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**Investigating the Impact of Using Mobile Technology
on Improving EFL Students' Learning Achievement:
A Case Study**

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Linguistics at the University of Bejaia

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Dedication

*I dedicate this simple and modest work to my beloved parents
whose love always strengthens my will,
to my lovely brothers & sisters and their spouses,
And to all my family members & relatives.*

Rebiha

*I dedicate this simple and modest work to my dear parents,
my dear brothers & sisters, and their spouses, and all my friends.*

*I dedicate also this work to my husband Samir, who always supported me and
encouraged me throughout the process of my studies and special thanks
and appreciation for all the members of his family.*

Sylia

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The Researchers

Abstract

Recently, Information and Communication Technology has a great influence on the learning/teaching process. In this context, mobile technologies including, smartphones and tablets, have greatly emerged to be integrated as an innovative tool in education. Hence, the latter is developed to handle educational application and support students' motivation and foster the acquisition of their learning skills. Thus, the present study aims at investigating the impact of using mobile technology on improving EFL students' learning achievement, at the University of Bejaia. The population of this study consists of Master One EFL students of Linguistics enrolled in the department of English at Bejaia University. It consists of thirty two students, and seven teachers from the same department. In this study, it has been hypothesized that when students integrate mobile technology in their learning, they would be more motivated and achieve better in their education. To test this hypothesis, the researchers relied on a mixed method, encompassing both qualitative and quantitative measurement, through the use of questionnaire and interview. The study examines the students' attitudes and teachers' perceptions toward the use of mobile technology in the EFL classrooms. The findings obtained from the data collection tools show that both students and teachers had positive attitudes toward the use of mobile technology. Hence, they showed an agreement toward its effectiveness in the learning/teaching process. Finally, the results of the study confirmed the hypothesis that mobile technology has a positive impact on the students' learning achievement. Thus, the hypothesis of the study is confirmed.

Key Words: Mobile Learning Technology, Learning Achievement, Motivation, EFL Classroom, Algeria.

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List of Abbreviations

EFL: English as a Foreign Language

M-Learning: Mobile Learning

PDA's: Personal Digital Assistants

ICT: Information and Communication Technologies

ARCS: Attention, Relevance, Confidence and Satisfaction

E-Technology: Educational technology

BL: Blended Learning

VARCK: Visual/ Aural, Reading/ Writing and Kinesthetic

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Definition of Key Terms

EFL: is the abbreviation for “English as a Foreign Language” and it is the teaching of English to people whose first language is not English. (Cobuild Advanced English Dictionary, 2018)

Learning Achievement: Learning Achievement is “the level of students’ success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter” (Shah, 2008:11).

Mobile Learning: “Mobile learning (m-learning) as a kind of learning model allowing learners to obtain materials anywhere and anytime using mobile technologies and the Internet”(Lan and Sie ,2010).

Motivation: Motivation is a “desire to do something; it is enthusiasm. It is a reason or reasons for doing something” (Cambridge Dictionary, 2018).

General Introduction

Technologies have extremely influenced all aspects of human life in recent decades. The powers and the features of these technologies have increased rapidly with the developments. Consequently, the variety and usage of technological devices have been increasing in education as well (Baradaran & Kharazyan, 2016). Accordingly, technology has changed every aspect of human life ,and EFL classroom is no exception. That is, educators look to integrate technology within the classroom with the hope of augmenting the efficiency and efficacy of students learning. Over the past decades, many new technologies such as computers, laptops, high speed Wi-Fi, tablets, cell phones, and others have made their way into classroom by becoming an integral part of the learning process (Nishizaki, 2015). Besides, they challenge them through tasks that they enjoy and provide effective way of stimulating learning (Morris, 2011).

Interest in mobile learning, as one of the new trends in learning, has grown enormously within the last few years due to the rapid advancement in mobile technologies, wireless networks, and specification of today's mobile devices. Cui and Wang (2008) state that mobile devices such as cell phones, personal digital assistants (PDAs), smart phones ...etc, are carrying powerful functions as do personal computers (p.69). Accordingly, Mobile phones with internet connectivity can search thousands of web pages and provide details of high degree of accuracy to the reader. In addition, there are various educational benefits of mobile phone technologies that are most often cited as easily accessing content, integrating a broad range of educational activities, supporting independent study and student organization, encouraging student enthusiasm, supporting classroom-based collaboration and interaction, as well as supporting inquiry- based instruction and learning (Roschelle, 2003). Moreover, highly sophisticated mobile phones, also known as smart phones, can be used to assist

students in accessing information from the web, transforming it, transferring it, collaborating with students and also creating a more media-rich approach to instruction (Ferry, 2009). In mobile learning, learners can cross the boundary of the classroom to extend their learning, and continuously learn under suitable and motivated condition. However, EFL departments at university level are not able to cope with the growing number of students who need English both to study and also to operate as global citizens, especially in Bejaia which is a non-English environment. Thus, mobile devices need to be implemented to improve EFL students learning because these technologies offer numerous practical uses in language learning. Besides, technologies provide learners with opportunities to practice English and involve themselves in authentic environment (Kramsch & Thorne, 2002).

Accordingly, the use of technology in education has impacted the way that educators present information and the way that students learn that information. This implementation of technology is seen at various educational levels. That is, it has provided new and interactive platforms of learning that can be adopted to suit the educational needs of students at any age (Marés, 2012) and promote collaborative learning (Resta & Laferrière, 2007). In regards to college settings, it is clear that technology has become heavily integrated; both teachers and students utilize myriad of different technological platforms to enhance the learning process.

Hence, the impact of mobile phone on academic life at the university is significant. Thus, the present research examines the impact of mobile technology use for education in enhancing EFL students learning at Bejaia University. This study also seeks to find out the usefulness of mobile phones and their effectiveness in the teaching–learning process.

1. Statement of the Problem

Nowadays, the mobile phone is the most accessible technology that most students possess. It is an effective technology that students already own and their potential is continuously growing. However, the mobile phone is a common sight today in our schools/ Universities. Therefore, mobile learning needs to become a significant part of education. The portability and memory capacity of a mobile phone made it easier for students to keep materials for viewing whenever and where ever it seems conducive for them. The present research sheds light on students who are forging ahead with developing their own ways of learning, using mobile devices and whatever materials, resources they decide are helpful in the course for learning. We are interested to find out more about the ways in which those who are engaged in teaching and learning using mobile technologies, particularly in relation to spontaneous learning and learning practices.

2. Questions of the Study

This study aims to answer the following research questions:

- Does the use of mobile technology have a significant impact on EFL students' learning?
- Does the use of mobile technology affect the students' achievement and motivation?

3. Purpose of the Study

The present study aims at investigating the impact and the importance of mobile technology use on EFL students' learning achievement at Bejaia University.

4. Hypotheses of the Study

Our research hypothesis is as follows:

- If students integrate mobile technology in their learning, then they will be more motivated and achieve better in their education.

5. Population and Study Sample

The population of the study consists of all Masters EFL students enrolled in the department of English at the University of Bejaia, during the academic year (2017/2018). Thus, the sample for this study consists of one group of Master one EFL students majoring in Linguistics.

6. Significance of the Study:

This study investigates the impact of mobile technology use on EFL students' learning achievement. Its main significance is to describe the present situation of mobile technology usage in teaching-learning process in the department of English at Bejaia University. The findings of this study would also complement other studies and provide appropriate data about the effectiveness and the usefulness of mobile phones applications for learning. The study may provide literature so as to add more information on innovation uses of mobile phone technologies to enhance educational experience of Algerian students.

7. Organization of the Study:

The organization of the thesis is very important because it helps the readers to understand the different parts and helps them to follow and understand the study. So, this study is divided into two chapters covering the theoretical part and the practical part. This study starts with an introduction to the topic of investigation and to introduce the main purpose of the study and its scope. For instance, it includes the statement of the problem, the questions, the purpose, the hypotheses, and the organization of the study. In the theoretical chapter, we developed three sections in order to introduce in depth the use of Mobile technology to enhance students' learning achievement. The first section is about mobile learning technology, the second is about learning achievement and the last one is a selection of some previous related studies. The second chapter is about research methods, analysis and discussion of the findings. Finally, we ended our research with a general conclusion.

Chapter One

Theoretical Background

Introduction

The present chapter concerns itself with the different theoretical aspects related to mobile technology use in education. It is divided into three sections. The first is about mobile technology use in education, the second is about the students' learning achievement, and the last one includes a selection of some previous related studies to the field of our investigation.

1.1.Section One: Mobile Technology Use in Education

Mobile Technologies are portable and handheld devices that are used in everyday life. These technologies are used by a large number of people in the different fields of life and for different purposes; however, nowadays, mobile technologies have been integrated in educational contexts. Accordingly, mobile technology is considered as a teaching and learning material both within and beyond the classroom. According to Lan and Sie (2010), mobile learning (M.Learning) is a kind of learning tool allowing learners to obtain and acquire knowledge and learning materials, anywhere, anytime and this is by the use of mobile technologies and internet. In particular, the functions available through Information and Communication Technologies (ICT's) have increased and developed through time and in accordance to the needs of the learners and the utility of these devices and their implementation in their learning process. Besides, these technologies are given the popularity, affordability, portability and flexibility of such devices. Thus, it is not surprising that educators have considered these devices beyond the classroom for educational purposes (Crippen & Brooks, 2000; Liu, 2007; Motiwalla, 2007).

1.1.1. Introducing the Major ICT's in Education

ICT's are a set of materials that are used in the learning and teaching process. Accordingly, ICT's are seen as a broad, deep, and rapidly growing field of study (Moursund, 2005). In addition, ICT's bring changes in the educational system thanks to the progress and development of its technological tools. Also, the variation of these tools encourages and promotes the learners to utilize different ICT's tools in order to achieve and better succeed in their studies.

Pernia (2008) defines ICT's as technologies used to communicate in order to create, manage, and distribute information. She adds that a broad definition of ICT's include: computers, the Internet, telephone, television, radio and audio visual equipments. That is, ICT's are any device and application used to access, integrate, evaluate, create and communicate information and knowledge (Pernia, 2008). Hence, ICT's play an essential role in education as well as they promote the students to utilize such tools such as mobile phones, computers, data projection, internetetc. Moreover, the teacher plays a major role in implementing such technologies in order to make the learning more fruitful and beneficial. Hence, the learners will be involved more in the lesson by creating a motivational and interactional environment for learning. Accordingly, the major ICT tools are introduced below:

1.1.1.1. Computer :a computer is defined as device used for computing, an electronic machine which by means of stored instructions and information performs rapid, often complex calculation or compiles, correlates, and selects data. (Webster Dictionary, 2018). Accordingly, computer is “an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program” (Oxford Dictionaries, 2018).

1.1.1.2. Mobile phone: is a telephone that you can carry with you and use to make or receive calls wherever you are (Collins English dictionary, 2018). However, today, mobile phones have a variety of benefits on education which have a great impact on students' learning; therefore, learning through mobile phones have an important role on students' learning by increasing their motivation and interests to learn. Hence, mobile phones theoretically make learner-centered learning possible by enabling students to customize the transfer of an access to information in order to meet their own educational goals (Sharples et al., 2007, p. 223).

1.1.1.3. Tablet: tablet is a mobile computing device that has a flat, rectangular form like that of magazine or pad of paper, that is usually controlled by means of touch screen. Besides, it is typically used for accessing the Internet, watching videos, playing games, reading electronic books, etc. (Webster Dictionary, 2018). Moreover, in term of education, tablets are the one of the recent addition to the long list of technologies innovation that support and enhance the learning and teaching process, in addition to smart mobile devices. Besides, teachers can rely on this technology as a teaching aid.

1.1.1.4. Digital projector (Data projector): data projector is an electronic device that is capable of connecting to a computer or other device and projecting the video output onto a screen or wall. A digital projector can be either fixed onto the ceiling, placed on a stand or can even be portable. Digital projectors are used in situations such as office training or presentation sessions, classroom teaching and home cinemas (Techopedia, 2018). Moreover, the digital projector is a teaching tool and learning resource at the same time. It is regarded as a helpful educational technology (Mercer, Hennessy & Warwick, 2010; Mildenhall, Marshall, & Swan, 2010). Also, the digital projector is extremely useful and effective tool that facilitates a range of opportunities. It enables teachers to present their lesson in many different ways which may benefit students with different learning styles that promote a high

level of interaction and make their teaching more effective. Furthermore, students learn and explore their knowledge appropriately and make of them motivated students.



Figure 01: Classroom Technological Device Examples (Adopted from <https://www.allassignmenthelp.com/blog/the-use-of-technological-devices-in-education/>).

1.1.2. Educational Technology Vs Mobile Learning Technology:

Educational technology is defined as the study and practice of facilitating and improving the learning process by using and implementing appropriate technological tools to the learning process (Richey et al, 2008). Accordingly, educational technology (e- technology) is the use of authentic environments, and tools to be effective for learning, and the applications of processes and technologies for the improvement of learning. In other words, adding technology to education to optimize learning. Hence, educational technology can refer to different activities used to enhance learning, such as e-learning, teaching online, or using other technologies as mobiles. It means that educational technology is learning through a variety of modalities according to the students' ways of learning such as textbooks. Hence,

Gates (2014) states that “Technology is just a tool in terms of getting the kids working together and motivating them, the teacher is most important”. He explained that technology is a tool or material for motivating the learners, and for him it is not as essential as the teacher, because the teacher provides learners with the essential input, and helps them to use the technology for education.

