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The Effect of Using Audio-visual Aids on Teaching Pronunciation.

The case of third year pupils at Al AkidSi El Haouès primary school

A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment ofthe Requirements for the Master's Degree in Sciences of the Language

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Declaration

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DECLARATION OF INTEGRITY

I, "**BOUNHAS Hibat Allah**", solemnly declare that the dissertation titled " **The Effect of Using Audio-visual Aids on Teaching Pronunciation. The case of third year pupils at Al AkidSi El Haouès primary school** " submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

I dedicate this thesis to my beloved grand-father who meant and still means a lot to me. He is no longer in this world; but his memories still alive in me.

His love for me knew no bounds; he taught me the value of education and hard work.

To those who have always believed in me

To those who have always been there for me through thick and thin

To the source of my happiness in my life, my mother and my father

To my lovely brother and sisters for being a good part in my life

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Abstract

Pronunciation is one of the most important elements in teaching and learning a foreign language. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately in which the use of audio-visual aids is necessary. The purpose of this study is to investigate the impact of using audio-visual aids in teaching pronunciation for third year primary pupils and to explore teachers' perceptions towards the use of audio visual aids to improve pronunciation. The research is exploratory in nature. Mixed method in terms of both qualitative and quantitative methods is used to provide a comprehensive understanding of the phenomenon. An interview and classroom observation have been used as data gathering tools in this research. Two classes comprising a total of 80 pupils of third-year and six (6) teachers of primary schools represent the sample of the study. The findings revealed that audio visual aids are helping tools in improving pupils' pronunciation.

Key words: Audio-visual aids, English, Pronunciation, Primary School.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

AVA: audio visual aids

%: Percentage

F: frequency

3rd: third year

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General Introduction

1. Background of the study

Language can be interpreted as a tool to convey something and a tool to interact and communicate among the community which is a meaningful system produced by human speech. With the awareness of the importance of language as a means of communication between people in the world, the mastery of languages other than the mother tongue, namely international languages such as English is an urgent demand. Putra et al. (2021) stated that one of the most recognizable international languages, English, has been widely spoken in global settings in all sectors of human life, like education. Because of the increasing significance of the English language, English has been incorporated in the curriculum as one of the subjects studied in school.

In line with the current globalization, the need for English skills is increasingly felt. Learners require to master four skills. Pronunciation is the most important skill for acquiring foreign language learning since it is not only about their academic achievements. Pronunciation deemed to be the ability to speak language dominantly which is part of communicative needs inside and outside the classroom. According to Mulyani and Sartika (2019), pronunciation is a fundamental element in English needed by students to be successful in speaking and writing. As a foreign language, English is considered difficult to be pronounced since there are differences between the symbol and its sounds.

Understandable pronunciation is one of the basic requirements of learners' competence, and it is also one of the most important features of language instruction. Accurate pronunciation leads to good learning while flawed pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). Teachers should give certain attention to teaching pronunciation at the first English level. If students do not practice the right pronunciation at the beginning of their learning process, they may have difficulty pronouncing a word in English.

In recent decades, we have been able to observe the increasing impact of technology in most areas of society. These increasing caused a transformation in the educational system into a new phase by supplementing traditional learning and teaching methods, techniques, and materials. The use of those technologies plays a crucial role in facilitating the teaching and learning process and creating successful classes. English language teachers use different materials to facilitate the teaching process. Technology, like audio visual aids, opens the opportunity to a new approach in teaching that provides a stimulus that has a vital capacity to sustain learner's attention (Celce-Murcia et al, 1996).

Many EFL methods, techniques, and strategies are used to teach English effectively. According to Dudeney & Hockly (2008), "technology offers new ways for practicing language and assessing performance" (p. 8). The term teaching learning material (the audio-visual aids) related to anything used by teachers and learners in the language, the aids can be a form of CD, videos, songs, etc are part of authentic materials... audio visual aids are devices that help to make learning more permanent since they appeal to more than one sense. When learners are exposed to audio visual aids, they become more interested in learning, and the learning environment will be more comfortable for them especially when they are used appropriately.

Learning English through audio visual media can be effective to assist pronunciation; since the students can directly get the knowledge on how to pronounce the word from the audio and visual they listen to and watch. Students will be more interested in learning pronunciation and will interact easily by repeating and imitating the same sounds they hear. Audio visual aids are effective tools that may contribute in making teaching and learning processes smoother.

2. Statement of the problem

Within the process of teaching and learning, pronunciation serves a significant role; specifically for those who are learning English as a Foreign Language because pronunciation is an important element of the speaking skill. Nowadays, The English Language is the first foreign language taught to children at early stages of schooling. English is becoming one of the subjects in primary schools in Algeria; the focus of English in this stage is on speaking and listening. As Scott and Ytreberg (1990) described," their own understanding comes through hands and eyes and ears. The physical world is dominant at all times" (p. 2). Most of the students get difficulties speaking English because there are some problems in teaching and learning. It is beneficial for teachers to apply new techniques to increase the efficacy of the learning process.

It is important for English language teachers to find new ways to inspire their students to learn the English language. Traditional classroom methods and tools, such as the chalkboard and textbooks do not satisfy learners' needs. Teaching English to children is different from teaching English to adults. Children tend to have shorter attention spans and a lot of physical energy. In order to keep them engaged it is necessary to supplement the activities with lots of brightly colored visuals. Moreover, it is recommended that teachers keep children active and motivated, by using a song, story, game, or a teacher- made activity. However, most teachers in Algerian schools still do not adopt new teaching aids, such as audiovisual ones. These aids are not new but they are not widely used to date.

The court of the study is conceived through pupils' reactions to the use of visual aids inside EFL classroom and the effect of the technique on pupils' pronunciation. According to Lines (2005), "an important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in the classroom" (p. 67). In addition, we

will look for the effects of this technique in motivating pupils since they will are exposed to the target language which draws their attention.

In our study, we will try to investigate the effect of audio-visual aids on making pronunciation better, since pupils get direct knowledge of how words are pronounced through the audio and visual they listen to and watch.

3. Research questions

In this study, we aim at answering the following questions:

Q1: Will pupils' pronunciation be improved using audio visual aids inside the classroom?

Q2: To what extent can audio visual aids improve pupils' pronunciation?

Q3: What are the EFL teachers' perceptions towards the use of audio-visual aids in EFL classrooms to improve pupils' English pronunciation?

4. Research Hypothesis

H1: We believe that using audio visual aids help improving the pronunciation of EFL pupils in primary schools.

5. Significance of the Study

The research is significant for the pupils learning English as a Foreign Language. Therefore, we believe one of the best ways to improve learners' pronunciation is the incorporation of audio-visual media inside classrooms.

This study will give some contributions to English language teaching and learning, as follows:

> ➢   **The student:** clear and accurate pronunciation can lead to effective communication. It is essential to learn the correct pronunciation early. Audio visual aids provide both visual and auditory input, which can help pupils to better understand how to produce sounds and words correctly.

> ➢   **Teacher:** the approach shift from teacher center to learner center but a good teacher is a good manager. To manage the class, a teacher of English must use various techniques of teaching to make his teaching interesting and funny. Audio visual materials have great importance in the teaching process. Through the use of the materials as aids learners can fully engage and effectively become interested in developing English pronunciation skill.

6. Objective of the study

The purpose of this study is to find out if the pupils' pronunciation can be enhanced through the audio visual aids, as well as to show that students can be more interested and engaged in activities. The objective of the research is to know whether students' pronunciation can be improved through Audio Visual Aids.

7. Operational Definition of Terms

7.1. Pronunciation

Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Students' pronunciation means pronouncing words or sentences accurately and fluently, students' pronunciation is expected to be understandable. In the present study, pronunciation is related to third year primary school pupils and taught in their classes.

7.2. Audio Visual Aids (AVA)

According to Heinich & Molenda (1986), the term of media refers to anything that carries information between a source and a receiver. Films, televisions, radios, audio recordings, photographs, project visuals, and printed materials are media which use in teaching/learning process. In the current study, audio-visual aids refer to the audio-visual aids used by third year primary school teachers to teach pronunciation.

8. Review of Related Literature

Audio-visual materials are one of the teaching and learning tools that have been used by teachers to create a technology-based classroom. It helps both teachers and students in their everyday teaching and learning process. It has been approved that teachers' effectiveness depends on the use of appropriate instructional strategies and audio visual aids. Appropriate instructional strategies lead to good teaching and successful learning. Students enjoy and understand lessons easily especially when they are attached with appropriate technique. Various related research have been conducted using audio-visual materials among learners to improve language learning.

Video is the most important example of instructional materials. According to Canning-Wilson (2000) video is at best defined as the selection and sequence of messages in an audio-visual context. Chen (2013) conducted a study on the effect of video-based instruction on English pronunciation improvement. The study involved 60 Taiwanese college students, who were divided into two groups: one group received traditional pronunciation instruction, while the other group received video-based instruction. The results of the study showed that the students in the video-based instruction group had significant improvement in their pronunciation compared to the traditional instruction group. The study suggested that video-based instruction could be an effective tool for improving pronunciation.

Moreover; according to Feri (2016) in his study, he focused on teaching speaking skills using Audio Visual Media to year eight students at SMP T. He compared results of the students' achievements in speaking before and after using the Audio Visual Media (AVM) method of teaching. The study involved 18 students. The data were collected using pre-test and post-test. Based on the data, there was an improvement in students' speaking after the students were taught by using the AVM method.

In addition, Make and Yonas (2018) carried out a study on teachers' perception of the use of audiovisual materials to teach English speaking skills at Abba Pascal Girls' School. The subjects used for this study were six English teachers of grades 5, 6, 7, and 8. A descriptive research design was employed having the qualitative data collected through interview. The results indicated that all English teachers have a positive perception of the use of audiovisual materials to teach English speaking skills.

Another study by Perdana et al (2019) conducted a study to find out a teaching method used by the teacher in teaching pronunciation and to discover the strength and weaknesses of the method used in teaching pronunciation to EFL students at SMP Negeri 1 MartapuraTimur. The study involved one teacher who taught 7th and 8th grade and was chosen purposively by the researcher. The data were collected using observation, interview, and documentation. The results showed that the appropriate method the teacher used for teaching pronunciation is Audio-lingual Method. The findings showed that the Audio-lingual Method is effective in teaching pronunciation.

From all of the studies related to the implementation of using audio visual aids to enhance English pronunciation, the findings seem to reflect the success of this technique in language teaching. The learners can hear the correct way to pronounce the sounds. In addition, audio visual

aids can decrease anxiety and motivate students. Using audio visual aids inside classrooms is likely to be effective in improving English pronunciation.

9. Research Methodology

9.1. Research design

The present research is exploratory in nature about the use of the audio visual aids inside the classroom. In this study, we opt to follow the mixed method which will be used to gather data. Our research tends to have qualitative and quantitative data. According to Manion & Morrison (2007), "a method is an approach usually used in educational research to gather data, as a basis for conclusion and interpretation; and explanation and prediction. It means that a method is a way used in discussions and to examine the phenomenon" (p.446).

Qualitative research method is a number of data collection techniques such as interview, and observation that are used in this study. A qualitative method is emphasizing the elaborateness description of social or instructional settings (Slavin, 2007). By using a qualitative methodology we tend to gain a deeper understanding of how AVA can be used effectively. According to Creswell (2008) "quantitative approach is a type of educational research in which the researcher decides what to study; ask specific, narrow questions; collects quantifiable data from participants; analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner" (p.46). We will have a qualitative method in terms of having an interview and a quantitative in terms of having quantitative observation.

9.2. Population and Sampling

Population is a collection of elements about which we wish to make an inference. The population chosen for this research consists of third year pupils of primary school at Al Akid Si El Haouès Mchoneche Biskra and also six (6) teachers of primary schools. There are (2) classes at this

primary the amount of students is 80 students. The two classes were selected to be the sample of the current study.

