Teachers and Students' Attitudes towards Using Mobile-Assisted Language Learning in Higher Education

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Abstract

Mobile -assisted language learning (MALL) is considered as a new multidisciplinary field of educational technology. Recently, this new wave of technology has gained its popularity among students due to the widespread of various mobile technologies to enhance learning. The current study endeavors to investigate the attitudes of EFL teachers and learners at the University of Batna 2 towards the effectiveness of mobile- assisted language learning. The research methodology used in this study is the descriptive. Thus, the data were collected by using of questionnaires. The questionnaires were distributed randomly to eighty (80) master students, and fourteen (14) teachers of English at Batna 2 University. From the questionnaire, both quantitative and qualitative data were collected and analyzed. The findings of this study revealed that both teachers and students of English have positive attitude towards the effectiveness of MALL. Likewise, both showed their agreement on the potential of MALL as a promising approach for teaching and learning foreign languages. Listening, speaking, reading, and culture are identified as the main aspects of language that can be taught and enhanced by integrating mobile technologies. Students have shown both their willingness and motivation to adapt their mobile devices for language learning; however, some teachers showed that mainstreaming mobile education is still early. The finding suggests that more time, pedagogical infrastructure, and training is required. Accordingly, the results of this study will serve as a foundation for coming researchers to investigate mobile learning in depth.

Key words: Attitudes, EFL teachers and students, higher education, mobile assisted language learning

1. Introduction

The emergence and development of Information and Communication Technologies (ICTs) have changed the way in which teaching and learning processes are pursued at the university level. ICTs facilitate immediate access to information resources needed for teaching and learning. The process takes place through the use of different ICT tools including computers, radio, television, mobile devices and the like. In the recent years, the increase use of modern mobile technologies in the educational field have received a great deal of interest. The potentiality of these light technologies to handle activities that have the relation with language teaching and learning has raised the curiosity of some researchers to investigate to what extent can these devices contribute to learning in general and language in particular. As a progeny of Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL) is considered as an influential tool as it handles multifunction tasks. Despite the challenges, the handheld devices offer numerous advantages, providing an ideal addition to teaching and learning tools. In fact, widespread ownership of portable devices is enabling students to participate in learning foreign languages at anytime and from any location, whether individually or in contact with others. The current study is aimed to survey the attitudes of English as a foreign language (EFL) teachers and students towards the use of mobile devices as a learning material, and to cover this issue at Batna-2 University. Thus, this study attempts to answer the following research question:

What are the attitudes of EFL teachers and students toward the use of mobile assisted- language learning inside classroom?

2. Literature Review
2.1. Mobile Assisted Language Learning

The literature review that follows is an attempt to survey some of the ensuing thoughts and research studies about the integration of mobile devices in language learning, with a special focus on mobile phones. The review starts by outlining various definitions of mobile learning; then, a follow-up of a brief description of several research studies undertaken in regard to the use of mobile devices for MALL.

In a review of integrating mobile phones for language learning, Darmi & Albion (2014) claim that:

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

Kukulska-Hulme & Traxler (2005) define mobile learning as learning mediated by the assistance of small portable devices available most of the time and that can be adapted to the learner's immediate context. Another technocentric definition was provided by Keegan (2005) who defines mobile learning as" the provision of educational and training on PDAs/palmtops/handhelds, smartphones and mobile phones". He restricted his definition to these small devices, which a lady can carry in her handbag or gentleman can carry in his pocket. Hence, mobile learning system can deliver education to learners anytime and anywhere. Thus, we can define mobile learning as learning with the assistance of small portable electronic devices such as smart phones available to the learner when needed. Mobile devices have generated a branch of

