The Use of Mobile Assisted Language Learning in the Algerien EFL Context: Case Study of First-Year LMD Student at Saida University

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

First and formost, my deep gratitude goes to my parents who were all the time by my side supporting me.

To my beautiful sisters.

And finally, to my friends with whome I spent wonderful moments.

Thank you all for everything you have done for me.

Acknowledgements

Abstract

Mobile assisted language learning (MALL) is an emerging approach to language learning that utilizes mobile devices such as smartphones and tablets to support English as a foreign language (EFL) instruction. The purpose of this investigation, which was conducted at the departement of English at Saida university, is to explore the use of MALL in the EFL context , to see if the use of MALL motivates the learners and to know if its use increases the teaching-learning process. To achieve these aims, the investigator adopts a mixed method approach, where a students' questionnaire was incorporated with a teachers' interview. Findings revealed that the learners get enthused while using mobile apps in their studies. Besides, findings showed that the use of this approach can greatly impact the teaching-learning process if it is used correctly. At the end of this investigation, the researcher suggests a serie of recommendations to the teachers as well as the learners for a good use of MALL in the EFL context.

Key words: approach, English as foreign language, learners, mobile assisted language learning, teaching-learning process.

الملخص

" تعلم اللغة بمساعدة الهاتف المحمول" (MALL) هو نهج ناشئ لتعلم اللغة ، حيث يقوم على استخدام الأجهزة المحمولة مثل الهواتف الذكية والأجهزة اللوحية لدعم تعليم اللغة الإنجليزية كلغة أجنبية . الغرض من هذا البحث الذي تم إجراؤه في قسم اللغة الانجليزية بجامعة سعيدة هو: استكشاف استخدام MALL في سياق اللغة الإنجليزية كلغة أجنبية ، معرفة ما إذا كان استخدام MALL يحفز المتعلمين بالاضافة الى معرفة ما إذا كان استخدام هذا النهج يزيد من عملية التعليم والتعلم. لتحقيق هذه الأهداف ، تبنى الباحث منهجًا مختلطًا ، حيث تم دمج استبيان الطلاب مع مقابلة للأساتذة. كشفت النتائج أن المتعلمين يشعرون بالحماس أثناء استخدام تطبيقات الهاتف المحمول في دراساتهم. إلى جانب ذلك ، تظهر النتائج أن استخدام هذا النهج يمكن أن يؤثر بشكل كبير على عملية التعليم والتعلم إذا تم استخدامه بشكل صحيح. في نهاية هذا التحقيق ، يقترح الباحث سلسلة من التوصيات للمعلمين وكذلك المتعلمين من أجل الاستخدام الجيد لـ MALL في سياق اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية : المنهج ، اللغة الإنجليزية كلغة أجنبية ، المتعلمين ، تعلم اللغة بمساعدة الهاتف المحمول ، عملية التدريس والتعلم.

Table of Contents

Chapter One: Literature Review

Chapter Two: Research Methodology

Chapter Three: Data Analysis and Interpretation

List of Tables

List of Figures

x

List of Abbreviations

EFL: English as foreign language

LMD: Licence, Master, Doctorat

MALL: Mobile assisted language learning

M-learning: Mobile learning

MMS: Multimedia messaging service

PDAs: Personal digital assistants

SMS : Short Message Service

List of Appendices

General Introduction

Due to the development of technology that the world is witnessing nowadays, the way in which learners are perceiving their knowledge has changed.This change includes the emergence of the mobile assisted language learning (MALL) ,which is a sub-branch of the computer assisted language learning (CALL), in the teaching-learning process of English as a foreign language.This new approach involves the use of the different mobile technologies such as smartphones, ipods, laptops, tablet computer…ect. Besides, the use of MALL has known a higher flourishment in the lockdown period that the world has seen because of the Covid-19 pandemic, in which, EFL students have pursued their studies through these devices.

Ameliorating the four integrative skills of the English language is the main target of EFL students and teachers alike. However, many students still find it difficult to enhance their levels in these skills because of many factors , namely : the proliferation of old and classical methods of teaching in addition to the scarcity of the technological tools which would kill the students motivation and their willingless to study. For this reason, many scholars suggested the use of mobile devices in the EFL atmosphere to improve the students' performance in the skills of the English language.

In the light of the above, this study, which is conducted at Saida university with first year EFL students, has three aims. First, it intends to see if the implementation of the MALL motivates the students to engage in their study. Second, it aims to explore the EFL teachers' attitude towards their learners' use of mobile-learning in the EFL classroom and finally, it targets to know if the use of MALL increases the teaching-learning process.

To achieve these aims, three research questions have been raised as follow:

1- Does the use of MALL stimulate the learners to engage in their study?

2- What is the tutors' attitude towards their students implementation of the MALL in the EFL atmosphere?

3- To what extent does the use of mobile-assisted language learning increase the teaching-learning process?

To answer these questions, some hypotheses are formulated as follows:

1- Since this generation is brought up in a digital world, the learners will be more motivated by the use of mobile learning.

2- The teachers are pleased with their students' use of m-learning because they see it as an innovative approach which would help the learners to improve the four skills.

3- The use of MALL in the EFL classroom develops the students' performance and takes their levels to a higher degree.

To answer the aforementioned questions, the researcher has designed an investigation with teachers and students at Saida University. To collect data, the researcher relied on a mixed-method approach, in which she used an interview with the teachers and a questionnaire for first year EFL students. Thus, the results were analyzed quantitatively and qualitatively.

This dissertation is divided into three chapters. The first chapter presents a theoretical framework about the MALL. It showed how technology has swept the educational world. Besides, it introduced the concepts of mobile-learning, mobile-assisted language learning, its history and approaches .The chapter also presented the different types of the MALL devices in addition to the advantages of the MALL implementation and the challenges faced in its use. Finally, the chapter exposed the relationship between the learners' motivation and the use of MALL as well as the teachers-learners' attitude   towards this use.

The descriptive part of the research was discussed in the second chapter. It dubbed the study tools, as well as the informants' profiles, research processes, and data processing methodologies.

The third chapter was about analyzing the acquired data. Finally, it summarizes the most relevant findings. It also makes some suggestions to improve teachers' and students' awareness of the use of MALL in education. These recommendations are made in response to the findings.

Chapter One: Literature Review

Chapter One: Literature Review

1.1. Introduction

The use of mobile-assisted language learning appears to be a 21st Century educational movement that suits the classroom atmosphere and meets the demands of the learners.This chapter is the theoretical part of the study.It aims first to show how technology has swept the educational world.Besides, it introduces the concepts of mobile learning, mobile-assisted language learning, its history and approaches .The chapter also presents the different types of the MALL devices in addition to the advantages of the MALL implementation and the challenges faced on its use. Finally, the chapter exposes the relationship between the learners' motivation and the use of MALL as well as the teachers-learners' attitude towards this use.

1.2. Technology and Education

No one can deny the fact that technology becomes a part and parcel of people's everyday life, in which they rely heavily on its use,especially in education.Çakir (2016) claimed that students use technology in their daily lives and find it useful, easy, and engaging while learning a foreign language.Besides, technology redefines education by changing how, when, and where learners learn, as well as empowering them at each point of their journey.

Technology has grown so pervasive that it has altered the way tutors teach and students learn. Mobile devices have been widely employed in educational settings (chinnery, 2006, as cited in Hadi Salih, 2019). The introduction of the Internet, on the other hand, has resulted in a lot of changes in daily life. Previously, the primary sources were printed books or encyclopaedias. Today, all types of information can be acquired via a single medium: the Internet, which may be regarded as a key source offered by technology (Yeşilel, Yaman, & enel, 2015, as cited in Çakmak, 2016). From the standpoint of instructors, technology allows them to build their own curriculum and modify instructions to maintain good engagement and improve student interest and motivation (Yunus et al., 2013).

The use of technology for educational purposes dates back to the twentieth century. By the beginning of 1920, the notion of visual instruction had been established. The first electrical computer was used at the University of Pennsylvania in 1946. In 1960, students were able to access information through connected computer terminals installed in classrooms by the University of Illinois. Engelbart pioneered the mouse, hypertext, and groupware in 1970, along with the hypermedia, multiple-window displays, and electronic mail system.

Microprocessors and electronic books were launched throughout the 1970s and 1980s. Personal computers, VCRs, and CD-ROMs were all available (Grace & Kenny, 2003, as cited in El Boukhari, 2015). Following then, technology progressed to the point where all technical equipment are now available at schools and institutions.

1.3. Definition of Mobile Assisted Language Learning

Mobile-assisted language learning (MALL) is the most recent learning method in language education, in which applications or websites are used to assist students in their learning tasks (Nuraeni,Irmawati,Supriyatna,Widiati & Bahri,2020). The term "mobile-assisted language learning" was invented by chinnery (2006). As mobile technology has improved, so has mobile-assisted language learning. In reality, MALL is tied to foreign language learning and is not a fully independent field. MALL has been characterized as a subset of both mobile learning and computer-assisted language learning (Heyoung & Yeonhee, 2012).For Valarmathi (2011), Mobile assisted language learning (MALL) is a method of assisting or enhancing language learning through the use of mobile devices such as cell phones (including the iPhone or iPad), MP3 or MP4 players (e.g., iPods), and Personal Digital Assistants (PDAs) (e.g., Palm Pilot, Blackberry, etc.). Students may use MALL to access language learning resources and connect with teachers and peers at any time and from any location.

Begum (2011) further describes MALL as a language learning strategy that is enhanced by the use of mobile devices such as mobile phones, MP3/MP4 players, PDAs, and palmtop PCs. That is, MALL refers to any type of language learning that takes place on mobile devices. According to Stockwell and Hubbard (2013), MALL is a unique intersection of CALL and m-learning. MALL is viewed as a subset of the developing areas of m-learning and CALL in this sense.However, Kukulska-Hulme and Shield (2008) suppose that "MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access and interaction across different contexts of use" (p.273). Also, Turc (2017) defined it as learning in both physical and virtual contexts, facilitated and assisted by extremely portable gadgets (both handled and worn), as well as communication and social network technology.

Chapter One: Literature Review

1.4. History of Mobile Assisted Language Learning

Computer Assisted Language Learning (CALL) has received a lot of attention over the last three decades as a way to enhance education outside the traditional classroom. The study focused on the issue and its impact on language learning and training. Levy (1997) defined CALL as "the search for and durability of computer applications in language teaching and learning" (as stated in Benchaabane, 2017). Despite CALL's huge success in language acquisition, several characteristics, such as interactive learning and speaking activity, remain untapped for future generations. Furthermore, in today's fast-paced world, there is an urgent need for more passive technologies (Sood, 2010).

When mobile devices were first conceived in 1973, no one dreamed they would one day become an essential part of daily life.As these creative tools became more prevalent in modern life, the need to include them in language learning grew. The use of mobile devices to facilitate language learning has increased substantially since Chinnery (2006) popularized the term mobile-assisted language learning (MALL) (Heyong & Yeonhee, 2012).

MALL was once thought to be a subdivision of mobile learning (m-learning) and a subset of computer-assisted language learning (CALL). Some academics, however, have lately suggested that MALL differs from CALL in its use of personal, portable devices that enable new types of learning, emphasizing continuity or spontaneity of access and participation across varied contexts of usage. Furthermore, according to Laurillard (2007, as cited in Gacem, 2016) a typical m-learning engagement may contain extra alternatives for digitally aided site-specific tasks, as well as ownership and control over what the learners complete.

