MOBILE-ASSISTED LANGUAGE LEARNING IN EFL CLASSES: STANCE AND HAMPERS OF EMBODIMENT

تعلم اللغة بالتكنولوجيات المحمولة في فصول اللغة الإنجليزية كلغة أجنبية:
الوضع وعوائق التجسيد

Ahmed Yala[*(1)]
[1] Mostafa Benboulaid Batna 2 University,
a.yala@univ-batna2.dz
Said Keskes[(2)]
[2] Mohamed Lamine Debaghine Sétif 2 University,
keskaid@gmail.com

****

Abstract

To reconnoiter the position of Mobile-Assisted Language Learning (MALL) in EFL classes and discover the challenges of its implementation, 24 students and 21 teachers from the department of English language and literature at Sétif 2 University have been sampled. The data derived after qualifying the interview discussions with students and quantifying the questionnaire responses of teachers. The outcomes entailed a scarce presence of mobile based instruction in comparison to the other Information and Communication Technologies (ICTs). As to scrutinize the factors, issues of affordance, teachers' lack of training and students' knowledge have been reported as impacting the embodiment of mobile learning in EFL classes. To overcome allied hindrances and concretize awareness of the concept, insightful implications and pedagogical actions have been drawn for practice.

Key words: MALL, ICTs, EFL teachers, EFL students, Challenges of embodiment

ملخص باللغة العربية

لإبراز وضعية تعليمية اللغة الإنجليزية كلغة أجنبية بالتكنولوجيات المحمولة واكتشاف التحديات المعيقة لتطبيقها ، تم أخذ كعينة 24 طالبًا و 21 أستاذا من قسم الأدب واللغة

الإنجليزية بجامعة سطيف 2. بناءًا على ذلك، حصلت البيانات من خلال منهجية بحث كمية ونوعية، تمثلت في استبيان مع الأساتذة و مقابلة جماعية مع الطلبة. وقد اوضحت النتائج وجودًا محتشما للتعليمية القائمة على التكنولوجيات المحمولة مقارنةً بنظيراتها في الإعلام والاتصال. وبعد البحث في العوامل المتعلقة بذلك، نقلت مسألة التهيئة ، و محدودية تدريب المدرسين و معرفة الطلاب لمزايا هذه الوسائل كمعيقات لتجسيد التعلم المحمول في فصول اللغة الإنجليزية كلغة أجنبية. ولتجاوز هذه التحديات، تم اقتراح بعض الإجراءات لمعالجة ذلك.

الكلمات المفتاحية: تعليمية اللغة بالتكنولوجيات المحمولة، تكنولوجيا الإعلام و الاتصال، أساتذة اللغة الإنجليزية، طلبة اللغة الإنجليزية، معيقات التجسيد

Introduction

The contemporary knowledge-based society is considerably stimulating the commonness of the Information Communication Technologies (ICTs), heading towards embodying a tech-savvy citizenship. The charges of making a man compliant with the advent digital life have therefore been exerted on education. On that account, one of the ordinary settings of Educational Technology (ET) uses may better be represented in foreign language classrooms. Yet, the need of an elaborated language classroom led to broaden its instructional demands, espoused with evolving the actual needs and skills of their Foreign Language Learners (FLLs). For the very reason, devising a strategy that merges ET kit together with the corresponding pedagogical training about ICT use for instructional purposes has been sought as a priority. Moreover, ubiquity has become a considerable attribute of today's teaching and learning trends. The ease in access to knowledge is no more rigid regarding learners' and teachers' reliance on their portable devices to podcast daily duties, consult the news, update their knowledge-based skills and/or simply entertain. With or without the attention of teachers, the fact that mobiles, tablets and Personal Digital Assistants (PDAs) are inevitably utilized inside the classroom, considering these technologies as an aid to accomplish an assignment or, at least, a refuge to lacking study interest. Hitherto, endeavors to formalize the Mobile-Assisted Language Learning (MALL) in Foreign Language classes are assumed issuable around the globe.

1. Background and Purpose of the Study

The perpetual progress in technology may have parameterized today's manoeuver of "information". Proven its mobility, the mode of the

term nowadays has been altered from its mere stationary pen and paper to a digitized process of datum. In this vein, being digital natives or, scarcely, digital immigrants urges the need to confronting the curiosity of a versioned learner. As asserted by Mosavi Miangah and Nezarat (2012), mobile technologies are used for various purposes among which is language learning. For this end, educators should consider efficiency of Mobile Learning (M-Learning) in overcoming hampers of time and restricted milieus of EFL practices (Kolb, 2008). Accordingly, exploring the facilities of MALL should be brought to forefront, heading toward a solid basis for its implementation (Geddes, 2004). As in the case of any other developing countries, modest researches may not be adequate in eliciting the integration of mobile devices inside the Algerian EFL classrooms; this might be resulted from the divergence of views among staff and learners in regard to M-Learning in general and MALL in particular. As a timid trial to satisfy this trend, the present paper investigates the essence of M-Learning in the Algerian EFL university classes as it attempts to examine the hampers that may constrain its implementation.

2. Research Questions

Leading to magnify the picture of M-Learning and its hindrances in EFL classes, the present study is guided by the following research inquiries:
1. What is the stance of MALL among ICT use at Mohamed Lamine Debaghine, Sétif 2 University?
1.1. How do EFL teachers and learners perceive MALL?
1.2. Are EFL teachers and learners aware and ready to implement MALL?
2. What are the potential hampers that confront integrating MALL at Mohamed Lamine Debaghine-Sétif 2 University?

