

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY OF ABDELHAMID IBN BADIS MOSTAGANEM**  
**FACULTY OF FOREIGN LANGUAGES**  
**DEPARTMENT OF ENGLISH LANGUAGE**



**MASTER**  
**Applied Linguistics and ICTs**

**Effectiveness of Mobile Assisted Language Learning as  
Supplementary Material for Listening and Speaking  
Development**

**Case Study of EFL First Year Students at Abedlhamid Ibn Badis University.**

**Presented by:**  
**Abdelhadi Karima**

**Board of Examiners**

**Chair: Mrs. Ghernout Soumia**  
**Supervisor: Mrs. Benstaali Lila**  
**Examiner: Mrs. Derraz Amel**

**University of Mostaganem**  
**University of Mostaganem**  
**University of Mostaganem**

**Academic Year: 2016-2017**

*Dedication*

I dedicate this simple and humble work to:

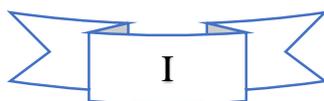
My parents

Who support and encourage me to accomplish my educational path

My family members

And

All my friends and whoever helped and support me directly or  
indirectly to finish this work

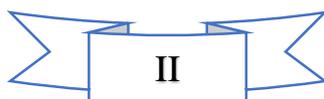


## *Acknowledgments*

Foremost thanks to Allah, the most high for blessing and help in realizing this  
humble work.

My heartfelt appreciation goes to my supervisor Mrs. « Benstaali Leila »  
who helped me with gave me advice to improve the study. I would thank her for  
continuous support, brilliant guidance and her patience.

Finally, I would also like to express my deep gratitude to all English teachers of  
Abdel Hamid Ibn Badis University in Mostaganam



## **Abstract**

Cell phones rapidly attract the users, increase their capacity and allow advanced use. Besides being used for basic functions as making calls and texting messages, mobile devices are developed to handle educational application as well. Therefore, this case study examined the benefits of mobile learning as supporting tool in the classroom for listening and speaking developments. It sheds light on the important MALL devices, which become using currently in field of EFL teaching and learning. In this research, it has been hypothesised that the integration of mobile assisted language learning would develop the process of teaching/learning in general and language skills in particular. In order to confirm and reject it , the current study investigated the attitudes of foreign language teachers as well as students of English at Abdel Hamid Ibn Badis University toward the effectiveness of mobile assisted language learning .it used the questionnaire and interview as instruments to collect data. The questionnaire was distributed to thirty masters one students (applied linguistics and ICTs) while the interview was with eight English teachers (08). The findings of this study revealed that both students and teachers had a positive attitude toward the effectiveness of mobile assisted language learning. Similarly, both showed a general agreement on the potential of MALL as a promising approach to learning foreign languages. Listening, speaking identified as the most appropriate language skills that can be taught through mobile devices such as mobile phones. Students have shown both their willingness and motivation to adapt their mobile devices for language learning; however, teachers showed that mainstreaming mobile education is still early. The finding suggests that more time, pedagogical infrastructure, and training is required.

## List of abbreviations

**AF:** Absolute Frequency

**Apps:** Applications

**CALL:** Computer Assisted Language Learning

**CD :** Compact Disc

**DVD :** Digital Versatile Disc

**EdX:** Energy –dispersive X-Ray Spectroscopy

**E-books:** Electronic Books

**EFL:** English as a Foreign Language

**E-Learning:** Electronic Learning

**ITM:** International Telecommunication Union

**GPS:** Global Positioning System

**MALL:** Mobile Assisted Language Learning

**M-learning or ML:** Mobile Learning

**MOOC:** Massive Open Online Courses

**OSRS:** On Some Real Shit

**PC:** Personal Computer

**PDA:** Personal Digital Assistant

**RF:** Relative Frequency

**SMS:** Short Messages Service

**TEFL:** Teaching as a Foreign Language

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**WIFI:** Wireless Fidelity

**WI-MAX:** Worldwide Interoperability for Microwave Access

**3G:** Third Generation

**4G:** Firth Generation

## List of Tables

<b>Table 1.1:</b> Mobile Learning Theories .....	22
<b>Table 2.1:</b> Gender .....	33
<b>Table 2.2:</b> Students own Mobile Phones.....	34
<b>Table 2.3:</b> Students' uses of Mobile Phone.....	34
<b>Table 2.4:</b> Using Mobile Phone in and Outside the Classroom.....	35
<b>Table 2.5:</b> The Percentage of Using Mobile Phone in the Classroom.....	36
<b>Table 2.6:</b> Using Dictionaries and Internet as Support Strategy in the Classroom.....	37
<b>Table 2.7:</b> Students 'opinion toward the Impacts of Mobile Learning in Developing Language Skills.....	38
<b>Table 2.8:</b> Students' opinion about the Influence of Mobile Learning in Language Skills.....	39
<b>Table 2.9:</b> Student' attitude towards Listening through Mobile Phone.....	40
<b>Table 2.10:</b> Students' attitude towards Speaking English over Phone.....	41
<b>Table 2.12:</b> Students' opinions about Chartrand's statement.....	42

## List of Pie Charts

<b>Pie Chart 2.1</b> : Gander .....	33
<b>Pie Chart 2.2</b> : Students own Mobile Phones.....	34
<b>Pie Chart 2.3</b> : Students' uses of Mobile Phone.....	35
<b>Pie Chart 2.4</b> : Using Mobile Phone in and Outside the Classroom.....	36
<b>Pie Chart 2.5</b> : The Percentage of Using Mobile Phone in the Classroom.....	37
<b>Pie Chart 2.6</b> : Using Dictionaries and Internet as Support Strategy in the Classroom.....	38
<b>Pie Chart 2.7</b> : Students 'opinion toward the Impacts of Mobile Learning in Developing Language Skills.....	39
<b>Pie Chart 2.8</b> : Students' opinion about the Influence of Mobile Learning in Language Skills.....	40
<b>Pie Chart 2.9</b> : Student' attitude towards Listening through Mobile Phone.....	41
<b>Pie Chart 2.10</b> : Students' attitude towards Speaking English over Phone.....	42
<b>Pie Chart 2.12</b> : Students' opinions about Chartrand's statement.....	43

## Table of contents

<b>Dedication .....</b>	<b>I</b>
<b>Acknowledgements.....</b>	<b>II</b>
<b>Abstract .....</b>	<b>III</b>
<b>List of abbreviation .....</b>	<b>IV</b>
<b>List of Tables.....</b>	<b>V</b>
<b>List of Pie Charts .....</b>	<b>IV</b>
<b>Table of Contents .....</b>	<b>III</b>
<b>General Introduction.....</b>	<b>01</b>

## Chapter One

### Perceptions on Mobile Assisted Language Learning

1.1 Introduction.....	05
1.2 Traditional and Modern Education.....	05
1.3 Educational Technological Tools .....	06
1.3.1 Computer Assisted Language Learning .....	07
1.3.2 from CALL to MAAL.....	08
1.3.3 Mobile Assisted Language Learning.....	08
1.4 Types of MALL and Current Uses .....	09
1.4.1 Mobile Phones.....	10
1.4.2 Personal Digital Assistants (PDAs).....	11
1.4.3 Podcasts and Media Player.....	12

1.5 MALL as a supplementary material in the classroom .....	13
1.5.1 Mobile Based-Language Learning .....	14
1.5.2 English Learning Applications.....	14
1.5.3 Types of Learning Though Mobile Phones.....	16
1.5.4 Mobile Phones driven Classroom Activities.....	17
1.6 Listening and Speaking Thought MALL .....	18
1.6.1 Listening Skill .....	19
1.6.2 Speaking Skill .....	20
1.6.3 Mobile Learning Theories.....	22
1.7 Advantages and Disadvantages of MALL as a supplementary material.....	23
1.7.1 Advantages of MALL .....	24
1.7.2 Disadvantages of MALL .....	25
1.8 Conclusion .....	26

## **Chapter Two**

### **Research Methodology**

2.1 Introduction .....	28
2.2 Research Objectives .....	28
2.3 The Simple Population .....	29
2.3.1 Students ‘Profile .....	29
2.3.2 Teachers ‘Profile .....	30
2.4 Research Instruments .....	30
2.4.1 Questionnaire .....	30
2.4.2 Interview.....	31
2.5 Data Analysis .....	33
2.5.1 Analysis of Students’ Questionnaire .....	33
2.5.2 Analysis of Teachers’ Interview.....	44
2.6 Discussion of results .....	46
2.7 Conclusion .....	48

## **Chapter Three**

### **Suggestions and Recommendations**

3.1 Introduction .....	51
3.2 Implementation of M-learning in the classroom .....	51
3.3 Previous Research on Students' and Teachers Attitude toward MALL .....	53
3.4 Challenges of M-learning .....	54
3.5 Recommendations and Suggestions .....	58
3.5.1 Recommendation for Teachers.....	59
3.5.2 Recommendation for students .....	60
3.6 The Future of Mobile Learning .....	61
3.7 Conclusion.....	62
<b>General Conclusion .....</b>	<b>64</b>
<b>References.....</b>	<b>66</b>
<b>Appendixes</b>	

## General Introduction

With the new generation having grown up in a modern and digital era, the use of technologies has gradually become a common practice around the world. It is well clear that information and communication technologies (ICTs) play a significant role in the development and improvement of our societies. Especially, with several technology tools that can make the learning and teaching process more effective such as mobile devices. Mobile technology, especially mobile devices are being used, most of the time, for their basic functions such as making calls, sending messages, listening to music, playing games, and watching videos. The potentiality of this light technology to handle activities that have a relationship with language learning and teaching has raised the curiosity of some researchers to investigate to what extent these devices can contribute to learning in general, and language learning in particular.

Starting around the 2000s, research has created from these mobile technologies an approach of language teaching known as mobile assisted language learning, usually shortened as MALL. Generally defined as the use of mobile devices to learn the language, MALL is much related to the individual learner than their teaching institutions because learners are using their mobile devices for language learning in either explicit or implicit manner. This can be observed in students' texting, listening to music and other audio sounds, as an example. Language learners are using it in the more explicit way as well for translating words, reading electronic books, and listening to podcasting, among other.

In the last decades, listening has been neglected for many teachers because of its complex process and the unawareness of teachers about its significant. However, researchers found that listening is one of the most important skills in communication and educational process. Actually, listening is a receptive skill, which may give the way to productive skills. Therefore, when a student learns how to listen carefully, he will produce or speak correctly. Thus, the instruction of the listening skill should be strengthened in order to have a balance among the four skills.

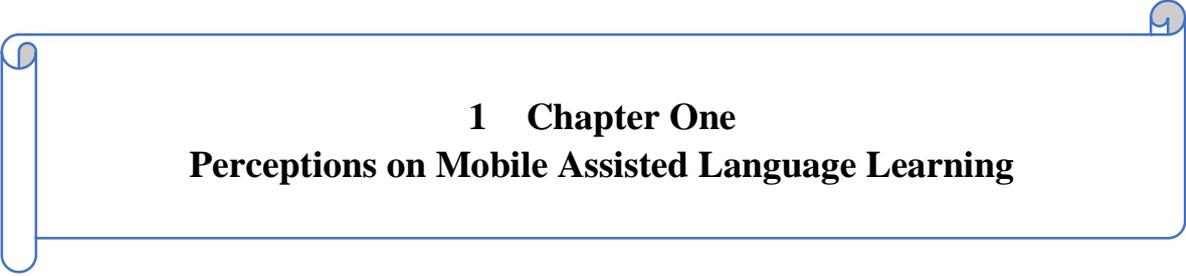
English students suffer from the ability to speak, and one of the causes is that they are not able to control their listening abilities. They think that listening is a complex process. This negative view is mainly coming from the lack of tools and materials that may help learners make listening easier. With the innovation, mobile learning has become an effective way to

develop listening and speaking skills, as EFL students are already using their own devices to support their language learning, both inside and outside the classroom. The demand for using technology within the context of teaching English as a foreign language is increasing. Hence, the current study attempts to provide a brief literature review concerning the effectiveness of information and communication technology in general, and Mobile Assisted Language Learning in particular in relation to the field of teaching and learning processes. It aims to investigate the role of mobile learning on developing listening and speaking skills. In order to achieve the objectives, the study tries to answer a set of research questions. First, to what extent may effective mobile devices help students to develop their listening and speaking skills? Second, how can be used it as a supplementary material in the classroom? Then, what are the attitude of both EFL teachers and learners toward using MALL as supporting tool for achieving students' demands? At the end, it attempts to know if the use of mobile technologies may replace traditional teaching or not. The above-mentioned questions led to propose some hypotheses, which attempt to give a prediction concerning the research questions. The first hypothesis is that may be mobile devices affect positively listening and speaking skills and can enhance extremely the ability of students. The second one may be MALL can achieve the students' demands if it is deployed in the right way. The third hypothesis, perhaps the students prefer using MALL as supplementary learning material; however, the teachers are not convinced that MALL has positive effects on teaching English.

To find out to which extent the hypotheses are true, this research study follows an analytical approach. The research methodology used in this study is descriptive. Relying on the questionnaire and interviews as research instruments, both quantitative and qualitative data are included. A questionnaire for students (30) as data a tool mainly because it does not consume much time, also the participants are anonymous that will encourage them to answer the questions freely and honestly. Moreover, interviews with eight (8) teachers were held to gain details that are more specific. The questionnaire is planned for thirty master I students (applied linguistics and ICTs) at Abdelhamid Ibn Badis University, because they study with oral communication and E-learning modules, where the listening and speaking skills can take place, so the research topic will be familiar to them and they can answer our questions.

This research is divided into three chapters: perceptions on mobile assisted language learning, research methodology, suggestion, and recommendations. The first chapter covers an overview of mobile assisted language learning and its relation to Computer-Assisted Language

Learning. In addition, it tries to give the type of MALL devices, which used currently, and some effective application, which can enhance listening, and speaking skills. It also highlights the advantages and disadvantages of mobile learning in EFL teaching and learning. Concerning the second chapter, it is concerned with the methodology of research mainly devoted to analyzing, discussing the collected data and interpreting of the results. The final chapter attempts to give some recommendations and suggestions to both teachers and students to encounter the implementation challenges of m-learning.



# **1 Chapter One**

## **Perceptions on Mobile Assisted Language Learning**

1.1 Introduction

1.2 Traditional and Modern Education

1.3 Educational Technological Tools

1.3.1 Computer Assisted Language Learning

1.3.2 From CALL to MAAL

1.3.3 Mobile Assisted Language Learning

1.4 Types of MALL and Current Uses

1.4.1 Mobile Phones

1.4.2 Personal Digital Assistants (PDAs)

1.4.3 Podcasts and Media Player

1.5 MALL as a supplementary material in the classroom

1.5.1 Mobile Based-Language Learning

1.5.2 English Learning Applications

1.5.3 Types of Learning Through Mobile Phones

1.5.4 Mobile Phones driven Classroom Activities

1.6 Listening and Speaking Through MALL

1.6.1 Listening Skill

1.6.2 Speaking Skill

1.6.3 Mobile Learning Theories

1.7 Advantages and Disadvantages of MALL as a supplementary material

1.7.1 Advantages of MALL

1.7.2 Disadvantages of MALL

1.8 Conclusion

## **1.1 Introduction**

The need of different techniques for teaching EFL leads teachers to use technological tools, which help them to facilitate learning and serve their learners' needs. This chapter concerns the use of mobile assisted language learning in EFL classes. It provides the differences between traditional and modern education as well as the main educational technological tools such as computer assisted language learning and the emergence of new concept (mobile learning). In addition to this, it shows many types of MALL devices and their current uses. Moreover, it draws the use of M- learning as a supplementary tool within the educational system. It also speaks about the effectiveness of mobile devices in speaking and listening development. It sheds light on some learning theories and their relation to the use of mobile technologies. At the end, this chapter mentions some advantages and disadvantages of using mobile devices as a tool to support language learning.

## **1.2 Traditional and Modern Education**

The teaching process has developed through time starting by the use of chalk until the appearance of educational technologies such as computers and mobile technologies. Therefore, there are differences between the traditional and modern education. Each method has specific characteristics. Traditional education focuses more on the teacher rather than the learners. The teachers have all the responsibility and have the opportunity to talk during the lesson whereas the students are passive and have limited opportunities to talk. They just receive information. Traditional education depends on the method of memorizing and neglects the use of critical thinking. It depends on simple teaching materials such as chalk and blackboard, which are used by the teacher to improve his teaching. (Belias , 2013)

Today, there are rapid changes in different fields. Due to these changes, the educational system has developed and the way of teaching has changed because the technological revolution pushes educators to search for suitable technologies for the educational system. Hence, modern education is based on technological materials. It offers different tools of sharing information. The teacher is considered as a guide for his learners. This helps them to develop autonomy.

Modern teaching takes into account the individual differences among the learners and their needs. Consequently, they have more opportunities to develop their abilities. (Belias et al. 2013)

### **1.3 Educational Technological Tools**

The use of educational technology has a significant place in EFL teaching and learning. In fact, there are different point of views concerning its effect on the teachers' role and the learners' level .Thus innovations have been introduced in education due to development of technology. *“ICT use in general terms is any use of computing devices such as desktop computers, laptops , handed computers, software or internet in schools for instructional purposes”* ( Hew &Brush , 2007,p .225) .

