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Exploring the Use of Mobile Device in Improving Listening Skills

Case of 3rd Year EFL English Students at Ibn Khaldoun University in Tiaret

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A Dissertation Submitted to the Department of English as a Fulfillment of the Requirements for the Degree of Master in Didactics

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DEDICATION

I dedicate this work to all the angels in my life

I gift the effort of this work to my dearest parents may Allah have mercy on their souls,

Whose prayers are always with me, who supported and encouraged me

Morally and physically to accomplish my educational path, I made this

Work in order to make my parents proud of me in their grave

To my beloved grandmother and auntie

To my dearest sisters who supported me to finish this work

To my sweetest nieces who helped me

To my partner Ikram Belhadj who helped me and was with me during this research

To my sweet Teacher Dr .Lahmer Mokhtaria

To all my family

And to all my friends
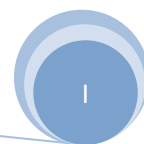
Dedication

I dedicate this work

To those who have supported and encouraged me to accomplish my educational career

My parents

My family members

To My wonderful Teacher Dr.Lahmer Mokhtaria

My Grandmother my aunt and to everyone who helped me to survive the tress

All along my educational process.

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Throughout the years together.

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Abstract

Mobile phones quickly attract users, expand their capacity, and enable advanced functionality. They are being designed to handle educational applications in addition to fundamental operations such as making calls and sending messages. As a result, the benefits of mobile learning as a classroom support tool for listening development are the essence of this case study. It was hypothesized that integrating mobile assisted language learning will improve the teaching/learning process in general and listening skills in particular. The current study investigates the attitudes of EFL teachers and students at IBN KHALDOUN University on the effectiveness of mobile learning in class. Mixed methods were utilized to collect data. The findings of have revealed that both students and teachers have positive attitudes toward the effectiveness of mobile learning. Moreover, Students have demonstrated the willingness and the desire to alter their mobile devices' role to more academic purposes. Teachers, on the other hand, demonstrated that mainstreaming mobile education is still in its early stages. More time, pedagogical infrastructure, and training, according to the findings are needed to attain this objective.

Key Words: Attitudes; Educational Applications; Listening Skills; Mobile Devices; Mobile Learning.DVD.CD.

List of Acronyms

AF: Absolute Frequency

Apps: Applications

CALL: Computer Assisted Language Learning

CD: compact disc

DVD: digital versatile dis

E-books: Electronic Books

EFL: English as a Foreign Language

E-Learning: Electronic Learning

GPS: Global Position System

MALL: Mobile Assisted Language Learning

M-learning or ML: Mobile Learning

MP3/MP4: an audio coding format / digital multimedia container format

PC: Personal Computer

PDA: Personal Digital Assistant

RF: Relative Frequency

SMS: Short Messages Service

TEFL: Teaching as a Foreign Language

UNESCO: United Nations Educational, Scientific and Cultural Organization

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Teaching a foreign language is not an easy task. In the past, EFL teachers depended only on the use of traditional methods. With the new generation having grown up in a modernized and digital cycle, the adoption of technologies has constantly become a common process around the world. Nowadays, information and communication technologies (ICTs) play an important part in the development and improvement of our communities. Specifically, with several technology devices that can make the learning and teaching process more impressive, such as mobile devices.

The majority of the time, mobile technology, particularly mobile devices, is used For simple operations such as making calls, sending messages, listening to music, playing games, and watching films.

In EFL teaching and learning, educational technology plays a vital role. In reality, there are differing viewpoints on how it affects the job of teachers and the level of students. Therefore, the current study aims to describe the function of educational technology in EFL teaching and learning. It begins by attempting to differentiate between traditional and modern education. 'The ability of this light technology to manage tasks that are linked to language Learning and teaching have piqued the interest of certain scholars, who want to discover more about what excite them. And reaching learners who would not otherwise have the freedom to participate in education (Kukulska- Hulme et al., 2005).A great deal of effort has also been devoted to understanding how mobile technologies relate to both traditional and innovative ways of teaching and learning, showing the applicability of mobile learning across a wide spectrum of activity (Naismith et al., 2004; Kukulska-Hulme&Traxler, 2007) as well as highlighting the most important emerging issues (Sharples, 2006)

GENERAL INTRODUCTION

Because of its complexity and teachers' ignorance of its importance, listening has been neglected by many teachers in recent decades. However, researchers discovered that one of the most crucial abilities in the communication and educational process is listening. Listening is actually a receptive skill that can lead to productive abilities. Thus, when a student learns how to listen attentively, he will produce or speak correctly. So, the direction of the listening skill should be enhanced in order to have a balance and harmony among the four skills.

One of the causes of English students' lack of ability to communicate is their inability to control their listening talents. They believe that listening is a difficult task. This negative perception stems mostly from a lack of tools and materials that could assist learners in improving their listening skills. Because EFL students are already adopting their own devices to enhance their language learning both inside and outside the classroom, mobile learning has become an efficient tool to strengthen listening and speaking abilities. The use of technology in the context of teaching English as a foreign language is becoming more popular.

In order to have a reliable answer to the problem statement, the researchers Introduce the following research questions:

1. What are EFL teacher's attitudes towards the use of mobile leaning to improve the listening skill?

2. To what extent do EFL students use mobile devices to improve their listening skill?

3. How to implement proper mobile learning techniques to improve listening in class?

The researchers proposed the following theories in response to the above mentioned questions:

1. The teachers find it more effective to adopt new technological tools within the learning process rather than depending on traditional materials, they notice that may be mobile devices affect positively listening skills and can enhance extremely the ability of students .

2. Most students find the mobile devises an effective tool to enhance their listening skills , they depend mostly on smart phones

3. To improve the listening skills in class through mobile device the researchers' propose the set of applications that may help learners to improve their listening abilities such as fluid , Rosie accent , podcast .

To find out to which extent the hypotheses are true, the researchers designed An exploratory case study research with EFL teachers and third year EFL students at TIARET University. To collect data, the researchers depended on the use of two research instruments which are the interview for the teachers and the questionnaire for the students. Thus, the results will be analyzed quantitatively and qualitatively.

To carry out this analysis, the current work is structured into three chapters The first chapter provides a theoretical summary of educational technology. It aims at giving a distinction between ancient and modern education. It seeks to draw an outline of ICTs and also the role of mistreatment academic technology in EFL teaching and learning. This chapter conjointly introduces the foremost used technological tools and states some edges of mistreatment academic technology.

This chapter covers an outline regarding mobile learning and kinds of MAL It conjointly highlight the benefits and downsides of mobile learning in EFL teaching and learning.

The second chapter tries to grant some suggestions to boost the lecturers

and learners' data regarding the employment of educational technology to develop listening skills. The third chapter deals with the analysis style and methodology. It presents the analysis instruments and offers a close description of the informants' profile, analysis procedures and also the knowledge analysis strategies. what is more, the chapter cares with the analysis of the collected knowledge. At the end, it describes the foremost vital results.

CHAPTER ONE

THE CONTEXT OF MOBILE LEARNING

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1.1 Introduction

The requirement for a variety of teaching methods EFL encourages teachers to employ technological resources to aid learning and meet the requirements of their students .This chapter concerns the use of mobile learning in EFL classes. It provides the differences between traditional and modern education as well as the main educational technological tools such as computer assisted language learning and the emergence of new concept (mobile learning). In addition to this, it shows many types of MALL devices and their current uses. Moreover, it draws the use of M- learning as a supplementary tool within the educational system and the advantages and disadvantages of using mobile devices as a tool to support language learning.

 It also speaks about the impact of mobile devices on English language learning .It sheds light on Teacher's view towards the use of M-Learning in EFL Context and Learner's attitudes towards learning through Mobile Phones . At the end, this chapter mentions the impact of M-Learning on Learner's and Teacher's Motivation.

1.2 Definition of ICT

Information and communication technology (ICTs). As stated by Khan et al.(2015), (ICTs) turns to technologies that supply access to information through communication.   Khan et al.Added that ICTs erected for knowledge and communication technology.

Also, Pernia (2008) said that the broad definition of ICTs include: computers, the internet, telephones, television, radio and audio visual Technological materials plays an essential role in education ,it has been promoted as certainly powerful enable implements for educational change and reform. Information and

communication technology (ICTs) has relevant role which is in transmitting, transferring, inculcating valuable goals through education that cannot be overstress in any society. In an educational system, ICTs is the more important element in the procedure of transferring of valuable goals from a teacher to learners that would make them to be useful to themselves and the society . ICTs bring changes in the educational system thanks to the progress and growth of its technological tools, also, the variation of these tools encourages the learners to exploit different ICTs tools in order to attain and better successes in their studies,

Hence, the teachers plays a vital role in implementing such tools in order to make the learning process more beneficial, learners will be employed more in the lesson by creating a motivational and inspirational environment to learn.

A. Computer

A computer is a machine, is defined as device used for computed to carry out strings of arithmetic or coherent agencies automatically. Modern computers can perform universal fits of activities known as programs. These programs permit computers to perform a wide range of assignments. A computer system is a «complete" computer that covers the hardware, control system (essential operating system), and incidental equipment demanded and used for "entire" operation.

This term may also assign to a band of computers that are linked and function together, such as a computer network or computer cluster.

B. Mobile Phone

A portable telephone that works by means of a cellular radio system that you can carry with you and use to make or receive calls wherever you are (COLINE ENGLISH DICTIONNARY 2018). However, this day learning through mobile

phones have a variety of benefits and an important role on students learning in order to meet their own educational goals and achieve success , mobile phone theoretically make leaner-centered learning possible by enabling students to customize the transfer of an access to information .mobile phones have a great impact on students learning by increasing their motivation and interests to learn.(Sharples et al, 2006, P. 223)

C. Tablet

A mobile computing device that has a flat, rectangular form like that of a magazine or pad of paper, that is usually controlled by means of a touch screen, and that is typically used for accessing the Internet, watching videos, playing games, reading electronic books (Webster Dictionary, 2018) . Moreover, Tablet computers afford a exclusive opportunity to build a truly portable learning experience .Light weight with a big activity, they allow opportunities not already seen with other 'mobile 'computing solutions.

This grant sits lf to better use of technology within teaching. For example, quick access to reference equipment during a lesson, already difficult to achieve with existing ICT, can import basic choices and augment learning.

Adopting tablets in less common scenarios, such as field trips, laboratories or environmental education lessons awards opportunities for analysis, data collection and presentation .for investigation ,data collection and production. Brining devices such as these into the and everyday life for students is in itself a learning background. Set this with the abilities a tablet computer can bring, such as document and reference copies, audio and video supports,   internet analysis,   document arrangement and review, and specific Learning applications and activities and you have a absolutely accomplished learning tool that helps in giving information into classroom.(Clark, C. 2004)

1.3 Traditional and Modern Education

The teaching and learning techniques have been improved in a different manner starting by the use of chalk and whiteboard to the emergence of the new technologies alike : computers ,Tablets , Mobile devices ,Hence, there are contrast between traditional and modern education ,each technique has each own aspects .

In the traditional approach the teacher has an important role , he is the productive ,whereas, the learners are the receptive in the class .they just receive the information .this approach is an old manner that consist of a simple material such as : chalk ,board, in order to help teachers in their teaching process .(belias.2013).

Traditional education or as it is called indigenous education , the main objective of it is to transmit the beliefs to the next generation , which are important to their survival Traditional instruction consisted more on oral text that not very formal , but it does not comprise the written test ,in addition, it includes religion ,customs ,and tradition that's why it named by the traditional education .

Whereas Modern education is extremely distinctive from the Traditional education. . Science and technology abilities are taught in modern schooling, it is the instructions that is tutored nowadays in schools.

Hence, modern education involve writing speaking, reading, and thinking skills ,students are examined in the written tests in order to know their levels .

Nowadays, there is a great change in the field of education ,the method of teaching And learning have been developed , learners are learning technologies , in consequence Students have a lot of opportunities to ameliorate their skills.(Belias et al.2013). Traditional and Modern education are both connected to and distinct from one Another .We might claim that contemporary education is simply a new form or

advancement of conventional education, Further, Traditional is the foundation of Modern education.

1.4 Improvement of Educational Technology in EFL Classes

Educational technology refers to assorted components maintained to better the learning process and form teaching amusing. It eases learning by applying appropriate technological developments and abilities. According to Ely (1972:36) educational technology is a "*field involved in the facilitation of human learning*" (qtd in Robinson et Al. 2008). It interests the evolution, system and usage of learning abilities (Robinson et al. 2008). E-learning is a word detailed to Educational Technology; it is the adoption of technological materials such as computers and digital technology (Asta, 2010).

Technology amuses the optical and aural feels of the learners. Educational technology accepts three attitudes into attention: the level of scholars, the passion and discipline of the teacher and the ambitions of the institute. With this advanced approach of teaching, schools are associated to the internet. Also, actions such as video conferencing cause it available to bear the world into the classroom. (Nomass, 2013)

English language learning technology commenced to be adopted centuries ago if we acknowledge the blackboard as a technological device (Dudeney&Hockly, 2007). However, many researchers consider that the adoption of technology in EFL (English as a Foreign Language) started in the 1950s. Since then, the educational arrangement in EFL has experienced an impressive revolution. Dudeney and Hockley (2007) mention that tape recorders and videos have been in use since the 1960s and 1970s.

According to Mollaei (2013), the employment of technology in classrooms has become an essential change of teaching. Technology augments the classroom atmosphere, and learners can conduct their own learning growth. The classroom becomes more learner-centered.

Furthermore,(Mohamed, 2014, p.2) states that:" *technology is considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve a problem*". Mohamed (2014) also argues that it is very important that teachers make a good selection of materials and resources that they will use to achieve their learning objectives. Thus, technology gives us the tools, and teachers should choose the most appropriate tool for their purposes.

