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ENGLISH-MAJOR STUDENTS' ATTITUDES TO LANGUAGE LEARNING APPS – IS THERE ROOM FOR PRONUNCIATION PRACTICE?

Abstract: Technology has introduced numerous options for language learning, especially after the Covid-19 pandemic has instituted novel ways for supporting or entirely substituting traditional classroom teaching. The current paper explores the attitudes of Serbian English-major students at the Faculty of Philology and Arts, University of Kragujevac, toward the usefulness and effectiveness of language learning apps. Along with investigating general attitudes pertaining to the use of language learning apps for different language skills, special attention is devoted to the attitudes toward the effectiveness of language learning apps regarding pronunciation practice. To further explore the attitudes, four factors were introduced in the analysis: gender differences, L2 exposure, overall language proficiency and Phonetics proficiency. The findings indicate positive attitudes toward language learning apps in general, even though the participants demonstrated awareness of certain disadvantages, as well. Gender differences were found in the frequency of use, while L2 exposure was a significant predictor of general attitudes. While overall proficiency did not seem to affect students' choices, the results indicated that there were differences in the frequency of use and attitudes to pronunciation practice opportunities and effectiveness in relation to students' Phonetics proficiency. The results provide important implications for pronunciation teaching in the Serbian foreign language teaching context and foreign language teaching methodology in general.

Keywords: language apps, English-major students, MALL, pronunciation, attitudes.

1. INTRODUCTION

The aftermath of Covid-19-induced changes in the teaching practice predominantly relying on technology, has led to the more adamant recognition of the necessity for some form of blended learning, especially in a foreign language classroom. Blended learning represents a combination of traditional face-to-face classroom interaction and information technology-based learning including both offline and online modes (Cleveland-Innes, Wilton 2018). It may incorporate direct and indirect instruction, individualized computer-assisted learning and collaborative

teaching. Some of the obvious benefits of blended learning include students' exposure to the entirety of the course content, multicultural and multidimensional perspectives to learning and teaching, the familiarity with new technologies, diversity of teacher roles and development of intrinsic motivation and individual accountability. Having the irrefutable potential of technology in language teaching and learning in mind, it seems impossible to imagine future language learning advancement without at least some kind of technological intervention, since it has been said to increase exposure and positively affect retention (Pennington, Rogerson-Revell 2019). With a unique combination of various learning methods, blended learning is meaningful and flexible, enabling participation in and out of the classroom (Senffner, Kepler 2015). Computer-assisted language learning (CALL) has been around for more than five decades, and, contrary to the general opinion, it cannot be regarded as a novel phenomenon in the foreign language teaching practice, especially with the ubiquitous presence of the Internet (Beatty 2003). Throughout the years, however, it has branched off into various forms, some of which abide by the latest trends, such as Mobile assisted language learning (MALL), a subtype of m-learning characterized by portability, social interaction and accessibility (Huang, Sun 2010).

Taking the previously mentioned teaching innovation into consideration, along with the scarcity of similar research in the Serbian scientific and educational context, the present paper aims at exploring Serbian English-major students' attitudes toward an important element of MALL, i.e. language learning apps. Special emphasis is placed on the frequency of use, attitudes toward the effectiveness on different language skills, and the available opportunities and effectiveness of pronunciation practice. Furthermore, the more specific goals are oriented toward investigating the differences in attitudes in relation to gender, L2 exposure, overall language proficiency, as well as knowledge of English phonetics.

2. MOBILE ASSISTED LANGUAGE LEARNING: BACKGROUND AND RATIONALE

According to Warschauer (2000), technology can be introduced into the classroom via mutual collaboration of learners through both the *cognitive* approach, where learners get involved in meaningful knowledge attainment, and the *social* approach, where learners get opportunities for real-life situations and authentic social interactions. Definitions of MALL describe it as a language learning methodology relying on the use of mobile phones or other handheld devices incorporating some kind of wireless connectivity (Rahimi, Miri 2014). Mobile-assisted language learning is different from Computer-assisted language learning since the devices used are personal, portable and more easily accessible (Kukulska-Hulme, Shield 2008). Furthermore, MALL relies on greater flexibility at the same time. Its immediate

