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Exploring EFL Learners' Perception of Mobile-Assisted Pronunciation Training

Case of: Third - Year Students at the University of Ghardaïa

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, who has guided and assisted me in my academic journey. With His help, I have completed this thesis.

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Dad, your quiet strength and steady support have always been my safe place.
Mom, your endless love and warm encouragement lit up every step of my journey.
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To my sisters,
for every shared smile, every word of comfort, and every quiet act of love—
<div align="center">this is for you</div>

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Abstract

This study explored the views of EFL learners regarding Mobile-Assisted Pronunciation Training (MAPT). It analyzed how mobile phones assisted in building pronunciation, and the benefits and drawbacks faced by the learners. This research was conducted at the University of Ghardaïa among third-year English students. Descriptive research design was employed with both quantitative and qualitative approaches. Questionnaires were administered to 30 students and three teachers were interviewed. The results indicated that the attitudes of EFL learners towards Mobile-Assisted Pronunciation Training (MAPT) were positive

Keys words: mobile application, EFL learners, mobile- assisted, pronunciation

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List of Acronyms

- ASR : Automatic Speech Recognition

- CEFR : Common European Framework of Reference for Language

- EFL : English as a Foreign Language

- ESOL : English for Speakers of Other Languages

- LEP : Limited English Proficiency

- L2 : Second language

- MALL : Mobile Assisted Language Learning

- MAPT : Mobile Assisted Pronunciation Training

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General Introduction

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General Introduction

The era in which we live is the era of technology .Over the last three decades second or foreign language (L2) instruction has been one of the major subject areas of education in which technology has played a central role. As more technologies are integrated in L2 instruction, teachers and learners have more opportunities to get globally connected and educated (Dudeney & Hockly,2012). With recent developments in mobile technology, mobile learning (or m-learning) has also attracted considerable attention in the field of L2 instruction (Kukulska-Hulme, 2009; Saran & Seferoğlu, 2010; Saran, Seferoğlu, & Çağıltay, 2009, 2012; Stockwell, 2010). Mobile devices such as netbooks, laptops, iPads, tablets,cellular phones, smartphones, digital cameras, mp3 players, personal digital assistants (PDAs), and e-readers have become very widespread, especially among young people (Franklin, 2011).

Thus, L2 instruction via mobile devices has become a research and practice trend in technology-enhanced language learning (Godwin-Jones,2011). Based on the idea of anywhere and anytime learning, m-learning now provides educators with "a myriad of opportunities to support learning and performance both inside and outside the classroom" (Martin &Ertzberger, 2013, p. 26). It is also fair to suggest that mobile devices can now perform almost all the functions required in learning design (El-Hussein & Cronje, 2010; Şad & Göktaş, 2013). Despite ongoing barriers to m-learning such as cost, technical considerations, accessibility, and attitudinal factors (Joint Information Systems Committee [JISC], 2013), the available evidence seems to suggest that m-learning is globally on the rise (Dudeney & Hockly, 2012; Hockly, 2013).

Among these technological developments, Mobile-Assisted Language Learning (MALL) has surfaced as one of the most impactful methods. Due to the extensive adoption of smartphones and tablets, students currently have access to numerous apps aimed at enhancing vocabulary, grammar, listening skills, and more recently, pronunciation. Consequently, the function of mobile devices in EFL learning settings has grown, serving not just as additional resources but also as key elements of numerous language courses (Burston, 2014). Due to capabilities such as speech recognition, immediate feedback, and engaging exercises, mobile-assisted pronunciation training (MAPT) has gained particular significance in overcoming the shortcomings of conventional pronunciation teaching.

In spite of these technological advancements, pronunciation remains a significant obstacle for EFL learners, particularly for those whose native language varies greatly from English in

its phonetic arrangement. Numerous students find it challenging to create unfamiliar sounds, utilize appropriate stress and intonation, or enhance overall clarity. Additionally, in various educational settings, pronunciation is frequently overlooked because of time constraints, large student numbers, or insufficient teacher training in this domain (Derwing & Munro, 2005). Consequently, students are provided with limited chances to obtain personal feedback on their pronunciation, which may impede their speaking confidence and oral fluency :tcomings of conventional pronunciation teaching.

Statement of the problem

  While pronunciation is essential in the process of learning English, it is frequently ignored Pronunciation is crucial for intelligibility and oral communication, but in many EFL classrooms it receives limited attention because of time constraints, and teachers' lack of specialized training. Consequently, numerous learners find it difficult to produce accurate sounds, stress patterns, and intonation—elements that can impede their confidence and fluency in everyday communication. As a result there is need to Investigate EFL Learners' Perception of Mobile-Assisted Pronunciation Training and identify its challenges and benefits.

Research Questions

This study attempts to answer the following questions

- How do EFL learners perceive the effectiveness of mobile-assisted pronunciation training?
- What are the benefits of using mobile applications for pronunciation training?
- What are the challenges of using mobile applications for pronunciation training?
- How can mobile-assisted pronunciation training be improved to better meet the needs of EFL learners?

Research hypotheses

In order to answer these research questions, we hypothesize that:

- EFL learners maybe perceive mobile-assisted pronunciation training as an effective tool for improving their pronunciation skills**.**
- EFL learners may experience benefits (e.g., accessibility, immediate feedback) when using mobile-assisted pronunciation training.
- EFL learners may face challenges (e.g., speech recognition errors, lack of personalized feedback) when using mobile-assisted pronunciation training.

- EFL learners can find mobile-assisted pronunciation training to be more effective when it combined with their classroom instruction and corresponds to their learning objectives.

Research Objectives

This research aims

- ✓ To assess EFL learners' attitudes toward mobile-assisted pronunciation training.
- ✓ To determine the pros and cons of utilizing mobile apps for enhancing pronunciation.
- ✓ To suggest improvements for mobile-assisted pronunciation training based on learners' feedback

Research Methodology

For the sake of investigating the EFL learners'' attitudes towards using apps to enhance their pronunciation, a descriptive study was used through a mixed qualitative quantitative method. To collect data a questionnaire was administered to 30 third year student of English at the University of Ghardaia and a face-to-face interview with 3 EFL teachers. The questionnaire focused on students'' attitudes towards using apps to help them in pronunciation and the obstacles they faced while utilising applications However, the interview with the teachers focused on their experiences in using application to teach their students pronunciation, as well as the challenges that learners encounter when they use it.

Limitations of the study

- This study is limited to third year students of English at Ghardaia University who were questioned about their perceptions of using application in the classroom to enhance their pronunciations and investigate their challenges; therefore, this study cannot be generalized.
- The short duration, the study may have been limited by a short duration of time.

Structure of the dissertation

Students and the interviews conducted with teachers. The dissertation divided into two parts: the theoretical part and the practical part.

General Introduction

The theoretical part comprises two sections. The first section provides an of the Definition of Pronunciation and discusses the role and challenges they face .The second section offers a general overview of Definition and Evolution of Mobile assisted language learning and particulary the implementation to the student. The practical part of the dissertation focuses on the analysis of the date obtained from the questionnaire administered to students and the interviews conducted with teachers.

Chapter one
Literature Review

Introduction

  Pronunciation refers to the way words are spoken. With the ability to pronounce, everyone will be able to pronounce words correctly while speaking in English and will be able to gain self-confidence to communicate in English. Proper pronunciation can be defined as the reproduction of language sounds so that the intended message is passed easily. The exact meaning of pronunciation is how the word is pronounced. If we change in pronunciation, the meaning will be changed. Pronunciation is the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), such as intonation, syllable, phrasing, stress, timing, rhythm, how the voice is projected (voice quality), and attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. All these features work in combination when we communicate, and are therefore usually pronounced as an integral part of spoken language.

  Cook V (1996) states that Pronunciation is a set of habits of producing sounds. The habit of producing a sound acquired by repeating it repeatedly and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language. While pronunciation is an essential component of understandable communication is the way sounds are produced and interpreted in spoken language. The incorporation of Mobile-Assisted Language Learning (MALL) offers innovative and flexible tools to support learners in acquiring accurate pronunciation through interactive and accessible mobile technologies.

This chapter divided into two sections. The first section explores the definition and its significance. EFL learners face pronunciation challenges, such as difficulty dealing with unfamiliar sounds, stress patterns, and intonation variations. They use techniques such as repetition, imitation, and vocal drills, which focus on accuracy, but may not fully engage learners or support independent practice. To help with these issues, teachers have traditionally used approaches like repetition, imitation, and phonetic drills, which focus on accuracy but may not fully engage learners or support independent practice.

1.1. Pronunciation in EFL Learning

1.1.1. Definition of EFL

English as a Foreign Language (EFL) pertains to the instruction and acquisition of English in

Settings where it is not the predominant language used. EFL programs are designed for students who live in countries where English is not the first language. These programs usually focus on Using English for academic purposes, business communication, travel, or personal Development. These programs function in a wide range of settings, spanning from formal Classrooms in educational institutions to casual language exchanges and self-study Environments. The main objective of EFL training is to cultivate competency in listening, Speaking, reading, and writing, with the aim of achieving functional communication, cultural Awareness, academic success, and career progress. Nevertheless, English as a Foreign Language (EFL) learners encounter obstacles such as a lack of opportunities to experience genuine English settings, disparities in culture, and a wide range of linguistic backgrounds. Efficient Tactics for surmounting these obstacles encompass devising captivating instructional materials, Using diverse multimedia assets, encouraging independent learning, and cultivating cross Cultural proficiency. English as a Foreign Language (EFL) courses commonly follow worldwide language competence frameworks such as the Common European Framework of Reference (CEFR) to guarantee a structured advancement. (Council of Europe, 2001) This achieved by employing various resources including textbooks, genuine texts, and language games.

In addition, digital materials. Assessment methods encompass examinations, quizzes, projects, and performance-based evaluations, with the provision of constructive feedback playing a pivotal part in enhancing skills. EFL teachers fulfill the roles of facilitators, motivators, cultural Ambassadors and language models. They need to possess competencies in pedagogical Expertise, intercultural sensitivity, and adaptability. Utilizing technology, such as virtual Classrooms, language apps, online dictionaries, and pronunciation guides, improves the learning of English as a Foreign Language (Littlewood, D. 1996). This achieved through blended learning methods that combine in-person teaching with online elements. Contemporary studies in English as a Foreign Language (EFL) focus on investigating efficient pedagogical Approaches, learner drive, and the influence of technology. (Warschauer, M., & Healey, D. 2000). Noteworthy developments in this field include task

oriented learning (Ellis, R. 2003), Content-driven education, (Brumfit, C. J.1997). And the acknowledgment of diverse forms of English spoken worldwide

1.1.2. Definition of Pronunciation

Pronunciation refers to the way in which a word or language is spoken

Cook (1996) defined Pronunciation is a set of habits of producing sounds. The habit of producing a sound acquired by repeating it repeatedly and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language.

People Communicate with their peers and exchange information through their speaking styles. Those with good pronunciation may be judged as educated and competent; they are more likely to be understood. However, people with poor pronunciation may be seen as uneducated and incompetent, even if they have a good command of grammar or vocabulary. Pronunciation is one of the important aspects of English, particularly in oral competence. Having an intelligible pronunciation is essential for an English speaker to avoid misunderstanding; otherwise, unintelligible pronunciation may put pressure on the listener to understand the speaker. Hence, it is not necessary to have a native like pronunciation, but having a comprehensible one is crucial. Here is a pronunciation definition from some experts' point of view: Oxford Advanced Learner's Dictionary (1995) defined pronunciation as "the production of sounds that we use to make meaning. According to Dalton and Seidlhofer (1994), pronunciation refers to "the production of sounds that we use to make meaning. It includes (1) attention to the particular sounds of a language (segments), (2) aspects of speech beyond the level of the individual sound- such as, intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), (3) how the voice is projected (voice quality) and, in its broadest definition, (4) attention to gestures and expressions that are closely related to the way we speak a language" (as cited in Huwari & Mehawesh, 2015, p. 33). Pronunciation is the use of a sound system in speaking and listening (Lado, as cited in Pratiwi, 2010, p. 12). In this regard, Lado related pronunciation to speaking and listening without mentioning how the sounds are produced.

According to Kristina, Diah, et al. (2006), Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement

of the meaning (as cited in Pratiwi, 2010, p.12). As Gilakjani (2012), Yates and Zielinski (2009) stated, pronunciation is the way of producing the sounds that are used to make meaning when speakers speak (as cited in Gilakjani & Sabouri, 2016, p. 967) Considering the above definitions, it can be summarized that pronunciation is the way of pronouncing words in a particular manner that should be understood.

  Mazouzi cited in (Roach, 2002: 61) many people think that when talking about pronunciation in language learning we mean the way certain sounds are produced while speaking. However, this is not helpful to say that pronunciation is an act of producing sounds of language. Many scholars have defined pronunciation from different perspectives. For Seidlhofer (2001: 56) pronunciation is "…the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use". Moreover, generally the meaning of a sentence will be understood from the way it is pronounced (Harmer, 2001: 184). It means that when learners speak in intelligible manner they will understand and convey the desired meaning. In addition, for learners to be intelligible they must understand what is heard and to be understood by using simple language tools to convey the messages. Pronunciation also plays a great role in our lives, in a way that we project our identity through our way of speaking, and shows our membership of particular communities (Seidlhofer, 2001: 56). All of this may be the reason why teachers think of teaching pronunciation as an important and difficult field

1.1.3. Definition of segmental and supra segmental

 Two essential components of speech and language are segmental and suprasegmental characteristics. While suprasegmental qualities include more general components like stress, intonation, and rhythm that span segments, segmental aspects relate to specific sounds (such as vowels and consonants). Both are crucial for language acquisition, intelligibility, and pronunciation.

