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**LITERATURE**

**The Application of Mobile Assisted Language Learning**

A Case Study of 1<sup>st</sup> year Master EFL Students and EFL Teachers at the  
University of Ahmed Draia. Adrar

**A Dissertation Submitted in Partial Fulfillment of the Requirements for a**  
**Master's Degree in Linguistics and Didactics**

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## **Dedication**

I dedicate this work to my husband, parents, sisters, brothers, family, teachers  
and friends who inspired me to pursue my study.

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## Abstract

The integration of Mobile Assisted Language Learning (MALL) has come up with many ways for both language students and teachers to evaluate methods that can shape learning styles and pedagogies which become more personalized and allow learners to learn on the move. Many English students and teachers use mobile devices both in their free time and during school. The purpose of this thesis is to examine the perspective of both students and teachers at the English department of University of Adrar on the implementation of MALL on EFL teaching and identify potential ways in which mobile devices can be used to support the learning/ teaching process of students and teachers. Questionnaires were distributed randomly to 36 master one students, and 19 teachers of the department of English. From the questionnaires both quantitative as well as qualitative data were collected and analyzed. The findings of this study revealed that most of the students and the teachers have a positive attitude toward the effectiveness of Mobile Assisted Language Learning and show that most students and teachers are already using mobile devices to support their learning. However, other groups of students still hesitate to use mobile devices inside the classroom and some teachers showed that mainstreaming mobile learning is still debatable.

**Keywords:** MALL, mobile devices, EFL, students' attitude, teachers' attitudes.

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## List of Acronyms and Abbreviations

**CALL:** Computer-assisted Language Learning

**CALI:** Computer Assisted Language Instruction

**EFL:** English as a Foreign Language

**LMS :** Learning Management System

**E-Learning:** Electronic Learning

**ESL:** English as a Second Language

**ELT:** English Language Teaching

**MALL:** Mobile-assisted Language Learning

**M-learning:** Mobile Learning

**PDA:** Personal Digital Assistant

**PC:** Personal Computer

**SMS:** Short Message Service

**QR:** Quick Response

**iPhone:** a Smartphone (with a sim) Apple – iPhone

**iPad:** a tablet (with or without a sim) Apple – iPad

**iPod :** a smart music device (iPhone without the sim) Apple - iPo

**DVD :** Digital Versatile Disc

**CD :** Compact Disc



## General Introduction

The Computer Assisted Language Learning (MALL) has witnessed a constant and quick advance recently from the very simple task to very complex multimedia application.

Modern views in teaching have been inspired from contemporary technology. Language teaching scope, as an example, has faced remarkable changes owing to the rapid development in technology. It is believed that, “With the emergence and rapid improvement of small, portable notebook computers, for instance, the concept of “mobile learning” has gained popularity.”(Korkmaz, 2010.p.01)

Mobile Assisted Language Learning is considered as an approach in which mobile is used to support and enhance language learning. In the present study, the term Mobile Assisted Language Learning refers to Mobile Learning (M-Learning). Mobile devices have created a new field of research that relates to language learning and mobile technologies called Mobile Assisted Language Learning (Colpaert, 2004; Beatty, 2003. As cited in AbouSa’aleek Atef Odeh. 2014.p.469).

In order for the current study to achieve its objective toward surveying the attitude of EFL teachers and EFL students towards the use of mobile devices as a learning aid , and to cover this issue at Ahmed Draya University, the study attempts to answer the following research questions:

1. What is the stance of EFL students from the impact of Mobile Assisted Language Learning?
2. How do EFL teachers at Adrar University perceive the use of Mobile Assisted Language Learning?

3. To what extent do EFL students at Adrar University depend on mobile devices to foster their English thinking and communication skills?

In the light of the above questions, we hypothesize that the implementation of Mobile Assisted Language Learning is an effective prop for improving the English language skills and develops independent learning habits among the students. In addition, it provides a support for teachers to teach as well as to prepare their courses.

The objective of the present study is to survey the attitudes of both EFL teachers and EFL learners towards the effectiveness of mobile assisted language learning. In addition, the extent to which mobile is used in English interactions among the students.

The research methodologies used in this study include the analytical and applied paradigms. Relying on the questionnaires as a research methodology, both quantitative and qualitative data are included.

This work is composed of three chapters; the first two are theoretical, whereas, the third is applied. Chapter one is devoted to define Educational Technology for Teaching and Learning and Educational Technology in EF, whereas, the second chapter is concerned with the Context of M-learning a long with Mobile Assisted Language Learning (MALL). The last chapter is the framework of the study. It includes the data collection instruments (questionnaires) in addition to the qualitative and quantitative analyses of the data collected by the mentioned instrument, and finally, the discussion and the interpretation of the results.

# **Chapter One: Educational Technology**

**Introduction**

This chapter tries to give a comprehensive literature review about educational technology in general. It is divided into two parts. Part one discusses Educational technology for teaching and learning where the literature will proceed with a short overview about the evolution of educational technology in addition to some theories that tackle the same subject. Then, part one will be ended with some challenges of the new technology in education. As part two is concerned, we will shed light on education technology in EFL starting by blended learning in higher education moving to the growth of English Language teaching through technology. The third point will be about the usefulness of the application of multimedia technology in EFL. The last title will be devoted to the problems arising from the application of this multimedia technology in EFL.

## **1. 1. Educational Technology for Teaching and Learning**

The educational system today uses technology to make the learning process easier and more developed. It can be found in every classroom courses all over the world: in universities, high schools, middle schools and elementary schools. “For this reason, technology application in classrooms is essential to ensuring its efficiency and effective integration. Technology has now changed how teachers and students access, gather, analyze, present, and transmit information by giving them more power in the classroom” (Dooley,1999. As cited in Cruz. 2013.p.1).

### **1.1.1. Evolution of Educational Technology**

The names of various technologies in the present scientific and technological age are quite common nowadays, such as paper technology, cloth technology and glass technology. In educational field too, the term 'Educational Technology' used with great interest. (Sharma, 2002.p.1)

The shift of knowledge from people to the rest of the society has been reached via communication tools and technologies including: writing, images, printed books, movies, television, computers and Internet. Thanks to the potentiality of stocking data and experiences in books and different gadgets, society develops. (Choto Alvarado, Ortega Palma, Sibrian Ramirez, 2015.p.8).

The first ways of sharing knowledge were handwritten books through printing press in the 15th century. Printing represented a technology that allowed knowledge to be spread to a larger group of people throughout the world. The printed books could be reproduced in editions of hundreds of copies that could easily be read and transported in privacy from one place to another. From the 19<sup>th</sup> to the 21<sup>st</sup> century, innovations including radio, photographic and cinematographic media have brought society into what is called the technological age. Equipments such as: televisions, CD players,

DVDs, computers and devices such as Smartphones, iPods, iPads, and iPhones played a big role in communication and getting information. An immense sum of information can easily be stored and distributed all over the world thanks to these advanced technologies. (Area Moreira, Gros Salvat, Marzal Gacia-Quismondo, 2008, as cited in Choto Alvarado, Ortega Palma, Sibrian Ramirez, 2015.p. 18)

### **1.1.2. Behaviorism, Cognitive and Constructivism Learning Theories**

Cruz (2013.p.1) stated that three influences in technological education have been the behavioral, cognitive, and constructivist philosophies, and it is apparent that technology education has been shaped by these three philosophies and retains characteristics of each one.

#### **1.1.2.1. Behaviorism Learning Theory**

Cruz (2013.p.2) an Associate Professor at University of Panama stated that the expression “a universal learning process,” that was launched by John B. Watson (1878-1958) and B. F. Skinner (1904-1990) to define human learning focuses on observable behaviors. She wrote according to Watson certain responses which trigger from particular stimuli lead to human behavior. In her opinion, to make students obtain advanced skills, this stimulus-response type of learning is unsuccessful for them, and this theory is only useful for some disciplines. She gave an example about acquiring typing skills in direct education. As far as the acquisition of the second language is concerned, Cruz added one to be competent communicator, repetition (rote) as well as learning by heart vocabulary are vital in becoming so in a different language. She concluded by saying “direct instruction and rote memorization are good strategies of teaching and learning.” (Cruz, 2013.p.2)

### **1.1.2.2. Cognitive Learning Theory**

Students are not able to keep information in long-term memory unless it is accorded with a unique experience or depends on much sensory information during presentation of the lesson(Orey, 2008. Cited in Joanclarkesite, 2016.p.1).

In a Teacher Affects Eternity (2009.p.1) website, it is written that Pitler, et al. (2007) show the usefulness in mingling technology into their note-taking process to better grasp new lesson being presented.

According to Joanclarkesite (2016.p.1) technology, within this theory, can successfully be implemented in the classroom because it facilitates the acquisition of knowledge that students need to ameliorate their studies. The example stated in that cite contends that “if a group of students need information in order to do a project, instead of waiting for teacher to tell them some information that they can grasp, they can use a software to get the information they need”.

The use of technological tools within the classroom help students better understand the inputs as it permits data to be presented in a meaningful way. (Robertson, Elliot, & Washington, 2007.Cited in A Teacher Affects Eternity, 2009.p.1).

### **1.1.2.3. Constructivism Learning Theory**

In Joanclarkesite (2016.p.1) Constructivism has been defined as a theory which was developed by Jean Piaget. This latter believed children build knowledge while they are fully engaged with tasks done by themselves with a careful choice of the type of materials they use depends on their age stages. In his opinion students have to grow through all these stages and must not skip one of them.

Within the same cite, it is indicated that the application of technology inside the constructivist classroom has a big impact on the improvement of the student knowledge

acquisition as it focuses on the learner's experiences. With the help of their teacher's instructions, the students here are more active and are guided to discover for themselves. In addition, students, in order to reach higher learning, are encouraged to work in groups; because an environment like this helps the students to achieve their full potentials. "In so doing they become team leaders and team players; willingly working with others; they plan and present their findings. The facilitators are also able to follow as they use various technological tools to use in assessing and giving feedback to their students."(Joanclarksite.2016.p.1)

To make learners active constructors of knowledge rather than passive recipient both appropriate learning environment and tools should be provided. Mobile devices can provide an outstanding opportunity for learners to be active constructors of knowledge through establishing a realistic context and offering access to supporting tools (Naismith et al., 2004.p.19). Handheld games, interactive podcasting, emails, and multimedia are among many examples of constructivist activities using mobile technologies (Keskin & Metcalf, 2011.p.203)

### **1.1.3. Challenges of New Technology for Education:**

Joseph (2012.p.432) claimed in spite of the fact that proving the importance of technology will take time and research, a mutual understanding between all stakeholders is necessary to eliminate the obstacles of technology.

Here are some of the barriers to the effective use of technology in education cited in Karehka (2013.p.1):

- **Lack of Professional development**

Karehka ( 2013.p.1) stated the major reason behind the ineffective use of technology in education is the lack of professional development. Teachers in different schools find themselves not ready to cope with and implement technology with their students.



However, this is not the case with the students. They are familiar with this technology in their studies. He added training programs are highly required to overcome this deficiency among teachers to make them on the track of technology so as to make their job easier as well as for their students for better learning.

- **Resistance to change**

Within the classrooms, Karehka (2013.p.1) claimed that the fusion of technology is highly recommended in teaching. Students often ask their instructors for help; yet, this demand scares many teachers because some teachers do not accept the new method of teaching, they refused to change. For not doing so, some teachers and schools give excuses as not having enough computers, not getting enough technical training. Others argue by saying the use of technology in the process of learning takes time. Another group of teachers thinks if technology replaces them, they may lose their job, for this reason, they refuse technology in education.

- **Lack of innovations**

Karehka (2013) argued as the levels of learning, understanding and integrating technological tools for educational purposes is not the same among teachers, this embarrasses some teachers who would feel shy in case they use such a clumsy style. Hence, it creates a lack of innovation in this domain of educational technology.

- **Access**

Karehka( 2013) wrote that owing to the lack of technological tools in many educational institutions as an example smart whiteboards and projectors which can be used in visual illustrations in the classroom, teachers cannot get access to them. They

even lack access to internet that is so useful for their academic researches and distance learning.

### **1.2. Educational Technology in EFL**

Owing to technological development, education becomes easier than it was before and the class rooms are affected by digitalized world. “ the term ‘digital learning’ took its place in education world. It can be defined as any instructional practice that is effectively using technology to strengthen the student learning experience” (Alliance for Excellent Education 2012 as cited in Akyuz & Yavuz, 2015.p.1)

#### **1.2.1. Blended Learning in Higher Education:**

The blended learning emerged in the business world in connection with corporate training (Sharma and Barret, 2007, as cited in Tomlinson, Whittaker, & British Council, 2013.p.11). After that, it was applied in higher education ( Macdonald, 2006, as cited in Tomlinson, Whittaker, & British Council, 2013.p.11). Recently it appeared in language teaching and learning.

Blended learning in higher education has been defined as “a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training programme which can improve learning outcomes and/or save costs” (Banados, 2006: 534 as cited in Tomlinson, Whittaker, & British Council, 2013.p. 12).

Growth Engineering (n.d) website wrote that the emergence of mobile learning contributed in the evanescence of a considerable number of the barriers to a successful blended learning solution.

