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**Faculty of Letters and Foreign Languages**  
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**Section of English**



**The Using of Audio-Visual Aids in Teaching Phonetics to  
improve Students' Pronunciation**

**The Case of first Year Students of English at Biskra University**

**Dissertation Submitted to the Department of Foreign Languages as a  
Partial Fulfillment of the Requirements for Master Degree in Sciences of Language**

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## **Declaration**

I declare that the study of this dissertation which is entitled “the using of audio-visual aids in teaching phonetics to improving student’s pronunciation” is my own work.

## ***Dedication***

*In the name of Allah, the most gracious the most merciful, all the praise due to Allah alone  
the sustainer of the entire world.*

*To the dearest people to my heart*

*I dedicate this work*

*To my best parents ever, my dear father and beloved mother.*

*To my lovely sisters “Nesrin” and “Amira” and my dear brothers “Ramy” and “Fathi”.*

*To my dear uncle “Abdelaziz” and my grandmothers “Ramlya” and “Djemaa”.*

*To my best friends Salima, Djamilla, Sara, Afaf, Hanan, Ikram and Hayat.*

*To all the people who have shared me different moments.*

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## **Abstract**

This dissertation aimed at demonstrating the importance of using the audio-visual aids a useful tool to improve students' pronunciation. We hypothesized that if teachers of phonetics use audio-visual aids in their classes, students' pronunciation would be enhanced. This study was conducted through descriptive method; the research has been carried out through two different questionnaires for teachers and students at the English division in Biskra university. The analysis of the questionnaires showed that both teachers and students consider these teaching aids as important tools to enhance the pronunciation. The results also revealed that both teachers and students consider that the integration of audio-visual aids in the classroom is crucial factor and effective technique for developing students' pronunciation then speaking proficiency; furthermore, audio-visual aids cover student's need about ambiguous points, also make enjoyable atmosphere to learn and bring students' attention. The finding of this research confirmed our hypothesis and provided evidence that the used of audio-visual materials can support students to be integrated meaningfully in the target of language and promote their level in pronunciation' mastery. Finally, this study recommended some suggestions for teachers to guide them for effectively implementing this technique, and others for students that may help them to improve their pronunciation.

## **List of Acronyms**

**EFL:** English as a foreign language.

**LMD:** License, Master and doctorate.

**L2:** Second language.

**AVA:** Audio-Visual Aids.

**CLT:** Communicative language teaching.

**FL:** Foreign language.

**L1:** First language.

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## **General Introduction**

Achieving an effective foreign language teaching and learning is not an easy task, so in order to face this challenge there should be cooperation between the teacher and the learner. Moreover, FL students are required to pronounce competently and fluently to achieve English foreign language. Nevertheless, many foreign language students suffer from the lack of competency in dealing with the target language. The latter is a serious matter, which involves teachers to figure out new techniques and strategies that are suitable for contemporary teaching such as the use of audio-visual aids, which can be useful in improving foreign language learners. It also contributes to the promotion of learning as well as the development of students' verbal production. For this reason, we carried out this topic, in attempt to answer questions that comes to our minds about the role of audio-visual aids as a motivator in improving FL students' pronunciation.

### **1. Statement of the Problem**

The final goal, which both teachers and students are looking for, is that to deliver fluent pronunciation of the foreign language. But this target cannot be attained unless there is no extensive practice of utterance in the classroom; and not mere that, teachers have to go forward in order to seek for appropriate aids that can improve students' level and help them to gain ground. The use of audio-visual materials, for example, is considered to be a means of pampering students to study L2. The problem, in fact, is that teachers of phonetics at Mohamed kheider university of Biskra are just accustomed to rely on traditional ways of teaching that commonly quite misunderstand students and make the process of mastering L2 more complicated for them, So that make them do mistakes in their pronunciation and sound unnatural.

## **2. Scope of the Study**

The present study about the using of audio visual aids in teaching phonetics and improving pronunciation at the English Division in University of Biskra. The investigation research to can enhance students' pronunciation by using the audio visual as a technique that can emerge their comprehension and understanding.

## **3. Aims of the Study**

The general purpose of this research is to show English foreign Language teachers on the specific need to consideration the role of audio visual aids as a direct technique that connect the real idea of lessons and clear picture of phonetics to make students learn correctly as consequence students will pronounce correctly, we will sensitize specific aims as follows:

- to improve the pronunciation of the students.
- to make students use all their senses in learning, because the audio-visual aids call each sense as hearing and seeing when using them.
- to spot the light on the importance of audio-visual aids in developing teaching-learning processes and make the reception of the information very clear not complicated by students.

## **4. Significance of the Study**

Many teachers do not take the technological assistance seriously, especially in lecture of phonetics, it is very necessary to determine to determine which method which method of the of presentation is effective in teaching and learning in the classroom, therefore, through this

research we do believe that teachers should use the audio-visual aids in teaching phonetics to enhance students' pronunciation.

## **5. Research Question**

1. Which technique in teaching phonetics is useful for students?
2. What is the impact of using this technique?

## **6. Hypothesis**

We hypothesize that using the audio visual aids useful in teaching phonetics and to improve pronunciation of the students.

## **7. Research Methodology**

### **6.1. Research Method**

The research method that is used in this study is the descriptive method which seems to be the most appropriate for our research and for the subject we are dealing with.

### **6.2. Sample of the Study**

The population of our study is first year LMD students at the English division at Mohamed kheider University of Biskra. We have selected randomly a sample of 40 students from two different groups. In addition to the students' sample, also we have selected teachers not randomly more precisely teachers of phonetics and discourse at the same division because they are supposed to have more direct contact with students. Besides, they have huge amount of experience in that field, so they would be aware of the different motivational tools that should be used in the appropriate time and place at any given context. Four (6) teachers have been asked to answer a questionnaire in order to collect information about their ways of

teaching phonetics and their awareness of the effect of audio-visual aids in improving students' pronunciation.

### **6.3. Data Collecting Tools**

To obtain the information required for our underlined subject, the data collection tool that has been used is the questionnaire. We administered two formal questionnaires: one for students and another one for teachers. Both questionnaires have been designed to show whether the use of audio-visual aids is beneficial for enhancing students' pronunciation.

## **8. Limitation of the Study**

It is predicted that it might be difficult to get accurate data from the part of all learners and teachers. Therefore, we have selected representative sample of 40 foreign language students and four (4) teachers in the same division to study the role of audio-visual aids as a useful tool for developing pronunciation of students.

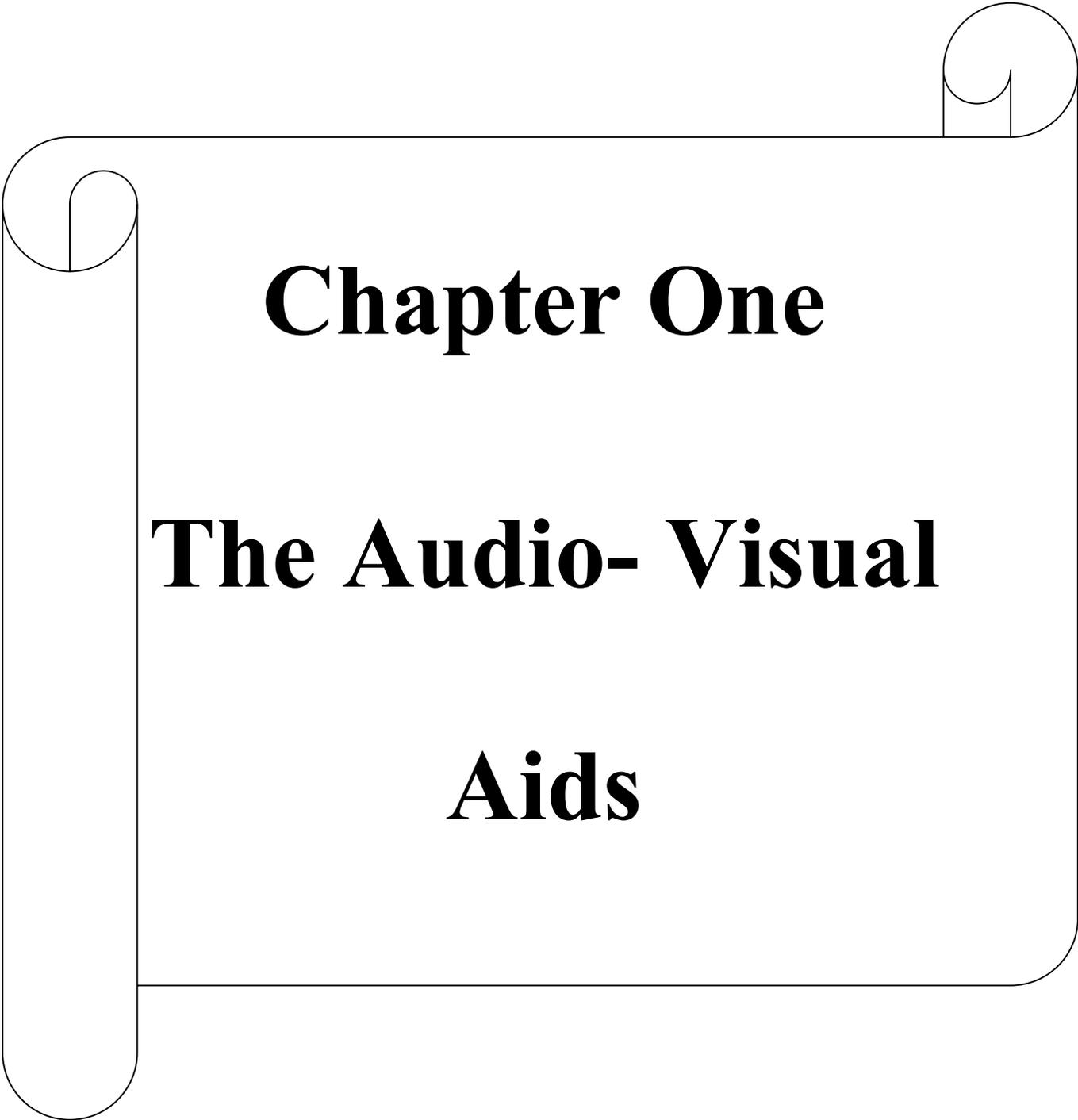
## **9. Structure of the dissertation:**

This dissertation is divided into three chapters. In chapter one, mainly, we clear how the audio-visual aids exists, their types and classification, we speak about the way and the manner of using audio-visual tools, then, we provide the advantages and importance of them after that remaining the issues that happen with using the audio visual aids, in consequence , the teacher have to find the problems codes to. Also, in some details we give the theoretical and methodological aspects of using audio-visual aids in teaching. Second chapter we speak about listening and speaking, also pronunciation and spelling, and clarify the individual sound of English with mention the production of sounds. We shed a light on consonants and vowels, also manner of articulation, stress and intonation. Chapter three expounds out the research

methodology. Indeed, it introduces the research method, tools, and sample of the study. Also, it describes the data analysis as well as the discussion and interpretation of results.

## **10. Literature review**

Using technology in the classroom is not a new procedure, since film strips were first studied during World War II as a training tool for soldiers. Educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and technology have developed considerably since that time, increasing the availability and the value of A/V materials in classrooms. Content has developed from instructional television (ITV) of the 1950s and 1960s, which allowed replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it (Corporation for Public Broadcasting, 2004) to educational standards-based videos designed specifically as supplemental classroom tools. Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the advent of digital technology, the field is evolving to newer and ever-greater potentials of adaptability in delivery. The use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting. Alaku (1998) stated that teachers' effectiveness depends on his use of appropriate instructional strategies and audiovisual aids. Appropriate instructional strategies portray good teaching techniques and successful learning. They assist students to enjoy and understand lessons easily especially when they are attached with appropriate methodology. Fatunmbi (2005) stated that studies have shown that there is improvement in teaching-learning process through the use of audio visual aids. According to him, it can be used to provide real experiences in almost all field of learning. It can be made to repeat information.



# **Chapter One**

## **The Audio- Visual**

### **Aids**

## **Introduction**

The use of media in teaching English as a foreign language is very important because it can stimulate student's activity in the teaching process. On states that whenever teachers teach with some learning aids their students get more stimulated because the learning aids help students to become more attentive, Audio visual aids in form of pictures and video as media in teaching can help the student to understand the context in language use itself; it also makes students happy to learn language. Previous research in language teaching that using the audio visual aids method had been carried out by guberina and rivenc in the fifties in France. The using of audio visual aids in classroom to teach phonetics, is very effective to enhance students' pronunciation, consequently, researcher's main in this chapter is to expose and improve on the usage of audio-visual aids in the classroom.

### **1.1 An Overview of audio-visual aids**

Audio visual have developed rapidly since 1920, by it usually means the most recently and modern used of (films, films strips, radio, television), which are methods, the visual materials are more old, it materialize thought in the form of sonorous image or graphic. Xylographic image preceded the printing press by three – quarters of century and by early century was the first illustrated book in France; the educator must contribute to training of the individual in the character and conduct to teach new ideas, according to Andre Lestage (1959).”ICTM in Vienna 2007 .It can be assumed that the near future will see enhanced re-use of audio-visual materials, e.g. for diachronic studies in the field of anthropology, ethnomusicology and linguistics” (Dietric, 2008, p.11). It is used for many aims as in court room, the perceived inconclusiveness of evidence play a role of the legal rights to record, broadcast or access to audio visual recording of court proceedings according to Daniel stepniak (2008). During and after the second world war, the armed services employed the audio visual widely, it becomes

popular now a days and very useful in teaching different skills as writing and speaking, audio visual is a compound word from audio refers to which can be heard and visual refers to which can be seen, aids refers to the speaker with the absence of his visual and the unrecorded voice, different language teaching and learning theories support the using of audio visual aids due to the relation ship between these materials and development of language skills.

Audio-visual is, of course, a combination of two words: audio referring to that which we can hear, and visual referring to that which we can see. The basic frame of reference here limits our application of the term to a speaker and his audience, although they are not necessarily in the physical presence of one another, as in the case of a motion picture or television presentation. The term "aids," used in reference to the speaker, rules out his physical presence (visual) and unrecorded voice (audio). These are the essential elements which make him a speaker, and therefore cannot aid him (cannot aid his voice).

## **1.2 The definition of audio- visual aids**

There are many scholars who have defined audio-visual aids in different ways (but they agree on the same basic concepts. “Audio-visual aids are the different types of useful materials devices and symbols that make the study of a subject more comprehensible and interesting” (Singh, 2007, p.63). That is to say, they are used to make the content more understood and necessary and increase the motivation; teachers have used them as alternative tools by implementing technologies, so the learning process will be more stimulating and interesting. Hence, student speaking will emerge, and success will take a place very well in communication. “Audio-visual aids are those devices use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multisensory materials” (Edgar, 1946, p.47), this means they have a big role to

make useful contact between members and receive full comprehensive message through both sense sight and hearing of course.

Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic. According to Kinder S. Jam

Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning. According to Burton

Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation. According to Carter.v.Good.

Audio visual aids are any thing by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight. According to good's dictionary of education. The above definitions as cited in Neelo (2010).

Most of these definitions have overlooked the two main aids in the teaching and learning process; teachers and students. The human aspect in the classroom may be considered the most precious and effective aids. As (Marshall McLuhan , 1967, p.68) says “we shape our tools and our tools shape us” and therefore both teachers and students become aids to their own devices that they collected or made to help them teach and learn.

### **1.3 The Audio materials**

Many teachers use the audio materials on tape, CD or hard desk to accompany their various lessons and there is no reasons that prevent teachers record their own tapes with the help of colleagues and other competent speakers of the language so they should do, as practice listening skill in consequence to pronounce and speak English language fluently and why not as the native speaker, audio becomes a part of IT world.

