

Mobile-Assisted Language Learning and Motivation: Can the Use of Mobile Devices Promote Students' Motivation in EFL Classes?

دافعية تعلم اللغة بمساعدة الهاتف المحمول

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Abstract:

In the recent years, smart mobile devices are taking over all aspects of human life such as education, work and leisure. In fact, the majority of students are using their handheld devices, mainly smart phones and computer tablets, for the sake of communicating, sharing information and interacting. Ergo, mobile technologies become an essential part of students' routines. This new wave of technology has created an approach of language teaching and learning known as Mobile Assisted Language Learning (MALL). The current study endeavors to investigate the effectiveness of MALL on learners' motivation to learn English as a Foreign Language (EFL). It adopts a descriptive method of research which is an amalgam of quantitative and qualitative data. Thus, a questionnaire, which is randomly administered to thirty Master 1 students, is bracketed with a structured interview held with four teachers of English at Batna-2 University. The findings of the study provide us with

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significant results about the impact of mobile technologies on both the EFL teaching/learning process and motivation. First, students generally consider this new wave of technology as having a positive impact on their own language skills. Second, the results also pinpoint that both teachers and students strongly confirm that the integration of mobile devices in EFL setting fosters the students' motivation, and increases eagerness toward learning. Thus, it is highly significant to implement the handheld devices in the Algerian EFL classes in order to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession.

Keywords: EFL learners and teachers, Higher education, Mobile- assisted language learning

المخلص:

في السنوات الأخيرة، استولت الأجهزة النقالة الذكية على جميع جوانب الحياة البشرية مثل التعليم والعمل والترفيه. في الواقع، فإن غالبية الطلاب يستخدمون الأجهزة المحمولة الخاصة بهم، خاصة الهواتف الذكية والالواح الالكترونية، من أجل التواصل وتبادل المعلومات والتفاعل. بالتالي، فالأجهزة النقالة أصبحت جزءا أساسيا من روتين الطلاب. وقد أدت هذه الموجة الجديدة من التكنولوجيا الى ظهور نهجا جديدا لتعليم اللغة المعروفة باسم MALL أي تعليم اللغة بمساعدة التكنولوجيا المتنقلة. وعليه تسعى الدراسة الحالية للتحقيق في فعالية MALL على دافعية المتعلمين لتعلم اللغة الإنجليزية كلغة أجنبية. ولقد تم الاعتماد على طريقة وصفية للبحث وهي عبارة عن مزيج من البيانات الكمية والنوعية. لجمع البيانات المطلوبة، قمنا بتوزيع استبيان عشوائيا إلى ثلاثين طالب ماستر 1، بالإضافة الى مقابلة منظمة عقدت مع أربعة اساتذة للغة الإنجليزية في جامعة باتنة 2. نتائج الدراسة زودتنا بنتائج هامة حول تأثير التكنولوجيا النقالة على كل من عملية التعليم / تعلم اللغة الإنجليزية كلغة أجنبية ودافعية الطلبة لتعلم اللغة أولا، يعتبر غالبية الطلبة ان هذه الموجة الجديدة من التكنولوجيا لها تأثير ايجابي على مهاراتهم للغة. ثانيا، لقد أكد كلا من الطلبة والأساتذة على أهمية ادماج الأجهزة النقالة لتعليم اللغة الإنجليزية كلغة أجنبية، لأنها تساهم في تنمية الدافعية والرغبة في التعلم. وبالتالي، من المهم استغلال الأجهزة المحمولة في صفوف اللغة الإنجليزية كلغة أجنبية من أجل التغلب على تحدي التحولات التكنولوجية والتربوية التي تحدث في مهنة التدريس.

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الكلمات المفتاحية: أساتذة وطلبة اللغة الانجليزية، التعليم العالي، الاجهزة النقالة، الدافعية.

1. Introduction

In the recent years, Information and Communication Technologies (ICTs) have become more sophisticated because of its advanced features. The emergence of such technologies lead researchers and educators to figure out how to effectively integrate them into the educational context. Due to the proliferation of ICT, the educational system has developed, and the way of teaching and learning has changed. More recently, researchers have emphasized on the crucial role of mobile technologies in teaching and learning processes. Particularly, MALL provides many benefits for education mainly for teaching/learning English language skills such as speaking, listening, reading, and writing. The purpose of this study is to shed light on the role of MALL in the field of Teaching English as a Foreign Language (TEFL) and English Language Learning (ELL), as well as its importance in fostering students' motivation. This research revolves around answering the following research questions:

- How do students and teachers use mobile devices in general and for learning English in particular?
- Is MALL used in EFL contexts?
- What are students and teachers' opinions about the use of MALL for learning English?
- Do mobile devices raise students' motivation to learn English?

2. Literature Review

2.1. The Importance of MALL in Motivating EFL Learners

According to Hariss, Al Boutainah and Alboutainah (2016):

“In education, technology has allowed the dissemination of knowledge to be dispersed instantly and it allows for quicker and more effective communication. Also, technology has allowed students to be engaged and learn in ways that they never have in a classroom setting before.” (p.370).

