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MASTER DISSERTATION

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Exploring Teachers' and Learners' Attitudes towards the Impact of Mobile Assisted Language Learning on EFL Learners' Achievement

The case of Second year students of University of Biskra

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Dedication

First and Foremost, this dissertation is dedicated to my beloved parents, without their enormous personal sacrifice and unconditional love; I would have never become the individual that I am today. May God bless them and

To my brothers

*My colleagues with whom I spent amazing memories
To my teachers who lightened my way with knowledge*

Acknowledgment

«Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us»

I would like to express my sincere appreciation and gratitude to all those who have contributed to the completion of this dissertation. Their support and assistance have been invaluable throughout this academic endeavor.

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I am also grateful to all my teachers for their cooperation and efforts during the study. It would not be possible to complete the study without their distance cooperation.

Abstract

This dissertation explores teachers' and learners' attitudes towards the impact of Mobile Assisted Language Learning (MALL) on fostering EFL learners' achievement. It aims to highlight the importance of using MALL in improving EFL learning. To achieve this aim, the study employed a mixed-methods approach, utilizing both a questionnaire and an interview to gather data from the sample group. The questionnaire was administered to second year students, aiming to assess their attitudes towards MALL and its impact on their academic performance. The interview, on the other hand, was devised to EFL teachers in order to gather their perspectives on the use of MALL and its effectiveness in enhancing students' achievement. The findings of this research shed light on the positive perceptions of both teachers and learners regarding the use of MALL and revealed their valuable insights regarding its efficacy in improving language learning outcomes.

Key words: MALL, EFL, Academic achievement

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Mobile-assisted language learning (MALL) is a relatively new approach to language learning that utilizes mobile devices such as smartphones, tablets, and laptops to enhance the language learning experience. The use of mobile devices in language learning has been growing in popularity in recent years due to their ubiquity, flexibility,

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Despite the growing popularity of MALL, still there is a need for research to determine the effectiveness of this approach in improving language learning outcomes.

This chapter will provide an overview of the current state of research on MALL, including its theoretical foundations, the types of mobile devices and applications used in MALL, and the empirical evidence on the effectiveness of MALL. Additionally, the chapter will explore the potential benefits and challenges associated with MALL and discuss the implications for language teachers and learners. The goal of this chapter is to provide a comprehensive overview of MALL research to help inform future studies in this area and to provide insights into how MALL can be used to enhance language learning outcomes..... 6

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List of Acronyms

EFL	English as a Foreign Language
MALL	Mobile Assisted Language Learning
CALL	Computer Assisted Language Learning

General Introduction

General Introduction

As a result of globalisation, the English language has become a lingua franca that is used by a wide range of people for communication. The vast majority of international communication takes place in English between non-native English speakers. As a matter of fact, English is used in various fields, including education, commerce, media, and tourism. Because of the increasing demand and importance, there has been a strong focus on teaching and learning English all over the world. Thus, the spotlight on English as a foreign language (EFL) learning has opened different language learning methods.

Furthermore, recent technological advancements combined with the explosion of knowledge have had a significant impact on language learning and teaching. Handheld devices have become highly prevalent tools among students because of their numerous practical features and ease of access to all materials and resources. Therefore, the use of mobile devices in language learning has grown in popularity. This latter is currently known as Mobile-assisted language learning (MALL).

According to Traxler (2005), MALL is defined as the use of handheld devices as the dominant technologies in education. Since mobile phones have transformed not only the way people communicate but also the way students learn and receive knowledge; MALL is, thus, considered the most rapidly developing learning method in education. Accordingly, mobile technologies are regarded as an important support to language learning and teaching, with numerous useful applications in language learning.

MALL is useful for doing activities outside the classroom; such activities enable learning to be more directly connected with real-world experiences. Accordingly, students do not only use their mobiles for communication but also for viewing course-related materials. Moreover, many students find formal education difficult to sustain especially foreign language learning. Due to the rapid growth of technology integration in the teaching/learning process, students start to use their mobile devices including smartphones and tablets to search the learning resources in unconfined places. MALL, therefore, is found to facilitate education for students and make them feel more comfortable and motivated.

1. Statement of the Problem

One of the major problems for EFL students in the process of learning a foreign language is their poor achievement and the difficulties they encounter during their journey to learn English efficiently. Students need to read books, textbooks, research papers, articles...etc. to search for knowledge using different methods to foster their learning achievement. Mobile assisted language learning (MALL) is one method of language learning which involves the use of mobile applications to make learning easier. Mobile is regarded as a friendly method that allows learners to access information in a quick and easy way, as it helps them to pick up learning at any time. MALL is one of the effective approaches to support e-learning features in general and enhance language teaching and learning with the help of mobile technologies. Thus, the current study examines the impact of using mobile assisted language learning on fostering EFL students' achievement at the University of Mohamed Khider, Biskra.

2. Significance of the Study

This study draws attention to a newly flourishing approach to foreign language learning in the Algerian university setting both in theory and in practice. In theory, it is expected that the results that will be obtained from this study will contribute to the field of education and research in the future. Due to a lack of research in MALL in Algeria, this study will, hopefully, fill a critical gap and may provide useful information to guide future similar or related research work. In practice, the research findings will benefit both learners and teachers. The research will provide many information and uses of MALL in EFL learning and teaching, giving both learners and teachers an alternative learning and teaching method to change their traditional ways.

This study is significant as it tries to:

- Show the importance of using MALL among students.
- Determine the possible uses of mobile learning in supporting teaching and learning of English in the 2nd year LMD.
- Assist in transforming traditional teaching and learning in the local community to mobile teaching and learning that enable teachers and supervisors in the field of teaching English to get an effective education.

General Introduction

- Helps teachers access to the world of mobile teaching and benefit from its advantages.

3. Research Questions

The present study strives to find answers to the following questions:

1. What is the impact of MALL on students' outcomes?
2. What are the teachers' and learners' attitudes towards the impact of MALL on learners' academic achievement?
3. Are EFL students and teachers ready to integrate MALL in the educational field?

4. Hypotheses

The above-mentioned questions led to propose the following hypotheses:

1. If students use mobile applications appropriately in their learning, they would significantly have high learning outcomes.
2. Teachers and learners hold positive attitudes towards the impact of MALL on academic achievement.

5. Aims of the Study

This study aims to uncover the possible benefits of adopting MALL in the EFL classroom. It attempts to shed light on the importance of integrating mobiles in education as a means of facilitating teaching and learning and also promoting learners' performance. Moreover, the study endeavors to provide valuable insights on how teachers and students perceive mobile technology as an effective learning experience.

6. Research Methodology

6.1. Research approach

This study investigates the impact of MALL on students' learning achievement. Hence, an exploratory research approach is adopted in order to answer the research questions. This research is both qualitative and quantitative as the goal of any qualitative study is to gain a rich and detailed understanding of a specific topic through firsthand experience. In order to test the validity of the hypotheses of this study, a mixed method is employed.

6.2. Sample

The present study population is second-year LMD students at the department of English language at the University of Mohammed Khider, Biskra. Due to the large number of our population, only 30 students were randomly chosen as the study sample. Moreover, eight (08) teachers at the department of English have been selected as well to investigate their experiences and attitudes toward the use of MALL in the EFL learning and teaching context.

6.3. Data Collection Tools

Two data gathering tools were chosen to collect data. A questionnaire has been handed to the sample of the study (2nd Year LMD Students) to collect their opinions, attitudes, and reactions about the topic. In addition to that, an interview has been conducted with teachers of English (of different modules) to gather their feedback and opinions about the use of MALL.

7. Structure of the Dissertation

This research work is divided into two sections. The first section is devoted to a review of the literature whereas the second section is devoted to the fieldwork of the study. The first section consists of two chapters. Chapter one introduces an overview on mobile-assisted language learning (MALL). Chapter two tackles academic achievement. On the other hand, the second part, which represents the third chapter, includes the research methodology used in the present study with a detailed description of the sample of the study, the administration of the research tools, and data analysis and discussion.

Chapter 1

Mobile-Assisted Language

Learning (MALL)

Introduction

Mobile-assisted language learning (MALL) is a relatively new approach to language learning that utilizes mobile devices such as smartphones, tablets, and laptops to enhance the language learning experience. The use of mobile devices in language learning has been growing in popularity in recent years due to their ubiquity, flexibility, and convenience. With the proliferation of mobile devices, language learners now have access to a variety of language learning applications, websites, and other resources that can be used to improve their language skills.

Despite the growing popularity of MALL, still there is a need for research to determine the effectiveness of this approach in improving language learning outcomes. This chapter will provide an overview of the current state of research on MALL, including its theoretical foundations, the types of mobile devices and applications used in MALL, and the empirical evidence on the effectiveness of MALL. Additionally, the chapter will explore the potential benefits and challenges associated with MALL and discuss the implications for language teachers and learners. The goal of this chapter is to provide a comprehensive overview of MALL research to help inform future studies in this area and to provide insights into how MALL can be used to enhance language learning outcomes.

1.1. Technology in the Classroom

The evolution of new technologies over the last two decades has sparked a lot of discussion in the field of education. Technology has introduced additional elements to the character of English as a Foreign Language in particular (EFL). However, in the sphere of language teaching, the subject of its incorporation in the language classroom is still a great topic to be tackled.

The use of technology in the classroom has been found to have numerous benefits. For example, it can increase student engagement and motivation, improve information retention, and enhance critical thinking and problem-solving skills (Maich & Muirhead, 2019). Additionally, technology can be used to provide personalized learning experiences for students, allowing them to learn at their own pace and in a way that is tailored to their individual needs (Papert, 1980).

Despite the potential benefits of technology in the classroom, some researchers have expressed concerns about its impact. For example, some argue that the overreliance on technology can lead to a lack of critical thinking skills and inhibit the development of social skills (Turkle, 2011). Others have expressed concerns about the digital divide, with some students lacking access to technology or the skills needed to use it effectively (Warschauer, 2003).

To assist English language students in improving their learning skills, a variety of technology tools are used. English language learning websites, Computer-Assisted Language Learning applications, presentation software, electronic dictionaries, chatting and email messaging systems, CD-players, and learning video clips are among the resources worth mentioning (Nomass, 2013, p.114).

Furthermore, Baliyas et al (2013) stated that in today's world, there are quick changes in a variety of disciplines. Because the technology revolution forces educators to search for appropriate technologies for the educational system, the educational system has developed and the style of teaching has changed as a result of these developments. As a result, technological resources are used in modern schooling. It provides a variety of tools for sharing information. The teacher is regarded as a mentor to his students. This promotes their independence. Individual characteristics and requirements of learners are taken into account in modern education. As a result, people have more opportunity to improve their skills.

While the use of technology in the classroom can provide numerous benefits, it is important to carefully consider its implementation and use to ensure that it supports learning and does not hinder it. By taking a balanced approach and leveraging technology in a thoughtful and intentional way, educators can create engaging and effective learning experiences that prepare students for success in the modern world.

1.1.1. Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) refers to the use of technology to facilitate language acquisition and learning (Levy & Stockwell, 2006). CALL has become a popular area of research, with numerous scholars examining the potential benefits of incorporating technology into language learning (e.g., Warschauer & Healey, 1998; Warschauer, 1996). According to Warschauer (1996), CALL can improve students' language proficiency, motivation, and autonomy. Healey and Warschauer (2016) argue that CALL can also promote intercultural communication, as technology enables students to connect with people from different cultural backgrounds and to access authentic materials from around the world.

One of the key features of CALL is its ability to provide immediate feedback to learners (Levy & Stockwell, 2006). This feedback can be in the form of corrective feedback on grammar and vocabulary, or in the form of feedback on pronunciation or speaking fluency (Chapelle, 2001). The use of CALL can also provide learners with opportunities to engage in collaborative learning, as students can work together on language tasks using online forums, chat rooms, and video conferencing (Kern & Warschauer, 2000).

CALL has been used in a variety of language learning contexts, including both formal and informal settings. In formal settings, CALL has been used in language classrooms as a supplement to traditional teaching methods (Egbert, Paulus, & Nakamichi, 2002). In informal settings, learners can access language learning materials and activities on the internet, or use language learning apps on their mobile devices (Stockwell, 2010).

CALL is an area of research that explores the potential benefits of using technology to support language learning. Scholars have demonstrated that CALL can improve language proficiency, motivation, autonomy, and intercultural communication. The use of immediate feedback, collaborative learning, and access to authentic materials are key features of CALL that have contributed to its growing popularity in both formal and informal language learning contexts.

1.1.2. The Shift from CALL to MALL

The shift from CALL (Computer-Assisted Language Learning) to MALL (Mobile-Assisted Language Learning) is a significant development in language education. Researchers have investigated this shift from various perspectives, highlighting the benefits and challenges of using mobile devices in language learning. According to Kukulska-Hulme and Shield (2008), MALL offers the advantage of mobility and ubiquity, allowing learners to access learning materials and tools at any time and place. Similarly, Thornton and Houser (2005) note that mobile devices can provide learners with more personalized and contextualized learning experiences.

However, some researchers have also highlighted the challenges of implementing MALL. For instance, Naismith et al. (2004) argue that the small screen size and limited input capabilities of mobile devices may hinder effective language learning. Moreover, Kukulska-Hulme and Traxler (2005) note that the use of mobile devices requires teachers to adapt their pedagogical approaches and develop new skills and strategies.

Despite these challenges, the shift from CALL to MALL is a promising development in language education, and researchers are continuing to explore the potential of mobile devices in language learning. As Chen and Chung (2008) suggest, future research should focus on identifying effective pedagogical models and evaluating the impact of MALL on learners' language proficiency and motivation.

