. This study was based on questionnaires, controlled experiments, pre- and post-test tests, and interviews with students and professors. Results showed that TikTok improved students' ability to remember vocabulary and increase commitment. They determined it was a user-friendly tool that supports collaborative learning, homework checks and improving language knowledge. Participants also said that Tiktok increased self-confidence and provided a more flexible and comfortable learning experience. In contrast, another Iranian study examined the effect of Instagram on vocabulary learning for pre-intermediate students. This study consisted of 50 students between the ages of 8 and 15, and the experimental group used 10 Instagrams to learn vocabulary through images and videos for over

4 weeks, while the control group was based solely on traditional teaching methods. Results confirmed the effectiveness of the platform in improving Instagram users' vocabulary acquisition compared to control groups, improving vocabulary storage and increasing student engagement.

Regarding Facebook, a survey of community college students examined the effectiveness of the platform in improving vocabulary acquisition. The study consisted of 33 students who participated in educational activities on Facebook and then measured their progress before and after the test. B. Group discussion, educational videos, use of electronic dictionaries, rewriting text using new vocabulary. Results showed a marked increase in student average results. This demonstrates the effectiveness of interactive learning via Facebook. It has also been observed that Facebook's informal learning environments were free to help students freely and freely with low self-satisfaction vocabulary without the pressure of traditional classroom.

The Impact of Online Games on Vocabulary Acquisition for EFL College Student

Studies indicate that online educational games play a significant role in learning English vocabulary, although their impact varies depending on the method used. (Pintado-Peñaloza & Dack, 2022) conducted a study on eighth-grade students at Mercedes Vázquez Correa School to compare the effects of online educational games with traditional vocabulary instruction methods. Using a vocabulary recall test and a survey, the study found that students learning through traditional methods recalled more words, while those using online games demonstrated greater accuracy in writing, with 90.9% correctly spelling words. Additionally, 75% of students found it easier to learn vocabulary through games rather than illustrations or flashcards, and most preferred games as a learning tool.

DeHaan (2010) examined the effect of video games on vocabulary retention, comparing two groups: one that played the game and another that only watched it. The results showed that the group that watched the game remembered more in-game vocabulary than those who played, as players struggled to focus on both gameplay and vocabulary simultaneously. The study suggested integrating interactive materials with games to enhance language learning. Supporting this, Azman and Farhana (2018) emphasized that online games provide an interactive learning environment that enhances various educational skills, making vocabulary acquisition easier for students.

A study conducted on Iranian EFL learners by Ashraf *et al.* (2014) examined the impact of online games on vocabulary acquisition over 15 weeks. Twenty-four low-intermediate students were divided into an experimental group, which used online games, and a control group, which relied on traditional methods. Initially, no significant difference was observed between the groups,

but by the end of the study, the experimental group outperformed the control group in vocabulary acquisition. The study suggested that games created a motivating environment that encouraged students to acquire new words unconsciously, highlighting the teacher's role as a facilitator in guiding the use of games in the classroom. Gee (2005) argues that games function as conceptual models that bridge formal and informal learning, enhancing motivation and authentic communication in language learning (Warschauer & Healey, 1998; Sørensen & Meyer, 2007). Interactive games encourage communicative activities, allowing learners to naturally acquire language through play (Sørensen & Meyer, 2007). Supporting this, Yip and Kwan (2006) found that learners who played online vocabulary games retained and retrieved new words more effectively than those who did not, suggesting that games enhance long-term vocabulary retention.

Nilsson and Hussain (2024) conducted a literature review analyzing the impact of digital games on vocabulary acquisition among adolescents (8-15 years old), incorporating studies on university and high school students. Their findings indicated that digital games significantly improved vocabulary learning, with multiplayer games being the most effective. However, challenges such as gender disparities in gaming engagement and risks of addiction were noted. Chien-Yu Lin and Yi-Huey Guo (2021) explored the effectiveness of a single-player role-playing game (RPG) called OzHigh in improving vocabulary among Taiwanese eighth graders. Over eight weeks, one group played the game for 20 minutes at the beginning of each English class, while the other followed conventional teaching methods. The game-playing group showed a substantial increase in vocabulary scores, rising from 50.15 to 61.62 in later evaluations, confirming the effectiveness of RPG-based learning.

In Turkey, Utku & Dolgunsöz examined 46 fifth-grade students, dividing them into experimental and control groups. The experimental group used matching games and crossword puzzles, while the control group followed traditional methods. The experimental group significantly outperformed the control group in vocabulary recognition ($M=76.01$ vs. $M=66.2$) and production ($M=90.50$ vs. $M=82.59$), with statistically significant differences ($p < 5\%$). Qualitative data also revealed students' positive attitudes toward online vocabulary games. Meanwhile, in Iraq, Al-Obaydi, Pikhart, and Shakki (2023) studied the effects of multiplayer games such as Free Fire, Minecraft, and Among Us on students aged 8-14 during the COVID-19 pandemic. Over 90 days, researchers observed notable improvements in vocabulary acquisition (90 newly learned words), along with enhanced communication and pronunciation skills. Additional studies have supported these findings. Sulistianingsih *et al.* (2019) emphasized the role of interactive board games (IBG) in enhancing vocabulary acquisition and motivation through social interaction