In the same line of thought, Underwood (2009) claimed that “the ICT revolution is a deep cultural revolution changing all modes and patterns of our lives and hence bound to lead to dramatic changes in education” (p. 4). In this respect, ICTs play a remarkable role in the field of language teaching and learning. The latter view is supported by Gordon (2007) who noted that “many reports present strong assertions that technology can catalyze various other changes in the content, methods, and overall quality of the teaching and learning process” (p. 179). Hence, the use of technology can benefit the teaching/learning process in general, and language learning in particular, due to the achievements over the past two decades.

With the advent and the ownership of wireless mobile technology, including smart phones and handheld tablets, researchers are interested in investigating their integration into the language learning process. Trifanova and Ronchetti (2003) defined a mobile device as “any device that is small, autonomous and unobtrusive enough to accompany us in every moment” (p. 3). According to Chinnery (2006), such portable devices -

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referred to in popular and scholarly literature as “mobile, wireless, handheld or nomadic- are now social staples” (p. 9).

Nowadays, mobile devices make mobile learning possible by virtue of delivering various learning materials and content to learners. Darmi & Albion (2014) claimed that:

The use of mobile technology in education offers new learning experiences and flexibility in learning –learning anywhere and anytime – with increased opportunities for decisions to be made by the learners. Furthermore, mobile technology offers ubiquitous and immediate access to information as well as saving resources (p .93).

Keegan (2005) advocated that “I feel that in the definition of mobile learning the focus should be on mobility. Mobile learning should be restricted to learning on devices which a lady can carry in her handbag or a gentleman can carry in his pocket” (p.27). In this regard, Mobile learning is a new educational field that addresses the use of various mobile devices in teaching and learning.

According to Chinnery, (2006) the increasing use of mobile learning in the language education field has given origin to what is known as MALL, or language learning facilitated by the mobility of the learner and/or portability of mobile devices. In this vein, this new wave of technology led to the emergence of a new approach of learning and teaching languages known as MALL. Begum (2011) described it as an approach to language learning that is enhanced through using mobile devices such as mobile phones, MP3/MP4 players, Personal Digital Assistants (PDAs) and palmtop computers. That is, MALL is any type of language learning that takes place with the help of portable devices. Kukulaska-Hulme and Shield (2008) postulated that

“MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access and interaction across different contexts of use” (p. 273). Ergo, MALL gives EFL learners not only in-door opportunities to learn, but also outdoor practices; in other words, whenever and wherever they desire, they can use mobile devices for variegated educational purposes. This implies that MALL is ubiquitous and in constant swift emergence due to the widespread ownership of mobile technologies enabling language learners to learn the language effectively, in different contexts, and both formally and informally.

Previous research has also showed the existing relationship between mobile technologies and their impact on the degree of students’ motivation for learning. Hariss, Al Boutainah and Alboutainah (2016) claimed that “Most recently, technology has been a new phenomenon to help motivate, differentiate, and allow students to achieve and excel in ways that they have never been able to before” (p.370). According to Liu and Chu (2010), mobile devices serve to enhance one’s learning experience, and can be used to engage and motivate learners. Chen, Chang and Wang (2008) posited that “mobile devices seem to give their users a very strong sense of control and ownership which has been highlighted in research on motivation as a key motivational factor” (p. 252). Chen, Chang and Wang (2008) went on to evaluate the use of mobile devices in informal settings. The researchers conclude that:

in our research we have found that experienced users look for new ways to appropriate the devices they own for informal learning with high-level of motivation for seeking solutions to extend device capabilities with

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motivation from ownership, fun, context and continuity. A follow up study focusing on using tablet PCs for bird observation demonstrated that mobile devices can motivate informal learning through freedom to alter the task to include additional resources, context and fun. In addition the novelty of the technology was seen as motivating in itself. (p. 254)

Swan, van Hooft, Kratcoski and Unger (2005), in their study about *Uses and effects of mobile computing devices in K-8 classrooms*, tried to explore students' use of mobile devices in the area of language and science. The findings indicated that 75% of the participants willingly used their mobile technology devices outside the classroom in order to do tasks. The teachers indicated that there is a significant improvement concerning the students' achievement and work habits. Likewise, Chao and Chen (2009) gave students mobile phones to complete a paper textbook in order to facilitate verbatim note-taking, resolving comprehension questions, and receiving reading recommendations. The results depicted that the use of mobile phones fostered the students' motivation.

3. Methodological Design

3.1. Method

The present research aims at unveiling the reality behind using MALL in EFL classrooms. This implies how both teachers and learners use their mobile devices in the teaching/learning process. In this respect, we designed a descriptive case study of research with EFL teachers and Master 1 students at Batna-2 University.

3.2. Population and Sampling

The participants were EFL teachers and students at Batna-2 University. Because it is difficult to conduct a study on the whole population, a sample has been selected. Four oral expression teachers were involved in this research; they were selected through the non probability sampling method using the purposive sampling technique. The selection of this technique is attributed to the researchers' freedom in selecting participants who best fit in the purpose of the research. We acknowledge a certain level of bias, but this is justified by the fact that mobile devices are mainly used in oral expression classes.