1.2. Mobile Assisted Language Learning (MALL)

1.2.1. Definition of MALL

Mobile assisted language learning (MALL) refers to the use of mobile devices such as smartphones and tablets to enhance language learning. According to Kukulska-Hulme and Shield (2008), MALL is "a set of learning activities that are carried out on mobile devices and which focus on the development of language skills" (p. 19). MALL allows learners to access learning materials and interact with language through a variety of multimedia and social tools, anytime and anywhere.

One of the first definitions of mobile learning was offered by computer learning expert Clark Quinn in the year 2000. He defined it as: The intersection of mobile computing and e-Learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment [...] E-learning independent of location, time and space. (Quinn, 2000, as cited in Gary Woodill. 2011. P .10)

Chinnery (2006) defined MALL as "the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning" (p. 1). He argued that MALL offers a learner-centered and personalized approach to language learning that caters to the needs and preferences of individual learners.

Gromik (2012) viewed MALL as a hybrid form of language learning that combines the advantages of traditional classroom instruction and online learning with the mobility and flexibility of mobile devices. She emphasized the potential of MALL to foster learner autonomy, motivation, and engagement, as well as to bridge the gap between formal and informal learning contexts.

Based on that, Azar (2014) pointed that:

MALL has great impact in language learning. They believed that cell-phone based audiobooks is more effective than CD-ROM based audio books in their listening comprehension. It can give more opportunities to learn and they can listen to their interest topics anywhere and anytime. (p.1842)

Overall, the concept of MALL highlights the integration of mobile technologies and language learning, and the potential benefits of this integration for enhancing language proficiency and promoting lifelong learning. Figure 1.1 shows different places where mobile assisted language learning happen, while figure 1.2 presents its three aspects (1) device, (2) learners, (3) social of mobile learning.

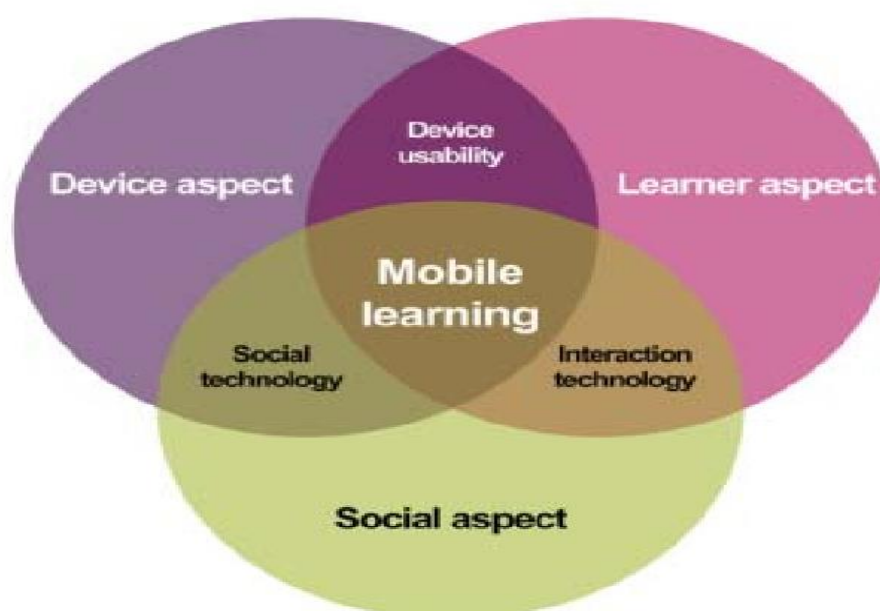


Figure 1.1. Framework from Rational Analysis of Mobile Education (Kool, 2009)

Three circles are shown in Figure 1.1 to symbolize a device's usability (A), the learner (B), and social factors(C). Two circles' overlapped regions denote characteristics that apply to both aspects. The capabilities of real mobile devices are described by the intersections of context learning (AB) and social computing (AC), while the intersection of interaction learning (BC) includes instructional and learning theories. The principal junction (ABC), where the three circles converge, symbolizes the capabilities of the mobile learning process. Internal operations

like storage, power, processing speed, compatibility, and expandability have an impact on the interface and are governed by the hardware and software architecture of the device. These qualities affect the users' levels of physical and psychological comfort, and well-designed mobile devices can aid students in concentrating more efficiently on cognitive tasks.

1.2.2. Approaches and Theories of MALL

Approaches and theories of mobile-assisted language learning (MALL) refer to the various methodologies and theoretical frameworks used to design, develop, and evaluate mobile language learning applications. According to Thornton and Houser (2017), MALL can be defined as the use of mobile devices to facilitate language learning activities. Some of the most influential approaches and theories in MALL are discussed below.

One approach to MALL is the task-based language teaching (TBLT) approach, which emphasizes the use of authentic tasks that reflect real-world language use. According to Stockwell and Hubbard (2013), TBLT can be applied to MALL by designing mobile applications that enable learners to engage in authentic communication tasks. For example, learners can use a mobile application to engage in a virtual conversation with a language partner, or to conduct a task-based activity such as ordering food in a restaurant.

Another approach to MALL is the ubiquitous learning (u-learning) approach, which emphasizes the integration of learning activities into learners' everyday environments. According to Kukulska-Hulme et al. (2011), u-learning can be applied to MALL by designing mobile applications that enable learners to engage in language learning activities while they are on the move. For example, learners can use a mobile application to practice their listening skills while commuting on public transportation.

One theoretical framework that has been applied to MALL is the sociocultural theory (SCT) of learning. According to Vygotsky (1978), learning is a social activity that occurs through interaction with more knowledgeable others. SCT can be applied to MALL by

designing mobile applications that enable learners to engage in social learning activities, such as peer-to-peer language exchange or collaboration on language learning tasks. For example, learners can use a mobile application to engage in a language exchange with a partner who speaks the target language.

Approaches and theories of MALL are important in guiding the design, development, and evaluation of mobile language learning applications. By adopting a task-based, ubiquitous, or sociocultural approach, and by applying relevant theories such as TBLT or SCT, designers can create mobile applications that are engaging, effective, and relevant to learners' needs.

1.3. MALL vs. Traditional Learning for Learners Advancement

MALL has gained attention in recent years as an alternative approach to traditional language learning. Researchers have explored the effectiveness of MALL compared to traditional learning approaches, and the findings have been mixed.

Some studies have shown that MALL can be more effective than traditional learning in certain contexts. For example, Liaw, Huang, and Chen (2007) found that the use of mobile devices improved students' vocabulary acquisition and reading comprehension in a Taiwanese context. Similarly, Warschauer and Matuchniak (2010) found that the use of iPods improved students' listening and speaking skills in a US context.

However, other studies have found no significant difference between MALL and traditional learning approaches. For example, Peterson (2010) found that both traditional classroom instruction and MALL led to similar improvements in students' reading comprehension in a US context. In another study, Lin and Wang (2012) found that MALL was no more effective than traditional learning in improving English listening comprehension in a Taiwanese context.

One possible explanation for the mixed findings is that the effectiveness of MALL may depend on various factors such as the learners' motivation, the type of language skill being

learned, and the quality of the mobile learning materials. Therefore, it is important to consider these factors when designing and implementing MALL programs.

Despite the mixed findings, MALL has the potential to offer several advantages over traditional learning approaches. For example, MALL can provide learners with more flexibility and autonomy in their learning, allowing them to learn at their own pace and in their own time. MALL can also provide learners with access to a wider range of learning resources and opportunities for communication and collaboration with other learners and native speakers of the target language.

While the effectiveness of MALL compared to traditional learning approaches may depend on various factors, MALL has the potential to offer several advantages in terms of flexibility, autonomy, and access to learning resources. Therefore, it is important for educators to carefully consider the potential benefits and limitations of MALL when designing language learning programs.

1.4. Comparison between Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL)

Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) are two approaches that integrate technology in language learning. CALL refers to the use of computers or technology to assist in language learning. On the other hand, MALL involves the use of mobile devices such as smartphones, tablets, and laptops to facilitate language learning. While there are similarities between the two approaches, there are also significant differences.

One of the key differences between CALL and MALL is the mode of delivery. CALL is typically delivered through desktop or laptop computers, while MALL is delivered through mobile devices such as smartphones and tablets. According to Warschauer and Healey (1998), CALL has been in use since the 1960s and 1970s, while MALL is a more recent development

that has gained popularity in the last decade. In a study conducted by Kukulska-Hulme (2012), it was found that MALL has the advantage of being more accessible and flexible, allowing learners to learn anytime and anywhere.

Another difference between CALL and MALL is the type of activities that can be performed. CALL programs tend to be more complex and offer a wider range of activities, such as interactive exercises, multimedia presentations, and virtual classrooms. In contrast, MALL activities tend to be simpler and more focused on individual learning, such as flashcards, quizzes, and language games. According to Stockwell (2010), MALL is more suitable for vocabulary learning and grammar practice, while CALL is more suitable for more complex language skills such as listening and speaking.

In terms of advantages, both CALL and MALL offer benefits to language learners. CALL programs have been found to be effective in promoting language learning and improving language proficiency (Levy & Stockwell, 2006). Similarly, MALL has been found to be effective in improving vocabulary, grammar, and reading skills (Kukulska-Hulme, 2012). Both CALL and MALL also offer the advantage of being more engaging and motivating for learners, as they incorporate multimedia elements and interactive activities (Chinnery, 2006).

However, there are also limitations to both CALL and MALL. CALL programs can be expensive to develop and maintain, requiring significant investment in hardware and software (Levy & Stockwell, 2006). In addition, they may require technical support and training for users. MALL, on the other hand, may have limitations in terms of screen size and input methods, which can limit the types of activities that can be performed (Kukulska-Hulme, 2012). There may also be issues with internet connectivity and battery life, which can affect the usability of mobile devices.

Both CALL and MALL are useful approaches to integrating technology in language learning. While there are differences in terms of delivery mode, types of activities, and

advantages and limitations, both approaches offer benefits to language learners. Language teachers and learners should carefully consider their learning goals and the resources available to them when choosing between CALL and MALL.

Figure 1.2 displays the interconnection of three concepts with overlapping colored regions, which exemplifies Hubbard and Stockwell's concept of cross-field interactions.

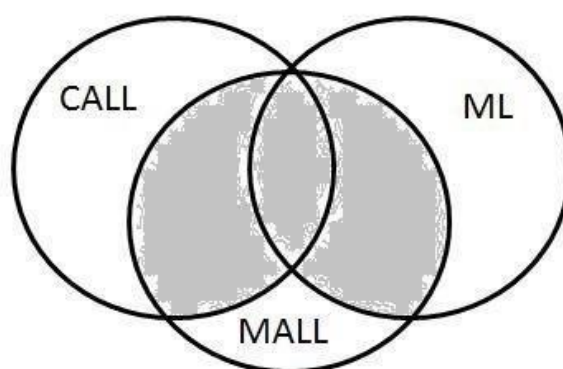


Figure 1.2 the Relationship of Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Mobile Learning (Stockwell & Hubbard, 2013)

1.5. Mobile Applications in Language Learning

Mobile applications have gained popularity in recent years in the field of language learning. According to a study by Godwin-Jones (2011), mobile applications have transformed the way language learners' access and interact with content. Mobile applications offer several advantages over traditional language learning methods, including accessibility, flexibility, and interactivity.

One advantage of mobile applications is accessibility. Language learners can access mobile applications anywhere and anytime they have a mobile device and an internet connection. This flexibility allows learners to study at their own pace and on their own schedule, which can be especially beneficial for busy learners. According to a study by Hockly and

Clandfield (2013), mobile applications offer learners the ability to practice language skills during daily routines, such as commuting or waiting in line.

Another advantage of mobile applications in language learning is flexibility. Mobile applications offer learners the ability to choose their own learning path and pace. They can also access a variety of learning materials, such as audio and video files, games, and quizzes. According to a study by Li and Li (2016), mobile applications offer learners a more personalized and adaptive learning experience.

Mobile applications also offer interactivity, which is an essential component of language learning. Learners can engage in conversations with other language learners, native speakers, or virtual assistants. They can also receive immediate feedback on their language skills and track their progress. According to a study by Lu and Yuan (2016), mobile applications offer learners the ability to practice speaking, listening, reading, and writing skills in a real-world context.

Despite the advantages of mobile applications in language learning, some researchers have identified possible challenges. For example, Hockly and Clandfield (2013) noted that mobile applications may not be suitable for all learners, particularly those who prefer face-to-face interaction. They also noted that some learners may not have access to mobile devices or internet connections. Additionally, Li and Li (2016) suggested that mobile applications may not offer the same level of social interaction as traditional language learning methods.

There are several language learning apps, each with their own unique features and teaching methods. Here are some of the best language learning apps based on user reviews and popularity:

- **Duolingo:** One of the most well-liked language study apps is Duolingo, and for good reason. It's enjoyable, cost-free, and simple to use. The app provides a gamified learning

environment that transforms learning a language into something more enjoyable than a chore.

- **Babbel:** Babbel is a well-known app for learning languages and provides lessons in 14 different languages. Because to its mobile-friendly design, students can access it whenever and wherever they like to learn. The program provides a selection of lessons for all skill levels, from absolute beginners to experts.
- **Rosetta Stone:** The well-known language-learning application Rosetta Stone has been around for more than 25 years. The language student will be exposed to the language from the very beginning thanks to the app's immersive learning methodology.
- **Memrise:** Memrise is a well-known program for learning languages that takes a gamified approach to the process. The software is made to make learning new words and phrases quick and simple. It offers a variety of courses in more than 20 different languages.
- **Lingodeer:** Lingodeer is a more recent language-learning program that provides lessons in Vietnamese, Spanish, French, German, Japanese, Korean, Chinese, and English. Beginners can use the program because it is made for them.

