

## The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language

**Nadia GHOUNANE**

Department of English Language and Literature  
Faculty of Letters, Languages and Arts  
Dr Moulay Tahar University of Saida, Algeria

### Abstract

Teaching and learning pronunciation has become a neglected issue because it is regarded as an abstract science, although it is a peripheral ingredient in English oral production. With the dawn of technology and its various tools, exploring pronunciation and its effectiveness in successful communication attracts a bunch of scholarly attention. The use of Computer Assisted Language Learning opens the gateway for the possibility to integrate other tools in language learning as mobiles and gives birth to mobile learning or free education. In this vein, the incentive behind the current research work is in twofold: to investigate the attitudes of both teachers and students towards the inclusion of mobiles in language learning, and to prove the effectiveness of this new approach in improving the listening and speaking skills of foreign language learners. To fulfill these aims, the researcher held an interview with 15 teachers teaching English at Dr Moulay Tahar University of Saida. The researcher also conducted a pretest and a posttest with 95 students of the second year from the same university. To this end, the findings revealed that both teachers and students have positive attitudes towards the introduction of mobile technology in language learning, even though some teachers still favor the traditional approaches of language teaching and learning. The results also demonstrated that the applications, used in the experiment, showed the usability of Mobile Assisted Language in learning English pronunciation.

**Keywords:** Attitudes, EFL Learners, English pronunciation, Mobile Assisted Language Learning

**Cite as:** GHOUNANE, N. (2019). The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language *Arab World English Journal (AWEJ) Special Issue on CALL (5)*, 110 -123.  
DOI: <https://dx.doi.org/10.24093/awej/call5.9>

## Introduction

Technology has taken an eminent position in all areas of human lives. With the easy access to the different devices of technology including computing and mobile phones, people find it easy to exchange research and Information and Communication Technology (ICT) becomes an integral part in teaching and learning in the last few decades. The inclusion of smartphones and tablets in daily life has turned into a necessity that one cannot neglect or discuss the use of technology in education without shedding light on it as a fact. Indeed, the incorporation of mobile phones facilitates human communication, and improves their self-learning. According to Wang, Wiesemes & Gibbons (2012), “mobile phone learning (m-learning) simply as learning anywhere, anytime through mobile devices” (as cited in Ozer & Kılıç, 2018, p. 2916).

Students of nowadays display positive attitudes towards the use of mobile learning through storing lectures, downloading e-books, and applications that help them (Ozer & Kılıç, 2018). As far as foreign language learning is concerned, more recent studies indicate that language learners tend to employ mobile devices in learning a foreign language rather than computers. However, the amalgamation of m-learning needs to be guided by pedagogical instructions, so that both students and teachers can benefit from its use in class; therefore, this leads to the birth of an approach in language learning called Mobile Assisted Language Learning (MALL). In spite the fact that the use of MALL has gained an eminent position in language learning and teaching, and still regarded as self-directed learning because it provides a place for individuals to download journals, e-books, and develop the listening skills with videos from YouTube. (Ozer & Kılıç, 2018).

On the other side of the corner, searching on how to teach and learn English pronunciation has received the least attention, even though it is linked to listening and speaking skills. Nonetheless, teaching pronunciation as a field has witnessed a revival by some scholars who adhere pronunciation to proper English, i.e., “language learners need to have intelligible pronunciations to be able to express themselves more clearly in a variety of situations” (Lowenberg, 2002; Levis, 2005; McArthur, 2001; McKay, 2002; Seidlhofer, 2004; Widdowson, 2003, as cited in Saran, Seferoglu & Cagiltay, 2009, p. 98).

The teaching approaches to English pronunciation and students’ proficiency have raised several inquiries on how to improve their learning. Some researchers go to the point that students need to help themselves outside the class to develop their English pronunciation. With the dawn of technology and what has provided to the field of language teaching and learning, oral production has received more attention in comparison to the previous years. Thereby, the availability of ICT tools promotes a chance for English pronunciation, though research in the field is still new as it is put by Nunan (2005) (Saran, Sferoglu & Cagiltay, 2009).