studies that relates to language learning and mobile technologies named Mobile Assisted Language Learning (MALL). According to Chinnery, (2006) the increasing use of mobile learning in the language education field has given origin to what is known as MALL, or language learning facilitated by the mobility of the learner and/or portability of mobile devices. In a review of developments in MALL, Begum (2011) describes it as an approach to language learning that is enhanced through using mobile devices such as mobile phones, MP3/MP4 players, PDAs, and palmtop computers. Moreover, Baleghizadeh & Oladrostam (2010) claim that "mobile assisted language learning (MALL) is a branch of technology-enhanced learning which can be implemented in numerous forms including face-to face, distant or on-line modes" (pp. 79-80). According to Cavus & Ibrahim (2009), cell phones are the most common mobile devices in MALL research, due to their popularity among the student population. Kukulska-Hulme & Traxler (2005) go on to claim that although cell phones' design was not originally intended for educational purposes, latest models have contributed to the increasing use of these devices for learning. Chinnery (2006) believes that more recent models are known as smart phones, and have smart features enabling communicative language practice for language learning as well as giving access to authentic content and task completion. El Hariry (2015) further claims that "Cell phones could possibly have a huge effect on teaching and learning by the use of many educational apps. Apple, BlackBerry, Google, Palm and others have their own 'app stores' for cell phones, so these applications can find their ways into the classroom curriculum" (p. 303). Previous studies on the use of smart phones for learning English as a foreign language have shown that language learners expressed positive improvements while learning English through the use of smart phones. El Hariry (2015), additionally, states that "a lot of researches are conducted to understand how the mobile devices could be used to reach better education because they include a wide variety of applications and different learning and teaching techniques" (p.299). Cavus & Ibrahim (2009) look into the use of short message services supported by a system that they developed to teach new technical English words to first-year Turkish college students. Participants enjoyed the new way of learning outside the classroom and were satisfied with what they had learned. Concerning grammar, Miangah & Nezarat (2012) suggest designating grammatical points as a program and install it on mobile devices. This program teaches rules that are followed by multiple-choice activities. Different exercises can be formed, as 'true-false' or 'fill-in the blank', and practiced by the learners. Vocal services or SMS are also convenient tools for grammatical explanations. Begum (2011) look into the potential of cell phones as tools in EFL teaching in Bangladesh focused on five EFL classrooms and their teachers. The results showed that there was a positive attitude among teachers and students because cell phone use enhanced motivation and collaboration from both sides. Mahruf and colleagues (2010) analyze teachers' perceptions, and gathered opinions from EFL teachers in Bangladesh who were using videos on cell phones and iPods to improve their students' listening skills. With data from semi-structured interviews, teachers showed a positive attitude to using iPods and cell phones as complementary tools. Burston (2011) addresses the use of cell phones as tools to enhance communicative competence in MobLang, a European Union funded project in which foreign language learners made use of cell phones in new instructional ways. Dictionaries are not only used to find the meanings of words, but also to learn how they are pronounced. Gholami & Azarmi (2012) suggest that learners may download dictionaries to their mobile phones and learn the pronunciation of unfamiliar new words. Miangah & Nezarat (2012) also add, via multimedia functions, they may record their own voices and submit them to the teacher. This would assist in assessing the students' weaknesses in pronunciation. Liu and

colleagues (2014) further point out that teachers can provide appropriate and differentiated learning activities by selecting different content materials to meet their students 'specific learning needs regardless of language acquisition levels.

Thus, it would be useful for English language teachers and students to explore the potential of mobile technologies at hand to support teaching practices and enhance the language learning experience.

2.2. Teachers and Students' Attitudes Towards Using Mobile Assisted Language Learning

Although mobile technologies have been proven to be effective and successful media for educational purposes, their implementation requires pondering over students as well as teachers' attitudes.

