

EFL Learners' Attitudes toward the Use of Mobile Assisted Language Learning (MALL)

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Abstract

Is educational technology a panacea for language learning in the EFL context? This study aimed to understand EFL learners' attitudes toward the use of MALL (Mobile Assisted Language Learning) and compare the differences between EFL learners with different disciplines. A questionnaire, a five-level Likert scale with close-ended questions, was conducted to anonymously investigate 192 EFL university learners' perspectives about MALL as well as the actual use of MALL. Results of the data analysis revealed that (a) most of them used MALL for knowledge and preparing for tests. (b) While learning without time and place restrictions was generally the most favorable, several serious disadvantages about using MALL were revealed as well, including distraction from other entertainment applications in the mobile phone, followed by the physical fatigue. (c) Most of them used the mobile phone and laptop as their learning devices. Further analysis for comparisons between the learners with different disciplines indicated that (i) More English-majors used MALL mostly for getting knowledge, while most of the non-English majors used it to prepare for the tests (e.g. listening and reading). However, (ii) more non-English majors felt concerned about such technical disadvantages as small screen, unsteady network, limited battery charge, and limited memory size. Besides, more of them than the English-major counterparts used other devices, such as iPod and iPad, as learning tools. Moreover, more non-English-majors reported that their teachers used mobile devices to assist language teaching. Ultimately, several pedagogical implications and suggestions for the technical developments for MALL were provided.

Key words: Mobile Assisted Language Learning (MALL), EFL learners, attitudes

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行動科技輔助語言學習 (MALL)：

學習者的態度與看法探討

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摘 要

本研究旨在探討以英語為外語的學習者(EFL)對於行動科技輔助語言學習(Mobile Assisted Language Learning, 簡稱 MALL)的態度與看法, 並進一步了解不同主修學習者對於 MALL 的異同看法。本研究採取不記名問卷方式, 對象包含中部一所科技大學的 192 位英語系主修學生及非英語系主修學生。問卷設計為李克特量表(Likert Scale)五等級量表問卷, 問卷內容深入探討學習者使用 MALL 學習的目的、對於使用 MALL 優缺點看法、以及日常學習的實際使用情況。研究結果顯示(一)獲取知識以及準備考試 (聽力及閱讀能力)為使用 MALL 的最主要目的。此外, 大多數受測者認為使用 MALL 的最大優點是不受時間及地點限制。然而, 娛樂性應用程式誘惑大是最主要的缺點, 其次為造成身體的疲勞負擔, 其它缺點還包括電量有限及介面過小等。大多數學習者較常使用的 MALL 工具為手機及筆記型電腦。進一步比較分析結果呈現 (二)英語系主修學生使用 MALL 最主要目的是獲取知識, 而非英語系主修學生偏向於為了準備考試。此外, 非英語系主修學生傾向使用 MALL 來提高寫作及口說能力, 而英語系主修學生則主要做為增進聽力及閱讀能力。然而, 相較於英語系主修學生, 大部分非英語系主修學生比較關切 MALL 的缺點, 例如:介面小、網路連線不穩、電量以及容量有限等問題。針對實際使用情況, 兩類群學生皆偏好手機及筆記型電腦。但是, 較高比例的非英語系主修學生表示老師會在教室使用 MALL 教學。文後, 本研究亦針對 MALL 融入教學課程以及未來科技設計等, 提出諸多建議。

關鍵字：行動科技輔助語言學習 (MALL)、以英語為外語(EFL)的學習者、態度與看法

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