Exploring the Implications of M-Learning on Student Engagement in English Language Teaching

The Case of First-Year Students at a Teaching Training Institute (E.N.S), Algeria

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Dedication

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Abstract

Pedro et al. (2018) stated that only a few studies were related with the use of m-learning from the professors or teachers' standpoint. It is also curious that only a few studies report the use of mobile devices or m-learning strategies in formal educational contexts (Pedro et al., 2018). Thus, the necessity to extend research on the implications of m-learning on student engagement from students' and teachers' standpoint in formal setting was needed. If we link that to a case study, one feature of case study is the idea of exploring multiple perspectives, which is in my case, students, teachers, and -as it was hoped- institutional leaders.

Reviewing the literature, Ghomari (2015) argued that teaching English in the Algerian university faces some difficulties in guaranteeing the attainment of communicative competence in English for its students. This deficiency is the natural outcome of traditional non-native classroom environment that suffers an acute lack of interpersonal interactions in the target language and no exposure to authentic environments, which are two basic elements in the acquisition of a foreign language. Consequently, I felt the need to search for an understanding about the implications of m-learning on student engagement in light of social constructivism as a pedagogical approach and this contributes to my understanding of the appropriate teaching approach namely communicative competence approach. To this end, the aim of this research is to explore teachers' and students' attitudes and perceptions towards the implications of m-learning on student engagement in EFL being vital in effective implementation, improvement, change and intention formation.

This research uses qualitative data collection methods; semi-structured interviews, classroom observations, and reflective journals. For the action research, I applied an intervention course supported by a pedagogical approach based on social constructivism. Three m-learning apps were used; Kahoot, Padlet and Sli.do to explore the possibilities and the implications for future

implementation of m-learning in the Algerian higher education institutions. The results were thematically analysed.

1 Introduction

This chapter begins by giving the context of the study by exploring the historical background of the Algerian linguistic/language identity, the educational system in Algeria, and changes underway because of Algeria's participation in the Bologna Process. This is crucial because the link between reforms of the educational system and current learning theories will be established, and further research on the importance of m-learning and student engagement in light of social constructivism and Communicative Language Teaching (CLT) can be justified (theories relating to m-learning, student engagement, and social constructivism are introduced in chapter 2). It will then go on to establish the rationale, the research questions, aims and objectives. Finally, this chapter will give the overall structure of the current thesis.

1.1 Historical background of the Algerian linguistic/ language identity

The description of the multilingual and multicultural context of the broader Maghreb region (Algeria, Tunisia, and Morocco) is important. First, Algeria is considered to be a multilingual country. However, tensions among conservative Muslims, secular Francophone elites, and Berber activists serve as indicators of how national identity is being debated within the Maghreb. Fitouri (1983) argued that the Maghreb emerged as a political and cultural community during the Berber era before 215 B.C (as cited in Ennaji, 2005). Following an invasion by the Vandals, contact between the Berber and Latin speakers occurred between 215 B.C and 440 A.D when the Maghreb became a Roman territory, and its colonies were established to export grains to Italy (Ennaji, 2005). According to Ennaji (2005), Latin was introduced to the region. Still, it did not have an enduring impact given that the Romans were keen in trade and less so in assimilating the indigenous Berbers. In 534 A.D, the European Byzantines began their occupation of the Maghreb (Ennaji, 2005). Later, the Arab-Islamic period of the Maghreb started in 647 A.D when Arabs conquered this part of the Christian Byzantine Empire. The local Berber populations were Arabized during the following centuries

partly “because Islam brought with it a strong language, a great literary culture and a relatively advanced system of administration and education” (Ennaji, 2005, p. 17). Many Berbers gradually moved to cities, spoke a local variety of Arabic, and began considering themselves as Arabs and Muslims (Ennaji, 2005). The period between 647 and 1574 is long enough for Arab-Islamic conservatives to build up profound roots in the region and its population. Then, in 1574, Algeria and Tunisia came under the rule of the Ottoman Empire. However, the Turks did not work toward imposing their language and culture. While the Ottoman Empire began melting away, the French exploited and attacked Algeria in 1830. France occupied Algeria from 1830 to 1962. During the period of colonisation French was the official language of government and education. This change was meaningful not only in terms of language but also in political and cultural terms. After independence, following the Algerian revolution from 1954-1962, Arabic was meant to be the official language of the country. The reason is that the government of the newly independent country wanted to bring back the importance of standard Arabic in Algeria socially, culturally and even educationally. Besides, Miliani (2012) stated that there was a dilemma between two pedagogies: on the one hand, the “Islamic traditional pedagogy” or the “Arabo-Islamists”, who supported the Arabic language, and on the other hand “the western pedagogy” or the “Modernists” also known as Francophones - who were staunch supporters of the French language. As a result of these historical and political influences a range of languages; Berber dialects, French, as well as different varieties of Arabic, are current in Algeria.

1.2 The educational system in Algeria: roots and outcomes

Government departments and Ministers responsible for developing the country’s educational system have made a series of changes since independence in 1962. According to Yambi (2018), some of these were informed by the behaviourism theory to teaching that is, habit formation via repetition and reinforcement (Yambi, 2018). Behaviourists interpret knowledge as a

repertoire of behaviours; these behaviours are reinforced by repetition (Skinner, 1974). This theory largely assumes that learners are passive who simply respond to the stimulus, and this results in the teacher-centred approach (see section 2.1.1 for more explanation of behaviourism theory). In the early 1970s, the Grammatical Translation Method (GMT) and the audio-lingual method were introduced in English Language Teaching (ELT) in the Algerian education. The GTM emphasises the teaching of second and foreign language grammar and vocabulary, with a focus on accuracy. Its primary focus is on memorisation of verb paradigms, grammar rules and vocabulary (Miliani, 1992). Both methods treat the learner as a programmable machine and thus do not effectively enable communication in socially situated settings.

During the 1980s, the constructivist approach was introduced. According to cognitive constructivism, learning is actively constructed by learners building on their pre-existing knowledge. This process of the individual cognitive process requires the learners to assimilate and accommodate new knowledge to the existing knowledge (Piaget, 1959). Thus, constructivists encourage students to solve problems by actively engaging in tasks to develop their problem-solving skills and their interpretation of the outer world rather than passively relying on teachers (see section 2.1.2 for more explanation of constructivism theory). Teaching methods deriving from constructivism create student-centred teaching approaches, and at times teachers may inadvertently communicate to students the message that there are no incorrect answers and that knowledge is in the eye of the beholder. This misunderstanding can lead to a kind of ‘anything goes’ relativist model of teaching (Gordon, 2009). Therefore, such notions about constructivism may have contributed to misuse of constructivist teaching in the Algerian educational system.

Benadla (2013) reported that after early failures, searching for an effective approach was urgent. To this effect, in 2003, the decision-makers explored the need for changes in the educational system which resulted in a reform known as “Reform of National Education” as a part of the

Algerian participation in the Bologna Process in 2003. One aspect of the Bologna Process aims at setting up systems of Information and Communication Technology (ICT) in schools, introducing new teaching methodologies to meet the programme objectives, providing and evaluating new teaching resources and materials etc. (see section 1.2.1 below). The research reported on in this thesis is therefore an investigation into the possibilities for using one form of ICT - MALL (mobile-assisted language learning) – to encourage increased student engagement in particular by social interaction.

1.2.1 How the Bologna Process was introduced into the Algerian Higher Education

Fell and Haines (2009) state that the origin of the Bologna Process comes from a meeting at the University of Paris, Sorbonne. In 1998, the Bologna Declaration was introduced in some European countries such as France, Germany, Italy, and the UK to become the "Europe of knowledge". In 1999, the ministries of these countries signed the Sorbonne Declaration to build the following unified goals:

- Adoption of a system of easily readable and comparable degrees.
- Adoption of two main cycles.
- Establishment of a system of credits.
- Promotion of mobility for students, teachers, researchers and administrative staff.
- The idea of equivalence

The signatory nations consented to coordinate with other nations from different parts of the world for a specific aim "to promote the idea and practice of regional cooperation, to fortify social contacts, and for shared comprehension and upgrading quality in higher education" (Huisman et al., 2012). The Bologna Process has been integrated in Algeria in the year 2003 (Daghbouche, 2011), and many developments in Higher Education, including the area researched for this thesis, result from this. A reform was introduced in the Higher Education

sector aiming at teacher training. Hence, Daghbouche (2011) explains that the Ministry of Education applied some changes in the curriculum by setting three specific platforms:

Platform 1: Reforming the school structure which involved:

a) Introducing a preschool level for 5-year-old pupils,

b) Restructuring the duration of primary school from 6 to 5 years, and middle school from 3 to 4 years, and,

c) Restructuring post-compulsory education in secondary school (lycée) into three streams: general, technical, and vocational.

Platform 2: Reforming teacher training which involved:

a) Improving the knowledge and skills of teachers and inspectors, and

b) Coordinating and evaluating teacher training and development.

Platform 3: Reforming teaching syllabuses and textbooks that involved:

a) Elaborating and introducing new teaching programmes for all school levels,

b) Providing and evaluating new teaching resources and materials,

c) Introducing new teaching methodologies to meet the programme objectives, and

d) Setting up systems for Information and Communication Technology in schools.

This established the Licence (BA degree), Masters (MA degree), and Doctorate (PhD degree) - usually called the LMD system- which aims to enable students' and teachers' mobility.

Cycles	Years	Credits	Qualification
First cycle	Three years	180 credits	Bachelor's Degree
Second cycle	Two years	120 credits	Taught Masters
Third cycle	Full time three to four years Part-time six years	No credits required	PhD • Professional Doctorate • Doctorate by Research

Table 1.1 The Bologna Process in Algeria

The Bologna Process led to new approaches to the teaching in Algeria known as 'Competency-Based Approach' (CBA) and Communicative Language Teaching (CLT) in 2004. The CBA aims at enhancing students' employability and social skills (Rué, 2008) such as critical thinking, information technology skills, and good use of language in real-life situations that demanded a change to student-centred classroom methods. Communicative Language Teaching, according to Bancui and Jireghie (2012), "is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices" (p.94). Benmoussat and Benmoussat (2018) stated that the CLT approach is mainly focused on communicative skills which may allow students to be at the centre of the learning process. This involved the introduction of group activities, where the teachers are facilitators of student engagement rather than the transmitters of knowledge, and this also made use of authentic materials (Larsen-

Freeman, 2012). According to Kilickaya (2004, par.2), authentic materials are considered as the "exposure to real language and its use in its own community." "When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio and TV broadcasts, films, leaflets, flyers, posters. Indeed anything written in the target language and used unedited in the classroom" (Shepherd, n.d).

The general standard objective of ELT at HE in Algeria is to develop student communicative competence, develop student social skills, raising awareness of the importance of a global language (Chemami, 2011), and this can be seen to combine both 'competency' as an employability attribute, and 'competence' in the linguistic sense. Seen from this perspective my project follows on from previous initiatives and introduces students to current ICT technologies.

It is important not to confuse the use of 'competence' in such linguistic terms as 'linguistic competence' and 'communicative competence' with the use of 'competency' in CBA. The former is an important contribution to understanding language and linguistics, in particular psycholinguistics (Tienson, 1983), the latter is more related to employability skills for life. CBA tends to focus on measurable and useable knowledge, skills and abilities in real life (Richards and Rodgers, 2014). Competence, on the other hand, is defined as "a complex know-how to act resulting from integration, mobilization and organization of a combination of capabilities and skills (which can be cognitive, affective, psycho-motor or social) and knowledge (declarative knowledge) used efficiently in situations with common characteristics" (Lasnier, 2000, p. 32). Albir (2007) concluded that a competence comprises know (knowledge), know-how (skills), and know-how to be (social values). Fernandez (2014, p. 36) also defined competence as "the capacity to respond to complex demands and carry out a variety of tasks in an adequate manner.

It entails a combination of practical skills, knowledge… that are activated in order to attain the successful outcome."

By adopting the CBA and the CLT, the Algerian government sought to achieve a new vision about teaching and learning English as a way to respond to global needs for communication and modernization (Gherzouli, 2019). However, the results from an investigation by Adel (2005), the president of the National Commission for the Programmes, revealed that even after 15 years of their implementation, teaching intended to be based on CBA and CLT is in fact still based on memorization and rote learning (Algérie Presse Service, 2016, para 2).

It was also argued by Benmoussat and Benmoussat (2018) that Algeria was among the first countries to pioneer Communicative Language Teaching (CLT), however, teachers were given little training and preparation for a good implementation of CLT approach. Similarly, Hamidi and Benaissi (2018) explored and evaluated the authenticity of the materials within the Algerian English textbooks at high school level as they are considered as important instructional materials and fruitful resources for helping English language learners develop communicative competence. The findings of this investigation disclose that the English textbook 'New Prospects' that is currently used by third-year Algerian high school pupils do not offer classroom learners adequate opportunities for learning the authentic language.

In addition, Bouzenoun (2018) and Rezig (2011) argued that little was done to prepare the schools for the necessary changes and to provide the appropriate conditions for the communicative approaches. English classrooms rarely met the criteria of purposefulness and contextualization that defined CBA and CLT tasks at the level of the intended aims and objectives. The teachers were not equipped to change either their theories or materials for teaching in accordance with the principles underpinning CBA and CLT. This indicates the extent to which the teach-to-the-test approach is still practised that led to student non-engagement. Thus, Chemami (2011) cited in Bouzenoun (2018) argued that the Ministry of

Education began cooperation with the United States of America, Canada, and the United Kingdom by supporting the educational improvement policy in Algeria in the form of producing textbooks, training teachers of English, and introducing the use of new technologies in classrooms (Chemami, 2011 cited in Bouzenoun, 2018).

Based on the above investigations, the project I report in this thesis explores whether m-learning may enhance student communication strategies, by using tasks that are characterised by negotiation and co-creation of meaning, and this hope underpins the present research. The features of m-learning conform to the principles of social constructivist theory (see section 2.1.3). Social constructivism asserts that knowledge is constructed when groups of individuals engage socially in talk and activity about shared problems or tasks (Ogunduyile, 2013).

M-learning and the interactivity offered by Web 2.0 (Web 2.0 is more fully explained in Chapter 2) offer opportunities for this kind of negotiation and co-creation – and this was tested in the current research. Thus, communication strategies play a crucial role in effective communication and this is particularly important in contexts where English is considered as a second or foreign language (Vettorel, 2018). It is argued by Lewis (2011) that teachers need to encourage their students to use communication strategies to enhance their communicative competence. McQuiggan et al. (2015, p. 8) defined mobile learning [m-learning] as "the experience and opportunity afforded by the evolution of educational technologies", they also stated that mobile learning is "for creating our own knowledge, satisfying our curiosities, collaborating with others, and cultivating experiences otherwise unattainable." (for more explanation see section 2.2). Thus, it can be argued that social constructivist teaching strategies and m-learning practices – such as those investigated in this project - are the next important step in educational reform to enhance student engagement (Powell and Kalina, 2009) within the Algerian context.

Another level of engagement explored in my research relates to student involvement in strategic decisions (see section 2.2.2), which is an additional element beyond the three established levels

of engagement (behavioural, cognitive and emotional) identified in chapter 2 (see section 2.2.1). Within the established understanding, according to Chen et al. (2008), engagement is defined as "student-faculty interaction, peer-to-peer collaboration and active learning…". Xerri's et al. (2018) study suggests that student-student (peer) relationships, teacher-student relationships, and students' sense of purpose for studying a higher education degree, were central to student engagement in academic activities (see section 2.2). However, concerning strategic change whilst still drawing on the concept of engagement, Ashwin and McVitty (2015) set out another perspective for engagement which is related to "the development of learning communities in higher education" (p.343). Bolstad (2004) cited in McCarthy (2009) argued that grass-roots level changes should consider the needs of learners and should also encourage teacher professional growth. As such, I have applied an intervention course (see section 3.4.5) that aimed at encouraging student engagement with activities using m-learning apps (see section 2.3.4), and also asked for their views concerning the possible effectiveness of introducing these innovations more widely.

1.3 The rationale

1.3.1 My motivation

When the study was begun, it was with an awareness of the general direction the research would take and what it would involve. My teaching experience at UNIC (University of Northampton International College) and as a PhD student at the University of Northampton (UoN) gave me an opportunity to appreciate and develop a deep interest in ICT [m-learning] in the teaching and learning process. These added to my academic background in the field of Education in which I had gained a BA in Applied Linguistics and an MA in Teaching English as a Foreign Language (TEFL). It is my observation as being a student at UoN, as a teacher in the context, and from several case studies presented in this thesis, I found that the development of a variety of interactive mobile devices helped the learning process become easier across contexts

(Papadakis and Kalogiannakis, 2017). Similarly, Wilson (2016) observed that the young generation is confident while using multimedia and digital technology with basic understanding of technology. These observations are important while thinking about the Algerian context, and it is vital to find first whether students' knowledge about technologies is enough to implement m-learning and achieve the desired goal of engagement. The real question of student engagement, m-learning and institutional readiness, therefore, remains unanswered. Thus, the implications of m-learning on student engagement and the attitudes of teachers and students toward the latter, all are questions of research. And this innovation fits with the reforms in Algerian Education related to introduction of CBA and Bologna.

1.4 The research questions

My research explored the attitudes of teachers, students and – as it was hoped – from institutional leaders concerning the implementation of m-learning activities in ELT at the Teaching Training Institute (Ecole Normale Supérieur-E.N.S.), Department of English. The research included exploring student engagement and m-learning as an approach to learning and teaching. This research addressed the following research questions:

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ2: How does m-learning impact on student engagement?

RQ3: What are the barriers of implementing m-learning in the institution context and beyond?

1.5 Aims of the research

My focus was to explore the attitudes of teachers and students toward m-learning and student engagement and how institutional leaders viewed the outcome of this research. It should be noted that the intended research with the institutional leaders was eventually abandoned for

reasons explained in Chapter Four (see section 4.3), and this remains as an area of recommended future research. To this end, it would be crucial to explore the readiness from institutional leaders in terms of monetary issues because possibly their priority could be on building different infrastructure and creating opportunities of employment rather than focusing on education. This project explored why m-learning has not yet been considered in Algeria and whether such changes might be acceptable in this situation.

The first aim is to explore the current applications of teaching theories in ELT in the research site. A review of the literature related to the development of learning theories is supplied (see section 2.1), and the methods of collecting primary data related to this aim are described and justified in section 3.4.1 and 3.4.2. The second aim is to explore the feasibility and acceptability of m-learning amongst teachers and students and -as it was hoped- from institutional leaders, hence a review of the literature related to theories of change is supplied in section 2.2, and the methods of collecting primary data related to this aim are described and justified in (section 3.4.1 and 3.4.3). The third aim is to explore the effectiveness and the impact of m-learning in increasing student engagement in the classroom. A review of the literature is supplied in section 2.3 and 2.4 and the methods of collecting primary data related to this aim are described and justified in (section 3.4.4).

1.6 Objectives of the research

These aims have been achieved by collecting data from semi-structured interviews, classroom observations, and reflective journals. The data were synthesised to establish an understanding of the attitudes of teachers, students, and institutional leaders toward m-learning and student engagement (although for reasons beyond my control this last group of stakeholders eventually were not accessible). My research study was exploratory and interpretive. The methodological approach taken in this study is qualitative. The methodology uses a case study and action research (see section 3.1.1 and 3.1.2).

1.7 The significance of the study

1.7.1 Significance to research

The findings of this study will reflect possible benefits to student engagement resulting from using m-learning, and to suggest ways m-learning can play a part in ELT in Algeria, and possibly to other similar settings. The greater availability of technological tools promises to offer more effective teaching approaches, but the success of the latter needs to be assessed in specific situations. Thus, institutions that apply the suggested approach derived from the results of this study will be able to train teacher students better. For the researcher (s), this study may help them reveal critical areas in the educational process that many academics were not able to explore. Thus, new theories on learning English may be suggested. This study will extend the existing body of the current literature of m-learning and student engagement (see section 2.3.3).

1.7.2 Significance to practice

Findings of this study are likely to provide insights into the use of m-learning apps such as Kahoot, Padlet, and Sli.do and to give insight to institutional leaders for the future implementation of m-learning in the Algerian context. Furthermore, Administrators will be guided on what should be emphasised by teachers and students to increase student engagement in ELT.

1.8 The structure of the thesis

The overall structure of the study takes the form of six chapters.

Chapter one explored the trends within the Algerian higher education, which includes historical background of Algerian linguistic diversity that affects Algerians' language identity. It went then to discuss the educational system and the changes applied for the purpose to develop and integrate new teaching methods that aim at students' employability and communicative skills.

In this chapter, the rationale for conducting this research, the research questions, the research aims, and objectives were also discussed.

The literature review chapter is based on four broad aspects of this study. The first section establishes the learning theories, which contributes to my understanding of the appropriate teaching approaches. The critical focus has been how these theories enable the application of m-learning. The second section discusses the theories of engagement. The third section discusses m-learning and its contribution to ELT. The literature review further discusses the pedagogical frameworks for m-learning namely Laurillard's conversational framework (2013) and Kukulska-Hulme's et al. (2015) framework.

Chapter three justified the methodologies and the methods used to collect the data needed to explore the attitudes of students, teachers, and institutional leaders. However, it was not possible to gather data from institutional leaders for the reasons mentioned in (section 4.3.1). In this chapter, an exploratory case study and action research were employed in which the views and attitudes of the teachers and students toward student engagement and m-learning were explored. This research utilised semi-structured interviews, classroom observations, and reflective journals. The latter collected after applying the intervention course. All data were coded around key categories of themes.

Chapter four presented the analyses of the data collected. The analyses included the themes along with their descriptions, codes, and extracts from participants. This chapter had three sections, the first section included themes from semi-structured interviews, the second section included themes from classroom observations, and the third section included themes from reflective journals. These analyses enabled obtaining some findings that were helpful to discuss the research questions and the aims further. This chapter also included a summary of the whole chapter.

Chapter five provided a discussion of the findings. The findings were discussed according to the research questions and to the literature review of this research.

Chapter six draws upon the entire thesis that restates the aims of the research, summarises the main findings. It also discussed the contributions, tying up the various pedagogical strands for future implementations, the limitations of the study, and recommendations for research and practice.

2 Literature Review Chapter

This chapter reviews the pertinent literature for the study. The research aimed to explore the effectiveness of m-learning on student engagement within the Algerian context. The literature review chapter is therefore based on four broad aspects of this study. The first section establishes the learning theories, which contribute to my understanding of the appropriate teaching approaches. The critical focus has been how these theories enable the application of m-learning and its impact on student engagement. The second section discusses the theories of engagement (see section 2.2). The third section discusses the m-learning and its contribution to ELT (see section 2.3). The fourth section further discusses the literature concerning how the pedagogical frameworks for m-learning promote student engagement (see section 2.4). The current research aims to explore the feasibility, acceptability and usability of m-learning among students within the Algerian context. Feasibility includes the institutional leaders' ability to organise it, and the national ability to finance it. Acceptability and usability refer to the way that Kukulska-Hulme et al. (2015) and Laurillard framework (2013) state (see section 2.4). In this research, the terms 'mobile learning', MALL (mobile-assisted language learning), and 'm-learning' will be used interchangeably.

2.1 Learning theories: the different understandings of the learning process

Coates (2006) points out that several learning theories have influenced the conceptualisation of engagement, from early behaviourist to cognitive and more recent social constructivist theories, and consequently it has undergone several changes over time. Early perceptions were influenced by behaviourist views which emphasised the importance of observable learner behaviours.

Some behaviourist theorists (e.g. Pavlov, Skinner (1974), and Bandura (1977)) attempted to draw attention on the importance of stimulus-response, repetition and reinforcement (see section 2.1.1 below); cognitivist theorists (e.g. Piaget, 1959), on the other hand, argued that

learning takes place through assimilation and accommodation (see section 2.1.2); other constructivist and social theorists (e.g. Vygotsky (1980), Lave (1988), and Siemens (2005)) question the usefulness of such approaches (see section 2.1.3).

2.1.1 Behaviourism theory

Behaviourists interpret knowledge as a repertoire of behaviours; these behaviours are reinforced by repetition (Skinner, 1974). This theory is mainly assuming that learners are passive who simply respond to the stimulus. The behaviourist theory of classical conditioning was developed by Pavlov (Savastano and Miller, 2004), who used animals to test the hypothesis that learning is an outcome of repeated stimuli. He also argued that it is not only stimulus-response which adds to the learning process, but it is the repetition of the same stimuli provided over some time. Positive and negative reinforcement also adds to the learning process (see table below for a summary of the traditional approach). Moreover, Gredler (2009) pointed out that Skinner provided the theory of Operant Conditioning in which he argued that in order to contribute effective learning, one must receive reward or punishment according to the stimulus-response. However, this theory is limited by the lack of information and experimentation on human behaviour. A criticism to behaviourists by Seligman (1970) is the inability to explore the development of human language. Vygotsky's criticism of stimulus-response theory was that our behaviours rely on consciousness (Blunden, 2010). He stated that "the act of thought, the act of consciousness is in our opinion, not a reflex, that is, it cannot also be a stimulus, but it is the transmission mechanism between systems of reflexes" (Vygotsky, 1997 cited in Blunden, 2010, p.121). The following table will summarise the above teaching theory (i.e. behaviourism) and what the behaviourism approach looks like in the classrooms.

Theories of learning	What does behaviourism approach look like in a classroom?
Behaviourism Theory	**Language skills:** Focus on grammatical accuracy and language skills. **Behaviourism in the classroom:** Behaviourists interpret knowledge as a repertoire of behaviours, these behaviours are reinforced by repetition (Skinner, 1974). **The role of the teacher:** Learning was seen as teacher-centred. **Teaching materials and the use of MALL/TELL (Technology-enhanced language learning):** It is based on imitations, class chorusing, and dictation in the foreign language, providing models for the students to copy/transform by drilling and reinforcement. The best examples in language teaching are the Traditional Approaches (e.g. Grammar-Translation Method). The behaviourist approach to learning was well established before the development of TELL, but the earliest Web 1.0 EFL sites contained materials such as worksheets, which fitted in well. **Web 1.0** is the first generation of the web which according to Berners-Lee (1998) cited in Aghaei et al. (2012) could be considered the read-only web and also as a system of cognition. Examples of **Web 1.0** could be: a personal web site. HTTP, HTML and URL.

Table 2.1 Behaviourism theory

This early behaviourist conceptualisation has been criticised as being inadequate for two reasons. Firstly, observed behaviour is considered insufficient to assess student engagement since the learning process is not merely a behavioural event (Coates, 2006). Secondly, observable behaviour could be misleading since it "may suggest that an individual is engaged, when in fact he or she is quite disengaged cognitively or affectively" (Coates, 2006, p. 28). Consequently, this rather simplistic perception is incapable of providing a full account of students' actual engagement.

2.1.2 Constructivist theory

The criticism of behaviourism theory led educational psychologists such as Piaget to consider the human mind and what were believed to be learners' development stages. Piaget's (1959) theory of cognitive constructivism argued that a child's learning development is a result of various aspects such as assimilation and accommodation, and this was an individual rather than a social act of construction. According to cognitive constructivism, learning is actively constructed by learners based on pre-existing knowledge. Constructivist theorists consider learning as an active process. This individual cognitive process requires the learner to assimilate or accommodate new knowledge into the existing one. Thus, constructivists encourage students to solve problems by actively engaging in tasks to develop their problem-solving skills and their interpretation of the outer world rather than by passively relying on teachers to guide them. The following table will summarise the above theory (i.e. constructivism) and what the constructivism approach looks like in a classroom.

Theories of learning	what does the constructivism approach look like in a classroom?
Constructivist Theory	**Language skills:** It focuses on developing skills such as problem-solving and interpretations. Learning is seen as an active process of discovery with more emphasis on language functions than language forms. The best example in language teaching is situated learning, which sees learning as contextual (Yambi, 2018). **Constructivism in the classroom:** learners come ready to learn, and the teacher builds activities to facilitate learning i.e., knowledge construction should be based on pre-existing knowledge. A lesson might include individualisation, a slower pace, hidden outcomes, and less teacher talk i.e., this learning is considered as an individual rather than a social act of construction. **The role of the teacher:** teachers act as facilitators rather than being the source of knowledge. **Teaching materials and the use of MALL/TELL:** It is based on textbooks that are based on functions of language, i.e., presenting things in situations with less emphasis on direct teaching of grammar. It is also based on online activities and

	quizzes such as multiple choice that students can do individually, with pre-programmed answers. Keefe (2016) argued that it is at the end of the 90s when the concept of "Computer-Supported Collaborative Learning" appears in the scientific sense. It is not a coincidence that this corresponds to the first boom of Internet-based ICT (email, chat, Web 1.0, first e-Forums, etc).

Table 2.2 Constructivist theory

Some researchers; however, were critical of constructivism, for example, Vocalkirschner et al. (2006) cited in Alanazi (2016) have posited the belief that constructivism promotes a teaching style with unguided or minimally guided instructions for students. Researchers such as Brown and Campione (1994), Moreno (2004) indicate that when students learn with minimal instructions, they become "lost and frustrated" (Kirschner et al., 2006, p.6). Another concern held by critics of constructivism is that learners need to connect their knowledge to tangible objects in order to ensure that they have acquired the knowledge, and that constructivist approaches do not support this learning-related need.

Other concerns include that the Piagetian concept of constructivism overlooks important contextual factors in learning environments such as available educational resources, the need to integrate media into learning environments, the differences in learners' preferences, and the affordance of individual student thinking (Ackermann, 2001 cited in Alanazi, 2016). Critics argue that these aforementioned factors contribute to learning environments. This criticism suggests that constructivist approaches focus mainly on cognitive factors, ignoring other contributing environmental and technological factors. Thus, it is crucial to explore the theories of student engagement and how digital technologies may provide an opportunity for students

to actively be involve in - and hence enhancing - their educational experience (see section 2.2 and section 2.3). Thus, in this literature review chapter, as well as examining central concepts in the study, for example social constructivism, student engagement and m-learning, I also decided to look at their relevance in the Algerian context, i.e. the contextual factors in this specific learning environment.

2.1.3 Social constructivism theory

To appreciate theories relating to learning as a socially constructed activity, which arose from Vygotsky's (1978) understanding of social development, it was necessary to contrast with earlier theories about constructivism and behaviourism (see sections 2.1.1 and 2.1.2 above). According to social constructivists, knowledge can be constructed through social interaction and observation (i.e., it is not individual) and later goes on to be internalised by the individual as their thoughts (Vygotsky, 1978). Hence the learners should be involved in activities that help them to be active and engaged (Pritchard and Woollard, 2010). Vygotsky stated that human consciousness is the means for learning, and through interaction, the child's development happens. In the same vein, Palincsar (1998) argued that learning and understanding are socially constructed concepts, i.e. social constructivists tend to take into consideration the importance of diversity of interpretations and applications of knowledge across social contexts.

Social constructivism as defined by Harmelen (2008) cited in Pritchard and Woollard (2010, p.34) "has as a central precept that knowledge is created by learners in the context of, and as a result of social interaction". These assertions may support the notion of the "guide on the side" which has long been taken as an effective pedagogic model for learning (Morrison, 2014). The social constructivist teacher values learner reflection, cognitive conflict and peer interaction (Pritchard and Woollard, 2010). This has also been justified by Stewart (2014), who argued that generating high-quality learning involves reflection, choice, voice, and reciprocity. With appropriate support, learners can often perform tasks that are incapable of completing on their

own (Pritchard and Woollard, 2010). This refers to the notion of the Zone of Proximal Development (ZPD), where learning occurs when a child is helped in learning a concept in the classroom (Vygotsky, 1962). Followers of Vygotsky (1962), for example Bruner (1983) have used 'scaffolding' to understand that children learn more effectively when they have others to support them. Scaffolding is an assisted learning process that supports the ZPD, or getting to the next level of understanding, of each student with the assistance of teachers, peers and other adults.

Many studies have been carried out to justify the arguments above, including Hanjani and Li (2014) and Lin and Samuel (2013). Hanjani and Li (2014) analysed the effectiveness of peer-collaboration through teacher's support to enhance student ZPD at an Iranian university. A small-scale study of five pairs of EFL students as participants were recruited for Hanjani and Li's study. Data were collected from students' interaction during collaborative revision and their revised drafts. The course was divided into two phases: preparation and collaboration. The first stage focused on the writing process: pre-writing, drafting, and revision. The second stage focused on producing a draft following two writing cycles. Each cycle had four phases. The results showed that participants had the opportunity to negotiate their knowledge by using scaffolding strategies such as repetition, taking advice, response to the question, defining, guessing, referencing, presenting options and instructing, so were able moving within their ZPD.

Lin and Samuel (2013), in a similar vein to the above study, examined the types of scaffolds; correction of errors, using questions and identifying lack of content and how these facilitate learning. A qualitative case study was undertaken for the above research in a secondary school in Malaysia. The data were collected through transcripts of peer interactions, students' essay drafts, interviews, and field notes. Two groups were chosen for the study in accordance with their level: proficient and intermediate. The findings were significant as the peer scaffolds

provided during the student-student interactions enabled students to develop their higher cognitive thinking which in turn improved their writing skills. These results are consistent with Hanjani and Li's (2014) study and suggest that peer scaffolding has great potential in increasing students' collaboration and interaction. The table below summarises social constructivism, and what social constructivism looks like in a classroom.

Theories of learning	**What does social constructivism look like in a classroom?**
Social Constructivism	**Language skills:** This approach focuses on skills that help in everyday life, social interaction and also skills that help student employability such as teaching concrete tasks through interaction, engagement, peer-collaboration, information exchange, dialogues, group/pair group, reciprocal questioning, feedback. Change of emphasis from linguistic competence to communicative competence (see section 2.2). **Social constructivism in class:** According to Vygotsky (1978), knowledge should be socially constructed. **The role of the teacher:** Teachers are 'guide on the side' who support the students according to their ZPD. The support offered by teachers is known as scaffolding (as explained above). **Teaching materials and the use of MALL/TELL:** 'Social constructivism' approach to learning aims at social interaction, which Web 2.0 fitted in well. The sociability aspects of Web 2.0 tools make them ideal for educational purposes as they can support

	spontaneous interaction, feedback and support social networks and relationships (Kuit and Fell, 2010). **Web 2.0** was defined by Dale Dougherty (2004) cited in Aghaei et al. (2012) as a read-write web. According to Aghaei et al. (2012, p. 2), "the technologies of web 2.0 allow assembling and managing large global crowds with common interests in social interactions." Examples of **Web 2.0** could be Facebook, Blogs, Wikis, YouTube, Web applications.