Bogardus (1931) (as cited in Bashar, 2012) defined an attitude as "a tendency to act toward or against something in the environment which becomes thereby a positive or negative value" (p. 62). In mobile education, this means that whether the integration of mobile devices as a learning and teaching materials or not depends on the attitude students and teachers have toward these smart technologies, regardless of whether they are effective or not. Pollara (2011) claims that people have opposing opinions concerning the use of mobile devices. Some consider them as personal tools, others perceive them as helping students to cheat on exams, and still others acknowledge their pedagogical affordances as valuable tools for delivering learning contents. Yet, despite the importance attributed to their attitudes, students are but a one end of the continuum. The other extreme of the continuum is the teacher. In a study, Dashtestani (2013) surveys the perspective of 126 Iranian learning English as a foreign language and 73 EFL teachers' attitude on the use of electronic dictionaries. The results show an overall positive currency concerning electronic dictionaries for learning English as a foreign language. This is because of the anytime anywhere affordance of mobile devices since the electronic dictionaries are installed on students mobile phones. The study, also, encountered some obstacles such as the use unreliable dictionaries, and the distraction caused by their use inside classroom. Generally, MALL has gained a considerable acceptance because studies end up with a positive attitude among students and teacher. Thus, the understanding of MALL as a promising approach in teaching and learning foreign languages is partly dependent on attitudinal research.

3. Research Methodology and Design
3.1. Method

The choice of the method is dependent on the nature of the topic, the nature of the data, the aim of the research, and the sample to be investigated. Accordingly, and as advanced beforehand, the present research is aimed to find out the perception of EFL teachers and students toward the effective use of mobile technology, particularly smart phones, in language learning. The research methodology used in this study is the descriptive one. Relying on the questionnaire as a research method, both quantitative and qualitative data are included.

3.2. Population and Sampling

Following our research requirements, we need both students and teachers' population out of which a sample is extracted. The sample is randomly selected from about 400 Master students of English at Batna-2 University. We have used a random sampling corresponding to 1⁄5 of the

population. In this respect, we have worked with 80 students. In addition, a sample of N=14 teachers were randomly assigned the questionnaire as well. Polit (2001) states that:

> Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects . . . selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible.   (p.235)

The random sampling technique is adopted because it provides an equal opportunity for each element of the population to be selected. According to Brown (2001), "each individual in the population must have an equal chance of being selected" (p. 72).

3.3. Data gathering tools
To collect the necessary data for answering the research question, the study entirely relies upon the questionnaire. We deliberately decide to rely on a questionnaire to collect the needed data for many reasons. First, this study is a survey that aims to figure out teachers and students attitudes towards MALL. Second, the number of the sample under investigation (N= 80 master students and N=14 teachers) urges us to utilize a data gathering tool that saves time and effort. Wallace (1998) stated that "questionnaire and interview are usually bracketed together since they both involve eliciting something from informants: usually factual information about themselves their teaching situations, or attitudes/opinions on some issues" (p. 47). Hence, the study uses the questionnaire for gathering both quantitative and qualitative data. The same questionnaire was administered to both teachers and students with slight differences in the last section. The reason behind delivering the same questionnaire to both teachers and students is to compare the results obtained from each.

3.4. The Description of the Questionnaire
In the questionnaire, students and teachers respond to close-ended and open-ended questions that seek to elicit students and teachers' opinions about their acceptance of implementing mobile devices inside the classroom. To collect the needed information, the questionnaire is composed of 10 items divided into two categories with different but related purposes.

3.5. Results and Analysis
In order to identify the perceptions, attitudes, and views of the participants, the data obtained through the survey was analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS 20 program). While the open-ended questions are descriptively discussed.

Students and Teachers' General Information
The participants of this study consisted of both teachers and students of English language at Batna 2 University. The general information of participants involved their age and gender.

Table 1 Range *of Students Age*

Age	20-29	30-39	40-49	50-59	Total	Percentage
Male	24	0	0	1	25	31.3%
Female	50	4	1	0	55	68.8%
Total	74	4	1	1	80	100%

Table 1 shows that students' age ranged from 23 to 55 years. This reflects a great interest to study the English language by different categories of people. The findings reveal that there are four (04) age groups in our selected sample. The majority (92.50%) of the students' ages vary between 20-29. We have recorded 5% who are between 30-39 that represent the second rank of the students' age. Only two students who are more than 39 years old. One student came in the third rank 43 years old while the other came in the fourth rank 55 years old. As far as gender is concerned, females predominantly outnumber the males, females who were reported in the questionnaire consists of 55 female students (68%) and only 25 male students (31.3%). This is not surprising as the population of EFL learners is occupied by females.