As far as the sample of students is concerned, we randomly selected 30 Master 1 students of the option of "Language and Culture" from the Department of English of Batna-2 University. A random sampling technique is opted for in order to give the opportunity to each member of the population to be selected. Besides, Master 1 students are alleged to have an advanced level of linguistic competence as compared with the license levels, which saves us from the burden of focusing on language-related aspects. Therefore, we emphasise the increase of their motivation level when using mobile devices, instead.

3.3. Data Gathering Tools

Data were collected by means of students' questionnaire and teachers' interview.

3.3.1. Students' Questionnaire

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We selected the questionnaire as the main method and tool of data collection because it requires little time to administer. Brown (1988) claim that “the questionnaire, therefore, is an easy and practical means of gathering data from a large population” (p. 3). Thus, it is a tool which is used in most of the research works because of its advantages in covering large-scale data, and in helping the researcher to collect unobservable data.

In this study, the questionnaire was addressed to 30 master 1 students of English Language and Culture at Batna-2 University. It sought to obtain their opinions about the use of MALL, and to probe into its role in improving learning, in supporting teaching, and in raising motivation.

In this research work, we used close-ended questions, multiple choice questions, and open-ended questions (See appendix A). The questionnaire consists of thirteen questions that are divided into two parts. Part one seeks general information with two questions devoted to age and gender, while part two focuses on collecting the needed information concerning the use of MALL with regard to ELL.

3.3.2. Teachers’ Interview

A structured teachers’ interview was conducted as another data collection tool. The teachers’ interview is intended to discover EFL teachers’ use of their mobile devices as a supporting tool in their teaching process. The interview questions followed the same objectives of the survey study. The interview consists of six open-ended questions (See appendix B).

4. Results and Analysis

The data obtained through the survey were analysed quantitatively using the descriptive analyses of the Statistical Package for Social Sciences (SPSS 20 program). However, the open-ended questions are interpretively discussed.

4.1. Analysis of the Questionnaire

4.1.1. Section one: General Information

Q1 and Q2: specify your age and gender

Table 1
Students' Age and Gender

Age	20-29	30-39	40-49	Total	Percentage
Male	7	1	0	8	26.67%
Female	20	1	1	22	73.33%
Total	27	2	1	30	100%

The above table reveals that there are three (03) age groups in our selected sample. The majority (90%) of the students' age range from 20 to 29. The second rank of the participants' age varies between 30 and 39, which represents 6.67% of the participants. Only one female student came in the third rank with 44 years old. Moreover, we can notice that the number of females outnumbered males. Females represent 73.33% of the participants, while males represent 26.67%.

4.1.2. Section two: Mobile-Assisted Language Learning

Q3: Do you have mobile devices?

Table 2
Students' possession of mobile devices

<u>Response</u>	Participants	<u>Percentage</u>
<u>Yes</u>	30	100%
No	0	0%
Total	30	100%

As shown in Table 2, all the participants (100%) possess mobile technologies, and this is not surprising due to the widespread of these tools among students at the University.

Q4: What kind of mobile devices do you have?

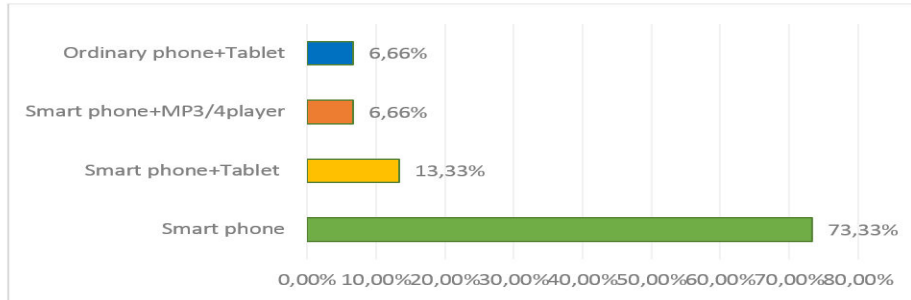


Figure 1. Kinds of mobile devices owned by the students

Figure 1 indicates that participants have different types of mobile technologies. Each participant has at least one mobile device. The widespread handheld device among students is the smart phone (73.33%). The findings also record that some participants own more than one device with smart phone and tablet (13.33%), being the highest percentage, while the lowest percentages go to smart phone and digital media player (6.66%) and ordinary phone and tablet (6.66%). This means that the students are in direct touch with the technological development.

Q5: How often do you spend time on using mobile technologies?