Table 2.3 Social constructivist theory

The perception of engagement as a meaning-making process has its roots in social constructivism – a theory which assimilates behaviourist and cognitivist learning views. More specifically, social constructivists consider learning a dynamic process of knowledge-building where a learner engages actively in meaning construction while interacting with the surrounding environment and collaborating with others (Perkins, 2006; Smith, 1999). The above understanding values students' roles and the learning environment as a multifaceted construct which involves behavioural, emotional, and cognitive dimensions (Reeve and Tseng, 2011) (see section 2.2.1), which interact in an unpredictable and non-linear manner that is particularly useful for this study because of the dynamic and complex nature of the learning process and the environment in which it occurs.

2.2 The theories of engagement

According to Appleton et al. (2006), engagement reflects a person's active involvement in a task or activity. Engagement can be comprised of three subtypes: behavioural, cognitive and emotional or affective (Appleton et al., 2006). Behavioural engagement may include positive conduct, effort and participation. Recently, the Newcastle University (2013) in UK, cited in

Milburn-Shaw and Walker (2017), consider the submission of the coursework on time, student punctuality and attendance as indicators of students' behavioural engagement. Cognitive engagement may include self-regulation (see definition of self-regulation in section 2.4.2), learning goals and investment in learning. Kahu (2013, p.761) clarifies that investment in learning is "a student's psychological investment in and effort directed towards learning, understanding, or mastering the knowledge skills or crafts." This according to Kahu (2013) is cognition. Emotional or affective engagement includes students' feelings about the school, teachers, and/or peers (e.g., positive feelings toward teachers and other students) (Jimerson et al. 2003) (see section 2.2.1 for more explanation of three levels of engagement). This according to Jimerson et al. (2003), can be achieved by interpersonal relationships between teachers and peers, liking of teachers, openness to sharing problems with teachers, whether teachers were caring, respectful, approving, and encouraging, among others. In the current research, the mini-course intervention has been designed to engage students to share their ideas openly, to open discussions, to improve the relationship between the teacher and the student, and working collaboratively via different platforms such as Padlet, Kahoot, and Sli.do (see section 2.3.4).

More recently a further use of 'student engagement' has emerged, relating to the ideas of students as partners in change (see section 2.2.2). Therefore, in this study various levels of engagement have been observed to explore the effectiveness of m-learning on student engagement (see section 4.3). The relevant position of the Algerian educational system has been discussed in the context, where the technology status of the Algerian educational system is reviewed (see section 2.3.3).

2.2.1 Research concerning the three levels of engagement

The reviews and critiques below on student engagement should be treated as multifaceted and multidimensional in order to obtain a more comprehensive understanding of student engagement in learning. According to Fredricks et al. (2004), engagement includes behavioural,

emotional and cognitive components. Students who are engaged show persistent behavioural involvement in learning activities accompanied by positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity and exert intense effort and concentration in the implementation of learning tasks. The behavioural dimension of engagement refers to students' attention and concentration on the task and their effort and persistence in completing it. Emotional engagement is when students show positive emotions during ongoing action including enthusiasm, optimism, curiosity and interest. Such emotional engagement can be contrasted with the construct of cognitive engagement, which refers to the level of thinking skills used by students and individualised self-regulatory learning strategies (Fredricks et al., 2004).

Finn and Zimmer (2012) and Graham et al. (2007) emphasise the centrality of engagement in the enhancement of the quality of students' learning. This idea has been reinforced by other researchers, for example, Guthrie et al. (2012), who argue that students' behavioural engagement affects the quality of their learning experience through the medium of motivation.

Fredricks et al. (2004) emphasise the significance of the teacher-student rapport in student engagement. The authors argue that a supportive and respectful relationship enables student engagement to flourish. Umbach and Wawrzynski (2005) explain that students' engagement is positively influenced by the extent to which teachers encourage contact between them and their students, communicate high expectations, give prompt feedback, cherish diversity in learning approaches and talents, encourage collaboration, and engage students in higher-order cognitive activities. Another explanation, however, could be that other individual and/or contextual factors interact with student engagement to influence students' academic success. For example, McMahon and Portelli (2004, p. 62) emphasise the role an individual student's involvement plays "in the creation of meaningful engagement" and in the achievement of learning. Thus, optimising these areas is necessary to enhance students' engagement and ultimately maximise

the benefits they gain from higher education studies. The next section, therefore, discusses the connection that exists between student involvement in the learning process and their engagement.

In my research, the observation scheme aims to capture the three levels of engagement: behavioural, emotional, and cognitive (Fredricks et al., 2004; and Appleton et al., 2006) (see appendix 11). The behavioural engagement includes the session aims, class activities, group discussions, class layout, class size, use of ICT, and students' attendance. Emotional engagement includes praising and teacher-student rapport. Cognitive engagement includes the self-regulation of students.

2.2.2 The top-down or the bottom-up approach to introducing change

The top-down approach relates to changes instigated by individuals who are in charge of the curriculum design and development, and teaching and assessment, starting from governments and their representatives with decision-making powers, and administrators (Craddock et al. 2013). In other words, while designing educational programs, the curriculum designers are the first people who are in charge and then decisions go to the instructors who may become involved only at the end of the process to deliver the planned educational curriculum (Khalil and Elkhider, 2016). Students are treated as passive beings expected merely to absorb the change, their motivation is limited, and their creativity is stifled (Farrell, 2000). The study by Craddock et al. (2013) explored the interprofessional education (IPE) leaders' approaches to curriculum development and the use of learning theory in the UK. In their study, the "top-down" approach to introducing IPE was dominant which led to the absence of educational theory underpinning recent IPE curriculum development.

Similarly, Carl (2005) argued that in South Africa the teachers were for the most part excluded from participation in curriculum development at curriculum levels outside the classroom. Their perception was that, although they were the subject and/or learning area specialists, little

attention, if any, was given to their "voice", they were only involved in the implementation of the new curriculum. In his study, mixed methods had been employed ranging from using a questionnaire as a quantitative tool and respondents' comment as a qualitative tool. Respondents revealed that they believe they have a role to play at curriculum levels outside the classroom, but their voices "are not listened to". According to the respondents in Carl's (2005) study, problems concerning credibility could arise if teachers experience curricula to be imposed upon them from the "top-down".

Moreover, Edmonds and Lee (2002) perceived the top-down approach as giving a passive role for teachers, by introducing delivery methods that are transmitted from higher policy-makers without taking teachers' and students' interests and needs into account. As critics point out, the teacher is required to teach a standardised curriculum, so that they lose their enthusiasm and are restricted to a curriculum that is not tailored according to their particular situation (Gergen, 2015). This can be challenging to the long prevalent paradigms in both content and pedagogy, in that faculty members are often teaching as they were themselves instructed as students, and any challenge to the method may be perceived as a challenge to the credibility of their training and their previous teaching endeavours.

The alternative approach is the bottom-up approach which refers to how school leaders, and educators, might 'engage' students more fully in the governance and decision-making processes in school, and in the design of programs and learning opportunities (McCarthy, 2009). According to Coates (2005), involving students as partners may harness their engagement with the curriculum and improve the relationships between teachers, students, and the institution as a wider goal. He stated that:

> The concept of student engagement […] depends on institutions and staff providing students with the conditions, opportunities and expectations to become involved. However, individual learners are ultimately the agents in discussions of engagement. (p.26).

Coates (2005) also argued that most discussions of the quality of higher education show little explicit concern about how students are interacting with their universities and with the practices that are most likely to generate productive learning. According to Bovill et al. (2010) and Cook-Sather et al. (2014), students as partners may also increase student responsibility and self-regulation, positive learning impacts for students, and shifts from instruction-based to collaboration-based activities. Matthews et al. (2018) argued that 'student as partner' has gained significant attention in academia and universities with established journals publishing special issues on the topic (e.g., International Journal for Academic Development, 21, 1), a new journal dedicated solely to SaP (International Journal of Students as Partners) that operates through partnership (Cliffe et al. 2017), a practitioner journal of reflective essays (Teaching & Learning Together in Higher Education), and an international institute on the topic (Marquis et al. 2017). According to McCarthy (2009), students should engage in the governance and decision-making, and the design of programs. Similarly, Healey et al. (2014) argued that students' roles as partners can play great importance in shaping and enhancing the learning experiences.

According to Cook-Sather et al. (2014), partnerships required three elements; mutual respect between students and faculty, reciprocity, and shared concern that lead to trust, attention and responsiveness that also lead to informed action and interaction. These relationships can emerge when we bring in students' insights and meaningful discussions about the teaching and learning process. In this way, teaching and learning can be more engaging and effective for students. Partnership may require some tasks to be fully engaged with students such as; encouraging students to think about teaching and learning process, taking their feedback seriously and putting it into action, giving students the opportunity to lead discussions, grouping students to solve complex problems, teachers here can act as facilitators to guide discussions to avoid "dead-ends" (p.6). McCarthy (2009) gave an example on how we can engage students to be partners such as surveying students to determine their views on any number of issues and then using the survey findings to modify policies or programs in ways that honour or respond

to student perspectives and concerns. Students may also create their questions, survey their peers, and then present the results to school leaders or the school board to advocate for changes in programs or policies. Students' roles as partners can play great importance in shaping and enhancing the learning experiences (Healey et al., 2014). Matthews (2016) argued that relating to students as partners may be a process for improving student engagement. Similarly, Healey et al. (2014) stated that:

> Partnership is framed as a process of student engagement, understood as staff and students learning and working together to foster engaged student learning and engaging learning and teaching enhancement…it is a way of doing things, rather than an outcome itself (p.7).

Giles et al. (2004), in their study in Australia, argued that little opportunity is given to students to be a centralised point for planning and implementing an evaluation. Their study aimed at getting insight from teachers as well as students toward "students as partners" notion in implementing an evaluation. They suggested that by integrating students as partners, it may help students in their professional life. They also found that teachers hold a positive view to students as evaluators, teachers argue that students provided "invaluable input into the design of the VAT (Virtual Anatomy Tutor)" (p.683). From the students' perspective, it was found that knowledge and teamwork skills have been increased during the evaluation process. In a nutshell, Giles et al. (2004) concluded that involving students as authentic evaluators help them to develop greater autonomy and professional skills. Recent studies also focused on students as partners in the age of globalisation. For instance, Zhao (2011) suggests that students should be the driving force of educational change. Thus, it is crucial to explore the theories of student engagement and how digital technologies may provide an opportunity for students to be actively involved in - and hence enhancing - their educational experience. It is worth mentioning that there is a lack of any existing policies or research in Algeria which look at the issue of engaging students as partners.

There are several challenges to engaging students in bottom-up approaches in Algeria. These challenges include staff and students' resistance to the notion of students as partners; their negotiation of institutional structures, and policies particularly those related to course specification, design, delivery, and assessment. Bovill et al. (2015) suggest that staff should embrace these challenges and attempt to address them because the benefits of staff-student partnerships in co-creation is worthwhile. However, there are some challenges within the Algerian context as stated in (section 3.4.2) where lack of dialogue, good communication, and lack of infrastructure can be an issue. These challenges need to be addressed. Hence, this influenced my decision to include teachers' and students' attitudes towards the impact of m-learning on student engagement to enhance the collaboration and good communication for better implementation of m-learning within the Algerian context. Thus, the next section explores the impact of m-learning on student engagement and its contribution to ELT.

2.3 M-learning and its contribution to ELT and student engagement

2.3.1 M-learning definitions

McQuiggan et al. (2015) state that m-learning is a complex term and one that is constantly shifting in meaning and scope. Thomas (2006, p. 258) characterised mobile learning as "an opportunity to develop more learner-centred models of teaching and learning. Learners, on the other hand, have the chance to use the technology to cultivate a more active, personal and independent engagement". Burnett also stated that digital technologies may "sustain relationships, communicate ideas, and generate, share and distribute knowledge" (p. 3). In the current research for this project, I used the mobile apps Kahoot, Padlet, and Sli.do aimed at communicating ideas and sharing knowledge (see appendix 20,21,22) as stated by Burnett. This concept of mobile learning has been challenged by Sharples et al. (2005) demonstrating that mobility is not necessarily related to the tool itself, or to the learning that may occur anytime, anyplace, but may include changing from one room to another, or moments of change within

the curriculum such as topics, chapters, subjects when one has to shift attention from one to another, this moment can also be considered as mobile. McQuiggan et al. (2015) defined m-learning as an approach for information seeking, content delivery, personalised content, and teaches relevant skills for the future.

2.3.2 M-learning contribution to ELT

Pilar et al. (2013) study has shown that the current use of mobile learning presents several very attractive features that indicate its usefulness at universities and educational institutions. It can be rewarding for the students because of the ubiquity of access to information, resources, materials and educational content, and flexibility. This promotes independent and collaborative learning, interactivity, and usability which enhance the learning environment. Gabarre et al. (2014) argue that the ubiquitous attribute of mobile-assisted language learning (MALL) enables language learners to not only enhance but also extend (Lai et al. 2013) their active engagements in formal as well as informal learning contexts (Foomani and Hedayati, 2016).

Al-Fahad (2009) explored the attitudes of students toward the effectiveness of mobile-learning (m-learning) on student retention at King Saud University in Saudi Arabia with 186 undergraduate female students. Results of this study indicate that offering mobile learning could be a method for improving the retention of students, by improving communication and learning. Students in Al-Fahad's study changed from passive learners to truly engaged learners who are behaviourally, intellectually and emotionally involved in their learning. Yet, in developing countries like Algeria where WAP and PDA -based mobile technologies are not yet popular due to the cost involved in owning. Another limitation for the above study is the sample which is limited to only female undergraduates in Saudi Arabia; the current research has focused on a mixed group.

Wang and Smith (2013) investigated the impact of mobile phones on reading and grammar learning. The study took place in Shimane University, Japan, and was carried out by university

teachers from the Centre for Foreign Language Education. The data were collected from online surveys, server log, and interviews. 10 advanced-level students developed the learning materials (including essay writing and grammar quiz) which were edited by teachers. 56 participants were chosen for this study to write essays and to participate in a grammar quiz. The authors argued that positive language experience has been identified by the participants. However, Wang and Smith (2013) suggested some conditions for the acceptance of m-learning 1) learning materials should be engaging on a level that can compete with free games. 2) the integration of mobile learning should be monitored by teachers (scaffolding). 3) students should be involved in the learning process. In my research, I introduced Kahoot, Padlet, and Sli.do (see section 2.3.4) to encourage student engagement and involvement in their learning with the guidance from the researcher. The mobile activities used in the current research were aligned with the institution learning outcomes. Another reason is that students are themselves future English teachers, so it was hoped the m-learning activities may be crucial step to improving the efficacy of m-learning.

Wu (2015) also reported the usefulness of mobile learning in teaching English vocabulary in Chinese higher education. She designed a mobile application called "Word Learning -CET4" to help students learn more vocabulary. This app is characterised as simple to use and focuses on vocabulary that students can memorise (i.e., behaviourist approach see section 2.1.1) to pass College English Test (CET4) which is an essential university entrance requirement. Another limitation of the Wu's study is that the application lacks a function where students can communicate with other users.

Ding et al. (2018) examined the influence of gamification approach (i.e. application of game mechanisms in non-gaming environments) on student engagement in online discussions. A gamified online discussion tool, gEchoLu, was applied which held 22 online discussions. The data were collected through gEchoLu database, survey, and individual interviews with 12

undergraduate students and the teaching assistant. The triangulated results revealed that the gamification approach positively affected student engagement. The authors found that providing the opportunity for students to create a personalise learning artefacts via games may increase student engagement (see section 2.3.4). In the current research, the use of m-learning apps may encourage the personalised learning among students.

Gu's (2016) study aims to present a detailed analysis of the impact of mobile Web 2.0, as informal learning, on self-directed learning. By drawing on the concept of self-directed learning, Leijen and Saks (2014, p.191) have been able to differentiate between self-regulation and self-directed. Self-regulation is "an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features on the environment" (Pintrich, 2000, p. 453). Furthermore, self-regulated learning may or may not involve the support of the teacher, whereas, self-directed learning "is mostly used for describing the learning activities outside the traditional school environment and involves the aspect of designing learning environments" (Leijen and Saks, 2014, p. 192). Gu (2016) designed the MobLearn@work application which includes: Podcasting, web-searching, microblogging and rich site summary (SRR). This application was designed according to the participants' requirement in Hong Kong that is based on work-related learning demands such as communication skills, business English and much more. Interestingly, podcasting was the major source of language learning; however, the use of microblogging was not used so often by participants. The results showed that the participants have established a good understanding of self-directed learning in the context of mobile Web 2.0. The current research has also explored the self-regulated learning as a way of engaging and involving student in the learning process (see section 4.4).

Bartholomew et al. (2017) discuss the effect of mobile devices for facilitating and promoting students' self-directedness and their achievement. 706 students studying technology and engineering education in the school district in the United States were recruited for this study. Students were asked to complete a design portfolio and a design product (Prototype). A random sample of 30 students and six teachers were chosen for interviews. The most interesting results to emerge from the data is that self-directed learning was negatively correlated with access to some technology tools such as mobile devices and computers. Therefore, it was concluded that the teacher plays a great role in assisting students (scaffolding notion) on how to use technology (see section 2.1.3 about ZPD and scaffolding notions). Thus, technology alone cannot enhance students' achievement and student engagement.

According to Gikas and Grant (2013); however, much of the literature has been focusing only on the affordances of mobile devices to replace old-fashioned teaching (including strategies, methods, and practices). It was suggested that the instructor who must lead effective ways to implement devices in learning. In addition, connections between the curriculum and the devices need to be made for the students to successfully interact with the course content. In the current research, the m-learning activities are already used in my teaching at UNIC (see section 3.4.5) that helped me to decide which m-learning applications may help students to engage with their learning and to enhance their interaction with their peers. There was also a connection between the curriculum and the m-learning activities that helped student behavioural, emotional, and cognitive engagement (see chapter 4).

Furthermore, Pedro et al. (2018) argue that there is still a need for more extensive research on the use of technology in the classroom setting. Within the Algerian context, universities do not as yet offer easy availability to such opportunities which is why I intended to pave the way for research at strategic/institutional level. Therefore, it is necessary to explore the willingness of teachers and students at the Teaching Training Institute to embrace new roles, and crucially the willingness for teachers to move away from a teacher-centred approach to a student-centred

approach. Teachers' and students' willingness to engage with m-learning activities was studied within the context of the research. Therefore, this research aims to explore the implication of m-learning on student engagement via Kahoot, Padlet, and Sli.do mobile apps through different perspectives – teachers and students - that may pave the way for future application. These combinations of findings may provide some support for the premise that m-learning in the Algerian context will promote student engagement in the classroom, which this research aimed to investigate.

To this effect, bringing more insights from different backgrounds like Algeria into the implementation of m-learning as a learning process in formal context is necessary. Therefore, to narrow the gap, I aimed to 1) look at the learning process 2) establish whether or not these technologies can be applied in the classroom, and hence it is necessary to research whether these technologies are effective, appropriate, accepted by teachers and students, and 3) whether institutions are willing to invest in them. After reviewing the different research methods used by the researchers reviewed above, this project is not just looking at the technical aspects relating to the possibility of introducing m-learning in Algeria but also its practicality in real-life.

2.3.3 The position of the Algerian educational reforms and ICT

According to Hamdy (2007), the Algerian government has placed weight on the development of ICT-related human resources. The reform of the educational process and inclusion of ICT with a set structure was formally included in the country's formal ICT policy in June 2002. In light of the globally emerging knowledge and information society, Algeria has formed a committee in charge of defining the elements of an Algerian national information society strategy. It is anticipated that the committee will work on creating synergies among the different sectors in the area of infrastructure, training, and research as well as information systems and ICTs. The committee identified a national ICT working group, which will be charged with

formulating short-, medium-, and long-term action plans for ICT. There are a number of initiatives that have been adopted in an attempt to improve the quality of teaching and learning (as explained in section 1.2). The related strategies, under the heading of e-learning, were set forth to: promote the development of e-learning resources, facilitate public-private partnerships to mobilise resources in order to support e-learning initiatives, promote the development of integrated e-learning curriculum to support ICT in education, promote the establishment of a national ICT centre of excellence, provide affordable infrastructure to facilitate dissemination of knowledge and skill through e-learning platforms, create awareness of the opportunities offered by ICT as an educational tool to the education sector, and integrate e-learning resources with other existing resources. Yet, the level of ICT integration is still ongoing and at an early stage (Hamdy, 2007). Since then, the situation has changed a little. Kouninef et al. (2015) in their study used the QR codes and mobile technology in the blended learning approach in Algeria, and they argued that teachers are not interested in the "mobile" tools in the teaching profession. In addition, the connection speed on mobile devices can be slow. Another challenge stated by Bouchefra and Baghoussi (2017) is that the major issue in current teaching methods in Algeria (traditional teaching) regarding the use of Information and Communication Technology (ICT) is that teachers are not provided with effective training on how to use them. Some teachers stated that most of the time the training is more theoretical and does not serve the primary purpose, that is helping teachers incorporate educational technologies in their practices.

According to Hamdy (2007), in Algeria all education institutions deliver the same ICT curriculum as designed by the Ministry of Education (the top-down approach as explained in section 2.2.2). In Algeria, any scheme of curriculum improvement comes from the principals, i.e., top-down, which would have limited impact if the teachers did not have a clear understanding of the nature and purposes of curriculum development. This has been justified by Chun (1999) who showed that in Hong Kong the education system is highly centralised and

educational decision-making follows a top-down approach. Chun (1999) argued that "in general teachers have little autonomy in decision-making and key decisions are made by principals. The teachers' role focuses on teaching pupils the content of the syllabuses produced by the government" (p. 420). So, it was recommended by Chun (1999) that pupils' diverse needs should be catered for to solve the problems of curriculum development. Thus, further research is required to explore the way ICT is implemented within the Algerian context, and how student engagement is as crucial as their involvement in the learning process, illustrating the need and the importance of this study.

2.3.4 M-learning activities (Kahoot, Padlet, and Sli.do) and student engagement

This section will review the literature concerning the three mobile apps used in this research; Kahoot, Padlet, and Sli.do. Several literature reviews claimed the positive outcomes about Kahoot game on students' learning (Hunsu et al., 2016). Kahoot application intends to make the learning process fun, inclusive and engaging (Johns, 2015). Dellos (2015) described Kahoot as a popular game which is based on the Classroom Response System. In the seminal study, Wichadee and Pattanapichet (2018) argue that Kahoot helps transfer learning from passive to an interactive environment. Graham (2015) reported that Kahoot app helps the students to share their experiences freely. A study in two different business courses carried out by Plump and LaRosa (2017) addressing students' experience using Kahoot yielded a result of an 88.7% positive response rate. This finding is consistent with another research by the Pedagogical University of Cracow, Poland in which 71% of the students indicated that they participated more in the lessons (Zarzycka-Piskorz, 2016). Bicen and Kocakoyun (2018) provide an in-depth analysis of the effects of a gamification approach on student perception mediated by Kahoot app using qualitative and quantitative methods. 65 undergraduate students were chosen for this study at the Ataturk Faculty of Education, Turkey. The results indicated that the use of Kahoot increased students' focus and encourages students' motivation to participate and they praised its ease of use. In the current study, Kahoot aims at enhancing students' social learning

by introducing class discussion and presenting them with visual media accompanied by music, sound, and photographs and to help peer-led discussions (see section 2.3.4 and appendix 19).

Byrne (2015) identified Padlet as a collaborative research tool that is a free-of-charge service allowing the creation of online pages of shared notes, videos, and documents. According to Fuchs (2014), applying Padlet has provided a non-threatening space for sharing and collaborating in classroom activities. She concluded that the students were able to collaborate and share their thoughts through a graffiti wall. Dewitt et al. (2015) carried out a study to investigate the usability of Padlet for constructing new knowledge and for collaborative learning in the format of debate through surveying and interviewing 40 first-year undergraduate Malaysian students in HE. The results indicated that students could learn and generate new ideas using Padlet. Another study by Toti and Abahhussain (2017) showed that students in Saudi Arabia at Majma University positively and actively engaged while using Padlet in their reading classes. A sample of 21 students was chosen for the study. The researchers used a questionnaire, semi-structured interviews, and observation. Similarly, the research of Susanti and Ayuni (2018) aimed to explore students' perception towards the use of Padlet in L2 writing in Indonesia. In their study, qualitative research was employed with 41 participants from English Department. The results showed that 97.6% of participants agreed that using Padlet in writing class was more interesting compared to traditional teaching. 95.1% also agreed that their writing may be improved while using Padlet. In the current research, Padlet aims to provide a platform where students can post activities such as note-taking and also collaborate with peers digitally (see section 2.3.4 and appendix 20).

Sli.do offers interactive Q&A (question and answer), live polls and insights about the audience, it also aims at engaging participants (Sli.do, 2018). Ha (2018) investigated the use of mobile-based Sli.do for effective management of a university English reading class in South Korea. 110 students had participated in the study for six weeks. The students engaged in Sli.do

activities in which they were asked to present questions and keywords after reading some authentic materials (see section 1.2.1 for a definition of authentic materials). A questionnaire was administered to students to investigate their perception of Sli.do, their participation, and motivation. The findings from Ha's study revealed positive effects of Sli.do on students' active participation and higher motivation in a foreign language reading class. Yet, Ha suggested to use other online platforms such as Kahoot for more investigation into its advantages. Thus, the current research used Kahoot to investigate its advantages and Sli.do app with EFL students within the Algerian context (see section 2.3.4 and appendix 21). Ha's study was the first time that Sli.do has been used to explore students' participation in South Korea. For this reason, it was interesting to establish whether Sli.do app encourages the engagement of students in the Algerian context. Ha's results may provide further support for my study that Sli.do may help student engagement in set activities. Thus, after the review of learning theories, the theories of engagement, and m-learning, it is important to explore the pedagogical frameworks for the effective use of m-learning.

2.4 The pedagogical frameworks for the effective use of m-learning

2.4.1 Laurillard's conversational framework (2013) and Kukulska-Hulme's et al. (2015) framework

The current research aims to explore the impact of m-learning on student engagement within the Algerian context. Kukulska-Hulme et al. (2015) and Laurillard (2013) identified a pedagogical framework to better understand the mechanisms of mobile learning (see diagram 2.1 below). Kukulska-Hulme's framework includes four elements: teacher wisdom, device features, learner mobility, and language dynamics. Laurillard developed a conversational framework which serves as a guide for better use of different media formats in teaching and learning, especially at HEIs.

Neo et al. (2013) adapted Laurillard's conversational framework to investigate the effects of interaction and communication between students and teachers in Malaysia mediated by Web 2.0 in blended learning. In their research, they chose 42 second-year undergraduate participants from three faculties. The researchers delivered a course for 14 weeks equipped with Web 2.0 activities. In an investigation into course design which required students to create an online magazine through an interactive website, the study showed encouraging support for discussions and conversations backed with technology. The design of the questionnaire was based on students' perceptions about the learning environment as well as examining students' relationship with teachers, with their peers, and with technology. The results of this study showed that LCF affects students positively and enables them to work collaboratively or individually with the mediation of Web 2.0.

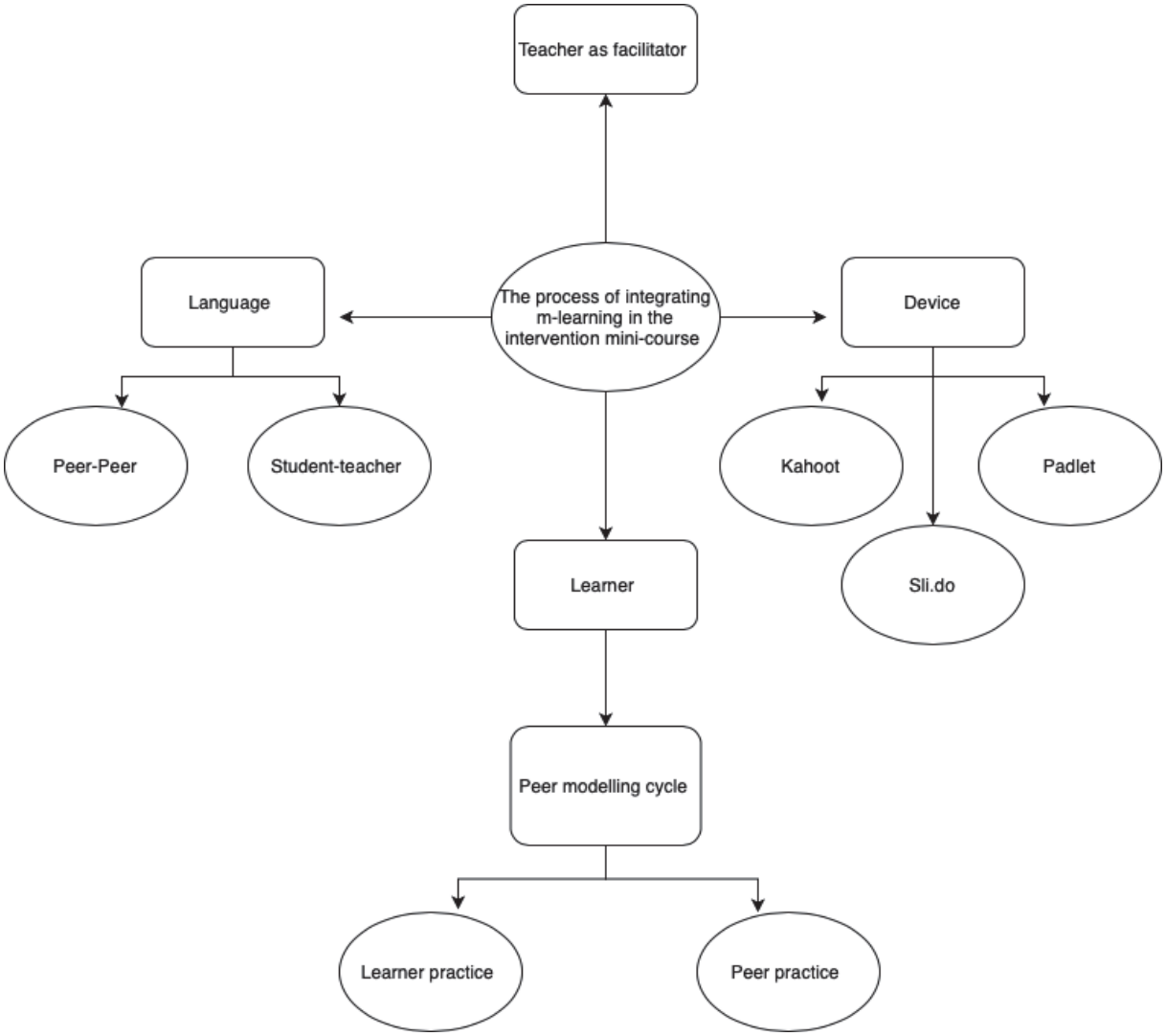

Figure 2-1 Pedagogical frameworks for effective use of m-learning (Kukulska-Hulmes et al., 2015 and Laurillard, 2013)

In my research, the design of the intervention course (see section 3.4.5) is based on Neo's study who adapted LCF to develop student interaction and engagement in EFL. Kukulska-Hulme's et al. framework has also been adopted to explore the effectiveness of m-learning activities as supportive and instructional tools. Supportive element is used to facilitate communication between students and teachers through sharing, discussions, and interaction (see appendix 19, 20, and 21). The instructional element is access to the m-learning activities on mobile devices (see section 2.3.3 for more details about the m-learning apps used in this project).

The implementation of the above pedagogical framework in the current study aims to explore teachers' effective communication (teacher wisdom), students' learners' goals (learner mobility), the language use (language dynamics and interaction) and m-learning activities (device features). Teacher wisdom relates to effective communication with students (see the activity in table 3.7 which is based on communication with students via Sli.do). According to Laurillard (2013), communication in any direction between teachers and learners is seen as central to learning process. Numerous studies have reported that discussion, interaction and reflection during the learning process provide positive learning outcome (Chao and Chen, 2009, and Sharples et al., 2005). Laurillard's Conversational Framework (LCF) is derived from Vygotsky (1978). It particularly focuses on the role of the teacher (similar to teacher wisdom as mentioned by Kukulska-Hulmes et al., 2015) and peer-collaboration in learning (Laurillard, 2013) (see the activity in table 3.4 which is based on peer-collaboration via Kahoot). Laurillard's framework aims to help transition from the didactic lecturing to more technological improvement that may influence the teaching-learning process. Laurillard (2013) argued that the framework aims at encouraging students to be more interactive through discussion. These discussions can help students reflect and interpret their learning (see the activity in table 3.5 which is based on discussion via Padlet). The device features relate to mobile devices "that enable multimodal communication, collaboration and language rehearsal in the course" (p.8) in or outside the classroom setting. Therefore, "Conversational Framework" can be used to test the value of m-learning technologies on student engagement and also to ensure that these technologies enhance teaching and learning. Hence, the above pedagogical frameworks connect with the intentions of this research project to gauge the acceptability of new teaching approaches within the Algerian context.

The current research was conducted to explore the impact of m-learning on student engagement and to contribute to our understanding of effective EFL teaching practices and knowledge about

a crucial aspect of student learning, i.e. engagement. This research addressed the following research questions:

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ2: How does m-learning impact on student engagement?

RQ3: What are the barriers of implementing m-learning in the institution context and beyond?

It can be concluded that less research has been given to the implications of m-learning activities on student engagement in a formal setting within the Algerian context. To this end, a proper methodology was needed to explore the possibilities of integrating m-learning in the Algerian context.

