



Mohamed Khider University –Biskra Faculty of Letters and
foreign Languages
Department of English language and literature

MASTERTHESIS

Letters and Foreign Languages English Language
Sciences of the language

Submitted and Defended by:

Benaissa Bouthaina

EFL LEARNERS' PERCEPTION TOWARDS USING MOBILE LANGUAGE

LEARNING APPLICATIONS in IMPROVING LISTENING SKILLS.

**Case of study: Second and Third Year Students At Mouhamed Bedjaoui High School in
Biskra**

**A Dissertation Submitted to the department of foreign languages in partial fulfillment for
the requirement of master degree in science of language.**

Board of Examiners

Dr. Manel Triki	MCA	Supervisor
Mrs.Amina Mansouri	MAA	Chairperson
Mrs. Thaldja Aichaoui	MAA	Examiner

Academic year 2021/2022

Dedication

I dedicate it to my dear parents those who encouraged me, supported me, and were of good help

to me during my study life ,my father DJELLOUL and my mother SAIDA.

To my beloved brothers LAMINE and RAMZI and their wives HANANE and MAROUA, and

their children SIDRA, DJELLOUL, CHIHEB, DORSAF, ROCHANE, YOUCEF .

To my lovely sisters ACHOUAK and AHLEM ,AICHA,FATIMA, and RAOUIA and their

children LINA, AMINE, DJOUMANA, ABD EL RAHMANE, MIRAL and BILASANE.

To my dear grandmotherHadia may God blees her.

To my only Uncle TAHER and all BENAISSA family without exception

To my dear and best friends OMAIMA, MAISSA, MERIEM .ASSIL.

To all the people who know me and I say I love you.

AKNOWLEDGEMENT

First of all, I would like to thank ALLAH who helped me to fulfill this research I would like to express my sincere appreciation and respect to my dear supervisor DR. MANEL TRIKI for standing up and staying up with me to complete this work by providing me guidance and advice.

A special thanks to all the jury members Mrs .MANSOURI AMINA, andMrs. .ThaldjaAichaoui who took time and energy to evaluate my work.

And also I would like to thank all the teachers of English department at MouhamedKheider university in Biskra .

Without forgetting to thank all the second and third year pupils in MouhamedBejoui high school in Biskra and their teachers for their collaboration .

THANK YOU

ABSTRACT

This study seeks to find out the real use of mobile applications in English language Teaching and learning from the listening side, which is considered as an essential skill in English language learning since it has noticed that many students suffer from problems in listening skills. This thesis aims at improving the listening skills abilities of EFL and providing them new methods and ways of learning, and also the ability to catch new words with its right pronunciation, all this by using some listening mobile applications. This, it is hypothesized that if EFL learners use mobile apps in their study this will help them to improve their listening skills. To test this hypothesis the researcher follows quantitative method in analyzing the data that was collected by using questionnaires which are addressed to a sample of second- and third-year secondary school foreign language stream and their teachers in MouhamedBejaoui High School El Alia Biskra. This work finds that a large number of students and teachers support this new technique of using mobile applications to improve the listening skill, especially that the data of this work show that a large number of students suffer from this skill, and they consider that m-applications are the appropriate tool to solve this problem.

Key terms : mobile applications , listening skills, technology, EFL ,Learning

List of Acronyms

- **EFL** : englishforeignlanguage
- **Apps** : applications
- **M-Learning** : mobile Learning
- **PC** : portable computer
- **PDF** : portable document format
- **ICT** : information communication Technology
- **PLN** : personalLearning networks
- **LEP** : Luke 's English Podcast

List of Tables

<i>Table</i>	1	1 pupils' gender	42
<i>Table</i>	1	2 pupils' level	43
<i>Table</i>	1	3 english accents' level	44
<i>Table</i>	1	4 smartphnes user	45
<i>Table</i>	1	5 using smartphone in studing	46
<i>Table</i>	1	6 mobile apps as a new technique in improving learning	47
<i>Table</i>	1	7 mobile apps for listening purposes	48
<i>Table</i>	1	8 – periode of using Mobile Apps in it	49
<i>Table</i>	1	9 mobile apps helping in listening skills	50
<i>Table</i>	1	10the resources that help more	51
<i>Table</i>	1	11 how see this method	52
<i>Table</i>	2	1 specifing gender	53
<i>Table</i>	2	2 during of the work in the field of education	54
<i>Table</i>	2	3 the members of pupils in each class	55
<i>Table</i>	2	4 their level in listening skills	56
<i>Table</i>	2	5 The major causes that make the pupils suffering from this side	57
<i>Table</i>	2	6 using modern technology in improving listening skills	58
<i>Table</i>	2	7 encouraging pupils to use modern technology in learning	59
<i>Table</i>	2	8 using mobile apps have some negatives	60
<i>Table</i>	2	9 pupils loved this wayp:71	61
<i>Table</i>	2	10 the way of helping	62

List of content

Dedication	I
Acknowledgements	II
Abstract	III
Key terms	IV
List of acronyms	V
List of tables	VI
List of contents	VII
General introduction	11
Chapter one : Mobile learning applications	13
Introduction	14
1-1 Mobile learnindefinition	14
1-2 Using mobile applications in learning	15
1-3 Applications mobile tools	16
1-3-1 Social media	16
2-3-1 Research and Note technique	16
3-3-1 Mindmapping	17
4-3-1 Improvingcognetiveabilities	17
1-4 Advantages and disadvantages of apps mobile for EFL learners	17
1_4_1-Advantages of learning mobile applications	18
2-4-1 Disadvantages of learning mobile applications	19
1-5 Reasons for using EFL learners' apps on mobile devices to learn	20
1-5-1 Easy to use	20
2-5-1 Easy to integrate	20
3-5-1 The role of technology	20
a- Group learning	20
b- Individual learning	21
c- Professional learning	21
4-5-1 Flexibility of usage	21
1-6 The impact of apps mobile on EFL learner	21
1-7 Educational mobile applications Examples	22
1-7-1 Learn language with Rocetta Stone	22
2-7-1 Lumosity-brain training	22
3-7-1 Udemy online courses	23

4-7-1 Chegg-Textbook Rental	23
5-7-1 Dualingo	24
6-7-1 Quizlet	24
Conclusion	25
Chapter two: Mobile apps in improving listening skills for EFL learners	26
Introduction	27
1-2 Definition of listening	27
2-2 The difference between listening and hearing	28
3-2 Process of listening	29
a- Receiving	29
b- Understanding	29
c- Remembering	29
d- Evaluating	29
e- Responding	30
4-2 Components of listening skills	30
1-4-2 Paying attention	30
2-4-2 Reflection and Responding	30
5-2 Types of listening skill	30
1-5-2 Information listening	30
2-5-2 Critical listening	31
3-5-2 Baisedlistening	31
4-5-2 Sympathiclistening	32
5-5-2 Comprehensionlistening	32
6-5-2 Empathiclistening	32
7-5-2 Discrimintivelisting	32
6-2 Listening skill in learning for EFL	33
7-2 Mobile apps in improving English listening skills	33
8-2 Effect of mobile apps on listening skill	34
9-2 Best apps to learn English listening	35
a-BBC Learning English	35
b- Lucke’s English Podcast	35
c-Listen English Daily Practice	36
d-English Listeing And Speaking	36
10-2 The way to using mobile app to learn English listening Skills	36

1-10-2 Make note of accent and	36
2-10-2 Pay attention to the pronunciation	36
3-10-2 learn from pauses and body language	37
4-10-2 Learn English podcast	37
Conclusion	38
Chapter three :Field Research design and data analysis	39
Introduction	40
3-1 Research Design	40
3-1-1 Research aims and tools	40
3-1-2 Pupulation	40
3-1-3 Description of research tools	40
3-1-3-1 pupils' Questionnaire	40
3-1-3-2 Teachers' Questionnaire	41
3-1-4 Limitation of The study	41
3-2 Data analysis	41
3-2-1 Pupils' Questionnaire	41
3-2-2 Teachers' Questionnaire	53
Conclusion	63
General conclusion	65
Recommendations	66
References	68
Appendix 1 Pupils' Questionnaire	
Appendix 2 Teachers' Questionnaire	
المخلص	

General Introduction

General Introduction:

General Introduction

Learning foreign language is very important to the students, specially learning the English language in their life consider the most important to deal with their studies , which and at the same time is considered such as a bit complicated that is why many of them face many problems particularly in the pronunciation, which push them to follow some techniques to improve their listening skill. One of the most techniques which rely to improve it is mobile applications tool for improving their listening skill since they find it very helpful to learn in term of listening retention for example: watch videos, using YouTube application, voices recorders Etc.

According to (Al Washy & Mahdi, 2016) the speed development of the mobile technology provides many opportunities to encourage teaching.

In another opinion, Park defines that mobile learning is the using the mobile for the purpose of study even in the move. (2011, P: 79).

General Introduction:

Statement of the problem

The aim of the students are to communicate easily between each other and the teacher within the class, and outside, and getting a good accent like the native speakers, because they know the importance of the application and smartphones in the development of the pronunciation, so while they watch videos about native speakers, they get the language easily and when they sent and received different voices when they are chatting between them they learn it fastly and easily.

Significance of the study

Mobile applications are very important technique, and it is one of the best ways for the students to teach the language in speaking side, which is very helpful method which affects to improving their communication and speaking over different application such Telegram, YouTube, Messenger voice etc.

At the same time, it is seen to be a fun approach to learn while also giving them the opportunity to pick up a language quickly and readily because it can be done anytime and anywhere.

Aims of the study

The following study aims to

- Improve the EFL learner's abilities in listening skills.
- Catch and learn new words with its pronunciation easily via their use.
- Improving new way of learning and teaching methods.
- Gaining new knowledge.

Research question

The design question in this work is:

- How does the use of mobile applications affect EFL learners listening skills outcomes?

General Introduction:

Research hypothesis

- If EFL learners use mobile applications in their study, this will help them improve their listening and speaking skills?

Research methodology

In this research the researcher follows a quantitative approach by giving two questionnaires to the teachers and pupils of Mouhamedbejaoui secondary school in order to collect data and analyze it .

Sample of population

In this thesis the researcher works with a specific sample that consists of two classes of secondary school students in addition to their teachers, the two classes are from the second and third year of foreign language stream in MouhamedBejaoui in Biskra.

Structure of the Dissertation

This research is divided into two parts which are theoretical and practical part, each part contains a chapter which the theoretical part has two chapters, the first chapter talks about Mobile learning applications, while the second part is about mobile applications in improving listening skills. In another hand the second part contains only one chapter where data is collected and analyzed.

Chapter One: Mobile Application in Learning

INTRODUCTION

Several changes have taken place in English language learning. The main significant modification is the introduction of technology into the field of education, which it allows the learners to find information without any difficulties and giving them the chances to practice what they learn. And these technological tools play a significant role for improving the English language learning in different aspects Listening, Writing, Reading, And Speaking, what they make many researchers and studies agree that this tool is the appropriate one for developing English language learning.

Many studies and researchers showed interest in this, which makes the learners rely on it for their studies. Whereas(DrAhmadi, 2018) believes that using technology is an essential part in study of the learners. This unique learning tool motivates the learners to learn a language in an easier way compared to the traditional method.

1-1 Mobile Learning Definition

Mobile learning is a modern tool for learning that it helpsstudents to acquire the English language skills such as listening, writing, and reading through the internet and applications network. many studies and researches confirmed that mobile learning is a major key to developing the learningprocess, which (McQuiggan, Kosturko, Jamie, Sabourni, 2015) point the interest of mobiles, tablets and laptops is a major opportunity to present new and exciting educationalexperiences” and give them the ability to improve their learning experiences (McQuiggan, Kosturko, Jamie, Sabourni, 2015 p: 2&3.). Furthermore, in their study, they provide high level of engagement and novelty, by considered that learning mobile provides a new way to motivate learners.(McQuiggan, Kosturko, Jamie, Sabourni,2015 p:12.).

From another perspective, Udell (2015) defines the mobile learning tool as a tool with the ability to roam from one location to another while receiving and contributing to a range of digital

information sources using mobile devices. the similar data (Udell,2015:8) emphasizes in his book the facility to use some apps to learn anywhere and anytime, and both the placement and the timing have an impact, this allows learners to gain time while studying.

Additionally, it encourages studying outside of traditional learning environments such as classrooms and makes learning content available at any time. Which (Gafni&Achituv&Rachmani, 2017, p:303) confirm it that m-learning gives the learner the ability to learn freely anywhere and anytime.

According to Park (2011 p: 79) he defines mobile learning that a tool that refers to the exploiting the mobile phone for studying even for commuting.

1_2Using Mobile Applications in Learning

Mobile apps learning is a software applications that can be downloaded to a mobile device, which is represented on mobile, PC...etc. These apps are created by some stores, such as app stores or play stores.

According to several studies, that have been conducted on the use of mobile phone technologies for teaching success. This is owing to the features of mobile learning, which include the ability to exchange knowledge without placing and timing constraints, as well as the ability to encourage the development of critical thinking, participatory learning, problem solving, and lifelong communicationskills. (Sarvertani&Nouroozi&, Mouhamadi 2020).

Crompton & Traxler (2016) claim that apps are mobile software apps that are developed specifically to run on mobile devices and can be downloaded by users.

According to another study (Pandey, 2016) Mobile applications are type of distribution format for learners on mobile devices that allow them to see learning content offline. Although the course must first be downloaded to the device using an online connection, once the course has been

downloaded to the device, it can be viewed without an internet connection from the mobile device for subsequent visits. When using Learning Management Systems to track the progress of students, having a connection to the internet is also required.

1-3 Applications Mobile Tools

1_3_1 Social Media

This concept investigates the role of social media networks in helping EFL learners acquire the English language. According to Mukhtar (: p01) Social media is a powerful tool to learn, which gives the learners' a motivation and interest to study English language, by providing them a new experience and method to learn.

According to other studies, social media plays a significant role in improving Vocabulary acquisition is due to existence of some apps that help the learners with it, such as Facebook, Twitter, Instagram, and, YouTube are essential techniques in language learning (Zainal & Rahmat,2020:p:1).

Social media may consider a essential resource for teachers to prepare their lessons (Mukhtar , p: 2).

Also it helps the students to improve their speaking ability and overcome shyness by speaking through some apps such as (Messenger Vocals, Videos Live etc.).

Furthermore, the use of social media may provide the students to discover new techniques and tools of learning this is what motivates them to learn enthusiastically without getting bored.

Moreover (Thalluri& Penman, 2015, p: 455) believes social media can be key to modern professional engagement and continued learning”.

2_3_1Research and Note Taking:

Many researchers show an interest in facilitating English language learning in their studies, which Arcenas(2021) claims that It's never been easier to keep track of information, ideas, or thoughts with so many note-taking methods and apps available online and on paper. As simple as it is to scribble down an idea or a phrase, academic research and writing for a thesis paper is a whole different ballgame. And keeping track of or archiving all of the information you need can rapidly become a complex task.

3_3-1Mind Mapping

Previous studies, consider that mind mapping is an appropriate tool to acquire language for EFL, whereas (Clocke. 2018 , p:1) describes mind mapping as a simple and helpful tool to manage the planning out of a new training project by allowing the learners to arrange their thoughts and ideas in a way that makes sense to them. it counted as an efficient process for gathering and producing ideas in order to encourage EFL learners to evolve their language skills. in writing skills,forinstance writing essays, assignments, texts etc.

4-3-1 Improving Cognitive Abilities:

On mobile phones, there are some apps that can help learners to improve them Mental process,this kind of app works to improve the learners' minds to make the process for problem solving easier and contribute to keeping their mind active.

In the same context, Clock (2018) proposes Elevate program as an appropriate app that also helps the EFL learners for improve their skills in terms of memorizing and practicing and comprehension etc.

