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**The Effect of Mobile-Assisted Language Learning
on Developing EFL Students' Speaking Skill:
The Case of Second Year Students of English at Batna -2
University.**

THESIS

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DEDICATION

With deep love, this research is dedicated to:

My Father and Mother

*whose constant love, prayers and support keep me
motivated and confident.*

*My Brothers and Sisters,
for their encouragement.*

*The people in my life,
who stand by myside.*

This is your success as much as it is mine.

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ABSTRACT

The study is an attempt to investigate the effectiveness of using Mobile-assisted Language Learning (MALL) on developing speaking skill to second year students of English at Mostefa Benboulaïd Batna-2 University. Hence, we hypothesized that students who use mobile devices will show better oral performance than their peers who do not use them in their learning. To achieve the study aims, a Mixed- methods Approach was adopted, which is an amalgam of quantitative and qualitative research methods. In effect, this research was conducted throughout three phases: The pre-experimental phase, the experimental phase, and post-experimental phase. In the pre-experimental phase, the researcher collected initial data to build a ground for the experiment using two questionnaires designed for students and teachers of English in order to scrutinize the students' readiness for using their own mobile devices, and to explore how oral expression is taught to second-year students of English. During the experimental phase, we adopted a quasi-experimental approach with two intact groups (experimental and control), and pre/post-test design in order to confirm or reject the aforementioned hypothesis. With respect to the students' speaking ability, the two intact classes were matched in pairs, and then we got the experimental group consisting of thirty two (32) students and the control one consisting of thirty two (32) students. Hence, the experiment was carried out on the sample that consisted of 64-second year students from the department of English language and literature in the academic year 2016-2017. For a clear understanding of MALL integration in oral classes, the experiment was backed by an observation grid and students' journals. In the post-experimental phase, we used a questionnaire to check the level of students' motivation in both groups. Furthermore, we distributed the attitudes' questionnaire to know the students' views about the implementation of MALL in oral expression course. The results showed that students are ready to utilize their mobile devices in oral expression course. More importantly, the findings revealed that there is a statistically significant difference between both groups in favour of the experimental group, in speaking performance due to the implementation of MALL. The results are satisfactory not only in enhancing speaking ability, but also in boosting the motivation of the students who expressed their positive attitudes towards MALL integration. Based on these findings, a series of recommendations that may benefit students and teachers were proposed.

Key Words: EFL, higher education, MALL, speaking skill, second year students, teachers of English

LIST OF ABBREVIATIONS AND ACRONYMS

S²: Variance.

\bar{X} : Mean.

3G: Third Generation.

3P's: Presentation, Practice, Production.

4G: Fourth Generation.

ADDIE: Analyze, Design, Development, Implementation, and Evaluation.

Apps: Applications.

ARCS: Attention, Relevance, Confidence, Satisfaction.

BYOD: Bring Your Own Device.

CALL: Computer -Assisted Language Learning.

CEFR: Common European Framework of Reference.

CLT: Communicative Language Teaching.

Df: Degree of freedom.

ECRIF: Encounter, Clarify, Remember, Internalize, and Fluency.

EFL: English as a Foreign Language.

FRAME: Framework for the Rational Analysis of Mobile Education.

GTM: Grammar Translation Method.

H₀: Null Hypothesis.

H₁: Alternative (research) Hypothesis.

ICT: Information and Communication Technology.

IMMS: Instructional Material Motivation Survey.

LMD: License, Master, Doctorate.

LMS: Learner Management System.

M- learning: Mobile learning.

M: Mean.

MALL: Mobile -Assisted Language Learning.

Moodle: Modular object-oriented dynamic learning environment.

MP3: Media Player.

OSS: Open Source Software.

PDA : Personal Digital Assistance.

PDF : Portable Document Format.

SD: Standard Deviation.

Sig: Significance.

SMS: Short Message Service.

SOLOM: Student Oral Language Observation Matrix.

SPSS: Statistical Package of Social Sciences.

TEFL: Teaching English as a Foreign Language.

WiFi: Wireless Fidelity.

WWW: World Wide Web.

α : Alpha.

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CHAPTRE ONE: INTRODUCTION TO THE RESEARCH

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Introduction

The present chapter provides a general landscape on which this study is grounded. Initially, the background to the research is discussed, the research problem is explained, the aims and objectives are demonstrated, the research questions are posed, and the hypothesis is stated. Then, it proceeds to explain the research methodology and the rationale followed by the significance of the study, delimitations, limitations and definition of key terms. Thereafter, the thesis structure and chapters description are addressed. Finally, a thesis guide is presented in order to provide a general overview of the research evolution.

Background of the Study

In this era of globalization, English is widely used among people for the purpose of communication. Due to nowadays-outstanding position of English, it has become an international language or a lingua franca. In fact, English language is used in several sectors including education, business, tourism, and the like. Owing to the increasing demand and importance, a sound attention has been drawn towards teaching and learning English all around the world. Abdellatif (2013) asserts “From second foreign language, to first foreign language, to the language of knowledge and science, English has gained steps forward in the Algerian educational scene” (p. 910). The main aim of teaching English as a foreign language (TEFL) at Algerian universities is to enhance students’ language skills, namely listening, speaking, reading, and writing; however, there is a nearly general consensus which is inclined towards the view that success in language learning is admittedly bound to success in communication. Slimani (2016) states that “According to the Algerian Government ‘directives’ and official texts (June 1999), the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing” (p. 37). In the same line of thought, Djebbari (2016) pinpoints:

Admittedly, the National Curriculum considers that the ability to communicate in English is regarded as part of the core competences students should acquire in their educational career, in a way to partake in the country's global economy and operate effectively in the social and cultural environment of the 21st century as responsible citizens (p. 6).

Accordingly, in this demanding age, the goal of teaching English is to enable students to communicate effectively through writing or speaking in order to be able to meet the requirements of the present era.

In point of fact, it is indispensable to master the four language skills though speaking is the most essential skill as it is the key of active communication. Through mastering speaking, people can express their ideas and feelings, and carry out conversations with others. In this regard, Richards (2008) states:

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (p. 19).

Indeed, English as a Foreign language (EFL) students measure the ability of mastering English language basing on their speaking performance. Along this vein, developing speaking skill is of vital importance in EFL teaching and learning.

In spite of the importance of the speaking skill, in general, and in EFL context, in particular, second year EFL students at the department of English at Batna- 2 University face many difficulties in the speaking performance. That is, these students' speaking skill is low and their level is not satisfactory. This can be attributed, in the light of the researcher's humble experience as a student then as a part- time teacher, to the prevailing traditional ways of teaching oral expression course. Actually, the majority of teachers do not use technological tools that enable students to grasp language in its authentic context, and facilitate practicing

this target language. In other words, the lack of technological equipment, less exposure to authentic English language, and the lack of practice inside and outside the classroom leave the students with a limited ability to communicate efficiently and appropriately in different situations.

This view is further supported by previous related studies in the Algerian context. Bouhass (2008) points out that the majority of students leave the university with a limited capacity to communicate naturally and fluently. Khelloufi (2016) notes that “English language teachers often complain of low achievements, low score and linguistic inadequacies in oral performance either in their normal daily classroom sessions or during examination sessions” (p.2). Along the same lines, Guettal (2008) finds that students are not capable to comprehend English if it is spoken in a natural context at normal speed, nor are they able to speak this language. Ergo, gaining a speaking proficiency remains a far-fetched goal to be achieved by many EFL students.

The inclusion of technology in education is substantial for teaching and learning foreign languages. Technology provides students with many opportunities for developing their language skills, especially the speaking skill. According to Hariss, Al Boutainah and Alaboutainah (2016) “In education, technology has allowed the dissemination of knowledge to be dispersed instantly and it allows for quicker and more effective communication” (p.370). Likewise Gordon (2007) notes that “many reports present strong assertions that technology can catalyze various other changes in the content, methods, and overall quality of the teaching and learning process” (p. 179).

In Algeria, the new educational reforms in higher education is resulted in the adoption of LMD system (Licence, Master, Doctorate). This new system adopted at the Algerian universities between 2004 and 2005 which accentuated on the implementation of technology. Despite the introduction of LMD system, the majority of Algerian universities suffer a lack of expedient technology and the required technical support, which is the case of many EFL

contexts. In this regard, this situation does not reflect the aims set to be achieved by the LMD system. Factually, at the department of English language and literature at Batna-2 University, there is no regular use of the technological tools in EFL classrooms due to inadequate language labs, and the little access to ICT facilities. In fact, the shortage of ICT impedes the teaching process in EFL context. Thereupon, the use of mobile technologies to support the teaching and learning processes is of paramount importance to cover the acute shortage of technology in EFL classes.

The 21st century has witnessed an exceptional rapid development in the advancement of Information and Communication Technologies (ICT) that have swiftly shaped our everyday life. Recently, one of the major tendencies in ICT is the exponential growth in the capacity of mobile technologies. Above all, smartphones and tablets are innovative sorts of mobile devices that are quickly gaining popularity. The number of people who own these brands of devices is growing at a fast rate, especially among young people. The International Telecommunication Union (ITU) reports that mobile broadband subscriptions reached 3.6 billion in 2016, and are expected to reach 4.3 billion globally by the end of 2017. Figure 1 shows the most world regions, as Europe, the Americas, and Arab States, which have a high rate of mobile cellular subscription. The Arab states noticed a penetration rate of mobile cellular subscription above 100 per 100 population from 2011 to 2017 (See Figure 1).

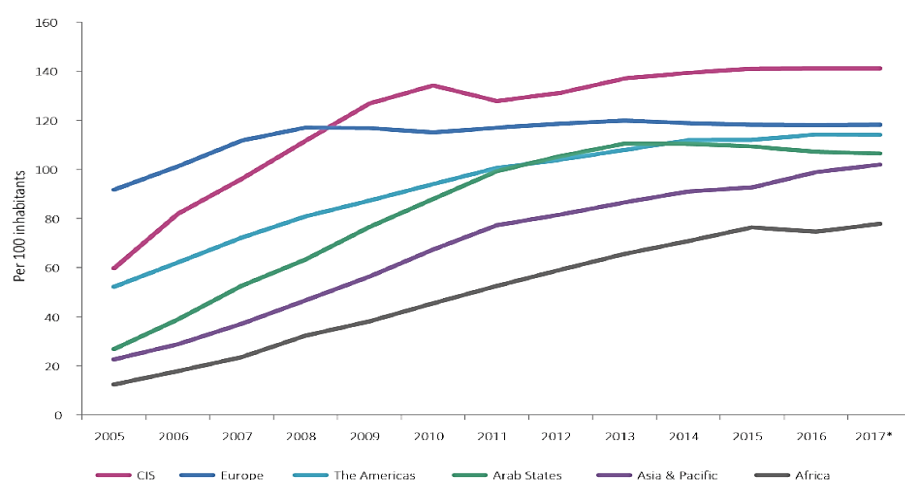


Figure 1. Mobile cellular subscriptions per100 inhabitants by region, 2005–2017 (ITU, 2017, p.8)

In Algeria, the number of mobile subscriptions is 47.64 million (117%), the penetration of the internet and active social media users are 44% (Digital Yearbook, 2017). In addition, the proportion of young people aged 15-24 using the Internet (71%) is significantly higher than the proportion of the total population using the Internet (48%) (ITU, 2017). More often than not, it is prevalent for Algerian students at universities to own and carry various sophisticated mobile devices, particularly smartphones that offer the facility of accessing the internet. Ergo, the widespread of these appliances along with their rapid advancement have inspired many people from different fields to make use of this kind of technology by way of example, advertising, finance, transportation, and education.

Smart devices, notably smartphones, have multiple features including, camera, voice and video recorders, multimedia functions, Wireless Fidelity (Wi-Fi), Third Generation (3G), and Fourth Generation (4G) technologies that smooth connectivity. Besides, numerous applications (apps) can be downloaded onto the mobile devices. Without a doubt, the portability feature of these handheld technologies enables individuals to utilize them at any time and place, which is the need of today's techno- savvy generation. Prensky (2001) notes that "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" (p.1). He further states that the thinking and mental processing of these students is profoundly different from their predecessors. They have developed new learning styles and intellectual capacities because of their exposure to technology.

Apart from these benefits, handheld devices have increasingly grown towards becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible (Mianguah & Nezaret, 2012). To put it in Kukulska-Hulme words (2006) "Schools have demonstrated that mobile devices can be a very worthwhile tool to enhance and enrich the teaching and learning of many subjects" (p.120).

The use of mobile devices for teaching and learning purposes falls under the category of mobile learning (m-learning). This new wave of learning has thrived with the contribution of some noteworthy researchers in particular, Kukulska-Hulme, Sharples, Ally, Koole, Kolb, Traxler, Keegan, Naismith etc. This technology gives a combination of flexibility, accessibility, and interactivity with mobile apps unlike other typical classroom technologies (Liu, Tan, & Chu, 2009). With regards to the above matter, this innovative mobile technology can be deemed as a prospect for supporting teaching and learning due to its rich resources.

The involvement of mobile technologies in education has occurred in many disciplines and contexts, and language-teaching field is no exception. Language learning is regarded as one of the disciplines that seems to benefit from the expeditious developments of handheld technologies (Kukulska-Hulme, 2006). This new wave of technology has led to the emergence of new approach of language teaching and learning known as Mobile-assisted Language Learning (MALL). In effect, MALL can be viewed as a typical solution to language learning barriers in terms of time and place (Mianguah & Nezarat, 2012). Even more so, mobile technologies provide students with the opportunity of recording and listening to audio at any time, which is supported by the rising availability of podcasts. M-learning looks forward to deliver closer integration of language learning with everyday communication needs and cultural experiences (Kukulska-Hulme, 2006).

The potential of MALL has become a focus of research in educational environments around the world, and many studies have investigated the use of mobile devices to facilitate teaching and learning. Many projects have been conducted for the past few years in Europe, Asia, and USA. These projects showed that MALL is effective for language learning. In a review of trends of mobile learning studies from 2003-2010, Wu, Wu, Chen, Kao, Lin, and Huang (2012) concluded that the majority of studies showed positive attitudes and outcomes in learning. Furthermore, Burston (2015) in his study entitled “Twenty years of MALL project implementation: a meta-analysis of learning outcomes”, reviewed 291 research

projects about MALL published from 1994 to 2012. The findings of the review revealed that MALL implementation has positive impact on the learning outcomes in nearly 80% of the cases. By the same token, Hwang and Fu (2018), in reviewing studies published from 2007-2016, found that most studies identified the effectiveness of m- learning in terms of speaking, writing, vocabulary, and pronunciation.

Over and above, many Arab countries have started turning attention to initiatives with a view to coping with the development of this latest educational technology. In this vein, various case studies on m- learning have been conducted at different Arab contexts for instance, Saudi Arabia (Al-Fahad, 2009, Nassuora, 2013, AlFarani, 2016), Oman (Al- Aamri, 2011), Bahrain (Mohamed & Anil Job, 2013). Qatar (Ally, Samaka, Impagliazzo, & AbuDayya, 2012), Kuwait (Alsanaa, 2012, Al-Hunaiyyan, Alhajri, & Al-Sharhan, 2016), Palastine (Alzaza, 2012), and Egypt (El-Gamal, 2012). Al-Shehri (2016) posits “Almost all studies reviewed so far imply positive perceptions and expectations of future m- learning in the Arab world as well as good behavioral intention to use m- learning once it is available as a learning option” (p.2087). In the light of the above saying, the majority of studies, in Arab countries, just investigate the perception, attitudes, and challenges towards implementing m- learning. Besides, m- learning has not been widely adopted in Arabic countries (Sawsaa, Lu, & Meng 2012, as cited in Al-Shehri 2016, p.2078).

To put it briefly, a great deal of researches show that mobile devices can bring new opportunities to education and there is a need to implement them in real learning environments. Though, a review of the available literature reveals that there is a shortage of studies that evaluated the effectiveness of using mobile technology in the Algerian EFL context. Therefore, on the pillars of the technological supply of mobile devices, and the educational demand of improving speaking skill, we have laid the foundations of this research.

Statement of the Problem

Developing speaking skill is deemed to be the foremost aim of EFL students. Richards and Renandya (2002) posit that “A large percentage of the world’s language learners study English in order to develop proficiency in speaking” (p.201). Roughly wholly, the ultimate aim of EFL students is to use the English language accurately, fluently, and properly in different situations. However, mastering the speaking skill is considered as a challenging and difficult obstacle that face many EFL students. During my experience as a student then a part-time teacher at the department of English language and literature, I have noticed that students are unable to communicate effectively using the English language. That is to say, in spite of the fact that second year students of English at Batna-2 University spend many years studying English language, from middle school to University, the majority of them encounter serious difficulties in expressing their thoughts and feelings.

To come to a closer identification of the problem and for the sake of understanding students’ problems in details, a pilot study was conducted under the form of a preliminary questionnaire. The questionnaire was administered to 250-second year students in the department of English language and literature at Mostefa Benboulaïd Batna-2 University. Indeed, based on the results of the pilot study (See Appendix A), students confirmed the existence of the problem, and some of the problems students referred to are lack of vocabulary, scant pronunciation, low fluency, and poor grammar.

This situation might be attributed to a number of factors, such as lack of practice inside and outside of the classroom, absence of authentic input, scarcity of technological tools, and the prevailing traditional methods of teaching adopted by most EFL oral expression teachers. Moreover, the status may be a result of some psychological factors. Some students lose their motivation due to the old-fashioned teaching materials that do not reflect their interests as digital learners. Other students prefer to remain silent because they are shy. Besides, students may lack confidence in themselves and they fear negative evaluation by

their teacher or even their peers. Based on these conditions, we have realized that those problems may negatively impact in achieving the goal of teaching speaking skill. In this respect, we are in need to use appropriate strategies to cope with those problems. For that reason, we have tried to find innovative strategies in order to make the oral expression class communicative, and attractive to develop students' oral performance. Ergo, what are the effective strategies that can improve students' speaking skill?

Consequently, many researchers suggest the use mobile devices as a supporting tools to help EFL learners improve and enhance their oral performance (Andújar-Vaca & Cruz-Martínez, 2017; Ally, Samaka, Impagliazzo, Abu Dayya, 2012; Aljarf, 2012; Gormik, 2012; Kessler, 2010; Abdous & Camarena, 2009; Gormik, 2009). Zhang (2013) asserts that “The development of mobile technology, especially of the smart cell-phones, facilitates the large amount of mobile phone use in English language classes” (p.171). Likewise, Yedla (2013) advocates, “The use of mobile technology is a new gate-way to create more interactive environment in the classroom in an interesting and innovative way by making teaching more and more effective” (p.92). The latter view is supported by Burston (2011) who goes further to claim that “The programming capacity of current mobile phones can offer rich resources like text, audio, graphics, and even video to support language exercises designed to foster receptive and productive memory retention that targets basic communicative competence” (p. 68). Hence, the use of mobile technologies can benefit the teaching/learning process in general, and language learning in particular, due to the various achievements over the past two decades.

Given this situation, mobile technologies may represent a potential educational tool for EFL students who have limited access to more advanced technologies in the classroom, so research on this issue is worth pursuing. In this respect, it is necessary to examine how mobile devices can be utilized to enable EFL teachers and students to effectively implement educational activities for developing oral skills within the limitations of the department of

English context. Therefore, the major concern within the present research project is *whether there exists any relationship between the use of mobile devices and the development of the speaking skill.*

Aims and Objectives of the Study

Through the present research, we attempt to shed light on the effect of using mobile devices in the teaching of speaking skill to second year students of English language. Thus, the main aims are:

1. To show whether the use of mobile devices can help and, thus, motivate students of English to improve their oral performance.
2. To raise the interest from both teachers and students on how this new wave of technology can be beneficial in the teaching learning processes.
3. To pave the path for an appropriate implementation of electronic learning (e-learning), generally, and MALL, particularly, at Algerian universities.

In addition, we would like also to reach a number of objectives that we summarize in the following points:

1. To investigate the existing relationship between MALL implementation and oral performance development.
2. To examine the situation by scrutinizing the way oral expression is taught in the department of English at Batna-2 University.
3. To explore the students' readiness towards the incorporation of mobile technologies in oral expression course.
4. To shed light on the students' experiences in applying mobile technologies to enhance oral performance.
5. To recognize the potential of mobile devices as a supporting tool in boosting students' motivation.

6. To show the participants' views and attitudes towards the integration of handheld devices in class and out of class activities.
7. To suggest some teaching recommendations regarding the use of MALL in developing students' oral skills.

Research Questions

This research attempts to probe into the effect of MALL on the development of second year students' oral performance in EFL context. The query then goes as:

- ❖ Are students able to develop their speaking skill through the use of mobile devices?

The main question involves a set of no less significant sub-questions:

1. How oral expression is taught to second year students in the department of English at Batna-2 University?
2. Are students ready and willing to adopt the use of mobile devices in the oral expression course?
3. How do students experience the implementation of MALL in oral expression module?
4. Does the implementation of MALL affect students' motivation to engage in learning?
5. What are the students' views towards the implementation of MALL as a supplementary learning tool in EFL context?

Hypothesis

The present research is based on the following hypothesis that shall be tested and verified:

- ❖ EFL students who use mobile devices will show better oral performance than their peers who do not use them in their learning.

Research Methodology

In this study, we opt for a methodological triangulation that involves multi-research methods, and different tools for data gathering. First, as advanced beforehand, this research is

an attempt to scrutinize whether there are any effects of implementing MALL strategy on developing second year students' speaking performance. Ergo, it aims at probing cause and effect relationship between variables.

Due to the nature of the study, we employ the quasi- experimental method. Thus, two intact groups of students are assigned as experimental group and control group, using matched pairs technique, during the academic year 2016/2017. The assigned experimental group, consisting of 32 participants, employs MALL strategy in speaking lessons while the control one, comprising 32 participants, follows the traditional or ordinary way of teaching oral expression; without the intervention of any kind of supporting technology. At the beginning of the experiment, a pretest is administered to both groups. Then, at the end of each unit, progress tests are directed to both groups. By the end of the experiment, the posttest is distributed.

Moreover, the quasi-experimental method is supported by the exploratory research method. We adopt this method to scrutinize the students' readiness, motivation as well as views towards the implementation of handheld technologies, and to delve into the way oral expression is taught to second year students. To do so, we conduct the current study along three phases: the pre-experimental phase, the experimental phase, and the post- experimental one (See Table.1).

Table 1
Phases of the Study

Phase	Approach	Method	Data gathering Tools
Pre-experimental Phase	Quantitative Qualitative	Exploratory Method	✓ Teachers' Questionnaire ✓ Students' Readiness Questionnaire
Experimental -Phase	Quantitative Qualitative	Quasi-experimental Method	✓ Pretest/ progress tests/ Posttest ✓ Observation ✓ Students' Journals
Post- Experimental Phase	Quatitative	Exploratory Method	✓ Motivation Questionnaire ✓ Attitudes Questionnaire

Research Rationale

The reasons for conducting this research are threefold. To begin with, we have observed that the majority of students face many problems in using English as a foreign language to express their ideas accurately and fluently. Sometimes, they are incapable to generate simple sentences without making mistakes. Unfortunately, learners are not getting enough exposure to authentic English language in their oral expression classes due to the lack of supportive technological tools. Furthermore, teachers of oral expression find difficulties in finding technological aids for teaching oral expression module.

Additionally, the other reason for undertaking this research stems from the quick spread of mobile devices among people. In fact, youth in Algeria are rapidly catching the wave, mainly because of the availability of these groundbreaking tools, and their low cost, notably Android-based smartphones. It was observed that there is a sharp proliferation of mobile devices' ownership among students at universities. This observation grew into an interest in the possible use of handheld devices in the educational context. Therefore, the increase in ownership of mobile devices, mainly smartphones, among youth is the main motivating force prompting the researcher to come up with the idea of how to exploit them for language teaching and learning. In particular, how the ubiquitous mobile devices can improve language learning, in general, and oral performance, in particular, inside and outside of the classroom.

Finally, after reading some of the available previous studies, we found that using handheld devices in the field of language learning and teaching is effective. Nevertheless, in Algeria, it seems there is a shortage of studies that scrutinize the usefulness of using MALL. Accordingly, the rationale for pursuing this study settles on the premise that empirical investigation on using MALL for promoting students' learning, in general, and fostering speaking performance, in particular, is scant in Algeria. Therefore, the present research is an

attempt to address this gap by exploring the effectiveness of using MALL in enhancing the students' speaking ability.

Significance of the Study

We expect that the results of this study can offer some theoretical and practical benefits. Theoretically, as this research is based on different setting and participants, the findings of this study may contribute to the literature of MALL research community. Since there is a shortage of research in MALL in Algeria, the current study fills in an important gap and it may provide useful information to guide further implementation. Hopefully, the results of this research can serve as a reference for other investigators who carry out similar studies.

Practically, the findings of the study are expected to give some benefits to the teacher, students, and researchers. For the teacher, this study gives a new experience and information about the use of MALL in enhancing the teaching and learning process, notably in oral expression course. Moreover, the results of this study can help EFL teachers' to change their traditional ways of teaching speaking. For students, using mobile technologies as a supporting tool can help and motivate them to be involved more actively in speaking activities.

For researchers, this study can provide an understanding of students' views about the integration of MALL in EFL context, mainly in the oral expression class. This may provide researchers with an insight into further uses of MALL in the educational setting. Accordingly, researchers can try to carry out more researches and studies on MALL in a way that will increase the students' mastery of the four skills of the English language.

Delimitations of the Study

In terms of delimitations, this research focuses on the following:

1. It only involves 64-second year students from the department of English language and Literature at Batna-2 University, attending the academic year 2016-2017.
2. It yearns for implementing only smartphones and tablets as supporting tools in teaching oral expression course.

3. Among the four language skills, this study intends to scrutinize merely the effectiveness of MALL on speaking skill development, including comprehension, grammar, vocabulary, pronunciation, and fluency.

In addition, this study may not intend any of the following:

1. To compare which mobile device is more appropriate to perform the speaking activities.
2. To compare mobile devices' effectiveness against other technologies, such as laptops or desktop computers.

Limitations of the Study

This study, as any research, has limitations and does not claim perfection. When undertaking a study, limitations may appear due to unexpected problems. The following are some limitations that have exerted some unfavorable influences on the current research.

1. As this research involved two intact groups, the sample of the students could not be randomly selected.
2. The lack of the Internet in our classes and language laboratories obliged us to focus on offline activities inside the classroom.
3. Some participants did not have a willingness to access learning materials via Moodle platform because they were not well acquainted with this software.
4. Smartphones distracted some students' attention to participate in oral class activities.
5. Due to large class size, students did not take the same opportunity to speak English.
6. We encountered difficulties with shy students who prefer to keep silent and refuse to participate in class activities.
7. Accessing the related literature was another obstacle that hinders the researcher to write a sound literature review.

In spite of these limitations, the study was conducted in order to answer the research questions, and verify the suggested research hypothesis.

Operational Definitions of Key Terms

The following terms are operationally defined to help the reader to comprehend their use in the present study:

Speaking Skill. Speaking skill is the ability to speak a target language to communicate with others, and it consists of accuracy, fluency, and comprehensibility (Heaton, 1998). In this study, speaking skill is defined operationally as the students' ability to perform and express themselves accurately and fluently in a given context. In other words, students are required to show mastery of the following speaking sub-skills: comprehension, pronunciation, grammar, vocabulary, and fluency.

Mobile -Assisted Language Learning. Begum (2011) describes MALL as an approach to language learning that is enhanced through using mobile devices, such as mobile phones, MP3 /MP4 players, PDAs and palmtop computers. In this study, MALL refers to the use of mobile technologies, particularly smartphones and tablets, to enhance language teaching and learning inside and outside the classroom.

Structure of the Thesis

The present thesis is organized and structured into five chapters. Chapter one introduces an overview of the research and the impetus of the study; chapter two reviews the relevant literatures; chapter three introduces the research method and design; chapter four describes the results of the questionnaires, observation, students' journals and the outcome of the experiment, and chapter five concludes the thesis and presents the pedagogical implications, recommendations and future research opportunities. (See Figure.2)

Chapter 1 introduces the topic and describes the research problem, research hypothesis, research rationale, research objectives, significance of the research and the research process.

Chapter 2 deals with the literature review which contains three sections. The first section sheds light on the independent variable MALL and its implementation in classroom

environment. It explains the history, definition, and characteristics of m-learning. Then, it sheds light on the most common mobile technologies, and on the Bring Your Own Device as a model. After that, MALL is elucidated as a new approach of language teaching and learning. In addition, the main approaches and theories in the field of m-learning are stated along with some of the pedagogical frameworks. This section ends up by referring to some of the advantages and challenges of m-learning. The second section introduces some of the theoretical issues related to the nature of speaking as it represents the dependent variable. It provides the definition and importance of speaking skill, and its relation to the other skills as well. Next, elements, functions, aspects of speaking performance are introduced. Then, it delineates teaching of speaking in EFL classes coupled with some activities for enhancing speaking performance. After that, it casts light on testing and evaluating oral performance. As far as reviewing past studies is concerned, section three seeks to review the literature in an attempt to gather some of the related issues to MALL.

Chapter 3 deals with the methodological design followed by the researcher in which the mix of qualitative and quantitative methods conducted in the study are described. The research population and sample are addressed. Then, the questionnaire, observation, students' journals and experiment as our research methods are explicitly illustrated.

Chapter 4 brings together the analysis, discussion and interpretation of results. The first section deals with the analysis of teachers' questionnaire and students' readiness questionnaire. The second sections introduces the results of the tests, observation, and the students' journals as well. The third section represents the results of motivation survey and attitudes questionnaire.

Finally, the concluding chapter (**chapter 5**) draws conclusions on the research accomplished in this thesis in direct response to the research questions posed at the beginning of this study. Moreover, some pedagogical implications, recommendations and future work are suggested.

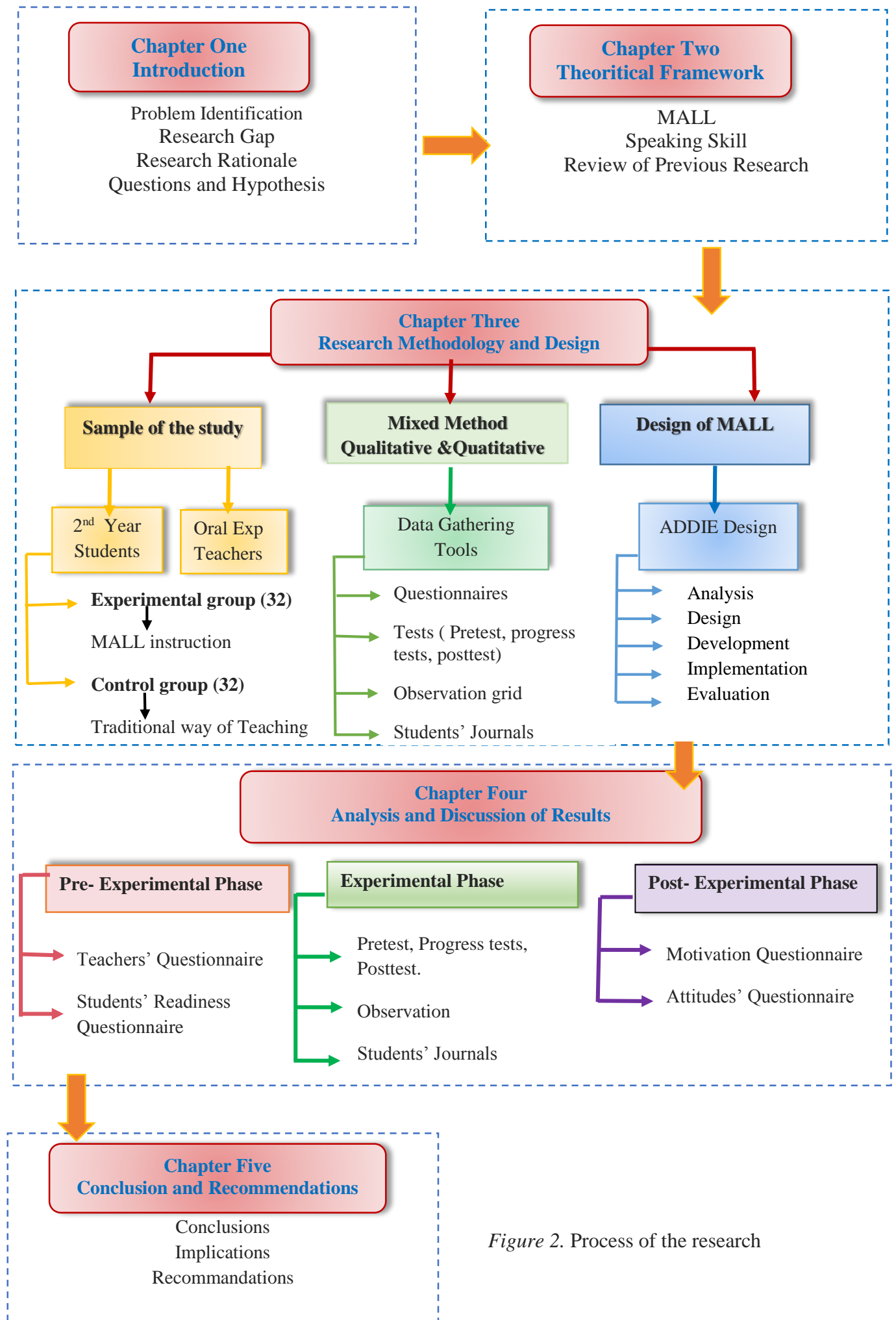


Figure 2. Process of the research

Conclusion

In this chapter, we presented the need for the study by highlighting the importance of speaking in EFL context, and the potential of the mobile technologies to support teaching and learning. Then, we stated the statement of the problem and formulated the aims/objectives, research questions, and the hypothesis. After that, we displayed the rationale of the study, and specified limitations and delimitations. Finally, the research ended up with definition of key terms and structure of the study. The next chapter is a review of literature that includes MALL, speaking skill, and some results of researches and projects related to language learning with mobile devices.

CHAPTER TWO: LITERATURE REVIEW

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Introduction

In this chapter, we try to give a comprehensive account about MALL, speaking skill, and a review of related literature. In this respect, the chapter as a whole is divided into three sections.

The first section of this chapter deals with two major areas. Firstly, the researcher scrutinizes the context of m- learning in order to give a comprehensive literature review of m- learning in general. To begin with, a brief history of m- learning is provided. Then, a definition of m- learning is discussed in depth. It also debates the differences between distance learning, e- learning, and m- learning in order to understand where m- learning is located when compared to previous forms of learning. Moreover, it casts light on some of the major mobile technologies, such as mobile phones, Personal Digital Assistant (PDA), tablets /IPad and Media Players (iPods). Then, Bring Your Own Device model is to be introduced.

Secondly, we shed light on the issue of MALL as a promising approach. In advance, we need to discuss briefly, what is meant by Computer- assisted Language Learning (CALL). Besides, the major theories and approaches to MALL are investigated. The discussion is continued to cover some MALL design models. Finally, the section ends up with a brief discussion of some of challenges and affordances of implementing MALL in language teaching and learning.

In fact, the goal of the majority of EFL students' is to achieve high developed abilities in their oral performance. In the second section of this chapter, a plain view of the speaking skill is highlighted. At first, we define speaking, identify its importance, and show the relationship between speaking and the other skills. Then, the elements, functions, and aspects of speaking are displayed, and the main difficulties that face EFL learners when speaking the target language are outlined. After that, the major methods used in teaching language are highlighted. In addition, we suggest some of the most effective classroom speaking activities that are of great importance in maintaining communication among learners and their teachers.

Finally, the third section of this chapter deals with a review of some of the available literature. In view of that, we introduce the areas that researchers have investigated in accordance with the present research.

Mobile Learning Context

The recent decade has noticed a rapid growth of mobile technologies. Such technologies have started to invade all aspects of human life. This new wave of technology has gained its popularity due to the widespread of various mobile technologies, and their unique affordances. Handheld devices, such as smartphones, and tablets are used to perform multiple functions ranging from making calls, sending Short Message Service (SMS), listening to audio (Mp3/ Mp4) , watching videos, web surfing etc. Together with all these benefits, this new wave of technology has led to the emergence of new perspectives in the field of education, mainly in language teaching and learning.

These emerging devices afford substantial help for sharing data and attaining knowledge. In fact, the use of mobile technologies allows students to access information wherever they are. However, to make good use of these devices, both teachers and learners are in need of an effective plan, skills, and strategies as well. As a matter of fact, the ongoing development of handheld technologies urged educators and researchers to explore the efficiency and the possible uses of mobile devices in learning and teaching foreign languages. This has led to the evolution of a new concept in language learning and teaching known as MALL. This new approach calls for promoting autonomy and interaction as well.

In effect, the use of handheld devices for learning purposes has been a matter of discussion among researchers in the recent years. The coming section provides a clear overview about this new trend of learning.

History of Mobile Learning

Learning via mobile devices has gone through a long history. Crompton (2013) introduces a chronological overview related to the development of mobile devices over three main phases:

Phase one (1970s). The era of m- learning may be traced back to the 1970's. A team led by Alan Kay at the Xerox Palo Alto Research Center (XPARC) (1972) proposed a low-cost wireless handheld device named the Dynabook (See Figure 3). It was credited as being the first proposed device designed specifically for m-learning. The Dynabook offered the facility for accessing data everywhere, and at any time such as reference materials, poems, letters, and records. Kay and Goldberg (1977) describe Dynabook design as:

Imagine having your own self contained knowledge manipulator in a portable package the size and the shape of an ordinary notebook. Suppose it had enough power to out race your senses of sight and hearing, enough capacity to store for later retrieval thousands of page equivalents of reference materials, poems, letters, recipes, records, drawings, animations, musical scores, wave forms, dynamic simulations and anything else you would like to remember and change (p.32).

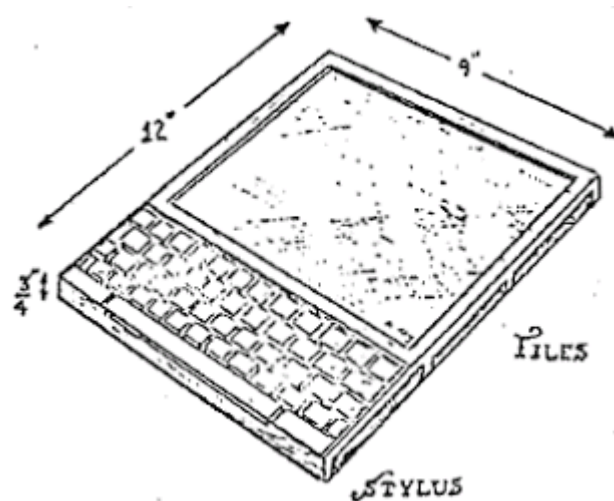


Figure 3. The dynabook's original illustration in Allan C. Kay's paper (1972, p.6)

In this respect, Kay's description of the Dynabook is closely similar to nowadays tablet/ iPad since he envisioned it as a movable device like a notebook that would display learning materials for students. Accordingly, it seems that the characteristics of the proposed device can provide students with the opportunity of using it at different places and times.

In addition, the decade of the 1970s has noticed the development of various hardware and software technologies like a floppy disk, microcomputer, videocassette recorder, and the first mobile phone. In 1973, the first mobile phone, the Motorola Dyna, was developed. However, it was on sale until 1983. That is to say, the Dynabook and the first mobile phone "Motorola Dyna" paved the way for the arrival of m- learning devices that are available today.

Phase two (1980s). During the 1980s, in addition to cellphones, numerous companies prefigured the arrival of handheld computers. In general, technologies were changed to be more personalized, transforming from desktop to handheld personal computers (PC) and from fixed telephone to personal cellphones. By the late of the 1980s and the beginning of the 1990s, many schools and colleges began to allow students to bring laptops into schools and lecture halls. Due to this tendency toward personal technologies, educational institutions started to look for a way to connect with the learner- centered approach. Besides, classroom response systems were developed in the late 1980s as a way to reach the individual students in the classroom, although it did not achieve widespread use until the late 1990s.

Phase three (1990s). In the decade of 1990s, the learner- centered pedagogical movement was well adopted in educational institutions, and technologies have become more advanced, and personalized. Soloway, Guzdial, and Hay (1994, as cited in Crompton, 2013, p. 94) consider the direction on which technologies should progress, stating "simply put the HCI [Human Computer Interaction] community must make another transition: we must move from user centered design to learner- centered design". This period has noticed many technological advancement like:

- The development of the digital camera, web browser, and a graphing calculator.
- Many schools and colleges had readily accepted computer- assisted learning programs on multimedia computers.
- Personal Digital Assistances (PDAs) were the first multipurpose devices that could be utilized in an educational setting. The device ran basic programs such as a calculator, tests, calendar, contacts, memos, photos etc.
- The World Wide Web (WWW) made up a significant portion of the technological content fitting the category of e-learning during the 1990s and 2000s.
- The use of mobile phones has seen a sharp increase and become a social phenomenon. The decrease in size and price, and the increase in power, speed memory and functionality enabled a large portion of the population to own personal wireless devices.

Since the adoption of WWW and mobile phones in the 1990s, learning and teaching processes have undergone radical changes. Moreover, the availability of the 3G and the 4G systems along with the development of wireless technologies, significantly contributed in increasing the adoption of m- learning as it allows mobile phones to access the internet like normal computers via Wi-Fi. Thus, without such wireless technologies, m- learning would not exist or proliferate.

In 1998, Sharples tried to recreate the Dynabook. According to Pachler, Bachmair and Cook (2010) “HandLeR addressed issues of user interface design for mobile learning and developed software for field trip. The system was designed to have multiple functions” (p.34). As advocated by Sharples, Corlett, and Westman Cott,(2001) (cited in Crompton, 2013, p. 95) “ The Handheld -Learning Resource (HandLeR) project studied the design of mobile devices in an attempt at creating an instrument to aid lifelong learning based on the tenets of experiential and collaborative learning”. In this regard, the main concern for such a creation is to bridge formal and informal learning contexts.

Afterwards, the field of m-learning has developed rapidly in 2000s, several projects are developed to support and integrate mobile devices in education and learning. In 2001, the European Commission financed two m- learning projects. MOBIlearn was the first international group to discuss the development of m-learning. Pachler et al. (2010) state that “This project provided access to knowledge through appropriate learning objects, mobile services and interfaces” (p.35). Furthermore, 2010 was the year of the explosion of smartphones and tablets with multitude of functions. The influx of mobile technologies makes people less interested in PDAs, and mobile phones get the lion’s share since they offer the same applications and web functionalities (Crompton, 2013). Indeed, during this decade, the use of mobile phones has seen a sharp proliferation and become a social phenomenon due to the decrease in price that enables a large portion of the population to own mobile devices. By contrast, Pachler et al. (2010), outline the history of m- learning into three phases basing a device mobility, learning mobility and mobility of learners:

- ***A focus on devices:*** The prime interest of this phase is on how to use mobile devices, such as PDA, mobile/cell phones, tablets, laptops in educational context and training.
- ***A focus on learning outside the classroom:*** The second phase is characterized by the focus on learning outside the classroom. This phase has noticed the development of many projects, such as MobiLearn, HandLeR.
- ***A focus on the mobility of the learner:*** It is focused on the mobility of learners by giving special attention to the design of the appropriate spaces, lifelong learning, and informal learning.

Around 2000s, the field of m- learning flourished as a research community in research journals, seminars, and conferences. One of the annual leading events of m-learning is “mLearn”, which is organized by the International Association of Mobile Learning (IAMlearn). Each year, the conference takes place in a different venue. The first event was held in Birmingham in 2002, and then it was followed by London in 2003, Rome in 2004,

Cape Town in 2005, and Turkey in 2014. Its 17th conference will be held in Chicago, the United States of America in 2018.

As a final point, to date, the continuing affordances of mobile devices lead to the quick development of the m-learning field, and hence extend the learner-centered approach. Ergo, it is substantial to integrate m-learning in formal teaching practices inside the classroom, and as a supplementary tool for extra learning outside the classroom.

Defining Mobile Learning

A thorough search of the literature revealed various proposed definitions of m-learning. As it is a relatively new concept in the field of teaching and learning, many researchers are still debating the definition of m- learning and finding it difficult to agree upon a definition that is educationally relevant. Winters (2006) categorizes the definitions of m- learning into four categories:

- Techno-centric: M- learning is primarily seen as learning that is supported by mobile devices.
- An extension of e-learning: M- learning is a subset of e-learning.
- Augmenting formal education: M- learning supports the formal education.
- Learner-centered: M- learning is about mobility and context.

In fact, multiple sources define m- learning in terms of the devices and technologies that support learning. Traxler (2005) defines m- learning as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” (p. 262). Traxler (2005) includes mobile phones, smartphones, PDAs, tablets, personal computers as the major tools for m- learning, and excludes the desktop computers from the list. M-learning is also considered as a kind of learning that occurs by exploiting the offered benefits of mobile technologies (O’Malley, Vavoula, Glew, Taylor, Sharples, & Lefrere, 2005), or in a mobile environment (Trifonava 2003). Another view of m- learning focuses on the mobility of the device. Keegan (2005) takes a similar position saying:

I feel that in the definition of mobile learning the focus should be on mobility. Mobile learning should be restricted to learning on devices which a lady can carry in her handbag or a gentleman can carry in his pocket. I therefore define mobile learning as ‘the provision of education and training on PDAs/palmtops/handhelds, smartphones and mobile phones (p.3).

The aforementioned definitions set by researchers focused on the portability or mobility of technology as the main characteristic for defining m- learning. Hence, the above definitions are related to a techno-centric perspective because of concentrating on the size or mobility of mobile devices. In this regard, Traxler (2007) sees “many of these definitions of mobile learning as too constricting calling them “techno-centric” and too tied to current technological instantiations” (p.4). Indeed, such techno-centric definitions give too little emphasis on the teaching and learning facets.

In contrast to the above definitions, some researchers consider m- learning as an extension of e- learning or as a new form of e -learning. Georgieva, Smrikarov, and Georgiev, (2005) describe it as a sub-space of e-learning space or as a new stage of e-learning having the capacity to learn everywhere and at any time by using mobile devices. Likewise, Peters (2007) also states that it is a subset of e -learning, a step toward making the educational process “just in time, just enough and just for me” (p.15). Indeed, learning via mobile devices makes it more personalized in terms of time, space, and content. To put it another way, the emerging mobile technologies generate a new mode of e- learning that provide new opportunities for teaching and learning. Moreover, m-learning is considered as partner of e-learning that offers learners the ability to remain involved in the learning environment which is not the case of desktop computers (Caudill, 2007). It seems that m- learning shares some features with e –learning, notably technology. Indeed, this is not surprising because e -learning was first used in order to combine technology with learning. From this perspective, handheld devices are viewed to be beneficial in the field of e-learning

interventions due to the distinctive functionalities that they provide. Definitely, m-learning can be considered as a next stage of e- learning through the use of mobile devices for teaching and learning.

In addition, new perspectives consider m-learning as a paradigm change. One of these perspectives is the learner-centered one. O' Malley et al. (2003) assert that “mobile learning is any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning opportunities offered by mobile technologies” (pp.6-7). This definition highpoints the mobility of the learner and the learning benefits of mobile technologies as well. Shih and Mills (2007) define m- learning as the capacity for learning anytime and anywhere through the use of multimedia (text, voice, image, or video) and communication (phone call, voice/text messaging, e mail web access). This mode of teaching and learning provides real time online interaction in a series of short burst learning activities, with features, such as voice/ video recording for story telling or even a mob-blogging journal. On the light of this, we do agree with the definition offered by Shih and Mills as it includes both the mobility and computing aspects of m- learning. However, Taylor (2006, as cited in Traxler, 2009) comes at it from a high level, seeing the concept of m-learning as whether signified:

- Learning mediated by mobile devices, or
- Mobility of learners (regardless of their devices), or
- Mobility of content/resources in the sense that it can be accessed from anywhere.

With regard to this, the concept of m-learning can refer to learning via mobile devices irrespective to time and place. Moreover, Koole (2009) describes m-learning as an on-going development which appears as a result of the use of mobile technologies, individuals' ability to learn and their ability to socially interact for learning purposes.

To sum up, there are many different m- learning perspectives in the literature due to the various perceptions of the term mobility. Each definition focuses on different features, such as mobile technologies, mobility, or e- learning. The common thread between these

definitions is that the authors emphasize more on the notions of mobility and easy access to learning materials. Along this vein, m- learning may be defined as a sort of learning that occurs when learners use mobile devices for learning or completing tasks inside and outside of the classroom.

Characteristics of Mobile Learning

In effect, the definitions of m-learning is considered by many educators as too limiting to elucidate the properties correlated with m- learning. In this regard, many researchers tried to deeply investigate more specific characteristics of m- learning. According to Sharples (2006) m-learning:

- Enables knowledge building to take place in different contexts;
- provides the ability to gather data unique to the current location, environment, and time (real and situated);
- enables learners construct their own understanding (customized to the individuals path of investigation);
- changes the pattern of learning or the work activity (support interactivity);
- supports the use of m- learning applications which are mediating tools and can be used in conjunction with other learning tools; and
- goes beyond time and space in which learning becomes part of the greater whole.

The concept of the m- learning has become a locus of argument about the future direction of e-learning, it refers to the use of mobile or wireless devices for the purpose of learning while on the move. Behera (2013, p.69) categorizes the major characteristics of mobile learning as follows:

- **Accessibility:** It refers to the availability of the information whenever the learners need it.
- **Immediacy:** Learners can immediately retrieve the information.

- Interactivity: The different media give learners the ability to interact efficiently and effectively with teachers, colleagues and experts.
- Context-awareness: To deliver the needed information to learners, a focus should be placed on the learners' real situation.
- Permanency: The information remains unless the learners purposely remove it.
- Flexible Learning, Large mass covered, reduces students' indiscipline and unrest problem.
- Used everywhere at every time.
- Most of mobile devices have lower prices than desktop PCs.
- Similar size and light weight than desktop PCs.
- Ensure bigger students engage as m-learning is based on modern technologies, which students use in everyday life.

According to the aforementioned characteristics, we can infer that m- learning is a different style of learning that refers to learning mediated via handheld devices which is available anytime and anywhere. Such learning may be formal or informal as well as it encourages both traditional and modern learning. This style of learning could be very useful and helpful in many fields as it can highly promote continuous learning. Ergo, the efficient and effective use of mobile devices brings us closer to personalized or autonomous learning than ever before since these technologies may provide learners with a rich learning resources and performance aids at the right time and place.

Although these characteristics of m-learning help to further define it, research still needs to be done in order to determine how mobile devices are currently being used for education, the best practices for implementing m-learning and the type of learning that is best supported by m- learning.

The rise of the terms of distance- learning (d- learning), e-learning, and m-learning made some researchers suspicious about the nature of these concepts of learning, how they

relate to each other, and where they fit into. Before we discuss the pedagogical implications of m- learning, it is crucial for us to understand the underlying philosophy of these terms.

The Difference between D-Learning, E- Learning, and M- Learning

Usually often, the concepts m- learning, d- learning, and e-learning are confusing. In point of fact, there is a very thin line of difference between these concepts. Many researchers have explored the relationship between d- learning, e- learning, and m- learning focusing on aspects of pedagogy, and technology.

D- learning refers to the act of learning beyond the walls of the classroom or educational institution. This kind of learning separated the learner from the teacher in terms of time and distance (Georgieva et al. 2005). Likewise, Hoyle (2007) clearly explains the term of d-learning as process of teaching and learning at distance in which a student is not in a direct contact with the instructor, or other fellow learners.

In most definitions, e- learning is associated with online learning. As for Tavangarian, Leybold, Nolting and Voigt (2004) the forms of e- learning and teaching target to construct knowledge basing on the individual experience and practice where information and communication systems serve as specific media in the learning process. In this respect, e- learning can be done not only outside the classroom (in specific locations), but inside the classroom too. In other words, e-learning is different from d-learning in terms of location and tools; however, it can be undertaken as a new method of d-learning.

Some researchers see the relationship between the three modes of learning, d- learning, e- learning, and m- learning, as nested in one another. Georgieva et al. (2005) assert that mobile learning is a subset of e- learning, and e- learning is a subset of distance learning (See Figure 4). According to this claim, m- learning is part of e- learning which is an extension of d- learning.

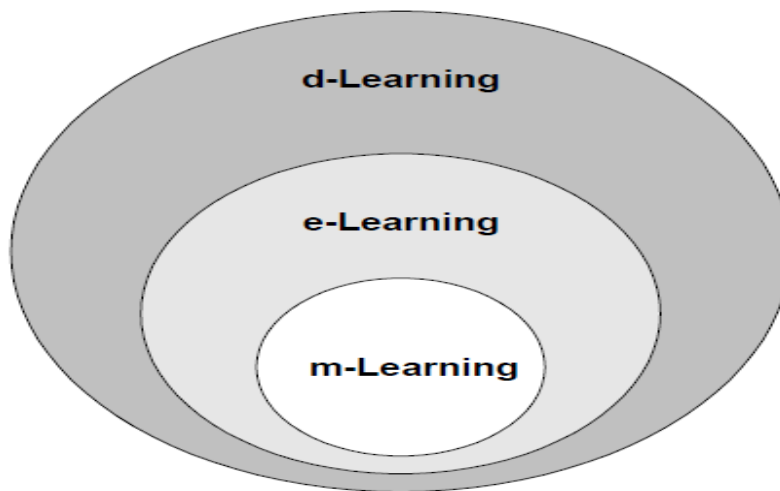


Figure 4. Mobile learning as part of e- Learning and d- Learning (Georgieva et al., 2005)

On the other hand, Brown (2003) ponders that e- leaning is a macro concept that comprises both online and m- learning. That is to say, m- learning is a subset of e-learning which is in turn a subset of distance learning (See Figure.5). Again, researchers stressed the fact that m- learning is a subfield of d- learning. This approach confirmed the usability of mobile devices in different locations and at any time that, without doubt, supported d- learning.

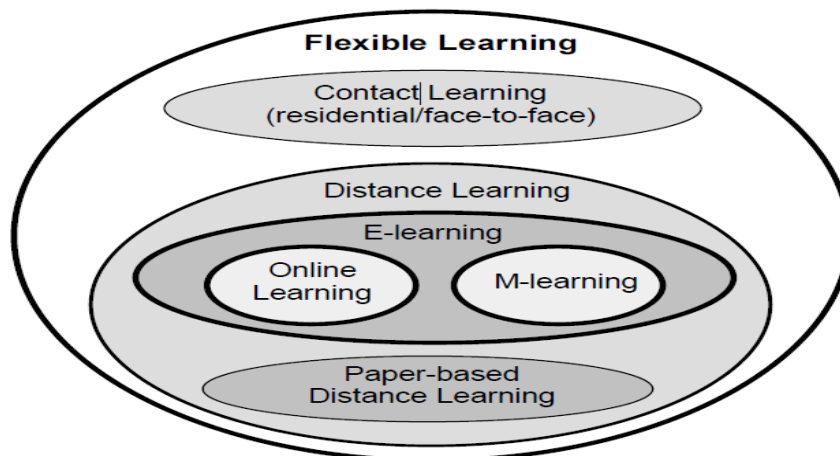


Figure 5. The subsets of flexible learning (Brown, 2003)

By way of contrast, Low and O'Connell (2006), explain the relationship between e- learning and m- learning in terms of flexibility and the learning space. For them, in opposition to traditional learning, e-learning and m- learning provide greater ease of access, can reach a larger number of students, and facilitate a larger learning space (See Figure 6).

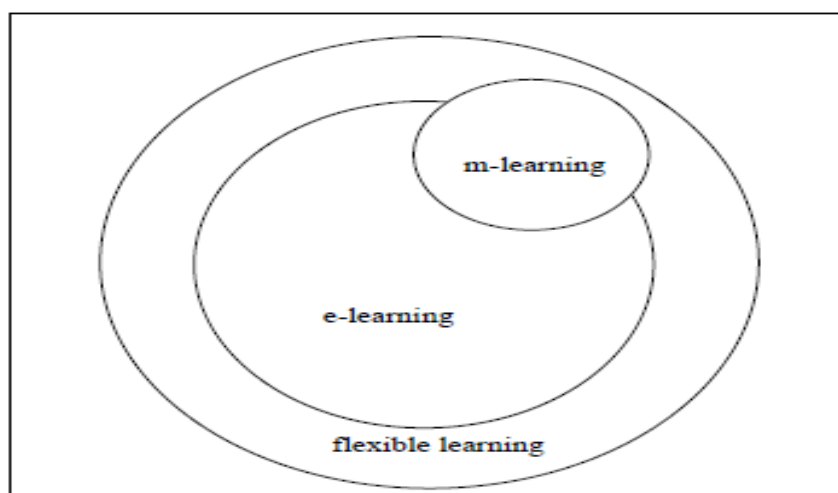


Figure 6. E-learning, m-learning and flexible learning (Low & O'Connell, 2006)

Along this vein, d- learning and e- learning are forming the ground for m-learning. To put it another way, m-learning is emerged as an innovation of both d-learning and e-learning. The transition from e- learning to m- learning is also characterized by a change in pedagogy, student-student communication, instructor- student communication, feedback, assignment and tests (Sharma & Kitchens,2004). In an attempt to distinguish e-learning from m-learning, Traxler (2007) distinguishes e-learning from m-learning by analyzing the descriptions of both fields found in the literature. Table 2 provides an overview of his distinctions.

Table 2

Comparison of E-Learning to M-Learning (Traxler, 2007)

E- Learning	M- Learning
	Personal
	Spontaneous
	Disruptive
Structured	Opportunistic
Media- Rich	Informal
Broadband	Pervasive
Interactive	Situated
Intelligent	Private
Usable	Context- Aware
	Bite-Sized
	Portable

Later, Traxler (2009) points out that the distinctions made by Traxler (2007) are limiting because they are solely based on the learner's experience with the two modes of learning and do not address time and space in which learning takes place. He further claims that " E-learning almost always takes place when time and space have been dedicated to

learning, while m-learning can take place anytime, anywhere, in the midst of “daily tasks, places, and situations” (p. 5).

To distinguish e- learning from m -learning, Upadhyay (2006) further designs a model where the delivery methods are differentiated through a continuum consisting of functionality and mobility (See Figure 7).

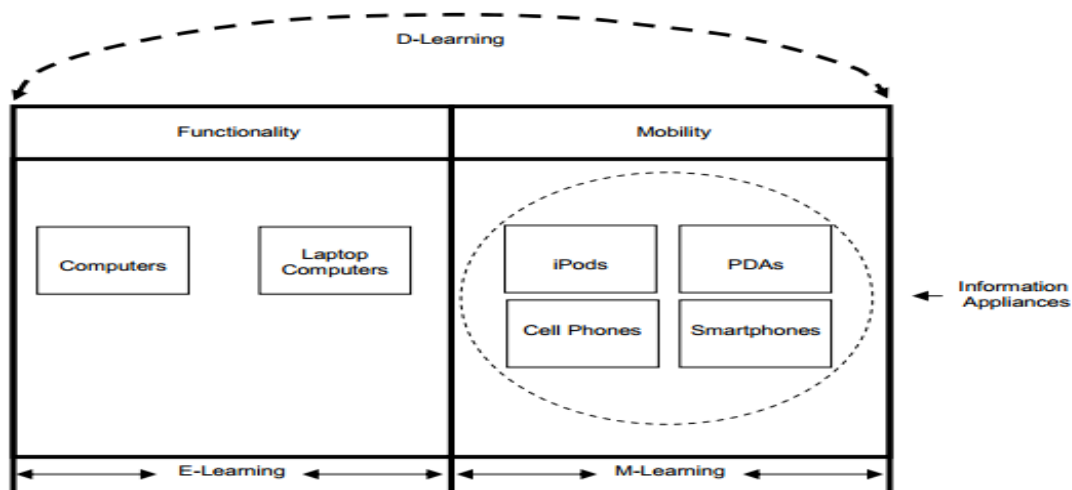


Figure 7. Relationship between d- learning, e-learning, and m-learning (Upadhyay, 2006)

The recent trends in e-learning and m-learning sector is screen casting. Actually, both modes of learning encourage teachers and students to take personal responsibility for their own learning. When teachers succeed, it builds self-knowledge and self-confidence in them. E- learning and m-learning can also bring a substantial change in the method of spreading knowledge to improve the quality in teacher education, and hence will make teachers of global standard. Thus, these new trends of teaching and learning are beneficial to education, and to teachers /learners. It is an effective learning process created by combining digitally delivered content with learning support and service. Therefore, we can conclude that teachers need to acquire technological skills in order to succeed in e- learning and m-learning as well.

On the whole, all the three modes of learning, d- learning, e- learning, and m-learning, facilitate learning and communication between students and teacher. Though the concepts cannot be used interchangeably that may cause confusion among users. To clarify, d- learning refers to learning at a distance. Moreover, e-learning and m- learning, as subsets of

d-learning, offer learning at a distance too. Thus, even though each mode of learning has its own peculiarities based on learning design and delivery medium, they provide means to the same d-learning end. In short, e-learning has paved the way for m-learning to flourish.

However, the hardware or the kind of technology used to deliver m-learning is different from the one used to deliver e-learning.

Mobile Learning Technologies

Trifanova et al. (2004; as cited in Kukulska-Hulme & Shield, 2007) define mobile devices as “...any device that is small, autonomous and unobtrusive enough to accompany us in every moment” (p.3). For Chinnery (2006), these handheld devices are known in popular and scholarly literature as “mobile, wireless, handheld or nomadic- are now social staples” (p.9). Accordingly, we can infer that there are a number of mobile devices applicable to m-learning. Naismith Lonsdale, Vavoula, and Sharples (2004) use two orthogonal for classifying a range of mobile technologies with dimensions of personal versus shared and portable versus static (See Figure 8).

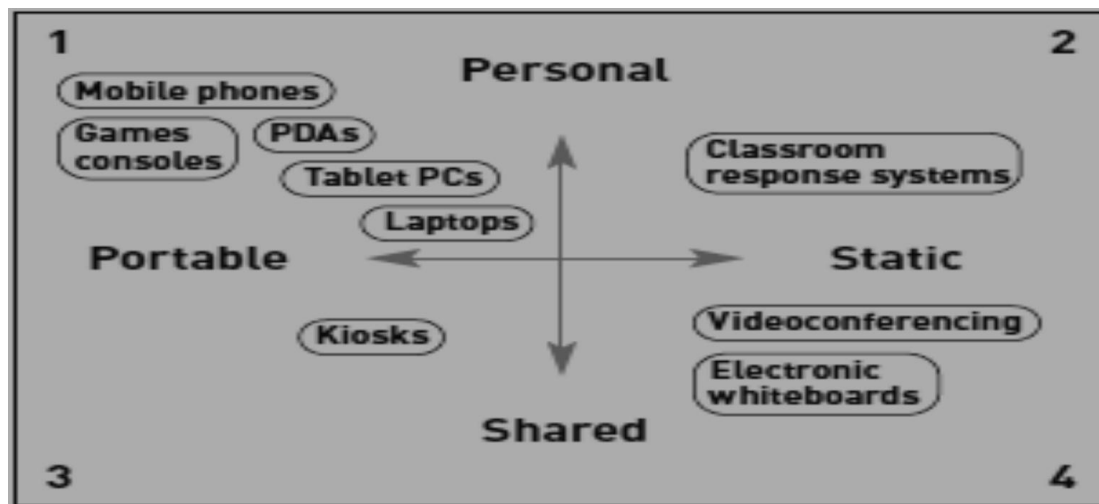


Figure 8. Classification of mobile technologies (Naismith et al., 2004)

The dimension of personal refers to technology that supports a single user, while shared involves networks of users. As well as, the dimension of portable refers to technology that can physically move from place to place whereas static refers to technology that is fixed in one place or location.

As shown in Figure 8, quadrant 1 introduces technologies that are mobile and personal such as mobile phones and PDAs, or iPod and Tablet PCs, laptops, and handheld video counselor. The networked nature of such devices affords communication and information sharing, that is the information within the device can be shared easily and they can be available in many locations, as they are personal and portable. As referenced in quadrant 2, classroom response system is an example of personal static technology as it is allocated to a single user but remains in one location. This technology is static in the sense that it can only be used in one location, but it remains personal because of its small size and allocation to (typically) one single user. These are personal static technologies. As identified in quadrant 3, kiosk is a technology that is immobile, yet provides learning experiences to individuals that are on the move. It is considered as a shared portable technology whereas the learner is mobile not the delivery technology. These technologies can provide learning experiences to users on the move, yet the devices are not physically movable. These technologies are less personal, and are likely to be shared between multiple users. Quadrant 4 denotes devices that are less personal and shared between multiple users such as videoconferencing, and classroom white boards.

Naismith et al. (2004) presumes that mobile technologies include all gadgets from quadrants (1-3), and those from quadrant (4) that are not at the extreme end of the "static" dimension. Indeed, even in these sorts we can put mobile devices in further characterization. For instance, in the primary Quadrant 1 we can recognize cell telephones and PDAs, or iPod and Tablet PCs. These technological gadgets share certain features, yet differ in others. These distinctive features make some appliances more requested than others do.

In a slightly different classification, Kenning (2007) suggests another type of distinction which is based on the availability, the positioning of the device in the cultural milieu, and the psychological relations users have with it, instead of focusing only on the properties of these devices. A qualification between mobile technologies ought not be

restricted to the properties that each device can offer, but to the accessibility and availability of these devices, and the psychological influence on the person.

Georgieva et al. (2005) further classify mobile technologies basing on the existing classifications and add two more according to the support of e-learning standards and according to the communication between students and teachers. Their classification involves mobile technology, communication technology, information, access, materials, communication between students and teachers, and e-learning standards (See Figure 9). The suggested classification afford the opportunity to evaluate the various realization and requirements of mobile devices and the type of supported information and method of access (Georgieva et al 2005). Accordingly, they propose a classification according to ICT and educational technology as the following:

❖ ICT classification based on these basic indicators:

- the type of mobile devices - notebooks, Tablet PCs, PDAs, cell phones or smart phones;
- the type of wireless communication which is used to access learning materials and administrative information - GPRS, GSM, IEEE 802.11, Bluetooth, IrDA.

❖ Educational technologies classification is based on:

- support of synchronous and/or asynchronous education;
- support of e-learning standards;
- availability of permanent Internet connection between the mobile learning system and the users;
- location of the users;
- access to learning materials and/or administrative services.

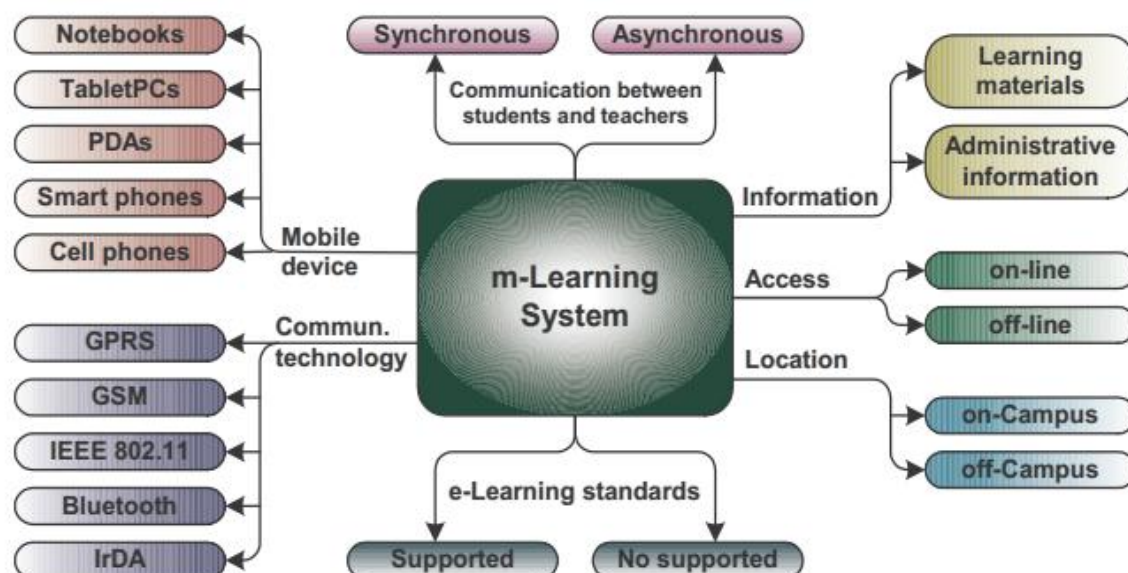


Figure 9. A general classification of m-learning system (Georgieva et al. 2005)

The advances in technology and wireless networking expanded the potentiality of mobile devices to be utilized in educational environments. Actually, they suggest communicative language practice, access to authentic content, and task completion, but they are not in themselves instructors (Chinnery, 2006). These attributes best fitted for language teaching and learning. For instance, mobile devices can be used to send educational materials and contents to learners via SMS, Bluetooth, or even social networks, but these appliances never replace teachers in the classroom.

As far as mobile devices are concerned, the present study is limited to devices discussed in the first quadrant (1) in Naismith et al. (2004) classification. Nevertheless, not all devices in this quadrant will be included. In sum, we will limit ourselves to smartphones, and tablets, with much emphasis on smartphones because of the convenience and widespread of these technologies among Algerians students than any other devices.

Mobile Learning Hardware

There are various types of mobile devices that can be integrated in teaching and learning contexts. The following are some common devices:

Mobile phone. The most popular and widely owned device among a mass of people is the mobile phone or the cellphone. In fact, the majority of people use mobile phone in order to

make and receive calls and messages at any time and from any place. The Cambridge Advanced Learner's Dictionary (2008) refers to a mobile phone as "a telephone which is connected to the telephone system by radio instead of by a wire, and can therefore be used anywhere where its signals can be received". Likewise, the Oxford Learners' Pocket Dictionary (2003, p.276) defines a mobile phone as "A telephone that does not have wires and works by radio, that you can carry around with you and use anywhere". As well, Rysavy (2010) describes smartphone, a latest type of mobile phones, as a clever gadget with high-quality communication services; it is portable, user-friendly, interactive, and most importantly it is highly customizable. Recently, the sophisticated smartphones have added several capacities and qualities to the basic functions of the phone as internet connection, a touchscreen, a Bluetooth connectivity, operating system to facilitate downloading apps, calendar, camera, and 3G/4G, to mention just some. Mobile phones share many educational applications with computers. With these new functions, they become powerful m- learning devices (Irina, 2011). Besides, smartphones are more effective than computers in creating, sharing and distributing knowledge in Web 2.0 context. Hence, due to the distinctive features of smartphones, they have become omnipresent in our daily life.

Kenning (2007) asserts "As a learning platform, the mobile phone has a number of distinctive characteristics that offer opportunities for new pedagogical applications while restricting others" (p.191). Indeed, smartphones consist of a variety of features that may support the processes of teaching and learning. Peter, Marcus, Shane, and Jason (2013) indicate some of the smartphone features that could help in conducting successful mobile learning, as shown in Table 3. Besides, Irina, (2011) illustrates some of the major uses of mobile phone for supporting language learning, as short written assignments, quizzes, surveys, podcasts to blogs, e-books, electronic dictionary, vocabulary games, etc.