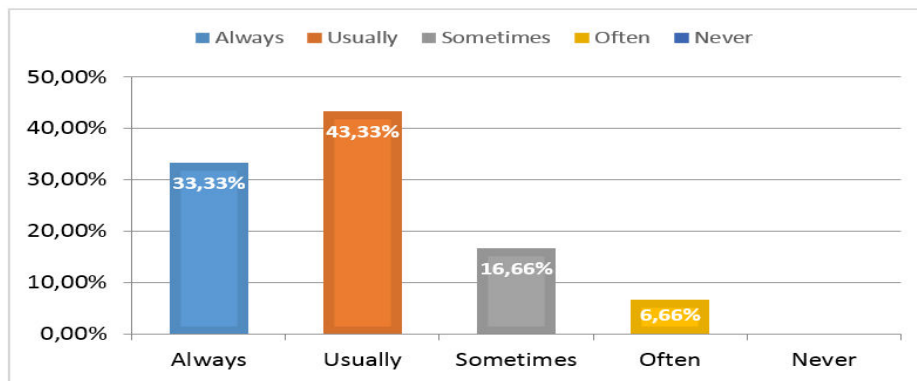


Figure 2. Frequency of using mobile devices

As denoted in the above figure, the majority of participants spend most of their time using their mobile devices: 'Usually' (43%) and 'always' (33%). Besides, 17% of participants indicate that they 'sometimes' use their devices, and 7% of the participants 'often' use them. However, 'never' came in the last rank with 0%.

Q 6: Do you use mobile devices to learn English?

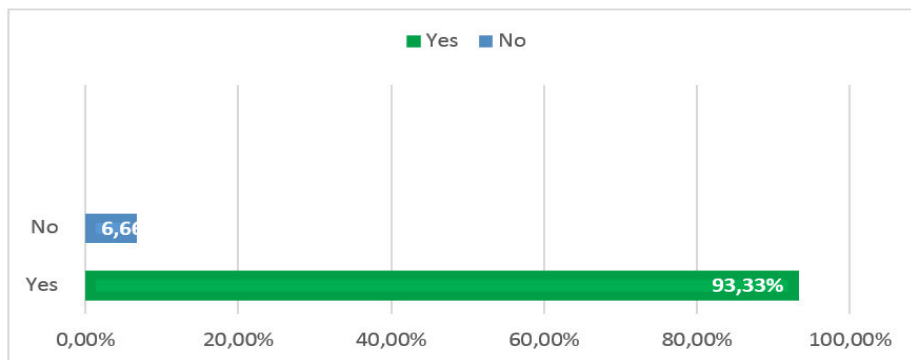


Figure 3. The use of mobile technologies to learn English

Figure 3 depicts that the majority of participants (93%) use their handheld devices as a supporting tool to enhance their language skills, while only 7% of students indicate that they do not use them for the purpose of learning English. This means that students utilise their devices positively though they are not directly related to learning objectives.

Q 7: If yes, where and when do you often use mobile devices to learn English?

The students who agree claim that they use mobile devices inside the classroom if the teacher allows them, and outside the classroom as well. They also proclaim that they use these light technologies when they are traveling, waiting in the queue, and before sleeping (in bed).

Q8: What kind of activities do you perform to learn English language?

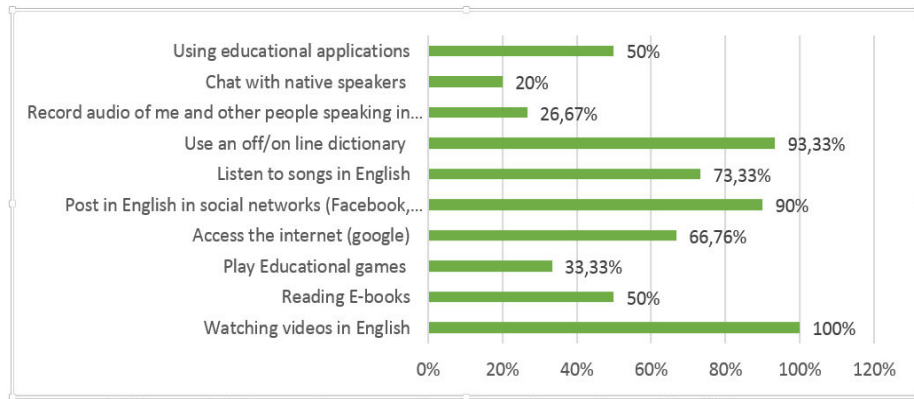


Figure 4. The activities students perform in order to learn English

The above table reveals that the students practice different activities in order to develop their language skills. All the students (100%) watch videos in English. The majority of the participants (93.33 %) use their devices as dictionaries in order to check the meaning and the pronunciation of English words. Moreover, 90% of them get access to social networks in order to post and to share information in English with their friends. Besides, 73.33% of the participants listen to English songs by using their technological devices, and 66.67% get access to Google to look for information. The findings also show that half of the participants (50%) use their devices to read e-books, and some others (50%) make use of several educational applications. The lowest percentages go to recording with 26.67% and chatting with 20%. This indicates that students are aware of the importance of exploiting this technology for learning purposes.

Q 9: Which language aspects you intend to develop by using technological devices?