Therefore, several technological tools can be used to facilitate teaching and serve the learners' needs. The term technology includes communication techniques for language teaching in which the personal computer plays a center role (Davies &Hewer, 2012).However, there are other technological tools that can be utilize in language learning besides computers such as mobile devices and the internet. Each tool has its specific benefits and application with one of the form language skills (speaking, listening, writing, and reading).

#### **1.3.1 Computer Assisted Language Learning**

Computer assisted language learning or CALL refers to the use of the computer in the classroom by both teachers and learners in order to facilitate the courses .It is defined as supporting application of the computer in language teaching and learning.

CALL is a means used in EFL teaching and learning. It is a supplementary tool wish is used as an aid to the teachers in the classroom. For example, teaching English pronunciation through different programs wish are found in computer. CALL is also used to assist learning because of the different tools such as e-mails, electronic books and dictionaries that can develop and control learners 'capacities. Therefore, the learners can be more autonomous and feel satisfied about their learning (Warscauer & Whittaker, 1997)..So, CALL refers to use computer in the classroom by teachers in order to facilitate the courses to the learners. It is defined as supporting application of the computer in language teaching and learning.

Nunam (1999) states that *“interactive visual media which computer provides seem to have a unique instructional capacity for topics that involve social situation or problem solving, such as interpersonal solving foreign language or second language learning”* ( p.26)

The use of classical methods for teaching makes EFL learning boring. Thus, using CALL helps learners to be more motivated, because CALL programs can provide the students with ways to learn English. CALL is a means used in EFL teaching and learning since it has many advantages. Thanks to CALL, the learners can be more autonomous by providing them with various learning tools. The computer can be a useful tool for analyzing the learners’ mistakes and making self-correction (Davies, 2006). However, the lack of training in the use of the computer can cause a big problem in EFL teaching and learning.

### **1.3.2 From CALL to MALL**

Mobile assisted language learning has become a focus of research as a sub- branch of computer assisted language learning (CALL). CALL was greatly empowered by the explanation of e- learning in 1990s. A decade after, m-learning (mobile learning) enabled CALL users to access whatever and wherever they needed. The use of MALL was first observed at the beginning of 2000s .several universities, educational firms distributed free mobile learning devices to their students and customers (Belanger, 2005), and MALL became an actively used learning tool. Although there is a general approval on the direct relationship, CALL and MALL. There is not yet accepted separate definition of “mobile learning”.

According to Kukulska-Hulme (2009) mobility may both refers to “learners’ mobility” and “mobility of technologies” in general. . Likewise, there have been several attempts to define certain concept in mobile enhanced learning. For example, define mobile devices have been defined as *“...any device that is small, autonomous, and unobtrusive enough to accompany us in every moment”* (Kukulska & Shield, 2007, p.3). It is possible to call mobile learning any form of learning through advices, which are very small, autonomous from the electronic supply, and small enough accompany people anytime anywhere (Roscelle, 2003; Trifonova and Ronchetti ,2003; Lianget et al 2005).

Since 2000, literature on mobile learning has been increasing more and more every day. Many researchers from all parts of the world have been researching and are still working on this new learning methodology. Mobile learning is different from e-learning since it is not just electronic, it is mobile (Shepherd 2001). Mobile learning is seen as a natural evolution of e-learning. According to Hoppe, Joner, Millard and Shalpres (2003) mobile learning is e-learning using mobile device and wireless transmission. In Harris's (2001) opinion m-learning is the point at which mobile computing and e-learning intersect to produce an anytime, anywhere learning experience.

### **1.3.3 Mobile Assisted Language Learning**

Rapid development and expansion of mobile technologies have been one of the primary focuses of researchers, scholars and educators who have started their attempts to make this recently growing technology. Such attempts lead to the emergence of a new concept: Mobile learning (ML). Likewise, the attempts and efforts to use mobile devices in language learning have resulted in another new concept: Mobile assisted language learning (MALL).

Mobile assisted language learning (MALL) describes an approach to language learning that is enhanced through use of mobile device. MALL is a subset of both mobile learning and computer assisted language learning (CALL). It is involved with the use of mobile technologies, such as mobile phones, MP3/MP4 players, PDAs, palmtop computers, to support students' language learning. With MALL, students are able to access language-learning materials, and to communicate with their teachers, peers at any time, and anywhere (Kukulska-Hulme, 2006). Although these different attempts at defining M-learning, this concept has not been clearly defined yet.

Most of the disagreements about the definition of mobile language learning arise from the meaning of "mobility". According to Kukulska-Hulme (2009) mobility may both refer to "learners' mobility" and "mobility of technologies" in general. He argues that this ambiguous term may have two different connotations. On one hand, it may refer to "mobile technologies" that bring both portable and accessible anytime and anywhere. On the other side, mobility may

also refer to “mobility of learners” in which case the focus is not on technology used, but on the learner who accesses the information in different places, at different time.

The growing popularity and advancing functionality of using mobile technologies have raised their potential in teaching and learning languages. Their mobility and portability make “Learning on the move” and “anytime, anyplace learning” a realization (Lee, 2005). Furthermore, Attwell; Savil-smith & Douch(2009) state “ *Mobile learning means using portable devices to facilitate teaching and learning*” (p.1). Kukulska-Hulme (2009) describes mobile devices as spontaneous, informal, contextual, portable, and personal. M-learning defined as fixed, predetermined location or learning that happens when the learners take advantages of the learning opportunities offered by mobile technologies (O’Malley; Vavoula, Glew; Taylor; and Sharples & Lefrere ,2003). Therefore, mobile assisted language learning (MALL) can be defined as an approach to language learning that enhance “ anytime and anywhere” learning through the use of “mobile devices” such as mobile phones( also cellular phones or hand phones), PDAs, tablet, PCs, smartphones, laptop computers and personal media players (Kukulska-Hulme,2005; Samwels,2003; Traxler,2007).

#### **1.4 Types of MALL Devices and Current Uses**

Advances in tablet computers, cell phones and smartphones have greatly improved recently. These mobile devices are among the most commonly used and observable technologies of the modern day. Vovoula et al (2005) have stated mobile learning as part of everyday learning, in order to uncover “how people learn on move or outside their normal learning environment, with the technologies that are currently available such as mobile phones and PDAs”. Language teachers have especially been interested in using these devices as a means of providing learning opportunities.

Trinders’ list of mobile tools (2005) includes mobile phones, PDAs, smartphone, GPS tools , Laptop computer,MP3or MP4 players, video tape , multimedia players , e-games tools, e-organizers-books, CD and DVDs as mobile learning devices .Nowadays, it can be observed that they are used for educational purposes, and many of them have already provide to be

effective tools of language learning. Reading online content from e-books or the Internet, listening to music or podcast and watching videos, writing SMS or e-mails, speaking or recording are the all activities that support the learning of language.

### **1.4.1 Mobile phones / Smartphones**

Among all mobile computing devices available, mobile phones are the most wide spread devices. They have an important place particularly in young's people live. Other than being available and portable many of these phones are equipped with functionalities including Bluetooth, Internet access, MP3/MP4 players, digital camera, video recorder and many are flash-enabled and Java- enabled and can run multimedia contents including audio and video (Salameh.O,2011). According to a report by international telecommunication union (ITU), 2009 mobile phones among the many types of mobile learning devices are the most widely owned and used devices. The numbers of users has been increasing due to the developments in mobile phone technology and the expansion of the market. There are different mobile devices in the market compatible to the needs of the different users. Such as smartphones that became preferable devices by students all over the world. Smartphones are small and functional, which makes them attractive and easy for students to use and it facilitates sociocultural opportunities for learning (Pachler; Cook & Bradley, 2009). The connection via WIFI and WI-MAX is a great advantage. It enables users to gain great flexibility due to data processing capability of these devices via 3G or 4G networks. Besides smartphones, there are several reasons that make mobile phones more popular. First, even the simplest mobile phones provide a SMS (short messages service) function for sending text messages which can combine sounds, text (Collins,2005). Mobile phones incorporate also basic daily information management tools like books, phone books and agendas (Trinder, 2005).Moreover, mobile phones of modern age of technology include integrated, software, camera, Bluetooth, connection, media player, mobile operating system, wireless connection tools and even navigation tools GPS. However, despite all this function and widespread use of mobile phones, the users rarely perceive their potential as learning tool (Pettit & Kukulka-Hulme, 2007) and a minority of users use them for learning purposes.

There have been many studies looking into the use of mobile phones; and their functions as supplementary tools in language learning for developing language skills. The presence and relevance of such devices in everyday life have motivated research in the educational field (Pachler et al, 2010). Mobile learning is a field of study that analyzes how mobile devices can contribute to learning (Batista, 2011). Kiernan and Aizawa (2004) carried one of the first studies investigating the use of mobile phones in learning. In their study; they combine a MALL approaches with task-based learning, and drew attention to a number of potential advantages of mobile phones in language learning. Song & Fox (2008) has done another study; they found the mobile devices greatly motivate learners to communicate about word meaning with their classmates and lectures outside the classroom. Deg & Shao (2011) investigated students' attitude towards self-direction English vocabulary learning with a mobile-phone based e-dictionary application in everyday context.

Additionally, there are a number of mobile learning studies investigating the relationship between mobile learning and language skills such as listening and speaking. Gonzalèz (2012) emphasizes the great potential of mobile apps to practice and improve certain aspects of English pronunciation such as individual phonemes, stress and intonation. On the other hand, Huang & Sun (2010) states that mobile multimedia English listening exercise system can enhance learners' English listening abilities to a degree. It is also possible to design a platform, in which learners listen to a text by vocal service on their mobile phones, followed by listening comprehension Quiz based on the text. By providing the capacity for language skills, it is possible that mobile devices can provide immediate learning and engaging the language learners in suitable tasks through mobile technology. According to Cummins (2000) "*language can be used amplify students intellectual, and social identities*" (p.544). The studies mentioned above state that mobile phones are frequently put into practice for educational purposes than the other MALL devices; they have been the most rapidly adopted one.

### **1.4.2 Personal Digital Assistants (PDAs)**

Since their introduction in the mid-1990s, hand-held computers or personal digital assistants (PDAs) have become common. They are generic devices commonly used in both personal and professional areas of society due to their affordability and portability (Jansen &

Ayers 2005 and Garritty & Emam 2006) .Beatty (2003) explains personal digital assistants (PDA) as small hand-held computers used for downloading and storing information such as documents, phone numbers and maintain a calendar. This definition of PDAs was perhaps a valid and complete one. Although it still includes basic function of PDAs, many additional features of the modern PDAs should be added to this definition. For example, modern PDAs enable users to play music, record voice memos, to capture and create videos, and to program advanced computer software. They also provide E- mails and Internet access. Some PDAs come with all this programs included. Nowadays, these devices are also used as GPS navigators through direct connection to the Internet via GSM operators. Therefore, PDAs are among mobile devices that have been most used for educational purposes (Clough et all, 2007; Corlett et all 2005; Song &Fox; Magill & Roy, 2005). Nevertheless, Crolett et all, 2005 state that PDA enhanced learning was favored by students. They wanted more resources to be made available in PDA format. However, besides its advantages like lightness, attractiveness and portability, students also reported some problems like battery life, no Internet access, application that solve down the system and general crashes from time to time.

### **1.4.3 Podcast and Media Player:**

Podcasting is a form of M-learning in which advice is used to listen or watch an audio or video broadcast. Broadcasts are published in Internet and can downloaded on to desktop or laptop computer. They also can be automatically copied on handed devices when the learner next connect. The learner can then choose, when, where and how to listen or watch them. The term podcast originates from the combination of the brand name of the currently most popular player “ iPod” with “Broadcast” as Evans( 2008) states : “ *the word post cast is usually explained as a combination of IPod , a famous media player, and broadcast*” (p.492) . The University of Minnistora (2006,) argues that “*podcasting involves a shift from E- learning to M-learning*”( p.1)

Nie (2006) lists various types of supplementary podcast that are usually used in higher education. They include pre-lectures materials, feedback to students on assignment, records of interviews, supplementary topics that have not been convened in lectures, explanation of difficult areas of courses, and information for field activities. Likewise, Abet and Barry 2009 give many examples of students initiated podcasts include assignments, discussions between

students, interviews of specialists, as well as records and reflection on learning activities. Duke University was one of the first institutions to explore the educational use of iPods and podcasts in its Duke digital initiative (Duke 2005). Since then, previous studies on podcasts in language learning have explored their effectiveness in developing various learners' language skills (O'Bryan & Hegelheimer, 2007; Li, 2010). Anzai (2007) studied the use of podcasts to improve English as a foreign language student. This study found that podcasts were beneficial to learning because of special features they process. For instance, accumulation of chronologically ordered content with RSS. In a case study by Lebron-Lozada (2012), the results showed that the use of podcasts that were generated by students themselves obviously helped them in improving their conversational abilities by producing few mistakes and better pronunciation and speech that is more fluent. In the same line of thought. Lord (2008) states that podcasting is valuable in enhancing foreign language learning. Yet; Ducate & Lomicka (2009) found that podcasting could be implemented as a tool for enhancing learners' pronunciation. On the other words, Ashraf; Nooroozi; and Salami (2011) examined the impact of podcast on the listening ability of some EFL students; they conducted that podcasts could be used to enhance EFL listening ability.

Moreover, podcasts provide students the opportunity to experience authentic forms of the language and get personal involvement to learn various skills. Of English language. Additionally, several other studies (Evans, 2008; Lee & Chan, 2007) have focused on the effects of podcasting on the students' motivations and attitudes towards learning. They reported that podcasts are motivating tools for learning. Podcasts as a supplementary material can be used to help learners pay attention to their instructional materials on the podcasts content (Hawke, 2010). In addition to podcasting devices like iPods, iPhone or iTunes, simple media players can be also use for similar learning purposes.

### **1.5 MALL as a supplementary material in the classroom**

Mobile-assisted language learning (MALL) focuses on the use of mobile technology in language learning. There is no need to study a foreign language in a classroom environment. They may have the opportunity to learn by using mobile devices when they desire and where they are. Actually, MALL can be viewed as an ideal solution to language learning barriers in term of time and place (Miangah & Nezarat, 2012) this technology gives a combination of

flexibility , accessibility , and interactively mobile apps unlike another typical classroom technologies (Liu; Tan & Chu 2009). More specifically, MALL brings important benefits to learners, it can use different types of apps on mobile devices to watch videos online and listen English recorders. It permits students to decide their own learning processes (Banister, 2010).

### **1.5.1 Mobile Based Language Learning:**

In this digital of time, educators have become increasingly interested in the potential of mobile technology in language classroom. Various studies have been conducted on mobile and their contributions in learning English language. Mobile-based language learning is a way in which mobile devices are used to enhance teaching and learning process .It allows learning in anytime and anywhere manner. Due to availability of mobile devices by individuals, rapid evolution of wireless and mobile technology, the use of mobile devices became real experience to improve learners 'language skills. There are several suggestions to benefits in the use of M-learning such as: integrating mobile devices in both formal and informal contexts, the fun moment when engaging learners in authentic learning context, and the use of mobile devices develop speaking and listening skills. In addition, language-learning mobile phone was to getting the meaning of the words and the right pronunciation of them.

Furthermore, some researchers pay attention to the pedagogical methods that brought by using apps in mobile devices .these devices can enhance collaborative approach and self-regulated approach .and they providing learner-learner interaction. For instance, exchanging the academic ideas on Internet forum or discussing a project with partners on mobile phone.

### **1.5.2 English Learning Apps:**

The development of mobile and wireless technologies has opened up a huge opportunities in domain of language learning .There have been a trails of mobile –assisted language learning (MALL) application since 2011 (Stand ford & Lab,2001). MALL applications has gained a universal acceptance in learning context for improving English language learning skills.

Mobile learning integrates a series of features used in various learning process that are contained not just hardware, but also software. Hardware may include mobile phones mobile phones ,handheld PCs , Tablets , iPads ,as well as devices such as the IPod touch that are able to run mobile applications such as readers , E-books , voice recording , camera , google drive and social media.

Mobile phones are mostly equipped with functionalities including Facebook, twitter, blog, Internet access, MP3/MP4 player, digital camera, video recorder, SMS and MMS. Some mobiles have special in built-learning software such as E-dictionaries, flash card software, quiz software and others. Apps are easily available online like iTunes app store and the Android Market (now google play) which opened in 2008. Now only a few years later Google play offers over 675.000 apps and iTunes app store has over 700.000 apps available to consumers 5( De Vete ,2008) . Amongst this incredible number of apps, there is a great variety of apps intended for learners of foreign language.

The rapid development of app technologies has made English language apps have capacity to integrate different media. For instance, texts, pictures, animations, audio and video. They are integrated in order to create a multimedia instructional material, as well as, attract learners' interest. By using communication apps such as QQ , We chat and Skype to talk with others in English ,learners can be encouraged to speak up and engage in discussion (Shih ,2011).Most of the modern mobile phones are incorporated with browsing applications as: Opera Mini , Mozilla Fire Fox, and Google Chrome . Hoppe (2009); Ferry (2008), Cui & Wang (2008) state that students can use browsers to check emails, read material like E- books.

