

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



Developing EFL Learners' Listening Comprehension through Mobile Assisted Language Learning

A Case Study of First Year Master Students of English at Mohamed
Kheider University of Biskra

Dissertation Presented to the Department of Foreign Languages as Partial Fulfilment for
the Master's Degree in Sciences of Language

Submitted by: Djihad SENANI

Supervised by: Dr. Saliha CHELLI

Board of Examiners

Chair: Mrs. Imane GUETTEL

University of Biskra

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Examiner: Mrs. Warda KHOUNI

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Dedication

TO MY FATHER: **AHMED SENANI** FOR HIS PATIENCE AND SUPPORT, MAY
ALLAH BLESS HIM

TO MY MOTHER: **AMEL HACHEMI** WHO ALWAYS SUPPORTS AND HELPS ME,
MAY ALLAH BLESS HER

TO MY LITTLE BROTHERS: **KHALIL, YUCEF, OKBA, BADIS, YACINE**

TO MY SECOND MOTHER, WHO ALWAYS STAY WITH ME, MY AUNT: **NASIRA**

TO MY UNCLE: **ABDREZZAK**

TO MY GRANDFATHER FOR HIS HELP: **MEBAREK**

TO MY BEST FRIENDS IN THE WORLD: **FATEN, NASSMA, AMINA and SAFIA**

TO ALL MY FAMILY

TO MY COUSINS: **HALIMA, ASMA and KHAWLA**

TO ALL MY FRIENDS

I DEDICATE MY WORK

Acknowledgement

In the name of Allah The Most Gracious and The Most Merciful.
First and Foremost, thanks and praise to Allah, the Most Gracious and the Most Merciful.

I would like to thank **Dr. Saliha CHELLI** for her encouragement and support. She was like my mother. She always gives me advice and helps me whenever and wherever I want thanks my beloved teacher, thanks madam.

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I would like to thank all people who contributed to my study. thanks to them.

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Abstract

Listening has been ignored for many years by researchers and learners. This negligence has not remained for a long time because of its great impact in relation with other skills. EFL learners suffer from their low level in this skill. This study aimed to investigate both learners' and teachers' perceptions and attitudes toward integrating Mobile Assisted Language Learning in listening classes. Moreover, this study also aimed to provide teachers and learners with insights about the new flourished field of using mobiles in language learning context. The hypothesis stated that mobile devices are very beneficial tools for developing EFL learners' listening comprehension. In order to confirm or reject it, two types of questionnaires were administered to a sample of seventy five (75) students of English, and another one sent through e-mail to four (4) teachers at the department of Foreign Languages at Mohamed Kheider University of Biskra. Data were gathered and analysed. Results revealed that both participants were ready for the adoption of mobile learning in classes; most of them expressed positive attitudes towards those mobile devices to be used as tools to develop listening comprehension. This study might change teachers and learners' negative attitudes towards the use of mobile devices in the class and receive their welcome and readiness for the adoption of this new technology in the English language classes.

List of Abbreviations

EFL:English as a Foreign Language

E.L: Electronic Learning

M.L: Mobile Learning

CALL: Computer Assisted Language Learning

MALL: Mobile Assisted Language Learning

ICT: Information and Communication Technology

L2: Second Language

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1. Statement of the Problem

In the past decades, listening has been neglected for many years due to many factors such as its complex process and the unawareness of teachers about its importance. However; researchers found that listening is one of the most significant skills in daily communication and educational process. In fact, listening is a receptive skill, and a receptive one may give the way to productive skills. So; when a student learns how to listen carefully, he will produce or speak correctly. Thus, the instruction of the listening skill should be strengthened in order to have a balance among the four skills.

English students in Algeria suffer from the ability to speak and one of the causes is that they are not able to control their listening abilities. For them, listening is a complex process that is hardly to achieve this negative view is mainly coming from the lack of tools and materials that may help learners make listening more easily.

Nowadays, technology has become a familiar part of the everyday life. Algeria is one of the countries in which the integration of mobile technology is inevitable. However; its use as an educational tool has not been very apparently compared to its non-educational uses. Though EFL learners are already using their own devices to support their language learning both inside and outside the classroom; there is no real investigation conducted within the Algerian context about how learners are using their mobile devices to improve their abilities in learning a foreign language, and also; how teachers can benefit from these devices in order to help them teaching effectively and in easy ways. It is the teacher's duty to find good tools that will help his learners to become productive.

2. Aim of the Study

The demand for using technology within the context of teaching English as a foreign language is increasing. For this reason; the current study could be considered as a ground-breaking attempt to provide a brief literature to teachers about the significance of technology in general and Mobile Assisted Language Learning in particular in relation with the field of teaching and learning processes. Furthermore; Algerian Universities suffer from the scarce of integrating information and communication technologies to teach foreign languages. Thus; this research is an attempt to develop the awareness as guidance to support the use of Mobile Assisted Language Learning in Algerian Universities. In this

dissertation, special focus will be given to the use of MALL and how it affects EFL learners' listening comprehension.

Under this general aim, the current study seeks to tackle the following objectives:

- Explaining the effects of using MALL on the listening comprehension of EFL learners.
- Making syllabus designers aware of the importance of including Mobile Devices in their programmes.
- Finding out whether students would like to use Mobile Devices to learn English in the future or not.
- Investigating teachers' attitudes towards integrating MALL within English language classroom.

3. Research Questions

The present research attempts to provide answers to the following questions, which investigate the effects of MALL on EFL learners' listening comprehension in an EFL context:

- 1) What is the Mobile Assisted Language Learning and in which way does it differ from Mobile Learning?
- 2) Can Mobile Devices take the potential to contribute to language learning?
- 3) To what extent may effective Mobile Devices help learners to develop their listening comprehension?

4. Hypothesis

Thanks to the technology, we live in a very small world today in which we interact and communicate through various tools such as: internet and mobile devices like: tablets, cell phones.....using many options in it. From an academic point of view; mobile learning or MALL as a medium plays a significant role in relation with the language learning context by opens up new opportunities for both teachers and learners to share knowledge and communicate through SMS; records; PDF....It has the advantage of shifting the learning process from the inside to the outside of classroom.

Starting from this point, we hypothesize that mobile devices are very beneficial tools for developing EFL learners' listening comprehension.

5. Significance of the Study

This study relates to a newly flourishing approach or field in foreign languages learning. Because of the short history of the studies related to the different aspects of MALL and the limited number; the literature lacks research exploring the effectiveness of MALL in teaching and learning English skills, and also; learners and teachers' attitudes towards integrating MALL in improving learning language skills especially the listening skill.

In the light of the findings of this research, teachers and curriculum designers might be able to know whether MALL is effective or not. So, they will be able to decide to use and integrate MALL actively in language teaching and learning. More than that, this investigation will provide new information for EFL learners about MALL in order to develop their listening comprehension abilities.

6. Research Methodology and Data Gathering Tools

This research deals with a new field of teaching and learning second and foreign languages. For this result, the descriptive way was the chosen method in dealing with the variables despite the great appropriateness of the experimental method, due to the complexity of the subject and the lack of technological tools which are not available to all learners and time constraints. The descriptive method will help us to determine the nature of the relationship between the two variables or EFL learners' listening comprehension and Mobile Assisted Language Learning.

6.1. Population and Sample

To investigate the topic, first year master students of English language at Mohammed Kheider University of Biskra were chosen to be used. The population will consist of all learners in the applied linguistics field with a variety of sex, age and social classes. The sample contained 75 Learners and they were purpose of gaining insights into the situation.

In the teachers' questionnaire, four teachers whose experience with technology especially mobile devices is good enough had been chosen to provide us with their perceptions about using Mobile Assisted Language Learning in order to develop the EFL teaching and learning practice.

6.2.Data Collection Tools

6.2.1. Teachers' Questionnaire

Teachers' questionnaire has been conducted with four teachers in order to get information about their attitudes towards using Mobile Assisted Language Learning within the process of EFL teaching and learning. Through open questions; teachers had been requested to answer some questions about using mobile devices as tools in order to develop the listening comprehension of the EFL learners.

6.2.2. Students' Questionnaire

The questionnaire might be the only tool that can serve as means of collecting great amount of data within a limited period of time and effort. It provided us with a general view of the investigated problem because we are dealing with the process of listening. Learners' structured questionnaire provided us with data in order to see how English language students at Mohammed Kheider University of Biskra use their mobile devices to develop their listening comprehension.

6.3.Data Analysis

Findings had been entered into Microsoft Excel 2007 on Windows 7. The results had been presented in the form of: Figures and Tables so that we can adequately study, discuss and analyse them.

7. Research Structure

This research work is divided into two main parts. The first part concentrated on providing enough information about the two variables: listening comprehension and

MALL. The second one is mainly devoted to the fieldwork in order to approve or disprove the hypothesis.

The theoretical part of this research includes two chapters. The first one is mainly directed to the theoretical study of mobile learning and mobile assisted language learning. A brief introduction and definition of Information and Communication Technology (ICT) and its use in EFL classes. Moreover, we gave brief definitions of electronic and mobile learning. We will make a simple comparison between the two terms. In this chapter, we try to investigate the educational shifting from CALL to MALL. We also try to define and introduce MALL as a new flourished field of teaching and learning. Furthermore, we will tackle the main utilization of MALL in the four language skills. We make a great emphasis on the use of it in improving learners' listening abilities. Finally, we will see advantages, disadvantages, difficulties and challenges that encounter the implication of MALL in EFL classes.

The second chapter concentrated mainly on listening comprehension. Firstly, it includes brief definitions about listening skill; state its types, models and stages. After that, listening difficulties that hinder learners to understand inputs was included. In the last part of this chapter, we presented some strategies that can facilitate the listening process.

The last chapter is mainly devoted to prove or reject this hypothesis: mobile devices are very beneficial tools for developing EFL learners' listening comprehension by creating a collaborative atmosphere between the learners and their teachers. Firstly, we started with learners' questionnaire to see learners' acceptance of the adaptation of mobile learning in their classes. Besides, an analysis of teachers' questionnaire is included in order to gain insights about their attitudes towards this technology, if it will affect EFL learners whether positively or negatively.

Conclusion

Many studies that have been conducted recently focus mainly on the use of different technologies. However, they do not give emphasis on the use of mobile technologies during the learning and the teaching process. This research was an exploratory study on the use of mobile devices as tools to help learners to develop their listening abilities. Though the descriptive method does not seem to be the most appropriate way of dealing with such topic; it will provide us with insights about learners' and teachers perceptions and attitudes towards the integration of mobile learning in EFL classes.

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Introduction

This chapter is about a study of mobile learning and mainly mobile assisted language learning. We will introduce and define Information and Communication Technology (ICT) and its use in EFL classes. Moreover, brief definitions of electronic and mobile learning will be given. We will then compare the two terms. A brief definition and introduction of Mobile Assisted Language Learning as a new flourished field of teaching and learning is also included. Moreover, great emphasis will be put on its use in improving learners' listening abilities. Finally, we will show the benefits and challenges of using mobile devices in EFL classes.

1.1.Definition of Information and Comunication Technology

Information and communication technology or technologies(ICT) defined as "a diverse set of tools and resources used to communicate, to create, disseminate, store and manage

information" (Tinio, 200: 04). These tools may include "desktops, notebooks, and handheld computers; digital cameras; local area networking; the Internet; CDROMs and DVDs; and applications such as word processors, spreadsheets, simulations, electronic mails (emails), videoconferencing and virtual reality which provide higher education with a wide variety of experiences that support teaching and learning" (Wali, 2008: 23). Moreover, ICT can be used in different fields: ICT in industry, ICT in education...

According to Anderson (2002: 13) ICT is defined as the combination of informatics technology which is the technological applications (artefacts) or informatics in society with other related technologies, specifically communication technology that will be used, applied and integrated in activities of working and learning based on conceptual understanding and methods of informatics.

1.2. The use of Information and Communication Technology in EFL classes

One of the famous uses of ICT is its use in learning, especially foreign languages. The information age can enhance teaching and learning because of its features of easiness and simplicity. "The integration of ICT into classroom activities allows attention to diversity and students can evolve at their own tempo, attain personalized answers and reach autonomy of learning. Teachers can take charge of individual progress and present formative and summative evaluation" (Maria del Mar Camacho Martí, 2006: 68). It provides the teacher and the language learner with multimedia resources such as texts, sounds, animation and video linked together. It also offers an authentic learning environment and combines skills with each other like: listening with seeing (Padurean and Margin, 2009: 98). This means that it is so beneficial to integrate such a technology in EFL classes. Furthermore, the integration of technology in education is not about adding computers to classrooms or curricula nor treating technologies as another subject in the curriculum, but it is about considering technologies as embedded tools in pedagogy, assessment, professional development, administration, university structure, incentives and partnerships for learning among schools, businesses, homes and community settings (Cornu, 1995; Dede, 1998; Walsh, 2002 cited in Wali, 2008: 25). Additionally, Hoopingarner (2009) gives a broad explanation of how the use of ICT tools will be effective. He says that "The use of technology in teaching language can be effective as long as teachers use the technology efficiently; an effective use of the technology takes into consideration language pedagogy practices to use any sort of technology to support

and increase language teaching and learning". Thus, technology can be considered as a good tool for teaching and learning foreign languages.