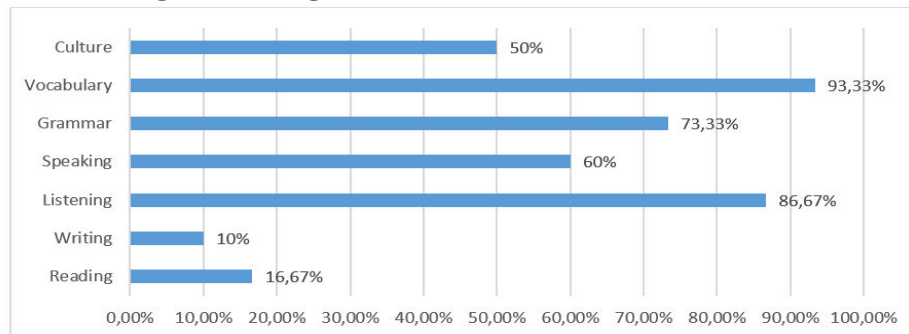


Figure5. The relation between mobile technologies and language aspects

The results obtained from the above figure show that subjects use the handheld devices to improve the different language aspects with varied degrees. The majority of participants (93.33%) claim that they use the devices to extend the range of English vocabulary. Besides, 86.67% of the students assert that mobile technologies are helpful for listening, while 60% posit they are vital for speaking purposes. Moreover, the findings demonstrate that 73.33% of students use this light technology in order to learn new grammatical structures. Furthermore, it is revealed that half of the participants (50%) use their mobile technologies to develop some cultural aspects. However, only five students exploit the devices in reading activities and three of them in writing.

Q 10: Do you think using mobile technologies would improve your language skills?

Table 3

Students' opinions toward the development of language skills in relation to mobile technologies

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<u>Response</u>	<u>Participants</u>	<u>Percentage</u>
<u>Yes</u>	30	86.66%
<u>No</u>	4	13.33%
<u>Total</u>	30	100%

As seen in Figure 5, a significant number of students (86.66%) think that exploiting mobile technologies for learning purposes is useful mainly for the improvement of language skills. This indicates that the participants are conscious of the affordances of the handheld devices. By contrast, a low percentage (13.33%) of informants think that there is no relation between the improvement of language skills and the use of mobile devices.

Q 11: Does the use of mobile devices make students less motivated/more motivated?

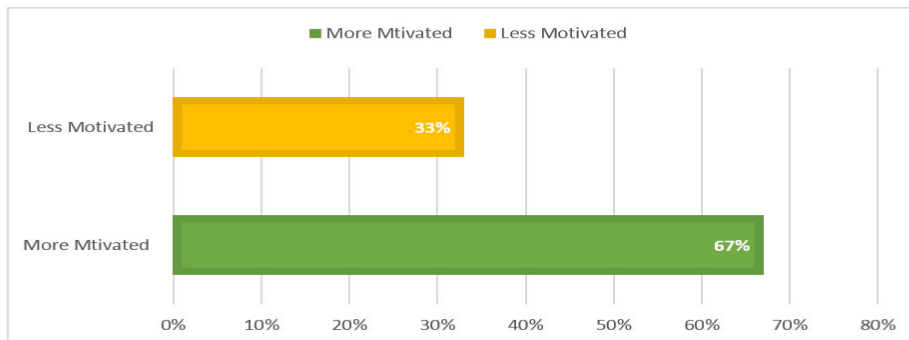


Figure 6. The relation between mobile devices and students' motivation

The findings show that students' points of view vary from one student to another. Twenty out of thirty students (67%) claim that mobile devices promote their motivation to learn English. Indeed, the accessibility of mobile technologies at any time and everywhere and the wide range of educational apps are the motivating forces for improving language skills. On the other hand, ten students (33%) assert that the handheld devices do not increase motivation for learning purposes. This means that they

consider them as tools of distraction and a waste of time (playing games, and chatting).

Q 12: The use of mobile technologies in teaching and learning purposes has:

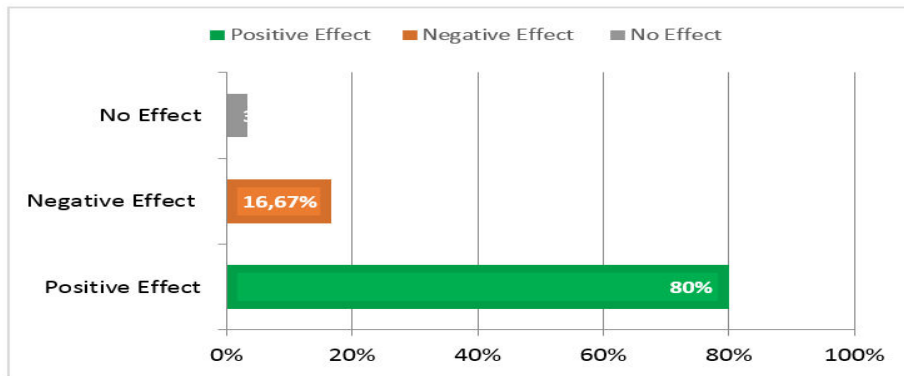


Figure 7. The effect of mobile technologies in teaching and learning

The above figure shows that the majority of the participants (80%) claim that the use of mobile technologies has a positive impact on learning; whereas, 17% opine that mobile technologies have a negative effect. Only 3% of students indicate that mobile devices do not impact the learning process.

