



نصريح شرقي

ماصن بالالتزام بقواعد النزاهة العلمية

(طبقا لقرار الوزارى رقم 1028 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ويصككها تحتها).

أنا الممضى أسفله

الطالب (ة):

2.4.99.31.86.30

بواقفية جديجة رقم التسجيل:

103803548

والصادرة بتاريخ: 2017/03/12 المحال (ة) لبطاقة التعرف الوطنية رقم:

في اليوم...

المسجل بكلية الآداب واللغات / قسم اللغة الانجليزية

تخصص: تعليمية ولغات تطبيقية

والمكلف (ة) بالإنجاز مذكرة ماستر الموسومة:

Investigating the Role of Mobile-Assisted Language Learning in Developing Writing Subskills: Case Study of First Year English Students at Bouira University.

أصبح بشرتي أن التزم بمراعاة المعايير العلمية والمنهجية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه، وفق ما يوصى عليه القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 م.

رأي الإدارة بعد التدقيق

نسبة الانتعاش والتضابة: 17.8%

القرار:



غير مقبول



مقبول



قسم اللغة الانجليزية
قسم اللغة الانجليزية
د/ عثمانى الهام



نصريح شرعي

ماهص بالالتزام بقواعد النزاهة العلمية

(طبقا لقرار الوزارى مرقم 1028 المؤرخ بة 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها).

أنا المعضي أسفله،

الطالب (ة):

19193302 14 89

مرقم التسجيل: 19193302 14 89

A01572660

الحامل (ة) لبطاقة التعرف الوطنية مرقم:

29/04/2021

والصادرة بتاريخ:

في البويرة

المسجل بكلية الآداب واللغات / قسم اللغة الإنجليزية

تخصص: التعليمية واللغات التطبيقية

والمكلفة (ة) بإنجاز مذكرة ماستر الموسومة بـ:

Investigating the Role of Mobile-Assisted Language Learning in Developing Writing Subskills: Case study of First-Year English Students at Bouira University

البحث المذكور أعلاه، وفق ما ينص عليه القرار مرقم 1082 المؤرخ بة 27 ديسمبر 2020 م.

رأيت الإدارة بعد التدقيق

نسبة الانتحال والنسابة: 17,8%

القرار:



غير مقبول



مقبول



قسم اللغة الإنجليزية
قسم اللغة الإنجليزية
عشمانى الهام

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique

Université Akli Mohand Oulhadj - Bouira -

X·O·V·E·X·K·E·D·A·A·I·A·X·X·X·O·E·t·



وزارة التعليم العالي والبحث العلمي

جامعة أكلي محمد أولحاج

- البويرة -

كلية الآداب واللغات

قسم اللغة الانجليزية

Faculté des Lettres et des Langues

البويرة في: 2023/06/09

إذن بالإيداع خاتمة بمذكرة الماستر

الشيماء

قاسمي

أنا الممضي أسفله الأستاذ(ة) المشرف(ة) قاسمي

أصرح بأنني قد منحت الإذن بالطبع للطالب(ة):

1- نور الهدى

2- خديجة

مفتي

براعتونة

عنوان المذكرة : Investigating the Role of Mobile- Assisted

Language Learning in Developing Writing Subskills :

Case Study of First -Year English Students at Bouira University

التخصص إنجليزي واللغات تطبيقية

اسم ولقب الأستاذ(ة) المشرف(ة)

قاسمي الشيماء

قاسمي الشيماء



Detectia

Université BOUIRA

ID: 30ciwc-194892



Certificat d'analyse de la similarité textuelle

- Nom du document: **Beragouba & Mefti.pdf**
- Soumis par: **BOUDALIA Rachida** Enseignant
- Date de soumission: **2025-06-07**



Taux global de similarité

- 17.8% Similarité Forte
- 0.0% Exclu manuellement



Nombre de sources

141 sources internet
22 sources Thèses-Algérie
0 sources dépôt privé



Passages surlignés

11105 mots
88307 caractères
1.3% de citations

Ce document est un certificat et résumé d'analyse et de détection de similarité textuelle qui peut être utilisé pour l'établissement d'un rapport de plagiat. Il revient à l'examineur, l'encadrant ou bien au comité déontologique de l'université ou de l'école d'émettre un avis quant au statut de plagiat du document analysé.

Consultez l'arrêté N° 1082 du 27 Décembre 2020 fixant les règles relatives à la prévention et la lutte contre le plagiat pour en savoir plus concernant ce qui est considéré comme étant un acte de plagiat, les procédures ainsi que les sanctions.

Signature d'intégrité



Cachet et Signature



Ministry of Higher Education and Scientific Research

University of Akli Mouhand Oulhadj, Bouira

Faculty of Letters and Foreign Languages

Department of English Language and Literature



Investigating the Role of Mobile-Assisted Language Learning in Developing Writing Subskills: Case Study of First- Year English Students at Bouira University

**A Thesis Submitted to the Department of English Language and Literature - University
of Bouira – in Partial Fulfillment for the Requirement of Master's Degree in**

Didactics and Applied Languages

Candidates

Nour el houda Mefti

Khadidja Beragouba

Supervisor

Mrs Chaima Kacimi

Board of Examiners

Dr Amel Bouakaz	Grade MCB	University of BOUIRA	President
Mrs Chaima Kacimi	Grade MAA	University of BOUIRA	Supervisor
Mrs Hizia Chenane	Grade MAA	University of BOUIRA	Examiner

Academic Year : 2024/2025

Dedication

I dedicate this modest work to my dearest parents , my father Djamel and my dearest mother Nacira Mokadem. I would like to thank them for all their efforts, support and prayers.

To my beloved grandmother Mama Malika

To my precious sisters Imane and Roaa

To my dearest brothers Oussama and Abdou

To my angels nephew and nieces Siraj, Taline and Djourì.

To my dearest uncles Yacine, Abd el ghani, Ali , Adel , Rahim and Djamil

To my precious aunts Hayat, Faiza, Zahra, Hassina and Meriem.

Partner Dedication

This work is lovingly dedicated to all those I love and all those who love me.

To my beloved parents, whose sacrifices, prayers, and unconditional love continue to be the foundation of my strength.

To my precious children, who bring purpose and joy to every step of my journey.

And to my husband, for being part of this chapter in my life.

May this achievement reflect the love and support I have been blessed with.

Acknowledgements

بسم الله الرحمن الرحيم و الصلاة و السلام على أشرف المرسلين نبينا محمد صلى الله عليه و سلم

First of all, all praise is due to Allah for his guidance to accomplish this work. We would like to thank the broad of examiners : **Dr Amel Bouakaz** as a president, **Mrs Hizia Chenane** as an examiner and of course our dearest supervisor **Mrs Chaima Kacimi** for her guidance and all the efforts she puts into helping us to bring this work to fulfillment.

This dissertation would not have been completed without the help of first -year English students at Bouira University. Thank you for your willingness, your efforts are highly appreciated.

We are grateful to **Mrs Fathia Kerroum** for her continuons support and encouragements.

Eventually, we are grateful for all people who contributed in realising this dissertation in one way or another.

Abstract

The mastery of writing skill is a powerful aspect of succeeding in the language learning. However, the majority of EFL students have a lack of writing subskills such as grammar, vocabulary, organization, mechanics and so on. Therefore this research aims at investigating the role of Mobile -Assisted Language Learning (MALL) in developing writing subskills among first -year English students at Bouira University. Thanks to the technological advancement, mobile devices have emerged as helpful tools for developing language learning, offering flexibility, accessibility and interactive opportunities through a mixed method approach combining quantitative data and qualitative insights from students questionnaires. This research spots the light on how mobile tools and applications contribute to the enhancement of specific writing subskills including grammar, vocabulary sentence structure and so on.

The findings suggest that integrating mobile learning tools into writing significantly fosters students engagement.

This study concludes with recommendations for incorporating MALL into EFL writing educational programmes to develop more autonomy and effective learning.