- **Machine operator**

When we use the audio materials the teacher must be efficient in the way of using the audio player and know where the segment that we want to use in the tape, by the counter, knowing how to get back on DVD or CD player finding in the segment which will be used, before taking it into class, should be testing the recording out and trying to make things work safe and making the right decisions which depend on when put stop to listen to student's need or the teacher's questions and exercises and the answers should be in this stopped period of recording, teacher has to be very care when he observe them listening to see how they can understand.

### **1.3.1 Film**

Students have to listen while they watch film clips on the DVD or on line, to encourage them to listen while they watch for they get to see language in use and lot of paralinguistic behavior; they can watch how the intonation joins facial expression and the gestures with certain phrases, film allows student get inside to other speech, it means to see how others different or close from our language and then find the key to learn. Filmed extracts is very important used in lesson sequence, and with the full presentation of the teacher, student will give full attention to what they hearing.

### **1.3.2 The sound of music**

Music is very powerful for students' engagement as a stimulus; it makes the students listen with their emotions with the attendance of the brain to realize the connection between the object of the lesson of course, it lend a new capacity to learn and good mood cause any student has connected with music which is very popular over the globe through satellite as television and internet.

### **1.3.3 Sound recording**

It was demanding and expensive, in those early days there are a naturally to accumulate in dedicated collection, there are who supported the production of audio recording in the field, through the loan of equipment.

## **1.4 The visual materials**

As old saying “picture is worth of thousand words”, the visual one can make the message very clear and objective, it is suitable use to explain what the teacher wants to send to his student, some times the lessons are very difficult for the student, so the teacher need to illustrate the main points. The types of visual aids are many as graphs, drawing, statistics, cartoons, photographs, demonstration, maps, objects, and charts, there many examples, teacher can use any type the important thing that using any thing that will help student to see what he means. Each color that is found in the visual influence mood and emotion which are within psychology of students to be alerted they are as followed:

- Green – growth
- Red – excitement, alert
- Yellow – confidence, wisdom
- White – professionalism, new
- Blue – trust, truth
- Brown – friendliness
- Black – strength
- Grey – integrity
- Orange – action, optimist

### **1.4.1 PowerPoint (or equivalent)**

Microsoft PowerPoint is the most commonly used now a days as a form of visual aids; it can really help the teacher in his different presentation. Teacher has to do these: use a big enough font (minimum 20pt), keep the back ground simple, and use animations when appropriate, make things visual. The best power point slide is without text (narration) this which is commonly but the opposite due to the meaningless presentation in case of no text.

#### **1.4.1.1 Animation and sound effect**

Power point allows animating text with the form and manner that the user wants but not for long time due to avoid student busy of what the teacher is saying, he can show off to make them has looking at him, he should speaking while he is making this visual aid, animation can help focus the viewers attention. But it should be kept simple and used sparingly, keep it in the same folder.

#### **1.4.1.2 Microphones**

Is an assist and support to the teacher speaks softly, presents powerfully and emphasize forcedly at the main points, it is a very useful means that make the student listens and focuses.

#### **1.4.1.3 Overhead projector slides/transparencies**

Those are displayed on the overhead projector (OHP) which makes the slides onto wall with absence of requiring the lights, so it is very useful tool, teacher can produce the slides in three ways:

- Pre-prepared slides: as images or words even if by hand drawn and written also in computer

- Spontaneously produced slides: it concern of written as teacher speaks to illustrate his points or recording audience's comments.
- A mixture of each: is trying to add into pre-prepared slides when teacher is making his presentation to expose movement, high light change and the interrelationships which are existed.

Teacher has make sure that the text is large enough on the slides from the room's back to be read, rule of thumb is to use 18 point text if he is producing on a computer slides with text, and he must avoid giving to his student much text or complicated diagram because this can effected badly on their ability to listen also avoiding of long list of abstract words.

### **1.4.3 White or black board**

It can be very useful tool to explain the details of ideas specially to clarify title or key points and the most important students start follow step by step the teacher's spoken transcription but he must be very cautious that his student takes the notes which are written in the board before rub it.

### **1.4.4 Paper handouts**

Handout is used if there are too much information's details or if teacher wants to give full record of his finding. Consider the merits passing round his handouts at the beginning, middle and end of a presentation.

### **1.4.5 Flip charts**

Is a large pad of paper and very flexible manner to record information during the presentation? Using the pre-prepared sheets, main points can be recapped by flip back through the pad.

### **1.4.6 Artifacts or props**

Using artifacts or props so benefit, when teacher bring his artifact the object can be prepared round small group for viewing in detail, but it will take much time and student will find the object difficult and hard to listen, so the teacher has to use large props only when it is necessary for many elements and details.

### **1.4.7. Maps**

Is very common and also traditional as a graphic aid presenting a diagram, its message is conveyed by symbols, words and colors, map has different types like political maps, these demonstrate the division of continents and countries, physical types show the physical counter of a place or region, relief maps are about the real evaluation and depression in area, weather maps present temperature and humidity also the amount of rains.

### **1.4.8 Easel or A-Frame**

Any type of a frame which will hold flat-surfaced visual aids of any given size; characterized by the artist's easel, which is similar in structure to the letter "A", with a third leg used as a brace.

### **1.4.9 Graphs**

Are visual materials for presenting statistical data and making comparison the changes of particular attribution, by using graphs, information can be conveyed and transmitted efficiently, they make thoughts more concrete and usually are in two forms which are vertical and horizontal. Mention three types. For example, circle diagrams, through section or portions of a circle. Pie type, in determining the circumference of a circle, must have to take into a count a quality, the surface of the circle is 360 degree. There are also bar graphs, here the

graphic presentation extends the scale horizontally along the length of bars which have the same width and height over a period represented the time of the variable

## **1.5 The audio-visual materials**

Both teacher and student find that audio visual the best aid for its useful and complete tool to deliver and send the understand the information, for it's clarify and integrating image with voice the clip is directly relevant t the content.

### **1.5.1 You-tube**

A laptop with Wi-Fi connection was connected to the to the classroom projector to access the Web 2.0 site you tube, therefore students imbibing western audio-visual culture thought increasing access to the internet for using the you-tube, according to Richardson (2006). Moreover, information available with vast quantity in this web site, teacher can extract short videos and utilize them as examples to access the destination for lesson but teacher should show to students in segments not whole for the safety of the correct way of reorganization.

### **1.5.2 Video**

“A sequence of images processed electronically into an analog or digital format and displayed on a screen with sufficient rapidity as to create the illusion of motion and continuity” as saying of the free dictionary, so video very quick way visually and with the attendance of voice, it form a full shape for the audience . Video is used oftentimes in the U.S and Chinese as a tool in teaching young children due to the effecting on the intellectual thinking, they will be intelligent and have far points, According to Dictionary. Digital technology becomes as a revolution in way of seeing the world, users are so knowledgeable and creative, and so video for education so important, bellow ten reasons for teachers should use video in their classroom.

1. Video engage students
2. Learn from other teachers
3. Start communicate and make conversations
4. Bring the lessons to life and practice on
5. Bring free university lectures
6. Knowing of world events and changes
7. Science experiments
8. Educational levels
9. Learning foreign languages
10. Math help

## **1.6 Some principles for use of audio-visual aids**

We have briefly defined audio-visual aids and are suggested that valuable tool for the planner, also we have remained the pieces of it. We must discuss the selection of the aids themselves. The illustration both audio and visual is similar to the illustration of printed report. It generally as following:

1. They must be goal or a purpose for preparing the report (speech)
2. An out line of the finished product is prepared, to be used at this point as a guide to the research.
3. Research is completed, as necessary. If the research includes the compilation of data or map studies these may be based for illustrations.
4. The final report (speech) is written.
5. Illustration are added to:
  - a. Support statements.
  - b. Graphically depict key points.

- c. Enhance the appearance of the report.
- d. Add a touché of humor.
- e. Add emotional impact.
- f. Condense and simplify statistical material.

In meaning audio visual presentation, with the audio presented “live” is the same to two men on the stage, with an old-time vaudeville act, the so called comedian and the straight man will move to the center of stage and project loudly on some lines, and the comedian will stride over the footlights and give the punch line in the next lines. Crisp dialogue, they hold the interest of audience, as known the planner is not goal to a dance or song act when using audio visual tools. Certain amount of showmanship, as well as timing and spacing, of course the presentation will be more effective and goaled.

### **1.7 The advantages of audio-visual aids**

Digital tools are used by most people in this modern world as it is known the power point slides to improve the teaching learning process; therefore the class room will be more interesting and dynamic. It makes student so motivated, participate and deal with the teacher most time, student in this case can remember the new concepts for more long time, because teacher when present the lesson with audio-visual aids, relates the words with picture and illustration. The integration of technology help student to experience vicariously and virtually. For example, the teacher wants to give a lesson about pyramids of Egypt, it is possible that not all the students in Egypt have visited this place but you can expose it through a video which allow them to see monument with their eyes. Audio-visual aids have a big hand in maintaining discipline in the class as development of student’s critical thinking and increasing the attention, so student interest and focus more. Opportunities are provided by AVA for effective continued communication between the teacher and his student in learning. As an

example, study on English as a foreign language class room, the learner will face many difficulties as poverty of English vocabularies, lack of motivation and exposure to the target of language and lack of pronunciation by teacher, these difficulties can be overcome by visual as more exposure and audio as a purpose goal of communication. Use of audio-visual provides the intrinsic motivation which means peaking their curiosity, making the desire and stimulating their interest.

### **1.8 The importance of audio-visual aids**

Teachers need to use certain teaching materials such as audio-visual aids which have a great contribution in the development of foreign language learning because they are powerful recourses of motivation and encouragement for both teachers and learners. Due to technological advancement, the use of audio-visual in teaching has increased in the past few years; it blessed teacher and student community with multimedia presentation. Some importance is following:

1. The study changes living bodies, for example seed germination, for this purpose projectors, charts, etc.
2. To show the interior of things: human body, can only studies by photographs, films, models.
3. To present historical materials: photographic records of important events people and places can be used for this purpose.
4. To give information about large and complicated machines as industries ones are so complicated to be understood, so T.V programs and charts can help in this case.
5. To present the exotic materials: this can be done by painting, diagrams, strips. Different materials can be understood by pupils in distant places.

6. To save time by audio-visual as an instrumental by using such devices, we can say much in short time and in short form.
7. Audio-visual reduce verbalism.
8. To provide clarity and sense.
9. To summaries a series of observation: after a field trip of a film presents a quick summary of things observed.
10. To present information about microscopic materials as microorganism: projected slides are so useful this presentation.

### **1.9 The obstacles in use audio-visual aids in schools**

- Inability of teachers to handle the audio-visual aids has emerge in using them therefore promoting learning in schools since primary level of students, it is a big problem among the teachers who are working in rural region, they complain from the lack of required dedication to get new ideas and bring experiments in teaching, they are so far behind in using new technology.
- Parents' perceptions is quite bad because they still ignore the new way in teaching with audio-visual aids, this concept is odd for them, parent's desire is to keep the same manner and process as they knew and taught in twenty years ago, they have to accept the idea of using them for enhancing learning.
- Lack of funds which is the biggest trouble that the responsible face it, due to lot of money to buy and maintaining the audio-visual materials, foe an example India, many of their schools have failed in simple things as managing to clean drinking water so of logically to buy these expensive equipment like a dream.

- Both teachers and school management the same attitude, their focus is completely on the student's marks not the learning (extrinsic), for that they look for audio-visual aids just wasting time and losing money.
- Inappropriate teachers training programs, they are not framed to train them to learn the way of using materials effectively in teaching even though in or outside the class room to reach the goal.

### **1.10 Selecting appropriate audio-visual aids for class room**

The significance of audio-visual aids is to enhancing the learning of learner, but of course there are conditions for making this effectiveness the beginning from the teacher's ability, the aids need to be appropriate in context to the subject, but in case of absence of appropriation, can happen the distraction of the students' mind, when teacher selects the aids he have to follow the simple steps to make the teaching more easy and beneficial.

Teacher should turn around the learners and study his behavior to be aware of the situation; he is so quick to access the intelligent students by testing through observation, they are more elected to be exposed on learning by aids, this type from learning will be not interested if we make it both high and low level.

Recognizing need of students is so important also analyzing recourses available and self ability before making any decision to use any aid, teacher should get feed back response to know whether the using will affect positive or not. During use of audio-visual aids there are many points to be remembering as follow:

- Audio visual aids relate the maturity level and need of student.
- Students have to match the aid with the subject matter.

- The wall screen or the image must be large enough to be seen by the all the students even the one sitting in last chair.
- Attract the involvement through audio-visual by alert all the sensory organ of the students for encouragement of discussion, observation and permanent communication.
- Aids must make relation between real life and natural environment.
- Suitable time of using aids is so necessary during teaching; teacher should give introduction and idea before using

## **.1.11 Theoretical and methodological aspects of using audio-visual aids in teaching**

### **1.11.1 Audio visual aids in CLT**

Communicative language teaching was introduced in 1980s, which is one of the popular language teaching approaches in the recent time; it aimed to the practical using of the language in daily communication, the use of authentic tools is highly emphasized in this approach. Most teachers encourage using this type in the class room cause of wide range of pictures and video to make the class authentic, the activities which are given to the students in the class room, must be related to the real communication.

### **1.11.2 Use of visual aids in the direct method**

The direct method is one of the language teaching methods which concern deeply on the target language. Teacher does not use any first language in teaching students even they can't understand, he gives activities and instruction which use the target language only? But he demonstrates things to make the aim understood by them. Teacher will explain and express what he wants to deliver the information by using the visual materials which is the best

option; Teacher can use the maps to give direction to the students, there for the subject matter will be so clear.

### **1.11.3 The silent way and use of visual aids**

The silent way is a new is a new language teaching method emerged in early 1970s, which based on cognitive approach. In this method, learning is facilitated, if the learners discover rather than repeats what is to be learned, for that learning is facilitated when accompanying physical objects and problem solving with the involvement of materials. Teacher use color rod and color chart, every each color represents a sound; a color is pointed by teacher in the color chart and the student utter the sound that is represented by the color it self.