Table 2   *Range of Teachers' Age*

Age	30-39	40-49	50-59	60-69	Total	Percentage
Male	1	1	2	2	6	42.9%
Female	4	4	0	0	8	57.1%
Total	5	5	2	2	14	100%

As shown in Table 2, of the14 teachers, six were male and eight were female. Participants' ages ranged from 30 years to 65 years old. This reflects that participants varied in their levels of experience as language teachers.

Section One: Teachers and Students' Use of Mobile Technologies
This part was intended to collect data concerning the general use of mobile devices in the students and teachers' daily life. The data collected can be divided into three areas: mobile devices ownership, the different functions and activities accessed through mobile devices, and finally the relation between mobile devices usage and developing language skills.

Table 3 *Kinds of Mobile Devices Used by Students*

Response	Smart phone	Tablets/ Ipad	Smartphone+ Tablet	Smart phone +DMP	Total
Participants	53	1	19	5	80
Percentage	67.95%	1.28%	24.36%	6.41%	100%

As shown in table 3, the 80 students assert that they own mobile devices. The rate of students who own just a smart phone are 53 students (67.95%). A considerable number of participants (24.36%) have both a smart phone and tablets. Then, Smart phone and digital media players come on the third rank by 6.41%. The least percentages refer to the tablets (1.25%). The respondents did not state any other devices.

Table 4 Kinds *of Mobile Devices Used by Teachers*

Response	Smart phone	Smart phone+ tablet/IPad	Total
Participants	4	10	14
Percentage	28.6%	71.4%	100%

As illustrated in table 4, the 14 teachers state that they own mobile technologies. The ten out of fourteen teachers asserted that they own both tablets and smart phones. The four teachers have just smart phones.

Table 5 *Students' Use of Mobile Technologies in Daily Tasks*

Response	Participants	Percentage
A	77	96.3%
B	60	75%
C	52	65%
D	58	72.5%
E	68	85%
F	61	76.3%
G	51	63.8%
H	65	81%
I	46	57.5%
J	36	45%
K	48	60%
L	40	50%
M	32	40%
N	50	62.5%

a- Make calls and send messages

b- Read (PDFs, notes, …)

c- Record audio of me or other people speaking in English

d- Take notes and pictures of information on the board

e- Access the internet.(use Google search and Google translator)

f- Post in English to a social network (e.g. twitter/Facebook)

g- Listen to songs in English online or in my mobile phone music player.

h- Use an offline dictionary app (looking up meaning or pronunciation)

i- Watch and download videos in English.

j- Play and download offline games

k- Use educational Apps

l- Chat with natives

m- Interact with English speaking foreigners to improve linguistic knowledge

n- Interact with English speaking foreigners to exchange cultural knowledge

The above table (5) indicates that participants are using their mobile devices for socializing purposes. As shown in the reported answers, the majority of the students use their smart phone for making calls and sending messages (96.30 %). A significant number about 76.3% said they are accessing social networks through mobile devices.

It is clear from the table that almost the majority of responses illustrate participants' uses of mobile devices for educational purposes. A considerable number of students use smart phones to read PDF (75%), to picture information on the board (72.5%), and recording people speaking in English (65%). Students who are accessing the internet from their mobile device represent 85% in order to use Google search or Google translator. Listening to music by using mobile technologies is another popular activity among students of English. The above table also reveals that almost the majority of responses illustrate participants' use of mobile devices for listening to English songs (63%), as well as 81,3% of respondents note that they use offline dictionaries application and 60% use educational applications. Moreover, 26.50% of participants use these technologies for cultural exchange. Thus, using mobile devices as a dictionary is the most used educational function, as far as language learning is concerned.