ملخص

يعد إتقان مهارة الكتابة مظهرا قويا من مظاهر النجاح في تعلم اللغة و ولكن معظم طلاب اللغة الإنجليزية يعانون من نقص في المهارات الفرعية للكتابة التي تتمثل في القواعد ، المفردات و تنظيم الجملة و غيرها ، لذلك تهدف هذه الدراسة إلى إبراز دور التعلم اللغوي المدعوم بالهواتف المحمولة في تطوير مهارات الكتابة الفرعية لدى طلاب السنة الأولى في جامعة البويرة ، بفضل التطور التكنولوجي أصبحت الأجهزة المحمولة أدوات مفيدة و مساعدة في تطوير اللغة ، حيث توفر المرونة ، سهولة الولوج و التفاعل بواسطة طريقة مزدوجة تجمع بين البيانات الرقمية و الرؤى النوعية من خلال إستبيانات الطلاب ، هذه الدراسة سلطت الضوء على كيفية مساهمة الأدوات و التطبيقات في تحسين مهارات الكتابة الفرعية مثل القواعد و المفردات و بناء الجمل و غيرها

و في الأخير تشير نتائج دراستنا إلى أن دمج أدوات التعلم المحمولة في مهارات الكتابة يعزز من تفاعل الطلاب كثيرا و نختم هذه الدراسة بإقتراحات و توصيات لإدراج التعلم المدعوم بالهواتف المحمولة في برامج تعليم الكتابة بغية تطوير تعلم اللغة.

List of Abbreviations

Apps : **A**pplications

CALL : **C**omputer **A**ssisted language learning

Dr : **D**octeur

EFL : **E**nglish as a **F**oreign language

ICTs : **I**nformation and **C**ommunication **T**echnologies.

IT : **I**nformation **T**echnology

MALL : **M**obile -**A**ssisted **L**anguage **L**earning

MP3 : **M**oving **P**icture **E**xpert **G**roup **A**udio **P**layer 3

MP4 : **M**oving picture **E**xpert **G**roup **A**udio **P**layer 4

WWW : **W**orld **W**ord **W**eb

List of tables

Table 01. Participants' gender.....	21
Table 02. Participants' age groups.....	21
Table 03. Use of MALL tools	21
Table 04. Use of mobile devices	22
Table 05. Frequency of vocabulary acquisition through MALL	22
Table 06. Purpose of MALL use and its frequency	23
Table 07. Types of MALL Resources Used	24
Table 08. Choosing language learning Applications	24
Table 09. Impact of MALL on Writing Sub-skills	25
Table 10. The Use of Mobile Applications	26
Table 11 Students Perceptions of the Challenges in Using MALL	27
Table 12 Students Suggestions for improving MALL Usage ;.....	27

Table of content

Dedication.....	I
Partner dedication.....	II
Acknowledgement.....	III
Abstract.....	IV
List of abbreviation.	V
List of tables.....	VI
Table of content.....	VII
General introduction.....	VIII

General Introduction

Introduction.....	1
1.Statement of the problem.....	1
2.Significance of the study.....	1
3.Aims of the study.....	1
4.Research Questions.....	2
5.Research Hypothesis.....	2
6.Limitations of the study.....	2
7.Research Methodology.....	3
7.1Research Method.....	3
7.2 Sample of the study.....	3
7.3Data Gathering Tools.....	3
8.1 Sucture of the Dissertation.....	3

Chapter 1 : The Writing Skill

Introduction.....	5
1.1 Definition of Writing.....	5
1.2 Types of Writing.....	6
1.2.1 Narrative Writing	6
1.2.2 Descriptive Writing	6
1.2.3 Expository Writing	6
1.2.4 Argumentative Writing.....	6

1.3 Importance of Writing	6
1.4 Writing Subskills.....	7
1.4.1 Grammar.....	7
1.4.2 Syntax.....	7
1.4.3 Organization	7
1.4.4 Purpose.....	7
1.4.5 Audience.....	7
1.4.6 Writer's Process.....	7
1.4.7 Content.....	7
1.4.8 Word choice.....	7
1.4.9 Mechanics.....	7
1.5 Challenges in Teaching Writing	8

Chapter 02 : Mobile -Assisted Language Learning

Introduction.....	11
2.1 Definition of ICTs.....	11
2.2 Integration of ICTs.....	11
2.3 Computer -Assisted Language Learning (CALL).....	12
2.4 Mobile -Assisted Language Learning (MALL).....	12
2.5 Types of Mobile- Assisted language learning resources.....	13
2.5.1 Platforms	13
2.5.2 Blogging	13
2.5.3 Games.....	13
2.5.4 Podcasts.....	13
2.6 Approaches to Mobile -Assisted Language Learning.....	14
2.6.1 Content -based language learning	14
2.6.2 Task -based language learning.....	14
2.6.3 Collaboration learning.....	14
2.6.4 Gamification learning.....	14
2.7 Benefits of Mobile -Assisted Language Learning.....	14
2.8 Challenges of Mobile -Assisted Language Learning.....	15
2.9 Role of Mobile -Assisted Language Learning in Enhancing Writing Subskills.....	15

Chapter 03 : Research Methodology

Introduction	18
3.1 The context of Bouira University.....	18
3.2 Research Design.....	18
3.3 Population and Sample.....	18
3.3.1 The Population of the Study	18
3.3.2 The Participants and Sampling technique.....	19

3.4 Research Method.....	19
3.4.1 Quantitative Method.....	19
3.4.2 Qualitative Method.....	19
3.5 Data Collection tools.....	19
3.6 Description of Questionnaire	20
3.7 Questionnaire Analysis	20
3.8 Questionnaire Discussion.....	29
3.9 Students Suggestions for improving MALL in Writing Instruction.....	32
3.10 Recommendations	33
3.11 Suggestions for further Research.....	35
General conclusion.....	37
List of references	39

General introduction

Introduction

In recent years, the technological advancement plays a significant role in language learning, it transformed the way students acquire and develop the language skills.

Nowadays, using technology in learning English as a foreign language is very necessary to all language learners as it adds some enjoyment and fun to the students' environment it can also improve students skills and autonomy.

Mobile -Assisted Language Learning (MALL) has emerged as a flexible and accessible approach which support the students to develop their skills, specifically writing which is a complex process that requires sustained practice and feedback. MALL offers its tools and resources to enhance the writing subskills such as mobile applications, digital platforms, and online resources become more available.

1. Statement of the Problem

Despite the growing integration of mobile technologies in education, many first-year English students at Bouira University face difficulties with mastering key writing subskills. Mobile -Assisted Language Learning (MALL) provides accessible tools that enhance writing development. This study seeks to explore how MALL influences writing subskills and how students perceive its usefulness and limitations.

2. Significance of the Study

This study is significant as it tries to show the role of using mobile devices in developing the writing subskills. This study also attempts to explore how mobile tools can help first -year English students at Bouira University in improving their writing.

3. Aims of the Study

General aim : The purpose of this study is to determine whether using Mobile -Assisted Language Learning (MALL) is effective in developing students 'writing subskills and shedding the light on specific aims :

1. To identify which writing subskills are improved via the use of Mobile -Assisted Language Learning (MALL) among first -year English students at Bouira University.
2. To explore the students ' perceptions of the challenges they face when using MALL for writing development.
3. To understand how students perceive the usefulness of MALL in improving their writing subskills

4. To explore which MALL tools and resources are most commonly used by students for writing.

4. Research Questions

This research sought to answer the following research questions :

1. What are the main writing subskills most influenced by MALL among first -year English students at Bouira University ?
2. What are the students 'perceptions on the challenges of using MALL for writing development ?
3. How do the students perceive the usefulness of MALL in the development of writing subskills ?
4. What are the most commonly used MALL resources used by first -year English students for writing development ?

5. Research Hypothesis

Based on the above research questions, we propose the following research hypothesis

- The students are very motivated to use MALL to improve their writing subskills.
- Using mobile – assisted language learning (MALL) has a positive effect on the development of writing subskills among first year English students at Bouira university .
- MALL improves students' grammatical accuracy in writing .
- MALL enhances students' vocabulary usage in written texts .
- MALL contributes to better organization and coherence in students' writing .

6. Limitations of the study

This study is limited to first -year English students at Bouira University. Therefore , the findings may not apply to students from other levels or institutions. Moreover, it focuses only on writing subskills, not on other language skills. In addition, the main limitation was time and lack of access to resources .

7. Research methodology

7.1 Research Method

To confirm the hypothesis of the present research and to obtain data from students, we used mixed method approach because we attended to examine the role of MALL resources in developing writing subskills.

7.2 Sample of the study

We decided to choose first -year English students at Bouira University because writing plays an important role in their level. From the total of population of students 80 students have been selected as our sample.

7.3 Data Gathering Tools

In order to collect data, a questionnaire has been handed to the study (first -year English students) to gather their opinions, attitudes and reactions about the topic, their answers have been cancelled, analyzed and interpreted.

8. Structure of the Dissertation

There are three chapters in this study. The first chapter was dedicated to the writing skill stating its definition, types, importance and its subskills. The second chapter is about Mobile -Assisted Language Learning dealt with MALL definition, types, benefits, challenges and its role in enhancing writing subskills.