3. Review of Literature

3.1. Historical Synopsis of Mobile Technology in Language Instruction

Technology incorporation with any sort of its forms remarkably makes classrooms a multifaceted sphere of modernized teaching and learning. With the upcoming evolution of its modes throughout the history, education has chronologically marked its reliance since the advent of tape recorders and Video Cassette Recordings (VCRs). Whence, the audio-lingual method introduced language laboratories in the 1970s as the actual trend (Pownell and Bailey, 2001). However, the influential expansion of behaviorism in that time has led to adopting some authentic audio-visual materials, knowing that teaching and learning were mere drill-based instruction (ibid.). At its rage, the audio-lingual method has released the first use of desktop computers which, in turn, was a pavement to the communicative approach, as proclaimed by Chinnery (2006). The latter has been characterized by its deployment of Personal Computers (PCs), hence

the insertion of Computer-Mediated Communication (CMC) in the late 1980s. As contended by Sharples (2000), the plain integration of ICT in language instruction primarily sprung since the popularity of internet and the World Wide Web (WWW) in the 1990s. Henceforth, the use of technology stepped over the monotony of language labs and gave rise to computer-based language classes of Electronic Learning (E-Learning), under the label of Computer-Assisted Language Learning (CALL) (Chinnery, 2006). The early 2000s was categorized by a shrink in size and diversity of educational technologies making use of mobile phones and palmtop PCs. According to Hubbard and Stockwell (2013), not earlier than a decade since the emergence of mobile devices (such as Smartphones, Personal Digital Assistants (PDAs), tablets, etc.) that M-Learning could establish its maturity in language classes, which subsequently was proclaimed as Mobile-Assisted Language Learning.

3.2. Dimensions of Mobility in Language Learning

The mobility of technologies for learning sakes technically blossomed since the 1980s as primarily encompassed the use of any device that is small, autonomous and applicable at anytime and anywhere to assist language learners with necessary feedback (Kukulska and Shield, 2007). For that, considerable opportunity is therefore provided for an active language learning practice where chances of immediate feedback can be approved. As asserted by Yunus et al., 2010, merging language teaching and learning with these updated technologies proves a daily utility as an educational multimedia courseware.

Nonetheless, the controversy arises two distinct meanings in regard to the connotation of mobility (Kukulska-Hulme, 2009). The latter may undergo either the mobility of technologies, as being portable and accessible at all settings, or the mobility of learners, having any sort of training information afar. Fusing the binary connotation of mobility, other dimensional aspect may include, as contended by Klopfer et al. (2002), likewise classifications. Firstly, promoting social interactivity among learners through collaboration and exchanging of data. Secondly, the maintenance of context sensitivity as it is possible to gather data and respond to the current location and timing. Thirdly, mobile technologies ensure connectivity among different user with different devices on a shared network as it, fourthly, attains individuality where platforms of further information and practice can be customized for individual learners.

Psychologically speaking, researches demonstrate that portable devices, when used appropriately, represent an indispensable aid for students' motivation to practice foreign language skills in comparison to the pen-paper instructions (Hwang et al., 2014). Yet, educators need to carefully

stress on the choice of the apps that serve and go compatibly with the needs of students and the classroom instructional objectives. According to Paas et al. (2010), students who are open to the same course content and have similar language abilities are found to attain the information with different extents of difficulty. This claimed phenomenon is verily pictorial in their cognitive load theory as an indicator of efficacy between the upcoming teaching designs and the advent learning technologies. In regard to this theory, pedagogues should lend more attention the variance of both the teaching and learning strategies as an endeavor to satisfy the potential cognitive loads of learners. In a related meta-analysis, the stance of the learning achievement had a medium effect size when mobile devices are incorporated in education. This claim comes apparent by means of a study conducted to manifest the ensuing variables that influence FLLs' performance with and without the use of mobile devices (Sung, Chang, and Liu, 2016). An equivalent study enumerates, among other outcomes, an increase in students' motivation to learn with mobile-based methods (Zheng, Chen, and Kong, 2017).

In short, suggesting the model of M-Learning may undergo the degree to which learners can take advantage of the virtual opportunities of learning and how they can manage information overloads. The multidimensionality of mobile-based method offers, as mentioned above, considerable chances for language learners to study, socialize and serve their psychologically personal differences.

3.3. Stance of MALL in EFL Classes

The marked progress in foreign language instruction is undeniably associated with the actual fruition of educational technologies, affording greater opportunities of practice to foreign language teachers and learners (Geddes, 2004). As a way of illustration, the portable technology is becoming cheaper than earlier in a decade which makes it overwhelm learners' hands and pockets. Moreover, this makes applicable the connection with native resources of their target language. Chinnery (2005) has introduced the term Mobilearn to denote that mobile-facilitated learning ascertains the interactivity of information between learners alike with their teachers. These handy technologies are proven functional among foreign language users as they provoke sociocultural awareness when learning (Pachler, Bachmair and Cook 2010). The scope of the present article, hereby, stresses on investing in the possible uses of mobile devices to establish wider opportunities for foreign language learners along with investigating the intervention of certain hampers that may hinder the realization of mobile-assisted language learning.

3.3.1. Essence of MALL. Initiatives to captivate the attention towards the provisions of MALL are well documented; however, reluctance among the pedagogical body is either issuable (Alrasheedi or Capretz 2015). Yet, due to the incremental advance in facilities those mobile devices provide, teachers' position inside and out of the classroom may necessarily accommodate with the updated styles of teaching. Divers definitions of MALL mainly credit the viability in size of devices and their availability on the go. Zhao (2005) claims that technological tendency to shrink in size has marked its influence in teaching and learning scopes. The concept enables contextualized learning and allows the resonance of student needs as well as its role in enhancing their confidence to express in the target language (Sole, Calic, and Neijmann, 2010). Therefore, named M-learning design has attracted researchers' curiosity to inaugurate a solid basis to novel methods of language learning. A study conducted in Australia to evaluate to soundness of using mobile devices in learning (Deepend, 2015); the outcomes have shown a significant acceptance and motivation to learn. What makes MALL different from CALL is the spontaneity and continuity of access and the possibility to interact across distinct contexts (Kukulska-Hulme, 2009). Thus, incorporating M-Learning in foreign language teaching may compromise constraints of time and practice, moving learning from a firm traditional schoolroom to virtual room of distant education, a flipped classroom.

3.3.2. Defies of implementing MALL in the EFL classes. The utility of mobile technologies may, on one hand, support the ability of setting up different responsibilities of teachers on the go, as it may widen students' chances of involvement with class-related interventions and needed feedback, on the other hand. For the very reason, Miangah and Nearat (2012) assert that trials of embodiment have been launched to develop M-Learning as a revolutionary asset that conspires with the educational purposes.