The technological advancement has advanced this conversion with the development of new techniques and abilities to teach English. During the 1980s and the 1990s, thanks also to the improvement of technology, the communicative language teaching commenced to place more insistence in an important and authentic cooperation with the language. Thus, in the last decades technology has associated big changes in the way of teaching English.

1.4.1 Types of Teaching and Learning Tools

The adoption of educational technology takes an important place in EFL teaching and learning .In case, there are different point of attitudes concerning its effect on the teachers' role and the learners' level .Hence modernizations have been opened in education due to development of technology. "*ICT use in general terms is any use of computing devices such as desktop computers, laptops , handed computers, software or internet in schools for instructional purposes*" (Hew &Brush , 2007,p .225)

Thus, different technological tools can be applied to facilitate teaching and handle the learners' needs. The word technology builds communication techniques for language teaching in which the personal computer plays an important role (Davies &Hewer, 2012).Yet, there are other technological devices that can be apply in language learning other than computers like mobile devices and the internet. Each tool has its individual benefits and function with the particular composition which fit language skills.

1.4.2 The Use of Technology in Education

Information communication technologies (ICT) at present are affecting every aspect of human life. They are playing pertinent roles in work areas, employment, education, and entertainment. Furthermore, many people admit ICTs as motivation for advance; change in working conditions, holding and exchanging information, teaching methods, learning approaches, experimental research, and in accessing information communication technologies. CT integration in education commonly determines technology-based teaching and learning process that intently reveals to the application of learning technologies in schools. Due to the case that students are intimate with technology and they will gain better within technology-based setting, the issue of ICT assimilation in schools, especially in the classroom is basic.

This is because, the adoption of technology in education commits a lot in the pedagogical attitudes in which the function of ICT will drive to competent learning with the aid and supports from ICT aspects and factors (Jamieson-Procter et al., 2013).

It is appropriate to say that practically all fields of subjects' starts from mathematics, art, languages, science and humanistic and other main fields can be learned more adequately through technology-based tools and materials. In extension,

ICT brings the help and integral support for both teachers and students where it affects impressive learning with the aid of the computers to distribute the purpose of learning aids (Jorge et al., 2003).

According to UNESCO, "ICT may be a scientific, technological and engineering discipline and management technique utilized in checking data, its operating and cooperative with social, economic and cultural elements".

Teacher is that the essential parts of the tutorials vary within the society. He is additional works for the advanced level of society within the field. Proficient lecturers will create productive students kinds of sensible caseworker, politicians, poets and thinker. ICTS are causing aggressive changes in society. They affect all aspects of life. The influences are perceived more and more at academies. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to particular needs society is demanding institutes aptly respond to this technical modernization.

1.4.3 The Transition from C-Learning to M-Learning

Technology moves through a continuing advancement growth and this consistent development trend commonly has its impressions in a number of areas including language learning and teaching .As of early 1980s, the de facto arrival of Computer-Assisted Language Learning (CALL) became a part of this tendency (Chapelle, 2001).Computers create possibly the most compelling and beneficial device of technology in the field of education .As the name involves, CALL preceded a new generation in language learning.

CALL was extremely allowed by the explanation of e- learning in the 1990s.A decade after, M-learning (mobile learning) enabled CALL users to access

whatever and wherever they needed. The adoption of the MALL mobile assisted language learning was first detected at the beginning of 2000s.

Different universities and educational companies allotted free mobile learning devices to their students and clients (Belanger, 2005). And MALL became an actively used learning device. Although there is a broad approval on the direct relationship, CALL and MALL. There is not yet accepted independent explanation of "mobile learning".

1.5 Mobile Learning

Mobile technology assigns to personal, portable and internet-connected devices such as mobile phones, tablets and laptops. As for E-Learning and CALL, in M-learning and MALL the internet also plays an essential act (Oller 2012: 1). The article by GSMA Mobile Education (2011: 3) added an extensive definition of MALL: "*a learning action which takes place through portable materials such as smart phones, netbooks or tablets, or handheld gaming devices*". As reported in the earlier definition, M-Learning is described by some key aspects closely associated to the concept of using personal and portable devices. Through mobile devices, learners can access elements and carry out actions regardless of time and area. Furthermore, learning is not barred to the time spent in school (GDSA 2011:4; McQuiggan et al. 2015: 33).

M-Learning is also absolutely soft and customizable .Indeed, mobile devices can track learners' directions and help them concentrate on the equipment and activities which fit their needs (McQuiggan et al. 2015: 34; Nail and Ammar 2017: 4).

Mobile automation can be a practical opportunity to traditional educational access: it is not basic to spend money on paper and interactive media elements, and

mobile devices such as phones and tablets may usually be acquired at economical bills (GDSA 2011: 4; Nail and Ammar 2017: 4).

Mobile learning performs a way to forward a number of our educational problems. Devices such as smart phones and tablets facilitate modernization and benefit students, teachers, and parents achieve approach to digital content and personalized judgment vital for a post-industrial world. Mobile devices, used in conjunction with near universal 4G/3G wireless connectivity, are fundamental tools to improve learning for students. As indicated by Irwin Jacobs, the founding chairman of Qualcomm, Inc., "*always on, always connected mobile devices in the hands of students has the potential to dramatically improve educational outcomes.*"2

Mobile learning is new. It's presently troublesome to outline, conceive and discuss. It might may be an entirely new and distinct instructional format, wanting to set its own standards and expectations, or it may be a spread of e-learning, inheritable the discourse and limitations of this slightly additional mature discipline.

1.6 Mobile Devices in Classroom Uses

The utilization of mobile phones in the classroom as a supplementary material plays a great aspect in flourishing the learning process and improving language aptitude. It is an impressive way to attract, motivate and inspire students as well as facilitate the teaching for EFL teachers. The successful application of mobile learning involves looking at what these new advanced materials have to award for education, and the limitation that might stand before any attempt to advance its employment.

With the spread advancement in technology, education became depending on The improvement of information and communication technology. One of the most attractive and interesting devices is the mobile phone that produces the innovation of

education. It contributes significantly in EFL classroom in spite of their limitations. Mobile learning has the ability to hold all forms of education be it primary, secondary, or high schools; however higher education in special is more appropriate to consolidate student-centered mobile learning (Cheon, Lee, Crooks, and Song,2012).

Furthermore, mobile learning has earlier made its existence among people in general and students in universities in particular. It has engaged users due to their refined uses and developing capacity (Viberg&Gronlund, 2012). The use of technologies in teaching and learning has been more progressive, since educators are seeking to understand how to hold different types of learning adequately by using those (Kukulska-Hulme&Shield, 2008).

1.6.1 Challenges of M-learning

Although the significant ability of mobile learning as a tool in the classroom, there are a set of challenges that bear its application in the educational system predominantly, the limitation of mobile technologies can be attributed to the materials ,as due to the students who hold them, and it can because of teachers.

The following fields address and explain some of the challenges appointed by the assimilation and application of m-learning as supplementary material, which can be: Institutional Challenges; Technical Challenges; Construction Challenges; Evaluation Challenges; Cultural and Social Challenges. These challenges derived from the spread innovation in technologies, applications, programs and devices. (UNESCO, 2011) states in its article that mobile learning is adequate for challenges that can be arranged as social, economic, and technical challenges. On the whole, people may not detect the value of mobile devices as tools that can enhance learning.

This can be owed to the "intellectually-light" and "entertainment-heavy" content of mobile devices.

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Specialized troubles are a critical angle within the application of m-learning technologies in instructive framework. There are specialized challenges related to the physical structures that must be considered when actualizing m-learning. For case, mobile technologies, application advancement, security, teaches and learners 'technical knowledge. In fact, "mobile gadgets have been criticized for their constrained screen sizes, restricted varying media quality, and virtual keyboarding" (Chinnery, 2006, p. 13).Moreover, Stop (2011) recorded a few specialized

confinements related to the physical attributes of portable gadgets such as little screen measure; deficiently memory; limited battery life; arrange unwavering quality; intemperate screen brightness exterior; impediment of software applications; security and security. In expansion, network and transmission capacity need to be considered when creating M-learning. Besides, Qureshi et al (2012) recorded some of these troubles, which incorporate "installation, accessibility of most recent innovation, fast Internet association, and continuous supply of power, maintenance, administration, security and nonattendance of specialized support" (ALhajri.R,2016,p3). Besides , The accessibility of versatile gadgets can put another trouble of coordination mobile technologies in educating and learning; "while cell phone possession may be almost universal for college-aged people, this is often not genuine for other populace or media" (Chinnery, 2006 p. 13).The taken a toll of portable gadgets as well puts another boundary to versatile learning "Mobile phone possession and utilization is still restrictively costly in many parts of the world" (UNESCO, 2011, p. 11).

And to give a fruitful instructing and learning environment.(Alhajri. R, 2016, p 2) the integration to instructional method challenges is additionally another burden, which must take seriously consideration. the methodological issues is an imperative to

create the appropriate development of educational models .There must be modern strategies taken after to achieve instructive objectives and plan rules strategies for the learning prepare in order to create effective versatile instructive applications.

Noteworthy endeavors and steps have been made to supply techniques and techniques in arrange to coordinated portable devices into educating and learning hones. Dahlstrom and Bichsel(2014) encourage analysts to look at educational bits of knowledge that will offer assistance educates to superior grasp mobile technologies. McGreal (2014) states that portable learning requires a successful integration between instructive substance and innovation to attain instructive objectives.

It is vital to get it that versatile gadgets are prepared with different highlights such as: recording highlights, GPS, camera, sensors, look, media player, calculator, calendar, etc. Understanding these capabilities of portable gadgets will offer assistance originators to investigate the potential of portable learning that can genuinely back casual and social learning models. Designers of m-learning applications got to get it the three sorts of design: instructional plan, which is the instructive plan of the application; interface design, which is the straightforward to the client; and screen plan, which is the plan of the graphics and the visual show. Al-Hunaiyyan (2000) claimed that it is fundamental for instructional designers to plan e-learning courses viably for versatile gadgets. He pointed out that M-learning ought to be seen in an unexpected way from that of e-learning, due to mobile characteristics such as the screen estimate, screen introduction, portable capacity and memory. On the other hand client interface plan is vital figure for effective application. Thus, planning and creating a productive instructive interface inside a learning environment is still a challenge for most designers, facilitators, and teachers. Udell (2012)

expressed that user's interface for versatile must be steady and pushed to keep the application basic when planning interfacing on portable gadgets.

Portable learning includes extra challenges for assessment since of the good fortune of a need of evidence with respect to the compelling utilize of versatile learning for instructive purposes. Kukulska-Hulme and Traxler (2005) encouraged to coordinated assessment techniques into the development and executions of m-learning advances.

Traxler (2003, p.63-64)) said that assessment of versatile learning is challenging. He distinguished a few qualities that a 'good' assessment ought to be: "Efficient (fetched and time); Thorough; Ethical; Proportionate; Steady with the educating and learning techniques; Adjusted to the technology of learning; and Authentic". Moreover, Stop (2011)stressed on using various evaluation strategies of learners utilizing versatile gadgets.(Alhajri.R, 2016,p.3).

M-learning applications must be basic and teacher. Moreover, the organization of elements and media on the portable screen will verifiably impact the method and quality of learning, and has an awesome effect on learners' cognitive stack, and the content of data shown on the screen is exceptionally vital in deciding the victory of a user's interaction with the framework (Al-Hunaiyyan, 2012) . It is vital to consider the number of pixels accessible on target users' gadget. This will offer assistance in giving the best quality of pictures, and higher resolutions on users' gadgets. Considering the viewpoint ratio also imperative, planning for scene show (Flat) ought to be distinctive than designing for representations (Vertical). (Alhajri.R, 2016, p.2)

1.6.2 The Value of Mobile Learning

The impact of innovation on EFL instructing and learning has brought many positive impacts. Utilizing innovative instruments within the learning handle makes better communication for the learners. For illustration, with the World Wide Web, students ought not to go to the nation where the target dialect is utilized as the mother tongue. The utilize of mixed media gives true circumstances; it can offer assistance the learners to hone the dialect. This communication is reasonable for the learners who are too shy to talk. (Rodinadze&Zarbazoia, 2012).

The important highlights of versatile computing bring both openings and challenges to the advancement of Portable Social Media Applications (MSMA). Social media applications offer openings to enhance students' collaboration, engagement, and interactivity.

Valtonen et al. (2011) utilized versatile gadgets with his understudies to empower them to collaborate and share address notes through Twitter. Hisunderstudies talked about course exercises, trades course related assets, and commented on classroom encounters utilizing this social media program. They said that twitter permits them to associated, share, express, and construct useful connections which influence the quality of teach (Valtonen et al., 2011). In expansion, Alhazmi and Rahman (2013) accept that social media applications make collaborative groups those progress students' participations and engagements (AlhazmiandRahman, 2013). Mobile learning offers considerable benefits to build and support creative, collaborative, and communicative learning environments (Alhazmi et al., 2014, Pollara, 2011, Sharples et al., 2009).

New technology has enhanced our learning capacity through smart mobile phones. Now, users can access a huge amount of data they need anywhere without

constraints. Liberty of time and space can really heighten people's interest in the topic, resulting in better retention. Contrary to this, better knowledge retention is imperative to improve employee performance in corporate environment. M learning can also as a just-in-time support for a bigger eLearning course. By quickly helping users to recollect their past training, M learning can increase the overall effectiveness of your learning strategy.