The current mobile devices are more strong and sophisticated than they have ever been; besides, they are loaded with different kinds of applications that can bring learning

methods together. Many trainers do not have the opportunity to perceive the potential/power they possess because of the swift emergence of the mobile era (Growth Engineering, n.d)

Growth Engineering (n.d) stated some points that mobile devices can provide to encourage blended learning first steps:

- **Preparation**

Mobile devices help both teachers and learners in their preparations. It can push them to the online learning platform and find materials that help them prepare for the training session. These preparations can be taken at any time. Moreover, with the mobile learning one can use push notifications to check that nothing gets missed

- **Administration**

It is practical in running a session. One can send all the invitations to the attendees; moreover, registering attendance becomes easier. The learners can simply make their own attendance through LMS (Learning Management System) on their mobile devices. If there is a workshop elsewhere, for example, they can send a message to their classmates or the group to inform them .

- **Social integration**

Creating a group for each class session gives students and teachers a platform to discuss their issues. By this way they know each other better, also, it helps to build a sense of communication.

- **Post-event Tests**

Teacher can send a post event test to all the attendees through LMS and check the results from any device. There is a big chance to consolidate the learning when it is fresh when the test is taken on a mobile device.

### **1.2.2. The Growth of ELT through Technology**

English language is among the most important foreign languages of globalization and English language teaching is improving at a fast pace. (Graddol, 2000, as cited in Shyamlee et al. 2013.p.151). In his study, Graddol (2000. As cited in Shyamlee et al. 2013.p.151) showed that in the year of 2000 there were about a billion English learners; however, 10 years later the number doubled. Within the same study, the author Graddol indicated that over 80% of the information stored in the internet is in English. With the emergence of multimedia technology and its application to teaching along with the development of technology sets English in an appropriate platform nowadays. He said no one could deny the positive role the multimedia teaching has played in evaluating activities and initiatives of students and teaching effect in classroom. Furthermore, the growth of the internet has facilitated the growth of English language. Technological innovations have gone hand in hand with the growth of English and they affect the way of communication. English teachers should be aware of the latest tools and should have a full knowledge of what is available in any given situation. They can use multimedia technology to give more stimulating lectures.

### **1.2.3. The Application of Multimedia Technology to English Teaching**

Shyamlee et al (2013.p.151) have written about the advantages of the use of multimedia technology to English teaching, and here are some of them:

- **Cultivate Students Interest in Study**

The multimedia technology with its audio and visual animation effects attracts many users as it is easy to access to data. Moreover, the availability of vast amount of information anytime and anywhere, multimedia technology cultivates students' interest and provides them with motivation to be effectively involved in their class activities.

- **Promote Students' Communication Capacity**

Traditional teaching has hindered the capacity of the students to understand certain language structure, meaning and function, and make them passive recipient of knowledge. Thus, the target of communication is out of reach. Multimedia technology works at integrating teaching and learning and provides the student motivations and trigger their positive thinking and communication skills in social practice.

- **Widen student knowledge**

Students are better involved and active in class communication when accessing to many channels (websites, e-books, blogs, YouTube .....) to get knowledge.

- **Improve Teaching Effects**

Within the language classes, it is not easy for students to communicate. This technology goes beyond time and space, and creates more vivid visual authentic environment for English learning.

- **Improve Teacher Students Interaction**

Multimedia technology enhances the interaction between students and teachers. It creates a good platform for a mutual interaction between teachers and students. By this way teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

#### **1.2.4. Problems Arising from the Multimedia Technology Application in English Teaching**

Though Shyamlee et al (2013.p.153) has stated many positive points in this field, he did not deny the existence of many hindrances in practical teaching, as an example :

- **Fully dependent**

The dependence on multimedia devices during teaching may turn teachers into slaves to them and cannot play the leading role in teaching. Those modern educational

techniques are to be understood as assisting instruments rather than a target, and that should not dominate the class.

- **Loss of speaking communication**

The introduction of multimedia technology can result in the lack of communication between teachers and students because the sound of mobiles replace the teachers' voice, and teachers analysis by visual images. Thus, students have few chances for interaction.

- **The restriction of students' thinking potential**

Owing to the over exposure and pre-arranged order of multimedia technology, the lessons lack real-time effect and cannot give feedback. Furthermore, it blocs instruction in students thinking and solving problems.

- **Abstract Thinking Replaced by Imaginable Thinking**

The multimedia technology makes the content easy to be grasped as the concept in students' mind is showed in the screen. However, it leads to the restriction of their abstract thinking and the loss of their logical thinking.

Shyamlee et al (2013.p.154) concluded by saying "Multimedia as an assisting instrument cannot replace the dominant role of the teacher...." It integrates the visual, textual demonstration with teaching experience to enhance the overall improvement of students' listening, speaking, reading and writing skills.

### **Conclusion**

The emerging technology along with the multimedia can provide a practical tool to both teach and learn a foreign language. The application of such devices does not reject traditional methods or weakens their importance, but rather supports and completes the whole process of teaching and learning by offering alternative forms of spreading the knowledge and putting it into practice. With the help of multimedia

activities, the classroom becomes more dynamic. Hence, learning becomes more efficient and pleasant. However, the implementation of such exercises depends on the presence of electronic devices in the classroom along with the teacher's supervision.

## **Chapter Two: The Context of M-learning**



## **Introduction**

This chapter is divided into two parts. Part one which is about Mobile Learning. It begins with a definition of mobile learning then the beginning of mobile learning; and ends with mobile learning in higher education. As for the second part, it starts with the emergence of CALL, after that from CALL to MALL followed by the definition of MALL. Next, Mobile-Assisted Language Learning versus language skills will be discussed. Additionally, some types of MALL devices will be defined.

### **2.1. Mobile Learning**

#### **2.1.1. Definition of Mobile Learning**

Traxler, J. (2005.p.262) said that mobile learning includes “mobile ‘phones, smartphones, personal digital assistants (PDAs) and their peripherals”, tablet, PCs and laptop PCs. He added mobile learning targets also specific mobile gadgets like games consoles and iPods, and it should include both the existing industrial technologies and experimental technologies.

Kukulka-Hulme and Traxler (2005.p.1) in their book *Mobile Learning* they say that Mobile learning’ has a relation with the learner mobility, in the sense that learners should have the ability to be involved in educational activities easily without any limitations. They added that learning outside a classroom or in various locations requires nothing more than the motivation to do so wherever the opportunity arises – from books, electronic resources, places and people. Mobile learning, according to them, brings a new sense of learning. With its lightweight and small size, some devices can fit in a pocket or in the palm of one’s hand.

Travis L. Irby and Robert Strong (2013.p.82) say mobile learning is an emerging educational phenomenon coming from the combination of e-learning and mobile technologies. In their article in page 82 they cited Hashemi et al. (2011)

described mobile learning as the use of mobile technologies to expand the aim of teaching and learning to occur at any time.

### **2.1. 2. The Beginning of Mobile Learning**

Gary Woodill (2011.p.9) in his book *The Mobile Learning Edge* says that the idea of mobile learning can be found in the science fiction of the 1960s. He added by 1968 Guru Alan Kay had proposed a portable personal computer “for children of all ages” called the Dynabook, and in 1972 Xerox built a prototype of Kay’s vision that could store up to 500 pages, or several hours of low quality audio.

Gary Woodill (2011.p.9) gave an example from Marshall McLuhan remark, “We look at the present through a rear-view mirror. We march backwards into the future” (McLuhan and Fiore, 1967 as cited in Gary Woodill. 2011.p.9). He deduced that it is not surprising that the first metaphor for learning with a portable computer was a book. Computers gradually got smaller in the 1980s, and Apple introduced its Personal Data Assistant or PDA, called the Newton, in 1992, and followed up throughout the 1990s with several model upgrades. Gary Woodill added a model called the eMate 300 which was a version of the Newton designed for the school market. Smaller PDAs such as the Palm Pilot, introduced in 1996, many of them were sold and captured the interest of many people, including business executives.

Gary Woodill (2011.p.9) believed that often it takes the introduction of a new technology to spark new thinking about innovative uses of an existing technology. He claimed it is interesting to note that a 1996 article by Harvard professor Christopher Dede (1996. As cited in Gary Woodill. 2011.p.9) on “emerging technologies and distributed learning” in distance education makes no mention of learning with a portable or mobile device. Yet as early as 1995 articles started to appear discussing the impact of wireless and mobile technologies on classroom teaching. He stated that with the

beginning of the late 1990s Professor Mike Sharples of the University of Nottingham directed an active research program to investigate mobile learning (Sharples, 2000. As cited in Gary Woodill.2011.p.10). With the coming of 2000, computer learning consultant Clark Quinn provided one of the first definitions of mobile learning, which he described as:

“The intersection of mobile computing and e-Learning: accessible resources Wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment [...] E-learning independent of location, time and space.”

(Quinn, 2000, as cited in Gary Woodill. 2011.p.10)

### **2.1.3. Mobile Learning in Higher Education**

Cheon, Lee, Crooks, & Song, (2012.p.1055) in his article spoke about mobile learning in higher education, he says while m-learning has the potential to support all forms of education, higher education is a particularly appropriate venue for the integration of student-centered m-learning because mobile devices have become ubiquitous on college campuses. He illustrated different m-learning attempts have been applied in higher education. He gave an example of college students can receive formative evaluation and feedback from their instructors via a mobile device (Crawford, 2007. Cited in Cheon, Lee, Crooks, & Song. 2012.p.1055). A face-to-face course can be supported by Quick Response (QR) codes that offer an internet link to supplemental resources (Grant &Gikas, 2011. Cited in Cheon, Lee, Crooks, & Song. 2012.p.1055).

Cheon, Lee, Crooks, & Song, (2012.p.1055) showed that administrative tasks, such as checking attendance and learning progress, can also be done with a mobile device. Some universities such as Stanford, Abilene Christian, and the University of Washington were pioneer in m-learning (Keller, 2011).However, he stated that using m-

learning in higher education is still challenging because of social, cultural, and organizational factors (Corbeil & Valdes-Corbeil, 2007; Traxler, 2007, 2010 as cited in Cheon, Lee, Crooks, & Song, 2012, p.1055).

Cheon, Lee, Crooks, & Song, (2012, p.1056) deduced, understanding perceptions toward m-learning should be the first step to implementing m-learning on college campuses. They also assumed that students will adopt or abandon m-learning based on their judgments about their capability to perform in an m-learning environment.

## **2.2. Mobile Assisted Language Learning**

Mobile Assisted Language Learning (MALL) depicts a technique to language learning that is assisted through the implementation of mobile gadgets. MALL is a subset of both Mobile Learning (m-learning) and Computer-assisted language learning (CALL). (Valarmathi, April 2011, as cited in Hashim, Md. Yunus, Amin Embi, & Mohamed Ozir, 2017, n.p.46)

### **2.2.1. The Emergence of CALL**

Computer ALL is fast and a sophisticated field (Motteram 2013a, 177, as cited in Pradheep Singh, 2015, p.25). The term CALL has been defined in multiple ways by many researchers. The accepted one according to Levy (1999) and Amaral (2011) as cited in Pradheep Singh, 2015, p.25) is “the search for and study of applications of the computer in language teaching and learning”

Computer assisted construction dated back to the early 1960s when prestigious universities used manframe computers for language learning (Motteran, 2013; Levy, 1997; Davis et al., 2012, as cited in Pradheep Singh, 2015, p.26 )

CALL is perceived as an approach to language teaching and learning where the computer is used as an aid to the presentation, reinforcement, and assessment of

material to be learned, most of the time including a substantial interactive element. (Levy, 1997)

Davies (n.d.) stated CALL projects were limited to universities up until the late of 1970s. In the late of 1970s, the appearance of personal computer (PC) brought computing within a range of wider audience which led to the development of CALL programs. He added CALL had an effect on the appearance of the term Computer Assisted Language Instruction (CALI). It was a common use in the USA until the early 1980s when CALL became the dominant expression.

As far as the programmers are concerned, Davies (n.d.) said they were still unable to develop their imaginations and their skills. However this situation was fixed by the publication of an influential work by Higgins and Johns (1984) that included a number of different examples of alternative approaches to CALL. Nowadays, CALL has determined itself as a vital field of research in higher education. (Davies, n.d.)

### **2.2.2. From CALL to MALL**

The evolution of CALL is divided into three periods according to Warshauer (1996.p.1): Behaviorist CALL (1960s- 1970s), Communicative CALL ( 1970s-1980s), and Integrative CALL (1999s). The Integrative CALL period is the most standing now. It is particularly web-based and facilitates the role of the computers and the internet. This fact has been stressed by Bax (2003.p.13) where he said CALL has gone through considerable changes over time and argued for three new categories—Restricted, Open and Integrated CALL.

The computer functions transfer to mobile devices as smart phones, tablets lead to the appearance of new dimension in the scope of language teaching and learning MALL. In short, MALL “differs from CALL in its use of personal, portable devices that

enable new ways of learning, emphasizing continuity or spontaneity of access across different context of use” ( Kukulska& Shields, 2005).

Kukulska& Shields(2005) said mobile devices functions were limited in the past with no access to the internet, but with the emergence of mobile devices with advanced functions their use in language teaching/learning has become applicable.

### **2.2.3. Definition of MALL**

Korkmaz(2010.p.14) stated thatmobile assisted language learning is fresh domain in language learning. It has no fixed definition yet. Even the definition of the “mobility” itself is a highly controversial issue. Scholars have been exploring ways of creating comprehensive, universal, and satisfactory definitions of some concepts in mobile learning (Keegan, 2002; Kukulska-Hulme&Traxler, 2005; Traxler, 2007).