Mobile applications have become an increasingly popular tool for language learners. They offer several advantages, including accessibility, and interactivity. However, some challenges should be considered when implementing mobile applications in language learning. Future research should continue to explore the effectiveness of mobile applications in language learning and identify strategies to address potential challenges. Figure 1.3. Presents one of the most famous language learning apps of 2023

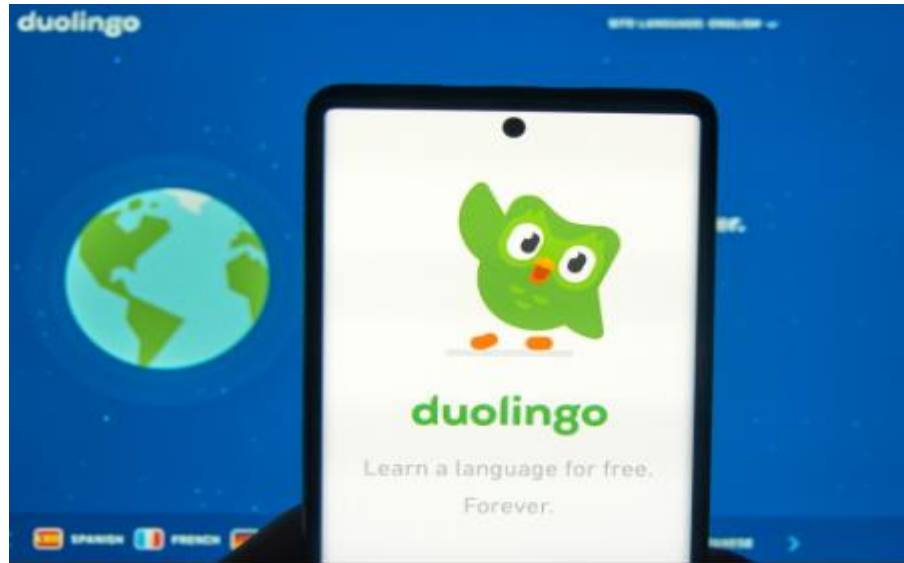


Figure 1.3 One of the Most Famous Language Learning Apps 2023

Conclusion

In conclusion, mobile-assisted language learning (MALL) is that mobile devices, have become an integral part of our lives, and they can be effectively used for language learning purposes. It is a rapidly growing field that is changing the way language learners interact with the language they are studying. MALL has the potential to provide learners with a flexible, personalized, and interactive learning environment which can enhance their language learning experience.

Chapter 2

Learners' Academic

Achievement and Language

Learning

Introduction

Academic achievement is a crucial topic in any educational system because the effects of academic achievement/performance will greatly construct the nation's future. The more the framework is built for academic achievement, the higher the spiritual and scientific dimensions are aligned to increase, therefore leading to guaranteed transcendence in the future of a nation. This can be complicated to study the factors influencing academic achievement, because the concept entails wide dimensions affected by both personal and environmental factors.

This chapter explores the relationship between language learning and academic achievement of EFL students. It delves into the various factors that affect academic performance, including personal and environmental factors, and how language learning can play a role in boosting academic success. Additionally, the chapter will examine the essential benefits of mobile-assisted language learning in enhancing students' academic achievement, and seeks to provide insights into the interplay between language learning and academic success

2.1. Academic Achievement: An Overview

It is widely accepted that it is not easy to define, quantify and measure student achievement. The common indicator of students' achievement generally refers to the student's performance in different academic areas as measured by achievement tests. Kpolovie (2014, p. 76) pointed that academic achievement is operationally defined as "the aggregate of each student's demonstrated learning, knowledge, skills, ability, and indeed cognitive, affective and psychomotor domains in four subjects".

Academic achievement, often known as academic performance, is required in all formal educational institutions. It refers to scholarly human actions that take place in a formal educational setting. That is, academic achievement in an educational setting is a measurable

index that shows a student's cognitive, emotional, and psychomotor domains. Testing, which has played and will continue to play a vital role in every educational system around the world, is used to determine students' academic achievement and level of performance. In fact, education without test, measurement, and assessment would be illogical. For effective formal and even non-formal education, evaluation of educational achievement is highly required (Kpolovie, 2014a, p. 30)

According to Kell, Lubinski, and Benbow (2013), Academic achievement was once considered to be the most significant result of formal education, and while there is little doubt about the crucial role such successes play in student life and later life. From a personal perspective, academic achievement also depends on students' circumstances and situations, the quality of universities and teachers, and many other factors.

2.2. Definition of Academic Achievement

Academic achievement refers to the attainment of knowledge, skills, and competencies in a specific area of study through the completion of educational programs or courses. It is a measure of academic success and can be evaluated through various means such as grades, standardized tests, and graduation rates. The concept of academic achievement has been widely discussed and defined by various authors from different fields.

According to the American Psychological Association (APA), academic achievement is "the demonstration of knowledge, skills, and competencies in a particular subject matter or academic area" (APA, 2021). This definition highlights the importance of demonstrating one's understanding and mastery of a particular academic discipline through measurable outcomes.

In the field of education, researchers have defined academic achievement in various ways. For instance, Anderson and colleagues (2004) define academic achievement as the degree to which students have successfully completed the objectives of their educational programs.

Similarly, Elliot and Dweck (2005) view academic achievement as the extent to which students have learned and applied the knowledge and skills taught in their courses.

Furthermore, academic achievement has been studied in relation to various factors such as motivation, self-efficacy, and socio-economic status. According to Bandura (1997), self-efficacy, or the belief in one's ability to succeed in a given task, is a critical predictor of academic achievement. Similarly, socio-economic status has been found to have a significant impact on academic achievement, with students from higher-income families often achieving higher levels of academic success than those from lower-income families (Sirin, 2005).

Academic achievement is a complex concept that encompasses various factors and has been defined differently by various authors. However, at its core, academic achievement is a measure of the knowledge, skills, and competencies that students acquire through their educational programs. Understanding the different definitions and factors that influence academic achievement is critical for educators, policymakers, and researchers in their efforts to improve educational outcomes for all students.

2.3. Academic Achievement Theories

Academic achievement theories are diverse and multi-faceted. One of the most prominent theoretical perspectives in this area is the expectancy-value theory, which posits that students' academic motivation and achievement depend on two key factors: their expectations for success and their perceived value of academic tasks. According to this theory, students who have high expectations for success and see the value in their academic work are more likely to perform well and persist in their studies. As Eccles and Wigfield (2002) note, "individuals are most likely to engage in and persist at an activity when they expect to succeed and value the activity" (p. 105).

Another prominent theory in this area is the social-cognitive perspective, which emphasizes the role of self-regulation and self-efficacy in academic achievement. According to

Bandura (1997), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Students who have high self-efficacy are more likely to set challenging goals, persist in the face of obstacles, and ultimately achieve academic success.

Additionally, the self-determination theory posits that students' academic motivation and achievement are influenced by their need for autonomy, competence, and relatedness. According to Deci and Ryan (1985), "people are most likely to be motivated and persistent when they are able to satisfy their innate needs for autonomy, competence, and relatedness" (p. 30). Students who have opportunities to make choices, develop their skills, and connect with others in their academic pursuits are more likely to be engaged and successful learners.

The aforementioned academic achievement theories offer valuable insights into the factors that contribute to students' academic motivation and achievement. While each theory has its unique perspective, they all underscore the importance of student-centered approaches to teaching and learning that foster a sense of autonomy, competence, relatedness, self-efficacy, and value for academic work.

2.4. Factors Affecting Students' Achievement

This section describes the relevant factors that commonly affect the academic achievements of students as suggested by Chinapah and Atchia (2019, pp.72-73):

- **Socioeconomic Factor (SEF)**: is one of the most researched factors contributing to the academic achievements of students. Mirowsky (2017); Benner, Boyle, and Sadler (2016); Berkowitz, Moore, Avi Astor, and Benbenishty (2017); and Hair, Hanson, Wolfe, and Pollak (2015) all found that SEF has a significant impact on students' achievement. However, studies by Pedrosa, Dachs, Maia, and Andrade (2006) and others have shown that pupils from lower socioeconomic and educational strata perform somewhat better than those from higher strata. This exceptional educational resilience was so called.

- **School Leadership:** Based on empirical data, there is increasing agreement that effective leadership may improve academic performance and student learning outcomes. Actually, it is revealed that school leaders can improve students' achievement in different ways varying from direct and indirect effect on teaching and learning involving different stakeholders (such as parents) in school and providing a proper ethos and climate which eventually impact students' achievement.

- **Student Factor:** Students, as the primary stakeholders, have a critical role in their academic success. The primary determinants influencing students' academic achievement have been identified as time management, self-motivation, engagement, behavior, and attitudes.

- **Teacher Factor:** Many studies have found that there is a favorable relationship between teacher quality and student accomplishment. Vizesfar et al. (2016), for example, found that a competent teacher can have a significant impact on students' educational and economic achievements.

- **Private Tuition:** Private tuition is another component that works in tandem with education. Private extra tutoring is not a new phenomenon, although it manifests itself differently in different cultures. Some parts of private coaching may be thought to be beneficial. Tutoring provides beneficial out-of-school activities for young people, and kids who receive private tuition are more likely to perform better in school and stay in school for longer periods of time.

In fact, analysis of the literature revealed that implementing the impact of instructors on students' life and achievement vary widely from being a facilitator, a model, a pedagogical leader as well as to a source of knowledge to being a friend and a confider. All of these may lead for being a good source for students' achievement.

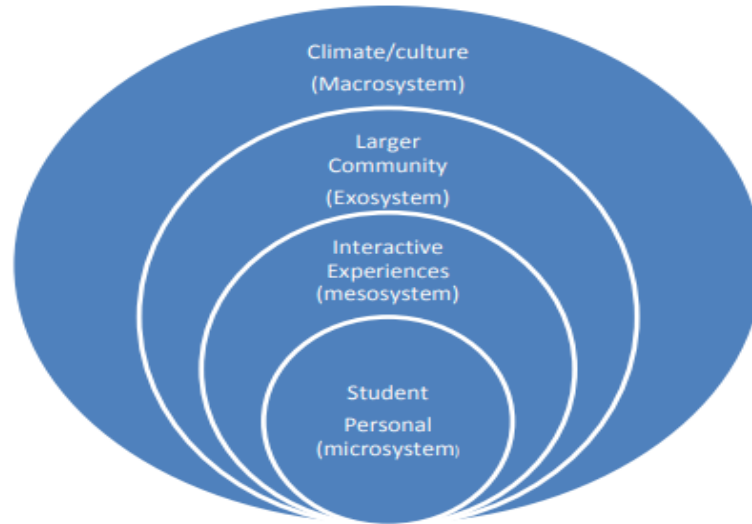


Figure 2.1 Bronfenbrenner's Bio-ecological Model (1979)

The above figure illustrates a holistic view of the factors of student's zone in the full context. The figure contains four levels from the most personal to the externalized elements of a person's life experiences.

2.5. Teaching Methods and Academic Performance

Teaching methods are an essential aspect of academic performance in any educational system. Different teaching methods have been proposed and implemented by educators and scholars, and the effectiveness of each method has been evaluated based on its impact on academic performance. According to Bransford et al. (2000), "Teaching methods should be tailored to the specific learning needs and abilities of each student" (p. 19). This means that a teaching method that works well for one student may not be as effective for another. Therefore, educators must be able to identify and implement different teaching methods to meet the diverse needs of their students.

One of the most effective teaching methods identified by researchers is the use of active learning techniques. According to Freeman et al. (2014), "Active learning methods have been shown to improve academic performance and increase student engagement and satisfaction" (p.

841). Active learning methods involve the use of hands-on activities, group work, and problem-solving tasks to help students engage with the material and develop a deeper understanding of the subject matter.

Another teaching method that has been shown to have a positive impact on academic performance is the use of technology in the classroom. According to Prensky (2001), "Technology can help students develop critical thinking and problem-solving skills, and improve their academic performance" (p. 1). The use of technology in the classroom can include the use of multimedia presentations, interactive whiteboards, and educational software that can enhance students' learning experiences.

However, it is important to note that not all teaching methods are equally effective for all students. According to Felder and Silverman (1988), "Different students have different learning styles, and teaching methods should be tailored to each student's learning style" (p. 675). This means that educators must be aware of their students' learning styles and adapt their teaching methods accordingly.

Teaching methods play a crucial role in academic performance, and educators must be able to identify and implement different teaching methods to meet the diverse needs of their students. Active learning techniques and the use of technology in the classroom have been shown to have a positive impact on academic performance, but it is important to tailor teaching methods to each student's learning style. As Bransford et al. (2000) stated, "Effective teaching requires that we understand how students learn, how knowledge is constructed, and how we can use teaching methods to optimize learning" (p. 19).

2.6. Language Learning

Language learning is the process of acquiring a new language, either as a second or foreign language through various forms of instruction and practice. According to Ellis (2009), "language learning involves acquiring knowledge of a language's phonology, morphology,

syntax, and lexicon, and developing the ability to use this knowledge to communicate effectively in a given context" (p. 4). Similarly, Larsen-Freeman (2018) defines language learning as "the process of becoming competent in another language by acquiring knowledge, skills, and strategies that enable communicative competence" (p. 3).

There are various approaches to language learning, including traditional classroom instruction, immersion, and technology-assisted language learning (TALL). With the advent of mobile devices and applications, mobile-assisted language learning (MALL) has gained popularity as a convenient and effective way to learn a new language. MALL involves using mobile devices to access language learning materials and activities.

Research has shown that MALL can be a highly effective way to learn a new language. According to Stockwell (2010), "mobile devices offer learners opportunities to engage with language in a variety of authentic contexts, such as listening to music, watching videos, reading news articles, and communicating with native speakers" (p. 2). Additionally, the use of mobile devices allows for personalized and self-directed learning, which can be highly motivating for learners.