3 Research Methodology Chapter: Methodology, Methods and Sampling

This study, which began in October 2015, progressed through several different phases: an experience period in which the project was envisioned; a period when the literature review was carried out and written up; the forming of specific research questions and appropriate research methods; data collection for the main study; analysing and discussing findings; writing up and putting the thesis together for submission.

My study is a case study and action research in nature (see section 3.1 below) that utilised different research methods such as semi-structured interviews, classroom observations, an intervention course with further data collected through reflective journals. The intervention course took place from September to December 2018. In this phase, the various sets of data were analysed. All data were coded around key categories of themes. The semi-structured interviews with teachers were recorded, students were asked to write reflective journals, whereas institutional leaders were not able to provide necessary information due to reasons which are explained later (see section 3.4.2 for more details). In a further stage, the research questions were addressed, looking for consistency by comparing the findings in this study to the wider literature. The last phase was the writing up and put together all parts of the thesis for submission.

Phases	Action plan	Date
Experience	Reflecting on my experience as a teacher and student at the University of Northampton	October 2015

Starting my proper study	Reading related articles to develop my literature review	May 2016- January 2017
Developing research questions and formulating research methods		May 2016- January 2018
Collecting data for my study	Data were collected from interviews, classroom observation, and reflective journals (seven EFL teachers, four institutional leaders, and 30 first-year undergraduate students)	September 2018-December 2018
Analysing and reporting of data findings	All the data were thematically analysed, generating main themes and codes.	January 2019-April 2019
Discussion	Research questions were addressed and compared to the wider literature.	May 2019-September 2019

Writing up	All chapters were written up and out together for the final submission.	October 2019-December 2019

Table 3.1 Phases of my research

The study entailed generating a pedagogical framework for the possible future implementation of m-learning in the Algerian institutions and universities; it will also be of value to other settings beyond Algeria where large scale change is being considered. To achieve this, the research can be thought of as a case study and action research. To this end, this chapter explores the philosophical underpinnings of the current research. In addition, the chapter includes justifications for applying the methodologies, the methods and techniques that were used to collect data. Furthermore, the processes implemented to maintain research ethics and autonomy are discussed (see section 3.6). This research aimed to answer the following research questions:

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ2: How does m-learning impact on student engagement?

RQ3: What are the barriers of implementing m-learning in the institution context and beyond?

3.1 The methodology: An exploratory case study and action research

3.1.1 An exploratory case study

Mills (2014) argued that the case study can be considered as a methodology and a method, an approach, research and research design, research strategy, and/or a form of inquiry (Brown, 2008; Creswell, 2014; Gerring, 2004; Merriam, 2009; Simons, 2009; Stewart, 2014; cited in Harrison et al. 2017). In my research, I used a case study as a methodology to collect data on a single institution because the case is typical. In Algeria, the educational system is characterised

as passive and old-fashioned (see section 1.2), and centrally controlled by ministers, the findings are therefore likely to apply elsewhere.

Miles and Huberman (1994) defined the case as "a phenomenon of some sort occurring in a bounded context" (p.25), i.e. in a case study the researcher explores a particular entity or phenomenon identified as "the case" restricted by time and activity (e.g., a program, event, institution, or social group) and collects detailed information through multiple data collection procedures over a constant period of time (Crowe et al., 2011). Patton (2002) also argued that the case study provides a descriptive account of the entities' experiences and/or behaviours kept by the researcher through field notes, interviews, survey, or observation.

Kitay and Callus (1998) defined the case study as "a research strategy or design that is used to study one or more selected social phenomena and to understand or explain the phenomena by placing them in their wider context" (p.103). The use of case studies has become extremely widespread in social research, particularly with small-scale research (Denscombe, 2007). Crowe et al. (2011) characterised a case study research approach as a small focus of detailed observation. Baxter and Jack (2008) argued that the qualitative case study methodology provides tools for researchers to study complex phenomena within its context. One of the advantages of this approach is the close collaboration between the researcher and the participants and through this collaboration, the researcher can understand the participants' actions. Recent definitions have been established by Harrison et al. (2017) who argued that "case study is used to gain an understanding of the issue in real life settings and recommended to answer how and why or less frequently what research questions" (par. 28). Another characteristic of case study methodology is triangulation (see section 3.4.3).

However, there are some challenges in conducting case studies. Yin (2014) claimed that case studies could lack rigour. In order to avoid this, I used triangulation in my research where I carried out different research methods to ensure data credibility. However, this can be also a

limitation where too large volume of data is irrelevant to the case or are too little to be of any value (Crowe et al. 2011). Yet, the data collected were in line with my research questions, which allowed flexibility and at the same time suggested paths to be explored. Darke et al. (1998) claimed that the researcher may have an influence on the data and analysis. I acknowledged these influences by situating interview extracts and reporting the research results that had been taken from different individuals (teachers, students and – as it was hoped - institutional leaders). Walshan (1995) emphasised the importance of "thick description" to understand a situation. For this reason, I carried out semi-structured interviews that consist of open-ended questions and classroom observations to allow an in-depth exploration of a situation within the Algerian educational context.

3.1.2 Action Research

Action Research, as described by Kemmis and Wilkinson (1998, p.21) "involves planning a change, acting and then observing what happens following the change, reflecting on these processes and consequences and then planning further action and repeating the cycle". In my research project, I only had time to complete one cycle during my PhD studies, but the conclusion will make recommendations for future iterations. In this approach, the collaboration between the researcher and the participants is seen to be important (Robson and McCartan, 2016). This methodology is appropriate for this research project as it seeks to engage teachers and students in participatory action research, and at a later stage to use these findings to research how institutional and strategic change can be implemented.

Action Research is a combination of action (i.e. change) and research (i.e. understanding). According to MacDonald (2012), all action research aims at addressing a social change, with a specific action (or actions). Similarly, Greenwood and Levin (2006, p.122) defined action research as "systematic and oriented around the analysis of data whose answers require the gathering and analysis of data and the generation of interpretations directly tested in the field

of action." Thus, my participants were taken as active contributors to my research that helps rebuild their engagement "to be creative actors on the world" (Maguire, 1987, p.30) and also helped them to participate in meaningful decision-making (MacDonald, 2012).

Action Research is an iterative process, cycling through steps of planning, action and review to ensure the flexibility and approachability to a changing situation. For instance, Lewin (1946) outlined three steps for action research: planning, action and evaluation. Later, Kemmis and McTaggart (2005) added another element: planning, action and observation, and reflection. In my research, my focus was on planning, action and evaluation through reflective journals which is similar to Lewin's iteration. I intended to provide both a contribution to knowledge and practical improvement in EFL classroom within Algerian education. According to Elliot (1991), the primary aim of Action Research is the improvement of teaching practices, rather than the production of knowledge, therefore my research shares a similar aim as Elliot, which is improving the teaching practices within the Algerian context that is currently based on traditional practice.

During the three months of this research project, an intervention course was applied. I implemented the mini-course to explore the effectiveness of m-learning on student engagement by engaging them in some activities including collaborative writing, introducing group work and speaking through presentations. Following the intervention period, students reflected on the significance of implementing m-learning in their courses. I accessed this information by collecting the reflective journals from the students to study in-depth their views and attitudes towards m-learning activities. My aim, as stated before, was not just looking at the technical implementations, but also at the readiness and willingness of the students to adapt new teaching approaches to learning, and to check on the intercultural transferability of the mobile apps I used.

However, as with any other methodologies, there are some pitfalls concerning the integration of action research methodology. It is argued that accessibility to a community can be challenging especially if the researcher is not acquainted with the community being studied if it is from the different cultural background. Luckily for me, this issue was not experienced because I share the same cultural background with the participants which allows me to build professional relationships with the community before, during, and after. Secondly, it was claimed that there is also a danger of misinterpretation of participants' perceptions toward an issue and/ or a conflict about the interpretations and analysis of the research (Wadsworth, 1998). The research questions guided my discussion of the findings.

3.2 Research paradigm

3.2.1 The interpretative/ qualitative paradigm and its importance in this study

For the positivist, truth is objective and discoverable, a means by which we set out to discover truth is *research,* which according to Kerlinger (1970) is a systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena. However, this research aims to explore students', teachers' and – as it was hoped - institutional leaders' views concerning the effectiveness and feasibility of m-learning activities within the Algerian context through observations, interviews, and reflective journals. For this reason, an interpretivist paradigm, rather than a positivist paradigm, was employed for this study.

Interpretivism is an epistemological paradigm to understand human behaviours that sees the participants as actors (Bryman, 2004). For the interpretivist, truth is subjective and based on lived experiences. The interpretive paradigm is characterised by a concern for the individual (Cohen et al., 2018). This needs interpretation of participants' perspectives, instead of taking them as an object to be studied (Denscombe, 2007), this justifies the selection of interpretive research. In the same vein, Willis (2007, p.4) emphasised the importance of social interaction

for meaning-making in a particular context. He stated that social interaction aims at "accepting and seeking multiple perspectives, being open to change, practising iterative and emergent data collection techniques, promoting participatory and holistic research and going beyond the inductive and deductive approach" (p.583). Following Willis's points, Smith (1993) believed that interpretivists are "anti-foundationalist", because "there is no particular right or correct path to knowledge" (p.120). Unlike positivists, interpretivists accept multiple viewpoints of different individuals from different groups. This differentiation leads to a better understanding of the situation. The reality, according to interpretivist, differs from person to person. Therefore, interpretivists reject a single truth as claimed by positivists (Wahyuni, 2012). Wahyuni also stated that interpretivist researchers study participants' perspectives in-depth as "good social knowledge" (p.71).

My study explored the institution of HE as socially constructed organisations. As Chaffee and Tierney put it "this cannot be done through armchair research but only through intimate contact with daily institutional life…institutions allow us to attempt a multifaceted interpretation of organisational life" (p.13).

For this reason, interpretive methods have been employed to explore attitudes, explain actions from participants' perspectives. Analysis of these perspectives often involves thematic interpretation of data. In my research, the data collected from teachers and students were all themed and coded (see chapter 4). Such an interpretive orientation is essential for teachers wishing to adopt more engaging pedagogies, such as social constructivist theory, to teaching and learning as stated by Taylor and Medina (2011). In my case, different perspectives were gathered from different stakeholders to gain an in-depth understanding of student engagement and m-learning within the Algerian context. This also allowed me to understand and explore student participants' experiences while using m-learning apps. However, Kim (2003) asserted that since interpretivism is based on individuals' reflection, it is claimed that it can result in

biased views and perceptions, hence a variety of data collection methods were used to allow for triangulation i.e. gathering data from a range of sources (see section 3.4).

Figure 3-1 The philosophical approaches for this study

3.3 Participants/setting

3.3.1 Participants

This study has been conducted with 30 first-year undergraduate students studying English as a Foreign Language and seven English language teachers were recruited on a voluntary basis.

> Voluntary participation refers to a human research subject's exercise of free will in deciding whether to participate in a research activity. For participation to be voluntary, subjects must have foreknowledge of likely risks and benefits of participation and of their option to withdraw from participation at any time (Hogan, 2011, p.2).

Sandelowski (1995) said that a very large sample does not permit the deep, case-oriented analysis that is the *raison-d'etre* of qualitative inquiry, at least in constructivist or in-depth approaches to scientific research. Similarly, Boddy (2005a) view that any qualitative sample size over 30 (per market/geography) becomes too unwieldy to administer and analyse. Qualitative research often concerns developing a depth of understanding rather than a breadth, particularly when undertaken under a non-positivist paradigm, such as that involving a constructivist approach to research (Boddy, 2016). The student volunteers are themselves going to be teachers of English; therefore, it is hoped they will be interested in this research which may help them for professional development and assist them in their future career as teachers.

3.3.2 Setting: Ecole Normale Supérieure (Teacher Training Institute)

The broad aim of the Teacher Training Institute is to allow the future student-teachers the opportunity to master the skills needed for their future careers. Ecole Normale Supérieure was founded in 1974, following independence from France. The purpose of this Ecole (Teacher Training Institute) is to train high school teachers. The institutes select their students based on the knowledge of a particular field, upon competitive examination (Mezard, 2015-2016). The teacher training curriculum of English at the Ecole Normale Superieur is the result of continuing development, evaluation and reform, particularly between 1999 and 2013, and aims to enhance the quality of training. Like all educational curricular, the developers were ambitious to include many things at once. The E.N.S teachers proposed that the curriculum should be based on the 'Licence', 'Master', and 'Doctorat' (LMD) (see section 1.2.1) format to adapt to the applied reform. In 2013; however, the Ministry of HE amended the curriculum to be known as; national curriculum for teacher training. The latter is based on three-year common core followed by one year for the 'Professeur de l'Enseignement Moyen (PEM) - Middle School Teachers' and two years for the 'Professeur de l'Enseignement Secondaire (PES) - Secondary School Teachers'. It is assumed that in order for the teacher training curriculum to be successful, it has to include language knowledge, teaching methodology and target culture. The teaching training in Algeria includes teaching English as a Foreign Language (TEFL), Material Design and Development (MDD) and Textbook Evaluation and Syllabus Design (TESD). The curriculum aims to equip the trainees with *know-how* to enact competencies (Djouima, 2016). Students of English at first-year, for instance, are taught skills like grammar, reading techniques, phonetics, and speaking. The following table shows the weekly schedule of English 2017-2018 in E.N.S, currently used for first-year undergraduate students.

	8	9:30	11	12:30	14	15:30
Sunday		Oral expression	Linguistics		French FL	Phonetics
Monday						
Tuesday	Grammar	G1 Grammar	G2 Grammar	Written expression	G1 Written expression	
Wednesday	Reading techniques	G1 Reading techniques	G1 Written expression G2 Reading Techniques		G1 Oral expression G2 Written expression	G1 Oral expression G2 Written expression
Thursday	G2 Basic ICT	Western literature and civilisation		G2 Oral expression G1 Basic ICT	G2 Oral expression	

Table 3.2 Weekly schedule of English 2017-2018

3.4 Data collection methods

Qualitative research relies on methods that seek to discern the quality rather than the quantity or intensity (Denzin and Lincoln, 2011). Conducting the research qualitatively is broadly related to interpretivist paradigm by which the meaning is disclosed, discovered, and experienced (Denzin and Lincoln, 2011). The assertions mentioned above are supported again by Denzin and Lincoln (2018, p. 10) who argued that "qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them". Feelings, attitudes, behaviours, impressions and judgement are all part of data collection (Bryman and Burgess, 1994). In addition, Patton (2002) argued that qualitative methods give the researcher the opportunity for an in-depth insight into cases, or issues. Qualitative data collection methods tend to be used to understand the behaviour, beliefs and attitudes of individuals as well as to understand the meaning (Denscombe, 2007).

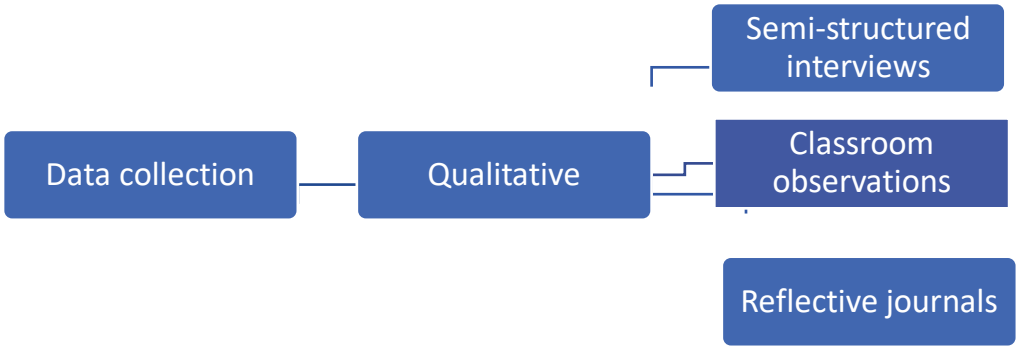

Figure 3-2 Data collection stages

3.4.1 First phase: Semi-structured interviews (from teachers)

This phase of the research relates to two of the research questions:

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ3: What are the barriers of implementing m-learning in the institution context and beyond?

Wellington and Szczerbinski (2007, p.81) argue that "interviewing allows a researcher to investigate and prompt things that we cannot observe. We can probe interviewees' thoughts, values, prejudices, perceptions, views, feelings, and perspectives". Hence conducting interviews allows the researcher to know deeply peoples' perspectives and to make those perspectives heard and publicized (Patton, 2015). The interview will allow the construction of knowledge and exchanging of experiences between the interviewer and the interviewee (Brinkmann and Kvake, 2015). The semi-structured interviews were used in this study, defined as "a planned and flexible interview to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Brinkmann and Kvale, 2015, p. 327). Smith (1995, p.9) states that "researchers use semi-structured interviews in order to gain a detailed picture of a respondent's beliefs about, or perceptions or accounts of, a particular topic". Semi-structured interviews "allow for spontaneous follow-up questions and variation in how questions are asked" (Galletta, 2013, p. 812). The use of semi-structured interviews is also in line with the requirements of social constructivism theory, which

emphasizes the importance of interaction with individuals involved in the research process by interacting with them as co-participants who have a significant role.

In order to familiarise the participants with the study, the aim of the interview was explained prior to every interview. Each interview lasted for 40 – 45 minutes. Four male and three female teachers took part in the interview process with their consent to be audio recorded. The interview consists of 10 questions, two questions are concerned with the experience of the teachers in teaching English, three questions deal with the way teachers teach and five questions explore teachers' approaches, class activities, student engagement and their use of technology, i.e., m-learning in their teaching process (see table below for the description of the initial interview questions, but follow up questions were also used to ensure the participants' views were clearly captured).

Interview questions	Description
Q1: Tell me about yourself?	This question aims to extract answers about their teaching background and teaching experience
Q2: Doubtlessly, some students find it very difficult to speak in a foreign language, I mean in English. According to you, what are the reasons?	In this question, I aimed to understand their reasons towards student engagement which have already mentioned in the literature such as lack of vocabulary.
Q3: Is there any approach, method or even a technique you often rely on when teaching your module?	This question has been asked to understand more about the teaching approaches and to what extent they help student engagement.

Q4: Is there any official syllabus to follow as far your module is concerned?	Here, I wanted to understand how they are designing the course.
Q5: Does this syllabus require the support of audio-visual aids or a lab?	I wanted to know how they are using their language laboratories if they have access to them.
Q6: In teaching your module, what activities do you often focus on?	I want to understand how they engage students in the class.
Q7: Do you have access to ICTs while teaching your module?	Exploring teachers' perceptions regarding the use of ICT.
Q8: In your opinion, why are teachers hesitating to make use of ICTs and m-learning programs to enhance student engagement?	Teachers were asked to state their level of agreement or disagreement with regard to their perceptions of studying with current technologies.
Q9: As far as your students are concerned, could you please tell me if they feel interested when you integrate technology in class?	The teachers were asked to indicate whether the application of ICT-related facilities in their subjects.
Q10: Do you have anything to add about teaching in relation to student engagement? Please free to express your ideas.	This question aims to give the teachers an opportunity to reflect more about student engagement.

Table 3.3 Description of the interview questions

Interviews were arranged during the working days in the E.N.S institution. The interviewees were contacted by text messages by which the telephone numbers had been collected prior to

the interview process to schedule the date for the interviews. The interviews were carried out by myself, in English, face-to-face. As such, the interview phase formed a base for the next phases of research and to allow triangulation with the observation data, it was carried out systematically using the semi-structured interviews scheduled above, as well as unprepared questions to follow up on points mentioned by the teachers. I had the first meeting with them prior to the actual interview process for 15 mins to clarify and to discuss the aims and the objective of my research project and to clarify any anticipated difficulties. I also asked for permission to send me their lesson plan if possible.

For analysing the recordings of the interviews, I listened to them numerous times and then I transcribed them. Codes were formulated and then grouped under themes that had a direct relation to helping more systematic analysis in order to answer my research questions (see tables in section 4.2). Different names were used as codes for the interviewees to ensure their anonymity. A list of the interviewees' names with their chosen names were kept separately as a record in order to be able to attribute accurately.

The interviewing phase was very important as it gave me access to the real problems which are being faced by the teachers and students in terms of learning and teaching approaches and student behavioral, emotional and cognitive engagement. As such, those issues were very important to discuss in detail as it gave me access to the actuality of problems. This understanding was particularly important so that any recommendation for change can be made sensitively, with an awareness of the constraints the teachers operate within. This can be then taken further to the relevant authorities in education so that the research aims of feasibility of m-learning can be communicated (see chapter 4).

When differences had been observed, these formed new follow-up questions. Teachers' participation in these interviews were taken seriously as the core issues about learning and teaching cannot always be understood by students or policy-makers only. This allowed me to

design my research according to the needs of teachers. With consent from the participants, all the interviews were videoed and audio-recorded. Both devices were used to back up each other just in case if one of them may fail while the recordings take place.

While interviewing, the perceptions and opinions of the interviewees can be difficult to find. Walford (2007, p. 147) contends that "interviews alone are an insufficient form of data to study social life". Hence, I progressed to the next stage of my data collection: observation, (see section 3.4.4) as a supplement to interviews, in order to see whether the classroom reality coincides with the teachers' self-reports of behaviour. Furthermore, the interviews were expected to reveal a large amount of information, therefore, I followed Scheurich (1995, p.249) who argued that it is important for interviewers to "highlight the baggage they get out from the interview". However, Robson and McCartan (2016) criticized this method as being time-consuming regarding both data collection and analysis because they need to be transcribed, coded and possibly translated. Yet, the qualitative semi-structured interview did not require many participants, so the time needed was manageable. This phase enabled me to generate a deeper understanding of the practice of ELT teaching and learning within the E.N.S., which I have evaluated (see section 4.3), and from which I developed ideas for future implementation of m-learning within and beyond the Algerian context.

3.4.2 Interviews with institutional leaders

Conducting interviews with institutional leaders were intended to be an important part of the data collection process. To reach the responsible stakeholders, I took several steps which were unsuccessful in terms of fulfilling the aim that I drafted. First of all, I emailed the ministry with details of the purpose of the research, the consent form which has been translated into French, the interview questions and also the participation letter as required. I hoped to get an answer within two weeks; however, when I realised even after four weeks and several reminders, no response was obtained. I asked my father to go personally to the ministry and enquire. When

he met the officials responsible for such tasks, he was informed that my email requests were received; however, according to the ministry they needed an official confirmation from the Algerian consulate in London that confirms that I am a student at the University of Northampton. Also, confirmation from my supervisory team to carry forward these interviews which form an essential part of data collection and further analysis. As such, I have been to the consulate as instructed; I saw the staff responsible for foreign affairs and students' enquiries. She told me to send all the documents to her so that it can be checked and forwarded. The documents were then processed accordingly, and I was informed that it would be completed on Friday. I believed this would be done in two weeks and I waited for the response for the next three weeks. Unfortunately, it was still not approved, the reason given was the political unrest within Algeria which started on 1st March 2019. The demonstrations aimed at leadership changes, which also shows the political instability of current Algeria. All in all, I waited for the response for two months, and that perhaps indicates the unwillingness or rather unpreparedness of stakeholders from the ministry. Unfortunately, the interview had not been conducted due to the time barrier. Hence, the intended research design was not carried out, and this remains an aim of future research.

3.4.3 Triangulation of data

Triangulation, from social research, "is used to refer to the observation of the research issue from (at least) two different points" (Flick, et al. 2004, p.178). Thurmond (2001) also stated that: "the intent of using triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings" (p. 253). Triangulation, according to Heale and Forbes (2013), is the use of more than one approach to research a question. The aim is to confirm and increase confidence in findings. According to Heale and Forbes (2013), "the combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone" (p.98). Triangulation can also be used to avoid being biased, something that may arise from the use of a single method, and to determine the completeness of data. However, the purpose of triangulation is both to cross-validate data and also to capture different dimensions of the same phenomenon.

In my research in addition to verbal data, the visual data were also used to make sure the results are valid. In this research, classroom observations (see section 3.4.4 below) are used to triangulate the findings from semi-structured interviews to compare teachers' views with the observed notes. Triangulating data helped me to avoid being biased. I aimed to increase the level of knowledge about the teaching and learning process and to strengthen my standpoint from various aspects.

3.4.4 Second phase: Classroom observations

This phase of the research relates to one research question:

RQ1: What is the current practice of ELT within Teaching Training Institute?

According to Anderson and Arsenault (1998, p. 136), the role of the participant observer is that "the researcher engages in the regular activities of the community to a degree, and then periodically withdraws from the setting to check perceptions, record field notes and analyse

data". Classroom observation was the second contact I had with teachers and students in practice. The table below shows the teachers' experience in teaching English at E.N.S. Among these the longest teaching experience is 16 years, the majority were between one to two years of teaching experience. Most of the teachers held PhDs, some in literature and civilisation and some in linguistics. All of them had prior teaching experience in middle and secondary schools. For instance, Yacine (a pseudonym) had been teaching at secondary school for seven years, but he had only two years teaching at E.N.S.

Teachers code	**Teaching Experience at E.N. S/ Years**
Yacine	**2**
Marwa	**2**
Mohamed	**16**
Ibtissem	**2**
Youcef	**1 and half**
Adam	**3**
Fatiha	**2**

Table 3.4 Teacher participants experience in teaching

One of the aims of classroom observation was to confirm whether traditional approaches are still being practiced within the Algerian context, and I also noted student engagement, and classroom activities, as observation "offers an investigator the opportunity to gather 'live' data from naturally occurring social situations" (Cohen et al., 2018, p. 396). The observation scheme aims to capture the three levels of engagement: behavioural, emotional, and cognitive (Fredricks et al., 2004; and Appleton et al., 2006) (see appendix 11). The behavioural engagement includes the aims of the session, classroom activities, group discussions, class layout, class size, and use of ICT (see appendix 18) and students' attendance. Emotional

engagement includes praising and teacher-student rapport during activities such as discussions. Cognitive engagement includes the self-regulation of students. These classroom observations were coded according to the study aims (see section 4.3).

Richards and Farrell (2011) created a checklist that may help the observer decide what first to observe. First is setting, the layout and seating chart was photographed before the start of the sessions (see appendix 18). This enabled me to generate a deeper understanding of how participants use the space and how these spaces facilitate interaction and engagement. It also enabled me "to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data and to access personal knowledge" (Cohen et al., 2018, p. 543).

I observed three sessions starting from September 2018. Each session was observed for 90-180 minutes. A video recording was planned to be my tool of recording the classroom activities and student engagement, but due to cultural restrictions I was not able to video-record the classes because the students did not give me permission, so I used a classroom observation form (see appendix 11). The class consisted of 30 students (see appendix 18). Students were not feeling strange because I had visited the location before the start of the actual observation to create a sense of belonging with the teachers and the students.

3.4.5 Third phase: The exploratory course (Mini-module/intervention) and reflective journals (from students)

This phase of the research relates to one research question:

RQ2: How does m-learning impact on student engagement?

The semi-structured interviews and classroom observations provided me with more understanding of the current teaching within the Algerian context by finding underlying reasons why students were not engaged in their learning and the lack of collaboration/interaction based on which I designed my intervention course.

3.4.5.1 The exploratory course (Mini-module/intervention)

The intervention course consisted of eight sessions two sessions a week (see more details in tables 3.4, 3.5, 3.6 and 3.7). The course includes the presentation skills, collaborative writing, listening skills, and reading skills, via collaborative m-learning activities such as Kahoot, Padlet and Sli-do (see appendix 19). I decided to use similar course that I have designed at UNIC (University of Northampton International College). There are many reasons for choosing the same course as in UNIC. First, the profile of the students in UNIC and in E.N.S institution is similar in terms of their level of understanding and comprehension of English language. Second, the age of the students is similar ranging from 18-20 years old. Third, the broad aim of the Teacher Training Institute is to allow the future student-teachers the opportunity to master the skills needed for their future careers, so the aim is to explore the effectiveness of m-learning on student engagement in the Algerian institution by engaging them in some activities and to explore their attitudes toward the mobile apps for learning and their engagement with the content. Fourth, given the time I had whilst in Algeria, I needed to choose the applications which are easy to set up in order to collect needed information. This was very important because time and available resources were both limited. To make the best from the available resources from the institution where the intervention took place, these three applications (Kahoot, Padlet, and Sli.do) were most useful for their flexibility and ease in adaptability (see section 2.3.4).

The students undertook an intensive mode of study of three days. The purpose of this intensive period is to provide the students with a background to the underlying purposes of research in general, to delineate the nature and purpose of action research, and to identify the essential elements of the action research process. Next, the students had some prior practice on how the mobile applications Kahoot, Padlet and Sli.do app can be used in the formal settings that will be a practical opportunity to explore their effectiveness on their engagement in the classroom. All the participants were given instruction in regular face-to-face sessions and then went on to practice given tasks at an appointed time during the class.

The lesson plan was also implemented (see appendix 15), which included the learning outcomes, the structure of the sessions, the content, and the activities. I made sure the learning outcomes were aligned with the overall objectives of their actual course. The topics followed the order required for the effective module delivery (i.e. an academic reading workshop needed to proceed the academic writing activity enabling students to build up skills). Each session started with displaying the learning outcomes, session plan, and how it fed into their learning. The range of activities (quizzes, pair work, and group work) allowed for formative evaluation of student learning ensuring the continuous alignment of content to student needs and engagement. During the course, discussions were integrated to enhance student engagement (see below).

Session 1 and 2: Reading techniques

Both sessions were designed for academic reading techniques, which aimed at practising skimming and scanning techniques. Students were given an article to skim and scan and then post their notes on Padlet. The sessions were designed as follows: pre-session, in-session, and post-session (see table 3.4 below).

Title	Academic reading
Study time	Two-hours
Purpose	• Students develop skill in skimming and scanning by using Padlet to share and engage in discussions
Task	**Pre-session:** Students were asked to watch a video about "reading skills for university study" (attached is the link) to gain an overview of the reading techniques.

	In-session: I designed my questions to review the purposes of using skimming and scanning in a form of a quiz using Sli-do. The questions for discussions include: • Why do you think it would be helpful to skim or scan an article, rather than read the entire text? • Do you think there are times that you would need to read the entire article instead of simply skimming and scanning it? When? Students work in teams of two or three and share their thoughts on Padlet. **Post-session:** I asked students to work collaboratively to answer questions on Kahoot.

Table 3.5 Reading techniques

Session 3 and 4: Academic writing

Session three and four were designed to help the student develop their skills for effective academic writing. The aims were to construct an academic paragraph and have an opportunity for students to do some writing. The session was divided into pre-session, in-session, and post-session (see table 3.5 below).

Title	Academic writing – Quoting, summarising and paraphrasing skills
Study time	Two-hours
Purpose	• To explore the three different ways of including the ideas of others into their writing. • To share and discuss using Padlet.
Task	**Pre-session:** Reading the differences between three different ways of writing https://writingcenter.ashford.edu/quoting-paraphrasing-summarizing and post your notes on Padlet

	In-session: I designed my questions to develop students' prior knowledge in a form of a quiz using Kahoot. The questions included: do the ideas in the paragraphs of text link together logically? Does the text present a solid, well-supported argument? Does the text provide convincing examples or references to other writers to support the claims? **Post-session:** Students were asked to skim-read the Abstract and the Discussion section of an article and to post their summaries on Padlet.

Table 3.6 Academic writing

Session 5 and 6: Academic listening

Session five and six were designed for academic listening. The session aimed to: practice academic listening, discuss the listening, produce a summary, and critical evaluation of the listening which was posted on Padlet. The session relied on students actively participating and effectively 'immersing' themselves in the tasks which required minimal TTT (Teacher Talking Time) (see table 3.6 below).

Title	Academic listening
Study time	Two-hours
Purpose	• Understand what is involved in active listening • Summarise the key important ideas from the listening • Practice and critique their note-taking skills collaboratively.
Task	**Pre-session:** I asked students to complete a Kahoot quiz to explore how good are their listening skills. I also engaged students to post on Padlet about the best ways to improve listening skills. **In-session:** I displayed three audio recordings of a typical listening situation in English.

	• One audio was about a typical situation, • The second audio was about a conversation without a context, • The third audio was more technical. The students were then asked to change the group and share their thoughts with other classmates. Students work in teams of two or three **Post-session:** Select an inspiring, discipline-related TED talk from the website https://www.ted.com/talks Paste the title, link to listening and your summary on Padlet.

Table 3.7 Academic listening

Session 7 and 8: Presentation techniques

Session seven and eight were about presentation techniques. The session aimed to: assess the key elements of a good presentation, to improve confidence when presenting to their classmates (see table 3.7 below).

Title	Academic speaking
Study time	Two-hours
Purpose	• Practice presentation skills

Task	**Pre-session:** Students were asked to watch a TED talk https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?language=en Students should post their notes on Padlet **In-session:** I asked students to work in groups to discuss the communication techniques, recognising the appropriate structural signposting language, use of visual aids and delivery methods to give an effective presentation. Then, I played the Kahoot game to check their understanding of presentation skills. In order to enhance their collaboration, I asked students to work in groups of four and brainstorm ideas, communicate and prepare with their team. I asked them to post their group logo, group name, group role, and group rules on Padlet page. **Post-session:** I designed a Sli.do activity for students to comment about their experience in taking part in presentations, about speaking in a foreign language.

Table 3.8 Presentation techniques

I applied Kahoot to engage students by providing immediate feedback (see appendix 19). In my intervention, one Kahoot game was displayed for every session. Each Kahoot was formed of eight questions about the sessions' content, 20 students played the game, 10 students withdrew from the study without providing reasons. Multiple choice questions had been formulated in debate format using Kahoot app. It is argued that Kahoot is more useful for large classes (see section 2.3.4), which is the case of the Algerian classrooms (see appendix 18). Participants answer the questions on their devices, while games are displayed on a shared screen to unite the lesson. Padlet was used for note-taking skills and writing summaries. I set up a Padlet page for students to post comments and links for different topics. Most of the students participated in the classroom activities. I also used Sli.do to maximise the effectiveness of asking questions anonymously which helps in increasing the quantity and quality of questions and to promote group discussions.