and competition. Suh, Kim, and Kim (2010) found similar results when comparing a language-learning MMORPG at Nori School to traditional methods among 220 Korean EFL students, highlighting improvements in reading, writing, listening, and motivation (q.mohammed, s.alqohfa, & s.shameri, 2023) examined online multiplayer games' effects on high school students in Yemen, reporting enhanced motivation, engagement, and vocabulary retention. Other studies, such as those by Taghizadeh *et al.* (2017) and Hadi *et al.* (2022), confirmed that students learning vocabulary through online games outperformed those using traditional methods, achieving significantly higher vocabulary test scores. Hasram *et al.* (2021) investigated the effect of Word Wall online vocabulary games among 60 Malaysian fifth graders, reporting significant vocabulary improvements despite challenges like limited device access. Mai and Tarabar (2021) studied 71 middle and high school students in Bosnia and Herzegovina, concluding that video games positively influenced vocabulary and communication skills. Finally, Shahriarpour and Kafi (2014) explored the impact of the digital game L.A. Noire on vocabulary learning motivation among Iranian EFL learners, demonstrating superior vocabulary test results in the gaming group.

The Impact of Educational Applications and Digital Educational Content on Vocabulary Acquisition

With technological advancements, the use of digital tools in education has become an effective means of enhancing students' vocabulary acquisition. Among these tools are educational applications and digital educational content. Although they share the same goal, there are fundamental differences between them.

Educational applications are interactive programs specifically designed to provide a structured learning experience. They rely on artificial intelligence, educational games, and continuous assessments to enhance vocabulary learning in a gradual and personalized manner. Examples include Duolingo and Memrise, which utilize techniques such as spaced repetition and voice interaction to improve vocabulary retention.

Numerous other studies have also demonstrated the effectiveness of language learning applications in enhancing vocabulary acquisition. For instance, Stockwell (2018) found that students who used vocabulary learning applications scored 30% higher in vocabulary retention tests compared to those who did not. Qualitative feedback from participants indicated that interactive features, such as quizzes and spaced repetition, significantly aided their learning process. Based on these findings, the study recommended integrating app usage with traditional methods to maximize vocabulary acquisition and encouraged educators to promote regular use of these applications to strengthen students' language skills.

In another study, Kukulska-Hulme and Shield (2020) examined how adult learners used them in the development of language learning applications and

vocabulary. The qualitative study included interviews with 50 adult learners who frequently used mobile learning applications. The results showed that consistent use of APP significantly increases vocabulary storage and real applications, increasing the practical benefits of these tools. Participants reported that the convenience of mobile learning allows them to practice vocabulary in their daily lives and contribute to overall skills. This study recommended that tailor-made applications be developed to meet specific requirements for adult learners and to integrate mobile learning into adult education programs. Yang (2021) conducted a longitudinal study with 200 participants using vocabulary learning applications over six months. The findings revealed a 35% increase in vocabulary test scores among students who regularly engaged with the apps, highlighting the positive influence of technology on language acquisition. Qualitative data further indicated that students appreciated the flexibility and accessibility of learning through mobile applications, which allowed them to practice at their own pace.

In Saudi Arabia, Omar and Alshaikh (2022) examined the impact of context-aware language learning applications on vocabulary acquisition. The experimental study involved 120 students divided into two groups: one using context-aware applications and the other relying on traditional learning methods. The researchers found that students who used context-aware applications had vocabulary retention rates 50% higher than those in the control group. Participants reported that the contextual features of the applications helped them understand vocabulary usage in different scenarios, reinforcing their learning. Based on these findings, the authors recommended integrating context-aware features into language learning applications to further enhance vocabulary acquisition. They also suggested that educators provide guidance on how to use these applications effectively to maximize learning outcomes.

Another study examined the effectiveness of YouTube as an educational tool to improve the vocabulary of Libyan EFL students aged 16 to 17 in their second year of high school. The students were divided into two groups. One received traditional instructions, including textbooks and boards, and the other supported YouTube lessons. Before and after the test, it was performed to measure vocabulary improvements. The results showed that students using YouTube have made significant advances compared to traditional groups, with some students gaining 12 points. Furthermore, students who performed poorly initially showed the highest improvement rates. This study concluded that YouTube offers a variety of content and flexible teaching methods that improve language acquisition to improve vocabulary learning and improve integration into YouTube's educational curriculum (Fathi & Zarei, 2019).

Related studies examined the effects of teaching videos on vocabulary learning among Iranian EFL students using a semi-experimental design. This study was divided into experimental groups consisting of 100 students at mid-term levels who received YouTube video lessons and

control groups based on traditional methods. Vocabulary learning was assessed in advance and follow-up, and results showed that the test group showed significant improvements with statistically significant differences compared to the control group. The results confirmed the effectiveness of educational videos in improving vocabulary learning and increased student motivation compared to traditional methods. Based on these findings, this study advised the inclusion of educational videos in the EFL curriculum to improve the learning experience (Jeliseh & Gilakjani, 2022).