9.3. Data Collection Tools

In order to collect data, we will use an observation and an interview.

The first tool is observation. Thomas (2003) argued that gathering information by means of observation involves watching and or listening to events, then recording what occurs. On the other hand, the student's responses toward the teaching and learning process can be seen in classroom observation. Observations were made to identify the effects of using audio visual aids, especially in teaching and learning Pronunciation in English, and how the situation was during the process. The data will be obtained from the observations were analyzed to describe how students interact inside the classroom. In addition, it also describes student behavior during the learning process; how the responses are in pronunciation learning in English using audio visual aids inside classrooms. Structured observation using a checklist is going to be part of our study.

According to Fraenkel & wallen (2009), the interview is the process of answering a set of question that is asked directly. In this study, we choose structured interview to be answered by teachers. In a structured interview, the questions are predetermined and standardized. Each participant receives the same set of questions, which allows for easy comparison of responses. The interview is going to be the last meeting to know about the teachers' perception toward learning English using AVA to enhance pronunciation ability.

10. Structure of Dissertation

Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and communicate in that language. Focusing on oral

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skill in tea1.ching a foreign language is an important aspect since the aim is to enable the learner to communicate effectively in a fluent and appropriate language. Indeed, in teaching a foreign language, the teacher uses the oral aspects of the language more than the written one, especially for pupils of primary schools.

In this dissertation, our work is divided into two parts: theoretical and field work part. In theoretical one, we are going to deal with two chapters. Starting with an introduction, that gives background of the research study.

Thus, the first chapter is concerned with pronunciation, its definition, importance, and role. The major focus is on the techniques, and materials applied to teach pronunciation and most factors that influence students' pronunciation.

The second chapter discussed audio visual aids' definition, types, importance and principles to be followed for effective use. We end the chapter by mentioning obstacles that may face teachers in using them.

The third chapter is devoted to the fieldwork wherein the research design and methodology are described and more importantly the process of data collection, analysis and interpretation are presented.

Finally, the general conclusion is collection of results and recommendations to both pupils and teachers.

Conclusion

      Using audio visual aids techniques in the classroom by the teacher can provide a common experience for all students, generate interest and stimulate the imagination because it is motivational tool in the classroom in addition to developing students' speaking skills. Teaching with AVA as an aid reinforce the spoken or written words with concrete images and thus provides rich perceptual images which are the bases to learning. The materials provide a great variety of methods. They bring the outside world into the classroom and make the teacher teach efficiently.

Chapter One:

Pronunciation

Introduction

Language is the basic unit that is needed for real communication among people. People around the world, as the agents of the development, use English as the international language to communicate. Proficiency in any foreign language requires mastering the four skills. They play an important role in foreign language teaching and learning. Teachers are supposed to develop the students' abilities in receiving and producing the foreign language in order to help them to be good communicators. English must be taught as early as possible because it is a compulsory subject especially with pronunciation. Teaching and learning pronunciation constitute one of the pillars of acquiring proficiency in the foreign language. Therefore, improving students' pronunciation is deemed crucial if we want to develop their linguistic competence.

1. Definition of Pronunciation

Pronunciation is the act of uttering sounds, or the mode of uttering words and sentences. It is an important form of communication, wrong pronounces can make the mistake of words' meaning. It refers to how a language is spoken, the way in which a word is pronounced, and how a person speaks the words of a language. The act of pronouncing is the production of a sound system that does not interfere with communication from the perspective of the speaker or the listener.

Cook (1996) defined pronunciation as a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced inaccurately. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). If the students do not practice good pronunciation at the beginning of their learning process, they may have difficulty to pronouncing a word they will face failure in communication.

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According to Gilakjani (2012) pronunciation instruction has been growing in importance in the communicative-oriented EFL classroom due to the fact that the most sensible, justifiable and a pressing objective of pronunciation. Teaching is not to acquire native-like, or 'perfect' pronunciation but to produce a comprehensible and an intelligible speech.

From the different definitions above, the pronunciation is viewed as a fundamental key for clarifying the message and communicating successfully.

2. The Importance of Learning Pronunciation

Pronunciation is an important aspect of language learning, especially when it comes to the speaking skills. Pronunciation is an essential element in learning oral skills in a foreign language. Good pronunciation helps to ensure that the message is conveyed effectively and properly, and it can also help to avoid miscommunications. Grant (2014) highlighted that pronunciation instruction is important for learners at all levels. Correct pronunciation means simply clear and correct communication which helps EFL students become effective communicators. According to Hismanoglu (2006) pronunciation instruction is very important for oral communication.

Many teachers are aware of the importance of pronunciation. They pay attention to the listening and speaking skills especially for young learners. If students pronounce well at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt with their correct pronunciation. Otherwise, this may damage learners' overall success. Butler-Pascoe and Wiburg (2003) stated that the goals of teaching pronunciation are to develop English that is easy to understand and not confusing to the listener, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech

consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class.

3. The Role of Pronunciation in EFL Classes

Pronunciation becomes an indispensable requirement in EFL learning as it is considered a crucial ingredient of oral communication. Both the teacher's and learner's roles are very important in ensuring a successful pronunciation learning process.

3.1.   The Role of Teachers in Teaching EFL Pronunciation

In foreign language classes, students primary rely on the teacher as their only source of information. He serves as a role model for his students in which they imitate his pronunciation. In order to help students in learning the correct pronunciation, the teacher should select the suitable activities for them.

English teachers have to introduce different English pronunciation models, to show how English is spoken with understandable pronunciation. Teaching English for FL young learners is not about teaching them to pronounce as native speakers however it is about pronouncing clearly and not to get a fossilized language.

3.2.   The Role of Students in Learning EFL Pronunciation

The goal of teaching and learning pronunciation is to establish successful communication, an intelligible pronunciation that is typically close to standard, easy to understand, and pleasant to listen to. In the classroom, learners have to do their best to exploit all the opportunities under their disposal, for example, paying attention to the teacher's instructions.

The role of learners includes not only responding to the teacher but also taking actions toward their own learning as well as their improvement. An individual with very poor pronunciation

will have difficulty understanding what they're saying. That is why most English language learners strive to improve their pronunciation even after years of learning the language. Teaching pronunciation is often the first priority in today's EFL classrooms despite the difficulty of learning it.

4. Factors Influencing Students' Pronunciation

The curriculum is designed exclusively for students' interests. Teaching English pronunciation is one of the most complicated but significant feature of EFL learning. Poor and incorrect pronunciation will make misunderstanding for the intended message for both speakers and listeners. However, they face lots of problems with pronunciation because of a wide range of affecting factors.

a. Language Interference

Students' first language has a deep and strong influence on learning English pronunciation spatially as a foreign language. Each language is characterized by its own varieties and accents some sounds do not exist in their first language it become hard for them to pronounce. If students are familiar with the sound system of their native language, they will be able to identify their own mistakes. Students' first language is an important factor to account for foreign accents and affects the pronunciation of the target language. Language interference can affect pronunciation when a speaker applies the sound patterns of their first language to the language they are learning. This can result in mispronunciations and difficulty in understanding the speaker. Most teachers' experiences indicate that the learners' first language plays a significant impact on learning the sound system of another language (Nation & Newton, 2009).

b. Age

Age has a key role in learning pronunciation. Granena and Long (2012) found that age is an important factor that has great impact on the correct pronunciation and it is considered as a predictor

of learning pronunciation. The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do. Kassaian (2011) found that learning pronunciation can be obtained better at the earlier ages. Based on Scovel (1998), "the critical period is approximately the first ten years of life, if a learner started learning a FL after this period, he would never fully acquire the native-like pronunciation of the FL" (p. 125). It is known that the younger the foreign language learners are the better pronunciation they obtain.

c. Attitude

Attitude plays a crucial role in the process of language learning, as they appear to affect the success or failure of students. Similarly, Gao & Hanna (2016) supported the fact that positive attitudes result in better outcomes in pronunciation learning, due to the fact that motivation is stronger. If the learner's attitude is negative, it is an important factor that adversely affects the learner's pronunciation. A positive attitude towards learning English helps learners learn faster. If the learner is motivated and interested in learning, it translates perfectly into pronunciation. Karahan (2007) held that positive attitudes will support learners striving to learn EFL. It is difficult to achieve the level when the leaner does not care, though. When English language teachers notice the positive, or negative attitudes they try to increase the positive attitude by creating interesting topics that rise the sense of curiosity, such as new input about the language's culture (Kenworthy, 1987)

d. Motivation

The importance of motivation as a key factor that influences the rate and success in foreign language pronunciation is widely recognized. English language learners' pronunciation achievement considerably rises when they are driven to do so. If the learners' motivation is high, they will be willing to improve their skills by themselves. Celce - Murcia and Goodwin (1991) stated that motivation helps learners to attain comprehensible pronunciation. Brown (2000) stated that

"teachers can help their learners to perceive or develop that motivation by demonstrating, for example, how clarity of speech is significant in shaping their self-image and ultimately, in reaching some of their higher goals" (p.285). In this regard, it is important to encourage teachers to pay attention to these sources of learners' motivation in order to address their particular needs i.e. pronunciation teaching should be conducted according to the needs, requirements, expectations, attitudes, etc. of the learners.

e. Language Exposer

Before being asked to speak, learners must first be exposed to large amounts of comprehensible input since that is how they learn language. Exposure relates to the length of time that the learners live in a target language environment. The more the learner invests his time and opportunities for practicing listening to and speaking the target language, the better pronunciation will be. Learning a new language and speaking it 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, 1997). Due to minimal exposure to the target language, English language learners often do not acquire the level of pronunciation needed. Learners that are living in non-English speaking community, there will be difficulties for them to practice speaking as well as learn pronunciation.

5. Teaching Pronunciation

Celce-Murcia, Brinton and Goodwin (2010) state that "… there is a threshold level of pronunciation for non-native speakers of English; if they fall behind this threshold; they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be" (p.8).

Pronunciation does not only help students to be confident of different sounds and sound features, but it most importantly helps students to improve their spoken skills. It is acknowledged that pronunciation is a fundamental part of one's oral ability in the target language (Atli and Su Bergil, 2012).

Teaching pronunciation is not only about learning how words sound, it is the learning of being intelligible; it is to understand and to be understood. If pronunciation is introduced at the beginning of each level, teachers will give students the opportunity to practice and improve their language learning, since there is less chance of learners developing a bad speaking habit. Gilbert (1984) pointed out that the improvement of English pronunciation is of great importance to improve learners' listening and speaking abilities.

The most crucial consideration for teachers is how to persuade students to master proper pronunciation. One of the important things that can influence the pronunciation of the learners is teacher's ability. When teaching pronunciation in young learners, the role of the teacher is important. Besides teacher's knowledge about pronunciation, teacher must have skills to motivate the learner and make them interest to learn. Teachers employ a variety of strategies to achieve the desired and necessary goals.

6. Techniques of Teaching Pronunciation

Teacher should have some techniques and method that can make the learner interest and comfortable in learning. Many technique and method can be used to teach pronunciation acquired from:

1- Listen and Repeat

This technique is used by teachers in a direct way, in which students listen to a teacher-provided model and repeat after it or imitate it. It is one of the most traditional ways of teaching

pronunciation; it has been developed through time in which teachers started using technology devises to accompany it. According to Tench (1991) the basic strategy in pronunciation teaching is imitation. English teachers should take advantage of the children's ability to imitate what they hear fairly accurately. In these activities, learners listen to models provided by teachers or other sources. This technique is suitable for all ages from young learners to adults.