Various studies have also shown the effectiveness of MALL in improving language proficiency. For example, a study by Chen and Lin (2014) found that using mobile devices for language learning led to significant improvements in speaking and listening skills. Another study by Thornton and Houser (2005) found that using mobile devices to access language learning materials outside of the classroom led to increased motivation and engagement among learners.

2.7. The Role of MALL on Students' Difficulties in the Different Language Skills

Learning a foreign language is a complex and multifaceted process that requires the acquisition of various language skills such as speaking, listening, reading, and writing. Despite

the benefits of learning a new language, students often encounter difficulties in acquiring these language skills. The challenges that students face may vary from one skill to another, and can be attributed to a range of factors including anxiety, limited access to language resources, and limited exposure to authentic language use.

One of the most common difficulties that students encounter is in developing their listening and speaking skills. According to Warschauer and Matuchniak (2010), these skills are often the most challenging to acquire, as they require the development of both receptive and expressive language abilities. In addition, students may feel anxious or uncomfortable practicing their speaking skills in a classroom environment, leading to limited opportunities for practice and feedback. However, the use of mobile-assisted language learning (MALL) can provide students with a range of opportunities to improve their listening and speaking skills. For example, mobile devices allow students to access authentic audio and video content, engage in conversation practice through applications, and receive immediate feedback on their pronunciation and intonation.

In addition to listening and speaking, students also face challenges in developing their reading and writing skills. According to Chen and Chang (2013), one of the primary challenges students face in reading is acquiring the vocabulary necessary to comprehend text. Similarly, in writing, students often struggle with developing grammatical accuracy and producing coherent and cohesive texts. MALL can help students overcome these challenges by providing them with access to a wide range of digital texts, interactive learning materials, and collaborative writing tools. For example, mobile devices can be used to provide students with targeted vocabulary exercises and immediate feedback on their writing.

Moreover, MALL can also provide students with more opportunities for authentic language practice, individualized feedback, and collaborative learning. Kukulska-Hulme and Shield (2008) suggest that MALL can promote a more learner-centered approach to language

learning, which can enhance student motivation and engagement in the learning process. In addition, the use of mobile devices can help overcome limitations in access to language resources and exposure to authentic language use, which are common barriers to language learning.

Learning a foreign language involves the development of multiple language skills, and students often encounter difficulties in acquiring these skills. However, the use of MALL can provide students with a range of opportunities to improve their language skills and overcome these challenges. By providing students with access to authentic language materials, collaborative learning tools, and immediate feedback, MALL can enhance student motivation and engagement in language learning, ultimately promoting their overall language proficiency.

2.8. Assessment and Evaluation in the EFL Context

Assessment and evaluation are important components of the English as a Foreign Language (EFL) context, as they provide valuable information about students' language proficiency and progress. One approach that has gained popularity in recent years is Mobile Assisted Language Learning (MALL).

According to Stockwell (2010), MALL has the possible to transform language learning and assessment by providing learners with access to authentic materials and opportunities for authentic communication. Additionally, MALL can provide educators with new forms of data for assessment and evaluation, such as tracking students' use of mobile devices and analyzing their interactions with mobile learning resources.

However, as with any approach to assessment and evaluation, there are challenges to implementing MALL in the EFL context. One challenge is ensuring that MALL activities are aligned with established language learning objectives and standards. As Chen and Wang (2016) note, educators must carefully design and implement MALL activities that are both engaging and effective for language learning.

Another challenge is ensuring that MALL activities are accessible to all students, regardless of their technology skills or access to mobile devices. As Kukulska-Hulme and Shield (2008) note, educators must ensure that MALL activities are designed with the needs and abilities of all students in mind, and provide appropriate support and training as needed.

Despite these challenges, MALL holds great promise for assessment and evaluation in the EFL context. By providing learners with access to authentic materials and opportunities for authentic communication, MALL can help educators to more accurately assess students' language proficiency and progress. Additionally, MALL can provide new forms of data for evaluation, such as tracking students' use of mobile devices and analyzing their interactions with mobile learning resources.

Assessment and evaluation are critical components of the EFL context, and MALL has the capability to transform language learning and assessment by providing learners with access to authentic materials and opportunities for authentic communication. While there are challenges to implementing MALL in the EFL context, educators can address these challenges by carefully designing and implementing MALL activities that are aligned with established language learning objectives and standards, and by providing appropriate support and training to all students.

2.9. The Effect of Using MALL on Students' Achievement

Mobile-assisted language learning (MALL), one of the most popular forms of technology-assisted language learning, has become more prevalent over time as the integration of technology into language learning has increased. Researchers from all over the world have recently conducted extensive research on MALL's efficacy, looking at how it affects students' performance in a variety of language-learning domains.

Research on the effectiveness of MALL has been conducted by various scholars. For example, a study by Kukulska-Hulme and Shield (2008) examined the effectiveness of using

MALL for learning English as a foreign language. The study involved 62 students who were given mobile devices loaded with English language learning software. The results showed that the students who used MALL had significantly higher scores in reading and listening tests compared to those who did not use MALL. The researchers concluded that MALL can be an effective tool for language learning.

Another study by Al-Jarf (2010) investigated the efficiency of using MALL for learning Arabic as a foreign language. The study involved 50 students who were divided into two groups. One group used mobile devices loaded with Arabic language learning software, while the other group used traditional classroom-based instruction. The results showed that the group that used MALL had accomplished higher scores in vocabulary and grammar tests compared to the group that used traditional instruction. The researchers concluded that MALL can be an effective supplement to traditional classroom-based instruction.

Similarly, Chen and Li (2010) conducted a study to investigate the impact of utilizing MALL on learners' achievements in Chinese as a foreign language. The study involved 94 students who were given mobile devices loaded with Chinese language learning software. The results showed that the students who used MALL had attained higher scores in vocabulary and reading tests compared to those who did not use MALL. The researchers concluded that MALL can be an effective tool for language learning, particularly for vocabulary and reading comprehension.

Moreover, Reinders and Wattana (2011) investigated the effectiveness of using MALL for learning English as a second language and its effect on learners' achievement. The study was undertaken with 40 students who used MALL as part of their language learning process. The results showed that the students who used MALL had significantly higher scores in grammar and vocabulary tests compared to those who did not use MALL. Ultimately, the

researchers asserted that MALL has a positive effect on students' learning performance particularly on grammar and vocabulary.

In addition to that, the effectiveness of using MALL to learn Spanish as a foreign language was examined by Wang and Vásquez (2012). The study involved 22 students who were given iPod Touch devices with Spanish language learning applications and documents. The results showed that the students who used MALL had achieved the highest scores in speaking and listening tests.

In the same line of thought, Abahussain and Al-Seghayer (2018) also looked at the impact of using the Duolingo app on Saudi Arabian students' language acquisition. Interestingly enough, they discovered that the English language proficiency of the students who used Duolingo had significantly improved and achieved higher scores.

In a nutshell, the research listed above accentuate the significance of using mobile devices for language learning. According to studies, using mobile devices to supplement traditional classroom instruction can help students' language learning ability. The motivation of the students, their capacity for self-regulation of their learning, and the caliber of the course contents all play a role in how well mobile devices work. Accordingly, using mobile devices can give students convenience and quick feedback, both of which can improve their learning.

Conclusion

In conclusion, this chapter highlights the critical role of academic achievement in shaping the future of students' educational career, and the complex factors that influence it. The chapter explores the relationship between language learning and academic achievement, emphasizing the importance of personal and environmental factors, and their impact on academic success. The discussion further highlights the essential benefits of mobile-assisted language learning in enhancing academic achievement. The interplay between language learning and academic success underscores the need for educators and policymakers to provide

Chapter 2 Learners' Academic Achievement and Language Learning

adequate support to students' learning and development. Overall, this chapter provides valuable insights into the factors that affect academic achievement and the prospective benefits of language learning in enhancing students' academic performance.

Chapter 3

Fieldwork

Introduction

The aim of our research is to explore teachers' and learners' attitudes towards the impact of mobile assisted language learning on fostering students' academic achievement. This chapter is concerned with the research methodology, analysis and discussion of the results. First, it states the sample population chosen to undertake the research. Then, it identifies the research instruments used to gather data. Furthermore, it presents the method used. As well as, it seeks to give a detailed overview of the procedure followed while tackling this study. Finally, it tackles the analyses and discussion of results of both the questionnaire and the interview.

Section One: Methodology

3.1. Research Design

The present study adopts a descriptive method using qualitative and quantitative study approach. The benefits of qualitative and quantitative research are multiple. For example, it makes it possible to measure the theories of how the problem takes place, test the research hypotheses and allow to generalize the research findings (Konfeld, 2010).

3.2. Research Setting

The study took place at the department of English language at the University of Mohammed Khider, Biskra.

3.3. Participants

The population of the present study consisted of second-year LMD students at the department of English language at the University of Mohammed Khider, Biskra. From the whole population, thirty (30) students have been randomly selected as a sample. The objective behind choosing this level is students' level of language proficiency and their ability to manipulate widely used technological devices, namely, smart phones.

In addition to that, eight (08) teachers of English from the same department and university were randomly selected to take part in the study. The researcher depended on random sampling in order to achieve more authentic and accurate data.

3.4. Data Gathering Tools

To investigate teachers' and students' attitudes towards the impact of mobile assisted language learning on fostering students' academic achievement, two data gathering tools have been employed. First, a questionnaire was designed and administered for students to uncover their views, opinions and attitudes towards using mobile assisted language learning in the EFL classroom and its influence on their academic performance (see Appendix A). Moreover, an interview was devised and conducted with EFL teachers at Biskra University to gain more insights about the topic under investigation (see Appendix B).

3.5. Method

The primary goal of the current research work is to examine the attitudes of both teachers and learners towards the effect of mobile assisted language learning (MALL) on students' academic performance. Questionnaires and interviews are one of the most widely utilized methods in L2 and FL research to gather attitudinal data, this study uses a questionnaire and an interview to gather both quantitative and qualitative data. (Dörnyei & Taguchi, 2010; as cited in Ghirleb, 2015).

Section Two: Data Analysis and Discussion

The data gathered from the questionnaires is analyzed through the use of two different computer programs: the first is the "SPSS" which stands for the "Statistical Package for Social Sciences," and the second is Microsoft Office Excel 2007.

3.6. Analysis of Students' Questionnaire

3.6.1. Description of the Questionnaire

The researcher administered a questionnaire to 30 EFL students at the Department of English at Biskra University. The questionnaire aimed to collect data from this sample through open-ended questions, close-ended questions and questions formulated in Likert scale.

The questionnaire is divided into three sections. The first one was about background information. The second section was about students' attitude towards Mobile Assisted Language Learning (MALL); and the third section is about their attitudes towards the impact of MALL on learners' academic achievement. Each question has the purpose of collecting certain information to verify the researcher's hypotheses.

The questionnaire consisted of 15 questions, including multiple-choice questions (MCQ), close-ended questions, and yes-no questions. The students have been helpful and cooperative with us.

3.6.2. Aim of the Questionnaire

This questionnaire is created to check whether the 2nd year students have experienced the use MALL in the EFL classroom. In addition to that, the study aims to shed light on students' attitudes towards the effect of MALL on their academic achievement and towards the use of technology in learning.

❖ Section One: General information

Item 1- Students Gender and Age

Table 3.1

Students' Gender and Age

Gender	Number	Percentage (%)
--------	--------	----------------

Males	10	33.3
Females	20	66.7
Total	30	100
Age	Number	Percentage
20 to 30 years	20	66.7
30 to 40 years	8	26.7
More than 40	2	6.7
Total	30	100

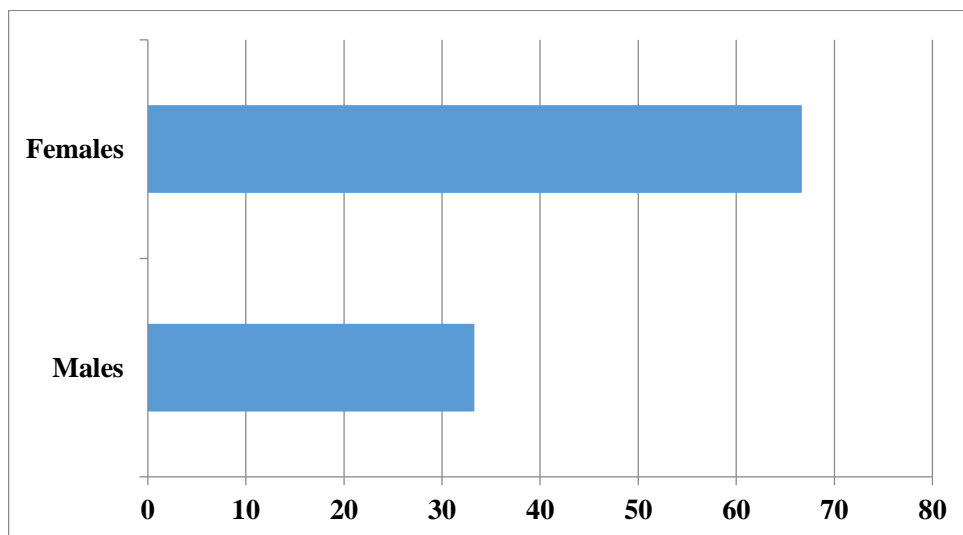


Figure 3.1 Students' Gender

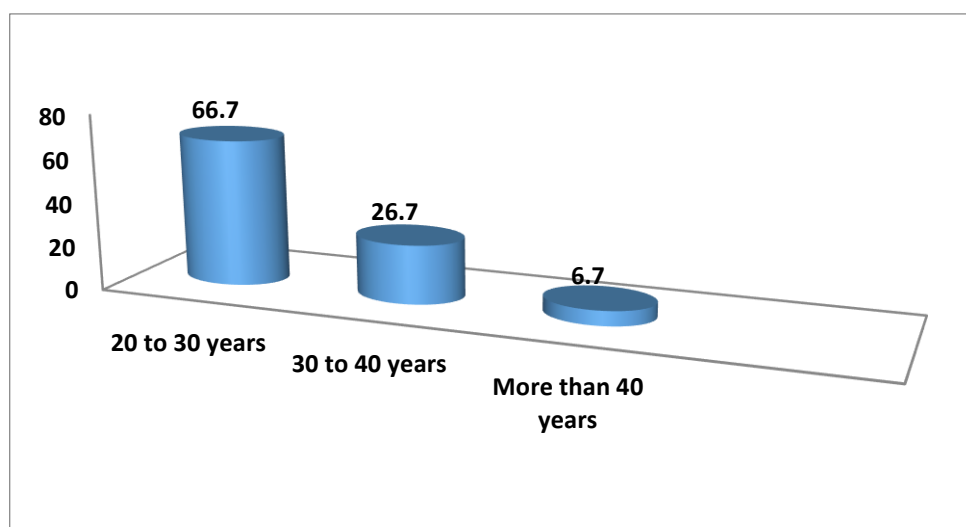


Figure 3.2 Students' Age

As shown in the table 3.1, out of the 30 respondents, 10 students (33.3%) were males while 20 respondents (66.7%) were females. This was an indication that female students dominated relatively in the study. As well as, students of 20 to 30 years old dominated the study with 20 respondents (66.7%) 8 respondents (26.7%) aged between 30 to 40 years old while only 2 respondents aged 40 years old with a percentage equals to (6.7%).