Therefore, critics on the expectations of MALL may arise reasonable. Based on the lack of teachers professional training and students relative acquaintance to these unproven technologies, Beatty (2003) stipulates recognizing financial and timing constraints. In a related standpoint, the corporeal hand-palm dimensions of mobile technologies can also epitomize a curse vis-à-vis learners' capability of seizing new contents on a tiny screen size and restricted audio quality (Thornton and Houser, 2003). Other technical hinders in the implementation MALL encompass design and the limited availability of the broadband wireless access and the extent of storage or memory spaces (Bachfischer et al., 2008). That is, it is critical to maintain flexibility in M-Learning with devices that cannot upload or

download materials in instable network connectivity. Besides the aforementioned technical and design challenges, Alhajiri (2016) enumerates other four challenges. To begin with, management and institutional challenges are to discuss the corresponding pedagogical policies; accordingly, decision makers and content designers are in charge of treating the convergence of attitudes in the educational sector. Secondly, challenges of integration to pedagogy that impede the deployment of M-Learning struggle with the absence of a conforming methodology to step forward in incorporating mobile technologies into teaching and learning environments (McGreal, 2012; Alhajiri (2016). Third lies in the evaluation challenges; that is, there is lack of evidencing outcomes of espousing teaching and learning with the ubiquity of mobile devices. In this vein, it is asserted by Traxler in 2002 (as cited in Alhajiri, 2016) that evaluating the soundness of M-Learning is none of an easy task. Conditionally, certain attributes, such as being time and cost efficiency, rigorous, ethical, proportionate and authentic with the instructional paradigms, should stratify. At last, cultural and social norms in regard to integrating mobile devices in learning may go divergent among lecturers and students (Alhajiri, 2016), knowing that their resistance to change is undeniably influential.

In a nutshell, the establishment of a consensus on that approach may necessitate acceptance and readiness of, not only students and teachers but also, the entire institutional body of foreign language instruction.

4. Research Methodology

4.1. Research Design

An exploratory case study research is adopted to investigate the position of MALL in EFL teaching and learning. Dornyei (2007) Confirms that a case studies are excellent methods for obtaining thick details for social issues. This exploratory research endorses a mixed method approach, as it makes use of both quantitative and qualitative data (Creswell, 2005). As a result, the research design followed to conduct this study has been found conventional with the relativity of case studies. Both a questionnaire and a focus group interview were conducted to attain the aforementioned purpose of the study. Moreover, the piloting phase of the research design was therefore found upholding both the reliability and consistency of instrumentations as recommended by four (04) EFL teachers at the named department. Dornyei (2007) stressed on the paramount significance of piloting in governing the research tools prior to sharing them with the study informants.

4.2. Population and Sampling Procedures

The population of this study is taken from the department of English language and literature at Mohemed Lamine Debaghine University, Sétif 2.

Convenient sample of twenty-one (21) teachers has, thence, been investigated. The reason behind this type of sampling is the limited number of EFL teachers at the named department, added to their availability issues. For the part of students, a stratified random sampling was adopted where 24 of them were sorted out after dividing 96 students into equal strata, from different groups, and then name the participants arbitrarily. Hereafter, teachers, seven (07) males and fourteen (14) females, have responded to a semi-structured questionnaire. On the other side, 1st year students, among 05 males and 19 females aging from 19 to 25 years old, sat for a semi-structured Focus Group Interview (FGI).

4.3. Data Collection and Research Instruments

The mixed method style realized in this research relies on a quantitative and a qualitative research instruments. Data were primarily quantified using a questionnaire of twenty-eight (28) items. Questions varied from closed to open-ended ones as well as five-point Likert scale options. This research tool is sectioned in three: personal portfolio information, an overview on ICT use, and attitudes versus perceptions of teachers towards the implementation of MALL. On the other hand, students responded to a nine-item focus group interview as a trial to adjust their stand from the issues along with that of teachers. This semi-structured FGI is constituted of nine (09) open ended items, for the research problem to be envisioned from the students' angle. Worth mentioning are the piloting procedures of these research instruments. Both of which were exposed to a four-teacher review, and joint refinements were entailed correspondingly. The major ones were the following:

✓ Turning to full words the used acronyms and abbreviations (ICT, MALL, M-technology)

✓ Switching the verb tenses in the items from the simple past to present perfect

✓ Detailing some questions by adding justification, scope and duration

✓ Making some closed ended questions open ended ones

✓ Suggesting a scale or multiple choices to some questions

✓ Adding more options to some items

4.4. Data Analysis Procedures

The data gathered from the teachers' questionnaire were codified then analyzed using the Google Forms to obtain the Google Sheets statistics from the online attachment, the Statistical Package for Social Sciences (SPSS 21.0) software to get the reliability coefficients and Microsoft Excel 2010 to simplify the graphing options. For students' contributions, their focus group discussion was recorded after having granted their consent and agreed on the research confidentiality requirements. Afterwards, the records were

transcribed, via the VLC media player to fix the audio pacing and the background noise problems, for the objective of transforming data to thematic patterns. At last, both qualitative and quantitative findings were analyzed concurrently to examine either versos of the issue.

5. Discussion of the Findings
5.1. Analysis of Students' FGI

The interview has respectively suited the development of the sequences in the present study. That is, the thematic patterns, juxtaposed from the recorded transcripts, accord the deductive process of treating the two research inquiries. The FGI participants were alienated to two equal groups (twelve members for each), thus two subsequent sessions undertook the investigation. The nine items encompassed: students' overall knowledge and awareness of the concept ICT, its role in learning languages, their ownership of mobile devices, whether or not they use it in their learning of English, in which aspect of language if any, their teachers' allowance of these devices inside the classroom, whether or not they agree with their teachers' decisions, and their personal standpoints regarding the importance of using mobile devices in and outside the classroom. After transcribing the extracted data from these considerations, two patterns have been derived as to aid in resolving the research issues.

