PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH DIVISION

The Effects of Using Authentic Audiotapes to Develop EFL Learners' Pronunciation

Case of First Year EFL Learners at Mohamed Kheider University of Biskra

Dissertation Submitted in Partial Fulfillment for the Requirements of the Master's Degree in Sciences of Language

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June 2017

Dedications

I dedicate this work to all those who have believed in me and have provided much

friendship, and encouragements to help me carry this work out.

To my mother, the dearest person to my heart, Thank you for all your sacrifices, your

encouragement, and all your love.

To my father for his confidence in me and for his financial support.

To my elder sister Saadia and her husband Djeloul.

To my brothers Monaim, Mostapha, Kamel, Nor Eddine, Lakhder, Salim and

Mokhtar

To my adorable sisters Soumia, Nadjet, Aicha, Hadjer and Ahlem

To my prince Mehdi and my princess Ranim

To all my nephews and nieces

To the **Flowers** (Fadhila, Sara, Fatima, Huda, Afaf), and the **Butterflies** (Kaother,

Sara, Amel, Kholoud, Amina, Fati, and Nousaiba) I say: it's just a great gift to have

friends like you.

To my teacher Zahra, and all my new friends

I dedicate this work.

Acknowledgments

First of all I should be so grateful and thankful for Allah, the Most Gracious and the Most Merciful for giving me the patience, power and will to complete this work.

I wish to express my sincere gratitude to my supervisor **Mr. Walid AOUNALI** who guided this research and gave me his time and expertise, and for his constant help, precious suggestions and valuable advice.

I would like to thank all the members of the jury for reading and evaluating my dissertation. Namely, **Dr. Saliha CHELLI, Mrs. Imane GUETTAL, and Ms. Lamia BENTAHAR**

I would like to thank **Dr. Amel Guerdouh** for her help and encouragements.

I will not forget, of course, to express my gratitude to **Mr. Ali Benadel,** and first year students who have kindly accepted to cooperate, without whom, this work would not have been possible.

My profound thanks are also extended to all the teachers of the English division, and all my friends.

Finally, I should not forget to express my gratitude to my dear family for their prayers and encouragement.

Abstract

The present dissertation aims to investigate the effect of using authentic audiotapes to develop EFL learners' pronunciation. This study was conducted with ten first year students of English at Mohamed Kheider university of Biskra. They were randomly selected, they underwent a pre-test in order to spot out their mistakes in pronouncing English segments before using the authentic audiotapes, and then they did a post-test to find out whether the authentic audiotapes implemented during treatment were effective on developing their pronunciation or not. The test scores were analyzed and compared using percentage and frequency of mistakes. It was found that the students who were experimented improved their pronunciation, and they made few mistakes after using authentic audiotapes. In addition, they were satisfied and more motivated with the use of authentic audiotapes, which encouraged them to work on their pronunciation. Finally, we concluded our research with several pedagogical implications and recommendations for teachers and students alike to improve teaching and learning pronunciation.

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List of Abbreviations

BBC: British Broadcasting Corporation

CALL: Computer Assisted Language Learning

CP: Critical Period

DVD: Digital Versatile Disc" or "Digital Video Disc"

EFL: English as a Foreign Language

ESL: English as a Second Language

IPA: International Phonetic Alphabet

L1: First Language

L2: Second language

LMD: Licence, Master, Doctorate

MP3: Music player

PC: Personal Computer

RP: Received Pronunciation

SLA: Second Language Acquisition

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General Introduction

GENERAL INTRODUCTION

Introduction

Accurate pronunciation is an important part of learning any language. Though, there are no shortcuts to perfect pronunciation; however there are some ways in which non-native learners can practice more effectively and improve their skills faster. Not learning to pronounce the words correctly at the beginning of foreign language learning leads to fossilized pronunciation which impedes correct pronunciation. But, nowadays, the availability of authentic audio materials have been increased which helps non-native teachers and EFL learners to improve their pronunciation.

The present study serves as an investigation about the effects of using authentic audiotapes to develop EFL learners' pronunciation. Additionally, it is tempting to suggest that the very first English lessons in phonetics should deal with extensive practice in pronunciation.

1) Statement of the Problem

Learning to pronounce English words correctly can be one of the hardest parts of learning English. There are some sounds in English that did not exist in learners' mother tongue which cause difficulties for them. Besides, teachers correct their students' pronunciation when they make mistakes, or when they are not speaking clearly. But, they do not devote a class time to pronunciation practice on a regular basis. Thus, the majority keeps on making mistakes in pronunciation and fail more often in pronouncing the vowels.

At Mohamed Kheider University of Biskra, first year syllabus of phonetics covers segmental features of pronunciation, but focuses more on teaching articulatory phonetics like articulation of vowels and consonants without extensive practice. However, the tricky thing about pronunciation is not just a question of acquiring knowledge, but it is a physical skill that

learners need to practice regularly. If first year students do not have an opportunity to acquire a good pronunciation at the beginning of their learning, they may build their habits in the wrong way. Thus, bringing authentic audiotapes to classroom for practicing pronunciation can help learners pronounce well. Hence, through this study we will focus more on practice using authentic audiotapes in order to develop their way of pronunciation.

2) Aim of the Study

The main purpose of the present study is to investigate the value of practicing pronunciation through the use of authentic audiotapes. Additionally, we aimed to check the effectiveness of implementing authentic audiotapes in the classroom as a tool to improve learners' ability to pronounce correctly.

3) Research Questions

This study seeks to answer the following research questions:

- Does the use of authentic audiotapes help EFL learners to pronounce correctly?
- What are the effects of using authentic audiotapes on EFL learners' pronunciation?

4) Research Hypothesis

.   We hypothesize that if first-year students were trained through the use of authentic audiotapes, they will improve their pronunciation.

5) Research Methodology

This research is quasi-experimental research. Firstly, the participants and the setting of the study were described. Then, the materials and the instruments used to collect data were explained. Lastly, information on how the data were collected and analyzed was presented in detail.

6) **Research Tool and Sampling**

In order to investigate the effectiveness of the audiotapes on the students' pronunciation, ten participants of first year LMD students are randomly selected from Mohammad Kheider University. Two different audiotapes had been chosen for the study (BBC learning English and English Pronunciation in Use).To reach the aim of this study, we rely on the pre-test and the post-test. The pretest paves the ground to spot out the mistakes of the first year students, while, the posttest reveals the effectiveness of using authentic audiotapes on correcting their mistakes. A digital recorder will be used for recording students' voices to determine the correct pronunciation.

7) **Structure of the Dissertation**

The present research consists of three main chapters; the first chapter is about authentic materials, technology for language education, and technology in learning, besides, teaching pronunciation, authentic audiotapes and its definition. In addition, we spoke about the use of authentic audiotapes in audio-lingual method (ALM) and comprehension-based approach.

The second chapter contains the definition of pronunciation; we spoke about its features and factors. The difficulties and the importance of pronunciation in language teaching are explained. We define speaking skill and tackle to the relationship between pronunciations and speaking.

Finally, chapter three deals with analysis of the data collection, the results obtained in this study are presented and discussed.

Chapter One

Using Audiotapes in Teaching Pronunciation

Chapter One: Using Audiotapes in Teaching Pronunciation

Introduction

Students from the countries in which English is taught as a foreign language frequently have great difficulty understanding spoken English, when they come into contact with native speakers. Thus, choosing authentic audiotapes is fruitful, beneficial, and available to enhance the pronunciation of the EFL learners and disposal the difficulty of understanding spoken English.

In this chapter, the basic definitions of authentic materials and authenticity will be presented. In addition, the main sources of authentic materials and the advantages of using authentic materials in foreign language teaching will be classified. Then, generally, we speak about technology in teaching, besides to the use of technology in teaching pronunciation. Also, we tackle to authentic audiotapes, its use in audio-lingual method, and comprehension based approach. Finally, we will mention what the learner of a foreign language needs when learning pronunciation.

1.1 Authentic Materials in Teaching

1.1.1 Definition of Authentic Material

The term authentic materials have been defined in different ways. Abdul Hussein (2013) states "authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio materials; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models" (p.331). Rogers and Medley (1988) defines authentic materials in terms of goals as appropriate, quality, and objectives, and in terms of real life and meaningful communication as natural, interest and learner needs. While Nunan (1988) defines authentic materials as the materials which have been produced for purposes other than to teach language. What these definitions share is the exposure to real

language and its use in its own community. Concerning the use of authentic materials in teaching pronunciation Rashtchi (2011) claims that acquiring authentic pronunciation can be more probable if the exposure to the authentic materials are sufficient. She adds that listening to audio cassette tapes that came with the course text books and the online sources (drama and raps, audio or video excerpts from authentic lectures, instructor-produced podcasts or student produced texts) served as main sources of input in the classroom.

Therefore, the teachers can benefit from the use of authentic materials which can help their students to expose to native speakers as well as to break the routine of using the textbooks or workbooks in the classrooms. In addition, authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the "real" language (Tamo, 2009). That is to say, that bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience.

1.1.2 Defining Authenticity

Authenticity concerns the truthfulness of origins; it is a synonym of realness, validity, genuineness, reliability of materials used in classroom. According to Al Azriand Al-Rashdi (2014) authenticity is very significant, because it prepares the learners for the real world situations in terms of using the target language. On the other hand, using less authentic materials with our learners, may lead to less practice in the real world.Weimer (2011) defines authenticity as being "real" or "genuine" and the advice often given to faculty wanting to develop authenticity in their teaching is to "just do what comes naturally".

1.1.3 Sources of Authentic Materials

The sources of authentic materials (whether spoken or written) are endless and lots of them can be made use of in foreign language teaching. The most common sources are

newspapers, magazines, TV, video, radio, literature, and the Internet. Oura (2001) classified these materials depending on their characteristics into four categories:

1.1.3.1 Authentic Listening/Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio- taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

1.1.3.2 Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X- rays.

1.1.3.3 Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

1.1.3.4 Realia ("Real world" objects) Used in EFL/ ESL Classrooms: coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations (p.67-68). Realia are also used to serve as help to facilitate language production and acquisition (Mahdi, 2015). In the following figures we have chosen some examples of authentic materials that may be used to teach pronunciation:

'The Chaos' by Gerard Nolst Trenité (1870 – 1946)

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.

Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.

1

Figure 1: The chaos Poem by Gerard Nolst Trenité. Adapted from

http://ncf.idallen.com/english.html
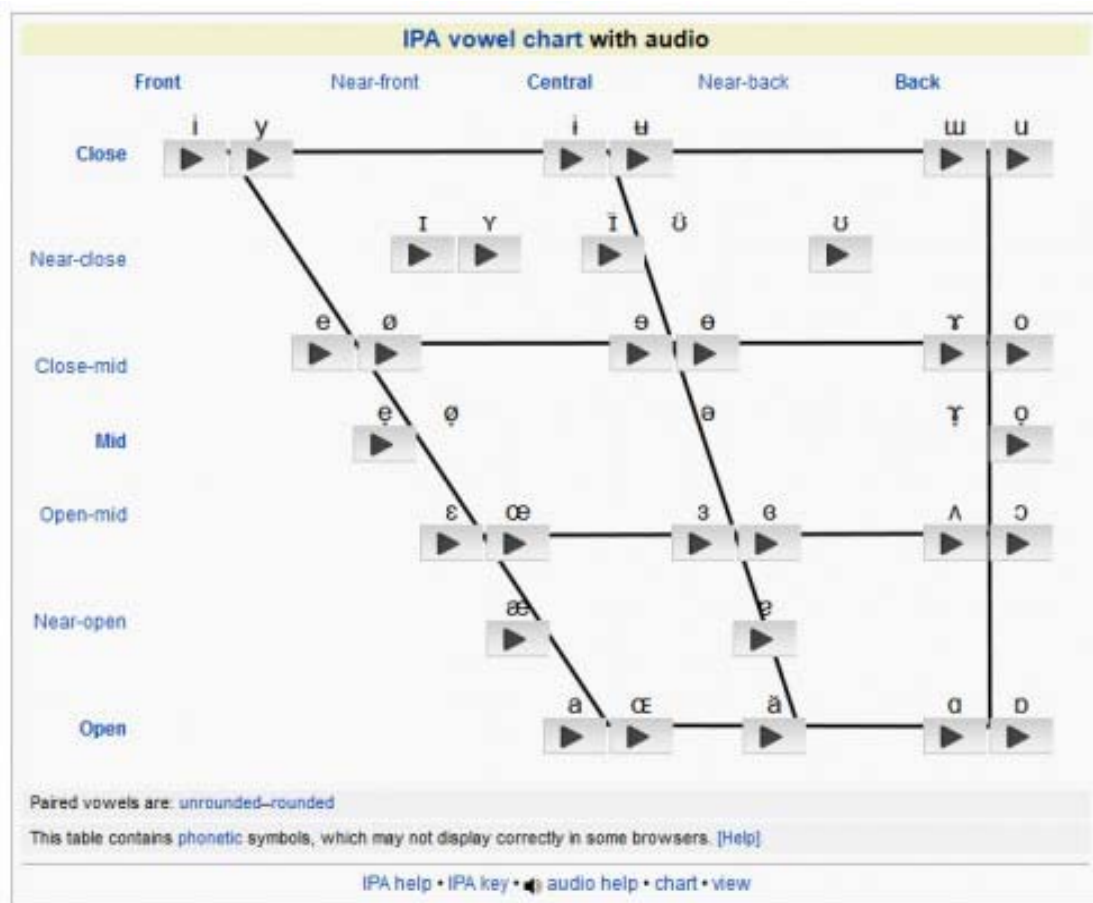
Figure 2: Wikipedia's IPA Vowel Chart with Audio.

1.1.4The Advantages of Authentic Materials in Foreign Language Teaching

Using authentic materials in language learning environments has lots of advantages. Firstly, when authentic materials used in class, students gets the chance to read, rehearse, listen to, practice, use and learn the language via the materials that they can see, examine, touch and listen to (Oguz, Bahar, 2008) . They engage both the learners' and teachers' attention in the language being taught (Martinez, 2002) Also, if we intend to help learners cope with the authentic situation of mismatch between the language they produce and which they hear, we must at least expose them to authentic language and, if possible, lead them to work out strategies for bridging this language gap (Porter & Roberts, 1981).Furthermore,

Young (as cited in McCoy 2009) states that from the learner's viewpoint, authentic materials are motivating, interesting and useful, with content that does not cause them culture shock or discomfort.

Moreover, many writers have given a preference to the use of authentic materials in language teaching because such materials increase motivation in learning and get the learners exposed to the 'real' language which they can practice whenever they are required to do so, Philips, Shettlesworth, Clarke and Peacock (as cited in Awasthi 2006) give the following advantages of authentic materials:

• They provide a positive effect on learner motivation

• They provide authentic cultural information

• They provide exposure to real language

• They relate more closely to learner's needs

• They support a more creative approach to teaching.

1.2 Technology

1.2.1 Technology in Teaching

Nowadays technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom. It is believed that technology can improve teaching and learning especially the quality and quantity of teaching and learning (Mohammadi & Samadi 2014).Research indicates that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelley, 2002; Schacter, 1999). Blake (1998) claims that "technology can play an important role in fostering second language acquisition by electronically increasing learners' contact with a wide array of authentic

materials" (p. 210). Moreover, Prensky (as cited in Erbaggio 2012) claims that technology considers as an important tool in the language and culture classroom also because of the learning preferences of our current student population In addition to that, technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Thus, Technology is one of the most significant drivers of both social and linguistic change (Shyamlee & Phil, 2012).

