



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Using Education Mobile Applications to Learn English as a Foreign Language

The Case of EFL students at Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by: Supervisor: **Dr. Zourez Layla**

- 1) Abbed Oudjoud
- 2) Askri Rahima

Board of Examiners:

Chairman: Dr. Mansour Djalal
Supervisor: Dr. Zourez Layla
Examiner: Dr. Bennacer Fouzia

Academic year: 2022-2023

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Abstract

Mobile learning (m-learning) as a kind of learning model allows learners to obtain learning materials anywhere and anytime using mobile technologies and the Internet efficiently. The characteristics of mobile learning should be organized, and the way they are applied to mobile learning activities and the application methods and the duration of the application time should be planned well in advance. Consequently, a deeper insight into theory-based research is required to better understand the underlying motivations that lead academics to adopting mobile learning elements and characteristics. . Learner, teacher, environment, content and assessment are basic elements of the complete mobile learning. The core characteristics of mobile learning are ubiquitous, portable size of mobile tools, blended, private, interactive, collaborative, and instant information. The aim of this study is to describe the basic elements and characteristics of mobile learning according to new trends in developing technology. The paper might be useful for anyone interested in designing, preparing and implementing a mobile learning . This study's primary goal is to learn more about how students feel about using mobile applications to learn new language and the educational apps students use to learn EFL. The researchers choose an exploratory descriptive approach using student questionnaires to help them answer the research questions and accomplish the study's goals. 115 students from English Department classes at Mila University Center during the 2022-2023 academic year participated in the study,. The results of this study show that EFL students have good attitudes and perceptions toward learning EFL using mobile applications devices and are aware of the significant advantages these apps have for improving the learning process.

Dedication

I would like to express my gratitude to my dear family for their unwavering support through my academic journey.

To my friends ;thank you for being my pillars of strength and sources of inspiration

I would like to express my heartfelt appreciation to the faculty and staff who have guided and mentored me throughout my career.

May I continue to strive for excellence and make positive impact on the world around us.

Askari Rahima

Dedication

To my lovely parents, for their endless love and support.

To my dear family, and brothers for their unconditioned support you have always given me.

To my husband, who encouraged me to finish this work.

To my best friends, with whom I share my success

To my beloved kids ,

I dedicate my work.

ABBED Oudjoud

Acknowledgment

First of all, we are most grateful and thankful to Allah, the most Gracious and the Most Merciful for giving us patience and power to complete this work.

We would like to extend our deepest thanks to our supervisor Dr. ZOUREZ Leila for her guidance, encouragement, patience, and valuable advice for a better accomplishment of this dissertation.

Our deepest gratitude goes to our respectable members of the jury for accepting to examine our work.

We are also very thankful to the students for their collaboration in answering our questionnaire.

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List of Abbreviations and Acronyms

EFL : English as a Foreign Language.

M-learning: Mobile Learning.

MALL: Mobile-Assisted Language Learning.

CALL: Computer Assisted Language Learning.

iPhone: a Smartphone (with a sim) Apple – iPhone .

iPad: a tablet (with or without a sim) Apple – iPad.

Apps: Applications.

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General Introduction

One of the most attractive technologies is mobile technologie apps, which represent a revolutionary approach to education. The extensive usage of mobile devices has fetched loads of mobile applications in English language learning and teaching .

The current ongoing tendency of using mobile devices especially mobile phones, for language learning is such a fruitful trend that teachers cannot ignore(godwin- jones, 2011). This is not surprising when we consider that today everything we do, has been intertwined with our indispensable mobile phones. thus, it is good for efl learners to gain benefits from mobile applications from now onwards. For this reason, students of the three grades of English at Mila University Center participated in this case to reveal pros and cons of using specific mobile applications as assistance for their language learning process.

1- Statement of the problem

Learning EFL is one of the main aspects in learning, many EFL students find serious obstacles in acquiring, understanding new words or language ; therefore , this investigation tries to shed light on new prectical learning strategy to improve student's learning EFL which is mobile apps at Mila University Center.

There are many different types of mobile devices to be used during the process of language learning. According to Almasri(2013), this devices are portable, lightweight devices as iPods, iPads, mobile phones, tablets, GPS tools, laptop computers mP3 or MP4 players, video tapes and multimedia players. Considering the dispersion of these devices throughout the world, mobile phones are by far the most popular mobile assisted language learning (MALL) device among them. Pęcherzeweska and Knot (2007) states that the majority of Mall activities make use of mobile phones. The mobile phones turn into an education tool thanks to

mobile applications. These applications refer to any types of software that runs on mobile devices. Mobile apps provide many benefits to university learning because they are easy, convenient, efficient, flexible tools for collaboration, coordination and communication (Khaddage et al., 2011). The purpose of this study is to examine the effects of using mobile apps as an assistance of language learning and to show the availability of mobile apps that can be used to enhance and improve learning, and motivation of EFL learners.

2- Research questions

This research work attempts to address the following questions:

- What are the educational apps students use to learn EFL?
- What is the link between mobile apps and learning EFL?
- To what extent do students experience the use of mobile phone apps in learning EFL?
- What are the perceptions of students about using mobile apps to learn EFL?
- Does the use of mobile apps for language learning affect the motivation of EFL students?

3- Aims of the study

The present study has 03 primary aims:

- To discover the apps used by students in learning EFL.
- To explore the possible link between mobile apps and learning EFL.
- To cast the light on student's experience with the use of mobile apps in learning EFL.
- It also aims to reveal perceptions of EFL learners in a state University about the use of mobile applications as an educational tool.

4- Structure of the study

The overall structure of the study takes the form of two chapters; the first chapter has been divided into two sections: the first section gives an overview of learning EFL, while the second section deals with the use of educational applications by students, and their perception toward the use of mobile apps.

The second chapter begins by laying out the practical dimension of the research, it consists of two sections. The first section concerned with the methodology used for this study, whereas the second presents the analysis and interpretation of the research findings. Participants are for English students at English Department of Mila University Center, they take part in the study voluntarily.

5. Research Methodology

5.1 Choice of the Method

In this study, a descriptive exploratory methodology is utilized to examine students' opinions toward using mobile language learning apps to learn EFL. Additionally, data are examined both quantitatively, qualitatively and are represented in tables, and visualized in graphs. SPSS (Statistical Package for the Social Sciences) version 25 was used to evaluate the results.

5.2 Population and Sampling

This study targeted 115 English students at Mila University Center during the academic year 2022/2023.

5.3 Data Collection Tools

To answer the research questions of this study, a questionnaire was used as a main research tool that seems the most appropriate methodological procedure. In order to collect the necessary data, the researchers adapt closed-ended questions. Moreover, the obtained data were collected through an online questionnaire that was posted and sent on both a closed Facebook groups and group of messenger of EFL students.

Chapter one:

Section One: An Overview of Learning EFL

Introduction

- 1- The teaching/learning process.
- 2- Theories of foreign language learning.
 - 2-1 Behaviorist Theory .
 - 2-2 Innatist Theory .
 - 2-3 Cognitive Theory .
 - 2-4 Socioculture Theory .
 - 2-5 Learning Strategies .
- 3- Teacher's role in the language learning process .
- 4- Learners' role in the language learning process .
 - 4.1 Active Participation .
 - 4.2 Seeking Feedback .
 - 4.3 Using Resources .
 - 4.4 Engaging in cultural activities .

Conclusion

Introduction

Instead of being the language of kings and queens or the legacy of the Anglo Saxons, English is now a language used by everyone. On the British colonial railway, it practically circled the globe, interacting with a diverse range of people and their languages, and developing into the most frequently used tongue in the world (Askari, 2010).

English may or may not be a nation's official language. According to Crystal(2003), it is inevitable that one day a global language would be spoken by more people than any other language. English has already made a name for itself as the global tongue at this point. This study makes an effort to establish an EFL textual standard using such a broad perspective as a guide.

1. The Teaching/Learning process

It is considered that teaching and learning occur in every college classroom. Although this does occasionally occur, it is not always the case. Some teachers could be exhausted after teaching the same courses and material unaltered for years. It is likely that some instructors do not have the dedication, time, or motivation required to plan, develop, and teach courses that will aid students in learning. On the other side of the podium may be students who must enroll in classes but do not care about the content. A student may choose not to engage by not attending class, completing their readings, or studying methodically. Some may not take their education seriously enough to get any actual benefits.

For the learning and teaching processes to coexist, more is required than enrolling in a course. According to Bok (2006), college students needed to learn more because their performance was subpar. To interact with students and actively include them in their studies, many institutions have created teaching centers. These facilities usually provide continuing

education classes and a wealth of instructional resources. Brookfield (2015) made the point that teachers must improve their delivery of material and interactions with students, echoing many other authors. The need to reevaluate how to enhance the teaching and learning process is indicated by these shifting timeframes. Teaching strategies that are dynamic and developmental are successful. Teachers should continue to grow as they increase their pupils' levels of understanding, change their own ideas, and acquire new knowledge. Teachers expand their wide domain knowledge and teaching skills as they draw connections between new information and what they already know. To improve their understanding, they take into account what they currently know, develop new paradigms, and organize schema.

Despite the fact that they enjoy learning new things and expanding their knowledge, teachers may become frustrated when students don't share their excitement for learning. A fundamental issue in the teaching and learning process is how to overcome the students' resistance and persuade them to see the personal benefits of what they are learning and take appropriate action. Learning is a dynamic and ongoing process, (Ambrose et al., 2010; Bain, 2004; Barkley, 2010; Doyle, 2008; Nilson, 2010). The largest challenge for teachers is thus encouraging students to take responsibility for their education (Doyle, 2008). Students must be in charge of their own education (Ambrose et al., 2010). The methods used by the best college lecturers were described in depth by Bain (2004).