Q 13: Tick the appropriate answer that fits you more

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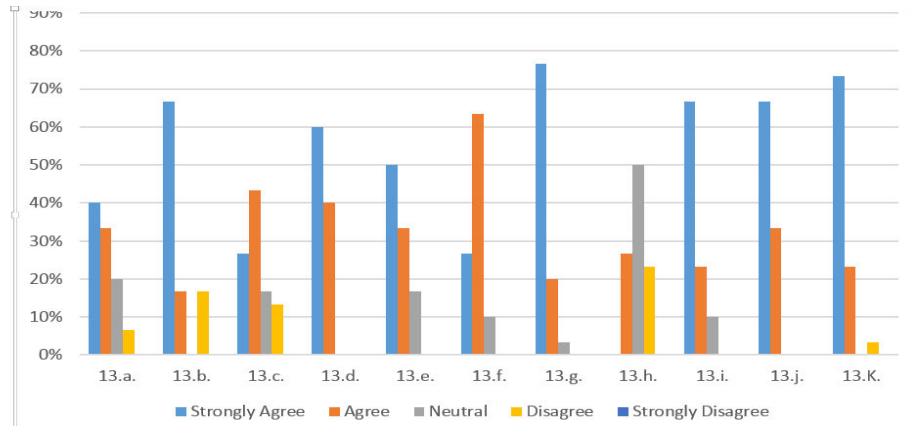


Figure 8. Students' attitudes toward the motivating role of technology

As illustrated in Table 5, the students agree with varying degrees that mobile technologies can augment their motivation and interest to engage in learning. The students' answers to Question 13.a. show that more than the half of responses (strongly agree 40%, agree 33.33%) indicate that incorporating mobile technologies in EFL context is their source of motivation to learn English. Nevertheless, six of the participants took a neutral point of view, and only two express their disagreement.

Besides, a high proportion of students (strongly agree 66.66% and agree 16.66%) claim that the handheld devices can create a pleasant and a motivating atmosphere in classrooms, and only five students (16.66%) show their disagreement. With regard to Question 13.c., the majority of participants (strongly agree 26.66 % and agree 43.33%) consider their mobile devices as a library that motivates them to enhance their reading skill. A slightly significant number of the students (16.66%) neither agree nor disagree with the idea, and the rest (13.33%) do not accept such a proposition. This may be due to the small screen size of some devices.

Furthermore, the results illustrate that all the participants agree (strongly agree 60%, and agree 40%) with the idea that multimedia resources are motivating to boost their listening skills. Moreover, a significant number of students, about 83%, claim that mobile devices raise their motivation to do projects and to engage in tasks. Yet, five informants (16.66%) chose neither agree nor disagree.

As can be seen in the table, a high percentage of students (strongly agree 26.66% and 63.33% agree) agree with the effective role of self-recording on motivating students to assess and to enhance their oral skills. However, a small number of the students (10%) give a neutral point of view. As far as dictionaries are concerned, there were remarkable percentages; 20% of informants agree, and 76.66% show strong agreement that e-dictionaries can promote their motivation to learn and to improve vocabulary, spelling, pronunciation, and grammar. However, only one student indicates neutrality.

It is clear from the table that 26.66% of the students agree that handheld devices are good for writing practices while 23.33% do not agree. However, a significant number of students (50%) show a neutral point of view. This means that the students are aware of some of the challenges of mobile devices like small screen size and small digital keypad.

With regard to time and place, the majority of participants (strongly agree 66.66% and agree 23.33%) show their agreement toward the idea that the use of mobile devices is not restricted by time and place; whereas, only three of the participants remain neutral. The results also reveal that all students agree with the possibility of enhancing collaboration and interaction through mobile technologies. This is not surprising as mobile devices, particularly mobile phones, help students to keep in touch with classmates, teachers, and why not administration.

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As far as participation in the classroom is concerned, the findings reveal that a high percentage of students (strongly agree 73.33% and agree 23.33%) express their readiness to participate in the classroom if they are allowed to use mobile technologies inside the classroom.

4.2. Analysis of the interview

Question 1: do you have a mobile device? If yes, what kind of mobile devices do you have?

Interviewee A: “Yes, I do. I have an ordinary phone and a laptop computer.”

Interviewee B: “Yes, I do. I have a smart phone, a tablet, and a laptop computer.”

Interviewee C: “Yes, I do. I have a smart phone and a laptop computer.”

Interviewee D: “Yes, I do. I have an iPhone, an iPad, and a laptop computer.”

According to the above answers, all the interviewees report that they own at least two mobile devices. This reflects the fact that all teachers are in touch with the latest advancement of technology.

Question 2: Do you use your mobile device as a helping tool in the teaching process? If yes, how do you do so?