2- Phonetic Training (Phonetic Alphabet)

According to Harmer (2001), the clearest way of promoting awareness of sound and spelling correspondence is by introducing the various symbols. Phonetic training is the process of teaching someone to recognize and produce the sounds of a language accurately. It is often used in language learning to help learners improve their pronunciation and speech clarity. The Phonetic Alphabet is a collection of symbols used to represent the sounds of spoken languages. This technique is quite demanding as it includes phonetically transcribed words or texts. Almond (2007) suggested that starting every activity with facial exercises in order to help the children become familiar with their vocal apparatus, noting that young learners seem to find it enjoyable. Learners need to be acquainted with phonemic symbols for consonants and vowels and need to be able to connect them to individual sounds. This technique can be very helpful for adults. Adults have difficulties to hear different sounds and imitate them. Because it is explicitly explained how sounds are produced and they are given concrete visual form of a symbol, it helps to understand and pronounce the different sounds.

3- Minimal Pair Drills

Kelly (2000), "words or utterances which differ only in one phoneme" (p. 18). This technique helps students to differentiate between similar and problematic sounds in a particular language through listening and speaking practices. As Celce-Murcia et al. (1996) claim, minimal

pair drills "help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice" (p. 8). Minimal pairs are pairs of words in a language that differ in only one sound segment, such as a vowel or a consonant and have distinct meanings. It included word-level drills and sentence-level drills. According to Jones (2002) "drills move beyond the simple identification and mimicking of decontextualized sound contrasts to the perception of more meaningful, communicative characteristics of input" and "integrate the sounds into effective communication" (p.181). By practicing minimal pairs, learners can improve their ability to hear and produce sounds accurately, which can lead to better pronunciation and communication skills.

4- Tongue Twister

Tongue twisters are phrases or sentences that are difficult to say quickly and accurately because they contain repetitive sounds, alliteration, or other challenging sound combinations. Celce-Murcia et al., 1996, "Using tongue twisters can be a fun and useful way for children to improve the articulation of English sounds (e.g. Red lorry, yellow lorry, red lorry, yellow lorry)" (p. 9). It can be a fun and entertaining way to practice pronunciation and improve speech skills as an example Peter Piper picked a peck of pickled peppers. Teachers can use tongue twisters as an effective tool to improve students' abilities. This technique enables students to practice and differentiate similar words and enjoy at the same time.

5- Visual Aids

Visual aids today are very beneficial for the teacher in teaching learning process especially for effective teaching of pronunciation. Johnson (2009) pointed that the use of visual aids in teaching pronunciation has proven to be highly effective in enhancing learners' understanding and production of target sounds. Teachers developed their way of describing how sounds are produced

by using visual aids such as: picture, videos, charts, etc. They are used to enhance the understanding and retention of the information being presented by providing a visual representation of the concepts being discussed. The aims of those techniques is to make learners interest in learning pronunciation and will be more easily to understand.

7. Material for Teaching Pronunciation

Using materials can be beneficial to learners during their process of learning pronunciation because they create an interesting atmosphere that may appeal to learner's senses. These are some of them:

1- Song and Rhymes

Songs and rhymes are generally repetitive and easy to remember. They are great ways to practice pronunciation. As Brewster et al. (2002) claim, carefully selected, songs, rhymes and chants can offer a rich source of authentic input. Songs and rhymes often repeat words and phrases, which can help learners practice the correct pronunciation of individual sounds and sound patterns. Saying rhymes and singing songs are great ways to practice pronunciation, stress, and intonation (Slattery and Willis, 2001).When using songs and rhymes to teach pronunciation, it is important to choose what is appropriate for the level and interests of the learner.

2- Games

Brewster et al. (2002) claim, "they are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills" (p.172). Games are not only motivating but also provide excellent practice for improving pronunciation, and the four language skills. Teachers have to use games that allow learners to speak freely is considered as a very useful tool to practice pronunciation fluently. When playing games, they use repeatedly the same language structures that they eventually memorize.

3- Videos

Videos have been proven to be an effective method in teaching English as a foreign language. Derwing & Munro (2005) stated that videos correct pronunciation and mouth movements. Visual cues can help learners understand how to produce certain sounds or words accurately. Videos allow learners to see and hear the sounds being produced in context. It's important to use videos that are relevant to your learners' needs and interests. Teachers can ask learners to repeat what they hear or see, and practice making the same sounds themselves.

4- Listening to Podcasts

According to Martinez & Liu (2016), listening to podcasts can foster learners' exposure to different accents and speech patterns, aiding in the development of pronunciation skills. In the learning process, learner can listen to podcasts that are completely focused on teaching better pronunciation. Brown & Davis (2018) stated that, the use of podcasts as audio-visual aids promotes autonomous learning and pronunciation improvement among language learners. Podcasts files are used as supplemental materials rather than other technology for practicing pronunciation. They provide the capacity for listening and speaking which is possible to learn immediate learning drills for developing language learners' pronunciation.

5- Role Play

Role play is an effective technique for teaching pronunciation as it allows students to engage in authentic and meaningful communication, practicing pronunciation in a realistic context (O'Brien & Guinn 2017). The role play method allows students to explore real-life scenarios and situations. Role play helps to bring the language of life and to give the students some experience of its use as a means of communication. Zhang & Zhang (2020) suggests that role play activities positively impact pronunciation learning by providing students with opportunities to practice pronunciation in context,

receive feedback, and develop awareness of their own pronunciation errors. The realistic communication situation gives the students new experience in using the language they have acquired in the actual conversation scenario, and the experience helps them retain what they have learned. Larsen Freeman (1986) explained that "role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles" (P.167).

6- Cartoons

Cartoon is one of the entertainment media that can be used also as teaching media especially for improving young learner's pronunciation. Smith & Thompson (2020) indicated that the use of animated cartoons in pronunciation instruction provided young learners with engaging and interactive visual stimuli, resulting in improved pronunciation accuracy and increased motivation to practice. Cartoon has special characteristics that are close to children's imagination. It is fun, colorful, and attractive. Learners are inspired by some cartoon characters; these will undoubtedly motivate them to imitate the articulation and intonation as well as pronunciation of the character.

8. Teaching English to Young Learners

The learning of a foreign Language during Early Years is generally considered beneficial to achieve the proficiency level by time. Teaching pronunciation should be taught at primary level because children are easier to learn something than adult learners. They are easy to catch and remember what they learn and listen. Brown (2000) stated that we are born with a genetic capacity that predisposes us to a systematic perception of a language around us, resulting in the construction of an internalized system of language. They seem impressed when someone speaks a foreign language and both facial expressions and gestures, are tools for them to communicate until

they can speak. Cameron (2001) pointed that a new language is largely introduced orally, understood orally and aurally, practiced and automatized orally.

Young learners' language skills are enhanced by promoting the spoken language enabling language to be understood, learnt and practiced. Children can acquire a better pronunciation which enhance their intelligibility and encourage them to use English certainly in a future. Teachers have to provide activities which foster oral and pronunciation competences that create a kind of environment for learning.

8.1.   Teaching English to Young Learners in Algerian Primary Schools

At the global level, English is becoming increasingly important in all domains. Mastering it provides access to scientific, technological, and academic resources. With the growing exposure, English has gained more ground in Algeria. Recently, Algeria has begun teaching English as the first foreign language in primary schools, according to the syllabus of English for primary school 3rd year "The inclusion of the English language in primary education aims primarily at enabling the Algerian child to open up more to the world and benefit from direct scientific knowledge "(p.2). Since it is their first year, the teacher trains their learners on listening and speaking, including articulating all the different English phonemes. As the first level, the curriculum of English for third year Primary Education gives priority to the oral aspect of language acquisition and communication, without neglecting the written aspect which will be given priority in the upcoming levels.

Conclusion

Pronunciation is one of the important areas of language teaching. Teachers should focus on enhancing learners' pronunciation especially for young learners. They can actively encourage learners by using deferent tools that motivate them. Therefore, audio-visual aids are good tools that can be used to achieve learners' motivation in improving their pronunciation.

Chapter two:

Audio Visual Aids

Introduction

Technology reached every single domain of the everyday lifestyle of the Human being; it is widely used to refer to progress. It helps people, and facilitates their lives. Technology has been implemented as one of the main factors in teaching and learning processes, they are very crucial at all levels. In the past, teaching depended on verbal instruction; and was limited to the use of traditional teaching aids such as printed materials and blackboard. In contrast, nowadays new technologies have been brought up in language learning. With the emergence of new modern materials known as audiovisual aids, teachers intend to use pictures, videos, computers, and up-to-date technological devices that could help learners learn the language more effectively.

This chapter introduces the importance of using audio visual aids in teaching. Besides, it deals with different kinds of audio-visual aids that can be used in the classroom in order to develop students' pronunciation.

1. Definition of Audio Visual Aids

The term Audio-visual is a combination of two words: audio refers to the material which we use the hearing sense and visual refers to the sense of sight. Francis (2011) defined the term audio-visual materials as instructional materials which can be used to express meaning without relying on verbal symbols or language. In short, audio-visual materials are interactive tools with the combination of text, image, sound, and video.

Audio-Visual Aids are the instructional method of education that uses audio and visual as a mode of acquiring and teaching a language. Kwegyiriba et al (2022) revealed that audio-visual aids are an important aspect in all stages of education; teaching and learning. Nurida & Wijiastuti (2019)

defined audio-visual aids as a tool to tackle every kind of trouble in a learning process, and it is used to take advantage of enhancing the efficiency of learning.

Burton (1955) claimed that "Audio Visual aids are those sensory objects or images which initiate or stimulate and reinforce learning" (p.745). It is known that individuals tend to forget things. But with creative methods like images of characters, objects, and voice record, attracts the attention of students. It also helps them to retain what they learn. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic can be considered audio visual material. AVAs are instructional materials used by teachers to deliver the material in an attractive way in order to facilitate the auditory and the visual sense of the learner.

2. Types of Audiovisual Aids

Currently, Audio-visual aids are an essential component of the educational system. Many teachers rely on using the materials inside classrooms in order to facilitate the teaching/ learning process for EFL learners to enhance their skills, especially their pronunciation. AVA enables EFL learners to listen, see, and learn faster. An understanding of the different types of audio-visual aids can enhance the effectiveness of their usage.

2.1. Audio Aids

Audio aids are valuable tools in language instruction as they provide learners with exposure to authentic pronunciation models, enable repeated listening and practice, and facilitate the development of phonological awareness (Cheng, 2013). Liao (2014) stated that audio aids refer to any form of instructional materials or devices that utilize sound or audio components to enhance the teaching and learning process. Students gain knowledge by using their hearing senses. Some students in the classroom are auditory students; such students can get an advantage from audio aids. According to Park (1999), they contain songs, spoken words, conversations, and music. Auditory

learning makes the learners develop their listening skills. The following can be used by the teachers in order to enhance and facilitate the way of learning.

- **Audio recordings**: It is an instrument on which information has been recorded. It is a quick and effective tool that provides learners the opportunity to listen to English. Teachers can use pre-recorded audio materials, such as podcasts, and audiobooks. These audio recordings can provide additional information, explanations, or examples for students to listen to and reinforce their understanding of the subject matter.

- **Microphone:** Microphone systems can be very useful in teaching. They can help teachers be heard clearly around the classroom. Teachers can use microphones, such as handheld microphones, to amplify their voice in a larger classroom or when teaching in a noisy environment. This can help ensure that all students can hear the teacher clearly and avoid straining to listen. According to Johnson (2016) using microphones in classes; will help the language instructors to give clear directions, which will help with the comprehension of the students.

- **Songs:** It is another type of audio aids that can be used in designing activities in the classroom. Playing age-appropriate music or singing songs related to the lesson topic can make learning more enjoyable and memorable. Songs can pick students' attention and make them more attentive and engaged in classroom tasks. It can be used to teach vocabulary, grammar, and pronunciation. Harmer (2007) stated:

> Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a

satisfactory connection between the world of the leisure and the world of learning. (p. 242)

2.2. Visual aids

Visual aids represent the aid material that helps the learner in acquiring language through his visual senses. Visual aids can abound a great contribution to the learners understanding of the information and retaining it. Visual aids are a powerful tool for teachers to enhance the way of presenting the topic. The visual presentations can appeal directly to the learners' imagination.