1.5.3 Mobile Devices in Online Settings

In differentiate to the conventional classroom, portable advances viably offer understudies included comfort and adaptability, and permits them to memorize wherever and at whatever point they select. In circumstances where versatile innovations are coordinates into a classroom environment, there are openings to relax the inflexibility of the standard classroom course of action since each learner is "associated" wherever they select to be in that learning space. Exterior the classroom, learners will be able to proceed their considers in spaces that meet their person needs.

Versatile advances engage learners to helpfully take an interest in learning situations. Although mobile communication devices area unit widespread in western society, "the reality is that nowadays most of the massive distance teaching universities don't supply distance education through e-learning devices" (Guri-Rosenblit, 2009, p. 106).

Some educational analysis has explored the utilization of mobile devices for learning ,never the less "there [has been] very little attention paid to the impact of the latest technological developments on distance education" (Kurubacak, 2007, p. 216),

and even less analysis has been conducted in relevancy the impact of mobile technologyon on-line learning.

Mobile phones, if adopted for learning, have a two-way advantage; they import community abilities into the classroom and take education out of the classroom intothe nation. Hiple& Fleming (2006), argue that the growth of communication technologies is changing the traditional definition of distance learning from print elements and contemporaneous education to "digital and interactive education".

They state that digital technology communication bridges the gap between Distance learners and instructors as the technology carries content of instruction across time, contexts and space, enabling a "two-way communication" between participants. Distance education, by its very explanation, stands for the physical split of the learner from the teacher, at minutest at certain moments of the learning process. Technological devices, from hand written letters through print technology, radio, audio-cassettes, solid disc players, television and video to the modern Web-based learning, have always shaped the nature of cooperation between students, teachers and taught content on distance education sites.

1.5.4 Benefits and Drawbacks of Mobile Learning

The utilize of innovation within the classroom reflects benefits for both the instructor and learner. Innovation will give the learners with diverse exercises that will offer assistance them to memorize more almost the target dialect and hone it as well.

It implies more extensive get to of data and the change of abilities (Rodinadze&Zarbazoia, 2012).For instance, chatting in organize, can offer a great dialect environment for the learners to have talking and tuning in lessons. In this way,learnersmay create their communicative capacity. Learners can utilize the web and social media like chatting and utilizing face book to memorize more around

CHAPTER ONE THE CONTEXT OF MOBILE LEARNING

English talking communities and their societies which is able create their beneficial aptitudes and their information around the target dialect and its utilize. (Rodinadze&Zarbazoia, 2012).

The learners can learn even without any assistance using the internet .Ability in operated a computer will be accessible for the learners so that they will have responsibility for their learning. Furthermore, students can explore for the required answers to do their home works. Adopting technology can import easiness in studies. It can cooperate an exciting way to learn since there are a lot of images and graphics that can be arranged by a computer (Rodinadze&Zarbazoia, 2012).

With technology, the teaching growth has been advanced. This had evolved the educational arrangement from the teacher-centered approach of teaching into the student-centered learning method. The students were apathetic beneficiaries of information; they were holding little part in the learning process. English teaching builds a student-centered learning environment which evolves the learners' critical thinking skills and the capacity of problem solving (Rodinadze&Zarbazoia 2012).Disadvantages, limitations and obstacles are characteristics that affect, hinder, or negatively contribute to the acceptance of mobile technologies in educational contexts , Although m-learning has the potential to improve learning effectiveness, there is a appreciable difference between what m-learning attempts and what academic associations and individuals have been able to accomplish with it. Disadvantages, limitations and barriers can be crossed into three specific areas: technological

Limitations of mobile devices and related technologies, the use of mobile learning by individuals and organizations, and Cultural Facets.m-learning may be irreconcilable with social and cultural patterns. For example, mobile devices can be

identified as sources of distraction, both by teachers and students, which may influence academic attainment. Some educational associations announce that the collaborative pedagogical use of mobile technology appears to a limited extent and learning and face-to-face cooperation with authorities barely arises, this could be a threat that could degrade their educational aspect.

The addition of m-learning awakens students to a negative assumption, because students feel that they need to make increased efforts to understand m-learning skills. Despite the limitations, disadvantages and cultural barriers, initiatives to advocate m-learning at every level of education are building every day. The improvement technology and the modern mobile apparatus penetration announce that in the future; m-learning will no longer be an option. The benefit of mobile devices to bolster learning will be an obligation in a modern educational structure. Currently, m-learning plays a progressively important role in the development of learning teaching approaches in higher education. Through the use of mobile technology, students can easily and quickly access and adopt learning reserves anytime, anywhere.

1.7 Types of MALL and Current Uses

Tablet computers, cell phones, and smart phones have all progressed significantly in recent years. Mobile devices are among the most widely utilized and visible technology in today's world. Vovoula et al. (2005) defined mobile learning as "how people learn on none or outside their normal learning environment, with the technologies that are currently available, such as mobile phones," in order to discover "how people learn on none or outside their normal learning environment, with the technologies that are currently available, such as mobile phones ."as well as PDAs." Language teachers have been particularly interested in employing these gadgets as a teaching tool .a method of giving educational opportunities.

Mobile phones, PDAs, smart phones, GPS tools, laptop computers, MP3 or MP4 players, video tape, multimedia players, e-games tools, e-organizers-books, CD and DVDs are among the mobile learning technologies listed by Trinders (2005).. It is now common to see them being utilized for educational purposes, and many of them have already proven to be effective language learning tools. Reading content from e-books or the Internet, listening to music or podcasts, watching movies, composing SMS or e-mails, and speaking or recording are all activities that aid in language learning.

1.8 The Impact of Mobile Devices on English Language Learning

M-Learning or smart phones is a new technology that allows students to learn anywhere and at any time .Cell phones simplify their learning process .As it is detailed by many scholars (KUKULSKA ,HULME.2005). They represented it by saying « it is certainly concerned with learner mobility, in the sense that learners should be able to engage in educational activities without the constraint of having to do ,so in a tightly physical location ». Due to mobile devices learners are learning for free and without making any effort.

The use of new technologies in the field of education ,become something vitally important to both teachers and students who are learning foreign languages especially English language , it connects all people together ,Hence, there are some inventions such as : Mobile Devices , Tablet , pc,...etc ,(SARICA ,CAVUS ,2008).According (KHAN,2005). Cell phones have developed the traditional techniques ,it leads to be more interactive ,and learner centered .Ahmed (2017), claimed that the latest invention of mobile phones ,has helped to learn foreign languages better whatever they want , In addition ,as (Ballea2016)said that « these of

mobile learning can be of any kind ,but when it comes to language learning ,mobile learning technologies such as mobile phones or smart phones is being used for various purposes » (P305).The new improvement in mobile phones has facilitated the process of learning (AL Wasyand Mahdi ;2016)

1.8.1 The Use of Mobile Phone in English Language Lesson

English is an international language. People all over the world are using it To communicate. It has become an essential language, all people know English , Many countries set up their curriculum and make English as main English to study in their schools and higher education . Furthermore, the strategy of teacher center learning (TCL) is a technique that teacher have a main role in the classroom, so do both of the two roles receiver and sender of the knowledge, it is 100/ only for teachers in this method , on the other hand, student center learning (SCL) is a technique that focuses more on learners from being passive to active in class, in addition , this strategy is 50/ for students and 50/for teachers , each one have a role.

Newly, there are a huge change in teacher centered learning (TCL) and student Centered learning (SCL) according to their characteristics are the good techniques that are suitable for the English language lesson , in addition, the teaching strategies has been improved into a modern materials such as: mobile phones ,researchers have proposed to teachers to use mobile devices in order to help them deal with their students ,after on , mobile phone is called mobile learning .

1.8.2 Enhancing EFL Student's Active Learning by Using Formative on Mobile

In EFL classes learning English as a foreign language. Formative assessment is a part of active learning, helping learners in their learning process and ameliorate

their skills.(Ketabi , Ketabi,2014, and Micheletto 2011 et al .). Thus , as Sheyyens et al (2018) claimed that active learning could be defined by :"Active learning is not an approach in which learners sit and listen to the teacher in a passive mode ", Hence , Deniricia in 2017 stated that energetic kind of learning where students cooperate andcollaborate with each other , materials and teachers is also a part of an active learning .Formative assessment in second foreign language teaching and learning theory and practice in language studies (Ketab,S, and Ketabi , S.2014).

Bates and Townsend (2007) stated that all learning process is an active learning but it depends on the instructional method of students, the substitution of schools it count on the substitution of teachers, according to Demirica (2006) , teachers should select the materials that they can see are suitable for learners , and also, if they find not effective ,they can change it .

1.9 Teacher's View towards the Use of M- Learning in EFL Context

Mobile phones have become something very important , both of teachers and Learners are using it in the field of education . The most extensively investigated aspect of technology assisted language learning is the use of mobile devices in learning and teaching process (Viberg and Gronlund , 2012) . According to Shagbazand Khan (2017), the language learning acquisition procedure can be ameliorate by students because the majority of them have sophisticated cell phone and programs.

Therefore, EFL teacher's opinions on the use of technology in EFL lessons they argued that instructors viewed technology as an operational approach in nurturing the value in studying and teaching second language .(Ismail, Et al.(2010). Lieu et al .(2017). Theorizes that the adoption of mobile learning among EFL

professors and students .Both instructors and learners were enthusiastic about mobile integration in the EFL environment .

Moreover, Doming and Gargante.(2016). Examined that although teachers saw mobile integration as beneficial and competent , they did not demonstrate the necessary readiness to integrate or use mobile devices in their learning endeavors , In addition, in a closely relates field of research , the educators implied that cell phones assimilation would also provide huge benefits for students ; However , a few teachers indicated that individual technological and instructional concerns would inhibit the appropriate usage of mobile inclusion in the EFL atmosphere.(Bonghzala, and Assar.2014.) .

1.10 Learner's Attitudes towards Learning through Mobile Phones

Rekkedal and Dye (2007).States that « the individual flexible teaching model and the extended classroom model » .Learners can learn at anytime and anywhere through distance learning by using smart phones .(Rekkedal and Dye,2007).According to (BenMoussa, 2003, et al .)the two most important prosperities of mobile wireless technologies that is highlighted by the notion of time and location mobility which is related to the concept of anytime and anywhere connectivity .

Kukulska _ Hulme and Traxler, 2005 define mobile learning as a learning material by using mobile device that is available at any time, that can be used for the learning context and it is useful for students Keegan, 2005 also defined mobile learning as "the provision of educational and training on PDAs_ plan tops, smart phones and Mobile phones .

According to Chinnery ,2006 , language learning has been facilitated by using the mobile device , and also has an origin to what is called by as mobile assisted language learning MALL.

Rogardus,1931(as cited in Bashar,2012) stated that attitudes as "a tendency to act toward or against something in the environment which becomes thereby a positive or negative value" (p62).learners who are studying the second language are accepting using mobile phone to study.Dami and Alboi,2014).

1.11The Impact of M- Learning on Learner's And   Teacher's Motivation

Learning process is for students to achieve common goals, the process stakesplace in mutually beneficial relationship between the teacher and the learner (Berkowitz and Hoppe ,2009et al ..) .According to Capece andReverse ,2001,et al.In recent years instructional technology has advanced Significantly .The presence ofthese technical advancements stimulates the establishment of varietyof new innovations   ,   such   as   interactive   learning, mediatechnologies.(Anjarwati,Winarno,andChuriyah,2016 etal).

The most important part in learning motivation can be used to forecast learner's skill levels over a particular time period .(Filak andSheldon,2008 et al), Moreover, Wicaksono Minaarti, and Roshayandi(2008) states that students motivation affects their conducts in accomplishing their learning goals encouraged learners work to work hard and learnmore since they have an inner desire to successes.

Harandi ,2015 claimed that " Mobile learning is a crucial device that teachers can use to increasing students motivation and education ".Increasing students learning

motivation is a good way of improving the learning process and outcomes .(Leow and Neo,2014).

1.12 Conclusion

This theoretical chapter aimed to provide a broad perspective of Mobile phone and it Safety on the learning and teaching process, Moreover, Smartphone has different definitions ,it is become a worldwide that help learners to learn languages formally or informally, it has defined the traditional and modern education , Hence, stated the differences and the main point between them ,followed by illustrating the benefits and the drawbacks of cell phones in classes .At the end this chapter contains the point of view of both teachers and learners towards using Mobile device in EFL classes and their motivation

Chapter Two

LISTENING COMPREHENSION

2.1 Introduction

2.2 The importance of teaching and learning listening skills in EFL classes

2.3 The problems of teaching and learning listening skills

2.4 Teaching speaking and listening skills through MALL

2.5 Listening skill Mobile Assisted

2.6 Conclusion

Chapter Two LISTENING COMPREHENSION

2.1 Introduction

The concept of listening comprehension is discussed in this chapter. The major goal is to gain a firm understanding of what listening comprehension entails and how it might be useful in the classroom. At first we define the important of listening comprehension in EFL teaching and learning, and then we mention Difficulties of Teaching the Listening Comprehension. After that, we point out Problems Caused by Pronunciation. Additionally, we move to Problems caused by the Rate of the Speaker's Speech , Furthermore, we present Problems caused by Failure to Concentrate and Problems caused by the Use of Reduced Forms In addition, we discussed using MALL to listen and speak. The chapter concludes with a section on mobile assisted listening comprehension.

This chapter introduces the listening skill in teaching and learning English .Many important points will be discussed related to the topic under investigation, starting by talking about the importance of teaching listening skill in classes , and why it is important to be taught and should focus on it .Additionally ,we covered also the problems that learners and teachers face when teaching listening comprehension .The process for reviewing the literature going through shedding the lights to the historical view of listening comprehension and studies that done before .

Moreover , we have talked about the use of technology, especially mobile devises in improving their listening skills, coming to identify the role of these cell phones to help learners in their speaking and listening comprehension .Among this chapter reviewed the relationship between listening and mobile phones.