The focal point behind the current research work is to give an in-depth look at the status of teaching English pronunciation in the Algerian context. It also intends to get a glimpse at the use of technology in general and mobile phones in particular in teaching and learning English pronunciation; henceforth, it endeavors to test the teachers’ and learners’ attitudes towards the introduction of Mobile Assisted Language Learning (MALL) in language teaching and learning.

Lastly, the researcher attempts to test the effectiveness of some mobile applications on her learners' oral production. In this regard, the present research questions spring from the research objectives mentioned above:

- What are the attitudes of teachers and their students towards the use of MALL?
- What is the effectiveness of mobile phone applications on the learners' oral production?

To find reliable answers for the previous research questions, the following research hypotheses stem from the research questions mentioned above:

- The attitudes of teachers may vary between positive and negative since the integration of MALL is still new, while students share positive attitudes.
- The use of some applications may show excellent results and increase students' motivation. There are tremendous constraints in the teaching and learning of pronunciation through MALL.

To scrutinize the research questions mentioned earlier, the researcher relied on quantitative and qualitative research tools in addition to previous scholarship, which is presented in the next title.

### **Review of the Related Literature**

M-learning or mobile education has started replacing e-learning in the last few decades, although many researchers are still not familiar with this new approach. In the light of this tight, Brown (2003) observes that it is easy to make a differentiation between e-learning and traditional learning, but when it comes to m-learning, it is a little bit difficult to draw the distinction. Researchers like Georgiev, Smrikarove & Georgieva (2004) include m-learning in e-learning, i.e., it is a part of it since both of them depend on ICT tools in learning. On the other spectrum, some scholars like Turner (2012) highlight that e-learning is not m-learning, and we cannot apply the approach of the former to include the second in language teaching and learning. From this claim, one can argue that there is a discrepancy between traditional methods, e-learning, and m-learning.

Before giving an in-depth look at the difference between the two concepts and how one can approach learning or teaching through m-learning, it is crucial to provide an account of the term itself. Mobile learning has recently been inserted to education due to technological advancements in this field; however, defining the term diverges widely. Some scholars like Trifanova & Ronchetti (2006) elucidate that m-learning means the use of mobile devices anywhere and at any time whether the teacher directs it or it is self-learning.

The increasing nature of m-learning leads to the spring of a new learning approach called MALL, also known as "anywhere" approach which gives freedom for students to learn in class and at home through the use of mobile tools including smartphones, and tablets. Although there is a good intention towards the integration of m-learning in education, mainly in language teaching and learning, there are still some difficulties in selecting the best approaches (Traxler, 2007).

According to Chen (2008), mobile education has taken a particular position among learners because it has confirmed its usability in learning vocabulary, grammar, developing the reading

skill, and pronunciation. Some studies have revealed that m-learning allows students to listen and record their speech, which in turn can help in improving their pronunciation (Wu & Chen, 2014; as cited in Ozer & Kılıç, 2018, p. 2916). In the same line of thought, Kukulska-Hulme & Shield (2008) maintain that mobile devices can provide several practical activities in language learning that can be listed as follows:

- Recording lectures, videos, and activities that can introduce learners to the native speakers of the language,
- Enhancing their vocabulary building, and developing their pronunciation,
- Downloading teachers' lectures in MP3 files,

As far as pronunciation and listening are concerned, the introduction of new mobile devices helps learners to download audio-dictionaries that aid them in developing their oral production, through learning phonetic transcription of different words. Besides, mobile devices can also help learners in developing their listening skill through listening activities (Chen, 2008). Although much has been found and written about the importance of m-learning in raising students' motivation because it is regarded as student-centered learning, it still lacks pedagogical instructions, mainly on how to integrate it in teaching and learning English pronunciation and listening.