1.1.3.1. Segmental Features

 All the consonant and vowel phonemes are segmental features. They refer to discrete units that can be identified physically or auditorily in the stream of speech of any language.

Consonant Sounds

  Consonant sounds are those speech sounds for the production of which there is a sort of Obstruction in the vocal tract. Crystal (2003) asserts that Consonants are "sounds made by a

Closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so Restricted that audible friction is produced" (p.103). It means consonant sounds are produced When there is an obstruction of the airflow somewhere in the vocal tract. Connor (2000) contends, "Consonants are generally made by a definite interference of the vocal organs with the air stream, and so are easier to describe and understand" (p.24). Verma and Krishnaswamy (1999) who consider a consonant as "a sound characterized by constriction accompanied by some measure of friction or closure followed by release" (p.35) express similar view. Hyman (1975) emphasizes that "a language learner must master the production and perception of the sounds of a given language" (p.1). His assertion focuses on the importance of learning sounds. There are 24 consonant sounds of English. They are presented with spellings and words in the table given below:

Table 1: Correlation between consonant spellings and sounds

S.N	Sound	Spellings	Initial Position	Medial Position	Final Position
1.	/ P/	p, pp	pat, pun, pat	apple, apes	cap, up, rope, jump
2.	/b /	b, bb	bat, but	cabbage, rubs	rob, rub, sob
3.	/t/	t, tt, th, ed	tune, Thomas	cattle, cats,	but, hoped, laughed
4.	/d/	d, dd	do, deed, dance	lads, bladder	lad, glad, shade, sad
5.	/k /	k, c, ck, ch, q, cc,	kid, can, chorus, quit	looks, locks, soccer	lake, luck, music
6.	/q /	g, gg, gh	go, get, ghost	leg, baggage	leg, mug, log, hog
7.	/ tʃ /	ch, tch, tu,	child, chop	benches, butcher, future	beach, match, bitch
8.	/dʒ/	j, dge, g, ge, di, de	jug, gin, gentle	Ages, soldier, grandeur	edge, large, age,
9.	/ m /	m, mm	man, meet	summon, comes	sum, some, come
10.	/ n /	n, nn, gn	now, gnat, gnaw	hand, manner	can, ban, man, then
11.	/ ŋ /	n, ng		rank, tank, kings	sing, ring, king, spring
12.	/ f /	f, ff, ph, gh	fan, phone,	suffer, lift	leaf, staff, rough, off
13.	/ v /	v, f	van, vote	leaves, lives	love, live, of, leave
14.	/ θ /	th	thin, thank	months, method	cloth, path, bath
15.	/ ð /	th	that, this, there	mother, father	bathe, clothe
16.	/ s /	s, ss, sc, c	sun, scene, centre	fast, bosses,	bus, glass, place, race
17.	/ z /	z, zz, s, x	zebra, zero, Xerox	puzzle, nuzzle	buzz, girls, topaz
18.	/ ʃ /	sh, s, ssio, tio, tia, ch	she, sure, chef	worship, mission, initial, motion	wash, bush, push,
19.	/ ʒ /	sio, sure, g	genre, jabot	division, measure	garage, beige, rouge
20.	/ h /	h, wh	home, how, who	behind, behave	
21.	/ r /	r, rr, wr	rat, write	spring, carry	
22.	/ j /	y, u, ew, ue	yes, yak	fuse, value, new	
23.	/ w /	w, wh, qu	was, what	swim, queen	
24.	/l/	l, ll	love, like	girls, falls, pulse	tall, hall, real, fill

This table clearly shows that some sounds occur in the three positions of words, some sounds Do not occur in the word- final position, and one sound namely, / ŋ / does not occur in the word-initial position.

Vowel Sounds

Vowels are the speech sounds, which are produced without any sort of obstruction in the vocal Tract. They are the peaks of syllables. Crystal (2003) asserts that vowels are "sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction" (p.517). It means vowel sounds are produced with a friction of the airflow in the vocal tract. Therefore, they are voiced. Connor (2000) affirms that "vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips" (p.79). Verma and Krishnaswamy (1999) who consider a vowel as "a sound produced by the unobstructed

passage of the airstream" (p.34) express similar view. Roach (2000) who states that express the similar concept "vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips"(p. 10). Vowels are voiced sounds. There are 20 vowel sounds of English. They are categorized into two types: monophthongs and diphthongs. They are presented with spellings and words in the table given below:

Table 2: Correlation between monophthongs and spellings

S.N.	Sounds	Spellings	Words
1.	/ɪ /	i, y, ui	big, pity, build
2.	/ i: /	ee , ea, ie, ei	bee, sea, field, receive
3.	/ e /	e, ea	pen, head, deaf
4.	/ æ /	a	at, land, sad, pan
5.	/ ʌ /	u, ou,	cup, country
6.	/ ə /	a, er, or, our,	ago, father, doctor, colour,
7.	/ ɜ: /	ir, ur, wor	bird, burn, word
8.	/ ɑ: /	a, al, as	after, calf, last
9.	/ɒ /	o, ou	hot, cough
10.	/ ɔ: /	or, au, aw,	for, cause, draw
11.	/ ʊ /	u, ould	put, could, would
12.	/ u: /	oo, ue, ew	moon, blue, chew

Monophthongs are termed as pure or single vowels, which are produced without a noticeable Change in vowel quality.

Table 3: Correlation between diphthongs and spellings

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S.N.	Sounds	Spellings	Words
1.	/ eɪ /	ai, ay, a-e	pain, day, make, pane
2.	/ aɪ /	ie, y, uy, igh	die, by, buy, high
3.	/ ɔɪ /	oi, oy, awi	soil, toy, drawing
4.	/ əʊ /	o, oa, ow, ou	old, boat, blow, soul
5.	/ aʊ /	ou, ow	Out, about, cow, how
6.	/ ɪə /	ear, eer, ier	hear, deer, fierce
7.	/ eə /	air, are	air, fair, care, share
8.	/ ʊə /	oor, our, ure	moor, tour, cure, sure

Diphthongs as speech sounds involve two vowels. They glide from one vowel to another one, In addition, the whole glide acts like one vowel sound. There is a noticeable change in the quality of Vowel when we pronounce them.

Suprasegmentally Features

Supra-segmental features are those features of speech which extend over more than a single Sound in an utterance. They make use of parameters of loudness, pitch, juncture and duration. Supra-segmental features have distinctive roles in a language to distinguish meanings, moods Moreover, senses of utterances. Ladefoged (2006) defines suprasegmental features as "those aspects of speech that involve more than single consonants or vowels" (p.237). The principal types of Supra-segmental features to be dealt in this article are:

Length: Length of a sound is the duration or period taken to its articulation. Length is The quality of vowel in most of languages. Jones (1979) considers length as "the length of time during which it is held on continuously in a given word or phrase" (232), for example, / ɪ/ is a short vowel and / i: / is a long vowel. They create different meanings in the words. /sɪt/ is the phonemic transcription of the word "sit" (to take a seat), and / si:t /is the phonemic transcription of the word " seat" (a place to sit)

Stress: Stress is an extra force used in pronouncing a syllable. It is the degree of loudness, Tenseness, sonority and muscular energy used while pronouncing a particular syllable. Jones (1979) describes stress as "the degree of force with which a sound or syllable is uttered" (p.245). Gimson (1990) affirms, "The number of syllables stressed by the speaker depends largely

Upon the nature of words composing the utterance "(p.263). Cross (1992) defines stress as "the articulation of a syllable with greater emphasis, or more force than others" (p.224). Stress plays a distinctive (phonemic) role in English. The place of stress in the same words suggests different meanings and parts of speech.

Intonation: Intonation defined as the linguistic use of pitch at a sentence level. The rise or Fall of pitch in the utterance of a phrase or sentence is called intonation. It is the quality of an Utterance. Harmer (1990) considers intonation as "the music of speech" (p.11). Kelly (2006) Defines intonation as "the way voice goes up and down in pitch when we are speaking" (p.86)

Juncture: Juncture is a phonetic boundary between phonemes or syllables. This is related to the proper pausing while speaking. Carr (2008) opines juncture as "a boundary or transition point in a phonological sequence" (p.81). Trask (2005) asserts, "Juncture is any phonetic feature whose presence signals the existence of a grammatical boundary" (p.189). The same phonological utterance may have different meanings due to pausing in different places. Examples: /**ən-eɪm/.** The pause after "n" forms a phrase **"**an aim", and / **ə-neɪm** / in which the pause occurs after "a" constructs a phrase "a name".

Pitch / Tone: The pitch of a sound is an auditory property that enables a listener to place it on a scale going from low to high, without considering its acoustic properties. Crystal (2003) defines pitch as "the attribute of auditory sensation in terms of which a sound may be ordered on a scale from low to high" (355). Ladefoged (1982) asserts that "pitch variations that affect the meaning of a word are called tones" (227). Richards, Platt and Platt (1999) define tone as "height of pitch and change of pitch which is associated with the pronunciation of syllables or words, and which affects te meaning of the words" (382). The variation in pitch may give different kinds of information such as gender, the age of the speaker, the emotional states of the speaker and meanings of words.

1.1.4. Significance of pronunciation

Pronunciation plays an important role in English speaking to express our ideas. English is not the native language for everyone, and hence the pronunciation of some speakers is different from that of native speakers. Some speakers of the English language attract us with their good command of the language. Their pronunciation leaves an impact on us as listeners. It is essential for every speaker to speak with the correct pronunciation. Since we are not native speakers of English, there exists a very serious problem with regard to pronunciation. English is a widespread language. Because of the variety of English spoken in different parts of the world, there is no uniformity in pronunciation. Therefore, we often come across alternate

pronunciations and mispronunciations. However, no matter how common incorrect pronunciation is, people always need to strive to acquire correct pronunciation

Many people learning and speaking the English language often do not pay attention to their pronunciation. Some underestimate it and ignore it. They think that pronunciation is not as important as speaking, and consider it less important than grammar and vocabulary. However, the fact is that pronunciation is extremely important. Many cases of misunderstanding in communication are caused by the mispronunciation of words or improper intonation. For example, if someone pronounces the words "fog" and "fox," "see" and "she," or "sick" and "six" with relatively no differences, it can lead to misunderstandings. Another example is when one pronounces the word *present* with stress on the first syllable in the sentence "I'd like to present," which is certainly incorrect and irritating.the same amount of time and attention to pronunciation as they do to grammar and vocabulary.

In addition, good pronunciation can also add value to those who master it. People are often impressed when they hear someone speaking English with good pronunciation. The answer lies in the quality of pronunciation. Good pronunciation skills can give you more self-confidence when speaking in front of many people. So, it has become more and more obvious that pronunciation cannot be underestimated. It must become a priority while learning English. At the very least, learners should give for students in English Diploma or English Departments, pronunciation should become a core part of their daily language practice. They must practice and train themselves to pronounce words correctly every day. If not, they may regret it upon graduation, as there may be little difference between them and graduates from other departments who have mastered English fluently. Learning correct pronunciation is essential because communication is how we form society and connect with others. Communication is the fundamental skill for performing any job in the social sphere, and pronunciation is a crucial part of that.

"Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to aim for complete elimination of their accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or at least more respect in the workplace. Effective communication is of the greatest importance." Therefore, we should focus first on problems that significantly hinder communication and let the rest go initially. Students should also learn strategies for

dealing with misunderstandings, since native-like pronunciation is an unrealistic goal for most.

1.1.5. Significance of Pronunciation in Learning Language

 Communication is a prime universal function of language. Errors in pronunciation results

In bad or puzzling communication. There is importance of teaching pronunciation for a successful communication. Communication at least must be intelligible. Kelly (2006, pp.11-13) mentions that teaching pronunciation helps in communication by helping in: communication of meaning, communication of function and communication of mood and attitude. The teaching of pronunciation is important for improving language skills and for developing linguistic awareness. Tudor (2001) opines that "command of phonology of a language can play an important affective role in language use" (p. 53). Such command can be enhanced through teaching and persistent practice. Similarly, Setter and Jenkins (2005) also contend that pronunciation "plays a vital role in successful communication both productively and receptively" (p. 2).Celce-Murcia, Brinton and Goodwin (1996) state that "intelligible pronunciation is one of the necessary components of oral communication" (p. 8). Teaching pronunciation provides the students with basic idea about intelligible pronunciation of segmental and suprasegmental features resulting in a intelligible communication. Teaching the pronunciation of English develops confidence in students to speak in English wherever they go. Fraser (2000) remarks that "with good pronunciation, a speaker is intelligible despite other erro

rs; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas" (p.7). Hammond (1995) contends, "We must also take into account the importance of handling both sound and meaning in the pursuit of the linguistic goals of our students" (p.294). Robertson (2003) believes that "intelligible pronunciation is an essential component of communicative competence" (p. 4).Varasarin (2007) affirms that "one of the prominent and promising outcomes of a good pronunciation is the feeling of self-confidence since poor pronunciation degrades good language skills and condemns learners to less than their deserved social, academic and work advancement" (p.45).Teaching pronunciation enhances their speaking skills and ultimately their personality.

1.1.6. Difficulties EFL Learners Face in Pronunciation

Pronunciation is one of the most important areas of language learning but is generally considered one of the most challenging skills for English as Foreign Language (EFL) learners

to master. The ability to produce sounds smoothly and correctly can have a profound impact on communication and comprehension in a second language. However, there are several challenges that EFL learners usually face when they learn pronunciation. The difficulties can be caused by a variety of reasons such as the variation in the phonetic systems, lack of exposure to native speakers and interference from the students' first language on their pronunciation

1.1.6.1. Phonemic Differences

One of the significant challenges EFL learners face in learning pronunciation is the difference in phonemes between English and their own language. Each language has its own set of sounds, and there are certain English sounds that do not exist in the student's own language. For example, the distinction in the "th" sounds (/θ/ and /ð/) in English can be very difficult for students of languages that lack these sounds. This can lead to difficulties with the accurate production and discrimination of these sounds in English words.