5.1.1. Transcribing and allocating the patterns. The first three items were designated to explore 1st year EFL students' awareness of the ICT scope and its usefulness in the language learning. The overwhelming majority have modesty expressed their acquaintance with the concept. Responses on "how can you define it and provide examples?" and "How can ICT be used in your studies?" were like: …*well! I'm not sure where did I hear this but it must be related to the media…I think computer and data* show *to display the lessons and our projects...*, …*ICT is the technology that we use to communicate…for example the television and computer…I use my computer to do my assignments..*; or…*perhaps we can use it to get some information... like the computer to make projects...; etc*. It is brought apparent that there was no clear understanding of the notion and its utility. Besides, the examples provided did not exceed PC, laptops and data show, marking the absence of any other smart portable device in their likely identical responses.

The three next questions (4th, 5th, and 6th) were investigating their knowledge of using mobile devices as an ICT inside and outside the classroom and their possession of a smart mobile device with internet access. All of the informants possess smartphones and tablets while they occasionally have internet access due to being costly and instable (*…it's not like worth it...;... because I pay 1000 DA each month but in vain…;…at*

home I have WIFI but in the campus there a very weak access. On their perceptions of using their smartphones as an ICT inside and outside the classroom, they were reluctant on considering Smartphones as possibly used inside the classroom like any other ICT (*…I don't think that we can study and check our smartphones…; …we are even banned from putting our mobiles on the table…; …No! I don't think so even for learning… but outside no one can oblige me not to use it….*). Accordingly, there is a lack of awareness that mobile devices can be used even inside the classroom; this might be resulted from their teachers' strictness from using them. When asked if ever heard of Mobile-Assisted language Learning, all the subjects answered negatively by "*...No...; or... not sure I did…*"

Thereafter, the first pattern deduced from the findings of those six items illustrates the stance of M-learning among ICT use at Mohamed Lamine Debaghine, Sétif 2 University as demonstrated by 1st year EFL students. That is to say, it serves in answering the first research questions as well as its sub-questions about the how students perceive MALL, their awareness and readiness to implement it.

The last three enquiries (7th, 8th and 9th) explored students' experiences of using their mobile devices inside the classroom, their teachers' allowance, and their (students') views on the importance of using mobile technologies in their classes with illustrating their stands. Replies were slightly alike; accordingly…*I use it but without the attention of my teachers… of course it's useful…if only my teachers know that…;… I remember that I was kicked out just because I checked time on my iPhone…;… teachers are right for not accepting mobiles…I personally feel distracted when hear Messenger or Viber tones during the lecture… that's why if I were a teacher I wouldn't let them to bother me…it's important, I know but its better outside of amphitheaters or classrooms….yes, it is but the teacher can't control troublemakers who annoy us…etc.* students have assured their scarce use of their smartphones and tablets inside the classroom. However, all of them have an exclusive idea of not permitting the use of their smartphones whatever the reasons might exceed, except if the teacher asked some representatives, but not all students can, check some resource, spelling, words transcription…etc. Although students' confirmation of the importance of using mobiles in classes, all of them supported teachers' prohibition due to the challenges they face during the lectures, among which: overcrowded classes which are difficult to control, indifferent teachers, losing interest in the lesson, annoyance from students who lack interest at the expense of the serious ones.

All in all, these insights form the part of students contribute in proving the second pattern which is related to the potential constraints that's students

confront when integrating their mobile technologies inside the classroom. Ergo, the data invested from the last items have considerably contributed in answering the second research question.

5.2. Analysis of Teachers Questionnaire

Vis-à-vis teachers' standpoints to those of the students, this research method sought to scrutinize the reality of MALL among the staff of the named department. Alike the interview, the questionnaire was put under the piloting of four teachers as a trial to devise reliability and consistency of the outcomes. After excluding four unrestricted items (6, 14, 16, 18), the Cronbach's α obtained for the reliability estimate of test scoring reached α ≈ 0.835 that is a good coefficient, as detailed below:

Table 1: *Reliability Statistics*

	Categorical Variables		Scale Variables	
Type Items	Nominal Items (09)	Ordinal Items (03)	Ungrouped Items (03)	Likert Items (10)
N° of Items	2, 7, 9, 10,11a, 12,13, 15, 17	5, 8, 11b	1, 3, 4	19, 20, 21, 22, 23, 24, 25, 26, 27, 28
Cronbach's Alpha (α)	.877	.900	.582	.984

The first section of this questionnaire documented teachers' age, gender, experience in teaching as well as the modules they taught along their experiences. Amongst the seven-male and fourteen-female, nine teachers aged between 23-29 and the same number were between 30-39 while two of them were between 40-49 and only one aged fifty. Though various, these intervals were found equitable with subjects' acquaintance of ICTs use and manipulation of smart portable ones, as they cohabitate in the same digital epoch. As far as their teaching experience is concerned, the rate 42.9% was represented by nine informants shared a 4 to 7 years teaching whilst 33.3% have from one to three years of experience. Two teachers responded having taught from 8 to 10 years, introducing 9.5%; similar was the rate of 11-15 by other two, where 4.8% was relocated from one informant who taught for 18 years. The investigation of teaching experiences is another way to prove teachers indulgence in educational technology during their career. Regarding the modules instructed in n their career, the majority of teachers replied having taught Written Expression reaching 81%, oral expression with 47.6, grammar with 38.1%, phonetics with 33.3%, research methodology with 28.6%, linguistics with 23.8%, literature with 9.5%, civilization with 4.8%, and in the same rate comes the module of human and social sciences. Yet, knowing that teachers have

instructed different modules ascertains the utility of technology in divers EFL subject matters.

Besides, the second section draws an overview on teachers' journey with ICT use and knowledge. To how important is integrating ICTs in EFL classes? There was a total agreement on that using technology in teaching is irrefutable. Corresponding their attitudes to this item, they commented: *It is of paramount importance as it saves time and effort...ICT teaches you these entire valuable things...Again communication technology is also part of education...The role of ICT in education can't be described in words as we are entirely connected with...ICT gives you the opportunity to learn machinery languages. I mean computer programming, web developing, etc... To solve a problem you will need a program in your smart device....*etc. As illustrated bellow about receiving any training on ICTs in education, 81% of the informants confirmed not having an experience as such while four teachers rated 19% mentioned their trainings on constructing online lessons which endured from three to six months.

