

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University Centre Salhi Ahmed/Naama

Faculty of Letters and Languages

Department of Foreign Languages

Section: English



The Use of Mobile Phones to Enhance EFL Student's Speaking and Listening: The Case of Third Year LMD Students in Naama University Centre

*Extended Essay submitted to the Department of English in Candidacy
for the requirement of the 'Master' Degree in Linguistics*

Presented by:

Miss. Rabab Djamay

Supervised by:

Dr. Nadjia BOUSSEBHA

Board of Examiners

Dr. Wahida SEBBAGH (**President**)

Ahmed Salhi University Centre/Naama

Dr. Nadjia BOUSSEBHA (**Supervisor**)

Ahmed Salhi University Centre/Naama

Dr. Karima BENDIMIA (**Examiner**)

Ahmed Salhi University Centre/Naama

Academic Year: 2019-2020

Dedications

I wish to dedicate this modest work to:

my dear father, for supporting and encouraging me to believe in my myself

My beloved mother whose love always strengthens my will and taught me trust
in allah, believe in hard work and that so much could be done with little.

My dear brothers: Taha, Younes and Wadie

My lovely sister: Aya

My lovely aunt: Fadila

Acknowledgements

First of all I express my gratefulness from the bottom of my heart to almighty Allah whose Mercy have enabled me to complete this humble work

My heartfelt appreciation goes to my supervisor Dr Boussebha Nadjia who helped me and gave me advice to improve the study. I would thank her for continuous support and encouragement , guidance ,kindness and patience during all the phase of this work which would have never been completed without her.

I am also thankful to Dr. Sebbagh Wahida and Bendimia Karima for accepting to read and evaluate my work.

Finally, I would also like to express my deep gratitude to all English teachers of Salhi Ahmed University in Naama

Absract

Using digital tools such as mobile phone in learning environment is beneficial as the device which is capable to present learning content and provide a wireless two ways communication between educator and learner's. Thus, this case study it's aim to explore the use of mobile phone and role development language skills effectively due to its features such accessibility, interactivity, immediacy, permanency, situating of instructional activities. The research methodology used in this study the descriptive method. Thus, data were collected randomly to 20(13 female and 7 male) of third year LMD student's at Naama University. From the questionnaire it's quantitative and qualitative data were collected and analyzed. The findings of this study revealed that student's had a positive and negative attitude toward the way of use this tool. Likewise, it showed agreement on the potential of mobile learning as a promising approach for learning foreign languages. Listening and speaking are identified as main of language that can be taught and enhanced by integrating mobile devices such as mobile phone. The result showed that the student's had a motivate and willingness to adopt their mobile devices for language learning., it could be concluded that using mobile phone to EFL listening and speaking skills for the third year LMD student's very effective.

List of Abbreviation and Acronyms

CALL: Computer Assisted Language Learning

EFL: English Foreign Language

E- Books: Electronic Books

E-Learning: Electronics Learning

ICT: Information Communication Technology

MALL: Mobile Assisted Language Learning

M-Learning or ML: Mobile Learning

PC: Personal Computer

PDAs: Personal Digital Assistants

List of Tables

Table 1.1 : Mobile learning theories	8
Table2.1:Gender.....:	17
Table 2.2: Student's own Mobile Phones.....	18
Table2.3: Student's uses of Mobile Phone.....	19
Table2.4: Using Mobile Phone in and Outside the Classroom.....	20
Table2.5: The Percentage of Using Mobile phone in the Classroom.....	21
Table2.6: Using Dictionaries and Internet as Encourage strategy in the classroom.....	22
Table 2.7: Student's opinion toward the Impacts of M L in Developing Language Skills.....	23
Table 2.8: Student's point view about the Impact of Mobile Learning in Language Skills.....	24
Table 2.9: Student's attitude towards Listening through Mobile Phone.....	25
Table 2.10: Student's attitude towards Speaking English over Phone.....	26

List of Figure

Figure 2.1: Gender.....	18
Figure 2.2: Student's own Mobile Phones.....	19
Figure 2.3: Student's uses of Mobile Phone.	20
Figure 2.4: Using Mobile Phone in and Outside the Classroom.....	21
Figure 2.5: The Percentage of Using Mobile Phone in the Classroom.....	22
Figure 2.6: Using Dictionaries and Internet as Encourage Strategy in the Classroom.....	23
Figure 2.7: Student's opinion toward the Impacts of Mobile Learning in Developing Language Skills.....	23
Figure 2.8: Student's point view about the Impact of Mobile Learning in Language Skills.....	24
Figure 2.9: Student's attitude towards Listening through Mobile phone.....	25
Figure 2.10: Student's attitude towards Speaking English over phone.....	26

Table of Contents

Dedication.....	i
Aknowledgement.....	ii
Abstract.....	iii
List of Abbreviation and Acronyms.....	iv
List of Tables.....	v
List of Figures.....	vi
Table of Contents.....	vii
General Introduction.....	1

Chapter One: Literature Review

1-1 Introduction.....	4
1-2 Educational Technological Tools.....	4
1-2-1 Computer Assisted Language Learning.....	4
1-2-2 From CALL to MALL.....	6
1-2-3 Mobile Assisted Language Learning.....	7
1-3 Listening And Speaking Through MALL.....	7
1-3-1 Listening Skill.....	7
1-3-2 Speaking Skill.....	8
1-3-3 Mobile Learning Theories.....	8
1-4 Advantage and Disadvantage of MALL.....	11
1-4-1 Advantages of MALL.....	11
1-4-2 Disadvantages of MALL.....	13
1-5 Conclusion.....	14

Chapter Two: Research Methodology

2-1 Introduction.....	16
2-2 Research Objectives.....	16
2-3 The Simple Population.....	16
2-3-1 Student's Profile.....	16
2-4 Research Instruments.....	17
2-4-1 Questionnaire.....	17
2-5 Data analysis.....	17
2-5-1 Analysis of Student's Questionnaire.....	17
2-6 Discussion of The Results.....	27
2-6 Recommendation and Suggestions.....	28
2-6-1 Recommendation For Student's.....	28
2-7 Conclusion.....	29
General Conclusion.....	30
Bibliography.....	32
Appendices.....	36
Appendix A: Student's Questionnaire.....	36

General Introduction

Today, ICT is being used as a tool of improving the quality of life, its use is increasing in such a way in recent years. As well as it plays an important role in development and effectiveness of our societies. Especially with various technology tools that can make facilitate the learning and teaching process more effective such mobile devices. A mobile technology become more widely used in our everyday lives. It is perhaps not surprising they have attracted the intention of language teachers as a means of providing learning opportunities that learner's can take advantage of at time and place that suits them.

Since 2000, MALL has appeared as field of study. It has become one of the new trends of technologies that developed language teaching and learning methods, approaches, and techniques. MALL has focus on the use of five mobile technologies such as pocket electronic dictionaries, personal digital assistants(PDAs), mobile phone, Mp3 player, and most recently ultra-portable tablet PCs(Trinder,2005),Such technologies can be used in classrooms other than traditional ways of teaching.

In addition to, Among four skill that are taught to English as a foreign language(EFL) student, many researcher's believe that listening and speaking are most important skill(Bano,2017), Bress in Bano states that listening skill is important because humans start listening since babies before being able to speak. He pointed out that listening must be the most practiced skill to communicate. With innovation, using MALL has become an effective way to develop listening and speaking skill as EFL student are already using their own devices to encourage their language learning, both inside and outside the classroom.

The main objective of this research is to show the use of mobile phone to enhance EFL learner's and role of language skill specially listening and speaking ability. And also, the benefit using student's questionnaire as part of my research. Its aim to investigate the impact of using mobile phone on EFL learner's skills.

Through this study we seek to answer the following question:

1. What are the key benefits of adopting the use mobile phone for EFL learner's?
2. To what extent may enhance mobile phone devices help students to develop their listening and speaking skills?

