

Using Mobile Phones as an Assistant in Vocabulary Learning in the EFL context in Iraq: A Systematic Review (2019–2024)

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استخدام الهاتف المحمول كمساعد في تعلم المفردات في سياق اللغة الإنجليزية كلغة أجنبية في العراق: مراجعة

منهجية (٢٠١٩ - ٢٠٢٤)

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الملخص

هناك العديد من البرامج الإلكترونية المتاحة لمساعدة الطلاب الذين يدرسون اللغة الانكليزية كلغة أجنبية على تعلم المفردات. مع ذلك، لا بد من الإشارة إلى أن تطبيقات قليلة جداً طُورت تراعي مبادئ تعلم المفردات. لذا يستقصي هذا التحليل المنهجي عن كيفية استخدام الهاتف المحمول في تعلم مفردات اللغة الانكليزية للطلاب الذين يتعلمون اللغة الإنكليزية كلغة أجنبية في العراق في مقالات منشورة في الفترة من سنة ٢٠١٩ إلى سنة ٢٠٢٤. حيث تحتوي هذه المراجعة على تسع مقالات تناقش اهمية استخدام الهواتف في تعلم اللغة الانكليزية في العراق، تطبق على هذه المقالات المختارة في هذه المراجعة المنهجية لتحليلات وصفية حيث يتم فحص المقالات لتقديم نظرة متعمقة في استخدام الهاتف المحمول في صفوف اللغة الانكليزية لتعلم المفردات بعدها تخضع للفحص الدقيق حيث يتم استبعاد وادراج للمقالات المناسبة. تظهر النتائج أنواع من تطبيقات الهاتف المحمول التي تم استخدامها للمساعدة في فصول اللغة الإنكليزية في العراق وكيفية تطبيق هذه الأنواع من التطبيقات لتأسيس طرق فعالة لتعلم مفردات اللغة الانكليزية.

الكلمات المفتاحية: التعلم، اللغة، الهاتف المحمول، التقنيات المحمولة، المراجعة المنهجية، تعلم المفردات.

Abstract

There are several online programmes available to assist students studying English as a foreign language to learn vocabulary. Nonetheless, it can be said that very few applications have been created with consideration for the vocabulary learning principles. This systematic analysis investigates the use of mobile-assisted language learning (MALL) among Iraqi EFL students to learn vocabulary in articles published from 2019 to 2024. The review contains nine pertinent articles discussing the importance of using mobile assistants in learning English in Iraq and The chosen articles apply to the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) criteria. The chosen articles are examined to provide insight into

the use of MALL in EFL classrooms for learning vocabulary after accurate screening and application of exclusion and inclusion guidelines. The results show the kinds of MALL that are utilised in English classes in Iraq and how they are applied to promote an effective way of learning vocabulary.

Keywords: learning, language, mobile phone, portable technologies, systematic review, vocabulary learning.

1. Introduction

Vocabulary is one of the most important elements of any language learning process. Learning the vocabulary of a foreign language is the first step in learning that language. Acquiring proficiency in this area is necessary for effective oral and written communication. Naturally, expanding a learner's vocabulary is seen to be essential to improving any linguistic ability. The significance of vocabulary has just been highlighted in this context (Kesmez, 2021). While Barcoft (2004) noted there is strong correlation between the ability to speak effectively and possessing a sufficient vocabulary and learning additional language abilities might be aided by having a large vocabulary.

Finding a successful technique to teach vocabulary to language learners is extreme importance since it plays a significant role in the development of other language abilities. In this sense, using technology in language instruction might be considered a successful strategy. These days, technology has an influence on many aspects of human existence as well as education section. (Nickerson, 2013). So that EFL teachers are seeking to make use of technology and incorporate it into the process of language acquisition (Wang & Chen, 2020). This trend to employ technology in the language study process has led to two areas in the field: computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) (Ko, 2019). At first, CALL was widely used, but eventually, MALL gained popularity (Namaziandost et al., 2021). As a result of the fast growth and use of social networks, particularly mobile-assisted language learning, numerous teachers prefer to employ them as aids for teaching since they offer a wealth of educational material (Taskiran, Koral Gumusoglu & Aydin, 2016).

