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Teachers' and students' perceptions towards using Mobile Assisted Language Learning in improving pronunciation in EFL classroom.

Case Study: Master one EFL students and EFL teachers at the University of Abbes Laghrou - Khenchela

Dissertation submitted to the Department of English for the Partial Fulfillment of the Requirements of the Master Degree in language and culture

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Dedication

“Praise be to Allah, who has guided us to this. Never could we have found guidance, had it not been for the guidance of Allah”.

To my first role model, my sanctuary and my supporter after God. To the one who gave me and still gives me without limits. My best **Father**.

To the fountain of tenderness that exploded one day to inspire me with patience and perseverance, to the one that got burned to see me shine knowledge and light. My dearest **Mother**.

May God Bless You For Me

To the wonderful person who never gets tired of helping me and finding solutions to my problems, thank you for being in my life and for your continued moral support, without your encouragement, I wouldn't be the way I am today.

To the most precious thing I have in this world: My Siblings

Yasser, Feryal, Iness, Aya / Salah, Aymen, Chames El din, Nabila and Soundess.

To the companion of the journey of success, and the one who accompanied me during the five- year journey, to the one with whom I was bound by the relationship of sisterhood, the fragrance of friendship. **RAIM**.

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Abstract

Mobile phones or cell phones are considered as more used terms especially in the 21C. In this regard, the main aim of this study is to investigate the teachers' and students' perceptions towards the use of mobile assisted language learning (MALL), in improving pronunciation in EFL classroom. In order to answer the research questions and achieve the objectives of this study, the researchers opt for exploratory descriptive method using interviews, were conducted with six (6) EFL teachers and questionnaires with 62 students. The study was conducted in the English department Khenchela University during the academic year 2022/2023. The findings of the present study indicate that EFL Teachers and students have positive attitudes and perceptions towards using MALL in acquiring and developing English language in improving pronunciation. The challenges of using mobile apps tend to be beyond teachers' and students' control, and include internet issues or lack of equipment.

List of Abbreviation

MALL: Mobile Assisted Language Learning

EFL: English as Foreign Language

ICT: Information Communication

Technology **CALL:** Computer

Assisted Language Learning **SMS:**

Short Message System

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General Introduction

In the present day, the development of informatics technologies and technology tools has accelerated in the education field. Since the quick integration of technologies in education is increasing day-to-day, the use of technologies is becoming more preferable to the traditional method of teaching. This led to the creation of a new concept of E-learning.

Mobiles are a comfortable way of communication over a long distance, which makes life, becomes so easy and fast by holding mobile phones. Although its basic use, such as making calls, sending messages, connecting in social media..., Using it in the learning process appeared lately, and this makes it develop from being a tool of entertainment, getting to be a tool of education, in which, it enhances the learning process.

One of the early language learning and teaching technologies, was the computer – assisted language learning (CALL), which supplies learners with the most recent information (Moore and Clerget.2000). While (CALL) was in progress, in the last few years a new type of technology emerged and attracted global attention. Nowadays, 6.37 billion smart phones are used, which means that 80.69 % of people in the world own smart phones. According to S. O'Dea (2021), the number of smart phones is expected to grow up to 7.49 billion by 2025. The majority of higher education institutions are utilizing mobile learning to provide flexibility in the teaching and learning process (Criollo et.al, 2021). Mobiles become a trend and in the same time a tool of learning foreign languages. Mobile devices have created a new field of research that relates to languages learning and mobile technologies called MALL (Colpaert, 2004. Bealty.2003). It is obvious that mobiles are very important tool for learning especially today. That's why MALL is regarded as a new field of educational technology. (keegan, 2005) restricts mobile learning to the use of small devices, which a lady can carry in her handbag or a gentleman can carry in his pocket. Getting deep into the use of mobile in relation to learning (elhariry, 2015) states that a lot of researches are conducted to include a wide variety of Applications and different learning and teaching techniques. As English learners, it is important to reach our goal to increase speaking skills, especially pronunciation. Pronouncing a particular word is something English foreign learners need to know more about when they have actually learned the new word (aratusa, 2018) since it is important and play a major role in communication, mispronunciation may

result breakdowns. Vazquez-Cano 2014 and Nurdin, et.al. 2021, states that smart phones and other mobile devices are useful teaching resources for university students both distance and face -to – face learning.

This method aids the learners to be able to improve their EFL skills using mobile gadgets and language learning applications. Such improvements also depend on how the teachers implement mobile gadgets and applications into their teaching process. The growth of mobile devices led to the creation of multifarious mobile language learning applications. Mobile language learning applications are currently being used by educators and learners in the world. The rapid growth of mobile language learning applications attracts ESL teachers to implement them in their teaching process. The language learning applications might be helpful to improve ESL learners' vocabulary, pronunciation, grammar, and speaking (Almasri, 2013) several language learning applications are accessible for learners to download via convenient internet access. For instance, with the advance in ICT (Information Communications Technology), students can use mobile devices for searching the pronunciation of the words on their devices (Mthethwa, 2014). However, many English teachers and learners are unable to take benefits from this opportunity.

Statement of the problem:

Mobile phones are gradually becoming a part of our Daily life, and with the new advantages which came with, mobiles become more used and even more popular than computers. Depending on its importance in learning / teaching pronunciation, this paper is concerned with investigating the teacher and student perceptions towards the use of mobile in improving pronunciation learning and its effectiveness in EFL Classroom.

Research questions

In order for the current study to reach the ultimate goal of investigating the attitudes of EFL teachers and EFL students towards the use of mobile devices as learning materials to improve pronunciation and to address this issue at Abbes Laghrour University, the study attempted to answer the following questions:

- What are the perceptions of teachers and students concerning the use of Mobile apps in improving pronunciation?
- How do EFL students and teachers perceive the use of MALL to enhance pronunciation improvement?
- What are the similarities and differences between teachers and students' attitudes towards the use of mobile apps in improving pronunciation?

The Aim of the research

Since Mobiles became an important tool in the field of learning and teaching, the main aim of this research is to investigate and explore teachers and learners' perceptions toward the use of MALL in improving pronunciation. Therefore, the objectives of this study are:

- To examine Abbas Laghrour University teachers' and students' feel about the efficacy and obstacles of mobile applications in improving pronunciation in the teaching process.
- To explore the possible links between mobile devices and the areas of English language learning.
- to cast the light on students' and teachers' experiences of using mobile applications in teaching process especially in improving pronunciation.

Significance of the research

The findings of this study make an important contribution in the field of English Language Learning, and it is hoped that this research will contribute to a deeper understanding of the link between mobile assisted language learning (MALL) and improving pronunciation, in addition to that, it will be a background study for other research problems or questions. It will be of great

benefits for both teachers and learners. They will get aware of the great importance of using mobile devices in the process of English Language Learning.

Research Methodology

The research methodology used in this work is the descriptive method. Relying on the questionnaire and interview as a research method, both quantitative and qualitative data are represented statistically in tables and interpreted in graphs.

Population and Sample

The population of this study is EFL students and teachers at Abbes Laghrour University of Khenchela.

The study targeted 62 out of 178 Master One students. In addition to 6 teachers out of 30 during the academic year 2022/2023.

Data Collection Tools

In order to answer the research questions of this study, and to collect the necessary data for this work. The study used both interview and questionnaire.

The interview was used as a main research tool that seems the most appropriate methodological procedure to ask teachers and have their perceptions. However, The questionnaire was used to identify and survey the perceptions of students, and designed to collect both qualitative and quantitative data.

Structure of the study

The overall structure of the study takes the form of two chapters, beginning with “General Introduction”.

The first chapter represents the theoretical part (literature review) of the study, and has been divided into two sections, the first one an overview about Mobile-Assisted Language Learning (MALL) whereas section two is concerned with pronunciation.

The second chapter begins by the practical dimension of the research. It consists of three sections. The first section concerned with methodology, whereas the second section presents the analysis and interpretation of the research findings, and the third section provides a summary of the results, limitations, implications, and recommendations. Finally, the dissertation ends with a General Conclusion, which make an overall summary to the main findings of this research.

Chapter One: Literature Review

Introduction

There have been related studies conducted before by some experts and researchers, which focused and took into consideration the aim of exploring and investigating the perceptions of teachers and students in using MALL concerning improving pronunciation in EFL classroom. This current study adapts and develops some points taken from the previous studies deciphered earlier. This step is found to strengthen the future outcome of the current study as well as additional value to the previous studies.

Theoretical background of M- learning

The theory of mobile learning has become very popular, And almost everyone in the world has a Smartphone. The UNESCO Institute for Information Technology in Education developed “the Guidelines for Mobile Education” (Kraut, 2013). This document provides a concise definition of the term Mobile Learning (M-Learning). In mobile learning, mobile technology is used alone or in combination with other information and communication technologies, so that the learning process is not limited by time and place. Alan Kay is the name behind the introduction of the m Learning concept in the 1970s. Learning can come in many forms using mobile devices, students can access educational resources, connect with other users, and create content inside and outside the classroom. Mobile learning includes basic activities Achieve learning objectives such as effective management of school systems and improve interactions between educational institutions and students' families.

However, the first smart phone called “IBM Simon” which was created by Mitsubishi in 1997 started defining itself as the first portable computer in that period (Berge & Muilenburg, 2013). From then, technology companies started to create various portable computers which were later called “smart phones”.

Nowadays mobile learning is approved as a new approach and refers to the use of mobile devices for the purpose of learning. This approach has been used for nearly two decades and provides a technique of learning that can be done at any time and from any location (Klimova, Poulova 2016). The majority of the students around the world have got smart phones; even some learners have got more than one device (Cheung, 2015). One of the most spread mobile devices is the smart phone. Smart phones appear to

be the most popular mobile device among young people. Young Individuals between the ages of 18 and 29 are the most likely to use and possess a smart phone (Smith, 2018).

Peters (2007) sees mobile learning as a useful part of a flexible learning model. In 2003, Brown summarized several definitions and terms and identified mobile learning as an "extension of e-learning" (Brown, 2005, p. 299). Peters (2007) also states that it is a subset of e-learning and a step towards the design of an educational process that is “just in time, right for me, and right for me” (Peters, 2007, p. 15). Finally, Pea and Maldonado (2006) state that mobile learning involves “transformative innovations for future learning” (p. 437).

This claim provides a comprehensive definition of M-learning and stated that it was a subset of E-learning, a step towards making the educational process more developed.



Diagram 1: M-learning as Part of O-learnin

2.2 Mobile Applications for English Language Learning

Students have access to a variety of tools to practice and evaluate their pronunciation thanks to the widespread use of mobile technology in the classroom. In the contemporary world, learning these skills is not difficult. Only consistent listening to and repetition of the taught pronunciation makes pronunciation possible.

Teachers and students can speak with a proper pronunciation of English language thanks to modern mobile phones. There are some dictionaries, which are essential to learning any language, apps for the following dictionaries can be useful resources: Although tools like Merriam-Webster, Word net, Quick Dictionary, Urban Dictionary, The Free Dictionary, Dictionary - Word web, Cambridge Academic, Content Dictionary, (Audio) English Dictionary 1.3.6, Advanced English Dictionary and Thesaurus Oxford English Dictionary; and Advanced English & Thesaurus can be very useful for improving English pronunciation. The following are a few of the helpful Android-based mobile applications you can download.

English Level Checker

Test Your English I, is the ideal app for those who have learned English but still need to hone their abilities. The application name implies that it contains multiple-choice tests to gauge your proficiency in English speaking and writing. The tests cover grammar, idioms, and common mistakes made when using English. Moreover, ten questions (10) are on each test type, and your score is calculated at the end of each test. It's a very fun way to increase your knowledge of English pronunciation.

ESL Daily English

When you are always on the go, learning English through podcasts can be really very helpful, and another app that lets you do that is the "ESL Daily English" app The app is incredibly simple to use. Simply download an episode and listen to it whenever and wherever you like. Everytime you finish an episode, you can go to the podcast's website to download a new one. No matter your level, whether you are a beginner or an advanced English learner, you can download the appropriate podcast episodes. For those who are just starting out, the app also translates the descriptions of each episode into your language, making it simple to choose which podcast to try.

Busuu

This language-learning app features more than 3,000 words and expressions and covers a wide range of topics. Levels include beginner to advanced, and the first 20 units are free.

Duolingo

One of Duolingo's biggest draws is its gamified learning system, which structures your lessons as a skill tree rather than the conventional progression through lessons. You earn "skill points" for completing lessons, and you can earn achievements to see how far you've come. There's also a lives system, which incentivizes you to answer every question correctly. After that, you can apply your understanding to translate content from the real world, which other users can then rate.

Memrise

All of the courses on Memrise are free and cover a wide range of languages, including English. Memrise is actually a platform for crowd-sourced learning because these courses were created by other users of the community. The app integrates with the primary Memrise.com account, but it also provides an offline mode so that the learner can carry on with their studies even if they are not connected to the Internet. Memrise has gamified learning components as well, such as a points system.

YouTube

Learners of English language can find hundreds of channels on YouTube that do so. The Daily English Show, Speak English With Mister Duncan, Learn English with Steve Ford, EF pod English, Jennifer ESL, VOA Learning English, Real English, Business English Pod, Jennifer ESL, and BCC learning English are some of the most well-known. Since English is not our first language, we had trouble understanding what was being said. To learn standard English, we must therefore repeatedly practice with numerous audio files. You can't always rely on your TV or computer, and taking them with you is difficult. We use our phones everywhere, including in bed. The fantastic features of mobile phones allow users to study all the time.