Mobile phones have downloading features that can be used by students to download many videos, PDFs etc.... Easily even teachers can also download videos and songs through their mobile phones and present them to students through data show in the classroom (Kafiyulilo ,2012) .Browsing on Internet with cell phones is one of the very convenient way for students to surf online. In addition, mobile phones can be used for sharing information resources through Bluetooth, Share it and WIFI .other applications including emails, online chat, online discussion (social media), and google drive can be used for sharing academic resources. Using

online resources is being regarded as learning the function to improve the quality of learning and facilitate the efficiency of education (Alexander, 2001).

Most of the mobile phones have features, which can be used for recording and playing multimedia contents as voice recording, and listening .Through recording facility learners can be asked to record their communication interviews or conversation they engage in outside the classroom for feedback and discussion.

To sum up, learning English refers to listening , speaking , reading, and writing while there are many apps that can be very helpful to create an English atmosphere for students through video and audio not just text (Ahmet,2011). Therefore, using mobile apps have a positive effect on English learning.

### **1.5.3 Types of Learning through Mobile Phones**

There are varieties of learning through mobile phone that is one of electronic learning to help students learn new terms and motivated them. The students' interest can be increased through mobile phones .it can be used to acquire their highly purposeful education. Mobile devices are increasingly presented as tool that support transition from formal to informal setting. Livingston (2000) defined informal learning as any activity that involved learning which occurred outside the formal curricula of educational institution .So, it is an educational activity which is not organized with set goals and timelines that are followed and can be self-led or directed partnership with others . On the other hand, the formal learning is a type of learning where education carried out in an organized manner with learners who have little control over what, when, how they learn .However, learners live and can experience informal learning on daily basis in addition to formal learning opportunities. Even today, emphasis is being placed on learning in classroom setting (formal learning) with distinct geographical borders to separate this learning type from the other.

### **1.5.4 Mobile phone driven classroom activities**

Recent interest in the potential for mobile phones and other portables devices to support learning and teaching has been driven by the fact that mobile phones are relatively cheap and increasingly powerful( Chinney,2006;Kukulka-Hulme & Traxler,2005) . Many learners prefer to use mobile phones for many activities such as emailing, reading books etc.... because mobile phones come with ever-increasing functions that most students are adept at using.

Examples of successful mobile learning projects provides another way of understanding the perceived contribution of mobile learning in classroom. It has been shown that mobile devices with appropriate software can be highly effected in supporting small group collaborative learning (Zurita& Nussbaum, 2004; Valdivia & Nussbaum, 2007).

There are many activities for using mobile phones for English learning generally focus on developing the four skills and in many cases integrate reading with writing , and listening with speaking. The material and activities can be modified to conform to different syllabi, learning levels and interest. Most phones include a memo recording features that can help students to record their speaking or a role-play about any topic, and then play the recording to see if they can rectify their mistakes.

Thornton & Houser (2003) state that short message services (SMS) can be used to send out vocabulary items at spaced intervals, thus increasing student retention .For example, the teachers could text the words covered in class to encourage students review them outside the classroom context by sending out the words multiple times, they increase the chances that students will remember them.

A more advanced form of using the mobile phone for writing tasks is keeping a blog. Students use the text messaging and camera features to add messages and post pictures to their personal blogs. This is great for writing about personal experience, place visited, but it can also

be used as an activity in which students collect information and report on it like a journalist. Teachers can read these blogs and provide feedback, request more information or ask students to comment on each other's work.

Social networking tools can also help students especially in writing skill. Some teachers actively use such sites to keep in touch with students or to organize activities online that could be fun. For instance, they can ask students to post on each other's pages in relation to for discussion in the class.

Using phones for speaking may not seem like an original idea, but there are a way to encourage students start speaking. In this activity, two students who want learn native English talk in that target language for half of time. This activity may be expensive unless students can use skype on their mobile phones. In addition to encourage students to practice individual speaking because a recent form of blogging emails, calling a number and leaving messages on websites. Some programs automatically transcribe the recording. This is an excellent task-based learning tool for student to update oral and written reports about giving project.

Many phones have memory for music that can be used to downloading listening materials .for students such as podcast for English language learning. Audio books are other sources of listening materials that can be download in variety of formats to be transferred and played back on any phone that has sufficient audio capacities. Similar idea above for listening, there are numerous sites with free reading materials that also include E-books available.

### **1.6 Listening and Speaking Through MALL**

*“Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are this in which students receive and process the information but do not need to produce a language to do this , while productive skills require the production. For instance, a speech”*

( Harmer ,2007,p.246 )

### **1.6.1 Listening Skill**

Listening is an important language skill that contributes to the internalization of language rules and facilitates the emergences of other language skills (Vandergrift, 1997). It is an interactive process of recognition, perception, and understanding of the oral input (Vandergrift, 2002) and “ *an intention to complete communication*” (Rost, 2002, p.40) .

Three approaches to teach listening skills, which are top down, bottom-up and interactive models have been extensively used over the past decades. In the top-down processing, listeners get the general information and main ideas of the listening passage. In bottom-up processing, listeners focus on individual words and phrases, and attempt to understand the whole content by combining the small details together (Harmer, 2001).

Although listening is a passive skill, it needs to be an active and demanding process .However, it not easy improving this skill in foreign language. Since students have to process both content knowledge and linguistics knowledge. According to Cook (1996), limitation on learners’ ability to understand a foreign language are caused both difficulties of language and memory limits. That is all comprehension depend on the processing and storing of information while listening. Therefore, teachers have suggested instructional procedures that help students effectively to develop their listening competence.

By the advent of technological tools, many researchers (Elkhafaifi, 2005; Kao, 2006) argued teachers should provide materials, which are familiar or relevant with student’s interest. They should give various listening inputs, including different types of speakers, speeches, mode of presentations opportunities on their own outside of the classroom, because of successful listening skills are acquired over time and with a lot of practice (Rivers, 1992). In order to become proficient listeners, students need to exposed to authentic and meaningful listening materials, for this point of view, mobile apps for listening can be an effective tool for many students who do not have many opportunities to listen authentic materials and to be exposed foreign language outside of the classroom.

### **1.6.2 Speaking skill**

Speaking skills and pronunciation are the one of the most challenging and demanding aspects of language for learners to master. However, speaking activities are often compromised to time constrains in the classroom. Mobile apps seem to be the ideal support for speaking learning. It could provide private, stress free environments, which allow unlimited tries until learners feel confident. González (2012) emphasizes the great potential of mobile apps to practice and improve certain aspects of English pronunciation, such as, intonation, stress, and individual phonemes. Although the feedback is identified as one of the main limitations of current apps, González claims that these limitations could be easily overcome with the development of technology.

Song & Fox (2008) found the mobile device greatly increase highly motivated learners to communicate about word meanings with their classmates and lectures outside the classroom. A good m-learning service consists speech facilities for transmitting voice as downloading dictionaries with sound functions. So, students can learn the correct pronunciation of unfamiliar or new words. Mobile devices with multimedia function give the learners the opportunity to record their own voice. Then, teachers are able to make a better assessment of the students' weaknesses in pronunciation. This way, by enhancing various functions of the system like providing a dictionary for looking up unfamiliar words and their correct phonetic form, the pronunciation as well as speaking skills of the learners can be well improved.

Furthermore, podcast line is a platform that provides a context-driven, social-based, and software-enhanced website for learning foreign languages. It has recently been working to release mobile language learning features for PDAs, smart phones, etc. It also enables learners to learn phonetics of a given language in an interaction way using multimedia functions on the mobile phones (Microsoft research program).

The speech aspect is as significant as textual aspect, since mobile learning enables Learners to speak comfortably with a system recording their voice and allowing them to listen

back to themselves. Then, they can compare their voice with an ideal pronunciation and make an improvement in this skill (Yannick. J, 2007)

As a conclusion, the teaching English as a foreign language has changed over the years. Nowadays, teaching requires planning, monitoring and assessing students 'development as speakers and listeners with effective tools and methods. M-learning is an attractive way to motivate students to acquire speaking and listening competencies. It is an authentic and easily accessible way that encourage students to learn unconsciously. Many activities through MALL can improve these two important skills such as using the record app that can allow students recording their own voice or individual short presentation, and then watch it afterwards to correct any mistakes made. On the other hand, there are also listening activities as listening to parts of movies. Songs in English are really an attractive way to the students; they are exposed to pronunciation in reality without their realizing.

Mobile assisted language learning improves cooperative, collaborative, and active learning. By allowing mobiles to use in classrooms, speaking and listening can be effectively done. So, students can take photos of parts their homes or places they have visited, then they can share these pictures with other friends for discussions. This actively can optimize interaction among them, and pave the path to express themselves what they like or do not like. Another activity, two students can work together as pair work on a short movie clip. One student plays the movie clip in mute mode while the other one plays the voice recorder. This activity practically enables the students to pick up pronunciation and phrases of day-to-day life. Yet students can be used the mobile phone camera to record role-player and when it is played back, it is funny and it creates comfortable environment. Therefore, mobile devices enable their users to access multimedia functions including listening and speaking ones.

Hence, teachers need to successfully integrate mobiles and strategies in teaching and learning processes. Mobile learning has been proved a student-centered teaching. As mobiles are easily accessible, all students can be exposed to technical advantages in learning the language. However, teachers should be careful that mobiles are used in classrooms with utmost safeguards. Students are generally very excited about using mobile phones and they should be kept under control.

### 1.6.3 Mobile Learning Theories

Educators and technical developers a deeper understanding of mobile learning from a pedagogical perspective. They state that the existing learning theories in relation to mobile learning include behaviorism, cognitivism, constructivism, situated learning, problem-based Learning, Socio-Cultural Theory, context awareness learning, collaborative learning, lifelong learning, Conversational Learning and informal learning, *etc.* (Keskin & Metcalf, 2011). Naismith *et al* (2004) have succinctly identified six main theories and areas of learning relevant to learning with mobile technologies. They are behaviorist, constructivist, cognitivist, situated, collaborative, and informal learning. All of these theories will be discussed in Table (1.1).

**Table 1.1 Mobile learning theories**

Theories	Definitions	Focus	Example with mobile
Behaviorist Learning	Learning has occurred when learners evidence the appropriate reinforcement of an association between particular response and stimulus (Smith & Ragan, 2005)	<b>Information and content delivery in mobile learning</b> Language learning: Test, practices, quiz, listening-practice Speaking Drill and feedback: Mobile Responses System, Content delivery by text messages.	<b>English learning applications:</b> SMS, MMS, Voice recorder software <b>Mobile Response System:</b> Wisdom, Turning Point.
Cognitivist Learning	Learning is the acquisition or reorganization of the cognitive structures through which humans process and store information (Good & Brophy, 1990)	<b>delivery in mobile learning</b> Using Multimedia learning (Dual code, Cognitive Load Theory): Images, audio, video, texts, animations	Multimedia (text, video, audio, animation, images) SMS, MMS, e-Mail Podcasting Mobile TV
Constructive Learning	Learning is an activity process in which learners construct new idea or concepts based on their current and past knowledge (Bruner, 1966)	<b>Context and content dependent mobile learning</b> Questions for Exploration Cases and examples Problem solved and Decision making applications Multiple representations Authentic contexts based information database <b>Collaboration and interaction in mobile learning</b> Collaboration and interaction between students Communication via mobile phones	Handheld games Simulation Virtual reality Interactive Podcasting and SMS Interactive mobile TV and SMS

Collaborative Learning	Learning is promoted, facilitated and enhanced by interaction and collaborations between students.	<b>Collaboration and interaction dependent mobile learning</b> Active participation Social context Communication between peers via mobile phones.	Mobile Assisted Language Learning Mobile Response System Mobile computer supported collaborative learning <i>Forum, Web 2.0 tools, email, mobile portal, games</i>
Informal Learning	Learning is a process of learning that occurs autonomously and casually without being tied to highly directive curricula or Instruction (Vavoula, 2004)	<b>Information and interaction with education content in informal mobile learning setting</b> Mobile information resources Mobiles in a museum setting Field Trips Science Field Works	Social networks (Blogs, Wikipedia, Twitter, YouTube)  Podcast  E-mail  Mobile Forums
Situated Learning	Learning is not merely the acquisition of knowledge by individuals, but instead a process of social participation (Brown et al, 1989).	<b>Social Context and Social participant dependent mobile learning</b> Authentic domain activity Collaborative social interaction Cooperative activities Expert modeling Situated mentoring Work place Learning	Natural science learning Medical education Multimedia museum Virtual experts by artificial Intelligence tech. Mobile performance support System

(Nilgun Ozdamar. K & David .M, 2011, p.204)

### **1.7 Advantages and Disadvantages of MALL as a Supplementary Material**

The influence of technology on EFL teaching and learning has brought many positive effects. Using technological tools in the learning process creates better communication for the learners. For example, with the World Wide Web, students do not need to go to the country where the target language is used as the mother tongue. The use of multimedia provides authentic situations; it can help the learners to practice the language. This communication is suitable for the learners who are too shy to speak. (Rodinadze & Zarbazoia, 2012). With the rapid development of technologies, teachers and students became using mobile devices to access rich educational content, converse and share information with others, and facilitate productive communication. M- Learning is a powerful and often effective tool that can support education in ways not possible before. However, mobile technology is not (and never will be) an educational panacea.

**1.7.1 Advantages of MALL**

- **Multimedia Ability:** The ability to easily record and playback a student's voice and compare it to a native speaker's voice is a great learning tool for the language learner. Moreover, the ability to record and playback videos is another asset for learning a language. Listening to music and watching videos are very popular exercises for students as well. The ability to create and listen to podcasts is another advantage for language learning.
- **Internet Access:** Access to the Internet gives students the ability to search for and receive information about any topic. Accessing YouTube allows students to watch and listen to music videos and movie clips. In addition, students in language classrooms use online dictionaries widely.
- **Social Networking:** Using social networking websites such as Twitter, Facebook and blogs can be a positive way for students to share information, thoughts and ideas on a variety of subjects. Some students, who may be shy in a classroom, may do much better in a social networking situation.
- **Immediate Feedback:** Digital Devices can offer immediate feedback to their peers or their instructors with OSRS. Students can answer questions on a survey, a class exercise, a quiz, or a test. Specialized systems such as MOARS can automatically calculate scores and inform students and their instructors of their progress.
- **Build new communities of students**

Mobile devices are regularly used to create communities of students where they did not exist before. For example, Massive Open Online Course (MOOC) systems such as Coursera, edX, and Udacity have experimented with a variety of methods to encourage productive communication between students taking the same class. These systems help students pose and answer questions, complete collaborative projects.

- **Bridge formal and informal learning**

Mobile devices facilitate learning by blurring distinguishes between formal and informal education. The mobility and flexibility of the device makes students easily access supplementary materials in order to clarify ideas introduced by a classroom instructor. As an illustration, numerous language-learning applications “speak” to students and “listen” to them via the speakers and microphones fixed in mobile phones. Previously, this type of speaking and listening practice required the presence of a teacher. Many translation applications allow students to flag difficult words for later review, and confusing word combinations can be brought to the attention of a classroom instructor later. Mobile technology helps ensure that learning which happens inside and outside classrooms is mutually supportive.

### **1.7.2 Disadvantages of MALL:**

Although learning service through mobile devices has some advantages, it has its own constraints as small screen, reading difficulty on such a screen, data storage and multimedia Limitations. Many of the mobile devices are not designed for educational purposes. For that reason, it is difficult for the learners to use them for the task given by the teachers to be carried out. This is partly due to the initial design of such devices, and partly due to non-existence of such developed mobile phones. However, those devices, which are appropriate for specific learning tasks, are too expensive for most of the learners to buy. Thus, teachers should be aware of what kinds of tools learners have, and then set to choose or adapt resources compatible to such tools (Kukulka-Hulme & Traxler, 2005).

Stockwell (2008) demonstrates that the learners found the activities take too long to complete on the mobile devices, and consequently, some of them preferred to use their PCs to do their assigned tasks. In addition, there are others disadvantages as:

- **Distractions:** While students can access dictionaries and other online information for learning during class time, the same use is inappropriate during a quiz. Also, watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class and may lead to class disruptions.