1_4Advantages and disadvantages of applications mobile for EFL learners

The most significant advancement in language learning. has been the use of mobile apps in educational areas, which give a new method of teaching for EFL learners. But everything has two sides,the positive and the negative ones :

1_4_1 Advantages of Learning Mobile Applications

Mobile apps allow learners to learn everywhere and anywhere and anytime via the which is accessed through various apps such networks, etc . which Asabere (2013, p: 23) claims that Learning can take place anywhere and at any time, and learning content can be accessed from any device.

Thomas (2019) claims that educational apps that incorporate online quizzes are presented in such a way that it students are drawn in via apps. There are some quizzes and games that help the learners improve their performance. (Mohan,2019 :354) States that online quizzes and testing can easily be conducted.

Moreover, Thomas (2019) contributes thisSince versatile learning is all around us by examining and utilizing versatile tools on the web, it can be gotten to from anyplace in the world andat anytime. He also mentioned that , as examined within the over point, online tests, are made and understanding these tests, astounds or enigmas, makes a difference in how you grow your information. Separated from fair ponder fabric, there are distinctive sorts of other tests such as, confusing, multiple-choice questions... etc. that are accessible on the internet; by playing these recreations, you will test your information and it will indeed increase your IQ level. Not only that, but also a apps on mobile provide quick access to information in various forms, such as : audio via voice recording or MP3, videos from the YouTube app, and reels, files, images, and PDF documents. These programs provide a rapid service for EFL learners. (Mohan, 2019 p: 354).

According to (Uther,2018: p:33), mobile apps offer a variety of services, including networks facilitations through social media apps (Facebook, Twitter, Instagram and visual communication).

According to Zandstra (2021) mobileapps empower learners by allowing them to progress in how they are organized while learning. Furthermore, (Zwaideh, p:3) believes that using mobile apps plays a significant role in bridging the physical gap that exists between the learner and the teacher.

In addition, According to Kumar (2018), In the moment of need, learners are more likely to retain crisp and succinct data that they find relevant and relatable. Mobile learning improves knowledge retention. Given that they have committed the subject matter to their long-term memory, they will be able to recall knowledge while at work, and perform their job to the best of their ability.

2_4-1Disadvantages of Learning Mobile Applications

Thomas (2019) believes that apps make a lot of festivity, which is why many learners of EFL use their mobile apps to learn, after they find themselves in other fields such as chatting, playing games, taking pictures, and listening to music. This fun may waste their time.

Besides that (Mohan,2019,p:354) mentions some disadvantages which represent how lack of internet access can affect EFL learners while they are learning and making problems and failures of mobile devices such as battery life ending, and some updates. This may pose an issue for learners.

Another disadvantage is the increasing reliance on technological tools,while a forward-thinking, digital-embracing approach to education with mobile learning has proven to be quite beneficial; it also causes pupils to lose touch with older abilities that are not dependent on technology. This is especially true for vocational skills such as handyman work, woodworking, and arts and crafts work, to name a few. This is a significant loss in terms of some abilities going out and, as a result, becoming increasingly expensive in the marketplace (Gautama, 2018).

From another perspective Asabere(2013, p: 24) points that If no monitoring system is in place to detect cheating, mobile learning may provide opportunities for students to cheat.

Klimova(2019, p:2) confirms that the most prevalent negative effects are a lack of attention and concentration , which can also be caused by mobile phone multitasking, which involves switching between different activities on one or more devices.

1_5 Reasons for Using EFL Learners' Apps on Mobile Devices to Learn

Different researchers in their studies and researches settings focus on different major factors. That led learners to use apps in order to learn. The following elements show the major factors:

1_5_1 Easy to Use

EFL learners consider that application mobile learning is the easiest tool and material to get a higher education .According to Sutherland(2020) this tool facilitates to access the information as possible as quickly and accurately through search engines and e-books anywhere and anytime. Furthermore, mobile applications are incredibly user-friendly, and allow businesses to easily put out updates. Pandey(2016).

2_5_1 Easy to Integrate

According to Nina W (2019) since the majority of students spend their time in social media, integrating it into the study is the most used method through their participation in information and discussion, and this is done by crating groups in conversations such as Facebook, Twitter etc.

3-5-1 The Role of Technology

This element shows the role of ICT in learners' studies and how it can affect them. This influence is represented in certain apps such as social media networks , which are considered the right and most comfortable tool for teaching learners .

Akhtar (2014) believes that ICT can help learners according to these points:

A- Group learning

It includes that ICT makes the learners contact each other easily.

B-Individual Learning

With the help of ICT, learners can achieve learning in accordance with their claim without any barriers.

C- Professional Learning

ICT gives the learners the ability to induce different professional courses and abilities.

4-5-1 Flexibility of Usage

According to Pandey (2016) learners spend an average of 30 hours per month using mobile apps, according to a poll. Because of the flexibility and convenience with which they provide information, they have become an integral part of many people's lives. Even when learners are not connected to the internet, mobile apps can be used to provide training.

1_6the Impact of Apps Mobile on EFL Learner

Zwaideh (2017) believes that apps mobile have an effect on the growth of a student's learning behavior as well as their academic performance. This is because they involve both collaborative and individual learning experiences, which helps to improve learners' numeracy and

literacy abilities. Technology has been at the center of everything in the modern generation. As a result, if the education center has used M-Learning technology as one of the strategies to improve university learning, it is a significant accomplishment. Mobile technology in education promotes collaboration and practice communication. Other advantages of using M-learning include improved social interaction, communication, motivation, mobility, and collaboration among students.

Moreover, there is another effect that app mobiles play a major role in learners' academic performance, which grows learning opportunities and guarantees pertinence .numerous changes that are happening regularly in our globalizations instructions framework...etc. and play a role in improving the communicative skills between the teachers and learners which help also to solve several issues that are happening to the learners (AlQahtani&Mohamed2015, p: 106).

In addition, apps can affect on the development of the learners' conduct as well as their execution. This is often because the learners' numeracy and proficiency skills. (Zwaideh,2017, p:3).

(Klimova, 2019, p:2) finds that using the applications improved vocabulary learning, confidence, and classroom participation, and that students had a favorable attitude towards the use of multimedia in education .

1-7 Educational Mobile Applications Examples

1-7-1 Learn Language WithRocetta Stone

Zala(2017) shows in his study that the learn language with Rocetta stone app is theeasiest app to learn the language for EFL ,and state it as one of the leading dialect learning versatile apps accessible in the App Store. It's an award-winning app with no flash card and no course readings. This app has astounding discourse acknowledgment technology. And it considered as an application that provides fun and intuitively designed dialect lessons that use pictures, sounds, and text. It offers 24 dialects. The substance is outlined expertly, exceptionally locks in, and you'll go at your pace.

The app gives a fast reference of common expressions, immersive stories, and access to sound lessons on the go.

2-7-1 Lumosity –Brain Training

The brain preparing apps are outlined to move forward the memory considering aptitudes, center, and indeed your insights, with the external objectives of moving forward the execution of vital ordinary tasks. Which Zala (2017) describes this app as an application for brain preparation. this gives the learners the ability to play 30+ brain workout diversions within the app. The app will prepare their memories, attention span, and cognitive capacities. The diversion also analyzes their game play and provides feedback on your diversion's strengths, weaknesses, and cognitive designs.

3-7-1 Udemy Online Courses

Udemy may be an enormous open online course supplier, and its learning experience orchestrates coursework into an arrangement of modules and lessons that can incorporate recordings, content notes, and appraisal tests. Udemy's video player has useful highlights like closed captioning and note-taking functions. (Denis, 2020) .

According to Zala (2017), Udemy could be a worldwide commercial center for online learning, where anybody can learn and instruct unused skills/courses. Udemy has educated over 14 million people, and master teachers have access to 42,000 additional courses.

In point of (Emery, 2022) that the Udemy mobile app is extremely user-friendly and makes learning much more enjoyable. The app's video and audio play smoothly without unpleasant lags, and it's simple to browse between classes. The web version of Udemy is also quite good, but I much prefer using the app.

4-7-1 Chegg-Textbook Rental

Chegg is basically an internet college bookstore. to lease, purchase, and offer course readings all through Chegg. It also features a pondering component that incorporates reading material arrangements and gets access to specialists who can reply to questions Farrington (2022).

From another study Duffy (2022) defines it as an online learning service and software that provides assistance to students in a variety of ways. It starts by selling and renting out worn and new textbooks. Second, it offers subscription-based tutoring for arithmetic, assignments, and writing. Finally, it provides a free flashcard app. Finally, it includes a section on financial guidance tailored to students' needs, as well as internships and scholarships.

5-7-1 Duolingo

According to Duffy (2022) for a while, Duolingo was the primary free language-learning app to match costly paid programs. It gives a lot of self-paced exercises to help the learner build a fundamental understanding of a few dialects or review one that they already know. It's effectively the leading free dialect app which can discover. Furthermore, Duolingo utilizes bite-sized lessons that incorporate talking, tuning in, perusing, and composing to educate you on an unused dialect or brush up on an auxiliary dialect. Lessons are gamified, which implies they offer rewards and other benefits for making progress, giving you more motivation to keep learning. Brown (2021).

Also it allows the learners to encounter a variety of entertaining activities that will help them enhance their vocabulary and grammar abilities.

6-7-1 Quizlet

Quizlet is one of the most popular educational apps for materials that students can use. Teachers and understudies can construct thought sets and flashcards on a variety of topics, ranging

Chapter one : mobileApplications in Learning

from the periodic table to US presidents to vocabulary words. Quizlet Learn offers a variety of testing options, including true and false questions, as well as multiple-choice questions. And the difficulty level increases over time based on the user's actions. Quizlet is particularly useful for learning a foreign language from afar. It has approximately 500 million consideration sets that have already been made and documented by existing customers, so new clients can check to see whether materials that coordinate already have been made. Bodenheimer (2021).

conclusion:

This chapter shows how ICT interacted with the educational world and became an essential part and important tool to learn and acquire the English language and this research, shows the role of Mobile and its applications in improving the language for EFL learners in all skills by stating the major reasons and effects with advantages to learning nowadays .and how it helps students acquire all four language skills (reading, listening, speaking, and writing). This includes both their evaluation and their recommendation.

In addition, according to previous studies that have been mentioned, it confirmed the necessity of using mobile applications as a tool of learning and what can provide a new version of study, especially since they includes it as a essential media for learners in all domains.

Chapter Two

Mobile Apps in Improving Listening Skill

Introduction

This chapter aroundsabout the importance of listening skill in language for EFL is examined and the benefits of app mobile to practice and development it , and what are the most helpful apps that can help the learners to improve this skill , and how can these apps effect for the learners.

Listening is one of the complicated language skills and it is considered one of the most important problems that can face the learners in their English learning. EFL learners face many problems in learning and understanding the language through listening may be due lack of material or some teachers do not give enough importance to it.This may lead and make them unable to speak the language fluently. The one of the major condition to communicate easily should first learn and understand in real language situations. to treat this problem, many researchers suggest that the use of technological tools to develop listening skills for EFL learners, and they consider that one of the appropriate tools is using mobile apps to enhance this skill for learners. And demande from the learners to explore the hand mobile to develop their listening skill.

1-2 Definition of Listening Skill

Listening is one of the important skills in the English language which refers to the ability of the listener to comprehend and understand what the speaker said, when be a good listener it means is having the ability to deal with language easily.

In another definition Rost (2002, p:01) considers that listening refers to receiving the transfer of images, impressions, thoughts, attitudes, and emotions from the speaker and it defines as the ability to understand what the speaker stated. Which it is considered the most significant reason to communicate the language in the right form, and that is what Gulam(2020, p: 03) confirms that listening is the essential to all effective communication, which means that messages are read -only

measured if the listener is unable to listen well. And she points out that throughout the communication process, the ability to accurately receive and comprehend signals is required.

From another study, Listening is an acquired talent that allows us to receive sound through our ears and convert them into meaningful messages. Simply described, it is the process of carefully listening to and evaluating the meaning of the speaker's words and sentences throughout a discussion. And it can be challenging because it demands focus and attention, yet the human mind is often diverted. It's a technique for understanding what's being stated by various verbal and nonverbal indicators.(Surbhi-S, 2017).

2-2 The Difference Between Listening and Hearing

While hearing and listening appear to have similar functions, and often used interchangeably, but there is a fundamental distinction between the two. Lindberg (2018) shows that Hearing has less to do with understanding and connecting with the person who is speaking to you and more to do with the physiological act of hearing noises. While listening is paying attention to sound; to listen to anything with care; and to give thought to.

From another perspective Rost (2002. P:08) points “Although both hearing and listening involve sound perception , the difference in terms reflects a degree of intention”. Which means that listening is an intent, and making sense of the words and sounds compared to hearing .

Surbhi-S (2017) claims that Hearing is a sense that allows listenersto receive sound waves and noise through your ears. It is the ability to perceive sounds.Listening, on the other hand, is when the listener hears sound waves and understands them by paying close attention to the speaker's words and sentences. It refers to one's ability to appropriately receive and interpret the message sent by the other party throughout the communication process.

Another difference is that hearing is physiological, meaning it is one of our senses that should have living organisms. Listening, on the other hand, is a psychological “conscious” act. (Surbhi-S, 2017).

3-2 Process of Listening

The listening process involves five stages:

A- Receiving

According to Gulam (2020, p: 6) Receiving is the intentional focus on hearing and the message of the speaker, and she considers the ear to represent this stage of the listening process because it is the major tool engaged with this stage of the process.

B- Understanding

It tries to figure out what the message means, which is not always easy, and it decides what the message means. Gulam (p: 7).

C- Remembering

Gulam (p: 8) points out that if the listener cannot recall what was said, he was not listening effectively. Even when the listener is paying attention, some messages are more difficult to comprehend and retain than others.

D- Evaluating

Gulam (p: 09) defines as It is the fact that the evaluation of the same message might differ greatly from one listener to the next.

D- Responding

It is the message's reaction, which can be emotional or intellectual; also, the lips indicate this stage because listeners frequently provide feedback in the form of verbal input. Gulam (p: 10).

Additionally, listener's respond to the speaker affirms that he comprehends what they are saying and continue the conversation. This occurs only after careful consideration and recall of what they say.(Mendoza, 2018).

4-2 components of Listening Skills

There are two components to active listening

1-4-2 Paying Attention

Doyle (2021) includes that Holding eye contact, having good posture, and matching the speaker's body language to show real interest in what they are saying are all examples of paying attention.

Furthermore, To completely comprehend what the speaker is attempting to express, the listener pays close attention to the speaker's verbal and nonverbal language.(Mendoza, 2018).

2-4-2 Reflection and Responding

Reflection is the process of repeating and paraphrasing what a speaker has said in order for the listener to fully comprehend what the speaker has stated.Doyle (2021).

5-2Types of Listening Skill

1-5-2Informational Listening

When people are seeking to learn something, they utilize informational listening (or informative listening). To learn new concepts and comprehend technical jargon, informational

listening builds on fundamental comprehensive listening and demands a high level of concentration and participation. Informational listening is more concerned with critical thinking and following a logical sequence as it is communicated than with the emotional content of what is being said. It's critical to pay attention and use informative listening skills when trying to master crucial abilities that are being taught to you.(Master Class Staff, 2022).

From another study, Eatough (2021) defines Informational listening as a type to understand and remember information, which This style of listening necessitates a high level of attention. This is because understanding a new notion necessitates a high level of engagement.

2-5-2 Critical Listening

According to Eatough (2021) critical listening is a type to examine complicated data. And this what Staff (2022) claims, When people are attempting to understand and judge difficult information that is being given to them, they use critical listening.