Table 3
The Use of Smartphone Features in m-learning (Peter et al. 2013)

Smartphone Features	Mobile Learning Use
Cameras	for capturing videos and images, augmented reality
Quick Response	(QR) code reading
Document Viewers	eBooks, PDFs
Geolocation	GPS, geo-fencing, map
Internal Sensors	accelerometer, barometer, compass, gyroscope, proximity sensors
Media viewers	image, video, audio, podcast
Microphones	voice recording, podcast
Notifications	alert, sound, vibrate
Search engines	discovery, quick-reference, search engine
Short-range communication	(Bluetooth, Near Field Communication (NFC))
Radio Frequency Identification	RFID
Text Messages	Short Message Service (SMS)
Multimedia Message Service	(MMS)
Touchscreen	interaction and Voice/phone communications

Given these points, today mobile smartphones have a certain added privileges; consequently, they offer new opportunities for language instruction. In the present research, we need to focus on smartphone as a multi-function device. Indeed, learning via smartphone may offer teachers and learners with excellent platform and resources. The implementation of these cutting-edge gadgets may help teachers to take on the role of facilitators and they may design rich learning tasks. Besides, the use of smartphones for learning purposes may facilitate and promote learning, knowledge and creativity as well.

Tablets. A tablet is also known as tablet computer. According to Cambridge Advanced Learner’s Dictionary (2008), a tablet PC is “A small computer with a screen that you can write on using a special pen or that you can connect a keyboard to”. The term tablet was first used by Microsoft when it released its windows XP Tablet PC operating system (Van Mantgem, 2008).

In fact, the tablet PC is different from the other computing devices that have preceded it. It amalgamates the computing power and versatility of a traditional notebook computer with the portability, inking ability, and ease of use offered by a pad of paper. Furthermore, Van Mantgem (2008) describes a tablet as “small enough to carry anywhere, yet large enough to replace a desktop computer, filing cabinet, and a small library, essentially allowing a user

to take the classroom on the road” (p.6). Moreover, the physical properties of a tablet typically include a touch screen, with finger or stylus gestures working as a primary means of control and on screen hide able virtual keyboard. When tablets get an extra feature of voice calling, it receives one more pseudonym which is “Phablet”.

Ergo, the emergence of tablet PCs has increased the opportunities for m- learning. The device’s unique capabilities and affordances give them an educational advantage over other mobile technologies. On the subject of this, as a result to the fast growing penetration of tablet tools like iPads, Android tablets among students and teachers in higher education and the large public interest, it is pertinent to inspect their educational potentials (Godsk, 2013). After a review of some journals, Godsk (2013) outlines some of the predominant affordances of tablets as follows:

- Engaging, inclusive, and/or collaborative learning.
- Mobility/flexibility in place.
- Use of multimedia/ interactive content and apps in teaching.
- Student satisfaction.
- Personalization and student-centered learning.
- Use of e-books.
- Resource saving.
- Flexibility in time and pace.
- Eco-friendly.
- Competitive resource.

Actually, tablets are progressively finding their way into classrooms and transforming modes of learning and teaching.

Personal Digital Assistant (PDA). Another handheld device is a PDA. This typical device incorporates a memo, calendar, and a clock reminder; it also can be used to write notes, play games, listen to sound files, and view videos and pictures. Besides, it has the

ability to connect, and exchange data with a computer, and other devices. PDAs form a good combination of digital storage along with computing power that includes internet access, wireless network access through Wi-Fi or Bluetooth, and pen or stylus input interface, along with other word processing tools (Jacob & Isaac, 2008). This allows people to access email and web content, and play audio and video files. Moreover, it supports interactive and group learning. For Pinkwart, Hoppe, Milrad, and Perez, (2003) “There is great interest in introducing Personal Digital Assistants (PDA) into educational scenarios to orchestrate classrooms by using ubiquitous computing in an unobtrusive way” (p.383). Along the same lines, for Papadimitriou, Komis, Tselios, and Avouris (2006), PDA can extensively enrich the learning experience, as it offers a plethora of computing functions that can be used in different contexts and serving a variety of tasks. They also state some major benefits of PDA as an educational tool as follows:

- It activates students’ motivation.
- It augments their attention and encourage them to engage in more meaningful learning activities.
- It supports both independent and collaborative learning.
- It facilitates the learning outcome evaluation process.

Pinkwart et al. (2003) categorize the educational applications of PDAs into two main types of use:

- The PDA serving as an interface to a ‘main’ desktop program to extend the use of the desktop application for specific scenarios; here, the mobile device may, in the extreme case, just serve as a front end, e.g. for outdoor data input;
- A standalone application running on the PDA, with or without connection to a central desktop application; this approach includes several mobile applications allowing collaboration via direct communication between the devices. (p. 384)

In sum, PDAs can be utilized for storing, transmitting, editing and visualizing data and information. Therefore, this kind of appliances can be used in the frame of formal and informal forms of education, however; it does not have a great popularity as smartphones.

Digital Media Players. Digital media players include MP3/4 players as well as iPods. Like mobile phones and PDAs, media players have a number of capacities that can be exploited for language learning purposes. Jacob et al. (2008) define MP3 player as a digital audio player that plays music and audio files, and it can be used by students for recording and listening to lectures and podcasts. Although they have a good quality output, they do not offer any of the interactivity options. Accordingly, this kind of devices can be used for listening purposes inside and outside the classroom. It can be also utilized for recording purposes such as recording voice for practicing oral activities or recording a lecture.

Basing on what is said above, it seems that smartphones and tablets are more attracted to m-learning than the other devices. The processing power and advanced features of these two devices (smartphone and tablet) offer many opportunities for language learning in any space. As well as, many ready available free apps in the android store and apple store can be customized and used for doing learning tasks in tablets or in smartphones. Thus, these appliances can be effectively utilized in teaching and learning English language in higher education.

Mobile Learning Software

There are many platforms used for supporting m- learning like learner management system, content management system and many other web.2.0 tools.

Learner management system platform. A Learning Management System (LMS) refers to a learning platform, a software application or a web-based technology used to plan, implement, and evaluate a particular learning/ teaching process. According to Paulsen (2003), LMS is synonymous to learning platform that is utilized for a variety of systems that sort out and give access to online learning services for students, teachers, and administrators. Access

control, provision of learning content, communication tools, and administration of user groups are among its major services. A typical LMS allows teachers to create and deliver content, monitor student participation, and evaluate students' learning performance. In addition, it may also offer students with the facility to use interactive or communicative features, namely threaded discussions, video conferencing, and discussion forums. Recently, LMS is also known as a learning or performance portal, and it can be considered as an intranet or website. To implement the system, we have to choose an Open Source Software (OSS).

There are various LMSs like Moodle, E-front, Atutor, Dokeos, and Docebo. Ajlan (2012) compares three of the most popular OSS, as Moodle, ATutor, and ILIAS. The features of each LMS will be presented and compared to each other by focusing on the mobile support in these platforms (See Table 4).

Table 4
Comparing the Technical Aspects of LMSs (Al-Ajlan, 2012, p.198)

Product Category	ATutor	ILIAS	Moodle
Architecture	Weak	Complex	Good
Implementation	Weak	Complex	Good
Interoperability	Bad	Good	Average
Cost of ownership	Medium	High	Low
Strength of the community	Low	Medium	High
Licensing	GPL	GPL	GPL
Internationalization	Weak	Average	Good
Accessibility	Excellent	Bad	Average
Document transformation	No	Average	No

As stated in the above table, ILIAS has a complex architecture and its implementation as well. The code is new, and lacks maturity. The developer community of ILIAS is medium outside the core team. However, Moodle has a good architecture, implementation, interoperability, and internationalization, and it has the strength of the community. It is free and its accessibility is average (Al- Ajlan, 2012). He goes further to claim that “Moodle is the most user-friendly and flexible free open-source courseware products available all over the world” (p.200). In his comparative study, he concludes that Moodle system is one of the best systems.

Moodle. Moodle is an acronym that refers to “modular object-oriented dynamic learning environment”. Moodle was initially created by Martin Dougiamas to enable educators of generating online courses by focusing on interaction and collaborative construction of content. Al-Ajlan (2012) pinpoints that “ An important feature of the Moodle is the Moodle.org web site, which provides a central point for information, discussion and collaboration among Moodle users, who include system administrators, teachers, researchers, instructional designers and of course, developers” (p.200). This software has been developed based on pedagogical principles for teachers, students, and trainers to achieve learning goals. Moodle is adopted in many schools, universities, and other sectors, it is used for distance and blended learning, and flipped classrooms as well.

In order to create an effective m-learning and to gain the best results, we need to integrate the existing e-learning platform “Moodle” with m-learning services. In fact, Moodle can adapt the content based on the technical context where it is being used in automatically. In this vein, Houser and Thornton (2005) indicate that the majority of educational web services can be adjusted to work on small-screen devices; that is smartphones and tablets are considered as a promising platform for various educational tasks. Accordingly, we can use Moodle platform via creating mobile versions for the sake of meeting the needs of nowadays students who are extensively using handheld devices.

Social media platforms. In the recent decade, plethora of online tools have paved the path for new opportunities within the context of teaching and learning. Increasingly, social media provide an effective platform for sharing and exchanging information and content that is relevant to our needs. Hylén (2015) asserts that:

Social media or social software, that allows the user to create, contribute, communicate and collaborate online without need for specialized programming skills, is better suited to support an open-ended learning environment and provide the learner with multiple possibilities for activities. They also support interaction between mobile

devices and internet, making way for increased mobile learning (or the use of “smart”, mobile devices in learning). (p.5)

Indeed, social media software is one of the effective mobile tools that can support m- learning, collaboration, and interaction. LeNoue et al. (2011, as cited in Hylén, 2015, pp. 5-6) introduce a list of social media as follows:

- ❖ Wikis: These web sites give the opportunity to create collaborative content. Among the well-known wiki is Wikipedia.
- ❖ Internet forums: The oldest form of social media are Forums. In fact, the word forums refer to online discussion areas for individuals who share a specific kind of interests such as music, education, or technology etc.
- ❖ Blogs: Blogs, also known as weblogs, are online journals that permit people to publish content including various kinds of media like images, videos, and texts.
- ❖ Podcasts or pods: Podcasts are audio and video files that can be downloaded to their computer, tablet, or mobile phones through services as iTunes.
- ❖ Virtual worlds: Actually, people need to register to access the virtual worlds that allow them to socialize and act in an online world.
- ❖ Microblogging: Microblogs integrate social networks, messaging and blogging. This type of blogging can be distributed through the mobile phone network. One of the most popular microblogging tool is Twitter.
- ❖ Social Networks: Social networking communities allow people to create personal pages, and groups that enable them connect with friends and share content. Among the most popular social networks are Facebook, Instagram, and LinkedIn.

Among the above kinds of social media, social networking sites, mainly Facebook, are widely used among people, in general, and students, in particular. Ergo, in this study, the researcher will use Facebook group in order to support communication, and interaction among students.

Bring Your Own Device in Education

Few years ago, there is a bloom of interest in using mobile gadgets in teaching and learning. As a matter of fact, the availability of mobile tools and internet (3G and 4G) facilities have now become a central issue confronting large numbers of language teachers throughout the world. Hockly (2012) states “students are increasingly coming to class with technology in their pockets, in the form of mobile phones, iPods, and even small tablet computers” (p.44). The situation challenges many educators to reflect on whether these handheld devices can be purposefully used for learning in educational institutions. In effect, many learners use their own gadgets for informal learning by way of example, using learning apps, and accessing educational websites. Hence, a significant tendency calls for using learners’ mobile devices inside classrooms. This approach is known as Bring Your Own Device (BYOD) or Bring Your Own Technology (BYOT). According to Attwell and Ayre (2017):

“In education BYOD or Bring Your Own Device is commonly used to mean permitting students and teachers to bring personally owned mobile devices (laptops, netbooks, tablets, smartphones, etc.) into educational institutions and to use those devices to access institutional information, applications and services in order to support learning”. (p.5)

In this regard, the key reason behind allowing learners to bring their own devices, such as tablets, and smartphones to classes is to support, and enhance the learning experiences for the sake of improving learning outcomes. Along the same line of thought, Bruder (2014) advocates that “BYOD (bring your own device) or BYOT (bring your own technology) gives students the option of borrowing electronic devices from the school or using their own equipment” (p.15). Accordingly, educational institutions can provide learners with these devices in case of not having such a device.

The key advantage of BYOD is that many of the devices are up to date than the school desktop computers. Gary Stenger (as cited in Bruder, 2014, pp.15-16) lists these advantages of letting students use their own phones, or tablets:

- Students can use their devices to conduct research.
- Using their cell phones, they can participate in audience response systems (clickers or live polling).
- Teachers can make interactive assignments allowing students to use their cameras and/or photo- or video-sharing sites.
- Games like Angry Birds can be used to teach physics, math or other principles.
- Assignments can be stored in the cloud.
- Students can play background music (through ear buds) to focus and block out distraction.
- Students can Skype in other schools/countries.

According to the above-mentioned advantages, one can infer that BYOD supports student-centered and active learning approach. This gives students the opportunity to take more responsibility for their own learning inside and outside of the classroom. However, the integration of BYOD approach does not mean the lone teacher who gives students the permission to use their handheld device; it means a school explicitly applying a policy of relying on student-owned technology, and providing the necessary support, infrastructure and evaluation to measure its efficacy (Hockly 2012).

The Cyber- bullying Research Center has created a list of rules for students and their devices at school that includes laptops, cell phones, personal data assistants, portable electronic games, digital audio players, digital cameras, and gaming wristwatches (Bruder, 2014).

- Students must have portable electronic devices turned off except during prescribed times.

- Students may not use any device to photograph or record (in either audio or video format) another person on school property without that person's permission.
- Any unauthorized use of portable electronic devices will lead to confiscation.
- Any confiscated portable electronic device may be searched by parents or law enforcement as necessary.
- Students who violate this policy may be subject to disciplinary action. (p.19)

Attwell et al. (2017) state some of key factors that facilitating and managing BYOD as the following:

- The culture, norms and laws related to the use of mobile devices in schools in a country
- A school's size, age, location, construction, infrastructure, previous and current use of technology and the subject areas it specializes in.
- The availability of technically expert staff. (p.5)

For these devices to be successful learning tools, the properties of the technology and appropriate educational theories and pedagogy need to be considered. Therefore, mobile devices are not a substitute for traditional teaching tools (like a white board, paper, pen ...), but they serve as extension for learning in a new environment having new capabilities. With regard to this, it seems that language learning can greatly benefit from the unique affordances of a new cutting-edge tools.

Mobile- Assisted Language Learning

The proliferation of mobile technologies in the educational field has led to the emergence of MALL as a language learning approach. MALL is regarded as an independent-language learning approach that derives from the general field of m- learning. This new paradigm involves the use of different mobile devices as teaching and learning tools. Though understanding MALL can be achieved only with relationship to Computer- Assisted Language Learning (CALL). Palalas (2011) asserts that “Mobile- assisted language learning draws on the theory and practice of computer- assisted language learning” (p.20).

A Shift from Computer- Assisted Language Learning (CALL) to Mobile -Assisted Language Learning (MALL)

The term CALL established in language education in the early of 1980’s (Chapelle, 2001). This approach was appeared as a result of combination of education, theory and technology. Beatty (2003) defines CALL broadly as “any process in which a learner uses computer and, as a result, improves his/her language” (p.7). In the early days, CALL reflected a field that was heavily based on programmed instruction and on the behaviorist premises of language learning. Warschauer and Healey (1998) offer a new assessment of the history of CALL that can be divided into three main stages. Each stage corresponds to a certain level of technology and classified according to their underlying pedagogical and methodological approaches:

Structural/Behavioristic CALL (1970-1980). The behavioristic CALL was implemented in the 1960s and the early of 1970s. It is a sub-component of the broader field of computer-assisted instruction. Since the behaviorist-learning model is of central focus during this period, this mode of CALL highlighted repetitive language drills, referred to as drill-and-practice. As for Yang (2010), the initial programs of CALL based on the computer as tutor model that includes grammar and vocabulary tutorials, drill and practice programs, and language testing instruments. According to Ahmad, Corbett, Rogers and Sussex, (1985,

as cited in Warschauer & Healey, 1998) “The best-known tutorial system, PLATO, ran on its own special hardware consisting of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals” (p.57). Moreover, these features was consistent with the structuralism approach that stressed on repeated drilling as beneficial and essential to learning (Yang, 2010).

Communicative CALL (1980-1990). The communicative CALL appeared in the late 1970s and the early of the 1980s. This shift of paradigm from behavioristic CALL to communicative CALL was a result of the rejection of behaviorism at both theoretical and pedagogic levels, and the appearance of the personal computers that create greater possibilities for individual work (Warschauer et al.1998). In this approach, communicative CALL should emphasize more on using forms rather than on the forms themselves, teach grammar implicit way instead of an explicit one, allow and encourage students to generate original utterances, and use of the target language exclusively. Additionally, communicative CALL puts stress on students’ achievement that is resulted from interaction with each other when using computer rather than on how they interact with the machine. As for Yang (2010), in this period, the most popular CALL software comprised:

- Text reconstruction programs: this enabled students to work alone or in groups to rearrange words and texts to discover patterns of language and meaning.
- Simulations: this stimulated discussion and discovery among students working in pairs or groups.

Integrative CALL of the 21st Century. In this period, there was a shift from a cognitive view of communicative teaching to a more social or socio-cognitive view, which stressed on language use in authentic social contexts. Due to this movement, which is a reaction of behaviorism, and cognitive CALL, a new perspective of technology and language learning was emerged and termed integrative CALL (Warschauer et al. 1998). This new perspective placed much emphasize on the following points:

- Using multimedia networked computer as a technology of integrative CALL
- Integrating various skills like listening, speaking, reading, and writing.
- Integrating technology effusively into the language learning process.
- Integrating learners in authentic environment.

In this respect, this approach targets to integrate the various language skills via the incorporation of multimedia networked computer for meaningful interaction in real context.

Table below shows the three stages of CALL, each stage corresponds to a certain level of technology as well as a certain pedagogical approach.

Table 5
The History of CALL (Warschauer, 2000)

Stage	1970-1980 Structural or Behavioristic CALL	1980s-1990s Communicative CALL	21 st century Integrative CALL
<i>Technology</i>	Mainframe	PCs	Multimedia and Internet
<i>English Teaching Paradigm</i>	Grammar- translation and Audio-Lingual	Communicative language teaching	Content- based ESP/EAP
<i>View of Language</i>	Structural (a formal structural System)	Cognitive (a mentally – constructed System)	Socio- cognitive (developed in social interaction)
<i>Principle Use of Computers</i>	Drill and Practice	Communicative Exercises	Authentic Discourse
<i>Principle Objective</i>	Accuracy	And fluency	And Agency

However, CALL technology is not restricted only to multimedia-networked computer. Beatty (2010) considers mobile devices such as PDA and mobile phones as CALL technologies. According to him, mobile devices such as PDA and mobile phones create new ways of approaching CALL. This view found consolidation from Hubbard (2009) who also claims that CALL does not make use of computer (desktop and computer) only, but also “ the networks connecting them, peripheral devices associated with them and a number of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards and even DVD players” (p.2). In this respect, Beatty (2010)

and Hubbard (2009) consider MALL as an extension of CALL. In other words, mobile devices are new version of a computer.

In a nutshell, the use of technology in the 1970s and 1980s is targeted to imitate the native speakers' language by placing much focus on accuracy. Then, in the 1980s and 1990s, an interest was shifted from structural-based approach to communicative- based one. After that, the 21st century has witnessed the emergence of innovative technologies, such as internet and multimedia. Cognitive and interactive aspects are essential for language learning, and it placed a much emphasis on the authenticity. Ergo, the development of technology has contributed significantly in the improvement of educational context. In other words, technology has brought new insights of how learning and teaching should take place

Defining Mobile- Assisted Language Learning

The increasing use of m- 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 portability of mobile devices (Chinnery, 2006). In a review of developments in MALL, Begum (2011) describes MALL as an approach to language learning that is enhanced through using mobile devices such as mobile phones, MP3 /MP4 players, PDAs and palmtop computers. That is, MALL is any type of language learning that takes place with the help of portable devices. Moreover, Baleghizadeh and Oladrostam (2010) proclaim that “Mobile-assisted language learning 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). Stockwell and Hubbard (2013) consider MALL as the intersection of CALL and m-learning with its specific characteristics. Along this vein, MALL is considered as a subset of the emerging field m- learning and CALL. By contrast, Kukulska-Hulme and Shield (2008) postulate that “MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access and interaction across different contexts of use” (p.273). Ergo, MALL gives EFL

learners not only in-door opportunities to learn, but also outdoor practices; that is, whenever and wherever they desire, they can use mobile devices for variegated educational purposes. This implies that MALL is ubiquitous and in constant swift emergence due to the widespread ownership of mobile technologies enabling language learners to learn the language effectively, in different contexts, and both formally and informally.

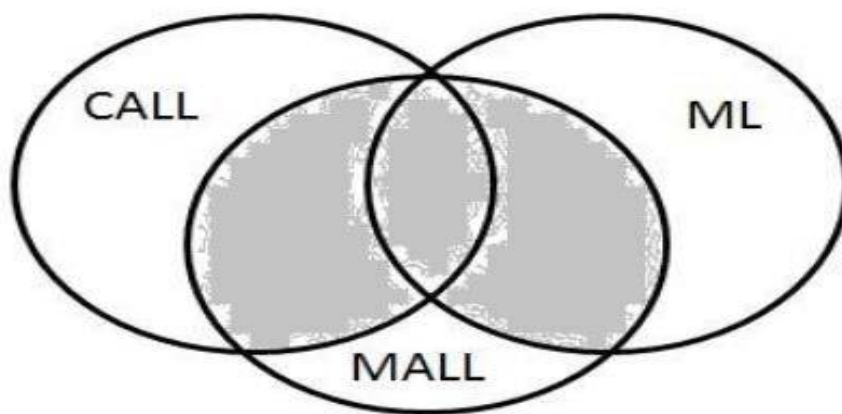


Figure 10 The relationship of CALL, MALL, and m-learning (Stockwell & Hubbard, 2013)

More importantly, to use these emerging technologies successfully in the field of language learning and teaching, instructors and researchers are in need to adopt the appropriate theory for the hope of developing and designing the required learning activities.

Approaches and Theories of Mobile- assisted Language Learning

M-learning as a new field of research is marked by the absence of theories. Echoing this absence of theories, Traxler (2009) argues that “the communities cohering around mobile learning may still feel the need for a theory of mobile learning as well as a definition” (p.8). As advanced beforehand, the society of m- learning is in need to agree upon one definition that introduces this phenomenon clearly, as well as theorizing about m-learning may be problematic. Despite the fact that the literature reveals an absence of m-learning theories, researchers are attempting to formulate and develop about it. Viberg and Grönlund (2012) find that m-learning conceptual frameworks and theoretical models are scarce, and the development of MALL theory is in progress. Sharples, Taylor, and Vavoula (2007) suggest

that in order to formulate a theory of m- learning four criteria need to be satisfied. The criteria are:

- To identify what is different about mobile and other types of learning.
- To account for learning that occurs outside of the classroom.
- To be based on currently identified learning practices such as being learner; knowledge assessment and community centered.
- To account for the widespread use of mobile devices. (p.221)

Some researchers relate m-learning to more than one theory in order to solve the lack of theory in m-learning. The frequent used theories in the field of m-learning are derived from the previous learning theories, such as behaviourism, constructivism, situated learning theory, activity theory, and sociocultural theory (Viberg & Grönlund, 2012).

Behaviourist learning theory. Learning is facilitated through stimulus, response, and the suitable reinforcement. Naismith et al. (2004) proclaim, “In the behaviourist paradigm, learning is thought to be best facilitated through the reinforcement of an association between a particular stimulus and a response” (p.2). Mobile technologies provide a good opportunity to deliver information and learning content (stimulus), receive learners’ responses, and afford the appropriate feedback ‘reinforcement’ (Keskin & Metcalf, 2011). In this activity, learning occurs by observing learners’ behaviour where the quick feedback or reinforcement element is facilitated by mobile devices.

Constructive learning theory. In this paradigm, learning is an active process in which learners construct new idea or concepts based on their current and past knowledge (Bruner, 1966, as cited in Keskin & Metcalf, 2011). For Naismith et al. (2004), “Mobile devices give us a unique opportunity to have learners embedded in a realistic context at the same time as having access to supporting tools” (p.12). Indeed, due to the portability feature of mobile technologies, learners can make profits of these supporting tools and use them in different contexts and to access learning materials. Moreover, learners can collaborate,

communicate, and interact using these handheld devices. Among the mobile technologies that can be included in learning activities are: Handheld games, simulation, virtual reality, interactive podcasting and SMS, interactive mobile TV and SMS etc. Based on the previous knowledge, learners construct new knowledge, and the immersive experiences are provided by mobile investigations.

Situated learning theory. In this approach, learning is not merely the acquisition of knowledge by individuals, but instead a process of social participation (Brown et al., 1989, as cited in Keskin& Metcalf, 2011). As for Naismith (2004), “situated learning requires knowledge to be presented in authentic contexts (settings and applications that would normally involve that knowledge) and learners to participate within a community of practice” (p.13). That is, in this kind of learning, knowledge needs to be presented in an authentic context. Indeed, the inclusion of mobile devices in such kind of learning is very convenient, as learners can use it beyond the formal context of learning. Situated learning is mainly concentrated on authentic domain activity, collaborative social interaction, cooperative activities, expert modeling, situated mentoring, and workplace learning (Keskin & Metcalf, 2011). This activity supports learning in authentic context. That is, learners can make use of a handheld device out into an authentic context, or use it to access information while moving around an environment.

Collaborative learning theory. In collaborative theory, learning is facilitated and enhanced through interaction and collaboration among learners. In fact, collaboration is greatly promoted among students due to the unique functionalities and capabilities of handheld devices, and their wide context of use, stated by Naismith et al. (2004). Indeed, these cutting- edge devices allow students to share knowledge, learning content, and enabling them to collaborate, interact, and communicate with each other. MALL, Mobile Response System, and mobile computer can support collaborative learning Forum, Web 2.0 tools, email, and games (Keskin & Metcalf, 2011). They promote learning through interaction.

Therefore, mobile devices provide a handy additional means of communication and for sharing information.

Informal and lifelong learning theory. Informal or lifelong learning occurs outside of the classroom or formal environment. In other words, this type of learning is not tied to formal learning, and learners attain knowledge in autonomous way. According to Naismith et al. (2004) learning is a process that occurs all the time in which it is influenced by a given environment or situation. Social networks (Blogs, Wikipedia, Twitter, Youtube), Podcast, E-mail, Mobile Forums are among the tools that can be used in this kind of learning (Keskin & Metcalf, 2011). Indeed, handheld devices fit, to a great extent, this type of learning. These activities promote learning outside the classroom. Thus, mobile technologies become a convenient source of information and communication as well that supplement learning on the go.

As has just been indicated, the mobile learning community is facing a diversity of perspectives, models and approaches used by various researchers for the purpose of understanding, explaining, and theorizing about mobile learning activities. According to some researchers (Pachler, Bachmair & Cook, 2010) this proliferation of views and theories can be understood in two opposing ideas. In the one hand, this depicts the liveliness of the field that inspire different researcher from different parts of the world to indulge investigating the field. On the other hand, this could represent a threat to the development of a homogeneous theory.

A wide range of mobile -based activities that can be used to support learning have been suggested by many researchers. Naismith et al. (2004) demonstrated that mobile technologies can be linked to different types of learning activities based on the aforementioned learning theories. Actually, the various advanced mobile technologies are invaded the market focusing on users' needs. In this way, students can perform different activities according to the cost of the mobile devices they are using. That is to say, mobile

learning activities can be designed based on the abilities and affordances of the handheld devices.

Social Constructivist Approach for MALL

In this research, even though it is important to develop a MALL design as a first step to support students' speaking ability, there is a need for a theoretical framework to guide the design of learning activities based on the integration of mobile devices. According to Bednard, Cunningham, Duffy, and Perry (1992), "effective design is possible only if the developer has a reflexive awareness of the theoretical basis underlying the design" (p.90). As a matter of fact, there are various views on the term "constructivism". Constructivist theories of learning were developed during the 1960s and 1970s (Naismith et al. 2004). Constructivist learning environment is designed to provide a rich context in which students are exposed to multiple perspectives and can learn to construct multiple perspectives on an issue (Bednar et al.1992). In order to build a constructivist-learning environment, there is a need to design different instructional strategies, including collaborating, coaching, simulating, evaluating, and scaffolding. According to Fox (2001), the fundamental ideas behind constructivism are:

- Learning is an active process.
- Knowledge is constructed, rather than innate, or passively absorbed.
- Knowledge is invented not discovered.
- All knowledge is personal and idiosyncratic.
- All knowledge is socially constructed.
- Learning is essentially a process of making sense of the world.
- Effective learning requires meaningful, open-ended, challenging problems for the learner to solve. (p.24)

Duffy and Cunningham (1996) state some beliefs of the term constructivism that are shared by researchers:

- Learning is an active process of constructing knowledge instead of acquiring it.

- Instruction is a process of reinforcing construction rather than communicating knowledge. (p. 171)

According to Van der Veer (2007) Vygotsky's theory stressed on the fact that sociocultural context is required for comprehending the inner mental processes of an individual. In this regard, learners' environment and learning cannot be separated. Besides, Amineh and Asl (2015) state that " Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration" (p. 13).

One of the chief principles of social constructivism is that human action is mediated by tools or artefacts in the form of cultural tools, such as language (Vygotsky, 1978). That is, technological tools can be used to enable knowledge construction. Through using these tools, students have the opportunity to explore the variety of viewpoints and obtain different kinds of information related to their learning, for example through social mediation being mediated by technological, tools such as a mobile phone (Cook, Pachler & Bradely, 2008).

As we have mentioned earlier, m- learning supports informal learning in social context due to its "anytime, anywhere" access. In point of fact, this is based on a constructivist view of learning. Constructivism relies on the learner and their knowledge, motivation, and instincts to determine, or construct for themselves, and their learning experiences.

Accordingly, Kulkulska-Hulme (2009) posits that:

There seems to be a consensus in our field that the inherent characteristics of mobile technologies are particularly well suited to support learning rooted in social, constructivist, contextual, and collaborative principles. They offer the opportunity for rich, authentic learning in which curriculum, timetable, and assessment do not constrain learners' playful experiences, crossing boundaries between formal and informal learning. (p. 16)

Mobile devices offer learners the opportunity to be involved in a realistic context (Naismith et al., 2004). Thus, learning focuses mainly on students within a learning context

that involves mobile devices; hence, this follows social constructivist learning principles.

Indeed, the social constructivist approach and m- learning fit well together. Along this vein, social constructivism is considered as a suitable learning theory within which this research is positioned.

A Pedagogical Framework of Mobile- Assisted Language Learning

Koole (2009) defines m-learning as a process that takes into account three different aspects: learner aspect, device aspect, and social aspect, and identifies various issues at the intersection of these aspects. Within this context, she suggest the Framework for the Rational Analysis of Mobile Education (FRAME) model. This model focuses on the effective use of mobile devices to support formal and informal learning contexts. The FRAME model is introduced in the form of Venn diagram (See Figure 11) which takes into consideration the three aspects representing the characteristics of the device, the learner, and social aspects of learning. The major goal of creating the FRAME model is to design teaching and learning strategies of m-learning, and guide the development of mobile devices and learning materials. For Kool (2009) “Hypothetically, the primary intersection, a convergence of all three aspects, defines an ideal mobile learning situation. By assessing the degree to which all the areas of the FRAME model are utilized within a mobile learning situation, practitioners may use the model to design more effective mobile learning experiences” (p.27).

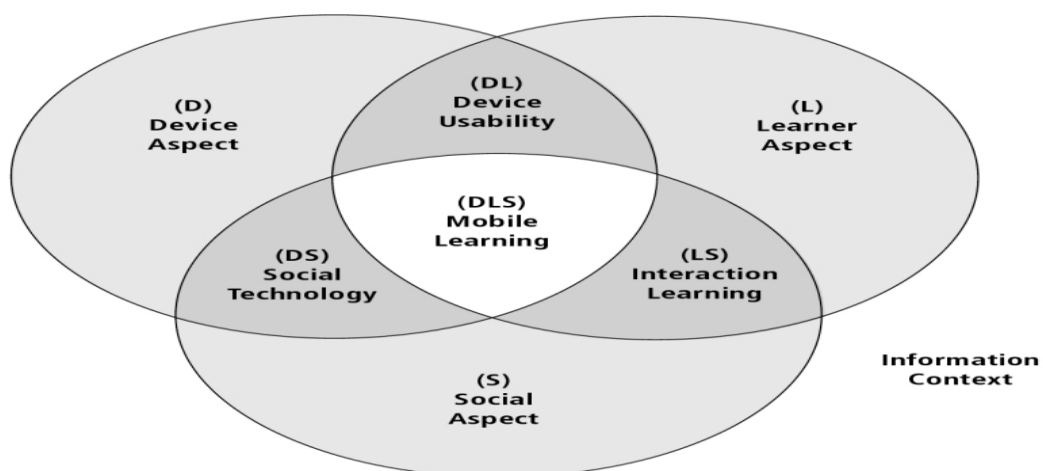


Figure 11. Koole’s FRAME model (Koole, in Ally, 2009)

The above figure covers the three aspects of the FRAME model (device, learner and social) which overlap with three intersections representing device usability, social technology and interaction technology. The intersections of device usability and social technology describe the availability and affordances of mobile technology. The intersection labelled interaction learning encloses instructional and learning theories where much emphasis is placed on social constructivism.

Ozdalmi (2011) introduces four key aspects for pedagogical framework for mobile learning, which targets to find ways on how to implement handheld tools into teaching and learning activities. These aspects are integration of tools, pedagogical approaches, assessment techniques and teacher training (See Figure 12).

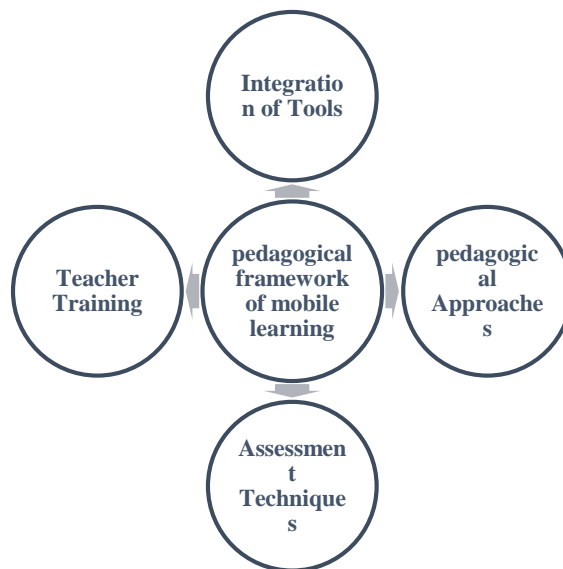


Figure 12. Pedagogical framework of m-learning (Ozdalmi, 2011)

- Integration of tools: Selecting the appropriate tool that fits the learning content is essential. Ktoridou and Eteokleous (2005, as cited in Ozdalmi, 2011, pp. 928-929) distinguish between using a mobile device as a supportive tool, or as an instructional one. When mobile tools support communication between learners, teachers, provides file sharing, discussion, information search, and other features, they are considered as a supportive tools. If mobile devices are used by students to complete learning tasks, they are termed as instructional tools. Accordingly, in the present research, mobile devices will be used as supportive and instructional tools.

- Pedagogical Approaches: Some of the pedagogical approaches that can be used as a basis for mobile learning integration which are constructivism, blended learning, collaborative learning and active learning. As aforementioned, this research will adopt social constructivism as a pedagogical approach.
- Assessment techniques: In implementing m- learning teachers can use the different assessment techniques in order to evaluate students' products/projects. Assessment techniques includes computer –based assessment, self –assessment, peer assessment and tutor assessment.
- Teacher training: Effective implementation of m- learning requires training teachers, supporting their work, helping them during content production and delivery strategies decision.

Kukulska-Hulme, Norris and Donohue (2015) introduce a research that has focused particularly on the teaching and learning context of English for speakers of other languages and English for Academic Purposes. This pedagogical framework is envisioned to design innovative language activities for mobile learners (Kukulska-Hulme et al., 2015). With this intention handheld devices can be used to explore new language aspects through:

[...] creating and sharing multimodal texts, communicating spontaneously with people anywhere in the world, capturing language use outside the classroom, analysing their own language production and learning needs, constructing artefacts and sharing them with others, and finally providing evidence of progress gathered across a range of settings, in a variety of media (Kukulska-Hulme et al., 2015, p. 7).

One of the key aspects of successful m- learning of English that the framework highlights is the use of activities that exploit a dynamic language and technology environment while drawing on the distinctive capabilities of teachers as well as his /her wisdom. These elements are summarized as follows:

- Teacher wisdom: This aspect casts light on the teacher’s role and experiences. That is, the teacher knows how to use effective strategies, and design appropriate activities
- Device features: It refers to the features that enable multimodal communication, collaboration, reflection, and language practice. It also depends on the availability of internet.
- Learner mobility: It contains the various places and times when learners are enable to learn and reflect on learning. Besides, it includes the range of contexts, cultural setting, and the learners’ goals that stimulate them to learn beyond the wall of classes.
- Language dynamics: language is dynamic and not fixed. There are a variety of channels and media that can be used for language teaching and to practice the target language.

Furthermore, this framework involves 4 main notions, namely outcomes, inquiry, rehearsal and finally reflection. These concepts should be taken into consideration when selecting or designing learning tasks. The term *outcomes* is about the extent language proficiency is improved when using a given task, whereas *inquiry* relates to how the task is adjusted to changing situations of language use. *Rehearsal* refers to how can the activity and learning resources help learners to take full advantage of practice, while *reflection* requires self-awareness of progress to reflect on learning.

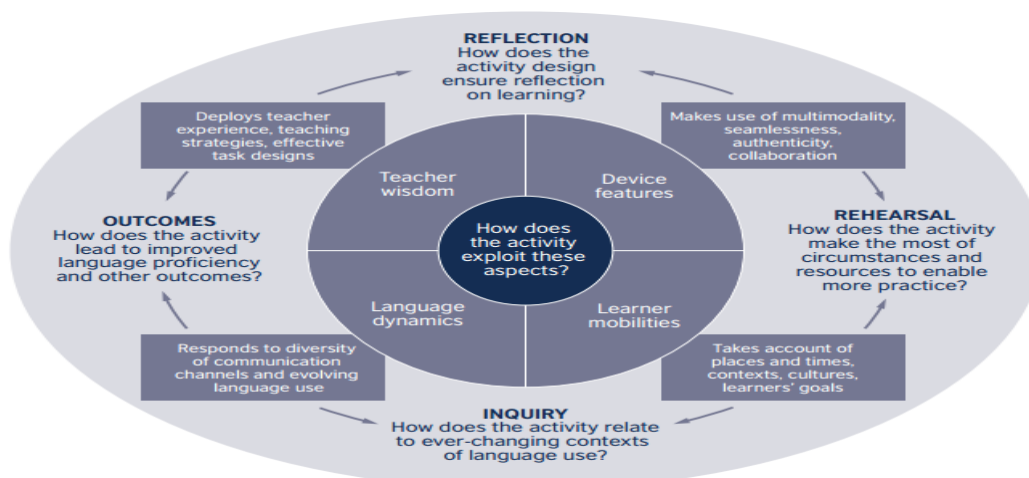


Figure 13 A Pedagogical framework for mobile- assisted language teaching and learning (Kukulka-Hulme et al. 2015)

As mobile devices connected with untethered technology are readily available, learning resources of all kinds circulated via mobile devices and sharing strategy must be designed. A review of available literature lead Ed Teall and Minjuan Wang (2011) to suggest two major categories of m-learning design guidelines: technical and device guidelines and guidelines related to considerations of the environment of the learner. The following table summarizes guidelines given by Ed Teall et al. (2011) related to technical and device considerations:

Table 6
Design Related to Technical and Device Guidelines

Choosing technology	primarily consider the type of technology to use and its suitability for the type of learning.
Usability	ensure that one considers issues of usability as they relate to using small mobile devices and requirements of learners who will be using the devices.
Platform and format	m-learning should be designed for as many platforms as possible using cross-platform compatible formats (PDFs, HTML, mp3, etc.) while reducing file size and subsequent processor requirements.
Tools and user interface	user interface must not be too complex as to add to cognitive load and take away from desired learning.
Design of content	make sure content is chunked and ensure only required content is presented to ensure information is displayed on screen to reduce the need for scrolling if possible.
Range of user Technology	design content to be accessible by users with limited mobile technology (e.g. texting or SMS) while being ready to leverage options available through new technologies such as 3G and 4G mobile devices.

For mobility of learner-based m- learning guidelines, Ed Teall et al. (2011) clarifies that a design should be learner centric, which means all the activities should be learner-centric, collaborative and constructive. The second category under mobility of learner related guidelines is learner environment that emphasizes consideration of learners' location on both micro (place) and macro (locale, culture) level. Zurita and Nussbaum (2007) conceptualize how mobile technology can promote and facilitate collaborative learning environment but more importantly, they clarify rules for learner and learning environment when mobile technology is used in collaborative learning environment.

Table 7
Design related to Learner-Based Guidelines

Learner centric	learning activities should be learner centered, collaborative, and constructive
Learner environment	consider the learners location on both micro (place) and macro levels (locale, culture)

To comment, we do share the point of view of the above authors (Kukulska-Hulme et al., 2015; Ed Teall & Minjuan Wang, 2011; Ozdalimi, 2011; Koll, 2009) concerning the availability and usability of mobile devices. In this study, we need to know whether mobile devices are accessible for EFL learners or not. Besides, as suggested by Ozdalimi (2011), we will select only the appropriate mobile tools that meets the requirement of learning and teaching oral expression course. As for the present research, we will utilize smartphones and tablets due to their usability and availability among EFL students. As well as, due to the requirement of this research, we need to use the aforementioned mobile technologies as instruction and supporting tools (Ozdalimi, 2011) since the students are supposed to complement learning tasks, share files, collaborate, interact and communicate using their devices. More importantly, we will adopt social constructivism as a theoretical basis of this research as recommended by (Kool, 2009; & Ozdalimi, 2011).

Advantages and Challenges of MALL Implementation

Advantages of MALL. MALL has a great impact on developing the field of language learning. Actually, the major advantage of m- learning over e-learning is the pervasiveness of the mobile devices and ubiquitous nature of learning. Together with these characteristics, there are many other properties of handheld devices that can offer particular affordances for learning. Klopfer, Squire, and Jenkins (2002) pinpoint the following five properties of mobile devices that provide unique educational advantages:

- **Portability:** Due to the small size and weight of mobile technologies, learners and teachers can take them to different places. In other words, mobile technologies allow students to learn anywhere; inside or outside of the classroom setting. Therefore, mobile technologies give students the freedom to choose when and where to learn. That is students can control their learning.
- **Social interactivity:** Utilizing mobile technologies allows learners to exchange data, and collaborate with other learners. Indeed, students can use the communication

features of a given mobile device to share video or audio files, and even documents and books.

- Context sensitivity: The data on the mobile devices can be gathered and responded uniquely to the current location and time.
- Connectivity: To create a shared network, mobile devices can be connected to other devices, data collection devices, or a common network.
- Individuality: Activities platform can be customized for individual learner.

As a matter of fact, mobile technologies increase the feature of mobility. Learning is not restricted to fixed locations any more. Mobile devices allow learners to access learning content and learning interactions anywhere, such as factories, museums, hospitals, shopping malls, cafes and outdoor areas. Indeed, mobile technologies, mainly smartphones, are omnipresent in students' daily life. The use of such a device in different locations and at any time can support the informal learning, and save time as well.

A Corollary to the above advantages, informal learning and autonomy are among the significant advantages of m-learning. Despite the autonomous nature of learning via mobile devices, these technologies can also support interaction and collaboration as another significant features. Indeed, using this technology allows students to make contacts and communicate with their classmates, teachers, and even with people from around the world. This situation is supported with the growth of Web 2.0 technologies, such as Twitter, Facebook, and YouTube. Definitely, social networks contribute extensively in developing language skills through sharing information, and thoughts on a variety of subjects.

Challenges of MALL Implementation. The aforementioned benefits do not come without challenges. Alhajri (2016) states seven challenges of implementing m- learning as follows:

- Management and institutional challenges: Managing the change in educational institutions is one of the most critical challenges since the implementation of

m- learning requires clear policies, and technical and pedagogical support. Al-Sharhan (2016, as cited in Alhajri 2016, p.2) claims that “Managing such change will affect processes, activities, and components, as well as people such as managers, decision makers, content designers and developers, employees, students, and instructors, of the educational institution”. However, since resistance to new m-learning strategy is natural, changing attitudes and behaviors of individuals in the educational context are the major goal of a management (Alhajri, 2016).

- **Design Challenges:** For effective design of m-learning, it is essential to understand the different features that mobile devices are equipped with, for instance: camera, location, recording, sensors, search, media player, calculator, calendar etc. (Alhajri, 2016). According to him, comprehending mobile devices’ features and affordances will help designers to discern the significance of m- learning that support informal and social learning features. He adds that designers of m- learning applications need to take into consideration the three types of design, which are: instructional design, which is the educational design of the application; interface design, which is the transparent to the user; and screen design, which is the design of the graphics and the visual display.
- **Technical Challenges:** Technical difficulties are among the major constraints during the implementation of mobile technologies. The technical challenges that must be taken into consideration are: the infrastructure, mobile device, application development, technical support, security, and technical knowledge of instructors, learners, and other stakeholders (Alhajiri, 2016). Moreover, Park (2011, as cited in Alhajiri, 2016, p. 3) identifies some technical limitations such as: small screen size, insufficient memory, limited battery, network reliability, excessive screen brightness outside, limitation of software applications, safety and privacy. Huang, Lin, and Cheng (2010) mention five downsides related to the device that are extracted from

previous research which are: problems integrating the software; performance issues with the mobile devices web browser; text input is difficult on mobile devices; too small screen size, and the limited battery life.

- **Evaluation Challenges:** Evaluation is crucial when implementing a new learning system. As for Alhajiri (2016), mobile learning increases additional challenges for evaluation of both the technology and the learning outcome.
- **Cultural and Social Challenges:** Accepting the integration of mobile devices requires some cultural norms and social concerns. Park (2011, as cited in Alhajiri, 2016, p. 3) indicates some social limitations of m- learning, such as accessibility and cost issues for end users; frequent changes of mobile device models; and risk of learners' distraction. Resistance to change is a great challenge; it is believed that mobile technology increases the work for the instructors because it adds additional preparations (Al-Oteawi, 2002, as cited in Alhajiri 2016, p. 3). Some educators resist the idea of integrating this technology into their practice because of the constraints it presents to them. Cultural differences in relation to perceptions and attitudes towards types of technology are key factors for both the acceptance of these types of technology and for their future use.

The continuous evolution of technology brings with it new challenges and opportunities. Smartphones, for instance, have great potentiality of helping or hindering education, depending upon how it is utilized and integrated into teaching plans. Such integration of latest technological gadgets in education can have a profound effect on students' learning habits, and they can be bring in new patterns of education. It is proved by thousands of research works done all over the world that our students do not just want m-learning, they actually need it. Indeed, the affordances of such devices are making revolutions in language teaching and learning. Among the four language skills, this study place much emphasis on developing students' speaking performance.

An Overview of Speaking Skill

The Importance of Speaking Skill

The ultimate aim of EFL learners is to attain proficiency in productive and receptive language skills, i.e. listening, speaking, reading and writing. However, the speaking skill has earned a crucial stance among a mass of EFL learners. As a matter of fact, in this demanding age of globalization, learners show eagerness towards developing oral performance in order to communicate and step forward in the world. In this direction, Nunan (1991) claims that “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (p.39). Along similar lines, Ur (1996) declares that

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak. (p. 120)

In this regard, speaking acknowledged being a very essential language skill in comparison with the remaining skills as the good mastery of a language is based upon the ability of speaking a given language. Celce-Murcia (2001) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (p. 103). Indeed, speaking serves as a common medium that facilitates the transmission of messages, which requires effective communication between people in general. That is, it is crucial need to teach this skill seriously in EFL classrooms. Given this position, researchers accentuated on the fundamental role of teaching speaking performance as an integral part of the English language curriculum for being the most essential skill in language learning. As stated by Luoma (2004) “Speaking skills are an important part of the curriculum in language teaching, and this makes them an important

object of assessment as well” (p.1). Accordingly, oral communication became the basis of grading language-teaching programs (Richards & Rodgers, 1986). According to Bygate (1987):

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is the medium through which much language is learnt, and which for many is particularly conducive for learning.

Perhaps, then, the teaching of speaking merits more thought. (p.1)

Currently, the majority of EFL learners give the speaking skill priority in their learning because the mastery of this skill is a reflection of their proficiency of all of the other skills.

Defining the Speaking Skill

The literature review community offers various definitions of the speaking skill as it is considered as one of the major skills in teaching and learning a foreign language. The Oxford Advanced Learners' Dictionary (1995) defines speaking as a way “to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stage”.

In fact, after reviewing some researches, two main approaches are adopted to define speaking, which are the bottom-up and the top- down approaches. Within the context of bottom- up approach, speaking refers to the production and combination of sounds in systematic way in order to form meaningful utterances. However, this approach is limited to its psychomotor sense and it neglects the social and interactive side of speaking process. As a reaction to the preceding approach, many researchers such as Bygate (1998) called for adopting the interactional aspects in defining speaking. This approach was known as a top-down model of speaking. According to this view, the spoken language is a production that incorporate two or more individuals sharing the same time and context.

Adopting this view, many researchers stressed on the interaction as a key feature of speaking skill (Widdowson, 1978; Luoma, 2004, and Burns & Joyce, 1997). Widdowson

(1978) considers speaking as “An instance of use, therefore, is part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation” (p.59). Moreover, speaking is considered as a way in language system that is manifested by using the organs of speech, and the way language is realized as a communication activity and as a spoken interaction (Widdowson, 1978). Chaney (1998) describes speaking as a process of building and sharing meaning basing on the use of verbal and nonverbal symbols in different contexts. Indeed, besides to the other skills, people produce the oral language to express ideas and transmit a message or meaning in a variety of contexts. Speaking is considered by Hedge (2000) as “an art of transmitting thoughts, beliefs, ideas, feeling, meaning, and events from the speaker to the hearer. That means that speaking is a process between speakers who produce speech and listeners try to understand it” (p. 261). Given such definitions, oral skill implies that there is a close relationship between speaking and listening, which make up two of the four language skills. These two skills are interrelated since both fall within the oral/ aural mode of language.

To elaborate more on the interactive nature of speaking, Luoma (2004) refers to speaking as the construction of meaning via interaction that includes producing, receiving and processing information. It depends on the context in which it occurs, the participants, the physical environment, and the purposes for speaking. It is frequently spontaneous, open ended, and evolving. In the same line of thought Nazara (2011) advocates that “speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts” (p. 31).

Nevertheless, some researchers define speaking as a complicated skill in language learning. According to Nazara (2011) “Speaking is a multifaceted construct” (p.30). Besides, Luoma (2004) argues “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” (p.1). Indeed, speaking as a productive skill is not an

easy task, it takes a long time to develop it. Additionally, Hedge (2000) describes the ability to speak competently as a complex task.

Based on the previous definitions, we conclude that speaking is an important skill, which deserves more attention in teaching and learning a second language because it reflects people's thoughts and personalities. In the current study, speaking is defined as the learner's ability to express himself/herself orally, accurately, fluently and appropriately in a given meaningful context between the speaker and the listener. Since the oral performance is the ultimate goal of EFL learners, we need to look at such concept with more details.

Speaking and the Other Skills

The major aim that EFL teachers and students is to achieve proficiency in language. This can be defined in terms of the four language skills, namely speaking, listening, writing and reading. Generally, teachers tend to teach each skill independently from the other skills. Thus, in each lesson, a special attention is paid to speaking, in another to writing and so on. Even though, the above-mentioned skills are often treated separately, they are clearly interrelated.

Listening and speaking relationship. In fact, EFL learners ought to proceed listening before speaking and to be able to speak confidently to carry out many of their most basic communications, like transferring information, and therefore maintaining social relationships. In this vein, Brown (2001) states that "there is a natural link between speaking and listening; consequently, teachers often deal with these two skills in an integrative way in the teaching process" (p. 275). Admittedly, there is a mutual relation between speaking and listening, and teaching speaking requires the integration of listening. In fact, the link is so clear in the majority of the activities used for teaching oral skills. Ergo, both skills, speaking and listening, invigorate one another. That is to say, teachers should take into consideration these two skills and try to incorporate them in the teaching process.

More importantly, listening is considered as an initial form of communication, the appropriate input for the development of speaking, interaction, and communication skills. In this regard, Renukadevi (2014) claims that:

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. (p. 60)

Therefore, students acquire the necessary input about vocabulary, grammar, pronunciation, rhythm, stress, pitch, accent, and intonation. Certainly, active communication is formed due to the interrelationship between the speaker and the listener.

To sum up, the listening skill and speaking skill are of great importance in language teaching, and both of them should be developed in tandem. In the present research, we adopted listening as a receptive skill to teach oral expression course. In this integration, students listen to how language is practiced in various situations, and then they try to reproduce knowledge in a spoken language.

Speaking and Writing. Both speaking and writing are considered as productive skills, however; there exists many differences between the two. According to Uldall (1944), “The system of speech and the system of writing are thus only two realizations out of an infinite number of possible systems, of which no one can be said to be more fundamental than any other” (p.16). That is, speaking and writing modes are two distinct ways of using language. However, Rings (1992) states “It is now well known that casual spoken discourse not only utilizes different phonology, morphology, syntax, lexicon, and speech acts, among other elements, but also a different textual and interactional structure from that found in formal written discourse” (p.21). In this regard, besides to phonology, morphology, speech acts etc.,

speech also includes structure from the written discourse. For Brown and Yule (1983), written language is characterized by the use of elaborated structures and dense pack of information, while in spoken language the focus is on simple and less elaborated language. A similar point comes from Brown (2001) who states some of the salient differences between speech and writing in terms of:

- Permanence: Spoken language is transient and temporary. Thus, the listener needs to perceive and store the information immediately. By contrast, written language is constant since the reader can return back to the information at any time.
- Processing time: Concerning the notion of processing time, readers have more time than the listeners do. That is, the reader can read freely at their own rate, whereas the listener is forced to follow the delivered speech.
- Distance: The message in written language transferred through the dimensions of physical distance and temporal one. As a result, the reader cannot confront the writer in order to clarify and negotiate meaning in a given context, which is not the case of face-to- face conversation.
- Orthography: In spoken discourse, phonemes are used in combination with supra-segmental features such as stress, rhythm, juncture, intonation, pauses, volume, and nonverbal cues in order to convey the message. Yet, in written discourse, we use graphemes as punctuations, pictures, charts and the like.
- Complexity: Writing and speaking introduce two varied modes of complexity. The best example is the one of the nature of clauses. In writing, we use long clauses with more subordinators while in speaking; we usually tend to use short clauses with more coordinate conjunctions.
- Vocabulary: Due to the availability of time and formality of the writing process, writers prefer to include a huge variety of lexis with almost no

redundancy. In contrary, in spoken conversation, speakers choose simple and limited vocabulary to be understood by all the members of the community for the sake of simplifying the message.

- Formality: As for the notion of formality, it is acknowledged that written language is more formal than the spoken one. In other words, speech is informal, but writing is formal. (pp. 301-306)

Speaking Genres

Researchers have distinguished between different speaking genres and categories. McCarthy (1998) makes a distinction between language as a product of individual and language as a social construct which are the core in the theory of genre. Seeing genre in terms of individuals' goals that compromises goal - orientation in interaction and as social compact. He discusses some of the speakers' goals in terms of expectations, recollection, formulations, and instantiations.

- Expectation: This refers to how speakers may show expectations according to the negotiated activity. This genre can be clearly noticed in spoken narratives.
- Recollections: This is linked to the participants' past experiences of social activities which related the current activity with previous experiences.
- Formulations: The term formulation is elucidated as paraphrases of previous talk or summaries of positions reached in the ongoing talk.
- Instantiations: This permits the use of transactional features that include decision about topic change. (pp. 30-38)

Moreover, Kingen (2000) mingles between transactional and interpersonal goals of speaking. Consequently, twelve speaking categories emerges as stated in the following list:

- Personal: In this category, participants may talk about personal opinions, feelings, and beliefs.

- Descriptive: It is about describing people, objects and situations whether it is real and imagined.
- Narrative: Telling/retelling stories, talking about sequenced chronological events, or a series of everyday anecdotes.
- Instructive: Giving instructions or providing directions.
- Questioning: Seeking answers and information by asking questions.
- Comparative: This kind of speech intends to compare ideas, people, objects, and theories in order to make judgments.
- Imaginative: Formulating expressions related to mental images about different places, people, events etc.
- Predictive: It relates to the prediction of future events.
- Interpretive: It is about interpreting meaning.
- Persuasive: The ability of changing someone opinion, attitudes, or influencing behavior.
- Explanatory: Explaining, clarifying and supporting ideas and opinions.
- Informative: Sharing information with the others. (p.218)

In the current research, we need to focus on different categories of spoken language, such as personal speech, narrative, descriptive, explanatory, and comparative. We do believe that the focus on such categories will help to develop students' oral ability.

Elements of Spoken Language

In an attempt to determine the spoken elements of language Nazara (2011) identifies three areas of knowledge that compose oral ability:

- The mechanical elements of language: Pronunciation, grammar, and vocabulary allow the speaker to use the right words in the correct order and sequence and with the accurate pronunciation.

- The functions: Transaction and interaction help the speaker to know when the clarity of the message is required (transaction or exchange of information) and when a deep understanding is not needed (interaction/ building relationship).
- The sociocultural norms and rules: These norms incorporate mainly turn-taking, rate of speech, length of pauses between speakers, relative roles of participants. By understanding these elements, speakers can take into consideration the conversational situation, who is speaking to whom, about what, and what the purpose of speaking is. In this respect, the person can know when to take a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

According to Brown (2003), speaking consists of micro and macro skills. Micro-skills refer to producing smaller chunks of language such as phonemes, words, collocations and phrasal units. Meanwhile, the macro-skills include fluency, discourse, function, style cohesion, nonverbal communication, and strategic options. So, micro-macro skills should be considered to be the part of the teaching speaking.

For Harmer (2001), to achieve fluency in a speaking, participants are in need to know both language features and the way to process this language and information in a given situation. In this regard, he states the following necessary elements that are involved in spoken performance:

1. Language features: The essential elements of oral production that compromise this category are:
 - Connected speech: Proficient speakers of English language must show ability in producing quick and fluent speech as native speakers. That is, besides to speakers' ability of producing individual phonemes, they are required to produce a fluent speech that includes all connected speech features. The frequent used aspects of connected speech are assimilation, intrusion, elision, linking and the like.

- Expressive devices: For the sake of delivering effective speech, communicators have to insert all the supra-segmental features properly. Phonological features, like stress, rhythm, pitch, intonation along with non-verbal means are of great importance in transmitting the message appropriately (mainly in face-to-face interaction).
- Lexis and grammar: The main distinguishing feature of spoken language is the use of certain common lexical phrases to perform specific language functions. Therefore, to interact properly, students are in need to learn a variety of expressions for different functions in specific situations as expressing shock, surprise, agreeing, disagreeing.
- Negotiating language: Since the major purpose of speaking is to interact with others, communicators need to organize / structure their speech and negotiate meaning for more clarification

2. Mental/ social processing: successful oral production is reliant on processing skills.

The major processing skills as stated by Harmer are as follows:

- Language processing: Competent speakers have the aptitude of processing language in their heads by calling back words and phrases from the memory, and sequencing them in a coherent order which leads to the transmission of the intended meanings.
- Interacting with others: Again, as interaction is fundamental in language speaking, participants need to be good listeners, understand the feeling and intention of the speaker to respond appropriately, and take turns.
- Information processing: Processing information refers to the participants' ability of analyzing information responding instantly. Hence, to effectively take part in the communication process, participants should respond immediately and appropriately. (p. 267)

Functions of Speaking Performance

Numerous researchers attempt to classify oral language into different functions. Brown and Yule (1983 as cited in Richards, 2008, p. 19) distinguish between transactional, interactional and performance functions of speaking.

Speaking as Interaction. This targets to maintain social relationships, and it refers to what is known as conversation. For Richards (2008) the way speakers introduce themselves is more substantial than the message itself. The main features and skills of speaking as interaction are summarized in the following table:

Table 8

Features and Skills of Talk as Interaction (Richards, 2008, p. 19-20)

Features	Skills
Has a primarily social function	Opening and closing conversation
Reflects role relationships	Choosing topics
Reflects speaker's identity	Making small talk
May be formal or casual	Joking
Uses conversational conventions	Recounting personal incidents and experiences
Reflects degrees of politeness	Turn - taking
Employs many generic words	Using adjacency pairs
Uses conversational register	Interrupting
Is jointly constructed	Reacting to others
	Using an appropriate type of speaking

As stated in the above table, interactional speaking intends primarily to promote social function/ relationships. It is based on using conversational conventions in formal and informal situations, such as greetings, recounting experiences, engaging in small talk etc. Richards further introduces some key skills for effective interaction with the others. These skills involve the ability to open and close conversations, initiating conversations by choosing the suitable topics, taking- turns, interrupting and reacting properly, talking about personal events and experiences using appropriate styles. Richards and Renandya (2002) asserts:

Effective interactive activities should be manipulative, meaningful, and communicative involving learners in using English for a variety of communicative purposes. Specifically, they should (1) be based on authentic or naturalistic source of materials; (2) enable learners to manipulate and practice specific features of language;

(3) allow learners to rehearse, in class, communicative skills they need in the real world; and activate psycholinguistic processes of learning. (p.209)

Speaking as Transaction. In this kind of speech, the focus is on the message. That is, the focal aim is to understand the participant's idea instead of how they interact with each other. Richards (2008) lists some instances of talk as transaction like classroom group discussions and problem solving activities, ordering food from a menu in a restaurant, asking someone about directions on the street, and making a telephone call to obtain flight information.

Table 9
Features and Skills of Talk as Transaction

Features	Skills
It has a primarily information focus.	Explaining a need or intention,
The main focus is on the message and not the participants.	Describing something,
Participants employ communication strategies to make themselves understood.	Asking for clarifications and questions,
There may be frequent questions, repetitions, and comprehension checks.	Confirming information,
There may be negotiation and digression.	Justifying opinions,
Linguistic accuracy is not always important.	Making suggestions and comparisons,
	Clarifying understanding
	Agreeing and disagreeing.

Speaking as Performance. It refers to public speaking or talk. It aims to transmit a message to an audience such as public announcement. It is closer to the written form than of the conversational form, and it tends to be in the form of monologue rather than a dialogue like giving a class report about a school trip, giving a speech of welcome, making sales presentation, and giving a lecture. This kind of speech is judged upon its influence on the listeners.

Table 10
Features and Skills of Talk as Performance

Features	Skills
There is a focus on both message and audience.	Using appropriate format.
It reflects predictable organization and sequencing.	Presenting information in an appropriate sequence.
Form and accuracy is important	Maintaining audience engagement.
Language is more like written language	Using correct pronunciation and grammar.
It is often monologic	Creating an effect on the audience.
	Using appropriate vocabulary.
	Using an appropriate opening and closing.(ibid)

In this research, we will tend to use a kind of speech that serves transaction or conversational functions. We do believe that speaking is an interactive process in which people interact, and communicate in order to convey a message. Definitely, conversational speech allows students to use the required skills to maintain social relationships.

Aspects of Speaking Skill

Actually, as aforementioned, the development of speaking skill dictates progress in pronunciation, vocabulary, fluency, grammar, and comprehension (Brown, 2001). In this respect, the researcher will focus on how to improve these subskills by selecting the adequate activities inside and outside the classroom.

Grammar. The term grammar refers to the rules governing the structure of language, and it is known as syntax. It is also about the way words, clauses, and phrases are arranged and combined to get meaningful constructs. The Cambridge Advanced Learners' Dictionary (2008) defines grammar as "The study or use of the rules about how words change their form and combine with other words to make sentences". Additionally, the Oxford Learner's Pocket Dictionary (2003) defines grammar as "the rules for forming words and making sentences" (p.187). For Jain and Patel (2008) grammar is "a scientific statement of the principles of good usage which concerns with the relation of words in the sentence" (p.141).

In the same line of thought, Harmer (2001) describes grammar as "the ways in which words can change their forms and can be combined into sentences" (p. 12). According to him, spoken grammar is constructed differently from the written one. Spoken grammar has its own constructional principles and discourse markers, such as frequent non-clausal units (e.g. Mmm, No, Uh huh, Yeah), a variety of tags like question tags, interjections (e.g. ah, oh, wow, cor), condensed questions (e.g. More milk?, Any luck?), echo questions (e.g. oh did you say San Francisco), response forms (e.g. yeah or sure to acknowledge a request), and fixed polite speech formulate (e.g. happy birthday!, congratulations!).

By the same token, Thornbury (2005) states various items of the speaking grammar:

- A command of present and past simple, and the ability to use the latter to sequence narratives.
- Familiarity with the use of the continuous and perfect aspect forms of verbs.
- A knowledge of the most frequently occurring modal and semi-modal verbs.
- The ability to formulate yes/ no questions and wh- questions.
- Some basic conjunctions like and, so, but in order to string together sequences of clausal and non-clausal units.
- One or two all-purpose quoting expressions, of the he said....and then I said....type. (p.34)

Accordingly, achieving accuracy in terms of grammar requires the learners' ability to arrange the different parts of speech appropriately in order to communicate their ideas. Therefore, knowing how to use the grammatical structures in a spoken language is indispensable.

Vocabulary. Vocabulary is central in language because having a sufficient range of vocabulary enable students to understand others and express their own ideas. The Cambridge Advanced Learners' Dictionary (2008) refers to vocabulary as "all the words known and used by a particular person". Likewise, Oxford Learners' Pocket Dictionary (2003) defines vocabulary as "all the words that a person knows or uses or all the words in a language" (p. 482). Hence, vocabulary, as one of language aspects, refers to the appropriate selection of words during speaking.

However, Thornbury (2005) pinpoints that proficient speakers lexical knowledge consists not just of few thousand words, but also of much greater number of chunks. Thornbury (2005) goes on to claim that chunks refers to "any combination of words which occur together with more than random frequency. They are also known as lexical phrases, holophrases, formulaic language, and prefabs" (p. 23). According to her, the most common

types of chunks are collocations, phrasal verbs, idioms, sentence frames, social formulas, and discourse markers.

Thus, to achieve proficiency in English speaking, speakers are in need to select the most suitable and accurate lexis that compromises simple words as well as a number of collocations, phrasal verbs, idioms etc. Most importantly, the selection of various words and expressions should fit a given context.

The descriptions of vocabulary are placed in most rating criteria for speaking as they reveal the speaker's richness of lexicon (Luoma, 2004). For this reason, in this study vocabulary covers the selection and the use of varied words used by students. Thus, the assessment of vocabulary as speaking construct is important in terms of the amount, variation and appropriateness of vocabulary used.

Pronunciation. Pronunciation is the way we pronounce and utter words that should be understood by the others. Pronunciation is about how words are pronounced (Cambridge Advanced Learners' Dictionary, 2008). According to The Oxford Learner's Pocket dictionary (2003) explains pronunciation as "a way in which a language or a particular word or sound is spoken" (p. 343). In speaking, communicators need to construct words and phrases using individual sounds, as well as using pitch, intonation, and stress in order to convey various meanings (Harmer, 2001). Along this vein, the aspect of pronunciation involves segmental and supra-segmental features. Segmental features are concerned with the production of individual sounds like vowel and consonant phonemes.

Whereas in supra- segmental features, a special attention is drawn towards aspects of speech beyond the level of individual sounds which include stress, intonation, rhythm, and pitch. Therefore, learners should practice pronunciation overall. They should be aware of the different sounds and their features. They have also to be aware of where the words should be stressed, when to use rising intonation and when to use a falling one. However, if the pronunciation is not correct, the speakers then will not be understood, and therefore accuracy

is not achieved. Thus, clear criteria need to be identified in order to achieve a valid assessment of pronunciation.

Fluency. The production of oral language usually reveals hesitation, pausing, and reformulation of thoughts, which are closely associated to the term fluency. For Hedge (2000) “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or in appropriate showiness, or undue hesitation” (p. 54). In this vein, fluency as a part of speaking designates how speakers produce and express their ideas smoothly. Hughes (2002) adds that the terms fluency and coherence refer to the speakers’ ability to produce language in a normal level of continuity, rate and effort to link the ideas together in a coherent way.

In this regard, according to the above definitions of fluency, smoothness, speech rate and continuity are the key indicators of fluency. However, Thornbury (2005) argues that speed and pausing are imperative features in fluency. According to her, even native speakers also need to pause from time to time in order to let the interlocutors catch what they said. Fluency comes mainly through contextual speaking practice, not drilling with isolated words. It includes:

- Smoothness little disturbed by the language problem.
- Error bit much disturbed by the language problem.
- Often hesitated and stalled due to the limitations of language.
- Dropouts and stopped making conversation impossible.

The researcher concludes that fluency in speaking is the ability of speaker in expressing or uttering ideas in terms of sentences with limited pause of utterance.

Comprehension. Comprehension is one of the important components of the speaking performance since to be able to speak a language means understand it. The Cambridge Advanced Learners’ Dictionary (2008) considers comprehension as “the ability to understand completely and be familiar with a situation, facts, etc”. Moreover, The Oxford Learner’s

Pocket Dictionary (2003, p. 83) defines comprehension as “the ability to understand something”. That is, it refers to the ability to understand the whole message conveyed in a conversation.

In this vein, learners should not only know how to produce the different language points, but they have to understand when, why, and what type of language should be used in such context. With regard to this, comprehension aspect is of vital importance in the process of communication between a listener and speaker.

Factors Affecting Oral Performance

Richards and Renandya (2002) divide the factors influencing speaking production into four categories:

Age of Maturation Constrains. Richards and Renandya (2002) state that “Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning” (p.205). For them, adult learners do not possess the same innate language or predisposition as children for acquiring fluency in spoken language.

Aural Medium. Listening comprehension has a significant role in the development of speaking abilities. Speaking is considered as the basic mechanism through which the rules of language are internalized. Therefore, according to them, fleetingness of speech, inaccurately organized syntax, incomplete forms, false starts, and the use of fillers prevent learners’ comprehension, and negatively affects the improvement of spoken language.

Sociocultural Factors. The first language cultural features also affects the target language. It is difficult for EFL learners to choose the forms suitable to certain situations due to the interference of their cultural norms.

Affective Factors. One of the influential factors that are related to language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. In addition, adult speakers fear negative evaluation by the others. According to Richards and Renandya (2002),

“the sensitivity of adult learners to making mistakes, or fear of losing face, has been the explanation for their inability to speak English without hesitation” (p.206).

As was previously stated, there are various factors that may hinder in one way or another the students speaking performance. Notwithstanding the fact that, teachers and educators can find the appropriate teaching and learning strategies that can benefit learners. In the following sub-section, we need to take a look at the varying emphasis of objectives of language teaching approaches in history, as it will give us a better understanding on the topic.