Kukulska-Hulme (2009. As cited in Korkmaz. 2010.p.14) added the majority of the disagreement about the definition of mobile learning and mobile language learning comes from the concept of “mobility”. Kukulska-Hulme (2009. As cited in Korkmaz. 2010.p.14) argued that this ambiguous term may have two different connotations which will inevitably affect the definition of “mobile learning”. It can mean “mobile technologies” which are portable and accessible anytime and anywhere; or “mobility” may also refer to the “mobility of the learner”. The focus is not on the technology used, but on the learner who accesses the information in different places, at different times.

Kakahara and Sørensen (2001.p. as cited in Korkmaz.p.14) insisted “while defining mobility, spatial mobility should not be the only concern; “temporal” and “contextual mobility” are also of great importance.” In the light of the descriptions and definitions of mobile learning, 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 (Kukulka-Hulme, 2005; Samuels, 2003; Traxler, 2007, as cited in Korkmaz. 2010.p.15).

#### **2.2.4.Mobile-Assisted Language Learning Versus Language Skills**

AbuSa'aleek ( 06, December 2014.p.470) in his article “A Review of Emerging Technologies:Mobile Assisted Language Learning (MALL)” stated that mobile is an important gadget which assists and integrates effectively in improving the language skills. He cited in page 470 Sharples, Milrad, Arnedillo-Sanchez, &Vavoula, (2009:2) stated that MALL assists in “linking people in real world and virtual worlds, creating learning communities between people on the move, providing expertise on demand, and supporting a lifetime of learning”.

In his article, Muhammed (2014) showed mobile devices application has an effect on the English Language skills. English language can be categorized into receptive and productive skills (Scrivener, 2011. Cited in Muhammed. 2014.p.106).The former refers to both listening and reading skills, whereas the latter is related to speaking and writing. He added smartphone applications had an impact on the receptive and productive skills. Besides, he said there are some other applications that are like an integration of both language skills and language systems(vocabulary and grammar). Muhammed (2014.p.106) cited from (Harmer, 2007) that downloading different radio programs to listen to their live streams, English songs, free electronic PDF books relating to the English language, various articles and summaries about English novels, drama and poetry, were amongst the listening and reading applications that the majority of the targeted EFL university's students used to strengthen their English language skills.

Listening and reading are two receptive skills that are important to understand the others, as they provide input and activate the learners' plan to speak (Richards, 2006.

Cited in Muhammed, 2014.p.106).Thus, such applications are not only providing better comprehension but also improving communication. Consequently, smartphones have an impact on listening, reading and speaking skills.

Moreover, Kondal & Prasad ( 2016) also wrote about the extent mobile devices can reach to enhance the four skills. Starting with listening skill, they argued mobile learning enhances listening ability, mainly for the appropriate pronunciation. Thanks to the third generation or the fourth generation phones listening skill can be controlled effectively and proficiently. They added the different types of applications give many listening exercises to the learners to obtain command of the language. Through podcast learners can choose his/her favorite program according to his convenience and listen to it. The podcasts can provide conventional listening comprehension practice. Kondal & Prasad (2016) also declared that one can find related apps on Google play store such as English listening tests, English listening, English daily listening, English listening practice, advanced English listening.

As far as the productive skills are concerned, Muhammed ( 2014.p.106) stated that there are some applications that were used for reviewing and revising the writing process, such as spell checking and proofreading applications that can be used to develop better writing skills on the part of the participants. He gave an example, once the students have written an essay, they will use spell checking to correct the spellings of their essay. Consequently, he said this is another relevant mobile device application that could help many of the students' to develop their writing skills and produce a good piece of writing. Therefore, he deduced the mobile device has an impact on the writing skill of many of the students.

Furthermore, mobile devices can provide the learning of Grammar rules easily via application installed in them. A specially designed program provides a variety of



grammar rules followed by multiple questions where learners select the correct answer from the alternatives. Grammatical explanations may be sent to learners through vocal service or short message service (Muhammed, 2014.p.107).

### **2.2.5. Types of MALL Devices**

Korkmaz (2010) in his theses wrote about three types of MALL devices, among them

**Mobile Phones** : Korkmaz (2010.p.16) said according to a recent 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, with approximately 4.6 billion subscriptions all over the world. This popularity of mobile phones is rooted in several reasons. First of all, even the simplest mobile phones provide an SMS (Short Message Service) function for sending text messages, alarm clocks and planners. Similarly, most of them also have MMS (Multimedia Message Service) functions which enable the user to transmit messages which integrate colored visuals, sounds and text (Collins, 2005). Yet, even with all these developed functions and widespread use of mobile phones, the users still not aware of their potential to use them as a learning tool and only a minority of users use them for learning purposes.(Pettit & Kukulska-Hulme, 2007. As cited in Korkmaz.2010.p.16).

**Personal Digital Assistants (PDAs):** Korkmaz (2010.p.18) cited Beatty (2003), he said that Beatty explained Personal Digital Assistant (PDA) as small hand-held computers used for downloading and storing information such as documents, databases and calendar entries. He thought this definition of PDAs was perhaps a valid and complete one for the times Beatty carried out his research. He added with modern PDAs, users can compose music, capture and create videos, or to program advanced computer software. They are also used as GPS navigators through direct connection to

the Internet via GSM operators. Besides, they have been integrated in educational studies (Clough *et al.* 2007; Corlett *et al.*, 2005; Song & Fox, 2008; Trinder, Magill & Roy, 2005. As cited in Korkmaz. 2010.p.18).

**Podcasts and Media Players:** Korkmaz (2010.p.20) said “The Oxford Advanced Learners” Dictionary (2003) provides a definition of the portmanteau word “podcasts” as a series of digital media files that are released and downloaded through an Internet connection”. He assumed an important point to be considered about podcasts is that they work on the basis of subscription technology, that is the user subscribes the source of the materials on the internet and then this source sends the podcasts, rather than signing in and downloading material (Campbell, 2005). He adds, several other studies (Evans, 2008; Lee & Chan, 2007) have focused on the effects of podcasting on the students’ motivation and attitudes towards learning”. In addition to podcasting devices like iPods, iPhones or iTunes, Korkmaz believed simple media players can also be used for similar learning purposes particularly in distance education. He gives an example of Anadolu University in Turkey which provides its students in the Faculty of Open Education with MP3 files of the courses they take.

### **Conclusion**

MALL has played a significant role to support language learning due to the major features of mobile device. It is a challenging issue to cover learning tasks by using a mobile device particularly in learning English as Second Language. Mobile devices have rapidly developed to become tools for learning the languages and are popular among students. They are motivational tools to be used in education and various learning activities. Thus, mobile devices can be available inside the classrooms as well as in the student’s pockets. Hence, educational practice can use this mobile technology in effective and productive ways.

## **Chapter Three**

### **Data Interpretation and Analyses**

## **Introduction**

The emergence of learning technology and communication have gave access to information increasing in a fast pace. Teachers and books were the main sources of information a long time ago. However, in the present days there are many sources through which information can be derived. With the internet innovation, the resources of information multiplied and mobile devices are among the main aids to get access to those sources. Such sources are widely available, and are easy to access.

The term learning from mobile implies the use of mobile devices as a means to deliver learning materials and with the emergence of Mobile Assisted Language Learning (MALL) as a potential tool in the instruction of English as a foreign language (EFL). This research is conducted in the context of Ahmed Draya University where it investigates the perceptions of both students and teacher on the application of MALL on EFL; and to what extent EFL students at Adrar University depend on mobile to improve English communicating and thinking skills.

### **3.1. Research Methodology**

The research methodologies used in this study are the analytical and the applied paradigms. The population of our research is teachers and students at the English department at Adrar University. Our sample is first year master students, and teachers at the department.

### **3.2. Data Collection Instrument**

There are many tools to collect data. This study uses questionnaires to gather both quantitative and qualitative data because the questionnaire is considered one of the most common instruments used in second language research for gathering attitudinal data (Dörnyei& Taguchi, 2010; as cited in El Boukhari Ghirleb, 2015). Both the questionnaire of teachers and the students contains the semi-structured item, but the

open-ended questions items are provided just for teachers to give their personal comments and opinion on mobile learning according to their experience and their teaching context.

Students' questionnaire was distributed to 36 students from Master One. For teachers, the questionnaires were given to 19 teachers.

### 3.3. Data Analysis

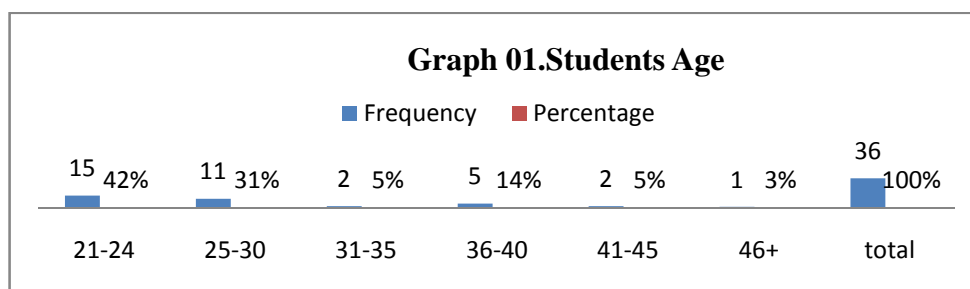
The answer of the participants of our study will be analyzed in the following section. To fulfill this aim, bar graphs are used to represent a comparative data because they are easy to interpret and are useful for displaying data.

The participants of this study consist of both teachers and students of English language at the University of Ahmad Draia, Adrar.

### 3.4. The Students' Questionnaire

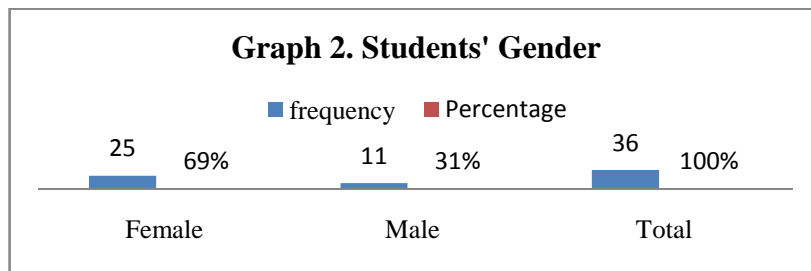
#### Part one: Background Information

##### Q.1. Age



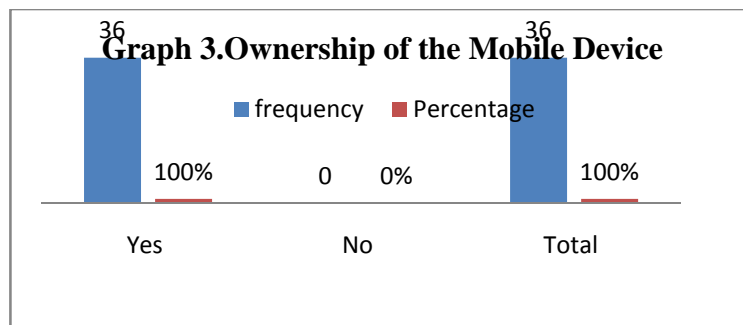
The graph shows that the age of the students ranged from 21 to more than 46 years old. The majority of the students are between 21 and 24 years old with 42%.

## Q.2. Gender



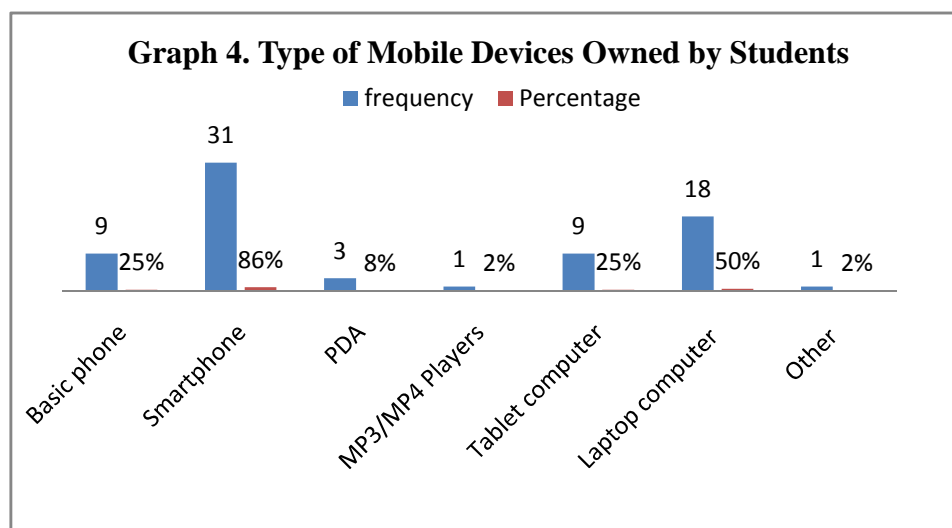
As far as gender is concerned, females outnumber the males with 69%; whereas males with 31%.