The interaction of technology in teaching different field of foreign language has been studied by many researchers. For instance, the results obtained with Hsu, Wang and Comac (2008) confirmed that the use of audio blogs provides an efficient and effective way to evaluate students' oral performance. In addition, learners enjoy the ease of using audio blogs and believe that audio blogs assist their language-learning experience. Another study was done in Iran by Mohammadi and Samadi (2014) investigated the effectiveness of Computer Assisted Language Learning (CALL) on improving Iranian's accent students and the results showed a significant progress trend in the long-term for the Iranian students. CALL can provide students with highly motivated learning environments and opportunities to engage in meaningful and authentic learning (Mohammadi & Samadi, 2014). Mohamad khani, Farokhi & Farokhi (2013) also noted that listening to native speaker audio files help the Iranian students to have close relation with the culture of second language and to follow the learning process more facilitated.

That is to say, with the innovation and integration of technology into pedagogical settings, it is more likely that teachers can strengthen their courses, and language learners can have more opportunities to be exposed to the target language in various ways. Table 1 below classified the educational technology items:

Category	Item
Computer: Offline	Digital presentation (e.g., PowerPoint) DVD Learning management system (e.g., Blackboard) English lesson software Language game software Pronunciation software
Computer: Online	Internet searches Reading material Listening material Writing laboratory (OWL) Reference material (e.g., Wikipedia) Podcast E-mail Text chat Voice chat (e.g., Skype) Social network (e.g., Facebook) Class website
Digital devises	Cassette tape player/recorder CD player Video recorder (camcorder) Micro video camera system Electronic dictionary Portable media player (mp3) Smart phone Digital visual presenter (Elmo) Wireless writing tablet (pen pad) Interactive whiteboard
Materials-creating software	Worksheet maker software (e.g., wordsearch) Test maker software
Recordkeeping software	Specialized Spreadsheet (e.g., Excel)

Table 1: Educational Technology Items Surveyed adapted from Shaffer (2013)

1.2.3 The Use of Technology in Teaching Pronunciation

Teaching pronunciation can be taught in many ways when using technology. It can be with familiar technological resources, such as audio and video recorders, as well as computer technology that offer many possibilities. Ducate and Lomicka (2009) similarly support the

view that technology can improve students' pronunciation. They argues that since students often have a difficult time hearing their own pronunciation mistakes and judging the native likeness of their speech, technology can help in many ways to improve students' pronunciation. As examples, pronunciation software can be very helpful to individual learners and classes (Murphy, 2003).

There are some programs allow students to listen to a model utterance, repeat the utterance, and compare visually their speech with the model, because the visual image can help learners match their pitch and intonation contours with those of the model (Bailly, 2005). Tape recorders, CDs, Video players, Computers, DVD players, and the like seem to be of great use and help in learning pronunciation especially in early intermediate classes (Rokni, 2013). In addition, relatively new technologies, such as smart-phones and other mobile internet-accessible devices, are increasingly available and they are adapted for pronunciation (Rokni, 2013). Concerning this issue there are several researchers deal with different types of technologies used in teaching pronunciation for instant, Yangklang (2013) conducted a research in improving stress and intonation through the use of e-learning, he found that the students' word stress and intonation placement was higher and most of students posed satisfactory competence in e-learning program. He adds "the e-learning program can encourage them to improve their stress and intonation pronunciation" (Yangklang, 2013, p.452).

To sum up, new digital technologies, and the Internet, are increasingly beneficial for educational purposes. Teaching with technology encourages constructive learning more than traditional teaching practices (Ekşi & Yeşilçınar, 2016).

Figure 3: IPA Symbols, Adapted from

https://www.teachingenglish.org.uk/magazine/teaching-pronunciation.

1.3 Authentic Audiotapes

1.3.1 Authentic Audiotapes in Language Learning

Audiocassettes players or audiotapes are the simplest and cheapest way to provide listening practice opportunities for students in a classroom. Because nearly all general course books these days have accompanying audiocassettes, a cassette player has become an essential tool in the language classroom. The following are some of the reasons using audiotapes enhance listening in class. According to Celce-Murcia (2001) the use of authentic audio-taped materials should be the basis of in-class activities. Listening to the audio-taped materials can be enjoyable for students and can provide them with authentic practice in listening to native speaker speech.

According to Harmer (1991) tape recorders are versatile, cheap and convenient and when they have efficient rewind and fast forward buttons and tape counters, they are extremely easy to use. He adds recorded materials are now available in digital formats such as WAV and MP3. What this means in practical terms is that we can play materials directly from computers and MP3 player. This means that audiotapes are available and easy to use for both teachers and learners.

To sum up, having audiotapes available to students can support their learning, and help the students feel connected with the lectures. In addition audiotapes can be used to simplify and explain complex problem especially in pronouncing difficult sounds. with the facilities that technology gives, audiotapes allows student to learn at their own pace, with instant playback, rewind and pause in which the audiotape can be re-used that can help the learner repeats the sound numerously.

Figure 4: Pre-University Department: an extensive collection of audiotapes, and classrooms equipped with video systems. Adapted from http: // www. bseu. by/ English /preparatory.htm

1.3.2 Audiotapes for Teaching and Learning Pronunciation

Listening to cassette tape enhances our pronunciation. It exposes us to the styles of different speakers; authentic audiotapes also can be very helpful to individual learners and classes. Driver (2016) Mentioned that Bringing the outside world into the classroom through these authentic recordings is a great way to gradually expose learners to the language they are dealing with. With the help of tapes, teachers are able to create some of the following situations so that students can acquire overall comprehension skills: Listening to pronunciation and intonation patterns which are the important skill in learning a language and practicing listen-and-repeat drills which is the suitable way to catch the correct pronunciation exactly from native speakers (Flowerdew and Miller 2005).

McCandless and Winitz (as cited in Cakir, 2011) found that "extensive auditory input in the beginning stages of second language learning results in improved pronunciation relative to traditional procedures of language instruction" (p. 8). It is feasible to integrate audiotapes into an EFL course because they are easy to use and affordable. Cakir (2011) agrees that extensive listening of the audio materials had a great contribution to the enhancement of correct pronunciation of the participants.

1.3.3The Use of Authentic Audiotapes in Audio-Lingual Method

During the period of 1960s and 1970s, the audio-lingual approach became a popular teaching method exactly when language laboratories were in fashion (Lado & Fries, 1954). Thus; the language laboratory becomes the main important technology used in this approach. Lazaraton (2001) argues that" Students are expected to spend time in the lab, listening to audiotapes of native speakers talking in scripted, rehearsed dialogues, which embody the structures and vocabulary items the learners are studying in class"(p. 103). According to Bailey (2005) the Audio-lingual Method is designed to familiarize students with the sounds

and structural patterns of the language. Flowerdew and Miller (2005) agree that "Dialogues and drills are the basis of classroom practice with this approach. Students are encouraged to listen carefully either to a taped recording of, or a teacher reading out, a dialogue or drill. They then record their own version or respond to cues from the teacher to repeat parts of the dialogue or drill" (p. 23-24).

Bailey (2005) confirms that students hear in the lab carefully articulated and highly sanitized taped speech samples. They are not usually realistic samples of the English learners would hear on the street. Nor are they necessarily good models of how learners themselves should try to speak to sound natural. He adds "when learners do speak in the lab, it is often to repeat after the tape-recorded voice" (p.18). That is to say that using audiotapes in this method is one of the important materials that teachers should bring to the class.

1.3.4 The Use of Authentic Audiotapes in Comprehension-Based Approach

The comprehension- based approach teaches use of the language rather than about it. It uses many hours of listening activities in the early stages of acquisition; the listening activities may involve visual and prerecorded materials such as a set of pictures with accompanying cassette tapes. One of the principles of this approach that Celce-Murcia (2001) mentioned is that "if the teacher is not a native speaker (or near-native), appropriate materials such as audiotapes and videotapes must be available to provide the appropriate input for the learners. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves. Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately, Learners progress by being exposed to meaningful input that is just one step beyond their level of competence"(p.5).

1.4 Approaches to Teaching Pronunciation

Celce-Murcia et al. (as cited in Ghorbani, Neissari & Kargozari, 2016) mention three approaches to teaching pronunciation: Intuitive-imitative, Analytic-linguistic, and Integrative

1.4.1 An Intuitive-Imitative Approach

This approach focuses on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information using technologies, such as audiotapes, videos, computer-based programs, and websites.

1.4.2 An Analytic-linguistic Approach

They receive explicit information (i.e., the phonetic alphabet, articulatory descriptions, and vocal charts) on pronunciation. It was developed to complement rather than to replace the intuitive imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information (Ahdal, Al-Hattami, Al-Awaid, & Al-Mashaqba 2015).It focuses on the sounds through contrastive minimal pairs drills and focuses on the problem-causing sounds of the target language to the learners (Demirezen, 2010).

1.4.3 The Integrative Approach Pronunciation

It is practiced within meaningful task-based and pronunciation-focused listening activities and "is viewed as an integral component of communication, rather than an isolated drill" (Lee, 2008, p. 1). Burns and Claire (2003, p. 4) claims that the integrated approach involves:

- ✓ Teaching features of pronunciation from the very beginning stages of learning
- ✓ Assessing learners' pronunciation needs in combination with their overall spoken language needs

✓ Selecting contexts, content and topics for pronunciation teaching that are practical, familiar, interesting and motivating

✓ Embedding a focus on practicing various pronunciation features within a larger topic or task

✓ Raising learners' awareness about how pronunciation contributes to making certain kinds of meaning

✓ Encouraging learners to monitor their needs and to develop personal strategies for improving different aspects of their pronunciation

✓ Introducing learners to a meta-language and notation system that will assist them to learn more about pronunciation independently, both inside and outside the classroom.

1.5 What Learners Need?

1.5.1 Drilling

Drills definitely should not be neglected in teaching pronunciation. Gilakjani (2011) argues that learners need considerable drilling and repetition and this must directly exercise the speech that they will actually use in real life. This technique has been enhanced by the use of tape recorders, language labs, and video recorders. It has two different types:

- Choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice.

- Individual drills, in which the teacher selects a student to repeat the item individually after it has been practiced in unison, allows the teacher to assess individual progress (The AMEP Research Centre, 2002).

1.5.2 British English VS American English Pronunciation

British and American English have some differences in pronunciation that students may want to learn about, like in the stress of certain words as in the word adult; the stress in

the British pronunciation is on the first syllable /ˈædult/ whether in American is on the last syllable /æ**dult**/. Other example, the word bath is pronounced differently; in British, it is pronounced with long vowel /bɑ:θ/, but in American, it is pronounced /bæθ/, the sound /r/ is also different; it is pronounced stronger in American, but, in British, it is not pronounced most of the time and other differences that the EFL learner needs to be aware of them. Baily (2005) claims that although the teacher may be more familiar with one variety than another, so he can use audio or video recordings, guest speakers, information from the Internet, and published materials to help learners become aware of pronunciation differences.

Conclusion

Using authentic materials can be beneficial for EFL learners to improve the four skills as well as pronunciation and technology provides learners with fruitful materials that can help them to improve their English. Thus, bringing audiotapes as an authentic material to classroom can motivate learners to focus on enhancing their English and get close to native-like pronunciation. When EFL teachers focus on improving the pronunciation of their learners, listening constantly to audiotapes can be effective to reach that goal.

Chapter Two

Overview of Pronunciation

Chapter Two: Overview of Pronunciation

Introduction

First impressions are important. Your speaking is the first thing that people notice when they meet you. It is so important that you sound good and speak well. The first part of this is your pronunciation. In the sense that good pronunciation is essential for speaking and understanding spoken English well, whereas, poor pronunciation may confuse people and lead to misunderstanding.

In this chapter, we are going to deal with many points concerning pronunciation. We will tackle to the importance of pronunciation in language learning. We identify the segmental and supra-segmental features. In addition, we explain its internal and external factors. Then, we define speaking skill and intelligibility. Also we speak about fluency versus accuracy.

2. Overview of Pronunciation

2.1 The Definition of Pronunciation

We can define pronunciation in general terms as the way in which we make the sound of words or the way in which a language or a particular word is pronounced. Dalton and Seidlhofer (as cited in Mehawech & Huwari, 2015) stated that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm, how the voice is projected and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (p. 1). Schmitt (2002) defines pronunciation as "a term used to capture all aspects of how we employ speech sounds for communication" (p.219). According to Underhill (1994) "Pronunciation is the physical side of language, involving the body, the breath, the muscles, acoustic vibration and harmonics." (p. 7). Additionally, the term pronunciation encompasses the prosody of English that deals with how words and sentences are accented, and how pitch,

loudness and length work to produce rhythm and intonation (Gimson, 2008). Pronunciation also means the foundation of speaking, which means the act or the manner of speaking a word. Good pronunciation may make the communication easier and more relaxed and thus more successful. Celce-Murcia, Brinton, and Goodwin (1996) confirm that "The most important part of learning a second language rests on pronunciation" (p. 23).

2.2 Features of Pronunciation

The concept of pronunciation comprises the segmental features of speech production or phonemes; on the other hand it involves supra-segmental features. It is necessary to focus on teaching pronunciation including segmental and supra-segmental features in the EFL classroom settings.

2.2.1 Segmental Features

Segmental features relate to sounds at the micro level. Florez (1998) claims that segmentals are the basic inventory of distinctive sounds and the way that they combine to form a spoken language and those specific sounds are vowels and consonants. The most common view is that vowels are sounds produced with no obstruction to the air flow coming from the lungs (Roach, 1998). Dale and Poms (2005) defines vowel as a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air. Vowel sounds are all voiced, and maybe single (like /e/, as in let), or a combination, involving a movement from one vowel sound to another (like /ei/ as in late); such combinations are known as diphthongs (p. 17). An additional term used is triphtongs which describes the combination of three vowels sound (like /aʊa/ in our or power) (Kelly, 2001).Vowels made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and the lips (O'Conner, 1980).These different positions determined by:

- The horizontal tongue position (front–center–back)

- The vertical tongue position (high–mid–low)

- The lip position (rounded–neutral–spread).

And there is a fourth characteristic of vowels which are not dependent on tongue or lip position:

- The typical length or duration of the vowel (long–short). (Underhill 1994.p.5).

The following diagrams are illustrated the different positions of the tongue:
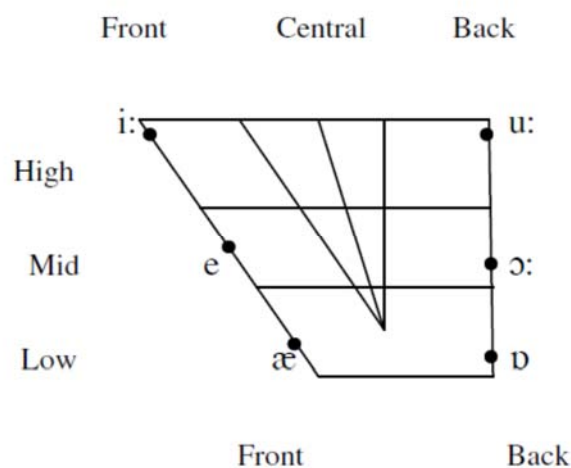
Figure 6: Conventionalized diagram   Figure 7: Diagram of English Vowels
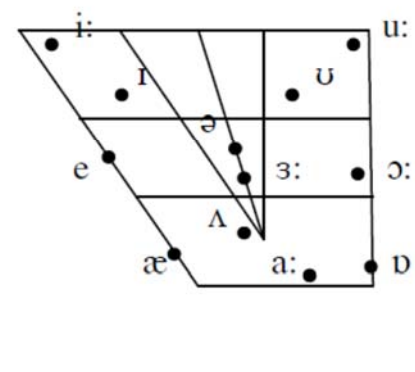
Consonant sounds are made by restricting or blocking the air flow in some physical way, and this restriction, or the release of the restriction, is what gives the consonant its characteristic sound (Underhill, 1994, p. 29). According to Murray & Christison (2011), consonant is a sound that is produced when the airstream is impeded by part of the vocal tract. They can be described and differentiated from each other based on three features:

- Voicing (whether the sound is voiced or voiceless)

- Place of articulation (where the airstream is impeded)

- Manner of articulation (how it is impeded)

The learner should aim to have at his disposal the 20 vowel phonemes of Received Pronunciation (RP), i.e. 12 monophtongs and 8 diphtongs, as well as the 24 consonants, (Gimson, 2008).