advantages likewise include being cheaper, smaller and more user-friendly, and it is especially suitable for activities outside the classroom (Huang et al. 2012). The limitations of CALL, such as lack of computer knowledge, false observation and lack of in-depth communication, are said to be completely under control with MALL (Kukulska-Hulme 2009). Allegedly, MALL is highly motivational since it is fun, spontaneous and provides contextual persistence (Kukulska-Hulme, Shield 2008; Kafyulilo 2012). In order for MALL to achieve its full potential, teachers need to possess thorough knowledge not only about the options it offers, but of the technology lying behind it, as well (Kukulska-Hulme, Shield 2008). Mobile learning apps represent a singular bridge between formal and informal learning environments, and the possibly greatest advantage lies in immediate feedback (Castañeda, Cho 2016). Students reported on certain disadvantages of MALL, however. They mostly refer to insufficient memory capacity, lack of concentration, small screen size and easy distraction (Zhang et al. 2011). Being a relatively novel educational paradigm, one cannot definitely rely on a single theoretical framework MALL could perfectly fit into the learner-centred and constructivist approaches (Cavus, Ibrahim 2017).

3. THE EFFECTIVENESS OF LANGUAGE LEARNING APPS

With the ongoing advancement of technology, popular platforms and operating systems have developed numerous educational apps, and the number is continuously increasing (Sánchez et al. 2019). Thus, the significance of discussing the introduction of language learning apps into the traditional classroom can be seen in the simple fact that eight years ago (in 2015), the number of Android apps only, downloaded per year, amounted to 50 billion. Constant access to learning apps has enabled students to feel less restricted than in formal educational settings and posed opportunities for learning even to those groups of people who might not otherwise have easy access to diverse sources of information (Kukulska-Hulme 2010). Learning apps are recognized as autonomous and self-teaching tools (Rodgers, Weatherby 2021). However, some researchers have recognized the disadvantages of language learning apps, too. The element teachers often struggle with in learner-centred classroom settings is finding the right amount of accountability to pose upon the learner. Nevertheless, even though language learning apps emphasize the learner-centred approach and shift the responsibility onto the very learner, without the guidance of the teacher there may be issues with adequate content and usability (Ekoç 2021). Moreover, even though learners recognize the positive effects of language learning apps, they resort to using only a part of the available resources and functions (Rosell-Aguilar 2018). It has also been underscored that not all skills can be practised equally (Nami 2020). Having in mind that the process of selecting an adequate online learning app may reveal certain challenges and queries for both

teachers and learners, authors have proposed reviewing criteria including useful-ness, accuracy, authenticity, feedback, engagement, integration, support, reliability, navigation, multimedia, organization, purpose, flexibility, price and presentation (Son 2016).

Gender differences in attitudes to language learning apps have likewise been noted in the research, especially regarding acceptance and usability. Male students were more eager and less anxious to accept the introduction of mobile phones in the classroom (Baker et al. 2012), and a general preference for technology has been detected in male students (Huang et al. 2013). The situation was not the same for instructors, however, since no differences were found between male and female instructors regarding their attitudes to mobile learning (Fouh et al. 2014). Studies have also pointed to the discrepancy between teachers' positive attitudes to learn-ing apps, and their actual implementation (Hişmanoğlu et al. 2017). Research is scarcer regarding gender differences in the use of smartphone applications, though (Mindog 2016).

So far, research has mostly focused on the effectiveness of language learning apps in formal language learning contexts. Studies have found a positive impact on motivation and engagement, as well as improvement in all language skills (Worden 2021). Studies have also compared the effectiveness of language learning apps to face-to-face teaching sessions. Even though learners generally preferred apps to coursebooks, no significant difference was found in the actual performance between users of Duolingo and participants from the traditional setting (Rachels, Rockinson-Szapkiw 2017). Albeit there may be a shortfall of actual quantifiable positive outcomes, a great advantage of learning apps lies in the resulting con-fidence of learners, which cannot be neglected as an irrelevant factor of learn-ing especially when it comes to foreign language (Psychogyiou, Karasimos 2019). Using a dictionary as an app and a traditional printed dictionary were explored in a study by Govindasamy et al. (2019). Online apps took the prevalence and proved more effective for deeper vocabulary learning. Scholars have also associ-ated positive attitudes to the use of mobile phones in learning with actual success (Jaradat 2014). Along with the authors advocating for the benefits of mobile apps exclusively (Kohnke 2020), some opt for the combination of online and traditional classroom methods (Poláková 2019). It seems important to underpin that, when investigating the very effectiveness of the language learning apps, researchers have prevailingly relied on the pre-planned apps and relatively small samples of partici-pants (Rosell-Aguilar 2018), which is why it seems necessary to concentrate on the students' self-made choices and explore the results achieved thereby. The present paper is, hence, focused on students' preferences and attitudes toward individually selected learning apps.