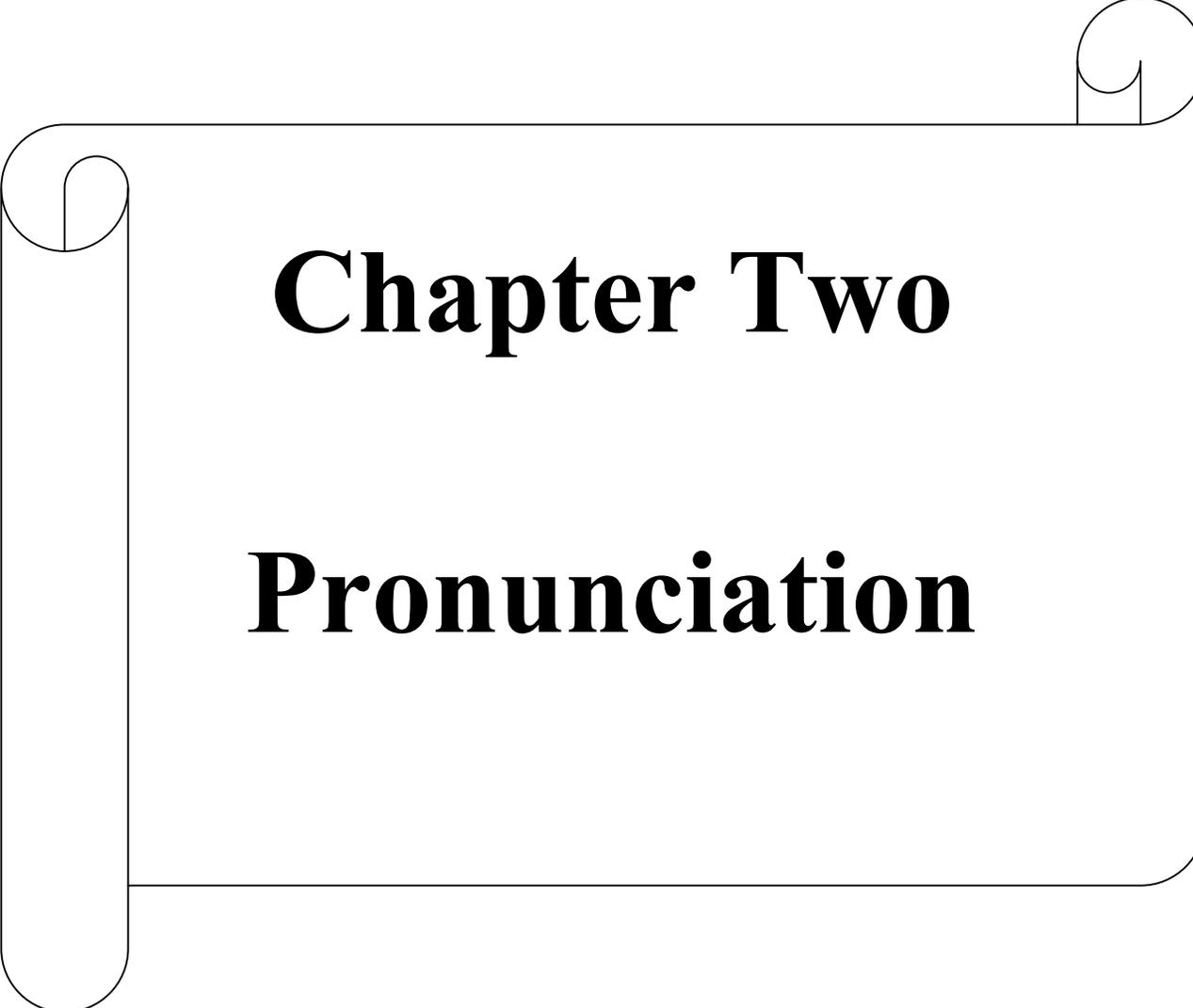
### **1.11.4 The suggestopedia and audio-visual materials in language teaching**

Suggestopedia is developed by a Bulgarian psychiatrist-educator psychiatrist-educator Georgi Lozanov. This method is highly supports the use of audio-visual materials in teaching language, it distinguishes of decoration also furniture, in addition to arrangement of the class room with different colorful posters for relaxing situation for learning, the purpose from this arrangement is to create absence of anxiety and to stop the press which prevent the learners from feeling better, therefore the image of target language setting refers to arrangement setting of class room. Teacher should provide positive environment as possible.

## **Conclusion**

It is an undeniable fact that audiovisual aids are one of the best materials that enables teachers to practice what they have prepared through various techniques. One describes them, at the most basic level of instruction present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. On the other hand, we mentioned the definition of audio-visual aids, their equipments and some obstacles that

face teaching with audiovisual aids, also their selection use, we have mentioned the principle of using them, the advantages We have given the appropriate selecting of them before and while using the audio-visual aids. We have spoken about the methods and approaches of using the audio-visual materials. To sum up, reaching effective learning and successful teaching require involvement of audio-visual materials.



# **Chapter Two**

# **Pronunciation**

## **Introduction**

In teaching, today's professional interest is on the development of student's speaking proficiency in a foreign language class on which pronunciation based, in general success is shown through the speaking ability. Admittedly, pronunciation is a teaching and learning process. It is of central importance because it is a part of successful oral production or communicative competence Hişmanoğlu (2006), phonetics is interested in how learn the sound of first language, also deals with the investigating ways of successful foreign language pronunciation teaching as we will take a look on the acoustic and auditory phonetics. This chapter represents some important definitions and a description of the English pronunciation account of how sound and other feature are produced, and distinguishing between the sound when is heard and written, and it includes some details about vowels, consonants, diphthongs and intonations, it is so important for the learner to be familiar with these features, it will be easier to understand and make best use of them, to obtain the goal which is improving students' pronunciation and improve their poor production in English language.

### **2.1 The definition of listening and speaking**

Listening is receiving language through the ears; it involves identifying the sound of speech and processing them into words and sentences. When we listen, we use our ears to receive our individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Speaking is defined by different scholars as “speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought” (Johns, L, R. and Coates et al, p.336), of course people all over the world used to produce thousands of words without making any hard effort. Also “the process of building and sharing meaning through the use of verbal and non

verbal symbols in a variety of context” (Chaney, 1998, p.13) so speaking is a basic and principal skill that language learners should master with the other skills.

## **2.2 The definition of pronunciation**

Pronunciation refers to the production of sounds that we use to make meaning. It includes to the particular sound of a language (segments), aspects of speech the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and in it’s broadest definition, attention to gestures and expressions that are closely related to the way we speak language.

This refers to the candidates’ ability to produce comprehensible utterances to fulfill the task requirement; i.e.it refers to the production of individual sounds the appropriate linking of words and the use of stress and intonation to convey the intended meaning. According to Thornbury (2008).

That is to say, mastering the pronunciation of the target language enables foreign language learners to achieve their tasks easily and to convey their messages in a complete meaning without falling in the wrong interpretation from the listener.

## **2.3 Teaching pronunciation**

Most English language teachers get to study different courses with take a part in productive skill activities, some of these teachers attempt to teach pronunciation but it is possible they are nervous of dealing with the sounds, Stress, intonation and stress , it is an issue, although the issue that they claim, many students acquire serviceable pronunciation of their studies. Some students are able to as acquire reasonable pronunciation without overt one; pronunciation teaching has many benefits not only makes students aware of sounds but can also their speaking immeasurably, focus on sounds, show where they are made in their mouths and the

place of stress in words, all these make students speak English very well and help them to comprehension and intelligibility. According to Harmer, J (2007).

Some times Pronunciation allows students to serious intelligibility problems. Joan Kerr was able to help a Cantonese speaker of English achieve greater intelligibility by working on his point of articulation-changing his focus of resonance while many Cantonese vowels occur towards the back of the mouth. Nearer the front or the centre of the mouth in which English ones are articulated, she suggested bringing their vowels further forward and increased of intelligibility occurs, the issue of nasality and the opening of mouth is happening with other language groups. Languages have particular intonation, stress in whereas the sounds have other replication in English and the difficulties appear with the speaker's first languages. According to harmer. J (2007).

The methods to teach target language sounds such as transcriptions, contrastive analyses, and listening to the modeling sounds are commonly initials to teach pronunciation. Listening to native or native like sounds is playing an important role in pronunciation teaching since correct input is of a chance to turn into correct output. "The key to successful pronunciation teaching [is] to have them listen and notice how English is spoken either on audio or videotape or from the teachers themselves" (Harmer, 2001, p.185) states that. Harmer's point is obviously referring to the link between self awareness and intelligibility. However, they are, to some extent, efficient strategies.

Acoustics phonetics deals only with the human speech sound which is different from the instrumental ones that relate to the transmission of sounds by different means as computers, microphones, telephones, du to the difficulties they need them to analyze their properties. Auditory phonetics focuses on how the listeners perceive the speech sounds and how they are interpreted; also it analyzes the process occurring while listening to speech. International

Phonetic Alphabet shows the means and place of articulation (consonants and vowels) that user as a mother tongue to reflect the pronunciation of the words. According to Kamil, W (2007).

## 2.4 The International Phonetic Alphabet (revised to 2005)

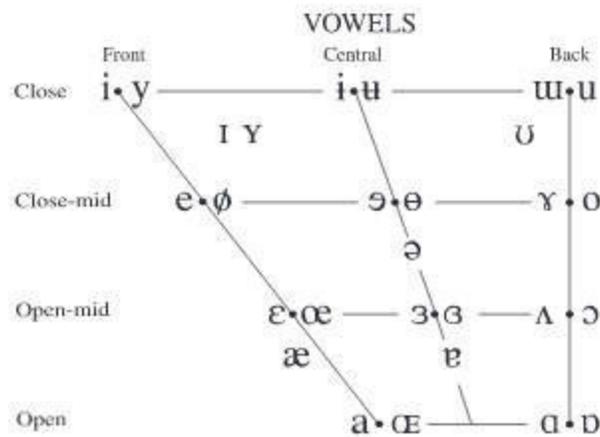
### 2.4.1 Consonants (pulmonic)

	Bilabial	Labiodental	Dental	Alveolar	Post alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal		m ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

**Table 2.1** When symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulation judged impossible.

### 2.4.2 Consonants (non pulmonic)

Clicks	Voiced implosives	Ejectives
◌◌ Bilabial	ɓ Bilabial	ʼ Examples:
Dental	ɗ Dental/alveolar	pʼ Bilabial
! (Post) alveolar	ɟ Palatal	tʼ Dental/alveolar
≠ Palato alveolar	ɡ Velar	kʼ Velar
Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative



**Figure 2.1 Where symbols appear in pairs, the one to the right represents a rounded vowel.**

(Ladefoged and Keith Jhonson, 2010).

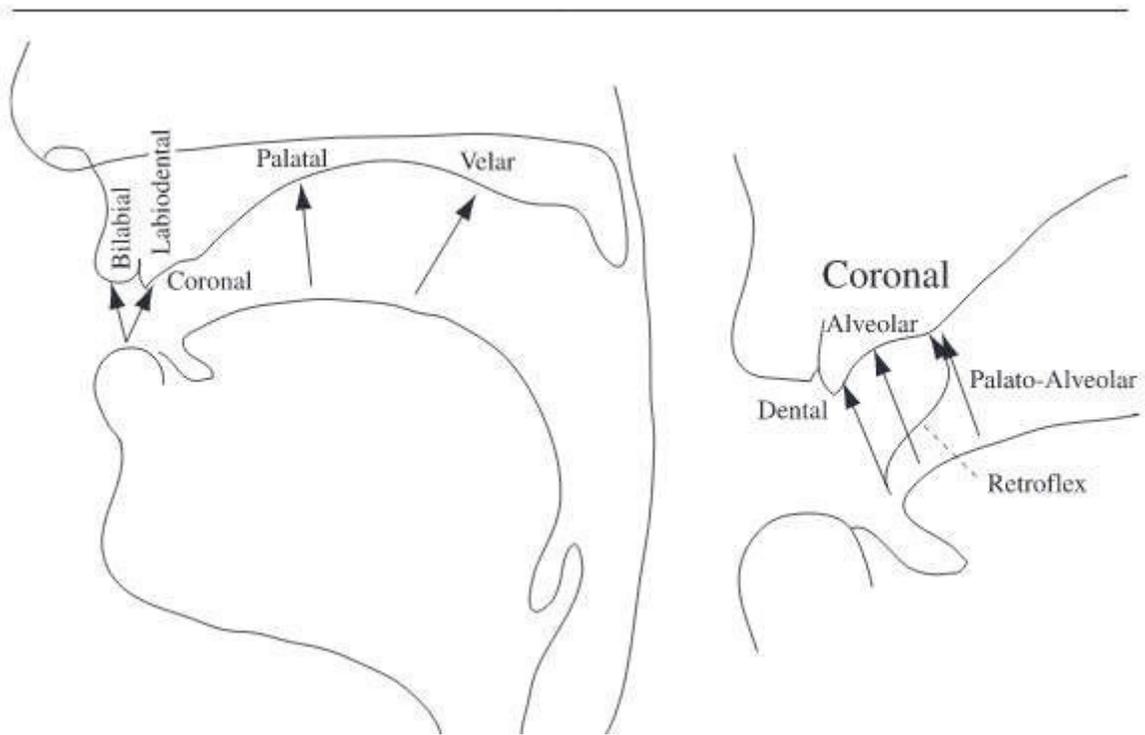
## 2.5 Definition of vowel, consonant and diphthong

Vowel is One of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction, broadly: the one most prominent sound in syllable. A letter or other symbol representing a vowel- usually used in English of a, e, i, o, u and some times y. Merriam Webster put it that.

Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, U and some times Y are not consonants. In hut, H and T are consonants. Consonants can also be an adjective that describes things that seem like they should go together, things that are “agreeable”. You should say a nation’s offer of aid is consonant with their treaties. When you hear consonant sounds in music, they are pleasing, the opposite of “dissonant” sounds which are harsh.

Diphthong comes from the Greek word “diphthongos” which means “having two sounds”. Notice the di-for “double”. So diphthongs are double vowels in words like late, ride or put. If

two vowels in a row are the same, as in boot or beer, then it is not a diphthong linguists, scholar who study language, analyze diphthongs, which differ from language to language. Ironically, the word diphthong has no diphthongs.



**Figure 2.2** A sagittal section of the vocal tract showing the Places of articulation that occur in English. The coronal region is shown in more detail at the right.

(Peter Ladefoged and Keith Johnson, 2010, p.11).

## 2.6 Spelling and Pronunciation

Before dealing with the English sound system in detail, it is useful to make a distinction between the sounds and the spelling of English. It is not often easy to guess the pronunciation of English since its spelling system often fails to represent the sounds in a clear manner. In other words, there is no one to one correspondence between the sounds as heard and written letter representation. An example of the stated phenomenon is presented by (Avery and Ehrlich 1992, p.03).

In table below, we consider some words, in which the vowel sound is pronounced the same, although it is written differently. The different combinations of the following letters represent the same sound.

The letters: „wo“, „oo“, „ough“, „ew“, „ue“, and „oe“ are all pronounced as /u:/, and hence may mislead the learner who does not master pronunciation features.

See the table below:

The word	The transcription
To	/tu:/'
Two	/tu:/'
Too	/tu:/'
Through	/ θru:/'
Threw	/ θru:/'
Clue	/ klu:/'
Shoe	/ʃu:/'
Sioux	/sɪju:/'

**Table 2.2 different English letters representing the same sound.**

## 2.7 Using technology in teaching pronunciation

The used of Computer have really increased in speech recognition, i.e. getting computers to recognize and “understand” human speech. This current focus has led to the commercial development and production of voice activated machinery. Fortunately, it has also spawned some practical applications for the teaching of pronunciation. Hardware and software for teaching both segmental (i.e., individual sounds) as well as suprasegmentals (i.e., intonation, stress, and rhythm) are emerging. Molholt (1988), for example reports on four years of research in the application of voice-activated machinery to language education he notes that the traditional methods of correcting students’ pronunciation rely heavily on

subjective evaluations, teachers saying “No” that is not right, say it like this or students having to recognize their own errors in language lab exercise by comparing their pronunciation to that of a native speaker on a master tape. The result is that many errors go undetected and become fossilized. A computer display, however, of pronunciation comparing a native speaker’s model with students’ attempts to match it, can give students “objective information about the location, extent, type and significance of the error, as well as the progress made in correcting the error (Dorothy M. Chun, p.92).

Rank	Activity	Anxiety load
I	Reading aloud individually (dialogues)	3.75
II	Transcription test	3.72
III	Transcribing on whiteboard	3.64
IV	Reading aloud individ. (words)	3.61
V	Pretending English NS reading in L1	3.57
VI	Identifying places of articulation of post-alveolars	3.45
VII	Bingo – practising perception of minimal pairs	3.42
VIII	Articulatory gymnastics	3.25
IX	Written game-like activities (based on IPA)	2.76
X	Presentation (weak forms)	2.54
XI	Written exercise on weak forms (identification and transcription)	2.50
XII	Individual transcription with help of dictionaries	2.45
XIII	Practising reading dialogues in pairs	2.06
XIV	Reading dialogues aloud in chorus	1.98
XV	Repeating words in chorus	1.50
XVI	Song (comprehension check, cloze, sound hunt, singing)	1.35

**Table 2.3 Anxiety load of chosen activities performed during pronunciation classes.**

Table above depicts the anxiety load of chosen activities, resulting from averaging the digits provided the subjects present during particular lesson. The activities from the top of list

(ranked from I to IV), i.e. those that proved to be the most anxiety generating, are all tasks that demanding that the learners perform individually. Among the comments provided by the learner to the oral tasks were the following: “I know it is a good exercise but I worry, I might pronounce some thing incorrectly, making a fool of my self”.