On the other hand, mobile learning technology is another issue being discussed in recent years. Thus, m-learning differs from e-learning in different perspectives. That is, m-learning has different definitions according to many scholars who defined it depending on its use. According to Traxler (2005), m-learning is “any educational provision where the sole or dominant technologies are handheld or palmtop devices”. In other words, he meant that mobile phones are portable tools / devices that help and take place within education. In addition, Keegan (2005) claims that for technological devices to be considered as mobile devices, the following requirements should be satisfied:

- Citizens are used to carry them everywhere.
- Which they regard as friendly and personal devices.
- Which are cheap and easy to use.
- Which they use constantly in all walks of life and in a variety of different settings, even in education. (Keegan, 2005, p. 3-5)

Accordingly, Hulme (2005) asserted that: “It [mobile learning] is certainly concerned with learner mobility in the sense that learners should be able to engage in educational activities without the constraints of having to do so in a tightly delimited physical location”. (p.01). In other words, the learner can use mobiles anywhere, at anytime and anyplace not necessarily inside the classroom rather outside the classroom because they are portable.

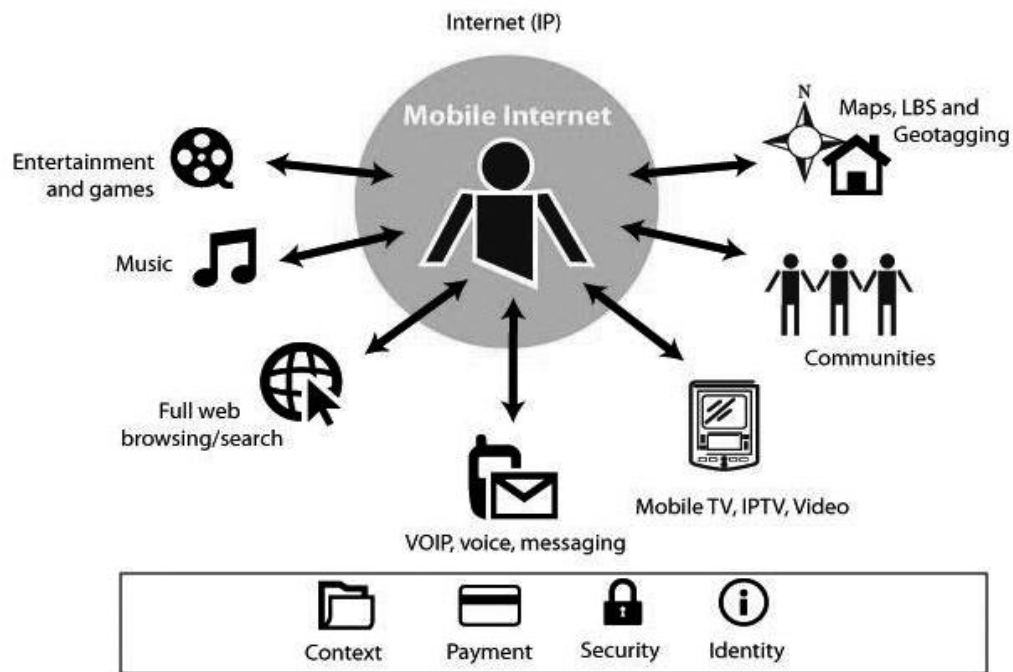


Figure 02: Mobile Ecosystem (Ozan, Yamamoto and Demiray, 2015).

1.1.3. Characteristics of Mobile Learning Technology:

Lan and Sie (2010) describe mobile learning (m-learning) as a kind of learning model allowing learners to obtain materials anywhere and anytime using mobile technologies and the Internet. Also, mobile learning has different characteristics. Its main characteristics are: ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information (Ozdamli & Cavus, 2011). Accordingly, Seppälä and Alamäki (2003) stated that the core characteristic of mobile learning enables learners to be in the right place at the right time; that is, to be where they are able to experience the authentic joy of learning. Thus, Figure 3 provides a summary of the basic characteristics of mobile learning.

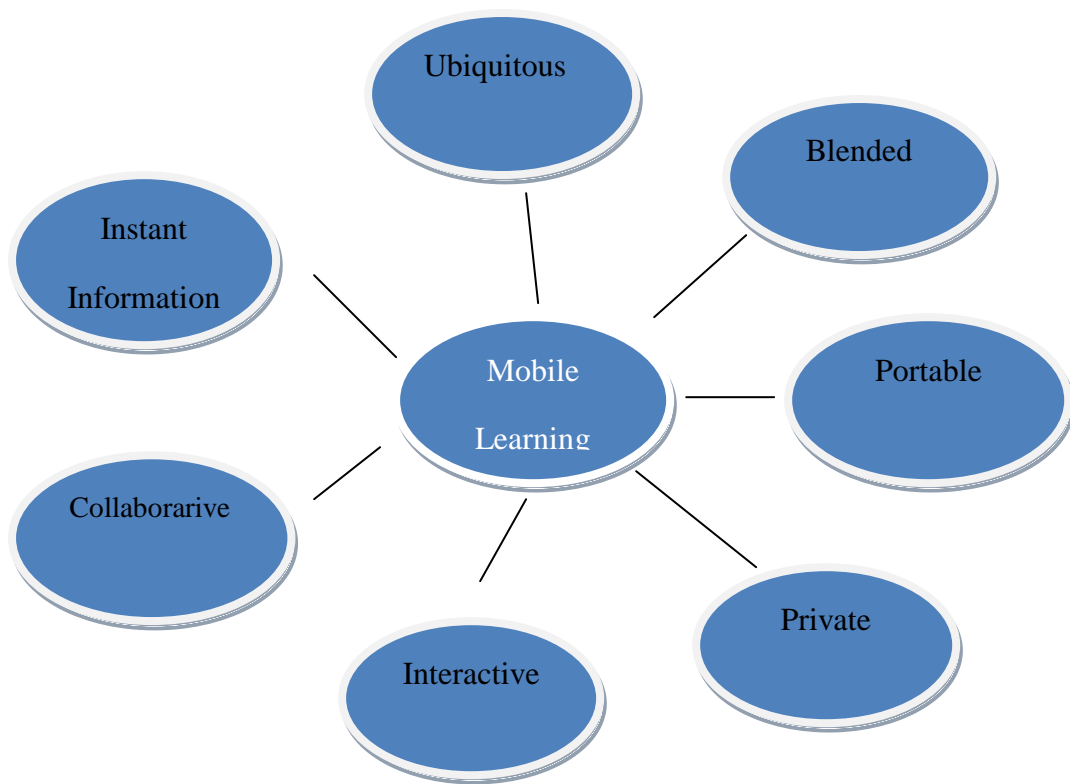


Figure 03: Basic Characteristics of Mobile Learning (Adopted from Ozdamli & Cavus, 2011).

1.1.3.1. Ubiquitous /Spontaneous: Mobile learning is more spontaneous than other learning types. It is this spontaneity that is portably the most defining characteristic of mobile learning. Also, mobile learning is context aware, meaning that students can learn everywhere. Besides, wireless technologies such as laptop computers, palmtop computers, and mobile phones are revolutionizing education and transforming the traditional classroom based learning and teaching into anytime and anywhere education (Cavus & Ibrahim, 2009).

1.1.3.2. Portable Size of Mobile Tools / Portability and Mobility: Mobile learning tools are small and portable (Quinn, 2000; Ahonen et al., 2004; Cavus & Ibrahim, 2009). When we say something is portable that means it can be moved and carried easily. Device portability depends on some physical features of the device such as size, weight, and the number of the

latest technological applications provided in the construction of the device. As a result, students can access and use stored information anytime and anywhere during their learning activities. That is, learning resources move with learners; in other words, data and information via mobile devices are portable and moveable.

1.1.3.3. Blended: Teachers can use this approach with blended model (Uzunboyly, Cavus, & Ercag, 2009). That is, students can use mobile tools for homework, projects...etc. Also, blended learning, which combines classroom instruction with m-learning, can maximize the benefits of both face to face and online methods (Bonk & Graham, 2006; Ocak, 2010).

1.1.3.4. Private: M-learning is private. It means that only one learner at a time usually has access to the mobile tool and that when students want to access information connect and download independently from other learners (Chidi, 2002; BenMoussa, 2003; Zhang, 2003; Virvou & Alepis, 2005).

1.1.3.5. Interactive: M-learning environment which utilize the latest technologies to bring an interactive learning environment into learning and teaching activities (Cavus & Uzunboyly, 2009). Also, students are not passive; the function of mobile tools and environment allow varying level of interactivity. Accordingly, Sharples et al. (2005) indicated that technological layer represents learning as an engagement with technology, in which tools such as computers and mobile phones function such as interactive agents in the process of coming to know.

1.1.3.6. Collaborative: Mobile technologies are communication support between students and teachers. So, mobile technologies may be used for collaborative learning activities in education (Uzunboyly, Cavus, & Ercag, 2009; Virvou & Alepis, 2005).

1.1.3.7. Instant information: Using a mobile tool is all about immediacy (Eteokleous & Ktoridou, 2009; Cavus & Ibrahim, 2009). According to Cohen (2010), the need is for quick answers to specific questions. Learning content must reflect this requirement by providing

materials that enable a learner to quickly zone into information. Examples of instant information are definitions, formula, and equations...etc. (Cohen, 2010).

1.1.4. The Effectiveness of Using Mobiles Technologies in Education

Integrating Information and Communication Technologies (ICT's) in the teaching and learning process promotes an effective ways to students to acquire knowledge. Indeed, these technologies in general and mobile technologies in particular help the students to develop and enhance their learning inside and outside the classroom. Besides, these technologies affect the way how students access education (Ali et al, 2013).

Accordingly, many researchers pointed out that mobile technologies in general and mobile phones in particular play a fundamental role in both teaching and learning process. According to Pegrum (2013), "m-learning is perhaps the fastest growth areas in the whole field of ICT's in education. It covers any form of learning that is mediated through mobile or more precisely, mobile handled device". Besides, Attewell (2005) suggests the positive contributions that mobile learning may have:

- Mobile learning helps students to develop their conversational skills.
- Mobile learning encourages both independent and collaborative learning experience.
- Mobile learning helps students to remain more focused for longer periods.
- Mobile learning helps to raise self-esteem.
- Mobile learning provides flexibility in learning.
- Mobile learning helps to raise self-confidence. (Attewell, 2005).

Later on, Attewell et al. (2009) added the following:

- Mobile learning can encourage learning at anytime and anywhere.

- Mobile learning make learning more interesting, more enjoyable, and more attractive to learners.
- Mobile learning help to provide differentiated learning activities to suit different learning styles or preferences and different ability levels.
- Mobile learning can improve access to learning resources and guidance for learners.
- Mobile learning can improve the speed and quality of feedback during learning.
- Mobile learning can improve learners' concentration, focus, and behaviour. (Attewell et al., 2009).

So, overall mobile technology can be beneficial in many ways; thus, it helps the improvement of the teaching as well as the learning process. It makes learning more students centred, meaningful and encourages creativity and innovation by both teachers and learners (Rikala, 2013).



Figure 04: Mobile Devices (Ozan, Yamamoto, & Demiray, 2015).

1.1.5. Theories Related to Mobile Learning Technology

Many theories of learning have been advanced towards Mobile learning. In addition to pedagogical theories and strategies, mobile learning is perceived as a new theory of learning. According to Herrington and Herrington (2007), “Adopting more recent theories of learning has the potential to exploit the affordance of the technologies in more valuable ways”. Thus, many researchers have explored the relationship between existing learning theories and mobile learning. Moreover, Naismith et al (2004) compared m-learning against learning theories such as behaviourist, constructivist, situated, collaborative, informal, lifelong learning and learning, and teaching support; and provided a number of activities for each theory, where he identifies the main theory, its theorist, its perspectives and some examples of mobile activities, that are illustrated in the table below:

Theory	Theorist	Perspective	Examples of Mobile Activités
behaviourism	Skinner, Pavlov	Activities that promote learning as a change in observable actions.	<ul style="list-style-type: none">• drill and feedback•classroom response systems
constructivist	Piaget, Bruner, Papert	Activities in which learners actively construct new ideas or concepts based on both their previous and current knowledge.	<ul style="list-style-type: none">•participatory simulations
Situated	Lave, Brown	Activities that promote learning within an authentic context and culture.	<ul style="list-style-type: none">• problem and case-based learning•context awareness

collaborative	Vygotsky	Activities that promote learning through social interaction.	<ul style="list-style-type: none"> mobile computer-supported collaborative learning (MCSCL)
Informal and lifelong	Ernaut	Activities that support learning outside a dedicated learning environment and formal curriculum.	<ul style="list-style-type: none"> supporting intentional and accidental learning episodes

Table 01: An Activity-Based Categorisation of Mobile Technologies and Learning (Adapted from Naismith et al, 2004)

To sum up, different learning theories offer various perspectives and views to mobile learning according to many researchers like Naismith et al (2004) who used the modals and theories for the goal of understanding, explaining and theorizing about mobile learning activities.

1.2. Section Two: Students' Learning Achievement

Nowadays students' achievement is perceived as a significant topic in education. Accordingly, students' achievement is measured with the amount of academic content a student learns, in a given period of time, and in different levels. To obtain this achievement, different standards are required for successful achievement and better students' learning (how and what do they learn?). According to Shah (2008, p.11), learning achievement is "the level of students' success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter"

1.2.1. Introducing Learning Strategies and Styles:

Education, over time and through the challenges of society, has undergone several transformations in educational system and communities, giving rise to the need to propose

new strategies and resources that promote, encourage and strengthen learning, making it a meaningful and enriching experience for the various stakeholders in the process (Carrillo et al., 2012). Thus, language learning styles and strategies are among the main factors that help and show how well our students learn a second or foreign language (Oxford, 2003).