Table 2: *Training on Incorporating ICTs in Teaching*

Answers	Frequency	Percentage
No	17	81%
Yes	04	19%
Total	21	100%

For the objective of distinguish their involvement with technology and ICT use, teachers rely on their PCs at 66.7% rate for lessons planning, students assessment and doing class-related research. Around 61.9% of the informants utilize their smartphones, equalized with their preservation of pen-paper in synthesizing the contents of their lessons to avoid availability issues of technology when teaching; yet, they use their tablets towards a 19% rate.

Table 3: *Teachers' Use of ICT Tools*

Tools	Frequency	Percentage
PC	14	66.7%
Smartphone	13	61.9%
Tablet	04	19%
Pen-paper	13	61.9%
Total	21	100%
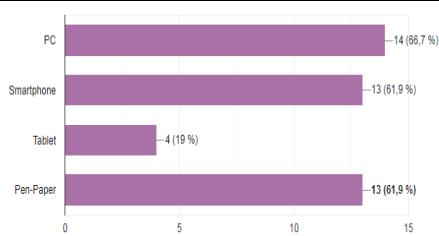
The findings derived from this item, as shown in the table above, demonstrate that teachers are considerably aware of the possible opportunities that ICT tools make available. Conversely, the outcome measures of the subsequent items manifested a timid provision of the needed ICT kit at level of the department under investigation as well as

those of other universities in Algeria (Appended in Table 4). That being the case, 52.4% believe that there are no facilities or encouragements offered by the institution where they work. Due to deficiency of knowing about any facilities, 28.6% of teachers replied being not sure if any were abounded. The remaining frequency introduced in 19% delivered a "yes" answer exemplifying, though few, data-show projectors and Labs recurrently. When requested to support their viewpoints, they mentioned: *It is not clear about having the necessary equipment beside labs and data shows...data show is the only tool provided by the department, no more... There's only one or two data shows which do not suffice... there's always something missing like the batteries of the remote or the microphone are not charged...Besides, there is no internet access in the classroom and the teacher's room, the thing which makes the teacher relies on their own materials...*etc.

Table 4: *Facilities Provided by the University*

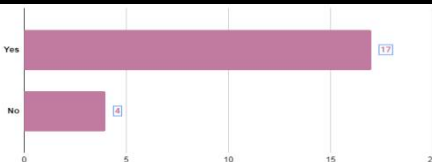| Answers	Frequency	Percentage
Yes	04	19%
No	11	52.4%
Not sure	06	28.6%
Total	21	100%

About their perceptions of the extent to which the Algerian universities are equipped with the necessary ICT infrastructures, a preponderance reaching 66.7% proclaim the lack of those arrangements in our universities. Uncertain of the affordability of the named infrastructure were 28.6% of the teachers, while only one believed in existence of measures as such representing a 4.8%. To sustain their stances, teachers *think that the Algerian universities are not well equipped with tools that provide students with the opportunity to work and use ICT... A lot of aspects need to be developed, changed and improved in order to give the student a chance to enhance his/her studies through ICT... i agree that some universities are well equipped with the necessary ICT, particularly, in teaching. However, learning is far from that....*etc. In short, the data gathered in this section intended to primarily allocate the position mobile technologies among the ICTs as seen by teachers, which serves per se in answering the first research question.

After sketching an overview on teachers' estimation of the opportunities that ICTs offer, the third section of the questionnaire impulses their readiness to engage in a mobile based teaching and learning. By so doing, it is sought to unleash their general prospects towards the possibility of realizing a MALL framework. For this end, all of correspondents have reported that they own smart portable device. When asked which of the

devices they have is mostly used, all of them have prioritized smartphones for they are easily accessible and constantly available. Competitively, Laptops are utilized to a 76.2 % rate while 33.3% use their tablets. To a considerable degree, 66.7% of the participants have their devices connected to the internet on a constant basis, 28.6% of them stated that they are occasionally connected and a single response "seldom" supplies an internet access. Concerning the use of those devices in teaching or learning, the majority of the respondents, represented in 76.2%, asserted their reliance on those mobile technologies. These latter are not used in the named context whatsoever when 23.8% of the informants responded. As to comment on their positive answers, teachers declared that *these technologies are of vital importance in learning languages and in providing my students with more resources related to grammar and written expression…Actually, I use them to prepare the lessons, to check some information, to send and receive emails, and to record some notes....*For negative answers, teachers referred to *the crowded number of students and lack of projectors and data shows in the department, i avoid using mobiles for teaching...usually my connection is weak and the sound is low in addition to noise in classes...students are not those responsible individuals who use mobiles for educational purposes...*etc. Furthermore, the resources that teachers use their devices are, as they mentioned, applications (such as e-books, e-dictionaries, Duolingo), audio players and recorders, phonemic charts and social media for contacting students. In relation to their stance from encouraging students to use their mobile devices in and/or outside the classroom, table.04 makes apparent that the overwhelming majority do allow students use of their mobile technologies as long as it is for learning, reaching 81%. The remaining 19%, introduced by four teachers, conveyed their counterpoints.

Table 5: *Teachers' Encouragements of Students Using Mobile Devices*

Answers	Frequency	Percentage		
No	17	81%	Yes	17
Yes	04	19%	No	4
Total	21	100%		

To consolidate the soundness of those findings, the question "how important is integrating mobile devices inside the language classroom?" was kept open-ended as to derive an upshot of the prior inquiries. For this, almost all of the teachers stated that the usefulness of mobile devices in the language classroom is undeniable as they bring the student liable to the actual digital age; however, they showcased the fact of having overcrowded classes and students' lack of seriousness as related problems. Still, incorporating mobile technologies in teaching has been assumed to be

substitutive for the traditional instruction by 66.7% of the informants, whereas 33.3% stated that though technology is worth using but traditional education cannot be repudiated any either. Added to what hinders them from encouraging the integration of these technologies, teachers proposed issues of affordance, Internet access, teachers' training and students' knowledge of M-Learning. Among others challenges, they have reported uncomfortable working conditions, overcrowded of classes, traditional furniture of classes and time constraints.