Active learning and self-directed problem solving are rarely the focus of research. According to Auchey, Mills, and Beliveau, "self-problem solving" in the classroom gives American students practice, experience, and learning opportunities. Problem solving motivates people, according to UK research. Student-Centered Learning in Architecture Education (SLICE) was developed as a result of this research. With the help of a mobile dictionary app, pronunciation issues are eliminated through learner-centered instruction. Active learning in the classroom is defined by Prince as "any instructional method that engages students in the learning process." Despite being different from traditional classroom learning, using a mobile

phone aids student in achieving their objectives. It serves as a kind of linguistic laboratory and aids language learning. With definitions based on the English Dictionary, the Free Offline English Dictionary app explains the meaning of 159000 English words. In offline mode with an SD card, it operates more quickly. Learners can hear how words are pronounced as long as their mobile device has voice data, or a text-to-speech engine, installed. Penny Ur says, “To be provided by the definition of a pre-set-task, which should involve some kind of clear visible or audible response (UR, 1999, p. 108)”. The younger generations are very interested in computers and mobile devices, so learning English with audio is a good way to study the language. Mobile phone applications catch up to those on computers. Mobile devices make it simple for students to access multimedia as part of their education. When used for educational purposes, mobile phones are equal to what can be learned in a classroom. The pronunciation lessons for Standard English can be learned using mobile devices. The use of the internet benefits language learning on mobile devices as well.

The primary goal of this study is to examine teachers' and students' attitudes toward the use of mobile-assisted language learning. To accomplish this, a number of studies have approached the same subject from various perspectives, which can support the current study. Each of these studies used a different researcher and was conducted at a different time, but they all shared a set of goals for using MALL to learn English.

In the last fifteen years, new devices have become available on the market, the so-called mobile devices (laptops, tablets, and smart phones). A thesis entitled ‘ technology and language learning : from CALL to MALL, aimed to investigate the shift from CALL to MALL and studied MALL from a users’ perception. Since these days generation is used in lots of regions of ordinary existence, along with education, for that reason, each language teachers and learners have to realize a way to use it in terms of benefits. the researcher of this study opted for a comparison between

CALL as well as MALL. It is analyzed that S. Lenci, computers started to be adopted in the educational setting in the mid20th century, however the use of mobile devices dates back to the early 21st century.

Mobile devices offer new advantages as they are personal, transportable, and less expensive, cell gadgets provide new blessing to the field of language learning. It is confirmed that

mobile devices are used for language acquisition especially smart phones, this research concluded with the result that mobile devices as well as computers are an aid to support language acquisition, but, their effectiveness is based on the right use by teachers and learners.

The Use of MALL in English Language Learning

The main aim of this study is to investigate teachers' and students' perceptions towards the use of mobile assisted language learning, and in order to achieve this, there are various studies tackled the same topic but from different angles, which can support the present study. Each of these studies had a different researchers and different dates, but they had similar objectives to achieve concerning the use of MALL in learning the English language.

The study that was conducted by (Nuraeni, Nov 2020) entitled 'MALL, student's perceptions and problems towards mobile learning in the English Language', is one of the researches that dealt with the use of MALL. Nuraeni used as a research methodology, the quantitative method in this research. About the sampling, 70 students English major at BIMA SARANA INFORMATIKA University. The data gathering tool used in this study is 5-point Likert scale questionnaire. The findings of this study have been found as following, the majority of students have a positive perception in the usage of MALL to support classroom activities, also it is found that the biggest problem according to the participants in this study in using MALL in English learning in general and pronunciation learning in specific is the problem of internet connectivity, since the kind of MALL deals with internet. This study referred to online platform in the realm of MALL implementation which deals with internet connectivity.

Also, a study entitled 'students' perceptions towards the implementations of MALL in English learning: a case study in senior high school (April 2021). this study objective was to investigate student's perception towards the implementation of MALL in their learning process. a descriptive qualitative method was used as the methodology of this research. concerning the data gathering instrument used in this study was the open-ended questions beside the interview in order to get the relevant data. this study ended up with finding that students tend to have a good perception on the implementation of MALL in their English learning, in using MALL, students use several applications and software to help them study about English language both inside and outside the classroom. to add, by using MALL students feel that it is more enjoyable and able to get the information quickly. also, the challenges that faced by the students while using mobiles. in conclusion, students have a positive attitude towards the use of MALL in English learning. A

similar study was conducted in 2020, entitled MALL: EFL learners' perceptions towards the use of mobile applications in learning English. The aim of this study was to examine university student's perceptions towards the use of mobile app in English learning. this study worked by the help of 96 students (68 females, 28 males).

In order to make the results and data relevant, the data gathering tools used in this study were the questionnaire in addition to a semi-structured interview. concerning the findings, it reports that all students use and download English mobile apps to help their learning. 6 mobile applications are often used were Kamuska /Google translation / Elsa Speak / YouTube / Zoom / Google Meet. English mobile applications were considered to be useful and helped their learning, besides it was overall easy to use.

Bhutanese EFL learners were the sample of another similar study which conducted by Singay Dechen Pelden, Sonamdorji, In which the researchers investigate the impact of MALL on Bhutanese EFL learners' perceptions and learning opportunities over an academic semester and how learners perceive MALL as a source of motivation, confidence, enjoyment and opportunities to learn English for academic purposes. the data gathering tool used, the questionnaire and reflections. for the sampling, 33 students (17 male and 16 females). it reports that students' perceptions changed over one semester as perceive MALL as an effective strategy to learn English for academic purposes. The findings contribute in several ways to our understanding of MALL and provide a basis for the implementations of MALL language teaching.

students and teachers of Mohammed Kheider University of Biskra-also- had a positive attitude towards the use and the effectiveness of Mobile-Assisted Language Learning in EFL classroom. the aim of the study was to investigate the attitudes of teachers as well as students of English at the University of Mohammed Kheider towards the effectiveness of mobile-assisted language learning. there was a hypothesis used in this research, it was about the integration of MALL would enhance the process of teaching as well as learning in general and language skills in particular. in order to collect data, the data gathering tool used in this research was the Questionnaire, used with a sampling of 90 master one students and 7 teachers of English as foreign language Mohammed Kheider university of Biskra. The qualitative and quantitative data were collected and Analyzed.

Students' perceptions on the use of Mobile -Assisted Language Learning [MALL] in learning pronunciation, is another study dealt at Tadulako University, Indonesia. This research contains of two objectives which are analyzing the students' perceptions of the use of MALL in pronunciation learning, and the second is analyzing the students problems that they face. The methodology used in this article is Mixed Method Design, the researcher chooses a combination or a 'mixing 'of quantitative and qualitative methods (Creswell and Clark 2011), the mixed was used in this research is explanatory sequential. However, the sampling is about 15 students specifically on the second-year students or fourth semester students from batch 2021 in English Education study program, language and art Education Department at Tadulako University. Data gathering tools used are questionnaire and interview with students, the students were assigned questionnaire and then followed with in-depth interview sessions. The questionnaire that was used in this research is a set of positive statements to collect opinions about the current issue ,which is the students perception as well as teachers perception concerning the use of mobile assisted language learning on improving pronunciation .based on the findings ,this study ends up with a result which is the perceptions of students concerning using MALL in pronunciation is positive, since most of the answers they selected were agree on response .they perceive the MALL as an effective tool for their pronunciation learning. In addition to that, there are three problems that create difficulties for students. Internet connectivity is the main problem explained by the students, that face students regarding the use of MALL in pronunciation. as it can be seen after analyzing students' explanations, the researcher found the following issues that maybe can contribute to students' problem. they are [1] the students phones performance, [2] the possibility of the students being redirected; [3] and the students familiar with using mobile phones for learning. the study concluded that the students selected the mentioned responses because they are familiar with how to use a mobile phone dictionary app in pronunciation learning.

Similarly, The Attitudes of second year EFL students at Dr Moulay Tahar University of Saida towards learning English pronunciation through mobile assisted language learning, conducted by Nadia GhouNane 2019 is another study which its objectives were to investigate the attitude of both teachers and students towards the inclusion of mobiles in language learning, as well as to prove the effectiveness of this new approach in improving the listening and speaking skill of foreign language learners. The data collection tools used in this study were an interview with 15 teachers teaching English at Dr Moulay Tahar University of Saida, besides a pretest and a posttest with 95 students of second year from the same university. This research

found that both teachers and students have positive attitudes towards the introduction of mobile technology in language learning. Even though some teachers still favor the traditional app of language teaching and learning. Also, the applications, used in the experiment showed the usability of MALL in learning English pronunciation.

These previous studies focused on the attitudes and perceptions of learners in specific towards the use of mobile in language learning. Researchers tried to highlight the importance and the effectiveness of using mobile devices in general during the process of language learning and the learning of pronunciation in particular, by investigating learners' attitudes as a main objective. After reviewing these previous studies, it is shown that all the attitudes and perceptions of whether teachers or students are positive, although there are some limitations and challenges faced by students when using mobile devices in language learning such as, internet connectivity, the distraction of social media while using mobiles, ... but their positive attitudes contributed to the effectiveness of the use of MALL in English language learning. In other words, the use of mobile in language learning is super important and this is confirmed in the study of by Amalia from the International journal of language Education and cultural review 2020.

This study aimed to investigate the use of mobile assisted language learning (MALL) in teaching pronunciation at a secondary school, aimed to know the effectiveness of mobile assisted language learning (MALL) in teaching pronunciation in experimental group compared with another group with Non-MALL. It was an experimental study. Concerning the findings, the results showed that students in experimental group had a better performance in pronunciation skill compared with the other group with non-MALL.

The Importance of Pronunciation in Language Learning

Another studies were tackled from different angles, concerning the importance of pronunciation in language learning and how to improve pronunciation through mobile, since our objective is to confirm the idea of improving pronunciation using MALL. University Abdelhamid Ibn Badis -Mostaghanem conducted this study and investigated the importance of pronunciation in English language learning, since the time devoted to phonetics is not enough at the level of first year which in turned to lack of practice of pronunciation an urgent need to conduct this research to show the importance of pronunciation in adequately learning of English language.

In light of this problem, the research's aim is to highlight the crucial role of pronunciation

in improving learners' English language and in the development of English speaking skills. to achieve this aim and confirm the research hypothesis which insist on the importance of pronunciation in learning English. besides to learners learning styles and strategies as well teachers students relationships, a questionnaire is administered for the teachers of phonetics and first year English LMD students; the questionnaire intends to reflect both teachers and students attitudes about the importance of pronunciation and to raise their awareness about it so as to focus on it in phonetics module; it seeks also to see whether students use learning styles and strategies or not.

Since pronunciation has a great importance in language learning, this skill should be developed and improved. In this exact point, many researchers went for the idea of improving pronunciation of English language using mobile and smart phones. However, the journal review of technology of ELT, Pudukkottai focused on the real meaning of the English language and according to its importance nowadays, there must be some new trends and new technologies to follow in order to learn the language skills [English] such as listening, speaking, writing, reading, vocabulary and pronunciation. It is mentioned in this journal article that ' English is not our native language and it is very difficult for us to understand what is being said. So, we have to practice much Audio files again and again to learn the standards of the English Language.

The result of this study said that the salient features of mobile phones help the learners throughout the day , the opposite of using TV and computers all the time and it is difficult to carry where ever we want , this leads us to confirm the idea of mobile phones are much more practical and useful and of course easy to use than computers and other devices .the learners can easily listen to the word pronunciation , provide that voice data is installed in the phone using dictionaries . the offline English dictionaries explains the meaning of 159000 English words for example, Cambridge Academic content Dictionary (Audio), English dictionary 1.3.6, advanced English dictionary and Thesaurus and also Oxford Dictionary of English. dictionary pro features of Mobile dictionaries, video files and audio files.

Improving English pronunciation can be via automatic speech recognition technology. And this was confirmed through this study (2019), in which it presented a research study on applying automatic speech recognition (ASR) technology in English pronunciation correction. it also discussed the relationship between ELF/ESL learners' self-improvement and English teacher's classroom teaching. The results showed that ASR technology can help Chinese English learners

improve their English pronunciation. The research aimed to provide a new and practical way for ELF/ESL learners to improve English pronunciation as well as provide a new mode of English pronunciation teaching for relevant educators.

The Use of MALL in Improving Pronunciation

In 2020, another study had been conducted called ‘Improving second language speaking and pronunciation through smart phones’. The findings of this research were a positive effect on speaking, positive development in learners’ engagement in the language learning. The main aim was to study the impact of MALL in improving 1)- speaking skill, 2)- segmental and supra segmental features of pronunciation, 3)- the viability of bring your own device which called (BYOD) approach. to achieve the aim of this study the methodology used was mixed method, however the sampling was 25 randomly selected students who underwent training with BYOD. This research concluded by the idea that teachers of tertiary level could benefit from this study by adopt digital technologies in L2 teaching and learning.

Other researchers focused on improving English pronunciation using mobile applications, and many of them concluded that the use of English applications and English pronunciation phonetics app can enhance the students’ pronunciation such as the study entitled ‘Enhancing students pronunciation using android pronunciation application. this study is considered as a classroom action research aimed to investigate the implementation of pronunciation android applications to improve student’s pronunciation, it was emphasized in English pronunciation; English phonetic pronunciation and English phonetics. This current study consists of two cycles two [2], each one consists of four [4] stages: planning, acting, observing, and reflecting. the technique used for collecting data were pre-test and posttest, observation, and questionnaire.

The Quantitative and Qualitative data were analyzed by comparing the result from pretest and posttest, and using constant comparative method, in order. the sampling of this study were 100 participants of first semester students of English Education Department of University Muhammadiyah Surakarta [UMS], who enrolled in pronunciation and phonetics course in academic year 2021/2022. the findings of this study were positive, in which that the English pronunciation, and English phonetic pronunciation and English phonetics can improve the students’ pronunciation.

It is mentioned in this study that ‘the results of this study are similar with the previous

studies in which the mobile application can boost students' pronunciation. and after analyzing the data, with the latter app there is a need to modify with 'IQRA PRACTISE' since the students in this study felt difficulties to make the app recognize their articulations'.

Another study tackled the same point entitled 'Improving the Thai Students Ability in English Pronunciation through Mobile application. Conducted by Penkhae Wongsuriya, 2020. This research aimed to examine English pronunciation using Google translate mobile application. The sampling was 24 University students who experience the learning incorporated mobile application, which were selected by a selected purposive sampling process. The data gathering tools used in this research were the pre and post-pronunciation tests besides to a semi-structured interviews. The finding indicates that all students' pronunciation was significantly improved.