For these questions, the following hypothesis are proposed:

The first hypothesis may be it help improve knowledge for learner's as new process that depends on the quality and frequency of the information processing activities in addition need to encounter and notice words in language skills including: speaking, listening tasks and deliberately practice them to facilitate the information of lasting memory. The second hypothesis that may be mobile devices affect positively listening and speaking skills and can enhance extremely the ability of student's.

Concerning data collection, a number of student's were selected to answer a questionnaire specially made for them, and sample of student's third year LMD. The questionnaire elaborated for collecting data from student's aims at tapping into their opinion about the implementation of information.

The research is divided two chapters, the first which is a review of literature, we going speak about the use of mobile in EFL learner's. It provide the educational technological tools such as computer assisted language learning and emergence of new concepts (mobile learning). It also speaks about enhancing of mobile devices in speaking listening as EFL learner's. It shed light on some learning theories and their relation to use of mobile technologies. At the end, this chapter mentions some advantage and disadvantage of using mobile devices as tool to support language learning. Concerning the second chapter, it is concerned with methodology of research mainly devoted to analyzing discussing the collected data and interpreting of the results. In addition to, it attempts to give some recommendation and suggestion to student's to encounter the implementing challenge of M.learning.

CHAPTER ONE:

REVIEW OF LITERATURE

1.1 Introduction

1.2 Educational Technological Tools

1.2.1 Computer Assisted Language Learning

1.2.2 From Call to Mall

1.2.3 Mobile Assisted Language Learning

1.3 Listening and Speaking Through MALL

1.3.1 Listening Skill

1.3.2 Speaking Skill

1.3.3 Mobile Learning Theories

1.4 Advantages and Disadvantages of M-Learning

1.4.1 Advantages of MALL

1.4.2 Disadvantages of MALL

1.5 Conclusio

Introduction

The fact of the matter is that mobile phones are very real and important part of everyday life. In fact, people nowadays have a strong dependence on their mobile phones, whether they are aware of it or not. Therefore, why should we not make the best of situation and allow for the effective use of mobile phone to study, especially if they can contribute so much to the learning process? Ultimately, the digital natives in our classrooms will expect us to understand and meet their expectations regarding the use of technology. Mobile learning(m-learning) is gradually being introduced in the field of English learning.

1-2 Educational Technological Tools

Nowadays, technology is linked to every part in our life especially education it is important as an instrument for EFL teaching and learning because it provides different technological material such as computer assisted language learning, mobile assisted language learning.

Educational technology tools play pivotal role in education refer with many educational institutions having implemented ubiquitous or required laptop, notebook, or tablet personal computing programs for their student's. Each tool has a specific benefits and application with one of the form language skills (speaking, listening, writing, reading).

1-2-1 Computer Assisted Language Learning

Computer Assisted Language or CALL refers to the use of the computer in language courses by teachers and learner's. It is defined as the application of the computer in language teaching and learning. Nunan (1999:26) states that “ interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning”. CALL is means used in EFL teaching and learning since it has many advantages. It is a tool which is used as an aid to the teacher in the classroom. For example there are different programs to teach

English pronunciation. CALL is used to assist learning because learner's can develop and control their learning through the use of different tools such as email, electronic books and dictionaries. Therefore, the learner's can be more autonomous because they can use the computer to get information and feel satisfied about their learning. (Warschauer & Whittaker, 1997).

In the past, EFL learning was seen as boring because educators used classical methods for teaching. Thus, using CALL helps the learner's to be more motivated, because CALL programmes can provide the student's with ways to learn English "...through games, animated graphics, and problem-solving techniques. As result, even tedious drills become more interesting" (Ravichandran, 2000:82). CALL is means used in EFL teaching and learning since it has many advantages. Thanks to CALL, the learner's can be more autonomous by providing them with various learning tools.

According to Levy (1997:1), Computer-Assisted Language Learning can be defined as "the search for and study of applications of the computer in language teaching and learning". This definition has been widely accepted and used by many scholars, but it needs to be updated.

The CALL field has broadened over time and it now includes other areas which were not considered by Levy in 1997. Indeed Kern (2006:184) questions certain definitions of CALL. He compares the definition provided by Levy and one by Egbert ("CALL means learners learning language in any context with, through, and around computer technologies", 2005:4) to underline a variation in the topics and foci of CALL.

According to Kern (2006), Levy viewed CALL as the simple application of computers for language learning whereas Egbert's definition emphasizes language learner's and the relationship between computer technologies and the learning process. Moreover, Kern (2006:185) stresses that CALL should not only be related only to computers and software, as continual technological innovations made it possible to exploit different devices and tools of information and communication technology.

Davies (2006:460) states that the use of computers in language learning and teaching includes two areas of applications: use of generic software and tools; use of software and tools specifically designed for language education. In his view, the second area represents field of CALL. However, the lack of training in the use of the computer can a big problem in EFL teaching and learning.

1-2-2 From CALL to MALL

Mobile assisted language learning has become a focus of research as branch of computer assisted language learning(CALL). CALL was greatly empowered by the explanation of e-learning in 1990s. A decade after, m-learning(mobile learning) enabled CALL users to access whatever and wherever they needed.

The use of MALL was first observed at the beginning of 2000s. several universities, educational firms distributed free mobile learning devices to their students and customers (Belanger,2005), and MALL became an actively used learning tool. Although there is a general approval on the direct relationship, CALL and MALL. There is not yet accepted separate definition of “mobile learning”.

According to Kukulska-Hulme (2009) mobility may both refers to learner mobility and mobility of technologies in general. Likewise, there have been several attempts to define certain concept in mobile enhanced learning. For example, define mobile devices have been defined as “...any device that is small, autonomous, and unobtrusive enough to accompany us in every moment” (Kukulska& Shield,2007,p3). It is possible to call mobile learning any form of learning through advices, which are very small, autonomous from the electronic supply, and small enough accompany people anytime anywhere (Roscelle,2003;Trifonova and Ronchetti,2003; Lianget et al 2005).

Since 2000, literature on mobile learning has been increasing more and more every day. Many researchers from all parts of the world have been researching and are still working on this new learning methodology. Mobile learning is different from e-learning since it is not just electronic, it is mobile(Shepherd 2001).

Mobile learning seems as a natural evolution of e- learning According to Hoppe, Joner, Millard and Shalpres (2003) mobile learning is e-learning using mobile device and wireless transmission. In Harris's(2001) opinion m-learning is the point at which mobile computing and e-learning intersect to produce an anytime, anywhere learning experience.

1-2-3 Mobile Assisted Language Learning

Mobile Assisted Language Learning (MALL) is a relatively new research area(Vavoula& Sharples,2008) despite the fact that people have now been using personal portable devices for some time. According to viberg and gronland (2012). MALL is a sub area of the growing field of mobile learning(m-learning) research that is increasingly attracting the attention of scholars.

The major distinguishing characteristics of MALL from traditional language learning are mobility the former affords and the possibilities of spatial and time shifts, yielding increased learning opportunities(Kukulska,Hulme,2009).

1-3 Listening And Speaking Through MALL

Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interaction, phone conversations and digital communications, like email and social media.

1-3-1 Listening Skill

Listening is one of the most difficult language skills among the four communication competence; however, it has received much less time in English learning than the other three (reading, writing, and speaking). Also, listening is often claimed to be a passive skill in classroom, as learner's seem to sit quietly and listen to dialogues.

It is well-known fact that practically every student has at least one mobile devices, as it has become a very convenient tool to get information. Unfortunately, student's still prefer to use smart devices as entertainment, either to listen to music, watch films, or play computer game.

1-3-2 Speaking skill

According to Bueno, Madrid and McLaren (2006:321), “ Speaking is one of the most difficult skill language learner's have to face. Speaking is considered the most important of the four language skills of English.