The best lecturers facilitate interactive lectures that incorporate active learning techniques, have high expectations for their students, support their learning outside of the classroom, provide students with targeted feedback right away, and ensure that students have a variety of learning opportunities, such as hands-on, practical, and problem-solving experiences (Ambrose et al., 2010; Bain, 2004; Diamond, 2008; Fink, 2013). Expanding from these best practices, teachers' course designs, methods for delivering instruction, and methods for evaluating student learning have an effect on students' performance and conduct. It is most

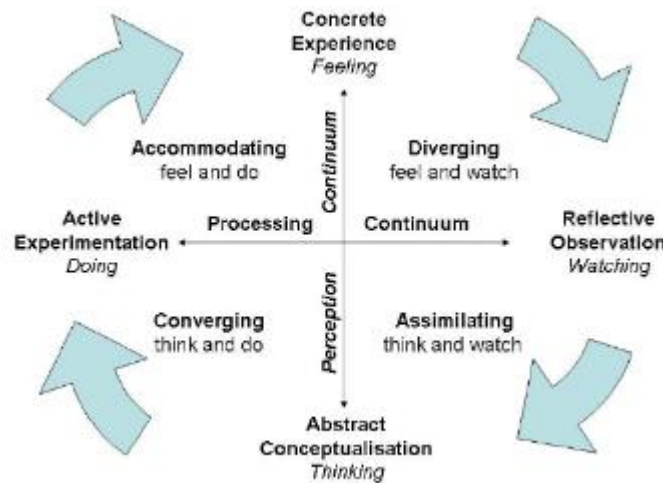
important to let students know what to expect in the course when they receive a course syllabus on the first day of class or have access to course resources on a learning management system.

The first stage in course design is to create feasible learning objectives for students. These outcomes must be consistent with summative, formative, and diagnostic assessments while *data collection is the process of assessment*, in more detail, assessment refers to the methods teachers use to collect information on their students' learning (**Hanna & Dettmer, 2004**) that attest to the learning of the students. The topics addressed in the textbook and/or compulsory readings are listed in the course outline. Planning ahead is necessary for successful schooling. The teacher should ideally use interactive lectures that include daily learning objectives, a quick recap to refocus students' attention, a diagnostic assessment of what they already know or a formative assessment to check for understanding of a given reading, content delivery using brief lectures about only the most important information, and a variety of enjoyable learning activities.

A summary statement or key takeaway, a student review of the most important themes learned, or references to daily learning objectives are used to reinforce learning as the class comes to a conclusion. Students are unlikely to take charge of their own education unless the material they are exposed to in class starts to have relevance for them. Relevance is directly tied to Doyle's (2008) claim that the essence of real learning is the capacity to use and apply information. When they see a personal benefit from studying the course material, students are more motivated to teach themselves, collaborate with classmates, reflect on their learning, and use feedback to improve performance. Owning one's learning has a direct impact on one's motivation to use what has been learned in other situations, including as a foundation for further learning. To put it another way, in learner-centered classes, students take on new roles

and duties, take actual responsibility for their educational outcomes, and make use of more varied learning opportunities. And the figure 01 bellow illustrates the model learning process.

Figure 01: Model of Learning Process



Source: <http://www.nwlink.com/~donclark/hrd/styles/kolb.html>

2. Theories of Foreign Language Learning

Foreign language learning is a complex process that involves various factors such as motivation, aptitude, personality, and cognitive abilities. Over the years, different theories have been proposed to explain how individuals acquire a second language. In this article, we will discuss some of the most prominent theories of foreign language learning:

1.1-Behaviorist Theory

This theory was popularized by B.F. Skinner in the 1950s. According to this theory, language learning is a process of habit formation through repeated exposure to stimuli and reinforcement. The focus is on the external factors such as rewards and punishments that shape behavior.

1.2-Innatist Theory

This theory proposes that humans have an innate capacity for language acquisition. It was first introduced by Noam Chomsky in the 1960s. According to this theory, language learning is facilitated by an innate language acquisition device (LAD) that enables individuals to acquire language rapidly and effortlessly.

1.3- Cognitive Theory

This theory emphasizes the role of mental processes in language learning. It was developed by cognitive psychologists such as Jean Piaget and Lev Vygotsky in the 1970s. According to this theory, language learning is a process of constructing meaning through mental processes such as attention, memory, and reasoning.

1.4- Sociocultural Theory

This theory was introduced by Lev Vygotsky in the early 20th century. According to this theory, language learning is a social activity that occurs through interaction with others in a cultural context. The focus is on the role of social and cultural factors in shaping language learning.

3- Learning Strategies

A learning strategy is "any combination of processes, procedures, strategies, routines adopted by the learner to aid the acquisition, storage, retrieval, and use of information," according to the dictionary (Wenden & Rubin, 1987, p. 19). These intentional and (at least in part) conscious activities assist a student in achieving their learning goal (Cohen & Macaro, 2007). The degree of planning and control necessary, the magnitude of the strategy (from macro to micro), or its specificity can all be classed along a continuum (general strategies or specific for the learnt subject). Since techniques typically occur in clusters or sequences rather than singly, the quality of how they are organized is essential for learning.

As a result, the definition and, more specifically, classification of language learning strategies, is a major topic in language learning strategy research and theory.

Learning techniques are one of the key elements influencing academic success and language acquisition. Learning techniques are frequently considered to be more adaptable from a pedagogical standpoint than specific learning styles or even cognitive styles. Together with advancements in cognitive psychology, research on the processes of learning second and foreign languages has expanded dramatically since the end of the 1960s.

Early research mostly concentrated on identifying the strategies used by "good language learners", while more recent research has considerably enhanced this initial category. The classification of second and foreign language acquisition systems is widely used internationally (Wenden & Rubin, 1985; O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo, 1985; Oxford, 1990; Stern, 1992; Ellis, 1990, etc.). The inconsistencies are typically brought on by diverse research methods (such observation, interviews, or questionnaires) or testing methodologies at various linguistic tasks and under varying conditions (such as foreign language learning or second language acquisition or on learners with different L2 levels of competence).

As the process of unification moves forward, distinctions and ambiguities in the classification of strategies become more obvious with regard to which category or group of strategies certain concrete strategies belong to and which strategies make up the logical whole. Criteria for classification are essential and can differ substantially. According to O'Malley and Chamot (1990), the classification of learning techniques by linguists and psychologists differs significantly because linguistics frequently neglects to take new findings from the general learning theory into account (e. g., classification of strategies are not sufficiently based on current theories of information processing and learning). The classifications of L2 learning strategies most frequently mentioned in literature on foreign languages are those by Naiman, Fröhlich, Stern, & Todesco (1978), Rubin, & Wenden (1987),

Oxford (1990), O'Malley et al. (1985), Stern (1992), or Cohen & Weaver (2006). An overview of these divisions is given in Table 1

Table 1: Overview of the most widely used classifications of second/foreign language learning strategies

Authors	Strategies classification
Naiman et al. (1978)	Active task approach, realisation of language as system, realisation of language as a mean of communication, management of affective demands, monitoring of L2 performance.
Dansereau (1985)	Primary and support strategies are differentiated and further subdivided according to a language task (reading, writing, vocabulary learning, etc.).
O'Malley et al. (1985)	Metacognitive, cognitive and socioaffective.
Weinstein & Mayer (1986)	Primarily building upon the difference between learning strategies and teaching strategies. The major 6 groups of learning strategies are differentiated according to whether they are suitable for basic or complex learning tasks (rehearsal, elaboration, and organisational strategies). Further 2 groups are comprehension monitoring strategies (e.g., checking for comprehension failures), and affective and motivational strategies (such as being alert and relaxed, to help overcome test anxiety).
Rubin & Wenden (1987)	Direct strategies, that is learning strategies: cognitive and metacognitive. Indirect strategies: communication strategies, social strategies.
Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social.
Stern (1992)	Management and planning strategies, cognitive, communication-experimental, interpersonal and affective.
Wild, Schiefele, & Winteler (1992, in Wild, 1997)	Primary strategies (cognitive and metacognitive) and secondary strategies.
Bimmel & Rampillon (2000)	Direct strategies: memory, language processing. Indirect strategies: self-regulatory, affective, social, language use strategies.
Cohen & Weaver (2006)	a) Retrieval, rehearsal, communication and cover strategies. b) Listening, reading, writing, speaking, vocabulary, and translating strategies.

www.studiapaedagogica.cz

According to the classifications provided in Table 1, there are differences in the clarity and complexity of the engagement of individual learning approaches as well as higher order groups of strategies. Most classifications only provide a few examples from a category of

strategies rather than fully classifying each unique strategy (where the observed strategies usually result from a specific research method). One difficult aspect of process classifications is the assignment of individual strategies to subgroups and, on occasion, to the main group of direct or indirect strategies.

The assignment of a strategy is frequently impacted by the choice of an interpretation of that approach. A technique may be categorized as direct or indirect depending on how a student plans to use it. Moreover, classifications by psychologists, linguists, and education scientists sometimes diverge, reflecting various theories of second language acquisition and combining various meanings. There are at least five fundamental categories of language learning methods:

- Classifications derived from research on fluent language learners (e.g., Rubin, 1975).
- Psychologically based categories (like those put forth by O'Malley and Chamot in 1990).
- Linguistically based categories that deal with communication strategies like paraphrase and loanwords as well as meaning mapping, language monitoring, formal and functional practice (such as those proposed by Bialystok, 1981). (such as Tarone, 1983).
- Language skill classifications (e.g., Cohen, 1990; Cohen & Weaver, 2006).
- Categories based on the distinction of various learner types or learning styles.