According to Haggag (2018), there have been various studies that show the positive effects of mobile learning on teaching and learning English phonetics. These studies dealt with mobile devices as those conducted by Okunbor & Retta (2005), Fleischer (2012), Thomas & O'Bannon (2015) and others, while other studies explored the integration of some applications in teaching and learning phonetics such as those of Xiao & Luo (2015), Liu et al. (2014) and Alemi et al. (2012).

When it comes to the attitudes of EFL learners, some studies denote that language learners have developed positive attitudes towards the use of mobile devices in learning languages. Bese (2011) has conducted a survey through which he shows that students "responded positively to MALL", while Sussex (2008) maintains that "students enjoyed being able to listen anywhere and at anytime; their research also suggested that learning became more student-centered and collaborate because students could communicate with peers whenever they needed help" (as cited in Ducate & Lomicka, 2013, p. 447).

### **MALL and the Teaching of English Phonetics**

When it comes to the inclusion of MALL in pedagogy, several studies have been conducted on how to introduce it as an approach and the attitudes of both teachers and students. As has already been mentioned in the previous title, there are some contributions on how MALL has improved the learning of the four linguistic skills, mainly writing, listening, speaking, and reading. Researchers like Luo, Chen & Fang (2015), Miangah & Nezarat (2012) and others summarize the impact of inserting m-learning in English as a foreign language (EFL) classes as follows:

- It provides a suitable atmosphere for learning inside and outside the class,
- Students can have access to references at any time,

- Learners can acquire knowledge through videos that keep them in touch with the cultural components of the target language (Rozina et al., 2017).

Notwithstanding that there have been positive attitudes towards the integration of mobile learning in higher education, mainly in language learning, there are still a few challenges facing its use. According to Stockwell (2012), the usage of m-learning is still limited since the access to information on mobile phones is restricted because of the small size of the mobile screen which makes the learning tiring. Sharples (2009) highlights that researchers conduct several studies on the integration of MALL, mainly in language teaching. He also adds that there is an absence of scholarship on the use of mobile devices on the way EFL learners listen and speak (Ducate & Lomicka, 2013).

As far as the teaching of phonetics is concerned, researchers like Xiao & Luo (2015) find it useful to introduce mobile phones applications. They add that each area of phonetics needs a specific device or application. In their view, "Phonetics is an essential part of foreign language learning, with the help of mobile technologies, mobile learning has developed into a new mode of learning" (Xiao & Luo, 2015, p. 1, as cited in Haggag, 2018, p. 193).

Interests on the incorporation of mobile education in teaching English for EFL or English as a second language (ESL) classes attract a bunch of scholarly attention. Some researchers like Imam et al. (2014) tend to create an application to enhance English pronunciation, while other scholars attempt to develop applications that help foreign learners in learning English stress, although most of the scholarship was conducted on Computer Assisted Pronunciation.

Due to the lack of scholarship on the integration of MALL, one can claim that this field of research remains in its primary stage. What is challenging in its use is the lack of pedagogical instructions that can help learners on the one hand and providing activities and quizzes instead of depending on CALL activities on the other hand. This research seems challenging because the previous scholarship focuses on studying attitudes instead of the impact of mobile devices on the students' language proficiency and development. When it comes to pronunciation, there is an absence of scholarship on how the anywhere and anytime approach can improve the speaking and listening skills of EFL learners.

### **Research Methodology and Design**

The current research work relies mostly on quantitative and qualitative research tools for data collection. The researcher depended on an interview to test the teachers' attitudes towards the use of MALL to teach EFL classes. To support her findings, she also conducted a pretest and a posttest with two groups of students belonging to the second year license level during the sessions of phonetics in the first and second semesters.

During the experiment, the researcher encouraged her students to download applications for phonetic transcription. She also heartened them to employ websites during the lectures, in addition to the use of digital recordings to check their pronunciation in terms of sound pronunciation and stress placement.