2. Literature Review

Researchers emphasise empirical research tendencies, and they carefully summarise the results connected to MALL, which has become increasingly important as the database of studies on MALL, which focuses on the impacts of mobile technology usage in English as a foreign language. In the literature review, we can find MALL systematic review research from 2015 to the present in many countries in the world. In the Iraqi context, there is a lack of reviews that address the effect of MALL on learning English. This review tries to find out the most recent mobile assistant language learning tools that researchers use to develop Iraqi EFL students' vocabulary.

Outside the Iraqi context, we find that among the first researchers who wrote a review of articles on MALL and its impact on learning a foreign language were by Duman et al. (2015), who analysed (SSCI) indexed journals and noted that the subject investigated within the impact of MALL on vocabulary, grammar, listening, speaking, pronunciation, reading, writing, and integrated skills. In another review done by Liu et al. (2016) in their analysis of 24 publications from the WoS database, they found that researchers were eager to examine the efficiency of mobile devices on language learners. While another review was conducted by Che Mustaffa and Sailin (2022) they came to the conclusion that MALL research has mostly concentrated on how mobile devices might enhance English language proficiency. Despite its insightfulness, this research only examined 11 studies to evaluate the effects of mobile-assisted therapies, and it was restricted to the Malaysian environment.

Additionally, previous studies investigating Khodabandelou et al. (2022) carried out a bibliometric study on L2 learning with mobile support, concentrating on authors with significant papers, renowned research fields, and high citation counts. They stressed the significance of identifying and summarising research patterns in the vast body of MALL literature. Bibliometric analysis uses big datasets to thoroughly examine patterns and trends, in contrast to typical review studies, which frequently have a narrow scope in terms of the number of research publications the analysis looks at. Furthermore, by using keyword and abstract analysis to discover study fields, bibliometric analysis helps find important journals, authors, and publications.

The appearance of the magnificent results of the utilisation of MALL in the language learning process indicates that more research and synthesis are needed to determine the real value of MALL in integrating it into the global language classroom. As a result, an accurate evaluation of recent research in this area is necessary. The recent review was conducted in order to give a full understanding of current research, which will be useful for researchers and practitioners, especially in the Iraqi setting. Furthermore, teachers and students need to keep a close eye on the most recent advancements in mobile technology because these devices have the potential to be future educational tools that can deliver and support learning content and this new technology is constantly evolving and changing, and it differs greatly from time to time.

3. Purpose of the Study

As shown in the following section, there have been nine studies on technology-assisted L2 vocabulary learning, which is considered a very small amount of studies that deal with using technology in learning vocabulary in the Iraqi EFL context. In the twenty-first century, technology is growing quickly and used to enhance foreign language vocabulary acquisition, as it provides resources that make the process easier. One of the most important recent technological techniques is Mobile-Assisted Language Learning (MALL), which is widely used in English language schools as a

useful tool to teach vocabulary in various schools and universities in Iraq. Consequently, the current review summarises the most recent EFL technology-assisted vocabulary learning research carried out between 2019 and 2024 to find out the impact of newer technological tools on vocabulary acquisition.

3. Research Questions

Two main research questions addressed this review article:

- What kinds of MALLs are utilised to teach vocabulary to Iraqi EFL students?
- How is (MALL) utilised in the vocabulary-learning process?

4. Methodology

Papers written over the previous six years were thoroughly examined in accordance with the guidelines outlined in the Preferred Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria. The four phases of PRISMA are identification, screening, eligibility, and inclusion. The following steps were part of the systematic review process:

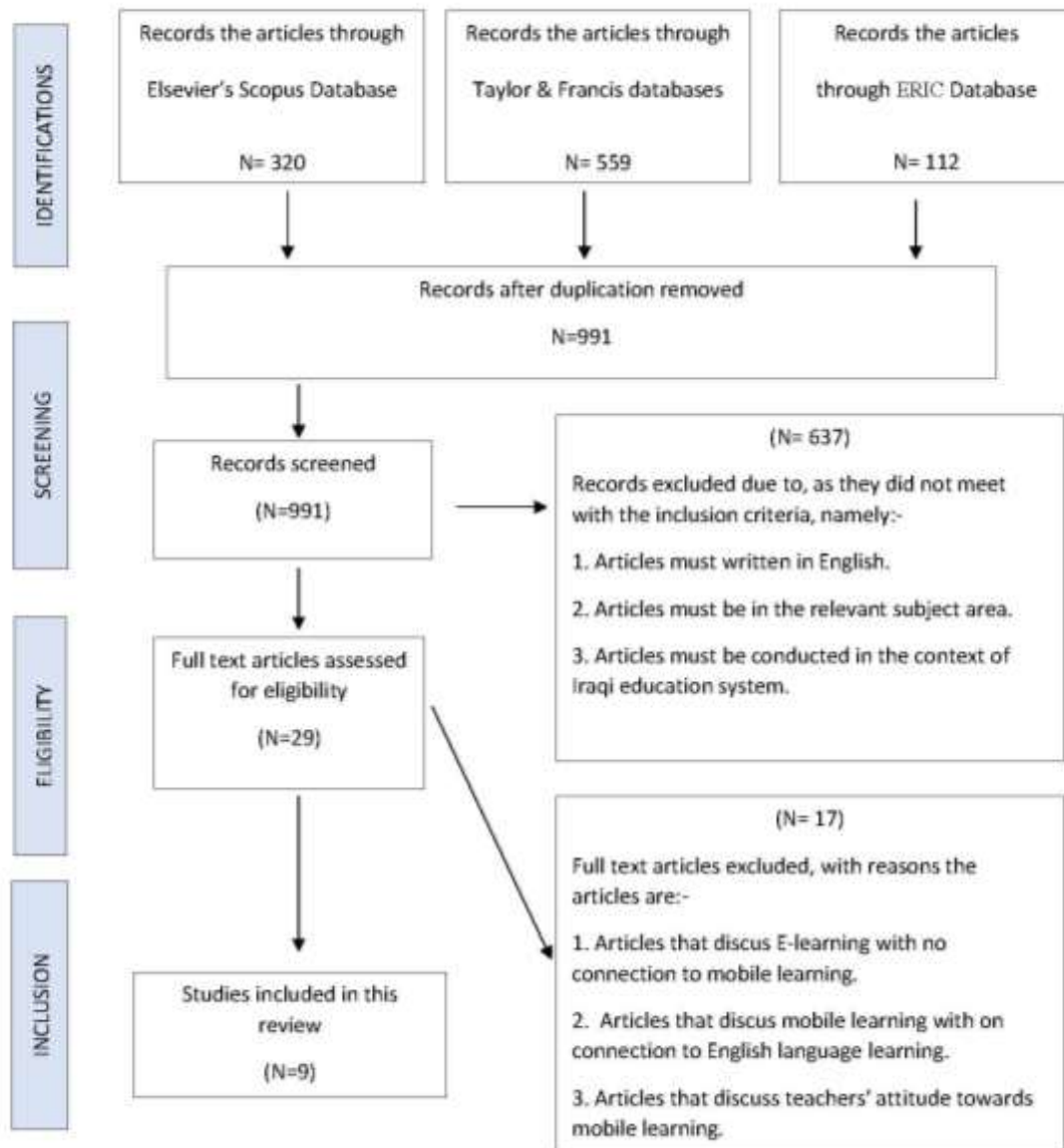


Figure 1. Flow diagram based on PRISMA.

Identification:

The process for conducting a systematic review starts with identification. In order to begin the identification process, the researchers use a list of keywords based on the study questions. The keywords that connected to the other studies that were discussed using MALL in learning English vocabulary. Only publications that appeared during the most recent six years, from 2019 to 2024, were chosen for examination. From three databases, 991 articles in all were obtained.

Table 1 below lists the searching keywords that were used in each of the three databases.

Table 1
Search string used to search for relevant articles.

Databases	Keywords Used
Scopus	((“mobile assisted language learning” OR “mobile app*” OR “mobile-learning” OR “mobile learning*”) AND (“vocabulary acquisition” OR “vocabulary learn*”))
Web of Science (WoS)	TS=((“mobile assisted English learning” OR “mobile device*” OR “m-learning” OR “mobile app*”) AND (“vocabulary acquisition” OR “vocabulary learn*”))
ERIC	Mobile Assisted Language Learning and vocabulary acquisition

Screening:

The screening step started after the articles were identified. 354 transcript articles were eliminated in the first stage, which comprised deleting transcript entries from a single database. Of these, 637 articles moved to the following phase. In the next step of screening, the articles' titles, abstracts, and keywords were evaluated. Consequently, 608 papers were removed since they were not conducted within the context of Iraqi's educational system and included non-Iraqi participants (teachers and students). Applying inclusion and exclusion criteria to the remaining 9 articles were the last stage of the exclusion procedure, as shown in Table 2.