- **Whiteboard**: Traditional whiteboards are commonly used in classrooms to write and display information. It works as a supporter to the teacher when presenting lectures. Teachers can use them to write new vocabulary words, draw diagrams, and create charts or graphs to help illustrate concepts. Harmer (2007) stated that boards have a variety of usages, such as writing, drawing, sticking things on, and projecting overhead transparencies. The board is considered to be an essential part of teaching.

- **Pictures:** pictures are tools utilized to grab a learner's attention; the selection of pictures must be appropriate to the language being used and learned. It helps in enhancing the learning experience by making complex concepts more understandable and relatable. The picture provides learners with an instrument that allows them to make links between new words and known meaning; so that memorization and understanding will be an easy task to do (Jurich, 2001).

- **Realia:** Thornbury (1997) summarized them "using real objects (called realia) or pictures or mime" (p.78). Richards and Rodgers (2014) defined Realia as "authentic materials or real objects used in the classroom to provide learners with direct contact with the target language in a meaningful context" (p. 214). It represents real things, the teacher brings real objects to the classroom. They are used for making learning direct and meaningful. The advantage of using realia

is to offer learners the opportunity to remember certain words or new vocabulary (Harmer, 2001). It can cater to different learning styles, make abstract concepts more concrete, and facilitate active participation and interaction in the classroom. Teachers support their words by bringing abstract objects that refer to certain concepts, such as clocks, plastic fruits and vegetables.

- **Gestures and Actions:** According to McNeill (1992), gestures are an integral part of human communication and can serve as a visual representation of speech sounds, aiding in the production and perception of phonetic elements. Furthermore, Kita (2009) suggested that gestures can facilitate language learning by providing additional visual cues that reinforce the auditory input, making it easier for learners to grasp the correct pronunciation. Actions, on the other hand, encompass bodily movements and activities that go beyond gestures.

2.3. Audiovisual aids

It represents all those equipment and aid materials in which the learner gets opportunity to utilize both his auditory and visual senses for gaining the desired learning experiences. Audio-visual aids refer to instructional materials or tools that combine both auditory and visual elements to enhance the teaching and learning process (Leavy, 2015). Grant (2016) stated that Audio-visual aids contribute to the enhancement of pronunciation instruction by enabling learners to visualize the articulatory movements and patterns associated with accurate pronunciation. There are various types of the audiovisual aids that serve the learners' needs to acquire knowledge differently, specifically the students' of foreign languages:

- **Videos**: This type of audiovisual aids has been considered as an educating strategy used to encourage learners to engage in the content of what is presented from the audible and visual in order to understand the language features. The video is a combination of sight, sounds, and motion. Harmer (2007) stated that learners enjoy the conversations and imitate the gestures while practicing

pronunciation due to videos. It is very effective when bringing videos to the classroom because students will be very motivated and this will facilitate for teachers the process to develop student's production skills.

- **Data projector:** Data projector is an electronic equipment that is used to show information from a computer screen on a large screen making it easier to see and understand the content being presented. Lynch (2017) "A data projector is a device that allows teachers to project images, videos, and other visual content onto a large screen or surface. It provides a powerful tool for incorporating audiovisual aids into English language teaching" (p. 54). According to Hightower (2015) "Data projectors have become increasingly popular in language classrooms as they allow teachers to display visual content, such as images, videos, and interactive presentations, enhancing the effectiveness of English language instruction" (p. 800).

In addition to the previous classification of the multiple types of audiovisual aids, there is also another classification of AVA presented audio-visual materials under three types: non-projected, projected, and electronic materials (Figure 1):
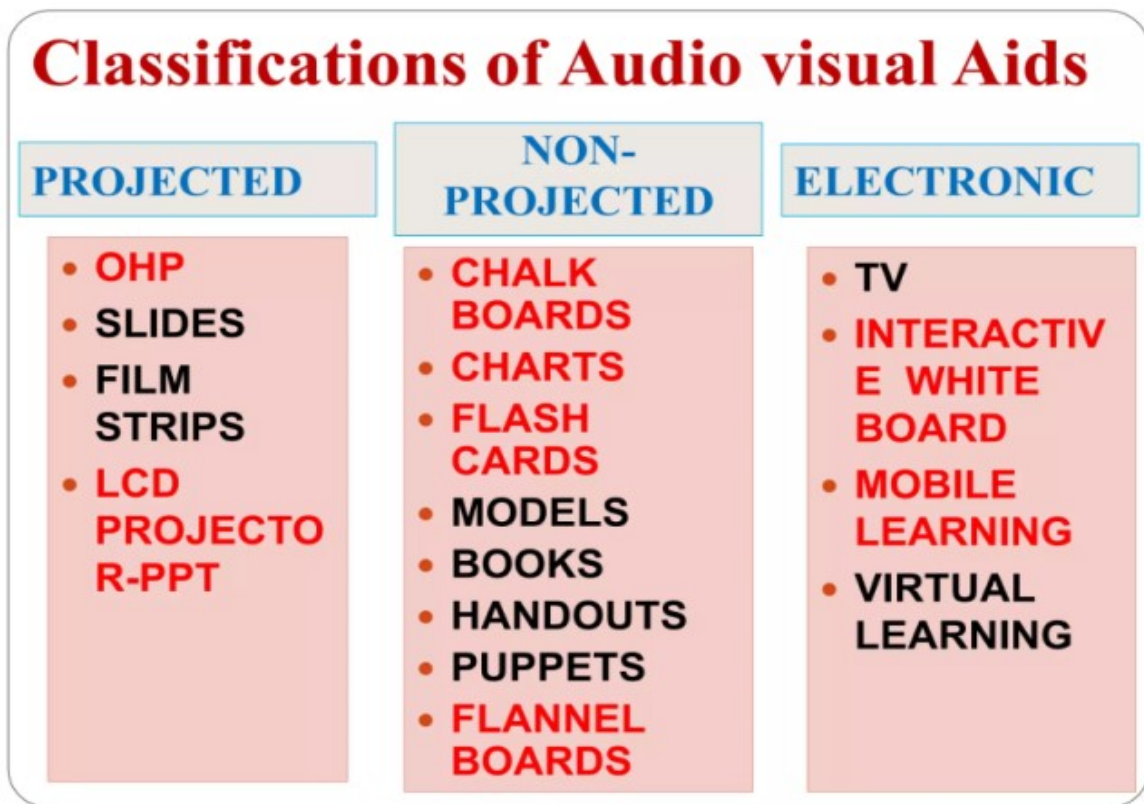
Figure 1: Classifications of Audio visual aids (Pauvaneswari ,2019)

3. Importance of Using Audio-visual Aids

Audio Visual Aids are becoming a widespread technology not only part of everyday life activities; but an effective method for EFL classes. According to Kunari (2006), written or spoken words by teachers are not enough to provide an adequate learning experience; if we do not get the chance to listen to a language, we cannot speak it properly. Therefore, audio-visual aids are both interesting and motivating for learners. He also stressed the importance of giving the learners the opportunity to listen, speak, see, smell, and touch things and objects, this will give them firsthand experience because the richer the experiences, the greater are the incentives for speaking, reading, or writing about them.

Accordingly, Jianhua et al. (1973) described the effect of using visual aids as; different shapes, colors, textures, and so on of objects will arouse different psychological reactions of people

under the perceptual effect. Through visual observation of people, the appearance of any object will drive the exposure of emotions, such as the psychological activity of love, excitement, calmness, and disgust. So the well selected visual features of images should not only have a strong ability to represent the visual contents of images but also the ability to express observers' affection.

Freeman (2000) claimed that they play an important role in making students attentive toward the teacher and focused more on the topic. Allen and Marquez (2011) stated that when used, audio-visual aids help students to get an accurate idea about the lesson, and help them remember pictures they see better than words they hear; and the best way for making learners remember better is to make them hear words and see pictures at the same time.

4. The Importance of AVA in Teaching Pronunciation

Many learners at all levels try to master their English pronunciation but they cannot because they often mix the strategy of learning. As Jones (2017) stated, "Audio-visual aids play a crucial role in teaching pronunciation as they provide learners with visual and auditory input, allowing them to better perceive and imitate the sounds of the target language" (p. 45). Also Brown and Lee (2020) stated that "AVA helps learners develop their listening skills by exposing them to authentic audio samples and visual cues, allowing them to discriminate between different sounds and improve their overall pronunciation accuracy" (p. 112).

In order to help learners develop their speaking proficiency, teachers use audio-visual aids to support learning in the classroom. According to Bhatti et al (2019), teachers should definitely use more audio-visual aids to improve the speaking skills of the learners as activities done using audio-visual aids may help in providing free and spontaneous practice of language with the help of audio-visual aids. Those aids can make the process more attractive, interesting, and the best dissemination of knowledge. In other words, they can improve lesson planning and present learners with genuine

situations. Students can easily understand the pronunciation and imitate the words and relate the situations with them those words.

To summarize, the use of audio visual aids can help learners to better understand and internalize the sounds and patterns of English pronunciation. It can help students to develop their listening skills by providing them with exposure to authentic English pronunciation in a variety of contexts.

5. Criteria Selection of Audio Visual Aids

Teaching aids are very useful educational materials; they can help in making learning more effective and interesting. Viadero (1997) stated that "Wise use of technology takes adequate training, time, and planning, support and teacher ownership" (p.16). Teaching aids encourage students to learn because they provoke learner's senses.

Teachers should use those materials carefully to achieve the target object. The following should be taken into account, Oyesola (2003, p, 03):

❖ Aids must be placed or held where all can see.

❖ Teaching aids should be used to achieve certain objectives.

❖ Teaching aids should be suited to the maturity level of the students.

❖ Teaching aids must be used skillfully.

❖ The technical quality of the aid should be good enough.

❖ Use a variety of aids.

❖ Choose the suitable aid for the suitable activity.

❖ The frequency of using audio-visual aids should take into consideration.

According to Umar (2013), the utilization and selection of appropriate media essentially aim to improve the efficiency and effectiveness of teaching. Rahadi (2008) mentioned that there are seven criteria that must be considered in selecting instructional media:

- ❖ The appropriateness of learning objectives or competence to be achieved.

- ❖ The target of learners.

- ❖ Characteristics of the media used.

- ❖ Time.

- ❖ Costs.

- ❖ Ease of obtaining the media.

- ❖ The context of use.

In other words, AVA are considered a help for teacher, when using the appropriate aid, it helps the learners to get better results, especially with foreign languages.

6. The Obstacles Interrupting The Use of AVA

As with any technological device, numerous difficulties may challenge the proficient use of AVA. These challenges can affect negatively and interrupt the process of teaching and learning in the classroom. The followings are some of the factors that challenge the utilization of audio visual materials according to Nwakile (2018):

a. **Lack of Adequate Time:** Incorporating AVA into pronunciation lessons may require additional time for preparation. It needs a lot of time for the teacher to prepare a lesson to have an interactive classroom session. Teachers' valuable time may be lost in gaining familiarity with new equipment.

b. **Technical Problems:** Technical issues can disrupt the teaching and learning process and create frustration for both teachers and students. The reliance on technology can lead to unexpected technical glitches or compatibility issues between devices and multimedia files.

c. **Space:** When using audio-visual material, it's important to consider the size of the room. Ensuring that all students can see or hear is crucial.

d. **Convenience:** Certain audio-visual materials can be bulky and difficult to transport.

e. **Unavailability of Audio-Visual Materials:** Unavailability of Audio-Visual Materials: scarcities of audio-visual materials in most institutions. The materials may be in poor condition in a few institutions where they are available.

f. **Resistance to Change:** Some teachers resist changing their old ways of doing things, particularly when it comes to using technology in the classroom. Some teachers argue that learning technology and integrating it into education is time-consuming, while others fear that technology may replace them, causing them to reject its use in education.

g. **Poor Maintenance Culture:** is about the issue of fragile teaching materials being easily damaged due to poor maintenance and mishandling by teachers and school authorities. As a result, the materials become inefficient. Many teachers use these materials without proper upkeep, which hampers their future reference.

h. **Teachers' Knowledge and Technical Knowhow:** A teacher's knowledge has a great impact on the effective application of audio-visual materials; this is because the teacher needs to understand the sequential presentation of the instructional gadgets so as to suit the interests of the learners and their appropriateness with the instructional task.

i. **Illegibility of Some Teaching Materials:** Some of the materials could be illegible and unclear especially those that are labeled such as diagrams, graphs, charts, etc. As a result, most of

the learners who are sitting at the back of the classroom may find it difficult to see the materials clearly.

j.   Inability to Improvise Audio-Visual Materials: Inability to Improvise Audio-Visual Materials: The inability of the students and teachers to improvise audiovisual materials results in a poor attitude towards learning and teaching.

k.   Language Difficulty: The language should be appropriate for the learners.

l.   Improper Selection of Materials: Audio-visual materials should be selected according to the classroom needs.