2.2.2 Supra-Segmental Features

As the name implies supra-segmental features are features of speech which generally apply to groups of segments, or phonemes. These features relate to sounds at the macro level. The features which are important in English are stress, intonation, and how sounds change in connected speech (Kelly, 2000). Supra segmental features help speakers distinguish words, phrases, or even sentences that are otherwise identical in their phonetic segments.

2.2.2.1 Word Stress

Stress is the emphasis placed on words in speaking, it is an important supra-segmental feature at different levels: The word level is the first level which contains (multisyllabic words have one or more syllables that are stressed), the second level is sentence level (the most important words tend to be stressed), and the third level contrastive stress (the most important words carry greater stress) (Mehawesh & Huwari, 2015). Correct use of stress is essential for achieving proper pronunciation of words. On the whole, learners simply have to get used to the sound shape of a word with its stress. It is vital that they do so, since they may be virtually unable to be understood if they use the wrong stress patterns, (Broughton, Brumfit, flavell, Hill, & Pincas, 1980). Generally, learning to speak English with the proper stress patterns is just as important as learning to recognize and produce the various vowels and consonants sound.

2.2.2.2 Intonation

Intonation is the rise and fall of the voice in speaking, in other words, the way the voice goes up and down according to the meaning and context of the communication. In regarding to Dobrovolsky & Katamba (1997) point of view, pitch movement in spoken utterances that is not related to differences in word meaning is called intonation; it makes no difference to the meaning of the word 'seven', for example, whether it is pronounced with a rising pitch or a falling pitch. It is important for the students to learn the intonation patterns so that they may speak properly and understand what is said.

2.2.2.3 Connected Speech

It is useful to make a distinction between careful speech and rapid speech (Kelly, 2000). Connected speech is spoken language that is used in a continuous sequence, as in normal conversations. It consists:

2.2.2.3.1 Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word; in fast speech, in particular words are linked together smoothly. For instance:

"Don't ask" sound like "don'task." Or, "we've eaten" sound like "we'veaten"

 Warm milk = wamilk. Or, cold day = col day. (Dale & Poms, 2005).

2.2.2.3.2 Assimilation

Assimilation is something, which varies in extent according to speaking rate and style; it is more likely to be found in rapid, casual speech and less likely in slow, careful speech. Sometimes the difference caused by assimilation is very noticeable, and sometimes it is very slight, (Roach, 2009).

Examples:

that man	/ðæt mæn/ → /ðæp mæn/
that car	/ðæt kɑ:/ → /ðæk kɑ:/
bad boy	/bæd bɔɪ/ → /bæb bɔɪ/
bad girl	/bæd gɜ:l/ → /bæg gɜ:l/
ten pens	/ten penz/ → /tem penz/
ten keys	/ten ki:z/ → /teŋ ki:z/

Figure 7: Examples of assimilation Lecumberri & Maidment (2000, p. 56)

▪ The various features of pronunciation in English are illustrated in the following figure.
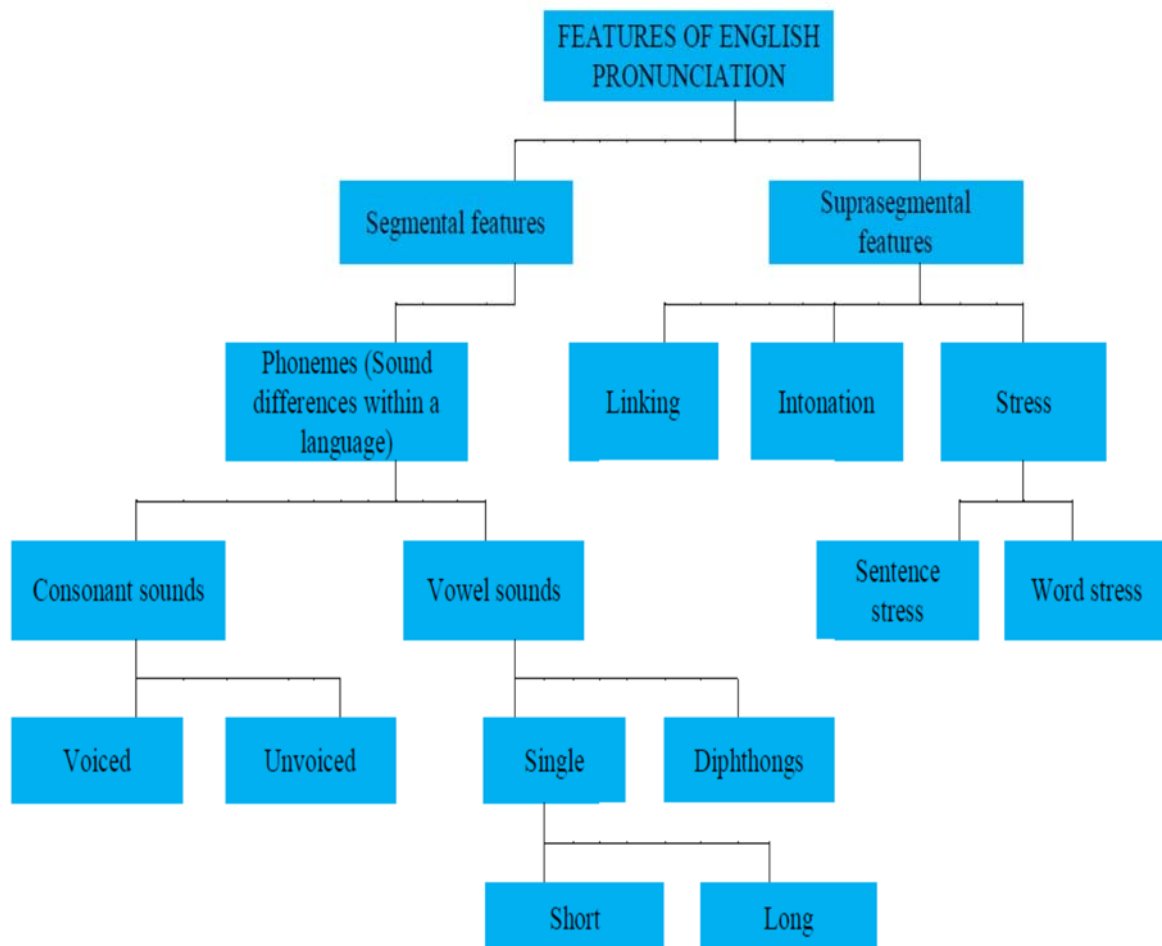
Figure 8: The various Features of Pronunciation (Gilakjani, 2012, p. 120)

2.3 Factors of Pronunciation

Recent discussion of and research on the teaching and learning of pronunciation have focused on discussing the factors affecting pronunciation; researchers devoted the factors of native-like pronunciation into two types, internal and external factors. Internal factor focuses on second language (L2) learner themselves like age, ear training, aptitude and individual differences like attitude, and motivation. External factor involves learners' native language, exposure, and accent. The pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners.

2.3.1 Internal Factors

2.3.1.1 Age

The term "critical period" (CP) according to Patkowski, (1980) refers to the notion that the age limitation is absolute in the case of first language acquisition. Theoretically, past the critical period, if no language has been acquired, there can be no learning of human language possible except for the learning of communication strategies dependent upon alternate cognitive mechanisms. Age is an important factor that affects learning L2, and the critical period is the period when a target language can be acquired more easily. The importance of age as a main factor in second language acquisition (SLA) field is widely recognized. The general agreement among researchers goes like that the younger the better when acquiring a new language (Zhang, 2009). According to Flege (2001) Individuals who began learning an L2 before the end of the critical period for speech learning would have a much better pronunciation than would individuals first exposed to the L2 after the end of the CP. It is often claimed that a critical period (CP) exists for human speech learning.

2.3.1.2 Aptitude

Aptitude is the natural ability to acquire knowledge or skill. Individual capacity for learning languages has been debated believe all learners have the same capacity to learn a second language because they have learned a first language, however others declare that the ability to recognize and internalize foreign sounds may be unequally developed indifferent learners (Florez, 1998). Research during the last 50 years has provided evidence that language aptitude is, besides motivation, the strongest predictor of foreign language learning success (Pawlak, 2011). In the sense that, language aptitude is one of the individual difference variables that significantly contribute to success in foreign language learning.

2.3.1.3 Attitude and Motivation

The exact nature of motivation is not so clear. Everyone agrees that it has something to do with drive, but when various definitions are compared, it becomes clear that these definitions differ in significant ways (Slinker, 2008). Brown (2000) defines motivation from a behavioral perspective, that motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement (p, 152). In other words, Gardner (as cited in Williams & Burden, 1997) defines motivation as an inner drive, impulse emotion, or desire that moves one toward a particular action. Thus, motivation is a combination of effort and desire to obtain goals. In learning pronunciation, motivation can all support or impede pronunciation skills development. Brown (2000) believes that success in any task is due to the fact that the person is motivated, and in second language learning a learner can be successful with the proper motivation. Having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation. Motivation is one of the effective factors on acquisition of pronunciation.

Whether attitude is the emotional involvement, or the feeling towards learning and through one's posture, bearing, and tone of voice we express an attitude. In other word, it is nonlinguistic factors related to an individual's personality and learning goals that can influence achievement in pronunciation. Moyer (2007) found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation.

2.3.1.4 Ear Training

Ear training is a factor that always ignored by many people. It is common view that some people have a better ear for foreign languages than others. Those who have good ear capacity can easily discriminate between two sounds more accurately and be able to imitate different sounds better than others, and result in their pronunciation approach to native speakers. It is noteworthy that ear capacity relates to learners' age. That is to say, learners may gradually lose some of their abilities when they become older, and it will be difficult for them to pronounce the target language with a native or near native-like accent (Zhang, 2009).

2.3.2 External Factors

2.3.2.1 Native Language

The learner's first language is a significant factor in accounting for foreign accents. Researchers' views on the influence of the mother tongue on pronunciation vary. Florez, (1998) claims that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language. For example, native-like pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language, such as Vietnamese. Newton (2009), gives two types of evidences about the influence of the first language on learning the second language: "the first type is where speakers of the same first language typically pronounce the second language in

the same way, making the same kinds of substitutions and patterns of pronunciation. Another type of evidence is that there is a reasonable degree of predictability in the types of relationships between first language and second language sounds and their relative difficulty for long-term success for second language learners" (p.79-80).

2.3.2.2 Exposure

When we speak about the exposure, Kenworthy, (1987) claims that if the learner is surrounded by English, this constant exposure should affect pronunciation skills, but if the learner is not living in an English- speaking environment then there is no such advantage. Shumin (2002) states that due to minimal exposure to the target language and contact with native speakers, adult English language learners often do not acquire a native-like level of pronunciation, regarding fluency, control of idiomatic expressions and cultural pragmatics (gestures, body language, and facial expressions). In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions (Gilakjani 2012).

Learning a new language and speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in a variety of interactions (Shumin, 2002). According to the language learning theories, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. Verbal communication also affects the supra-segmental features of speech such as pitch, stress and intonation. Such features are often not learned from reading a textbook or dictionary. Beyond

the supra-segmental features, are the non-linguistic elements involved in language such as gestures, body language, and facial expressions that carry so much meaning yet are not learned through explicit instruction, but rather through sheer experience in a language and culture. Exposure to a specific language helps the learners to improve and enhance their pronunciation.

2.3.2.3 Accent

It is important to remember that the way a person speaks is a sign of their origin. In some languages, there are even different styles of pronunciation for men and women, (Kenworthy, 1987). According to Crystal's definition (2003) "accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially."(p. 3). From the perspective of native and non-native speakers of the language, when a non-native speaker perspective is adopted, the most typical generalization used is that of a foreign accent as distinct from a native one, with the native accent mostly defined in terms of the so-called reference accents, i.e. standard English (Received Pronunciation) or General American (Waniek-Klimczak, 2008). Cunningham (2008) argues that it is possible to be a native speaker because of a vast number of varieties of English, which all native-speaker of English have in common and which non-native speakers do not share. These varieties have their phonetic characteristics which allow them to be identified by speakers.

2.4. Difficulties in Pronunciation in English in General

Many English learners have problems pronouncing some words correctly. We may find those problems in different places in world. Saito (2011) identifies problematic segmental features of English for native Japanese learners and presents eight English segmentals (/æ/, /f/, /v/, /θ/, /ð/, /w/, /l/, /ɹ/) that account for important pronunciation problems

that most native Japanese learners encounter with. Chinese people who are learning English as a foreign language offer an excellent example of how native language, L1 significantly influence the pronunciation of a foreign language, L2. Their native Chinese language, which is Mandarin, causes multiple problems to speak English correctly. Mandarin Chinese speakers must learn new vowel distinctions if they are to master English, because it has no lax vowels, it is particularly difficult for Chinese people to hear and produce contrasts like "*bit*" vs. "*beet*" or "*cot*" vs. "*cat*". Mandarin Chinese does not have any voiced stops, affricates or fricatives, which leads to consonant substitutions such as pronouncing "*pill*" instead of "*bill*" or "*ket*" instead of "get" (Pemba, Mann, Sarker & Azartash, 2016).

Bouchhioua (2016) found that Tunisian EFL learners produced longer English vowels and syllables than native speakers do. Substituting the short lax vowel /ɪ/ by its tense counterpart/i:/ through producing a longer vowel in words like " *big, give, kill, did, live, ship",* which would not only reveal their non-native status, but can also affect their intelligibility. For example, by producing [i p] instead of [ɪp] in a sentence like "*we bought a huge ship*" a completely different meaning can be conveyed if the vowel in "ship" is lengthened (giving "sheep" instead) and consequently intelligibility can be affected. Hassan (2014) found in his study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g./z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Many learners around the world who their mother tongue differs from the target language may face different difficulties in pronouncing vowels and consonants and this because their native language does not contain the same sounds in the language they are learning.

2.5 The Importance of Pronunciation in Language Learning

Pronunciation plays an important role in intelligibility (Goh, 2007). Mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings (Wang, 2014). Bailey (2005) argues that one key to success in learning to speak a foreign language, which is having good pronunciation. It is not at all necessary for students to sound like native speakers (though some may have that goal), however, to be comprehensible. In order to help learners improve their pronunciation, it is important to understand some important information about how the sounds of English are produced.

As English increasingly becomes the language used for international communication, it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing (Burns, 2003). She adds that for better improvement in English. It is more important that speakers of English can achieve:

• Intelligibility (the speaker produces sound patterns that are recognisable as English)

• Comprehensibility (the listener is able to understand the meaning of what is said)

• Interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say It's hot today as IS ho day. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window. Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003).

Good English pronunciation is an essential part of good communication. If you don't have clear English pronunciation, other people may not understand what you're saying. Mistakes in pronunciation can cause major misunderstandings (Zhang, 2009). Fraser (as cited in Huwari & Mehawech, 2015) argues that:

> Being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far, the most important of these skills is pronunciation; with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills (p. 7).

Brown (1991) argues that no one would deny the importance of pronunciation as a contributor towards learners' proficiency in English (p.1), which means that pronunciation plays a crucial role in improving the level of the EFL learners and it should remains a primary goal for learning a foreign language.

2.6 Speaking Skill

Speaking is one of the four macro-skills necessary for effective communication in any language. According to Bailey (2005), Speaking consists of producing systematic verbal utterances to convey meaning. Goh (2007) argued that speaking is important for language learners, besides the role it plays in communication, speaking can also facilitate language acquisition and development. According to Boonkit (2010) speaking skills should be developed along with writing, reading, and listening because these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching,

types of tasks and materials, and speaking assessment. Speaking can help students to develop their vocabulary and grammar, as well as pronunciation.