The third chapter is dedicated to the research methodology which explains in detail the population and the sample of the study, the data gathering methods and the analysis and interpretation of the students 'questionnaire', it concludes with recommendations

Chapter I:
The writing skill

Chapter I: The writing skill

Introduction

Learning a foreign language is based on four skills: listening, speaking, reading and writing. Writing is considered as the most challenging skill in language learning. Writing is a crucial means of communication in both academic and professional contexts; it involves multiple subskills which are essential for producing an effective text.

This chapter attempts to present the definition of writing, its types, and importance. It also aims to highlight the writing subskills. The chapter concludes with some challenges of teaching/learning writing.

1.1 Definition of Writing

Writing is one of the four essential languages skills; it is the process of using symbols to communicate thoughts, ideas, and information in a readable form. Writing is defined by researchers differently.

Nunan (2013) states that writing is the physical and mental act of thinking, discovering, and developing ideas into statements, which carries a comprehensible meaning. This indicates how we take our thoughts and turn them into meaningful, understandable words on paper, as the writer claims that writing is a complex cognitive process that requires planning, drafting, reviewing, and revising. That is to say, writing is not just about putting words on paper, it is a mental activity that involves thinking and requires cognitive efforts in planning, writing a first version (drafting) , checking and improving (reviewing), and making changes (revising) .

Further, Rivers (1981) notes that writing is performance accomplished through the integration of several skills. He emphasizes that writing mainly involves conveying ideas, thoughts, and expressions.

When we write we use graphic symbols that are letters or combinations of letters which relate to the sounds we make when we speak (Byrne, 1997). In this context, writing is the use of graphic symbols or letters to present the language.

In light of these different definitions, we can define writing as a productive skill in language learning. It is the process of using letters, words and sentences to communicate and express ideas, thoughts, information, and feelings on paper or screen.

1.2 Types of Writing

In language learning, writing is classified into multiple types based on its purpose, audience, and structure. These types help students develop appropriate strategies and techniques for different writing tasks. Writing types are identified as follows:

1.2.1 Narrative Writing

It is a type of writing that is based on telling stories or recounting events. According to Langan (2013), the narrative writing is used in short stories, novels, and autobiographies. Its purpose is to inform, entertain, or share personal experiences.

1.2.2 Descriptive Writing

It is a type of writing that gives clear and detailed information about any topic or phenomenon. According to Smale (2010), descriptive writing creates a clear picture of something in the reader's mind; its purpose is to help readers visualize or imagine characters, things or, scenes.

1.2.3 Expository Writing

It is a type of writing that explains or provides information clearly and logically about a phenomenon or topic. According to Oshima and Hogue (2006), expository writing is used to inform or explain a topic in detailed articles, reports, and textbooks.

1.2.4 Argumentative Writing

This genre of writing, which is based on arguments, is used to convince the reader of a certain idea or opinion. Rosenwasser and Stephen (2011) state that persuasive writing is used to argue a point or persuade the audience of an opinion; it is used in opinion essays and debates.

1.3 Importance of Writing

Writing is one of the most important skills in language learning. It enables students to express their ideas, thoughts and emotions. Writing plays a significant role in the language learning process.

1.3.1 Essential language skill

Hyland (2003) states that writing is not only a means of communication, but also a tool for "learning and thinking" In this sense, writing is not just a means of communication and sharing thoughts, ideas and feelings; it helps students in understanding things when they write.

1.3.2 Reflective and productive skill

Harmer (2004) notes that writing supports the process of learning by giving learners the chance to implement what they have learned in a meaning-based context. This implies that writing helps learners in acquiring grammar, vocabulary, and structure. They understand what they have learned by using it in real-life situations.

1.3.3 Critical thinking and organization

Raimes (1983) points out that through writing learners engage in a process that fosters critical thinking and helps develop clarity of expression. It means that writing fosters critical

thinking of the students; it requires mental efforts such as planning, drafting, revising, and editing. When they write, they organize their ideas.

1.3.4 Academic and professional success

Richards and Renandya, (2002) claim that writing is central to academic life and often the primary basis on which students are judged. This means that writing supports the success of academic settings such as reports, research and theses, and professional settings like emails and documents.

Writing is an important skill which enhances Language learning by fostering critical thinking, creativity, and academic success.

1.4 Writing Subskills

Writing subskills are specific components and smaller skills that together make up the broader skill of writing. Harmer (2004) argues that writing is not a single skill but a complex combination of several micro-skills or subskills such as constructing sentences, organizing paragraphs, and using linking devices. According to Raimes (1983), writing includes various interconnected skills that the writers must develop. These interconnected skills are summarized as follows:

1.4.1 Grammar: It is the set of rules that explain how words are used in a language to form sentences such as rules of verbs, agreement, articles, and pronouns.

1.4.2 Syntax: It is the part of grammar that deals with how to put words in the right order to form a correct and meaningful sentence.

1.4.3 Organization: It refers to how ideas are arranged and structured in a clear, logical, and effective manner so that the reader can understand the content of writing easily.

1.4.4 Purpose: It is the reason for writing.

1.4.5 Audience: The reader/s.

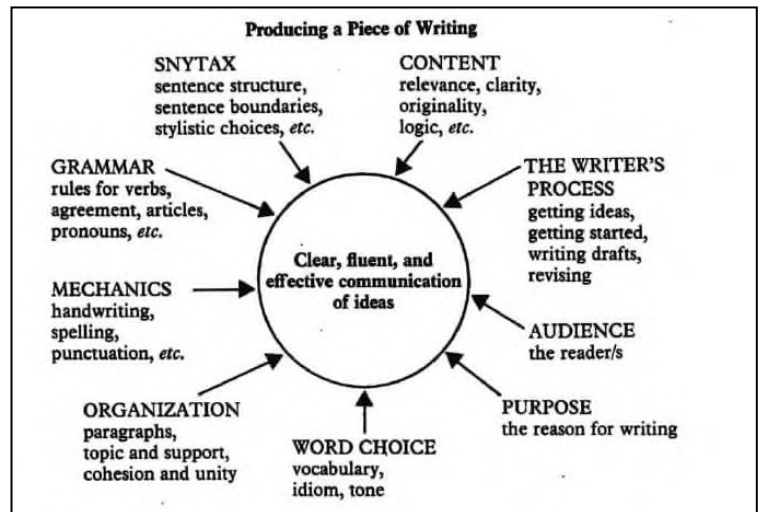
1.4.6 Writer's process: It refers to the writing steps that the writer should follow to write a coherent and effective writing piece, it includes getting ideas, getting started, writing drafts, and revising.

1.4.7 Content: It refers to the ideas, information, and meaning that a writer expresses in a piece of writing, in other words, it is what the writer wants to say.

1.4.8 Word choice: It refers to the words, vocabulary, idioms, and tone that are selected to express the ideas clearly.

1.4.9 Mechanics: It refers to spelling, punctuation, capitalization, and handwriting; they are essential elements in a piece of writing.

All in all, grammar, syntax, organization, purpose, audience, the writer's process, content, word choice, and mechanics are essential subskills in any writing endeavor.



1.5 Challenges in teaching writing

Teaching and learning writing in EFL content has multiple challenges for both teachers and learners. They are summarized as follows:

1.5.1 Linguistic difficulties

According to Raimes (1983), writing involves the mastery of a variety of linguistic components such as syntax, lexis, and mechanics. In this context, students find difficulty with grammar, vocabulary, and sentence structure, affecting their ability to express their ideas and write effectively.

1.5.2 Limited experience of writing

Tribble (1996) states that students in EFL settings often have limited opportunities to engage in extended writing tasks which restricts their development. In other words, students do not practice writing enough in a real or meaningful context, which explains the reason for finding difficulties when they write.

1.5.3 Cognitive efforts

Flower and Hayes (1981) claim that writing is a complex process which involves a range of cognitive activities from generating ideas to editing texts. It means that students can face difficulties when they write because writing requires mental efforts such as planning, organizing, drafting, and revising.

1.5.4 Cultural and educational backgrounds

According to Kaplan (1966), learners bring their own rhetorical patterns and expectations, which may conflict with those of the new language. That is to say, students' prior

schooling and cultural knowledge of writing may not correspond to the writing rules, this is why students find difficulty in writing.

Conclusion

In conclusion, writing is a productive skill in language learning; it includes various subskills such as grammar, structure, syntax, organization, word choice, mechanics, and so on. Writing proficiency can be gradually developed and strengthened by improving writing challenges faced by teachers and students, integrating appropriate approaches and supporting students through writing tools, resources, and feedback.

Chapter II:
Mobile-Assisted Language
Learning (MALL)

Chapter II: Mobile-Assisted Language Learning (MALL)

Introduction

In recent years, technology has become an important part of people's lives. It consists of a wide range of tools and systems, from computers, smart phones, to artificial intelligence. Technology plays a vital role in the field of education because it enhances teaching and learning by offering access to digital resources, interactive platforms, and virtual classrooms. Today, technology and education are closely connected. Technology contributes to the facilitation and improvement of the teaching and learning processes.