The variety of classifications underscores the core problem with strategy research, which is the lack of a widely accepted, psychometrically based classification scheme for strategies and the consequent display of a broad and nebulous notion of learning procedures.

4- Teachers Role in the Language Learning Process

Richards and Rodgers (2001) emphasize that the teacher is a facilitator and guide, creating a supportive and engaging learning environment for students. They also stress the

importance of the teacher being knowledgeable about language teaching methodologies and techniques, and adapting their approach to meet the needs of individual learners.

Nunan (1991) suggests that the teacher's role is to create a learning environment that is conducive to language learning, and to provide learners with opportunities to use the language in meaningful ways. He also emphasizes the importance of continuous professional development for teachers.

Harmer (2007) emphasizes that the teacher's role is to create a positive and engaging learning environment for students, and to provide them with opportunities to practice and use the language in authentic contexts. He also stresses the importance of teachers being reflective practitioners and continuously improving their teaching skills.

Thornbury (2006) suggests that the teacher's role is to facilitate learning by providing learners with opportunities to interact with the language in meaningful ways. He also emphasizes the importance of teachers being aware of the different learning styles and needs of individual learners.

Brown (2007) emphasizes that the teacher's role is to create a supportive and engaging learning environment for students, and to provide them with opportunities to practice and use the language in authentic contexts. He also stresses the importance of teachers being knowledgeable about language learning theories and principles.

Larsen-Freeman and Anderson (2011) suggest that the teacher's role is to create a supportive and engaging learning environment for students, and to provide them with opportunities to interact with the language in meaningful ways. They also stress the importance of teachers being reflective practitioners and continuously improving their teaching skills.

Ur (1996) emphasizes that the teacher's role is to create a learning environment that is conducive to language learning, and to provide learners with opportunities to use the language

in meaningful ways. She also stresses the importance of teachers being knowledgeable about language teaching methodologies and techniques, and adapting their approach to meet the needs of individual learners.

5-Learners' Role in the Language Learning Process:

The role of learners in the language learning process is crucial, as they are active participants in acquiring the language. Ellis and Shintani (2014) emphasize the importance of learner autonomy, as learners need to take responsibility for their own learning and set goals for themselves. Littlewood (1999) suggests that learners should be motivated and engaged in the learning process, while Dörnyei (2001) stresses the importance of learner motivation and willingness to communicate in the target language. Nunan (1999) emphasizes the need for learners to engage in authentic communication and use the language in meaningful ways. Lightbown and Spada (2013) suggest that learners need to be exposed to comprehensible input and have opportunities for interaction and feedback.

The role of learners in learning a foreign language like FFL (Foreign Filipino Language) could include:

- **Active participation:** Learners should actively participate in language classes and practice speaking and listening to the language as much as possible. This can help them develop their spoken proficiency, which is essential for effective communication.
- **Seeking feedback:** Learners should seek feedback from their instructors or peers to identify areas for improvement. Errors and mistakes should be corrected to avoid reinforcing bad habits.
- **Using resources:** Learners should take advantage of available resources like language textbooks, online exercises, language exchange programs, and language-learning apps. These resources can provide additional practice opportunities and accelerate learning.

- **Engaging in cultural activities:** Learners should also engage in cultural activities associated with the language they are learning. This can help them connect with the language and build cultural awareness.

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Conclusion

We came to the conclusion that instruction that does not help students become prepared for life should be removed from the curriculum. According to Dewey, a teacher must be educated about the techniques and approaches that excite pupils' interest in learning and inspire them to do so. The teacher must carefully plan their lessons. The learner's experiences ought to, in our opinion, be arranged so that he can use them as required in the future

Section Two: Importance of Using Mobile Phone Apps in Learning EFL

Introduction

- 1- Using Mobile applications For EFL Learning.
- 2- Characteristics of Mobile Applications.
- 3- Mobile applications as resources for online english learning
- 4- Integration of Mobile Technology into Language Learning
- 5- Mobile Applications as Learning Resource Tools
- 6- Challenges of Using Mobile Applications in Learning EFL
- 7- Advantages of Mobile Applications in EFL Learning
- 8- Disadvantages of Using Mobile Applications in EFL Learning
- 9- Students' Perception toward the Use of Mobile Applications in Learning

Conclusion

Introduction

With the introduction of smart phones, the mobile market has undergone a significant transformation in just a few years. The number of people owning these types of devices is also increasing quickly, particularly among young people including college students. Consequently, a new market for application software has been open. Students can quickly and freely download these English learning apps based on their own interests because these apps were created with the various goals of learners in mind. It implies that students can study English wherever they are and at any time.

Mobile devices are increasingly being used by students as critical learning resources for English. Students have grown more interested in the educational advantages that mobile device applications offer as a result of the rapid development of apps for learning English and the popularity of mobile devices among college students. It is reported that Mobile-Assisted Language Learning (MALL) can improve students' English proficiency as well as their desire to learn. It appears that learning English independently on mobile devices is beneficial and effective for college students.

1. Using Mobile Applications for EFL Learning

Mobile apps are now widely used in the field of education. The quick advancement of mobile technologies and mobile internet has helped to increase the popularity of mobile apps. Research on mobile applications specifically created for language learning, the usage of social networking applications, and multimedia-enabled communication applications for language learning are to be examined in order to highlight the use of mobile applications in the context of EFL learning.

Many educational apps have emerged, such as those that concentrate on learning English, such *Duolingo*, *Lingualeo*, *Busuu*, and *Easy 10*, as well as widely-known apps like *Google Translate* and the *Abby Lingua Dictionary*, which almost all smartphone users have.

Students are proficient mobile device users who can handle technical tasks of varying complexity. They are familiar with a variety of apps and operating systems, including Android, iOS, Windows Phone, Blackberry OS, Firefox OS, and others. The majority of users on social networks are students; therefore, they are already familiar with the settings and different specialized features. It is believed that young people who utilize mobile applications for education feel at ease in an electronic setting and are more interested in the content than technological concerns. Hence, the application's success may inspire.

Learners can download a variety of language learning tools to enhance their individualized language development. Some of them are specifically made to help students improve their vocabulary, grammar, or listening skills. And others, like Doulingo, allow for self-directed learning and gamification so that students can tailor their education to their own needs. Also, instructors have steadily adopted these applications as a component of their teaching strategies (Peg rum, 2019).

The adaptive learning strategy is used to enhance learners by determining which language subject they need to work on for the programs specifically created for language learning, such as ***Duolingo***, ***know***, and ***Buzau***. For instance, the programs will offer more activities pertaining to certain troublesome language content areas if a student has trouble remembering particular grammatical elements or vocabulary (Hockley, 2015).

The silent program, which has basic functionality, is another category of language learning software. In apps which are used to learn pronunciation, users simply tap on a pronunciation icon of a specific word in a speaking practice program, for instance, to hear the pronunciation as an example. You might be able to record your pronunciation using the app to track your development. Applications for English vocabulary and listening are frequently encountered with the silent version as well (Steel, 2017).

Researchers chose to undertake tests to determine how mobile language learning apps affected students' proficiency in language learning after being impressed by their distinctive qualities. Ameer (2010) conducted an experimental investigation to see if using the Idiom Bile program will help learners significantly increase their knowledge of English idioms and collocations. The outcome demonstrated that they performed better on the application and had favorable sentiments concerning it. In terms of vocabulary learning, Absolut and Academic (2010) discovered that a flashcard app (ECTAGO) outperformed paper cards. The results were supported by the higher learning outcomes of 30 university students who used it in comparison to a second set of students using printed cards. Nonetheless, not all mobile applications have been effective in helping people learn languages. In a study, Moreno and Vermilion (2015) looked into the impact of a mobile app called VISP (Videos for Speaking) on students' ability to speak English. Despite the fact that students had favorable attitudes and were motivated to utilize the program, it was discovered that the outcome was unsatisfactory because the learning objectives stated by the researchers were not met. In a study carried out by Loewe et al. (2019), Doulingo, a self-directed MALL application with adaptive learning and gamification was also used as a tool. The study's objective was to look into how utilizing the applications affected students' ability to learn Turkish. The outcome showed that nine users made statistical progress after using the program, but they also expressed frustration and confusion with the application's learning contents.

2. Characteristics of Mobile Applications

Students are increasingly using online learning tools due to the accessibility of apps on mobile devices. It is crucial to emphasize critical thinking and the capacity to analyze various sources when advising college students on how to use mobile apps for their English learning (Rob James, 2013). At the same time, it is important to take into account the advantages of applications that can aid students in organizing and contrasting various sources for

projects and review. However, information provided on mobile applications is not subject to the same quality or accuracy controls as comparable information found in books, newspapers, or television broadcasts.

The internet has its issues. There are some standards to follow when using internet resources for learning English. Tomlinson (2010) created the useful features for English resources. These are a few of them:

- There should be enough spoken and written language in English resources.
- Materials' language input should be contextualized.
- Learners should be exposed to enough examples of language in real-world situations.
- Activities that promote critical thinking and urge learners to imagine should be included in English teaching materials.
- Tasks in English materials should be stimulating and intriguing.

According to Howard and Major (2004), a list of particular recommendations for English-language internet resources was provided.