## Q.3. Do you have mobile devices



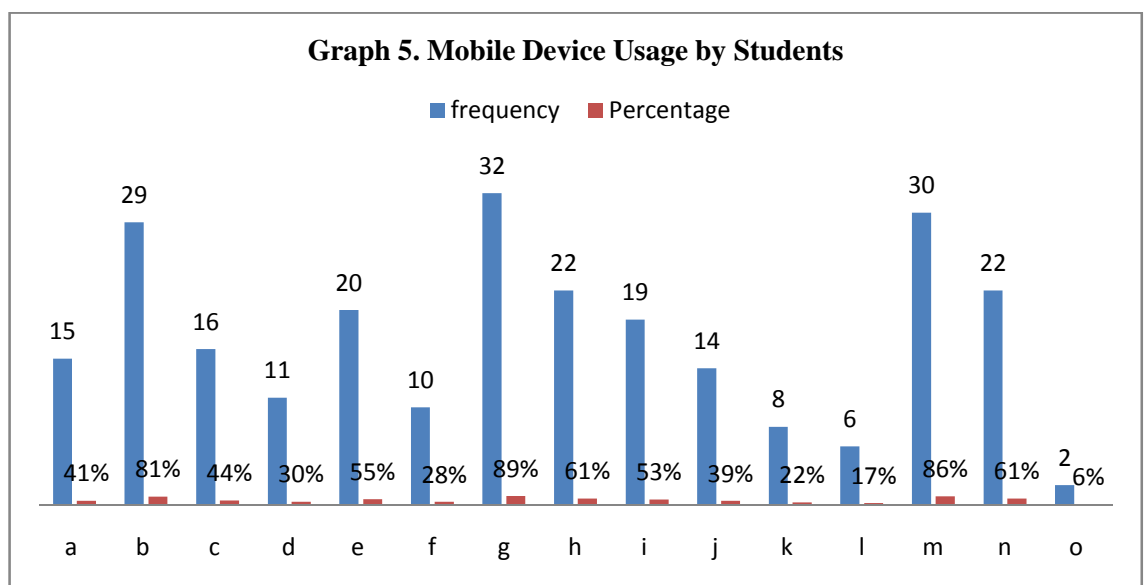
As it is shown in the graph, Mobile device are well spread among students .All the students asserted that they have mobile device, at least one.

## Q.4 IF yes what kind of mobile device do you have ?



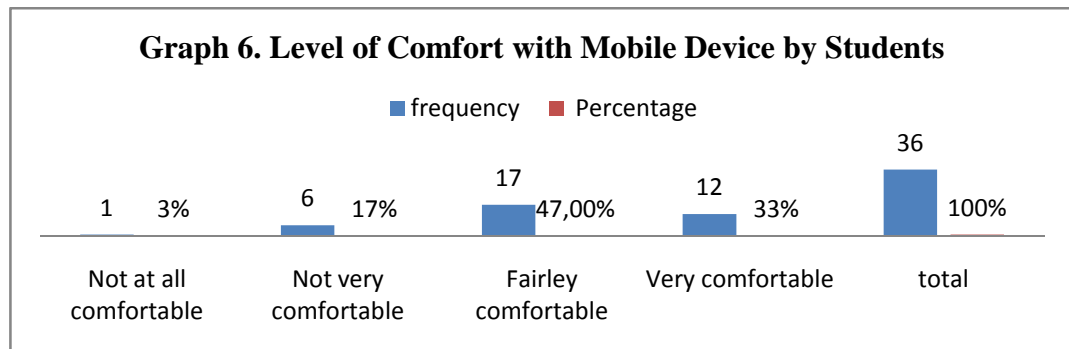
As it is presented in the graph, the highest percentage goes for Smartphone with 86% at the first place then comes Laptop computer with 50% at the second place. Then comes tablet and basic phone at the third place. The least percentages refer to the tablet computer and PDA. Students who have no experiences with mobile devices, they could have a bad experience using different browser or application.

**Q. 5. Part two: With Regard to Mobile Devices Usage: How often do you use your mobile device?**



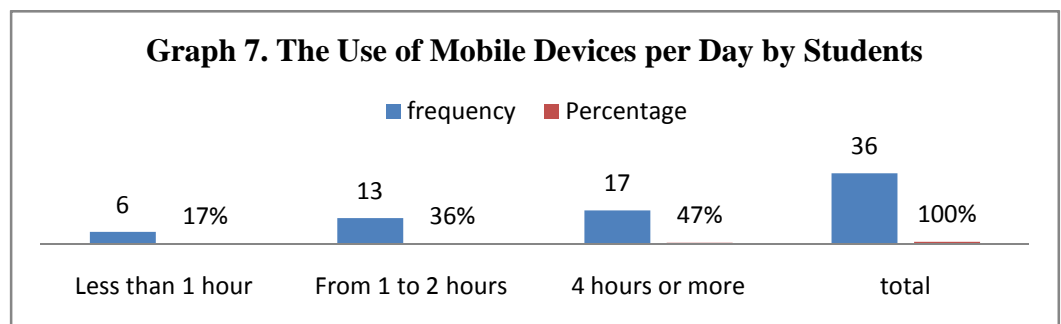
It is quite obvious from the graph that the highest percentages goes for the item 'g' Search for information with 89% , at the nearest level comes 'm' Social networking where students seek for entertainment. Access other e-learning tools with 81%; You Tube with 61%; download and read e-books/ print based content with 55% ; 53% use it to take and share pictures. The rest ranked between 44% and 22%; the least percentage goes for shopping with 17%. The answers to this question will identify the features that students use or do not use on their mobile devices. This will show how students are using their mobile devices and may identify areas that could be changed or improved if possible.

**Q.6. What is your level of comfort with your mobile device/handheld device use?**



Student level of comfort with their mobile devices is quite positive as the graph shows the highest percentage goes for Fairly comfortable with 47%; and 33% of the students said that they are very comfortable with their mobile devices. 6 of them stated No very comfortable; and only 1 student said Not at all comfortable. The answers to this question can be used to examine how well students are able to use mobile devices and how far they provide assistance for them.

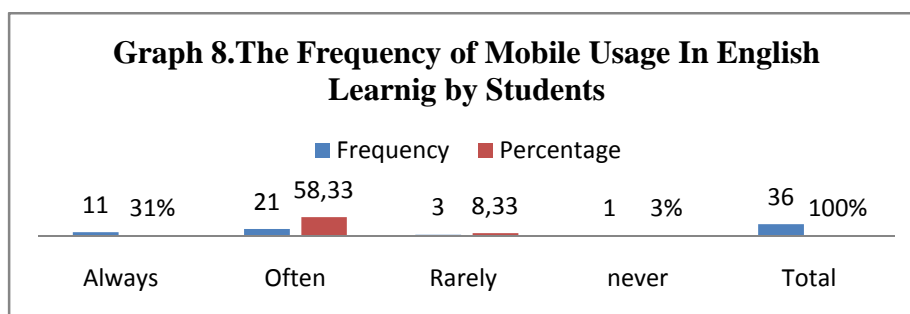
**Q.7. How much time do you use your mobile device per day?**



It is obvious from the graph that the majority of the participants spend 4 hours and more per day on their mobile devices. 36% of them said that the time spent ranges from 1 to 2 hours. The rest claimed with less than 1 hour. The amount of time spent using mobile devices may reflect whether learning aided by the devices would be effective for them or not.

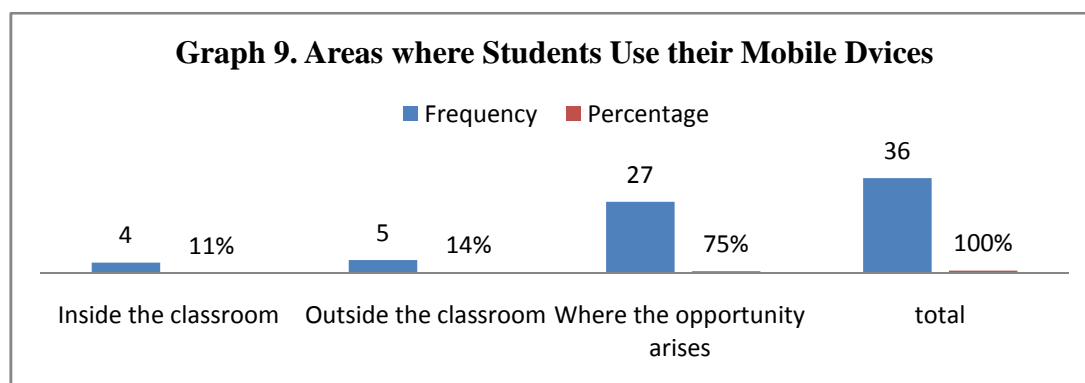


**Q.8. Part Three: With Regard to Learning English: How often do you use your mobile device to learn English?**



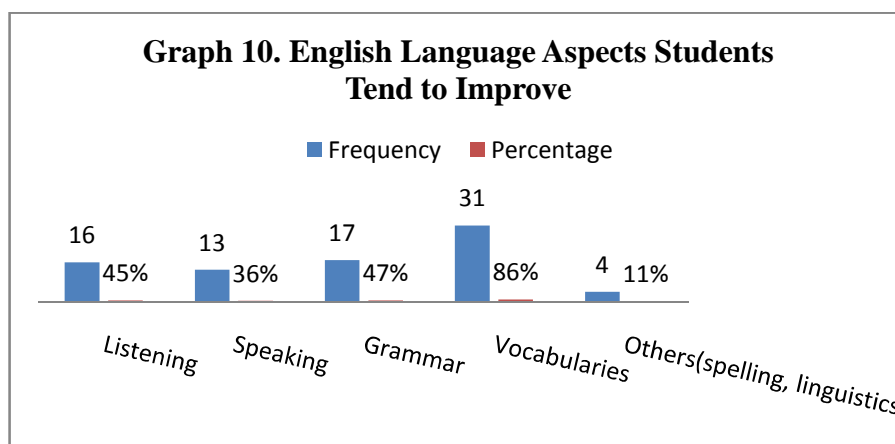
The graph indicates that the highest number of students often use mobile devices to learn English. 31% of them said always, while others rarely do so and one of them never uses mobile devices to learn English.

**Q .9. Where do you usually use your mobile device to learn English ?**



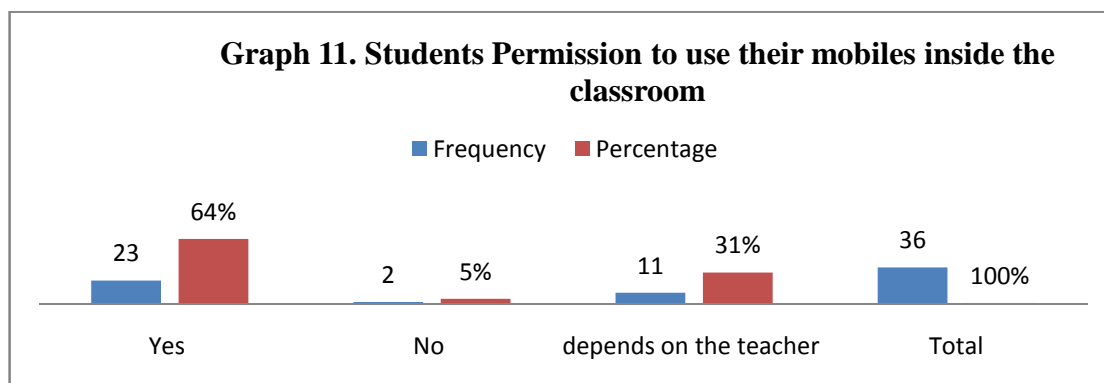
The graph demonstrated that 75% of the students' access to Mobile- assisted Language Learning activities whenever opportunities arise. 14% of them said outside the classroom and just 4 of the participants said inside the classroom.

**Q.10. Which aspects of English language you intend to improve when using mobile activities?**



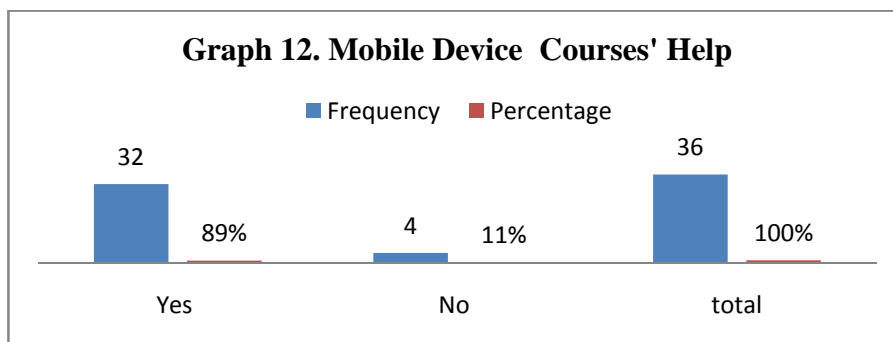
The graph shows that the majority of the students tend to improve their vocabulary by the use of mobile devices. Grammar is ranked as the second skill to be improved with 47% along with listening skill with 45%. Speaking skill comes at the end with 36%. Some students added spelling and pronunciation.

**Q.11. Are you allowed to use your mobile device inside the classroom?**



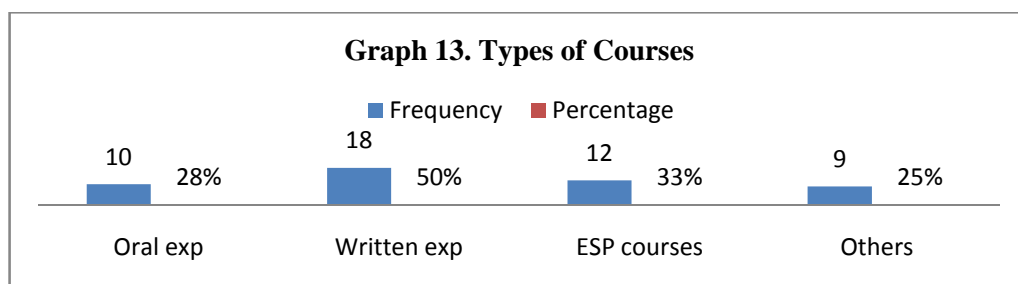
As it is illustrated by the graph the majority of the students said 'yes'. Their teachers allow them to use their mobile devices inside the classroom. 31% of them claimed with 'it depends on the teacher', and 5% of the teachers do not allow their students to use their mobiles inside the classrooms.