2.2 The Importance of Teaching and Learning Listening Skills in EFLClasses

For many years, the concentration on hearing in second language acquisition has proven to be weak .Previously , educational approaches were concerned with prioritizing language competence like : speaking and writing, as well as the connection among listening and reading abilities was poorly defined .As Vandergrift (1999) points out after much disagreement on the efficacy of listening as a discrete and independent component of language acquisition , it enters into force .Listening is a stealthy activity which demands a lot of computing power regarding the obstacles posed by the intricacies of learning a second language it is essential to investigate the role of listening skills mostly in teaching of English .(Rubin.1995).

Listening comprehension needs focus and comprehension of the speech, as well as consideration of gestures movement. According to Light Wood and Spada (1993), " thesteadydiet " If you want to help a pupil learn a language, you should practice it.Droff(1993) acknowledges that listening has a significant impact on improving speaking ability. It will be much easier for learners to listen to the radio while studying or conversing with native speakers if they have the ability to understand spoken English .In addition At the level of inter personal relationships, listening is crucial." when people will see that you have been becoming more attentive to what they say they will treat you better and you will then realize the importance of listening "(Sharama,2011,P.1). This demonstrates how listening can build the bond between the student and his classmates, which is critical for a positive classroom environment.

2.3 The Problems of Teaching and Learning Listening Skills

English language instructors sometimes have challenges when teaching the English language .The primary reason for this is the nature of the language which is unfamiliar and learners are in frequently introduced to it in daily situation. Interpretation of ignoring the listening skill can be plainly stated at this point; it is always the most difficult and hardest assignment for second language (SL) learners.(Paultson,1976and Eastman,1978 cited in Mee,2010).According to vandergrift (200:191)) listening has a range a features that make it difficult is that "listening is an invisible mental process making it difficult to describe " ,so, as a result , the listener's work is more complicated in this case , Moreover, the listener is involve in a variety of process including sound identification, understanding, lexical and grammatical structures , stress and intonation , interpretation , as well as the larger social and economic context of such speech.(Vandergrift ,2007 and Wipf, 1984:346).

Hence, it is rarely studied and learned , and it is impossible to go over what someone has heard again , but reading and re- reading a tough page in a book is straightforward.(Broughton et al ,1978:66) .Listening skill is a complex process involving numerous processes and elements .to Guo and Wills (2006:5) " Listening comprehension is a complex psychological process of listeners understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities". so the learner Centre (LS) involves a variety of factors both linguistic and non- linguistic , any flaw in their factors will have a detrimental impact on the process .

2.3.1 Pronunciation Problems

Learners usually do not encounter difficulty when the target language is spoken in specific locations because they have opportunity to listen to it or copy the phrases they hear ;however, in nations where English is regarded as a foreign language , learners may find it challenging to imitate English speakers,Kharma and Hajjaj(1997) emphasize and analyze phonemic issues that result in meaning venations and can lead to misunderstanding such as the pronunciation of particular sounds ,words, phrases , stress ,rhythm and intonation . They also go through the many forms of vowel and consonant sound errors that might can as result of linguistic differences or the presence of a sound in one language but in the others such a phenomenon makes it difficult understand sounds that don't occur in the learner' s native language .

They also go over the different types of vowel and consonant sound errors that can occur as a result of language differences or the presence of a sound in one language but not the other. This issue makes it difficult to understand sounds that do not exist in the learner's native tongue.(Hasan,1991:142).The sound /F/ and /V/ is an example of one of these issues, as in Fast and Vast . Fox (1974:15) agrees that" sound confusion seems to be a significant part of the problem of listening comprehension" Foreign learners' stress and intonation characteristics contribute to the LC difficulty. (UR, 1984:12).

2.3.2 The Rate of the Speaker's Speech Problems

One of the most challenging obstacles that EFL students confront is the speaker's speaking pace. When the teacher speaks slowly, pupils find it difficult to follow what he is saying, especially if he is reading from a long book. As claimed by Hayati, it is assumed that speaking slowly will benefit the students more." slow rate of speech is generally believed to be usually easier to comprehend than natural speech

rate ; this gives the students enough time to process the stream of information at a slower rate of delivery "(2010,P.1).

When it comes to the challenges that a speaker gives a listener .Ndig (Ibid) Makes the task of the listener more difficult by making the voice too low to be heard, making the message too complex by incorporating more detailed information or several issues.moreover, as Duzer (1997) points out that in colloquial English, the speaker's speed of speech, whether too fast or too slow, or the use of frequent pauses, all contribute to the listener's troubles.As Broughton et al(1978:58) claim "in order toimitate correctly one must have heard correctly ".They also state that a variety of factors might contribute to pronunciation issues, and that it is not only the teacher's responsibility.

2.3.3 Concentration Problems

This Problem affects all EFL students and teacher's .The first cause is the duration of the teacher's listening exercises, and the second cause is a lack of interest on the part of the students, which leads to a loss of concentration. «Failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture " (Hamouda ,2013,P.129).

In other terms, if learners lose focus during a listening task , they will be unable to comprehend the material they missed. At this stage , the teacher should demonstrate to students how to concentrate throughout the listening session by giving them some tactics to keep them focus on what is being said because strategies are not familiar to learners "The absence of the strategy will undoubtedly lead to distraction and lack of concentration which might in turn lead to distress and worry"(Yahya,2007,P.41).As a consequence of this interruption children will be unable to grasp the key concepts and

points of what they hear or see resulting in a failure to* analyze the text.(Yahya,2007).

2.3.4 The Use of Reduced Forms Problems

Reduced forms are seen as a significant barrier that EFL learners face throughout their listening experience, particularly when they are only exposed to it on a limited basis because they study the English language in full forms in the classroom.

Hamouda claims the procedures that the learners face are as follows:" Reduction can be phonological ("Dj Edit?" for "Did you do it?"), morphological (contractions like"Ill ..."), syntactic (elliptical forms like the answer to "When is the paper due?" "Next Monday."), or pragmatic (The teacher asks a question, then points to a student in the classroom and says, "Tom! Please!") (2013,p.128).

Those Many types of reduced, particle are most commonly used in the classroom by the teacher , particularly when he or she forgets the differences in levels amongst students who are not as familiar with the subject .

2.4 Teaching Speaking and Listening Skills through MALL

Listening and speaking are vital for promoting EFL acquisition because these two skills are intertwined and work together develop good oral communication in English classes ,list and speaking are basic components of a learner's communicative capacity and are key language skills that support EFL learning (LiuandChu;2010;Sadiku;2015),however ,in an EFL learning context characterized by limited exposure to English ,learners are frequently offered a contextualized learning resources and tasks, learners who have few opportunities to listen to authentic English or speak English in daily life are usually described linguistic learning resources and tasks.

Using various types of mobile technology including cell devices ,some research have explored to apply MALL to listening and speak learning activities(Goik,2012,Moghaddas and bashirnezhad ;2016)applications for social communication (AndujarVaca and Guz martinez;2017;Hsieh;Huing and Wu;2017)and games on the internet (Hwang ETAL:2016;Lui andChu;2010) MALL refers to the formal or informal use of mobile devices to study s foreign language (MC Carty ;Stao and Obari ;2017),MALL has gotten a lot of attention in the field of foreign language teaching and learning in recent years since it provides a lot of benefits ,such as autonomy ,flexibility and technology integration (Kukulska-Hlme,2009).

Lui and Chu (2010) reported on these findings demonstrate that including(MALL) based learning activities in English learning can increase EFL learner's list and speak skills, and also that research gaming -based-group was more motivated to learn than the non -gaming based group.

2.4.1 Listening Skill through MALL

In the literature, it has been proposed that mobile devices such as smart phone and tablets and useful for language acquisition (vandergrift;1997)analyze research on the benefits of a mobile devices for learning in order to show the potential for improved ,expanded learning opportunities and active learning Buston1argues that students constantly. See mobile technology as beneficial since it allows them to access information at any time and form any location .MALL has been demonstrated to encourage learners, allowing then to spend more time outside of the classroom speaking the second language (Vandergrift ;2002) , The probability of mobile devices and the accessibility they provide to students are two factors that contribute to this motivational effect (1996) ,Since they first became popular podcasts have been the most commonly used studied technology for mobile telephone .While evident MALL

can inspire students to study in specific situations and that some strategies, such as podcasts are effective tools.

2.4.2 Speaking Skill through MALL

One of the most difficult and time-consuming components of learning a language is mastering speaking skills and pronunciation. Time constraints in the classroom, on the other hand, frequently restrict speaking exercises. Apps for

mobile devices seem to be the best tool for learning to talk. It may give private, stress-free conditions in which learners can try as many times as they want until they are comfortable. Gonzalez (2012) points out that mobile apps have a lot of promise for practicing and improving particular aspects of English pronunciation,

such as intonation, stress, and particular phonemes. Although González thinks that one of the key constraints of current apps is feedback, he believes that these constraints can be readily addressed with technological advancements.

According to Song and Fox (2008), using a mobile device outside of the classroom considerably increases highly motivated learners' ability to communicate about word meanings with their peers and lecturers. Speech facilities for sending voice, as well as downloading dictionaries with sound functions, are all part of a solid m-learning service. As a result, children can learn how to pronounce unfamiliar or new words correctly. Since mobile learning allows learners to speak freely while a system records their voice and allows them to listen, the speech aspect is just as important as the textual aspect.

2.5 Listening skill Mobile Assisted Learning

The importance of listening comprehension for language students is explored in this article, as well as the potential benefits of employing a mobile app to

encourage and develop it.listening takes up around 40- 50 percent of overall communication time (compared to 25-30 percent for speaking, 11-16 percent for reading, and 9 percent for writing).(Gilman & Moody,1984, 84).It is perhaps the most crucial skill for second language learning, according to (Vandergrift,2011 ,11), since it allows the internalization of language norms and the formation of other language abilities.

Therefore, Listening comprehension in a foreign language is often taught by assisting students in developing a set of methods that may be used before, during, and after the listening activity is completed.(Rost,2002 ,2 ;Vandergrift 2004,4;et al).

Hence ,Students have been demonstrated to be motivated by mobile assisted language learning (henceforth, MALL), increasing the amount of time they are exposed to the second language outside of the classroom.(O'Malley &Houser,22003 ,05;Kang & Kim,2007,07,et al) .Although it is obvious that MALL may inspire students to study in specific situations, and that specific tactics such as podcasts might be effective, the findings of study to far are perhaps restricted since if students are left alone to practice, they are unlikely to do so for an extended amount of time.

2.6 Conclusion

The purpose of this theoretical chapter was to present a broad overview of the usage of M-learning as a supplemental tool and its impact on the EFL teaching and learning process. It has contained the importance of listening skills in EFL classes, and also the challenges of learning listening skills. It has described the four problems of listening skills that students are confronted with. Teaching and learning speaking and listening comprehension through Mobile Assisted Language (MALL) the role that mobile phone play in the listening process.

CHAPTER THREE

REASERCH METHODS

3.1 Introduction

3.2 Research Objectives

3.3 The Sample Population

3.4 Research Instruments

3.5 Data Analysis

3.6 Discussion of results

3.7 Recommendations for using Mobiles to improve Listening

3.8 Conclusion

General Conclusion

References

Appendices

3.1 Introduction

The third chapter is concerned with the definition of research methodology and design, concentrating on data collection and analysis. It is adopted as an explanation of a case study concerning the effectiveness of applying mobile learning as supplementary element in educational system; specifically its role for listening advancements. First, it presents the purposes of this research work. Furthermore, it offers an overview of the sample population that describing both students and teachers' profiles.

Moreover, it explains about the research instruments adopted in this research, which are a questionnaire for the students and an interview for the teachers. Finally, this chapter presents a detailed analysis of the collected data and gives a discussion of the main results.

3.2 Research Objectives

This review aims to bring data that can help to enhance the use of Mobile technologies for EFL teaching and learning. It seeks to determine the role of M-learning in developing listening skills by affording a broader view concerning the learners and teachers attitudes about its use. This study again aims to explore the essential adoption of mobile technologies for educational purposes and ambitions. In extension, it seeks to show the effects of the use of mobile phones and if the traditional methods of teaching are still applied or not. Thus, the central aspiration of this study is to cluster different points of view concerning the use of Mobile as a supporting device for teaching and learning English at Ibn-Khaldun University.

This investigation pursues an analytical access since it examines and analyses the role of Mobile as a supplementary materials in classroom. It was brought out using a questionnaire for students as a data apparatus chiefly because it does not consume much time, Also the participants are anonymous and nameless that will encourage them to answer the questions liberally and sincerely. Also, it carried out application interviews with teachers to provide more specific details about our research.

It is arranged for third year English students at Ibn-Khaldun University, since they deal with oral communication modules, where speaking and listening skills can take place and the appearances which depend on the use of modern technologies. Thus, the analysis topic will be recognizable to them, and they can answer our questions. The analysis of the questionnaire and interviews peers to find out the advantage and the impact of Mobile as supplementary materials on learning listening skills.**"**

3.3 The Sample Population

The informants were EFL teachers and learners from Ibn-Khaldun University. They were chosen to answer the research instruments forwarded to them online. However, from this broad target population, the researchers have selected a specific sample population of five (05) teachers and fifty (50) third year English students to

represent the whole population.

3.3.1 The Students' Profile

The students associated with this study were third year English students at the English department at Ibn-Khaldun University in Tiaret. There were fifty (50) students, twenty-seven (27) female and twenty-three (23) male. They were chosen to answer a questionnaire regarding their opinion towards the adoption of mobile technologies for learning the English language and if they applied them outside and inside classroom for educational purposes. There were many reasons, which drove the researcher to choose third year EFL students. First, these learners were in touch with the adoption of new technologies such as computers and mobile phones. Much, they had the experience of applying such technological devices in their educational career.