2.7 The Relationship between Pronunciation and Speaking

The relationship between pronunciation and speaking has been long demonstrated in the English as a Foreign Language (EFL) tradition with reference to 'comfortable intelligibility'. The targeted degree of 'comfort' depends on individual needs of the students and the context for language usage; however, the focus is on reaching communicative goals and consequently, it is fluency rather than accuracy that becomes the primary objective.

Speaking skill is the ability to put the correct words and phrases together in the correct order, whether pronunciation is the ability to articulate the right sound. So, speaking focuses more on when, where, and how to say words together to express thoughts, while, pronunciation focuses on how to say words. The connection between speaking and pronunciation seems equally obvious and natural; in human communication, speaking relies on pronunciation of sound sequences.

Pawlak (2011) pointed out that in the process of second language acquisition, pronunciation and speaking, although inherently linked, may indeed take different routes. The identity issue, so strongly stressed by the researchers advocating the acceptance of a foreign accent in English as a lingua franca, cannot be ignored in pronunciation instruction.

2.8 Intelligibility

Since English is recognized as the most widely used language in the world, intelligibility is of supreme importance for the English speakers of the global village to communicate well. Pronunciation, in this regard, is one of the determining factors which contribute to intelligibility (Tehrani, 2014). According to Kenworthy (1987) "intelligibility is being understood by a listener at a given time in a given situation." (p. 13). In addition,

intelligibility is more important in English pronunciation. Afshari and Ketabi (2016) agree that the main aim of improving pronunciation is not achieving a perfect imitation of native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. Consequently, EFL teachers have to focus on communicative skills in general and speech intelligibility in particular (Al-Ahdal & Al-Hattami (as cited in Gilakjani 2011). Fraser (2000) argues that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas" (p. 7). Thus, one of the primary goals of teaching pronunciation in any course is intelligible pronunciation not perfect pronunciation. Intelligible pronunciation is an essential component of communicative competence (Morley, 1991).

2.9 Fluency versus Accuracy

Speaking English fluently is a goal for many learners of English. Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal of spoken accuracy. Speaking accurately means that you speak without errors of grammar and vocabulary, which is more important and more difficult. Nation and Newton (2009) says that fluency is typically measured by speed of access or production and by the number of hesitations, whether accuracy is measured by the amount of error.

According to Saraswat, (2010) Fluency is the soul of any language, so of English. Fluency transforms your personality as a charismatic and magnetic one. Fluency is the great booster of your self-confidence. Bailey, (2005) defines Accuracy as "the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Fluency, on the other hand, "is the

capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community" (p.11).

Conclusion

Pronunciation is one of the most important skills in English Language Teaching. Moreover, it is becoming increasingly difficult to ignore the influence of pronunciation on the second language proficiency. Thus, pronunciation is one of the most important skill that should be integrated in teaching English language at university.

Chapter Three

Experimental Data Analysis and Findings

Chapter Three: Experimental Data Analysis and Findings

Introduction

The purpose of this experiment study is to investigate the effect of authentic audiotapes in improving the pronunciation skills of most of English segments for EFL students. This study also aimed to examine whether a difference appears in learners' pronunciation skills as a result of exposure to authentic audiotapes.

In this chapter, the methodological procedures are outlined. Firstly, the participants of the study will be described. Then, the materials and the instruments used to collect data will be explained. Lastly, the results that have been found after collecting datawill be presented in detail.

3.1Data Collection and Analysis

3.1.1 Sampling

The current study is carried out at Mohamed Kheider University in Biskra; ten participants from LMD students of first year were selected. The random sampling procedure was followed to conduct this research because through this technique, an equal chance is guaranteed for each member of the population to be selected (Cohen and Manion, 1980).In addition, choosing a random sampling is because most of them have been studying EFL for, at least, five years, and they know most of the sound.

3.1.2 Materials and Instruments

The research instruments used in this study were a wordlist and two different audiotapes; both of the instruments contained the same set of words, which were selected to elicit each sound. The wordlists, referred to words in isolation, included 5 to 13 words. The audiotapes are extracted tracks from "English Pronunciation in Use", which were used in teaching vowels that included the same words as in the wordlist. In addition, another audiotape, adapted from "BBC Learning English Pronunciation Tips" that used for consonants and for more practice in vowels and minimal pairs. **See Appendix 1**

❖ An example of the worksheet and audiotapes used during the treatment are listed below.

Audiotapes
English Pronunciation in Use (Elementary)
BBC Learning English Pronunciation Tips

Table 2: Authentic Audiotapes Used in the Treatment

Figure 9: Example of a Worksheet Used in the Experiment.

3.1.3 Procedures of the Experiment and Pronunciation Tests

The recording was completed in the classroom while teaching phonetics in the Division of English of the Faculty of Letters and Languages at Biskra University. Subjects were given the list of words, each subject was expected to pronounce each word, and at the same time the researcher was recording their pronunciation for the first task, the second task, they were asked to listen carefully and repeatedly to authentic audiotapes in order to see the difference occurs in their pronunciation after listening to the native speakers, and the researcher was recording for the second time in order to seek the improvement. There were some extra exercises like minimal pairs and sentences contained the same words in the list.

3.1.3.1 Pre-test:

Pronunciation pre-test was administered before the treatment, in order to spot out the mistakes of the learners' pronunciation. It carried out in the session of phonetics; firstly, they learn the description of the articulation for each vowel, diphthongs, and consonants. The materials used were slides on the whiteboard, and worksheets contain drills for practice.

3.1.4.2 Treatment

The training sessions lasted eight sessions. Each session took about one hour and a half once a week. The participants received instruction on pronunciation activities, such as the front vowels. Then they listen to authentic audiotapes and repeat the example in order to correct their pronunciation. In each session, first year learners exposed to two different audiotapes [BBC Learning English pronunciation tip or English pronunciation in use]. Participants listen to them via a personal computer (PC) and loudspeakers. Some examples were given for each phonetic symbol in a worksheet to the students and then, they were asked to listen and repeat.

3.1.4.3 Post-test:

Pronunciation post-test were conducted after the treatment to realize that first year learners pronounce the words correct. And investigate the improvement of their pronunciation.

3.2 Coding

After collecting the data from all participants the recordings were saved as files, each sound had a main file; each file contained two recordings (pre-test and post-test). All recordings are saved in CDs in addition to the audiotapes used in this experiment. Concerning the participants, they were designated as Student A, Student B, till Student J, in all the recordings **(See Appendix 2)**

3.3 Data Analysis

The results obtained from the pre-test and the post-test were compared and analyzed to determine whether students have approximately reached the correct pronunciation from the extensive listening to authentic audiotapes or not. Concerning sounds, we did not cover all the sounds firstly, because the time is not in our favor to finish all the back vowels. Secondly, we did not find errors calculated in some easy sounds such as the front vowel /ɪ/, and the diphthongs /eɪ/, though, we have recorded them.

- ❖ The data obtained will be represented into tables, and bar graphs, the percentage will be represented in each table.

- ❖ Each incorrect pronunciation is scored by 1 point and no mistake as 0 point which means that 100% represents mistake ratio.

The analysis of mistakes concerning: vowels, diphthongs, consonants reveal the following data:

3.2.1 Pronunciation of Vowels

A. Front Vowels

/iː/		/e/		/æ/	
See	Piece	Check	Bread	Back	Manager
agree	These	Leg	Head	Camera	Map
police	Meter	Letter	Read	Factory	Plan
seat	Secret	Red	Friend	Hat	traffic
field	Evening	sentence	Any	Jam	family
equal	Peter	Many	Again		
kilo	Pizza	Said			

Table 3: Drills For Practicing The Front Vowels /iː/,/e/ , /æ/

	Students	Pre-test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Front Vowel /iː/	Student A	8 / 12	66,66	2/12	16,66
	Student B	8/12	66,66	4/12	33,33
	Student C	7/12	58,33	4/12	33,33
	Student D	6/12	50	3/12	25
	Student E	6/12	50	2/12	16,66
	Student F	5/12	41,66	3/12	25
	Student G	7/12	58,33	4/12	33,33
	Student H	9/12	75	4/12	33,33
	Student I	7/12	58,33	3/12	25
	Student J	7/12	58,33	4/12	33,33

Table 4: Mistakes of the Front Vowel /ɪː/ Done By the Participants
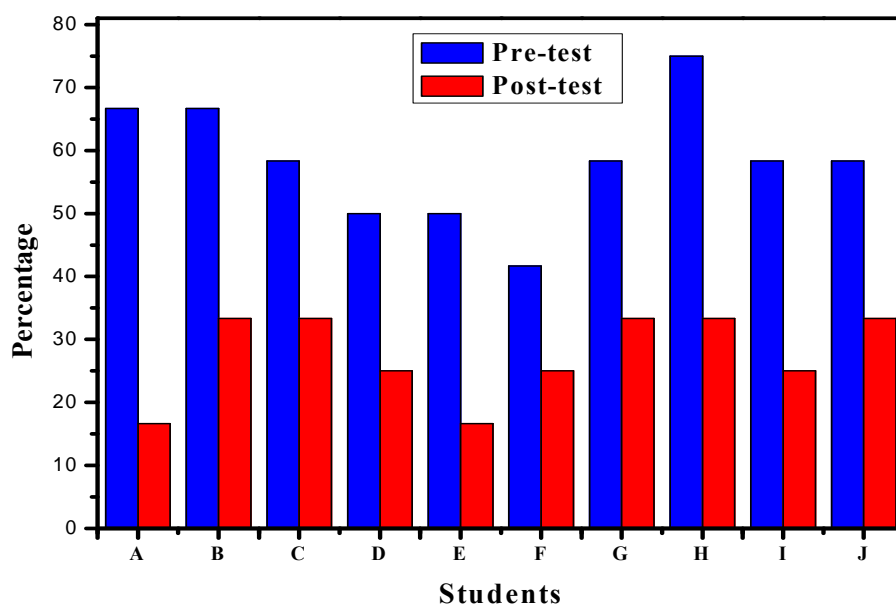
Graph 01: Student's Drills of pronouncing the Front Vowel /iː/

Concerning the front vowel /**i**ː/nearly most of the participants mispronounced the same words like in the words *police, field, meter* and others. They replaced long vowel /**i**ː/ by short vowel /ɪ/. In the pre-test the high percentage of incorrect pronunciation reaches 66,66%, whereas in the post test the number of faults decreases to 16,66%, which indicates that most of students correct the pronunciation of vowel /ɪː/.

	Students	Pre-test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Front Vowel /e/	Student A	5/13	38,46	0/13	0
	Student B	4/13	30,76	3/13	23,07
	Student C	4/13	30,76	3/13	23,07
	Student D	3/13	23,07	0/13	0
	Student E	2/13	15,38	0/13	0
	Student F	2/13	15,38	0/13	0
	Student G	7/13	53,84	2/13	15,38
	Student H	3/13	23,07	1/13	7,69
	Student I	6/13	46,15	0/13	0
	Student J	4/13	30,76	0/13	0

Table 5: Mistakes of the Front Vowel /E/ done By the Participants
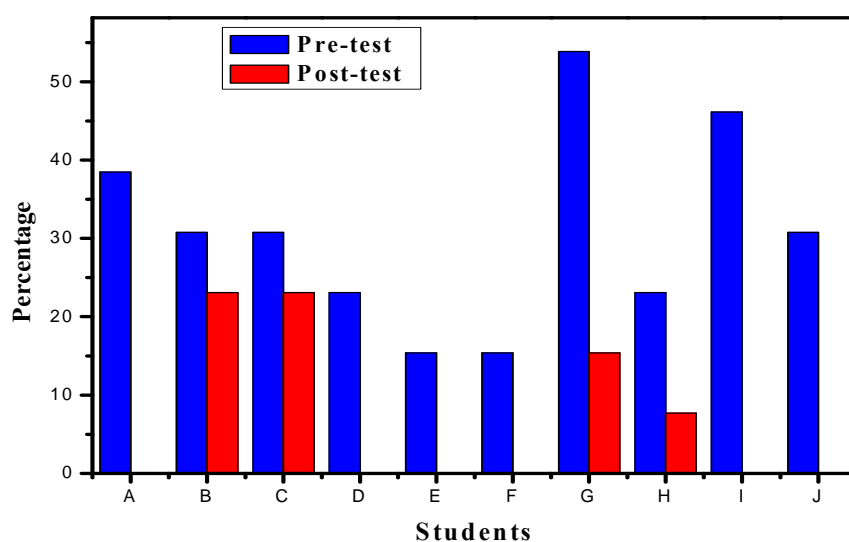
Graph 2: Student's Drills of pronouncing the Front Vowel /e/

For the front vowel /e/the results reveal change from the pre-test to the post-test. In the pre-test the learners mispronounced a lot of words for example *leg, letter, again*, and other words. Participant G, mispronounced 7 words from the total number of words which is 13 (53,84%), but in the post-test the errors decreases to just 2 errors (15,38%), as well as participant I who mispronounced 6 words but in the post- test, no mistake had been registered.

	Students	Pre-test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Front Vowel /æ/	Student A	3/10	30	0/10	0
	Student B	3/10	30	1/10	10
	Student C	5/10	50	2/10	20
	Student D	5/10	50	1/10	10
	Student E	4/10	40	2/10	20
	Student F	4/10	40	0/10	0
	Student G	5/10	50	4/10	40
	Student H	5/10	50	1/10	10
	Student I	5/10	50	0/10	0
	Student J	7/10	70	0/10	0

Table 6: Mistakes of the Front Vowel /æ/ done By the Participants
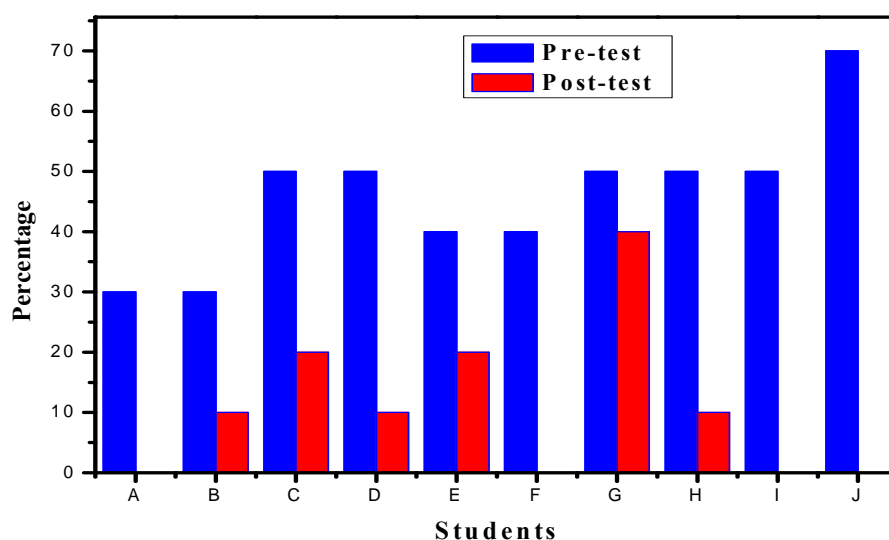
Graph 3: Student's Drills of pronouncing the Front Vowel /æ/

The table 6 shows that the majority of learners made mistakes in pronouncing /æ/, they pronounced like the vowel /a/ in French language, for instance in the word *family*, their mistakes were between 3 to 7 mistakes from the total number of words 10. After the treatment, the participants showed a great improvement, the one who registered 7 mistakes, in the pre-test, registered 0 mistake in the post-test.