Speaking skills is the most important to acquire foreign language learning. Among the four key language skills, Brown and Yuke (1983) say, “Speaking is the skill that the students will be judged upon most in real life situation”.

1-3-3 Mobile Learning Theories

The researcher develops a deeper understanding of mobile learning from pedagogical perspective. They state that existing learning theories in relation to mobile learning includes, behaviourism, cognitivism, constructivism, situated learning, problem-based learning, socio-cultural, context awareness learning, collaborative learning, life long learning, conversational learning and informal,ect.(Keskin&Metcalf,2011).

Naismith et al (2004) have succinctly identified six main theories and areas of learning relevant to learning with mobile technologies. They are behaviorist, constructivist, cognitivist, situated, collaborative, and informal learning. All of these theories will be discussed in Table(1.1).

Theories	Definitions	Focus	Example with mobiles
Behaviourst Learning	Learning has occurred when learners evidence the appropriate reinforcement of an association between particular response and stimulus(Smith& Ragan,2005)	Information and content delivery in mobile learning Language learning: Test, practices, quiz, listening-practice Speaking Drill and feedback, Mobile responses System, Content delivery by text messages.	English learning application: SMS, MMS, voice recorder, software Mobile response system: Wisdom, Turning point.
Cognitivist Learning	Learning is the acquisition or reorganization of cognitive structures through which humans process and store information (Good & Brophy,1990)	Delivery in mobile learning Using Multimedia Learning(Dual code, cognitive load Theory): images, audio, video, texts, animations	Multimedia(text, video, audio, animation, images) SMS, MMS, e-Mail Podcasting Mobile TV
Constructive Learning	Learning is an activity process in which learner's construct new idea or concepts based on their current and past knowledge(Bruner,1966)	Context and content dependent mobile learning Questions for Exploration Cases and examples Problem solved and Decision Making applications Multiple representations Authentic contexts based information database Collaboration and interaction in mobile learning Collaboration and interaction between	Handheld games Simulation Virtual reality Interactive podcasting and SMS Interactive mobile TV and SMS

		students Communication via mobile phones	
Collaborative Learning	Learning is promoted facilitated and enhanced by interaction and collaborations between students.	Collaboration and interaction dependent mobile learning Active participation Social context Communication between peers via mobile phones.	Mobile assisted language learning Mobile Response System Mobile computer supported collaborative learning Forum, Web 2.0 tools, email, mobile portal, games
Informal Learning	Learning is a process of learning that occurs autonomously and casually without being tied to highly directive curricula or instruction (Vavoula, 2004)	Information and interaction with education content in informal mobile learning setting Mobile information resources Mobile in a museum setting Field trips. Science Field Words.	Social networks (Blogs, Wikipedia, Twitter, YouTube) Podcast E-mail Mobile Forums
Situated Learning	Learning is not merely the acquisition of knowledge by individuals, but instead a process of social participation (Brown et al, 1989)	Social context and Social participant dependent mobile learning Authentic domain activity Collaborative social interaction Cooperative activities Expert modeling. Situated mentoring Work place learning	Natural science learning Medical education. Multimedia museum Virtual experts by artificial Intelligence tech. Mobile performance support system.

1-4 Advantages and Disadvantages of MALL

The large number of users is prompting the teachers of English language to use mobile phone technology in English classrooms. Mobile devices are very small, portable and comfortable to use. A majority of students and teachers have access to mobile phones. Learning happens at any time of the day, on working days or weekends.

The learning practice is thus “mobile” with regard to location, time and topic area and consequently technological tools in support of learning should be mobile, too. However, people use mobiles as a mean of communication or recreational gadget and there is little awareness among the users to use mobiles for the purpose of learning and studying. Following are the advantages and disadvantages of MALL:

1-4-1 Advantages of MALL

MALL has many advantages, the most important of which are the following:

1-4-1-1- Multimedia ability

Mobile phones have multimedia capabilities that can be used to improve language learning. To enhance their pronunciation and speaking skills, for instance, learners can easily record their voices and playback the recordings. In addition, they can watch videos, create, and listen podcasts.

1-4-1-2- Social Networking

By using Facebook and Twitter, students can share information, thoughts, and ideas on various subjects. The use of such websites might be very advantageous for shy students who rarely participate in classroom activities. Subsequently, their performance may improve considerably in a social networking environment. In addition, the use multimedia and social networks can create real situations for learning, and as result, language learning becomes more active. “It is generally believed that language learning can be most effective when language practice occurs in real and

meaningful conversation instead of isolated linguistic sitting.” (Gomes, et al., 2016, p.190).

1-4-1-3- Internet Access

Through the internet, students access YouTube, online dictionaries, digital libraries, and vast number websites that help them improve their language learning.

1-4-1-4- Immediate feedback

With mobile phones, students can receive immediate feedback about their performance. In addition, students can complete questionnaire, do exercises, quizzes, and tests. Some systems can immediately calculate scores and send the results to students and their instructions.

1-4-1-5- Increasing student’s Motivation

Student’s use mobile phones as a mean of communication. If this communication is utilized for education, purposes it can increase student’s motivation (kukulska-Hulme, 2009). Additionally, El Hariry (2015) listed the following advantages of mobile phones:

- * Personalizing learner’s environment.
- * Providing learning experience outside the classroom.
- * Making learning enjoyable by recording.
- * Helping in boosting the morale of the learner’s.
- * Providing means of accessing materials and knowledge besides the PC.

Even though mobile phones have many merits, they also have their disadvantages:.

1-4-2 Disadvantages of MALL

1-4-2-1- Technical problems

When student's use mobile phones for language learning, they face many technical problems such as network failures, a slow internet connection, and difficulties in downloading certain files.

1-4-2-2- Distraction

While student's use mobile phones for language learning, they themselves watching videos, playing online games, and using social networks for purposes unrelated to language learning.

1-4-2-3- Cheating

Cheating is another problem, which might be caused by using mobile phones. Student can look at dictionaries, or search for translations and answers during a quiz or a test.

1-4-2-4- Social Isolation (Disconnecting)

The overuse of digital devices may contribute to social isolation, where students feel that they are disconnected from the community around them. According to Jawarneh (2017), "the excessive usage of such devices not only affects the social life an individual but also reveals a negative impact on the health of the users".

Furthermore, El Hariry (2015) listed the following limitations of mobile phones:

- * Small screen size.
- * Limited memory size.
- * Small keyboards.
- * Limited battery life.
- * High cost.
- * Possibility for mobile devices to be stolen or corrupted.
- * Difficulty to use mobile phones in a noisy setting.
- * Communication failure due to poor network connectivity.

1-5 Conclusion

Through this chapter, we have concentrate on providing a general view concerning the use of M-learning as supplementary tool and its impact on the EFL teaching and learning process. It has defined mobile assisted language learning as well as educational technology. However, followed by illustrating some learning theories and their relation to the use of mobile technologies for learning purposes. At the end, this chapter has explained the benefits and constraints of mobile learning.

CHAPTER TWO: METHODOLOGY

2.1 Introduction

2.2 Research Objectives

2.3 The Sample Population

2.3.1 Student “Profile”

2.4 Research Instruments

2.4.1 Questionnaire

2.5 Data Analysis

2.5.1 Analysis of student’s Questionnaire

2.6 Discussion of results

2.6 Recommendation and Suggestion

2-6-1 Recommendation for student’s

2.7 Conclusion

2-1 Introduction

In the second chapter, light will be shed an explanation of the research methodology and design concentrate an data collection and analysis. It is used as a description of case study concerning the use mobile phone to enhance EFL student's specially it role for speaking and listening progress. First, it present the objective of this research. In addition to, it introduce the sample population the describe student's "profile", furthermore, it describe the research instruments used in this research, which are questionnaire for student's. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

2-2 Research Objective

This survey aim to provide data that able help to effective the use of mobile technologies for EFL teaching learning. It try to explore the role of M- learning in enhancing listening and speaking skill by providing view that focus on various attitudes and beliefs towards the use mobile phone to enhance EFL student's.