1.1.6.2. Stress and Intonation

Another difficulty for EFL learners is learning stress and intonation patterns in English.

English is a stress-timed language, i.e., stressed syllables are read longer and stronger than unstressed syllables. Furthermore, intonation patterns in English can convey various meanings or emotions. EFL learners may have trouble placing stress on words and phrases appropriately, which may lead to misunderstandings or miscommunication.

1.1.6.3. Silent Letters and Pronunciation Rules

English has many silent letters and unpredictable pronunciation rules that might confuse EFL students. For example, words like "knight" or "honest" have silent letters that are not pronounced but affect the overall pronunciation of the word. Besides, English spelling does not always coincide with pronunciation, which makes it hard for students to guess how a word pronounced from its written form.

1.1.6.4. Lack of Exposure and Practice

EFL learners may also suffer from pronunciation problems due to lesser exposure to spoken English and lack of practice. Pronunciation is a skill that requires constant practice and feedback to learn. Unless students are regularly provided with the chance to listen and produce English, they might not be able to learn correct pronunciation skills.

1.1.6.5. Limited Practice and Exposure

EFL learners may also experience pronunciation problems due to lesser exposure to spoken

English and practice. Pronunciation is a skill that needs to be practiced and corrected repeatedly in order to learn. Unless students are repeatedly provided with the chance to listen and speak English, they might not be able to learn proper pronunciation skills.

Due to phonemic variations, stress and intonation patterns, silent letters, a lack of exposure and practice, and cultural considerations, EFL students may find it difficult to master English pronunciation. By being aware of these challenges and putting specific plans in place to deal with them, Teachers can help EFL students become more proficient in the language overall and with pronunciation. EFL students may face a number of additional issues when learning English pronunciation in addition to the ones already discussed. Here are some additional factors that can make pronunciation challenging for EFL learners:

- **Minimal pairs and homophones:** There are quite a lot of words in English that sound similar but differ in meaning, i.e., are homophones, and those that only share one distinct difference in their pronunciation, i.e., minimal pairs, e.g., "ship" and "sheep" or "cat" and "cut." Homophones become hard to tell apart for the EFL learner.

- **Stress and sentence stress:** English is a stress-timed language with a greater degree of emphasis laid on stressed syllables in words and sentences over unstressed ones. EFL students can be difficulty in listening to and utilizing the correct word stress and sentence stress as it has an effect on the overall rhythm and flow of speech.

- **Connected linking and linked speech:** English words in fluent spoken English would likely be joined together, and the sounds become modified or deleted in connected speech. EFL learners may find it hard to hear such transitions and changes, and as a result may create problems in listening and speaking fluent speech.

- **Regional accents and dialects:** English is spoken in various accents and dialects worldwide, and within each of them, there are various pronunciation alternatives. EFL learners can struggle with various accents, especially if they are being predominantly exposed to a single given accent in their learning environment of English.

- **Pronunciation of consonant clusters**: English has many words that contain consonant clusters (e.g., "strength," "twelfth") that are likely to prove tricky for EFL learners to correctly pronounce, especially if their first language contains no similar clusters.

- **Lack of feedback and correction:** Without continuous feedback and correction by teachers or native speakers, EFL learners form and continue to reinforce poor pronunciation habits, and it becomes more difficult to correct them later. By

addressing these other difficulties and providing practice and guidance of a certain type, teachers can assist EFL learners in overcoming pronunciation difficulties and achieving sharper and more accurate spoken English.

1.1.7. Traditional Approaches to Teaching Pronunciation

The foundation of classical pronunciation instruction has traditionally lain in behaviorist and audiolingual approaches, which emphasize memorization, mimicry, and ritualistic repetition of phonetic form. Such approaches commonly are prone to regard pronunciation as a discrete skill which is separable from general communicative competence, with an emphasis upon production of segmental features—that is, discrete vowels and consonants—more than suprasegmental ones such as intonation, rhythm, and stress.

The Audiolingual Method, developed during the mid-20th century, is among the most significant of the traditional approaches. The method, drawing on behaviorist psychology and structural linguistics, makes extensive use of drills, minimal pair practice, and repetition and imitation to build good pronunciation habits (Richards & Rodgers, 2014). With the long-term goal of attaining fluency through habit formation, learners are urged to form right forms through mechanical repetition, frequently devoid of contextual sense.

Grammar-Translation is a very common, traditional method used that offers minimal pronunciation practice as it usually does not pay much attention to speaking practice at all, though it is not specifically focused on pronunciation (Larsen-Freeman & Anderson, 2011). Whenever pronunciation practice offered in these settings, it is usually just reading aloud or teacher correction on reading practice.

Traditional approaches habitually decontextualize pronunciation, prioritizing correctness over communication effectiveness or comprehension. Traditional approaches have been disparaged for being insensitive to learner needs in situ and the communicative role of pronunciation (Morley, 1991).

Nevertheless, if appropriately translated, some facets of traditional speech training, such as contrastive analysis, phonetic transcription, and targeted listening, are utilized even in current, communicative-oriented approaches.

1.2. Mobile-Assisted Language Learning (MALL)

1.2.1. Definition of mobile assisted language learning

Trinova et al (2004) define mobile devices as "...any device that is small, autonomous and unobtrusive enough to accompany us in every moment." Typically, learning identified both by being available "anywhere, anytime" (Geddes, 2004) and by the tools used: mobile learning can perhaps be defined as "any educational provision where the sole or dominant technologies are handheld or palmtop devices." (Traxler, 2005), although in reality it is more usually confined to being one aspect of the provision. For our purposes, then, mobile learning" refers to learning mediated via handheld devices and potentially available anytime, anywhere. Such learning may be formal or informal.

Kukulska and Shield (2007) focused on the impact on the listening and speaking, and they discovered: "MALL is expanding at the speed of two or three years from a teacherlearner, text-based education environment to one that is beginning to support multimedia, collaborative listening and speaking activities and to allow students to co-construct knowledge to figure out problems and fill information gaps." Also stated that comprehensively reported mobile devices have effective influences for language learning - 6 - (cited in Qiaochu & Xuan 2014). Furthermore, some researches pay attention to the pedagogical methods that brought by using apps in mobile devices. These mobile devices have an auto-action for collaborative approach and self-regulated approach. For example, exchanging the academic ideas on Internet forum for discussing a project with partners on mobile phones might be encouraging collaboration (Chinnery .G, 2006).

(Miangah & Nezarat, 2012) defined MALL focuses on the use of mobile technology in language learning. In MALL environment, there is no need for learners to sit in a classroom or in the front of a computer to study. Actually, MALL can be viewed as an ideal solution to language learning barriers in terms of time and place.

(Navarrete & Wivagg, 2014) highlited Mobile technology gives a mixture of flexibility, accessibility, and interactivity. Unlike typical classroom instrument This combination can facilitate language learning through the access of authentic, contextualized resources, for instance, it offer for students the opportunity to connect to anteriority learned knowledge, acquire new knowledge and further develop problem-solving skills.

MALL features are provided huge benefits" for students"; according to Banister (2010) learners can use different types of apps on mobile devices to watch online tutorial, read material, and listen to English records, they can stop or fast forward through materials as their desired, giving them the independent control based on the pace they receiving information, it

permits students to decide their own learning processes. According to Kukulska & Shield (2007), MALL can encourage collaboration and co-construction of knowledge. Students had to find information and share it with their peers so that they can build up an overall understanding of a realistic problem.

1.2.2. Evolution of Mobile assisted language learning (Mall)

When, in 1973, the mobile devices were invented for the first time, no one ever thought some day they would become an important part of routine life. As soon as the mobile phones became a crucial part of our lives, there felt a need for using them in language learning tasks.

These days mobile devices such as PDAs, phones, and other handheld devices, are used everywhere for doing everything ranging from voice calling to making short message, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, shopping, and the like. Apart from these benefits, mobile devices have increasingly grown toward becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible. Moreover, the emerging of internet made open and distance learning a means of receiving education from all parts of the world. In a short period, the attractiveness of distance learning led to the realization that various mobile devices provide a very effective resource for education. This way, many researchers tried to make mobile devices a rich resource for teaching and learning. It was, in fact, a challenging affair to cover learning tasks by a mobile phone.

MALL deals with the use of mobile technology in language learning. Students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered a main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs.

There are many researches and developments towards the use of wireless technology for different aspects of language learning. In the following lines, it has been tried to demonstrate the benefits of using mobile phones in learning English as a second language. Areas of mobile-based language learning are diverse, among which the most common ones are vocabulary, listening, grammar, phonetics, reading comprehension, etc.

1.2.3. Definition of mobile assisted pronunciation training (MAPT)

Mobile Assisted Pronunciation Training (MAPT) refers to the application of mobile technology such as smartphones and tablets to support the learning and practice of second language pronunciation. MAPT sites serve as a replacement for conventional classroom-based pronunciation training by utilizing the advantages of mobility, audio-visual capabilities, and interactivity of mobile technology. These sites typically offer features like automatic speech recognition (ASR) to deliver immediate, focused feedback on learners' pronunciation that enhances intelligibility and encourages practice.

MAPT characterized by providing students with autonomous access to pronunciation practice at any time and place, usually involving the incorporation of facilities such as audio playback, video recording, and visual feedback (e.g., illustrating lip and tongue movements). This format facilitates more conscious and frequent practice outside the classroom and can target both segmental and suprasegmental aspects of pronunciation.

In short, MAPT is technology-supported instructional practice that utilizes mobile phones to offer effective, accessible, and engaging pronunciation learning to language learners, usually supported by speech recognition software and intended to supplement or supplement regular language teaching.

1.2.4. Overview of mobile assisted pronunciation training (MAPT)

 Mobile Assisted Pronunciation Training (MAPT) is a second language acquisition approach to pronunciation.

MAPT has been demonstrated to enhance the characteristics of pronunciation, such as segmental accuracy, word stress, and overall intelligibility across various groups of learners, including adult English for Speakers of Other Languages (ESOL) students and Limited English Proficiency (LEP) individuals. The application of Automatic Speech Recognition (ASR) enables learners to practice low-stakes, self-paced practice with instant corrective feedback, which can increase motivation and support the consolidation of target pronunciation skills. Furthermore, peer feedback via mobile platforms can supplement ASR feedback and generally leads to better learning outcomes by correcting pronunciation errors that ASR might not detect.

MAPT facilitates intentional practice using brief, concentrated lessons and drills provided via mobile apps, supplemented by visual displays and phonemic transcriptions to assist learners

in decoding feedback effectively. This approach to training maximizes class time by transferring repetitive practice to mobile apps, allowing class sessions to concentrate on more advanced pronunciation concerns and other language ability.

Why Use Mobile Devices for Learning?

The majority of mobile technologies are positive to education as tools for professionals in administration, organization, and instruction, and even as learning support tools for students. The following are some of the most important benefits:

- Students can interact with each other and with the practitioner instead of lagging behind large monitors.
- It is simpler to accommodate many mobile technologies in a class than many desktop computers.
- One can share assignments and collaborate; students and practitioners can e-mail, cut and paste, copy and paste, forward text around a circle or 'beam'? the work from one to another on the use of the infrared capability of a PDA or a wireless configuration such as Bluetooth.
- They interest students - teenagers who may have become disillusioned with education - like mobile phones, gadgets and game consoles like Playstation Portable or Nintendo DS

However, you must also look at the following potential disadvantages:

- Mobile and PDA screens are too small to hold much or many forms of information.
- Mobile and PDA storage capacities are low.
- Batteries need to be charged frequently, and data can be lost if this is not done well.
- They can be much less powerful than desktops (although tablet PCs are now dealing with that problem).
- It is difficult to utilize moving graphics, especially with mobile phones, although 3G and 4G will eventually allow for this.
- It is a very dynamic market, particularly for cell phones, so products can be outdated in no time.
- Bandwidth can become compromised with a higher number of users when on wireless networks.

1.2.5. Function of Mobile Technology in Language Learning

Mobile technology is playing an additional and more important role in language learning, making it accessible, flexible, and engaging. Proving that mobile devices and apps support the development of language competencies, particularly vocabulary and motivation, they support both formal and informal training. Their key benefits and effectiveness are as follows:

- **Better Learning Outcomes**: Research indicates that mobile-assisted language learning (MALL) has medium-to-high beneficial impacts on language acquisition, especially vocabulary retention and oral proficiency, making it generally more effective than traditional techniques.
- **Enhanced Motivation:** Using mobile devices and apps makes language study more appealing and incorporated into everyday life, which in turn boosts learners' motivation and engagement
- **Increased Motivation**: The use of mobile devices and apps increases learners' motivation and engagement, making language study more appealing and integrated into daily life
- **Personalized and Contextual Learning**: Mobile technology allows learners to practice language skills in various real-life contexts, supporting both formal classroom learning and informal, self-directed study

1.2.6 .Benefits of Mobile-Assisted Learning

Nowadays, many language learners use mobile applications (apps) to support their language learning both inside and outside the classroom. Especially, the young generation is tech-savvy and prefers communication via technology rather than direct contact with people .Therefore, it is very natural for them to use mobile apps also in learning English. Mobile applications seem to be exploited in the development of all four-language skills, i.e. reading, listening, writing, and speaking. Nevertheless, they are mostly used in developing learners' vocabulary since individual words and short phrases are most appropriate for a small screen which smartphones offer as well as for the fast instructiveness of the corrective feedback

In addition, the use of mobile applications in learning English contributes to the improvement of student's cognitive capacity, his/her motivation to study both in formal and informal settings, his/her autonomy and confidence, as well as it promotes personalized learning and helps low-achieving learners to reach their study goals . Mobile-Assisted Language Learning (MALL) provides a number of advantages that complement and improve traditional language

learning approaches, particularly for English as Foreign Language (EFL) learners. Here are the main advantages, as supported by recent research and scholarly sources:

- **Support for Pronunciation and Listening Skills**

Mobile tools are particularly effective in enhancing **aural-oral skills**, especially pronunciation and listening.