B. Central Vowels:/ʌ/, /ɜ:/

/ʌ/		/ɜ:/	
Much	Blood	Early	Prefer
Come	Young	Earth	Deserve
Luck	Cut	Heard	Verb
Does	Shut	Clerk	Word
Comfort	Must	Service	University
		Germany	

Table 7: Drills for Practicing Central Vowels /ʌ/, /ɜ:/

Central Vowel /ʌ/	Students	Pre-test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
	Student A	6/10	60	0/10	0
	Student B	7/10	70	1/10	10
	Student C	2/10	20	0/10	0
	Student D	3/10	30	0/10	0
	Student E	7/10	70	0/10	0
	Student F	4/10	40	0/10	0
	Student G	5/10	50	0/10	0
	Student H	4/10	40	0/10	0
	Student I	3/10	30	1/10	10
	Student J	6/10	60	2/10	20

Table 8: Mistakes of the Central Vowel /ʌ/ Done By the Participants
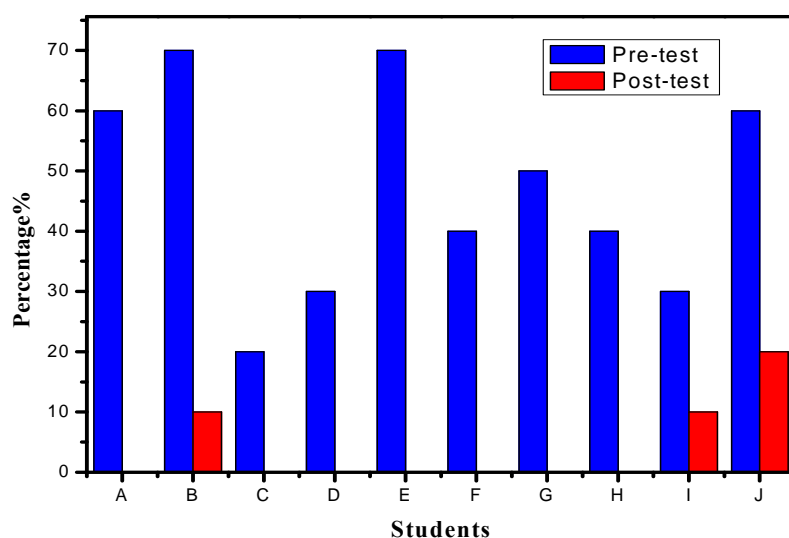
Graph 4: Student's Drills of pronouncing the Central Vowel /ʌ/

The results strikingly change from the pre-test to the post-test. In the pre-test a high proportion of students did not pronounce words correctly; they replaced the central vowel /ʌ/ in the words blood, comfort and young by the vowel /ɒ/ whereas in the post test except three students who made mistakes, but they were few.

	Students	**Pre-test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Central Vowel /ɜ:/	Student A	11/11	100	3/11	27,27
	Student B	6/11	54,54	0/11	0
	Student C	10/11	90,90	2/11	18,18
	Student D	9/11	81,81	3/11	27,27
	Student E	4/11	36,36	0/11	0
	Student F	7/11	63,63	0/11	0
	Student G	6/11	54,54	0/11	0
	Student H	8/11	72,72	0/11	0
	Student I	9/11	81,81	0/11	0
	Student J	5/11	45,45	0/11	0

Table 9: Mistakes of the Central Vowel /ɜ:/ Done By the Participants
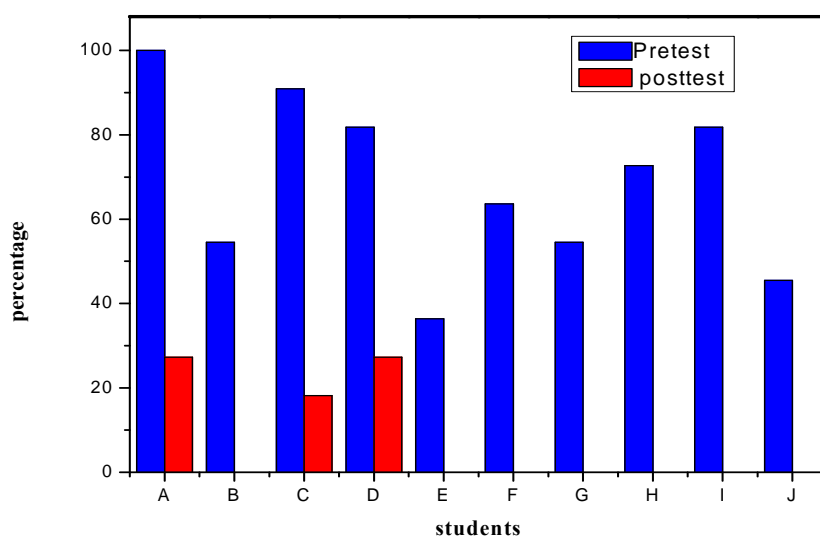
Graph 5: Student's Drills of pronouncing the Central Vowel /ɜ:/

Table 9 shows that the number of mistakesreaches100% to some participants; this means all the words (11/11) were mispronounced. Student A, C, D and I were the ones who made a lot of mistakes in the pre-test, but in the post- test they registered a remarkable improvement. Also, participants are influenced by American accent because in the pre- test they pronounced the /r/ in all words. Whereas, in the post-test only three students who made between 2 and 3 errors in their pronunciation.

C. Back Vowel:/a:/

/a:/	
After	Afternoon
Ask	Answer
Bath	Bathroom
Can't	Class

Table 10: Drills for Practicing the Back Vowel /a:/

	Students	Pre –test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Back	Student A	3 /8	37,5	0/8	0
	Student B	3/8	37,5	0/8	0
	Student C	3/8	37,5	0/8	0
Vowel	Student D	4/8	50	0/8	0
/a:/	Student E	2/8	25	0/8	0
	Student F	5/8	62,5	0/8	0
	Student G	6/8	75	3/8	37,5
	Student H	2/8	25	1/8	12,5
	Student I	8/8	100	0/8	0
	Student J	3/8	37,5	0/8	0

Table 11: Mistakes of the Back Vowel /a:/ done By the Participants
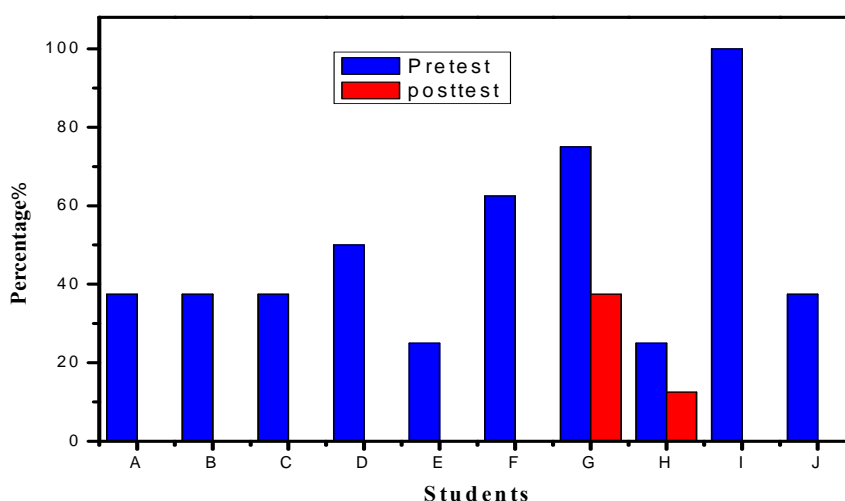
Graph 6: Student's Drills of pronouncing the Back Vowel /a:/

From the table above, it can be seen that only participants G and H who did not pronounce all the words correct after the treatment comparing to the other participants. The post-test shows a great difference on the pronunciation of the learners which indicates the usefulness of using audiotapes in teaching pronunciation.

3.2.2 Pronunciation of Diphthongs

- **Closing Diphthongs**

/ aɪ/		/ɔɪ/	/əʊ/		/aʊ/	
Light	Time	Coin	Coat	Know	How	Now
Wine	Die	Voice	Close	Post	Vowel	Loud
Dry	July	Toy	Droop	Hope	Mouth	Sound
Why	High	Point	Low	Phone		
Might	Right	Enjoy	Slow	Show		
White		Boy	Toe	Boat		

Table 12: Drills for Practicing the Closing Diphthongs / aɪ/,/ɔɪ/, /əʊ/, /aʊ/

	Students	Pre -test		Post-test	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
	Student A	1/11	9,09	0/11	0
	Student B	2/11	18,18	0/11	0
	Student C	2/11	18,18	1/11	9,09
Diphthong	Student D	2/11	18,18	0/11	0
	Student E	1/11	9,09	0/11	0
/aɪ/	Student F	4/11	36,36	2/11	18,18
	Student G	1/11	9,09	0/11	0
	Student H	1/11	9,09	0/11	0
	Student I	3/11	27,27	0/11	0
	Student J	5/11	45,45	3/11	27,27

Table 13: Mistakes of the Closing Diphthong /aɪ/ done By the Participants
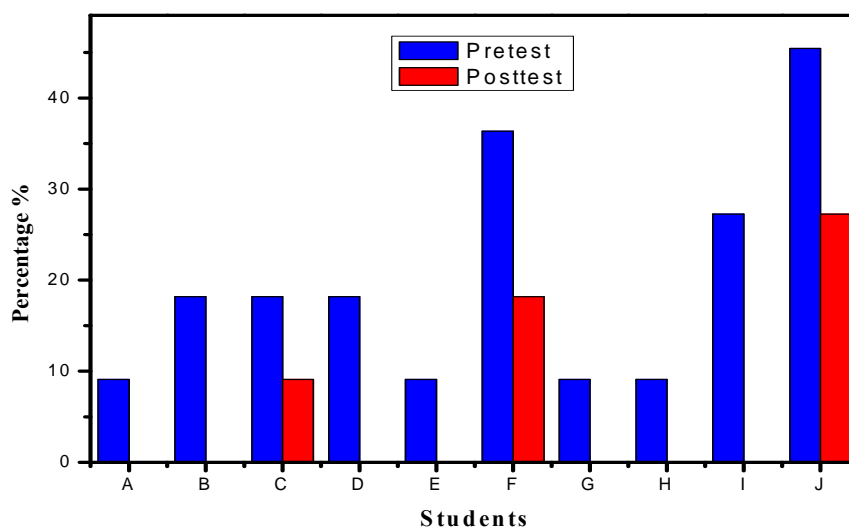
Graph 7: Student's Drills of pronouncing the Diphthong /aɪ/

The results indicate that the participants are more successful in pronouncing the diphthong /aɪ/. Most of them pronounce it correct; even in the pre-test their mistakes were not massive. The high number of mistakes in the pre-test was 5/11 (45, 45%) made by participant J, and the same participants registered the high number of mistakes in the post-test 3/11 (27,27%).

		Pre -test		Post-test	
	Students	**Incorrect pronunciation**	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Diphthong **/ɔɪ/**	Student A	5/12	41,66	0/12	0
	Student B	6/12	50	0/12	0
	Student C	6/12	50	3/12	25
	Student D	4/12	33,33	0/12	0
	Student E	2/12	16,66	0/12	0
	Student F	7/12	58,33	0/12	0
	Student G	5/12	41,66	0/12	0
	Student H	4/12	33,33	0/12	0
	Student I	6/12	50	0/12	0
	Student J	3/12	25	0/12	0

Table 14: Mistakes of the Closing Diphthong /ɔɪ / done By the Participants
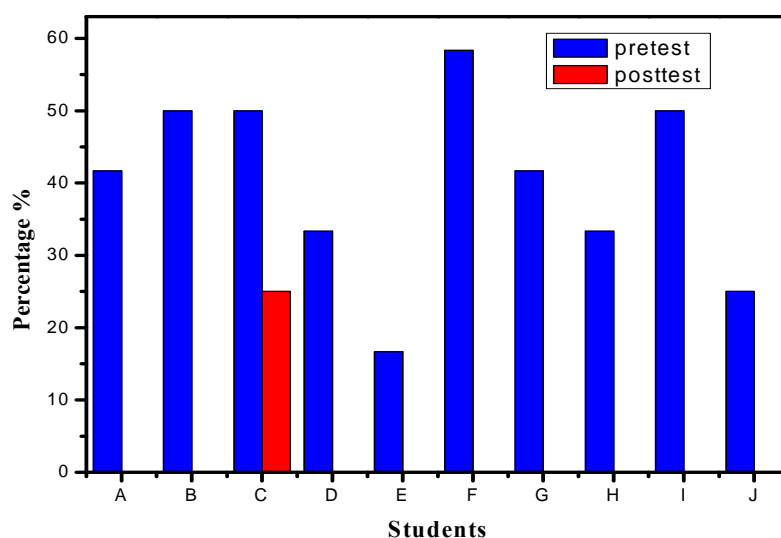
Graph 8: Student's Drills of pronouncing the Diphthong /ɔɪ/

Table 14 shows that there was a significant difference between the two tests. The mistakes decreased significantly in the post-test. The treatment had a great effect on their performance in the posttest. Therefore, the effectiveness of using audiotapes on teaching English pronunciation was confirmed again.

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Diphthong	Student A	5/12	41,66	0/12	0
	Student B	7/12	58,33	3/12	25
/əʊ/	Student C	8/12	66,66	1/12	8,33
	Student D	12/12	100	5/12	41,66
	Student E	11/12	91,66	0/12	0
	Student F	8/12	66,66	2/12	16,66
	Student G	4/12	33,33	0/12	0
	Student H	11/12	91,66	2/12	16,66
	Student I	12/12	100	3/12	25
	Student J	11/12	91,66	2/12	16,66

Table 15: Mistakes of the Closing Diphthong /əʊ/ done By the Participants.
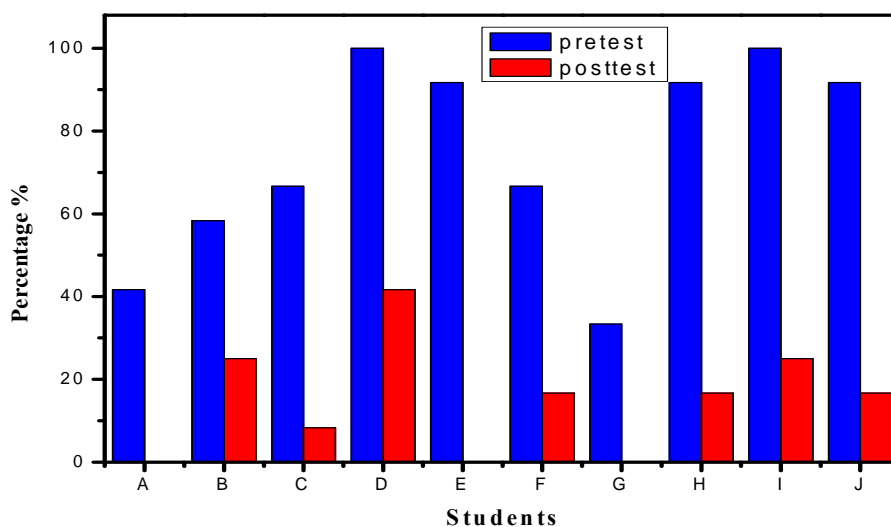
Graph 9: Student's Drills of pronouncing the Diphthong /əʊ/

In regard to the post-test, the results show that the number of pronunciation mistakes decreased for the ten participants, because in the pre-test the number of mistakes were so high with reference to the diphthong /əʊ/; it reached 100% for the participants D and I, which means all the words pronounced wrong, and for the participants E, H, and J, except one word pronounced correct. However, in the post-test, their mistakes lowered to 2, 3 errors.