Pronunciation learning is a crucial topic many researchers focused on and tried to find deferent ways to perfect the English language pronunciation skill, and some of them found that English pronunciation affects students' participation and learning in a positive way. An article entitled "Integrating English pronunciation app to pronunciation teaching: how it affects student's participation and learning'. The objective of this study is to find out whether the integration of the English pronunciation application in pronunciation class at Mandalika university of education [UNDIKMA] can increase student's participation and self-learning. concerning the methodology used in this study, Quasi – Qualitative design. This study dealt with 48 first year English department [age between 19 to 21] and it was divided into two groups, group A and group B. the data gathering instrument used in this study was the class observation [participant-observer], in addition, individual and group interviews. concerning the finding and the results of this study, the integration of English pronunciation application to pronunciation teaching in increase the student's participation [engagement, attitude, and conduct]; also, the application brought a positive effect to the establishment of independent learning to a significance number of students. This study emphasizes or establishes the use of MALL as the source of independent learning for the students. as a part of MALL, this apps encourage students to do self-study at their will and pace out of the classroom. it does now no longer most effective grow to be a brand-new kind of studying also an alternative resource to listen to the correct pronunciation of English in the EFL context where native speakers are clearly unavailable. its function which may be utilized offline makes it greaterreachable for even college students from a low-profits family. the app is easy to function and has appealing features. it presents college students with a financial institution of

vocabulary which they could use to study or to refresh the vocabulary discovered previously .it can be referred that this app is highly recommended for English lecturers teaching pronunciation for beginners learningpronunciation.

In the recent work, entitled ‘pronunciation learning, participation, and attitude enhancement through MALL. The researcher of this study focuses her study on the MALL as the alternative to facilitate student’s pronunciation learning. she focused her study on the student’s perceptions of pronunciation learning, participation and attitude enhancement through MALL. this helps to focus on specific items regarding MALL and how students perceive its use so that they will not be mixed in confusion. The aim of this study was, the implementation of flat English pronunciation mobile courseware to gain the ability of the first semester students of English study program Politiknik Negeri Jember in pronouncing English words. The sampling of this study was 30 students; however, the findings of this study were summarized in that MALL can be one of the alternatives to facilitate student’s pronunciation and the most important thing is to make the process of learning pronunciation specifically very easy and beneficial. This study results by the idea of the materials and practices in flat courseware could enrich student’s pronunciation learning, improve their participation and nature a positive attitude towards technological learning .in addition to that, it found that the Potential and power of MALL to encourage students to engage in Classroom activities and monitor their Learning.

In a similar study entitled ‘The Effect of MALL on L2 Pronunciation Learning: A Meta-Analysis’. A journal of Educational Computing Research, aimed to examine the overall average effect of mobile devices on L2 pronunciation learning. This Meta-Analysis consisted of 13 primary studies embodied in an experimental vs. control group design published between 2009/2020. Concerning the sampling of this Meta-Analysis was 655 participants and reported 19 effect sizes in the results. The analysis indicated a significant effect concerning the use of mobile devices on L2 pronunciation learning, significant moderating effects and their moderating effects were critically examined. The findings of this Analysis confirmed that innovative activities and tasks using mobile devices can be adopted for both language instructors and learners due to their probability connectivity and individuality.

Similarly, a study which entitled ‘learning L2 pronunciation with a mobile speech recognizer: French /y/. Calico Journal 2015. ASTOR. The main aim of this study was to investigate the acquisition of the L2 French vowel /y/ in a mobile-assisted learning environment, via the use

of automatic speech recognition (ASR). It addresses the question of whether ASR-based pronunciation instruction using mobile devices can improve the production of French /y/. The sampling, 42 French students participated in the experimental study in which they were assigned to one of three (3) groups. Group 1 use ASR application on their mobile devices to complete with immediate textual feedback and no human interaction; group 2 called Non- ASR Group, which complete the same pronunciation activities but with a teacher who provided immediately oral feedback using recasts and repetition; However, group 3 called control group, because the participants participated in individual meeting with a teacher who did not provide any pronunciation feedback. Although, this study used a deep analysis, it used also a pretest/ posttest design. Talking about the findings, this study found that only ASR group -which is group 1- improved significantly, which suggests that this type of learning environment using mobile devices is propitious for the improvement of segmental features.

Chapter Two:
Field work

Introduction

Throughout the decade of 2010. 2023 the widespread use of mobile devices of many type (smart phones, Ipod ...) has encouraged and strengthened their use in different learning processes and in different ways, and the emergence of the new approach

(MALL) are the motivating forces of this study. The main aim of this study are mobile devices among students, and the spread of the use of new approach mobile assisted language learning [MALL] and their role in improving learner's

pronunciation. Therefore, the main aim of this study is exploratory, which seeks to survey both teachers' and students' perceptions and attitudes concerning the use of MALL in language learning generally, and for improving pronunciation in the context of Abbes Laghrour University of Khenchela specifically.

Research Methodology

This section illustrates the research method that is followed, the tools that are used in the study, and the data collection / analysis procedures that are applied.

Choice of the Method

Since the main aim of this study is investigating and exploring teachers and students perceptions concerning the use of mobile assisted language learning in improving pronunciation inside EFL classroom, the method used in this study for the reason of achieve the correct and effective results is mixed method.

Setting of the Study

The current study is conducted at the University of Abbes Laghrour, Khenchela . The study concerned only with EFL teachers and students. This study is conducted in the second semester of the academic year 2022-2023.

Population and Sample

“Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sampling population) to become the basis for estimating the prevalence of information of interest” (Kumar,2012). It is an essential process in the research method as it identifies the population from which the researcher obtains information to perform his/her analysis .This study targeted 62 out of 160 Master One language and culture students of English at Abbes Laghrour University of khenchela during the academic year 2022/2023. As well as 6 EFL teachers out of 30.

Data Collection Tools

To answer the research questions of this study, interview was used as main research tool that seems the most appropriate for this study. The questionnaire was used to identify the perceptions of students. According to Paul et Al (2005), a questionnaire must be clear and coherent for the survey respondent. Also, the questions must be developed using simple language and avoiding confusing questions to gain precise measurable information from the respondent. It likely to use different types of questions in the same questionnaire design: rating scales, closed questions, yes /no questions, multiple-choices questions, etc. In order to collect the necessary data.

Description of Students' Questionnaire

This study targeted, in the first place, the learners of English as foreign language at Abbes Laghrour University. the questionnaires were administrated to Master One students of English language, the rational driving the selection of Master One is the enough experience these students have with both English learning and the use of mobile devices, they have enough knowledge on MALL, especially with Covide19 pandemic so, their answers would be based on their perceptions, as well as on their experience. the questionnaire was online and the number of participants in the survey is 62 students out of 178. the response rate of questions is 100. All the questions were answered online.

The students' questionnaire begins with a demographic question under section one , aiming to provide background information, this is followed by a total number of 10 randomly-ordered questions of different types, including open questions, yes/no questions, multiple-choice questions, a five-point Likert scale format, ranging from 1 to 5, is used to reflect both students' level of agreement or disagreement with the list of items.. These questions are grouped under two Sections. Section one contains four questions related to the students' use of mobile devices in general. Section Two includes 6 questions targeting the students' pronunciation improvement thorough using mobile devices.

Administration of Students' Questionnaire

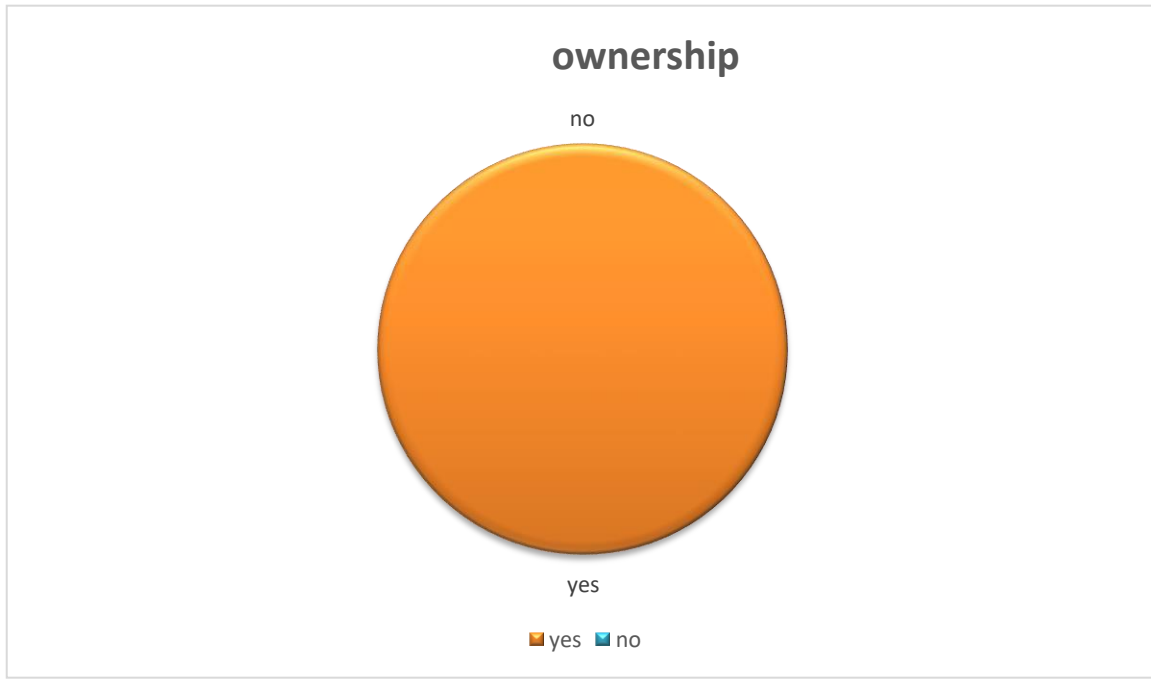
After re-editing the final version of the students' questionnaire, the researchers distributed it to the target population online using Google Drive via link and face book group. This was done by April 5th, 2023. After that, the researchers started getting responses that lasted about two weeks before reaching a sample that was quite satisfying. Therefore, a total number of 62 valid responses were collected, and data were then ready for analysis.

Analysis of Students' Questionnaire.

This section related to the students' use of mobile devices in general

Section 1: students mobile devices.

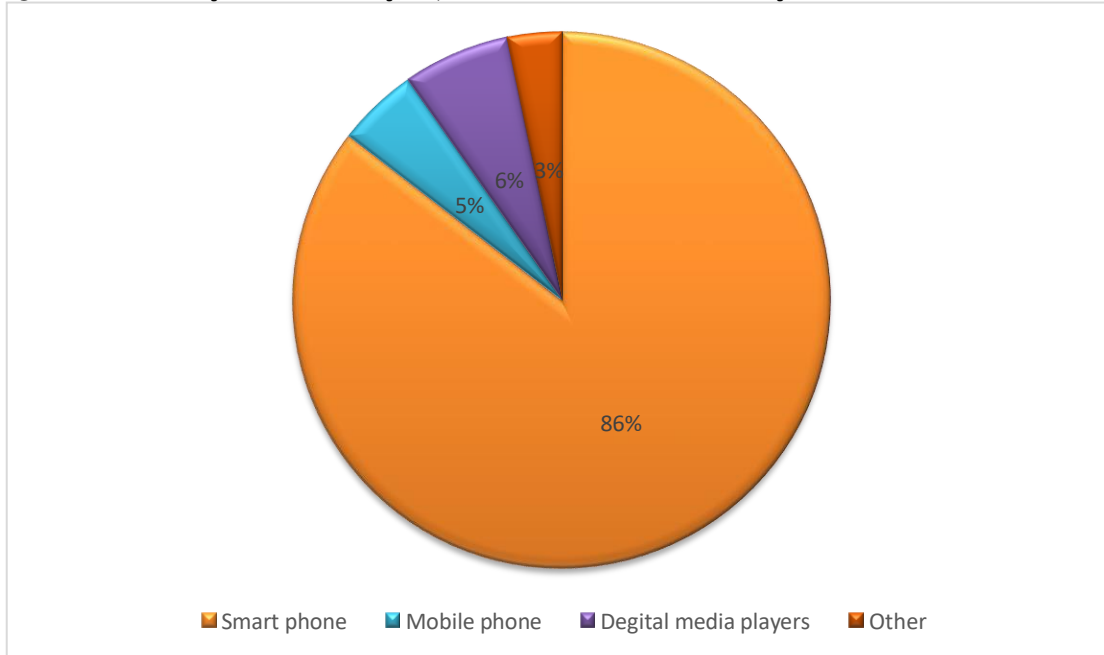
Question 1: Do you have mobile devices?



Graph 1: students' ownership of mobile devices

The total number of students with 100% own mobile devices. These results are due to the synchronization of the era of development and technology. At this time technology spread over the whole world which makes every person have his own mobile devices.

Question 2 : If your answer yes , what mobile devices do you have ?



Graph 2: students' mobile devices type

As the pie chart indicates , 86% percent of students have smart phones and they allow the use of mobile phones in their lives because they are considered digital learners according to the era of development and technology , while the rest of students indicate that they have digital media players such as IPod with 6% , for mobile phone 5%, also about 3% of students have other devices, and this could be due to their lack of advanced equipment or lack of capabilities .

Question 3: choose the appropriate choice that best fits your attitudes

Frequency of daily use of mobile devices by students

Table 1: frequency of daily use of mobile devices

	Always	Frequently	Sometimes	Seldom	Never	No response	Total
NP	54	6	2	0	0	0	62
Percentage	87%	9.6%	3.2%	0.0	0.0	0.0	100

The first table above refers to the frequency of daily use of mobile devices, the results show that 87% of participants use their mobile phones always, and 9.6% of students use their mobile phones frequently. And a small percentage of 3.2% of students use their mobiles sometimes.