To help students realizing what he differences first language and English phonetic system are, a task was suggested to involving reading a dialogue in pair in the student’s L1 pretending to be native speakers to English. The exercise clearly showed that some students drew significant attention to their pronunciation self image and had problems changing and accepting it, which made them stressed probably unable them to benefit from the task. Others claimed the exercise made them anxious, since they found it difficult.

What evoked extreme reactions in the students was also articulatory gymnastics, i.e. an exercise borrowed from speech therapy, aimed at warning up the articulators and raising that participants’ awareness of the positions and movements of the organ of the speech when producing L1 and FL sound. An attempt was made to lower affective filter by seating the students facing the teacher rather than each other and asking them to keep their eyes closed after having seen what their task was. (Joanna, P. Jhon, M and Michael, A, 2013, p.20-21).

## **2.8 Effectiveness of audio-visual feedback (intonation)**

Lon and Martin (1972, 141) suggested that visualization of the intonation pattern allows for the “establishment of an automatic judgment system based on theory of pattern recognition.” Experiments by James (1979) provided evidence that visualization can have a significant effect on improving the intonation of second language learners. Three groups of subjects were observed: the first group followed a traditional approach listening to and repeating model sentences; the second group was given instantaneous visual representing of the intonation contour for each model sentence, but no feedback of their own repetition; the third group saw

immediate visualization of both the model sentence as well as the their imitation. The second group did not perform significantly better than the first; i.e., the method providing visualization of the model resulted in little or no improvement over traditional method of imitating an auditory model. However, the third group which received immediate reinforcement in the form of visual feedback was far superior to the other two groups. Research by de Bot (1980 & 1983) showed that audio-visual feed back is more effective in intonation learning than auditory feedback. In 1983 study, the two factors in the experiment were feedback mode and practice time. The results showed a significant effect of audio-visual feedback over auditory one. (p. 22, 23) as cited in Dorothy M. Chun.

## **2.9 Stress and Rhythm**

Why is it necessary to teach stress and rhythm? Every language in the world has a characteristic speech rhythm. English tends to be a stress-timed language with rhythmic patterns based on a fairly regular recurrence of stressed syllables (Browne & Huckin, 1987). However, Chinese tends to give equal weight to each syllable, making the rhythmic patterns appear to be more syllable-timed. In Taiwan, many students often use the Chinese rhythmic pattern when speaking English; as a result, even though they can pronounce each English sound correctly, their speech doesn't sound like English.

### **2.9.1 Word stress**

#### **2.9.1.1 Visual effects**

Emphasize the stressed syllable by using visual effects: thicken, capitalize, underline, circle, or color the stressed syllable. In addition, the teacher can put a dot for unstressed syllables and a line for the stressed one under the word to indicate that the stressed one needs to be lengthened; or he can put a small dot for unstressed syllables and a big dot for the stressed one under the word to indicate that the stressed one has a stronger beat. Using visual

effects can help students notice the place of stress in each word and avoid misusing word stress.

### **2.9.1.2 Rubber bands**

Pull a wide rubber band between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other syllables. It provides a visual image of the variable length of the syllables as well as a kinesthetic tool that mimics the actual effort involved in lengthening a stressed syllable. According to Gilber (1994). The teaching point is to help students avoid pronouncing each syllable at the same length.

### **2.9.1.3 Tapping, clapping, or playing simple rhythm instruments**

Give a strong beat to the stressed syllable and weak beats to the others by clapping, tapping on the desk, or playing simple rhythm instruments like tambourines or toy hammers. It helps students to be aware that unstressed syllables have weak beats and so their vowels need to be reduced.

## **2.10 Useful techniques for teaching pronunciation**

“When I did my initial training as an E.F.L. teacher, one of the course tutors always described pronunciation as "the Cinderella of language teaching", i.e. she never got to go to the ball. By this he was referring to the often low level of emphasis placed on this very important language skill. We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, "it sounds like this; uuuh”. David F. Dalton (1997).

### **Stage 1**

The teacher writes a variety of words containing the target sounds (long and short vowels) on the board. The following is just one possible set.

PORT PIT PAT PERT PET POT PUTT PUT PART PEAT

0 1 2 3 4 5 6 7 8 9

Here, the only difference in sound is that of the vowel - familiar to anyone who has done minimal pair work. As in these examples, the word should begin and end with the same consonant. 0, 3, 8, and 9, are long vowels and the rest are short.

### **Stage 2**

The teacher then models each word and individual repetition follows. The vowel sound can be isolated and the procedure repeated until the teacher is reasonably sure that there are no major problems. He or she then tells the students that they are going to hear one of the words and must write the number which corresponds to the word they hear. What the students have written is then checked and compared.

This automatically leads into a discussion of what they heard and what sounds they are confusing. If student X heard 1 when the teacher said 9, they are confusing the short vowel / I / with the long vowel / i: /. The teacher gives feedback and the sounds may then be modeled again and practiced.

### **Stage 3**

Two or three words are then presented together and the procedure repeated. The teacher then tells the class they are going to hear six words and that the numbers correspond to an important telephone number. The teacher delivers the words and asks, "What's my number?" , again there will be differences in what was heard. This allows a focus on which sounds are

not being discriminated effectively by which students and where their problems lie. Later discussion may revolve around what strategies students may employ to improve their discrimination skills - songs, minimal pair games with friends, movies, radio, etc. As cited in David F. Dalton (1997). See all the rest stages there.

Audio-visual displays have advantages of showing “the patterns of stress, intonation, rhythm, voicing, aspiration, closure, turbulence, linkage, addition, deletion, striation” by means of intensity and pitch contours Molholt, G (1992:141). This means the AVA materials have positive effective in teaching pronunciation.

## 2.11 Teaching English pronunciation in Europe

<b>The importance of pronunciation</b>	
<b>Finland</b> (n=78)	3.90
<b>France</b> (n=52)	4.02
<b>Germany</b> (n=270)	3.72
<b>Macedonia</b> (n=14)	3.14
<b>Poland</b> (n=14)	3.92
<b>Spain</b> (n=23)	4.2
<b>Switzerland</b> (n=16)	3.5
<b>Average</b>	3.77

**Table 2.4 Average results from item n °61: For you personally, how important is pronunciation in relation to other language skills? Please rate from 1 to 5 where 1: “is the least important” and 5 “is the most important”**

Overall, teachers self-evaluated their pronunciation as being quite good (4.1 scale from 1-5, with 5 being excellent). However, the question perhaps misinterpreted: ‘You own pronunciation skills’ could conceivably refer to one’s knowledge of phonology/phonetics or

one's ability to pronounce English. The fact that German respondents rate their own pronunciation skills worse (3.99) than teachers from other European countries (except Poland at 3.92) is matched in the open answers by a high level of awareness that they are not perfect. The following contribution serves as a case in point: "I am able to avoid the specific German accent, so native speakers often can't tell where I'm from, but they certainly can tell that I am not a native speaker of English. The Poles' low average probably reflects a relatively critical self-evaluation with respect to their own accent. The respondents are young and lacking in experience, and more importantly they have just graduated from institutions which devote considerable time and effort to making students aware of how much work they still have ahead of them. As cited in Research in English (2012:12, 13).

Finland (n=78)	4.23
France(n=52)	4.33
Germany(n=268)	3.99
Macedonia (n=14)	4.43
Poland (n=14)	3.92
Switzerland(n=16)	4.25
Spain(n=22)	4.1
Average	4.17

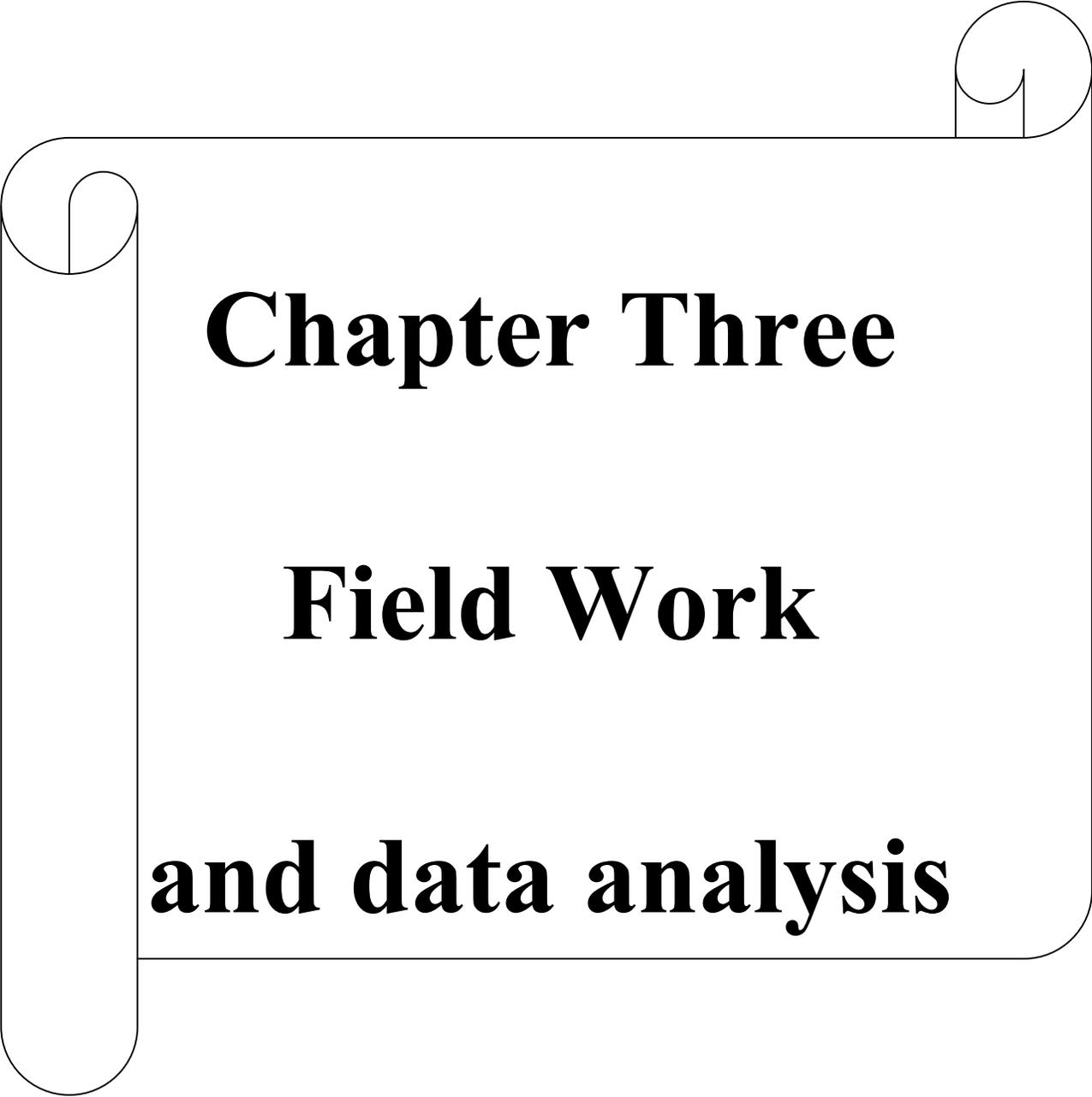
**Table 2.5 Average results from item n°63: How would you rate your own pronunciation skills? Please rate from 1 to 5, where 1= "extremely poor" and 5= "excellent".**

(Research in English, 2012, p.12-13).

## Conclusion

This chapter has provided an overall insight of the pronunciation and its constituents such as an overview of teaching pronunciation, its main elements and their definitions, and many tables which were very necessary to draw them for showing and illustrating the useful

connection between technology (audio-visual materials) and teaching pronunciation. Moreover, we have mentioned some activities in classroom about the manner to make the students acquire the correct pronunciation, Although pronunciation has always been among the main difficulties of second language learners, there is no doubt that it is considered an important part in learning a foreign language, in addition to that, we have given demonstrations of teaching pronunciation in Europe and its average results.

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# **Chapter Three**

## **Field Work**

**and data analysis**

## **Introduction**

This chapter represented the field work which is devoted to the presentation and analysis of the data that is obtained from questionnaires of both students and teachers. The students' questionnaire aimed at discovering students' attitudes towards the use of audio-visual aids in classroom as a tool for understanding and improving their pronunciation. The objective of teacher's questionnaire is to gather their helpful opinion about the necessary of using the audio-visual aids in their lectures and the important points that work with them. Starting in this chapter with a review of methodology including the method used in investigation and a description of the population of study, as well as the description of questionnaires and the analysis of results.

### **3.1 Research Methodology**

#### **3.1.1 The research method**

The research method in this study is the descriptive method which seems the most appropriate one for the subject that we are dealing with. The choice of this method can be justified by the fact's proof that it can provide us with well founded comprehensive information that lead to valid results.

#### **3.1.2 Population and Sample of the study**

The option is for first year LMD students of English at the University of Mohamed Kheider in Biskra, during the academic year 2016-2017. A sample of forty students has been selected randomly from the whole population of 850 students which are divided into fifteen groups. This sample has been chosen for reasons, that first year students are not familiar with a target language enough and they have difficulty in dealing with pronunciation and this of course

would make troubles in speaking. So the use of audio-visual technique in their classes is supposed to be helpful to develop their pronunciation.

Concerning teachers, we have dealt with six teachers of population phonetics unless two of oral and discourse who has been selected not randomly from the whole population teachers of English department at the University of Biskra. This selection of was based on the assumption phonetics and oral expression teachers would provide beneficial and valuable information since the nature of their module requires teaching speaking and enhancing the pronunciation which is the final aim of this research.

### **3.1.3 Data Gathering Tools**

The data collection tool that has been used in this study is questionnaire to obtain the information required to this subject. We have administered two formal questionnaires one for students and another for teachers, both are designed to show whether the use of audio-visual aids is beneficial for promoting pronunciation.

## **3.2 Students' Questionnaire**

### **3.2.1 Aim of the Questionnaire**

The objective of using this questionnaire is to collect data about students' impression on the impact of audio-visual aids in strengthening their pronunciation abilities in consequence very well speaking, the questionnaire researched to know students' attitudes and reactions when they learn with these materials.

### **3.2.2 Administration of the Questionnaire**

Since it is difficult to work with the whole population, we have administrated the questionnaire to a sample forty students from different groups of first year LMD students. The

researcher gave identical clarification and explanation; students took almost thirteen minutes to finish answering the questions, in addition that the questionnaire was administered in great conditions, students were excited to help and to lend their points of view and they were so curious about topic of research.

### **3.2.3 Description of the Questionnaire**

The questionnaire consists of fifteen questions were ordered systematically depend to the variables of the study, the nature of the questionnaire is semi-structured due to comprise mainly closed questions as to pick up or choose “yes” or “no” , justification were seldom demanded to provide an explanation for the answer. For more details about the description of the questionnaires are below

#### **Section One: Personal Information (Q1-Q6)**

This section is devoted to students’ own background information; we have asked students to indicate their gender (Q1), their streaming (Q2), their reason of English choice whether is personal or imposed (Q3), justifying their choice of study English, if it is personal(Q4), and justifying in case that is imposed (Q5), in the last question, students were asked about their level in English.