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Diphthong	Student A	3/6	50	0/6	0
	Student B	4/6	66,66	0/6	0
/aʊ/	Student C	4/6	66,66	0/6	0
	Student D	4/6	66,66	0/6	0
	Student E	5/6	83,33	0/6	0
	Student F	6/6	100	0/6	0
	Student G	4/6	66,66	0/6	0
	Student H	3/6	50	0/6	0
	Student I	4/6	66,66	2/6	33,33
	Student J	3/6	50	0/6	0

Table 16: Mistakes of the Closing Diphthongs /aʊ/ done By the Participants.
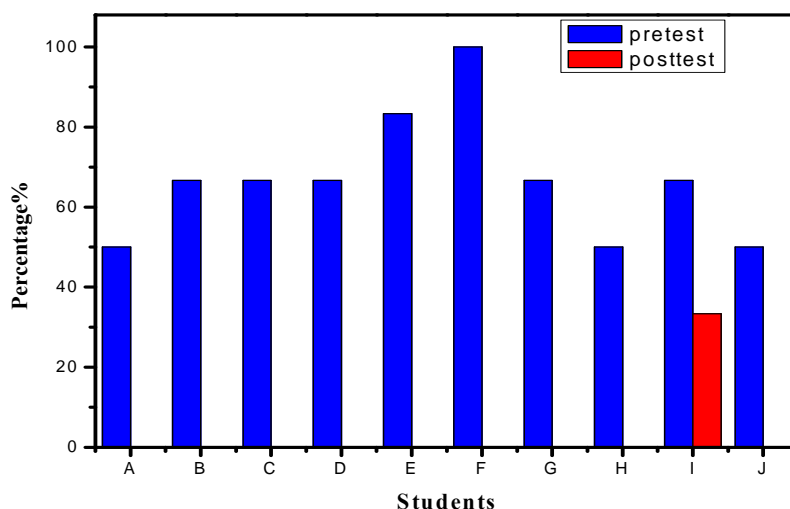
Graph 10: Student's Drills of pronouncing the Diphthong /aʊ/

Table 16 shows that participants had a better performance in the post-test. Their mistakes were high in the pre-test, but listening to authentic audiotapes did a great effect in their pronunciation, because in the post-test, the results strikingly changed and except one participant who mispronounced only two words after the treatment.

- **Centering Diphthongs**

/eə/		/ʊə/	
Care	Square	Pour	Sure
Air	Chair	Moor	Dour
Fair	Hair	Tour	
Stare	Where		
Airplane			

Table 17: Drills for Practicing Centering Vowels /eə/, /ʊə/

	Students	Pre –test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Diphthong /eə/	Student A	2/9	22,22	0/9	0
	Student B	6/9	66,66	2/9	22,22
	Student C	7/9	77,77	0/9	0
	Student D	3/9	33,33	0/9	0
	Student E	4/9	44,44	0/9	0
	Student F	3/9	33,33	0/9	0
	Student G	5/9	55,55	0/9	0
	Student H	7/9	77,77	0/9	0
	Student I	8/9	88,88	0/9	0
	Student J	5/9	55,55	0/9	0

Table 18: Mistakes of the Centering Diphthong /eə/ done By the Participants.
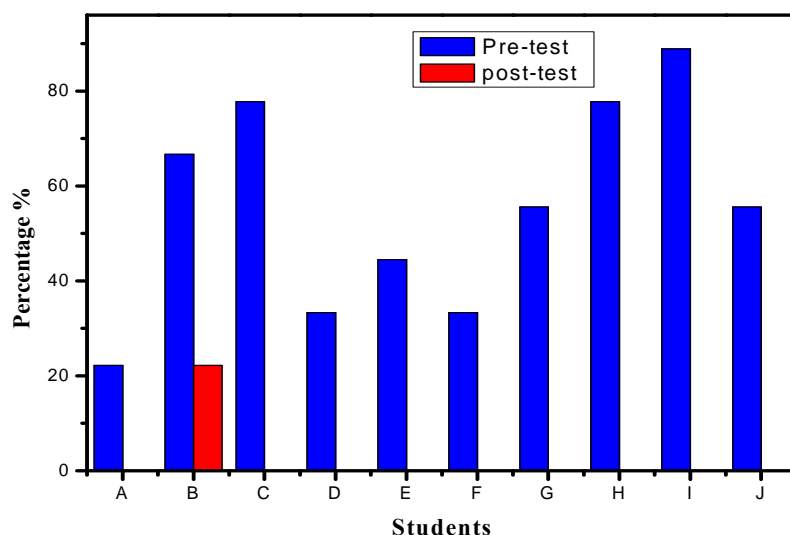
Graph 11: Student's Drills of pronouncing the Diphthong /eə/

It is evident from table 18 that the majority of participants had a great progress in correcting the mispronounced words. Their mistakes reached 88, 88% in the pretest, while the rate of the incorrect pronunciation decreased to 22, 22% in the posttest. It is clear that stressing on the listening activities led learners to realize their deficiency in pronouncing some words.

		Pre -test		Post-test	
Diphthong **/ʊə/**	**Students**	**Incorrect pronunciation**	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
	Student A	3/5	60	1/5	20
	Student B	2/5	40	0/5	0
	Student C	2/5	40	0/5	0
	Student D	3/5	60	0/5	0
	Student E	5/5	100	1/5	20
	Student F	3/5	60	0/5	0
	Student G	2/5	40	0/5	0
	Student H	4/5	80	1/5	20
	Student I	3/5	60	0/5	0
	Student J	5/5	100	1/5	20

Table 19: Mistakes of the Centering Diphthong /ʊə/ done By the Participants.
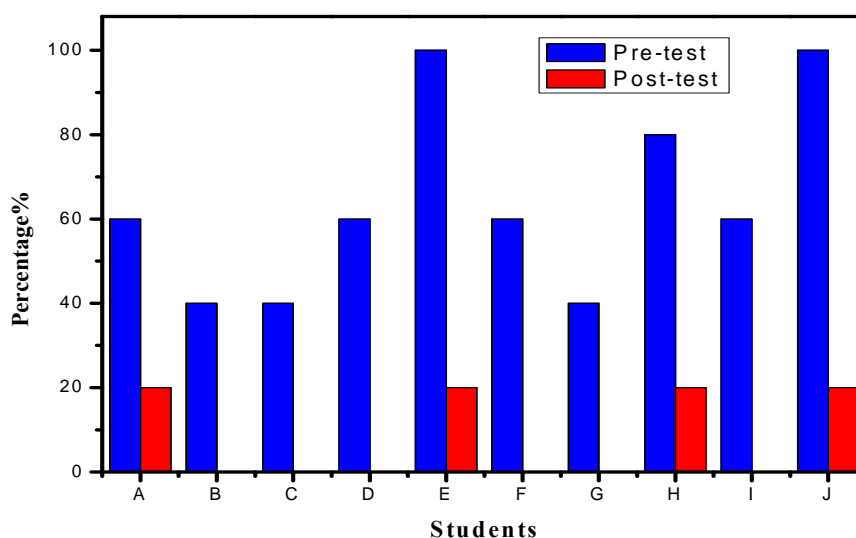
Graph 12: Student's Drills of pronouncing the Diphthong /ʊə /

It is worth noting that the majority of the mistakes decreased in the post-test. The ten participants improved their pronunciation. As shown in the table above, their mistakes reached 100% with participants E and J, but the same participants registered remarkable results in the post-test with only 20% of mistakes.

3.2.3 Pronunciation of Consonants.

/p/ -/b/		/f/ - /v/		/k/ - /g/		/t/ - /d/	
Pan	back	Fat	Very	came	Bag	Tin	Dame
Pack	hobby	Coffee	heavy	clock	Glue	butter	Ladder
Copy	job	Rough	move	lucky	Struggle	get	Odd
Hop	habit	Laugh	verve	sick	Gig	tight	Did
Happen	Bob						
Pop							

Table 20: Drills for Practicing Consonants /p/,/b/,/f/,/v/,/k/,/g/,/t/,/d/

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants	Student A	7/11	63,63	2/11	18,18
	Student B	2/11	18,18	0/11	0
	Student C	3/11	27,27	1/11	9,09
	Student D	1/11	9,09	0/11	0
/p/ - /b/	Student E	5/11	45,45	1/11	9,09
	Student F	2/11	18,18	0/11	0
	Student G	1/11	9,09	0/11	0
	Student H	3/11	27,27	2/11	18,18
	Student I	1/11	9,09	0/11	0
	Student J	1/11	9,09	0/11	0

Table 21: Mistakes of the Consonants /p/,/b/ Done By The Participants.
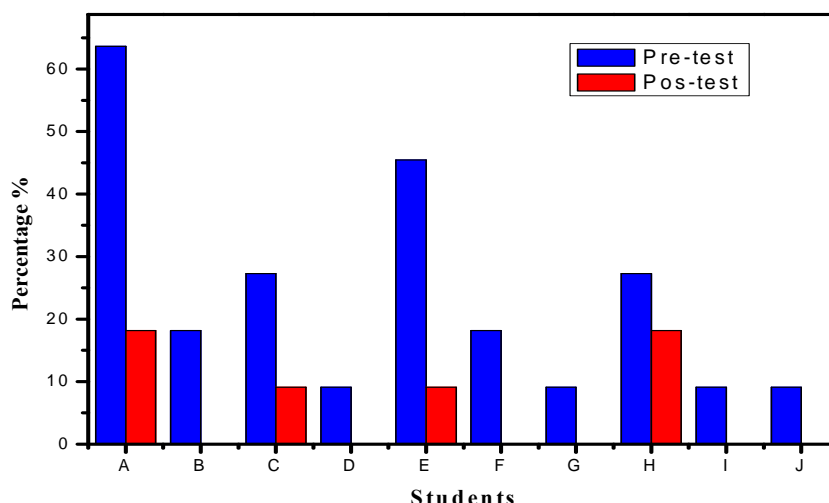
Graph 13: Student's Drills of pronouncing the Consonants /p/ - /b/

It is clear from table 21 that the ten participants did not make many errors in pronouncing the two consonants /p/ and /b/. It was observed that the participants have a problem in the /p/ sound, they replaced it by the sound /b/ and this mistake spreads in the Arab learners because /p/ sound does not exist in Arabic language. But, after listening to authentic audiotapes, the participants overcome this problem and they improved their pronunciation.

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants **/f/ - /v/**	Student A	4/9	44,44	1/9	11,11
	Student B	3/9	33,33	1/9	11,11
	Student C	6/9	66,66	0/9	0
	Student D	7/9	77,77	0/9	0
	Student E	4/9	44,44	0/9	0
	Student F	2/9	22,22	1/9	11,11
	Student G	4/9	44,44	1/9	11,11
	Student H	6/9	66,66	3/9	33,33
	Student I	6/9	66,66	0/9	0
	Student J	5/9	55,55	2/9	22,22

Table 22: Mistakes of the Consonants /f/,/v/ done by the Participants.
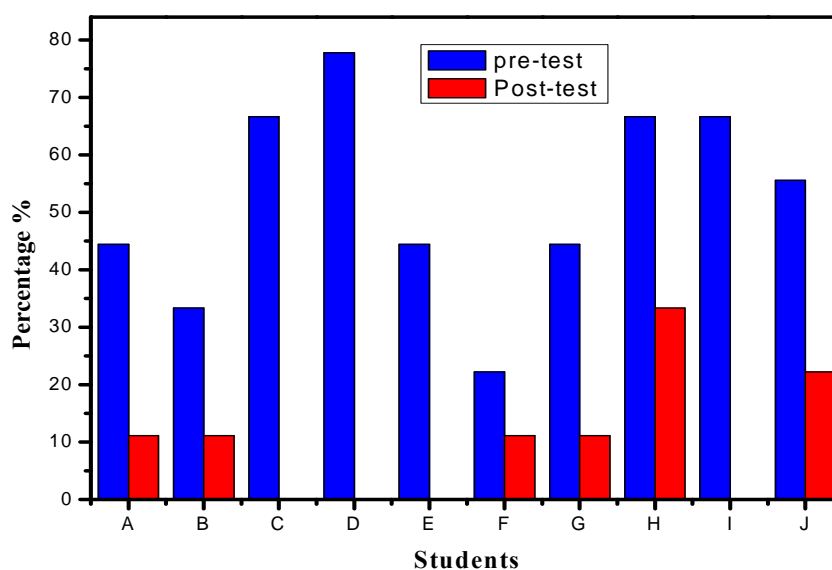
Graph 14: Student's Drills of pronouncing the Consonants /f/ - /v/

In the table above, we have found that in the pre-test all the participants mispronounced the words. For example, the participants pronounced *coffee* /kɒfɪ/as in French with /kafɪ/. Also, they pronounce the /r/ in the word *verve*, but they do not have problem in pronouncing the consonants /f/ - /v/.

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants	Student A	2/8	25	0/8	0
	Student B	2/8	25	0/8	0
/k/ - /g/	Student C	1/8	12,5	0/8	0
	Student D	1/8	12,5	0/8	0
	Student E	1/8	12,5	0/8	0
	Student F	4/8	50	0/8	0
	Student G	3/8	37,5	0/8	0
	Student H	4/8	50	0/8	0
	Student I	4/8	50	0/8	0
	Student J	2/8	25	0/8	0

Table 23: Mistakes of the Consonants /k/,/g/ Done By The Participants.
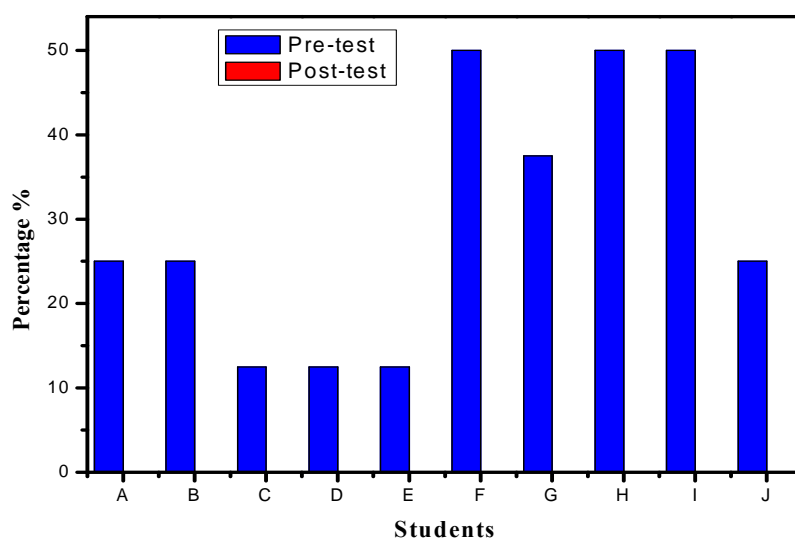
Graph 15: Student's Drills of pronouncing the Consonants /k/ - /g/

It is not surprising that the number of mistakes is (0%) in the post-test because, all participants overcome their pronunciation problem. listening to authentic audiotapes made them knowledgeable about the correct pronunciation of a lot of different words that contains different vowels.