The above activities helped learners' reflection and peer interaction and collaboration, which is associated with group work and teamwork, and this is the most effective means by which social constructivist-based learning can be established. These assumptions have been justified by Pritchard and Woollard (2010) who stated that social constructivist educators believe that learning takes place through language and dialogue between two or more learners.

3.4.5.2 Reflective journals

In week four, 20 students provided their reflective journals toward the implementation of the interactive activities and their impact on their engagement. According to Dyment and O'Conell (2003), journal reflection helps the individuals to reflect upon their reactions to the actions, self-assessment and collaborative evaluation. Lutz (2019) elaborated on this method as a formative assessment tool for self-regulated learning. Reflective journals help the learner to deliberately think about past or impending actions, intending to affect future improvement (Hatton and Smith, 1995). Phelps (2005) maintains that the journals not only are an important means for the collection of data in qualitative research about the student teachers but also enable "us"—teacher educators who research their work—to learn about ourselves. In her opinion, the data of the journals provide significant insights not always achieved through other ways of data collection. The advantages of the use of reflective journals are to improve the learning of student teachers and instructors as well as improving the learning processes (Moon, 2006; O'Connell & Dyment, 2011).

Writing in a personal reflective journal may be valuable to student teachers for developing meta-cognitive abilities and for promoting their self-orientation and responsibility for the processes of their personal and collaborative learning. According to Anderson (2012), the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students. Reflection can also serve as a guide for future action, each of the activities in the intervention course were designed to have an element of reflection.

The effectiveness of reflective journals as explained above is in line with my research considering the perception of how students show their readiness for m-learning in the classroom (see appendix 10). As such, when students were reflecting on the goal of classroom activities – the data collected from this mode had assisted me as a researcher to evaluate their attitude, readiness, perception and various facets which in a bigger picture help to justify the conclusion of this particular study. Since reflective journals were conducted in an educational setting, they provided details on what learners actually did during classes and their learning engagement, i.e., behavioural, emotional and cognitive. The question prompts can be classified into two categories.

The first category contains questions that elicited knowledge about behavioural engagement towards m-learning, for example:

- What is mobile learning [m-learning]?
- How are you using mobile devices for learning?
- What do you think the positive and negative side of applying mobile learning in EFL classes?
- Do you think applying m-learning in EFL classes may increase collaboration and communication?
- In your opinion, do you think m-learning may help the shift in attitude to class attendance?
- In your opinion, what skills can students learn and benefit from m-learning?
- What challenges have you faced during m-learning?

The second category contains questions regarding the emotional engagement towards m-learning, for example:

- Do you think m-learning may enhance your engagement and communication with students and teachers? How?
- What is your attitude toward m-learning on your engagement?
- Do you think the m-learning apps may help you in expressing opinions?
- How has the way you dealt with the tasks, i.e., Kahoot, Paldet, and Sli.do and discussions changed during the intervention course?

The third category contains questions regarding the cognitive engagement towards m-learning, for example:

- What role should teachers play in your perspective?
- What new skills have you learned in the m-learning class?

In this phase, 20 students submitted reflective journals by week four and expressed their attitudes towards the implications of m-learning activities on student behavioural, emotional and cognitive engagement, so getting students' involvement at large. This ensured that the participants were able to express freely their perceptions. Their reflective journals were based on the findings of the intervention phase (as explained in section 3.4.5). The reflective journals were in the English language.

3.5 Data analysis: Thematic analysis

For the analysis of semi-structured interviews, classroom observations, and reflective journals thematic analysis was applied. Thematic analysis is an exploratory approach where analysts code or mark their sections of a text according to their patterns contributing to some relevant themes, Braun and Clarke (2006, p.79) define it as "… a method for identifying, analysing and reporting (themes) within data". Thematic analysis is frequently employed in qualitative research because themes and patterns of significant interest across data set play a vital role in describing phenomena under investigation (Braun and Clarke, 2006). According to these authors, themes or patterns within the targeted data can be explained and identified either

inductively (i.e., bottom-up) or deductively (i.e., top-down). Thematic analysis involves six steps which will be explained below:

1. **Stage 1: Familiarisation with the data of analysis**

In this stage, I was required to be fully immersed and actively engaged in the data by firstly transcribing the interactions and then reading and re-reading the interview transcripts, which were about 4000 words each, totalling 28,000 words. In addition to that, I listened to the recordings to capture all the details, every recording was about an hour, totalling 7hrs:47mins. After this, I started transcribing the semi-structured interviews, the observation notes, and the reflective journals and arranging the information collected from the various data collection methods. After the transcription stage, I sent the transcripts to the participants to check their validity. The participants agreed on the topics covered and their answers.

2. **Stage 2: Coding procedure**

Creswell (2009) defines the coding procedure as segmenting the materials into categories and labelling each category by a term or code. A code "symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based on visual data" (Saldana, 2016, p.8). Once I familiarised myself with the data gathered, I started the preliminary coding (see tables 4.1, 4.2, and 4.3), focusing on aspects of their responses that are meaningful for my research questions.

3. **Stage 3: Searching for themes**

Here, the interpretive analysis of the collated codes was started. In this step, various themes were generated about participants' views towards m-learning and student behavioural, emotional and cognitive engagement. These were grouped by using codes.

4. **Stage 4: Reviewing themes**

This stage involved a deeper review of themes I had identified, this included identifying where I needed to question whether to combine, refine, separate, or discard initial themes.

5. **Stage 5: Defining and naming themes**

In this stage, the themes were defined and named by explaining what each theme is about. The scope of each theme was also explained (see section 4.2, 4.3, and 4.4).

6. **Step 6: Producing the report**

In this final step, I interpreted the findings by extracting examples from the transcripts. After the final analysis the report were established.

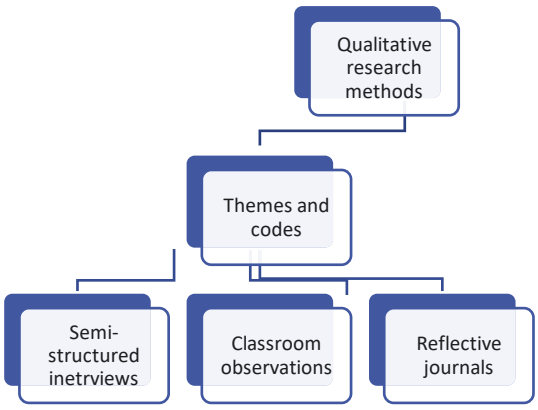

Figure 3-3 Data analysis

3.6 The ethical considerations

This exploration utilized some ethical rules for maintaining integrity – for instance, consent forms, participant information sheets (see the appendices 1-8), a letter from the institution to carry out my research, privacy, and data storage. As stated by O'Leary (2010, p.41), the guidelines for research ethics generally include "ensuring respondents have given informed consent…ensuring no harm comes to respondents'…ensuring confidentiality and, if appropriate, anonymity." I adhered to the University of Northampton ethical guidelines for conducting my project.

3.6.1 Informed consent procedure

A voluntary informed consent form has been distributed to the institution (E.N.S), teachers and students at the start of the study. The main aim of the consent form is to remain sensitive and

open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent. The participants understood and agreed to take part in this research. Researchers should make sure that the participants understand the research aim, as well as what is involved in a study. I explained to the participants why their participation is necessary and how the information will be used confidentially.

This research involved two institutions, the University of Northampton and E.N.S. Algeria. I adopted the University of Northampton ethical approval and safeguarding procedures and kept E.N.S informed of all considerations and decisions. I informed the administration and the head of the department of English that I needed to carry out semi-structured interviews, conduct classroom observations, teach an intervention and collect reflective journals with teachers and students. I clearly articulated the intended research to these participants by meeting them. In addition, the participant information and consent procedure are explained in the next section. Some students refused to participate in this study. However, concerning teachers, there were only seven teachers of English and they all were willing to participate.

3.6.2 Clarity

This refers to the process of making the intended research clear to the participants. The participants' information sheet was issued before obtaining consent forms from the participants which explained the aims and objectives, disclosure, methods used, data storage, and withdrawal procedures. Contact details of the researchers and the supervisory team were also provided. The participants' information sheets that were distributed to teachers and students were in English; however, for the administration staff, the information sheet was in Arabic. The participants were also informed that the results would be shared in some academic conferences around the world.

Translation

I translated the information sheet and the consent form to administrators who are mostly Arabic or French speakers. BERA (2018, p.10), "…when researching in more than one language or culture, researchers should consider the effects of translation…" to avoid discrepancies while translating, I translated them myself with the help of my father taking into consideration the privacy of the participants (see appendices 5 and 8).

3.6.3 Academic freedom

I informed them that the anonymization procedure would enable them to be free to express their views, hence intellectual openness was maintained in the classroom.

3.6.4 Ethical considerations for the use of mobile apps

In the beginning, I faced some problems of accessing the Internet which led to some dropout; recommendations concerning technical requirements are made in the conclusion. I asked the students to download the applications: Kahoot, Padlet and Sli.do from home. Attewell and Savill-Smith (2004) explained the ethical concerns specific to the Information Age. They stated that mobile learning may create risks such as unsafe behaviour, unsafe internet sites or spams via web-based sources as well from the participants. Participants were made aware of the nature and extent of these risks, and because this research dealt with mature students, I did not need consent from their parents or guardians. I clearly have to shield participants from harm and to minimise its consequences. The mobile apps used for this study were to encourage the engagement and peer-to-peer collaboration, this raised the interest of the participants as observed during my intervention course.

3.6.5 Ethics for the methods used

This research project utilised semi-structured interviews to elicit information from participants for addressing the research aims and objectives. This technique allowed for the active

participation of teachers in research (Alderson, 2005). By completing interviews, the researcher had the opportunity to understand the attitudes of teachers towards m-learning and established their perceptions of 'what works'. The researcher ensured personal safety and the safety of participants by conducting interviews in an appropriate environment. I visited the venue before the research commenced, so I developed a good sense of rapport between myself and the participants that helped participants' confidence and trust.

3.6.6 Privacy, confidentiality, and data storage

All data and information obtained for research were securely stored in a locked filing cabinet and password-protected computers. Any personal details were stored separately to research data to ensure the anonymity of the subjects is protected in the event of any security issues. This data storage complied with the Data Protection Act (1998) which highlights the following eight principles for managing personal information:

- Fair and lawful processing
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate and up to date
- Not kept for longer than necessary
- Processed in line with individuals' rights
- Secure

The anonymity of participants was ensured by the researcher and all information remained confidential. Participants had the right to stop interviews and/or withdraw from the research process at any time. Furthermore, the recommendation on protecting confidentiality and data provided by Holmes (2004) received consideration:

- Avoid storing participants' names and addresses or letters of correspondence on hard drives
- Use identifier codes on data files and store the participant list and identifiers separately in a locked cabinet.
- Ensure transcripts do not include participants' names.
- Keep transcript copies in a locked cabinet.

This information was clearly explained to participants with an accompanying detailed information sheet before the research commenced and before any consent for participation in this research.

3.6.7 Feedback

The research participants involved in the interviews had received a copy of the transcription to check this accurately represents their narrative. Following the completion of research, all research participants had the opportunity to receive feedback and information on the results of the research.

3.6.8 Audio/ video recordings

I digitally video recorded the interviews with the teachers to increase opportunities to observe body language, facial expression and tone while the interviewee answers the questions (Noaks and Wincup, 2004). This allowed me to recognise any discomfort in participants and reduce the risk of trauma. Following the recording of information, I transcribed, coded and analysed information. The disadvantages of digital recording have been considered by the researcher, including the potential that digital recording may cause discomfort in participants (Jewkes, 2012). Ensuring participants receive clear and concise information on the research is important for reducing the issues highlighted by Holt and Pamment (2011). The researcher also reduced the discomfort in participants by ensuring participants understood confidentiality and the secure

storage of information. However, I was not able to video record the students while I was observing their classrooms because of some cultural objections.

3.6.9 Researcher's experience

The researcher has significant experience in teaching, following the completion of an MA degree, I had a job as a teacher at the secondary school in Algeria. Following that, when I got a scholarship, I came to the UK to proceed with my studies. I am now working as a part-time teacher at UNIC. So, this allowed me to work with students at the tertiary level for research purposes. Relevant training completed by the researcher include:

- Researcher Development Training
- Research Ethics Training
- C@N-Do workshops
- Fellowship (HEA)
- Professional Recognition and Scholarship

I maintained the highest professional standards and acted morally and ethically throughout the research project. Additionally, I represented the University of Northampton positively and adhered to the University's Code of Ethics. I had maintained integrity and ensured the work of others' is acknowledged and cited appropriately. On completing the research, I developed and maintained professional relationships with all involved in the research project and ensured courtesy and respect at all times. To ensure the safety of participants and the researcher, I continuously reflected of the safeguarding and ethical procedures and refined the procedures as required.

3.7 Summary

From the above discussions, I noted that qualitative methodology is an umbrella term that refers to the collection, analysis and interpretation of data in order to understand and describe issues such as those that affect student engagement regarding m-learning. This methodology allowed me to gain an in-depth understanding of stakeholders' perspectives, instead of taking them as an object to be studied (Denscombe, 2007). I aimed to explore the attitudes of teachers, students, and -as it was hoped- the institutional leaders' attitudes towards m-learning. The use of the case study methodology provided an in-depth understanding of the current situation of teaching at E.N.S. The sample used in this study was effective as all participants were committed to making a change in terms of teaching and learning process. The action research methodology brought me closer to participants building a trusting relationship that enabled me to collect valuable data. The semi-structured interviews enabled me to have 'a planned and flexible conversation' with teacher participants. The classroom observations brought different dimension in the collection of data which made them more valid. Triangulating the data collection methods gave me opportunities to verify and compare responses from participants. The reflective journals gave students a safe space to share their attitudes towards the implications of m-learning on their engagement. The next chapter discusses the data findings and analysis.

4 Presentation and Analysis of the Data

4.1 Introduction

This chapter presents the findings from semi-structured interviews, classroom observations, and reflective journals. In the first section, I will present the data collected from seven EFL teachers at E.N.S from semi-structured interviews on a voluntary basis, as described in the chapter on methodology (see section 3.4.1). In the second section, I will present the findings from the classroom observations that took place in 2018 (see section 3.4.4). Finally, the last section will present findings collected from students' reflective journals as explained in (section 3.4.5).

The semi-structured interviews, classroom observation notes, and the reflective journals were transcribed (see a sample in appendices 14 and 16 and table 4.2) and read through carefully more than once. The findings of the semi-structured interviews were triangulated (see section 3.4.3) with the classroom observations to compare teachers' views with the observed notes. Thematic analysis, which is the most widely used method for analysing qualitative data, was used to analyse data from the semi-structured interviews obtained from teachers at E.N.S, classroom observation notes, and reflective journals. Thematic analysis helped me to derive relevant themes in accordance with the stages outlined (in section 3.5), these themes formed my coding. I intended to get a general understanding of the current teaching situation in Algeria. After this, the wider idea of likely themes which were formulated after a full analysis of results from the interviews has been explained. I took an unbiased and uniform position while dealing with this analysis. The data analysis of this research project followed the six stages suggested by Braun and Clarke (2006) as explained in chapter 3 (see section 3.5 above).

4.2 Teachers' semi-structured interviews

In the semi-structured interviews, 11 initial questions covered several themes about teachers' teaching experiences, student willingness to engage, teachers' approaches to teaching, and ICT

use (see table below). I followed up any interesting points to encourage and invite the interviewees for more in-depth thinking. For this reason, I have adopted Richards (2003) model for structuring semi-structured interviews (see below).

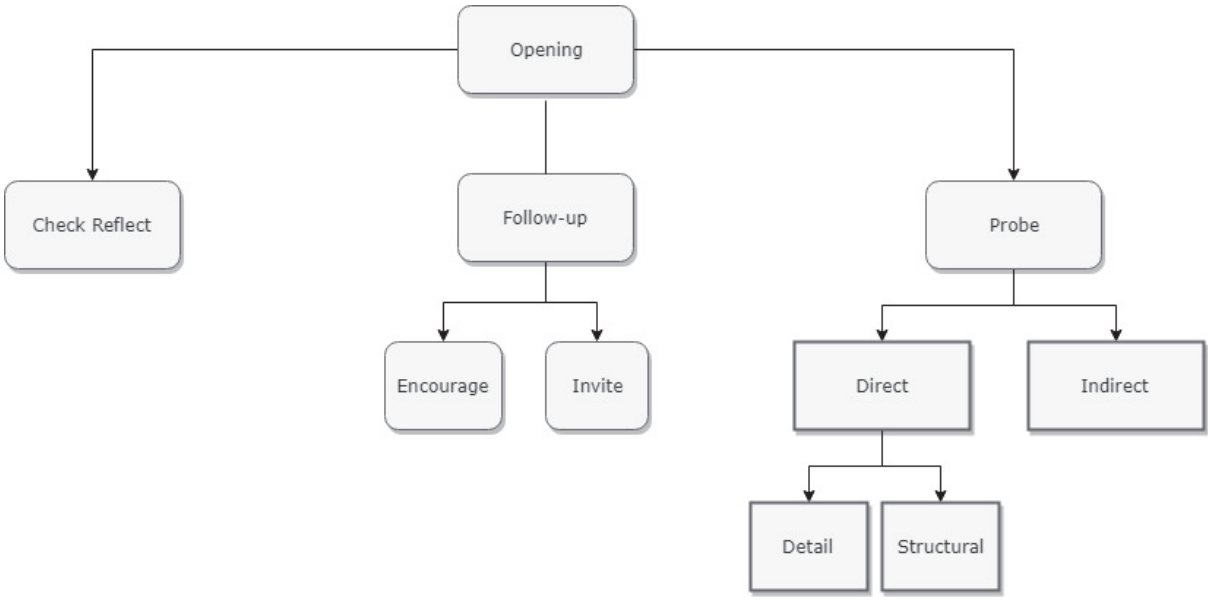

Figure 4-1 Interview structuring (Richards, 2003)

4.2.1 Coding and creating themes

The table below provides the results obtained from the preliminary findings of semi-structured interviews presented as themes and sub-themes.

Themes and codes	
Theme 1: Barriers to student engagement **Sub-theme 1.1:** Psychological barriers Different teachers used different terms that include: Lack of self-esteem, fear of making mistakes, shy, introvert, anxiety about public speaking, fear of the stage. **Sub-theme 1.2:** Linguistic barriers Pre-education (middle and secondary schools), grammatical issues and lack of English vocabulary.	**Theme 2:** The current teaching **Sub-theme 2.1:** The teaching approaches Communicative Approach and Competency-Based Approach (CBA) **Sub-theme 2.2:** The teaching methods Role-play, presentations, recalling and memorisation, discussions and debating, negotiating, music. **Sub-theme 2.3:** The structure of the content

Sub-theme 1.3: Motivational barriers Focus on grades, teacher-student/Student-student relationship, the teaching styles, student willingness to participate, surprise, recognising student effort.	
Theme 3: College infrastructure **Sub-theme 3.1:** Resources availability Language laboratory Computers Headphones Sanako software 35 workstations Wi-Fi access **Sub-theme 3.2:** Administrative challenges	**Theme 4:** The future of m-learning

Table 4.1 Themes and sub-themes (Interviews)

4.2.2 Theme 1: Barriers to student engagement

This section of the interview required respondents to give an in-depth explanation of student engagement. Respondents were asked to indicate whether students engage in the class or not. They were also asked to suggest the reasons behind any lack of engagement. The total number of responses to this question was seven. The sub-themes under this topic are psychological barriers, linguistic barriers, and motivational barriers.

4.2.2.1 Psychological barriers

According to the teachers at E.N.S, the reasons why students do not participate in the classroom relate to psychological barriers. This includes lack of self-esteem which relates to fear of making mistakes, shyness, and introvert attitude; anxiety which relates to public speaking anxiety; hesitation which relates to fear of the stage. This theme recurred throughout the dataset.

In the context of language learning, low self-esteem may have a negative effect on student participation and undoubtedly on learning as such. Self-esteem is based on a sense of interacting effectively with one's environment (Tesser and Cambell, 1982). In this respect, Masakatsu

(1998, p.4) stated that "experiencing this kind of situation several times, the student gradually loses interest in learning English, and finally becomes disappointed." In the same vein, my interviewees believe that there is a relationship between student self-esteem and student engagement. However, those students may develop their confidence if they try to approach their teachers. This has been explained by Mohamed (a pseudonym) who argued that:

> **Extract 1***:… I think students should come and talk with us, we are open to listen to their queries… (Mohamed-Interview).*

Mohamed wants to tell me that the problem is with students who seem to be introverts. Youcef also tried to point out that students usually get afraid when talking to their teachers. They lack confidence and they are always afraid of making mistakes when they communicate in English. Youcef (a pseudonym) stated that:

> **Extract 2***: Students are shy and they don't like speaking in the class in front of their classmates because they fear committing mistakes in front of the whole class. Some students are introvert, they are not even eager to participate in the class (Youcef-Interview).*

Anxiety can be another factor influencing participation and engagement. Anxiety can be more evident in communicative classrooms because these classes rely on speaking. Talking about this issue, Yacine was the second teacher I interviewed. According to him, as an oral expression teacher, the two main causes behind students being passive in class is the fear of making mistakes and public speaking anxiety. Yacine believed that:

> **Extract 3:** *Students feel shy to face the audience; that is public speaking anxiety. Some others whenever they want to say or try to express an idea they can't match the words to the ideas (Yacine-Interview).*

A common view amongst interviewees was that students are shy. According to Mohamed (interviewee), students are often passive because of two reasons. Either they are shy when talking in front of peers, or the teacher's teaching approach does not take into account learners' preferred channels of learning. Mohamed explained in the form of a question:

> **Extract 4:** *Do you expect introvert students are even eager to participate in the class? (Mohamed-Interview).*

During my interview with Mohamed, he told me about his experience with his students who feel hesitant when they talk and unable to communicate effectively. This view is reflected in most of the interviews I took. Mohamed stated:

> **Extract 5:** *Students who are not confident prefer to choose to keep quiet (Mohamed-Interview).*

4.2.2.2 Linguistic barriers

In response to question 2 (see appendix 9), most of those interviewed indicated that some students come to E.N.S. from the middle and secondary schools with a limited vocabulary that leads to grammatical issues, and mispronunciation. One teacher stated that:

> **Extract 6***: One of the reasons is their background knowledge, their level from secondary school, they came to the university with limited baggage of vocabulary (Youcef-Interview).*

This has been stated by Adam who highlights the reason behind lack of communication:

> **Extract 7:** *I believe the reason for that is the lack of teaching skills at secondary school. I mean, the students study all modules in Arabic and they have only between 3 to 5 sessions in English per week which is not enough to get them to that level. This lead student to not communicate in a foreign language (English) at University. Another reason is the lack of training, most of students are trained to think in Arabic. Sometimes*

they just try to produce sentences as if they are a word for word translation, so yeah (Adam-Interview).

Additionally, Yacine also reported the same:

Extract 8*: I used to be a teacher at the middle school, so we used to have only 3 hours per week for English which is a very small or limited time for learning a foreign language (Yacine-Interview).*

Some of my participants also included some other factors that hinder student engagement which is related to "interpersonal skills" due to lack of vocabulary. Mohamed argued that the level of engagement depends on the context of interaction.

Extract 9: *If the topic is easy to understand, you find students speak clear English and vice versa (Mohamed-Interview).*

Marwa (interviewee) argued that:

Extract 10: *Lack of vocabulary may lead to student reluctance to engage and speak.*

4.2.2.3 Motivational barriers

The students are keen to get a good mark and to pass the exam. One participant commented:

Extract 11: *Sometimes the main aim for students is to get a grade and passing the exams. They are not eager to get engaged with the teacher or their peers. These reasons hinder students' engagement (Marwa-Interview).*

Teacher-student relationship appears to be very dry. There is a wall between students and teachers. When the teaching sessions are over, students and teachers alike leave the room without exchanging ideas or discussing misunderstood points. According to Mohamed, students' unwillingness to collaborate goes back to a lack of communication between the teachers and the students. Mohamed said:

Extract 12: *I suppose you won't find many students who want to discuss a lot with their teachers. May be this is my idea. A very simple example, I have a room (office) with my name, you see but no one come to ask me or to ask about studies or something like that (Mohamed-Interview).*

One interviewee also commented:

Extract 13: *I always try to be close to my students as possible as I can. It depends on the teachers how they perceive their relationship with their students. For me, I don't consider myself as superior comparing to students. I deal with them as friends. We make jokes in the class for the purpose to gain student's confidence as well as encouraging their participation (Youcef-Interview).*

The findings suggest that teachers believe that they try to develop their relationship with their students so that students may develop a sense of belonging which can affect positively their engagement. This seems to refer only to emotional engagement.

The interviewees also argued that there are some factors affecting student engagement. These factors are related to the teaching styles and the traditional methods of teaching. Many teachers explained that the modules in themselves do not encourage students to participate and they are based on teacher-centeredness. Ibtissem (a pseudonym) reported that:

Extract 14: *The teacher is considered as a source of the knowledge (Ibtissem-Interview).*

Some interviewees found that students are more motived towards the use of visual materials. This is reported as follows:

Extract 15: *If you want students to recall information, you should use more visual learning. Using technology and data projection presentations and all will make it easier to remember in the future (Marwa-Interview).*

Another teacher stated that:

> **Extract 16:** *In a digital age, the explosion of information makes critical reading even more important than ever. Learners need to get prepared for this lifelong skill beyond their study (Mohamed -Interview).*

In theory, to best benefit from such incorporation and successful use, the teachers believe that the traditional classroom environment needs to be redesigned to accommodate the new practice. Youcef also mentioned encouraging active learning and facilitating instead of content-based learning.

> **Extract 17:** *Technology should be relevant and add something to the active experience or explanation. Using technology for technology can be a mistake and can lead to confusion (Youcef-interview).*

Ibtissem also stated that:

> **Extract 18:** *Technology is not going to do teaching for you. Technology should be embedded into the teaching and help students actively engage with it. In addition, it is about how you can use the content that makes it academic and a resource for university teaching. Content can be used to reinforce/exemplify a perspective or agitate engagement from students (Ibtissem-interview).*

This has been highlighted by another lecturer:

> **Extract 19:** *I think ICTs are effective method to get the focus of the students on the lesson. Whenever I use authentic materials using technology, the student engagement would raise. I mean, the students are curious to new methods of teaching. For example, if I deliver a session in a traditional way most of them surely get bored after half an*

hour but using technologies like using the projector and display some videos or even pictures about the lesson, what I have observed is that student engagement increases.

Teacher participants found that factors like class size and self is very influential on the learner willingness to engage and participate. One participant said:

> **Extract 20:** *I tried one time to set my students to work in group, and honestly it was a mess. Students start talking about general topics and the class become very noisy. With regard to classroom management, I could not even control them because of the class size. There were 36 students, so you can imagine the hurdle I went through.*

Mohamed stated that student willingness to participate depends on their learning style. As a result, some students may engage, some do not, he stated that:

> **Extract 21:** *Generally speaking, student willingness to participate may link to student learning style (Mohamed).*

Yacine stated that:

> **Extract 22:** *Concerning students, honestly speaking, some they don't care, they just want the teacher to deliver the lesson. Students take notes, no motivation to participate in the class. Unfortunately, this is happening in all universities in Algeria (Yacine-Interview).*

Interestingly, one individual stated that students like to be surprised:

> **Extract 23:** *I think students get engaged when they are surprised like you introduce something when you have never introduced for instance: mobile application can be interesting (Ibtissem-Interview).*

Mohamed argued that:

> **Extract 24:** *Yeah, I agree. The teaching operation is rapidly shifting from traditional methods to the more modern technologies such as laptops and smartphones. However, we should start with computers (Mohamed-Interview).*

Marwa stated that:

> **Extract 25:** *They are very important in the way that students can get in touch directly with native speakers, download any necessary lessons, and developing discussions.*

Yacine explained that:

> **Extract 26:** *Our students are more engaged in using technology and more specifically smartphones. Nowadays most of our students own a smartphone equipped with tons of Android applications. I think making use of such an advantage will actually help our students to learn more (Yacine-Interview).*

Teachers talked about the importance of recognising students' effort and this may include offering rewards even if it is just giving a feedback, which the teachers said should be encouraging and constructive. When interviewees were asked about students' engagement, some of them gave me a definition instead of explaining the engagement of their own students. One participant defined engagement as:

> **Extract 27:** *Engagement means that students should be active and have their own say disregarding the quality of their contribution. However, participation does not really show if the students are learning or not, but generally, according to some research being engaged in the class helps your mind to be active and likely get good marks (Adam-Interview).*

Mohamed expressed his view as:

> **Extract 28:** *If students do not engage or participate, they will not learn. As far as I am concerned, I believe participation in the classroom is crucial and it can help students speaking and communication skills. So, engaging the students, giving them the ability to express themselves orally would achieve very good results (Mohamed-Interview).*

Ibtissem mentioned another method that helps student engagement, she stated that:

> **Extract 29:** *The most common method that helps students' engagement is questioning them. Students' engagement should be 30 to 100% (Ibtissem-Interview).*

Students engagement seems to link with opportunities to interact with content and peers, digital applications might well be part of this but not the driver. Youcef said:

> **Extract 30:** *I am huge advocate of using PowerPoint to motivate and engage students visually and I find that most engaging in my context.*

Marwa also stated that:

> **Extract 31:** *Social media tools have helped me reach a wider audience and engage with many helpful folks. I mostly used Facebook as a medium because of its familiarity among students (Marwa).*

Mohammed also shares the same view as Marwa, he stated that:

> **Extract 32:** *For my personal teaching, social media has opened my world (Mohamed)*.

4.2.3 Theme 2: The current teaching

4.2.3.1 The teaching approaches

One of my questions in an interview was about the teaching approaches. I previously mentioned in chapter 2 (see section 1.2) that there is still a mismatch in implementing the approved communicative competence and/or the competency-based approach and the reality in the classrooms. The overall response to this question was inconclusive. The majority of those who

responded to this item felt that there is no specific approach to follow in teaching EFL. The views differed from one another. A small number of those interviewed suggested that CBA is not applicable in our context, some argue that they do apply the communicative approach in their teaching. Mohamed was the first interviewee who mentioned the term communicative competence. Thus, I was curious to know what this term means to him. I asked him "you just mentioned communicative competence, could you please explain?" He defines it as:

> **Extract 33:** *In my view, communicative competence is about the communication between the teacher and the student and how they get the message across through communication skills.*

Mohamed also claimed:

> **Extract 34:** *When I teach reading I have to integrate it towards oral expression in order to be sure they are interacting with the text. Hence, the method I often use in communicating ideas is the communicative approach along with the competency-based approach. Information gap activities engage the learner and foster authentic communication (Mohamed-Interview).*

From Mohamed's definition and his claims, it is evident that he tries to say that grammar and pronunciation are not important; as long as the message gets across, it is enough. However, in their programme which is attached in (appendix 13), it is apparent that there is a lot of emphasis on grammar and phonetics. Also, from my observation, I noticed that when a student tried to answer a question, the teacher stopped him and corrected his grammar.

As we continued the interview, I wanted to know more about communicative competence, so I asked Mohamed again: "Do you think in E.N.S. you apply communicative competence?" Mohamed answered confidently:

Extract 35: *Yes, I do apply communicative competence approach in my teaching but some students are lacking the communicative skills which sometimes hinder the implementation.*

Here, Mohamed is trying to say that students are different, some are willing to communicate, others do not. So, it depends on student awareness, self-confidence, willingness to participate and these skills are hard to teach. According to Marwa, communicative competence involves skills like, reading, listening, writing, and speaking. Marwa explained that:

Extract 36: *Students who do not communicate, they cannot engage because they lack communicative competence.*

When I asked Adam about the teaching approaches, he commented:

Extract 37: *We often rely on the competency-based approach to enhance students' engagement (Adam-Interview).*

However, Yacine put it:

Extract 38: *I would say that CBA is a far-fetched goal in our universities. Only a few teachers applying this approach and only few teachers are familiar with the numerous benefits of CBA could actually bring. Most of the teachers are using the old-fashioned approach. They only come to the class, they teach, they lecture, and they leave (Yacine-Interview).*

When I mentioned the positive side of CBA implementation in Algeria and its efficiency in engaging EFL students, Youcef rejected the idea and asserted that the CBA is too difficult to apply. He said:

Extract 39: *Relying on those theoretical approaches is not always feasible as far as Algerian context is concerned. We have some difficulties, we have some limited resources (Youcef-Interview).*

4.2.3.2 The teaching methods

Some interviewees argued that the common classroom activities in EFL are based on role plays, presentations, recalling and memorisation. Some others claimed that they use debating and discussions, negotiating, and music. Warming up activities as well as asking students questions during the lesson were also mentioned. These activities may help the student and the teacher in facilitating the tasks and engaging students in the class. Marwa argued that:

> **Extract 40:** *Usually as a teacher I focus on the engaging warming up activities, like making my students telling jokes or just saying something which they like about themselves. I know most of them may prepare it in their minds before they say it but, in the end, they will say it. I think the engaging warming up activities play an important role in the learning process of the students especially those introvert ones. Sometimes I ask them to write something on a paper for one minute, then read it to their friends, this is a good start to make the students ready for the lesson engagement. And during the lesson I always ask questions and create a discussion with the students, this helps a lot in their learning process.*

Role play was an activity that Yacine uses in his classroom to engage his students. Yacine teaches oral expression, so his aim is to develop student communication through speaking. According to Yacine, he usually gives a scenario to his students to act upon it in front of their classmates. However, the students do not have a suitable place to perform, Yacine argued that:

> **Extract 41:** *We have Amphi theatre that is equipped with data show, camera and other facilities, but it is not for teaching but for some cultural events for national occasions (Yacine-Interview).*

Presentations were also mentioned as a medium for communication. For example, one interviewee said:

Extract 42: *Presentation is also another technique that I use while teaching oral expression. Students have freedom to choose a task and then they take time to prepare, when they come to the class the next day, they just present or act their plays, they perform.*

Youcef, on the contrary, use recalling and memorising techniques. The aim of the recalling and memorising is to learn more vocabulary. Youcef stated that:

Extract 43: *I usually ask the students to repeat the word several times so that they can memorise it (Youcef-Interview).*

Ibtissem expressed her views stating that:

Extract 44: *I don't like lecturing, I prefer to have a discussion between me and my students. Sometimes I initiate group discussions like a prompt whether it is an audio, video or a piece of writing and invite them to discuss. So, before I give them the right piece of information, I first invite them to think, pair, and share (Ibtissem-Interview).*

Youcef highlighted the importance of "negotiation" when he communicates with his students. Youcef tends to encourage his students to express and negotiate the meaning. He stated:

Extract 45: *Questioning and clarifying may be considered as a way for meaning negotiation. I think these skills may help students to communicate effectively and to express themselves, which in turn help their engagement (Youcef-Interview).*

Marwa usually tries some strategies to help student get their message across such as asking her students:

Extract 46: *Can you give an example? So that she can elicit the meaning.*

Adam mentioned about music. He sometimes plays music at the beginning of his sessions to let students guess what the topic is going to be. He said:

Extract 47: *I play music to catch student' attention and to help them engage and guess, sometimes I also show them a picture at the beginning of the lesson before starting the session (Adam-Interview).*

Adam usually asks his students some questions to activate their prior knowledge:

Extract 48: *What is the aim of the picture? Does mean anything to you?*

4.2.3.3 The structure of the content

What is interesting in this data is that some teachers claim that they have a syllabus, but they are free to modify. Yet, the syllabus says little about the topics that should be covered in the curriculum, it includes general guidelines. The majority of the interviewees said that:

Extract 49: *Yes, we have a syllabus to follow which is devised by the Ministry of Higher Education and Scientific Research. However, we are not satisfied with its content. (Yacine- Interview).*

Yes, there is an official syllabus, but the teacher is free to modify, I mean, the content not the topics (Ibtissem-Interview)

Yes, there is an official syllabus (Marwa-Interview).