1.3.Introduction to Mobile Learning

In this section, the definition of mobile learning and electronic learning, distinguish between them and the main features and characteristics will be included.

1.3.1. Definition of Mobile Learning

Many definitions are given to the concept of Mobile Learning. Geddes (2004, p: 01) defines it as "the acquisition of any knowledge and skill through use of mobile technology, anywhere, anytime which results in an alteration in behavior". O' Malley, Vavoula, Glew, Taylor, Sharples, and Lefrere (2003: 06) claim that it is "Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies". Furthermore, Traxler (2009) defines Mobile Learning as "any educational provision where the sole or dominant technologies are handheld or palmtop devices". This can lead us to the idea of the portability of mobile devices.

Kukuska-Hulme and Trixler (2003: 03) introduce the idea of the "learner mobility" which means that "the learners should be able to engage in educational activities without the constraints of having to do so in a tightly delimited physical location". The idea that mobile devices are becoming a part of our life will lead us to "stop and think about the implication" in the educational settings (Kukuska-Hulme & Trixler 2003: 04). Griffin (2010) further argues that Mobile learning is a refresher of things students learn in a more extended formal training event. Thanks to Mobile Learning, learners expand the boundaries of anytime and anywhere learning.

1.3.2. Definition of Electronic Learning

Electronic learning can be considered as one type of learning. Tinio (2000: 04) defines Electronic Learning as a type of learning that "uses information network as a learning which encompasses learning- internet (LAN) or extranet (WAN)- whether wholly or in

part, for course delivery, interaction and/or facilitation". In other words; it means to use new technologies to enhance the learning and the teaching process. Additionally, it includes both: online provision and other distance- based provision supplemented with ICT in some way. It has many purposes in the teaching and learning context:

- Improve the quality of teaching and learning.
- Increase and widen access for students.
- Decrease costs for students and government. (OECD, 2005)

1.3.3. Comparison between Electronic Learning and Mobile Learning

There is a great relationship between M-learning and E-learning: they share some features, but at the same time they are different from others. Many scholars see Mobile Learning as e-learning using mobile technology or as a new form of e-learning. In fact; e-learning gave way to m-learning. According to Kukulska-Hulme (2008: 273); M-learning is different from E-learning in the sense of its use of "personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use". Furthermore, M-learning become over time a separated field from E-learning and have the potential of being a supplement field in terms of "bringing yet a new dimension to technology enhanced education by giving learners expedient, immediate, reusable, persistent, personalized and situated learning experiences anchored in their real surroundings" (Patokorpi et al, 2007 cited in Bracke, 2013: 10).

Traxler (2007) makes a comparison between M-learning and E-learning in the table below:

E-Learning	M-Learning
Structured	Personal
Media-rich	Spontaneous
Broadband	disruptive
Interactive	opportunistic
Intelligent	pervasive
Usable	portable
	Bite-Sized
	Context-Aware
	Situated
	Private
	informal

Table 1.1: a comparison between E-learning and M-learning (Traxler 2007)

Though Traxler(2007) makes this distinction between the two terms based on the learner's experience with them; he adds the fact that M-learning can occur in anytime

wherever the learners are in. however; E-learning only occur when setting (time and space) of learning is known and precise (Traxler, 2009).

1.3.4. Characteristics of Mobile Learning

Mobile learning is characterized by many features which let it be a different experience from the traditional methods which mainly depend on learners' contribution to time and place in order to do any type of learning tasks. These are some properties of M-learning:

- Learning occurs "anytime and anywhere".
- Learners can easily connect to internet whenever they want.
- Widen the opportunities of interaction between learners and teachers.

Naismith *et al.* (2004 cited in Osman, 2013: 03) identifies five properties of mobile devices that produce unique educational advantages:

- Portability – the small size and weight of mobile devices mean they can be taken to different sites or easily moved around within a site.
- Social interactivity – learners can collaborate with other learners for example exchanging data.
- Context sensitivity – mobile devices can both gather and respond to real or simulated data that are unique to the current location, environment and time.
- Connectivity – a shared network can be created by connecting mobile devices to data collection devices, other devices or to a common network.
- Individuality – learning activities can be personalized for example scaffolding.

All of these features can make mobile learning different from other forms of learning.

1.4. Mobile Learning in EFL classes

In this section, the paradigm shift from Computer Assisted Language Learning to Mobile Assisted Language Learning, a brief definition of the concept of Mobile Assisted Language Learning and its activities and implication in EFL classes will be explored.

1.4.1. From Computer Assisted Language Learning to Mobile Assisted Language Learning

Technology has the feature of innovating new devices or applications with great potential to be more useful and beneficial regards with the old fashion devices. Thus; every

innovation automatically contributes to the existing applications and makes them more efficient and more practical to use. The evolution of mobile learning is clear proof of this statement. Current developments in mobile technologies have contributed greatly to present CALL and e-Learning devices (Korkmaz, 2010). CALL (Computer Assisted Language Learning) can be defined as "any process in which a learner uses a computer and, as a result, improves his or her languages" (Beatty, 2010; cited in Andersen, 2013: 4). In 50 years of rapid progress, CALL was greatly empowered by the expansion of e-Learning (electronic or web-based learning) in the 1990s. A decade after this outstanding innovation, m-Learning (mobile learning) enabled CALL users to access the information whenever and wherever they needed. The use of mobile assisted language learning applications was first observed at the beginning of the 2000s (Korkmaz, 2010).

1.4.2. Definition of Mobile Assisted Language Learning

Rapid improvements and expansion of mobile technologies have been one of the primary focuses of many scholars, educators, and administrators in different fields of education. With the emergence of portable, mobile devices, these people started their attempts to make the most of this newly flourishing technology. Such attempts have led to the emergence of a new concept: mobile learning (M.L). Likewise, the attempts and efforts to use mobile devices in language learning have resulted in another new concept: mobile assisted language learning (MALL).

Mobile assisted language learning is relatively a new field in language learning and many definitions had been suggested to this concept. Kukulska-Hulme & Shield (2008: 273) define MALL in terms of "its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use". Furthermore, it was noted that mobile learning is student- rather than teacher-led because mobile devices are more closely related to individuals' specific contextual needs (ibid). "mobile assisted language learning (MALL) is a branch of technology-enhanced learning which can be implemented in numerous forms including face-to face, distant or on-line modes" (Baleghizadeh & Oladrostam, 2010: 04). Moreover, Kukulska-Hulme (2009: 162) notes that "mobile technology can assist learners at the point of need and in ways that fit in with their mobile lifestyles". To conclude, mobile assisted

language learning can simply defined as the use of mobile devices and technology in learning and teaching foreign languages.

1.4.3. Mobile Assisted Language Learning Activities in EFL Classes

Kukulska-Hulme& Shield (2008) give us many tasks and activities that learners could be used with the help of their mobile devices. We will state some of them:

- Keep an audio record of their studies in a timely manner.
- Make audio, video and pictorial recordings of activities that required them to interview native speakers.
- Record native speaker to native speaker interaction, to listen to and reflect on at a later stage, possibly incorporating these recordings into their own reflective logs or assignment outputs.
- Keep a record of new vocabulary items, including pronunciation.
- Download foreign language MP3 files.

All of these activities can help learners to have new opportunities of learning easily and in favorable way.

1.4.4. Implication of Mobile Assisted Language Learning

In trying to identify the implication of Mobile Assisted Language Learning in EFL classes, many of them could been founded: its implication in learning vocabulary, in learning grammar, in improving pronunciation and in listening and reading comprehension.

Learning vocabulary by the help of mobile devices would be helpful. The type of activities focusing on vocabulary learning via mobile phone differs from one research project to another, depending on the level of language proficiency of the learners. Sending e-mail or SMS to students is a common way of learning new vocabulary based on the lessons covered in the classroom. In a study Kennedy & Levy (2008) gave the learners the option to receive messages covering known words in new contexts through SMS to their mobile phones amounting nine or ten messages per week. The results indicate that the messages were very helpful for learning vocabulary .There are other strategies for learning vocabulary via mobile phones. Learners can be provided with some tailored vocabulary practices based on activities performed in the classroom. They were then been asked to complete them on their mobile phones and send them back to their instructors. Learning

vocabulary can also be accompanied by the pictorial annotation shown on learners' mobile devices for better understanding of new words. In a study conducted by Chen, et al (2008), learners were been provided with verbal as well as pictorial annotation for learning English vocabulary. Results of a post-test showed that the pictorial annotation assisted learners with lower verbal and higher visual ability to retain vocabulary. (Miangah&Nezarat, 2012)

The second implication is in learning grammar. Grammatical points can be learnt through a specifically designed program installed on mobile devices, in which grammatical rules are taught, followed by multiple-choice activities where learners select the correct answer from the given alternatives. Grammatical exercises can be in the form of 'true-false' or 'fill-in the blanks' which are to be responded by the learners. Grammatical explanations may also be presented to learners via vocal service or short message service. (ibid)

Learning how to pronounce English word is the third implication of Mobile Assisted Language learning. The second generation of mobile devices enables EFL learners to access multimedia functions including listening and speaking ones. A good m-learning service should consist of speech facilities for transmitting voice. Having such facilities, the learner may download dictionaries with sound functions so that they can learn the correct pronunciation of unfamiliar or new words to be able to fulfill their learning needs. Mobile devices with multimedia functions give the learners the opportunity to record their own voice. Then, teachers are able to make a better assessment of the students' weaknesses in pronunciation. This way, by enhancing various functions of the system like providing a dictionary for looking up unfamiliar words and their correct phonetic form, the pronunciation as well as speaking skills of the learners can be well improved. (ibid)

The speech aspect of mobile learning is as significant as textual aspect of it, since it enables learners to comfortably speak with a system recording their voice and allowing them to listen back to themselves. Then, they can compare their voice with an ideal pronunciation and make an improvement in this skill. (ibid)

Reading practices help learners to enhance their vocabulary, and vocabulary knowledge, in turn, helps them to promote reading comprehension (Chen, 2008). Reading activities can be offered to learners either via a well-designed learning course installed on the mobile devices or through SMS sent to the learners. In either case upon finishing the reading activity, the learners are provided with a reading text function to evaluate their reading comprehension skill. Mobile learning programs; in which reading functions

accompanied by text announcer pronunciation; will be more helpful to promote at the same time both reading comprehension and listening comprehension. (ibid)

Listening exercises may be considered the first stage in learning a second language. With the advent of the second generation of mobile phones, it is now possible to design a mobile multimedia system for learning listening skills through listening exercises. (ibid)

1.5. Benefits and Challenges of Mobile Assisted Language Learning

Many researches tried to explore and determine the variety of benefits and features of mobile learning within teaching and learning circumstances. The vast majority of findings agreed upon the idea that mobile devices are so beneficial and helpful whether for teachers or for learners. Kukulska-Hulme (2010: 12) claims that "learners will increasingly lead the way by sourcing and producing their own resources and software tools". Cheung (2012: 89 cited in Bracke, 2013: 13) confirms that "mobile learning essentially enhances the learning effectiveness, allows more flexibility in time and physical location for learning, and encourages active learning and collaborative learning". He summarizes the benefits of m-learning as follows:

In brief, mobile learning transforms the learning process and changes the ways of learning, creates new opportunities beyond the traditional classroom, offers flexibility and mobility in learning, expands learning experience in terms of time and place, facilitates communications and interactions among teachers, students and course administrators as well as encourages the mode of collaborative learning. (Cheung 2012 cited in Bracke, 2013: 13).

M-learning has been gradually considered an effective way to support student-centered learning because it can make learning "more flexible, personalized and collaborative". Students can learn anytime, anywhere, on any device and share their experiences with peers. (Want et al. 2009 cited in Bracke, 2013: 13).

Other benefits of mobile learning are that:

- Learners can create their own library whether with books and courses, or with audios and videos.
- It helps to create an interactive atmosphere between teachers and learners so that they can interact with each other. This will help learners to feel more autonomous and motivated enough to learn.
- Mobile devices have personal relationship with their users. From this, learners can reduce the feeling of scared about using unknown technologies from their points of view.

- The use of mobile devices helps teachers to invent a favorable atmosphere of learning, attract learners' attention by adding practical activities to the traditional courses.

From the above, we can say that mobile learning has many benefits that can affect positively learning/teaching operation. Though the integration of mobile learning becomes important and helpful because of the wide benefits of it, many difficulties and challenges encounter the implication of it. One of these challenges is the negative attitudes of teachers and learners because of the unawareness of them with the importance of integrating such technology. They think that this tendency is for wide-spread the technology not for other reasons.