### Sampling

The researcher selected the sample from Dr Moulay Tahar University of Saida, Algeria during the academic year 2018/2019. As a teacher and a researcher in the area of English pronunciation, the researcher aimed to introduce new approaches that go hand in hand with the development in the field of technology and depending on her students' needs. The researcher conducted several tests on the students' level of oral performance and motivation towards the field of phonetics. What also encouraged the researcher's to choose the topic is her students' motivation towards mobile applications to test their pronunciation. Hence, the sample was 95 students from the second year for the pretest and posttest, while the researcher held an interview with 15 teachers from the department of English language and literature at Dr Moulay Tahar University.

### Data Collection and Analysis

Data collection took about six months because the researcher employed different research tools and based on her observation on sound pronunciation and stress placement. Some of these features are dealt with during the second year, for this reason, the researcher had to give her students lectures on these features before the experiment.

### Mobile-Based Phonetic Tests

#### English Sounds Test

During the first semester, the students had a general revision on English sounds and their articulation in addition to syllables. The researcher focused on testing her students' articulation of some English sounds that they found them difficult during their first year including /ð, θ, tʃ, dʒ, ʃ, ʒ, u, v, əʊ, aʊ/. Students were required to record their pronunciation of English sounds and then listen and detect their errors. Later on, they were asked to download and employ a free application entitled "Sounds: The Pronunciation App". The application consists of a sound chart that helps them in getting the exact pronunciation of English sounds. The students were asked to listen and repeat the sounds according to RP pronunciation. The researcher found that 70.52% of students have corrected their pronunciation of these sounds.

The pronunciation application also contains activities based on reading, listening, and writing. As far as reading is concerned, the students were given 15 transcribed words in the app to find out their written forms as it is shown in table 1:

Table 1. *Students' responses in the selected words from the application (reading test)*

Transcribed words	Written forms	Students' answers in percentage
/ənaʊnsmənt/	Announcement	87.36%
/fɔːrɪn/	Foreign	95.78%
/mɪrə/	Mirror	81.05%
/niː/	Knee	100%
/əˈrɪdʒnəl/	Original	85.26%
/aɪən/	Iron	95.78%

/æŋkə/	Anchor	58.94%
/kələbəreɪtə/	Collaborator	74.73%
/hʌnikəʊm/	Honeycomb	56.84%
/dɪmɪnjuːʃn/	Diminution	90.52%
/ʌnkwentʃəbl/	Unquenchable	50.52%
/təʊpɑːθ/	Towpath	53.68%
/saɪnpəʊst/	Signpost	89.47%
/kætɪtə/	Catheter	94.73%
/kɔːtli/	Courtly	96.84%

Throughout this activity, students were asked to read the transcribed forms of these words, and then write to check their correction. They found it interesting and were more motivated in comparison to other groups who were just given words to transcribe, or they were provided by the transcribed forms and did the opposite. According to table 1, the students found difficulties in reading the transcribed types of some words including ‘towpath’ with 53.68%, unquenchable with 50.52%, anchor with 58.94% and ‘honeycomb’ with 56.84%.

The findings also revealed that this application raised the students’ attention towards some mistakes that they were making regarding some sounds like /k/ and /tʃ/ in words including ‘anchor and unquenchable’ or vowels like /ɔː/ and /ɒ/ in words such as ‘courtly and foreign’.

Throughout the same application “Sounds: The Pronunciation App”, the researcher asked her students to transcribe the words which were found in it. They were given a list of words with a table of phonetic symbols and were told to write the transcription of these words and check them later on. The two groups were also given 15 words for their test:

Table 2. *Students’ responses in the written test from the application (writing test)*

Words in letters	Their transcribed forms	Students’ answers in percentage
Opportunity	/ɒpətjuːnəti/	64.21%
Carpenter	/kɑːpɪntə/	91.57%
Coordinator	/kəʊɔːdɪneɪtə/	75.78%
Prepackaged	/priːpækɪdʒd/	93.68%
Treasure	/treɪzə/	96.84%
Opportunism	/ɒpətjuːnɪzəm/	66.31%
Soapflake	/səʊpfleɪk/	94.73%
Woebegone	/wəʊbɪgən/	51.57%
Viaduct	/vaɪədʌkt/	76.84%
Racecourse	/reɪskɔːs/	92.63%
Macabre	/mekæbrə/	85.26%