Alkhafeel, and Elkholy, 2022. Reported that, English teachers find it so hard to depend on English language only in teaching to Arab students. This is due to most students do not really comprehend English language. Moreover, Teachers of English as a foreign language find difficulties teaching English without referring to the mother tongue in some aspects. They also state that their students encounter many problems comprehending English as a foreign language with the use of mother tongue by their teachers in a classroom setting. This finding indicates that both learners and teacher learning of English as a foreign language is difficult to learn without using the mother tongue in the classroom setting. On the other hand, a great essential differences between Arabic and English languages due to the differences of origin and grammar. Consequently, this study aims at investigating the effect of using Arabic language for teaching English as a foreign language.

MATERIALS AND METHODS

The Descriptive Research Methodology

Research Objectives

1. To determine the impact of using internet applications on vocabulary acquisition among university students learning English as a foreign language.
2. To explore the relationship between the use of internet applications and the ability to use vocabulary in real-life context.
3. To analyze the challenges students may face while using internet applications for vocabulary learning and how to overcome them.
4. To explain ways to improve the effectiveness of internet applications in assisting students in vocabulary learning.

Research Questions

1. What is the impact of using internet applications on vocabulary acquisition among university students?
2. How can internet applications influence students' ability to use vocabulary in a daily life context?
3. What challenges do university students face when using internet applications for vocabulary learning?

Significance of the Research

The significance of this research stems from the increasing need to understand the role of technology in supporting

vocabulary learning among university students who study English as a foreign language. With the widespread use of educational internet applications, it has become essential to analyze their effectiveness in enhancing vocabulary acquisition and their overall impact on students' language proficiency. Additionally, this research offers valuable insights for students, helping them understand how to make the most of internet applications for vocabulary learning and achieve more effective language acquisition outcomes.

Methodological Procedures

We will discuss in this subject the definition of the approach taken in this project, including the identification of the research community and the sample selected from it, the scientific methods followed during the data collection process, and the statistical methods used in the analysis of the data collected.

Methodology of Study

As the aim of the project is to assess the impact of the use of online applications on the development of vocabulary for students of the Faculty of Education Department of Foreign Lap Learners, the two researchers relied on the analytical descriptive curriculum to fit the nature and objectives of the research. Two basic types of data were relied upon:

preliminary data analysis researchers compiled the initial data from the research community, and the researchers relied on the questionnaire as an essential tool for data collection, and then emptied and analyzed it using

the Statistical Package (SPSS) with a view to reaching indicators supporting the research topic (n= 70).

Research Community

The research community consists of students from the English Department/Faculty of Education/Sabratha University in Zoltan and Surman. The study period extended from the beginning of Autumn semester of the academic year 2024/2025.

The Study Sample

The research sample consisted of students from the English Department of the Faculty of Education / Zolten and Surman, numbering 70 students. The general characteristics of the research sample can be summarized as follows:

Limitation

This research was applied to students of the Faculty of Education Department of English University of Sabratha, Faculties of Education, Zolten and Surman, University of Sabratha. The following scientific departments were included in the test sample.

1. Faculty of Education, Zolten. Departments: (Fifth Semester and Fourth Year).
2. Faculty of Education, Surman. Departments: (Seventh semester and Eighth semester)

RESULTS AND DISCUSSION

General Statistics

College Location

Table 1: Showing frequency and percentages of the study sample by College location

College	Frequency	Percentages
Zolten	36	51.40 %
Surman	34	48.60 %
Total	70	100.0 %

Table (1) shows that, the percentage of students of the Faculty of Education / Zolten in the study sample was (51.40%), higher than the proportion of students of the

Faculty of Education / Surman which was (48.60%).

Sex

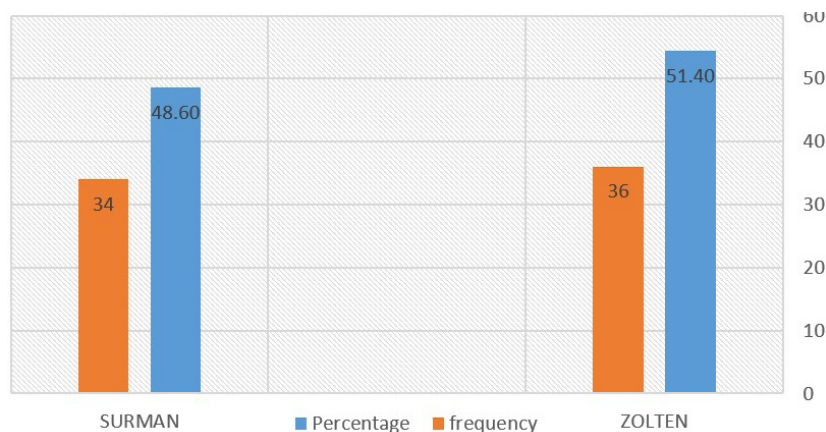


Figure 1: Shows frequency and percentages by College location

Table 2: Shows frequency and percentages of the study sample by gender

Sex	Frequency	Percentages
Male	3	4.30 %
Female	67	95.70 %
Total	70	100.0 %

Table (2) above shows that the proportion of males has reached 4.30%, which is less than the percentage of females (95.70%).