- Online English materials ought to promote conversation and innovation.
- When using online English resources, learners are encouraged to strengthen their learning abilities and techniques.
- Links between online English materials are necessary to provide a succession of abilities, comprehensions, and linguistic items.
- English materials available online offer the proper directions.
- Resources for learning English online should be appealing and adaptable.

One of the most crucial features of apps is their capacity to be updated. In terms of adaptability, students can readily change the material if they feel that it is necessary in light of their needs and the degree of what they have learnt (Ahmet, 2013). Updateability is particularly crucial when self-regulatory college students use their iPhones or iPads to study

English because English materials are always changing. High updateability translates to time, money, and energy savings for those who are learning English.

3. Mobile Applications as Resources for Online English Learning

Resources are crucial in the study of languages. Materials are a crucial component of the teaching and learning processes in language education. However, in traditional classroom settings, materials are primarily text-based and static (Ahmet Basal, 2011). For distant learners to attain effective learning, online tools and web content are crucial (Multipara, Zohar & Kurnai, 2007). The materials are one of the most crucial and fundamental elements of training (New and Soo, 1998). Online resources make up the majority of any course using computer assisted language education (Blake & Delores, 2004).

For college students in China, studying that is supported by a wide number of English-learning applications is a novel approach. Internet resources make it simple to get knowledge that is relevant and beneficial (Nichols, 2003). Utilizing online resources is thought to have the ability to extend access to education and training, improve the quality of learning, lower the cost of education, and facilitate the effectiveness and efficiency of education (Alexander, 2001).

These English learning apps now have the ability to combine various media, such as text, pictures, animation, audio, and video, to create multimedia instructional materials and spark students' interest in learning. This is thanks to the rapid development of app technologies. College students are urged to willingly stand out and participate in discussions by using communication tools like QQ, WeChat, and Skype to talk with others in English (Shih, 2011). College students frequently overcome their linguistic limitations when they converse with others in English through a particular chat software and enthusiastically convey their ideas and feelings.

Recent studies demonstrate that educational apps have a beneficial impact on learning English. Chinese college students, for instance, can perform independent language learning and academic writing using internet-based or assisted language learning (Conroy, 2010). The components of internet-based training that can facilitate interactions between instructors and learners include email, online chat, and online discussion (Shih, 2011). Moreover, learner-to-content interactions and learning outcomes can be improved via online interactions. These interactions include student contributions to the learning materials, multimedia presentations, and linkages to related learning resources (Lou, Wu, Shih & Tseng, 2010; Lou, Guy, Zhu, Shih & Dan, 2011).

In addition, several applications provide students the option of group study sessions with others, which fosters team-based education across regions and even countries. Several studies have shown how team-based or project-based learning activities can foster active learning (Liang & Tsai, 2010; Neo, Neo & Kwok, 2009).

The introduction of education-related applications has altered the traditional learning paradigm, which has steadily shifted from teacher-centered to learner-regulated, active learning-based knowledge building (Yipping & Lei, 2010). The goal of the technology-enhanced learning is to increase students' motivation and self-control (Kaminski & Guttman, 2006). It aids students in enhancing their academic performance and elevating favorable attitudes toward learning (López-Morteo & López, 2007). Research (Kistna's & Debag, 2010) report that employing mobile apps can encourage students to engage in self-regulated cycles of learning. Apps are a type of online learning resource that can help college students with self control in higher education. Universities in China, for instance, are moving more toward flexible course delivery methods, but students must contend with these new techniques (North over, & Donald, 2001).

In a nutshell, there are many apps that create multimedia instructional materials, which are very helpful to create an English learning environment for students. Using mobile apps helps students learn English (Conroy, 2010) and can support their independent learning.

4. Integration of Mobile Technology into Language Learning

Mobile technology is generally defined as any portable devices that can be used by students to learn and obtain information. In other words, using mobile devices into studying will promote interaction and cooperation between language instructors and among students. Using Mobile technologies in teaching and learning provides students with fresh learning possibilities, flexibility in learning and more opportunities to make decisions. Mobile technology also helps conserve resources while providing constant, instant access to information. The phrase "mobile learning," frequently shortened to "m-learning," was created with the advent of mobile technologies for education. M-learning was defined as learning mediated by handheld devices that may be available anywhere for all types of learning (Kukulska-Hulme & Shield, 2008).

Technology that is portable and personal is referred to as mobile devices. The gadgets are personal since they are typically kept close to the owner and are portable because they are light. Personal digital assistants (PDAs) and their accessories, such as tablet PCs and laptop PCs, are included in the technology (Traxler, 2005). According to Ogata et al. (2010), technology is used to describe "lightweight gadgets like PDAs, cellular mobile phones, and so on" (p. 8). Regardless of an Internet connection, the technology's characteristics increase potential for frequent participation in learning.

The first mobile phone designs were large, heavy, and only used for making and receiving calls. Depending on the context, these devices are also referred to as cell phones, hand phones, or cellular phones. With the advancement of technology, sizes and weights have shrunk and lightened. However, in addition to the communicative and computational

capabilities that allow responses to user requests for connecting people or for managing personal information, the standard features on mobile phones still include Internet access, voice messaging, short message service (SMS) text messaging, photographs, and audio/video recording (Chinnery 2006, Levy 2009).

Smart capabilities in more modern models, also referred to as "smart phones," provide communicative language practice for language learning in addition to providing access to real material and task fulfillment (Chinnery, 2006). Smart phones typically have larger screens and computer-like features that enable browsing and content downloads (Cui and Wang, 2008). They also typically have free or inexpensive applications specifically designed for smart phones. Hence, it is considered that mobile technology can meaningfully expand learning opportunities as long as learners choose and participate in activities that are motivated by their unique learning requirements and usage contexts (Thornton and Houser 2005).

Although various mobile technologies have been used in education by researchers, this review is limited to giving background data on studies involving mobile phones. There has been a gradual shift toward incorporating mobile technologies into teaching and learning. According to Kukulska-Hulme and Shield (2008), this is because educators wanted to know how the technologies could be used to support different types of learning.

5. Mobile Applications as Learning Resource Tools

Mobile applications are becoming increasingly popular as learning resource tools in various educational settings, including foreign language learning. Some of the benefits of using mobile applications for language learning include flexibility, convenience, and accessibility. However, there are also challenges that need to be considered when using mobile applications for language learning. One of the main challenges is the limited interaction that mobile applications offer. Language learning requires active communication,

and learners may not have the opportunity to practice speaking and listening skills through mobile applications. Additionally, mobile applications may not provide personalized feedback that is tailored to the individual needs of the learner. Technical issues such as poor internet connectivity and device compatibility can also hinder the learning process.

Despite these challenges, mobile applications can provide a fun and engaging way to learn a foreign language. They can also be used as supplementary resources alongside traditional classroom instruction. It is important to consider the advantages and disadvantages of using mobile applications for language learning and to incorporate them into a comprehensive language learning program.

These are some Apps of the top language learning apps:

- ❖ **Duolingo:** is among the most preferred language learning programs. It is fun, inexpensive, and easy to use. With the help of the software, learning a language may be made more fun than a chore thanks to its gamified learning environment.
- ❖ **Babbel:** Babbel is a well-known language-learning app with lessons available in 14 different languages. Students can use it whenever and wherever they want to learn because it is designed to be used on mobile devices. It offers a variety of lessons for students at every ability level, from beginners to specialists.
- ❖ **Rosetta Stone:** Rosetta Stone has been a popular language-learning tool for more than 25 years. The immersive learning approach used by the app ensures that the language student is exposed to it right away.
- ❖ **Memrise:** Memrise is a well-known tool that uses games to make learning languages more enjoyable. Learning new words and phrases will be quick and easy with the help of the software. In more than 20 different languages, it provides a wide range of courses.

- ❖ **Lingodeer:** is a more current language-learning tool. The program is suitable for beginners because it was created for them.

The top language learning applications for 2023 are shown in Figure 2:



Figure 02: best language learning apps 2023 (From pinterest)

6. Challenges of Using Mobile Applications in Learning EFL

Using mobile applications for learning English as a foreign language (EFL) can be a convenient and effective way to improve language skills. However, there are also challenges associated with this approach. Some of the main challenges are:

1. **Limited interaction:** Mobile applications often lack the interactive element that is essential for language learning. Students may not have the opportunity to practice speaking and listening skills, which are critical for communication.
2. **Lack of personalized feedback:** Mobile applications may provide automated feedback, but it may not be tailored to the individual needs of the learner. This can hinder progress and limit the effectiveness of the learning experience.
3. **Technical issues:** Technical issues such as poor internet connectivity, device compatibility, and software glitches can disrupt the learning process and cause frustration for learners.

4. Motivation: While mobile applications can provide a fun and engaging way to learn, some learners may struggle with staying motivated and committed to the learning process without the support of a teacher or peers.

Moreover, mobile applications, according to Gromik (2012), are a hybrid type of language learning that combines the benefits of traditional classroom instruction and online learning with the portability and flexibility of mobile devices. She highlighted how mobile apps have the ability to encourage learner autonomy, motivation, and engagement as well as to close the gap between formal and casual learning situations. That being the case, Azar (2014) noted that:

Mobile applications have great impact in language learning. They believed that cell-phone based audio books are more effective than CD-ROM based audio books in their listening comprehension. It can give more opportunities to learn and they can listen to their interest topics anywhere and anytime. (p.1842)

In general, the idea of mobile apps emphasizes how mobile technologies and language learning can be combined, as well as the potential advantages of this combination for improving language proficiency and encouraging lifelong learning. Figure 3 depicts many locations where mobile-assisted language learning takes place, while Figure 4 shows the three components of mobile learning: (1) the device, (2) the learners, and (3) the social aspect.