Item 2- How do you consider your level in English?

Table 3.2

Students' Level in English

Choices	Number	Percentage (%)
Good	16	53.3
Average	14	46.7
Weak	0	0
Total	30	100

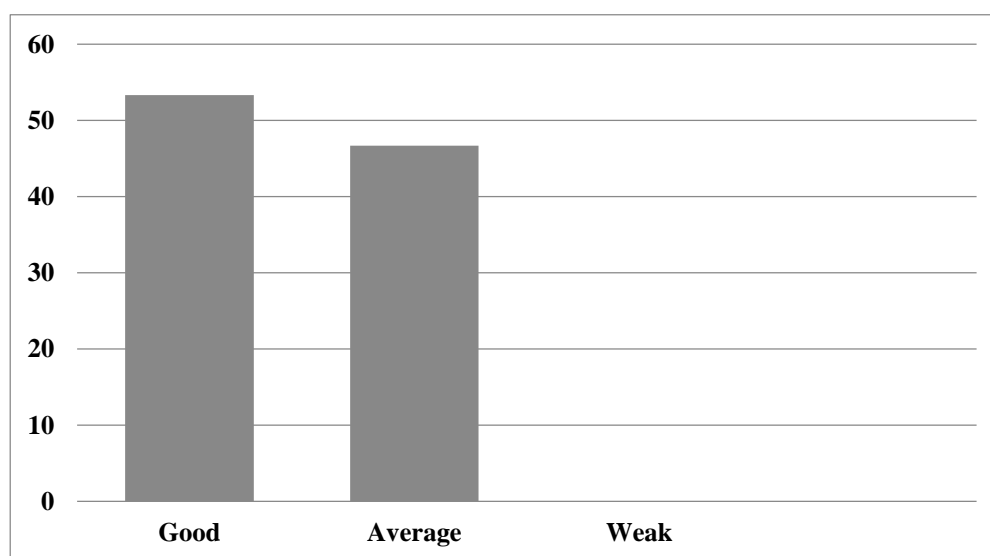


Figure 3.3 Students' Level in English

We can observe that 16 respondents (53.3%) out of the whole sample have a good level in English while the rest of them 14 respondents (46.7%) have an average level. None of them said that they have weak level in English as shown in table 3. 2.

❖ Section two: Students' Attitude towards Mobile Assisted Language Learning

Item 3- Have you ever heard of the term Mobile Assisted Language Learning?

Table 3.3

Students' Awareness of Mobile Assisted Language Learning

Choices	Number	Percentage (%)
Yes	24	80
No	6	20
Total	30	100

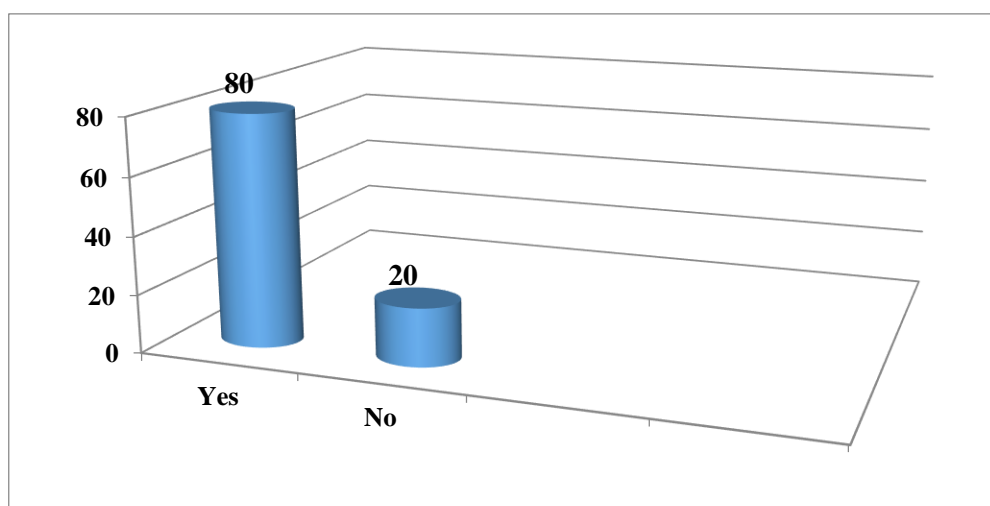


Figure 3.4 Students' Awareness of Mobile Assisted Language Learning

We can notice that the majority of students 24(80%) were aware about the term Mobile Assisted Language Learning while the rest of them 6(20%) had not heard about it

Item 4- Have you been in an EFL classroom where the teacher used this pedagogy?

Table 3.4

Students' Personal Experience with Mobile Assisted Language Learning in an EFL Classroom

Choices	Number	Percentage (%)
Yes	24	80
No	6	20
Total	30	100

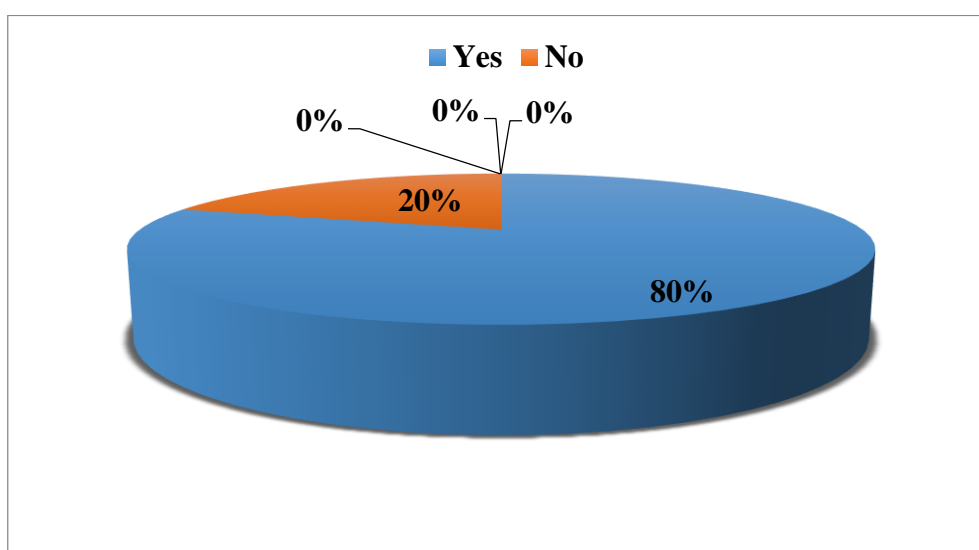


Figure 3.5 Students' Personal Experience with Mobile Assisted Language Learning in an EFL Classroom

From table 3.4, it can be noticed that the majority of the students 24(80%) said that their teachers use MALL in the classroom while the rest of them 6(20%) approved that their teacher does not use this pedagogy in the classroom. Consequently, while the highest percentage is opted for Yes, we cannot deny that teachers rely on technology during their teaching process.

Item 5- Do you believe that Mobile Assisted Language Learning is important during lectures?

Table 3.5

Students' Perception about the Importance of Mobile Assisted Language Learning during Lectures

Choices	Number	Percentage (%)
Yes	24	80
No	6	20
Total	30	100

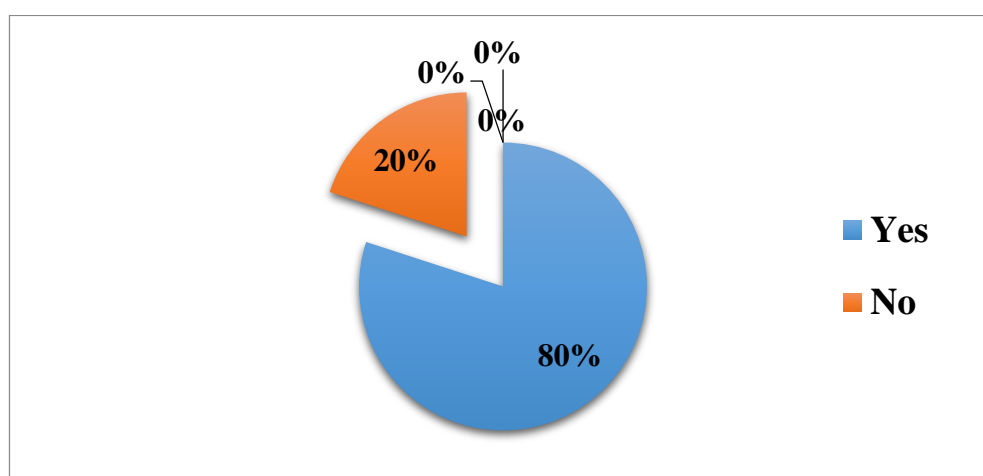


Figure 3.6 Students' Perception about the Importance of Mobile Assisted Language Learning during Lectures

The students were asked to answer this close ended question about the importance of mobile assisted language learning during lectures. 24 respondents (80%) claimed that they believe that MALL is important during lectures while around 6 respondents (20%) said that it is not important.

Item 6- How often does your teacher use this pedagogy?

Table 3.6

Frequency of Mobile Assisted Language Learning Implementation in the Classroom

Choices	Frequency	Percentage (%)
Always	5	16.6

Sometimes	19	63.3
Rarely	4	13.3
Never	2	6.6
Total	30	100

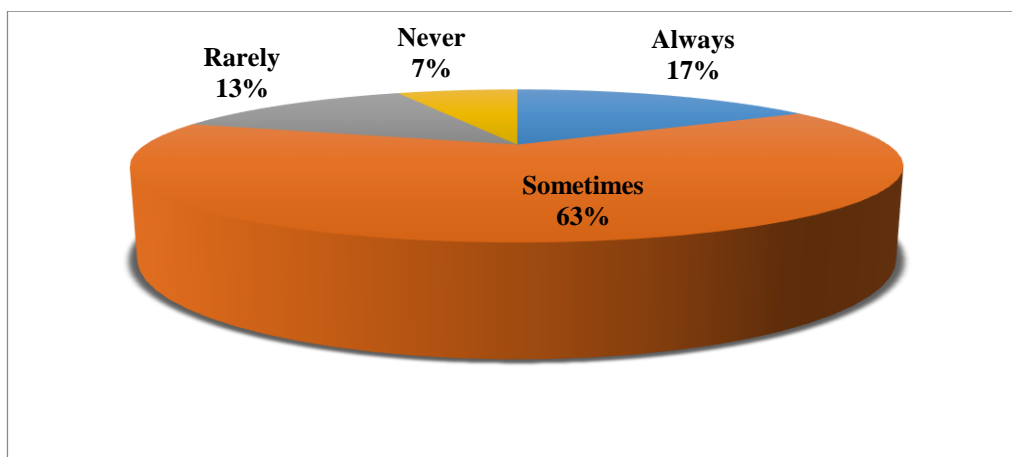


Figure 3.7 Frequency of Mobile Assisted Language Learning Implementation in the Classroom

Students are asked to give their views about frequency of mobile assisted language learning implementation in classroom. 19 informants (63.3%) said that they their teacher sometimes use this pedagogy while 5 (16.6%) answered by Always. Other students 4 (13.3%) answered by rarely whereas only 2(6.6%) answered by never. Accordingly, we may say that students and teachers are going hand-in-hand with this pedagogy

Item 7- Do you think that Mobile Assisted Language Learning facilitate learning process?