Çakir (2016) argues that «students are using technology mostly in their everyday life and they find it quite valuable, easy and motivating in learning foreign language» (p 171). Technology provides positive effects on students' motivation by offering educational games, quizzes, videos, and applications which make learning enjoyable and engaging. The utilization of various technological tools such as computers, social networks, mobile technologies, etc. improves the teacher's instructional process and facilitates the learner's educational journey.

2.1 Definition of ICTs

The term ICT stands for Information and Communication Technologies. It refers to the technological tools that are utilized to handle information and facilitate people's communication. Many studies have been conducted to explain ICTs.

Gokh (n.d) claims that «ICT is a technology that supports activities involving information. Such activities include gathering, processing, storing, and presenting data. Increasingly, these activities also involve collaboration and communication. Hence IT has become ICT: Information and Communication Technology» (p.1).

The shift from IT to ICT was due to the emergence of different communication technologies. The previous quote demonstrates that ICT is a technology that fosters activities which include gathering, processing, storing and presenting data. These activities also involve collaboration and communication. For that reason, it has become ICT.

2.2 Integration of ICTs

ICTs have emerged as a result of the rapid development in both technology and communication. In the past, students used mainly printed tools and face-to-face communication; but, with the advancement of ICT, they are able to access, share, and store information rapidly and easily through digital devices which makes the learning process more flexible and accessible.

2.3 Computer-Assisted Language Learning (CALL)

The term CALL is the abbreviation of Computer-Assisted Language Learning; it refers to the use of the computer in the learning process. Many studies have been conducted by scholars to provide an appropriate definition of CALL.

Computer-Assisted Language Learning has been defined by Levy (1997) as «the search for and study of applications of the computer in language teaching and learning» (p.1). This emphasizes that the computer is an effective and useful material that needs to be comprehended through its applications because of its integration in language teaching and learning.

Furthermore, Beatty (2010) maintains that «a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language» (p.7). It means that the learners utilize the computer to improve and enhance their language; the computer aids them to get better at a language. Moreover, O'Sullivan (1999) notes that CALL refers to the use of computers in order to promote educational learning. As it is stated, this process includes: processing, presentation of packages, guided drilling and practice, tutoring, simulation, problem-solving tasks, educational games, multimedia (CD-ROM), and internet applications such as e-mails, chatting, and the World Wide Web (WWW) for the language learning process. In this context, the use of the computer helps learners to acquire knowledge. CALL can be interactive and helpful for language practice because it includes many tools such as learning programs, games, websites, and even emails or chats.

2.4 Mobile -Assisted Language Learning (MALL)

MALL is the abbreviation of Mobile-Assisted Language Learning; it is an approach that utilizes different mobile devices such as smartphones, tablets, MP3, and MP4 players to provide flexible and interactive learning anytime and anywhere. Many studies have been conducted by researchers to provide definitions of MALL.

According to Heyong and Yeonhee (2012), MALL is «the use of mobile devices to support language learning» (p.34). Bezircioliglu (2016) notes in broad terms that MALL is «the integration of mobile devices into language learning process» (p.9).

Moreover, Mobile-Assisted Language Learning has been defined by Valarmathi (2011) as:

Mobile-Assisted Language Learning (MALL) describes an approach to language learning that is assisted or enhanced language learning using mobile devices such as Cell (mobile) phones (including the iPhone or iPad) MP3 or MP 4 players (e.g. iPods) and Personal Digital Assistants (PDAs) (e.g. Palm Pilot Black berry, etc.). With MALL, students are

able to access language learning materials and to communicate with their teachers and peers at any time and anywhere. (p.2)

This aforementioned quotation explains that MALL is an approach to teach and learn the language. It offers flexibility and accessibility in language teaching and learning through its digital devices such as smartphones, tablets, MP3 players, and so on. MALL assists students in studying and interacting with each other without being limited by time or place. Furthermore, Turc (2017) views MALL as learning across physical and virtual contexts which is enabled and supported by highly portable devices as well as communication and social network technologies.

Despite the various definitions, all the researchers demonstrated that MALL is an approach to language teaching and learning.

2.5 Types of Mobile-Assisted language learning resources

Today schools utilize mobile learning in classrooms because it is helpful. The widespread implementation of mobile devices provides some resources and tools that can be utilized to enhance the teaching learning process.

2.5.1 Platforms

Platforms are the applications, websites, or tools that students utilize to improve and foster their skills such as Duolingo, Google Classroom, Moodle and Zoom. According to Selwyn (2016), platforms in the context of digital learning refer to software based environments that provide infrastructure and tools for delivering, managing, and facilitating educational content and communication.

2.5.2 Blogging

According to Lewis (2009, as cited in Çakir, 2016), « a blog is an electronic journal where readers post their thoughts and opinions on a regular basis » (p.177). EFL teachers and learners incorporate blogs into language learning.

2.5.3 Games

Games are means of entertainment. The word game has been defined by Gredler (1996, 2004) as competitive exercises in which the objective is to win and players must apply subject matter or other relevant knowledge in an effort to advance in the exercise and win. » The games create motivation and encourage the students to acquire the language and enhance their skills (grammar, vocabulary and so on).

2.5.4 Podcasts

The word podcast has been defined by Çakir (2006) as the contribution of two words Ipod and broadcast, which includes audio or video files that are broadcast via the internet; they can be either downloaded or listened to on a computer or mobile device as a personalized tool.

MALL resources are effective and helpful in language acquisition; these resources can be utilized to teach writing subskills such as vocabulary, grammar, mechanics, and so on.

2.6 Approaches to Mobile-Assisted Language Learning

Mobile-Assisted Language Learning includes various approaches that incorporate mobile technologies and tools in order to enhance language acquisition. Some of these approaches are summarized as follows:

2.6.1 Content-based language learning

In this approach students utilize applications to learn language skills. According to Kukulska-Hulme and Shield (2008), students learn grammar, vocabulary, and writing structure by using applications such as Duolingo or BBC Learning English.

2.6.2 Task-based language learning

According to Burston (2013), students perform real tasks using special applications to write messages and notes, or record voice. For example, students write their assignments on Google Classroom and send them to the teacher.

2.6.3 Collaborative learning

Viberg and Gronlund (2013) state that mobile devices encourage peer work, allowing students to co-construct texts and engage in discussion; for example, students work together to write an essay on a WhatsApp group.

2.6.4 Gamification and interactive learning

According to Stockwell and Hubbard (2013) Games and quizzes motivate learners and support micro-learning of grammar and vocabulary through repetition. Games and quizzes make learning enjoyable and interactive; they motivate the learners to learn such as using quizzes to review vocabulary or grammar.

2.7 Benefits of Mobile-Assisted Language Learning

In the last decade, smartphones have become partners with learners around the world. Mobile-Assisted Language Learning helps the students to enhance their writing subskills and improve their levels; it provides many opportunities for students, making the learning process flexible and accessible. MALL has various benefits which are summarized as follows:

Kim and Kwon (2012) mention some benefits of MALL whereby they assert that mobile technology provides various resources and tools for language learning that encourages learners to be more motivated, autonomous, situated (site-specific), and socially interactive; also, it enables students to more easily and promptly access language learning materials and communicate with people at any time and place. This indicates that Mobile-Assisted Language Learning facilitates the learning process and makes it interactive, enjoyable, and flexible.

Moreover, according to Kukulska-Hulme (2009), MALL enables students to access language materials at any time, making learning more convenient and adaptable to their personal schedules. In this sense, MALL provides accessibility and flexibility which enhances the teaching learning process. Furthermore, Stockwell (2010) views mobile applications and games as interesting and enjoyable methods to learn which can foster learners' motivation and engagement. Hence, the mobile applications and games are enjoyable and interactive; they motivate the learners and meet their interests. MALL enhances the communication and the social interaction through the social media applications.

2.8 Challenges of Mobile-Assisted Language Learning

Despite the various advantages of the use of Mobile-Assisted Language Learning, it still has some shortcomings which occur in a number of challenges and limitations.

2.8.1 Internet and technical issues

Kukulska-Hulme and Shield (2008) state that watching videos and using various applications need a stable internet; weak and unstable internet connection cuts out video lessons and online exercises can stall or fail to load.

Traxler (2009) argues that not all learners can own a smartphone; they cannot have access to the internet. Watching videos or using GPS features eats up battery and large applications can limit phone storage and fill the phone's memory.