Thus, they were apprehensive about the consequence of using M-learning as a supporting tool in the EFL classroom for establishing English language skills.

3.3.2 The Teachers' Profile

The EFL teachers at Ibn-Khaldun University were also associated in this research work. They were five (05) teachers overall: two (02) females and three (03) males. Two teachers held the doctorate degree whereas the others were all magister holders. They had different specializations; two teachers were specialized in linguistics, one oral expression, and the remaining one in grammar, one in written expression. The choice of those teachers was because they had an earlier experience with the adoption of technological tools and materials in their classes.

3.4 The Research Instruments

In this research work, the researchers have opted for two research appliances to collect data needed for a sound investigation of EFL teachers and learners' opinions about the adoption of educational technology. The current work was developed through the use of a questionnaire and an interview.

3.4.1 The Questionnaire

The questionnaire is the most familiar appliance that is equitably adopted in survey research, experiments and other approaches to examination. It is an efficient tool that is applied in most of the research for gathering data, because of its advantages. It can help researchers to cluster data that could be detected. Commonly, it is arranged in written form subsisting on open and closed questions. Babbie (1990) states, "A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis" p.377

In this analysis paper, the study data was gathered through a questionnaire which was forwarded to fifty (50) third year students. It pursued to collect their opinions about the adoption of mobile phones in the classroom as a supplementary tool, and whether it advanced

their listening skills or not.. The investigators gave the students a questionnaire and demanded them to answer the questions sincerely. Noticeably, all the questions were answered except for some open-ended questions. The questionnaire apparatus was divided into two items. The first part included general information about the students. The second part was about using M learning as a supporting tool in the classroom.

Regarding the type of questions applied in this research paper, the researchers have used close-ended questions, open-ended questions, and multiple-choice questions. The close-ended questions reduce the respondents to a definite set of answers that generally are (yes) or (No). The multiple-choice questions afford certain answers from which the respondents have to elect the appropriate one to bestow their opinion themselves. The open-ended questions give the respondents the opportunity to answer liberally without any limit to allowing more details about the subject.

The first five questions were close-ended types. The first one was about gender. The second one tried to know if they own mobile phones. The third one sought to know which type of mobile devices they own. The fourth question was asked to know if students use their phones to learn new languages. Question five questioned the students whether the phone can improve learning.

The questions from sixth to eleventh questions were multiple choice questions as question sixth requested the learners to rank the statements related to the use of the device that they have. The seventh one asked the students about the time that they spend on their mobiles to study. Question eight asked the learners to state which skill can M-learning improve more than others. The ninth question questioned the students whether they used mobile devices to learn English. The tenth question had the purpose of getting an idea about whether mobile learning to improve listening skills or not. The eleventh one asked the students what tools they use mostly in their mobile phones to improve listening skills.

The last question was an open-ended question. It asked the students about the apps and techniques that they adopt on their mobile phones to advance their listening skills.

3.4.2. The Interview

In extension to the use of the questionnaire as a research appliance in this research production, the researchers hinged on the adoption of the interview which is a research apparatus applied by a researcher in a pattern of a conversation between him and the informants to collect information. Gill Ham (2000:1) characterizes it as: "A conversation usually between two people. But it is a conversation where one person-the interviewer- is seeking the response for a particular purpose from the other person-the interviewee".

Interviews can be arranged differently depending on the demands being forwarded and the information. Concerning the figures of the interview, there are three categories: structured, semi-structured and unstructured interviews. The structured interview holds the pattern of an oral questionnaire. The semi-structured interview depended on preplanned questions. The unstructured interview takes the structure of a general conversation (Seliger and Shohamy, 1989).

In this research work, the analysts bet on the adoption of the structured interview because this type is helpful when "the researchers are aware of what they do not appreciate and accordingly are in a location to frame questions that will afford the awareness lacked" (Lincoln &Guba: 1985, 26), The reason behind this interview was to cluster more detailed information and data about the status and ideas towards adopting mobile learning as a supporting approach in the classroom by EFL teachers at Ibn-Khaldun University.

The interview included eight questions (see appendix B). The first question aimed to know the modules that they teach. The next two questions asked to know the teachers' attitude concerning the use of educational technology and if they used it on their teaching process or not. Concerning question four the interviewees were asked about whether the

mobile phone can enhance their teaching technique .Question number five, six tried to know which of the four skills the mobile phone can improve and if the use of mobile devices in class can develop listening skills.

In Question seven, the interviewees were asked about their learners 'feeling when they used mobile phones in the classroom. The last question sought to know the attitude of teachers and if they find applying mobile devices the most adequate technique to alleviate the teaching and learning process.

3.5 Data Analysis

In this research paper, analysts adopted two research apparatuses, which were the questionnaire and interview to cluster data. Thus, the researcher made adoption of quantitative and qualitative data analysis method to analyze the questionnaire while they hinged on the adoption of qualitative data analysis method for the analysis of the interview.

3.5.1 Analysis of Students' Questionnaire

We present the following data as a result of the questionnaire responses.

Suggestion	MALE	FEMALE	TOTAL
AF	23	27	50
RF	46%	54%	100%

Table 3 1Students'Gender

The table above presents that the number of males and females who commit in this survey. The majority of the respondents were females, 54%, while males codified 46%. It is important to take into account that there is a big difference between the bulk of females and males, but this doesn't change our studies. (Pie Chart 2.1).

Question Two: Do you have mobile phone?

Suggestion	YES	NO	TOTAL
AF	100	00	50
RF	100%	00%	100%

Table 3 2Students' owning Mobile Phones

When demanding the students if they own a mobile device or not, there was a unanimity of responses. All the respondents (100%) own mobile phones (smartphones). The following chart clarifies the answers:
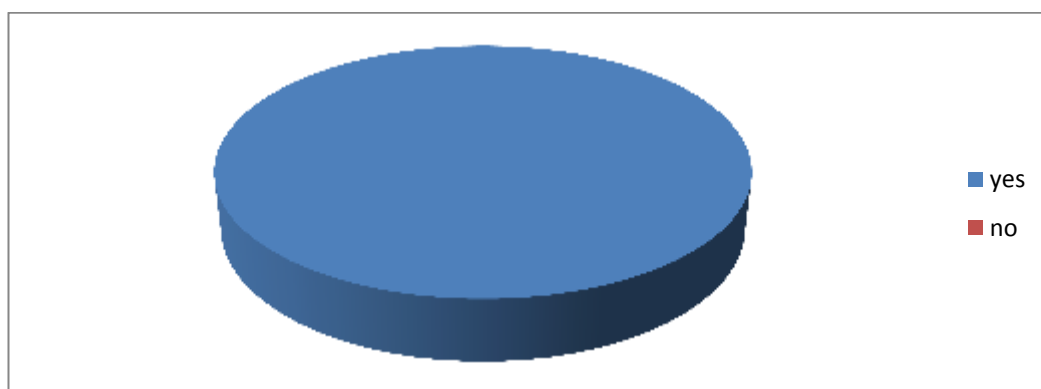
Pie Chart 3 1 Students owning Mobile Phones

From the above pie chart, it can be figured out that all respondents are interested in new technologies and are following the trends.

Question Three: which of these mobile devices do you have?

SUGGESTION	SMART PHONE	TABLETS OR IPAD	DIGITAL MEDIA PLAYERS	NONE OF ABOVE	ALL OF THE ABOVE	TOTAL
AF	47	03	00	00	00	50

RF	94%	6%	00%	00%	00%	100%

Table 3 3Students' Mobile Devises types

This question is aimed at knowing which mobile devices learners own. It was

noticed that the majority of respondents (94%) have Smartphones, while others (06%)

have tablets andAped.
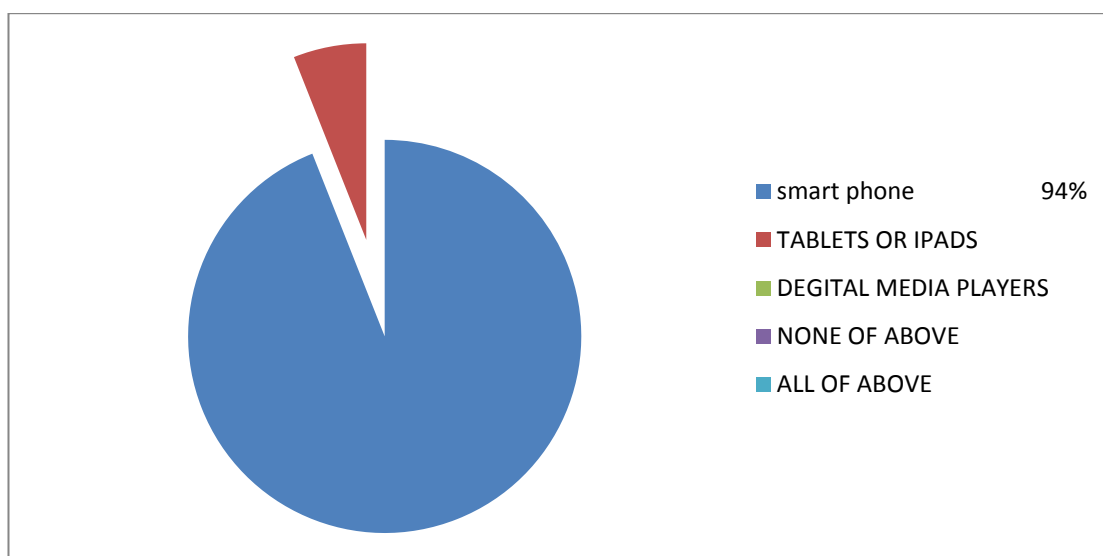
Pie Chart 3 2Students' Mobile Devices types

Question Four: DO you use your Mobile for studying and learning new languages?

SUGGESTION	ALWAYS	SOMTIMES	OFTEN	RARELY	TOTAL
AF	22	21	04	03	50
RF	44%	41%	08%	06%	100%

Table 3 4 Students' uses of Mobile Phone for learning purposes

Concerning table (24.), most of them (22) representing the percentage of (44%)

confirmed that they always used their mobile phones in learning new languages. On the other

hand, 21 students, (41%) claimed that they were sometimes using these devices to learn

languages. 03 students representing (06%) said that they rarely use them to learn and 04 students representing (08) added that they often apply them

The following pie chart gives an idea about the different responses of the informants:
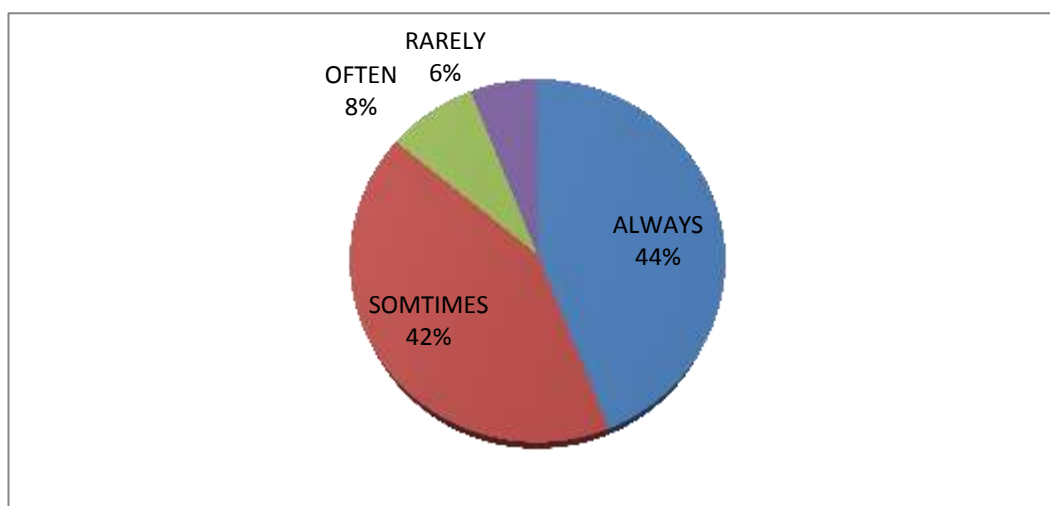
Pie Chart 3 3 Students' uses of Mobile Phone for learning purposes

From the pie chart above, most of the students claim that they use their mobile phones for learning purposes, while few of them declare that they rarely adopt their mobile devices for learning functions.

Question Five: Can Phones improve learning ?

suggestion	YES	NO	TOTAL
AF	48	02	50
RF	96%	04%	100%

Table 3 5 Improving learning through mobile phones

The aim of this question was to investigate whether the use of mobile phones improves learning or not. From table (05), the majority of the students (48), representing (96%) of the population, affirmed that the use of mobile devices can improve learning, whereas two (02)

students, representing the percentage of (04%), stated that the use of mobiles does not

improve learning. Their responses are illustrated in the following pie chart:
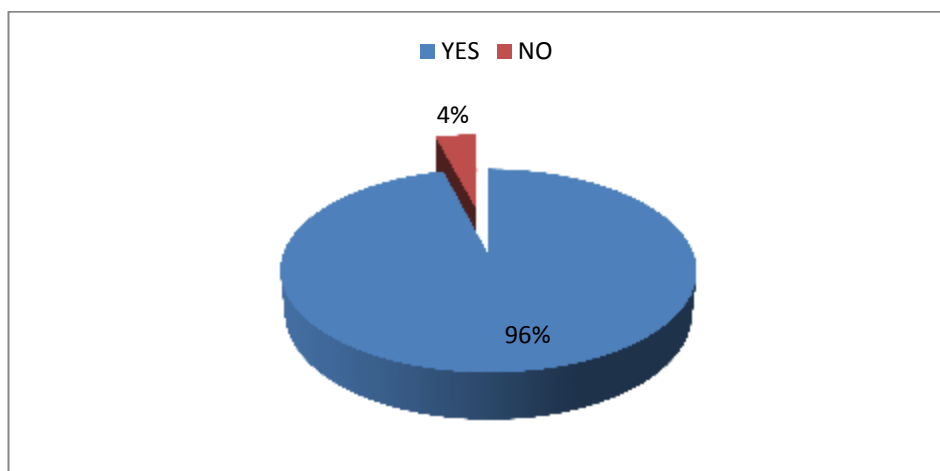
Pie Chart 3 4 Improving learning through mobile phones

Concerning this pie chart, it can notice that majority of the respondents agree that

mobile phone can improve learning while other respondents do not agree.