Giant	/dʒaɪənt/	69.47%
Nuanced	/nju:ɒnst/	52.63%
Bauxite	/bɔ:ksaɪt/	62.10%
Auctioneer	/ɔ:kʃənɪə/	50.52%

In this activity, the students were asked to write the phonetic transcription of the above words which are found in the application. About 93.68% of them shared positive attitudes towards this activity. They justified their answers claiming that it supplies them with a keyboard of sound symbols and correction after they finish the activity. They also stated that they enjoy the application because they read and listen to the listed words. In contrast, 6.31% of the learners maintained that it is tiring because of the small screen of their mobile phones in addition to the lack of network.

According to the results mentioned in table 2, students still have a problem in the use of /j/ sound. They also have a constraint in distinguishing /ɔ:/ and /ɒ/. The use of diphthongs mainly /eɪ/, /aɪ/, /əʊ/ and /aʊ/, i.e., they still find it difficult in putting these vowels. They justified their answers claiming that it is due to the lack of practice in their first year because they found it annoying to check words and practice them using a pocket dictionary.

The application also consists of a quiz tester based on the reading, writing and listening that the researcher asked her students to practice it at home to encourage their self-directed learning and test their attitudes towards anywhere and anytime approach. It was found that 95.78% of the students did the activity because she asked them to write the answer to the quiz tester.

### ***Stress Placement Test***

The unit of stress placement in simple, complex, and compound words is introduced during the first semester of the second year. Through a classroom evaluation, the researcher discovered that 64.21% of the selected students for the experiment found it challenging to put stress, although they were provided with rules for stress placement, while 83.15 % of them did not know how to place the secondary stress, in spite the fact that the researcher supplied them with activities for both class and home.

After testing the students' attitudes towards the mobile application for English sounds, and its impact on their feedback, the researcher decided to continue the experiment focusing on the students' acquisition and understanding of the stress rules through a free application entitled "Stress Training App" which contains 30 levels. To test her students' level, she started with the first one, which consists of four words. The researcher found that 90.52% of her students knew where they could place stress for the words that are listed in table 3; for this reason, she moved to other levels.

Table 3. *Students' responses in stress placement test at the first level (application test)*

<b>Words for the test</b>	<b>Stress placement</b>	<b>Students' answers in percentage</b>
Confident	/'kɒnfɪdnt/	89.47%

Speculate	/'spekjuleɪt/	52.63%
Difficulty	/'dɪfɪklɪti/	64.21%
Correctly	/kə'rektli/	92.63%

The application is based on listening to identify stress placement. The students were asked to listen to the word, detect the stress placement, transcribe the word on board and provide the rule, i.e., the teacher combined the MALL approach with the traditional one based on developing the learners' listening skill. The activity raised their motivation, unlike the conventional method that made them bored from practicing and checking out the rules in the handout. According to table 3, most of the learners' answers were more than 50%. The results also exhibited that students dealt with primary stress in simple words on the first level. What also characterizes the application is that the learner cannot move to the following level without getting at least one star in the first one.

In the second level, the learners were exposed to activity in placing both primary and secondary stress. Through evaluating her students' background in placing secondary stress, she found that 83.15% of them did not know how and when they have to put secondary stress. The second level of the application also gave four words for practice, and the students had to get at least one star so that they can move to the third level. Based on listening, the learners placed secondary stress for the selected words as it is shown in table 4:

Table 4. *Students' responses for secondary stress placement in the second level of the application*

Words in the second level	Secondary stress placement	Students' answers in percentage
Exploration	/,ɛksplə'reɪʃn/	81.52%
Demonstration	/,demən'streɪʃn/	83.15%
Speculation	/,spekju'leɪʃn/	85.26%
Fundamental	/,fʌndə'mentl/	88.42%

Although hinging on four words is not enough to test the students' level in placing secondary stress, the experiment had encouraged them to search for other applications and conduct extra activities at home. Depending on listening, the students were able to put both primary and secondary stress in the above examples as the findings show. More than 80% of the students succeeded in this activity and moved to the third level, howbeit they had some difficulties in transcribing words of more than three syllables.