Learning styles are “the overall patterns that give general direction to learning behavior” (Cornett, 1983, p. 9). In contrast, learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford, 1992, p 63).

Oxford (1990) divided language learning strategies into two main classes, direct and indirect, which are further divided into 6 groups. (1) Metacognitive strategies help learners to regulate their learning. (2) Effective strategies are concerned with learners’ emotional requirements such as confidence; (3) Social strategies increase interaction with target language. (4) Cognitive strategies are mental strategies that learners use to make sense of their learning. (5) Memory strategies are used for storage information and finally (6) compensation strategies help learners to overcome knowledge gap to continue communication. Thus, Oxford’s (1990) taxonomy of language learning strategies is summarized as follow:

1.2.1.1. Direct strategies:

- Memory: a) creating mental linkages.
b) Applying images and sounds.
c) Reviewing well.
d) Employing action

(Oxford 1990)

- Cognitive: a) practicing
b) Receiving and sending messages strategies

- c) Analyzing and reasoning
- d) Creating structure for input and output

(Oxford 1990)

- Compensation: a) guessing intelligently
 - b) Overcoming limitation in speaking and writing
- (Oxford 1990)

1.2.1.2. Indirect strategies:

- Metacognitive: a) centering your learning
 - b) Arranging and planning your learning
 - c) Evaluating your learning

(Oxford 1990)
- Affective strategies: a) lowering your anxiety
 - b) Encouraging yourself
 - c) Taking your emotional temperature

(Oxford 1990)
- Social strategies: a) asking questions
 - b) Cooperating with others
 - c) Emphasizing with others

(Oxford 1990)

Metacognitive	Social	Memory	Cognitive	Comprehension
A. Centering Learning	A. Asking questions	A. Creating mental links	A. Practicing	A. Guessing intelligently
B. Arranging & planning	B. Cooperation	B. Applying images & sounds	B. Receiving & sending messages	B. Overcoming limitations in speaking & writing
C. Evaluation	C. Empathizing	C. Reviewing thoroughly	C. - Analyzing - reasoning	

		D. Employing action	D. Creating structure	
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Table 02: Classification of the Learning Strategies Types (Adopted from Ehrman & Oxford, 1990 – as cited in Ahmed Al-Ajmi, 2010)

However, learning styles are different methods of learning or understanding new information. Learning styles are the way a person takes in, understands, expresses, and remembers information (Wilfrid Laurier University, 2008). Learning style has to do with how people bring new information into their knowledge. Knowing your learning style enables you to use your strengths as you study for courses. One of many instruments for determining learning style is the VARK questionnaire developed by Neil Fleming (1987). The VARK system categorizes learners into four styles: Visual / Aural, Reading/Writing, and Kinesthetic. Hence, many learners show strength in more than one learning style. They are summarized as follows:

1. Visual learning: learners learn best from visual images that do not include writing. Graphs and diagrams are easy to them to understand so they learn through seeing (symbols, pictures...etc) that can help to understand new concepts. Besides, they remember and easily recall information (Wilfried Laurier University, 2008).

2. Aural / auditory learning: auditory learners learn through listening; thus, lectures and discussion groups are important for them. Also, they focus on textbook reading by reading them out loud (Wilfried Laurier University, 2008)

3. Reading / Writing learning: they learn through reading and writing, comprehend and remember what they read and often enjoy writing, they pay attention to glossaries, re-reading

notes and textbooks, re-writing your notes out into different words, re-read and re-write textbooks and lecture notes (Wilfried Laurier University, 2008).

4. Kinesthetic learning: kinesthetic learners learn by doing. Hands-on activities and real life experience help them remember. They benefit from lab setting where they can manipulate material to learn new information. Also, they learn best when they are physically active in the learning environment (Wilfrid Laurier University, 2008)

1.2.2. Introducing the Learning Skills:

The learning skills are skills that allow and help students to learn and to succeed in school and beyond. Learning skills are set of skills used in the process of acquiring new knowledge, typically in a classroom setting (Thoughtful learning, 2018). Thus, reading, writing, and curiosity are some of the learning skills which support the learning process (Pam, 2013). In the 21st century, learning develops and comes with new perspectives and ideas, new ways of learningetc. Hence, learning skills are often called 4C's: Critical Thinking, Creative Thinking, Communicating, and Collaborating. Accordingly, these skills help the students learn better and succeed in their school (Thoughtful learning, 2018). They are summarized as follows:

1.2.2.1. Critical Thinking: is the process of thinking carefully about a subject or idea without allowing feelings or opinions to affect you (Cambridge Advanced Learner's dictionary, 2018).

Hence here are some of the main critical thinking abilities:

- **Analysing** is breaking something down into its parts, examining each part, and noting how the parts fit together.

- **Arguing** is using a series of statements connected logically together, backed by evidence, to reach a conclusion.
- **Classifying** is identifying the types or groups of something, showing how each category is distinct from the others.
- **Comparing and contrasting** is pointing out the similarities and differences between two or more subjects.
- **Defining** is explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms.
- **Describing** is explaining the traits of something, such as size, shape, weight, colour, use, origin, value, condition, location, and so on.
- **Evaluating** is deciding on the worth of something by comparing it against an accepted standard of value.
- **Explaining** is telling what something is or how it works so that others can understand it.
- **Problem solving** is analyzing the causes and effects of a problem and finding a way to stop the causes or the effects.
- **Tracking cause and effect** is determining why something is happening and what results from it. (Thoughtful learning, 2018)

1.2.2.2. Creative Thinking: is thinking about new things in new ways, by invention and discovery (Thoughtful learning, 2018). Among the major creative thinking abilities we have:

- **Brainstorming** ideas involves asking a question and rapidly listing all answers, even those that are far-fetched, impractical, or impossible.

- **Creating** something requires forming it by combining materials, perhaps according to a plan or perhaps based on the impulse of the moment.
- **Designing** something means finding the conjunction between form and function and shaping materials for a specific purpose.
- **Entertaining** others involves telling stories, making jokes, singing songs, playing games, acting out parts, and making conversation.
- **Imagining** ideas involves reaching into the unknown and impossible, perhaps idly or with great focus, as Einstein did with his thought experiments.
- **Improvising** a solution involves using something in a novel way to solve a problem.
- **Innovating** is creating something that hasn't existed before, whether an object, a procedure, or an idea.
- **Overturning** something means flipping it to get a new perspective, perhaps by redefining givens, reversing cause and effect, or looking at something in a brand new way.
- **Problem solving** requires using many of the creative abilities listed here to figure out possible solutions and putting one or more of them into action.
- **Questioning** actively reaches into what is unknown to make it known, seeking information or a new way to do something. (Thoughtful learning, 2018)

1.2.2.3. Communicating: is to exchange ideas, information, thoughts and knowledge. Among the communicating activities, one can select:

- **Analysing the situation** means thinking about the subject, purpose, sender, receiver, medium, and context of a message.

- **Choosing a medium** involves deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a 400-page report.
 - **Evaluating messages** means deciding whether they are correct, complete, reliable, authoritative, and up-to-date.
 - **Following conventions** means communicating using the expected norms for the medium chosen.
 - **Listening actively** requires carefully paying attention, taking notes, asking questions, and otherwise engaging in the ideas being communicated.
 - **Reading** is decoding written words and images in order to understand what their originator is trying to communicate.
 - **Speaking** involves using spoken words, tone of voice, body language, gestures, facial expressions, and visual aids in order to convey ideas.
 - **Turn taking** means effectively switching from receiving ideas to providing ideas, back and forth between those in the communication situation.
 - **Using technology** requires understanding the abilities and limitations of any technological communication, from phone calls to e-mails to instant messages.
 - **Writing** involves encoding messages into words, sentences, and paragraphs for the purpose of communicating to a person who is removed by distance, time, or both.
- (Thoughtful learning, 2018)

1.2.2.4. Collaborating: is to exchange and work jointly with others, in specific situations (Webster Dictionary, 2018).

- **Allocating resources** and responsibilities ensures that all members of a team can work optimally.

- **Brainstorming** ideas in a group involves rapidly suggesting and writing down ideas without pausing to critique them.
- **Decision-making** requires sorting through the many options provided to the group and arriving at a single option to move forward.
- **Delegating** means assigning duties to members of the group and expecting them to fulfil their parts of the task.
- **Evaluating** the products, processes, and members of the group provides a clear sense of what is working well and what improvements could be made.
- **Goal setting** requires the group to analyse the situation, decide what outcome is desired, and clearly state an achievable objective.
- **Leading** a group means creating an environment in which all members can contribute according to their abilities.
- **Managing time** involves matching up a list of tasks to a schedule and tracking the progress toward goals.
- **Resolving conflicts** occurs from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring.
- **Team building** means cooperatively working overtime to achieve a common goal. (Thoughtful learning, 2018).

1.2.3. Definition of Learning Achievement:

Students learning achievement can be described as a measure of success of learning activities in a number of subjects during a given period (Nadeak, 2014). Accordingly, achievement is the result of an activity of a person or group that has been done (Slameto, 2003)

1.2.3.1. Factors that Affect Learning Achievement:

Learning achievement of students is influenced by various factors, either derived from themselves (internal) or from the outside (external) (Usman, 2000). Therefore, those factors that can affect the students' learning achievement are important in order to help students achieve the learning achievement as optimally as possible in accordance with their ability. Hence, the factors that influence learning achievement, internal and external are summarized as follows:

- **Internal factors:**

- a) Physical factors: include health and disability;
- b) Psychological factors: include intelligence, attention, interest, talent, motivation, maturity, readiness and fatigue (physical and mental), (Nadeak, 2015).

- **External factors:**

- a) Family factors: include how parents educate, relationships between family members, home atmosphere, family's economic condition, understanding of parents and cultural background (Nadeak, 2015).
- b) School factors: include teaching methods, curriculum, relationship between lecturers and students, relationship between students, campus discipline, learning tools, learning time, learning standards on the size, building situation, learning methods and homework. (Nadeak, 2015).
- c) Community factors: include activities in the community, mass media, friends and forms of social life (Nadeak, 2015).

Other factors that may create learning achievement include student interest, and the role of lecturers and staff employees of colleges that specifically require reliability in performing their duties, and one of the factors is to create job satisfaction through good management (Schermerhorn, Hunt, & Osborn, 2007, p. 63).

After tracing the whole description and according to Tu'u Sincere (2004, 75)"learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers".

Accordingly, learning achievement is the success rate of students in schools that are expressed in the form of a numerical value.

1.2.4. Motivation and Learning:

Motivation is a complex word that has been defined in many ways. According to Concise English (2004)," Motivation is a desire to do something; it is enthusiasm. It is a reason or reasons for doing something". Also, "motivation is an impetus and a desire to do and to achieve something"(Deci & Ryan,2000)However, learning is the act of acquiring knowledge, or skill by studying and being taught (Dictionary, 2018).Thus, we can say that motivation is an essential element in the learning process, because motivation affects positively in students' achievement, as it helps the facilitating of learning. As cited by Madrid et al (1992), "the learner's motivational level acts as a decisive element on language intake". This means that motivation promotes students to learn better and achieve more. Hence, teachers should always be aware of their students and know how to motivate them and help them to explore and achieve their learning goals and objectives in order to make their learning fruitful and beneficial. Accordingly, Keller (2009) designed an ARCS Model of Motivational Designed Theories, where he divided them into four elements (steps): Attention, Relevance, Confidence, and Satisfaction (ARCS) that can promote effective learning.

1.2.5. Blended Learning:

Blended Learning (BL) is a mixture of learning methods that incorporate multiple teaching models, most frequently e-learning and traditional face -to- face learning. Therefore, blended

learning is a natural development to growing accessibility of e-learning, online resources and the continued need for a human component in the learning experience (Giarla, 2017).

Blended learning approach ensures that the learner is engaged and driving his/ her individual learning experience. This approach helps also to cater to the individual needs of the learner. Most students have unique learning styles and blended learning approach is more likely to cater to those needs than traditional classroom teaching experience (Giarla, 2017).

Blended learning is simply defined as mixture of traditional face -to- face instruction and e-learning (Koohang, 2009). However, blended learning has been described as a model of teaching that controls time, place, and situational barriers, so as to enable high quality interaction between teachers and students (Kanuka, Brooks, & Saranchuck, 2009). It echoes the practice of distance education that emphasized flexibility of time, place and pace of student learning. In other words, BL offers adaptable time frames that can be personalized to each person, offering them the ability to learn at their own pace. Moreover, researchers stated that blended learning has certain advantages such as flexibility and comfort in the learning environment, increase in the level of learning, increase in permanence, increase in interest in learning, good quality interaction and low cost (Graham and Kaleta, 2002; Yong, 2002; Collins, 2003).

Hence, blended learning is important because it breaks down the traditional centeredness of teaching, and gives students chances to be more independent and self reliant in their learning. They can also take decisions, think creatively and critically, investigate and explore as well as solve problems they face in learning and real life. At the same time, teachers can be facilitators, supervisors, assessors, organizers and managers of learning activities and so should be creative and able to support learners and provide various learning materials in different format (Khan, 2015). Moreover, Oliver and Trigwell (2005) suggested that blended

learning environment may offer experiences that are not available in non-blended learning and that the nature of these different experience promote learning.