Question Six: Rank the following statements related to the use of the device that you

have.

Suggestions	Takes notes and pictures of information on the board	Access in the internet (use Google search and Google translation	Use an offline dictionary app	Use educational apps	Use audios and recording played from mobile for presentations lectures	Post English material on social media	total
AF	28	39	33	28	23	22	50
RF	65%	78%	66%	56%	46%	44%	100%

Table 3 6 Student's usage of Devices

Question six aimed at knowing the way that students use their device in the purpose of

learning. When students asked this question, they responded differently. Many informants

(28), representing (56 %) stated that they use device to takes notes and pictures of information

on the board while (39) percentage (78%) claimed hat they use the Google search and Google translator . On the other hands, 33students representing the percentage of (66%) from population said that they use an offline dictionary app. However, (56%) use educational apps, (23) students, representing the percentage of (46 %), claimed that they use audio and recording played from mobile to record lessons while (22) student representing the percentage of (44) use it on social media by posting English status .The informants' responses are summarized in the following pied chart.
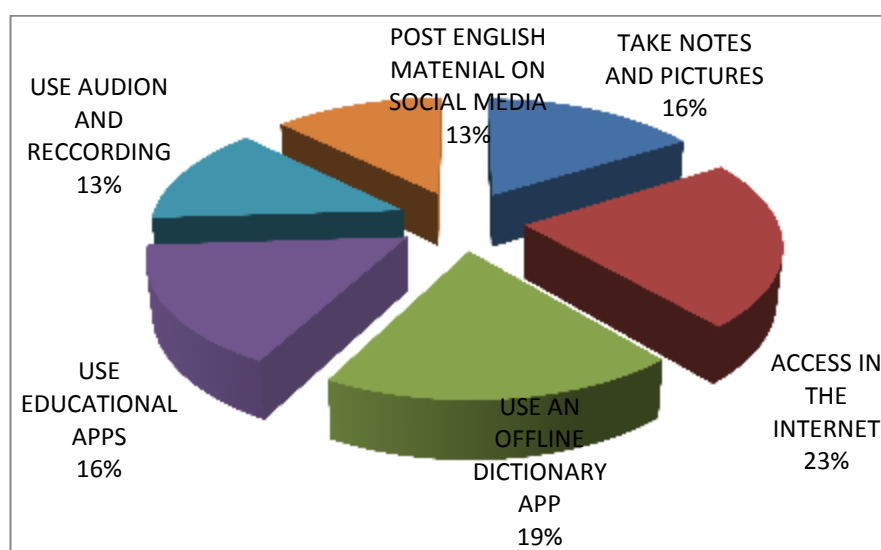
Pie Chart 3 5 Student's usage of devices

Question seven: How many hours do you spend on your smart phone to study?

| SUGGESTIONS	LESS THAN THREE HOURS	FOUR HOURS	MORE THAN FIVE HOURS	TOTAL
AF	33	06	11	50
RF	66%	12%	22%	100%

Table 3 7 The use ofsmart phones by student to study per day

The aim of this question was to know the time that students spend on their smart phones to study . From table (07), the majority of the students(33), representing(66 %) of the population, affirmed that they used their own technological tool for less than three hours whereas six (06) students, representing the percentage of (12%),stated that they used it for four hours .while(11) student representing percentage of (22%), said that they used it for more than five hours .Their responses are illustrated in the following pie chart:
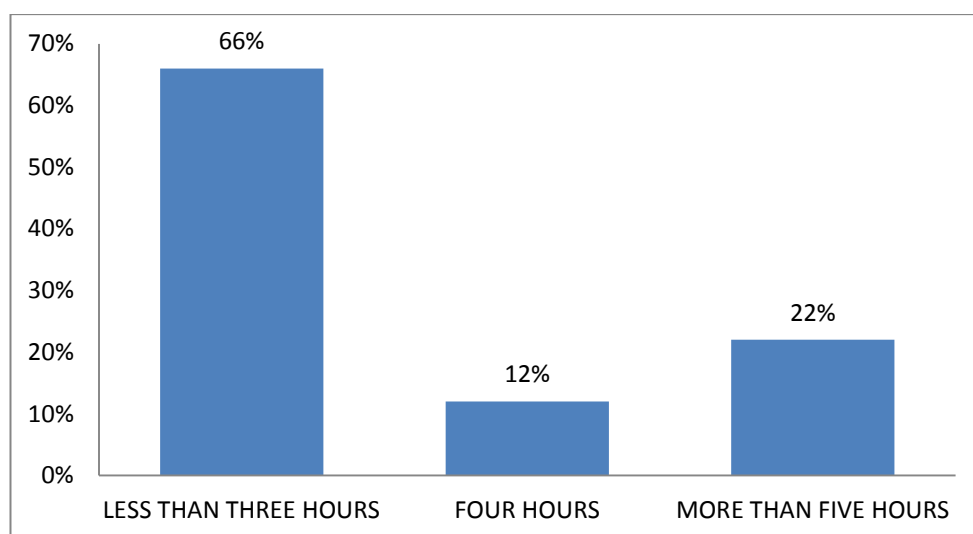
Pie Chart 3 6The use of smart phones by student to study per day

Pie Chart 3.7: The use of smart phones by student to study per day .

 As it was observed in this pie chart most of students spend less than three hours on their mobile phones in order to study .

Question Eight: In your opinion, which of the skills mobile devices can improve?

SUGGESTIONS	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	TOTAL
AF	26	16	24	15	50
RF	52%	32%	48%	30%	100%

Table 3 8Students 'opinion toward the Impacts of Mobile Learning in Developing the four Skills.

This table states different responses; some students (52%) claimed that mobile

learning develop listening skills. Others (32%) affirmed that mobile learning could be

effecting in speaking skills. (24) Student presenting percentage of (48%) from the

population stated that it could enhance reading skill. Moreover, (30%) stated that

mobile devices improve just writing skill . The answers are described in the following
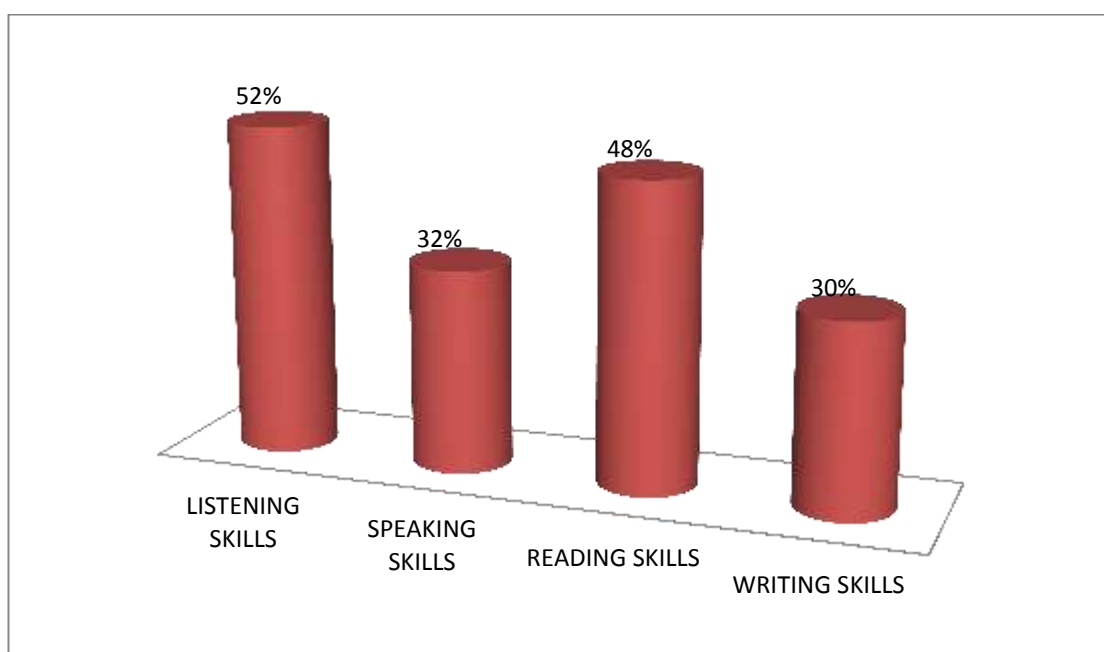
pie chart :

Pie Chart 3 7 Students 'opinion toward the Impacts of Mobile Learning in

Developing the four Skills.

From the results we conclude that students believe that mobile devices improve the

receptive skills more than the productive ones.

Question Nine: How often do you use your mobile device to learn English?

SUGGESTIONS	ALWAYS	SOMETIMES	OFTEN	NEVER	TOTAL
AF	16	26	08	00	50
RF	32%	52%	16%	00%	100%

Table 3 9 The Percentage of Using Mobile Phone to learn English

Concerning the table (3.9), students that answer always represent (32%), most of them

(26), representing the percentage of (52%) confirmed that they sometimes used their mobile

phones to learn English. On the other hand, eight students, (16%) claimed that they often using these devices to learn English. The following pie chart gives an idea about the different responses of the informants:
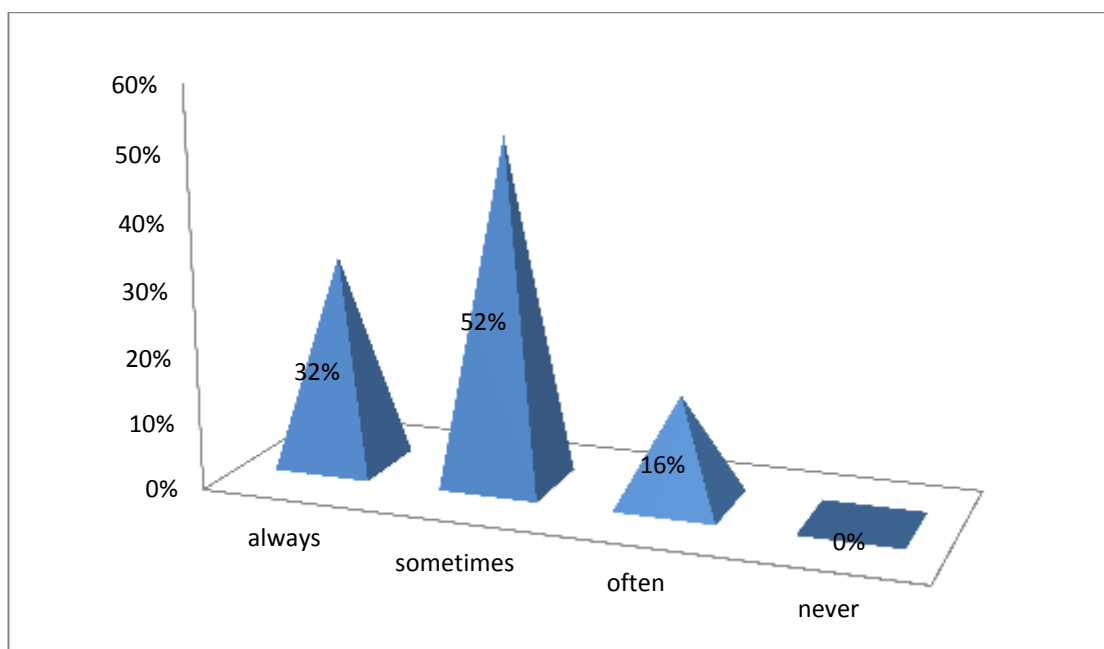
Pie Chart 3 8 The Percentage of Using Mobile Phone to learn English.

We can notice from the figure above that students use mobile devices to learn or improve their English language but not constantly.

Question Ten : What do you think about using smart phone to improve listening skills?

SUGGESTIONS	VERY GOOD	GOOD	VERY BAD	BAD	TOTAL
AF	25	25	00	00	50%
RF	50%	50%	00%	00%	100%

Table 3 10 Students' opinion toward the Impact of Mobile Learning in Developing listening Skills.