3-5-2Baised Listening

Biased listening (also known as selective listening) is a sort of listening behavior in which a person only listens for information that they want to hear. Biased hearing differs from critical listening in that the listener is looking for confirmation of previously held biases rather than examining the veracity of the speaker's beliefs. People are frequently unaware that they are listening in a biased manner. In the mind of a listener who is not tuned in to what a speaker tries to impart, biased listening can lead to a distortion of facts.(Staff, 2022). Furthermore, Eatough (2021) claims that it is a process can cause facts to be distorted. That's because the listener isn't totally tuned in to what the speaker is trying to say.

4-5-2 Sympathic Listening

Sympathic listening is an emotionally-driven style of relationship listening in which a listener examines the speaker's feelings and emotions while also attempting to provide support and understanding. When a child tells you about a problem at school, you can practice empathetic listening. In this scenario, you employ sympathetic listening to help the youngster feel heard and to provide support and comfort. When attempting to build a strong connection with another person, especially when that person is undergoing difficulty, sympathetic listening is a crucial sort of listening to adopt.(Staff, 2022).

5-5-2 Comprehensive Listening

It refers to all of the different types of listening that critical listeners engage in. People employ comprehensive hearing along with verbal signals to understand what messages are being transmitted to them in their daily lives.(Staff, 2022).

6-5-2 Empathetic Listening

The listeners imagine themselves in the shoes of the speaker. Empathetic listening (also known as empathic hearing) takes sympathetic listening a step further by allowing the listener to relate to the speaker's experience as if it were their own.(Staff, 2022).

7-5-2 Discriminative Listening

Discriminative listening is the initial type of listening that humans learn when they are infants. This method of hearing depends on tone of voice and other subtleties of sound to discern meaning and intention before understanding words. Babies can't understand words, so they rely on discriminative listening to figure out who's speaking and what emotion is being conveyed. When individuals around you speak a foreign language that you don't understand, you may find yourself relying on discriminative hearing as an adult. Though you may not have the linguistic abilities to

grasp what is being said, you can infer a meaning from the tone of voice and inflection. When discriminative listening isn't enough, you might resort to visual aids.(Staff, 2022).

6-2 Listening Skill in Learning for EFL

Listening skill is the major important process in English learning. Many researchers and studies give the interest to this skill in order to improve speaking skills and the communication for the learners .

According to(Handayani&Izzah, 2020, p: 70) believes that is listening is one of the most and important skills that learners should develop , which is considered as a vital skill that allows listeners to get the core of what the other person is sayin. Which means is the key factor to allow the learner to understand and deal with the language correctly ,Rost (2002) confirms this in his study, which mentions that in order to understand authentic English discourse, students must enhance their listening abilities .and Asemota (2015) points out if people wish to communicate correctly, they must hear many varieties of English repeatedly and continuously. This indicates that people who cannot hear cannot learn a language.

Despite its importance, the teachers do not give more attention and interest on it compared to other skills which make the learners face many difficulties to learn it, whereas Handayani&Izzah (2020, p: 70) see that many factors influence the difficulty of learning listening skills, according to the fact that many people do not grasp the English language, expressed by the speaker as a whole, and many of them are still puzzled about the speed of utterances.

7-2 Mobile App in Improving English Listening Skills

Several studies and researchers find that technological tools, especially mobile apps are the right and the best media to help learners to enhance their English learning.

And it is the appropriate media to help learners to develop different language skills, especially the most effective skill is listening one, whereas Gangaiamaram & Pasupathi (2017) believe that listening abilities are easier to learn through apps than other language skills. Additionally Hanayni & Izzah (2020, p:71) point that listening skills are a talent that must be learned and practiced through using a variety of media. Teachers and learners can obtain online authentic listening material from Radio or programs.

According to Handaymi & Izzah (2020, p:71) The researchers attempt to suggest a medium that they believe is appropriate, namely “English Listening Test App “ an internet app that allows users to study English independently ,it includes numerous features that make listening entertaining and fascinating. It allows the learners to increase their chances to learn the listening skills. In another point Suck Kim (2013) suggests that students can use “Podcasting” as a sort of digital media that consists of a sequence of Audio, Radio, and Videos, for an authentic and engaging learning opportunity.

8-2 Effect of Mobile Apps on Listening Skill

Mobile applications are an effective tool to help the learners to develop their listening skill, which Suck-kim (2013) claims that Apps mobile urge students to take an active role in their participant. Which is allowing them to be distinguished in their studies and realizing the academic success, moreover, global listening can assist students and learners will be exposed to new expressions and languages this achieved by exploiting mobile apps which specialized in listening such as: Youtube, Videos, chatting with native speakers or English speakers by using voice recorders or Calling Audio ...etc (Hea.Sukkim 2013).

Furthermore, Artyshina & Sheypak (2018) points out that Students can solidify their grasp of what is being taught by studying English on their phones, or further contextualize the language to improve their ability to utilize it in communicative practice. It means is that using mobile in order to

listen purpose this open up other opportunities to develop other skills. Most notably speaking skills, and give the learner the ability to manage a team, and avoid conflict (Mendoza, 2018).

9-2 Best apps to learn English listening

The best way to develop listening skills for EFL is to practice, this why many learners use a variety of apps which help them to practice the language in listening skill.

a-BBC Learning English

Cramer, 2020”describes BBC learning as an app which helps to develop the speaking skill for learners, in her opinion, she considers this app as a perfect for anyone who wants learn English with all aspects. In her opinion The BBC Learning English App is idealize for anybody who needs to brush up on their English abilities, or anybody who is as of now learning English as a moment language.

b-Lucke’s English Podcast

It is an audio program for English learners which provide EFL different services to acquire the language. Barbara (2020) claims that Lucke’s English podcast is an appropriate and best app to learn and listen English languages, which its accent very clear and understandable.

According to Thompson (2017) this app contains a different features, where it features speed control, allowing the listener to listen at their own space, and Sleeping time means users do not miss anything while sleeping to its voice.

Moreover, Dipak (2022) considers LEP is a fantastic app since it allows everyone to improve their listening skills. Which is allowing the users to download some free episode and listen to them . Which is shows different subjects and aspects that have related to English language learning.

C-Listen English Daily Practice

Architamitra (2022) suggests that Listen English Daily practice is an appropriate app to practicing listening skills, this realize by some good audio clips, not only that but also it helps the learners to improve their British or American accent.

D- English Listening And Speaking

Architamitra(2022), suggests thatthis app is one of ideal for those who want to improve their listening and speaking abilities. Here the listener will find a lot of information. The discussions and stories in this section,ithave been specifically created to help the learner to grasp idioms and phrasal verbs, as well as improve his pronunciation. There is even an irregular verb table, as well as audio assistance, so the listener can listen to and study English grammar.

10-2 The way to Using Mobile App to Learn English Listening Skills

1-₁₀₋₂Make Note of Accent and ord Use

According to Architamitra (2022) by closely listening to the way someone speaks, the listener can learn a lot about them. As a result, the listener should be aware of such cues, such as varied accents and slang. Cultural learning is frequently the most engaging and rewarding aspect of language acquisition! It will also aid the listener's communication with folks from all across the English-speaking world.

2-₁₀₋₂Pay Attention to the pronunciation

The listener must understand how words are pronounced and how to pronounce them correctly. With a the help of a few apps. Archiamitra(2015) claims that the condition of improving

the speaking and listening skills, should pay attention not only to what is being said, but also to how it is being said. Certain words in English have different spellings and pronunciations, so the listener have to work extra hard to be sure you're expressing things correctly.

3-₁₀₋₂ Learn From Pauses and Body Language

Only skilled ears will notice that the silence between words informs more than the words themselves. If the listener learning with videos , pay attention to how facial expressions and movements can convey meaning as well. When attempting to decipher the meaning of a phrase or statement, these nonverbal movements can be quite helpful (Architamitra, 2022).

4-₁₀₋₂ Learn English Podcast

Is a highly rated program that is ideal for those who want to improve their listening abilities by listening to podcasts. There are 60 episodes totaling 20 hours of audio, so if the listener listen for an hour every day for a month, will be finished, which it improves the communicative abilities so the listener can converse with native English speakers. This app includes audio transcripts as well as comprehension questions. You can also download the episodes to listen to them offline.(Architamitra, 2022).

Conclusion

This chapter discusses the importance of listening skills in EFL students to master in foreign language or second language skill. It shows how mobile applications can help them improve their listening skills by utilizing apps that specialize in listening. Listening, in particular, is regarded as one of the most important skills in the English language because it is the key to communication and understanding, as well as an important factor in speaking. If a learner is unable to communicate and interact with the language, he will find it difficult to practice the language. As a result, numerous experts and studies recommend mobile apps as an effective tool for teaching and developing listening skills for EFL in their students. by surrounded themselves with native speakers and English speakers through certain apps, this realize by chatting with them by Messenger, Telegram, Whats up etc. For all of the above-mentioned studies, many students show an increased level of interest when they have a chance to use the app in order to enhance their listening skills.

Chapter Three

Research Design and Data Analysis

Introduction

This chapter introduces the primary research objective and population. It describes the methodological tool used in this study, it also explains the two research tools used in this work to gather and analyzing data.

3-1 Research design

3-1-1 Research Aims and Tools

This work was conducted to identify the effect and the role of mobile apps in listening skills for EFL pupils in MouhamedBejaoui High School, and to know if the pupils rely on mobile apps to develop their language, especially on the listening side.

3-1-2 Population

This study was addressed for 2nd and 3rd-year foreign language pupils in MouhamedBejaoui high school in Biskra. The sample constitutes of 38 pupils from 60 registered ones. In order to get information to gather and analyze data.

3-1-3 Description of Research Tools

This study is used through two questionnaires, one for the pupils and the second for their teachers to test our hypothesis.

3-1-3-1 Pupils' Questionnaire

This Questionnaire consists of eleven questions distributed over three items:

Item one: It consists of three questions, which has relation with background information (Gender, level...).

Item two: it refers to smartphone users.

Item three: This concerns mobile apps as a new technique for improving listening skills.

3-1-3-2 Teachers' Questionnaire

This questionnaire has two sections, each section has five questions. And it depends always on close question type.

3-1-4 Limitation of The Study

The questionnaire was addressed for 38 pupils from 60 between two classes second and third year. In this operation, It faces many difficulties related in gathering all the pupils together, which could not to collect them due to the system of their study based on one class devices on two groups and each group study alone this because of corona virus, which resulted in the reduction of the number of pupils in the sample to 38 pupils from 60 pupils.

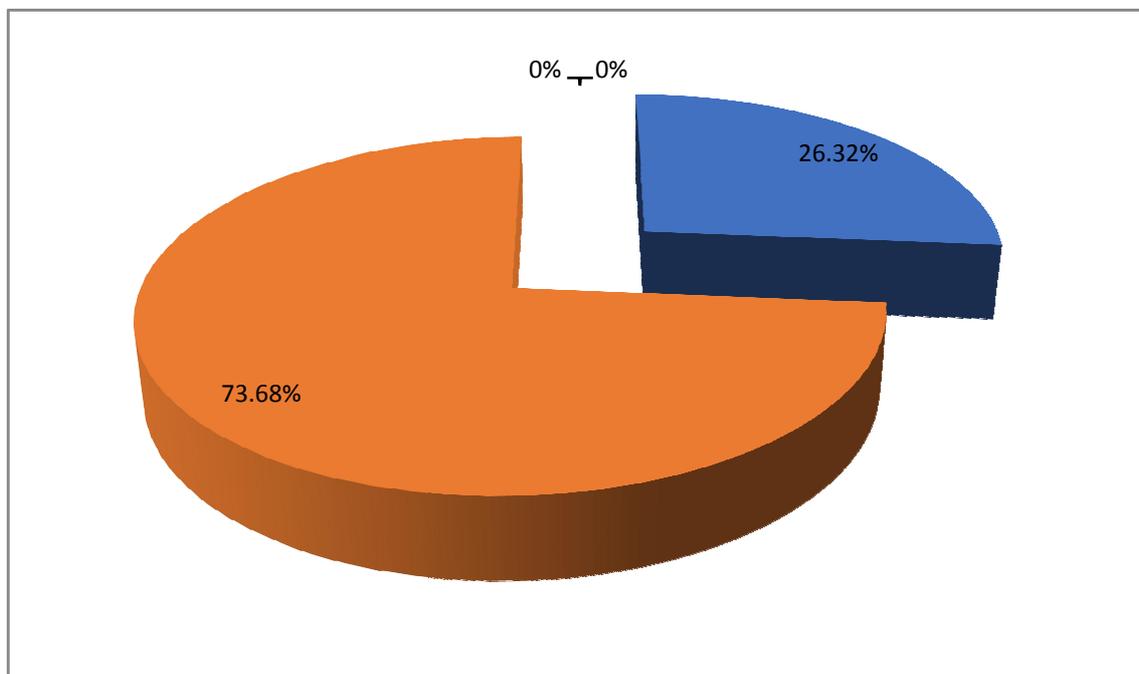
3-2 Data Analysis

3-2-1 Pupils' Questionnaire Results

Item1: Background Information

Q1:Specifying Gender

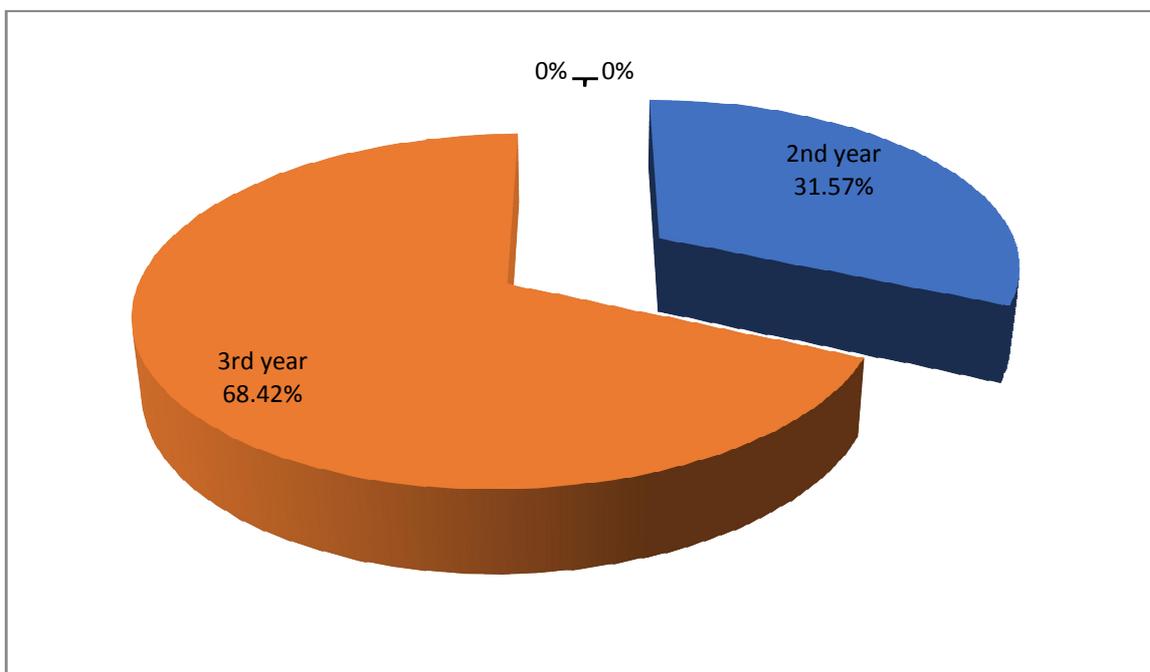
Gender	number of pupils	Percentage
Male	10	26,32%
Female	28	73,68%
Total	38	100%

Table 3-1pupils' Gender

From the table above, it can be observed that observe that the percentage of female pupils is 73.68% , whereas the percentage of male pupils is 26.32% ,so we discover that the number of female pupils is more than male pupils in second and third year high school. This is usually because females are more interested in foreign languages than males.