Example: Apps like Sounds: The Pronunciation App and ELSA Speak allow learners to listen and mimic native speaker models.

- **Able to facilitate a personalized study**

Unlike the rigidity of books, the experience of a digital course through an educational platform, accessible through mobile devices, offers several degrees of personalization. From the one that provides teachers (reorganize the agenda, add new multimedia elements …) to the one offered to the students with the customization of the work area.

- **Accessibility and Flexibility**

MALL allows learners to access language learning materials anytime and anywhere, which promotes **autonomous learning** and **just-in-time learning**.

Example: Learners can review vocabulary or practice pronunciation during a commute

- **Mobile learning favors linguistic immersion**

With the apps of language courses, a total linguistic immersion can be achieved. Students can access their courses at any time and if they offer them a variety of options, they will use them not only for exercises but to listen to audios, watch videos, read books or magazines, karaoke or for fun activities such as letter soups or crossword puzzles.

Example: Speech recognition tools in pronunciation apps (e.g., ELSA Speak) provide real-time correction.

- **Increased Learner Engagement and Motivation**

Mobile apps often include **gamification elements**, **interactive tasks**, and **multimedia content** (e.g., audio, video, and animation), which boost learner motivation.

Example: Duolingo, Babbel, and similar apps use points, levels, and feedback to sustain learner interest.

- **Immediate interaction between students and teachers**

While studying a lesson or doing exercises, questions may arise. If they do not arise at that moment, then you can forget to treat them in class, which become deficits that drag. Mobile learning facilitates immediate communication between students and teachers, sometimes even live when online tutorials are established. The ease of being able to send a message from the same course at any time encourages students to ask questions, which may well be answered by the platform or reviewed in class for the benefit of the rest of the class.

If it is a self-formative course, it reinforces the relationship between students and tutors and allows students to contact within the course, without using other tools.

- **Eliminate barriers to make schedules more flexible**

If a person does not find an education center that fits their schedule, they cannot study languages. For that person, mobile learning is an alternative access for online self-education in the most direct, simple and effective way. In addition, the contents are always ready for use in their mobile phone. This allows you to study at any free time you have, without having to carry any materials (such as a long ride by subway).

1.2.7. Challenges of MALL Implementation

Though Mobile-Assisted Language Learning (MALL) has enormous advantages—language teaching, flexibility, portability, and accessibility but its implementation plagued by many widespread challenges, constraints, barriers, or issues to which teachers, students, and institutions are subjected while attempting to integrate mobile devices into the learning process. The most important among them are technological, pedagogical, financial, and security ones.

Here are some challenges:

1.2.7.1. Technical Issues:

While ever there is opportunity for Mobile-Assisted Language Learning (MALL), .Technical limitations hinder its success:

- **Device Compatibility:**

A multitude of smartphones, operating systems, and screen sizes may give rise to compatibility issues for programmers and users as well. Various applications may be operating less than optimally on old devices or particular operating systems, limiting their availability for use by learners equipped with old technology (Rao, 2019).

- **Internet Connectivity:**

MALL relies heavily on internet connectivity for features like real-time feedback, multiplayer games, and cloud storage monitoring of progress. Learners in remote or disadvantaged areas often have to deal with slow internet connections, restricting their ability to utilize MALL tools to the best of their capabilities (Morchid, 2020).

- **Software Reliability:**

Frequent app crashes, bugs, and poorly designed user interfaces can disrupt the learning process. In addition, users may encounter inconsistent updates or unsupported languages

in mainstream apps, which can lead to frustration and lowered motivation (Sugiarto, 2024).

The above technological issues point to the need for sound app development, improved network infrastructure, and flexible design so that seamless learning experiences can be offered to all.

1.2.7.2. Pedagogical Issues:

The integration of MALL in teaching languages requires the solving of several pedagogical challenges:

- **Content Quality:**

Not everything in MALL resources is of good educational quality. Some apps concentrate

Gamification on the part of instruction intensity, yielding shallow learning outcomes. In addition, inaccuracies in translation or grammar in language apps can serve to entrench errors in learners (TulasiRao, 2021).

- **Teacher Training :**

A number of teachers are not certified to integrate MALL into their pedagogical approaches in an appropriate manner. Absence of professional development schemes and specific pedagogic frameworks tends to have mobile tools being used sub-optimally (Pérez-Paredes & Zhang, 2022). 673. Integration into Curriculum:

Incorporating MALL into existing curricula and assessment frameworks is difficult. Teachers may struggle to balance traditional teaching practices and mobile-based activities, particularly in resource-constrained institutions (Rao, 2019).

1.2.7.3. Ethical Issues:

The widespread adoption of MALL has raised various ethical concerns that must be addressed with urgency:

- **Data Privacy:**

MALL apps are likely to collect sensitive user data, including location, personal data, and

Performance indicators. Lack of open data policies and potential misuse of this Information are significant privacy concerns (Zhao et al., 2023).

- **Screen Time and Cognitive Overload:**

No Excessive screen time can lead to physical exhaustion, shorter attention spans, and cognitive

Overload. While MALL encourages active engagement, excessive reliance on mobile devices can have adverse effects on learners' physical and mental health (Morchid, 2020).

- **Socioeconomic Disparities:**

Disadvantaged students may not have access to new devices or high-speed internet, thereby increasing learning inequalities. These inequalities reinforce the need for equitable access and support for marginalized groups (Nuri, 2024).

These concerns require collaborative action by educators, developers, and policymakers to provide ethical, inclusive, and sustainable adoption of MALL.

Conclusion

In conclusion, Mobile-Assisted Pronunciation Training (MAPT) is a valuable language learning technology with real-time feedback, interactive practice, and autonomous practice. It

enhances English pronunciation, enhancing learner autonomy and motivation. Technical limitations and unstructured guidance, however, limit its potential. MAPT, if used with caution, can improve the accuracy of pronunciation and enable effective English oral communication.

The following chapter will focus on the practical part of investigating learners' attitudes towards using applications in classroom and to indicate and how it improves their pronunciation

Chapter two

Research Methodology

Introduction

The chapter aims is to investigate the attitudes of EFL learners towards using application in classroom and enhance their pronunciation. This investigation based on a clear strategy that utilizes both quantitative and qualitative methods. In order to gather precise information, a questionnaire was administered to Third -year students in the department of English at the University of Ghardaia Additionally, to ensure the validity of the findings, interviews were conducted with three teachers from the same university. This chapter includes a description of the research sample, data collection, interpretation of the questionnaire and interview results (data analysis). Finally, the research concludes with significant pedagogical suggestions and recommendations for further research

2.1. Research Design

A descriptive study was carried out through a combination of qualitative and quantitative approach to investigate the perceptions of EFL learners regarding the effectiveness of using application to enhance their pronunciation The study involved collecting data from 30 third year English students at the University of Ghardaia through a questionnaire Furthermore, face-to-face interviews were conducted with three recommendation to gather further insights

2.2. Research sample

2.2.1. Students' sample

The first sample for this study consists in third -year students of English at the University of Ghardaia during the academic year 2024-2025 .The total number of Third -year students is 80, but due to the impracticality of working with the entire population, a sample of 40 students was selected. The sample was done randomly. The decision to focus on license students was made because they were deemed most suitable for the research objective.

2.2.2. Teachers' sample

The second sample includes three (3) teachers who were randomly chosen to participate in the interview.   Among them, who hold Doctorate, Magister, and Master's degrees These teachers have expertise in teaching different modules such as Civilization, Phonetics, Linguistics, Oral expression, Information and Communication Technologies and Research Copyright. The intention behind diversifying the sample was to include teachers with varying levels of teaching experience.

2.3. Data collection tools

Data collection is an essential component in conducting research, as it enables the achievement of the study's objectives and the examination of research hypotheses. The data collection process is based on two main tools, which are questionnaire and interview.

2.3.1. Description of students 'questionnaire

A questionnaire was administered to students to collect the necessary data. The student's questionnaire comprised sixteen (16) questions close-ended questions requiring students to choose yes /No or pick up the appropriate answer from different options, or open-ended questions allowing them to answer freely. The questions cover general information about the students, and to explore EFL learners' perceptions and experiences with Mobile-Assisted Pronunciation Training (MAPT and to gather insights into how students view the use of mobile apps for improving English pronunciation. The questionnaire aims to focusing on benefits, usage habits, effectiveness, and challenges.

Question (01): attempts to gather general information about the gender of the sample.

Question (02): Duration of English learning experience

Question (03): Whether students recommend using pronunciation apps

Question (04): Verifies whether the student has used pronunciation apps before.

Question (05): Identifies specific apps students are familiar with.

Question (06): Evaluates the usefulness and accessibility of pronunciation apps.

Question (07): Measures how often the app used for pronunciation

Question (08): Assesses how effective MAPT seen to be.

Question (09): Identifies the particular facets of pronunciation that students believe apps improve (e.g., sounds, stress, and rhythm).

Question (10): Determines which app features students consider helpful (e.g., examples from native speakers, feedback, games).

Question (11): Investigates typical issues or obstacles that students face with MAPT.

Question (12): Aims at individual contemplation of the experience and feelings.

Question (13): Gathers student input on improving the app's design and functionality.

Question (14): Contrasts learning through apps with conventional teaching methods, emphasizing problems in traditional instruction.

Question (15): Collects suggestions regarding improved integration or application of MAPT in   educational contexts.

2.3.2. Description of the Teacher's Interview

The interview consists of six-teen (16)   questions including close- ended and open-ended which aim to examine teachers' experiences, views, and suggestions concerning the use of mobile-assisted pronunciation training (MAPT) in EFL classrooms, with an emphasis on its effectiveness, challenges, and incorporation into teaching methods.

Question (01): years teaching EFL

Question (02): Years teaching oral expression

Question (03): Experience using mobile apps in class

Question (04): The pronunciation difficulties that students often face.

Question (05): Whether these challenges can be addressed through traditional teaching methods and why.

Question (06):   Whether mobile apps help improve pronunciation.

Question (07):   How students generally perceive MAPT (useful or not).

Question (08): Common difficulties students face when using such apps (e.g., feedback issues, app design).

Question (09): How engaged learners are with MAPT compared to traditional methods.

Question (10): Whether MAPT enhances students' speaking confidence, and how it does so.

Question (11): Whether mobile apps should be used inside, outside, or both in/outside the classroom.

Question (12): The role of teacher guidance in improving MAPT effectiveness.

Question (13): whether teachers support the integration of mobile-assisted pronunciation tools into their teaching and the reasons behind their stance

Question (14): Whether teachers support integrating MAPT into regular classroom practices and university curricula.

Question (15): Which pronunciation elements (e.g., segmental sounds, intonation, and stress) apps best support.

Question (16): Technical or pedagogical limitations of using MAPT in classrooms.

2.4. Data analysis

2.4.1. Questionnaire results analysis

Question 01: What is your gender?

This question attempted to identify the number of students from each gender.
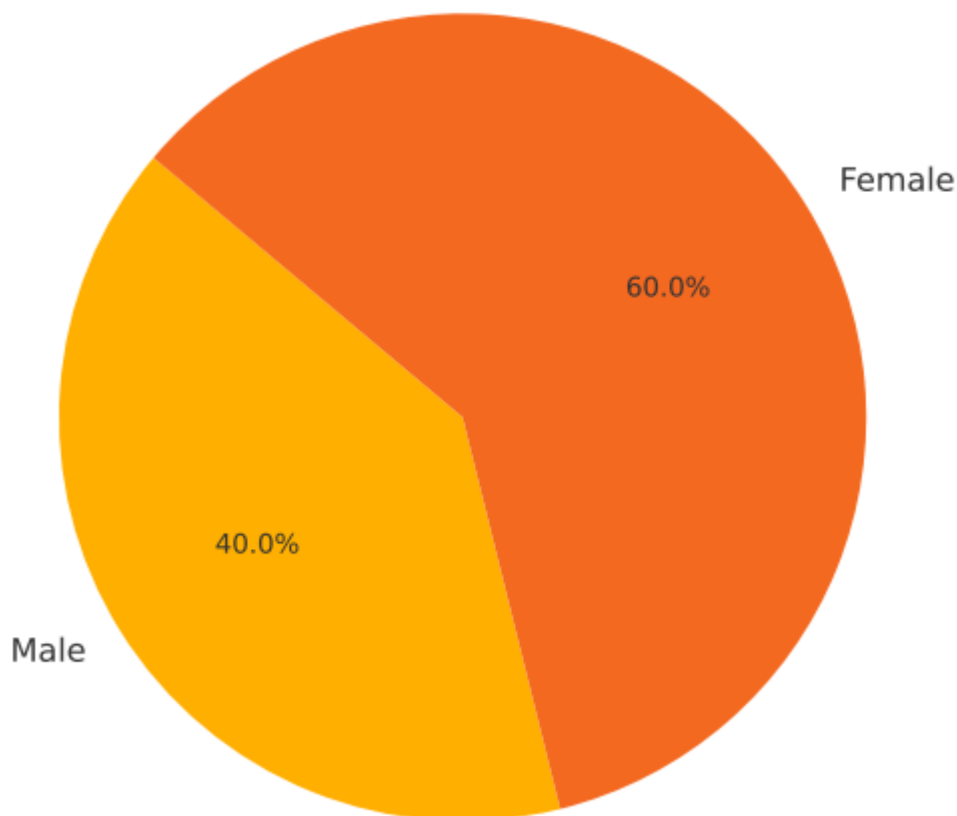
Figure 2.1: Student gender

The participant group consisted of 60% females and 40% males. This indicates a slight gender imbalance. This sample showed a great representation of female students than male students.