A considerable amount of responses indicates the use of mobile devices as a tool to play games (45%) and to download/ watch video in English (57.5%). Thus, mobile devices are also used for entertainment purposes.

Table 6 *Teachers' Use of Mobile Technologies in Daily Tasks*

Response	Participants	Percentage
A	14	100%
B	10	71.4%
C	2	14.3%
D	8	57.1%
E	11	78.6%
F	7	50%
G	7	50%
H	9	64.3%
I	9	64.3%
J	3	21.4%
K	6	42.9%
L	4	28.6%
M	5	35.7%
N	5	35.7%

As table 6 depicts, teachers' usage of mobile devices is much related to making calls. 100% of informants report that they use them for making calls and sending messages. The chart reveals too, 50% of teachers are also accessing social networks such as Facebook from their mobile devices. As the table illustrates, about 50 % of teachers reported their use of mobile technologies for listening purposes. Responses also show about   64.30% of teachers who said they download and watch videos from their mobile devices. Not surprisingly, the majority of teachers deny the fact that they use mobile devices for playing games.

Generally, almost the majority of teachers claim their use of mobile technology devices for educational purposes. As the table depicts, 78.60% of teachers browse the internet from their mobile devices. About 57.10% of participants reveal their use of mobile devices to take notes. Ten out of fourteen teachers (71.40%) reported that they use mobile devices to read PDFs and notes. Teachers who respond their use of mobile device as an electronic dictionary represent about 64.30% of teachers' respondents. Likewise, responses indicate that there is approximately around 14.30% of teachers' participants who affirm their use of mobile device for recording purposes. Five out of fourteen teachers (34.90%) indicate that their use of mobile devices for improving linguistic knowledge. Similarly, 34.90 % of teachers assert that they use their mobile technologies to interact with foreigners for cultural exchange purposes.

Table 7 *Students 'Attitude Towards MALL and Language Skills*

Response	Reading	Listening	Writing	Speaking	Culture
Participants	43	69	13	58	51
Percentage	53.3%	86.3%	16.3%	72.5%	63.8

As illustrated by table 7, the majority of respondents (86.30%) believe that mobile devices can be exploited to practice listening activities. More than half of informants (72%) consider the mobile device as a material for teaching certain speaking activities. In addition, 53, 3% of participants believe that mobile devices are suitable for practicing a certain reading activities. By contrast, a low percentage, about 16.3%, who do not think that they can practice any writing activities by using their mobile technologies. Furthermore, there were a remarkable percentage; about 63.80% of respondents confirm the idea that mobile devices can be used for enhancing and developing cultural awareness.

Table 8 *Teachers' Attitude Towards MALL and Language Skills*

Response	Reading	Listening	Writing	Speaking	Culture
Participants	11	8	2	8	9
Percentage	78.6%	57.1%	14.3%	57.1%	64.3%

As illustrated by table 8, there is a consensus, among teachers participant, upon the likelihood of using MALL in teaching the following language skills (listening, speaking, reading, and culture). As the table depicts, a high percentage of teachers (78.60 %) agreed on the possibility of using mobile devices for reading practices. Also, more than half of teachers (57.10 %), believe that mobile devices can be used as a material to teach listening activities. As far as speaking is concerned, the same number of teachers (57.10%) agreeing on the possibility of using mobile devices for speaking activities. Likewise, 64.30 % of teachers agreed with the possibility of teaching and developing culture awareness through mobile technologies. However, a low percentage of teachers' participants (14.30 %) indicate the use of these devices for improving learners' writing skill.

Discussion

The findings revealed that mobile devices was prevalent among EFL students and teachers. This proves the ubiquity and availability of mobile devices as two main features to exploit. As shown in table 3 and 4, tablets and smartphones are the most widespread devices. It is also worth noting that every student and teacher owns at least one mobile device, which may be due to the low cost of some mobile devices. Hence, handheld devices penetrate students' as well as teachers' lives.