### Mobile-Based Reading and Listening Test

The researcher insisted on merging listening, and reading in learning English pronunciation. Through reading, the students can attend and evaluate their speech depending on their mobile recording. The researcher relied on the selection of the materials on a mobile application entitled "BBC English Listening App", which consists of BBC current world news with some short stories. The students had to select a passage from BBC news. They started reading these passages and recording their speech as the first pretest. Later on, they had to listen to native speakers reading the passages. They also had to detect stress placement. They selected listening to "BBC news 02 & 03 with Rosemary Crick & Fiona MacDonald" and "The Story of Sherlock

Holmes: The Yellow Face” to be familiar with RP. They were asked to choose the words that they used to pronounce incorrectly. After that, they picked up passages for reading and registering randomly depending on the choice of the teacher. Students were also required to listen and read carefully the chosen passages and correct their wrong pronunciation before recording for the posttest.

Table 5. *Phonetic tests*

Testing	Pronunciation	Stress	Intonation
Pretest	51.57%	45.26%	48.42%
Posttest	72.63%	62.10%	64.21%

As table 5 divulges, there is a significant distinction between the pretest’ and posttest’s results. In the pretest, students started reading and recording without listening to the application. They just began with a first reading before recording to have an idea about the texts. As it is found in the test, students perceived difficulties in pronouncing certain words, and sounds such as correspondent, chaotic, pedestrianized, missile, inconsistent, negotiators, circumstances and reproachfully...etc. While in the posttest, the pronunciation background had improved with 72.63% because they based their reading on listening to native speakers through the application.

As far as stress placement is concerned, the researcher wanted to raise the students’ attention towards the issue of time constraints in studying how to place stress in both words and sentences, while the focus of the syllabus is to consider stress placement in words. Therefore, the researcher tried to give more time for stress placement in sentences even though learning phonetics for one session per week is not enough; for this reason, the results were not good during the pretest with a score of 45.26%.

As far as intonation is concerned, the results showed a significant difference between the students’ level in the pretest and posttest. Depending on just theoretical lectures without integrating the listening, reading, and writing students cannot develop a background and language proficiency. As such, the researcher aimed to incorporate mobile applications that take into account all the skills in learning English pronunciation, even though it seemed difficult due to the lack of scholarship.

### ***Teachers’ Interview***

The sample for the interview was chosen from the department of English language and literature at Dr Moulay Tahar University of Saida, Algeria. The researchers picked out 15 teachers who had experience in teaching English pronunciation through modules of oral expression and phonetics. The interview took two months since most of the teachers are not living in Saida, they are from other towns; for this reason, getting in touch with them is a little bit difficult. The researcher conducted a focus group interview due to this reason. She interviewed teachers in three meetings for 50 minutes.

The interview consisted of six questions that addressed the attitudes and motivation of the selected teachers towards the incorporation of m-learning in their lectures. The findings proved

that most of the teachers (86.66%) supported the inclusion of technology in education. They highlighted that technology should be boosted by pedagogical instructions that help both teachers and learners, but when it comes to mobile use in learning, 40 % of them disagreed and related that to time constraints and overloaded syllabi. They added that they have not enough time to include it in class, while 60 % of them maintained that they are trying to integrate m-learning mainly in grammar and oral expression based on the learners' listening and speaking skills.

The researcher explained the motivation of the students towards the use of mobile phones in class and home. She maintained that her students tend to download the e-books that she sent them on their mobiles instead of their computers. She also justified their negative attitudes towards bringing pocket dictionaries for the session of phonetics and how they prefer to check the transcription of words in their mobiles through downloading e-dictionaries. For this reason, she searched for an e-dictionary that can be used by her students. Throughout the following questions, the researcher tested the teachers' motivation and attitudes towards the inclusion of mobile education in their classes:

- Do you allow your students to use mobile phones to learn in class?