**Q.12. Does your mobile device help with your courses?**



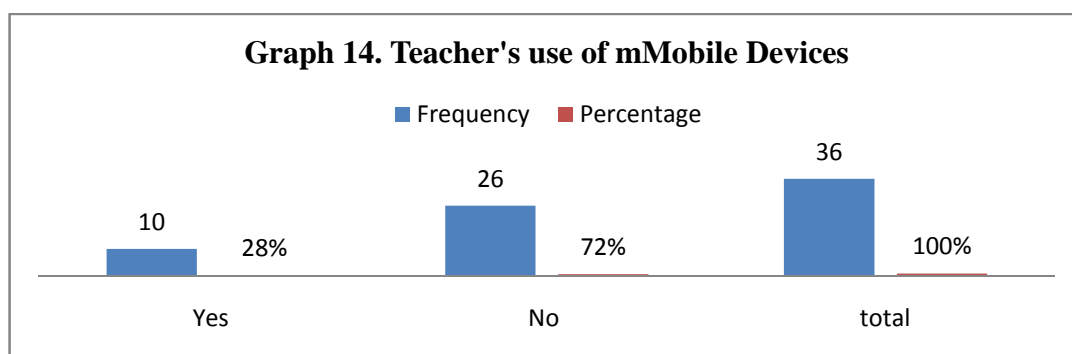
It is obvious from the graph that almost all the students said that their mobile devices help them with their courses.

If YES which courses?



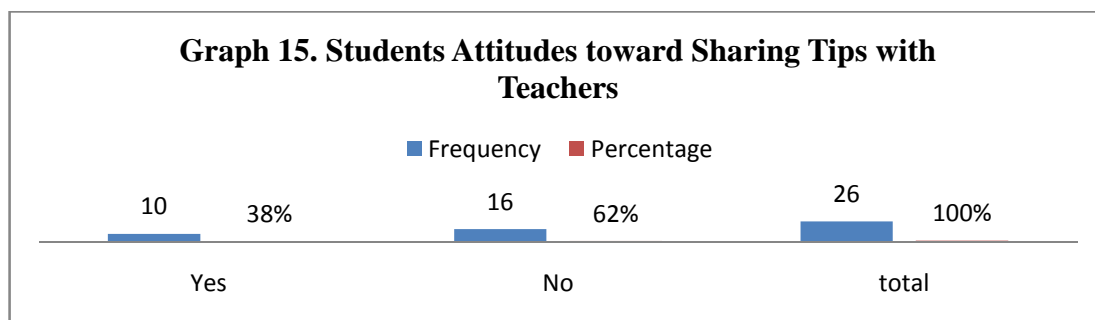
The figure shows that written expression is classified at the top of the courses. At the second place ESP courses with 33%; then Oral expression with 28%. Other students mentioned linguistics, dialectology, literature, history, and phonetic courses.

**Q .13. Do your teachers use their mobile devices as a tool to teach?**



As is shown by the graph, students said the majority of the teachers do not use their mobile devices to teach.

**If NO , do you like your teachers share tips via mobile devices ?**

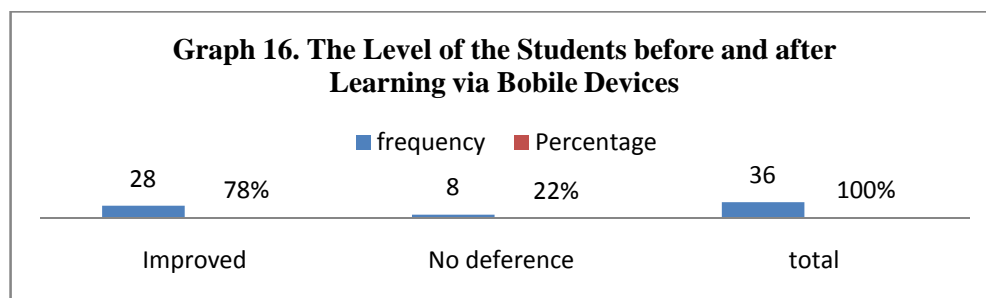


The majority of the students said NO with 62%. However, 38% of the students supported the idea.

Those who said YES their arguments are as follows :“ it is more helpful to both teachers and learners” ;“ it is more practical and accessible”; “ because it is a helping tool”; “ get information easily”; “ easy to follow and it doesn’t require attending class”; “ facilitates the course”; “ as long as it is the fast way to get information”.

Those who said NO their arguments are as follows: “ it is not a trustworthy sources as an academic book”; “ I think the role of the teacher stay as usual as an instructor”; “ because the mobile device has disadvantages”; “ it does not make any difference”; “ because I don’t think it shows respect” ( He probably wants to say it shows disrespect to the teacher. ; “ because I prefer to use copies thought I use my mobile device”; “ I don’t find it necessary”.

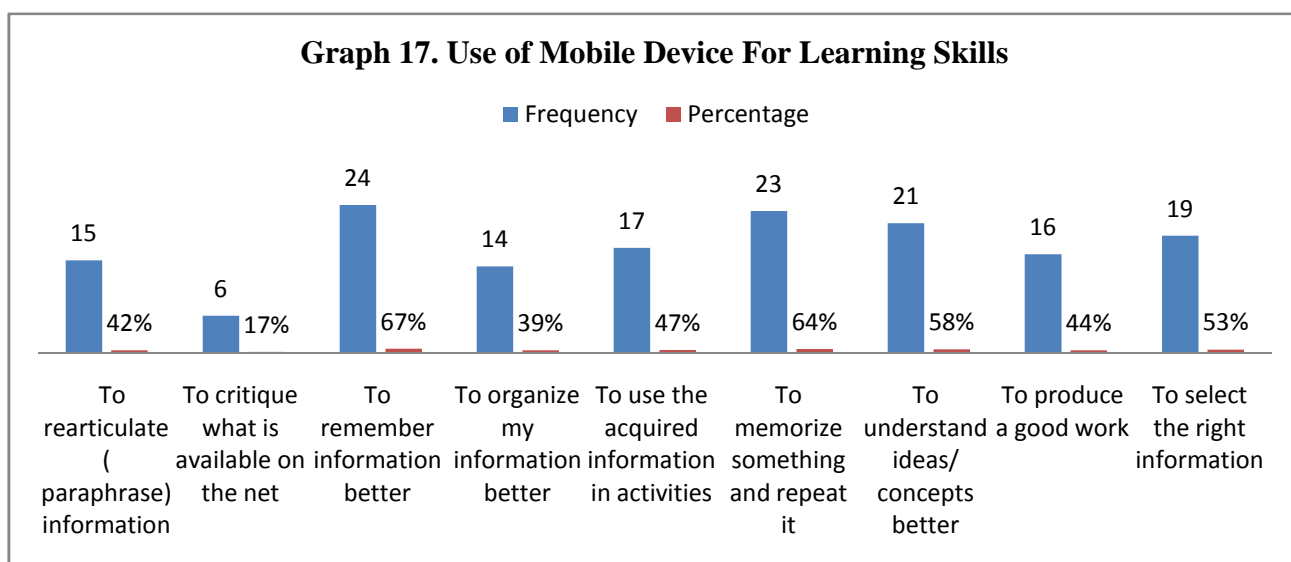
**Q.14. How would you evaluate your level before and after learning through your mobile device ?**



The students level of English as it is shown from the graph is highly improved with 78%. 22% of the students said No difference.

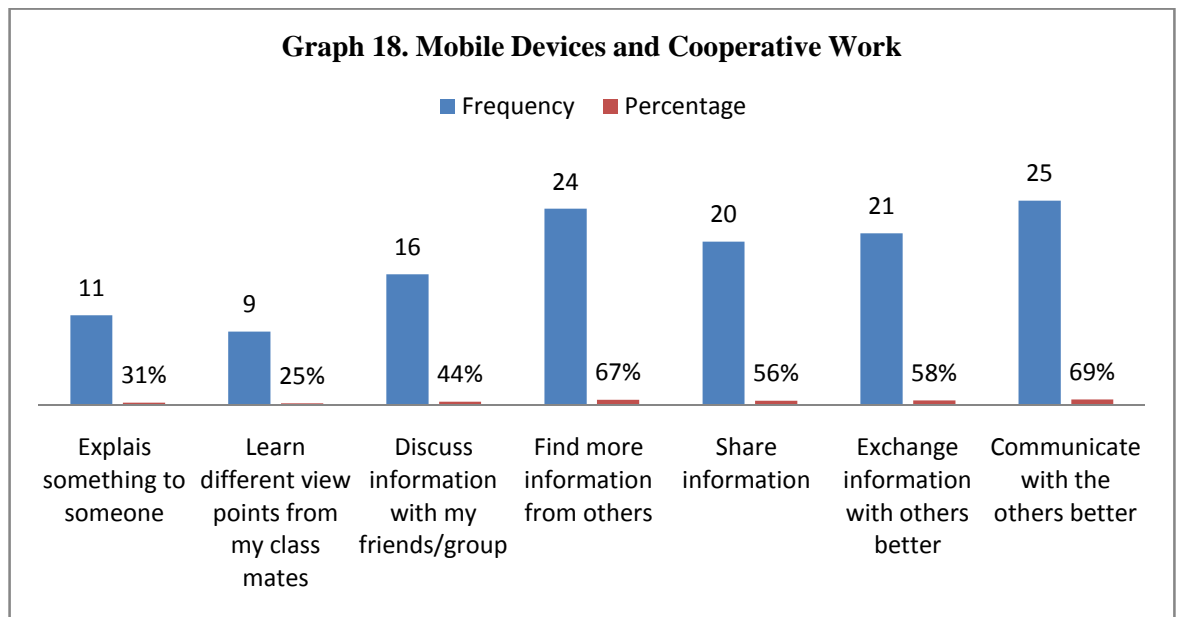
#### Part Four : Mobile Device and Thinking Skills

Q.15. I use my mobile to ...



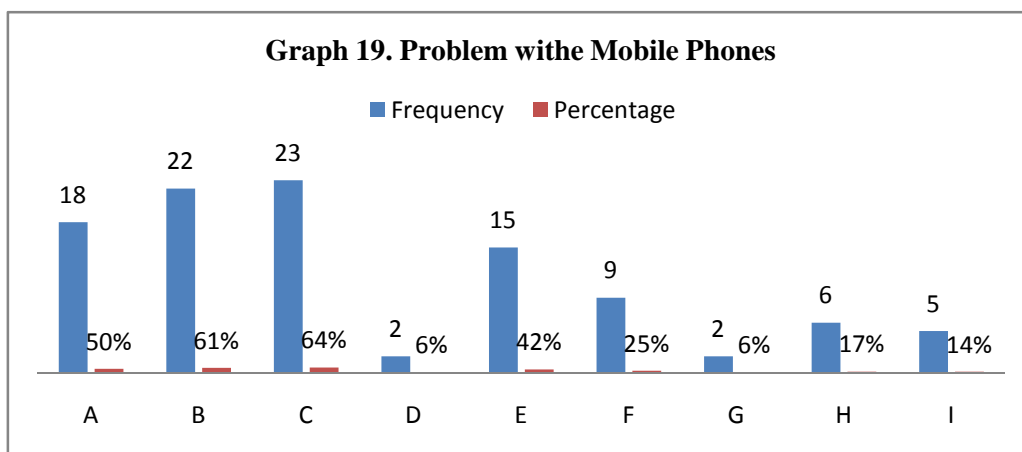
The graph shows that the highest level goes to 'to memorize something and repeat it' 64% and 'to remember information better' 67%. At the second level comes 'to understand ideas and concepts better' 58% and 'to select the right information' 53%. The rest are ranked between 47% and 39%. The last one goes for 'to critique what is available on the net with 17%. The answers to this question can be used to identify which thinking skills are popular among students.

### Part Five: Q .16: Mobile Devices and Cooperative Work



This part surveyed the ways students use the mobile device to cooperate and collaborate with each other. Usually students use their mobile devices to communicate with the others better with 69% as it is shown in the graph; then comes ‘find more information from others’ with 67% . 58% to exchange information with others better. The answers to this question may be useful to identify which communication tasks students are using to collaborate with other students.

### Q.17. Problems with mobile devices:



This question gauged student's perception on some problems facing them while using mobile devices. The graph shows the students classified the Internet connectivity problem as the first problem with 64% along with the slow Internet speed 61%; and Inconvenient word input with the incompatibility of the use of mobile devices for academic purposes as the last problematic with 6%.

**Q.18. If you have any comment with regard to the study, please feel free to write.**

This space of question 18 is left for the students to state their recommendations and perceptions freely. Many of them have written remarkable remarks and views, including:

**Student A:** “students must not depend on their mobile device during their learning”

**Student B:**“ using mobile phones for academic purposes is often considered inappropriate, yet it remains the most accessible the most practical way for both teachers and students to share information”

**Student C:** “ not all of students have a mobile device, because there are so many poor students. Teachers should be attentive to this point .... Thank you”

**Students D:** “ using mobile devices is very helpful for learning, it fosters and helps so much in acquiring and learning foreign languages in a fast and a very convenient way”

**Student E:** “ the use of mobiles in studying is a helping tool which facilitate and speed the data processing when you need it urgently”

**Student F:** “ sometimes using mobile devices is not a choice , but a necessity as they provide access to e-books, videos.....etc.”