Almost all the informants (25), representing (50%) claimed that mobile learning could be a very good tool to enhance listening skills. While the same percentage (50%) said that the phone could be good material to improve listening skills. The

following pie chart illustrate their answers:
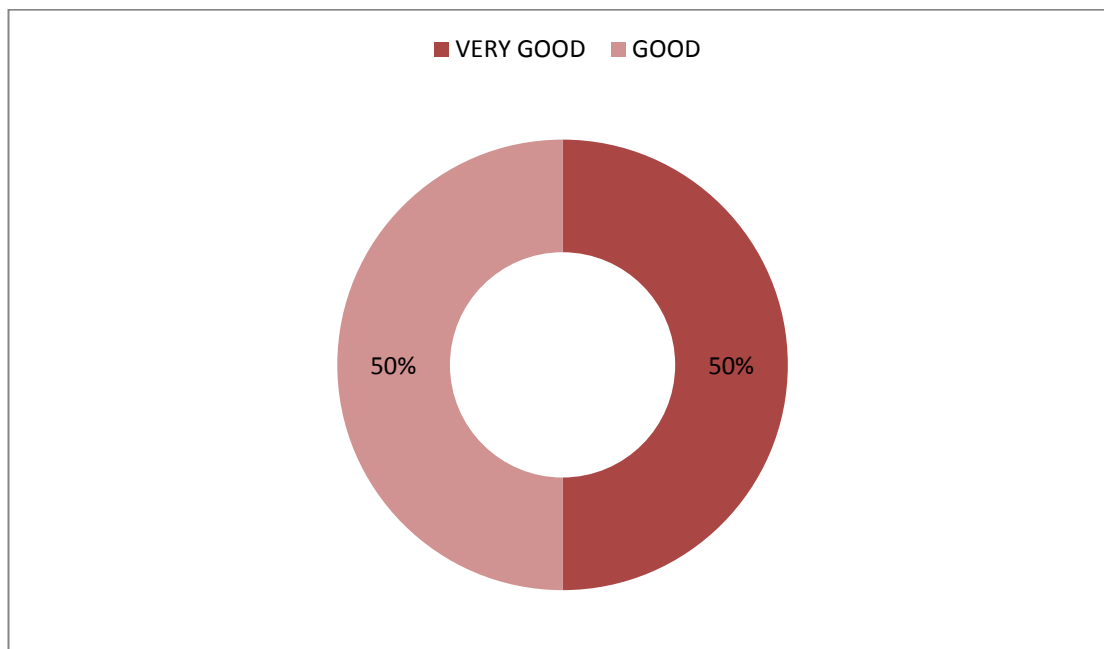
Pie Chart 3 9 Students 'opinion toward the Impacts of Mobile Learning in

Developing listening Skills

. From the figure above, we can say that students have only positive attitudes toward the

use of

mobile devices to improve listening as a skill.

Question Eleven: Which of these tools you use most to improve your listening skills?

SUGGESTIONS	SONGS	PODCAST	TALKS	YOUR TEACHER'S RECORDED AUDIOS	LISTENING APPS	TOTAL
AF	32	17	18	08	09	50
RF	64%	34%	36%	16%	18%	100%

Table 3 11 usage of tools through mobile phones to improve listening skills.

Question eleven aimed at knowing what the students preferred to use mostly through

mobile phones to improve listening skills. When students asked this question, they responded

differently. Many informants (32), representing (64 %) stated that they listen to songs, while (17) student percentage of (34%) claimed that they prefer listen to podcast. On the other hand, (18) students representing the percentage of (16%) from the population liked ted talks. However, (18%) use listening apps .The informants' responses are summarized in the following pie chart.
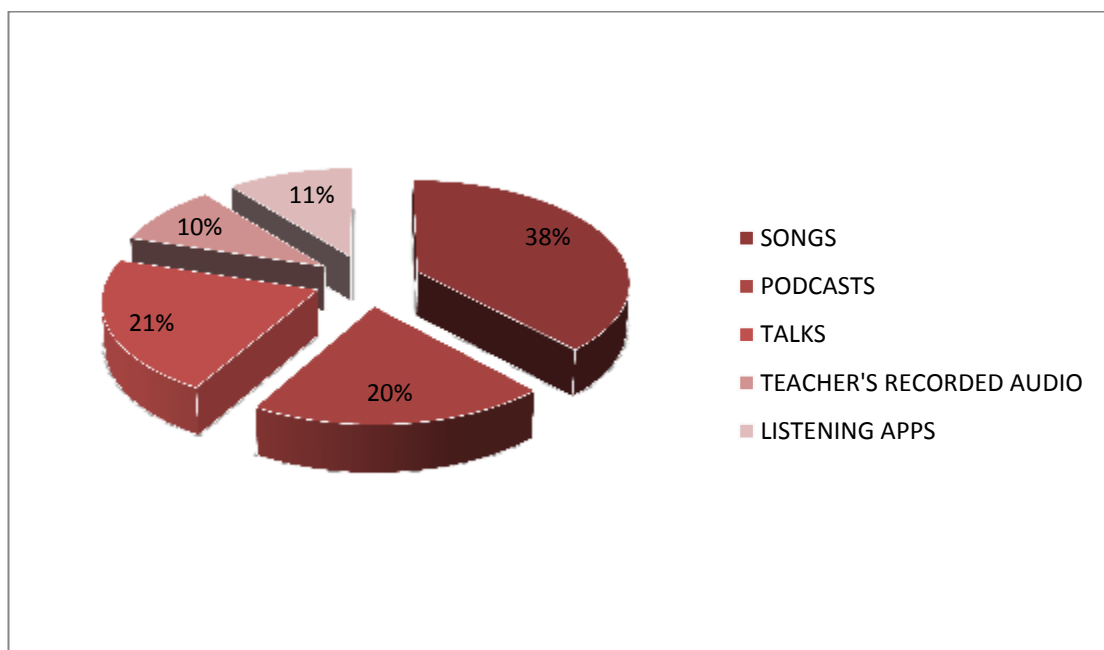
Pie Chart 3 10The usage of tools through mobile phones to improve listening skills

We can notice that students rely mostly on songs to learn English. However, as formal educational tools we find talks and podcast used in a lesser rate.

Question Twelve: If you rely on mobile devices to improve listening skills, please give examples of apps of techniques that use.

Question twelve is an open question, the informants were asked about apps and techniques that they adopt through their mobile devices to improve listening skills, it can notice that most students intended to listen more at podcasts, English songs and videos because in their opinion it is the most effective way to learn new words and

How to spell it. While others tend to use social networking sites like Facebook, whatsap, Instagram and so on, for them, these platforms give them many opportunities to learn more languages and develop their listening skills. Also, it can regard that students use Ted Talks as they said that this program allow them to share knowledge that matters through short talks and presentations.

Approximately all the responses had the same point. The majority of them use the same apps as Ted talks, YouTube, Podcasts. The respondents said that these apps are the best techniques that help them to advance their listening skills.

3.5.2 Analysis of Interview

The purpose of the interview was to obtain information about the use of technology. After a sample of students completed the questionnaire, another sample was chosen to give the essential data for the current study project. This sample included four professors with doctorate or professorial degrees who are now employed in the department of foreign languages at TIARET University. The participants confirmed that technology played a role in their academic and personal live.

The interviewees unanimously agreed on the importance of educational technology in EFL teaching and learning. Its significance is critical, particularly for languages, because it represents a new inventive approach of teaching that aids in the creation of a suitable environment for both learners and teachers.However, Some teachers use the internet to obtain knowledge and don't forget about books when arranging their courses. Actually, they believe that technology can help them save time and conduct quick research, but that it is no more valuable than books. As a result, all interviewees opted to combine traditional education and educational technology to meet their learning objectives Smart devices are an adequate tool that can advance the four skills. The majority of respondents confirmed that smart devices are very interesting tool to improve listening and speaking skills because it provides students with

new vocabulary and enhance their pronunciation. Therefore, the interviewees affirmed that smart devices are an effective way to develop listening skills.

The majority of respondents claimed that students enjoy using their mobile phone to learn English because it includes a variety of applications that can help them improve their language skills, particularly listening and speaking. It uses English songs and movies to help them correct their pronunciation and enhance their listening skills.

Students in the classroom are motivated by mobile devices, according to the interviews. The majority of respondents believe that the mobile inspires their pupils since it is a useful tool for attracting them to their studies and making studying English enjoyable; while, minorities believe that it does not. As a result, some Teachers encourage students to use cell phones in and outside of the classroom for educational purposes, while others never allow them to do so since it causes disruption.

Mobile learning, according to all of the teachers, makes a significant difference in learning and teaching process. Mobile technology accelerates the process of evaluating learning results and gives students and teachers the opportunity to track progress quickly. Most teachers find that mobile devices arean effective technique to ameliorate the teaching and learning process .The majority of interviewees appeared to be confident when using technology, however a few were not due to a variety of factors such as a lack of appropriate knowledge, the fact that not all participants have had the opportunity for professional development in technology, being stressed, or being afraid of the tools' functionality during a lesson. like planning a lesson that relies on data show and then the tools fail, or the lack of electricity powering these tools.

The perspectives of interviewees on mobile learning were varied. All of them agreed, however, that mobile assisted language learning may play an important role in the development of language abilities, particularly listening skills, if teachers maintain control

over its use. It is a fresh and unique technique of teaching that generates a conducive environment for both students and teachers.

3.6 Discussion of the Main Results

The efficiency of mobile learning for listening and speaking development has been explored in this research study, as well as the advantages of adopting mobile apps for this purpose. To develop this research work, the researchers had proposed a set of hypotheses.

As a first hypothesis, it was proposed that teachers found new technological tools to be more helpful in the learning process than traditional methods. The present study supported this hypothesis after examining the data obtained, as the majority of teachers reported a desire to use new technological tools in the classroom to aid their teaching. And the majority of students agreed that using technology can help them improve their language skills, particularly their listening skills. They acknowledged that technology may provide individuals a sense of self-control and accountability. Most participants appear to be curious and positive towards the idea of considering mobile as a good source for practicing their listening ability and they have shown their interest to experience the use of mobile in the classroom by the teacher as a teaching material.

It also increases students' autonomy. Teachers and students, on the other hand, did not ignore the importance of traditional education. Teachers agree that the use of ICTs has had a significant impact on education, but that it will never be able to completely replace traditional teaching. They demonstrated that the teacher was still a teacher. He will never be replaced by a machine.

Because all of the students in this study have their own technical devices that can be utilized for educational purposes, the researcher proposed a second hypothesis that mobile devices will become increasingly prevalent in EFL learning. Tablets and smart phones, for example, are frequently used to read E-books and use electronic dictionaries. Students

demonstrated that mobile gadgets have become indispensable in their daily lives. This study's findings confirmed that this idea is correct. In today's world, the majority of teachers and students rely on mobile technologies in both their personal and professional lives. Some teachers use network and social media, such as Facebook, blogs, and models, to discuss their lectures with their students outside the classroom. Other teachers, particularly those concerned with the teaching of speaking and listening skills, opted to engage their students by using English films, music, and podcasts to improve their pronunciation.

The third premise proposes that mobile learning supplements motivate students to learn English quickly and effectively. The findings proved this idea after analyzing the data collected. The majority of teachers said that mobile learning promotes pupils to learn in a real-world setting and promotes a welcoming environment. They concluded that because of their potential, mobile devices had desired properties such as mobility and flexibility, which can promote learner autonomy and competency. Its use facilitates the exchange of information amongst students at any time and in any location. They can readily access and process data outside of the classroom using mobile devises .The majority of students claimed that mobile phones in education serve to remove some of the constraints and formalities from language learning classes, allowing students to concentrate on their studies for longer periods of time. Students prefer to use mobile devices as supplemental learning materials, as evidenced by our research. The majority of students chose mobile learning in the classroom because it allows them to improve their language abilities specially listening in a fun way. Furthermore, a collaboration tool allows appropriate engagement between learners and their teachers. Finally, despite the importance of English, the teachers are skeptical that MALL has a positive impact on teaching English. Because of the limitations of mobile learning devices, such as screen size, which makes reading difficult, the majority of them disagreed that they should be allowed in the classroom. Furthermore, technical issues are a major reason why mobile

phones should not be used in EFL classrooms. For example, they deemed device failure, Internet breakout issues, and battery issues to be time consuming. Furthermore, there was a distraction generated by the usage of mobile phones in the classroom, which produced many challenges for the teachers in managing the classroom. Students may spend time texting or chatting online with their pals, which indicates that they are not paying attention in class or to their lecturers. They also use mobile devices to cheat on tests because it is simple to search up answers to questions using dictionaries and other resources.

As a result, the use of technology in classrooms and institutions must become the standard. The teacher should encourage his students to use educational technologies to improve their skills specially listening skills. Nonetheless, Teachers and students both require professional training in the use of technology. When they use educational technology, they want to avoid being exposed to difficulties.

3.7 Recommendations for the Use of Mobiles to improve Listening

The attitudes of both EFL teachers and students toward mobile assisted language learning as extra material in the classroom for listening development were investigated in this study. The majority of students and teachers use mobile technology for teaching and learning, according to the results of this study.

Respondents' use of mobile applications for educational reasons, on the other hand, varied. Some teachers and students said they used text messages, phone conversations, and social media, while others said they employed advanced learning tools like podcasts and e-books, Ted talks and so on.

Some others complained about not utilizing such apps because their phones did not support them or because they didn't understand how to utilize them. Furthermore, restricted mobile storage spaces is an issue, as some of these restricted storage spaces require significant multimedia contents ideal for teaching and learning. When purchasing a mobile phone, it is

essential that teachers or pupils research the specifications. Furthermore, students and teachers should be aware of new applications and how to use them as a tool to improve teaching efficiency.

There are a few suggestions that can help with the implementation of this supportive method and improve students' listening abilities. Regardless of the challenges they face, teachers should employ mobile devices to teach activities such as listening, speaking, reading, and vocabulary. As a result, teachers should design their listening exercises with the knowledge that technology plays a significant role in the classroom. It can successfully strengthen listening skills and encourage students. These are some suggestions for students who want to improve their listening abilities:

A. The classroom is usually the only area where students can practice conducting a personal English conversation. Students should make an attempt to communicate with their peers and professors in English both inside and outside Of the classroom. It would strengthen students' capacity to listen to a variety of dialects and broaden their vocabulary.(Sussy Analianaviamoreira, p.62)

B. Students can practice listening outside of the classroom in their own homes. Students should encourage students to listen to multimedia in the target language. The number of speakers available on the Internet is vast, but not all of them are trustworthy. In order to learn, students should listen to multimedia files from trustworthy sources or a list provided by their lecturers. to train and practice their hearing.