Table 3.7

Students Perceptions about Enhancing Language Learning through Mobile Assisted Language Learning

Choices	Number	Percentage (%)
Yes	28	93.3
No	2	6.7

Total	30	100
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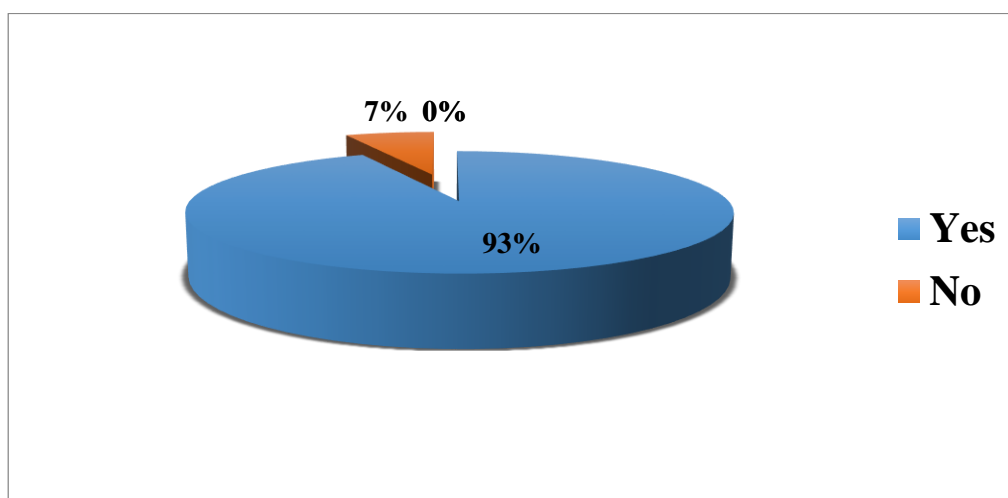


Figure 3.8 Students Perceptions about Enhancing Language Learning through Mobile Assisted Language Learning

When asking the students if they think that Mobile Assisted Language Learning facilitate their learning process, the majority of the respondents, 28(93.3%) from a total of 30 of the students stated that Mobile Assisted Language Learning facilitate and enhance their learning process whereas only two (02) informants, representing the percentage of (6.7%) said that it is not.

Item 8- How would you evaluate your level before and after learning through your mobile device?

Table 3.8

Assessing Language Proficiency Gains through Mobile Assisted Language Learning

Choices	Number	Percentage (%)
Improved	25	83.3
No difference	5	16.7
Total	30	100

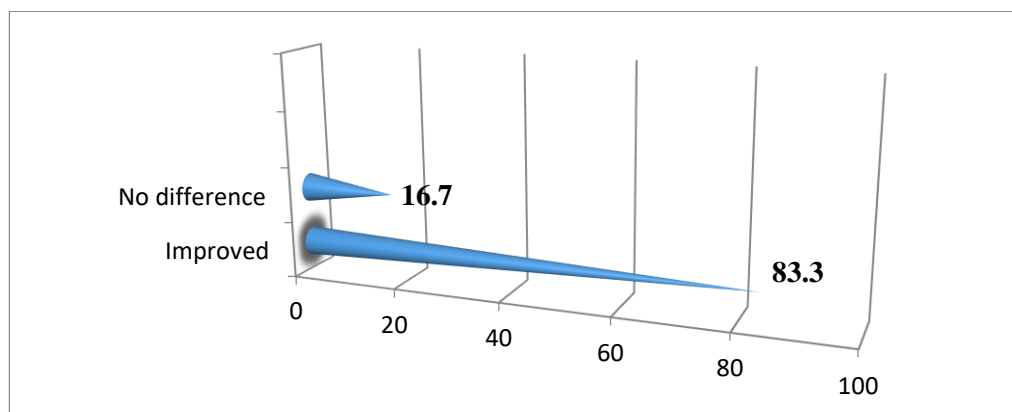


Figure 3.9 Assessing Language Proficiency Gains through Mobile Assisted Language Learning

When the students were asked about how they would evaluate their level before and after learning through their mobile device, the majority of them (25), representing the percentage of (83.3%), stated that their level has been improved and five (5) respondents, representing the percentage of (16.7%), said that they have not notice any difference.

Item 9- Do you think that creating a classroom where MALL is used will help students to apply the acquired knowledge in their learning process?

Table 3.9

The Role of Mobile Assisted Language Learning in Fostering Language Application and Acquisition

Choices	Number	Percentage (%)
Yes	29	96.7
No	1	3.3
Total	30	100

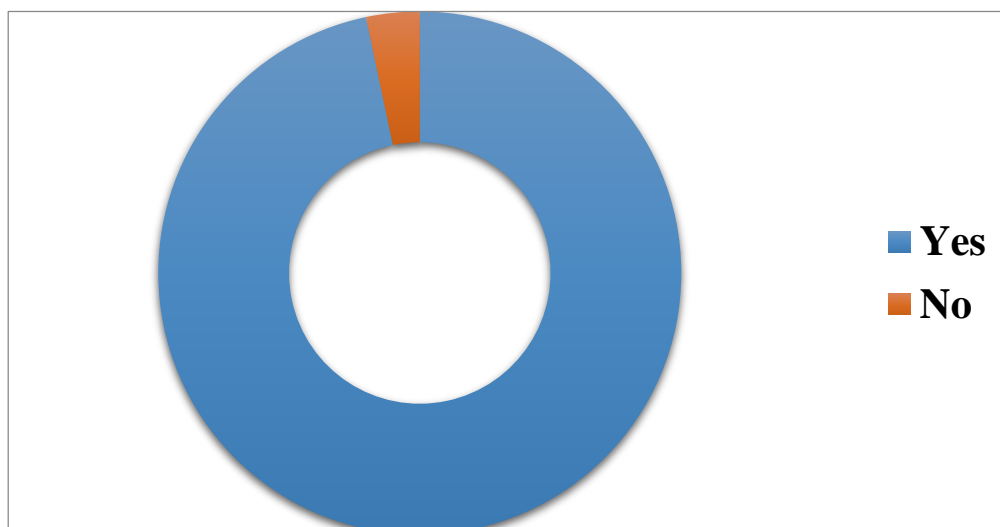


Figure 3.10 The Role of Mobile Assisted Language Learning in Fostering Language Application and Acquisition

As shown in table 3.9, the majority of the students 29(96.7%) have answered that the use of MALL in the classroom help students to apply the acquired knowledge in their learning process, while only 1(3.3%) said that it does not.

Item 10- Teachers tend to raise their learners' awareness of different strategies to learn a foreign language. Do you agree that Mobile Assisted Language Learning is effective and successful one?

Table 3.10

Exploring the Effectiveness of Mobile Assisted Language Learning as a Language Learning Strategy

Choices	Number	Percentage (%)
Totally agree	9	30
Agree	19	63.3
Disagree	2	6.7
Totally disagree	0	0
Total	30	100

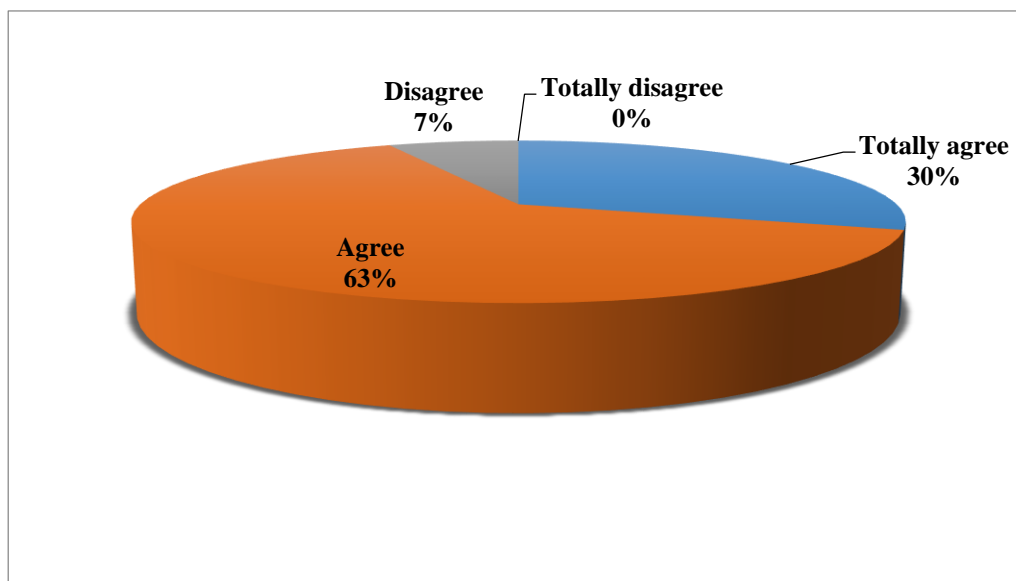


Figure 3.11 Exploring the Effectiveness of Mobile Assisted Language Learning as a Language Learning Strategy

Concerning this question, most of the students 19(63.3 %) agreed that Mobile Assisted Language Learning is an effective and a successful tool to be implemented by EFL teachers. 9(30%) claimed that that totally agree with that and only 2(6.7%) disagree with this. The following pie chart gives an idea about the different responses of the informants:

Item 11- Do you think that Mobile Assisted Language Learning should be included as a learning strategy within the classroom?

Table 3.11

Students' Views about Integrating Mobile Assisted Language Learning in the Classroom

Choices	Number	Percentage (%)
Yes	26	86.7
No	4	13.3
Total	30	100

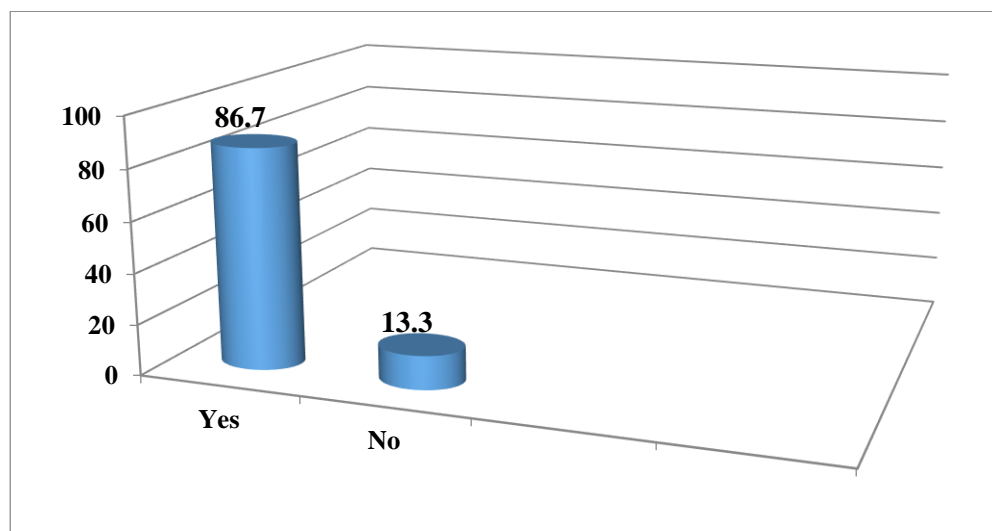


Figure 3.12 Students' Views about Integrating Mobile Assisted Language Learning in the Classroom

We can notice that the majority of students 26(86.7%) think that Mobile Assisted Language Learning should be included as a learning strategy in the classroom, while the rest of them 4(13.3%) do not agree with this idea as shown in table (3.11) above.

Item 12- What do you benefit/lose from using Mobile Assisted Language Learning?

We have obtained the following response from the informants' answers:

Mobile language learning offers several benefits that make it a fun and engaging way to learn a foreign language. With this approach, learners can listen to and learn from different accents, which can enhance their understanding of the language and its cultural context. Moreover, mobile apps offer multimedia content that can help learners practice their listening and speaking skills, while also keeping them motivated and engaged. The flexibility of this approach also allows learners to customize their learning experience, learn efficiently in short bursts of time, and learn anytime and anywhere, even without an internet connection. Additionally, mobile language learning can make the learning process easier, allowing learners to gain information quickly and improve their pronunciation through speech recognition

technology. This approach can also lead to improved grades and the ability to learn at one's own pace.

While mobile-assisted language learning has numerous advantages, there are also some potential drawbacks to consider. For example, mobile apps may not always provide enough context for language learning, making it difficult for learners to fully grasp the meaning and use of new vocabulary and structures. Additionally, relying too heavily on technology for language learning could lead to a reduction in face-to-face interaction, limiting learners' opportunities to practice their speaking and listening skills in real-life situations. Moreover, some skills such as handwriting, which require physical practice, may be difficult to practice through mobile activities. It is therefore important to strike a balance between the advantages of mobile-assisted language learning and the potential limitations to ensure learners receive a well-rounded language education. Overall, mobile assisted language learning offers a convenient and effective way to learn a foreign language that can be adapted to different learners' needs and preferences.

Item 13- What is the objective behind adopting Mobile Assisted Language Learning?

Table 3.12

Students' Perception about the Objectives of Adopting Mobile Assisted Language Learning in Language Education

Choices	Number	Percentage (%)
Understanding of the course	10	33.3
Getting good grades in tests	20	66.7
Others	0	0
Total	30	100

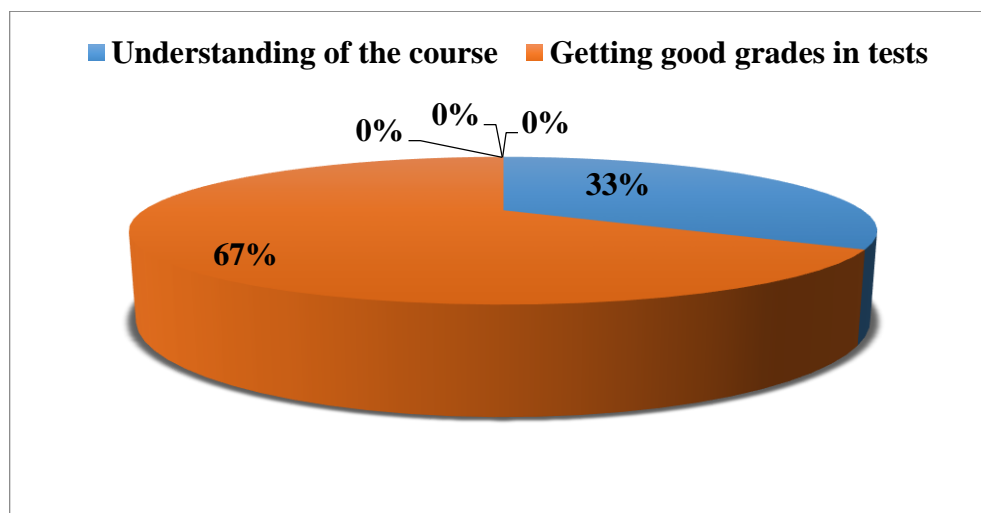


Figure 3.13 Students' Perception about the Objectives of Adopting Mobile Assisted Language Learning in Language Education

We district the students to answer this close ended question about the objectives of adopting mobile assisted language learning in language education. 10(33.3%) of the students said that the objectives of adopting mobile assisted language learning in language education is to understand the course, and around 20(66.7%) stated that they need MALL to get good grades in tests and none of them give us other objectives.