From the table above the results shows that the majority of students use their phones always, and this might be tied to recreational activity and can help them relieve stress or to entertain themselves through accessing internet, playing games and chatting ... etc.

Question4: please choose the appropriate choice that best fits your attitude I use my mobile devices for:

In this part participants were asked to choose the appropriate item that fits his/her attitude. this question aim is to identify the activities that most use mobile phones and has been classified as follows:

- a) Using mobile phone for social communication
- b) Using mobile phone for entertainment
- c) Using mobile phone for educational purposes

The use of mobile phones for social communication was measured by using three statements written in the form of statements S1Q1, S1Q2, S1Q5. On the other hand, as for the second category, it aims to measure the extent of using the phone for the entertainment and personal purposes, for example recording, taking notes or access the internet ...Etc. As for the third category, measuring the extent of using the phone for educational purposes in general such as video watching purposes, Reading (Pdfs, emails ...), Translating.

Table 2:students' use of mobile for social communication

Np/S	S1Q1	Q1Q2	S1Q5
N/P	54	57	21
Total number	62	62	62
Percentage %	87%	91.9%	33.8%
Total percentage	100 %	100%	100%

Note: S: statement

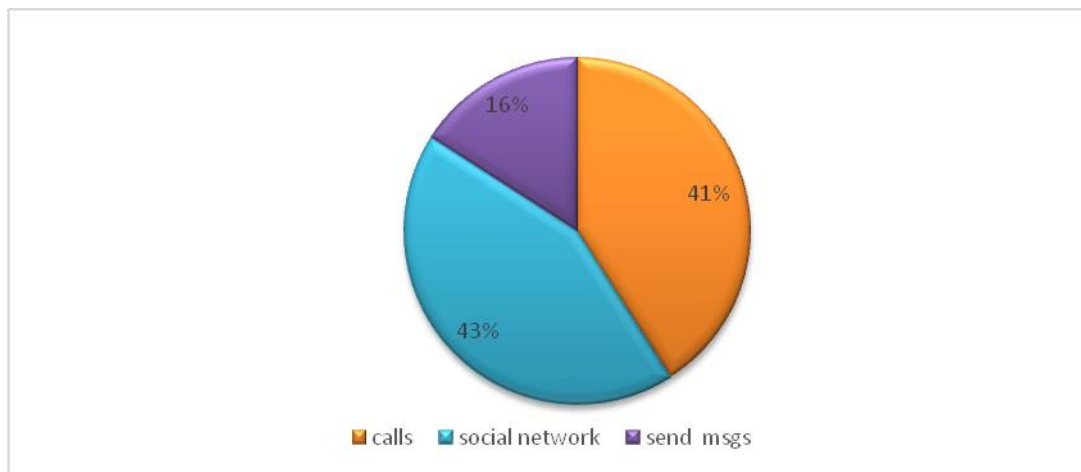
Q: question

N.P: number of participants.

S1Q1: I use mobile phone for making calls.

S1Q2: I use mobile phone for Social networking (Facebook, Instagram, Twitter, ...).

S1Q5: I use mobile phone to send messages.



Graph 3: student's use of mobile for social communication

The second table above refers to the participants who use their mobile phones for social communication. As shown in the first question (S1Q1), more than half students uses their mobile phones to make calls which is something common, with a percentage of 87% And a small percentage of 12.9% they didn't make a phone call (8 people) and Only one who claims that he never make calls and send messages, and this could be due to not having a SIM card in his mobile phone.

The second statement (S1Q2) refers to the participants who use their mobile phones for social networking. As shown above in table two, the majority if not all students uses their mobile phones to communicate and chats like Face book, Instagram, twitter...etc; with a percentage of 91.9% And a small percentage of 8.1% of students didn't respond to this question (5students), and this could be due to their lack of internet access.

The last statement shows that students who use their phones for sending messages represent 33.8%. Moreover, 41 students didn't respond to this option, means they choose social network for communication rather than returning to the mobile phone messages, the majority of them prefer chatting and sending messages through Face book and Instagram.

Table 3: students' use of mobile for entertainment and personal use

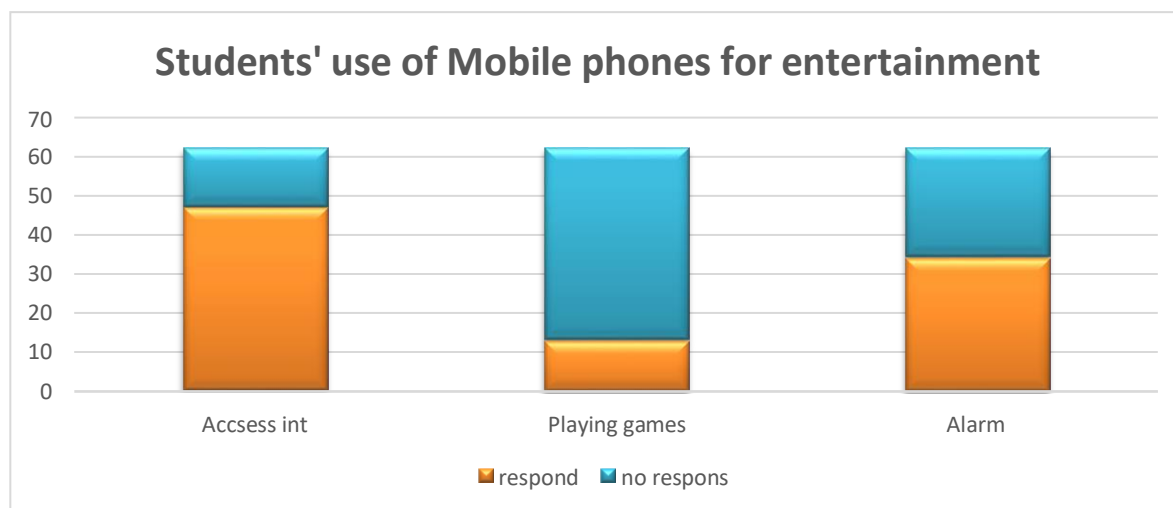
	N.P	respond	No response	Total
S1Q4	N.P	47	15	62
percentage	%	75.8	24.1	100
S1Q11	N.P	13	49	62
percentage	%	20.9	79	100
S1Q8	N.P	34	28	62
percentage	%	54.8	45.1	100

S1Q4: I use mobile phone to access

the internetS1Q11: I use mobile

phone for playing games

S1Q8: I use mobile phone for set Alarm, taking notes , record



Graph 4: students' use of mobile for entertainment and personal use

As can be seen from the graph, about 75.8% percent of the informants reported using cell phones for accessing the internet. In addition, participants who didn't respond at all about 24.1% percent, this might be due the lack of internet in their phones or they may not be able to afford it.

The results show small number of students (13) about 20.9% percent used mobile devices for playing games and about 54.8% who indicated that they use mobile phone for set Alarm and record, there were around 79% responses indicating that they didn't use their phones for playing which means that they have another activities important than playing.

Table 4: students' use of mobile phones for educational purposes

	N.P	respond	No response	Total
S1Q3	N.P	53	9	62
percentage	%	85.4	14.5	100
S1Q6	N.P	39	23	62
percentage	%	62.9	37	100
S1Q7	N.P	51	11	62
percentage	%	82.1	17.7	100
S1Q9	N.P	47	15	62
percentage	%	75.8	24.1	100
S1Q10	N.P	58	4	62
percentage	%	93.5	6.4	100

S1Q3: I use mobile phone for Video watching purposes

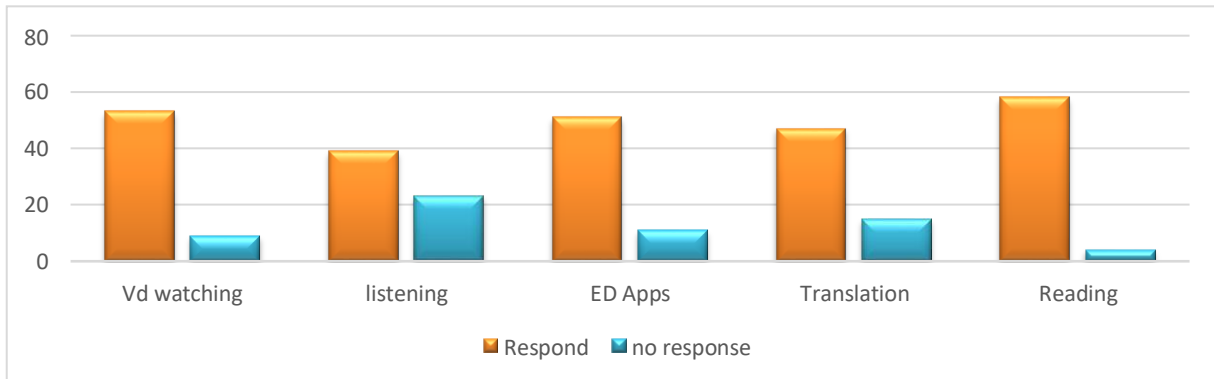
S1Q6: I use mobile Phone for listening purposes

S1Q7: I use mobile phone for

educational apps

S1Q9: I use mobile phone for translating

S1Q10: I use mobile phone for reading (Pdfs, emails ...)



Graph 5: students' use of mobile phones for educational purposes

It is clear from the third graph that almost the majority of responses illustrates the uses of mobile devices for educational purposes. Responses showed a high percentage, about 85.4%, of students are using their phones for learning as a tool in which they use it for video watching purposes, about 62.9% for listening purposes like podcast, songs...etc. however, about 82.1% of participants indicated that they use their phones for educational apps such as dictionaries. also, about 93.5% of students prefer using their phones for reading their emails or Pdfs .. to facilitate the checking for them and easy to use.

From the table 4 and graph 5 the results illustrates that students use their mobile phones for educational purposes more than the other activities which is something positive and leads to mobile devices make learning easy and facilitate too much things for them.

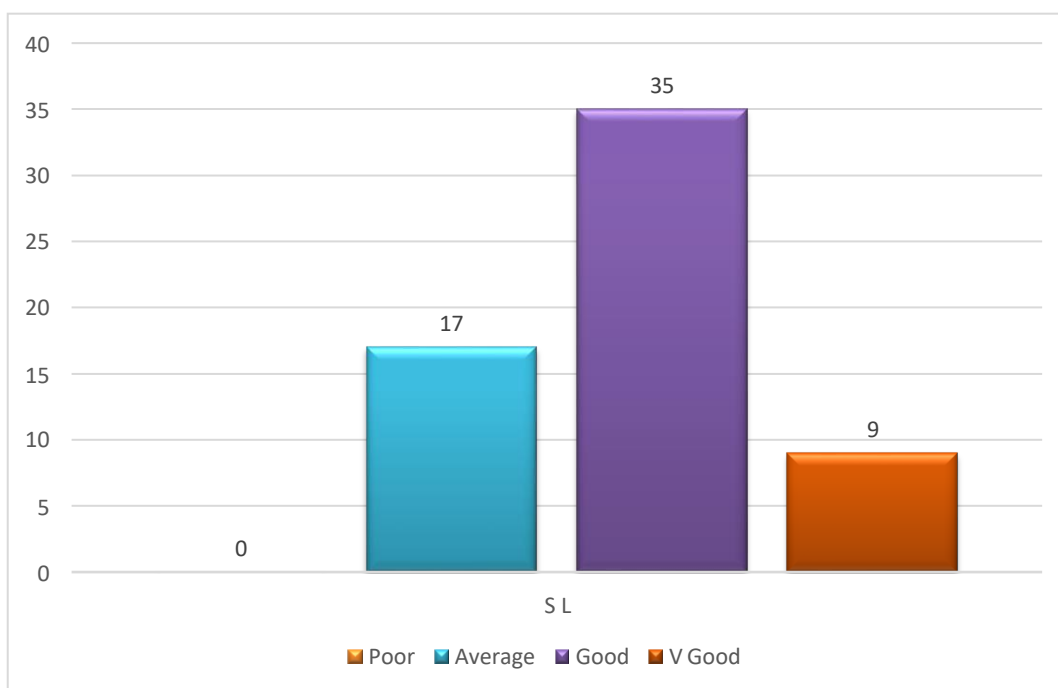
Section two: Improving English Pronunciation via Mobile Devices.

Question 5: How would you rate your level of English pronunciation?

The table show the results of students' level of English pronunciation (poor, average, good orvery good)

Table 5: Students' level of English pronunciation

	poor	average	Good	Very good
Students level	0	17	35	9
percentage	0.0	27.4	56.4	14.5

**Graph 6 : students' level of English pronunciation**

Throughout the graph above, English pronunciation level of Abbas Laghrour University students ranges between good, very good and average. As can be seen from the graph, about 56.4 percent of Students level is good. In addition, students who speak very good about 14.5%. and 27.4% average.

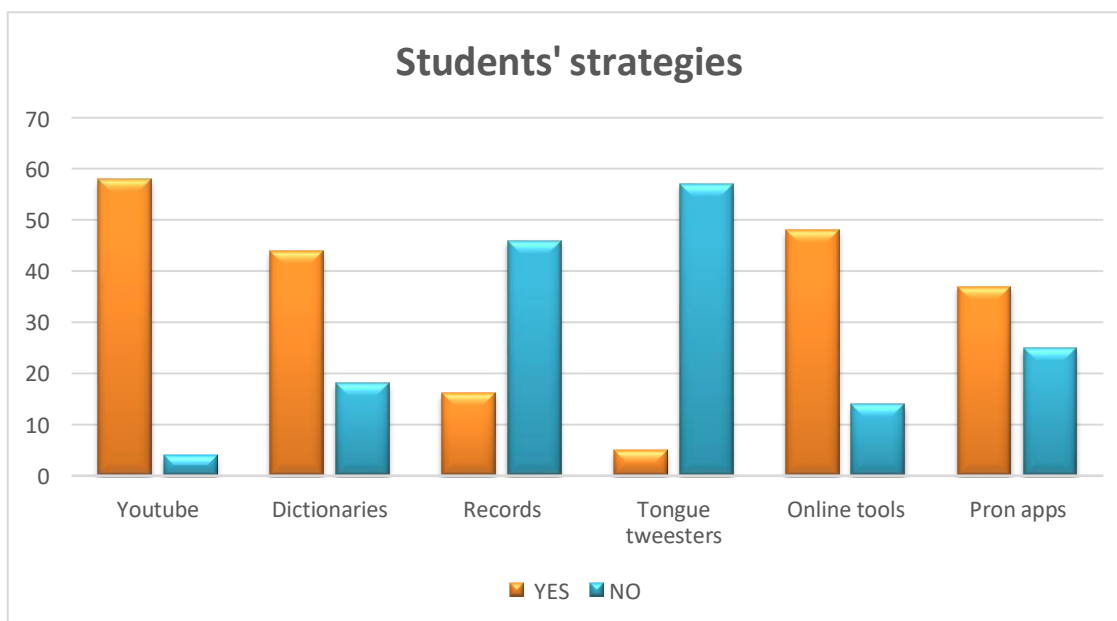
The results above shows that the level of students between good and very good ,which means that they pronounce words in appropriate way and this due to their adoption of new and advanced strategies in learning .