Table 2
Inclusion and exclusion criteria.

Criterion	Inclusion	Exclusion
Language	English	Non-English
Context	Iraqi education system	Out of Iraqi education system Non- Iraqi participants
Year	2019 – 2023	<2019 - >2024

Eligibility:

This stage involved a thorough review and eligibility assessment of the remaining 29 papers to make sure they met the researchers' particular requirements, which included applicability to vocabulary learning and the use of mobile devices in the classroom. Consequently, 17 papers were not included in this stage's further examination.

Inclusion:

At the inclusion phase, the last stage of the systematic review procedure, the quality of the remaining nine articles was evaluated. The vast majority of the study was carried out with students at colleges and universities, then with secondary and elementary school students.

5. The results

The outcomes of the research papers derived from the earlier procedure are scheduled to be carefully examined in this part. The results of investigations of 9 papers were chosen for review and are shown in Table 3.

Table 3
Summary of the selected papers.

	Study	Aim	Types of MALL	Samples	Findings
1	Nesrallah, O., & Zangana, I. M. (2019).	The aim of the research is to explore how social media might help students become more proficient in the English language, specifically in vocabulary acquisition.	social media.	(35) second year EFL students	According to the results, social media are a very useful and effective tool for expanding one's vocabulary. Students who use social media to learn new words are more likely to enhance their vocabulary than those who do not.
2	AbdulZahraa, S. F. (2020).	The aim of this study was to investigate how mobile phones applications affected Iraqi college students who did not major in English's ability to acquire vocabulary.	WhatsApp	(28) female students studying at the University of Al-Qadisiyah, College of Education for Women.	The findings showed that the students' perspectives regarding mobile learning was very encouraging since it provided them with instruction that were both form- and meaning-focused, and they possessed the technical expertise to put mobile learning into practice. The findings also showed that students mentioned a few advantages of learning on their phones, such as the ability to learn at any time and from any location outside of the classroom.
3	Meteab, A. L. S. A. A., & Alquraishy, S. W. (2021).	The aim of the research is to find out how well two different multimedia methods, PowerPoint and YouTube videos, affect the vocabulary learning of Iraqi EFL students.	PowerPoint and YouTube videos	75 first intermediate learners studying English at Fatimat Al Zahraa Secondary School.	The study discovered that showing real YouTube videos that are concurrently provide information to learners visually and aurally greatly aids in raising the vocabulary acquisition level of EFL students. YouTube videos encourage viewers to engage with the vocabulary content, which increases their probability of automatically retrieving the material from memory.
4	Abdulhussein, S. H., & Alimardani, E. (2021)	The aim of the study was to investigate how using story-based video games affected Iraqi EFL learners' vocabulary acquisition.	Story-Based Video Games	40 pre-intermediate Iraqi EFL learners.	According to this study, playing the story-based video game helped Iraqi EFL learners understand the meaning of unfamiliar terms. According to the findings of the statistical processes, students performance in vocabulary retention was statistically significantly impacted by their involvement in the story-based