7. The Role of Teachers in Using Audio Visual Aids in Classrooms

The teacher is centered in the classroom s/he handles and manipulates activities. Mohanty (2001) indicated that audio-visual aids give the opportunity to speakers to make a more professional and consistent presentation when using them in teaching is a way to improve lesson plans and give students additional ways to process subject information. Çakir (2006) stated that when using audio-visual aids, the teacher assumes different roles, and s/he must have the ability to make a balance between the use of audiovisual aids and his role, so that his role will not be over shadowed.

Venkataiah (2008) declared that:

> The instructor has to play a pivotal role in the success of the educational technology. The teaching aids either modern or traditional only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him; the technologies assist him to do his work in an efficient manner to achieve the educational objectives. (p. 17)

According to Johnson (2018), the use of audio visual aids in teaching has a significant impact on student learning outcomes. However, the successful integration of these aids in the

classroom heavily depends on the role of teachers. The following points highlight the role of teachers in utilizing audio-visual aids:

1.   **Preparing and selecting appropriate materials:** Teachers play a crucial role in identifying and selecting relevant audio visual aids that align with the lesson objectives. They should consider the students learning need, interest, and preference when choosing the materials.

2.   **Incorporating audio visual aids in lesson planning:** Teachers need to integrate audio visual aids strategically into their lesson plans. They should determine the most suitable points in the lesson where these aids can enhance understanding, and engagement.

3.   **Demonstrating proper use:** Teachers should possess a thorough understanding of how to operate audio visual equipment and effectively utilize different types of aids.

4.   **Creating a supportive learning environment:** Teachers need to establish a positive and supportive classroom environment that encourages active student engagement with audio visual aids.

5.   **Monitoring and assessing learning outcomes:** Teachers play a vital role in monitoring students' progress and assessing the impact of audio visual aids on their learning. They should evaluate whether the aids are facilitating comprehension, knowledge retention, and conceptual understanding.

6.   **Adapting teaching strategies:** Teachers should be flexible in adapting their teaching strategies based on student feedback and the effectiveness of audio visual aids. They should be open to modifications and improvements to ensure continuous enhancement of the learning experience.

Conclusion

Current tendency has dealt with the integration of audio-visual aids in education. However, emphasizing the key role of these teaching materials and technological devices to assist in foreign language teaching and learning, students can be motivated due to these materials creating a relaxed classroom atmosphere for better learning. In order to satisfactory results teachers should use appropriate material that helps students develop their abilities. Within this phase, teachers should benefit from the variation and manipulate them interchangeably following suitable criteria that relate to teaching and learning pronunciation.

Chapter Three:

Analysis and Discussion of the Results

Introduction

  The primary focus of the third chapter is to examine our main hypothesis regarding the effectiveness of audio-visual aids in teaching pronunciation. To investigate this hypothesis, we conducted a case study involving third-year pupils in primary schools. Our research methodology involved helding interviews with English teachers in primary schools and observing classroom activities. This chapter represents an overview of the fieldwork conducted to fulfill the objectives of the current research. It outlines the research design and methodology, describes the tools used for data collection, and explains the sampling techniques employed. Additionally, it represents the analysis of the collected data, discusses the main results, and concludes the research.

1. Research Design

  The current study is exploratory in nature on the usefulness of audiovisual aids in the teaching of pronunciation. . A mixed method research approach is utilized to address the research objectives. Mixed methods research entails the integration of quantitative research, involving numerical data, and qualitative research, encompassing non-numerical data. As articulated by Dornyei (2007), "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels."

2. Population

  The population in which we aim to generalize the results of the current study consists of 80 pupils of the third year of primary school, this population was randomly selected. English taught for the first time in the Algerian primary schools at this level of the academic year 2022/2023. For that reason, we have chosen to conduct our case study at the primary school Al AkidSi El Haouès Mchoneche Biskra.

Sampling

In relation to our case study, our objective is to cover the entire population, comprising 80 students divided into two distinct classes, who will be under observation with the use of audio-visuals in the classroom. Moreover, we will conduct interviews with six (6) English as Foreign Language (EFL) teachers from various primary schools.

3. Data Collection Tools

The collection of data involved the utilization of two distinct instruments: interviews and classroom observations. The adoption of a mixed method deemed to be essential in order to obtain reliable and comprehensive results. By employing these techniques, we aim at gathering a range of data that would facilitate our investigation.

3.1. Validity

To accomplish this research and prove the validity of our hypothesis, we have designed a checklist, and interview as tools to collect valid and adequate data. These checklist were carefully designed, taking into consideration the specific objectives and variables of the study. This checklist was designed to capture specific aspects related to the use of audio visual aids in teaching pronunciation. The interview questions were also carefully designed to explore the teachers' perspectives, experiences, and insights related to the effectiveness of audio visual aids in teaching pronunciation. The data tool were reviewed by experts in the field "three (3) university teachers' of our faculty English department of Biskra", to ensure their appropriateness and alignment with the research objectives.

3.2. Teachers' Interview

3.2.1. Description of the Teachers' Interview

To conduct the retrospective evaluation of the experience of teaching English as the first foreign language in Algerian primary schools, we designed a structured Interview. Hence, the objective of this interview is to gain deeper insights into the teachers' perception toward the use of A.V.A as a tool in the teaching process and identify the impact of audio visual aids in enhancing pupils' pronunciation.

The number of teachers/participants in this study is six (6) teachers. The interview consist of sixteen (16) questions that were planned, the transcription of the interview can be seen in Appendix A. The interview took place on May 9, 2023.

3.2.2. Administration of the Interview

The interview started by providing some background information about the purpose of our study. The interview is for English teachers who experience teaching in primary schools for the first time. The interview aims at gathering information about teachers' perspectives on the use of A.V.A. The questions of the interview were sent to teachers of different primary schools, taking into consideration that each teacher has taught in 3 or 4 different schools.

3.2.3. Analysis of Teachers' Interview

Since one of the main goals of this study is to investigate how pronunciation will be taught to EFL pupils, teachers play an important role inside the classroom. The research aims to investigate teachers' perspectives on the use of A.V.A inside the classroom and especially in teaching pronunciation. The results indicate the following points:

Question 01: Please, specify your age?

Teacher A: *"53 years old"*

Teacher B: *"40 years"*

Teacher C: *"I am 52 years old"*

Teacher D: *"I'm 40 years old"*

Teacher F: *"I am 42 years old"*

Teacher E: *"48 years old"*

The ages of the interviewed teachers range from 40 to 53 years old. Three (3) teachers out of six (6) their age range from 40 to 42 years old, the other teachers range from 48 to 53 years old.

Question 02: What level of education have you completed in order to become an English teacher?

Teacher A: *"Bachelor"*

Teacher B: *"Bachelor's degree in English language"*

Teacher C: *"I was graduated from English department (Batna) (License classique)"*

Teacher D: *"University diploma (bachelor of English language)"*

Teacher E: *"Bachelor's degree in English language"*

Teacher F: *"License of English"*

It appears that all the teachers have completed bachelor's degree in English. This degree is equal to a university diploma in the system of Algerian education. A bachelor's degree in English is often a common requirement for persons considering a career as an English teacher.

Question 03: How long have you been teaching English?

Teacher A: *"One year and half"*

Teacher B: *"It is my first year"*

Teacher C: *"I taught English for 7 years at the university (Computer science institute- Islamic science institute)"*

Teacher D: *"I'm new in teaching English (I have 1 year)"*

Teacher E: *"1 year"*

Teacher F: *"This year is the first year. I start teaching English."*

The interview results revealed a mixture of teachers with varying levels of experience in teaching English. The majority of the teachers claimed that they have experience teaching English for the first time while one of them taught English for seven (7) years.

Question 04: Do you have any difficulties in teaching English? Would you please state the major ones?

Teacher A: *"-   Classes sometimes are overcrowded.*

-   45 minutes per lesson is insufficient."

Teacher B: *"Movement from school to school. I have three schools."*

Teacher C: *"One of the major difficulties is the large number of pupils (35-42). Crowded -classes."*

Teacher D: *"- The number of learners in the classroom is a lot (overcrowded classrooms).*

– 45 minutes for one session is not enough. 　　　　　　　　　*-*

Noisy kids"

Teacher E: *"- Pronunciation: English is not a phonetic language, meaning we often do not say a*

word the same way it is spelled.

 - *Spelling.*

 - *Fluent, spoken English can be challenging to interpret."*

Teacher F: *"- The influence Of French language on learners*

 - Lack of materials in primary school

 - The number of learners in each class and more than 3 schools."

The difficulties mentioned by the teachers include overcrowded classes, the insufficient lesson time, movement between multiple schools, large number of pupils, noisy classrooms, influence of French language, and lack of materials in primary school. These challenges can impact the teachers' ability to address effectively.

Question 05: What difficulties most pupils often face when learning English?

Teacher A: *"Pronunciation, Grammar."*

Teacher B: *"They face difficulties in phonetic letters and sounds (spelling – sounding)."*

Teacher C: *"The translation from mother tongue to English."*

Teacher D: *"- Pupils mixed between French language and English language, especially the ABC*

 letters.

 - They have less word (vocabulary)."

Teacher E: "*Learners can find grammatical patterns difficult, especially in speaking and it can*

lead to a wrong message being delivered. English grammar rules are not clean-cut

and there are way too many of them."

Teacher F: *"- They can't understand us as teachers because it is new language (no background).*

-   *The huge number of school subjects"*

Based on the responses of the teachers, the difficulties that most pupils often face when learning English can be summarized as follows:

Pronunciation: pupils often struggle with pronunciation, which indicates that they may have difficulty producing English sounds correctly. This implies that students may find it challenging to associate letters with their corresponding sounds accurately, they have difficulty in differentiating between the alphabets of the two languages (French and English).

Vocabulary: It has been mentioned that pupils have a limited vocabulary. This suggests that students may lack a wide range of words and expressions. These may lead to struggling to find the right words and expressions especially when translating from their native language to English.

Complex grammar rules: grammatical patterns are difficult, especially in speaking, which can result in conveying the wrong message. This indicates that students may struggle with the complexity and nuances of English grammar rules.

Question 06: Among the English language learning aspects, which one do you think is the

most prominent? (Vocabulary, pronunciation, grammar, skills).

Teacher A: *"Pronunciation"*

Teacher B: *"Pronunciation"*

Teacher C: *"All the English learning aspects, contribute together for successful language*

learning. But as first and basic stage vocabulary and pronunciation are of a great

importance"

Teacher D: **"***The most prominent is Pronunciation"*

Teacher E: *"I think all of them, but grammar is important as it sets the rules and structure for a language."*

Teacher F: *"I think that is the most prominent aspect is skills, where they use their senses in acquire this language especially writing listening, speaking, reading."*

The teachers' opinions vary on this question, with some emphasizing pronunciation as the most prominent aspect, while others believe that all aspects (vocabulary, pronunciation, grammar, and skills) contribute together to successful language learning. This indicates that teachers have different perspectives on the importance of different language learning components and highlights the need for a balanced approach.