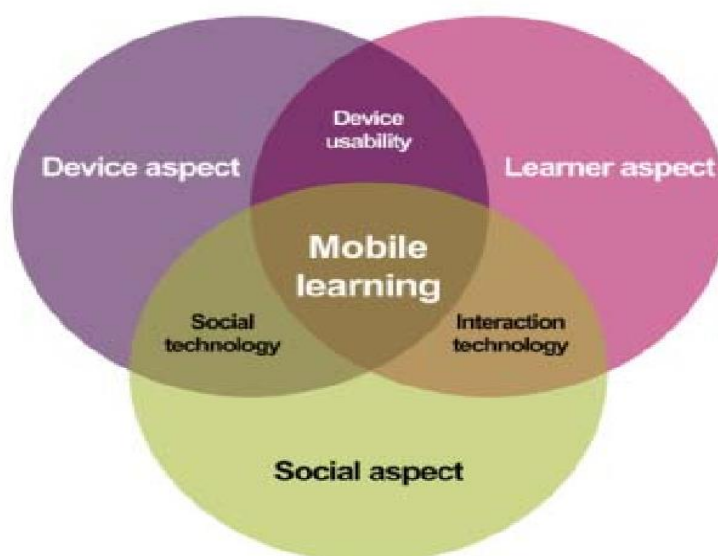
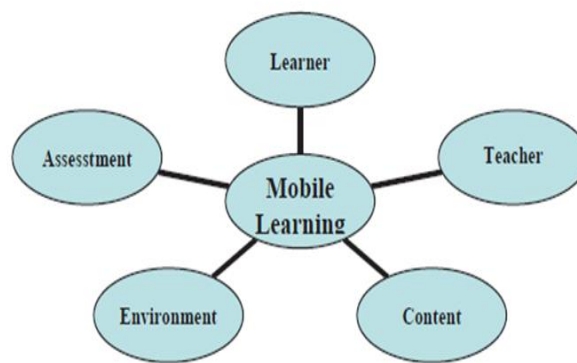


Figure 03: Framwork from Rational Analysis of Mobile Education (Kool, 2009)



**Figure 04:Fezile Ozdamli and Nadire Cavus / Procedia - Social and Behavioral Sciences
28 (2011) 937 – 942**

Figure 3 depicts three circles that stand for a device's usability (A), the learner (B), and societal considerations (C). Regions of two circles that cross each other represent traits that apply to both aspects. The intersections of context learning (AB) and social computing (AC) and interaction learning (BC), which also encompasses instructional and learning theories, define the capabilities of real mobile devices, respectively.

Technology is an effective educational tool that may be applied in many different ways to improve teaching and learning. Although the ubiquitous use of computers and mobile devices has made studying easier, it is essential in our more connected culture to know how to use mobile devices responsibly. Trinder (2005) offers a thorough list of mobile learning and mobile enhanced language learning technologies as a result. These technologies range from straightforward, single-purpose gadgets like audio players to sophisticated, multifunctional gadgets like mobile phones and personal digital assistants (PDAs). Cellphones, PDAs, Smartphones, GPS units, laptop computers, MP3 or MP4 players, videotapes, multimedia

players, e-game tools, e-organizers, e-books, CDs, and DVDs are all in Trinder's list of mobile learning materials. All of these portable technology devices have the potential to be employed as teaching aids and to greatly benefit the pupils.

Mobile learning technology provide for more flexible learning for both teachers and students. Along with the growth of mobile devices, the notion that they might be beneficial for teaching and learning has grown (Khaddage et al., 2016). The idea of using them as teaching tools makes it possible for mobile applications to be used on these mobile devices.

As a result, the creators create cutting-edge, well-liked applications that let users pursue more education and research to support language learners in their endeavors to become fluent in a foreign tongue. Applications for mobile devices are getting more and more significant and practical. Several applications have been developed with educational goals in mind (Demuynck and Laureys, 2002). Yet, the bulk of educational software packages aren't suitable for classroom use. According to Collins (2005), the following components must be present for mobile applications to satisfy the needs of language learners:

- The ability to upload audio recordings for examination of speaking and pronouncing abilities, including automatic review;
- The ability to add a wider variety of content, such as animations and small movies.
- Establishing learner communities with shared resources and tools for interactive instruction.
- The capability to use GPS technologies to access location-based content.
- More interest in the subject matter due to pupils' ability to express their opinions.
- Getting in touch with teachers, librarians, and other students.
- The ability to engage in project-based learning, games, and interactions with other students, ideally while making use of the phones' photo, audio, and text input functions.

For mobile applications to be used as teaching and learning tools, it is obvious that specific characteristics are needed. They must promote collaboration and creativity as well as user autonomy, mobility, and ease of access.

7. Advantages of Mobile Applications in EFL Learning

In recent years, languages learning mobile apps have become increasingly popular. According to a Godwin-Jones (2011) study, mobile applications have revolutionized how language learners access and engage with content. Accessibility, flexibility, and engagement are just a few advantages that mobile applications have over conventional language learning techniques. The accessibility of mobile applications is one benefit. Wherever and whenever they have a mobile device and an internet connection, language learners can access mobile applications. This flexibility enables students to study at their own speed and according to their own schedule, which can be very useful for those who are already quite busy. In accordance with a research by Hockly and Clandfield (2012), mobile applications give users the chance to practice their language skills while engaging in ordinary activities like commuting or standing in line.

The flexibility of mobile language learning apps is another benefit. Learners can set their own speed and learning habits with the help of mobile applications. Kids can also access a number of educational resources, including games, quizzes and more. Li and Zou's (2012) study claims that mobile applications give users a more individualized and flexible learning environment.

Interactivity, a crucial element of language learning, is also provided via mobile applications. Conversations can be held between language learners, native speakers, or virtual assistants. They can also follow their development and get timely feedback on their language proficiency. In accordance with a study by Li (2008), mobile applications give students the chance to hone their speaking, listening, reading, and writing abilities in a practical setting.

More people are using smartphones with more sophisticated software and applications. Rodinadze and Zarbazoia take into account the benefits outlined below (2012). EFL teachers have a wide range of possibilities for multimedia, programs, applications, and tools that can be used to create more dynamic lessons thanks to mobile technologies. Smartphone use can promote student engagement in the learning process. Digital ink (graphic design), a genuinely amazing development in software that enables EFL teachers and students to perform activities, is another component of mobile learning.

As a result, students can submit grades and assignment modifications online rather than utilizing a paper gradebook. Since more effective remote learning systems are now available to consumers, persons in disadvantaged places can now get the same education as those in wealthy areas. It can be flexible for lectures because modern technology makes material essentially accessible from anywhere with a smartphone, enabling students who don't have hectic schedules to continue learning online and completing tasks at their convenience.

Also, virtual education encourages people to seek graduate degrees or academic qualifications while still working a full-time job. Similar to this, contemporary multimedia presentation technology allows for unique data management, transmission, and display for both teachers and students. Thanks to electronic libraries that make use of digital databases, students can access resources from any location with an Internet connection. Students may effectively find, receive, and share information while saving time and paper by using a digital file system.

Also, the use of mobile applications by students allows them to join larger teams and improves the educational process. The educational apps on mobile devices have increased participation in class and understanding levels. Also, it offers teachers and students a choice in how to communicate. Images, exercises, games, and listening exercises can all be used during English education. Sung, Chang and Yang (2015) conducted research that

demonstrated how incorporating mobile devices into teaching and learning procedures had improved the students' learning outcomes. They came to the conclusion that L2 learners who used mobile devices also performed better, and that utilizing them for vocabulary or mixed-language skills had a bigger learning impact than using them for just one skill, like reading and writing.

8. Disadvantages of Using Mobile Applications in EFL Learning

While there are benefits to using mobile apps for language acquisition, several experts have noted potential drawbacks. For instance, Hockly and Clandfield (2012) pointed out that not all learners, especially those who value face-to-face connection, may find mobile applications useful. They also mentioned the possibility that some students would lack access to mobile devices or internet connections. Li and Zou (2015) have made argument that mobile applications might not provide the same amount of social engagement as conventional language-learning techniques. There are numerous applications available for learning languages, each with special functions and pedagogical approaches. According to user evaluations and popularity,

Mobile learning services provide some similar benefits, but they also have certain disadvantages. Pupils with visual impairments can find the size or clarity of the handheld device's display to be challenging (Kukulka –Hulum&Traxler, 2005). Yet, the bulk of mobile devices were not developed with education in mind. This means that it is difficult for students to use them to fulfill the task that teachers must complete (This is mostly due to the initial design of such devices) (Miangah&Nezarat, 2012).

Several research reports that m-learning theory demonstrate that it is impractical to learn a language using mobile devices. Students learned that doing research on mobile devices takes a lot of time (Stockwell, 2008). Many of them preferred using a portable computer to do their company due to keypad concerns and the cost of Internet connectivity.

Similar findings were made by Fisher et al. (2009), who found that Japanese students made very slight improvements in their Language learning under all conditions. The students discovered that the paper book was easier for them to use and annotate. Yet, just a few kids have used the extra functionalities of the adaptive device.

Also among the significant disadvantages such as small screens and limited graphic presentation (Albers, and Kim, 2001). And Higgins (2006) analyzes the downsides via a mobile phone as well as aspects that limit its applicability in their study. They also have a number of other technological issues, such as a reliance on networks and a range of unreliable content. 32 college students were surveyed on their use of mobile devices. The study's results convinced the researchers that it will be some time before the average person accepts mobile learning as a regular component of education. They contend that learners have not adjusted to learning on mobile phones from a pedagogical standpoint.