#### **Section Two: Using Audio-Visual Aids (Q7-Q11)**

This section seeks opinion about involving audio-visual materials, such as asking students to give their attitudes of mentioned tools, and whether they are audio-visual learners or no, also about what they are prefer to learn with, moreover, asking about their thinking of using AVA to present lectures and without them.

### Section Three: Learning Pronunciation (12Q-15Q)

This section comprises four questions about the use of audio-visual aids improve pronunciation, and the effect of them on pronunciation, in addition to asking for the extent of progress their pronunciation, finally, as a tag question, if they are satisfied or no if the teacher does not use the AVA.

#### 3.2.4 Analysis of the results

##### Section One: Personal information

##### Item 1. Students' gender

Options	N	%
Male	8	20%
female	32	80%
<b>Total</b>	<b>40</b>	<b>100%</b>

Table 3.1 Students' gender.

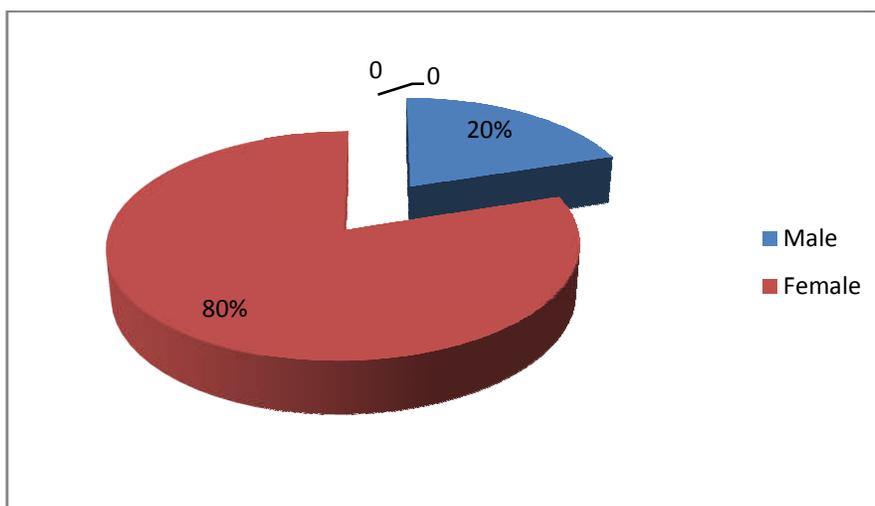


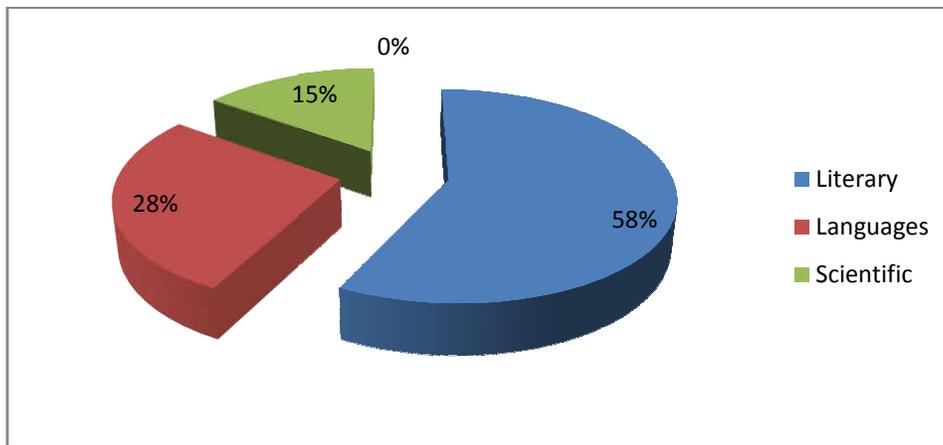
Figure 3.1 Students' Gender.

It is clear from the data recorded in the above table that the majority of first year students are female and they represent a sample of 80% of the whole population while a sample of males represent only 20% and this may indicate that female students have tendency to learn a foreign language more than male students.

**Item 02. Students’ Streaming**

Options	N	%
Literary	23	57.5%
Languages	11	27.5%
Scientific	6	15%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.2 Students’ Streaming.**



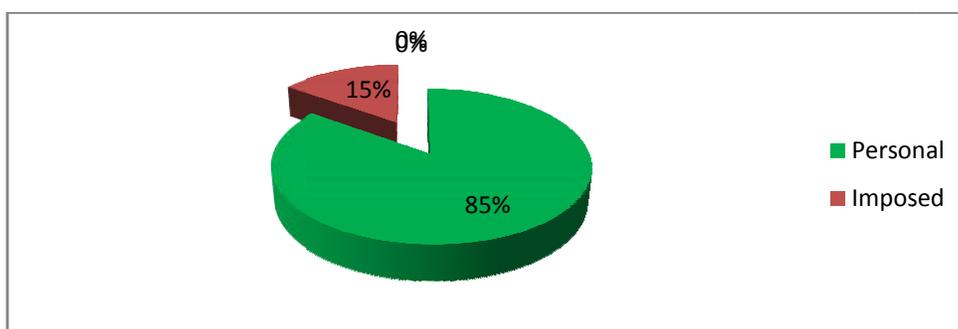
**Figure 3.2 Students’ Streaming.**

The results recorded above reveal that the highest rise of students streaming lies in literary choice which represents a sample of (58%), while a sample of ( 28) have opted for ‘languages’ choice, whereas (15%) opted for ‘scientific’ choice so this indicates that first year students have come from different streaming which may reflect variation of their level in English.

### Item 03. Students' Choices for Studying English

Options	N	%
Personal	34	85%
Imposed	6	15%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.3 Students' Choices for Studying English.**



**Figure 3.3 Students' Choices for Studying English.**

It is crystal clear from the above graph that the majority of first year students have chosen to study English according to their personal preference; therefore a sample of (85%) have stated that it was their personal choice, whereas only (15%) of the sample reported that they were imposed to study this branch due to advice of their parents or may be because of their grade, students are supposed to be motivated since the majority of them are studying in their preferable branch.

**Item 04/05.** Justifications of students' personal choice are summarized in the following points

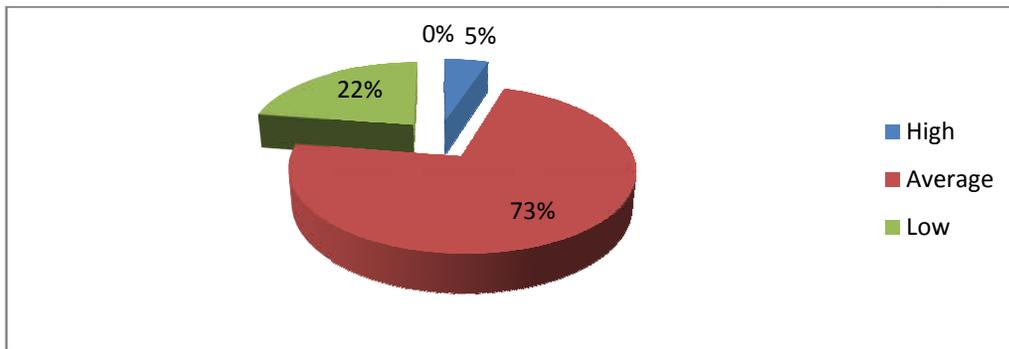
- They like the English language.
- They have the tendency to study the foreign language.
- They are seeking to realize their dream which is to master the English language as native speakers. Nevertheless those who opted for 'imposed' choice they justified their answers as

follows two of them have stated they were imposed because of their parents insistence while four of them were addressed because of their grade.

**Item 06. Students Level in English**

Options	N	%
High	2	5%
Average	29	72.5%
Low	9	22.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.4 Students’ Level in English.**



**Figure 3.4 Students’ Level in English.**

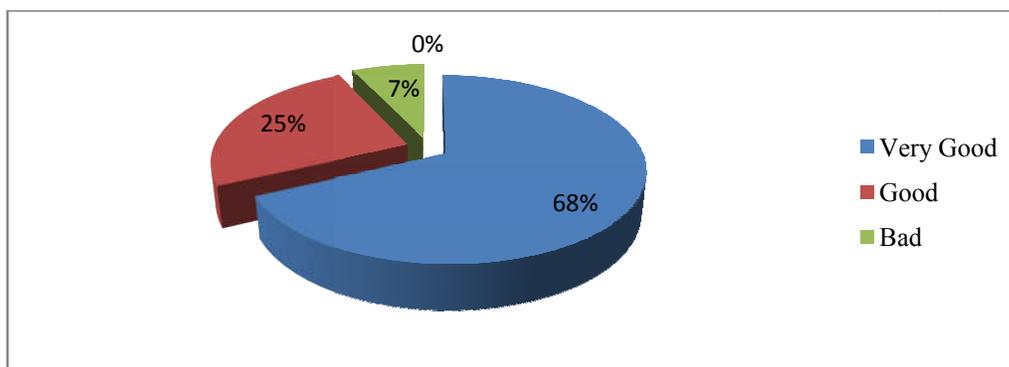
One can notice from the above results that the majority of students stated that they have average level in English; therefore, a rate of (5%) of students have recorded that they are master in this choice, However only (22%) of the sample declared that they have low level in dealing with the English language. from these results we can detect that the majority of first year students are still suffering from different problems in dealing with the target language such as lack of pronunciation vocabulary and even internal factors such anxiety and motivation.

**Section Two: The Use of Audio-visual Aids**

**Item 07. Students’ Attitudes towards Learning with Audio-visual Aids**

Options	N	%
Very Good	27	68%
Good	10	25%
Bad	3	7.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.5 Students' Attitudes towards Learning with Audio-visual Aids.**



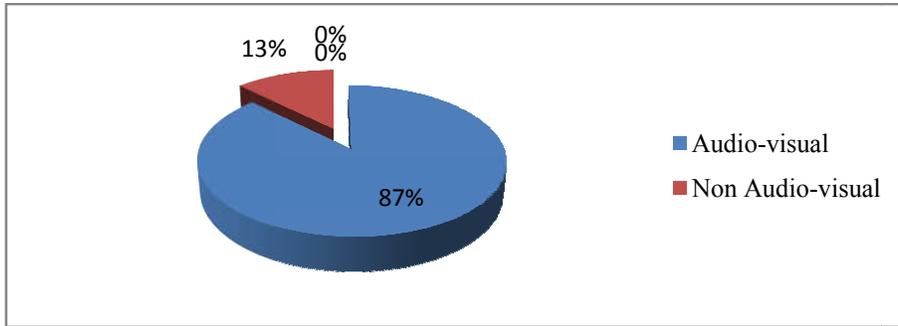
**Figure 3.5 Students Attitudes towards Learning with Audio-Visual Aids.**

The results shown in the above table reveals that most majority of first year English students in Biskra university are preferring studying with audio-visual materials in their oral expression courses; therefore (68%) of them have shown their positive attitudes towards learning with these devices and they represent “very good” choice while (25%) of students replied by “good choice”. in the same time some students have negative attitudes towards learning with these materials whom represents a rate of (7%) and this can be justified by the deference in students learning styles

**Item 08. Students' Learning Method**

Options	N	%
Audio-visual	35	87.5
Non Audio-visual	05	12.5
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.6 Students' Learning Method.**



**Figure 3.6 Students' Learning Method.**

This question has been proposed to demonstrate students' learning method which means whether they are audio-visual learners or not. The results obtained display that a great number of students nearly of (90%) appreciate the use of teaching materials in the classroom. Indeed they justified their answers by spot the light in the following reason:

Audio-visual aids work as a motivator for students to learn correct pronunciation.

Teaching materials work as a facilitator for both teachers and students.

They help students to develop their listening comprehension through the use of tape recorders.

Students can adapt new vocabulary and correct accent.

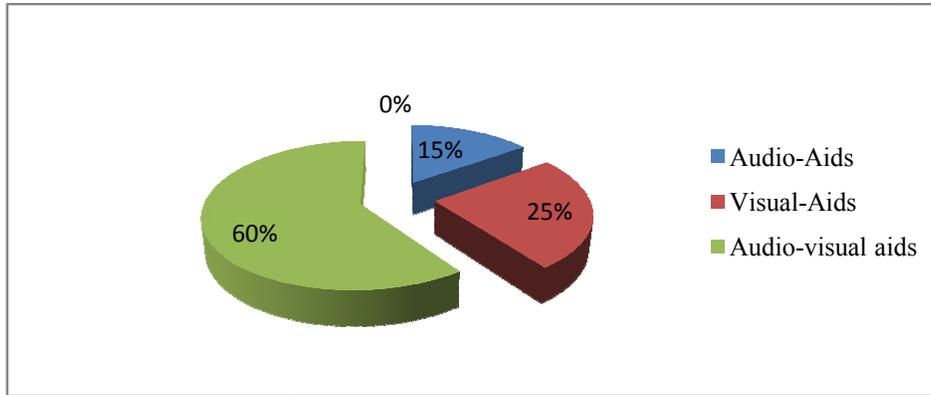
Audio-visual aids make a funny and enjoyable atmosphere.

However; few participants, who represent a number of 5 students (13%) denied the usefulness of audio-visual aids in the class and clearly showed that they are not in favor of using such materials.

**Item 09. Students' Preferences of Audio-visual Aids Types**

Options	N	%
Audio Aids	6	15%
Visual Aids	10	25%
Audio-visual Aids	24	60%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.7 Students' Preferences of Audio-visual Aids Types.**



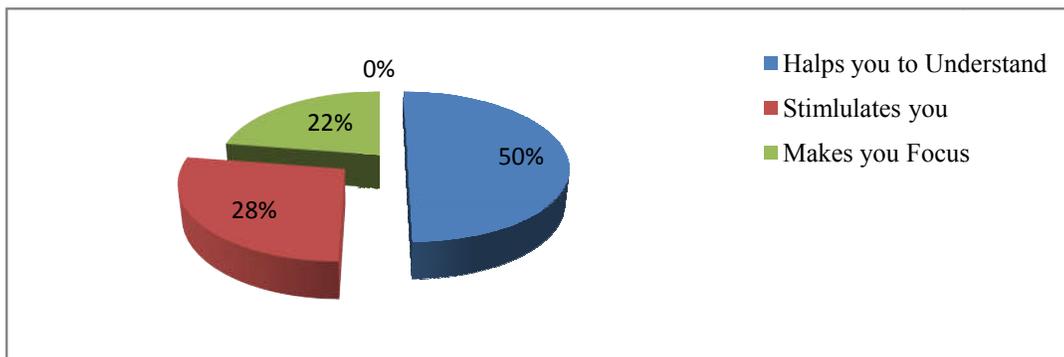
**Figure 3.7 Students’ Preferences of Audio-visual Aids Types.**

Having a look in the above results reveals that the vast majority of students prefer to learn with different types of audio-visual aids. Therefore (15%) of students consider audio-aids as the most important materials for learning a foreign language, while (25%) of them have replied with the second choice which means that some of them find Visual aids more effective for promoting oral proficiency and they present less than half of the total number of students. whereas (60%) of students consider that implementing audio-visual types is more useful; simply because it serves all students needs whether they are Auditory or Visual learners, for this reason they present the highest rate in this chart.