Teaching and Evaluating Speaking Performance

Speaking and Language Approaches and Methods

A vast number of methods and approaches have dominated language teaching by offering a number of procedures and techniques. As far as speaking skill is the major focus of this study, we will review a set of methods centering around how each method or approach treats the speaking skill. The leading approaches and methods of language teaching that we will deal with are the grammar translation method, the direct method, the audio-lingual method, the silent way, and communicative language teaching. The rationale behind introducing this part is to inspect the state of spoken performance in the heart of each of the aforementioned theories.

The grammar translation method. One of the oldest language teaching methods is Grammar Translation Method (GTM), this method is also known as the *Classical Method* (Jain & Patel, 2008) and as the *Prussian Method* in the United States (Richards & Rodgers 1986). During the nineteenth century, it was widely utilized in teaching Greek and Latin. As its name suggests, the GTM placed much emphasize on teaching grammar of the foreign language, and based on translation as a technique. In this method, students also overuse the mother tongue rather than the target language, and memorize vocabulary by heart. Then, many schools adopted this method as a standard way for teaching and learning foreign languages.

Richards and Rodgers (1986) state some principal characteristics of the GTM as the following:

- The major aim of foreign language learning is to read its literature, and to translate transcripts to and from the target language. Hence, it neglects the act of speaking a foreign language, and the oral practice appears only in reading literary texts.
- A lot of attention is devoted to reading and writing skills, yet it overlooks listening and speaking skills.
- It relies on memorization as a key technique for learning the translated vocabulary items.
- Much importance is given to a sentence as a basic unit of teaching.
- A focus is placed on accuracy in reading and writing.
- Grammar is taught deductively by presentation and the study of grammar rules which are practiced through translation exercises.
- The native language is considered as medium of instruction. (pp. 3-4)

Jain and Patel, (2008) summarize the features of GTM as follows: “It considers grammar as a soul of language. English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar. Grammar is taught deductively. The main function of language learning, communication is ignored” (p.74). Along this vein, Brown (2000) postulates that “it does virtually nothing to enhance a student’s communicative ability in the language” (p.19).

Seeing that teaching speaking performance is totally overlooked, EFL students can confront difficulties in using language for communicating and interacting with the others. The shortcomings of the GTM provided the environment for the emergence of new approaches and methods in language teaching.

The direct method. The dissatisfaction induced by GTM gave birth to a new method, which is known as the direct method. For Jain and Patel (2008) the direct method is also

known as a *Natural Method* since the foreign language can be learnt in a natural way as a mother tongue. This method was widely known and practiced in the twentieth century. However, it was at the mid of the 20th century that the direct method became quiet widely known and practiced. According to Richards and Rodgers (1986) the direct method is based on the following principles and procedures:

- The target language is the main medium for classroom instruction.
- The focus is only on teaching everyday vocabulary and sentences.
- Oral communication skills are centered around the interactions between students and teachers in small, intensive classes.
- Grammar is taught inductively.
- Teaching concrete vocabulary is centered on demonstration, objects, and pictures while abstract vocabulary aligned with association of ideas.
- In opposition to GTM, it stressed on teaching both speech and listening comprehension.
- Attention is focused on teaching correct pronunciation and grammar. (pp. 9-10)

In contrast to the grammar translation method, the direct method gives more importance to the speaking mode. In other words, it is deemed that the speaking proficiency is a clue of mastering a language. Notwithstanding, the above method has some downsides. First, the major problem is the difficulty of practicing the target language in real life situations. Second, the direct method shows inadequacy of implementing it in large classes since its focus is on a small class size. It seems that adopting this method in large EFL classes, as the case of our department, is not appropriate.

The audiolingual method. The audiolingual method is emerged as a result of combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richards & Rodgers, 1986). The term audiolingualism created by Nelson Brooks around 1960. This method was based on the reflection of the behaviorism

beliefs. It is concerned with the spoken language, as well as habit formation as a mode of learning. Equally important, the audio-lingual method pursued that acquiring the second language or the foreign language in the same order to the first language, which set up by listening, speaking, reading then writing. For Brooks (1964) “language is primarily what is spoken, and secondary what is written” (as cited in Richards & Rodgers, 1986, p.49). Richard and Rodgers (1986), assert some of the fundamental characteristics of the audiolingual method as follows:

- Mechanical habit formation is the core principal in learning a foreign language which depends on imitation, repetition, and memorization.
- Reinforcement is an indispensable feature in the process of learning.
- Effective learning of language skills in the target language is based on the items as presented in the spoken form rather than the written form.
- Generalization and discrimination processes give a better basis for language learning instead of analysis.
- Grammar is taught inductively rather than deductively.
- Vocabulary is not learned according to the context and not in isolation.
- Classroom practices are based on dialogues and drills.
- More emphasize is on the accurate pronunciation, stress, rhythm, and intonation.
- Reading and writing are dependent on prior oral skills. (pp. 51-53)

According to the above-mentioned characteristics, the audiolingual method placed much interest on developing the speaking skill since the proponents of this method anticipate that acquiring a foreign language follows the same order of acquiring the mother tongue. Even though, the audiolingual method is a valiant attempt in language teaching methodologies, it still has some limitations.

Brown (2000) proclaims that foreign language learning cannot be acquired only through the process of habit formation and overlearning. As well as, structural linguistics did

not provide us with the needed knowledge about language. In the same line of thought, Rivers (1964, as cited in Brown, 2000, p.23) states that “eloquent criticism of the misconceptions of the ALM and by its ultimate failure to teach long-term communicative proficiency, ALM popularity waned”.

The silent way. The silent way method was developed by Caleb Gattegno. As its name reflects, the silent way grounded on the premise that teachers should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible (Richards & Rodgers 1986). It considers learning as problem- solving, creative, and discovery activity where the learner is the major actor. Gattegno (1976, as cited in Richards & Rodgers, 1986, p. 100) postulates, “The silent way student is expected to become independent, autonomous, and responsible”. However, as the other methods, the silent way has its share of criticism, Brown (2000) claims “The silent way was too harsh a method, and the teacher too distant, to encourage communicative atmosphere. Students often need more guidance and overt correction than the silent way permitted” (p. 29).

Suggestopedia teaching method. This method was first created by the Bulgarian psychiatrist Georgi Lozanov in the 1970’s. Suggestopedia is a method in which suggestion is its essential component. This method calls for the delivery of advanced conversational proficiency quickly, and it gives importance to the physical surrounding atmosphere. The central features of suggestopedia are the decoration, furniture, arrangement of the classroom, and the use of music (Richards & Rodgers, 1986).

Proponents of this theory opine that learning should take place in a relaxed atmosphere, and more emphasize is on lowering the affective filter as an important factor in language teaching. According to Lozanov (as cited in Brown 2000, p. 27) “People are capable of learning much more than they give themselves credit for”. That is, for the suggestopedia method, learners have to learn myriad materials since it provides all the necessary conditions for learning.

The integration of this method in foreign language classes requires practicing a number of activities in a relaxed atmosphere. As stated by Brown (2000) “In applications to suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogues, role plays, drama, and a variety of other typical classroom activities” (p. 27). Accordingly, suggestopedia as a teaching method targets mainly at developing learners’ speaking skill. This can be achieved via a number of activities, like listening to music, practicing dialogues and role-plays.

Communicative language teaching. The approach of Communicative Language Teaching (CLT) is traced back to 1970’s. It is appeared due to the changes in the British language tradition (Richards & Rodgers, 1986). Richards and Rodgers (1986), further state that this CLT had come to replace the *Situational Language Teaching*, which stressed on teaching language via practicing basic structures in meaningful situation- based activities. By contrast, in the CLT approach, the focus is not on the mastery of language forms, but it is placed on the communication aspect of the language, viz, the ability to communicate fluently in several real- life situations. Littlewood (1981) proclaims, “ one of the most characteristics feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (p. 1). This has been clearly stated by Richards and Rodgers (1986) who claim that:

Common to all versions of Communicative Language Teaching, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques. (p. 69)

This latter approach leads to the emergence of different teachers and learners’ roles, new materials and new techniques as well. Indeed, CLT as an alternative approach to the previous teaching methods has operated as a primary inception of change in language

teaching. For Richards (2008) “the emergence of communicative language teaching lead to change views about syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today” (p.2). Brown (2000) asserts some characteristics of CLT:

- Components of communicative competence (grammatical, discourse, functional, sociolinguistic, and strategic) are of paramount importance in classrooms.
- The focus is on the aspects of language rather than the organizational language forms.
- Fluency and accuracy are complementary principles underlying communicative techniques.
- It stresses on the productive and receptive use of language in communicative classes.
- It calls for autonomous learning that is students are responsible for finding the styles and strategies that fit their own learning.
- The role of the teacher is shifted to a facilitator and guide. (p. 43)

Celce-Murcia (2001) refers to a diverse set of principles that reflected a communicative philosophy of language and language learning:

- It is assumed that the goal of language teaching is learner ability to communicate in the target language.
- It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
- Students regularly work in groups or pairs to transfer meaning in situations in which one person has information that the other(s) lack.
- Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
- Classroom materials and activities are often authentic to reflect real-life situations and demands.

- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing.
- The teacher's role is primarily to facilitate communication and only secondarily to correct exams.
- The teacher should be able to use the target language fluently and appropriately. (p.8)

Therefore, from the views of the proponents of CLT, it can be assumed that speaking and listening should be the prior concern of the foreign language teaching that follows CLT approach.

Littlewood (1981) summarizes some of the basic goals of CLT. According to him, learners must achieve high degree of linguistic competence; distinguish between the forms that they have mastered, and the communicative functions that they perform. Furthermore, learners must develop strategies for using language effectively in concrete situations, and become aware of social meaning of language forms.

Along the same line of thought, Canale and Swain (1980, as cited in Richards & Renandya, 2002, pp. 206-207) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence.

- ❖ Grammatical competence is an umbrella concept including grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speakers to use and understand English-language structures contributing to students' fluency.
- ❖ Discourse competence is concerned with speakers' relationships, formal or informal occasion, the rules of cohesion, and coherence etc. Discourse competence contributes in turn taking in conversation (Scarcella & Oxford, 1992, as cited in Richards & Renandya, 2002, p.207).

- ❖ Sociolinguistic competence means knowing what is expected socially and culturally by users of target language (Brown 1994, in Richards & Renandya, 2002, p.207). Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners to know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.
- ❖ Strategic competence is the way learners manipulate language in order to meet the communicative goals (Brown, 2004). It is perhaps the most important communicative competence element of all. This argument is highlighted by Berns (1990, in Richards& Renandya,2002, p.208) who suggests that strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence refers to the ability to know when and how to take the flow, how to keep the conversation going on, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

To be brief, teachers should raise learners' awareness about the importance of the above competencies and their benefits in the communication process. Therefore, EFL learners will know their needs and interests to improve the target skill. In this concern, students will be more active and eager toward developing and mastering the needed competences.

Extrapolating from the above, we can rightly say that speaking and listening are the first and foremost aspects of CLT. Ignoring them, we can never make our students communicatively competent. In this regard, CLT addresses all the language skills, yet the speaking skill has an essential position since the ultimate goal is to communicate in different contexts. This is evidently clear in negotiating meaning, group work and collaborative learning. As for Chanthiramathi (2011) "Since the development of the Communicative

Language Teaching, it has become widely known that speaking is not merely producing correct pronunciations, accurate grammars and vocabularies, but also how to practice fluency, speaking without pauses and the ability to keep going without hesitation” (p. 2).

All in all, there is a vast number of approaches and methods for learning and teaching EFL, for instance the GTM, audiolingual method, silent way, suggestopedia, CLT, and many others. In fact, the traditional approaches neglect the importance of speaking skill, and the focus is placed on reading and writing instead. It is the CLT that stresses on speaking as an essential component of language teaching.

Indeed, each method has its own advantages and disadvantages. However, for the purpose of the practical part of the thesis, the CLT approach is favored. The rationale for choosing this CLT over the other approaches and methods is the fact that the major aim of this research study is to develop speaking performance among students. From this point of view, CLT seems the most appropriate to teach oral expression course.

Teaching Speaking in EFL Classes

The primary function of learning a foreign Language is to communicate properly in different situations. Thus, teachers have to teach learners how to speak for helping them to communicate easily. Hall (1997) states, “Success in meeting the social, political, and economic challenges in our linguistically culturally diverse communities depends on large part on the ability of teachers to prepare students studying other languages to meet the communicative demands of these challenges” (p. 15). In other words, teaching speaking revolves around the process of transferring knowledge from a teacher to learners for improving students’ ability to produce a language, in addition to how they express themselves according to the social and cultural rules appropriate in each communicative situation. Nunan (2003, as cited in kay, 2003) states that teaching speaking is to teach the students to:

- Produce the English speech sounds and sound patterns.

- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Accordingly, progress in speaking skill requires progress in pronunciation, vocabulary, fluency and grammar. Hence, in the present study, the researcher will focus on how these sub-skills can be improved by using mobile devices (inside and outside of the classroom).

However, it seems that teaching speaking is a hard job that requires a long experience from the part of the teachers due to the various difficulties and complications. Actually, adult EFL learners encounter various difficulties to produce fluent and appropriate target language (Richards & Renandya, 2002). Thus, teachers should stimulate students' attention to involve them in oral class activities, and make them interested in learning materials. The researcher notices that teaching speaking faces many difficulties, and we have to find new strategies and techniques to make it enjoyable, interesting and effective as it increases the confidence and encouragement among learners and leads to good interaction. Ur (1996) suggests some solutions to overcome the various speaking difficulties in the classroom, as follows:

- **Use group work:** This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners.
- **Base the activity on easy language:** The level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class.

- **Make a careful choice of topic and task to stimulate interest:** On the whole, the clearer the purpose of the discussion the more motivated participants will be.
- **Give some instruction or training in discussion skills:** If the task is based on group discussion then include instruction about participation when introducing it.
- **Keep students speaking in the target language:** Teacher may determine one of the groups as monitor to remind participants to use the target language, and, perhaps, report later to the teacher how well the group managed to keep to it. (p.122)

Accordingly, in the current study, the researcher will apply the above suggestions in teaching speaking. Still, the teacher has a paramount role in the teaching process of oral skills. As for Thornbury (2004), there are some things should be done by the teacher in the teaching speaking skill. First, the target language is always used; ask the students some questions to test their abilities, not interrupting the students, and give the students tolerate silences time to try speaking. In addition, give students a long chance to speak, pay attention to the message than the structure of language, and give them comment at the end. Furthermore, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not over-praise them, the latter is an obvious compliment of their efforts as an example to others.

According to Liao (1996) “The teacher should only act as facilitator, advisor and monitor, co-communicator, motivator, good language model and evaluator while students should act as communicators” (p. 3). Communicatively speaking atmosphere allowed students to complete tasks collaboratively, receive feedback from the teacher, and promote interaction among students and with teacher as well. Richards and Rodgers (1986, p. 24) point out that teacher’s roles are related to the following issues:

- The kinds of functions teachers are expected to fulfill, such as whether that of practice director, counselor or model.
- The degree of control the teacher has over how learning takes place.

- The degree to which the teacher is responsible for determining content for teaching.
- The interactional patterns that develop between teachers and learners.

Indeed, the teachers have various key roles during teaching speaking class.

Traditionally, they can be a classroom manager, promoter, feedback provider. As far as the focus is shifted from the teacher to the learner, recently, teachers act as facilitators, organizers, instructor, guide, motivator, controller, assessors, providers of feedback, and creator of a positive atmosphere. Accordingly, the above features are the key indicators of autonomous learning environment.

From all mentioned above, we could understand that the main concern of language teachers in the class is developing the ability of the students to use language for a variety of communicative purposes. In doing so, teachers must avoid focusing on stressful situations, and create a positive atmosphere for learning. In addition, teacher should be a good model who helps students to pronounce words correctly, selecting words appropriately, and using grammar accurately. Along this vein, it is necessary to develop students' speaking skill naturally through using technology, listening to and watching videos, playing games, using pictures, recording speech, and the like.

Teaching Speaking with Technologies

The plethora of technological tools offer various potentials that can effectively used in the educational settings. With vast emerging mobile devices, such as smartphones and tablets, many innovative ways to enhance the teaching and learning of speaking skill are emerged. According to Chanthiramathi (2011) "It is important to be aware of the digital world students live in as we design learning experiences to cultivate basic communication skills. The diverse variety of Web 2.0 tools allow students to create products, such as videos, podcasts, interactive posters, cartoons, and share them online with others to see" (p.3). He adds, to build effective communication skills students must learn to:

- Communicate using digital media and environments to support personal and group learning.
- Share information efficiently and effectively using appropriate digital media and environments.
- Communicate thoughts and ideas clearly and effectively to different audiences using various media and formats.

Indeed , the integration of mobile devices with multimedia sources provide authentic or near-authentic contextual backgrounds for students which enable them to imitate the proper pronunciation of sounds and words in situations where the language is being spoken.

Kulkulka and Shiled (2013) pinpoint

To date, little research appears to have been carried out into using relatively inexpensive, easily portable devices such as digital voice recorders or multi-function mini-camcorders for MALL activities. Such devices, though, do seem to offer great educational potential; for example, the software provided with them permits users to archive audio, photographic and video recordings on a storage device via a USB connection to a PC where they can be edited and then shared with a wider audience via websites and blogs. (pp. 6-7)

As a way of implementing this in classroom, students may use their mobile phone to listen to podcast or any other audio or video material, and then the teacher can ask the students a certain questions about the material the students listened to. Likewise, students can practice the target language and listen to it by using the audio and video recording option. This can be more fitting due to the shortage of technological tools, the lack of infrastructure, and the damaged language laboratories in our department. Besides, teaching speaking successfully depends on the completion of the suitable oral tasks.

Some Speaking Activities

Since the majority of EFL learners are eager to develop proficiency in speaking the target language, it is required from the part of the teachers to provide their students with oral tasks that offer them several opportunities to communicate and interact in various situations and contexts. Harmer (1998) states three reasons for providing learners with speaking tasks that incite them to use all and any language at their command as follows:

- **Rehearsal:** Free discussion provides students with the opportunity for rehearsing outside the classroom. As well as, engaging students in role-play tasks enable them to rehearse real-life event in the safety of the classroom, and using them when necessary outside the classroom.
- **Feedback:** Speaking activities which stimulate learners to use any other languages that they know helps both teachers and students to get the right feedback. Hence, teachers can have an idea about the performance of the participants, and detect language difficulties that they have encountered. In addition, students can reflect upon the oral tasks (easy or difficult) and what they need to do for better performance. In this way, speaking tasks give students confidence and satisfaction, and teachers' guidance encourage them for further study.
- **Engagement:** Effective speaking tasks ought to be motivating. When students actively engage in tasks, and received useful feedback from teacher, they will be highly satisfied. Role-playing, discussion, and problem solving are among many activities that are intrinsically enjoyable in themselves. (pp. 87-88)

According to Ur (1996), there are four characteristics of successful speaking activities. First, learners talk a lot. This denotes that the teachers should provide the activities in which the students inhabit the most time to talk. The second is participation, which implies that students have the same opportunities to practice speaking. In other words, active students should not dominate the oral class activities. The third, motivation is high. It infers that

speaking can stimulate students to participate in oral activities that can activate students' eagerness to speak because they are interested in the provided topic. The fourth, language is of an acceptable level, which reflects that when students are assigned to practice speaking, they can express in relevant, acceptable and comprehensible the words to others.

Theorists have designed several activities for all the stages mentioned above for an effective teaching to take place (Thornbury, 2005). All these activities urge the students to participate since they bring interest into the classroom, and thus arouse motivation.

Awareness activities. For Thornbury (2005) the term awareness is derived from cognitivist learning theory where awareness is necessary for restructuring learners' mental presentation of the language. In awareness activities, students complete activities that allow them to notice a new knowledge or situation. Goh and Burns (2012), "Awareness- raising activities aims at helping learners uncover gaps in their own knowledge about speaking" (p. 137). According to Thornbury (2005), awareness involves the following processes:

- Attention: Learners need to raise interest, attention, curiosity and a desire to notice the features of the target skill.
- Noticing: This goes beyond paying attention. When students learn a new word, they can see it in many different places, because they are now noticing it.
- Understanding: Understanding is noticing and comprehending a general rule, and the interrelation between the different subparts.

Among the activities that target to raise awareness are using recordings and transcripts, live listening, and noticing the gap.

Appropriation activities. In the second stage, the term appropriation is used to determine that learning a skill is grounded on collaborative construction instead of being, simply, a behavior or mental process (Thornbury, 2005). That is, learning novel features are combined with their existing knowledge – base. As for Goh and Burns (2012), "appropriation activities go beyond controlled practice or restructuring of knowledge of speaking" (p. 137).

Drilling and chants, writing tasks, reading aloud, dialogues are the main suggested activities in this category.

Autonomy. In this stage, autonomy refers to the capacity to self- regulate performance after gaining control over the other skills. That is to say, learners are ready to utilize the learned features in real contexts. Goh and Burns (2012), “the third stage of general approach, requires learners to engage in activities that demonstrate a degree of autonomy inside and outside the classroom” (p.137). According to Thornbury (2005), the speaking activities that enable the learners to produce autonomous language should include the conditions of productivity, purposefulness, interactivity, challenge, safety and authenticity.

In this research, we need to carry out a range speaking activities that target to achieve a certain degree of fluency and automaticity in speaking competence. Thornbury (2004) gives an overview of materials that can be done as some activities in teaching speaking skills, including; presentations and talks, stories, jokes, anecdotes, drama, role-play, stimulation, discussion, debate, conversation, chat, and outside-speaking class. Those activities can be some inspirations for the teacher to teach speaking skill that is more enjoyable, and meaningful.

Insofar as communicative activities for language teaching are concerned, Littlewood (1981) distinguishes between pre- communicative activities and communicative activities (See Figure 14). The major purpose of this distinction is to suggest a way of integrating different activities into coherent methodology.

Pre-communicative activities. In this category, learners practice elements of knowledge separately in order to provide learners with a fluent command of language system, without utilizing this system for communicative purposes. Part- skills of communication are practiced instead of total skill. The pre-communicative activities are further subdivided into two subcategories:

- **Structural activities:** This kind of activities focuses on mechanical drills or question and answer practice. In other words, learners are in need to gain control over individual skills such as grammar vocabulary, and pronunciation.
- **Quasi- communicative activities:** This subcategory involves both structural and communicative features of language.

Communicative activities. In communicative activities, the focus is placed on practicing total skill of communication. That is, learners are required to activate and implement the previous pre-communicative knowledge for the sake of communication. This kind of activities are subdivided into:

- **Functional communicative activities:** The principle goal of these activities is that learners need to perform the task effectively in a given situation.
- **Social interaction activities:** The underlying principle of social interaction activities is the appropriate use of language by learners in various social contexts.

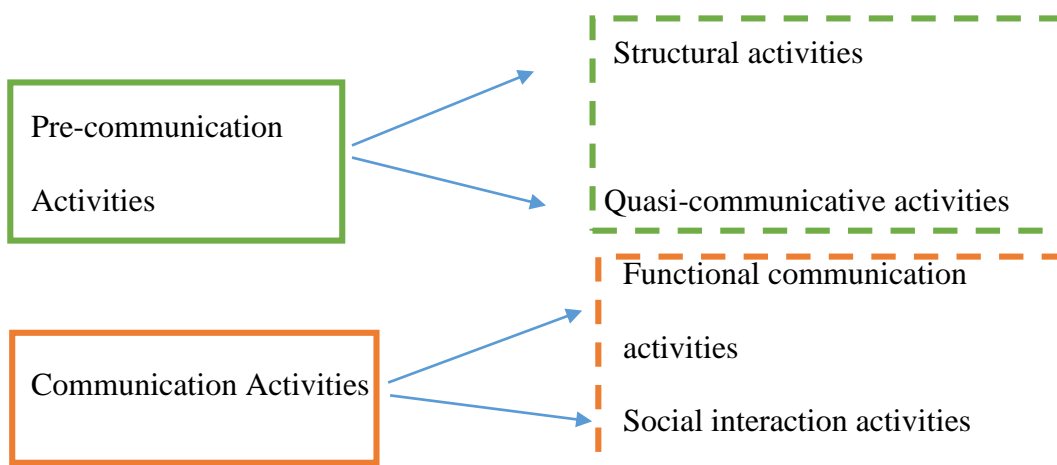


Figure 14. Types of Communicative Activities (Adapted from Littlewood, 1981, p. 86)

In this respect, CLT activities can be divided into two categories along two stages. In the first category, the focal point is on the mastery of grammar rules, and practice through controlled activities, like dialogues and drills. By contrast, in the second category, the interest shifted towards learning language through communication and interaction basing on group work, pair work, project work, and role-plays. It is worth noting that the teacher's principle

role is to facilitate the learning of language via encouraging autonomous participation, and promoting learning through communication.

Along this vein, it is fair advocating that CLT approach is the suitable approach for teaching speaking performance since it provides learners with the opportunity of learning the structure of language and how to use this language in various situations. The following are some communicative speaking activities adopted by many researchers for effective teaching and learning as well.

Discussion and debates. Discussion and debate are, usually, one of the most frequently used activities in speaking classes, which stimulates the use of spontaneous language. However, the teacher have to take advantage from the learners' interests and turn it in a discussion activity in English (Thornbury 2005). Teacher can involve students into discussion using various activities, for instance discussion cards, balloon debate, pyramid debate, and panel discussion. Harmer (2001) suggests “*buzz group*” as a new way through which the teacher may avoid difficulties when using discussion activities. According to him, this way enable students for practicing quick discussion in small groups before speaking in public.

Simulation and role-play. Role-plays make learners involve in real life communication. This is an effective technique that can give the students a chance to practice real-life spoken language in the classroom (Ur, 1996). As for Thornbury (2005), role plays refer to “speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use” (p.96). On the other hand, in simulation activities “students play themselves in a simulated situation”. Indeed, simulation and role-play are mainly contributed to encourage students' oral fluency and train them for real life situations (Harmer, 2001).

Picture description. Picture description is another speaking activity through which students can describe persons, events, places in a given picture. Ur (1996) consider picture

description as a simple and productive activity. According to Kayi (2006) “this activity fosters the creativity and imagination of the learners as well as their public speaking skills”.

Dialogues. Dialogue is a traditional language teaching technique that have a long history (Ur, 1996; Thornbury, 2005). For Thornbury (2005) “practicing and performing dialogues is an effective way of providing conditions for the appropriation of newly encountered language features” (p.73). Practicing dialogues provides students with the opportunity to focus on grammatical and lexical structures. He goes on to claim that dialogues can be conducted under the form of pair work. Students can practice dialogues using various techniques such as; items on the board, chunks on cards, memorizing scripts, follow diagrams conversations, and the like.

Telling stories. In this type of activity students can practice speaking by telling a story of a movie, a book, or a story heard from someone else to their teacher and classmates. According to Thornbury (2005), “narration has always been one of the main means of practicing speaking in the classroom, although this is used to take the form of having learners recount folk tales or amusing or dramatic incidents based on series of pictures” (p.96). Guessing the lie, insert the word, chain story, party jokes are among the major activities that fall under this category.

Information gap. This kind of activities intended to raise awareness between the learners’ current competence and the target competence (Thornbury, 2005).

According to Thornbury (2005), this activity is based on the task-based instructional cycle:

- Students perform a speaking task using their current abilities.
- Then, they have to observe how skilled speakers performing the same task, and denote the language features that they need to incorporate.
- Students try to re-perform the oral task as the skilled practitioners did.

In this activity, other techniques can be involved like reformulating, transcribing, and minuting what the learners produce.

Surveys. Making a survey is another activity that can engage students in conversations and exchanging opinions as well (Harmer, 1998). The teacher can ask students to design a questionnaire or a survey about a given topic, and then go around the class and ask their peers and recording what they said students share the results of the survey with their classmates.

Reporting. According to Kayi (2006), in this kind of speaking activity, students read a magazine or a newspaper, then report an interesting information or a news that they have read with their classmates.

In short, as far as our study is concerned, we do insist on applying dialogues, discussion, picture description, telling stories and role-plays regularly as communicative activities in oral expression module. To put these activities into practice, we can integrate mobile devices as an instructional and supporting tools for better achievement.

However, in order to encourage our students to master the speaking skill, we should prepare the suitable environment for interaction. In addition, we need to create suitable strategies that encourage student's speaking capability. Furthermore, we need to give students more opportunity to talk and express themselves in real life situations.

Difficulties in Teaching the Speaking Skill

In point of fact, one of the crucial issues in learning a foreign language is the difference between the knowledge of how things must be done and the ability to do these things appropriately. Indeed, foreign language learners often faced some difficulties in performing the spoken language. Ergo, one of the teachers' roles is to help their learners to overcome problems and provide them with self -confidence, and the required skills in order to speak the target language effectively. According to Ur (1996), there are four fundamental difficulties that appear in the speaking EFL classes, as follows:

- **Inhibition:** Sometimes, students try to participate in class activities, yet many factors stopped them from doing so. Frequently, students inhibited to participate and say

things in a target language in the classroom in front of their peers and teacher. Often, they are worried in making mistakes, fearing criticism, and losing face.

- **Nothing to say:** In some situations, students complain that they have nothing to say. They are not motivated to express themselves and their thoughts in the target language, which lead them to express themselves using negative common expressions such as “I don't know”, “no comment” or they keep silent. In such a situation, students are not interested in the topic, or they may have some ideas, but they do not know how to express them due to the lack of vocabulary, or grammatical accuracy.
- **Low or uneven participation:** This state refers to the amount of each student's time of talking; some students are dominant, while others speak very little or not at all. Indeed, some students prefer to talk only if the teacher asks them to talk, or when they are certain of their grammar and vocabulary. Others keep silent and show no interest. Low participation is due to many reasons relating to teacher or student or other factors.
- **Mother-tongue use:** In a class where the learners speak the same mother tongue, there is a tendency for them to use it. Because it is easier, more natural, and safe. Using mother tongue outside or inside the class reinforces the students' conformability and trust. Lack of vocabulary of the target language usually leads learners to borrow words from their native language. Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue.

The above-mentioned problems are often detected in our EFL classes. Actually, students keep silent when they cannot answer the teachers' questions. In addition, students find difficulties in expressing themselves because they do not have sufficient vocabulary, and they do not know how to apply the grammatical forms. Moreover, students often produce mispronounced words. Furthermore, some of the students tend to express ideas in the mother tongue.

Testing and Evaluating Speaking Skill

In most educational institution where English is taught as second or foreign language, testing speaking performance is an important construct of the overall learners' evaluation.

O'Malley and Pierce (1996) identify three major purposes for assessing students' oral performance:

- For initial identification and placement of students in need of a language-based program like English as a Second Language (ESL) or bilingual education.
- For movement from one level to another.
- For placement out of an ESL into a grade-level classroom. (p. 63)

According to O'Malley and Pierce (1996) "Oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes" (p. 60). The two important issues in testing speaking are the testing type and testing criteria. The most commonly used spoken test types are suggested by Thornbury (2005) as follows:

- **Interviews:** Interviews can be conducted individually or in pairs. Interview is easy to set up but it is not conducive to test informal, conversational speaking styles. The effect of interviewer, such as style of questioning is difficult to eliminate.
- **Live monologues:** Students prepare and present a short talk or presentation on a pre-selected topic. In this kind of test, the evaluator effect is eliminated. The test provides evidence on the speakers' ability to handle a casual conversation which is not always possible in interviews. Other students can be involved as audience in question and answer session, so the speaker's ability to speak interactively and spontaneously can be coped in the test.
- **Recorded monologues and dialogues:** A recorded monologue is less stressful than a live performance. This test allows students to record their talk on certain topic. The

assessment of recorded monologue or dialogue can be done after the event, which gives evaluators the opportunity to work out objective and consistent assessment.

- **Role-plays:** A learner must perform a certain role in the classroom in which the influence of the tester is unpredictable. This test format can be considered as reliable, if it matches the needs of the learner and aims of the language lesson.
- **Collaborative tasks and discussions:** These are similar to role-plays; however, learners act as themselves. This test helps assessors to evaluate students' interactive skills and their ability to express personal views. (pp. 123-125)

Underhill (1987) suggests another type of speaking test, which focused on *using pictures*. In testing speaking using picture, the examiner asks students to describe a given picture. After finishing the description, the examiner may elicit information about some points that the student has missed or not made clear.

Accordingly, we understand that speaking skill can be assessed through different techniques, such as classroom interaction, mini dialogues and even role-playing. Related to the above description, this study will apply some types of speaking test. We will use the interview and pictures for a pre/post -tests, and role-plays, discussions and pictures too for progress tests.

After deciding upon a particular speaking test format, there is a need for choosing a relevant set of assessment criteria. According to Singh (2015) “Assessment is an important part of the learning atmosphere and this is true even for classes where English is taught as a Second Language (ESL) or as a Foreign Language (EFL)” (p.29). For Tornobury (2005) in oral test, examiners employed two types of scoring:

- **Holistic scoring:** It reflects the overall impression the students made on the examiner. Holistic scoring is often used in informal testing, and it takes the form of single score.

- **Analytic scoring:** A detailed description requires giving a separate score for different aspects of the students' performance. Analytic scoring is time consuming, yet it offers a complete reliable picture of students' skill. (127)

In this research, we will use analytic scoring to score the speaking performance that comprises five categories, which are comprehension, grammar, vocabulary, pronunciation, and fluency.

A Review of Previous Studies

There has been many studies worldwide about the implementation of MALL in EFL context. In this fragment, the researcher summarizes the most important findings of some investigators in different countries. This section includes three major areas that focus on reviewing some previous studies related to the current study. The first sub-section explores the studies related to MALL and its major role on developing speaking, which is considered as our essential part in the study. The second area of this section tackles studies related to MALL and how it impacts students' motivation. Finally, the third area presents the studies related to the learners' experiences and views for adopting mobile technologies.

MALL and the Development of Speaking Skills

The development of mobile and wireless technologies has opened up a huge array of possibilities in the domain of language learning. As facilitators, these light technologies contain various applications that support different skills of language learning, such as vocabulary, pronunciation, reading, writing, grammar, listening and speaking. Of particular interest in this study, our focus is on speaking skill, on which many researchers have conducted prior studies.

To begin with, Facer, Abdous, and Camarena (2009) conducted a research on "The Impact of Academic Podcasting on Students: Learning Outcomes and Study Habits". In this study, 30 students from the Italian class, and 18 students from the French class used podcasts for 14 weeks semester. Students who used their MP3 player reported that the podcasts

assisted them to enhance their language skills in all areas, including reading, writing, comprehension, and speaking. In addition, it increased their knowledge of vocabulary and grammatical rules.

Another study was conducted by Gromik (2009) who investigated the possibility of using mobile phones to produce video diaries in second language English course at a university. The students (7 students) who participated in this study recorded weekly videos as an independent learning project. The results showed that the majority of the students found this project beneficial. Subsequently, Gromik (2012) inspected how the video creation facility of mobile phones can improve English-speaking skills as a second language. The nine university students exploited their mobile phones to produce narrated videos. After comparing the participants' performances to a pre-project control video, they revealed a 46% increase in word production and a 37% increase in uttered words per second. Moreover, all the participants confirmed that producing weekly mobile phone videos in English improved their speaking ability.

In addition, Kessler (2010) explored the impact of using MP3 players compared to audio lab personal computers on the quality of speaking. Over a period of ten weeks, 40 students recorded two-minute audio journals. Students selected the environment in which they recorded these journals. 38 students opted to do eight of ten recordings with the mobile device. In all cases, recordings made using the mobile device (MP3 player) were ranked more positively than those made using the audio laboratory.

In Qatar, Ally, Samaka, Impagliazzo, and AbuDayya (2012) conducted a research study that explores the use of mobile technology, and how it can facilitate training. The study targets to improve trainees' communicative skills to sustain effective communication in the workforce. The study showed that trainees' performance has improved by 16 percent after the mobile training session.

Moreover, Andújar-Vaca and Cruz-Martínez (2017) investigated the potentials of mobile –mediated communication on developing second language learners oral skills. A total of 80 university students were divided in two groups (experimental and control). Students in the experimental group used a WhatsApp as a mobile chat-based oral interaction for six months in order to measure the students' degree of oral development. The outcomes of the research showed that there is a significant improvement in the experimental group in terms of oral proficiency. Furthermore, the researchers noted that m- learning is a powerful tool for developing second language proficiency that provides the environment that helps students to ubiquitously negotiate meaning, reflect and evaluate on their own performance.

Along the same vein, Al-Jarf, (2012) examined the effects of using self-study MP3 (Talk English) on oral skill development. In this study, a group of 44 university students received only classroom instruction, whereas the experimental group of 46 students used Talk English as an extra practice for 12 weeks. The participants accessed the program via mobile phone, MP3 player, or computer. The findings demonstrated that students in the experimental group outperformed the participants in the control group in listening and speaking, which was attributed to the extra practice they received through Talk English.

The studies mentioned above showed that mobile devices are frequently put into practice for educational purposes than the other technical tools. Indeed, mobile technologies are more accessible, cheaper, and more practical than the other technological tools. For this reason, they gained a wide popularity in research and practice.

MALL and Motivation

The standout conclusion in the current literature is that m-learning is highly engaging for students (Kukulka-Hulme & de los Arcos, 2011; Pachler, Bachmair & Cook, 2010). Indeed, previous research has showed the existing relationship between mobile technologies and their impact on the degree of students' motivation for learning. Hariss, Al Boutainah and Alaboutainah (2016) claim that “Most recently, technology has been a new phenomenon to

help motivate, differentiate, and allow students to achieve and excel in ways that they have never been able to before” (p.370). According to Liu and Chu (2010), mobile devices serve to enhance one’s learning experience, and can be used to engage and motivate learners. In the same token, Chen, Chang and Wang (2008) posit, “Mobile devices seem to give their users a very strong sense of control and ownership which has been highlighted in research on motivation as a key motivational factor” (p.252). Chen, Chang and Wang (2008) go further to evaluate the use of mobile devices in informal settings. The researchers conclude that:

In our research we have found that experienced users look for new ways to appropriate the devices they own for informal learning with high-level of motivation for seeking solutions to extend device capabilities with motivation from ownership, fun, context and continuity. A follow up study focusing on using tablet PCs for bird observation demonstrated that mobile devices can motivate informal learning through freedom to alter the task to include additional resources, context and fun. In addition the novelty of the technology was seen as motivating in itself. (p. 254)

Swan, van Hooft, Kratcoski and Unger (2005), in their study about “*Uses and effects of mobile computing devices in K-8 classrooms*”, tried to explore students’ use of mobile devices in the area of language and science. The findings indicated that 75% of the participants willingly used their mobile technology devices outside the classroom in order to do tasks. The teachers indicated that there is a significant improvement concerning the students’ achievement and work habits.

Likewise, Chao and Chen (2009) gave students mobile phones to complete a paper textbook in order to facilitate verbatim note-taking, resolving comprehension questions, and receiving reading recommendations. The results depicted that the use of mobile phones fostered the students’ motivation.

In a study conducted by Gjedde and Bo-Kristensen (2012), the learners used mobile phones to make textual notes, capture photos and videos, and record their voices as well as of the native speakers, and then shared with classmates. The findings of the research, according to teachers, revealed that students show greater motivation and engagement.

Along the same vein, Briggs (2015) explored the perceptions of Korean EFL students concerning the motivational value of English- language mobile application as a language-learning tool and course book supplement. The motivation level was assessed using Keller's motivational model Attention, Relevance, Confidence, Satisfaction (ARCS). Students' comments showed that how mobile applications could help to motivate learners. Moreover, the mobile applications, which helped students to access authentic forms of English language, increased the students' confidence and interest levels.

Learners and MALL Experiences

In order to get a deeper insight on how mobile tools affect and promote students' learning, learners' experiences and perceptions about m- learning are reviewed. Although mobile devices have been proven successful for educational purposes, their deployment demands from researcher to investigate teachers and students' attitudes and experiences. As for Pollara (2011), people have opposing opinions concerning mobile devices. Some consider them as personal tool; others perceive them as helping students to cheat on exams, and still other acknowledge their pedagogical affordances as a valuable tool for delivering learning content. Thus, the understanding of MALL as a promising approach in teaching and learning foreign languages will depends partly on exploring the attitudes and experiences of educators. Various studies reveal several findings about the attitudes and perception about the use of mobile technologies in teaching and learning processes.

To start with, Dashtestani (2013) surveyed the perspective of 126 Iranian who are learning English as a foreign language and 73 EFL teachers' attitude concerning the use of electronic dictionaries. The results showed an overall positive attitude regarding the use of

electronic dictionaries for learning EFL. According to the researcher, this attitude is due to anytime anywhere affordance of mobile devices because the electronic dictionaries are installed in students' mobile phones.

To go further, Cavus, and Ibrahim (2008) explored the use of mobile phone SMS to teach vocabulary to 45 computer science university students. In this research, a web-based application was used in order to send SMS word pairs every half-hour daily between 9A.M. and 5P.M. The authors developed a system called mobile learning tool. The findings of the students' survey indicated that all participants expressed enjoyment of learning out of class with the help of their mobile phones to learn new technical words.

In Singapore, Chan, Chi, Chin, and Lin (2011) investigated the perception of 120 Chinese and 61 Korean students towards podcast- based learning. The participants completed questionnaires and participated in semi- structured interviews. The findings showed that there is a statistical significant difference in the perception of the two groups concerning motivation, expectations, teacher encouragement and experience with mobile learning.

In America, Gilgen (2005) explored the use of different mobile devices (PDAs, laptops, early tablet PCs) in classroom as alternatives to the traditional computer lab. The students' attitudes survey revealed that all the students were highly satisfied with the use of mobile devices in class- activities.

In addition, another study was conducted in America by Hsu, Wang and Comac (2008) who explored the students' perception towards the use of audio-blogs in assisting English-language learning. The instructor used a system that linked mobile phones to the online Evoca voice recording application in order to create web-based audio-blogs for submitting and archiving oral assignments, interacting with learners, evaluating their performance, and providing feedback. The findings showed that 82% of learners agree that the mobile-accessible audio-blog was a good language-learning tool.

Another study by Nassuora (2013) adopted a Unified Theory of Acceptance and Use of Technology model in order to determine the factors that can affect the use of m- learning among students of Al-Faisal Private University. Nassuora indicated that students had good perceptions and acceptance of mobile learning although they were not familiar with the concept of m- learning. Accordingly, students' familiarity with mobile technology can effectively enhance successful m- learning practices.

At Arab Open University, a study conducted to measure the acceptance of m- learning as a blended learning tool. Mohammad and Anil Job (2013) surveyed students to explore their perceptions of future m- learning as well as their routine usage of mobile phones. The research concluded that Bahraini students have a positive perspective on the role of m- learning in accessing learning materials and resources, and helping them to learn in smarter and easier ways.

In Kuwait, Alsanaa (2012) examined the students' acceptance of incorporating innovative technology including mobile technology in higher education. In this study, the researcher tried to explore the attributes and influences of innovative technologies at the social, economic, political, and above all, educational levels. The study adopted Technology Acceptance Model as a conceptual framework. The results revealed that the majority of students owned mobile devices. In addition, about half of the students expressed their agreement for the use of educational mobile apps and Moodle and Blackboard as virtual learning environments. By and large, this research project indicated positive readiness among students to use e-learning and m- learning as well.

Broadly, MALL has gained a wide acceptance as studies result positive outcomes. Undoubtedly, the need to communicate in the English language, in this time and age, is the central aim of thousands and millions of people around the globe. The reasons behind learning the foreign language may vary from an individual to the other, yet the aim is one; getting to communicate fluently using the target language. It was agreed that ancient language teaching

ways did not help much people to communicate fluently in the target language. Accordingly, today's ways claim that the aim of teaching speaking ought to develop individuals' communicative skills since speaking is fundamental to second language learning and teaching. Thus, we do believe that the appropriate use and the successful integration of mobile technologies in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

Conclusion

The aim of this chapter was to analyse the literature in order to comprehend the concepts of m-learning and MALL. The chapter also aimed at shedding light on the importance of speaking skill in EFL teaching and learning. Basically, the chapter followed three sections. The first section discussed in detail the concept of m- learning and MALL, theories, activities and design. The second section was dealt with speaking skill and its relation to the teaching theories, components, activities and assessment. Finally, the last section reviewed some of the available literature. The forthcoming chapter provides a detailed description of the methodological design adopted for this research.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

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Introduction

This study scrutinizes the effectiveness of MALL on developing EFL students' oral performance. In this investigation, we designed a special project to enrich students' learning inside and outside the classroom through MALL to explore whether such implementation contributes significantly to the development of students' oral performance. Therefore, this chapter is devoted to the description of the research design and procedures, i.e., the ways in which the research was conducted, involving the approaches utilized for collecting data, the research instruments, sampling techniques and data analysis methods. In the first section, the researcher starts with an explanation of research paradigm, approaches and methods. The second section outlines the sampling methods used with populations of interest. The third section presents the methods used for data collection, and the main approaches employed to screen and analyse the data. The fourth section explains the design and plan of MALL environment.

Research Approaches and Methods

Research Paradigm

When conducting a research, we need first to select the appropriate research paradigm or philosophy. The first step that we took into consideration was to decide where to situate our research; that is, within which of research paradigm, we could find answer to our research questions. A paradigm is a set of beliefs that guides the researcher on how to conduct the research appropriately, and it is based on ontological, epistemological and methodological assumptions (Guba & Lincoln, 1994). That is, a researcher can be influenced by a set of beliefs to select the appropriate method to conduct a study. Burrell and Morgan (1979) argue, "To be located in a particular paradigm is to view the world in a particular way" (p. 24). In this respect, paradigms can show how a researcher perceives or views the world, and reflect the way research is designed. Hitchcock and Hughes (1995, as cited in Cohen, Manion &

Morrison, 2007, p.3) suggest that “ ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations; and these, in turn, give rise to issues of instrumentation and data collection” (p.21). With regard to this, a paradigm consists of the following components: ontology, epistemology, methodology, and, methods (Scotland, 2012).

The term *ontology* refers to the study of the nature of existence, reality, or of being (Kivunja & Kuyini, 2017, p.27). It is mainly concerned with what constitutes reality and how things really work. *Epistemology* is about the nature and forms of knowledge (Cohen et al., 2007, p. 7). It deals with how we come to know things. Various paradigms contain divergent ontological and epistemological views; therefore, they have contradictory views about reality and knowledge that support a particular research approach. This can be reflected in the adopted methodology and methods. *Methodology* refers to the strategy or plan of action which lies behind the choice and use of particular methods (Crotty, 1998). Hence, methodology is concerned with what, why, and how data is collected. Finally, *Methods* refer to the specific techniques and procedures used to collect and analyze data (Crotty, 1998, p. 3). The data collected can be either qualitative or quantitative. Actually, there are various research paradigms; however, we will focus on three main of them, which are positivism, interpretivism, and pragmatism.

One of the first paradigms is positivism. It was proposed by the French philosopher Auguste Comte (Cohen et al. 2007). According to Scotland (2012) “Positivists go forth into the world impartially, discovering absolute knowledge about an objective reality. The researcher and the researched are independent entities” (p. 10). Along this vein, a central tenet of positivism is that social reality is objective, and it is not affected by the investigation or the investigator. Investigation situated in this paradigm count on deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations and expressions, to derive conclusions. (Kivunja &

Kuyini, 2017). Under this paradigm, researchers conduct empirical studies basing on experiments and observations to explain a phenomenon happening in the reality. In this regard, the positivist paradigm adopts objectivity as its epistemology, realism as its ontology, and experiment as methodology (Kivunja & Kuyini, 2017; Scotland, 2012).

Another paradigm, which derived from the lack of the positivist paradigm, was the interpretive paradigm. According to Guba and Lincoln, (1989, as cited in Kivunja & Kuyini, 2017, p.33). “The central endeavour of the interpretivist paradigm is to understand the subjective world of human experience”. That is, the emphasis is placed on understanding the individual and their interpretation of the world around them. This paradigm undertakes a subjectivist epistemology, a relativist ontology, and a naturalist methodology (Kivunja & Kuyini, 2017).

As a compromise, pragmatism philosophy adopts both positivist and interpretive views. This paradigm was emerged among philosophers who debated that “it was not possible to access the ‘truth’ about the real world solely by virtue of a single scientific method as advocated by the positivist paradigm, nor was it possible to determine social reality as constructed under the interpretive paradigm (Kivunja & Kuyini, 2017, p.35). This new paradigm “pragmatism focuses on “what works” to answer the research question” (p.595). The focus of this paradigm is on the problem that urged researchers to utilize multiple approaches to understand it (Creswell 2003). Creswell (2003) goes further to claim, “pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study” (p.12). This paradigm assumes a relational epistemology, a non-singular reality ontology, a mixed methods methodology (Kivunja & Kuyini, 2017).

For the present research study, a pragmatism research paradigm was found appropriate. Such a philosophy was adopted for it offers the choice to mix methods to investigate the role of MALL in developing EFL students’ speaking performance. This

paradigm offers the ability to best answer the research questions using multiple views. It was expected that by having a pragmatist viewpoint, which allows the use of mixed methods, the results will be more valid and help to overcome the weakness of single method research.

Research Approach

The foremost aim of any research is to find answers to the research questions through the use of particular research approach. Actually, there are two primal approaches to research, *quantitative* approach and *qualitative* one.

Quantitative approach. The quantitative research aims at gathering numerical data which used to test a theory, quantify attitudes, views, and other variables. It is also based on structured data gathering methods such as survey, structured interview, systematic observation etc. According to Dörnyei (2007), “Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example survey research using a questionnaire, analysed by statistical software such as SPSS” (p.24). In view of that, the quantitative research is based on the measurement of quantity. It is, then, applicable to the study of phenomenon that can be expressed in terms of numbers and statistics. As for Kothari (2004), the quantitative approach can be also sub-classified into three main approaches:

- Inferential approach: Its aim is to form a database from which to infer characteristics or relationships of population.
- Experimental approach: In this approach, the researcher has to control over the research environment and manipulate the variables to observe their effect on other variables.
- Simulation approach: the purpose of this approach is to generate information and data through the construction of an artificial environment.

In the current study, we opted for an experimental approach in order to determine cause and effect relationship between MALL and the students’ speaking skill.

Qualitative approach. Qualitative approach is primarily considered as an exploratory research, which aims at gaining an in depth understanding of the phenomenon under investigation. This approach uses different methods of data gathering which are varied between unstructured and semi-structured strategies. It relies mainly on data in the form of texts. Dörnyei (2007) claims that “Qualitative research involves data collection procedures that result primarily in open ended, non-numerical data which is then analysed primarily by non- statistical methods. Typical example, interview research with transcribed recording analysed by qualitative content analysis” (p.24). Hence, in the qualitative approach, the focus is on using tools that collect non-numerical data, and then analysed without using statistical procedures. To put it in Kothari’s words (2005):

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher’s insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis. (p.5)

Accordingly, the main aim of qualitative research is to investigate the qualitative aspects of human nature in order to describe, explain, predict and control behaviour. Therefore, this study was also based on the qualitative research approach in order to explore the students’ experiences in MALL environment.

The following table shows the differences between qualitative and quantitative approaches in terms of purpose, design, approach, tools, sample and analysis.

Table 11

Comparison between Qualitative and Quantitative Approaches (Ary, Jacobs, Sorensen, Razavieh, 2010, P.25)

	Quantitative	Qualitative
Purpose	To study relationships, cause and effect	To examine a phenomenon as it is, in rich detail
Design	Developed prior to study	Flexible, evolves during study
Approach	Deductive; tests theory	Inductive; may generate theory
Tools	Uses preselected instruments	The researcher is primary data collection tool
Sample	Uses large samples	Uses small samples
Analysis	Statistical analysis of numeric data	Narrative description and interpretation

Mixed -methods approach. An amalgam between the principles of qualitative and quantitative approaches has led to the emergence of a new research approach known as “*mixed methods*” or “*triangulation*”. In effect, the aim behind such combination is to get complementary data, so that the analysis will not reflect only impressions or statistics. In this view, Dörnyei (2007) states that “I agree that qualitative and quantitative methods are not extremes but rather form a continuum” (p.25). It is unarguably true that to get accurate facts about a given phenomenon, we need to utilise manifold methods for collecting and interpreting data. Furthermore, Mackey and Gass (2005) claim that:

“The growing practice of utilizing qualitative and quantitative data illustrates the fact that these two research approaches should not be viewed as opposing poles in a dichotomy, but rather as complementary means of investigating the complex phenomena at work in second language acquisition”. (p. 164)

Taking this argument further, Given (2008) points out that “the use of both qualitative and quantitative approaches will provide a more complete understanding of the research problem than either approach alone” (p. 527). On this basis, the first key advantage of employing mixed methods approach or triangulation in this study is the “*completeness*”. It means that the phenomenon is treated from various vantage points to get a complete and holistic view about the issue under investigation. Actually, this is supported and accepted by the pragmatism paradigm.

As indicated above, the current study investigates the impact of integrating MALL on students’ oral performance. Accordingly, we opted for a combination of quantitative and qualitative methods to obtain a worthy and clear understanding of the topic. To do so, we opted for the methodological triangulation that requires multi- research approaches, methods, and hence different tools of data gathering, so that the research was treated in various ways.

On one hand, qualitative data were collected by means of classroom observation field notes, and students’ journals. In the other hand, quantitative data were collected through

students' performance in oral tests, structured observation and questionnaires as well. In this respect, by combining these two approaches, the researcher can present a more detailed picture of the potential of MALL in EFL oral classes; that is to add more understanding of the phenomenon under investigation. Overall, the mixed methods approach was applied to get effective auspicious findings, and hence to decrease the risks of results' incredibility and invalidity.

The Choice of the Method

The choice of the method is dependent on the nature of the topic, nature of the data, the aim of the research, and the sample to be investigated. This research tries to scrutinize the effect of MALL on students' oral performance. In this respect, we opted for methodological triangulation, which is a combination of quasi-experimental and exploratory research methods. Our choice of these methods is mainly due to the nature of the phenomenon under investigation, which is the impact of MALL on students' speaking performance, and the questions we intend to answer.

In research, the experimental method refers to a systematic way through which the researcher manipulates one variable (independent) and controls or measures any change in the other variable (dependent). Muijs (2004) states that "The basis of the experimental method is the experiment, which can be defined as: a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis" (p.13). Therefore, to conduct an experiment, we are in need to take into consideration the necessary conditions to test, prove, or reject a given hypothesis. Along the same line of thought, Kothari (2004) asserts that "Experimentation is done to test hypotheses and to discover new relationships. If any, among variables" (p.9). The experimental method enables the researcher to establish cause and effect relationships between variables in order to evaluate educational innovations (Dörnyei, 2007).

Nunan (1992) distinguishes between several types of experimental design:

- Pre-Experiment: It may have pre-and post-treatment tests, but lacks a control group
- Quasi-Experiment: It has both pre-and post- tests and experimental and control group but no random assignment of subjects.
- True-experiment: It has both pre-and post-tests and experimental and control groups, and random assignment of subjects. (p.41)

In this respect, the present researcher opted for a quasi- experimental method that involves the use of one control group and one experimental group, and a pretest and posttest, but without random distribution of subjects.

Accordingly, and as advanced beforehand, this research aimed at probing the impact of using MALL on the students' oral performance. Therefore, it was targeted to determine cause and effect relationship between variables. We, therefore, believed that the most adequate method is the quasi-experimental one to assess the students' oral skill and more specifically whether an intrusion of such highly prevailing and accessible technological equipment, embodied in mobile devices, would bear any on refining EFL students' speaking performance. This in the main must naturally flow into the orientation of the line of the hypothesis suggested at the outset.

All in all, as such, the essence of this study was to probe on the presumed effect of MALL (independent variable) on the speaking skill (dependent variable) of second year students of English at Batna -2 University. Accordingly, any change that may occur in the dependent variable "speaking skill" is directly attributed to the independent variable "MALL".

The exploratory research intends to explore a new phenomenon or situation. According to Polit, Beck, and Hungler (2001), "explorative studies are undertaken when a new area is being investigated or when little is known about an area of interest" (p.19). Ergo, exploratory study plays a crucial role in highlighting a phenomenon of interest that is unknown.

The study under investigation tries to unveil the impact of mobile devices (MALL) on the development of students' oral performance. Initially, the researcher set the ground for the implementation of the quasi-experiment by exploring students' readiness towards using handheld devices, and the way oral expression module is taught. These data pave the way to implement MALL for the sake of developing students' speaking skill. In addition, the study also aims at delving into students' experiences, motivation and attitudes about the integration of mobile technologies in the oral expression class. Actually, our research adopted the exploratory method, but it was more quantitative than qualitative.

In a nutshell, the primary goal of exploratory study was to gain better understanding of the issue by discovering new ideas and insights, and it was the appropriate way to provide a ground for more rigorous research.

Research Variables

A variable is a construct in which the researcher is interested (Cohen et al., 2007). To put it in Mackey and Gass (2005) words "variables are features or qualities that change" (p.101). Actually, there are different types of variables such as dependent and independent variables.

The independent variable. Cohen et al. (2007) assert that: "An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome" (p.504). In the present experimental study, the independent variable is MALL or the use of mobile devices.

The dependent variable. In experimental research, the dependent variable is the one which is affected and changes due to the independent variable. Cohen et al. (2007) define it as follows: "A dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or

response to, an independent variable” (p.504). In the present study, the dependent variable is embodied in the speaking skill that is measured with speaking tests.

However, sometimes some factors may mislead or threaten the validity of the findings and this is what referred to us extraneous variables. That is, to reach the exact results and findings the researcher need to consider extraneous variables.

The Extraneous Variables. When conducting an experimental study, the researcher ought to manipulate the independent variable, and to exercise control over extraneous variables. In this regard, the principle of the quasi-experimental method is to control the influence of irrelevant variables to attribute the effects or the outcome to the treatment (Ary, et al. 2010). The internal validity refers to the inferences about whether the changes observed in a dependent variable are, in fact, caused by the independent variable (s) in a particular research study rather than by some extraneous factors (Ary et al.,2010). Campbell and Stanley (1963, as cited in Ary et al. 2010, pp.272-279) identify eight extraneous variables that frequently represent threats to the internal validity of a research design.

History. It also known as “history effects” which refers to extraneous events occurring during the application of the experimental treatment.

Maturation. It refers to changes that may occur within the subjects simply as a function of the passage of time that can lead to produce effects attributed to the experimental treatment.

Testing. It is also known as “testing effects”. When the same test is taken twice, it may negatively affect participants’ performance. Hence, we need to use equivalent forms rather than the same test.

Instrumentation. The instrumentation threat to internal validity is a result of a change in the instruments used during the study. Changes may involve the type of measuring instrument, the difficulty level, the scorers, the way the tests are administered, using different observers for pre- and post-measures, and so on.

Statistical regression. It refers to the case when the participants' score is extremely high or extremely low on a pretest to score closer to the mean (regression toward the mean) on a posttest.

Selection bias. Selection is a threat when there are important differences between the experimental and control groups even before the experiment begins.

Experimental mortality. This threat occurs several when the participants with low scores on a pretest gradually leave the experimental group, so the remaining participants will have a higher mean performance on the final measure because during the administration of the pretest the lowest scoring subjects are absent.

Selection- maturation interaction. Selection and maturation may interact in such a way that the combination results in an effect on the dependent variable that is mistakenly attributed to the effect of the experimental treatment.

Cook and Campbell (1979 as cited in Ary et al. 2010, pp.280-282) recommend three more extraneous variables as listed below:

Experimenter effect. It refers to unintentional effects that the researcher has on the study. Personal characteristics of the researcher, such as gender, race, age, and position, can affect the performance of subjects.

Subject effects / Hawthorne effect. Sometimes subjects may react to what they perceive to be the special *demands* of an experimental situation. That is, subjects react not as they normally might but as they think the more "important" researcher wants them to act.

Diffusion. It occurs when participants in one group (typically the experimental group) communicate information about the treatment to subjects in the control group, in such a way as, to influence the latter's behavior on the dependent variable.

A corollary to the above is that the investigator needs to control all the variables that can affect, if not controlled, the results of the research in order to assure research findings. In

this research, some of the extraneous variables that may hinder the experimental process and may threaten the validity of the findings were controlled as follows:

General achievement of speaking skill in the pretest variable. The researcher assured that both groups were equivalent in terms of speaking performance basing on the pre-test results and then conducted the experiment. Indeed, the Independent Sample T Test was conducted to see if there was any statistical significance difference between the performances of participants in each group. The results showed that the difference between the participants' performance in the experimental group ($M= 7.46$, $SD=2.88$) and control group ($M= 7.75$, $SD=2.46$) in the pretest was not statistically significant because the P value (0.67) was higher than 0.05 ($P= 0.67 > 0.05$).

The teacher variable. Experimental and control groups were taught by the same teacher, who is the researcher, in order to avoid any factors related to the difference in the teachers from affecting the results.

The sample variable. Since the administration allocated tow intact classes to the researcher, the subjects were not randomly assigned to control and experimental groups. Accordingly, we opted for *Matched Pairs* technique in order to avoid of only picking excellent or poor students, and to ensure that the groups are equivalent.

Age variable. The researcher, after recording the students' age from the administration files 2016-2017, assured that the participants were all of the same age ranging from 19 to 24 years old. That is, both experimental group and control group were equivalent in age variable.

Time variable. Participants in both groups studied oral expression once a week and they received three hours lesson in each session.

Training variable. The researcher did not start teaching until she made sure that students had the required skills for using mobile devices.

Having explored research philosophy and the various paradigms, approaches, methods, and variables that form the basis of the research, it is important to identify the population and the sample of research being undertaken.

Population and Sampling

Population

Population refers to a broader group of individuals to whom we intend to generalize the results of the study. For Singh (2006) population refers “to the characteristics of a specific group” (p.83). Parahoo (1997) defines population as “the total number of units from which data can be collected” (p.218). Following our research requirements, we need both students and teachers’ population out of which a sample was extracted.

The population of teachers needed in this study included oral expression teachers. We chose to work with those teachers because they can provide an in-depth view of how oral expression is taught in second year classes. The population of students involved second year students of English at Batna- 2 University. In fact, we deliberately selected second year students for many reasons. First, first year students come from different streams either literary and philosophy, or scientific streams, where students received different trainings in English, concerning the number of hours and the type of the syllabus. Hence, these differences among students can be reduced after a year of common experience. Moreover, apart from the results of the conducted pilot study, we confirmed that second year students are still encountering difficulties in mastering speaking skill. Furthermore, the current university students are the best nominees for m- learning because they were born into an emerging world of technology and have grown up surrounded by smartphones, laptops, tablets, and other gadgets.

The overall number of second year students for the academic year 2016-2017 is 712 students who were divided by the administration staff over 15 groups. Because of the work with the whole population is difficult, we selected a sample from a targeted population.

Sample of the Study

A sample refers to a small portion of population or a group of individuals who participate in a research. As noted by Cohen et al. (2007), “Researchers must take sampling decisions early in the overall planning of a piece of research” (p.92). Selecting a sample enables us to obtain data or a representative knowledge from whole population. As a matter of fact, a successful research is based not only on the suitable methodology and instrumentation, but on the appropriateness of the adopted sampling strategy (Cohen et al., 2007). Researchers have distinguished between two kinds of sampling probability and non-probability sample.

- **Probability sampling:** This kind of sampling gives any member of the whole population the opportunity to be part of the sample. Probability sampling is also called ‘random sampling’ or ‘chance sampling’ in which every element or subject of the universe has an equal chance to be included in the sample (Kothari, 2004).
- **Non-probability sampling:** A non-probability sample aims at representing a particular group of the wider population. In non-probability sampling, some persons are selected to be included in a sample without allowing others (Griffie, 2012). Table 12 presents the different types of sampling techniques.

In this study, the researcher used nonprobability method for selecting the needed sample. Accordingly, the sample of this study included both second year students of English language and oral expression teachers

Table 12

Types of sampling with working definitions (Griffie, 2012, p.58)

Types of sampling	Characterized by
Nonprobability sampling	Subjects selected by the researcher
1. Convenience	A group already formed and easy to use
2. Purposeful	Knowledgeable and available persons
3. Snowball	Selected respondents suggest other respondents
4. Quota	Stratified sampling, but not randomly chosen
Probability sampling	Subjects selected by a random mechanism
1. Simple random	Pull names out of a hat
2. Systematic random	Computer generated numbers to select
3. Stratified	The sample divided into groups called strata
4. Cluster	Groups of strata

Students' sample. This research involved two intact groups of second year students. Actually, the administration of the department of English language and literature randomly allocated two groups of second year students to the researcher. The two groups involved 86 students. Originally, there were 42 students in one class, and 44 students in the other. However, we avoided doing our research on the pre-formed groups because it leads to fall into inequivalent groups in terms of competency level. In this regard, we need to assign participants to matched pairs. Cohen et al. (2007) describe Matched Pairs design as when:

Participants are allocated to control and experimental groups randomly, but the basis of the allocation is that one member of the control group is matched to a member of the experimental group on the several independent variables considered important for the study. (p. 279)

For the purpose of the research, the participants were selected basing on a number of characteristics, chiefly their oral performance level. To do so, matched pairs technique was adopted in order to form two equivalent groups in terms of oral ability. Actually, our continuous presence in the department of English, as a part –time teacher, permitted the researcher to easily access the students' scores, which are available at the level of the administration. Henceforth, from the two groups, a preselection was done without disturbing the intact groups. In view of that, students in the two groups were matched in pairs according to their speaking ability basing on their grades in oral expression class during the academic year 2015-2016.

In effect, not all of the students could be matched which led the investigator to discard them from analysis nevertheless they could still be present in their groups. As matching pairs was determined, we got 32 participants in the experimental group, and 32 subjects in the control group. Therefore, the matched pairs technique provides us the opportunity to have two equivalent groups of mixed abilities, and it helps to reduce error variability.

According to Singh (2006) “In experimental research, one should select a sample that will permit at least 30 in each group” (p. 94). Statistically speaking, 64 subjects allowed the researcher to use large sample statistics to test the hypothesis.

Students’ profile. In fact, second year EFL students have been studying English as a foreign language for eight years. Students learned the basic vocabulary, grammatical knowledge, and written skills in their middle and secondary school classes through the implementation of competency-based approach, which focuses on making learners able to communicate and gain better future achievements. Moreover, they have studied oral expression weekly (3 hours) since they first joined the university. That is to say, these students have almost identical learning backgrounds. In the present research, we dealt with only 64 students. These students were between nineteen (19) to twenty five (25) years old. The situation is characterized with the high proportion of female students (85.93%) compared to that of males (14.06%).

Subjects in the control and experimental groups have to show the following common characteristics:

- Members of both groups have, to some extent, similar educational background.
- The number of hours of oral expression module is three hours per- week for both groups.
- The content and amount of the activities is also similar in both groups.

Apart from the already mentioned similarities, there is one basic difference between the experimental group and the control one. The participants in the experimental group can access the materials at anytime and anywhere by using mobile devices as a supporting tool. Whereas the focus, in the control group, is on the traditional way of teaching oral expression. In fact, this difference in teaching that formed the basis of comparison between the two groups.

Table 13
Characteristics of Experimental and Control Groups

Groups	Experimental	Control
Number of subjects	32	32
Males	5	4
Females	27	28
Previous English tuition	8	8
Number of hours	42	42
Teaching materials	Using mobile devices	Traditional way of teaching oral expression

Teachers' sampling. In purposive sampling, researchers need to build up a sample that is satisfactory to their specific needs (Cohen et al., 2007). As far as teachers are concerned, we opted for a purposive sampling technique where all second year oral expression teachers are included due to their limited number. Accordingly, nine teachers were purposively selected. We used this technique because it allows the researcher to decide who will help providing us with helpful information concerning how oral expression should be taught to second year students of English language.

Teachers' profile. The teachers taking part in this study hold the degree of Magister. Some of them have been recently recruited. Among the nine informants, we had eight female teachers and only one male teacher. The participants' age ranged from 25 to 39 years old. As well as, the teaching experience extended from one to nine years.

Table 14
Students and Teachers' Sample Size

Participants	Population (N)	Intact Groups	Sample (n)	Percentage (%)	Sampling Method	Sampling Technique
Students	712	86	64	19%	Non probability	Intact groups (Matched Pairs)
Teachers	9	--	9	100%	Non probability	Purposive sampling

Case Study Setting

A case study intends to investigate a given phenomenon in real life context. In this respect, Johnson (1993) refers to case studies as "An examination of a case in its context" (p.7). That is, case studies are suitable for exploring educational issues like language learning,

teaching strategies and evaluation of curriculums, and syllabuses. Furthermore, Kumar (2011) also posits that:

“A case could be an individual, a group, a community, an instance, an episode, an event, a subgroup of population, a town or a city. To be called a case study it is important to treat the total study population as one entity”. (p.126)

Hence, a case study is an in-depth investigation of a single individual, group, or event to explore actions. In this regard, this study based on a case study as an approach. In other words, it did not adopt a case study design as a method of research; instead, it endeavored to scrutinize the effect of MALL on students’ oral performance in a specific place and time. The study took place at the university of Batna-2 in the department of English language and literature setting and focused on the integration of MALL in the educational setting, and during the academic year 2016-2017. In this regard, the case study conducted in this research was appropriate to examine the impact of MALL on EFL students’ speaking skill.

Data Collection Tools

Opting for single method of gathering and analysing information will probably not provide a full description of the situation under investigation. One way of ensuring the trustworthiness and probing deeply in the present issue is to use triangulation. Therefore, data were collected using multiple data gathering methods and tools to address each research question. Accordingly, as triangulation method requires the use of more than one method of data gathering tools, the present study uses four of them; quasi-experiment (pre and post speaking tests, progress tests), observation grid, students’ journals, and questionnaires. These manifold research instruments support each other to provide a full set of findings that sound convenient to the research hypothesis, and hence to tackle the research questions with great care. Due to the crucial role of the instruments, the researcher selected and designed them carefully. In order to conduct a given research, Brewerton and Millward (2001) suggest some aspects to select the suitable data collection tool. The research tool should be:

- Appropriate to the research purpose.
- Able to produce a form of data appropriate to test the research hypothesis and answer the research questions.
- Practicable given time, resource constraints and the feasibility of using it within a chosen or given context.
- Adequately piloting.
- Used appropriately, in the context of its original formulation and development.
- Reliable, valid, and relevant to the research scope.

Questionnaires

The questionnaire is widely used as a method of data collection because it requires little time to administer. According to Cohen et al. (2007) “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse” (p. 317). In administering a questionnaire, participants are supposed to answer a series of questions whether by writing the answer or by selecting the appropriate answer for them. Any research instrument has its pros and cons, Kumar (2011) outlines some advantages and disadvantages of the questionnaire (See Table 15).

Table 15

Advantages and Disadvantages of Questionnaire (Kumar, pp.148-149)

Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ It is less expensive. ▪ It offers greater anonymity. 	<ul style="list-style-type: none"> ▪ Application is limited. ▪ Response rate is low. ▪ There is a self selecting bias. ▪ Opportunity to clarify issues is lacking. ▪ Spontaneous responses are not allowed for. ▪ The response to question may be influenced by the response to other questions. ▪ It is possible to consult others. ▪ A response cannot be supplemented with other information.

Therefore, we suggested the use of questionnaire in order to explore the participants' readiness towards using mobile devices and gathering some facts about teaching oral expression before starting the intervention. As well as, we used two other questionnaires in order to check students' level of motivation, and to inspect their views after the integration of MALL in oral expression classes.