Conclusion

As a conclusion, we can say that the use of Mobile Assisted Language Learning facilitate English learning. The development of mobile technologies has generated a considerable amount of excitement among practitioners and academicians because it results in shifting the academic environment from traditional setting to mobile learning settings. Mobile technologies are the new frontiers for teaching and learning context. Many educational opportunities will be possible, because mobile devices have positive impacts on the development of learners' listening abilities. To conclude, Mobile Assisted Language Learning is an approach to English language learning that is to enhance learners' listening capacities through using mobile devices.

Chapter Two

Introduction to Listening Comprehension

Introduction to Listening Comprehension

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Introduction

It is claimed that people who speak well normally listen well. So; the key to speak a foreign language is learning how to listen effectively. Listening is one of the four main language skills though it was neglected and considered as a passive process. However; it comes into light in the virtue of many developing theories which determine the great importance of this skill.

This chapter sheds light on the listening skill since it represents the core of our investigation. It contains the following major headlines: the definitions of listening; the main types of listening; listening stages and models. We will go deeper by investigating learners' difficulties in the listening process and give some strategies that can help to overcome obstacles.

2.1. Definition of Listening

Many definitions have been suggested by researchers. In his introduction; Richards (2008: 1) viewed listening as "...the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching". Richards in his definition stated that in order to be a good listener, many skills like knowing colloquial speech and the ability to deduce the key words in the passage should be acquired by the learner. Chelli (2013: 52) defines listening as "an observable mental process not easy to describe". She goes further by claiming that listeners use a set of strategies and follow a complex cognitive process to understand oral messages. Jones (1956 cited in Metinee Thanajaro, 2006: 11) gave a broad definition and pointed out that listening is " ... a selective process by which sounds communicated by some sources are received, critically interpreted, and acted upon by a purposeful listener".

In the last decades, listening has been given little attention among the four skills since it is an abstract mental process. Many researchers as Martinez (2006); Osada (2004) have viewed listening as a neglected and passive language skill. This negligence is owing to the belief that learners improve their listening abilities overtime, and the difficulty to measure and observe learners' listening performance and abilities in foreign language. However; findings showed that listening comprehension skill is the most significant one during the process of acquiring and learning a language and it is "the first thing that a student needs to

develop to be able to communicate in a foreign language"(Nobar&Ahangari, 2012: 41). Morley (1991 cited in Nobar&Ahangari, 2012: 41) said that " listening is the most common communicative activity in daily life: we can expect to listen twice as much as we speak , four times more than we read, and five times more than we write". Nation & Newton (2006) stated the important of the listening skill and describe it as a vehicle of learning the language in which:

It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening only period is a time of observation and learning which provides the basis for the other language skills.
(Nation& Newton, 2006: 38).

Furthermore; no one can deny the crucial role of listening in foreign language learning because the key to learn language is to receive language input, and without understanding input any kind of learning will occur. Additionally; Arafat (2013: 113) in his introduction said that"Without understanding inputs at the right level, any kind of learning simply cannot occur". This point supports the idea of "silent period" which has been indicated by Hedge (2000: 229) that means that learners of foreign language pass through the period of listening to the target language and store comprehensible inputs in order to be able to produce correct language. According to Wallace, Stariha&Wallberg (13); "listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others". In other words; we learn a language for the sake of communication.To conclude; listening is the most important skill that learners should be competent in it in order to learn better. Thus, teachers must give more attention to improve learners' listening comprehension skills.

2.2.Types of Listening

There are many types of listening, but the most significant ones are: intensive and extensive listening. In order to improve listening skills; learners can take a combination of extensive and intensive listening materials and procedures because it offers learners with the ideal opportunity to be exposed to such voices rather than their teachers' voices (Harmer, 2001: 228). In this part, we will deal with the two main types of listening in depth: extensive and intensive listening.

2.2.1. Extensive listening

Ucan (2010) stated that in extensive listening; learners are exposed to varied materials which make them enjoy listening. However; learners' proficiency level will determine the type of the listening material. The benefit of using the listening material will not be achieved when learners are exposed to a more advanced material. Also; learners should not be exposed to materials that are above learners' level of proficiency because it will affect their willingness to listen and then learning the language. In this sense; to make learners enjoy listening to the material, teachers should avoid any kind of evaluating or testing. Learners should feel relaxed during their listening activities.

Field (2009) argued that extensive listening involves listening to a tape recording; for instance: to gain general idea about the topic and the speakers, teacher can ask general questions such as: what is the topic they are speaking about....Harmer (2001: 228) pointed out that extensive listening can have " a dramatic effect on a student's language learning". It helps learners improve their level in listening because of its wide-spread and the motivational power when the listener chooses what he or she wants to listen to (ibid). Thus, it can be considered as a useful tool in language learning.

Teachers have the power to encourage learners to do extensive listening by helping them to perform various tasks for the sake of adapting their interest to listen more including "fill in report forms which we have prepared asking them to list the topic" or " assess the level of difficulty" or " summarize the content of a tape" (ibid). He added (ibid) that "if they can then share their information with colleagues they will feel they have contributed to the progress of the whole group". Unfortunately; we have not been exposed to this type of listening during our University's studies, we do not know what the reality of extensive listening is.

2.2.2. Intensive Listening

Intensive listening is the second type of listening. Harmer (2001: 244) claimed that teachers use taped materials and material on disk in order to let their students practice intensive listening. Field (2009) added that teachers ask more focused and detailed questions after students have been listening to an audio tape twice for gaining specific information and details. In other words; listening to an audio tape many times can be useful to learners by offering them an opportunity to get accustomed to the intonation patterns, rhythms of the foreign language. However; Harmer (2001) in this point of using taped material said that it has many disadvantages as well as advantages during the listening

process. But, he still insists the great significance of taped material to improve learners' intensive listening. He further argued that listening is an important way that puts learners with real communication situations. In this sense; he wrote that "a popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students". Live listening is very useful for the learners in terms of they can see the person who talks and then the person that they are listening to. It gives the learner the opportunity to "interrupt speakers and ask for clarification" (ibid). As a result, learners will have the capacity of "indicate if the speaker is going too slowly or too fast" (ibid). Broadly; Harmer (2001) suggested four forms of live listening: reading aloud, story-telling, interviews and conversations. We will see them one by one:

- Reading aloud is the first form of live listening. It is very pleasant activity done by the teacher in the class. It is a good opportunity for learners to "hear a clear spoken version of written text", furthermore, "the teacher can also read and act out dialogues either by playing two parts or by inviting a colleague into the classroom".
- The second form of live listening is story-telling. It is a beneficial activity which provides listening experience for the learner. He said that "at any stage of the story; the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it some other way".
- The third one is called interviews. The live interview is one of the significant listening activities. Learners listen to the questions that they have constructed and written by their own. After that; they will "listen for answers they themselves have asked for, rather than adopting other people's questions".
- The last form of living listening is conversations. They are very important regarded to the listening activities. Learners; for example; can invite colleagues to the class and make conversation with them. This will be very helpful to motivate learners to listen and interact with each other. And also have the opportunity of telling stories by role-playing. In this sense, Harmer (2001: 231) said that "students then have the chance to watch the interaction as well as listen to it".

To conclude, extensive and intensive listening are the most famous types of listening which can help teachers in teaching the listening skill. However; the lack of awareness of teachers about the importance of the two types in improving listening skill has made learners unaware about their benefits and usefulness.

2.3.Models of the Listening Process

In order to explain how the listening process functions; many researchers such as: Hedge (2000), Richards (1990) & Vandergrift (1999) investigated such strategies used by learners for the sake of understanding the complex process of listening, and they called them models of listening. Bottom up, top down and interactive are the 3 models which will be discussed with details in the coming section.

2.3.1. The Bottom Up Model

Richards (1990: 50) defined the bottom up model as "using the incoming input as the basis for understanding the message". He added that "the process of comprehension begins with the message received until the intended meaning is arrived at. Comprehension is thus viewed as a process of decoding" (ibid). In other words; listeners hear voices, words, sentences and others. They try to use them in order to determine the meaning of the message, and then the listening should be based on the analysis of the incoming input. Moreover; Howell (2005: 117) stated that the "bottom –up processing involves building meaning from the sounds we hear". In this sense, listeners can infer the meaning of the message based on the sounds, words and sentences that they listen to.

The basis for bottom up processing is provided by the listener's competence in grammar and vocabulary (Richards, 1990). He supported his view with Clark & Clark's view which is summarized in the following way:

1. They (listeners) take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation.

In doing this, they forget the exact wording and retain the meaning. (Clark & Clark 1977 cited in Richards, 1990: 4)

This illustration may guide us to the idea that it is so important for learners to construct storage of lexis (vocabulary) and they should master grammar rules in order to have the capacity to figure out the appropriate intention of the speaker and then understand well the message.

2.3.2. The Top-Down Model

The second model of listening is the top-down process. It is the opposite of the bottom-up process in which the first model goes from language to meaning whereas; the top-down model goes from meaning to language (Richards, 2008). Howell (2005: 117) stated that in the top-down processing "we automatically start to use our bank of knowledge to think about and to predict what the rest of the sentence might be". This means that the listeners will use their background knowledge or what is known as schemata about the topic being already discussed for better understanding of the message. In this context; Hedge (2000: 231) said that "in top-down process, the listener bridges his previous knowledge with the text using certain contextual clues". Richards (1990) in his book pointed out that the top-down process can help learners improve their ability of listening by:

- Use key words to construct the schema of a discourse.
- Infer the setting for a text.
- Infer the role of the participants and their goals.
- Infer causes and effects.
- Infer unstated details of a situation.
- Anticipate questions related to the topic or situation.

To conclude, this model gives learners the opportunity to bridge their previous knowledge with what is coming next.

2.3.3. The Interactive Model

This is the last model which is considered as the combination of the two previous models. Many researchers claimed that it is very beneficial and helpful for learners to use the bottom-up and the top-down interactively. Richards (1990: 52) in this sense stated that the "bottom-up processing alone often provides an insufficient basis for comprehension".

This means that usually when listeners use only one model of listening; they will not understand the intended meaning. This idea also is supported by Nunan's (1998 cited by Howell, 2005: 117) one which said that "successful listeners use both bottom-up and top-down strategies".

Moreover; the interactive model is defined by Hedge (2000: 234-235) as the combination of bottom-up and top-down process in which "linguistic information, contextual clues, and prior knowledge interact to enable comprehension". Buck (1994 cited by Nihei & Koichi, 2002: 6) explained how these two models are correlated in a complex relationship and both used to construct meaning. He said that "to arrive at an understanding of the message, listeners must understand the phonetic input, vocabulary and syntax (bottom up processing), and at the same time use the context of the situation, general knowledge, and past experience".

We can figure out the significance of the top-down and bottom-down processing, and the correlation between them which gives the interactive model which is more important for a better understanding of the speaker's messages.

2.4. Listening Stages

Listening plays an important role in learning a second language and it is considered as the most significant skill as it is mentioned above. For this reason, learners should know the benefits of the listening and then try to improve their listening skills with the help of their teachers. In fact, it is the teachers' duty to help their learners during the listening process by providing them with support, and also by planning an appropriate lesson. Underwood (1989) and Rixon (1986) divided listening into three main phases: the pre-listening stage, the while listening stage and the post-listening stage or what was called by Rixon (1986) the follow up stage.

2.4.1. The Pre-Listening Stage

The pre-listening stage is the first stage which is considered as a warming-up and a general preparation for listeners in order to benefit from the listening passage. In our daily life, when people listen to something; they generally know the topic of the listening passage. Thus, it is not practical to draw learners directly into listening without making an introduction to the topic or the activity which will be discussed later. This will lead us to the point that teachers in this stage play a great role. They should give to learners a pre-

listening support by giving them background information about the topics and by asking them about their previous knowledge on the topic: if they are familiar with the topic....

Furthermore; once learners have a glimpse about the topic, they will predict what they will hear during the passage such as: predicting words, names, expression... this type of activity is very beneficial during the pre-listening stage. One important point is that teachers should set their objectives from the whole lesson. Besides, the topic should be appropriate and suitable for learners' needs. In this sense; Rost (1990) claimed that the role of such tasks is to make the context explicit, clarify purposes and establish roles, procedures and goals for the listening. Hence, the main objective of pre-listening tasks is to raise learners' interests and involve them in the topic. In addition, such pre-listening activities will help them to become more confident, successful, motivated and familiar with the topic. In order to build learners' awareness about the topic, Mc Gloin (2008) suggested a variety of pre-listening strategies including:

- Activating students' background knowledge.
- Teachers and students discussion by asking and answering questions: expressing students' opinions and beliefs.
- Expectations about the topic which they are going to listen to.
- Expectations about words and expressions.
- Reading texts.

These types of activities can positively help learners to be more interested to the topic.