Q2: yourlevel

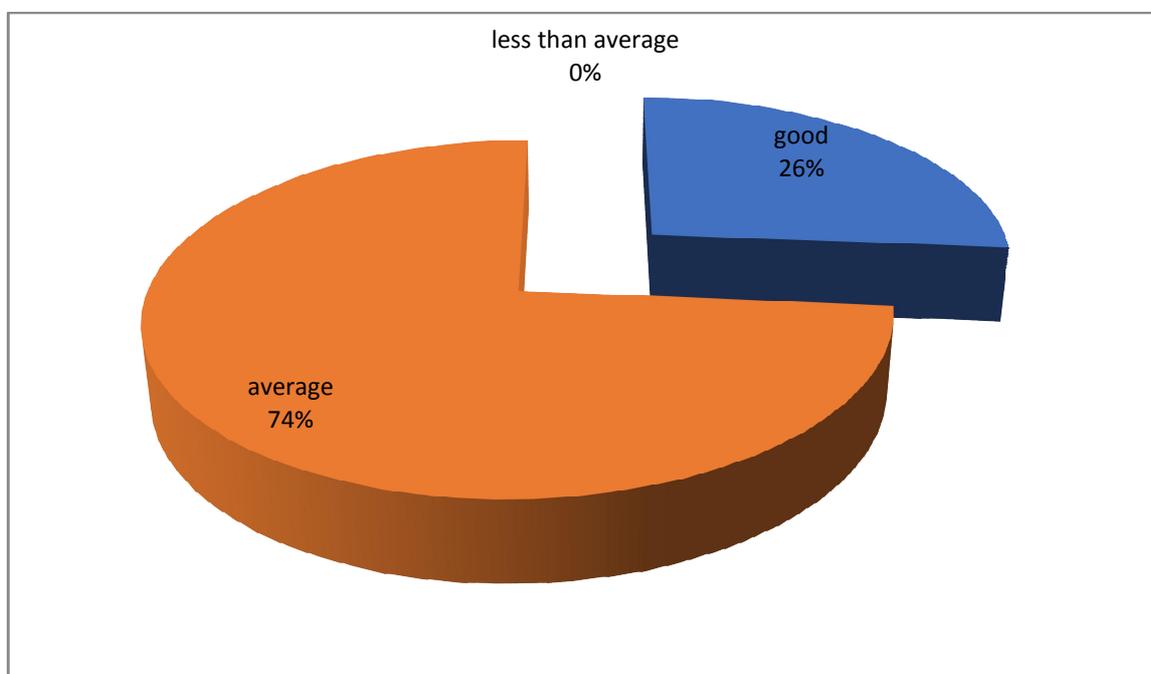
Level	Number of the pupils	Percentage
2 nd year	12	31.57%
3 rd year	26	68.42%

3-2Level of the pupils

From this experience, it can be noticed that the number of 3rd year pupils foreign language is higher than 2nd year pupils. which 68.42% from 3rd year. whereas 31.57% are from 2nd year high school.

Q3:your English accent'slevel

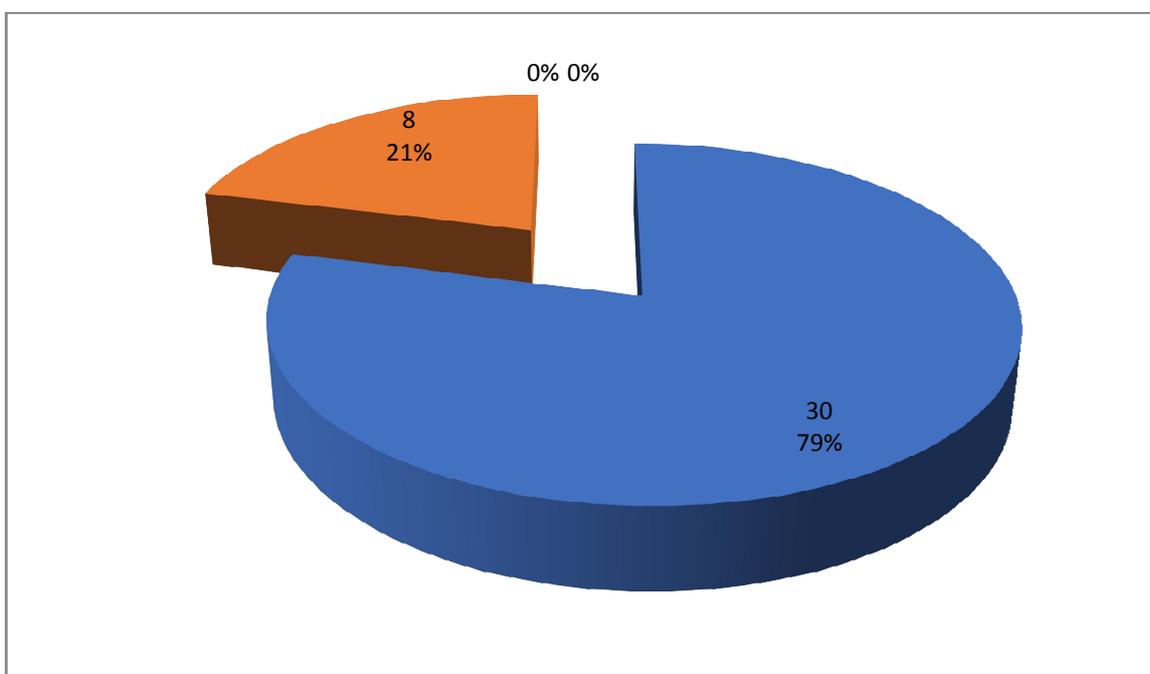
Accent's level	Number of pupils	Percentage
Good	10	26.31%
Average	28	73.68%
Less than average	0	0%

3-3Accent'slevel

These results show that the majority of the pupils are of average level, with a percentage of 73.68% .while a few of them have a good level of accent, which they make up 26.31%.And in another hand no one of them chose the third option which is less than average. Which means that most of the pupils have a problem with speaking skills. And this because of the lack of practice and not beign used much inside and outside the classroom.

Item 2 Smartphone Users**Q1 : Do you have a Smartphone**

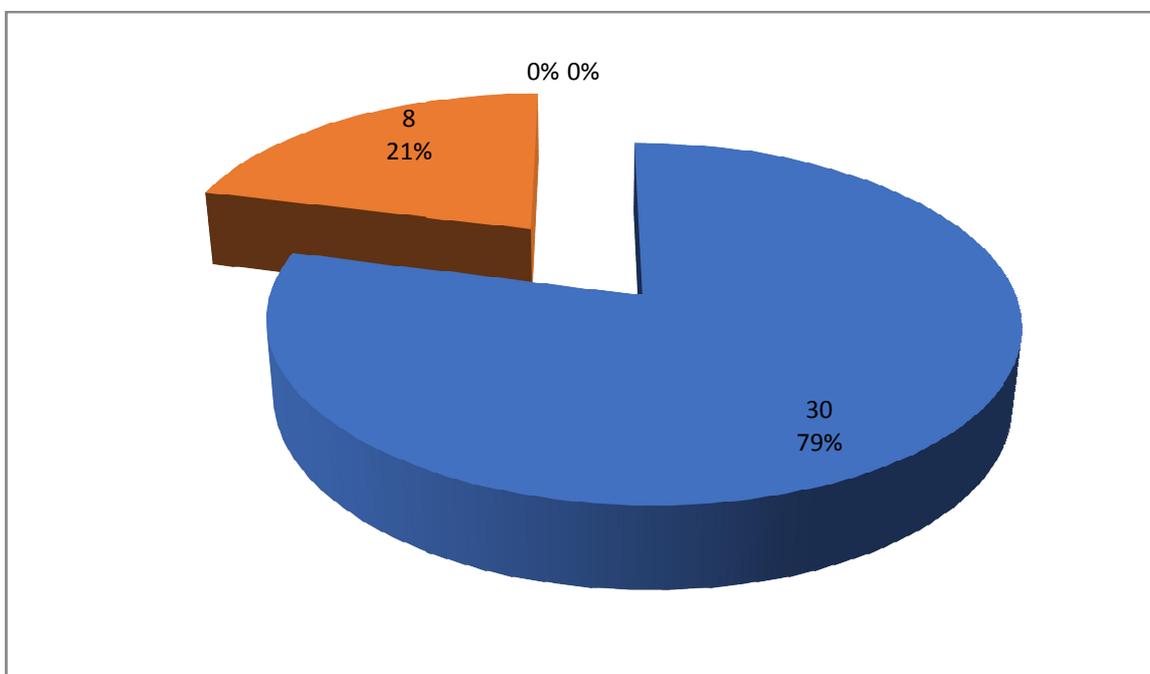
Smartphone users	Number of pupils	Percentage
Yes	30	78.94%
No	8	21.05%

3-4 Smartphone User

From this table we notice that 30 pupils from 38 pupils have their own smartphones, which represent 78.94% , in another hand 8 pupils (21.05%) they do not have . This is due to the development of the technology, which make most of the pupils rely on the mobile phone in their lives.

Q2: Do you Use a Smartphone in Studying

Smartphone in studing	Number of pupils	Percentage
yes	30	78.94%
no	8	21.05%

3-5 Using smartphone in studying

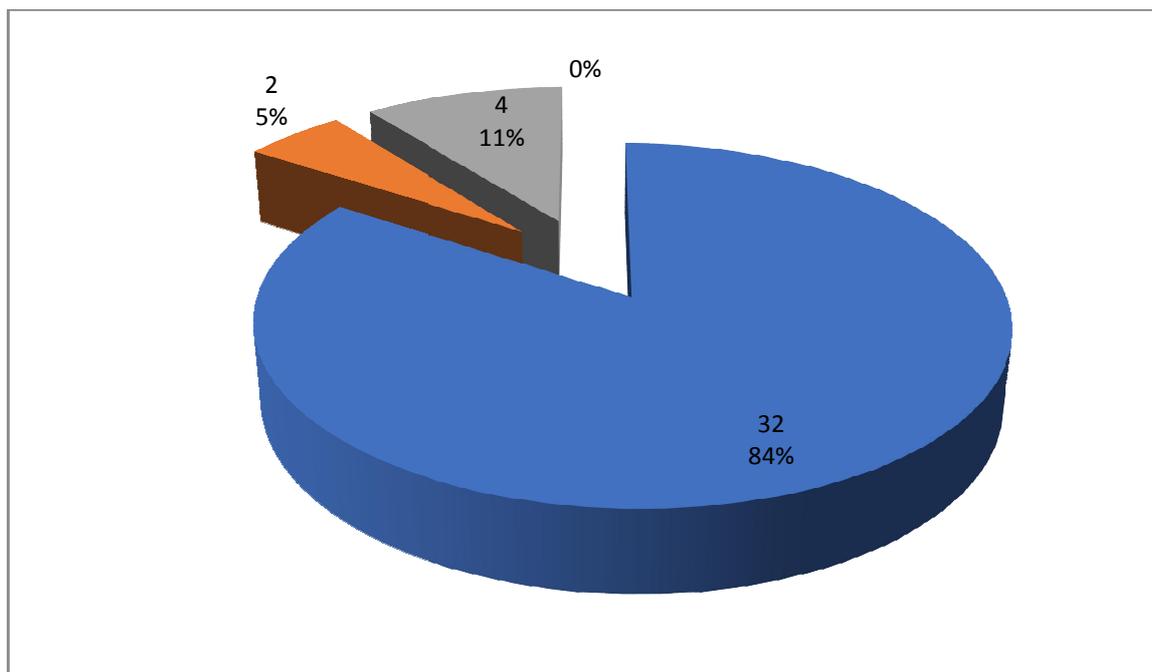
From this statistic it noticed that big number of the pupils use smartphone in their studies, which they represent 78.94% . In another hand few categorie do not depend mobile phone in it. This refers to many reasons, which many pupils see that a smartphone is the best way and technique to learn and develop, this is due to ease of use and it includes an easier tool than traditional learning. In another hand few categorie which not depend the smartphone in the study field (21.05%) , this due to because they do not have own smartphonesor they are not encouraged by their parents to use it at this satage of age.

Item three : Mobile Applications as a new Technique in listeningSkills

Q1-: In your opinion what do yo you think about the use of mobile apps as a new technique in improving learning.

The opinion	Number of pupils	Percentage
agree	32	84.21%
against	2	5.26%
Not interesting	4	10.52%

3-6 Mobile Apps a a New Technique in Improving Learning



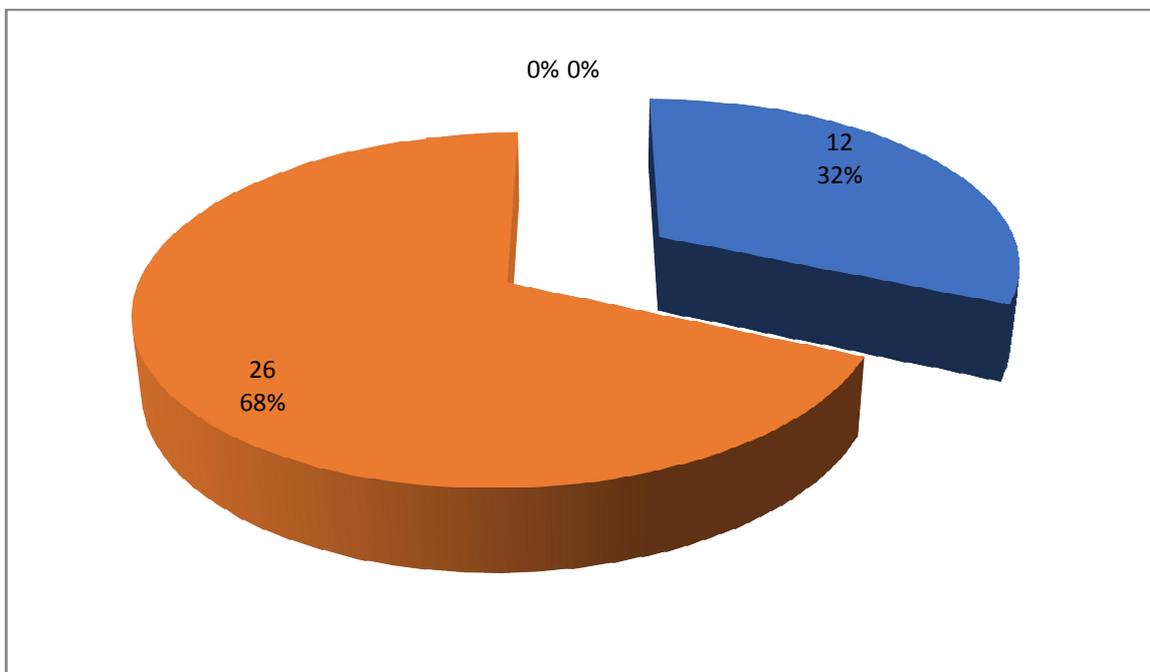
These results show that 84.21% from the pupils are agree to adopt mobile apps in the development of the study, this is due to its ease of use and its adoption as an easy and more enjoyable method than the traditional metho, and on the other hand 5.26% from of them are disagree of it, this is due to the fact that they do not have personal phones or are not accustomed to

this method in the field of study and because it has not been adopted as an important method so far in the teaching system.while 10.52% are not interest of it.