On the other hand, Stockwell and Hubbard (2013) assert that the small screen and keyboards of the mobile phone hinder reading and writing.

2.8.2 Distraction and misuse

Chen and Li (2010) highlight how learners' motivation and attention can be affected negatively by the constant availability of unrelated mobile content. That is to say that the learner may use mobile phones for non-educational objectives during the study period. The learners lose focus from the learning task due to other applications such as social media and games as they can use it for unethical things.

2.9 Role of Mobile-Assisted Language Learning in enhancing writing subskills

In recent years, Mobile-Assisted Language Learning (MALL) plays a significant role in second language acquisition (SLA), specifically in enhancing and developing writing subskills. With the wide spread of smartphones and applications learners have access to various language learning tools that improve key writing subskills including vocabulary development, grammar and syntax accuracy, sentence complexity, and overall writing coherence. Godwin-Jones (2011) emphasizes that mobile applications such as Duolingo and Quizlet help students learn new terms

(vocabulary), practice grammar, and improve listening comprehension through interactive and enjoyable ways like gamification and repetition.

Furthermore, Viberg and Grönlund (2012) note that sentence structure and complexity are fostered by grouping tasks and reordering exercises which support syntactic understanding. Kukulska-Hulme and Shield (2008) state that organizational skills and coherence are improved through the utilization of Mobile-Assisted Language Learning writing platforms such as Google Docs and Evernote, which help students in planning, drafting, and revising texts.

Moreover Miangah and Nezarat (2012) demonstrated that spelling and punctuation are supported by Mobile-Assisted Language tools such as Grammarly, minimizing mechanical mistakes in writing. According to Stockwell (2010), mobile applications motivate and encourage students to perform writing tasks such as gamification, progress tracking, and peer interaction.

Conclusion

In conclusion, Mobile-Assisted Language Learning plays a vital role in enhancing writing subskills such as grammar, vocabulary, syntax and so on, through its tools and applications which motivate and encourage the students to learn and acquire the language skills.

Chapter III:
Research Methodology

Chapter III: Research Methodology

Introduction

This chapter is focused on the practical part of the conducted work. It is designed to give the description of the findings that are gathered through the collected data. This research aims to spot the light on the effectiveness of Mobile -Assisted Language Learning in Enhancing Writing Subskills among first year English students at Bouira University .

3.1 The Context of Bouira University

Bouira University officially known as Akli Mohand Oulhadj University, it was established in 2005 and became a fully independent university in 2012 . The university consists of six faculties and institutes. With population of 23,000 student . The research was conducted in the Faculty of Letters and Languages in the English Department.

3.2 Research Design

This study applied a case study design to investigate the role of Mobile -Assisted Language Learning in Enhancing Writing Subskills among First-year English students at Bouira University. The case study approach was chosen to describe and provide a rich in-depth understanding of a specific educational phenomena in real life context.

3.3 Population and Sample

In order to ensure the accuracy and applicability of the research results, it is essential to define the population and the sample included in the study. This part provides a description of the the population and explains the sampling.

3.3.1 The Population of the Study

The population of this study includes all first -year English students that are registered in the English department at Bouira University during the academic year 2024-2025. These students were selected as the population for this research to investigate the role of Mobile -Assisted Language Learning in Enhancing Writing Subskills, since mobile technologies are widely used among university students.

3.3.2 Participants and Sampling technique

The sample of this study consisted of 80 first -year English students that are registered in the Department of English at Bouira University during the academic year 2024-2025. The sample was selected utilizing non-probabilty convenience sampling, in which the participants are selected based on their availability, easy accessibility, proximity and willingness to answer a questionnaire. The sample included both male and female students from different writing groups. These students were actively engaged in writing courses and had access to mobile devices in order to investigate the role of MALL in improving writing subskills. My supervisor teaches first year level so she helped in administrating the questionnaire. The participants were readily accessible to the reasercher and willing to take part in the study. Although this technique limits generalizability.

3.4 Research Methods

This study applied a mixed method approach utilizing both quantitative and qualitative research methods in order to investigate the role of Mobile -Assisted Language Learning MALL in Enhancing Writing Subskills .

. **The quantitative method** : focused on measuring the effectiveness of MALL through a well structured questionnaire to quantify students perceptions of MALL tools and provide numerical data.

. **The qualitative method** : focused on obtaining deeper insights into students 'experiences and attitudes, this was achieved through open-ended questions in the questionnaire.

The purpose of using Mixed Method Approach was to obtain a comprehensive understanding of the research problem.

3.5 Data Collection tools

In order to investigate the role of Mobile -Assisted Language Learning in Enhancing Writing Subskills, it was essential to use both quantitative and qualitative methods "mixed method " to gather data from the participants. Therefore a combination of quantitative and qualitative tools were employed in order to collect multiple information

Well structured questionnaires were distributed to the students to gather quantitative data about their use of mobile devices in improving writing subskills, and qualitative method is used to describe and interpret the numerical data.

3.6 Description of Questionnaire

The questionnaires consist of open-ended and multiple choice questions divided into 05 sections as follows :

. **Section 01 :** "Demographic Information", this section contains questions about students' name, gender, and age.

. **Section 02 :** «"Use of Mobile -Assisted Language Learning (MALL) " , this section contains questions designed to elicit the differences between computer and mobile for learning ,it also explores how often students use their mobile devices, why they use it and which MALL applications and resources they use to learn English.

. **Section 03 :**" Impact of MALL on Writing Subskills". The questions of this section aim to explore the effect of mobile learning tools on the quality of students' grammar , it also investigates which mobile tools and applications they use to enhance their subskills : grammar, vocabulary, organization, structure, spelling, punctuation, purpose of writing and hand writing.

. **Section 04 :** "Students' Perceptions on The Challenges of Using MALL". This part aims to identify the challenges that the students face when using mobile applications to support their writing.

. **Section 05 :** "Students Suggestions on Using MALL ". The questions of this section are designed to explore the students' suggestions in order to improve the use of mobile learning in writing instruction at university level.

3.7 Questionnaire Analysis

This report presents the analysis of the questionnaire submitted to a sample population of 80 first-year English students at Bouira University as part of a research project titled : "Investigating the Role of Mobile -Assisted Language Learning (MALL) in Enhancing Writing Subskills. The Study aims to explore the integration of mobile technologies and their impact in enhancing writing subskills, the challenges encountered and suggestions for effective implementation.

Section 01 : Demographic information

A total of 80 students participated in the questionnaire, the demographic information was collected under three main categories.

1.1 Gender distribution

Gender distribution	Number of students	percentage %
Male	21	25,9%
Female	59.	74,1%
Total	80.	100%

Table 01 : Participants gender

	Number of students	percentage %
18- 20	62	76,5 %
21 - 23	14	17,3 %
Above 23	04	06,2 %

Table 02: Participants' age groups

Section 02 : Use of Mobile -Assisted Language Learning (MALL)

36 % : omputer	32 % : mobile devices	12 % : no answers.
----------------	-----------------------	--------------------

Table 03 : Use of Mall tools

Students were asked about the difference between using computers and mobile devices. 36 percent of the population use computers while 32 percent rely on mobile devices however only 12 percent gave no answer.

The findings from section two on the use of Mobile -Assisted Language Learning (MALL) reveal notable difference between using computers and mobile devices in learning. Among the participants, sixty percent preferred computers highlighting a range of justifications for their preferences.

Yes	No
87,5%	12,5%

Table 04 : Use of Mobile -Assisted Language Learning (MALL) devices

We asked our students whether they use mobile devices to improve their English Language Skills and if so, what types of devices they commonly utilize.

Among the 70 students who use mobile devices, 70% reported using smart phones, while only 1,43% used a tablet and 21% indicated that they use both.

Always	19	25%
Very often	18	23%
Sometimes	31	40%
Rarely	6	7%
Never	2	3%

Table 05: Frequency of vocabulary acquisition through MALL

We investigated how frequently learners use mobile devices to study English, the results indicate that a majority of lead 89% use mobile devices to learn English at least occasionally, with 48% using them either always or very often.

Purpose of use Mobile use	frequency	percentage
Join study groups	57.	71%
Develop listening skills	56	70%
Enhance speaking ability	55	68%
Do research	53	68%
Develop communication	49	61%
Revise lessons	49	61%

Improve reading ability	44	55%
Develop grammar and vocabulary	44	55%
Improve pronunciation	42	52%
Take notes	33	41%
Enhance Writing Skills	24	30%
Attend online classes	22	27%
Organize study time	19	23%
Create Technology -based content (Video/ audio)	15	18%
Be -up -to date (news/trends/ updates)	09	11%

Table 6: Purpose of Mobile -Assisted Language Learning Use and its Frequency

Our findings show that the most common use of mobile devices is for joining study groups 71% , which shows the importance of collaborative learning and communication platforms like WhatsApp and Telegram.