2.4.2. The While-Listening Stage

From its name; we can deduce that this stage contains tasks and activities to be carried out while learners are listening to the listening passage for the sake of catching the main ideas and information for the comprehension of the passage i.e listening for meaning. Moreover; Fantahun (2003: 32) said that "while listening activities can briefly be described as all tasks that students are asked to do during the time of listening to the text". The while-listening stage requires more focus and concentration from learners. This is why it is described as " the most difficult stage for the teacher to control, because this where the students need to pay attention and process the information actively". (Chan Tao-ming: South China Normal College of foreign languages)

In order to make this stage more beneficial; teachers and learners have a great influence either positively or negatively. In this sense; learners should listen carefully to their

teachers' guidelines and advice about how to benefit from while-listening activities so as to develop their listening comprehension skills. Additionally; the teachers' role is to choose appropriate while-listening activities to "help listeners find their way through the listening text and build upon the expectations raised by pre-listening activities" (Underwood, 1989: 46). They also should organize these activities from the easy ones to the more difficult. Using authentic materials such as: audio, video, tape records; will help learners to comprehend easily. Furthermore; teachers should encourage peer and group work between learners during the session, and they should support their learners to make them motivated to push them to achieve their objectives.

These are some activities that could be included in this stage:

- Filling in gapes/ diagrams/tables.
- Pick up the alien information from the whole passage.
- Ordering events and actions in the story.
- Comparing the previous passage (pre-listening passage) with the listening one.

2.4.3. The Post-Listening Stage

It is the final stage when learners do such activities which can be done after listening. Fantahun (2003: 03) said that "the post-listening stage comprises all the activities which are carried out after listening is completed". Hedge (2000: 197) suggested that "post-listening work creates an extra source of motivation to learn more about the topic, thus the interest will not be confined to the original listening text, but will certainly extend to others interests by means of students personal attitudes and impressions about the topic". In other words; the main objective of the post-listening activities is to widen learners' knowledge about a specific topic by asking them to express their attitudes, impressions and views.

The teacher in this stage is required to check whether learners understood the passage and finished their activities successfully or not by assessing and testing their understanding. This type of assessment will make the teacher aware enough about whether his learners have understood or not. So, he will help learners who do not comprehend by re-explain ambiguous points. The teacher should also bear the following factors in mind: "how much time is available, is the after listening task interesting and motivating and is the

type of task (reading, writing or speaking) relevant to the students being taught" (Jones: 21).

In order to do such tests to know whether learners achieve their objectives or not, there are many activities which can help the teacher. These are some:

- Answering questions (analyzing, justifying and comparing).
- Summarizing the passage by referring to the information collected in the previous stages.
- Answering multiple-choice to ensure comprehension of the listening text.
- Writing letters, messages or essays as a follow up to listening text.
- Carrying out different types of speaking activities. (Hedge, 2000)

2.5.Listening Difficulties in English Classes

English learners encounter many serious problems which can create gaps in the message and misunderstanding of the input. These difficulties impede learners' listening comprehension and do not make learners be good listeners so they can capture the appropriate meaning.

2.5.1. Difficulties related to the Message

The listening input characterized by some feature that may be hard for learners to receive and understand aural inputs. These features concern message vocabulary, grammar and pronunciation. We agree with Howat and Dakin (1974) point of views in which they consider the listening as the ability to identify and understand what others are saying and this will involves speakers' accent, vocabulary.

2.5.2. Difficulties related to the Speaker

In any conversation, the speaker and the listener are the essential elements in it. However, the speaker would have certain difficulties that may affect the listener understanding and interpreting the received messages. We can limit these difficulties in: the noise; the rate of delivery and the poor speaking performance.

2.5.3. Difficulties related to the Listener

The Proficiency level, lack of motivation, and lack of self-confidence are the major factors that affect listening process.

Buck (2001: 49) stated that "these difficulties are due to insufficient knowledge of the linguistic system or a lack of knowledge of socio-cultural content of the message in addition to the different backgrounds of the learners". As a result, the listener should at least have background knowledge about speakers' socio-cultural norms.

2.6. Facilitating the Listening Comprehension Process

In order to make listening easy, teachers should teach their learners strategies that help them to understand the listening input. Moreover, teachers and learners should also bear in their minds the fact that the following positions can help them enhance their target skill. These positions are as follow:

- Familiarity with the passage content facilitated L2 listening comprehension.
- Lower proficiency L2 listeners attend to phonological or semantic cues, whereas higher proficiency L2 listeners attend to semantic cues.
- The effectiveness of different types of speech modification or visual aids varies according to the degree of L2 listeners' proficiency.
- Repetition of the passage should be encouraged as it appears to facilitate L2 listening comprehension more than other types of modification.
- The use of pre-listening activities particularly those that provide short synopses of the listening passage or allow listeners to the comprehension question, facilitate L2 listening comprehension.
- The use of videotape; as opposed to audiotape; as a mean of presenting listening passage facilitates L2 listening comprehension especially with regard to attitudinal and intentional factors.
- The use of authentic; as oppose to pedagogical; listening passage leads to greater improvement in L2 listening comprehension performance.
- Training in the use of listening strategies facilitates L2 listening comprehension and L2 learners should be taught how to use listening strategies.
- Due to the complex nature of listening comprehension; L2 listening practice should encompass wide range of situation where listening is required as well as different types of listening, different types of listening passage, different modes of presentation (live videotape and audio-tape), and different types of activities or task. (Berne, 1998: 169-170)

Though listening process is complex; through the use of these situations any ambiguity and hardness will be ignored.

Conclusion

Throughout the forgoing chapter, we tried to introduce and define the concept of listening comprehension. We presented the main types of the listening skill and explained the models and stages which listeners pass through them. In the last part of this chapter, we tackled the difficulties that learners encountered during the listening process and provided some situations that may help learners to overcome these difficulties. In the next part of this research work, we will investigate the flourishing field which is mobile assisted language learning, and we try to make it very clear to readers.

Chapter Three

Analysis and Discussion of the Results

Chapter Three

Analysis and Discussion of the Results

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Introduction

Since Mobile Assisted Language Learning is considered as a new flourished field in language learning area especially when we refer to its use in learning how to listen carefully; we cannot take this research only from an abstract point of view in order to obtain clear results. For this reason; we have chosen the descriptive method based on the questionnaire which is addressed for both students and teachers. Because of time; we have used the questionnaire as the most appropriate tool to gather data for the sake of supporting our research by concrete evidences. The questionnaire was given to the first year master of English language (applied linguistics field). It was divided into three sections. The first section was to have brief and general information about the familiarity of the students with such mobile devices and whether they use these devices for learning purposes. The second section was to investigate students' attitudes towards using Mobile Learning in general learning. The last section was designed to have clear insights about students' opinions toward using Mobile Assisted Language Learning as a supplementary approach within the English classes especially to improve the learners' listening comprehension. Briefly speaking; this questionnaire will help us know if EFL learners are familiar with the use of mobile devices in learning objectives. The second instrument which has been used in our research is the teachers' questionnaire. We have distributed it for five teachers at the

English language department of Mohamed Kheider university of Biskra who already have the experience of using such method during their courses. Their questionnaire was designed to understand their perception and then their attitudes towards integrating Mobile Assisted Language Learning in EFL class.

At the end of this chapter, we will have a concrete evidence that can help us understand the current situation of mobile technology in EFL classes; whether teachers and learners like to integrate such technology in their classes or not. And lastly, how can it be a beneficial tool for enhancing the listening comprehension of EFL learners.

3.1. Aim of the Surveys

The main objective of this research is to try to investigate students and teachers' perceptions about using MALL in EFL classes and how this new approach can be a helpful instrument in order to improve the listening skill of students.

Through these questionnaires; we wanted to have brief insights about students and teachers' attitudes and perceptions towards using this type of technology in EFL classes and whether they are motivated to use such devices during their learning and teaching processes.

3.2. Description of the Surveys

Since questionnaires were designed to investigate the use of mobile devices during the context of teaching and learning English language and how students and teachers see this topic in relation with their studies, the main part of the survey contains questions that will give us insights about teachers and students' attitudes and opinions towards integrating technology especially mobile devices in EFL classes.

In order to accomplish this research, students' questionnaire contains twenty questions were designed into three sections. Most of them were of yes and no type and few of agreement or disagreement responses. The last question was an open question for students to add any suggestions, comments and opinions about integrating MALL in EFL classes.

Concerning teachers' questionnaire, eleven questions were designed into two sections. Most of them were of yes and no type and the left questions were for agreement or disagreement with stating the reasons. The last question was an open question for teachers to add any suggestions, comments and opinions about integrating MALL in EFL classes

3.3. Participants

We have chosen **first year master students of applied linguistics** at Mohamed Kheider University of Biskra. We have selected 75 students randomly to answer our

questionnaires. However; only 52 students have answered questions others did not. Furthermore, we have chosen also four (04) teachers who are aware enough with the importance of technology to answer our online teachers' questionnaire through e-mail.

3.4. Students' Questionnaire

3.4.1. Description of the Results

We can categorize our findings into three parts. The first part contains findings about the widespread of mobile devices and students' familiarity with this innovative technology. The second part provides us with findings about students' attitudes towards using MALL in class. The last part provides us with students' attitudes towards using MALL in improving their listening comprehension.

3.4.1.1. The Percentage of Students that Possess any Type of Mobile Devices

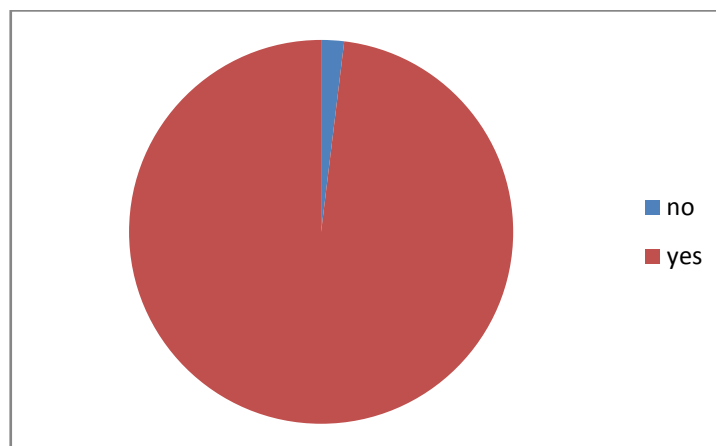


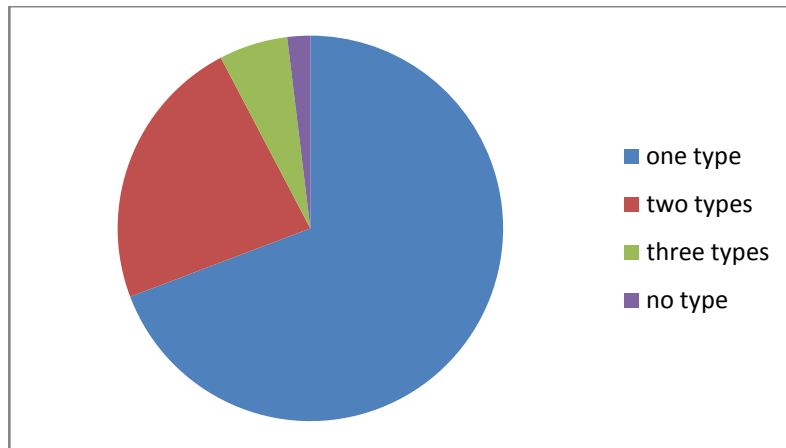
Figure 3.1: students that possess mobile devices

The results indicate that 98.08% of the participants own such mobile devices while only 1.92% of them have not. This means that the majority of learners possess any type of mobile devices so they are familiar with the use of them.

Answers	Percentage	Number of answers
Yes	98.08%	51
No	1.92%	01

Table3.1: students that possess mobile devices

3.4.1.2. The Percentage of which Type of Mobile Devices Students Possess



Figure

3.2: Type of mobile devices students possess

The findings indicate that most of students have one type of devices which is generally smart phones while 23% of them possess two types like pc's and tablets. Only one student does not own mobile device. This means that students are in touch with the technological development.

3.4.1.3. Percentage of Students who Use their Mobile Devices to Access the Internet

Answers	Percentage	Number of participants
Yes	94.23%	49
No	5.77%	3

Table 3.3: students who use their mobile devices to access the internet

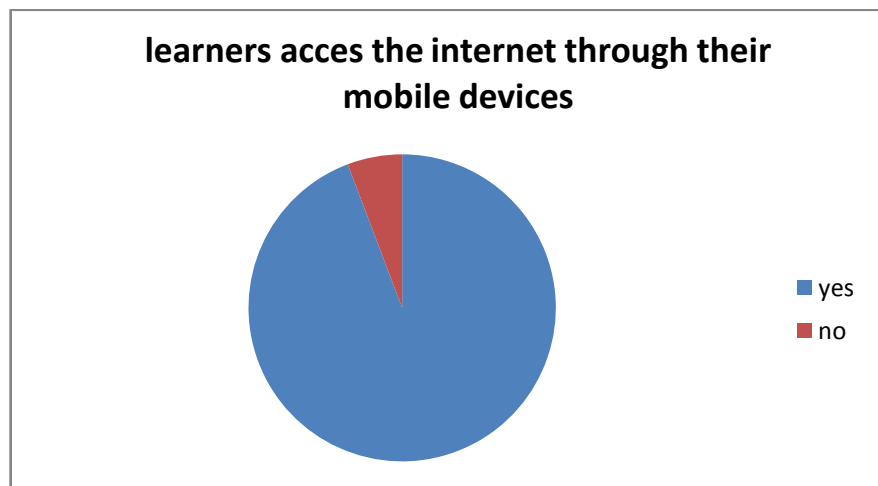


Figure3.3: students who use their mobile devices to access the internet

According to the findings; the majority of subjects 94.23% access the internet through their mobile devices whether only 6% do not. This means that learners nowadays use internet frequently if not always so they know the benefit of using the World Wide Web. However; 3 students do not use their mobile devices and may be they are using the traditional settings such as cyber to access to it.