4. METHODOLOGY

4.1. AIMS

The present study aims at investigating Serbian English-major students' attitudes toward language learning apps, concentrating predominantly on the frequency of use, their overall effectiveness and opportunities for pronunciation practice in particular. Furthermore, the goal is to investigate potential factors determining the differences in students' perceptions. More precisely, the focus is placed on gender differences, L2 exposure, overall proficiency and Phonetics knowledge.

4.2. RESEARCH QUESTIONS

Abiding by the suggestions of the related literature, the current study is based upon the following research questions:

- How frequently do Serbian English-major students at the tertiary level of education use language learning apps?
- Which language learning apps are preferred by Serbian English-major students?
- What are Serbian English-major students' general attitudes toward the effectiveness of language learning apps?
- What are Serbian English-major students' attitudes toward the opportunities and effectiveness of pronunciation practice via language learning apps?
- Are there any differences in Serbian English-major students' attitudes considering gender, the effect of L2 exposure, overall proficiency and Phonetics knowledge?

4.2. PARTICIPANTS

A total of 60 second-year English-major students at the Faculty of Philology and Arts, University of Kragujevac, participated in the study (20 male and 40 female, with average age = 20.73). They all attended *English Phonetics* course during the previous semester and were currently attending *English Phonology* course. Regarding the overall Phonetic proficiency, i.e. knowledge of English phonetics, the participants were divided into five groups based on their performance on the English Phonetics written test (max. = 50 pts.). The test contained theoretical and practical questions on speech production, phonemic transcription and sound clas-

sification. Those students who scored less than 40% belonged to the insufficiently proficient group, those who scored 40–55% we regarded as low in proficiency, the ones scoring 55–70% represented the group of students with medium proficiency, 70–85% belonged to high proficiency and students scoring above 85% were regarded as exceptionally proficient in English Phonetics. The distribution of the sample is shown in Graph 1.

Graph 1. Phonetic Proficiency of the Participants (%)

■ insufficient   ■ low   ■ medium   ■ high   ■ exceptionally high
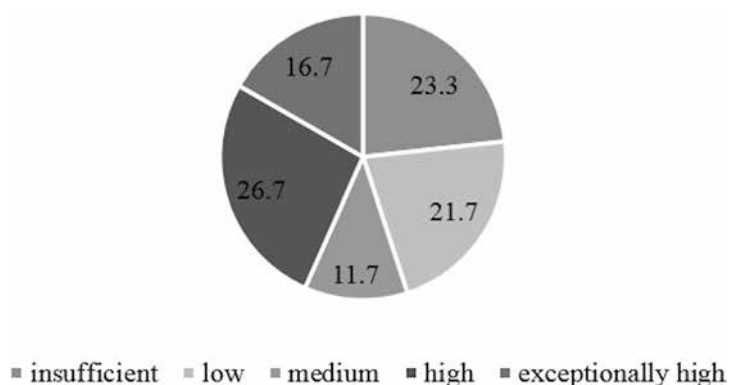
To establish overall language proficiency, the participants filled in an online Cambridge diagnostic test for General English[1], the output of which provides data on the current CEFR level. The results of the testing are presented in Graph 2. The high scores on the diagnostic test were expected, of course, since the students have successfully passed the entrance exam and were attending English-major courses at the tertiary level.

Graph 2. Language Proficiency of the Participants (%)