❖ Section three: Students' Attitude towards the Impact of MALL on Learners' Academic Achievement

Item 14- Does Mobile Assisted Language Learning affect your academic achievement?

Table 3.13

Impact of Mobile Assisted Language Learning on Academic Achievement in Language Education

Choices	Number	Percentage (%)
Yes	24	80
No	6	20
Total	30	100

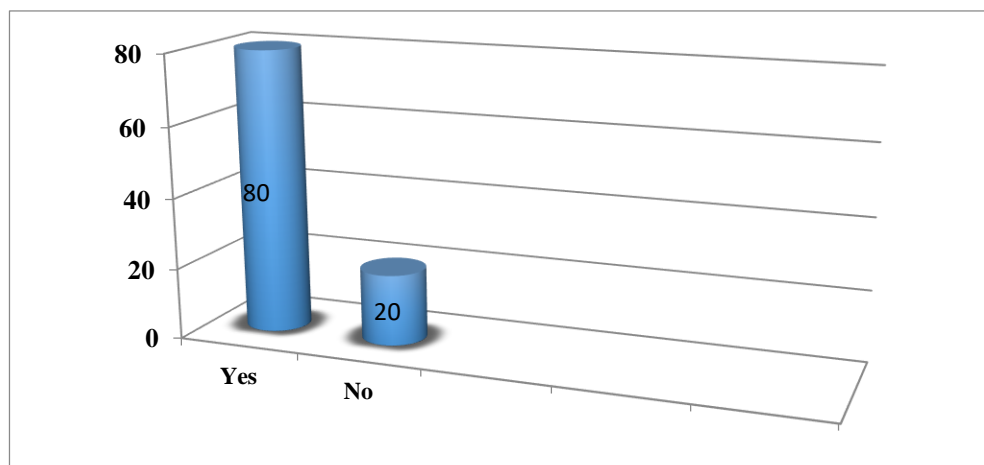


Figure 3.14 Impact of Mobile Assisted Language Learning on Academic Achievement in Language Education

This question aimed at knowing the impact of mobile assisted language learning on academic achievement in language education. The majority of the informants 24(80%) stated that mobile assisted language learning affect their academic achievement while the other remaining informants 6(20%) stated that it has no effect on their academic achievement.

Item 15- Which aspects of English Language do you intend to improve when using mobile activities? You may circle more than one option.

Table 3.14

Enhancing Specific Aspects of English Language through Mobile Activities

Choices	Number	Percentage (%)
Listening	10	33.3
Speaking	15	50
Vocabulary	3	10
Grammar	2	6.7
Total	30	100

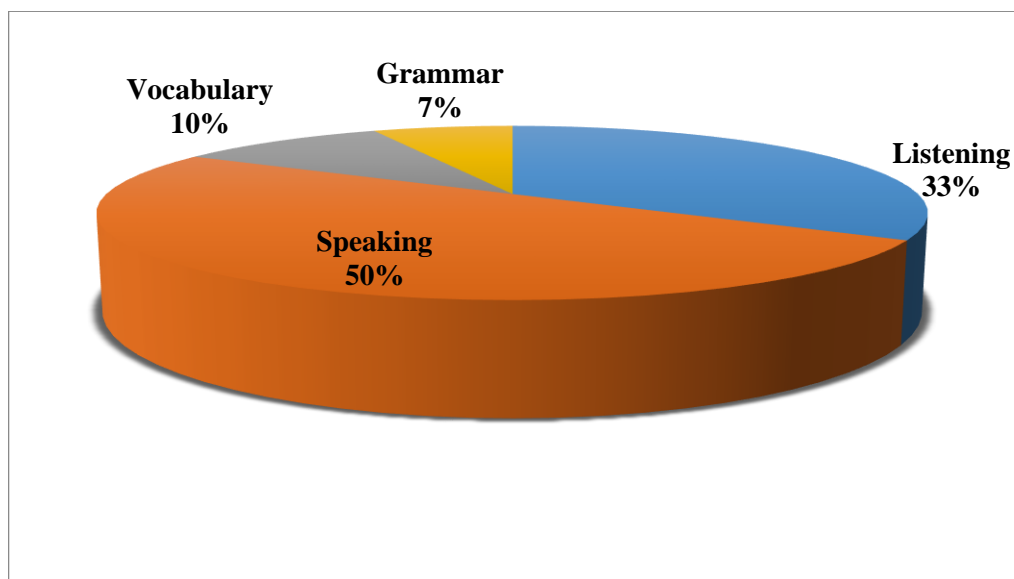


Figure 3.15 Enhancing Specific Aspects of English Language through Mobile Activities

Students are asked to give their views about which aspects of English Language they intend to improve when using mobile activities. Half of the participants 15(50%) said Speaking whereas, 10(33.3%) claimed for Listening 3(10%) of the students stated Vocabulary and only 2(6.7%) answered by Grammar. As shown in table (3.14), one can say that speaking is thought to be positively enhanced by technology.

Item 16- What are the major challenges you encounter while using Mobile Assisted Language Learning?

No student answers this question.

Item 17- Do you think that Mobile Assisted Language Learning foster students' academic achievement? How?

From the students' answers we can summarize the following points:

Mobile assisted language learning can have numerous positive effects on academic achievement. For instance, it allows students to access language learning materials anywhere and at any time, providing them with more exposure and practice opportunities. Furthermore, the use of mobile devices in language learning can provide immediate feedback on language learning progress, leading to better academic performance. Mobile assisted language learning

can also allow for greater individualization of learning, helping students tailor their language learning experience to their specific needs, which can improve academic success. Additionally, mobile-assisted language learning can provide students with interactive and immersive language learning experiences, improving their academic performance. It can also help students develop essential language skills, including vocabulary, grammar, and pronunciation, which are essential for academic success. Other benefits include the development of critical thinking skills related to language learning, access to a wider range of language learning resources, and the development of cultural awareness and understanding. Mobile-assisted language learning can provide a low-stakes environment for students to practice language skills, which can reduce anxiety and improve academic performance. Ultimately, mobile-assisted language learning can help students develop more effective communication skills, greater confidence in their language skills, and better study habits, which can lead to improved academic achievement.

3.7. Analysis of the Teachers' Interview

3.7.1. Description of the Interview

The teachers' interview was conducted at the end of the last semester of the academic year (2022/2023) for many days (from 08/04 to 15/04). The interview was carried out at different places at the department of English at Mohamed Khider University, Biskra. The interview is qualitative and consists of ten (10) pre-determined questions which are open-ended questions that all interviewees answer in the same order.

The interview consists of different questions which are about teachers' use of mobile devices during the teaching process, their thoughts about the effectiveness of these devices in the learning process and the challenges/ problems that they face during the use of MALL. Moreover, teachers were also asked if they allow their students to use their mobile devices for learning purposes inside the classroom and their level of comfort with their handheld device use.

3.7.2. Aim of the Interview

The interview aimed to figure out the teachers' attitude towards the impact of MALL on the students' academic achievement and which strategies and procedures the teachers use to create an appropriate environment to achieve their teaching goals using MALL. For this reason the interview was designed for teachers to check if they face problems during their sessions and how they deal with this technology inside the classroom.

Q1: How much have you been teaching English and which module do you teach?

- 1- 19 years I teach Linguistics and study skills
- 2- Six years
- 3- Since 2004. All 4 skills.
- 4- I have been teaching English for 7 years. I taught different courses like: written expression, oral expression, culture of the language, civilization of the language, ESP, phonetics, grammar, reading comprehension.
- 5- More than 10 years. Different modules: academic writing, methodology, linguistics..
- 6- Four years. I teach oral expression and writing. Before I taught writing too, grammar, linguistics, applied linguistics, and reading
- 7- I'm teaching for 11 years. I taught different modules such as linguistics, Literature, study skills, grammar, oral expression, written expression, methodology, cognitive psychology, didactics, etc.
- 8- 17 years (methodology and applied linguistics)

Q2: Do you use mobile devices to assist your teaching practices in the classroom?

- 1- No
- 2- Yes
- 3- Not much. Computers are better
- 4- yes sometimes

- 5- Yes, I do
- 6- Yes
- 7- Yes
- 8- No, not really

Q3: Do you think that mobile devices help students to improve their English?

- If yes, please say which language skill or area they help to improve.

- 1- It depends on the applications used and students needs
- 2- Reading and talking
- 3- It may. Reading mostly.
- 4- Yes they improve the students speaking and listening skills.
- 5- Yes sure and this strategy helps students in different skills like speaking and writing
- 6- I used it previously in reading, they use it to look for meaning in e-dictionaries.
- 7- I think they have a salient impact on the different language skills. Students may use them to improve listening skills by watching or listening to various types of videos, songs, podcasts, etc. This will impact listening as well as speaking. For example, vocabulary load will increase as students are exposed to authentic materials, fluency and accuracy also would develop. On writing skill, students may use mobiles to check different materials as they are easy to be manipulated compared to computers. They are available everywhere and every time. Reading also can be developed because students are able to read whenever and wherever they are.
- 8- pronunciation and vocabulary

Q4: Do you think learners find using smart phone to learn enjoyable in the classroom?

- 1- Of course
- 2- Always
- 3- Young learners may do, as they live with these devices daily.

- 4- yes to a certain level
- 5- Learners find using smartphones for learning enjoyable, particularly when the learning experience is interactive, engaging, and personalized to their interests and needs. However, some learners may also find it distracting or may prefer more traditional forms of learning. The effectiveness and enjoyment of smartphone-based learning depend on various factors, including the nature of the content, the design of the learning experience, and the learners' preferences and attitudes towards technology.
- 6- Yes because simply, they are addicted to their mobiles
- 7- Yes, I think so.
- 8- Yes, most of them

Q5: Do you allow your students to use their mobile devices for learning purposes inside the classroom?

- 1- To check dictionary or search for an information
- 2- Always, we only study using them
- 3- Not really.
- 4- Yes I do.
- 5- Yes Of course
- 6- Yes but once feeling urged to use it only.
- 7- Yes, I do.
- 8- Yes, but not all the time

Q6: Do you think that mobile phone can enhance your teaching techniques?

- If yes, explain how?

- 1- For teaching I do not use it
- 2- Yes, I have been teaching for almost 6 years now;3 of them with mobile and i see big difference in term of results and learning efficiency

- 3- I have never felt a need as I always have a laptop.
- 4- they facilitate the teaching process and provide a useful source off teaching material
- 5- Yes, mobile phones can be a useful tool for enhancing teaching techniques. Mobile phones can be used to facilitate communication and collaboration among students, provide access to digital resources and educational apps
- 6- Yes but once feeling urged to use it only.
- 7- Yes, as I explained before. Unlike computers, smartphones are easy to use and almost available with all learners. So it becomes easy for the teacher to share documents, pdfs, lessons, and different instructional materials in or out of class. This makes the lesson interesting because unilke boring lecturing, the teacher may ask students to use mobiles to perform given tasks which is considered a way of diversifying the teaching instructional methods.
- 8- Yes. You can teach the same point/aspect at a time.

Q7: Do you face any problems while using MALL?**- If yes, what are they?**

- 1- I do not know the term
- 2- No
- 3- No
- 4- I don't have problems.
- 5- No
- 6- Distraction as students lose focus on learning and I found them on social media and other apps.
- 7- 7– in fact, no

- 8- Yes, especially the internet connection. When the flow is weak, things will not go in the right way.

Q8: What is your level of comfort with your mobile device/handheld device use?

- 1- Average
- 2- Advanced
- 3- I am ok.
- 4- It is an acceptable level
- 5- Good
- 6- Good
- 7- I use mobile and tablet in class, I allow my students to use moblies when needed. I feel totally comfortable
- 8- not very satisfied/ confortable with it

Q9: In addition to the easiness and usefulness of Mobile Assisted Language Learning, what factors that may have influenced you to use it?

- 1- I do not use it in teaching honestly
- 2- World is changing now, and paper work are no more efficient
- 3- I am not using it.
- 4- I think it is the fact that the mobile it available with all the learners.
- 5- Mobile Assisted Language Learning is the growing prevalence and importance of mobile technology in learners' lives, both inside and outside of the classroom. As mobile devices have become increasingly integrated into daily routines, using them for language learning may help to bridge the gap between formal instruction and real-life language use, and provide learners with opportunities to practice and reinforce their language skills in authentic contexts
- 6- Apps serves us a lot and availability of data.

7- Interest. Students feel more interested using mobiles than using papers. Also, technology make it easy for us to move from one point to another with much interesting information than ordinary sessions. Also, this I see increases learners' motivation.

8- The new technologies have become a necessity

Q10: With the technological development most of students and teachers are relying on educational technology .In your point of view, do you find using mobile devices one of the most effective techniques to ameliorate the teaching and learning process?