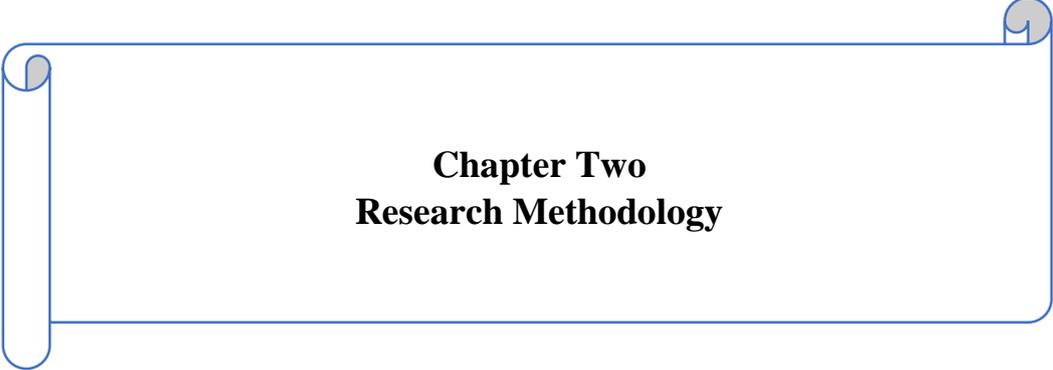
- ***Cheating:*** Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offence, and should be dealt with it appropriately. However, it may be difficult to observe such an offence while using OSRS.
- ***Disconnecting:*** Some educators believe that students spend too much time with digital devices, which contribute to an alienation of students in the classroom.

They believe that language students should spend time in a classroom doing group activities that contribute to social interaction.

- ***Technical Problems:*** Using digital devices in the classroom requires the instructors to spend a substantial amount of time planning for the lessons, training with the hardware before classes begin and spending some time during class to distribute the devices and returning them after class. The amount of time spent during class to teach the student how to use the devices is also a problem. Moreover, some technical problems may arise during class such as network failures and individual students having problems with the hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems.

## **1.8 Conclusion**

This theoretical chapter has focused on providing a general view concerning the use of M-learning as a supplementary tool and its influence on the EFL teaching and learning process. It has defined mobile assisted language learning as well as educational technology. It has explained main types of MALL and their current uses in educational system. It has described some common educational apps and their role within classroom, followed by illustrating some learning theories and their relation to the use of mobile technologies for learning purposes. At the end, this chapter has explained the benefits and constraints of mobile assisted language learning.



## **Chapter Two**

### **Research Methodology**

2.1 Introduction

2.2 Research Objectives

2.3 The Simple Population

2.3.1 Students 'Profile

2.3.2 Teachers 'Profile

2.4 Research Instruments

2.4.1 Questionnaire

2.4.2 Interview

2.5 Data Analysis

2.5.1 Analysis of Students' Questionnaire

2.5.2 Analysis of Teachers' Interview

2.6 Discussion of results

2.7 Conclusion

## **2.1 Introduction**

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning the effectiveness of using mobile learning as supplementary material in educational system; especially its role for speaking and listening developments. First, it presents the objectives of this research work. Moreover, it introduces the sample population that describes students and teachers 'profiles. Furthermore, it describes the research instruments used in this research, which are questionnaire for students and interview for teachers. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

This research follows an analytical approach since it observes and analyses the role of MALL as a supplementary materials in classroom. It carried out using questionnaire for students as a data tool mainly because it does not consume much time, also the participants are anonymous that will encourage them answer the questions freely and honestly. Moreover, it carried out using interviews with teachers to gain more specifics details about our research.

It is planned for first year master Students( applied linguistic and ICTs) at Abdelhamid Ibn Badis University, since they deal with e-learning and HRM and oral communication modules, where the speaking and listening skills can take a place and the presentations which depend on the use of modern technologies. Therefore, the research topic will be familiar to them and they can answer our questions. The analysis of the questionnaire and interviews looks for finding out the advantage and the influence of MALL as supplementary materials on learning listening and speaking skills.

## **2.2 Research Objectives**

This survey aims to provide data that can help to improve the use of mobile technologies for EFL teaching and learning. It attempts to demonstrate the role of M-learning in improving listening and speaking skills by providing a broader view concerning the learners and teachers attitudes about its use. This study also aims to

discover the main uses of mobile technologies for educational purposes. In addition, it tries to show the consequences of the use of MALL and if the traditional methods of teaching are still used or not. Therefore, the main purpose of this study is to gather different points of view concerning the use of MALL as supporting tool for teaching and learning English at Abdel Hamid Ibn Badis University.

### **2.3 The Sample Population**

The informants were EFL teachers and learners from Abdel Hamid Ibn Badis University. They were selected to respond to the research instruments addressed to them. However, from this large population, the researchers have chosen a specific sample population of eight (08) teachers and thirty (30) first year master students (Applied Linguistics and ICTs) for representing the whole population.

#### **2.3.1 Students' Profile**

The students involved in this study were first year master students at the English department at Abdelhamid Ibn Badis University in Mostaganem. They were thirteen (30) students, nineteen (19) female and eleven (11) male. They were selected from Applied Linguistics and ICTs specialty to answer a questionnaire concerning their opinion towards the use of mobile technologies for learning the English language and if they used them outside and inside classroom for educational purposes. There were many reasons, which led the researcher to choose first year master EFL students. First, these learners were in touch with the use of the new technologies such as computers and mobile phones. Further, they had the experience of using such technological tools because they already study electronic learning as a module that states how they can employ technology in education. Therefore, they were mindful about the effect of using M-learning as supporting tool in EFL classroom for developing English language skills.

### 2.3.2 Teachers' Profile

EFL teachers were also involved in this research work. They were eight (08), five (05) females and three (03) males. Four teachers held the doctorate degree whereas the others were all magister holders. They had different specializations; two teachers were specialized in TEFL, two methodology, and the remaining one in ESP, one in oral communication, one in applied linguistics and other in electronic learning. The choice of those teachers was because they already dealt with the use of technological tools and materials in their classes.

## 2.4 The Research Instruments

### 2.4.1 Questionnaire

The questionnaire is the most common instrument that is equally used in survey research, experiments and other modes of observation. It is an effective tool which is used in most of researches for collecting data, because of its' advantages. It can help the researcher to gather data that could be not observed. Usually, it is designed in written form consisting of open and closed questions. Babbie (1990) states, "*A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis*" p.377

In this research paper, The study data was collected through questionnaire which was addressed to thirty (30) first year master students( Applied Linguistics and ICTs) . It attempted to obtain their opinions about the use of mobile phones in classroom as a supplementary tool ,and whether it improved their listening and speaking skills or not. The researchers gave the students the questionnaire and asked them to answer the given questions honestly. Noticeably, all the questions were answered except for some open-ended questions. The questionnaire tool was divided into two parts. The first part included general information about the students. The second part was about using M- learning as supporting tool in classroom.

Concerning the type of questions used in this research paper, the researchers have used close-ended questions, open-ended questions, and multiple-choice questions. The close-ended questions limit the respondents to a finite set of answers that often are (yes) or (No). The multiple-choice questions provide several answers from which the respondents have to choose the appropriate one for according their opinion them. The open-ended questions give the respondents the opportunity to answer freely without any limit to give more details about the subject.

The first eight questions were close-ended types. The first one was about the gender. The second one tried to know if they own mobile phones and which types. The third one sought to know the purposes behind using cell phones. Fourth question has asked to know the teachers' attitude towards mobile technologies in classroom. The sixth question questioned the students whether they used dictionaries or internet in their phones as support strategy in the class. Seventh question had the purpose of getting an idea about whether the mobile learning improve language skills or not.

The fifth, eighth, ninth and tenth questions were a multiple chose questions as question eight requested the learners to state which skill can m- learning enhance more than others . The ninth one asked the students what they listen mostly in their mobile phones. Question ten asked them if they speak English with others over phones.

The last three questions were open-ended questions; the first one asked the student about their opinions toward M- learning as supplementary material to learn English language. The second one was a statement, which states some features of mobile phones in classroom. The last question required from the respondents to mention the advantages and disadvantages of mobile learning.

### **2.4.2 Interview**

In addition to the use of the questionnaire as a research instrument in this study, the researcher depended also on the use of the interview, which is another research instrument in conversation form to obtain more information and details.

*“An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing.” (Easwaramoorthy & Fataneh, Z, 2006, p.1)*

Interviews can be designed differently depending on the needs being addressed and the information. Concerning the models of the interview, there are three types: the structured, semi-structured and unstructured interviews

In this research paper, the researcher relied on the use of the structured interview that is a set of standard, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options. In addition, semi-structured which is a set of predetermined questions and the respondents answer in their own words as well as unstructured interview that is a few broad questions to engage the respondent in an open, informal, and spontaneous discussion. The reason behind this interview was to gather more in-depth information and data about the status and ideas towards using mobile learning as supporting strategy in classroom by EFL teachers at Abdelhamid Ibn Badis University.

The interview included thirteen questions (see appendix B). The first three questions aimed to knowing the teachers’ attitude concerning the use of educational technology and if they used it on their teaching process or not. The next question was addressed to see whether the interviewees allowed their students to use mobile technologies in the classroom or not. Concerning question five, six and seven, the interviewees were asked about their learners’ feeling when they used mobile phones in the classroom and if it is a helpful tool in teaching English learning. Question number eight, nine, ten tried to know about podcasts and if they develop listening and speaking skills of students.

The eleventh question sought to know the impact of mobile learning. Question number twelve was intended to realize whether the use mobile learning helped the interviewees or not, if they thought that its use will replace their role as teachers as well as knowing if it could change their traditional way of teaching. The last question. Fifteenth question was intended to

draw out the teachers’ views about the benefits of using mobile learning as supplementary material for developing listening and speaking. It aimed at knowing whether the interviewees preferred teaching with new technologies as cell phones or not.

**2.5 Data Analysis**

In this research paper, researcher has adopted two research instruments, which were the questionnaire and interview to gather data. Therefore, the researcher made use of quantitative and qualitative data analysis method to analyze the questionnaire while they depended only on the use of qualitative data analysis method for the analysis of the interview.

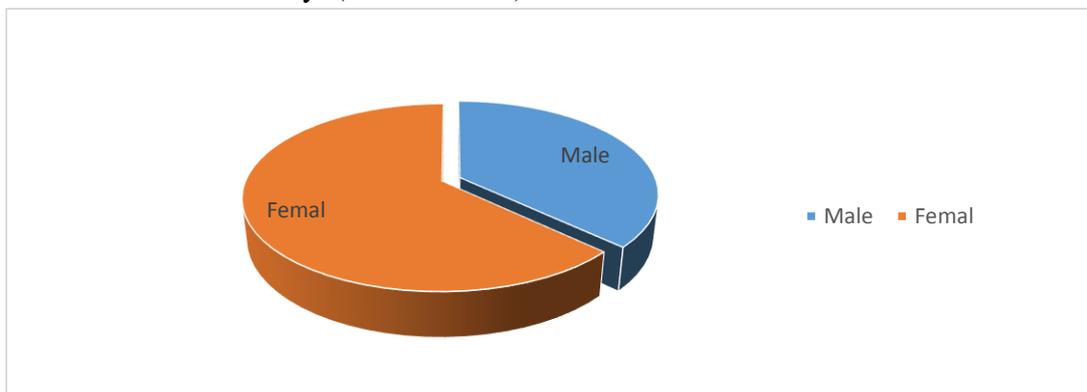
**2.5.1 Analysis of Students’ Questionnaire**

**Question One:** Gender

suggestions	Male	Female	Total
AF	11	19	30
RF	37%	63%	100%

**Table 2.1.**Gander

The table shows that the number of male and female who contribute in this survey. The majority of the respondents were females 63%, while males formulated 37%. It is important to take into account that there is a great difference between the amount of females and males but this doesn’t affect our study. (Pie Chart 2.1).



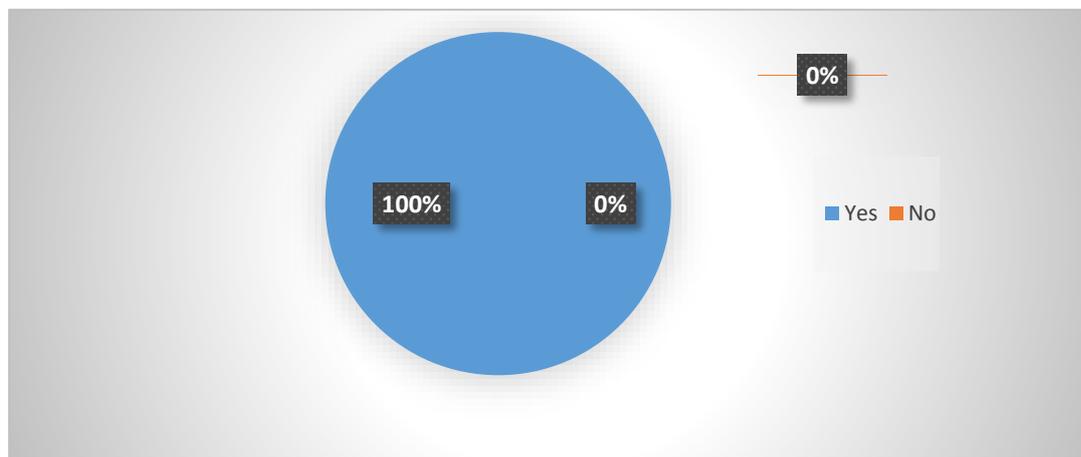
**Pie Chart 2.1.** Gander

**Question Two:** Do you have mobile phone? If yes, which type?

Suggestions	Yes	No	Total
AF	30	00	30
RF	100%	00%	100%

**Table 2.2.** Students own Mobile Phones

When asking the students if they own mobile phones or not. Almost all the respondents (100%) own a mobile phone (smart phones). The following pie chart illustrates the answers:



**Pie Chart 2.2:** Students own Mobile Phones

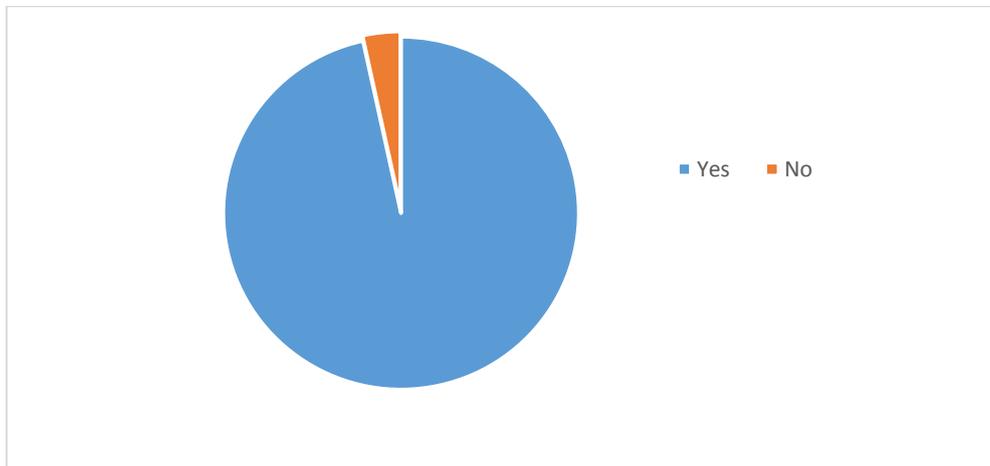
From the above pie chart, it can be understood that all respondents interesting for new technologies.

**Question Three:** Do you use your mobile phone for learning purposes?

Suggestions	Yes	No	Total
AF	27	03	30
RF	90%	10%	100%

**Table 2.3:** Students’ uses of Mobile Phone

This question aimed at knowing whether the students used mobile phones for learning purposes. It was noticed the majority of respondents (90%) shared the same viewpoint, which is using mobile technologies to learn English, while others (10%) they answered no.



**Pie Chart 2.3:** Students' uses of Mobile Phone

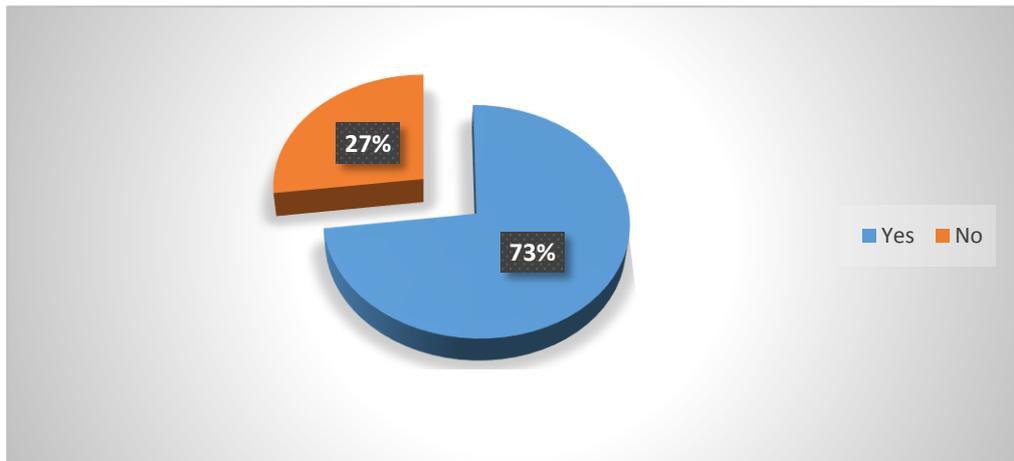
**Question Four:** Do your teachers encourage you to use a mobile phone in / outside classroom for language learning?