As a result, a quick transformation of CALL into MALL has been implemented, which has resulted in a significant shift in the attitudes of foreign language learners toward language acquisition (Kukulska-Hulme, 2009, quoted in akir, 2016). In 2001, the Stanford University learning lab launched one of the first initiatives employing mobile phones in language learning in a Spanish learning software (Brown, 2001 ,as cited in Chinnery, 2006).

1.5. Approaches to Mobile Assisted Language Learning

The continual development of mobile learning has led in the development of new learning approaches and ideas. A review of the MALL literature reveals two fundamental

methodologies that predominate: content-related studies and design-related studies (Grönlund & Viberg, 2012). However, the concepts and methodologies used in MALL are frequently derived from a variety of learning theories, including behaviorism, constructivism, situated learning theory, collaborative learning theory, informal and lifelong learning theory, and the currently popular communicative approach to EFL learning (Beatty, 2013). As a result, several learning theories arose to provide a clear picture of this new learning approach (MALL).

1.5.1. Behaviorist Learning Theory

According to behavioral learning theory, learning is helped by stimulation, response, and suitable reward. Mobile technologies give an ideal opportunity to convey information and learning material (stimulus), collect responses from learners, and deliver appropriate feedback'reinforcement' (Keskin & Metcalf, 2011). Learning occurs in this activity by observation of participants' behavior, with mobile devices providing quick feedback or reinforcement. Naismith et al. (2004) proclaim, "In the behaviourist paradigm, learning is thought to be best facilitated through the reinforcement of an association between a particular stimulus and a response" (p.2).

1.5.2. Constructivist Learning Theory

This paradigm defines learning as an active process in which learners build new ideas or concepts based on their current and past knowledge (Bruner, 1966, as referenced in Keskin & Metcalf, 2011). According to Naismith et al. (2004), mobile devices offer learners a one-of-a-kind opportunity to immerse themselves in a realistic setting while simultaneously offering access to supporting materials. Because mobile technologies are portable, learners may profit from them and use them in a variety of contexts and to access learning materials.

Furthermore, students may utilize these mobile devices to collaborate, communicate, and interact. Handheld gaming, simulation, virtual reality, interactive podcasting and SMS, interactive mobile TV and SMS, and other mobile technologies may all be used in educational activities. Learners develop new information based on past knowledge, and immersive experiences are delivered via mobile research.

1.5.3. Situated Learning Theory

According to this viewpoint, learning is more than simply individual information acquisition; it is also a social interaction process (Brown et al., 1989, as referenced in Keskin& Metcalf, 2011). "Situated learning," according to Naismith (2004), requires knowledge to be presented in authentic contexts (settings and applications that would normally involve that knowledge) and learners to participate within a community of practice. In this style of learning, knowledge must be provided in a true context.

Indeed, the use of mobile devices in such learning is especially useful since learners may use them outside of the traditional learning setting. Authentic domain activity, collaborative social engagement, cooperative activities, expert modelling, situated mentorship, and workplace learning are the primary foci of situated learning (Keskin & Metcalf, 2011). This exercise promotes learning in a real-world setting. Learners can utilize a portable device to retrieve information while moving around a place or in a realistic situation.

1.5.4. Collaborative Learning Theory

. Interaction and collaboration among learners improve and increase learning in collaborative theory. According to Naismith et al. (2004), the distinct characteristics and capabilities of portable devices, as well as their broad context of use, significantly improve student collaboration. These cutting-edge technologies, in fact, allow students to collaborate, interact, and communicate with one another while exchanging information and studying content. MALL, MRS, and mobile PCs all have the potential to support collaborative learning forums, Web 2.0 tools, email, and gaming (Keskin & Metcalf, 2011). They promote interactive learning. As a result, mobile devices provide an additional handy means of communication and information exchange

1.5.5. Informal or Lifelong Learning

Informal or lifelong learning occurs outside of a structured classroom environment. In other words, this learning approach is unrelated to traditional schooling, and students gain information themselves. Learning, according to Naismith et al. (2004), is a continual process that is influenced by a specific environment or scenario. Social networks (Blogs, Wikipedia, Twitter, and YouTube), podcasts, e-mail, and mobile forums are examples of resources that may be used in this form of learning (Keskin & Metcalf, 2011). Mobile devices, in fact, are

well-suited to this type of learning. These after-school programs promote learning outside of the classroom. As a result, mobile devices provide an easy source of information and communication that supplement on-the-go learning.

1.6. Mobile-Learning

Mobile learning, according to Molenet, is the use of ubiquitous portable technologies in conjunction with wireless and mobile phone networks to allow, support, enhance, and extend the reach of teaching and learning. M-learning may happen at any time and in any place, including traditional learning environments like classrooms, as well as workplaces, residences, communal spaces, and public transportation. Mobile learning (MIS) includes connectivity for downloading, uploading, and/or online working over wireless networks, mobile phone networks, or both, as well as interface to institutional systems such as virtual learning environments (VLEs) and management information systems.

For Kukulska-Hulme et al. (2004), mobile technology can allow immediate feedback or reinforcement, immersive experiences, situated learning in a genuine setting, and other learning scenarios. It indicates that this new educational wave provides additional learning options to students who wish to study without being constrained by time restrictions. Because of the difficulties in identifying the unique nature of this new idea, mobile learning remains ill-defined. However, El-Hussein and Cronje (2010) divide it into three categories: technological mobility, learning mobility, and learner mobility.

To begin, technological mobility includes smartphones, digital cameras, portable computers, global positioning system (GPS) devices, and other mobile devices that use the wireless application protocol (WAP), also known as Wi-Fi. These technologies use satellites to send content and instruction through the Internet, allowing students to learn from anywhere at any time (El-Hussein and Cronje, 2010). That is, these devices provide learners with an infinite number of learning opportunities to access numerous information. According to Trinder (2005, as cited in Abdelhadi, 2017), mobile technology enables users to engage in a wide range of social-interactive activities such as communication, organizing, applications, information, and entertainment. As a consequence, services such as SMS, notes, e-books, references, movies, or games enhance and facilitate the learning process by providing learners with access to required information at any time and from any location.

Second, learning mobility fosters the development of new modes of educational delivery, such as personalized, learner-centered, contextual, collaborative, ubiquitous, and lifelong learning (Sharples, Taylor, & Vavloula, 2005). The mobile allows learners to experience specialized and unique learning circumstances because there are no constraints on age, time, or length. It means that students may easily connect with one another for their own purposes and interests in order to attain their educational objectives. According to Globeck (2006, 2009), the way learners develop, organize, and rebuild knowledge in the context of the social process is heavily reliant on social trust. In other words, it encourages and motivates learners to participate actively in the learning process by exposing them to a range of learning contexts through social interaction.

Finally, mobile learning improves individual learners' mobility. Learners often use their learning to increase productivity and efficiency, allowing them to be more flexible, accessible, and tailor their learning activities (Heyoung & Yeonhee, 2012). Indeed, most learners like to be autonomous and free, especially when it comes to learning, since they want to build a feeling of uniqueness, community, and ubiquity, all of which make learning more fun and effective.

1.6.1. Technology of Mobile Learning

Table 1.1. *Samples of M-learning Technologies*

SMS	Short Message Service allows users to send and receive up to 160-character messages between mobile phones (text messaging).
MMS	Multimedia Messaging Service is similar to SMS but allows for the incorporation of visuals.
WAP	An international protocol that allows WAP-enabled mobile phones to connect to the internet.

GPRS	A mobile internet connection that is constantly on and gives a faster connection speed (171kb/s).
Bluetooth	it is a wireless communication with a short range. This allows PDAs (Personal Digital Assistants) to send and receive messages from other mobile devices.
3G and 4G phones	By the end of the decade, 4G (4th Generation mobile phones) will enable transmission speeds of up to 100 megabits per second, sufficient for multimedia.
PDAs	Personal Digital Assistants have grown into small PCs capable of performing many of the fundamental operations of a bigger PC while running the Palm OS or Microsoft Pocket PC operating systems.
MP3s	An audio file format that compresses files and allows them to be shared.
CAMs	Video cameras that are now integrated into mobile phones and PDAs.

1.7.Mobile Devices

According to a UNESCO evaluation (2003), mobile devices include any portable, connected technology, such as basic mobile phones, e-readers, tablets, Ipods, and computers. According to Marc (2001), today's students have not simply changed gradually in comparison to earlier generations; they are the first generation to grow up with modern electric devices. He went on to remark that children use a variety of technological aids and tools almost from birth, and that they play an essential part in their lives. He went on to add that mobile learning is no longer a want, but a need.

Trinder (2005) gives an exhaustive list of mobile learning and mobile enhanced language learning technologies, ranging from simple single-purpose devices such as audio players to multi-purpose high-technology devices such as mobile phones and personal digital assistants (PDAs). As mobile learning aids, mobile phones, PDAs, Smartphones, GPS tools, laptop computers, MP3 or MP4 players, video cassettes, multimedia players, e-game tools, eorganisers, e-books, CDs and DVDs are used. Figure 1.2 depicts many types of mobile devices.

*Figure 1.1.*Some types of mobile devices

1.7.1.Cell Phones

According to a recent report by the International Telecommunication Union (ITU) (2009), mobile phones are among the many types of mobile learning devices, and they are the most widely owned and used devices, with approximately 4.6 billion subscriptions worldwide, and this number is rapidly increasing due to advancements in mobile phone technology and the expansion of the mobile market. Similarly, Saran and Seferoglu (2009) stated that mobile phones (cell phones) are the most popular, outnumbering desktop computers, and play an important part in young people's daily life.

Furthermore, mobile phones have basic everyday personal information management features like address books and calendars, allowing customers to abandon their phonebooks and agendas (Trinder, 2005). This implies that more advanced mobile phones of today feature integrated software, cameras, bluetooth connections, media players, wireless connection tools, and even navigation tools (GPS), making them no different from a fully equipped PC.

1.7.2. Personal Digital Assistants (PDAs)

John Sculley coined the term PDA in 1992 in relation to the Apple Newton (Woodil, 2011). Initially, they were thought to be small hand-held computers with a limited number of capabilities. However, as time passed, PDAs evolved and several meanings were assigned to them. They are mobile gadgets that combine entertainment, personal organizing software, and office productivity features into a tiny package. According to Trinder (2005), they are a computer-based handled device that combines personal organizer functions. Modern PDAs, for example, allow users to compose music, record films, and use them as GPS navigators, among other things; Trinder (2005) stated that they were originally created to operate as electronic counterparts of diaries and personal organizers.

1.7.3. Podcasts and Media Players

"Podcasts" are defined as "a series of digital media files distributed and downloaded over an Internet connection" by the Oxford Advanced Learners Dictionary (2003). The term podcast is usually characterized as a hybrid of the iPod, a popular media device, and broadcast (Evans, 2008). Podcasts initially appeared in the early 2000s, and Duke University was the first to identify their teaching potential (Belanger, 2005). In 2005, Duke University provided free 20GB Apple® iPods to all freshman students, allowing them to download course content to augment their studies. Various studies (Bongey et al., 2006; Abdous et al., 2009) have been undertaken since then to evaluate the use and use of podcasting in promoting academic achievement and language learning. It indicates that these new technologies are being utilized in education, particularly language acquisition, and that their contents may be improved by adding photos, videos, and connections.

