

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

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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

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