Semester

Table (3) above shows that the proportion of students in the seventh semester (35.7%) is the highest in the study

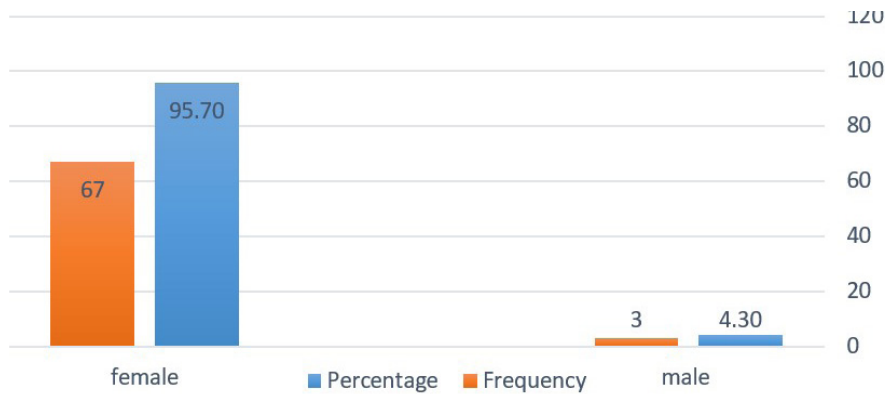


Figure 2: Shows frequency and percentages of the study sample by gender

sample, followed by the proportion of students in the fifth semester (30.0%), followed by the proportion of students in the fourth year (21.40%), and finally the percentage

of students in the eighth semester (12.90%). Figure (3) shows the frequency and percentages by semester.

Table 3: Showing frequency and percentages of the study sample by semester

Semester	Frequency	percentages
The fifth	21	30.00 %
The seventh	25	35.70 %
The eighth	09	12.90 %
The fourth year	15	21.40 %
Total	70	100.0 %

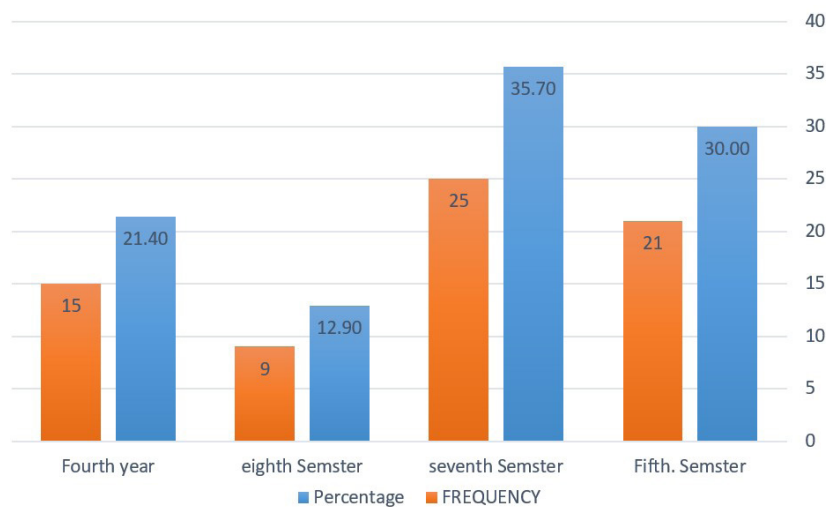


Figure 3: Shows frequency and percentages by semester

Study Instrument

The two researchers designed a questionnaire intended to collect data for the purpose of obtaining the assessments or opinions of the sample individuals and to indicate their views on the subject under consideration, using the Likert scale (always - sometimes - never) in front of each of the questionnaire phrases, and were given weights (1,2,3) in order to conform to the nature of the study and the society targeted for the research.

Statistical Processing Methods Used

Statistical methods consistent with the nature of the research have been used:

- 1- Frequency and percentages to describe the variables of the personal data of the individuals of the search sample.
- 2-Average arithmetic, standard deviation, relative weight, result and order for each questionnaire phrase and the axes as a whole.
- 3-Cronbach's alpha coefficient, to determine the coefficient of stability and sincerity of the questionnaire, and for each of the axes of the questionnaire.
- 4-Test (T) T-test

RESULTS AND DISCUSSION

In the present study all results obtained will be presented, discussed and analyzed by means of the research topic questionnaire, and by verifying the research hypotheses.

Questionnaire Components

The questionnaire is designed to meet the requirements of the study in terms of the diversity and clarity of the questions submitted to the sample of the study. The questionnaire consists of two sections as shown as follows:

Section 1

A number (4) include questions for the purpose of clarifying some academic information on the research sample such as: college site, sex, semester or year.

Section 2

It includes phrases measuring research variables aimed at identifying opinions and assessments on the subject matter of the research. The questionnaire included (21) questions divided into (3) research axes, which are as follows:

The First Part

The impact of social media on the acquisition of vocabulary for college students educated in foreign language, covered by phrases (1 to 7).

The Second Part

The impact of online games on the acquisition of

vocabulary for college students educated in foreign language, covered by phrases (8 to 12).

The Third Part

Impact of digital learning, content and learning applications on vocabulary acquisition, covered by phrases (13 to 21).