It is also necessary to have an idea about what student think about use of mobile phone to enhance EFL student's, and also to gather find student's questionnaire essential in order to cover the whole issues about implementing mobile phone enhancement student's.

2-3 The Sample Population

The informants were EFL students. They were chosen to answer to the research instruments addressed them. In addition to, the researcher have chosen a specific sample population of (20) third year LMD student's.

2-3-1 Student's "Profile"

The student involved in this study were Third year LMD. They were (20) student's, thirteen (13) female and seven (7) male. They were selected to respond a questionnaire concerning their view toward the use of mobile technologies for learning

the English language and if they used them inside and outside classroom for educational purposes.

2-4 Research Instruments

2-4-1 Questionnaire

In this research paper, the study data was collected through questionnaire, which was addressed to (20) third year LMD. It try to obtain their views about the use of mobile phone in classroom, and whether it enhanced their listening and speaking skill or not.

The researcher gave the student's the questionnaire and asked them to answer the given questions honestly. Noticeably, all the questions were answered except for some open- ended questions. The questionnaire tool was divided general information about the students. The second part was about using M- learning as encouraging tool in the classroom.

2-5 Data Analysis

In this research paper, researcher has adopted two research instruments, which were the questionnaire to gather data. Thus, the researcher made use of quantitative and qualitative data analysis method to analyze the questionnaire.

2-5-1 Analysis of Student's Questionnaire

Question One: Gender

Opinion	Number	percentage
Female	13	65 %
Male	7	35 %
Total	20	35 %

Table2.1.Gender

The table shows that the number of male and female who contribute in this survey. The majority of the answers were females 65%, while males formulated 35%. It is interesting to take into account that there is a great various between the amount of females and males but this does not influence our study.

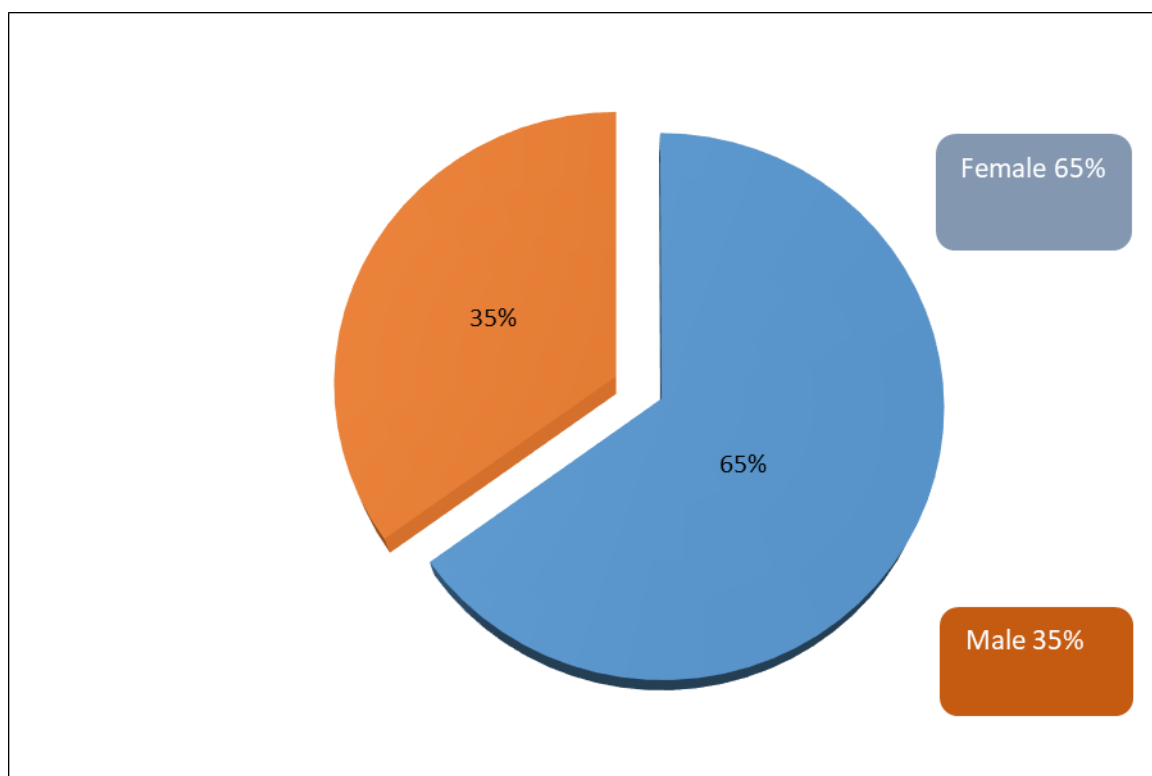


Figure2. 1 Gender

Question Two: Do you have mobile phone?

Opinion	Number	Percentage
Yes	20	100%
No	0	0%

Table2.2 Student's Own Mobile Phones.

When asking the student's if they own mobile phones or not. The majority the answers (100%) own a mobile phone.

,

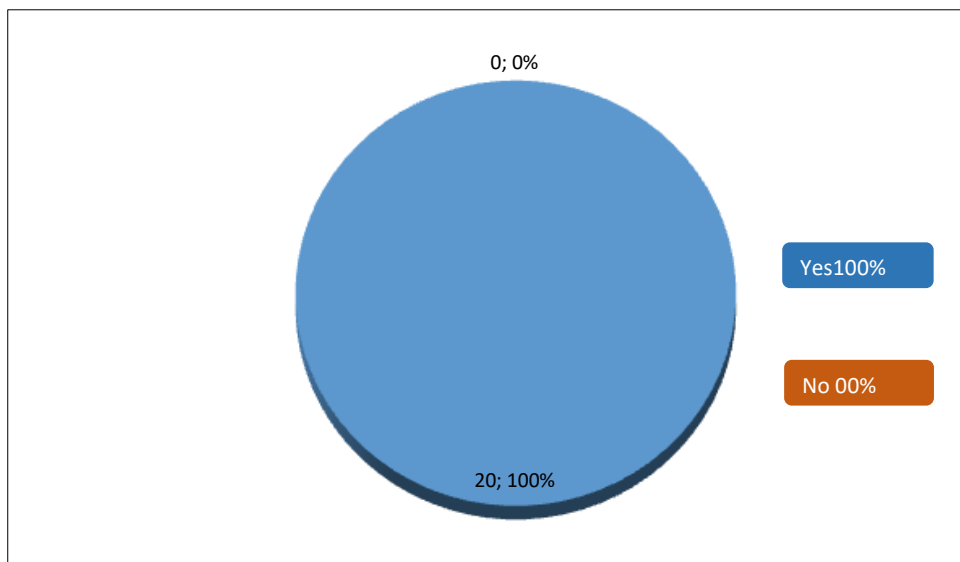


Figure2.2 Student's Own Mobile Phone

Question Three: Do you use your mobile phone for learning purposes?

Opinion	Number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table2.3 Student's Uses of Mobile Phone.

This question aimed at knowing whether the students used mobile phones for learning purposes. It was noticed the majority of answers (90%) shared the same point of view, which using mobile technologies to learn English, in contrast the other (10%) answered no.