Ugur and Koc (2015) conducted research to better understand the frequency and manner of cell phone use in college classes. The results of the investigation showed that most students used their smartphones more for personal use than to advance their academic performance. Another research revealed that the majority of children have mastered the art of using their mobile devices to draw attention away from their classmates, and if the educators do not take certain preventative measures, this practice will likely persist.

We can infer that mobile phones may have certain disadvantages in addition to their potential benefits. As a result, teachers must exercise extreme caution while using mobile devices in the classroom and carefully consider any potential problems before addressing them.

9. Students' Perception toward the Use of Mobile Applications in Learning

One of the most widely used types of technology-assisted language learning is mobile applications, which have proliferated as the use of technology in language learning has

grown. Recent studies on the effectiveness of mobile applications have examined how they impact students' performance in a range of language-learning domains. These studies have been undertaken by researchers from all over the world. A number of academics have studied the effectiveness of mobile applications.

As an illustration, a study conducted in 2008 by Kukulska-Hulme and Shield looked at the efficacy of using mobile applications to learn English as a foreign language. According to the findings, children who utilized mobile applications performed much better on reading and hearing examinations than students who did not use them. The study's authors came to the conclusion that language learning can benefit from the use of mobile applications.

Al-Jarf (2010) looked into the efficiency of mobile apps for learning Arabic as a foreign language in another study. In comparison to the group that received traditional training, the results showed that the group that used mobile applications had achieved greater marks on vocabulary and grammatical examinations. The study's authors came to the conclusion that mobile applications can be a useful addition to conventional classroom-based training.

Similar to this, Chen and Li's (2010) study looked at the efficacy of mobile apps for learning Chinese as a foreign language. The findings showed that students who used mobile applications performed better on vocabulary and reading tests than students who did not use them. According to the study's findings, mobile apps can be a useful tool for learning a language, particularly for vocabulary and reading comprehension. Reinders and Wattana (2011) conducted a study to determine the efficacy of MALL in teaching English as a second language. According to the findings, students who utilized mobile applications performed much better on grammar and vocabulary examinations than students who did not use them. MALL can be a useful tool for language acquisition, particularly for grammar and vocabulary. The usefulness of using mobile applications for learning Spanish as a foreign

language was the subject of another Wang and Vásquez (2012). The findings revealed that students who utilized mobile applications performed better on speaking and listening assessments than students who did not use them. According to the study's findings, mobile apps can be a useful tool for language acquisition, especially for speaking and listening abilities.

Abahussain and Al-Seghayer's research (2018) examined how the Duolingo app affected Saudi Arabian students' language learning. The study found that the pupils who used Duolingo had greatly increased their ability in the English language.

According to the studies mentioned above, using mobile devices to learn languages is effective. Studies show that supplementing regular classroom training with instruction on mobile devices can improve students' language proficiency. How well mobile devices function depends on the students' motivation, their ability to control their own learning, and the quality of the course materials. Studies show that adopting mobile devices can boost student learning by allowing for convenience and timely feedback.

Conclusion

In conclusion, mobile apps have a significant impact on our daily lives and are a useful tool for language acquisition. The way language learners interact with the language they are learning is changing as a result of this quickly expanding field. Mobile applications have the ability to offer students a flexible, adaptable, and engaging learning environment, which can improve their experience learning a new language.

Chapter two: FieldWork

Introduction

The literature study on EFL learning and mobile language learning apps was covered in the previous chapter. The current chapter, however, makes an effort to clarify the findings of the inquiry, which were backed by a questionnaire given to English students at Mila University Center in Algeria during the academic year 2022/2023. Additionally, this chapter is divided into two pieces. The study's research methods and research strategy are fully described in the first section. It then goes on to explain the pilot study in general, the setting, the participants, and the research tool. The second portion deals with the evaluation of the information gleaned from the survey, as well as the discussion of the findings and a summary of the results.

1. ResearchMethodology

This study takes the form of exploratory descriptive method, since the aims of the research is intended to: a) to discover the apps used by students in learning EFL. b) To explore the possible link between mobile apps and learning EFL. c) To cast the light on student's experience with the use of mobile apps in learning EFL d) to reveal perceptios of EFL learners illustate university about the use of mobile applicatios as educational tool during the academic year 2022/2023. Burns and Groove (2001) defined the exploratory research as a research conducted to discover new knowledge, obtain new information, and expandunderstanding about a phenomenon that has been observed in more details. Moreover, the choice of the method is depend on the nature of the subject, the sample and population, the aim as well as the data collection.

2. Population and Sampling

The population selected for this study is EFL students at Mila University Center. It consists of 555 students, but only 115 participated in answering the online questionnaire. The

aim of the questionnaire is to investigate the EFL learners' perceptions about the use of mobile applications as tools to learn English.

3. Description of the Questionnaire

The questionnaire is one of the most useful tools for collecting data. It consists of a series of questions that enables the researcher to gather information concerning peoples' attitudes and perceptions, analysis and interpret the results obtained.

The questionnaire used in this study is made up of twenty one (21) questions divided into three sections. The first section aims at providing general information about the students. It consists of five (5) questions (Q1, Q2, Q3, Q4, and Q5). The second section, however, consists of five (05) questions (Q6, Q7, Q8, Q9, Q10,) which aims at learning EFL via mobile applications. The third section consists of eleven (11) questions which aim to discover student's perception toward the use of mobile applications

4. Analysis of the Students' Questionnaire

This section is mainly devoted to analyze as well as interpret the findings of the students' questionnaire. The findings obtained have been computed and analyzed to perform descriptive statistics.

4.1. Part one: General Information

1- Specify your gender: a. male ☐ b. female ☐

Table 01: Students' Gender

Frequency		Percentage
a. male	20	17,4
b. female	95	82,6
Total	115	100

According to the description of the gender, table 01 show that the majority of the participants (95) are females (82.6%). Whereas, (20) of the students are male (17.4%). There could be many possible reasons why girls use mobile apps in learning English as a foreign language (EFL) more than boys based on your questionnaire responses. Here are some possible explanations:

- Different learning styles: Girls and boys may have different learning styles and mobile apps may be more aligned with the learning preferences of girls. For example, girls may prefer more interactive and engaging learning materials, which mobile apps can provide.
- Social expectations: There could be social expectations or gender stereotypes that influence the way boys and girls use technology. For instance, girls may be encouraged to use mobile apps for educational purposes and to advance their language skills, while boys may be more likely to use technology for other purposes, such as gaming or entertainment.
- Availability and access: It is possible that girls have greater access to mobile devices or are more likely to use them for educational purposes, while boys may have more limited access to these resources.

2- What is your age?

Table 02: Students' Age

Frequency		Percentage
18-20	17	14,8
20-22	36	31,3
22-24	40	34,8
More than 24	22	19.2
Total	115	100

As illustrated in table 02, the majority (34.8%) are between the age of 22-24. (17) Participants (14.8%) are at the age group of 18-20 and (36) of the respondents (31.3%) are between 20-22. finally, the rest (22) of the respondents (19.2%) are more than 24.

3- What is your level in English?

Table 03: Students' Level in English

	FrequencyPercentage	
Average	76	66,1%
High	33	28.7%
Low	6	5,2
Total	115	100

It is clear from table 03 that (06) students has a low level of English (5.2%). (76) of the respondents have an average level of English (66.1%). (33) Students have a high level in English (28.7%). This question aims to know students' views about their level of English. The result obtained can indicate that the respondents have diverse levels of English and this may due to the previous knowledge of each one of them.

4- How do You practice English?

Table 04: Ways of practicing English

	Frequency	Percentage
Listening	115	100%
speaking	77	67%
Writing	31	27%
Reading	18	15,7%

This question tries to know how EFL students' practice English language. As shown in table 4, (115) respondents out of 115 (100%) chose the listening' option, whereas 77 (67.0%) students chose the "speaking" option. The result obtained is that the majority of the students are aware that learning English by listening is a significant aspect in learning the English language and believe that mastering a language requires improving its listening skill knowledge.

Concerning listening, students may also practice English by listening to audio materials, such as podcasts, music, or videos, to develop their comprehension skills and improve their pronunciation. As far as speaking is concerned, one of the most effective ways to practice English is by speaking with others, either in a classroom setting or through language exchange programs with native speakers.

It is shown that 31 students (27.0%) mentioned that they practice English through writing', while only 15, 7 % chose reading. Concerning writing, Students can practice writing in English by keeping journals, writing essays, or participating in online writing groups. As for reading many students practice English by reading books, articles, and other written materials to improve their vocabulary, grammar, and comprehension skills.

5. Why do you want to learn English?

Table 05: Reasons for learning English

	Frequency	Percentage
For getting a job	115	100%
For immigration	32	27,8%
For further education	7	6,1%

As it is clear in table 05, students respond differently to the question according to their interests and future plans and table 05 shows 115 (100) participants are studying English

for getting a job, while 32 (27,8) for immigration and 7 (6,1) to further education . However, students may want to learn English for various reasons, such as :

- To improve their career prospects: English is the language of business, and being proficient in it can open up job opportunities and help advance one's career.
- To study abroad: Many universities and colleges require students to have a certain level of proficiency in English before they can enroll in courses.
- To communicate with people from different countries: English is spoken by over 1.5 billion people worldwide, making it a global language that facilitates communication and cultural exchange.
- To travel: Knowing English can make traveling to English-speaking countries easier and more enjoyable.
- To access information: A significant amount of information on the internet is in English, so knowing the language can help students access a wider range of resources and knowledge.