1.7.4. MP3 Players

Portable digital music players, such as MP3 players, MPEG Audio Layer 3 or MP3, have grown in popularity in recent years and may now be regarded one of the most prevalent leisure gadgets. Jacob and Isaac (2008) characterized it as a digital audio player that plays music and audio files but provides no interactivity. Students might use this to listen to podcasts and audio lectures because it is light and compact, has decent audio quality output, and a long battery life, but it does not offer any interaction.

These devices offered specific listening functions, as well as ubiquity and technological convergence, enhancing the possibility that young people would tolerate them. As a consequence, researchers conducted surveys swiftly to evaluate how these media players may be used in various educational settings. Hansen (2006) stated that mobile MP3 audio players are emerging-technology teaching aids in higher education; it is a method of compressing audio data by a factor of roughly 10, such that a 40-MB recording on a compact disc becomes a 4-MB MP3 file. According to Else, Theodora, and Tomayess (2014), teachers provide feedback using two separate methods: the normal MS Word program and the MP3. These strategies were underlined as being increasingly significant in the learning business, particularly in higher education. Audacity is required to record an MP3 audio feedback, allowing students to examine and listen to their lectures comments on any device (Siwinki, 2008) (ibid).

1.8. Advantages of The MALL Implementation

The ability to study anywhere and at any time is a key characteristic of mobile learning. Mobile phones have two main features: mobility and connectivity. Learners' ability to move mobile phones and bring learning materials is referred to as portability, whereas connectivity refers to the device's ability to connect to and communicate with the learning website via the device's wireless network in order to access learning material, including short message service and mobile e-mail to transfer information between instructors and learners (Miangah & Nezarat, 2012). Furthermore, Andrzejewska (2014) stated that mobile phones offer several advantages, including flexibility, low cost, compact size, user-friendliness.... Klopfer, Squire, and Jenkins (2002) identified five mobile device characteristics that provide different educational benefits:

- Portability: Because mobile devices are compact and light, learners and teachers may carry them everywhere. In other words, mobile technology enable students to learn anywhere, whether inside or outside the classroom. As a result, mobile technologies provide students with the flexibility to learn when and where they choose. That is to say, pupils may direct their own learning.
- Social interactivity: Using mobile technology allows students to exchange information and work with one another. Indeed, students may utilize a mobile device's

communication functions to transmit video or audio files, as well as documents and books.

- Context sensitivity: Data on mobile devices may be collected and reacted to based on their present location and time.

- Connectivity: Mobile devices can be linked to other devices, data gathering equipment, or a common network to form a shared network.

- Individuality: The activities platform may be tailored to each unique student.Indeed, mobile technologies enhance the feature of mobility. Learning is no longer limited to specific areas. Mobile devices enable learners to access learning content and interactions from any location. Indeed, mobile devices, particularly smartphones, are ubiquitous in the lives of students. The usage of such a gadget in many locations and at any time can encourage informal learning while also saving time.

These benefits were represented in Begum's saying (2011) , he said that mobile phones have many advantages in teaching and learning classrooms, including ubiquity, portability, pervasiveness, students' freedom, promoting learning, involving students in learning in a more relaxed and comfortable environment, enjoying classrooms, removing boredom in language teaching, increasing participation, reducing feelings of shyness, cost savings, promoting an interactive and virtual classroom, connecting to sophisticated Internet functions, and wireless connectivity.

In addition to the benefits above, informal learning and autonomy are key advantages of m-learning. Despite the autonomy of mobile device learning, these technologies may also facilitate interaction and cooperation as important characteristics. Using this technology, children may build contacts and interact with their peers, professors, and even individuals from all over the world. This predicament is aided by the proliferation of Web 2.0 platforms such as Twitter, Facebook, and YouTube. Without a doubt, social networks play an important role in the development of language skills by allowing people to share information and ideas on a wide range of topics.

1.9. Challenges Faced in The MALL Implementation

Alhajri (2016) identifies the following five barriers to implementing m-learning:

1.9.1. Management and Institutional Challenges

One of the most important issues is managing change in educational institutions, because the implementation of m-learning need clear guidelines as well as technical and pedagogical support. Managing such change, according to Al-Sharhan (2016, as cited in Alhajri 2016), will affect the educational institution's processes, activities, and components, as well as persons such as managers, decision makers, content designers and developers, employees, students, and instructors. However, because resistance to new m-learning tactics is unavoidable, the major goal of management is to change individuals' attitudes and behaviors in the educational context (Alhajri, 2016).

1.9.2. Design Challenges

It is vital for effective m-learning design to comprehend the numerous features that mobile devices give, such as a camera, location, recording, sensors, search, media player, calculator, calendar, and so on (Alhajri, 2016). He says that understanding the capabilities and affordances of mobile devices may help designers determine the usefulness of m-learning aspects that encourage informal and social learning. He continues by stating that designers of m-learning applications must consider three types of design: instructional design (the educational design of the application), interface design (the design of the graphics and visual display), and screen design (the design of the graphics and visual display).

1.9.3. Technical Challenges

Technical issues are among the most significant constraints in the deployment of mobile technology. Infrastructure, mobile device, application development, technical support, security, and the technical skill of instructors, learners, and other stakeholders must all be addressed (Alhajiri, 2016). Furthermore, Park (2011, as cited in Alhajiri, 2016) lists other technological restrictions, including: small screen size, insufficient memory, limited battery, network reliability, excessive screen brightness outside, software application limits, safety, and privacy. Based on previous study, Huang, Lin, and Cheng (2010) identify five shortcomings of the device: difficulties integrating the software; performance issues with the mobile devices; text input on mobile devices is challenging; too small screen size; and limited battery life.

1.9.4. Cultural and Social Challenges

Accepting mobile device integration involves the acceptance of various cultural norms and societal challenges. Park (2011) outlines societal limitations of m-learning, such as end-user accessibility and cost challenges, quick changes in mobile device models, and the possibility of learner distraction. Resistance to change is a big hurdle; it is believed that mobile technology adds to instructors' burden (Al-Oteawi, 2002, as cited in Alhajiri 2016). Some teachers are hesitant to include this technology into their teaching because of the constraints it imposes. Cultural differences in perspectives and attitudes toward various types of technology are key drivers of both acceptance and future use.

1.9.5. Evaluation Challenges

When adopting a new learning system, evaluation is critical. According to Alhajiri (2016), mobile learning adds new hurdles to evaluating both the technology and the learning outcome.

1.10. Tutors and Learners' Attitude towards The Use of MALL

Although mobile technologies have been shown to be useful and successful means, their application necessitates consideration of both students' and instructors' perspectives**.** Additionally, being familiar with mobile devices may not signify their willingness to use mobile devices in their learning (Callum & Jeffrey, 2010). According to Tai and Ting (2011), the attitude and cognizance of teachers in the process of transforming a mobile device into a teaching or learning tool are important in explaining their adoption of mobile technology.

According to Pollara (2011), individuals have contradictory views on the use of mobile devices. Some regard them as personal tools, while others believe they aid in test cheating, and yet others recognize their pedagogical affordances as excellent instruments for imparting learning information. Nonetheless, despite the weight placed on their attitudes, students represent only one end of a spectrum. The teacher is at the other end of the spectrum. Dashtestani (2013) investigates the attitudes of 126 Iranians learning English as a foreign language and 73 EFL instructors on the usage of electronic dictionaries in a research. The findings indicate that electronic dictionaries for learning English as a foreign language have a generally good currency. Because electronic dictionaries are put on students' cell phones, this is possible at any time and from any location. The research also ran into certain difficulties, such as the use of untrustworthy dictionaries and the distraction generated by their usage in

the classroom. MALL has achieved widespread acceptability since studies result in a good attitude among students and teachers. As a result, understanding MALL as a potential strategy to teaching and learning foreign languages is predicated in part on attitudinal research.

In another research entitled ''Teachers and Students' Attitudes towards Using Mobile-Assisted Language Learning in Higher Education'' conducted in Algeria by Bahloul and Saidouni (2016) , the findings revealed that both of teachers and students are optimistic about MALL's efficacy. Similarly, both agreed on MALL's promise as a good technique for teaching and learning foreign languages. Listening, speaking, reading, and culture have been recognized as the primary characteristics of language that may be taught and improved via the use of mobile devices. Students have demonstrated a readiness and drive to modify their mobile devices for language learning.

1.11. MALL and Learners' Motivation

According to Hariss, Al Boutainah, and Alboutainah (2016), most recently, technology has been a new phenomenon to help motivate, differentiate, and allow students to achieve and excel in ways that they have never been able to do before. Mobile gadgets, according to Liu and Chu (2010), may be used to engage and motivate learners while also improving their learning experience.Furthermore, Chen, Chang, and Wang (2008) said that mobile devices appear to give their users a very strong sense of control and ownership, which has been highlighted in motivation research as a key motivating factor They go above and above to assess the use of mobile devices.

The researchers conclude that they discovered in their research that experienced users seek new methods to appropriate the devices they own for informal learning, with a high degree of motivation for exploring solutions to extend device capabilities, motivated by ownership, enjoyment, context, and continuity. A further study concentrating on the use of tablet PCs for bird observation found that the ability to change the assignment to include extra resources, context, and enjoyment can inspire informal learning. Furthermore, the novelty of the technology was viewed as inspiring in and of itself.

Chao and Chen (2009) gave students mobile phones to help them take verbatim notes, solve comprehension problems, and acquire reading recommendations while working on a paper textbook. According to the findings, utilizing mobile phones enhanced students'

motivation. Gjedde and Bo-Kristensen (2012) conducted a study in which learners used mobile phones to write textual notes, snap photographs and videos, and record their voices as well as native speakers' voices, which they then shared with peers. The study's findings, according to teachers, indicate that children are more motivated and engaged.

In a similar vein, Briggs (2015) investigated Korean EFL students' assessments of the motivating value of English-language mobile applications as a language-learning aid and course book supplement. Keller's motivational model (attention, relevance, confidence, and satisfaction) was used to measure motivation (ARCS). Students' remarks demonstrated how mobile applications might assist inspire students. Furthermore, the mobile applications that enabled pupils to access authentic forms of English language enhanced their confidence and curiosity.

1.12. Conclusion

This chapter was purely theoritical. Its first goal was to demonstrate how technology has overtaken the educational environment. Furthermore, it covered the terms of mobile-learning and mobile-assisted language learning, as well as their history and approaches. The chapter also discussed the many types of MALL devices, as well as the benefits of MALL deployment and the problems associated with its use. Finally, the chapter examined the link between learner motivation and MALL use, as well as the attitudes of instructors and learners about this use. The following chapter is descriptive; it is about the methodology used to fullfill this research.

Chapter Two: Research Methodology

Chapter Two: Research Methodology

2.1. Introduction

The first chapter has covered the theoritical part of the study. This chapter is descriptive.It makes a remainder first about the research questions and hypothesis raised to conduct the study as it reintroduces its aims. Additionally, it targets to describe the methodology used by the researcher to analyze the use of mobile assisted language learning in the Algerian EFL classroom. The chapter also presents the sample population who has contributed in the fullfilment of this research. Besides, the chapter presents the instruments used in the accomplishment of this study, the characteristics of a good research and some ethical issues. At the end of the chapter, some limitations are illustrated.

2.2. Research Questions and Hypothesis

As a reminder for the reader, the investigator of this research has raised three research questions, they are stated as follows:

1- Does the use of MALL stimulate the learners to engage in their study?

2- What is the tutors' attitude towards their students' implementation of the MALL in the EFL atmosphere?