Students strategies of learning pronunciation

Question 6 : When learning new word pronunciation , which of the following strategies do you use ?

Table 6: Students' strategies of learning pronunciation

	Yes	No	Total
S2Q1	58	4	62
percentage	93.5	6.4	100
S2Q2	44	18	62
percentage	70.9	29	100
S2Q3	16	46	62
percentage	25.8	74.1	100
S2Q4	5	57	62
percentage	8	91.9	100
S2Q5	48	14	62
percentage	77.4	22.5	100
S2Q6	37	25	62
percentage	59.6	40.3	100



Graph 7 : Students' strategies of learning pronunciation

S2Q1: YouTube (movies, songs ...)

S2Q2: dictionaries app

S2Q3: Record yourself.

S2Q4: Use tongue twisters

S2Q5: Online tools for checking and correcting pronunciation

S2Q6: Apps with pronunciation guides (Duolingo, ELSA Speak...)

As can be seen from the graph, approximately 93.5% percent of informants reported their use of phones for watching purposes such as YouTube (videos, movies, songs) for learning pronunciation. Additionally, participants who used mobile devices in app dictionaries represent about 70.9 percent of the whole respondents. Participants who indicated that they use their phones mobile for recording themselves and using tongue twisters are few, around 33.8 percent. Also, students who indicates that using online tools for checking and correcting pronunciation about 77.4%. As for Apps with pronunciation guides, there were about 59.6 %of responses indicate that participants are using Duolingo, Elsa speak Apps for learning new words pronunciation from their mobile devices. The graph illustrates that there is a high percentage of participants who are always using their mobiles phone to learn new pronunciation from online tools

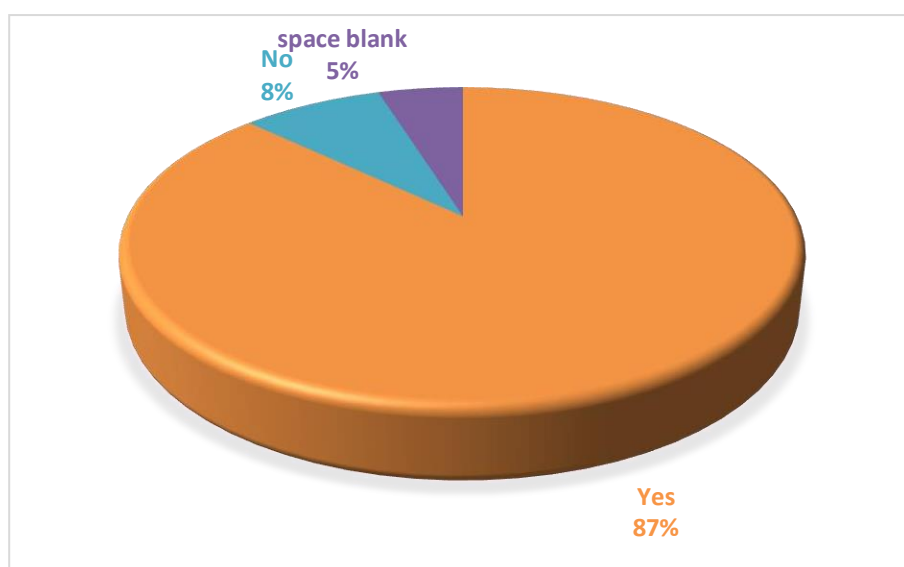
These results illustrate and confirm what have been said before about the level of students.

Question7: Do you consider pronunciation as an important aspect in learning English ? if yes justify .

S2Q7: pronunciation as an important aspect in learning English

Table 7: student' perception about pronunciation as an important aspect in learning English

	NP	YES	NO	NO RESPONSE
S2Q7	NP	54	5	3
PERCENTAGE	100%	87	8	4.8



Graph 8 : pronunciation as an important aspect in learning English language

These questions, in particular, were asked to students in a closed form. The aim of this question is to obtain more quantitative data. After reviewing the students' answers, it was found that 54 students answered in favor of the pronunciation, 3 left the answer space blank, and 5 said it was negative. Students who said that pronunciation is an effective way to learn foreign languages. Their answers were classified as follows:

- a) Usefulness of Pronunciation: students stated that Pronunciation is useful for learning English, and helps them spell words and understand meaning.
- b) Easy to learn: Pronunciation is seen as an easy tool to learn English and to communicate easily
- c) Motivation: A significant number of students said they felt comfortable spelling words correctly.
- d) Communication: A large number of students said that correct pronunciation facilitated communication between each other and interaction, and it was cited as helpful for the learner to get the required information wherever they wanted.
- e) Promote interaction within the classroom.

On the other hand, few students think that pronunciation is not a good aspect of learning English.

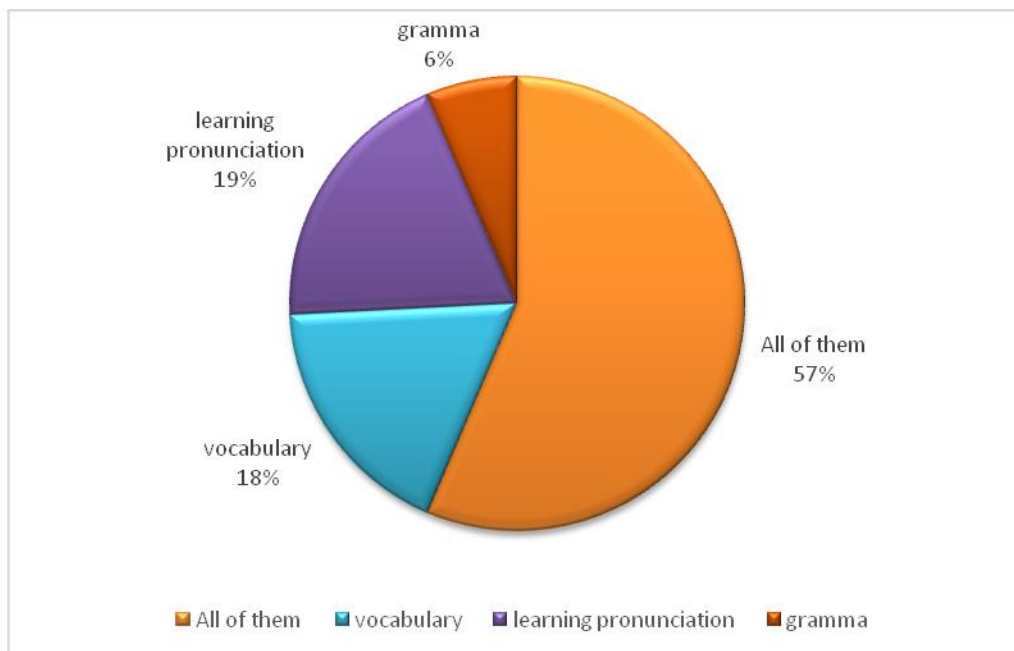
Question 8: how do you think language learning apps can be useful for:

- a. Learning pronunciation
- b. Learning vocabulary
- c. Learning grammar
- d. All of them

This question was addressed to students to know whether they like and prefer the use of mobileapps in learning vocabulary, grammar and pronunciation.

Table 8: students' choices of using mobile apps in learning language skills(pronunciation, Grammar, vocabulary,...)

Answers	L.pron	L.Gramma	L.Vocab	All of them
Frequency	12	4	11	35
percentage	19.4%	6.4%	17.8%	56%



Graph 9 : students' choices of using mobile apps in learning grammar,pronunciation, vocabulary.

As the pie chart indicates, 35 out of 62 students in their answers indicated that they allow the use of mobile applications in learning grammar, pronunciation and vocabulary, while the remaining 11 students indicated that they allow the use of mobile phone in learning vocabulary. While the rest of the students distribute between learning grammar (4 students) and. For the category of students who indicate that they use mobile applications in learning pronunciation, about 12 students, and this is because they prefer using mobile applications to facilitate learning of language skills, and as a tool in learning grammar, vocabulary and correct pronunciation.

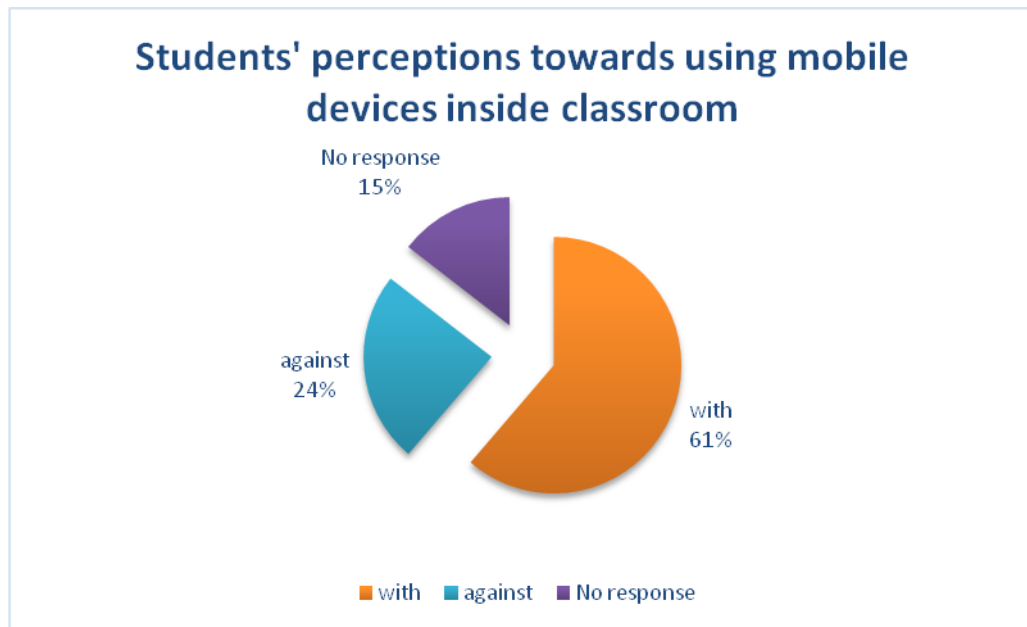
Through the answers of the students, some of them praised the importance of having educational applications on their mobile phones, because they use them most of the time to search for some vocabulary words or how to pronounce a difficult new word.

They also emphasized the ease of the matter that the applications provide them with, and the time spent searching for what is difficult.

Some of them considered the applications to be the first helper in the difficult cases they face.

And we conclude, through their positive answers, about the importance and usefulness of having educational applications on students' phones

Question 9: What do you think about the need to encourage mobile devices in the classroom?



Graph 10 : Students’ perceptions towards the use of mobile devices inside classroom

This question, in particular, was asked to students in an open-ended form. The aim of this question is to obtain more qualitative data.

The main objective of this question is to find out students’ attitude toward using mobile devices inside classroom as well as the effect of mobile assisted language learning in their context of learning .as the pie chart indicates, 61% of students responded that they allow the use of mobile devices inside classroom, while the rest 24%Of students indicated that they don’t allow the use of mobile phone inside classroom. This question was asked for teachers too. For the category of students who allow the use of phone inside the class, this is because, they said, that it might help students to engage with the teacher and participate more.

The number of students who praised the encouragement of the use of mobile phones inside classroom reached about sixty-one percent of the total percentage, and this is due to several reasons, which mentioned as follows:

Better Understanding: Through the use of technology, every student has the world in their hands.

With just a few clicks, students can easily access all the information and materials they need to better understand and succeed in the process

Increased productivity and efficiency: students become independent learners more quickly. Once they learn how to access information safely, they can explore topics that interest them on their own.

One significant benefit that students mentioned in their perception of integrating mobile devices inside classroom is that it helps to create a more engaging learning environment for students. It can help teachers to present subjects in more interactive and creative ways.

Facilitated learning; It is better for them than using papers because it makes the learning process easier and part of the development of education that would add a lot.

On the contrary, some respondents with 24% asserted that smart phones should not be used in the classroom as they considered conventional tools as the best strategy for teaching. They claimed that the learner would be unintentionally slave to the social network rather than using them for academic purposes. Finally, it was suggested to avoid the use of mobiles as they can be a means of distraction for both teachers and learners inside the classroom, because they can easily miss important information. Plus, some students might be tempted to use their phones to cheat. They could go online and look up answers during a test, or they could text their friends for help. In addition, some of them said it would disturb teachers when they're explaining lessons.

According to students' answers, they mention that it's better that Teachers can take steps to prevent some of the problems that stem from using phones inside classrooms. Teachers can establish clear policies that allow mobile phones only for specific learning purposes. They can also help engage students through a mix of traditional and online activities to try to boost learning and attention levels. Along with making rules regarding when students can use their phones only, which means use mobile devices only for educational purposes.

Question 10: Please read each statement carefully then indicate how much you agree or you disagree.