Question 07: Do you consider pronunciation a significant aspect in achieving a goal proficiency level in English?

Teacher A: *"Correct pronunciation assists to learn perfect English."*

Teacher B: *"Yes, pronunciation is a significant aspect in achieving goal proficiency level in English."*

Teacher C: *"Yes of course, pronunciation is a significant aspect in achieving a goal proficiency level in English (useful) valid, especially fluency and interactive communication and earning new vocabulary."*

Teacher D: *"No, but pronunciation needs the vocabulary, grammar and skills."*

Teacher E: *"Yes because improving pronunciation can help pupils learn English more easily. This is because pronunciation forces them to listen to speakers more carefully, focusing on how they make right sounds when they speak."*

Teacher F: *"Sure, pronunciation is important to achieve language, because the incorrect pronunciation changes the meaning."*

In the given responses, the majority of the teachers agree that pronunciation is a significant aspect in achieving a goal proficiency level in English. They mention that correct pronunciation contributes to fluency, interactive communication, comprehension, and avoiding misunderstandings. However, one teacher expresses the opinion that pronunciation alone is not enough and needs to be accompanied by vocabulary, grammar, and skills.

Question 08: Which method you are currently using in teaching pronunciation? (For example: listen and repeat, audio visual aids, songs…)

Teacher A: *"Mainly listen and repeat."*

Teacher B: *"Listen and repeat, and songs."*

Teacher C: *"- The methods currently used in teaching pronunciation are (the use of audio visual aids- songs- gestures…)*

- A carful listening (a good listener) and after that an individual repetition (To control pronunciation) at the last choral lone – drills."

Teacher D: *"The method I use is listen and repeat."*

Teacher E: *"I use all these methods because learners are different and they learn by different ways (visual – auditory …)"*

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Teacher F: *"I base on listen and repeat method and supported the use of videos and songs to attract them."*

The responses indicate a variety of methods used by the teachers, including listen and repeat, audiovisual aids, songs, gestures, careful listening, individual repetition, choral drills, and videos. This demonstrates that the teachers utilize a combination of traditional and multimedia approaches to teach pronunciation.

Question 09: Do you have difficulties in teaching pronunciation in class? Can you list some of them?

Teacher A: *"Perception of the correct pronunciation and hence the mispronunciation and the misunderstanding of the word/ language."*

Teacher B: *"sometimes I have especially /P.B/ /F.V/"*

Teacher C: *"The big number (individual repetition), noise, short time (45min), lack of aids (data show)."*

Teacher D: *"- How to read the letters is not the same when you sound and spell it.*

- When they have a new vocabulary in the lesson."

Teacher E: *"- Incorrect accent.*

- Incorrect intonation.

- Difficulty in pronouncing sounds that is not native to their mother tongue."

Teacher F: *"- the influence of mother tongue and the confusion between the English and French language.*

- *The large number of learners and limited time are obstacles to listen to all learners."*

As can be seen from the responses above, teachers suggested variety of difficulties in teaching pronunciation. These include difficulty perceiving the correct pronunciation. Some pupils also struggle with pronouncing certain sounds. Other challenges include individual repetition, noise, short class times, and a lack of teaching aids. Additionally, some teachers find it difficult to teach pronunciation when students encounter new vocabulary in the lesson. Incorrect accent, intonation, and most challenging is that the mother language is not familiar to English language.

Question 10: Do you think that the use of AVA in classroom is important for pupils' better pronunciation?

Teacher A: *"Yes, it is important."*

Teacher B: *"Yes, it is better."*

Teacher C: *"- It is very important for pupils to listen to native speaker*

      - Good pronunciation and a correct one.

      - In order to acquire or learn new items pronunciation in a correct and clear way."

Teacher D: *"Yes, the use of A.V.A in classroom is important for pupils."*

Teacher E: *"Yes, of course."*

Teacher F: *"Yes of course the A.V.A is important to ameliorate and use perfect pronunciation."*

Of the teachers interviewed, all teachers unanimously agree on the importance of using AVA in the classroom to improve pupils' pronunciation.

Question 11: Do you use AVA in classroom in teaching pronunciation? If yes what type of aids do you often use? If no what are the obstacles that prevent you from using AVA in your class?

Teacher A: *"Wireless speaker, and sometimes laptop."*

Teacher B: *"Yes, I use flashcards, songs, and speaker."*

Teacher C: *"- The first session is (I sing and have fun- I listen and repeat) during which we use speaker (songs related to the topic). It is a trustful method, learner are happy and motivated.*

- *The use of flash cards."*

Teacher D: *"Yes, I use songs and videos."*

Teacher E: *"Yes, I use flashcards, books, cellphone, real objects, and pictures."*

Teacher F: *"We use as teachers: videos, flash cards and songs as basic aids to simplify the ideas for young learners."*

From the responses provided, it seems that teachers use a combination of visual and auditory aids to teach pronunciation. The use of a wireless speaker and a laptop allows for playing songs or videos that can help students practice pronunciation. Flashcards are also mentioned as a visual aid to support the teaching of pronunciation.

Question 12: What difficulties do you routinely face when teaching pronunciation using the AVA?

Teacher A: *"Pupils find it difficult to grasp language from native speakers (the teacher should facilitate the speech or sentences)."*

Teacher B: *"In songs, sometimes the 46 is very heavy, so it is a wasting of time."*

Teacher C: *"- Low voice of speaker (big classroom) used in crowded classes.*

       - Short time not all learners have the opportunity to repeat."

Teacher D: *"There is a lack of materials in some schools (for example: data show, loud speaker…)."*

Teacher E: *"No difficulties"*

Teacher F: *"AVA as a method simplifies and facilitates the pronunciation and they motivate with the help of the teacher without any problems."*

Teachers identified specific challenges when they face teaching pronunciation using the AVA. Pupils find it difficult to grasp language from native speakers and suggested that the teacher should facilitate the speech or sentences. Another difficulty is the low voice of the speaker in a big classroom, the lack of materials, and the limited time available. One of the teachers claims that there are no difficulties when teaching pronunciation using the AVA.

Question 13: Please describe how pupils in your class have responded to the AVA?

Teacher A: *"Enthusiastically (But sometimes they don't understand the message)."*

Teacher B: *"They are very happy when we use songs especially when we use the speaker; they get involved in the lesson."*

Teacher C: *"Pupils are happy (motivated), they learned it by heart (quick language acquisition)."*

Teacher D: *"They are satisfied and understand better the lesson."*

Teacher E: *"They react favorably"*

Teacher F: *"They grasp the words rapidly and this method motivates them, and attracted their pronunciation."*

Overall, the responses indicate that the pupils have responded positively to the AVA, finding it engaging, motivating, and beneficial for their learning. However, there may still be some challenges in fully understanding the content for some pupils.

Question 14: To what extent can AVA improve pupils' pronunciation?

Teacher A: *"It is quite important, because learners are more attracted to learning via A.V.A (Mainly if it is spoken by native speakers)."*

Teacher B: *"In my opinion, when we use the A.V.A the small kids take the right pronunciation especially songs."*

Teacher C: *"It is very efficient method (especially learning new vocabulary, good and correct pronunciation)."*

Teacher D: *"The pupils get: correct language, good vocabulary, good pronunciation, well listening."*

Teacher E: *"- If properly used A.V.A help improving EFL pupils' pronunciation.*

- Pupils become more confident."

Teacher F: *"I think it is important method to be used to aid learners achieve the language."*

The teachers agree that AVA can contribute positively to pupils' pronunciation skills and language learning process. AVA helps them acquire correct language, vocabulary, and pronunciation. It also boosts confidence and motivation.

Question 15: How do you ensure that all pupils in your classroom respond positively to the

   audio visual aids?

Teacher A: *"Through individual and choral repetition."*

Teacher B: *"When I ask them answer me correctly."*

Teacher C: *"Individual repetition; choral repetition (use of drills)."*

Teacher D: *"- From their participation.*

   -When they give the right answers (variety of activities)."

Teacher E: *"Repetition"*

Teacher F: "*According to their motivation, participation, learning by heart songs, and grasp the*

   words rapidly."

Teachers mentioned various strategies to ensure positive responses to AVA from all pupils; such as individual and choral repetition, asking students to answer correctly, using drills, repetition, and evaluating students' participation, motivation, learning by heart, and grasp of words.

Question 16: How do you evaluate the effectiveness of using AVA in your teaching?

Teacher A: *"Effective, attractive and beneficial."*

Teacher B: *"For me, in teaching small kids the using of A.V.A is very important."*

Teacher C: *"The effectiveness of using A.V.A can be measured by pupils' learning and acquisition of new vocabulary."*

Teacher D: *"- It facilitates teaching, especially in foreign languages.*

- It is useful method for positive achievement in both teaching and learning."

Teacher E: *"- It is very effective in teaching for young pupils.*

- Pupils' performance and efficiency."

Teacher F: *"This method is very effective in teaching language for these young learners."*

The teachers' responses suggest that the effectiveness of using AVA in teaching is generally perceived positively, mentioning that it is attractive, beneficial, important for teaching young pupils, and facilitates teaching foreign languages.

3.3. Classroom Observation

3.3.1. Description of the Classroom Observation

In addition to the interview, a classroom observation is used as an extensive tool that helps to complete the results gathered through the interview. The classroom observation seemed to be the appropriate data collection tool for our study. We decided to use classroom observation as a tool for our investigation to explore the teaching methods inside the classroom and to give more credibility to our research. We selected the third year level as our case study because their case serves our research purpose since they have been exposed to English as their first foreign language. The classroom observation is conducted to examine the process of teaching pronunciation with the use of audio visual aids.

According to Fraenkel and Wallen (2009) there are two kinds of observation, participant observation, and nonparticipant observation. In this study, the researcher chose non participant observation. The researcher attended classroom observation and sat down in the back seat during the session. Consequently, the observation was conducted during seven sessions with the teacher who integrated the audiovisual aids into their teaching, and each session lasted 45 min, so the overall

hours attended are 10 hours and a half during the whole observation period. The 3rd class has one hour and a half English hour's per-week. Before we attended those sessions the researcher decided to work using a structured classroom observation, so we prepared a checklist observation that included various aspects, it focused on the variables of our research.

3.3.2. Classroom Observation Checklist

The classroom observation checklist contains the elements that needed to be observed. It includes two (2) pages starting with the date, the lesson, classroom observation number, and the number of pupils (male/ female) to cover detailed information and to be more organized (Appendix B).

The observation checklist consists of seventeen (17) elements; all the elements are related to the use of A.V.A in teaching pronunciation. The checklist was divided into five (5) boxes, the first box consist of the items that should be observed; the second, third, and fourth boxes were devoted to tick the observed factors "not observed, fairly observed, well observed; the final box was for remarks. As well as a space at the end of the second page where supplementary remarks were to be taken. These observations took place from April 28, 2023, to May 18, 2023. We have started observing the classroom teaching sessions, how pronunciation is taught and learned, and how pupils respond to the use of audio-visual materials.

3.3.3. The Analysis of the Classroom Observation
3.3.3.1. General Observation of the Class

During our classroom observation, we noticed that the general classroom setting was arranged and suitable, and the room was clean and well organized. It was observed that the pupils were lively, energetic, and occasionally noisy. It is common that their movement from their places

may also be frequent; the classroom consisted of a large number of pupils more than 35 pupils. Therefore, the teacher arranged the classroom in the best possible way for their pupils' learning.

The classroom environment was appropriate, the teacher tried to create a positive effective classroom climate. The teacher and pupils have a positive relationship. They start their sessions by greeting. Moreover, the teachers switch languages if necessary to explain some words or expressions. It has been observed that when materials are available to use "Data show" the teacher was not able to work with it, she asked for help in order to start the lesson, in general time was not sufficient to cover all that is needed. The teacher used clear and simple language, if needed she used the mother language.