In the last section, personal perceptions and attitudes of teachers has been sought as a conclusion of their views of MALL with regard to the hampers that they suggested earlier and the capability of subduing them; therefore, items sampling teachers' sights of MALL were tabulated in a five-point Likert scale. For how dispersed the data resulted in this section are, Table 6 demonstrates considerable equity between the mean (μ) and the standard deviation (σ) as illustrated.

Table 6: *Descriptive Statistics Sampling Teachers Attitudes and Perceptions*

Statements	Mean (μ)	Std. Deviation (σ)	N
➤I use my portable device as much as other resources (books, PC,… etc.) for instructional purposes.	2,29	1,309	21
➤I am aware of the opportunities that mobiles offer.	1,71	,784	21
➤It is easier to handle the different learning preferences of my students using M-technologies.	2,67	,730	21
➤The use of mobile technologies increases students' interest to learn.	2,10	,831	21
➤The use of mobile technologies makes it easier to prepare course materials (assignments, hand-outs, assessments).	1,71	,561	21
➤Using mobiles makes it easier for me to reach instructional resources.	1,86	,727	21

Along with ten (10) questions, the majority of teachers have implied their awareness of the facilities that mobile learning may offer for their classes; yet, they expressed some issues inconvenience for a better implantation. Concerning the students' interest, 47.6% of the respondents, representing the highest rate, believe there is an increase of interest to learn

when mobile devices are utilized. Together with this, 61.9% of teachers
added easiness of preparing course-related materials. The joined Line Graph
characterizes the overall prospects delivered from the last section.

Figure 1: *Sampling Teachers' Attitudes and Perceptions*
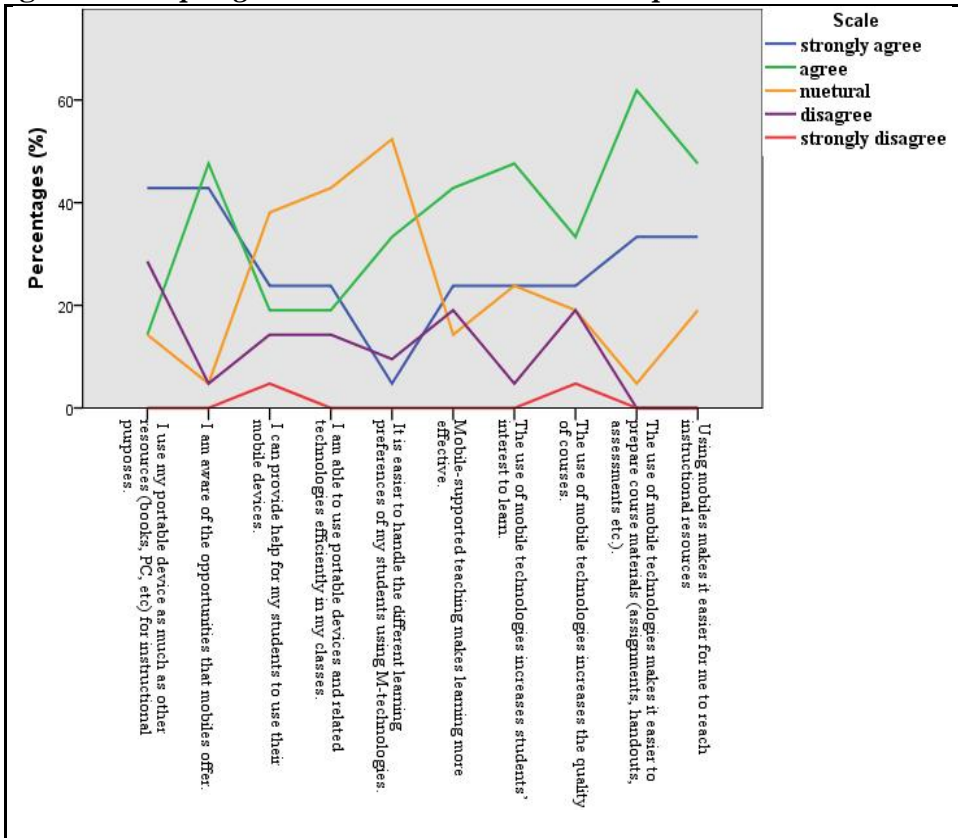
6. Conclusions, Recommendations and Pedagogical Implications
6.1. The Stance of MALL among ICT Use

It is found that teachers and students at Sétif 2 University tend to well
position the use of ICTs in their career in a way that they witness its
pervasiveness, to some extent, across their careers. However, as illustrated
in the interview findings, students stated their use of computers and internet
for studies, but none of them mentioned using their smartphones nor any
other mobile technology, which may have missed. As to trigger this point,
interviewees were reluctant when asked "how about your mobiles and
smartphones!" stating that they only use them at home as their teachers do
not allow them inside the classroom. On the other hand, teachers' overview
on ICT integration which derived from the second section of the
questionnaire clearly excluded mobile technologies when asked about the

importance of technology in EFL classes. Moreover, only four teachers have had some training on integrating ICTs but apart from mobile ones. As reviewed in the literature, this might go assertive to M-Learning constraints as stipulated by Beatty (2003). Among the main ones, critics addressed are the absence of professional trainings on MALL and students capability to manipulate these technologies, which makes it sound faint for both teachers and students.

6.1.1. Teachers and students perceptions of MALL. For the part of students, there has been a scarce knowledge of the term in addition to their limited understanding of the opportunities that might be invested. From their responses, in the interview they even find the prohibition of using mobile technologies. According to them, *teachers are right for not accepting mobiles... that's why if I were a teacher I wouldn't let them to bother me....* Therefore, teachers seemed to have positive prospects towards MALL with the conditions of supplying mobility of technologies, as suggested by Kukulska-Hulme (2009), in their classes with ample hardware and software for better assistance. Perceptions of the subjects have been, considerably, relative to inadequacy of the institutional broadband (Bachfischer et al., 2008). In view of that, abiding the technology kit with supportive training and knowledge of MALL would support in bringing together optimistic attitudes of both teachers and students.