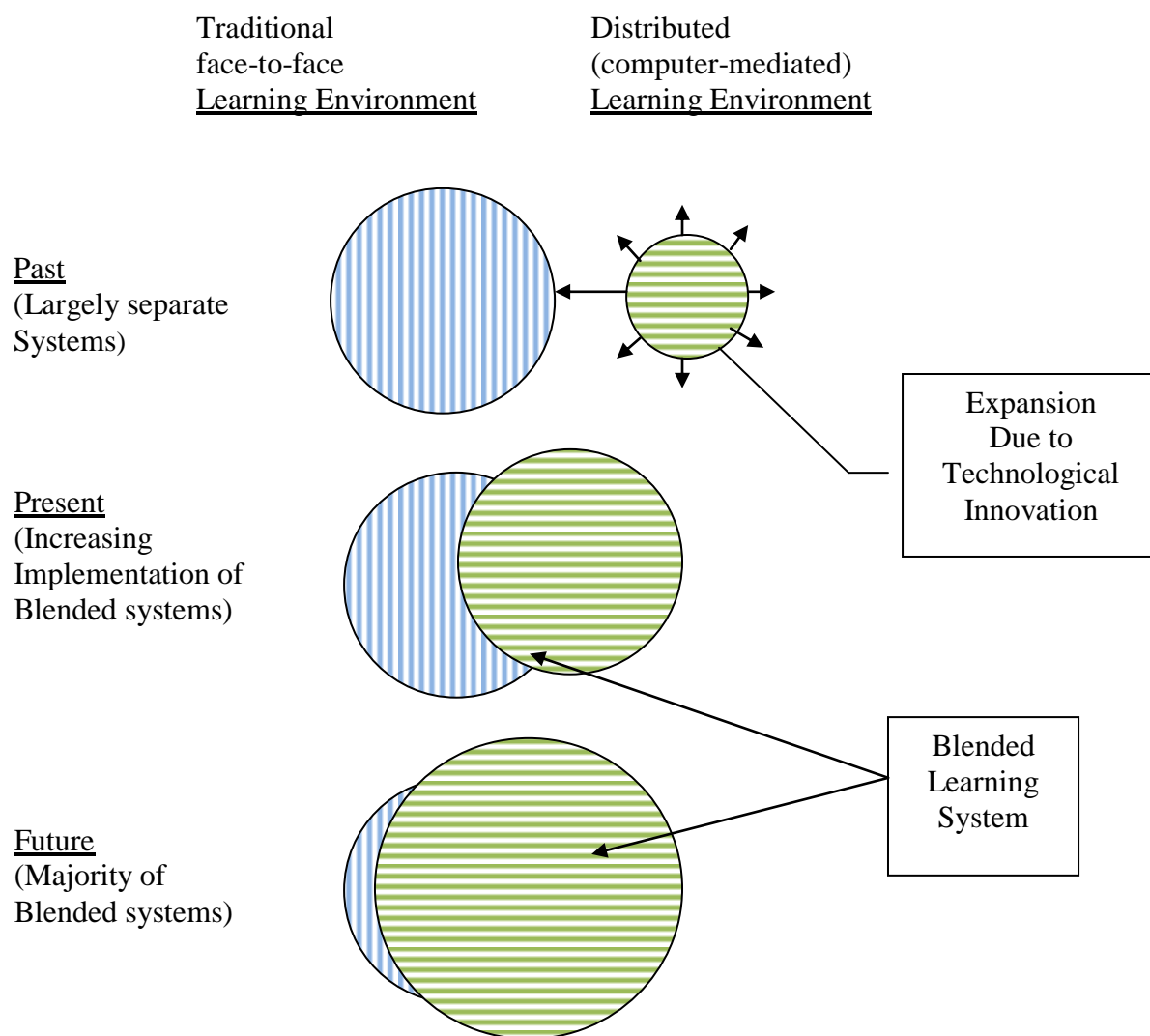


Figure 5: Progressive Convergence of Traditional Face-to-Face and Distributed Environment Allowing Development of Blended Learning Systems (Adopted from Graham, 2005).

1.2.5.1. Types of Blended Learning Model:

Blended learning can come in various shapes and size and be personalized to suit the individual. These types of models can include:

- **Face-to-face:** Teacher offers primarily face-to-face instruction, supplemented with technology in the classroom or computer lab (Giarla, 2017).
- **Rotation:** means that students will alternate and rotate between self-paced online and being in the class with a teacher. This model includes four sub-models: *Station Rotation*, *Lab Rotation*, *Flipped Classroom*, and *Individual Rotation*. In the ‘flipping’ method, professors and teachers use online media to deliver lectures, notes, and feedback. Students can study and review the material at their own pace. The model is implemented with a student-centered perspective which allows students to learn individually (Buono, 2017).
- **Flex:** Most instruction is delivered online, with teachers providing the needed support in small-group settings (Online platform is used) (Giarla, 2017).
- **Online lab:** Instructions takes place in a brick and mortar lab (traditional setting) delivered by an online teacher and supervised onsite by paraprofessionals (Giarla, 2017).
- **Personalized blend (self- blend):** Teacher designs face-to-face and anywhere, anytime learning options that straddle the physical classroom and virtual spaces. Learning is the constant and time is the variable (Giarla, 2017).
- **Online Driver** program is also known as **Enriched Virtual** is used completely online where students can divide their time between a traditional classroom and at home. Unlike the Flipped classroom, the Online Driver does not require daily school attendance. Teachers can apply their programs to have available or mandatory face-to-

face check-ins. The Enriched Virtual program is a complete blend of online and brick-and-mortar classroom (Buono, 2017).

The modals being used today are summarized in the figure below:

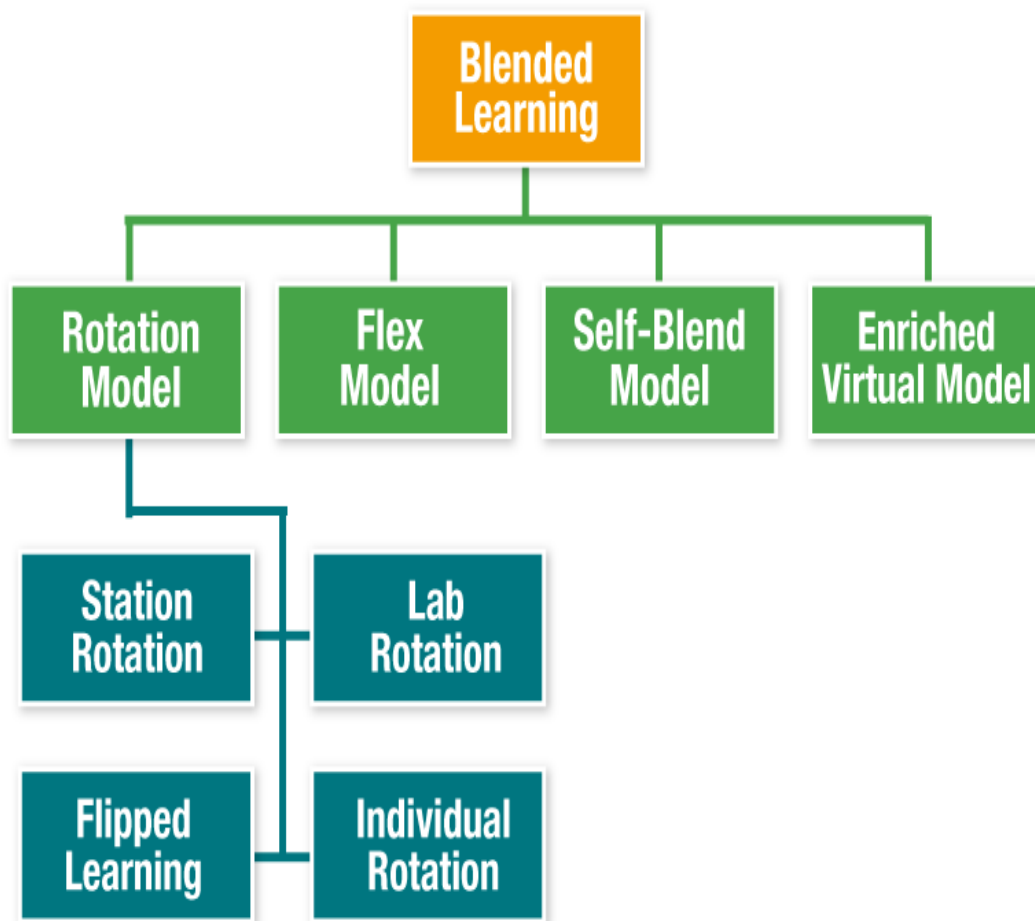


Figure 06: Types of Blended Learning Models (Adopted from Buono, 2017)

The emergence of blended learning is a major trend in tertiary education (Bliuc, Goodyear, & Ellis, 2007). As others have pointed out, a key to a successful blended learning design is the “thoughtful integration of classroom face-to-face learning experiences with online learning experience” (Garrison & Kanuka, 2004, p. 96). Today, blended learning can refer to any combination of different method of learning, different environment, different

learning styles. Consequently, it provides flexibility in learning for both students and teachers. In addition to Heinze and Procter (2004) “Blended learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and is based on transparent communication amongst all parties involved with a course” (Heinze & Procter, 2004).

1.3. Section Three: A Selection of Previous Related Studies:

In this section, the present researchers provide a short description of different studies carried on the effectiveness of mobile phone in classroom instruction. This section also presents the view of different researchers about the impact of mobile technology use in teaching-learning process. It concludes with the contribution of the present study.

Perkins (1991) shows that teaching and learning environment using mobile devices provides opportunities for innovation. In other words, students have an active role and teachers and students interact in a collaborative way; thus, the construction of knowledge is facilitated. Also, mobile phones can facilitate knowledge-centered learning by providing efficient and inventive methods by which students can learn with understanding of a specific subject matter rather than merely memorizing large amount of information. The results of the study showed that using mobile phones was helpful to EFL learners in terms of vocabulary retention. Furthermore, an important function that makes the mobile phones reliable is its ability to transmit learning modules electronically and enable learners to communicate with their instructors and peers (Brown 2003). According to Geddes (2004), mobile learning is a kind of learning which takes place at any time and in any place. That is, it extended teaching and learning outside of the wall of the classroom. An important feature of this type of learning is that students feel responsible for their own learning. Mobile phones are the most

widespread devices. Throughout the world, an overwhelming majority of students carry a mobile phone with them and make use of various applications to aid their learning such as electronic dictionaries. It is not surprising then, to see that English language teachers have started to integrate mobile applications in their classrooms. The supposed value of mobiles also arises from the manner in which they facilitate lifelong learning. Mobiles can support the great amount of learning that occurs during many activities of everyday life, learning that occurs spontaneously in impromptu setting outside of classroom and outside of the usual environment of home and office. They enable learning that occurs across time and place as learners apply what they learn in one environment to developments in another (Sharples et al., 2005: 2-4; 2007: 222-23). Moreover; mobile phones should impact educational outcomes by facilitating communication, they permit collaborative learning via mobile technology, learners engage in conversation whereby they resolve differences, understand the experience of others, and create common interpretations and shared understanding of the world (Nyiri, 2002; Sharples et al., 2007).

Accordingly, mobile phones theoretically make learner-centered learning possible by enabling the student to customize the transfer of and access to information in order to build on their skill and knowledge and to meet their own educational goals (Sharples et al., 2007: 223). Also, Mobiles can facilitate knowledge-centered learning by providing efficient and inventive methods by which students can learn with understanding of a specific subject matter rather than merely memorizing large amount of information. According to proponents of new learning, mobiles facilitate designs for personalized learning in that they are responsive to difference and diversity in the way learning occurs. Also, mobile learning facilitates designs for authentic learning. That is, learning that targets real-world problems and involves projects of relevance and interest to the learners (Kukulska & Traxler 2007: 184-86; Traxler, 2007: 7). Besides, students' interest to use all available resources of Mobile Learning through their

mobile phones and Personal Digital Assistants (PDAs) to access information anytime and anywhere has also played a significant role in the success of mobile learning prevalence, (López et al., 2009). Furthermore, Pachler et al (2010) state that mobile devices have increasingly grown towards becoming tools for education and language learning, and all their users such as teachers and students are getting used to this environment to make education as ubiquitous as possible. Hence, students do not always have to study a second language in a classroom they may have the opportunity to learn it using mobile devices when they desire and where they are. Vota (2011) points out that regardless of the educational features of mobile-device technology, it may fail if teachers are not trained to use technology to improve their teaching activities. English language teachers have to be trained on the effectiveness of mobile technology in teaching activities. Universities and teachers training institutions across the world should recognize the relevance of mobile technology in creating effective language lesson.

Moreover, mobile applications helps coordinate learning resources and students, and may also help to improve the educational activities that are part of this process (Educase, 2011). Mobiles, therefore, should impact educational outcomes by altering the character of educational and learning because the nature of mobile technology converges with and facilitate new learning. Hence, Mobile Learning can deliver the right information to the right person at the right time better than any other learning/teaching technology yet devised (Little, 2012).

Thus, the review of the literature reveals that mobile technology use for education could be used as a significant strategy in developing and improving EFL students' learning. Moreover, the studies conducted previously showed that mobile technology use and learning is an effective educational tool to improve and promote students' learning achievement. Therefore, the present research investigates the impact and the effectiveness of mobile phones in

enhancing EFL students' learning at Bejaia University, Algeria. Thus, our main objective is to examine the impact of mobile technology use in improving EFL students learning achievement at the University of Bejaia (which is not yet investigated as far as we know)

Conclusion:

The first chapter is about the theoretical background. It is divided into three sections. The first section is about mobile technology use in education. The second section is about students' learning achievement, and the last one is a selection of some related studies to the field of our research.