3.3.3.2. Observation Schedule

To obtain consistent results from the classroom observation, we conducted with third year pupils in two (2) different classes along with their teacher seven sessions using classroom observation checklists.

Number of sessions	1	2	3	4	5	6	7
Time	08:00-08:45	09:00-10:30	10:30-11:30	08:00-08:45	08:45-09:30	08:00-08:45	08:45-09:30
Classes	3 A	3 A	3 B	3 A	3 A	3 B	3 B
Date	28/04/2023	08/5/2023	08/5/2023	15/5/2023	15/5/2023	18/5/2023	18/5/2023

Table 1: Classroom Observation Schedule

We divided our work into two parts; we decided to analyze each class separately in other words the sessions with the first class (3rd year A) and sessions with the second class (3rd year B).

Furthermore, we choose to analyze them in this way to facilitate our work. We are going to utilize tables consisting of sections: The first section comprised the behaviors. The second, third, and fourth sections are the factors; each section of the factors is divided into two parts "the frequency (**F**) and percentage (**%**)".

Classroom N°1: Third year A

We start analyzing the sessions; we attended with this class four (4) sessions. The table below represents what has been observed during the sessions:

Behaviors to be observed		Not observed		Fairly observed		Well observed	
		F	%	F	%	F	%
	The teacher reviews previous day's lesson	2	50%	1	25%	1	25%
The use of AVA	Teacher incorporate AVA to support the lesson					4	100%
	Promote memory retention					4	100%
Types of AVA	Visual aids					4	100%
	Audio aids					4	100%
	The teacher ensure that AVA used are clear and legible			1	25%	3	75%
	The teacher spends time in using AVA					4	100%
	All students are engaged and participate in classroom activities					4	100%
	Teacher provide immediate feedback to student					4	100%
	Teacher chooses directly pupils to pronounce what they hear	2	50%	2	50%		
	Pupils volunteer to pronounce what they hear			2	50%	2	50%
	Pupils pronounce accurately the words they hear			2	50%	2	50%
	Pupils often feel boredom in class	4	100%				
	Pupils are shy and anxious	1	25%	3	75%		
	Pupils are motivated					4	100%
	Pupils show progressive improvement in their pronunciation			1	25%	3	75%
	Pupils enjoy using AVA					4	100%
	Teacher is the central part in correcting pupils errors in pronunciation					4	100%
	Pupils imitate the teacher's pronunciation			1	25%	3	75%

Table 2: Classroom Observation N°1

-   It is clear from Table 2 of the observation analysis of classroom N°1 that:

Item 1: We fund that in two (2) sessions we have not observed the review the previous day's lesson "new unit", while one (1) session we fairly observed the review of the previous day's lesson. In the other one (1) session we well observed that the teachers incorporated the review into the lesson.

Item 2: It appears that the use of audio-visual aids was consistently well observed across all four sessions with different materials" songs, pictures, videos".

Item 3: Both visual aids and audio aids were well observed and utilized effectively throughout the four sessions with a rating of 100%.

Item 4: The data suggest that the teacher's ensuring that AVA used is clear and legible was high, with a majority of three (3) sessions showing a well-observed rating for this item, and one (1) session are fairly observed when the teacher used her phone to show a video.

Item 5: Based on the data, the teacher consistently spent time using audio-visual aids (AVA) in all four sessions, with a perfect score.

Item 6: The analysis shows that all students being engaged and participating in classroom activities were well observed in all sessions. As noticed that the activities differ in each session "role play, repeating, dialogues".

Item 7: The rating scale during the four sessions indicates that the teacher consistently provided immediate feedback to students with a 100% occurrence rate.

Item 8: Data obtained from the table above indicate that two (2) sessions the teacher didn't choose directly pupils to pronounce what they hear. Whereas, the other two sessions was fairly observed.

Item 9: The item "Pupils volunteer to pronounce what they hear" was well observed in two (2) sessions: raising their hands, especially when they used "string phone", and fairly observed in two (2) sessions.

Item 10: As can be seen from the table that during two (2) sessions, Pupils pronounce accurately the words they hear, the other two (2) sessions, pupils' accurate pronunciation was fairly observed as remarked that during the session they face difficulties in pronouncing the word "favorite", as well as they are affected by their mother tongue.

Item 11: From the four sessions, it appears that pupils did not feel bored in class. The options "Was well observed" in all sessions, indicating that boredom was not a prevalent issue during the teaching of pronunciation using audio-visual aids.

Item 12: It is clear from Table 3 that shyness and anxiety were "fairly observed" in three (3) sessions. However, shyness and anxiety were not observed during one (1) session.

Item 13: Throughout the table, it shows that pupils' motivation was consistently well observed, the rating of "well observed" received in all sessions.

Item 14: "Pupils' progressive improvement in their pronunciation" rating was well observed in three (3) sessions. However, fairly observed in one (1) session.

Item 15: Pupils enjoy using AVA was well observed in all the sessions.

Item 16: "Teacher is the central part in correcting pupils' errors in pronunciation" was well observed in all four sessions.

Item 17: the item "pupils' imitating the teacher's pronunciation" was well observed in three (3) sessions: repeating after her, while in one (1) session it was fairly observed that pupils imitated the teacher's pronunciation meanwhile, they imitate what they hear from the video.

Classroom N°2: Third year B

During the classroom observation, we have attended another three (3) sessions with this class in order to cover much information needed in our study.

Behaviors to be observed	Not observed		Fairly observed		Well observed	
	F	%	F	%	F	%
The teacher reviews previous day's lesson	1	33%			2	67%
The use of AVA — Teacher incorporate AVA to support the lesson			1	33%	2	67%
The use of AVA — Promote memory retention					3	100%
Types of AVA — Visual aids			1	33%	2	67%
Types of AVA — Audio aids	1	33%			2	67%
The teacher ensure that AVA used are clear and legible			1	33%	2	67%
The teacher spends time in using AVA			1	33%	2	67%
All students are engaged and participate in classroom activities			1	33%	2	67%
Teacher provide immediate feedback to student					3	100%
Teacher chooses directly pupils to pronounce what they hear	1	33%	1	33%	1	33%
Pupils volunteer to pronounce what they hear			1	33%	2	67%
Pupils pronounce accurately the words they hear					3	100%
Pupils often feel boredom in class	2	67%	1	33%		
Pupils are shy and anxious	3	100%				
Pupils are motivated			1	33%	2	67%
Pupils show progressive improvement in their pronunciation					3	100%
Pupils enjoy using AVA					3	100%
Teacher is the central part in correcting pupils errors in pronunciation			1	33%	2	67%
Pupils imitate the teacher's pronunciation			1	33%	2	67%

Table 4: Classroom Observation N°2

- As illustrated by Table 3 above and what has been observed in the classroom N°2 :

Item 1: The analysis revealed that the item "The teacher reviews previous day's lesson" was well observed in the majority of two (2) sessions out of three (3) sessions. However, the item was not observed in one (1) session, suggesting that the teacher did not review the previous day's lesson.

Item 2: Across the three sessions, the use of AVA to support the lesson was well observed in two (2) sessions the teacher used "phone, pictures, data show, speaker", fairly observed in one (1) session.

Item 3: it appears that visual aids were well observed in two (2) sessions and fairly observed in one (1) session. On the other hand, audio aids were well observed in two (2) sessions and not observed in one (1) session.

Item 4: Based on the data gathered the item "The teacher ensures that AVA used are clear and legible" was well observed in two (2) sessions, and was fairly observed in one session this refers when the teacher used video on her phone it was not clear for all students.

Item 5: "The teacher spends time in using AVA" was well observed during two sessions. However, was fairly observed during one session.

Item 6: In two (2) out of three (3) sessions, indicated that all students were well engaged and participated in classroom activities. In one (1) session indicated that the participation of pupils was fairly observed.

Item 7: The teacher providing immediate feedback to students was consistently well observed throughout all three sessions.

Item 8: It is important to note that there were variations across the sessions; "Teacher chooses directly pupils to pronounce what they hear" in session 1, the item was well observed while in sessions 2 and 3, it was not observed and fairly observed, respectively.

Item 9: The   Table 3   indicates a high level of engagement of pupils in terms of volunteering to pronounce what they hear by raising their hands or speaking all together, with an average of (well observed in two sessions, fairly observed in one session).

Item 10: The pupils consistently demonstrated an accurate pronunciation of the words they heard, with a rate of well observation in the three (3) sessions.

Item 11: The item show that the boredom in class was not observed in two sessions However, in one (1) session boredom was fairly observed.

Item 12: The non-observation for the shyness and anxiousness of pupils was in all sessions.

Item 13: "Pupils are motivated" was well observed accounting in two (2) sessions, and fairly observed in the other session.

Item 14: The use of AVA shows progressive improvement in the pupils' pronunciation, reaching well observed in all three (3) sessions.

Item 15: Based on the observation, it can be seen that pupils enjoyed using AVA with a rating of well observed in all sessions.

Item 16: The teacher's involvement in correcting pupils' errors in pronunciation was prominent in the majority of the observed sessions (two sessions), while it was fairly observed in one session. Videos were part in correcting pupils in pronunciation.

Item 17: the pupils' imitation of the teacher's pronunciation was well observed in two (2) session, fairly observed in one (1) session this refers to the imitation of AVA.

4. Synthesis and Discussion of the Findings

In this part of the work, the researcher provides a discussion of the main results. Teacher think that the use of audiovisual aids improves pupils' pronunciation, which namely proves our hypothesis that using audio visual aids help in improving the pronunciation of EFL pupils in primary schools.

4.1. Teachers' Interview

The findings from the teachers' interview provide valuable insights into the challenges faced in the English teaching domain and the impact of AVA on teaching pronunciation. The interviewed teachers had diverse age ranges falling between 40 and 53 years old. All teachers had completed a bachelor's degree in English, which is a common requirement for an English teaching career. The teachers' levels of teaching expertise differed, some being relatively new to teaching English while others had several years of experience.

The difficulties faced by the teachers in teaching English included overcrowded classrooms, limited lesson time (45 minutes for a session), movement between multiple schools, a large number of pupils, noisy classrooms, the influence of the French language, and the lack of teaching materials. These challenges can make it hard to cover the lesson comprehensively. The difficulties most pupils face when learning English, according to the teachers, include pronunciation, vocabulary, and complex grammar rules. Pupils often struggle with correctly producing English sounds, having limited vocabulary. Regarding the most prominent, the majority of teachers agreed that pronunciation is crucial for achieving fluency and interactive communication, and most teachers consider it a significant aspect of language proficiency. They recognized the importance of correct

pronunciation for fluency, interactive communication, comprehension, and avoiding misunderstandings. However, one teacher expressed the opinion that pronunciation alone is not enough and needs to be accompanied by vocabulary, grammar, and skills.

Different teaching methods are employed to teach pronunciation, including listening and repeating, audiovisual aids, songs, gestures, careful listening, individual repetition, choral drills, and videos. This indicates a combination of traditional and multimedia approaches. All the teachers unanimously agreed on the importance of using audiovisual aids to improve pupils' pronunciation. They mentioned using wireless speakers, laptops, flashcards, songs, and videos as aids to support pronunciation teaching. Difficulties encountered when using audiovisual aids for teaching pronunciation included pupils finding it difficult to grasp language from native speakers, low volume from speakers in large classrooms, lack of materials, and limited time. The pupils in the classrooms generally responded positively to the audiovisual aids, finding them engaging and motivating. The teachers believed that audiovisual aids can significantly improve pupils' pronunciation skills and language learning. They emphasized the benefits of correct language acquisition, improved vocabulary, better pronunciation, enhanced listening skills, confidence, and motivation. To ensure that all pupils respond positively to audiovisual aids, teachers employed strategies such as individual and choral repetition, asking for correct answers, variety of activities, repetition, and participation.