Interviewee A: “No, I do not.”

Interviewee B: “Yes, I do. I usually use my smart phone to check the pronunciation and the meaning of words.”

Interviewee C: “Yes, I do. My device helps me to check for the meaning, spelling, and pronunciation of words. I use it to search some information in Google, too”.

Interviewee D: “Yes, I do. I usually bring my iPad to the classroom through which I can use the dictionary, translate words, and sometimes, I use it to connect/surf the Internet.”

In this vein, the findings reveal that three teachers use their devices in class as a supporting tool in order to improve the teaching process, whereas one of them reports that he does not use any of these devices. That is, most of the teachers are familiar with mobile technologies. Hence, mobile technologies are penetrating not only students' learning process, but also teachers' teaching style.

Question 3: Do you allow your students to use their mobile devices inside the classroom?

Interviewee A: "In fact, I do not allow the students to use their devices inside the classroom because they are the source of distraction and disturbance".

Interviewee B: "Sometimes, I permit the use of mobiles inside the classroom in order to check the pronunciation and the meaning of words in their electronic-dictionaries".

Interviewee C: "I do not ban students from using the mobile inside the classroom especially when they follow instructions"

Interviewee D: "Yes, I do. I always ask students to use their mobile technologies whenever they need them. They are allowed to use them even without asking me."

The findings show that interviewee A is against the idea of allowing students to use mobile technologies because they distract learners' attention and concentration; they are also the source of disturbance. However, the three other teachers state that they permit their students to use their mobile devices inside the classroom for learning purposes relying on the students' mobile technologies as a supporting tool. In this respect, most of the teachers support the use of mobile technology within the formal setting.

Question 4: Do you think mobile devices are useful for teaching the different language aspects? If yes, how?

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Interviewee A: “well, I have no idea about the latest application that may help in teaching and learning language skills, but I think they may have a positive impact if they are used appropriately”.

Interviewee B: “It is a very beneficial device; the students can download e-dictionaries and e-books to read. There are plenty of vocabulary applications as well which are useful for the students.”

Interviewee C: “Yes, I do. Mobile technologies particularly smartphones are very significant tools nowadays for enhancing and motivating EFL students. The students may develop their listening skill by listening and watching authentic videos in different contexts, and the speaking skill may be enhanced through the use of recordings”.

Interviewee D: “Mobile devices play a very significant role in enhancing the four language skills. Teachers and students can exploit these technologies in order to download and read e-books, to play educational games, and to use apps to learn and practice some grammatical structures and vocabulary.”

The four teachers agreed that mobile devices as new educational tools are very beneficial, for they offer a wide range of accessible applications to develop the different language aspects if they are appropriately used. However, we can notice that interviewee ‘A’ is not aware enough about the benefits that these devices may introduce.

Question 5: What do you think about integrating MALL in EFL Classes?

Interviewee A: “MALL needs familiarity with mobile tools; it also needs good control by the teacher.”

Interviewee B: “Mobile devices are good in small-sized classes, but not in large classes like ours. I think MALL is for a setting which is totally different from ours.”

Interviewee C: “Mobile devices are helpful if properly used to improve the language skills, and as teachers, we need training in using mobile technologies for educational purposes.”

Interviewee D: “I think MALL is the future of learning foreign languages, and mobile technologies can be considered as supporting tools to the traditional learning.”

The informants support the idea of integrating MALL in EFL context, but it requires small classes, good control by the teacher, and good training. In addition, interviewee ‘B’ confesses that MALL is not adequate in Algerian EFL context. On the other hand, interviewee ‘D’ admits that MALL is the future for learning languages mainly the foreign one, and he goes on to claim that mobile technologies are supporting tools to traditional materials. Accordingly, mobile devices can not be alternatives.

Question 6: Do you think that integrating MALL in EFL teaching and learning contexts will motivate students to engage in learning?

Interviewee A: “Yes, I do. But I think incorporating MALL is not always motivating, it is also a source of distraction and disturbance in the class.”

Interviewee B: “Yes, I do. The students will be extremely satisfied and motivated if they are not banned from using their mobile technologies.”

Interviewee C: “Yes, I do. Students will learn more if they know how to use their devices appropriately.”

Interviewee D: “Yes, I do. Nowadays, most of the students are digital natives, and combining these handheld devices with traditional methods of learning will

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raise the students' interest and motivation to learn and to interact.”

The findings reveal that all the teachers believe that the handheld devices stimulate and arouse students' motivation to learn EFL.

5. Discussion of the Results

The role of technology in developing the teaching/learning process is patent in our study as education can be improved by introducing new technologies according to previous studies and to the results gathered throughout our research. Indeed, technological devices have become much smaller, but more useful especially with the arrival of 3G or 4G which allow a constant access to the Internet in the educational system as well.

The study found that students and some teachers prefer the use of technology as a teaching and learning method in the EFL classroom. The findings also reveal that English language learners have the tendency to integrate technology like mobile devices within their classes, since it will provide them with new and accessible applications which, they believe, will enhance the language learning process by creating a motivating atmosphere.