Chapter Two:

Research Methods, Analysis, and Discussion of the Findings

Introduction:

This chapter provides a description of the study under investigation as well as the research design and instruments. Thus, this chapter is divided into three sections. The first section includes the description of population and sample of the study, research methodology and design, description of the data collection tools, and procedures for analyzing and treating data. The second section provides the analysis and interpretation of the research findings with a discussion of the results. Then the third section covers, the main results drawn from this research are summarized and related to the research questions put by the researchers to check their validity. In addition, the limitations and some suggestions for further studies in the field are presented.

2.1. Section One: Methods and Study Design

2.1.1. Methods and Study Design:

The present study is mainly descriptive; it describes the present situation of mobile technology use among EFL students at Bejaia University. To achieve our goal, we adopted the mixed method, encompassing both qualitative and quantitative analysis in order “to verify the validity of the information being collected” (Blaxter et al, 2006, p.86). Accordingly, we believe that a consistent and reliable analysis of data must be carried out relying on both methods; qualitative and quantitative. In other words, the qualitative method is the most appropriate to explore attitudes, behavior and experiences by attempting to get on in depth opinion from participants taking part in research (Dowson, 2002, pp.14-15). So, it helps to gather data about the learners, their opinions and attitudes towards mobile learning and its use in classroom and how it helps them to achieve their learning. In contrast, a quantitative method is based on the measurement of quantity or amount. Accordingly, Creswell (2003)

states, quantitative research employs strategies of inquiry such as experimental and survey, and collect data on predetermined instruments that yield statistical data.

Table 03: Description of the Study

Period	Participants	Number of Participants	Tool of Data Collection	Number of Involved Participants	Percentage
From January to March 2018	Students	32	Questionnaire	30	93.75 %
	Teachers	07	Interview	07	100 %

Table 03 summarizes the set of data collection instruments and the number of the participants involved in the study. Thus, all the tools as well as their items are discussed in details below.

2.1.2. Population and Sample:

The selected participants in the present study are EFL learners in the department of English at Bejaia University. The whole population consists of all Master one students; they are 127 in number, enrolled in the department of English at Bejaia University during the academic year of 2017-2018. They are majoring in Linguistics, Didactics, and Literature. However, the sample of the study consists only of the Master one students majoring in Linguistics. It consists of 32 students. It is a group composed of 06 males and 26 females aged between 20 and 30 years old.

We selected this sample because the students of Linguistics have more opportunities to do researches and presentations sessions that make them everyday in contact with internet and have the possibilities of using different ICTs tools available in and out the University such as computers, data projectors,...etc; and with the availability of WIFI and 3G they can also use their mobiles and smart phones for an immediate research.

The second group of participants consists of 07 EFL teachers from the department of English at Bejaia University, who are teaching the Master one students of Linguistics. They are interviewed to collect data as much as possible to support the study with evidence about the use of Mobile Technology among students during their lectures in EFL classes.

2.1.3. Instruments of the Study:

The present study has been conducted for the purpose of examining the impact of Mobile Technology when used as a tool to achieve learning inside the EFL classrooms. In this study, two instruments are used for collecting data; a questionnaire (seeking quantitative and qualitative data) that was handled to Master One EFL students and an interview (purely qualitative in design) which was designed for teachers of Master One Linguistics. The purpose of using more than one instrument of research is to gather information from diverse sources and gather more reliable and valid data to study them from different angles in order to strengthen the validity of the results so as to accomplish the conducted study.

2.1.3.1. Students' Questionnaire:

The questionnaire is the most effective instrument that researchers use for collecting data. Richard (2005, p.60) speaks about the utility of the questionnaire when he says the following:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to illicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitudes and beliefs.

It is used in this study to collect both quantitative and qualitative data. Additionally, the questionnaire is practical, easy to design and administer, and analyze. Accordingly, Gillham (2000, p.1) affirms that the great popularity of questionnaires is that they provide a “quick fix” for research methodology. In this present study, students' questionnaire is adopted to collect reliable data about the topic under investigation and includes the learners' attitudes and

opinions towards using mobile learning as a tool to achieve and improve the learning and the teaching process.

Furthermore, the designed questionnaire (see Appendix 01) is divided into three parts. The first one is related to personal information including age, gender and level of education. The second part consists of 05 items about the Mobile Technology use in education. The third part consists of 10 items that seek to know about the attitudes and motivation for Mobile Technology use in education. Accordingly, the questionnaire consists of written questions that are in different types. The first type is multiple choices questions in which students are asked to choose their answers from the given options where the respondents are required to select one answer or more. The second type is the open-questions in which students asked to give justifications or explanations, where the respondents express their ideas freely without being restricted.

The questionnaire was handed to Master One Linguistics at the department of English. We handed thirty-two (32) copies, but only thirty (30) returned back the same day, because there were some absent students.

2.1.3.2. Teachers' Interview:

The interview is among the most efficient instruments to collect qualitative data and it is a way to gain knowledge from individuals. Thus, Kvale (1996, p.14) regarded interviews as "...an interchange of views between two or more people or a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data". Moreover, the interview is a method of data collection that is used by many researchers to collect qualitative data about participants and interpret the situation under investigation. It is a way for participants to get involved and talk about their

views to discuss their perception to a given situation. Accordingly, Cohen et al (2000, p267) state that:

Interviews enable participants-be the interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situation from their own point of view

To complement the information obtained previously, an interview is carried out with 07 teachers from the department of English to gain more insight into their perceptions towards the use of Mobile Technology/ Mobile Learning in EFL classes. In addition, it was made on the purpose to compare the answers given by students' questionnaire with those of teachers. Accordingly, they are asked a series of questions concerning their perceptions and views about integrating and using mobile devices in classroom and whether they perceive it as a tool and a strategy that will improve and affect positively the students' learning.

The interview was prepared to get more information about the topic under investigation. It contains 13 questions that are chosen carefully (see Appendix 02). It is divided into two parts; in the first part, teachers are asked some personal information including gender, degree held and years of experience in teaching the English language. However, the second part probes a range of questions related to the topic of the study (i.e. the use of mobile technology as a tool to improve and foster EFL students' learning). The interview took place on the 20th of March 2018. They are conducted privately and gathered by using a pen and paper which are used to be analyzed later on. The interviews carried in the teachers' staff room, ranging between 15 and 20 minutes in duration collected in the same day.

2.1.4. Data Analysis and Procedures:

The data collected in this research are analyzed and treated quantitatively and qualitatively, relying on frequencies, percentages and tables.

2.2. Section Two: Analysis and Discussion of the Findings

This section is considered as the most important part of the research work, it attempts to answer the research questions and test the hypothesis by turning the responses and views of the participants to descriptive and statistical findings. Besides, the researchers report the different findings and results that are discussed attentively and carefully in details using both quantitative and qualitative methods. Finally, all the discussed results are assimilated to clarify the situation and for a better understanding.

2.2.1. Analysis and Discussion of the Questionnaire:

This part provides a quantitative and qualitative analysis and interpretation of the findings of the questionnaire. As mentioned before in section one, the questionnaire comprises three parts dealing with different sub-themes. Consequently, the analysis of those responses will consider each section orderly for the purpose of consistency.

Part One: Personal information

Item 01: Gender consideration

Table 04: Learners' Gender

Gender	Frequency	Percentage
Male	04	13.33%
Female	26	86.67%
Total	30	100%

Table 04 shows the gender of the participants from the department of English at Bejaia University. It shows that the majority of the participants are females constituting the total of

86.67%. Therefore, males constitute a small minority with a number of 04 students which represent 13.33% of the whole sample. It is clear that the number of females is higher than the number of males. Also, the gender distinctions are a crucial element in any research investigation as it helps to find out the learners' learning styles and individual differences. Additionally, the highest number of females comparing to males are the most noticeable each time by statistic. This is what we notice in table (3).

Item 02: Age Consideration

Table 05: Learner's Age

Age	Frequency	Percentage
From 20 – 22	11	36.66%
From 22 – 25	17	56.67%
From 25- 30	02	6.67%
Total	30	100%

Table 05 shows the students' age ranged between 20 to 30 years old. Nearly, all of them are between 22 to 25 years old making up 56.67% of the total number of participants. Then, equal to 36.66% are aged between 20 to 22 years old. After that, only 6.67% of the participants are aged between 25 to 30 years old. Hence, the majority of Master 1 students are the youngest generation who use technology in their classes in general and mobiles in particular.

Part Two: Mobile Technology Use in Education

Item1: In which way do you prefer to study through?

Table 06: Learners' Preferences of Studying

Options	Frequency	Percentage
Lecture and explanation of the lecturer in the classroom	18	60%

Self-study on books and printed materials	07	23.33%
Self-study on mobiles and computers	13	43.33%

Table 06 reveals that 60% of the participants prefer to use the lecture and explanations of the lecturer in the classroom. Whereas, 43.33% of the students prefer to study by themselves using mobiles and computers in their studies. Then, in the last position, only 23.33% of the students prefer to use self-study on books and printed materials in the studies. Hence, in the light of the questioned students and the statistical analysis, we come up with the result that the majority of the students use and rely on the lecture and explanation of the lecturer in the classroom as their preferred way to study through.

Item2: Which of the following devices you find easy to use for education?

Table 07: The Devices That are Easy to Use for Education

Options	Frequency	Percentage
Mobiles	17	56.67%
Computers	13	43.33%

Table 07 reveals the number of students who use Mobiles and Computers for their education. Nearly, the majority of the students, making up 56.67% of the total number of the participants, use Mobiles in the process of their learning. Then, equal to 43.33% of the participants suggested that computers are the easiest devices for education. Hence, according to the results and the statistical analysis of the question, we come out with the conclusion that the majority of the students use Mobiles in the process of their education; they perceive them as the easiest devices that one can possess and facilitate learning and access to knowledge.

Item3: Which applications you use in mobile for education?

Table 08: The Applications that Students Use in Mobile for Education

Options	Frequency	Percentage
Dictionaries	29	96.67%
Vocabulary Building	9	30%
Pronunciation	13	43.33%
Spelling	11	36.67%
Others	2	6.67%

N.B. Sometimes the number of answers exceeds 30 since the students provided more than one answer in multiple choice questions.

Table 08 shows the different types of applications that the learners use in mobiles for their education. In the first position, 96.67% of the participants answered by Dictionaries. Then, 43.33% of the participants answered that they use Pronunciation applications in their mobiles. After that, and equal to 36.67% of the participants use Spelling checking in their mobiles. In the last position, only 6.67% of the participants suggested other applications such as Wikipedia and Google for some definitions. Hence, with the different answers of the participants and with the statistical analysis we find that the majority of the participants use more Dictionaries in mobiles for their education.

Item4: Which of the following skills you believe can develop through mobile technology?

Table 09: The Skills that Can Be Developed Trough Mobile Technology

Options	Frequency	Percentage
Reading	16	53.33%
Writing	18	60%
Listening	18	60%
Speaking	19	63.33%

Table 09 shows that 63.33% of the students argued that Speaking skill is the most developed skill through the use of mobile technology. Then, come both the Writing and Listening skills with the same amount of 60%. After that, comes the Reading skill with 53.33% of the total number of the participants. Hence, we deduce that the speaking skill is the most developed skill among the other skills and this is due to the different applications found in mobiles. Moreover, we have asked the participants to explain how each skill is developed according to them. For instance, they explained that:

- Reading skill: they answered by reading through books and academic products also in dictionaries so that they can acquire a more formal and academic style.
- Writing skill: the participants answered that by reading a lot one can acquire many words and different styles of writing.
- Listening skill: the participants replied that they can develop their listening skill through listening to the British Radio Channels, in addition to some music and educational videos in English.
- Speaking skill: They answered that they can develop their speaking skill by using the different social media such as Skype, Facebook, and others to discuss with their friends.

Item05: Would you list some learning resources you believe can access through your mobile devices?

Table 10: Learners' Accessible Learning Resources in Their Mobile Devices

Options	Frequency	Percentage
E-books, e-dictionaries, articles, pdf's,	13	43.33%
Educational videos from YouTube	07	23.33%
Applications from play store: grammar exercises, quizzes	06	20%
Have not answered	04	13.33%

Table 10 shows that 43.33% of the students use e-books, e-dictionaries and articles as accessible learning resources in their mobile devices. Then, comes educational videos from You Tube in their mobile devices (with 23.33%). After that, 20% of the participants answered that they download applications from play store as grammar exercises and quizzes in their mobile devices. However, only 13.33% of the participants have not answered the question. It is very apparent from the above findings that the majority of the respondents claimed that they use e-books, e-dictionaries, articles and pdfs as the resources that they can get access through their mobile devices.

Part Three: Attitudes and Motivations for Mobile Technology Use in Education

Item 06: Do you agree that using mobile technology can enhance the student's learning?

Table 11: The Use of Mobile Technology to Enhance the Students' Learning

Options	Frequency	Percentage
Strongly Agree	16	53.33%
Agree	14	46.67%
Neutral	00	0%
Strongly Disagree	00	0%
Disagree	00	0%
Total	30	100%

Table 11 shows that 53.33% of the students strongly agree that using mobile technology can enhance their learning. Then, 46.67% of them are agreeing for the use of mobile technology in their learning. Hence, in the light of these findings we can say all the participants agree that the use of mobile technology help them in their learning and can perform better in their

education. Besides, “Mobile Learning not only fosters the way we access information, but also helps learners be innovative and good problem-solvers,” (West, 2013).

Item07: Do you agree that the use of mobile technology in education has a positive impact on the students’ learning achievement in general?