3- To what extent does the use of mobile assisted language learning increase the teaching-learning process?

To answer these questions, some hypotheses are formulated as follow:

1- Since this generation is brought up in a digital world, the learners will be more motivated with the use of mobile-learning.

2- The teachers are pleased with their students' use of m-learning because they see it as an innovative approach which would help the learners to improve the four skills.

3- The use of MALL in the EFL classroom develops the students' performance and takes their levels to a higher degree.

2.3. The Aim of the Study

Basically, the purpose behind conducting this research is to explore the efficacy of the MALL use in the EFL context. Besides, this study has drawn three aims :

➢ Seeing if the implementation of the MALL motivates the students to engage in their study.

➢ Exploring the EFL teachers attitude towards their learners use of mobile-learning in the EFL classroom.

➢ Knowing if the use of MALL increases the teaching-learning process.

2.4. Methodology

According to McCombes (2019), methodology is the overall purpose and explanation of the research effort. It entails researching the ideas and concepts that support the techniques employed in your industry in order to create a strategy that is in line with your goals. Achari (2014) defines research technique as a methodical way to solving a research problem. It is a science that studies how scientific research is conducted. The researcher must understand not just the study method, but also which techniques are and are not appropriate.

In this investigation, the researcher opted for a mixed method approach, in which she incorporated the quantitative along with the qualitative approach to collect effective and sufficient data to assist elucidate the subject matter. It also helps her make the research academically more plausible. Concerning the quantitative method, the researcher has distributed a semi-structure questionnaire to her sample population who was the first year EFL students at Moulay Taher Saida University. This questionnaire was served to 20 students in their classes in which papers were served to them to fill the survey while the remaining 20 students have answerd it online due to the period which was not suitable for both the researcher and the students to complete it through papers. In what pertains the qualitative method which was opted for to know the attitude of the population concerning the subject matter, the investigator adopted a structured interview. It was served virtually through emails to three EFL tutors who have a wide experience in the field teaching, in which, 08 questions were served to them. Both the quantitative and qualitative methods assisted the researcher to find out the suitable answers she was looking for. The following table demonstrated the differences between the quantitative and qualitative methods:

Table 2.1.*Qantitative vs Qualitative Research*

Quantitative Methodology	Qualitative Methodology
Preference for precise hypotheses stated at the outset	Preference for hypotheses that emerge as study develops.

Much attention to assessing and improving reliability of scores obtained from instruments.	Preference for assuming that reliability of inferences is adequate.
Preference for statistical summary of results.	Preference for narrative summary of results.
Preference for breaking down complex phenomena into specifi c parts for analysis.	Preference for holistic description of complex phenomena.
Data reduced to numerical scores.	Preference for narrative description.
Preference for precise defi nitions stated at the outset.	Preference for defi nitions in context or as study progresses.

2.5. Sample Population

According to Bhandri (2020), population is a broad group on whom to pass judgment. A sample is the precise group from whom data will be collected. The sample size is always less than the population size. A study population is unrelated to individuals in general.

This study has taken place in the academic year 2022/2023 at Dr Moulay Taher in Saida city.The participant of this study were EFL tutors and first year EFL students. They were selected randomly to contribute to the accomplishment of this research paper. From this wide range,the researcher has chosen four (04) teachers and fourty(40) learners to represent the whole population to conduct her research.

As previously stated, the researcher used simple random sampling since every member in the population had an equal chance of being chosen (Thomas,2020). Furthermore, it is a method that transmits a sense of impartiality in the inquiry because no prior data about persons or objects involved is included in the data collecting process (Gaile,2017).

2.5.1. Description of The Teachers' Profile

The researcher has involved four EFL teachers to answer her interview ,they were females. These teachers have a wide experience in the field of teaching as they are in pace with technology.Hencefore, the researcher asked them for help to benefit her with some aspects related to her subject matter which is about the use of mobile assisted language learning.

2.5.2. Description of the Learners' Profile

To fullfil the study, a questionnaire was distributed to two (02) groups which were selected randomly to be a part of this work.The total number of the students was fourty (40). The first group consists of eleven (11) students. Concerning the second group, it consists of nine (9) students.The remaining students who forms twenty (20) has answered the questionnaire online.

2.6. Research Tools

The research instruments play a pivotal role in any research, making it more academically credible and valid. In this line, this study relied on two research instruments, a questionnaire and a teacher interview, they were chosen to conduct a thorough inquiry of the use of mobile assisted language learning in the Algerian EFL classrooms.

2.6.1. Questionnaire

A questionnaire is a research instrument that consists of a sequence of statements and questions, or other types of stimuli that are developed and intended to collect data from a participant. The questions are a mixture of closed-ended and open-ended inquiries; lengthy and prolonged questions allow respondents to expound on their responses. A questionnaire is described as a set of questions regarding a specific topic, an area, or a variety of subjects that participants must fill out and respond to (Richards and Schmidt, 2002).

A questionnaire is a well-known and effective tool in social science research for gathering information about individuals' behavioral traits, current and previous actions, performance rules and concepts, intention and opinions, as well as suggestions and directions for action on the issue under investigation (Bulmer, 2004). The questionnaire is a common and required tool for obtaining information on public awareness and knowledge of environmental hazards; it may give useful and critical information to possible treatment authorities for formation and maintenance. In contrast, good survey technique is essential (Bulmer, 2004; Creswell, 2003; de Vaus; McGuirk & O'Neill, 2005; Oppenheim, 1992; Parfitt, 2005; Patton).

2.6.1.1. Advantages of The Questionnaire

In general, it is straightforward to carry out and would very certainly provide large amounts of data from several individuals. In other words, when researchers wish to reach a

large group, surveys are feasible, profitable, and cost-effective. Second, a wide range of access; surveys can directly and swiftly reach global regional, provincial, and governmental participants. The online world, particularly the World Wide Web, has fashioned it in a direct and simple method to use surveys to contact remote participants who are located far away. Furthermore, the responses obtained are honest, real, true, private, and discreet. With the exception of interviews, questionnaires are suited for questions that are personal and emotional, such as those on self-esteem.

Additionally, using a questionnaire to do an investigation takes and requires less efforts and time, so participants may complete surveys at their ease and pleasure. Finally, questionnaires give quantitative results to researchers. Numerical results would be used in order to support or reject previous theories. Investigators may simply calculate the findings of surveys using maybe traditional methods or digital solutions like SPSS.

2.6.1.2. Disadvantages of The Questionnaire

Some academics and scientists believe that questionnaires are insufficient for examining people's psychology. In addition, there may be a lack of motivation to engage and respond; some participants may be intimidated and turned off by the questionnaire's unattractive appearance and organization.

Furthermore, opinions and comments may be phrased incorrectly at times, and some may be rude and direct. These inquiries and investigations are ineffectual when it comes to acquiring essential data and facts. As a result, many academics argue that surveys are untrustworthy since they present data with no reason. Another downside of employing questionnaires is that they may not be acceptable to all participants, resulting in a small sample size returned. Finally, participants sometimes understand certain questions in manners that the investigators did not expect and did not even mean, leading to useless data. It is indeed challenging and hard for investigators to determine how honest the answers were.

2.6.1.3. Description of The Students' Questionnaire

To address the first research question and even the third one, a semi-structured questionnaire is accomplished (see appendix A).Its major aim is to collect data about how effective and stimulative is the use of MALL in the EFL classroom.

The questionnaire is delivered to 40 first year EFL learners at Dr moulay Taher Saida university. 50% of the learners has answered the questionnaire online through the application of google docs while the others has answered it through the papers which was distributed to them in their classes.

The questionnaire is a mixture of close ended and open ended questions.It comprises of three sections.The first section is about the general information of the participants,in which, three questions are addressed to them concerning their gender, age and their level in English.These three questions are multiple choice questions.

The second section is entitled 'Mobile Devices Use', it consists of three questions which are multiple choice questions .Concerning the third section, it is about the implementation of technology in the learning process.The section contains five questions, the first and the fourth questions are multiple choice questions while questions three and five are dichotomous questions and question two is a scaling question.Finally, section four that is entitled 'Students' attitude towards the mobile implementation' consists of two questions, a likert scale question and an open ended one.

2.6.2. Teachers' Interview

Interviews are research procedures that aid researchers in understanding and investigating study behaviors and occurrences. The three most prevalent types of interviews are unstructured, semi-structured, and structured.

The interview may be a beneficial supplement to any research since it broadens the knowledge of both the interviewer and the interviewee. It also fosters mutual understanding and collaboration (Fraenkel, Hyun, & Wallen, 2012). The researchers, however, continue to confront limits in the interview technique, such as a lack of attention and a time-consuming nature.

2.6.2.1. Description of The Teachers' Interview

The type of the interview used in this research is a structured interview.It was conducted with four EFL teachers who have a wide experience in teaching at Saida University.

The researcher conducted a virtual interview with those teachers based on their willing , which means that the interview was addressed to teachers via email.This explains the reason of the use of the structured interview.

The interview comprises eight questions, they varies between wh questions and dichotomous questions (yes/no) (see appendix B).These questions target to cover all the aspects related to the subject matter that would help the researcher to achieve best results concerning her study as well as to answer the second and the third research questions.

Initially, the researcher sought permission from the tutors to conduct the interview. When everyone agreed, she began her topic while identifying the issues to be considered. The lecturers were more than cooperative, providing the researcher with precise replies that were satisfactory to her.

2.7. Characteristics of Good Research

The process of obtaining, evaluating, and interpreting data to answer questions is known as research. However, in order to qualify a research, the approach must be regulated (controlled), rigorous, systematic, valid and verifiable, empirical, critical, and practicable.

- Controlled: Several factors influence a real-world result. Control suggests that you set up your study in such a manner that the effects of other factors influencing the connection are minimized while examining causality in relation to two variables.
- Thorough: make certain that the methods used to obtain responses to questions are relevant, suitable, and justified.
- Systematic: the process of conducting an investigation follows a certain logical sequence. The multiple steps must not be performed at random. Some procedures must be prioritized above others.
- Valid and verifiable: this term means that any conclusions drawn from your results are legitimate and may be independently verified by you and others.
- Empirical: any conclusions reached are founded on solid facts obtained from real-world experiences.

- Critical: an investigation demands a detailed examination of the approach and procedures used. The inquiry procedure must be free of faults. The strategy and process utilized must be able to withstand close examination.

Furthermore, the researcher doing the inquiry must be patient, perseverant, humble, open-minded, enthusiastic, inquisitive, and think critically.

2.8. Ethical Issues

Any research paper requires its author to adhere to certain standards as well as examine ethical problems that are critical in the academic world. Without these ethical constraints, the study loses its value and may be academically dismissed. Thus, each researcher should consider oneself if it is 'appropriate' to perform certain study activity and whether he has followed the ethical standards; otherwise, he may commit research misconduct.

Any attempt to misrepresent, falsify, manipulate, or plagiarize study results is considered research misconduct, as it involves a purposeful departure from accepted research protocols. It consists of:

- Plagiarism is defined as the illegal reproduction of ideas, concepts, facts, or other work.
- Piracy is described as the intentional use of another person's ideas without recognition.
- Defamation is a violation of the appropriate legal standards controlling slander.
- Misinterpretation: the deliberate attempt to convey another's views or work incorrectly or unjustly, whether for personal advantage or betterment.
- The altering of data, information, or citations in any official academic activity is classified as fabrication and fraud.