4-2- Part Two: Learning EFL via Mobile Applications

6- Do you use mobile applications to learn English?

Table 06: Using mobile applications to learn English

Frequency		Percentage
No	25	21,7
Yes	90	78,3
Totale	115	100

Table (06) shows that students used mobile applications in learning English; it must be noted that a great deal of the participants used it to learn (78.3%); which is proved that mobile

apps have one of the main assets that apps offer to learn English; It has been demonstrated that mobile applications are a good alternative to learn EFL. Conversely, only 25 students claimed that they didn't use apps in learning maybe because they acquainted with the idea that apps have limited resources to become proficient in English language.

7--Do you know any of these applications?

Table 07: Familiarity with Applications

	Frequency	Percentage
Duolinguo	115	100%
Hello talk	93	80,9%
Google traduction	84	73%
Goconqr	32	27,8%
Office lens	1	0,9%
Oxford Dictionary of English	115	100 %

Table (07) shows that the most apps our participants are familiar with are: Duolinguo and Oxford Dictionary of English. There could be various reasons why English students know Duolingo and Hello Talk apps more than other language learning apps. One possible reason is that these apps are popular and widely advertised, making them more visible to students. Additionally, these apps may have unique features or user-friendly interfaces that make them more appealing to English students. Furthermore, these apps may offer English language courses that are specifically tailored to the needs and interests of English learners, which could be another reason why they are more popular among this demographic.

8- Why do you use mobile applications to learn English?

Table 8: Reasons for using mobile apps to learn English Language

	Frequency	Percentage
To improve my pronunciation	115	100%
To improve my vocabulary	87	75,7%
To improve my grammar	107	93%
All of them	108	93,9%

Table (08) shows the reasons why users decided to use an application to learn English; they could choose more than one option. Most of them used the Smartphone applications to improve their English in general, and some to focus on grammar (93.0) and vocabulary (75.7). However, it must be noted that a great deal of the participants used it to improve their pronunciation, and a major student also choose the option of “all of them”. students may use mobile applications to learn English because of the convenience and accessibility they offer. With mobile apps, students can learn English anytime and anywhere, without the need for a physical classroom or teacher. Mobile apps also often provide interactive and engaging content, such as games, quizzes, and videos, which can make learning more enjoyable and effective. Additionally, many mobile apps offer personalized learning experiences, adapting to the student's level and pace of learning. Finally, using mobile apps to learn English can be more cost-effective than traditional classroom-based courses.

9- How often do you use mobile applications?

Table 09: Frequency of Using Mobile applications

Frequency		Percentage
Always	32	27,8
Never	3	2,6
Rarely	23	20,0
Sometimes	57	49,6
Total	115	100

A small percentage of users have always used (27.8%); 49.6% have used them sometimes; (20.0%) of them have used them rarely, and 2.6 % of the respondents who have never used an app to learn English. The frequency of mobile application usage among students varies depending on individual preferences and schedules. However, according to a survey conducted by the British council, 67% of English language learners use mobile apps to support their learning, suggesting that a significant proportion of students use mobile applications regularly.

10- I find English Mobile applications easy to use

Table 10: Easiness of Using English Mobile Applications

Frequency		Percentage
No	7	6,1%
Yes	108	93,9%
Totale	115	100%

From findings in table 10, 93,9% of students find that mobile apps are easy to use, while 6,1% find them hard to use. Some possible reasons why students may find English mobile applications easy to use are:

- 1. Convenience:** Mobile applications are easily accessible and can be used anytime and anywhere.

Students can learn English on the go, whether they are commuting to school, waiting in line, or taking a break from studying.

2. Interactive Learning: English mobile applications often use gamification techniques to make learning fun and engaging. Students can practice their English skills through interactive quizzes, games, and challenges.

3. Personalization: Many English mobile applications offer personalized learning experiences based on the students' level of proficiency and learning goals. This means that students can focus on areas where they need the most improvement.

4. Multimedia Content: English mobile applications often use multimedia content such as videos, audio recordings, and images to facilitate learning. This makes learning more engaging and helps students retain information better.

5. Feedback: Many English mobile applications offer instant feedback on the student's performance, which allows them to track their progress and identify areas where they need to improve. This feedback also helps students stay motivated and engaged in the learning process.

11- Are mobile applications useful to learn English?

Table 11: Usefulness of Mobile Applications

Frequency		Percentage
No	7	6,1
Yes	108	93,9
Totale	115	100

What is remarkable in table 11 is that almost the whole sample (108) (93.3%) believe that learning through the use of mobile language learning applications is helpful for

developing students' knowledge. All the participants agree that mobile language learning app is an affective educational tool that encourage EFL students and help them to learn new items. Mobile applications can be useful for learning English as they offer a convenient and accessible way to practice language skills on-the-go. Many language learning apps provide a variety of features such as vocabulary building, grammar exercises, and interactive activities that can help students improve their English proficiency. Additionally, mobile apps can offer personalized learning experiences tailored to the individual needs and preferences of the learner. With regular use, mobile apps can help students develop their language skills and build confidence in their ability to communicate effectively in English.

4.4.3. Part three: Student's perceptions toward the use of Mobile applications

To enlighten deeper points in students' perceptions, the researchers implemented the questionnaire after the use of mobile apps as scaffolding tools.

Table 12: Student's perceptions toward the Use of Mobile applications

Items	SA	A	D	SD
1. I find English Mobile applications cumbersome to use.	14.8%	51.3%	27.0%	7.0%
2. It is easy for me to remember how to perform tasks using mobile applications.	27.0%	62.6%	7.8%	2.6%
3. I find English Mobile applications easy to use.	50.4%	43.5%	3.5%	2.6%
4. Interacting with English mobile applications is often frustrating.	7.8	36.5	38.3	17.4
5. English mobile applications are rigid and inflexible to interact with.	7.8	26.1	45.2	20.9
6. I find it takes a lot of effort and time to become skillful as using English Mobile applications.	13.0	32.2	36.5	18.3

7. I find it interesting to use mobile applications to learn EFL.	40.9	48.7	7.0	3.5
8. Mobile applications increase my motivation to learn EFL.	31.3	53.9	10.4	4.3
9. I always wanted to continue using mobile applications even I failed in some stages.	20.9	60.0	14.8	4.3
10. I found myself using the applications unconsciously.	13.0	37.4	37.4	12.2
11. Thanks to mobile applications, I could do more practice in English	31.3	54.8	5.2	8.7

From the observation of table 12 almost half of the students 51.3 % agree that mobile apps are cumbersome to use; some possible reasons why students may find English mobile applications difficult to use are:

1. Technical Issues: Students may encounter technical issues such as slow loading times, crashes, or compatibility issues with their device. These issues can be frustrating and may discourage students from using the application.
2. Lack of Motivation: While gamification techniques can make learning fun and engaging, some students may still find the content boring or uninteresting. This lack of motivation can make it difficult for students to stay engaged in the learning process.
3. Limited Interaction: While some English mobile applications offer interactive features, others may have limited interaction or may rely too heavily on passive learning methods such as reading or watching videos. This can make it difficult for students to retain information and stay engaged.
4. Inadequate Feedback: While instant feedback can be motivating and helpful for students, some English mobile applications may not provide enough feedback or may not provide feedback that is specific enough to help students improve.

5. Language Barriers: Some students may struggle with using English mobile applications if they are not proficient in the language. This can make it difficult for them to understand instructions or navigate the application, which can be frustrating and discouraging.

When findings obtained via the questionnaire are considered, it can be asserted that participants had various positive perceptions about the utilization of each application (see items 2 and 3). These participants mostly mentioned the use of mobile applications in a positive way. The mean score of Agree option about the easy use of mobile applications in learning is about 90%; while just between 3.5% and 2.5% choose the Disagree option.

Mobile applications can be easy to use and navigate, which can make it easier for users to remember how to perform tasks. Additionally, mobile apps often offer clear instructions and visual aids, which can help users understand how to use the app and complete tasks effectively. With regular use, users can become more familiar with the app features and functions, making it easier for them to remember how to perform tasks using the app. This can be particularly useful for language learning apps, where users may need to practice specific language skills regularly to improve their proficiency.

Results of item 4 shows that (36.5%) of students argued that interacting with mobile applications is frustrating, and (26.1%) of them confirmed English mobile applications are rigid and inflexible to interact with. In contrast, (45.2%) of the students reported that they do not agree that mobile apps are rigid. Results of item 6 show that 32.2% of the students find that using mobile applications take a lot of effort and time to be skillful in English language, while 36.5% disagree with them.

Results of the remaining items (7, 8, 9, 10 and 11) show that the students are clearly have good and positive perceptions on mobile language learning apps and its importance for effective learning. According to the data obtained, the majority of English students who

participated in this study believe that mobile language learning apps have the ability to motivate learners (53.9%). 37.4% of the students agreed that mobile apps help them to learn anytime and anywhere.

5. Discussion of the Results

The aim of this study was to find out the perceptions of EFL learners about the use of mobile applications as educational tools. With a view to respond the research questions, one data collection tool was used: a questionnaire. The data obtained from the questionnaire has revealed interesting points concerning English mobile applications. In fact, the data has revealed some positive and some negative aspects concerning mobile apps.