We think that designing a questionnaire may help learners to be more comfortable while answering and expressing their views in writing. In addition, all the respondents are informed that their contribution and answers would be used only for the sake of research. Being ourselves a part- time teacher in the English department ensures an easy access to the targeted population. Our presence further helped us to detect any complex, difficult, and ambiguous concepts and items appearing in the given questionnaire.

Teachers' questionnaire. The aim of this questionnaire was to divulge what oral expression teachers did in second year classes, because the official curriculum at the department of English language and literature provides only the general guidelines for the objectives of the oral expression module. The situation obliged teachers to take their own decisions concerning the content, the materials and the methods used in teaching. For this reason, teachers' experience is of paramount importance for teaching the oral expression course.

Therefore, we developed a questionnaire for teachers to scrutinize how oral expression is taught to second year classes (See Appendix B). To reach this aim, the teachers' background questionnaire enclosed 23 questions. The questions were varied between close-ended and open-ended questions. That is, the teachers were asked either to tick the suitable answer, or to express their views using full statements. The questionnaire is made up of four sections.

The first section of the questionnaire tried to find background information about the teachers, such as age, gender, qualification, and teaching experience. The second section

designed to discern the way oral expression is taught and assessed by the teachers. The third section aimed at delving the use of technological aids in the teaching process. Finally, the fourth section investigated teachers' views about the integration of mobile technologies in oral expression module.

Students' readiness questionnaire. An understanding of students' ownership, habits and current practices concerning the use of handheld devices can both guide and facilitate this research. The readiness questionnaire was designed to explore the students' readiness towards using mobile devices as an ancillary instrument in oral expression module centering on the availability and the efficiency of the mobile device, and the students' skills and readiness in using these devices for learning purposes (See Appendix C).

The questionnaire covered 20 questions, which are divided into four sections. The first section introduced the participants' general information, including gender and age. The second section was based on the device aspect. It intended to check availability of mobile technologies owned by the participants, and their usability for performing various functions. As well as, it comprised the ownership of the various kinds of mobile technologies, and their operating system, and the usage of internet. The third section of the questionnaire evolved around the students' knowledge and skills in using the mobile device. It targeted to check the current practices performed by the participants in their daily life, and the different learning activities that they have experienced. In addition, it focused on knowing the various apps used for communication and learning purposes as well. Moreover, it highlighted participants' aptitudes and skills in using these gadgets. The fourth section was targeted at probing the participants' readiness of using handheld devices for academic activities and their views of implementing such technologies in oral expression module. Before starting the treatment, the readiness questionnaire was administered to 32 participants in the experimental group. All the 32 questionnaires are returned back.

Motivation questionnaire. To gain insights about students' motivation levels in the experimental group, and control group, we adopted the Instructional Material Motivation Survey (IMMS), which is an integral part of ARCS (Attention, Relevance, Confidence, Satisfaction) model designed by Keller (1987). The IMMS instrument was used to measure students' motivation levels. A closed-item Likert scale of the survey consists of 36 items and 4 subscales measuring major motivational variables related to instructional materials. The four subscales are attention (12 items), relevance (9 items), confidence (9 items), and satisfaction (6 items). It measures learners' motivation level by applying a 5-point Likert scale ranging from 1 "not true" to 5 "very true" (See Appendix D). Keller (2016) describes the four categories as the following:

- ❖ **Attention:** This category includes research on areas like curiosity and arousal, interest, boredom and the like.
- ❖ **Relevance:** This category focuses on the students' perceptions concerning the instructional requirements and its relevance to their goals, learning styles, and past experiences.
- ❖ **Confidence:** The confidence category refers to the impact of positive expectancies for success, experiences of success, and attributions of successes to one's own abilities and efforts rather than to luck or to task challenge levels that are too easy or difficult.
- ❖ **Satisfaction:** Satisfaction includes a mix of intrinsically and extrinsically rewarding outcomes that sustain desirable learning behaviors and discourage undesirable ones.

Ten (10) questions in the survey were scored negatively. For these negatively scored questions (A4, A5, A8, A11, A12, R7, C2, C4, C6, C8) the answers were reversed when entered into the Statistical Package of Social Sciences (SPSS). This means that if a student answered 1 on the survey it was entered as a 5, 2 entered as 4, 3 remained the same, 4 entered as 2 and 5 entered as 1.

The IMMS has been widely used by many researchers regarding technology integration and its relation to motivation (Huang & Hew, 2016; Chan 2009; Chen, 2011; Gabrielle, 2003; Huang et al., 2004; Kim & Keller, 2008; Liao & Wang, 2008; Yang et al., 2009). In the present study, the researcher adopted IMMS because of its excellent reliability and validity.

The questionnaire was distributed to both the control and experimental groups at the end of the study to determine if there was a statistically significant difference in motivation between the two groups. Students were provided with an explanation of the purpose of the questionnaire, and received instructions on how to fill it out. Approximately, 20 minutes was required to complete the questionnaire.

Attitudes questionnaire. This questionnaire was administered to students of the experimental group; that is 32 students who were concerned with the attitudes questionnaire. The objectives of this questionnaire were mainly to get better understanding of students' views and opinions about the implementation of MALL in oral expression classes, and the benefits and challenges offered by these devices (See Appendix E).

The questionnaire was designed by the researcher. It consists of 35 positive and negative items covering four main areas. The first section of the questionnaire consists of 12 items that represents the effectiveness of mobile devices. The second section consists of ten 10 items that cover the relation between mobile devices and speaking skills. The third section consists of 10 items and it introduces the students' attitudes towards using mobile devices in oral classrooms. The fourth section of the questionnaire contains three items evolving around the use of mobile devices in speaking assignment. To measure the 35 items of the questionnaire, a five-point Likert scale was used with strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1).

The Attitudes' questionnaire administered by the researcher at the end of the academic year 2016-2017. While the students were answering the questionnaire, the researcher was

present in order to clarify and simplify things. However, students understood all the questions because we used less difficult and clearer terms. The researcher also stressed the point that of honestly answering mentioning to the students the importance of their collaboration. In order to obtain personal answers, the participants are not allowed to speak or look to each other. They took 20 minutes to respond to the questionnaire.

Piloting the Questionnaires

The pilot study is important in any research to detect the problems encountered and to adjust a research instrument. Concerning piloting, Cohen et al. (2007) state, “a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire” (p.341). Moreover, Weir and Roberts (1994):

In all methods, the value of piloting instruments before actually employing them in final data collection is paramount... This will help identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper. (p. 138)

This gives the researcher the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions, which may be ambiguous or confusing to the respondents. Therefore, before administering the questionnaires, we need to pilot them with some students. Effectively, it may help us identifying ambiguous and redundant items in the questionnaire, and yield assistance in enhancing the degree that the questions could provide the data wanted. Given this standpoint, we piloted the questionnaires with a small sample of subjects before being used. The students' questionnaires were piloted with thirty second year students of English at Batna-2 University. After completing the questionnaires, the researcher asked them about the problems and difficulties they have faced whilst completing the questionnaires.

Basing on the feedback received from the participants, some adjustment were made. Then, on the basis of pilot results, we refined some questions, so they came closer to producing the information required. Reviewing the data produced by the pilot questionnaires helped the researcher to omit unnecessary questions and clarify ambiguous ones to obtain the needed information. As a result of this process, minor changes were occurred, such as rewording questions, adding new ones, and modifying ambiguous wordings.

Reliability. Cronbach’s Alpha test was used in order to determine the reliability for the questionnaires.

Table 16
Reliability of the Research Instruments

<i>Instrument</i>	<i>Cronbach Alpha</i>	<i>Number of Items</i>
Readiness Questionnaire	0.74	20
Motivation Questionnaire	0.85	36
Attitudes Questionnaire	0.87	35

As shown in Table 16, the overall reliability of the readiness questionnaire on standardized Cronbach Alpha is 0.74. In addition, the overall reliability of the Motivation survey on standardized Cronbach Alpha was 0.85, and the attitudes questionnaire is 0.87. The value of Cronbach’s alpha is higher than 0.70 ($0.74 > 0.70$), ($0.85 > 0.70$) and ($0.87 > 0.70$); that is the instruments will provide consistence results with all the participants’ responses.

Observation

As its name implies, observation refers to the way of collecting data through observing a research phenomenon. Kumar (2011) postulates that “Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place” (p.140). That is, observation is considered as a direct method for studying various aspects of human behavior. It gives the researcher the opportunity to record events at the time of occurrence. Mackey and Gass note that (2005):

Observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events

that occur in second and foreign language classrooms. Additionally, observations can allow the study of a behavior at close range with many important contextual variables present. (p. 186-187)

Observation is an influential method to get insights and to collect information for research studies and data analysis. In other words, in classroom situations, observation is considered as one of the basic data sources for empirical research because it provides direct information. Flick (1998, p. 137, as cited in Cohen et al. 2007, p.398) suggested that observation has to be considered along five dimensions:

- Structured, systematic and quantitative observation versus unstructured and unsystematic and qualitative observation.
- Participant observation versus non-participant observation
- Overt versus covert observation.
- Observation in natural settings versus observation in unnatural, artificial settings (e.g. a ‘laboratory’ or contrived situation).
- Self-observation versus observation of others.

In this research, we opted for classroom observation in order to explore how students behave and learn in MALL environment, and to provide a cautious description of students’ oral performance. Being a teacher and a researcher allowed us to completely involve in the study as the “*observer participation*” who participated in the settings, observing subjects’ speaking performance during the oral expression sessions. In this respect, the researcher designed a combination between structured and unstructured classroom observation. In the structured observation, an observation grid was designed in order to investigate the students’ oral performance basing on the five components of speaking (See Appendix F). The researcher classified the components in the table by ranging them from very good to very poor.

Field notes is another strategy used by the investigator as part of classroom observation. The main aim behind taking notes when we rate the different constructs of speaking is to describe classroom sessions, the use of mobile devices, and classroom atmosphere. The investigator recorded notes in the form of open-ended comments. This technique may add validity to the results of observation. The researcher recorded what she observed at the end of each stage/ unit. Along this vein, four sessions were observed for each group, which generated a total of 8 observations to be analysed. Besides, it is worth noting that the classroom observations were covert; that is the students were not informed of being observed.

The researcher planned what was going to be observed and had a clear purpose. The observation framework included blanks to indicate the group being observed, the date of the observation, and the observation number. The grid was divided into five components that we used in assessing students' oral performance in tests. It sought to address the following criteria: comprehension, grammar, vocabulary, pronunciation, and fluency. As well as, the investigator used the speaking rubric (see page 159) that contains a full description for evaluating the component's characteristics.

Students' Journals

A dialogue or reflective journal is used for the purpose of seeking in depth-information about the personal learning experience of language learners. According to Griffiee (2012) diaries or journals “are also known as logs or letters, are usually written by participants in a study to record data, thoughts, ideas, and feelings about teaching or learning” (p.129). In the same line of thought, Bailey (1990) defines a diary study as “a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events” (p. 215). In accordance to this, journals and diaries can increase communication between teachers and students. It helps reluctant students to express their experiences and feelings on the

classroom issues in a private way. As well as, teachers can get feedback from their students about his/her teaching process. Griffiee (2012) categorizes writing journals into three types as shown in Figure 15.

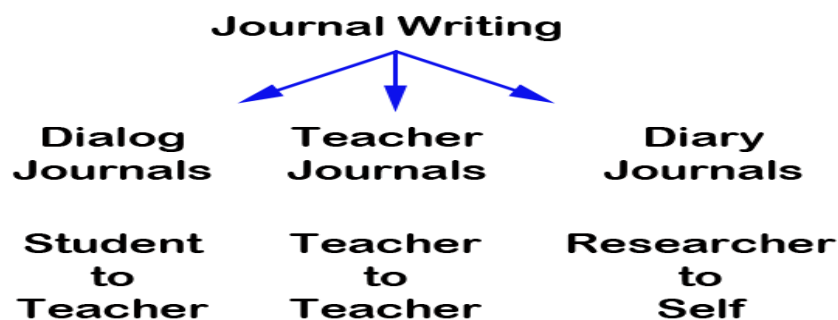


Figure 15. A model of journal writing showing three types (Griffiee, 2012, p.200)

Dialogue journal refers to a written conversation between students and teacher, and it can be also audio recorded and shared. A teacher journal occurs when a teacher records events to reflect on the other teachers' teaching process. Besides, a diary journal is when a person writes a report for himself or herself about a specific topic (Griffiee, 2012). Thus, both teachers and students can keep journals in order to collect data about teaching and learning experiences. A journal or a diary, as qualitative research method, has many advantages.

Matsumoto (1987) points out five merits as follows:

- It provides detailed description of various aspects of the teaching and learning processes over a period of time.
- It both “generates new hypotheses” and “discovers new variables” involved in a language classroom.
- It deals with “natural” classroom data generated from participants themselves instead of from observers.
- It reveals “unobservable” aspects of classroom experience including psychological variables such as learning strategies.
- It is not only a research tool but it can be used for other purposes such as self-evaluation, self-improvement or therapy.

(pp. 24-26)

On the other hand, Matsumoto (1987) cites the three limitations of a journal as the following

- It cannot be generalized because it deals with an individual account in a specific circumstance.
- It is burdensome for the journal keepers because they have to both study the language and keep the journal about the learning as well.
- It is time consuming for the researcher to interpret and analyze data. (p.27)

In this respect, in this study, the researcher chose dialogue journals to discern the students' experiences in using MALL as a supporting tool in oral expression module. In a point of fact, dialogue journals also provide insights about inaccessible processes, such as the students' emotions and thoughts, and document language-learning experiences as well. At the end of each stage/ Unit, the researcher distributed single sheets of paper to students in the experimental group, and then she asked them to record their feelings and experiences about this MALL-based instruction class, and their oral performance progress (See Appendix G). We gave them 15 minutes to express their feelings freely and honestly, and then they returned the papers back. In addition, we informed participants that all the journals would be used only for research purposes.

The Experiment

To confirm or reject the aforementioned formulated hypothesis, we conducted a quasi-experimental study that involved a pretest, progress tests, and posttest.

The Pretest. After selecting our sample, we administered a pretest to both the experimental and control groups in order to assess students' initial level of oral performance. The pretest contained two parts. The first part envisioned to evaluate students' listening comprehension. The participants were asked to listen and answer the question. They took 30 minutes to complete this part (See appendix H). The second part of the pretest was conducted throughout an interview between the teacher (researcher) and student. It included a warm- up stage and interview containing five sections. The interview involved a set of

questions aiming at triggering students to demonstrate their performance in different situations (See Appendix H). The interviews lasted 8 to 20 minutes based on the ability of speaking skill of each student. The interviews were recorded by the researcher's smartphone and scored according to the speaking scale (i.e. including pronunciation, grammar, vocabulary, comprehension and fluency). The scores were obtained out of 20. During the interview, the researcher relied on the following steps:

- ❖ *Warm- up:* In the warm- up stage, we focused on settling the students into the exam by creating a friendly atmosphere and greeting them using expressions like hello, how are you? How is it going?
- ❖ *Section one:* This section focuses mainly on “*exchanging personal information*” between the teacher and the student. In this section, students asked about their lives, their daily routines, their likes and dislikes, their families, their hobbies and so on.
- ❖ *Section two:* It focuses on discussing the students’ opinions about their “*future plans, predictions and hopes*”.
- ❖ *Section three:* This section requires the student to “*talk about the past events*”. This take two forms. In the first form, students asked to talk about a personal story or some events that took place in the past. The second form is concerned with asking students to tell a story of a movie.
- ❖ *Section four:* This section is mainly based on "description". First, students were asked to describe one of their family members in terms of both appearance and character. Second, students were asked to describe a picture by illustrating details, such as colors, clothes, weather etc.

The treatment. In order to design the experimental program, the researcher took into consideration how to incorporate the technological devices for enhancing learners’ speaking skill and the number of hours of this oral expression class. In the two groups, experimental

and control, the focus of the study was on comprehension, grammar, vocabulary, fluency, and pronunciation aspects of oral production. The content and learning activities of the lessons for this research were carefully chosen for ensuring that students across the two groups were exposed to the same content. Since the participants in experimental group have shown their readiness and enthusiasm for MALL integration, we used handheld devices for a variety of in-class activities, and out-of-class activities.

Therefore, this study designed various learning tasks supported by a mobile listening and speaking systems. The learning activities in this study enabled students to freely practice their EFL listening and speaking skills and in more diverse ways inside and outside of the classroom (See DVD 2). Effectively, this can provide students with extended speaking practice, which is not feasible within the constraints of a three hours weekly class. Actually, students were assigned to create speaking projects each week using the mobile devices' video and audio recording features. In fact, this gave the participants the opportunity to practice the learned materials outside of the classroom. Then, students had to post their works in a private class Facebook group "Second Year Students: Oral Expression" for their peers to reflect on them. In other words, students asked to watch the projects of their classmates and comment on them in English.

In the traditional learning class, the control group was taught in the traditional way without any use of students' mobile devices. In other words, the students were not allowed to use their mobile technologies, being a smartphone or tablet. The content of the class was the same as the experimental group classes but with no use of technology.

In fact, the researcher developed an oral expression syllabus for second year students basing on the teachers responses of the questionnaire. Accordingly, the treatment phase involves four stages corresponding to four units. At the end of each stage, a progress test was designed and administered to both groups in order to evaluate the students' achievement and progress in speaking skill (See Appendix J). In doing so, the investigator could recognize

whether the selected new technique or the treatment has resulted in some positive effects or not.

Stage one. This stage lasted five weeks extending from November, 7th to December, 12th. The first unit of this stage entitled “*Practice English Conversation*” which involved five lessons (See Appendix K). Each lesson focuses on a specific issue or topic (food, marriage, traveling...) aiming at raising students’ awareness of some cultural and social concerns on one hand, and focusing on how language is used in different contexts, and it introduces some grammatical structures, widening the range of vocabulary, ameliorating students’ understanding and pronunciation as well, on the other hand.

The control group received ordinary traditional lectures, which were delivered without the intervention of any treatment. Whereas, the experimental group received special designed lessons supported by the intervention of mobile devices (MALL).

Table 17
Lessons of Unit One

Unit One: Practice English Conversation				
Lessons	Listening	Grammar	Vocabulary	Fluency
A time to remember Life in the past, present, and future; changes and contrasts; consequences	Listening to people talk about changes	Time contrasts: past, present, and future	Vocabulary to describe transportation, communication, clothing, and education.	Talking about change Comparing time periods
I have never heard of That! Food, recipes, instructions, cooking methods.	Listening to people talk about food	Simple past vs present perfect Sequence adverb: first, then next, after that, finally.	Vocabulary to describe cooking methods and kinds of food.	Talking about food; expressing likes and dislikes, giving instructions
Let’s Celebrate Holidays; festivals, customs; celebrations	Listening to people talking about wedding events	Relative clauses of time Adverbial clauses of time.	Vocabulary to describe festivals, customs, and special events.	Describing holidays, festivals, customs, and special event.
Going Places Travel; vacations, plans	Listening to people discuss vacation plans.	Future with be going to and will Modals for necessity and suggestion	Vocabulary for Items needed for vacation.	Describing vacation plans; giving travel advice; planning a vacation.
English sounds	Pronunciation Poem “The Chaos”			

In this stage, students in the experimental group engaged in different activities using their own mobile devices as a supporting tool. These are the main activities that students perform in this stage:

- ✓ Students used their mobile devices, mainly smartphones and tablets, to listen to conversations and complete listening tasks.
- ✓ Students use their mobile dictionary to look for the meaning and pronunciation of new words.
- ✓ Students recorded videos when practicing dialogues in pairs and groups.
- ✓ Students used mobile devices to interview their peers in order to gather information related to the task.
- ✓ For extra speaking practice outside the classroom, students in pairs did oral reports about a specific issue for each lesson using recording features of the device.

It is worth mentioning that these lessons are prepared with clear objectives to each lesson and activity. The teaching period (five sessions) is followed by a progress test one assigned to both groups to signal the end of stage one (See Appendix J).

Stage two. The second part of the treatment took two weeks extending from the 2nd of January to the 30th of January 2017. Unit two of this stage named “Picture and People Description” which is aimed at developing students’ ability of description. This unit involves three lessons designed to develop students’ ability of describing people, places, and events using the appropriate tenses for description (See DVD 1). Even though students in both groups received the same content, it has been delivered in different ways. As shown in Table 18, this unit covers the following lessons:

Table 18
Lessons of Unit Two

Unit Two: Picture and People Description				
Lesson	Listening/ reading	Grammar	Vocabulary	fluency
Describing people	Students read a description of person	Students learn how to ask question about appearance.	Students learn new vocabulary related to describing people	Talking about appearance.
Describing pictures	Listening to a description of people in the park	Students learn how to use the present continuous. students learn how learn how to ask questions about the picture.	Students learn new vocabulary to describe pictures and places.	Describing pictures
Stress	Pronunciation			
	Poem “Annabelle Lee”			

In the second stage of the experiment, the students in the experimental group asked to do some mobile-based tasks:

- ✓ Students listened to descriptions that have already downloaded in their devices for completing the listening tasks.
- ✓ Students selected one picture in the gallery of their smartphones and described it.
- ✓ Outside of the classroom, students took pictures that attracted their attention, recorded a video giving a detailed description. This activity was a combination of images either taken by the student or selected from the internet, background music, and a variety of layouts over which the student recorded his/her voice to complete the assigned task.

After the realization of the second stage, a progress test administered to both groups in order to check their progress after eight weeks of MALL intervention (See Appendix J).

Stage three. The third stage stretched from February 6th to February 27th. It is concerned with using stories; hence, it is called “Telling a Story”. The major aim of this unit is to develop the students’ ability to tell stories fluently. This unit contains three lessons in which students learn a brand of new vocabulary, some pronunciation aspects and the different

uses of phrasal verbs and idioms (See DVD 1). The lessons of this unit are introduced as the following:

Table 19
Lessons of Unit Three

Unit Three: Telling a Story				
Lesson	Listening/ reading	Grammar	Vocabulary	Fluency
Tell me a Story	Listen to a story Murders in the Rue Morgue	Narrative tenses	Phrasal verbs with run	Tell a story.
Idioms in the Story	Odd Man Out	Narrative tenses	Idioms	Tell a story
Intonation	Pronunciation			
	The Terrible Horrible Giant			

Since the participants in the experimental group do not rely only on the traditional way of teaching oral expression, the researcher delivered the content in a different way and the students completed tasks as the following:

- ✓ Students listened to a story using their own mobile devices, and then they completed the listening tasks.
- ✓ Students prepared and recorded a video that contains a narrated story.

Finally, the treatment is followed by progress test 3 (See Appendix J).

Stage four. The last stage started from April 3rd to May 8th. The fourth unit was entitled “What’s in the News” which is aimed at supporting students to identify, report and explain the important daily life events and the whole world. This section includes three lessons that focus on introducing vocabulary that helps students make sense of the news, and develop pronunciation and fluency through a range of speaking activities (See DVD 1). The following table represents the content of the three lessons:

Table 20
Lessons of Unit Four

Unit Three: What's in the News				
Lesson	Listening / reading	Grammar	Vocabulary	Fluency
Words in the News	BBC News: Lingo hack	Present perfect	Vocabulary in the News. Vocabulary to describe news coverage.	Interviewing Reporting the News
What' in Newspapers	Headlines in News papers	Noun phrases String of nouns Simple tenses	Variety of new vocabulary.	Reading Discussion
Aspects of connected speech	Pronunciation Songs			

As far as the participants of the experimental group are subjected to the treatment that involves the incorporation of mobile technologies, the participants completed the tasks in the following way:

- ✓ Students listened to news reports on their mobile devices and complete the related tasks.
- ✓ Students introduced the news by creating a video news story about an important event or issue in their community, country, or world as a whole.
- ✓ Students practiced pronunciation by recording and listening to themselves.

Posttest. The posttest was administered to both groups at the end of the experimental phase to examine the effectiveness of the integration of MALL to develop the speaking skill. We followed the same procedures in the pretest; the test was conducted and rated by the researcher. In order to conduct a sound comparison between the results of the pretest and posttest, both tests differ from each other in terms of topics. As the pretest, the posttest comprises a listening part and a speaking one. This latter contains warm-up and four sections with the same number of speaking questions (See Appendix I).

Validity of the Tests

To validate the speaking pre and post- tests, they were given to four teachers of oral expression at the department of English and Literature at Batna-2 University for their comments and recommendations in terms of clarity and appropriateness according to the students' level. All teachers indicated that the guidelines of the tests were clear and appropriate. However, they suggested some modifications like replacing black and white pictures with colored ones. All the teachers' comments were taken into consideration. Finally, they indicated that the test appeared to be valid to measure speaking skill of EFL students.

Assessment and Evaluation of the Speaking Skill

The researcher evaluated the students' speaking performance throughout the oral tests (pre-test, progress tests, and post-test) using a speaking rating scale. The criteria used to assess students' speaking performance in this research are comprehension, grammar, vocabulary, pronunciation, and fluency.

For each criterion, students receive scores ranging from 0 to 4. Therefore, four bands / levels were identified, namely Level (4) represented very good performance, level (3) denoted good performance, level (2) was for average performance, level (1) stood for poor performance, and level (0) for very poor performance. Each band/level included a set of indicators or descriptors for the performance of each sub-skill. Thus, each band descriptor generated a quantitative grade score for ranking and scoring students' spoken performance. Hence, the test was scored out of 20.

The researcher constructed the rating scale rubrics according to the speaking skill criteria identified in the theoretical part, and basing on the Common European Framework of Reference (CEFR), Student Oral Language Observation Matrix (SOLOM), and the oral proficiency scoring categories (Brown, 2001) as references. We modified the descriptors and the number of levels according to the target context.

The speaking rating scale was judged by some oral expression teachers. Basing on their recommendations and suggestions, some modifications were made. Table 21 is a sample of the speaking rating scale employed by the researcher to gather the needed data during the pretest, progress- tests, and the posttest. It introduces a detailed description of the components of speaking and the rates attributed to each component. During the experiment, the researcher evaluated each criterion separately, and then a final average mark ranging from 0-20 is given according to the participants' speaking performance.

Table 21 *Sample of the Speaking Evaluation Rating Scale*

	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
Very Good (4)	<ul style="list-style-type: none"> Understands conversation and classroom discussion without difficulty. Shows no difficulty in understanding the spoken language, delivered by native speakers 	<ul style="list-style-type: none"> Accurate and effective use of grammatical structures. Uses simple and complex structures appropriately. 	<ul style="list-style-type: none"> Uses accurate and relevant vocabulary. Uses a variety of vocabulary including idiomatic expression and phrasal verbs. 	<ul style="list-style-type: none"> Pronunciation is accurate/intelligible. Stress placement, intonation, and connected speech are appropriately used. 	<ul style="list-style-type: none"> Speech is produced smoothly, coherently and effortlessly with no pauses and hesitation. Speech rate is appropriate
Good (3)	<ul style="list-style-type: none"> Understands nearly every thing in classroom discussion with occasional difficulties. Understands with minimal difficulty and repetitions the speech delivered by native speakers. 	<ul style="list-style-type: none"> Almost all grammatical structures are accurate with few minor grammatical errors. Sufficient grammatical accuracy in both simple and complex structures 	<ul style="list-style-type: none"> Almost appropriate range of vocabulary Few occasional inappropriate words. 	<ul style="list-style-type: none"> Almost acceptable Pronunciation. Stress, intonation, and connected speech are rarely incorrect. 	<ul style="list-style-type: none"> Speech is produced smoothly with few pauses occasional repetitions or self correction, Speech rate is generally appropriate.
Average (2)	<ul style="list-style-type: none"> Understands what is said in classroom discussion with a difficulty. Understands with difficulty the speech delivered by native speakers. 	<ul style="list-style-type: none"> Frequent errors in grammar and word order that lead to misunderstanding. The speaker occasionally uses inappropriate verb tenses and parts of speech 	<ul style="list-style-type: none"> Frequent use of inadequate and inaccurate vocabulary. Limited vocabulary make comprehension quite difficult. 	<ul style="list-style-type: none"> Frequent errors in pronunciation. Phonemic articulation stress, intonation, and connected speech are often incorrect. 	<ul style="list-style-type: none"> Speech is slow with frequent repetitions, pauses and hesitation that impede communication.
Poor (1)	<ul style="list-style-type: none"> Has great difficulty in following conversation and classroom discussion even with repetition Understands with great difficulty native speakers' speech. 	<ul style="list-style-type: none"> Almost all grammatical structures are inaccurate. Basic grammatical errors lead to misunderstanding 	<ul style="list-style-type: none"> Vocabulary is extremely limited. Irrelevant vocabulary make comprehension quite difficult. 	<ul style="list-style-type: none"> Pronunciation of some simple words and sounds is incorrect. Inappropriate use of stress, intonation, and connected speech. 	<ul style="list-style-type: none"> Speech is disrupted because of long pauses, hesitation, and difficulty in selecting words. Speech rate is inappropriate
Very Poor (0)	<ul style="list-style-type: none"> Understanding and communication is impossible. Cannot understand native speakers' speech. 	<ul style="list-style-type: none"> Unclear speech No control or knowledge of grammar 	<ul style="list-style-type: none"> Vocabulary is inadequate for even the simplest conversation. 	<ul style="list-style-type: none"> Very poor and unintelligible pronunciation with striking mistakes. 	<ul style="list-style-type: none"> Speech is so halting and incoherent that makes conversation is impossible

The Adopted Teaching Approach

Extrapolating from the theoretical framework, the CLT approach is favored. The rationale for choosing this CLT over the other approaches and methods is the fact that the major aim of this research study is to develop speaking performance among students. From this point of view, CLT seems the most appropriate for teaching oral expression module.

In effect, the current research is designed to propose communicative activities supported by the use of MALL, which help to develop students' oral performance. In order to set up these oral activities, we focused on CLT, and on certain aspects related to the principles of the social -constructivism because MALL helps to create meaningful and authentic learning contexts as well as facilitating the collaborative and individual process of knowledge construction. Based on the theoretical framework, we have suggested some activities that we applied to engage students in the learning process using mobile technology as a supporting tool.

To put it in the nutshell, the teaching program of this study was based on a number of interrelated pillars underneath one frame as seen in Figure 16. Therefore, mobile devices (MALL), the CLT approach, and the principles of social-constructivism theory, are the vital pillars underneath the basis of this study.

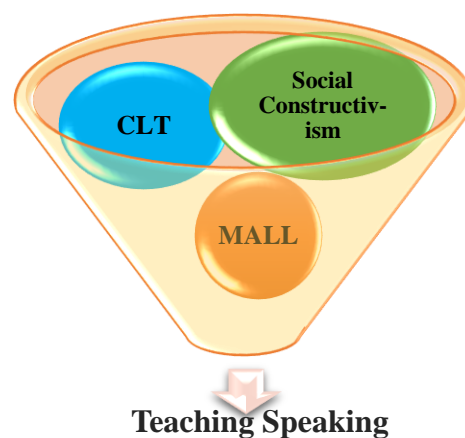


Figure 16. Pillars of the experimental teaching program

Lesson Plans

Lesson planning is an important process in teaching that serves as a guide for EFL teachers. Farrell (2002) defines a lesson plan as “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson” (p.30). Along the same lines, Nesari and Heidari (2014) defines lesson plan as “a written description for this process; where the materials, the method, the time and the place of education as well as methods for evaluating the students are described in detail” (p. 25). In the present study, we constructed the lesson plans according to the objectives of the lessons, and students’ level as well. Various frameworks for learning and teaching speaking for EFL learners are identified namely Presentation, Practice, Production (PPP), and Encounter, Clarify, Remember, Internalize, and Fluent use (ECRIF).

The 3 Ps Model of Lesson Planning

Lesson sequence found in many traditional language classes consists of a sequence of activities referred as PPP. The 3P’s model (PPP) refers to Presentation, Practice and Production:

- **Presentation:** In this stage, teachers introduce new information, vocabulary, and structures. In addition, he/she explains the meaning of the new introduced information.
- **Practice:** This stage provides learners with the opportunities to practice and apply the new items or information individually or in groups moving from controlled to less controlled activities.
- **Production:** At this stage, students use the new items that they have learned with less control by the teacher. (Richard & Schmidt, 2010)

ECRIF Model of Lesson Planning

One of the recent contemporary frameworks is ECRIF, which stands for Encounter, Clarify, Remember, Internalize and Fluent Use. This framework was introduced by Kurzweil and Scholl (2007) to facilitate productive language skills development.

Tosuncuoglu (2017) posits that ECRIF “is shortly a framework to help students learn new language and skills so that they can use them fluently, and it has to do with adopting a more learning-centered model of learning the lessons that the teacher conducted” (p.130). Indeed, ECRIF can be considered as a coherent instructional framework that guides teachers to be aware of how students learn in organized way and to achieve the goals of the learning process. Kurzweil and Scholl, (2007) clarify the five stages as the following:

- **Encounter:** This stage gives the students the opportunity to see or hear a new language that they do not know.
- **Clarify:** In this phase, students start to ask questions for making a distinction between the meaning and use of new knowledge or skill.
- **Remember and Internalize:** The new knowledge or skill moves from short term memory to long term memory. Then, students can use this knowledge in different contexts and connect it to prior experiences.
- **Fluent Use:** In this final stage, students use the new skill or language to communicate their ideas in different contexts.

In this regard, the researcher designed the speaking lessons using ECRIF as framework for lesson plans for both experimental and control groups. Basing on the stages of this framework, it seems that the ECRIF framework is undoubtedly in tune with teaching oral skills.

In this study, we selected this model for teaching oral expression course because it is well organized, and it is a useful framework to achieve oral fluency. Actually, oral

expression teachers from the department of English examined the lesson plans in terms of the content and the relevance of the objectives of oral expression class. Accordingly, the teachers checked, discussed, and provided feedback about the lesson plans.

Data Analysis Procedures

Since our research was a combination between qualitative and quantitative approaches, the researcher resorted to the use of two types of analysis. In this regard, the researcher needs to match appropriately the different types of analysis to the data resulting from the different research instruments.

Quantitative Data Analysis Procedures

In quantitative data analysis, the investigator aims at explaining a phenomenon by collecting a numerical data that are analyzed through mathematical methods. It is primarily intended to transform information into numerical values known as codes (Kumar, 2011). In other words, quantitative data analysis relies on numerical analysis, which can be performed either manually or by computers. The Statistical Package of Social Sciences (SPSS) is one of the most common statistical data analysis software. In the present research work, the SPSS software, version 20.0, used by the researcher to calculate frequencies, percentages, means and some other statistical tests. In the current research, the statistical analysis is used to analyze the questionnaires, the observation grid, and the tests as the following:

- ❖ The questionnaires are analyzed following the quantitative method as the majority of items are closed questions. The completed questionnaires were serially numbered. The analysis involved coding, organizing, describing, interpreting, and drawing conclusions. The analysis focused on descriptive statistics that involved computing of frequencies, percentages, and means. The data was synthesized and transformed into tabular form, bar graphs as well as pie charts.

- ❖ The data obtained from the structured observation grid was analysed by using SPSS. The analysis was done through calculating the means, which is then transformed into graphs.
- ❖ As mentioned earlier, the main endeavor of this research is to evaluate the effectiveness of MALL on oral performance development, and the participants' motivation level as well. Along this vein, the researcher used a T-Test of Independent Sample for data analysis in order to test the significance of implementing MALL. In fact, the T-Test is used to compare the means of two groups to check whether the two groups are statistically different or not. In this research, T-Test is used and the confidence interval percentage is 95% to study whether experiment participants achieve a significant improvement in oral performance.

Qualitative Data Analysis Procedures

The target aim of using qualitative research is to explore and describe a phenomenon. Within qualitative analysis, data may take the form of written text, as in observational field notes and open-ended questions, and students' dialogue journals. As for Kumar (2011), qualitative data goes through a process called content analysis that refers to the contents of interviews or observational field notes. According to him, this process contains the following steps:

- Identify the main themes.
- Assign codes to the main themes.
- Classify responses under the main themes.
- Integrate themes and responses into the text of your report.

In this study, we opted for the content or thematic analysis to analyze the learners' journals, the observational field notes, and some open-ended questions of the questionnaire.

After analyzing the qualitative and quantitative data, the investigator established links between the results derived from the different data. That is to say, the gathered quantitative data was reported in relation to the obtained qualitative results as well to get a sound reliable results of the raised research questions.

All in all, the study as a whole followed three phases to collect the needed data and answer the aforementioned stated research questions.

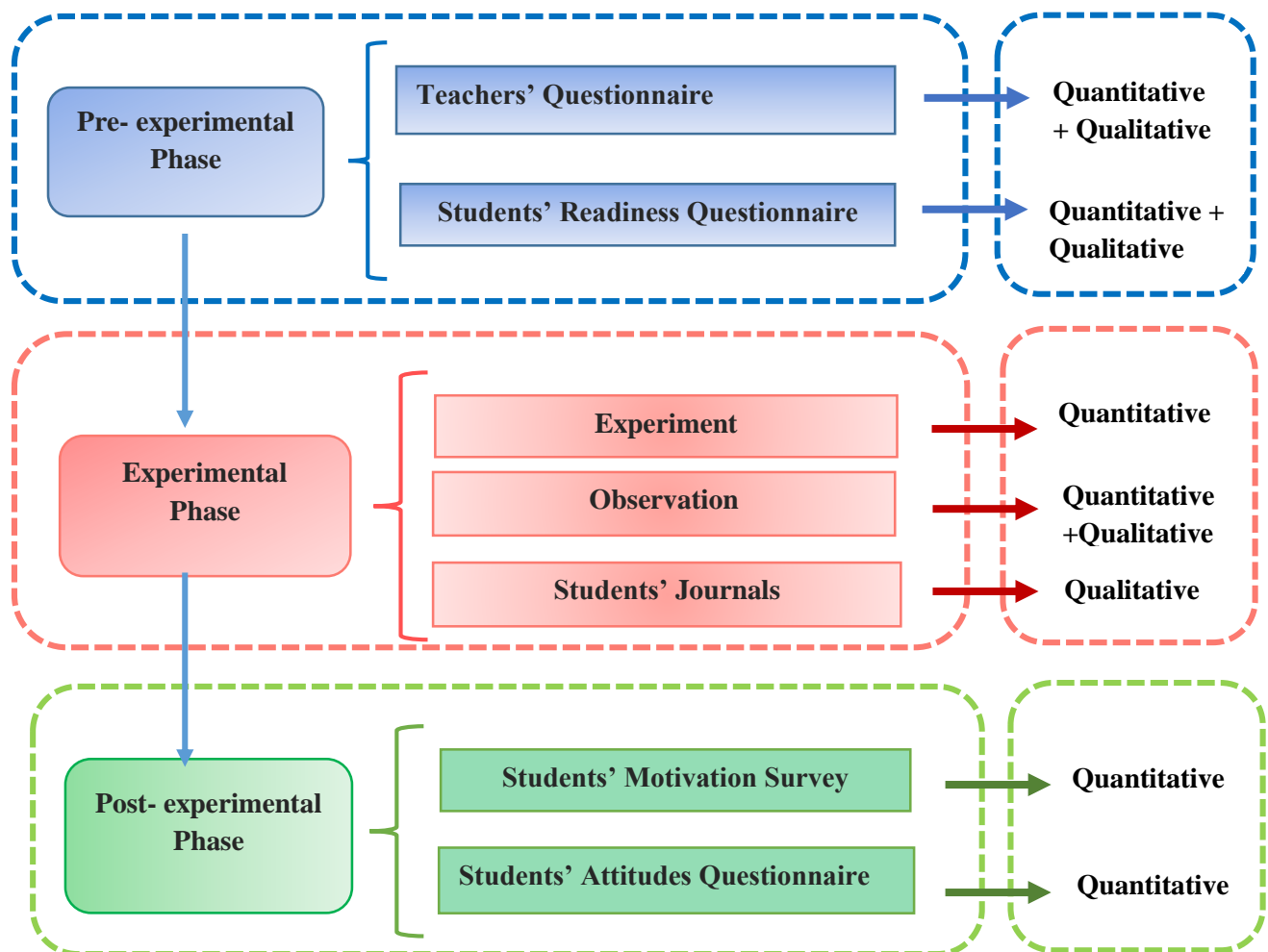


Figure 17. Design of the Study

Planning and Designing MALL Environment for Teaching Speaking Skill

Actually many instructional models exist in literature, like ADDIE, ASSURE. However, many researchers agreed that ADDIE is commonly used as an instructional model (Koneru, 2010; Branch, 2008; Zimnas, Kleftouris & Valkanos, 2009 and Soto 2013). In fact, designing mobile learning environment does not require new models. The design model ADDIE was already created in the 1970's, but it is widely used and updated from time to time. The ADDIE is an acronym which stands for the five stages involved in this process, namely Analysis, Design, Development, Implementation, and Evaluation. In this regard, the ADDIE model follows the process of analyzing, designing, developing, implementing, and evaluating. Dick, Carey, and Carey (2009) explain the five phases of this model as the following:

- ❖ The analysis phase of the model requires the designer to determine the need for the instruction, the needs of the target audience – the learners – and the critical components of the job or other performance requirements.
- ❖ The design phase involves the designer developing behavioral objectives, criterion-referenced tests, and determining the sequence for the instruction.
- ❖ The development stage involves the construction of the learning materials based on the sequence of events identified in the design phase.
- ❖ The fourth phase is where the instruction is implemented and tested or used by the target audience – this is the implementation phase.
- ❖ Finally, the evaluation phase involves the designer evaluating the effectiveness of the instruction, and using the data collected to revise the instructional sequence accordingly.

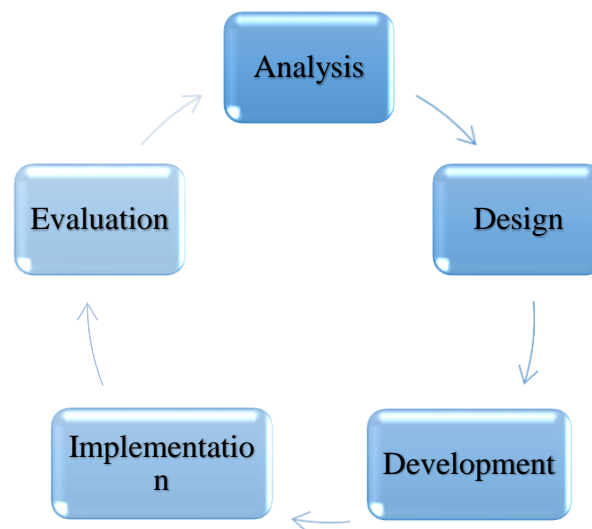


Figure 18. Process of designing MALL environment

The design of MALL environment was based on the ADDIE model following its five phases: Analysis, Design, Development, Implementation, and Evaluation. The reason for choosing the ADDIE model over the other available models for this study was due to its extensive use by researchers and many of the newer models are based on the basic tenets of the ADDIE model (Dick et al., 2009).

Analysis

This phase comprises gathering information to inform decisions about instructional strategies, media and technology, and evaluation of the success of the design. The main aim of the analysis process is to explore the context and to gather information about the participants' background. The analysis phase in this research includes:

Participants. To conduct this research, 64 participants were selected from second year students. The experimental group consists of 32 participants and control group 32 participants too. Both groups included high, moderate and low achievers.

Participants' Readiness. To design MALL environment, we need to get better understanding of the participants' familiarity, skills, and readiness towards using mobile devices in oral expression classes. To reach this aim, a readiness questionnaire was administered to participants subjected to the use of MALL.

Orientation session. Before the implementation of MALL, the researcher met students in order to train and give them instructions on how to use mobile technologies in oral expression module. In the orientation session, a number of issues were discussed regarding attendance, marks and home works. Furthermore, students of the experimental group were given a training session on how to use the Moodle platform as well as mobile devices. In addition, they were asked to bring their smart devices along with power cables and earphones. Furthermore, we asked students to download dictionary app “*Merriam Webster*”. As the students are familiar with their devices, and found no difficulties in dealing with Moodle software, no more training sessions were provided.

Resources and material selection. To carry out the experiment different materials are used including a variety of videos, audios, and documents adopted from BBC learning English, British Council, Interchange level two (third edition), New Headway, ThoughtCo website, and Speaking Extra book. These materials were selected in a way to ensure authenticity and variety in terms of topic.

As noted earlier, both groups were subjected to the same content, but they did not receive it in the same way. For the experimental group, all the video, audio, and written materials are stored in a learning software (Moodle), and designed to work on mobiles and tablets. In doing so, students were able to download these materials, and used them wherever and whenever they are.

The Schedule. The researcher presented all lessons from November until the first week of May. Each lesson lasted for three hours (See Table 23). During the oral expression sessions, the researcher also conducted formative evaluation, observed students’ progress, and gathered participants’ experiences from students’ journals.

Table 22
Oral Expression Plan 2016/2017

Date	Units	Lessons	Timing
07/11/2016	Practice English Conversation	Lesson 01 Back to the Future	3 hours
14/11/2016	Practice English Conversation	Lesson 02 I have never heard of that!	3 hours
21/11/2016	Practice English Conversation	Lesson 03 let's celebrate	3 hours
28/11/2016	Practice English Conversation	Lesson 04 Going Places	3 hours
05/12/2016	Practice English Conversation	Lesson 05 English Sounds	3 hours
12/12/2016	Progress Test One		
Winter Holiday from 19/12/2016 to 01/01/2017			
02/01/2017	Picture and People Description	Lesson 06 Description of people	3 hours
09/01/2017	Picture and People Description	Lesson 07 Description of Picture	3 hours
12/01/2017	Picture and People Description	Lesson 08 Stress	3 hours
30/01/2017	Progress Test Two		
First Term Examination from 15/01/2017 to 26/01/2017			
06/02/2017	Telling a Story	Lesson 09 The Murders in the Rue Morgue	3 hours
13/02/2017	Telling a Story	Lesson 10 The Odd Man Out	3 hours
20/02/2017	Telling a Story	Lesson 11 Intonation	3 hours
27/02/2017 Progress Test Three			
First Term Resit Exam from 01/03/2017 to 15/03/2017			
Spring Holiday from 16/03/2017 to 02/04/2017			
03/04/2017	What's in the News	Lesson 12 Words in the News	3 hours
10/04/2017	What's in the News	Lesson 13 What's in Newspaper	3 hours
17/04/2017	What's in the News	Lesson 14 Aspects of Connected Speech	3 hours
8/05/2017	Progress Test Four		
15/05/2017	Final Posttest		

Design and Development

Basing on the data collected in the analysis stage as prior knowledge, the researcher selected the appropriate software, and mobile apps, and designed the suitable learning activities that fit oral expression course. Therefore, the researcher selected mobile apps that are not too complicated for students. Furthermore, the researcher blended MALL activities with traditional ones to fit with the syllabus. In addition, this phase involves the design and development of Moodle platform, and Facebook group.

Moodle platform. To access the aforementioned learning materials, the researcher developed LMS basing on open- source software Moodle. In this research, we used a web-based platform Moodle on which course content can be stored. Hence, it ensures availability of the content throughout the software and flexibility of learning. The advantage of the platform for course delivery is that everything is in one place. This latter enabled a participant to download the learning materials in order to read, view, or listen in their own place and time.

The Moodle platform put into service, and the content was open for use on the website link: <http://ksaidouni.univ-batna2.dz>. More notably, the Moodle platform is compatible with mobile devices, and students who have the username and password of the platform can get access to the content from all devices with internet connection.

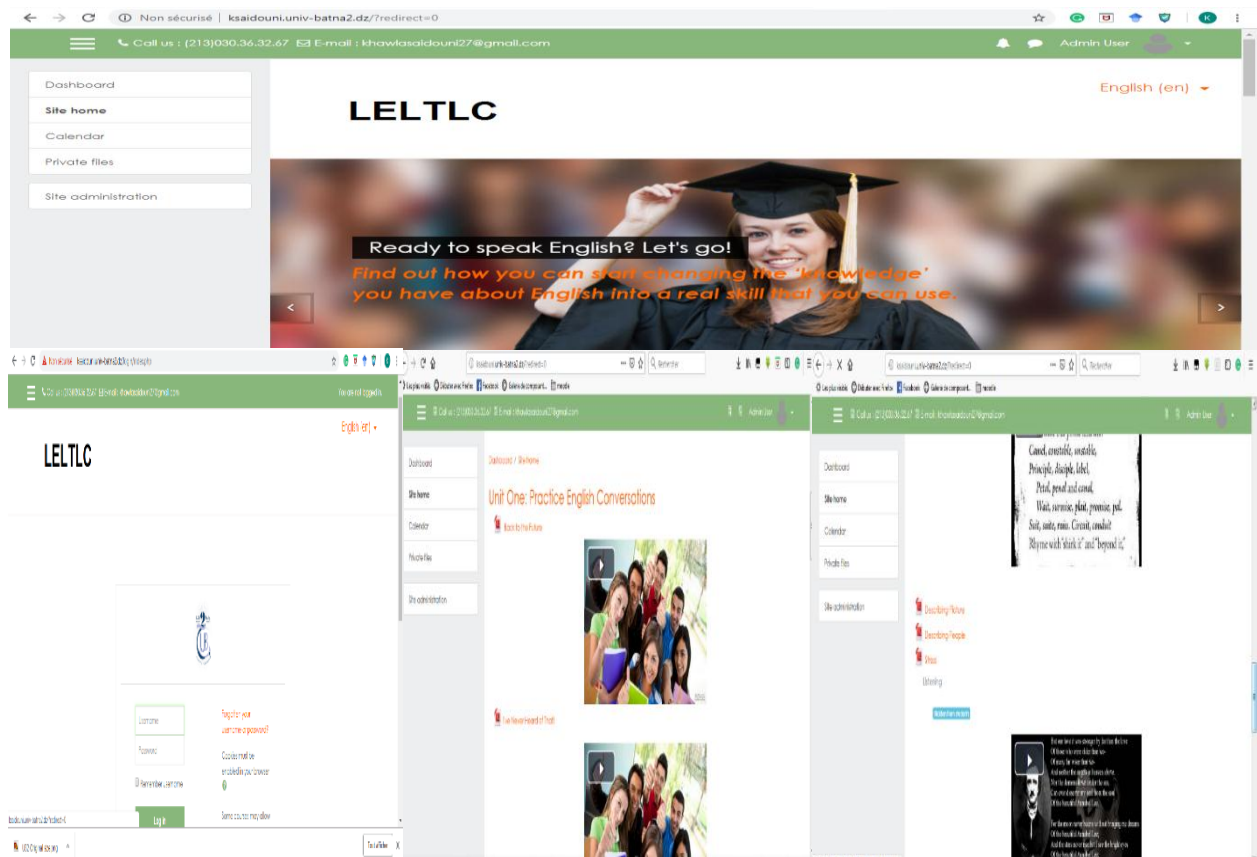


Figure 19 Screenshots from Moodle platform

Facebook Group. In this study, the researcher created a closed Facebook group, named Second Year Students: Oral Expression, this group helps students to share their oral projects with their classmates as well as their teacher. It also gives them the opportunity to reflect on each other’s works and projects by making comments using a Facebook’s “Like” button and comment tool, and receiving feedback from the teacher. Moreover, Facebook group provides a space where students meet to complete their group works, and to keep in touch with teacher.

After creating a Facebook group which is named “Second Year Students: Oral Expression” students were added in the group after sending their full names and number of students’ cards in a private message. Accordingly, 32 students were added to this group as members. Then, some ethics of the group were announced to the students, like avoiding the use of absurd language, and averting the use of personal remarks. After that, students started uploading their projects, sending and receiving messages to and from teacher and their peers.



Figure 20 Screenshot from Facebook group

Applications. The study does not narrowly focus only on a single mobile device app, but on several apps in combination. These apps such as Camera, Facebook, and Voice recorder were chosen due to students’ familiarity with them.

Moreover, the researcher selected a Meriam Webster's Dictionary App to support learning. Hence, the design of the study involved the use of these chosen apps for learning.

Implementation

During the implementation phase, some technical problems and challenges occurred in the first lessons. Ergo, the researcher did some modifications in the design. In addition, the researcher observed the development of the students' oral performance, and, after each unit, the researcher collected feedback from the participants about their experiences of using MALL in oral expression class.

Evaluation

During this phase, the researcher evaluated the effectiveness of the implementation of MALL in enhancing oral competences of second year students and whether it meets the instructional aims and objectives.

- The researcher constructed a questionnaire for students in the experimental group to express their attitudes towards the strategy.
- The researcher constructed an achievement posttest to measure the students' development in speaking performance.
- The researcher constructed an observation grid to observe students' speaking skills development.

Conclusion

Along this chapter, we attempted to provide a detailed account on the whole research process. This chapter involved four major sections. In the first section, research paradigms, approaches and methods were thoroughly explained. The second section introduced the population and sample of the study. The third section fully discussed the data collection tools that included the questionnaires, observation, and students' journals. In addition, the experimental design was effusively described sided by a selected teaching approach and a model for planning lessons. Besides, the analysis procedures and techniques used to analyse the raw data was explicated. Finally, the chapter ended up by presenting a full description about planning and designing MALL environment in oral expression module. Therefore, the methodological chapter opens the gate for further practical investigations in the coming chapter. The next chapter will analyze the obtained data and discuss the research results.

CHAPTER FOUR: ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

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Introduction

In the previous chapter, we described the design of the present research work which involved the selection of a number of data collection methods, namely quasi- experiment, questionnaires, classroom observation, and students' journals. After designing the research and its procedures, the needed data was collected, the process that will help us to answer the research questions. Therefore, this chapter is devoted to data analysis. The nature of the topic under investigation shoved the researcher to follow a triangulation approach in providing evidence to answer the research questions. The data was gathered and analyzed over three phases:

For the purpose of equipping the research with a discerning picture of the teaching and learning situation, we administered two questionnaires to second year students of English at Batna-2 University, and to teachers of oral expression. This helps the investigator to get a clear idea about the students' readiness of using mobile devices and how oral expression is taught to second- year students. Both questionnaires were administered before the participants received the treatment.

For the sake of probing the effect of MALL on students' speaking performance in EFL classroom, a quasi- experiment was conducted on second year students of English. During the course of the experiment, the researcher used different instruments, such as pretest / posttest, progress tests. Moreover, the quasi-experiment was supported by its complements, namely observation, and students' journals.

By the end of the experiment, the researcher distributed two questionnaires to participants, which are the attitudes and motivation questionnaires. The researcher used a motivation survey in order to measure the participants' level of motivation during oral expression classes. Then, the attitudes' questionnaire was administered to the students of

the experimental group because it offers the opportunity to reveal their opinions about the implementation of MALL in teaching speaking skill.

Finally, the results obtained from these research instruments will be analysed, discussed, and interpreted in this chapter in an attempt to answer the research questions. Hence, the present chapter stands for the practical part of the study, which is an amalgamation of both quantitative and qualitative data analysis techniques.

Pre-Experimental Phase

This section is devoted to the analysis of the data collected from the students and teachers' questionnaires in the department of English language and literature at Batna-2 University in order to collect initial data to build a ground for the experiment. As stated in the previous chapter, we relied on the teachers' questionnaire in order to get an idea about the way oral expression is taught and assessed. In addition, we distributed a readiness questionnaire to the participants of the experimental group to check the availability and efficiency of mobile devices, and the students' enthusiasm for using these devices in oral expression module. Accordingly, the questionnaires elicit the necessary data for scrutinizing the situation of this research before dealing with the experiment.

Analysis of the Teachers' Questionnaire

Section One: Teachers' Background Information.

Item 1: Teachers' Age.

Table 23
Teacher' Age Categories

Response	25-29	30- 34	35-39	No answer	Total
Participants	4	1	2	2	9
Percentage	44.44%	11.11%	22.22%	22.22%	100%

The table above representing teachers' age categories. As revealed in Table 23, teachers' age varied between 25 to 39 years old. The findings showed that there were three

age groups in our sample. Four teachers (44.44%) were in their twenties (25-29), two teachers (22.22%) were between 35 and 39 years old, representing the third category, and one teacher (11.11%) came in the second category between 30-34 years old. However, among the nine teachers, two of them did not provide their age.

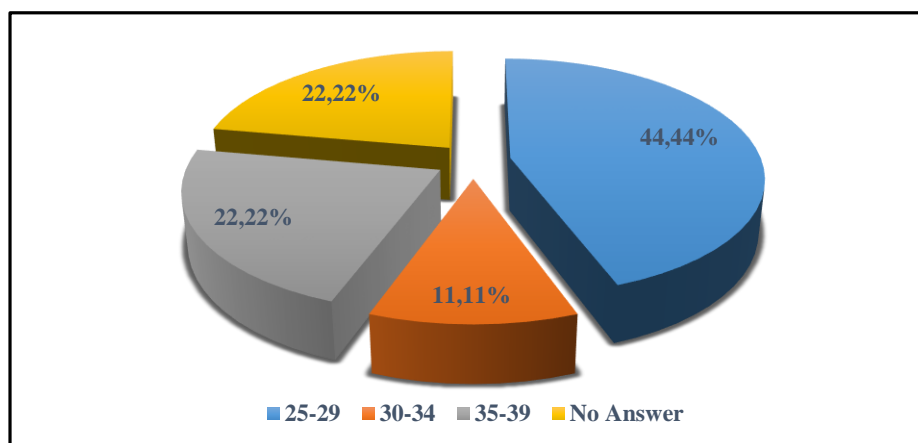


Figure 21 The range of teachers' age

The above results may reflect the fact that participants vary in their levels of experience as language teachers. Since the majority of oral expression teachers are young, they are expected to be motivated for teaching this module by using supporting technological tools; however, they are in need to collaborate with other experienced teachers in the field in order to find best techniques, ways, and strategies that suit better the students' level and needs.

Item Two: Teachers' Gender

Table 24
Teacher' Gender

Response	Male	Female	Total
Participants	1	8	9
Percentage	11.11%	88.88%	100%

Table 24 shows the gender of oral expression teachers. The findings derived from the above table show that teachers who participated in the study were males and females.

The number of females was 88.88%, which is higher than the number of males who represented only 11.11%.

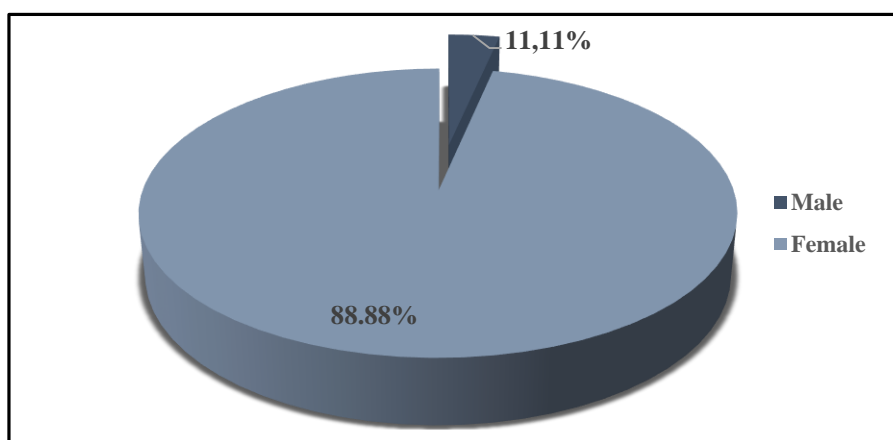


Figure 22. Teachers' gender

As a matter of fact, the number of female teachers far exceeds the number of male teachers. This reflects the fact that females have a strong tendency towards studying literary branches mainly foreign languages as well as teaching is considered as the appropriate profession for women in Algeria. Meanwhile, males like better scientific and technical streams.

Item 3 and 4: Teachers' Qualification and Experience

Table 25

Teachers' Qualification and Experience

Informants	3 teachers	2 teachers	1 teacher	1 teacher	1 teacher
Degree	Magister	Magister	Magister	Magister	Magister
Experience	3 years	6 years	5 years	1 year	9 years

Table 25 indicates teachers' qualification and the number of years devoted to teaching oral expression module. When we asked teachers about their degrees, all of them declared that they have the Magister degree, but with varied teaching experience of oral expression module. In fact, all teachers had an experience of less than ten years. Two teachers taught oral expression module for six years, three teachers had an experience of three years, one teacher had five years of experience, and another one had four years.

Moreover, we recorded nine years of experience by another teacher. While one of the teachers had only one year of experience. Therefore, we notice that, the majority of the oral expression teachers are novice and inexperienced teachers. However, we do believe that teachers are able to create a positive teaching environment for students to practice their oral skills. Teachers can collaborate with other teachers and make profits from the numerous available online resources that may provide them with lessons, ideas, and effective strategies.

Section Two: Teaching and Assessing Speaking Skill

Item 5: The syllabus of Oral Expression module is it

Table 26

Oral Expression Syllabus

Response	Officially planned	Prepared with colleagues	Self-prepared
Participants	0	0	9
Percentage	0%	0%	100%

As indicated by Table 26, all teachers preferred to prepare their oral expression syllabus individually since there is no official planning syllabus. That is, teachers of oral expression module did not try to collaborate to plan a common oral expression syllabus.

Item 6: What aims do you intend to achieve when teaching the speaking skill?

When asking teachers about their aims that they want to achieve by the end of the year, the teachers state different aims and objectives because the participants have different length of experience in teaching oral expression. The informants state the following aims:

- ✓ Developing the listening and speaking skills.
- ✓ Developing fluency and accuracy.
- ✓ Speaking confidently and fluently.
- ✓ Creating learning environment where students would be able to interact and communicate.
- ✓ Overcoming shyness and fear.

- ✓ Enable their learners to master a wide range of language functions.
- ✓ Developing students' oral/aural proficiency and communicative competence.
- ✓ Enabling students to improve their pronunciation, including stress and intonation.

Accordingly, the above stated aims turned around enhancing fluency, accuracy, and listening abilities as well. To achieve the above stated objectives, teachers are required to use various effective materials, strategies, techniques and methods.

Item 7: What teaching materials or resources do you use for teaching oral expression?

When teachers were asked about the different materials, they use to teach oral expression, the informants claim that they are using diverse resources in their teaching process. The following table represent the various materials as stated by teachers:

Table 27

Teaching Materials Used in Oral Expression Class

Materials	Participants	Percentage
Articles and books	4	44.44%
Songs	1	11.11%
Games	2	22.22%
Newspapers	1	11.11%
Audios and videos	1	11.11%
No materials	2	22.22%

The above Table shows that four teachers (44.44%) used articles and books, two teachers (22.22%) used games, one teacher (11.11%) used songs, another teacher (11.11%), used newspapers, and another one used audios and videos 11.11% as teaching materials. Whereas, two teachers did not answer this question.

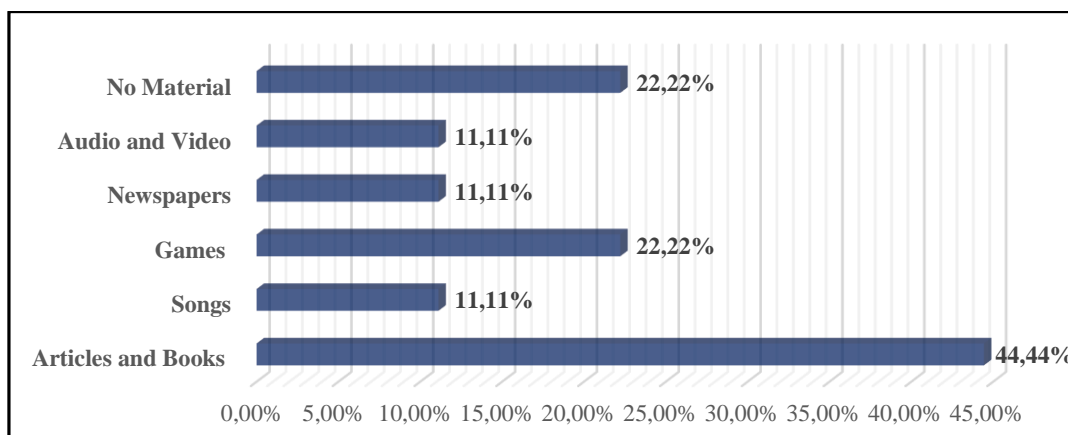


Figure 23. Teaching materials used in oral expression class

This is another striking point in which the vast majority of teachers rely on using paper-based materials and games to compensate the technology shortfalls. Whilst, it seems that focusing on such materials only is not enough to reach the aims and objectives stated earlier by oral expression teachers.

Item 8: Which method or approach do you rely on in teaching speaking skill?

Table 28

The Adopted Methods/Approaches in Teaching the Oral skill

Method /Approach	Participants	Percentage
Communicative approach	5	55.55%
Competency-based approach	1	11.11%
No Answer	3	33.33%

As far as a teaching method or approach is concerned, the majority of teachers 55.55% indicated the use of communicative teaching approach and one informant specified 11.11% competency -based approach. However, three informants 33.33% preferred to not answer the question (See Table 28).

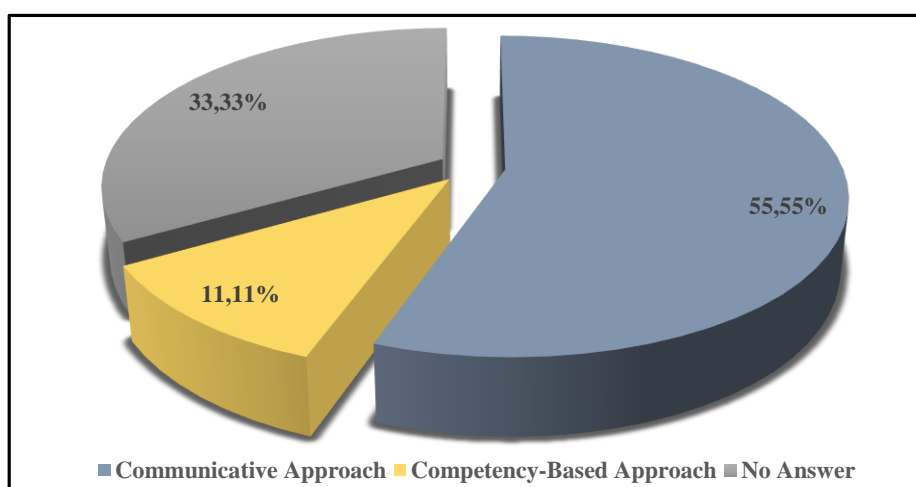


Figure 24. The adopted methods/approaches in teaching the oral skill

Indeed, it seems that the communicative language teaching approach is appropriate for teaching oral skills. This approach can certainly help students and give them the ability to produce the target language and communicate with others in different contexts.

Item 9: Which of these speaking activities do you focus on in your oral expression class?

Table 29
Speaking Activities Used in Oral Expression Class

Activities	Participants	Percentage
Debates and discussion	7	77.77%
Dialogues	2	22.22%
Presentations	4	44.44%
Role plays	2	22.22%
Telling stories	2	22.22%
Games	2	22.22%

Table 29 illustrates the different activities oral expression teachers used in order to create an active and positive class atmosphere. As we can see, discussion and debates came in the first rank by taking the highest percentage 77.77%. In the second rank, we recorded the use of presentations 44.44%. In addition, the informants mentioned the use of dialogues 22.22%, role-plays 22.22%, telling stories 22.22%, and playing games 22.22%.

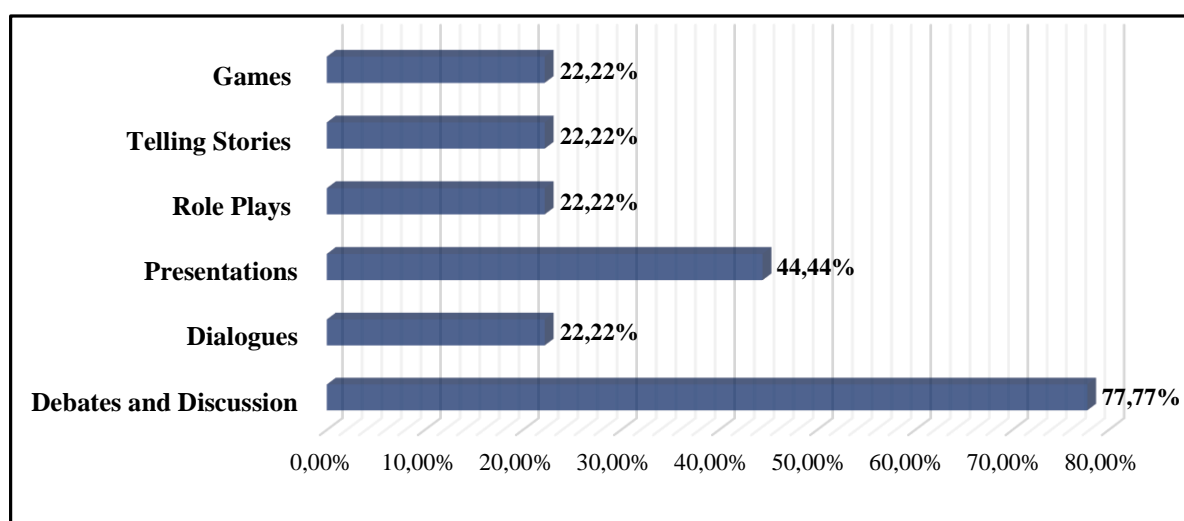


Figure 25. The speaking activities used in oral expression class

Actually, another striking point is that discussion is the widely used activity among oral expression teachers which is followed by presentation activity. However, does these activities satisfy the students' needs and serve the lessons' objectives? As an educator, it is worth to mention that the overemphasis on such activities kills students' motivation and creates boredom among them. Furthermore, we cannot ignore the significance of other

activities; such as listening activities, role-plays, telling stories, games etc. We do believe that doing a variety of activities can, to some extent, foster students' motivation to engage in learning activities, and hence enhance their oral skills.

Item 10: Which of the following tasks do you prefer for testing students' speaking performance?

Table 30
Tasks Used in Testing Speaking

Testing	Participants	Percentage
Dialogue	3	33.33%
Interview	1	11.11%
Summary	2	22.22%
Picture description	2	22.22%
Story telling	4	44.44%
No answer	1	11.11%

For testing students' oral skills (See Table 30), informants indicated the use of different techniques for testing the speaking ability. Four teachers 44.44% ascertained the use of telling stories in assessing students' oral performance. Three informants 33.33% focused on using dialogues. Other teachers focused on the use of summary 22.22%, picture description 22.22%, and interview 11.11%, yet one informant did not answer this question.

Others: When we asked teachers to state other techniques used for assessing oral performance, no one mentioned any additional technique.