Furthermore, every researcher must verify that the participants in his inquiry are not subjected to any discomfort, injury, or danger, and this is what is most important.

2.9. Limitation of the Study

Any researcher faces several obstacles when performing an investigation, and the study trip is riddled with thorns. As a result, the researcher encountered the following limitations in this study: the non-collaboration of some learners in addition to the lack of reliable resources.

2.10. Conclusion

The first chapter discussed the theoretical aspect of the research. This was a descriptive chapter.First, it remainded the reader of the research questions and hypothesis of the research in addition to its aims. Second, It drew an outline to the researcher's technique for analyzing the use of mobile assisted language learning in Algerian EFL classrooms. Third, the chapter described the sample population that contributed to the completion of this research. Furthermore, the chapter discussed the tools utilized to complete this study, the qualities of successful research, and some ethical considerations. Some restrictions were highlighted towards the end of the chapter.

Chapter Three: Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

The previous chapter was only intended to describe the process adopted by the researcher to conduct her study. The current chapter is devided into two parts. The first part's aim is analytical, it is intended to analyse and interpret the data collected from the students' questionnaire and the teachers' interview. The second part is suggestive, it aims to provide some recommendations related to the subject matter.
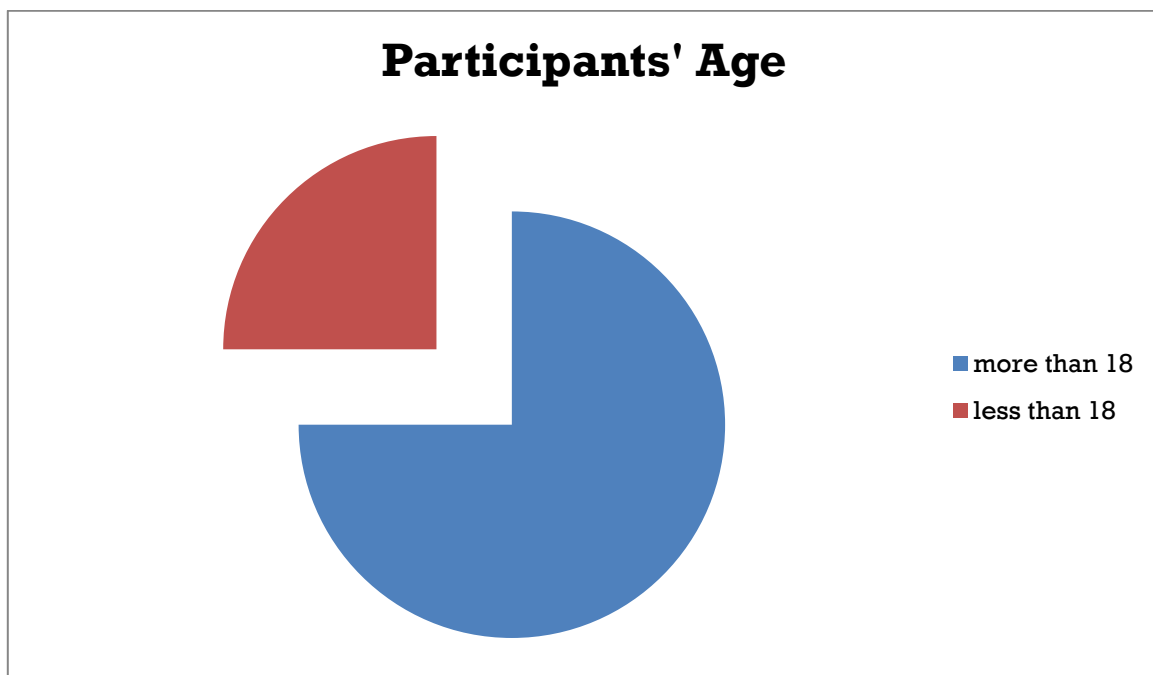
3.2. Data Analysis and Interpretation

This study's findings will be examined both qualitatively and statistically. The students' questionnaire will be addressed numerically, whilst the instructors' interview will be conducted qualitatively.

3.2.1. The Students' Questionnaire

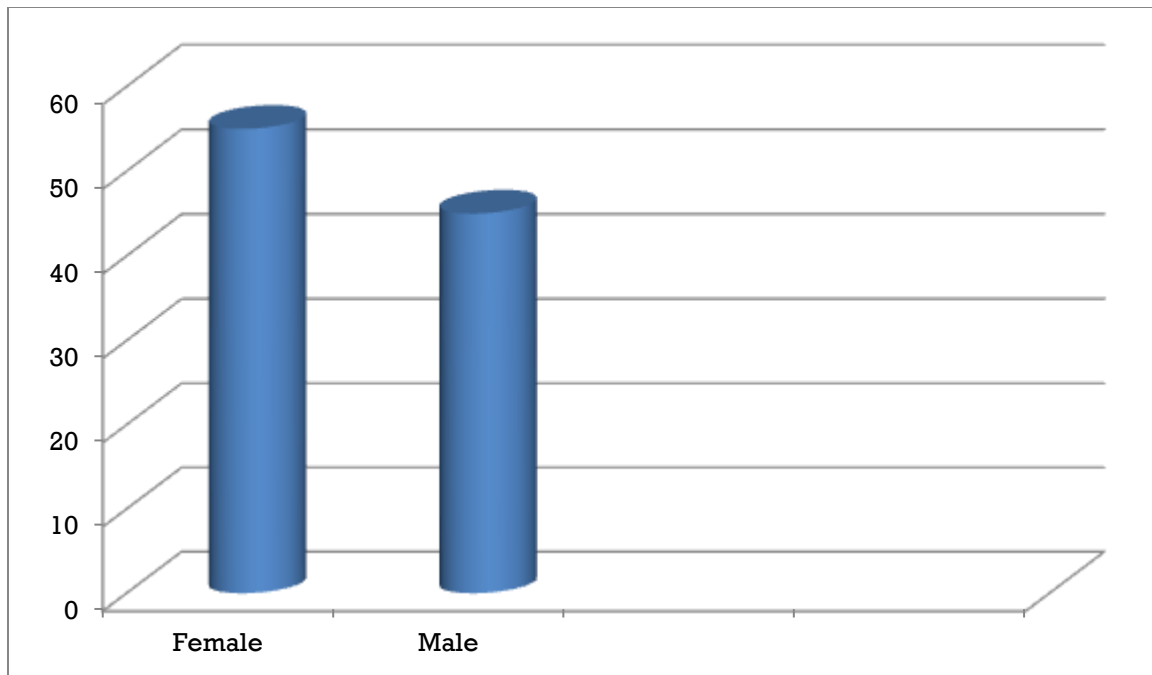**Section one: General information**

Question one: What is your age?

Figure 3.1. Students' age

This pie chart shows the age of the participants. The results show that 30 students out of 40 are more than 18, they form 75%. On the other hand, 10 students who form 25% of the wide range are less than 18.

**Question two:** What is your gender?

Figure 3.2. Participants' gender

The graphic above demonstrates the gender of the participants. It shows that 55% of the informants are females, they form 22 students. On the other hand, the rest of the informants who form 45 % are males. This implies that females were more collaborative with the researcher than males.

**Question three:** How is your level in English?
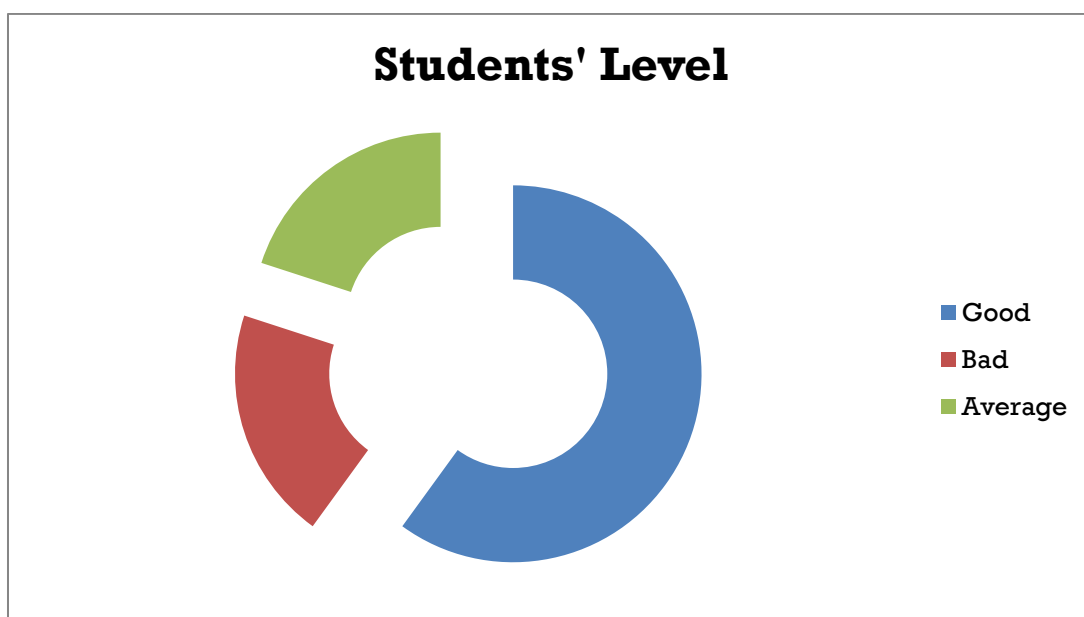
Figure 3.3. Students' level in English

This circle displays the students' level in the English language. The results reveal that 24 students out of 40 have a good level in this language (according to what they said). These students can be good readers, listeners or even writers. Besides, 8 participants claim that they have a bad level in English. They may face different problems at the level of grammar, pronunciation or vocabulary. The other participants who form 20% of the wide range claimed that their level is average.

Section two: Mobile Devices Use

Question three: What kind of device(s) do you use (you can tick more than one option)?
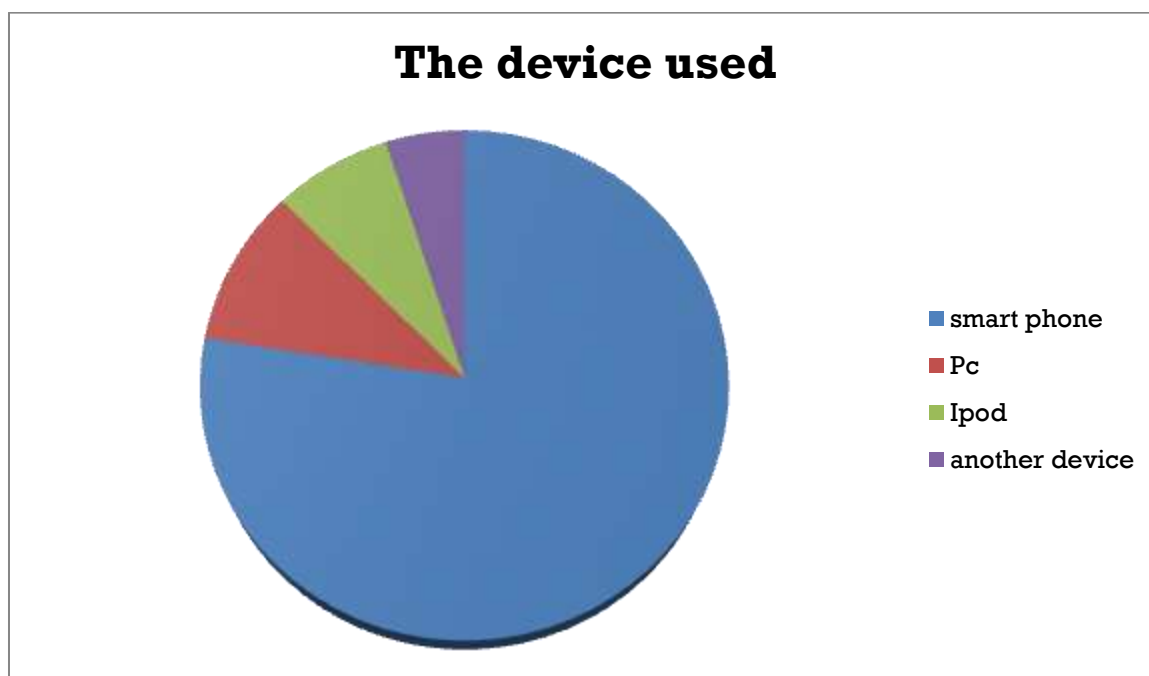
Figure 3.4. Devices used by the learners

The pie chart above demonstrates the devices used by the learners most frequently in their daily life activities. Findings show that the device which is mostly used is the smart phone, in which 77.5% of the participants have chosen it. Its frequent use is due to the fact that the smart phone is easy to hold and use anywhere and anytime. Moreover, 10% of the participants prefer to use the pc. Maybe these participants believe that the frequent use of the phone is harmful of health. On the other hand, 7.5% of the participants claim that they use their Ipods while the rest who forms 5% use other devices.