Youcef said that:

Extract 50: *We are teaching the future teachers so there is an official syllabus which is very related to the syllabus they are going to teach either in middle schools or secondary schools (Youcef- Interview).*

However, Yacine argues that:

Extract 51: *We are trying to keep in touch with other teacher training colleges from other cities so that we can discuss what should we teach exactly because we are not teaching students to become university teachers. Yet, we are teaching them to be*

primary, middle, and high school teachers. So, we have to keep in touch with the Ministry of National Higher Education, with the inspectors in order to know what they expect from us to teach, what skills do they expect to focus on in our teaching training college (Yacine-Interview).

Others claim that they do not have any syllabus to follow. They have total freedom which topics should include. It is apparent from their claims that the participants are confused.

Extract 52: *Well, honestly speaking, we don't have an official syllabus imposed by the Ministry. We are creating our own syllabus. I myself rely much on online courses such as: BBC English, British Council, Voice of America etc. These online courses do help me in preparing for my lectures. There are also textbooks and course books (Mohamed-Interview).*

Extract 53: *No, there is not, only general titles of units (Marwa-Interview)*

Marwa also clarified that:

Extract 54: *The syllabus gives us broad guidelines and it says a little about the approaches (Marwa-Interview).*

Teachers are not satisfied with the syllabus and its units. The syllabus only gives a surface that shows only a little about the content. In addition, teachers complain about not having the authority to discuss what really suits students in their future career. This has been explained in the literature review chapter where the issue of top down or bottom up approach has been discussed (see section 2.5). Teachers want to have their own say concerning the development of a curriculum and to get in touch with the Ministry of National Higher Education and Scientific Research and the Ministry of Education.

4.2.4 Theme 3: College infrastructure

In this phase of the interview, the interviewees were asked about how often they can access the facilities provided by their college. The sub-themes extracted from their responses are: resources availability and administrative challenges.

4.2.4.1 Resources availability

The respondents stated that they have only one language laboratory which can be used only by oral expression teachers. Whilst a minority mentioned that language laboratory is available, all agreed that this lab is not accessible to all. Marwa said:

> **Extract 55:** *Language laboratory is just for oral module not for other teachers (Marwa-Interview).*

While others claim opposite views such as Mohamed:

> **Extract 56:** *Well, we do have a lab here and we know how to use it because thanks to the administration, we got how to use the lab (Mohamed-Interview).*

Various challenges were mentioned by participants such as limited access to the Wi-Fi which is considered as the main element while using Web 2.0 technologies in the classrooms. In E.N.S, the one language laboratory which is equipped with 35 workstations, computers, headphones and Sanako software (see appendix 14). However, no Wi-Fi is permitted in the classrooms. Yacine (oral expression teacher) said that:

> **Extract 57:** *We have one language laboratory equipped with computers and headphones. The computers have the Sanako software. The laboratory consists of 35 workstations (Yacine-Interview).*

This is supported by research done in Algeria by Kouninef et al. (2015) who found out that students are reluctant to use their mobile devices because of lack of internet access to make full use of QR codes.

In response to the question: "Do you make use of Web 2.0 […] while teaching English?", after explaining what Web 2.0 is, most of those interviewed indicated that there is no use of Web 2.0. of the four participants who responded to this question, all of them reported that all the colleges and universities in Algeria do not have access to the internet in the classrooms. The interviewees argued that:

> **Extract 58:** *No mobile learning so far because it requires a Wi-Fi. Sometimes, I have some ideas like interactive quizzes such as BBC learning, but we have the limitation of limited access to the Internet in the classrooms (Adam-Interview).*

Marwa explained her hesitation to use ICT in her teaching by the lack of Internet access, some technical issues, as well as administration problems, she said that:

> **Extract 59:** *Teachers need to buy their own materials even their own data show, their own audio speaker, let's say for example the Wi-Fi, if you want to use Wi-Fi in your lesson, in our case it is impossible (Marwa-Interview).*

Ibtissem said that:

> **Extract 60:** *There are number of projectors, but they are not available. Maybe two teachers want to use the data show; however, if you come late you won't get it. If you plan to have your lesson using data show, so you have to improvise and maybe you face some problems (Ibtissem-Interview).*

Mohamed also said:

> **Extract 61:** *When these technologies are used without considering accessibility that is a major limitation. It is always important to make sure that accessibility is considered so that all students can engage in full (Mohamed-Interview).*

Mohamed however, stated that some students use their phones to use dictionaries. Mohamed said:

Extract 62: *Usually I allow them to use their dictionaries in the class (Mohamed).*

Another teacher, Yacine said he usually permits his students to use their phones in the class, he stated:

Extract 63: *I say OK, you can check a meaning of a word if it needed (Yacine).*

Some participants believe they should take advantage of ICT as a medium of study. Marwa stated that:

Extract 64: *Because all students are having phones, we should encourage our students to use them (Marwa).*

4.2.4.2 Administrative challenges

Mohamed reported:

Extract 65: *Some teachers don't know how to use these technologies or the material itself is not available (Mohamed-Interview).*

Adam, in the same vein, stated that:

Extract 66: *In fact, there are many factors for not using ICTs in our teaching. First, there is no availability of ICTs, and limited Wi-Fi. Second, we have only one language laboratory. Third, the integration of ICTs demand training for staff for an effective use (Adam-Interview).*

Yacine stated that:

Extract 67: *There is a huge difference when you use tech and when not. Of course, they are with the use of tech. However, I recently bought a wireless speaker by myself. The ones provided by uni are not that powerful, I also bought a data projector because in order to use the uni one, you have to wait if another teacher is using it. There are some classes that are equipped with head which was recently, but not for language labs, and this is actually huge impact on students' motivation (Yacine-Interview).*

One of the teachers stated that:

> **Extract 68:** *Teachers are reluctant to use ICT's in their teaching because it is time consuming.*

To add on this, Youcef said:

> **Extract 69:** *Students are not getting use of technology in the class as well as outside. One time, I asked my students to submit their essays via Email, only 30% who submitted their work.*

Mohamed (the oldest teacher) said that:

> **Extract 70:** *Technology can come across as intrusive to some old timers like me, there is a need for desensitisation.*

Teachers stated that it is not about technology but the mindset of the pedagogue; you can innovate with little if you really want to. Furthermore, teachers mentioned that the familiarity with actual content made them reluctant to open up to the advantages that technology may offer. Mohammed said that:

> **Extract 71:** *Sometimes the familiar is comforting, and the new can be scary. It can be hard to see the need for the new and the time involved in getting to know it, when the old works fine.*

Similarly, Yacine said:

> **Extract 72:** *Familiarity and lack of time to learn new things, or maybe sometimes lack of knowledge about how to set about learning new things.*

Marwa also mentioned about fear of change, she said that:

> **Extract 73:** *Fear of the new, seeming pressure to adopt yet not enough support or encouragement to explore.*

On the contrary, one participant claimed that;

Extract 74: *Students nowadays are fond to the technology, they are using them for their personal use but not learning.*

Adam supported the above claims by clarifying that**:**

Extract 75: *If this ICT is a mobile phone, students' engagement is not always guaranteed (Adam-Interview).*

Another opponent to technology claimed that mobile learning can be a distraction for students. Students use their phones to socialise with their friends. Youcef claimed that:

Extract 76: *Using mobile phones in the classroom is not productive neither for teachers nor for students. For teachers, it can be time consuming; however, for students they may use it to play games, to WhatsApp or Facebook (Youcef-Interview).*

Yet, these claims seem to be based on no evidence because all the interviewed participants have no experience in integrating the mobile learning in their teaching. Mohamed confirmed the statement by saying:

Extract 77: *To be honest, I have never designed a lesson with the medium of a mobile (Mohamed-Interview).*

In the same vein, some teachers explain that they lack IT infrastructure, the college has no Wi-Fi, and the teachers lack training. From participants' point of view, it seems that the most hurdle factor to integrate technology in Algerian institutions is lack of access to the internet**.** This is also supported by Yacine:

Extract 78: *No m-learning so far because it requires Wi-Fi (Yacine-Interview).*

These results suggest that there is an association between administration difficulties and the institution infrastructure that led to the hesitation of the staff to integrate ICTs in their teaching. It is noteworthy that Algerian institutes are struggling with inadequate equipment, and also insufficient technical support. In another view, Houda said that:

Extract 79: *The availability of these technological tools is limited (Houda-Interview).*

4.2.5 Theme 4: The future of m-learning

All the interviewed teachers agree on the importance of technology that could bring such as modernising the university, making the learning process easier, giving opportunities to engage in the classroom setting, and creating new methods of teaching to cope with today's needs. The participants envisaged a bright future for mobile learning in Algeria. The participants stated that:

Extract 80: *Mobile learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem-solving, case studies, role plays, and other methods (Ibtissem).*

Extract 81: *M-learning involves 'doing' something with information/knowledge, be it testing it, discussing it, questioning it, applying it, or decorating it with tinsel…(Mohamed)*

Extract 82: *M-learning is developing, producing, reflecting on, or synthesising something (Yacine).*

Extract 83: *M-learning means engaging the students as active participants in knowledge building and not just recipients of information. Getting them constructing knowledge with a variety of strategies and approaches (Youcef).*

Extract 84: *M-learning is a method which increases discovery and participation in learning so that learners can construct their own understanding (Adam).*

Ibtissem and Yacine added that mobile learning means:

Extract 85: *Anytime, anywhere type of learning (Ibtissem and Yacine-Interview).*

However, Adam also defines mobile learning as;

Extract 86: *A device that has many mobile learning applications that help students navigate*

relevant topics to discuss. He also pointed towards one of the aspects of mobile learning

as engaging (Adam-Interview).

In contrast, mobile learning for some participants entails being distant. Marwa pointed out that:

Extract 87: *Mobile learning is another type for distant learning (Marwa-Interview).*

Mohamed stated that:

Extract 88: *Mobile learning may create varied environment where online communication may occur outside the classroom, that helps students learning in the digital age as well as it develops the relationship between the teacher and the learner (Mohamed-Interview).*

4.3 Classroom observations

The classroom observation aims to triangulate the results gathered from the interviews**.** I aimed to explore students' and teachers' interaction, students' and teachers' use of ICT in the classroom, student engagement and participation. This process was not difficult for me because I built a good relationship with the students and teachers from my visits prior to the actual observation. I used the template for making the observation notes (see appendix 11). The themes which emerged from my observation are represented in the table below:

Themes	**Code**	**Notes observed**
Behavioural engagement	The aims of the session	*The aims for the sessions were not presented at the beginning of the session.* *In addition to aims, no objectives/learning outcomes were observed.*
	Class activities	*No variety of type of student task, it is rather an individual focus.* *The lecturers do not ensure that learners interact more widely across the class group.* *The learners remained disengaged during the sessions observed.* *Students listen to the teachers when explaining, but the*

		participation is meagre. Students do not show interest.
	Group discussions	*The teachers do not handle learners' questions and respond appropriately.* *The lecturers do not ensure that learners interact more widely across the class group.*
	Class Layout	*Desk and chair vertically organised (see appendix 20), students are seated at desks in three rows with an aisle.* *The room layout does not encourage group discussions.* *The room (tables and chairs) is organised in a manner which does not promote interaction.*
	class size	*30 students*
	Use of ICT	*No smartboard or interactive whiteboard.* *The teacher used a marker pen.* *Only one computer used by the teacher* *A pull-down projector screens*

		Whiteboard, pen, handouts, notebooks *Teachers use their laptops and in-class data projections that were recently installed.* *No use of other IT* *The lecturers use PowerPoint slides, the slides are generally straightforward.*
	Student attendance	*30 students*
Emotional engagement	Praising	*Teachers do not praise students for their efforts and achievement.*
	Teacher-student rapport	*The lecturers maintain an appropriate level of class discipline.* *The rapport between the learners and the teachers somewhat not applicable.*
Cognitive engagement	Self-regulation	*The teacher at the front* *The teacher is the main source of knowledge* *The teacher does most of the talk.*

Table 4.2 Observation notes

4.3.1 Theme 1: Behavioural engagement

The aim of the session

During my classroom observation, the aims and the objectives of the sessions were not presented except for one teacher who clearly stated the learning outcomes to the students. At the end of the class when I asked the teacher about the importance of conveying the aims, he said:

> **Extract 89:** *Yeah you are right, I should have displayed the aims but because I am busy I cannot do it now.*

Another teacher said:

> **Extract 90:** *It is not that important as this session specifically do not require presenting main aim because I have explained it at the beginning of the semester*.

He also claimed:

> **Extract 91:** *students don't pay attention and then get confused.*

That perhaps caused a problem of students' awareness which led them to not fully understand the expectations from the session. That is why students seemed confused in the middle of the class about the purpose behind delivering the session. This was apparent as one of the students asked: "why are we learning this topic, and is it included in the exam?" The teacher then resolved the query.

Classroom activities

This section describes the various activities related to EFL teaching and learning employed in the observed classrooms. The activities were mostly relevant to students' professional development, and can be categorised as follows: writing, reading techniques, speaking and listening (see below).

When the activities are given, they are all the same for all students, and do not consider the needs of average or low able student. All students have to do similar activities individually rather than engaging in the group. The lecturers were not interested in doing some group activities. They were rather traditional in approach. Mohamed teaches reading skills module, in my observation of his class, I noticed he did not attempt to engage and get his learners to talk in class; however, in the interview he alluded to the notion of role-plays, simulations, brainstorming, and especially discussion.

The information was conveyed in written or oral form with no room for students to engage and participate with the teacher or with each other. During my observation, teachers' feedback was limited. Additionally, most of the feedback focused on grammatical mistakes.

I noticed that every teacher has his/her approach to teaching EFL students. The observation revealed one primary approach of teaching used in EFL classes which is the grammar-translation approach. The findings revealed that the activities that were mentioned in the interview were not applied in the class such as group work, role-plays etc. However, the activities mostly relied on individual work except for one teacher who used discussion activity as a pair work (see below my notes concerning the class activities for three sessions).

Session one: Reading techniques

This session was about the types of reading: skimming and scanning. The teacher (Mohammed) used PowerPoint presentation to explain the terms (35 minutes), but the slides included too much content (see Appendix 22).

First, Mohamed was dictating what is skimming and scanning so, he was writing the spelling of some words and sometimes sentences on the board. Students were just using a pen and a paper for taking notes. Then the teacher gave the students a handout that explains the reading techniques. An example of the handout that was used by the teacher about reading techniques is included in the appendix (see Appendix 17).

According to the observed classroom, the teacher and students were reading from the handout and sometimes from the PowerPoint slide about the reading techniques. This activity took 20 minutes to read the whole handout. After that, students were asked to differentiate what the difference between skimming and scanning (based on recalling). Only few students participated (five front students).

Second, the teacher aimed to teach students how people read, and the skills involved in reading. He differentiated between reading aloud and silent reading. Reading aloud is usually slow and usually to share information, while silent reading is usually fast and involved skills like skimming, scanning, predicting, and guessing (according to Mohammed). The teacher asked students to practice the pre-reading, while-reading, and post-reading.

The teacher explained the pre-reading strategies, stating that "you should pool existing knowledge about the topic, predicting, skimming and scanning. While-reading you may start visualising the information in a list style". In post-reading, the teacher asked student to read aloud their work to the whole class. However, no discussion had happened to exchange ideas or role-plays as stated in teachers' interviews. It has also been observed that Mohamed did not give hints on how to read effectively.

Session two: Written expression module

When I observed Mohamed's classroom, students were highly dependent on their smartphones to find out meanings of words. For example, when Mohamed asked his students about the word "skimming", some students started searching without guessing or discussing it with the peers. As a result, it may also affect their reading skills.

First the teacher gave a definition for a summary and some guidelines for writing a summary. Students had been introduced to the summarising and paraphrasing activity where they were introduced to the above terms (45 minutes). The PowerPoint slide was too wordy, so the students were quite confused and lost interest. The students had been taught the summary on

transition devices (e.g., words that link sentences and paragraphs together) which aims at encapsulating the main information contained in the text. The teacher prepared some small passages of texts for students to summarise. The students were working individually (20 minutes).

The teacher was not able to check the whole class except the ones who were sitting at the front (15 minutes). The teacher was sitting in his desk without checking students' work. When the times was up, the students read aloud their summaries without any feedback. No further reading materials have been given to students. Also, the same issue emerged when the teacher was explaining about the techniques of writing a summary, no hints had been given on how best to take notes.

Session three: Listening and speaking

This session included listening to audios of native speakers' dialogue (10-15 minutes). There was an integration of speaking activities to discuss how to express arguments for and against various topics. Student were engaged in some points in speaking lesson. However, the students often use their mother language (Arabic) in their discussions and sometimes even the teachers reply in the same language. Although the students were encouraged to share their views, students were shy to participate.

In this class, students were engaged compared to other classes because they were able to use the computers and the headphones installed in the language laboratory which was available only for this module. Students were asked to present dialogues similar to that they have already listened to the whole class (30 minutes). Students were also asked to use formal-informal questions that were discussed in the previous session (15 minutes). The class gave opportunities for behavioural engagement via the technology, and this led to some cognitive engagement in the pair work.

Then the teacher asked to change the partner and to choose another topic including a hobby, a memory, a place (15 mins). The second activity observed is student presentation, which should be relevant to the speaking module but rather the teacher (Mohamed) asked the students to present about the reading techniques. This activity was based on group work consisting of three to four students without specific requirements on how long they should speak. The teacher asked each group to pre-prepare their presentations. The groups created PowerPoint slides with a lot of content. The last activity (5 minutes) was a recap for the session.

During my three-classroom observation, only one teacher used PowerPoint slides as a visual aid, and his slides are generally clear. Ibtissem (the interviewee) claimed that PowerPoints are boring and make students lazy, students prefer to take pictures during the lecture instead of engaging with their classmates.

One activity Ibtissem used with her students when I observed her classroom was “card games”. The activity aimed at encouraging students to talk about a particular topic. Every student has one minutes to prepare some notes first. After that, the students present for two minutes. The teacher then asks some questions. I found this activity interactive but again not every student was able to have a chance to participate. From Ibtissem’s interview, she believed that students learn better when you integrate games, role plays and most importantly less structured sessions.

There are some other activities Marwa used in her teaching. She provided a picture that links to the theme of the session to activate their prior knowledge about the topic and to encourage students to guess. A form of cognitive engagement, intended to increase emotional engagement. She asked questions like: what does the picture signify? What do you think the topic of today? Do you have any background? And so on. I would also agree with Marwa about the type of activities she integrated, which encourages some students to participate. During my observation of Marwa’s lesson, the integration of music had been employed. I observed that some students were showing interest when she included music. Students were engaged and enthusiastic. A

form of emotional engagement (liking music), helping to encourage cognitive engagement (curiosity about the topic).

Group discussions

It was observed that teachers did not give a lot of time for the question-answer activities. For instance, one of the students was confused with the words skimming and scanning; when he asked the teacher about clarification, it was not solved at the point. It was also observed that students did not ask questions perhaps because students thought answers would not be useful, they seem to be uninterested in asking questions or perhaps they might be afraid to ask. One of the students talked to me during the session and said:

> **Extract 92:** *We don't have the opportunity to talk about our concern, and if you dare, teachers will give bad grade, so you can say that we are obliged not to say anything better than troubles.*

Class layout

I observed that the class layout for all sessions was structured the same. Desk and chair vertically organised (see appendix 20), students are seated at desks in three rows with an aisle. The room layout does not encourage group discussions. The room (tables and chairs) is organised in a manner which does not promote interaction.

Class size

30 students were seated at desks in three rows with an aisle, and the teacher is seated at the front of the class at the side of the room.

Use of ICT

The classes are equipped with the data projector but not with the computers. The teachers need to use their laptops. However, some teachers were not using the overhead projector, and one teacher (Marwa) explained her non-use of the laptop in the class is because she does not own

one, and the university does not provide teachers with a laptop. In addition, one of the teachers brought his speakers because in the classes the speakers were not provided.

In the institution, because they have only one language laboratory, only teachers who teach speaking module can use the lab. The computers are equipped with a software called Sanako software. The teacher said:

Extract 93: *I got some initial training on how to use but still I need some practice.*

The software aims to develop speaking and listening skills which also may help improve language competence among all levels. This software does not require Internet.

Students were using the notebook, pen and handouts for note-taking. All the classes were equipped with whiteboards. One teacher was using PowerPoint software to teach reading. The teachers started the sessions by greeting the students then give the students time to settle down; afterwards the teachers take the absences. Teachers then started the session immediately.

All the three sessions lasted for one hour and a half. I observed lessons for the time allocated in order to compare what has been said by teachers in the interviews. For this reason, I observed the class activities, the use of ICT, student engagement and participation, and the relationship between students and teachers. Almost all the classes start the same.

Student attendance

At the behavioural level, another important theme that was developed was students' attitudes to class attendance. This is demonstrated in all classes that I have observed. One of the students stated that:

Extract 94 : *I have to come to class even if I sometimes have strong personal reasons for not attending... I have to attend all the classes because I would miss a lot if I did not.*

I observed that teachers take the attendance very seriously, that is why most students attended all of the classes, which was an excellent record.

4.3.2 Theme 2: Emotional engagement

Praising

It was seen that teachers do not provide much positive affirmation for students who are doing well in class. Teachers seemed stricter rather than softer in their approach. When teachers asked a question, one of the bright students sitting in middle bench answered it straightforwardly but teachers then only said 'okay – good' and did not gave more feedback so that others will be encouraged to participate as well. I observed that praising students is not widely practised, and that is why perhaps motivation is lacking.

It was also observed that teachers did not use the ideas suggested by students, mainly because the curriculum was structured, and innovation was not practised. Sometimes teachers asked the students some questions, but no response was received. Most classes seemed very silent. This also did not add to the learning process.

Teacher-student rapport

The lecturers, as mentioned before, are stricter in their way to deal with their students. The lecturers seem to keep a safe distance to maintain class discipline. Hence, the rapport between the learners and teachers is not close. It is seen that teachers keep a distance to maintain control. However, only one teacher in the interview (Yacine) argued that:

> **Extract 95:** *My students are like my friends, yet we should keep a professional distance, and my friendship is mostly applicable to guys more than girls because of some cultural differences.*

4.3.3 Theme 3: Cognitive engagement

Self-regulation

I noticed that the sessions were teacher-centred, where the teacher does most of the talking. Students were listening while the lecturers were explaining; however, they were not willing to engage; perhaps they got used to this method of teaching where lecturers are the source of the knowledge. It is also worth mentioning that the students do not show interest when the teacher asks questions, and there is a lack of interaction with students where opinion-oriented teaching and conversation could be practised. I did not observe group discussions with activities to provoke learning.

Some students seemed to have difficulty in getting their message across. Students seem to hold an uncritical stance towards what the teachers say. This is true when students said that if you question the teachers, they consider it rude.

When I observed the teacher, who was against the use of mobile phones, his students were not engaged with his style of teaching. For one hour and a half, he did all the talking, ignoring the students who were sitting at the back who were using their phones (my observation). Lack of vocabulary was perhaps not the only reason for the students to be silent, as stated in the interviews. The students tended to be shy to participate when the teacher asked questions. This was perhaps because they were afraid of making errors as revealed from the interviews.

4.4 Students' reflective journals

This section considers participants' reflection of how the potential of mobile apps appear to have enhanced student behavioural, emotional and cognitive engagement. These reflections relate to the intervention activities explained earlier in (section 4.5.3). Participants also stated that the idea of reflection gave them the opportunity to self-reflect upon their learning using various mobile applications Sli.do, Kahoot, and Padlet. They noted that they could improve their discussions, questioning in a comfortable platform. Four themes emerged from the data. The table below illustrates the main themes and sub-themes derived from reflective journals. In this phase, 20 students submitted reflective journals by week four and expressed their attitudes towards the implications of m-learning on student engagement and towards the m-learning activities, so getting students' involvement at large. This ensured that the participants were able to express freely their perceptions. Their reflective journals were based on the findings of the intervention phase (as explained in section 4.5.3). The reflective journals were in the English language.

Themes	**Sub-themes**
Theme 1: Student awareness of m-learning	Definitions The future of m-learning
Theme 2: M-learning activities and student engagement	Communication and interaction, student voice, Anonymous participation, self-confidence, the immediacy of responses, flexible learning, variety in teaching
Theme 3: Teachers' roles from students' perspectives	Guide, facilitator, scaffolder
Theme 4: Challenges	Workload, Wi-Fi, IT services

Table 4.3 Themes and codes (reflective journals)

4.4.1 Theme 1: Student awareness toward m-learning

4.4.1.1 Definitions

Sara defined mobile learning as:

> **Extract 96:** *Acquiring knowledge through mobile applications, using the net.*

Hadjer also provided a useful definition

> **Extract 97:** *Mobile learning is concerned with having access to the internet via mobile technology such as a cell phone. For me, mobile means moving. Information in the 21st C is accessed, transmitted and received through different means, which are moved from traditional prints to online copies via technology. Then, individuals interact with information through different means such as smart phones and tablets (Hadjer).*

Another participant (Ahmed) defined it as:

> **Extract 98:** *Mobile learning is when learners use their mobile devices to perform activities beyond simple communication, for example doing some research, reading, note-taking, recording lectures or taking videos or pictures for presentation and conferences (Ahmed).*

Fatima said that:

> **Extract 99:** *Mobile learning is concerned with the use of devices including smartphones, laptops, and personal computers to get the information (Fatima).*

4.4.1.2 The future of mobile learning

The future of mobile learning in Algeria depends on the openness of teachers and institutional leaders to allow students to use their mobile devices as part of the learning process, and not to

take it as disrespectful behaviour. Also, Internet and IT services should far more be developed in the Algerian educational institutions for mobile learning to be successful. Sara said:

> **Extract 100:** *It is very promising as every student is interested in learning through mobile, I observed that most of the students check information when doing their activity, as in higher education, faculties are using internet for teaching and learning purposes. In Algeria, smart phones become a fashion and learning is always possible as students are active and self-relying due to the lack of print resources (textbooks) in English. However, in my opinion, mobile learning strongly relies on the availability of Internet and if this latter was slow or cut off, then the learning process will have to take a different direction.*

Suaad argues that:

> **Extract 101:** *I think this phenomenon of mobile learning is a given because students are using their mobile devices in class whether it was forbidden or part of a teaching method, therefore, including mobile devices as a learning tool in the EFL classes or any class for that matter will make it official and organised.*

Linda seems to see both the advantages for enhanced cognitive engagement and increased opportunities for social construction of knowledge coming from m-learning. She stated:

> **Extract 102:** *In the future, I will use it to engage learners in meaning search, collaborative work and interaction. Mobile learning might enhance productivity and engagement by allowing students to participate in the classroom activities easier and faster.*

Contrary to these views, Ahmed stated that:

> **Extract 103:** *The future of mobile learning in Algeria is not promising unlike other countries. Algeria is so far behind to the point where we do not even have laptops in the classrooms*

4.4.2 Theme 2: m-learning activities and student engagement

4.4.2.1 Communication and interaction

Most students expressed positive attitudes towards the three mobile apps used in the language course designed to engage students in EFL. Some students' comments indicated a shift in students' attitudes towards language learning from focusing on finishing the curriculum and exam-based learning to more engaging activities. She seems to be saying that this will be more cognitively engaging (i.e., relating to curiosity and finding out), and hence to becoming more emotionally engaged.

> **Extract 104:** *Most of the focus in EFL classes at E.N.S is based on exam-based approach, but with the opportunity in taking part in this research, my attitudes changes from passive learner to active individual. It was also an opportunity to me and probably to most of my classmates to put language into practice which learning a foreign language should require (Hadjer).*

Another key feature of these apps is that they allow students to create personalised learning by which they can collaborate and take part in social construction of their knowledge. Students made presentations using Padlet app. As noted by students, they were able to move from a random use of their mobiles to an awareness of the different functions at mobile learning holds to enhance their engagement in the EFL classrooms.

Ahmed states positive reflection saying that:

> **Extract 105:** *It is my first time I am using these kinds of applications, and I confess that their integration in our course or EFL in general will give students the freedom to express their learning styles, their needs and their engagement with students and teachers as such (Ahmed).*

These applications tend to help students' English skills. Cilia seems to be saying that this will be more cognitively engaging and hence becoming more emotionally engaged (i.e., having fun). Cilia mentioned in her reflective journal:

> **Extract 106:** *Along with having fun, I personally found the sessions provided by the researcher very informative, engaging, I also learned the skills I require to thrive in my future ventures and university life (Cilia).*

The results of this stage indicate that the mini-module designed was effective. The mini-module also aimed at improving teamwork among students. Imene argued that:

> **Extract 107:** *The mini-module and the applications integrated within the course have improved my skill to work collaboratively. I hope in the future, it will be considered as an effective method of engaging students at E.N.S (Imene).*

More conveniently, when you talk about mobile learning students can reflect anywhere. Mobile applications used in this course have helped the:

> **Extract 108:** *Ease of communication amongst my peers and also with my teacher (Houda).*

Similarly, Leila seems to be saying that this will be more cognitively engaging (i.e., relating to anywhere/anyplace and self-regulation), and hence to becoming more cognitively engaged.

Leila also reflected that:

> **Extract 109:** *We can reflect on the content, activities, I can post in my spare time, it is like learning can happen at anywhere and anyplace (Leila)*

Recalling was also another element that students mentioned in their reflections. This was shared by most of the participants, one said that:

> **Extract 110:** *The advantages of these apps actually help students to recall. This may help us also in our examination too as I always can refer to.*

The participants also acknowledged the importance of discussions and sharing knowledge and take part in social construction of their knowledge. Mohamed clarified this point:

> **Extract 111:** *When I went to revise other students' reflection in Padlet, it is amazing to see another students' perspective in one go (Mohamed).*

Soumia was also positive about mobile applications used in the intervention course for six weeks, she clearly stated that:

> **Extract 112:** *It helps me widen my knowledge and my critical thinking when I read other students' point of view (Soumia).*

Thus, the concepts of anywhere/anytime, teamwork, collaboration, discussions and engagement repeatedly mentioned by all the participants which gave a promising future for HEI's in Algeria.

These findings further support the idea of knowledge sharing, they reported that the mobile apps provided them with alternative views from different individuals on a topic. This concept of 'sharing' was also recurrent by many participants which clearly shows the importance of socially constructing their knowledge and critical thinking with their classmates.

The use of Padlet and Sli.do specifically seemed to create optimal conditions for students to socially interact with their classmates.

Extract 113: *We were able to ask questions as well as interact with my classmates. Also working as a group strengthens bonding and enthusiasm among class environment (Sarah).*

Additionally, the use of the chosen apps facilitates the interaction with the teacher as well. Many students expressed their need and importance of communication between the teachers and fellow students for developing their English skills as well as their communication. One of the students stated that:

Extract 114: *Being able to share and communication with my classmates was so useful and effective.*

Concerning the engagement of students which is one main focus of this research, students preferred working together as this allowed them to work in teams and develop their interaction with one another. Assia noted that:

Extract 115: *I like this method of teaching which is based on collaborative tasks because simply it helped me create a good bond with my classmate and also increased my confidence to speak in the classroom. I was not able to know all the class because I had never been introduced to them. I always felt shy to share my thoughts to my classmates. I will definitely consider this in my future career as a teacher and try to use these apps in my class hopefully (Assia).*

One unanticipated finding was that students develop their emotional engagement which was explained in (section 2.2) as a crucial element in students' self-development and self-directed learning.

Extract 116: *We started by sharing our thoughts on Padlet and post our question on Sli.do, then we got the opportunity to work in groups to discuss further about what has been posted. We also commented on each other's work it was both informative and*

funny to see some jokes about other students' feedback. Also, the advantages of these apps are keep all the names were anonymous which also gave us a freedom to post.

Furthermore, reading, writing, listening, and speaking about other students' contributions was another advantage noted by students. This allowed them to notice their errors and to contribute collaboratively for good results.

Extract 117: *Working collaboratively contributed to the enhancement of our communicative and productive skills.*

They liked the idea of competition through the game which also added the element of curiosity and enthusiasm.

Extract 118: *I am so excited about the idea of doing activities in a form of a competitive game. This makes me and my colleagues more enthusiastic and curious to learn more.*

They also said that after the session they were keen on meeting outside the class to discuss the learning which had happened and how interesting it was to engage in this new approach of learning.