Table 12: Mobile Technology and Its Positive Impact on the Students’ Learning Achievement

Options	Frequency	Percentage
Strongly Agree	16	53.33%
Agree	13	43.34%
Neutral	01	3.33%
Disagree	00	0%
Strongly Disagree	00	0%
Total	30	100%

Table12 highlights that 53.33% of the students strongly agree on the fact that mobile technology in education has a positive impact on their learning achievement in general. Then, 43.34% of them agree that mobile technology in education has a positive impact on their learning achievement. Whereas, only 3.33% of the participants are neutral, they do not show any position in the answering of the question. Hence, in the light of the above findings, it is mainly apparent that the majority of the respondents show a positive attitude towards the use of mobile technology in education in general and in their learning achievement in particular. Accordingly, this is a very significant finding of the present study that answers the questions of the study and confirms the hypothesis. That is, “Technology in schools has increased within the past decade, there have been few large-scale research studies done on the impact of these programs on teaching and learning (Bebell& Kay, 2010; Abud, 2014)

Item08: Do you think that using mobile technology in education motivates the students to study more and work on their assignments?

Table 13: Mobile Technology in Motivating the Students to study More and Work on Their Assignments

Options	Frequency	Percentage
Strongly Agree	13	43.33%
Agree	12	40%
Neutral	04	13.33%
Disagree	01	3.33%
Strongly Disagree	00	0%
Total	30	100%

The results of table 13 show that 43.33% of the students strongly agree on the motivation of the students to study more and work on their assignments through the use of mobile technology in education. Then, 40% of them agree that using mobile technology in education motivates them to study more and work on their assignments. After that, 13.33% of the participants show a neutral position towards the use of mobile technology in education. However, in the last position, only 3.33% of the participants disagree with the fact that mobile technology motivates the students to study more and work on their assignments. In the light of the results, most of the participants show a strong agreement on the fact that mobile technology in education motivates the students to study more work on their assignments. Hence, this finding also answers positively the second question of our study. As cited by Wang, et.al. (2009) “mobile learning activities could engage students in the learning process much better than traditional ones. Students changed into active learners. They were behaviourally, intellectually and emotionally involved in their learning tasks”.

Item09: Do you agree that using mobile technology can help the student build a large vocabulary repertoire?

Table 14: The Use of Mobile Technology in Building Students Large Vocabulary Repertoire

Options	Frequency	Percentage
Strongly Agree	14	46.67%
Agree	14	46.67%
Neutral	02	6.66%
Disagree	00	0%
Strongly Disagree	00	0%
Total	30	100%

Table 14 highlights that 93.34% of the students show the same attitudes toward the use of mobile technology that can help the students build a large vocabulary repertoire. Whereas, only 6.66% of them show a neutral position to the question. Hence, with the great number of participants, we state that the majority of them are for the idea that mobile technology can help the students build a large vocabulary repertoire that serves in the process of their learning and their achievement.

Item10: Do you believe that using e-dictionaries found in mobiles can help the student understand better the Semantics of the English language?

Table 16: The Use of E-Dictionaries Helps the Students Understand Better the Semantics of the English Language

Options	Frequency	Percentage
Strongly Agree	13	43.33%
Agree	15	50%
Neutral	02	6.67%
Disagree	00	0%
Strongly Disagree	00	0%
Total	30	100%

Table 15 shows that 50% of the students agree that the use of e-dictionaries found in their mobiles can help them to understand the Semantics of the English language, and 43.33% of them show a strong agreement that e-dictionaries help the students understand better the Semantics of the English language. Whereas, only 6.67% of the participants show a neutral position to the use of e-dictionaries found in mobiles. According to the above results, it is mainly apparent that the majority of the participants shows a strong agreement that using e-dictionaries found in mobiles can help the students understand better the Semantics of the English language.

Item11: Do you think that mobile devices are effective tools for listening activities

Table 16: The Effectiveness of Mobile Devices for Listening Activities

Options	Frequency	Percentage
Strongly Agree	14	46.66%
Agree	11	36.67%
Neutral	04	13.33%
Disagree	01	3.33%

Strongly Disagree	00	0%
Total	30	100%

Table 16 shows that 46.66% of the students strongly agree that mobile devices are effective tools for listening activities. Then, 36.67% of them agree that mobile devices are effective tools for listening activities. After that, 13.33% of the respondents show a neutral position toward the mobile devices as effective tools for listening skill. However, in the last position, 3.33% of the participants show a disagreement toward the efficacy of mobile devices for listening activities. Hence, with the above findings, it is apparent that the large majority of the participants agree that mobile devices are effective tools for listening activities and they have a positive impact on the students' development of the listening abilities.

Item12: Do you think that mobile devices are effective tools for speaking activities?

Table 17: The Effectiveness of Mobile Devices for Speaking Activities

Options	Frequency	Percentage
Strongly Agree	10	33.33%
Agree	14	46.66%
Neutral	04	13.33%
Disagree	02	6.66%
Strongly Disagree	00	0%
Total	30	100%

Table 17 shows that 46.66% of the students think that mobile devices are effective tools for speaking activities, and 33.33% of them show a strong agreement that mobile devices are effective tools for speaking activities. Then, 13.33% of the participants show a neutral position toward the efficacy of mobile devices for speaking activities. Finally, comes a

number of 6.66% of the participants who replied by their disagreement and that mobile devices are not effective tools for speaking activities. In the light of the findings above, we deduce that the majority of the participants show a positive agreement on the efficacy and effectiveness of mobile devices as effective tools for speaking activities.

Item 13: Do you agree that mobile devices are effective tools for writing activities?

Table 18: The Effectiveness of Mobile Devices for Writing Activities

Options	Frequency	Percentage
Strongly Agree	06	20%
Agree	13	43.33%
Neutral	09	30%
Disagree	01	3.33%
Strongly Disagree	01	3.33%
Total	30	100%

The results of table 18 highlight that 43.33% of the students agree and think that mobile devices are effective tools for writing activities. Then, 30% of the respondents show a neutral position towards the effectiveness of mobile devices for writing activities. After that, 20% of the respondents strongly agree that mobile devices are effective tools for writing activities. Whereas, the same number, 3.33% of the participants, replied that they disagree and strongly disagree that mobile devices are effective tools for the writing activities. Hence, from the results of the above table, it is apparent that the majority of the respondents agree that mobile devices are effective tools for writing activities; they help them to learn different words and different styles of writing in a way they develop and increase their writing abilities.

Item 14: Do you agree that mobile devices are effective tools for reading activities?

Table 19: The Effectiveness of Mobile Devices for Reading Activities

Options	Frequency	Percentage
Strongly Agree	12	40%
Agree	13	43.33%
Neutral	03	10%
Disagree	01	3.33%
Strongly Disagree	01	3.33%
Total	30	100%

Table 19 highlights that 43.33% of the students agree that mobile devices are effective tools for reading activities, and 40% of them answered by strongly agree that mobile devices are effective tools for reading activities. Therefore, 10% of the respondents answered by neutral which shows that they did not have any position towards the effectiveness of mobile devices tools for reading activities. Hence, 3.33% of the participants show a negative attitude toward the view that mobile devices are effective tools for reading activities. With the light of the results above, the majority of the participants agree that mobile devices are effective tools for reading activities; hence, it helps them to ameliorate and enhance their reading skill through listening to music and British radio channels, and put what they learn into practice.

Item15: Do you agree that mobile technology helps acquire more learning materials, hence more learning achievement?

Table 20: Mobile Technologies Help Acquire More Learning Materials and More Learning Achievement

Options	Frequency	Percentage
Strongly Agree	08	26.66%
Agree	14	46.66%

Neutral	08	26.66%
Disagree	00	0%
Strongly Disagree	00	0%
Total	30%	100%

Table 20 shows that 46.66% of the students agree that mobile technology helps acquire more learning materials; hence, more learning achievement. Then, 26.66% of the respondents strongly agree that mobile technology help acquire more learning materials, and more learning achievement. Likewise, the same number (26.66%) of the participants shows a neutral position to the answering of the question. From the obtained results, it is determined that the majority of the students agree that mobile technology help acquire more learning materials, and more learning achievement. Accordingly, Doss (2014) showed that university students heavily used mobile phones. And, students' academic achievement and metacognition awareness were developed and improved because of these mobile sets usage.

2.2.2. Analysis and Discussion of the Interview:

In this part, teachers' interview is analyzed and treated in details. So, as mentioned previously, the interview was conducted with 07 teachers from the department of English at Bejaia University. All the participants accepted to participate in this investigation. Therefore, the aim of this interview is to gain more explanation about the use of Mobile Technology as a tool and strategy to achieve better learning. In addition, the interview was conducted to know whether using mobile devices / technology was the choice of the majority or not. Besides, it attempts to discover the teachers' attitudes and perception towards the use of mobile devices as a strategy that facilitates their teaching and as tools that help in motivating students to achieve their learning more easily.

Part One: Personal Information

Item 01: Gender Consideration

Table 21: Teachers' Gender

Gender	Frequency	Percentage
Male	01	14.28%
Female	06	85.71%
Total	07	100%

Table 21 shows the number of participating EFL teachers in the department of English, University of Bejaia. It shows that the majority of the interviewed teachers are females constituting the total of 85.71%. Whereas, males constitute a small minority of 14.28%. So, it is clear that the rate of females is higher than that of males. This explains the dominance of females at the department of English, University of Bejaia. Accordingly, it is a common phenomenon that we notice in all the Algerian educational system and society.

Item 02: Degree (s) Held

Table 22: Teachers' Degree

Options	Frequency	Percentage
B.A	00	00%
M.A	07	100%
Ph .D	00	00%
Total	07	100%

The result presented in table 22 above shows that all the 07 interviewed teachers are holding M.A degree constituting the total of 100%.

Item 03: How many years of experience do you have in teaching English

Table 23: Years of Experience as EFL Teachers

Option	Frequency	Percentage
Less than 05 years	02	28.57%
Between 05 to 10 years	03	42.85%
More than 10 years	02	28.57%
Total	07	100%

Table 23 reveals that the teachers have different experience in teaching English; however, 03 of the interviewed teachers have between 05 to 10 years of experience in teaching English at Bejaia University with the total of 42.85%. Whereas, 02 of them have less than 05 years of experience in teaching English as a foreign language made up the total of 28.57%; while the 02 other teachers declare that they have more than 10 years of experience in teaching English. Hence the table above shows that there is an equivalent result comparing to the first category with a total of 28.57%.

Part Two: Questions about the topic under investigation

Question 01: Do teachers own a mobile phone or other mobile devices with email capabilities and internet connection and application?

Table 24: The Number of Teachers who Own a Mobile Phone

Option	Frequency	Percentage
Yes	07	100%
No	00	00%

Table 24 shows whether the teachers own a mobile phone / device or not. The findings shows that “yes” all the interviewee have a mobile phone with internet connection and applications. This reveals that the teachers at the department of English at Bejaia University are familiar with mobile technology regarding to its importance in facilitating their teaching as well as it is a common core in today’s’ lives . This is why the interest is moved to look for other tools that facilitate and make the teaching and learning process easier and motivating to both teachers and students by giving it the great importance inside (and even outside) the EFL the classroom which make the lesson more attractive and interesting.

Question 02: what instruction or strategy do you use to integrate technology in your classroom?

Teacher 01: *“Actually I’m in charge of the listening module, so I generally use the language labs of the university”.*

Teacher 02: *“sometimes I use data projector in my class, to get my students more interacted and interested about the lesson’s topic”.*

Teacher 03: *“I post lessons online and share activities in platform. Also, sometimes I use the audio-visual equipment since it is the most available in our university”.*

Teacher 04: *“teaching with audio-visual materials and usually I use mobile to post lesson online and share activities in platform and share the answers of activities in the forums”.*

Teacher 05: *“I integrate mobile because sometimes I let my students to check their electronic dictionaries for the meaning of difficult words to gain time”*

Teacher 06: *“generally I ask my students to use their mobiles to check for synonyms inside their e-dictionaries”. And “Prepare p.p.t presentations”.*

Teacher 07: *“I use mobiles, videos and audios”*

According to the teachers’ answers, we noticed that all the seven teachers state that they use different instructions and strategies in order to integrate various technological devices in their EFL classes and some of them declare that such devices really need to be used and integrated to attract the learners’ attention and get them interested and make the lessons more enjoyable. Hence, this finding joins that of Kenney (2011) who states that since technology is so present in the daily lives of teenagers, a class without their use would be completely uninteresting.

Question 03: Do you use a mobile device as a teaching or learning tool with students? Yes / No. Specify how?

Table 25: Using Mobile Devices as a Teaching and Learning Tool

Option	Frequency	Percentage
Yes	06	85.71%
No	01	14.28%

Teacher 01: *“I use it to check the meaning of unfamiliar words, to store documents that may help me with the lesson”.*

Teacher 02: *“I use a data show and personal computer and mobile application”.*

Teacher 03: *“I use it to store my documents and files (PDFs and MP3)”.*

Teacher 04: *“using the electronic dictionaries”*

Teacher 05: *“No, I do not use any device”.*

Teacher 06: *“I use it to download some items in form of PDFs which are related to my lesson and the subject that I teach and store it in my mobile and use it whenever I need it”.*

Teacher 07: *“I ask my students to download some texts (poems) and short stories to be read in class”.*

Table 25 above shows that the majority of the participants (about 85.71%) state that they use and integrate a mobile device in their classroom as a teaching and a learning tool. Each teacher names various devices as they mentioned above such as e- dictionaries, data show, mobile applications, audio-visual materials, personal computer, ...etc, that can be used for different purposes; and mainly to achieve their lessons and help their students to get involved and interested. Accordingly, many studies focused on mobile technologies in use. For example, Stald (2008) stresses the importance of mobile technologies, in particular mobile/cell phones, in establishing social belonging and norms. And in particular for young people, in relation to questions of identity and their place in their peer group. So, we can say that the integration of such digital technology in education is a current topic of interest for students and teachers alike. Moreover, it has extended to educational context and is starting to be considered as potential teaching and learning tools within the classroom regarding the large number of educational applications made freely available for students/ teachers.