3.4.1.4. Type of Applications Learners Generally Use in their Devices

Type of applications	Percentage	Number of participants
----------------------	------------	------------------------

Entertainment application	19.23%	10
Social network application	42.3%	22
Both	25%	13
Others	13.47%	07

Table3.4: applications which are used by learners in their devices

The findings show that approximately half of students use their devices in social network applications such as: Facebook; Viber and others while 19% use it for entertainment applications. The findings also show that 13 students use their devices in social network and entertainment applications (both). Furthermore; 13.5% of students stated that they use their devices for other applications such as: cooking applications, fashion applications, news applications and learning applications.

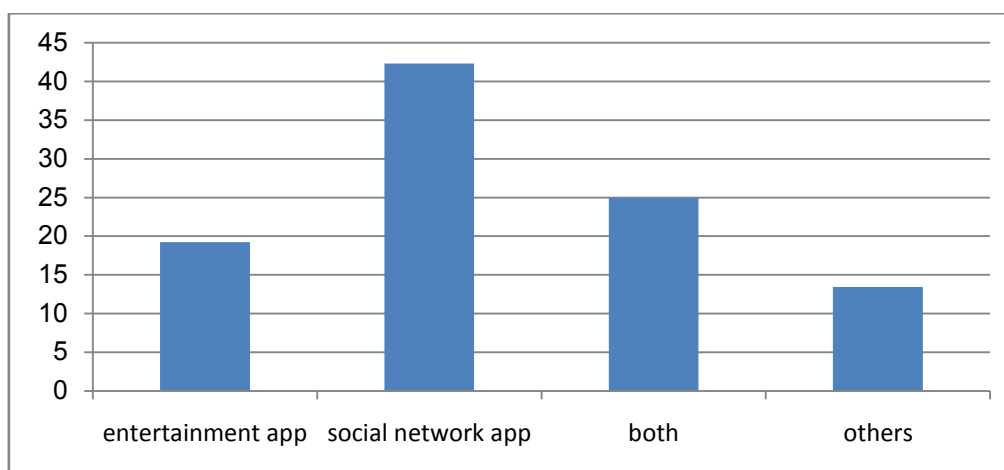


Figure 3.4: applications which are used by learners in their devices

3.4.1.5. EFL Learners' Mobile Devices Use for Learning Purposes

Answers	Percentage	Number of participants
Yes	90.38%	47
No	7.69%	04
No opinion	1.92	01

Table 3.5: percentage of learners who have used their mobile devices for learning purposes

As seen in (table 3.5) and (figure 3.4); the findings reveal that 91% of students use their mobile devices to study while only 7.7% of students do not. This indicates that students are aware of the importance of exploiting this technology in learning purposes. This means that students are use their devices positively though they are not interested directly to learning objectives.

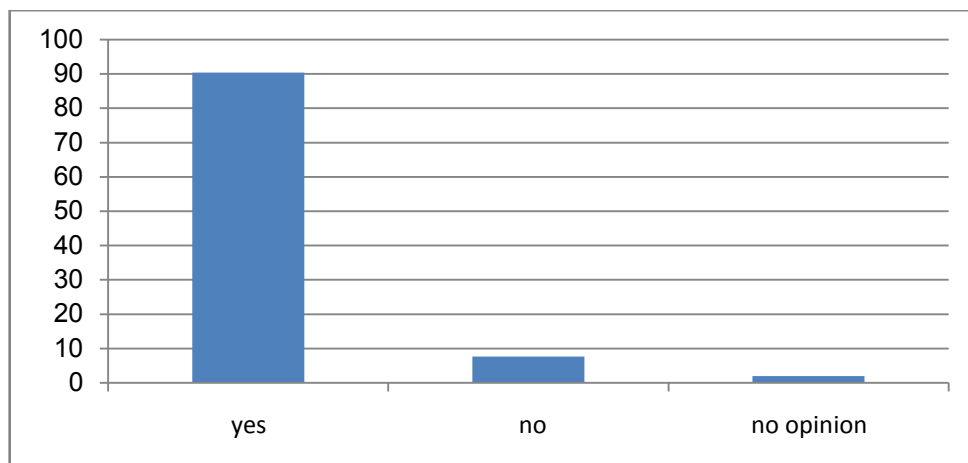


Figure 3.5: percentage of learners who have used their mobile devices for learning purposes

3.4.1.6. The Percentage of Applications Used to Learn English Language

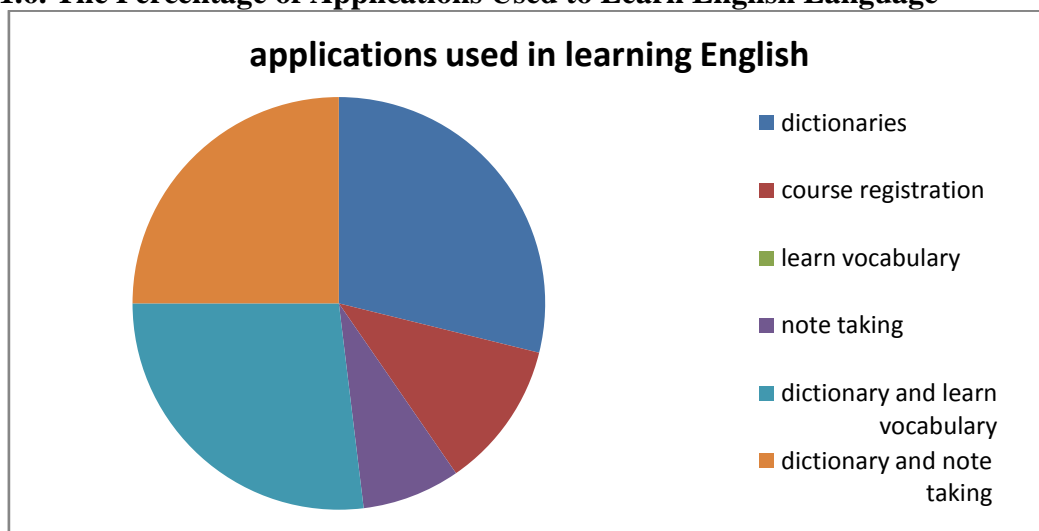


Figure 3.6: applications used by learners in order to learn English language

Applications	Percentage	Number of participants
Dictionaries	29%	15
Course registartion	11.54%	07
Learnvocabulary	0%	0
Note taking	7.79%	4
Dictionary and learnvocabulary	26.92%	14
Dictionary and note taking	23.08%	12

Table 3.6: applications used by learners in order to learn English language

3.4.1.7. The Percentage of Settings in which Learners Use their Devices for Learning Purposes

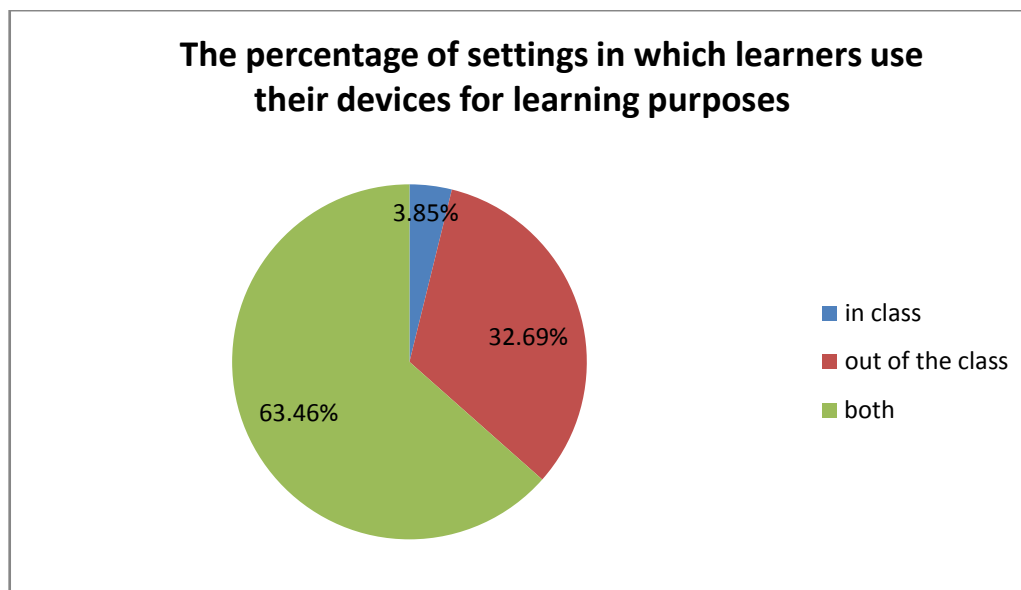


Figure 3.7: settings in which learners use their devices to learn

Settings	Percentage	Number of participants
In class	3.85%	02
Out of the class	32.69%	17
Both	63.46%	33

Table 3.7: settings in which learners use their devices to learn

The results obtained in (figure 3.7) and (table3.7) indicate that 63.5% of students use their mobile devices in and out of the class (both) however only 3.85% of students use it in class. The findings also show that 33% of students use it out of the class. These results can support the idea that students want to integrate new technologies in the learning context. And also, it seems that teachers do not prevent students to use their devices in the class.

3.4.1.8.Frequency of Using Mobile Devices for Educational Purposes

frequency	percentage	Number of participants
always	30.77%	16
sometimes	51.92%	27
Rarelywheni'mobliged	13.46%	07
None of time	3.85%	02

Table3.8: the use of mobile devices for educational purposes

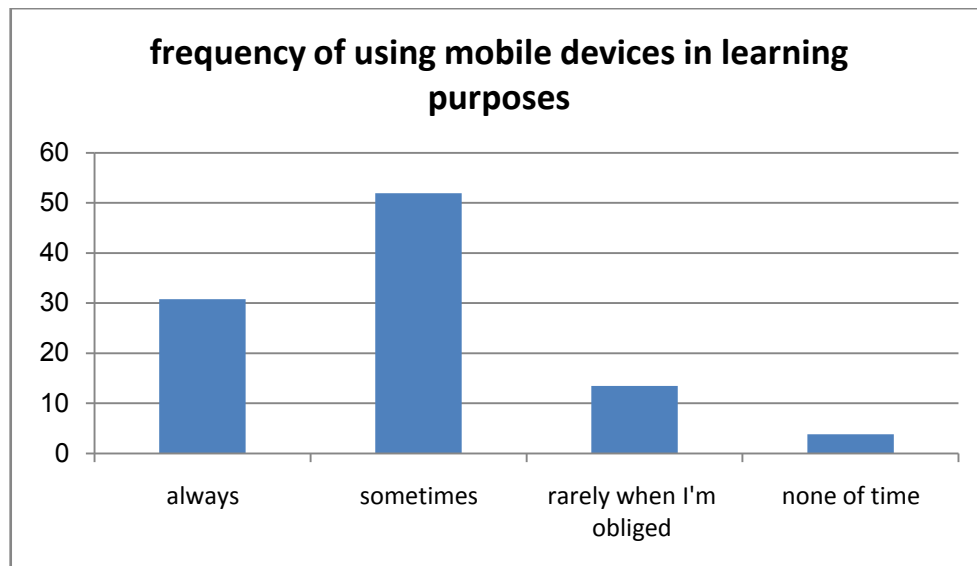


Figure 3.8: the use of mobile devices for educational purposes

The survey revealed that the half of students (51%) use their mobile devices frequently while 31% of students always use it whether to learn vocabulary or to search for information. Only 2 students do not use their devices for learning purposes. We can say that the majority of students use positively their devices to learn English language anytime and anywhere.