Question 02: How long have you been learning English?

This question was designed to know how long they had been learning English. The results obtained are shown in the figure below.
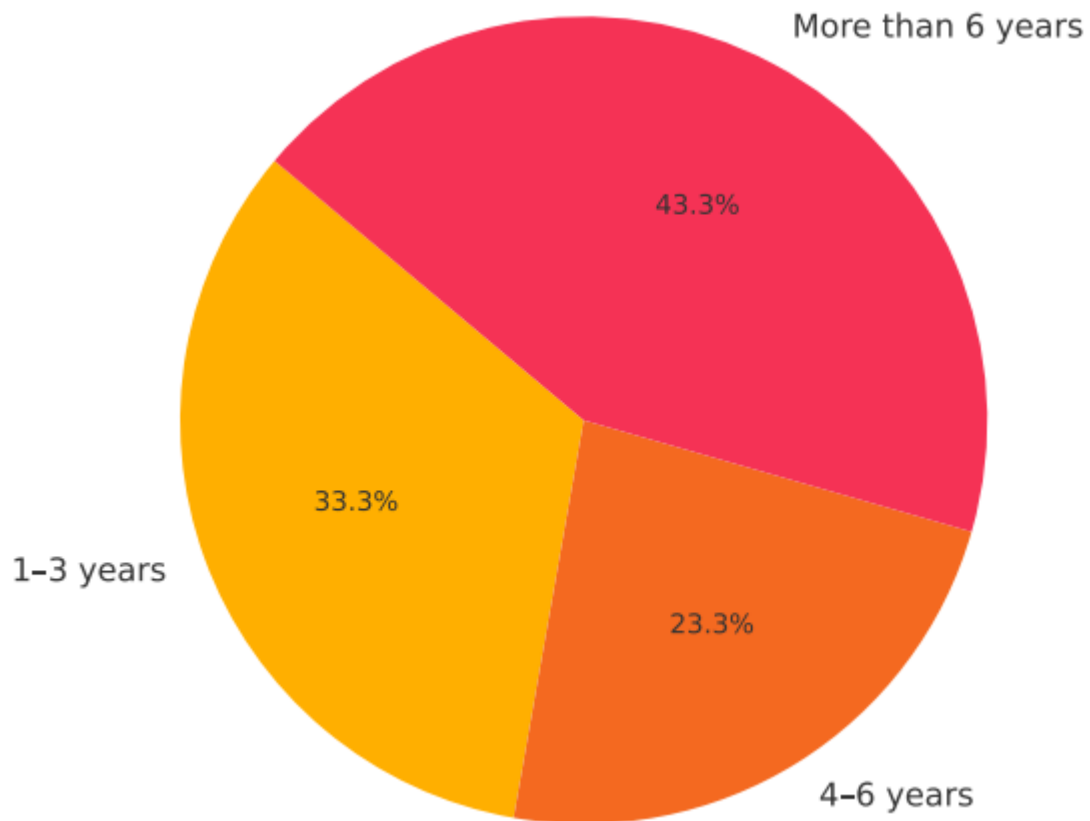

Figure 2.2: Years of Learning English

Based on the question 2, we could see that most participants were experienced (43.3% with more than 6 years). Then, 33.3% of participants might still have been exploring learning tools. Finally, we had the rest, which was 23.3%.

Question 3: Do you recommend exploiting mobile pronunciation apps for reaching

English Pronunciation?

This question focused on recommending the use of mobile apps in learning English pronunciation.
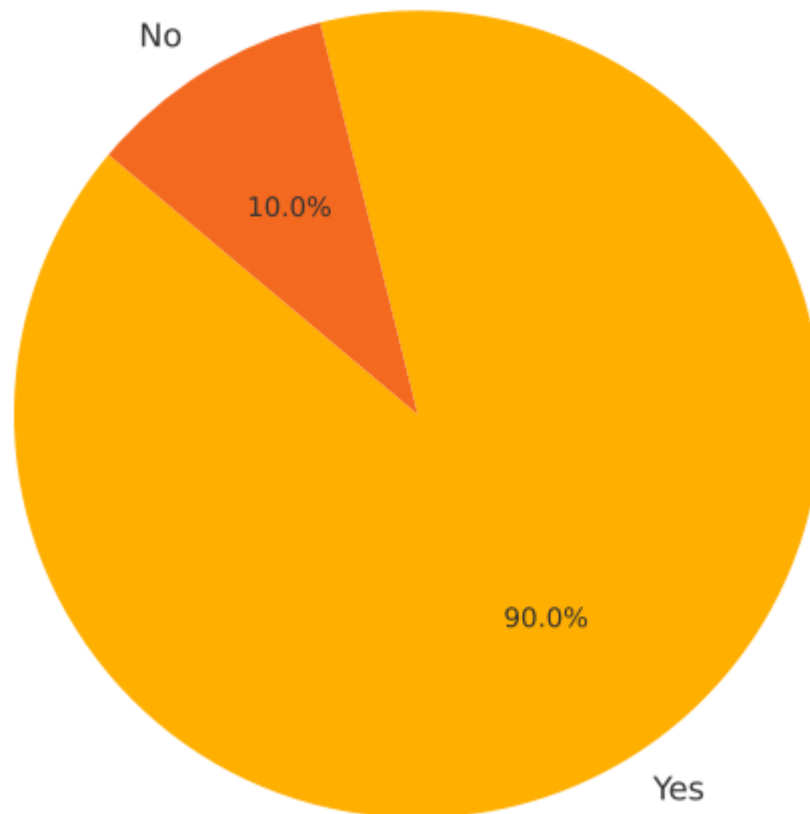
Figure 2.3: exploiting mobile pronunciation apps for reaching English Pronunciation
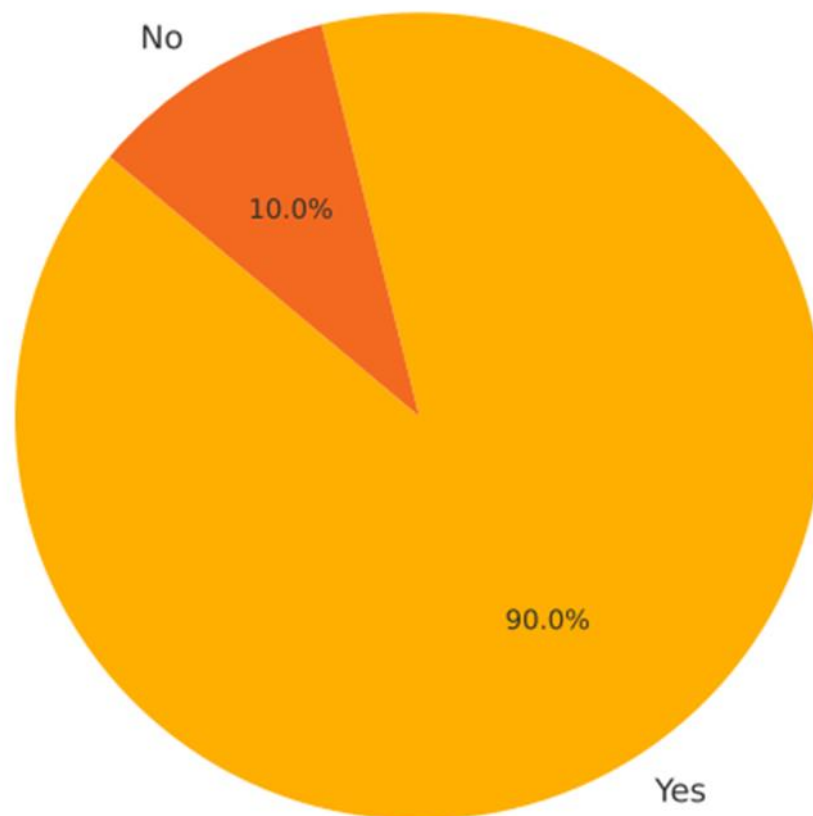
The question 3 revealed that the majority of the students (90%) had indicated the relevance and popularity of mobile-assisted pronunciation tools. Meanwhile, the rest of the participants, who represented an average of 10%, had not used the apps.

Question 4: Have you ever used a mobile app to practice your English pronunciation?

This question focused on whether they used a mobile app to practice.

Figure 2.4: using app

The question 4 revealed that the majority of the students (90%) had indicated the relevance and popularity of using mobile apps to practice English pronunciation, while the rest of the participants, who represented an average of 10%, did not use the apps.

. **Question 5:**   If yes, which app(s) have you used? (e.g., Elsa Speak, Duolingo, SpeechAce)

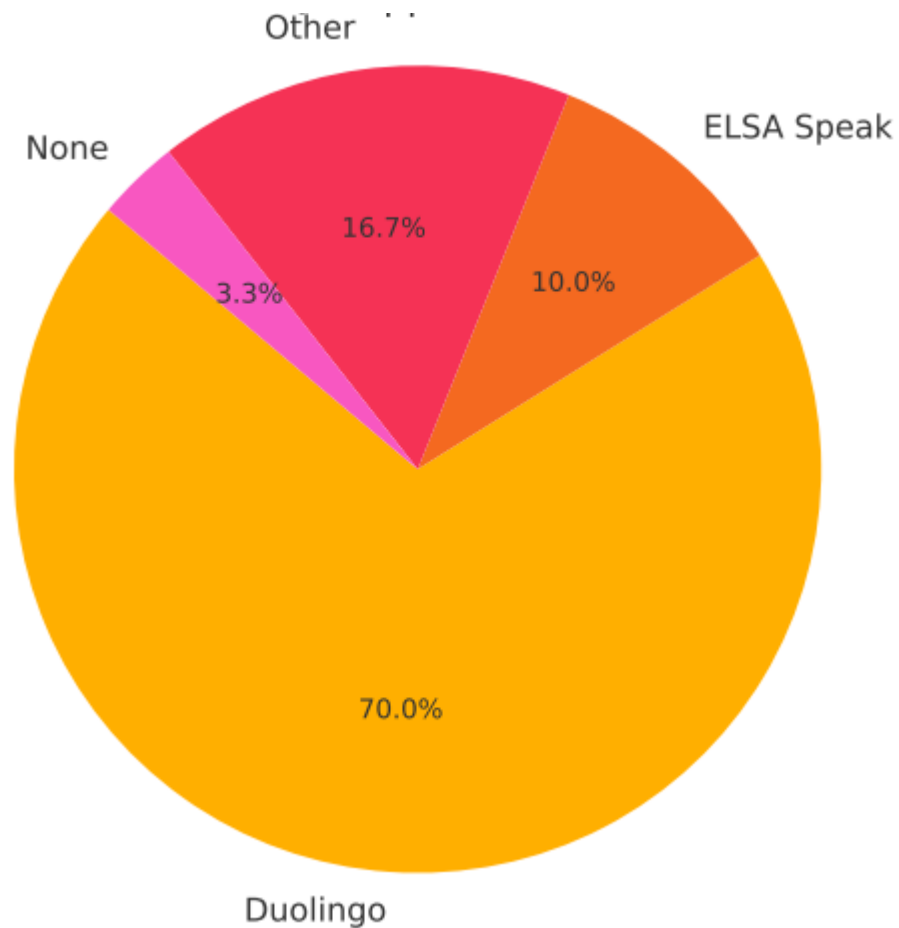This question asked which app they had used.

Figure 2.5: which app do you use

In question 5, we could see that Duolingo was the most popular app, likely because it took the majority of the participants (70%). Then, we had the ELSA Speak app, which took 10%. On the other hand, there were some participants (16.7%) who mentioned other apps, and finally, 3.3% had not used any applications.

Question 6:   Do you find mobile apps easy to access?

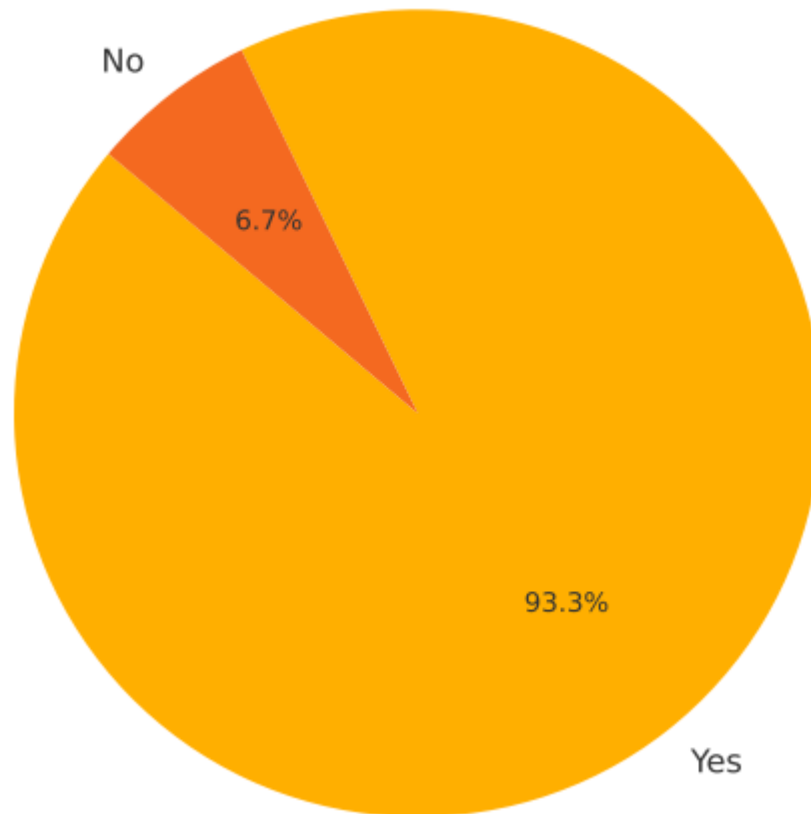This question referred to whether the students found mobile apps useful or not.