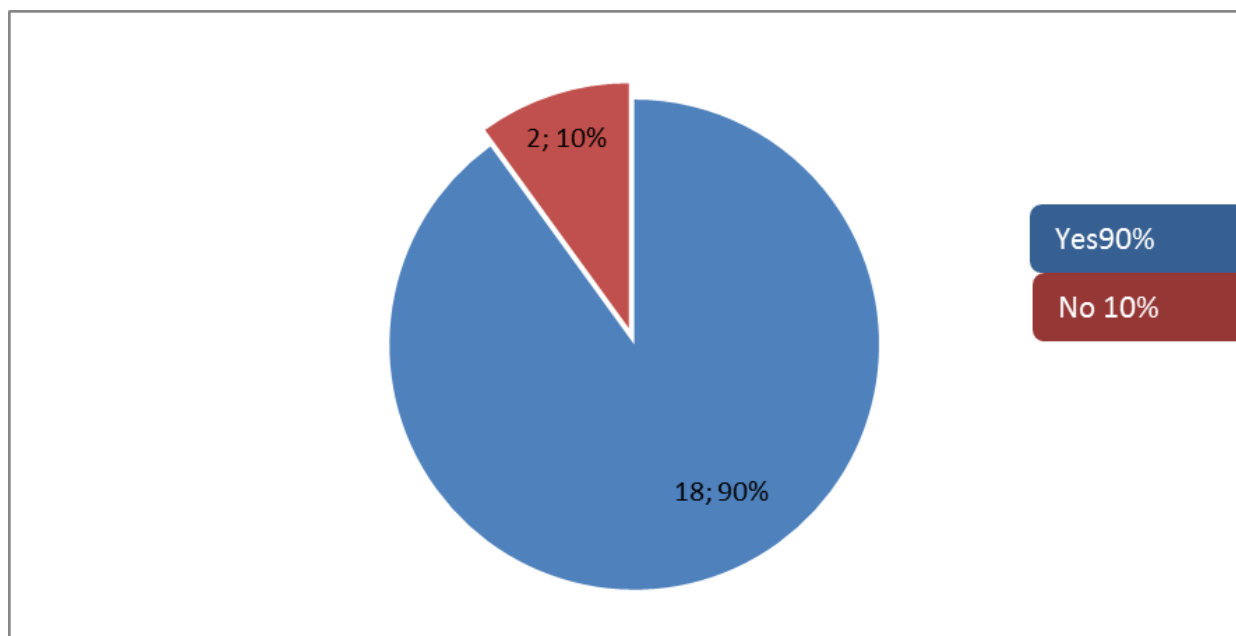


Figure2.3 Student's Uses of Mobile Phone

Question Four: Do your teachers support you to use a mobile phone inside/outside classroom for language learning?

Opinion	Number	Percentage
Yes	15	75%
No	05	25%
Total	20	100%

Table2.4 Using Mobile Phone in Outside the Classroom.

The aim of this question was to investigate whether the teachers permits student use smart phone in classroom for educational purposes or not. The majority of respondents (15), representing (75%) of population, confirmed that their teacher's

encourage using cell phone as tool in class. Whereas (05) student's introducing the percentage of (25%), stated that they did not use it.

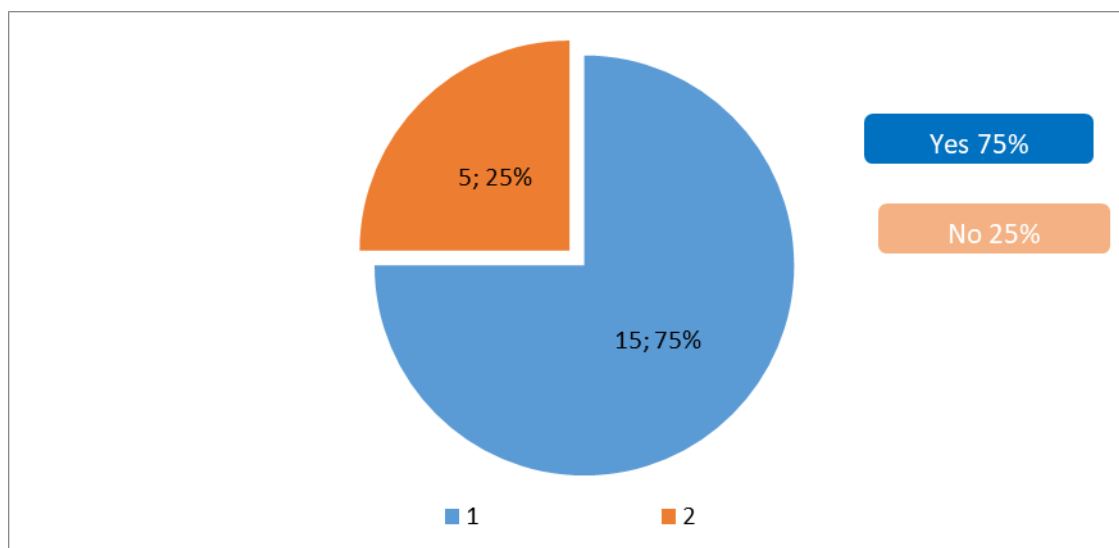


Figure2.4 Using Mobile Phone in Outside the Classroom.

Question Five: If yes, how often do you use mobile phone in classroom?

Opinion	Sometimes	Usually	Rarely	Total
Number	8	4	1	13
Percentage	40%	20%	5%	65%

Table2.5 The Percentage of Using Mobile Phone in the Classroom.

Concerning this table the students that answer (yes) (65%), most of them (8) introducing the percentage of (40%) affirmed that they sometimes used their mobile phones in classroom. On the hand, (4) student (20%) claimed that they usually using these devices to learn English. In other hand, one student representing (5%) said that rarely using in classroom .

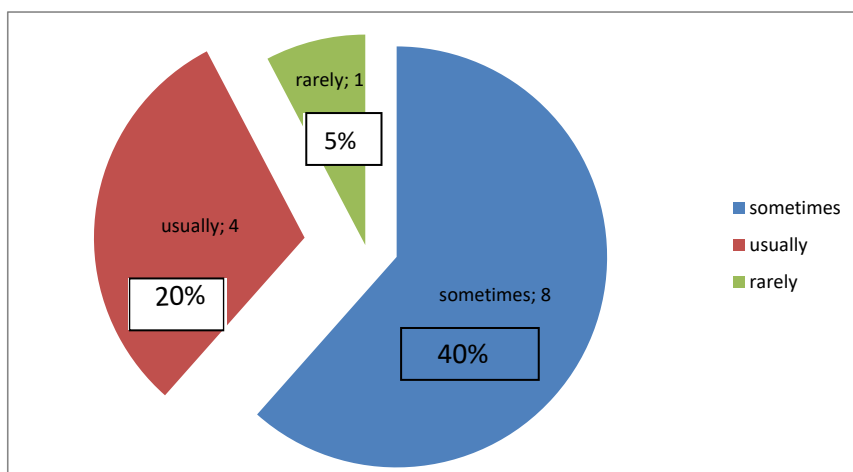


Figure2.5 The Percentage of Using Mobile Phone in the Classroom.

Question six: Do you use dictionaries or internet in your phone or tablet as encourages strategy in your class?

Opinion	Yes	No	Total
Number	16	4	20
Percentage	80%	20%	100%

Table2.6 Using Dictionaries and Internet as encourage strategy in the classroom.

The aim of this question was to investigate whether the students used their own technological tools in the class or not. From this table, the majority of the student (16) representing (80%) of the population, affirmed that they used their own technological tools as dictionaries and internet in class. In contrast (4) students, representing the percentage of (20%), claimed that they did not use it.