	Students	**Pre -test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants	Student A	3/8	37,5	0/8	0
	Student B	2/8	25	0/8	0
	Student C	3/8	37,5	0/8	0
/t/ - /d/	Student D	3/8	37,5	0/8	0
	Student E	4/8	50	1/8	12,5
	Student F	2/8	25	0/8	0
	Student G	3/8	37,5	0/8	0
	Student H	3/8	37,5	1/8	12,5
	Student I	2/8	25	0/8	0
	Student J	3/8	37,5	0/8	0

Table 24: Mistakes of the Consonants /t/,/d/ Done By The Participants.
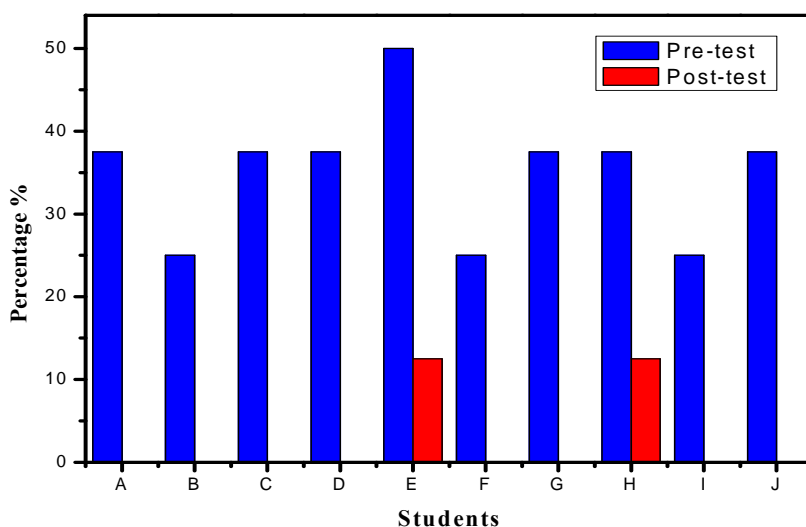
Graph 16: Student's Drills of pronouncing the Consonants / t/ - /d/

As shown in the table above, the mistakes in the pre-test were few; they were between 2 to 4 mistakes from the total number of words given. Whereas, in the post test, it was observed that the number of correct pronunciation considerably increased, this indicates that practicing can help EFL learners to improve their pronunciation.

/s/ - /z/		/j/ - /w/		/m/ -	/n/-	/ŋ/	/ʃ / - /ʒ /	
Soon	zero	yet	One	more	son	Anger	ship	pleasure
Sister	music	yellow	Wet	hammer	funny	Thanks	fish	leisure
Hiss	buzz	useful	When	sum	nice	Rung	sure	vision
Seas	roses	few	Queen	mime	none	King	shush	beige
		beauty	beware					
		accuse	quick					
		use						

Table 25: Drills for Practicing Consonants /s/,/z/,/j/,/w/,/m/,/n/,/ŋ/,/ʃ /, /ʒ /

	Students	Pre –test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Consonants /s/ - /z/	Student A	2/8	25	0/8	0
	Student B	3/8	37,5	0/8	0
	Student C	1/8	12,5	0/8	0
	Student D	2/8	25	0/8	0
	Student E	3/8	37,5	1/8	12,5
	Student F	3/8	37,5	0/8	0
	Student G	3/8	37,5	0/8	0
	Student H	1/8	12,5	0/8	0
	Student I	1/8	12,5	0/8	0
	Student J	1/8	12,5	0/8	0

Table 26: Mistakes of the Consonants /s/,/z/ done by the Participants.

Graph 17: Student's Drills of pronouncing the Consonants /s/,/z/

It is worth noting that the participants did not make a lot of mistakes in the post test because they did not find difficulties in pronouncing the consonants /s/, /z/. In the pretest, their mistakes were only in words like roses and seas. Also, they were still influenced by American accent in pronouncing the /r/.

	Students	Pre -test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Consonants /**j**/ - /**w**/	Student A	4/13	30,76	0/13	0
	Student B	3/13	23,07	0/13	0
	Student C	2/13	15,38	0/13	0
	Student D	4/13	30,76	0/13	0
	Student E	2/13	15,38	0/13	0
	Student F	5/13	38,46	1/13	7,69
	Student G	4/13	30,76	0/13	0
	Student H	3/13	23,07	0/13	0
	Student I	6/13	46,15	2/13	15,38
	Student J	4/13	30,76	0/13	0

Table 27: Mistakes of the Consonants /j/,/w/ Done By the Participants.

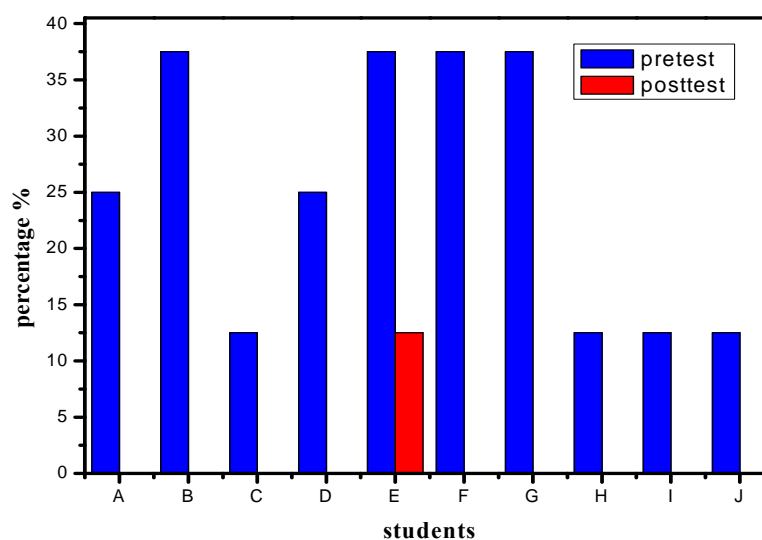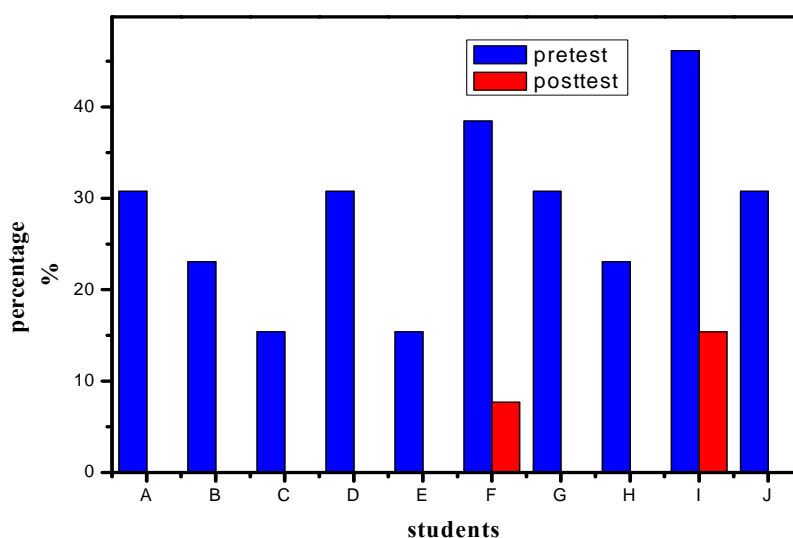**Graph 18: Student's Drills of pronouncing the Consonants /j/, /w/**

As shown in table 27, the rate of mistakes was approximately the same. The participants mispronounced the same words like *useful*, *accuse* and *beware* in the pre-test, however, in the post test; they made a considerable improvement and corrected their mistakes.

Consonants	Students	Pre –test		Post-test	
		Incorrect pronunciation	Percentage %	Incorrect pronunciation	Percentage %
Consonants	Student A	8/12	66,66	2/12	16,66
	Student B	4/12	33,33	0/12	0
	Student C	4/12	33,33	0/12	0
/m/ - /n/-/ŋ/	Student D	2/12	16,66	0/12	0
	Student E	5/12	41,66	0/12	0
	Student F	7/12	58,33	0/12	0
	Student G	8/12	66,66	1/12	8,33
	Student H	5/12	41,66	2/12	16,66
	Student I	7/12	58,33	1/12	8,33
	Student J	8/12	66,66	2/12	16,66

Table 28: Mistakes of the Consonants /m/ - /n/-/ŋ/ done by the Participants.
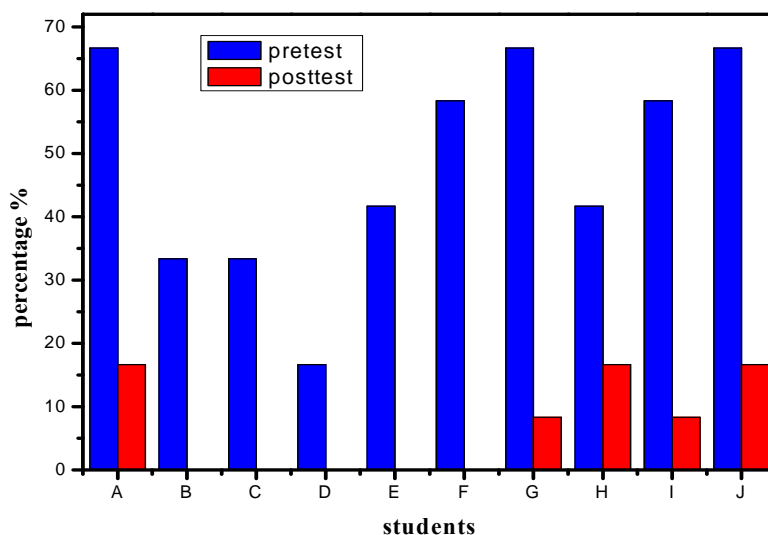
Graph 19: Student's Drills of pronouncing the Consonants /m/ - /n/-/ŋ/

The results revealed from the table 28 shown that the participants made mistakes in the nasals/m/- /n/-/ŋ/. They found more difficulty in pronouncing /ŋ/, because some of them did not know this sound. The participants A, I and J made the biggest number of mistakes (66,66%).However, in the post test, they easily pronounced most of the words because listening to authentic audiotapes really help them.

	Students	Pre –test		Post-test	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants	Student A	1/8	12,5	0/8	0
	Student B	1/8	12,5	0/8	0
	Student C	1/8	12,5	0/8	0
	Student D	4/8	50	1/8	12,5
/ʃ / - /ʒ /	Student E	3/8	37,5	0/8	0
	Student F	3/8	37,5	0/8	0
	Student G	2/8	25	1/8	12,5
	Student H	5/8	62,5	1/8	12,5
	Student I	4/8	50	0/8	0
	Student J	2/8	25	0/8	0

Table 29: Mistakes of the Consonants /ʃ /, /ʒ / done by the Participants.
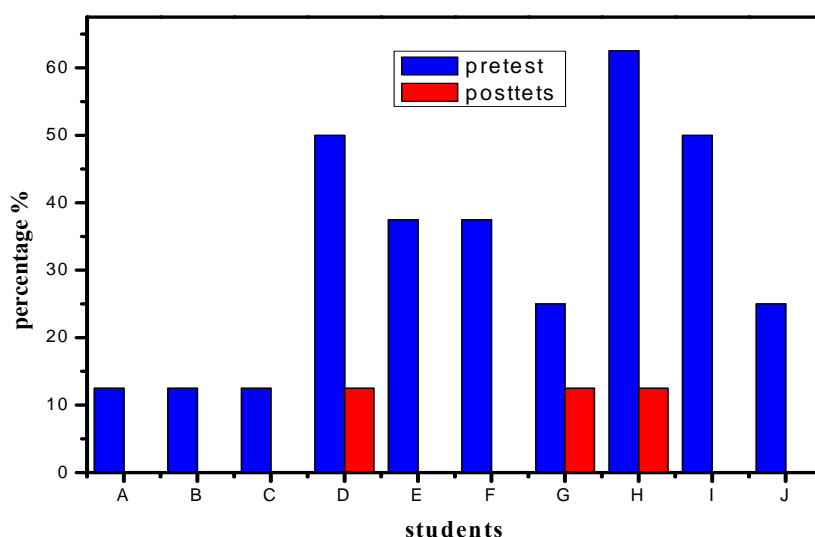
Graph 20: Student's Drills of pronouncing the Consonants /ʃ /, /ʒ /

Concerning the consonants /ʃ / and /ʒ /, the table 29 shown that the participants mispronounce some words like *shush and measure.* However, in the posttest, the results shown that they made a noticeable improvement and correct their pronunciation.

/ð/ - /θ/		/dʒ/ - /tʃ/		/h/ - /r/		/l/	
this	Thin	Joke	Choke	Hot	Right	Light	Fool
That	Healthy	Judge	Much	Hello	Wrong	Valley	Loot
These	Birth	Lodger	Teacher	High	Sorry	Bell	Tall
Then	Thumb	Bridge	Church	Here	Arrange	Level	Pall
Though	Through			Ahead		Let	Pill
Other	Author			Hedge		Tell	Mile
Smooth				House		Leave	

Table 30: Drills For Practicing Consonants /ð/,/θ/, /dʒ/,/tʃ/,/h/,/r/,/l/

	Students	Pre –test		Post-test	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
	Student A	4/13	30,76	0/13	0
Consonants	Student B	6/13	46 ,15	0/13	0
	Student C	3/13	23,07	0/13	0
	Student D	2/13	15,38	0/13	0
/ð / - /θ/	Student E	2/13	15,38	0/13	0
	Student F	4/13	30,76	0/13	0
	Student G	3/13	23,07	1/13	12,5
	Student H	4/13	30,76	0/13	0
	Student I	5/13	38,46	0/13	0
	Student J	3/13	23,07	1/13	12,5

Table 31: Mistakes of the consonants /ð /, /θ/ done by the participants.

Graph 21: Student's Drills of pronouncing the Consonants /ð /, /θ/

In the pretest, it is evident from table 31 that there are observable mistakes in consonants /ð /and /θ/. The mistakes were from 2 (15, 38%) to 6 (46, 15%). But, after using authentic audiotapes the participants' mistakes decreased from 1 (12, 5%) to 0 (0 %).

	Students	**Pre –test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants	Student A	5/8	62,5	0/8	0
	Student B	5/8	62,5	0/8	0
/ʤ/ - /ʧ/	Student C	2/8	25	0/8	0
	Student D	1/8	12,5	0/8	0
	Student E	4/8	50	0/8	0
	Student F	3/8	37,5	0/8	0
	Student G	5/8	62,5	2/8	25
	Student H	2/8	25	1/8	12,5
	Student I	3/8	37,5	0/8	0
	Student J	2/8	25	0/8	0

Table 32: Mistakes of the Consonants /ʤ/, /ʧ/ done by the Participants

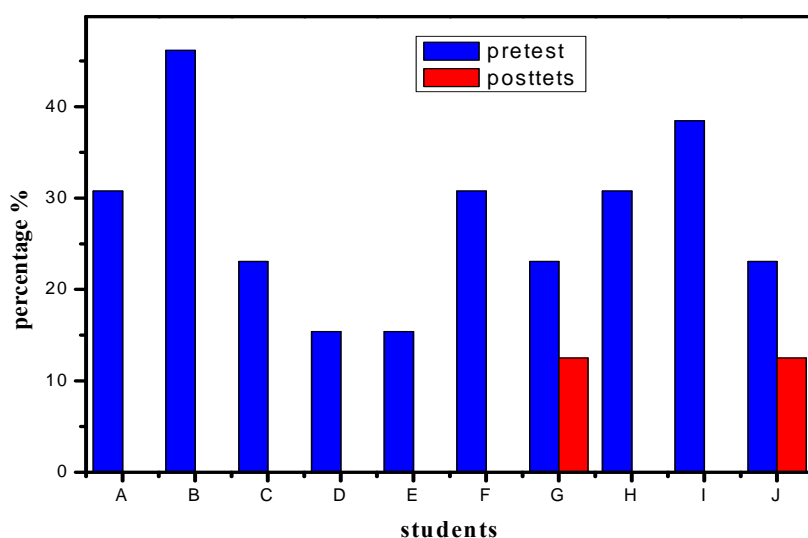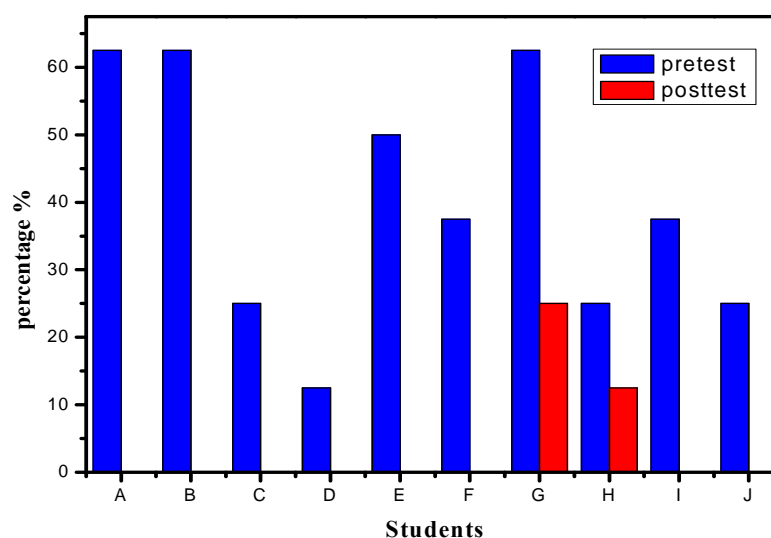**Graph 22: Student's Drills of pronouncing the Consonants /ʤ/, /ʧ/**

The table 32 shows that the biggest number of mistakes reached 62,5 % with the participants A, B and G, those students mispronounced approximately the same words like joke, lodger, choke and others words. But, the result revealed in the post test was better because they practiced well with authentic audiotapes.