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[1] Available at: https://www.cambridgeenglish.org/test-your-english/general-english/
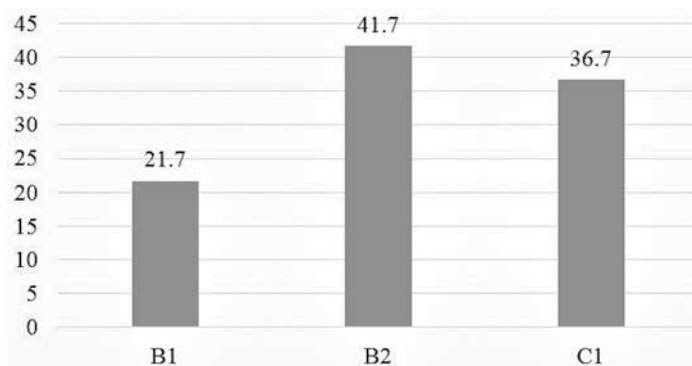
For the purpose of the present research, the term L2 exposure encompassed the amount of time students spent listening to the target language outside the classroom, i.e. the quantity of L2 input they received outside the formal instructional settings. The participants were thus divided into three groups: 1–2 hours a day (medium exposure), 2–4 hours a day (high exposure), and more than 4 hours a day (exceptionally high exposure). Initially, there was the low exposure (less than 1 hour) option, yet no one has circled it, hence it was excluded from further analysis. The distribution data are given in Graph 3. The majority of participants are highly exposed to the target language on a daily basis even outside the educational setting, which was expected.

Graph 3. Self-Reported L2 Exposure of the Participants (%)

■ medium ■ high ■ exceptionally high
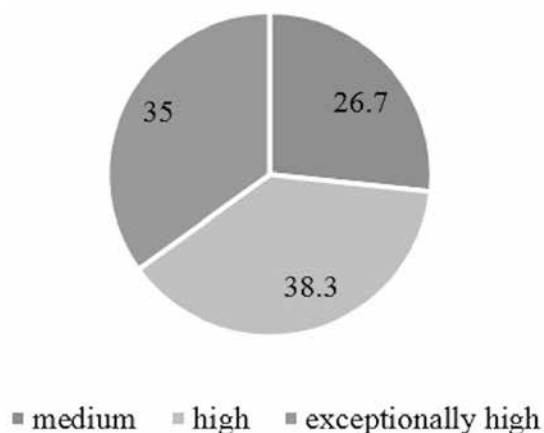
4.3. INSTRUMENTS AND PROCEDURE

To investigate the participants' attitudes toward language learning apps and their role in pronunciation learning, a questionnaire was distributed during the winter semester of 2022/2023 academic year. To suit the needs of the study, the questions were reformulated and adapted from different sources (e.g. Cheng, Kim 2019; Deris, Shukor 2019; Haryiadi, Aprianoto 2020). The questionnaire was divided into three major parts: the first part contained questions regarding the frequency of use of language learning apps (n = 5 questions), the second part concerned the general attitudes toward the language learning apps (n = 20 statements), and the third part directly considered attitudes toward the availability and effectiveness of pronunciation practice in language learning apps (n = 12 statements). The second and third parts contained five-point Likert scales with values 1 (strongly disagree) to 5 (strongly agree). The first part was composed of multiple-choice questions and

an open-ended option for students to specify things in more detail. The results were analyzed using SPSS, version 24.0.

5. RESULTS AND DISCUSSION

The results of the questionnaire pertaining to the frequency of use of language learning apps are presented in Table 1.

Table 1. Frequency of Use

Questions	Answers (%)				
1. How often do you use language learning apps on your mobile device?	*Never*	*Almost never*	*Rarely*	*Often*	*Always*
	8.3	15.0	11.7	20.0	45.0
2. What do you consider to be a language learning app? (*more than one option possible*)	*Web browser*	*Social media*	*Online dictionary*	*Online apps, such as Duolingo*	*Other*
	46.66	40.0	90.0	100.0	/
3. Which language(s) have you started learning using a language learning app (apart from English)?	*German*	*Spanish*	*Norwegian*	*Korean*	*Italian*
	35.0	18.33	15.0	13.33	10.0
4. Which of these language learning apps do you use most frequently?	*Duolingo*	*Memrise*	*Drops*	*HelloTalk*	*Linguist*
	68.3	15.0	8.3	5.0	3.3
5. When using a language learning app, what is your primary aim (in terms of skills practice)? (*more than one option possible*)	*Speaking*	*Listening*	*Pronunciation*	*Reading*	*Writing*
	70.0	63.33	58.33	46.67	33.33

Judging by the reported answers, 65% of the participants use language learning apps very often and even the ones who said that they never or rarely used it, explained that they had seen an app or someone else use it. All the students associate a specific language learning app (such as *Duolingo*) with the concept of a language learning app which shows their familiarity with the term. However, they also recognize online dictionaries as language learning apps, which is understandable considering the fact that they use it on a daily basis. The most popular languages among the chosen sample apart from English are German, Spanish, Norwegian, Korean and Italian. *Duolingo* is definitely the most frequently used language learning app, followed by *Memrise* and *Drops* with a much lower frequency of use, though. The majority of students use language learning apps to practise speaking, listening and pronunciation, while writing is not one of their primary goals when learning online.