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					video game. Story-based video games can be used in conjunction with more explicit techniques to improve learning effectiveness and retention, but they may not be the only strategy for vocabulary retention. In the end, using story-based video games as a novel approach to teaching vocabulary increased motivation of the students.
5	Shaimaa A., Hussein (2022).	This study aimed to look at how learners perceived classroom activities and vocabulary acquisition in relation to mobile-assisted language learning.	Mobile Educational Apps	One hundred Iraqi secondary school girls	The results showed that vocabulary learning among Iraqi EFL students are significantly impacted by Mobile-Assisted Language Learning (MALL). Additionally, the students had favourable opinions about using mobile educational applications.
6	Janfeshan, K. (2022).	The present research aimed to look at how Iraqi English as a Foreign Language learners' vocabulary was affected by the Edmodo social learning network.	Edmodo social learning network	60 EFL Learners in some English language institutes in Hilla, Iraq.	The findings demonstrated the effectiveness of using Edmodo to get knowledge about the viewpoints of Iraqi EFL learners and their experiences studying English. Students' beneficial views towards studying English have been demonstrated by both quantitative and questionnaire results.
7	Alrickaby, A. (2024, September).	The present research aimed to look at how Iraqi English as a Foreign Language learners' vocabulary was affected by the Edmodo social learning network.	Multimedia, and Gamification	131 secondary school students	According to the study's findings, MALL helped instructors by giving them access to multimedia tools and allowing them to give feedback to crowded classrooms.
8	Kucuk, T., & Daskan, A. (2024).	This study aimed to examine the beneficial effects of Mobile Assisted Language Learning (MALL) on students' vocabulary acquisition and academic performance at Tishk International University's language preparatory school in Iraq.	Online Dictionaries, ChatGPT, Automatic Correction Applications	15 students from two different classes of the language preparatory school of Tishk University	The findings of this study showed how students emphasised the app's effectiveness and convenience while expressing generally good sentiments regarding mobile-integrated vocabulary study. They stated how flexible the classes were, including the ability to see videos, images, and word definitions. Additionally, the result also showed that mobile-supported education fosters an atmosphere where students may compete and communicate with one another.
9	Barzani, S. H. H., & Omar, F. R. (2024).	This study aim to examines how well WhatsApp works as a vocabulary teaching tool for Kurdish EFL learners.	WhatsApp	60 Kurdish EFL students are enrolled in a private institution in the Iraqi-Kurdistan	The findings demonstrated that WhatsApp usage increased students' interest and involvement in language acquisition. This study highlights how WhatsApp may

				area, where they are studying English as a foreign language.	improve vocabulary learning in EFL classrooms.
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In order to answer the following research questions, this systematic review was carried out by conducting a thematic analysis of the papers.

Q1. What kinds of MALLs are utilised to teach vocabulary to Iraqi EFL students?
Q2• How is (MALL) utilised in the vocabulary-learning process?

To address the first research question, the papers were categorised according to the kinds of MALL utilised for the vocabulary learning process. While in the second research question, the papers were arranged in accordance with the use of MALL for vocabulary learning.

Q1• What kinds of MALLs are utilised to teach vocabulary to Iraqi EFL students?

Table 4
Kinds of MALL utilised to teach vocabulary.

The kinds of (MALL)	Papers
Mobile Educational Apps	(Shaimaa A., Hussein, 2022 & Janfeshan, K., 2022& Kucuk, T., & Daskan, A., 2024).
WhatsApp	(AbdulZahraa, S. F., 2020 & Barzani, S. H. H., & Omar, F. R., 2024).
Multimedia, and Gamification	(Alrickaby, A., 2024, September).
Story-Based Video Games	(Abdulhussein, S. H., & Alimardani, E., 2021)
PowerPoint and YouTube videos	(Meteab, A. L. S. A. A., & Alquraishy, S. W., 2021).
Social media.	(Nesrallah, O., & Zangana, I. M, 2019).

As shown by the results in Table 4, two study articles suggest that using mobile apps is the most popular kind of MALL. According to a study done by Shaimaa A. Hussein (2022), the finding of this study declares that MALL improves the grades of students in vocabulary-containing courses and speeds up vocabulary acquisition. Another related research by Janfeshan, K. (2022), a mobile app such as Edmodo was viewed favourably in terms of data availability, feedback, conversation, ease of use, and vocabulary learning productivity. According to a research study confirming earlier mentioned studies done by Kucuk, T., & Daskan, A. (2024), which showed that learning vocabulary through mobile apps is an effective and engaging tool for Iraqi EFL learners as well as learners have a positive attitude about utilising mobile learning apps.

WhatsApp is the next popular MALL for vocabulary learning (AbdulZahraa, S. F., 2020 & Barzani, S. H. H., & Omar, F. R., 2024). The results of AbdulZahraa, S.

F. (2020) confirm this, showing that students had very positive attitudes towards mobile learning because it provided them with instructions that were both form- and meaning-focused. They also had the technical expertise to apply mobile learning, and they thought that using mobile applications like WhatsApp to send messages was a quick way to help learners acquire vocabulary. According to the findings, learners also mentioned the possibility of acquiring knowledge beyond the school environment at any time and from any location as one of the advantages of using a mobile device for learning.