3.4.1.9.EFL Learners' Previous Knowledge about Mobile Learning Terminology

Answers	Percentage	Number of participants
Yes	38.46%	20
No	36.54%	19
No opinion	25%	13

Table3.9: the percentage of learners who have heard about Mobile Learning terminology

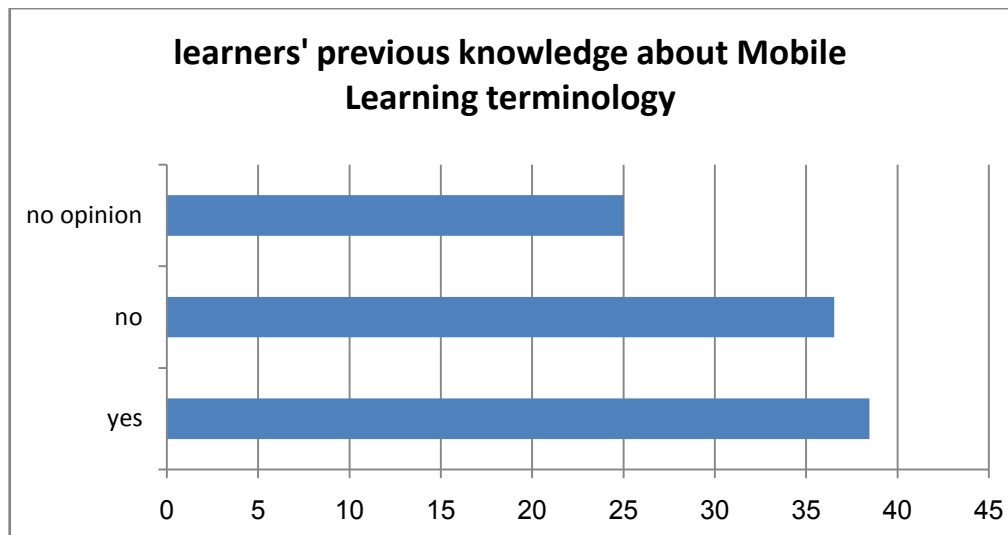


Figure 3.9: the percentage of learners who have heard about Mobile Learning terminology

According to the findings; 39% of participants have background knowledge about the new approach of teaching and learning which Mobile Learning is. while 36.5% of them unfortunately do not know this terminology. Additionally; 25% of students have no idea about this new field. Though 19 participants have not heard about Mobile Learning terminology but infact they use their devices to learn.

3.4.1.10. Students' Overall Opinion about Mobile Learning

Students' overall opinion about Mobile Learning	Percentage	Number of participants
Very interesting	78.85%	41
A waste of time	3.85%	02
No opinion	17.31%	09

Table 3.10: percentage of Students' overall opinion about Mobile Learning

As seen in (table 3.10); more than 78% of students see Mobile Learning as very interesting in teaching and learning context. However; only 2 students see it as a waste of time. Furthermore; 17% of participants have no opinion about its role. This result indicates that students think positively about Mobile Learning and the majority of them believe that it is a very interesting approach that can help them learn.

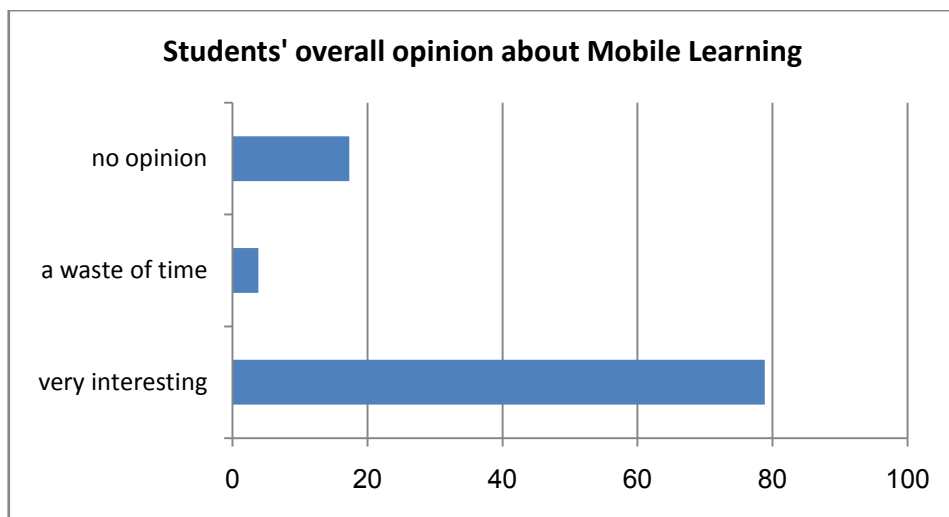


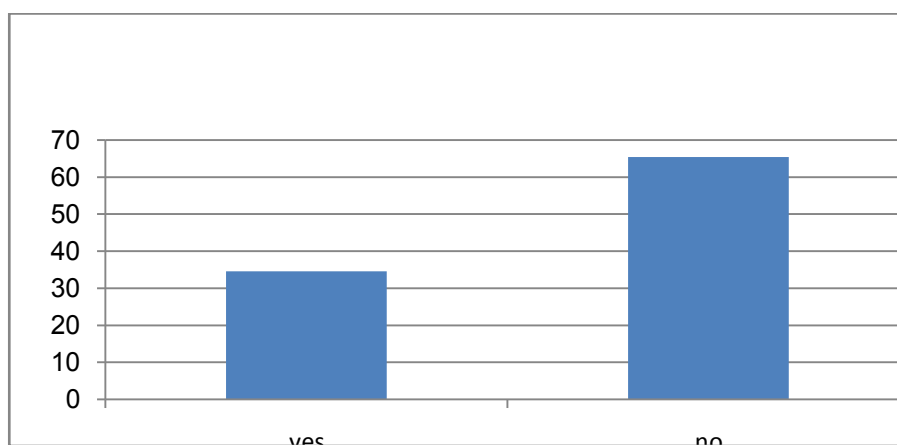
Figure 3.10: percentage of Students' overall opinion about Mobile Learning

3.4.1.11. Teachers' Use of Mobile Devices in the Class

Answers	Percentage	Number of participants
Yes	34.61%	18
No	65.38%	34

Table 3.11: percentage of teachers' use of mobile devices in the class

From (table 3.11), students claim that 65% of teachers do not use any type of mobile devices while teaching English language. Moreover, only 35% of teachers use devices in the class. This result can lead us to the point that teachers do not use such technology whether for the sake of not wasting time or for the sake of their thinking that only some students who have this technology.



Figure

3.11: percentage of teachers' use of mobile devices in the class

3.4.1.12. Learners' Use of Mobile Devices in the Class

Answers	Percentage	Number of participants
---------	------------	------------------------

Yes	67.31%	35
No	32.69%	17

Table 3.12: the percentage of learners' use of mobile devices in the class

According to the findings; more than 67% of participants use their devices in the class while 33% do not. This may mean that teachers encourage students to do so in the class and also students are aware of the benefits of these devices in facilitating the learning process.

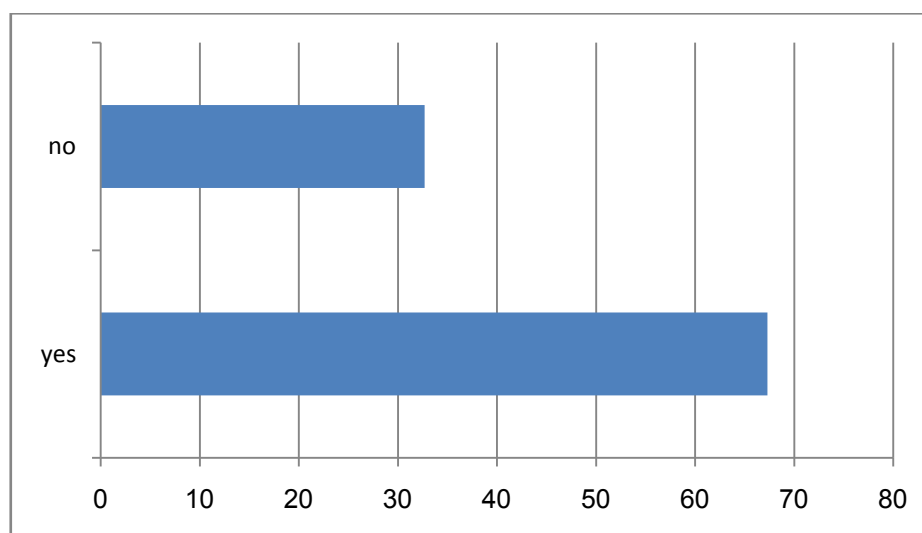


Figure 3.12: the percentage of learners' use of mobile devices in the class

As shown in (table 3.12); 33% of participants which is 17 learner do not use their devices during the session.

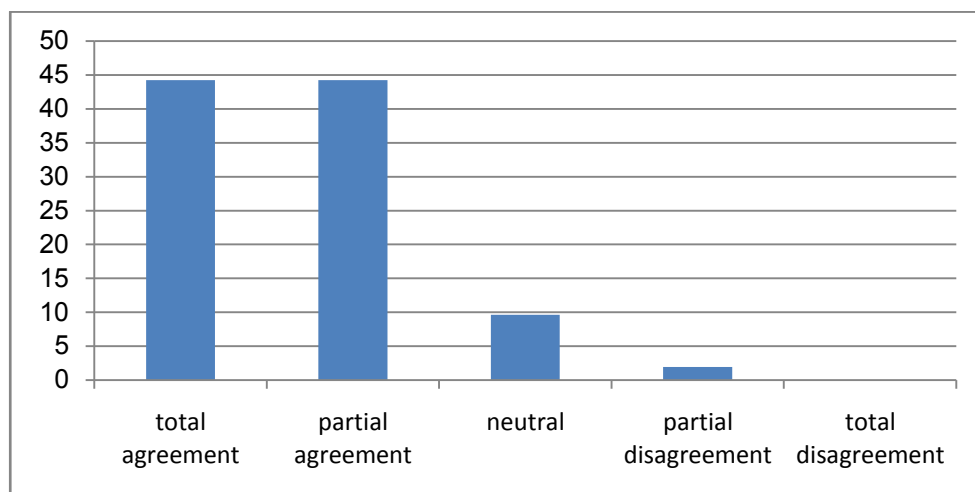
3.4.1.13.Learners' Attitudes about Using Mobile Devices in Education

Do you think that using mobile devices in education will facilitate the language learning process	percentage	Number of participants
Total agreement	44.23%	23
Partial agreement	44.23%	23
Neutral	9.61%	05
Partial disagreement	1.92%	01
Total disagreement	00%	00

Table 3.13: the percentage of learners' attitudes about using mobile devices in education

The findings show that learners' points of view vary from one student to another: from the total agreement to the partial disagreement. The results indicate that about 80% of participants agree with the idea that using mobile devices will facilitate the learning process. Furthermore, 05 students are neither in agreement nor in disagreement that means

that they do not have any previous knowledge about Mobile Learning. Additionally; only one student thinks that this idea cannot really help learners.



Figure

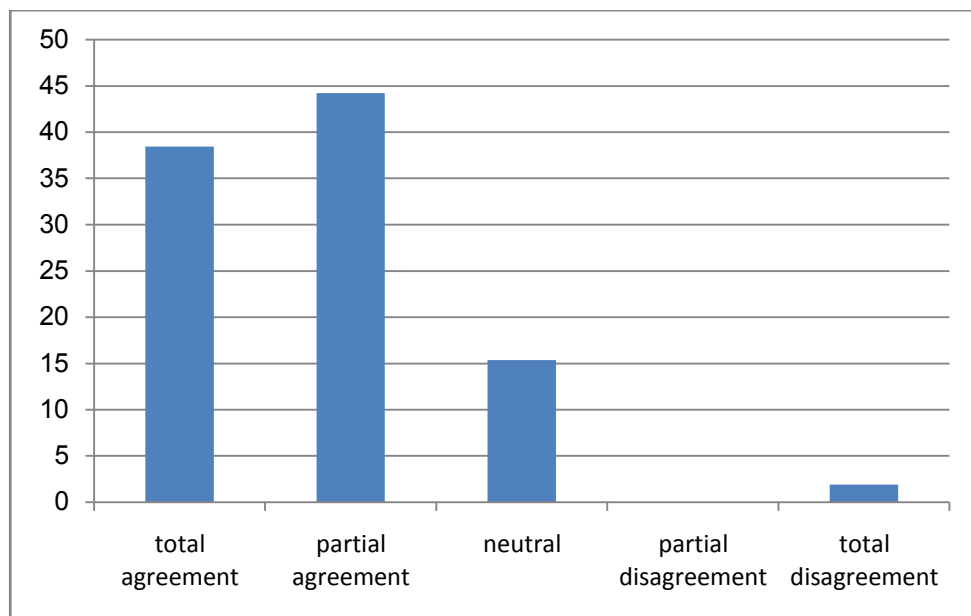
3.13: the percentage of learners' attitudes about using mobile devices in education

3.4.1.14.Learners' Points of View about whether Integrating Mobile Learning will Encourage Learners to be more Interactive

Do you think that integrating mobile learning in EFL teaching and learning context will encourage learners to be more interactive?	percentage	Number of participants
Total agreement	38.46%	20
Partial agreement	44.23%	23
Neutral	15.38%	08
Partial disagreement	00%	00
Total disagreement	1.92%	01

Table 3.14: percentage of learners' point of view about whether integrating mobile learning will encourage learners to be more interactive

Results of the survey reveal that the majority of participants (83%) agree upon the idea that integrating mobile learning in EFL teaching and learning context will encourage learners to be more interactive. Only 1.92% of students totally disagree with this idea while others (15.38%) have no opinion about the advantage of integrating mobile learning.