A: Agree **SA:** Strongly agree **N:** Neutral **D:** Disagree **SD:** Strongly disagree

Table 9: students' usage to adopt MALL

	N.P	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	No Response	Total
S2Q8	N.P	14	16	19	9	1	3	62
Percentage	%	22.5	25.8	30.6	14.5	1.6	4.8	100
S2Q9	N.P	12	27	17	3	1	2	62
Percentage	%	19.3	43.5	27.4	4.8	1.6	3.2	100
S2Q10	N.P	18	30	9	4	0	1	62
Percentage	%	29	48.4	14.5	6.4	0.0	1.6	100
S2Q11	N.P	4	11	12	23	10	2	62
Percentage	%	6.4	17.7	19.3	37.1	16.1	3.2	100
S2Q12	N.P	19	27	9	5	0	2	62
Percentage	%	30.6	43.5	14.5	8.1	0.0	3.2	100
S2Q13	N.P	16	27	8	9	0	2	62
Percentage	%	25.8	43.5	12.9	14.5	0.0	3.2	100
S2Q14	N.P	27	25	9	0	0	1	62
Percentage	%	43.5	40.3	14.5	0.0	0.0	1.6	100
S2Q15	N.P	10	19	16	9	7	1	62
Percentage	%	16.1	30.6	25.8	14.5	11.3	1.6	100
S2Q16	N.P	17	29	10	3	1	2	62
Percentage	%	27.4	46.8	16.1	4.8	1.6	3.2	100
S2Q17	N.P	21	34	5	1	0	1	62
Percentage	%	33.9	54.8	8.1	1.6	0.0	1.6	100
S2Q18	N.P	18	31	9	0	2	2	62
Percentage	%	29	50	14.5	0.0	3.2	3.2	100

Note:

Q/P: questions and participants; **S2:** section (2); **Q:** question; **N.P:** number of

participants.S2Q8: I prefer online learning

S2Q9 : Developing pronunciation via mobile apps is more practical than other ICT tools

S2Q10 : Mobile apps help me to remember word pronunciation

S2Q11: It is boring to use mobile for learning

S2Q12: I think I will learn more if I could use my mobile devices

S2Q13: I think I will participate more if I could use MD inside classroom

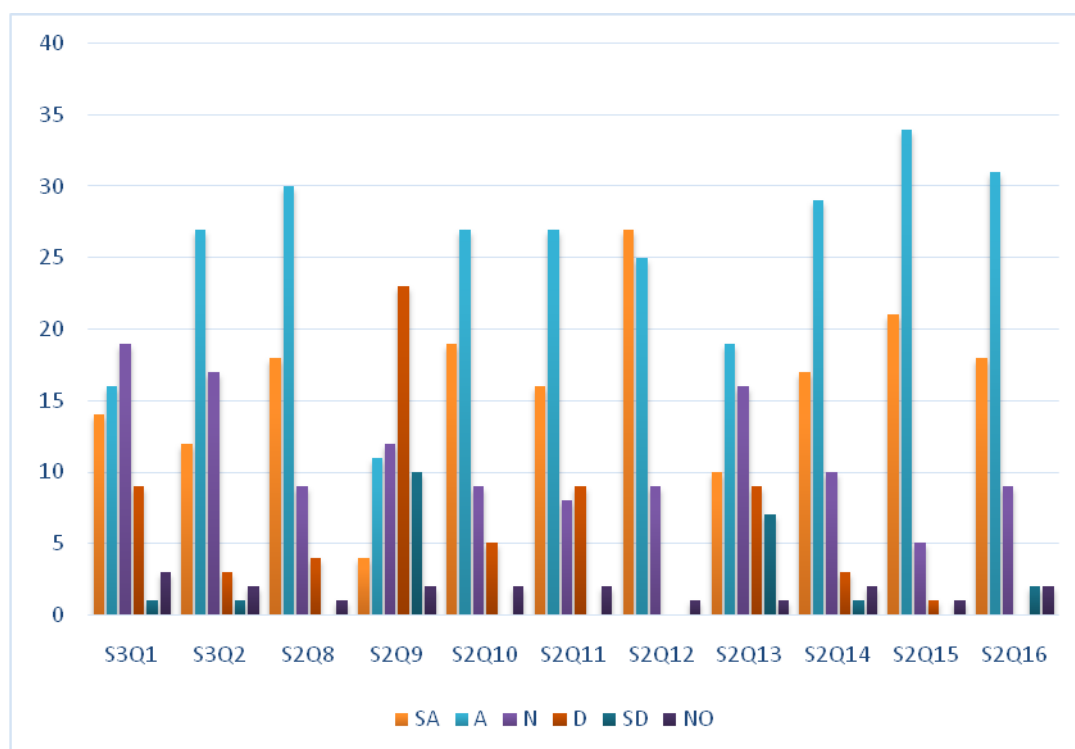
S2Q14: Mobile phone can help me develop my English anywhere and anytime

S2Q15: Mobile devices are a distraction and time waster during a lesson

S2Q16: Mobile devices increase my motivation to speak English fluently

S2Q17: I think that phones are good tool for speaking activities

SSQ18: I advise EFL learners to develop English pronunciation through using mobile as a strategy



Graph 11: student's perceptions toward the use of mobile devices inside classroom in improving pronunciation.

The graph shows the results of students' perceptions toward the usage of mobile phones inside classroom. Firstly, it is clear from the graph that there is an overall agreement with the eleven items, some students chose to neither disagree nor agree with some items. When students asked, about 48.3% of students prefer online learning, and about 69.3 % said that they will participate more if they could use mobile phones inside classroom. And 74.2% of students (agree and strongly agree) said that mobile phones increase their motivation to speak English fluently.

This set of items (S2Q9, S2Q10, S2Q12, S2Q17 and S2Q18) aim to investigate students' perceptions whether the use of mobile phones inside the classroom can develop and improve their pronunciation. For the S2Q9 and S2Q10, the majority of students, about sixty two percent, who believe that developing pronunciation via mobile apps is more practical than other ICT tools, and

around seventy seven percent of student approve that mobile applications help them to remember word pronunciation .Also S2Q12, show that 69% of students believe that they will learn more if they could use my mobile devices .As far S2Q17 is concerned, around eighty right percent of students express they agreements about phones are good tool for speaking activities inside and outside the class . In addition, S2Q18 large number of students agree with the idea that EFL learners should develop their English pronunciation through using mobile as a new strategy. Finally, as we can see from the table S2Q11 a huge number of students around 53.2% disagree about the idea of; it is boring to use mobile for learning.

Through the results attached above, there is a positive interaction about mobile phone applications and the development of correct pronunciation among students, as it is considered a helpful factor to remember the pronunciation of some words and correct them, especially, they view speaking English in correct way as important for communication .

Teachers' interview

Description and Administration of Teachers' Interview

Teachers who participated in this survey were ten [10] teachers who teach English at Abbes Laghrour University. only six [6] teachers did the interview, three [3] of them did the interview online, however, the other three [3] teachers preferred to do it face-to-face. the participants were divided into two [2] females and [4] male teachers. the interviews were administered randomly to those teachers.

Concerning the interviews, teachers were asked to give information about their years of teaching, their experience, their perception on using mobile inside their classrooms, the importance of pronunciation and the best way to improve pronunciation through using mobile devices.

The interview contains of Ten questions, the ten [10] questions were chosen according to the main aim of this study which is investigate and explore teacher's perceptions towards the use of mobile assisted language learning MALL in improving pronunciation in EFL classroom in Abbes Laghrour University of kenchela. The ten [10] questions were given in a specific order, which helps to achieve the main aim of the study. the first questions were about the teacher him/herself and, his/her experience and their years of teaching. then the following questions were about the mobile devices and the learning process in relation to the use of mobile. After that, the questions were about pronunciation and its' importance in the English Language Learning, also how to improve pronunciation using mobile apps. At the end of the interview, we opt for questioning the teachers about their perceptions and opinions concerning the use of mobile assisted language learning in improving pronunciation.

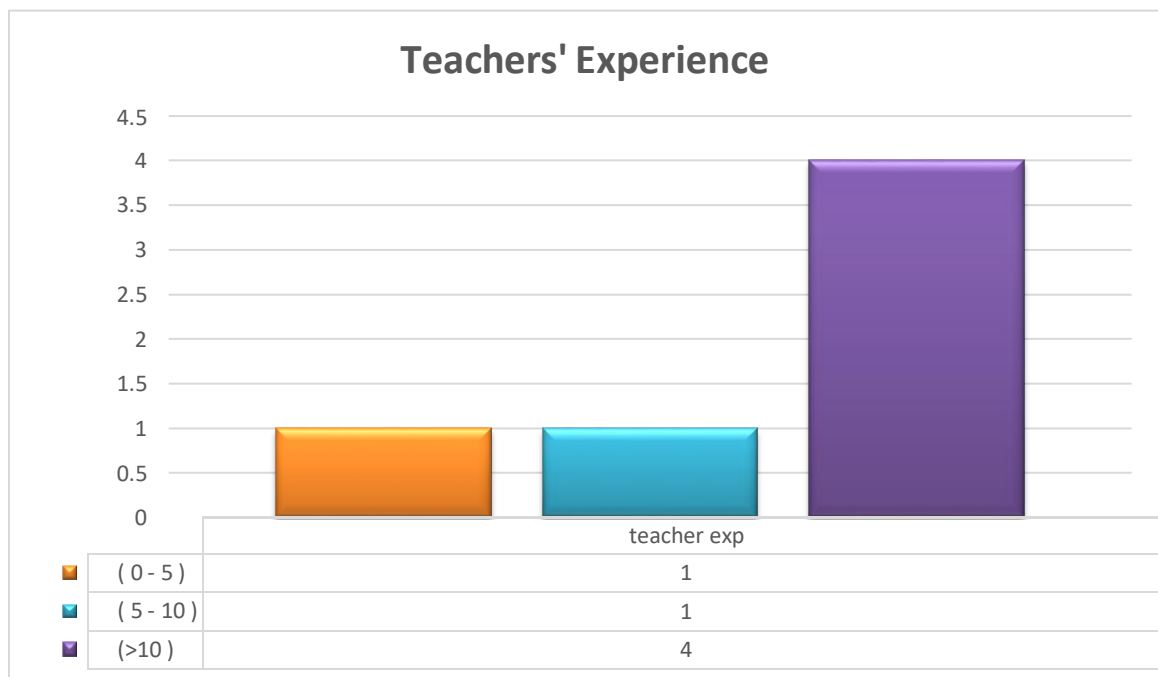
The interview's questions were written in a form of codes [Q1, Q2, Q3, ..., Q10], however the six [6] teachers are written in a form of letters [A, B, C, D, E, F] and this order is randomly. concerning the answers of these teachers are written in the exact way they answered.

The Analysis of Teacher's Interview

The first question of the interview was as follow:

Question 1: Please briefly describe your English teaching experience. (How long have you been working as an EFL teacher?)

- A. Ten [10].
- B. It is wonderful, especially the relationship with my students. I have been teaching for four years [4] as a temporary teacher and it was a best experience.
- C. It is kind of ten years [10].
- D. It is expended for over than ten years [10], I have taught in several universities.
- E. 17 years.
- F. My experience with education exceeds six years, and I see that your graduation topic is wonderful and interesting, especially since it coincides with this time.



Graph 12: teachers' years of education experience

As the table shows, the duration of teachers' experiences as an EFL teachers, differ from one another. Teachers answered this question as follow:

From the table, it can be seen that From one year to five years, one teacher had an

experience of four years, (teacher B: **It is wonderful, especially the relationship with my students . I have been teaching for four years [4] as a temporary teacher and it was a best experience**)

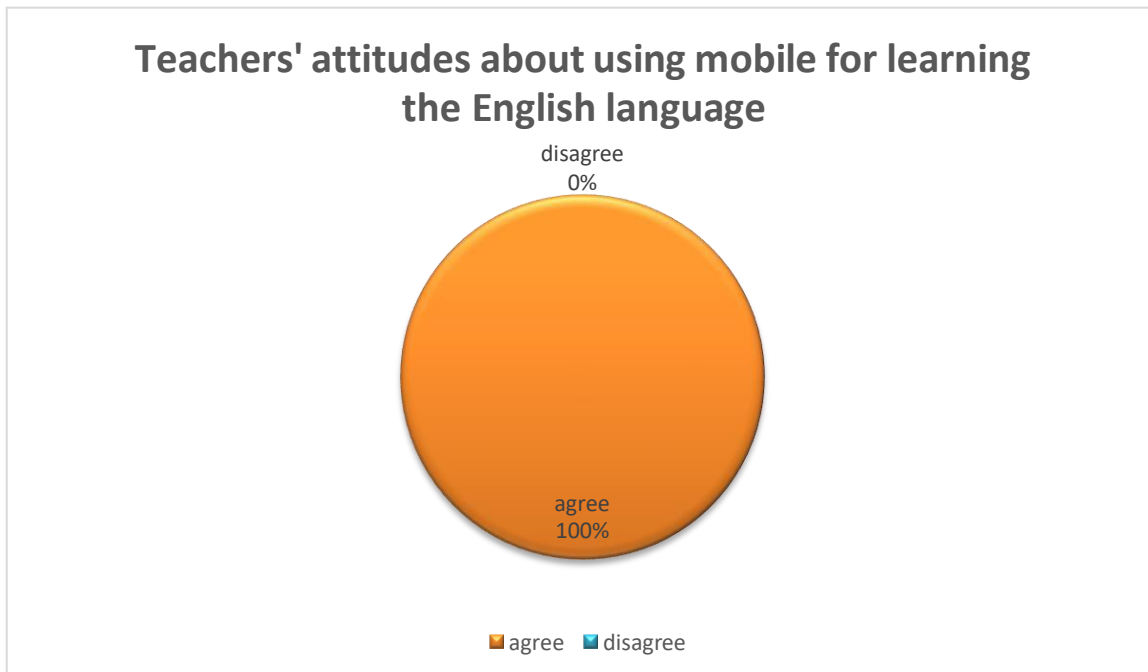
From five years to ten years, there is just one teachers his experience exceeds six years, (teacher F:**My experience with education exceeds six years , and I see that your graduation topic is wonderful and interesting , especially since it coincides with this time**)

However, from ten to more years, four teachers had this duration of experience

(teacher A: **Ten [10]**; teacher C: **It is kind of ten years [10]**; teacher D: **It is expended for over than ten years [10], I have taught in several universities;** Teacher E: **17 years**)

The first question of the interview was about the teacher's duration and experience as an EFL teacher. this question considered as an introduction for the interview, So, after collecting data and analyzing the teachers interviews and see their answers of the interview questions, it is found that most of the teachers have been working for more than ten [10] years. However, teacher [B] and teacher [c] had an experience of four [4], six [6] years in the field of education.