Extract 119: *My discussions with other students outside the classroom is an effective way to understand and cover the unclear points during the lesson. Sometimes we, me and the other students who are living on campus and organize study groups.*

A sense of community was seen improving as reported by students.

Extract 120: *We usually organize study groups at the library in our free time. Sometimes, usually once a year, we study a play in the English literature module. Working collaboratively with the module teacher, we perform the play in front of other students. It is usually done in a special day devoted for this event, and all students from all grades and all teachers gather together to watch the play. This is an effective way of learning.*

They informed that various games which formed the part of Kahoot application was engaging and interactive.

> **Extract 121:** *Playing interactive games inside the classroom, using mobile applications, specifically Kahoot, is very important for me as a student to engage into the class discussions. I believe it is an effective warming up method.*

Thus, students positively acknowledge the benefits of the three apps used in this study and the new learning approach.

4.4.2.2 Student voice

Talking about the importance of feedback, participants were able to voice their needs. They suggested that the mini-course should be included in the curriculum of teaching English. Effective learning happens when students are able to provide inputs in what ways they prefer to learn. Djamel suggested using various social media platforms as well, where interactive learning can happen. Students were able to reflect their thoughts about the content included in the mini-course which according to them is missing in their current curriculum. One student stated that:

> **Extract 122:** *The traditional approach of teaching in Algeria dominated the education sector where students' voice is limited.*

The majority of students raised negative points about the current curriculum. They felt that it is more exam-oriented and does not meet students' needs. It focuses on linguistic skills (grammar, phonetics, basic writing skills) instead of taking account other skills like effective communication and class interaction. This was widely believed, and one student pointed out that:

Extract 123: *Teaching grammar can be important, but the shift should occur to enhance other skills as such. We are taught just to prepare for the exams and pass, and this can be considered as a negative point.*

It has even been mentioned that the curriculum is not suitable for university students who are going to be future English teachers. For instance, in oral expression, some topics are not suited for university level. One student suggested that:

Extract 124: *The topics should include how to effectively build confidence, activities that should link to our future career perhaps. Not only focusing on grammar and phonetics.*

Some of the topics are not culturally matching the country's culture. For instance, topics like Snow White will not enhance students' interaction because they may not have much knowledge about it. One student said that:

Extract 125: *Sometimes I cannot participate because of lack of knowledge. The curriculum should integrate culturally-oriented topics. This is another reason to not be motivated.*

4.4.2.3 Anonymous participation

The apps chosen gave students the opportunity to be anonymised. This allow them to participate in the activities. Students identified some of the positive characteristics of this medium in terms of authenticity of the tasks which were linked to the real-life, learner-centred, reflective, and engaging. The students also reported that the application of these technological tools made the class enjoyable and prevented monotony. One of the students said that:

Extract 126: *I think that it's a good idea to share your knowledge through these applications.*

4.4.2.4 Self-confidence

Although most students agreed that they do not have much experience in using their mobile for learning, but they were all happy to integrate it. One of the students said that:

> **Extract 127:** *We can share our learning confidently, where my classmates can provide feedback during the task. We just need to share it on Padlet or Sli.do.*

Secondly, collaboration seemed to have an impact on students' participation and engagement. Students often mentioned in their reflective journal that they felt motivated to finish their tasks.

Some students also showed some fear towards the use of technology; however, this view changed when they get the chance to practice.

> **Extract 128:** *In the beginning, I was not confident to use my mobile in the classroom., I thought this approach will be challenging for me but I found it enjoyable as well as informative.*

With respect to students' engagement, most students felt confident in engaging which led them to improve their speaking skills. The following comment effectively links emotional, cognitive, and then to behavioural aspects of engagement.

> **Extract 129:** *To be honest, I really enjoyed your sessions and I think teachers at E.N.S should integrate interactive mobile apps so that we can share our thoughts and to develop our language skills needed for our future career.*

In their interviews teachers mentioned that students fear the stage and fear committing mistakes. Therefore, shyness and fear of stage as described by teachers were the main barriers that students do not participate. One of the students commented that:

> **Extract 130:** *Personally, I felt this course gave me the courage to overcome my nervousness and shyness. Previously, when I try to sit with my teachers to speak, I*

always fear to make mistakes in front of them which I really do not know the reason. Although some teachers encourage us to come and meet them but still there is gap.

Most students reported that their engagement and enthusiasm towards learning foreign language has changed.

Extract 131: *Padlet app has provided me the opportunity to think-share-pair with my classmates and increased my self-confidence as well as my engagement.*

4.4.2.5 Immediacy of responses

Using the three mobile apps during the mini-module (intervention course) gave a new dimension to the whole process of teaching through which students were able to receive instant feedback from their peers.

Extract 132: *I liked the idea of posting the feedback to other classmates' work, it was constructive and enjoyable to learn and continue to become better at using the apps as well.*

Another student said that:

Extract 133: *Giving and receiving feedback absolutely good way to improve my English. Also, projecting the feedback was also effective in terms of time usually the teacher spends to feedback everyone.*

4.4.2.6 Flexible learning

Flexible learning would not be possible without the affordances that the mobile apps create.

Extract 134: *I liked the simplicity of the apps used in this research. These apps make us engage and without them, the learning objectives will not be achievable. I also found that using mobile phones is much easier when it comes to the flexibility. Since in our institution we have only two language laboratories which are mostly used by tutors who*

teach oral expression module, I feel that using our mobiles phones in classrooms will be a solution.

One of the comments students made is that m-learning may help in developing a pedagogy that can match the old and new teaching methods. One stated that:

Extract 135: *An opportunity to blend or reconcile the old and the new ways of teaching and learning.*

This can be explained as the use of technology should always be pedagogy driven, so it should be easy and effective if carefully planned and considered.

Students characterised m-learning as portable, they stated that:

Extract 136: *Portability and interoperability may help students to exchange and construct knowledge. Teachers need to be engaged with and contribute to the "activity" that is generated, in order for students to persevere and make it sustainable.*

Kahoot and Sli.do may increase motivation and attention through presentation styles, competition, and interaction. Students clearly enjoyed the sessions, one stating that:

Extract 137: *I find Kahoot is excellent for in class participation, self-assessment of learning and gives me insight into what was generally understood by the class. Also, it creates a positive, fun atmosphere*.

Ali mentioned that:

Extract 138: *These apps ensure all learning is accessible to all, exciting, fresh, and making sure students build in social learning, so students become advocate (Ali).*

Another interesting reflection from Meriam is that:

Extract 139: *These mobile apps make the learning out loud (Meriam).*

Sara said:

Extract 140: *Mobile learning develops the productivity since learners are exposed to authentic materials, learn new vocabulary; hence, they become more engaged in classroom discussions (Sara).*

To sum up, Ahmed stated the positive side of applying mobile learning particularly in EFL:

Extract 141: *Easy and instant access to all kinds of useful information, share files and documents easily and recording lectures.*

4.4.2.7 Variety in teaching

Using mobile applications in class adds variety to the teaching style, which made the learning interesting. For instance, Ali mentioned that using these mobile applications helps all students to engage:

Extract 142: *By using Kahoot, Padlet, and Sli.do, teachers can tackle all the learning differences.*

It was also noticed that students were interested in what was presented from the mini-course. Ahmed said:

Extract 143: *I am very interested in using these technologies in the future. It did help my engagement skill, collaboration with others, and participation.*

Leila added:

> **Extract 144:** *These technologies reinforce my learning. It is of big value to my achievement in the exam for instance (Leila).*

Visual learning can be of paramount importance for students to be motivated. Students tend to engage more when the content contains some visual materials. One student reported that:

> **Extract 145:** *Much longer effect can be noticed when the teacher uses visuals in his/her teaching, we learn quickly and effectively if these apps are used by our teachers. Furthermore, these apps may give more opportunities for students to voice their thoughts in a constructive way.*

The majority of students agreed that the use of technology can increase their attention and curiosity towards the learning. Students reported that it is the responsibility of teachers to integrate technology in their teaching to make the class environment more interactive. One student mentioned that:

> **Extract 146:** *Although, there are some limitations in Algeria about the availability of the Wi-Fi, but I believe that every student holds a phone equipped with a 3G. So, teacher should take this into account that we are aware of its benefits.*

Mobile learning can be represented in the form of anywhere, anyplace learning and Houda also highlights the positive side about the use of mobile learning stating that:

> **Extract 147:** *The easy access to information, to cope learning and teaching to this modern world's innovations, it is considered as an attempt to convince the actual generation to use technology in learning rather of limiting its use to non-academic usage.*

Hadjer summarised that mobile learning may benefit students in terms of:

> **Extract 148:** *quick access to information, to elaborate on world's views through mobile access to the internet.*
>
> *It is also helpful to create collaborative groups through mobile apps.*
>
> *It involves learners in an active interaction when the activity is well managed by teachers.*

For most participants, they strongly agree that smartphones should be allowed in the classroom for mobile learning if the number of students is small and the classroom is contained, therefore, the lecturer or teacher will be able to notice any non-academic activities that the students might perform during class.

Marwa argued that:

> **Extract 149:** *I think mobile learning may enhance productivity to a great deal if it is used properly with careful instructions fitting the aim of the presented lesson. All skills can be enhanced through it as this depends on the aim of the activities learners are involved in, but receptive skills are more adequate as interaction is the basis for online learning.*

Sara stated that:

> **Extract 150:** *It is a good way to engage learners in activities through apps, as it might engage slow and quiet learners to be more involved in interaction. They can improve their speaking and listening skills in a great deal.*

Students argued that they do engage with different mobile apps to enhance their vocabulary and pronunciation.

> **Extract 151:** *Well, I download books and articles to read, applications that help me to improve my pronunciation. Besides, some very beneficial dictionaries. Furthermore, I*

put the language of my mobile service in English, so it helps me to acquire new vocabulary concerning services I need.

Imene argued that:

> **Extract 152:** *I use mobile to check the dictionary, I usually find it easy to check meaning of concepts when I don't have access to my laptop. I also use mobile when I am travelling by train or bus to read online and to open my emails.*

Students also mentioned that they may improve their skills from mobile learning like:

- **Extract 153:** *Better researching skills.*
- *Better reading skills.*
- *Eye-hand coordination.*
- *Developed debate skills.*

4.4.3 Theme 3: Teachers' role from students' perspective

The majority of the students agreed that these apps could not be used without the guidance of the teachers. The students clearly showed the appreciation of the explanation they received from the teachers. Leila stated that:

> **Extract 154:** *The teacher's instruction was useful and needed to guide us and to realise our mistakes.*

One student also stated that:

> **Extract 155:** *I strongly agree that mobiles need to be used in learning however with instructions and careful watch by the teacher.*

The teacher-mediator has to teach the use of tools to students. That is why it is important to also focus on teachers' development and their digital literacy. Students reported that:

Extract 156: *The activities we used showed a balance of all aspects of learning English as a foreign language, it enhances our oral, written, and listening skills.*

Leila also said the same:

Extract 157: *I agree that mobile phones should be controlled in classroom learning, and they can be accessed only through an activity, to avoid learners' distractions. I believe everything should be used with limits.*

Another participant stated that:

Extract 158: *I support the idea that mobile learning should be applied. However, instructors should carefully observe students and control their behaviours.*

However, some students did not feel comfortable using these apps. One student mentioned that his phone is not compatible with these apps. Others said that:

Extract 159: *My typing style is very slow, so I would prefer to take notes on a piece of paper.*

In addition, one student stated that:

Extract 160: *Teachers should act as facilitators – as such they should support, trigger responses, weave responses together and open new threads, or maybe just summarising main points.*

4.4.4 Theme 4: Challenges

Contrary to expectations, Cilia was also frustrated about the workload that the mini module contained. She stated that:

Extract 161: *However, I felt the workload was excessive and could affect my engagement in the class. Also, the time allocated for every activity was limited. This make me feel overloaded (Cilia).*

Some students, on the contrary, found it challenging to work with other groups. For instance, four students who opposed the idea of group work, claimed that it is not beneficial for them.

Extract 162: *The challenge I faced is that group work tasks need everybody to be involved. I was given a task and only me who was working. It needs to be monitored effectively by the teachers.*

I also asked students to work in groups to deliver a presentation to their classmates, and I gave every student a role to play. One as leader, one as time manager, and one as resource finder. One student in the leader role found it is challenging and he lost interest afterwards. He reported that:

Extract 163: *Being a leader is quite hard for me, may be if I took another role I could have performed well (Adel).*

Again, Hadjer also mentioned about the challenges in integrating mobile learning in the teaching process stating that:

Extract 164: *The negative side is that mobile use is too distracting, I personally waste time when apps send notifications and I intentionally quit my work to check unrelated activities on the phone.*

For learners, mobile learning can be an easy way which drift them away to visit libraries. In the other parts of the world, references in English are not accessible, in this case, online access can be the only source of access to information (as already the library lacks print references)

In learning, mobile learning can be used but it should not be the focus as we are still in need of physical interaction that is based on the creativity and the personal critical thinking, as relying on the existing thoughts can inhibit individuals' thinking.

This has been explained more by Leila who stated that:

Extract 165: *The over use of mobile may lead to neglect the source of knowledge which are "hard copy" books, learners may be so dependent to their mobiles refusing any other material that may be more beneficial to their learning, the teacher may lose his control upon his learners.*

Another interesting challenge is the fact that some teachers forbid the use of phones in the classroom, Meriem has stated this:

Extract 166: *I don't face any challenges (as I use it at home the most not in the classroom) except that I may complain about teachers who have forbidden us from the mobile use in learning.*

Fatima also stated that:

Extract 167: *In my experience of using mobile blogging, I lost the internet in classroom, and students had to complete the activity outside the class.*

Ahmed also stated that:

Extract 168: *Students using the device for personal and non-academic activities, for example, texting friends and family, playing games, using social media etc*

A high chance of being a distraction from the actual lecture.

4.5 Summary

The findings from the qualitative data analysis summarised in this chapter showed that m-learning had a positive influence on the three aspects of student engagement within the Algerian context. At the behavioural level, students reported several indicators of engagement, including an increase in the effort they put into their learning. Teachers reported the factors affecting student disengagement. Students also reported an improvement in their communication and shift in their attitude towards learning. At the cognitive level, the student participants reported experiencing development in the self-regulation. At the emotional level, however, ranged from negative such as overload, which were experienced at the beginning of the mini-course, to more positive emotions such as increased interest, which were experienced after students adapted to the teaching approach. Furthermore, the analysis revealed that the implementation of m-learning in Algerian context needs the readiness from institutional leaders. The next chapter will build on these findings, link them to the literature review and research questions.

5 The Discussion Chapter

The current study utilised semi-structured interviews, classroom observations, the application of the mini-course, and reflective journals as data collection methods. The qualitative data were analysed to explore student behavioural, emotional and cognitive engagement with m-learning activities. The qualitative data was analysed thematically to obtain further insights into the perceptions of students about how the utilisation of m-learning apps influenced their behavioural, emotional and cognitive engagement. This discussion chapter draws on the findings from these sources and results from previous research studies to provide a deep understanding of the impact of m-learning on student engagement within the Algerian context in the current educational context.

5.1 Significance of the study

The current study is action-research and a case study-based research. This exploratory study set out to explore the impact of m-learning on the behavioural, emotional, and cognitive engagement of 30 EFL students in E.N.S. According to Robson (2011), real-world research addresses problems of immediate relevance to people and provides suggestions for dealing with them. Prior to this study, m-learning apps were not utilised in Algerian institutions. The discussion is therefore particularly valuable for EFL educators and researchers in the context. The study may benefit EFL teachers and policy makers as such. The study suggests that m-learning could be integrated into teacher training institutes as an additional teaching method of instruction which enhances student engagement in EFL. Thus, the study helps to initiate discussions about m-learning and the possible ways to enhance student behavioural, emotional, and cognitive engagement in EFL within the Algerian context.

5.2 The role of m-learning from social constructivism

According to McQuiggan et al. (2015, p.8), m-learning is “for creating our own knowledge, satisfying our curiosities, *collaborating with others*, and cultivating experiences otherwise

unattainable." Similarly, Thomas (2006) characterised mobile learning as "an opportunity to develop more learner-centred models of teaching and learning. Learners, on the other hand, have the chance to use the technology to cultivate a more active, personal and independent engagement" (p. 258).

It is suggested by Mcloughlin and Oliver (1998) that the Vygotskyian social constructivism theory might be the most relevant for understanding how learners interact and develop the higher-order learning outcomes, and students who engage in m-learning tasks may develop social, collaborative and dialogic skills (Laurillard, 2013; and Mcloughlin and Oliver, 1998). In the current study, the m-learning activities seem to have a positive impact on student behavioural, emotional and cognitive engagement (this point will be explained in detail in the following paragraphs).

Sli.do app was used for students to post questions at the end of the session or in advance, so peers have time to respond. Giving the students the chance to ask questions helped their engagement in the class. This view has been supported by Kuh et al. (2007) who argued that there are different activities which may help the facilitator to encourage students' interaction such as reciprocal questioning where students can ask questions at the same time getting feedback. This is also pertinent to the general objective of social constructivism that knowledge is socially constructed (Vygotsky, 1978) (see section 2.1.3). Dillon (2007, p. 135) argued that teacher questions can serve as explicit 'pedagogical devices' to enhance student engagement. Considering the data of this study, it is suggested that one way to engage students is through questioning. Kahoot and Padlet also enhanced student knowledge construction through discussions. Participants also reported that constant feedback and immediate response of the apps used in this study is crucial to solicit further opportunities for student communication and participation as HE students. The class gave opportunities for behavioural engagement via the technology, and this led to some cognitive engagement in the pair work (see section 4.2.3.2 and

section 4.4.2.1 and see Hadjer's comment in **Extract 104** and Ahmed's comment in **Extract 105**).

This agrees with Graham (2015) who stated that Kahoot app helps students to share and to engage. This has also been supported by Jones (2008) who stated that "students should share, rather than withhold, their insights…" (p.62). Dewitt et al. (2015) also agree that students could learn and generate new ideas using Padlet tool.

Two frameworks underpinning the social-constructivism view of learning were utilised in this study namely Laurillard's conversational framework (2013) and Kukulska-Hulme's et al. (2015) framework (see sections 2.4). These two frameworks have enabled designing the mini-course that was undertaken to collect more data (see section 4.5). The conversational framework by Laurillard (2013) serves as a guide for better use of different learning technologies in teaching and learning, especially at HEIs. The latter aims to help transition from the didactic approach to teaching to more student-centred learning, it also embraces the notion that teaching is a dialogue. A study by Neo et al. (2013), investigates the effects of interaction between students and teachers by adopting LCF, mediated by Web 2.0. The results showed that LCF enhances deep and meaningful learning while students collaborate. My study mirrors Neo's et al. (2013) study (see section 5.3) in which my participants reported that m-learning activities and the mini-module enhance their classroom engagement (see section 4.4.1.2 and 4.4.2.1 and see Imene's comment in **Extract 107** and Cilia's comment in **Extract 106**).

In this chapter, the key findings are addressed with respect to each research question and in light of the literature review related to this research.

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ2: How does m-learning impact on student engagement?

RQ3: What are the barriers of implementing m-learning in the institution context and beyond?

5.3 The current practice of ELT within Teacher Training Institute

I am going to contrast various viewpoints throughout this discussion: 1) what are the teaching approaches and methods recommended by the authorities in Algeria, 2) what are the teaching approaches and methods recommended in the literature of other previous research, 3) what the teachers themselves say, and they are not themselves unanimous, and 4) what I observed. These viewpoints are often not in alignment. This has been carried out through semi-structured interviews with seven teachers and three classroom observations.

In 2003, an integration of CBA was introduced in Algeria that aimed at student employability and social skills as stated by Rué (2008) cited in Canado (2013). Bancui and Jireghie (2012) suggested that achievement in learning a foreign language and student engagement is based on learners' social interaction and communicative competence. However, there were conflicting and contradicting opinions about the teaching approaches in Algeria from teacher interviewees. While some teachers reported the use of competency-based approach and the use of communicative language teaching, the current grammar-translation method still characterises the Algerian educational system (see theme 4.2.3).

Hamidi and Benaissi (2018) claim that CLT should have replaced GTM by shifting from focusing on "the form" to "meaning and language use". Yet, it was suggested by Benmoussat and Benmoussat (2018) that more training is needed for a better implementation of CLT in Algeria (see section 1.2). Teachers' participant also commented about this (see section 4.2.3.1, and see Yacine's comment in **Extract 38**).

The teacher participants claim the use of different engaging techniques with their students as a part of their learning process such as; role-plays, discussions, and debates (see section 4.2.3.2

and see Marwa's comment in **Extract 40**). They also claimed that the activities used aimed to provide students with opportunities to use grammar meaningfully in communicative contexts and to develop students' grammatical competence (see section 4.2.3.2 and see Youcef's comment in **Extract 43**). Some other teacher participants view their role as facilitators who really want to encourage students to communicate and to take responsibility of their learning by actively using different communication strategies and which also help their future career in becoming future English teachers (see Mohamed's comment in **Extract 34** and Ibtissem's comment in **Extract 44)**. Yet, during my classroom observation phase, the teacher is the main source of knowledge (see section 4.3.1). This has been explained by Boubekeur (1999) (see section 1.2) who reported that passive learning is still practiced which is based on memorisation, textbooks and examination-oriented.

These combinations of contrasting teaching approaches and views (as shown in the findings chapter, see theme 4.2.3) led to a contradiction and conflict between the arguments identified by interviewees. Some teacher participants see students as active learners, on the other hand, other teachers see themselves as the authority who should control the class. However, it has been observed that those students were not encouraged to engage or question the teachers because culturally it is considered as uncivil (see section 4.3.1 and see in **Extract 92**). This may be a result of the teacher-centred GTM approach (see section 1.2) and the observations showed that GTM is still practised in the Algerian institutions. Clearly, the need for an in-depth review toward the educational system in the Algerian institutions is necessary. Therefore, although in the interviews some of the teachers implied interest in developing all three types of engagement, when I came to the observations, I noticed that in reality they were more concerned with just getting behavioural engagement, as a kind of discipline and control.

5.4 Impact of m-learning on student engagement

The literature review demonstrated that student engagement is of paramount importance for student learning and academic progress (Reeve, 2013). According to Entwistle (2000), teaching in higher education affects the quality of students' learning and engagement in the course. The current study showed that m-learning has an immediate and significant influence on students' behavioural, cognitive and emotional engagement. This part of the discussion will be divided into four major sections, with each section discussing the impact of m-learning on one aspect of student engagement in order to ensure clarity and flow of the analysis.

5.4.1 Impact of m-learning on student behavioural engagement

According to Appleton (2006), behavioural engagement relates to students' attendance and punctuality and participation.

Student punctuality

During the observation stage of the research, of the 30 students only one student was absent, and all the other students were on time as they felt compelled to attend classes regularly to comprehend the course content (see section 4.3.1 and see comment in **Extract 94**). In my study, the m-learning helps in facilitating the integration of interactive tasks that helps students' behavioural engagement. Furthermore, the m-learning apps offered constitute an important contribution to EFL practice in Algeria and similar educational contexts as it could be an effective substitute for traditional approaches utilised currently.

Student collaboration and participation with teachers and peers

Xerri's et al. (2018) study suggests that student-student (peer) relationships, teacher-student relationships, and students' sense of purpose for studying a higher education degree, were central to student engagement in academic activities. In my study, students engaged in several in-class collaborative m-learning tasks, including contribution to discussion throughout the

week, writing group summaries in class, and engaging in debates about different topics. This entailed increased student-student communication. This aspect of student engagement was also demonstrated by the questions asked and comments on students' contributions posted on Padlet (see Appendix 20). Research conducted by Clark (2015) supports the current study's findings. Clark's (2015) study revealed that students' involvement in his course was attributed to several factors, including the augmented utilisation of group work and collaboration by peers. However, it should be indicated that this type of student collaboration is very rare in traditional classrooms. Thus, the integration of m-learning apps such as Kahoot appears to have facilitated this type of student interaction in the current study, as demonstrated in students' reflective journals (see section 4.4.2.6 and see comment in **Extract 137**).

The semi-structured interviews and classroom observations also revealed that unlike traditional classrooms, student-teacher interaction can be increased by integrating the technological educational tools. The researcher and students interacted for a variety of purposes, which included receiving updates about the course materials, following up with the assigned pre- and post-class tasks, clarifying ambiguous content, and providing/receiving feedback about performance (see section 4.4.2.5 and see comment in **Extract 132 and 133**).

Several researchers emphasise the value of student-student and student-teacher interaction. For instance, a study conducted by Love et al. (2014) found that students appreciated the collaboration opportunity m-learning provided. This is attributed to the fact that collaboration and communication helped students to develop positive relationships (Jones, 2012) and to feel more comfortable and emotionally engaged in the course. Furthermore, Dixson (2010, p. 1) emphasises the value of communication in enhancing student engagement when she states: "Multiple communication channels may be related to higher engagement and that student-student and instructor-student communication are clearly strongly correlated with higher student engagement with the course in general". In my research, m-learning encourages this

type of interaction between student-student and teacher-student in the Algerian context (see section 4.4.2.1 and see Houda's comment in **Extract 108**, **113 and 115**).

5.4.2 Impact of m-learning on Student cognitive engagement

The current study indicated that m-learning had an indirect impact on various aspects of students' cognitive engagement, such as their cognitive development, self-regulation, and investment in learning (Appleton et al., 2006). Most importantly, the results indicated that a strong relationship between students' behavioural and cognitive engagement, which has direct implications for practice in the current educational context.

Student cognitive development

The findings from classroom observations and reflective journals (see section 4.3 and 4.4) show that cognitive engagement was lacking because students tend to prefer the teacher as a facilitator instead of being self-regulated. These assertions may support the notion of the "guide on the side" as stated by Morrison (2014) (see section 2.3.1), which also may relate to the notion of "scaffolding" by educators following Vygotskian approaches (see section 2.3.1 for more details about "scaffolding"). It has been suggested by Wang and Smith (2013) that one of the conditions for the acceptance of m-learning is to be monitored by teachers (scaffolding) (see section 2.3.2 for more conditions). The findings in my study mirror those of the previous studies that have examined the effect of scaffolding in the L2 learning process and student behavioural, emotional and cognitive engagement (see section 4.4.3 and see Leila's comment in **Extract 154 and 155**).

Hanjani and Li (2014) also analysed the effectiveness of peer-collaboration through teachers' support to enhance student ZPD at an Iranian university. Lin and Samuel (2013), in a similar vein to the above study, examined the strategies of scaffolds and how these facilitate learning (see section 2.1.3). The findings of my research were significant to the above studies as the peer

scaffolds provided during the student-student interactions enabled students to enhance their engagement (see comment in **Extract 160)**.

Students realised that inadequate self-regulation would impede their academic progress. They reported that the fear of not being able to understand compelled them to participate actively in the lessons and to take responsibility for their learning by controlling their learning time and their learning progress.

Student self-regulation

Self-regulation is "an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features on the environment" (Pintrich, 2000, p. 453). The results from reflective journals data analysis showed that m-learning helped students to record lectures notes, to reflect on their learning, and to seek information (see section 4.4.2.6 and see Ahmed's comment in **Extract 141**). One unanticipated finding was that students develop their emotional engagement which was explained in (section 4.4.2.1 and see comment in **Extract 116**) as a crucial element in enhancing students' self-directed learning.

Student investment in learning

The findings from semi-structured interviews and classroom observations suggest that students do not invest in learning, and they are reluctant because of their lack of self-esteem, anxiety, and hesitation (see Youcef's and Yacine's comments in **Extract 2 and 3**). In this respect, Masakatsu (1998, p.1) stated that "experiencing this kind of situations several times, the student gradually loses interest in learning English and finally becomes disappointed." This shows that the psychological barriers (see chapter 4 sub-theme 1.1) may impede student self-regulation and their learning as stated by Kuhu (2013) (see section 2.2). The teacher participants also reported that students lack linguistic competence such as grammar and vocabulary (see sub-

theme 1.2). The interviewees reported that this issue comes from students' previous education because, in the middle and secondary school, English is not given much attention with fewer hours per week. Yet, the findings from classroom observations show that teachers emphasise the importance of teaching grammar, this seems to refer only to behavioural engagement. Thus, Tinto (2012) suggested that pedagogies of engagement should involve students to socially interact to promote cognitive (self-regulation and self-esteem) and social development.

Furthermore, teacher participants reported that the class layout and class size, which includes the whiteboard at the front of the class and desks arranged in arrays (see appendix 13) do not encourage the effective communication between the teacher-student or student-student, this also affects the teaching style where teachers have to be the centre of the knowledge and the main individuals in the teaching/learning process. Boukhentache (2018) points out that students' failure to learn English is related to large class numbers of 30-45 students (this was also reported in the teachers' interviews, see section 4.2). Some other teacher participants reported that group work is not recommended because of the class size and this is also what have been observed (see appendix 18). This justifies their use of traditional activities which are based in 'filling the gap' at most or just dictation. From the class observations, teachers seem not to be aware of the importance of students' questions, discussions which can be considered as a milestone in enhancing students' autonomy, interests, belonging, knowledge construction and positive attitude toward learning.

5.4.3 Impact of m-learning on student emotional engagement

The emotional engagement relates to students' interest, belonging and their positive attitude about learning (Appleton et al., 2006).

Student interest

The current study's results showed that initially, most students found adjusting to the m-learning as a method of teaching quite difficult (see Yacine's comment in **Extract 72** and Marwa's comment in **Extract 73**). However this eased, especially after they became familiar with the technological tools utilised; Padlet, Kahoot, and Sli.do apps. This is emphasised by Crouch and Mazur (2001, p. 974), whose study led them to conclude that "students often require a period of adjustment to new methods of instruction before their learning improves". Steel and Fullagar (2009) confirmed that teachers who are keen about students' needs and giving students opportunities for choice are more likely to engage actively in the classroom.

Furthermore, within technology, teachers can be facilitators of the learning process where students can also assist in the facilitation process by taking an active part from the other end. This interaction adds value to teaching and learning. This informs that interaction is crucial to student engagement and student interest that technology can play a main role in the process.

It can also be understood that learning and teaching have two facets according to my research. Firstly, technology helps in pedagogy while in a true sense everything behind technology is pedagogy. That is to say, 'pedagogy informs technology' is the link between students' official syllabus and the m-learning activities. Because of clear linking of the mobile apps to their syllabus, the familiarity and interest were achieved which also added to enhance engagement. It made students more receptive and attentive and it was seen that they engage in the class with more enthusiasm than before. This clarifies that both technology and pedagogy are important to achieve student engagement by implementing thoughtful content.

Belonging

A reported benefit of students as partners in the literature is a transformed sense of self, belonging (Appleton et al., 2006) and self-awareness for both students and staff (Bovill et al.

2011; Cook-Sather and Abbot 2016 cited in Matthews et al. 2018). In my study, this has been reflected (see the very positive comment about belong presented by Ahmed in **Extract 105**). This emphasises the institutions' needs to include students' and teachers' views while designing the curriculum. Those views can be applied for designing a course for m-learning. This proposition is also reflected by Edmonds and Lee (2002) (see section 2.2.2). As such the top-down approach is seen as passive. The latter is considered as a 'one-way' feeding where there is no collaboration or negotiation among students, teachers, and curriculum designers. Learners' experiences and needs, teachers teaching style are all affected by the top-down approach (see section 2.2.2). This has been reported by teacher participants who seem not to have the ability to interfere in the curriculum design which is related to their teaching (see theme 4.2.4.1). That is why the bottom-up approach is justifiable in case of discussing the Algerian context for including students and teachers in proposed reforms. In addition, teacher participants relate the failure of CBA and CLT to their lack of engagement and communication with the senior institutional leaders (see Yacine's comment in **Extract 49**).

Positive attitude towards learning

Students participants reported an increased willingness towards learning and development of the capacity to ask questions (see section 4.4.2.7 and see Sara's comment in **Extract 150** and Ahmed's comment in **Extract 143** and student comment in **Extract 134**).

As discussed in the previous section, students in the current study developed self-regulation, which suggests that as students' cognitive engagement is enhanced, they become more autonomous students that lead to a positive attitude towards learning. However, it is also possible that the Algerian students who used to the traditional teaching methods still were depending heavily on teachers' support as knowledge providers rather than coachers.

Students showed enthusiasm and high engagement with the tasks. Students argued that these activities are enjoyable, fun and interactive, which enabled them to better understand the lessons (see chapter 4 theme 4.5.2). The m-learning interactive activities promoted the discussion and debate which developed student engagement. This has been indicated by Pritchard and Woollard (2010) that encouraging discussion among students and involving them in interactive activities are important for their active learning. In the same vein, Palincsar (1998) argued that learning and understanding are socially constructed concepts. In addition, these discussions between the teachers and students, students and students within the classroom, draw attention to the quality of teaching and learning in an environment where collaboration occurs (Gergen, 2015). According to Bruner and Watson (1983), teaching should be interactive through dialogues in which pupils can develop their hypotheses, problem-solving skills and decision making. Winer and Ray (1994) argued that collaboration improves students' learning by working as a group or in pairs to solve a problem. Thus, there is a strong acceptance that mobile apps and collaborative activities enhance student engagement in Algerian HEI.

5.5 The barriers of implementing m-learning activities in the institution and beyond

The interviewees and student participants reported two main elements for effective implementation of the technological affordances, these are institutional readiness and pedagogical training.

5.5.1 Institutional readiness

Benouar (2013) and Boumedience (2018) argued that a lack of involvement of institutional leaders in the reform process has made it difficult to succeed in building a platform for a structured use of Information and Communication Technologies (ICTs) in English Language Teaching (see section 1.2). In my study, the intended interviews with the ministry officials could not happen because of the instability in Algeria at the time I intended to conduct the interviews (see section 3.4.2). The institutional leaders were not able to give their insights

towards the implementation of m-learning. However, the teacher participants reported that the institutional administration and bodies should allocate sufficient budget for the HEIs infrastructure and pedagogical training (see Adam's comment in **Extract 66**).