Table 2 presents the general attitudes of students toward the effectiveness and usefulness of language learning apps.

Table 2. General Attitudes on Language Learning Apps

Statements	Answers (%)				
	Strongly disagree	*Disagree*	*Not sure*	*Agree*	*Strongly agree*
1. Language learning apps are as informative as teachers.	20.0	30.0	23.3	13.3	13.3
2. Language learning apps can be annoying due to many ads.	13.3	33.3	10.0	16.7	26.7
3. Language learning apps should be incorporated in the everyday educational process.	3.3	10.0	8.3	40.0	38.3
4. I feel more motivated in learning English through an app than in a traditional classroom.	6.7	26.7	15.0	28.3	23.3
5. Language learning apps help me develop my listening skills.	6.7	16.7	3.3	30.0	43.3
6. Language learning apps help me develop my speaking skills.	13.3	30.0	16.7	18.3	21.7
7. Language learning apps help me develop my reading skills.	/	16.7	16.7	28.3	38.3
8. Language learning apps help me develop my writing skills.	21.7	40.0	13.3	13.3	11.7
9. Language learning apps help me develop my grammar.	8.3	26.7	16.7	23.3	25.0
10. Language learning apps help me develop my vocabulary.	1.7	16.7	10.0	26.7	45.0
11. Using language learning apps is easy and flexible.	5.0	8.3	5.0	28.3	53.3
12. Using language learning apps is effective.	5.0	5.0	10.0	35.0	45.0
13. Using language learning apps is enjoyable.	3.3	6.7	8.3	26.7	55.0
14. Using language learning apps makes me more confident.	10.0	21.7	13.3	16.7	38.3
15. Using language learning apps makes me more autonomous.	6.7	33.3	13.3	25.0	21.7
16. I prefer using language learning apps for practising English in comparison to classroom learning.	11.7	41.7	15.0	8.3	23.3
17. Using language learning apps may limit your memory capacity and concentration.	11.7	31.7	11.7	11.7	33.3
18. It is more difficult to assess my achievement when using a language learning app compared to classroom language learning.	6.7	21.7	18.3	26.7	26.7
19. I can easily get either tempted or distracted by other things when using a language learning app.	11.7	13.3	10.0	18.3	46.7
20. Language learning apps lack communication and feedback.	3.3	18.3	3.3	43.3	31.7

Table 3. Attitudes on Pronunciation Practice via Language Learning Apps

Statements	Answers (%)				
	Strongly disagree	*Disagree*	*Not sure*	*Agree*	*Strongly agree*
1. Language learning apps offer many options for practising pronunciation.	5.0	26.7	13.3	35.0	20.0
2. Language learning apps help me practise perception of sounds.	28.3	45.0	6.7	10.0	10.0
3. Language learning apps help me practise production of sounds.	6.7	31.7	13.3	21.7	26.7
4. Language learning apps are effective in learning more about the phonology of a language.	31.7	45.0	13.3	6.7	3.3
5. Language learning apps offer automatic, repetition drills for practising pronunciation.	1.7	26.7	20.0	25.0	26.7
6. Language learning apps offer opportunities for communicative pronunciation practice.	15.0	26.7	11.7	23.3	23.3
7. Language learning apps make pronunciation practice more fun and enjoyable than classroom practice.	23.3	20.0	16.7	20.0	20.0
8. When I practise pronunciation through language learning apps I apply it easily in everyday use.	13.3	23.3	16.7	20.0	26.7
9. I feel I can remember pronunciation of words more easily via language learning apps.	11.7	25.0	16.7	23.3	23.3
10. I feel less anxious to practise pronunciation via a language learning app compared to classroom learning.	11.7	13.3	6.7	26.7	41.7
11. I feel more motivated practising pronunciation via a language learning app compared to classroom learning.	3.3	25.0	23.3	21.7	26.7
12. I think learning pronunciation is impossible without the help of a language learning app.	55.0	28.3	11.7	3.3	1.7