1- In fact visibility in the phone is not practical at all I prefer laptops

2- 100%

3- No, I disagree

4- yes I highly agree with this fact

5- Agree, using mobile devices can be an effective technique to ameliorate the teaching and learning process. Mobile devices can provide learners with access to a wide range of digital resources, such as educational apps, multimedia content, and online communication tools, which can enhance their engagement, motivation, and learning outcomes

6- Personally, Not that much! I find other tools better in doing that.

7- Yes, I do

8- Yes

3.8. Discussion of the Results

The students' questionnaire and the teachers' interview shed light on students and teachers' attitudes towards the impact of mobile assisted language learning on students' academic achievement. The students' questionnaire revealed that the majority of students found using mobile devices to learn English enjoyable and effective. They believed that using mobile devices improved their English language skills, specifically their listening, speaking, and

vocabulary. Moreover, they found that using mobile devices provided them with flexibility and autonomy, allowing them to learn English outside of the classroom and at their own pace.

Certainly, the impact of mobile assisted language learning (MALL) on students' academic achievement is a topic that has been extensively studied in recent years. Overall, the majority of research suggests that using mobile devices to assist language learning can have a positive impact on students' academic achievement.

One of the key benefits of MALL is its ability to facilitate self-directed learning. With mobile devices, students have access to a wealth of language learning resources anytime and anywhere. They can use apps, online dictionaries, language learning websites, and other tools to supplement their classroom learning and practice their language skills. This increased flexibility and independence in learning can lead to better academic achievement.

Moreover, MALL can also enhance students' motivation to learn. Many students find learning with mobile devices to be engaging and enjoyable, which can lead to higher levels of motivation and effort. Mobile devices can be used to create interactive, multimedia-rich learning materials, which can be more engaging than traditional teaching methods. Additionally, mobile devices can be used to personalize the learning experience, allowing students to focus on areas where they need improvement, which can also enhance their motivation.

On the other hand, there are some challenges associated with using MALL. One of the main challenges is the lack of internet connectivity, which can hinder the use of online resources. Additionally, not all students have access to mobile devices, which can create inequalities in learning opportunities. Moreover, not all students may be comfortable with using technology in their learning which can impede their academic achievement.

In conclusion, while there are challenges associated with using MALL, overall, the impact of mobile assisted language learning on students' academic achievement is largely positive. By

promoting self-directed learning, enhancing motivation, and personalizing the learning experience, MALL has the potential to facilitate better academic outcomes for students. However, it is important to address challenges such as internet connectivity and access to devices to ensure that all students have equal opportunities to benefit from this technology.

The results of the students' questionnaire have demonstrated that the majority of students find using mobile devices for language learning enjoyable and useful. They reported that MALL activities helped them to improve their language skills, especially in the areas of vocabulary and listening. However, some students still prefer traditional teaching methods, and connectivity issues and distractions were identified as challenges to using MALL.

Similarly, the teachers' interview has highlighted the benefits and challenges of using MALL in the language classroom. The teachers reported that MALL can enhance their teaching techniques by enabling them to deliver engaging and diversified lessons. However, they also identified the weak internet connection as a major challenge to using MALL effectively.

Conclusion

In conclusion, the fieldwork of our study has shown that the use of Mobile Assisted Language Learning (MALL) can have a positive impact on students' academic achievement in English language learning. Both the students' questionnaire and the teachers' interview have provided valuable insights into the benefits and challenges of using mobile devices in the language classroom.

Thus, the obtained results support the notion that the integration of MALL can have a positive impact on students' academic achievement in English language learning. However, successful implementation requires careful consideration of the benefits and challenges, as well as addressing issues such as connectivity and distraction. Therefore, it is recommended that language teachers explore the potential of MALL and develop strategies to integrate it effectively into their teaching practices.

General Conclusion

This research aimed to explore the attitudes of teachers and students towards the impact of using mobile-assisted language learning (MALL) on fostering EFL learners' academic achievement. The study shed light on the significant role that technology, particularly mobile devices, plays in education and learning. The integration of MALL in language learning activities offers numerous benefits beyond the confines of the traditional classroom. Students can utilize their mobile devices to access course-related materials, engage in real-world experiments, and explore learning resources in unconfined places. This flexibility and accessibility empower students to take ownership of their learning process and bridge the gap between theory and practice.

Additionally, it is worth noting that this thesis consists of three primary divisions. The initial two divisions focused on conducting a comprehensive review of the relevant literature pertaining to the topic, while the final division was dedicated to presenting the research findings and concluding with an examination of the study's limitations and proposed pedagogical recommendations. The research findings suggest that MALL enhances students' comfort and engagement with their mobile devices, surpassing the limitations of outdated textbooks. By leveraging the capabilities of mobile technology, students can seamlessly incorporate language learning into their daily lives and make connections between academic concepts and real-world applications.

Moreover, the impact of MALL on students' academic achievement at Mohamed Kheider University was found to be significant. The positive attitudes expressed by both teachers and students toward the use of mobile devices in language learning highlight the possibility for improved learning outcomes and increased motivation.

It is important to note that while the integration of MALL offers promising opportunities, responsible and purposeful use of mobile devices should be emphasized.

General Conclusion

Educators and institutions should provide guidance, support, and appropriate training to ensure effective implementation and maximize the benefits of technology in the academic environment. In conclusion, this dissertation underscores the transformative impact of MALL in fostering students' academic achievement. The positive attitudes observed among teachers and students toward the impact of mobile technology on language learning indicate a shift towards more engaging, interactive, and accessible educational practices. As technology continues to evolve, further research and exploration in this field will contribute to the continuous enhancement of language education and the overall learning experience.

Recommendations

Generally, mobile technologies have become a fundamental aspect of the everyday lives of both educators and students. These technologies encompass a range of devices such as Smartphones, laptops, MP3/MP4 players, and various handheld devices, offering numerous valuable learning prospects for both EFL teachers and learners. Consequently, it is imperative to increase the awareness of EFL practitioners regarding the utilization of these digital devices in the educational journey. Consequently, this present study aims to offer pedagogical recommendations for enhancing students' academic achievement by leveraging the potential of mobile devices.

- 1- Encourage students to explore and utilize educational apps relevant to their subjects or topics of study. These apps can provide interactive learning experiences, practice exercises, and access to educational resources.
- 2- Encourage students to utilize multimedia resources available on mobile devices, such as educational videos, podcasts, and interactive presentations, these resources can enhance comprehension, engage multiple senses, and make learning more enjoyable.

- 3- Utilize mobile devices for immediate feedback and assessment, enabling students to receive prompt evaluation and track their progress. This fosters a continuous learning cycle and helps identify areas that require further improvement.
- 4- Encourage students to utilize digital note-taking apps and organizational tools on their mobile devices to keep track of lectures, assignments, and study materials. This promotes effective time management and organization skills.
- 5- Encourage students to participate in online discussion forums or platforms specifically designed for academic discussions. These platforms can foster critical thinking, collaboration, and the exchange of ideas beyond the physical classroom.

Limitations of the Study

Considering that MALL is a recent approach to learning and acknowledging the limitations identified in this study, this exploratory research has raised a range of issues and questions that can serve as a basis for future investigations. Therefore, a brief discussion of these limitations will be presented.

First and foremost, it is important to note that this study had a relatively short duration. Since it was not a longitudinal study, the researcher was unable to address all the relevant aspects of this new educational paradigm. Consequently, the conclusions drawn from this research do not offer a comprehensive understanding of how MALL impacts students' academic achievement.

Another limitation of the study was the restricted number of participants involved. As a result, the findings may not be applicable to all Algerian universities. To obtain more generalizable results, it would be beneficial to conduct research with a larger and more diverse sample in multiple educational settings. Nevertheless, these findings can still shed light on similar contexts and provide valuable insights.

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Appendix A

Students' Questionnaire

Dear Students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at exploring teachers' and students' attitudes towards the impact of using mobile assisted language learning on fostering EFL learners' achievement.

Your answers are highly important for the validity of the research being undertaken. You are kindly requested to answer the following questionnaire carefully. Please tick the appropriate box and add suitable comments in full sentences whenever necessary.

* **Mobile Assisted Language Learning:** is language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is a subset of both Mobile Learning (m-learning) and computer-assisted language learning (CALL).

Section One: General Information

Gender: 1- Male
2- Female

Age: a- 20 to 30
b- 30 to 40
d- More than 40

How do you consider your level in English?

Good Average Weak

Section Two: Students' Attitude towards Mobile Assisted Language Learning

1- Have you ever heard of the term Mobile Assisted Language Learning?

Yes No

2- Have you been in an English classroom where the teacher used this pedagogy?

Yes No

3- Do you believe that Mobile Assisted Language Learning is important during lectures?

Yes No

Justify:.....
.....
.....
.....
.....

4- How often does your teacher use this pedagogy?

Always Sometimes Rarely Never

5- Do you think that Mobile Assisted Language Learning facilitate learning process?

Yes No

Explain:.....
.....
.....
.....

6- How would you evaluate your level before and after learning through your mobile device?

Improved No difference

List of References

7- Do you think that creating a classroom where MALL is used will help students to apply the acquired knowledge in their learning process?

Yes No

Justify:.....
.....
.....

8- Teachers tend to raise their learners' awareness of different strategies to learn a foreign language. Do you agree that Mobile Assisted Language Learning is effective and successful one?

- Totally agree
- Agree
- Disagree
- Totally disagree

Justify:.....
.....
.....
.....
.....

9- Do you think that Mobile Assisted Language Learning should be included as a learning strategy within the content of the syllabus?

Yes No

10- What do you benefit/lose from using Mobile Assisted Language Learning?

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

11- What is the objective behind adopting Mobile Assisted Language Learning?

- Understanding of the course
- Getting good grades in tests
- Others

Justify:.....
.....

List of References

Section Three: Students' Attitude towards the impact of MALL on learners' Academic Achievement

12- Does Mobile Assisted Language Learning affect your academic achievement?

Yes No

If yes, how:

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

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

- Listening
- Speaking
- Vocabulary
- Grammar

Others:.....
.....
.....

14- What are the major challenges you encounter while using Mobile Assisted Language Learning?

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

15- Do you think that Mobile Assisted Language Learning foster students' academic achievement? How?

.....
.....

Thank you for your help and support

Appendix B

Teachers' Interview

Dear teachers,

We would be so grateful if you could answer these questions required for the accomplishment for our master dissertation that aims at exploring teachers' and students' attitude towards the use of mobile assisted language learning on fostering EFL learners' academic achievement.

Thank you in advance for your collaboration.

Q1: How much have you been teaching English and which module do you teach?

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

Q2: Do you use mobile devices to assist your teaching practices in the classroom?

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.....

Q3: Do you think that mobile devices help students to improve their English?

.....
.....

- If yes, please say which language skill or area they help to improve.

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

Q4: Do you think learners find using smart phone to learn enjoyable in the classroom?

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

List of References

Q5: Do you allow your students to use their mobile devices for learning purposes inside the classroom?

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.....

Q6: Do you think that mobile phone can enhance your teaching techniques?

.....
.....

- If yes, explain how?

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.....
.....

Q7: Do you face any problems while using MALL?

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.....
.....

- If yes, what are they?

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.....
.....

Q8: What is your level of comfort with your mobile device/handheld device use?

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.....
.....

Q9: In addition to the easiness and usefulness of Mobile Assisted Language Learning, what factors that may have influenced you to use it?

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.....
.....

List of References

Q10: With the technological development most of students and teachers are relying on educational technology .In your point of view, do you find using mobile devices one of the most effective techniques to ameliorate the teaching and learning process?

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

Thank you for your Contribution

ملخص

توضح هذه المنكرة مواقف الأساتذة والطلاب اتجاه "تعلم اللغة بمساعدة الأجهزة الالكترونية المحمولة" على تعزيز إنجاز الطلاب في سياق طلاب اللغة الانجليزية السنة الثانية ليسانس في جامعة محمد خيضر. واستخدمت الدراسة نهجا مختلطا، استخدمت فيه الاستبيان والمقابلة لجمع البيانات من مجموعة العينات.

تم إعطاء الاستبيان لطلاب السنة الثانية، بهدف تقييم مواقفهم اتجاه استخدام الأجهزة المحمولة لتعلم اللغة وتأثيره على أدائهم الأكاديمي. وتضمن عنصر المقابلة مشاركة اساتذة من وحدات مختلفة، وجمع وجهات نظرهم بشأن تعلم اللغة بمساعدة المحمول وفعاليته في تعزيز إنجاز الطلاب الأكاديمي.

وسلّطت نتائج هذا البحث الضوء على وجهات نظر كل من الاساتذة والطلاب فيما يتعلق تعلم اللغة بمساعدة المحمول. كشف تحليل الردود على الاستبيان أن غالبية الطلاب يحملون مواقف إيجابية اتجاه تعلم اللغة بالاستخدام الأجهزة الالكترونية المحمولة مصرحين بفاعليته في تحسين نتائج تعلمهم للغة. وأعربوا عن اعتقادهم بأن تعلم اللغة بمساعدة الأجهزة الالكترونية المحمولة يوفر لهم إمكانية أكبر للوصول إلى المعلومة، وفرص التعلم المستقل، وتحسين الدافع والمشاركة.

قدمت المقابلات مع الاساتذة رؤى قيمة في تجاربهم وتصوراتهم لاستخدام الأجهزة الالكترونية لتعلم اللغة في المرحلة الدراسية. وأقر المعلمون بفوائد استخدام النقال كوسيلة تعليمية في تعزيز تحصيل الطلاب، مثل تحسين المهارات اللغوية، وزيادة مشاركة الطلاب، وتجارب التعلم الشخصية.

تشمل التوصيات للبحث المستقبلي دراسة أفضل الأساليب لدمج تعلم اللغة بمساعدة الأجهزة الالكترونية المحمولة في فصول اللغة، ومعالجة التحديات الجوهرية المتعلقة بالتنفيذ والمراقبة.