Q2- Do You Use Mobile Apps for Listening Purposes

responses	Number of pupils	Percentage
yes	26	31.27%
no	12	68.42%

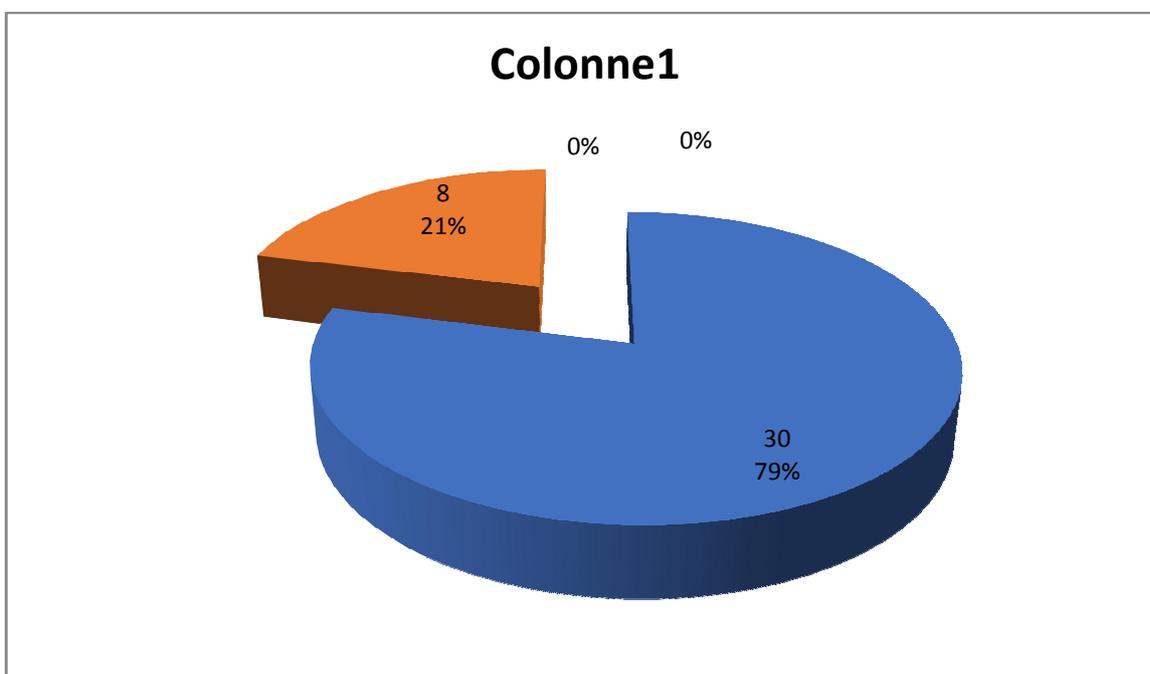
3-7 Mobile Apps for ListeningPurposes



These data show that 68.42% of pupils do not rely on mobile applications to improve their listening skills, perhaps this is due to their ignoring this skill and not giving it the full value like other language skills. Even maybe when they use audio apps such as youtube and watching series by such as platforms like: Netflixs, Egybest... they focus on watching and having fun more than on capturing language. On the other hand 31.27% of class depend on these apps to develop this skill, and this is probably because they find it modern, different and easier way to acquire the language.

Q3- How Often Do You Utilize Mobile Apps to Improve Your Listening Skills

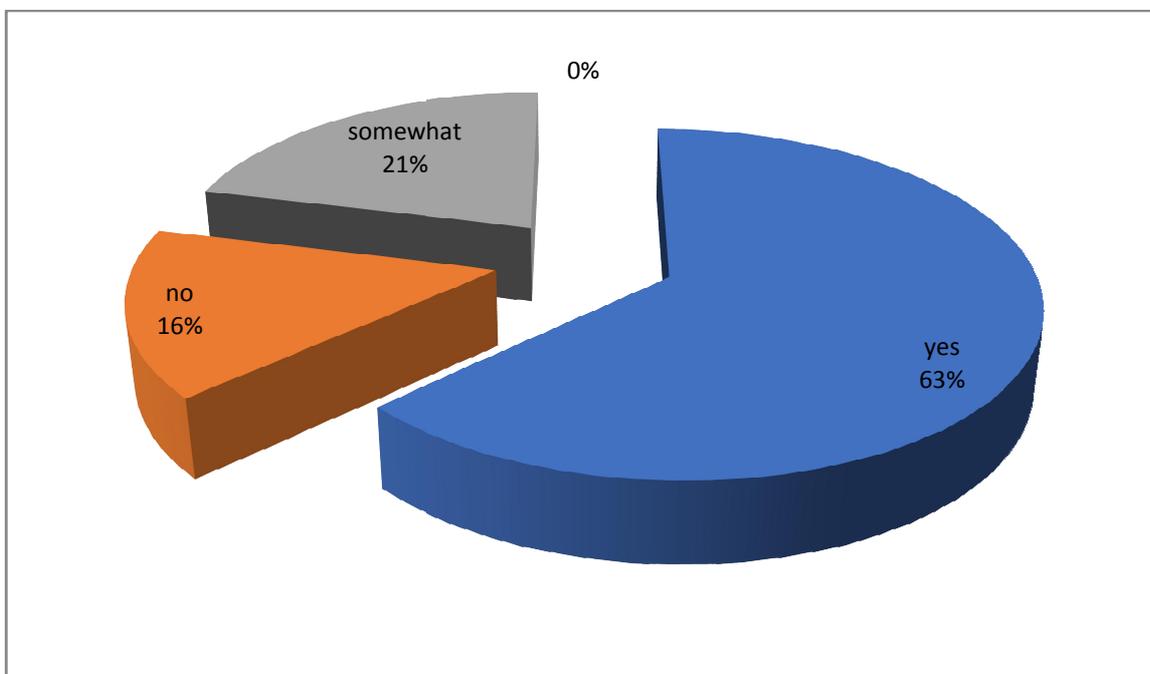
How often	Number of pupils	Percentage
Always	0	0.0%
Sometimes	30	78.94%
Rarely	8	21.05%

3-7 How Often to Use of Mobile Apps in Improving Listening Skills

From this table it is noticed that 78.94% of the pupils sometimes use these apps to develop this skill, while 21.05% rarely use them, and none of them always use it. This may be due to the students' lack of interest in this skill.

Q4- Do You See that they help you to Develpe Your Listening Skills

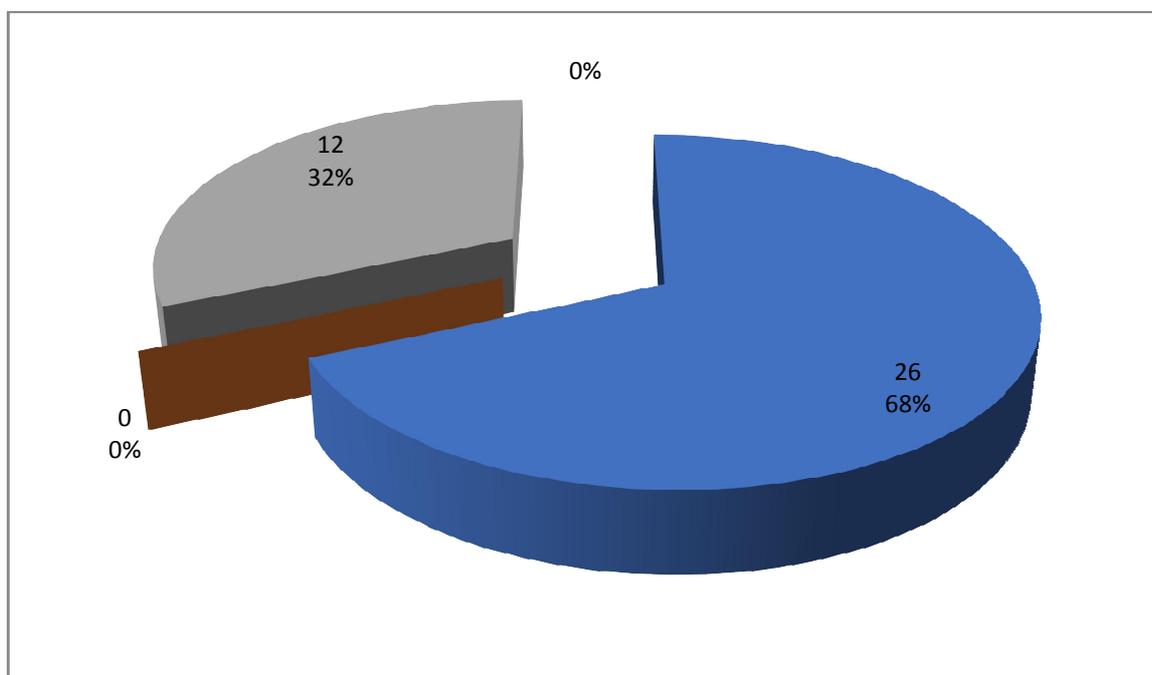
responses	Number of pupils	Percentage
yes	24	63.15%
No	6	15.78%
somewhat	8	21.05%

3-8 Helping in ListeningSkills

Through this table 63.15% of the pupils believe that these apps help in developing the auditory skill , because through their justifications they believe that their hearing of the language by some auditory apps provides them listening wealth that contributes to improving their speaking and pronunciation and also to their easy acquisition of language.while no one is against this idea.

Q5- Which of The Following Resources That Helped You More

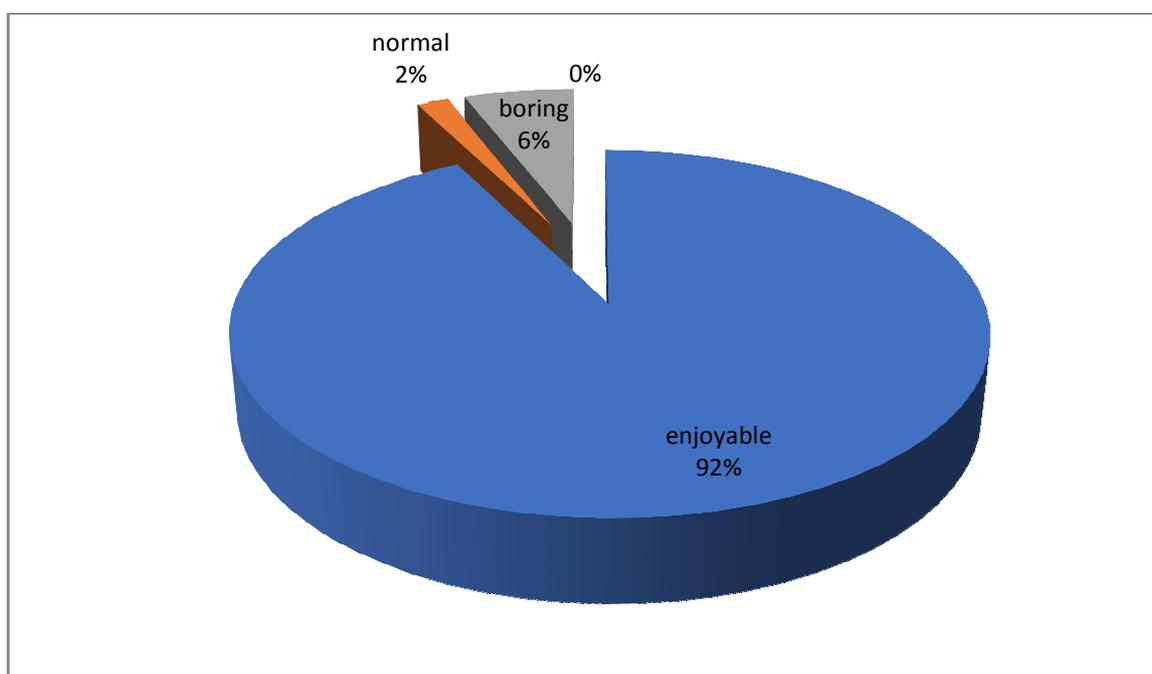
Resources	Number of pupils	percentage
Social media	26	68.42%
Dictionaries	0	0.0%
Others	12	31.57%

Table 3-9 The Resources That Help More

A large group of pupils with a percentage of 68.42% affirms that social media is the most helpful source in developing the listening skill. This naturally causes their excessive interest and addiction to it in their daily lives through daily use, such as Facebook , Telegram...etc . Unlike other apps such as dictionaries , which they do not rely on and do not give them any attention . While 31.57% of the pupils take advantage of other and different sources to develop this skill, perhaps like Radio and others.

Q6- How Do you See That Way of Teaching

It is	Number of pupils	Percentage
enjoyable	32	84.21%
Normal	4	10.52%
boring	2	5.26%

3-10See This Method

These results show that large percentage, estimated at 84.21% of the pupils, consider this technique interesting, and this maybe because they find it is a modern and different method that is even more enjoyable than the traditional method . while 10.52% see it as a normal technique. And in the end, a ration of 5.26% that they consider to be boring, and this is probably due to their adaption to the traditional mthod and finding that the acquire the language from the teachers and classmates are more easier.

3-2-2 Teachers' Questionnaire Results

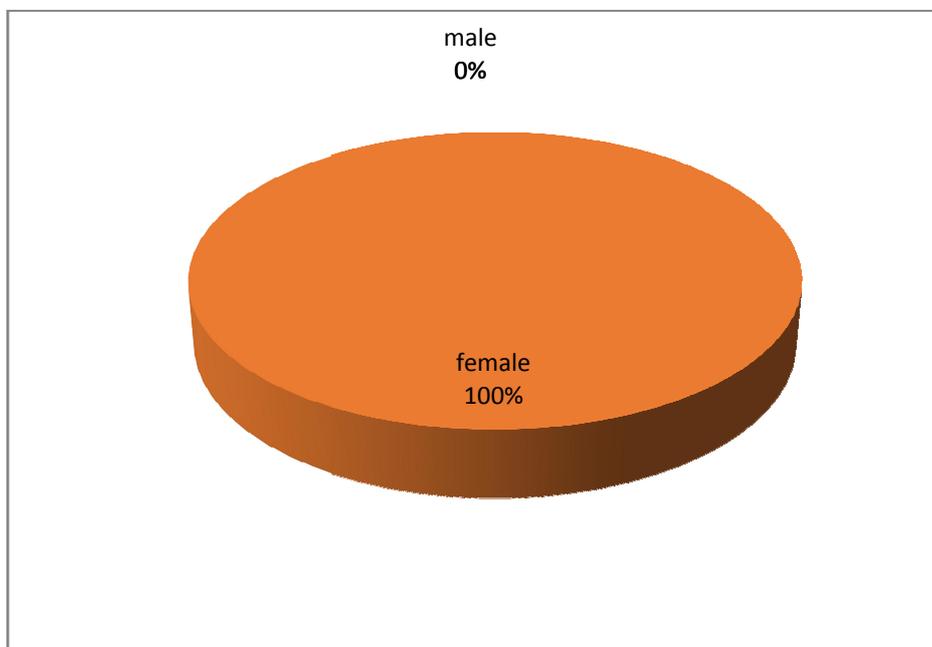
This questionnaire concerned only with two teachers one for second year, and the second with third year foreign language stream.

Section one: Background information

Q1- Specifying Gender

Gender	Number of teachers	Percentage
Male	0	0%
Female	2	100%

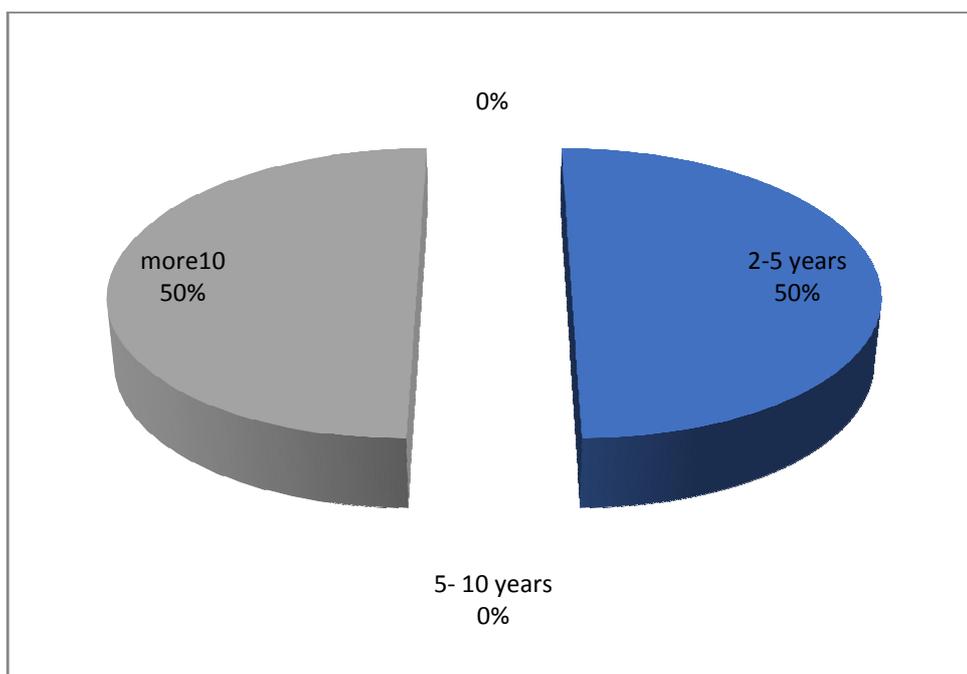
3-2-1Gender



These results show that both of classes are taught by two women , this due to the fact that the largest percentage of English language teachers is held by women more than men.