Question 04: Do you use a mobile device / technology to develop your own teaching? Yes / No .Would justify?

Table 26: Using Mobile Device to Develop the Own Teaching

Option	Frequency	Percentage
Yes	07	100%
No	00	00

Teacher 01: *“yes, because it is the most developed, easiest and sophisticated way to get information”.*

Teacher 02: *“yes, I use application like dictionaries”.*

Teacher 03: *“yes, I try to use the different mobile applications like dictionaries, teaching and learning application because I need to enrich my vocabulary and my own knowledge”.*

Teacher 04: *“yes, sometimes I share applications with my students and even games for instance “words don” which help them to learn”.*

Teacher 05: *“yes, I use my mobile to check in Internet whether there are new things to learn or add in my lesson to enrich my knowledge”.*

Teacher 06: *“yes, nowadays, mobiles (smart phones) are of great help in teaching and learning since they are equipped with internet connection and many useful application mainly dictionaries and PDFs books readers”.*

Teacher 07: *“ yes, it is a helpful tool for learning as well the students own mobiles and have on them programs, applications and dictionaries that can be beneficial for them and help them in their learning”.*

Reading the results presented in table 26 above shows that all the respondents said **“yes”** they use a mobile device to develop their own teaching. They stated that a mobile is the most

developed and owned by students to have on them programs, applications and dictionaries. Moreover, they said that a mobile is portable, easiest and faster device to get information and save time by using its different applications; and even games that help students to learn and facilitate a task by encouraging and motivating them. In addition, the capabilities of these devices offer the potential for “anywhere, anytime”, creative and collaborative construction of knowledge (Chen & Kinshuk, 2008; Evans & Johri, 2008; Hoppe, Joiner, Milrad, & Sharples, 2003; Norris & Soloway, 2008).

Question 05: Is mobile learning (applications, environment, and as a tool) interesting for the students’ learning? Would you justify?

Teacher 01: *“yes, because in nowadays mobiles and smart phones can’t be isolated from this category of people (teenagers, adolescents) and even adults. It is a part of their lives”.*

Teacher 02: *“yes, it motivates the students and facilitates the task”.*

Teacher 03: *“yes, it is. The mobile learning motivates students as they are by nature addicted to technology and find it enjoying. Moreover, it is helpful to enrich their knowledge and especially vocabulary”.*

Teacher 04: *“yes, since it is the age of technology. So we should integrate these tools in teaching and learning to develop the teaching and learning experience”.*

Teacher 05: *“since the module I teach calls the students to be spontaneous, the mobile applications will be interesting for him outside my session”.*

Teacher 06: *“I think they are really interesting for them because they can check for difficult, new concepts/ theories. And everything new introduced in class. Besides, it easily used and carried in hands”.*

Teacher 07: *“I think yes. Simply when students come across some difficult words / expressions while reading in class, they take their mobile and look for the words”* he added:

“Sometimes they are introduced concepts / words they do not know, so directly they refer to their mobiles and internet to check”.

All the interviewed teachers agree that mobile learning is interesting as a learning tool, since it is a common core in today's lives and students are interested by this type of technology. Besides, it cannot be isolated from them regarding to its great importance in learning and teaching process. So, the entire respondents think that is important to integrate such a device in their classes which can be helpful for both students and teachers to facilitate the task of learning and teaching. As students spend much time using mobile phones, they can be used to acquire their purposeful education where they can exchange information at any time and in any place. Moreover, they can help them understand and satisfy their learning needs. Accordingly, Naismith and Corlett (2006), in their reflections on the success of mobile learning, discuss motivational benefits inside and outside the classroom as well as high levels of engagement in learning activities and learners' environments.

Question 06: Do you think that teachers should invite their students to use mobile devices as a tool for learning? Yes/ No. would you justify?

Table 27: Inviting Students to Use Mobile Devices as a Learning Tool

Option	Frequency	Percentage
Yes	06	85.71%
No	01	14.28%

Teacher 01: *“No, there are other strategies that may bring much more for learning”.*

Teacher 02: *“yes, it facilitates the task of learning”.*

Teacher 03: *"yes, it is very important to raise the learners' awareness about the importance of using mobile as a tool of learning as it has a lot of benefits and advantages as I mentioned in the previous question".*

Teacher 04: *"yes, but the teacher should examine their phone in order just to let them learn only".*

Teacher 05: *"yes, but for learning purposes only to avoid anything that can interrupt the lesson".*

Teacher 06: *"first, mainly for learning purposes, and make use this opportunity for their learning, since I believe they are in permanent contact with their mobiles".*

Teacher 07: *"yes, but where necessary for Example : to check a concept, to look for words in dictionary, to read texts on them".*

Based on the results presented in the table 27, almost all the interviewed teachers said that it is very important to raise the students' awareness about the importance of using mobile as a tool of learning because they have a lot of benefits and they facilitate the task for learning. However, they added that teachers should be aware that students use their mobiles for learning purposes that can build their knowledge.

Question 07: Do you allow your students to use mobile devices for learning in your classroom? Yes/ No. would you justify?

Teacher 01: *"it depends on the situation; if they have the freedom to use it in the classroom they would tend to use it for things that aren't related to the lecture".*

Teacher 02: *"No. because it creates chaos in the classroom, and learners will lose interest in the lecture".*

Teacher 03: *“yes, if it is for learning I encourage them to use it because it has a lot of benefits”.*

Teacher 04: *“yes, especially when they need to use dictionaries”.*

Teacher 05: *“No, because this will not help me to move in my work with the students. This will cause for me interruption”.*

Teacher 06: *“No. Well, although it is useful, but I avoid asking them to use it freely to avoid some distraction in class”.*

Teacher 07: *“if that will help in learning process why not, the students should be allowed to use any means would enhance this learning process”.*

Approximately, the majority of the respondents asserted that they invite and encourage their students to use mobile devices in classroom regarding to their benefits and advantages on the learning and teaching process. However, only if they use them for learning purposes. Besides, the participants added that in case of learning, students should be allowed to use any means to enhance their learning. However, others were against though they know it is very useful and important but they avoid asking students to use it freely. In other words, they think that sometimes it creates an interruption and distraction in classroom. Besides, they think that it will not help them to move in their lecture.

To sum up, encouraging students to use the mobile in classroom is very important but the teacher should be aware of how and when to integrate this device, in order to create an active learning that will raise the students' motivation and satisfaction in the learning. Also, to involve them in the lesson and push them to participate more actively.

Question 08: Do you think that mobile learning should play an important role in the future of the English language learning? Yes/ No. would you justify?

Teacher 01: *“No, because as I responded already there are many other devices that can be used”.*

Teacher 02: *“yes, it helps to develop the students’ competences and skills in addition to knowledge”.*

Teacher 03: *“yes, the mobile learning is important because it develops the students’ skills and competences but only if the goal is learning-based”.*

Teacher 04: *“yes, because it help to develop learners’ competences and it facilitates learning”.*

Teacher 05: *“yes, because the students’ motivation will increase when this technology is used that will lead to better participation and acquisition of concepts / skills”.*

Teacher 06: *“yes. Simply, nowadays, technology has advanced greatly and smart phones are equipped with many amazing educational applications that may help learn better. Especially, reading e-book”.*

Teacher 07: *“Yes, because traditional methods of learning (like learning via books) are on their way to disappear. Students prefer to read in their mobiles than go to library and read through books”.*

The majority of the interviewed teachers agreed that mobile learning should play an important role in the future of the English language learning regarding to the great advancement of technology that mobiles / smart phones are equipped with. In other words, many educational applications that help learn better and are more suitable for learning (rather than printed materials). Also, they added that mobiles can help in enhancing their competences as they believe that when this technology is used it will lead to better participation and acquisition of concepts / skills. Given the popularity, affordability,

portability and flexibility of such devices, it is not surprising that educators have considered harnessing these devices within and beyond the classroom for educational purposes (Crippen & Brooks, 2000; Liu, 2007; Motiwalla, 2007).

Question 09: When using mobile learning devices during classroom session do you think it will increase your creativity and strategy to help students to manage their own learning? Would you explain?

Teacher 01: *“I don’t think so. I can create problems rather than helping in the management of the learners’ management”.*

Teacher 02: *“yes, especially smart phones that enable the students to download different learning application”.*

Teacher 03: *“yes, lots of applications provide new strategies to teach English, and help the teacher to create enjoyable environment and motivating students to learn the language”.*

Teacher 04: *“yes, it will in some ways. Since it is something new and used in the years ago so learners will be motivated”.*

Teacher 05: *“yes, because by using mobile learning, especially; smart phones students will be able to access course materials to satisfy their need for knowledge”.*

Teacher 06: *“yes, I think so. It will help me to get some materials for my courses and at the same time motivate my students to do so”.*

Teacher 07: *“yes, I think so. It happened”.*

Concerning question 9, most of the teachers asserted that using mobile devices in classroom helps students to manage their own learning; especially, smart phones that contain a lot of applications that provide new strategies to teach English and assist teachers to create

enjoyable teaching environment and motivate students to learn the language. Also, they stated that mobile learning give opportunities to students to get access to materials related to courses to satisfy their need for knowledge. According to Pegrum, Oakley and Faulkner (2013), m-learning is perhaps the fastest growth area in the whole field of ICTs in education. It covers any form of learning that is mediated through a mobile or, more precisely, mobile handheld device.

Question 10: Can you name some of the mobile devices you use with your students?

Teacher 01: *“well, I use dictionaries, translation applications and sometimes I use the locating application”.*

Teacher 02: *“sometimes I use mobile applications like dictionaries translators, stories and novels that are not available in libraries, games...etc”.*

Teacher 03: *“I use many of them such as: the use of language games like “crosswords” to teach vocabulary, using dictionaries like “Cambridge dictionary”, and other facilitating applications to learn English like puzzles”.*

Teacher 04: *“yes, I use some of them like: e-dictionaries, drawing applications, crosswords games to develop vocabulary”.*

Teacher 05: *“yes, generally I use dictionaries, calculation games, translation applications, email...etc”.*

Teacher 06: *“mostly I use e-dictionaries, e-books and ppt presentation of the lecture (if necessary)”.*

Teacher 07: *“I use e-dictionaries, educational puzzles and games that help in developing vocabulary”.*

According to the teachers’ responses to question 10, approximately, all of them tend to use a variety of mobile devices and different educational applications. Generally, they use to get access to learning materials that they believe are important and effective to enhance the

students' productivity. Hence, each teacher named different applications such as e-dictionaries, e-books, educational games and puzzles to develop vocabulary...etc.

As we see, all the teachers are aware to use these educational applications in their classrooms regarding to their great importance. Besides, these applications are available for all types of skills' levels, where teachers can vary in their teaching methods, especially when using educational games. Thus, all these applications ensure interactive and effective learning by making an end to the uninteresting lessons and making the learning process more active.

Question 11: As a teacher, what are your perceptions towards this change in learning?

Teacher 01: *"I prefer to be neutral".*

Teacher 02: *"it will be very beneficial because it is said by literature that technology helps learners to learn".*

Teacher 03: *"it will be beneficial but the teacher should focus on the opportunities of using these devices for learning purposes".*

Teacher 04: *"I think it would bring a change to improve the learning and the teaching process".*

Teacher 05: *"I think there will be a positive change since it is something new, faster and easier that will be beneficial for both teachers and students".*

Teacher 06: *"I have positive perceptions and attitudes towards this change in education which is very helpful and has a positive impact".*

Teacher 07: *"Integrating such device and others in the learning process will help both the learners and the teachers. It makes the task easier and less boring".*

According to the teachers' answers to question 11, almost all of them expressed their views regarding this change in learning and developed positive perceptions towards mobile learning. They stated that efficient and proper use of mobile learning, with good and appropriate guidance to develop better the teaching and the learning environment, makes this

device as an effective strategy and tool to ensure a successful teaching and learning process. Moreover, it will attract the students' interest in the lesson easily since they perceive it as an important way to get the attention of the students. Furthermore, they added that integrating such devices will bring a change and make the task easier and less boring. Hence, all the teachers expressed their positive attitudes by saying that mobile learning is very helpful and beneficial and has a positive impact and change in education. However, only one of the interviewed teachers prefers to be neutral for this question.

As displayed above, most of the teachers developed positive attitudes towards mobile learning in EFL classroom; as they showed its effectiveness as a tool and strategy to improve knowledge needs

Question 12: How can technology make the learning and the teaching process more beneficial and effective?