This confirms the points raised by the Bouchefra and Baghoussi (2017) (see section 2.3.3 and see Adam's comment in **Extract 55**). I have observed that the main method of ICT that have been used in class is data projectors (see section 2.3.3 and appendix 18), computer labs remained locked (see Yacine's comment in **Extract 57**). The results, hence, revealed that in order to enhance student engagement and knowledge construction, which is prerequisite to social constructivism approach, it is important that institutional leaders should initiate a starting point for effective implementation of m-learning within the Algerian context. This situation was reflected in teacher participants' responses as well as the reflective journals. It is worth mentioning also that some teachers and students are positive towards the change if they have the facilities needed such as language laboratories, training, Wi-Fi access, and laptops or digital tools.

5.5.2 Pedagogical training

According to Metatla (2016), some dilemmas are hindering the progress of the Algerian higher education, and that is due to the non-equipped classrooms for potential teachers (few computers and poor internet) and training for the stakeholders. According to the literature, the successful implementation of m-learning may require the institution to provide opportunities to teachers and students to develop their knowledge of technologies that support student engagement. This is required in the current context and could be achieved through workshops and practical training prior to its implementation in actual classes. The study revealed that students and teachers who had better technology skills reported higher behavioural and emotional engagement. It could therefore be concluded that although technology integration is great facilitation, it could have a negative effect if students and teachers have limited and/or poor

technical skills. A direct implication of this finding for practice is ensuring that teachers and students are familiar with the technologies to be integrated into the classroom and that those technologies are accessible to them.

5.6 Summary

This chapter discussed the main findings from the qualitative data analysis. Several aspects of student engagement were found to be influenced by the implementation of m-learning activities. The findings discussed in this chapter constitute a valuable contribution to the knowledge about student engagement and EFL practice within the Algerian context and, therefore, have pedagogical and institutional implications for practice and future research in the field. These will be discussed in the following chapter.

6 Conclusion Chapter: Contributions, Limitations, and Recommendations

In this final chapter, I present the aims and the summary of the key findings drawn from my research and a critique of these findings. Following this, I address the contributions and the limitations followed by the implications and possible recommendations for further investigation.

6.1 Research aims

The research aims were addressed thoroughly in light of relevant research in the field of teaching and learning in the areas of social constructivism, m-learning, and student engagement. However, the intended aim of obtaining the views of institutional leaders was not achieved. This research addressed the following aims:

- The first aim of the thesis was to explore the practical teaching and learning theories in ELT. The social constructivism learning theory and Communicative Language Teaching were the pillars of my research. Vygotsky believed that learning is socially constructed, hence my aim of enhancing interaction by the use of technology. From my review of the literature, I found that applying social constructivism in ELT emphasises the importance of communicative competence, and that is why I chose CLT as an approach to teaching and learning to enhance student engagement.
- The second aim was to explore the pedagogical frameworks which call for increased student engagement in the classroom. Kukulska-Hulme's et al. (2015) pedagogical framework and Laurillard's conversational framework (2013) helped me in designing my intervention course. These pedagogical frameworks enabled me to explore teacher wisdom, device features, learner mobility and language dynamics as Kukulska-Hulme et al. (2015) put it. The LCF serves as a guide for better use of different media formats in teaching and learning including, Kahoot, Padlet, and Sli.do mobile apps.

- The third aim was to explore the feasibility and acceptability of m-learning amongst institutional leaders. I could not achieve this aim because of the country instability and some other reasons that were mentioned in (section 3.4.2).

6.2 Summary of the key findings

To evaluate the current practice of ELT and learning within the Algerian institutions, I interviewed seven teachers and collected reflective accounts from students. Thus, this objective was fulfilled, which has helped me understand current practices. Together, these results provide important insights into the teaching methods, the attitudes of teachers towards m-learning, student engagement, and class activities. The results from the semi-structured interviews indicate that students are disengaged because they have psychological, linguistic, and motivational barriers. In the classroom setting the students are conscious about social approval from the peers and are scared of committing mistakes.

Teachers reported that such technologies are costly and thus, the higher authority may be unwilling to buy and implement those. As such, this unwillingness can be tackled if the appropriateness of ICT is conveyed to stakeholders by introducing workshops documented with research. Some problems were encountered while taking interviews. Foremost among them was to find a suitable place where interviews can be taken. It was also challenging to find a room where all the technology needed such as camera, Wi-Fi and/or internet connection to get an overall picture of the university's facilities on how learning is facilitated. The application of mobile technology as discussed with participants reflect on this limitation of the premise as well. However, there is a similar scenario throughout the Algerian educational system. This again fulfilled my research objective partially about evaluating the Algerian educational system.

Teachers reported that students do have mobile phones, but they are afraid that they are mostly used for personal rather than educational use. Another objective of my research was to explore

perceptions of students from the teachers' point of view for m-learning. Similar answers were obtained where teachers affirmed positively for m-learning if students are to engage educationally; however, they believe that it may be difficult. This problem is again found in other education settings not only in Algeria but in other parts of the world. This related to students' willingness to achieve learning goals within the classroom. In order to overcome this issue, various strategies can be applied, such as introducing educational games. I, as a researcher, believe that this technology can aid in engagement if used wisely. Of course, the application will need further research, but the first step of pilot studies can take place with the help of my findings from this research project.

I also explored the teaching approaches in current academic practice at the institutional level in Algeria. According to teachers, their teaching approach is mostly based on CBA. I took the opportunity to understand several aspects within classroom settings in EFL. Those aspects include classroom activities, teachers' skills to engage students, and student engagement. The classroom activities were found to be simple and not very interactive. For example, in the reading task, the teacher chose to distribute handouts which contained information about skimming and scanning techniques (see appendix 17). Students receive the handouts without prior knowledge or necessary information about the task they are supposed to perform with the handouts.

Teachers did not share the aim of the task which left students in an ambiguous place. Such approaches are prevalent in traditional teaching, and it was reflected in this particular reading activity as well. It can be concluded that in Algeria, the current status of teaching is traditional. These answers relate to my first research question. To provide more authority to the conclusion, I also observed teachers' interaction with students. The first observation was about the structure on the seating arrangement in the class. It was seen to be linear, which does not provide an opportunity for students to participate with each other (see appendix 18). As such, group

discussions were not facilitated, which may help students to raise questions. Alongside, it was seen that the size of the classroom also impeded the students' interaction with teachers. For example, one student was curious about clarifying the difference between two terms "intensive and extensive reading" and how both can be practiced while skimming. This question may lead to group discussion; however, the teacher did not open up this opportunity for students to discuss further. This again clarifies the traditional way of teaching in Algeria, which also answers the first research question of finding the current methods of teaching EFL.

The reflective journals aim to explore students' attitudes, engagement and readiness towards the use of the mobile applications used in this research: Kahoot, Padlet, and Sli.do. First, this allowed me to understand their perceptions about m-learning applications and their readiness to accept and resolve the challenges. In addition, it allowed me to gain insight about their readiness and whether they have a positive approach towards m-learning. Third, it also gave the opportunity for students to compare this with practices from the past. This again enabled me to understand both their past and current perspective and their readiness of m-learning for future. Most students responded positively and overall showcased enthusiasm for utilising m-learning in the classroom.

6.3 Contributions to the discipline of education

My research contributes to the understanding of social constructivism, and added insights into English Language Teaching (ELT) concerning the use of m-learning activities to enhance student engagement; which was limited to a large extent for some reasons that were mentioned by teachers (see section 4.2.3) and from the literature review (see section 2.3.3). For instance, the study conducted by Benouar (2013) found that the Algerian government did not keep the pace with international educational standards, he then suggested that this might be because there is no comprehensive reform of the HE system. Similarly, Metatla (2016) found that the Algerian government continues to push the idea that the LMD system will reinvigorate the HE sector.

Not too far from the above, Rezig (2011) noted that Algerian English learners at university do not perform well despite the educational reforms that have been implemented at all educational levels since 2000. These studies prompted my research on the potential uses of m-learning apps for educational purposes. I have also applied an intervention course aimed at improving social interaction through pedagogical frameworks based on social constructivism. This thesis offered an alternative view to the reason attitudes may change after the integration of m-learning activities. By implementing m-learning activities, the students acknowledge that discussions and class interaction achieved by implementing m-learning activities resulted in high student engagement; and this was evidenced by students' reflections.

6.4 Implications for practice

The results showed that m-learning activities that are based on social constructivism helped students to engage, interact and learn (see section 4.4). The design of m-learning activities requires the integration of reflective, collaborative and communicative activities using Kahoot, Padlet and Sli.do apps. In this respect, an understanding of how students reflect on their learning was captured. The study also captured a better understanding of students' acceptance of m-learning. This study gathered an in-depth exploration of how social constructivism enhanced student engagement. By reference to this pedagogical framework, it can be argued that embedding technology into the teaching and learning process has the potential to increase student engagement. However, the key point is that m-learning needs to be a supportive tool rather than merely being 'exchanged' for traditional teaching methods.

By implementing m-learning activities, the students acknowledge that discussions and class interaction achieved by implementing m-learning activities resulted in high student engagement; and this was evidenced by students' reflections. This suggests that students are engaged if they find content relevant to their academic skills as being future teachers. In other words, students' preference for the apps were determined in fulfilling students' interaction and

engagement. The study has confirmed the findings of Al-Fahad (2009) (see section 2.3.2). These positive attitudes, therefore, assisted in my understanding of the effectiveness of m-learning in EFL. In addition, despite my study being exploratory, it offers some insights towards m-learning activities and student engagement in the Algerian HE. The designed m-learning activities gave students an understanding of the importance of its use in their learning. It also helps develop knowledge of academic skills that will be significant in their future career as teachers.

These discussions are useful to establish pedagogical frameworks, which uses some understandings of enhancing EFL teachers' and students' engagement through the use of m-learning such as Kukulska-Hulme's pedagogical framework, which involves a four-stage process: device features, language dynamics, learner mobility and teacher wisdom (see diagram 2.1) and LCF that describes how ICT in general, and m-learning, in particular, can be used as a useful tool to enhance student engagement (see section 2.4). However, these aims are not complete without exploring the effective way of designing the curriculum to enhance student engagement in the learning and teaching process using the bottom-up approach. The bottom-up approach aims at giving the teachers and students the opportunity in designing their curriculum, involving students and teachers as partners, and enhancing relationships between teachers, students, and the institution as a broader goal.

6.5 Limitations of the study

This research aimed to contribute to ongoing discussions about student engagement and m-learning. Before suggesting any future research implications, however, it is necessary to address the study's limitations. First, unlike students and teachers, the institutional leaders showed no interest to participate in this research. Due to the sudden instability in Algeria while I was conducting my research, the interviews were cancelled. This prevented me from exploring the feasibility of institutions in applying the m-learning in Algerian classrooms. This particular

point should be addressed thoroughly in the future. Second, the difficulties relating to reliable Wi-Fi was the most significant limitation that impeded the creation of an environment where the mini-course was implemented. Lastly, the generalisability of these results is subject to certain limitations. For instance, my study carried out only with first-year students at E.N.S and involved 30 EFL students; therefore, the results cannot be generalised to other contexts due to the specificity of each educational environment.

6.6 Recommendations

Based on the data analysed in this study, m-learning emerges as a potentially novel teaching method which is worthy of further investigation. Furthermore, it is necessary to explore other aspects of students' learning in relation to m-learning, including assessments and academic achievement. It is recommended that further research is needed to look at the feasibility and acceptability among funders such as government bodies in order to raise awareness of the role of m-learning in Algerian HE. Moreover, it was suggested that more detail should be given before the real implementation of the course. It was also recommended that the course should include more activities that focus on grammar, phonetics, and linguistics. At the methodological level, this study was conducted with 30 EFL students from E.N.S. To gain a better understanding of how m-learning can impact student engagement, more studies involving larger samples should be conducted in different contexts to identify the factors that could interact with the instructional method to influence student engagement. The study also showed that the duration of the study influenced some aspects of student engagement, including their emotional engagement and the short time to implement the mini-course. Consequently, studies of a more longitudinal nature are needed to identify whether student engagement increases or decreases according to the duration of the m-learning course.

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Appendices

Appendix 1

University of Northampton,

University Drive Waterside Campus, NN15PH

CONSENT FORM

Interviews -Teachers

Title of Project: **M-learning and student engagement in English Language Teaching**: **The case of first-year students at E.N.S, Algeria**

2015-2020

Name of Lead Researcher: Imane Tiahi

Please initial The boxes you agree with

I confirm that I have read and understood the information leaflet dated [date] for this study. ☐

I have given enough information about this study ☐

I have been able to consider the information, ask questions and have had these answered satisfactorily. ☐

I understand that my application is voluntary and that I am free to withdraw at any time without giving any reason. ☐

I understand that I will not be named in my reports or discussions (except between the research team), so that no one else can identify me. ☐

I understand that sections of any of my personal records may be looked at by responsible individuals from University of Northampton or from regulatory authorities where it is relevant to my taking part in this research. ☐

I give permission for these individuals to access my records that are relevant to this research. ☐

I agree to take part in the above study ☐

I have been informed that the interview will be audiotaped and videotaped. ☐

I understand that any written record or audiotape material will be destroyed on completion of the study

Name of participant	Date	Signature

Name of person taking consent Date Signature

Appendix 2

University of Northampton,

University Drive Waterside Campus, NN15PH

CONSENT FORM

Classroom Observations - Teachers

Title of Project: **M-learning and student engagement in English Language Teaching**: **The case of first-year students at E.N.S, Algeria**

2015-2020

Name of Lead Researcher: Imane Tiahi

Please initial The boxes you agree with

I confirm that I have read and understood the information leaflet dated [date] for this study. ☐

I have given enough information about this study. ☐

I have been able to consider the information, ask questions and have had these answered satisfactorily. ☐

I understand that my application is voluntary and that I am free to withdraw at any time without giving any reason. ☐

I understand that I will not be named in my reports or discussions (except between the research team), so that no one else can identify me. ☐

I understand that sections of any of my personal records may be looked at by responsible individuals from University of Northampton or from regulatory authorities where it is relevant to my taking part in this research. ☐

I give permission for these individuals to access my records that are relevant to this research. ☐

I agree to take part in the above study and be observed. ☐

I understand that any written record or audiotape material will be destroyed on completion of the study. ☐

Name of participant Date Signature

Name of person taking consent Date Signature

Appendix 3

University of Northampton,

University Drive Waterside Campus, NN15PH

CONSENT FORM

Classroom Observations - Students

Title of Project: **M-learning and student engagement in English Language Teaching**: **The case of first-year students at E.N.S, Algeria**

2015-2020

Name of Lead Researcher: Imane Tiahi

Please initial The boxes you agree with

I confirm that I have read and understood the information leaflet dated [date] for this study. ☐

I have given enough information about this study. ☐

I have been able to consider the information, ask questions and have had these answered satisfactorily. ☐

I understand that my application is voluntary and that I am free to withdraw at any time without giving any reason. ☐

I understand that I will not be named in my reports or discussions (except between the research team), so that no one else can identify me. ☐

I understand that sections of any of my personal records may be looked at by responsible individuals from University of Northampton or from regulatory authorities where it is relevant to my taking part in this research. ☐

I give permission for these individuals to access my records that are relevant to this research. ☐

I agree to take part in the above study and be observed. ☐

I understand that any written record or audiotape material will be destroyed on completion of the study. ☐

Name of participant	Date	Signature
Name of person taking consent	Date	Signature

Appendix 4

University of Northampton,

University Drive Waterside Campus, NN15PH

CONSENT FORM

Reflective Journals - Students

Title of Project: **M-learning and student engagement in English Language Teaching**: **The case of first-year students at E.N.S, Algeria**

2015-2020

Name of Lead Researcher: Imane Tiahi

Please initial The boxes you agree with

I confirm that I have read and understood the information leaflet dated [date] for this study. ☐

I have given enough information about this study. ☐

I have been able to consider the information, ask questions and have had these answered satisfactorily. ☐

I understand that my application is voluntary and that I am free to withdraw at any time without giving any reason. ☐

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I give permission for these individuals to access my records that are relevant to this research. ☐

I agree to take part in the above study. ☐

I understand that any written record or audiotape material will be destroyed on completion of the study. ☐

Name of participant	Date	Signature
Name of person taking consent	Date	Signature

Appendix 5

كلية التربية و العلوم الانسانية – جامعة نورهامثون

ووترسايد

نورهامثون، نورهامثونشير

NN1 5PH

وثيقة الموافقة على المشاركة رقم 1- حوار

عنوان البحث: تحسين وزيادة التواصل والمشاركة لدى طلبة اللغة الانجليزية باستخدام تكنولوجيا الهاتف المحمول

من أكتوبر 2015 إلى أكتوبر 2020

من السيدة ايمان تياحي

أنا الممضي(ة) أسفله، أؤكد أنني:

1.	**قد قرأت وفهمت المعلومات حول المشروع، على النحو المنصوص عليه في وثيقة معلومات المشاركة (رقم 1) المؤرخة ----------**	**نعم** ☐ **لا** ☐
2.	**قد أتيحت لي الفرصة لطرح المزيد من الأسئلة حول المشروع ومشاركتي.**	**نعم** ☐ **لا** ☐
4.	**انأ اعرف انه بإمكاني أن أطالبك بالانسحاب .**	**نعم** ☐ **لا** ☐
5.	**انأ اعرف أنه من غير الممكن أن تسحب مشاركتي بعد اجراءات إخفاء الهوية.**	**نعم** ☐ **لا** ☐
6.	**قدم شرح وافي بخصوص إجراءات إخفاء الهوية واستخدام أسماء بديلة.**	**نعم** ☐ **لا** ☐
7.	**قدم لي شرح وافي بخصوص كيفية نشر و أرشفة نتائج البحث.**	**نعم** **لا**

		☐ ☐
8.	قد تم احاطتي علما أنه بإمكان باحثون آخرون الوصول إلى نتائج البحث بعد نشرها.	نعم ☐ لا ☐
9.	أنا اعرف أن الاتصالات عبر الإنترنت هي معرضة للقرصنة، والاقتحام، وغيرها من الانتهاكات. وعلى الرغم من هذه الاحتمالات، أوافق على المشاركة.	نعم ☐ لا ☐
10.	انأ أوافق علي توقيع وتسجيل تاريخ الموافقة على المشاركة.	نعم ☐ لا ☐

اسم المشارك ..... تاريخ يوم ..... إمضاء المشارك.....

اسم الباحث ..... تاريخ يوم ..... إمضاء الباحث .....

Appendix 6

The participant information sheet -Teachers

University of Northampton

University Drive Waterside Campus, NN15PH

Faculty of Education and Humanities

M-learning and student engagement in English Language Teaching: **The case of 1st year students at E.N.S, Algeria**

2015-2020

Dear participant,

This leaflet is to give you some basic information about my research. Please feel free to ask me for any further details.

Best wishes,

Imane Tiahi

What is this research about?

My research aims to answer the following questions:

RQ1: What is the current practice of ELT within Teaching Training Institute?

RQ2: How do teachers perceive student engagement in the classroom?

RQ3: How do teachers perceive the future use of m-learning activities compared to their current teaching?

RQ4: How do students perceive the use of m-learning activities in the classroom in light of social constructivism?

RQ5: How do institutional leaders perceive the use of m-learning in Algerian context?

I would like to learn more about what the stakeholders' attitudes and behaviours before and after applying the mobile learning.

Why is this research being done?

The value of education is something that I have understood since a very young age. My father used to be a teacher and teaching has always been my passion. My father made a commitment early in my life to do everything within his power to instil in me a love of learning and an understanding of the importance of hard work and dedication.

My research will investigate the idea of applying existing mobile applications in the Algerian context and their impact on students' performance, interaction, and their engagement.

Therefore, one of my aims is to explore how particular mobile apps can be applied in English Language Teaching, from student and staff perspectives.

My strong wishes for extending my academic learning began once I developed the rationale for my research topic that is a current and time worthy subject especially with the move to digital technologies and how this may impact on higher education (student and teacher perspectives).

How will the study involve participants?

I am unobtrusively observing what goes on in the classroom and talking informally to students and staff. When they agree, I will start by classroom observation. I will then interview the English teachers and students for more in-depth information. These methods that I am going to use take at least 3 months to be done.

Classroom Observations

One of the aims of this research is to evaluate current practice of ELT and learning within Algerian universities. This observation is essential for my research to improve students' engagement in the classroom. I hope that you will not mind me being around, observing the teaching methods and your delivery of the lecture.

Interviews

If I ask you to take part in an interview, you will have time to ask questions, and time to decide if you want to do so or not. I prefer to audio record so as to have an accurate recording. If you agree, I will ask you to sign a consent form and give you a copy to keep.

During the interview please tell me if you want to stop, or have a break, or opt out of the research. If you do not want to answer some questions, just say 'pass'. You do not have to give me any reason. There are no right or wrong answers. It is your own views.

We will keep the records in safe lockable places and delete recordings after this study. If you wish, you can have a copy of your typed interview transcript, and you can tell me if you want any words changed or taken out.

The research team will see the notes and transcripts, but we will respect your privacy.

We will make sure that if we repeat your comments to anyone else, and publish them in research reports, that you cannot be identified. We will send you a short end-of-project report (in the autumn).

Approval

This study is supported by my supervisors at the University of Northampton and approved by the research ethics committee, project. Leaflet version no. , revised [date].

The Algerian government funded the project.

Who are the researchers?

Researcher: Imane Tiahi

First supervisor: Dr.Dave Burnapp

Second supervisor: Dr. Qian Zhang

Director of studies: Dr. Sonya Andermahr

You can contact me at:

Address: University Drive Waterside Campus, NN15PH

Tel: ###

Email: imane.tiahi@northampton.ac.uk

Thank you for reading this leaflet about our work to help to find better ways for teaching and learning English as a foreign language

Appendix 7

The participant information sheet -Students

University of Northampton

University Drive Waterside Campus, NN15PH

Faculty of Education and Humanities

M-learning and student engagement in English Language Teaching: **The case of 1st year students at E.N.S, Algeria**

2015-2020

Dear participant,

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>
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>
> **RQ3:** How do teachers perceive the future use of m-learning activities compared to their current teaching?
>
> **RQ4:** How do students perceive the use of m-learning activities in the classroom in light of social constructivism?
>
> **RQ5:** How do institutional leaders perceive the use of m-learning in Algerian context?

I would like to learn more about what the stakeholders' attitudes and behaviours before and after applying the mobile learning.

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Reflective Journals

If I ask you to take part in the reflection process, you will have time to ask questions, and time to decide if you want to do so or not. If you agree, I will ask you to sign a consent form and give you a copy to keep.

Please tell me if you want to stop, or have a break, or opt out of the research. If you do not want to answer some questions, just say 'pass'. You do not have to give me any reason. There are no right or wrong answers. It is your own views.

We will keep the records in safe lockable places.

The research team will see your reflections, but we will respect your privacy.

We will make sure that if we repeat your comments to anyone else, and publish them in research reports, that you cannot be identified.

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Researcher: Imane Tiahi

First supervisor: Dr.Dave Burnapp

Second supervisor: Dr. Qian Zhang

Director of studies: Dr. Sonya Andermahr

You can contact me at:

Address: University Drive Waterside Campus, NN15PH

Tel: ###

Email: imane.tiahi@northampton.ac.uk

Thank you for reading this leaflet about our work to help to find better ways for teaching and learning English as a foreign language

Appendix 8

ورقة معلومات المشارك - الادارة

جامعة نورثهامبتون

حرم جامعة درايف ووترسايد الجامعى ، NN15PH

كلية التربية والعلوم الإنسانية

التعلم عن طريق الهاتف المحمول ومشاركة الطلاب في تدريس اللغة الإنجليزية: حالة طلاب السنة الأولى في تعليم عالي، الجزائر

2020-2015

عزيزي المشارك ،

هذه النشرة تعطيك بعض المعلومات الأساسية حول بحثي. لا تتردد في أن تسألني عن أي تفاصيل أخرى.

افضل الأمنيات،

إيمان الطياحي

عن ماذا يدور هذا البحث؟

يهدف بحثي إلى الإجابة على الأسئلة التالية:

RQ1: ما هى الممارسة الحالية لتعلم اللغة الإنجليزية داخل معهد التدريب التربوي؟

سؤال 2: كيف يرى المعلمون مشاركة الطلاب في الفصل الدراسي؟

السؤال الثالث: كيف يدرك المعلمون الاستخدام المستقبلي لأنشطة التعلم بواسطة الهاتف المحمول مقارنةً بتدريسهم الحالي؟

سؤال البحث 4: كيف يدرك الطلاب استخدام أنشطة التعلم بواسطة الهاتف المحمول في الفصل الدراسي في ضوء البنيوية الاجتماعية؟

السؤال الخامس: كيف ينظر قادة المؤسسات إلى استخدام التعلم بواسطة الهاتف المحمول في السياق الجزائري؟

أود معرفة المزيد عن مواقف وسلوكيات أصحاب المصلحة قبل وبعد تطبيق التعلم المتنقل.

لماذا يتم هذا البحث؟

لقد فهمت قيمة التعليم منذ الصغر. اعتاد والدي أن يكون مدرسًا وكان التدريس دائمًا شغفي. لقد التزم والدي في وقت مبكر من حياتي ببذل كل ما في وسعه لغرس في داخلي حب التعلم وفهم أهمية العمل الجاد والتفاني.

سوف يبحث بحثي في فكرة تطبيق تطبيقات الهاتف المحمول الحالية في السياق الجزائري وتأثيرها على أداء الطلاب وتفاعلهم ومشاركتهم. لذلك ، فإن أحد أهدافي هو استكشاف كيفية تطبيق تطبيقات جوال معينة في تدريس اللغة الإنجليزية ، من وجهة نظر الطلاب والموظفين.

بدأت تمنياتي القوية لتوسيع نطاق تعليمي الأكاديمي بمجرد أن أضع الأساس المنطقي لموضوع بحثي الذي يعد موضوعًا حاليًا وذي أهمية كبيرة للوقت خاصة مع الانتقال إلى التقنيات الرقمية وكيف يمكن أن يؤثر ذلك على التعليم العالي (وجهة نظر الطالب والمعلم).

كيف ستشمل الدراسة المشاركين؟

إنني أراقب بشكل غير ملحوظ ما يجري في الفصل وأتحدث بشكل غير رسمي إلى الطلاب والموظفين. عندما يوافقون ، سأبدأ بملاحظة الفصل. سأقوم بعد ذلك بإجراء مقابلة مع مدرسي وطلاب اللغة الإنجليزية لمزيد من المعلومات المتعمقة. هذه الطرق التي سأستخدمها تستغرق 3 أشهر على الأقل.

ملاحظات الفصول الدراسية

أحد أهداف هذا البحث هو تقييم الممارسة الحالية لتعليم اللغة الإنجليزية والتعلم داخل الجامعات الجزائرية. هذه الملاحظة ضرورية لبحثي لتحسين مشاركة الطلاب في الفصل الدراسي. آمل ألا تمانع في التواجد حولك ، ومراقبة طرق التدريس وإلقاء المحاضرة.

المجلات العاكسة

إذا طلبت منك المشاركة في عملية التفكير ، فسيكون لديك الوقت لطرح الأسئلة ، والوقت لتقرير ما إذا كنت تريد القيام بذلك أم لا. إذا وافقت ، فسوف أطلب منك التوقيع على نموذج موافقة وإعطائك نسخة للاحتفاظ بها.

من فضلك أخبرني إذا كنت تريد التوقف ، أو الحصول على استراحة ، أو إلغاء الاشتراك في البحث. إذا كنت لا تريد الإجابة على بعض الأسئلة ، فقط قل "مرر". ليس عليك أن تعطيني أي سبب. لا توجد اجابات صحيحة أو خاطئة. إنها وجهات نظرك الخاصة.

سنحتفظ بالسجلات في أماكن آمنة قابلة للقفل.

سيرى فريق البحث انعكاساتك ، لكننا سنحترم خصوصيتك.

سوف نتأكد من أننا إذا كررنا تعليقاتك لأي شخص آخر ونشرناها في تقارير بحثية ، فلن يتم التعرف عليك.

سوف نرسل لك تقريرًا قصيرًا عن نهاية المشروع (في الخريف).

موافقة

هذه الدراسة مدعومة من مشرفي في جامعة نورثهامبتون ووافقت عليها لجنة أخلاقيات البحث ، المشروع. نسخة النشرة لا. ، منقح [التاريخ].

قامت الحكومة الجزائرية بتمويل المشروع.

من هم الباحثون؟

الباحثة: إيمان الطياحي

المشرف الأول: الدكتور ديف بيرناب

المشرف الثاني: د. تشيان زانج

Appendix 9

Interview questions for teachers

Interviewee Name		**Interviewee Code**	
Module Name			

Question 1: Tell me about yourself?

Question 2: Doubtlessly, some students find it very difficult to speak in foreign language, I mean English. According to you, what are the reasons?

Question 3: Is there any approach, method or even a technique you often rely on when teaching oral expression?

Question 4: Is there any official syllabus to follow as far oral expression module is concerned?

If yes, which syllabus do you follow?

Question 5: Does this syllabus require the support of audio-visual aids or a lab?

Question 6: Do you have access to the following materials, and do you make use of them when teaching oral expression?

Question 7: In teaching your module, what activities do you often focus on?

Question 8: ICTs have imposed themselves in 21st century learning. They are a crucial element in the 21st century skills. According to you, how can they enhance students' engagement?

Question 9: In your opinion, why are teachers hesitating to make use of ICTs and mobile learning programs to enhance students' engagement and performance?

Question 10: A far as your students are concerned, could you please tell me if they feel interested when you integrate technology in class? I mean their attitude towards the use of ICTs when teaching oral expression.

Question 11. Do you have anything to add about teaching and students' engagement? Please feel free to express your ideas.

Thank you so much, Sir! / Madam! /

To be signed after the interview

Signature of interviewee	

Date	
Signature of interviewer	
Date	

Appendix 10

Student reflection guided questions

According to you, what is mobile learning [m-learning]?

How are you using mobile devices for learning?

What do you think the positive and negative side of applying mobile learning in EFL classes?

Do you think m-learning may enhance your engagement? How?

In your opinion, what skills can students learn and benefit from m-learning?

What is your attitude toward m-learning on your engagement?

What role should teachers play in your perspective?

What challenges you faced during m-learning?

How can you see the future of m-learning in Algeria from your point of view?

There are some m-learning applications, can you name some that are useful for learning English skills?

Appendix 11

Classroom observation form

Form A- Pre-Observation

This form should be completed by the Academic Teaching Staff and the researcher prior to the observed session and should be given to the observer before the lesson commences.

Date of Observation		**Time of Observation**	
Attendance		**End of observation**	

Observer Name		**Observer Code**	
Observee Name		**Observee Code**	
Module Name			

Type of session	**Lecture / Seminar Session**	☐
	Computer Lab Session	☐
	Small Group Tutorial	☐

Overall Aim/ Objective of the Session
Specific Learning Outcomes

Relationship between the Learning Outcomes and the Module Outcomes
Any anticipated difficulties? If so, how do you plan to overcome these?

Observation notes (Observer)

Topic/s to be covered	

Behavioural engagement	
The aims of the session	
Classroom activities	
Group discussions	
Class layout	
Class size	
Use of ICT	
Student attendance	
Cognitive engagement	
Self-regulation	

Emotional engagement	
Praising	
Teacher-student rapport	

To be signed after Post-Observation Discussion:

Signature of interviewee	
Date	
Signature of interviewer	
Date	

Appendix 12

Lesson planning form

Researcher	
Date	
Length of Session	

Session Topic/s	
Resources / Materials Required for the Session	
Student Preparation for the Session	

Learning Outcomes	
Upon completion of the session students will be able to demonstrate the following learning outcomes:	
1	
2	

Anticipated Problems & Planned Solutions – Differentiation techniques being used

Session Structure / Organisation			
Stage	**Timing (Minutes)**	**Teaching Activity including resources used**	**Student activity**
1			

2			

Homework for the Following Session including reading resources and activities

Researcher Evaluation of the Session
What Went Well **What Could be done better next time** **What did not go well** **Actions / Changes**

Appendix 13

1st Year common core: writing/reading/listening and speaking

Writing	**Reading Techniques**	**Speaking and Listening**
Process of writing	Types of reading	Expressing likes and dislikes
Brief introduction to the paragraph	Listen read	Expressing memories of past events
Planning	Practice read	Relating jokes
Drafting	Skim read	Past experience
Revising	Scan read	Past events...etc
Types of construction	Reflective reading	Describing objects
Phrase	Reading activities	Size
Clause		Shape
Sentence		Colour
Subordination-Co-ordination-Capitalization		Dimensions
Outlining		Describing people
Vertical list		Physical appearance and clothing
Tree diagram		Moral qualities
The English paragraph		Friendly/unfriendly and kinship relations
Indentation and topic sentence		Biographies…etc
The narrative paragraph		Describing places
(Process-Chronology) the semicolon		Situation
Guide writing		Distance
(The narrative paragraph) the colon		Space
The descriptive paragraph		Topography
Spatial development		Landscape
Free writing		Building…etc

Punctuation review Expository paragraph by examples Parallelism Vocabulary growth Summarising and paraphrasing Free writing activities Wordiness The apostrophe Note taking Sentence openings Spelling Parentheses –Dash – End Marks Connectives Punctuation review Comma splice; run-on sentences Vocabulary growth Using idioms Force in writing General review		Describing motion and locomotion Movement and speed direction, vehicles and means of transport Journeys Travels Tours Cruises…etc Describing order Chronology Logic Phenomenon…etc Inquiring Formal-informal questions About time Place, space Manner…etc Expressing arguments for and against various topics

Appendix 14

Sample of the interview transcript

Interview Questions for Teachers			
Sessional			
Interviewee Name		**Interviewee Code**	**Yacine**
Module Name			

Interviewer: Hello, so first of all, thank you so much for having me here, before I start I would like to introduce myself, my name is…. Currently, I am studying at …I am sponsored by the Algerian government. I am in my third year PhD student.