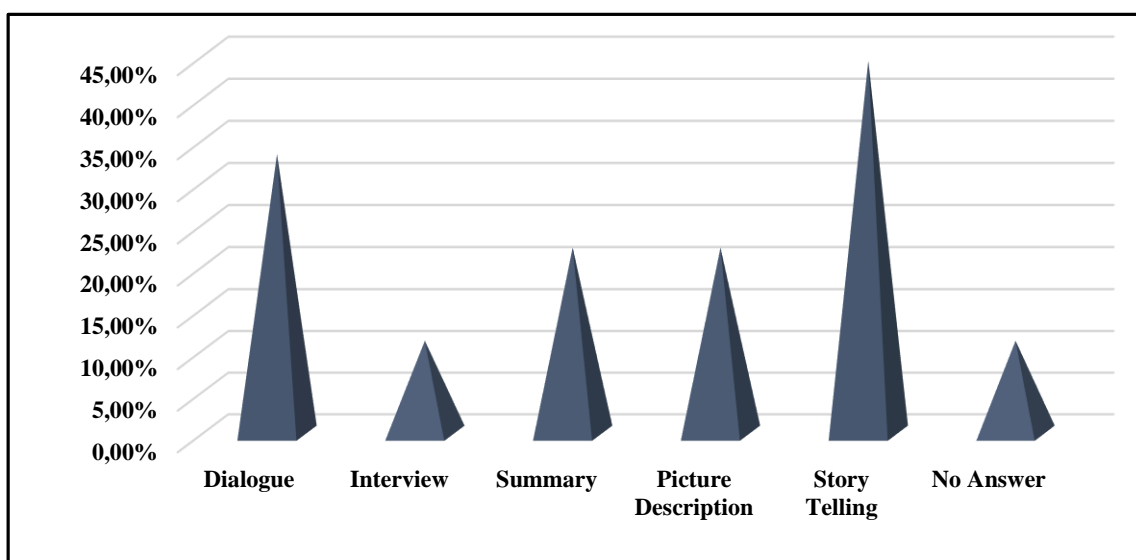


Figure 26. Tasks used in testing speaking

Every technique used by oral expression teachers to assess the students' oral performance can be effective. Still, we do consider that adopting a variety of techniques in one speaking test will ensure reliability and validity of the test scores.

Item 11: What criteria do you focus on for assessing the speaking performance of your students?

Table 31
Criteria Used in Assessing Oral Performance

Testing	Participants	Percentage
Fluency	3	33.33%
Accuracy	3	11.11%
Pronunciation	7	22.22%
Vocabulary	6	22.22%
Grammar	4	44.44%
Presentation skills	1	11.11%
No answer	1	11.11%

When asked teachers about the criteria they base on when assessing students' oral performance, three teachers (33.33%) mentioned accuracy and fluency. Six teachers (66.66%) focused on pronunciation and vocabulary. Furthermore, we recorded four teachers (44.44%) who emphasised on the correct grammatical structures. However, one informant provided no answer.

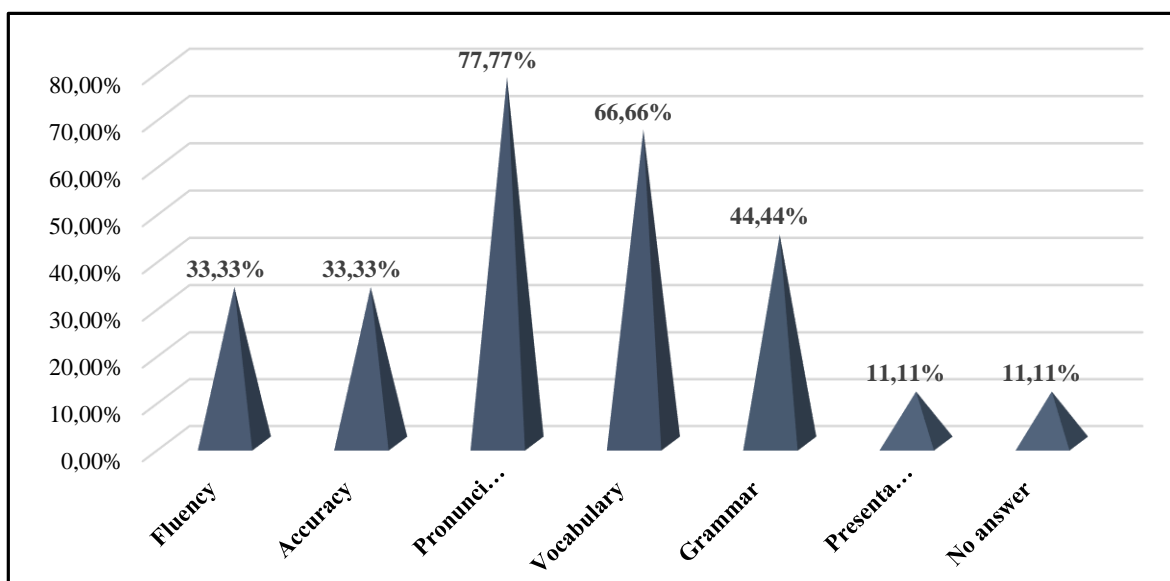


Figure 27. Criteria used in assessing oral performance

Actually, assessing oral performance requires the evaluation of all its components, which are comprehension, grammar, vocabulary, pronunciation, and fluency.

Item 12: What do you think are the students' needs to develop their oral performance?

When teachers are asked about the students' needs to enhance their speaking ability, they mentioned the following areas:

- ✓ More listening activities.
- ✓ Motivation and encouragement
- ✓ Creative activities
- ✓ Suitable learning environment
- ✓ Promote self-confidence
- ✓ Use of authentic learning materials
- ✓ Language laboratory
- ✓ The use of educational technology
- ✓ More practice is needed

Section Three: Technological Tools in Oral Expression Class

Item 13: Did you use the language laboratory material for teaching oral expression module?

Table 32
The Use of Language Laboratory by Teachers

Response	Yes	No	Total
Participants	0	9	9
Percentage	0%	100%	100%

As denoted in Table 32, all teachers (9) claimed that they did not benefit from language laboratory tools and do not use them in teaching oral expression module. Indeed, at the level of the department of English at Batna-2, there are three equipped laboratories, yet the materials, including computers, are totally damaged and not used for teaching

purposes. This situation urged many teachers to focus on discussion activities and overlook listening activities that are the key to promote oral skills.

Item 14: What kind of technological tools are available at the level of the department of English?

Concerning this question, all the teachers (9) divulge that the only available technological tool at the department of English is the data show.

Item 15: Are you able to use them at any time you want?

Table 33

The Availability of Technological Tools

Response	Yes	No	Total
Participants	3	6	9
Percentage	33.33%	66.66%	100%

Table 33 depicts that three out of nine teachers 33.33% exploited the data show, as a unique supporting tool, in teaching speaking while six participants 66.66% disclosed that they did not use the data show as a teaching aid in oral expression module.

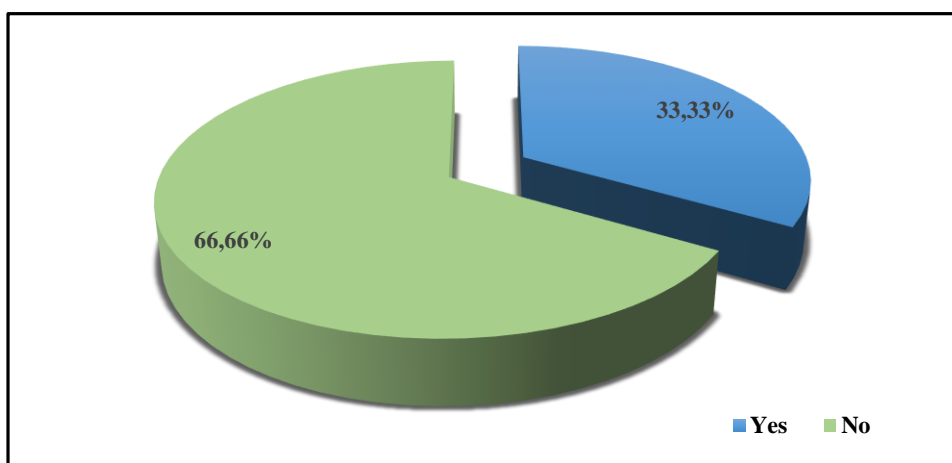


Figure 28. The availability of technological tools

In fact, the majority of participants cannot use this kind of technology which is the data show at any time they want because, most of the time, it is either occupied by another teacher or out of order. This is due to the need for this tool not only by oral expression teacher, but also by teachers of other modules. In addition, in our department, we have only two data shows that make the possibility of using them at any time unreachable.

Item 16: How often do you use technology in oral expression class?

Table 34

The Frequency of Using Technological Aids in the Oral Class.

Response	Always	Often	Sometimes	Rarely	Never
Participants	0	0	3	1	5
Percentage	0%	0%	33.33%	11.11%	55.55%

As depicts by table 34, three informants 33.33% sometimes use technology in oral expression classes, yet one informant 11.11% rarely uses it, and the remaining five informants 55.55 % never use any kind of technology when teaching oral expression.

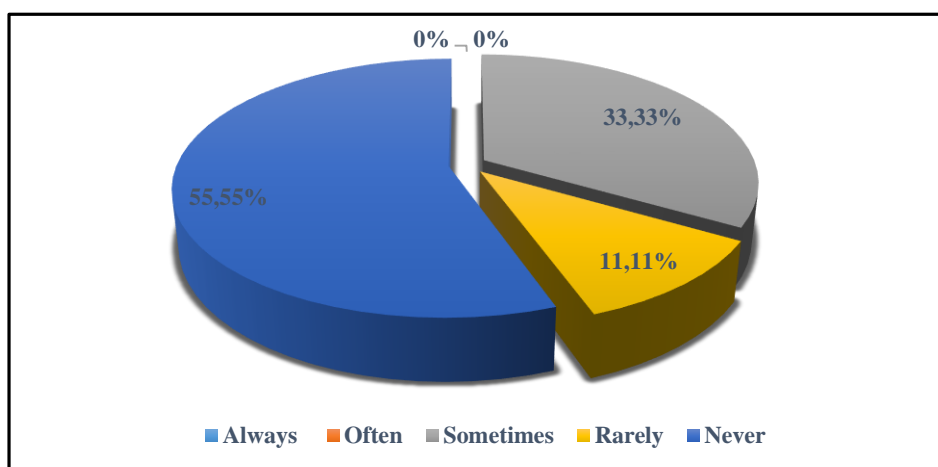


Figure 29. The frequency of using technological aids in the oral expression module

In fact, the results are not surprising, since there is a severe lack of technological tools at the level of the department of English. This reality reflects the difficulties encountered by the teachers of English generally and of oral expression particularly in delivering lessons in the age of technology explosion.

Item 17: Do you use your own technological tools in teaching oral expression module?

Table 35

Teachers' Use of their Personal Technological Tools

Response	Yes	No	Total
Participants	2	7	9
Percentage	22.22%	77.77%	100%

As you can see in Table 35, seven participants 77.77% divulged that they did not use their personal technological tools for teaching oral expression. Meanwhile, though

somewhat slightly feeble, the two remaining participants 22.22% reported that they used their own technology as a helping tool while teaching oral expression module.

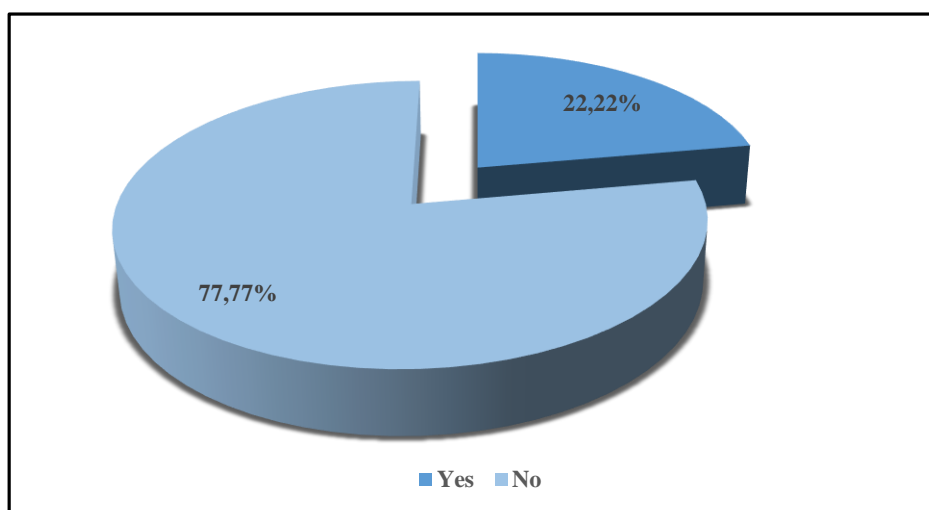


Figure 30. Teachers' use of their personal technological tools

The results are far from being surprising. The majority of teachers prefer to not using their own technological tools because they are able to assure the presence of all the needed technological tools, such as data show, speakers, or even electrical sockets.

Item 18. If “yes”, what technological tools do you use in your oral expression class?

The two informants claim that they use their personal laptop computers and speakers in order to enable students to listen more to the target language.

Item 19: Do you think that using technology in teaching oral expression is a good strategy to improve students' speaking?

Table 36

The Use of Technology and Improving Speaking Performance

Response	Yes	No	Total
Participants	9	0	9
Percentage	100%	0%	100%

Table 36 shows that all informants (100%) declared that using technology for the sake of teaching oral expression module is useful for enhancing the students' oral performance. In fact, this is a clear indication that teachers are aware of the importance of technology in developing the quality of teaching and learning.

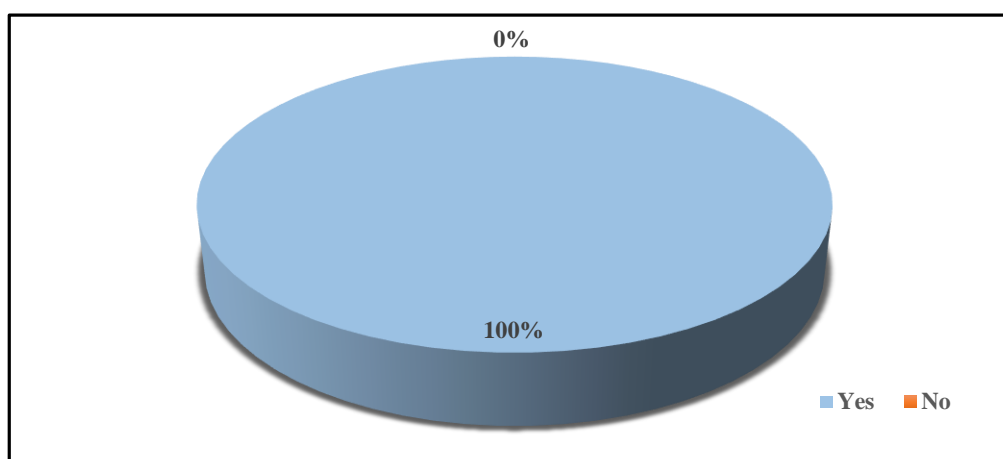


Figure 31. The use of technology and improving speaking performance

Section Four: Teachers' Views towards the Use of Mobile Technologies

Item 20: Do you think that mobile devices are good supporting tool for teaching oral expression module?

Table 37

The Use of Mobile Devices in Teaching Oral Expression Module

Response	Yes	No	No Idea	Total
Participants	7	1	1	9
Percentage	77.77%	11.11%	11.11%	100%

As revealed in Table 37, the majority of teachers 77.77% considered that mobile devices are suitable tool for teaching oral expression course, yet one teacher 11.11% did not think that mobile technologies are adequate for teaching in oral classes, and the remaining participant 11.11% had no idea whether these devices are good or not.

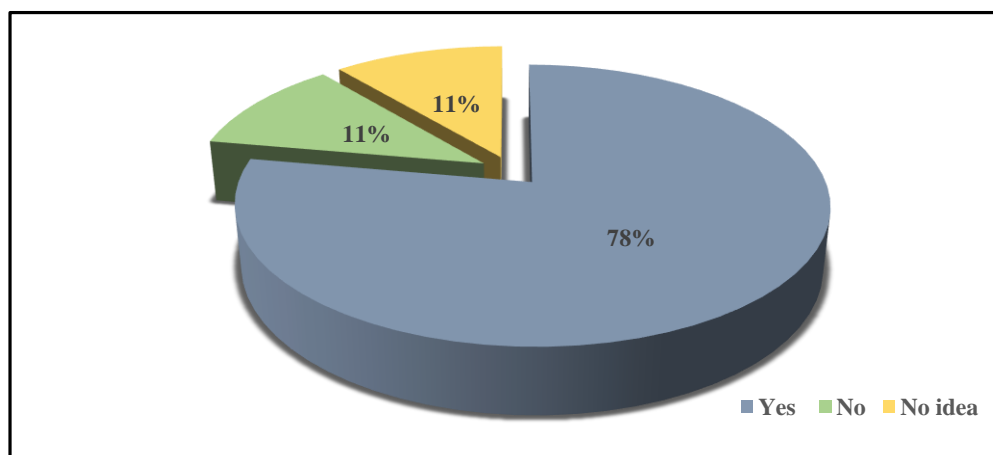


Figure 32. The use of mobile devices in teaching oral expression module

The important contribution of the results obtained hereby is the positive attitude by the majority of teachers for using mobile devices as a supporting tool in oral expression class.

Item 21: Do you think integrating mobile devices in teaching oral expression fosters students' motivation to learn and speak English?

Table 38

The Integration of Mobile Devices and Motivation to Speak English

Response	Yes	No	No idea	Total
Participants	6	1	2	9
Percentage	66.66%	11.11%	22.22%	100%

As you can see in Table 38, six informants 66.66% ponder that mobile technologies may enhance students' motivation to learn, and hence to speak English. However, one informant 11.11% provided a "no answer", and two informants 22.22% had no idea if it really fosters students' motivation to engage in speaking English.

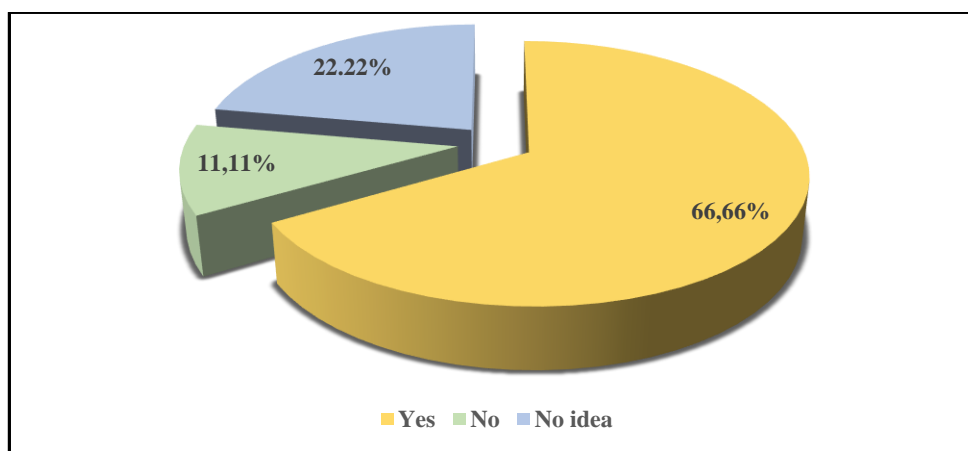


Figure 33. The integration of mobile devices and motivation to speak English

To interpret, the majority of oral expression teachers believe the use of mobile devices can be of great interest for EFL students. It looks like teachers are aware of the various technological supplies of mobile devices that may be a source of students' motivation. By contrary, other teachers are not quite sure about the importance of these

handheld devices in stimulating learners' interests to speak English language. In fact, this is not surprising because we do believe that students can easily distracted by these devices.

Item 22: Do you recommend the use of mobile devices in the classroom to improve students' oral skills?

Table 39

The Integration of Mobile Technologies in Oral Expression Class

Response	Yes	No	Total
Participants	8	1	9
Percentage	88.88%	11.11%	99.99%

As you can clearly notice from the above table, eight teachers 88.88% supported the implementation of mobile devices in oral expression classes for the sake of improving students' oral skills, but one teacher 11.11% was against the idea of integrating this kind of technology in oral classes.

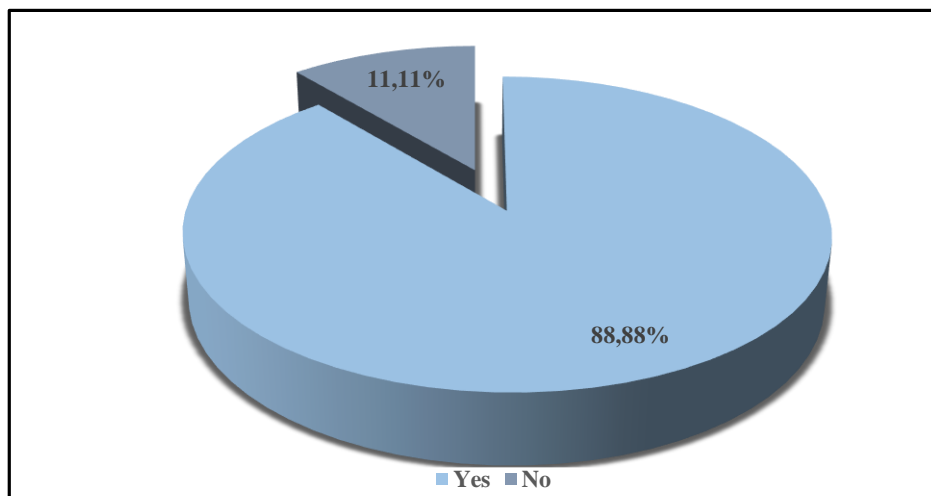


Figure 34. The integration of mobile technologies in oral expression class

The vast majority of informants' answers do show a strong positive attitude towards the integration of mobile technologies in oral expression module. This reflects that the teachers are, to some extent, aware of the usefulness of handheld devices in supporting the teaching and learning processes. Furthermore, teachers do need such mobile devices to compensate the lack of the supporting technological tools at the department. However, we

cannot ignore the fact that the implementation of these mobile devices requires a careful design of oral activities.

Item 23: What are your suggestions to improve the situation of oral expression module to students of English?

When asked teachers to propose ideas for improving the oral expression situation, almost all the teachers emphasized on the integration of technological tools in oral expression module, and the use of authentic learning materials.

Discussion of the Results

The findings of this questionnaire were based on the views and experiences of teachers in teaching oral expression module. According to the answers that are obtained from the teachers' questionnaire, we noticed that the majority of the oral expression teachers are inexperienced teachers. As a matter of fact, the new recruited teachers are directed for teaching the oral expression course because the latter is considered as an easy teaching task that does not need much experience.

In addition, the results revealed that there is no official planning syllabus directed to the course of oral expression module. Unfortunately, teachers did not work in collaboration ; instead, they preferred to work individually basing on different aims, objectives, and methods as well. Furthermore, the most widely used activities teachers focus on are free discussions and presentations while the listening activities are almost neglected. In fact, approximately all teachers consider the communicative approach as their major concern while teaching. This implies that teachers are cognizant of students' needs in terms of developing oral proficiency.

More importantly, the informants confirmed the severe lack of technological aids at the department of English. All the teachers divulged the scantiness of language laboratories that are totally damaged. The commonly used technological aid is the data show, yet

teachers did not benefit from it at any time because it is out of order or occupied by another teacher. Actually, the situation obliged some of teachers to bring their own laptops and speakers.

In addition, the study found that all teachers favored the use of technology for teaching in EFL classroom. More significantly, the findings also revealed that almost all English language teachers have a positive tendency towards integrating mobile technologies in oral expression class. Indeed, the implementation of these devices may compensate the lack of technological tools at the level of the department and help students to access learning materials from one hand, and create a motivating atmosphere on the other hand.

Accordingly, the findings of the teachers' questionnaire provided the researcher with the necessary data that help us as researchers to know the basics for teaching oral expression to second year students from teachers, and the available technological aids at the level of English language department.

Analysis of the Readiness Questionnaire

Section One: Demographic Information

Item 1. Students' Gender

Table 40
Students' Gender

Response	Male	Female	Total
Participants	4	28	32
Percentage	12.50%	87.50%	100%

A quick glimpse at Table 40 reveals that female students outnumbered males. There were just four male subjects out of 32 making up 12.50%; whereas, the rest 28 students were of a female gender which representing 87.50%.

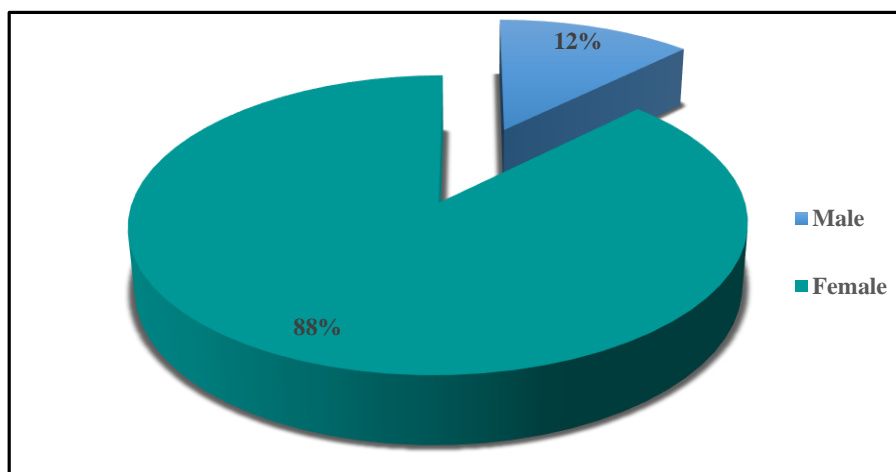


Figure 35. Students' gender

The above results indicated that females are more interested to study foreign languages than males while males prefer scientific and technical majors.

Item 2. Students' Age

Table 41
Students' Age Categories

Response	19-20	21- 22	23-24	No answer	Total
Participants	18	8	4	2	32
Percentage	56.25 %	25%	12.5%	6.25	100%

As revealed in Table 41, there were three age groups in our selected sample. The majority of the students' age (56.25%) varied between 19 to 20 years old, coming in the first rank. Eight participants 25% whose age varied between 21 and 22 years old,

representing the second rank. In the third rank, there were four students 12.50% whose age ranged between 23 and 24 years old. However, the remaining two participants did not answer the question.

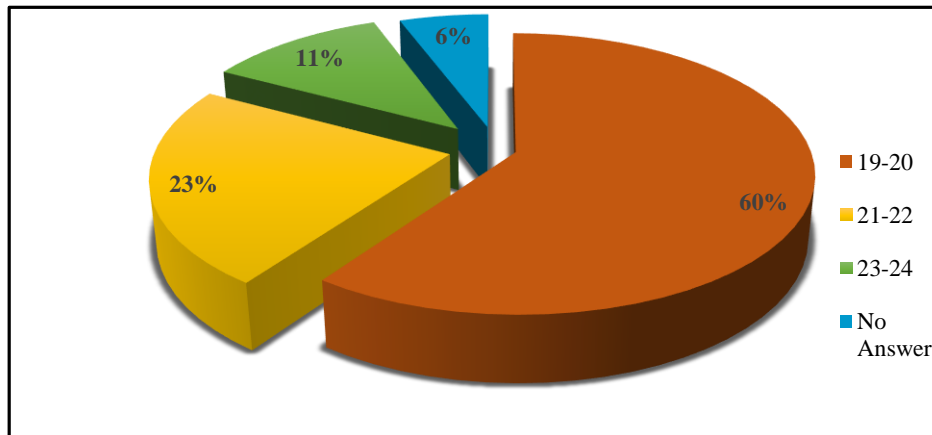


Figure 36 Students' age categories

In fact, since the participants are in their second year, almost all the participants' ages are less than 25 years old. This reveals that all the students are millennials or digital natives who were born with technology at hand.

Section 2: Mobile Devices' Ownership, Features and Usability.

Item 3. Do you own a mobile device?

Table 42

Students' Ownership of Mobile Devices

Response	Yes	No	Total
Participants	32	0	32
Percentage	100%	0%	100%

As far as the students' ownership of mobile devices is concerned, all the participants, in this study, divulged that they had mobile devices (See Figure 37).

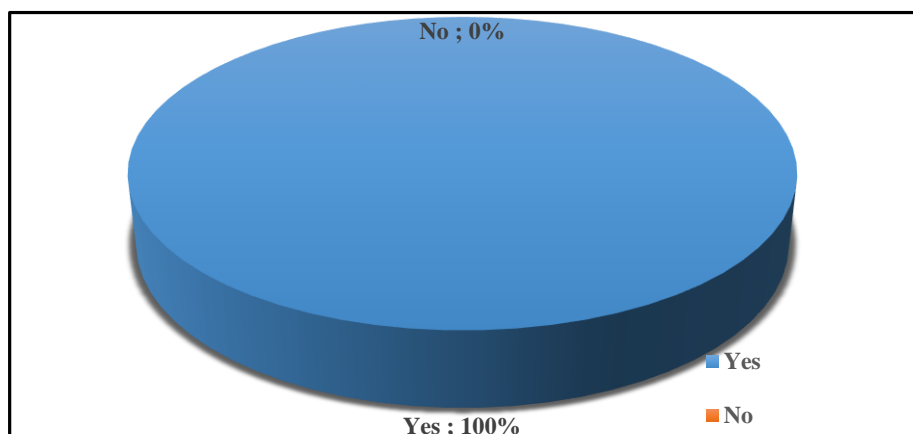


Figure 37 Students' ownership of mobile devices

This reflects the quick widespread of mobile technology among Algerian people, in general, and students at universities, in particular. Indeed, today's students are born with technology at hand. The fact that urged many scholars to call this generation as digital natives, millennials, or net generation.

Item 4. What mobile device (s) do you have?

Table 43

Kinds of mobile devices owned by students

Response	Ordinary Phone	Smartphone	Smartphone +MP3/MP4	Tablet+ Smartphone	Ordinary Phone+ Smartphone	Total
Participants	2	18	3	7	2	32
Percentage	6.25%	56.25%	9.37%	21.87%	6.25%	100%

Table 43 indicates that participants had different types of mobile technologies. Each participant had at least one mobile device. The widespread handheld device among students was the smartphone (56.25%). The findings also recorded that some participants owned more than one device along with a smart phone like smartphone and tablet (21.87%) being the highest percentage, while the lowest percentages go to ordinary phone and smartphone (6.25%) smart phone and digital media player (9.37%). By contrast, only two participants who owned only an ordinary phone (6.25%).

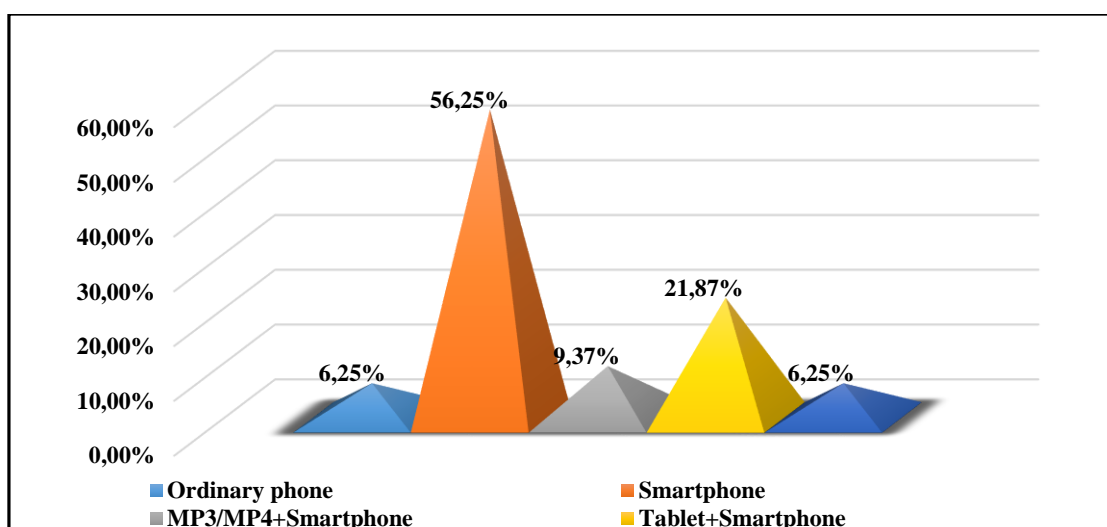


Figure 38 Kinds of mobile devices owned by students

Indeed, the results are not surprising, since the majority of the students are millennials what makes them in direct touch with the technological development. Smartphones are the most mobile categories used by participants. However, there are a few number of respondents who are still using ordinary phone, which may be attributed to monetary issues.

Item 5. What is you device operation system platform?

Table 44

Mobile Device Operating System

Response	Android	IOS	No answer	Total
Participants	26	1	5	32
Percentage	81.25%	3.12%	15.62%	100%

As showed in the above table, 81.25% of smart device owners had an android operating system, while one participant had iPhone operating system (IOS). By contrast, five participants 15.62% did not respond to the question. Obviously, android is the most popular mobile operating system among students in the university. However, some students were not aware about the type of operating system in their mobile device.

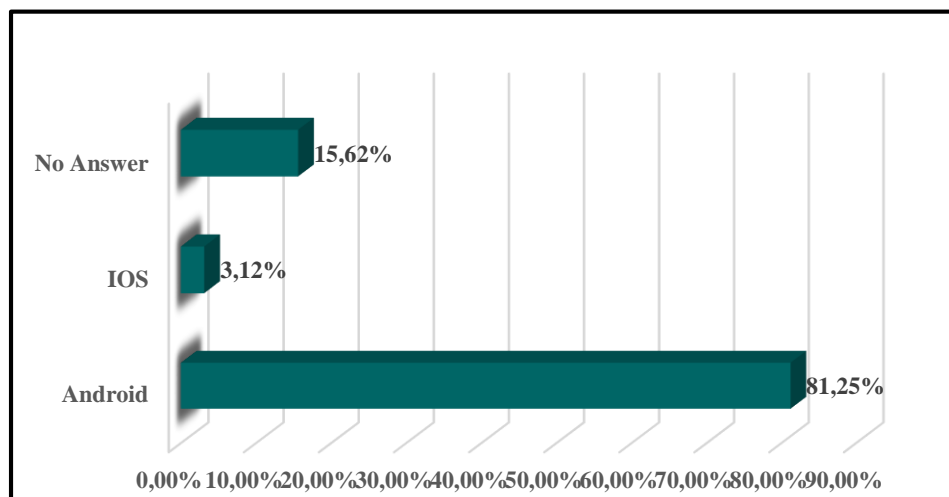


Figure 39. Mobile device operating system

Item 6. How long have you been using a mobile device?

Table 45

Duration of Usage of Mobile Device

Response	Less than six months	Less than a year	More than a year	Total
Participants	4	10	18	32
Percentage	12.50%	31.25%	56.25 %	100%

The indicated results in Table 45 denote that more than half of the participants 56.25% experienced the use of their gadget for more than a year, and 31.25% of the respondents claimed that they had less than a year of experience. Whereas, only a small number of participants 12.50% who had less than six months of experience with their mobile devices.

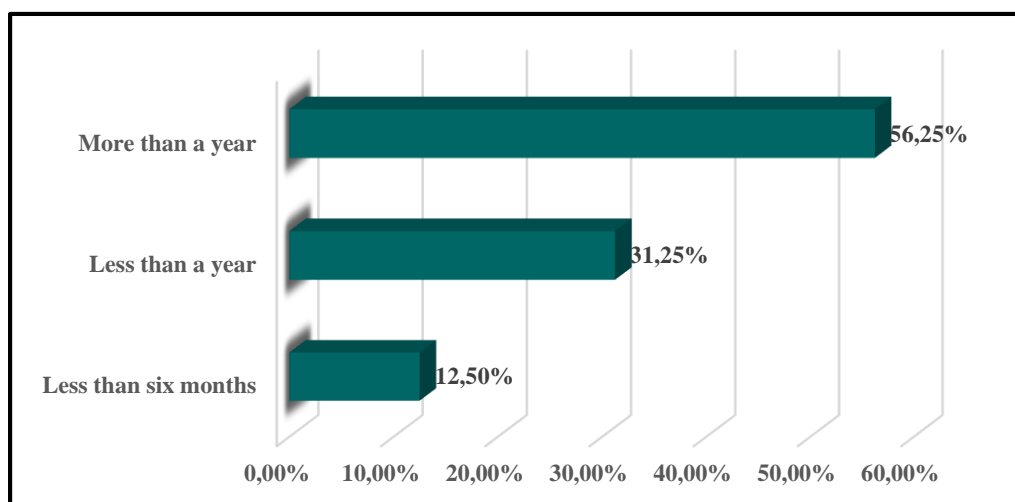


Figure 40 Duration of usage of mobile device

The above results point out that the majority of the participants are familiar with their own devices, which reflects the fact that students may use the mobile apps easily and skillfully.

Item 7. How much time (per-day) do you spend on your mobile device?

Table 46

Frequency of Using Mobile Technologies (Per-day)

Response	Less than 1 hour	1 - 3 hours	4 - 5 hours	More than 5 hours	Total
Participants	1	3	3	25	32
Percentage	3.12%	9.37%	9.37%	78.12%	100%

As illustrated above, the vast majority of informants 78.12% declared that they spent more than 5 hours on mobile tools, while 9.37% of them spent a time from one hour to four hours, and one participant 3.12% spent less than an hour.

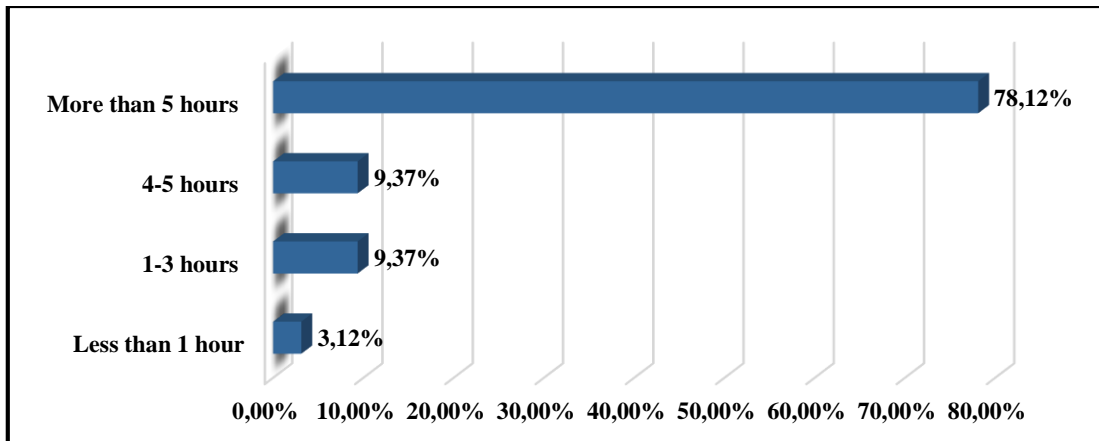


Figure 41 Frequency of using mobile technologies (Per-day)

The informants' answers suggest that students, to a great extent, are fascinated by the smart gadget which in turn take most of their time. Indeed, the majority of today's students spending much of the time with a smart device at hand, in a street, in a market, at a restaurant, in the bus, at school, at the university, and even in a classroom. Consequently, this kind of devices proved its usability at any place.

Item 8. Do you access internet with your mobile device?

Table 47

Mobile Devices and the Use of Internet

Response	Yes	No	Total
Participants	29	3	32
Percentage	90.62%	9.37%	100%

According to the results in Table 47, 90.62 % of students were using the internet via mobile. By contrast, 9.37 % of respondents did not access the internet via using mobile devices. Indeed, the participants who have basic mobile do not have that feature that enables them to access the internet.

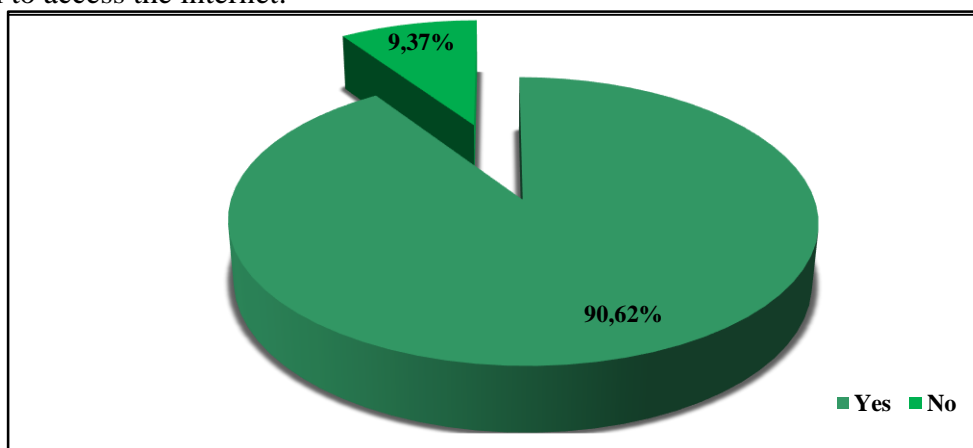


Figure 42 Internet usage via mobile devices

Definitely, the majority of today's students eager to have more sophisticated technologies that enable them to remain in contact not only with other people but also with the whole world. Yet, there are still some students who are not interested, or they are not aware of the importance of this feature.

Item 9. What of these networks do you frequently use to access the internet?

Table 48

Internet Mode Used by Students

Response	Wi-Fi	Wi-Fi+ 3G	4G	Non of them	Total
Participants	3	25	3	1	32
Percentage	9.37%	78.12%	9.37	3.12%	100%

The above table shows the different networks that students use in order to access the Internet. The great majority of the respondents 78.12 % used a Wi-Fi or 3G to get access to the internet, and 9.37% used whether Wi-Fi or 4G. Meanwhile, one of the participants 3.12 % proclaimed that he/she did not use any of the mentioned modes of internet connection.

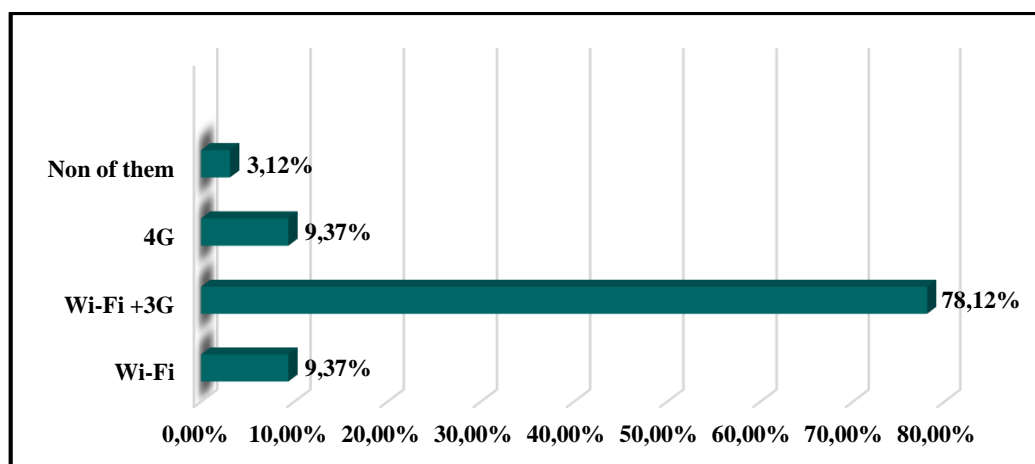


Figure 43 Internet mode used by students

Item 10. Where do you access the internet? Check all that apply.

Table 49

Places where Students Access the Internet

Response	Participants	Percentage
Home	30	93.75%
Campus	27	84.37%
Restaurant	8	25.00%
Travelling	12	37.50%
University	23	71.87%
Non of them	0	00.00%

As the results in the table above show, all the students access the internet from different places. Almost all the participants 93.75% declared that they accessed internet at home, 84.37% at campus, and 71.87% at university. Less than half of the participants 37.50 indicated that they preferred to access the internet while traveling. Some participants 25.00% claimed that they used the internet at restaurant.

Others. When we asked students to mention other places where they prefer to remain in access to the internet, two participants states stadium, library, and classroom.

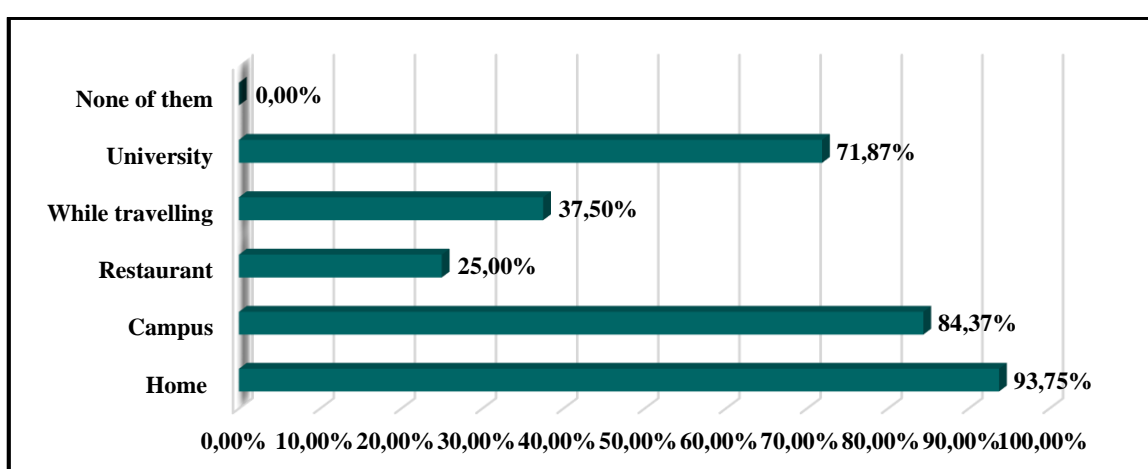


Figure 44 Places where students access the internet

Item 11. How much time (per day) do you use your device for internet browsing?

Table 50

Frequency of Using the Internet on Mobile Devices

Response	Participants	Percentage
Less than 1 hour	2	6.25%
1 - 3 hours	3	9.37%
4 - 5 hours	9	28.12%
More than 5 hours	18	56.25%
None of them	0	00.00 %
Total	32	100%

Table 50 demonstrates that participants have a strong tendency towards accessing the internet using their mobile devices. More than half of the participants (56.25%) used the internet more than 5 hours. Nine students (28.12%) used it from four to five hours per-day; three students (9.37%) accessed it from one to three hours per-day, and only two participants (6.25%) who used it for less than an hour.

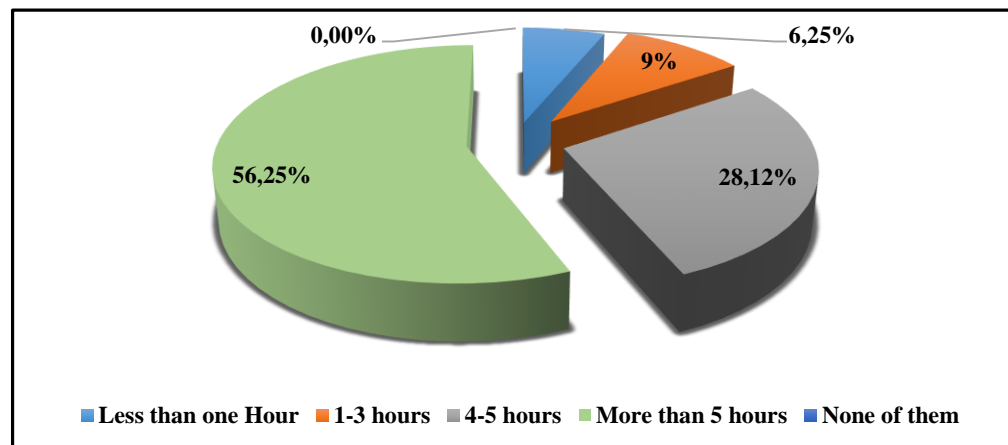


Figure 45 Frequency of using internet on mobile devices

Actually, the majority of participants preferred to use their devices to access the internet, this may be due to the access ability and portability features of these light technology. Moreover, the invasion of the 3G and 4G facilitates internet usage. However, we cannot ignore the fact that some students do not access the internet via their devices. This due to some notable constraints, such as cost associated with internet, and virus threat. While other students prefer to access the internet via their computers.

Section Three: Students' Prior Knowledge and Skills

Item 12. What are the features you mostly use in your mobile device?

Table 51

Features Used in Mobile Devices

Response	Always	Frequently	Sometimes	Seldom	Never	NA	Total
a. Making calls	NP 28 % 87.50%	4 12.50%	-- --	-- --	-- --	-- --	32 100%
b. Sending SMS	NP 8 % 25%	12 37.50%	10 31.25%	2 6.25%	-- --	-- --	32 100%
c. Taking pictures	NP 13 % 40.62%	10 31.25%	6 18.75%	1 3.12%	1 3.12%	2 3.12%	32 100%
d. Watching Videos	NP 16 % 50%	8 25%	6 18.75%	-- --	1 3.12%	1 3.12%	32 100%
e. Listening to Music	NP 17 % 53.12%	6 18.75%	5 15.62%	-- --	2 6.25%	2 6.25%	32 100%
f. Playing Games	NP 9 % 28.12%	10 31.25%	8 25%	5 15.62%	-- --	-- --	32 100%
g. Chat with friends	NP 21 % 65.62%	4 12.5%	5 15.62%	-- --	1 3.12%	1 3.12%	32 100%

From the data about the activities carried out using the mobile devices owned by these students, the results reflect what was expected. Table 51 shows that the most

common activity that always performed by the respondents through their mobile devices was to make phone calls 87.50%. This is followed by chatting with friends 65.62 %, listening to music 53.12%, watching videos 50% and taking pictures 40.62%. From the list of the activities, sending SMS was sometimes carried by the students.

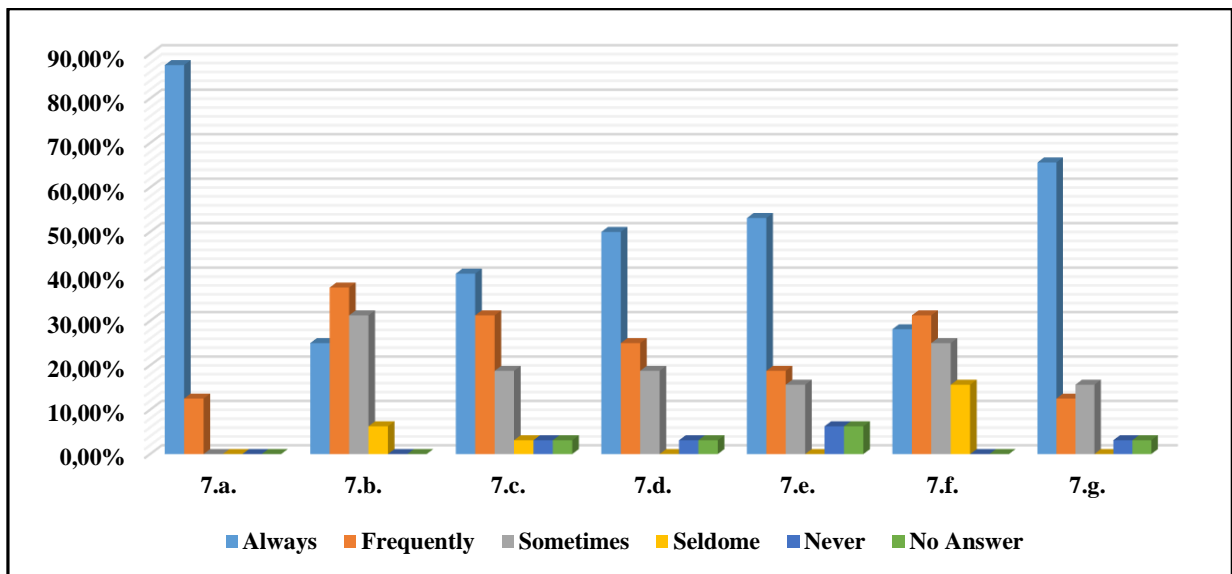


Figure 46 The common features used on mobile devices

Responses show that students are acquainted with most of the features in their mobile devices. Students mostly used their devices to make calls because the main purpose for using these devices is to communicate with other. Indeed, students like making phone calls instead of texting (free phone calls). It is also noted that students incline to entertainment activities, like taking pictures, watching videos, listening to music, and surfing social networks. Further, SMS is not much used within the students' community.

State other Activities

Students were asked to state, if there were any other functionalities which they use other than the given types. 10 respondents stated that, accessing the internet is one of the features which is mostly used. In addition, activities like setting an alarms, reminders, calculator and GPS were also given as answers.

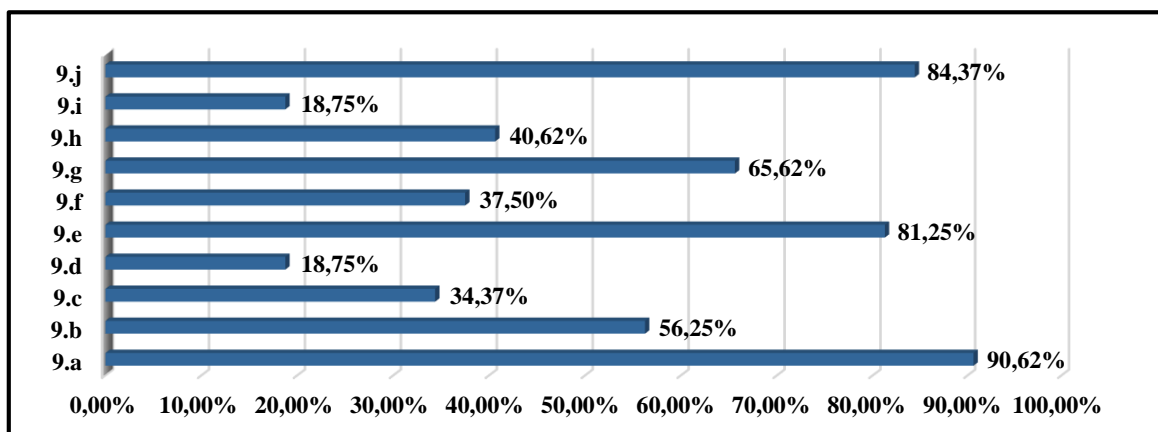
Item 13. Did you use any of the following mobile learning activities?

Table 52

Learning Activities on Mobile Devices

I use my mobile device to	Participants	Percentage
a. Interact and communicate with classmates.	29	90.62%
b. Download documents (pdf/ Microsoft word)	18	56.25%
c. Download an English learning application.	11	34.37%
d. Discuss topics with classmates in English via social networks (facebook, twiter...)	6	18.75%
e. Access the internet to search for information.	26	81.25%
f. Take notes and pictures of information on the board.	12	37.50%
g. Download and watch videos in English.	21	65.62%
h. Record audio of me or other people speaking in English.	13	40.62%
i. Read articles or books.	6	18.75%
j. Use an off/ online dictionary	27	84.37%

As shown in the reported answers in Table 52, the majority of the students used their mobile devices for interacting and communicating with classmates (90.62 %). Also, almost all the participants indicated that they used an online/ offline dictionaries on their mobile devices (84.37%). A considerable number of students (56.25%) used their devices to download Pdf and documents, download and watch videos in English (65.62%) and to download learning apps in English (34.37%). In addition, a considerable number of participants (40.62%) exploited this technology for recording purposes and for taking notes and pictures of information on the board. By contrast, the learning activities that receive the lowest percentages were discussing topics in English via social networks (18.75%), and reading articles or books (18.75%).

Figure 47 *Learning activities used on mobile devices*

Almost the majority of responses illustrated participants' uses of mobile devices for learning purposes. Indeed, using mobile devices as a dictionary is the most used function of mobile devices, among EFL learners. This is a clear indication that students exploit their mobile devices not only for social and entertainment purposes, but it extends to learning ones but implicitly.

Item 14. What are the applications on mobile device frequently used for communicating with others?

Table 53

Frequently Used Apps for Communication

Response	Participants	Percentage
Email	4	12.50%
SMS	6	18.75%
Phone calls	23	71.87%
Messenger	30	93.75%
Viber	12	37.50%

Students answer to this question item, as indicated in Table 53, reveals that they used different device application in order to communicate with others. The great majority of students 93.75% used Messenger app, 71.87% of participants used phone calls, and 37.50% of them communicated via Viber. While, six of the participants 18.75% tended to use SMS, and only four of them 12.50% reported the usage of Email.

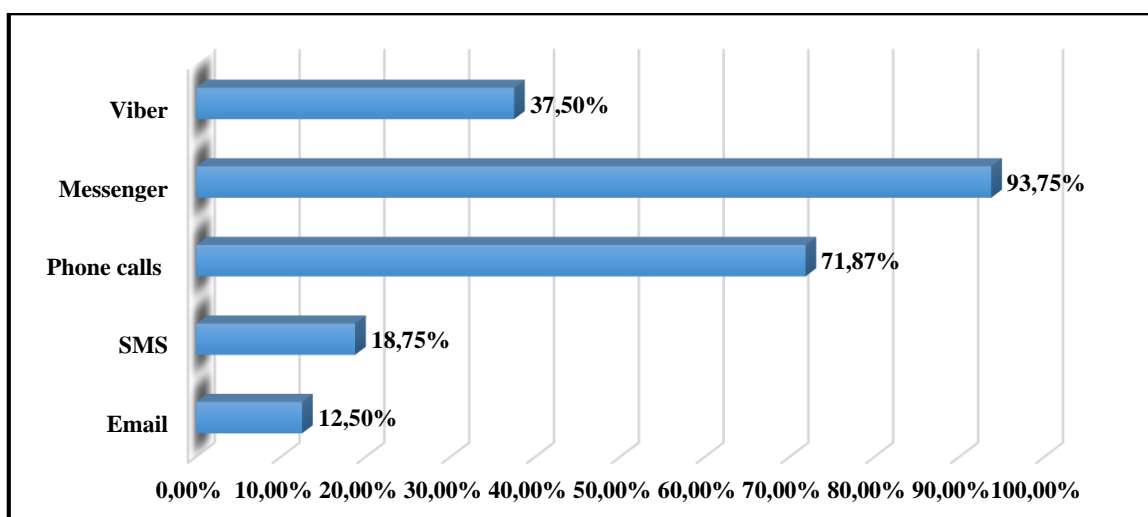


Figure 48 Frequently used apps for communication

Item 15. Which of these social network sites do you frequently access for learning purposes?

Table 54

Frequently Used Social Networks for Learning

Response	Facebook	Twitter	WhatsApp	LinkedIn	YouTube
Participants	32	2	11	1	19
Percentage	100%	6.25%	34.37%	3.12%	59.37%

As revealed in Table 54, the students access various types of social networks for learning purposes. All the participants 100% confirmed their access to Facebook, and more than a half of them 59.37% used YouTube. As well as, 34.37 % of the students used WhatsApp. By contrast, a few number of participants referred to the use of Twitter 6.25% and LinkedIn 3.12%.

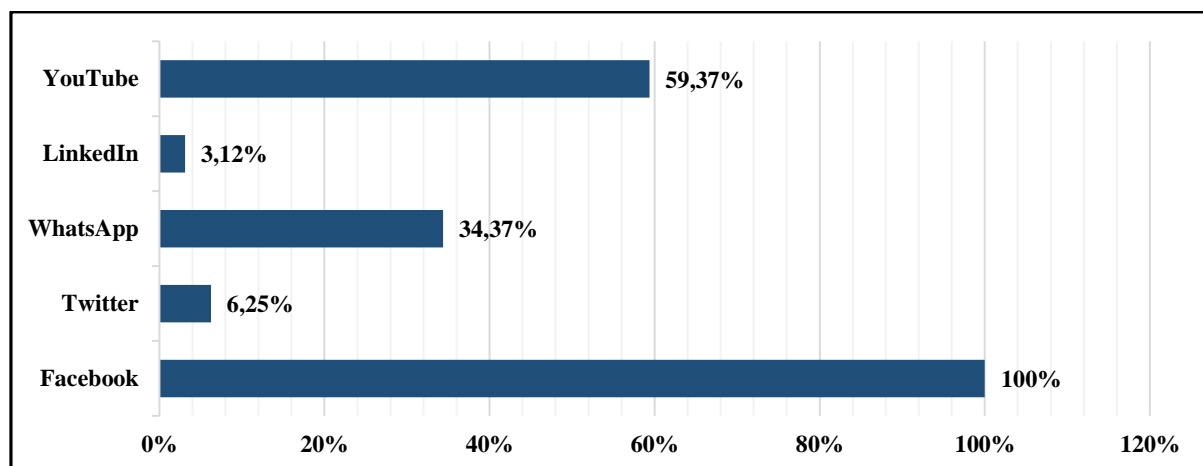


Figure 49 Frequently used social networks for learning

Item 16. Using mobile devices is

Table 55

Degree of Comfort in Using Mobile Devices

Response	Very Comfortable	Comfortable	Less comfortable	Total
Participants	29	3	0	32
Percentage	90.62%	9.37%	0%	100%

A glimpse at the above table, we notice that all the students considered mobile device as very comfortable 90.62% and comfortable 9.37%.

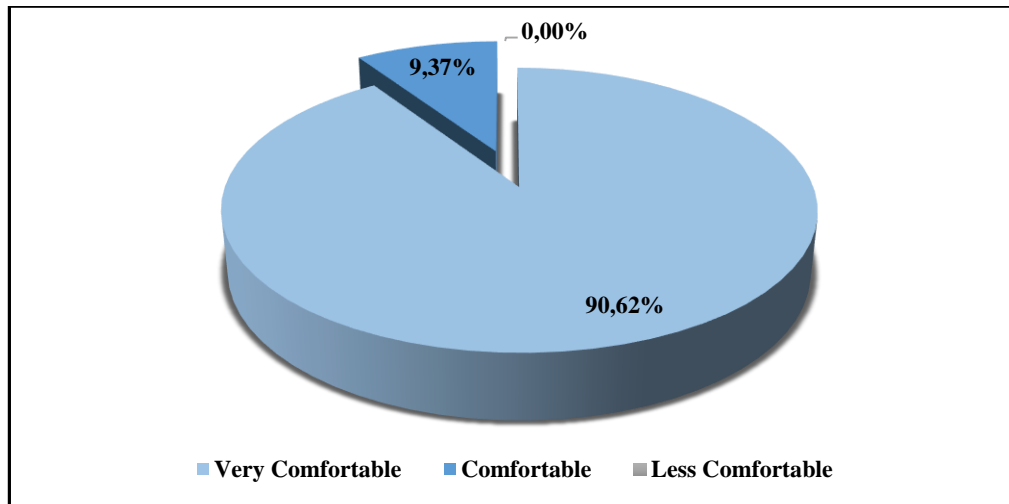


Figure 50. Degree of Comfort in Using Mobile Devices

Item 17. My skill in using smart devices is:

Table 56
Mobile Device User Expertise

Response	Expert	Good	Limited	Total
Participants	8	19	5	32
Percentage	25%	59.37%	15.62	100%

This question examined the participants' competency in using mobile technologies. Almost all the respondents ponder that their ability to use mobile devices ranged from good (59.37%) to expert (25%). However, the remaining five participants (15.62%) considered their ability as limited (See Table 56).

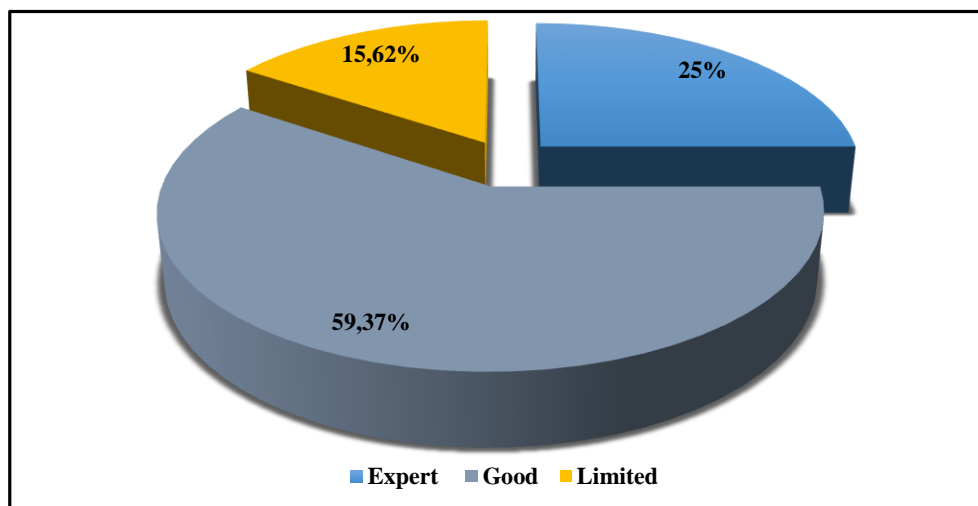


Figure 51. Mobile device user expertise

In point of fact, the students considered themselves as good and expert users of handheld devices as the most of them are belonging to the Generation Y. Indeed, those

students grew up in a world surrounded and full with various kinds of technologies. Still, we had a minority of students who were not satisfied about their skill in using this kind of technology.

Section Four: Using Mobile Devices in Learning.

Item 18. To what extent do you agree with the following statements?

Table 57

Readiness to use Mobile Devices for Learning

I want to		SA	A	N	D	SD	NA	Total
a. I want to learn at anytime and anywhere using mobile devices.	NP	17	11	3	1	--		32
	%	53.12%	34.37%	9.37%	3.12%	0%		100%
b. I want to do oral enrichment activities outside the classroom	NP	20	10	2	--	--		32
	%	62.50%	31.25%	6.25%	0%	0%		100%
c. I want to use my mobile device as a learning tool	NP	22	9	1	--	--		32
	%	68.75%	28.12%	3.12%	0%	0%		100%
d. I want to install a new learning software/ app on my mobile device.	NP	18	10	2	1	--	1	32
	%	56.25%	31.25%	6.25%	3.12%	0%	3.12	100%
e. I want to use my mobile device to download educational materials such as dictionaries.	NP	23	6	1	--	--	2	32
	%	71.87%	18.75%	3.12%	0%	0%	6.25%	100%

Apart from the results displayed in Figure 52, the five items in the survey show that these respondents are ready to use the mobile devices for learning. More than half of the participants 53.12% strongly agreed, and 34.37% of them agreed with the fact that they want to learn anywhere and anytime. Nevertheless, three participants 9.37% expressed their neutral position, and one participant 3.12% disagreed with the idea. As far as oral enrichment activities are concerned, a considerable number of participants 62.50% strongly agree and 31.25% agree to exploit their mobile devices for completing learning activities outside the classroom. Yet, two participants 6.25% remained neutral.

Concerning the use of these devices as tools for learning, a significant number of participants 68.75% strongly agree, and 28.12 % agree that they are ready to use their own mobile devices as learning tool. Still one participant 3.12% selected neither to agree nor to disagree with the clue. As for the fourth item, more than half of the respondents 56.25%

strongly agree and 31.25% agree with the indication of installing a software or app that supports their learning. By contrast, only two participants 6.25% who showed their neutral point of view, and one participants 3.25% expressed his/her disagreement. Concerning the last item, almost all the participants expressed their readiness towards downloading learning materials in their own devices (strongly agree 71.87% and agree 18.75%). However, only one participant 3.12% who expressed his/ her neutral position.

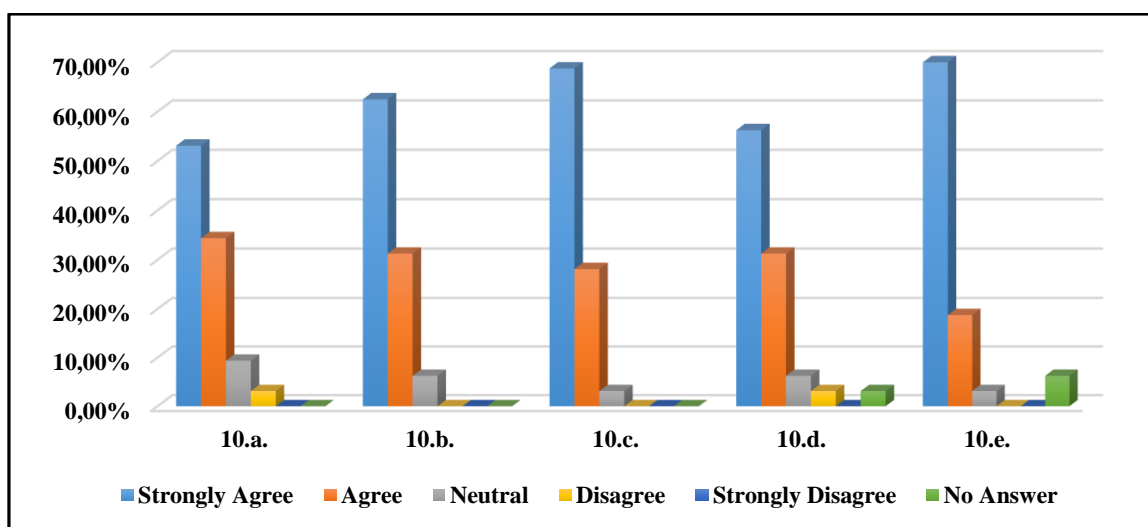


Figure 52 Readiness for using mobile devices for learning

It is worth mentioning that the findings of the study clearly indicate that the majority of participants show enthusiasm in learning via handheld devices. Indeed, the findings reflect the participants' awareness of the educational learning apps provided by smart devices. Along this vein, the respondents' answers do confirm the fact that mobile devices can be used not only for entertainment and social purposes, but it can utilized for learning purposes too.

Item 19. Which of the following skills and aspects you want to enhance via mobile devices?

Table 58

Mobile Devices and Language Skills Improvement.

Response	Participants	Percentage
Listening and speaking	32	100%
Reading	12	37.50%
Writing	7	21.87%
Vocabulary	30	93.75%
Pronunciation	22	68.75%
Grammar	9	28.12%

Table 58 displays some of the language skills and aspects that students want to improve via using their handheld devices. All of the participants 100% confirmed that they need to develop listening and speaking abilities, and the vast majority 93.75% of them claimed that they wanted also to use them to learn new vocabulary. More than a half of participants 68.75% declared that they also need to improve their pronunciation, and less than a half 37.50% of them claimed for the need of enhancing reading skill. By contrast, a small number of participants selected grammar 28.12% and writing 21.87%.

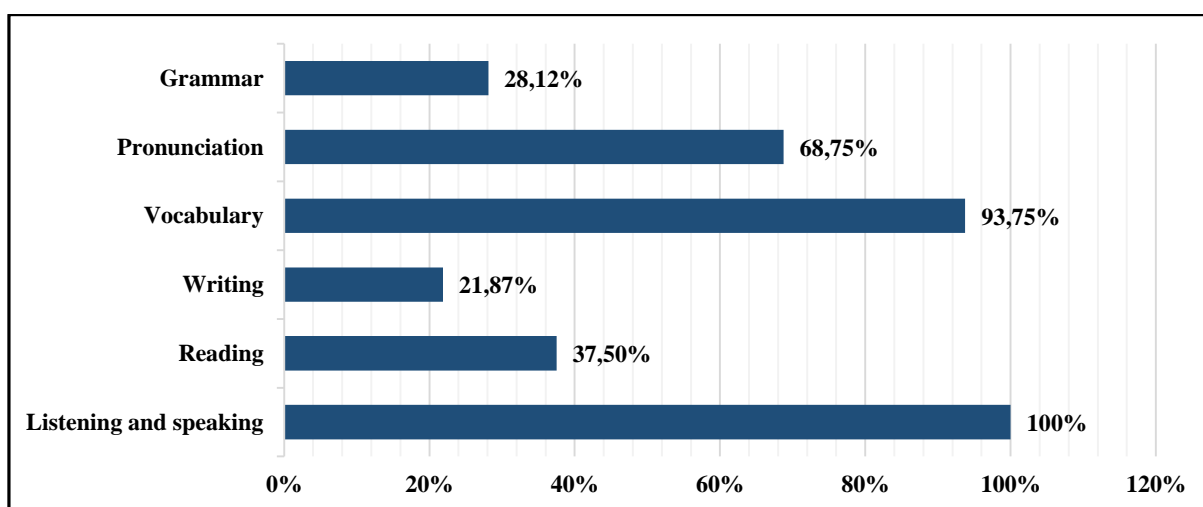


Figure 53 Mobile devices and language skills improvement.