High usage is also seen for listening (70%) , speaking (68%) and research (68%)

Relatively fewer students use mobile devices for writing (30%) , organize study time (23%) , or content creation (18%) . Only (11%) of the participants use their mobile phones to stay -up -to date.

MALL resources	frequency	percentage
Educational videos	62	77%
Audio content	36	45%
Games	33	41%
Quizzes	28	35%
Online dictionaries	18	22%
Translators	19	23%

Website -based learning	24	30%
Language forums	17	21%
Moocs (Coursera,edx,et)	04	05%
Moodle	19	23%
E-libraries	13	16%
AI-powered applications	24	30%
Chat with native speakers	28	35%

Table 07 : Types of MALL Resources

The most commonly used resource is educational videos equivalent to 77% of the participants.

Other popular tools include : Audio content about 45% of the learners and 41% use games and quizzes. In addition to chatting with native speakers.

Less commonly used are online dictionaries (22%) , translators (23%) , language forums and Moodle 22% and rarely moocs with (05%).

Interestingly, AI -powered applications are used by 30% reflecting the growing role of artificial intelligence in language education.

Method of choosing	frequency	percentage
I choose them on my own	68	85%
They are recommended by a Teacher	14	17%
Recommended by a friend	18	22%

Table 08 : Choosing language learning Applications

Regarding how students select English learning tools, a large majority 85% reported that they choose them independently.

Only 17% use resources recommended by a teacher and 22% of the respondents mentioned that they use applications and platforms because they are influenced by friends ' recommendations reflecting the social dimension of learning.

Mobile Applications Usage

A significant number of students reported using applications designed to enhance learning and language acquisition. These include Duolingo, Chat GPT, Deep Seek , Mouldy, Grammarly, Elso Speak, Hello Talk. In addition to platforms such as Coursera, edX , Moodle, Quizlet and so on.

Section 03 : Impact of MALL on Writing Subskills

Yes	49	61%
No	27	38%

Table 09 : Impact of MALL on Writing Subskills

This section examines how MALL tools have influenced students ' development of key writing subskills, the analysis focuses on grammar quality, sentence structuring and the organization of ideas in writing.

The participants were asked whether mobile learning tools had effected the quality of their grammar . A significant majority 61% reported that these tools had positively influenced their grammar . In contrast, 38% did not observe any noticeable improvement.

When asked if mobile learning tools had improved the way they structure sentences in writing, responses mirrored the grammar results 61% participants answered affirmatively.

The tools cited were most of the applications mentioned previously by students, they offer model sentences, paraphrasing and example -based learning.

In order to explore the impact of MALL on learners ' organization of ideas, 50% of the participants responded positively citing helpful applications such as Duolingo, XMind, Cap cut, Booklet and various essays writing applications.

As far as vocabulary, spelling and punctuation, the findings suggest that the majority of respondents (60%) reported that mobile learning applications have positively influenced their vocabulary in writing. However, 23% did not observe any improvement.

Concerning spelling and punctuation, 36% of participants affirmed their use of such tools, whereas 06% stated they did not use them for this purpose.

Question	Yes %	No %	No answer %
vocabulary improvement via Mobile apps	60%	23%	17%
Use of mobile apps for spelling And punctuation	36%	60%	04%
Use of mobile apps to improve Hand writing	08%	92%	0%

Question	Responses	Percentage
Do you use mobile apps or resources To learn about the purpose of writing?	yes	09%
	No	91%
Do you use mobile apps to learn about The expectations in your writing?	yes	08%
	No	92%
Have your mobile learning tools Affected the process of your writing ?	yes	41%
	No	59%
Do you think mobile apps help you Improve originality and relevance of ideas?	yes	27%
	No	73%

Table 10 The Use of Mobile Applications

Section 04 : Students Perceptions on the Challenges of Using MALL

Question.	Response	Percentage
Challenges faced when using apps for Writing?	limited internet access	46%
	Distractions	26%
	Lack of useful feedback	16%
Does relying on mobile apps make you Less independent in writing?	strongly agree	11%
	Agree	40%

	Undecided	27%
	Disagree	10%
	strongly disagree	11%
Have you encountered technical difficulties in using mobile learning tools?	Yes	20%
	No	80%
. If yes, what type?	Bugs of apps, videos calls	
	Limited internet access	

Table 11: Students 'Perceptions of the Challenges in Using MALL

When asked about challenges, 46% cited limited internet access as the primary obstacle, followed by distraction 26% and lack of useful feedback 16% these suggest pedagogical concerns that could hinder effective writing development through mobile platforms.

Regarding dependence, a combined 51% of students (strongly agree and agree) felt that relying on mobile apps reduced their independence in writing, while 21% disagreed. This reflects mixed perceptions about the autonomy encouraged by MALL tools.

Finally, while 80% of students reported no technical difficulties, 20% noted issues such as app bugs, video call problems and weak internet connection.

Section 05 : Students Suggestions on Using MALL

Question	Responses	Percentage
Would you recommend mobile Learning tools to others ?	Definitely will not	06%
	Probably not	10%
	Probably will	56%
	definitely	23%
What features should a good Mobile	interactive exercises	53%

writing app have?	AI based feedback	45%
	Collaboration tools	21%
Do you prefer mobile -assisted Writing practice over traditional Classroom -based writing exercises ?	yes	84%
	No	16%

Table 12 : Students Suggestions for improving MALL Usage.

In order to understand learners' perspectives on the effectiveness of Mobile -Assisted Language Learning (MALL) for developing writing skills, students were asked whether they would recommend mobile learning tools to their peers. A significant majority expressed a favourable attitude. As shown in the table above, 56% stated they would "probably" recommend them and 23% said they would "definitely" do . In contrast only a small fraction of students expressed hesitation, 10% answered "probably not " and 06% said they "definitely will not "

Desired features in a writing app

Half of the students preferred interactive tasks suggesting the importance of practice and engagement. However 45 percent highlighted AI based feedback.

Preference for Mobile Vs Traditional Writing Practice

Students were asked whether they preferred mobile -assisted writing practice over traditional classroom -based exercises. The results showed that 84% favoured mobile -assisted practice, while only 16% preferred traditional methods.

3.8.Questionnaire Discussion

3.8.1 Demographic information

The data gathered indicates a significant majority of female participants in the study.

The largest group of respondents falls within the 18-20 age range, which is typical for first -year university students.

3.8.2 Use of Mobile Assisted Language Learning tool

Computers were generally favoured for their superior performance, larger screens, and comfort in typing, which make them particularly effective for productivity, multitasking and intensive academic. Students noted that computers allow access to multiple websites at once and are suitable for users with visual impairments from notifications . On the other hand, mobile devices were appreciated for their portability, affordability and the flexibility

They offer in accessing learning platforms from anywhere at anytime. However, they were considered more prone to distractions and less suitable for extended academic work due to smaller screens and less comfortable typing interfaces.

Overall, the responses suggest that while computers are suited for structured and focused learning, mobile devices are ideal for flexible and on-the-go educational experiences.

The results revealed a significant trend toward the use of mobile technology. Nearly all the students reported that they use mobile devices to enhance their English while only a few of them stated that they do not. This indicates that 87,5% of the participants engage in Mobile -Assisted Language Learning (MALL) , which reflects a high level of integration of mobile technology in their language learning routines. The overwhelming preference for smar”phones is attributed to their portability, accessibility and the vast availability of educational applications .

The findings suggest that mobile devices play a vital role in modern language learning practices especially for improving vocabulary acquisition and grammar usage.

This suggests that mobile mobile technology plays a significant role in English Language Learning. The findings related to the purpose of mobile use indicate strong reliance on mobile devices for core language skills and academic tasks . The results suggest that metacognitive tasks may require more guidance. However only a minority of the learners use their mobile phones to stay-up-to date which reflects a focus on academic over informational use.

As far as the types of MALL resources, the data indicates that students favor visual and multimedia learning tools. This trend reflects learners’ preference for visually engaging and entertaining materials.

The use of a variety of tools such as audio, games, quizzes and chatting with native speakers confirms that many learners benefit from interactive tools that provide both practice and motivation. This suggests that structured academic platforms may not be as appealing or accessible as mobile applications or social -based learning. Interestingly, there is a tremendous

shift towards AI powered applications reflecting the growing role of artificial intelligence in language education.

Regarding the method of choice of applications, a vast majority of the students proved to be autonomous. The overlapping results of the minority suggest that the students often use a combination of methods when deciding which applications to use, blending personal choice with social academic input.