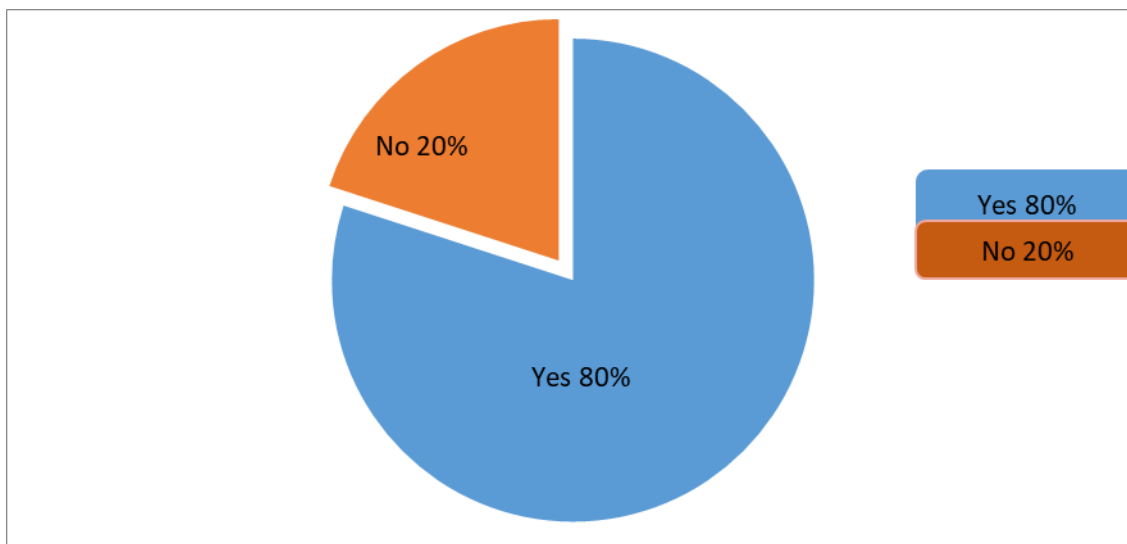


Figure2.6 Using Dictionaries and Internet as encourage strategy in the classroom.

Question seven: Do you guess that mobile learning develop your language skills?

Opinion	Yes	No	Total
Number	20	0	20
Percentage	100%	00%	100%

Table2.7 Student's opinion towards the impact of Mobile Learning in Developing Language Skills.

Almost all the informants (100%) stated that mobile learning could be an effective tool to enhance English language skills.

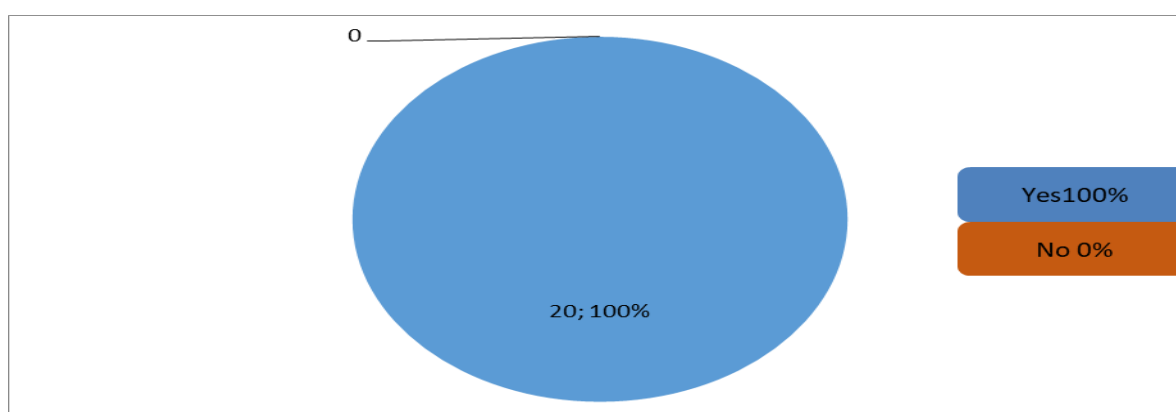


Figure 2.7 Student opinion toward the impacts of Mobile Learning in Developing Language Skills.

Question eight: If yes, in which particular skills do you think they contribute?

Opinion	All skills	Reading	Listening	Speaking	Writing	Speaking and Listening	Writing and Reading	Total
Number	4	2	4	4	2	3	1	20
Percentage	20%	10%	20%	20%	10%	15%	5%	100%

Table2.8 Student's view points about the influence of Mobile learning in language skills.

This table states various answers, some student (20%) claimed that mobile learning all skills. Other (15%) confirmed percentage10% stated that mobile device improve just writing skill. Listening and speaking are that mobile learning could be influencing in both speaking and listening. (2) Student's presenting percentage of 10% from the population stated that it could enhance reading skill. Moreover, the same developed according to student view 20%. (1) Student introducing (5%) affirmed that mobile as tool could enhance both writing and reading skills.

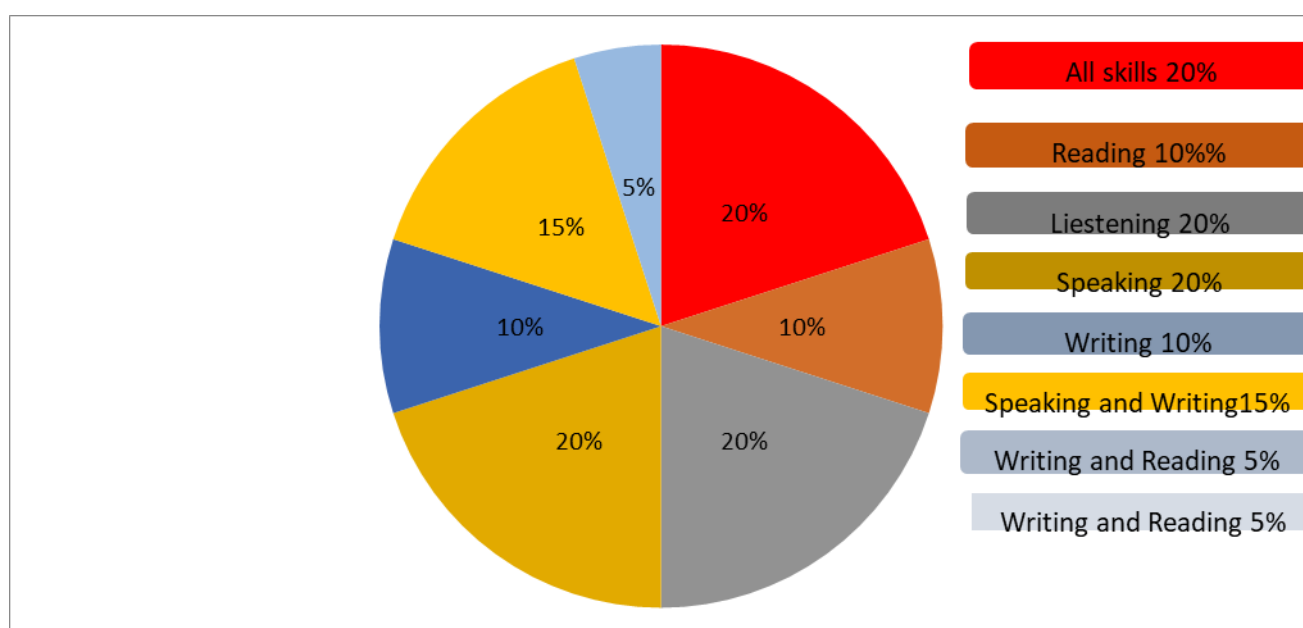


Figure 2.8 Student's viewpoints about the influence of Mobile learning in language skills.

Question nine: What do you listen mostly through your mobile phone?

Opinion	All	podcasts	English songs	videos	Audio and podcast	Total
Number	3	4	6	4	3	20
Percentage	15%	20%	30%	20%	15%	100%

Table2.9 Student's attitude towards Listening through Mobile Phone.

This question aimed at knowing what the students practiced to listen through their mobile phones. When students asked this question, they answered differently. Many informants (4) representing 20% stated that they listen podcasts while the same percentage (20%) claimed that they practice listening English video. On the other hand, (3) students representing the percentage of 15 % From population all options. However, the majority30% listen English songs and remaining (3) students representing the percentage of(15%), said that listen more to audio and podcasts.