Figure 2.6: mobile apps useful for improving pronunciation

We ended this question 6 to find out if they found mobile apps helpful or not. The majority of participants (93.3%) found the apps helpful, supporting their integration in teaching. In contrast, 6.7% did not find them helpful.

Question 7: How often do you use mobile apps for pronunciation practice?

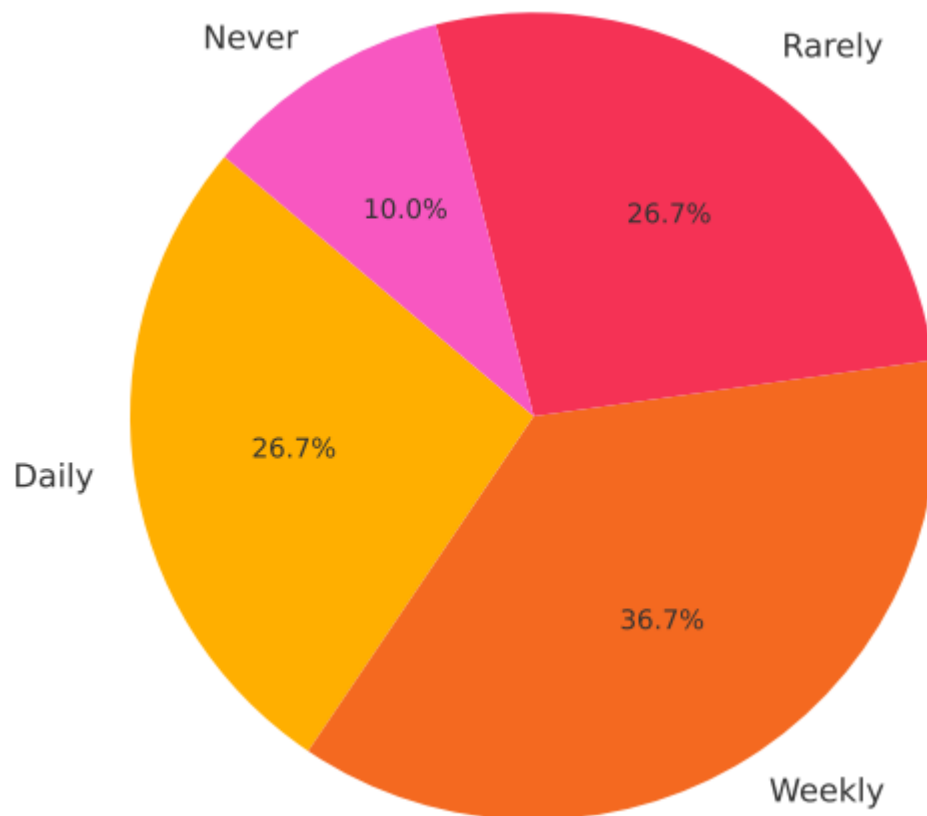This question designed to know how often they use mobile apps

Figure 2.7: table Frequency of App Use

The question 7 revealed that 36.7% of the participants used applications weekly, followed by 26.7% who used them daily. Next, 26.7% used them rarely, and 10% had never used them.

Question 8: **Do you think using mobile apps; helps improve your English pronunciation?**

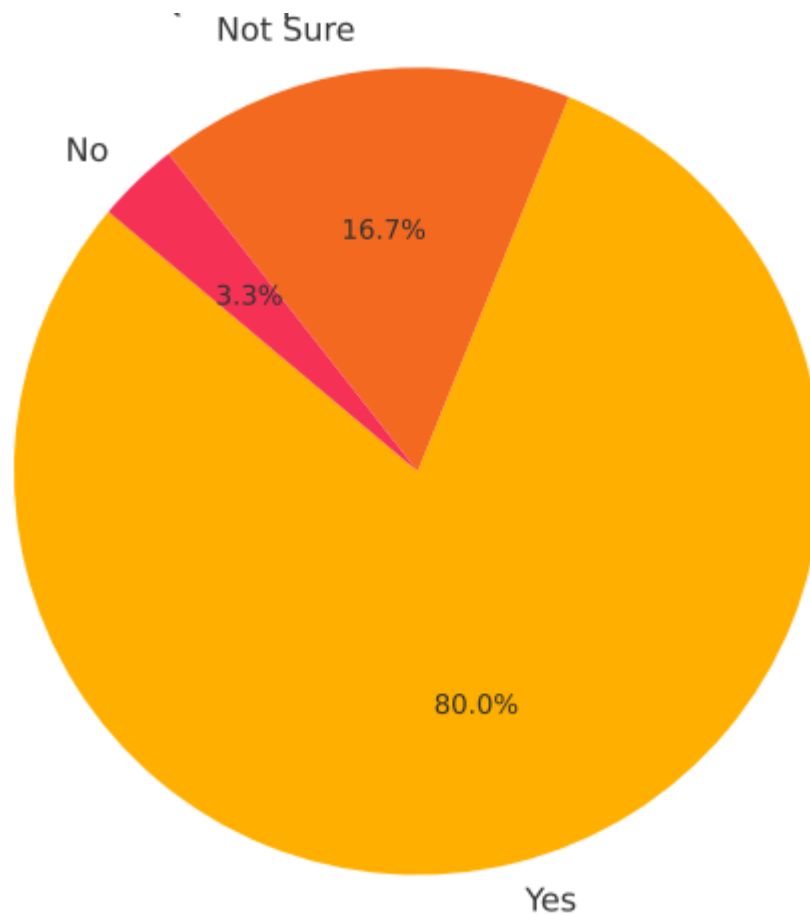This question designed to know if they improve their English with apps

Figure 2.8: Pronunciation Improvisent Perceived

 The question 8, it seemed that the majority of participants rated 'yes' (80%)—indicating that mobile apps helped them improve their pronunciation. Moreover, some participants rated 'not sure' (16.7%), and 3.3% rated 'no'.

Question 9: What pronunciation skills do you think apps help improve the most? (You can choose more than one)

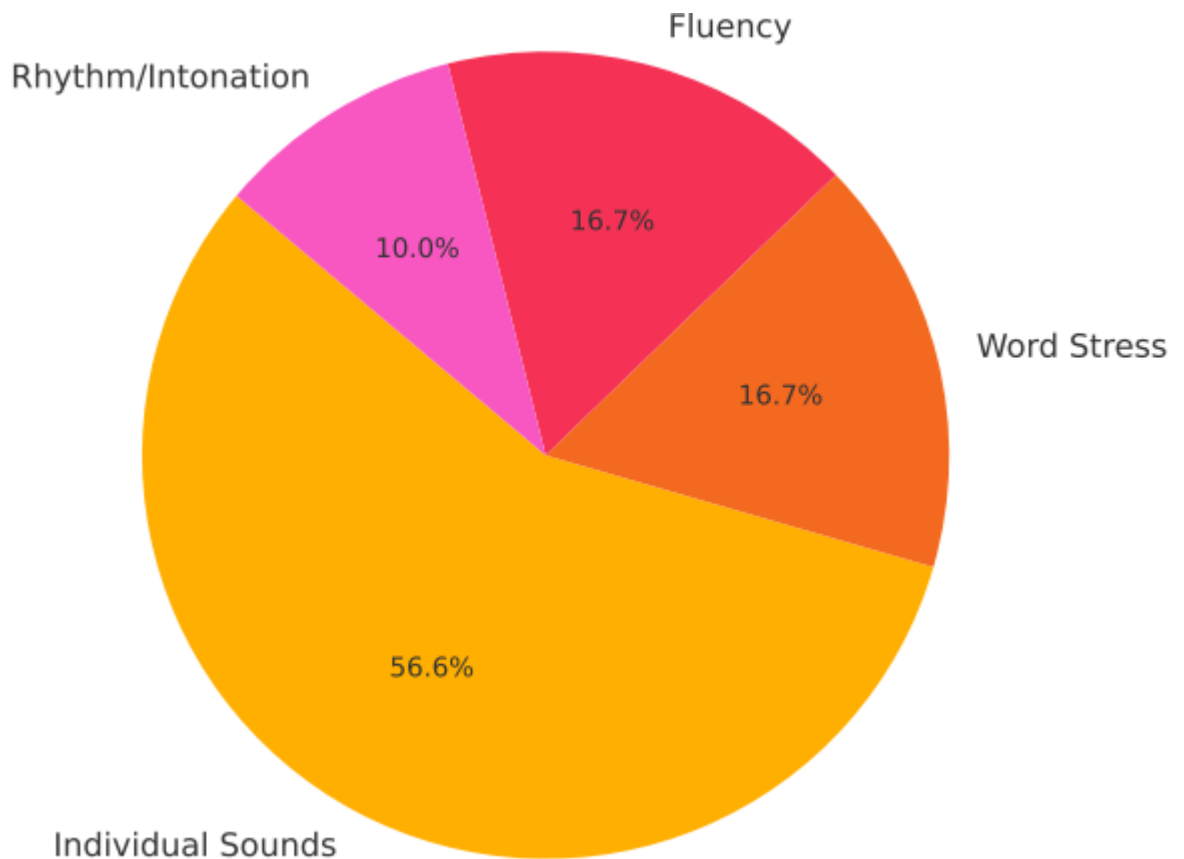This question showed which skill could be improved the most.

Figure 2.9: Most Improved Pronunciation Aspect

The question 9, the most effective aspect in improving pronunciation was 'Individual Sounds,' which was rated by 56.7% of participants. The participants also rated 'Word Stress and Fluency' at 16.7%. On the other hand, 'Rhythm and Intonation' was rated by 5% of the participants.

Question 10: **What features do you find most helpful in pronunciation apps?** (Choose all that apply)

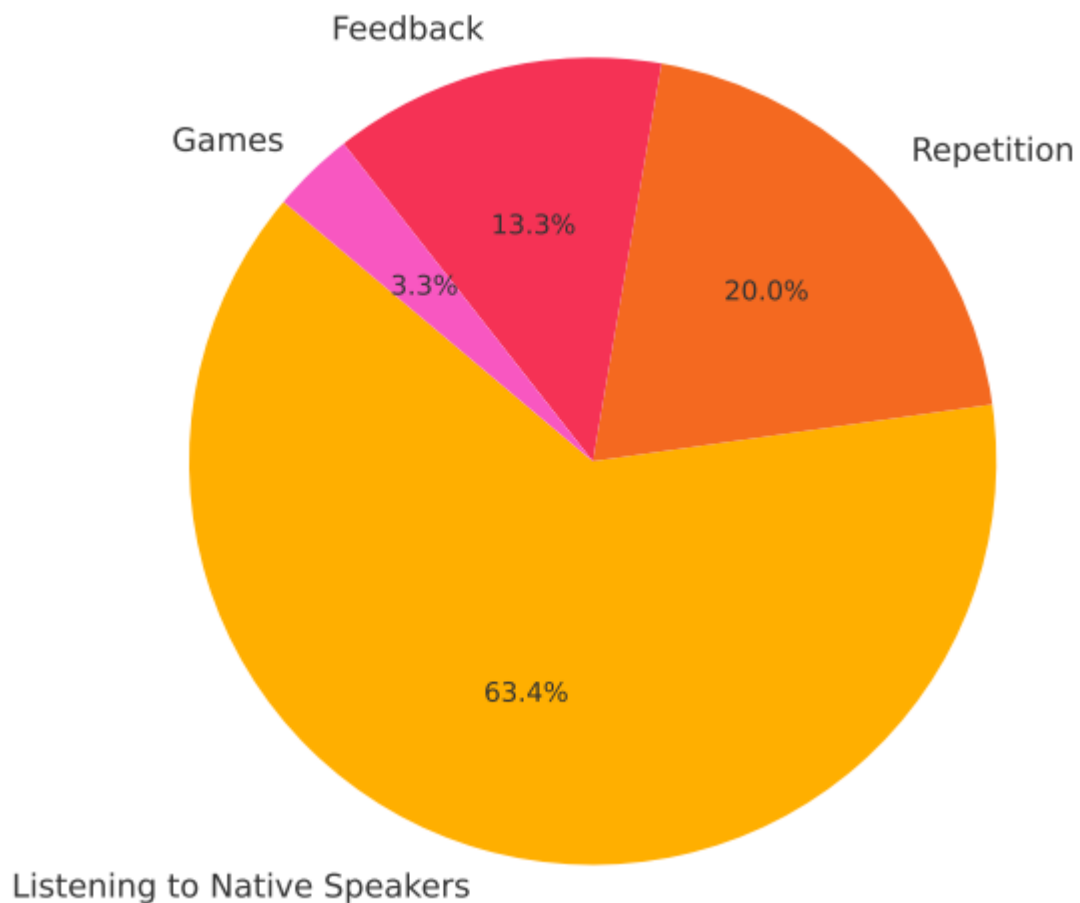This question focused on the features that helped with pronunciation.

Figure 2.10: Most Helpful App Features

The question 10, we could see that the participants rated 'listening to native speakers' as the most helpful feature (63%). It was followed by 'repetition and feedback' (20% and 13%), and finally, 3.3% rated 'games' as helpful

Question 11: How do you feel after practicing with a mobile app?