Question 2: what do you think about using mobile devices for learning English?



Graph 13: Teachers' attitudes about using mobile devices for learning the English language.

All teachers agreed concerning the use of mobile devices for learning the English Language. they all have a positive view on the effectiveness and the great importance of using mobile during the learning process. there is one point that was mentioned by all the participants which is , the use of mobile devices is important in language learning but with the right use especially nowadays , because it has two sides , a positive side as well as a negative side .

Their perceptions were mentioned as follow:

A. It can be an effective tool to learn the target language if used adequately.

B. I think it is crucial, because we are talking about media and its evadable to abandon those kinds of things, because our students are addicted to them, and if they will use it for their learning process, it will be beneficial, so I'm with that.

C. I believe that it is one of the best and most effective ways in learning English especially for students, nowadays mobile are available for everyone especially with the internet access, so it is something you can use whatever you are whenever you are to improve your English, to contact others, watch foreign videos and all those things are very helpful in enhancing the language of the student.

D. They are very helpful if they are used in the right way, because there is a wrong way, students usually inside the classroom when they use their mobile, many of them are using them for other purposes chatting, playing games, ...; so, if they are used in a right way they will influence the level of English in a positive way.

E. A good thing.

F. I think using mobile in this time is very important in learning English Language [especially for beginners].

Question 3: Do you consider pronunciation as an important aspect in learning English?

A. Yes, I do. but the other skills are important as well.

B. I myself do, because I think that before learning about the culture and civilization of any given language, we need to learn the language itself. so, pronunciation in this case is so important because you cannot really expect teachers to teach learners about civilization and culture and pronunciation in details.

C. Yeah, it is one of the most important part, because sometimes it effects even the meaning. it is good, it is considered as one of things that a person should learn. if you pronounce the word in a wrong way, no one can understand you especially the natives.

D. Absolutely an extremely important aspect of English learning, especially speaking. as we know pronunciation is very difficult to obtain and to make it just as perfect as the natives.so, from here, I think it is one of the most important aspects of language learning.

E. Absolutely.

F. As for, I inside classes, I see that it is considered a distraction for some not all of them butthere are some students playing or chatting and using social media etc.....

Of course, anyone who learns or studying English must master the pronunciation because it is essential for cultural and social communication.

Here in the third question, teachers were asked about the importance of pronunciation in the learning process, and after analyzing the data it can be seen that it is very important. as the teachers mentioned in the interview, it is extremely important since it is considered as one of the learning skills which must be present with any learner during the process of language learning especially the English language.

Question 4: when learning new pronunciation, do you think using mobile devices helps students improve their English pronunciation by using English apps such as dictionaries?

This question focuses on the relation between mobile devices apps and learning pronunciation. teachers confirm that both mobile devices applications and learning pronunciation are absolutely important in the language learning process. mobiles in one hand are very helpful for students to learn and improve their English pronunciation. in the other hand, every single learner - if not all - have a mobile device [smart phone, computer, ...], which make the learning process easy and effective in the same time. Teachers' answers were as follow:

A. Yes, I do. but students inside the classroom need to be supervised by the teachers otherwise mobile phones distract them as they check their social media accounts and messages. or teachers do not let students use mobile and use their own mobile to teach pronunciation.

B. I do believe it would help them, I mean technological means are everywhere nowadays andI think that before we used to rely on having this sort of connections with native speakers or relying heavily on our teachers, but nowadays students have alternatives, multi alternatives, and one of this is the technological means. I think it's really helpful, so I would really advise all the students opt for that.

C. Yes, it does, because it provides directly the correct pronunciation and it's kind of auditory which means they are listening the exact pronunciation and they will try to imitate those things

they are going to learn.

D. Absolutely yes , you know in earlier times where there were no mobiles or even applications , it was very difficult to obtain such things , I believe in my time , when I was a student it was difficult to obtain such things , I remember that we were using YouTube and we didn't have the internet at home we have to go to cyber coffee which takes a lot of time , efforts and of course money ; but now with the availability of applications of all sorts , we see this in our university , many students pronounce English in a great way because they are influenced with movies , songs , YouTube videos and this means they are influenced in a positive way again .

E. Yes.

F. It helps a lot without doubts, especially in improving pronunciation.

Question 5: As a teacher, how mobile devices Increase learning gains in improving the correct pronunciation for students? Or in other words, how can mobile devices improve students' pronunciation?

- A. By making them repeat the native speaker pronunciation of the word provided by the online dictionary.
- B. Actually, I don't really recommend the use of cellphones inside the sessions, because it would somehow distract the students from whenever what they are doing, so they can use it while doing their homework or stuff. because I'm a more of a paper person, if it is about novels or books, I recommend the paper format of the book instead of having a cell phone yet when they are in a dispirit need for checking the dictionary or some websites in order to have ideas about something then it is okay.
- C. I usually recommend my students to check dictionaries, and watch YouTube channels.
- D. With the availability of applications and teaching applications for example pronunciation, now you can learn everything from YouTube if you don't know how to pronounce a word or even a name just go directly to YouTube and it is there. so, we can generalize to other BBC channels for example, direct chats All these are ways to perfect the English pronunciation.
- E. Through the different applications internet offers, learners can improve their pronunciation.
- F. Now it is very easy with the presence of technology, internet, and special apps for us as a teacher, we have a good mastery of English Language Pronunciation.

Pronunciation is considered as an important aspect in the language learning, and it is needed to be perfect and correct in order to master the language, so learners need to develop and improve

their pronunciation of English language in different ways, and mobiles are the suitable and easy way to do so, because everyone has a mobile. By the availability of internet, any learner can develop his/her pronunciation skill, using YouTube, using online dictionaries, movies, songs, ... all these are ways to perfect the language.

Question 6: Do the students use cell phones inside your classroom? if yes, do you observe the students benefit from it? or do they get distracted easily?

Teachers' answers on this question were as follows:

A. No, they don't. I apply a zero tolerance of using mobile inside the classroom. From my short experience I noticed that students are easily distracted by their mobiles.

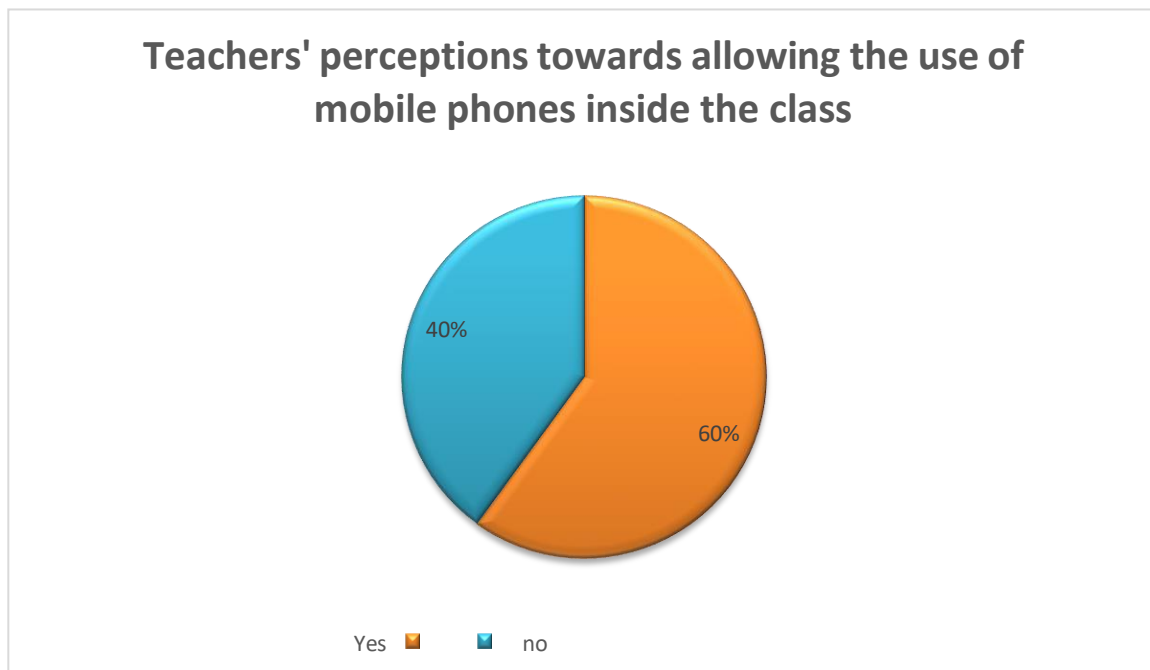
B. First of all it is important to allow the use of mobile and any other technological means [Data shows, computers, ...], I think we should have this sort of new open mind set towards the use of technology inside the classroom, yet it should be there regulations and conditions among which observing the students while using those technological means, limiting the time of the use of those means, so that they will not be distracted all the time or do something that is completely irrelevant during the sessions.

C. I allowed them when we have got to check the vocabulary or the exact pronunciation of a certain word. On one side, I believe it does benefit them to develop their English, and on the other side it distracts them for sure.

D. Absolutely they use them, but to say whether they are useful or not it depends. For example today we had a new lesson, and I shared with them the lesson before, and today I told them to follow with me, when I was checking and observing them, I recognized that some of the students were not using their phones to read and follow the lesson, instead they were chatting, using games..., so in a way it is a distractive way.

E. Yes, they use them. I try to make them use their mobiles for useful things that help them in their learning.

F. As an EFL teacher, I allow the use of phones in my class. This helps in learning and facilitates the matter for both parties.



Graph 14: teachers' attitudes towards allowing the use of mobile phones inside class room

From the chart above, 4 teachers allow and precise the use of mobile devices inside the class, however, two teachers emphasized that students are not allowed to use their phones inside the class, because they consider using it inside the classroom is an easy way to get *distracted by their mobiles*.

Most of the answers of those teachers were against the use of mobile devices inside their classroom, simply because learners get distracted instead of using mobiles for the sake of studying and learning. Teacher gave some examples the reason why they don't allow the use of mobiles inside the classroom by saying that learners pretend to follow the lesson using their phones but the truth is that they play games, chat, send messages, watch videos, TIKTOK, ...

So, it is obvious that most of the learners will go to surf the internet and social networking sites, and this is what keeps them away from studying completely especially inside the classroom.

Teachers gave some solutions for this issue, for example use mobiles just for the need, teachers recommended the use of offline application and dictionaries in order to avoid any distraction during the lesson, also teachers suggest to use his/her own mobile to check the right pronunciation of a certain word instead of asking each one to check alone.

Question 7: what challenges did or do you have in using mobile language learning applications to teach your students?

- A. I always advise them to rely on more than one online dictionary to get an accurate pronunciation. also, it is preferable they use on offline dictionary that provides the pronunciation without having the internet.
- B. It is a really good topic and think it is really important to raise the awareness about the use of those technological means [mobiles, computers...], because here in kenchela university both teachers and students are not really costumes to the use of these technological means, hanse it should be this sort of raising the awareness and bring this new culture or new mentality inside the classroom.
- C. We don't use mobiles to teach students pronunciation, it is personal, it is not a technique that teachers are using. students use mobile by themselves. it is not a teaching technique.
- D. Well, bad connections, sometimes they don't have the appropriate applications for example today I have shared with them two [2] documents one in PDF format and the other in WORD format. some students couldn't open the document simply because they don't have the PDF application, and others couldn't open the WORD format simply because the one that I sent is so update.
- E. Some students can be distracted when using their mobiles for other things.
- F. Maybe internet, actually the challenges are not that big to cover the advantages of the use of mobile in the process of learning.

Although most of the teachers try to avoid the use of mobile inside the classroom for that reason, they really don't face too much problems concerning the use of mobiles inside the classroom. However, when they are in a desperate need to use them, Internet connection is the main issue that is faced by teachers as well as students currently. some of the teachers recommended the paper format or the use of offline applications and websites in order to avoid the internet problem. some of the teachers insists on one another issue, which is the wrong applications use. it is preferable to use more than one version of dictionaries to get the accurate pronunciation of a certain word.

Question 8: What advice would you give other teachers to make the use of mobile apps more efficient and use inside the classroom. and do you feel that mobile devices should be used as educational tools in the classroom? why or why not?

- A. Teacher should use applications and online dictionaries to teach English to motivate their students. they let their students use the mobile given that they supervise them and check their uses of the mobile.
- B. It is very important to try to include this modern way in our work.
- C. You can't use it inside the classroom, you can ask the students to do this technique as a home work, looking for the exact pronunciation of a certain word at home.
- D. Before to give advice to the teachers, we have to give the advice to the administrations, they have to provide certain things, not all of them have access to internet. so, for teachers,I believe we have to raise the awareness of students towards using mobiles in a positive way. for example, limit the time, when the student is inside the classroom, she/he should hold her/his horse, not just be distracted. mobiles are very helpful in a way, they can use the mobile for better learning, better teaching and better language acquisition.
- E. It is one of the devices that are used for learning today and I encourage other teachers to benefit from their use in the right way.
- F. Because we are considered in the era of modernity, I advise all my colleague to see the advantages of learning by phones and to forget everything negative about it.

Most of the teachers' answers on this question highlight the need to raise the awareness concerning this topic and suggest to show some importance and interest toward this kind of issues especially by taking into consideration the era of technological development we are living in different fields. teachers give the responsibility and look for the administration to put some regulations and conditions to improve and develop this side of the educational field. so, as it is can be seen the administration is concerned and responsible for this issue before teachers.