Suggestions	Yes	No	Total
AF	22	08	30
RF	73%	27%	100%

**Table 2.4:** Using Mobile Phones in and Outside the Classroom.

The aim of this question was to investigate whether the teachers allow students use mobile phones in classroom for educational purposes or not. When students asked this question, they responded differently to it The majority of them (22), representing (73 %) of the population, affirmed that their teachers. support using cell phones as supplementary material in class whereas eight (08) students, representing the percentage of (27%), stated that they did not use

it. Their answers are illustrated in the following pie chart



**Pie Chart 2.4:** Using Mobile Phone in and Outside the Classroom

From the pie chart above, it can be understood that the majority of teachers did not prefer educational technology as mobile devices.

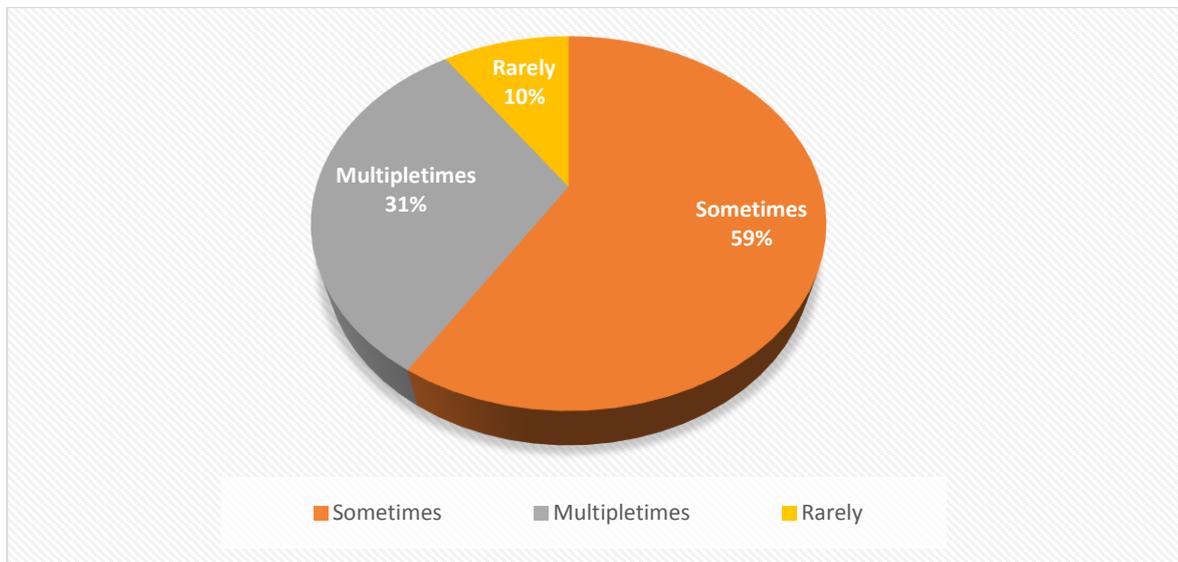
**Question Five:** If yes, how often do you use mobile phone in classroom?

Suggestion	Sometimes	Multiple times	Rarely	Total
AF	13	07	02	22
RF	43%	23%	07%	73%

**Table 2.5:** The Percentage of Using Mobile Phone in the Classroom

Concerning table (2.5), the students that answer (yes) (73%), most of them (13), representing the percentage of (43%) confirmed that they sometimes used their mobile phones in classroom. On the other hand, seven students, (23%) claimed that they multiple times using these devices to learn English. Two students representing (07%) said that they rarely using them in classroom.

The following pie chart gives an idea about the different responses of the informants



**Pie Chart 2.5:** The Percentage of Using Mobile Phone in the Classroom.

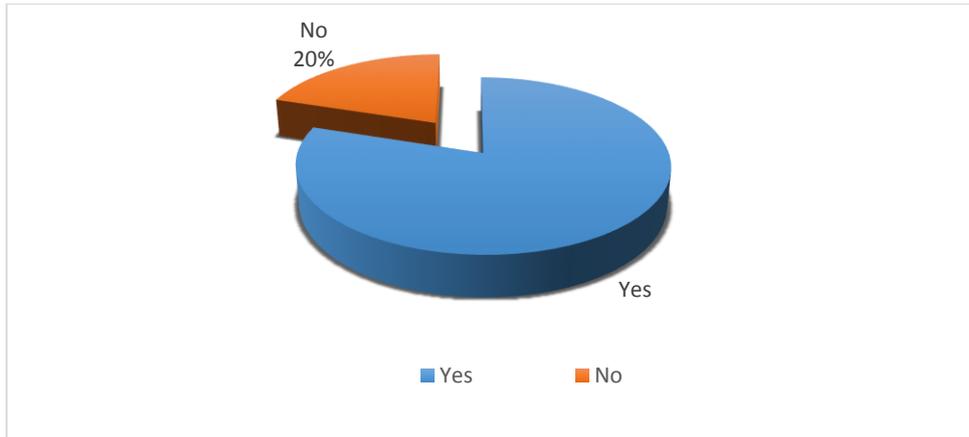
From the above pie chart, it can be understood that most of the students sometimes use educational technology and few of them usually use it

**Question Six:** Do you use dictionaries or internet in your phone/ tablet as a support strategy in your class?

Suggestions	Yes	No	Total
AF	24	06	30
RF	80%	20%	100%

**Table 2.6:** Using Dictionaries and Internet as Support Strategy in the Classroom.

The aim of this question was to investigate whether the students used their own technological tools in the class or not. From table (06), the majority of the students (24), representing (80 %) of the population, affirmed that they used their own technological tools as dictionaries and Internet in the class whereas six (06) students, representing the percentage of (20%), stated that they did not use it. Their responses are illustrated in the following pie chart:



**Pie Chart 2.6:** Using Dictionaries and Internet as Support Strategy in the Classroom

Concerning this pie chart, it can notice that majority of the respondents employ their own mobile apps while other respondents do not use it, may be because they did not have such applications.

**Question seven:** Do you think that mobile learning develop your language skills?

Suggestions	Yes	No	Total
AF	30	00	30
RF	100%	00%	100%

**Table 2.7:** Students’ opinion toward the Impact of Mobile Learning in Developing Language Skills

From table (2.7), almost all the informants (100%) claimed that mobile learning could be an effective tool to enhance English language skills. The following pie chart

illustrate their answers



**Pie chart 2.7:** Students ‘opinion toward the Impacts of Mobile Learning in Developing Language Skills.

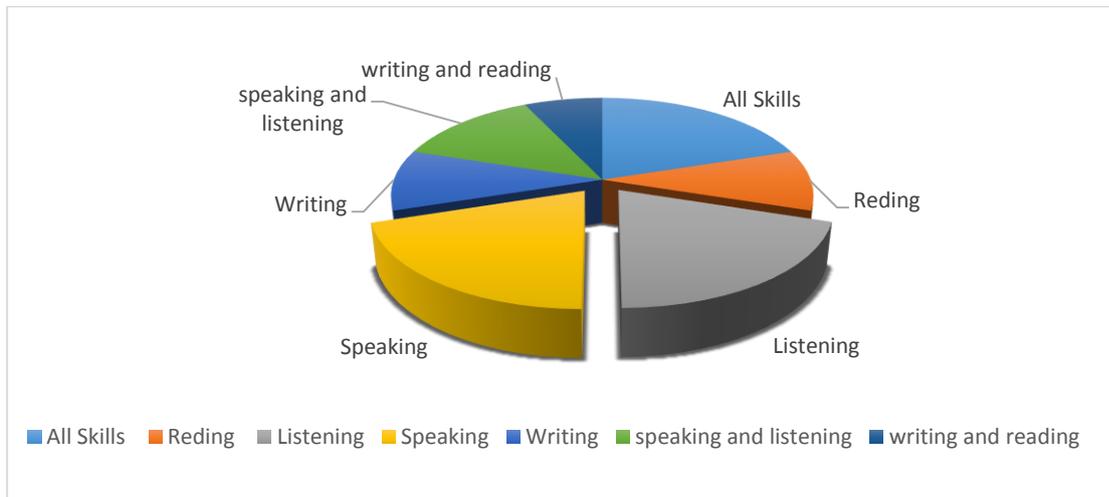
**Question Eight:** If yes, in which particular skills do you think they can contribute?

Suggestions	All skills	Reading	Listening	Speaking	Writing	Speaking and Listening	Writing and Reading	Total
AF	06	03	06	06	03	04	02	30
RF	20%	10%	20%	20%	10%	13%	07%	100%

**Table 2.8:** Students’ opinion about the Influence of Mobile Learning in Language Skills

This table states different responses, some students (20%) claimed that mobile learning develop all skills. Others (13%) affirmed that mobile learning could be effecting in both speaking and listening. Three student presenting percentage of 10% from the population stated that it could enhance reading skill. Moreover, the same percentage (10% ) stated that mobile devices improve just writing skill. Listening and speaking are developed according to students’

opinion (20%). Two students representing ( 07%) confirmed that mobile as supplementary material could improve both writing and reading skills. The answers are described in the following pie chart :



**Pie Chart 2.8:** Students’ opinion about the Influence of Mobile Learning in Language Skills

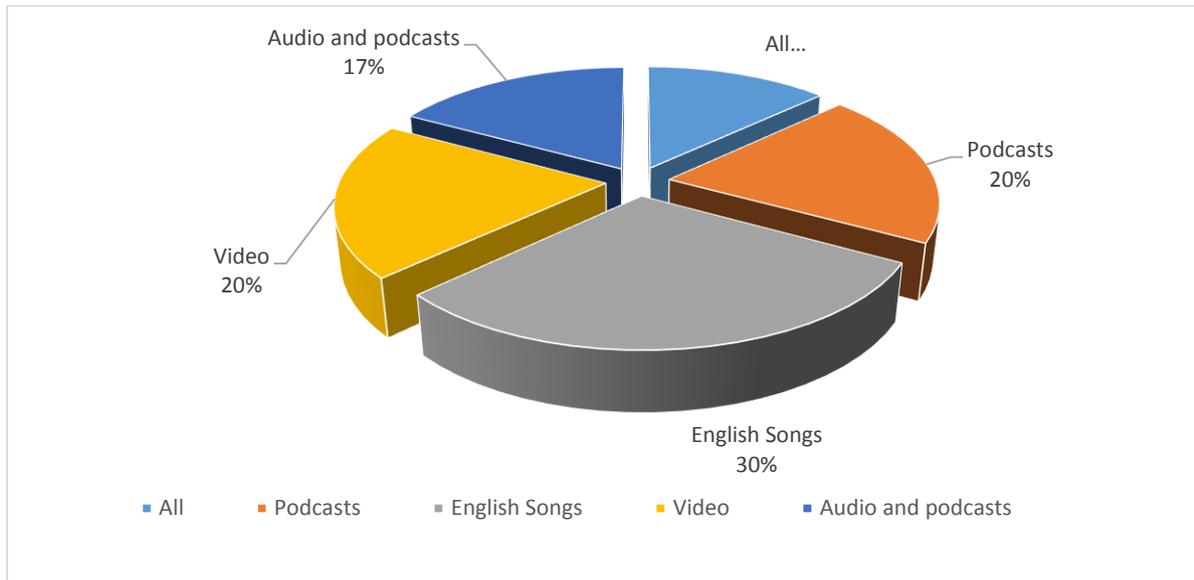
**Question Nine:** What do you listen mostly through your mobile phone?

Suggestions	All	Podcasts	English Songs	Videos	Audio and Podcasts	Total
AF	04	06	09	06	05	30
RF	13%	20%	30%	20%	17%	100%

**Table 2.9:** Student’ attitudes towards Listening through Mobile Phone

Question nine aimed at knowing what the students preferred to listen through their mobile phones. When students asked this question, they responded differently. Many informants (06), representing (20 %) stated that they listen podcasts while the same percentage (20%) claimed that they prefer listening English videos. On the other hands, four students representing the percentage of (13%) from population liked all options. However, the majority (30%) listen English songs and the remaining, five(05) students, representing the percentage of (17 %),

said that listen more to audios and podcasts. The informants’ responses are summarized in the following pied chart.



**Pie chart 2.9:** Student’ attitude towards Listening through Mobile Phone

Concerning pie chart (2.9), it can notice that most students intended to listen more at podcasts, English songs and videos.

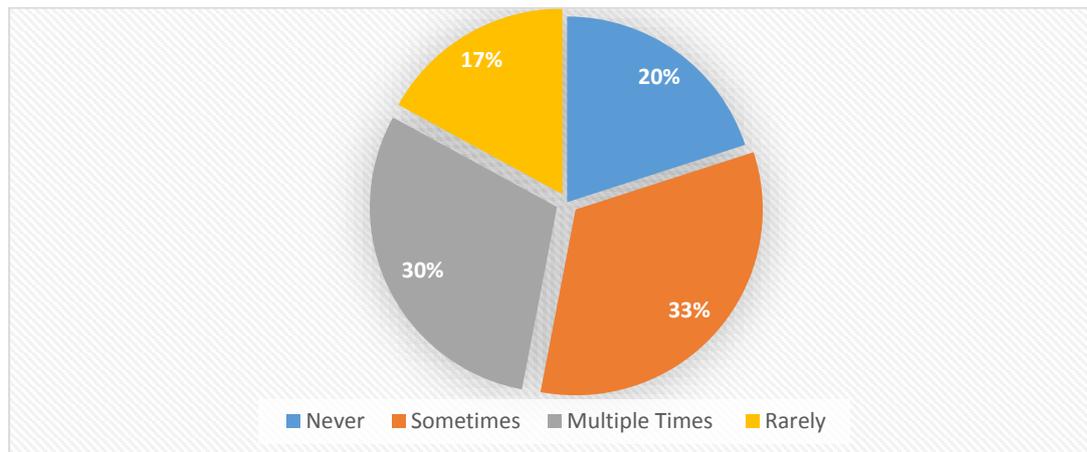
**Question Ten:** Have you ever spoken with other students in English over phone?

Suggestions	Never	Sometimes	Multiples times	Rarely	Total
AF	06	10	09	05	30
RF	20%	33%	30%	17%	100%

**Table 2.10:** Students’ attitudes towards Speaking English over Phone

The aim of this question was to investigate whether the students speak English through phones outside classroom or not. The table 10 shows that most of them (33%), sometimes they speak English over phones. other respondents(30%) affirmed that they multiple times speak it. whereas six (06) students, representing the percentage of (20%), stated that they never

Speak English over phone with their colleges, but five students (17%) rarely use English outside the classroom. Their responses are illustrated in the following pie chart.



**Pie Chart 2.10:** Students’ attitude towards Speaking English over Phone.

From pie chart (2.10), it can be understood that most students speak English when they talk to their colleges over phones.

**Question Eleven:** What do you think about using your mobile phone as a supplementary material in learning English language?

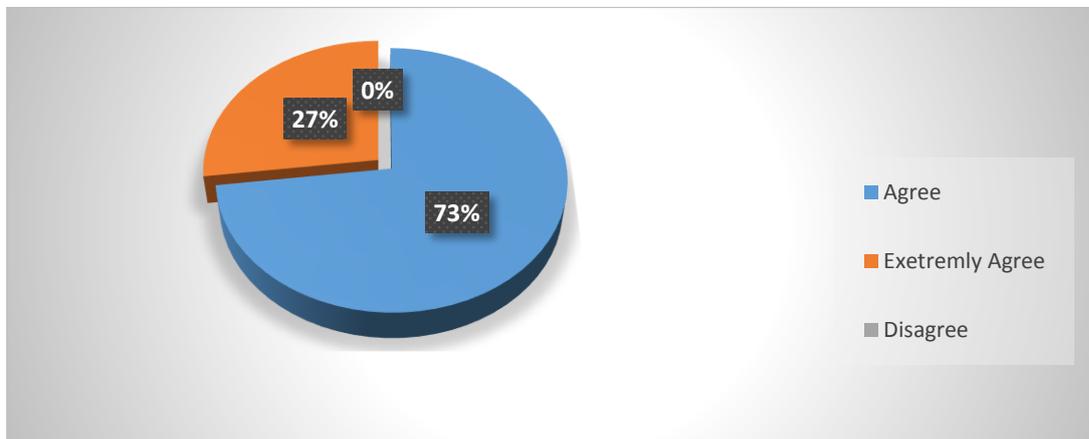
When asking the students what they think generally about mobile devices as supporting tool for educational purposes. The majority of the respondents found mobile devices very useful tool, which can enhance learning process; especially if these devices have access to the Internet. In addition, it is helpful, available and easy tool for everyone. The informants claimed also that it could be an effective way for both teachers and students in EFL teaching and learning, but if they use it in the right way.

**Question Twelve:** According to Chartrand, “Mobile devices can be used to enhance classroom learning. Some of the useful features include the ability to access information, record data and create podcasts”

Suggestions	Extremely	Agree	Disagree	Total
AF	08	22	00	30
RF	27%	73%	00%	100%

**Table 2.12:** Students’ opinion about Chartrand’s statement

Question twelve aimed to know students attitudes towards mobile learning and its effectiveness. The table eleven shows that most students (73%) agree with the statement of Chartrand while eight students presenting (27%) claimed that they extremely agree with this statement. The answers are illustrated in the following pie chart.