This question aimed to know how they felt after practicing with mobile apps.
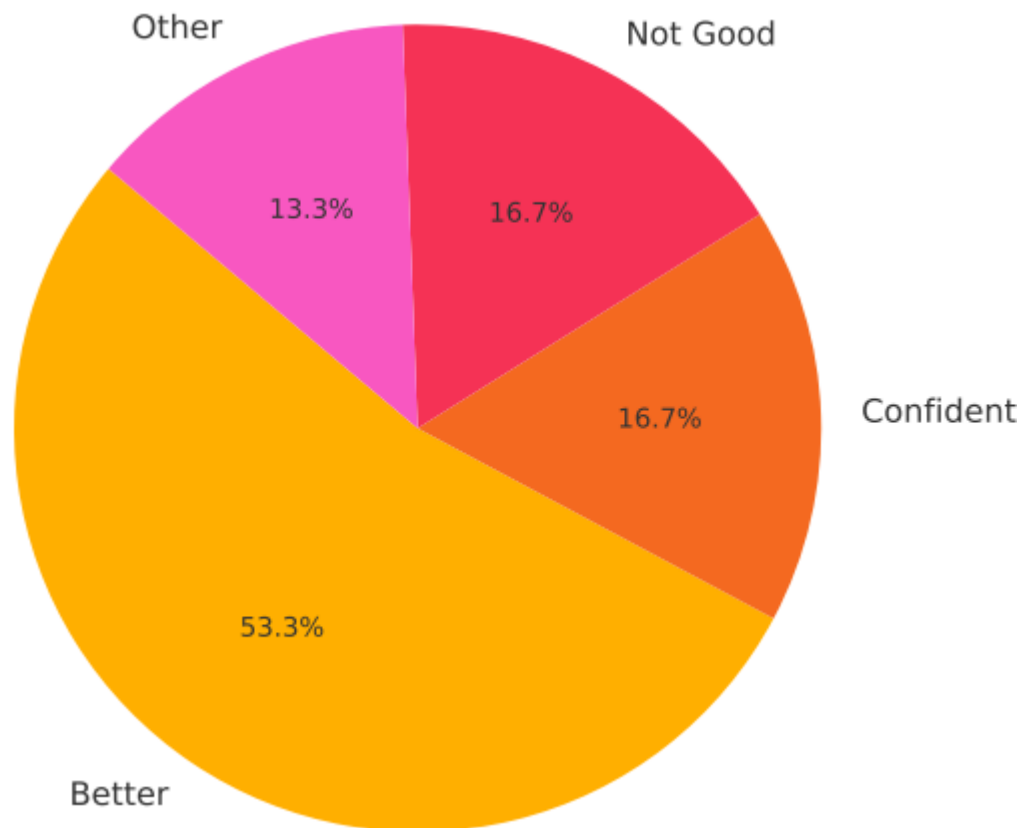
Figure 2.11: Self-Assessment after Using Apps

The question 11 reveals that Over half (53.3%) felt their pronunciation had become better, and 16.7% felt more confident. This shows that most users notice tangible improvement, though a smaller portion still feel their pronunciation is not good or are uncertain of progress.

Question 12: What improvements would make pronunciation apps better for you?

This question aimed to identify the improvements needed for the best app.
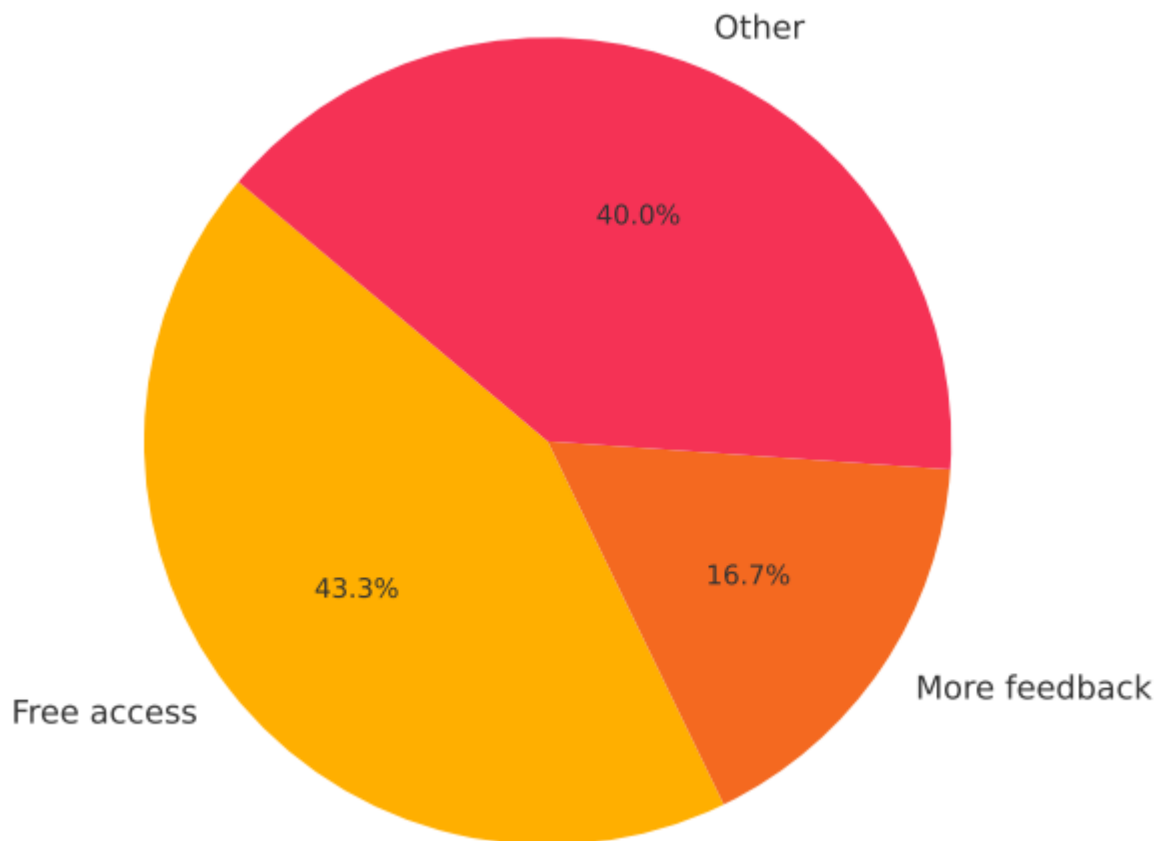
Figure 2.12: Suggestions for Improving Apps

The question 12 shows that the top suggestion (43.3%) was to make the apps free, indicating that cost was a key barrier to continued use. Many also recommended improving feedback and phonetic content (16% and others 40%), showing that learners wanted more technical and accessible support.

Question 13: what are the challenges you face when learning pronunciation through the traditional method?

This question was built to know challenges they face in learning pronunciation

Figure 2.13: App Drawbacks

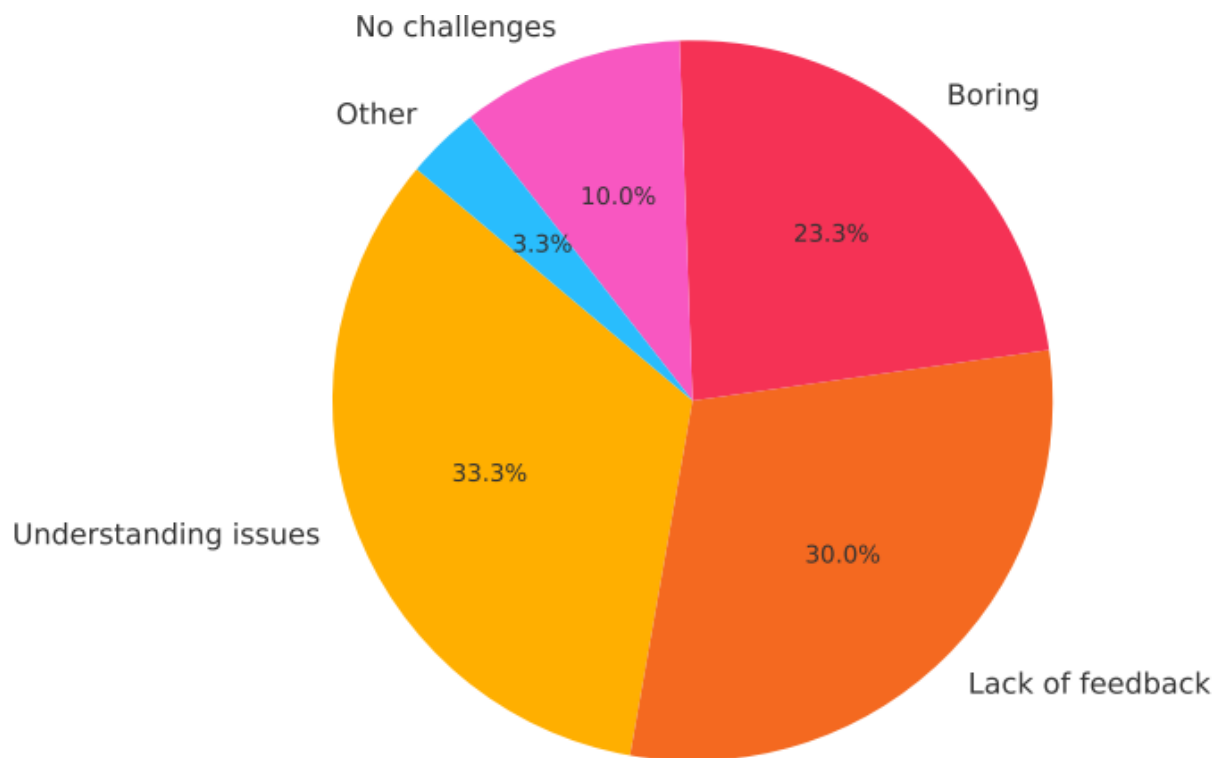The question 13 indicated that the majority of the participants had a lack of understanding (33.3%) and insufficient feedback (30%), while boredom and lack of challenge were less frequently mentioned (23.3%).

Question 14: Do you have any suggestion for improving the way using mobile apps in teaching pronunciation?

This open-ended question aims to gather suggestions to improve the way of use apps
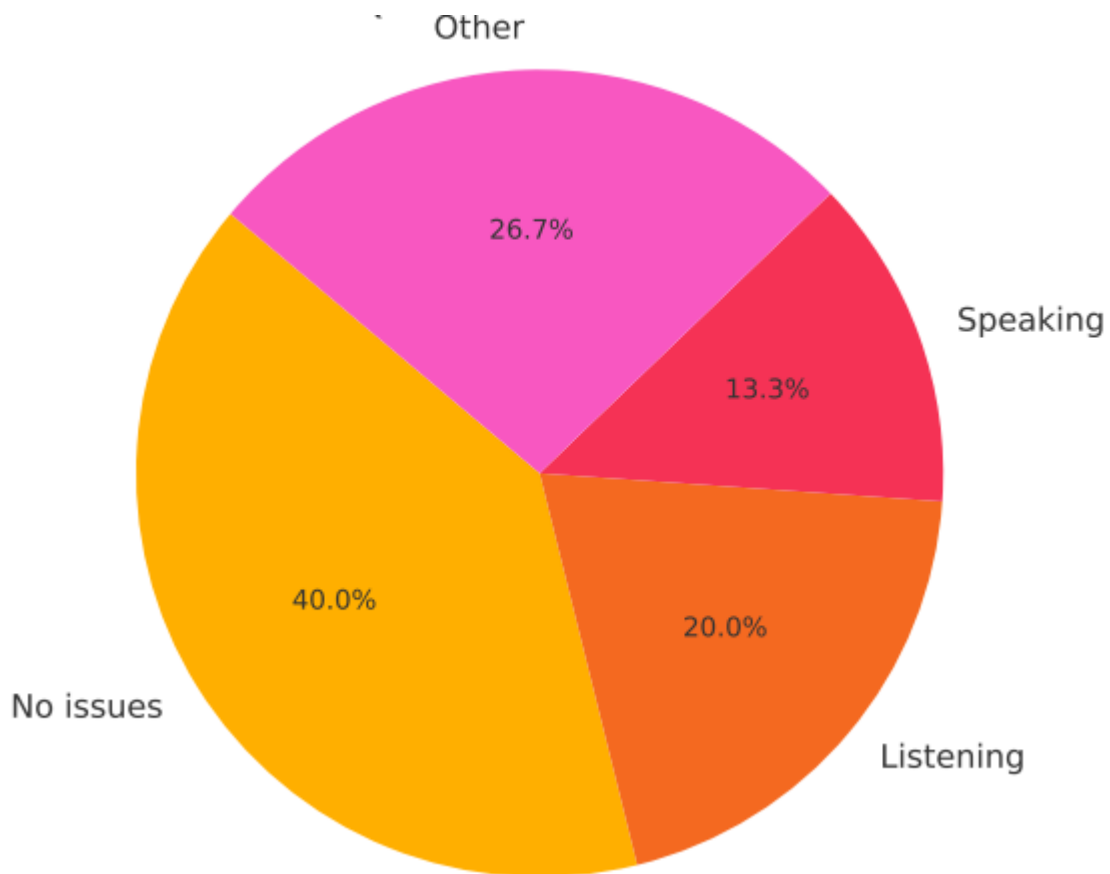
Figure 2.14: suggestion for improve pronunciations apps

The question 14 revealed that students provided various suggestions. Forty percent of participants felt there were no issues with mobile-assisted pronunciation apps, indicating general satisfaction. However, 26.7% had chosen 'Other,' suggesting some unaddressed or unique concerns. Additionally, 20% believed listening skills had not been adequately supported, and 13.3% pointed out speaking as a weak area

2.4.2 .Interview analysis

Question 01: How long have you been teaching English as a Foreign Language (EFL)?

Teacher 01: 04 years
Teacher 02:   02 years
Teacher 03:   01 year

The feedback from teachers about their English teaching experience indicated that one of them had less than five (05) years of teaching experience, except for two teachers who had been teaching English for one (01) year

Question 02: How long have you been teaching oral expression**?**

Teacher 01:   03 years
Teacher 02:   01 year
Teacher 03:   01 year

The answers to this question showed that the three interviewed teachers had different levels of teaching experience. While one teacher noted three years of experience in teaching oral expression, the other two reported having one year each.