Over again, the answers of the students affirm their readiness towards the inclusion of mobile devices in learning. The participants' answers varied according to their needs. All the respondents emphasized on their needs to develop listening and speaking skills because, as we have stated in chapter one, the majority of EFL students faced serious difficulties when speaking English. We do agree with them because these small gadgets offer learners many opportunities to improve the listening and speaking skills, especially, when they are accompanied with multimedia features. In addition, as far as both pronunciation and vocabulary are components of speaking skill, the majority of the participants call for their need to enhance both of them.

Item 20. Do you support the use of mobile devices in oral expression module to enrich your oral skills?

Table 59

Students' Readiness for Using Mobile Devices in Oral Expression Module

Response	Yes	My be	No	Total
Participants	29	3	0	32
Percentage	90.62%	9.37%	0%	100%

From the results recorded from Table 59, almost all the participants 90.62% supported the use of mobile technologies inside the classroom in order to improve their oral skills, while 9.37% are not sure about the idea.

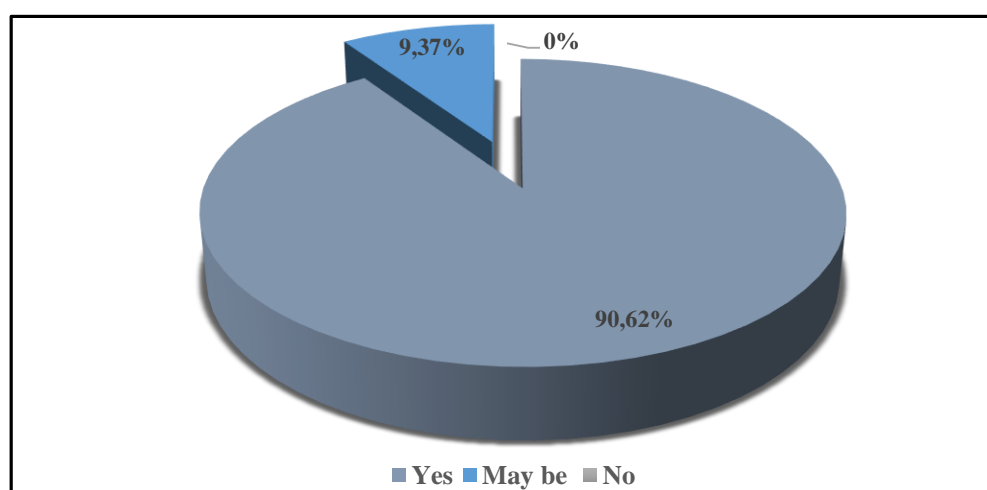


Figure 54 Students' readiness towards using mobile devices in oral expression module

On this basis, students showed their readiness for using this kind of technology in oral expression class. We do believe the use of mobile technologies depends on the students' willingness to use them in oral expression module, and the availability of these smart devices. Therefore, we expect that implementing such a revolutionary devices will be very crucial and beneficial if they are implemented appropriately.

Discussion of the Results

The analysis of the data showed that all participants had mobile devices with a vast majority owning smartphones. Actually, a considerable number of participants indicated that they had more than one device. It is estimated that by 2017, 87% of the connected

devices in the world will be smartphones and tablets (Columbus, 2013). Furthermore, smartphones and tablets are primary leaders of accessing m-learning content when compared to other mobile devices, like PDA, Laptops, netbooks etc. (Godwin-Jones, 2011). It goes without saying, the low cost of the device, the portability, and the distinctive smart features lead to the pervasiveness of these devices among people in general and students in particular. This will enable students to perform a variety of activities with their mobile devices, particularly their smartphones, and tablets.

Owning mobile phones as well as having the capacity to carry out activities using the cutting-edge devices showed that the students were ready indirectly since they are familiar with the devices. Kraut (2013) “cumulatively, intelligent mobile devices, many of which are already in the pockets of millions of people” (p.12). Moreover, the results revealed that the majority of participants had the ability to access the internet via mobile devices, and the majority of them access the internet daily. Since students are digital natives, the majority of participants confirmed that they are skillful in using handheld devices. Definitely, they are millennials who are born with technology at hand, hence they are able to adapt and use the new emerging technologies.

Overall, this study shows positive perceptions among students when it comes to learning via mobile devices. They showed a positive response in using their mobile devices for learning purposes, however; the use occurs indirectly not official. For example, learners contact each other to exchange learning materials, downloading English videos, searching for information on the internet, using mobile dictionaries, and the like. That is aside from using mobile devices for entertainment and social purposes, the students also have a tendency to use such gadgets for learning purposes. Additionally, the majority of students showed willingness to use their handheld devices for oral enrichment activities outside the classroom, and use them as a supporting learning tool inside the classroom as well.

Furthermore, students show a high level of readiness to learn anytime and anywhere. This indicates that using mobile devices has a high potential to be adapted in EFL teaching and learning. The results of the research are consistent with a study conducted by Eltayeb and Hegazi (2014) on “Mobile Learning Aspects and Readiness”. The findings of their study show that mobile devices are available among learners, and there is a considerable readiness from them to implement m-learning.

All in all, the results show that participants are technologically, and competently ready for the use of mobile technologies in oral expression module. This gives us, as teachers, the opportunity to blend the use of mobile technology with a traditional teaching way.

The obtained results, in the pre-experimental phase, from teachers’ questionnaire and the students’ readiness questionnaire helped the researcher to set the pillars of this study before conducting the experiment. As far as the researcher got a clear vision of how oral expression is taught, and to what extent students are ready for using mobile devices, a quasi- experimental study was conducted. The next section will show the results of the experimental phase.

Experimental Phase

As mentioned earlier, the foremost aim of this study is to investigate the effect of MALL on developing oral performance of second year students of English. Ergo, the researcher designed a quasi- experimental study with two groups: a control group and an experimental group. The experiment lasted seven months, stretched from October 2016 to the first week of May 2017, one session for three hours per week, a total of approximately 42 hours. The Experiment consisted of fourteen lessons. Before conducting the experiment, we first find out all the components that would create a general view of the students' performances in the speaking.

In accordance with the requirement of the study, both groups, the experimental group and control group were subjected to a pre-test, progress tests, and a posttest as already explained in chapter 3. The researcher constructed and conducted the pretest and posttest to measure accurately the participants' performance in speaking before and after intervention. We administered the pretest before the experiment to check prior differences among participants followed by four phases of the treatment that include four progress tests, then the post-test administered by the end of the experiment to measure the effectiveness of the treatment. All the participants' performances were judged based on the same rating scale, which consists of five criteria, in each of which, there are four levels (see page 158). The participants' performance in each test was aggregated with five scores on five criteria.

Analysis of the Experiment

Results of the pretest. As already mentioned, the purpose behind the use of the pretest is to determine the initial level of the participants before starting the treatment. Ergo, 64 undergraduate students, forming control and experimental groups, took a pretest. The following table describes the pretest results of the 64 test takers.

Table 60
Students' Achievement in the Pretest (Control and experimental groups)

Experimental Group		Control Group	
N	Scores	N	Scores
Student 1	8,00	Student 1	7,00
Student 2	7,00	Student 2	6,00
Student 3	6,00	Student 3	9,00
Student 4	5,00	Student 4	7,00
Student 5	6,00	Student 5	3,00
Student 6	10,00	Student 6	9,00
Student 7	9,00	Student 7	3,00
Student 8	2,00	Student 8	10,00
Student 9	13,00	Student 9	7,00
Student 10	5,00	Student 10	9,00
Student 11	3,00	Student 11	6,00
Student 12	10,00	Student 12	7,00
Student 13	11,00	Student 13	7,00
Student 14	10,00	Student 14	6,00
Student 15	6,00	Student 15	8,00
Student 16	9,00	Student 16	8,00
Student 17	7,00	Student 17	2,00
Student 18	8,00	Student 18	10,00
Student 19	10,00	Student 19	9,00
Student 20	5,00	Student 20	8,00
Student 21	11,00	Student 21	14,00
Student 22	2,00	Student 22	10,00
Student 23	9,00	Student 23	8,00
Student 24	10,00	Student 24	11,00
Student 25	8,00	Student 25	10,00
Student 26	6,00	Student 26	9,00
Student 27	10,00	Student 27	8,00
Student 28	5,00	Student 28	7,00
Student 29	7,00	Student 29	5,00
Student 30	6,00	Student 30	11,00
Student 31	3,00	Student 31	7,00
Student 32	12,00	Student 32	7,00
$\sum X_E$	239	$\sum X_C$	248
X_E	7.46	X_C	7.75

As revealed in Table 60, second year students displayed a clear inadequate speaking performance. After a detailed evaluation of the five speaking components, the researcher noticed that the students' encountered serious difficulties that led to inappropriate oral production. This provided evidence for the existence of the problem for second year students in speaking skill.

The researcher recorded an obvious problem in fluency where the oral performance of the participants is marked by hesitation, pauses and repetition of words. Coming to pronunciation, many mispronounced words were detected with the absence use of correct stress, intonation and aspects of connected speech. In addition, we noticed the use of insufficient and unfitting choice of vocabulary and poor grammar that affected the clarity of the flow of the participants' ideas. As far as comprehension is concerned, we detected a difficulty in understanding some questions. Therefore, second year students' speaking skill is far from being satisfactory.

A comparison of the pretest scores shows how close both groups are in terms of general scores. However, we conducted an Independent Sample T-Test, using SPSS, to see if there was any statistically significant difference between the performances of the participants of each group. The results of Independent Sample T-Test clearly showed that the difference between the participants' performance in the experimental group ($M= 7.46$, $SD=2.88$) and control group ($M= 7.75$, $SD=2.46$) in the pretest was not statistically significant because the P value (0.67) was higher than 0.05 ($P= 0.67 > 0.05$). Therefore, the null hypothesis was confirmed and it was settled that, before the beginning of the treatment, both control and experimental groups were at the same level. Thus, it can be inferred that any possible difference in the performance of the participants after the implementation of the independent variable MALL would be the result of the efficacy or inefficiency of the treatment.

To better illustrate the equivalence speaking level of the control group and the experimental one, Figure 55 demonstrates approximately the same poor speaking level of the experimental and control groups. Accordingly, both groups are in need to enhance their speaking level.

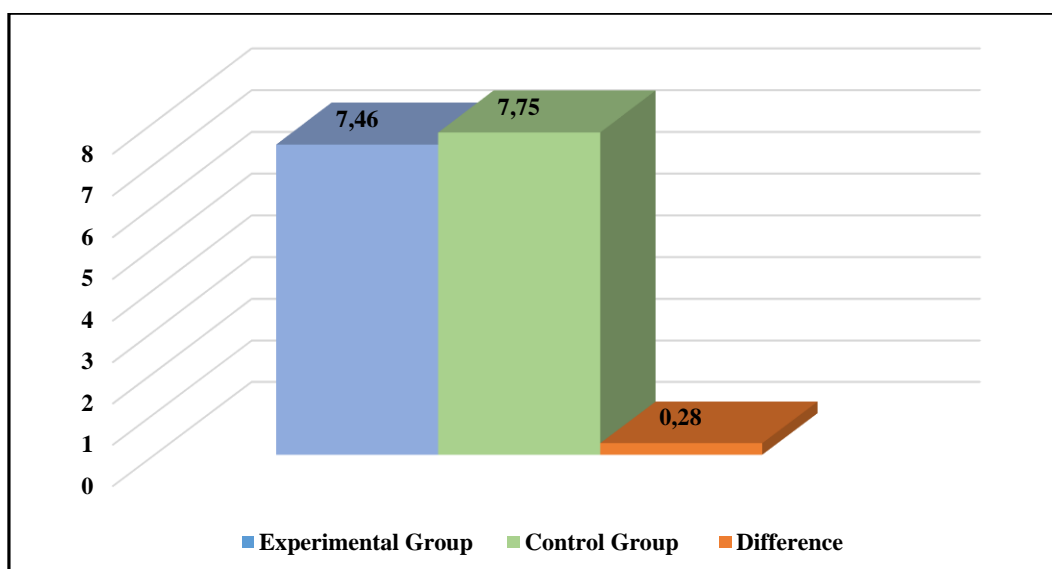


Figure 55. Means of control and experimental groups in the pretest

To put it in a nutshell, the pretest was necessary for the nature of this experimental research in order to check the participants' initial level. The test unveiled that students' speaking performance is very low in both groups. The researcher also noticed that students faced serious speaking difficulties in terms of grammar, pronunciation, vocabulary, fluency and even in comprehension.

Progress Tests. The experimental phase is divided into four stages depending on the number of the units in the designed syllabus. By the end of each stage/unit, a formative assessment in a form of progress test was administered to students in order to diagnose their difficulties and to check their level of improvement in the oral skills (See Appendix K). The researcher evaluated the students' oral production and identify their difficulties basing on the aforementioned scale that comprises comprehension, grammar, vocabulary, pronunciation, and fluency. We also used progress- tests to note any improvement in students speaking performance. Ergo, there was a need to continue enabling the recursive diagnosis and understanding of poor performance and to respond to the students' needs in an effort to target those emerging capacities.

Description and analysis of progress test one. In the first progress test, the students watched a video about “*Thanksgiving*”. The students completed three activities individually, and in groups. In the first activity, students completed the host’s introduction. The teacher played the segment of the video, and students work individually to fill in the gaps. In the second activity, students listen and watch the video in order to determine how some people express their views about the meaning of “*Thanksgiving*”. In the last activity, students engaged in class activity discussion by answering some questions related to the tradition of “*Thanksgiving*”, and their preferred holidays. After the administration of the first progress test, we assessed the students’ performance basing on the five speaking criteria (comprehension, grammar, vocabulary, fluency, and pronunciation) using the speaking rating- scale. Tables 61 and 62 show the students’ achievement progress test 1.

Table 61

Experimental Group Scores in Progress test 1

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	3	2	2	2	2	11
Student 2	2	2	2	1	1	8
Student 3	2	2	2	1	1	8
Student 4	2	2	2	2	1	9
Student 5	2	2	2	2	2	10
Student 6	3	3	2	2	2	12
Student 7	3	2	2	2	2	11
Student 8	1	1	1	1	1	5
Student 9	3	3	2	3	2	13
Student 10	2	2	1	1	1	7
Student 11	1	2	1	1	1	6
Student 12	3	3	2	2	2	12
Student 13	3	2	2	2	2	11
Student 14	2	3	2	3	2	13
Student 15	2	2	2	2	2	10
Student 16	3	2	2	2	2	11
Student 17	2	2	2	2	1	9
Student 18	2	2	2	2	2	10
Student 19	3	3	2	2	2	12
Student 20	2	2	2	2	1	9
Student 21	2	3	2	2	2	11
Student 22	1	1	1	1	1	5
Student 23	1	2	2	2	2	9
Student 24	3	2	2	2	2	11
Student 25	2	2	2	2	2	11
Student 26	2	2	1	2	1	8
Student 27	2	3	2	2	2	11
Student 28	2	2	1	1	1	7
Student 29	2	2	2	2	1	9
Student 30	2	3	1	2	1	9
Student 31	1	3	2	2	1	9
Student 32	2	3	2	2	2	11

Table 62
Control Group Scores in Progress test 1

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	2	2	2	2	1	9
Student 2	2	2	2	1	1	8
Student 3	2	3	2	2	2	11
Student 4	2	2	2	2	1	9
Student 5	1	1	1	1	1	5
Student 6	2	3	2	2	2	11
Student 7	1	1	1	1	1	5
Student 8	3	2	2	2	2	11
Student 9	2	2	2	2	2	10
Student 10	3	2	2	2	2	11
Student 11	2	3	2	2	1	10
Student 12	2	2	2	2	2	10
Student 13	1	2	2	2	2	9
Student 14	1	2	1	1	1	6
Student 15	2	2	1	2	1	8
Student 16	2	3	2	2	2	11
Student 17	1	1	1	1	1	5
Student 18	1	3	2	2	2	10
Student 19	1	2	2	1	1	7
Student 20	2	3	2	2	1	10
Student 21	4	3	2	3	2	14
Student 22	2	2	2	2	2	10
Student 23	2	2	1	2	1	8
Student 24	2	3	2	2	2	11
Student 25	2	2	2	2	2	10
Student 26	3	3	2	2	2	12
Student 27	2	2	2	2	2	10
Student 28	2	2	2	2	1	9
Student 29	1	1	1	1	1	5
Student 30	2	3	2	2	2	11
Student 31	1	2	2	1	1	7
Student 32	1	2	1	2	1	7

As shown in Tables 61 and 62, the experimental group scores are slightly higher from control group scores. In terms of grammar, we noticed that, in both groups, there were fewer mistakes in the use of tenses. However, the use of correct grammatical structures seemed to be more problematic to students. We also noticed that the students in the experimental group started to pronounce some words correctly in comparison of the pretest, but they still have problems in intonation and in some other aspects like assimilation, elision, and linking. In addition, they showed little fluency. As far as the control group is concerned, the students still have serious difficulties in pronunciation and fluency as well. Students in both groups, experimental group and control group, showed that they have still not acquired an adequate amount of words in the target language.

It seems from Table 63 that there is a slight difference in the achievement level of the five speaking component of control and experimental groups. However, the participants' progress remains scant, and it requires further improvement. We can notice that the average of comprehension level is 2.12 for the experimental group and 1.84 for the control group. In terms of grammar, we record 2.25 and 2.18 for experimental and control groups, respectively. Concerning vocabulary, the average of experimental group is 1.78 and control group 1.75. The pronunciation level of the experimental group is 1.84 and the control group 1.78. As far as fluency is concerned, we record 1.56 for the experimental group, and 1.53 for the control group.

Table 63
Students' Scores in the First Progress Test

Criteria	Experimental Group		Control Group	
	Total	Average	Total	Average
Comprehension	68	2.12	59	1.84
Grammar	72	2.25	70	2.18
Vocabulary	57	1.78	56	1.75
Pronunciation	59	1.84	57	1.78
Fluency	50	1.56	49	1.53

Figure 56 illustrates the differences in scores between the two groups in terms of the five components: grammar, vocabulary, fluency, pronunciation, and comprehension. The researcher recorded improvement in both groups with varying degrees. For the experimental group and control one, the scores in grammar go beyond average, but still need improvement. In addition, the graph clearly revealed that comprehension surpasses average in the experimental group; however, it remains below average in the control group. Concerning vocabulary, pronunciation and fluency, the students' scores are less than average.

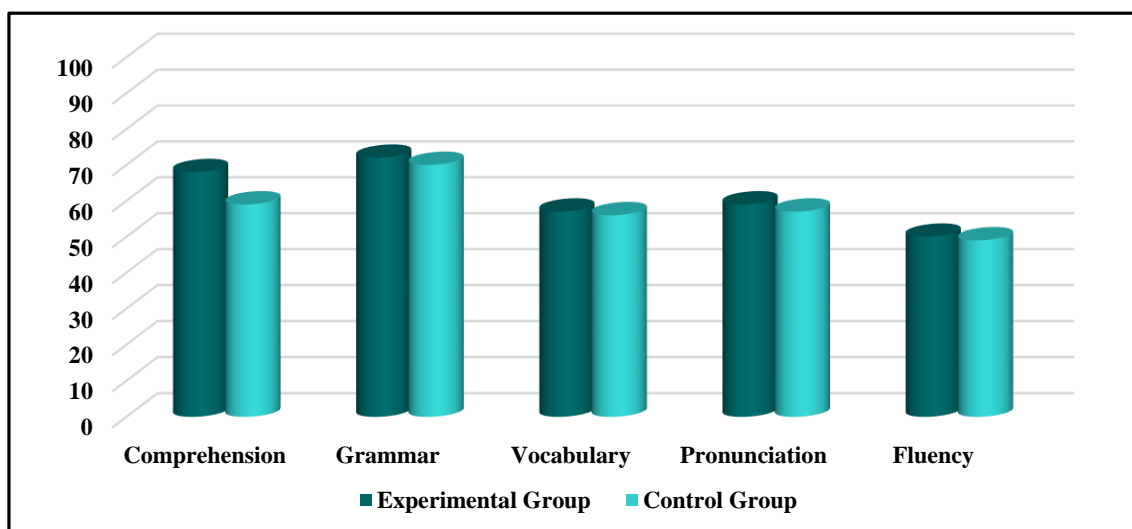


Figure 56. *Students' achievement in progress test one*

Description and analysis of progress test two. In the second progress test, the teachers presented various pictures about different themes. Each picture represents a particular topic, such as illegal immigration, love, poverty and the like. The students asked to select one of the pictures that attract their attention. Then, the students provided a detailed description of the selected picture and comparing a picture to a part of their daily life. Finally, students gave a title to the picture and justified their choice. The following are the scores of students in the second progress test.

Table 64
Experimental Group Scores in Progress Test 2

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	2	2	2	2	2	11
Student 2	2	2	3	2	2	11
Student 3	2	2	2	2	1	9
Student 4	3	2	2	3	1	11
Student 5	3	2	3	3	2	13
Student 6	3	3	2	2	2	12
Student 7	3	2	2	3	2	13
Student 8	1	1	2	1	1	7
Student 9	3	3	3	3	2	15
Student 10	2	3	3	2	2	13
Student 11	2	2	3	2	1	11
Student 12	3	3	3	2	3	14
Student 13	3	3	3	2	2	13
Student 14	3	3	3	3	2	14
Student 15	3	2	3	3	2	13
Student 16	3	3	2	2	2	12
Student 17	3	2	2	2	2	11
Student 18	3	3	2	2	2	12
Student 19	3	3	2	3	2	13
Student 20	2	2	2	2	2	10

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 21	3	3	3	2	3	14
Student 22	2	2	2	1	1	8
Student 23	2	3	2	2	2	11
Student 24	3	2	2	2	2	11
Student 25	2	2	2	2	2	10
Student 26	2	2	2	1	1	8
Student 27	3	3	2	2	2	12
Student 28	1	1	1	1	1	6
Student 29	2	3	2	2	2	11
Student 30	2	2	2	2	1	9
Student 31	2	2	2	2	2	8
Student 32	3	3	2	2	2	12

Table 65
Control Group Scores in Progress Test 2

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	2	2	2	2	1	9
Student 2	2	2	2	2	1	9
Student 3	2	2	2	2	2	10
Student 4	2	2	2	2	2	10
Student 5	1	2	1	1	1	6
Student 6	2	2	3	2	2	11
Student 7	1	2	1	1	1	6
Student 8	3	3	2	3	2	13
Student 9	2	3	2	2	2	11
Student 10	2	3	2	2	2	11
Student 11	2	2	2	2	1	10
Student 12	2	3	2	2	2	11
Student 13	2	2	2	2	2	10
Student 14	2	2	1	2	1	8
Student 15	2	2	2	2	1	9
Student 16	3	3	2	2	2	12
Student 17	1	2	1	1	1	6
Student 18	2	3	2	2	2	11
Student 19	2	2	2	2	1	9
Student 20	2	3	2	2	1	10
Student 21	4	3	2	3	2	14
Student 22	3	3	2	2	2	12
Student 23	2	2	2	2	2	10
Student 24	3	3	3	2	2	13
Student 25	2	2	3	2	2	11
Student 26	3	3	2	2	2	12
Student 27	2	3	3	2	2	12
Student 28	3	2	2	2	1	12
Student 29	1	2	2	1	1	7
Student 30	2	3	2	2	2	11
Student 31	2	2	2	1	1	8
Student 32	2	2	1	2	1	8

As shown in Tables 64 and 65, in the second progress test, both groups seem to have acquired a certain syntactic knowledge, which made their speech meaningful and more effective. In addition, students show improvement in comprehension with varied degrees, mainly the experimental group. Hence, this component needs more enhancement. Moreover, students in the experimental group attained a considerable number of

vocabulary, which allowed them to express their ideas in an appropriate way in certain situations if they are compared with the students in the control group. Though, fluency and pronunciation level is still scant that required more improvement. Table 66 shows the average of the five components in the second progress test.

Table 66
Students' Scores in the Second Progress Test

Criteria	Experimental Group		Control Group	
	Total	Average	Total	Average
Comprehension	79	2.46	68	2.12
Grammar	76	2.37	77	2.40
Vocabulary	73	2.28	63	1.96
Pronunciation	67	2.09	61	1.90
Fluency	58	1.81	50	1.56

Figure 57 clearly depicts that there is a difference between the experimental group and the control group concerning the overall achievement of the five components. This difference is in favour to the participants of the experimental group. Regarding grammar, both groups are above average, but the control group is slightly better. Moreover, we can notice that the scores of the experimental group in comprehension, vocabulary, and pronunciation are higher when compared to the control group. In fluency, both groups scored below average.

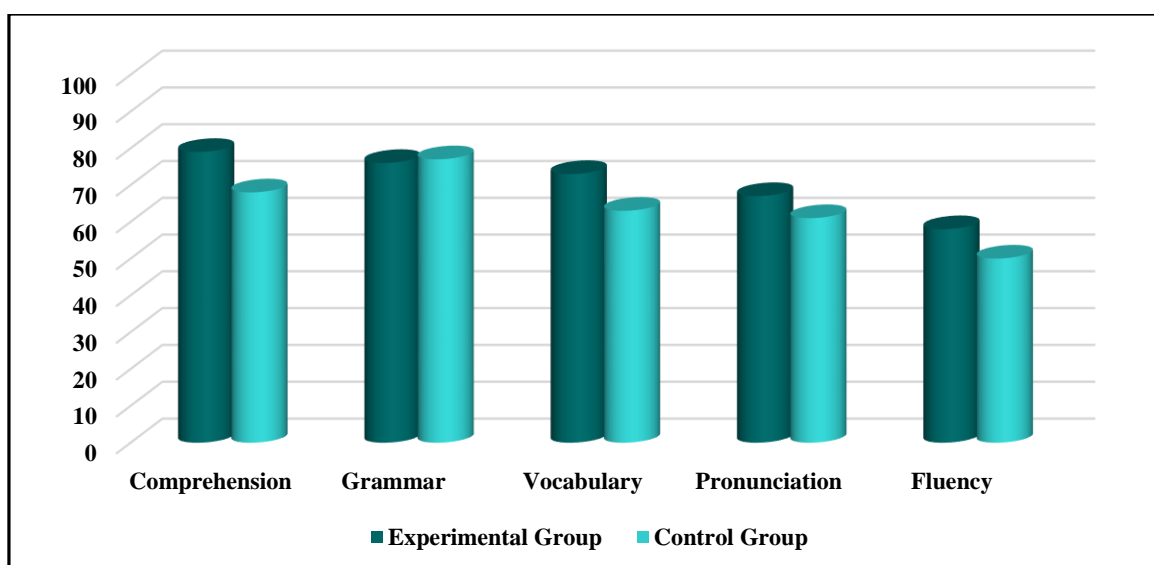


Figure 57 Students achievement in progress test two

Description and analysis of progress test three. In the third speaking progress test, students in both groups watched a short silent movie of *Charlie Chaplin* entitled “*The Child*”. Students viewed the first part of the movie scene, and predicted what will happen next. Then, the teacher played the rest of the movie and asked students to take notes about what is happening, and then they told a story of the movie one by one. The following tables introduce the students’ scores in the third progress test.

Table 67
Experimental Group Scores in Progress Test 3

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	3	3	3	3	3	15
Student 2	3	3	3	2	2	13
Student 3	2	2	3	2	2	11
Student 4	3	3	2	3	2	13
Student 5	3	3	3	3	2	14
Student 6	3	3	3	2	3	14
Student 7	3	3	3	3	3	15
Student 8	1	1	1	1	1	5
Student 9	4	3	3	3	3	16
Student 10	3	2	3	3	2	13
Student 11	3	2	2	2	2	11
Student 12	3	3	3	3	3	15
Student 13	4	3	3	3	2	15
Student 14	3	3	3	3	3	15
Student 15	4	2	3	3	3	15
Student 16	4	3	2	3	2	14
Student 17	3	3	3	3	2	14
Student 18	3	3	3	3	2	14
Student 19	4	3	3	3	3	16
Student 20	2	2	2	2	2	10
Student 21	3	3	3	3	3	15
Student 22	2	2	2	1	1	8
Student 23	4	3	3	3	2	15
Student 24	3	3	2	3	2	13
Student 25	3	2	3	2	2	12
Student 26	3	2	2	2	2	11
Student 27	4	3	2	3	2	14
Student 28	3	2	2	2	2	11
Student 29	3	2	3	2	2	12
Student 30	3	2	2	2	2	11
Student 31	3	2	3	3	2	13
Student 32	4	3	3	2	2	14

Table 68
Control Group Scores in Progress Test 3

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	2	2	3	3	2	12
Student 2	2	2	3	2	2	11
Student 3	2	3	2	2	1	10
Student 4	2	3	3	2	2	12
Student 5	2	2	2	1	1	8
Student 6	3	2	3	2	2	12
Student 7	1	2	1	1	1	6
Student 8	2	3	3	3	2	13
Student 9	3	3	3	2	2	13

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 10	2	2	3	2	2	11
Student 11	2	3	3	2	2	12
Student 12	3	3	3	2	2	13
Student 13	1	2	3	2	2	10
Student 14	2	2	2	2	2	10
Student 15	2	3	3	2	2	12
Student 16	3	3	3	2	2	13
Student 17	1	2	1	1	1	6
Student 18	2	3	2	2	2	11
Student 19	2	2	2	2	1	9
Student 20	2	3	2	2	2	11
Student 21	4	3	3	3	3	16
Student 22	3	3	2	2	2	12
Student 23	2	3	3	2	2	12
Student 24	3	3	3	2	2	13
Student 25	2	3	3	2	2	12
Student 26	3	3	3	2	2	13
Student 27	3	3	3	3	2	14
Student 28	3	3	3	2	2	13
Student 29	1	1	1	1	1	5
Student 30	2	3	3	2	2	12
Student 31	2	2	2	2	2	10
Student 32	2	2	2	2	1	9

As far as the third progress test is concerned, participants have well performed.

After watching the video, students showed high level of comprehension as they have well performed through their answers to the variety of the questions asked by the teacher.

Students in the control and experimental groups started to use more descriptive language, develop ideas in sequence, and insert complex structures and vocabularies, like phrasal verbs and idioms. Nevertheless, students in the experimental group outperformed the students in the control group. It seems that the students' use of their smartphones in the classroom for listening purposes helped them to imitate models presented by native speakers, such as vocabulary items, phrases, expressions, and more importantly pronunciation. Moreover, participants in the experimental group over scoring in fluency, as they have been exposed to more practice outside the classroom, in comparison to the control group. By contrast, participants in the control group still showed little fluency and inadequate pronunciation of words. Table 69 clearly demonstrates the overall average the aforementioned components.

Table 69
Students' Scores in the Third Progress Test

Criteria	Experimental Group		Control Group	
	Total	Average	Total	Average
Comprehension	99	3.09	71	2.21
Grammar	82	2.56	82	2.56
Vocabulary	84	2.62	81	2.53
Pronunciation	81	2.53	64	2
Fluency	71	2.21	58	1.81

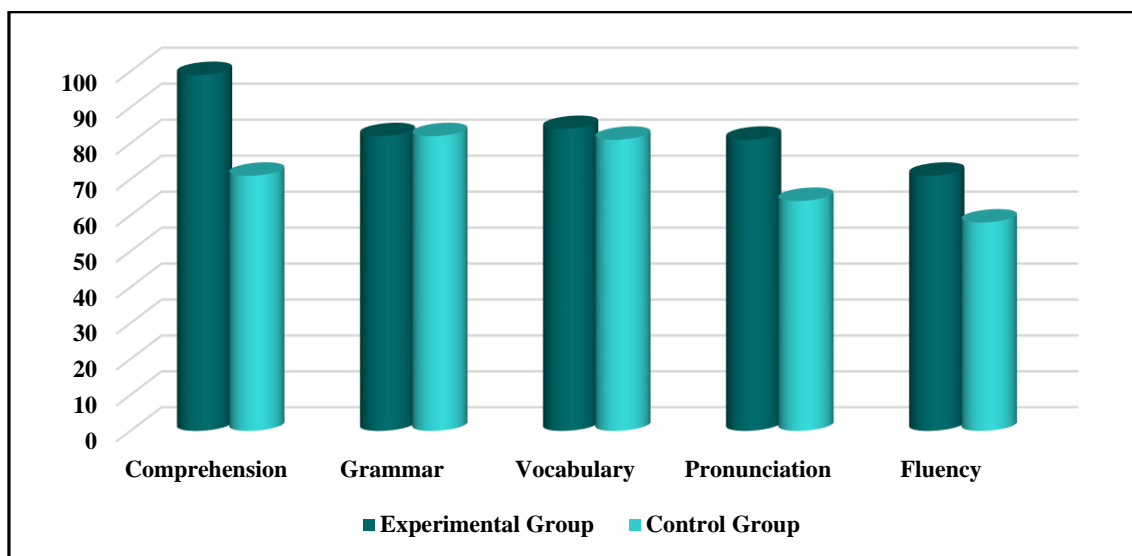


Figure 58 Students' achievement in progress test three

As showed in Figure 58, the two groups reveal a significant degree of progress in some areas. Both groups stand in the same level of grammar. Even though, the vocabulary scores are approximately the same, the experimental group reveal a slight advancement in comparison to the control group. One can clearly remarked that experimental group exceeds the control one in comprehension, fluency and pronunciation.

Description and analysis of progress test 4. In this fourth test, students listened to a news report about “Sad Movies Help Reduce Pain”. The test covers two main activities. In the first activity, students answer multiple-choice questions in order to check their listening comprehension. Then, in the second activity, the teacher asked students to form groups of four in order to perform a role-play. After that, the teacher distributed cards to the participants outlining the suggested parameters of the role-play. Accordingly, each student

in the group tried to suggest a solution to reduce a psychological pain. Among the proposed suggestions in the role cards are medicine, a chat to friends, a long walk, and chocolate. The following tables represent the scores of participants in progress test four.

Table 70
Experimental Group Scores in Progress Test 4

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	3	3	3	4	4	17
Student 2	2	3	3	3	3	14
Student 3	3	3	3	3	3	15
Student 4	3	3	3	3	3	15
Student 5	3	4	3	3	3	16
Student 6	3	3	3	3	3	15
Student 7	4	3	3	3	3	16
Student 8	2	2	2	3	2	11
Student 9	4	3	4	4	3	18
Student 10	3	3	3	3	4	15
Student 11	3	3	2	3	3	14
Student 12	3	3	3	4	3	16
Student 13	4	3	3	3	3	16
Student 14	3	3	4	3	3	15
Student 15	4	3	3	3	3	16
Student 16	4	3	3	3	4	17
Student 17	3	3	3	3	4	16
Student 18	3	3	3	3	3	15
Student 19	4	3	4	3	3	17
Student 20	3	3	3	3	3	15
Student 21	3	4	3	3	3	16
Student 22	3	2	2	3	3	13
Student 23	3	3	3	4	3	16
Student 24	3	3	3	3	2	14
Student 25	3	3	3	3	3	15
Student 26	3	3	3	3	3	15
Student 27	3	3	3	3	3	15
Student 28	3	3	3	3	3	15
Student 29	3	3	3	3	2	14
Student 30	3	2	3	3	3	14
Student 31	3	3	3	3	3	15
Student 32	3	3	4	4	4	18

Table 71
Control Groups Scores in Progress Test 4

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 1	2	2	3	3	2	12
Student 2	2	2	3	2	2	11
Student 3	2	3	3	2	2	12
Student 4	2	2	3	2	2	11
Student 5	1	2	2	2	1	8
Student 6	3	3	3	2	2	13
Student 7	1	2	2	1	1	7
Student 8	3	3	3	2	2	13
Student 9	2	3	3	2	2	12
Student 10	3	3	3	2	2	13
Student 11	2	3	3	2	2	12
Student 12	2	3	3	2	2	12
Student 13	2	2	3	2	2	11
Student 14	2	3	2	3	2	12
Student 15	2	3	3	2	2	12
Student 16	2	3	3	2	2	12
Student 17	1	1	1	1	1	5

Students	Comprehension	Grammar	Vocabulary	Pronunciation	Fluency	Final Score
Student 18	2	3	2	2	2	11
Student 19	3	2	2	1	1	9
Student 20	2	2	2	2	2	10
Student 21	4	3	3	3	3	16
Student 22	3	3	3	2	2	13
Student 23	2	3	3	2	2	12
Student 24	3	3	3	3	3	15
Student 25	2	3	3	2	2	12
Student 26	3	3	3	2	2	13
Student 27	4	3	3	3	3	16
Student 28	3	3	3	2	2	13
Student 29	1	1	1	1	1	5
Student 30	3	3	3	2	2	13
Student 31	2	2	2	2	2	10
Student 32	1	2	2	2	1	8

As depicted in the Tables 70 and 71, the experimental group attained more progress than the control group. The students' oral production increased and some students gained the highest scores, however; this situation is very different from that of the control group. We recorded considerable gains in the other four components, like vocabulary, grammar, fluency, and more importantly pronunciation. Even though, there are some advances among students of the control group, the participants still in need to improvement. Table 72 shows the average of the five components for the experimental and control groups.

Table 72
Students' Scores in the Fourth Progress Test

Criteria	Experimental Group		Control Group	
	Total	Average	Total	Average
Comprehension	100	3.12	72	2.25
Grammar	94	2.93	82	2.56
Vocabulary	97	3.03	84	2.62
Pronunciation	101	3.15	65	2.03
Fluency	98	3.06	61	1.90

In other terms, the researcher all along the experimental phase remarked that all the participants in both groups were progressing at varying speeds, a fact that explains that both teaching methods were, to some extent, successful. However, we can clearly notice that the experimental group transcend the control group. The participants in the experimental group achieved good scores in comprehension, vocabulary, and pronunciation. Concerning grammar and fluency, the achieved scores are above average. By contrast, the scores of subjects, in the control group, are between average and above

average in comprehension, grammar, vocabulary, and pronunciation. Yet, the component of fluency was poor. In fact, we do believe that the slight progress that the control group achieved over the phases of the treatment is due to the variety of speaking activities.

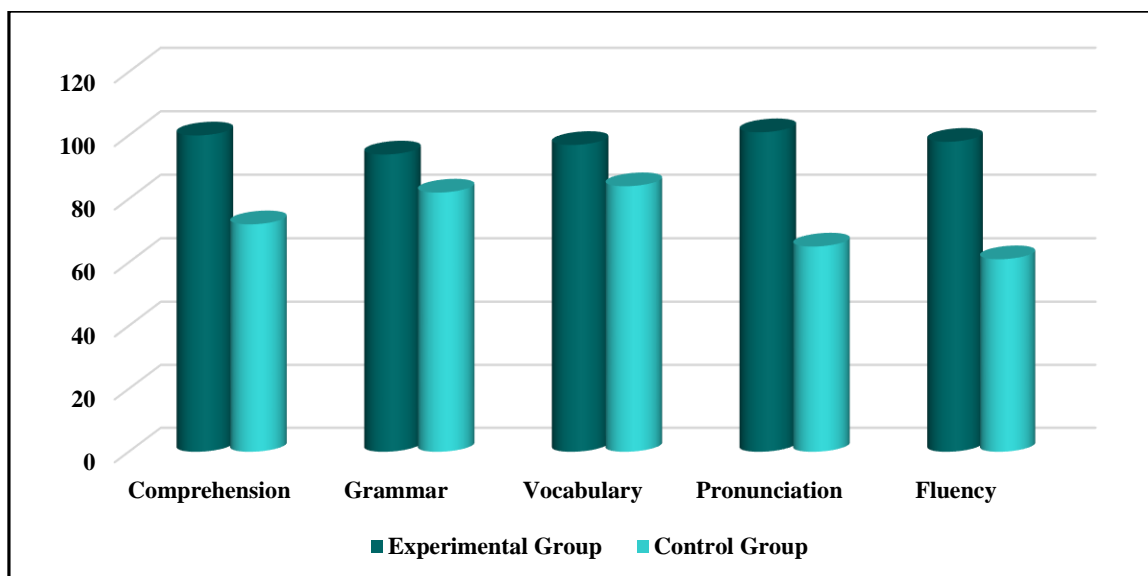


Figure 59 Students' achievement in progress test four

Results of the Posttest. A posttest was administered immediately after the treatment to measure the efficiency of the independent variable MALL; i.e. the relationship between students' use of mobile devices and their speaking performance, and which teaching method is more beneficial. The participants took the posttest after the last week of the intervention, at the end of the second semester. Similarly, to the pretest, a posttest was administered in the same way, under the same conditions. It was identical to the pretest in terms of the number of the topics, layout, number and type of tasks, but it was different in terms of topics included in it. The participants' final scores are presented in the following table.

Table 73
Students' Achievement in the posttest (Control and experimental groups)

Experimental Group		Control Group	
N	Scores	N	Scores
Student 1	15,00	Student 1	12,00
Student 2	16,00	Student 2	10,00
Student 3	13,00	Student 3	14,00
Student 4	10,00	Student 4	11,00
Student 5	15,00	Student 5	7,00
Student 6	16,00	Student 6	13,00
Student 7	16,00	Student 7	7,00
Student 8	11,00	Student 8	13,00
Student 9	17,00	Student 9	12,00
Student 10	14,00	Student 10	13,00
Student 11	13,00	Student 11	12,00
Student 12	16,00	Student 12	12,00
Student 13	16,00	Student 13	12,00
Student 14	16,00	Student 14	11,00
Student 15	16,00	Student 15	11,00
Student 16	16,00	Student 16	13,00
Student 17	15,00	Student 17	6,00
Student 18	15,00	Student 18	13,00
Student 19	16,00	Student 19	12,00
Student 20	13,00	Student 20	11,00
Student 21	15,00	Student 21	17,00
Student 22	10,00	Student 22	13,00
Student 23	14,00	Student 23	15,00
Student 24	16,00	Student 24	16,00
Student 25	13,00	Student 25	14,00
Student 26	14,00	Student 26	14,00
Student 27	15,00	Student 27	13,00
Student 28	8,00	Student 28	13,00
Student 29	14,00	Student 29	7,00
Student 30	12,00	Student 30	14,00
Student 31	11,00	Student 31	12,00
Student 32	16,00	Student 32	13,00
$\sum X_E$	453	$\sum X_C$	386
X_E	14.15	X_C	12.06

As shown above, in both groups, students' scores indicate progress at varying degrees. In the experimental group, the scores of the posttest were too much better in comparison to those of the control group (See Table 73).

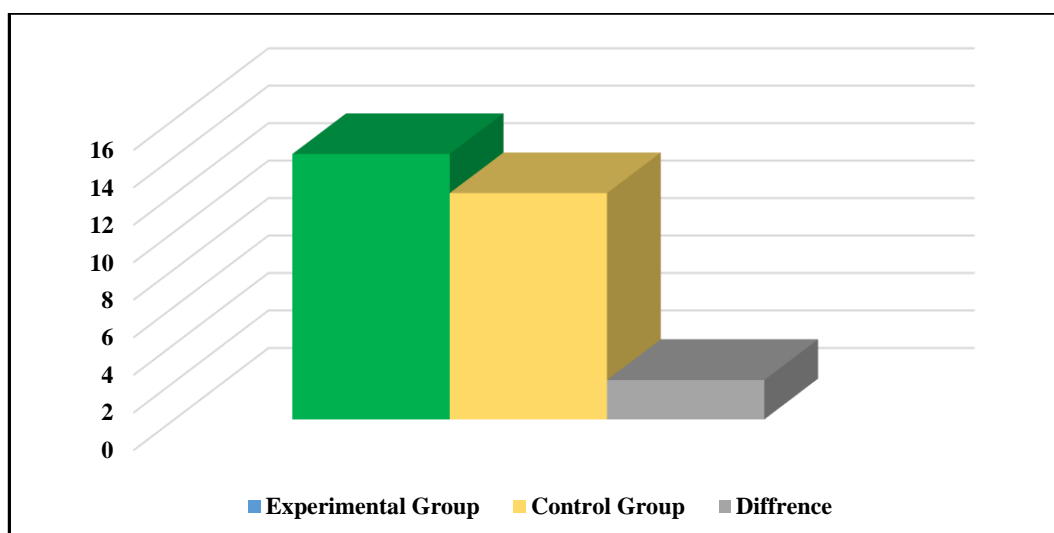


Figure 60 Difference in posttest means between the control and experimental groups

The above results clearly indicate that the experimental group outperformed the control group, after the intrusion of the treatment. The following table presents the difference in mean scores, for both groups, in the pretest and posttest.

Table 74

Comparing Means of Scores of the Experimental and Control Groups

Groups	Descriptive statistics	Pretest	Posttest	Difference
Experimental Group	Means (M)	7.46	14.15	6.69
Control Group	Means (M)	7.57	12.06	4.49

Basing on the findings in Table 74, we can infer that the two groups had a significant improvement in the posttest. That is, when it comes to comparing the mean scores of the two groups in the pretest, $M= 7.46$ for the experimental group, and $M= 7.57$ for the control group, with the ones in the posttest $M= 14.15$ for the experimental group and $M= 12.06$ for the control group, it is obvious that both groups showed better oral performance. However, to identify if MALL had any statistically significant difference in the experimental and control groups, it is essential to run an Independent-Samples T-Test.

Statistical Analysis and Interpretation of Results

To ascertain the difference between the experimental and control groups in posttest oral performances in a detailed statistical account, we need to handle quantitative data,

including the calculation of the frequency distribution of scores, the mean, the variance, the standard deviation, and finally to check the validity of all the statistical results using the T-test.

T- Test Results. To calculate the T-test for the posttest data, the investigator follows these steps:

Step one: Stating the *H1* and *H0*. The alternative hypothesis and the null hypothesis are stated as follows:

- ❖ *The alternative hypothesis “H1”*: there is a significance difference between the means of the control group and experimental group in favour to the experimental group.
- ❖ *The null hypothesis “H0”*: there is no significant difference between the means of the experimental group and control group.

Step two: Alpha decision level. The investigator needs to select a probability level in order to support *H1* and reject *H0*. Indeed, this helps us to decide whether the difference between the two groups is due to chance or to the treatment which is the use of MALL. According to Brown (1995) “The language researcher should once again set the alpha decision level in advance. The level may be at α 0.05 or at the more conservative α 0.01, if the decisions must be more sure” (p. 159). In this research, the probability level or alpha level (α) set up at “0.05”. That is to say, we have the probability of 5 % that the difference between the two groups is due to chance or only 5% chance of error can be accepted.

Step three: Frequency. A clear picture of frequency distribution of the posttest for both groups are shown in the Tables 75 and 76.

Table 75

Frequency Distribution of the Scores in the Posttest of the Experimental Group

<i>Experimental Group</i>				
Scores “X pre”	x^2	Frequency “F”	Frequency score Fx	Square of Frequency Score Fx^2
08,00	64	1	8	64
10,00	100	2	20	200
11,00	121	2	22	242
12,00	144	1	12	144
13,00	169	4	52	676
14,00	196	4	56	784
15,00	225	6	90	1350
16,00	256	11	176	2816
17,00	289	1	17	289
Sum of F	$\sum X_c^2=1564$	32	$\sum Fx=453$	$\sum Fx^2= 6565$

Table 76

Frequency Distribution of the Scores in the Posttest of the Control Group

<i>Control Group</i>				
Scores “X pre”	x^2	Frequen cy “F”	Frequency score Fx	Square of Frequency Score Fx^2
6,00	36	1	6	36
7,00	49	3	21	147
10,00	100	1	10	100
11,00	121	4	44	484
12,00	144	7	84	1008
13,00	169	9	117	1521
14,00	196	4	56	784
15,00	225	1	15	225
16,00	256	1	16	256
17,00	289	1	17	289
Sum of F	$\sum X_c^2=1585$	32	$\sum Fx=386$	$\sum Fx^2=4850$

As Tables 75 and 76 demonstrate, in the posttest, the frequency of scores values ranges from 8 to 17 for the experimental group, and from 6 to 17 for the control group. The mode score is 16 for the experimental group and 13 for the control group. For the experimental group, only one score is below average, 2 scores equal average, and 29 above average. However, for the control group, we recorded 4 scores under average, 1 equal average, and 37 above the average.

Step four: Mean. The researcher calculate the mean (\bar{X}) of each group.

$$\bar{X} = \frac{\sum Fx}{N}$$

$$\bar{X}_e = \frac{453}{32} = 14.15625$$

$$\bar{X}_c = \frac{386}{32} = 12.0625$$

Step five. The Variance. The researcher calculate the variance (S^2) of the two groups.

$$S^2 = \frac{\sum Fx^2}{N} - \bar{X}^2$$

$$S^2_e = \frac{\sqrt{6565}}{32} - 200.22 = 4.93$$

$$S^2_c = \frac{\sqrt{4850}}{32} - 145.44 = 6.12$$

Step six: Standard deviation. In this step, we calculate the standard deviation (SD) of the both groups.

$$SD = \frac{\sqrt{\sum Fx^2 - \bar{X}^2}}{N}$$

$$SDe = \frac{\sqrt{6565-14.15625}}{32} = 2.52$$

$$SDc = \frac{\sqrt{4850-12.0625}}{32} = 2.17$$

Step seven: Degree of Freedom. According to Brown (1995), “the degree of freedom (df) for the t-test of independent means is the first sample size minus one plus the second sample size minus one” (p.167). It helps to find the critical value for “t”. In the present case, the df= 62

$$df = (N_1 - 1) + (N_1 - 1)$$

$$df = (32-1) +(32-1)= 62$$

$$df= 62$$

Step eight: t-value. The **T-test** is considered to be the most suitable test to compare two means. It is used to find out whether there are statistically significant differences between two groups or two tests. To calculate the **T** value, the following formula needs to be applied:

$$t_{N_1+N_2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{N_1 S_1^2 + N_2 S_2^2} (N_1 + N_2)}$$

$$= \frac{(14.15 - 12.06)\sqrt{(32 + 32 - 2)32 \times 32}}{\sqrt{32 \times 4.93^2 + 32 \times 6.12^2} (32 + 32)} = \frac{2.09\sqrt{62 \times 1024}}{\sqrt{(157.76 + 195.84) \times (64)}}$$

$$= \frac{2.09 \times 251.96}{\sqrt{353.6 \times 64}} = \frac{526.59}{150.43} = 3.50$$

$$\mathbf{T = 3.50}$$

Critical Value

According to the T-test results, the alpha level is set at $\alpha < 0.05$, $df = 62$. In this respect, according to t- table of critical values(See Appendix L), the corresponding critical value for T is 1.67, and then we get $T_{obs} 3.50 > T_{crit} 1.67$ As the observed T value is greater than the critical T value, the null hypothesis is rejected, and the alternative hypothesis is accepted. That is the difference in the mean scores between the experimental group and control group is due to the effect of the treatment, not due to chance.

During the treatment phase, participants in the experimental group adopted MALL to enhance their oral production. Through using mobile devices, the participants easily accessed learning authentic materials. Statistical analysis has indicated that participants who received mobile technology instructions did significantly better in the speaking test than those students who did not receive the instruction. Thus, the significant difference between the experimental and control groups on the posttest was in favour of the experimental group. Accordingly, the null hypothesis was rejected, and the research hypothesis was confirmed.

Analysis of the Observation

During the experimental phase, the researcher relied on a classroom observation to record the information needed for research purposes, and this allowed the researcher to have a firsthand experience with participants and record the data accurately as it was revealed. Ergo, classroom observation is a suitable way to construct a clear idea about the use of mobile devices in oral expression class, and to determine its role on affecting students' oral performance. Accordingly, since the focus of the study is on the students, observing the classroom environment permitted the researcher to explore and describe how students learn, behave, and experience MALL environment and how it affects students' speaking in comparison with students who followed traditional way of teaching.

In this research, classroom observation was selected to document the students' comprehension, vocabulary, grammar, pronunciation, and fluency from one hand, and to describe the technical issues encountered when using mobile devices, and classroom atmosphere, from the other hand. To collect the required data, we used a draft for taking notes along with an observation grid to record down the information over the four stages of the study (See Appendix M). Hence, the former is going to be treated qualitatively in texts and passages; whereas the latter will be analysed using quantitative techniques.

Observational field notes. In order to better understand the existing relationship between speaking skill and MALL, the researcher took notes to generate qualitative data along with rating the different constructs of speaking. The main reason behind taking notes was to capture specific details regarding the students' interaction with the device, to describe the classroom environment while integrating handheld devices as well as the overall atmosphere of the oral expression class.

Technical Issues. In the initial phase of the treatment, during the first and third weeks, 30 out of 32 participants owned smartphones. Among the thirty participants, there

were two participants who preferred to use their tablets instead of smartphones. However, the remaining two students had an ordinary phone that lacks the advanced features as a smartphone or tablet. Yet, this was not a problem since they can use one of the spare emergency mobile devices that are provided by the researcher.

As far as log in Moodle platform is required, some of the participants claimed that they signed up without problems; however, some other students could not complete the set-up for either technical problems, slow connectivity, or forgetting the password or the username. The students themselves found a solution to this by posting the needed learning materials on the Facebook group, the one that was created by the researcher. Indeed, this was an effective solution to the problem since all the students daily log in social networks, mainly Facebook.

Furthermore, we observed that some students did not download the needed materials of the first two oral classes, which lead to cause some delays in the class. To overcome this issue, the students/ teacher dispatched the learning materials (audios or videos) from their smart devices using forwarding application, such as SHARE it and Bluetooth. Despite of these difficulties, when the researcher asked students to start listening and watching videos using their own mobile devices, she noticed that the students are using these smart devices smoothly.

Another issue, however, was that not all students brought their own earphones. Actually, the researcher was aware of this issue, so she provided them with some spare earphones for this situation. Throughout our observation, we noted another problem, which is related to the low battery of some devices. To solve this issue, we asked students to share a device with his/her peer. Even with the difficulties experienced in the first few weeks, nearly all students felt relaxed in using their mobiles for the learning purposes inside the classroom, or for completing learning tasks and projects outside of the

classroom. Conversely, we cannot ignore the fact that some participants were not satisfied due to the technical difficulties that they encountered.

By the third and fourth weeks, these issues settled down. Even though, the teacher provided the two students, who had only an ordinary phone, a smart phone and tablet for completing activities inside the classroom, they preferred to bring their own smartphones. It seems that the two students became cognizant of the value of mobile devices for learning not only inside the classroom but also outside of the classroom. Most of the students saw using the mobile devices inside the oral class as useful, simple and enjoyable. It seems that listening to the class audio or video on the mobile devices was the easiest and most useful activity.

It is also worth mentioning that, students easily moved from using mobile devices and returning back to face to face learning mode. Nevertheless, over our observation, we noticed some of the students are distracted when using their smart devices, and used them for non- class related purposes such as chatting or surfing the net for non-learning purposes. Yet, we did not observe a big problem with this issue myself since the researcher played a role of controller in the classroom.

At the beginning of the second semester, in the ninth week, nearly all students were by this stage of the research comfortable with using their mobile devices, enjoying using them and realizing the educational value of their use in the oral expression module. Furthermore, the audio and video recordings projects were going along very smoothly and they became a natural part of the class. Despite of the problems with the recording process, this activity was also found to be easy and useful by a large majority of students.

Unfortunately, in the mid of the second semester, one participant lost her smartphone and another participant's device was broken. Hence, one participant shared the

device with his classmate, whereas the other one brought with her a tablet as an alternative to her smartphone.

In the traditional learning class, the control group was taught in the traditional way of learning without any use of student mobile devices. In other words, the students were not allowed to use their mobile technologies, being a smartphone or tablet. The content of the class was the same as the experimental group classes, but with no use of any of the technological tools.

In this class, students did not listen or watch to the audio and video materials as in the experimental group. In fact, they accessed the content using the handouts, and the projects were done live in the class; that is there is no extra practice of speaking outside the classroom. Actually, there was none of the stress of the early stage, as students did not have to learn how to use the mobile devices and none of the problems of forgotten passwords or network issues.

Classroom Atmosphere. The attendance rate of the two groups (experimental and control groups) was high almost of the time. The students' eagerness to attend oral class sessions may reflect the students high level of interest, however; we cannot ignore the fact that the students' attendance is compulsory in the department of English. In other words, the students are obliged to attend classes. Even though, we have noticed some absences among the participants in both groups. We recorded low attendance among participants of the control group in session six, and this was after the winter holidays, yet the students' attendance in the experimental group was moderate. The students' attendance for the control group was moderate in session eleven at the beginning of the second semester. We also recorded a moderate level of attendance in session 14, the last session in the academic year.

Furthermore, from the observation, we noticed that the classroom atmosphere was active and enthusiastic in the experimental group in almost all the sessions. However, the atmosphere was not alive in the control group because participants were less active in answering questions asked by the teacher, just listened to the teacher and seemed to be bored, and sometimes they were busy talking to their friends or using their smartphones.

The researcher also recorded that, in both groups, almost all the students showed enthusiasm to complete tasks and projects in pairs and groups. However, some unmotivated students, in the traditional class, were less likely to involve actively when they were asked to work together in the class. Unfortunately, in completing projects outside the class, some students preferred to work with friends or with people whom they usually got along with because they did not like being paired up with students they were not their friends. While others preferred to work individually. When a student resisted cooperating with other students who were not his/her friends, the researcher advised him/her to be tolerant and inclusive of everyone in the class.

As the course went on, in MALL- instruction classroom, more and more students participated in the activities and they became curious of what other students' points of views. In effect, all the students were friendly to each other and every student wanted to talk and involve in the activity. They were no longer afraid of making mistakes while speaking; they were correcting each other and helping each other to find the right words.

We also noticed that using mobile devices in oral expression module increased collaboration among students. Indeed, from session three up to the last session, the majority of students were much more engaged with each other when using handheld devices. This can be clearly noticed when helping each other to complete class activities by sharing and exchanging materials. By contrast, in the traditional class instruction, we noted that only few participants who cooperated with each other. In addition to

collaboration, by the beginning of the second semester, a healthy competitiveness among students, in the experimental group, was clearly observed. This pushed them to keep trying to outperform their classmates.

More importantly, we observed that students who used mobile devices inside and outside the classroom were more curious and eager to explore and learn new things than students who subjected to traditional way of teaching. Actually, students learn English with enthusiasm and high motivation. The students' motivation reflected in their own interest and curiosity for learning and doing speaking tasks. In addition, the students in the experimental group enjoyed learning inside the classroom. By contrast, participants in the control group seemed eager and attentive at the beginning, yet they easily got bored and started to lose motivation gradually. Therefore, students could not attain the intended proficiency level.

Observation Grid. Throughout classroom observation, the researcher filled the observation grid containing the different components of speaking. In fact, the observation grid was developed based on the rubric that we used for assessing the speaking tests.

As far as the students speaking ability is the concern of this research, the investigator observed the participants in both groups using an observation grid. During the first stage, students in both groups faced difficulties in their oral performance. As for grammar, some students displayed very limited range of grammatical structures. Meanwhile, the majority of other students made frequent grammatical errors. Furthermore, some participants mispronounced the words and showed hesitation to pronounce some simple words. Actually, the students encountered difficulties in pronouncing and stressing words accurately. Besides, we recorded an inappropriate use of intonation and absence of the aspects of connected speech features as well. Furthermore, almost all the students could not speak fluently; they stopped many times and looked at their papers to check the

pertinent words. In other words, participants showed a low speech rate. In comprehension, the majority of students had a great difficulty in understanding native speakers' conversation. Concerning the use of vocabulary, almost all the participants used very limited range of vocabulary.

By the end of stage two and the beginning of stage three, the students' speaking ability was improved in the experimental group. We noticed that students could make use of idiomatic expressions and phrasal verbs. However, we cannot ignore the fact that some students could not find the appropriate word when speaking, misused grammatical structures, and mispronounced the words. In fact, these problems did not really affect their whole performance because it did not occur frequently.

As for the control group, even though, some participants showed improvement in their speaking ability as a whole at the end, they were still facing difficulties; some students were hesitant to pronounce some words or mispronounced them. Moreover, the observation clearly revealed that some students could not formulate a correct and coherent sentence. It was also observed that they were incapable to speak fluently in English. Their low level of proficiency in English is a handicap for them to communicate. Actually, the researcher calculated the average of each speaking component, comprehension, grammar, vocabulary, pronunciation, and fluency, basing on the students' performance.

Comprehension. As showed by Figure 61, the participants overall level of comprehension in both groups increases gradually over the four stages of the study. As revealed by the curve, we noted an average level of comprehension for the control group after completing the first stage, and it maintains the same level in the three remaining stages with a slight improvement. By contrast, in the experimental group, we can notice that the rate of comprehension is average in the first stage, then, in stage two, it goes up to be above average, marking a moderate difference between the two groups. Subsequently,

there is a steep increase, in stage three and four, to a good comprehension level that dramatically shows the difference between the two groups.

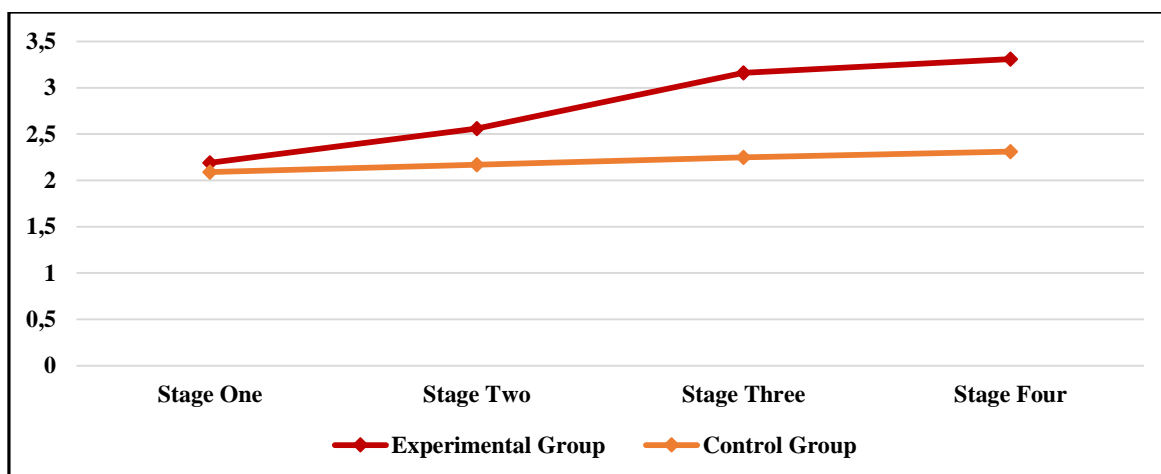


Figure 61. Level of comprehension in experimental and control groups

Grammar. Figure 62 clearly reveals that there is a moderate rise concerning the use of grammatical structures through the four stages. As you can see, the level of grammar is average in experimental and control groups with minimal difference. After that, we mark a slight rise, in the level of grammar; to above average in stage three, and then it remains constant at stage four. However, there is a very slight increase of the experimental group over the control group.

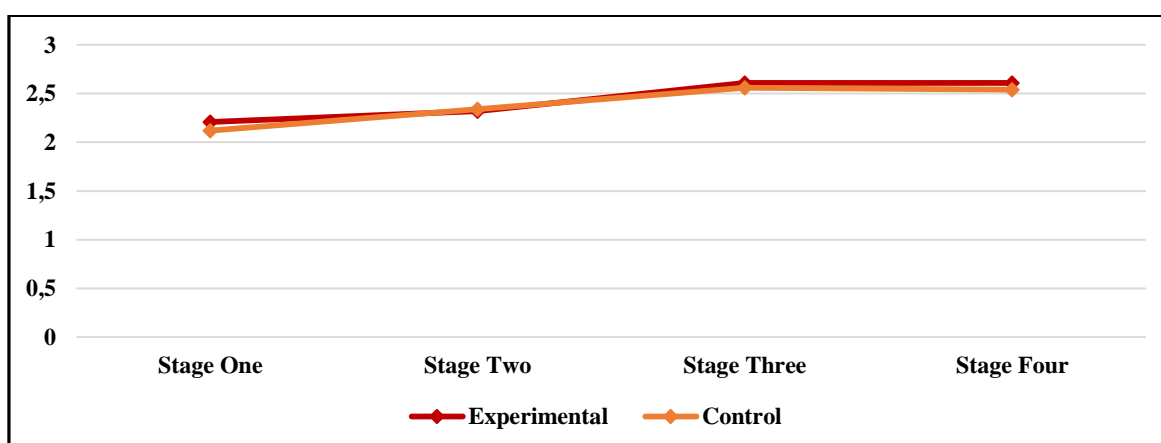


Figure 62. Level of grammar in the experimental and control groups

Vocabulary. As for vocabulary, figure 63 depicts the development of the component of vocabulary. In the first stage, we mark a below average level of vocabulary

for both groups. However, in the second stage, the rate of vocabulary grows up to reach an above average level for the experimental group, and it approaches an average level for the control group. Hence, we can notice a significant difference between the two groups. Afterward, there is an upward improvement in the use of vocabulary after the completion of stage three, to average and above average level for the control and experimental groups respectively, but we notice a slight difference between the two groups. At the last stage, the overall range of vocabulary step up to a good level for the experimental group, and to an above average level for the control group.

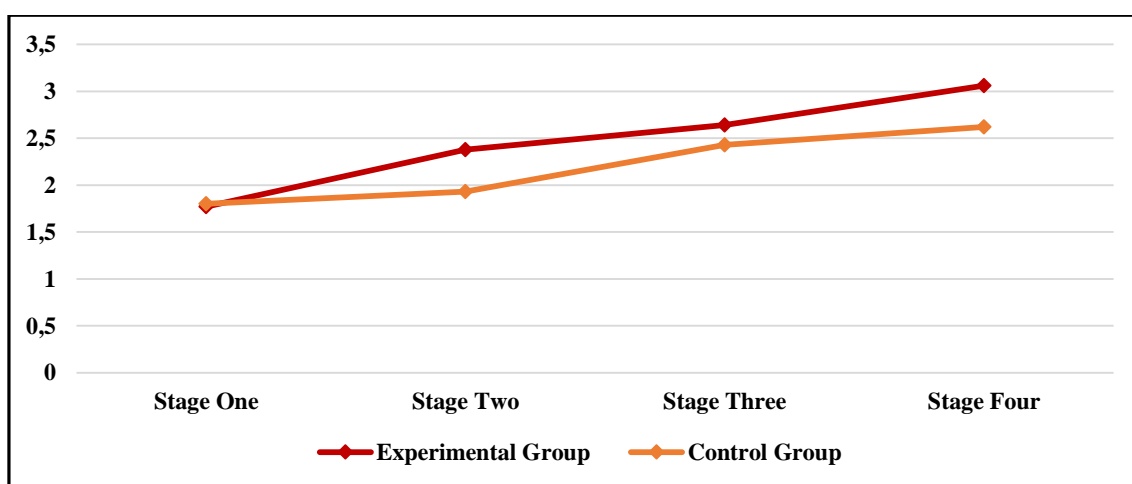


Figure 63. Level of vocabulary in the experimental and control groups

Pronunciation. Pronunciation is another component that can be clearly noticed when observing the participants. Concerning the experimental group, we obviously notice from figure 64 that after the completion of stage one, the degree of pronunciation is average, and it remains steady at the same level in stage two. Thereafter, a substantial improvement of pronunciation reaches above average in stage three. Suddenly, the pronunciation performance sharply increased to good by the end of the study. As far as the control group is concerned, the results show that by the end of stage one pronunciation level is poor, and then it keeps stagnate in stages two and three at below average level. Finally, it stabilizes at an average level. In terms of comparison, there is steep difference in

the pronunciation performance of the two groups, notably by the end of stage three and four.

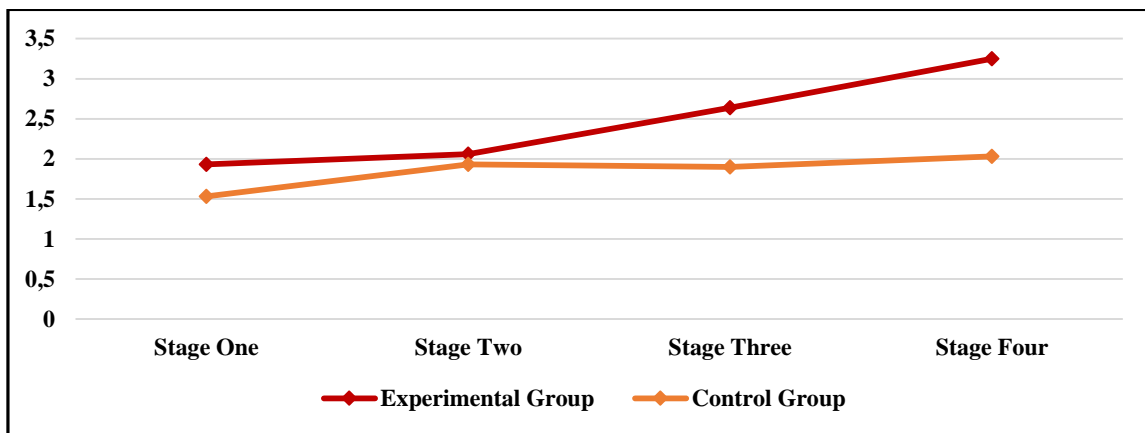


Figure 64. Level of pronunciation in the experimental and control groups

Fluency. Throughout our observation, we obviously noticed that the fluency level denotes a swift development along the four stages. As depicted in Figure 65, both groups have almost the same poor level of pronunciation by the end of stage one. Then, we mark a gradual improvement by the end of stage two with a slight difference between the two groups in favor of the experimental group, yet it is still low than average. After that, the rate of fluency for the control group goes up to average, and then it maintains the same level in stage four. By contrast, the degree of pronunciation of the experimental group climbs to above average in stage two, and then swiftly approaches a good level.

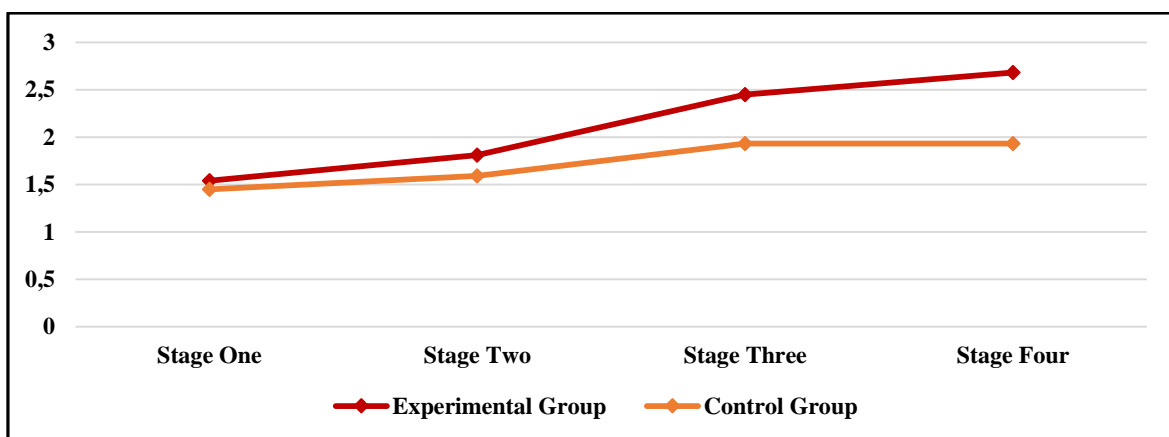


Figure 65. Level of Fluency in Experimental and Control Groups

Comparing Students' Speaking Performance in Progress Tests and Observation Grid

In this section, the researcher tries to compare the means of the overall students' speaking performance basing on the results of the observation grid and progress tests throughout the four stages of the experiment. In doing so, we can infer whether the difference in the results of speaking performance is significant or not. After completing the four stages of the experiment, we calculated the mean of the students' oral performance obtained from the observation and the progress tests. The following table epitomizes the results of the four stages.