Question two: How often do you use your device-?
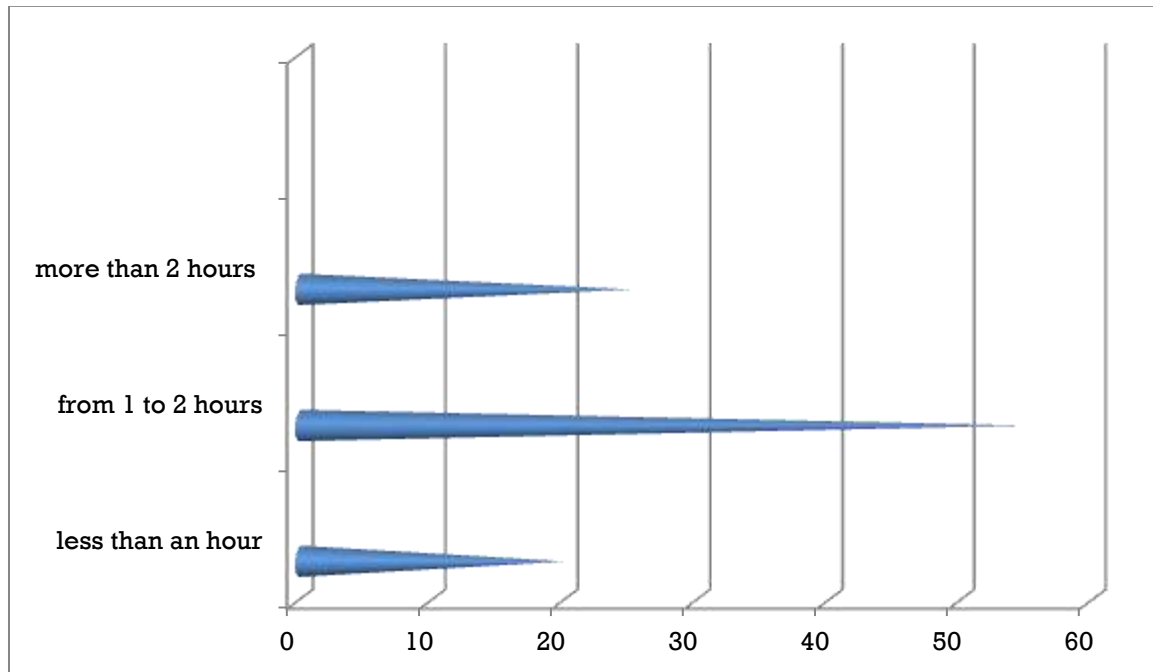
Figure 3.5. Students' use of mobile devices

The graphic shows the rate of the students' use of their devices. It reveals that 20% of the wide range uses their devices for less than one hour. On the other hand, 55% of the informants claim that they use their devices from one to two hours regularly while the others who form 25% use their devices for more than two hours. These participants are generally addicted to social media.

Question three: For what purpose do you use a mobile device?
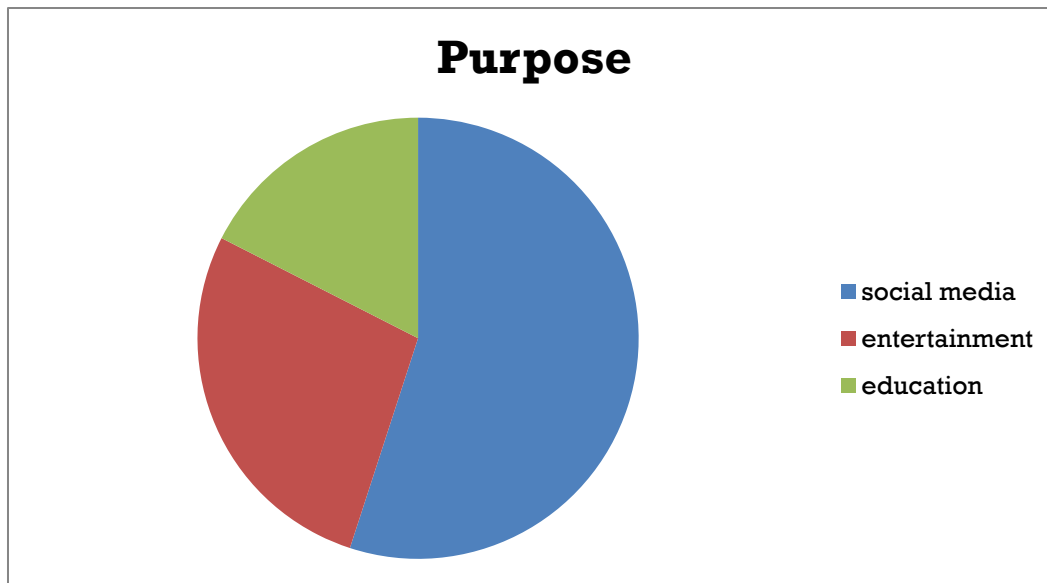
Figure 3.6. The purpose behind using mobile devices

The figure above demonstrates the purpose behind the students' use of mobile devices. Findings reveal that 55% of the students use their devices to browse social media. This implies that the majority are addicted to these sites (facebook, instagram, snapchat…ect). Besides, 27.5% of the learners use them for entertainment maybe to play games or other stuffs. On the other hand, 17.5% of the wide range uses these devices for the purpose of education. This category exploits technology to revise their lectures as to develop their knowledge.

Section three: The implementation of technology in learning

Question one: Which method do you prefer in learning?

The method used

Traditional method
Technological method
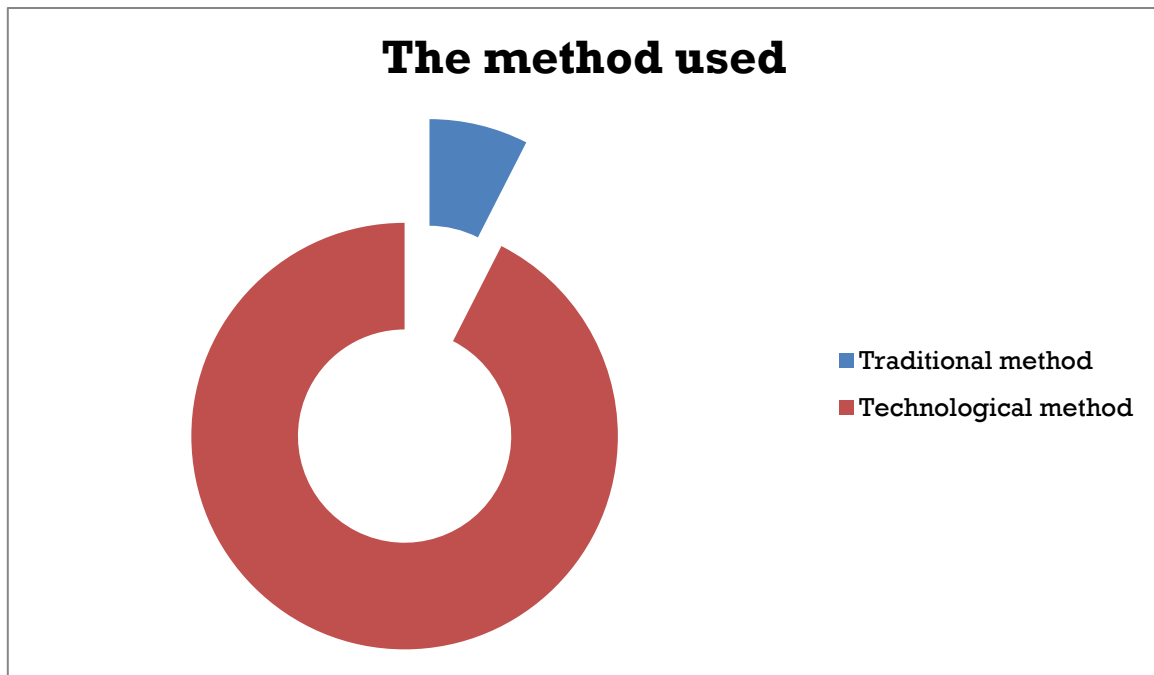
Figure 3.7. The preferable method of learning

Te circle above shows the method that the learners prefer in learning. The majority of the participants who form 92.5% claimed that they prefer the technological method. This implies that this generation is brought up in a digital way, when they like to see and read rather than blindly imagining things. However, the remaining ,who forms 3 students, saw that the use of conventional method is better, they justified their answers as follow:

- ✓ I prefer studying through books and papers because it is useful as it brings good results unlike technology which may distract the mind.
- ✓ I think that the traditional way works better than the technological one because you have no choice but to focus with the teacher in the classroom to understand the lessons.
- ✓ The teacher remains the main source of knowledge; his role is irreplaceable even with the existence of technology.