**Pie Chart 2.12:** Students’ opinions about Chartrand’s statement

From pie chart above, the majority of students recognize the importance of mobile learning in learning English and how can its features contribute in developing their language skills.

**Question Thirteen:** According to you what are the advantages and disadvantages of mobile learning?

Question thirteen is an open question, the informants were asked about the advantages and disadvantages of the use of mobile learning as supplementary material in classroom. Approximately, the answers had the same point of view. All the informants agreed that the use of mobile learning is motivating and helpful tool for EFL students. It is easy to use and get information especially when it is linked to internet. It also develop the students’ skills especially listening and speaking. They said that the use of mobile phones as supporting strategy could improve the learning process and enhance students level by learning new vocabulary through songs and videos. They claimed that the mobile apps gave them the opportunity to correct their pronunciation and being in touch with native speakers such as dictionaries and audio books. The respondents argued that the features of mobile devices allow increasing students’ autonomy like flexibility and portability, which facilitate learning anywhere and anytime. In addition, they stated that mobile learning can create a comfortable atmosphere for learners and it is a funny way for learning English that attract students to their study and motivate them. Therefore, it can facilitate learning process and develop new ways of learning English language as well.

The respondents listed also the disadvantages of mobile learning that obstacle them to enhance their language skills. For instance, when using mobile devices in classroom, the students do would be addicted on social network and it makes their minds depend only on the internet and dictionaries so that they forget the use of books and other printed texts. They stated that using mobile technologies in the classroom sometimes drove the students away from their studies. In addition, it can as a time consuming because students would use it for other purposes as chatting with their friends (a waste time). For that reason, they would reduce attention to their teachers that mobile and they would be addiction to their devices. All the respondents agreed that the use of mobile learning as supporting tool in classroom causes many problems for both teachers and learners as technical issues.

### **2.5.2 Analysis of interview**

The interview sought to elicit concerning the use mobile assisted language as a supplementary material for developing speaking and listening skills. Another sample has been chosen to provide the present research work with the necessary data additionally to questionnaire. This sample consisted teachers who get doctorate and magister diploma and teach many modules, which need new technologies, currently they are working at Abdelhamid Ibn Badis in Mostaganem University, department of foreign languages. The interviewees chosen confirmed that they approach new technologies in academic work and private life. Therefore, the interviewees have approached with a structured interview, following a certain order of questions. Each interview was recorded using an electronic recording device and was about five to ten minutes long.

Almost all informants agreed that technology is great medium to get information easily. However, some teachers support Internet for gathering information as well as they do not neglect the books when planning their lessons. Actually, they think that technology can play an important role in gaining time and doing quick researches but it is not useful more than books. Therefore, all interviewees preferred to collect between both traditional education and Educational technology to achieve learners' needs.

The interviewees confirmed that mobile devices motivates students in classroom. Most of the respondents noticed that the mobile assisted language learning really motivates their

students because it is a helpful way to attract them to their studies and make learning English enjoyable; while few of them think it does not. For that reason, the majority sometimes encourage students to use mobile phones in and outside classroom for educational purposes while others they never allow them using these devices because it creates disturbance.

Most informants stated that students like using mobile phone when they learn English because it has many applications, which can be an effective way to develop their language skills especially listening and speaking. It helps them to correct their pronunciation and improve their speaking skills through English songs and videos.

The interviewees agreed that mobile assisted language learning is a helpful tool for teaching English. However, the traditional method is more important than educational because of technical issues that face them when using mobile devices in classroom such as network failures and individual students having problems with the hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems. Some devices may do not the applications that they need.

Some features are very interesting in teaching English as listening podcasts. The majority of respondents confirmed that podcasts are very interesting tool to improve listening and speaking skills because it provides students with new vocabulary and enhance their pronunciation. Therefore, the interviewees affirmed that podcasts are effective way to develop language skills.

All the teachers stated that using mobile learning make a big difference in the students' learning. Beyond the classroom, social media can be useful way to attract students especially who is shy one. It can be a small community to communicate with teachers and collaborate with other classmates. In addition, Communication tools like email and chat groups allow the teachers to exchange lesson plans and teaching strategies.

The interviewees agreed that the educational system has changed positively through the introduction of technology as mobile devices and whatever development of the technology, they cannot neglect the presence of the teachers. Teachers in the class play necessary role .they ever and never can replace them by mobile technologies. The interviewees maintained that there

was a total change of the role of teachers nowadays, because they shifted from being the only source of information, to just being guiders and evaluators.

The opinions of interviewees towards mobile learning were different. However, all of them affirmed that mobile assisted language learning has a big role for developing language skills especially listening and speaking if the teachers keep control over its use. It represents a new innovative way of teaching, and creates appropriate atmosphere for both students and teachers as well as helps learners to practice language immediately. Reaching to the last question, if there was any factor that would influence the decision on teaching with or without technology, the interviewees decided to rely on technology for their teaching since the positive sides of technology overtop its negative sides as technology. Nowadays makes everything easy and effective and helps teachers in managing their classroom very efficiently.

## **2.6 Discussion of the main results:**

In this research paper, the effectiveness of mobile assisted language learning for listening and speaking developments has been discussed and the benefits of using mobile apps for this purpose have been noted. Five research questions related to the use of mobile learning as supplementary material in classroom were outlined that have driven the experiment undertaken subsequently. The researcher had proposed a set of hypothesis .

It was suggested as a first hypothesis that teachers find the new technological tools more effective within the learning process rather than depending on traditional methods. After analyzing the data collected, the present study proved this hypothesis because the majority of teachers expressed their desire to use new technological materials in classroom to assist their teaching, and most students affirmed the positive effects of using technology in enhancing their language skills especially speaking and listening. They confirmed that technology could provide them with a sense of self-control and responsibility. It also increases students' autonomy. However, both teachers and students did not neglect the use of traditional education. The teachers believed that the use of educational technology have change the education dramatically because of its important but it cannot never replace the traditional teaching. They showed that the teacher remain a teacher. A device cannot never replace him.

As a second hypothesis, the researcher suggested that the mobile devices become highly dominant in EFL learning because all the students in this research have their own technological devices, which can be used for educational purposes. For instance, tablets and smart phones get used especially for the use of E-books and electronic dictionaries. Students showed that the mobile devices became necessary in their daily life. The findings of this study revealed that this hypothesis is true. Nowadays, most of teachers and students depend on the use of the mobile technologies in their private life as well as their professional work. Some teachers rely on the use of network and social media to discuss their lectures outside the classroom with their students such as Facebook, blogs and models. Other teachers, especially those who are concerned with the teaching of the speaking and listening skills, preferred using English videos, songs and podcasts to attract their students and enhance their pronunciation .

The third hypothesis was suggested that MALL supplementation engages students to learn English effectively and easily. After analysis the data collecting, the findings had proved this hypothesis. Most of the teachers confirmed that mobile learning encourages learning in a real-world context and creates comfortable atmosphere for students. They believed that MALL has desirable features of mobility and flexibility, which can increase learner autonomy and proficiency because of its potential. Its use helps students exchanging information at any time and in any place. Mobile devices allow them to gather access and process data outside classroom easily. Most of the students argued that mobiles phones in education helps to break some of the limitations and formalities from the language learning classrooms and makes learners focusing more in their studies for longer periods.

Students prefer using MALL as a supplementary learning material; this hypothesis was also proved in our study. The majority of students preferred the use of mobile learning in classroom because it helps them to develop their language skills through an enjoyable process. Moreover, a collaboration tool facilitates interaction between learners as well as their teachers in appropriate way.

Finally, the teachers are not convinced that MALL has positive effects on teaching English despite the importance of its use. The majority of them disagreed that mobile phones should be allowed in the classroom because of the limitation of mobile learning device which are screen size, for instances, it makes a reading very difficult . In addition, technical problems

that is also an important reason to avoid using mobile phones in EFL classroom. For example, hardware failure, Internet breakout problem and battery problem that they considered as time consuming. Moreover, classroom management issue, the teachers faced many problems in managing classroom because there were a distraction caused by using mobile phones. Students may spend time texting chatting online with their friends, which means that they do not focusing in their lectures and they are not paying attention to their teachers. They also use mobile devices for cheating on exams because it is easy to use dictionaries and other resources to look up answers of the question.

Hence, the use of MALL has many advantages as well as disadvantages become should be careful when allow students to use cell phones in classroom . They should keep control over its use.

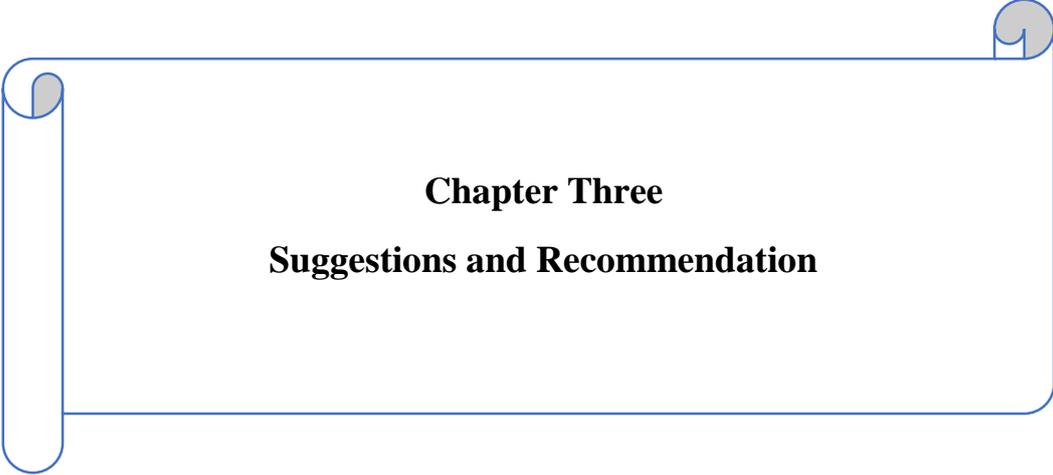
### **2.7 Conclusion:**

This chapter attempted to investigate the use of mobile learning as supporting tool in the classroom for learning English. It provided an overview of the research design and data analysis. In addition, it stated the objectives of this research paper. Also , it was concerned with describing analysis methods and the research instruments which are questionnaire and interview . Moreover, it analyzed the data collected and presented the results. According to the results obtained, students use mobile phone in learning, but in a very limited way because many teachers prefer using traditional methods in teaching English as a foreign language.

The results showed that MALL is really important and helpful tool for EFL students to develop listening and speaking skills because it is a collaborative tool, which engage students and develop communication between them. It has many applications that can enhance their pronunciation and increase their self-esteem to speak frequently. However, there are many disadvantages that obstacle-learning process such as sending and receiving answers when taking exams. So, teachers may allow their students using mobile devices in classroom for educational purposes by controlling them.

Hence, mobile assisted language learning has a positive impact on teaching and learning English. It an effective tool to improve both listening and speaking skills but it cannot neglect the use of traditional education. The following chapter will be contained some suggestions and

recommendations concerning the use of mobile learning as supplementary material for speaking and listening development.



## **Chapter Three**

### **Suggestions and Recommendation**

3.1 Introduction

3.2 Implementation of M-learning in the classroom

3.3 Previous Research on Students' and Teachers Attitude toward MALL

3.4 Challenges of M-learning

3.5 Recommendations and Suggestions

    3.5.1 Recommendation for Teachers

    3.5.2 Recommendation for students

3.6 The Future of Mobile Learning

3.7 Conclusion

### **3.1 Introduction**

The present chapter aims to provide some suggestions and recommendations that would help both teachers and students to use mobile assisted language learning as supplementary material in the classroom for educational purposes as well give some effective applications for listening and speaking developments. Furthermore, it provides with advice about how to use mobile learning in and outside the classroom to obtain effective attainment for the teachers and students. In addition, this chapter shows the main challenges that face the use of mobile devices and propose some suggestions, which may help EFL students and teachers to encounter these challenges.

### **3.2 Implementation of M-learning in the classroom**

With the spread development in technology, education became depending on the advantages of information and communication technology. One of the most interesting devices is the mobile phone that represents the revolution of education. It contributes significantly in EFL classroom in spite of their limitations. Mobile technologies get to be very accessible for individuals from different ages. Nowadays, educators in various academic institutions appear the potential of MALL in teaching and learning English. For that reason, many teachers prefer applying mobile learning tool to enhance learning and attract students. Mobile learning has the potential to support all forms of education be it primary, secondary, or high schools; however higher education in particular is more appropriate to integrate student-centered mobile learning (Cheon, Lee, Crooks, and Song, 2012).

Mobile learning have already make their presence among people in general and students in university in particular. It have attracted users due to their sophisticated uses and increasing capacity (Viberg & Gronlund, 2012). The use of mobile technologies in teaching and learning has been more gradual, since educators are trying to understand how to support various types of learning effectively by using those (Kukulaska-Hulme & Shield, 2008). A review of published work during 1994 to 2012 on mobile assisted language learning indicates that there are approximately 575 works that have been

published in the last two decades. Among these works, topics such as attitude of users, pedagogical design, motivational effects and others have been investigated (Burston, 2013).

Mobile devices are effective tools for speaking activities. Especially, for unconfident learners who feel shy in front of their classmates and teachers. Mobile devices can create, for this category of learners, a private space to practice speaking or pronunciation. In addition, the ability to practice and connect, using mobile phones, with others learners were among the positive factors reported in successful projects. As a way of assessing his/her students, the teacher can ask students to record their speech, then send the content to “receive private feedback” (Kukulska-Hulme, 201). Furthermore, listening activities on cell phones or digital media players can be applied effectively anywhere and anytime (Kukulska-Hulme, 2013). Listening is becoming an integrated part of daily activities; listening while traveling, queuing, or even during classroom time. In other words, the availability of accessing podcasts and audio materials in general have extended the opportunities to listen to authentic material more frequently (Kukulska-Hulme, 2013).

As a way of implementing m- learning activities in classroom, students may use their mobile phones to listen to podcasts or any other audio or audiovisual materials, then the teacher can ask the students a certain questions about the material the students listened to. This can be more suitable listening task than other traditional methods. Other teachers brought their PCs and using high speakers as a way of teaching , they assume the students will listen to the material and complete the following up tasks. However, this might be suitable for students who sit next to the PC or close to it, nevertheless, those sitting in the back may not hear the material well. For that reason , mobile technologies can be the great way to teaching listening and speaking skills because every students has own device and employ its applications frequently.

Therefore, the application of mobile phones in the classroom as a supplementary material play a great role in developing learning process and improving language proficiency . it is an effective way to attract and motivate students as well as facilitate the teaching for EFL teachers .The successful implementation of mobile learning implies looking at what these new developed devices have to offer for education, and the limitation that might stand before any attempt to foster its employment. Therefore, exploring the affordances of mobile devices as eligible tools in education is timely.

### **3.3 Previous research on students' and teachers attitude toward MALL**

Despite the fact that mobile devices are a successful material for educational purposes, the deployment of m-learning demands from researcher to investigate students and teachers' attitudes toward its effectiveness for listening and speaking development. *Educationally speaking, the effective and successful use of any instructional tool is highly related to teachers' and learner attitudes toward it. However, the teacher in the classroom needs to adopt this learning tool and its application in order to meet students' curiosity.* (Cakir,2015,p.250). Pollara (2011) states that people have different opinions about mobile devices. Some of them use it for personal needs ; others perceive them as helping students to cheat on exams, and still other acknowledge their pedagogical affordances as a valuable tool for delivering learning content.

The use of mobile devices seems necessary in order to make the EFL teaching and learning environment more attractive and motivating. So, the attitude of teachers is an important factor that can affect the successful implementation of Information and Communication Technology (ICT) in general and mobile devices in particular. Their perception of the potential of mobile devices as a learning tool determine to some extent their preparedness either to advocate or inhibit mobile-assisted language learning. Additionally, being familiar with mobile devices may not signify their willingness to use mobile devices in their learning (Callum & Jeffrey, 2010). According to Tai and Ting, (2011). *"The attitude and cognizance of teachers in the process of transforming a mobile device into a teaching or learning tool are important in explaining their adoption of mobile technology"*

The positive attitudes of teachers towards mobile devices is critical in their deployment for learning. Callum and Jeffrey (2010) claims that teachers need to believe in their ability to implement this technology successfully. Teachers' past experience of using general ICT can determine educators as to hold positive or negative attitude towards new technologies and their implementation. More importantly, the factor that can determine mobile integration in teaching and learning is the users' perception to the need to this new technology. Consequently, educators need both a training on how to use these devices for

learning and teaching, but before this a need to convince them of the potential of mobile devices is the first step (Callum & Jeffrey, 2010).

As a strategy to convince educators of the potential of mobile devices for learning and teaching purpose is citing the affordances of MALL. This is an already established foundation as researchers have proven the potential of mobile technologies for language teaching and learning in their empirical studies. Still, educators need to be convinced about the acceptance of mobile learning in other parts of the world. Therefore, gaining a cross-cultural view about mobile language learning may be a convincing strategy for educators to reflect on their contexts.