**Item 10. Students’ Opinions towards the Use of Audio-visual Aids in present lectures**

Options	N	%
Helps you to Understand	20	50%
Stimulates You	11	27.5 %
Makes you focus	9	22.5 %
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.8 Students’ Opinions towards the Use of Audio-visual Ads in Presenting Lectures**



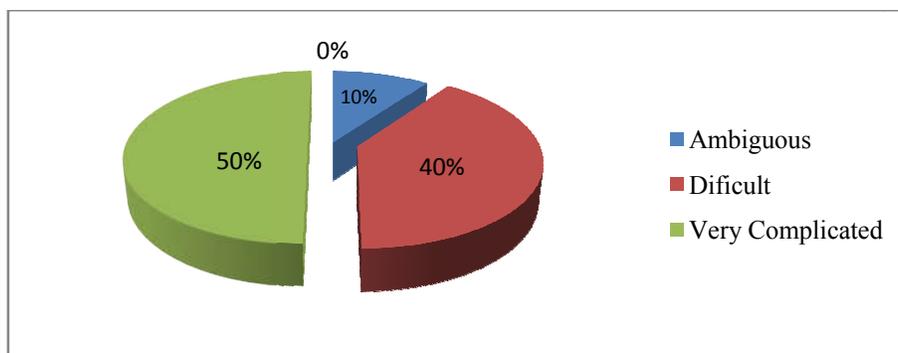
**Figure 3.8 Students' Opinions towards the use of Audio-visual Aids in presenting lectures.**

One can notes that students have different opinions concerning the use of teaching materials in the classroom. And this indicates that students have different learning styles in the first choice we find that a sample of 20 (50%) of students think that teaching devices enable them to understand and grasp their lectures easily. While a sample of 11(27.5%) of students appreciate the use of pedagogical equipments and they assume that these equipments motivate them to learn a foreign language. In the last rate of this sample we find 9(22.5%) of students thing that audio-visual materials are the best method for kipping students more concentrated during presenting a lectures.

**Item 11. Students Opinions towards Learning without Audio-visual Aids**

<b>Options</b>	<b>N</b>	<b>%</b>
Ambiguous	4	10%
Difficult	16	40%
Very Complicated	20	50%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.9 Students Opinions towards Learning without Audio-visual Aids.**



**Figure 3.9 Students' Opinions towards Learning without Audio-visual Aids.**

The purpose behind asking this question is to demonstrate students' attitudes towards learning without the use of audio-visual aids in the classroom. The results obtained display that many students find learning without technology is more difficult and requires more efforts from students to promote their levels and this represent a sample of (40%).In the other hand (50%) of students find learning more complicated without those materials. and finally a

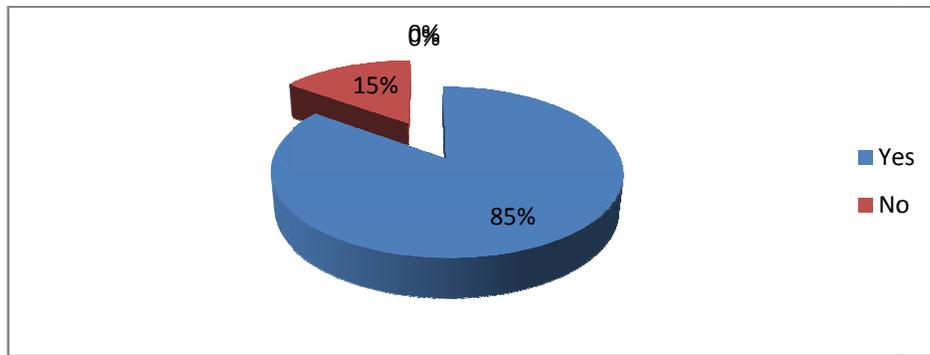
few of them have replied by assuming that learning without teaching materials is for a large extent is ambiguous.

**Section Three:Pronunciation**

**Item 3.10 Students’ Opinions towards the usefulness of Audio-visual Aids in Improving Pronunciation**

Options	N	%
Yes	34	85%
No	6	15%
<b>total</b>	<b>40</b>	<b>100%</b>

**Table 3.10 Students’ Opinions towards the usefulness of Audio-visual Aids in Improving Pronunciation.**



**Figure 3.10 Students’ Opinions towards the Usefulness of Audio-visual Aids in Improving Pronunciation.**

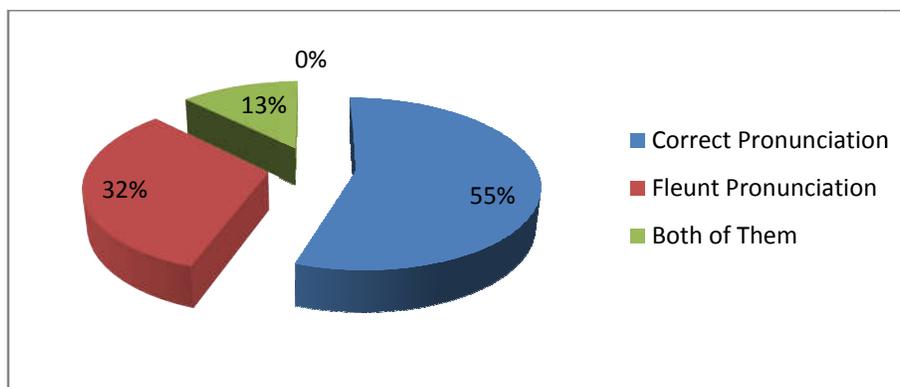
The results recorded above reveals that most first year students in Biskra University appreciate the implementation of audio-visual aids in the classroom for the sake of developing their oral proficiency and more specifically ameliorate their pronunciation, therefore a sample of 34(85%) of students stated that they prefer learning with these types of teaching materials, while only few of students denied the usefulness of this method and they represent a sample of 6(15%) of the total number.

**Item 13. The Effect of Audio-visual Aids in ImprovingPronunciation**

Options	N	%
Correct Pronunciation	22	55%
Fluent Pronunciation	13	32.5

Both of Them	5	12.5
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.11 The Effect of Adios-visual Aids in Improving Pronunciation.**



**Figure 3.11 Effect of Audio-visual Aids in Improving Pronunciation.**

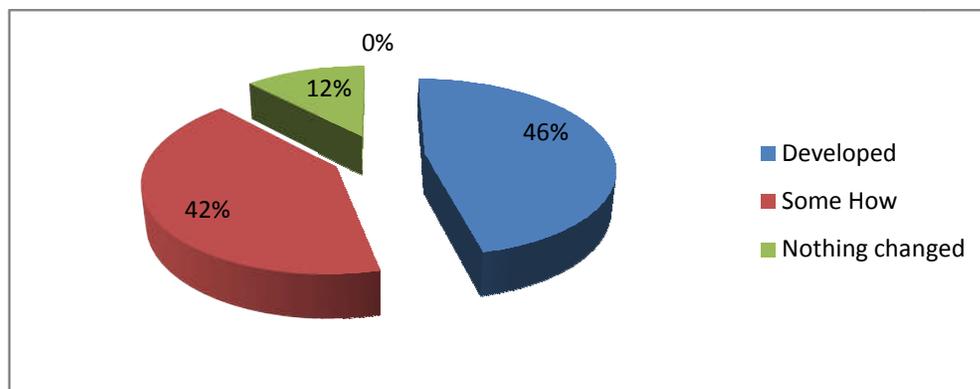
One can deduce from the given result in the above chart that Audio-visual aids have a crucial role in improving the pronunciation of the foreign language in many ways; hence the outcomes of students here reflect that therefore half of students respond with first choice i.e. correct pronunciation and they represent a sample of (55%) while (32%) of them respond with the second choice which means “Fluent Pronunciation”

Assuming that the more they are exposed to foreign language pronunciation the more they become more fluent in their language. In the other hand some students think that audio-visual aids enable them to enhance their pronunciation in terms of accuracy and fluency and they represent a sample of 5(12.5%) of students.

**Item 14. Students’ Opinions about Their Pronunciation Progress during Learning with Audio-visual Aids**

Options	N	%
Developed	19	47.5%
Some how	17	42.5%
Nothing changed	4	12.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.12 Students Opinions’ about Their Pronunciation Progress during Learning with Audio-visual Aids.**



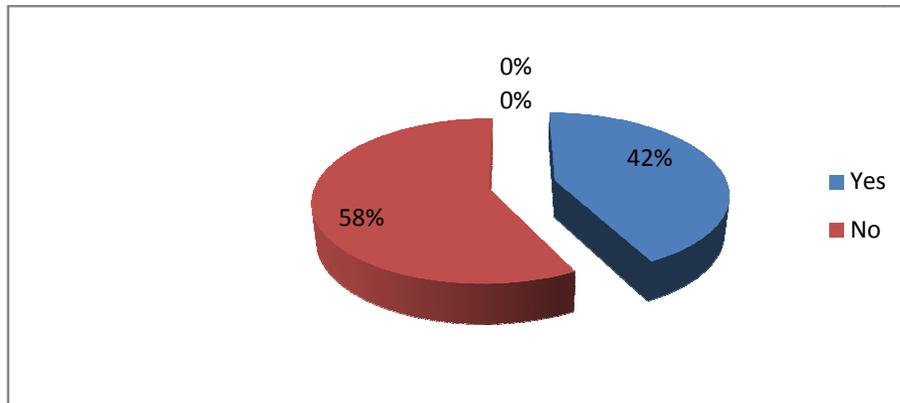
**Figure 3.12 Students’ Opinion about Their Pronunciation Progress during Learning with Audio-visual Aids.**

It is clear from the results obtained in this question that students have different opinions concerning the importance using teaching materials in developing their foreign language pronunciation. Some students revealed these pedagogical equipments have a great role in enhancing their pronunciation and those represents a sample of ‘46%) which represents the highest rate in this sample, while a number of (42%) have respond with second choice “Some How” and this can be interpreted by the difficulty of dealing with the native speakers’ pronunciation. whereas a few of students neglected the effect of audio-visual aids in developing their pronunciation and they represent a sample of (12%)and those are belonging to the sample that don’t prefer learning with this method of teaching.

**Item.15: Students’ Satisfaction about Their Teachers who do not use Audio-visual Aids in the Classroom**

Options	N	%
Yes	17	42.5%
No	23	57.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3.13 Students’ Satisfaction about Their Teachers who do Not Use Audio-visual Aids in the Classroom.**



**Figure 3.13 Students' Satisfaction about Their Teachers who do Not Use Audio-visual Aids in Their Classroom.**

The reason behind asking this question is that to know students' attitudes towards their teachers' method of teaching. From the obtained results we can notice that students have different opinions, therefore a sample of 23(58%) have respond with yes choice and they displayed that they are satisfied with their teachers who do not use Audio-visual aids in the classroom claiming that the successfulness of the lesson is not relying in the type of teaching materials that is used, but it depends in the way teacher presents his /her lesson. While about half of students respond with opposite which means they believe that learning without audio-visual aids is considered as a barrier which hander the development of their pronunciation. And their answers are justified as follows

- Learning without audio-visual aids makes the process of teaching and learning so complicated.
- Teachers relying in old methods of teaching make the courses so boring and demotivating.
- Students are more stimulated when they learn with modern devices of teaching.
- Learning without audio-visual aids requires from students to increase their efforts and spend a long time during their oral performances.
- Audio-visual aids give students opportunity to be acquainted with different cultures of the world.
- Audio-visual aids support students 'speaking and listening in the same time.
- They break the routing and create an enjoyable atmosphere in the classroom.

### **3.2.5 Discussion of the results**

The analysis of students' questionnaire indicated that tendency of learning English showed that girls marked big number than boys, most of students inform us that choice to study English was their own decision, the majority of them have been in literary stream, most of them affirmed that they were good level in English, a good percentage of agreement was given for audio-visual's learning, a great number of student preferred the AVA as a method for learning, by chance, half number of students affirmed that use of these tools help to understand and it is so complicated without involving them. Large number of students admitted positive response about improving pronunciation by AVA materials; also they chose the good answers for the effect of them. So they totally agree with the topic of dissertation and its content.

## **3.3 Teachers' Questionnaire**

### **3.3.1 Aim of the Questionnaire**

The aim of this questionnaire is to collect the views and the experience of teachers which concern of the importance of integrating the audio-visual materials in teaching Phonetics, and the way of dealing with students when they use them.

### **3.3.2 Administration of the Questionnaire**

The questionnaire was administered to (6) teachers, four of phonetics, one of oral expression and the other of discourse in the English division at Biskra University during the academic year 2016-2017, we have not selected them randomly, due to the module that we have suggested to learn it by the audio-visual aids. Teachers' contribution helped us to collect valuable data to work with the hypothesis that we have given.

### **3.3.3 Description of the Questionnaire**

The questionnaire consists of fourteen (14) questions parted in two sections; the questions were made as the same manner of teachers' questions, which are closed and entail from teachers the appropriate answers, in addition to "Yes" or "No" and a justification for one of the most important question to aid us by their opinion which so necessary to support our dissertation.

#### **Section One: Person Information (Q1-Q5)**

This section contains of teacher's background information, we have asked teachers to indicate their degree if is license, master, magister or doctorate (Q1), years of their experiences in the university (Q2), the atmosphere of teaching with students (Q3), teacher's satisfaction about their students' results (Q4), and what is relate to (Q5).

#### **Section Two: Audio-Visual Aids**

This section is devoted to detect teachers' considerations about the using of audio-visual tools in classroom and the way of how it would work with them. We have questioned them to get distinct views, the extent of importance of the use of audio-visual materials in classroom (Q06), also agreement or non for use suitable techniques in phonetics courses (Q07), asking whether lack of AVA a main problem of student's failure or not (Q8), the type of materials they use (Q09), and the extent of increasing motivation by using them (Q10), if AVA is more essential than the traditional method or not (Q11), the kind of problem that teacher face with their student (Q12), the obstacles (Q13), teacher's thinking about level of teaching without AVA (Q14).

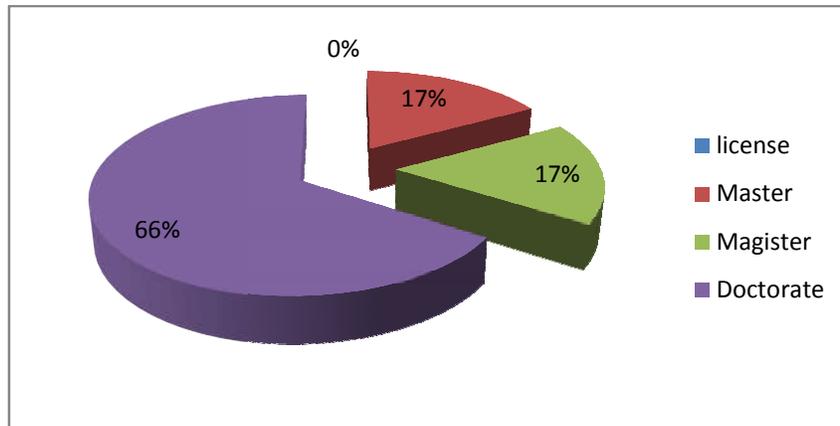
### 3.3.4 The analysis of results

#### Section One: Personal Information

##### Item.01: Teacher's Academic Degree

Options	N	%
License	0	0%
Master	1	16.66%
Magister	1	16.66%
Doctorate	4	66.66%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.14 Teachers' Academic Degree.**



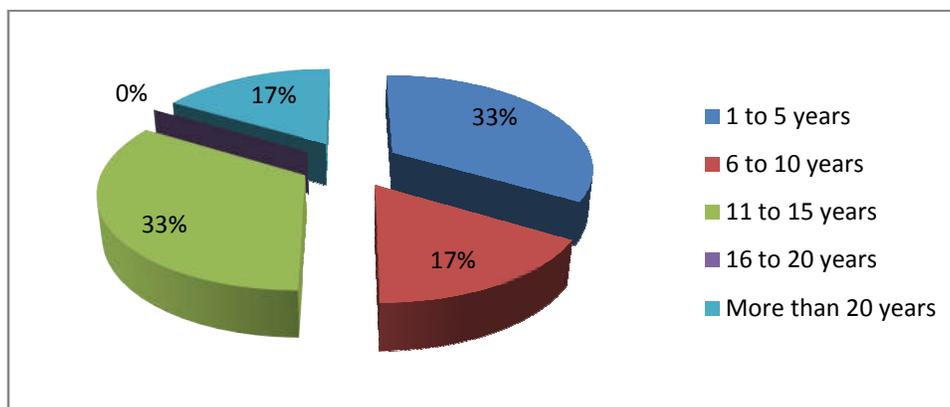
**Figure 3.14 Teachers' Academic Degree.**

It can be seen from the graph that most of teachers (57%) selected in the sample have a doctorate degree, and as we have remembered before those are not random for help us. Both master and magister degree are the same number, while the license degree no one were mentioned from them 0%.