Question two: On scale of 1 to 10, how was your experience with the use of technology in learning during the lockdown period? 1= bad, 10= excellent
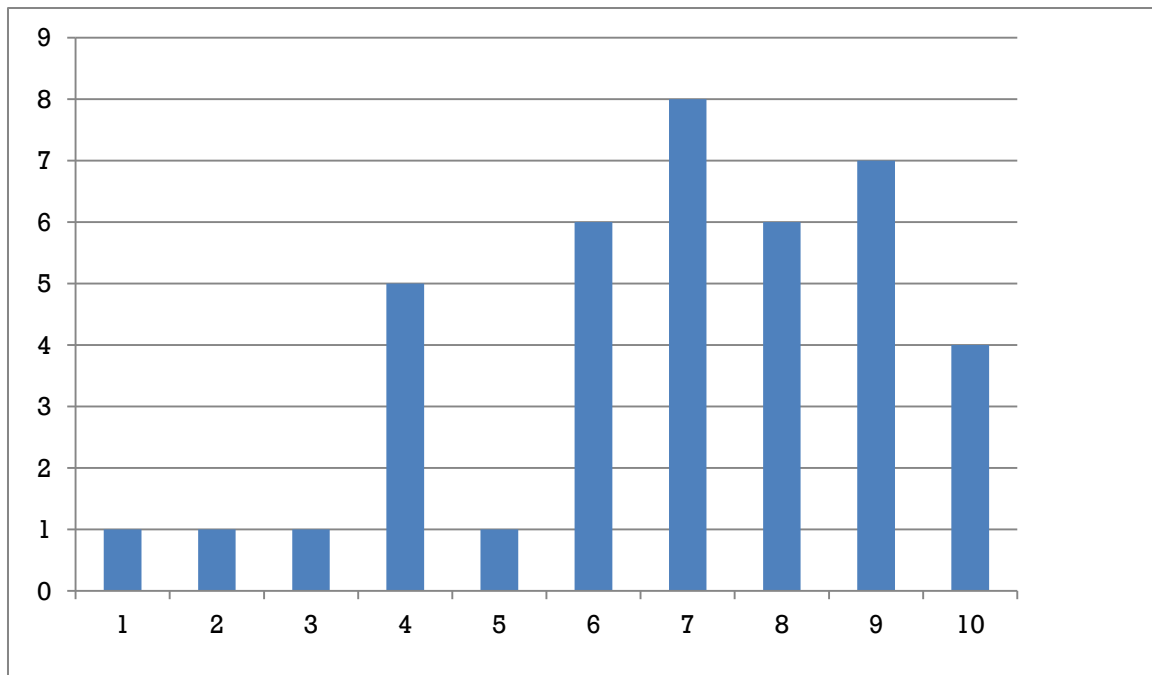
Figure 3.8. Students' experience with the use of technology in learning during the lockdown period

The diagram above displays the students' experience with the use of technology in their learning during the lockdown period. The results show that three students claimed that their experience was so bad in which, one student rates it on 1 out of 10, the second rates it on 2 and the third on 3 out of 10. Besides, five students rate their experience on 4 out of 10 and one student rates it on 5. On the other hand, six students rate their experience on 6 out of 10, eight students rate it on 7 and six students rate it on 8 out of 10. Moreover, seven students rate their experience on 9 and the remaining four rates it on 10 which implies that they enjoy the remote learning.

Question three: Are you allowed to use your mobile device in the classroom?

Table 3.1. *The allowance for the use of mobile device inside the classroom*

Answer	Number of students
Yes	30
No	10
Total	40

The table above demonstrates the allowance of the teachers for the use of mobile devices inside the classroom. Findings show that 30 students out of 40 are allowed to use their devices inside their classes. This implies that their teachers are familiar with the use of technology in the learning process. However, 10 participants out of 40 are not allowed to use their devices in the classroom. Maybe, their teachers do not like the modern way of teaching or they believe that technology distruct the learners' minds.

Question four: In which skill do you find the use of the mobile useful?
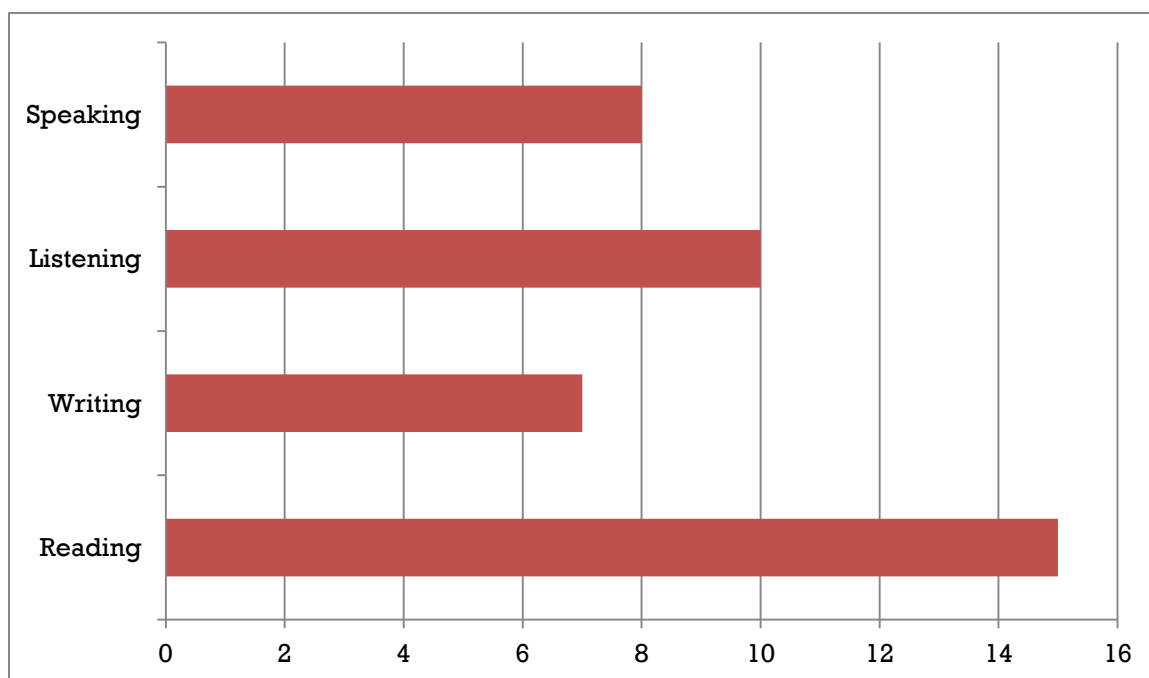
Figure 3.9. The use of technology with the integrative skills

The graphic above displays the skills that the students find the use of mobile useful with them. Findings reveal that 15 participants out of 40 see that the use of mobile is more useful with the receptive skill of reading. Moreover, 10 students view that the use of mobile is useful with the listening skill. Seven students claim that the use of mobile is better with writing and eight learners prefer the use of mobile with productive skill of speaking.

Question five: Does the use of technology in the classroom motivate you to learn?

Table 3.2. *Learners' motivation with the use of technology*

Answer	Percentages
Yes	80%

No	20%
Total	100%

The table above demonstrate the learners' motivation with the use of technology in their learning. The results show that 80% of the learners get motivated while using mobile devices in their learning process. As mentioned previously, this generation is brought up in a digital world where they enjoy the implementation of technology in the different aspects of their life. However, the rest of the participants who form 20% do not get motivated while using mobile devices in the classroom. This implies that this category is not much familiar with the use of technology.

Section four: Students' attitude towards the mobile implementation

Question one: Please, select the scale of agreement from the statements below
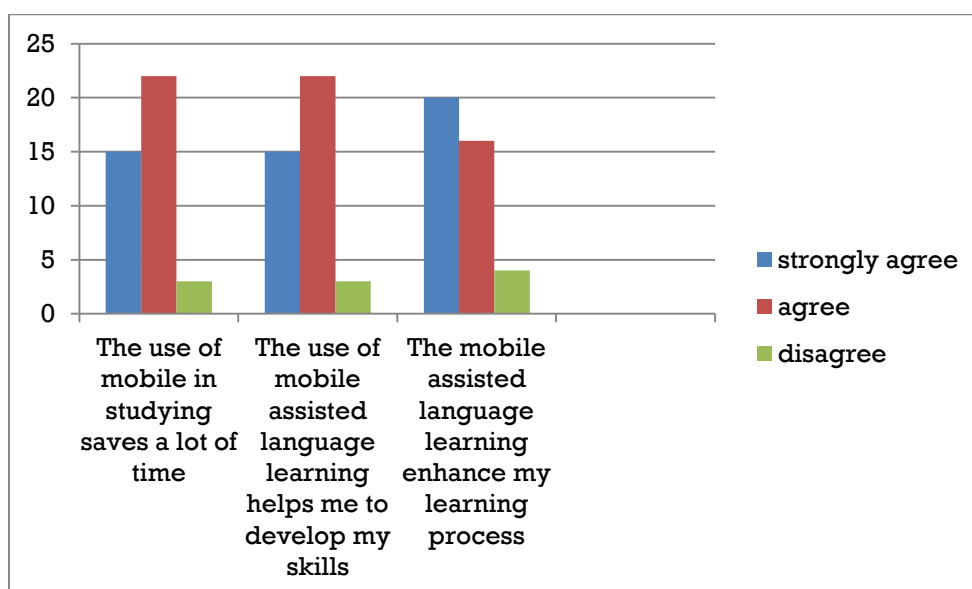
Figure 3.10. Students' agreement towards the MALL

This figure demonstrates the extent to which learners agree about the four statements shown in the graphic. Concerning the first statement, 15 students ,out of 40, strongly agree about it, 22 students agree and 3 students disagree. In the second statement, the results are typical to the first statement, in which, 15 learners strongly agree, 22 learners agree and 3 learners disagree. In what pertains of the last statement, 20 students strongly agree, 16 students agree and 4 students disagree.

Question two: If you have something to add regarding this study, please write it down

Many participants added their opinions towards the use of the MALL, these opinions can be summarized as follow:

- ✓ The mobile assisted language learning is a good approach that suits today's learners since they are familiar with the use of technology.
- ✓ Today, the use of mobile is indispensable even at the department.
- ✓ Since we often use our phones, technology remains the best way to make learning easier; especially that everything is available on the net.
- ✓ In the past, people used to search for information from books which were not available everywhere, the thing that means selecting data in the past was daunting, unlike today when you can select data anywhere and anytime through a click of button.
- ✓ I don't support the use of mobile in learning; it remains harmful for the health of our brain!

3.2.2.Teachers' Interview

Question One: How long have you been instructing?

Teacher (A) claimed that s/he has been instructing for ten years. Teacher (B) claimed that s/he has been teaching for nine years while teacher (C) said that s/he has been teaching for five years .

Question Two: Do you support learning through technological devices? Why?

Teacher (A) said : ''Yes, I do. I do not use the data show, but I employ the cell phone to access Moodle platform''. Teacher (B) said: ''Sometimes, it depends on the lecture needs, but I can do without them and actually I don't rely on the technological tools in my courses. However, I support the idea of using technology especially in some modules as a helping tool for the teacher''. While teacher (C) said: ''Yes I do. I think students like a lot of entertaining activities while learning and within the technological tools it is very helpful to provide students with videos and the content they like''.

Question Three: Do you use these technological devices in your sessions of teaching?

Teachers (A) and (B) replied simply with yes, while teacher (C) said: ''I teach Phonetics and I ask my students sometimes to check their phones in order to confirm the pronunciation or the transcription of words in the e-dictionaries. This is the only tool used in my class in the time being''.

Question Four: Do your students get motivated when they learn through ICTs?

Teacher (A) affirmed that the students' motivation depends on the teacher's method and not on the tools. If the learner does not like the module he is studying, the use of ICTs will not matter or make a difference.

Teacher (B) and (C) said that their students get motivated and more involved when they use their mobile phone in the activities given to them.

Question Five: Do you allow your learners to use their mobile devices in your sessions? (For educational purposes).

Teacher (B) and (C) claimed that they allow their students to use their mobile phones in the classroom (for educational purposes). However, teacher (A) had another opinion, s/he affirmed: ''I am against using smart phones in the classroom because most of them will not study but rather get distracted playing games or chatting with friends''.

Question Six: To what extent were you satisfied about your experience with Moodle Platform during the pandemic period?

Teacher (A) said: ''Working with students on Moodle is a disaster, it's not a convenient environment to make students motivated, and it's a bank for lectures only with no colors no entertaining corner''.

Teacher (B) affirmed: ''The experience was unsatisfactory, because students were not used to distance learning. As teachers, we imposed on them the use of Moodle''.