The above results indicate that the use of mobile phone for socializing purposes is very common among both students and teachers. These findings suggest that there is a strong tendency

towards using basic functions of smart phones and tablets. Student's usage of mobile devices, mainly smart phones, includes making calls, sending messages, browsing social networks. However, teachers' usage of mobile phones is devoted mainly to making calls and sending messages. In addition, both students and teachers reported the use of mobile devices for educational purposes. To date, thanks to mobile technology, teachers can reach their students not only inside classroom, but also outside classroom. This can be accomplished through mobile phones basic function such as calls and texting, as well as social networks and emails as the issue of internet connection was almost solved with the arrival of the third generation (3G).

The findings of this study indicate both students and teachers' positive attitude toward the potential of mobile devices to leverage listening, speaking reading, and culture activities. However, the majority of both participants were uncertain about the potential of mobile technologies to handle writing activities. The suspicion of students and teachers toward the possibility of delivering writing activities on handheld devices might be attributed to technical constrained such as small screens and keypads.

Section (2): Student/Teachers' Attitude toward the Use of Mobile Devices Inside Classroom
This section aims to find out both students and teachers' views toward the benefits of mobile assisted language learning, as a material inside classroom.

Table 9 *Students' Use of Mobile Devices inside the Classroom*

Response	Participants	Percentage
Dictionaries	**51**	**63.8%**
Voice recorder	**37**	**46.3%**
Camera	**25**	**31.3%**
Memo	**9**	**11.3%**
Facebook	**14**	**17.5%**
Calendar	**5**	**6.3%**
Google(translating and searching)	**31**	**38.8%**
Calculator	**6**	**7.5%**

Table 9 shows the results of students' attitude toward the potential usages of mobile devices inside classroom. Firstly, it is clear from the table that the 63.80% of participants confirmed that they use smart devices as dictionaries to check meaning and pronunciation of words. A considerable number of participants 46.30% indicate they use handheld devices inside the classroom in order to record the teacher's explanation. Likewise, 31.30% of participants use their camera for recording videos or taking pictures from the board. The above table also reveals participants access to the internet inside the classroom mainly Google 38.80% and Facebook 17.50% because the issue of internet connection is solved with the arrival of the 3G. The participants also asserted that they use their devices for management, the rate of students who used memo 11.30% and calendar 6.30% whereas a small percentage 7.50% they use calculator.

Table 10 *Teachers' Use of Mobile Devices inside the Classroom*

Response	Participants	Percentage
Dictionaries	**7**	**50%**
Voice recorder	**2**	**14.3%**
Camera	**2**	**14.3%**
Memo	**2**	**14.3%**
Facebook	**1**	**7.1%**
Calendar	**3**	**21.4%**
Google(translating and searching)	**4**	**28.6%**
Calculator	**3**	**21.4%**

Table 10 shows that the majority of teachers 50% affirmed that they use handheld devices as an electronic dictionary. They also use them to access the internet like Google 28.60% and Facebook 14.30%. In addition, some teachers indicate that they use voice recorder 14.30%, camera 14.30%, memo 14.30%, calendar 21.40% and calculator 21.40%.

Table 11 *Teachers' Acceptance of Mobile Devices Use inside Classroom*

Response	Participants	Percentage
Yes	25	31,3
No	55	68,8
Total	80	100,0

As shown in table 11, the majority of students 68.80% said that teachers banned them from using mobile devices inside the classroom whereas 31.30% of participants said that teachers accept the fact of using these devices inside the class. Hence, some teachers become more conscious of the importance of educational technologies.

Table 12 *Teachers' Allowance of Using Mobile Technologies*

Response	Participants	Percentage
Yes	6	42.9 %
No	8	57.1%
Total	14	100%

As table 12 indicates, six out of fourteen teachers responded that they allow the use of mobile devices inside classroom, while the rest eight teachers indicated that they do not allow mobile phone usage inside classroom.