**Item.02: Teachers' Experience at University**

Options	N	%
1 to 5 years	2	33,33%
6 to 10 years	1	16,66%
11 to 15 years	2	33,33%
16 to 20 years	0	0%
More than 20 years	1	16,66%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.15 Teachers' Experience at University.**



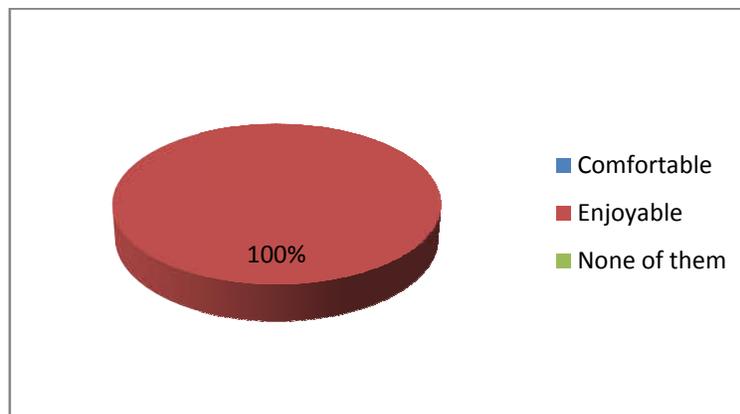
**Figure 3.15 Teachers' Experience at University.**

The results above recorded the variation of teachers' experience at university two teachers (33%) reported to have (1-5) years, one teacher used to teach (6-10) years, other two teachers have taught (11-15) years, the period from (16-20) no one (0%), we have recorded only one teacher have more than 20 years experience at university, the teachers who have being more years in teaching were more skillful, each additional year hold other helpful information and suitable solutions for difficulties.

**Item.3: The atmosphere of teaching students**

<b>Options</b>	<b>N</b>	<b>%</b>
Comfortable	0	0%
Enjoyable	6	100%
None of them	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.16 The atmosphere of teaching students.**



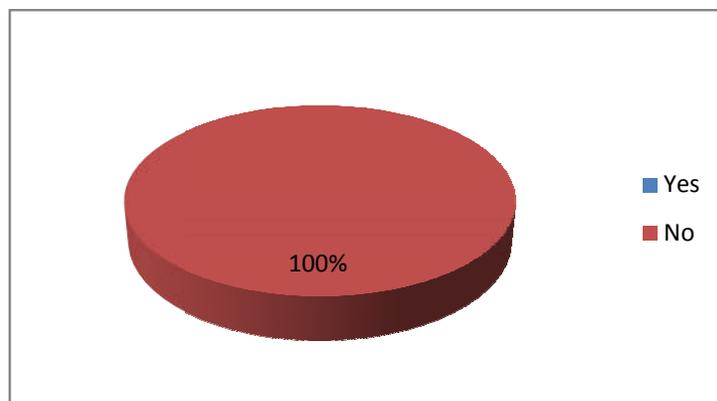
**Figure 3.16 The atmosphere of teaching students.**

The table reveals that all the teachers have enjoyable teaching their students (100%) it is whole percentage, which showed the extent of teachers' happiness and relax in their courses so there is doubt that teachers are enjoyable in their classes even though negative matter with students, and we were so glad of this answer.

**Item.04: Teachers' satisfaction of students' results in their lectures**

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	0	0%
No	6	100%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.17 Teachers' satisfaction of students' results in their lectures.**



**Figure 3.17 Teachers' satisfaction with students' results in their lectures.**

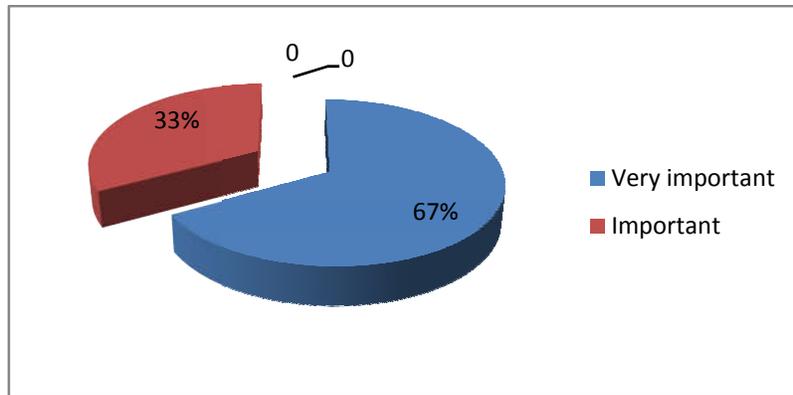
The graph shows that all the participants were not satisfied about the results of their students, nearly all of them affirm that it relates to weak level of students, most of them were not really master in English therefore weak background also lack of materials is the most worse trouble that happened in classroom which make students can not release and understand the presentation of lectures in results bad outcomes of students.

### **Section Two: Audio-Visual Aids**

#### **Item.06: Teachers' thinking about the use of audio-visual aids in classroom**

<b>Options</b>	<b>N</b>	<b>%</b>
Very important	4	66,66
Important	2	33,33
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.18 Teachers thinking about the use of audio-visual aids in classroom.**



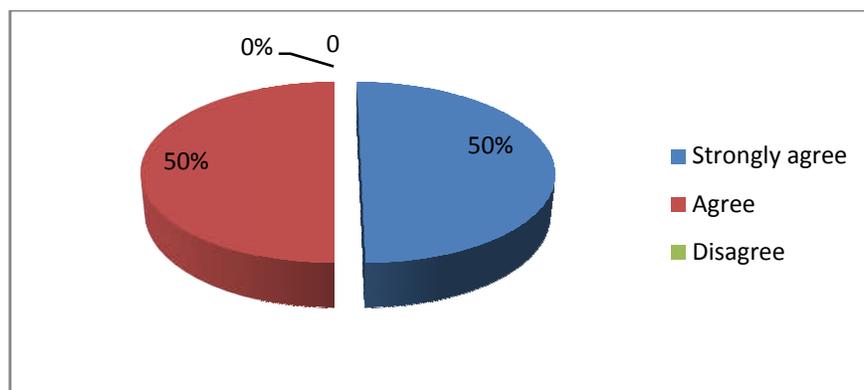
**Figure 3.18 Teachers’ thinking about the use of audio-visual aids in classroom.**

The graph demonstrates that most teachers (70%) have declared that those materials are very necessary to use them in classroom while only (30%) they have declared just important, as result, teacher have to use mentioned tools.

**Item.07: Teachers’ thinking about Phonetics course has its suitable technique**

Options	N	%
Strongly agree	3	50%
Agree	3	50%
Disagree	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.19 Teachers’ thinking about Phonetics course has its suitable technique.**



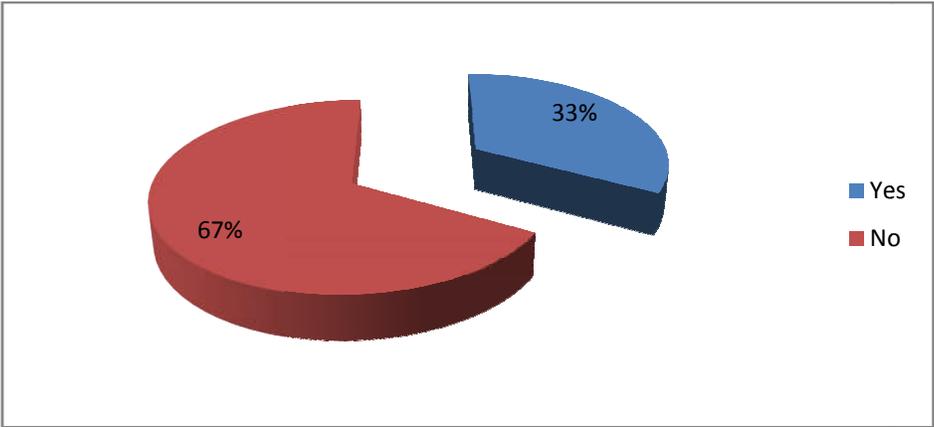
**Figure 3.19 Teachers’ thinking about Phonetics course has its suitable technique.**

It can be observed that no one from teachers is disagree about using suitable materials in phonetics course (0%), while (50%) are strongly agree have the same number of agree, from this view we can judge that teachers are certain us that using them would make students learn the pronunciation correctly begin from vowels, consonants, intonation and stress. AVA devices are means to make learning second language more easily and nearly as the native speakers.

**Item.08: Lack of AVA the main cause for student’s failure achieved**

Options	N	%
Yes	2	33,33
No	4	66,66
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.20 lack of AVA the main cause for students’ failure achieved.**



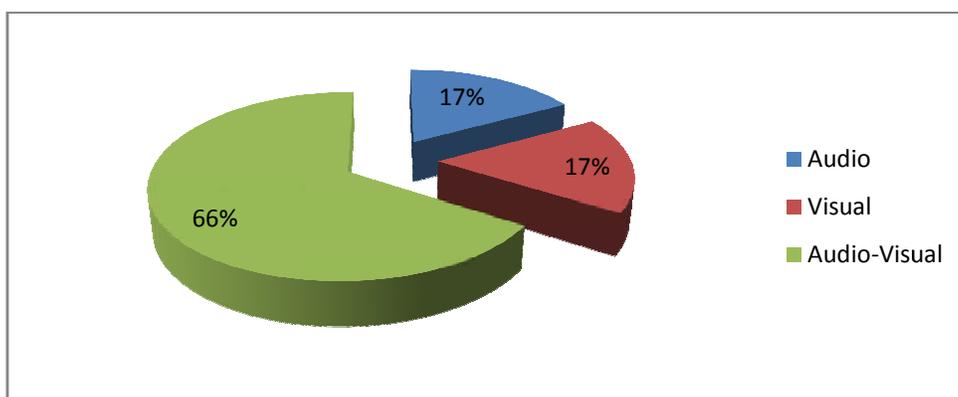
**Figure 3.20 Lack of AVA the main cause for students’ failure achieved.**

As it is visible above, most teachers have declared that lack of AVA is not the main cause for students’ failure achieved (70%), which means that successful achieved is not conditional to use every step with AVA, and lack of them almost makes a path to failure but it is not the principle cause, in other side (30%) have affirmed that decreased of them makes failure.

**Item.09: The type of material that teachers use**

<b>Options</b>	<b>N</b>	<b>%</b>
Audio	1	16,66
Visual	1	16,66
Audio-Visual	4	66,66
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.21 The type of material that teachers use.**



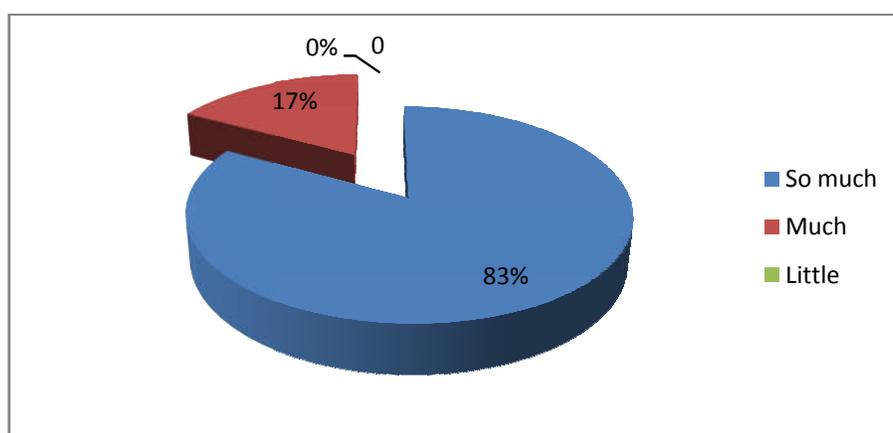
**Figure 3.21 The type of materials that teachers use.**

It is clear from the table above, that majority of teachers use the Audio-Visual materials (70%), therefore the full illustration from picture and voice to make complete explanation in consequence complete understood for the students, the rest was between Audio and visual still incomplete use.

**Item.10: The extent of increasing students' motivation through AVA**

Option	N	%
So much	5	83%
Much	1	16,66%
Little	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.22 The extent of increasing students' motivation through AVA.**



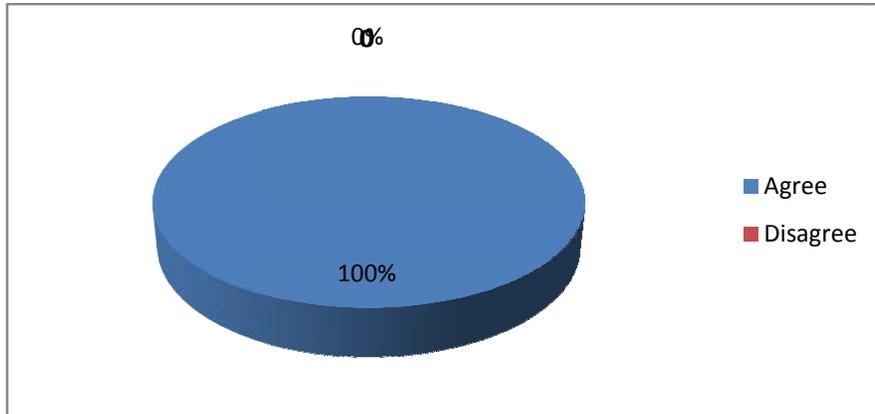
**Figure 3.22 the extent of increasing students' motivation through AVA.**

The data shows in the above table that nearly all the teacher (83%) agreed that AVA have increasing student's motivation so much for the greatest quality that these material have given, (17%) selected only much, while the suggestion of just little increasing was rejected, so AVA certainly affect positively on students' psychologies and behaviors.

**Item 11. The Audio-Visual Aids are more essential than the traditional method**

Options	N	%
Agree	6	100%
Disagree	0	100%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.23 The Audio-Visual Aids are more essential than the traditional method.**



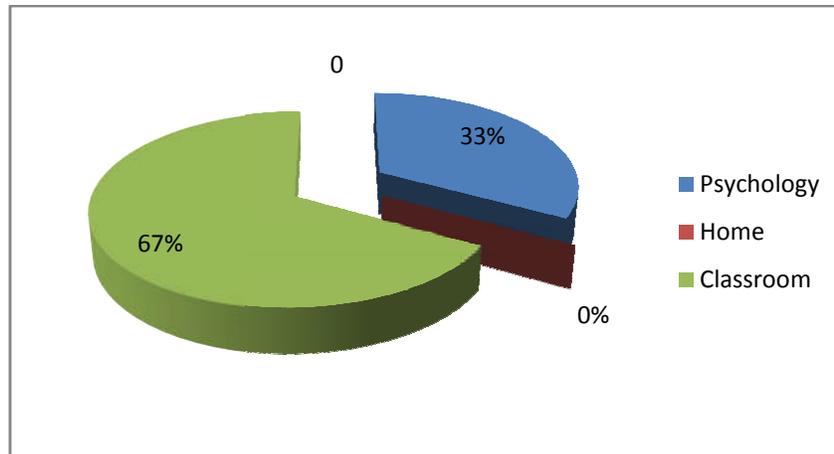
**Figure 3.23 The Audio-Visual Aids are more essential than the traditional method.**

From the previous table indicates the whole sample of teaches (100%) agreed that audio-visual aids are more essential than the traditional method, it is seemed that they emphasized the effectiveness due to their useful and helpful manner to make students aware of what they are studying and developing their skill.