Table 77
Students' Speaking Performance in the Four Stages of the Experiment

Stages	Groups	Observation		Progress Tests	
		Total	Average	Total	Average
Stage One	Experimental Group	9.72	1.94	9.55	1.91
	Control Group	8.99	1.79	9.08	1.81
Stage Two	Experimental Group	11.11	2.22	11.01	2.20
	Control Group	9.94	1.98	9.94	1.98
Stage Three	Experimental Group	13.50	2.70	13.01	2.60
	Control Group	11.07	2.21	11.11	2.22
Stage Four	Experimental Group	15.08	3.01	15.29	3.05
	Control Group	11.53	2.30	11.36	2.27

Table 77 reveals that the obtained results from observation and the first progress test are, to some extent, similar. For the experimental group, the average of the students' achievement in the first progress test was 1.91, and the average obtained from the observation was 2.03. Accordingly, the students' oral performance is quite similar and the difference is not significant (0.12). As far as the control group is concerned, we recorded 1.81 as an average of participants' achievement in progress test one, and 1.89 was the average of their performance obtained from observation. Thus, the results that we got from both observation and progress test one are also analogous since the calculated difference is 0.08. In this regard, we may infer that the obtained results are reliable because the difference is not significant.

Moreover, the participants' achievement, in the experimental group, is 2.20 for the second progress test, and 2.28 for the observation. Hence, the difference is 0.08.

Concerning the results of the control group, the overall average of speaking performance is 1.98 in the progress test two, and 2.02 in the observation; that is the difference is 0.04. In this regard, the results obtained from both observation grid and the second progress test are consistent as the difference between the obtained results is not substantial.

During the third stage of the treatment, the average of the participants' performance got from the progress test was 2.60 and 2.65 for the observation. For the control group, the average of the third progress test was 2.22, and we recorded 2.26 for the observation. Accordingly, we noted a difference of 0.05 for the experimental group, and 0.04 for the control group. In this respect, the difference is not extensive.

As far as the fourth stage is concerned, we recorded 2.86 as an average of progress test four, and 3.01 for the observation for the experimental group. As for the control group, the average of oral performance for the progress test four was 2.27 and 2.26 for the observation. Hence, the above table shows the participants' oral performance got from progress test two is akin to the results obtained from observation.

Discussion of the Results

The implementation of MALL in oral classes gives the researcher the opportunity to know whether it develops or hinders students' oral performance. The findings of the observation clearly revealed that the students' speaking performance improved in both groups. Nevertheless, the participants in the experimental group showed better performance than the participants of the control group. Indeed, the students' speaking skills boosted in varied degrees. The experimental group extremely exceeds control group in comprehension, pronunciation, and fluency. Meanwhile, the use of vocabulary in the experimental group was better, to some extent, than that of the control group. However, it

is worth noting that, the participants in both groups showed the same performance in using grammatical structures. As a result, the improvement of speaking performance can be attributed to the inclusion of MALL in oral expression classes. In fact, the students' listening to authentic English language inside and outside the classroom, and the extensive oral practice outside the classroom (video and audio recordings) was significantly contributed to the development of listening comprehension, pronunciation and fluency. Interestingly, our findings are consistent, to some extent, with the results of some researchers (Andújar-Vaca and Cruz-Martínez,2017; Gormik, 2009; Gormik 2012; Aljaref 2012) who integrated mobile devices in teaching oral skill, and they found these handheld devices enhanced learners' speaking ability.

In addition, during the majority of the observed sessions, the students, in the experimental group, showed high levels of interest, attention and satisfaction which indicated that they were motivated to learn the language through using mobile technologies which is not the case of the control group. Indeed, nowadays students are closely attached to their devices, and when they are aware of their learning benefits, this will increase their motivation for learning. Other positive aspects of students' use of mobile devices involved the increase of collaboration, and the spread of healthy competition amongst students. During the implementation of mobile devices, students in the experimental group are totally excited and satisfied; their confidence is also increased throughout the sessions.

The satisfactory results attained by participants in the experimental group are regarded as a logic interpretation to the intrusion of mobile devices. Even though, in this study, we cannot ignore the fact that some of the students often get tempted to loose attention due to the misuse of mobile technologies while using them in learning. That is, we are in need to prepare a proper guided atmosphere for learning.

Analysis of Students' Journals

The aim of using journals is to document student' reactions and learning experiences in MALL oral expression module. After the finalization of each stage/ unit, students wrote a dialogue journal and submitted it to the researcher in order to check their progress and feeling about each session. Journals were distributed at the end of each stage of the treatment. Students were asked to write their comments and feelings, including as much details as possible, honestly and openly. The researcher asked learners to record their learning experiences towards the use of mobile technologies inside and outside classrooms for extra oral activities. All the students used English in writing journals. The majority of students' handwriting was readable.

The researcher carefully read the students' journals several times and performed a content analysis, picking out the constructs (or representative words) that appeared most frequently. Then isolated ideas and patterns were picked out, in order to avoid additional useless data. Then, the students' ideas, thoughts, and feelings are classified into positive and negative constructs. Throughout the course of the study, we recorded positive and negative responses towards students' learning experiences along the four stages of the experiment.

Positive Learning Experiences

Almost all students were comfortable with using their mobile technologies for the class activities and found using them enjoyable, useful and interesting. The following are some of the positive constructs as stated by participants:

Progress and Improvement in Speaking Ability. Throughout the reading of the students' journals, we ascertain a considerable number of references related to the various aspects of oral production. Several journals indicate that MALL had positive effects on learning English. The amount of learned vocabulary, the fluency of their oral performance,

the quality of pronunciation, and comprehension are the major aspects that the students referred to in their journals.

Journal Entry 1

“Today, I speak a lot in. I think listening to English conversations helped me to learn new words and pronounce them correctly”.

Journal Entry 2

“Now I can speak in the classroom more than before. My English is improved by time”.

Journal Entry 3

“At the beginning, I found difficulties in listening comprehension, but now my listening comprehension has greatly improved during the past few months”.

Journal Entry 3

“Now, I feel like I can speak more fluently than before”.

Journal Entry 4

“After a series of oral recordings practices, I feel more familiar with the process. It helped me to speak fluently and improve my pronunciation”.

In addition, some students consider telling stories tasks and describing pictures as the most helpful activities.

Journal Entry 3

“Telling stories and recording them helped me to improve my speaking because it forced me to use the past tense”.

Journal Entry 2

“I think that describing pictures was amazing, it was very helpful”.

In some cases, participants' awareness of their own improvement led to self-encouragement as well as determination to work harder in order to achieve further progress. The following journal entries show this:

Journal Entry 2

“I started to speak in class...I think I will be able to speak better in the coming class. I decided to do my best next session”.

Journal Entry 3

“My classmates started to speak more and better than before. I have to make more effort to speak as they do in class”.

MALL contribution. Many participants attributes their progress to MALL tools.

The following are some excerpts:

Journal Entry 2

“Doing video and audio recordings is a great experience, I feel my speaking is developing”.

Once again, other participants confirmed that recording their own spoken practices allowed them to improve their pronunciation.

Journal Entry 4

“The extra spoken practices and oral recordings helped me to improve my pronunciation and fluency”.

Journal Entry 2

“What I find the most interesting is I could record my homework and listened to it later on. After listening, I usually find my pronunciation problems and know how to improve it”.

The analysis of students' journals showed that the participants referred to the effectiveness of the electronic dictionaries in their own smart mobile devices for completing the learning tasks.

Journal Entry 2

“I relied a lot on the mobile dictionary... If I did not know the pronunciation and meaning of words, I looked up for it in the dictionary”.

Journal Entry 3

“Mobile dictionary helped me to learn new words and pronounce them correctly”.

Promoting Motivation. Motivation is one of the most interesting outcomes. It was revealed that students’ motivation towards a speaking skill increased as a result of the incorporation of their own mobile devices. These are some extracts from the participants’ journals:

Journal Entry 3

“The teacher allowed us to use our smartphones for listening, checking words meaning and pronunciation from dictionary, and we do also oral recordings.... this motivates me to learn more...I am very pleased”.

Journal Entry 1

“Using smartphones in oral expression sessions attracted my attention, I am very happy. It is an exciting way of teaching”.

Furthermore, the students’ motivation was also inspired by the works of their classmates.

Journal Entry 2

“The teacher asked us to take pictures and record a description using our devices. Our classmates brought very fascinating pictures, I like this activity a lot... it was like a competition”.

Learning Tasks

Students got the sense of accomplishment from doing the recording tasks. They benefited from the cycle of practices in this study, which made them familiar with the task processes and helped them to gain the courage to speak the target language. For a spoken

task, they usually had to practice two or three times to find out how to pronounce sounds correctly.

Journal Entry 3

“For me, after each task, I feel like I am improved. After a series of oral recordings practices, I feel more familiar with the process.”

Journal Entry 2

“Sometimes we cannot pronounce words correctly. We know words, but we are not able to pronounce them. So, we need to pause and check how to pronounce ...”

Other participant indicated that recording his/her own spoken practices helps to improve pronunciation.

Journal Entry 3

“What I find the most interesting is I could record my practices and listened to them later. After listening, I usually could find my pronunciation problems and know how to correct them”.

Again, students mentioned that they did oral practices several times, in order to get a satisfactory version to submit it to the teacher; meanwhile other participants got the sense of accomplishment from doing the projects.

Journal Entry 2

“We spent more time in doing recordings. After many practices, we started recording. Then we submitted the best version to you.”

Journal Entry 3

“We usually practice many times before recordings. And if the recordings did not sound well, we repeated recording again and again”.

Journal Entry 2

“I made many mistakes. So I repeated my recording many times”.

Journal Entry 3

“When I also listened to our recordings, I found the mistakes, and corrected them. It was really helpful listening to our own speech”.

Journal Entry 4

“Our recording went easily this time after the last experience. But we still encountered some technology problems, we did it successfully”.

Learning Anytime and Everywhere. As a point of fact, participants claimed that doing tasks using MALL allowed them to do the tasks at any time and at any place.

Journal Entry 4

“Listening to videos and audios several times in bus, and at home helped me a lot”.

Journal Entry 4

“Downloading videos and audios in my smartphones helped me to listen to them the time I want and where I want, it was very helpful”.

However, MALL experience appeared special and interesting. One participant stated that this learning experience gave him/her the opportunity to speak the target language outside the classroom.

Journal Entry 4

“Before, we didn’t practice speaking outside the class....but this year it is a special experience... I learned a lot because we did a lot of speaking activities outside”.

Feedback. In terms of feedback, students considered that the feedback received from the teacher through messenger about their recordings were beneficial to them.

Journal Entry 3

“...Your remarks allowed me to know my mistakes”.

Journal Entry 2

“I feel like I can pronounce words correctly. The comments were beneficial ...”.

Some participants expose how they accept correction from their classmates in Facebook group.

Journal Entry 2

“I’m happy because my classmates loved my work ...their comments on Facebook was great, they encouraged me to do better in the next project.”

Journal Entry 3

“My peers wrote many comments about my project...they helped me to know my errors...”

Journal Entry 2

“...Facebook group is a very important space where we can correct each other...”

Confidence. The participants appeared to gain confidence in speaking English in front of their teachers or classmates. Participants express how they are able to talk with great ease and comfort due to the increase of self-confidence and their willingness to participate in speaking activities.

Journal Entry 4

“My confidence is much higher and I feel proud of myself ...I can talk and communicate with my friends easily”.

Journal Entry 4

“At the beginning of the year, my confidence in my self was very low I couldn’t imagine that I can speak English as I do now...”

Students indicated that they become less afraid to speak in English.

Journal Entry 3

“I enjoy this module a lot... my shyness disappeared and the fear of speaking in English is not present anymore...”

Journal Entry 4

“I am not afraid to speak English anymore. I can now talk in the classroom and participating in all the activities and making good contributions to a discussion...”

Journal Entry 2

“I think using the smartphone is a fun and exciting new experience. I’m glad we got the opportunity to use them.”

Negative Learning Experiences

Fear of negative evaluation. The journals also designated that Fear of negative evaluation was another factor that affects participation in class activities. Students’ best portrays this by saying:

Journal Entry 1

“I prefer to keep silent... I don’t like to give my opinion I know I’ll do mistakes ... I hate to be corrected by my friends in class”.

Journal Entry 2

“I am so frustrated I feel my English is not good...I can’t express myself the way I want I fear to do mistakes.”

Furthermore, this novel experience also caused nervousness and stress to them:

Journal Entry 1

“This class really disturbs me the students talk a lot... sometimes I know the answer but I can’t say the answer...I am afraid to say something wrong.”

Discussions activities made some students nervous:

Journal Entry 1

“I hate discussions because I don’t have enough time to prepare what to say... I did a lot of mistakes”

Speaking difficulties. The reflective diaries also indicated that students were aware of their low proficiency in listening comprehension, and oral production. Students portray this by saying:

Journal Entry 3

“I think I have difficulty to understanding English used by native speakers I try to work harder ...I am nervous”.

Other problem students referred to was the dilemma of knowing the grammar rules, but they were unable to apply it correctly when speaking:

Journal Entry 2

“My problem is I know the English grammar very well but I found it difficult to use it correctly when I speak.... I did a lot of mistakes”.

Journal Entry 3

“It is frustrating when I know the rules of grammar, but I’m still doing errors ...”

In addition, finding the appropriate words and using the suitable range of vocabulary in the different situation is another trouble some students confronted:

Journal Entry 1

“My speaking is poor because I don’t know a lot of words ...if I knew more words in English, my speaking can be improved”.

Journal Entry 2

“It seems that my vocabulary was not enough because I stopped many times looking for words ... this makes my speech very slow”.

Moreover, the students’ poor pronunciation was another issue that inhibited them from expressing ideas:

Journal Entry 1

“I dislike speaking in English because my pronunciation is very bad”.

Technological Problems. Some students felt annoyed by the unforeseen technology problems, which delayed their oral practices.

Journal Entry 3

“I planned to do more recordings during the holidays. But my smartphone was broken”.

They also experienced technology problems caused by poor Internet connection quality.

Journal Entry 1

“... There were some problems with the internet quality, so I couldn't download the learning materials.”

Journal Entry 1

“I don't like Moodle... my friends dispatch the videos to my smartphone...”

Journal Entry 2

“Facebook is better from Moodle... I'd like to ask the teacher to put the lesson in the Facebook group... my Facebook account is open 24/24...”

Journal Entry 3

“Sometimes I try to chat with friends...but last time the teacher discovered and punished me.... I know it is not acceptable but I have to reply.”

Intensive tasks. Some participants were not satisfied with the assigned tasks and projects quantity because they had a lot of work to do in the other modules.

Journal Entry 3

“We have a lot of things to do ... I was not able to do all the tasks. ...”

Journal Entry 2

“In this period of the exams and quizzes, I could not find a time to do the spoken task.”

Discussion of Results

By and large, students' journals divulged that participants appeared to benefit from the intervention program. Students' short comments on the benefits of using smartphones reflected this. Their positive comments were fenced on the advantages of doing the listening tasks at their own pace, the usefulness of video and audio recordings, and the efficacy of increasing motivation. Negative comments were most centered on the technical problems experienced such as network, and problems with the Moodle platform.

Indeed, the participants did not prefer to access learning materials via Moodle platform. By contrast, the students express their positive views concerning the use of Facebook group for sharing learning materials, posting the recorded videos and audios, and reflecting on them using comment option. This situation is attributed to the students' familiarity with Facebook as the most popular social network in Algeria. Moreover, some students mentioned the temptation to use the smartphone for non-class related uses. Furthermore, the results of the journals were very encouraging because the students were enjoying using the mobiles and finding it useful and not difficult.

Throughout the reading of the students' journals, we ascertain a considerable number of references related to the various aspects of oral production. Definitely, the inclusion of MALL in oral expression classes had a significant effect on the oral task practices. Indeed, participants benefited from the cycle of practices, outside the classroom, which made them familiar with the task processes and helped them to gain the courage to speak the target language. As noted by students, activities that included recordings were considered as helpful to increase oral performance, that is listening to one's own speech, then noticing and subsequently correcting mistakes. In addition, they appreciated the listening facilities because they could hear them more clearly, multiple times and at their own pace. Likewise, they appreciated the immediate feedback from the teacher concerning their mistakes. Kraut (2013) confirm this by saying "While historically learners have had

to wait days or weeks to get guidance regarding their comprehension of curricular content, mobile technologies, thanks to their interactive features, can provide instant feedback”(p. 13). The amount of learned vocabulary, the fluency of their oral performance, the quality of pronunciation, and comprehension are the major aspects that students referred to in their entries.

Furthermore, the students found MALL learning environment as less stressful, relaxed and promoted self- confidence as well. It also appeared to give shy students the opportunity to share their ideas and collaborate with classmates. More importantly, it is apparent from the participants’ comments that the incorporation of mobile technologies in the oral class increased motivation. Ergo, motivation is one of the most interesting outcomes. It was revealed that students’ motivation towards doing speaking tasks increased as a result of the incorporation of the participants own mobile devices. To put it in a nutshell, students’ comments in the journals showed that, they did not only enjoyed the activities, but they found them useful for exactly the reasons the research intended.

To conclude this phase, it is worthy to note that the findings obtained from progress tests and posttest, the observation, and students’ journals ascertained that the intrusion of MALL in EFL classes had a positive effect on the participants’ oral performance. Besides, it is worth to mention that observation and students’ journals revealed that MALL affected not only students’ speaking performance, but also their motivation towards learning.

In this regard, to end this research, a motivation survey and attitudes’ questionnaire were administered to participants in order to check their level of motivation and to elicit their true impressions and opinions about the oral expression courses they had undertaken. In what follows, the researcher endeavors to deliver a detailed analysis of students’ responses and the information obtained from the different tools employed during the final phase.

Post-Experimental Phase

The present section is devoted to the analysis of data collected from students' questionnaires. A motivation questionnaire, the IMMS, was administered at the completion of the study to all students to determine if there was a difference in students' motivation between the two groups. Another questionnaire was distributed to elicit students' views and perceptions about the implementation of MALL in oral expression classes and to answer the research question. As aforementioned, the population concerned with this attitudes' questionnaire is the experimental group with 32 participants. After administering the questionnaires to the participants, a statistical analysis was conducted.

Analysis of Motivation Questionnaire

The participants' motivation level was analyzed in relation to the four subscales namely Attention, Relevance, Confidence, and Satisfaction. As mentioned before, the scale contains 36 items. This latter has ten reverse items. The lower score the students give to the reverse items, the higher students' motivational score is.

Attention. As showed in Table 78, this construct consists of 12 items representing the level of attention. Out of the 12 items, five of them are negative i.e. reversed items. The mean score by items are as follows:

Table 78
Mean Scores of the Attention Subscale

Items	Experimental Group Mean	Control Group Mean
1. There was something interesting at the beginning of each lesson of this oral expression class that got my attention.	4,5313	3,1875
2. The materials of this class were eye-catching.	4,0938	2,1875
3. The quality of the writing helped to hold my attention.	4,0938	2,4063
4. This course was so abstract that it was hard to keep my attention. (Reverse)	3,6875	2,5313
5. The pages of this course looked dry and unappealing. (Reverse)	4,0313	2,9063
6. The way the information was arranged on the mobile devices pages helped keep my attention.	4,1563	3,2813
7. This class had things that stimulated my curiosity.	4,0625	3,4375

Items	Experimental Group Mean	Control Group Mean
8. The amount of repetition in this course caused me to get bored sometimes. (Reverse)	3,0625	2,7188
9. I learned some things that were surprising and unexpected.	4,4688	3,0625
10. The variety of tasks and activities helped keep my attention.	4,5938	3,4063
11. The style of writing was boring. (Reverse)	4,2188	2,4688
12. There were so many words on each page that it was irritating. (Reverse)	4,3438	2,8750
Overall level of Attention	4,112	2,872

In attention dimension, for the experimental group, the highest score is for item 10 (M= 4.59), the lowest score is item 8 (M = 3.06), and the total mean score is 4.11.

According to the above table, the participants ponder that there was something interesting at the beginning of each lesson (M=4.53). The materials were eye-catching (M=4.09), and helped to held attention (M=4.09). They were pleased with the variety of tasks and activities (M= 4.59). Moreover, they considered that there were things in the class that stimulated their curiosity (M=4.06). However, they were not satisfied with the writing style (M=4.21), the amount of repetition (M=3.06), and the quality of pages on mobile devices. For the control group, the highest score is for item 9 (M= 3.06), the lowest score is for item 12 (M=2.18), and the overall mean score is 2.63. We have also recorded a low level of attention in the rest items.

Relevance. This construct involved nine items representing the level of relevance described in the next Table.

Table 79
Mean Scores of the Relevance Subscale

Items	Experimental Group Mean	Control Group Mean
13. It was clear to me how the content of this material was related to things I already know.	3,2188	3,1875
14. There were stories, pictures, or examples that showed me how this material could be important to some people.	4,1875	2,5313
15. Completing this course successfully was important to me.	4,1250	3,0625
16. The content of this material was relevant to my interests.	4,2813	4,2500
17. There were explanations or examples of how people use the knowledge in this course.	3,1875	2,6250

Items	Experimental Group Mean	Control Group Mean
18. The content and style of writing in this course conveyed the impression that its content was worth knowing.	3,9688	3,2188
19. This course was not relevant to my needs because I already knew most of it. (Reverse)	4,1875	3,5313
20. I could relate the content of this course to things I have seen, done, or thought about in my own life.	3,3750	3,4063
21. The content of this course was useful to me.	4,0938	3,0625
Overall level of Relevance	3.847	3.208

In relevance dimension, for the experimental group, the overall mean score is (M=3.84). The highest score is (M= 4.28) for item 4, and the lowest mean score is for item 5 (M= 3.18). Table 79 reports that learners thought completing this oral class successfully was important to them (M=4.12). It also shows that mobile devices provided relevant stories, pictures or examples (M=4.18) that were useful (M=4.09), and related (M=4.28) to them as students. The content designated in mobile devices is related to the students' real life (M=3.37). For the control group, overall mean score is 3.20. The highest score is for item 4 (M= 4.25) and the lowest one is for item 2 (M= 2.53).

Confidence. This construct involved nine items representing the level of confidence as described in the Table 80.

Table 80
Mean Scores of the Confidence Subscale

Items	Experimental Group Mean	Control Group Mean
22. When I first looked at this course, I had the impression that it would be easy for me	3,7813	3,2500
23. This material was more difficult to understand than I would like for it to be. (Reverse)	4,3750	3,0625
24. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	2,8125	2,6563
25. Many of the pages had so much information that it was hard to pick out and remember the important points. (Reverse)	4,0625	3,0313
26. As I worked on this course, I was confident that I could learn the content.	4,4375	3,3750
27. The exercises in this course were too difficult. (Reverse)	3,9688	3,0625
28. After working on this course for a while, I was confident that I would be able to pass a test on it.	4,3438	3,1250
29. I could not really understand quite a bit of the material in this course. (Reverse)	4,0625	3,3438
30. The good organization of the content helped me be confident that I would learn this material.	3,7813	3,0625
Overall level of Confidence	3.958	3,108

In the confidence dimension, for the experimental group, the total mean score is (M =3.958), the highest score is item 5 (M= 4.43), and the lowest score is item 3 (M =2.81). The findings in Table 80 display that the students' confidence after reading the introductory information that explained the overview of the lesson is (M=4.40), and after working on this course, they felt more confident to learn the content of the course (M= 4.43). It indicates that although students might not be quite confident when they saw the courses for the first time, but afterwards their confidence could grow positively. Moreover, the content would be easy (M= 3.78) because of the good organization of the content (M= 3.78) and they were able to pass in the test (M= 4.34) while the exercises was too difficult (M= 3.96). For the control group, the total mean score is 3.10. The highest score is for item 5 (M= 3.37), and the lowest score is for item3 (M= 2.65).

Satisfaction. This construct involved six items representing level of relevance described in the next table.

Table 81
Mean Scores of the Satisfaction Subscale

Items	Experimental Group Mean	Control Group Mean
31. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	4,1250	3,1563
32. I enjoyed this course so much that I would like to know more about this topic.	4,1875	3,5313
33. I really enjoyed studying this course.	4,1875	3.4688
34. The wording of feedback after the exercises, or of other comments in this course, helped me feel rewarded for my effort.	3,5938	2,9688
35. I felt good to successfully complete this course.	4,1563	3,1563
36. It was a pleasure to work on such a well-designed lesson.	4,2500	3,1250
Overall level of Attention	4,083	3,234

In the satisfaction dimension, for the experimental group, the total mean score is 4.08, the highest score is for items 6 (M=4.25), and the lowest score is for item 4 (M=2.89). The students enjoyed studying this course (M=4.18) which stimulated them to know more about the topic (M=4.18), felt good (M=4.15), and satisfied (M=4.12) in completing the exercises while feedback is (M=3.59). This indicates that learners were

satisfied with the courses and their sense of satisfaction would be very high if they could successfully complete exercises and get the needed feedback from teachers. For the control group, the total mean score is 3.01, the highest score is items 1 (M=3.15), and the lowest score is item 3 (M=2.75).

As showed in figure 66, the four dimensions (Attention, Relevance, Confidence, and Satisfaction) are high in the experimental group when they are compared with the control group. In a general comparison of results, the MALL-instruction class was more highly endorsed across all subscales (Attention M=4.11, Relevance M=3.84, Confidence M=3.95, and Satisfaction M=4.08) than traditional-classroom instruction (Attention M=2.87, Relevance M=3.20, Confidence M=3.10, Satisfaction M=3.23).

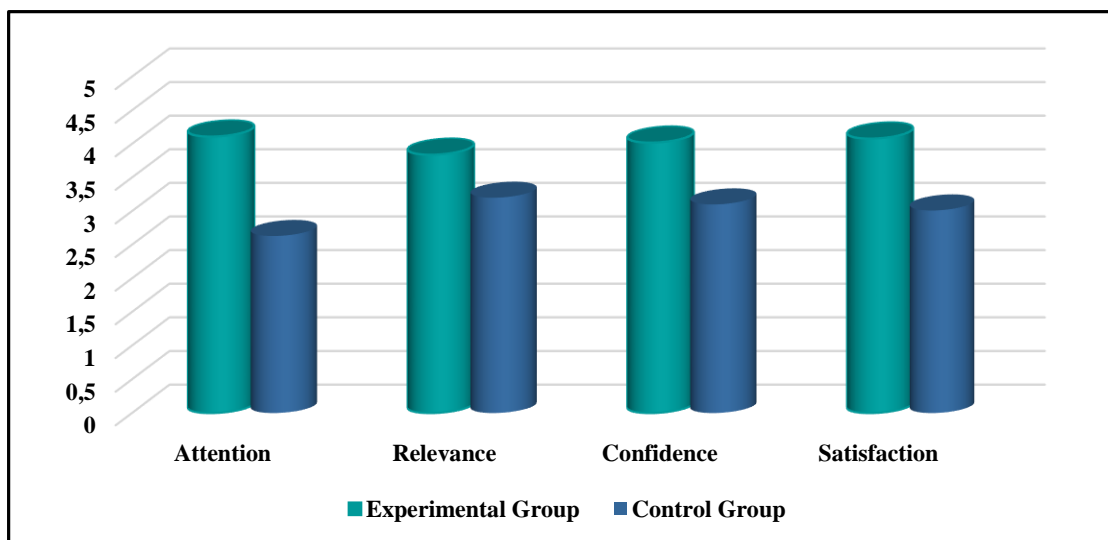


Figure 66. Motivation Level for the Experimental and Control Groups

Table 82

Level of Students' Motivation in Experimental and Control Groups

Groups	Level of Motivation	Minimum	Maximum
Experimental Group	4.00	2.81	4.59
Control Group	3.10	2.18	4.25

According the participants' responses, in the experimental group, their average motivation level was 4.00. The positive motivation level indicated that learners were satisfied with the instructional materials provided by the assistance of mobile devices. Item

10 of the attention dimension “the variety of tasks and activities helped keep my attention.” achieved the highest mean score 4.59. This indicated that the use of mobile technologies, as a supporting tool, to accomplish the different tasks and activities was beneficial for attracting participants’ attention. However, it cannot be ignored that item 3 of confidence dimension, “After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course”, received the lowest mean score 2.81. It revealed that students’ confidence was low at the beginning of research.

The responses of the participants, in the control group, revealed that their motivation level was 3.10. This indicated that the students were not very satisfied with the traditional- classroom instruction. Item 2 of the attention subscale received the lowest mean score $M= 2.18$ “The materials of this class were eye-catching”. Therefore, the participants found the learning materials inadequate to catch their attention. In the other hand, it is worth mentioning that the Item 4 of the relevance subscale received the highest mean score $M= 4.25$ “The content of this material is relevant to my interests”. Hence, the participants found the learning content of this oral class relevant to their needs and interests, but the way of delivering learning materials is not attracting.

To clearly determine the level of motivation and its four constructs, the researcher focus on the following division of mean scores:

- ❖ 5 and 4.2: this reflects very high level of motivation.
- ❖ 4.2 and 3.4: this refers high level of motivation.
- ❖ 3.4 and 2.6: this means medium level of motivation.
- ❖ 2.6 and 1.8: this represents low level of motivation.
- ❖ Less than 1.8: this shows very low level of motivation.

Accordingly, the level of the four constructs was in favour to the experimental group, although the difference is clearly showed in the attention dimension and less in the three rest dimensions (See Table 83).

Table 83
Degree of Motivation in the Experimental and Control Groups

Constructs	Groups	Number of Items	Mean Scores	Degree of motivation
Attention	Experimental	12	4.11	Very High
	Control	12	2.87	Medium
Relevance	Experimental	9	3.84	High
	Control	9	3.20	Medium
Confidence	Experimental	9	3.95	High
	Control	9	3.10	Medium
Satisfaction	Experimental	6	4.08	High
	Control	6	3.23	Medium
Overall Motivation	Experimental	36	4.00	High
	Control	36	3.10	Medium

Since the means of two groups needed to be compared, the appropriate statistical test was determined to be a series of independent sample t-tests. Independent sample t-tests were then conducted to determine if the differences in the mean scores on each of the IMMS subscales for the two groups were significant or if the differences were due to sampling error.

Table 84
Comparing the Means of the Experimental and Control Groups

Components	Experimental Group		Control Group		T value	Sig
	Mean	SD	Mean	SD		
Attention	4.11	0.47	2.87	0.36	11.81	0.00
Relevance	3.84	0.55	3.20	0.42	5.17	0.00
Confidence	3.95	0.60	3.10	0.50	6.09	0.00
Satisfaction	4.08	0.74	3.23	0.75	4.25	0.00
Overall Motivation	4.00	0.39	3.10	0.30	10.13	0.00

As for the overall level of motivation, the results of the Independent Sample T Test denote that the difference between control group (M=3.10, SD= 0.30) and experimental group (M=4.00, SD=0.39) was statistically significant ($t = 10.13$, $sig = 0.00$) because $P = 0.00 < 0.05$. This emphasizes the effectiveness of MALL on the development of motivation of second year students of English at Batna-2 University, in comparison to the

traditional way of teaching and learning oral expression. Furthermore, there was a significance difference in the four components of motivation as showed in Table 84.

Discussion of Results

This section of the study tried to check the students' motivation level in the experimental and control groups. Almost all the participants confirmed that MALL plays a significant role in motivating them to engage in learning. According to Liu and Chu (2010), mobile devices serve to enhance one's learning experience, and can be used to engage and motivate learners.

The findings revealed that the students, in the experimental group, felt that mobile devices had the capacity to stimulate curiosity and attention in the way information was delivered. By contrast, students' level of attention, in the control group, was low due to the style of writing, the amount of repetitions, and the materials used in this class. Meanwhile, the variety of tasks, and the way information were arranged helped to keep their attention. The participants also indicated that this class helped them to learn some unexpected things, and stimulated their curiosity as well.

Relevance is another important factor which affected learners' motivation to use technology for learning. The participants who received MALL instructions found that the materials were useful and related to their interests and needs; this was sustained due to the various functionalities that mobile devices offered in order to deliver the course materials. While, the participants in the control group found the content of the course related to their needs, but it was not supported by the appropriate tools that reflected their interests and captured their attention. In this regard, it was very important for the learners to utilize the tools or resources that were related to their aims and goals as digital natives.

As far as confidence is concerned, the findings of the experimental group revealed that the students were not very confident to work with mobile devices after reading the

introductory information. The content and style of writing in mobile devices conveyed a message and gave the impression that the content was helpful and worth knowing.

Subsequently, it amplified the learners' confidence to learn using this tool.

Satisfaction is another factor that may affect the students' level of motivation. The results of this subscale indicated that participants highly enjoyed learning with mobile devices. However, the participants were not very satisfied about the received feedback. Thus, the researcher suggested using feedback as a mechanism to build a confidence level.

Quite as it was expected, there is a significant difference between the average scores of the experimental and control groups at the four constructs of motivation, and hence at the overall level of motivation in favor to the experimental group. According to the participants responses, the motivation level was high (4.00) in the experimental group, meanwhile it was medium 3.10 in the control group. Furthermore, the Independent Sample T-Test results revealed that there is a statistically significant difference between the two groups, thus the experimental group had relatively higher motivation level than the control group. The positive motivation level, in the experimental group, indicated that students were satisfied with the inclusion of MALL in oral expression module. By contrast, for the control group, the medium level of motivation can be attributed to the scarcity of supporting technological tools, and the traditional way of teaching. The relative consistency in motivation levels found in this study are similar to the results obtained by Chao and Chen (2009), who implemented the use of mobile phones to compliment paper textbooks, and reported that the mobile phones served to either sustain or arouse student motivation levels. In addition, the findings of the present study are supported by other studies conducted by some researchers (Cheng, Chang & Wang, 2008; Chao & Chen 2009; Briggs, 2015; Gjedde & Bo-Kristensen, 2012; Swan, van Hooft, Kratcoski & Unger, 2005) who confirm the effectiveness of mobile technologies in boosting learners' motivation.

Analysis of the Attitudes Questionnaire

Section 1: Usefulness of Mobile Devices. This section is aimed to investigate the participants' attitudes towards the effectiveness of MALL in learning English. This section contains the 12 following items:

S1.1. Using mobile devices for learning purposes helped me to save a lot of time.

S1.2. Mobile devices helped me to save efforts.

S1.3. Learning by mobile devices was not restricted by time and place.

S1.4. Mobile devices helped me to exchange the course material with my peers.

S1.5. Mobile learning apps provided me with an opportunity to learn English inside and outside the class as well.

S1.6. Mobile technology was an easy way to get feedback and notifications from my teacher.

S1.7. The use of mobile devices increased flexibility of access to resources.

S1.8. Having media files of my course content on my mobile device helped me learn more.

S1.9. Mobile devices helped me to interact and communicate with teacher and peers.

S1.10. Mobile devices provided me with rich resources.

S1.11. Mobile devices provided us with authentic learning environment through exposure to native speakers via multimedia resources.

S1.12. Mobile devices promoted teamwork and collaboration between students.

Table 85

Students' Attitudes towards the Usefulness of MALL

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
S1.1	11	34,4%	14	43,8%	5	15,6%	2	6,3%	0	0%	32	100%
S1.2	9	28,1%	7	21,9%	13	40,6%	2	6,3%	1	3,1%	32	100%
S1.3	24	75%	6	18,8%	2	6,3%	0	0%	0	0%	32	100%
S1.4	17	53,1%	9	28,1%	5	15,6%	0	0%	1	3,1%	32	100%
S1.5	25	78,1%	6	18,8%	1	3,1%	0	0%	0	0%	32	100%
S1.6	14	43,8%	12	37,5%	4	12,5%	2	6,3%	0	0%	32	100%
S1.7	14	43,8%	14	43,8%	4	12,5%	0	0%	0	0%	32	100%
S1.8	21	65,6%	6	18,8%	5	15,6%	0	0%	0	0%	32	100%
S1.9	22	68,8%	6	18,8%	2	6,3%	2	6,3%	0	0%	32	100%
S1.10	20	62,5%	8	31,3%	2	6,3%	0	0%	0	0%	32	100%
S1.11	18	56,3%	11	34,4%	2	6,3%	1	3,1	0	0%	32	100%
S1.12	17	53,1%	9	28,1%	4	12,5%	2	6,3%	0	0%	32	100%

As showed in Table 85, the majority of participants expressed a positive attitude towards the usefulness of MALL. A significant number of students expressed their agreement, strongly agree 34.40%, and agree 43.80%, towards the fact that the use of mobile devices saves time. However, 15.60% of participants took a neutral point of view and two participants (6.30%) disagree with the idea. Moreover, a considerable number of participants, strongly agree 28.10% and agree 21.90%, this indicates that the use of mobile devices for learning purposes helped them to save effort. By contrast, a significant number of participants 40.60% neither agree nor disagree, two participants disagree 6.3% and only one participant who showed a strong disagreement.

A high proportion of students 75% strongly agree on the fact that they used mobile devices everywhere and at any time for the learning sake. In addition, a slightly considerable number of participants 18.80% agree with the idea. While only two participants (6.3%) chose a neutral position.

Students' answers to S1.4. showed that more than a half of participants 53.10% strongly agree and 28.10% agree that mobile technologies were useful for exchanging learning materials. Whereas, five participants (15.60%) remained neutral, and one participant (3.1 %) strongly disagree.

As far as mobile apps are concerned, almost the majority of participants 78.10% strongly agree that mobile apps were helpful for learning English inside and outside the classroom. Additionally, 18.80% of participants expressed their agreement with the idea. However, only one participant (3.10%) who did not agree or disagree with the idea.

Concerning the issue of feedback, 43.80% of students strongly agree and 37.50% agree that mobile devices facilitated receiving feedback from the teacher. Nevertheless, four participants 12.50% were neutral, and two participants (6.3%) disagree.

As to research findings related to the flexibility of accessing learning materials by using mobile devices, 43.80% of the students' answers revealed that they strongly agree on the idea that mobile devices were flexible learning tools, which facilitate access to learning materials. Similarly, the same number of participants 43.80% also expressed their agreement. However, 12.50% of the participants stayed neutral.

The students' answers about the fact the effectiveness of media files of the courses that they have in their mobile devices were divided between the three columns strongly agree, agree, and neutral by the percentages of 65.6%, 18.80%, and 15.60% respectively.

Regarding interaction and communication, a significant number of the students 68.8% strongly agree that mobile devices supported interaction with their peers and even their teacher. Moreover, six participants 18.8% showed their agreement with the idea. On the other hand, two participants 6.30% selected a neutral point of view, and the remaining two other participants disagree with the idea

Next to the fact that, 62.50% of the students' answers about the rich resources that mobile devices contain, were strongly agree. In addition, 31.30% expressed their agreement. However, two participants were neutral.

In addition, more than a half of participants 56.30% thought that mobile devices were effective tools for creating an authentic learning environment. Moreover, 34.40% displayed their agreement position. Meanwhile, two participants 6.3% remained neutral, but only one participant who showed disagreement.

As far as collaboration is concerned, around 53.10% of the participants strongly agreed and 28.10% agreed that the use of mobile devices promoted collaboration and teamwork among students. Yet, four participants 12.5% wre neutral, and two participants disagree.

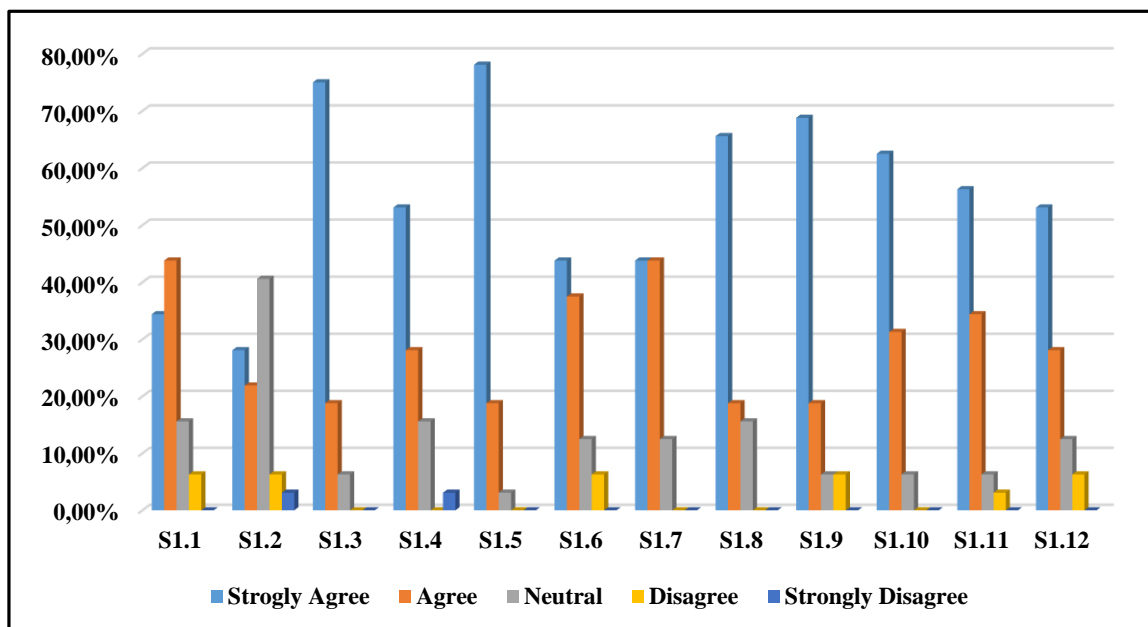


Figure 67 Students' attitudes towards the usefulness of MALL

Section 2: MALL and speaking skill development. This section is aimed to probe participants' attitudes towards the existing relationship between the use of mobile devices and the development of oral skills. It contains the following ten 10 items:

S2.1. Mobile technologies were helpful to study the speaking and listening materials.

S2.2. Checking my mobile dictionary helped me improve my grammatical points as well as my pronunciation.

S2.3. Mobile devices offered opportunities to acquire a wide range of vocabulary.

S2.4. Regular Listening to video and audio through mobile devices materials helped me improve my understanding and comprehension to native speakers.

S2.5. Mobile devices made a significant contribution to improve my pronunciation.

S2.6. Using mobile devices for video and audio recordings helped me to improve my fluency.

S2.7. Using mobile devices improved my speaking skills.

S2.8. Mobile devices resources helped me to be aware of the foreign culture.

S2.9. I think using mobile devices had a negative impact on my speaking performance.

S2.10. I believe that I learned better with the assistance of mobile devices.

Table 86

Students' Attitudes towards the Mobile Devices and Developing Speaking Skills

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
S2.1	18	56,3%	9	28,1%	5	15,6%	0	0%	0	0%	32	100%
S2.2	17	53,1%	10	31,3%	3	9,4%	2	6,3%	0	0%	32	100%
S2.3	24	75%	6	18,8%	2	6,3%	0	0%	0	0%	32	100%
S2.4	19	59,4%	9	28,1%	3	9,4%	1	3,1%	0	0%	32	100%
S2.5	17	53,1%	11	34,4%	3	9,4%	1	3,1%	0	0%	32	100%
S2.6	18	56,3%	8	25%	4	12,4%	2	6,3%	0	0%	32	100%
S2.7	20	62.5%	8	25 %	2	6.3%	2	6,3%	0	0%	32	100%
S2.8	18	56,3%	8	25%	4	12,5	2	6,3%	0	0%	32	100%
S2.9	0	0%	0	0%	1	3,1%	10	31,3%	21	65,6%	32	100%
S2.10	19	59,4%	9	28,1%	3	9,4%	1	3,1%	0	0%	32	100%

Students' responses to S2.1 showed that above half of them (56.30%) strongly agreed on the potential of mobile devices for speaking and listening purposes. Additionally, 28.10% of participants expressed their agreement. Yet, five students (15.60%) neither agree nor disagree with the idea.

Concerning the use of mobile dictionaries, 53.10% of students strongly agree on the vital role of mobile devices in enhancing grammar and pronunciation. 31.30 % of students also agreed with the idea. By contrast, three students (9.4%) were neutral, and two students (6.3%) disagree.

As far as vocabulary is concerned, almost all the participants expressed their positive attitude towards the significant role of mobile devices in acquiring a wide range of vocabulary. As illustrated in the Table 86, 75% of the students strongly agreed, and 18.80% agreed on the idea. Yet, a small number of participants 6.3% chose to remain neutral.

In addition, the majority of students, 59.40% strongly agree and 28.10% agree, confirmed that mobile devices are beneficial for improving their comprehension. However, two participants (6.30%) were neutral and one (3.1%) who disagree with the indication.

Concerning research findings related to pronunciation, almost the majority of participants opined that handheld devices were convenient for developing a correct

pronunciation. As indicated in the table, 53.10% of students strongly agreed and 34.40% agreed on the aforementioned idea. Nevertheless, about 9.4% of students showed their neutral position and one student disagree.

The students' responses about the use of mobile devices recording features (audio and video recordings) and its impact on developing fluency, are divided between four columns strongly agree, agree, neutral, and disagree by the percentages of 56.30%, 25%, 12.40%, and 6.30% respectively.

As to the influence of mobile devices on developing students' oral performance, a significant number of informants strongly agree 62.50% that mobile technologies helped them to improve oral skills. In addition, a slightly significant number of informants 25% agree on the clue. On the other hand, a small percentage of students 6.30% were neutral, and 6.30% disagree.

Regarding awareness of the foreign culture, almost all the students considered the assistance of mobile devices features are effective in raising cultural awareness. As demonstrated in the table, 56.30% of informants strongly agree and 25% of them agree. However, a small percentage 12.50% of informants gave a neutral point of view, and two informants disagree.

For the S2.9, it is clear from the table that a significant number of participants 65.60% strongly disagree on the negative impact of mobile devices on their speaking performance. Moreover, a slight significant number 31.30% disagree on the clue. Yet, one participant expressed a neutral position.

Regarding the last statement in this section, 59.40% of the students responded that they strongly agree the mobile devices features assisted them to learn English better. The following percentage (28.10%) represented the ones who agree. Then, 9.40% of students' answers was neutral, and one participant disagree.

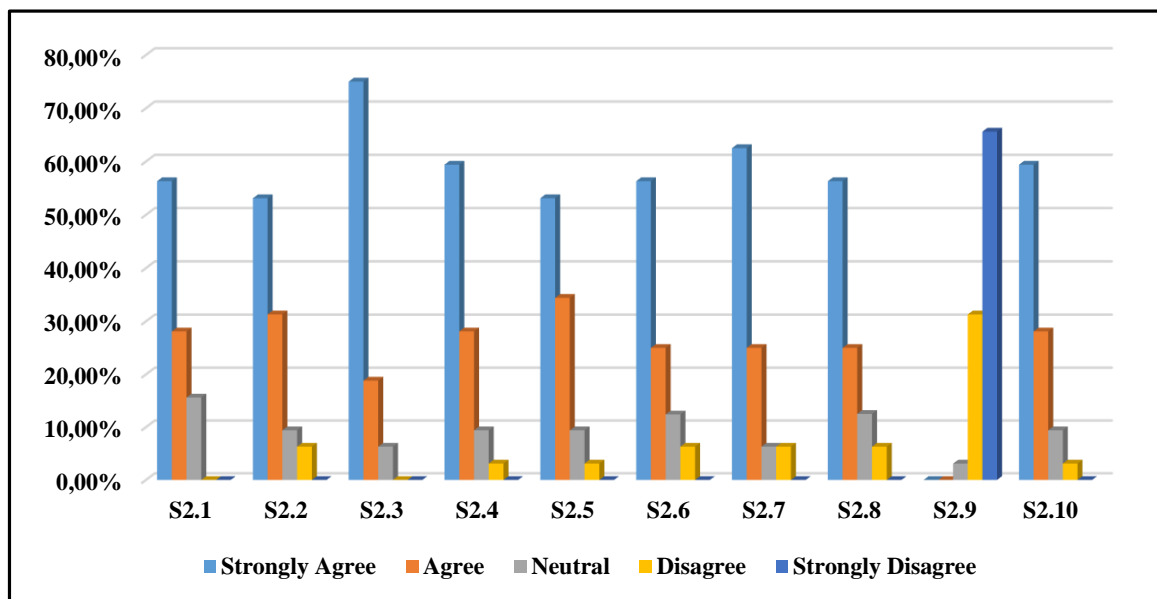


Figure 68 Students' attitudes towards using MALL in developing speaking skills

Section 3: Mobile Devices inside the Classroom. This section aims to find out students attitudes towards the integration of mobile devices inside oral classes. This section evolves around the following ten items:

S3.1. Using Mobile devices in oral classes increased my engagement and interest in learning English.

S3.2. Mobile devices encouraged participation in oral expression class.

S3.3. Using mobile devices in oral class helped me to concentrate more on learning tasks.

S3.4. Mobile devices made class a more enjoyable learning experience.

S3.5. Using mobile devices in oral classes was boring and unpleasant.

S3.6. Using mobile devices made me nervous.

S3.7. Mobile devices distracted me in oral expression class.

S3.8. Mobile devices increased my motivation.

S3.9. Mobile devices hindered contribution to classroom discussions.

S3.10. Using mobile device resources inside the class was very easy.

Table 87

Students' Attitudes towards the Use of Mobile Devices in EFL Classes

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
S3.1	17	53,1%	12	37,5%	2	6,3%	1	3,1%	0	0%	32	100%
S3.2	13	40,6 %	14	43,8%	4	12,5%	1	3,1	0	0%	32	100%
S3.3	11	34,4%	13	40,6%	7	21,9%	1	3,1%	0	0%	32	100%
S3.4	21	65,6%	8	25%	3	9,4%	0	0%	0	0%	32	100%
S3.5	0	0%	1	3,1%	1	3,1%	14	43,8%	16	50%	32	100%
S3.6	0	0%	0	0%	2	6,3%	9	28,1%	21	65,6%	32	100%
S3.7	0	0%	5	15,6%	7	21,9%	11	34,4%	9	28,1%	32	100%
S3.8	20	62,5%	10	31,3%	1	3,1%	1	3,1%	0	0%	32	100%
S3.9	0	0%	1	3,1%	3	9,4%	11	34,4%	17	53,1%	32	100%
S3.10	24	75%	7	21,9%	1	3,1%	0	0%	0	0%	32	100%

Concerning research findings related to students' engagement and interest in learning English, 53.10% of the students' answers was strongly agree, and 37.50% of their answers was agree. While the low numbers represented the ones who answered with neutral and disagree with percentages of 6.3% and 3.1%.

As to the students' participation, the majority of the students chose strongly agree (40.60%) and agree (43.80%) that mobile technologies boosted their participation inside the classroom. Nevertheless, 12.50% of the students gave a neutral position, and 3.1% disagree.

Students' responses to S3.3 demonstrated that 34.40% of participants strongly disagree and 40.60% agree on the idea that mobile technologies helped them to concentrate in the learning tasks. Yet, 21.90% of the students indicated their neutralization, and one participant who showed disagreement.

In addition, the findings to S3.4, showed a high percentage of participants 65.60% who approved that the use of mobile devices inside the classroom creates an enjoyable learning atmosphere. As well as, 25% of the students' answers agreed with the idea. However, the rest of participants 9.40% chose neither agree nor disagree.

As showed in the Table 87, almost all the participants expressed their disagreement that using mobile devices created an unpleasant and boring atmosphere. About half of the

respondents' answers 50% is decanted in the column strongly disagree. It is also worth mentioning that a significant number of informants disagree 43.80%. The rest of participants are equally divided between neutral and agree.

Moreover, the informants showed their disagreement if mobile devices make them nervous in the classroom. The high proportion of students' answers was between strongly disagree 65.60% and agree 28.10%. Yet, only one participant who gave a neutral position.

As far as distraction inside the classroom is concerned, 28.10% of the students strongly disagree with the issue that mobile devices were distracting them from learning. A considerable number of informants 34.40% also disagree with the idea. Yet a slightly considerable number of informants 21.90% gave a neutral point of view, and the five remaining participants 15.60% confessed that they were diverted when utilizing mobile technologies inside classes.

Again, in spotlighting, the connection between mobile devices and students' motivation, almost all the participants confirmed that mobile technologies boosted their motivation. The largest percentages were divided between strongly agree 62.50% and agree 31.30%. By contrast, one participant expressed a neutral point of view whereas the other participant did not agree with the clue.

Regarding whether mobile devices hinder students' discussion in oral classroom, more than a half of students' responses 53.10% is strongly disagree, and 34.40% is agree. Three participants 9.4% expressed their neutralization, and one participant agree.

Concerning the ease of use of mobile devices inside the classroom, almost all the participants confirmed that using mobile devices for learning purposes inside the classroom was very easy. The majority of the informants 75% claimed that they strongly agree; while the other answers poured in the columns agree and neutral with percentages of 21.90% and 3.1% respectively.

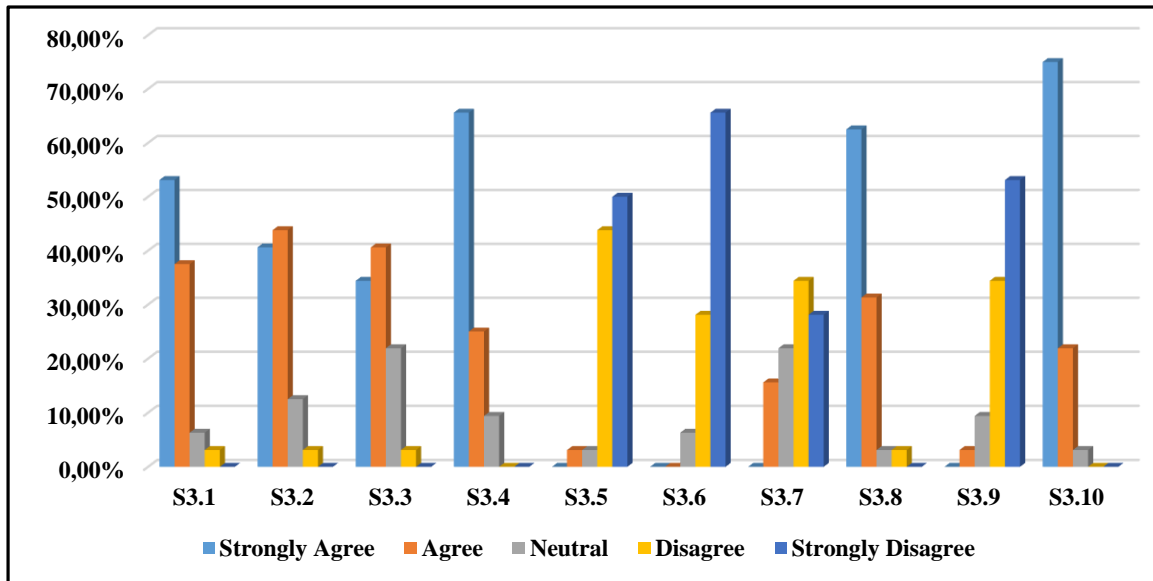


Figure 69. Students' attitudes towards the use of MALL in EFL Classes

Section 4: Mobile Devices and Speaking Assignment. The main aim of this section is to inspect students' perceptions of using mobile devices for completing speaking assignment outside the classroom. It contains these three items:

S4.1. Mobile devices helped me to complete all class assignments successfully.

S4.2. Using mobile devices for additional speaking practice outside the classroom was useful and exciting.

S4.3. Using mobile devices to accomplish speaking tasks outside the classroom was unnecessary.

Table 88

Students' Attitudes towards the Use of Mobile Devices in Speaking Assignment

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
S4.1	17	53,1%	13	40,6%	2	6,3%	0	0%	0	0%	32	100%
S4.2	23	71,9%	7	21,9%	2	6,3%	0	0%	0	0%	32	100%
S4.3	0	0%	0	0%	1	3,1%	7	21,9%	24	75%	32	100%

As to the effect of mobile devices on completing assignments, 53.10% of the students answers was strongly agree and 40.60% on the fact that mobile technologies helped them doing assignments successfully. By contrast, two participants remained neutral. In addition, 71.90% of the students strongly agree on the usefulness of using

mobile devices for additional speaking practices outside the classroom. Moreover, 21.90% of students agreed with the clue. Yet, two participants stood in the neutral position.

As to the last statement, students were asked if the use of mobile devices for completing learning tasks is unnecessary, 75% of the answers are strongly disagree; while the other answers are disagree and neutral with the following percentages 21.90% and 3.10% respectively.

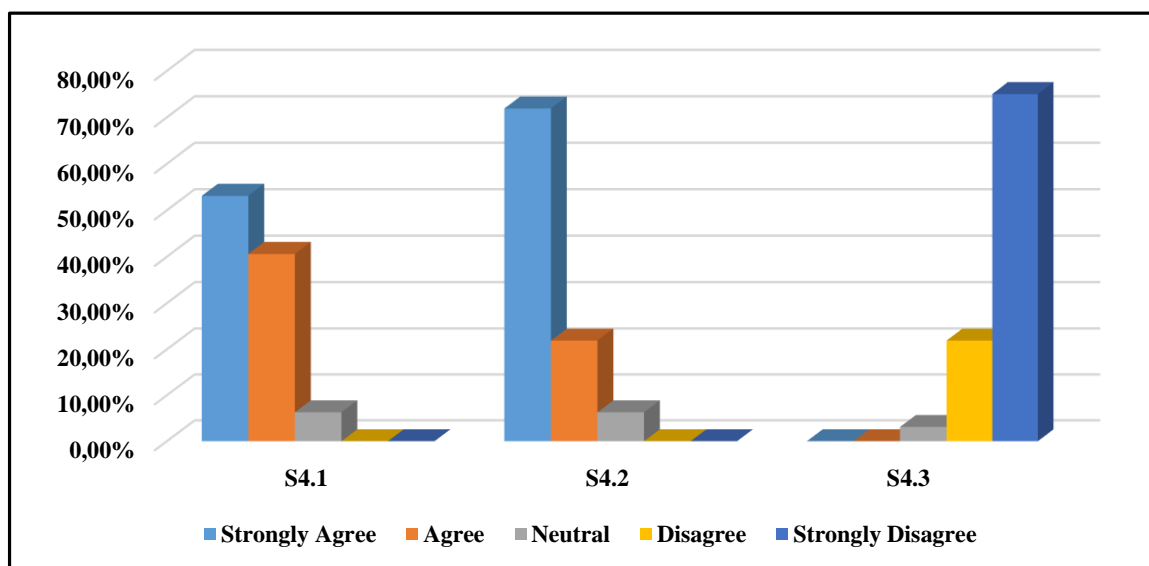


Figure 70. Students' attitudes towards the use of mobile devices in speaking assignments

Discussion of the Results

The above results clearly indicated that the majority of students considered mobile devices as a useful tool for learning purposes. Indeed, technology-based instruction is no longer an option. It is a requirement (McNierney, 2004). Actually, the use of mobile technologies helped participants to save time and efforts. In addition, the results obtained from participants (S1.3. 75% and S1.5. 78%) revealed the utility of mobile technologies for supporting learning on the move. As claimed by Darmi and Albion (2014) "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"(p.93). This is not surprising, especially with portability feature of the device and with increased access to information and knowledge anywhere, anytime which

enable participants to engage in learning beyond class time and enabled personalized learning as well. That is, the relationships between education, society, and technology are now more dynamic than ever. Furthermore, students' responses (S1.4. 53.10% and S1.9. 68.80%, 53.10%) showed the efficiency of mobile technologies for collaboration, interaction, and the exchange of information and materials with teachers and among students. Indeed, this promotes a dynamic learner- centered environment. In addition, the students' considered the mobile devices as a convenient tool to get feedback from a teacher. Actually, having a record of their speaking practice allowed the teacher to easily listen to their speaking projects to provide feedback, trace development, and monitor students' progress. Mobile technologies also regarded as valuable tool due to the numerous rich resources, such as learning apps, audio and video files.

The results of the second section revealed that MALL helped to improve educational attainment. This innovative tool embodied in mobile devices was effective for developing language skills such as vocabulary, grammar, fluency, and pronunciation, particularly, suited for developing listening comprehension skills and being aware of the foreign culture. Furthermore, it is worth noting that the available learning applications contributed to the development of language learning. In addition, again, the multimedia features like pictures, audios, and videos helped learners in enhancing their speaking ability.

The aforementioned results showed that the majority of participants had a positive attitude towards the use of mobile technologies inside oral expression classes. The students' responses confirmed that mobile technologies are significant for increasing engagement in learning tasks and projects, activating participation and motivation inside the classroom. In addition, the integration of these handheld devices are source of their enjoyment. As well as, almost all the participants 75% confirmed that using mobile

technologies was a very easy for learning purposes. This is not surprising, since the students are digital natives, they born with technology at hand. By contrast, some of the participants confessed that mobile technologies distracted them. The findings also showed students with opportunities for additional speaking practice outside of class can be noticeably beneficial for their overall speaking performance.

This finding supported the results from Lys' study (2010) on the effects of iPads on the oral skills of advanced language learners. Likewise, the findings of the questionnaire are consistent with works of other researches, like (Dashtestani, 2013; Cavus & Ibrahim, 2008; Gilgen, 2005; and Chan, Chi, Chin & Lin; 2011).

Conclusion

This chapter was divided as a whole into three sections. The first section analyzed and discussed the results of students and teachers' questionnaires. The second section introduced a full analysis of the results of the experiment using a T Test accompanied with analysis of observation grid and students' journals. The third section evaluated students' motivation and views regarding the integration of MALL in oral expression classes. The interpretations were introduced using of tables and figures followed by discussions of findings supported by a literature that was reviewed. According to the results of the study, the next chapter draws conclusions, and suggests some recommendations for educators and future researches.

**CHAPTRE FIVE: CONCLUSIONS, IMPLICATIONS AND
RECOMMENDATIONS**

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Introduction

In this study, the researcher scrutinized the impact of MALL on increasing the speaking ability of second year EFL students. After the successful implementation of MALL in EFL oral expression class and based on the analysis of the obtained data, the present chapter endeavors to introduce some recommendations that may sustain both educational institutions and teachers of oral expression. Accordingly, the current chapter puts forward the main conclusions of the study. It also presents some recommendations to teachers, students, and administrators that are discussed based on the conclusions. Finally, some recommendations for future research are provided.

Synthesis of the Results of the Three Phases of the Study

The students' readiness questionnaire and teachers' questionnaire indicated that the majority of participants welcomed the idea of integrating mobile technologies in EFL classes. These results motivated the researcher to initiate the implementation of this kind of technology.

As expected, the results of the pretest ascertained that all the participants' speaking level was low. Furthermore, the initial results obtained from classroom observation, carried out immediately after the pretest, showed that most of the participants had serious speaking difficulties in terms of grammar, pronunciation, vocabulary, comprehension, and fluency. Thus, too much work was necessary during the experimental phase to help students to make progress as regards their speaking competence.

Interestingly, the data gathered through the posttest at the end of the experimental phase yielded relatively a significant progress. Indeed, the participants speaking level improved significantly in both the experimental and the control groups after more than seven months of MALL- instruction. During those months, the researcher employed a variety of speaking activities supported by the use of mobile devices. The tasks covering

all the features of speaking skill, like grammar, vocabulary comprehension, pronunciation, and fluency. During the treatment, we noticed a continuous progress of the majority of the participants in in the experimental group and students themselves affirmed it through their journals, and attitudes questionnaire.

This study also showed that it is possible to use MALL in EFL classes in order to enhance students' speaking competence. Definitely, this was proved through the following steps: first, the means results showed that there was no noteworthy difference in the oral performance of second year students between both groups (control and experimental) on pretest and it was determined that the two groups had almost similar oral ability in pretest. Second, the Independent Samples T Test identified significant difference in speaking performance between the two groups on posttest in which the observed T (3.50) was more than the critical value of T (1.67). In view of this, the null hypothesis was rejected, and our research hypothesis was confirmed. In other words, the experimental group which received MALL- instruction outperformed the control group which was taught in the traditional way.

More importantly, the results of students' motivation questionnaire, along with classroom observation and students' journals confirmed that the students' level of motivation in the experimental group was higher than students' motivation in the control group.

Finally, the results of the attitudes questionnaire which was administered at the end of the experimental phase revealed that students had a positive attitude towards the fact of implementing MALL in EFL speaking classes. Students did point out that using mobile technology inside or outside of the classroom was

very helpful, and they wanted to continue learning in this way. Such research findings prove that using mobile devices was successful from the point of view of the participants. In regard of this, we share the view with Sharples (2005) who proclaim that “every era of technology has, to some extent, formed education in its’ own image” (p. 147).

Thus, based on the findings of classroom observation, students’ journals and the attitudes questionnaire, and as demonstrated earlier through a comparison between students’ posttest results of both groups, the researcher confirmed the positive effect of MALL on developing students’ oral performance. Hence, the data results compiled through those different instruments strongly support the research hypothesis.

Main Conclusions

Conclusions were divided and organized according to the research questions that were supported by a combination between quantitative and qualitative data. According to the findings of the study, we drew the following conclusions:

RQ 1: How oral expression is taught to second year students in the department of English at Batna-2 University?

Teaching oral expression at the department of English at Batna-2 University is very challenging. In fact, novice teachers taught this module, and there is no official planning syllabus of oral expression. In such a module, students are in need to be subjected to more authentic input using technological aids. Unfortunately, the findings revealed that there is a severe lack of technological aids for language teaching and learning. Meanwhile, the teachers of oral expression stressed on the significance of incorporating technological tools. More notably, teachers of oral expression have a positive propensity towards using mobile devices in oral expression module.

RQ2: Are students ready and willing to adopt the use of mobile devices in the oral expression course?

The vast majority of students demonstrated their willingness towards the idea of integrating handheld devices in oral expression course. For participants, using handheld devices in oral classes is both necessary and possible from the device usability aspect. In this regard, students' ownership of mobile devices, their capacity of using them skillfully, and their preparedness to use them in speaking class reflected their readiness towards the integration of these sophisticated technologies in oral expression class.

RQ3: Are students able to develop their speaking skill through the use of mobile devices?

The findings obtained from the different research instruments (tests, observation, students' journals, and the attitudes questionnaire) indicated that MALL has a positive impact on developing oral performance of second year EFL students. That is, the inclusion of listening tasks inside the classroom and the extra speaking practice outside the classroom effectively contributed in enhancing students' oral performance.

RQ4: How do students experience the implementation of MALL in oral expression class?

In this study, students benefited from the use of mobile devices and faced some challenges at the same time. The findings revealed that the integration of mobile devices in oral expression class enabled students to gain valuable additional learning time outside the classroom that can improve their language learning effectively. Ergo, these handheld devices helped to promote self-directed learning. As well as, the majority of students were satisfied and enjoyed the learning tasks. Moreover, it was noted that MALL integration contributed in increasing collaboration and the exchange of information among participants; they found the social technology to be highly useful for communication

purposes. Furthermore, students stressed on the significant role of mobile devices in fostering their motivation to engage in learning despite all the identified challenges.

RQ4: Does the implementation of MALL affect students' motivation to engage in learning?

The findings of the study clearly revealed that the overall motivation of the experimental group is relatively higher than the control one. Hence, the incorporation of mobile technologies can effectively foster learners' motivation to engage in learning tasks.

RQ5: What are the students' views towards the implementation of MALL as a supplementary learning tool in EFL context?

This research provided a clear vision of students' attitudes towards integrating mobile devices in oral expression module. As a matter of fact, the findings indicated a positive attitude to the trend. From the point of view of students, mobile technologies increased learning inside and outside the classroom, enhanced their speaking ability, and promoted collaboration and interaction. Mobile technologies seemed to be more helpful in informal learning situations, where the students learn language or carry out language learning activities without the guidance and help of a teacher.

Pedagogical Implications

This research study has some implications for the successful integration, and design of mobile devices as supporting learning tools in EFL context. In the light of the foregoing research findings, there is overwhelming evidence corroborating the notion that MALL is an effective supporting tool for increasing the students' speaking ability. In addition, the use of mobile technologies yields the following benefits:

- It was a source of motivation for EFL students.
- It promoted interaction and collaboration among participants.
- It promoted participation and interaction.

- It enabled anytime and anywhere learning.
- It helped teachers to maximize students' exposure to authentic English.
- It promoted the learners' centered approach.
- It helped to maintain a high level of interest in the lessons.
- It allowed students to listen to audios and watch videos.
- It gave students the ability to record and playback their voices.

In the initial step, it is perfect for both teachers and students to have their own mobile devices. Indeed, the findings of this study noted that almost all the students have owned smartphones or tablets. Hence, teachers are invited to exploit the popularity of using mobile devices among students. That is to say, teachers are in need to recognize mobile technologies as a valid learning implement, and they should take advantage of these devices, rather than dismissing them as a source of distraction. In this respect, to improve language-learning performance, teachers need to allow students to bring their handheld devices and give them the opportunity to take charge of their learning by permitting them to freely access information that will enhance learning activities and quality of learning. This should enable students to become autonomous and independent and eventually successful as it is the teachers' mission to prepare a generation that is well-equipped with the means of success. Besides, students need to be taught how to properly utilize these sophisticated devices for educational advancement, such as how they can be used, when they are not allowed, how they cannot be used, and so on.

As a versatile device carried around all the time, mobile devices play a positive role in students' learning activities, inside or outside of the class. The results of this research proved that the experimental group participants' speaking ability improved due to the inclusion of smart- mobile technologies, specifically smartphones, in performing speaking activities. The integration of MALL in oral expression class offers several advantages.

Teachers can offer an authentic learning and teaching environment for their students by using a variety of videos and audios as teaching materials. EFL students can try to create their own recordings (audio or video) and share them with their peers and teachers. The students can create videos to tell a story, and present breaking news story etc. Moreover, mobile devices can be used to take pictures, and then recording their description. These are some ways for using a mobile device as a learning tool in oral expression module:

- ✓ Listening to the downloaded learning materials such as videos and audios in order to complete listening activities.
- ✓ Taking pictures and recording their description.
- ✓ Creating and uploading recordings/ podcasts.
- ✓ Creating digital stories.
- ✓ Recording videos (role-plays, personal experience...)
- ✓ Making audio and video recordings of activities that require to interview people.

Actually, doing recordings allow students to replay the video as many times as they need. Consequently, they can make evaluation of themselves (self- evaluation) and their fellow friends. In this respect, students become self- critical, because they can see their problems and trace their development. Furthermore, mobile apps have the potential of providing learners with an additional source that could enhance their language and knowledge as well as their skills for the sake of improving students' achievement and success. Definitely, mobile devices can give students the opportunity to gain access to educational information from anytime and anywhere.

Furthermore, mobile technologies can be used to increase interaction and collaboration among learners. In fact, teachers can use these devices to give feedback and to inform students quickly. This can increase the student-teacher interaction. Teachers can organize individual and collaborative activities via using mobile devices. In addition, a

student can also work on his/her own through independent study or individualized learning. In this respect, these activities can help to increase interaction and self-directed learning. In effect, the increasing ownership of mobile technologies among students, and a positive attitude towards these devices are the motivating factors that support the integration of MALL. Along this vein, teachers need to look at ways of implementing handheld devices into the classroom setting and make students practice English.