Q2- How long have you been worked in the filed of education

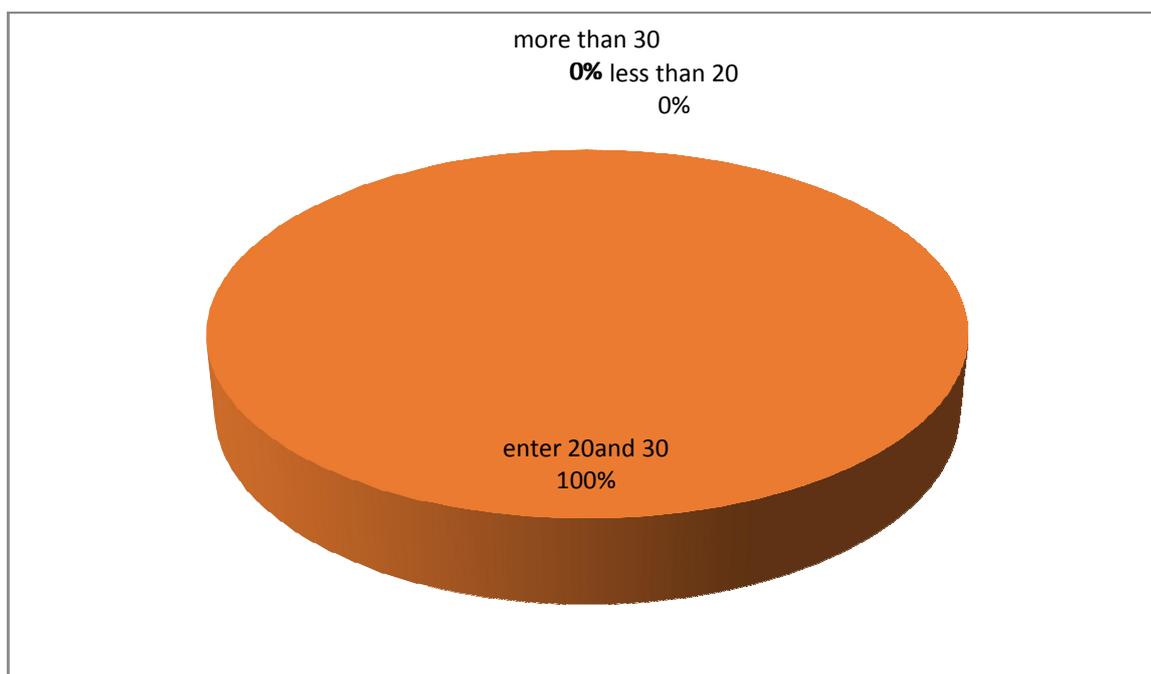
During of working	Number of teachers	Percentage
Between 2 and 5 years	1	50%
Beyween 5 and 10 years	0	0%
More than 10 years	1	50%

3-2-2During of the work in field of education

These data show that the teacher of the second foreign language high school, the duration of his work in the field of education ranges from two to five years. While third year foreign languages high school has more than 10 years experience in the field, this is probably usually giving older teachers .

Q3- How Many Pupils Are There in Each Class

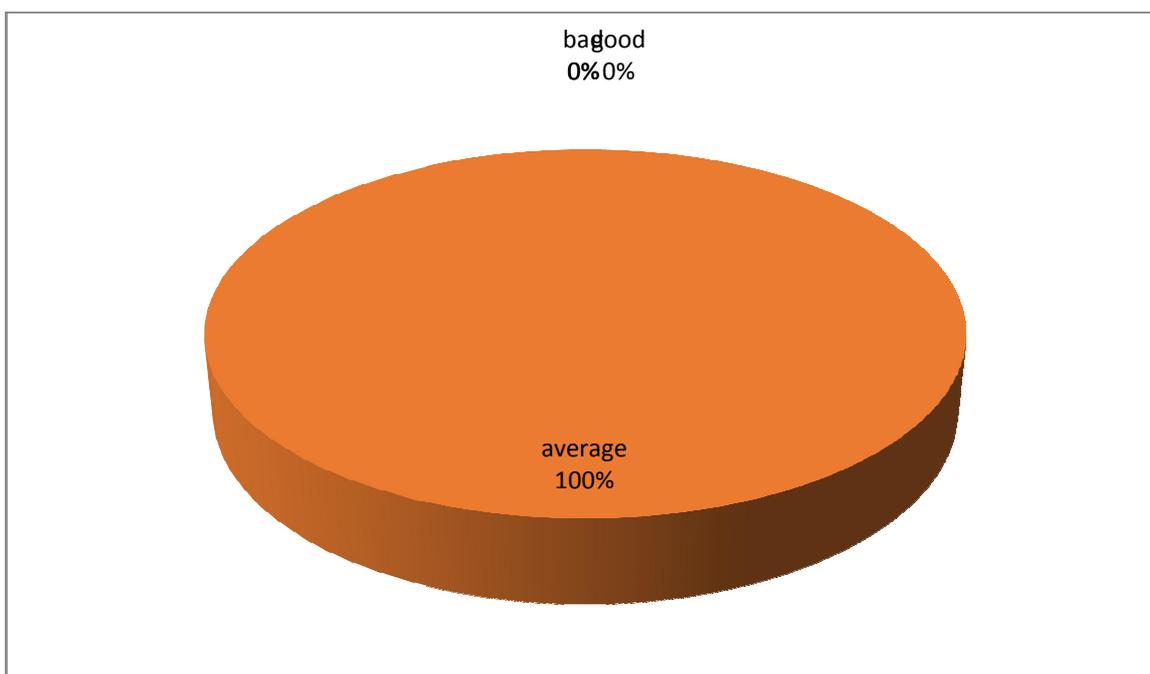
popositions	Nmber of teachers	Percentage
Lessthan20	0	0%
Between 20and 30	2	100%
More than 30	0	0%

3-2-3The Numbers of Pupils in Each Class

This table indicates that the number of pupils in each of the two classes ranges between 20 and 30 pupils as the teachers' response rate is estimated at 100%. This number is balanced considering the nature of the stream.

Q4- How Do You Find Their Level in Language Specially in The Listening Skills Side

The level	Number of teachers	Percentage
Good	0	0%
Average	2	100%
Bad	0	0%

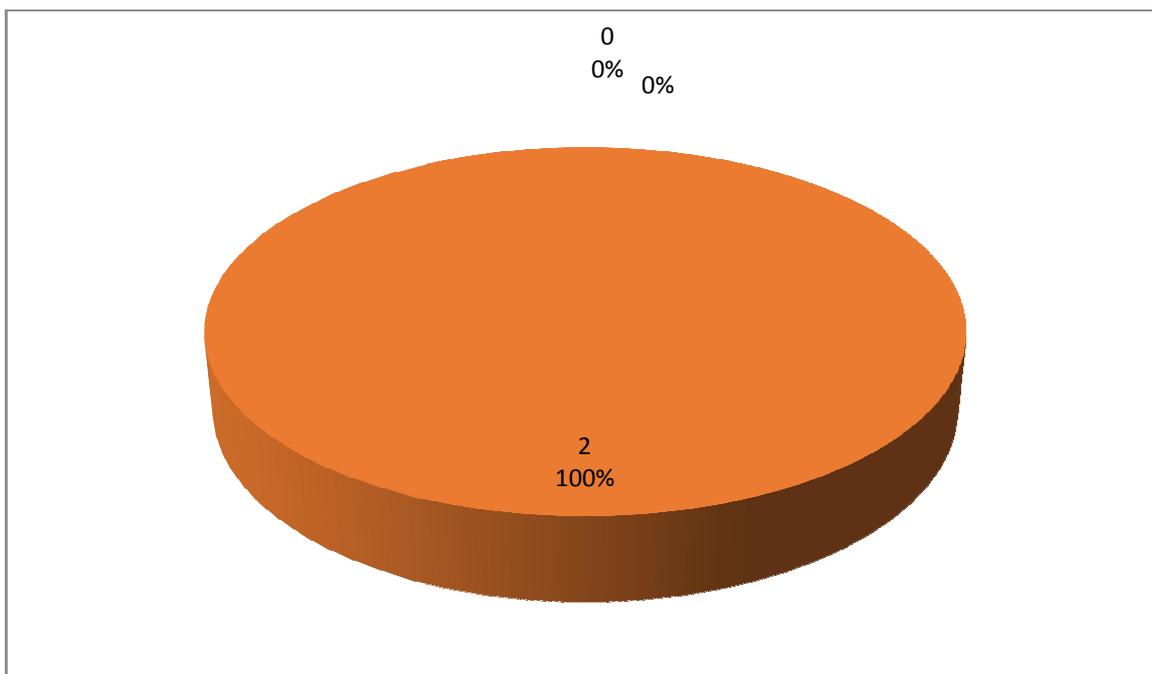
3-2-4 Their Level in Listening Skills

Both of teachers agree that the evel of their pupils in English language listening skill does not exceed the average, which representd 100% Of their responses confirm this, and this due to the constant neglect of this skill and not highlighting it like other skill.

Q5- According to you What is The Major Cause That Makes The Pupils Suffering From This Side

Causes	Teachers' answers number	Percentage
They did not pat attention when the speaker talk	0	0%
Unavailability of the necessary materials such as audiovisual material	2	100%
Not focusing on oral expression classes	0	0%

3-2-5The major Causes That Make The Pupils Suffering From This Side



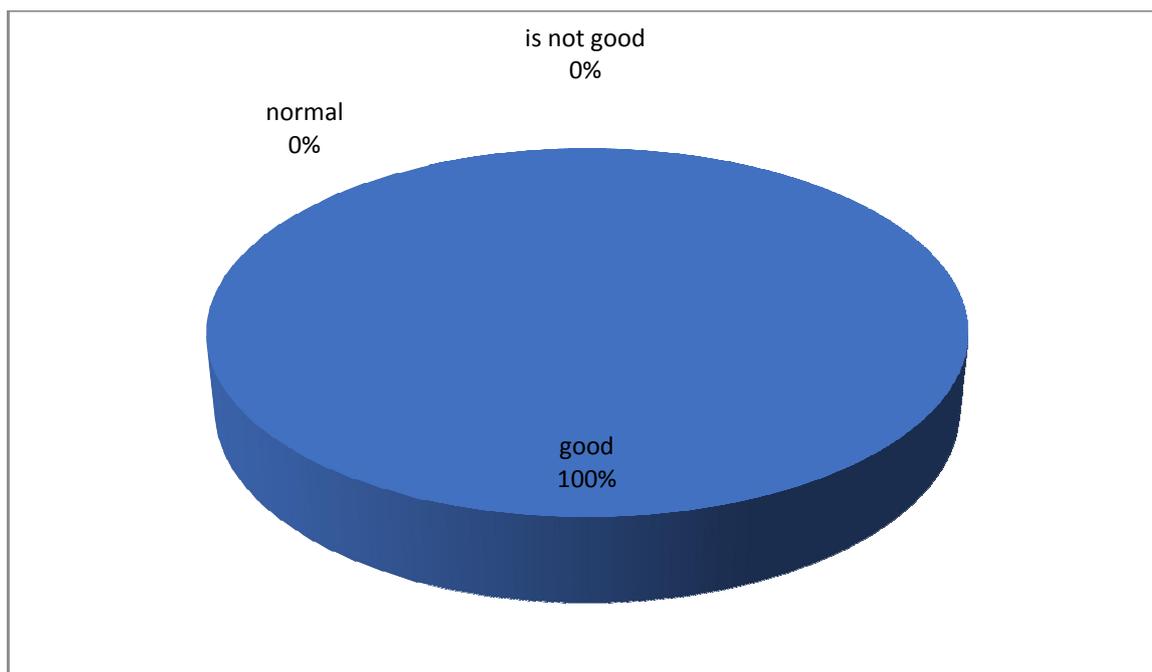
This table shows that all the teachers are consider that unavailability of the necessary materials is the main reason for the suffering of the students in the listening skill, this is due to the schools' lack of the necessary pedagogical means, such as laboratories and modern tool.

Section two: using mobile apps as a technique to improve their listening skills.

Q1- What do you think that the using the modern technology in EFL learners to improve their listening skills.

Do you think	Number of teachers' answer	Percentage
Good technique	2	100%
Is not good technique	0	0%
Normal technique	0	0%

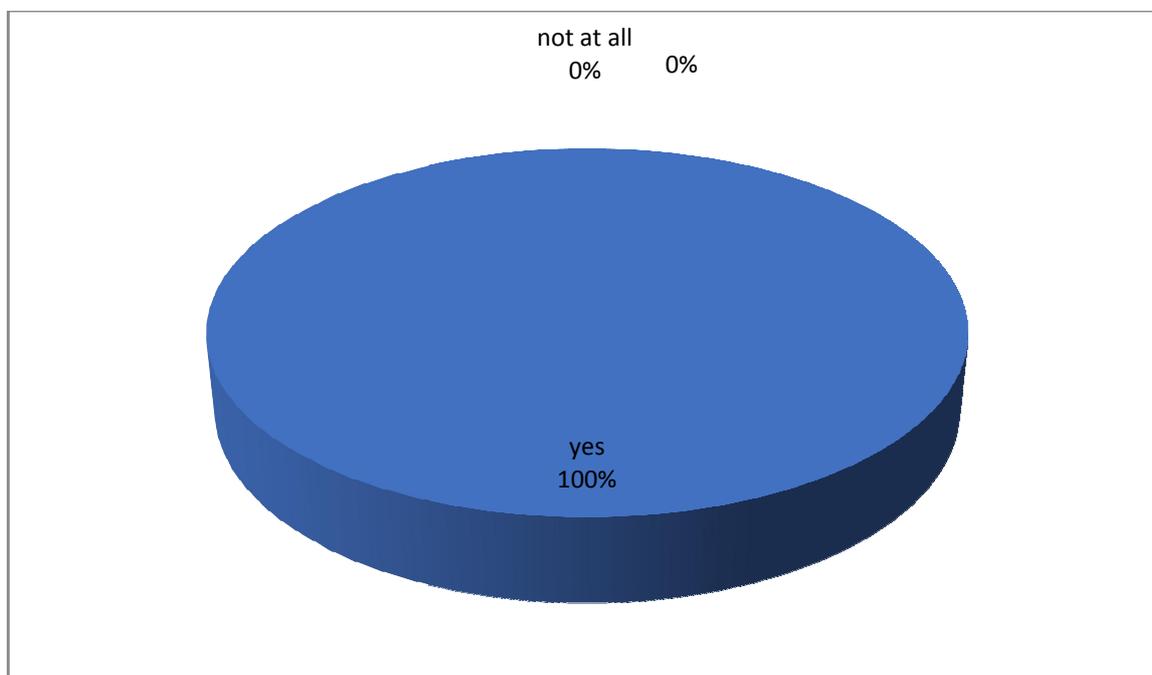
3-2-6Using Modern Technology in Improving Listening Skills



The opinion of the two teachers goes that the m-applications are a good way to improve listening skill, and this may be a way to help them to facilitate their work with their pupils. And this answers are natural , especially after the huge role that technology plays in the development of education.