**Item 12. The kind of problem that teachers face with their students in teaching**

Options	N	%
Psychology	2	33,33%
Home	0	0%
Classroom	4	66,66
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.24 The kind of problem the teachers face with their students in teaching.**



**Figure 3.24 The kind of problem that teachers face with their students in teaching**

According to our participants' answers, (67%) said classroom problem that they have faced with their students which means each detail in there could affect about teachers and students' dealing, (33%) said psychology problem which they faced, and teachers could know if their students have the mentioned kind of problem from their responses and what they are doing at classroom, (0%) no participants answer that home problem.

**Item 13. The obstacles that teachers face when they use AVA in their lectures**

In this item, teachers answered about open question, teachers have asked to give the obstacles that they faced while they were using the audio-visual aids in their lectures, and they enumerated them as following:

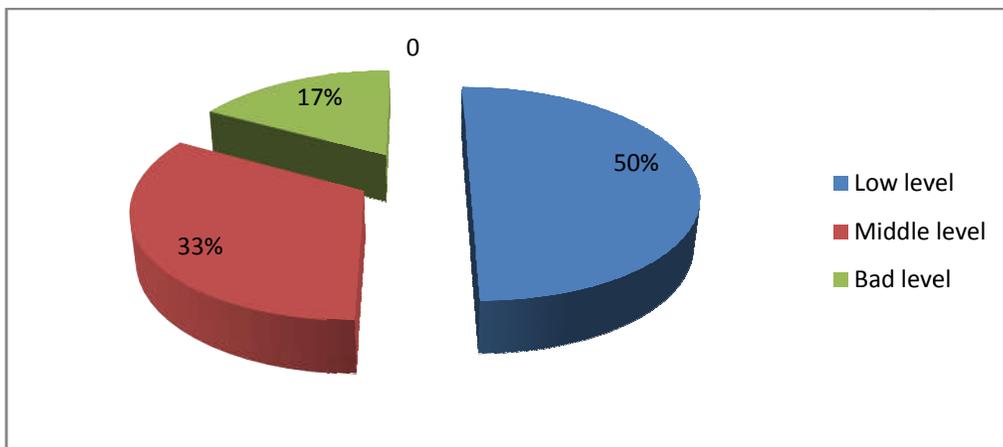
- The most important problem is the crowded classes. In fact, it is very difficult to work effectively with 63 students! It is nearly impossible to organize classroom interaction, group work, video, conference or classroom.
- The big number of students.
- Lack of authentic materials in the department.
- Lack of laborites and language labs.
- The scarcity of projectors with regard.

- The large number of teachers and groups.
- Not available all the time.
- Time for students to be taught.
- Large classes.

**Item 14. Teachers’ opinions about teaching without AVA at university**

Options	N	%
Low level	3	50%
Middle level	2	33,33
Bad level	1	16,66
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3.25 teachers’ opinions about teaching without AVA at university**



**Figure 3.25 teachers’ opinions about teaching without AVA at university.**

Teachers have been asked this question to know their consideration about level of teaching without using the AVA at the university; the outcomes showed that (50%) confirmed that it is low level, and (33%) said just middle level, while (17%) declared bad level , so from the results above w have observed that using those materials in teaching it is so affective on

teaching's level at the university and as it is known the progress countries used to teach by AVA in consequence they have high level in teaching.

### **3.3.5 Discussion of results**

The analysis of teachers' questions indicate that teachers emphasized to using audio-visual materials are so important in classroom at university for students' need as understanding and getting good results because AVA increase students' motivation to learn, they chose them as a suitable method in teaching . Teachers complain from the troubles that they have faced with using them, those obstacles have really negative reflex on students' level, and all teachers do not deny the praises of them.

### **Conclusion**

This chapter has been devoted to the practice field which was conducted to investigate the important of audio-visual aids to help students in enhancing their pronunciation; it concerns about confirming or rejecting hypothesis and to analysis the clarification from teachers and students, our assumptions was aimed to make students involved in the world of technology therefore students would open on new sides and discoveries to learn. Audio-visual aids are successful since they give students an opportunity to hear and see English language in its real us. The positive results that we revealed in this study have confirmed our hypothesis.

## **Suggestions and Recommendation**

### **Recommendation for teachers:**

- Teachers have to demonstrate the value of involving the audio-visual materials to their students.
- Teachers should suggest from administration to add enough laborites for practice by using the AVA.
- Take into student's background, level about speaking' mastery before exposing the lecture.
- Since pronunciation seems to the most important element for correct and fluently speaking teachers have to focus on the suitable manner of conveying the information to their students.
- Make students more interest and curious of how the English words are pronounced correctly by the appropriate audio-visual tools.

### **Recommendation for students:**

- Students have to know the benefits' use of AVA in learning phonetics courses.
- Try to used to involved technology in their study whether inside or out classroom.
- Be very careful about the sounds and transcription of the English words to get the correct pronunciation therefore master the English foreign language.
- Do not be confused; Contact your teachers or classmates when it's needed.
- Be confidant and worked constantly to reach your goal in your study.
- Be conscious certainly that AVA has positive results to pronounce as the native speakers by time.

## **General Conclusion**

The present study has dealt with the relationship that exists between the use of audiovisual aids and the improvement of students' pronunciation. Its main concern was oriented to investigate the vital role of these teaching materials in motivating students to learn the English language. This dissertation has been constructed in three chapters; the first one was devoted to present an overview of audio-visual aids, their types and their efficiency in stimulating students to maximize their speaking proficiency. The second section of this chapter was concerned with its importance in learning a foreign language and the obstacles while using them and the selection of appropriate audio-visual in classroom. In the second chapter of this study, we shed the light on the corner stone of many elements' definitions which is pronunciation that we have explained in details due to its importance; therefore, some aspects in the nature of speaking has been presented in this chapter namely tables and paint, and the manner to teach pronunciation by audio-visual materials, some activities that are facing students during pronunciation and some suggestions of different activities that may help students to develop their pronunciation or the correct speaking. The third chapter, which is the practical part, was concerned with the analysis of the results obtained from both teachers and students questionnaire. The interpretation of the results revealed that teachers and students have positive attitudes towards the integration of audio-visual aids in foreign language classrooms and their valuable answers have provided brilliant insights to our study. Although the findings of this research confirmed the initial hypothesis, and the majority of participants reported to appreciate the usefulness of these equipments in fostering their pronunciation to speak English fluently; one cannot over generalize these findings on the entire population because students have different learning styles and strategies. Consequently, these results can change by the change of the sample. Hence, proving the real validity of this

hypothesis entails further studies which can be conducted through experiments that will examine in-depth the applicability of our hypothesis.

We have concluded this work by suggesting some implications and recommendations for both teachers and students about the use of audio-visual materials as useful means to develop students' pronunciation.

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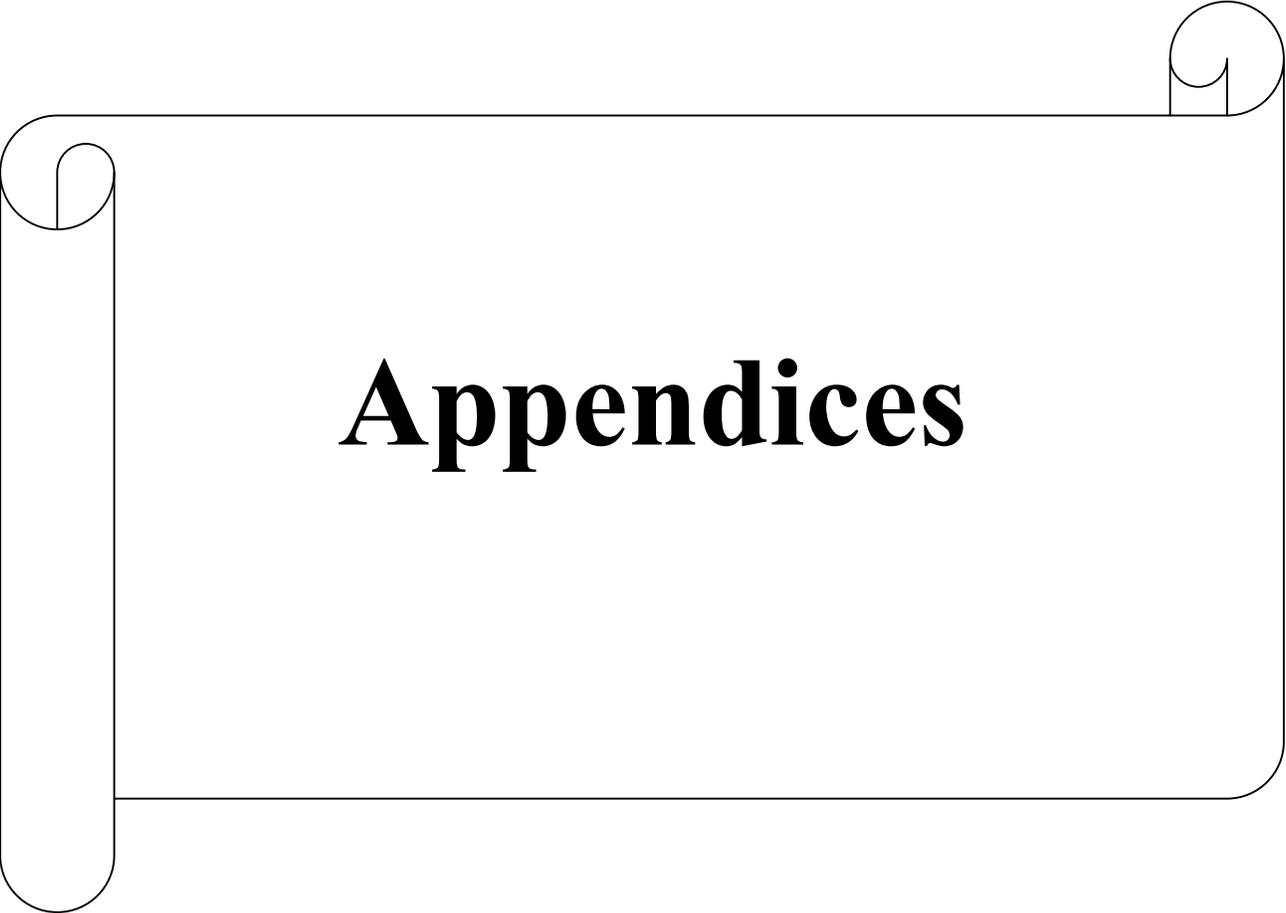
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# **Appendices**

# Appendix 1:

## Questionnaire for students

Dear student

This questionnaire is presented for you to help us to investigate the importance of the role of audio-visual aids in improving pronunciation of English foreign language in order to gather your valid answers and use them to analyze and interpret, so please, tick the choice that correspondent to your answer.

Thank you for your contribution

### Section one: Personal Information

1. Gender:

a) Male  b) Female

2. Streaming:

a) Literacy and Philosophy  b) Languages  c) Sciences

3. Your choice to study English was:

a) Imposed  b) Personal

4. If it is your personal choice, say why?

.....  
.....

5. If it is imposed, so what it refers to

a) The average  b) Closed persons  c) Other causes

6. What is your level in English?

a) High  b) average  c) Low

## Section Two: Using Audio-Visual Aids

7. What is your attitude towards learning with audiovisual aids?
- a) Very good  b) good  c) bad
8. Are you an audio-visual learner?
- a) Yes  b) No
9. Which suitable type of aids you prefer to learn with?
- a) Audio  b) Visual  c) Audio-visual
10. What do you think about using audio-visual aids to present Phonetics lectures?
- a) Helps you to understand  b) Stimulates you  c) Makes you focus
11. What do you think about learning without audio-visual?
- a) Ambiguous  b) Difficult  c) Very complicated

## Section three: Pronunciation

12. Do you think that audio-visual aids could improve pronunciation?
- a) yes  b) No
13. What is the effect AVA on pronunciation?
- a) You pronounce correctly  b) You pronounce fluently  c) Both of them
14. What do you think about your pronunciation progress by learning with audio-visual?
- a) Developed  b) Some how  c) No thing change
15. Are you satisfied about your teacher even if he does not use the AVA in his/her lectures?
- a) Yes  b) No

Justify.....

.....

.....

## Appendix 2:

### Questionnaire for teachers

Dear teacher

It is important to ask your honor of my dissertation about the use of audio-visual aids in teaching phonetics and improving student's pronunciation to answer us for getting some ideas and use them for reaching the validity and reliability of this dissertation and to discover interesting information. We would be grateful if you could answer all the questions by ticking the appropriate box, and by providing full statement when necessary.

Thank you

#### Section One: Personal Information

1. Your degree is
  - a) License
  - b) Master
  - c) Magister
  - d) Doctorate
2. How long have you been teaching in the university?
  - a) 1 to 5 years
  - b) 6 to 10 years
  - c) 11 to 15 years
  - d) 16 to 20 years
  - e) More than 20 years
3. Is teaching your students?
  - a) Comfortable
  - b) Enjoyable
  - c) None of them
4. Are you satisfied with the student's results in your lectures?
  - a) Yes
  - b) No
5. If no, because it relate to:
  - a) Weak level of students
  - b) Lack of materials

#### Section Two: Audio-Visual Aids

6. Do you think the use of audio visual aids in class room is?

a) Very important  b) Important

7. Do you think that phonetics course has its suitable technique?

a) Strongly agree  b) Agree  c) Disagree

8. Is lack of AVA the main cause for student's failure achievement?

a) Yes  b) No

9. Which material do you use?

a) Audio  b) Visual  c) Audio-Visual

10. What's the extent of increasing student's motivation through AVA?

a) So much  b) Much  c) Little

11. The Audio-Visual aids are more essential than the traditional method teaching?

a) Agree  b) Disagree

12. Which kind of problem that you face with your student in teaching?

a) Psychology  b) Home  c) Class room

13. What are the obstacles that you face when use AVA in your lectures?

.....  
.....  
.....

14. Do you think that teaching without AVA at university?

a) Low level  b) Middle level  c) Bad level

## ملخص :

هذه الأطروحة تهدف إلى إثبات أهمية استخدام الوسائل السمعية والبصرية كأداة مفيدة لتحسين نطق الطلاب افتراضنا أنه إذا كان معلمو الصوتيات يستخدمون الوسائل السمعية والبصرية في فصولهم، فسيتم تعزيز نطق الطلاب أجريت هذه الدراسة من خلال المنهج الوصفي تم إجراء البحث من خلال استبيانين مختلفين للمعلمين والطلاب في قسم اللغة الإنجليزية في جامعة بسكرة، أظهر تحليل الاستبيانات أن كلا من المعلمين والطلاب يعتبرون هذه الوسائل التعليمية أدوات هامة لتعزيز النطق وكشفت النتائج أيضا أن كلا من المعلمين والطلاب يعتبرون أن دمج الوسائل السمعية والبصرية في الفصول الدراسية عامل حاسم وتقنية فعالة لتطوير نطق الطلاب ثم إجادة اللغة، وعلاوة على ذلك المساعدات السمعية والبصرية تغطي حاجة الطالب حول نقاط غامضة، أيضا جعل جو ممتع للتعلم وجلب انتباه الطلاب وأكدت نتائج هذا البحث فرضيتنا وقدمت أدلة على أن استخدام المواد السمعية والبصرية يمكن أن تدعم الطلاب ليتم دمجها بشكل هادف فالهدف من اللغة هو تعزيز مستوى إتقان النطق وأخيرا، أوصلت هذه الدراسة ببعض الاقتراحات للمعلمين لتوجيههم لتنفيذ هذه التقنية بفعالية، وغيرها من الطلاب التي قد تساعدهم على تحسين النطق.