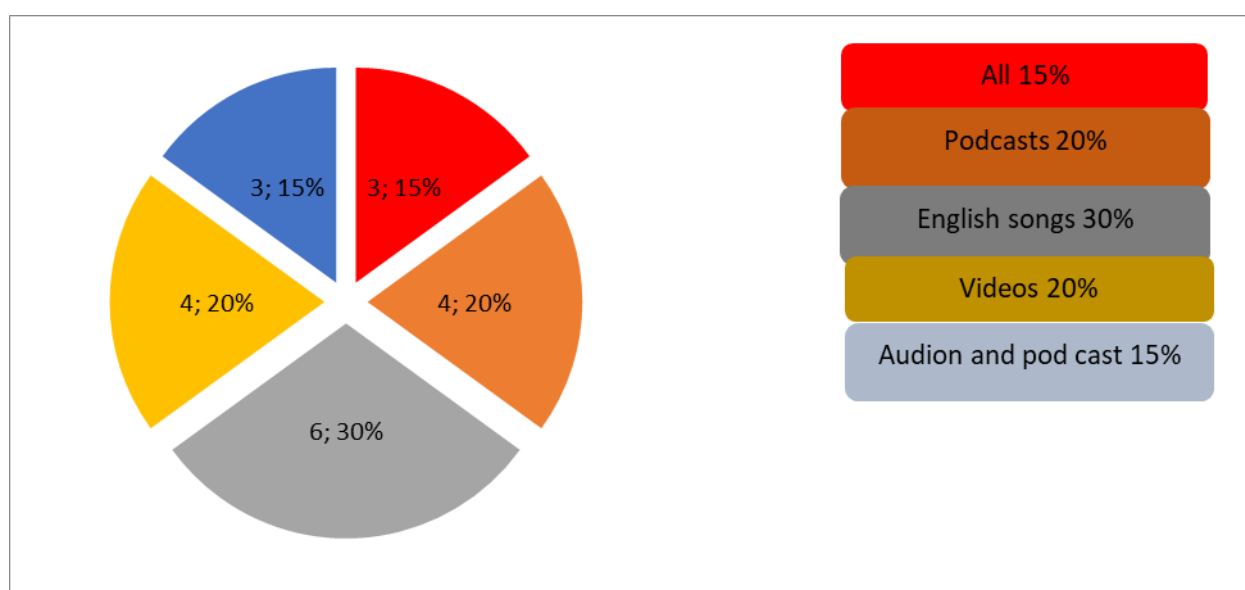


Figure 2.9 Student's attitude towards Listening through Mobile Phone.

Question ten: Have you ever spoken with other students in English over phone?

Opinion	never	sometimes	Multiple times	Rarely	Total
Number	4	7	6	3	20
Percentage	20%	35%	30%	15%	100%

Table2.10 Student's attitudes towards speaking English over phone.

The aim of this question was investigating the student's speak English through phones outside classroom or not. The table appear that most of them (35%) sometimes they speak English over phones. Other respondents (30%) confirmed that they Multiple times speak it. In contrast (4) student's representing the percentage of(20%), claimed that they never speak English over phone with their friends but(3) student's(15%) rarely use English outside the classroom.

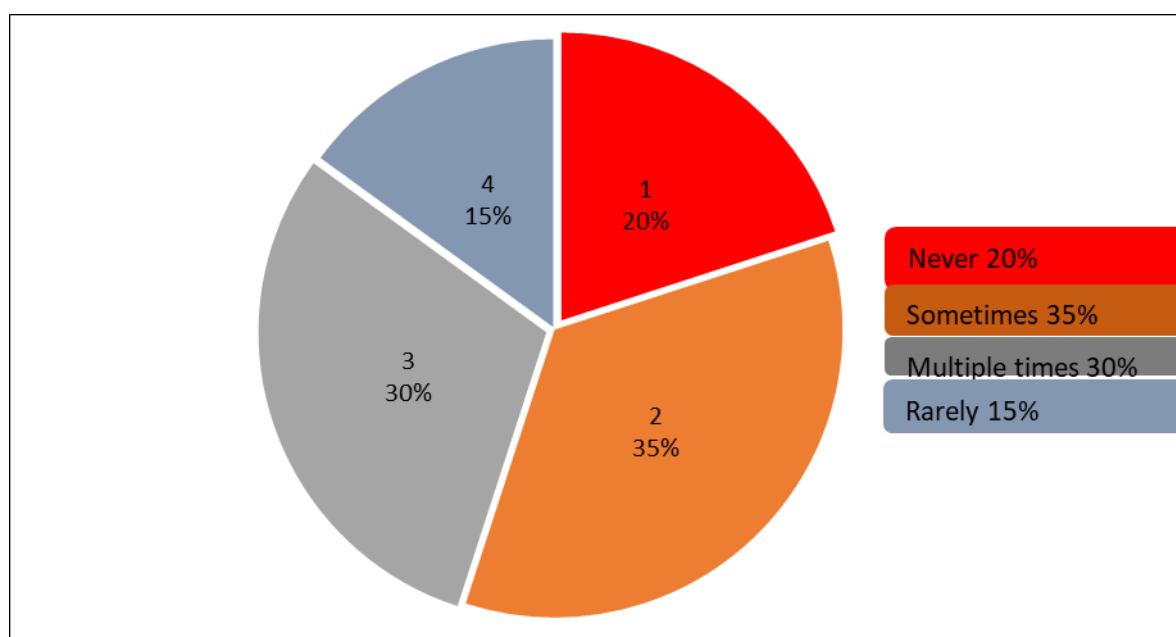


Figure2.10: Students' attitudes towards speaking English over phone.

Question Eleven: According to you what are the advantages and disadvantages of mobile learning?

When asking the students what they think generally about mobile devices as supporting tool for education purposes. The most of all of the answers mobile devices very useful tools, which can improve learning process, in addition to, it is helpful tool for EFL students. It is easy to use and get information. It also develop the student's skills especially listening and speaking. They said that the use of mobile as supporting strategy could effective the learning process and enhance students level by learning new vocabulary through videos and songs.

2-6 Discussion of the main results

This study was conducted to explore the role of English language student's collaboration via MALL, inside and outside of the classroom to improve their listening and speaking skills and to explore the useful elements that could enhance language learning skills, in use of mobile learning

The majority of students preferred the use of mobile learning in classroom because it helps them to develop their language skills through an enjoyable process. Moreover, a collaboration tool facilitates interaction between students in appropriate way.

Hence, the use of MALL has many advantages as well as disadvantages become should be careful when allowing students to use cell phones in classroom. They should keep control over its use.

2-6 Recommendation and Suggestion

This research study was an attempt to explore the integration of mobile technology in the current attitude of EFL students concerning the use of mobile assisted language learning techniques into language learning classrooms. Because several studies align with advantages of using mobile devices such as smart phones for enhancing listening and speaking.

On the other hand, several factors can play important in implementing practical steps for incorporating mobile devices, such as smart phones, in the instructional learning environment. Thus, implementing the use of mobile devices should vary depending on student's such backgrounds, the size of the sample, data collection times, etc.

2-6-1 Recommendation for Students

These are some recommendations for students in order to enhance their listening and speaking skills:

Most of the time, the classroom is the only place where student's can practice having a personal conversation in English student's should make an effort to speak English inside and outside the classroom wherever they want to speak to their classmates and teacher's.

Student's can take the listening practice outside the classroom in their homes. Student's should support the listening of multimedia material in the target language.

Dictionaries can be student's best friend at the time of looking up new words and identifying words how to use them. It can help them to expand their vocabulary acquisition. As consequence, it is more likely for them to get better results at different listening fields.

2-7 Conclusion

This chapter attempted to investigate the use of mobile learning as supporting tool in the classroom for learning English. It provided an overview of the research design and data analysis. However, it stated the objectives of this research paper. Also, it was concerned with describing analysis methods and the research instruments which questionnaire. Furthermore, it analyzed the data collected and presented the results. According to this results obtained, student's use mobile phone in learning.

The results showed it is really important and helpful tool for EFL student's to develop listening and speaking skills because it is collaborative tool, which engage

student's and develop communication between them. After that we have proposed some remedial measure in order to use mobile phone as tool for effective way in develop language skills, specially listening and speaking for EFL student's that makes a significant contribution to the English language achievement and their motivation towards the teaching and learning process and towards the language.