Likert Scale

The two researchers developed a questionnaire to determine the answer through the following: Likert Triple Scale (always - sometimes - never) in line with the nature of the study and the society targeted for the research. Noting that the Likert Triple Scale, is an order scale given the following weights as shown in Table (1) below:

Table 4: Likert Triple Scale grades

Response	Always	Sometimes	Never
grade	3	2	1

The expected of arithmetic average for the purpose of determining the degree of assessment was calculated from among the assessments of the research students' sample , as shown in table (5) below:

Table 5: The expected of arithmetic average

Arithmetic average	Scale
From 1 To 1.67	Never
From 1.68 To 2.33	Sometimes
From 2.34 To 003	Always

Cronbach's Alpha Test for Honesty and Consistency of Question Paragraphs for Research Questions

In order to test the credibility and consistency of the questionnaire and to ascertain the credibility of the investigators in answering questionnaire questions, and for each variable individually, the table shows the sincerity of the results of the questionnaire distributed to the target sample, by conducting the Reliability analysis test through the binding coefficient (Cronbach's Alpha) Alpha Crewe Plant (SPSS v. 27), where the result of the analysis of the questionnaire appeared at (97.6%), indicating that the results of the questionnaire could be relied upon.

Table 6: Data validity and stability scale

Items	Cronbach's Alpha Test
21	0.976

First: Answer the First Question for Research

The Impact of Using Online Applications on Students' Vocabulary Learning

The First Part: The Impact of Social Media on Vocabulary Acquisition for EFL College Students

Table 7: Shows frequent distributions, percentages, Average arithmetic and standard deviations

Statements	Always	Sometimes	Never	Expected Average	Standard deviations	Percentage	Order	General trend
	Number	Number	Number					
	%	%	%					
1 I use the social media	46	24	0	2.66	0.478	88.57	1	Always
	65.7	34.3	0.0					
2 I learn new vocabulary by following English content creators and influencers on social media	11	48	11	2.00	0.565	66.67	5	Sometimes
	15.7	68.6	15.7					
3 I use educational games to acquire vocabulary	15.7	19	45	1.44	0.651	48.10	6	Never
	8.6	27.1	64.3					
4 I acquire new vocabulary by reading English posts or tweets on social media	24	38	8	2.23	0.641	74.29	3	Sometimes
	34.3	54.3	11.4					
5 I learn new vocabulary when chatting in English with friends on social media	17	37	16	2.01	0.691	67.14	4	Sometimes
	24.3	52.9	22.9					
6 I use social media as a medium of communication in English with native speaker	8	14	48	1.43	0.693	47.62	7	Never
	11.4	20.0	68.6					
7 I am more confident when using social media to interact and communicate in English	43	25	2	2.59	0.551	86.19	2	Always
	46	24	0					
Expected Average				2.05		68.33		

Table 8: Showing T-test results for the first part

	Expected Average	T value	Statistical Inference (sig.)
The first part	2.05	0.813	0.419

Table (7) Shows the Following The Strengths of this Part are Statement (1)

“I use social media?” The first ranking among the seven statements was the highest expected of arithmetic average (2.66) and a standard deviation (0.478), representing in the estimate balance of the Likert scale 3: always

Statement (7)

“I am more confident when using social media to interact and communicate in English?” The second ranking was between the seven statements with an expected of arithmetic average (2.59) and a standard deviation (0.551), which represents in the estimate balance of the Likert Triple Scale: always

The Weaknesses of this Part are Statement (3)

“I use educational games to acquire vocabulary?” It came in the sixth order between the seven statements with an

expected of arithmetic average (1.44) and a standard deviation (0.615), which represents in the estimation of the Likert Triple Scale: Never

Statement (6)

“ I use social media as a medium of communication in English with native speaker?” The seventh ranking was between the seven statements with an expected of arithmetic average (1.43) and a standard deviation (0.693), which represents in the estimation of the Likert Triple Scale: Never

➤ The Expected Average of the first part was (2.05), which represents in the estimation of the Likert Triple Scale: Sometimes

➤ The statistical significance of this part using the T-test was (sig = 0.419), which is greater than (0.05) which means that there is no moral effect of the first part on students learning vocabulary using online applications from a student’s point of view, which means that there may be an impact but is immoral at 5%.



Figure 4: Shows the Expected Average for the questions of the first part

The Second Part : The Impact of Online Games on Vocabulary Acquisition for EFL College Students

Table 9: Shows frequent distributions, percentages, Average arithmetic and standard deviations

Statements	Always	Sometimes	Never	Expected Average	Standard deviations	Percentage	Order	General trend
	Number	Number	Number					
	%	%	%					
1 How often do you regularly play online games that involve using the English language	3	30	37	1.51	0.583	50.48	4	Never
	4.3	42.9	52.9					
2 I play online games that involve interacting with English speaking players	6	15	49	1.39	0.644	46.19	5	Never
	8.6	21.4	70.0					
3 Online games are one of my sources for developing vocabulary	9	36	25	1.77	0.663	59.05	2	Sometimes
	12.9	51.4	35.7					
4 Online games increase my enthusiasm to learn and use more vocabulary later	14	29	27	1.81	0.748	60.48	1	sometimes
	20.0	41.4	38.6					
5 Online games have improved my words	6	34	30	1.66	0.634	55.24	3	Never
	8.6	48.6	42.9					
Expected Average				1.63		54.29%		Never

Table 10: Showing T-test results for the second part

	Expected Average	T value	Statistical Inference (sig.)
The second part	1.63	5.173	0.001**

Table (9) Shows the Following The Strengths of this Part are Statement (4)

“ Online games increase my enthusiasm to learn and use more vocabulary later “ , it came in the first order among the five statements with the highest expected of arithmetic average (1.81) and a standard deviation (0.748), representing in the estimate of the Likert Triple Scale: Sometimes.