In a study, Dashtestani (2013) surveys the perspective of 126 Iranian learning English as a foreign language and 73 EFL teachers' attitude on the use of electronic dictionaries. The results shows an overall positive currency concerning electronic dictionaries for learning English as a foreign language. This is because of the anytime anywhere affordance of mobile devices since the electronic dictionaries are installed in students mobile phones. The study, also, encountered some obstacle as student use unreliable dictionaries, and distraction caused by their use inside classroom.

Levy and Kennedy (2005) cited a study by Dias (2002) who surveyed students asking them whether they practice English using their cell phones, if they trained to do so. According to the study, 57.9% of female students responded positively and 47.4% of male students replied in a favorable way. Broadly, mobile-assisted language learning have gained a wide acceptance as studies result a positive attitude amongst students and teacher, even if studies on attitudes are scarce in MALL literature. Thus, the understanding of MALL as a promising approach in teaching and learning foreign languages will depends partly on attitudinal research.

### **3.4 Challenges of M-learning:**

Although the significant potential of mobile learning as a tool in the classroom, there are a set of challenges that encounter its implementation in educational system.

Predominantly, the limitation of mobile technologies can be ascribed to the devices it selves,as due to the students who owns them, and it can be cause of teachers.

(UNESCO, 2011) states in its report that mobile learning is full of challenges that can be classified as social, economic, and technical challenges. At the whole, people may not see the value of mobile devices as tools that can enhances learning. This can be due to the “intellectually-light” and “entertainment-heavy” content of mobile devices.

The following sections address and discuss some of the challenges imposed by the integration and implementation of m-learning as supplementary material, which can be: Institutional Challenges; Technical Challenges; Design Challenges; Evaluation Challenges; Cultural and Social Challenges. These challenges resulted from the spread change in technologies, applications, programs and devices.

Technical difficulties are a significant aspect in the application of m-learning technologies in educational system. There are technical challenges related to the physical structures that must be considered when implementing m-learning. For example, mobile technologies, application development, security, instructors and learners’ technical knowledge. Technically, *“mobile devices have been criticized for their limited screen sizes, limited audiovisual quality, and virtual keyboarding”* (Chinnery, 2006, p. 13).

Furthermore, Park (2011) listed some technical limitations related to the physical attributes of mobile devices such as small screen size; insufficient memory; limited battery life; network reliability; excessive screen brightness outside; limitation of software applications; safety and privacy. In addition, connectivity and bandwidth need to be considered when developing m-learning. Moreover, Qureshi et al (2012) listed some of these difficulties, which include *“installation, availability of latest technology, fast Internet connection, and uninterrupted supply of electricity, maintenance, administration, security and absence of technical support”* (ALhajri.R,2016,p3). Besides , The availability of mobile devices can put another difficulty of integrating mobile technologies in teaching and learning; “while cell phone ownership may be almost universal for college-aged individuals, this is not true for other population or media” (Chinnery, 2006 p. 13). The cost of mobile devices as well puts another barrier to mobile

learning “*Mobile phone ownership and usage is still prohibitively expensive in many parts of the world*” (UNESCO, 2011, p. 11).

The integration to pedagogy challenges is also another burden, which must take seriously consideration. the methodological issues is an important to develop the appropriate development of pedagogical models .There must be new methodologies followed to achieve educational goals and design guidelines methods for the learning process in order to develop successful mobile educational applications. Significant efforts and steps have been made to provide methodologies and strategies in order to integrate mobile devices into teaching and learning practices. Dahlstrom and Bichsel ( 2014) urge researchers to look at pedagogical insights that will help instructors to better embrace mobile technologies. Mc Greal (2014) states that mobile learning requires a successful integration between educational content and technology to achieve educational goals and to provide a successful teaching and learning environment. ( Alhajri. R,2016,p 2)

It is important to understand that mobile devices are equipped with various features such as: recording features , GPS, camera , sensors, search, media player, calculator, calendar, etc. Understanding these capabilities of mobile devices will help designers to explore the potential of mobile learning that can truly support informal and social learning models. Designers of m-learning applications need to understand the three types of design: instructional design, which is the educational design of the application; interface design, which is the transparent to the user; and screen design, which is the design of the graphics and the visual display. Al-Hunaiyyan (2000) claimed that It is essential for instructional designers to design e-learning courses effectively for mobile devices. He pointed out that m-learning should be viewed differently from that of e-learning, due to mobile characteristics such as the screen size, screen orientation, mobile storage and memory. On the other hand, user interface design is important factor for successful application. Thus, designing and developing an efficient educational interface within a learning environment is still a challenge for most developers, facilitators, and educators. Udell (2012) stated that user’s interface for mobile must be consistent and stressed to keep the application simple when designing interfaces on mobile devices.

M-learning applications must be simple and instructive. Additionally, the organization of elements and media on the mobile screen will unquestionably influence the process and quality of learning, and has an great impact on learners’ cognitive load, and the content

of information displayed on the screen is very important in determining the success of a user's interaction with the system (Al-Hunaiyyan, 2012) . It is important to consider the number of pixels available on target users' device. This will help in providing the best quality of images, and higher resolutions on users' devices. Considering the aspect ratio also important, designing for landscape display (Horizontal) should be different than designing for portraits (Vertical). (Alhajri.R, 2016, p.2)

Mobile learning adds additional challenges for evaluation because of the lack of evidence regarding the effective use of mobile learning for educational purposes.

Kukulka-Hulme and Traxler (2005) urged to integrate evaluation strategies into the development and implementations of m-learning technologies. Traxler (2003, p.63-64) said that evaluation of mobile learning is challenging. He identified some attributes that a 'good' evaluation should be: *“Efficient (cost and time); Rigorous; Ethical; Proportionate; Consistent with the teaching and learning strategies; Aligned to the technology of learning; and Authentic”* . Furthermore, Park( 2011)stressed on using various assessment methods of learners using mobile devices.( Alhajri.R, 2016,p.3)

There are cultural norms and social concerns while accepting the implementation of m-learning. Kadirire and Guy(2009) states that the personal uses of the device with less control over the students makes mobile learning activities are subject to frequent interruptions. Ethical and practical implications such as: resistance to change amongst lecturers; concerns about new social practices affecting lecturers' personal time; increasing amount of information to be stored on his device; privacy issues; data security; and cyber-bullying. The accessibility of mobile devices is another challenge. It is one of the critical issue that should be considered to determine the success of the mobile learning implementation for teaching and learning. Most studies revealed that the students are not necessarily ready to fully move into the mobile space for their coursework. They are usually on the net for social networking, listening to music, online chatting and other social networking. For implement mobile devices successfully for educational purposes, teachers should keep control over its use. Furthermore, Park (2001)listed social limitations of m-learning such as: Accessibility and cost issues for end users; frequent changes of mobile device models; and risk of learners' distraction.

Cultural differences in relation to perceptions and attitudes towards types of technology are key factors for both the acceptance of these types of technology and for their future use (Al-Oteawi ,2002). Introducing m-learning applications to a new culture brings many issues that is need to be investigated. Resistance to change is a great challenge, it is believed that mobile technology increases the work for the instructors because it adds additional preparations. Some educators resist the idea of integrating this technology into their practice, because of the constraints it present to them. Tai and Ting (2011) believe that the success of the m-learning project depends on the participation of instructors and their belief in the possibilities of this technology, and its effectiveness to enhance teaching and learning. ( Al-Hunaiyyan et all, 2012) shows that creating a professional development and teacher training course can foster collaboration among instructors to become comfortable environment while using this technology in and out the classroom (Alhajri.R ,2016,p.3 ).

### **3.5 Recommendations and Suggestions**

This study surveyed the current attitudes of both EFL teachers and students concerning mobile assisted language learning as supplementary material in classroom for listening and speaking development. After surveying this study, it was found that most students and teachers use mobile technologies for teaching and learning purposes. However, the usage of mobile applications for educational purposes differed among respondents. Some teachers and students mentioned to use text messages, calls, and social media while few mentioned to have used some advanced learning applications such as podcasts and e-books. They did not use such applications because their phones did not support them or they ignored the way of using them. Furthermore, limited mobile storage spaces is another problem as some limited storing need large multimedia contents suitable for teaching and learning. It is recommended that teachers or students when buying mobile phones should attempt to study their specifications .Moreover, students and teachers should be awareness about new applications and how to use it as a tool to be efficient in teaching and learning.

**3.5.1 Recommendations for Teachers:**

There are a number of recommendations, which can facilitate the application of this supporting strategy and would enhance students' listening and speaking skills

- ✓ Teachers should use mobile devices for teaching activities including listening; speaking, reading, and vocabulary, despite the obstacles encounter them. So, Teachers should plan their listening activities taking into consideration that technology plays an great role in the classroom. It can develop listening and motivate students effectively.
- ✓ Increasing teacher's awareness about the effectiveness of MALL indispensable.
- ✓ Teachers should encourage their students use mobile devices for educational purposes inside classroom.
- ✓ Teachers should pick out easy use applications that help students in their studies because there are some applications very complicated and they cannot be recognized how to use it and it does achieve their purposes. Hence, it is better choosing easier and friendlier apps for teachers and learners, which do not have complicated organizations.
- ✓ Teachers discomfort in managing classroom activities is another inhibiting factor, for which teachers should be provided with proper training and instruction. If they can be habituated in handling the issues associated with cell phone functions, they feel more comfortable and easy to manage the classroom. Again, to design new and creative functions by mobile devices teachers have to know the new technology and software use. For this, the government should enhance training for university teachers. Students are now aware of modern technology and devices, so, it is not so difficult for them to perceive the mobile devices. The teachers may help by giving proper instructions of using the devices in the classroom and ensure success (Roksana Begum,p111)
- ✓ Teachers should review mobile apps, which are going to use with the learners. Teachers should go through the different settings and features of the apps, and fully explain only those features, which will be used for the activities in order to get students familiarized with the material.
- ✓ Approving of use internet access inside as well as outside classrooms is necessary.

- ✓ the other problem that face teachers when apply cell phones as language learning tools is cost of calls, SMS or Internet. Many students are not eager to spend money. It is recommended as a solution to this probable may be that the University authority with the help of a mobile phone companies may cut down the cost and assert the good quality of both sending and receiving text SMS. The SMS system can be used to provide administrative information and exam date fixation and postponement
- ✓ A collaboration between higher education institutions and local mobile technology industry such as Condor™ would be beneficial. Also, a collaboration between higher education institutions and local wireless technologies (Mobilis, Ooredoo, Djezzy) would be beneficial, too.

### **3.5.2 Recommendation for Students**

These are some recommendations for students in order to enhance their listening and speaking skills:

Most of the time, the classroom is the only place where students can practice having a personal conversation in English. Students should make an effort to speak English inside and outside the classroom whenever they want to speak to their classmates and teachers. It would enforce student's ability to listen different accents and expand their vocabulary. (Sussy Analia navia moreira, p.62)

Students can take the listening practice outside the classroom to their homes. Students should encourage the listening of multimedia material in the target language. The variety of the speakers find in the Internet is big, but not everything is reliable. Students should listen to multimedia files from reliable sources or a list provided by their teachers in order to practice and train their hearing.

Students should look for support besides the teacher and the cell phone app in the didactic material used in class. Dictionaries can be students' best friend at the time of looking up new words and identifying words how to use them. It can help them to expand their vocabulary acquisition. Therefore, it is more likely for them to get better results at different listening fields

**3.6 The Future of M-learning:**

Today, mobile learning become an important topic for many educators and researchers because of its potential in educational system; especially with the rapid development of wireless technologies and the emergence of new applications that support teaching process .For many educators, mobile technology has recently become one of the great areas of research in the field of EFL teaching and learning. In the future, more research should be conducted to transform education using mobile learning. The arrival of new markets of devices is lawless for education, no matter what educators and education institutions do. For that reason, it should be taken in consideration the technological and pedagogical perspective that is a key for ensuring appropriate usage and deployment of mobile learning. It should share best practice and create new opportunities in high education for successful mobile learning achievements.

*“Future mobile learning will shrink the global virtual space. Mobile technology can be used to connect students from different parts of the world to create and share information with each other. Students can use the mobile telecommunication system to show where they are so that students from other parts of the world can learn about those locations. Botha, Vosloo, Kuner, and van der Berg (2009) conducted a study that examined global learning with students from different cultures using mobile technology. They found that the process of creating, sharing and negotiating provided an opportunity for students to foster relationships and to contextualize their lives to develop shared understandings. The process used to create and share information with different cultures resulted in the development of intercultural competencies and skills to communicate between cultures” (Mohamed Ally ; Josep Prieto-Blázquez, 2014, p.145)*

With the rapid developments and fast changing of technologies over the world, different educators and syllabus designers will have to work together to develop new educational models to deal with the demands of new generations of students who will be using mobile technologies that do not exist as yet. The current educational model is outmoded because it was developed before the emergence of information and communication technologies (ICT). The current model, based on

classroom-based face-to-face delivery, is not achieve successful results because it is not compatible with the new technologies . In addition, teachers need a seriously training for being able cope with new educational technologies. Teacher training must be re-invented to prepare teachers for the technology-enhanced educational system. Education must examine the way educational resources are designed and delivered and take into consideration the needs and characteristics of current and new generations of students.( Mohamed Ally ; Josep P-B, 2014).

Hence, the future of mobile learning in education and training holds much promise, but it also poses many challenges and dangers .for that reason, we should take a big consideration about current technologies and guide their future application and development with appropriate way. In doing so, we should be careful not to ignore the lessons of the past, continuing to engage with the deeper questions about teaching and learning that will continue to underlie the application of learning technologies. (Parsons,

### **3.7 Conclusion**

The discussion of this chapter consisted mainly of providing the effectiveness of mobile assisted language learning (MALL) applications in supplementing EFL teaching and learning. It focus on implementing of m-learning in the classroom and its impacts in increasing learners' autonomy and self-esteem. In addition, it aimed to explore the perceptions of both teachers and students towards the development of listening and speaking through MALL applications.

Furthermore, this study have listed the implementation challenges of m-mobile learning that obstacle teachers and learners such as technical challenges; design challenges; evaluation challenges; cultural and social challenges. Then, it provided some recommendations and suggestions for successful integration and deployment of m-learning as supporting strategy for improving the learner's skills. Moreover, the future of m-learning in education was also discussed to show the pedagogical and educational dimension and shed light to the main enhancement that should be employed to integrate teachers toward new technologies

To sum up, this study investigated that MALL supplementation has significantly positive effects in developing listening and speaking skills as MALL supplementation makes a significant contribution to the English language achievement.

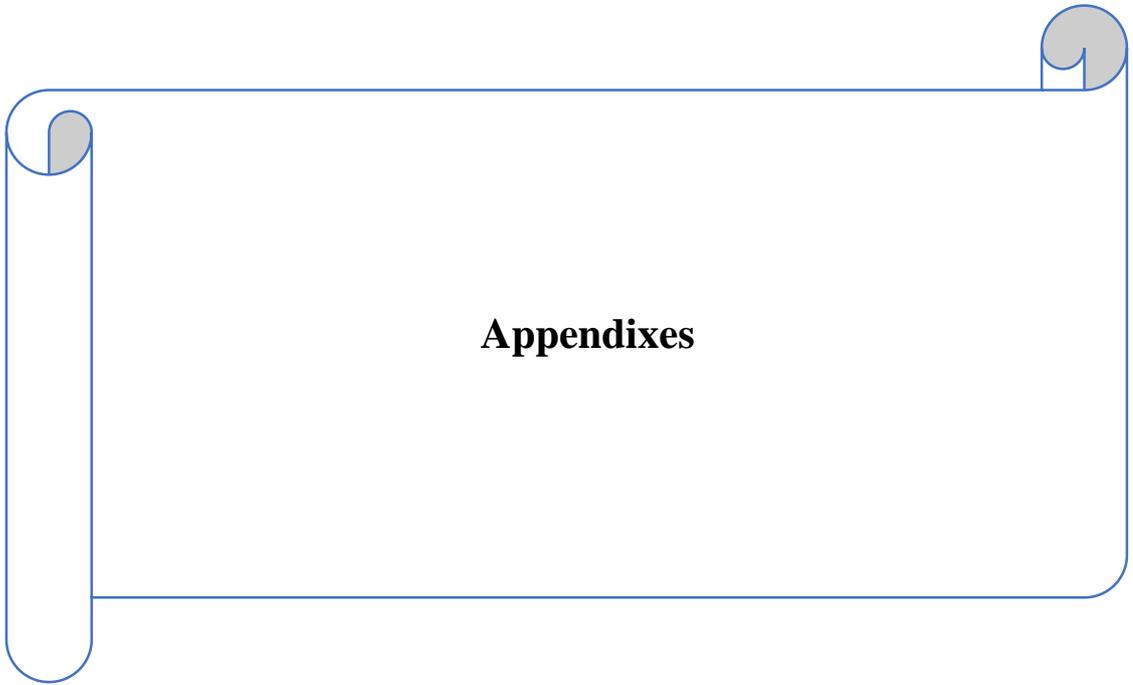
## General Conclusion

This study was conducted in order to provide a brief literature to teachers and students about the significance and Mobile Assisted Language Learning in relation with the field teaching English as a foreign language . The focus of this study was given to how teachers and learners can use their mobile devices in EFL teaching and learning context in order to improve the listening and speaking skills of EFL students. Furthermore, we try to show the effectiveness of using mobile assisted language learning as supplementary material in EFL classroom for listening and speaking.