Question 03: Do you or have you used mobile apps in your classroom before?
Teacher 01: not much
Teacher 02: yes, I have used mobile apps in my classroom to enhance students' learning experiences and provide additional resources for practice.
Teacher 03: yes

While two teachers indicated they have utilized mobile applications in class, one teacher noted their use was minimal. This indicates that most are accustomed to incorporating mobile technology into their teaching. Their previous experience with mobile applications may have a beneficial effect on their view of mobile-assisted pronunciation training (MAPT), as it makes them more receptive to the use of technology in teaching.

Question 04: What are the challenges that students encounter in pronunciation?

Due to interference from their first language (L1), most teachers observed that students find it difficult to deal with stress, intonation, rhythm, and sounds in English that they have not encountered before. Pronunciation difficulties are further compounded by a lack of confidence and limited opportunities for practice.

Question 05: Do you think that these challenges can be overcome using the traditional method? Please explain why or why not.

Teachers' opinions varied. It believed by some that conventional methods can provide some assistance, particularly regarding teacher-led correction and drills. Others, however, stressed that conventional methods might not offer the necessary flexibility, personalized feedback, or adequate practice particularly for students who require frequent repetition.
Question 06: Do you think mobile apps are effective in helping EFL learners improve their pronunciation?   Yes or no?   If yes why if no why?

Most teachers endorsed the effectiveness of mobile apps. They underscored advantages like interactive elements, practice at one's own pace, and instant feedback. Nonetheless, there were warnings that the effectiveness relies on the quality of the app and the motivation of the learner.

Question 07: How do you think students perceive mobile-assisted pronunciation training?

Teachers typically believed that students regard MAPT as useful and engaging, particularly due to its provision of flexible learning and opportunities for private practice. While some students might initially show indifference, their interest grows with appropriate guidance and exposure.

Question 08: What are the most common challenges or limitations that students face when using pronunciation apps?

Teachers noted recurring challenges, including inadequate feedback on suprasegmentals, technical difficulties, insufficient long-term motivation, and trouble incorporating app usage into academic practices. Furthermore, without proper guidance, there is a risk that students will either misuse or not fully utilize the apps.

Question 09: In your opinion, how engaged are learners when using mobile apps for pronunciation training compared to the traditional method?

The teachers stated that students are more likely to engage with mobile apps because they are interactive and easy to use. Apps provide variety and autonomy, which many learners find appealing, although some still prefer teacher-led activities.

Question 10: Do you think mobile-assisted pronunciation training enhances learners' in speaking English?   If yes, please say how?

All educators concurred that MAPT has a beneficial effect on learners' confidence. Practicing in private reduce anxiety, while prompt feedback aids learners in acknowledging their progress. This, in turn, motivates them to engage in more speaking in real-life situations.

Question 11: Do you recommend that students use mobile pronunciation apps

Every teacher suggested utilizing apps in and out of the classroom. By combining methods, this approach enhances the chances for practice and provides supplementary resources to bolster classroom learning.

Question 12: Do you believe more teacher involvement (e.g., guiding app usage) could improve the effectiveness of mobile pronunciation training?

Teachers expressed strong agreement about the necessity of their involvement. Teachers can greatly improve the educational value of MAPT by directing students in choosing apps, establishing clear objectives, and incorporating app-related activities into their teaching.

Question 13: Would you encourage teachers to integrate mobile-assisted pronunciation tools in their teaching? Why or why not?

The majority of teachers were in favor of incorporating MAPT into their teaching methods. They believed that it enhances traditional methods, offers extra practice, and addresses the varied needs of students, particularly in large or mixed-level classes.

Question 14: Would you recommend integrating mobile-assisted pronunciation training into university curricula? Why or why not?

The common agreement was that it ought to be included in curricula. Teachers underscored its importance in promoting self-directed learning and offering practical resources that correspond with students' daily digital behaviors.

Question 15: Which of the following pronunciation features do you think mobile pronunciation apps can help students develop the most?

Teachers agreed that mobile apps are most effective for developing segmental features (individual sounds). They noted that while some apps attempt to address suprasegmentals, these are often less accurate and require teacher input.

Question 16: What are the limitations of integrating mobile-assisted pronunciation training in the classroom?

Teachers mentioned various limitations, including time constraints, lack of resources or training, technical issues, and the challenge of aligning apps with curriculum goals. However, they believe these limitations can be mitigated with proper planning and support.

Discussion of Findings

Based on the analysis of the student questionnaires and teacher interviews, there is a largely positive mindset towards mobile-assisted pronunciation training (MAPT) among University of Ghardaia EFL students and teachers. Students and teachers were familiar with mobile applications used for pronunciation practice as reflected by the testimony that most of the

students use the Duolingo, ELSA Speak, and BBC Learning English apps on a daily basis. These were determined to be accessible, simple to apply, and beneficial in promoting independent learning. The educators also recognized this trend, where learners use mobile apps to complement classroom instruction, particularly in mastering pronunciation. The learners pointed out that MAPT was key to enhancing listening comprehension and precision in pronunciation. The majority as very motivating and convenient anytime, anywhere cited practice. This agility allowed them to rehearse sounds in repetition, receive feedback, and compare with native speakers. The majority of the students believed that mobile app usage overall enhanced their overall pronunciation quality, especially in the promotion of their articulation of certain sounds. Teachers corroborated these assertions by claiming that the students appeared to become more active and self-assured when working with such apps. They emphasized that MAPT encourages learner autonomy and engages repetition and self-correction in a non-intimidating atmosphere. But both teachers and learners noted that mobile apps treat segmental aspects of pronunciation better—consonants and vowels—than suprasegmental traits like stress, intonation, and rhythm. While there are a few apps that provide some short practice in prosodic elements, teachers pointed out that these elements fall short, either being characterized minimally or poorly described in mobile-based tools. They emphasized the point that explicit instruction and contextualized feedback are necessary for suprasegmental features, optimally offered by experienced instructors through classroom interaction. Students likewise mentioned some of the issues they encountered in practicing with the traditional pronunciation instruction techniques, such as a lack of guidance, short practice time, and little teacher feedback. These are just some of the reasons why MAPT is attractive as an add-on tool that offers extensive exposure and individual practice. Nevertheless, the teachers were likewise cognizant of the limitations of using solely mobile applications, stressing the fact that the devices should not replace classroom teaching. They warned that students may develop improper pronunciation habits when they only use app-based feedback without support. A teacher reported that students might mimic improper sounds or intonation patterns due to inproper explanations provided by the apps. There was strong agreement between both groups regarding integrating MAPT in formal teaching of English language. Students suggested implementing mobile applications within classroom teaching and adapting their content with respect to the curriculum. Teachers concurred, suggesting a blended model of learning with mobile applications complementing traditional instruction. They emphasized the teacher's role in guiding students with effective usage, selecting the appropriate applications, and providing feedback thereafter. In general, both

instructors and students believed that if employed thoughtfully and in conjunction with structured classroom training, MAPT would be of great help in improving pronunciation proficiency. Overall, the findings attest to a shared perception by teachers and students of the benefits and limitations of mobile-assisted pronunciation training. Whereas the students value the convenience, flexibility, and interactive nature of MAPT, teachers identify pedagogical integration and instructional support. As long as adequate integration into the language learning process exercised, MAPT is a valuable tool that supports practice in pronunciation, particularly segmental features, as well as learner autonomy within a facilitative, blended learning environment

Conclusion

This chapter provided a detailed discussion of the views of Mobile-Assisted Pronunciation Training (MAPT) among EFL learners and teachers of the University of Ghardaia. Based on both qualitative (interview) and quantitative (questionnaire) data, the study elicited a predominantly positive attitude towards mobile application use in enhancing pronunciation in English. Most students found pronunciation apps to be useful, convenient, and effective, particularly in the creation of segmental properties like single sounds. Teachers supported these views by pointing out the strengths of MAPT in fostering learner autonomy, motivation, and confidence. Acknowledging certain flaws—such as poor feedback, technical problems, and need for teacher assistance—learners and teachers still approved including MAPT in teaching at school and at university. The findings highlight the teaching potential of mobile phones and the need for proper integration and further research to determine the optimal method to leverage them in EFL classrooms.

General Conclusion

General Conclusion

This research examined the third-year University of Ghardaïa EFL students' attitudes towards the use of Mobile-Assisted Pronunciation Training (MAPT) and how mobile applications assisted in the learning of English pronunciation skills. It further investigated the challenges faced and the benefits gained with such technologies. Employing a mixed-method approach where both quantitative and qualitative data were collected through student questionnaires and teacher interviews, the study produced meaningful feedback regarding how mobile tools affected students' learning experience of pronunciation in a classroom setting. The findings of this research indicated that the majority of students perceived mobile-assisted pronunciation tools favorably. Most students reported that language learning mobile applications like Duolingo, ELSA Speak, and others provided easier accessibility to practice pronunciation in a fun, entertaining, and stimulating manner. Such programs were beneficial with the flexibility they provided, enabling learners to practice pronunciation at their convenience and anywhere they wanted, as it catered to their individual learning pace and styles. The applications also featured instant feedback and interactivity that engaged students and facilitated independent learning. All but a few of the students believed that these programs significantly improved their ability to pronounce single sounds, improved their confidence in speaking, and allowed them to replicate native-like model pronunciation. However, despite such advantages, the study also identified different constraints associated with the use of MAPT. One of the most common problems faced by the students was the lack of detailed feedback on prosodic aspects of stress, rhythm, and intonation. Whereas apps provided feedback on segmental pronunciation, they had no chance to comment on the suprasegmental features that play a similar role in both intelligibility and fluency. Moreover, some learners complained of issues with access to maximum features owing to financial constraints, while others reported technical problems or insufficient sustained motivation against habitual app use. From the teachers' perspective, it was clear that while MAPT would be highly beneficial; its effectiveness depended heavily on the learner's drive, the standard of application, and the provision of teacher mentoring. Moreover, the teachers interviewed attested that students were more engaged when they used mobile pronunciation apps compared to traditional classroom exercises. However, simultaneously, they also emphasized that mobile applications could not fully replace the role of teachers in individualized feedback, live error correction, and phonological awareness development. While conventional methods offered skeleton learning and room for correction, they were often constrained by class time available, class

size, and practice extent. Therefore, a combination of both conventional and mobile-based methods turned out to be an effective and balanced strategy to instruct pronunciation.

According to the analysis of the findings, recommendations were made. Among them, above all, it was suggested to integrate Mobile-Assisted Pronunciation Training into formal language learning curricula. Rather than using apps as support tools only outside the classroom, teachers should attempt to integrate them into lesson planning as a part of planned learning activities. This would allow students to have access to the convenience and interaction of MAPT and simultaneously benefit from advice and remarks from teachers. Secondly, teachers' involvement must be strengthened to teach students how the learners can best use such apps. Teachers can offer training workshops or classes on how to select an appropriate app, how to respond to app feedback appropriately, and how to balance mobile practice with classroom practice. Another important recommendation was proposed to app developers. There is a need to improve the design of pronunciation apps so that the feedback is complete and accurate, especially in suprasegmental features like stress patterns and intonation. Developers should also ensure that their apps are more affordable or offer institutional access to the premium features so that costs no longer hinder students. Aside from this, there would be more research and collaboration between educators and developers to ensure apps are pedagogically robust, appropriate for the culture, and based on learners' actual needs. Secondly, learners would have to be encouraged to reflect critically on how they utilize MAPT tools. Students were recommended to maintain pronunciation journals, set personal objectives, and receive feedback from their peers and teachers to maximize the impact of mobile learning. Blended learning environments, where pupils develop mobile apps out of class and apply what they have learned to classroom discussion or oral presentations, could be the compromise between autonomy and direction. Finally, studies should be undertaken within diverse institutions and with more varied and larger samples in order to investigate how to optimize MAPT within different learning settings. Overall, this study confirmed that Mobile-Assisted Pronunciation Training had a significantly positive impact on students' pronunciation development, particularly the production of certain sounds, increasing motivation, and encouraging learner autonomy. Despite its limitations, MAPT gave potential spaces for pronunciation practice with great potential to complement classroom teaching. Carefully implemented with the assistance of trained teachers, mobile apps could become powerful tools in the EFL classroom. It is anticipated that this research will contribute to the

General Conclusion

literature on technology-enhanced language learning and instigate more innovations regarding the application of mobile tools in teaching pronunciation.

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Abstract

الملخص بالعربية

تهدف هذه الدراسة إلى فحص آراء طلاب اللغة الإنجليزية، الذين يتعلمونها كلغة أجنبية، بخصوص تدريب اللفظ المعتمد على الهاتف المحمول. تم تنفيذ البحث مع عينة من طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة غرداية، حيث اعتمدت الدراسة على منهج وصفي يربط بين الأساليب الكمية والنوعية. شمل البحث استبيانًا لعدد 30 طالبًا بالإضافة إلى مقابلات مع 3 معلمين. ركزت الدراسة على فوائد استخدام تطبيقات الهاتف المحمول في تحسين النطق، وكذلك التحديات التي يواجهها الطلاب وفاعليتها في تعزيز مهارات اللفظ، مثل الأصوات الفردية، الإيقاع، والنبرة. نتائج البحث أظهرت أن معظم الطلبة يتبنون مواقف إيجابية تجاه هذه التقنية، وأكدت على أهميتها في دمجها ضمن البرامج الأكاديمية لتعزيز مهارات النطق وزيادة الثقة في التواصل الشفهي

الكلمات المفتاحية: الهاتف المحمول، تدريب اللفظ، تطبيقات تعليمية، مهارات النطق