The variety of mobile applications reflect the multifunctional role that smart phones play in supporting education, communication and creativity. AI powered tools suggest a growing trend toward self-directed technology enhanced learning.

3.8.3 Impact of MALL on writing sub skills

Considering grammar, the results show that most learners felt mobile learning tools have a positive impact on their grammar. Many mentioned that apps helped them with sentence structure, paraphrasing and understanding how to form correct sentences. However, few learners may need more guidance to benefit.

The findings suggest that, although vocabulary support is more widely accepted, fewer learners are utilizing mobile tools to refine spelling and punctuation.

Overall findings show that mobile applications are somewhat appreciated for assisting with the writing process. They are seldom used for teaching writing conventions and critical thinking aspects such as originality. These insights highlight the need for more structured and pedagogically rich mobile tools to support comprehensive writing development in educational contexts .

Regarding dependence, half of the students felt that relying on mobile apps reduced their independence in writing. This reflects mixed perceptions about the autonomy encouraged by MALL tools.

In conclusion, while mobile apps are generally embraced as writing tools, several factors especially internet limitations and pedagogical gaps still challenge their effectiveness in promoting independent, productive writing practice.

The overall positive perception of the usefulness of mobile tools in enhancing writing abilities and indicates readiness to promote these resources.

3.8.4 Desired features in a writing app

Students identified key features that would enhance the effectiveness of mobile writing applications.

They preferred interactive exercises suggesting the importance of engagement and practical applications. Some highlighted AI- based feedback indicating that timely, automated and intelligent support is essential for writing improvement,. Few chose collaboration tools, underlining the role of peer interaction and communication in learning. Some students also provided open-ended responses, recommending features such as proofreading tools and essay analysis functions.

3.8.5 Preference for Mobile Vs Traditionl writing practice

In their justifications , students emphasized advantages such as flexibility, accessibility, real time feedback, increased motivation and convenience. Many also highlighted that mobile tools allow for private, self learning, which is often possible in classroom . This reflects a shift in leaner preferences toward more autonomous and technology -mediated learning environment.

Conclusion

In conclusion this chapter presented the analysis and the discussion of the collected data about the Role of Mobile -Assisted Language Learning MALL in Enhancing Writing Subskills , the result of this study shared to extent a positive views towards the impact of MALL in improving writing subskills . The main subskills that are most influenced by MALL among first -year English students at Bouira University are vocabulary and grammar.

On the whole , the study results indicate that the majority of students are satisfied with the assistance of MALL in enhancing writing subskills.

The students 'suggestions demonstrate a strong interest in maximizing the use of Mobile - Assisted Language Learning. Their ideas offer a starting point for educators and institutions to create interactive, self-centred and technology -based writing instruction. These suggestions could enhance the effectiveness of MALL tools in writing development.

3.9 Students 'Suggestions for improving MALL in Writing Instruction

In response to the fourth question of the survey, participants offered a variety of practical suggestions to enhance the use of mobile applications in developing academic writing skills. The

suggestions reflect students' increasing familiarity with digital tools and their desire for more engaging, accessible and effective learning experiences.

1. Integration of writing -specific applications :

Students emphasized the importance of incorporating mobile applications such as Grammarly, Google Docs, Quillbot, and Duolingo into classroom activities. These tools were appreciated for their ability to provide real-time feedback, correct grammar and punctuation errors, and support vocabulary building and sentence construction.

2. Promotion of collaboration and interaction :

Many students suggested creating group chats, peer review activities, and online English clubs to facilitate collaborative writing and allow communication with native speakers. Such interactive platforms were seen as opportunities for real- world writing practice and engagement.

3. Encouragement of Daily Writing Practice :

Most learners suggested to strengthen writing habits. They recommended incorporating daily prompts, chat -based writing exercises and brief modular lessons into the learning routine. This practice helps reinforce writing skills and build self -confidence.

4. Institutional Support and Accessibility :

Several suggestions highlighted the need for university -level support in facilitating mobile -assisted learning. Other suggestions pointed to the need for allowing controlled mobile phone use in class, conducting online sessions and help students use mobile apps for writing improvement.

5. Responsible and Effective Use of Mobile Tools :

Students also recognized the importance of time management and purposeful use of mobile devices. They recommended focus on educational goals, avoid distraction and misuse of technology tools.

6. Encouragement of feedback and self improvement :

Learners suggestions included using tools like Chat GPT and AI -based apps ont only for correction , but also for learning from mistakes. Students suggested writing paragraphs, seeking feedback and making improvement as part of learning

7. Motivation and Positive learning Attitude :

Lastly, many participants stressed the importance of learner motivation, self discipline, and a proactive approach to learning. They highlighted the value of reading articles, summarizing texts, blogging and sharing work on social media to receive feedback.

3.10 Recommendations to enhance the effectiveness of MALL

Based on the analysis and discussion, the following list of recommendations may enhance the effectiveness of Mobile-Assisted Language Learning for writing practice. In fact, the recommendations are for educators, curriculum designers and application developers.

1. Use Purpose-Specific Apps

Choose applications that are specifically designed for developing writing skills:

- . - Grammarly / QuillBot – for grammar correction and rephrasing.
- . - Google Docs with voice typing – for brainstorming and collaborative writing.
- . - Notion / Evernote – for structured note-taking and paragraph organization.

2. Integrate Task-Based Learning

Design tasks that mimic real-world writing:

- . - Writing journal entries via mobile.
- . - Blogging or microblogging using apps like Edublogs, Padlet, or even Twitter.
- . - Peer-review writing tasks using shared documents or comment features.

3. Focus on Writing Subskills

Enhance specific writing subskills through MALL:

- . Spelling – Quizlet / SpellingCity
- . Grammar – Duolingo / Johnny Grammar

Sentence construction – HelloTalk, Write & Improve (Cambridge)

- . Paragraph unity & cohesion – Google Keep, Storybird

4. Personalization and Adaptive Learning

Use apps that offer adaptive learning paths:

- LingQ – learners choose topics of interest.
- BBC Learning English App – includes interactive grammar and writing tasks.

5. Encourage Reflective Practice

Ask learners to:

- Record reflections using voice memos or audio journal apps.
- Use Penzu or Day One for digital journaling.

6. Combine MALL with Feedback Cycles

Ensure mobile learning isn't isolated:

- Pair writing tasks with teacher or peer feedback sessions via WhatsApp, Telegram, or Google Classroom.
- Encourage revision cycles using color-coding/highlighting tools.

7. Promote Learner Autonomy

Teach learners to:

- Set writing goals using Habitica or Trello.
- Monitor progress with digital portfolios like Seesaw.

8. Use Gamification and Motivation Techniques

Include game-like elements to sustain engagement:

- Badges, points, leaderboards in apps like Kahoot, Wordwall, or Classcraft.
- Weekly mobile writing challenges and rewards for consistency.

9. Blended Learning Integration

Mix mobile learning with in-class strategies:

- Pre-writing on mobile → drafting in class → revising on mobile.
- Use QR codes to link from class slides to mobile exercises.

10. Gather Feedback from Learners

Evaluate and adapt based on learners' experience:

- Conduct short in-app surveys or use Google Forms.
- Ask weekly: "Which mobile activity helped you most this week?"

3.11 Suggestions for Further Research

Based on the findings of our research and the recommendations we have put forward, it is evident that there is a significant need for further exploration in the field of Mobile Assisted Language Learning (MALL). While our study has provided valuable insights into how mobile applications can enhance writing skills in language learners, there remains a vast landscape of

opportunities to deepen our understanding of this educational approach. We strongly encourage other researchers to build upon our work by exploring diverse educational contexts, incorporating various technological tools, and investigating innovative methodologies. Such efforts will not only enrich the field but also contribute to the development of more effective language learning strateg

General conclusion

General conclusion

The current dissertation has explored the role of Mobile -Assisted Language Learning (MALL) as a new approach in developing EFL students 'writing subskills. The dissertation aimed at investigating whether EFL students use MALL applications as a supporting tools for enhancing their writing subskills. This research investigated the effectiveness of MALL in writing subskills as an instruction to be implemented in our department.

First of all, it is necessary to review the related literature which was presented in the first two chapters . The first chapter was dedicated to the writing skill stating its definition, types and its importance adding to the writing subskills and challenges in teaching writing. Meanwhile, the second chapter dedicated to Mobile -Assisted Language Learning which supports the use of mobile devices as educational tools, this chapter tackled definition of ICTs , CALL and MALL , MALL types, approaches, benefits and challenges , it conclude with the role of MALL in developing writing subskills. Moreover, the third chapter is dedicated to the research methodology ,to test the research hypothesis, the research consisted of students 'questionnaires , we collected data on the research to make suitable inferences.