6.1.2. Awareness and readiness to implement MALL. Students are less likely to be aware about the term neither theoretically nor in practice. When mentioned by the researcher, students asked about more explanation of the concept after declaring …*No...* Or...*not sure I did*… for having heard about. In practice, they stated *...inside the classroom, No! I don't think so even for learning...we are even banned from putting our mobiles on the table…, but outside no one can oblige me not to use it...*...For teachers, being fully aware of the advantages of MALL, readiness remains critical due to the gap between institutional interest and the modest provisions and necessary environment. Besides, teachers suspect the readiness of their students as they do not trust their seriousness when allowed to use their mobiles inside the classroom. In short, this issue has been introduced by Alhadjiri (2016) as an intervening factor, the cultural and social norms towards integrating mobiles in Learning.

6.2. Hampers and Challenges of Integrating MALL

It has been made evident in this study that the stance of MALL and the way teachers and student perceive it is directly linked to the controversy of affordance. The major obstacle is that of the absence of clear measures and conforming practice, which is considered by McGreal (2012) as challenges of integration to pedagogy. Second are the social norms and

acceptance of mobile technologies for learning. As a way of illustration, participants seemed to reproach each others of not allowing the functioning of MALL either because of students' lacking responsibility or teachers' avoiding distraction in crowded classes. Atypically, some students agree with their teachers' resistance of using their devices for learning. Furthermore, the management and institutional challenges unveiled by the sample are those related to pedagogical policies (Alhajiri, 2016). The latter have been asserted to be imprecise as teachers do not even recognize the facilities, if any, offered by their institutions. Concerning the inconvenience, proposed by Thornton and Houser (2003), of mobile technologies in terms of their corporeal and design, neither teachers nor students have asserted this point; by contrast, they have shown their satisfaction of the portability of hand-palm sizes. In brief, educational actors named in faculty members, staff and student should appraise their potential for a versioned instruction.

6.3. Recommendations and Pedagogical Implications for Practice

To meet the expense of MALL across Sétif 2 University a couple of considerations derived from the exhibited outcomes. Foremost, there should be applicable measures made by course designers and stakeholders to establish soundness of the overlap between language didacticism and mobile technologies. As suggested by Alhajiri (2016), associated policies should be brought to the forefront. Moreover, any positive decision related to MALL should undergo the necessary evaluation, which consolidates education with mobile technologies. Consequently, the sociocultural awareness and sensitivity towards MALL could be stimulated (Pachler, Bachmair and Cook 2010), thence could be resolved. For the part of teachers, they should make their students mindful of the options that their mobiles offer in raising their interest, providing resources for further information, or even contact them through these devices. Through this, students would perceive the resonance of ubiquity and spontaneity of leaning. Thus, students would perform better when recognizing their confidence in flexible learning where they would build their responsibility and seriousness when using these technologies. All in all, the results of this study have demonstrated significant acceptance and motivation towards MALL; yet, the modest affordance of the required broadband and the insufficient compromise between time and practice (Kolb, 2008) were reported as the overriding challenges.

Bibliography List

Alhajri R (2016) Prospects and Challenges of Mobile Learning
Implementation: A Case Study. J Inform Tech Softw Eng 6: 189.
doi:10.4172/2165-7866.1000189

Alrasheedi, M. & Capretz, L.F. (2015). Determination of Critical Success
Factors Affecting Mobile Learning: A Meta-Analysis
Approach. *Turkish Online Journal of Educational Technology,
14*(2).

Bachfischer, A., Dyson, L., & Litchfield, A. (2008). Mobile Learning And
Student Perspectives: A Reality Check! In Proceedings of 7th
International Conference on Mobile Business, 287–295.

Beatty, K. (2003). *Teaching and researching computer-assisted language
learning*. England: Pearson Education Limited.

Chinnery, G. (2006). Going to the MALL: Mobile-assisted language
learning. *Language Learning and Technology*, 10, 9-16. Retrieved
from: http://llt.msu.edu/vol10num1/emerging/default.html

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and
Evaluating Quantitative and Qualitative Research*. U.S.A: Pearson.

Deepend (2015). Australian mobile device ownership and home usage
report 2014 In: *Deepend, In-depth*. Sydney, Australia: Deepend.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford
University Press.

Geddes, S.J. (2004). Mobile learning in the 21st century: benefits to
learners. In *Proceedings of M-learn Conference 2004.* Rome, Italy.

Hwang, W.-Y., Huang, Y.-M., Shadiev, R., Wu, S.-Y., & Chen, S.-L.
(2014). Effects of using mobile devices on English listening
diversity and speaking for EFL elementary students. *Australasian
Journal of Educational Technology*, *30*(5), 503-516.
https://doi.org/10.14742/ajet.237

Klopfer, E., Squire, K. & Jenkins, H. (2002). Environmental Detectives:
PDAs as a window into a virtual simulated world. In *Proceedings
of IEEE International Workshop on Wireless and Mobile
Technologies in Education* (pp. 95–98). Vaxjo, Sweden: IEEE
Computer Society.

Kolb, L. (2008). Toys to Tools: *Connecting Student Cell phone to
Education in and out of the Classroom.* USA: International Society
for Technology in Education.

Kukulska-Hulme, A. (2009). Will mobile learning change language
learning? recall for European association for computer assisted
learning. 21 (2).

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted
language learning. *ReCALL*, 20(3), 271–289.

McGreal R (2012) The need for open educational resources for ubiquitous
        learning. Pervasive Computing and Communications Workshops
        (PERCOM Workshops), 2012 IEEE International Conference 679-
        684.

Miangah, T., & Nearat, A. (2012). Mobile-assisted language learning.
        International Journal of Distributed and Parallel Systems, 3 (1).

Paas, F., van Gog, T., & Sweller, J. (2010). Cognitive load theory: new
        conceptualizations, specifications, and integrated research
        perspectives. *Educational Psychology Review*, *22*, 115-121.
        https://doi.org/10.1007/s10648-010-9133-8

Pachler, N., Bachmair, B., Cook, J. (2010). *Mobile Learning (Structures,
        Agency, Practices)*. New York: Springer.