Q2- Do you encourage your pupils to use this technique

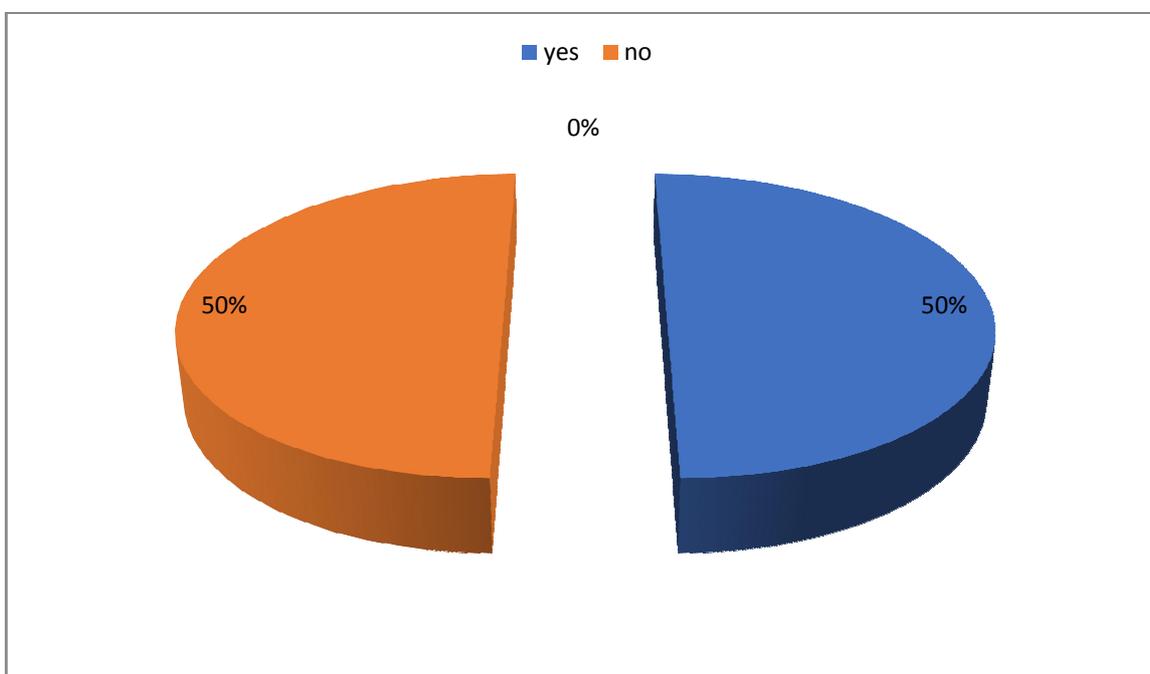
Do you encourage	Number of teachers' answer	Percentage
Yes of course	2	100%
Not at all	0	0%
They are free	0	0%

3-2-7 Encouraging pupils to Use Modern Technology in Learning

This table shows that both of teachers encourage their pupils to use this technique in improving their listening skill, and this encouragement may can be helpful of them.

Q3- Do you think that using the mobile apps by pupils has some negatives

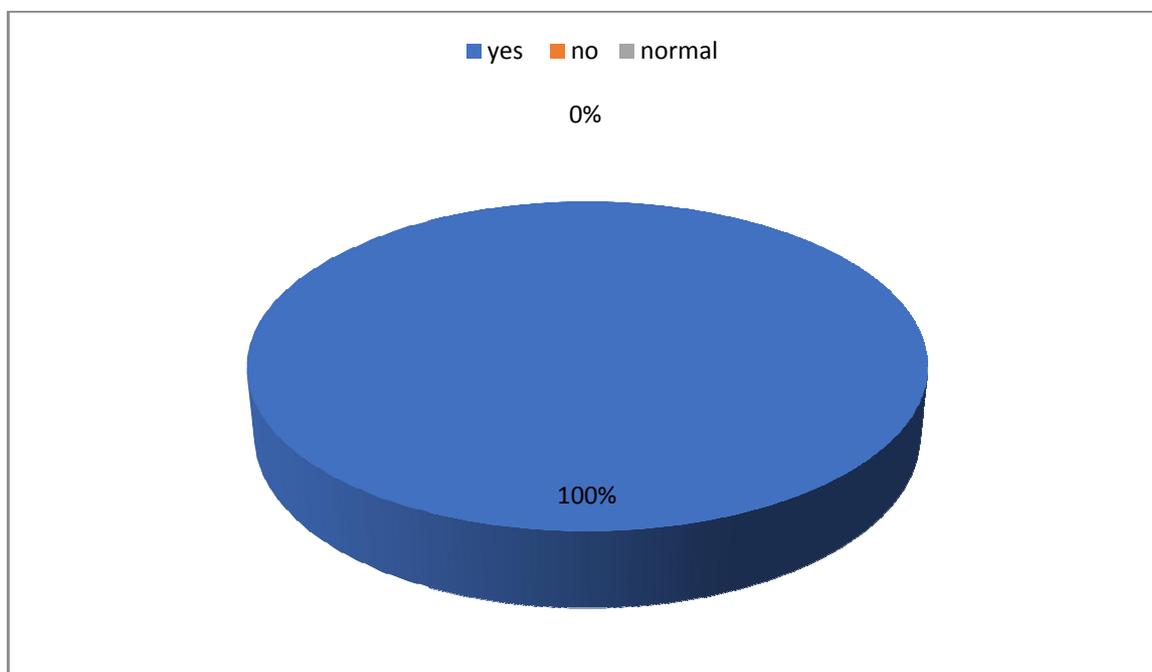
Do you think	Number of teachers' answers	Percentage
Yes	1	50%
No , I do not think so	1	50%

3-2-8 Negativity of Using Mobile Apps

This table shows the difference of the teachers' opinion, whereas 50% say that mobile apps have some negatives, and this is may be based on their belief that it caused some problems during their teaching as spending most of their time with it and reliance on it only the main source here the teacher loses his role. While on the other hand 50% say the mobile apps have no negatives .

Q4- Did you notice that the pupils loved this way of learning

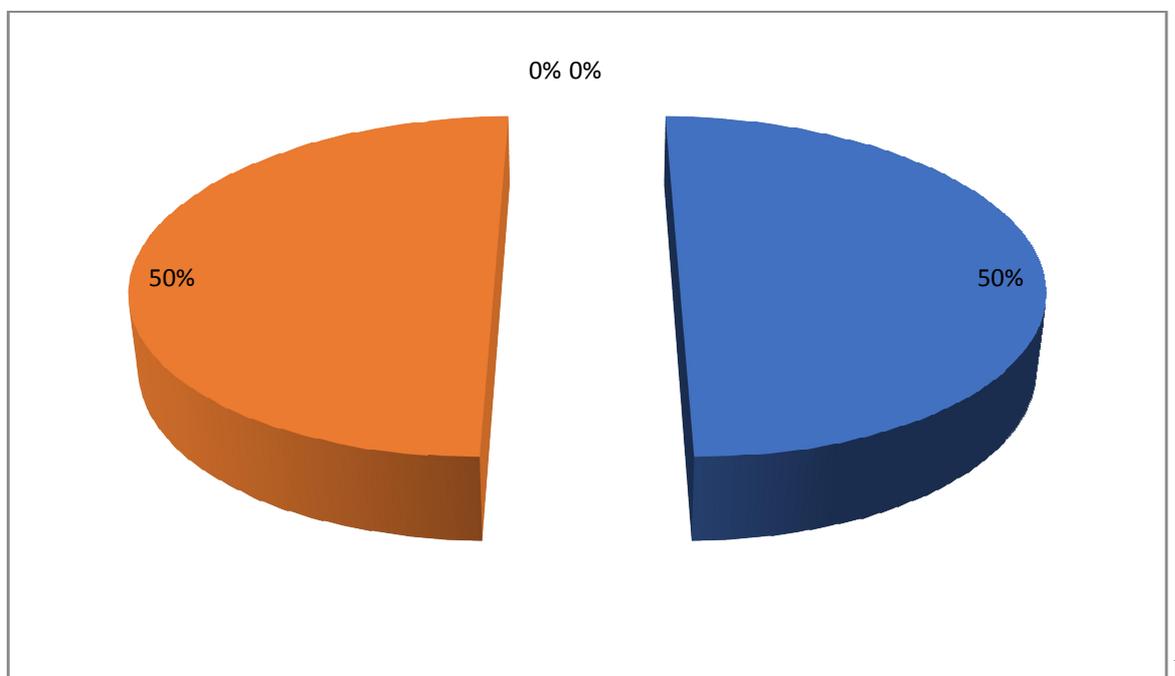
Responses	Number of Teachers' answers	Percentage
Yes	2	100%
No, they are not excited	0	0%
They are normal	0	0%

3-2-9PupilsLoved This Way

These data affirms that 100% of the teachers are agree that their pupils love this way of techning .and they are all excited about it.

Q5- how can this way of learning can help them to improve their listening skill

Helping them by	The number of teachers' answers	Percentage
As a modern and fun technology that make them excited to learn	1	50%
Their interaction with the native speakers by social media that allowing them to acquire the language	1	50%

3-2-9 The Way of Helping

From this experience which shows that both of teachers consider that this method can help the pupils to improve their listening as a modern instrument which give them the motivation to learn, and agree too that the role of social media to the language acquisition for the pupils.

To sum up what is observed from the questionnaires that most of the students and the teachers consider mobile applications in the field of education, especially in listening skill, to be very important and an effective technique, which their responses confirm that mobile applications be suitable tool in their success in academic performance.

conclusion

At the end after collecting and analyzing data from the questionnaires which addressed to the two classes second and third year high school foreign language students and their teachers in mouhamedbejaoui high school biskra . it observed that their answers were helpful. In addition it obtained only 38 answers from 60 students because some of them were absents and also the inability to find them all in one class this is due to the Corona system, which was imposed on institutions to teach them through groups.

From these two questionnaires, it has be confirmed by the teachers and pupils that mobile applications are effective and helpful in academic education and it is a modern tool for developing pupils' listening skills, despite some opposing answers, but they were a few categorie this because they do not have own smartphones and do not rely it in their lives specially educational live .

General Conclusion

General Conclusion

Listening skills is considered an important skill in English language learning, which represents a key of speaking, this is why the students should take this into consideration; this is what has been discussed in this work, where it highlights about the listening skill and the role of mobile apps in enhancing it. this thesis divides into two parts: the first part is the theoretical one which has two chapters. The first chapter attempts to talk about mobile learning apps concept and its role in English language teaching by mentioning its advantages and benefits. and as for the second chapter which talks about the role of these apps in improving listening skill, and how it can participate in develop this skill by showing its help and suggesting the best listeningapps.

On the other hand, the last part represents the practical one where just focus on collecting and analyzing data by giving two questionnaires to a specific sample which are second and third year secondary school foreign language stream and their teachers , through these data, it found that the majority of students suffer from the listening skill this is due to several reasons, the most important reason is the lack of the materials and means pedagogic this why many teachers and students see that m-applications are the appropriate tool to enhance this skill, whereas it finds that a large number of teachers and students are the most conservative of this technology tool, and they affirm that this tool is the helpful mean to develop the English language learning in listening skill which they see that is very interesting method.

Recommendations

According to the above-mentioned results the following recommendations can be suggested:

- pupils should use their phones to develop their English level especially their listening skills.
- the teachers should encourage their students to use this modern method.
- the institutions should provide all necessary materials to rely on this technology in learning English such as laboratories etc.
- Reliance on audio and visual means during the courses especially in the oral expressions courses.
- Educate the students on how to use the smartphones for their benefit and warn of its negatives

References

References

- . Ahmadi,M. (2018) . The use of technology in English Language Learning. *International Journal Of research in English Education*. 3(2). 116-123. Retrieved from http://ijreeonline.com/article-1-120-en.html?fbclid=IwAR3wXz6Q8GG1E4dy3eWr54rzCQxj2jpkdXDqsuuhk6O_qsPOg9q32ZePAQ%20%20%E2%80%9C%20The%20use%20of%20technology%20in%20English%20Language%20Learning%E2%80%9D
- .Alqahtan,M,& Mohammad1,H.(2015) Mobile Applications’ Impact on Student Performance and Satisfaction *the turkish online journal of educational technology* 14(4) . 102 – 112 .Retrieved from <https://www.eajournals.org/wp-content/uploads/Nature-Importance-and-Practice-of-Listening-Skill.pdf>
- Akhtar , S. (2014). Use of ICT in Teaching, Learning and Governance in Colleges. *techno learn : An Int ,J . Of educational Technology* ,4(2) . 49-53. Retrieved from https://technolearnjr.com/files/TL_paper.pdf
- Al Wasy,B& Mahdi , H. (2016). the effect of mobile phone applications on improving EFL learners’ self Editing . *Journal of education and Humman Developments* Retrieved from http://jehdnet.com/journals/jehd/Vol_5_No_3_September_2016/16.pdf
- Arcenas .J. (2021) .Smart Note-Taking for Research Paper Writing.*zenkit blog*.Retrieved from <https://zenkit.com/en/blog/smart-note-taking-for-research-paper-writing/>
- Architamitra.(2022) .Listen Up Amazing English listening apps you can’t Miss ou on in 2022.*fluent u English language culture blog* . Retrieved from <https://www.fluentu.com/blog/english/english-listening-app/>
- Artyushina,G&Sheypak ,A. (2018). Mobile Phone Help Develop, Listening Skills. *Informatrice* .5(32) . 2-7 .Retrieved from https://www.researchgate.net/publication/326660808_Mobile_Phones_Help_Develop_Listening_Skills

References

- Asabere ,N. (2013) . Benefits and Challenges of Mobile Learning Implementation. *International journal of computer applications* .73 . 23- 27. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.402.6690&rep=rep1&type=pdf>
- Asemota, H. (2015) . NATURE, IMPORTANCE AND PRACTICE OF LISTENING SKILL” *British journal of education* . 3. 27-33 .Retrieved from <https://www.eajournals.org/wp-content/uploads/Nature-Importance-and-Practice-of-Listening-Skill.pdf>
- Barbara.D (2022) Luke’s English Podcast App. *Play store*. Retrieved from <https://play.google.com/store/apps/details?id=com.teacherluke.android.english&hl=en&gl=US>
- Bodenheimer,R. (2021). Best Educational Apps Discover the best Digital Learning Tools. *verywellfamily*.Retrieved from <https://www.verywellfamily.com/best-educational-apps-4842094>
- Brown, S. (2021).Duolingo review: A fun, functional approach to learning a language. *CNET Your guide to a better future* .Retrieved from <https://www.cnet.com/tech/services-and-software/duolingo-review-a-fun-functional-approach-to-learning-a-language/>
- Clocke, H. (2018). 7 Mobile learning Apps You need to learn about.*elearning Industry*.Retrieved from <https://elearningindustry.com/7-mobile-learning-apps-need-know?fbclid=IwAR2Z5W4P7jvwbJL6uPhQQ2VnZ42peu-54fNzuIwrnlklGTRIXEUCedOnAks>
- Cramer,E. (2020). BBC Learning English App Review.*Women love tech*. Retrieved from <https://womenlovetech.com/bbc-learning-english-app-review/#:~:text=BBC%20Learning%20English%20App%20Review&text=The%20BBC%20has%20created%20a,around%20%20to%206%20minutes>.
- Crompton, H&Traxler,J (2016). *Mobile learning and steam:Case studies in practice*. new York.