It seems somewhat expected that prospective teachers find language learning apps less informative than teachers, yet it feels surprising that more than a fifth of them is not sure. Advertisements are considered a disadvantage of the apps for the majority of participants. Nevertheless, almost 80% of students think that language learning apps should be incorporated into formal education, which points to the importance of blended learning. Interestingly, just around 50% of the students feel more motivated to learn through an app. In line with the expressed aims of using a language learning app, the majority of students disagree that language learning apps affect the development of writing skills. However, the majority find them ef-

ficient for the development of vocabulary (c. 70%), reading (c. 65%) and grammar (c. 48%). They do not find them as efficient in enhancing speaking skills, however (40%). The majority of students deem language learning apps easy, flexible, effective and enjoyable. A lesser percentage of participants claim that language learning apps make them more confident and autonomous. Only about a third of the students prefer language learning apps to traditional classroom settings, even though they previously expressed feeling more motivated learning through an app. Students recognize the shortcomings of language learning apps, which is evident from the fact that the majority think they may impact concentration and memory capacity. Furthermore, the majority find it difficult to assess achievement through a language learning app, they get easily distracted and feel that apps lack communication and feedback.

The last segment in the questionnaire concerned students' attitudes toward the options for pronunciation practice in language learning apps. Table 3 presents the findings of students' opinions pertaining to the aforementioned issues.

Language learning apps offer many opportunities for pronunciation practice according to 55% of students. Having in mind that pronunciation is often marginalized and limited to short-term activities in traditional classrooms, this may seem like a benefit of online learning. Nevertheless, students disagree that language learning apps allow them to practise the perception of sounds, which sort of clashes with the previous statement. The situation is more favourable for the production of sounds. Only about 10% of students feel that language learning apps are effective in learning about the phonology of a language, which probably stems from the fact that apps generally offer particular context-related everyday examples rather than explanations of theoretical notions. A slightly higher percentage of participants (c. 51%) feel that apps offer automatic, repetition drills in comparison to communicative pronunciation practice (c. 46%). Furthermore, the majority disagrees that pronunciation practice is more fun via an app, which may have to do with the actual experience they had in the actual classroom and online, i.e. lack of experience in some cases. The majority state that they can apply what they have learnt through an app, and that remembering the pronunciation of words is easier online. It seems important to note that around 70% of the participants feel less anxious practising pronunciation online, which may point to a high level of anxiety and apprehension typical of students' public speaking issues. The fact that language learning apps predominantly affect motivation is present in the current sample of participants, as well (c. 48%). Nonetheless, the participants do not think that language learning apps are indispensable in the process of pronunciation learning.

To test the possible factors indicating differences in the frequency of use, app preference, general attitudes and the opportunities for pronunciation practice via language learning apps, relevant statistical analyses were performed and the results are presented in Table 4.

After the Shapiro–Wilk test of normality confirmed the normal distribution in the sample for all the factors, we explored the potential differences based on gender, overall proficiency level, L2 exposure and Phonetics proficiency, i.e. knowledge of English phonetics.

Table 4. Results of Statistical Analyses

Factor	Frequency of Use	Preferred App	General Attitudes	Pronunciation Practice
Gender	df = 58 t = 1.264 p = 0.047	df = 58 t = 0.657 p = 0.605	df = 58 t = 0.396 p = 0.90	df = 58 t = 0.900 p = 0.66
Proficiency Level	df = 2.57 F = 1.796 p = 0.176	df = 2.57 F = 1.280 p = 0.286	df = 2.57 F = 2.190 p = 0.121	df = 2.57 F = 2.691 p = 0.076
L2 Exposure	df = 2.57 F = 2.500 p = 0.091	df = 2.57 F = 1.834 p = 0.169	df = 2.57 F = 4.656 p = 0.013	df = 2.57 F = 2.809 p = 0.069
Phonetics Proficiency	df = 4.55 F = 2.740 p = 0.043	df = 4.55 F = 1.330 p = 0.270	df = 4.55 F = 0.479 p = 0.751	df = 4.55 F = 2.741 p = 0.049