73.33% of the teachers replied on this question stating that they are allowing their students to use their e-dictionaries. They added that some learners are downloading applications for grammar rules that they depend on them whenever they need to check out. They also highlighted that some of the students prefer to write teachers' notes of the lectures in their mobiles to search for more information at home. 60% of the teachers added that some of their students do not even take notes from the PowerPoint presentations or the board, but they instead prefer to take photos by their mobiles. They maintained that they could not prevent their students, and to introduce an approach to use it in class is a little bit difficult because m-learning is still in its infancy to be integrated into classes.

- Do you guide your students in using mobile language applications?

86.66% of the interviewees argued that they guide their students in selecting the appropriate applications for more research at home, not in class. In their parts, two grammar teachers claimed that they encouraged their students to download some free grammar applications that contain rules to be used in class and activities at home like "English Grammar in Use with Test App". Similarly, three teachers of oral expression maintained that this module is based on developing the listening and speaking skills of the learner; for this reason, they searched for technology tools to help their students. They added that they started encouraging them to build their skills through downloading programs in their computers and mobile phones. They maintained that since the learners are more motivated for m-learning, they guide them in selecting the appropriate applications according to their needs and attitudes because it is regarded as self-directed learning in their point of view.

- Do you think that there is a possibility to introduce it officially in the Algerian context?

70% of the teachers maintained that if we suppose that Algerian universities go hand in hand with world development in technology and the integration of new tools in the field of teaching and learning, Algerian experts have to create new teaching curricula and materials that fit the use of mobile learning. They added that its integration depends on the availability of mobile phones and the net, and claimed that not all students have smartphones or tablets or access to the net. They further highlighted that most good language applications are not for free; for this reason,

their use is restricted. Furthermore, 30% of the interviewees commented that if it is integrated into higher education, they will find it challenging to switch from the traditional method that they used to follow as students and then as teachers. They further claimed that the use of mobile learning is not always positive because it has become a source for different types of academic misconduct, mainly plagiarism and e-cheating.

### **Recommendations**

Although most of the teachers' attitudes vary between negative and positive towards the integration of MALL in language teaching and learning due to the reasons mentioned earlier, this cannot be generalized for all EFL teachers in the Algerian context. Another critical point is that teachers can welcome MALL if the following points are taken into account:

- The teaching of English pronunciation can be motivated by the incorporation of new teaching approaches and technological tools.
- Teachers should encourage and guide students to use technology in the right way.
- Teachers should cope with the latest changes in the fields of technology and education.
- Teachers should take into consideration their students' attitudes in teaching.
- MALL can be introduced to classrooms if teachers are trained on how to employ the new approach.
- Teachers should guide their students in selecting the appropriate applications according to their needs.
- Teachers can benefit from the students' attitudes towards mobile devices, i.e., combining the formal with the informal settings of learning.
- Teachers can direct their learners' attitudes and put them in the right path, i.e., guiding them to download activities that develop their four linguistic skills.
- Teachers can mix both approaches, that is, the traditional one and MALL in class to avoid relying on CALL and printed copies.

### **Research Limitations**

Although the results of the study were overwhelming, there had been some obstacles that hampered the researcher mainly time constraints, a long syllabus, lack of scholarship concerning MALL and its implementation in the teaching and learning of English pronunciation. Besides, not all students have smartphones and access to the net. Another important point is that two groups from the second year license level who only conducted the survey, and the researcher cannot generalize that on the teaching of English phonetics in all Algerian universities, or for the teaching of English in general. These findings can provide a point of departure for more scholarship on how to move from traditional approaches that link both the student and the teacher to time management and handouts into the world of technology.

### **Conclusion**

The present research under scrutiny was an endeavor by a researcher to cope with developments in the fields of technology and language teaching and learning. Indeed, the researcher attempted to test the attitudes of both learners and teachers towards the inclusion of m-learning in higher education in the Algerian context through an experiment conducted in teaching English pronunciation, which is dismissed from scholarship in the Algerian context. The current study also aimed to provide a glimpse on the effectiveness of m-learning not only in guiding the

learners to acquire new vocabulary or develop their listening skill, but it was a road that bridges the gap between all skills through combining the reading, listening, and writing skills.