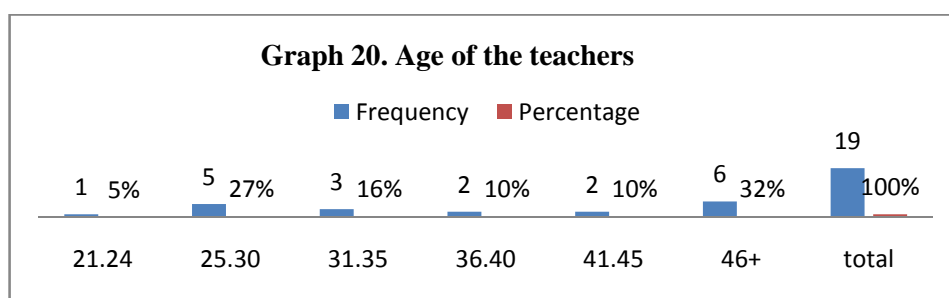
**Student G:** “ using a mobile device is a double edged sword. It depends on how we use it, where we use it and when we use it”

We notice that the students are quite aware of the usefulness of mobile devices in learning as they are well conscious about their drawbacks.

### 3.5. Teachers’ Questionnaire

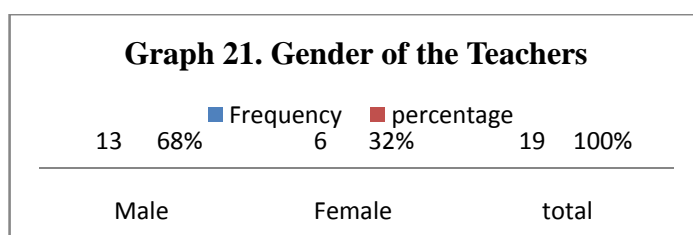
#### Part one : Background Information

##### Q.1. Age



The graph shows that the majority of the teachers are above 46 years old with 32%; and 27% of them being ranging between 25and 30 years old.

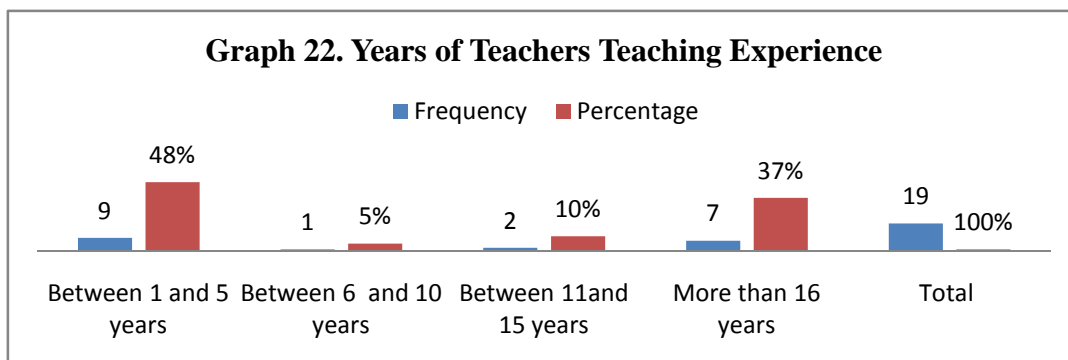
##### Q.2. Gender



As for gender, the teachers who are questioned, there are 68% females and 32% males .

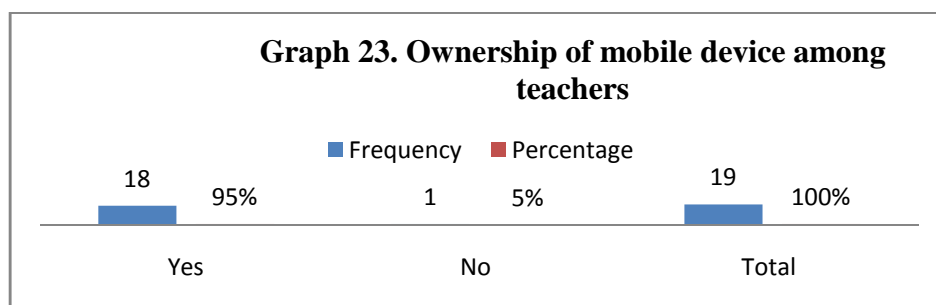


### Q.3. Years of teaching experience



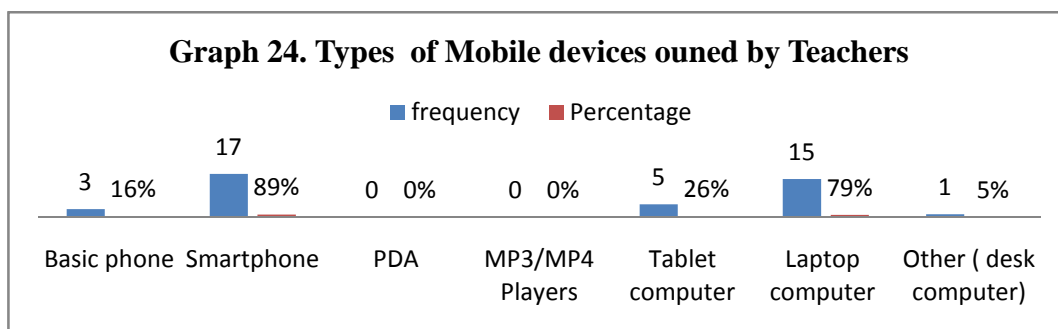
The graph displays that most teachers' experience in teaching is ranked between 1 and 5 years, then comes after it the ones who have an experience of more than 16 years with 37%.

### Q.4. Do you have mobile device?



It is clear from the results that all the teachers are familiar with the mobile device except one teacher who said, "no I don't have a mobile device".

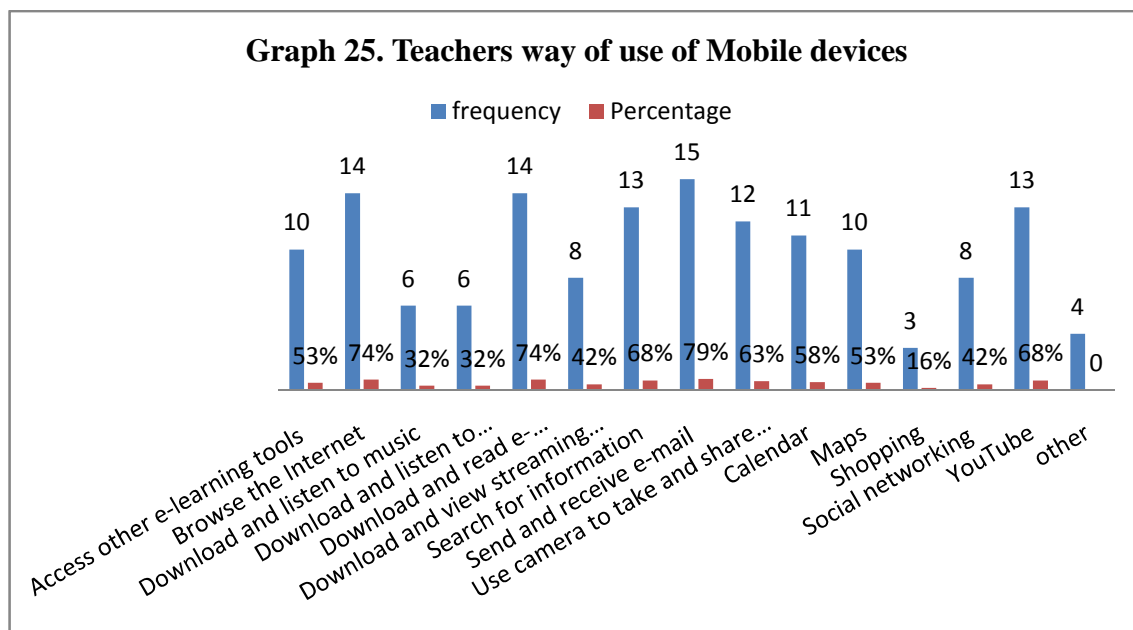
### Q.5. What kind of mobile device do you have?



As expected, 89% of the teachers own Smart phones. In the second rank, comes the laptop computer with 79%. Teachers who have not experiences with mobile devices could have a bad experience using a different browser or application.

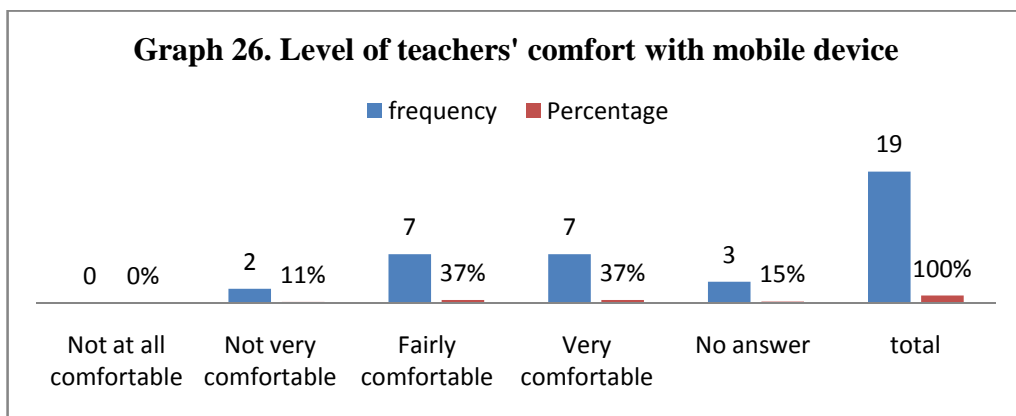
## Part Two: With Regard to Mobile Devices Usage

### Q.6. How do you use your mobile device?



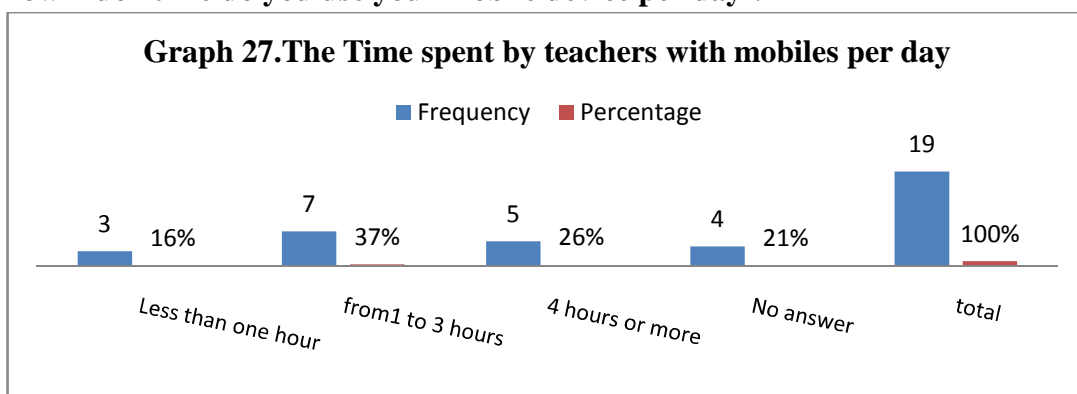
It is quite obvious from the graph that the highest percentage goes for sending and receiving e-mails with 79%, at the nearest level comes browsing the internet and downloading and reading e-books with 74%. After that comes the search for information and YouTube with 68%; then, the use of camera to take and share pictures with 63%. The least percentage goes for shopping with 16%. The answers to this question will identify the features that teachers use or do not use on their mobile devices. It shows how teachers are using their mobile devices and may identify areas that could be changed or improved if possible. The answers discover areas where mobile devices could be considered more often.

**Q.7. What is your level of comfort with your mobile device/handheld device use?**



The teachers' level of comfort with their mobile devices is quite positive as the graph shows the highest percentage goes to both fairly comfortable and very comfortable variable with 37%. Two of them chose not very comfortable; and no one said not at all comfortable. The answers to this question can be used to examine how well teachers are able to use mobile devices and how far they provide assistance for them.

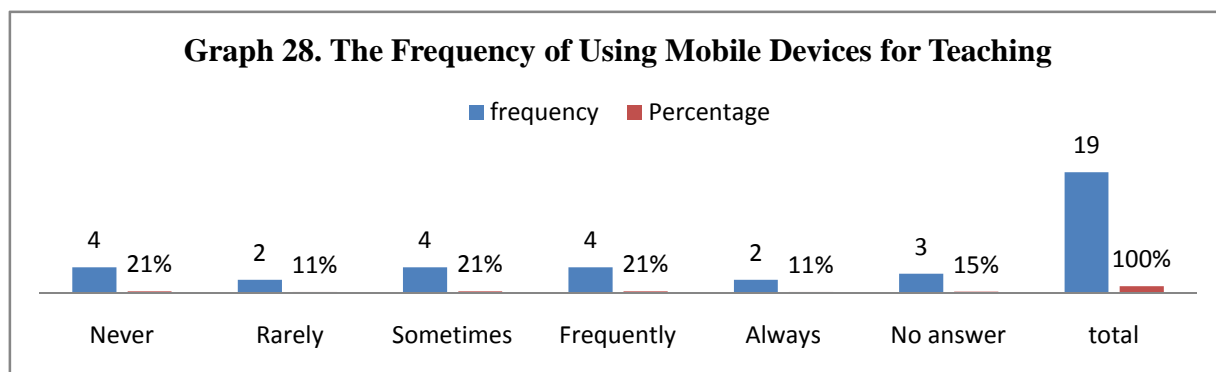
**Q.8. How much time do you use your mobile device per day ?**



It is obvious from the graph that the majority of the participants spend from one to 3 hours or more per day on their mobile devices. 26% of them said that the time spent is 4 hours or more, and 16% said less than 1 hour. However, 4 teachers did not answer

this question. The amount of time spent using mobile devices may reflect whether teaching aided by the devices would be effective for them or not.