Statement (3)

“ Online games are one of my sources for developing vocabulary “, it came in the second order among the fifth statements with an expected of arithmetic average (1.77) and a standard deviation (0.663), which represents in the estimation of the Likert Triple Scale: Sometimes. The weaknesses of this part are:

Statement (1)

“ How often do you regularly play online games that involve using the English language “, it was in The fourth order among the fifth statements with an expected of arithmetic average (1.51) and a standard deviation (0.583), which represents in the estimate of the Likert Triple Scale: Never.

Statement (2)

“ I play online games that involve interacting with English speaking players “, it was in the fifth order among the

fifth statements with an expected of arithmetic average (1.39) and a standard deviation (0.644), which represents in the estimation of the Likert Triple Scale: Never

➤ The Expected Average of the second part was (1.63), which represents in the estimation of the Likert Triple Scale: Never.

● The statistical significance of this part using the T-test was (sig = 0.001), which is less than (0.05) which mean that there is a moral effect of the second part on students’ learning of vocabulary using online applications from a student’s point of view

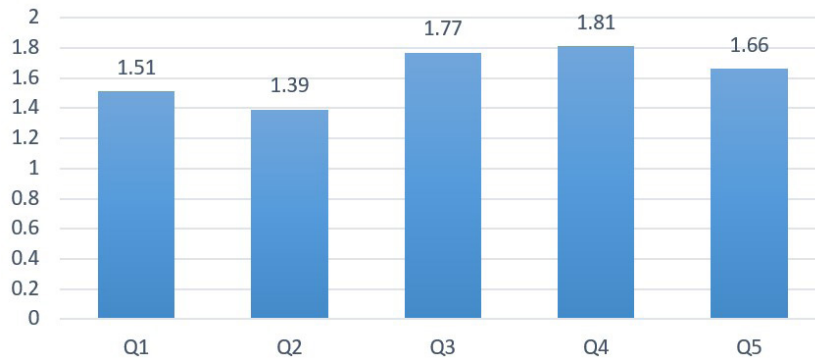


Figure 5: Shows the Expected Average for the questions of the second part

The Third Part: The Impact of Learning Vocabulary Acquisition Applications and Digital Educational Content on

Table 11: Shows frequent distributions, percentages, Average arithmetic and standard deviations

Statements	Always	Sometimes	Never	Expected Average	Standard deviations	Percentage	Order	General trend
	Number	Number	Number					
	%	%	%					
1 I use Learning Apps and digital educational content : to learn new vocabulary	38	28	4	2.49	0.608	82.86	3	Always
	54.3	40.0	5.7					
2 I rely on learning apps and digital educational content more than books in learning vocabulary	30	32	8	2.31	0.657	77.14	5	Sometimes
	42.9	45.7	11.4					
3 I use educational games to acquire vocabulary	7	42	21	1.80	0.604	60.00	9	Sometimes
	10.0	60.0	30.0					
4 I learning new vocabulary from videos on learning applications and digital educational content	39	27	4	2.50	0.608	83.33	2	Always
	55.7	38.6	5.7					
5 I use applications to learn vocabulary through reading and listening	26	38	6	2.29	0.617	76.19	7	Sometimes
	37.1	54.3	8.6					
6 I acquire vocabulary from apps that contain vocabulary focused exercise	17	32	21	1.94	0.740	64.76	8	Sometimes
	24.3	45.7	30.0					

7	Apps helps me to learn vocabulary through pictures and definitions	32	27	11	2.30	0.729	76.67	6	Sometimes
		45.7	38.6	15.7					
8	I notice on improvement in my language skills due to the vocabulary acquired from the apps	26	42	2	2.34	0.535	78.10	4	Always
		37.1	60.0	2.9					
9	I use translation apps to learn new vocabulary and add to my list words.	55	12	3	2.74	0.530	91.43	1	Always
		78.6	17.1	4.3					
Expected Average					2.30		76.72%		Sometimes
The total Expected Average					2.06		68.67		Sometimes

Table 12: Showing T-test results for the third part

	Expected Average	T value	Statistical Inference (sig.)
The third part	2.30	4.524	0.001**

Table (12) Shows the Following The Strengths of This Part are Statement (9)

“I use translation apps to learn new vocabulary and add to my list words “ , it came in the first order among the ninth statements with the highest expected of arithmetic average (2.74) and a standard deviation (0.530), representing in the estimate of the Likert Triple Scale: Always.