Teacher (C) said: ''Well, I'm not 100% satisfied and convinced by Moodle. The main reason is that, the aspect of learning by distance in the academic sense is really passive. Unlike the traditional learning, there is no a positive correspondence between the teacher and the students in the virtual learning''.

Question Seven: In which skill do you see the use of technology useful?

Teacher (A) said: ''I believe it's necessary to all skills, but mostly to listening, and critical thinking''.

Teacher (B) and (C) viewed that the use of technology is of a paramount importance with listening and speaking.

Question Eight: To what extent can the mobile assisted language learning enhance the teaching-learning process?

Teacher (A): ''ICTs can greatly enhance the teaching-learning process, when students immensely cooperate''.

Teacher (B): ''We need first to make students aware of the need of learning on a mobile as a tool of learning, but I think students are strongly influenced by the distractive content, which means very few of them are going to get benefit from learning through mobiles''.

Teacher (C): The MALL can improve the learning-teaching process to a great extent if the learners use it in the right way''.

3.3. Discussion and Interpretation

As mentioned before, the current research has three aims; to see if the implementation of the MALL motivates the students to engage in their study, to explore the EFL teachers attitude towards their learners use of mobile-learning in the EFL classroom and finally, to know if the use of MALL increases the teaching-learning process.

To achieve the three mentioned aims, the researcher asked three research questions, the first one is: Does the use of MALL stimulate the learners to engage in their study? The second one is: What is the tutors' attitude towards their students' implementation of the MALL in the EFL atmosphere? And the last one is: To what extent does the use of mobile assisted language learning increase the teaching-learning process? The raised research questions have assisted the researcher to find answers to her investigation after analyzing the data collected from the students' questionnaire and the teachers' interview.

Indeed, the two research tools which represent the questionnaire and the interview were incorporated togaher to answer the three research questions, starting with the students' questionnaire that played a spindle role in answering the first research question. Regarding the students' answers, the majority of the learners get enthused when they use

technological devices in their studies, in which, 80% of the wide range claimed that the use of ICTs stimulated them (see answer to question five, section three).Besides, 92.5 % of the learners chose the technological method rather then the traditional one (see answers to question one, section three). These answers were similar to the answer of the majority of teachers who affirmed through the interview that their students get motivated when they use their mobile phone (see answers to question four). This finding tie well with a previous study reporting that mobile devices can be used to motivate the learners and improve their learning experience (Liu & Chu,2010). Besides, Hariss, Al Boutainah and Alboutainah (2016) viewed technology as a motivating phenomenon that would enable the learners to do what they were not able to do years ago. Hence, the first hypothesis that have been raised is proved.

On the other hand, the interview conducted with the teachers revealed their attitude towards the use of MALL in their classes. First, the interviewed tutors agreed that they support the use of technological devices in their classroom as they use them according to the lecture's needs (see answer to questions two and three). Besides, the majority of the interviewed teachers allow their students to use their mobile devices for the academical purposes in the classroom (see answers to question five). This answer is identical to the students' answer through the questionnaire addressed to them when 30 students out of 40 revealed that they are allowed to use their mobile devices in the classroom (see answer to question three, section three). This implies that the EFL tutors have a positive attitude towards the use of MALL in the classroom. This result is similar to an investigation conducted by Saidouni (2016) where she found that teachers are optimistic about MALL's efficacy as they agreed on MALL's promise as a good technique for teaching and learning foreign languages. Thus, the second research hypothesis is proved as well.

According to the students' answers, the majority (36 out of 40 students) agreed that the MALL enhances their learning process (see answers to question one, section four). Besides, 37 students claimed that the MALL helps them in developing their integrative skills. This implies that the learners reveal the fact that the use of technology assists them to improve the process of learning. On the other side, the interviewed tutors viewed that the use of MALL can greatly impact the teaching-learning process when there is cooperation between teachers and learners (view answers to question eight). Palalas

(2011) viewed that the use of MALL can boost second language teaching-learning process by bringing it to a realistic world. Thus, it can be said that the third hypothesis is correct.

In a nutshell, the research instruments that the investigator used helped her to prove the research hypothesis she has raised.

3.4.Recommendations

Mobile assisted language learning can be a powerful tool that improve language learning and enable students to engage with this language. Here are some recommendations for using MALL in the EFL context for both teachers and learners.

For Teachers

➢ *Including MALL in The Curriculum*

Teachers need to integrate MALL exercises into lesson planning to guarantee that students are using language learning applications on a regular basis.

➢ *Encourage Independent Learning*

Teachers are invited to encourage students to use MALL outside of class to reinforce their language learning and promote independent learning.

➢ *Choose Appropriate Language Learning Apps*

There are a plethora of language learning apps available, so the teachers need to guide the learners to choose the ones that align with their learning objectives and are appropriate for their language level.

➢ *Monitor Progress*

Teachers need to monitor students' progress and to provide feedback to help them improving their language skills.

➢ *Selecting Simple Apps*

Instructors need to select apps that are simple to use and assist students in their studies since other applications are complex and cannot be recognized as to how to utilize them and achieve their goals. As a result, it is preferable to select simpler and friendlier apps for instructors and students that do not have sophisticated organizational structures.

For Learners

➢ *Set Goals*

Before you start using mobile assisted language learning, it's important to set goals for what you want to achieve. Do you want to improve your speaking, listening, reading, or writing skills? Having a clear goal in mind will help you focus your efforts.

➢ *Find the Right App*

There are many language learning apps available on both iOS and Android. Try a few and see which ones work best for you. Some popular options include Duolingo, Babbel, and Rosetta Stone.

➢ *Make It a Habit*

Consistency is a key when it comes to language learning. Try to use your mobile assisted language learning app every day, even if it's just for a few minutes. This will help you build momentum and make progress faster.

Besides, Students have to search for assistance in the didactic material used in class, in addition to the teacher and the cell phone app. Dictionaries may be a student's best friend when it comes to finding up new terms and learning how to use them. It can assist children in expanding their vocabulary. As a result, they are more likely to get higher achievements in many listening domains.

Overall, MALL can be a valuable addition to any EFL classroom, and with careful planning and implementation, it can help students improve their language skills in a fun and engaging way.

3.5.Conclusion

This was the last chapter of the research. It was divided into two sections, the first one was analytical since it decoded the data gathered from the students' questionnaire and the teachers' interview, while the second was suggestive. Indeed, palpable findings were achieved in the chapter. Most of the learners get motivated to learn with the use of mobile assisted language learning. Besides, teachers have positive attitude toward the use of this approach as

they see it useful in improving the learning process.At the end, the chapter provided some considerable suggestions related to the subject matter.

General Conclusion

General Conclusion

Undoubtedly, the use of mobile-assisted language learning in the EFL context is a powerful tool that assists the learners to enhance their language learning process. Besides, this research has shown that technology can be a valuable tool for EFL learners. Through the review of the literature and the analysis of the students and teachers' feedbacks, the research has demonstrated that mobile assisted language learning can provide a flexible, personalized, and engaging learning experience.

Basically, the amelioration of the four integrative skills is the primary aim of the EFL learners and teachers alike, however; it remains daunting for many students due to various factors including the prevalence of outdated teaching methods and the lack of technological tools that would improve their enthusiasm to learn. Thus, many scholars recommend the use of MALL as a solution. For this reason, this investigation was carried out to explore the efficacy of MALL as an approach used in the EFL context.

This study is noteworthy in the field of Didactics, in which, this issue is interested since it tackles a new approach in this field and investigates the use of this approach in the EFL context.

The answers that the researcher has found are the fruits of what has been collected as data. These answers rest on the fact that the use of MALL stimulates the students to learn since they are brought up in a digital world. Moreover, the use of MALL can greatly impact the EFL teaching-learning process if the teachers cooperate with the learners.

To answer those questions, the researcher opted for a questionnaire with the learners and an interview with the tutors at the departement of English, Saida University. Both of these research tools helped the investigator to deduce the results she was asking for. The questionnaire denounced that the learners get enthused while using the mobile assisted language learning in the classroom and the interview confirmed that. The interview showed that the tutors have a positive attitude towards the use of MALL in their classes. Furthermore, they viewed that this approach can be useful in improving the learning process.

These two instruments were highly important in obtaining reliable results since they helped the investigator to prove the hypotheses. The data confirmed the suppositions. As a result, the proposed hypotheses were proved.

After getting the required results through the analysis and the interpretation of data, the investigator has suggested some recommendations to the EFL learners and teachers.

Undoubtedly, this work has faced some obstacles that any other work would face, namely: the non-collaboration of some learners in answering the questionnaire addressed to them along with the scarcity of reliable sources. However, those obstacles did not impede the researcher to fulfill her investigation.

This study can pave the way to other studies related to the field of Didactics like: The Role of Mobile Assisted Language Learning in Developing the Productive Skills and The Relationship between Mobile Assisted Language Learning and the EFL Learners' Motivation.

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Appendices

Appendix A

Students' Questionnaire

Dear participants,

This research is an endeavor to explore the impact of the mobile-assisted language learning use on the Algerian EFL classroom.To this end, you are kindly invited to answer this questionnaire that will no longer take more than 10 min from your time.Your participation is highly appreciated.

Thank you in advance.

Section one : General information

Question one : What is your age ?

a.More than 18 ☐

b.Less than 18 ☐

Question two : What is your gender ?

a.Male ☐

b.Female ☐

Question three : How is your level in English ?

a.Good ☐

b.Average ☐

c.Bad ☐

Section two : Mobile devices use

Question three : What kind of device(s) do you use (you can tick more than one option)?

a.Smart phone ☐

b.Pc ☐

c.Ipod ☐

d.Computer ☐

e.another device…………………………………………………

Question two : How often do you use your device ?

a.Less than an hour ☐

b.From 1 to 2 hours ☐

c.More than 2 hours ☐

Question three : For what purpose do you Use a mobile device ?

a. For entetainment ☐

b.For education ☐

c. For social media ☐

Section three : The implementation of technology in learning

Question one : Which method do you prefer in learning ?

a.Traditional method ☐

b.Technological method ☐

 If your answer is (a), specify please……………………………………………

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Question two : On scale of 1 to 10 , how was your experience with the use of technology in learning during the lockdown period ? 1= bad , 10= excellent

1	2	3	4	5	6	7	8	9	10

Question three : Are you allowed to use your mobile device in the classroom ?

a.Yes☐

b.No ☐

c.It depends on the tutor ☐

Question four : In which skill do you find the use of the mobile useful ?

a.speaking ☐

b.writing ☐

c.reading ☐

d.listening ☐

Question five : Does the use of technology in the classroom motivate you to learn ?

a.Yes ☐

b.No ☐

Section four : Students' attitude towards the mobile implementation

Question one : Please, select the scale of agreement from the statements below

	Agree	neutral	disagree
The use of mobile in studying saves a lot of time			
The use of mobile assisted language learning helps me to develop my skills			
The mobile assisted language learning enhance my learning process			

Question two : If you have something to add regarding this study, please write it down

....
....
....

Appendix B

Teachers' Interview

1.How long have you been instructing ?

2.Do you support learning through technological devices ?Why

3.Do you use these technological devices in your sessions of teaching ?

4.Do your students get motivated when they learn through ICTs ?

5.Do you allow your learners to use their mobile devices in your sessions ? (For educational purposes) .

6.To what extent were you satisfied about your experience with Moodle Platform during the pandemic period ?

7.In which skill do you see the use of technology useful ?

8.To what extent can the mobile assisted language learning enhance the teaching-learning process ?