**Q.9. How often do you use your mobile devices for teaching?**



The graph shows teachers answer Sometimes and Frequently have the same degree with 21% with the ones who answer with Never. The answers from this question may determine if teachers are already considering mobile devices in their teaching methods.

**Part three: Q.10. Teachers' attitude toward the use of mobile devices for language learning/ teaching**

This part is divided into 4 questions most of them are open questions for the simple reason is that open questions give the opportunity to find out more about the teachers' opinions, feelings and reflection.

**1. Do you use mobile device for teaching? a- yes b- no If yes, what kind of teaching do you use it for?**

Three teachers did not answer this question. Five of them said No. As for those who responded for the question Yes, their answers are as follows:

**Teacher A:** " most of the lectures are in PPT form, so using PC and projector is very helpful. Watching documentaries with students"

**Teacher B:** “ I share some lectures by e-mail with students and I study teach in PDF and they also use dictionaries”

**Teacher C:** “ I use the power point to prepare and present my lectures. I also use excel to check students performance. I communicate with students through e-mail..”

**Teacher D:** “ checking words( dictionary), checking a piece of information”

**Teacher E:** “ I use apps to help with the class activities. Apps like Sharades, Stopwatch, Share files in the classroom”

**Teacher F:** “I generally use the laptop to deliver my lectures in power point”

**Teacher G:** “send e-mails and messages to supervised students. Check for new words”

**Teacher H:** “ Use of Access = data Base”

**Teacher I:** “ in teaching oral expression”

**Teacher J:** “ lexis”

**Teacher k:**“providing authentic videos, audios. Including technology in teaching. Use of dictionary to save time”

As can be seen, the findings revealed most of the teachers use their mobile device for learning as well as for teaching: preparing, presenting, sharing or explaining courses to their student.

## **2. To what extent you find the application of mobile devices in teaching useful?**

Four teachers did not answer this question. Concerning the rest, their answers are as follows:

**Teacher A:** “ it is helpful to use mobile devices, but they shouldn't be the only source of students language”

**Teacher B:** “ I don't use mobile device in teaching”

**Teacher C:** “ I don’t”

**Teacher D:** “ it is quite important. The problem is that we have noisy and undisciplined students at middle and secondary schools (unfortunately) classroom management is hard for teachers. It is a hindrance.”

**Teacher E:** “ useful to some extent”

**Teacher F:** “ it helps in visualizing the lectures”

**Teacher G:** “ quite”

**Teacher H:** “ very important since both teachers and learners have mobiles that help the teaching learning process”

**Teacher I:** “ very useful. It is a good way to keep students attentive”

**Teacher j:** “ not very helpful, I use them only in oral expression”

**Teacher k :** “fairly useful”

**Teacher L:** “ I believe that this devices can make things a lot easier for teachers and learners providing access to vast amount of information and facilitating the use of multimedia”

**Teacher M:** “ they are very useful to read books check dictionaries and study faster, but they have a negative influence on spelling”

**Teacher N:** “ it is very useful as it attracts the attention of the students and breaks the old lecturing method”

**Teacher O:** “ very useful”

**3. Do you think mobile devices support the teaching-learning process of a foreign language, specifically, English? If your answer is yes, how?**

The majority of teachers’ answers were positive and only One teacher answered with: “not necessary”. Only three teachers left the space blank.

**Teacher A:** “ yes, because we don’t use it outside the classroom. To enhance the English level through practice”

**Teacher B:** “ yes. It enhances students’ mastery of the four language skills”

**Teacher C:** “ yes, with reading, listening, sharing, data bases and sets, so it strengthens learner autonomy”

**Teacher D:** “ yes, the availability of teaching materials complete with the use mobile devices are useful for teaching all language skills. We can use videos, pictures, and audios to expose learners to English.”

**Teacher E:** “ yes, but not in classrooms”

**Teacher F:** “ yes, I think that they are helpful. The different apps and software help me as well as the students to achieve most of the task online.”

**Teacher G:** “ it definitely does. Nowadays, learners are very familiar with mobile device, so it is very important to teach them through such devices as they feel comfortable with them.”

**Teacher H :** “ of course, actually most of people have a sophisticated mobile which can be used as motivational tool to enhance teaching”

**Teacher I:** “ yes, they do , for they provide various lectures examples and ‘ native’ users use of English”

**Teacher J :** “ by solving problem on the spot through Internet”

**Teacher K:** “ yes, but plenty of challenges. Using mobile devices in teaching is time –saving, exposes students to authentic language. It encourages pair and group works. Have the opportunity to listen to native speakers.”

**Teacher L:** “ by using laptops in searching infos about a certain subject or apply a certain program of teaching a certain module such as statistics that needs SPSS program.”

**Teacher M:** “may be, but computers are more efficient.”

**Teacher N:** “ 1- when reading, students can check more words in a shorter period of time. 2- the easy and smooth movement from book to dictionary. Sometimes the language students get exposed to in mobile devices is not academic.”

**Teacher O:** “ yes, when looking for the meaning of words, that’s by using a dictionary.”

**4. Do you consider the use of mobile devices in teaching is a challenge?**

**a-yes                    b- no-    why?:**

One teacher out of 19 did not answer this question. However 10 teachers said yes i.e. 53% ; and on the other hand 8 teachers answered with **NO** i.e. 42%.

For those who answered with **Yes** their arguments are as follows:

**Teacher A:** “ in the world they include technology whereas in Algeria avoid it.”

**Teacher B:** “ the effectiveness of this tool depends largely on the way they are used. Sometimes, the devices may not be available or may break down. Teachers may not be well trained in using them.”

**Teacher C:** “ Ethical issues may arise.”

**Teacher D:** “as very intimate devices, they can be very helpful in accessing courses online.”

**Teacher E:** “ students are not used to assisted teaching and learning. some students do not own a mobile device which makes the task difficult to perform.”

**Teacher F:** “ first , you must have an idea about the use of such devices and then you must be selective about what to include in your lectures to avoid boredom.”

**Teacher G:** “ because you need to prepare the lectures and have a look at various programs then decide which to use or not.”



**Teacher H:** “ students ‘ discipline ( it is hard to manage classrooms). Crowded classrooms, not Internet security.”

**Teacher I :** “ because it needs a lot of electronic devices like laptops and not all students have them, plus , it needs the teacher to cope with the idea of electronic teaching.”

**Teacher J :** “ yes , because of the difficulties or non availability of the internet network”

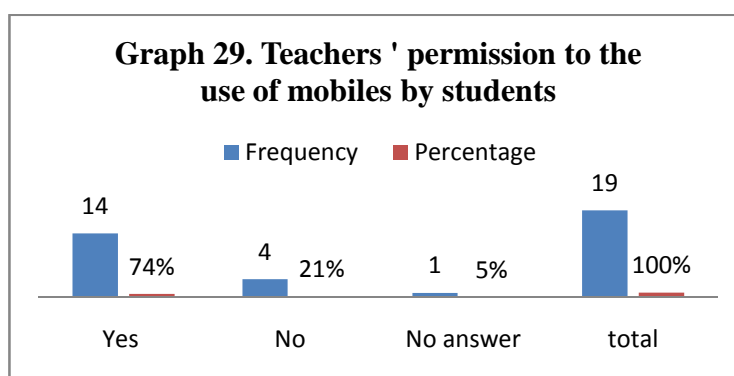
As for the ones who answered with NO, only 2 teachers write relevant views:

**Teacher A:** “ it is like any integrated educational device, but quitein formal for teachers.”

**Teacher B:** “ as long as the teacher is ready to adopt this method and the students show a great interest in this!”

The findings revealed that a number of challenges would block and slow down the process of the integration of MALL into EFL instruction.

**Q.11. Do you allow your students to use their mobile devices to support learning inside the class?**



As for the answer **No**. teachers argue:

**Teacher A:** “mobile phone are the major distraction in class.”

**Teacher B:** “ Not in class, but outside , they are highly encouraged.”

**Teacher C:** “ because in class they must listen and interact with teachers.”

**Teacher D:** because they use them for other things ( social media) rather than learning.”

Here the teachers’ resistance to the use of their mobile devices inside the classroom may be linked to the lack of their preparedness to accept or use the mobile devices for the learning/ teaching purposes. However, it is a question of ethics for others. In addition, for the other ones they see the interaction with the teacher should take the lion share inside the classroom as it is more effective and fruitful

Concerning the ones who answered with **YES**, 8 teachers stated :

**Teacher A:** “ check words in dictionaries.”

**Teacher B:** “ particularly to check the meaning of words in their digital dictionaries.”

**Teacher C:** “ In checking their dictionaries or browsing some difficult concepts.”

**Teacher D:** “ to facilitate accessing sources.”

**Teacher E:** “ yes, but only after permission”

**Teacher F:** “ mainly for translation matters and dictionary use.”

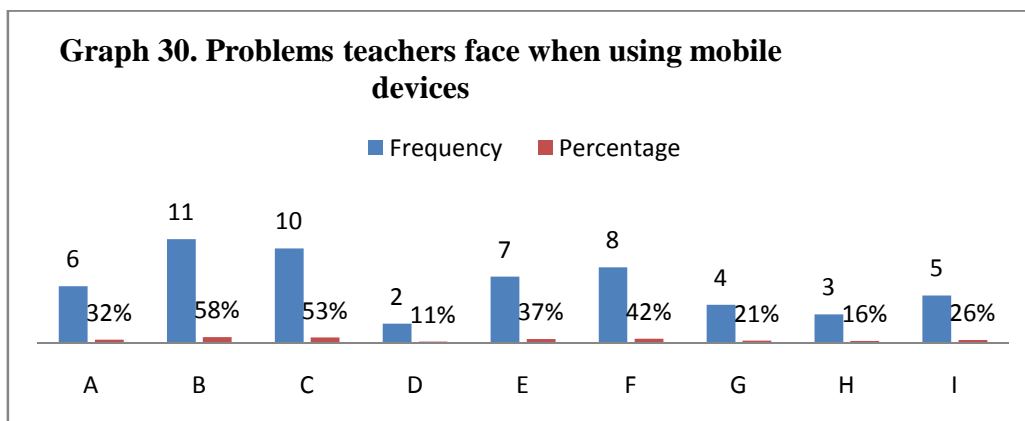
**Teacher G:** “sometime the use of the dictionary on google.”

**Teacher H:** “ only for dictionaries.”

**Teacher I:** “ to check dictionaries.”

The teachers here seem to be aware to the extent Mobile Assisted Language Learning provide aids for their students to understand the given lecture better.

## 12. Problems with mobile devices :



These answers can be used to identify any specific issues teachers have with using their mobile devices. The most frequent issue is slow Internet speed with 58%; then; Internet connectivity problems with 53% followed by 42% that goes for Lack of skills/ knowledge to use mobile devices for academic purposes. High cost of connectivity problem with 37% is also among the issues that hinders the smooth use of mobile devices.

**Q.13. Personal comments: Do please feel free to include your evaluation/ comments as far as the questionnaire is concerned.**

The final question asks teachers for their suggestions or ideas about the topic studied i.e. how to use mobile devices more effectively for teaching and learning. The information gained from the teachers views could prove the usefulness in identifying the potential ways to use mobile devices more effectively in the teaching /learning process.

**Teacher A:** “ the use of high tech tools makes learning easier and faster, but it needs to be seriously included in the teaching system.”

**Teacher B:** “ the problem is not in the use but in guiding students about the right use.”

**Teacher C:** “ I personally have been using a laptop for teaching for a number of years now, and I have noticed that the students who attend are much more attentive to and interested in the lecture content.”

**Teacher D:** “ it is really an interesting subject that most of learner have to work on in the era of modern devices.”

**Teacher E:** “ I believe that the use of mobiles in class should be encouraged, yet it should not be the case as far as teachers are concerned.”

**Teacher F:** “ myself I have learnt entire courses on internet platforms through the phone. So, it’s very useful.”

**Teacher G:** “ I find the questionnaire constructive, making me as a teacher to reconsider the use of mobile devices in class, because it makes students more concentrated on the lesson , and bring a new style of teaching that not many of us use. I only have one comment is based on my opinion , laptops are more useful than phones in assisted language learning.”

### **3.6. Discussion of Results**

This study attempt to address EFL students’ and teachers’ perspective on the application of mobile-assisted language learning at the English department Adrar University.

The findings revealed that mobile devices ownership is widespread among EFL students and teachers. The study has illustrated that Adrar EFL students and teachers adopt positive perspectives on the integration and implementation of MALL. The findings show that almost all EFL teachers and students at Adrar university are aware, conscious and familiar of possible merits and affordances of MALL implementation for language teaching and learning. The main affordance of MALL is that it enables the students and the teachers to be connected to the Internet at anytime and anywhere.

With regards to the promotion of thinking skills, mobile devices have helped the students to develop their thinking skills. The graph shows that the highest level goes to 'to memorize something and repeat it' 64% and 'to remember information better' 67% . Those two thinking skills are the most popular among students

Mobile devices have the prospect of supporting the subject of English Language and would bring added value. Melor and Mohamed(2017) stated that various studies (e.g. Ally, 2009; Dias, 2002; Dickey, 2001) have shown an explosion of interest in using mobile devices for English language teaching and learning. The results have shown that MALL allows learners to access to the desired learning materials. As a result, when students are provided with individualized learning, they are able to think critically and are aware of their capabilities (Sariah et al., 2014 cited in Hashim et al 2017).