Statement (4)

“ I learning new vocabulary from videos on learning applications and digital educational content “ , it came in the second order among the ninth statements with an expected of arithmetic average (2.50) and a standard deviation (0.608), which represents in the estimation of the Likert Triple Scale: Always. The weaknesses of this part are:

Statement (6)

“I acquire vocabulary from apps that contain vocabulary focused on exercises “ , it was in The eighth order among the ninth statements with an expected of arithmetic

average (1.94) and a standard deviation (0.740), which represents in the estimate of the Likert Triple Scale: Sometimes.

Statement (3)

“I use educational games to acquire vocabulary”, it was in The ninth order among the ninth statements with an expected of arithmetic average (1.80) and a standard deviation (0.604), which represents in the estimate of the Likert Triple Scale: Sometimes.

The Expected Average of the third part was (2.30), which represents in the estimation of the Likert Triple Scale: Sometimes.

The total weighted average (for all statements of questionnaire) was (2.06), which represents in the estimate of the Likert Triple Scale: Sometimes

- The statistical significance of this part using the T-test was (sig = 0.001), which is less than (0.05) which mean that there is a moral effect of the third part on students’ learning of vocabulary using online applications from a student’s point of view.

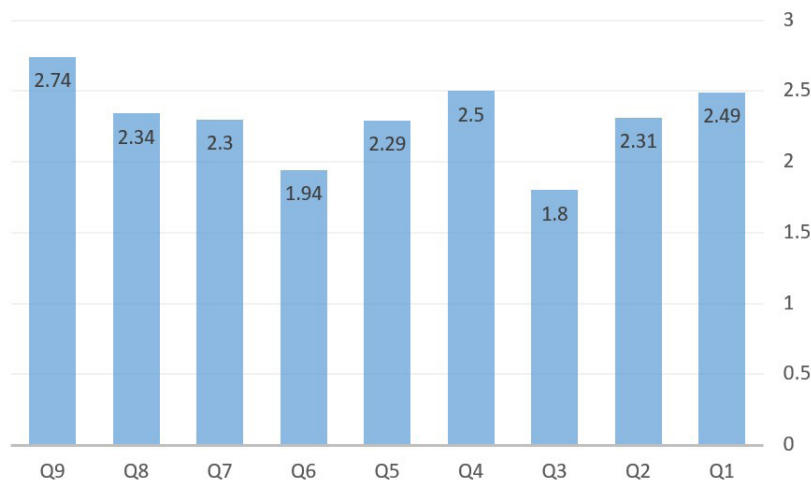


Figure 6: Shows the Expected Average for the questions of the third part

CONCLUSION

As a result, foreign language learning has become an interesting trend, especially in the use of applications from the web for learning foreign languages, teaching and learning. It is possible to create and implement these applications in the learning process, providing individualized and personalized lessons tailored to the specific needs of the student. Additionally, these applications encourage students to collaborate, reduce the web for the available knowledge and cooperate in return for the build community. In the modern digital age, internet applications have become an important part of people's lives and offer many opportunities for learning, communication and skills. In the field of language learning, these applications have become widespread popularity and have become one of the innovative tools that help learners improve their language skills in a flexible and interactive way. From the fundamental aspects of learning all languages, vocabulary acquisition serves as the cornerstone of other language skills speaking, listening, reading and writing. The Internet application provides learners with a rich environment with resources and interactive activities that improve vocabulary acquisition. Integrating multimedia into these applications will further improve understanding by presenting vocabulary in a real context that supports more effective learning. Despite these obvious advantages, questions about the effectiveness of these applications remain in support of vocabulary acquisition compared to traditional learning methods. It is also unclear whether vocabulary learning leads through these applications in real communication skills. Additionally, some students may face challenges related to self-discipline and commitment, which are used in consideration of many available digital distractions. This is why this study aims to examine the effects of using Internet applications on the acquisition of vocabulary among university students studying English as a foreign language. We will focus on how these applications are used, their effectiveness in vocabulary development, and analysis of the challenges students encounter during use. In this study, we seek to provide recommendations for a deeper understanding of the role, playing techniques that support vocabulary learning, and optimizing its use in education.