General Conclusion

Today's world is a world of technology and inventions, and there are many tools which essentially facilitate our life. Mobile phones play an important role in development of listening and speaking.

MALL is available through various technological devices including mobile phones, smart phones, tablets, computers, PDAs, MP3 players, and more. Nowadays, MALL is not only one of the main source of language education for student's, but also helps the learning and utilization of newly-learned language skills. Various researchers suggest that speaking and listening skills can be successfully done with mobile phone capabilities.

Mobile learning can be a potential alternative to the PC which is not always within reach; the mobile can be used conveniently to enrich knowledge bank and update the information bank of student's and support them to communicate in foreign language.

This study was conducted to investigate practical uses and supportive of mobile phone to enhance English learning skill, mainly listening and speaking.

Two research question put forward to investigate the above cited issue were:

- 1.What are the key benefits of adopting the use mobile phone on EFL learner's?
- 2.What extent may enhance mobile phone devices help student's to develop their listening and speaking skill?

The above question led to formulate the following hypothesis:

1. It help to improve knowledge for learner's as new process that depends on the quality and frequency of the information processing activities in addition need to encounter and notice words in language skills including: speaking, listening tasks and deliberately practice them to facilitate the information of lasting memory.

2. Mobile devices effect positively listening and speaking skills and can enhance extremely ability of student's

In this research has been hypothesized that integrating of use mobile phone would develop process of learning.

To carry out this research is divided into tow chapter: the first chapter it's provide theoretical review of literature that introduced the most used of educational technological tools. It also speaks about the improvement of mobile devices in speaking and listening development it also mentions some advantage and disadvantages of using mobile devices as tool to support language learning. second chapter is concerned with pratical part describing the research instruments, data collection, analysis of the main results.

In this research is provided recommendation and suggestions as implementing of M-learning it is important for many educators and researchers that focus on successful integration and deployment as supporting strategy for improving the learner's skills. Hence, in the future it should share best practice and create new opportunities in high education for successful mobile learning achievement's because its potential in educational system; especially with rapid development of wireless technologies and emergence of new applications that support teaching process such mobile technology can be used to connect student's from different parts of the world to create and share information with each other. In addition to, it also poses many challenges and dangers. For that reason, we should take a big consideration about technologies and guide their future application and development with appropriate way.

To sum up, this study investigated that M- learning has significantly positive effects in developing listening and speaking skills.

Bibliography

- Chinnery, George M. (January 2006) “ going to MALL: Mobile Assisted Language Learning”, *Language Learning & Technology*, vol.10,No.1, ,pp.9.16.
- Ciampa, K. (2014). Learning in a mobile age: an investigation of student motivation. *Journal of Computer Assisted Learning*, 30(1), pp. 82–96.
- Crompton, H. (2013). Mobile learning: new approach, new theory. In: Z. Berge and L. Muilenburg, (Eds.) *Handbook of Mobile Learning*. New York: Routledge, pp. 47–58.
- Davies, G(2006).*Language education, computer assisted*. UK: Thamas Valley University. *International Handbook of E-Learning Volume 1: Theoretical Perspectives and Research*. Edited by badrul H. Khan and Mohamed Ally.
- Godwin-Jones, R. (2017b). Designing an intermediate level language textbook for mobile access and learner autonomy. *Folio*, 17(2), pp. 4–11.
- Godwin-Jones, R. (2017c). Smartphones and language learning. *Language Learning & Technology*, [online] 21(2), pp. 3–17. Available at: <http://llt.msu.edu/issues/june2017/emerging.pdf>
- Hannaford, C. (1995). *Smart Moves: Why Learning Is Not All In Your Head*. Arlington, VA: Great Ocean Publishers.
- Heflin, H., Shewmaker, J. and Nguyen, J. (2017). Impact of mobile technology on student attitudes, engagement, and learning. *Computers & Education*, 107, pp. 91–99.
- Hockly, N. and Dudeney, G. (2014). *Going Mobile: Teaching with Hand-held Devices*. Peaslake, UK: Delta Publishing.
- Kern ,R,& Warschauer, M,(2000). Theory and practice of network. Based language teaching. In M. warshauer&R. Kern (Eds), *Network-ased language teaching: concepts and practice*,1.19.NewYork: Cambridge University Press.

- Kukulska-Hulme, A; &Shield,L(2007). An overview of mobile assisted language learning: can mobile devices support collaborative practice in speaking and listening? Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.84.1398&rep=rep1&type=pdf>
- Kukulska-Hulme, A. (2009). Will mobile learning change language learning? The Journal of the European Association for Computer Assisted Language Learning (pp.157-165.)
- Nashwa El Hariry (2009) Mobile Assisted As Useful Language Learning Tools., Sues Canal University
- Nilgun Ozdamar Keskin; David, M.(2011). The Current Perspectives, Theories and Practices of Mobile Learning. TOJET: The Turkish Online Journal of Educational Technology-April 2011, volume10 Issues 2
- Norton, J. (2014). How students can use mobiles to learn English. Voices Magazine [online]. Available at: www.britishcouncil.org/voicesmagazine/teaching-tips-how-students-can-use-mobiles-to-learn-english
- Nunan, D.(1999). Second Language teaching & Learning. Bosten: Heinle&Heinle publishers.
- Ravichandran, T, (2000). Computer Assisted Language Learning (CALL) in the prespective Approach: Advantages and apprehensions, proceeding of national Seminaron CALL, conference. India/ Chennai.
- Reinders, H. (2010). Twenty ideas for using mobile phones in the language classroom. English Teaching Forum [online] 48(3), pp. 20–33. Available at: <http://files.eric.ed.gov/fulltext/EJ914893.pdf>
- Richards, J. C. (2015). The changing face of language learning: learning beyond the classroom. RELC Journal, 46(1), pp. 5–22.

- Stephens, K. K. and Pantoja, G. E. (2016). Mobile devices in the classroom: learning motivations predict specific types of multicomcommunicating behaviors. *Communication Education*, 65(4), pp. 463–479.
- Thorne, S. L. (2003). Artifacts and cultures-of-use in intercultural communication. *Language Learning & Technology* 7(2), pp. 38–67.
- Tuttle, H. G. (2013). Improving students' modern language speaking skills through mobile learning. In: Z. Berge and L. Muilenburg, eds., *Handbook of Mobile Learning*. New York: Routledge, pp. 524–533.

Appendices

Questionnaire For Student's

Dear Student's

This questionnaire is part of our research work. It aims to explore “ The Impacts of Using Mobile Phone to Enhancing EFL Student's Speaking and Listening”. You are kindly requested to answer the following questions, please tick() the choice that corresponds to your answer thank you very much in advance.

1. Gender

Male ☐

Female ☐

2. Do you have mobile phone?

Yes ☐

No ☐

3. Do you use your mobile phone for learning purposes?

Yes ☐

No ☐

4. Do your teachers support you to use a mobile phone inside or outside classroom for language learning?

Yes ☐

No ☐

5. If yes, how often do you use mobile phone in classrooms?

Sometimes ☐

Rarely ☐

Usually ☐

Never ☐

6. Do you use dictionaries or internet in your phone or tablet as a support strategy in your class?

Yes ☐

No ☐

7. Do you think that mobile learning develop your language skills?

Yes ☐

No ☐

8. If yes, in which particular skills do you think you can contribute?

Listening ☐

Reading ☐

Speaking ☐

Writing ☐

9. What do you listen mostly through your mobile phone?

Video ☐

English songs ☐

Audio tracks ☐

Podcast ☐

10. Have you ever spoken with other student's in English over phone?

Never ☐

Sometimes ☐

Multiple times ☐

Rarely ☐

11. According to you what are the advantages of mobile learning?

.....

.....

.....

.....

.....

.....

Thank You For Collaboration