First, I would like to thank the Teaching Training Institute for having me here and to the director …

Thank you … again for being here. Like I said the other day I invited you here to take part in this interview because I am quite curious to know about teaching methods you are using in your class, the activities as well as the relationship between the students and the teachers. In addition, student participation and engagement with teaching materials, so hopefully by the end of this interview, I will be able to answer my research questions.

I hope at the end of this interview I will elicit a good knowledge about all the elements that I mentioned above, that's why I'm sitting here to ask some questions.

Yacine: You are welcome!

Interviewer: Thank you!

So, it will take from half an hour to an hour if this is okay with you?

Yacine: Well, it depends on my quality of my answers to your questions…

Interviewer: Definitely!

Before I start the interview, as I said there is no right or wrong answers. Your opinion is valuable and helpful of course. All your answers will be confidential and anonymous, so your name is no going to be mentioned in my research, but the results will be generalised of course.

Yacine: What do you mean by generalised?

Interviewer: so, for example I'm not going to say Mr…said this or that, (interrupt from the interviewee) it anonymous, yeah, it's anonymous that's what does it mean by generalised.

Interviewer: I will be making some notes of course if you are okay with that I will capture all your answers using the video recording.

Yacine: I understand! I understand that the whole interview will be videotaped.

Interviewer: Yes, thank you! Before we start do you have questions so far?

Yacine: Well, questions about your research

Interviewer: Right!

Yacine: That's it.

Interviewer: Well! with the advancement of this technology nowadays, my research aims to increase student engagement and participation using m-learning activities., so I would like to introduce it in our universities.

Yacine: Exactly!

Interviewer: I may say for example it appears to me that nowadays teaching in Algeria is still passive like only the teacher who is the source of the knowledge and students only acquiring the knowledge. So, I don't think, in my opinion, this is very helpful for their engagement and for learning a foreign language specifically.

Yacine: But, sorry to interrupt you, how did you come to the idea that the Algerian educational institutions and most specifically universities higher education institution are not eeee actually that is using technological advancement in teaching foreign languages. So, I mean, is it your personal assumption, okay that is, such which would be "subjective" or is it based on previous research?

Interviewer: Well! Definitely it is based on previous research first of all, and it is also based on my personal experience because I've been studying in Algerian universities for more than 10 years you know, I did my studies at the university of …and all what I have described now, it's all applied.

Yacine: I see.

Question 1: Tell me about yourself?

Dr… I have a PhD in applied linguistic from the University of … I am teaching for 9 years.

Great!

Question 2: Doubtlessly, some students find it very difficult to speak in foreign language, I mean English. According to you, what are the reasons?

It is right to some extent. From my experience as an oral teacher, I could notice that most of my students complained not being able to speak in public. They feel shy to face the audience; that is public speaking anxiety. Some others whenever they want to say or try to express an idea they can't match the words to the ideas. This makes them feel inhibited. Some others complained about being afraid to make mistakes including mispronunciation or even afraid of being corrected by the teacher or their peers. These are the most common reasons why my students find difficult to speak a foreign language and more specifically English. To conclude, Lack of confidence, lack of vocab.

Question 3: Is there any approach, method or even a technique you often rely on in your teaching?

The approach we are using is based on Competency based approach. This approach focuses more on the learner rather than the teacher. The teacher is seen as a facilitator to guide the students.

Followed question: Right! However, do you feel that teachers here are really following this approach or is it just like we say 'ink on paper?

Well, I can say that the CBA is a far-fetched goal in our universities. Only a few teachers applying this approach and only few teachers are familiar with the numerous benefits of CBA could actually bring. Most of the teachers are using the old-fashioned approach. They only come to the class, they teach, they lecture then leave.

The technique I have been using throughout my teaching is debating. Most of the time, we choose a topic of students' interest. Presentation is also another technique that I use while teaching oral expression. Students have freedom to choose a task and then they take time to prepare, when they come to the class the next day, they just present or act their plays, they perform etc.

Followed question: Interesting! Is there availability where students can perform their plays or facilities that help them being creative as you mentioned?

No, we have the amphi theatre that is equipped with data show, big enough; however, it is not for teaching but for some cultural events for national occasions.

Followed question: Why you think presentations and debate are helpful for students?

These techniques are more engaging especially when teaching oral modules that are based on speaking. Most of my students like debating, they more open to present their work of their interest in the class.

Followed question: Can you manage to make every student participate in the class?

Actually, I am doing my best. I always try to be close to my students as possible as I can. It depends on the teachers how they perceive their relationship with their students. For me, I don't consider myself as superior comparing to students. I deal with them as friends. We make jokes in the class for the purpose to gain students' confidence.

Question 4: Is there any official syllabus to follow as far your module is concerned?
If yes, which syllabus do you follow?

Yes, we have a syllabus to follow which is devised by the Ministry of Higher Education and Scientific Research.

However, we are not satisfied with its content. We are trying to keep in touch with other teacher training colleges from other cities so that we can discuss what should we teach exactly because we are not teaching the students to become university teachers, yet, we are teaching them to be primary, middle and higher school teachers. So, we have to keep in touch with the Ministry of National Higher Education, with the inspectors in order to know what they expect from us to teach. What skills do they expect in our teacher training college?

Question 5: Does this syllabus require the support of audio-visual aids or a lab?

Yeah, in some aspect. There are some topics for instance how to socialise in English. SO, I need to teach them socialising skills, for instance how to open up a conversation, how to maintain it and how to end up politely. So, we need authentic materials (authentic videos) which also include body language.

Question 6: Do you have access to the following materials, and do you make use of them when teaching oral expression?
Desktop, Laptop, Data projector, Smartphones and their mobile applications for learning

We have language laboratory equipped with computers and headphones. These computers have the Sanako software. 35 work stations.

No mobile learning so far because it requires a WiFi. I have some ideas like interactive quizzes such as BBC learning etc, but we have the limitation of the limited access to the Internet in the classrooms. Mobile learning requires to interact instantaneously.

Question 7: In teaching your module, which of the following activities do you often focus on?

Podcasting videos accompanied by some tasks
Presentations
Group work discussion: Honestly, I did it once and it was a huge mess. Some students are not serious, they are not willing to take part in the learning process and in discussions.

Question 8: ICTs have imposed themselves in 21st century learning. They are a crucial element in the 21st century skills. According to you, how can they enhance students' engagement?

Our students are more engaged in using technology and more specifically smartphones. Nowadays most of our students own a smartphone equipped with tons of Android applications. I think making use of such an advantage will actually help our students to learn more.

Question 9: In your opinion, why are teachers hesitating to make use of ICTs and mobile learning programs to enhance students' engagement and performance?

Lack of experience of some elder teachers on how to use these facilities, lack of awareness of some teachers of the benefits of ICTs may afford in improving our students' participation and performance.

Most elder teachers rely on data projector along with PowerPoints presentations. Personally, I am against using the PowerPoint presentations. Why? I don't think they are motivating and involving as much as smartphones. I witnessed myself that some students just take pictures (Screenshots) form the slides instead of interacting with the follow students or the teacher. For me, it is annoying to take screenshots while the teacher is speaking. For me PowerPoint presentation are time consuming. Even the slides show should be in way that engages our students and bring them into the lesson.

Honestly speaking, some students' they don't care. They just want you to deliver the lesson they take some notes and that's it. They don't have the motivation to participate and engage in the class. This is mostly happening in all universities in Algeria.

Most Algerian teachers are not open fir discussions or close to their students They always try to maintain a good distance between their students. The teachers feel that they are more superior than their students. This lead to not take into accounts students concerns which may affect their participation in the class. That is the bitter truth.

Question 10: A far as your students are concerned, could you please tell me if they feel interested when you integrate technology in class? I mean their attitude towards the use of ICTs when teaching oral expression.

There is a huge difference when use tech and when not. Of course, they are with the use of tech. However, I recently bought a wireless speaker by myself. The ones provided by uni are not that powerful. I also bought a data projector because in order to use the uni one, you have to wait if another teacher is using it. There are some classes already equipped with one but most if the time are not available in the labs. And this actually had a huge impact on student's motivation.

Question 11. Do you have anything to add about teaching and students' engagement? Please feel free to express your ideas.

END

Appendix 15

Sample of a lesson plan

Date	
Length of Session	1 Hr and a half
Topic	Listening skills
Resources / Materials Required for the Session	Slide set, handouts (x3), blank paper
Student Preparation for the Session	N/A

Learning Outcomes	
Upon completion of the session students will be able to demonstrate the following learning outcomes:	
2	They will have practised and critiqued their note taking skills
3	They will be aware of the roles they prefer to perform in a team

Formative assessment of Learning Outcomes in teaching session	
1	Review Quiz via Kahoot
2	Practical exercise in note taking via Padlet

Anticipated Problems & Planned Solutions – Differentiation techniques being used
Some are likely to have failed to complete weekly tasks – remind / emphasise for Session 3.1 report task
Class is now quite large – peer support mechanisms as part of team roles
Note taking is likely to be hard if comprehension is weak: Extra practice in individual task can be used as a diagnostic as well as extra practice.
Resistance to PDP: Emphasise personal benefits and importance of grade mark
Short of time: push the Belbin inventory to an overnight task

Session Structure / Organisation			
Stage	**Timing (Minutes)**	**Teaching Activity including resources used**	**Student activity**
1	**5**	Welcome, LOs for the session	SS settle in, bags under chairs
2	**10**	Individual review - PowerPoint	SS make notes on the 10 questions.
3	**15**	Group review (Kahoot quiz) and feedback	SS complete Kahoot quiz as a team
4	**15**	Listening tips / note taking PPT	SS suggest their preferred methods on whiteboards
5	**45 (inc. 5 min break)**	Listening exercise – 15-minute lecture on teams and Belbin's preferred roles. Assess understanding with quiz.	SS listen and note individually, then work in groups to identify shortcomings
6	**15**	Administer Belbin Inventory	SS complete inventory.
7	**15**	Plenary questions. Note any actions for next session. Next session details.	SS Complete a PDP action from session. SS free to ask any questions via Sli.do

Appendix 16

Sample of student reflection

1. According to you, what is mobile learning [m-learning]?

   Mobile learning is concerned with having access to the internet via mobile technology such as a cell phone. For me, mobile means moving. Information in the 21st C is accessed, transmitted and received through different means, which are moved from traditional prints to online copies via technology. Then, individuals interact with information through the different means such as smart phones and tablets.

2. How are you using mobile devices for learning?

   I use mobile to check the dictionary, I usually find it easy to check meaning of concepts when I don't have access to my laptop. I also use mobile when I am travelling by train or bus to read online and to open my emails.

3. What do you think the positive and negative side of applying mobile learning in EFL classes?

   1- The positive side is to have quick access to information, to elaborate on world's views through mobile access to the internet.

   2- It is also helpful to create collaborative groups through mobile apps.

   3- It involves learners in an active interaction when the activity is well managed by teachers.

   4- The negative side is that mobile use is too distracting, I personally waste time when apps send notifications and I intentionally quit my work to check unrelated activities on the phone.

   5- For learners, mobile learning can be an easy way which drift them away to visit libraries. In the other parts of the world, references in English are not accessible, in this case, online access can be the only source of access to information (as already the library lacks print references)

   6- In learning, mobile learning can be used but it should not be the focus as we are still in need of physical interaction that is based on the creativity and the personal critical thinking, as relying on the existing thoughts can inhibit individuals' thinking.

4. Does mobile learning enhance the productivity and engagement? How?

   It is a good way to engage learners in activities through apps, as it might engage slow and quiet learners to be more involved in interaction.

5. To what extent do you agree: smartphone should be allowed in classroom for mobile learning?

   I agree that mobile phones should be controlled in classroom learning, and they can be accessed only through an activity, to avoid learners' distractions. I believe everything should be used with limits.

6. In your opinion, what skills can students learn and benefit from mobile learning?

All skills can be enhanced through it as this depends on the aim of the activities learners are involved in, but receptive skills are more adequate as interaction is the basis for online learning.

7. What is your attitude toward mobile learning?

   In the future, I will use it to engage learners in meaning search, collaborative work and interaction.

8. What role should teachers play in your perspective?

   I didn't get it

9. What challenges you faced during mobile learning?

In my experience of using mobile blogging, I lost the internet in classroom, and students had to complete the activity outside the class.

10. How can you see the future of mobile learning in Algeria from your point of view?

    It is very promising as every student is interested to learning through mobile, I Observed that most of the students check information when doing their activity, as in higher education, faculties are using internet for both stuff and teaching and learning purposes. In Algeria, smart phones are a fashion and learning is always possible as students are active and self-relying due to the lack of print resources in English.

Appendix 17

Reading Techniques: Reading Terms Sample at E.N.S

After reading comprehension strategies: Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

Authentic texts: Written work that has been composed for real-life purposes (e.g., letters, newspaper articles, novels), rather than texts written for learning a specific reading skill (e.g., to emphasize a particular phonics pattern or carefully contrived text structure)

Background knowledge: forming connections between the text and the information and experiences of the reader.

Before reading comprehension strategies: Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Comprehension monitoring: An awareness of one's understanding of text being read.

Comprehension monitoring: is part of metacognition "thinking about thinking" know what is clear and what is confusing as the reader and having the capabilities to make repairs to problems with comprehension.

Comprehension questions: Address the meaning of text, ranging from literal to inferential to analytical

Comprehension strategies: Comprehension strategies are conscious plans or sets of steps that good readers use to make sense of text. There are six strategies that have been found to have a solid scientific basis for improving text comprehension. (See text comprehension.)

Context clues: Context clues are sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.

Direct vocabulary learning: Direct vocabulary learning is when students learn vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Direct vocabulary instruction aids reading comprehension.

Fluency: Fluency is the ability to read a text accurately, quickly, and with proper expression and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means.

Fluent reading— Fast, smooth, effortless and automatic reading of text (can be silent reading or not) with attention focused on the meaning of the text

Generating questions: Generating questions involves teaching students to ask their own questions. This strategy improves students' active processing of text and comprehension. For example, a student might be taught to ask main idea questions that relate to important information in a text.

K-W-L A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organizer in the form of a chart, and it consists of a 3-step process: What I Know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).

Schema: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

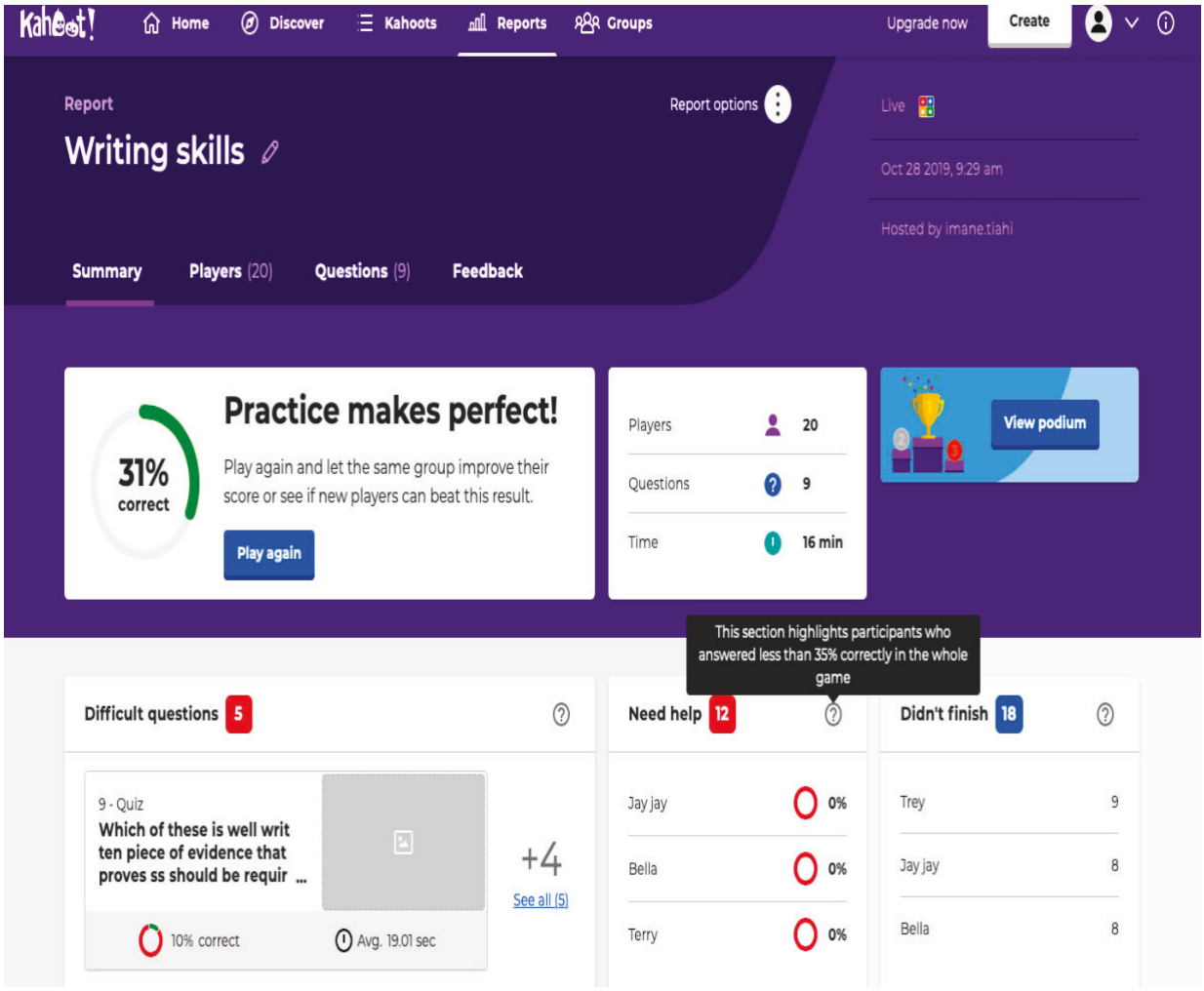
Summarizing: Summarizing is a process in which a reader synthesizes the important ideas in a text. Teaching students to summarize helps them generate main ideas, connect central ideas, eliminate redundant and unnecessary information, and remember what they read.

Text comprehension: Text comprehension is the reason for reading: understanding what is read, with readers reading actively (engaging in the complex process of making sense from text) and with purpose (for leaming, understanding, or enjoyment)

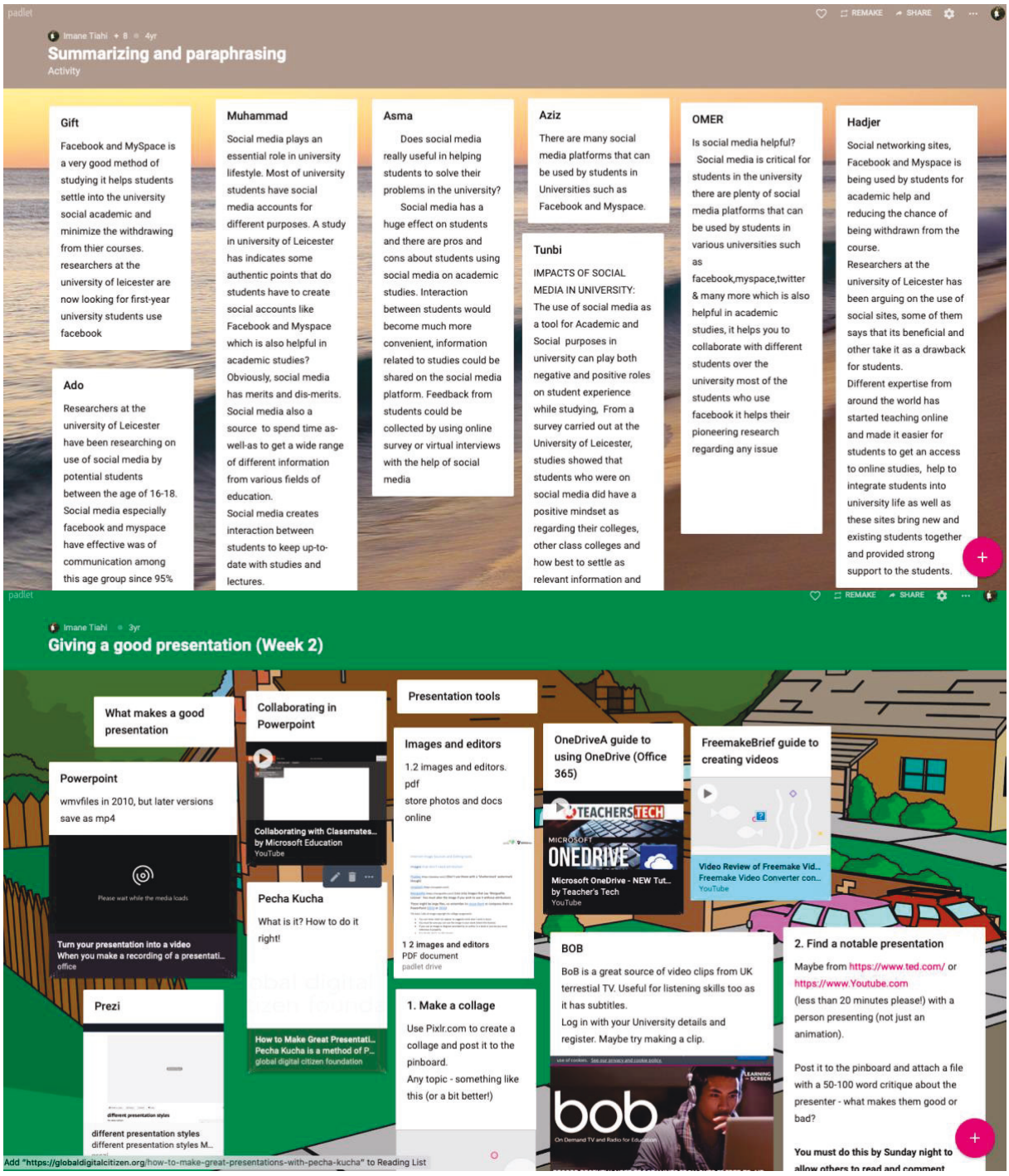
Timed reading: Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

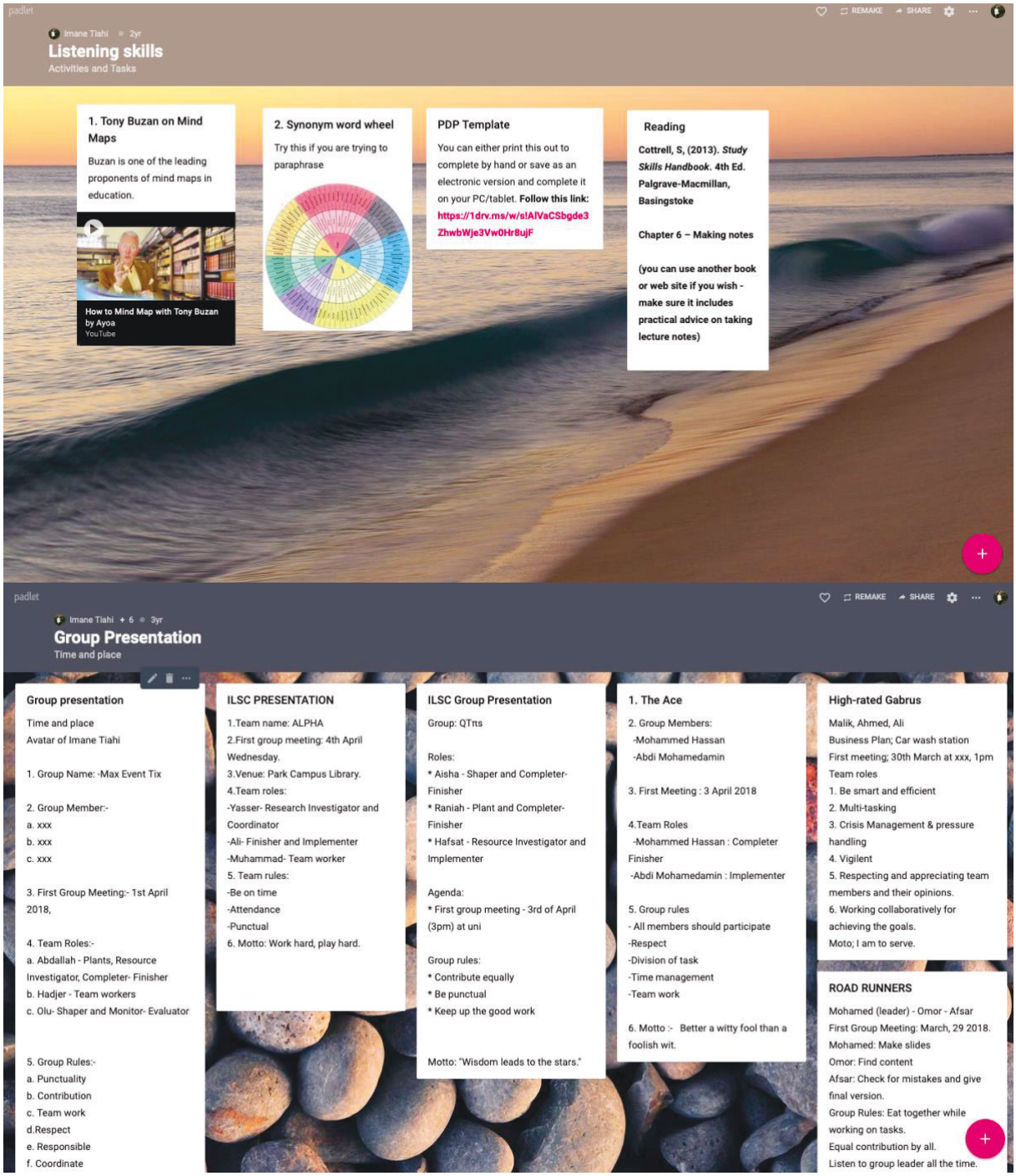
Appendix 18
Class size, equipment, and structure

Appendix 19
Screenshot of Kahoot activity



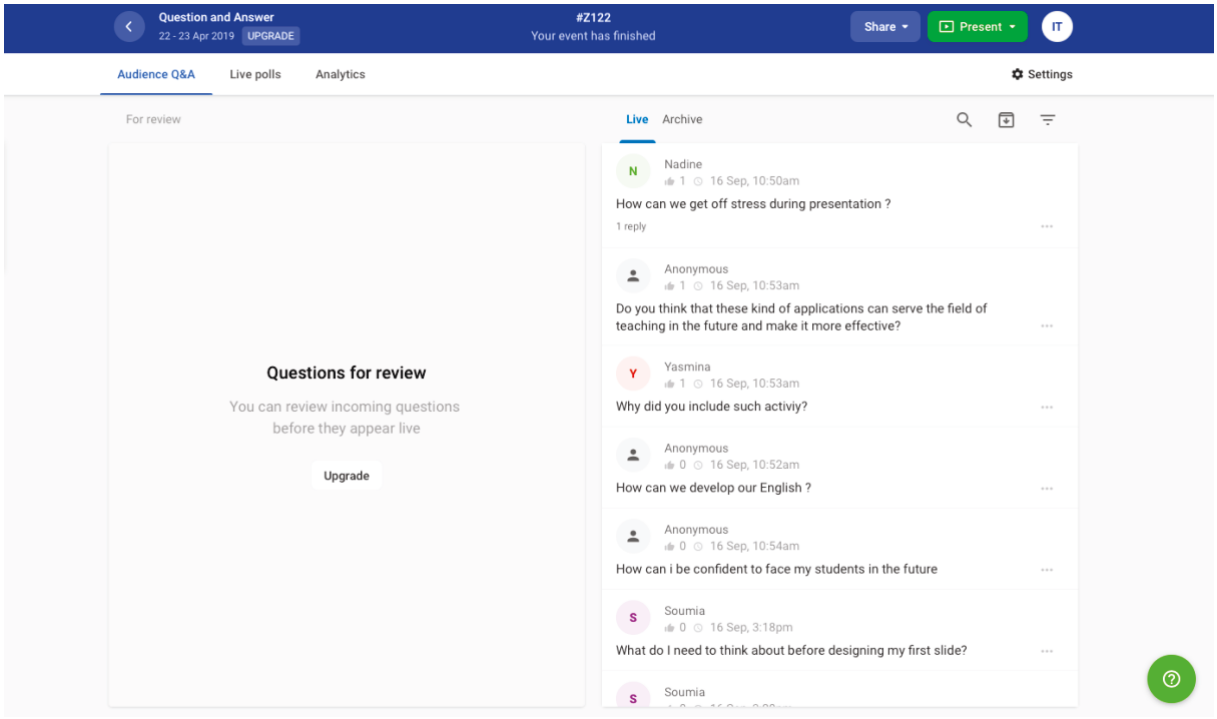
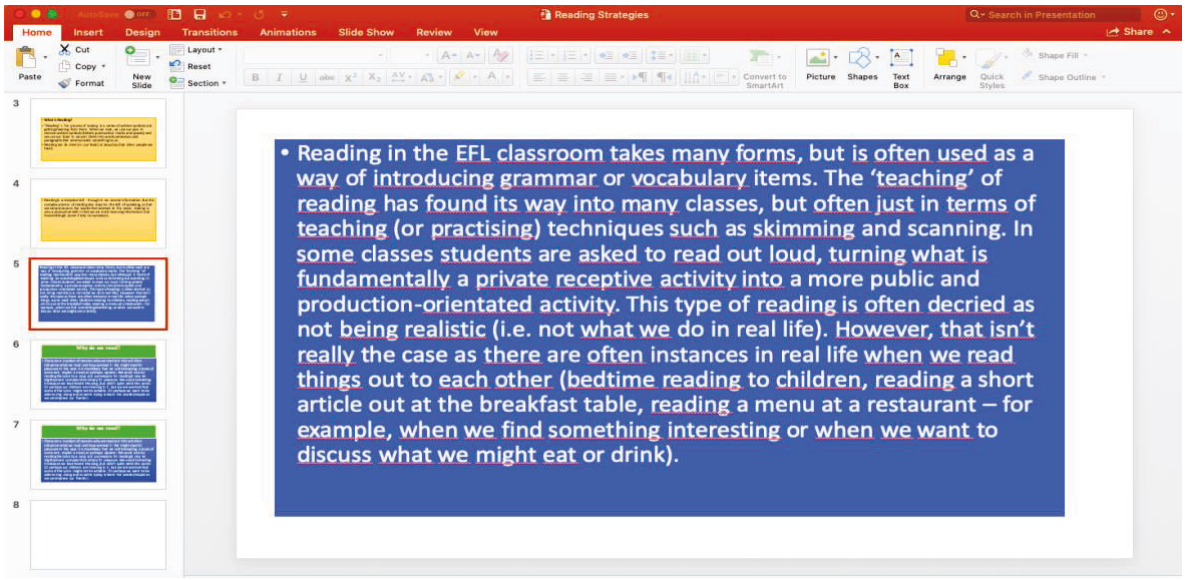
Appendix 20
Screenshot of Padlet activity




padlet
REMAKE
SHARE
Imane Tiahi
2yr
Listening skills
Activities and Tasks
1. Tony Buzan on Mind Maps
Buzan is one of the leading proponents of mind maps in education.
How to Mind Map with Tony Buzan by Ayoa
YouTube
2. Synonym word wheel
Try this if you are trying to paraphrase
PDP Template
You can either print this out to complete by hand or save as an electronic version and complete it on your PC/tablet. Follow this link: https://1drv.ms/w/s!AlVaCSbgde3ZhwbWje3Vw0Hr8ujF
Reading
Cottrell, S, (2013). Study Skills Handbook. 4th Ed. Palgrave-Macmillan, Basingstoke
Chapter 6 – Making notes
(you can use another book or web site if you wish - make sure it includes practical advice on taking lecture notes)

padlet
REMAKE
SHARE
Imane Tiahi + 6
3yr
Group Presentation
Time and place
Group presentation
Time and place
Avatar of Imane Tiahi
1. Group Name: -Max Event Tix
2. Group Member:-
a. xxx
b. xxx
c. xxx
3. First Group Meeting:- 1st April 2018,
4. Team Roles:-
a. Abdallah - Plants, Resource Investigator, Completer- Finisher
b. Hadjer - Team workers
c. Olu- Shaper and Monitor- Evaluator
5. Group Rules:-
a. Punctuality
b. Contribution
c. Team work
d.Respect
e. Responsible
f. Coordinate
ILSC PRESENTATION
1.Team name: ALPHA
2.First group meeting: 4th April Wednesday.
3.Venue: Park Campus Library.
4.Team roles:
-Yasser- Research Investigator and Coordinator
-Ali- Finisher and Implementer
-Muhammad- Team worker
5. Team rules:
-Be on time
-Attendance
-Punctual
6. Motto: Work hard, play hard.
ILSC Group Presentation
Group: QTπs
Roles:
* Aisha - Shaper and Completer-Finisher
* Raniah - Plant and Completer-Finisher
* Hafsat - Resource Investigator and Implementer
Agenda:
* First group meeting - 3rd of April (3pm) at uni
Group rules:
* Contribute equally
* Be punctual
* Keep up the good work
Motto: "Wisdom leads to the stars."
1. The Ace
2. Group Members:
-Mohammed Hassan
-Abdi Mohamedamin
3. First Meeting : 3 April 2018
4.Team Roles
-Mohammed Hassan : Completer Finisher
-Abdi Mohamedamin : Implementer
5. Group rules
- All members should participate
-Respect
-Division of task
-Time management
-Team work
6. Motto :- Better a witty fool than a foolish wit.
High-rated Gabrus
Malik, Ahmed, Ali
Business Plan; Car wash station
First meeting; 30th March at xxx, 1pm
Team roles
1. Be smart and efficient
2. Multi-tasking
3. Crisis Management & pressure handling
4. Vigilent
5. Respecting and appreciating team members and their opinions.
6. Working collaboratively for achieving the goals.
Moto; I am to serve.
ROAD RUNNERS
Mohamed (leader) - Omor - Afsar
First Group Meeting: March, 29 2018.
Mohamed: Make slides
Omor: Find content
Afsar: Check for mistakes and give final version.
Group Rules: Eat together while working on tasks.
Equal contribution by all.
Listen to group leader all the time.

Appendix 21
Screenshot of Sli.do activity



Appendix 22
Reading techniques PPT at E.N.S