Teacher 01: *“teachers need to begin with taking into consideration the abstract side (psychological states of learners) before coming to implement any technology”.*

Teacher 02: *“it is motivating and enjoying because the learners will feel interested in their lectures”.*

Teacher 03: *“it is enjoying and motivating and it makes the learning easier”.*

Teacher 04: *“it attracts learners' attention since it is something new so for sure it will be beneficial”.*

Teacher 05: *“it is enjoying and makes the teaching and the learning process more attractive and easier”.*

Teacher 06: *“it can be accessed everywhere, motivates self-study and self-learning. Also it is enjoyable and attractive”.*

Teacher 07: *“it is faster and easier and it can be accessed anywhere and anytime”.*

- She added: *“it is more enjoyable, it facilitates the task, also; it presents other ways for learning rather than traditional learning (reading in books).*

According to the teachers' answers to question 12, all of them asserted that integrating technology in classroom makes the learning and the teaching process more motivating and enjoyable, as students feel more interested in the lesson. Also, they all agreed that technology helps to attract the students' attention in general and mobile learning in particular; since it is something new that can be accessed everywhere, motivates self-study, and self-learning. Besides, all the respondents focused on the point that it is faster and easier to use. Additionally, it is enjoyable and attractive that facilitates the task of learning and it presents another way for learning than the traditional learning.

Based on the teachers' responses, most of the teachers share an agreement about the important role of technology in classroom; especially mobile learning that can make the learning and the teaching process more beneficial and effective. However, they agreed about its helpful role in facilitating and enhancing the students' learning that may lead to better results if it is used efficiently by EFL students to contribute in the learning process.

Finally, we conclude this analysis with some comments added by the interviewed teachers to know more about their perceptions towards mobile learning in English language teaching. In what follows some of their comments:

- They asserted that is very important to make rise of the advantages of the devices in the English language learning and teaching. But it is highly demanded to focus on the importance of raising these devices for learning purposes.
- They added that mobiles are very important in the learning and teaching process. We personally read books / texts on our mobiles. Everywhere you go your mobile is with you, so at any time you can use it to access knowledge and learn.

- They believe that learning is part of the mobile technology (i.e. as we call, as we text, we have to learn also).

The above comments reveal that, teachers developed positive attitudes and as they displayed previously, mobile learning is an important tool in teaching and learning process. Since, they believe that learning is a part of technology; they stressed the importance of having and getting access to this new device. Likewise, they added that it is important to highlight the advantages of devices in English learning and teaching and implement this device for learning purposes. Finally, they perceive it as flexible, portable and with small size device to have and take with them and get access anywhere and anytime.

2.3. Section Three: Conclusions, Limitations and Suggestions for Further Research

2.3.1. Conclusions of the study:

All over the present section, the researchers have dealt with the analysis and discussion of the results obtained from the two provided instruments, including students' questionnaire and teachers' interview. The findings are analyzed and compared in an attempt to achieve the objectives of the study and answer the different questions and hypotheses.

Accordingly, the present results reveal that Master 1 EFL students of Linguistics at the University of Bejaia showed a positive attitude toward the use of mobile technology on achieving their learning purposes. Hence, the obtained results as well revealed that the students use mobile technologies in the different fields of their studies and use different resources in order to develop their four skills of the English language including Speaking, Reading, Writing and Listening. In addition, they use different applications in their education such as dictionaries, vocabulary building, pronunciation, and spelling. Furthermore, a large majority of students are for the use of these devices in the process of their learning; hence, it helps them to develop their learning skills and encourage them to get more involved and participate during their lessons. Besides, their learning becomes more effective and

achievable. Accordingly, teachers' interview supports the students' questionnaire by stating that mobile technology is an effective tool and strategy to improve the students' knowledge, and it makes the learning process more active and effective.

To conclude, both students and teachers show positive attitudes toward the use of mobile technology as a learning tool in EFL classrooms in general and Master1 EFL students of Linguistics in particular. Importantly, the findings of the present study have answered positively our questions of the study and confirmed our hypotheses. Moreover, our topic of research as a whole has revealed positive feedback from the participants.

2.3.2. Limitations of the Study:

After dealing with the discussion of the obtained results assuming that the present study have positively answered the research questions and confirmed its hypothesis. So, the present sub-section aims at providing some limitations. In the process of the investigation, the researchers come out with positive and interesting results. However, researchers always face some problems that prevent them from achieving their wished goals that they have planned in the beginning of their investigation. Hence, the first limitation of our study is the lack of sources (books) in our library at the University of Bejaia; thus, we encountered a lot of obstacles in finding enough literature related to our study. In addition, the study was conducted only with Master 1 EFL students of Linguistics at the University of Bejaia. For this reason, the findings cannot be generalized. Another limitation is that the participants consist only of four males, whereas the rest were females. Hence, we did not take into consideration the Gender and Age. Besides, during the collection of the questionnaire not all the participants were present.

2.3.3. Suggestions for Further Research:

Based on the results of the present study and on the ones of the previous related studies, the researchers believe that mobile technologies have a significant impact on academic

performance. Hence, there are other questions that need to be answered and investigated by further research. Accordingly, the present suggestions are addressed to those who are interested to conduct research on the same topic for future studies. The first suggestion is the present study needs to be conducted in other settings in Algeria to get more generalized findings on mobile technology use for education to enhance the learning and teaching process. Additionally, this study needs to be replicated by taking into consideration the age and the gender of the participants, since in our investigation we did not rely on these variables. Finally, the findings of the present investigation reveal that students feel more interested, motivated and get more involved in the classroom interaction when integrating mobile devices. Hence, a future study can be carried out on the role of mobile technologies in developing the students' learning and in changing the way of teaching.

General Conclusion

The present study has investigated the impact of mobile technology use among EFL students. The case study was the Master One EFL students of Linguistics in the Department of English at Bejaia University. Besides, the researchers based their study on one hypothesis which is: if students integrate mobile technology in their learning they will be more motivated and achieve better in their education. The main purpose of the study is to shed a light on the importance and the impact of mobile technology use on EFL students' learning achievement.

The thesis was divided into two chapters. The first chapter is a theoretical background in which we attempt to provide a comprehensive overview and explanation of the different variables of the study that are presented in three sections dealing with: mobile technology use in education, students' learning achievement, and finally a selection of previous studies. The second chapter is concerned with research methods, analysis and discussion of the findings which are provided all along three sections. The first section is concerned with methods and study design in which an explanation and comprehensive description of the participants, and data collection instruments and procedures are provided. The second section is devoted to the analysis, interpretation and discussion of the different findings. Finally, in the third section the researchers provide some conclusions, limitations and suggestions for further research.

The present investigation relied on a mixed methodology based on qualitative and quantitative methods. Consequently, to collect a reliable and valid data, the researchers used two research tools, the students' questionnaire and the teachers' interview. The questionnaire provides both qualitative and quantitative data about students' attitudes and opinions towards the impact of mobile technology when it is used as a tool to achieve learning inside the EFL classroom. However, the teachers' interview was conducted with 07 teachers to collect more valid information about their perception towards the use of mobile technology in EFL classes and its use as a tool or strategy to get students more interested and motivated that makes them

achieve better. Likewise, the interview is made on the purpose to compare the answers given by students' questionnaire with those of teachers. Additionally, the analysis of the obtained data showed a positive impact towards the use of mobile technology in the teaching and the learning process. Besides, the results obtained revealed that the participants use mobile technologies in different fields of their learning. They all supported the idea that mobile technology is an effective tool that can facilitate and develop the educational setting; therefore, they all showed positive attitudes and perceptions towards this new device.

Accordingly, the findings obtained from the research instruments answered the study questions and confirmed the hypothesis. That is, mobile technology use has a significant impact on EFL students' learning achievement that affects their motivation and makes the learning and the teaching process more active and effective. So, it is a useful tool that takes place in EFL classroom and which should be used appropriately and efficiently for educational purposes.

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Appendices

Appendix 01: Students' Questionnaire

The following questionnaire is part of a study that would be conducted at the Department of English at the University of Bejaia. It is about the impact of using mobile technology on improving EFL students' learning achievement. Please, answer to all the questions below carefully and honestly. All the information you provide will be kept strictly confidential and will be used only for academic purposes. You can give more than one answer where necessary. Thank you for your cooperation.

The Researchers

Part One: Personal Information.

- Gender: Male ☐ Female ☐
- Age: ☐
- Level of Education: ☐

Part Two: Mobile Technology Use in Education.

1) In which way do you prefer to study through?

- Lecture and explanation of the lecturer in the classroom ☐
- Self-study on books and printed materials ☐
- Self-study on mobiles and computers ☐

2) Which of the following devices you find easy to use for education?

Mobiles ☐ Computers ☐

3) Which applications you use in mobile for education?

Dictionaries ☐ Vocabulary Building ☐ Pronunciation ☐ Spelling ☐

Others:

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4) Which of the following skills you believe can be developed through mobile technology?

Reading ☐ Writing ☐ Listening ☐ Speaking ☐

- Please, Would you explain how for each selected skill

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- 5) Would you list some learning resources you believe can be accessed through your mobile devices?

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Part Three: Attitudes & Motivations for Mobile Technology Use in Education.

- 6) Do you agree that using mobile technology can enhance the student's learning?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

- 7) Do you agree that the use of mobile technology in education has a positive impact on the students' learning achievement in general?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

- 8) Do you think that using mobile technology in education motivates the students to study more and work on their assignments?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

- 9) Do you agree that using mobile technology can help the student build a large vocabulary repertoire?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

- 10) Do you believe that using e-dictionaries found in mobiles can help the student understand better the Semantics of the English language?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

11) Do you think that mobile devices are effective tools for listening activities?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

12) Do you think that mobile devices are effective tools for speaking activities?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

13) Do you agree that mobile devices are effective tools for writing activities?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

14) Do you agree that mobile devices are effective tools for reading activities?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

15) Do you agree that mobile technologies help acquire more learning materials, hence more learning achievements?

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Thank You for Your Contribution ☺

Appendix 02: Teachers' Interview

This interview is designed as a part of our research in the master program, option Applied Linguistics & English Language Teaching that would be conducted in the Department of English at Bejaia University. It is intended to gather data about the impact of Mobile Technology use in education as a tool to improve students' learning achievement. We would be so grateful if you could answer the following questions since your answers are very important for the validity of this research work. Also, make sure that all information you provide will be anonymously treated and will be used only for academic purposes. Thank you in advance.

The Researchers

Section One: General Information

➤ **Gender:** Male ☐ Female ☐

➤ **Degree (s) Held:**

B.A.

☐

M.A.

☐

Ph.D.

☐

➤ **How many years of experience do you have in teaching English?**

Less than 05 years

☐

Between 05 to 10 years

☐

More than 10 years

☐

Section Two: would you please answer the following questions appropriately

1) Do you own a mobile phone or other mobile devices with email capabilities, Internet connection and applications?

YES

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NO

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2) What instruction or strategy do you use to integrate technology in your classroom?

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3) Do you use a mobile device as a teaching or learning tool with students?

YES

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NO

☐

- If yes, please specify how?

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4) Do you use a mobile device/technology to develop your own teaching?

YES ☐ NO ☐

NO, but I would like to ☐

- Would you justify?

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5) Is mobile learning (applications, environment, and as a tool) interesting for the students' learning? Would you justify?

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6) Do you think that teachers should invite their students to use mobile devices as a tool for learning?

YES ☐ NO ☐

- Would you justify?

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7) Do you allow your students to use mobile devices for learning in your classroom?

YES ☐ NO ☐

- Would you justify?

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8) Do you think that mobile learning should play an important role in the future of the English language learning?

YES ☐ NO ☐

- Would you justify?

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09) When using mobile learning devices during classroom sessions do you think it will increase your creativity and strategy to help students to manage their own learning? Would you explain?

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10) Can you name some of the mobile devices you use with your students and how the devices are integrated into your curriculum?

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11) As a teacher, what are your perceptions towards this change in learning?

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12) How can technology make the learning and the teaching process more beneficial and affective?

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13) Feel free to use this space to add any comments you would like to share about mobile learning in English language teaching

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Thank You for Your Cooperation ☺

Résumé :

Au cours des dernières décennies, les technologies de l'information et de la communication ont eu une grande influence sur le processus d'apprentissage / enseignement. Dans ce contexte, les technologies mobiles, y compris les Smartphones, les tablettes et les mobiles, ont largement émergé pour être intégrées comme un outil innovant dans l'éducation. Par conséquent, ce dernier est développé pour gérer les applications éducatives, pour soutenir la motivation des étudiants et favorise l'acquisition de leurs compétences d'apprentissage. Ainsi, la présente étude vise à étudier l'impact de l'utilisation de la technologie mobile sur l'amélioration des résultats d'apprentissage des étudiants du Département d'Anglais, à l'Université de Bejaia. L'échantillon de cette étude est composé d'étudiants de Master 1 ALE de Linguistique dans le Département d'Anglais de l'Université de Bejaia. Il se compose de trente deux étudiants, et sept enseignants du Département d'Anglais. Dans cette étude, il a été émis comme hypothèse que lorsque les étudiants intègrent la technologie mobile, ils seraient plus motivés et réussiraient mieux dans leur éducation. Pour tester cette hypothèse, les chercheurs se sont appuyés sur une méthode mixte, englobant à la fois la mesure qualitative et quantitative, à travers l'utilisation du questionnaire et de l'interview pour examiner les attitudes des apprenants et les perceptions des enseignants à l'égard de l'utilisation de la technologie mobile dans les classes d'ALE. Aussi, Les résultats obtenus montrent que les étudiants et les enseignants avaient des attitudes positives envers l'utilisation de la technologie mobile; par conséquent, ils ont montré un accord vers son efficacité dans le processus d'apprentissage / enseignement. Enfin, les résultats de l'étude ont confirmé l'hypothèse selon laquelle la technologie mobile a un impact positif sur les résultats d'apprentissage des étudiants. Ainsi, l'hypothèse de l'étude est valide.

Mots Clés : Technologies d'Apprentissage Mobiles, Motivation, Réussite d'Apprentissage, Classe de Langue, Algérie.