This question was followed up with another inquiry in which teachers have to justify whatever their responses. According to the teachers who allow the use of mobile devices inside class, mobile technologies can be used as supporting material for learning purposes. One teacher said that "they are allowed according to the purpose and need of learners but not much, they can be useful and helpful in oral expression classes, particularly for listening activities. Other teachers justify their answers by saying that "mobile devices allow easy and quick access to e-learning and different materials such as audio, videos, dictionaries and the like. On the other hand, teachers who ban mobile uses inside classroom said that this is because the presence of the teachers is vital and the other said that for the time being we can not implement mobile technologies in classroom activities , as we need more time and practice.

What do you think of using mobile devices for learning purposes inside classroom? (for students).

This question was addressed to students in an open-ended format. The aim from this question is gaining more qualitative data since all sections of students' questionnaire were in a form of closed-ended items. After reviewing students' answers, it was found that sixty four 64 students responded in favor of mobile assisted language learning inside classroom. On the other hand, a small number of students (seven) believe that mobile devices are not suitable for language learning and have negative impact on language learners. The remaining number of participants (nine) left the answer space blank. The sixty four students' answers who said that MALL is an effective approach of learning foreign languages are classified as follow:

a. MALL promotes interaction inside the classroom: a considerable number of students said that these small devices can help them to interact easily inside the classroom.
b. Increase motivation: a significant number of students stated that MALL motivates students to engage in learning activities.
c. Effectiveness of MALL: students indicated that the hand-held devices are effective and useful for learning purposes, and help them in their learning performances.
d. Support learning everywhere and at any time: the ability of mobile technologies to access the internet were cited as useful for learner to obtain the needed information everywhere and at any time they wanted it..

What do you think of using mobile devices for learning purposes inside classroom? (for teachers).

The main aim of this question is to investigate teachers' attitude toward the potential usages of mobile devices inside classroom. Teachers' responses showed that the majority of teachers (10 teachers) agreed on the possibility of mobile assisted language learning to enhance collaboration inside classroom. Seven teachers express their agreement with the potentiality of mobile devices for learning purposes inside classroom and enhancing interaction. However, four teachers express their disagreement with the idea that mobile devices can be applied in language teaching and learning due to the large class size and lack of the internet in classrooms. Two teachers said that they are with the idea of implementing them if appropriately used by students.

Discussion:

The results of section two show that the majority of students and teachers show their readiness to adapt mobile assisted language learning. The study found that students' attitudes towards the usability, effectiveness, and satisfaction of MALL were quite positive. In general, students of the study thought that mobile technologies are effective and useful for language learning, and easy to use. As well as, the teachers consider students' devices as a complementary learning tool, and they further support the use of mobile technology within the formal setting. On the other hand, the results obtained from teachers' questionnaire reveals that some teachers, however their positive attitude toward MALL, have a negative attitude toward the possibility of applying MALL in their context of teaching. This is a result, as they justify, of lack of internet access and large classes, more than 60 students per class. In other words, teachers reveal positive attitude toward the effectiveness of MALL as an approach of teaching and learning foreign languages, but expressed a slightly negative attitude toward the possibility of applying such approach in their context of teaching. This is not to say that they completely refuse the deployment of MALL in the context of Batna 2 University, but, as they said, more time and preparation is needed.

4.   Recommandations

Mobile technologies, including Smartphones, tablets, MP3/MP4 players, and so many other handheld devices, become an essential part of both students' and teachers' lives. Hence, it is crucial to raise awareness on the part of all EFL practitioners in order to know how well invest in these digital devices. After surveying students and teachers attitude toward the effectiveness of mobile assisted language learning, a number of recommendation can be suggested:

a.   In the current era, rising students and teachers awareness about the effectiveness and innovation of MALL is required.
b.   Teachers should allow the use of mobile devices inside classroom as far as it is used for learning activities.
c.   Teachers can use mobile devices for teaching activities including listening, speaking, reading, and vocabulary.
d.   Providing teachers with training sessions from experts on how to exploit these technologies.
e.   Organizing seminars and study days to further students and teachers' awareness of what is MALL and what are the appropriate ways of implementing it.