On the one hand, the majority of participants thinks positively about the use of audio and video apps and social networking, and frequently uses them to improve their knowledge in learning English skills. The findings also indicate that the majority of participants in the study has used mobile technology to improve such skills. The vast majority of learners strongly agree with the importance attributed to using mobile devices as tools to learn how to be good listeners.

On the other hand, EFL teachers express their welcome toward using MALL inside classrooms to teach English. They believe that mobile devices are beneficial tools that can be used

to teach English if learners know how to use these devices appropriately and properly.

Likewise, both teachers and students confirm that the integration of mobile devices in EFL setting fosters the students' motivation, and increases eagerness toward learning.

Ergo, we hope to change teachers and learners' negative attitudes toward the use of mobile devices in the class, and to receive their welcoming of, and readiness for, the adoption of this new technology in the English language classes. Accordingly, the responses highlight that technology is welcome in the EFL class. Moreover, it was found that students were engaged in the idea of using technology in the classroom to develop learning. The results also pinpoint that students generally view this technology as having a positive effect to increase their own language ability.

6. Conclusion

It is highly important for Algerian EFL teachers to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. As they enhance learning and teaching, new technologies provide new opportunities for education so that students may share knowledge and may have a chance to be involved. Doing so allows them to become even more motivated to compete and to acquire a foreign language inside and outside the classroom in order to increase their chances of success and the development of their language skills and motivation. Therefore, it is necessary to encourage teachers and students to have better contact with this technology, to reinforce, to practice, and to increase knowledge in different areas.

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Appendices

Appendix A

Students' Questionnaire

===== **Mobile-Assisted Language Learning and Motivation**

Dear students, this questionnaire aims at investigating the role of Mobile-Assisted Language Learning (MALL) in Teaching English as a Foreign Language (TEFL). We will be very grateful if you provide us with full answers or tick the appropriate answer. We reassure you that your answers will be kept anonymous and will be used only for research purposes.

I. Section one: General information

1. Age:

2. Gender: Male Female

II. Section two: Mobile- Assisted Language Learning

3. Do you have mobile devices?

Yes No

4. What kind of mobile devices do you have?

Smart phone Tablet /Ipad

Digital media players (MP3/MP4 players) Ordinary Phone e

Others.....

5. How often do you spend time on using mobile technologies?

Always usually sometimes often never

6. Do you use mobile devices to learn English?

Yes No

7. If yes? Where and when do you often use mobile devices to learn English?

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

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

8. What kind of activities do you perform to learn English language?

- Watching videos in English Reading E-books
- Make calls and send messages Access the Internet (Google)
- Listen to songs to songs in English Play educational games
- Use an off/on line dictionary Chat with native speakers
- Post in English in social networks (Facebook, twitter...)
- Record audio of me and other people speaking in English

9. Which language aspects do you need to develop by using technological devices?

- Reading Speaking Writing
- Listening Grammar
- Vocabulary Culture

10. Do you think using mobile technologies would improve your language skills?

- Yes No

11. Does the use of mobile devices make students

- Less motivated more motivated

12. The use of mobile technologies in teaching and learning purposes has:

===== **Mobile-Assisted Language Learning and Motivation**

Positive effect No effect

Negative Effect

13. Tick the appropriate answer that fits you more

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.a. I think the integration of mobile technologies in EFL context will motivate me to learn English.					
13.b. Mobile devices can create a pleasant and motivated atmosphere in the classroom.					
13.c. Mobile devices will motivate me to read English books as they contain a plenty of ebooks					
13.d. Using multimedia resources of mobile devices					

will help and encourage me to develop my listening abilities					
13.e. Doing projects through the use of handheld devices will motivate me to engage in the task.					
13.f. Self recording apps will promote my motivation to assess and enhance my speaking skill					
13.g. Using my mobile dictionary will motivate and help me to improve my pronunciation, grammar, vocabulary and spelling.					
13.h. Mobile					

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devices are good for writing activities.					
13.i. I think I will learn more because mobile devices are not restricted by time and place.					
13.j. Mobile devices encourage me to collaborate and interact with classmates and teachers.					
14.k. I will participate more in classroom activities if I could use mobile devices.					

Appendix B:

Teachers' Interview

Dear teachers,

===== **Khawla SAIDOUNI - Prof. Amel BAHLOUL**

I am currently conducting an investigation in order to analyse the pedagogical effect of mobile- assisted language learning. I would be very grateful if you could answer the following questions.

- Question 1: do you have a mobile device? If yes, what kind of mobile devices do you have?
- Question 2: Do you use your mobile device as a helping tool in the teaching process? If yes, how do you do so?
- Question 3: Do you allow your students to use their mobile devices inside the classroom?
- Question 4: Do you think mobile devices are useful for teaching the different language aspects? If yes, how?
- Question 5: What do you think of integrating MALL in EFL Classes?
- Question 6: Do you think that integrating MALL in EFL teaching and learning contexts will motivate students to engage in learning?