A study by Alrickaby, A. (2024, September) found that in spite of the fact that learners used many of the very superior features of MALL, such as material gamifications, multimedia, interactivity, and automated feedback, their level of involvement with the digitised vocabulary learning was not enhanced. The possibility of raising the students' scores as an external motif seems to be significant in enhancing students' interest and its impact on their learning results. These results highlight the importance of taking into account the learners' local culture as well as the contextual limitations that exist in the target setting when integrating MALL into educational institutions.

On the other hand, the study by Abdulhussein, S. H., & Alimardani, E. (2021) emphasised how employing story-based video games affected Iraqi EFL learners' ability to retain vocabulary. The findings showed that using story-based video games as a novel method of teaching vocabulary increased the motivation of the students. The findings of this study showed that story-based video games are beneficial, especially for teen students who have weak egos and short attention spans. The colourful vocabulary, humorous characters, and fascinating narratives of story-based video game have the possibility to be inspiring to students, particularly in situations when students' motivation is a significant concern.

According to a research study conducted by Meteab, A. L. S. A. A. & Alquraishy, S. W. (2021) at Fatimat Al Zahraa Secondary School , showing YouTube videos that deliver knowledge of students audibly and visually is extremely beneficial in raising the vocabulary-acquiring the proficiency of EFL students. YouTube videos encourage viewers to become acquainted with the vocabulary words' material, which increases the possibility of automatically retrieving the material from memory. The results show that PowerPoint presentations significantly influence EFL learners' vocabulary acquisition when compared to the control group, which uses more conventional methods.

A result of its casual language usage, social media is seen as one of the less popular MALL instruments for vocabulary learning. Slang, acronyms, and emoticons are common on the site because it is mostly used for informal interactions. Therefore, instead of being exposed to a wide variety of terminology, students are frequently introduced to vernacular phrases. Nonetheless, the results of the study by Nesrallah,

O., & Zangana, I. M. (2019) claimed that social media are not only a useful and successful instrument for expanding vocabulary, but also regarded as one of the strategies that makes classrooms humorous and interesting.

Q2• How is (MALL) utilised in the vocabulary-learning process?

To answer the second study question, researchers investigated how MALL was utilised in the vocabulary-learning process. The papers were organised according to how each of them used MALL, and Table 5 shows how the MALL was organised.

Table 5
Utilization of MALL for vocabulary-learning process.

Utilization of (MALL)	Papers
Comparison	(AbdulZahraa, S. F., 2020 & Abdulhussein, S. H., & Alimardani, E., 2021 & Meteab, A. L. S. A. A., & Alquraishy, S. W., 2021 & Shaimaa A., Hussein, 2022 & Janfeshan, K. 2022 & Barzani, S. H. H., & Omar, F. R., 2024 & Kucuk, T., & Daskan, A., 2024)
Experimentation	(Alrickaby, A., 2024, September)
Not specified	Nesrallah, O., & Zangana, I. M. (2019).

It is obvious from the data in Table 5, the majority of MALL utilisation for learning vocabulary in the papers that were chosen entails a comparison. (AbdulZahraa, S. F., 2020 & Abdulhussein, S. H., & Alimardani, E., 2021 & Meteab, A. L. S. A. A., & Alquraishy, S. W., 2021 & Shaimaa A., Hussein, 2022 & Janfeshan, K. 2022 & Barzani, S. H. H., & Omar, F. R., 2024 & Kucuk, T., & Daskan, A., 2024) A collection of seven papers analysing the applications of MALL instruments for learning vocabulary and compare them with the traditional way of learning vocabulary. In light of the flexibility to apply in assessing the effectiveness of utilisation of the MALL tool, comparison is the primary goal for MALL utilisation.

Janfeshan, K. (2022) conducted a research investigation that included respondents who were randomly divided into experimental and control groups. The experimental group received vocabulary learning through Edmodo, which involves sharing materials, assignments, quizzes, and discussions. In addition to all Edmodo-common activities, the experimental group's learners were required to create compositions by employing the vocabulary they had learnt via the app. The control group received learning in a traditional, in-person setting on a regular basis. The outcomes of the two groups were compared using independent pre-test and post-test. A comparable investigation was conducted by Barzani, S. H. H., and Omar, F. R. (2024) the participants in the study consisted of 60 Iraqi EFL students who were divided into two similar groups: one that got vocabulary training via WhatsApp and the other that received teaching in a traditional way in their classroom. According to the results of the study, the experimental group did considerably better on vocabulary tests than the control group, indicating that WhatsApp may be a useful method for teaching vocabulary to Iraqi EFL students. Furthermore, the results demonstrated that