REFERENCES

- Ahmad, W., & Zuraina, A. (2018). An experimental investigation on preparatory year EFL learners' vocabulary achievement through interactive whiteboard (IWB). *American Research Journal of Humanities & Social Science (ARJHSS)*, 2(11), 59–65. University of Jeddah, Jeddah, Kingdom of Saudi Arabia.
- Alabbad, A., & Bin Huwamel, H. S. (2020). *The effect of using Padlet as a vocabulary knowledge enhancement application on Saudi EFL female learners, and their attitudes toward its value in learning.*
- Alkhafeel, N. A., & Elkholly, A. R. (2022). The influence of the first language (Arabic) on learning English as a second language. *American Research Journal of Humanities & Social Science (ARJHSS)*, 5(4), 33–42.
- Al-Obaydi, L., Al-Khafaji, R., Alshahrani, A., & Jassam, R. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology*, 13.
- Arslan, C., & Tanis, B. M. (2018). *Building English vocabulary schema retention using review value calculation for ESL students.*
- Ashraf, H., Motlagh, F. G., & Salami, M. (2014). The impact of online games on learning English vocabulary by Iranian (low-intermediate) EFL learners. *Procedia - Social and Behavioral Sciences*, 98, 286–291. <https://doi.org/10.1016/j.sbspro.2014.03.418>
- Azman, H., & Dollsaid, N. F. (2018). Applying massively multiplayer online games (MMOGs) in EFL teaching. *Arab World English Journal*, 9, 3–18. <https://doi.org/10.24093/awej/vol9no1.1>
- Bensalem, E. (2018). The impact of WhatsApp on EFL students' vocabulary learning. *Arab World English Journal (AWEJ)*, 9(1), 23–38.
- Ludwig, C. (2018). Using vocabulary apps to enhance students' vocabulary knowledge. *Studies in Self-Access Learning Journal*, 9(3), 306–323.
- Dalton, B., & Grisham, D. L. (2011). eVoc strategies: 10 ways to use technology to build vocabulary. *The Reading Teacher*, 64(5), 306–317. <https://doi.org/10.1598/RT.64.5.1>
- DeHaan, J. W., Reed, W. M., & Kuwada, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall. *Language Learning & Technology*, 14(2), 74–94.
- Domingo, A., & Aguillon, M. (2021). Perceived role of social media in the vocabulary development of university students. *Applied Linguistics, Linguistics, and Literature (ALLURE) Journal*, 1(1).
- Nguyen, H. T., & Do, T. Y. T. (2023). *The usefulness of Facebook as a teaching tool* (pp. 624–638).
- Fathi, J., & Zarei, G. R. (2019). Enhancing students' engagement in learning through YouTube-based instruction. *International Journal of English and Studies (IJOES)*, 1(4).
- Fauziah, N., & Havlaskova, K. (2023). *English language teaching through social media and digital tools: The significance of incorporating online social media platforms such as Instagram and TikTok.*
- Haniff Mohd Tahir, M., Mohd Ariff Albakri, I. S., Mohd Adnan, A. H., Ya Shaq, M. S., & Mohamad Shah, D. S. (2020). The application of visual vocabulary for ESL students' vocabulary learning. *Arab World English Journal (AWEJ)*, 11(2), 323–338.
- Hamsan, N. H., Mohd Tahir, M. H., & Loh Hsien Ing, B. (2023). Pictorial-based learning model for remote vocabulary learning: A systematic review. *Arab World English Journal (AWEJ), CALL Special Issue 9*, 49–66.

- Ibrahim Mohamed, O. (2021). The effectiveness of internet and mobile applications in English language learning for health sciences' students in a university in the United Arab Emirates. *Arab World English Journal (AWEJ)*, 12(1), 181–197.
- Al-Khalidi, I., & Khouni, O. (2021). Investigating the effectiveness of social media platforms (SMPs) in English language teaching and learning from EFL students' perspectives. *Journal of Applied Linguistics and Language Research*, 8(4), 46–64. ISSN: 2376-760X.
- Jabar, N., & Mohamad Ali, A. (2016). Cultural video project assignment (VPA) through the eyes of young ESL learners: A multi-modal vocabulary learning approach. *Indonesian Journal of EFL and Linguistics*, 1(2).
- Kabilan, M. K., & Zahar, T. Z. M. E. (2016). Enhancing students' vocabulary knowledge using the Facebook environment. *Indonesian Journal of Applied Linguistics*, 5(2), 217–230.
- Kukulka-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289.
- Wardak, M. (2021). Teacher uses of smartphone applications (apps) to support undergraduate students' English as a foreign language (EFL) vocabulary. *International Journal of English Language Teaching*, 9(1), 33–58.
- Alharthi, M., & Bown, A. (2020). The use of social media platforms to enhance vocabulary development in learning a new language: A review of the literature. *Arab World English Journal (AWEJ), CALL Special Issue* 6, 318–331.
- Mousavi, Y., & Mohdavi, M. (2016). On the effectiveness of web-based instruction on Iranian EFL learners' vocabulary knowledge. *European Scientific Journal*, 12(11), 308–319. e-ISSN: 1857-8187, p-ISSN: 1857-8179.
- Kabilan, M. K., & Zahar, T. Z. M. E. (2016). Enhancing students' vocabulary knowledge using the Facebook environment. *Indonesian Journal of Applied Linguistics*, 5(2), 217–230.
- Omar, A., & Alshaikh, M. (2022). The effects of previous experience and self-efficacy on the acceptance of e-learning platforms among younger students in Saudi Arabia. *Contemporary Educational Technology*, 14(2), ep349. <https://doi.org/10.30935/cedtech/11409>.
- Faizi, R., El Afa, A., & Chiheb, R. (2013, October). Exploring the potential benefits of using social media in education. *International Journal of Engineering*, Souissi University, Rabat, Morocco.
- Sørensen, M., & Meyer, B. (2007). The impact of online games on learning English vocabulary by Iranian (low-intermediate) EFL learners. In *Language Teaching*.
- Shi, Y., Tsai, C., & Taylor, & Francis. (2024). Fostering vocabulary learning: Mind mapping app enhances performances of EFL learners. *Computer Assisted Language Learning*, [volume and issue number needed]. Department of Education, University of Taipei, Taipei, Taiwan.