C. Students should look for help in the didactic material presented in class, in addition to the teacher and the cell phone app. When it comes to looking up new terms and figuring out how to use them, dictionaries can be a student's closest friend.

It can assist children in expanding their vocabulary. As a result, they are more likely to achieve higher achievements in many listening domains.

3.7.1 Podcast

Podcasting is a type of M-learning in which listeners or viewers are given guidance while listening to or watching an audio or video broadcast. Broadcasts are available for download on a desktop or laptop computer over the Internet. They can also be duplicated automatically on held devices when the student connects again.

The learner can then decide when, where, and how he or she will listen to or watch them.As Evans (2008) explains, the term podcast is derived from a combination of the brand name of the currently most popular player " iPod" and "Broadcast": "the phrase post cast is commonly explained as a combination of IPod, a well-known media player, and broadcast" (p.492). "Podcasting entails a change from E-learning to M-learning," according to the University of Minnesota (2006:1)

Various sorts of supplementary podcasts are commonly utilized in higher education, according to Nie (2006). They include pre-lecture materials, assignment feedback, interview transcripts, supplemental topics not covered in lectures, explanations of difficult course topics, and information for field activities.

Likewise, The effects of podcasts on the listening capacity of some EFL students was investigated by Ashraf, Nooroozi, and Salami (2011), who concluded that podcasts might be utilized to improve EFL listening ability. Furthermore, podcasts allow students to engage in real forms of the language and gain personal involvement in the learning of many abilities. The English language is used. Podcasts can be utilized as a supplement to help students pay attention to their teaching materials while listening to podcasts (Hawke, 2010). Simple media players, in addition to podcasting devices such as iPods, iPhones, and iTunes, can be used for

Similar instructional reasons.

3.7.2. Listening Apps

The hardest of the four abilities to acquire for many students is strengthening their listening abilities. Listening, unlike reading, occurs in real time, making it difficult to alter the rate at which information is delivered. They may also have to deal with a variety of unfamiliar accents, background noise disturbance, and the urge to reply to the person they're listening to.

Traditionally, teachers have used audio files and graded listening activities to help students improve their listening abilities in the classroom. The teacher normally plays the audio recording as the students work in lock-step through the activities. Although this paradigm is simple to handle for the teacher, it does not provide for much differentiation or option for the learners or autonomy regarding what they listen to or how many times they listen.

Digital technology and mobile devices, on the other hand, can have a considerable impact on language learning in this area. Students can use a variety of websites and applications to improve their listening skills on their own, and teachers can utilize them to create engaging learning and support materials for their students. Here's a sampling of what's available for teachers and students as apps:

A. **Lyrics Training** in this app Students can select songs from a variety of languages, then view the song's video and attempt to reconstruct the lyrics. We have also

B. **Accent Rosie** It's a simple free program that delivers students small audio samples via Facebook Messenger.

C. **Fluid Data** This is an excellent tool for anyone who wants to improve their listening abilities and learn how different lexical terms appear in real-life speech. It's similar to a corpus, but it contains a large number of audio files that may be searched for specific language terms.

.When learning English, learners must devote time to improving their listening abilities. It is impossible to learn English without first learning to listen to it. In any language, listening is vital for communication.

1.8 CONCLUSION

The purpose of this chapter is to give an overview of the research design and data analysis. It was about the goals of this research project. It was also concerned with explaining the research instruments and methods of data analysis. Its goal was to analyze the data and convey the findings. Indeed, the results of the students' questionnaire and the teachers' interview demonstrated that using technology to teach and study English as a foreign language is extremely significant and beneficial. Every instructor and student, on the other hand, should learn how to use technology in such a way that he won't have any issues with it.Hence, educational technology has positive impact on the learners and the teachers but they do not neglect the use of traditional education. In addition, the goal of this study was to find out how teachers and students felt about the improvement of listening skills through mobile apps .Then, it provided some recommendations and suggestions for successful integration and deployment of m-learning as supporting strategy for improving the learner's skills.

GENERAL CONCLUSION

GENERAL CONCLUSION

This research was carried out in order to give teachers and students with a quick overview of the importance of Mobile Learning in the field of teaching English as a foreign language .The goal of this study was to see how teachers and students can use mobile devices in EFL teaching and learning to help EFL students enhance their listening abilities. Furthermore, we attempt to demonstrate the efficacy of employing mobile learning as a supplement to listening in an EFL classroom.

The study was carried out at IBNKHALDOUN University of Tiaret with both English language teachers and students. The demographic of this study paper is third-year English students, fifty students (50) were chosen to complete the survey, which was aimed to learn about their attitudes regarding using M-learning into EFL lessons, particularly to improve their listening abilities. We designed interviews for five teachers who have experience dealing with technology because they teach modules that require technological equipment in order to assist students' results. As a result,

They will be able to offer us more information about the situation

The researchers offer the following research questions in order to get a solid answer to the problem statement: 1.What are EFL teacher's attitudes towards the use of mobile leaning to improve the listening skill ?

2. To which extent do EFL students use mobile devices to improve their listening skill?

3. How to implement proper mobile learning techniques to improve listening in class ?

This case study work is being done to see if our hypotheses, that mobile devices are highly effective tools for enhancing EFL learners' listening abilities by providing a collaborative and interactive environment between learners and their teachers, is correct or not.

GENERAL CONCLUSION

The findings indicate that English language learners have a proclivity to include technology such as mobile devices into their classrooms because they believe it will give them with fresh and simple applications that will boost the language learning process by providing a motivating environment. The vast majority of students strongly think that using mobile devices as tools for learning how to be effective listeners is critical. The findings also suggested that EFL teachers are enthusiastic about the prospect of employing technology to teach English in the future. They believe that mobile devices can be useful instruments for teaching English language if students understand how to use them appropriately and properly.

Furthermore, we intend to modify teachers' and students' unfavorable views against the use of mobile devices in the classroom, as well as their eagerness to utilize this new technology in English classrooms. Based on our findings, mobile learning can be regarded a facilitator for EFL learners to become more participatory and thus more motivated. The usage of mobile devices can be a very effective technique for students to improve their listening skills.

This result shows that the majority of English teachers do not use mobile devises to teach they find it not effective to use in the classroom they prefer traditional methods since they are not aware of the new technology we even had to deal with a lack of time and the Corona virus. We could not even meet the teachers to make interview with them because they were limited by time .In addition, the obstacle faced during conducting the study was the insufficient number of teachers participated, and the lack of response.

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APPENDIX

APPENDIX

Appendix (A): Students' Questionnaire

Dear students

This questionnaire aims at exploring the use of mobile device in improving listening skills.

We hereby, request you kindly to answer sincerely because your answers will determine the success of this investigation. Please tick the appropriate answer or make a full statement whenever necessary

Gender:

a- Male b-Female ☐   ☐

Age:

a- 18-20 ☐   b- 24-26 ☐   c-25-30 ☐

Section one the general use of Mobile phone.

Q 1 : Do you have mobile device?

a-Yes b-No ☐   ☐

Q2: which of these mobile device do you have ? (chose the corresponding number)
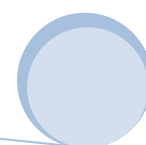
1- Smart phone. ☐

2- Tablets or IPod. ☐

3- Digital media players (mp3/4 players, IPod…) ☐

4- None of above. ☐

5- All of the Above. ☐

Q3: Do you use your phone for studying and learning new languages?

a- Always ☐   b- sometimes ☐   c-often ☐   c-rarely ☐

APPENDIX

Q4: can phones improve learning?

a-Yesb- No ☐ ☐

Q5: Rank the following statements related to the use of the device thatyou have. ☐

a- Make regular calls and texting.

b- Take Notes and pictures of information on the board. ☐

c- Access the in the internet (use Google search and Google

Translator). ☐

d- Use an offline dictionary app (looking up meaning or

Pronunciation). ☐

e- Use educational apps. ☐

f- Use audios and recording played from mobile for permutations

Lectures. ☐

g- Post English material on social media. ☐

Q6: how many hours do you spend on your smart phone to study?

a- Less than three hours. ☐

b- Four hours. ☐

c- More than five hours. ☐

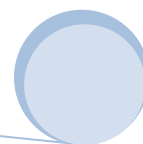Q7: In your opinion, which of the skills mobile device can improve?

a- Listening skills. ☐

b- Speaking skills. ☐

c- Reading skills. ☐

d- Writing skills. ☐

> **Section two** the use of Mobile phone in improvinglistening skills

APPENDIX

Q8: How often do you use your mobile device to learn English?

a- Always ☐

b- Sometimes ☐

c- Often ☐

d- Never ☐

Q9: what do you think about using smart phone to improve listening skills? ☐

a- Very good

b- Good ☐

c- Very bad ☐

d- Bad ☐

Q10: which of these tools you use most to improve your listeningskills?

a- Songs . ☐

b- Podcast. ☐

c- Talks. ☐

d- Your teacher's recorded audios. ☐

e- Listening apps. ☐

Q11: If you rely on mobile devices to improve listening skills, please give examples of apps or techniques that use

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
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APPENDIX

APPENDEX (B) :TEACHER'S M-LEARNING INTERVIEW

Dear teachers,

We would be so grateful if you could answer these questions

required for the accomplishment for our master dissertation that

aim at "EXPLORING THE USE OF MOBILE DEVICE IN IMPROVING LISTENING SKILLS " for 3 rd. year LMD students at IBN KHALDOUN UNIVERSITY .

Q1 : Which modules do you teach ?

……………………………………………………………………………… …………………………………………………

Q2 : Do you use ICTs to teach ? if yes, why ?

……………………………………………………………………………… …………………………………………………

Q3 : When you plan your lessons which ICTs do you use the most ? explain

more please

……………………………………………………………………………… …………………………………………………

Q4 : Do you think that mobile phone can enhance your teaching techniques ?

If yes, explain how?

……………………………………………………………………………… …………………………………………………

Q5 : In your opinion , which one of the four skills smart devices can improve ?

justify your answer
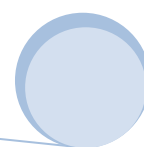
APPENDIX

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Q6 : DO you think that using mobile devices in class can improve listening

skills ? Explain.

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Q7 : Do you think learners find using smart phone to learn enjoyable in the

classroom ?

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Q8 : Nowadays, both of learners and teachers are relying on educational

technology .In your opinion , do you find using mobile devices the most

effective technique to ameliorate the teaching and learning process ?

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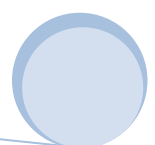
Summary

Mobile phones attract users quickly, in addition to basic functions like making calls and sending messages, they are being designed to handle educational applications. Hence, this case study investigates the advantages of mobile learning as a classroom support tool for listening development. It sheds light on some of the most important mobile devices utilized in the field of EFL teaching and learning nowadays. The study elicits the opinions of EFL teachers and students at Ibn-Khaldun University on the efficacy of mobile learning in improving the aural skills. Both a questionnaire and an interview were used to collect data. The results of this study demonstrated that both students and teachers were enthusiastic about the benefits of mobile learning. However, they could not rely on technology in class for the poor infrastructure and preference to traditional methods.

Key Words: Attitudes; Educational Applications; Listening Skills; Mobile Devices; Mobile Learning;DVD;CD .

Résumé

Les téléphones portables attirent rapidement les utilisateurs, en plus des fonctions de base comme passer des appels et envoyer des messages, ils sont conçus pour gérer des applications éducatives .donc, cette étude de cas examine les avantages de l'apprentissage mobile en tant qu'outil de soutien en classe pour le développement de l'écoute. Il met en lumière certains de l'appareil mobile les plus importants utilisés dans le domaine de l'enseignement et de l'apprentissage EFL de nos jours. L'étude recueille les opinions des enseignants EFL et des étudiants de l'Université Ibn Khaldoun sur l'efficacité de l'apprentissage mobile dans l'amélioration des compétences auditives. Un questionnaire et un entretien ont été utilisés pour collecter les données. Les résultats de cette étude ont démontré que les étudiants et les enseignants étaient enthousiastes quant aux avantages de l'apprentissage mobile. Cependant, ils ne pouvaient pas compter sur la technologie en classe pour les infrastructures médiocres et la préférence pour les méthodes traditionnelles.

Mots clés : Attitudes ; Applications éducatives ; La capacité d'écoute; Appareils mobiles; Apprentissage mobile.DVD.CD.

الملخص

تجذب الهواتف المحمولة المستخدمين بسرعة، بالإضافة إلى الوظائف الأساسية مثل إجراء المكالمات وإرسال الرسائل، فهي مصممة للتعامل مع التطبيقات التعليمية لــذ ا، تبحث دراسة الحالة هذه في مزايا التعلم المتنقل كأداة دعم في الفصل الدراسي لتطوير الاستماع. يلقي الضوء على بعض أهم الأجهزة المحمولة المستخدمة في مجال تعليم وتعلم اللغة الإنجليزية كلغة أجنبية في الوقت الحاضر. تستخرج الدراسة آراء معلمي وطلاب اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون حول فعالية التعلم المتنقل في تحسين المهارات السمعية. تم استخدام كل من الاستبيان والمقابلة لجمع البيانات. أظهرت نتائج هذه الدراسة أن كلا من الطلاب والمعلمين كانوا متحمسين لفوائد التعلم المتنقل. ومع ذلك ، لم يتمكنوا من الاعتماد على التكنولوجيا في الفصل للبنية التحتية الضعيفة وتفضيلهم الأساليب التقليدية.

الكلمات المفتاحية: المواقف ؛ التطبيقات التربوية ؛ مهرات الأصغاء؛ أجهزة محمولة؛ التعلم المتنقل.