	Students	Pre –test		Post-test	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
Consonants **/h/ - /r/**	Student A	4/11	36,36	0/11	0
	Student B	5/11	45,45	0/11	0
	Student C	7/11	63,63	0/11	0
	Student D	2/11	18,18	0/11	0
	Student E	3/11	27,27	1/11	9,09
	Student F	1/11	9,09	0/11	0
	Student G	7/11	63,63	0/11	0
	Student H	2/11	18,18	0/11	0
	Student I	3/11	27,27	1/11	9,09
	Student J	1/11	9,09	0/11	0

Table 33: Mistakes of the Consonants /h/,/r/ done by the Participants
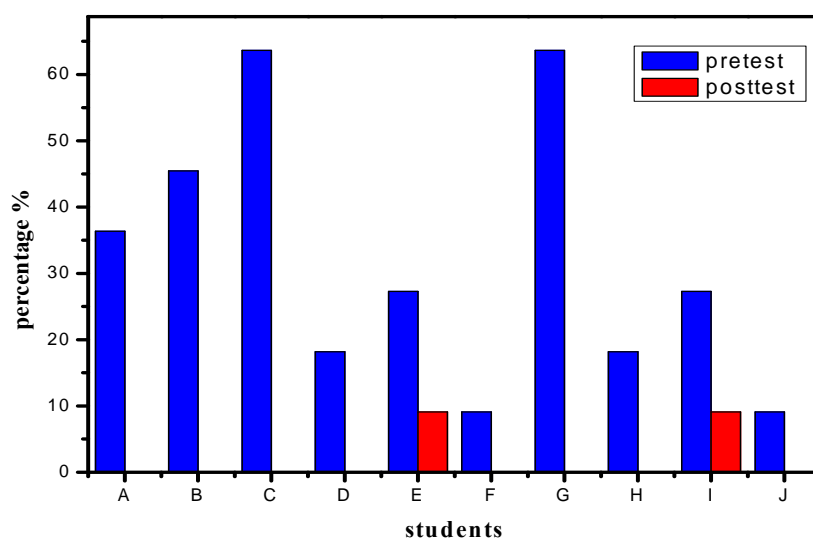
Graph 23 Student's Drills of pronouncing the: Consonants /h/,/r/

It is clear from the table 33 that the participants mispronounced the words given, in the pretest, the participants C and G made 7 mistakes (63, 63%). However, the participants F and J made just 1mistake (9, 09). In the posttest and after practice, they did well and pronounce correctly.

	Students	**Pre –test**		**Post-test**	
		Incorrect pronunciation	**Percentage %**	**Incorrect pronunciation**	**Percentage %**
	Student A	4/13	30,76	0/13	0
Consonant	Student B	6/13	46,15	1/13	7,69
	Student C	6/13	46,15	0/13	0
/l/	Student D	4/13	30,76	0/13	0
	Student E	7/13	53,84	1/13	7,69
	Student F	3/13	23,07	0/13	0
	Student G	6/13	46,15	2/13	15,38
	Student H	5/13	38,46	0/13	0
	Student I	4/13	30,76	0/13	0
	Student J	4/13	30,76	0/13	0

Table 34: Mistakes of the Consonant /l/ done by the Participants
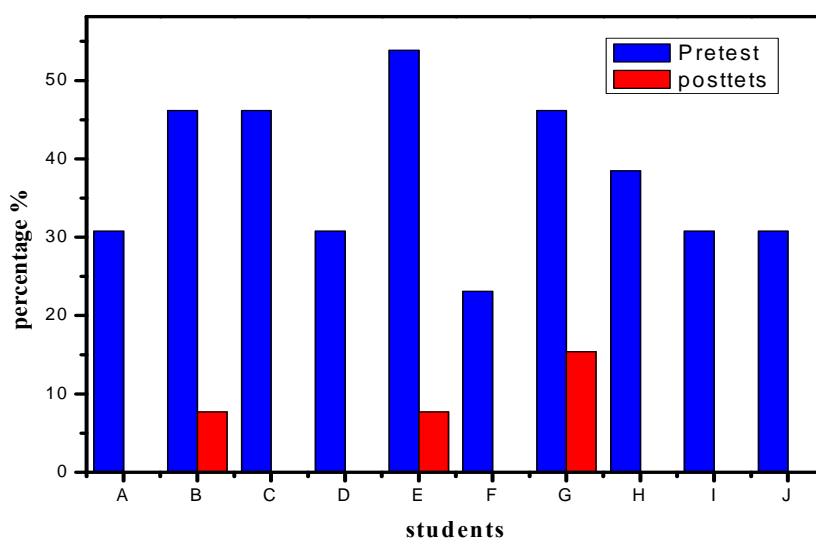
Graph 24: Student's Drills of pronouncing the Consonant /l/

In pronouncing the consonants /l/, all the participants made mistakes because they did not know how the *clear* and the *dark* /l/ are pronounced, but in the posttest and after listening to native speakers in authentic audiotapes, the participants could differentiate between them and they pronounced them correctly the /l/ in all its cases.

3.4 Testing the Hypothesis

The results obtained herein allow showing that the majority of participants made mistakes in all sounds in the pre-test; some participants mispronounced all the given words (100%) in some vowels and diphthongs like /ɜː/, /ɑː/, /ʊə/ and /əʊ/ because they did not know how to apply appropriately the pronunciation rules (place of articulation)of sounds. Also, the participants had trouble knowing how to discriminate between sounds (especially short and long vowels). More mistakes were made with words including consonants like /p/, /b/, /l/, and /ŋ/. Additionally, the participants were influenced by American accent more than British accent which leads them to pronounce /r/ and /æ/ more American. But, when compared the results between the pretest and post test, it was found that the practice have a great influence

on learners' pronunciation. Furthermore, after practicing with authentic audiotapes, the improvements in students' pronunciation were considerably observed; the majority of them became aware of their own mistakes, they also could correct errors to a classmate. That is to say, that these results came to confirm our hypothesis "if first-year students were trained for better pronunciation through the use of authentic audiotapes, they would make few mistakes and pronounce correctly". Also, listening to authentic audiotapes was enjoyable and significantly greater for the first year students.

Conclusion

This chapter has presented information regarding the data analysis and the results. The analysis of the data revealed that the participants had great progress according to the previous results. In addition, their ability to produce the English sounds was also improved after listening to authentic audiotapes. We have used to collect data: the pre-test and the post test. All in all, this chapter answered the following questions:

- Does the use of authentic audiotapes help the EFL learners to pronounce correctly?

- What are the effects of using authentic audiotapes on EFL learners' pronunciation?

3.5 Pedagogical Implications and recommendations

The primary pedagogical implications based on the preceding discussion are:

- Plan to devote class time to pronunciation practice on a regular basis.

- English language classes should be provided with suitable authentic materials to practice pronunciation, because learner does not have the opportunity to be exposed to the target language except in classroom. Scarcella and Oxford (1992) similarly support this view that pronunciation should be taught in all foreign language classes through a variety of activities

- Use authentic audiotapes in teaching pronunciation because this tool is very useful and available for practice.

- Motivate the learners to listen extensively to native speakers to improve their way of pronunciation in order to get rid of their foreigner accent.

- Use audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc because these devices are also used to cue production of the target sounds.

- Since a lot of applications, Smartphone's apps are available; teachers can share them with their students for extra practice out of classroom.

- As long as we have a large number of English language learners in each group, we have to devote a large class equipped by headsets, or loudspeaker for repetition drills, and this latter should be applied aggregately.

3.6 Limitations of the Study

Even if the current research provides convincing evidence that using authentic audiotapes develops EFL learners' pronunciation, it still has some limitations. One of the main limitations is the lack of class time to cover all the sounds of English, eight sessions were not enough and we were in need of extra sessions to finish the back vowel, but, because of the winter holiday and the learners afterwards were having the exams directly, we were obliged to skip some vowels. The other important limitation is the lack of professional materials like microphone, headsets to get very clear recordings. The researcher was obliged to record in a large class instead of the laboratory; first of all, learners were not taking their phonetic lecture in the language laboratory. Secondly, the ten participants had to study first their lecture in phonetics (i.e. the explanation of the place of the articulation of the phonemes) then they practice. Concerning the number of participants, ten subjects is a small number, but because a section contains three groups, we could not choose more than that.

General Conclusion

General Conclusion

Pronunciation certainly deserves strong attention in the class and the EFL learners need to be motivated to improve it; in addition to extensive practice. Through this research study, we hypothesized that if we aim to develop the pronunciation of the first year students, we should use authentic audiotapes, because this latter really work on lessening the mistakes of the participants (as shown in the previous results). Thus, authentic audiotapes should be implemented in teaching pronunciation.

This research included three chapters. In the theoretical part, we tackled the basic concepts and elements related to the scope of authentic materials, technology, authentic audiotapes and pronunciation. In the practical part, we dealt with the analysis of the data; consequently, the results obtained from the pre-test and the post-test were compared and analyzed using percentages and frequency.

It is worth noting from the results obtained that using authentic audiotapes in teaching pronunciation can be beneficial to EFL learners. Moreover, the participants correct their pronunciation of all the English segments, which confirmed our hypothesis.

We recommended that teachers and learners should use more authentic audio materials to develop pronunciation in order to be acquainted with native speakers' accents and to understand various conversational situations they may encounter. For this purpose we strongly recommend the adoption of this technique to improve pronunciation level.

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Appendices

Appendix 1

Audio 1: Adapted from: https:// www.bbclearningenglish.com/pronunciation.

Audio 2: Adapted from: *English Pronunciation in Use*

Jonathan Marks: Elementary level

Hancock, Mark: Intermediate level

Martin Hewings :Advanced level

Appendix 2

The Experimental Study's Recordings

CD1.Monophtongs

CD2. Diphtongs

CD3. Consonants

CD4. Extra practice

Appendix 3

1. Worshects

Drills for practising front vowels

1) Listen and repeat   *(From English Pronunciation is Use (Elementary) p. 12)*

A01b /iː/ see   agree   eat   seat   team   field   piece   these   metre   secret   evening   equal

A02b Peter   key   ski   kilo   litre   pizza   police   machine   people

A03b /ɪ/ if   ship   miss   dinner   swim   busy   building   system   history   honey   village

A04b /e/ check   leg   letter   red   sentence   bread   head   read(pp)   friend   any

      many   again   said

A05b /æ/ back   camera   factory   hat   jam   manager   map   plan   traffic   family

2) Practice the following sets of minimal pairs:

What is minimal pairs? A minimal pair is a pair of words of the same language that have different meanings and which differ in only one sound (a vowel or a consonant). The different sound must be in the same order in both words.
Example words: /lɪp/ and /trɪp/ ; /bæk/ and /bæg/
/sɪt/ and /siːt/ ; /hæt/ and /hɑːt/

A06b 1) /iː/   /ɪ/

Beat	bit
Heel	hill
Lead	lid
Neat	knit
Teen	tin

2) A07b /e/   /æ/

bet	bat
hell	Hal
led	lad
set	sat
ten	tan

Drills for practising central vowels

1: Listen and repeat   (From English Pronunciation is Use *(Elementary) p. 22)*

/ʌ/ bus colour come cup front bus London luck Monday month
      mother much nothing number run study sun uncle under

/ɜː/ bird first birthday circle thirty word work world worse turn
      Thursday journey early earth heard learn service prefer verb

2: Practice the following sets of minimal pairs

1) /ɜː/	/ʌ/	2) /ɜː/	/ɑː/	3) /ʌ/	/æ/
bird	bud	bird	bard	bud	bad
lurk	luck	lurk	lark	luck	lack
burn	bun	burn	barn	bun	ban
hurt	hut	hurt	heart	hut	hat
curt	cut	curt	cart	cut	cat

3: Underline the following sentences

- Good luck with your exam next month!
- Take the number one bus.
- I said 'Come on Monday', not 'Come on Sunday'.
- My brother's studying in London.

4: Find the central vowels in the following sentences

- The girl was watching the birds.
- How far's the car park?
- That was the worst journey in the world.
- Have you ever heard this word?
- The cakes weren't very good.
- She went to university to learn German.

Drills for practising back vowels

1: Listen and repeat

A19b /ɑː/ after afternoon ask answer bath bathroom can't class dance
fast father glass tomato car card far park star start

A20b /ɒ/ bottle box chocolate clock coffee copy cost cross got
quality want wash wasn't watch what

A21b /ɔː/ all ball call fall tall wall quarter warm water born
short autumn door saw before daughter taught thought

A22b /ʊ/ full sugar book foot would woman good look put

A23b /uː/ too group shoe blue music new two fruit juice

2: Consider the following sets of minimal pairs

A24b /ɔː/	/ɒ/	**A25b** /ɔː/	/ɑː/	**A26b** /uː/	/ʊ/	**A27b** /ʊ/	/ɒ/
port	pot	port	part	pool	pull	good	god
cord	cod	born	barn	fool	full	look	lock
stork	stock	court	cart	suit	soot	put	pot
cork	cock	store	star	Luke	look	could	cod
sport	spot	form	farm	cooed	could	shook	shock

3: Find the back vowels in the following sentences

A28b

- I'll ask my aunt where is my glasses.
- See you tomorrow afternoon.
- You can find him on the fourth floor.
- John has gone to the shops.
- The dinner will be ready soon.
- He bought a lot of books and novels.

References for further study:

1- Roach, Peter. *English Phonetics and Phonology.*
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Résumé

La prononciation est une compétence qui devrait être intégrée dans l'enseignement de la langue anglaise à l'université, elle peut aider les apprenants à l'amélioration de leur compétence en anglais. Cependant, l'enseignant de phonétique devrait aider l'apprenant d'Anglais de deuxième langue étrangère à connaître la prononciation correcte. La présente dissertation visait à étudier l'effet de l'utilisation de pistes audio authentiques pour développer et corriger la prononciation de ces apprenants d'Anglais de deuxième langue étrangère. Cette étude a été réalisée avec dix participants de première année à l'université de Mohamed Kheider de Biskra. Ils ont été choisis au hasard, ils ont fait un pré-test afin de déterminer leurs erreurs lors de la prononciation des segments anglais avant d'utiliser les pistes audio authentiques, puis ils ont fait un post-test pour savoir si ces dernières mises en œuvre pendant le traitement étaient efficaces pour développer leur prononciation. Les résultats expérimentales ont été analysés et transformés en pourcentages et fréquences des erreurs . On a constaté que les apprenants ont amélioré et corrigé leur prononciation, soit ils ont fait quelques erreurs après avoir utilisé des pistes audio authentiques. En plus, ils étaient satisfaits des pistes audio authentiques qui ont encouragé et motivé leur amélioration de la prononciation. En fin, nous avons terminé notre étude avec différents perspectives et recommandations pour les enseignants et les étudiants pour améliorer l'enseignement de la prononciation.