5.   Conclusion

In this study, we surveyed both students' and teachers' attitude toward MALL. Mobile technologies are invading every aspect of our lives, including education. In line with Sharples, Taylor, & Vavoula (2007) who claim that "Every era of technology has, to some extent, formed education in its own image" (p. 221). Thus, both language teachers as well as learners need to evaluate and examine the value of today's technology (mobile devices) and its contribution to language teaching. In the light of the findings, we can conclude that both students as well as teachers had positive attitude toward MALL. Likewise, both show a general agreement on the potential of MALL as a promising approach to learning foreign languages. Listening, speaking, reading, and culture. Moreover, students have shown their willingness and readiness to adapt mobile assisted language learning. However, teachers still perceive the process of implementing

MALL is not appropriate for the time being. In other words, teachers believed that their context of teaching is not yet suitable for MALL that is more time, training, and pedagogical infrastructures were among the acknowledged needs that highlighted by most teachers. This is not to deny the fact that teachers have a positive attitude toward MALL as a promising approach of teaching/learning foreign languages.

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Appendix

Students/ Teachers' Questionnaire

Dear Students/ Teachers,

The present questionnaire is part of our research. It aims at investigating Master teachers and students' attitudes concerning the integration of Mobile-Assisted Language Learning in university EFL classes.

Mobile-Assisted Language Learning is used to refer to learning language with the assistance of mobile devices such as Mobile phones, Mp3/Mp4 players, IPod, IPad, Tablets and the like.

We, hereby, request you kindly to answer sincerely because your answers will determine the success of this investigation.

Thank you

General information

1. Specify age   ☐

2. Specify gender   Male ☐   Female ☐

I. Section One: The use of mobile technologies

II. Do you have mobile devices?

Yes   ☐   No   ☐

III. If "yes", what mobile device(s) do you have?

Smart phone   ☐   Tablets or IPads   ☐

Digital media players (mp3/4 players, iPod…) ☐ None of the above ☐

Other ....

IV. The following table contains a list of mobile device functions. Please check the function that best applies to your mobile device use.

I use my mobile device to:	
e. Make calls and send messages	
f. Read (PDFs, notes, …)	
g. Record audio of me or other people speaking in English	
h. Take notes and pictures of information on the board	
i. Access the internet.(use Google search and Google translator)	
j. Post in English to a social network (e.g. twitter/Facebook)	
k. Listen to songs in English online or in my mobile phone music player.	
l. Use an offline dictionary app (looking up meaning or pronunciation)	
m. Watch and download videos in English.	
n. Play and download offline games	
o. Use educational Apps	
p. Chat with natives	
q. Interact with English speaking foreigners to improve linguistic knowledge	
r. Interact with English speaking foreigners to exchange cultural knowledge	

V. Please include any other activity (or application) you did with your mobile that was not listed above:

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

VI. Which language skill(s) can be improved through your mobile devices?

Reading ☐   Listening ☐

Writing ☐   Speaking ☐   Cul‌‌ ‌e ☐

II. Section Two: The use of hand-held devices inside the classroom

VII. Do you use technological devices inside the classroom?

Yes ☐   No ☐

Please specify why
……
……
………………………………………………………………………………………………………

VIII.   If yes, what type of application(s) do you use inside the classroom?

Dictionaries ☐   Voice recorder ☐   Camera ☐

Memo ☐   Facebook ☐   Calendar ☐

Google (Translating, searching) ☐   Calculator ☐

Others ……………………………………………………………………………………………..

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

IX. Do your teachers allow you to use these apps inside the classroom?

Yes ☐   No ☐

Please specify why (for teachers).

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What do you think of using mobile devices for learning purposes inside classroom?

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