4.2. Classroom Observation

We conclude from the analysis of the classroom observation N°1 that the use of audiovisual aids in the primary classroom is highly important to improve pupils' pronunciation. In addition, it is a tool for motivation where the interaction between teacher-pupils and classmates increases. The enjoyment of pupils in using audio-visual aids was unanimously well observed in all sessions.

Moreover, one of the positive sides of using audiovisual aids inside the classroom is that pupils' participation augmented, and the fact that pupils' did not feel bored in the sessions we attended where the teacher used AVA. Regarding the audiovisual aids, we can state that it was quite various uses from audio, visual, and audiovisual aids, where the teacher tried to vary from songs, videos, and pictures. We also observed that the teacher used mostly clear and legible AVA by also spending time using it.

Throughout the four sessions we attended with this group, we noticed that pupils made different kinds of errors where they need the teacher's interference. Both teacher and pupils give importance to the classroom interaction as an educational strategy either by volunteering or the teacher chooses directly. Pupils imitate the teacher's pronunciation but also imitating what they hear from videos.

Based on what we have observed according to the collected data of the three (3) sessions from classroom N°2, the teacher was correcting pupils' mistakes and highly focused on their pronunciation, as well as, audio visual aids are part of correcting their mistakes, it also suggests that the incorporation of AVA positively influenced students' pronunciation skills over time. In the majority of sessions, pupils were actively participating during the classroom discussion by raising their hands. Pupils were mostly having a positive impact of AVA on students' motivation levels and enjoyed using them. We noticed that the teacher used different AVA materials "phone, pictures, data show, speaker". From what has been observed when the teacher used video on her phone, it was not clear for all students, suggesting a need for clearer audio-visual materials.

5. Discussion and Interpretation of Results

The research under investigation was conducted to examine the impact of using audiovisual aids to teach pronunciation. When we selected third year pupils' as a target sample for our

investigation, we held interviews with six (6) teachers as well as observing eight sessions with our sample (two classes). After collecting the data, calculating, analyzing, and discussing each tool results in isolation we can confirm that the use of audiovisual aids truly improves the pupils' pronunciation, we also believe that the majority of third year pupils face several difficulties in their pronunciation abilities such as the lack of vocabulary, shyness and the bad influence of the mother tongue and second language which prevent them from speaking in English inside the classroom.

Apparently, English teachers try their best to provide the learners with various teaching methods, including AVA, which were employed to overcome the se challenges. However, they confirmed that the use of audiovisual aids is motivating, helpful, and pleasant. The teachers' interviews revealed common difficulties such as overcrowded classrooms and limited time for comprehensive lessons. Pupils struggled with pronunciation, vocabulary, and grammar rules, highlighting the importance of addressing these areas.

The findings of classroom observation demonstrated the positive impact of audio-visual aids in teaching pronunciation. The use of AVA facilitated engagement, motivation, and active participation among students. It also contributed to the improvement of pronunciation accuracy, as evidenced by the progressive improvement observed in pupils' pronunciation throughout the sessions. Immediate feedback from the teacher and the teacher's involvement in correcting errors further enhanced the learning process. Boredom was not a prevalent issue, suggesting that the use of AVA effectively captured students' attention and interest. However, shyness and anxiety were observed in some sessions, indicating the importance of creating a supportive and inclusive learning environment.

Conclusion

To summarize, the present chapter was devoted to the practical field required to carry out our studies. We Opted for different data gathering tools: interview, and classroom observation. We designed this chapter to discuss the main findings of our research collection tools; it developed an overview of the investigation of using audio visual aids. In fact, the results we obtained revealed that the use of audiovisual aids improves the pupils' pronunciation. Finally, the results matched the initial assumptions, and the hypothesis is proven.

General Conclusion

General Conclusion

The present study emphasized the use of audio visual aids to teach EFL pupils pronunciation, and how tools can help both teachers and pupils in the teaching/ learning process. The investigation carried out in this study, confirms our hypothesis which states that both teachers and pupils have a positive view towards the implementation of Audiovisual Aids in EFL learning classrooms. We tested our hypothesis through quantitative data that were gathered by adopting an observation checklist, and qualitative data by adopting interviews as data-gathering tools.

The dissertation comprised of three chapters, the first chapter includes a general overview of the concept of teaching and learning pronunciation, starting with the definition, importance, role of teaching pronunciation, and the factors that can influence learners' pronunciation. Techniques and materials applied to teach pronunciation, at the end of this chapter, we dealt with teaching pronunciation to young learners. While the second chapter; was devoted to provide an overview of audiovisual aids. In order to show how audiovisual aids can improve EFL learners' pronunciation, we have mentioned some of devices that could help to achieve the purpose. Besides, we have set some principles to use those helping tools, and obstacles that may face teachers when using the aids. The third chapter provided the research method and design, data gathering tools, and provided the analysis and discussion of results obtained from classroom observation and teachers' interviews.

Generally, the practical work has emphasized the vital role of audio-visual equipment to teach pronunciation and involve pupils in the learning task by producing a favorable classroom situation. Teaching aids can be beneficial to pupils on the educational side. Thus, the use of this kind of materials in foreign language teaching/learning is good to develop English pronunciation for EFL young pupils.

Our study aligns closely with previous research conducted on the use of audio-visual aids in teaching pronunciation. The results obtained from our investigation exhibit remarkable similarities to the findings of earlier studies in this field. Our research indicates a significant improvement in students' pronunciation skills. This consistency with prior studies adds weight to the effectiveness of incorporating audio-visual aids in teaching pronunciation. The parallel outcomes reinforce the notion that these aids enhance the learning experience and facilitate clearer, more accurate pronunciation among students.

Limitations of the Study

Even though this research has an important significance in the process of learning and teaching English pronunciation, it must be admitted that some limitations were raised which were the following:

- ❖ Regarding the interviews, the main limitation was the small amount of primary English teachers who participated in the study.
- ❖ Besides, there are not so many studies related to teaching pronunciation to young learners, the literature collected was limited.
- ❖ The limited number of sessions.
- ❖ The teacher's mother tongue "Amazigh" creates language interference, which impacts the language skills and results in some sounds being pronounced differently or affected in some way.

Pedagogical Implications and Recommendations

Based on our research findings, the present study offers some pedagogical recommendations:

❖ Teachers have to be aware of how to use AVA in the classroom.

❖ Teachers have to give their students enough activities to practice their pronunciation.

❖ Teachers are expected to give a model of how to pronounce English words correctly to their students during the teaching and learning of prose.

❖ Adding extra time to sessions.

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Appendices

Appendix A

Teachers' interview

Dear Teachers: This interview is a partial requirement for the completion of a master dissertation. It serves as a data collection tool on the impact of using audio visual aids to improve students' pronunciation (the case of 3rd year primary pupils).

This interview aims to investigate the teachers' perspective about using audio visual aids in their classrooms to explore their vision of the importance and need of these aids during the sessions. Your contribution will be of great help to make the research work achieve its objectives. Furthermore, this basic qualitative study does not only evaluate your pedagogy, but also to examine the preparedness, perceptions, and experiences about providing AVA to third year pupils, hopefully, to know about pedagogy that will help improve pupils' pronunciation.

❖ You are kindly requested to answer the questions. Thank you in advance for your time and effort.

❖ Note: A.V.A. (audio visual aids).

1- **Please, specify your age?**

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2- **What level of education have you completed in order to become an English teacher?**

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3- **How long have you been teaching English?**

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4- Do you have any difficulties in teaching English? Would you please state the major ones?

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5- **What difficulties most pupils often face when learning English?**

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6- Among the English language learning aspects, which one do you think is the most prominent? **(Vocabulary, pronunciation, grammar, skills).**

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7- Do consider pronunciation a significant aspect in achieving a goal proficiency level in English?

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8- **Which method you are currently using in teaching pronunciation? (For example: listen and repeat, visual aids, songs…)**

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9- **Do you have difficulties in teaching pronunciation in class? Can you list some of them?**

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10- **Do you think that the use of AVA in classroom is important for pupils' better pronunciation?**

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11- **Do you use AVA in classroom in teaching pronunciation? If yes what type of aids do you often use? If no what are the obstacles that prevent you from using AVA in your class?**

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12- What difficulties do you routinely face when teaching pronunciation using the AVA?

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13- Please describe how pupils in your class have responded to the AVA?

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14- To what extent can AVA improve pupils' pronunciation?

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15- How do you ensure that all pupils in your classroom respond positively to the audio visual aids?

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16- How do you evaluate the effectiveness of using AVA in your teaching?

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Thank you

Appendix B

Date: ………................/2023   Time: ………

Course:……………………   Class:………..

Observer:…………………..   Classroom observation N:……

N° of students: …………   N° of: male …… / female……

Classroom Observation Checklist

behaviors to be observed	Not observed	Fairly observed	Well observed	Remarks
The teacher reviews previous day's lesson				
The use of AVA — Teacher incorporate AVA to support the lesson				
The use of AVA — Promote memory retention				
Types of AVA — Visual aids				
Types of AVA — Audio aids				
The teacher ensure that AVA used are clear and legible				
The teacher spends time in using AVA				
All students are engaged and participate in classroom activities				

Teacher provide immediate feedback to student				
Teacher chooses directly pupils to pronounce what they hear				
Pupils volunteer to pronounce what they hear				
Pupils pronounce accurately the words they hear				
Pupils often feel boredom in class				
Pupils are shy and anxious				
Pupils are motivated				
Pupils show progressive improvement in their pronunciation				
Pupils enjoy using AVA				
Teacher is the central part in correcting pupils errors in pronunciation				
Pupils imitate the teacher's pronunciation				

Remarks:

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الملخص

النطق هو واحد من أهم العناصر في تعليم وتعلم لغة أجنبية. يتم تعلم النطق عن طريق تكرار الأصوات وتصحيحها عند إنتاجها بشكل غير دقيق حيث يكون استخدام الوسائل السمعية والبصرية ضروريا. الغرض من هذه الدراسة هو التحقيق في تأثير استخدام الوسائل السمعية والبصرية في تدريس النطق لتلاميذ المرحلة الابتدائية في السنة الثالثة واستكشاف تصورات المعلمين تجاه استخدام الوسائل السمعية والبصرية لتحسين النطق. البحث استكشافي بطبيعته. يتم استخدام طريقة مختلطة من حيث الأساليب النوعية والكمية لتوفير فهم شامل لهذه الظاهرة. تم استخدام مقابلة ومراقبة الفصول الدراسية كأدوات لجمع البيانات في هذا البحث. تمثل عينة الدراسة فصلين يتألفان من 80 تلميذا في السنة الثالثة وستة (6) معلمين في المدارس الابتدائية. وكشفت النتائج أن الوسائل السمعية والبصرية تساعد في تحسين نطق التلاميذ.

الكلمات المفتاحية: الوسائل السمعية والبصرية ، اللغة الإنجليزية ، النطق ، المدرسة الابتدائية.

Résumé

La prononciation est l'un des éléments les plus importants dans l'enseignement et l'apprentissage d'une langue étrangère. La prononciation est apprise en répétant les sons et en les corrigeant lorsqu'ils sont produits de manière inexacte dans lesquels l'utilisation d'aides audiovisuelles est nécessaire. Le but de cette étude est d'étudier l'impact de l'utilisation d'aides audiovisuelles dans l'enseignement de la prononciation pour les élèves de troisième année du primaire et d'explorer les perceptions des enseignants à l'égard de l'utilisation d'aides audiovisuelles pour améliorer la prononciation. La recherche est de nature exploratoire. Une méthode mixte en termes de méthodes qualitatives et quantitatives est utilisée pour fournir une compréhension globale du phénomène. Une entrevue et une observation en classe ont été utilisées comme outils de collecte de données dans cette recherche. Deux classes comprenant au total 80 élèves de troisième année et six (6) enseignants d'écoles primaires représentent l'échantillon de l'étude. Les résultats ont révélé que les aides audiovisuelles aident les outils à améliorer la prononciation des élèves.

Mots clés: Aides audiovisuelles, Anglais, Prononciation, École primaire.