The research was conducted at Abdel Hamid Ibn Badis of Mostaganem with both English language teachers and students . This research paper have chosen first year master students (applied linguistics and ICTs) as a population. It was selected thirty students (30) in order to answer the questionnaire, which is designed to obtain their perceptions towards integrating MALL in EFL classes especially to improve their listening and speaking skills. In order to support students' results, we designed interviews for eight teachers whose have an experience in dealing with technology because they teach modules need technological devices. So, they can provide us with more details. This fieldwork is conducted for the reason of whether accepting or rejecting our hypothesis, which is mobile devices, are very beneficial tools for developing EFL learners' listening and speaking skills by creating a collaborative and interactive atmosphere between learners and their teachers.

The findings revealed that English language learners have the tendency of integrating technology like mobile devices within their classes since it will provide them with new and easy applications, which they believe, would enhance the language learning process by creating a motivated atmosphere. The vast majority of learners strongly agree with the idea of the importance of using mobile devices as tools for learning how to be good listeners. Results also revealed that EFL teachers expressed their welcome towards using this technology to teach English in the future. They believe that mobile devices are beneficial tools that can use them to teach English language if learners know how to use

these devices appropriately and properly. Furthermore, we hope to change teachers and learners' negative attitudes towards the use of mobile devices in the class and receive their welcome and readiness for the adoption of this new technology in the English language classes. This research has lead us to assert that mobile learning can be considered as a facilitator way for EFL learners to be more interactive and then be more motivated. The use of mobile devices can be a very useful way for learners to improve their abilities of listening.



**Appendixes**

## Appendix (A): Students' Questionnaire

### Students' Questionnaire

Dear students we have some questions concerning the use of mobile learning as supplementary materials in the classroom .Therefore, you are kindly asked to answer the following questions by putting a cross X on the right response and add your comments when it is necessary .Your participation is greatly appreciated and will be useful for our survey .

1. Gender

Male

Female

2. Do you have mobile phone?

Yes

No

3. Do you use your mobile phone for learning purposes?

Yes

No

4. Do your teachers encourage you to use a mobile phone in / outside classroom for language learning?

Yes

No

If yes, how often do you use mobile phone in classroom?

Never

Sometimes

Multiple times

Rarely

5. Do you use dictionaries or internet in your phone/ tablet as a support strategy in your class?

Yes

No

6. Do you think that mobile learning develop your language skills ?

Yes

No

7. If yes, in which particular skills do you think they can contribute.

Listening

Reading

Speaking

writing

8. What do you listen mostly through your mobile phone?

English songs

Podcast

Videos

Audio tracks

9. Have you ever spoken with other students in English over phone?

Never

Sometimes

Multiple times

Rarely

10. What do you think about using your mobile phone as a supplementary material in learning English language?

.....

11. According to Chartrand, “Mobile devices can be used to enhance classroom learning. Some of the useful features include the ability to access information, record data and create podcasts “

Extremely agree

Agree

Disagree

12. According to you what are the advantages and disadvantages of mobile learning?

.....

## **Appendix (B): Teachers' Interview**

**Question One:** What do you prefer?

**Question Two:** While doing a research or planning a lesson, which tool do you use the most?

**Question Three:** Does the use of mobile phone devices make the students:

**Question Four:** Do you encourage your students to use a mobile phone in and outside classroom for language learning?

**Question Five:** Do you think that students like using mobile phone in classroom?

Justify your answer

**Question Six:** Do you think that the use of mobile phone for teaching is helpful for the students more than the traditional teaching?

Justify your answer

**Question Seven:** Do think using mobile phone in the class is time consuming?

Explain more please

**Question Eight:** In your opinion, podcasts are: interesting or not

**Question Nine:** Do you think that listening podcast develop language skills of your students?

If yes, in which particular skills do you think podcast can contribute:

**Question Ten:** Do you think that mobile phone can improve students' speaking skills?

If yes, explain please

**Question Eleven:** In your opinion, may the mobile phone make difference in the students' learning? Could you give examples please?

**Question Twelve:** By relying too much on the educational technology, do you find that teachers are being replaced by mobile learning?

**Question Thirteen:** What do you think is the most noticeable benefit that mobile learning has brought teachers and their students

## References

- Abt, G. & Barry, T. (2009). A strategy for using podcasts for teaching and learning in the Biosciences, Centre for Bioscience, the Higher Education Academy, University of Leeds, Leeds, [online]. Retrieved from <http://www.bioscience.heacademy.ac.uk/resources/projects/>
- Ahmet,B.( 2011) .ELT Teachers as Online Material Developers. Retrieved from <http://www.tojdel.net/pdf/v01i02/v01i02-02.pdf>
- Alexander, S.( 2001). E-learning Developments and Experiences, Education & Training, vol. 43, no. 4-5, (pp. 240-248).
- Alhajri,R .(2016) . Prospects and Challenges of Mobile Learning Implementation: A Case Study. Journal of Information Technology & Software Engineering.
- Al-Oteawi ,SM. (2002). The perceptions of administrators and teachers in utilizing information technology in instruction, administrative work, technology planning and staff development in Saudi Arabia. Doctoral dissertation, Ohio University
- American Council on the Teaching of Foreign Languages (ACTFL). (2013). Role of technology in language learning. Retrieved from <http://www.actfl.org/news/position-statements/role-technology-languagelearning>.
- Anzai, Y. (2007) .Empowering English learning utilizing podcasts. in Proceedings of World
- Ashraf, H; Noroozi, S & Salami, M. (2011). E- Listening: The promotion of EFL listening skill via educational podcasts. *Proceedings of the International Conference on E-Learning* (pp.10-16).
- Attewell, J & Webster, T. (2004). Engaging and Supporting Mobile learners. In *Proceedings Of MLEARNING* (pp. 15-20).
- Attewell, J; Savill-Smith. C & Douch. R. (2009). The impact of mobile learning and Examining what it means for teaching and learning London. Learning and Skills Network.

Banister, S. (2010). Integrating the iPod Touch in K-12 education: Vision and vices, *Computers in the Schools*, vol.27, (pp.121-131.)

Babbie; Earl, (1990). *Survey Research Methods*, Second Edition. California: Wadsworth Publishing Company. Campbell, J. Gabriel, Ramesh Shrestha and Linda Stone, 1979. *The Use and Misuse of Social Science Research in Nepal*. Kathmandu: Centre for Nepal and Asian Studies, Tribhuvan University

Belanger, Y. (2005). Duke University iPod first year experience final evaluation report. Retrieved from [http://cit.duke.edu/pdf/ipod\\_initiative\\_04\\_05.pdf](http://cit.duke.edu/pdf/ipod_initiative_04_05.pdf)

Belias, D. (2013). Traditional Teaching Methods vs Teaching Through the Application of Information and Communication Technologies in the Accounting Field: Quo Vadis. *European Scientific Journal*, 9 (28). (pp. 129-132)

Chinnery, G.( 2006). Going to the MALL: Mobile assisted language learning. *Language Learning and Technology* (pp.9-16).

Conroy, M.A. (2010). Internet tools for language learning: University students taking control of their writing. *Australasian Journal of Educational Technology*, vol. 26, no. 6, (pp. 861-882)

Cook, V. (1996). *Second language learning and language teaching*. London: Arnold

Cuing, G., and Wang, S. (2008). Adoption cell phones in EFL Teaching and Learning [www.notworthprinting.wordpress.com/category/mobile-learning](http://www.notworthprinting.wordpress.com/category/mobile-learning)

Cummins, J. (2000). Academic language learning, transformative pedagogy and information Technology. *TESOL Quarterly*.(pp. 537-548)

Dahlstrom ,E; Bichsel, J .(2014) .ECAR Study of Undergraduate Students and Information Technology. Louisville CO

Davies, G. (2006). Language Education, Computer-Assisted. UK: Thames Valley University

Davies, G; & Hewer, S. (2012). Introduction to New Technologies and how they can contribute to Language Learning and teaching. *Information and Communications Technology for Language Teachers (ICT4LT)*, Slough, Thames Valley University [Online]. Retrieved from [http://www.ict4lt.org/en/en\\_mod1-1.htm](http://www.ict4lt.org/en/en_mod1-1.htm)

Deng, H; & Shao, Y. (2011). Self-directed English vocabulary learning with a mobile application in everyday context. Paper presented at the Proceedings 10th World Conference on Mobile and Contextual Learning (m Learn), Beijing, China: Beijing Normal University.

Duke (2005). Duke digital initiative [online]. Duke University, Office of Information Technology. <<http://www.duke.edu/ddi/>>

Easwaramoorthy,M ;Fataneh Zarinpoush.(2006) Interview for research. Imagine Canada Volunteerism initiative .

Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal*, 89(2),( pp.206-220.)

Evans, E. (2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers & Education*, (pp.491-498).

Ferry, B. (2008). Using of mobile phones to augment teacher learning in environmental education. In hello! Where are you in landscape educational technology?

Garritty,C &Emam, K.E. (2006) Who's Using PDAs? Estimates of PDA Use by Health Care Providers: A Systematic Review of Surveys,Journal of Medical Internet Research

González, J. F. (2012). Can Apple's iPhone help to Improve English Pronunciation Autonomously? State of the App. Paper presented at the CALL: Using, Learning, Knowing: EUROCALL Conference: Gothenburg, Sweden,(pp. 22-25) .

Harmer, J. (2001). The practice of English language teaching. Harlow: Pearson Education.

Hawke, P. (2010). Using internet- sourced podcasts in independent listening courses: Legal and pedagogical implications. JALT CALL Journal, 6(3), (pp.219-234).

Hoppe, M.(2009).Mobile learning and Education application. Retrieved from [www.pervasive.wiwi.unidue.de/.../hoppe\\_mobile-learning-and-educ](http://www.pervasive.wiwi.unidue.de/.../hoppe_mobile-learning-and-educ)

Huang, C. and P. Sun. (2010) .Using mobile technologies to support mobile multimedia English. Listening exercises in daily life. In: The International Conference on Computer and Network Technologies in Education (CNTE 2010).Retrieved from <http://cnte2010.cs.nhcue.edu.tw/>

International Journal of Distributed and Parallel Systems (IJDPS) Vol.3, No.1, January 2012

Jansen,W and Ayers.R.(2005) .An overview and analysis of PDA forensic tools. Digital Investigation, vol. 2,( pp. 120-132)

Kadirire, J; Guy, R. (2009). Mobile learning demystified. In R. Guy, The evolution of mobile teaching and learning. California: Informing Science Press (pp, 15-56).

Kafyulilos, Use and Perceptions of Teachers and Students towards Mobile Phone as a tool for teaching and learning in Tanzania. Educational and information technologies journal. Retrieved from <http://rd.springer.com/article/10.1007/s10639-012-9207-y>

- Kao, C. C. (2006). EFL listening comprehension strategies used by students at the southern Taiwan university of technology. Unpublished doctoral dissertation, University of South Dakota, Minnesota. Rivers, V. M. (1992). *Communicating naturally in a second language*. Cambridge: Cambridge University Press
- Keskin, N. O., & Metcalf, D. (2011). The Current Perspectives, Theories and Practices of Mobile Learning. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), (pp. 202-208).
- Kiernan, P. J. & Aizawa, K. (2004). Cell phones in task based learning: Are cell phones useful language learning tools? (pp.71-84).
- Kukulska-Hulme, A. & J.Traxler.( 2005).*Mobile learning: A handbook for educators and trainers*. London: Routledge
- Kukulska-Hulme, A; & Shield, L (2007). An overview of mobile assisted language learning: Can mobile devices support collaborative practice in speaking and listening? Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.84.1398&rep=rep1&type=pdf>
- Kukulska-Hulme, A. (2009). Will mobile learning change language learning? *The Journal of the European Association for Computer Assisted Language Learning* (pp.157-165.)
- Lebron-Lozada, S. (2012). *Learning conversational English with student-generated podcasts*. (Order No.3544829, Nova Southeastern University. Retrieved from: [http://search.proquest.com/docview/1235354069?accountid=44936.\(1235354069\)](http://search.proquest.com/docview/1235354069?accountid=44936.(1235354069))
- Lee, M. J. W. (2005). Getting a move on with mobile learning. *Training Journal*, 13. Retrieved From <http://www.trainingjournal.com/tj/158.html>
- Lee, M. J. W & Chan, A. (2007). Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting. *Turkish Online Journal of Distance Education - TOJDE*, 8 (1), (pp. 85-104).

- Liu, T.Y; Tan, T.H; & Chu, Y.L. (2009) .Outdoor natural science learning with an RFID supported immersive ubiquitous learning environment, *Journal of Educational Technology & Society*, vol.12, no.4, (pp.161-175).
- Lord, G. (2008). Podcasting communities and second language pronunciation. *Foreign Language Annals*, 41(2), (pp.364-379).
- McGreal ,R (2012). The need for open educational resources for ubiquitous learning. *Pervasive Computing and Communications Workshops (PERCOM Workshops)*, IEEE International Conference (pp. 679-684).
- Mohamed Ally ; Avgoustos Tsinakos(2014). The future of mobile learning and implication for education and traning .*Increasing Access through Mobile Learning*
- Miangah, T.M. & Nezarat, (2012). Mobile-Assisted Language Learning, *International Journal of Distributed and Parallel Systems*, vol. 3, no. 1, (pp. 309-319).
- Naismith, L.; Sharples, M.; Vavoula, G; & Lonsdale, P. (2004). Literature review in Mobile technologies and learning. NESTA (National Endowment for Science Technology and the Arts), Bristol, UK.
- Nie, M. (2006). The Pedagogical Perspectives of Mobile Learning, [online].Retrieved from: <http://hdl.handle.net/2381/407>
- Nilgun Ozdamar Keskin; David, M. (2011). The Current Perspectives, Theories and Practices of Mobile Learning. *TOJET: The Turkish Online Journal of Educational Technology – April 2011, volume 10 Issue 2*
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers

O'Malley, C; Vavoula; G., Glew, J. P; Taylor, J.; Sharples, M.; & Lefrere, P. (2003). MOBI learn WP4 Guidelines for learning/teaching/tutoring in a mobile environment. Retrieved from <http://www.mobilelearn.org/download/results/guidelines.pdf>

Pachler, N., Bachmair, B., & Cook, J. (2010). Mobile Learning: Structures, Agency, Practices. New York, USA: Springer.

Park, Y. (2011). A Pedagogical Framework for Mobile Learning: Categorizing Educational Applications of Mobile Technologies into Four Types. *International Review* 12

Qureshi I, Ilyas K, Yasmin R, Whitty M (2012) Challenges of implementing-learning in a Pakistani university. *Knowledge Management & E-Learning: An International Journal* ,(pp.310-324).

Rodinadze, S. & Zarbazoia, K. (2012). The Advantages of Information Technology in Teaching English Language, *Frontiers of Language and Teaching*, (pp. 271-275).

Rost, M. (2002). *Teaching and researching listening*. London: Longman

Song, Y., & Fox, R. (2008). Using PDA for undergraduate student incidental vocabulary testing,(pp. 290-314).

Shih, R. C.( 2011) .Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning, *Australasian Journal of Educational Technology*, vol. 27, no. 5, (pp. 829-845).

Thornton, P; Houser,C. (2003). Using Mobile Web and Video Phones in English language teaching: Projects with Japanese college students.

Trinder, J; Magill, J;, & Roy, S. (2005). Expect the unexpected: Practicalities and problems of a PDA project. In A. Kukulska-Hulme & Traxler, J. (Eds.), *Mobile learning: A handbook for educators and trainers* (pp. 92-98). London: Routledge

University of Minnesota. (2006). Podcasting in education. Retrieved from the Digital Media Centre, University of Minnesota <http://www.tc.umn.edu/~arend011/podcasting.htm>

Valdivia, R; Nussbaum, M. (2007) Face-to-Face Collaborative Learning in Computer Science Classes. *International Journal of Engineering Education*, 23(3),(pp 434-440).

Vandergrift, L; (1999). Facilitating Second Language Listening Comprehension. *ELT Journal*, 53, 6. Retrieved from <http://dx.doi.org/10.1093/elt/53.3.168>

Vandergrift, L., (2002). Listening: Theory and practice in modern foreign language competence. Retrieved from <http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=67>

Warschauer, M. & Whittaker, P. F. (1997). The Internet for English Teaching: Guidelines for Teachers. *TESL Reporter*, 30(1), 27-33. <Http://iteslj.org/Articles/Warschauer-Internet.html>

Yannick, J. (2007). M-Learning: A pedagogical and technological model for language learning on mobile phones. In: *Blended Learning*, Joseph Fong, Fu Lee Wang, (pp. 327-339).

Zurita, G. and Nussbaum, M. (2004) Computer supported collaborative learning using wirelessly interconnected handheld computers. *Computers & Education*, 42(3),(pp289-314).