References

- Denis, M. (2020). What to Know About Udemy. *U.S News World Report Education*. Retrieved from <https://www.usnews.com/education/udemy-overview>
- Dipak. (2022). Luckes' English Podcast App. *play store*. Retrieved from <https://play.google.com/store/apps/details?id=com.teacherluke.android.english&hl=en&gl=US>
- Doyle, A. (2021). Types of listening skills with examples. *the balance career*. Retrieved from <https://www.thebalancecareers.com/types-of-listening-skills-with-examples-2063759>
- Duffy, J. (2022). Duolingo Review The best free app for learning or practicing a language. *40 Years pc*. Retrieved from <https://www.pcmag.com/reviews/duolingo#:~:text=Considering%20what%20you%20can%20get,language%20and%20practice%20it%20daily>
- Eatough, E. (2021). 7 types of listening that can change your life and work. *better up*. Retrieved from <https://www.betterup.com/blog/types-of-listening>
- Emery, C. (2022). Udemy Review (2022): What To Know Before Buying A Course. *The ultimate Language resource*. Retrieved from <https://www.langoly.com/udemy-review/#:~:text=The%20Udemy%20mobile%20app%20is,definitely%20prefer%20using%20the%20app>
- Frrington, R. (2022). chegg review buy, Rent, And textbooks. *the college investor*. Retrieved from <https://thecollegeinvestor.com/37104/chegg-review/>
- Gafni, R. & Achituv, D. & Rachmani, G. (2017). learning foreign language using mobile apps. *Journal of information technology education: Research*. 16. 302-317.
- Gangaiamaran, R. & Pasupathi, M. (2017). Review on use mobile apps for language learning. *International Journal of Applied Engineering Research*. 12. 11242 – 11251. https://www.ripublication.com/ijaer17/ijaerv12n21_102.pdf

References

- Guatama,P. (2018). What The Advantages And Disadvantages Of Mobile Learning Are *elearning Industry*. Retrieved from <https://elearningindustry.com/advantages-and-disadvantages-of-mobile-learning>
- Gulam,k (2022). Listening Skills.*Buisnesscommunication : basic concepts and skills* Retrieved from <https://www.uj.edu.sa/Files/1001210/Subjects/Chapter%205%20Listening%20Skills%20%20.pdf>
- Handyani , A &Izzah, L. (2020) . improving students listening comprehension with mobile app English listening test. *English language in focus*. 3(1). 69-78 Retrieved from [.file:///C:/Users/Ts/Downloads/6090-22262-2-PB%20\(2\).pdf](file:///C:/Users/Ts/Downloads/6090-22262-2-PB%20(2).pdf)
- Kilmova,B. (2019). Impact of Mobile Learning on Students AchievementResults.*EducationScience*.9 Retrieved from [file:///C:/Users/Ts/Downloads/education-09-00090%20\(8\).pdf](file:///C:/Users/Ts/Downloads/education-09-00090%20(8).pdf)
- Kumar,S.(2018). 6 Key Benefits Of Mobile Learning. *elearning Industry* Retrieved from <https://elearningindustry.com/key-benefits-of-mobile-learning>
- Lindberg, S. (2018). What is the difference between hearing and listening.*Healthline* [.https://www.healthline.com/health/hearing-vs-listening#:~:text=Merriam%2DWebster%20defines%20hearing%20as,%3B%20and%20to%20give%20consideration.%E2%80%9D](https://www.healthline.com/health/hearing-vs-listening#:~:text=Merriam%2DWebster%20defines%20hearing%20as,%3B%20and%20to%20give%20consideration.%E2%80%9D)
- McQuiggan,S&McQuiggan, J &Sabrouni , J &Kosturko , L. (2015). *mobile learning a handbook for Developers, Educatores, and learners*. Canada.
- Mendoza,C. (2018) . +9 skills to become a What is active listening better listener.*envantotuts*. Retrieved from [.https://business.tutsplus.com/tutorials/what-is-active-listening--cms-32288](https://business.tutsplus.com/tutorials/what-is-active-listening--cms-32288)

References

- Mohammadi,M&Sarvestani M&Nouroozi , S. (2020) .Mobile Phone Use in Education and Learning by Faculty Members of Technical-Engineering Groups: Concurrent Mixed Methods Design . *frontiers in education* 5. 1-9.
- Mohan, R. (2019). *INNOVATIVE SCIENCE TEACHING FOURTH EDITION*. Delhi
- Mukhtar ,S. English Language Education of Graduate Program. *English Language Education of Graduate Program* Retrieved from [file:///C:/Users/Ts/Downloads/Using%20Social%20Media%20\(1\).pdf](file:///C:/Users/Ts/Downloads/Using%20Social%20Media%20(1).pdf)
- Nina, W. (2019). 9 unique ways to use technology in the classroom. *Go guardian* Retrieved from <https://www.goguardian.com/blog/9-unique-ways-to-use-technology-in-the-classroom>
- Pandey,A. (2016). 10Reasons Why You Should Use Mobile Apps For Learning In Your Learning Strategy. *elearning industry*. Retrieved from <https://elearningindustry.com/mobile-apps-for-learning-strategy>
- Park ,Y. (2011). A pedagogical Framework for mobile learning : Categorizing educational applications into four Types. *International Review of Research in Open and distance learning*. 12(2). 79-102 Retrieved from https://www.researchgate.net/publication/50224312_A_Pedagogical_Framework_for_Mobile_Learning_Categorizing_Educational_Applications_of_Mobile_Technologies_into_Four_Types
- Park,Y. (2011).A pedagogical framework for mobile learning: categorizing educational applications of mobile technologies into 4 types . *International Review of Research in Open and Distance Learning*. 12(12) .79-102 Retrieved from https://www.researchgate.net/publication/50224312_A_Pedagogical_Framework_for_Mobile_Learning_Categorizing_Educational_Applications_of_Mobile_Technologies_into_Four_Types
- Rost,M. (2002). *Teaching and Researching*. Great Braitain.

References

- Staff, M. (2020). 7 types of listening How Listening style Help you To communicate” *master class* .Retreived from <https://www.masterclass.com/articles/how-listening-styles-help-you-communicate>
- -Suck Kim,H. (2013). Emerging mobile apps to improve English listening skills. *Multimedia assisted language learning* .16(2) . 11-30. Retreived from <https://pdfs.semanticscholar.org/2297/055d0d4171bf0de213978e9f9f2d2a7af24f.pdf>
- Surbhi ,S. (2017) . difference between listening and hearing . *key differences* . Retreived from <https://keydifferences.com/difference-between-hearing-and-listening.html>
- Sutherland, C . (2020). 7 Reasons why Students Need Technology in the Classroom.*Explorance*. Retreived from [https://explorance.com/blog/7-reasons-students-need-technology-classroom/#:~:text=Technology%20makes%20it%20easier%20for,open%20online%20courses%20\(MOOCs\)](https://explorance.com/blog/7-reasons-students-need-technology-classroom/#:~:text=Technology%20makes%20it%20easier%20for,open%20online%20courses%20(MOOCs)).
- Thalluri,J&Penman,J. (2015). social Media for learning and teaching. *journal of e-learning*. 13(6) .455-466 .Retreived from <https://files.eric.ed.gov/fulltext/EJ1087212.pdf>
- Thomes, J. (2019). Mobile learning Advantages and disadvantages. *elearning Industry*. Retreived from https://elearningindustry.com/mobile-learning-advantages-disadvantages?fbclid=IwAR0en2vU_f6Vnn3I0fCe-GVBoVhGkhDCvVRjYPEIszl_voQe8KIysoDv9Nc
- Thompson, L. (2022). Lucke’s English Podcasts App.*googleplay* .Retreived from <https://play.google.com/store/apps/details?id=com.teacherluke.android.english&hl=en&gl=US>

References

- Trach , E. (2017). Personal Learning Network (PLN) Benefits, Tools, and Tactics. *schoologyExchange*. Retrieved from <https://www.schoology.com/blog/personal-learning-network-pln-benefits-tools-and-tactics#:~:text=The%20Benefits%20of%20Personal%20Learning%20Networks&text=A%20PLN%20allows%20you%20to,you're%20struggling%20to%20reach>.
- Udell ,U. (2014). *Mastering Mobile Learning*. newjercey .
- Uther, M .(2018) . *Mobile Learning*. Basel switherland .
- Zainaln, Z &Rahmat,N. (2020) . SOCIAL MEDIA AND ITS INFLUENCE ON VOCABULARY AND LANGUAGE LEARNING: A CASE STUDY. *European journal of education studies* .7 . 1-17. Retrieved from [.https://www.researchgate.net/publication/344349821_SOCIAL_MEDIA_AND_ITS_INFLUENCE_ON_VOCABULARY_AND_LANGUAGE_LEARNING_A_CASE_STUDY?fbclid=IwAR0x4oLQYbLkqk0nxnl7yoXGuTdif_jdYj9pNpNueV4yw5fVgWx4taXG0v4](https://www.researchgate.net/publication/344349821_SOCIAL_MEDIA_AND_ITS_INFLUENCE_ON_VOCABULARY_AND_LANGUAGE_LEARNING_A_CASE_STUDY?fbclid=IwAR0x4oLQYbLkqk0nxnl7yoXGuTdif_jdYj9pNpNueV4yw5fVgWx4taXG0v4)
- Zala ,Y . (2017). 9 best esucational Mobile Apps. *the app Guruz* .Retrieved from<http://www.theappguruz.com/blog/best-educational-mobile-apps>
- Zandastra,G. (2021) . The Basics And Benefits Of Mobile Learning. *Ealearning industry*. Retrieved from<https://elearningindustry.com/basics-and-benefits-of-mobile-learning>
- Zwaideh,F,H. (2017). The Effect of Mobile Learning on the Development of the Students' *International journal of business and management invention*. 6(3) . 1-6. Retrieved from [https://www.ijbmi.org/papers/Vol\(6\)3/version-5/A0603050107.pdf](https://www.ijbmi.org/papers/Vol(6)3/version-5/A0603050107.pdf)

APPENDICES

APPENDIX 1

The pupils' Questionnaire

Dear students,

You are cordially asked to share your opinion on the use of mobile applications as a media of improving your listening acquisition ,please respond to each of the following questions as honestly as possible because the validity of our research relies heavily on your responses and please try to give your attention and interest .

Thankyou in advance

Item one : Background information

1- Gender: male ذكر female انثى

2-your level : المستوى الدراسي

Second yearhighschool ثانية ثانوي

thirdyearhighschool الثالثة ثانوي

3- yourenglishaccent'slevel :

Good جيد

average متوسط

lessthanaverage دون المتوسط

item two :smartphonesusers

1_Do you have a smartphone ? هل تملك هاتف ذكي ?

yes نعم

no لا

2_if yes ,doyou use a smartphone in studying ? اذا كان جوابك نعم هل تستعمل هاتفك في الدراسة ?

Yes نعم

no لا

item three :mobile applications as a new technique in listening skills

1_in your opinion what is your opinion about the use of mobile applications as a technique to improve learning ? ما هو رأيك في استعمال تطبيقات الهواتف الذكية كوسيلة لتطوير الدراسة ?

agree موافق

against غير موافق

im not interesting غير مهتم

2-if you are interested in about it ,doyou use mobileapplication for listeningpuroses ? اذا كنت مهتم بهذا . هل تستعمل هذه التطبيقات لغاية تطوير المهارة السمعية

Yes نعم

no لا

if , yes how ? اذا جوابك نعم ?

كيف.....

.....

3_How often do youutilize mobile applications to improveyourlisteningskills? كم من مرة تستعمل تطبيقات الهاتف الذكي لتطوير مهارتك السمعية

always دائما

sometimes احيانا

rarely نادرا

4_Do youseethatthey help you to developingyour listening skills ? هل ترى ان تطبيقات الهاتف اذكي تساعدك في تطوير مهارتك السمعية

Yes نعم

No لا

somewhat نوعا ما

IF yes how ? . كيف . اذا جوابك نعم .

.....

.....

5_ if they help youtoDevelope ,which of the followingresourcesthathelpedyou more ? اذا هذه التطبيقات تساعدك . أي منهما من الانواع تساعدك اكثر

Social media وسائل التواصل الاجتماعي

Dictionaries القواميس

Others اخرين

6_ how Do you see that way of teaching ? كيف ترى هذه الوسيلة كأداة للتعلم ?

enjoyable ممتعة

normal عادية

boring مملة

Thankyou for your collaboration !

شكرا على مساهمتكم

Appendix 2

The teachers' Questionnaire

We're working on a study about the use of smartphones application to develop the

auditory or listening skills of EFL learners , We would be quite grateful if you could answer the following questions in order to assist us in completing our research.

Section one :Background information

A_Gender :

male

female

B_ How long have you been worked in the field of education?

From 2years and 5years

From 5years and 10 years

More than 10years

C_How many learners are there in each class ?

Less than 20

Between 20 and 30

More than 30

D_ HowDoYoufind their level in language specially from the listening skills side ?

Good

Average

Bad

E_ According to you what is the major cause that makes the pupils suffering from this side ?

They did not pay attention when the speaker talk

Unavailability of the necessary materials such such as audiovisual material

Not focusing on oral expression classes

Section two :using mobile application as a technique to improve listening skills

A_ Do you think that the using the modern technology in EFL learners to improve their listening skills ?

Is a good technique

Is not a good way

Normal technique

B_ Do you encourage yourpupils to use this Technique ?

Yes of course

No at all

they are free

c_ Do you think that using the mobile applications by learners to learn hassome negativities ?

yes

no i do not think so

state how

?.....
.....
.....

D_ Did you notice do you that the students loved this way of learning ?

Yes

No,They are not excited

They are normal

E_ How can his way of learning can help them to improving their listening skills ?

as a modern and fun technology that makes them excited to learn

their interaction with the native speakers by social media ,allowing them to acquire the language

the acquisition of pronunciation through watching and listening

Thank you for your collaboration !

المخلص

تسعى هذه الدراسة الى معرفة واقع تطبيقات الهاتف النقال لتدريس اللغة الانجليزية من خلال المهارة السمعية التي تعتبر اهم مهارة في تدريس اللغة الانجليزية ، حيث لوحظ عدد كبير من التلاميذ يعانون من هذه المهارة . يهدف هذا العمل الى تطوير قدرات السمعية لطلبة اللغة الانجليزية و توفير وسيلة تدريس جديدة' بالاضافة الى القدرة على التقاط كلمات جديدة مع نطقها الصحيح و ايضا الحصول على المعرفة الجديدة. من خلال هذا العمل تم التوصل على ان نسبة كبيرة من التلاميذ و الاساتذة يشجعون هذه التقنية ' و يرون ان هذه التطبيقات هي جد مساعدة لتطوير المعارة السمعية و هذا ما يؤكد الفرضية المطروحة في هذه الدراسة : هل استعمال طلبة اللغة الانجليزية لتطبيقات الهاتف في دراستهم يساعدهم في تطوير مهارتهم السمعية؟. يصنف هذا العمل من الاعمال الكمية بغرض جمع و تحليل بيانات عن طريق استعمال اداة الاستبايات المقدمة لعينة من تلاميذ المستوى الثاني و الثالث ثانوي شعبة لغات اجنبية بثانوية محمد بجاوي بسكرة العالية' حيث وجد هذا العمل عدد كبير من التلاميذ و الاساتذة يشجعون هذه التقنية الحديثة المتمثلة في استعمال تطبيقات الهاتف النقال لتطوير تعليم اللغة من الناحية السمعية' خاصة ان معطيات هذا العمل تبين ان اغلبية التلاميذ يعانون من هذه المهارة 'حيث انهم يعتبرون ان تطبيقات الهاتف هي الوسيلة المناسبة لحل هذه المشكلة ..