Wi-Fi technology in mobile devices gives many opportunities for both students and teachers to access supplementary learning materials as well as communicate with each other anytime and anywhere(Ally, 2009 cited in .Hshim et al. 2017).

In addition, MALL applications can facilitate learners in interacting with others collaboratively anytime and anywhere. However, a number of obstacles could block this process, as an example, as revealed in the results, the most frequent issue is slow Internet speed with 58%; then; Internet connectivity problems with 53% followed by 42% that goes for Lack of skills/ knowledge to use mobile devices for academic purposes. High cost of connectivity problem with 37% is also among the issues that hinders the smooth use of mobile devices.

At the end, the information gained from the teachers views could prove the usefulness in identifying potential ways to use mobile devices more effectively in the teaching /studying process.

However, some participants have stated some reasons for the impracticality of mobile devices in EFL courses they said the use of mobile devices in learning might be distractive tools rather than learning tools. Besides, their use inside the classroom seduce some students to engage in conversations that make them lose their focus. Furthermore, others have argued that the abundance of information that is gotten through the mobiles may drive them to either obtain information that exceeds their capacities or get untrustworthy knowledge as some students said: “ it is not a trustworthy sources as an academic book”; “ I think the role of the teacher stay as usual as an instructor”

As for the teachers resistance to the use of their mobile devices inside the classroom, it is obvious from the result gathered ( Lack of skill/ knowledge to use mobile devices for academic purposes 42%; lack of language learning mobile-based software and activities 26%; incompatibility of the sue of mobile devices with language teaching / learning 21%; resistance to the use of mobile devices for academic purposes 16%)that it is linked to the lack of their preparedness to accept or use the mobile devices for the learning/ teaching purposes. For others, it is a question of ethics; and for the other ones they see the interaction with the teacher is more important inside the classroom as it is more effective and fruitful.

The teachers are quite aware of the usefulness of mobile devices in learning as they are well conscious about their drawbacks. In addition, they are aware of the mobile technology use and they perceived its importance as essential in enhancing the students' skills and cooperative work.

Overall, evaluating teachers' and student's perspective on the use of technology should be combined with the evaluation of the context and the environment. (Buckenmayer, 2011 as cited in Reza. 2013.160)

### **3. 7. Some Principles on the Implication of MALL in the EFL/ESL Classrooms**

Bahram & Hassan (2016) have written some principles on the implication of MALL in EFL/ ESL classrooms. According to them the changing world demands innovative pedagogical practices in higher education with the integration of technology. The need to ICT equipped and smart classrooms (Yedla, 2013. Cited in Bahram & Hassan .2016.p.9) compared to traditional classes aid the quality and effectiveness of the teaching-learning process and the access to reliable information anytime, anywhere. So, to reach this objective, according to them, technology-related instructional and learning materials and activities should be adopted to the new generation learners.

Bahram & Hassan (2016.p.9) stated that in the EFL/ESL classrooms, MALL can be utilized by the teacher to booster the different techniques and strategies of learning. The following ways aid the process:

- Record the lecture and upload it as a podcast. Mobile devices, iPods and MP3 recorders are the tools which lessen the instructors and learners' worry about the insufficient hardware supply as they can record content for podcasts at any time (Facer and Abdous, 2011. As cited in Bahram & Hassan. 2016.p.10). As a result, the contents can be shared to the other learners' mobiles for studying or reference.

- Dedicate numbers to each learner and ask them to message their questions. The learners' questions reflects the salient features the teacher should focus on in the class and where to help and direct them.

- Ask a query relevant to the teaching materials and make the learners find the answer as quickly as possible. This shows how well the students noticed and understood the content as well as their attention and look to the materials.

- Make a list of important points to be shared through messaging. This will bridge the educational gap among the students.

- Let the students take a look at the content through the 3G webs in their mobiles.

Then, ask them to put away their mobile phones and start testing their linguistic knowledge related to the PPP Approach (Yelda, 2012. As cited in Bahram & Hassan. 2016.p.10 ).

- Develop the students' vocabulary by sending flashcards through mobile.

### **3.7. Conclusion**

This study was conducted in the form of a case study. It sought to find the students' teachers perspectives on the application of MALL on EFL at Adrar English department, choosing the first year master degree students as a sample.

The collected data was by means of questionnaire. All the results of student and teachers' questionnaire were carefully analyzed and represented both statistically and descriptively in figures. Then, questionnaire's data was interpreted. Third, the chapter ends with a discussion of the study findings.

The results of this study indicated that mobile learning is an effective way of improving all the language skills; furthermore, the results of this research showed that mobile devices are an interesting and innovative way for learning and teaching. They can provide more opportunities to learn and teach, and get access to them anywhere and anytime.



## **General Conclusion**

This study conducted in the form of a case study. It sought to find the attitudes of both students and teachers at the English department in the university of Adrar toward the implementation of Mobile Assisted Language Learning on EFL and the way it affects their learning / teaching process. The study focused on master one students and some teachers at the department as a sample and trying to find out their feedback: views and recommendations to both students and teachers.

It seems that the results of the analyses of the data collection tools confirmed our stated hypothesis and affirmed that, at least in the sample of this study, most of students and teachers are acquainted with technologies and use them frequently. In this practice, students used their own mobile devices as tools to acquire knowledge enthusiastically. It shows an attempt from both students and teachers to integrate technologies and constructive learning approach to EFL courses. Mobile devices helped the students to manage the course information, to promote their thinking skills and to better cooperate with each other.

However, most of the participant complaint about the internet connectivity problems slow internet speed and the high cost of connectivity to the internet. This discourages them from implementing MALL. For these reasons, collaboration between higher education institutions and local mobile technology industry along with local wireless technologies would be helpful.

At last, from the finding, as MALL application is novice in the Algerian EFL context, we can deduce that the majority of the participants are not provided with the required skills for the implementation of MALL. For this reason, we suggest for the Ministry of Higher and Scientific Research to provide EFL teachers with ICT skills required for the implementation of MALL; therefore, the teachers make their students

aware of those skills and abilities which are required for successful implementation of MALL in EFL courses.

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## Appendices

### Appendix 01 : Students' Questionnaire

Fellow Students,

The following questionnaire is part of a research project that aims at exploring the students teachers' perspectives on the application of \*Mobile Assisted Language Learning and its effect in their English learning/ teaching process. Your responses will be treated in strict confidence and individuals will not be identified in any report or publication.

\*Mobile-Assisted Language Learning is used in this research to mean learning Language withthe assistance (help)of mobile devices (i.e.Mobile phones, Mp3, Mp4 players, IPad, Tablet...).

I *herely* request you kindly to answer sincerely, because your answer will determine the success of this investigation.

Thank you

Please *circle* the appropriate choices that best fit your situation.

#### Part one : Background Information

1. Age: a- 21. 24    b- 25.30    c- 30.35    d- 36.40    e- 41. 45    f- 46 +
2. Gender:            a- Male    b- Female
3. Do you have mobile devices?            a- Yes            b-No
4. If you answer "**yes**" what kind of mobile devices do you have? You may circle more than one item
  - a- Basic-phone (no camera/video, no applications, etc.)
  - b- Smartphone
  - c- PDA (Personal Digital Assistant)
  - d- MP3/MP4 Players
  - e- Tablet Computer
  - f- Lap top computers
  - g- Others: .....

**Part Two: With Regard to Mobile Devices Usage**

**5. How do you use your mobile device? Circle all that apply**

- a- Access other e-learning tools
- b- Browse the Internet
- c- Download and listen to music
- d- Download and listen to podcasts/audio books
- e- Download and read e-books/print-based content
- f- Download and view streaming movies/video clips
- g- Search for information
- h- Send and receive e-mail
- i- Use camera to take and share pictures
- j- Maps
- k- Calendar
- l- Shopping
- m- Social networking
- n- YouTube
- o- Other (Please specify).....

**6. What is your level of comfort with your mobile device/handheld device use?**

- a- Not at all comfortable
- b- Not very comfortable
- c- Fairly comfortable
- d- Very comfortable

**7. How often do you use your mobile device per day?**

- a- Less than 1 hour
- b- 1-3 hours
- c- 4 hours or more

**Part Two: with regard to learning English**

**8. How often do you use your mobile device to learn English?**

- a- Always
- b- often
- c- rarely
- d- never

**9. Where do you usually use your mobile device to learn English ?**

- a- Inside the classroom
- b- outside the classroom
- c- where the opportunity arises

**10. Which aspects of English Language you intend to improve when using mobile activities ? you may circle more than one option**

- a- Listening      b- speaking      c- grammar      d- vocabulary  
 b- e- Others .....

**11. are you allowed to use your mobile device inside the classroom?**

- a- Yes      b- No      c- Depends on the teacher

**12. Does your mobile device help you with your courses ?**      a- Yes      b- No

If yes , which courses ? a- Oral expression      b- written expression      c- ESP course

- d-Others .....

**13. Do your teachers use their mobile devices as a tool to teach?**

- a- Yes      b- No      c- Sometimes

**If NO, do you like to see teachers use mobile devices in courses ?**

- a- Yes      b- No  
 Explain why:.....

**14. How would you evaluate your level before and after learning through your mobile device?**

- a- Improved      c- No difference

**Part three: Mobile Device and Thinking Skills**

15. I use my mobile to ....

- a- To rearticulate ( paraphrase) information  
 b- To critique what is available on the net  
 c- To remember information better  
 d- To organize my information better  
 e- To use the acquired information in activities  
 f- To memorize something and repeat it  
 g- To understand ideas/ concepts better

- h- To produce a good work
- i- To select the right information

#### **Part four : Mobile Devices and Cooperative Work**

**16. I use my mobile device to .....**

- a- Explain something to someone
- b- Learn different viewpoints from my class mate
- c- Discuss information my friends/ group
- d- Find more information from others
- e- Share information
- f- Exchange information with the others better
- g- Communicate with the others better

**17. Problems with mobile device :**

- a- The small screen size of mobile device
- b- Slow internet speed
- c- Internet connectivity problems
- d- Inconvenient word input
- e- High cost of connectivity to the internet
- f- Lack of skill/ knowledge to use mobile devices for academic purposes
- g- Incompatibility of the use of mobile devices with language teaching/ learning
- h- Resistance to the use of mobile device for academic purposes
- i- Lack of language learning mobile-based software and activities

**18. If you have any comment with regard to the study, please feel free to write .**

.....

**Thank you for your time and your cooperation**

## Appendix 02: Teachers' Questionnaire

Sir/Madam,

The following questionnaire is part of a research project that aims at exploring the students teachers' perspectives on the application of \*Mobile Assisted Language Learning and its effect in their English learning/ teaching process. Your responses will be treated in strict confidence and individuals will not be identified in any report or publication.

\*Mobile-Assisted Language Learning is used in this research to mean learning language with the assistance (help) of mobile devices (i.e. Mobile phones, Mp3, Mp4 players, IPad, Tablet...).

I *herely* request you kindly to answer sincerely, because your answer will determine the success of this investigation.

Thank you

Please *circle (O)* the appropriate choices that best fit your situation.

### Part One: Background Information

**Q.1.** Age: a- 21. 24      b- 25.30    c- 31.35    d- 36.40    e- 41. 45    f- 46 +

**Q.2.** Gender:              a- Male      b- Female

**Q.3.** Years of teaching experience :    a- between 1 and 5              b- between 6 and 10 years    c- between 11 and 15      d- more than 16 years

**Q.4.** Do you have mobile devices?      a- Yes      b-No

**Q.5.** If you answer "yes" what kind of mobile devices do you have? You may circle more than one item

- a- Basic-phone (no camera/video, no applications, etc.)
- b- Smartphone
- c- PDA (Personal Digital Assistant)
- d- MP3/MP4 Players
- e- Tablet Computer
- f- Lap top computers
- h- Others: .....

**Part Two: With Regard to Mobile Devices Usage**

**Q.6. How do you use your mobile device? Circle all that apply**

- a-Access other e-learning tools
- b-Browse the Internet
- c-Download and listen to music
- d-Download and listen to podcasts/audio books
- e-Download and read e-books/print-based content
- f-Download and view streaming movies/video clips
- g-Search for information
- h-Send and receive e-mail
- i-Use camera to take and share pictures
- j-Calendar
- k-Maps
- l-Shopping
- m-Social networking
- n-YouTube
- o- Other (Please specify).....

**Q.7. What is your level of comfort with your mobile device/handheld device use?**

- b- Not at all comfortable    b- Not very comfortable    c- Fairly comfortable    d- Very comfortable

**Q.8. How much time do you use your mobile device per day?**

- a- Less than one hour    b- from 1 to 3 hours    c- 4 hours or more

**Q.9. How often do you use your mobile devices for teaching ?**

- a - Never    b – Rarely    c- Sometimes    d- Frequently    e - Always

**Part three: Q.10. Teachers' attitude toward the use of mobile devices for language learning/ teaching**

- 1- Do you use mobile device for teaching ?    a- yes    b- no If yes, what kind of teaching do you use it for ? .....
- 2- To what extent you find the application of mobile devices in teaching useful ? .....
- 3- Do you think mobile devices support the teaching-learning process of a foreign language, specifically, English? If your answer is yes, how?.....