The findings displayed that the integration of Mobile Assisted Language Learning is welcomed by students, while teachers see that time constraint, old traditional, and overloaded syllabi are stumbling blocks in its successful incorporation, in addition to the lack of scholarship on how to introduce MALL and train teachers. On the students' part, the results showed that they enjoyed the experiment claiming that mobile phones keep them closer to any progress in the field of language teaching and learning at anyplace and anytime. The results also revealed that the students rely primarily on their teachers' instructions in choosing the appropriate applications depending on their needs, and the field of research, i.e., it is not only a learner-oriented approach because the student is always in need of his/her teachers' guidance in selecting the appropriate application.

#### About the author:

**Dr Nadia GHOUNANE** is an associate professor of English language and literature at Dr Moulay Tahar University of Saida. Her teaching areas include academic reading and writing, research methodology, phonetics, sociolinguistics, and grammar. She published some research papers in fields of sociolinguistics, literature and didactics. Her field of interest includes ICT and teaching, teens' language and social media, academic writing and publishing. ORCID: <https://orcid.org/0000-0002-9491-7981>

#### References

- Brown, T. (2003). The Role of M-learning in the Future of E-learning in Africa? Conference Proceedings from the 21<sup>st</sup> ICDE World Conference, At Hong Kong, China, 110, 122-137.
- Chen, N. S. (2008). Effects of Short-Term Memory and Content Representation Type on Mobile Language Learning. *Language Learning and Technology*, 12, (3), 93-113.
- Ducate, L., & Lomika, L. (2013). Going Mobile: Language Learning with an iPod Touch in Intermediate French and German Classes. *Foreign Language Annals*, 46, (3), 445-468.
- Georgiev, T. S., Smrikarov, A., & Georgieva, E. (2004). M-learning-a new Stage of E-learning. Conference Proceedings from the 5<sup>th</sup> International Conference on Computer Systems and Technologies, 1-5.
- Haggag, H. M. (2018). Teaching Phonetics Using a Mobile-Based Application in EFL Context. *European Scientific Journal*, 14, (14), 189-204.
- Kukulka-Hulmc, A., & Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCall*, 20, (30), 271-280.
- Ozer, O., & Kılıç, F. (2018). The Effect of Mobile- Assisted Language Learning Environment on EFL Students' Academic Achievement, Cognitive Load and Acceptance of Mobile Learning Tools. *EURASIA Journal of Mathematics, Science and Technology Education*, 14, (7), 2915-2928.
- Rozina, A. G. et, al., (2017). Mobile Assisted Language Age Learning (MALL) in Developing Second Language Learners' Understanding of Grammar. *Journal of Academia UiTM Negeri Sembilan*, 5, 187-208.

- Saran, M., Seferoglu, G., & Cagiltay, K. (2009). Mobile Assisted Language Learning: English Pronunciation at Learners' Fingertips. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 34, 97-114.
- Traxler, J. (2007). Defining, Discussing and Evaluating Mobile Learning: The Moving Finger Writes and having writ. *The International Review of Research in Open and Distance Learning*, 8, (2). Available at: <http://www.irrodl.org/index.php/irrodl/article/view/346/875>
- Trifonova, A., & Ronchetti, M. (2006). Mobile Learning: Is Anytime+ Anywhere= Always Online? Conference Proceedings from the 6<sup>th</sup> IEEE International Conference on Advanced Learning Technologies. Available at: [https://www.researchgate.net/publication/221425274\\_Mobile\\_Learning\\_Is\\_Anytime\\_Anywhere\\_Always\\_Online](https://www.researchgate.net/publication/221425274_Mobile_Learning_Is_Anytime_Anywhere_Always_Online)
- Turner, N (2012). What is mlearning? Available at://aurionlearning.files.wordpress.com/2012/03/mobile-devices1.jpg