To effectively exploit mobile devices in language learning, we need a well-planned MALL environment that involves formal pedagogical context and informal context, features of the device, as well as teachers and learners aspect. The proposed design is based on the literature and our observation and experience during the implementation stage. Hence, this model provides a practical advice for the integration of MALL into the formal educational context. Therefore, the design principles need to follow the considerations for m- learning. The following considerations have been identified for the implementation of MALL in EFL context:

Pedagogy. A successful integration of MALL in EFL classes requires an adequate pedagogy and context.

- Teachers and designers need pedagogical approaches or theories that can be used as a basis that direct the planning of teaching and learning situation and design of teaching activities.
- Designing an effective MALL environment needs to focus on the careful selection of teaching materials and content in line with the goals and objectives of the lesson.
- For better integration of MALL in the educational context, a supporting infrastructure is required, mainly the adequate internet network.

Mobile device features. A successful integration of mobile technologies requires the availability and usability of the mobile device in order to generate opportunities to personalize and use them in different settings.

- The mobile technological tools should be available inside and outside of the university. Hence, teachers can adopt BYOD strategy.
- It is important to probe the technical and functional characteristics of mobile device to guarantee its usability for the required mobile activities.
- Teachers should be aware of the affordances and limitations of mobile technologies.
- To provide learners with a true mobile learning experience a mobile LMS, such as Moodle should be used in order to afford learners the opportunity to access and download course content anywhere and at any time.
- The mobile devices containing with the required software should be thoroughly tested and evaluated.
- Devices should preferably have integrated 3G/4G capabilities to allow learners experience a true anytime anywhere MALL.
- Social networking services should be adopted for providing learners with 24/7 information access, course content delivery, and immediate feedback.

Teachers and Students. Actually, mobile devices by themselves do not guarantee effective teaching or learning. Learning is also depending on learner and teacher aspects.

- Students must be ready to utilize these technologies for their learning to be effective. That is, it is important to survey learners and validate their readiness for MALL.
- Effective implementation of MALL requires training teachers, supporting their work, helping them during content production and delivery strategies.

- There is a need to highlight the benefits of mobile devices in education for the learners.
- MALL implementation should take into account a range of learning styles.
- Researchers need to pay attention to learners' needs, preferences, and interests. Basing on these interests, it is possible to design a meaningful and sufficiently MALL activities.
- Teachers should investigate deeper reasons for in-class misuse of mobile devices and find effective ways to prevent such problem.

When all these aspects are realized MALL environment may progress smoothly. In this regard, teachers should be aware of the importance of the mobile technologies in developing students' speaking skill, as the traditional method in teaching speaking is less effective. In addition, EFL students should be encouraged by their teachers to make more use of these appliances and to take a more active role in the learning process to improve learning experiences.

Recommendations for Educators

Based on the findings and conclusions of this research, some recommendations were suggested. In the light of the results reviewed throughout this study, the researcher finds it is important to give some recommendations to develop students' speaking ability for the decision makers, teachers, researchers, and students. The following concluding remarks and recommendations can be recorded:

Unifying the syllabus of oral expression module. The results obtained from this research indicated that teachers of oral expression did not collaborate to design a unified oral expression syllabus. For this reason, Teachers of oral expression should collaborate to design a syllabus of oral expression supported by the implementation of technology, notably MALL. Indeed, this will help them providing authentic audio/video materials in

the EFL classroom. Teachers should give more attention to teaching oral expression module by giving more time and efforts. To put it differently, students should be offered enough opportunities to ameliorate their speaking ability.

Meeting learners' needs to teach oral expression. In this research, teaching oral expression with mobile technologies that students are familiar with make their learning experiences more interesting and motivational. Recently, various terms are used to describe today's generation, namely Digital Natives (Prensky, 2001) Net Generation (Tapscott, 2009), and Millinials (Howe & Strauss 2000). According to Tapscott (2009, p. 144) "students won't be prepared for the world of today unless schools use technology to implement real change to their model of education". As for Prensky (2009), the term Digital Natives refers to learners who are fluent in using digital technologies and it is necessary for educators to accommodate such learners, to create new Digital Native methods of teaching all the subjects.

As mobile devices are pervasive among students, the way students access information has been changed, teachers should use the new mobile technologies that our students are acquainted with to keep their interests and meet their learning needs as digital natives. In this vein, teachers need to profit from students' technological knowhow and ask for support. Moreover, teachers should be open-minded and try to change their traditional ways in teaching oral skill by directing their students to use and benefit from these tools. In other words, due to the lack of technological supply in EFL context, teachers should not ban the use of mobile technologies, mainly in oral expression module, but they should use them wisely and under control. More importantly, they need to raise students' awareness that such devices have important benefits in developing speaking skill other than entertainment.

Blended learning environment for enhancing speaking ability. As both traditional way of teaching and MALL have their advantages and disadvantages, a blended approach is recommended for learners to meet their particular needs. As for Kupetz and Ziegenmeyer (2005) “the purposeful arrangement of media, methods and ways of organizing learning situations through combining traditional media and methods with e-learning elements and possibilities” (pp. 179-180). Furthermore, Jin (2015) finds that blended learning with mobile technologies proved to be more effective than traditional methods of learning and students’ perceptions of mobile devices use was very positive.

In this regard, to teach oral expression, mobile devices should not be considered as a replacement of other traditional tools but as supporting and reinforcement tool for developing speaking ability. That is to say, MALL should be viewed as a teaching aid rather than the core of the teaching learning process.

Mobile devices to support feedback. Another pedagogical outcome of MALL is the instant feedback it provides to participants. Kraut (2013) “While historically learners have had to wait days or weeks to get guidance regarding their comprehension of curricular content, mobile technologies, thanks to their interactive features, can provide instant feedback” (p. 13). Hence, we recommend the use of mobile technologies to provide students with more detailed and rapid feedback.

Awareness of the challenges and affordances of MALL. As a point of fact, teaching absorbs technologies that were not intended to be used for educational purposes. The situation makes the challenges and affordances of MALL coexist side by side. Hence, to effectively implement MALL in EFL context, there is a need for a careful design that embrace the new opportunities and address the coexisting challenges (Kraut,2013). Despite the unique affordances of mobile devices, they also have their own challenges, and limitations. Hence, teachers should be cautious when using MALL services in oral

expression classes, so that students will not deviate using such gadgets for purposes other than learning.

Bridging formal and informal learning. The ubiquitous feature of mobile devices enables students to utilize them in different learning contexts. In this study, the usage of mobile devices as a supporting and instructional tools was inside and outside the classroom for doing home works and oral projects. The findings of this study pointed to the advantages of using MALL across contexts and environments. Therefore, the distinguished features of mobile devices enabled students to utilize them in different learning contexts. Kraut (2013) states that “Mobile devices facilitate learning by blurring boundaries between formal and informal education” (p. 21). This is an opportunity for oral expression teachers to extend the learning activities outside of the classroom, and profit to the maximum from the multitude range of services. In this respect, we recommend for teachers to bridge formal and informal learning through using MALL for enhancing students’ oral skills because what happens inside and outside the classroom is mutually supportive.

Adopting Bring Your Own Mobile Device (BYOD) model. The results of the study indicated that students showed their readiness to adapt their own mobile devices for accessing learning materials and completing speaking activities. According to Burston (2013) “BYOD systems have great potential application to learner-centered, task-based, collaborative instruction, in and out of the classroom” (p.2). It is essential for the educational system to take advantage of the technologies learners bring to the classroom in order to support learning (Sharples, 2006). Hence, in order to ensure connection between formal and informal contexts, we suggest the adoption BYOD model. In this model, teachers and students might use their own mobile devices for learning, while the institutions provide them with other facilities, such as Internet access.

Mobile devices to promote motivation and cultivate interest in oral classes.

The process of hijacking mobile devices for teaching oral expression was observed in this study. The various features of mobile devices offer a sense of authenticity that affects the way students grasp information and develop oral skills. According to Kraut (2013) mobile devices “can give students greater flexibility to move at their own pace and follow their own interests, potentially increasing their motivation to pursue learning opportunities” (p.12). Indeed, the results of this study revealed that the implementation of MALL in EFL oral expression module effectively fostered the students’ motivation. Accordingly, mobile devices should be integrated in oral expression as a supporting tool to greatly foster students’ motivation and cultivate interest in learning and engagement in completing oral activities. Ergo, the learning and teaching goals can be successfully achieved.

Teachers and learners’ training. Implementing MALL in a university context needs to provide continuous training for students and teachers to enhance their usability with mobile technology and enable new instruction activities (Naismith et al., 2004). Kraut (2013) reports “To capitalize on the advantages of mobile technologies, teachers need to be trained to successfully incorporate them into pedagogical practice. In many instances, a government’s investment in teacher training is more important than its investment in technology itself” (p.31). In this respect, the introduction of technology in any educational institution requires training for all users such as teachers, students and administrators. For this reason, teachers as well as learners need guidance and training to effectively use mobile devices for language learning, in general, and for developing speaking ability, in particular. Thus, a series of training courses and workshops should be organized for teachers as well as students in order to familiarize them with MALL environment.

Organizing conferences, workshops and seminars. University teachers may be resistant to change and they may want to continue use their traditional teaching methods.

Therefore, there is a need to motivate them to adopt this technology. This can be done by conducting learning events that may address the benefits of using mobile technology, provide real-life examples of learning apps, celebrating successful MALL experiments and revisiting traditional methods in teaching and examining how to develop them using mobile technology (West & Schofield, 2012). Therefore, to increase students and teachers awareness of the effectiveness and usefulness of MALL on language learning, and to motivate them to adopt this innovative technology, learning events, such as conferences, study days, workshops should be conducted.

Expand connectivity options and infrastructure. Actually, the effective integration of m-learning is increasingly dependent on reliable connectivity to the internet and other communication and data networks (Kraut 2013). Along this vein, Hockly (2013) points out, “Having reliable connectivity when implementing mobile-based activities is clearly a key consideration” (p. 3). In view of that, to increase the opportunities of MALL for learning and teaching, more technical infrastructure should be put at the university to assist and power learning and teaching via mobile devices.

Recommendations for Future Research

The study identified several areas where further work would be useful, especially for researchers and stakeholders at universities in Algeria.

- The research population does not need to be limited to second-year students of English at Batna-2 University.
- Outside the research area, similar research should be conducted in other universities, so that an ample image concerning the inclusion of mobile technology and its achievement can be emerged, which may facilitate better decision making for the development of learning and teaching processes in Algeria.

- Since this research is limited to the implementation of MALL in the department of English language and literature at Mostefa Benboulaïd Batna-2 University, extended research should engage other students from other branches.
- This research investigated students' readiness towards MALL integration in EFL context. It would be also useful to investigate teachers' readiness of MALL. This investigation is necessary in order to achieve better understanding about the integration of these devices.
- Future research is required to examine whether variables, such as gender or age affect students' engagement in learning with MALL.
- It is also recommended to explore the impact of repetitive listening to audio and videos and students' recordings on listening comprehension, pronunciation, and fluency.
- We believe that more attention should be paid to the interplay between mobile technologies, and raising intercultural awareness.
- Further researches should investigate the existing relationship between MALL and motivation.
- More empirical researches need to probe the effectiveness of MALL on other aspects of English language, like grammar, vocabulary, listening, reading, and writing.
- In order to gain an in-depth understanding of MALL in Algeria, further research can be conducted with participants in high, middle, and primary schools.

Conclusion

This research project provides illuminating findings of how MALL has impacted the learners' speaking competence. This chapter dealt with the main conclusions which were drawn from the research findings, and proposed some recommendations for both educators and for further researches. Definitely, mobile devices can support or hinder language learning, depending upon how it is implemented and utilized by educators. MALL should also not be merely viewed as an alternative, or as a new flavor of existing education but it should be thought of as a complementary way to support and enhance learning environments.

General Conclusion

At the dawn of the 21st century, the mastery of English language is no longer a choice, but a must. As a point of fact, second year students, after a lengthy experience of eight years, are enable to express themselves in English neither accurately nor fluently. The current status of students' oral performance at the department of English at Batna-2 university is exigent that requires immediate action and convenient remedies. For that reason, the main concern of this study is to investigate the effectiveness of integrating MALL on the development of oral performance. Hence, this study is carried out to confirm or reject the research hypothesis stating that *EFL students who use mobile devices will show better oral performance than their peers who do not use them in their learning*. In this regard, the fundamental purpose of this research is to show whether the integration of mobile devices can help and, thus, motivate students to improve their speaking performance.

To attain the intended purpose, a Mixed research method “triangulation” was adopted which was an amalgam between quantitative and qualitative approaches. It was undertaken to answer to the following research inquiries:

1. Are students able to develop their speaking skill through the use of mobile devices?
2. Are students ready and willing to adopt the use of mobile devices in the oral expression module?
3. How oral expression is taught to second year students in the department of English at Batna-2 University?
4. How do students experience the implementation of MALL in oral expression module?
5. Does the implementation of MALL affect students' motivation to engage in learning?

6. What are the students' views towards the implementation of MALL as a supplementary learning tool in EFL context?

In doing so, we employed different data gathering tools (experiment tests, questionnaires, observation grid, and students' journals) over the three phases of the study to address the above stated questions and suggest some fitting recommendations. The manifold perspectives provided by the various research tools allowed the investigator to gather a variety of data. The methodological triangulation pursues to support the reliability and validity of the data gathered through a combination between the different research tools, which in turn provided insightful findings.

The first phase, pre-experimental, was intended to analyse the target situation basing on two questionnaires addressed to second year oral expression teachers and students of the experimental group. The findings yielded that second year students are in need to develop their speaking skill. Moreover, the findings revealed that there is a severe lack of technological aids at the level of the department of English. Meanwhile, oral expression teachers express their positive attitude towards utilizing mobile technologies in oral expression module. Another important striking result is that mobile technologies are pervasive among second year students, and they have the capacity to use them skillfully. They also confirmed their willingness to incorporate these highly prevailing technology in oral expression class. Ergo, the results of the first phase provided the environment for the experimental phase.

During the experimental phase, the experiment was conducted as an intervention to integrate MALL in oral expression module in an attempt to scrutinize its efficacy and significance in improving students speaking achievement. The results of the T- test, revealed a sound progress in oral performance for students of the experimental group. The

students' oral development is attributed to the integration of MALL. Therefore, the obtained results led to rejecting the null hypothesis and confirming the research hypothesis. Moreover, the findings of experiment were strengthened by the results of observation and students' journals. The results of the observation revealed how the students speaking skills were boosted in both groups. However, the experimental group highly exceeds the control group, mainly in comprehension, pronunciation, and fluency. Furthermore, the students' journals, of the experimental group, proved that the integration of mobile technologies enabled students to gain valuable additional learning time outside the classroom that improved their oral practice effectively. In addition, the students confirmed that the employment of handheld technologies promotes self-directed learning, collaboration, and more importantly motivation. Meanwhile, the participants confessed that they encountered various technical challenges. Simply put, changes in the outcome of the experimental group are presumed to be the result of MALL intervention.

The last phase of the study, post-experimental, was intended to deeply explore the participants' level of motivation in experimental and control groups, after the intervention. As well as, the students' views about the integration of MALL in oral expression class was investigated. The statistical results of the Independent -Sample T Test confirmed that the overall motivation of the experimental group is higher than that of the control group. Thus, mobile devices effectively fosters students' level of motivation. Last but not least, from the point of view of the students (students' attitudes' questionnaire), these cutting-edge technologies enhanced their oral performance, increased learning inside and outside the classroom, and promoted collaboration and interaction among participants.

In the light of the forgoing findings, three key conclusion may be drawn. Firstly, MALL is an effective supporting tool for teaching oral expression, and hence developing students' speaking skill. Secondly, the inclusion of MALL actively fosters students'

motivation to engage in learning. Thirdly, as indicated by the participants, MALL promotes autonomy, interaction and collaboration as well. However, there are some challenges to be addressed, like technical issues, and technological infrastructure.

Having gained considerable knowledge on this issue, MALL should not be regarded as an end in itself; however, it should be viewed as a supporting tool in language teaching and learning. At the first place, it is recommended that teachers need to allow students to use mobile technologies as a supporting tool in oral expression module to keep their interests and meet their needs as digital natives. However, this latter cannot be fully achieved, unless through training teachers and students. As a point of fact, learning events, such as conferences and workshops should be organized to increase students and teachers' awareness on the effectiveness of MALL in learning. Moreover, blended learning as an innovative teaching mode is highly recommended for teaching oral expression. Furthermore, to increase the opportunities of MALL integration in EFL context, mainly in teaching speaking, infrastructure should be put at the university to power learning and teaching via handheld devices.

When bringing our research to its conclusion, this modest contribution is a little attempt to address the implementation of MALL in teaching speaking skill. Due to the limited scope of the sample, other researchers can expand the boundaries of the present research and study larger number of participants. In addition, extended researches need to engage other students from different disciplines in different universities. Moreover, further research is needed to address other issues in the field, such as language aspects and skills (grammar, vocabulary, pronunciation, listening, reading, and writing), intercultural awareness, motivation and teachers' attitudes. In fact, MALL investigation is a promising fertile field of research for ambitious researchers who wish to virtue forth into MALL.

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Appendices

Appendix A: Results of the Students' Preliminary Questionnaire

Background Information							
Gender	Male	Female		No answer	Total		
	48	202		0	250		
	19.20%	80.80%		0%	100%		
Age	19-21		22-24		No answer	Total	
	177		46		27	250	
	70.80%		18.40%		10.80%	100%	
Students' choice of studying English	Personal		Imposed		No answer	Total	
	196		54		--	250	
	78.40%		21.60 %		--	100%	
Students' Opinions about the Speaking Skill							
Which of the following skills you want to be successful in	Listening	Speaking		Reading	Writing	Total	
	80	178		15	166	--	
	32.00%	71.20%		6.00%	66.4%	--	
Do you find speaking in English?	Difficult		Normal		Easy	Total	
	123		66		61	250	
	49.20%		26.40%		24.40%	100%	
How do you judge your speaking ability?	Excellent	Good		Average	Poor	Total	
	4	23		116	107	250	
	1.60 %	9.20 %		46.40 %	42.80 %	100%	
Do you face any difficulties in speaking EFL?	Yes			No		Total	
	190			60		250	
	76.00%			24.00%		100%	
What are the frequent problems/difficulties that you face during practicing speaking?	Pronunciation	Fluency		Grammar	vocabulary	Comprehension	Total
	168	176		110	179	93	--
	67.20%	70.40 %		44%	71.60%	37.20%	--
What are the reasons of these difficulties?	Lack of practice		Mother tongue interference		Lack of self confidence		Total
	193		51		31		--
	77.20%		20.40		12.40%		--

Appendix B. Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to investigate the issue of teaching oral expression to second year students of English at Btana-2 University. Thus, you are kindly requested to answer the following questions by selecting the answer that best reflects your opinion and making comments whenever necessary.

Thank you.

Section one: Background Information

1. *Age:*
2. *Gender*
 - a. Male
 - b. Female
3. *Qualification*
 - a. Licence
 - b. Master
 - c. Magister
 - d. Doctorate
4. **How long have you been teaching the Oral Expression?**
.....

Section Two: Teaching and Assessing Speaking Skill

5. **The syllabus of Oral Expression module is**
 - a. Officially planned
 - b. Prepared with colleagues
 - c. self-prepared
6. **What objectives/ aims do you intend to achieve when teaching the speaking skill?**
.....
.....
7. **What teaching materials or resources do you use for teaching oral expression?**
.....
.....
8. **Which method/ approach do you rely on in teaching speaking skill?**
.....

Please, state why?

.....
9. Which of these speaking activities do you focus on in your oral expression class?

- a. Dialogues
- b. Debates and discussions
- c. Presentations
- d. Role-plays and simulations
- e. Telling stories
- f. Games

10. Which of the following tasks do you prefer for testing students' speaking performance?

- a. Dialogue
- b. Interview
- c. Summary
- d. Picture description
- e. Story telling

Others:

11. What criteria do you focus on for assessing the speaking performance of your Students?

.....
.....

12. What do you think are the students' needs to develop their oral performance?

.....
.....

Section Three: Technological Tools in Oral Expression Class

13. Did you use the language laboratory material for teaching oral expression module?

- a. Yes
- b. No

14. What kind of technological tools are available at the level of the department of English?

.....

15. Are you able to use them at any time you want?

- a. Yes
- b. No

16. How often do you use technology in oral expression class?

- a. Always
- b. Often
- c. Sometime
- d. Rarely
- e. Never

17. Do you use your own technological tools in teaching oral expression module?

- a. Yes
- b. No

18. If “yes” what kind of technological tools that you use in your oral expression class?

.....
.....

19. Do you think that using technology in teaching oral expression is a good strategy to improve students’ speaking?

- a. Yes
- b. No

Section Four: Teachers’ Views Towards the Use of Mobile Technologies

20. Do you think that mobile devices are good supporting tool for teaching oral expression module?

- a. Yes
- b. No

Why?

21. Do you think integrating mobile devices in teaching oral expression fosters students’ motivation to learn and speak English?

- a. Yes
- b. No

22. Do you recommend the use of mobile devices in the classroom to improve students’ oral skills?

- a. Yes
- b. No

23. What are your suggestions to improve the situation of oral expression module to students of English?

.....

Appendix C: Students' Readiness Questionnaire

Students' Readiness Questionnaire

Dear Students,

We are preparing a research on Mobile- assisted Language Learning (MALL). The objective of this questionnaire is to survey EFL students' Readiness concerning both speaking skill and MALL for better understanding this issue in the context of Batna 2 University.

In this research, *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.

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

Thank you for your support and participation!

Section One: General information:

1. Gender:

Male

Female

2. Age:

Section Two: Mobile Devices' Ownership, Features and Usability.

3. Do you own mobile device (s)?

a. Yes

b. No

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

a. Smart phone

b. Tablets or IPads

c. Digital media players (mp3/4 players, iPod...)

d. Ordinary phone

Others:

5. What is your device operation system platform?

a. Android

b. IOS

c. Window

Others.....

6. How long have you been using your mobile device?

- a. Less than six months
- b. Less than a year
- c. More than a year

7. How much time (per-day) do you spend on your mobile device?

- a. Less than 1 hour
- b. 1 - 3 hours
- c. 4 - 5 hours
- d. More than 5 hours

8. Do you access internet with your mobile device?

- a. Yes
- b. No

9. What is your device Internet mode?

- a. Wi-Fi
- b. 3 G
- c. 4 G
- d. Non of them

10. Where do you access the internet?

- a. Home
- b. Campus
- c. Restaurant
- d. While traveling
- e. University
- f. Non of them

11. How much time (per day) do you use your device for internet browsing?

- a. Less than 1 hour
- b. 1 - 3 hours
- c. 4 - 5 hours
- d. More than 5 hours
- e. Non of them

Section Three: Students' Prior Knowledge and Skills

12. What are the features you mostly use in your mobile device?

Items	Always	Frequently	Sometimes	Seldom	Never
a. Making calls					
b. Sending SMS					
c. Taking pictures					
d. Watching Videos					
e. Listening to Music					
f. Recording videos					
g. Playing Games					
h. Chat with friends					

State other Activities

13. Did you use any of the following mobile learning activities? Check all that apply

I use my mobile device to	✓
k. Interact and communicate with classmates.	
l. Interact and communicate with teachers.	
m. Download documents (pdf/ Microsoft word)	
n. Download an English learning application.	
o. Discuss topics with classmates in English via social networks (Facebook, twitter...)	
p. Access the internet to search for information.	
q. Take notes and pictures of information on the board.	
r. Download and watch videos in English.	
s. Record audio of me or other people speaking in English.	
t. Read articles or books.	
u. Use an off/ online dictionary (looking for meaning or pronunciation).	

14. What are the applications on mobile device frequently used for communicating with others?

- a. Email
- b. SMS
- c. Phone Calls
- d. Messenger
- e. Viber

Others

15. Which of these social network sites do you frequently access for learning purposes?

- a. Facebook
- b. Twitter
- c. Instagram

d. Linked in

e. YouTube

Others

16. Using mobile devices is

a. Very comfortable

b. Comfortable

c. Less comfortable

17. My skill in using mobile devices is

a. Expert

b. Good

c. Limited

Section Four: Using Mobile Devices in Learning

18. To what extent do you agree with the following comments

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
f. I want to learn at anytime and anywhere using mobile devices.					
g. I want to do oral enrichment activities outside the classroom					
h. I want to use my mobile device as a learning tool					
i. I want to install a new learning software/ app on my mobile device					
j. I want to use my mobile device to download educational materials.					

19. Which of the following skills and aspects you want to enhance via mobile devices?

a. Listening and speaking

b. Reading

c. Writing

d. Vocabulary

e. Pronunciation

f. Grammar

Others

20. Do you support the use of mobile devices in oral expression module to enrich your oral skills?

a. Yes

b. May be

c. No

Appendix D: Motivation Questionnaire

Motivation Questionnaire

Dear Students,

You are kindly requested to answer the survey that contains 34 statements. Please read the statements carefully then tick the statement to indicate how true it is in relation to the instructional materials you have used in oral expression modules.

Thank you.

Statements	Not true	Slightly true	Moderately true	Mostly true	Very true
1. There was something interesting at the beginning of each lesson of this oral expression class that got my attention.					
2. The materials of this class were eye-catching.					
3. The quality of the writing helped to hold my attention.					
4. This course was so abstract that it was hard to keep my attention.					
5. The pages of this course looked dry and unappealing.					
6. The way the information was arranged helped keep my attention.					
7. This class had things that stimulated my curiosity.					
8. The amount of repetition in this course caused me to get bored sometimes.					
9. I learned some things that were surprising and unexpected.					
10. The variety of tasks and activities helped keep my attention.					
11. The style of writing was boring.					
12. There were so many words on each page that it was irritating.					
13. It was clear to me how the content of this material was related to things I already know.					
14. There were stories, pictures, or examples that showed me how this material could be important to some people.					
15. Completing this course successfully was important to me.					
16. The content of this material was relevant to my interests.					
17. There were explanations or examples of how people use the knowledge in this course.					

18.	The content and style of writing in this course conveyed the impression that its content was worth knowing.					
19.	This course was not relevant to my needs because I already knew most of it.					
20.	I could relate the content of this course to things I have seen, done, or thought about in my own life.					
21.	The content of this course was useful to me.					
22.	When I first looked at this course, I had the impression that it would be easy for me					
23.	This material was more difficult to understand than I would like for it to be.					
24.	After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.					
25.	Many of the pages had so much information that it was hard to pick out and remember the important points.					
26.	As I worked on this course, I was confident that I could learn the content.					
27.	The exercises in this course were too difficult.					
28.	After working on this course for a while, I was confident that I would be able to pass a test on it.					
29.	I could not really understand quite a bit of the material in this course.					
30.	The good organization of the content helped me be confident that I would learn this material.					
31.	Completing the exercises in this course gave me a satisfying feeling of accomplishment.					
32.	I enjoyed this course so much that I would like to know more about this topic.					
33.	I really enjoyed studying this course.					
34.	The wording of feedback after the exercises, or of other comments in this course, helped me feel rewarded for my effort.					
35.	I felt good to successfully complete this course.					
36.	It was a pleasure to work on such a well-designed lesson.					

Appendix E : Students' Attitudes Questionnaire

Students' Attitudes Questionnaire

Dear Students,

I would be very grateful if you could answer the following questionnaire by indicating whether you “strongly agree, agree, neutral, disagree, or strongly disagree” with the 35 statements. Please answer these questions honestly by selecting the statements that best apply to you. Thank you.

Section One: Usefulness of Mobile Devices

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Using mobile devices for learning purposes helped me to save a lot of time.					
2. Mobile devices helped me to save efforts.					
3. Learning by mobile devices is not restricted by time and place.					
4. Mobile devices helped me to exchange the course material with my peers.					
5. Mobile learning apps provided me with an opportunity to learn English inside and outside the class as well.					
6. Mobile technology was an easy way to get feedback and notifications from my teacher.					
7. The use of mobile devices increased flexibility of access to resources					
8. Having media files of my course content on my mobile device helped me learn more.					
9. Mobile devices helped me to interact and communicate with teacher and peers.					
10. Mobile devices provided me with rich resources.					
11. Mobile devices provided us with authentic learning environment through exposure to native speakers via multimedia resources.					
12. Mobile devices promoted teamwork and collaboration between students					

Section Two: Relationship between Mobile Devices and Speaking Skills Development

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
13. Mobile technologies were helpful to study the speaking and listening materials.					
14. Checking my mobile dictionary helped me improve my grammatical points as well as my pronunciation.					
15. Mobile devices offered opportunities to acquire a wide range of vocabulary.					
16. Regular Listening to video and audio through mobile devices materials helped me improve my understanding and comprehension to native speakers.					
17. Mobile devices made a significant contribution to improve my pronunciation.					
18. Using mobile devices for video and audio recordings helped me to improve my fluency.					
19. Using mobile devices improved my speaking skills					
20. Mobile devices resources helped me to be aware of the foreign culture.					
21. I think using mobile devices had a negative impact on my speaking performance.					
22. I believe that I learned better with the assistance of mobile devices.					

Section Three: Mobile Devices inside the Classroom

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
23. Using Mobile devices in oral classes increased my engagement and interest in learning English.					
24. Mobile devices encouraged participation in oral expression class.					
25. Using mobile devices in oral class helped me to concentrate more on learning tasks.					
26. Mobile devices made class a more enjoyable learning experience.					
27. Using mobile devices in oral classes was boring and unpleasant.					
28. Using mobile devices made me nervous.					
29. Mobile devices distracted me in oral expression class.					
30. Mobile devices increased my motivation					

31. Mobile devices hindered contribution to classroom discussions.					
32. Using mobile device resources inside the class was very easy.					

Section Four: Mobile Devices and Speaking Assignment

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
33. Mobile devices helped me to complete all class assignments successfully.					
34. Using mobile devices for additional speaking practice outside the classroom was useful and exciting.					
35. Using mobile devices to accomplish speaking tasks outside the classroom was unnecessary					

Appendix F: Observation Grid

Observation N° Group..... Date:

	Comprehension				Grammar				Vocabulary				Pronunciation				Fluency			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Student1																				
Student2																				
Student3																				
Student4																				
Student5																				
Student6																				
Student7																				
Student8																				
Student9																				
Student10																				
Student11																				
Student12																				
Student13																				
Student14																				
Student15																				
Student16																				
Student17																				
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Student24																				
Student25																				
Student26																				
Student27																				
Student28																				
Student29																				
Student30																				
Student31																				
Student32																				

Notes

Appendix G: Students' Journal Entry

Date

Dear students,

You are kindly invited to describe your learning experience in using mobile devices as supporting tool in the oral expression module. Please state down all the benefits and challenges you have encountered when using mobile devices for learning inside and outside the classroom.

A large rounded rectangular box with a dashed blue border, containing horizontal dotted lines for writing.

Appendix H

Pre-Speaking Test for Second Year Students

Part A: Listening Comprehension

Section one: Listen to the interview about Feng Shui, and answer the following questions:

1. Where is Feng Shui from?

.....
.....

2. What are three benefits of Feng Shui?

.....
.....

3. What should we do with clutter? Why?

.....
.....

Section two: Listen and complete the following statements:

1. Chi is

.....

2. Feng Shui can be used to

..... But more often it's used to

3. Clutter is

.....

(Source: speaking Extra 2004)

Part B: Speaking Interview

Section one:

1. Introduce yourself.
2. How many people are there in your family? Who is your favorite family member?
3. What type of activities do you like to do in your free time?
4. What kinds of food are popular in your region? What is your favorite dish?
5. Do you like music? What kind of music do you prefer? Why?

Section two:

1. What are your plans for this weekend?
2. Where do you think you will be living five years from now?

Section three:

1. What did you do in the last summer vacation?

2. Tell me about an interesting event in your childhood.
3. Have you ever visited a foreign country? Tell me about a place you have visited.
4. Tell me a story of a movie that you have watched.

Section four

1. What does your father look like?
2. Look at the following picture! Describe what it is about.



Source : <http://laidianqp.info/halloween-pictures-of-kids/>

Appendix I

Post- Speaking Test for Second Year Students

Part A: Listening Comprehension

Section one: Listen to the interview about Ayurveda, and answer the following questions:

1. What is its history?

.....
.....

2. How many elements are there?

.....
.....

3. What are doshas?

.....
.....

Section two: Listen again to the interview, then write the positive and negative aspects of the personalities of each type of person.

Vata	Pitta	Kapha

(Source: speaking Extra 2004)

Part B: Speaking Interview

Section one:

1. How do you spend your free time?
2. Do you like reading books? What kind of books do you prefer?
3. What kind of movies are you interested in? why?
4. What is the worst movie you have ever seen?
5. Algeria is a beautiful country. Could you talk about it?

Section two:

1. What are your plans for this summer vacation?
2. What do you think you will be doing ten years from now?

Section three:

1. What did you do in the last spring vacation?
2. Tell me about an interesting event in your adulthood.

3. Tell me a story of a book that you have recently read.
4. Tell me about a trip that you took recently.

Section four

1. What does your mother look like?
2. Look at the following picture! Describe What it is about.



Source: <https://edition.cnn.com/2012/11/19/living/real-simple-family-thanksgiving-plans/index.html>

Appendix J: Progress Tests

Progress Test One

Task one: What did they say?

Watch the video and complete the description. Polani Pozzani is explaining the history of Thanksgiving in the United States.



Hi. My name is Polani Pozzani. It's the fourth in November, Day in the United States. Many celebrate this with family Such as this let's take a and see where this came from. In this year....., some Europeans came to America and In what is now They were called the The pilgrims didn't know how to growin the New....., so the Americans helped them. They taught the how to corn and squash, or, how to gather, and how to hunt wild..... The and the Native "gave....." by celebrating the good.....together. We stillthe same on Thanksgiving- roast.....with stuffing, cranberry....., and for dessert,pie.

Task Two: What did these people say about Thanksgiving? Complete the sentences.



It's time to.....

.....

.....

.....

.....

It's a day to.....

.....

.....

to give thanks for.....

.....

I think it means to me

that.....

.....

.....

.....

Task Three: Discussion

1. How did the tradition of Thanksgiving begin?
2. What are the most popular Thanksgiving foods?
3. What do people do after the Thanksgiving meal?
4. What are the new things you learned about Thanksgiving?
5. What is your favorite holiday?

Source: Jack C. Richards (2012) Interchange Level 2 Video Resource Book.

Progress Test Two

Look at the pictures below:

- ❖ Select one and describe it.
- ❖ Give a title to the picture.
- ❖ Justify your choice.



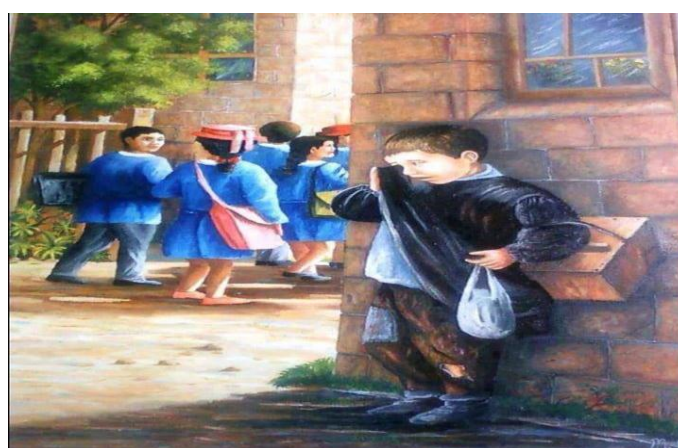
<https://www.echoroukonline.com>



<http://www.instantshift.com/2014/10/31>



<https://www.google.com/search?tbm=isch&q>



Progress Test Three

Activity one: Watch the first part of Charlie Chaplin's silent movie entitled "The Child", then take turns and tell your classmates what do you think will happen next?



<https://www.youtube.com/watch?v=khtVSARMr14>

Activity two: Discussion

1. Who are the main characters in this silent movie?
2. What kind of relationship does the child have with Charlie Chaplin?
3. What are the main issues presented in the film?
5. Do you think the silent movie conveys its message clearly? Why/Why not?

Progress Test Four

Activity one: Listen to a news report about “Sad Movies Help to Reduce Pain”, and then circle the correct answer.

1) Who did the article say might order the watching of sad movies?

- a. an Amazon customer
- b. the doctor
- c. a psychiatrist
- d. a teacher

2) What does a study say watching sad movies boosts our tolerance to?

- a. Emotions
- b. Tears
- c. Sadness
- d. pain

3) What part of the body releases endorphins?

- a. the eyes
- b. the stomach
- c. the brain
- d. the heart

4) Who is Robin Dunbar?

- a. co-author of the research
- b. a drug addict
- c. a movie star
- d. a documentary maker

5) What might trigger the endorphin system?

- a. Painkillers
- b. distress from tragedy
- c. action movies
- d. research

6) How many people took part in the experiment?

- a. 169
- b. 196
- c. 961
- d. 619

7) What country's geology did a group of people watch a documentary on?

- a. Panama
- b. Lesotho
- c. Britain
- d. Japan

8) By how much did the pain tolerance of sad movie watchers increase?

- a. 13.1%
- b. 13.2%
- c. 11.3%
- d. 31.1%

9) What happened to the pain tolerance of those who watched the documentary?

- a. it halved
- b. it increased
- c. it stayed the same
- d. it went down by 4.6%

10) What natural thing did a doctor say we get from the endorphins?

- a. Sleep
- b. a side
- c. a high
- d. a low

Activity two: Form groups of four, and then take turns using your *role card* to suggest a solution about how to reduce psychological pain.

Role A – Medicine

You think medicine is best at relieving psychological pain. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least effective of these (and why): a chat to friends, a long walk or chocolate.

Role B – A chat to friends

You think a chat to friends is best at relieving psychological pain. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least effective of these (and why): medicine, a long walk or chocolate.

Role C – A long walk

You think a long walk is best at relieving psychological pain. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least effective of these (and why): a chat to friends, medicine or chocolate.

Role D – Chocolate

You think chocolate is best at relieving psychological pain. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least effective of these (and why): a chat to friends, a long walk or medicine.

From <http://www.BreakingNewsEnglish.com/1609/160924-painkillers.html>

MP3 Downloaded from: <https://english-online.hr/materials/17119#page1>

Appendix K: A Sample of Oral Expression Lessons

Unit 1: Practice English Conversation

Lesson 1: Back to the Future

Teacher: Khawla SAIDOUNI

Level: Second Year

Semester: 1

Objectives of the lesson

- Talking about changes.
- Comparing time periods.
- Describing events in different time periods i.e. past, present, and the future.

Task one: Look at these pictures

- ❖ Can you think of some ways life one hundred years ago was different from life now?
- ❖ How do you think it will be different in the next fifty years?

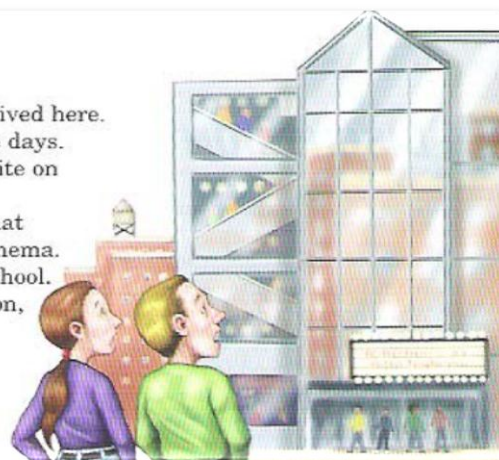


Task Two: This neighborhood has changed!

- ❖ Listen to the conversation.
- ❖ What has changed in Tanya and Matt's neighborhood?

A Listen and practice.

Tanya: This neighborhood sure has changed!
 Matt: I know. A few years ago, not many people lived here. But the population is growing so fast these days.
 Tanya: Yeah. It seems like there's a construction site on every corner.
 Matt: Remember how we used to buy candy at that little grocery store? Now it's a multiplex cinema.
 Tanya: Yeah, and they're tearing down our high school. They're going to build a shopping mall. Soon, there will be just malls and parking lots.
 Matt: That's because everyone has a car! Fifty years ago, people walked everywhere. Nowadays, they drive.



Grammar: Time contrasts Past, present and the future.

Past

- A few years ago, not many people lived here.
- People used to shop at grocery stores.
- Fifty years ago, people walked everywhere.

Present

- These days, the population is growing so fast
- Today, people shop at supermarkets.
- Nowadays, people drive their cars instead.

Future

- Soon, there will be a lot of shopping malls.
- In twenty years, people might buy groceries by computer.
- In future, people are going to use cars even more.

Task Three: Match phrases in column A with the appropriate information from column B.

Then compare with a partner.

A	B
1. Before the automobile,	a. People used to shop at small stores
2. Before there were supermarkets,	b. Pollution is becoming a serious problem
3. About five hundred years ago,	c. Most people are going to work at home
4. In most offices today,	d. People didn't travel as much from city to city
5. In many cities nowadays	e. There will probably be cities in space
6. Soon,	f. People work more than 40 hours a week
7. In the next hundred years,	g. People played the first game of golf
8. Sometime in the future,	h. Doctors might find a cure for the common cold

Task Four: Interview your partner about his or her past, present and hopes for the future.

❖ **Appearance:** What did you use to look like?

Can you describe yourself now?

What do you think you will look like in the future?

❖ **Free time:** Did you have a hobby as a child?

What do you like to do these days?

How are you going to spend your free time next year?

Task Five: Choose two of these topics. Then discuss the questions below.

How have things changed? How will things be different in the future?

Education, fashion, shopping, technology, entertainment, food, medicine, sports, transportation.

❖ What was it like in the past?

❖ What is like today?

❖ What will it like in the future?

Source: Jack C. Richards (2012) Interchange Level 2, students' book (third edition).

Lesson 2: I have never heard of that!

Teacher: Khawla SAIDOUNI Level: Second Year

Semester: 1

Objectives of the lesson

- Talking about food.
- Expressing likes and dislikes.
- Describing a favorite food or snack.
- Giving instructions.
- Using simple past and present perfect.
- Using sequence adverbs: first, then, next, after that, finally.

Task one: Look at the pictures below, then explain what does each picture contain? Name what you can see in the pictures.



- ❖ Did anyone eat lunch or dinner out last week?
- ❖ Where did you go? What did you order?
- ❖ What did you have for lunch yesterday?
- ❖ What is your favorite food or dish?
- ❖ What is it made of?
- ❖ Do you eat it only in a special occasion?

Task Two: Listen to the conversation then answer the following questions

- ❖ What are the people ordering?
- ❖ What does the woman want?
- ❖ How about the man?

A Listen and practice.

Steve: Hey, this sounds strange – snails with garlic. Have you ever eaten snails?
Kathy: Yes, I have. I had them here just last week.
Steve: Did you like them?
Kathy: Yes, I did. They were delicious! Why don't you try some?
Steve: No, I don't think so.
Waiter: Have you decided on an appetizer yet?
Kathy: Yes. I'll have a small order of the snails, please.
Waiter: And you, sir?
Steve: I think I'll have the fried brains.
Kathy: Fried brains? I've never heard of that! It sounds scary.



Grammar Focus: Simple Past vs Present Perfect

- *Use the simple past for completed at the definite time in the past.*
- *Use the present perfect for events within a time period up to the present.*

Examples

Have you ever eaten snails?
Yes, I have. I tried them last month.
Did you like them?
Yes, I did. They were delicious.
Have you ever been at a Vietnamese restaurant?
No, I have not. But I ate at a Thai restaurant last night.
Did you go alone?
No, I went with some friends.

Task Three: Complete these conversations. Then practice with a partner.

- A: Have you ever(be) to a picnic at the Beach?
B: Yes, I We(cook) hamburgers.
- A: have you(try) Sushi.
B: No....., but I' d like too.
- A: Did you(have) breakfast today?
B: Yes I.....I(eat) a huge breakfast.
- A: have you ever(eat) a Mexican food?
B: Yes, IIn fact, I(eat) some just last week.
- Did you(drink) coffee this morning?
B: Yes II(have) some on my way to work.

Task Four: How do you cook the foods below? Check the most common method in your country/ region.

Method	Food								
	Fish	Shrimp	Eggs	Chicken	Beef	Potatoes	Onions	Eggplants	Bananas
Bake									
Fry									
Roast									
Boil									
Barbecue									
Steam									

Task Five: Ask your partner these questions and four more of your own. Then ask follow up questions.

- ❖ Have you ever been on a diet?
- ❖ Have you ever tried ethnic food?
- ❖ Have you ever been to a vegetarian restaurant?
- ❖ Have you ever eaten something you did not like?

Source: Jack C. Richards (2012) Interchange Level 2, students' book (third edition).

Lesson Three: Lets' Celebrate

Teacher: Khawla SAIDOUNI

Level: Second Year

Semester: 1

Objectives of the lesson

- Describing holidays, festivals, customs, and special events.
- Understanding holidays with unique traditions, foods, clothing, and activities.
- Using adverbial clauses of time.

Task one: Look at the picture, then answer the questions bellow.

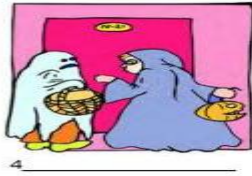


- ❖ Which of these holidays celebrate people? Which celebrate event?
- ❖ Do you celebrate these or similar holidays in your country?
- ❖ What other special days do you have?
- ❖ What is your favorite holiday or festival?

Task Two: Label the pictures with the names of the celebrations and also with the other vocabulary below.

Dating, roses, cake, bride, wedding, romantic, love, midnight, balloons, karaoke, decorate, gifts, candles, groom, birthday, New Year's Eve, masks, tree, costumes, trick or treat, pumpkin, Valentine's Day.

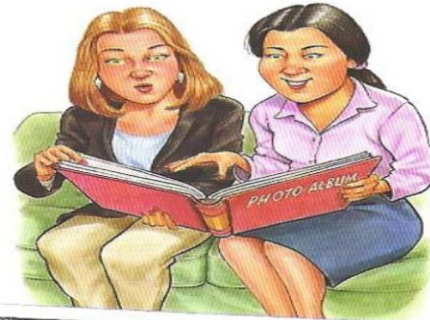




Task Four: Listen to this conversation about a Wedding day

A Listen and practice.

- Jill: Your wedding pictures are really beautiful, Emiko.
 Emiko: Thank you. Those pictures were taken right after the ceremony.
 Jill: Where was the ceremony?
 Emiko: At a shrine. When people get married in Japan, they sometimes have the ceremony at a shrine.
 Jill: That's interesting. Were there a lot of people there?
 Emiko: Well, usually only family members and close friends go to the ceremony. But afterward we had a reception with family and friends.
 Jill: So, what are receptions like in Japan?
 Emiko: There's a big dinner, and after the food is served, the guests give speeches or sing songs.
 Jill: It sounds like fun.
 Emiko: It really is. And then, before the guests leave, the bride and groom give them presents.
 Jill: The guests get presents?
 Emiko: Yes, and the guests give money to the bride and groom.



- ❖ What is the bride wearing?
- ❖ What did the bride and groom give each guest?
- ❖ Have you ever looked at someone's wedding album?
- ❖ Have you ever been to a special wedding?

Grammar: Adverbial clauses of time

- When people get married in Japan, they sometimes have the ceremony at a shrine
- After the food is served, the guests give speeches or sing songs
- Before the guests leave, the bride and groom give them presents

Task Four:

a. What do you know about wedding customs in north America? Match these phrases with the information below

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Before a man and woman get married, they usually..... 2. When a couple gets engaged, the man often..... 3. Right after a couple gets engaged, they usually..... 4. When a woman gets married, her family usually.... | <ol style="list-style-type: none"> 5. When people are invited to a wedding, they almost always..... <ol style="list-style-type: none"> a. pays for the wedding and reception. b. go on a short trip called a "honeymoon". c. give the bride and groom a gift or some money. |
|--|--|

- d. gives the woman a diamond ring.
- e. begin to plan the wedding.
- 6. Right after a couple gets married, they usually.....
- f. “date” each other for about a year.

b. What happen when people get married in your country? Complete the statements in the previous task using your own information.

Task Five: Do you know any interesting customs related to the topics below? Explain a custom and discuss it with your friends?

Births marriages courtship seasons good luck

Task Six: Discuss and talk about marriage in your country. Ask these questions and others of your own

- ❖ How old are people when they get married?
- ❖ What happens after a couple gets engaged?
- ❖ What happens during the ceremony?
- ❖ What do the bride and groom wear?
- ❖ What kind of food is served at the reception?
- ❖ What kinds of gifts do people usually give?

Source: Jack C. Richards (2012) Interchange Level 2, students’ book (third edition).

<http://www.eslflow.com/Cultureandcelebrationslessonplans.html>

Lesson Four: Going Places

Teacher: Khawla SAIDOUNI

Level: Second Year





Semester: 1

Objectives of the lesson

- Describing vacation plans.
- Using future with be going to and will.
- Planning a vacation.

Task one: What do you like to do on vacation?

What do you like to do on vacation?

 <p>Take an exciting trip</p> <ul style="list-style-type: none"><input type="checkbox"/> visit a foreign country<input type="checkbox"/> travel through my own country	 <p>Discover something new</p> <ul style="list-style-type: none"><input type="checkbox"/> take language or cooking lessons<input type="checkbox"/> visit museums and art galleries	 <p>Stay home</p> <ul style="list-style-type: none"><input type="checkbox"/> catch up on reading<input type="checkbox"/> fix up the house	 <p>Enjoy nature</p> <ul style="list-style-type: none"><input type="checkbox"/> go camping, hiking, or fishing<input type="checkbox"/> relax at the beach
---	---	---	--

Based on information from U.S. News and World Report; American Demographics

- ❖ What activities do you like to do on vacation?
- ❖ Which activities did you do on your last vacation?
- ❖ Make a list of other activities you like to do on vacation. Then compare with a partner.

Task Two: listen to a conversation and answer the following questions

2 CONVERSATION What are you going to do?

A Listen and practice.

Julia: I'm so excited! We have two weeks off!
What are you going to do?

Nancy: I'm not sure. I guess I'll just stay home.
Maybe I'll watch a few DVDs. What about you? Any plans?

Julia: Yeah, I'm going to relax at the beach with my cousin for a couple of weeks. We're going to go surfing every day.

Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! I'll bring my surfboard!



- ❖ How much time do the students have off?
- ❖ What is Nancy going to do?
- ❖ What is Julia going to do?
- ❖ What is she going to do there?
- ❖ What does Julia do?

Grammar: Future with be going to and will

Use be going to + verb for plans you've decided on.

What are you going to do?

- I'm going to relax at the beach.
- We're going to go surfing every day.
- I'm not going to do anything special.

Use will + verb for possible plans before you've made a decision

What are you going to do?

- I'm not sure. I guess I'll just stay home.
- Maybe I'll watch a few DVDs
- I don't know. I think I'll go camping
- I probably won't go anywhere

Task Three: Complete the conversation with be going to or will

A: have you made any vacation plans?

B: well, I've decided on one thing, I go camping

A: that's great! For how long?

B: I be away for a week. I only have five days of vacation

A: so, when are you leaving

B: I'm not sure. I probably leave around the end of may

A: and where you go?

B: I haven't thought about that yet. I guess I go to one of the national parks

A: that sounds like fun

B: yeah. Maybe I go hiking and do some fishing

A: you rent a camper?

B: I'm not sure. Actually I probably rent a camper , it's too expensive.

A: you go with anyone?

B: no. I need some time alone. I travel by myself .

Task Four: Complete the chart. Then add more one word to each category

Backpack, first – aid kit , overnight bag, shorts, vaccination, Cash, hiking boots, suitcase, passport, visa, Credit card, medication, plane ticket, traveler’s checks, windbreaker.

Clothing	Money	Health	Document	Luggage

Task Five: What are the most important items you need for these vacations:

- ❖ A trip to a foreign country
- ❖ A rafting trip
- ❖ A mountain climbing expedition.

Task Six: Have you thought about your next vacation? Write answers to the following questions (if you already have plans use be going to, if you have not fixed plans use will)

- ❖ How are you going to spend your next vacation?
- ❖ Where are you going to go?
- ❖ When are you going to take your vacation?
- ❖ How long are you going to be on vacation?
- ❖ Is any one going to travel with you?
- ❖ What are the most important items you need for this vacation?

Take turns telling the group about your vacation plans. Use information from the previous task.

Task Seven: *Dream Vacation*. You just won a free 30-day trip around the world. Discuss the following questions.

- ❖ Where will you go?
- ❖ When will you leave and return?
- ❖ Which route you will take?
- ❖ Where will choose to stop? Why?
- ❖ How many days will you spend in each place?
- ❖ What do you need to do before you go?

Source: Jack C. Richards (2012) Interchange Level 2, students’ book (third edition).

Appendix L: Table of Critical Values of T- Test.

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.90}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix M: Observation Grid Worksheet

Stage One: Observation1

Group: Experimental Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1				✓					✓										✓						
Student2				✓				✓											✓						
Student3			✓						✓				✓					✓							
Student4			✓					✓					✓					✓							
Student5				✓					✓					✓				✓						✓	
Student6				✓				✓						✓				✓						✓	
Student7				✓					✓					✓				✓						✓	
Student8				✓				✓					✓					✓					✓		
Student9			✓					✓					✓					✓					✓		
Student10				✓				✓						✓				✓					✓		
Student11			✓						✓				✓					✓					✓		
Student12			✓					✓						✓				✓					✓		
Student13	✓							✓						✓				✓					✓		
Student14			✓					✓						✓				✓					✓		
Student15			✓					✓						✓				✓					✓		
Student16			✓						✓					✓				✓					✓		
Student17																									
Student18			✓					✓						✓				✓					✓		
Student19			✓					✓						✓				✓					✓		
Student20			✓						✓				✓					✓					✓		
Student21				✓					✓				✓					✓					✓		
Student22			✓					✓						✓				✓					✓		
Student23			✓					✓						✓				✓					✓		
Student24			✓						✓					✓				✓					✓		
Student25			✓					✓						✓				✓					✓		
Student26				✓					✓					✓				✓					✓		
Student27			✓					✓						✓				✓					✓		
Student28			✓					✓						✓				✓					✓		
Student29	✓							✓						✓				✓					✓		
Student30	✓							✓						✓				✓					✓		
Student31	✓							✓						✓				✓					✓		
Student32			✓					✓						✓				✓					✓		
Total	68					71					55					60					48				
Average	2.19					2.29					1.77					1.93					1.54				

Stage One: Observation 1

Group: Control Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1			✓				✓						✓					✓					✓		
Student2			✓					✓					✓					✓					✓		
Student3			✓					✓					✓					✓					✓		
Student4			✓					✓					✓					✓					✓		
Student5			✓					✓					✓					✓					✓		
Student6			✓						✓				✓					✓					✓		
Student7																									
Student8				✓				✓					✓					✓					✓		
Student9			✓					✓					✓					✓					✓		
Student10				✓				✓					✓					✓					✓		
Student11			✓						✓				✓					✓					✓		
Student12				✓				✓					✓					✓					✓		
Student13			✓					✓					✓					✓					✓		
Student14			✓					✓					✓					✓					✓		
Student15			✓					✓					✓					✓					✓		
Student16			✓						✓				✓					✓					✓		
Student17	✓							✓					✓					✓					✓		
Student18			✓						✓				✓					✓					✓		
Student19			✓					✓					✓					✓					✓		
Student20			✓					✓					✓					✓					✓		
Student21				✓					✓				✓					✓					✓		
Student22			✓					✓					✓					✓					✓		
Student23			✓					✓					✓					✓					✓		
Student24			✓						✓				✓					✓					✓		
Student25			✓					✓					✓					✓					✓		
Student26				✓					✓				✓					✓					✓		
Student27			✓					✓					✓					✓					✓		
Student28			✓					✓					✓					✓					✓		
Student29	✓							✓					✓					✓					✓		
Student30			✓						✓				✓					✓					✓		
Student31			✓					✓					✓					✓					✓		
Student32			✓					✓					✓					✓					✓		
Total	65					66					56					46					45				
Average	2.09					2.12					1.80					1.53					1.45				

Stage Two: Observation 2

Group: Experimental Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1			✓						✓				✓					✓					✓		
Student2			✓					✓					✓					✓					✓		
Student3				✓				✓					✓					✓					✓		
Student4				✓				✓					✓						✓				✓		
Student5			✓					✓					✓						✓				✓		
Student6			✓						✓				✓						✓				✓		
Student7	✓								✓				✓						✓				✓		
Student8				✓			✓						✓				✓					✓			
Student9				✓				✓					✓						✓				✓		
Student10			✓					✓					✓						✓				✓		
Student11				✓				✓					✓						✓				✓		
Student12				✓				✓					✓						✓				✓		
Student13			✓					✓					✓						✓				✓		
Student14			✓						✓				✓						✓				✓		
Student15				✓				✓					✓						✓				✓		
Student16				✓				✓					✓						✓				✓		
Student17			✓					✓					✓							✓			✓		
Student18				✓				✓					✓						✓				✓		
Student19			✓						✓				✓						✓				✓		
Student20				✓				✓					✓							✓			✓		
Student21				✓					✓				✓							✓			✓		
Student22				✓				✓					✓							✓			✓		
Student23				✓				✓					✓							✓			✓		
Student24				✓				✓					✓							✓			✓		
Student25				✓				✓					✓							✓			✓		
Student26				✓				✓					✓							✓			✓		
Student27				✓					✓				✓							✓			✓		
Student28				✓				✓					✓				✓				✓		✓		
Student29			✓					✓					✓						✓				✓		
Student30				✓					✓				✓							✓			✓		
Student31			✓						✓				✓							✓			✓		
Student32			✓						✓				✓							✓			✓		
Total	82					74					76					66					58				
Average	2.56					2.31					2.37					2.06					1.81				

Stage Two: Observation 2

Group: Control Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1				✓				✓					✓					✓					✓		
Student2				✓				✓					✓					✓					✓		
Student3			✓					✓					✓					✓				✓			
Student4			✓					✓					✓					✓				✓			
Student5			✓					✓					✓					✓				✓			
Student6				✓				✓					✓					✓				✓			
Student7			✓					✓					✓					✓				✓			
Student8				✓				✓				✓					✓					✓			
Student9			✓					✓					✓		✓			✓				✓			
Student10				✓				✓					✓					✓				✓			
Student11			✓					✓					✓					✓				✓			
Student12			✓					✓					✓					✓				✓			
Student13	✓							✓					✓					✓				✓			
Student14			✓					✓					✓					✓				✓			
Student15			✓					✓					✓		✓			✓				✓			
Student16			✓					✓					✓					✓				✓			
Student17			✓					✓					✓					✓				✓			
Student18			✓					✓					✓					✓				✓			
Student19			✓					✓					✓					✓				✓			
Student20			✓				✓						✓					✓				✓			
Student21				✓				✓					✓					✓				✓			
Student22			✓					✓					✓				✓					✓			
Student23			✓					✓					✓					✓				✓			
Student24			✓					✓				✓						✓				✓			
Student25			✓					✓					✓					✓				✓			
Student26				✓				✓					✓				✓					✓			
Student27			✓					✓					✓					✓				✓			
Student28			✓					✓				✓					✓					✓			
Student29	✓							✓					✓					✓				✓			
Student30			✓					✓					✓					✓				✓			
Student31	✓							✓					✓					✓				✓			
Student32			✓					✓					✓					✓				✓			
Total	69					75					62					62					51				
Average	2.15					2.34					1.93					1.93					1.59				

Stage Three: Observation 3

Group: Experimental Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1				✓					✓					✓					✓					✓	
Student2				✓					✓				✓					✓						✓	
Student3			✓					✓					✓					✓					✓		
Student4				✓					✓					✓					✓					✓	
Student5				✓					✓					✓					✓					✓	
Student6				✓					✓				✓						✓					✓	
Student7				✓					✓					✓					✓					✓	
Student8																									
Student9					✓				✓					✓					✓					✓	
Student10				✓				✓						✓					✓				✓		
Student11				✓				✓					✓						✓				✓		
Student12				✓					✓					✓					✓					✓	
Student13					✓				✓					✓					✓					✓	
Student14				✓					✓					✓					✓					✓	
Student15					✓			✓						✓					✓					✓	
Student16					✓				✓					✓					✓					✓	
Student17				✓					✓					✓					✓					✓	
Student18				✓					✓					✓					✓					✓	
Student19					✓				✓					✓					✓					✓	
Student20			✓					✓					✓						✓					✓	
Student21				✓					✓					✓					✓					✓	
Student22			✓					✓						✓					✓					✓	
Student23					✓				✓					✓					✓					✓	
Student24				✓					✓					✓					✓					✓	
Student25				✓				✓					✓						✓					✓	
Student26				✓				✓					✓						✓					✓	
Student27					✓				✓					✓					✓					✓	
Student28				✓				✓					✓						✓					✓	
Student29				✓				✓					✓						✓					✓	
Student30				✓				✓					✓						✓					✓	
Student31				✓				✓					✓						✓					✓	
Student32					✓				✓				✓						✓					✓	
Total	98					81					82					82					76				
Average	3.16					2.61					2.64					2.64					2.45				

Stage Three: Observation 3

Group: Control Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1			✓					✓					✓					✓					✓		
Student2			✓					✓					✓					✓					✓		
Student3			✓						✓				✓					✓				✓			
Student4			✓					✓					✓					✓				✓			
Student5		✓						✓					✓				✓					✓			
Student6				✓					✓					✓				✓				✓			
Student7			✓					✓					✓				✓				✓				
Student8				✓					✓			✓							✓			✓			
Student9			✓						✓				✓					✓				✓			
Student10				✓					✓				✓					✓				✓			
Student11				✓					✓			✓						✓				✓			
Student12			✓						✓				✓					✓				✓			
Student13			✓					✓					✓					✓				✓			
Student14			✓						✓				✓					✓				✓			
Student15			✓						✓			✓						✓				✓			
Student16			✓						✓				✓					✓				✓			
Student17		✓						✓				✓					✓				✓				
Student18			✓						✓				✓					✓				✓			
Student19				✓				✓					✓					✓			✓				
Student20			✓					✓				✓						✓				✓			
Student21				✓					✓				✓					✓				✓			✓
Student22				✓					✓			✓						✓				✓			
Student23			✓						✓				✓					✓				✓			
Student24				✓					✓				✓					✓				✓			
Student25			✓						✓			✓						✓				✓			
Student26				✓					✓			✓						✓				✓			
Student27					✓				✓				✓					✓				✓			
Student28				✓					✓				✓					✓				✓			
Student29		✓						✓					✓				✓				✓				
Student30				✓					✓			✓						✓				✓			
Student31			✓						✓			✓						✓				✓			
Student32		✓							✓				✓					✓				✓			
Total	72					82					78					61					62				
Average	2.25					2.56					2.43					1.90					1.93				

Stage Four: Observation 4

Group: Experimental Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1				✓					✓					✓					✓					✓	
Student2				✓					✓					✓					✓					✓	
Student3				✓				✓						✓					✓					✓	
Student4				✓					✓					✓					✓					✓	
Student5					✓				✓					✓					✓					✓	
Student6					✓				✓					✓					✓					✓	
Student7					✓				✓					✓					✓					✓	
Student8		✓					✓						✓				✓				✓				✓
Student9					✓				✓					✓					✓						✓
Student10				✓				✓						✓					✓					✓	
Student11				✓				✓						✓					✓					✓	
Student12				✓					✓					✓					✓					✓	
Student13					✓				✓					✓					✓						✓
Student14				✓					✓					✓					✓					✓	
Student15					✓				✓					✓					✓					✓	
Student16					✓				✓					✓					✓					✓	
Student17				✓				✓						✓					✓					✓	
Student18				✓					✓					✓					✓					✓	
Student19					✓				✓					✓					✓					✓	
Student20				✓				✓						✓					✓				✓		
Student21					✓				✓					✓					✓					✓	
Student22				✓					✓				✓						✓				✓		
Student23				✓					✓					✓					✓					✓	
Student24				✓				✓						✓					✓					✓	
Student25					✓			✓						✓					✓				✓		
Student26				✓					✓					✓			✓			✓				✓	
Student27					✓				✓					✓					✓					✓	
Student28				✓				✓						✓					✓					✓	
Student29				✓					✓					✓					✓				✓		
Student30				✓				✓						✓					✓					✓	
Student31				✓					✓					✓					✓					✓	
Student32					✓				✓					✓					✓					✓	
Total	106					85					98					104					90				
Average	3.31					2.65					3.06					3.25					2.81				

Stage Four: Observation 4

Group: Control Group

	Comprehension					Grammar					Vocabulary					Pronunciation					Fluency				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Student1			✓					✓						✓					✓					✓	
Student2			✓						✓					✓					✓					✓	
Student3			✓					✓						✓					✓					✓	
Student4			✓						✓					✓					✓					✓	
Student5			✓					✓					✓						✓					✓	
Student6				✓					✓					✓					✓					✓	
Student7		✓						✓					✓				✓						✓		
Student8			✓						✓					✓					✓			✓			
Student9				✓					✓					✓					✓				✓		
Student10				✓					✓					✓					✓				✓		
Student11			✓						✓					✓					✓				✓		
Student12				✓					✓					✓					✓				✓		
Student13			✓						✓					✓					✓				✓		
Student14				✓					✓				✓						✓				✓		
Student15			✓						✓					✓					✓				✓		
Student16				✓					✓					✓					✓				✓		
Student17		✓										✓				✓						✓			
Student18			✓					✓					✓			✓						✓			
Student19			✓					✓					✓			✓						✓			
Student20			✓					✓					✓			✓						✓			
Student21					✓				✓					✓					✓				✓		
Student22				✓				✓						✓					✓			✓			
Student23			✓						✓					✓					✓				✓		
Student24				✓					✓					✓					✓				✓		
Student25			✓						✓					✓					✓				✓		
Student26				✓					✓					✓					✓			✓			
Student27				✓					✓					✓					✓				✓		
Student28				✓					✓					✓					✓			✓			
Student29		✓						✓				✓				✓						✓			
Student30			✓						✓					✓					✓				✓		
Student31			✓						✓				✓						✓				✓		
Student32			✓						✓				✓						✓				✓		
Total	74							82					84					65					62		
Average	2.31							2.64					2.62					2.03					1.93		

Appendix N: Students' Use of Mobile Devices



المُلخَص

تهدف هذه الدراسة الى معرفة مدى فاعلية استخدام الهواتف النقالة والأجهزة المحمولة أو ما يعرف بـ طريقة (MALL) في تطوير مهارات التحدث باللغة الانجليزية لدى الطلبة الجامعيين، حيث تم التسليم بأن مستخدمي هذه الوسائل الحديثة سيكون أدائهم الشفهي أفضل من الذين لا يستخدمونها. ومن أجل تحقيق هذا الهدف تم انتقاء فوجين من طلبة السنة الثانية قسم اللغة والأدب الانجليزي بجامعة مصطفى بن بولعيد باتنة 2 خلال الموسم الجامعي 2016/2017. هذا و قد تم استخدام المنهج التجريبي المناسب لمثل هذه الدراسات وذلك عبر ثلاث مراحل: المرحلة الأولى أو ما يعرف بالمرحلة القبليّة وفيها تم بناء أرضية للتجربة عن طريق قياس استعداد الطلبة لتوظيف أجهزتهم الخاصة في التعبير الشفهي، وكيفية تدريس الأساتذة لهذه الأخيرة وهذا عن طريق استخدام استبيانين منفصلين، تلتها بعد ذلك المرحلة التجريبية فبعد التأكد من تجانس العينة المختارة من حيث المستوى الدراسي تم وضع برنامج تدريسي مكون من أربع مراحل لملاحظة تطور مهارات التعبير الشفهي اذ تم التمييز بين مجموعتين الأولى درست بالطريقة الكلاسيكية وسميت بالضابطة، أما الثانية فباستخدام الهواتف النقالة والأجهزة المحمولة أي وفق طريقة (MALL) وسميت بالمجموعة التجريبية. وأخيرا تم قياس دافعية ورغبة كلا المجموعتين لتطوير مهارات التحدث باللغة الانجليزية وكانت النتائج كما يلي: هناك استعداد لدى الطلبة لاستخدام أجهزتهم النقالة في تعلم مهارات التعبير الشفهي، كما تم التأكد من فاعلية استخدام الأجهزة المحمولة حيث تم ملاحظة وجود فروق ذات دلالة احصائية لدى المجموعتين (الضابطة والتجريبية)، هناك دافعية تجسدت بالرغبة في التعلم وفق طريقة MALL لدى الطلبة الجامعيين الذين ابدوا مواقف ايجابية تجاه استعمال الأجهزة المحمولة في العملية التعليمية و التعليمية، وبناء على هذا تم اقتراح مجموعة من التوصيات المتعلقة بمنهجية التعليم باستخدام الأجهزة المحمولة.

Résumé

Notre étude vise en premier à évaluer l'efficacité de l'apprentissage linguistique assisté par mobile (MALL), afin de développer les compétences orales des étudiants en deuxième année anglais au sein de l'Université de Mostefa Benboulaïd- Batna-2. D'emblée, on suppose que les étudiants utilisant des appareils mobiles présentent une meilleure performance orale que les autres ; c'est -à- dire les étudiants qui n'utilisent pas les mobiles dans leur apprentissage. Pour atteindre les objectifs de notre étude, on a adopté des méthodes quantitatives et qualitatives. En fait, notre recherche a été menée en trois phases distinctes : pré-expérimentale, expérimentale et post-expérimentale. Lors de la phase pré-expérimentale, on a recueilli des données de base de notre expérimentation. Deux questionnaires ont été destinés aux étudiants et enseignants d'anglais ; pour les premiers nous avons vérifié la capacité des étudiants à utiliser à bon escient leurs appareils mobiles. Lors de l'expérimentation, nous avons travaillé avec deux groupes intacts (expérimental et contrôle) pour vérifier les deux phases de la recherche pré et post-test. On a pris comme échantillon des étudiants de la deuxième année du département de langue et littérature anglaise au nombre de 64 étudiants, de l'année universitaire 2016-2017, groupe expérimentale et groupe témoin de 32 étudiant chacun. On a suivi pour chaque groupe un enseignement spécifique, le MALL pour le groupe expérimental, la méthode traditionnelle pour le groupe témoin. Pour une compréhension claire de l'intégration MALL, nous avons utilisé une grille d'observation et des journaux de réflexion rédigés par les étudiants eux-mêmes. Au cours de la phase post-expérimentale, on a opté pour une échelle d'évaluation pour nous permettre de bien mesurer la motivation des étudiants des deux groupes. Ensuite, un questionnaire a été distribué pour avoir une idée sur le point de vue des étudiants sur l'utilisation du MALL dans l'apprentissage de l'expression orale. Les premiers résultats ont montré la fiabilité des appareils mobile dans telles situations et leur acceptation par les étudiants. Les résultats ont révélé qu'il existe une différence statistiquement significative en faveur du groupe expérimental par rapport au groupe témoin, grâce à l'intégration du MALL dans le développement des compétences orales. Les résultats sont satisfaisants pas seulement dans l'apprentissage de l'expression orale mais aussi dans la motivation des étudiants qui ont exprimé leur attitude positive à l'égard de l'intégration du MALL. Donc sur la base de ses constatations, une série de recommandations a été proposé par la suite.

Mots-clés : EFL, enseignement supérieur, MALL, compétences orales, étudiants, enseignants