Pownell, D & Bailey, G. (2001). Getting a Handle on Handhelds: What To
        Consider before You Introduce Handheld Computers in Your
        Schools. *American School Board Journal*. 188.

Sharples, M. (2000). The design of personal mobile technologies for
        lifelong learning. *Computers & Education*, 34(3–4), 177–193.

Sole, R.C, Calic, J., and Neijmann, D. (2010). A social and self-reflective
        approach to MALL. ReCALL, 22, 39-52.

Stockwell, G., & Hubbard, P. (2013). "Some emerging principles for
        mobile-assisted language learning". Monterey, CA: The
        International Research Foundation for English Language
        Education. Retrieved from http://www.tirfonline.org/englishin-the-
        workforce/mobile-assisted-language-learning

Sung, Y., Chang, K., & Liu, T. (2016). The effects of integrating mobile
        devices with teaching and learning on students' learning
        performance: A meta-analysis and research synthesis. *Computers &
        Education*, *94*. https://doi.org/10.1016/j.compedu.2015.11.008

Thornton, P. & Houser, C. (2003). Using mobile web and video phones in
        English language teaching: Projects with Japanese college students.
        In B. Morrison, C. Green, & G. Motteram (Eds.), *Directions in
        CALL: Experience, experiments & evaluation* (pp. 207-224). Hong
        Kong: English Language Centre, Hong Kong Polytechnic
        University.

Yunus, M. M., Hashim, H., Embi, M. A. & Lubis , M. A. (2010).The
        utilization of ICT in the teaching and learning of English: 'Tell Me
        More'. *Procedia Social and Behavioral Science*s. 9, 685–691.

Zhao, Y. (2005). The future of research in technology and second language
        education. In Y. Zhao (Ed.), *Research in technology and second
        language learning: Developments and directions*

Zheng, Q., Chen, T., & Kong, D. (2017). An empirical study on context awareness integrated mobile assisted instruction and the factors. *EURASIA Journal of Mathematics Science and Technology Education*, *13*(6), 1737-1747. https://doi.org/10.12973/eurasia.2017.00695a

Appendices
Appendix 01: Questionnaire (for Teachers)
Dear teachers and colleagues,

This questionnaire partakes in investigating prospects of portable ICTs in your teaching of EFL. Particular focus, hereby, spotlights stance and challenges of integrating smart-mobile technologies in your classes.

Section 01: Personal Portfolio

1- Age interval: 23-29   30-39   40-49   50-60   other…..
2- Gender: Male   Female
3- Experience in teaching (in years)
 [0-3]   [4-7]   [8-10]   [11-15]   more…..
4- Last study level accomplished as of today (circle!)
Master's   Magister/Ph.D candidate   Doctorate   other…….
5- What module (s) you teach or ever taught? Tick all that applies?
Civilization   literature   phonetics   TTU   Grammar   Oral expression
written expression   Linguistics   Social & human sciences

Section 02: Overview on ICT Integration

6- How important is integrating ICT in EFL classes?
…………………………………………………………………………………………
7- Have you ever had any training on incorporating ICTs in teaching?
          Yes   No
 If yes, what type of training?...
How long did it take?..
8- While planning lessons, assessing students or doing research, which tools do you use the most? (tick the three used mainly)
PC   Tablet   Smartphone   Pen and paper   others………..…..
9- Are there any facilities or encouragements provided by the institution where you work?
          Yes   No   Not sure
Comment on your answer!…………………………………………………………………..
10- Do you think that the Algerian universities are well equipped with the necessary ICT infrastructure for teaching and learning?
          Yes   No   Not sure
Comment on your answer!..

Section 03: MALL, Prospect and Challenges of Integration

11- Do you have any SMART portable device?
          Yes   No
If yes, circle the mainly used!
 Laptop Tablet Smartphone Personal Digital Assistant others……
12- Is it connected with internet access? Circle!
Seldom   occasionally   always
13- Do you use it in your teaching and/or learning?
          Yes   No   Not sure

If yes, how? ………………………………………………………...............

If no, why?...

14- Which, if any, Application(s) you use/need in your teaching?

…………………………………………………………………………………

15- Do you encourage your students to use mobile devices in and/or outside the classroom?

Yes   No   Not sure

16- How important is integrating mobile devices inside the language classroom?

…………………………………………………………………………………

17- Do you think that using mobile devices in teaching is better for students than traditional teaching?

Yes   No   Not sure

Comment on your answer! …………………………………………………….

18- According to you, what are the major challenges of incorporating M-learning in EFL classes?……………………………………………………………………..

Section 04: MALL, Perceptions and Attitudes

Tick as applies with each item! 1, Strongly. Agree. **2,** Agree. **3,** Neutral. **4,** Disagree **5,** Strongly disagree

Items	1	2	3	4	5
19- I use my portable device as much as other resources (books, PC, etc.) for instructional purposes					
20- I am aware of the opportunities that mobiles offer.					
21- I can provide help for my students to use their mobile devices.					
22- I am able to use portable devices and related technologies efficiently in my classes.					
23- It is easier to handle the different learning preferences of my students using M-technologies.					
24- Mobile-supported teaching makes learning more effective.					
25- The use of mobile technologies increases students' interest to learn.					
26- The use of mobile technologies increases the quality of courses.					
27- The use of mobile technologies makes it easier to prepare course materials (assignments, hand-outs, assessments etc.).					
28- Using mobiles makes it easier for me to reach instructional resources.					

Appendix 02: Focus Group Interview (with students)

1- What is the best way to learn a foreign language, according to you?

2- What are the main difficulties you encounter when learning it?

3- Inside or out of the class settings, do you use any technology tool when learning?

4- What are the tools and devices that you mostly use?

5- Do you know that mobile devices can be used for language learning?

6- Do you have any mobile device? (Smartphone, tablet, PDA...)

7- Have you ever used your device in the learning of English?

If yes, in which aspect of language? (Vocabulary, spelling, pronunciation, reading, accomplishing an assigned homework..)

8- Do your teachers allow you to use your mobile devices inside the classroom? (never, rarely, sometimes, often)

9- In your opinion, how important is allowing the use of mobile technologies inside and outside the classroom?