Based on the findings of our investigation, almost all students see that learning is a beneficial and important aspect in language learning process. Most of the students use mobiles as a strategy to enrich their knowledge while some claimed that mobile apps are not useful. In this respect, Basoglu and Akdemi's (2010) asserted that using technological aids such as mobile apps build-up students' language in comparison to the traditional paper based. This means that the use of mobile language learning applications in education gives EFL students much more opportunities to help improve language learning and has crucial contributions in ameliorating the process of learning new English words (Alemi et al., 2012). As a result, this study can validate that there is a relationship between mobile language learning apps and language acquisition.

6. Summary of the Findings

The findings of this study are the following:

1. Students of English at Mila University Center have positive attitudes towards learning English language via mobile apps.
2. Mobile phone apps affect the life of people in general and the educational environments in particular.

3. Most of EFL students at Mila University Center are familiar and have positive experience in learning English via mobile apps. Also, they believe that the use of these apps is capable of shaping the way of learning and teaching compared to the traditional way.
4. Mobile phone apps play significant role not only in the four basic skills of the language but also develop the vocabulary competency of English language in a very proper way.
5. Mobile language learning app is more practical tool to learn English than other ICT tools because it gives the users and EFL learners the opportunity to practice and learn new vocabulary.
6. EFL students at Mila University Center showed their preferences to use mobile and computer as a strategy to learn and overcome the problems they face in acquiring new language.
7. Mobile applications gain much popularity among EFL students at Mila University because they help students to enjoy the learning process and offer them flexibility in terms of time and location.

7. Pedagogical Implications and some Recommendations

There are some pedagogical implications for students especially of EFL classes in Mila's UniversityCenter. The researcher suggests the following recommendations:

7.1. For Students

- ✓ It is suggested that students use mobile language learning apps to study English.

Encouragement for students to take ownership of their education is necessary.

- ✓ EFL students should use ICT resources, such as mobile language learning apps, into their learning process.
- ✓ Apps for learning languages on mobile devices should be used by students as an additional method of learning the language.
- ✓ Students shouldn't limit their language learning to just using apps on their phones.
- ✓ Students should look for the best learning apps available.
- ✓ Students need to understand how mobile apps can help them learn a language.
- ✓ Students should search for the best mobile vocabulary study apps to expand their language skills.

7.2. For Teachers

The importance of and understanding surrounding the use of English language applications should be raised by educators.

7.3. For App Designers

- ✓ Applications for mobile learning ought to facilitate efficient learning.
- ✓ To suit the demands of students, mobile learning apps should be centered on some pedagogical decision.
- ✓ EFL students should view their mobile devices as a tool for learning.
- ✓ MALL applications ought to be used in academic settings and during language education.
- ✓ EFL students should be motivated to learn practical English.
- ✓ Apps for learning a language on a mobile device should promote student engagement, improve their attitudes, and improve their academic performance.

✓

7.4. For Policy Makers:

The government should train teachers on integrating mobile apps in the teaching and learning process.

Conclusion

The current chapter outlines the research's methodology, analysis, and interpretation of the data acquired through a questionnaire specifically targeted towards English Students. Using SPSS software, the collected data were examined and shown in tables. In addition, the questionnaire was created to find out what the students thought about learning EFL through the usage of mobile language learning apps. The study's findings revealed that Mila University's EFL students have favorable attitudes and perceptions concerning the use of mobile language learning apps for learning EFL. Additionally, the results of the questionnaire reveal that students are particularly receptive to learning through the use of mobile applications and are aware of the advantages and significance of doing so when acquiring English language.

General Conclusion

The present study investigated EFL learners' perceptions towards using mobile learning application. This research paper is divided into two chapters. The theoretical chapter voted to investigate the previous studies. It consists of two sections, the first tried to lighten on the importance of using mobile phone language learning apps and these condise an overview about language acquisition. While the second chapter is practical, which main goal is to confirm or refute the research hypothesis. It consists of two parts, the first is about research methodology and design and the second part about the findings and discussions of the results obtained. The exploratory descriptive method is adopted in which the data were collected and

analyzed quantitatively. The research sample includes 115 EFL students of Mila University Center.

The results show that the majority of English students of English at Abd El Hafid Center University of Mila who participated in this study have positive attitudes and perceptions towards English learning using mobile language learning apps. In addition to that, they believe that learning via mobile apps is more practical and enjoyable tooling mastering knowledge. Moreover, EFL students view that mobile apps help them to achieve better in the process of learning. This means that there is a link between mobile language learning apps and language acquisition. Finally, through this investigation it has been proved that EFL students are familiar and have positive experience in learning English via mobile apps.

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Appendix 01: Students Questionnaire

Questionnaire

Dear students,

The present questionnaire is attempting to collect data that will help us to learn more about learners' needs and to help us gain a more accurate picture on the use of mobile applications to learn EFL, and their perception toward the use of them. You are kindly requested to answer the following questions.

Thank you so much for your participation. Tick the right box or write in the space provided.

Section One: General Information

Please put a tick in front of the right answer:

1-Specify your gender? a. male ☐ b. female ☐

2- What is your age?

18-20

20-22

22-24

More than 22

3-What is your level in English? :

Low ☐

Average ☐

Advance ☐

4-How do you practice English?listening ☐Speaking ☐Writing ☐Reading ☐**5-Why do you want to learn English?:**For getting a job ☐For immigration ☐For further education ☐**Section 2: Learning EFL via Mobile applications.****6- Do you use mobile applications to learn English?:**Yes ☐No ☐**7- Do you know any of these applications?:**Duolingo ☐Hello talk ☐Google traduction ☐Goconqr ☐Office lens ☐☐

8- Why do you use mobile applications to learn English?To improve my pronunciation ☐To improve my vocabulary ☐To improve my grammar ☐All of them ☐Others ☐**9- How often do you use mobile applications?**Never ☐Rarely ☐Sometimes ☐Always ☐**10- I find English Mobile applications easy to use**Yes ☐No ☐**11- Are mobile applications useful to learn English?**Yes ☐No ☐**SECTION 03: Student's perceptions toward the use of Mobile applications.**

Items	SA	A	D	SD
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12. I find English Mobile applications cumbersome to use.				
13. It is easy for me to remember how to perform tasks using mobile applications.				
14. I find English Mobile applications easy to use.				
15. Interacting with English mobile applications is often frustrating.				
16. English mobile applications are rigid and inflexible to interact with.				
17. I find it takes a lot of effort and time to become skillful as using English Mobile applications.				
18. I find it interesting to use mobile applications to learn EFL.				
19. Mobile applications increase my motivation to learn EFL.				
20. I always wanted to continue using mobile applications even I failed in some stages.				
21. I found myself using the applications unconsciously.				
22. Thanks to mobile applications, I could do more practice in English				

Thank you

Resumé:

Les applications éducatives sont de plus en plus utilisées par les étudiants universitaires pour apprendre l'anglais. Ces applications offrent une variété de fonctionnalités et d'outils qui facilitent l'apprentissage de la langue. Les étudiants peuvent utiliser ces applications pour améliorer leur vocabulaire, leur grammaire et leur prononciation. Une des principales raisons pour lesquelles les étudiants utilisent ces applications est la flexibilité qu'elles offrent. Les étudiants peuvent accéder aux leçons et aux exercices à tout moment et n'importe où, ce qui leur permet de s'adapter à leur emploi du temps chargé. De plus, ces applications permettent aux étudiants de progresser à leur propre rythme, en répétant les leçons autant de fois qu'ils le souhaitent. Les applications éducatives offrent également une grande variété de contenus. Les étudiants peuvent choisir parmi différents niveaux de difficulté et des sujets spécifiques qui correspondent à leurs besoins et à leurs intérêts. De plus, ces applications proposent souvent des exercices interactifs, des jeux et des quiz pour rendre l'apprentissage plus engageant et amusant. En utilisant ces applications, les étudiants peuvent également bénéficier de fonctionnalités telles que la reconnaissance vocale, qui leur permet de pratiquer leur prononciation en temps réel. Certaines applications proposent également des fonctionnalités de correction automatique, qui aident les étudiants à améliorer leur grammaire et leur orthographe. En conclusion, les applications éducatives sont devenues un outil précieux pour les étudiants universitaires qui souhaitent apprendre l'anglais. Ces applications offrent une flexibilité, une variété de contenus et des fonctionnalités interactives qui facilitent l'apprentissage de la langue. Grâce à ces applications, les étudiants peuvent améliorer leurs compétences linguistiques à leur propre rythme et de manière amusante.

الملخص

تعتبر تطبيقات تعلم اللغة على الهاتف المحمول كأداة مهمة في تعلم وإتقان اللغة الانجليزية. انطلاقاً من هذا المنظور، الهدف الرئيس من هذه الدراسة هو البحث في سلوكيات الطلبة اتجاه استخدام تطبيقات الهاتف في اكتساب اللغة الانجليزية. بهدف الاجابة على تساؤلات هذا البحث وتحقيق اهداف هذه الدراسة اختار الباحثون المنهج الوصفي باستخدام الاستبيانات للطلاب. هذه الدراسة اجريت في قسم اللغة الانجليزية بالمركز الجامعي عبد الحفيظ بوالصوف- ميله- خلال العام الدراسي 2023/2022 مع 115 طالبا. كشفت نتائج الدراسة الحالية بأن طلاب اللغة الانجليزية كلغة اجنبية لديهم تصورات ومواقف ايجابية اتجاه تطبيقات تعلم اللغة على الهاتف في تعلم اللغة اضافة الى انهم يدركون الفوائد العظيمة لتطبيقات الأجهزة المحمولة في تطوير إكتساب اللغة الانجليزية وإتقانها.