Teachers as well are responsible to raise the awareness concerning the use of mobile devices for the sake of learning and highlight the different use of mobiles in the side of education and the learning development except using it as a tool of entertainment.

Question 9: Do you think that using mobile for the reason of improving pronunciation is an effective way? why?

Teachers see that mobile devices are an important tool to improve English pronunciation and insist on its effectiveness, it can enhance the learner English pronunciation more than they do inside the classroom, because the teacher can't stop in each detail separately .so , the learner must look for help and mobiles are the appropriate tool for that reason , sine mobiles can bring an artificial native speaking environment which is a way better than what happened in the classroom.

Their comments were as follow:

- A. Yes, I do. Mobiles can improve our English pronunciation tremendously.
- B. It is obvious, I mean students check their mobiles for the right pronunciation of a word.
- C. Yes, I do. it is clear that mobiles can improve our pronunciation
- D. It is an effective way, again if we use in an appropriate way because there are a lot of videos, a lot of apps, as we know, we are in a place where the English we learn is not a native language whatever what I do as a teacher, I can't really do it as nativespeaker do. So, mobiles can bring an artificial native speaking English environment, which is in a way can help the process of learning a way better then what happened in the classroom.
- E. Yes, it is. it is motivating, help learners to practice the right pronunciation of word and makes learning more enjoyable.
- F. Yes I do, absolutely.

Question 10: Any other comments concerning the use of mobile in improving student's pronunciation?

Most of the teachers talked about both mobile devices and pronunciation and their importance in which they confirm that the idea of the use of mobile in improving student's pronunciation is very useful and they hope to realize it properly one day, in order to enhance the education field, and of course they have a positive point of view.

- A. Again, it can be an effective means to improve student's pronunciation when they are supervised by their teachers.
- B. It is a very good topic we should highlight especially in this era.
- C. Pronunciation is very important to be learned by students in order to develop their English language.
- D. It is a very good topic to be tackled, and it is useful if it is used in the right way.

E. It will be very useful and effective if it is used in the right way.

F. As what I said before, it is modern, interesting to discuss with and I think it is considered as a chance to change or update education with this modernity of learning.

Discussion of the Results

The overall aim of the current study is to investigate master one students' and teachers' perceptions of learning pronunciation using MALL at Abbes Laghrour University, khenchela. To achieve this aim, the researcher used two data collection tools (interview for teachers and questionnaire for students) administered to master one students of English department. The suggested sections of these questionnaires address the following dimensions in light of the research questions: mobile devices and learning English in general, and improving pronunciation, and further suggestions to better improve pronunciation using MALL at the university.

Concerning the questionnaire, it was addressed to master one students online. And it consisted of two sections, the first section was concerned with students' relationship with mobile devices and their frequent use of these tools. However, the second section was about pronunciation improvement and the most important thing is the use of MALL in improving this skill. Students answers on the questionnaires' questions were supportive, in which they showed their agreement on the use of mobile devices as an educational instrument, since the general number of participants have at least one mobile device. Students, totally agreed on the perception of using mobile devices in improving English pronunciation specifically, because it is a must for the reason that, without a correct pronunciation, the other skills, for example vocabulary that you know will be less effective and improperly for a communication. And this will lower your level of the language.

Meanwhile, Teachers, also, in the interview confirmed the idea of learning the English pronunciation through mobile devices is an effective way. Although, teachers mentioned some issues that they face during the students' use of mobile devices inside the classroom, they showed a big support for this modern educational method which would be very developed whether for students or teachers. Teachers said that pronunciation is an important skill which must be perfect especially for an English language learner, because it is considered like an introduction of the language. Consider, most of the teachers insisted on the right use of these mobile devices, in order to end up with its positive effectiveness in the field of education and to be a chance to take a step forward towards development in the educational aspect.

After the analysis of the students' questionnaire as well as teachers' interview, the results shows that both teachers and students have positive perception towards the use of mobile assisted language learning in improving pronunciation in EFL classroom.

Conclusion

Since mobiles technologies have attracted users due to their sophisticated uses and increasing capacity [viberg and Gronlund, 2020], this support the idea of its effectiveness in the educational field. This study survey EFL teachers' and students' attitudes towards mobile assisted language learning in improving pronunciation at Abbes Laghrour University - Khenchela. The results of this study are analyzed according to the data was collected, and the findings revealed that both teachers' and students' perceptions concerning the use of mobile assisted language learning in improving pronunciation inside EFL classrooms, are positive. Both show a general agreement on MALL and its importance in language pronunciation learning. Both participants highlighted the importance of using mobile devices for the sake of learning language skills, especially pronunciation through using mobile apps.

Among the secondary findings of this study, the need of raise the awareness of a lot of students about the effectiveness of MALL in many fields, in other words, teachers must focus on the side of showing the appropriate face of using mobile devices which is considered nowadays just a tool of entertainment, however, mobile devices can be helpful in the field of learning as well as teaching, Chennery stated in the same point that society as well as education are Going Mobile [chennery, 2006], which make it the exact way to perfect a language.

General conclusion

Every aspect of our lives is being impacted by mobile devices and other smart technology, including education.

In this research, we surveyed EFL teachers and students about their perceptions of mobile-assisted language learning (MALL) in improving pronunciation at Abbes Laghrour University of Khenchela. Further, we try to show that its use will produce a flexible environment for both students and teachers to learn in. The study's main goals were to learn more about how they felt about using mobile devices to improve pronunciation in particular and English as a whole, as well as to get their advice on how to make pronunciation better improve in a MALL at the university.

Sharples, Taylor, and Vavoula (2007) asserted that "Every era of technology has, to some extent, formed education in its own image" (p. 221), and this is consistent with the statement. According to Beatty (2010), who follows the development of technology, the 1960s were the era of, computers, the 1980s were the era of personal computers, the 1990s were the era of the internet, and the 21st century is the era of mobile devices. According to Chinyere (2006), society and education are both "going mobile." Thus, the value of today's technology (mobile devices) and its contribution to language teaching must be assessed by both language teachers and students.

Despite how important mobile devices are as educational tools, their use is still restricted, if not outright prohibited. The results of the three research questions showed that teachers and students both had favorable attitudes toward mobile-assisted language learning. Both demonstrate a general consensus that MALL has the potential to be a successful strategy for enhancing pronunciation and has been identified as the most appropriate skill that can be taught through mobile devices like mobile phones.

Moreover, participants show their total willingness to adopt this new tool in learning English language and mastering pronunciation. In the other words, teachers believe that it is important to allow the use of mobile and any other technological means [Data shows, computers,...], they agree that should have this sort of new open mind set towards the use of technology inside the classroom, by contrast, they mention it should be there regulations and conditions among which observing the students while using those technological means, limiting the time of the use of those means, so that they will not be distracted all the time or do something that completely a relevant during the sessions, since mobile phones are the main source of distraction.

Limitation of the study

Limitations are part of any research work and have a direct influence on the findings of any study, the researchers hope that this work will still shed some light on the context of MALL. The limitations of the current study are:

- Only 62 MASTER ONE students and 6 teachers of English department at Abbes Laghrour University participated in the study by responding to the questionnaire and the interview. These numbers are not large enough to typically present all master one students' and teachers' perceptions. The reason behind this shortage is that many students refused to take part in this study, as well teachers for many reasons.
- The researchers intended to have an interview with the teachers so that to get qualitative results and, but, they preferred online.
- The resources were limited because of the lack of previous related studies.

Pedagogical Implications

The findings of this research have important ramifications for educational leaders and decision-makers, who should reconsider MALL for Algerian universities and incorporate it into language learning curricula to foster active learning environments in the classroom, develop language proficiency, as well as their motivation and interest. Additionally, they must concentrate on the sophisticated pedagogical use of mobile devices for pronunciation learning.

These findings also have pedagogical implications for English language teachers because they demonstrate a favorable attitude toward the use of mobile learning to advance and improve pronunciation learning in particular and language learning in general. Teachers could assess the teaching-learning process with the aid of students' perspectives and opinions. The degree of learners' expectations, satisfaction, opinions, or views on courses has played a significant role, according to Yilmaz-Soylu. Additionally, "Students tend to interact more, which leads in better learning, when they regard their experience as fun, satisfying, and personally fulfilling" (Esani, 2010, p. 187).

Recommendations

The following recommendations are directed:

Recommendations for students

1. Mobile applications should be used by EFL learners to improve their communication skills since mastering of the target language depends heavily on using English and real language.
2. EFL students should be aware that they can practice and study utilizing the mobile devices that their teachers have made available to them.
3. The usage of various mobile learning applications by students as educational resources for pronunciation, such as electronic dictionaries, YouTube, songs, and pronunciation apps, should be encouraged.
4. To practice pronunciation and exchange knowledge, EFL students can organize groups or clubs.
5. To make the learning process more effective, EFL students should strike a balance between the traditional approach and contemporary technologies.

Recommendations for teachers

1. EFL instructors ought to encourage the use of MALL as a useful additional tool in the classroom.
2. EFL instructors should encourage their students to use mobile apps within and outside of the classroom.
3. EFL teachers should incorporate a sufficient number of motivated pronunciation tasks into their lessons, such as songs, educational games, and word guessing.
4. Regardless of the demands, interests, or skill levels of their students, EFL teachers must select the proper mobile activity.

Appendix 1 Student's questionnaire

Dear students

We would be grateful for you if you accept to answer the following questionnaire which is part of our research work that will help us to collect some information for a research whose main purpose is to survey the links between mobile assisted language learning and improving English pronunciation. Please read carefully the questions then choose the choice that best describes your attitude.

Thank you in advance for your kind collaboration

SECTION ONE = MOBILE DEVICES.

1. Do you have mobile devices?

a. Yes

b. No

2. If your answer 'yes' what mobile devices do you have?

a. Mobile phone

b. Smart phone

c. Digital media players (iPad, mp3, mp4...)

d. Other (specify, please)

3. Please circle the appropriate choice that best fits your attitude

. I use my mobile devices

a. Always

b. Frequently

c. Sometimes

d. Seldom

e. Never

4. I use my phone to

a. Make calls

b. Social networking (Facebook, Instagram, Twitter ...)

c. Video watching purposes

d. Access the internet

e. send messages (sms, mms ...)

- f. Reading (Pdfs, emails ...).
- g. Translating.
- h. Record, set alarm, take notes
- i. Education apps.
- j. Listening purposes.
- k. playing games.

SECTION TWO: IMPROVING ENGLISH PRONUNCIATION VIA MOBILE DEVICES.

5. How would you rate your level of English pronunciation?

- a.Poor b.Average c.Good d.Very good

Items	A	SA	N	D	SD
I prefer online learning					
Developing pronunciation via mobile apps is more practical than other ICT tools					
Mobile apps help me to remember word pronunciation					
It is boring to use mobile for learning					
I think I will learn more if I could use my mobile devices					
I think I will participate more if I could use MD inside classroom					
Mobile phone can help me develop my English anywhere and anytime					
Mobile devices are a distraction and time waster during a lesson					
Mobile devices increase my motivation to speak English fluently					
I think that phones are good tool for speaking activities					
I advise EFL learners to develop English pronunciation through using mobile as a strategy					

Appendix 2 Teacher's interview

Sir / Madam

We are students at Abbas Laghrour University of Khenchela, preparing our MA thesis. The objective of this research is to survey both EFL teachers and students' perceptions towards Mobile Assisted Language Learning in improving pronunciation inside the classroom. Just bear in mind that your answer will be used for research purpose no more.

I hereby request you kindly to answer sincerely, because your answer will determine the success of this research.

1. Please briefly describe your English teaching experience.(How long have you been working as an EFL teacher?)
2. What do you think about using mobile devices for learning English?
3. Do you consider pronunciation as an important aspect in learning English?
4. When learning new pronunciation, do you think using mobile devices helps students improve their English pronunciation by using English apps such as dictionaries?
5. As a teacher, how mobile devices increase learning gains in improving the correct pronunciation for students? Or In other words, how can mobile devices Improve student's pronunciation?
6. Do the students use cell phones inside your classroom, if yes, do you observe the students benefit from it? or do they get distracted easily?
7. What challenges did or do you have in using mobile language learning applications to teach your students?
8. What advice would you give other teachers to make the use of mobile apps more efficient and use inside the classroom. and do you feel that mobile devices should be used as educational tools in the classroom? why or why not?
9. Do you think that using mobile for the reason of improving pronunciation is an effective way? why?
10. Any other comments concerning the use of mobile in improving student's pronunciation?

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ملخص

الهواتف المحمولة أو الهواتف الخلوية تُعتبر مصطلحات أكثر استخدامًا خاصة في القرن الحادي والعشرين. في هذا الصدد، الهدف الرئيسي لهذه الدراسة هو التحقيق في ادراكات المعلمين والطلاب تجاه استخدام التعلم المدعوم بواسطة الهواتف المحمولة (MALL) في تحسين النطق في صفوف تعلم اللغة الإنجليزية كلغة أجنبية. من أجل الإجابة على أسئلة البحث وتحقيق أهداف هذه الدراسة، يلجأ الباحثون إلى استخدام المنهج الاستكشافي الوصفي باستخدام المقابلات، حيث تم إجراء مقابلات مع ستة (6) معلمين للغة الإنجليزية كلغة أجنبية واستخدام استبانة مع 62 طالبًا. تم إجراء الدراسة في قسم اللغة الإنجليزية في جامعة خنشلة خلال العام الأكاديمي 2023/2022. تشير نتائج الدراسة الحالية إلى أن المعلمين والطلاب لديهم نظرات وإيجابية تجاه استخدام التعلم المدعوم بواسطة الهواتف المحمولة في اكتساب وتطوير اللغة الإنجليزية في تحسين النطق. تتجاوز تحديات استخدام تطبيقات الهواتف المحمولة سيطرة المعلمين والطلاب، وتشمل مشاكل الإنترنت أو نقص المعدات.