Figure

3.14: percentage of learners' point of view about whether integrating mobile learning will encourage learners to be more interactive

3.4.1.15.The Percentage of Learners who Consider Mobile Devices as Good Listening Resources

Answers	Percentage	Number of participants
Yes	84.61%	44
No	9.61%	05
No opinion	5.77%	03

Table 3.15: learners who consider mobile devices as good listening resources

As seen in (table 3.15); 85% of responds consider mobile devices as good listening resources for EFL learners while 10% of them do not agree with this point. Furthermore; 6% have no opinion about this idea of the benefit of integrate mobile learning in improving listening skill.

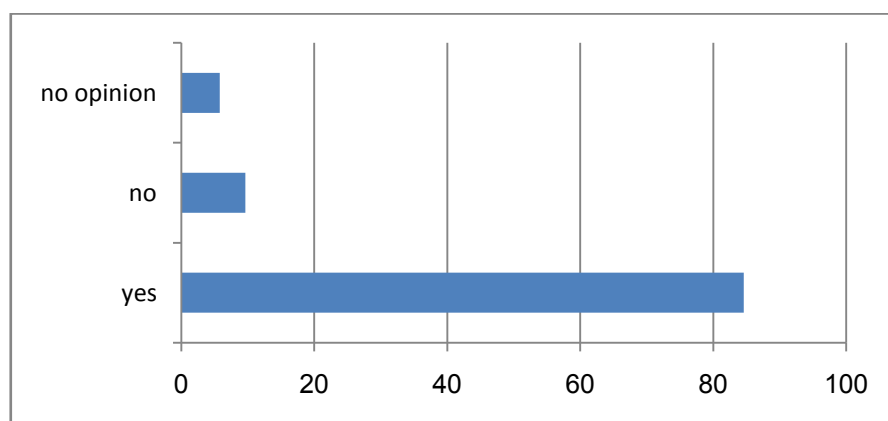


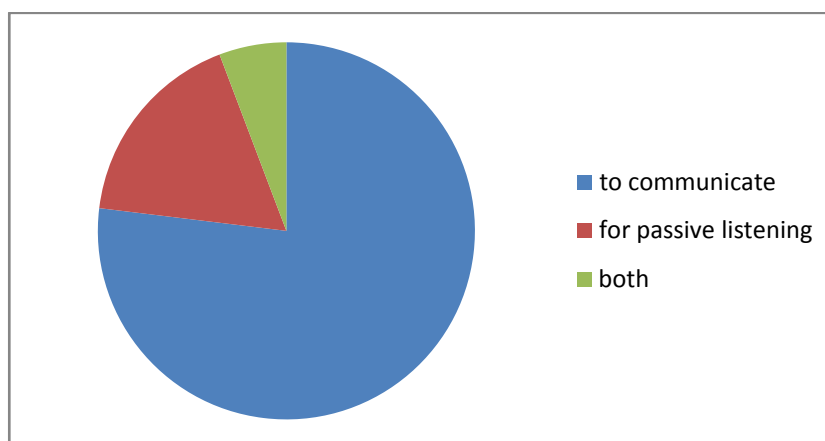
Figure 3.15: learners who consider mobile devices as good listening resources

3.4.1.16. Percentage of the Multi-Use of Mobile Devices in Listening

The use of mobile devices	percentage	Number of participants
To communicate	76.92%	40
For passive listening	17.31%	09
Both	5.77%	03

Table 3.16: learners' answers about their multi-use of mobile devices

From the table; we can indicate that 83% of participants use their mobile devices for communication purposes while only 17% of students use them for passive listening such as: listening to music and podcasts, listen to audio and audio-video documents or stories...Moreover; 06% of students use their mobile devices for both purposes which they are listen to communicate and for passive listening.



Figure

3.16: learners' answers about their multi-use of mobile devices

3.4.1.17. When you try to improve your Listening Skill; do you Prefer to Listen to?

	percentage	Number of participants
classmates	11.54%	06
Teachers	42.31%	22
Native speakers	46.15%	24

Table 3.17: the percentage of the favorable person students would to listen to

The findings in the (table3.17) show that 24 participants prefer to listen to native speakers whereas, 42% of students prefer to listen to teachers in order to acquire the appropriate pronunciation. Only 06 students prefer to listen to their classmates. The majority of students thus claim that the best reference any students would refer to is whether the teacher or the native speakers.

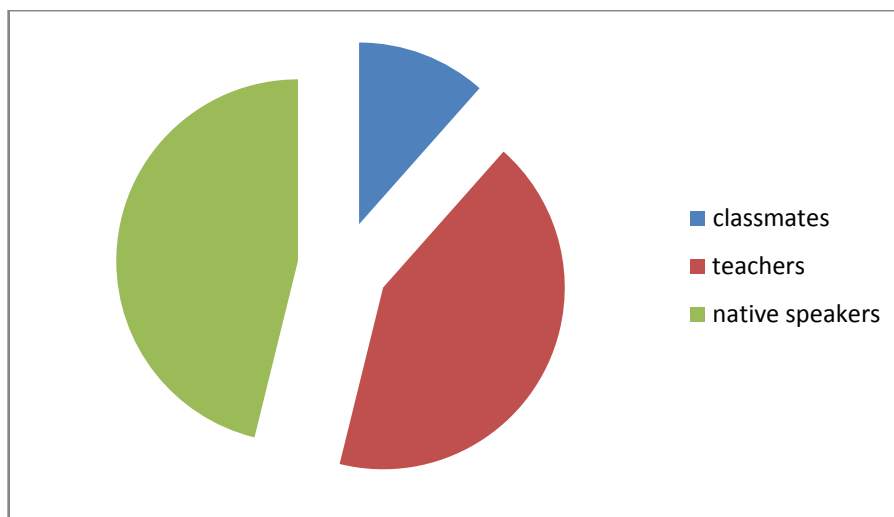


Figure 3.17: the percentage of the favorable person students would to listen to
3.4.1.18.Learners' Use of Audio Books During their Learning

Answers	percentage	Number of participants
Yes	36.54%	19
No	63.46%	33
No opinion	00%	00

Table 3.18: the percentage of learners' use of audio books during their learning

According to the findings; more than 60% of participants do not use any type of audio books while 37% of students use such audio books. The responses reveal that students have background knowledge about audio books and its importance in gaining knowledge with high proficiency of pronunciation.

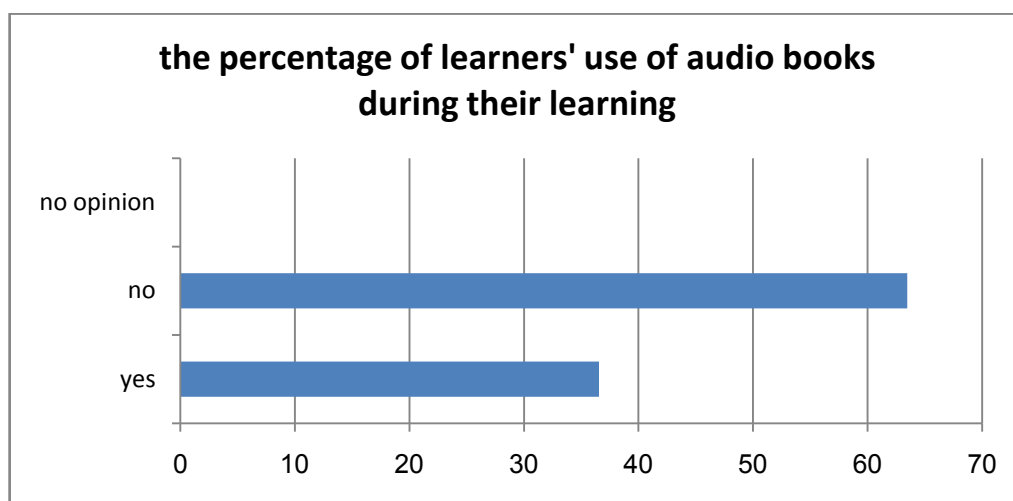


Figure 3.18: the percentage of learners' use of audio books during their learning

3.4.1.19.Learners' Use of Audio-Video Courses (in YouTube) during their Learning

Answers	Percentage	Number of participants
Yes	71.15%	37

No	26.92%	14
No opinion	1.92%	01

Table 3.19: the percentage of learners' use of audio-video courses during their leaning

The results of the survey reveal that 71% of participants use audio-video courses while learning the English language while 21% of them do not use this type of courses. This means that the majority of students nowadays are aware of the importance of the listening skill. Moreover; only 01 student does not work with this type of courses.

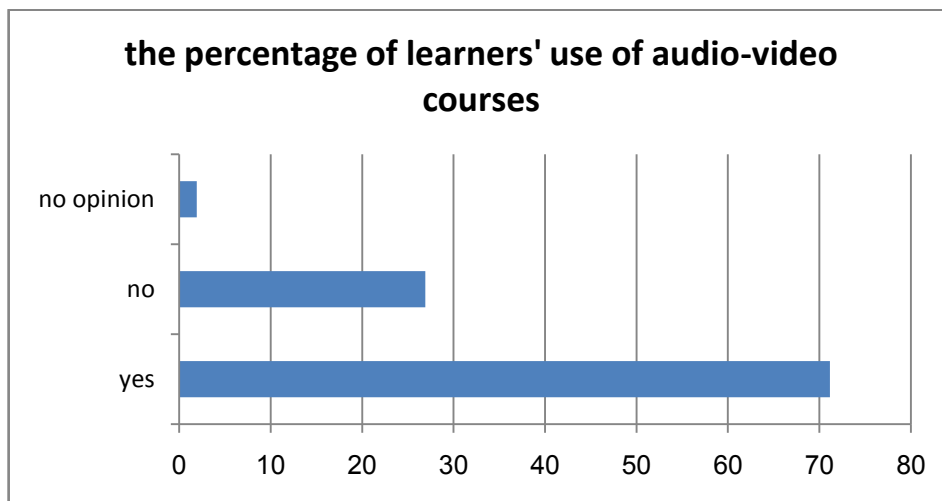


Figure 3.19: the percentage of learners' use of audio-video courses during their leaning

3.4.1.20. Learners' Opinions, Comments or Suggestions about Using Mobile Devices and Mobile Learning in the English Classes

At the end of the questionnaire, learners are requested to give their comments, suggestions and their opinions about using Mobile Assisted Language Learning as a new approach of teaching and learning the English language and also how it can help learners to enhance their listening comprehension. 74% of participants have answered this question while 27% do not. Participants gave many ideas that cannot be written down. The following table will provide us with the main ideas that learners suggested.

Suggestions and opinions
Mobile Learning can help and motivate learners. It can create a motivated and pleased atmosphere
It is a technology which contribute to us
The department should provide students with this technology
It is better to ask students to do exercises by their mobiles
Mobile devices are like a library that contains a thousands of books
It will distract learners' attention. They will lose concentration

Table 3.20: Learners' opinions, comments or suggestions about using mobile devices and Mobile Learning in the English classes

3.4.2. Interpretation of the Results

The results obtained from the analysis of the students' survey can be divided into three categories: general information about learners' familiarity with mobile devices and mobile learning, learners' attitudes towards using Mobile Assisted Language Learning, and learners' attitudes towards using Mobile Assisted Language Learning in improving their listening comprehension.

From the findings; we can say that English learners in Biskra's University are in touch with technology in general and mobile devices in specific. Most of them own a mobile device and they use it frequently for educational objectives with the help of learning applications. Moreover; findings also show that participants are familiar with the terminology of Mobile Assisted Language Learning and its meaning. They see it as a very interesting method of teaching and learning. Additionally; most of them agreed upon the idea that using mobile devices in education will facilitate and improve language learning process and the think that integrating mobile learning in EFL teaching and learning will encourage learners to be more interactive with each other.

In trying to investigate the learners' attitudes towards using Mobile Learning in improving their skills; results reveal that learners welcomed the idea of using such mobile devices during learning. Most of them consider mobile devices as good listening resources for EFL learners while a little group see it as a negative method which will distract learners' attention and concentration. The last question of the survey gives us insights about learners' suggestions. In fact; they express their accessibility and wants to use this method in learning circumstances because they think that it will motivate and help them. To conclude; Mobile Assisted Language Learning is a new approach that will help learners have the advantage of "anywhere and anytime" learning.

3.5. Teachers' Interview

3.5.1. Description of the Results

We can categorize our findings into two parts. The first part contains findings about the widespread of mobile devices in our university and teachers' familiarity with this innovative technology. The second part provides us with findings about teachers' attitudes

towards using MALL in class and their general opinions about mobile learning, the use of mobile devices in English classes and whether it is beneficial to be included or not.

3.5.1.1. The Percentage of Teachers that Possess Mobile Devices

Answers	Percentage	Number of answers
Yes	100%	04
No	00%	00

Table 3.21: teachers that possess mobile devices

The findings show that all the participants (100%) own at least one mobile devices especially mobile phones.

3.5.1.2. Difference(s) between the Use of Mobile Devices (within EFL teaching and learning environment) Abroad and Here in Algeria

The findings indicate that all the informants see a great difference in the use of mobiles in EFL classes. The first teacher said that in abroad, all classes are equipped with mobile devices and they use them for learning purposes. The second one said that learners abroad use such devices to save lessons; receive information; participate and discuss with each other by blogs. The third one said that abroad the access of internet is so easy and simple so learners can use their devices to search about information and also do tasks by them. However; teachers agreed upon the idea that EFL classes in Algeria are poorly equipped with mobile devices and the use of them is so personal. Moreover, they reveal that our classes generally based through the theoretical parts no practical sides would be found.