Gender did not prove to be statistically significant for any of the dependent variables except for the frequency of use (t = 1.264, p = 0.047 ($p < 0.05$)) showing that male participants opted for language learning apps more frequently than females. This confirms previous findings by Baker et al. (2012). Proficiency level seems to have no impact on any of the chosen variables, though a certain tendency toward statistical significance may be noted for attitudes to the opportunities and effectiveness of pronunciation practice in language learning apps (F = 2.691, p = 0.076). L2 exposure seems to affect general attitudes to language learning apps, since there was a statistically significant difference between the groups of more and less exposure (the ones with more than 4 hours a day had more positive attitudes than the group of 1–2 hours a day (F = 4.656, p = 0.013 ($p < 0.05$)). The value was approaching statistical significance for pronunciation practice, as well, yet it was not found to be statistically significant. Knowledge of English phonetics seems to be related to the frequency of use (F = 2.740, p = 0.043 ($p < 0.05$)) and, understandably enough, pronunciation practice (F = 2.741, p = 0.049 ($p < 0.05$)). Students who scored higher on the Phonetics test show a higher frequency of use and more positive attitudes to pronunciation practice via language learning apps.

6. CONCLUSION

The study investigated Serbian English-major students' frequency of use and attitudes to the implementation of language learning apps. Moreover, the goals were to explore the attitudes toward pronunciation practice via language learning apps and see whether gender, proficiency level, L2 exposure and Phonetics knowledge affect students' choices.

The results demonstrated that Serbian English-major students use language learning apps fairly frequently and recognize the advantages they offer. The most positive impact is evident in elements related to motivation and confidence. Students likewise expressed positive attitudes to the effectiveness of pronunciation practice, even though they acknowledged the need for improvement in many aspects. Nevertheless, they likewise realize that there may be certain drawbacks pertaining to the effects on concentration and memory, as well as easy distraction.

When it comes to the possible factors related to the investigated variables (frequency of use, app preference, general attitudes and pronunciation practice attitudes), a statistically significant difference was found between male and female participants regarding the frequency of use, with male students opting for language learning apps more frequently than female ones. L2 exposure was significant for determining the differences in general attitudes, in that, those who were more frequently exposed to L2, showed more positive attitudes. Overall proficiency level did not seem to affect participants' choices, yet Phonetics proficiency did affect the differences in the frequency of use and attitudes to pronunciation practice via language learning apps. The ones who scored higher showed tendencies to a more frequent use and more positive attitudes to pronunciation practice options and effectiveness. The findings mostly agree with the results obtained in previous research (Baker et al. 2012; Kohnke 2020; Worden 2021).

The positive attitudes expressed toward language learning apps point to important pedagogical implications and Serbian foreign language classrooms. There is an obvious need for innovation and the introduction of some form of blended learning, since the traditional face-to-face in-class interaction does not seem to suffice learners' needs and desires. Future research should focus on the relationship between the attitudes of students and the actual efficiency of a language learning app, especially in the area of pronunciation teaching.

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СТАВОВИ СТУДЕНАТА АНГЛИСТИКЕ ПРЕМА АПЛИКАЦИЈАМА ЗА УЧЕЊЕ ЈЕЗИКА – ИМА ЛИ ПРОСТОРА ЗА ВЕЖБАЊЕ ИЗГОВОРА?

Резиме: Са развојем технологије појавиле су се и бројне опције за учење језика, посебно након што су због пандемије ковида 19 уведени нови начини за подршку или потпуну замену традиционалне наставе у учионици. Наш рад истражује ставове српских студената англистике на Филолошко-уметничком факултету Универзитета у Крагујевцу према корисности и ефикасности апликација за учење језика. Поред истраживања општих ставова у вези са употребом апликација за учење језика у односу на различите језичке вештине, посебну пажњу посвећујемо ставовима према ефикасности апликација за учење језика када је у питању настава изговора. Да бисмо ставове истражили подробније, у анализу смо укључили четири фактора: разлике у односу на пол испитаника, изложеност страном језику, ниво познавања енглеског језика и познавање фонетике. Резултати указују на позитивне ставове према апликацијама за учење језика уопште, иако су учесници свесни и одређених недостатака. Разлике у односу на пол испитаника примећене су за фреквентност употребе апликација, док је изложеност страном језику била значајан предиктор општих ставова. Иако се чинило да ниво постигнућа није утицао на преференције студената, резултати су показали да постоје разлике у учесталости употребе и ставовима према могућностима и ефикасности вежбања изговора у односу на познавање фонетике. Резултати имају важне импликације за наставу изговора у контексту наставе страних језика у Србији и методику наставе језика уопште.

Кључне речи: апликације за учење језика, студенти англистике, учење језика помоћу мобилних телефона, изговор, ставови.