WhatsApp usage increased students' interest and involvement in vocabulary acquisition. All these utilisations emphasise the comparison of MALL for the vocabulary-learning process. (AbdulZahraa, S. F., 2020 & Abdulhussein, S. H., & Alimardani, E., 2021 & Meteab, A. L. S. A. A., & Alquraishy, S. W., 2021 & Shaimaa A., Hussein, 2022 & Janfeshan, K. 2022 & Barzani, S. H. H., & Omar, F. R., 2024 & Kucuk, T., & Daskan, A., 2024).

Alrickaby, A., 2024, September, conducted a study that also noted the use of MALL for experimental purposes. Using a combination of methods, the investigation assesses the efficacy of a self-developed application created to improve vocabulary learning using the principles of vocabulary learning improvement (gamification, inclusion, spacing, and multimedia). Over the course of five weeks, 131 secondary school students from two Iraqi schools, ages 15 to 16, took part within every school.

Its simplicity in assessing the efficacy of the MALL technique employed obviously justifies the popularity of MALL utilisation for comparison. Other utilisation goals, nevertheless, also emphasise the beneficial results seen by the respondents and provide insightful information on how well MALL is used for vocabulary learning.

5. Discussion

The results of the analysis of the nine articles show that mobile apps are considered one of the most popular Mobile-Assisted Language Learning (MALL) techniques for acquiring vocabulary, in addition to primarily MALL utilisation for vocabulary acquisition covered in the articles that were chosen entail comparisons. Additionally, the research findings indicated that students who employed MALL resources in their education showed notable gains in vocabulary.

After using MALL instruments to enhance their learning, all members of the experimental group (AbdulZahraa, S. F., 2020 & Abdulhussein, S. H., & Alimardani, E., 2021 & Meteab, A. L. S. A. A., & Alquraishy, S. W., 2021 & Shaimaa A., Hussein, 2022 & Janfeshan, K. 2022 & Barzani, S. H. H., & Omar, F. R., 2024 & Kucuk, T., & Daskan, A., 2024) showed positive results in post-tests. This highlights the benefits that students reported from using a mobile device to study, such as the opportunity to learn outside the educational setting at any time and from any location, as stated by AbdulZahraa (2020).

Furthermore, the study by Meteab, A. L. S. A. A., & Alquraishy, S. W. (2021) discovered that EFL students were able to understand the meaning of unfamiliar words by playing the story-based video game. The statistical procedures revealed that the student improvement in vocabulary retention was statistically significant when they were involved in the game, and that the experimental group outperformed the control group in vocabulary scores after the treatment using an independent samples t-test. Using story-based video games may not be the only strategy for vocabulary retention, however it can be employed in conjunction with more explicit techniques to reinforce retention as well as acquisition efficacy. According to the results of the chosen papers,

MALL tools can be used as additional resources or as strategies or replacements. They can be used in conjunction with traditional teaching methods to produce a more thorough and an interesting learning experience, with teachers serving as examples for learners as they learn a language vocabulary.

Notwithstanding MALL's efficacy in vocabulary acquisition, it is imperative to acknowledge and resolve its limitations. Challenges raised by students regarding mobile devices are particularly noteworthy. Here are a few of these issues. While students utilise mobile devices in vocabulary sessions, their focus goes to other apps, and they get separated from the main aim. These considerations have taught us that while MALL gives numerous advantages in foreign language instruction and vocabulary teaching, educators must design techniques to reduce students distractions. The systematic review provides insightful information about the different types and applications of MALL instruments to promote vocabulary learning in the English language classrooms; however, more extensive research with a longer timeframe is required to fully analyse its application and efficacy across a range of English language proficiency levels.

6. Conclusion

The present systematic literature review points out the spread of the utilisation of Mobile-Assisted Language Learning (MALL) in English language courses. Nine articles in all were included in this evaluation after the inclusion and exclusion criteria were applied. The primary results show that MALL is a useful tool for vocabulary learning in English language classes. The application of MALL has proven to be effective in expanding students' vocabulary. Essentially, it has been discovered that integrating mobile devices into language learning helps students acquire new vocabulary. Additional study is necessary to gain a deeper understanding of MALL's use and the best way to use it in English language classes.

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