3.5.1.3. Can we Say that Such Mobile Devices are Good Alternatives to Traditional Materials

Answers	Percentage	Number of answers
Yes	50%	02
No	50%	02

Table 3.22: Can we say that such mobile devices are good alternatives to traditional materials

From (**Table 3.22**); half of the participants (50%) believe that mobile devices are good alternatives, while others (50%) do not.

From teachers' perspective which is: mobiles cannot be alternatives; they believe that such devices are only one tools from many they are not everything. They may be supplementary materials but not all of them. However, the other teachers believe that as our learners do not access to a lab, mobiles can be alternatives since the majority of learners own and they are inseparable of their devices so they can use them easily.

3.5.1.4. Teachers' General Opinions about Mobile Learning in EFL Setting

For this question, subjects give us a variety of answers which they are: mobile learning is the future of learning, it is helpful if properly used and it helps learners to improve their language skills.

3.5.1.5. Teachers' Use of Mobile Learning Activities in their Classes

Answers	Percentage	Number of answers
Yes	25%	01
No	75%	03

Table 3.23: teachers' use of mobile learning activities in their classes

The results indicate that only one teacher who uses activities such as: vocabulary building activities, pronunciation and listening activities with the help of mobile devices (25%); others (75%) do not.

3.5.1.6. Do you Think that Integrating Mobile Learning in EFL Teaching and Learning will Encourage Learners to be More Interactive

Two teachers agreed upon the idea that the integration of mobile learning will let learners to be more interactive and it will motivate them to become autonomous. However; other teachers do not agree totally with this idea. They said that the successful of it is depends on the purpose of using them. In other words; if the purpose is well defined and serves the objectives of the task it will be beneficial otherwise, devices will be destructive and entertaining.

3.5.1.7. The Use of MALL to Develop Learners' Listening Comprehension

Informants give us many ways and applications that can learners use them to improve their listening. Examples of these applications are: videos; dictionaries to listen to the right pronunciation; prepared passages and audio materials; applications that use songs, conversations and simulated tasks.

3.5.1.8. Do you Think that Mobile Learning Can Help Learners to Create their Own Little Library from Audio-Books and Audio-Courses

All participants agree with this idea. One teacher said that the mobile device is like a mini-personal library which is flourished by downloading everything you want just by click. Other teacher said that learners should know how to use their devices.

3.5.1.9. Do you think that Mobile Learning is a Paradigm Shift from the Traditional Methods of Teaching the ListeningSkill

In this question, three (03) teachers claim that mobile learning cannot be a paradigm shift because from their points of view, traditional methods remain the appropriate ones in our situations but in the same time we cannot ignore the great importance of technology nowadays. However; one (01) teacher said that mobile learning is a dramatic shift where all barriers of time and space are overcome.

3.5.1.10. Does Mobile Learning with all of its Features Encourage or Impede EFL Learners to be Good Listeners and then Good Speakers

Subjects agree the point that mobile devices will positively encourage learners to be good listeners if they use them appropriately because; from one participant's point of view; the learners should be hitec (knowledgeable enough about how to use technology).

3.5.1.11. Opinions, Comments or Suggestion Teachers Have about Using Mobile Devices and Mobile Learning in the English Classes

Suggestions and opinions

MALL needs familiarity with mobile tools and good training in using them for educational purposes; otherwise they remain as means of communication and entertainment.

Mobile learning is the future of learning and no one can deny this fast, available and rich data resources for everyone. Supported by the boom in the use of social-media that facilitate exchange and share of data needed for the learners.

Mobile devices are good but not in large classes like ours. They are good but they need teachers' control.

MALL is for a setting which is totally different from ours.

Mobile learning activities develop learners' competence in terms of accuracy, fluency, writing and of course listening.

Table 3.24: Teachers' opinions, comments or suggestions about using mobile devices and Mobile Learning in the English classes

3.5.2. Interpretation of the Results

The results obtained from the analysis of the teachers' questionnaire can be divided into three main parts: general information about teachers' familiarity with mobile devices and mobile learning, teachers' attitudes towards using MALL, and teachers' attitudes towards using MALL in improving learners' listening comprehension.

From the results; we can say that teachers of Mohamed Kheider Biskra are in touch with technology in general and mobile devices in specific. Most of them see that there is a great difference between EFL classes here in Algeria and abroad in the use of mobile devices. Moreover; they indicate that technology is so important in teaching and learning context but with the help of traditional methods and materials. They claim that in our classes we cannot leave the traditional methods because they are important so it is better to integrate technology with old methods.

In trying to investigate teachers' attitudes and perspectives towards the use of mobile devices in the class and its benefits, results reveal that most of teachers are aware of the importance and the benefits of such technology in the class. They all agree with the idea that teachers and learners (users) should be knowledgeable enough with how to use these

devices appropriately and properly for better use. The last question was to give any suggestions and opinions. All of them welcomed with the idea of integrating this new technology in classes but they are scared of the wrong use of it by learners and then it will have many disadvantages by effecting negatively the learning/ teaching processes.

Conclusion

The results found in this research can be summarized into two main points: positive attitudes of EFL learners towards using MALL to improve their listening comprehension, and positive teachers' perceptions of the importance of mobile devices in the learning operation if of course learners know how to use them properly. Otherwise it will go through an unfavorable path. In this work field, we tried to gain insights about the topic and to support the idea that technology in general and mobile devices in particular can help learners to be more interactive, motivated and autonomous enough for better learning. By the end of this chapter, we can say that findings in this research indicated that EFL learners are so interested in integrating mobile learning in their classes. They think that technology is a part and partial of their life so it is better to integrate it and search about ways of using it because mobile devices have the features of downloading applications anytime and anywhere. Thus, it will help them to be good listeners. Furthermore; teachers state their positive attitudes towards using mobile devices in the class and they claim that the failure or the success of adopting mobile learning within EFL classes depends mainly on the way we use these devices.

General Conclusion and Recommendations

General Conclusion and Recommendations

1. General Conclusion

This study was conducted in order to provide a brief literature to teachers and learners about the significance of technology in general and Mobile Assisted Language Learning in particular in relation with the field of teaching and learning processes. The main focus of this study was given to how teachers and learners can use their mobile devices in EFL teaching and learning context in order to improve the listening comprehension of EFL

learners. Moreover, we try to show the positive impact of using mobile devices on learners' listening comprehension.

The research was conducted at Mohamed Kheider University of Biskra with both English language teachers and learners. We have chosen first year master students of applied linguistics as our population. We have selected 75 students randomly in order to answer our questionnaire which is designed for the sake of obtaining insights about their attitudes towards integrating MALL in EFL classes especially to improve their listening comprehension. In order to support students' results, we have decided to distribute online questionnaire for four teachers whose experience in technology is good enough that they can provide us with valuable answers. This field work is conducted for the reason of whether accepting or rejecting our hypothesis which is mobile devices are very beneficial tools for developing EFL learners' listening comprehension by creating a collaborative and interactive atmosphere between learners and their teachers.

The findings revealed that English language learners have the tendency of integrating technology like mobile devices within their classes since it will provide them with new and easy applications which they believe will enhance the language learning process by creating a motivated atmosphere. The vast majority of learners strongly agree with the idea of the importance of using mobile devices as tools for learning how to be good listeners. Results also revealed that EFL teachers expressed their welcome towards using this technology to teach English in the future. They believe that mobile devices are beneficial tools that can use them to teach English language if learners know how to use these devices appropriately and properly. Furthermore, we hope to change teachers and learners' negative attitudes towards the use of mobile devices in the class and receive their welcome and readiness for the adoption of this new technology in the English language classes. This research has lead us to assert that mobile learning can be considered as a facilitator way for EFL learners to be more interactive and then be more motivated. The use of mobile devices can be a very useful way for learners to improve their abilities of listening.

To conclude, the experimental method would be the most appropriate to reach more reliable and valid information about the subject. However; because of time constraints it lets us choose the descriptive method as the ultimate way to reach insights about our topic.

2. Recommendations

At the end of this research; we can say that the success or the failure of integrating technology within teaching English as a foreign language depends on many characteristics which are:

- Teachers should control their learners when they are using their devices.
- teachers and learners should be aware enough about the role that technology plays in language learning.
- Teachers should present and introduce any new type of technology to learners before they use it.
- Teachers and learners should interact with each other in order to create an enjoyable and suitable atmosphere of learning.
- Learners should not use their devices unlimitedly; use mobile devices when necessitate.

With the use of these recommendations, technology will be useful.

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Appendices

Appendices

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students' Questionnaire

Dear students;

We are conducting a research about the '*Developing EFL learners' listening comprehension through using Mobile Assisted Language learning*'. In order to gather data for our research; you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us. Thanks in advance.

SenaniDjihad

Please, respond to the questions by ticking (✓) the appropriate box and answer whenever it is necessary.

General Information

1. Do you have any own mobile device?

Yes ☐

No ☐

2. If yes, please state the type of your device

- Smart phone ☐

- Tablettts ☐

- Pc's
- Others

3. Do you use your device to access the internet?

- Yes
- No

4. What type of applications do you use in your device?

- Entertainment application
- Social network application
- Others

- If other applications, state them.....
.....
.....

5. Have you ever used mobile devices for learning purposes?

- Yes
- No
- No opinion

6. In order to learn English language; what applications do you use to do so?

- Dictionnaires
- Course registration
- Learn vocabulary
- Note taking
- Others

- If others, state them.....
.....
.....

7. For learning objectives, where do you use your device?

- In class
- Out of the class
- Both

8. How often do you use it for educational purposes?

- Always
- Sometimes
- Rarely when I am obliged
- None of time

Learners' attitudes towards using Mobile Assisted Language Learning

9. Have you heard about Mobile Learning terminology before?

- Yes
- No
- No opinion

10. what is your overall opinion about Mobile Learning?

- Very interesting
- A waste of time
- No opinion

11. Do your teachers use such mobile devices during the class?

- Yes
- No

12. What about you, do you ever use your device in class?

- Yes
- No

13. Do you think that using mobile device in education will facilitate and improve the language learning process?

- Total agreement
- Partial agreement
- Neutral
- Partial disagreement
- Total disagreement

14. Do you think that integrating mobile learning in EFL teaching and learning will encourage learners to be more interactive?

- Total agreement
- Partial agreement
- Neutral

- Partial disagreement
- Total disagreement

Learners' attitudes towards using Mobile Assisted Language Learning in improving their listening comprehension

15. Do you consider mobile devices as good listening resources for EFL learners?

- Yes
- No
- No opinion

16. Do you consider mobile devices as useful tools for communicating with others or just for passive listening like: listen to podcasts, music.....

- To communicate
- For passive listening

17. When you try to improve your listening skill; do you prefer to listen to ?

- Classmates
- Teachers
- Native speakers

18. Do you use any type of audiobooks during your learning?

- Yes
- No
- No opinion
-

19. Do you use any type of audio-video courses (in Youtube) during your learning?

20.

- Yes

- No

☐

- No opinion

☐

21. Please write down any opinions, comments or suggestion you have about using mobile devices and mobile learning in the English class

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Thank you ☺

Teachers' Questionnaire

Dear teachers;

We are conducting a research about the '***Developing EFL learners' listening comprehension through using Mobile Assisted Language learning***'. In order to gather data for our research; you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us. Thanks in advance.

Senani Djihad

Please, respond to the questions by ticking (✓) the appropriate box and answer whenever it is necessary.

General Information

22. Do you have any own mobile device?

Yes ☐

No ☐

23. You have been abroad many times; do you see any difference between the use of mobile devices (within EFL teaching and learning environment) there and here in Algeria?

Yes ☐

No ☐

- Please state any difference or differences you see it before.

.....

.....

.....

.....

24. Can we say that such mobile devices are good alternative to traditional materials?

Yes ☐

No ☐

- Please say in what way?

.....

.....

.....

Mobile Learning and Mobile Assisted Language Learning

25. How do you see Mobile Learning as a flourished field compared with other fields such as: ELearning?

.....

.....

26. In your class; have you ever explored any Mobile Learning activities?

Yes ☐

No ☐

Which type of activities do you use.....

.....

.....

27. Do you think that integrating Mobile Learning in EFL teaching and learning will encourage learners to be more interactive?

.....

.....

28. How can EFL learners develop their listening comprehension through MALL?

.....

.....

.....

29. Do you think that Mobile Learning can help learners to create their own little library from audio-books and audio courses?

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30. Do you think that Mobile Learning is a paradigm shift from the traditional methods of teaching listening skill?

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31. Does Mobile Learning with all of its features encourage or impede EFL learners to be good listeners and then good speakers?

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32. Please write down any opinions, comments or suggestion you have about using mobile devices and mobile learning in the English class

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Thank you ☺