The students ' questionnaire was distributed to collect data about the use of MALL . All the students have a mobile phone and they use them in learning writing subskills.

All the students reported their agreement about the vital role of Mobile tools and applications in improving grammar, vocabulary, structure, organization, mechanics and so on. As a final point the research provided some pedagogical recommendations.

List of references

- 1) Ake, G. (2013). Mobile-Assisted Language Learning: Literature review. Academia.edu.
Beatty, K. (2010). Teaching and researching computer-assisted language learning.
- 2) Routledge. Bezircilioğlu, S. (2016). Mobile assisted language learning. *Journal of Educational and Instructional Studies in the World*, 6(1), 9–12.
- 3) Burston, J. (2013). Mobile-assisted language learning: A selected annotated bibliography of implementation studies (1994–2012). *Language Learning & Technology*, 17(3), 157–224.
- 4) Çakir, I. (2016). Mobile-Assisted Language Learning (MALL). In I. Yaman, E. Ekmekci, & M. Senel (Eds.), *Current trends in EFL* (pp. 170–189).
- 5) Ankara, Turkey: Nuans Kitapcilik San. Chen, C. M., & Li, Y. L. (2010). Context-aware mobile learning system for effective English vocabulary learning. *Interactive Learning Environments*, 18(4), 341–364.
- 6) Christopher, T. (1996). *Writing*. Oxford University Press. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
- 7) Glenn, S., & Hubbard, P. (2013). Some emerging principles for Mobile-Assisted Language Learning. The International Research Foundation for English Language Education (TIRF).
- 8) Gokh, M. (n.d.). Concept of ICT: Information and Communication Technology. Grönlund, A., & Viberg, O. (2012). A literature review of mobile-assisted language learning (MALL). In *Proceedings of the 11th International Conference on Mobile and Contextual Learning*.
- 9) Harmer, J. (2004). *How to teach writing*. Pearson Education. Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- 10) Kim, H., & Kwon, Y. (2012). Exploring smartphone applications for effective mobile-assisted language learning. *Multimedia-Assisted Language Learning*, 15(1), 31–57.

- 11) Kukulska-Hulme, A. (2009). *Mobile learning: A handbook for educators and trainers*.
Routledge.
- 12) Routledge.
- 13) Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning:
From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289.
- 14) Levy, M. (1997). *Computer-assisted language learning: Context and conceptualisation*.
Oxford University Press.
- 15) Longman. (2013). *Longman dictionary of contemporary English*. Pearson Education.
- 16) Nunan, D. (2013). *Learner-centered English language education*. Routledge.
- 17) Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). Pearson Longman.
- 18) O’Sullivan, K. (1999). *CALL: A guide for English language teachers*. Goodman.
- 19) Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press.
- 20) Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An
anthology of current practice*. Cambridge University Press.
- 21) Rivers, W. M. (1981). *Teaching foreign language skills*. University of Chicago Press.
- 22) Rosenwasser, D., & Stephen, J. (2011). *Writing analytically*. Cengage Learning.
- 23) Selwyn, N. (2016). *Is technology good for education?* Polity Press.
- 24) Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of
the platform. *Language Learning & Technology*, 14(2), 95–110.
- 25) Traxler, J. (2009). Learning in a mobile age. *International Journal of Mobile and Blended Learning* (IJMBL), 1(1), 1–12.
- 26) Turc, L. (2017). Mobile-assisted language learning (MALL).
English Language and Literature Journal.
- 27) Valarmathi, K. E. (2011). Mobile assisted language learning. *Journal of Technology for ELT*,
1(2), 1–8.
- Byrne, D. (1997). *Down the river*. Longman .

Appendix

Appendix 1 : Students' Questionnaire

STUDENTS' QUESTIONNAIRE

Dear Student,

The present questionnaire is part of our research entitled **“Investigating the Role of Mobile-Assisted Language Learning (MALL) in Developing Writing Subskills: Case Study of First Year English Students at Bouira University”** It is an attempt to study the students' use of their mobile devices to develop writing subskills, the challenges they face in this context, and the suggestions regarding the implementation of MALL.

We would appreciate your efforts to answer the following questionnaire that guarantees the participants' total anonymity.

Tick the corresponding square; you can give more than one answer when possible.

Section 1: Demographic Information

1. Name (Optional):

.....

2. Gender:

Male ☐

Female ☐

3. How old are you?

18-20 ☐

21-23 ☐

Above 23 ☐

Section 2: Use of Mobile-Assisted Language Learning (MALL)

1. What is the main difference between using computers and mobile devices in learning?

.....

.....

.....

2. Do you use any mobile devices to improve your English?

Yes ☐

No ☐

❖ If yes, what kind?

Smartphones ☐

Tablets ☐

Both ☐

3. How often do you use mobile devices to learn English?

Always ☐

Very often ☐

Sometimes ☐

Rarely ☐

Never ☐

4. According to you, why do you use your mobile devices? (Tick all that apply.)

Develop listening ☐

Enhance speaking ability ☐

Improve reading quality ☐

Enhance writing skills ☐

Develop grammar and vocabulary ☐

Improve pronunciation ☐

Develop communication skills ☐

Be up-to-date ☐

Attend online classes ☐

Do research ☐

Organize study time ☐

Take notes ☐

Revise lessons ☐

Join study groups (Whatsapp, Telegram) ☐

Create technology-based content (videos, audio content, blogs, etc.) ☐

Other (Please specify.)

.....

5. What type of MALL resources do you use to learn English? (Tick all that apply.)

Educational videos ☐

Audio content ☐

Games ☐

Quizzes ☐

Online dictionaries ☐

Translators ☐

Website-based learning content ☐

Language forums ☐

Moocs (Coursera, edX, etc.) ☐

Moodle ☐

E-libraries ☐

AI-powered applications ☐

Chat with native speakers ☐

Other (Please specify.)

.....

6. How do you usually choose English learning applications or resources? (Tick all that apply.)

I choose them on my own ☐

They are recommended by a teacher ☐

They are recommended by a friend ☐

Other (Please specify.)

.....

7. Mention some applications which you use on your mobile devices.

.....

.....

.....

Section 3: Impact of MALL on Writing Subskills

1. Have your mobile learning tools affected the quality of your grammar?

Yes, they have ☐

No, they have not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....

.....

2. Have your mobile learning tools affected the way you structure your sentences in writing?

Yes, they have ☐

No, they have not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....

.....

3. Do you feel that mobile applications or resources help you organize your ideas better when writing?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....

.....

4. Have your mobile learning tools affected the quality of your vocabulary in writing?

Yes, they have ☐

No, they have not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....

.....

5. Do you use any mobile applications or resources to improve your spelling and punctuation?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....
.....
6. Do you use any mobile applications or resources to improve your handwriting?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?
.....
.....

7. Do you use any mobile applications or resources to learn about the purpose of writing (the different types of writing.)?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?
.....
.....

8. Do you use mobile applications or resources to learn about readers' expectations in your writing?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?
.....
.....

9. Have your mobile learning tools affected the process of your writing (getting ideas, getting started, writing drafts, revising, etc.)?

Yes, they have ☐

No, they have not ☐

❖ If yes, what resources or applications on your mobile devices do you use?
.....
.....

10. Do you think mobile applications or resources help you improve the originality and relevance of your ideas in writing?

Yes, I do ☐

No, I do not ☐

❖ If yes, what resources or applications on your mobile devices do you use?

.....
11. To what extent are you motivated to use mobile applications and resources for writing practice?

To a great extent ☐

Somewhat ☐

Very little ☐

Not at all ☐

Section 4: Students' Perceptions on the Challenges of Using MALL

1. What challenges do you face when using mobile applications for writing?

Limited internet access ☐

Distractions ☐

Lack of useful feedback ☐

Other (Please specify.)

.....
2. Do you feel that relying on mobile applications or resources makes you less independent in writing?

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

3. Have you encountered any technical difficulties while using mobile learning tools?

Yes ☐

No ☐

❖ If yes, what kind?

.....
.....
Section 5: Students' Suggestions on Using MALL

1. Would you recommend mobile learning tools to other students to improve writing skills?

Definitely will not ☐

Probably will not ☐

Probably will ☐

Definitely will ☐

2. What features do you think a good mobile writing application should have?

Interactive exercises ☐

AI-based feedback ☐

Collaboration tools ☐

Other (Please specify.)
.....
.....

3. Do you prefer mobile-assisted writing practice over traditional classroom-based writing exercises?

Yes ☐

No ☐

❖ If yes, why?
.....
.....

4. What suggestions do you have for improving the use of mobile learning in writing instruction at university?
.....
.....

Thank you